
Incorporating the Dimensions of Tolerance into Reading Materials- Development in Diverse EFL Classrooms

*Dedi Aprianto*¹

¹ Corresponding author, Universitas Bumigora, Indonesia; dedi@universitasbumigora.ac.id

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Abstract

This study addresses the challenges of teaching English as a Foreign Language (EFL) in diverse classrooms, emphasizing the need for materials that promote tolerance and inclusivity. It aims to fill a gap in existing curricula by developing reading materials that integrate tolerance dimensions, enhancing both language (reading) proficiency and socio-cultural understanding among EFL students. The study used a procedural research and development (R&D) design. It was proceeded through the development phases then continued by field-testing. The field testing was applied by using a quasi-experimental method to know the quality of the developed reading materials. Data collection involved a combination of quantitative and qualitative methods. Questionnaires and interviews were utilized to gather information on students' learning needs, while reading tests were administered to assess the effectiveness of the developed reading materials. 12 items of the questionnaire identified students' needs, The reading test, consisting of 50 questions, evaluated students' reading abilities, and interviews from 17 subjects provided qualitative insights, which were analyzed systematically to support the questionnaire data. The findings revealed that the experimental group, using the developed materials, achieved significantly higher scores of 86.88, compared to the control group of 68.91. An independent samples t-test confirmed a significant difference between the groups [$t(84) = 20.777, p < 0.05$], demonstrating the effectiveness of the materials in fostering student engagement and understanding of diverse perspectives. The study highlights the importance of incorporating both linguistic and social elements into teaching resources, promoting inclusivity and a supportive learning environment. The results suggest that integrating tolerance dimensions into reading materials can enhance learning outcomes for heterogeneous EFL students, aligning with prior studies showing the positive impact of culturally diverse materials on student interaction and language development.

Keywords: Heterogeneous students, reading material development, tolerance dimensions



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1. Introduction

The present study comes from a deep exploration of the increasing challenges of teaching English as a Foreign Language (EFL) in diverse classrooms. Today's classroom comes with a great deal of diversity among students as noted with various cultural backgrounds, races, ethnic groups, and religions, as well as interactions among such groups. This kind of diversity poses problems to educators as well as presenting opportunities to be harnessed but could require that a more holistic pedagogical approach be adopted which not only increases language acquisition but also enhances appreciation of others. The incorporation of tolerance dimensions into reading materials is proposed as one of the important accumulating strategies to create a learning space where all people are regarded with honor irrespective of their differences. One of the reasons for selecting this theme originates from the fact that it is now common knowledge that it has been the case of many EFL programmes that oversights were made regarding socio-cultural components in the process of foreign language instruction — this includes too the dimension of toleration as a socio-cultural aspect in a plural society, inclusive of cross-cultural, cross-faith and cross-group/organization. Improving comprehension by incorporating cultural or character education variables in reading materials is the objective in some studies (Nambiar et al., 2020). It is also found that integrating intercultural competencies in reading materials is useful (Fipitrinita et al., 2020; Ma, 2023; Singh et al., 2017). This study contributes to the body of literature by proposing for the first time the need to incorporate tolerance in EFL reading materials to fill the gap on studies of tolerance in EFL learning in the context of diversity in Indonesia (Elghazali, 2022). The incorporation of a mixed-methods design in the study will lead to the formulation of guidelines for materials that assist in the achievement of language proficiency as well as intercultural appreciation.

The current body of knowledge indicates that effective EFL instruction in heterogeneous classrooms requires a multifaceted approach that considers the diverse needs of learners. The role of cultural relevance in education has been increasingly recognized as a vital component of effective teaching practices (Brown et al., 2019). Several previous studies dealt with reading materials development with various unique variables embedded to support the effectiveness of reading skill, such as inserting cultural elements, and character education (Nambiar et al., 2020). Similarly, reading materials designed by incorporating various intercultural competencies can be carried out and provide effectiveness in reading (Fipitrinita et al., 2020; Ma, 2023; Singh et al., 2017). According to the previous studies under reading materials design, the concept of tolerance is a novel concept in English reading curriculum

development. Therefore, there have been no scholarly inquiries on developing reading materials with tolerance incorporation and it has not been measured and compared yet on the significant effects on increasing EFL students' reading comprehension skills.

By synthesizing these findings, this study will contribute to the theoretical framework surrounding EFL instruction by proposing a model that integrates tolerance dimensions into reading materials, thereby enhancing the overall educational experience for students from varied backgrounds. Thus, the current study aims to develop a set of reading materials that incorporate tolerance dimensions, thereby addressing the unique challenges faced by EFL students in heterogeneous classrooms. By fostering an inclusive environment that respects and values diversity, this research aspires to contribute to the broader discourse on multicultural education and its implications for language learning. The findings of this study would not only provide practical insights for EFL practitioners but also contribute to the theoretical understanding of how tolerance can be effectively integrated into language education. To follow the objective of research, two questions were underpinned, as in: 1). What are the appropriate reading materials integrated with the tolerance dimensions which can be developed in the teaching of reading skills in heterogenous EFL classroom? 2). What is the different quality of between the developed reading materials integrated with tolerance dimensions and the existing reading materials for teaching reading skills in heterogeneous EFL classroom?

2. Literature Reviews

2.1. Theoretical framework

In developing reading materials that promote tolerance for heterogeneous EFL students, establishing a theoretical framework based on prior studies is essential. This review synthesizes research highlighting the role of tolerance in language education, particularly in multicultural contexts. Studies emphasize the importance of cultural awareness in EFL education. For example, an analysis of multicultural content in English textbooks shows that representing diverse cultures enhances students' understanding of different ethnicities (Alawlaqi, 2023). Rashidi and Meihami argue that addressing cultural identity in the classroom fosters understanding among students from various backgrounds (Rashidi & Meihami, 2017). Laabidi and Bousfiha also stress the importance of pragmatic competence, particularly in navigating cultural differences for Moroccan EFL learners (Laabidi & Bousfiha, 2020). These studies suggest that integrating cultural content into EFL curricula promotes tolerance and intercultural communication.

The theoretical foundation for incorporating tolerance into EFL reading materials is based on Intercultural Communicative Competence (ICC) frameworks. Byram and Wagner (2018) emphasize the need to integrate cultural education in language teaching to develop students' intercultural skills. Edi (2022) supports this by showing that fostering communication independence enhances interactions with people from different backgrounds. Kanno and

Stuart (2011) suggest that teachers must embody tolerance to effectively teach EFL students. Additionally, Yu et al. (2022) note that students who manage cultural ambiguities engage positively with diverse perspectives. In summary, the integration of tolerance into EFL reading materials is supported by a strong theoretical framework focusing on cultural awareness, ICC, and the role of educators, informing the development of materials that promote tolerance among diverse EFL students.

2.2. Reading skills and English reading materials-development

The ability to read is an academic requirement in developing areas of expertise. Reading shows the relationship of the reader and the text in which the reader's different background will have a different impact. It is caused by goals and interests (Hameed & Manzoor, 2018). The result in the reading process is an understanding in which the reader always determines types of strategies or continuously moves from one approach to a more effective approach; a top-down approach to find out meaning or a bottom-up approach to find out the level of accuracy of understanding (McNeil, 2012). Seiradakis and Spanjangansis (2018) designed online reading materials in English for Academic Purposes based on research article genres, utilizing genres-based theory, metacognition, and cognitive apprenticeship. Their model incorporates a corpus approach via online platforms like Moodle.

However, the development of English reading materials remains monotonous, with a limited scope that fails to provide comprehensive learning experiences or assist students in achieving reading proficiency indicators (Erfiani, 2019). Therefore, it is essential to design engaging, needs-based, and contextual reading materials to improve the effectiveness of reading activities. Contextual teaching and learning, incorporating text genres (Atmazaki & Padang, 2019) and integrating cultural elements and tolerance values, can enhance previous material models by focusing on five aspects: construction, content, language use, physical appearance (including illustrations), and reading activities. To develop English materials effectively, book designers should adhere to several learning phases: warming up, noticing, comparing, reflecting, constructing, and presenting (Haerazi & Irawan, 2020).

2.3. Incorporating of the tolerance dimensions in language learning

Increasing understanding and tolerance through cultural engagement significantly aids target language learning. Integrating intercultural elements into English programs develops cultural competence, defined as the ability to critically evaluate one's cultural assumptions (Levina et al., 2016). This competence goes beyond tolerance, fostering a deeper understanding of cultural dynamics essential for intercultural interactions. Fernández-Agüero and Cedeño note that cultural competence lays the groundwork for tolerance in English Language Learning (Fernández-Agüero & Cedeño, 2018). Tolerance, rooted in moral principles, is key to positive social interactions (Zlatković et al., 2017). Incorporating intercultural communication into education enhances cultural awareness and empathy, fostering a more inclusive environment (Majda et al., 2021). Teaching tolerance has two critical aspects: its

role as a core educational value and its importance in cross-cultural interaction. English Language Learning (ELL) classes are particularly suited for promoting tolerance and cultural understanding (Levina et al., 2016).

However, assessing peace education's impact in English classrooms remains difficult. Research suggests that while noble dimensions improve learning environments, more effective results may come from peace education courses (Zamalieva, 2020). Cultural competence, part of tolerance, grows through exposure to diverse cultural perspectives. Incorporating social and cultural learning enhances student interaction and aligns with Vygotsky's idea of learning as a social process (Alshenqeeti, 2016). Ho (2009) highlights the interplay between language and culture in "Linguaculture," while Dhindsa (2007) stresses understanding cultural dimensions for effective learning. Cultural integration in English teaching focuses on cross-cultural understanding rather than just grammar (Abdollahi-Guilani et al., 2012). Yet, English language learning often struggles with inadequate focus on cultural elements (Biebricher et al., 2019).

2.4. The heterogeneity attributes in English language learning (ELL)

The heterogeneity in English Language Learning (ELL) involves cultural, perceptual, and tolerance dimensions that significantly affect learners' experiences and outcomes. Recognizing these attributes is essential for educators to create inclusive and effective learning environments. Cultural diversity plays a key role, as learners' varied backgrounds influence their language acquisition processes. Integrating culturally responsive teaching helps bridge gaps across cultures, fostering communication and enhancing language skills (Pujasari & Hikmatullah, 2023). Jin (2011) emphasizes that cultural differences can hinder progress if not addressed, highlighting the need to include cultural elements in the curriculum. Additionally, learners' perceptions of English are shaped by their cultural beliefs, affecting their strategies and outcomes (Khan & Takkaç, 2019).

Cultural awareness must be integrated with language instruction to support learners (Ghafor, 2020), aligning with Al-Sofi's (2018) finding that textbooks reflecting cultural diversity impact attitudes toward English. Tolerance is equally critical in ELL, promoting appreciation for different cultures and perspectives, especially in multicultural classrooms (Pujasari & Hikmatullah, 2023). Educators should implement strategies to promote inclusivity, as understanding cultural differences helps overcome communication barriers (Maqsood, 2024). Incorporating local cultural themes into learning materials can enrich learners' knowledge and foster tolerance (Roza et al., 2021).

3. Method

3.1. Research design

This research and development study aimed at creating reading materials integrated with tolerance dimensions to teach the diverse EFL classrooms. It used Thiagrajan's model in

(Sugiyono, 2011), there are four stages (a) Defining; involving needs-analysis of students' needs and wants to know the appropriate materials developed, (b) Designing; Designing the course grids, prototypes and conducting first draft product, (c) Developing; refining products through trials, and (d) Disseminating; involving the stakeholders and the users to use developed textbook for ELT activities, particularly in the teaching of reading skills. The combination of quantitative and qualitative data about the students' learning needs and target needs were collected through questionnaires from 43 respondents and interviews with 13 respondents to clarify and validate the data on students' learning needs and target needs. Finally, a quasi-experimental method was applied to obtain the numerical data to measure the effectiveness of the developed reading materials.

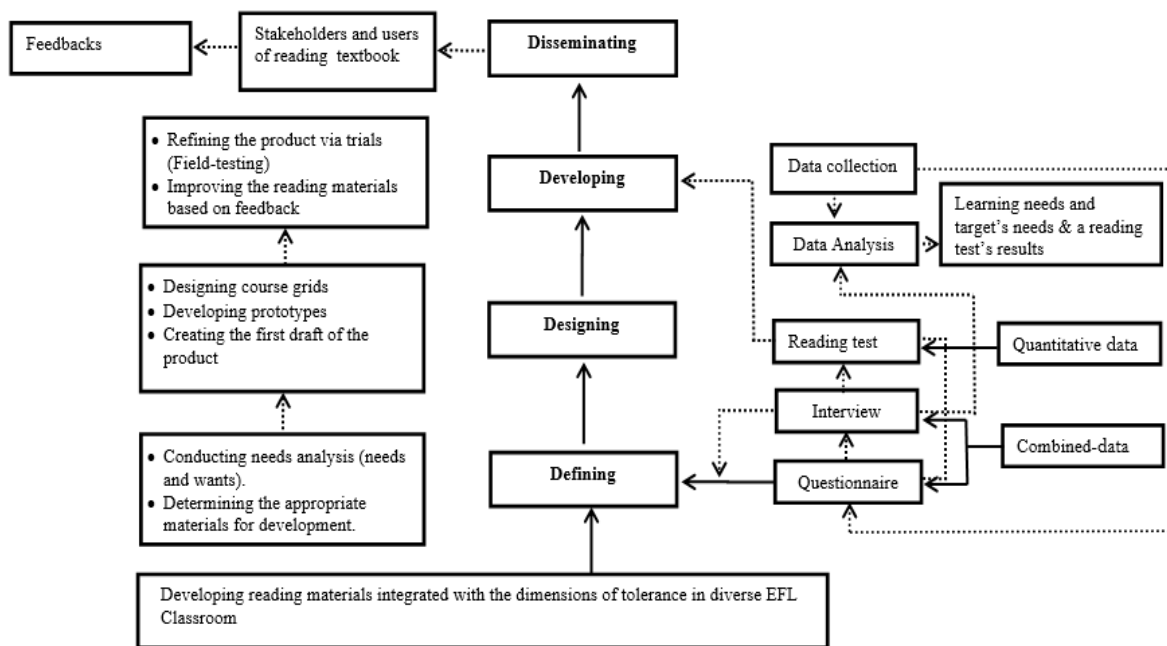


Figure 1. Research Design

3.2. The participants

This research was conducted among a heterogeneous group of EFL students, characterized by diverse cultural perspectives, beliefs, ethnicities, races, and social groups. The total population comprised 43 students from the Department of English Literature at Bumigora University, and all of these students were selected as the sample for the study. This sampling technique was consistent with the population is less than 100, it is advisable to include the entire population in the sample to ensure comprehensive data collection. These participants were drawn from the Department of English Literature at Bumigora University. The selection of this sample was based on the students' varied backgrounds in terms of ethnicity, religion, race, and socioeconomic status, making them ideal for the objective of the study for

examining diversity-related factors in language learning. The heterogeneity of the sample was crucial as it provided a rich context for exploring how diverse cultural and social dimensions influence EFL learning, aligning with the research goal of understanding the role of cross-cultural interactions in education. Additionally, the varied backgrounds of the students enabled a deeper analysis of tolerance, inclusivity, and intercultural competence in the classroom environment.

Table 1. The number and demographic information of the participants

No.	Semester	Samples for Questionnaire	Samples for Interview	Sample for Reading Test
		Heterogenous	Heterogenous	Heterogenous
1.	3 rd	12	6	12
2.	5 th	16	4	16
3.	7 th	15	3	15
Total (n)		43	13	43

3.3. Instruments and the data collection procedures

Data on students' learning needs were gathered through questionnaires and interviews, while the quality of the developed reading materials was assessed using reading tests. Qualitative data offered insights into learning needs, and quantitative data reflected reading achievements. 12 items of the questionnaire utilizing a Likert scale was used to identify students' needs for reading materials, with validity confirmed by Pearson's Correlation for all items. The instrument's reliability was evaluated using Cronbach's Alpha, resulting in a coefficient of $0.786 > 0.70$. The reading test was conducted to evaluate students' reading abilities after being taught using the developed reading materials. The test consisted of 50 questions, focusing on tasks such as identifying main ideas, retrieving specific information, and assessing vocabulary knowledge. The primary aim of the test was to assess the effectiveness of the reading materials. The content validity of the reading test was assessed through the Content Validity Index (CVI), with the S-CVI/Ave score being 0.87, which is above the acceptable threshold of 0.83. Expert feedback led to revisions of six question items, which included improvements to the clarity of the wording, ensuring questions were aligned with the content of the materials, avoiding excessively lengthy or redundant questions, and contextualizing the questions to better reflect the reading experiences of the participants.

Additionally, the use of clear and accessible vocabulary was emphasized to ensure that all respondents could understand the questions effectively. Construct validity was verified using Pearson's correlation, showing that all items had r -values greater than the r -table, confirming the strength of the test design. To ensure the reliability of the instrument, a pilot test was conducted. This pilot test demonstrated a high level of internal consistency, with a Cronbach's Alpha score of $0.914 > 0.70$. In addition to the reading test, interviews were

conducted as supplementary data collection tools to further explore students' learning needs. Seventeen students participated in one-on-one interviews. The interview data were systematically analyzed by recording, transcribing, reducing, classifying, describing, and drawing inferences from the responses, providing additional qualitative insights to support the questionnaire results.

3.4. Analysis data procedures

The qualitative data were gathered from recorded interviews with EFL students, then transcribed and analyzed to assess their learning needs and target needs. For the quantitative analysis, reading test results were examined using statistical methods, including an independent sample t-test, to identify significant differences between the materials. Before having this statistical test, the Kolmogorov-Smirnov tests confirmed that the data were normally distributed: pre-experiment group ($0.080 > 0.05$), post-experiment group ($0.225 > 0.05$), pre-control group ($0.435 > 0.05$), and post-control group ($0.0117 > 0.05$). Homogeneity analysis showed the following significance values: pre-experiment group ($0.013 > 0.05$), post-experiment group ($0.201 > 0.05$), pre-control group ($0.035 > 0.05$), and post-control group ($0.201 > 0.05$). Levene's test confirmed homogeneity of variances, with a significance value of 0.774 ($0.137 > 0.05$). The results of the classical assumption tests confirm that the data meet the requirements for conducting an independent sample t-test. The Kolmogorov-Smirnov test indicated that the data were normally distributed, with (*Sig. values* > 0.05). Homogeneity tests, including Levene's test, also yielded (*Sig. value* > 0.05), confirming the homogeneity of variances between groups. With these prerequisites satisfied, the independent sample *t*-test was conducted to examine the differences between the experiment and control groups. The study was aimed at to evaluate the effectiveness of reading materials integrated with tolerance dimensions in improving reading skills in heterogeneous EFL classrooms. The primary hypothesis (H_1) stated that reading materials that incorporate tolerance dimensions would lead to a significant improvement in students' reading skills. While, the null hypothesis (H_0) stated that there would be no significant difference in reading skills in the use of the developed reading materials integrated tolerance dimensions. These hypotheses would have been tested using a statistical analysis, namely an independent samples t-test, be employed to analyze the effectiveness of the developed materials. Then, to know the level of the students' reading achievements, they were assessed and decided based on the scoring classification, as follows:

Table 2. The level of students' scores of reading achievement

No.	Range of scores	Levels
1.	< 40	Very poor
2.	41-55	Poor
3.	56-70	Average
4.	71-85	Good
5.	86-100	Very good

4. Findings

The researcher aimed to develop a new model for reading materials instruction grounded in the concept of tolerance, which serves as a valid pedagogical framework for enhancing reading skills.

4.1. The results of needs-analysis of tolerance dimensions-inserted materials

The concept of needs analysis in ELT aims to design a concept, method, and material in ELT, there are three elements in requiring target needs for students, namely needs, wants, and shortcomings. However, in this research and development, students only want to fulfil their needs in the form of teaching materials for learning to read. All materials obtained through the needs analysis conducted by questionnaires showed that the targeted materials could facilitate students' reading learning. All the selected materials were designed to foster EFL students' ability to be linguistically accurate and tolerant. Any review of the materials in the developed material units shows that the concept of tolerance value is packaged in the development of reading texts in the form of phrases, sentences, and paragraphs. The insertion of the concept and dimension of tolerance can also be developed into the format of student assignments which can be done in the form of observation, matching, project-based learning, interviews, filling in the gaps, completing sentences, and 5W and 1H questions such as finding the main idea, finding important information, and making conclusions from reading.

The results of the needs analysis for the development of reading teaching materials show several main topics developed into teaching materials, namely mutual respect for differences in views/beliefs such as religious differences, and racial/ethnic differences and cultural differences, topics about one nation within the framework of unity in diversity, and descriptions of the types of religious celebrations and traditional ceremonies. Then fill in reading teaching materials that aim to develop non-linguistic aspects such as learning text genres; descriptive, narrative, persuasive, and procedure texts. The development of reading materials also needs to pay attention to additional aspects such as understanding the use of punctuation in reading long texts. The development of reading materials provides space for vocabulary in the form of a glossary list such as keywords. In addition, the main element in learning to read is to include material about paragraph structure; finding topics, main ideas, supporting details looking for important information in reading, and making conclusions from reading. Students also need to learn text types, such as imaginary texts, literary texts, and factual texts to grow their reading skills towards different types of texts. Then students linguistically need to learn grammatical knowledge to deeply understand the reading through understanding the grammatical units of the text.

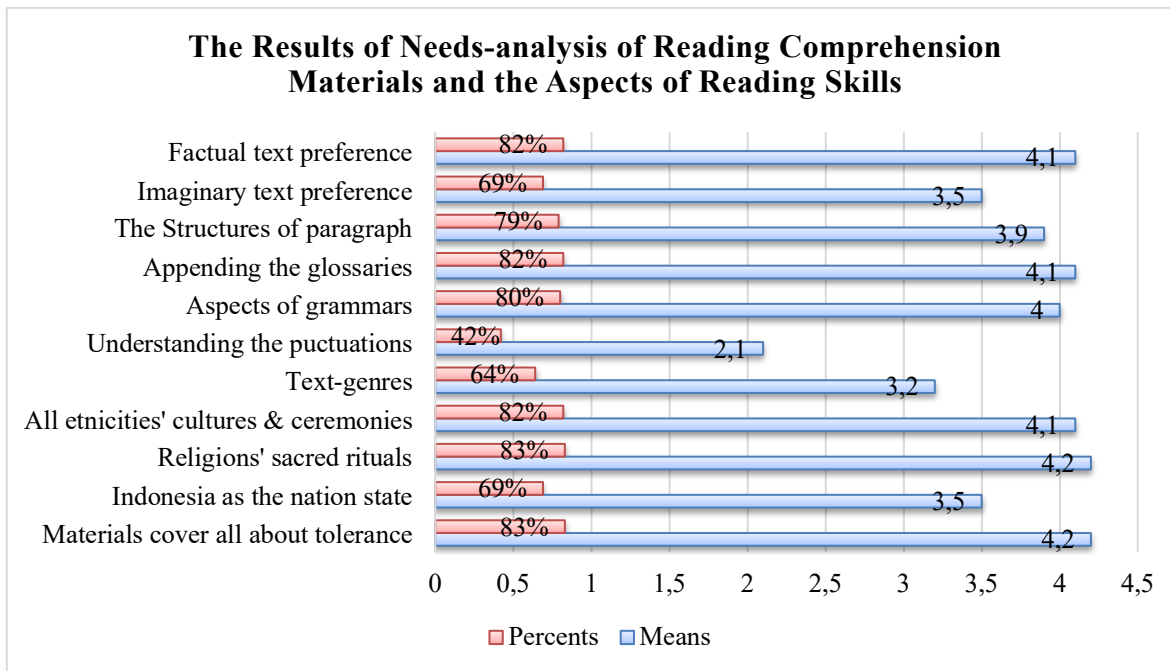


Figure 2. The Results of Learning's Needs-Analysis about Reading Materials

The data of needs analysis showed the students' needs for the recommended types of reading materials. The chosen topics reflect the elements of tolerance often carried out in everyday life having unique values and wealth of cultures. There are 12 main points answered by respondents developed in the form of questionnaire items and interviews conducted to clarify the findings of questionnaires regarding needs analysis in the development of reading materials. The graphic explains how high students' need for types of reading material is addressed with the topic of how to respect one another in social interaction with an average score of 4.2 (83%), Indonesia as the nation state carries a concept of *Bhinneka Tunggal Ika* (unity) of 3.5 (69%), the religions' sacred ritual ceremonies 4.2 (83%), describing the Indonesian ethnicities' cultures and ritual activities 4.1 (82%), text-genres; descriptive, narratives, persuasive, and procedures 3.2 (64%), understanding the use of punctuations 2.1 (42%), inserting English grammars within the materials 4.0 (80%), appending the special vocabularies or glossaries as the keywords for the reader to understand the passages 4.1 (82%), the structure of paragraph; finding main idea, topic, supporting details, and making conclusions 3.9 (7.9%), the type of text; imaginary texts 2.1 (42%), and the kind of text; factual texts 4.1 (82%).

4.2. The results of product development

Based on the needs analysis data, the researcher developed reading comprehension materials integrating tolerance dimensions for tertiary-level English students. At this stage, course grids were designed and developed into a draft for a reading comprehension textbook. The

material consists of seven chapters, each incorporating tasks that embed tolerance dimensions within the instructional design. The content was specifically tailored to enhance students' academic reading skills. The reading activities were structured into six stages: warming up, noticing, comparing, reflecting, constructing, and presenting. Additionally, the researcher integrated Project-Based Learning (PjBL) and Problem-Based Learning (PBL) approaches to enhance students' engagement. These approaches aim to foster active problem-solving, promote individual and collaborative project completion, and encourage the generation of innovative ideas or products. The learning model prioritizes Student-Centered Learning, ensuring a more participatory learning process.

Based on the five phases of writing activities developed by Haerazi and Irawan (2020) within the framework of Intercultural Language Learning (ILL), the researcher adapted these phases to create six-steps of reading material composition. Warming-up involves vocabulary exercises related to the topic, pre-reading passages to acquire background knowledge, identifying general information about the topic, and engaging in interactive discussions and question-answer sessions led by the teacher. Notifying, the material is presented with an emphasis on the dimensions of tolerance embedded in the reading text. Students are guided to understand tolerance through Project-Based and Problem-Based Approaches, focusing on diverse beliefs, cultures, and ethnicities. Comparing, students analyze and compare different cultural and belief systems, recognizing the uniqueness of diversity while identifying common ground. This activity culminates in a written assignment, encouraging students to integrate insights from various references on tolerance into their work. Reflecting, students engaged with reading materials on diverse topics, fostering an appreciation for various beliefs, cultures, cultural heritages, local wisdoms, ethnicities, and traditional festivals. They were then tasked with writing a short paper on tolerance, informed by multiple references on differing beliefs and cultures. Constructing, students read extensively on tolerance, which helped build prior knowledge and facilitated deeper comprehension of related texts. There are several reading techniques used, namely Graphic Organizers (GOs) employed as a tool to enhance reading comprehension, Small Group Discussion was also utilized, allowing students to collaborate in identifying main ideas and key information from the passages. Lastly, presenting, students summarized and presented their findings individually or in groups. These interactive discussions encouraged exploration and explanation of key ideas from the reading materials, promoting active engagement across all groups.

In the development of this reading textbook, the researcher employed a modified approach to the established five phases of learning, expanding them into seven essential components. These components encompass the topic, objectives for the reading instructional task, warm-up activities, noticing, comparing, reflecting, constructing, presenting, and evaluating. Each chapter of the instructional materials integrates these seven components: topics, objectives for reading instructional tasks, warm-up activities, noticing, comparing, reflecting,

constructing, presenting, and evaluating. The first component, topic elaboration, is strategically designed to align with students' needs. Each topic is crafted to achieve specific reading objectives, which include clarifying learning goals, outlining topics and subtopics, and discussing the learning methods employed. Prior to engaging in the main discussion, students participate in warm-up activities that serve as preparatory exercises. During the noticing stage, students explore topics related to tolerance, diversity, and unity amidst differences, which encourages them to compare information gleaned from various reading sources, thereby enhancing their understanding. The reflection stage prompts students to contemplate the insights gained from their readings, fostering a deeper appreciation for cultural, religious, and ethnic diversity. In the constructing stage, students synthesize ideas derived from their experiences and the knowledge acquired through reading. They may employ the Graphic Organizer (GO) technique to present and elaborate on their insights and skills. Presentations are conducted individually or in groups, focusing on findings from their readings or assignments addressing tolerance within the context of cultural, religious, and ethnic differences. Lastly, students engage in an evaluation process to assess the extent to which the reading objectives have been achieved.

4.3. Assessing the product; tryout and revisions

This section evaluates the developed reading materials incorporating dimensions of tolerance through a systematic tryout and expert revisions. The initial field-testing, conducted with a diverse group of EFL students, provided valuable insights into the effectiveness and applicability of the materials. Following the tryout, feedback from language experts was solicited to enhance the content, clarity, and learning-teaching approaches of the reading materials.

4.3.1. The results of the implemented tryout and revisions

The field-testing of the developed reading materials was conducted on October 20th, 2023, involving a heterogeneous group of English literature students from Bumigora University. This study is distinctive as it explores the effectiveness of reading materials that incorporate dimensions of tolerance, examining their impact towards the heterogeneous variables among the students. Based on the analysis of the seven sections of teaching materials on the dimensions of tolerance, revisions are recommended to enhance the quality of reading comprehension learning. In part 1: *Historical Overview of Religious Tolerance in Indonesia*, it is suggested to add concrete examples of tolerance practices across various historical periods to help students better understand the context. Additionally, comprehension questions should be included to encourage students to analyze and interpret historical data. In part 2: *Pancasila and Religious Tolerance*, it is important to connect the values of Pancasila with practical examples of its application in daily life, as well as to assign an essay task discussing its implementation. Part 3: *The Cultural Mosaic of Indonesia*, it is advisable to expand the explanation of cultural interactions and provide narrative texts that illustrate

the experiences of individuals from diverse cultural backgrounds. In part 4: *Traditional Festivals and Cultural Celebrations*, it should be clarified how festivals promote inter-religious interactions, along with presentation tasks and descriptions of festivals that emphasize tolerance values. Part 5: *Cultural Heritage and Modernization*, it is crucial to discuss the challenges of modernization to cultural heritage, along with providing analytical texts and relevant vocabulary. Furthermore, in part 6: *The Diversity in Races to Develop Indonesia: The Dynamics and Challenges*, a more in-depth explanation of the impact of racial diversity on social and political dynamics is necessary. It is also recommended to include argument writing assignments and group discussions regarding diversity as a strength or challenge. Part 7: *Formation of the Indonesian Nation-State: Unity in Diversity as the Motto of Indonesia* should elaborate further on the application of the motto *Bhinneka Tunggal Ika* in everyday life, including case studies on the implementation of tolerance values. By making these revisions, it is expected that students will not only understand the content related to tolerance but also develop their English language skills through aspects of speaking, writing, vocabulary, and grammar. This revision aims to create a more comprehensive and effective learning experience in the context of tolerance.

Understanding the extent to which these materials resonate with English students from diverse backgrounds is crucial. Therefore, the statistical analysis of the results from the trial conducted with EFL heterogeneous students is presented below, as in:

Table 3. *The descriptive statistics of EFL heterogeneous students' pre-& post-test*

Classes	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Exp.	43	50	81	66.42	6.485
Post-test Exp.	43	80	97	86.88	2.962
Pre-test Cont.	43	54	79	62.86	5.609
Post-test Cont.	43	59	79	68.91	4.839
Valid N (listwise)	43				

Based on the descriptive statistics presented in the analysis, the results of the pre-test and post-test for both the experimental and control classes indicate significant variations in students' performance following the implementation of the developed reading materials. The experimental class, consisting of 43 students, demonstrated a pre-test mean score of 66.42, with a standard deviation of 6.485, indicating a relatively low level of variation among the participants prior to the intervention. Following the treatment, the post-test mean score for the experimental group of 86.88, with a reduced standard deviation of 2.962. This substantial improvement in the mean score reflects the positive impact of the reading materials on enhancing students' reading skills. In contrast, the control class, also comprising 43 students, exhibited a pre-test mean score of 62.86 and a standard deviation of 5.609, suggesting slightly lower initial performance compared to the experimental group. After the intervention period,

the post-test mean score for the control group increased modestly to 68.91, accompanied by a standard deviation of 4.839. This limited improvement indicates that the control group, which did not receive the specialized reading materials, did not benefit from the same level of enhancement in reading proficiency as their experimental counterparts. The statistical analysis of these results clearly demonstrates the effectiveness of the developed materials in improving reading comprehension among EFL heterogeneous students. The significant difference in post-test scores between the experimental and control classes underscores the importance of incorporating contextually relevant educational resources to facilitate language learning, thereby providing a compelling case for the implementation of such materials in EFL instructional settings.

Furthermore, to find out how significant the difference in the use of the developed reading materials was after the treatment was carried out, the independent sample t-test was used to analyze the average value of the post-tests of the experimental and control classes.

Table 4. Independent sample t-test of the mean scores of the post-tests

		Independent Samples Test								
		Levene's Test for Equality of Variances			t-test for Equality of Means					
		F	Sig.	t	f	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Reading test scores	Equal variances assumed	9.438	.0321	20.777	84	.000	17.977	.865	6.256	19.697
	Equal variances not assumed			20.777	9.592	.000	17.977	.865	6.251	19.703

The independent samples t-test results indicated a significant difference in reading scores between the control group and the experiment group using the developed reading materials. Based on Levene's Test for Equality of Variances, the *F* value is 9.438 with a *Sig. value* of .0321, suggesting that equal variances can be assumed. Using equal variances assumed, the *t*-test result showed 20.777 and a *p*-value was (*Sig. 2-tailed*) of 0.000, indicating that the difference is statistically significant at the 0.05 level. These findings suggest that the use of the developed reading materials led to significantly higher reading scores in the experimental group compared to the control group. Since the (*p*-value is < 0.05), the null hypothesis (H_0)

is rejected, which stated that there is no significant difference in reading skills. The alternative hypothesis (H_1) is accepted, which suggests that the reading materials integrated with tolerance dimensions significantly improve EFL students' reading comprehension in heterogeneous classrooms. This finding confirms that reading materials incorporating tolerance dimensions significantly enhance EFL students' reading comprehension, particularly in diverse classroom settings. This supports the effectiveness of integrating social-tolerance components into EFL learning materials to promote both language proficiency and intercultural understanding.

4.3.2. *The results of the English lecturer's perception*

After administering the reading test, the researcher gathered feedback from eight English lecturers on the materials' applicability in diverse contexts. Quantitative analysis of their responses highlighted differing views on integrating tolerance dimensions. The feedback was essential in identifying strengths and areas for improvement, ensuring the materials enhanced comprehension and promoted tolerance effectively.

Table 5. The experts' assessments towards the product

No.	The Aspects Evaluated	Assessments	
		Means	%
1.	The structures of the materials	4.4	89
2.	The rationales of learning objectives	3.9	77
3.	The use language in writing the materials	4.3	86
4.	The level of reading passage difficulty is appropriate	4.3	86
5.	The level of suitability and appropriateness of reading texts with the design of the materials	4.3	86
6.	The delivery of teaching materials	4.1	83
7.	Students' reading activities	4.3	86
8.	Students' reading tasks	4.1	83
9.	The designed materials can properly be as English teachers' handbook.	3.6	71

The questionnaire results from eight English language instructors regarding reading materials integrated with tolerance dimensions reveal key insights into instructional design. The materials' structure received the highest mean score of 4.4 (89%), indicating effective organization. Learning objectives scored 3.9 (77%), suggesting clarity but highlighting a need for improved articulation of underlying rationales. Language use in the materials scored 4.3 (86%), while reading passage difficulty and text suitability also rated 4.3 (86%), showing alignment with students' proficiency levels. Regarding the delivery of teaching materials, instructors rated it 4.1 (83%), indicating effectiveness with room for enhancement. Students' reading activities received a score of 4.3 (86%), confirming their effectiveness in promoting comprehension, while reading tasks scored 4.1 (83%), suggesting further refinement could be beneficial. The potential English teachers' handbook received a score of 3.6 (71%),

recognizing its usefulness but indicating that improvements are needed. Overall, these findings highlight both the strengths of the reading materials and areas for improvement, guiding the development of more effective instructional resources to enhance reading comprehension and promote tolerance among students.

5. Discussion

The development of reading comprehension materials integrated with dimensions of tolerance has proven to be effective, particularly in addressing the varying uniqueness of EFL students having heterogeneous cultures, races, beliefs, and social groups. Several studies indicate that educational programs fostering tolerance can significantly enhance interethnic understanding and acceptance among students from various cultural, racial, and social groups (Bartosh et al., 2022). Furthermore, tolerance education is recognized as a critical component in cultivating a culture of peace and inclusivity, which is particularly beneficial in multicultural educational settings (Sakallı et al., 2021). By incorporating tolerance into reading comprehension curricula, educators can better prepare EFL students to navigate and appreciate their heterogeneous environments, ultimately fostering a more inclusive and harmonious learning atmosphere (Liu & Yang, 2023).

The research aimed not only to enhance students' language skills but also to foster cultural understanding, with a focus on promoting tolerance within diverse pedagogical communities. Acquiring intercultural competence, as a representation of tolerance, enables students to embrace and accept distinct target cultures. This intercultural understanding encourages students to engage in critical thinking and develop a tolerant mindset. The customized lessons with cultural content significantly contribute to EFL learning by enhancing students' engagement and understanding of different cultural contexts (Gómez & Guayara, 2019). Furthermore, effective intercultural competence is linked to critical thinking skills, suggesting that students who engage with diverse perspectives are better equipped to think critically and develop a tolerant mindset (Miller & Tucker, 2015). Furthermore, tolerance, as a core personal value, plays a pivotal role in the design of educational models and significantly influences learning outcomes. It is recognized as one of the fundamental values in contemporary education and serves as a foundation for productive cross-cultural interactions.

The needs-analysis process played a crucial role in developing the reading materials for this study, ensuring alignment with the objectives of the language program. The designed reading materials integrated both thematic aspects related to tolerance (e.g., religious tolerance history, cultural heritage, unity in diversity) and specific reading skills (e.g., paragraph structure, summarizing, vocabulary, grammar, and text genres). The findings revealed that incorporating both linguistic and non-linguistic aspects was essential in developing effective reading materials. It aligns with that the pedagogical resources designed for intercultural bilingual education not only facilitate language acquisition but also promote

an appreciation for cultural diversity, which is crucial in today's globalized context Quispe-Mamani (2024). Additionally, the interplay between reading comprehension and various cognitive skills, including vocabulary and spelling, underscores the necessity of integrating diverse dimensions into reading materials to enhance comprehension outcomes (Reed et al., 2016). These materials not only provided a framework for teaching reading comprehension but also guided the creation of the curriculum, including thematic discussion topics, learning objectives, and instructional methods. The stages outlined in the materials from preliminary activities to assignments were pivotal in shaping the syllabus and ensuring the integration of tolerance dimensions throughout the learning process.

Several studies have emphasized the importance of developing reading materials by incorporating cultural contexts, as authentic materials-based ELT is seen as an essential tool for teaching critical reading. The integration of cultural elements within reading materials has been shown to improve student' reading comprehension and engagement, as they relate more closely to the content presented (Mara & Mohamad, 2021). This approach facilitates more effective learning and contributes to teachers' professional development. Incorporating cultural dimensions, such as tolerance, fosters EFL students' authentic and meaningful understanding of English reading programs. The development of authentic reading materials aligns with the curriculum and enhances material quality. Specifically, using authentic materials in extensive reading has shown to improve other language proficiencies, including vocabulary acquisition and communication skills, while also promoting active class participation and engagement in discussions. Several related studies showed that the use of authentic materials in extensive reading significantly contributes to improving various language proficiencies, including vocabulary acquisition and communication skills (Belaid & Murray, 2015; Ghanbari et al., 2015). These materials provide learners with exposure to real-life language usage, which not only enriches their vocabulary but also fosters a more engaging learning environment that encourages active participation and discussion among students (Bahrani, 2012). Furthermore, authentic materials support the achievement of curriculum objectives, enhance reading materials, and intensify learners' motivation for second language reading. The inclusion of social norms like tolerance within these materials helps learners connect reading with real-life interactions. By integrating cultural and social contexts into reading materials, educators can better prepare students for real-world communication and interactions, ultimately promoting a more inclusive and empathetic mindset (Ökcü & Çiftçi, 2018). The findings suggest that authentic materials are motivating, provide a sense of accomplishment, and encourage learners to engage with real-world texts beyond the classroom environment. The use of authentic materials enhances learners' motivation by presenting language in contexts that are relevant and meaningful to their lives (Belaid & Murray, 2015).

The findings demonstrated significant differences in the reading outcomes of EFL students from diverse cultural, racial, and ethnic backgrounds when using the newly developed reading materials integrated with tolerance dimensions. Students who utilized these materials achieved higher reading scores compared to those who used conventional reading books. It is supported by the notion that incorporating extensive reading practices enhances language proficiency and fosters a deeper understanding of cultural contexts (Guo, 2012). Specifically, extensive reading has been shown to improve reading comprehension, vocabulary acquisition, and overall language skills, which are critical for EFL learners (Suk, 2016; Song & Sardegna, 2014). This highlights the effectiveness of embedding tolerance in reading materials, particularly in enhancing multicultural self-efficacy. The developed materials, designed to foster student engagement and motivation, incorporated appropriate language learning methods tailored to EFL contexts. Furthermore, these materials encouraged authentic interaction with the text, promoting active thinking and deeper understanding. The diversity in students' social and cultural backgrounds, including varied ethnicities, beliefs, and limited exposure to multi-religious and multicultural discourses, influenced their reading achievements. Students with less exposure to heterogeneous contexts encountered difficulties in engaging with unfamiliar content, underscoring the need for culturally responsive reading materials in EFL learning.

6. Conclusion

The findings indicate a strong demand for reading materials that incorporate tolerance dimensions, such as respect for diverse beliefs, cultures, and ethnicities. The materials, designed within a pedagogical framework promoting both linguistic proficiency and social understanding, significantly improved reading comprehension in the experimental group, which achieved a post-test mean score of 86.88 compared to the control group's 68.91. Statistical analysis confirmed this difference with a *p*-value of 0.000, underscoring the effectiveness of integrating tolerance in educational resources. However, the short duration of the intervention may limit the observation of long-term effects on reading proficiency. Future research should include qualitative methods like interviews and surveys to better understand student engagement and perceptions. These insights can help English teachers develop more effective instructional resources that enhance language learning outcomes for diverse students.

The study highlights the importance of addressing both linguistic and social aspects in reading materials, urging English teachers to prioritize these elements and explore their long-term effects in various learning environments. This study provides valuable insights into the benefits of integrating social aspects, such as tolerance, into EFL reading materials. Future research should explore not only linguistic improvements but also the development of social and emotional skills in diverse classrooms. A focus on both cognitive and affective dimensions of language learning will contribute to a more holistic approach to language

instruction. This research also paves the way for investigating similar pedagogical frameworks for other language skills (writing, listening, speaking) in diverse EFL contexts.

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