

Teacher and parents choose literature for students in accordance with literature criteria.

3.3 Grouping

The students were classified into 3 groups: a big group for doing activities together such as literature discussion; a small group for reading literature together and individual learning for reading independently, reviewing and reflecting through expressing ideas and creating the work in various forms. Giving the feedback after reading the literature was encouraged.

3.4. Learning atmosphere

The learning atmosphere emphasized on the realization, acceptance and value awareness of social culture of learners and enhanced the value awareness of all types of books.

3.5. Environment

For the management of learning environment and learning materials, the materials for decorating the room must be the ones enhancing the love and value awareness of reading all types of books. Also, they exhibited the diversity of culture. The literature media must be both local and international literature.

3.6. Period of learning

The period of learning could be flexible in accordance with the students' interest. The learning process took place in the afternoon after a rest break. It was divided into 2 stages: the big group activity for 20 minutes and the small group and individual activity for 60 minutes. The period of time was flexible.

3.7 Assessment

The assessment of tolerance in children according to the plural cultural study was based on authentic assessment through using portfolios. Each student's data was collected according to indicator and portfolio system. The summary of individual students and the whole class was analyzed.

The quantitative analysis was used to find out means and standard deviation. The means comparison by *t*-test was also employed. According to the exposure competency scores of children's tolerance, the satisfaction and suggestions of the parents and administrators, it was found out that the developed teaching model is able to promote tolerance among the early childhood children.

4. Contribution to knowledge about multicultural societies

From the research, it was found that the discipline of the teaching model was based on the enhancement of staying happily by understanding each other and value awareness which was in accordance with a multicultural study. It was an important teaching method for cross-culture learning which was a process that each student would learn from his/her own culture and others. The children would have a chance to study conversation and communication to establish understanding among people. They could then live together and join the democratic activities which required their decision [9]. Moreover, cultural integration was the acceptance of cultural diversity. This did not mean to be preoccupied with other cultures but to respect them. Sometimes it was called cultural pluralism. This teaching model was not meant to put an influence over other cultures. On the contrary, it focused on the value awareness and acceptance of both one's own culture and others. The teaching model assigned the early childhood children to learn tolerance for studying together through studying the topic "Our story". The sub topics were composed of "We are important" "Grief" and "Classroom society". This exhibited that implanting the concept of staying together started from acceptance and self awareness and having courage to encounter changes. The classroom could be a starting point to establish a small peaceful society. From the two types of schools: the bicultural and the monocultural schools, students from both schools could learn how to stay together.

This research was successful in applying various kinds of literature to enhance tolerance of early childhood children. It was in accordance with the result of the research in that literature was valuable to children's learning. They acquired the knowledge and appreciation of literature from their family and society which were different especially the areas of the three southernmost provinces where there are diversities of culture [1]. It was obvious therefore that the value of literature depended on how the teachers and parents applied it to their children. The value meant longer-lasting understanding of literature more than studying in the class. Besides assigning students to read or write simple stories slowly and think of new things while studying the literature, the children were required to imagine a better world [10]. So, that was the application of literature for managing children's learning leading to living happily.

5. Conclusion

The teaching model to enhance early childhood children's tolerance through the use of literature base in the multicultural group in Yala province, Thailand had a principle as follows: we had to respect the differences between individuals through the use of local and national literature for them. The course should be widely open and flexible to enable students to be successful. Students feel enjoyable in searching and studying with their friends. The parents and community take part in the learning organization resulting in the enhancement of studying together and value awareness from tolerance.

6. Future Work

The teaching model should be properly applied in accordance with each school's interest because of different pluralism. To promote the teaching model to become well known, the teachers of early childhood children in Yala province and other two southernmost provinces of Thailand (Pattani and Narathiwat) should be trained under the concept of the teaching model and follow up. Also the parents should know about literature to enhance the tolerance of early childhood children. More importantly, those who apply the teaching model to their class must not be culturally biased. They should understand culture, language, mentality system, beliefs and values of each society. The application of the teaching model was then successful. The result of this research leads to the following research questions. The first one is the research for developing a series of literature media to enhance tolerance for early childhood children. The second one is the study on how to use the teaching model at the junction between the early childhood level and the primary level. This is because it is the way to implant the concept of staying happily together for the early childhood level and primary level children.

7. Acknowledgement

The budget for this research was supported by the Institute of Research and Development for Health of Southern, Thailand.

8. References

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