



บทความวิจัย (ก.ค. - ธ.ค. 57)

## การใช้เทคโนโลยีสารสนเทศและการสื่อสารเพื่อยกระดับการเรียน และความเข้าใจภาษาและวัฒนธรรมในชุมชนอาเซียนของนักศึกษาไทย

อุทัย ภิรมย์รุ่น, มหาวิทยาลัยการจัดการและเทคโนโลยีอีสเทิร์น, อุบลราชธานี email : 34000, email : upiromruen@gmail.com, Tel. 08 1935 7395  
ณรงค์ชัย ปันทรายมูล, มหาวิทยาลัยราชภัฏพระนคร, กรุงเทพมหานคร 10220,  
email: narongchai\_2505@hotmail.com, Tel. 08 6023 7057

### บทคัดย่อ

การวิจัยเบื้องต้นครั้งนี้มีวัตถุประสงค์เพื่อช่วยให้นักศึกษาเรียนภาษาและวัฒนธรรมของประชาชนในชุมชน อาเซียน ทดลองใช้อินเทอร์เน็ตและคอมพิวเตอร์เป็นเครื่องมือในการศึกษาด้านคัว และประเมินผลว่ามีความรู้ด้านวัฒนธรรม และเพิ่มทักษะทางภาษาของประชาชนในชุมชน ASEAN ได้มากน้อยเพียงใด การทดลองในครั้งนี้เป็นนักศึกษาจะดับเบิลยูดีในคณิตศาสตร์ มหาวิทยาลัยศรีปทุม จำนวน ๑๘ คน ซึ่งลงทะเบียนเรียนวิชาการอ่านภาษาอังกฤษในกลุ่มประเทศอาเซียน + ๓ ในภาคเรียนที่ ๒ ปีการศึกษา ๒๕๕๕ นักศึกษาได้แบ่งเป็น ๓ กลุ่มๆ ละ ๖ คนแต่ละกลุ่มเลือกประเทศที่จะศึกษา ๓ ประเทศ จาก กลุ่มประเทศสหอาเซียนทั้ง ๑๐ ประเทศ โดยแต่ละกลุ่มวางแผนถือหัวข้อด้านวัฒนธรรม ๓ ข้อ และภาษา ๑ ภาษา โดยใช้ เครื่องมือทางอิเล็กทรอนิกส์ เพื่อสืบค้นข้อมูลจากอินเทอร์เน็ต โดยการช่วยเหลือจากอาจารย์ผู้สอน และนำข้อมูลที่ค้นพบมาเรียน เรียนเป็นเรื่องความกลุ่มละ ๒ บทความและฝึกการใช้ภาษาที่เลือกไว้ ระหว่างสมาชิกในกลุ่ม การศึกษาใช้เวลา ๑.๓๐ชั่วโมงต่อหัวข้อ รวม ๑๕ ชั่วโมง ตลอดภาคเรียน ผลการศึกษาพบว่านักศึกษาให้ความสนใจในการสืบค้นข้อมูลโดยใช้เครื่องมืออิเล็กทรอนิกส์ดังกล่าว แล้ว จากการทดสอบความเข้าใจความรู้เรื่องภาษาและวัฒนธรรมอาเซียนก่อนและหลังการเรียนโดยใช้การทดสอบที่ พบรความแตกต่าง ในผลการเรียนโดยมีนัยสำคัญทางสถิติที่ระดับ .05 และผลจากการตอบแบบสอบถามและการประเมินกิจกรรมการเรียนรู้โดยอาจารย์ ผู้สอนพบว่านักศึกษาทุกกลุ่มได้เรียนรู้ภาษาและวัฒนธรรมของประชาชนในกลุ่มอาเซียนเพิ่มขึ้นเป็นที่น่าพอใจ แต่เนื่องจากมีเวลาในการศึกษาในระยะสั้นจึงเรียนรู้และใช้ภาษาในกลุ่มประเทศอาเซียนไม่ได้ดีนัก นักศึกษาส่วนใหญ่ความพึงพอใจในการเรียนโดยใช้เครื่องมือทางอิเล็กทรอนิกส์ช่วยสืบค้นข้อมูล และเห็นความจำเป็นในการเรียนรู้ภาษาอังกฤษเพิ่มมากขึ้น เพื่อสามารถสื่อสารและทำงานร่วมกับประชาชนอาเซียนในอนาคตอันใกล้นี้

**คำสำคัญ :** เครื่องมือทางอิเล็กทรอนิกส์, ประชุมอาเซียน, ทักษะทางภาษาและความรู้ด้านวัฒนธรรม

Received January 23, 2014 ; Accepted : March 27, 2014

## USING INFORMATION AND COMMUNICATION TECHNOLOGIES TO ENHANCE THAI STUDENTS' LEARNING AND UNDERSTANDING OF LANGUAGES AND CULTURES OF THE ASEAN COMMUNITY

Uthai Piromruen, The Eastern University of Management and Technology, Ubon Ratchathani 34000  
email : upiromruen@gmail.com, Tel. 081 935 7395 ; Narongchai Pinsaimoon , Phra Nakhon  
Rajabhat University, Bangkok 10220, email : narongchai\_2505@hotmail.com, Tel. 08 6023 7057

### Abstract

This research aimed to help students learn languages and cultures of the people in the ASEAN community, use the Internet and computer as tools to assist students' learning, and evaluate the students' gain of knowledge of cultures and skills in using the ASEAN languages. The participants were 18 students enrolling in the English Course of Reading of ASEAN Cultures and Languages. The participants were divided into 3 groups each of which consisting of 6 persons. Each had to select one language and three types of native cultures from the 10 members of ASEAN community. Each searched information from the Internet websites by using computers and other resources as available for the content needed. Each group participated in the study by learning and practicing conversation in the language chosen, and wrote two essays on the chosen topic of cultures. Students' reports were reviewed by the instructor of the course on the essays written and their group presenta-

tion of language skills. Result of the study found that most students engaged in using electronic tools such as computer tablets and smart phones rather than printed materials. Results of the pre-and-post t-test of reading comprehension among study groups found significant gains knowledge on culture and language study. However, the pronunciation of language learned posed difficulty for their practices. They needed more trainings on language skills but the study topic were challenging on their curiosity to learn more.

**Keywords :** electronic tools , ASEAN community, language skills and cultural knowledge

**Acknowledgements :** This paper has been supported by The Eastern University of Management and Technology.

## Introduction

Thailand announced that they would join, in particular, the ASEAN community in 2015. Therefore, all government sections are involved in making the preparation for the Thai people to prepare themselves before joining the new community. The education section, will involve in the ASEAN third pillar focusing on social and cultural aspects. This study was carried out as a preliminary pilot project for adult college and university students to use ICT as tools to gain knowledge and understanding of languages and cultures of the people of the ASEAN community. Moreover, the study was conducted to challenge students who enrolled in the English course on Asian plus 3 studies and to experiment whether or not ICT can enhance their learning and understanding of the new context and environments.

## Aims

1. To help students learn the languages and cultures of the people in the ASEAN community.
2. To use the Internet and computers to assist students' learning.
3. To evaluate the students' gain of knowledge of cultures and skills in using the ASEAN languages.

## Research Questions

1. Can students learn the languages and cultures of the people in the ASEAN community?
2. Can the ICT tools such as the Internet and computers assist the student's learning?
3. How much knowledge of cultures and skills did the students gain when participating in the study?

## Delimitation of the Study

The study covered the selected content of languages and cultures of 10 countries from the ASEAN community. These were Laos PDR, Myanmar, Cambodia, Malaysia, Singapore, Indonesia, Brunei, the Philippines, Vietnam and Thailand. The areas of cultures recommended for each group to select only three out of the following were Food, Festival, Life styl

## Periods and Length of Time to Study

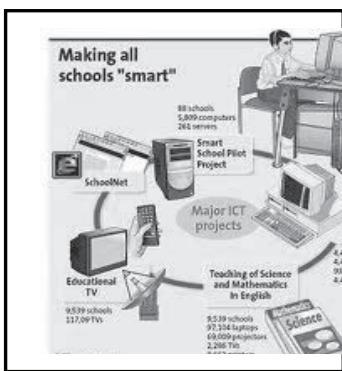
The study was conducted in parallel to the course of English 216 (Academic Reading) during the 2nd semester of 2012 academic year for 10 weeks. It took one and a half hours for each week plus three sessions of group presentation and evaluation. Altogether were 15 hours of the study.

## Benefits of the study

It was expected that the study would bring new knowledge and understanding of the ASEAN community to both instructor and students. It would also explore the effectiveness of using ICT to supplement the normal English teaching course.

## Review of Related Literature

Since the advent of Information and Communication Technology (ICT) into education from the previous decades, ICT has been employed to teaching and learning the subject matter in schools, colleges and universities. Many research studies reported the



effectiveness of using ICT to support learning opportunities such as authentic, and problem-based learning, student-centered learning environment, collaborative learning and increasing motivation (Bransford, Brown, and Cocking, 1999; Aida, Ramiez, Kim, Khoe, & Pandian, 2012; Pandian, Ismail, Kechik, & Nathan, 2011).

There was also a report on transforming ICT into teaching and learning by embedding ICT into everyday classroom practices. (Sutherland, et.al, 2004). Moreover, ICT can provide the basic technology for assisting language teaching/learners to acquire important communication skills in English (Ebrahimi, 2011). Although ICT could be applied in teaching and learning across a wide range of subjects such as English, history, geography, mathematics, modern foreign languages, music and science, there tension between idiosyncratic and institutional knowledge construction. (Sutherland, et. al, 2004 : Uthai, Pandian, 2012).

It is interesting to test the hypothesis that embedding ICT into teaching and learning in the classroom and using students' most preferred electronic tools would enhance the students' knowledge and understanding of the new information, rather than creating tension between their idiosyncratic and the old method of institutional construction.

There was, however, a warning on the application of ICT into the field of education on teaching and learning. As of 2004, a review and contextualization of the literature on teaching ICT as a subject implied that there was limited, systematically-derived, quality information. (Wikipedia, 2013). Nevertheless, this preliminary study attempted to use ICT as a tool to supplement the regular classroom situation by focusing on the students' preference in using ICT tools such as computers and Internet online. Students were allowed to explore new information beyond the traditional text-based content in the classroom on their own digital literacy approach whereby the teacher acted as a facilitator to provide supports for their active and collaborative learning. (Walajporn, 2012)

## Methods

### 1. Populations and Participating Groups

The population of this study was 18, a total number of undergraduate participating students who enrolled in the English Reading Course on ASEAN Studies in the Department of English for Business Communication, Faculty of Liberal Arts, during the second semester of the 2012 school year. The participants were divided into 3 groups each of which consisting of 6 members.

### 2. Procedure of the study

2.1 Each study group was allowed to choose 3 countries, from which only one language was chosen to study and practice, and three types of cultures of their interest. The group selected the following countries:

Group 1: Singapore, Brunei, and Malaysia. The language selected for presentation was Malay.

Group 2: the Philippines, Indonesia, and Vietnam. The language selected for presentation was Tagalog.

Group 3: Myanmar, Cambodia and Laos. The languages selected for presentation was Lao.

As for Thailand, each group was assigned by the instructor to study the main type of cultures and submitted only a report but there was no requirement for a presentation.

### 3. Research tools.

Reading comprehension test and a questionnaire were used as research tools. Each student was given the pre-test of reading comprehension before conducting the study and the post test after completing the presentation.

### 4. Study tasks for each group.

- 4.1 Learning and practicing conversation on the language chosen.
- 4.2 Searching for information on cultures of the country selected.
- 4.3 Writing two 200 word essays on the topic chosen.

5. Writing a report of research findings submitted for review and evaluation.

6. Presentation and evaluation.

Each group presented their findings as the following:

6.1 Making role plays of conversation ( 30 minutes).

6.2 Essay reading on the chosen cultures in English (30 minutes)

6.3 Giving responses to the questionnaires given by the instructor. (30 minutes)

6.4 Responding to the interview and evaluation conducted by the instructor ( 30 minutes).

6.5 Making a presentation ( 30 minutes).

## 7. Data collection, analysis and interpretation

7.1 Students scores from the pre-post reading comprehension tests.

7.2 Instructor's interview reports and student's responses from the questionnaires (5- rating scales).

7.3 The data were reported by descriptive statistics in frequency and percentage.

## 8. ICT Tools for the study

8.1 Internet online access able from the university computer laboratory.

8.2 Students' preferred electronic tools using outside the classroom.

### Results & Discussions

A. Results from the 5-level rating scale. Questionnaire included the following.

No.	Background Knowledge of Asean	Levels	of	under-	standing	Total
		5	4	3	2	1
1.	Before studying	4 (22%)	6 (33%)	4 (22%)	1 (17%)	0 0 (100%)
2.	Knowledge gained after the study	11 61%	4 (22%)	3 (17%)	0 0	0 0 (100%)
3.	Would like to continue studying	10 (56%)	6 (33%)	2 (11%)	0 0	0 0 (100%)

Table 1 showed that students had a minimum level of knowledge about ASEAN before participating in the study (33%), knowledge gained after the study (61%) and half of the total number of students would like to continue studying (56%).

## 2. Knowledge of Languages and Cultures of ASEAN

Table 2 Students' knowledge of languages and cultures of ASEAN

No.	Knowledge of languages and cultures	Levels of understanding					
		5	4	3	2	1	Total
1	Before the study	3 (17%)	5 (28%)	4 (22%)	2 (11%)	4 (22%)	18 (100%)
2	After the study	14 (78%)	2 (11%)	2 (11%)	0 0	0 0	18 (100%)
3	Would like to continue studying	12 (67%)	4 (22%)	2 (11%)	0 0	0 0	18 (100%)

Table 2 showed that students had a minimum level of knowledge of ASEAN languages and cultures before the study (28%), they gained knowledge after the study (78%) and would like to continue studying (67%).

## 3. ICT Source and Devices Used in the Study

Table 3 Sources of Media Used by Students

No.	Types of Media	5	Levels	of 3	use 2	1	Total
			4				
1	Radio/TV	16 (89 %)	2 (11%)	0 0	0 0	0 0	18 (100%)
2	Internet Online	4 (22 %)	8 (44%)	4 (22%)	2 (12%)	0 0	18 (100%)
3	Printed Materials	3 (17%)	2 (11%)	6 (33%)	3 (17%)	4 (22%)	18 (100%)

Table 3 showed that most students used radio/TV as sources of information (89%), the Internet online (44%) and printed materials (33%).

## 4. Types of electronic media used by students

Table 4 Types of media devices used by students

No.	Types of Media	Levels	of	uses			Total
		5	4	3	2	1	
1	Computers	2 (11%)	10 (56%)	6 (33%)	0 0	0 0	18 (100%)
2	Smart phones	17 (94%)	1 (6%)	0 0	0 0	0 0	18 (100%)
3	Others (iPad, Tablet, )	11 (61%)	4 (22%)	3 (17%)	0 0	0 0	18 (100%)

Table 4 showed that students used smart phones the most (94%) followed by computers (56%) and other devices such as iPad/Tablets (61%).

## 5. Benefits of Knowledge of ASEAN

Table 5 The benefits of knowledge of ASEAN

3	Learned new ASEAN languages from other groups	2 (11%)	4 (22%)	2 (11%)	4 (22%)	6 (33%) (100%)	18
4	Learned ASEAN cultures from other groups	6 (33%)	6 (33%)	3 (17%)	3 (17%)	0 0.00	18 (100%)
5	Prepared to join more ASEAN study groups	8 (45%)	6 (33%)	4 (22%)	0 0	0 0	18 (100%)

Table 5 showed that most students learned and shared knowledge and understanding from other groups (61%), got information within the group (33%), learned new ASEAN languages from other groups (33%), Learned ASEAN cultures from other groups (33 %), and some were prepared to join the other group in studying ASEAN community (45 %).

## B. From the instructor's report

1. The instructor's reports on students' learning of ASEAN cultures and languages based on the group interviews.

Student's rating of their appreciation and preference on native cultures of ASEAN countries are as follows.

1) The cultures they preferred were Music and arts performances, food clothing and fabrics, and living styles which showed national identity; and public entertainments.

2) The languages of preference were Comparative Thai-Laos, English and Chinese as in Singapore (for business and daily living), Malay, Tagalog, Vietnam (most difficult in pronunciation practices).

2. Results of the t-test of students' pre-post reading comprehension scores

Diagram 1 Paired Samples Test

Test	N	Mean	S.D.	t	Sig. (2- tailed)
Pretest	18	4.06	.873	-19.718	.000
Posttest	18	8.11	.832		

Diagram 1 showed that the paired samples test of the study groups was statistical significant at .00 level.

## 3. The students' problems

The study groups of students encountered some problems in conducting the study on ASEAN languages and cultures.

1. They found that there were a variety of languages used in ASEAN community , some of which were difficult to learn such as Vietnamese.

2. There was not enough information on languages and cultures of ASEAN community.

However, the study revealed that more studies should be done on disseminating languages and cultures among members of ASEAN Community. need more studies.

3. Time to prepare for joining the ASEAN community was so short that Thai people were worried about being unable to cope with other people in the community.

Results of the study answer the research questions as the following.

RQ#1 Can students learn the cultures and languages of the ASEAN community?

(1) Students could learn the cultures and languages of the ASEAN community as shown by Table 1 that students had a minimum level of knowledge of ASEAN before conducting the study (33%), They gained most knowledge from the study (61%) and over half of students would like to continue studying (56%).

RQ#2 Can the ICT tools such as the Internet and computers assist the student's learning?

(2) In regard to the use of ICT to assist students' learning, the study revealed that most students used radio/TV as sources of information (89%), followed by the Internet online and printed materials. Most students used smart phones (94%) followed by computers and other devices such as iPad/Tablets.

RQ#3 How much knowledge of cultures and skills did the students gain when participating in the study?

(3) Most students learned and shared knowledge and understanding from other groups (61%), got information within the group (33%), learned new ASEAN languages from other groups (33%), leaned ASEAN cultures from other group (33 %), and some were prepared to join the other groups in studying ASEAN community (45 %).

(4) Results of the t-test of students' pre-post reading comprehension scores were statistical significant, at the .00 level.

(5) Students also expressed some problems concerning time constraints in searching for the information from the Internet online. They needed more time to complete the study.

Results of the study showed that ICT can help students learn and understand new knowledge. Students slightly developed their language skills in speaking other languages beyond the English text lessons used in the classroom. Although their learning outcomes did not show significant improvement in language skills, they expressed interests to continue learning. The students' report also showed their eagerness in exploring new knowledge by using their own ways and could get access to authentic information from the Internet online and from their smart-phones which were their most preferred electronic gadgets. This new quasi-experiment yielded results in line with other previous studies that ICT could bring exciting new learning environments (Januz, et al., 2007). Students could gain experiences in active learning, critical thinking and cooperative learning (Al-Juboury, 2011; Khaksari, & Moghimizadeh, 2011).

Using ICT in the classroom could enhance students' learning. Students gained new knowledge and understanding of the cultures and new languages of the people in ASEAN community. They experienced and participated in cooperative learning in their groups, incorporated critical thinking and active learning. By using the computers and their own mobile smart-phones and other digital tools, students found new knowledge on cultures from the neighboring countries. As a result, they could assemble the findings and enjoy practicing the unfamiliar new languages. Ultimately, they were challenged to engage in a wider and boundless burning at of acquiring language skills and cultures.

This study was done in 10 weeks. It took 15 hours extra to complete the learning tasks in regular English text-based lessons. Actually, students needed more time to expand new knowledge and to increase their understanding of the people in ASEAN community. In order to explore sufficient studies of using ICT in the classroom there are some additional recommendations.

1. Teachers should apply more ICT tools in the classroom, if not be able to have a fully application, to supplement the traditional and limited text-based teaching and learning content.

2. Further studies should provide a longer period of using ICT in order to allow students to have enough time to search more information and practice the new languages.

3. Recommendations on the urgent preparation to join ASEAN community are the following.

3.1 Thai people should improve their English language skills in order to have effective communications with the people from the ASEAN community.

3.2 It should be made aware that the free flows of working manpower from ASEAN community in different fields of jobs opening would be overpowering to the local Thai working labors who have less efficiency skills.

3.3 The government should open more free classrooms for learning English in every district to attract students and adults to come and engage in learning and practicing English for better communication with the influx of people coming from ASEAN community.

## References

Aida Shuhaida bt Mustafa, Ramiez, A.L., Kim, T.H., Khoe, G.S. & Pandian, (2012, January – June). An Experimental Approach in using Movies in Class for Learning and Teaching Foreign Languages (Mandarin, Spanish and Korean) and Bahasa Malaysia. UMT – POLY Journal. 9, 103 – 114. 103 – 114.

Al-Juboury, Nejat. (2011). Digital Literacy in Language & Literacy in the Local and Global Contexts: Success Stories and Unfolding Narratives. Proceedings of the 2011 Asian Literacy Conference in Conjunction with 7th Litcon and 4th ILLC, 11-13 October 2011, Berjaya Georgetown Hotel, Penang, Malaysia.

Bransford, J.D., Brown, A. L., and Cocking, R.R., eds. (1999). How people learn: brain, mind, experience, and school. Washington, D.C.: National Academy Press, pp 206-230. [http://en.wikipedia.org/wiki/John\\_D.\\_Bransford](http://en.wikipedia.org/wiki/John_D._Bransford). Retrieved August 18, 2013

Ebrahimi, Shirin Shafiei. (2011). ICT Development of Teaching and Learning English in Iran. In Language & Literacy in the Local and Global Contexts: Success Stories and Unfolding Narratives. Proceedings of the 2011 Asian Literacy Conference in Conjunction with 7th Litcon and 4th ILLC, 11-13 October 2011, Berjaya Georgetown Hotel, Penang, Malaysia.

Janusz, Aimee., Pate, Clinton., Greg., & Natalie, Gornell. (2007). Technology to Support Learning, EDIT 6400: Emerging Perspectives on Learning Teaching and Technology. Chapter 9 from How People Learn by J.D.Bransford, A.L. Brown & R.R. Cocking (1999). A PowerPoint Presentation. Retrieved August 21, 2013 From <http://www.slideshare.net/chipbruce/using-technology-to-support-learning>.

Kassim, Hafizolah, et.al (2011). Toward the Effectiveness of Utilizing ICT in Enhancing Language Process: A Pilot Study. Retrieved August 18, 2013 from [http://www.academia.edu/331825/Towards\\_the\\_Effectiveness\\_of\\_Utilizing\\_ICT\\_In\\_Enhancing\\_Language\\_Learning\\_Process:\\_A\\_Pilot\\_Study](http://www.academia.edu/331825/Towards_the_Effectiveness_of_Utilizing_ICT_In_Enhancing_Language_Learning_Process:_A_Pilot_Study).

Khaksari, M., & Moghimizadeh, R.P. (2011, January – June). Grammatical Difficulty and its effect on written Production of language Learners. UMT – POLY JOURNAL. 8, 55 – 60.

Pandian, A., Ismail, S.A.M.M., Kechik, S.Y.S., & Nathan, A.S. (2011, July – December). Being Literate Through Literacy : Integrated quality Reading Approach (IQRa). UMT – POLY JOURNAL. 8, 52-73.

Uthai Piromruen, & Pandian, A. (2012, July – December). Interrelationships of Language, Culture and Ethnicity. UMT-POLY JOURNAL. 9, 84-105.

Sutherland, R. et. al.(2004). Transforming teaching and learning: embedding ICT into everyday study classroom practices. Journal of Computer Assisted Learning 20, 413-425. Available <http://www.interactiveeducation.ac.th>.

Walaiporn Chaya. (2012, July – December). Enhancing EFL Learners; Reflective Thinking skills and Writing – Related metacognitive knowledge Through Journal writing. UMT – POLY JOURNAL. 9, 33-50.

Wikipedia (2013) Information and communication technology in education. Retrieved 16 August, 2013. From [http://en.wikipedia.org/wiki/Information\\_and\\_communication\\_technologies\\_in\\_education](http://en.wikipedia.org/wiki/Information_and_communication_technologies_in_education),

