

# The ASEAN Studies Instruction to Develop the Cross – Cultural Skill of Learners in The 21<sup>st</sup> Century

Chananporn Areekul\*

## Abstract

The ASEAN studies instruction to develop the cross-cultural skill of learners in the 21<sup>st</sup> century is learning process that consists of three aspects. The first is the instructional input that consists of the preparation of learners, the preparation of instructors, and the preparation of institutions. The second is the instructional process that consists of the contents of ASEAN studies in the Basic Education Core Curriculum B.E.2551 (A.D.2008), the ASEAN studies instructional techniques, and the assessment for learner-development. The third is the instructional output or outcome that consists of the knowledge of ASEAN studies, the cross-cultural skill, and the good attitude in the multicultural society. The ASEAN studies instruction is not only learning to know the content, but also learning for skills. It advances learning for knowledge towards learning for implement skills. Learners can implement the cross-cultural skill and other skills for their being as Thai citizen, ASEAN citizen, and global citizen, and the most important goal is living together peacefully and sustainably in the multicultural society.

**Keywords:** Instruction, ASEAN Studies, Cross-cultural skill,  
Learners in the 21<sup>st</sup> century

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\* The Pali Pre-University School, Faculty of Education, MCU

## บทคัดย่อ

การจัดการเรียนรู้อาเซียนศึกษาเพื่อพัฒนาทักษะข้ามวัฒนธรรมของผู้เรียนในศตวรรษที่ 21 เป็นกระบวนการจัดการเรียนรู้ที่ประกอบด้วย องค์ประกอบหลัก 3 ด้าน ได้แก่ 1) ด้านปัจจัยในการจัดการเรียนรู้ ซึ่งประกอบด้วย การเตรียมความพร้อมของผู้เรียน การเตรียมความพร้อมของผู้สอนและการเตรียมความพร้อมของสถานศึกษา 2) ด้านกระบวนการจัดการเรียนรู้ ซึ่งประกอบด้วย เนื้อหาอาเซียนศึกษาในหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พ.ศ.2551 เทคนิคการจัดการเรียนรู้อาเซียนศึกษาและการประเมินเพื่อพัฒนาผู้เรียน และ 3) ด้านผลผลิตหรือผลลัพธ์ ซึ่งประกอบด้วย ความรู้เกี่ยวกับอาเซียนศึกษา ทักษะข้ามวัฒนธรรมและเจตคติที่ดีในสังคมพหุวัฒนธรรม ทั้งนี้การจัดการเรียนการสอนอาเซียนศึกษา มิใช่การเรียนรู้เนื้อหาสาระหรือเรียนเพื่อความรู้เท่านั้น แต่เป็นการเรียนรู้เพื่อทักษะคือ เรียนรู้จากรู้วิชาไปสู่ทักษะในการใช้วิชา เพื่อผู้เรียนสามารถนำทักษะข้ามวัฒนธรรมและทักษะต่างๆ ที่จำเป็นไปใช้ในการดำรงชีวิตในฐานะพลเมืองไทย พลเมืองอาเซียน และพลเมืองโลก เพื่อเป้าหมายสำคัญคือการอยู่ร่วมกันอย่างสันติสุขในสังคมพหุวัฒนธรรมได้อย่างยั่งยืน

**คำสำคัญ:** การจัดการเรียน, อาเซียนศึกษา, ทักษะข้ามวัฒนธรรม, ผู้เรียนในศตวรรษที่ 21

## Introduction

Association of Southeast Asian Nations (ASEAN) was found for enhancing cooperation of politics, economy, and social, enhancing peace and provincial security, and enhancing cooperation between ASEAN Community consists of ASEAN Political-Security Community, ASEAN Economic Community, and ASEAN Socio-Cultural Community that are the goal of the member countries. Nowadays, ASEAN has the important roles in the world society, and the ASEAN strengthening will certainly increase in the future (Sukhon Sintapanont, 2013: 7).

According to the meeting of the National Committee for Educational Development in ASEAN to achieve the ASEAN Community's goals in B.E.2558 (A.C.2015), the committee agrees to the educational policies for operating based on Cha-Am and Hua-Hin Declaration. In brief about policies, teachers, lecturers, education professionals, students, and people have to prepare themselves for being ASEAN members. There are several skills for being in ASEAN Community

such as 1) to have knowledge, information, and good attitude about ASEAN, 2) to have social skill, and cross-cultural learning, 3) to have English language skill, and neighbor languages skill, and 4) to have information technology skill, and to have industrial skill. Moreover, other sectors have to develop the education standards, to support the cooperation among educational institutions, to develop the distance learning that supporting lifelong learning (Nonkhrowittaya School, 2015).

This article can be the guidelines for teachers, lecturers, education professionals, and the person who works in education. These people can apply for instruction to children and teenagers in ASEAN community. Children have to practice the 21<sup>st</sup> century skills especially the cross-cultural skill that is the important skill for learners in the multicultural society that the culture crosses among the ASEAN countries all the time continuously. The purpose of this article is to present the guidelines of the ASEAN studies instruction to develop the cross-cultural skill of learners in the 21<sup>st</sup> century. The main concept is the instruction process that consists of instructional input, instructional process, and instructional output/outcome.

### **Instructional Input: Learner's Preparation**

The economic system in the globalization makes the new professional occupations and industries for the world citizen. Economy, environment, social, culture, people, communities, countries, and every region in the world have changed and have to gather for helping together in technology, economy, ecology, and politics. Unfortunately, educational system of the government cannot do the duty completely. It cannot prepare the learners for the 21<sup>st</sup> century. Many learners do not be supported in learning by families, schools, and societies (Bellanca and Brandt, 2010: 36-37).

Moreover, the research results in knowledge and attitude of students in the popular universities in 10 ASEAN countries showed that Thai students knew about ASEAN studies in the lowest level, and most students did not know about the direct and indirect impact of economy and society when Thailand

was in ASEAN community (Setboonsang, S.2011).

For instruction, the first important point for the instructors is learner's preparation that is to prepare the learners to have the cross-cultural skill in ASEAN community, and can survive in the cross-cultural society. Learners have to know the core subjects basically. The core subjects comprise English, Reading or Arts of language, Languages, Arts, Mathematics, Economics, Science, Geography, History, Politics, and Civics Education, etc.

Besides the core subjects, children in this era who have to be Thai citizen, ASEAN citizen, and global citizen have to aware and prepare themselves in learning about ASEAN studies and Global Education Subject (Dechakoop, p. 2015: 1; Bellanca and Brandt, 2010: 34-35).

### **Instructional Input: Instructor's Preparation**

Instructors or teachers are the important people who are the closest people with the learners in the learning lives of the learners, and they have the important role to develop the learners being the quality citizen based on the social norm. One of the social expectation is learners must have the 21<sup>st</sup> century skills, so the instructors have to consider themselves how they should be, and how they have to prepare themselves to give instruction for the 21<sup>st</sup> century learners.

Many academic experts and educators stated about the teacher's characteristics variously both similarly and differently. In brief, the teacher's characteristics consists of the following aspects (Sinlarat, P. 2014: 11-12; Dechakoop, p. 2014: 6-12; Sukhon Sintapanont, 2015: 24-26):

Self-aspect: Teachers have to be the role-model of virtue, morality, code of ethics of teaching profession, and best practice, and should sacrifice and make benefit for public societies,

Knowledge-aspect: Teachers have to build, and integrate knowledge. They have to understand technology and search some information in the correct way because nowadays knowledge has changed rapidly. Therefore, teachers have to research and integrate knowledge for applying in

the real lives based on the social context,

Skill-aspect: Teachers must have the instructional skill by using several methods, styles, processes, and techniques. They have to develop the learners' potential, and evaluate their learners by the embedded formative assessment. They have to use the action classroom research methodology to solve the problems and develop the learners for the learner's development.

Attitude-aspect: Teachers must have the positive attitude about education and learning. They must have the vision, understand the world changing, listen to other opinions, and work hard to continuously develop their professional ability,

Social-aspect: Teachers must be friendly, build the quality learning network, and have leadership. They have to work together with the administrators, local community, organization, and national organization to develop the quality of education.

Besides the teacher's characteristics in the 21<sup>st</sup> century, teachers in the 21<sup>st</sup> century also have to prepare themselves for the professional teacher. Teachers and team must work together to learn problems and find out the solutions. They might work as teacher professional learning community which means the transformative process by learning from the practices of teachers who work together. Teachers work and support together because they purpose to develop the learning of the learners. They together plan the learning goals, evaluate and reflect both the personal and team feedbacks through learning process, criticism, working, cooperation and supporting the holistic learning process (Chaichaowarat, R. 2013) so that teachers will be ready and can instruction for more efficiency.

### **Instructional Input: Institution's Preparation**

School is the important academic institution for preparing children to be the learners who have the 21<sup>st</sup> century skills such as the cross-cultural skill, and the characteristic of Thai citizen, ASEAN citizen, and global citizen. Thus schools have to prepare and support learning management, instructors,

learners, administrative system, and facilitators. The guidelines for schools are:

To prescribe the ASEAN studies is a part of the national policy, strategy, or vision of school. The administrators have to lead in operation, and prescribe the preparation guidelines for everybody in school. In school, everybody has to aware and prepare themselves for becoming a part of ASEAN community. There are several activities for administrators to do such as seminar, public relations, training, and ASEAN activities for students in school,

To develop the school curriculum, schools can integrate the ASEAN studies with other subjects. The school committee and the curriculum committee should improve the school curriculum together. Teachers can combine concepts and important issues of ASEAN studies, and integrate the content, skill, and attitude of ASEAN studies with core subjects or minor subjects in the Learning Area of Social studies, Religion, and Culture (Sintapanont, S. 2013: 22)

To follow up and examine, people in school should check themselves about the preparation of ASEAN studies such as awareness, knowledge, understanding, skill, process, and attitude. If the administrators, teachers, and students are not ready for learning ASEAN studies, schools have to help them by finding out the solution, working in the improvement process, and operating the interesting activities for school.

### **Instructional Process: ASEAN Studies Content in the Curriculum**

Teachers are the people who are important for ASEAN studies instruction. The ASEAN studies might be taught directly in ASEAN studies subject or integrated to other subjects or activities. First, teachers have to study and understand about ASEAN studies and ASEAN community. Then, teachers have to analyze and choose the important content for the instruction. They can study from several sources such as ASEAN Charter, ASEAN Community Blueprint, and ASEAN Connectivity, etc. Last, teachers who teach Social studies have to review the Basic Education Core Curriculum B.E.2551 (A.D.2008), and analyze the learning standards and indicators of the Learning Area of Social studies,

Religion, and Culture. There are many learning standards and indicators that relate with ASEAN studies directly, but some indicators are intervened in other Learning Areas indirectly (Sintapanont, S. 2013: 22-26).

Moreover teachers in other Learning Areas can review the Basic Education Core Curriculum B.E.2551 (A.D.2008), and analyze the learning standards and indicators of their subjects. They can put some contents into their Learning Areas or subjects, and should to check the relationship between indicators and contents in the Learning Area of Social studies, Religion, and Culture. Teachers in every level and subject can integrate ASEAN studies with every subject for more convenience in instruction (Department of Curriculum and Instruction Development, 2008: 117-148)

Office of the Basic Education Commission analyzed the important content about ASEAN studies from documentary study. In the Learning Area of Social studies, Religion, and Culture, for students in grade 10-12, there are several issues about ASEAN studies because social studies is the subject that obviously relates with cross-cultural skill. The content of ASEAN studies in the Learning Area of Social studies, Religion, and Culture in the Basic Education Core Curriculum B.E.2551 (A.D.2008) consists of 5 minor subjects:

Religion, Morality and Ethics: The contents that relate with ASEAN studies are the history of religion prophet that most ASEAN people worship, the conflict eliminating, the peaceful cohabitation in ASEAN community, the religion principle that most ASEAN people worship, and the way for practicing for being the good member in ASEAN community,

Civics, Culture and Living: The contents that relate with ASEAN studies are ASEAN Human Rights Declaration, Civics Education of ASEAN, Good citizen of ASEAN, Thai children characteristics in ASEAN community, ASEAN Human Rights Situation, Solution and Development Guidelines for ASEAN Human Rights, the difference of Thai culture and ASEAN culture, the cultural selection, the conservative guidelines of culture, the cultural exchange between Thai and others, the politician international relationship between Thailand and others, and the cultural, educational, economic, and social supporting in ASEAN

community,

Economics: The contents that relate with ASEAN studies are the effect of economic cooperation of ASEAN, ASEAN Economic Community, and ASEAN Free Trade Area (AFTA)

History: The content that relates with ASEAN studies is the historical investigation project of the interesting ASEAN countries,

Geography: The contents that relate with ASEAN studies are using the geographical instrument to collect and present the geographical information, climate information, and social information of the ASEAN countries, physical problems or natural disasters in Thailand or others, natural change in the ASEAN countries, the crisis of natural source in the ASEAN countries, the conservative guidelines of natural source and environment in the ASEAN countries, and the cooperative of ASEAN countries for natural source and environment conservation.

### **Instructional Process: Instructional Techniques for ASEAN Studies**

The ASEAN studies instruction must relate with the Basic Education Core Curriculum B.E.2551 (A.D.2008) as above. Moreover teachers have to use the multiple teaching techniques for the instruction such as Integrated Instruction, Project-based Learning, and Cooperative Learning, etc. In addition, learners have to be practiced for critical thinking skill and be supported learning experiences by outside classroom activities. Learners will have the real experience by using the proper processes and then learners will have good attitude, be good Thai citizen, ASEAN citizen, and global citizen.

Besides the ASEAN studies instructional technique to develop the cross-cultural skill for the learners in the 21<sup>st</sup> century as above, this article would like to emphasize the creativity-based learning (CBL) that is developed from the problem-based learning (PBL). This technique is the child-centered approach and active learning technique that students have to learn and always be active for learning themselves (Ruchaipanich, W. and Chimpali, K. 2016: 144-148). The ASEAN studies subject is not the content-approach subject, but emphasize to



thinking and skill. Learners have to practice the critical thinking and can apply the knowledge for their daily-life as the ASEAN citizen.

The creativity-based learning (CBL) starts with the daily-life problem and then students have to find out the solution. Students have to work in team, find out solution, and solve the problem. For this learning technique, teachers have to change the role and instead become the learning facilitator. The example of ASEAN studies instruction based on the creativity-based learning (CBL) are:

- 1) Teachers have to motivate students by reading news about ASEAN countries,

- 2) Teachers give students some questions about ASEAN and then students (personal or team) find out the solution,

- 3) Students investigate, collect, analyze, and synthesize information from several sources such as website, VDO clip, books, and other document,

- 4) Students conclude the new knowledge, answers, solution, and guidelines from research,

- 5) Teachers might use game activity for learning ASEAN studies and teachers might set competition and give the reward for learning motivation,

- 6) Students and team conduct the ASEAN projects. They are practiced in team-group for enhancing team-work skill based on problem-based learning (PBL) and project-based learning (PBL),

- 7) Students present their works by multiple methods such as classroom presentation, discussion, debate, etc. While some students are presenting their work, some students have to score, criticize, or question, and

- 8) Teachers evaluate by the assessment in knowledge, skill, and attitude. Teachers might evaluate in several times and the evaluation should be the assessment for learner development. The evaluation and assessment will be detailed in the next part of this article.

### Instructional Process: The Assessment for Learner Development

The purpose of the ASEAN studies instruction is to develop the characteristics of learners based on the Basic Education Core Curriculum B.E.2551 (A.D.2008) and the characteristics of the quality ASEAN citizen, and learners can apply the learning skill to the real life. So, the assessment of ASEAN studies should emphasize the formative assessment instead the summative assessment because ASEAN studies is the subject that relates with civics education. The learners have to study as lifelong education for sustainable development of the citizen characteristics as Thai citizen, ASEAN citizen, and global citizen.

The assessment for learner development is the formative assessment. In the formative assessment process, there are several people need the assessment information that consists of 1) teacher is the person who need information for instructional improvement, 2) the personal learner is the person who need information for learning improvement, and 3) the whole class learners are the people who need information to improve the classroom atmosphere (William, 2015: 59).

The ASEAN studies should be the dynamic process that can be adjusted all the time because contents of ASEAN studies can be changed all the time also. Most countries in ASEAN are the developing countries and the politics policy, the economic policy, the social policy, and the environmental policy can be changed rapidly. The assessment for learner development is the link method between teachers and students. Both teachers and students can use the formative assessment information immediately, and do not need to use only the summative assessment. So, teachers and students can work more efficiency. There are 5 strategies for using the assessment for learner development (Panich, W. 2014: 34):

- To specify the learning objectives and criterions,
- To collect the learning evidences,
- To advice students and give them the feedback,
- To support students for helping together,
- To support students for being the owner of learning.

The teachers who teach ASEAN studies or other subjects can take these assessment strategies to develop the instruction for learning efficiency and the purpose of the learners.

### **Instructional Output: The Knowledge of ASEAN Studies**

Office of the Basic Education Commission, universities, and organizations had a meeting and public hearing about preparation and operation in politics, economy, social, and culture with the administrators and stakeholders for ASEAN countries. The meeting conclusion revealed to the important Thai children characteristics in ASEAN community that are knowledge, skill and process, and attitude. This section mentions about the instructional output and outcome that are the knowledge from learning ASEAN studies. Learners have to know 2 contents: 1) knowledge about politics, economy, social, and culture in ASEAN, and 2) knowledge about ASEAN Charter (Sintapanont, S. 2013: 20-21).

There are a lot of contents about ASEAN countries that students can learn. In general, ASEAN instruction includes the background of ASEAN, the symbol of ASEAN, the objectives of ASEAN, ASEAN Charter, ASEAN community, the ASEAN structure and operation, and the role of ASEAN in the world society. However, there is the interesting content about ASEAN. It is the history of each country because understanding in history of the countries in ASEAN can be the fundamental knowledge of learners. Learners more understand about social and culture of ASEAN, and have better the cross-cultural skill also.

### **Instructional Output: The Cross-Cultural Skill**

Learners in the 21<sup>st</sup> century must have the necessary and important skills both the core subjects and the concepts of 21st century. The core subjects are English, Reading or Arts of language, Languages, Arts, Mathematics, Economics, Science, Geography, History, Politics, and Civics Education. The concepts of 21<sup>st</sup> century include Financing, Economics, Business, Entrepreneur, Civics Education, Health Studies, Environment Studies, Learning Skill and Innovation, Information Technology Skill, Life and Working Skill, and the most

important skill in the 21<sup>st</sup> century in the multicultural culture society is the cross-cultural skill.

The cross-cultural skill means the knowledge, ability, attitude, feeling, and performance that show about the cultural acceptance such as ethnic, social, culture, and language. Moreover it also means the ability to understand the different culture respectably and rapidly. So, people can live and work together efficiently (Lynch and Hanson, 1998: 15; Abbe, Gulick and Herman, 2007: 8).

The research “Ethnic Diversity and Peaceful Coexistence in Asian Community: Case Study of Thai and CLMV Student Groups in Mahachulalongkornrajavidyalaya” showed that the important points for the unity of students who are from different cultures are understanding the different culture and learning in the peace culture for living together. The cross-cultural skill of learners in the 21<sup>st</sup> century is the important skill for sustainable and peaceful living together in ASEAN community that is the multiethnic community (Wattanapradit K. et al., 2016: 142-143).

### **Instructional Output: The Good Attitude in the Multicultural Society**

For living together in ASEAN community, we have to live in the multicultural society. So, it is necessary that citizen must have both science and art for living together in ASEAN community peacefully. The cross-cultural skill is important for the 21<sup>st</sup> century as above, but attitude is important also. For the sustainable cross-cultural skill, teachers have to build and support the multicultural attitude and the different culture attitude based on religion principle of the learners. The ASEAN people are several religion, so ASEAN citizen have to understand other religions, not only Buddhism. The ASEAN people have to be generous and ethical person, and give support the other ethnic people for freedom in ethnic identity.

Malaysia is the best practice of the multicultural society that people have the good attitude and live together peacefully. The result of research of ASEAN Language and Culture Institution showed that in the past, there were a

lot of foreigners moved into Malaysia because of the commerce or the labor work. These people set their communities such as Little India Town, China Town, and Thai Town, etc. They have worked depend on their abilities, but they still have been their identities. They still have their culture and respect to the culture of the others also (Thai Health Promotion Foundation, 2014).

In conclusion, The ASEAN studies instruction to develop the cross-cultural skill of learners in the 21<sup>st</sup> century is learning process that consists of 3 aspects: 1) the instructional input that consists of the preparation of learners, the preparation of instructors, and the preparation of institutions, 2) the instructional process that consists of the contents of ASEAN studies in the Basic Education Core Curriculum B.E.2551 (A.D.2008), the ASEAN studies instructional techniques, and the assessment for learner-development, and 3) the instructional output or outcome that consists of the knowledge of ASEAN studies, the cross-cultural skill, and the good attitude in the multicultural society. The learning process concludes in the figure 1:

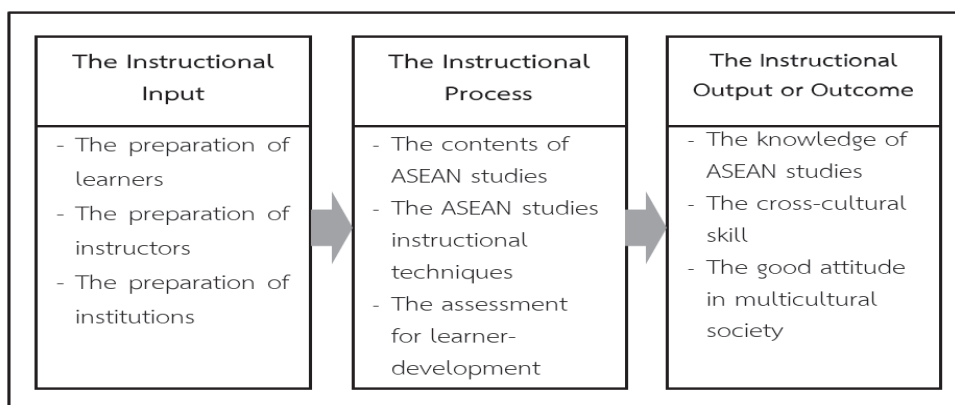


Figure 1 ASEAN Instructional Process

## Conclusion

The ASEAN studies instruction to develop the cross-cultural skill of learners in the 21<sup>st</sup> century is learning process that consists of 3 aspects: 1) the instructional input, 2) the instructional process, and 3) the instructional output or outcome. Each aspect details both the general and specific information of ASEAN studies. Teachers, lecturers, education professionals, students, and people that work related with ASEAN studies and have to practice the cross-cultural skill for being the good member in ASEAN community can apply for instruction and learning. However, to consider that ASEAN studies is not only the subject for knowledge or learning to know, but learners have to succeed in skills because learners in the 21<sup>st</sup> century must apply knowledge toward learning for implement. Learners must have the cross-cultural skill that is necessary for living together peacefully and sustainably in the multicultural society.

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