



INTERCULTURAL ABILITIES AND LEARNING PROCESSES OF BASIC EDUCATION STUDENTS: A BASIS FOR A SPECIAL PROGRAM ON ASEAN STUDIES

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Article history:	Abstract:
Received: 7 th October 2021 Accepted: 7 th November 2021 Published: 10 th December 2021	With the demands of transnational education and increasing student mobility, universities use education as a platform for global citizens to become responsive. Relatively, in the sphere of global citizenship, intercultural competence has been formed notably especially so that a great deal of research has delved on students' cognitive, affective, and behavioral skills towards global learning. Reviewed literature show few accounts on students' skills and attitudes vis-a-vis options on learning process. As a result, there is a lack of explanation on the alignment of students' baseline abilities to the delivery of a curricular program on international studies. The researcher considered this particular space as a potential niche to occupy, with the aim of investigating global learners' intercultural abilities and learning processes; thereby developing a program on ASEAN Studies. The study employed Mixed Sequential Explanatory Research Design, involving 59 students who have been involved in international programs of the university. Based on the findings, the students generally practiced their intercultural abilities to a great extent. Moreover, students revealed their desired learning processes, emphasizing on international tour/immersion activities, use of online platform, and the approaches on game-based and task-based instruction. The results served as an offshoot to the development of a special curricular program on ASEAN Studies for primary and secondary exit levels.

Keywords: Intercultural Abilities, Learning Process, Transnational Education, Globalization, ASEAN Studies, Mixed Sequential Explanatory Research Design

I. INTRODUCTION

The introduction of the paper should explain the nature of the problem, previous work, purpose, and the contribution of the paper. The contents of each section may be provided to understand easily about the paper. Student mobility among educational institutions has developed in an intensive rate due to the growing demands of internationalization. These current trends on transnational education are attributed to a wide range of valuable educational and economic contributions that make "globalization" and "connectivity" become defining features of this age. Indisputably, universities use education as a platform for global citizens to become responsive of the many connections that bind them; and to equip them with the abilities they need to effectively build an enhanced future across countries. As such, this well-known phenomenon has received considerable attention among many investigators.

In particular, the Association of Southeast Asian Nations (ASEAN) uphold global connections and amplify the interdependence and mutual interests shared by its ten-member states. Southeast Asian Ministers of Education Organization (SEAMEO) considers that quality education is what keeps Southeast Asia at pace with the global paradigm shifts while preserving its regional identity. Toward this goal, ASEAN supports a more intensive approach on regional collaboration of ASEAN-related education among its members at the primary and secondary levels to help the region recognize its wide target of a people-centered, socially responsible, unified, and harmonious ASEAN.

While Philippines has a comprehensive transnational education (TNE) strategy that identifies terms of engagement between domestic and international higher education institutions (HEIs), a number of universities are now offering curricular programs that reflect ASEAN's emergence as a political, socio-cultural and economic unit.

Imbibing its vision along the ASEAN Regional Integration that commenced in January 2015, St. Paul University Philippines continues to foster awareness and appreciation of Philippine cultures in relation to other countries' heritage through programs and activities that heighten the awareness of all members of the academic community as well as the

stakeholders on the impact of the ASEAN Regional Integration on human resource development, industry needs, and flow of goods and products.

In the sphere of global citizenship, intercultural competence has been formed notably especially so that a great deal of research has delved on students' cognitive, affective, and behavioral skills towards global learning.

Having participated as a Philippine Youth Ambassador to the 46th Ship for Southeast Asian and Japanese Youth Program, the researcher recognized the significance of essential knowledge, skills and attitudes in intercultural undertakings as key factors towards forging diplomatic relations. Such endeavor ignited in him curiosity and interest to investigate on the intercultural abilities of students in the light of a potential and responsive global workforce.

Among the studies reviewed by the researcher, majority focused on language proficiency and communication styles of global learners as key components of intercultural competence. However, few of the reviewed literature focused on skills and attitudes vis-a-vis options on learning process. As a result, there is a lack of explanation on the alignment of students' baseline abilities to the delivery of a curricular program on international studies.

This gap raises a number of questions including: (1) What are the knowledge, skills and values of students towards global learning? (2) Which learning process suits the learning styles and motivations of students? and (3) How can a curricular program be matched with the students' intercultural abilities?

The researcher considered this particular space in transnational education as a potential niche to occupy, with the aim of investigating global learners' intercultural abilities and learning processes; thereby contributing to the internationalization initiatives of the institution and the country at large. By employing a Sequential Explanatory Mixed Method, the researcher attempts to gather quantitative data to explore the students' intercultural abilities and collate interview responses on desired learning process. These will be an offshoot to the development of a special curricular program on ASEAN Studies for primary and secondary students.

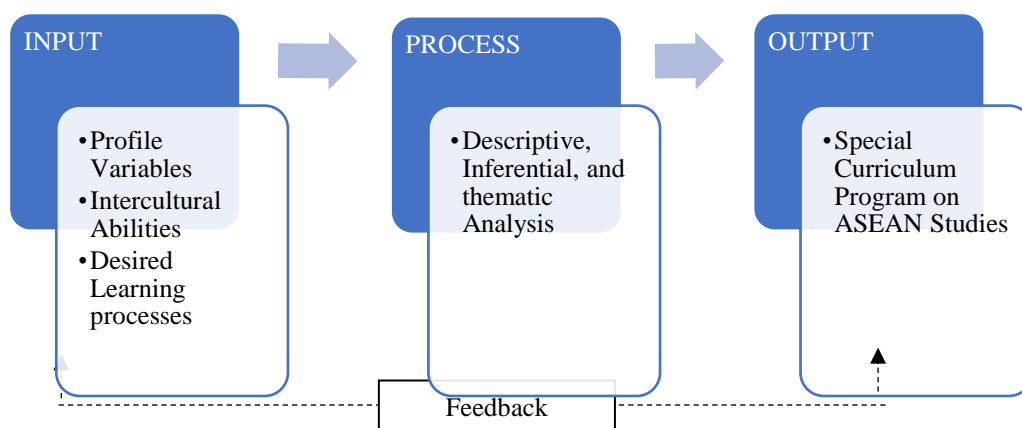


Figure 1. Paradigm of the Study

1.1. Conceptual Framework

The researcher considered the input-process-output (IPO) model to present the framework on which the study was anchored. He examined the participants' profile variables, intercultural abilities, and participants' desired learning processes (inputs) using descriptive, inferential, and thematic analysis (process) to come up with a special curriculum program on ASEAN Studies (output).

1.2. Statement of the Problem:

This study aims to explore the intercultural abilities and learning process of the Basic Education Unit (BEU) students with the goal of developing a special curriculum program on ASEAN Studies. Specifically, it sought answers to the following:

1. What is the profile of respondents in terms of:
 - 1.1. gender; and
 - 1.2. grade level?
2. What is the participants' extent of practice of the specified intercultural abilities along the following components:
 - 2.1. Knowledge;
 - 2.2. Skills;
 - 2.3. Attitudes; and
 - 2.4. Awareness?
3. Is there a significant difference between the participants' extent of practice of the intercultural abilities when they are grouped according to profile variables?
4. What are the participants' desired learning processes on global learning?
5. What special curriculum program on ASEAN Studies can be formulated based on the study?

1.3. Hypothesis

There is no significant difference in the extent to which the participants practiced the specified intercultural abilities in the four components when grouped according to profile variables.

2. METHODOLOGY

2.1. Research Design

The study employed Mixed Sequential Explanatory Research Design (quantitative and qualitative) with the goal to assess the intercultural abilities and learning process of the Basic Education Unit (BEU) students. Specifically, the descriptive and inferential methods were used to describe the participants' profile, determine the extent to which the participants practiced the specified intercultural abilities in the four components, and ascertain the significant difference in their intercultural abilities when they are grouped according to profile variables. The thematic method of analysis, on the other hand, was used to cluster into themes the different learning processes that they desire to be employed in global learning.

2.2. Participants of the Study

Purposive-convenient sampling technique was used by the researcher to reach a total of 59 participants. In this light, the researcher involved students who:

1. are currently enrolled in the Basic Education Unit (BEU) for academic year 2018-2019;
2. have participated in international exchange programs of the university (immersion, academic/ cultural exchange, competitions, etc.);
3. gave informed consent; and
4. are capable of comprehending the questionnaire that is written in English.

2.3. Research Instruments

Modified questionnaire. This questionnaire on Intercultural Abilities of Basic Education Students underwent content validation by experts. It included two parts, namely: 1) participants profile in terms grade level, sex, and academic strands (SHS); and 2) items measuring the extent to which they practiced the intercultural abilities (knowledge, skills, attitudes, and awareness) during their stay in the host country.

Semi-structured one-on-one interview. The researcher utilized semi-structured one-on-one interview which allowed him and the participants to engage in a dialogue in real time. Such data collection technique also gave sufficient space and flexibility for original and unexpected issues to arise, which the researcher may investigate in more detail with further questions.

2.4. Data Collection Procedure

- 2.4.1. Throughout the process of the study, the researcher strictly complied with the institutional research protocols and regulations. A letter asking permission for the conduct of the study was sought from the Vice President for Academics of St. Paul University Philippines; and from SPUP'S Institutional Ethics Review Board (IERB).
- 2.4.2. Once approved, permission to conduct the study was also requested from the Principal of the Basic Education Unit.
- 2.4.3. In particular, the researcher met the students who were qualified in the set criteria and asked if they can be participants of the study. The nature and objectives of the study vis a vis participants' rights were discussed with them, and informed consent was also sought.
- 2.4.4. Those who agreed in the conditions thereof and signed the informed consent were asked to answer the questionnaire followed by the semi-structured one-on-one interview.
- 2.4.5. After collecting the accomplished questionnaires, the researchers collated the data using Excel and Word. The quantitative data were statistically treated using SPSS version 17, while the qualitative data were examined using thematic analysis. Finally, the results of the data treatment and analysis were summarized, interpreted, and reported in writing.

2.5. Data Analysis

In analyzing the data, the researcher used the following tools:

Frequency and percentage. These were used to describe the profile of the participants.

Weighted mean. This was used to determine the extent to which the participants practiced the specified intercultural abilities in the four components. The mean scores were interpreted using the five-point Likert scale below.

Table 1

Scale for Determining the Extent to Which the Participants Practiced the Specified Intercultural Abilities in the Four Components

Mean Range	Descriptive Interpretation
4.20 – 5.00	Very Great Extent
3.40 – 4.19	Great Extent
2.60 – 3.39	Some Extent
1.80 – 2.59	Limited Extent
1.00 – 1.79	Very Limited Extent

t-test. The researcher used this to determine the significant difference in the extent to which the participants practiced the specified intercultural abilities in the four components when they are grouped according to gender.

Analysis of variance (ANOVA). This enabled the researcher to test for significant difference in the extent to which the participants practiced the specified intercultural abilities in the four components when they are grouped according to grade level, and academic strand for Senior High School (SHS).

Thematic analysis. This was used to cluster into themes the participants' different desired learning processes on global learning.

3. RESULTS AND DISCUSSION

3.1. Profile of the Participants

Table 2

Summary of Participants' Profile

Profile	Frequency (n = 59)	Percentage	
Gender	Male	20	33.9
	Female	39	66.1
Grade Level	Grade 5	2	3.4
	Grade 6	1	1.7
	Grade 8	5	8.5
	Grade 10	8	13.6
	Grade 12	43	72.9

Results of the descriptive analysis of the participants' profile (Table 2) show that majority of the students who participated in international programs of the university are female. In terms of grade level, most of them (72.9%) belong to grade 12 which are students involved in an international immersion program at Newton College and Karisma International College, Kuala Lumpur, Malaysia. As part of their curricular requirement in the Senior High School, they participated in an intensive business simulation training focusing on modules that range from interpersonal relationship in the workplace, professional ethics, communication skills, report writing, financial literacy, entrepreneurship, e-commerce, operational management, computer application, and career directional overview.

Moreover, a total of 22.1% of the participants come from Junior High School (Grades 8 and 10). These are students who participated in a cultural and educational exchange program at St. Paul's International College, Moss Vale, South Wales, Australia. To have a deeper understanding of the culture and educational system of Australia, they have attended classes in Mathematics, Science, Geography, Religion, Arts, and Mandarin Language. Some of them were also part of the Robotics Competition in China, together with a total of 5.1% of the participants who belong to the Elementary level (Grades 5 and 6). While having an interaction with local youths together with international delegates, they have represented the university in the Science, Technology, Engineering, Art and Mathematics (STEAM) International Challenge in Shenzhen City, Guangdong, China.

3.2. Participants’ Intercultural Abilities

Table 3
Participants’ Extent of Practice in Terms of Intercultural Knowledge

Indicators	Mean	Descriptive Interpretation
1. I could cite a definition of culture and describe its components and complexities.	3.59	Great Extent
2. I knew the essential norms and taboos of the host culture (e.g., greetings, dress, behaviors, etc.).	4.46	Very Great Extent
3. I could contrast important aspects of the host language and culture with my own.	4.42	Very Great Extent
4. I recognized signs of culture stress and some strategies for overcoming it.	4.22	Very Great Extent
5. I knew some techniques to aid my learning of the host language and culture.	2.83	Some Extent
6. I could contrast my own behaviors with those of my hosts in important areas (e.g., social interactions, basic routines, time orientation, etc.).	4.31	Very Great Extent
7. I could cite important historical and socio-political factors that shape my own culture and the host culture.	2.56	Limited Extent
8. I could describe a model of cross-cultural adjustment stages.	2.98	Some Extent
9. I could cite various learning processes and strategies for learning about and adjusting to the host culture.	4.00	Great Extent
10. I could describe interactional behaviors common among host country in social and professional areas among people in social and professional areas (e.g., family roles, team work, problem solving, etc.).	2.41	Limited Extent
11. I could discuss and contrast various behavioral patterns in my own culture with those in host country.	3.19	Some Extent
Categorical Mean	3.54	Great Extent

Descriptive analysis was also conducted on the participants’ extent of practice of the specified indicators along the four components of Intercultural Abilities. Results (Table 3) reveal that along Knowledge component, four items were rated Very Great Extent having the second indicator (‘knowing the essential norms and taboos of the host culture e.g., greetings, dress, behaviors, etc.’) as the highest with a mean of 4.46. This is in consonance with the study of Shen, Y.-S. I. (1993) on ‘Cultural Influence on Language Usage’ recommending that cultural elements be introduced and explained in the second language classroom to promote cultural sensitivity alongside language learning. Contrasting language and culture between the local and host country, as well as coping with culture stress through some strategies also appeared to be the strength of the participants.

On the other hand, the participants practiced two indicators at a limited extent only. Citing important historical and socio-political factors that shape their own culture and the host culture; and describing interactional behaviors common among host country in social and professional areas among people in social and professional areas (e.g., family roles, team work, problem solving, etc.) were rated as 2.56 and 2.41 respectively. This implies that students have a minimal exposure on historical, socio-political and professional discussions due to the scope and objectives of the short-term programs they have participated in. Relatively, Ewing-Chow, M. (2008) recommended in his study that by engaging in historical and political narratives, certain perspectives would inform the analysis of this ever developing regional organization (ASEAN), sometimes simply by holding up a mirror to the organization.

In general, however, the students practiced the intercultural abilities related to Knowledge to a Great Extent, which indicates that they have a broad knowledge about the host country they immerse themselves with.

Table 4
Participants' Extent of Practice in Terms of Intercultural Skills

Indicators	Mean	Descriptive Interpretation
1. I demonstrated flexibility when interacting with persons from the host culture.	4.12	Great Extent
2. I adjusted my behavior, dress, etc., as appropriate, to avoid offending my hosts.	4.42	Very Great Extent
3. I was able to contrast the host culture with my own.	4.27	Very Great Extent
4. I used strategies for learning the host language and about the host culture.	3.56	Great Extent
5. I demonstrated a capacity to interact appropriately in a variety of different social situations in the host culture.	4.39	Very Great Extent
6. I used appropriate strategies for adapting to the host culture and reducing stress.	4.32	Very Great Extent
7. I used models, strategies, and techniques that aided my learning of the host language and culture.	3.95	Great Extent
8. I monitored my behavior and its impact on my learning, my growth, and especially on my hosts.	3.20	Some Extent
9. I used culture-specific information to improve my style and professional interaction with my hosts.	2.78	Some Extent
10. I helped to resolve cross-cultural conflicts and misunderstandings when they arose.	2.44	Limited Extent
11. I employed appropriate strategies for adapting to my own culture after returning home.	2.47	Limited Extent
Categorical Mean	3.63	Great Extent

Along Intercultural Skills (Table 4), the participants practiced four indicators to a Very Great Extent. Obtaining the highest mean of 4.42 is the ability on adjusting one's behavior, dress, etc., as appropriate, to avoid offending the hosts. This runs parallel to the highest indicator in the knowledge component which is 'knowing essential norms and taboos of the host culture'. This finding negates the claim of Khan, M. K., & Parvaiz, A. (2010) in their study, "A Descriptive Analysis of Diminishing Linguistic Taboos in Pakistan" indicating that group of younger generation was found less afraid of the violation of their linguistic **taboos**. Moreover, other key intercultural skills were also prominently demonstrated by the participants. That is, as participants are able to contrast the host culture with their own, they employ appropriate strategies to adapt and reduce stress while interacting appropriately in different social context.

Conversely, the skills being practiced by students at a limited extent are employing appropriate strategies for adapting to one's own culture after returning home (2.47) and helping to resolve cross-cultural conflicts and misunderstandings when they arise (2.44). This suggests that participants undergo debriefing session as a post-program activity and equip them with strategies for conflict resolution. Lopez-Rocha, S. (2005), likewise posits that barriers in intercultural communication are rooted in the differences between individuals' cultural make up and their world view; hence the need to develop and promote cultural awareness and understanding of differences in order to create a more effective learning environment, to communicate more efficiently, and to help students understand each others' cultural tendencies.

Overall, the students practiced the intercultural skills still to a Great Extent. This further indicates that participants in international programs are equipped with the basic skills to thrive in a different country.

Table 5
Participants' Extent of Practice in Terms of Intercultural Attitude

Indicators	Mean	Descriptive Interpretation
<i>While in the host country, I demonstrated willingness to:</i>		
1. interact with host culture members (I didn't avoid them or primarily seek out my compatriots).	4.31	Very Great Extent
2. learn from my hosts, their language, and their culture.	4.68	Very Great Extent
3. try to communicate in their language and behave in "appropriate" ways, as judged by my hosts.	4.71	Very Great Extent
4. deal with my emotions and frustrations with the host culture (in addition to the pleasures it offered).	4.36	Very Great Extent
5. take on various roles appropriate to different situations (e.g., in the family, as a volunteer, etc.).	4.15	Great Extent
6. show interest in new cultural aspects (e.g., to understand the values, history, traditions, etc.).	3.39	Some Extent
7. try to understand differences in the behaviors, values, attitudes, and styles of host members.	4.15	Great Extent
8. adapt my behavior to communicate appropriately in host country (e.g., in non-verbal and other behavioral areas, as needed for different situations).	4.17	Great Extent
9. reflect on the impact and consequences of my decisions and choices on my hosts.	4.54	Very Great Extent
10. deal with different ways of perceiving, expressing, interacting, and behaving.	4.37	Very Great Extent
11. interact in alternative ways, even when quite different from those to which I was accustomed and preferred.	4.37	Very Great Extent
12. deal with the ethical implications of my choices (in terms of decisions, consequences, results, etc.).	3.36	Some Extent
13. suspend judgment and appreciate the complexities of communicating and interacting interculturally.	4.21	Very Great Extent
Categorical Mean	4.21	Very Great Extent

As regards Intercultural Attitude, data (Table 5) show that eight out of 13 indicators were practiced at a Very Great Extent. Metacognition is a notable feature of the students' attitude as evidenced by how they reflect and evaluate their actions in intercultural undertakings. They communicate and behave in appropriate ways as a result of learning the host's language, culture, and impact or consequences of decisions made. Relatively, students are conscious of how they perceive and express thoughts during interaction by employing alternative ways which are new to them. They also take hold of their emotions, frustrations and judgment by immersing themselves in meaningful interaction rather than avoiding or dismissing communication.

This finding runs in comparison with the assumption of Ivers, J. J. (2007) that best teachers employ metacognition, or thinking about thinking. He explains that students are inspired when taken on deep intellectual forays such as probing for tacit assumptions, critically examining the socially constructed paradigms that manipulate our realities, and examining the implications of particular lines of thought.

At some extent, nonetheless, the participants show interest in new cultural aspects and deal with ethical implications of their choices. It denotes that students have typical curiosity on understanding values, history and traditions of the host country; thereby signifying a need for further analysis of decisions.

Generally, the students carried out the identified indicators to a Very Great Extent, indicating a high degree in demonstrating a constructive and reflective intercultural attitude.

Table 6
Participants' Extent of Practice in Terms of Intercultural Awareness

Indicators	Mean	Descriptive Interpretation
<i>While in host country, I realized the importance of:</i>		
1. differences and similarities across my own and the host language and culture.	4.29	Very Great Extent
2. my negative reactions to these differences (e.g., fear, ridicule, disgust, superiority, etc.).	3.34	Some Extent
3. how varied situations in the host culture required modifying my interactions with others.	4.42	Very Great Extent
4. how host culture members viewed me and why.	4.51	Very Great Extent
5. myself as a "culturally conditioned" person with personal habits and preferences.	4.14	Great Extent
6. responses by host culture members to my own social identity (e.g., race, class, gender, age, etc.).	3.71	Great Extent
7. diversity in the host culture (such as differences in race, class, gender, age, ability, etc.).	4.14	Great Extent
8. dangers of generalizing individual behaviors as representative of the whole culture.	3.34	Some Extent
9. my choices and their consequences (which made me either more, or less, acceptable to my hosts).	3.66	Great Extent
10. my personal values that affected my approach to ethical dilemmas and their resolution.	3.03	Some Extent
11. my hosts' reactions to me that reflected their cultural values.	3.59	Great Extent
12. how my values and ethics were reflected in specific situations.	2.63	Some Extent
13. varying cultural styles and language use, and their effect in social and working situations.	3.88	Great Extent
14. my own level of intercultural development.	2.58	Limited Extent
15. the level of intercultural development of those I worked with (other program participants, hosts, co-workers, etc.).	2.56	Limited Extent
16. factors that helped or hindered my intercultural development and ways to overcome them.	2.71	Some Extent
17. how I perceived myself as communicator, facilitator, mediator, in an intercultural situation.	3.76	Great Extent
Categorical Mean	3.55	Great Extent

In terms of Intercultural Awareness, data (Table 6) reveal that three indicators were practiced by the participants at a Very Great Extent. Mainly, the students realized the importance of how host country viewed and regard foreigners vis a vis how uncommon situations could call for alternative ways of interaction, brought by a deep understanding of similarities and differences across language and culture.

Holmes, J. (2015) also posits that when people move countries in the course of their work, contrasting sociocultural norms are inevitably foregrounded and these may cause surprise or even offense. These social values and socio-cultural norms are, however, rarely made explicit, so new comers are generally expected to infer them by observation and reflection. Thus, interaction is a crucial means of learning how to become a well-integrated member of the workplace community, and of becoming acquainted with relevant sociocultural norms and professional values.

In contrast, the abilities to know the importance of one's own level of intercultural development and the level of intercultural development of those one worked with (program participants, hosts and co-workers, etc.) are practiced at a limited extent only. Therefore, this suggests a contemplative approach whereby students are able to reflect on the track record of their international undertakings to provide a deeper meaning and a heightened interest for further learning.

As a whole, the abilities on Intercultural Awareness are practiced by the students to a Great Extent, pointing out the importance of reflecting on one’s actions and transactions as introspective approach on essential understanding towards intercultural development.

Table 7
Summary of Participants’ Extent of Practice in the Four Components of Intercultural Abilities

Indicators	Mean	Descriptive Interpretation
A. Knowledge	3.54	Great Extent
B. Skills	3.63	Great Extent
C. Attitude	4.21	Very Great Extent
D. Awareness	3.55	Great Extent
Overall Mean	3.73	Great Extent

Table 7 presents the summary of the participants’ extent of practice in the Four Components of Intercultural Abilities. As shown, Intercultural Attitude indicates the highest component which the student practiced to a Very Great Extent. This is followed by Intercultural Skills, Awareness and Knowledge which are all accomplished at a Great Extent. This implies that a high degree of intercultural attitude can be capitalized in order to induce motivation in global learning, thereby increasing the other components at a comparative state.

The overall mean (3.73, Great Extent) further suggests that a special curricular program on international studies must be in place as a platform to broaden perspective, simulate intercultural abilities, and appreciate global learning as essential arm towards the challenges of transnational education.

3.3. Significant Difference in the Extent to which the Participants practiced their Intercultural Abilities in the Four Components when they are grouped according to Profile Variables

Table 8
Comparison on the Participants’ Extent of Practice in the Four Components of Intercultural Abilities when they are Grouped According to Gender

Instructional Areas	Gender	Mean	t-value	P-value	Interpretation
A. Knowledge	Male	3.48	-.885	.380	Not Significant
	Female	3.57			
B. Skills	Male	3.61	-.286	.776	Not Significant
	Female	3.64			
C. Attitude	Male	4.20	-.090	.929	Not Significant
	Female	4.21			
D. Awareness	Male	3.64	1.324	.191	Not Significant
	Female	3.50			

Inferential analysis was conducted to ascertain the significant difference in the extent to which the participants practiced the specified indicators along four components of intercultural abilities when they are grouped according to profile variables. Results of the independent-samples t-test (Table 8) show that all of the probability values in the measured variable are higher than 0.05 alpha level; therefore, the null hypothesis is accepted, which means that gender does not account for any significant difference in the extent to which the participants practiced the intercultural abilities along the components of knowledge, skills, attitude and awareness.

This finding supports the claim of Solhaug, T., & Kristensen, N. N. (2020) in their study ‘Gender and intercultural competence’ that both genders have comparative experiences in communication and understanding to support recognition, equality, justice, self-determination and identification with others; as school diversity contributed moderately to greater intercultural competence.

Table 9

Comparison on the Participants' Extent of Practice in the Four Components of Intercultural Abilities when they are Grouped According to Grade Level

Instructional Areas	Gender	Mean	F-ratio	P-value	Interpretation
A. Knowledge	Grade 5	2.69	7.546	.000	Significant
	Grade 6	3.36			
	Grade 8	3.16			
	Grade 10	3.41			
	Grade 12	3.66			
B. Skills	Grade 5	3.19	3.559	.012	Significant
	Grade 6	3.36			
	Grade 8	3.25			
	Grade 10	3.44			
	Grade 12	3.74			
C. Attitude	Grade 5	4.23	.394	.812	Not Significant
	Grade 6	4.54			
	Grade 8	4.14			
	Grade 10	4.26			
	Grade 12	4.19			
D. Awareness	Grade 5	3.21	1.130	.352	Not Significant
	Grade 6	3.41			
	Grade 8	3.48			
	Grade 10	3.38			
	Grade 12	3.60			

In terms of grade level, data (Table 9) show that the probability values along intercultural knowledge and skills have probability values lower than 0.05 level of significance. This indicates that the students vary significantly in their extent of practice of intercultural knowledge and skills when grouped according to grade level. It further implies that the senior high school students considerably demonstrate higher intercultural abilities with respect to knowledge and skills, compared to the junior high school and elementary level. Such evidence explains the premise that higher grade levels who have longer experience in an educational institution are provided with meaningful global knowledge and skill development.

In support to this, Kersten, K. (2008) asserts that the level of language competence depends on the amount of learning exposure. Thus, educational institutions are called upon to prepare young children for the demands of an increasingly globalized world. In order to provide them with the personal and professional foundations, they need to participate in a multilingual and multicultural society, aimed at imparting sound knowledge of foreign languages, intercultural skills, as well as collective environmental awareness, at the earliest stage possible.

With regards intercultural attitude and awareness, however, students do not vary significantly in their extent of practice when grouped according to grade level. This posits that higher grade level does not necessarily mean higher level of intercultural abilities on attitude and awareness. It is further suggested that even students in primary level and junior high school have comparative level of attitude and awareness with their counterpart in the senior high school because all of them, regardless of degree of knowledge and skills, are still capable of metacognition; that is having conscious reflection and assessment of their experiences in the host country.

Table 10
Participants' Desired Learning Process

Learning Areas	Desired Process	Learning Examples	Frequency
A. Approaches	Task-based Instruction	Problem Solving	6
		Comparative/Contrastive Analysis	4
		Project building	14
		Design thinking	9
	Game-based learning	Team building	23
		Challenge-inspired	11
		Hook activities	21
	Independent learning	Discovery	9
		Fact finding	3
Journal writing		8	
B. Strategies/ Activities	Tour/Immersion activities	International travel	36
		Cultural exchange	28
		Off-campus observation	7
		Mall presentations	3
	Simulation	Practical application	7
		Conflict resolution	2
	Collaborative learning	Brainstorming	8
		Dyad/group work	24
	Alternative assessment	Creative performance/product	17
		Portfolio	5
Peer-evaluation		8	
C. Tools	Online course	Learning management system	11
		Use of social media	26
	Worksheet/activity book	Take-home worksheets	13
		Graphic organizers	9
	Handouts	Supplementary materials	7
	Summarized key points	4	

Thematic analysis was conducted to cluster into themes the participants' different desired learning processes on global learning. Table 10 shows a summary of the participants' desired learning processes which were categorized into three areas namely, approaches, strategies/activities, and tools. As regards approaches, students mainly pointed out on game-based learning to be essential, employing team building activities as well as challenge-inspired and hook activities. Moreover, task-based instruction containing problem solving, comparative/contrastive analysis, project building, and design thinking was indicated by the participants preceding the approach on independent learning such as discovery, fact finding and journal writing.

In comparison, Stockwell, E. (2016) adapted in his study web-based exploratory tasks using WebQuests as a means of enabling students to understand and reflect on both the target and their own culture. The results of the study showed students' reduction in ethnocentricity and suggested students had acquired a deeper understanding of both their own culture and other cultures.

Taking the highest frequency is the area of strategies/activities particularly tour/immersion activities that include international travel and cultural exchange. This takes into account a generation of learners that are highly motivated in traveling. This supports the study of Brendel, N., et al. (2016) indicating that multicultural fieldwork fosters intercultural learning on a personal level. The finding was solidified after a week-long multicultural field excursion of student teachers to determine factors fostering intercultural competence. Meanwhile, Santoro, N. (2014) also suggests that one way to address the needs of ethnically and racially diverse learners is to make available to pre-service teachers opportunities for an international experience so that they might learn about the world and develop better understanding of cultural diversity and difference.

Furthermore, collaborative learning comprising of brainstorming and dyad/group work was also highlighted in the interview responses alongside the need for alternative assessment such as creative performance/product, portfolio, and peer-evaluation. Furthermore, students also mentioned the strategy on simulation, specifically practical application and conflict resolution.

Concerning tools, students highly desire the nature of online course, employing learning management system and use of social media. Such response reveals that the most convenient platform for global learning is online.

Likewise, take-home worksheet/activity book and graphic organizers are also deemed to be desired by students vis a vis handouts like supplementary materials and summarized key points.

This result is in consonance with Appiah-Kubi, P., & Annan, E. (2020) who found out that participants of Collaborative Online International Learning (COIL) performed significantly better on the project work. Similarly, de Castro, et al. (2019) stated that after completing the COIL experience, students expressed valuing shared learning with peers in another country and reported gains in intercultural competence. Such studies indicated that COIL-style endeavors provide meaningful, rewarding opportunities to engage with others across borders, while enhancing students' skills to relate positively to an increasingly diverse world.

3.4. A Special Curricular Program on ASEAN Studies

Based on the aforementioned findings on the intercultural abilities and learning processes of students, a special curricular program on ASEAN Studies was formulated for the exit levels (Grades 6, 10 and 12). Such program was a product of aligning the baseline intercultural knowledge, skills, attitudes and awareness of students who have been involved in international programs of the university with their desired learning processes.

The program was anchored on SPUP Vision-Mission and the ASEAN Curriculum Sourcebook from SEAMEO which serves as a guide for ASEAN-member countries providing such subject. Moreover, the program is comprised of the following features: Rationale, Objectives, Mechanics (Program Offering, Program Schedule and Loading), and Curriculum Framework and Overview.

4. CONCLUSION

Generally, the basic education students of St. Paul University Philippines practiced their intercultural abilities to a great extent. This implies that they have acquired and demonstrated essential abilities towards global learning; taking into consideration that students' high level of intercultural attitude can be capitalized to further their knowledge, skills and awareness. Moreover, students revealed their desired learning processes, emphasizing on international tour/immersion activities, use of online platform, and the approaches on game-based and task based instruction. Therefore, such findings on students' intercultural abilities and learning processes are deemed valuable for a development of a special curricular program on international studies.

5. RECOMMENDATIONS

Based on the findings presented and the conclusions drawn, the researcher offers the following recommendations:

The university may reinforce the involvement of basic education students, especially younger grade levels, in the international programs of the university such as cultural and academic exchange programs.

Curriculum writers may craft modules on ASEAN Studies for exit levels (grades 6, 10 and 12) that are aligned with the special curricular program developed from students' intercultural abilities and learning processes.

School administrators may consider providing ASEAN Studies teachers with further training on module writing and exposure on relative programs that facilitate the delivery of global information.

ASEAN Studies teachers and other stakeholders may consider evaluating the delivery of the program vis a vis specific enhancement that may be proposed.

Other researchers may conduct parallel or related studies involving students on other levels or nationalities.

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