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**INCORPORATING INTERCULTURAL COMMUNICATIVE  
COMPETENCE COMPONENTS INTO THE ENGLISH FOR TOURISM  
CURRICULA IN SOUTHERN THAILAND UNIVERSITIES**



**PANATDA SIRIPHANICH**

**UUM**  
**Universiti Utara Malaysia**

**DOCTOR OF PHILOSOPHY  
UNIVERSITI UTARA MALAYSIA**

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Awang Had Salleh  
Graduate School  
of Arts And Sciences

Universiti Utara Malaysia

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**Prof. Dr. Abdul Sukor Shaari**

Tandatangan  
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Nama Penyelia/Penyelia-penyelia:  
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## Abstrak

Komunikasi cemerlang antara budaya memerlukan bahasa dan pengetahuan budaya tetapi di Thailand, penguasaan Bahasa Inggeris rakyat Thailand dan pelajar Thai adalah sangat rendah di mana tiada penyepaduan antara kurikulum Bahasa Inggeris semasa yang termasuk amalan pengajaran dengan Kecekapan Komunikasi Antara Budaya (ICC) yang amat penting untuk interaksi antara budaya. Kajian penggabungan ICC ke dalam Bahasa Inggeris untuk kurikulum pelancongan di universiti-universiti Selatan Thailand telah menyiasat komponen utama ICC yang diperlukan untuk pelajar ijazah yang mempunyai potensi tinggi untuk bekerja di bidang pelancongan selepas tamat pengajian. Pendekatan kaedah campuran telah digunakan untuk melihat (1) kewujudan komponen ICC dalam kurikulum Bahasa Inggeris untuk pelancongan di lima universiti di Selatan Thailand, (2) kepentingan ICC daripada perspektif pelajar, pensyarah, ahli akademik ICC, pemandu pelancong, dan majikan, (3) kemahiran ICC yang paling utama di perlukan dan kedudukannya bagi pelajar ijazah, (4) kemahiran ICC paling relevan untuk pelajar ijazah dari perspektif ahli akademik ICC, dan (5) amalan pengajaran Bahasa Inggeris untuk kursus-kursus pelancongan. Terdapat 857 peserta terdiri daripada 191 orang pelajar, 5 orang pensyarah, 3 orang ahli akademik ICC, 312 orang majikan dan 346 orang pemandu pelancong yang terdiri daripada persampelan bertujuan. Dapatan kajian menunjukkan bahawa kebanyakan kurikulum Bahasa Inggeris untuk pelancongan tidak mengandungi unsur-unsur kurikulum ICC terutamanya konteks geo-politik dan faktor-faktor pembangunan. Majoriti peserta kajian bersetuju bahawa ICC adalah sangat penting serta dimensi sikap ICC adalah yang paling penting. Berkenaan dengan kemahiran yang diperlukan dan kedudukan ICC, ini amat jelas bahawa majoriti pelajar, majikan, dan pemandu pelancong bersetuju bahawa toleransi kesamaran amat penting manakala para pensyarah berpendapat bahawa empati adalah kedudukan yang paling penting dan ahli akademik ICC mendedahkan bahawa fleksibiliti adalah sama penting sebagai keupayaan untuk menyesuaikan diri dengan keadaan baru. Tambahan pula, ahli akademik ICC bersetuju bahawa kemahiran inkuiri penemuan dan interaksi adalah sangat penting dan aktiviti-aktiviti di dalam kelas yang membantu untuk menggalakkannya haruslah berasaskan masalah, bahan yang digunakan dalam kelas perlu sahih, dan aktiviti yang dijalankan haruslah membolehkan pelajar untuk meneroka tentang perbezaan budaya. Malah, tugas dan aktiviti yang telah digunakan dalam kursus semasa Bahasa Inggeris untuk pelancongan di lima universiti meletakkan berat pada dimensi sikap. Akhirnya, dapatlah disimpulkan bahawa kurikulum ICC di lima universiti di Selatan Thailand perlu memberi tumpuan yang lebih kepada kemahiran dan dimensi pengetahuan. Hasil kajian ini boleh mengurangkan skop ICC dalam pedagogi berkaitan dengan domain pelancongan dan boleh disesuaikan dalam penyelidikan ICC yang lain.

**Kata kunci:** Kecekapan Komunikasi Antara Budaya (ICC), Kedudukan ICC, Kemahiran ICC, Bahasa Inggeris untuk Kurikulum Pelancongan

## Abstract

Successful intercultural communication needs both language and cultural knowledge but in Thailand, English proficiency of Thais and Thai students are very low and the present English curricula including teaching practices do not integrate Intercultural Communicative Competence (ICC) which is important for intercultural interactions. The study of Incorporating ICC Components into the English for Tourism Curriculum in Southern Thailand Universities investigated the key components of ICC which are needed for undergraduate students who have high potentiality to work in tourism domain after graduation. Mixed method approaches were employed to find out (1) the appearance of ICC components in the present English for Tourism curriculum in five universities in Southern Thailand, (2) the importance of ICC from the students', lecturers', ICC academics', tour guides', and employers' perspectives, (3) the most required ICC skills and dispositions for the undergraduate students, (4) the most relevant ICC skills for undergraduate students from the ICC academics' perspectives, (5) the teaching practices of English for tourism courses. There were 857 participants consisted of 191 students, 5 lecturers, 3 ICC academics, 312 employers, and 346 tour guides and all of them were purposive samplings. The findings from the study revealed that most of the English for Tourism curricula did not include ICC curriculum elements especially the geo-political context and developmental factors. The majority of the participants agreed that ICC is very important and attitudinal dimension of ICC is the most important. Considering about required skills and dispositions, it was clear that the majority of students, employers, and tour guides agreed that tolerance of ambiguity was very important while the lecturer thought that empathy was the most important disposition and the ICC academics revealed that flexibility was as important as ability to adapt to new situations. Furthermore, the ICC academics agreed that skills of discovery and interaction was very important and the activities in class which help to promote them should be problem base, the materials used in classes should be authentic, and the activities should let the students explore about cultural differences. In fact, the tasks and activities which were employed in present English for Tourism courses in five universities put the weight on attitudinal dimension. Finally, it can be conclude that the ICC curricula in five universities in Southern Thailand need to focus more on skills dimension and knowledge dimension. The result of this study can minimize the scope of ICC in pedagogy relates to tourism domain and can be adapted in other ICC researches.

**Keywords:** Intercultural Communicative Competence (ICC), Dispositions of ICC, Skills of ICC, English for Tourism curricula

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## **List of Abbreviation**

ICC	Intercultural Communicative Competence
ESL	English as a Second Language
EFL	English as a Foreign Language
ESP	English for Specific Purposes
EIL	English as an International Language



# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Background**

Now, the world is changing rapidly because of the effects of globalization. Globalization seems to be a process that has been changing continuously. Globalization allows us to make contact easily with people from another side of the world and makes our life more international (McDaniel, Samovar, & Porter, 2007). As members of the global community, it is necessary for us to learn about dealing with people from other cultures. In order to derive success in our work and live in a multicultural community, we should be aware of international cultures and learn to be successful communicators in intercultural settings.

Many universities have tried to increase opportunities for their students to be exposed to international experiences in order to prepare the students for the international workforce to respond to the changing world. The qualified workers for international trade should have a university degree and be able to speak at least two languages (Penbek, Yurdakul, & Cerit, 2009). Additionally, people in the international workforce have to communicate with people from various cultural backgrounds thus, cultural implications need to be considered (Bhumiratana & Commins, 2012). Peltokorpi (2007) claimed that if the foreign workers possess both knowledge about two cultures and skills to communicate with local employees information flow will increase while misunderstanding among local and foreign employees will decrease.

In order to respond to the effects of globalization, in recent years many scholars have tried to complete various studies to deal with people around the world who have different attitudes, values, cultures, ethnicity, social practices, ways of life, beliefs, and religions (Knutson, Komolsevin, Chatiketu, & Smith, 2003; Fantini, 2005; Gannon, 2008; Komolsevin, Knutson & Datthuyawat, 2010; Gitimu, 2010) . As a result of these studies, the concept of dealing with differences, Intercultural Communicative Competence (ICC), is one particular and important aspect. Byram and Fleming (1998) illustrated that ICC is about understanding differences in interaction between various sociocultural groups and the concept of ICC can be applied in the fields of communication and psychology. Lustig and Koester (2010) proposed that the concept of ICC is *contextual* because when an individual is judged as interculturally competent, the specific relational contexts have to be considered. Someone may be perceived as a competent person in one intercultural communication while perceived as a moderately competent or incompetent in another. Then, the word *competence* depends on the relationships and situations in which communication occurs.

Fantini (2005) claimed that ICC is the complex of abilities needed to perform effectively and appropriately when interacting with others who are linguistically and culturally different from oneself. On the other side, Spitzberg and Changnon (2009) described ICC as the effective and appropriate management of interaction between people who have different affective, cognitive, and behavioral orientation. The words, *effective* and *appropriate* can be identified as follows; *appropriate* refers to the behaviors that are regarded as a suitable and proper in a particular culture and

situation while *effective* means the behaviors that can lead to the achievement of expected outcomes (Lustig & Koester, 2010).

Considering the above definition of these words *effective* and *appropriate* it can be concluded that the behaviors which are regarded as *appropriate* and *effective* have to be dependent on the context where the situations occur. As stated ICC is contextual, then it can be assumed that there is no one set of characteristics that make a person competent in all intercultural relationships and situations. The particular context which English is used will make changes in the variants of English used. Knowing the language variation in various contexts will lead to instruction to meet the needs of the learners in specific contexts (Negreat, 2010). The specific needs in particular contexts are the concepts that relate to English for Specific Purposes (ESP) and always concern the society and culture in which the language is used (Bhatia, Anthony, & Noguchi, 2012).

The initial stage in an ESP course design is analyzing the specific needs of the particular groups of the learners. As a result the priority of course contents can be determined. It is necessary to identify the target situations or the contexts of language usage and then carry out an analysis of the linguistic features which suit those situations. The ESP course, English for Tourism, is one of the courses that illustrate the English usage in a particular context because in the tourism industry, communications between people from various cultures occur daily.

In addition, tourism is the most common example of an intercultural encounter, when tourists spend time abroad the result is that various cultural groups meet. In these situations, it is not only the language which is different and may cause trouble and

misunderstanding in communication, but also in the attitudes and the way people think. People need to be aware of different behavioral rules and patterns when going abroad. It is true not only for tourists but also for tourism industry employees who face cultural communication challenges. It is important for such employees to have intercultural skills and multicultural competence which are necessary for interacting with different cultural groups effectively.

In the educational domain, it is widely known that at present, the focus of education in modern languages emphasizes intercultural language learning (Ho, 2009). It reflects the importance of culture that cannot be separated from the language and the need to prepare language learners for intercultural communication. Learners must develop their ICC and linguistic competence at the same time, in order to acquire intercultural skills for intercultural communication which is essential for interacting with people from different cultural backgrounds.

Education in Thailand is also associated with the effects of globalization. The primary goal of English language teaching in Thailand is to enable students to interact with native and non-native speakers of English. To increase ICC is likely to enhance the English proficiency of the learners (Laohapongharn & Sercombe, 2009). However, in Thailand integrating ICC into the teaching process is still not apparent. To support this statement, the history of English language teaching in Thailand, up to the present, will be outlined in order to give a clear picture of its development in Thailand.

Darasawang (2007) claimed that English has been taught in Thailand for more than a century. It was first taught by an American missionary in the reign of King Rama II (around 1824-1851). The first publication of English text books was in the reign of King Rama IV (around 1851-1868). In this period, the first English workbook and dictionaries were published in both English-Thai and Thai- English versions. In the reign of King Rama V, the importance of English became obvious. The king believed that English would play an important role in the progress of the country. Moreover, Thais were encouraged to study abroad in order to acquire foreign languages' proficiency. During this time, the Ministry of Education was established and more schools were founded. In 1981, English was added to the curriculum and examinations. The English curriculum, at that time, was a 6 years programme and focused on reading, writing and translating both from Thai to English and from English to Thai.

In the reign of King Rama VI, the country's first university was founded and the Compulsory Education Act was enacted requiring children from four to eight years of age to attend school. The method of English teaching in this period was based on grammar, translation, and rote memorization. However, the majority of learners of English could not use the language functionally. In the reign of King Rama VII, a new English syllabus was introduced into secondary schools. The focus of the syllabus was on reading with correct pronunciation and text comprehension. Grammar and translation were still emphasized. After World War II (1941-1945), English became the language for international communication. English was taught in some private schools from grade one and it was the first time English classes were

taught by Thai teachers because of the great number of people who wanted to learn English.

In the 1950's Thailand received aid from foreign countries to support English teaching, for example, aid from the British Council called The Colombo Plan and aid from The United States Foundation. At that time, American and British experts came to work in Thailand and developed the English teaching methodology called the aural-oral method. Up to the 1950's English teaching in Thailand had been focusing on the grammar-translation method. Then, the movement from grammar-translation method to the aural-oral method resulted some conflicts in with the traditional teaching methodology in Thailand. For example, it was considered not appropriate for female teachers to walk actively and speak loudly while moving around the classroom so as to urge the students to engage in conversation.

Darasawang (2007) illustrated that the new curriculum began to be used in 1960 and made the requirement for students beyond grade four to study English. The aims of English teaching were to make the students able to use English as a tool in order to gain world knowledge through the use of international communication. At that period, the four skills; reading, writing, speaking, and listening of language learning were emphasized equally. However, the traditional teaching method was still used of reading out loud and translating. The National Scheme of Education was established in 1977 and the curricula were changed again. However, the curricula were thought to be too academic, too bookish, and teacher-centered. According to the content of the curriculum in 1977, foreign languages were taught in secondary schools as elective subjects except English and that was taught as an essential foreign language.



Moreover, English was selected to be one of the compulsory subjects in the National University Entrance Examination.

From this history, it is obvious that the role of English in Thai education was crucial from the past up to the present. The trend of English teaching during the last twenty years has put the focus on communicative language teaching rather than on the pure knowledge of the language. Although, Thai students learn English for more than 16 years before they graduate, they do not have many opportunities to communicate even in English classes. They rarely have opportunity to practice listening and speaking skills. As Pathomchaiwat (2013) claimed, the number of years spent on learning English cannot guarantee the quality of Thai students' English communication proficiency, especially speaking, which is the weakest skill for Thai students compared to reading, writing, and listening. Thai students cannot be considered successful language learners although they have a long history of learning English.

It can be said that until now English language teaching in Thailand has not prepared students for the changing world. English curricula in Thai universities have not responded to the demands of English as used in the workplaces where listening and speaking skills are mostly used. There are not the skills focused on in Thai higher education. In addition, the context of the use of English in teaching process have mostly focused on monolithic perceptions which put the weight on the language and culture of the native speakers (Alptekin, 2002). This is unrealistic because the status of English as a lingua franca is neglected. The contexts as native vs. non-native and non-native vs. non-native discourse, pedagogic model of bilinguals, intercultural

setting and knowledge are still not obvious. In language teaching, the knowledge of using language appropriately is as essential as grammatical competence. Qualified workers nowadays have to be able to communicate effectively in international settings, especially in the tourism domain, which is the focus point of this study. It is a domain in which the workforce has to interact with people from various backgrounds and cultures. This is one of the missions of universities and lecturers to produce graduates who can cope with international situations.

In the world of business, there are many business practitioners who are successful in their domestic market but may struggle and fail in the international business environment because of their low level of cross- cultural competence (Trompenaars, 1994; Mishra & Sinha, 1999, as cited in Johnson, Lenartowicz & Apud, 2006). Thus, today many companies have become increasingly aware of the importance of cross cultural understanding in order to enable their staff to work effectively. In intercultural interactions, people from different parts of the world meet and encounter different views, education therefore plays an important role in preparing students for differences in the international workforce. At present, many companies seek graduates who have ICC to work either in domestic or international markets.

### **1.1.1 The Tourism Industry in the 21<sup>st</sup> Century**

The world we live in seems to be smaller than it was in the past. Travel that previously took months, now takes hours. Business dealings which primarily relied on local economies have turned to world economies. Nowadays, there are multiple changes in our life, such as the rapid development of technology, the development of our cities, work, and lifestyles. Furthermore, traditional industries have been replaced

by new ones based on modern technology. The importance of the natural environment is increasingly obvious and the world is looking for new values. As such, the question that crops up is: How do these changes effect tourism?

Tourism is one of the most important sectors in the global economy and is considered as to be an effective tool with which to promote economic growth (Jimenez & Ortuno, 2006). In 2009, tourism was over 9% of the global GDP and global employment was almost 30%. In the past decade, tourism growth was about 4-5% per year. Although global tourism was affected by the 2009 economic crisis when the percentage of the growth dropped by 4 % but the situation got better in 2010 with growth at 6.9%. It is predicted by some that the tourism industry will be one of the fastest growing sectors in the world's economy during the next twenty years. In the 21<sup>st</sup> century, travel and tourism will reach new heights and be more reachable for people all over the world. The United Nations World Tourism Organization (UNWTO) reported that 35% of world's export services are from the tourism industry and accounted for over 70% in the least developed countries. The UNWTO predicts that by year 2020 international tourist number will double to 1.6 billion visitors and the resulting income will generate nearly US \$2 trillion from related economic activities.

In the 21<sup>st</sup> century, there are various factors affecting tourism industries. For example, China is a major focus of the tourism industry because of its rapid economic growth and it is also the largest market for the Asia Pacific. New comers to the tourism industry such as South Korea, South Africa, New Zealand, Egypt, India, Vietnam, the Philippines, and Eastern Europe have all released campaigns to promote their

countries as new destinations. As a result, the competition among the former world destinations such as Malaysia, Australia, Singapore, and Thailand is increasing. In addition, digital technology such as the internet and smart phones makes travel-related products more accessible. Moreover, the increase in the number of low cost airlines and cut-price travel agencies are some of the most important factors for tourism in the new millennium.

In ASEAN, the growth of the tourism industry has been expanding very quickly. Malaysia, Singapore, and Thailand are considered to be the top three destinations in Asia (Choibamroong, 2008). Tourist destinations in these three countries are well developed and the quality of the service and facilities are high enough to appeal to visitors from all over the world. As a result, tourism industry personnel need to acquire the knowledge and know-how which will help them to interact in a suitable and appropriate way with individuals from other cultures. Interculturally competent staffs are necessary in the tourism industry in order to satisfy the needs of customers from different cultural backgrounds. To shift from being *a monocultural person* into *a multicultural person*, individuals not only have to increase awareness about cultural differences but also to gain the skills to perform appropriately in different communication setting (Yamazaki, 2007).

### **1.1.2 The Tourism Industry in Thailand**

Tourism has been one of the main sources of income and one of the most successful industries in Thailand that employs a large group of people. It contributes to the GDP of every ASEAN country. The Tourism Industry has provided a major source of

income to Thailand, dating back to 1992, which was promoted as VISIT THAILAND YEAR (Tantiwong, 2010).

The data from Thailand Tourism Statistics (Vanhaleweyk, 2012) show that from 1998 to 2012 the number of foreign tourists visiting Thailand rose continuously. Although there were great drops with the SARS epidemic and the Japanese Tsunami at the end of 2004, the global economic decline from the end of 2008, unstable domestic politics in 2009 and 2010, and the crisis from the floods at the end of 2011. However, in 2011, tourism arrival numbers hit all time records. The table 1.1 shows the number of international visitors to Thailand between 1998 and 2012.

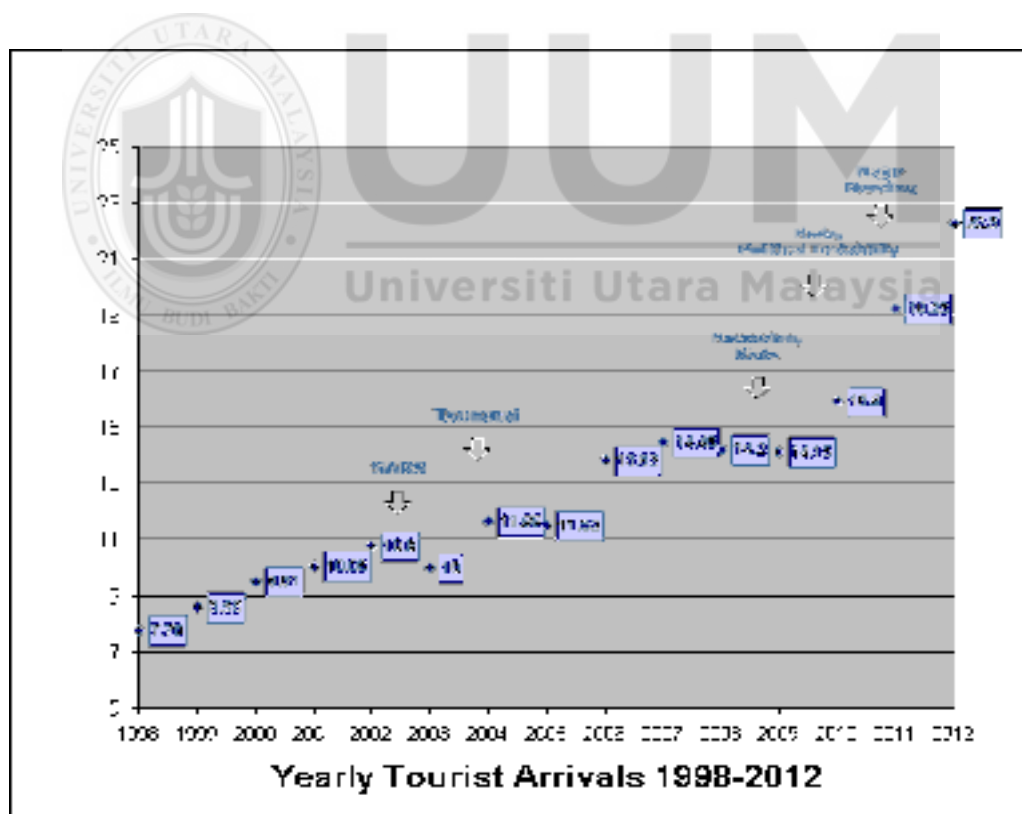


Figure 1.1. The Number of International Visitors to Thailand between 1998 and 2012  
(Source: <http://www.thaiwebsites.com/tourism.asp>.)

The Tourism Authority of Thailand (Vanhaleweyk, 2012) data shows that the number of international tourists that visited Thailand in 2010 was 15.8 million and the average income was generated baht 585 billion that could be estimated as 7% of gross domestic product. In 2011, it seemed to be a golden period of tourism although there was a flood crisis but the overall income increased 23.92% over 2010 generating baht 734.59 billion which broke historic highs. In 2011, there were 19.09 million tourists who visited Thailand. The percentage of the tourists increased over 19.8% compared to the previous year. The number of foreign tourists during the first three months of 2012 was 5.7 million. The number illustrated an increase of 7.1% compared to the same period in 2011 and in 2013, the Tourism Authority of Thailand (TAT) was expecting Thailand to earn at least 2 trillion baht from the tourism industry.

Thailand has a great source of foreign exchange revenue, with tourism playing a crucial role in the Thai economy and connecting Thailand to global networks (Kontogeorgopoulos, 1998). However, there are many factors that influence the competitiveness of the Thai tourism industry. As Choibamroong (2008) stated that although the number of international tourists visiting Thailand has been increasing but compared to the neighboring countries the growth rate is rising more slowly. Today, tourists come to Asia in order to search for something new and different, so Thailand has to propose new choices and high quality service which are crucial factors. To enable tourism staff to communicate effectively and appropriately in multicultural settings is the key for successful business.

However, there are numerous examples to indicate that there are some factors which make it not easy for Thais to interact effectively in unfamiliar communicative settings. The study by Lakey and Hill (1991) which is about the relationship between the communication/social skills of Thai travelers and the process of their cultural adaptation, focusing on communication/social difficulties experienced in various communication situations shows that the greatest area of difficulty for Thais who experience interpersonal relationships and communication mostly with members of the host culture. Moreover, there are some cultural aspects which may cause misunderstanding between Thais and people from different cultural background such as the Thai “smile” which may be misinterpreted as looking down or not being serious enough. However, in Thailand the “smile” is a form of non-verbal communication which is very important. The meanings of the Thai smile are various and can be interpreted in many ways compare to the West. When Thais are happy they smile, when they are feeling negative emotions such as regret, confusion, embarrassment, or anger they also smile.

On the other hand, Thais may not understand why giving a clock to Chinese as a gift is thought as wishing a short life to the receiver while to a Malay, getting the same gift is a symbol of thoughtfulness and good relationship (Salleh, 2005) or using the left hand to point or give things to another person in Malay is considered as disrespectful in some cultures such as Japan. These are some examples of cultural differences which may lead to misunderstanding and communication failure. The companies or organizations that overlook the importance of intercultural communication differences might face relationship problems. That is the reason why culture is a crucial issue in this decade.

### **1.1.3 Tourism and Culture**

With the globalized work force, the tourism industry is connected closely with cultural awareness. From the tourists' point of view, to understand the culture of the host is likely to heighten their experiences and raise their enjoyment. In contrast, lack of cultural awareness has the opposite effect. When people travel abroad, they expect to extend their understanding about cultural differences. On the other hand, tourists still hope to be respected and understood by their host. Cultural awareness is necessary for employees in order to provide successful customer care which matches with their needs and the customer expectations.

Effective intercultural interaction needs the knowledge of cultural norms that varies in each country. In the tourism business, the employers have to prepare their staff to offer a warm welcome to the tourists. The advantages from cultural awareness can provide economic benefits to the tourism industries. There are some differences in values, attitudes, and behavior which may cause misunderstanding in communication between people from different cultural backgrounds, for example, looking someone in the eyes while making conversation is evaluated to be rude, whereas in other cultures the importance of eye contact is not obvious. In some cultures, showing emotions overtly is appropriate while in other cultures such as in Asian cultures, it is evaluated as inappropriate. In Thailand, from the point of view of foreigners, people laugh and giggle a lot, and some foreigners interpret this as being laughed at. However, Thais giggle a lot in many situations but it does not mean they laugh at someone or something is not serious because they might giggle when they are shy or nervous. The contrasting concepts in each community can cause misunderstandings if people lack understanding about the cultural reasons behind those gestures.



With regard to service, low quality service can cause dissatisfaction between tourists and their hosts. However, what is important for the guests from one country may not be at the same level of importance for those from another country. For example, a Chinese host might disregard the guests' expectation by going with them everywhere and try to offer a tight program and not leave the guests to explore the local lifestyle by themselves. For American tourists this kind of hospitality might be seen as a lack of trust. On the other hand, Japanese hosts take care of their guests in advance and predict what will be needed by the guests and fulfill these beyond their needs. This hospitality may be frustrating for American tourists who think they know best and what they want. The cultural differences stated previously may occur from regional, ethnic, religious, gender and social class differences. Cultural differences can cause problems in interactions between hosts and tourists.

Thai tourism expects to develop the proficiency and capacity of the people in the tourism industry in order to support the expansion of this industry. However, the lack of foreign languages skills, especially English, seems to be the most serious of problems for those working in this domain because it is essential for them to take responsibility to assist tourists and to make their guests comfortable. If communication is broken down or mistakes are made, its effects will obviously be serious. There may be misunderstanding among tourists about rules, regulations, prohibitions and laws. (Yasawas, 2006). When visiting others countries, the tourists might be surprised or be shocked to discover that the countries where they visit are dissimilar to the way they had expected. Most of the people in the hospitality and tourism businesses, including other organizations related to this field face problems about the quality of their staff. Most graduate students in this field do not have

enough skills to communicate in foreign languages, which do not accord with the needs of the labor market prospects. In fact, the curricula do not emphasize using language in real tourism situations. After the students finish their education and enter the work place as tour guides or tourism related jobs, they have to deal with foreign customers and the lack of communicative English proficiency may cause them to fail in their career because they cannot use the language appropriately. (Tantiwong, 2010). In the tourism domain, it is important to develop the staff's language communicative skills, especially intercultural competence in order to use language effectively in their careers and increase the tourists' impression which will support the economic system of the country.

#### **1.1.4 Language and Culture**

Language is a part of culture and culture is a part of language (Tang, 1999; Ismali, 2006; Brown, 2007; Andisheh, 2012). Brown (1994) described the relationship between language and culture that 'A language is a part of culture and culture is a part of language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture.' There are metaphors about language and culture from various views. Jiang (2000) gave the example of the metaphor about the relationship between language and culture from a communicative view that if communication is regarded as swimming, language is viewed as the swimming skill and cultures is viewed as water, without language the communication will be limited and without culture, there would be no communication at all.

Second language acquisition is really second culture acquisition (Andisheh, 2012) and trying to be aware of foreign culture will help the students who are non-native to use appropriate words and expression. English language teachers are often trained to achieve specific goals focusing on the linguistic aspects of language learning while the cultural aspects of language are ignored (Block & Cameron, 2001, as cited in Rappel, 2011). Alptekin (2002) claimed that learning a foreign language is considered a kind of enculturation; the process that a person learns the culture which they are surrounded by. This will help the individual to function as a member of that society. In the communicative approach, learners are expected to acquire more than accurate forms of the target language but also knowing how to use these forms in a given social situation. In the process of learning culture, the expected outcomes are various, according to the perspectives of the culture which are presented.

Moran (2001) stated there are many potential outcomes of culture learning processes varying from changing one's mind or feelings about a given culture (culture specific understanding) through recognizing the role of a culture in other cultures' acceptance (culture general understanding), learning to communicate effectively in the target language/ culture (competence), integrating oneself into another language and culture (adaptation), developing a distinct sense of self (identity), to taking action to transform a culture based on one's own beliefs (social change). The views about culture learning outcomes of Moran gave the wide range of outcomes from the knowledge about others and oneself to the changes that came from that knowledge. However, from this model, the outcomes that can be used and adapted in a real situation or in the workforce are still not obvious.

Williams (2009) proposed desired learning outcomes for students to develop intercultural competence that deal with three dimensions. They are the cognitive dimension which refers to knowledge about cultural issues, the affective dimension which relates to willingness or the motivation to act in intercultural situations, and the behavioral dimension which refers to the skills and abilities that relate to intercultural situations. Williams' view about learning outcomes is more specific on the competency and characteristics of the person who has intercultural communicative competence, for example in the cognitive dimension; the student must have cultural knowledge and open to new information. In the affective dimension, the students have to be flexible; be able to adapt to new situations and be open minded when encountering new values. Finally, the behavioral dimension refers to critical skills such as problem solving skills and the skills to act appropriately in particular intercultural communication. Although, the Williams' learning outcomes proposed the more obvious view of learning outcomes but the guide line for teaching approach is needed to be clarified.

In the foreign language teaching approach, the notion of ICC and the learning outcomes have to be interpreted and make a link to learning objectives and activities based on the particular context of language used not just only the list of principles. Although the knowledge of culture including ICC pay a crucial role in foreign language teaching, most teachers still lack a clear understanding of how to integrate the ICC into their classes. As Han and Song (2011) claimed few teachers have studied intercultural communication in a systemic way although most of them have realized the importance of intercultural communication in both education and daily life. Additionally, Ismali (2006) described the reasons for the problem stated above

that the lecturers lack clear understanding of how to integrate ICC into their teaching. Some of them are hardly aware of the importance of teaching the target culture, and when teaching communication it seems to be the application of grammatical rules in oral and written practice.

### **1.1.5 Culture in ESL/EFL Classrooms**

EFL learning is composed of the main components such as grammatical competence, communicative competence, and language proficiency, including the attitudes towards one's own or another culture. Language scholars agree on the importance of culture in language classrooms and it has become one of the main research areas in foreign language study and teaching (Lange, 2011).

Zhu (2011) stated that foreign language learning is foreign culture learning and to cultivate students' competence for intercultural communication, teachers need to arouse their intercultural awareness and develop their ICC. ICC becomes crucial when people communicate from other cultures because people see, interpret and evaluate things in different ways. Things which may be appropriate in one culture might be inappropriate for others. Then misunderstandings may occur when communicating. A person who does not have cultural awareness tends to ignore the differences between their own culture and another person's, and as a result this ignorance might affect their relationship and the way they communicate with each other.

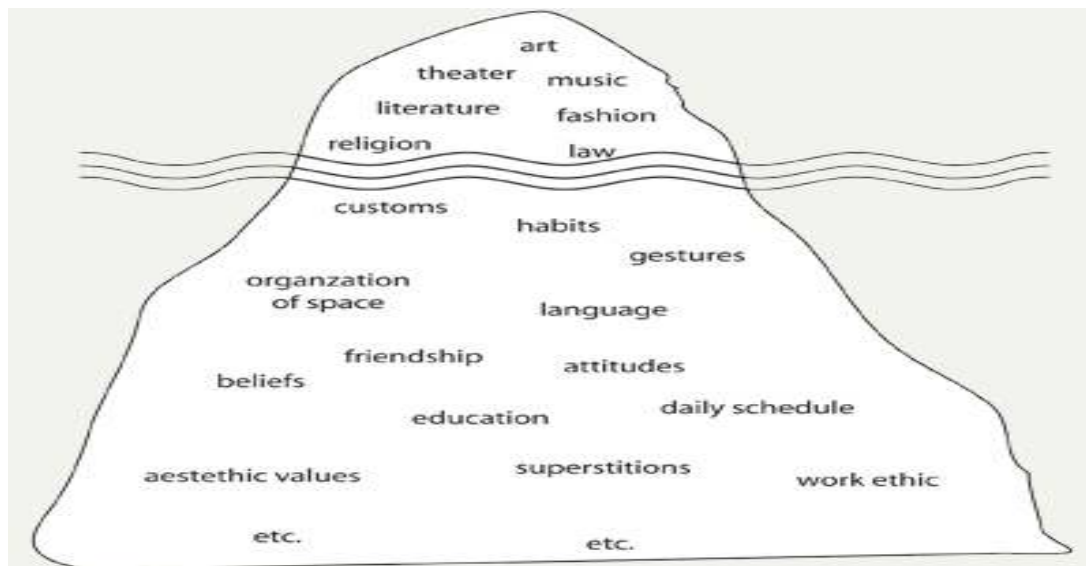


Figure 1.2. The Cultural Iceberg (Source: Adapted from *Beyond Culture* (1976) by Edward T. Hall)

Culture has been understood as the product of a country, such as music, architecture, literature, paintings, and clothes. This understanding of culture is referred to as high culture or culture with a capital C. On the other hand, another notion of culture comprises a variety of aspects including people's behaviors, attitudes, or values which is referred as culture with a small c. Hall's iceberg model of culture illustrates the two notions of culture. The visible part is related to culture with a capital C and the invisible part represents the notion of culture with a small c. Lange (2011) claimed that an intercultural approach to foreign language teaching recognizes the relevance of both notions of culture and the relationship between the two. The invisible part of culture is the foundation of cultural representations. Thus, certain values, attitudes, and beliefs of a group of people are displayed in their music, traditions, and literature. Nowadays, foreign language teaching is not satisfied just with a culture's visible representation but also needs to deal with its foundation.

However, teaching culture in EFL classes seem to be neglected Omaggio (as cited in Juan & Flor, 2008) stated that the three reasons of the neglect are; firstly, teachers spend full time in teaching because of the overcrowded curriculum that make them lack the time to teach culture. Secondly, many teachers do not have enough knowledge to teach the culture of the target country and they lack the confidence to teach it. Finally, teachers do not have a clear concept about culture. Then language textbooks seem to be the primary source of cultural knowledge for the EFL teacher who has had few cross-cultural experiences. However, some textbooks focus on behavioral practices (patterns of social interactions) but most neglect cultural perspectives related to meaning, attitudes, values, and ideas. In other words, students learn more about the “what” and “how” of culture and less about the “why” which is the most valued by language learners and is an essential part of the definition of culture as it is a product of behavioral practices.

In EFL classes learners lack the opportunity to be exposed to the target culture and its speakers. Therefore it is doubtful whether the learners can realize the importance of learning about cultures until they go into a foreign country environment and get experiences about the difficulties in communication such as non-verbal aspects of the target culture from watching TV and other media. Not only when living abroad, but even in their own countries, learners may have difficulties when they are exposed to the target language in the form of comprehension, translation, interpretation, and production of written and oral texts. Moreover, in professional cases the problems are more serious. The cultural norms for communication in each culture are different from others, for example in gestures such as hand-signals, mimics, body postures, and other ways of communication which may cause miscommunication. Thus,

culture has an important role in communicative competence in order to teach how to behave in an appropriate manner.

Culture can be taught both directly and indirectly such as by using materials derived from the native environment, including web sites, films, television shows, news, magazines, photographs, newspapers, restaurant menus or by discussion of common proverbs and idioms in the target language, doing role plays, inviting exchange students or students who speak the target language at home to the class as expert sources. Culture must be incorporated as a component of language learning and to be included as part of the curriculum. In the past, teaching culture was not integrated into language learning. It was treated as a small part of the main study on grammar and vocabulary and rarely fully integrated in any systematic way in language learning. In the 1990's culture continued to be relegated to the role of "a back-seat passenger" while "the front- seat passenger" tended to be grammar and vocabulary (Young, 1996, p.19). Although, teaching culture and developing ICC is increasingly crucial the practical method of foreign language teaching still needs to be clarified.

#### **1.1.6 English in the Intercultural Community**

Globalization impacts on every aspect of our lives. It makes the world smaller and lets people reach each other in a very short time. Meeting people from different places in the world is readily possible in this era of globalization. As a consequence, when people from different backgrounds meet, they communicate using a particular language as a tool, known by the term *lingua franca*. Abdullah and Chaudhary (2012) defined global *lingua franca* in a sociolinguistic context as the use of a language as a global language. In other words, it means a common language for the world.



Nowadays, English is used by people in almost every part of the world and is therefore, the global lingua franca.

English is used around the world by different groups of users; English as a native language (ENL) or a first language as in USA, Canada, Britain, New Zealand, Australia, South Africa and several Caribbean countries. English as a second language (ESL) is spoken by people in some countries as the official language or the language of the administration. It is used in various contexts such as in government, the law courts, the media, and the educational system. There are more than seventy countries that use English as a second language. English as a foreign language (EFL) is widely taught in more than 100 countries including China, Russia, Germany, Spain, Egypt, Brazil, and Thailand. In these countries English is learned to fulfill the requirement of business and trade, academic pursuits, cultural and technological contact, and political convenience.

Moreover, English is also important as an international language and plays an important role even in countries where UK history has had little influence. There is a lot of diversity in the way in which speakers of different languages use language to manage their social relationships (Troy, 2008). When people from different backgrounds have to communicate in a second language or in a lingua franca (English) it can lead to communication breakdowns (Gerritsen & Verckens, 2006). Thus it can be claimed that, to learn language well usually requires knowing something about the culture of the language (Chlopek, 2008).

As stated above using English in the global community as the lingua franca is the real situation. In an EFL class the learners are usually monolingual and they learn English while living in their own country (Krieger, 2005). They lack opportunities to communicate in English outside the classrooms and have little access to the target culture. Additionally, EFL learners need not only learn English to communicate with native speakers of English, but also with non-native speakers of English. As a result, the real context of English usage is not reflected in EFL classes. Considering the role of English in the global context is needed because teaching processes which based on real situations can increase the motivation of the learners.

#### **1.1.7 Overview of Intercultural Communicative Competence (ICC)**

Ho (2009) stated about the importance of developing ICC for students together with linguistic competence, because of the need to acquire intercultural skills for cross-cultural communication. The notion of ICC has put the focus onto integrating culture into language study. The term “intercultural” reflects the view that the EFL learners have to acquire the knowledge of both their own culture and the culture of the foreign country. Komolsevin, Knutson, and Datthuyawat (2010) claimed that cultural values influence interpersonal communication behavior. Sometimes misunderstanding in intercultural interaction might occur from ethnocentric errors. Therefore, in the study of intercultural communication, many scholars have tried to find out the ways that help people from different culture to understand each other (Bennett, 1998).

The study of ICC aims to enable students to reach an acceptance of differences, and this would lead to tolerance and understanding each other. ICC is considered as a competence which has to be developed as part of the foreign language classroom.

### **1.1.8 English in Thailand**

At present, one of the missions of the government and educators in most countries in East Asia is to try to extend the number of people who can use English as a tool to communicate effectively and appropriately (Littlewood, 2007). In Thailand, English has been taught as a foreign language (EFL) because Thai people do not use English as their mother tongue, or as an official language, or as a second language in order to communicate within the country. EFL in Thailand means teaching English only in classrooms. When the students leave classes they rarely find the opportunity to use English. However, it seems to be that EFL ideology is deeply entrenched in the socio-cultural structure of Thai society and is working against English language learning and construction of identities of potential English users among the majority of Thai learners is incompatible with communicative needs in the globalization era (Boriboon, 2011). Then, English teachers have to find new ways to help students enhance their English proficiency.

English teaching syllabi have shifted to communicative language teaching (CLT) in many universities of Thailand but many educational institutions' instruction observations reveal the fact that a traditional teacher-centered education style still dominates all level of the educational system (Yiru, 2008). In class, one of the problems for students is difficulty in communicating in English. Students cannot express sentences as fast as is expected. They need time to find the appropriate

expression and vocabulary. Finally, often students will give up and use their first language in interactions during practicing activity. Sometimes the native language is used to solve the problem in communication and this makes the learners lack the chance to practice listening and speaking skills in the target language. However, in communicative teaching, only the knowledge of correct forms of target language is not sufficient. It is necessary for the students to acquire the knowledge of using the forms in various social interaction, then learning a foreign language becomes a kind of enculturation, where one acquires new cultural frames of reference and a new world view which reflect the target language culture and its speakers (Alptekin, 2002).

Although most of the teachers realize the importance of intercultural awareness (ICA) ICC, there is no clear and coherent framework for conceptualizing culture and cultural learning programs due to teachers' perceptions of cultural awareness and ICC or look of it. Furthermore, there is a lack of resources for intercultural education, or a framework to design curricula. In Thailand research into Thai teachers' perceptions of ICC is still inadequate. The results of this study may help teachers anywhere to integrate ICC into their classes.

#### **1.1.9 English for Specific Purposes (ESP)**

English for Specific Purposes (ESP) is a branch of English Language Teaching (ELT) whereby a course is based on the specific needs of the learners (Pradhan, 2013). Lin, Wu, and Huang (2013) added more about the needs in response to the demand for English in academic and vocational context.

In ESP curriculum establishment, analyzing the particular needs of the particular learners' groups serves as the initial step in the development of the courses (Gass,

2012). However, sometimes the result from this need analysis might not reflect the real situation of the specific needs especially in cases where students do not realize what should be learned in order to support their careers in the future. The result from the study of Anthony (2009, as cited in Bhatia, Anthony, & Noguchi, 2012) showed that the problem from student surveys was that the result usually reveals only what they want to study. On the other hand, the essential issues from the perspectives of the lecturers may be different from the needs of the students as the study of Tsou (2009). This found that in National Cheng Kung University, Taiwan, the students and their lecturers expressed different needs. From the lecturers' perspectives, reading skill is more important for the sophomore students while the students themselves thought that speaking skill were more crucial.

From the previous studies stated above, it is obvious that analysis is the “needs” of both students and lecturers in ESP curriculum establishment might not be sufficient. The experience from real situations both from academics (such as lecturers, curriculum establisher) and non-academic (for example, employees and employers) have to be considered, in order to get the most essential needs which will help to determine the priorities of the content. There are many books that describe curriculum design strategies including the process to follow but large numbers of English courses do not emphasize the specific needs (Gass, 2012). Especially in the tourism and hospitality domain, the context is considered as the most important point because the development of the tourism industry is directly affected to language needs.

#### **1.1.10 English as an International Language (EIL)**

Nowadays, English is used as a medium language to communicate mostly between non-native speakers rather than between the native speakers or between native and non-native speakers (Huang, 2011; Jindapitak & Teo, 2013; Mete, 2011). In English language teaching, it is important to develop appropriate pedagogy which reflects the use of English as an international language both in its local and global status (Mete, 2011). McKay (2002) claimed that the norms of native speaker do not meet the needs of the English learners who used English to communicate in international situations. The culture of the speakers where English is used locally cannot be neglected.

It is important to put the focus on EIL pedagogy where idea and cultural exchanges are integrated into the teaching process. Teaching English based on the norms of native speakers do not reflect the current status of English and there are several weaknesses of the intercultural studies which based on Euro-U.S. proposed by Ishii (2006). It was claimed that the studies based on Euro-U.S. controlled by the philosophy which is different to non-Christian religions and the intercultural studies generally based on cultural values which is different to Asia. Moreover, the issues in intercultural studies based on Euro-U.S. still ignored intercultural context especially in East Asia. Then, it is necessary to shift the research paradigms to new sociocultural perspectives and practices which relate to the context of Asian countries.

#### **1.1.11 English Language for Tourism Curricula**

Globalization and the evolution of the knowledge-based economy are factors affecting the character and function of higher education in most countries around the

world (Mok, 2007). In relation to the hospitality industry, it is necessary for educational institutions to internationalize the programs and curricula in order to prepare graduates for careers in global business environments. Sangpikul (2009) mentioned that the influence of globalization and free trade of education services have made Thai educational providers develop the curricula and to prepare graduates for professional careers in a business environment which is highly competitive.

The hospitality and tourism industry is highly diverse. The graduates who work in the tourism industry are expected to be involved with international tourists and travelers from different cultural backgrounds. The industry needs staff who are competent in intercultural communication who can work in multicultural environments. For the reasons stated previously, developing ICC in higher education should be viewed as the most critical issue for hospitality and tourism programs in Thai education. Simpson (2011) claimed that Thai students majoring in Tourism Industry at Rajabhat Mahasarakham University knew little about tourism vocabulary. They were shy to speak English and did not understand complex sentences. It indicated that the students wanted more practice in speaking and listening to English in authentic environments.

In Thailand, the English curricula especially English for specific purposes have to be developed, in order to be more precise and match the requirements of the course. Sanguanngarm (2011) highlights the problem of the curriculum for tourism in Thai Universities that the subjects are too academic for real world situations that require language which is more multifunctional.

## **1.2 Contexts of the study**

The focus of this study is on ICC in English teaching related to the tourism domain. The contexts of the study cover ICC, English language, and 5 universities in Southern Thailand. In this part, the previous studies which investigated the importance of ICC in English language teaching and the role of English in this era will be illustrated. Furthermore, the area in Southern Thailand which was selected to be the setting for the study will be described to show its importance in relation to tourism.

There are a number of previous studies supporting the importance of English in the modern world (Mora, 2015; Lin, Wu, & Huang, 2013; Abdullah & Chaudhary, 2012; Boriboon, 2012; Chancharoenchai & Saraithong, 2012; Boonkit, 2010; Baker, 2009; Aiguo, 2007; Darasawang, 2007; Bayyurt, 2006). English is used as a common language to communicate with people living in other parts of the world. It is used widely in education, politics, media, tourism, and so on. The important role of English is not limited only to English speaking countries but also to non-English speaking ones including the countries in Asia. Nunan (2003) illustrated that English has had an apparent impact on educational policies and teaching practices in the countries of the Asia Pacific region such as China, Taiwan, and Hong Kong. As for Thailand, English is taught to students starting from grade 1 and Thai students have to spend about twelve years learning English until they graduate from secondary schools (Noon- Ura, 2013).

In the area of tourism, the data from the Bureau of Tourism Business and Guide Registration, Department of Tourism (2013), shows that in Thailand, English is



mostly used in interactions between tourists and tour guides. The use of English in the tourism domain is quite unique because tourism personnel have to use English to communicate with people from various cultural backgrounds. As a result, knowledge about language alone is not sufficient for successful intercultural communication. To enhance the ability to communicate in the intercultural environment, Intercultural Communicative Competence (ICC) is one of the important aspects. There is a correlation between English proficiency and ICC. Sawari and Wahab (2016) and Yang (2016) claimed that English proficiency can help to enhance ICC. The students who have high English proficiency have a high potential to have more interactions with others in their daily life. The more they communicate in an intercultural environment, the more they discover new strategies to deal with people from different cultural backgrounds. Thus, their ICC is developed. In other words, language proficiency is correlated to ICC level, if one's language proficiency is good, his or her ICC will be expectedly good. This study investigates ICC in English language teaching as it relates to the tourism domain because English plays a very crucial role in this area. The use of English in the area of tourism needs not only knowledge of language but also the knowledge of culture. As a result, both students' English proficiency and ICC have to be developed.

The settings in this study were 5 universities in Southern Thailand. There are 16 universities in 14 provinces in Southern Thailand. The samples were selected from the universities where English for Tourism courses are taught. Additionally, these 5 universities are located in two big provinces which show a great number of visits by international tourists.

### 1.3 Problem Statement

There are four areas of problems which are interconnected and related to this study. Each area of problems will be discussed later. The first one is about the English proficiency of Thais and Thai students. Suwanarak and Phothongsunan (2009) found in their study that fourth year students in the International Business Management and in the Hotel Management programs at a university in Thailand considered their proficiency in English as weak although they got very good grades in their English courses. In other words, the students knew ways to gain good grades in learning English but they could not use their knowledge in everyday communications. The students needed more confidence in speaking and they were concerned too much about errors in grammar and pronunciation.

...Whenever I meet foreigners, I feel embarrassed to express myself in English. I'm also nervous about possibly incorrect sentences and suddenly lack the necessary vocabulary when trying to say something (p.592).

These problems are the same as the result from the study of Pawapatcharaudom (2010) which indicated that the speaking and listening abilities of Thai students have been minimal because the students do not have much chance to practice speaking both inside and outside the classrooms. Thai students' learning styles also seemed to be passive. In classrooms, the students answer the questions only when they are called upon to do so. Additionally, learning English in Thailand has been basically by rote memorization of sentence structures.

To develop the students' communicative skills, authentic materials and real life situations were needed (Oradee, 2012; Jarupan, 2013; Somdee & Suppasetseree, 2013). In Thailand, speaking skills has been the essential problem for Thai students

as it has been other non-native speakers (Jarupan, 2013). This problem seemed to be very crucial for EFL learners as Aungwatanakun and Shumin (as cited in Oradee, 2012) stated that the most essential skill for the basic communication is the ability to speak. EFL learners often face problems about speaking which is the result of lacking exposure to the authentic environment of English language speaking. In Thailand, the ability of English speaking is still a problem of many Thai students (Somdee & Suppasetserree, 2012) and the majority of undergraduate students are unable to speak English confidently (Boonkit, 2010) because most of them lack opportunities to learn and use English in an English speaking environment. Moreover, the factors which significantly affected their effective communication were shyness, language environment, psychological barriers, vocabulary, and listening problems.

The second problem is related to the present curricula of English which does not reflect the ICC components. Considering the aim of learning foreign languages in the Basic Education Core Curriculum, Ministry of Education, Thailand, it does not state specifically about intercultural communication or ICC components. Although there is a part that refers to culture, but it only focuses on the concepts and cultures of Thai and not the culture of the various members of the global community. On the part of language and culture, the main content is described as follows:

The use of foreign languages in accordance with the culture of native speakers; relationships, similarities, and differences between language and cultures of native speakers; languages and cultures of native speakers and Thai cultures; and appropriate application.

(p.267)

*Culture* which is stated above mainly focuses on the cultures of the native speakers. However, knowing just the culture of native speakers does not correspond with the situation in the globalization era. Boriboon (2012) claimed that in Thailand, English

language teaching has shifted from English as a second language paradigm to English as an international language paradigm. Then culture in English language teaching in Thailand must be changed from the culture of native speakers to be the culture of the international community.

Moreover, the curriculum does not emphasize the use of the language in real situations, especially in the tourism domain. In this study, not only the situations dealing with native speakers, but the international setting are added in curriculum establishment. There were some previous studies proposed that English curricula in Thailand need to be reformed in order to suit the modern professional world, international settings, and the ASEAN English language policy (Kaewpet, 2009; Pratoomrat & Rajprasit, 2014; Sanonguthai, 2014). Then, to fulfill this gap, in this study ICC is considered in curriculum analysis under the setting of the tourism domain which will promote ESP curriculum establishment. The third problem is about teaching procedures which do not integrate ICC. Kriauciūniene and Šiugždinienė (2010) claimed that the present practices for the development of ICC in English language classrooms are not sufficient.

Lange (2011) stated that students may learn a lot about culture and they may even come close to native-like communicative competence. However, this ability will not help them to negotiate when they are confronted with intercultural misunderstandings. On the other hand, although the students possess the native speakers' communicative competence, it does not guarantee successful communication (Mora, 2015) because misunderstandings, communicative failures, or critical incidents do not merely occur from the lack of language skills only, but many

times they are initiated by cultural differences. As such, Han (2013) proposed that in foreign language teaching, the lecturers have to manage the equality of the proportion between exam-oriented education and quality-oriented education. The later emphasize enhancing the students' proficiency in foreign language communication and effective interaction in intercultural situations.

On the other hand, although the lecturers know the importance of teaching culture and developing learners' ICC, because of the limitation of time and the lack of cross-cultural experience, their incorporation of the ICC in Thai EFL classes is still not apparent. In Thailand, teaching culture in the EFL classroom seems to be neglected. The lecturers do not incorporate culture systematically in the curriculum or their teaching process. Most textbooks used in classes put the focus on behavioral practices (patterns of social interactions) while a cultural perspective related to meaning, attitudes, values, and ideas which is important to intercultural communication are neglected. Although the lecturers strongly believe that culture and language cannot be separated and they realize the necessity and significance of intercultural competence and teaching cultural elements, they do not adopt the model of teaching English as an international language (Bayyurt, 2006).

Moreover, there are limited numbers of studies which can be adapted or used as a model for the teachers to follow especially integrating ICC in English teaching practices. Most of the proposed models are list of general principles of language teaching. Lange (2011) criticized that the recent publication for ICC does not help to improve the situations much. There were guidelines or general principles proposed by several scholars but they do not focus on the intercultural approach.

In order to fulfill the gap of integrating cultural knowledge and ICC into teaching practices relates to the particular context of language use, this study investigates the teaching processes which integrate ICC in attitude, knowledge, and skills dimensions which were adapted from Byram's and Moran's model. The last problem is about misunderstandings which occur from the lack of knowledge of the culture and ICC in the tourism domain. Chlopek (2008) stated that communication that lacks appropriate cultural content often results in humorous incidents are the source of serious miscommunication and misunderstanding. Especially in the tourism industry, these misunderstandings affect the image of the host country and the relationship between the guest and the host.

Triandis (2009) illustrated that the cultural conflicts can occur when two different cultures meet. Technically the term used to represent this phenomenon is 'cultural distance'. The cultural distance is greater when people speak different language, have different social structure or religions. The conflicts can occur from lacking knowledge of language and cultures, skills of interaction, and positive attitudes toward different cultural norms, belief, and values. To reduce cultural distance between tourists and Thai people, this study has tried to minimize this gap by developing the university students' ICC in attitude, knowledge, and skills dimensions. It is essential to integrate the components of ICC in teaching practices especially in the particular context of tourism as in the case of Thailand. Zhiqiang (2012) proposed that strengthening ICC will help to promote the Thailand's tourism image. Chancharoenchai and Saraithong (2012) claimed that in fact, most of the graduates in this field do not have enough skills to communicate in foreign languages, which does not accord with the needs of the modern international labor market. The universities

play a crucial role in preparing students for the labor market. However, higher education in Thailand seems to lack systematic processes to integrate ICC components into the curricula and very few studies have been conducted on ICC, tourism, and tourism curricula.

#### **1.4 Research Objectives**

This study aims to find out the importance of ICC for undergraduate students in the universities of Southern Thailand and to establish the curricula and teaching procedures which will integrate ICC. As a result of this study, a model curriculum which reflects the ICC for the English for Tourism course will be proposed. As such the objectives of this research are as follows:

- i. To investigate whether ICC components are reflected in the present curricula of English for Tourism courses in five universities in Southern Thailand.
  - a) In other words, it is to investigate whether the lecturers integrate ICC into their English for Tourism courses.
- ii. To determine whether ICC is important to the undergraduate students from the students', lecturers', ICC academics', employers', and tour guides' perspectives.
- iii. To identify the ICC skills and dispositions most required for the undergraduate students from the students', lecturers', ICC academics', employers', and tour guides' perspectives.
- iv. To explore the intercultural communicative skills which are the most relevant for the undergraduate students from ICC academics' perspectives.

## **1.5 Research Questions**

- i. Are ICC components reflected in the present English for Tourism curricula in five universities in Southern Thailand?
  - a) Do the lecturers integrate ICC in their English for Tourism courses?
- ii. How important is ICC for the undergraduate students from students', lecturers', ICC academics', employers', and tour guides' perspectives?
- iii. Which ICC skills and dispositions most required for the undergraduate students from the students', lecturers', ICC academics', employers', and tour guides' perspectives?
- iv. What ICC skills most relevant for the undergraduate students from the perspectives of the ICC academics?

## **1.6 Significance of the Study**

Generally, there are at least five stakeholders who would benefit from this study. These are students, lecturers, ICC academics, employers, and tour guides.

### **1.6.1 Students**

ICC is important to students before they commence work in the tourism industry. Learning to understand a foreign culture will help students who speak another language well and use words and expressions more skillfully and authentically, to understand the level of language required and use it appropriately in each social situation, to act naturally with people from other cultures and learners will recognize and understand their different reactions.



To increase their ICC will help to broaden the students' minds, increase their tolerance and achieve cultural empathy and sensitivity. Additionally, language students will need to have ICC in order to be able to cope with different intercultural experiences. Intercultural competence development will help to enrich the learners with intercultural personalities who are able to build and maintain intercultural relationships with others more effectively.

As EFL/ESL learners, the particular context in which English is used will be examined and the authentic context of tourism in Thailand will help the student to realize and have motivation to study. They will be aware of the importance of appropriateness and effectiveness in intercultural communications. These components will lead them be the interculturally competent people and find success in their work in the future. The results from this study will help to enhance and fulfill all the components of communicative competence not only linguistic competence. The sociolinguistic, discourse, strategic, and ICC are considered also. The students' communicative competence will be developed in three dimensions; attitude, knowledge, and skills. The activities proposed in the model curriculum will support the students' positive attitudes toward different cultural perspectives, enhance the students' knowledge about self and others including knowledge in intercultural interactions, and develop skills for use in intercultural interactions such as skills of interpreting, relating, discovery, and interaction.

Moreover, it is expected that the learners who will be travel industry employees in the tourism industry in the future will be able to communicate with guests in English more fluently with deep understanding of their culture. The cultural norms of dealing

with communication in each community are dissimilar. The more we comprehend the norms of other cultures the better we communicate effectively with the people in that culture. It can be concluded that incorporating ICC into language teaching will help students to be able to enhance their interpersonal and interactional effectiveness in order to be effective intercultural communicators. The importance of ICC will benefit both the students who have to live and study in foreign countries and those who work and live in Thailand. They may have the opportunities to deal with international business or interact where English is used as a medium of communication. Moreover, Ismali (2006) claimed that students can think more critically by developing intercultural awareness.

### **1.6.2 Lecturers**

It is hoped that through this study, the true situation of English language teaching related to an intercultural approach in Thai universities will be clarified. Then, lecturers can design their curricula and course syllabi to match the needs and situations of the Thai tourism domain.

As stated before, most of the models of integrating ICC in curricula and teaching procedures from previous studies are categorized as *individual-oriented list* model. This term refers to the model that lists the necessary components of ICC but lack the detail about the processes of interaction. Then it is difficult for the lecturers to use those models as a guideline to establish the curriculum which accord to the learners' unique needs. The key components of ICC for English for Tourism, as the result from this study can be used to help the lecturers in ESP, EFL, and ESL classes to establish the objectives of the courses, teaching procedures, and activities which

support ICC development. If the lecturers acquire the knowledge of teaching methodology to integrate culture in their teaching procedure, they may solve the problems in their classes and make their teaching more appealing to the students.

Additionally, the more the lecturers comprehend the significant of ICC the more they tend to reduce stereotypical images (Boriboon, 2012). As a result, lecturers can broaden their minds and can create their lessons to be more authentic. This is especially the case of Thai lecturers who are non-native speakers of English because authentic English for students is not the same as the context in the variety of English that is unfamiliar to them, but the English that is appropriate for the learners' sociocultural situations and nonnative lecturers have a better understanding of the learners'. The lecturers can be excellent facilitators to make their lessons relevant to the students. The lecturers can also increase the learners' ICC by connecting the learners' local experience to their second language in order to serve their unique needs.

### **1.6.3 ICC academics**

Academics should think about offering ICC components in their curriculums since cultural diversity has not been adequately enforced in tourism education in Thailand. This study will be beneficial for educational institutions because intercultural competence has an impact on the students' long-term career development and may help the lecturers anywhere to develop intercultural competence in their classrooms. From the perspective of the ICC academics acting as researchers, the results from this study will be the foundational resource to examine intercultural learning

approaches. It also increases the understanding of enhancing ICC in Thai higher education related to the tourism domain which can be adapted to other areas.

Considering the previous studies, there were many studies related to ICC from various aspects for examples, the studies which described or criticized the theory of ICC (Yamazaki, 2007; Komolsevin et al., 2010,) the studies that used ICC as the criteria to evaluate English textbooks (Ho, 2009; Zu, 2009; Hamiloglu & Mendi, 2010), the studies which proposed teaching process and activities in EFL/ESL classes to promote ICC (Liaw, 2006; Juan & Flor, 2008; Laopongharn & Sercombe, 2009; Kriauciuniene, 2010). Finally, the studies about ICC in various occupations (Gannon, 2008; Tanaka, 2010; Huang, 2011; Moussa, 2012; Panggabean et al., 2013). However, the gaps of these previous studies are the lack of studies which integrate ICC in the field of education and English pedagogy together with the tourism domain. The result from this study will help the ICC academics in higher education to expand their field of studies in various aspects. They could also use the data from the empirical studies and the results from this study to prove the results obtained from their current studies. The methodology from this study may be useful for further studies to apply to other fields including ELT for specific purposes.

From the perspective of the ICC academics acting as lecturers, the result of this study will contribute to foreign language learning and teaching procedures. As stated in the previous part the contexts of the use of English in teaching process are still unrealistic because the focus is still on the language and culture of the native speakers. The results from this study will help the lecturers to aware of the knowledge and activities which reflect intercultural settings. The context seems to be

the essential part which is needed to be considered in the components of communicative competence. The notion of communicative competence proposed by Canale and Swain (1980) consists of four competencies. They are grammatical competence, sociolinguistic competence, discourse competence, and strategic competence.

Grammatical competence refers to the knowledge about the feature of language such as syntax, lexical, morphology, and phonology. Sociolinguistic competence deals with the language use under the social rules and the social context. The term 'social context' is described by Aptekin (2002) that it refers to the culture-specific context consists of norms, beliefs, values, and behavior patterns of culture. Discourse competence is the ability to deal with the use of language in context by using sentences or utterances to perform in a meaningful ways. Strategic competence is the ability to cope with the communicative situation in authentic settings to keep communicative channels open.

Considering the explanation of the competencies in communicative competence, three of these four competencies deal with context in communicating. In the successful teaching model, learners are expected to acquire both accurate forms of language and the appropriate and strategically effective meaning of language use. Thus, integrating language and culture is regarded as the fundamental purpose of language learning.

#### **1.6.4 Employers**

Employers should be aware of intercultural competence in order to provide effective customer care that meets the needs, and expectations of their foreign customers. For employers or travel agencies, the benefits of this study will be to know how to negotiate in their business and how to provide the right kind of guidance to increase employee efficiency, such as the knowledge about how people should act or dress in certain situations, how to maintain good relationships and how such status affects communication (Spinks & Wells, 1997).

The components of ICC from this study will help both employers and employees to enhance their communicative competence although they may not be aware of what communicative competence is. The results from the survey about the desired characteristics of ICC such as flexibility, problem solving skills, or tolerance of ambiguity will help them to negotiate in intercultural communications to avoid communication breakdowns. Additionally, it is important for employers who work in international organizations and those who have to deal with international workers to be interculturally competent (Matreev & Miller, 2004). For the employers who need to extend their business to foreign countries, it will be easier for them to make business decisions if they know how people in those countries think and act.

#### **1.6.5 Tour Guides**

Tour guides will benefit from this study because the results of the study can be used in training courses to enhance their capacity and to reach required skills and dispositions which meet the needs of tourists. It is very important for tour guides to have intercultural communicative skills or at least the knowledge of the general or

universal characteristics of human beings (Huang, 2011) when they interact with tourists who have different values, behaviors, custom, and communicative styles. One more important matter for tour guides is to develop an appropriate attitude towards their professions, and if they consider the ICC as an accessible process, which they can acquire in real-life communication by giving good service, they might enjoy their work better.

In the case of the tour guides who have a chance to deal with both domestic and international tourists, they may compare the same points and different points between their own and other cultures and see some contrasts. If the tour guides are aware of these differences, they should be able to handle the conflicts and problems more reasonably. The number of international tourists coming to Thailand has been increasing almost every year. The implications for developing ICC for Thai tour guides are related to the knowledge of how to communicate with their foreign tourists to derive successful and appropriate communication and how to adapt themselves to differences including the adaptation to tourist needs and interests when doing interpretation or giving speeches (Huang, 2011). This will lead them to be professional tour guides who can enhance the image of Thailand. In many countries, there is still much ethnocentric intolerance towards and prejudice against other nations and cultures. As such, to integrate ICC in the EFL classroom seems to be a good way to sow the seeds of tolerance, acceptance, understanding, and respect.

### **1.7 Scope and Limitations of the Study**

In this section, the details related to the scope and limitations of this study will be discussed. This is related to 1) the distinction between curricula and syllabi and the

scope of the curricula in this study; 2) the differences between *big C culture* and *small c culture*; (the latter is directly the focus of this study), and 3) the areas and period of time for data gathering in this study. One of the aims of this study is to investigate ICC in the English for Tourism curriculum. In the educational domain and teaching procedures, the words curriculum and syllabus are frequently found. There are some differences between these two words. Richards, Platt and Platt (1993) defined a curriculum as an educational program which consists of the purposes of the program, the teaching methodology, and some means for assessing it. On the other hand, a syllabus describes the course in more details and includes the features and the elements of teaching and learning which transcribe the curricula philosophy into the teaching plan, step by step. These plans will lead to the objectives of each level of the courses (Dubin & Olshtain, 1997).

On the other hand, Byram (1997) described the differences between curriculum and syllabus that a syllabus is written in detail about areas that will be taught. It may conclude the materials which suit to the learning activities, whereas a curriculum associated with a scheme for arranging the order of the contents which will be taught, in order to reach the goals of a curriculum. Robatjazi (2008) suggested that a syllabus is a list of what is to be taught, sometimes including a list of appropriate materials, while a curriculum involves a proposal for ordering what is to be taught in order to arrive at specific objectives which may themselves be ordered and integrated into the curriculum. Kang (2012) defined curriculum and syllabus based on Nunan's definition that curriculum is related to the planning, implementation, evaluation, management, and administration of educational programs. On the other hand, syllabi focus more narrowly on the selection and grading of content.



In this study, the word “curriculum” involves the purposes of the course, the detail about what is to be taught in order to reach the objectives of the course, using materials, and activities. On the other hand, syllabi involve detail more narrowly on the use of materials, duration, and evaluations including planned steps leading to the objectives at each stage.

Next, the differences between *big C culture* and *small c culture* will be discussed. Culture is a very broad concept and it is necessary to make a distinction between *big-C culture* and *small-c culture*. *Big-C culture* or objective culture is related to factual knowledge about the fine arts such as literature, music, dance, painting, sculpture, theater, and film. Other examples of *big C culture* might include social, economic, political and linguistic systems. However, understanding *big C culture* may create knowledge, but it does not necessarily generate competence (Milton, 1998).

On the other hand, *small c culture* or subjective culture refers to the psychological features that define a group of people, their everyday thinking and their behavior. *Small c culture* comprises a wide variety of aspects including; attitudes, assumptions, beliefs, perceptions, norms and values, social relationships, customs, celebrations, rituals, politeness conventions, patterns of interaction and discourse, organization, the use of time in communication, and the use of physical space and body language. A good working definition of *small c culture* is *learned and shared patterns of beliefs, behaviors, and values of groups of interacting people* (Milton, 1998, p.2)

Understanding *small c culture* is likely to lead to intercultural competence. The culture which is focused upon in this study is *small c culture* which is limited in 3

areas; these are attitude, knowledge, and skills. In the area of attitude, it relates to the willingness to deal with others and not judge others from one's own perspective. This area relates to the characteristics which support intercultural communication such as empathy, respect of otherness and openness. It is also about social relationships. In the area of knowledge, it relates to the knowledge about cultural differences in norms, beliefs, and values. Finally, in the area of skills, it relates to the ability to handle intercultural communication or patterns of interaction. Basically, this study attempts to find out the crucial characteristics of intercultural competence in the tourism domain related to norms, beliefs, values, social relationships, politeness and so on. As such, this study focuses on *small-c culture*, since knowledge of it for a target community is of great importance for successful cross cultural communication.

Finally, with regards to the area and period of time, the main purpose of this study is to investigate lecturers' and learners' perceptions about ICC in Thai universities, which is one of the aspects of intercultural communication. There are 134 universities and colleges in Thailand which offer English for Tourism courses. This study will cover a particular period of time in 2014, at universities A, B, C, D, and E in Phuket and Songkhla province where there are great number of foreign tourists. The subjects of this study are the lecturers and the students in English for Tourism classes, as well as employers and tour guides in the two provinces stated above.

### **1.8 Definition of Terms**

There are several terms related to this study, namely ICC, dispositions of ICC, skills of ICC, components of ICC, elements of ICC, lecturers, and ICC academics.

### **1.8.1 Intercultural Communicative Competence (ICC)**

Chen and Starosta (1996) defined ICC as the ability to effectively and appropriately execute communicative behaviors that negotiate each other's cultural identity or identities in a culturally diverse environment. Fantini (2005) claimed that ICC is the complex of abilities needed to perform effectively and appropriately when interacting with others who are linguistically and culturally different from oneself.

Kriauciūniene and Šiugždinienė (2010) described ICC as the ability of successful communication with people of other cultures. Dusat and Maele (2011) proposed that ICC is a measure of one's ability to communicate with people different than oneself.

UNESCO (2013) stated that ICC refers to having adequate relevant knowledge about a particular culture as well as general knowledge about the sort of the issues arising when members of different cultures interact, holding receptive attitudes that encourage establishing and maintaining contact with diverse others, as well as having the skills required to draw upon both knowledge and attitudes when interacting with others from different cultures. Han (2013) defined ICC as the ability to acknowledge, respect, tolerate, and integrate cultural differences that exist between individuals, social members, ethnic groups, and countries. Based on the various definitions given above, for this study, ICC refers to the ability to communicate effectively and appropriately when individuals interact with people from different cultural backgrounds.

### **1.8.2 Dispositions of ICC**

Fantini (2005) described the distinction between traits and dispositions, saying that traits are innate personal qualities, while dispositions are developed later in life and

are related to communicative competence including flexibility, humor, patience, openness, interest, curiosity, empathy, tolerance for ambiguity, and suspending judgment of other people, among others. Murray (2012) claimed that the dispositions of ICC can be divided into 5 levels. They are; level 0, unable to adjust to cultural differences or lack of awareness of cultural differences, level 1, elementary competence, level 2, limited working performance, level 3, professional performance, level 4, advanced professional performance, and level 5, master professional performance.

Liendo (2012) also mentioned the dispositions of ICC, noting that the characteristics of a competent communicator is composed of knowledge of how to gather information, knowledge of personal similarities as well as the understanding of differences, and knowledge of alternative interpretations of behavior.

In this study, dispositions of ICC are considered to be the combination of attitude, knowledge, and skills that an individual has and leads to be the features of that person. It includes flexibility, ability to adapt to new situations, curiosity, ability to interpret documents or events from another culture, knowledge discovery, conversational management, self-confidence, problem solving skills, tolerance of ambiguity, ability to evaluate, empathy, openness, ability to deal with stress, ability to change perspective, respect for otherness, self-awareness, communication ability, task persistence, communicative awareness, and ability to negotiate.

### 1.8.3 Skills of ICC

Dorn and Koch (2005) proposed the skills that enable the individuals to interact both effectively and acceptably to others when working in groups whose members have different cultural backgrounds. They are tolerance of ambiguity, behavioral flexibility, communicative awareness, knowledge discovery, respect for otherness, and empathy. Byram (1997) mentioned the skills of ICC as the *skills of interpreting and relating*; the ability to interpret a document or event from another culture to explain it and relate it to documents or events from one's own culture and *the skills of discovery and interaction*; and the ability to acquire new knowledge of a culture and cultural practices and the ability to use knowledge, attitudes, and skills in real-time communication and interaction.

Hasnawi (2013) described three skills of ICC based on Byram (1997) that “savoir-comprendre” refers to the skill in interpreting texts, “savoir-apprendre” means the effective detection of previously unfamiliar attitudes, and “savoir faire” is the real course of an intercultural communication related to knowledge of just what to do in any situation. In this study, the skills of ICC refer to the ability to interpret and explain the documents or event in one culture to another and the ability to acquire new knowledge about culture. It also includes the use of acquired knowledge in real-time interaction.

### 1.8.4 Components of ICC

Byram (1997) mentioned that there are five intercultural communicative components which are necessary in developing intercultural competence. They are: the skills of interpreting and relating, the skills of discovery and interaction, knowledge about

social groups and their cultures and the knowledge of the processes of interaction at individual and societal level. In addition, the attitudes and the ability to get rid of ethnocentric attitudes when interacting with others, critical cultural awareness/ political education, and the ability to evaluate critically on the basis of explicit criteria perspectives, practices, and products in one's own and other cultures and countries.

Byram, Gribkova, and Starkey (2002) proposed three components of ICC. Firstly, attitude and the willingness to deal with one's own values, behaviors, and beliefs and not to judge that one's own culture is superior to that of others. Secondly, knowledge which comprises knowledge of social processes and the knowledge of examples of those processes and products. Finally, skills which comprise the skill of comparison, the skill of interpreting and relating, and the skill of discovery and interaction.

Deardorff (2006) proposed five components of ICC. They are attitudes, that is the essential attitudes for ICC which are respect, openness, curiosity, and discovery, secondly, knowledge which consists of cultural self-awareness and cultural specific knowledge, thirdly, skills of the acquisition and processing of knowledge such as observing, listening, evaluating, analyzing, interpreting, and relating, fourthly, the internal outcomes or the results of the acquired attitudes, knowledge, and skills that comprise flexibility, adaptability, an ethno relative perspective, and empathy, finally, external outcomes or the combination of attitudes, knowledge, and skills including internal outcomes that are demonstrated through the behavior and communication of individuals, and which become the visible outcomes of intercultural competence experienced by others.

Han (2013) described the components of ICC as consisting of 3 components: grammatical competence, sociolinguistic competence, and strategic competence. Grammatical competence refers to the ability to produce and understand the correct forms of syntax, lexicon, and phonology in the language. Sociolinguistic competence relates to the utterances which are produced appropriately in various sociolinguistics contexts depending on contextual factors. Strategic competence is composed of the mastery of verbal and non-verbal communication strategies.

In this study, ICC is the ability which comprises three basic components; attitude, knowledge, and skills. Attitude refers to the willingness to deal with people from different cultural backgrounds without ethnocentric attitudes. Knowledge is related to the knowledge of one's own culture and that of others, and the knowledge of interaction in intercultural situations. Last but not least, skills consist of the skills of interpreting and relating and the skills of discovery and interaction.

### **1.8.5 Elements of ICC**

Chen (1992) claimed that the elements of ICC emphasized the behavioral perspective of communicative competence. The major elements include self-disclosure, self-consciousness, social relaxation, behavioral flexibility, interaction involvement, and the abilities to deal with social difficulties in the host culture.

Deardorff (2006) proposed five elements comprising ICC as attitudes, knowledge, skills, internal outcomes, and external outcomes. The essential attitudes for ICC are respect, openness, curiosity, and discovery. Knowledge consists of cultural self-awareness, culture-specific knowledge, deep cultural knowledge including

understanding world views, and sociolinguistic awareness. The skills relate to the acquisition and processing of knowledge such as observing, listening, evaluating, analyzing, interpreting, and relating. Internal outcomes are the combination of the attitudes, knowledge, and skills which leads to internal outcomes that are comprised of flexibility, adaptability, an ethnorelative perspective, and empathy. External outcomes are the combination of attitudes, knowledge, and skills including internal outcomes, demonstrated through the behavior and communication of the individual, which become the visible outcomes of intercultural competence experienced by others.

Trede, Bowles, and Bridges (2013) claimed that the key elements of ICC are also known as international competence, intercultural communication, intercultural sensitivity, and cultural intelligence. In this study, the elements of ICC comprise attitudes which support intercultural communication such as curiosity, openness, tolerance of ambiguity, knowledge about culture of one's own and others, and skills of interpreting documents or events from one culture to another culture. It also includes the ability to acquire new cultural knowledge.

#### **1.8.6 ICC Academics**

SSesanga & Garrett (2005) defined academics as full-time or part-time staff members whose duties are teaching and/or carrying out or supporting high-level complex research projects in collaboration with faculty members. Simanek, D. (1996) stated that universities and colleges are called academic institutions. Academics generally work within a university, combining research, teaching and administrative duties.



In this study, ICC academics refers to lecturers who have important roles in English for Tourism courses. They are teachers who have experience in teaching English for Tourism, collaborators who work and cooperate with specialists in the tourism domain, researchers who do research related to the field, course and materials provided, and are evaluators who evaluate the learning outcomes.

### **1.8.7 Lecturer**

In this study, lecturers refers to the lecturers who take responsibility for English for Tourism courses in university A, B, C, D, and E in the semester that data collection procedures were done.

The difference between ICC academics and lecturers is that ICC academics must have experience in teaching English for Tourism and work and cooperate with specialists in the tourism domain. However, ICC academics may not have taught English for Tourism courses in the semester that data collection procedures in this study were done. On the other hand, lecturers may not have much experience in teaching English for Tourism and may not work and cooperate with specialists in the tourism domain, but they taught English for Tourism in the semester that data collection procedures in this study were done.

### **1.9 Theoretical Framework**

The theoretical framework in this study is adapted from Byram's ICC model because the original model proposed the list of competencies and cannot be adapted to English pedagogy. In this study the framework illustrates the components of communicative competence which consists of grammatical competence,

sociolinguistic competence, discourse competence, strategic competence, and intercultural communicative competence.

The focus of this study is on ICC. In Byram's model (1997) the components under the term intercultural communicative competence consists of skills of interpreting and relating (*savoir comprendre*), skills of discovery and interaction (*savoir apprendre*), knowledge (*savoirs*), attitude (*savoir être*), and critical cultural awareness/political education (*savoir s'engager*). However, in this study, skills of interpreting and relating (*savoir comprendre*) and skills of discovery and interaction (*savoir apprendre*) can be categorized under the term skill and critical cultural awareness/political education (*savoirs' engager*) is excluded in this framework because it relates to the ability to evaluate one's own and other cultures critically which can be included in the skill dimension. In the framework of this study, there are three dimensions in ICC; knowledge, attitude, and skills and this framework can answer the research questions.

In research question number 1, the study attempts to find out the reflection of ICC in the present curricula of English for Tourism courses. To find out the answer, three dimensions of ICC were considered in curricula analysis. Research question number 1a is about the teaching process. The study tried to find out whether ICC was integrated into the teaching process. The skills, knowledge, and attitude dimension would be considered in the interviews. In research questions number 2, this was about the importance of ICC from the students', lecturers', ICC practitioners', employers', and tour guides' perspectives. This relates to ICC which is the focus of this study.

In research question number 3, it was about the skills and dispositions of ICC which are required for undergraduate students. The skills and dispositions appeared in the questionnaires were selected from the skills, knowledge, and attitude dimension of ICC. For research question number 4, it related to the skill dimension of ICC that is relevant for the undergraduate students. The data from the interviews about the required skills can be used in establishing the objectives and activities in the curriculum.

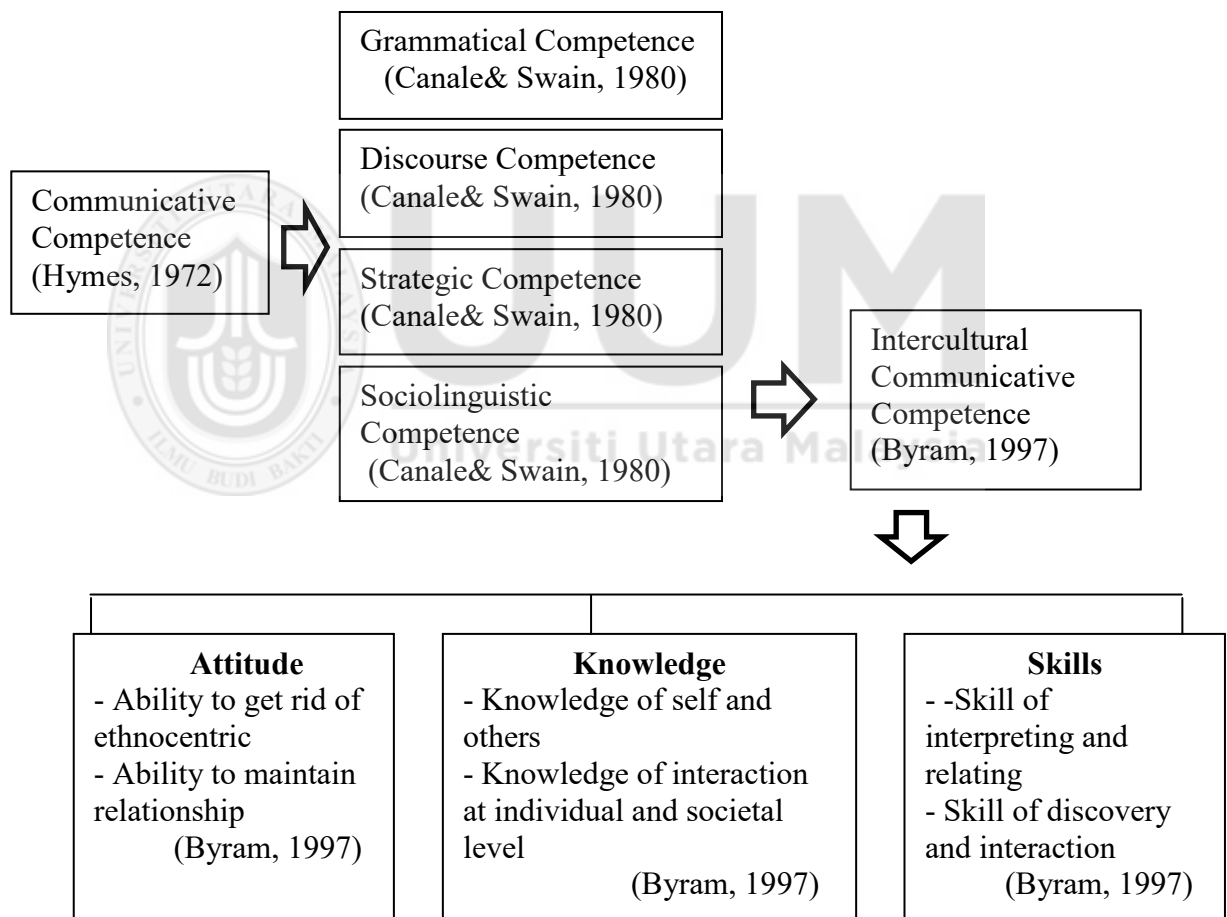


Figure 1.3. Theoretical Framework

### **1.10 Summary**

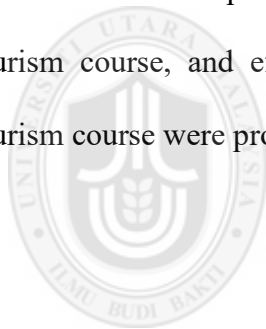
Globalization is making the world change rapidly and people from different parts of the world can connect with each other through business, education, policy, immigration, and social media. It cannot be denied that it is a time of change. Our lifestyles, our nations, and our world are changing. Now, we are all members of a global community where diversity of people from different cultural backgrounds live, work, study, or do activities together. Therefore, learning to communicate effectively in an intercultural setting is crucial in this era of globalization.

Each society has its own cultural norms, beliefs, values, and behavior. Trying to be an interculturally competent person does not mean that we have to know all cultural information. The important thing is to develop attitudes and skills as much as knowledge. Intercultural speakers need to become aware of their own values and realize how these would influence their views of other people. In the tourism domain, it is crucial for the staff to acquire ICC in order to cope with a variety of intercultural communication. However, there is still a lack as to how to prepare learners who will become employed in the tourism industry to have awareness by incorporating ICC into the curricula and teaching process systematically.

Therefore, this study aimed to find out the importance of ICC for undergraduate students in five universities in Southern Thailand and to establish curricula and teaching procedures which integrate ICC. The expected outcomes were the key components of an ICC curriculum with intercultural communicative competence for English for Tourism which would be suited to the circumstances of undergraduate students in Thai Universities. The researcher adopted a mixed method in collecting

data by using questionnaires, interview, observation, and content analysis. In the questionnaires the information regarding required skills and dispositions of ICC were elicited from the students, lecturers, ICC academics, employers, and tour guides. Next, individual interviews and observations were conducted with lecturers and the students in five universities. The interviews were conducted in order to clarify the teaching processes, in regards to whether ICC was incorporated or not.

Furthermore, another set of interviews were conducted for the ICC academics to explore whether intercultural communicative skills were regarded as relevant to undergraduate students. Finally, the required skills and dispositions for intercultural communicative competence were highlighted in the curriculum of English for Tourism course, and effective components and methods for ICC in English for Tourism course were proposed.



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## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 General Background**

##### **2.1.1 An Introduction**

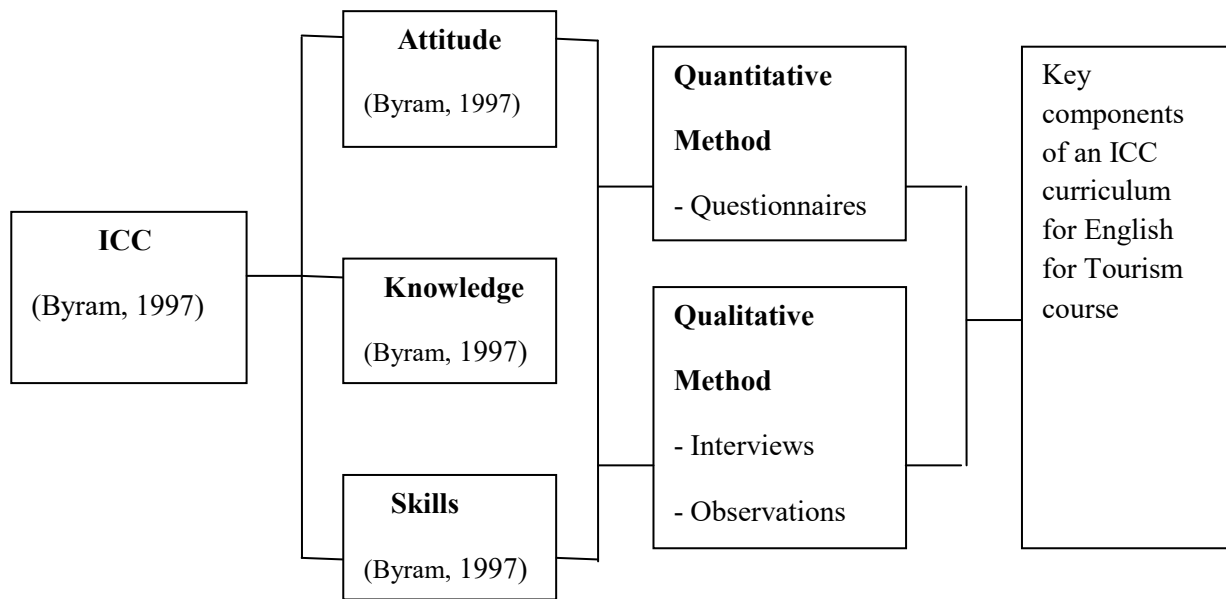
Intercultural communication is an essential issue in the globalization era. Nowadays, we communicate with people from other cultures in various ways such as international business, education, tourism, and immigration. For example, in education, the importance of intercultural communication is increasingly obvious because there are students from various cultural backgrounds who come and learn together in schools.

Successful communicators have to communicate appropriately and effectively in intercultural encounters. In the tourism domain, intercultural speakers are needed in the tourism workforce all over the world including Thailand. According to Gitimu (2010) and Assanova and Kim (2014), the keys for successful communication in intercultural settings are knowledge and understanding about the components of culture such as attitude, beliefs, behavior, and value. Moreover, ability to deal with cultural differences such as flexibility is also crucial in intercultural interaction (Liu & Zhang, 2014). The main objective of this chapter is to present the basic theories related to ICC, tourism industries, and Thai higher education. In addition, the literature review illustrates previous research in the field of culture and ICC in various aspects.

### **2.1.2 Conceptual Framework**

The conceptual framework of this study consists of the ICC theory proposed by Byram (1997) and a research design which separated into quantitative and qualitative methods. The basis theory of this study is ICC which is composed of three dimensions; attitude, knowledge, and skills. Attitude refers to the ability to get rid of ethnocentricity and be able to maintain relationships. Knowledge dimension is about the knowledge of self and others and knowledge of interaction at individual and societal levels. Skills consist of the skills of interpreting and relating and the skills of discovery and interaction.

The research design of this study was separated into quantitative and qualitative methods. For the quantitative method, questionnaires were employed to investigate the importance of ICC and the required ICC skills and dispositions from the perspective of students, lecturers, ICC academics, employers, and tour guides. For the qualitative method, document analysis, interviews, and observations were used. Document analysis was used to find out ICC in present English for Tourism curricula. Interviews were conducted to investigate the relevant skills of ICC from ICC academics' perspectives. On the other hand, interviews to lecturers and students and observations were used to clarify teaching practices in English for Tourism courses.



*Figure 2.1. Conceptual framework*

### 2.1.3 Language and Culture

Culture is a crucial concept in language teaching (Swatevacharkul, 2009). People who can use a foreign language correctly and fluently but do not have knowledge about the social or cultural values of that society have the potential to encounter humorous incidents or misunderstandings. Moreover, these people may have negative attitudes towards the native speakers of the target language due to a lack of understanding about the culture of the native speakers. Next, it can be said that if we do not understand other people's culture well enough, communication with them may be unsuccessful.

In EFL classes, students are usually in monolingual settings and the learners take their English courses while they are living in their motherland. Then, they do not have many opportunities to access the culture in the country of the target language.



For this reason, it is hardly to extend their intercultural competence. The important thing is that their aims of studying English are for international communication which includes both native and non-native speakers of English. Most EFL learners learn English as an international language.

Chlopek (2008) has stated that communication that lacks appropriate cultural content leads to misunderstandings and sometimes ends with miscommunications. It can be seen in many countries where there is prejudice and intolerance against others who come from different cultures and countries. Intercultural communication seems to be a good way to plant the seeds of tolerance, acceptance, understanding, and respect. Culture interacts with language on different levels, and as Liddicoat, Papademetre, Scarino, and Kohler (2003) stated, some levels show a close relation to the culture while some levels are closer to the language as is shown in figure 2.1.

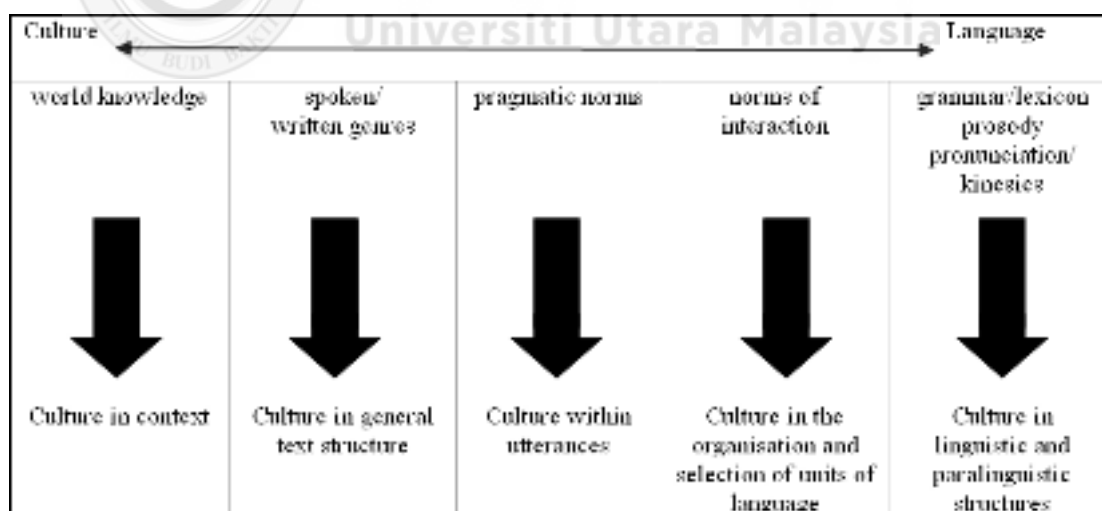


Figure 2.2. Points of articulation between culture and language ((Liddicoat et al., 2003, p.9)

Liddicoat et al. (2003) describes each level of the correlation between culture and language. The level which is called *world knowledge* shows the least relationship to language. World knowledge refers to the knowledge about culture in context. Next, the level which is called *spoken/written genres* relates to the perceptions of culture. On this level, the focus is on the appropriateness of written or spoken texts. The appropriateness or elegance in one cultural context might be evaluated in different ways in another culture. The level called *pragmatic norms*, focuses on the concept of politeness in a particular culture, the language use, and utterance evaluation in a certain culture. *Norms of interaction* cover the appropriateness in conversations; i.e. what should be said and what is expected to be said in a particular point of a conversation. The last level deals with interpreting the concepts or ideas of culture in the language including the register, non-verbal context, or personal space. Language and culture have an inextricable and interdependent relationship (Ho, 2009) and each level in the points of articulation between culture and language is dependent. Understanding how culture works is very necessary for the language teaching process.

#### **2.1.4 World Englishes and English as a Lingua Franca**

Users of English are classified into three categories. Those who use English as a native language (ENL), English as a second language (ESL), and English as a foreign language (EFL). ENL is spoken in countries where English is primarily used by the majority of the population, such as the United Kingdom, the United States, Australia, Canada, New Zealand etc. ESL is spoken in countries where English is not the main language but is important and used as an official language. These countries, for example India, Malaysia, the Philippines used to be colonies of the United Kingdom

or the United States. Meanwhile, EFL is found in countries where English is not used in daily life. In these countries such as China, Japan, Thailand and so on. English is learned at school but the students do not have much opportunity to use English outside the classroom.

Kachru (as cited in Jenkins, 2000, p.15) also proposed the terms to identify the use of English in three main areas which are called the Inner Circle, the Outer Circle and the Expanding Circle. People in the Inner circle used English as a first language. The examples of countries categorized in the Inner Circle are the United Kingdom, Canada, the United State, New Zealand, and Australia. The Outer Circle consists of the spread of English in non-native settings where English is used as an official or second language. Most of the countries in the Outer Circle used to be the colonies of the United Kingdom or the United States for example, Singapore, Malaysia, India, Kenya and others. In the Expanding Circle English is learnt as a foreign language. English is regarded as the most important instrument in international communication. The examples of countries in the Expanding Circle are Thailand, China, Greece, Japan and others.

As Kachru's three concentric circles of English use Crystal (as cited in Baker, 2012) claimed that at present, the use of English is extended in the expanding circle. The majority of ELT classrooms are categorized in this circle. English is used not by native speakers but as a medium language between people from various linguistic and cultural backgrounds. The use of English as a medium language is called English as a lingua franca (ELF). However, for effective communication users of English need not only have knowledge about syntax, lexis, and phonology, but also the

ability to negotiate meaning by using linguistic and communicative resources, role, and the relations in differing cultural society where English is used to communicate (Baker, 2012). In a multilingual and multicultural environment, the important things are the skills of multilingual communicators. Furthermore, mediation and negotiation skills are also needed. Especially important is the communication between the people from different cultures which has the possibility to cause misunderstandings or miscommunication.

### **2.1.5 English Education in Thailand**

In Thailand, during the reign of King Narai the Great (1824-1851 A.D.), English was taught as a foreign language in schools by American Missionaries (Khamkhien, 2010). However, those who could study were limited to a small group of people i.e. administrators or high-ranked officers. At that time, English curricula were not written as a subject. Formal English teaching was established in 1890, because in this year there was a guideline for educational management brought about through the Examination Act. Moreover, American Missionaries established schools where English was taught systematically, and ordinary people had the right to learn English also. In 1895, English was taught as an elective subject in high schools and English began being taught in primary schools in 1909. Later in 1921, after grade 4, English became a mandatory subject. The objectives of this change were to produce thinkers who thought *out of the box* and to provide students with enough English to perform well in the workplace. In 1960, English became a mandatory subject for upper elementary level. However in 1978, English was taught as an optional subject again and was paired together with Work Oriented Experience Area in the Special Experience Group. In 1980, the English curriculum was written as an elective subject

which was taught in primary schools. Moreover, it was taught as a compulsory subject to students from grade 7 in secondary schools.

In the early 1990's, the Curriculum Reform Committee (CRC) was established by EFL experts in bilingualism from the UK and the US (Khanarat & Nomura, 2008). From the recommendations of the CRC, earlier English education was started, the better students acquire the proficiency in 1995, and the Education Ministry determined to add English on extra four years of English education, from the first grade rather than the fifth grade. The CRC suggested that for the elementary level, listening and speaking skills should be focused on. Later, using a theme-based format, reading and writing should be introduced. For the secondary level, English should be learned through content-based instruction. At the same time, the communicative method was endorsed, rather than just learning from memorization. Moreover, student-centered learning and critical thinking development are also focused on.

At first, the British team developed the new curriculum focusing on the communicative approach for primary and secondary education. This curriculum was revised after consultation with teachers. In 1996, the English curriculum was revised and the government tried to support government schools to start offering English from grade 1. All schools were given the deadline of 2002 for the implementation of the revised curriculum, because there was a gap between the students' English proficiency in private schools and government schools. To promote life-long learning, the proficiency-based curriculum was introduced. The objectives of this curriculum were to develop students' English proficiency in various aspects, for example communication, the acquisition of knowledge, the use of English in everyday

situations, career advancement etc. and for the teaching method to focused on the functional communicative approach.

Later, English education was influenced by the American education system and the curriculum was developed again. This curriculum includes the four C's (Khanarat & Nomura, 2008), they are:

- i. Communication (with an emphasis on listening and speaking.)
- ii. Culture (about understanding of a sensitivity to others.)
- iii. Connection (related to connection with other subjects.)
- iv. Community (assignment and implementation outside the classroom.)

From these ideals, the Education Ministry had set out a purposeful plan for elementary education, which teaching methods and theme-based content of the lesson are controlled. Listening and speaking skills are taught to the students from grade 1-3 by using the total physical response (TPR) method. Reading and writing skills were taught from the fourth year through the theme-based method as indicated in Table 2.1

Table 2.1

*Thai Elementary School Education Reform Plan*

Grade	Skill focus	Pedagogic focus	Hrs/week
1 (second term)	Listening / Speaking	TPR	2
2	Listening / Speaking	TPR	2
3-4	4skills	Theme-based	2
5-6	4skills	Theme-based	5

Note: In private schools, students typically receive five hours per week of English

Instruction (Mackenzie, 2002)

The curriculum which is used currently was started in 2001. At the same time, the Ministry of Education launched the standard of national foreign language and benchmark (Khamkhien, 2010). The objective of this revision was to prepare the students for the changing world and globalization. With this change, Thai citizens have equal rights to get 12 years of basic education. The change in 2001 aimed to integrate primary and secondary schools in a single stream and divide them into 4 sub-levels;

- i. Preparatory Level: Pratomsuksa 1-3(Grades 1-3),
- ii. Beginning Level: Pratomsuksa 4-6 (Grades 4-6),
- iii. Expanding Level: Matayomsuksa 1-3 (Grade 7-9) and
- iv. Progressive Level: Matayomsuksa 4-6 (Grade 10-12).

Now, English as a subject is a part of the general education program and requires six credits. At this time, the emphasis of the English curriculum is learner-centered, culture, life-long, emotional, affective, ethical and cultural growth within the Thai context (Foley 2005, as cited in Khamkhien, 2010). English curricula in both private and public universities were reformed in order to develop language skills for the workplace. Thai universities require 12 credits for English, 6 credits for general English and other 6 credits for English for academic or specific purposes. Moreover, the Thai government has continuously encouraged and supported an international program. Currently, international programs consist of 58 fields in 727 programs which use English as a teaching instrument at both public and private universities.

As indicated above, the curriculum has gone through many changes, in order to make Thailand's economy move competitively in the global market. It was seen as more

profitable if Thai people run their own businesses and used English as a tool in communication and negotiation rather than having outsiders deal and take profits away from Thai businesses (Khanarat & Nomura, 2008). Thus, the Ministry of Education tried to support English language teaching and learning for communication purposes and a long-term goal for educational development was established.

The long-term goal (2005-2015) aimed to raise Thais' communicative capacity in English and to establish a plan to assess the whole English teaching and learning system. In order to achieve the goal, some learning resources such as ERIC and a self-learning center were utilized. Furthermore, educational television programs have also been provided. Although there is an obstacle in the form of a limited budget, Thailand has encouraged English teacher training and launched a project in 2005 and 2006 to enhance the capacity of 15,000 primary and secondary school English teachers. As Khanarat and Nomura (2008) stated they received *Intensive training for ERIC 2006* which aimed to educate 180 individuals who were qualified to be English instructors at the British Council, the Regional English Language Office of the United States Embassy, AUA Language Center, and ERIC Centers. However, There are many studies (Khanarat & Nomura, 2008; Lucas, Villegas, & Gonzalez, 2008; Nonkukhetkhong, Baldauf & Moni, 2006) illustrating that there are numbers of English teacher who still lack proficiency in English.

Under the Thai National Education Act of B.E. 2542 (1999) the government introduced a series of educational reforms which aims to develop Thailand to be a knowledge-based economy. Part of this educational reform focuses on the learning



process and trying to implement *learner centered approaches* which comprise of the concept of self-education and life-long education. In order to promote learners' constructive self-learning, teachers were required to change their role from *teller* to *facilitators* and from *material users* to *teaching material creators*.

From the over-view of English teaching in Thailand, it can be concluded that educational reforms play an important role in the learning process which has tried to be more realistic in terms of communication. However, the role of culture is still unclear in a curriculum design framework. It is a crucial issue for the teachers to implant culture in teaching, due to the fact that as Avarvarei (2011) stated, linguistic awareness may not be adequate unless it comes along with cultural awareness.

#### **2.1.6 English Language for Tourism Curricula in Thailand**

Globalization and the evolution of the knowledge-based economy are factors effecting the characteristics and roles of higher education in many countries around the world (Mok, 2007). In relation to hospitality industries, it is necessary for educational institutes to internationalize the programs and curricula in order to prepare graduates for careers in international business environments. Sangpikul (2009) mentioned that Thai educational providers have developed the curricula to prepare graduates for professional careers in a business environment which is highly competitive because of the influence of globalization and free trade on education services.

The hospitality and tourism industry is divided into many sectors. The graduates who work in tourism industries have high potentiality to interact with international

visitors and travelers from various cultural backgrounds. The industries need staff versed in intercultural communication who can work in a multicultural environment. For the reason stated previously, developing ICC in Thai higher education should be regarded as the important issue for tourism and hospitality programs as Popescu and Ioedachescu (2015) claimed that teachers should find out teaching procedures which introduce ICC in classes to enable the students to succeed in intercultural interaction in the present globalization era. Simpson (2011) claimed that Thai students majoring in Tourism Industry at Rajabhat Mahasarakham University knew little about tourism vocabulary. They were shy to speak English and did not understand complex sentences. It is indicated that the students wanted more practice in speaking and listening to English in authentic environments.

## **2.2 Dynamic Views of Cultural Dimensions**

### **2.2.1 What is Culture?**

There are many scholars who have described culture and various dimensions of culture. American anthropologists; Kroeber and Kluckhohn analyzed the notions and definitions related to culture and wrote a list of 164 different definitions in 1952 (Oatey, 2012). The difficulty of understanding the idea of culture emerged from the different usages of the term. The definitions of culture stated below are some of the various definitions.

Culture is a group-level phenomenon, but it plays an important role in an individuals' values, behavior, and perceptions particularly in social interaction (Maznevski, Di Stefano, Gomez, Noorderhaven, & Wu, 2002). People, as members of a community, belong to any number of cultural groupings such as gender, age, region, work, origin,

religion, social class, ethnic background, and others. However, if the individual fails to realize this it will lead to the perpetuation of stereotypes (Clandfield, 2008).

Stocking (1966) modernized the term *culture* by giving it new meaning related to anthropology which sees culture as being composed of the elements of plurality, historicity, integration, relativity, and behavioral determinism. Historicity refers to cultural developments which occur over time. The individual needs to understand their past in order to understand their present. Plurality means there are many cultures, not only one. Integration refers to the parts of a culture that go together in some remarkable way and culture should be regarded as systems. Behavioral determinism means that we are our cultures' servants, not its masters. Relativity means culture must be recognized from within its own terms, not only from a foreign observer's perspective.

## **2.2.2 Cultural Dimensions**

### **2.2.2.1 Kluckhohn and Strodtbeck's Cultural Dimensions**

Florence Kluckhohn and Fred Strodtbeck were cultural anthropologists who believed that there are common problems which are limited in number in every society as well as a number of situations that fit those problems. The problems and corresponding solutions could be represented by *value orientations* used to explain the value of a society that creates distinctions between societies (Guterman, 2011).

Kluckhohn (1949) proposed his view about values stating that humans share some biological traits and characteristics that are the basis of cultural development and

humans basically feel that their own culture, belief, values and practices are normal and natural. On the other hand, those of others are strange, inferior, or even abnormal. Hill (2002) analyzed Kluckhohn and Strodtbeck's values orientation theory and stated that Kluckhohn and Strodtbeck's concept about value orientations has three main ideas;

- i. Common human problems are limited in number and all people can find solutions at all times.
- ii. There is diversity in solutions to all problems and there are various ranges of solutions that can be used in problem solving.
- iii. In all societies, alternatives to all solutions are proposed but are preferred differentially.

The suggestions for these solutions are derived from and a reflection of that society's values. Kluckhohn and Strodtbeck proposed five types of problems that tend to be solved by every society:

- i. The aspect of time which should be focused on; past, present, or future.
- ii. The relationship among the community and its natural environment; mastery, submission, or harmony.
- iii. The relationship between individuals and others; hierarchical, equal, or dependent on their individual merit.
- iv. The main motivation for behavior; to express one's self, to grow, or to achieve.
- v. The nature of human nature; good, bad, or a mixture.

Understanding people through learning their nature will help to decrease misunderstanding and ambiguity and lead to effective communication. However,

Kluckhohn and Strodbeck's value orientation theory needs to be illustrated in more concrete terms, in order to interpret it in practice.

### 2.2.2.2 Hall's Cultural Dimensions

Hall was an American anthropologist and cross cultural researcher. He claimed that spoken or written message were not as complex as cultural communications (Hall & Hall, 1990) and proposed the complex, unspoken rules of each culture as follows.

#### i) Fast and Slow Messages

Fast and slow messages are an important part of human communication. Examples of fast messages are a headline or cartoon. In contrast, the meaning that is extracted from books or art is an example of slow messages. Almost everything in our life is in the fast/slow message-speed spectrum. Hall gave examples of fast and slow messages as shown in table 2.2.

Table 2.2

*Examples of Fast and Slow Messages*

<b>Fast Messages</b>	<b>Slow Messages</b>
Prose	Poetry
Headlines	Books
A communiqué	An ambassador
Propaganda	Art
Cartoons	Etchings
TV commercials	TV documentary
Television	Print
Easy familiarity	Deep relationships
Manners	Culture

(Source: Hall & Hall, 1990)

A person is considered a slow message because it takes time to get to know someone well. However, in some cultures the message is slower than in others. American seem to be very friendly and it is not too difficult to get to know people, while in Europe, the relationships with others take a long time and is considered to be a precious thing.

## **ii) High and Low Context**

Context refers to the surrounding information of an event; it is bound up with the meaning of that event. The components that combine to produce a given meaning-event and context are in different ratios dependent on the culture. In general, culture can vary from high to low context (Hall & Hall, 1990). In addition Hall (1976, as cited in Hall & Hall, 1990) described high and low context by specifying that, in high context communication, the information mainly relies on the person rather than on the code or clear message. In contrast, in a low context communication, the information depends on the explicit code.

Salleh (2005) based on Hall (1976) claimed that high-context and low-context communication can be separated based on four characteristics; emotions in a close relationship, directness of message conveyed, use of nonverbal communication, and use of digital and analogous language. Emotions in a close relationship; it is high-context communication related to emotions and close relationships. In contrast, low-context interactions are logical and less personal.

Directness of message conveyed; the parts of high-context communication are indirectness. High context individuals do not talk directly about what their intention

is but they talk around things and expect that the interlocutor will understand the hints. The speaker provides just part of the message and omits the rest to be filled in by the listener. Use of nonverbal communication; nonverbal responses need to be understood in order for individuals to learn to understand in a high context culture. Verbal communication enables someone to understand the message in low context communication.

Use of digital and analogous language; Bennett (1998) claimed that verbal language is considered to be digital. It means words are marked as the symbolic categories of phenomena in the same dictatorial way that on or off codes symbolize numbers and operations in a computer. On the other hand, nonverbal behavior, by contrast, is analogic. It illustrates the phenomena by creating contexts which can be experienced directly. English is considered as a digital language in the way that it provides many words to specifically name affective and cognitive stages while Japanese is considered to be an analogous language because the speakers imply and infer meaning from the context of the relative statement.

### **iii) Space**

Everything in this world has a visible physical boundary which separates it from the environment. However, this visible physical boundary is also surrounded by invisible boundaries. These boundaries vary in size from an individual's personal space to the territory of a country. (Hall & Hall, 1990)

#### *a. Territoriality*

Territoriality is an innate characteristic that is the act of territory defense. Human territoriality is highly developed and strongly influenced by culture. For example, If one considers Americans and Germans, Americans tend to establish places that they label *mine* for instance a cook thinks the kitchens belongs to him, or children view their bedrooms are their places. Germans also have the same feeling of territoriality. Germans' feeling of territoriality commonly extends to all possessions, including cars. If a German's car is touched it is as though the individual has been touched.

#### *b. Personal Space*

Hall and Hall (1990) stated that territory also includes personal space. Each person has an invisible space which grows and lessens depending on a number of factors such as the relationship to other people, cultural background, the person's emotional state, and the activity being performed. Personal space is not a fixed space; it can change in size according to position and necessity. Gharaei and Rafieian (2013) also indicated that personal space refers to a conceptual space that exists around each individual. Although personal space is neither concrete nor visible, its existence is a reality that individuals and others around them agree on and accept the limitation of this space. In conclusion, personal space is an abstract space used as the mechanism to monitor interaction and the ability to gain privacy.

#### **2.2.2.3 Hofstede's Cultural Dimensions**

Geert Hofstede, a Dutch management researcher published his study in 1980 in which he tried to locate value dimensions across cultures. These dimensions have been widely used to describe cultures. In the study, Hofstede proposed four cultural



dimensions; individualism, masculinity, power distance, and uncertainty avoidance. Later, in 1984 Hofstede and Bond identified a fifth dimension; a Confucian dynamism which was labeled long-term orientation versus short-term orientation to life. Jandit (2006) provided details for each dimension as follows.

#### **i) Individualism versus Collectivism**

This dimension refers to how people feel about themselves and their relationships with others. According to individualist culture, the interest of an individual comes before the interest of the group. In contrast, in a collectivist culture, the interest of the group is more important than the interest of the individual. The United States is an example of an individualist culture. When meeting a new person, an individual has a high potential to define the person by what they have done, what type of car they drive, or where they live. On the other hand, collectivist culture emphasizes the relationship among people and stresses interdependent activities aimed for the benefit of the group.

In individualist cultures, the relationship between employers and employees in the workplace is founded on an agreement and the decision of employment and promotion is based on skills and regulations. On the other hand, in collectivist cultures, the relationship between employer and employee is based on moral terms, such as family link and the employment and promotion decisions take the employee's in-group into account.

Individualism and collectivism also show the relation to direct and indirect styles of communication. This refers to the extent to which the speakers communicate

intentions through direct utterances. The direct style relates to individualism in which the needs, wants, and desires of the speakers are revealed explicitly in a spoken message. Collectivism is associated with the indirect style, in which the speakers' needs, wants, and intentions are not said in the spoken message.

Thailand is an example of the indirect style of communication. For instance, when expressing negative feeling, Thais do not identify specific names and have a high potentiality to use words and phrases which express probability, for example *probably, maybe, sometimes, likely, and I would say so, but I'm not sure*. Thais try to avoid showing their feelings if it will make others feel negative.

## **ii) Masculinity versus Femininity**

Hofstede (1984) labeled masculine cultures as those that strive for the most difference between what men and women are expected to do. Cultures in which masculine traits play an important role stress assertiveness, competition, and material success, while feminine cultures permit more overlapping of the role between men and women and put high value on quality of life, interpersonal relationships, and concern for the weak.

However, Rojjanaprapayon (1997, as cited in Jandit, 2006) criticized this theory that masculinity in all cultures is not the same as Hofstede's concept of masculinity which entails aggressiveness, assertiveness, and goal orientation. An example is the case of Thais where in some situations can be very aggressive and goal-oriented but are still expected to be attentive, supportive, and yielding.

### **iii) Power Distance**

Power distance refers to the way a culture deals with inequalities. Hofstede (1984) claimed that power distance illustrates the extent of acceptance that the powerless person exhibits towards the power of a powerful person and inequality in a society. In high power distance cultures, a person of lower status is expected to pay respect to the person of higher status for example; in Thailand and other neighboring countries such as Myanmar, Laos, and Cambodia, people are expected to pay respect to monks through a way of greeting, using respectful vocabularies, or seating monks at a higher level. Those countries with high power distance tend to be more authoritarian and may communicate in a way to limit interaction and strengthen the differences between people.

### **iv) Uncertainty Avoidance**

Uncertainty avoidance is related to people feeling threatened when they are in uncertain or unknown situations. Hofstede (1984) described it as the degree of nervousness that people have in a particular situation that they try to escape, because the situation is considered to be unclear or unpredictable. The characteristics of a culture with a high level of uncertainty avoidance are active, emotional, aggressive, security-seeking, and intolerant. On the other hand, cultures with a low level of uncertainty avoidance are unemotional, less aggressive, contemplative, accepting of personal risk, and relatively tolerant.

Jandit (2006) proposed a further example of behaviors in high uncertainty avoidance cultures and low uncertainty avoidance cultures. The students from-high-uncertainty-avoidance cultures expect their teachers to be experts who can answer all of their

questions, while students from low uncertainty avoidance culture accept teachers who admit to not knowing all the answers.

#### 2.2.2.4 Trompenaars' Cultural Dimensions

Fon Trompenaars is an internationally renowned management theorist in the field of cross-cultural competency (Rafferty, 2013). Trompenaars and Hampden-Turner(1998) gave an overview of culture as being divided into three layers; the outer layer, the middle layer and the core. The details of each level are as the following:

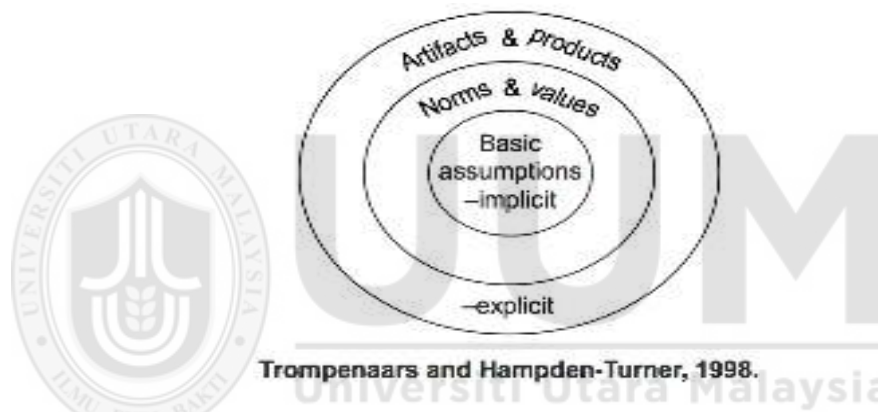


Figure 2.3. Trompenaars and Hampden-Turner's overview of culture

##### i) The Outer Layer: Explicit Products

The outer layer explained the first experience an individual has of a new culture that is not complicated and lacks concrete factors. This level consists of explicit culture. Trompenaars and Hampden-Turner (1998) stated that explicit culture refers to the reality of a culture that can be easily observed, for example; food, houses, buildings, monuments, shrines, agriculture, markets, fashions, and art. These are the representation of a culture on a deeper level. However, prejudices can emerge easily at this level.

### **ii) The Middle Layer: Norms and Values**

Explicit culture reflects norms and values which are contained in a deeper layer of a particular culture. Norms can be described as the shared common sense which the members of the community use to evaluate *right* and *wrong*. On the other side, values are used to decide what is good or bad and they are very closely linked with the shared ideal in a particular social group.

### **iii) The Core: Assumptions about Existence**

The most basic value for people is to strive for survival. Groups of people have tried to search for ways to increase effective problem-solving processes, because people living in different geographic regions have different sets of logical assumptions. It can be concluded that a specific culture is derived from the way that people have organized themselves over the years in order to solve problems. A culture will change if people find that old ways of doing things do not work anymore. From the basis relationship between people and environment takes the core meaning of life. This deepest meaning is far from conscious and has become self-evident. It is a result of routines which are responses to the environment. In this sense culture is anything but nature.

Trompenaars worked with Turner to study how individuals relate to other people and created the notion of *Seven Dimensions of Culture* based on how people act in a workplace and what they value in terms of their positions. These cultural values are divided into seven orientations as follows;

a. Universalism vs. Particularism

This is related to how a culture ranks the importance of rules which relate to the importance of relationships. The concept of universalism puts the focus more on the law than on relationships. In other words, the law should be prioritized over the relationships. On the other hand, particularism believes that relationships between people should be more important than rules.

b. Individualism vs. Communitarianism

The concept refers to the preference of a person regarding whether to be a member of the group or to be individual. The concept of individualism is based on individual happiness and fulfillment for one's self. In contrast, collectivism claims that the actions of individuals should be approved by the group.

c. Affectivity vs. Neutrality

In an affective business culture, workers tend to show their emotions and it is impossible to hide them. On the other hand, a neutral culture, workers have a high potential to hide and avoid showing their emotions overtly.

d. Specific vs. Diffuse

A specific culture views components as individual parts which can be added one by one, and then as a whole. It prefers standards, hard facts, and contracts to malleable information. In contrast, a diffuse culture basically sees things as a whole and divides them into individual components. The whole is more important than individual parts.

e. Achievement vs. Ascription

This concept relates to the way people gain status. In achieved cultures people get status through their achievements which must be proven over and over to continuously be pushed up an organization ladder. In scripted cultures, the status is assigned by age, gender, and so on.

f. Sequential vs. Synchronic

This dimension relates to how a culture completes tasks, that is whether the task is completed in sequential order or undertaken synchronically. In terms of organization, how people decide depend on the way they view time i.e., whether time is viewed as flexible or rigid.

g. Inner directed vs. Outer directed

This relates to the way an individual sees the environment. In inner directed cultures, it is believed that the environment can be controlled. An Outer directed cultures sees control in a more holistic view.

### **2.2.3 Thai Cultural Values**

Thai cultural values are associated with social harmony, which stems from Buddhist religious beliefs. For example, this cultural value is visible in the Thai language which emphasizes the importance of social harmony. In Thai, there are many words used to address people from different statuses. The use of addressing forms depends on the politeness, intimacy, and status (Knutson et al., 2003). Thai culture is seen as a high-context culture. The characteristics of high-context cultures proposed by Hall (1998), the most popular founder of intercultural communication, are as follows.

In high-context cultures, communication involves emotions and close relationships, and in interactions, individuals will not express intention openly, but will talk indirectly expecting the listeners to understand the message behind in context. Moreover, in high-context cultures, individuals learn to understand others through non-verbal responses and rely on feelings and senses (Salleh, 2005).

In addition, there are many characteristics of Thai culture which are unique and different from other cultures. Young Thai people are quiet when they are with older people and younger people rarely express disagreement with older people. Thai students do not express their opinion openly in class because quietness is considered goodness in Thai culture. Thai students' silence can also be assumed as a strategy of face- saving and politeness. Thai students usually pay high respect to their teachers, because teachers are seen as a source of knowledge. Students have to pay respect to teachers and rarely express opinions or ask teachers questions. However, in cross-cultural communication, this cultural value may lead to intercultural misunderstanding (Knutson et al., 2003).

In some cases, Thai cultural values may cause difficulties in English language learning (Wannaruk, 2008, as cited in Laopongharn & Sercombe, 2009). Thai people are likely to encounter problems in trying to form appropriate refusals. For example, if Thais show their gratefulness while denying invitations or offers, they tend to use less language compared to Americans. Moreover, an expression such as sorry, now I don't have enough time that is translated directly from *Aw waikhraw nah* in Thai language. This shows the use of a strategy called future acceptance that may cause the failure in intercultural communication.



Cultural values play an important role in cross-cultural communication. In Thai culture, there are ways of expressing politeness and face-saving which may seem odd in the perspective of politeness in English. The ways Thais express politeness usually are accompanied with an explanation as well as showing empathy with their addressee.

In service or tourism industries, Thai employees always give service to the customers from the heart, with a smile, politely, and cheerfully. Thais exhibit high power distance and always pay respect to elders and are concerned about others' feeling. This characteristic may affect their works, because they may be afraid to express opinions which disagree with elders whom they respect. As a result, an organization may lose creative ideas which may lead to business success.

Thais exhibit high uncertainty avoidance. In other words, Thais do not like to take risks and hardly accept new things which are different from their culture. Furthermore, Thais are more concerned about *face* and do not want anyone to make them lose face. They also do not complain directly to other people because they are afraid that others will have negative feelings. From the characteristics of Thais as stated above, Thai cultural values, norms, and behaviors can be understood more clearly. In the case of tourism and hospitality, all of these cultural values are important factors effecting customer satisfaction.

## 2.3 Communicative Competence

### 2.3.1 What is Communicative Competence?

The concept of communicative competence was introduced by Noam Chomsky; the American generative linguist. He specified the difference between *competence* and *performance* (1965). The distinction between these two concepts is derived from the Saussurean idea of *langue* and *parole* (1983). The term *competence* referred to the whole system of language that makes speech possible and the term *performance* refers to concrete use of language and the actual speech act. Chomsky (1965) gave the definition of competence as intrinsic linguistic knowledge of a language possessed by the native speakers of that language which enables them to produce and understand a number of utterances that is indefinite, and to judge the grammaticality of utterances instinctively.

In 1972, Dell Hymes: an American sociolinguist criticized Chomsky's concept of linguistic competence and proposed that Chomsky's distinction between competence and performance is too narrow to adequately describe contextualized human behavior. The rules of usage are dominant over the rules of grammar. Moreover, social life does not only affect outward performance but also inner competence. Hymes proposed the distinction between *linguistic competence* and *communicative competence*. *Linguistic competence* allows speakers to produce and understand grammatically correct sentences and to intuitively judge utterances as either correct or incorrect. On the other hand, *communicative competence* deals with producing and understanding utterances that are appropriate in a given context. It can be conclude that linguistic competence deals with language structure whereas communicative competence is knowledge about communication. In the classroom, to develop

learners' communicative competence teachers have to acknowledge the elements involved in communicative competence and create methods and techniques that suit their classrooms. The next part involves components of communicative competence.

### **2.3.2 Components of Communicative Competence**

Communicative competence is composed of several parts. Canale and Swain in 1980 and 1983 (as cited in Mizne, 1997) divided communicative competence into four parts as follows;

*Grammatical competence* refers to the knowledge of the language code and being able to express and interpret meanings of utterances including the acquisition of pronunciation, vocabulary, rules of grammar, writing and its conventions, etc.

*Discourse competence* is the ability to maintain cohesion between segments of discourse and the ability to use rules dealing with cohesion and coherence of discourse in second language. For example, the use of appropriate pronouns, synonyms, substitution, conjunctions, repetition, and so on.

*Strategic competence* is the ability to repair communication breakdown and work around gaps in the knowledge of the target language, including the ability to use verbal and non-verbal communicative strategies in second language for enhancing effective communication. Strategic competence includes paraphrasing, addressing people from different social statuses, and so on.

*Sociolinguistic competence* refers to the ability to use language appropriately in various social contexts and to the ability to produce utterances and understand different sociolinguistic contexts, to be aware of norms of appropriateness, understand speech act conventions, and so on.

From this basis theoretical framework, it can be said that in order to be communicatively competent, second language learners have to be taught by integrating these competences. The quality of communicative competence is required not only in social interactions at an interpersonal level, but also at an organizational and public level, as well as in intercultural exchange (Rickheit et al., 2008). These abilities can lead people to reach goals in social life.

#### **2.4 Intercultural Communicative Competence (ICC)**

Many scholars have been defined the term *intercultural communicative competence* (ICC). Gertsen (1990) defined this term as the ability to function effectively in another culture. Sercu (2002) claimed that intercultural competence is a concept typical of postmodernist views of society, and relates to the interest in the relationship between one's own culture and other cultures regardless of ethnic, social, notional, professional, and institutional differences. Clandfield (2008) described ICC as the ability to communicate and operate effectively with people from another culture. Bennett (2011) explained intercultural competence as a set of cognitive, affective, and behavioral skills and characteristics that supports effective and appropriate interaction in a variety of cultural contexts.

Cross cultural encounters are rapidly increasing in the era of globalization. Clandfield (2008) provided reasons to explain why greater and greater cross cultural encounters are taking place in the world today. The first reason is related to technology such as internet, email, chat, mobile phone technology that enable people to communicate faster, easier, and cheaper than before. The second reason is that globalization allows people to do business with different cultures more than in the past. The third is the increasing movement of population and immigration that bring people from different cultural backgrounds into contact with each other. The last reason is related to modern warfare and media coverage that has the effect of simplifying and narrowing definitions of culture into good and bad, right and wrong. English is now used as an international language and no longer viewed as the property of native speakers. It is widely used in various situations, as stated above, and ICC is needed to negotiate them successfully as Assanova and Kim (2015) claimed that ICC is very crucial as a basic ability for any interactions.

#### **2.4.1 Intercultural Communication**

In order to study intercultural relations, Bennett (2010, cited in Bennett, 2012) defined the terms commonly used in international exchange as follows;

The term *international* refers to multiple nations and their institutions. When used to modify *education*, it refers to curricula that incorporate attention to the institutions of other societies and the movement of students, faculty, researchers, and other academics across national borders. The term *multicultural* means a particular kind of situation in which two or more cultures are represented. The term *cross-cultural*

refers to a particular kind of contact among people from two or more different cultures.

The term *intercultural* refers to a particular kind of interaction or communication among people from difference cultures, play a role in the creation of meaning. Furthermore, the term *intercultural* may also refer to the kinds of skills or competence necessary to deal with cross-cultural contact. An understanding of intercultural communication is closely related to the understanding of the way that spoken or written words are interpreted. Although in intercultural communication a single language is chosen as the tool to communicate, individuals tend to bring their own sociocultural assumptions of language to the interaction. These expectations will form the meaning interpretation in various ways. In order to communicate effectively in intercultural communication, the speakers need to be aware of the norms of their own speech practices and the norms of others. These depend on situational factors and backgrounds which may carry with them different ideas of language use and behave differently (Bowe & Martin, 2007). Situation of cross-cultural contact needs to be accompanied by the certain conditions that make cross-cultural contact constructive. Bennett (2001, pp.1-2) explained these as following;

- i. *The intercultural mindset*, which refers to the identification of cultural differences and the maintenance of a positive attitude toward them,
- ii. *The intercultural skill set*, which refers to the ability to use learning-to-learn frameworks to identify potential areas of misunderstanding and to choose behavior appropriately, and

iii. *The intercultural sensitivity*, which is the ability to experience cultural difference in sophisticated ways. The details of each factor are described below.

#### **i) Intercultural Mindset**

Bennett (2001) proposed the following question in a global organization, if the intercultural teams follow the common saying *When in Rome, Do as the Romans*, what will be happen if everyone attempts to adapt to everyone else. Then, the dominant culture for working life becomes a virtual third culture. The organization with an intercultural mindset recognizes that a competent global organization must be able to generate and manage this third culture. This concept is similar to Kramsch's concept of the *third space*.

The terms *Third Place* and *Third Space* have been used across various fields, from semiotics, cultural studies, psychoanalysis, linguistics, and recently, to education (Allais, 2012). The concept of *third space* is discussed by Homi Bhabha; the Indian British cultural critic.

Bhabha (1994) explored the notion of *Third Space* as *Hybridity*, and described the idea that there are not only two participants engaging in the communication, but included the act, described as meaning-making, that occurs over the consciousness of these two participants. It can be said that, for Bhabha, Third Space makes speakers the recipients and the actors of a frame of work that extends well beyond their immediate environment (Allais, 2012). In order to provide a clarification of the term *Third Space* or *Third Place*. which is rather purely abstract and a physically-embedded metaphor ,Kramsch (2009) uses the term *symbolic competence* to refer to

the state that becomes possibility. A palpable possibility, can be tackled, seen, and experienced on a daily basis. For Kramsch, *Third Space* is a space of navigation and negotiation, but a navigation and negotiation that can be discussed in terms of reflections on the everyday.

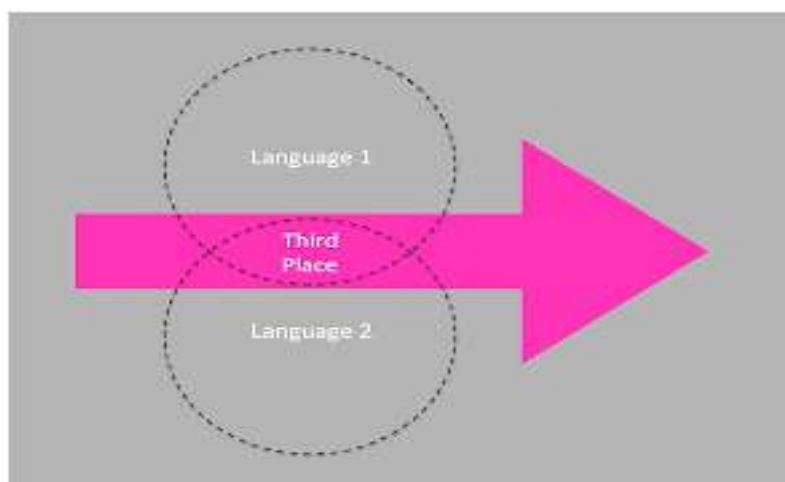


Figure 2.4. Concept of Third Place by Allais (2012)

The diagram illustrates what Third Place means to Allais (2012). At the top is an individual's first place or 'native place. The number 2 represents the place the learners acquire when they learn a new language or discover a new culture. Figure 2.3 represents the space of in-between and navigation. It is the space in which an individual overlaps or mixes the two spaces together. For Allais, the third space is defined as dynamic, not static, and, most importantly, as a space of potential and possibilities.

## ii) Intercultural Skillset

The complexity of cultural diversity seems very vast and it is impossible to learn all cultures in a multicultural community. Thus, to derive intercultural competence by not focusing on a specific culture, it is important to use a set of *culture-general*



*frameworks* (Bennett, 2001). The framework provides a general set of cultural contrasts that apply to wide ranges of cultures. With this framework the individual can see the broad picture of the other culture and how it is different from their own culture. Below, is a list of the most common culture-general frameworks that show the contrast in cultural differences and how these cultural differences can lead to misunderstanding, as described by Bennett (2001).

*Language Use:* This type of cultural difference identifies the differences in social contexts and includes greetings, leave-taking, arguing, negotiating, or criticizing. For example, in verbal greeting rituals, the contrast of language used in each society may occur in terms of length (short to long), general content (impersonal to personal), and style (joke to serious).

*Nonverbal behavior:* This cultural difference identifies the differences in the use of voice quality (pitch, tone, etc.), body language (for example facial display, gesture, eye contact pattern), and use of distance or touching in communication. For example, in terms of eye contact, the differences include eye-contact length (short to long) in conversational turn taking (strong to weak). Americans tend to make shorter length eye contact before looking away, while Germans and Dutch people tend to make more direct eye contact for a long time.

*Communication style:* In this type of framework, there are several forms and many of them are based on the distinction between high-context and low-context cultures proposed by Edward T. Hall. In high-context cultures a lot of meaning is derived

from the surrounding situation rather than the explicit utterances. In contrast, low-context cultures rely more on direct statements to express meaning.

*Cognitive Style:* This framework shows the contrast patterns of thinking or how people process perceptions. It refers to the difference between *concrete* patterns which use more description and physical metaphor to capture perception and *abstract* patterns which are more likely to use theory and explanation to organize perception. Many Asian cultures are *concrete* stress accurate description and direct experience of events. On the other hand, many Northern European cultures are abstract and stress coherent explanation and historical contexting of events.

*Cultural Values:* This is the most abstract of the cultural-general concepts. Cultural values refer to the way people in certain groups assign goodness. For example, Westerners regard goodness as individual achievement, self-reliance, and independent decision making. On the other hand, people in Asian countries give high value to the family of others, responsibility to others, collective achievement, and contextual decision.

### **iii) Intercultural Sensitivity**

The concept of intercultural sensitivity (DMIS) was proposed by Dr. Milton Bennett in 1986/1993 as the framework to explain the reaction of people to cultural differences. He observed that “individuals encountered cultural differences in foreseeable ways as they develop to be more competent intercultural communicators”. Bennett used the concept which based on constructivism and psychology to establish these observations and divided them into six stages in order

to increase the sensitivity to cultural distinction; there are denial, defense, minimization, acceptance, adaptation, and integration.

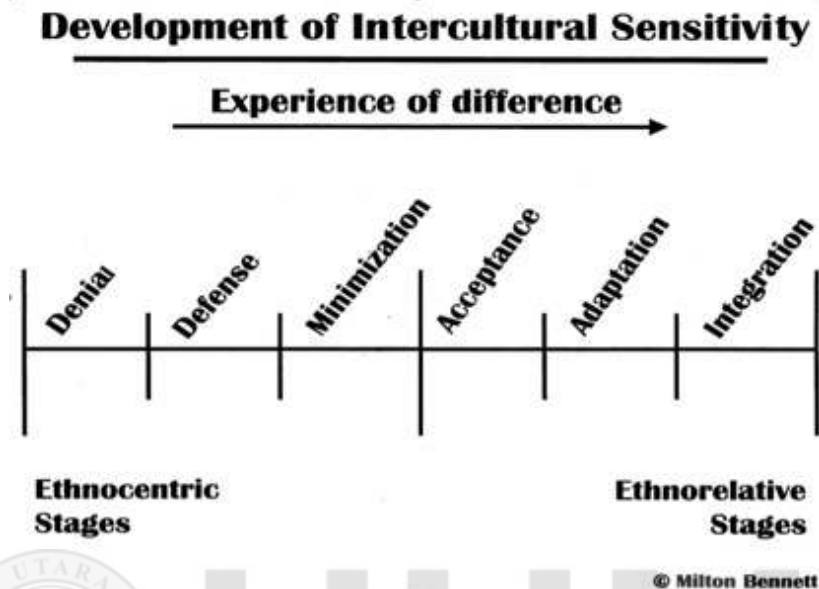


Figure 2.5. Bennett's DMIS

Bennett divided the six stages into two groups; ethnocentric stages, related to one's own philosophy of life and culture which are keys to understanding reality, and ethno relative stages; related to one's own culture which is understood in contrast to other cultures. Bennett and Hammer (1998) gave the details of each stage are as below.

*Denial* of intercultural differences dealing with the state that the individuals see their own culture as the real one and others are differences. Other cultures' differences tend to be avoided by ignoring the differences. In general people at Denial are disinterested in cultural differences and sometimes they may act aggressively to eliminate the difference if it impinges on them.

*Defense* against cultural difference implies to the state that the individuals 'own culture is experienced as the only good one. There are the separations between "us and them," and the thought of "we" are superior and "they" are inferior. The cultural difference can threaten people at defense, and then individuals tend to be highly critical of other cultures, nevertheless the others are their guests, their hosts, or cultural newcomers to their society.

*Minimization* of cultural difference refers to the state that individuals' cultural world views are experienced as universal. As the result, other cultures may be trivialized or romanticized because of obscurity in cultural differences. People at Minimization expect similarities, and they may attempt to correct others' behavior in order to match their expectations.

*Acceptance* of cultural difference dealing with the state that one's own culture is seen as one of a number which is equal to others in the complex worldviews. However, acceptance in this state does not mean agreement. Cultural difference may be judged negatively but the judgment is not ethnocentric. Respect toward cultural differences is shown by people at acceptance.

*Adaptation* to cultural difference described the state that individuals' experience of another culture and get the idea of appropriate behavior in that culture. Individual will derive the worldview which is wider because of getting ideas from other worldviews. People who have the ability to adapt will be able to view the world through difference eyes and have potential to adjust themselves to communicate more effectively and appropriately in another culture.

*Integration* of cultural difference refers to the combination between individual's experience and the movement of various cultural worldviews. People at integration tend to deal with their own "cultural marginality." Although integration of cultural difference is not necessarily better than adaptation in most situations when intercultural competence is demanded, but it is common among non-dominant minority groups, long-term expatriates, and "global nomads."

The DMIS has been used to develop curriculum for intercultural education and training programs. However, Lange (2011) criticized that the model was not design for foreign language classes and has not explain which role of language plays in the development of cultural sensitivity. Cross-cultural contact can lead to reduction of stereotypes and increasing of tolerance. To communicate effectively in cross-cultural contact, it is necessary to learn about the aspects of intercultural communicative competence from many intercultural scholars in the next part.

#### **2.4.2 Dimensions of ICC**

The term "intercultural communicative competence (ICC)" has various words that used as a synonym for example, cross- cultural adaptation, intercultural sensitivity, multicultural competence, transcultural competence, global competence, cross-cultural effectiveness, international competence, global literacy, global citizenship, cultural competence, and cross-cultural adjustment (Deardorff, 2004).

Judit (2013) criticized that the most confusing problem is about using various terms to identify this competence; some authors use the terms intercultural communicative competence, others use intercultural communication competence, while some use

intercultural competence. Bennett (2001) claimed that intercultural abilities have been identified by a great many name as mentioned above, however, intercultural (communicative) competence (ICC) is the most widely used and most comprehensive term.

The term intercultural communicative competence can be used in short as intercultural competence (Fantini, 2005). However, many scholars seemed to use either “Intercultural Competence” or “Intercultural communication competence” (Deardorff, 2004). In this research the term “intercultural communicative competence” is used throughout the study.

Byram, Gribkova, and Starkey (2002) stated about the aims of developing intercultural dimension that to equip the students both linguistic competence and intercultural competence in order to interact with the people who have different perspectives, belief, behaviors, cultural values, etc., and to promote them to gain intercultural experience.

Gertsen (1990) claimed that intercultural competence consists of three interdependent dimensions, there are (1) an affective dimension (personality traits and attitudes), (2) a cognitive dimension (how individuals acquire and categorize cultural knowledge), and (3) a communicative, behavioral dimension (being an effective communicator). However, Gertsen did not examine the insight into the relationship in each dimension (Johnson, Lenartowicz, & Apud, 2006). Johnson et al. (2006) proposed 3 dimensions of cross-cultural competence; the knowledge dimension, the skills dimension, and the personal attributes dimension.

*The knowledge dimension* consists of specific and general knowledge, knowledge about culture, knowledge of language, and knowledge of the rules of interaction. Hofstede (2001, as cited in Johnson et al., 2006) divided cultural knowledge into (1) culture-general knowledge; a focus on awareness and knowledge of culture differences including an examination of the participant's own mental makeup and how it differs from others. (2) culture specific knowledge; a focus is on another culture including information about geography, economics, politics, law, history, customs, hygiene, what to do, and what not to do.

Culture specific knowledge can also be divided into (1) factual knowledge; relates to the history, politics, and economics of the country, including social structure and institutions. (2) Conceptual knowledge; is about understanding of the value system in a particular cultural group and its reflection in personal behaviors. (3) Attributional knowledge; increasing an awareness of suitable behavior based on factual and conceptual knowledge, in order to act appropriately in the target culture. In these three kinds of knowledge, factual knowledge and conceptual knowledge are explicit and easily transfer through lectures and reading. Moreover, they can be assessed unhesitatingly. In contrast, attributional knowledge is regarded as a tacit knowledge. This kind of knowledge is formal, personal, and difficult to communicate in a formal environment.

*The skills dimension* refers to the abilities such as the ability of foreign language, the ability to adapt to the behavioral norms in different cultural settings, the ability to manage stress, conflict, and aptitudes.

*The personal attributes dimension* includes personality traits (such as ambition, courage, curiosity, decisiveness, enthusiasm, fortitude, integrity, judgment, loyalty, perseverance, self-efficacy, and tolerance for ambiguity) in addition to the internalized values, norms, and beliefs of one's home culture.

Byram, Gribkova, and Starkey (2002) proposed three components of intercultural dimension as attitudes, knowledge, and skills. **Intercultural attitude** refers to the willingness to deal with one's own values, behaviors, and beliefs and do not judge that their own culture is superior to others, be able to see own and other cultures from the perspective of outsider. In other word, this ability is called "decentre". **Knowledge** composes of two major components, there are knowledge of social process and knowledge of illustrations of those processes and products which include the knowledge about how people are tend to perceive you, and knowledge about other people. **Skills** composes of skill of comparison; by putting events, ideas, documents from two cultures or more and seeing how each might be looked from the other perspective, skill of interpreting and relating; the ability to interpret documents or events from another cultures and can explain the relation to documents ore events from one's own, and skill of discovery and interaction; the ability to derive new cultural knowledge and can operate knowledge, attitudes, and skills in real-time communication and interaction.

The division of the ICC above is as the same way as Kriauciūniene and Šiugždiniene (2010) proposed the three basic dimensions of intercultural competence; knowledge, attitudes, and skills while Neuliep (2006) divided intercultural competence into four dimensions. There were knowledge component; related to how much one knows



about the other cultures, affective components; refers to individuals' motivation to interact with people from different cultures, psychomotor components; deals with the actual enactment of the knowledge and affective components, and contextual component; refers to situational features in which the intercultural communication takes place.

### **2.4.3 ICC Frameworks and Models**

Many intercultural scholars have been tried to identify the key elements of intercultural communicative competence. Many researchers described the characteristics of intercultural communicative competence in various ways, however the three principal themes emerge there are the ability to develop and maintain relationships, the ability to communicate effectively and appropriately with minimal loss or distortion, and the ability to attain compliance and obtain cooperation with others (Fantini, 2006). In this study several models of intercultural competence are proposed. These models have been developed to find and show the key element of the concept and make it more accessible for foreign language teaching. These models are explained briefly as following.

#### **2.4.3.1 Byram's Model of ICC**

Byram (1997) defined intercultural communicative competence as the interplay of linguistic competence, sociolinguistic competence, discourse competence, and intercultural competence.

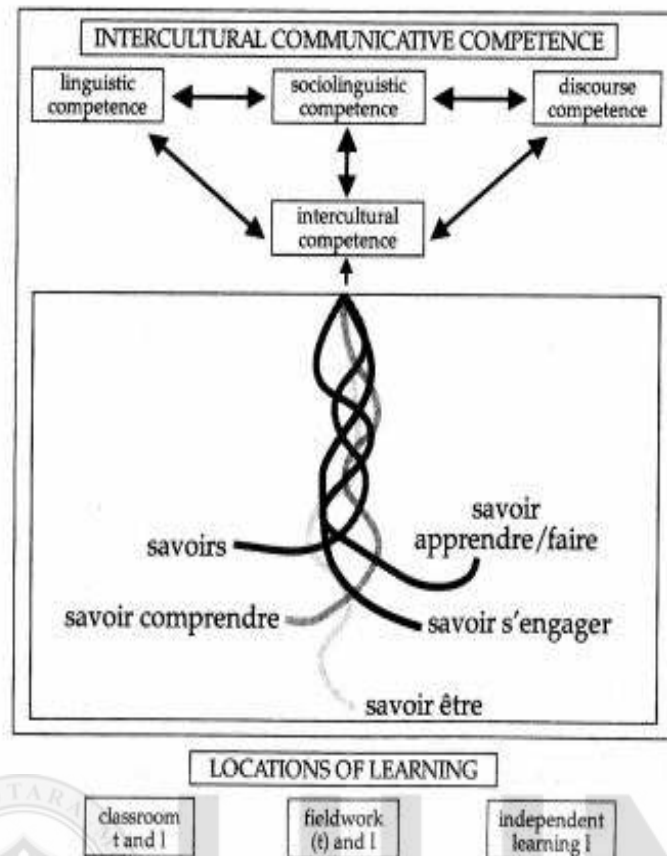


Figure 2.6. Byram's Intercultural Competence Model

Byram's (1997, pp.34-38) intercultural competence model shows the interconnected between 5 components (savoirs) which are necessary in developing intercultural competence. There are

- i. Skills (*savoir comprendre*) ; the skill of interpreting and relating which refers to the ability to interpret a document or event to another culture, to explain it and compare it to documents from one's own.
- ii. Skills (*savoir apprendre*) ; skills of discovery and interaction related to the ability to discover new knowledge of culture and cultural practices and the ability to use knowledge, attitudes and skills under the constraints of real time communication and interaction.

- iii. Knowledge (*saviors*); the knowledge that individuals bring to an event with someone from another country, can be divided into knowledge about social groups and their cultures in one's own country and similar knowledge of the interlocutor's country and knowledge of the processes of interaction at individual and societal level.
- iv. Attitudes (*savoir être*); the ability to get rid of ethnocentric attitudes when interact with other and the ability to maintain the relationship between individual and foreign culture.
- v. Critical cultural awareness/ political education (*savoir s' engager*); an ability to evaluate critically and on the basis of explicit criteria perspectives, practices and products in one's own and other cultures and countries. The elements of Byram's intercultural communicative competence can be concluded as in the figure 2.7.

	<b>Skills</b> Interpret and relate ( <i>savoir comprendre</i> )	
<b>Knowledge</b> of self and other; of interaction: individual and societal ( <i>saviors</i> )	<b>Education</b> political education critical cultural awareness ( <i>savoir s' engager</i> )	<b>Attitudes</b> relativising self valuing other ( <i>savoir être</i> )
	<b>Skills</b> discover and / or interact ( <i>savoir apprendre/ faire</i> )	

Figure 2.7. Elements of ICC

In this study, one of the objectives of this study is to explore whether intercultural communicative skills relevant for the undergraduate students from academics and

non- academics' perspectives which leading to curriculum establishment. Byram (1997) claimed that the selection of objectives for learners from a comprehensive model shown above would be the first step in the design of an appropriate curriculum for a specific situation.

One of the aims of this study is to determine whether intercultural communicative skills relevant to the undergraduate students, in order to investigate this point the intercultural communicative skills have to be identified. The skills in this study base on Byram' s which divided the skills in intercultural communicative competence into **Skills of interpreting and relating** (*savoir comprendre*) refers to *the ability to interpret a document or event from another culture, to explain it and relate it to documents or events from one's own*. The objectives of this skill are:

- (a) Identify ethnocentric perspectives in a document or event and explain their origins. (identify ethnocentric perspectives) Byram (1997) described about this objective that the intercultural speaker can understand a reading text or incident and can examine the origins or its references for examples, from media, speech, historical text, etc. and can analyze the meaning and opinions raising from the perspective of nation and ethnocentric such as stereotypes or connotations and leads to conclusions which can be challenged from a different perspective.
- (b) Identify areas of misunderstanding and dysfunction in an interaction and explainthem in terms of each of the cultural systems present (identify misunderstanding and dysfunction). This means the intercultural speakers can identify the causes of misunderstanding and dysfunction that may occur for

example, misunderstanding from using concepts that seemingly similar but have different meanings or connotations and can explain the mistakes and their origins by reference to knowledge of each culture involved.

- (c) Mediate between conflicting interpretations of phenomena (mediate between interpretations). It can be explained that the intercultural speakers can identify the sources of misunderstanding and dysfunction to help the interlocutors to overcome the conflict perspectives; can use the terms to explain differences in one culture to others in accessible way.

**Skills of discovery and interaction** (*savoir apprendre / faire*) relates to ability to gain new cultural knowledge and cultural custom, including the capacity of applying the attitude, knowledge, and skills to interact in everyday communication. The objectives of this skill are:

- (a) Elicit from an interlocutor the concepts and values of documents or events and develop an explanatory system susceptible of application to other phenomena (questioning a native speaker). The intercultural speakers can apply different techniques for asking questions to encourage the informant to clarify the particular views or ambiguous beliefs in a document or incident, including their sources/ origins. They can confirm their understanding by using this new acknowledgement to interpret or translate other documents or to ask questions to another informant. As the result, they can make the conclusion of the relationship and similarities in this knowledge such as the relationship about ranking or cause and effects, etc.

- (b) Identify significant references within and across cultures and elicit their significance and connotations (identify significant reference). The intercultural speaker can understand the reading text or incident which will be later used as a reference to another interpretation and translation especially in the context of the interlocutor's cultural setting or international context. The different cultural meaning and values can be analyzed and make conclusion about the similarities, differences, and relationship among this two cultures.
- (c) Identify similar and dissimilar process of interaction, verbal and non- verbal, and negotiate and appropriate use of them in specific circumstances (agree conventions). The intercultural speaker can use their knowledge of verbal and non-verbal interaction to establish agreed procedures on specific occasions which may be a combination of conventions from the different cultural systems present in the interaction.
- (d) Use in everyday situations an appropriate combination of knowledge, skills and attitudes in interact with interlocutors from a different country and culture taking into consideration the degree of one's existing knowledge of the country, culture and language and the degree of difference between one's own and the other (respond to distance/ proximity of other culture). The intercultural speaker can estimate their degree of proximity to the language and culture of their interlocutor and to draw accordingly on skills of interpreting, discovering, relating different assumptions and presuppositions or connotations in order to avoid dysfunction and ensure understanding.

- (e) Identify contemporary and past relationships between one's own and other culture and society (use sources to understand relationships). The intercultural speaker can use reference books, newspaper, experts, etc. as the sources to understand both present and historical political, economic and social relationships between culture and societies and analyze the different interpretations.
- (f) Identify and make use of public and private institutions which facilitate contact with other countries and cultures (institutions for contact). The intercultural speaker can use their general knowledge of institutions facilitating contacts to identify specific institutions for example, consulates, cultural institutes to establish and maintain contacts over a period of time.
- (g) Use in real- time knowledge, skills and attitudes for mediation between interlocutors of one's own and a foreign culture (mediate between interlocutors). The intercultural speaker can identify and estimate the significance of misunderstandings and dysfunctions in a particular situation and be able to decide on and carry out appropriate intervention without disrupting interaction and satisfaction of the interlocutors.

Byram's the five *saviors* can be defined in terms of objectives for teaching and curriculum planning. Moreover, the objectives are proposed to use as a foundation for discussing the assessment of learners' achievement. In this research, the objectives of each skills will be asked to get the opinion from the academics and non-

academics about the relevant skills for undergraduates who will work in the tourism domain in the future. The data will be used to establish curriculum planning.

#### 2.4.3.2 Fantini's Dimension of ICC

Fantini (2006) proposed that in the construct of ICC; there are 5 dimensions. There are awareness, attitudes, skills, knowledge, and the fluency in the target language. Intercultural communicative competence has been described as host culture “knowledge” while others may stress the need of certain “skills”. However, both knowledge and skills are address in educational settings. On the other hand, in an intercultural situation, positive attitudes and awareness are also important to the intercultural success.

The taxonomy which is familiar to most educators extended the objectives of education by adding “affect” (or attitude) to knowledge (or cognition), and skills (or behaviors) although awareness has been regarded as a crucial element of intercultural communicative competence development. For this reason, interculturalists normally address awareness and affect together with knowledge and skills.



Figure 2.8. Fantini's model of ICC

However, those components stated above show no sense of integration or coherence across them. In intercultural communicative competence's development the



educators have to design the course and activities which integrate skills and activities to promote effective communication in intercultural interactions.

#### **2.4.3.3 Deardorff's Pyramid Model of ICC**

Deardorff (2006) proposed the 5 components comprising ICC as attitudes, knowledge, skills, internal outcomes, and external outcomes which some aspects are similar to Byram's 5 *savoirs* and Fantini's 5 dimensions of intercultural communicative competence. The details of each element are as following;

*Attitudes:* The essential attitudes for intercultural communicative competence are respect, openness, curiosity, and discovery. Openness and curiosity refer to readiness to take risk and to step out from one's comfort zone. In communication, it's essential to respect to others and show that others are valued. The attitudes stated above are the foundation for knowledge and skills' development for intercultural communicative competence.

*Knowledge:* Knowledge is crucial for ICC. The knowledge consists of cultural self-awareness (refers to the influence of culture that have on the individual's identity and world view), culture-specific knowledge, deep cultural knowledge including understanding world views, and sociolinguistic awareness.

*Skills:* The skills were ones that addressed the gaining and processing of knowledge such as observation, listening, evaluating, analyzing, interpreting, and relating.

*Internal outcomes:* The attitudes, knowledge, and skills stated above leads to internal outcomes that compose of flexibility, adaptability, an ethno relative perspective, and empathy. These outcomes are the result of the acquired attitudes, knowledge, and skills. It can be assumed that at this point, individuals are able to see from others' perspectives and respond to them as the same way as the others want to be treated.

*External outcomes:* The combination of attitudes, knowledge, and skills including internal outcomes are shown through the behavior and communication of the individual which become the obvious outcomes of intercultural competence experienced by others. This becomes the agreed upon the definition of intercultural communicative competence that is *the effective and appropriate behavior and communication in intercultural situations*. The “effective” and “appropriate” behavior and communication: effective can be seen by the individual while the appropriateness can only be known by the other person.

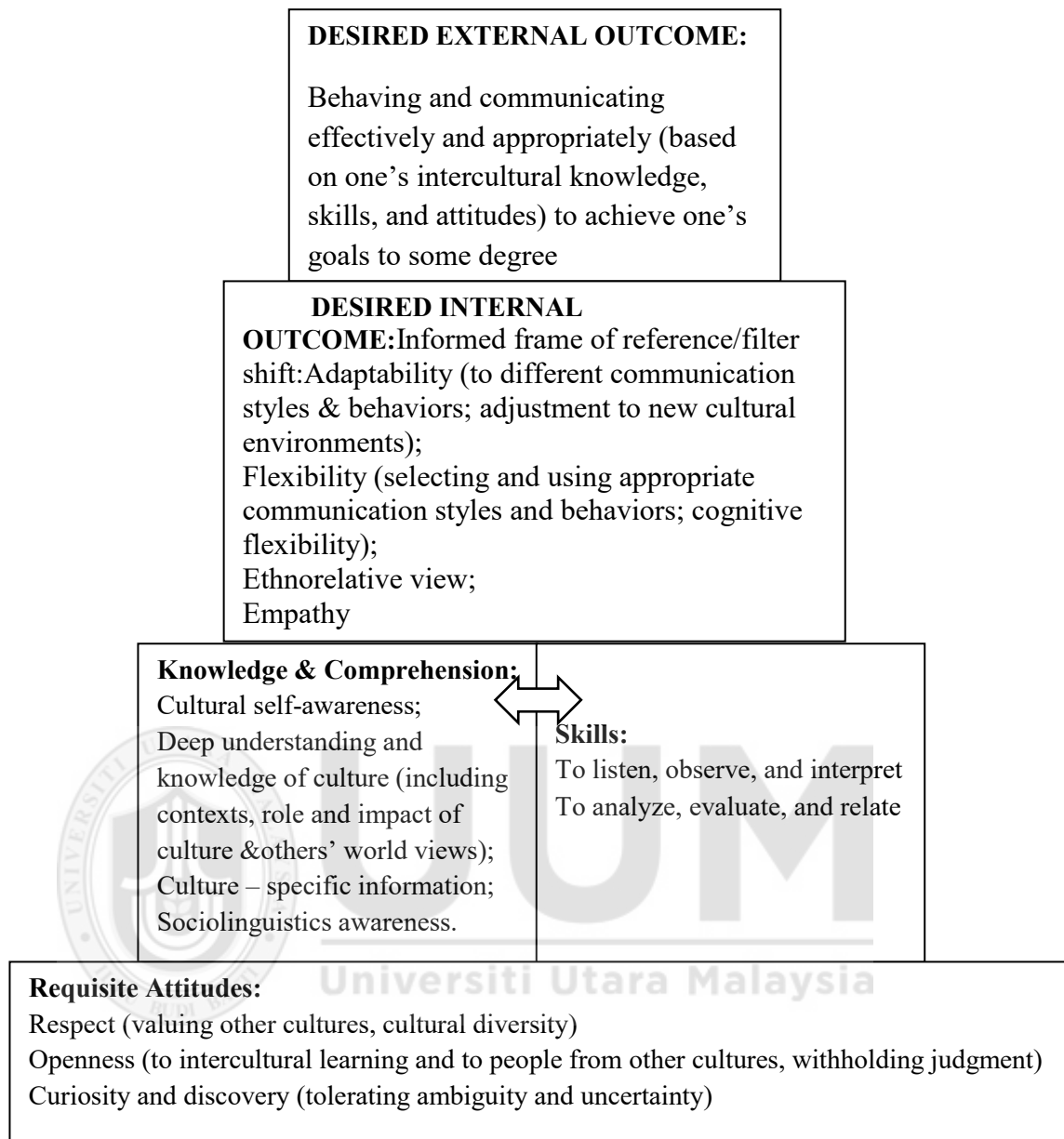


Figure 2.9. Deardorff's Pyramid Model of ICC

Considering from the elements of ICC from the scholars mentioned above, there are some points of similarity. The basic foundations of intercultural communicative competence from Byram (1997), Fantini (2006), and Deardorff (2006) are attitudes, knowledge, and skills which are the 3 dimensions that this study tries to investigate. Additionally, the Deardorff's skills have the mutual concept as Byram's Skills of interpreting and relating and skills of discovery and interaction. The Fantini's internal

outcomes can be compared with the characteristics of intercultural speakers which is one of the aims of this study to explore.

#### **2.4.4 Importance of ICC**

Penbek, Yurdakul, and Cerit (2009) mentioned about the importance of intercultural communicative competence from the business view point and explained that in this globalization era, the companies are targeting the foreign market and trend of employer are the person who can speak at least 2 languages, have diploma, can travel in and out of the country and cope with people from different culture.

Gitimu (2010) described the intercultural communicative competence from the view of the educator that education relies on effective interaction between teachers and learners and now the schools are more diverse culturally. The successful educators are effective communicators and culturally competent in cross cultural encounter.

In this study the importance of intercultural communicative competence is focusing on the benefit for undergraduate students who have high potentiality to work in tourism domain in the future to communicate effectively and appropriately in intercultural encounters.

#### **2.4.5 Relevance of ICC**

Laohapongharn & Sercombe (2009) describe the relation does ICC have to present education that ICC is relevant with understanding different norms in interaction among sociocultural groups, so as 'to revise or mediate between different modes present in any particular interaction. Thus, ICC normally applied in studies of

communication and social psychology, concerns the ability to create a frame of mutually understood meaning across cultural boundaries.

In this study the relevance of ICC refers to the connection between the skills of ICC and the aims of establishing the curriculum of English for tourism course in order to enable the students to understand differences and behave appropriately in intercultural interactions.

#### **2.4.6 From Intercultural Awareness to ICC**

In the last decade, the concept of culture has become very popular and important in language teaching and second language teaching because language and culture cannot be separated. In the last decade, the concept of culture has become very popular and important in language teaching and second language teaching and to promote language learning is to raise cultural awareness which is one of the three conceptual dimensions of intercultural communicative competence proposed by Chen and Starosta (1996), the other two are intercultural sensitivity and intercultural adroitness. Fritz, Mollenberg, and Chen (2002) described the concepts of these terms as following;

Intercultural awareness is cognitive dimension in intercultural communicative competence. The term means the ability to understand differences and similarities of other cultures. The awareness can be divided into two parts; self-awareness and cultural awareness.

An affective dimension in intercultural communicative competence is intercultural sensitivity. The term refers to the emotional desire of an individual to acknowledge, appreciate, and accept the differences in cultures. Intercultural sensitivity consists of six components, there are self- esteem, empathy, self- monitoring, open- mindedness, nonjudgmental, and social relaxation.

Intercultural adroitness is behavioral dimension in intercultural communicative competence. The term related to the ability of the individual to reach communication goals in interaction with people from different cultures. There are four components in this dimensions; message skills, behavioral flexibility, self-disclosure, and interaction management. The division of the three conceptual dimensions of intercultural communicative competence into cognitive dimension, affective dimension, and behavioral dimension is the same way as Williams' (2009) dimensions of intercultural communicative competence. These three dimensions of intercultural communicative competence are interrelate and should be integrated in intercultural approach. However, in this part, intercultural awareness will be explained in more detailed because intercultural awareness is the fundamental component of intercultural communicative competence.

Byram et al. (as cited in Swatevacharkul, 2009) give the definition of cultural awareness as “the promotion of the understanding of a respect for other cultures (...) one of the most important aims of modern language studies. Cultural awareness can be defined as a conscious understanding of the role culture plays in language learning and communication in both first and foreign languages (Baker, 2012). Tomalin and Stempleski (1998) describe cultural awareness as sensitivity to the impact of cultural-

induced behavior on language use and communication. They give the three qualities of cultural awareness as follow:

- i. Awareness of our behavior influenced by our cultures.
- ii. Awareness of the other's behavior influenced by their own cultures.
- iii. Ability to explain our own cultural point of view.

Baker (2012) claimed that in this part ten years, the concept of cultural awareness has appeared and it is regarded as an important part in foreign language teaching. It is necessary for second language students to comprehend second language teaching as a cultural process which should be aware both in their own culture and culture of others. However, now English is used as a *lingua franca* within a wide range of various cultural contexts. Then cultural awareness needs to be extended the role to prepare the second language students for international communication. As a result, the concept of cultural awareness is presented as a notion which has closely link with the use of English in intercultural interaction. It can be concluded that, it has become obvious that in order to get the effective communication in expanding circle, having only the knowledge of cultural awareness is not enough. In the context which English is used as a *lingua franca*, what is needed is intercultural awareness. Baker (2012) claimed that intercultural awareness is an understanding of the role that culture has in intercultural communication, including the ability to integrate this concept into practice in everyday communication. Baker (2012, p.66) illustrated twelve components of intercultural awareness for better understanding as follows.

Level 1 is basic cultural awareness. It refers to an awareness of

- i. Culture as a set of shared behaviors, beliefs, and values.

- ii. The role culture and context play in any interpretation of meaning.
- iii. Our own culturally induced behavior, values, and beliefs and the ability to articulate this.
- iv. Others' culturally induced behavior, values, and beliefs and the ability to compare this with our own culturally induced behavior, values, and beliefs

Level 2 is advanced cultural awareness. It is an awareness of

- i. The relative nature of cultural norms.
- ii. Cultural understanding as provisional and open to revision.
- iii. Multiple voices of perspectives within any cultural grouping.
- iv. Individuals as members of many social grouping including cultural ones.
- v. Common ground between specific cultures as well as an awareness of possibilities for mismatch and miscommunication between specific cultures.

Level 3 is intercultural awareness. It related to an awareness of

- i. Culturally based frames of reference, forms, and communicative practices as being related both to specific culture as emergent and hybrid in intercultural communication.
- ii. Initial interaction in intercultural communication as possibly based on cultural stereotypes or generalizations but an ability to move beyond these through;
- iii. A capacity to negotiate and mediate between different emergent socioculturally grounded communication modes and frames of reference based on the above understanding of culture in intercultural communication.



However, these elements are not developed in this exact order. Moreover, the elements of intercultural awareness are deliberately general in nature since the details will inevitably depend on the particular contexts of English learning and use.

To develop intercultural awareness, it is necessary for the learners to have deep understanding about culture. In order to gain the understanding, learners have to acquire cultural knowledge, although that knowledge is not the end product of learning. However, it is not necessary to focus on one culture, instead cultural context appropriate to the variety of intercultural interactions a learner may encounter in their environment can be selected.

#### **2.4.7 The Characteristics of Intercultural Speakers**

In globalization era, people from all over the world can connect each other easily and most of them use English as a tool for communication. Then English speakers nowadays are not limiting only the native speakers. In business world the need for staff who can communicate effectively in intercultural environment is increasing as in education, the educators are more interesting in intercultural process which the students of foreign language can establish the ideas and negotiations in international community as intercultural speakers(Myers, 2006). Becoming interculturally capable relates to realizing the similarities, dissimilarities, and variations in own culture and culture of others. It covers the concept which is called a third space and the negligence of the world view which regards everybody in the same way (Clandfield, 2008).

Byram, Nichols, and Stevens (2001) claimed that intercultural speaker agrees to accept the different values, belief, and behaviors by understanding that their own culture is not the correct one, including the ability to evaluate different beliefs, value, and behaviors from the aspect of the outsider. Lange (2011) described an intercultural speaker as someone who has the necessary language skills to communicate. And additionally to that, someone who is able to negotiate, to analyze, to interpret, and to reflect the socio-cultural aspect of intercultural communication and secure intercultural understanding.

In the study of Myers (2006) referred to the six stages which help to explain the characteristics of intercultural speakers varying from local to international recognition. In the first and second stage, the characteristic of intercultural speaker is described as having negative stereotype that is the feeling of superiority to other. In this stage the individuals do not show neither a sense of self depressed nor the identification of other repressed. In the middle stages, the individuals really proud of their groups and they want to act successfully both in their social groups and the groups of others. In the final two stages, the individuals have clear understanding about cultural diversity that makes them have good attitudes towards other social groups. In the final stage, the consciousness about self and others are integrated together. This finally leads to shared international consciousness. However, in this study did not clarify the characteristic of intercultural speakers. In the study of Jæger (2001) described the idea of intercultural speaker focused on the foreign language learners that they were expected to possess both grammatical competence and pragmatic competence which are equivalent to the native speakers. However, those concepts of intercultural speaker have changed to be more allowable for the learners

to illustrate their selves, social, linguistic, and cultural identities. They are regarded as an important instrument to develop their knowledge and understanding. This kind of knowledge does not tend to be used for evaluating the learners' competence on vocabulary and grammar. For the language learner, to be an intercultural speaker what element which is important, Jæger (2001) gave the detail of each element as following.

**i) Mediate.** This element helps to establish cooperation and understanding between groups of people that have different background. The ability to mediate is not restricted in a particular context or culture. The implementation of this ability can do even in new context that the learners are unprepared.

**ii) Learns.** In the communication with the native speakers and other unfamiliar cultural context, the intercultural speakers constantly increase their knowledge and understanding. As in the process of language learning, the learners learn through observation and data gathering.

**iii) Is (self-) reflecting.** The intercultural speakers regularly attempt to create understanding in relation to made observations and gathered data.

In this past 10 years, there are many researchers tried to identify the characteristics of intercultural speakers or desired outcome of students related to international relations (Fantini, 2012; Ho, 2009; Johnson, Lenartowicz, & Apud, 2006; Kriauciuniene & Siugzdiniene, 2010; McDonald , 2005; Spitzberg, 2009; Williams, 2009)

One of the aims of those studies is to identify the required characteristics of intercultural communicative competence which are important for undergraduate students. The 15 characteristics were picked up from the previous studies. Those characteristics are chosen from the most frequently occurred in the 3 dimensions of intercultural communicative competence; attitude, knowledge, and skills as it shown in the table 2.3.

Table 2.3

*Characteristics of ICC*

<b>Attitude</b>	<b>Knowledge</b>	<b>Skills</b>
1. Flexibility	1. Self confident	1. Ability to interpret
2. Ability to adapt to new situation issues	2. Knowledge about cultural norms, values, behaviors, and	2. Knowledge discovery
3. Curiosity	3. Acknowledgement of the identity of others	3. Problem solving skills
4. Tolerance of ambiguity	4. Knowledge about another country and culture	4. Ability to evaluate
5. Empathy communication	5. Knowledge about intercultural	5. Ability to negotiate

**Attitude dimension**

- i. *Flexibility*: when a person adapts to diverse social and cultural situations, a flexible attitude is developed. Flexibility occurs when individual adapts appropriately with other's behavior. People who have flexibility are willing to learn with a wide range of different behavior patterns. They are ready to explore

different ways of behaving to find out acceptable, relevant, and successful behaviors.

- ii. *Ability to Adapt to New Situation*: be able to modify one's own behavior according to changing situations and expectations.
- iii. *Curiosity*: the desire to learn or to know more about something or someone.
- iv. *Tolerance of Ambiguity*: the ability to endure with unclear situations and to deal with uncertain situations.
- v. *Empathy*: the ability to realize automatically about what people think in a certain kind of situation.

### **Knowledge dimension**

- i. *Self-Confident*: the knowledge of one's own desires, strengths, weakness, and emotional stability.
- ii. Knowledge about cultural norms, values, behaviors, and issues: an understanding of others' world views, values, norms, and way of life.
- iii. Acknowledgement of the identity of others: knowledge about the different positions or role relationship the person holds in society.
- iv. Knowledge about another country and culture: having appropriate knowledge of the country and culture and being open to new information and perspectives.
- v. Knowledge about intercultural communication: resolving misunderstanding and discover new information.

## **Skills dimension**

- i. *Ability to Interpret*: document's interpretation which can be understood by the people from another country. Furthermore, the interpretation shows the relationship with another translation or document.
- ii. *Knowledge Discovery*: the ability to gain new cultural knowledge and cultural practices, including, the use of knowledge in everyday interaction and communication.
- iii. *Problem Solving Skills*: the mental process which aims to derive a goal in a particular situation when a problem occurs and others solution are not obvious.
- iv. *Ability to Evaluate*: the ability to assess the practices, viewpoints, and product critically in the environment of one's own cultural communities and others countries.
- v. *Ability to Negotiate*: the ability to make an effort to communicate until reaching the acceptable points or agreement about differing needs or ideas. Negotiation relates to the process of interaction when different objectives or needs occur and then, the parties attempt to resolve the differences until gaining the acceptable solution.

## **2.5 ICC: Implications to EFL Classes**

### **2.5.1 How to Incorporate ICC in Teaching Practices?**

In foreign language teaching, when the language is taught, the culture also be taught automatically because the forms of language use that the students hear and practice such as greeting, addressing, and other utterances which occur in the dialogues or models refer to the cultural aspects and cultural knowledge. Body movements, gestures, and distances which are used by the speakers also promote deeper cultural

understanding (Ismail, 2006). However, in the past, teaching culture is just the additional topics of the main component of the study such as grammar and vocabularies. Culture was not integrated in systematic way in language teaching.

Clandfield (2008) claimed that are needed for developing and enhancing intercultural competence including asking questions, listening and seeking a clarification, negotiating and identifying common ground, and avoiding prejudging or stereotyping. These skills could be integrated in intercultural approach in teaching. The lesson plans should be organized carefully. The cultural activities and objectives should be added to enhance and inform the teaching content (Peterson & Coltrane, 2003). There are various kind s of activities which can enhance cultural awareness; the crucial foundation of ICC. Moreover, the motivating atmosphere can help to develop ICC (Meshkov, 2015). The following ideas are proposed by Peterson and Coltrane (2003) and Reid (2015).

#### **i) Authentic Materials**

Using the authentic materials from the native community can help to engage the students in authentic cultural experience. The authentic materials that can be used in the classrooms are newspapers, magazines, news, films, and television shows, website, photographs, restaurant menus, travel brochures and other printed materials. The teachers can use these materials variously and can adapt them according to the age and language proficiency of the students. For example in class of beginning students, the teacher can let them watch and listen to video clip that focus on the specific cultural conventions such as greeting. In while watching and listening process, the teacher can provide them a chart, diagram, or outline to complete the

dialogue. After the class has viewed the video, the teacher can engage the students in discussion about cultural norms and values. Discussion can include nonverbal behaviors such as gestures, eye contact, societal roles, etc. The students might compare similarities and differences between their culture and the native culture and determine the effective strategies to communicate in the target language.

## **ii) Proverbs**

The proverb plays an important role in language teaching as a part of gaining cultural knowledge, metaphorical understanding and communicative competence (Hanzén, 2007) . Discussion about the similarities and differences between target culture proverbs and the students' native language proverb can clarify the historical and cultural background. In addition, using proverbs as teaching material can help the student to explore the stereotypes and misperception of the culture including the values that represent in the proverbs of their native cultures.

## **iii) Role Play**

The use of role-play in EFL classrooms can help students to overcome cultural “fatigue” and it promotes the process of cross-cultural dialogues while at the same time it provides opportunities for oral communication (Ismail, 2006). The students can learn the cases of miscommunication base on cultural differences through role play. For example, the students can learn the way of greeting or addressing people in different ways depends on the group of people in target culture, such as the people of the same age and older people. The students may do the role play to illustrate inappropriate greeting or addressing people and the rest of the students try to identify



the reasons for miscommunication. After that other students may do the role play using the same situation using the appropriate greeting or form of addressing.

#### **iv) Culture Capsules**

One of the best-known methods for teaching culture are culture capsule. A culture capsule is a brief description of some aspect of the target language culture such as what is usually eaten for meals and when those meals are eaten, marriage customs, etc. followed by comparing information from the students' native language culture. The contrasting information can be provided by the teacher, or students themselves point out the contrasts. In the process of doing activity, the teacher may give a brief lecture on the chosen cultural point and then leading a discussion about the differences between cultures.

#### **v) Student as Cultural Resources**

The teacher can invite exchange students, immigrant students, or the students who speak the target language at home as expert resources to the classroom. These students can give the information and share the authentic experience about the cultural life of native speakers of the language.

#### **vi) Literature**

Literary texts are essential cultural information. Texts that are carefully selected under the specific purpose can be very useful for the students to gain insight information about target culture. However, Rezaee (2011) gave the suggestion about teaching culture through literature that it should mentioned that using literature or literary work for cultural teaching purpose and cultural issues must be organized

under complete supervision. Otherwise, rather than getting expected result, it may waste of time.

#### **vii) Films**

Films and television programs offer the students the opportunity to learn the behaviors of the people in target culture which cannot see obviously in texts.

### **2.5.2 Planning a Curriculum for ICC**

To plan a curriculum for ICC seems slightly difficult because of diversity in politics, religious, and society in each area although there are similar and general grounds that all academic areas can base their foreign/ second language policies (Robatjazi, 2008). To set out the curriculum for ICC, Byram (1997, pp. 79-81) proposed the 5 phases as following;

#### **Phase1: The geo- political context**

This stage refers to the analysis of what might be meant by intercultural communicative competence in question. The learners who live in the area or the environment where they have less opportunity to meet a native speaker of the particular language their needs will be different from those who have chance to contact the foreigners as a visitors or hosts or the people who use the language as a lingua franca. In conclusion, the learners' foreseeable needs may differ from the needs of the learners who have general level of intercultural contact.

## **Phase 2: The learning context**

It refers to the analysis of the learning situations and other parameters. In learning process of some situations lack of fieldwork or the opportunities to learn through the media. Then it is necessary to analyze the parameters to see whether there is something that limits or restricts the objectives of ICC.

## **Phase 3: The developmental factors**

This stage relates to the analysis of the cognitive and affective development of the learners. The individual has different rates and ways of learning. This element has to be considered and the teacher have to decide that certain kind of learning experience can be successful although there are limitations and it may be the case that the teacher decides that some objectives are in appropriate for the learners.

## **Phase 4: Identification of objectives**

It refers to the decision about which goals should be set as the basis for the curriculum in the initial stage of analysis. The skills, knowledge, and attitudes for ICC need to be complemented by similar objectives and specifications for linguistics, socio-linguistic, and discourse competence.

In this stage it is useful to specify the threshold or goal of ICC for the learners involved. The communicative competence which enables the learners to use language successfully with understandings and cultural similarities can be regarded as intercultural communicative threshold (Robatjazi, 2008). Factors affecting this level are geo-political commercial and other relevant relationships with the countries where the language is spoken.

### **Phase 5: Sequence in the curriculum**

This stage deals with ordering and prioritization of objectives. The teacher has to consider the opportunities for learning because some objectives may have been excluded for a particular group of learners by considering the interests of the learners. Although there is much less existing consideration of priorities communicative competence but the dimensions have to be developed as the same as the priorities of linguistic competence and of knowledge.

### **2.5.3 Teaching ICC in Thailand**

Thailand is assigned as the country in expanding circle of English and teaching English in Thailand is often categorized as EFL (English as a foreign language). English is a compulsory L2 in schools and tertiary education and the most popular foreign language learned in school and in private tuition classes (Wongsothorn, Chinthammit, Ratanothayanonth, & Noparumpa, 1996, as cited in Baker, 2009). Moreover, is the second mostly used language in the media and the most often used as the second or foreign language in business dealing with both native and non-native of English speakers. English plays an essential role in Thailand's development and as a lingua franca to connect culturally, intellectually, and commercially with the rest of the world (Baker, 2009).

ELT in Thailand have general goal to enable Thai learners to be able to interact with people from different cultural background. Then, English teaching in Thailand has been emphasized on communicative language teaching. Laopongharn and Sercombe (2009) stated that in Canale and Swain's model (1980), intercultural communicative competence can be included communicative competence. Then, language teachers

are expected to teach not only the key culture but should develop learners' awareness of intercultural interaction as well as the skills and competence which can help them to interact effectively in intercultural setting.

Thailand is the country that have unique cultural background which the teachers and learners can use the background for learning other cultures and style of communication. Laopongharn and Sercombe (2009) proposed the chances for Thai people to increase their awareness of ICC.

- i. The more Thai people realize their own culture the more they have high potentiality to see similarities and differences between Thai culture and other cultures.
- ii. Thai learners have many opportunities to expose to target language culture for example, through a) English textbooks which are imported from native- speaking countries of English, b) Media and arts from both local and international resources such as TV programmes, magazines, newspaper, etc.
- iii. Electronic media such as e-mail, chat room, internet etc. that can provide direct communication between learners and people from other cultures. This can provide intercultural experience for Thai learners.
- iv. Thai or native language teachers; learners have high opportunity to get experience with native speakers in class about the information related to other cultures. Moreover, learners can learn English with Thai teachers who might have intercultural experience and can inform the information to the learners with intercultural perspectives.

These factors play an important role to Thai learners to familiar with intercultural setting and to enable them to develop their ICC. However, teachers need to emphasize on teaching process which incorporate ICC in curricular systematic

## **2.6 Method Used in ICC Inquiries**

In previous study about ICC, various methods were employed in research methodology such as questionnaire procedure, interview procedure, and document analysis procedure.

### **2.6.1 Questionnaire Procedure**

Department of Health and Human Services (2008) stated that successful questionnaires have to start with a thorough planning and the most important part of developing the questionnaire is to define what the researcher wants from the questionnaires and how to use the information to answer the research questions.

The first phase of the procedure is selecting the type of participants and the researcher has to decide if it is possible to include all the participants or if a sample will suffice. The second phase relates to the process of developing questions that clearly communicate what the researcher wants to know. The questionnaire should be written in simple words and to suit the level of the participants. Moreover, abbreviations, jargons, or colloquial should be avoided. The third phase is about making decision when to use the closed- ended or open- ended questions. The main difference between closed- ended questions and open-ended questions is that, for the close- ended questions, the answers are prepared as a list for the participants to

choose. On the other hand, for the open-ended questions, the participants can answer the questions freely by using their own words.

The fourth phase of developing the questionnaires concludes the demographic questions which related to age, sex, education, place of work, etc. The aim of demographic question is to describe the subgroups of the participants. However, if the questions are not important for the analysis they should not be included in the questionnaires. The fifth phase relates to placing the questions in a logical order that flows well. The order of the questions should start with less the sensitive questions and end with the more sensitive questions. The order of the questions should make sense to the participants such as by topic areas. The sixth phase is about pilot testing the questionnaire. A pilot test will help to confirm that the participants will understand and answer the questions as the way it is expected to be. The pilot test should be conducted with a small group of respondents who have similar characteristics to the intended participants. The questionnaire procedure was employed in the previous studies such as the study of Osman (2015) which investigated English teachers' perceptions of ICC in the Kingdom of Saudi Arabia.

### **2.6.2 Interview Procedure**

The interview procedure was employed in the previous studies such as the study of Liaw (2006) which investigated the efficacy of development of EFL students 'intercultural competence via an online reading environment. The methodology of the research was mixed method. The qualitative data was gathered from semi-structured interviews for the students and the lecturers within the framework of Byram's model (1997) as the study of Kriauciuniene and Siugzdiniene (2010) that

used the components of intercultural competence based on Byram's model to find out the development of intercultural competence in English class of school children. The interview questions which were used in this study were adapted from the previous studies related to intercultural communicative competence (Kriauciūniene, & Šiugždinienė, 2010).

Kvale (1996, p.133) proposed seven stages of an interview investigation as following;

Stage 1: **Thematizing** refers to the process when the interviewer describes the purpose and concept of the topic of the interview before the interview starts.

Stage 2: **Designing** refers to the plan and design of the study that the interviewers have to take into consideration all the seven stages before starting the interview.

Stage 3: **Interviewing** is the process of conducting the interviews by using the interview guide which reflects the process of finding knowledge.

Stage 4: **Transcribing** means preparing the interview materials for analysis including a transcription from oral speech to written text.

Stage 5: **Analyzing** which based on the aims of the study, the topic, and the feature of the interview materials.

Stage 6: **Verifying** means to find out the generalizability, reliability, and validity of the interview findings. Kvale (1996) described reliability as how consistent the results are and validity refers to whether an interview study investigates what is intended to be investigated.

Stage 7: **Reporting** refers to the approach that communicates the results of the findings and the methods applied in a form based on scientific criteria into a readable product.



### **2.6.3 Document Analysis**

Dola and Noor (2012) claimed that document analysis refers to a systematic analysis of texts including analyzing the content of texts from newspaper articles, interview transcripts, images, speeches, and so on. Document analysis is based on three basic principles of scientific method as follows:

- i. Objectivity related to the analysis that follows the same rules and using the same documents will derive the same result although it is conducted by different researchers.
- ii. Systematic refers to using some applied rules to include or exclude the content without the materials that contribute to the researcher's idea.
- iii. Generalizability means the results from the study can be used or applied to other situation under the same condition of the study.

In this study document analysis were employed in order to find out the existing of intercultural communicative competence in English for Tourism curriculum in five universities.

### **2.6.4 Observations**

Observation is suitable for investigating the complex situations and phenomenon Patton & Cochran (2002). The result from data collection is described in the way that the reader can understand about what and how the situation happened. Moreover, observation is essential in case of overcoming discrepancies between the facts and what people say including revealing the behavior which is not aware by the participants. On the other word, observation can make the data more verify (Hancock, Ockleford, & Windridge, 2009).

Observation can be divided into participant observation and unobtrusive observation (Driscoll, 2011). Participant observation refers to the method that the researcher may interact with the participants and act as a part of the community. Conversely, unobtrusive observation is the method that the researcher does not interact with the participants. The researcher just records the participants' behavior. The type of observation is determined by considering the research questions. The observation which was employed in this study was unobtrusive observation in order to find out the research question number 5; Do the lecturers integrate ICC in their English for tourism course?

In order to eliminate bias in observation, the observation log is needed (Driscoll, 2011). In this study, the observation form was adapted from the community college of Aurora's Mentor Program Handbook and Staffordshire University's guidelines for the observation of teaching. The observation worksheet was established in the form of 4 likert scales; not demonstrated, needs improvement, satisfactory, and outstanding. The worksheet divided into 4 sessions; content organization, presentation, instructor-student interactions, and instructional materials and environment.

## **2.7 Summary**

In this chapter the general information related to language and culture is illustrated including the relations between the terms. Furthermore, in the globalization era, the role of English as a lingua franca is very crucial because English is used as the tool to communicate among people from different cultural background.

In the first part of this chapter gave the detail about Englishes in three concentric circles; the Inner Circle, the Outer Circle and the Expanding Circle including the English education in Thailand. In the second part of this chapter, dynamic view of culture is clarified, beginning from what it means by the word culture to the various cultural dimensions from the scholars such as Kluckhohn and Strodtbeck, Hall, Hofstede, and Trompenaars in order to understand the characteristic of cultures in the world that are different and may lead to misunderstanding. In the third part, the idea of communicative competence is explained. At the present, the aim of teaching English as a foreign language is to reach communicative competence. In this part, the term “communicative competence” is described and the components are explained. To be a competent speaker, the learners have to develop all skills of the competence and the educators should aware of them also, in order to create activities to develop learners’ communicative competence. In the fourth part, it is the detail about intercultural communicative competence and various dimensions of intercultural communicative competence are explained, including intercultural communicative competence models derived from many scholars. At the end of this part is the detail about intercultural speakers which give the clear picture of the needed characteristics for the outcome. In the fifth part, it related to the implication of intercultural communicative competence to the EFL classrooms. Many teaching activities are proposed to give the ideas for intercultural communicative competence development. Teaching intercultural communicative competence in Thailand is also illustrated in this part. The sixth part of this chapter gives the detail about previous researches related to intercultural communicative competence to get the overview of the studies in this field. Furthermore, the gap of those researches which is the aim of this study is identified.

The last part of this chapter is the data collection of this study which can give an overview of methods used in this study and how the research instruments were adapted from the previous studies to suit for this study.



## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

The aim of this study was to find out the key components of ICC curricula for English for Tourism courses in 5 universities in Southern Thailand. The study highlighted the importance of ICC for undergraduate students and the required ICC skills and dispositions including teaching practices which could promote ICC in classes.

To reach the aim of this study, mixed method, which consisted of quantitative and qualitative approaches, were employed. For the quantitative procedure, interviews were used and for the qualitative, document analysis, interviews, and observations were employed. In this chapter, research design, participants, and instrumentation are described, including the data collection procedure and the technique of data analysis. The final part of this chapter illustrates reliability and validity in both quantitative and qualitative research.

#### **3.2 Research Design**

This study is explanatory and descriptive. A mixed method research design was employed using both quantitative and qualitative approaches. Quantitative approaches consisted of questionnaires for the students, lecturers, ICC academics, employers, and tour guides to investigate the importance of ICC and the required ICC skills and dispositions. Qualitative approaches comprise document analysis, interviews, and observations. Document analysis was used to illustrate ICC

components in the present curricula of English courses in universities A, B, C, D, and E including the short falls in curricula design.

Consequently, the interviews and observations served as tools to investigate whether the lecturers integrate ICC into their English for Tourism courses. On the other hand, the ICC academics were interviewed regarding the skills of ICC which are important to the undergraduate students. In this process, insightful information for better understanding related to the true situation of the Thailand EFL context was revealed. The results from questionnaires and interviews were used to compare with the present curricula. As a result of the comparison, the key components of ICC curricula of the ICC for English for Tourism course among undergraduate students in the universities in Southern Thailand were established.

### **3.2.1 Mixed Method Approach**

Using multiple approaches by combining quantitative and qualitative methods can help to strengthen the research approach and reduce the weaknesses of a single approach (Spratt, Walker, & Robinson, 2004). Mixed research methods use various kinds of data collection and data analysis in one research. For example, the qualitative study might be conducted by observing the participants followed by interview while quantitative study might be managed by using questionnaires.

Creswell (2012) described that the mixed method research using both quantitative and qualitative approaches in the process of data collection and data analysis within one study was in order to resolve the research problem. Mixed method was used in this study because the objectives of the study could not be fulfilled by using only a

quantitative or qualitative approach. In this research, data collection methodologies for qualitative approaches composed content analysis, interviews, and observations. For quantitative approaches questionnaires were employed.

The first objective was to investigate whether ICC components were reflected in the present English for Tourism curricula. To clarify this point, document analysis was used to analyze 5 curricula from universities A, B, C, D, and E. Additionally, to investigate whether ICC components were reflected in teaching practices, qualitative method; interviews and observations were employed in order to get in-depth information and understand the real situations in classes.

The second and fourth objectives were to determine the importance of ICC and the most required skills and dispositions. For this stage, a qualitative approach was necessary and the appropriate method for this problem was a survey which illustrated the result by using frequency, percentage, and mean score. These can show the comparison between the level of importance of ICC and ICC skills and dispositions.

The fourth objective was to explore the relevant ICC skills for undergraduate students. For this stage, a qualitative approach was necessary. In-depth interviews with the ICC academics were employed because the most relevant ICC skills needed to be clarified. Data from mixed method stated above were analyzed and finally, the ICC components were proposed for English for Tourism curricula establishment. Methodology in this study is shown in table 3.1.

Table 3.1

*Relationship between Research Questions, Methods, and Outcomes*

<b>Research Questions</b>	<b>Methods</b>	<b>Data Analysis</b>	<b>Outcomes</b>
1. Are ICC components Reflected in the present English for Tourism curricular in five universities in Southern Thailand?	Document Analysis	Content Analysis	The proportion of ICC components in the present curricula in English for Tourism courses
1a. Do the lecturers integrate ICC in their English for Tourism Courses?	· Semi-Structured Interview · Observations	Data Interpretation	Situations of English for Tourism classes and the proportion of the components of ICC in the teaching procedures.
2. How important is ICC for undergraduate students from the students', lecturers', ICC academics, employers', and tour guides' perspectives?	· Survey	Frequency Percentage	Level of importance of ICC for under graduate students.
3. Which ICC skills and dispositions most required for undergraduate students from students' lecturers', ICC academics', employers', and tour guides', perspectives?	· Survey	Mean Score	The required skills and dispositions of ICC for undergraduate students.



Table 3.1 Continued

4. What ICC skills and Dispositions most relevant for undergraduate undergraduate students from ICC academics' perspectives?	Semi-structured interview	Content Analysis	The relevant skills of ICC for students.
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This research employed exploratory mixed method research which is the combination of quantitative methods (related to a large number of respondents) and the qualitative method (the data gathering from observing people's behavior is analyzed and interpreted). Through the mixed method research, the researcher can design the research study for all research objectives related to ICC in the tourism domain.

### 3.2.1.1 Quantitative Method

Originally, quantitative methods were used in the study of the natural sciences. There are many types of quantitative methods which are accepted in the social sciences and education such as surveys (Hohmann, 2006). In quantitative research, the material is interpreted and described by using numerical data. The research questions can be divided into four types that need the procedures of quantitative research to find the answers are as the following:

- i. Research questions that need quantitative answers.
- ii. Research questions related to numerical change that can be accurately studied by quantitative methods.

- iii. Research questions that aim to discover the condition of something or to describe the phenomena.
- iv. Studies that test hypotheses or explain something.

This research needed to use the quantitative method in order to find out the importance of ICC from the students', lecturers', ICC academics', employers', and tour guides 'perspectives, including the required skills and dispositions of ICC for undergraduate students. However, quantitative methods do not suit research that explores a problem in depth.

#### **3.2.1.2 Qualitative Method**

As mentioned by Green (2007), the characteristic of qualitative research is trying to describe some aspect of lives in the societies and its methods by using words rather than numbers. The type of research which is suited to the qualitative methods have the characteristics of small samples and does not necessarily represent the broader population. In general, the objectives of qualitative methods are to realize the attitudes and the experiences of the participants and to get in-depth information to describe the phenomenon. In order to find out the answers of the study, the questions are about *what*, *why*, and *how* of the phenomenon rather than the numeral data related to the questions of *how much* or *how many*. The data collection methods in qualitative methodology are interviews, observations, open-ended questionnaires, focus groups, and content analysis.

In this research, qualitative method was used in order to get in-depth information. Interview for lecturers and students and observations were used find out whether ICC

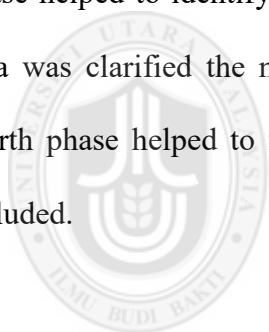
was incorporated in the learning and teaching process. Additionally, another set of semi-structured interviews were used to ask the ICC academics about the skills of ICC that are relevant to the undergraduate students.

### **3.3 Research Framework**

In this study, the independent variables were students, lecturers, ICC academics, employers, tour guides, and the present curricula for English for Tourism courses. On the other hand, the dependent variable was the key components of an ICC curriculum for English for Tourism courses. In order to answer all of research questions, there were 4 phases as described below.

In the first phase, the students, lecturers, ICC academics, employers, and tour guides were asked about the importance of ICC and the required skills and dispositions of the person who was considered to be competent in the tourism workforce. This phase tried to find out the answer to research questions numbers 2 and 3. In the second phase, the students and the lecturers were asked and the observations were conducted to reflect the real situations in teaching procedures and whether ICC was integrated into the courses. This phase answered the research question number 4. In the third phase, ICC academics that have important roles in curricula design were asked for the skills of ICC which were needed to be added to the curricula. This phase answered the research question number 1a. In the fourth phase, the present curricula for English for Tourism courses were evaluated in three dimensions; attitude, knowledge, and skills, to find out whether three dimensions appeared in the curricula. This stage answered the research question number 1. The results from these four phases were used to establish the key components of an ICC curriculum for English

for Tourism course, which was the dependent variable in this study. The curriculum consisted of the rationale which explained the importance of ICC based on the result in phase 1. Additionally, the result in phase 1 about the desired skills and dispositions of intercultural speakers helped to identify the learning outcomes. In other words, the desired skills and dispositions in the tourism domain helped to clarify what a competent person in the tourism industry would be and then this data was used in designing the content and the activities for the course. The result from phase 2, about teaching procedures, helped to fulfill learning activities in the classes. On the other hand, if the present curriculum did not integrate ICC, the activities which integrate them would be added to the ICC curriculum. The result from the third phase helped to identify the aims of the study in the model curriculum because the data was clarified the needed skills in the tourism domain and the data from the fourth phase helped to fulfill the model curriculum about the items needing to be included.



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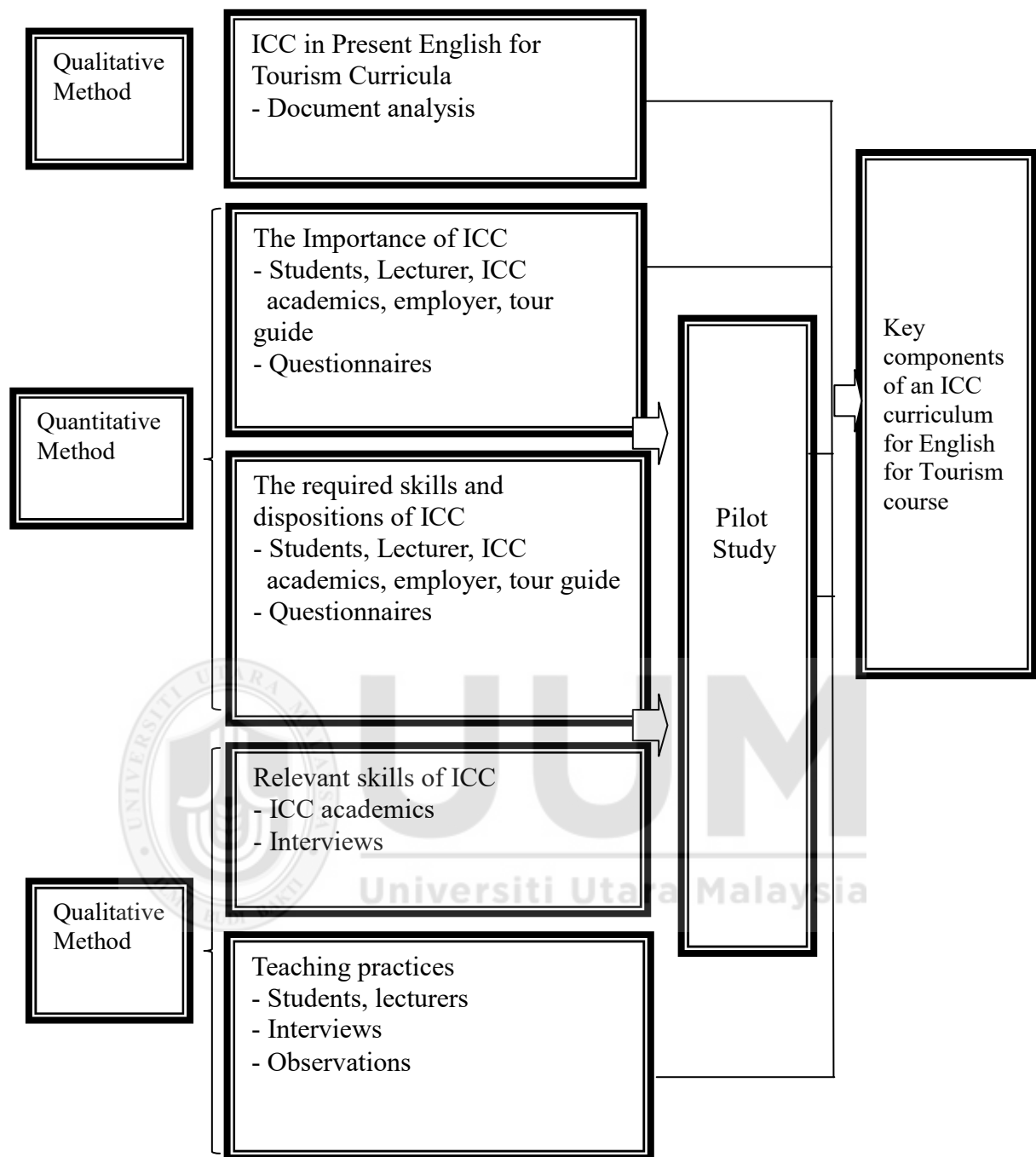


Figure 3.1. Research Framework

### 3.4 Participants of the Study

Barreiro and Albandoz (2010) identified 3 types of sampling as follows:

- i. Probability sampling: Each sampling has the same possibility of being chosen.  
There are many types of probability sampling. They are random sampling, cluster sampling, stratified sampling, and systematic sampling.
- ii. Purposive sampling: The sample is selected from the person who is considered as the representative of the population based on the purposes of the study or the opinion of the researcher.
- iii. No-rule sampling: There is not specific rule for selecting the sample to represent the population. However, the researcher should have no selection bias in selecting the sample.

Purposive sampling was employed in this study. The purpose of a purposive sampling was to identify the important, the relevant, and the required skills and dispositions of ICC among the graduates in five universities in Southern Thailand. There are 16 universities in the 14 provinces of Southern Thailand. The samples of this study were selected from the universities where the course English for Tourism is taught. These universities are located in the two big cities in Southern Thailand. Five universities were selected to be the samples of this study as shown in the table 3.2.

Table 3.2

*The Relationships between Methodologies, Samples, Settings, and Outcomes*

Methodology	Unit of Analysis	Setting	Expected Outcome
Document Analysis	Curricula	Universities A, B, C Universities D and E	The existence of ICC in English for Tourism courses
Survey	Students Lecturers ICC academics  Employers Tour guides In Phuket and Songkhla	Universities A, B, C, D, and E Universities D and B	The importance of ICC Required skills and dispositions of ICC
Interview 1	ICC academics	Universities D and B	Relevance of ICC skills for undergraduate students
Interview 2	Students	Universities A, B, C, D and E	Existence of ICC in teaching practice
Observations	Lecturers		

Universities A, B, and C are public universities located in Songkhla province. Songkhla city is one of Thailand's port and coastal provinces, located on the eastern side of the Malay Peninsula. It is bordered by the states of Kedah and Perlis of Malaysia to the South and the Gulf of Thailand to the east. Hatyai, a district of Songkhla, serves as a Southern hub for communication, trading, and transportation. Additionally, it is the gateway to Malaysia and Singapore.

Over the last few decades, Songkhla has been developing rapidly. It has an abundance of natural resources; beaches, waterfalls, and a lake. The main groups of tourists who visit Songkhla are Malaysians and Singaporeans. In the year 2006, there were 783,861 Malaysians and 105,897 Singaporeans who visited Songkhla (Pongsakornrunsilp et al, 2007). Information from the National News Bureau of

Thailand (2013) shows that a large number of Malaysian tourists visited Songkhla over the long holidays of Diwali, or the Hindu Festival of Light.

Universities D and E are public universities located in Phuket province where there are many tourist attractions and tourist agencies. The Tourism Authority of Thailand (TAT) estimated that seven million tourists-both domestic and international - had visited Phuket by the end of the year 2012. The students at university D and university E have many opportunities to interact with foreigners from different cultural backgrounds. The students who graduated from universities A, B, C, D, E and other universities around this area have many opportunities to work in tourism industries for example working in travel agencies, hotels, as the staff at tourist attractions, or as government officers in the organizations related to the tourism domain such as the Immigration Bureau or the Tourism Police Division.

The subjects in this study consisted of university lecturers who taught English for Tourism course in the five universities in Southern Thailand in the year 2013-2014. There are 134 universities and colleges in Thailand which include English language teaching but the limitations of this study cover the two universities (including ICC academics from another two universities) in two provinces in Southern Thailand. The participants included lecturers who teach English for Tourism and students who learned this subject at the universities A, B, C, D, and E. Additionally, travel agency employers and tour guides in Phuket and Songkhla were also included in the samples in this study.



### 3.4.1 Lecturers

The participants in this study were lecturers in the universities A, B, C, D, and E. including three ICC academics from the universities B and D. The numbers of English teachers in each university were as in table 3.3:

Table 3.3

#### *Population of Lecturers*

Universities	Faculties	Thai Lecturers	Foreign Lecturers	Total	Samples
university A	Humanity and Social Science	24	2	26	1
university B	Humanity and Social Science	32	1	33	1
university C	Liberal Arts	21	1	22	1
university D	Tourism and Hospitality	17	7	24	1
university E	Humanity and Social Science	14	3	17	1
Total		108	14	122	5

All of the English lecturers were asked to answer the questionnaires and took part in the interviews. The opinions of the English lecturers helped to clarify the conditions of English teaching in tertiary education in Thailand. Experiences of teaching helped the researcher to understand the obstacles or limitations of teaching which will be useful for curricula design.

### 3.4.2 Students

In the academic year of 2014/2015, Semester One there were 11,253 students in university A, 9,885 students in university B, 16,575 students in university C, 3,174 students in university D, and 5,708 students in university E. However, in this study the population samples were selected from the total number of the students in

English for Tourism classes. The details of the number of students were as in table 3.4

Table 3.4

*Population of Students in 5 Universities*

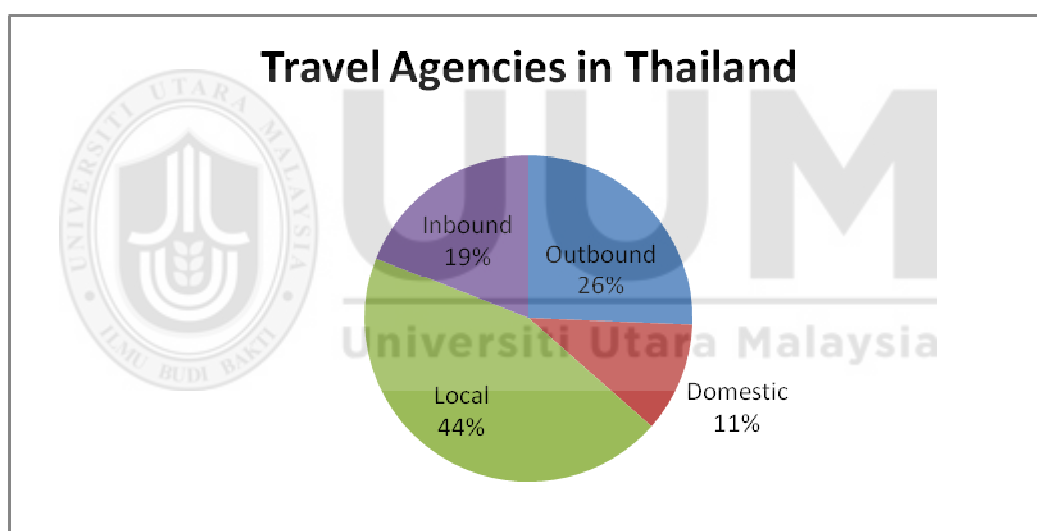
<b>Universities</b>	<b>Survey Sample</b>	<b>Interview Sample</b>
university A	49	10
university B	33	10
university C	42	10
university D	47	10
university E	20	10
Total	191	50

English for Tourism classes in universities A, B, and E were taught in faculty of Humanity and Social Science. In university C the English for Tourism class was taught in faculty of Liberal Arts and it was taught in the college of Tourism and Hospitality in university D. In each university, the English for Tourism courses were attended by the third and fourth year students. The numbers of students who took this course in university A were 49, in university B were 33, in university C were 42, in university D were 47, and in university E were 20 respectively.

Ten of the students in English for Tourism courses in universities A, B, C, D, and E were randomly selected to be interviewed. The interviews were conducted in Thai in order to get as much information as possible. The participants were asked about their learning procedures towards the English for Tourism courses focusing on ICC in 3 dimensions; the knowledge dimension, the attitudinal dimension, and the skills dimension.

### 3.4.3 Employers

In Thailand, employers have a crucial role in curricula development because when universities develop their curricula or create a new one, the employers related to that field are invited to give their opinions about the desired outcomes which would response to the needs of the workforce. Information from the Bureau of Tourism, Business and Guide Registration , Department of Tourism, Thailand indicated that at present, there are 12, 016 travel agencies in Thailand which can be divided into outbound 3,084, local 1,302, specific area 5,351, and inbound 2,279 as indicated in the figure 3.2.



*Figure 3.2.* Number of travel agencies in Thailand

The information from the Bureau of Tourism Business and Guide Registration, Phuket (August, 2014) indicated that there were 1,513 travel agencies in Phuket. Based on the table for determining the sample size from a given population (Krejcie & Morgan, 1970), the acceptable number of participants was 306.

#### **3.4.4 ICC Academics**

In this study, interviews were conducted for the ICC academics from universities B and D. They were lecturers in the faculty of Humanities and Social Sciences and the College of Tourism and Hospitality. There were 3 ICC academics who were interviewed in this study. The difference between lecturers and ICC academics in this study was that the ICC academics were the lecturers who have obtained the degree of English proficiency, have more than 10 years teaching experience in English for Tourism course and can comment on the teaching procedures related to ICC. However, they did not teach English for Tourism courses during the 2014/2015 semester.

The opinions of the ICC academics helped to clarify the plans and design of the curriculum in the program because the academic is the person who has many years teaching experience and plays an important role in developing the academic program and promoting a model of teaching and service within the program.

#### **3.4.5 Tour Guides**

The opinions professional tour guides related to the desired skills and dispositions of the person who has ICC in the tourism domain are very important for this study because the tour guides have chances to interact with the tourists from various cultural backgrounds. They also have precious experiences for the new workers to cope with unexpected situations and their perspectives about the desired skills and dispositions of intercultural speakers are very important to this study.

The information from the Bureau of Tourism Business and Guide Registration, Department of Tourism (2013) showed that there were 54,064 tour guides in Thailand; 44,873 general tour guides and 9,191 community tour guides which can be divided by languages as in table 3.5.

Table 3.5

*Tour Guides According to Language Proficient in Thailand*

No.	Languages	N	No.	Languages	N
1	English	47,849	2	Mandarin	8,615
3	Japanese	6,431	4	French	2,220
5	Thai	1,347	6	Korean	1,074
7	German	1,035	8	Russian	559
9	Cantonese	540	10	Spanish	453
11	Bahasa Melayu	387	12	Italian	296
13	Bahasa Indonesia	263	14	Malay	240
15	Vietnamese	168	16	Others	167
17	Hokkiens	149	18	Teochews	145
19	Lao	129	20	Other varieties of Chinese	99
21	Swedish	71	22	Arabic	59
23	Cambodian	58	24	Hakkas	50
25	Dansk	39	26	Portuguese	28
27	Indian	27	28	Burmese	27
29	Norway	24	30	Dutch	24
31	Cantonese (Hong Kong)	21	32	Taiwanese Hokkien	16
33	Hindi	7	34	Yue	3
35	Finland	2	36	Flemish	2

From the table above, it can be concluded that English is mostly used in the interactions between the tourists and the tour guides in Thailand. The opinions of the professional tour guides are very important because it can make clear the skills and dispositions of intercultural speakers needed in the tourism domain, which is the aim of this study.

The information from the Bureau of Tourism Business and Guide Registration , Phuket (2014) indicated that there were 3,285 tour guides in Phuket and the provinces around and 2,395 tour guides in Songkhla and the surrounding provinces (the tour guides in Southern Thailand have to register at the Bureau of Tourism Business and Guide Registration in Phuket or Songkhla province). Thus, the estimated numbers of tour guides in Southern Thailand was 5,680. Using the table for determining sample size from a given population (Krejcie and Morgan, 1970), the acceptable number of participants was 346 (confidence = 95%).

### **3.5 Instrumentation**

The instrumentation in this study consists of instruments for quantitative and qualitative procedures. In the quantitative procedure, the questionnaires for students, lecturers, ICC academics, employers, and tour guides were used. The questionnaires were adapted from Liaw (2006). In the qualitative procedure, the research instruments were semi-structured interviews and observation checklists.

In this study two sets of interviews were employed. The first one was for the students and lecturers to investigate teaching practices in English for Tourism classes. The questions for the interview were adapted from Kriauciūniene and Šiugždiniene (2010). The second set of interviews was for ICC academics asking about relevant ICC skills for undergraduate students. The objectives of each ICC skills were adopted from Byram (1997). The observation checklist was adapted from Seldin (1990). It was used to evaluate teaching practices in English for Tourism classes. The observation was divided into 3 aspects: attitude, knowledge, and skills dimensions. The details of each instrument are explained below.

### 3.5.1 Questionnaires

The questionnaires employed in this study were to find out the importance of ICC and the most required ICC skills and dispositions from the perspectives of the students, lecturers, ICC academics, employers, and tour guides. The questionnaire was divided into two parts. The first part asked about the biographic data of the participants such as gender, academic year for the students and work experience for the lecturers, ICC academics, employers, and tour guides. The second part consisted of 2 questions: question one asked about the importance of ICC and gave 4 options for the participants to select from, 1) Yes, it is very important; 2) Yes, it is important; 3) No, it's not important; and 4) I'm not sure.

Question number two asked about the most required ICC skills and dispositions. There were 15 skills and dispositions for the participants to evaluate. The 15 ICC skills and dispositions were selected from previous studies (Fantini, 2012; Kriauciūniene & Šiugždinienė, 2010; Ho, 2009; Spitzberg, 2009; William, 2009; Johnson & Lenartowicz, 2006; and McDonald, 2005). Some descriptions of ICC skills and dispositions were adapted from Liaw (2006), for example, The knowledge about cultural norms, values, behaviors, and issues could be described as an understanding of others' world views, values, norms, and way of life; the knowledge about another country and culture can be defined as the appropriate knowledge of the country and culture and being open to new information and perspectives. However, this study focuses on ICC in 3 dimensions, attitude knowledge, and skills while Liaw (2006) divided intercultural competence into 4 types, 1) interest in knowing other people's ways of life and introducing one's own culture to others; 2) the ability to change perspective; 3) knowledge about one's own and others' cultures for

intercultural communication; and 4) knowledge about intercultural communication process.

For this study, the term attitudinal dimension consists of (1) flexibility, (2) ability to adapt to new situations, (3) curiosity, (4) tolerance of ambiguity, (5) empathy. Knowledge dimension includes (1) self-confidence, (2) acknowledgement of the identity of others, (3) an understanding of others' world views, values, norms, and ways of life, (4) knowledge about other countries and culture, (5) knowledge about intercultural communication. The skills dimension consists of (1) ability to interpret, (2) knowledge discovery, (3) problem solving skills, (4) ability to evaluate, and (5) ability to negotiate. The participants were asked to identify levels of the requirements ranging from 1) most required, 2) required, 3) not required, and 4) not required at all.

### **3.5.2 Interviews Guideline**

The semi-structured interview was another source of data which were carried out to answer the research questions of this study. There were 2 parts of interview in this study. The first one was the interview for the lecturers and the students in order to explore whether ICC was integrated in English for Tourism courses. The second set of interviews was for the ICC academics in order to explore which intercultural communicative skills were relevant for the undergraduate students from their own perspectives.

In the first set of the semi-structured interviews, both lecturers and students were asked about teaching and learning procedures to find out whether ICC was incorporated in the procedures. The questions in the interviews cover 3 dimensions



of ICC; i.e. the knowledge dimension, the attitudinal dimension, and the skills dimension adapted from Kriauciuniene and Siugzdiniene (2010). The similarities between the interview questions in Kriauciuniene and Siugzdiniene's study and this study are that the questions in the interviews were divided into three dimensions, attitude, knowledge, and skills. On the other hand, there are some differences between these two studies. Firstly, Kriauciuniene and Siugzdiniene's questionnaire asked questions from the learners' viewpoints but this study asked questions from both students' and lecturers' viewpoints. The context of the study of Kriauciuniene and Siugzdiniene was second language classes while this study focused on English for Tourism classes. Additionally, this study tried to reduce repetition of the questions as appeared in the original questionnaire by using various questions for example; in the attitudinal dimension, the original questions started with *Do you take part in discussion in L2 classroom about.....?* for all questions in this dimension. However, this study adapted the questions to be *Do the lecturers encourage you to discuss .....?*, *Have you ever discussed.....?*, *Do the lecturers give you tasks to discuss .....?*, and *Does the course allow you to develop attitudes of.....?*

In the second set of the semi-structured interviews, the ICC academics were asked about the relevant of ICC skills for the undergraduate students. Although the development of the ICC needs to be developed in three dimensions of attitude, knowledge, and skills, however the focus in this study was on skills dimension. Byram (1997, p.33) claimed that "knowledge and attitude factors are preconditions, although I shall argue that they are also modified by the process of intercultural communication. The nature of the process is a function of the skills which a person

brings to the interaction”. The ICC skills in this study are those derived from the skills in ICC proposed by Byram (1997) which consists of

### 1. Skills of interpreting and relating

Objectives (ability to):

- (a) identify ethnocentric perspectives in a document or event and explain their origins.
- (b) identify areas of misunderstanding and dysfunction in an interaction and explain them in terms of each of the cultural systems present.
- (c) mediate between conflicting interpretations of phenomena.

### 2. Skills of discovery and interaction

Objectives (ability to):

- (c) elicit from an interlocutor the concepts and values of documents or events and develop an explanatory system susceptible of application to other phenomena.
- (d) identify significant references within and across cultures and elicit their significance and connotations .
- (c) identify similar and dissimilar processes of interaction, verbal and non- verbal, and negotiate and appropriate use of them in specific circumstances.
- (d) use in real-time an appropriate combination of knowledge, skills and attitudes in interacting with the interlocutors from a different country and culture taking into consideration the degree of one’s existing familiarity with the country, culture and language and the extent of the differences between one’s own and the others.

- (e) identify contemporary and past relationships between one's own and other cultures and society.
- (f) identify and make use of public and private institutions which facilitate contact with other countries and cultures.
- (g) use in real-time knowledge, skills and attitudes for mediation between interlocutors of one's own and a foreign culture.

The ICC academics were asked to identify the relevant skills of ICC for undergraduate students who will work in the tourism domain in the future. The abilities in each skill were used to determine the objectives of the curriculum of English for Tourism course which integrate the ICC for undergraduate students in the universities in Southern Thailand.

### **3.5.3 Observations Checklist**

In this study observations were used to investigate whether the lecturers integrated ICC in their teaching practices. The teaching practices were evaluated by using observation checklist adapted from Seldin (1999). The content of observation checklist was divided into 4 parts; content organization, presentation, lecturer and students interactions, and instructional materials. Each part of the contents composed of statements which describe teaching practices which integrate ICC. Teaching practices were evaluated by 4 Likert scales. Number 1 means not demonstrated, number 2 means needs improvement, number 3 means satisfactory, and number 4 means outstanding.

### 3.6 Pilot Study

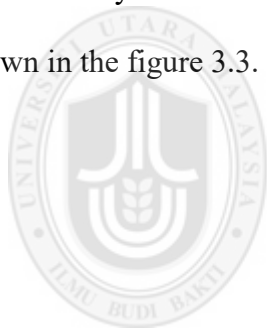
In this study, the pilot studies were conducted with the 5 students from university F. The tools for the study were the questionnaires. The participants for the pilot test for the lecturers and ICC academics were conducted on 3 lecturers from university F. The pilot test for employers and tour guides were conducted on 15 employers and 15 tour guides randomly selected in Songkhla province. Finally, the questions for interviews were used for one lecturer and one student in university F.

The result from the pilot study revealed that the questionnaires had to be improved by adjusting the four likert scales questions which asked about the required skills and dispositions from *strongly agree*, *agree*, *disagree*, and *strongly disagree* to be *very required*, *required*, *not required*, and *not at all required*. The interview questions for students and lecturer were not changed, but the way to ask was adapted so that the questions were shorter and more concise. The result from pilot study showed that they could answer the research questions. Finally, the research instruments were improved and employed for data collection.

### 3.7 Data Collection

Data collection procedures in this study used the questionnaire procedures, the interview and observation procedures. The questionnaires were used to find out whether ICC was important to the undergraduate students and to specify the required skills and dispositions of ICC for the undergraduate students. The semi-structured interviews were used in order to get in-depth information related to the intercultural communicative skills which were relevant for the undergraduate students and the information about the teaching procedures in Thai tertiary education.

The stages of data collection procedure started from document analysis for the English for Tourism curricula in five universities. Data was analyzed by content analysis to find out the existence of ICC in the curricula. In the second stage, survey was employed and questionnaires were given to the students. Lecturers, ICC academics, employers, and tour guides to find out the importance of ICC and the required ICC skills and dispositions. Data was analyzed by using frequency and mean score. In the third stage, interview procedures were employed for ICC academic to investigate the relevant ICC skills and the data was analyzed by content analysis. Finally, interviews for students and lecturers and classroom observation were employed to find out ICC in teaching practices. The data was analyzed by using content analysis. The data collection procedures in this study were concluded as is shown in the figure 3.3.



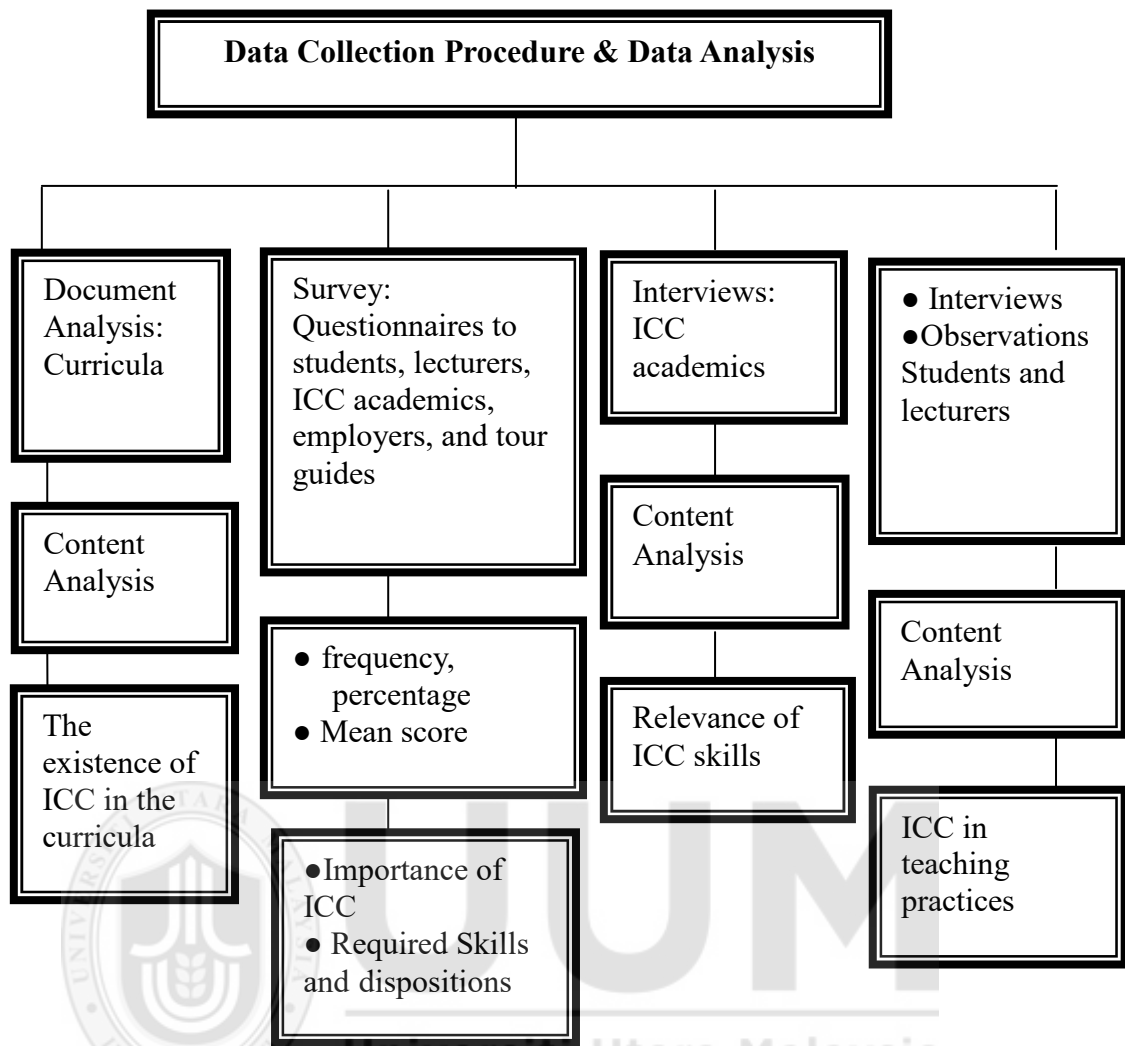


Figure 3.3. Data collection procedures and data analysis

### 3.7.1 Quantitative Procedure

#### 3.7.1.1 Questionnaire procedure

In this study, the samples of the population were the students, lecturers, ICC academics, employers, and tour guides in Phuket and Songkhla province. The students and the lecturers were from universities A, B, C, D, and E. The ICC academics were from universities B and D. The questionnaires that were suited to each group of participants were close-ended questions. The questionnaires were given directly to each group of the samples.

For the students and the lecturers and the ICC academics, the researcher contacted the lecturers of English for Tourism courses in each university and made appointments before going to collect the data. The questionnaires were distributed and collected by the lecturers and an assistant. For the employers, the researcher contacted the Division of Tourism Business and Guide Registration and knew that there were seminars for the employers in tourism industries for 8 times and each time, 80 participants attended. Then, the researcher went to the seminar hall and contacted the staff for permission to gather the data. The questionnaires were distributed and collected by the lecturers and the assistant.

For the tour guides, the researcher and the assistants went to famous tourist attractions in Songkhla and Phuket province to randomly distribute them to the tour guides. Moreover, the researcher got the name list of travel agencies from the Division of Tourism Business and Guide Registration and contacted these employers to give the questionnaires to their tour guides. The questionnaire were left and collected by the researcher and the assistant. Additionally, at that time, there were training courses for tour guides being held by university A. Then, the researcher contacted the responsible person and went to collect the data.

### **3.7.2 Qualitative Procedure**

#### **3.7.2.1 Interview Procedure**

In this study, the interview procedure was used in order to get the in-depth information about the condition of teaching and to explore whether the components of ICC were integrated in teaching procedure. The interviews and observations were

conducted with the lecturers and students in Faculty of Humanity and Social Science at universities A, B, and E, the Faculty of Liberal Arts at university C, and the College of Tourism and Hospitality at university D.

The type of interview was semi-structured and the first set of interviews was about ICC in three dimensions; the knowledge dimension, the attitudinal dimension, and the skills dimension. The second set of interviews was about the skills of ICC. The pilot study was conducted with the students in the Faculty of Management (the students who were majoring in Tourism), at university F. Before interviews, the researcher contacted the lecturers and made appointments (different days from the observation days). During the interviews, notes were taken, scripts were recorded, and photos were taken.

#### **3.7.2.2 Observation Procedure**

In this study observations were used to investigate whether the lecturers integrated ICC in their teaching procedures. Observations were employed twice for each English for Tourism class. First observations were held at the beginning of the semester and the second observations were held around the end of the semester.

Before going to observe classes, the researcher contacted the lecturers in five universities and made appointments by phone and made confirmation again before observation days. On the days that the observations were held, the researcher went to wait for the lecturers in front of the classrooms and attended each class as a non-participant observer. While doing observation, the researcher took note every steps of their teaching including the text books, the environment, the atmosphere, and



equipment's used in the classrooms. The teaching procedures were evaluated by using observation checklist adapted from Seldin (1999) and the data was interpreted the day after observation.

### 3.8 Techniques of Data Analysis

#### 3.8.1 Survey Questionnaire Analysis

The Foundation for Educational Research (2013) suggested that it is needed to transfer the responses from the questionnaires into a spreadsheet. In this study the SPSS program was used to calculate the data. The researcher analyzed all the data and interpreted the data and what it means in terms of research questions. In the procedure of data analysis of this study, each question had to be given number as a column heading and used one row for each person's answers. Then, the researcher assigned each possible answer a number or code and went through each respondent's questionnaire, adding the code and entering this data into a spreadsheet as is shown in figure 3.4.

**Example coding spreadsheet**

Student questionnaire			
	Q1	Q2	Q3
Student A	4	4	5
Student B	1	1	2
Student C	1	2	3
Student D	1	1	1

In this example, the codes are:

- strongly agree = 1
- agree = 2
- neither agree nor disagree = 3
- disagree = 4
- strongly disagree = 5

We can see, for example, that student A disagreed on questions 1 and 2, and strongly disagreed on question 3. Student D strongly agreed with questions 1, 2 and 3.

Figure 3.4. Coding spreadsheet

The data in the spreadsheet were then checked for any errors. After that, the data was calculated to find out that how many people selected each response.

### **3.8.2 Interview Analysis**

One technique which was used in analyzing the interview data is the daily interpretive analysis. The objective of the daily interpretive analysis is to interpret the collected information. In the other words, it is essential to rewrite the notes or the tape scripts to summarize and interpret the information gained from the interviews. The information gathered from the interview is very fragile; when time has passed it becomes increasingly difficult to reconstruct the information. Although the researcher can listen to the data that was recorded by the tape recorder however, the context of the interview played an important role in interpreting interview data.

In this study, the semi-structured interview was used and the content of interview was recorded by the recorder including note taking. The technique of daily interpretive analysis was used in order to get the most complete data and to avoid the difficulty and ambiguity of data when time has passed. The data derived from the semi-structured interview can be divided into 2 parts. The first interview data related to the learning and teaching procedures in the English for Tourism courses. The questions in the interview focused on the 3 dimensions of ICC; attitude, knowledge, and skills in order to find out whether the present learning activities support the development of learners' ICC. The first set of interview data helped to identify the short fall in learning activities which could be beneficial for curricula development.

The second set of interview data clarified the relevance of ICC skills for undergraduate students from the ICC academics' perspectives. These 2 sets of data had an important role in the development of ICC which related to the sociolinguistic competence in language communicative competence. This competence referred to

the ability to adjust one's own speech to fit the particular situation. Mizne (1997) claimed that the sociolinguistic competence is the ability which is hard to acquire because it deals with a wide variety of cultural rules and the learners do not know which utterances are appropriate in which situations. The data from interview can help learners to be aware of the cultural differences and the real life environment in the learning context.

### **3.8.3 Document Analysis**

Document analysis refers to the scientific approach which is used to describe the content of communication. The content is studied based on the reference to the context, meaning, and the intention which is contained in the message (Laldas & Bhaskaran, 2008). In this study, before establishing questionnaires which aim to investigate the required ICC skills and dispositions, the researcher had to find out that which ICC skills and dispositions should be added in the questionnaires. Thus, document analysis was used in this stage in order to select the ICC skills and dispositions which appear in the previous studies. On the other hand, document analysis was employed to analyze the present English for Tourism curriculum in 5 universities in Southern Thailand. The aim of using document analysis is to find out whether ICC components are integrated in the curriculum. The criteria which is used for the measurement based on the elements of ICC curriculum which proposed by Byram (1997).

Byram (1997) proposed 5 steps of planning a curriculum for ICC. These 6 steps were considered and adapted into curricula analysis as the benchmark. In this study, there were 5 criteria which were adapted from Byram's 6 steps of planning a

curriculum for ICC. The first criterion is about the geo- political context. The ICC curriculum have to respond to the context of the environment and the foreseeable needs of the learners. For example, the curriculum had to consider the career field the students intended to follow after graduation. The second criterion is about the learning context which is an analysis of the learning locations and other parameters. In curriculum analysis, the limitations or obstacles of ICC are explored including the time available for learning, the methods, and the materials used. The third criteria relates to developmental factors which are about learners' cognitive and affective development. The teachers have to consider and make decision about what is appropriate or inappropriate to their students. In curricula analysis, the intercultural communicative curriculum have to be established based on their appropriateness for the learners. The fourth criteria was about identification of objectives. It refers to decisions about which objectives should be chosen as the guidelines for the curriculum. Those objectives had to promote 3 dimensions of ICC; attitudes, knowledge, and skills. The fifth criterion is about the sequence in the curriculum. In curricula analysis, the sequence in the curriculum have to be considered about the prioritization of objectives based on the relationship with the locations and opportunities for learning. Moreover, the priorities in "knowledge" and the existing of priorities in the *skills* and *attitudes* dimensions of ICC had to be included.

The data from content analysis of the present curriculum can help to clarify the existence of the ICC components and the gaps which needed to be filled. In addition, the interview and observation data can help to clarify the condition of teaching procedures in English for Tourism course and the skills of ICC which are relevant for undergraduate students. This data showed the existing points and the required points

for establishing curricula. The relation of these three sets of information can be described as the three corners of a triangle the first corner showed the lack of ICC components in the present curricula which derived from content analysis procedure. The second corner showed the existing components of ICC in teaching procedures. This data was gathered from the interview procedure for the lecturers and the students. The third corner showed the required skills for undergraduate students. Then, these three sets of data indicated the lacking points, the existing points, and the required points were used to specify the key components of ICC.

### **3.9 Validity and Reliability**

Golafshani (2003) claimed that validity and reliability are commonly used in the quantitative research and now they are considered to be used in qualitative research also. In this study, the mixed method was employed. Validity and reliability for quantitative research and qualitative research were clarified as the following.

#### **3.9.1 Validity in Quantitative Research**

The term validity refers to the process of ensuring the survey accurately measures what it is intend to measure. On the other hand, reliability deals with the testing to ensure that the survey instrument procedures will repeat the same result within the same population or with a similar population (The New Teacher Center, 2013). It can be said that reliability is used to measure the quality of the research instruments and the validity of the measurement.

According to Kimberlin and Winterstein (2008), in the process of reliability, any score that is obtained from a measuring instrument consists of both the true score and

the error score. The true score refers to the score that a person would have received if the measurements are perfectly accurate. In order to develop the process of reliability, the error in the measurement processes have to be reduced.

Validity refers to the extent to which an instrument measures what it is intended to measure. Then, validity indicates that the instrument used in the study is reliable. In the process of selection of measures and measurement instruments there are several points to be considered. Firstly, the construct validity is a judgment based on the accumulation of the evidence from numerous studies using a certain kind of measuring instrument. For example, to measure the construct validity of a test, an experiment could take differential-group study in order to compare to groups in which one group has the construct and another not have the construct. The test will be evaluated to have construct validity if the group with the construct performs better than the group without the construct. According to Walden (2012, as cited in Oluwatayo, 2012), the construct validity can be considered by reflection of the theoretical meanings of the concept in the operational definition of a variable. Brown (2000, p. 10) claimed that *the more strategies used to demonstrate the validity of a test the more confidence test users have in the construct validity of the test*.

In order to cover construct validity, before establishing the questionnaires, the researcher studies numbers of researches which used questionnaires to assess ICC (Popescu & Iordachescu, 2015; Baker, 2009; Fantini, 2006; Liaw, 2006; Deardorff, 2004; Paige, Cassuto, Yershova, & Jaeghere, 2003). Thus questionnaire is one of the instruments which are widely used in many studies in the field of ICC. There is a part of the questionnaire in this study asked the participants about the most required ICC

skills and dispositions. The 15 ICC skills and dispositions were selected from the previous studies (Fantini, 2012; Kriauciūniene & Šiugždinienė, 2010; Ho, 2009; Spitzberg, 2009; William, 2009; Johnson & Lenartowicz, 2006; and McDonald, 2005). Some descriptions of ICC skills and dispositions were adapted from Liaw (2006) for example; the knowledge about cultural norms, values, behaviors, and issues can be described as an understanding of other world views, values, norms, and way of life, the knowledge about another country and culture can be defined as the appropriate knowledge of the country and culture and being open to new information and perspectives.

However, this study focused on ICC in 3 dimensions; attitude, knowledge, and skills while Liaw (2006) divided intercultural competence into 4 types; 1) interest in knowing other people's way of life and introduction one's own culture to others; 2) ability to change perspective; 3) knowledge about one's own and other's culture for intercultural communication; and 4) knowledge about intercultural communication process.

Regarding content validity, it refers to how well the items developed to operationalize a construct provide an adequate and representative sample of all the items that might measure the construct of interest. Brown (2000) claimed that in order to indicate the content validity of the test, the focus has to put on the content of the test to see whether it matches the test objectives or specifications.

In order to cover content validity, the questionnaires were developed to respond to the objectives of the study. For the first objective, questionnaires were used to

determine the importance of ICC to undergraduate students. The questionnaires were designed to ask the participants that in their opinion whether ICC is important. There are 4 items for them to select ranging from 1) Yes, it is very important; 2) Yes, it is important; 3) No, it is not important; and 4) I'm not sure respectively.

For the second objective, the questionnaires were employed to identify the most required ICC skills and dispositions. The questionnaires were constructed to ask that from the experiences of the participants, what ICC skills and dispositions most required for undergraduate students who have high potentiality to work in tourism workforces after graduation. In the questionnaires, there were 15 ICC skills and dispositions divided into attitude, knowledge, and skills dimensions. The participants were asked to identify level of the requirement ranging from 1) most required; 2) required; 3) not required; and 4) not required at all. It can be concluded that the questionnaires which were used in this study were designed to cover content validity because they were constructed based on the objectives of this study.

### **3.9.2 Reliability in Quantitative Research**

Cormack (2000) proposed that measurement of reliability in quantitative research consisted of inter-rater reliability and internal consistency. The inter-rater reliability referred to the research instruments where the same information can be provided every time that the instruments were used with different groups of people. The internal consistency of the research instruments was the relationship between the results derived from every single test.



In this study, the internal consistency was measured by using statistical procedure called Cronbach's alpha coefficient (Cronbach, 1951). For this study, questionnaires; the instruments for 5 groups of the samples consisted of 15 items and Cronbach's alpha for 191 students, 5 lecturers, 3 ICC academics, 312 employers, and 346 tour guides were .84, .88, .88, .95, and .80 respectively.

### 3.9.3 Validity in Qualitative Research

Roberts (2006) claimed that validity in qualitative research is considered from how well the research instruments measure the phenomena under investigation. Lincoln and Guba (1985) proposed the criteria to evaluate the trustworthiness of a study. It relates to establishing *credibility*, *transferability*, *dependability*, and *confirmability*. *Credibility* refers to the *truth* of the result which is believable from the participants' views. *Transferability* expresses the degree of applicability when the result is employed in other settings.

*Dependability* involves the repeatability of the findings, when observing the phenomenon twice the second findings should be the same as the first ones. *Confirmability* shows level of neutrality that the findings can be confirmed by others. On the other hand, Merriam (2009) illustrated internal validity that are the researcher measure what they think they are measuring? On the other hand, external validity or generalizability is which findings of one study can be applied to other situations? To strengthen internal validity, using multiple data collection is widely used and *triangulation strategy* is commonly employed in data collection procedure in qualitative research. It refers to the combination of using various instruments to

collect data for example; the data from interview can be checked again by observation at the real sites or reading the relevant documents.

In order to establish credibility and to ensure internal validity in this study, to investigate whether ICC is integrated in teaching practices in English for Tourism courses, in-depth interviews for students and lecturers were employed and to confirm the findings observations were used.

Additionally, *member checking* is one of the strategies used to ensure validity in qualitative research. After data interpreting, the researcher may ask some of the participants from the same group of the participants who are interviewed or observed to comment on and to confirm the truth of the interpretation. In this study to cover credibility and establish internal validity, when data about required skills and dispositions were collected and interpreted, the results revealed that skills and dispositions related to the attitudinal dimension showed the highest mean score. After that, the researcher conducted interviews to the representatives of each group of the participants about what they think about the importance of ICC in the attitudinal dimension.

On the other hand, to strengthen the external validity, *thick description* is the common way which is widely used. *Thick description* refers to providing sufficient database and giving enough descriptions about the details of contexts of the study to the readers. To do like this, the readers will be able to determine which findings of the study can be adapted to their situations or to their studies.

To create transferability and external validity, this study tried to explain the phenomenon and the contexts where the study took place as much as possible. In data collection procedures related to observations, the researcher used an observation checklist to confirm that all aspects of the environment and context of the study were evaluated.

Moreover, this study aims to explore the intercultural communicative skills which are relevant for undergraduate students from ICC academics' perspectives. Then the semi-structured interview was used and the questions based on Byram's ICC model focused on skills dimension which divided into skills of interpreting and relating and skills of discovery and interaction. Finally, to investigate whether the lecturers integrate ICC in their English for Tourism courses, the semi-structure interviews and observations were employed. The questions were based on Byram's, Fantini's, and Deardorff's model which focus on attitude, knowledge, and skills dimension. The questions in each dimension related to the activities in the classrooms which support the development of learners' attitude, knowledge, and skills.

Criterion-related validity provides evidence about how well the scores on the new measure correlate with other measure of the same construct. Brown (2000) claimed that criterion-related validity focus on the correlation of the test being validated with some well-respected outside measure(s) of the same objectives or specification. In this study, the research instruments were adapted from previous studies which related to ICC such as the study of Liaw (2006), Kriauciuniene and Siugzdiniene (2003) which created the research instruments based on the theory of ICC proposed by Byram (1997).

### **3.9.4 Reliability in Qualitative Research**

The reliability in qualitative research can be considered as the trustworthiness of the procedure and data generated (Stiles, 1993 as cited in Roberts, 2006). The findings need to be confirmed in different circumstances. Merriam (2009) described reliability in the qualitative research as the expansion of the findings which can be replicated. In other words, whether the results of the study will be the same if the study is conducted again. However, sometimes to repeat the same study may not get the same results because there are various ways of data interpretations of the same data. Thus, the more important point for reliability in qualitative studies is the consistency of the results with the data collected. Merriam (1995) stated that strategies which can be used to confirm consistency and dependability or reliability are triangulation, peer examination, investigator's position, and audit trail.

The audit trail technique expresses description of steps of research in detail. The details cover the start of the research, the development, and the report of findings. In this study, the researcher tried to make clear descriptions for every step of the study. The details consisted of research design, data collection procedures, data analysis, and the report of findings.

The details of interview scripts were noted throughout the process which helped to confirm technical accuracy. Moreover, in observation procedure according to Merriam (2009), in order to reduce bias of the researcher, the observation checklists were used to check the stability of the process.

### **3.10 Summary**

The aim of using the mixed method for this research was because the quantitative survey gave information about the importance of ICC for undergraduate students and the required skills and dispositions of intercultural speakers from the perspectives of the students, lecturers, ICC academics, employers, and tour guides.

The questionnaires were given directly to the participants. However, using only the data from the questionnaires did not describe sufficiently the situation of teaching ICC in higher education in Thailand. The qualitative interview and observations were used to elicit information from the lecturers and students, while other interviews were used to explore the relevance of ICC for the undergraduate students from the ICC academics' perspectives. The data collected from the interviews provided rich insightful information about teaching and developing ICC and their concerns about their courses. The data further revealed in depth the information about the complexity of the real situation of the Thailand EFL context and the challenges of integrating ICC into the English for Tourism curriculum.

## **CHAPTER FOUR**

### **FINDINGS AND DISCUSSIONS**

#### **4.1 Introduction**

In this chapter, the result from the study will be presented and divided into seven parts based on the research questions. The first part is about the proportion of ICC components reflected in the present curricula of English for Tourism courses. The second part illustrate the importance of ICC for undergraduate students from the students', lecturers', ICC academics', employers', and tour guides' perspectives. The fourth part shows the required skills and dispositions of ICC for undergraduate students from the students', lecturers', ICC academics', employers', and tour guides' perspectives. The fourth part is about the relevant skills of ICC for undergraduate students from the ICC academics' perspectives. The fifth part analyses the content of English for Tourism classes and the proportion of the components of ICC included in the teaching procedures. Finally, the key components of an ICC curriculum for English for Tourism course are suggested.

#### **4.2 ICC components reflected in the present English for Tourism curricula in five universities in Southern Thailand**

From document analysis, data was interpreted and ICC components in English for Tourism curricula were revealed. The results illustrate ICC components ranging from geopolitical context, learning context, developmental factors, identification of objective, and sequence in the curriculum respectively.

#### **4.2.1 English for Tourism Curriculum in University A**

The objectives of the course indicated that it aimed to provide an overview of the tourism industry focusing on local tourist information, community and nationwide. The content of the curriculum included professional skills focusing on marketing, dealing with the public, dealing with complaints, offering advice, speaking to a group, and handling telephone calls.

Considering this curriculum, it was clear that the English for Tourism curriculum of university A did not clearly focus on a career field the students might engage in after graduation or the foreseeable needs of the learners but the content was a combination of both the business world and tourism. The skills which were focused in the curriculum had both knowledge about marketing and taking telephone calls which are needed in business and skills of dealing with the public, dealing with complaints, and speaking to groups that are essential for tourism. However, all of the students in this course were majoring in English, after graduation they had the potential to join various workforces such as working in the companies, factories or in tourism. The curriculum was created in a general way and not specifically for just the knowledge which was needed for tour guides or other tourism specific areas.

Curriculum analysis did not clearly specify the career field. Local contexts were not focused on but some classroom activities and learning context could promote ICC. The material used in this course consisted of commercial text books and power point presentations. However, authentic materials were not obviously used. Considering the developmental factors, it was not obvious that the lecturer established the curriculum

based on the appropriateness for the learners because it did not refer back to the need analysis of the learners or developed from the previous English for Tourism course.

Regarding identification of objectives, in the curriculum, it was indicated that the English for Tourism course in university A aimed to develop the students' knowledge about tourism industries both from the position of the staff and the customers. The students would strengthen their ability in English in order to be ready for the coming ASEAN. Moreover, the curriculum aimed to make the students understand the features of tourism workforces and have a positive attitude for tourism industry, including promoting team working and integrating knowledge to real situations. However, those objectives were not obviously promoting the 3 dimensions of ICC. Although the curriculum aimed to elevate the students' ability of English for the coming of ASEAN it was not focusing on the ability to deal with people from different cultural backgrounds. In the curriculum mention was made about attitude but it was about positive attitude for tourism industries not attitude in the area of ICC. However, the skills which were indicated in this curriculum had some aspects which could promote ICC such as promoting team working and integrating knowledge to the real situations.

Regarding the sequence in the curriculum, it was not obvious that the sequence in the curriculum considered the priority of objectives based on the relationship with the locations and opportunities of learning because although the curriculum indicated preparation for ASEAN the contexts used in the textbooks were focusing on western settings.



#### **4.2.2 English for Tourism Curriculum in University B**

The course description stated that the subject related to the intermediate level of English listening, speaking, reading, and writing in various situations for communication in tourism both for the tourists and tourism entrepreneurs. The objectives of the course were to enable the students to communicate in the four skills; listening, speaking, reading, and writing including integrating their knowledge in various situations in a tourism context.

Considering the curriculum it indicated that the English for Tourism curriculum at university B had not obviously responded to the context of the environment and the foreseeable needs of the learners. The content in the curriculum did not specify exactly the needs of the students. The curriculum provided general knowledge in the tourism domain such as world destinations, transport in tourism, accommodation, tourist motivation, tour operators, travel agencies, different customs, reservations and sales, the airline industry, marketing and promotion, and ecotourism. The students who learn English for Tourism course at university B were majoring English and they have the potential to work in various fields not only the tourism domain. The contents in the curriculum were not focused on a specific career field.

Regarding the learning context, the texts used in this course were taken from various commercial books which included various situations in western contexts. The contexts of Thailand were not focused upon. However, the activities which were indicated in the curriculum could help to promote ICC for example, role play helped to encourage the skills dimension such as intercultural contact situations and solutions of intercultural conflict situations. Moreover, group discussion could help

to elevate the attitudinal dimension of ICC. Additionally, there were learning contexts about world destinations and different customs which could promote the knowledge dimension. Considering the developmental factors, it was indicated that the present curriculum was developed from the previous English for Tourism course in order to be conform to the situations at the present. Moreover, the students could use the knowledge from the course to integrate in their work in the future. However, the needs of the students were not referred to in the curriculum development.

Regarding the identification of objectives, it was clear that the objectives of the course were widely stated about communicative skills; listening, speaking, reading, and writing. However, the three dimensions of ICC were not mentioned. The aim of English for Tourism at university B stated that the course aimed to enable the students to communicate through the four skills; listening, speaking, reading, and writing and to integrate their knowledge in various situations in tourism context. However, those objectives did not obviously promote the 3 dimension of ICC. Although it was not stated in the curriculum some topics in the learning contexts could help to promote ICC such as world destinations and different customs.

Considering the sequence in the curriculum, it was clear that the prioritization of objectives was not considered based on the relationship with the locations and opportunities for learning. The sequence of the curriculum started from the topics about *what is tourism*, *world destination*, *transport in tourism*, and such like. which were not related to locations in Southern Thailand. Although, the aims of the curriculum tried to elevate the communicative skills but the three dimensions of ICC were not included.

#### **4.2.3 English for Tourism Curriculum in University C**

The objectives of English for Tourism course were to integrate English skills in listening, speaking, reading, and writing for communication; dealing with problems associated with tourism and the hospitality industry; a simulated role as a distributor of travel staff, airline companies, tour guides and receptionists, project writing, oral presentations, and discussions.

Considering the factors related to the geo-political context, it was obvious that the English for Tourism curriculum in university C responded to the context of the environment and the foreseeable needs of the learners because the curriculum had considered the career fields where the students might join after graduation. In the curriculum, it clearly specified the career fields which were focused upon in the curriculum such as travel staff, tour guides, and receptionists. The skills which were focused in the curriculum promoted the career fields of the tourism domain for example, the skills of interacting with the people from different cultural backgrounds under the topic of understanding and meeting guests' needs/ customers' needs. Moreover, the content in the textbooks focused on tourism in Thailand.

Considering the learning context, it was clear that learning location was considered in curriculum establishment because most of the content in the curriculum related to tourism in Thailand. Learning materials and teaching methods could promote ICC for example, video clips YouTube videos, role play, group discussions and presentations. The authentic materials such as video clips and YouTube videos could promote the knowledge dimension of ICC. Role play under the topic of the norms of Thai culture and travel agency/ buying a package tour ticket could elevate the skills

dimension, and the group discussion activity under the topic of understanding and meeting guests' needs could promote the attitudinal dimension.

About developmental factors, it was explicit that the lecturer had considered the appropriateness to the students because most of the students were majoring in Tourism and Hospitality and had high potentiality to work in the tourism domain after graduation. The content in the curriculum focused on the tourism industry. The contents in the curriculum included tourism in Thailand, giving information about traveling in Thailand, suggesting places to visit, Thai ways of life, Buddhism, dealing with guests, understanding and meeting guests' need/ customers' needs, do's and don'ts while travelling in Thailand, norms of Thai culture and so on.

About identification of objectives, in the curriculum it was stated that the English for Tourism course in university C aimed to equip the students with knowledge about expressions and vocabularies used in the hotel and tourism domain, to practice English for communicative skills used in the hotel and tourism domain through the four skills of listening, speaking, reading, and writing, to enable students to use English in various situations and to handle the problems that may occur in hotel and tourism situations, and to enable the students to create projects, present, and discuss a particular topic. It was obvious that there was a part of the curriculum which was about using English in various situations and to handle problems that occur in hotels and tourism situations which promote the skills dimension of ICC. About the sequence in the curriculum, it was clear that in the curriculum establishment, the locations and opportunities for learning were partly stated in the objectives of the course and there was also the skills dimension of ICC.

#### **4.2.4 English for Tourism Curriculum in University D**

English for Tourism course at university D was described that it was English for giving information about itineraries, tourist attractions including natural resources, historical sites, culture, customs, ways of life, and major tourism activities. Considering the factors related to the geo-political context, it was indicated that the English for Tourism curriculum in university D was not specifically on the context of the environment and the foreseeable needs of the learners. The career fields where the students might enter after graduation were not included in the aims of the curriculum. However, there were some topics in the learning contents that the focus was related to tour guides (the road to tourist guide).

About the learning context, the textbooks which were used in this course were gathered from various commercial books and some of them were written by Thai authors. Some topics in the learning content related to Thai culture such as visiting Thai temples and historical places, Thai cuisine, and Thai handicrafts were included. The activities in class such as group discussions and simulations could help to promote ICC. Group discussions were employed under the topic of Thai cuisine and these activities could enhance the attitudinal dimension of ICC. Moreover, simulations were used under the topic of Thai handicrafts. These could help to elevate the skills dimension. Considering the developmental factors, it was indicated that the present curriculum of English for Tourism course was developed from the previous course in order to suit the present situations. However, it was not obvious that the appropriateness for the learners was included in curriculum establishment. The learning content stated in the curriculum was not varied enough for the students to use in their careers in the future. The contents in the textbooks consisted of culture,

visiting Thai temples and historical places, Thai cuisine, Thai handicraft, ecotourism, and field trips (the road to tourist guide).

About identification of objectives, the purpose of the study stated in the curriculum was to enable students to give information about itineraries, tourist attractions including natural resources, historical sites, culture, customs, ways of life, and major tourism activities. Considering the curriculum, the knowledge dimension of ICC about culture, custom, and ways of life were specified in the curriculum. Considering the sequence in the curriculum, it was clear that the prioritization of objectives was considered in the sequence in the curriculum based on the relationship with the locations and opportunities for learning.

#### **4.2.5 English for Tourism Curriculum in University E**

The course description of English for Tourism in university E contained vocabularies, expressions, and content in tourism, including information about geography, history, civilization, Thai culture, and tourist attractions. Moreover, the course aimed to practice the language used at work, to summarize and present the business information, and field trips. Considering the factor related to the geo-political context, it was indicated that the English for Tourism curriculum in university E did not obviously specify the context of the environment and the foreseeable needs of the learners. The career fields where the students might enter after graduation were not included in the aims of the curriculum because they indicated generally about business in the tourism domain and the learning contents consisted of tourism businesses, airlines, and tour guides. However, specific career fields were not focused on.

About the learning context, the contents in the textbooks were gathered from various commercial books and most of the authors were westerners. The local environment was not concluded in the contents. The contents in the textbooks consisted of topics about what is tourism, world destination, travel agencies, food and drinks in the tourism business, air travel, types of holiday, careers in tourism and working as a tourist guide, exchange holiday plans, describe traditional gifts, produce an information leaflet, reply to an enquiry, and recommend places to visit. On the other hand, in teaching methods, there were authentic materials such as reading texts from the internet that can help to promote the knowledge dimension of ICC. Moreover, role plays were used under the topic of travel agencies and careers in tourism and working as a tourist guide. These could help to elevate the skills dimension.

About developmental factors, it was not obvious that the lecturer had established the curriculum based on the appropriateness for the learners because the establishment process did not refer back to the need analysis of the learners or development from the previous English for Tourism course. About identification of objectives, some of the objectives were chosen and added to the curriculum. Moreover, it was obvious that there was a part of the curriculum which was concerned with geography, history, civilization, and Thai culture which could promote the knowledge dimension of ICC.

Considering the sequence in the curriculum, it was clear that the prioritization of objectives was not considered based on the relationship with the locations and opportunities for learning. The sequence of the curriculum started from topics, *what is tourism, world destination, food and drinks in tourism business* which did not refer to locations in Southern Thailand

Table 4.1

*English for Tourism Curricula in Five Universities in Southern in Thailand (2014/2015)*

<b>Universities</b>	<b>Geo-political context</b>	<b>Learning context</b>	<b>Developmental factors</b>	<b>Identification of objective</b>	<b>Sequence in the curriculum</b>
University A	not clearly specified the career fields	local contexts were not focused upon but some classroom activities and learning context could promote ICC	not obvious that the lecturer had established the curriculum based on the appropriateness for the learners.	the objectives did not obviously promote 3 dimensions of ICC	not obvious that the sequence in the curriculum considered the priority of objectives
University B	not clearly specified the career fields	local context were not focused upon but some classroom activities and learning contexts could promote ICC	developed from the previous curriculum but the learners' needs were not obvious in the curriculum development	the objectives did not obviously promote the 3 dimension of ICC	not obvious that the sequence in the curriculum considered the priority of objectives
University C	clearly specified the career fields that the students might enter after graduation	learning locations were considered in the curriculum establishment	the lecturers had considered the appropriateness to the students in the curriculum establishment	there was a part of the curriculum which promoted skills dimension of ICC	there was the skills dimension of ICC



Table 4.1 *continued*

University D	not clearly specified the career fields	local context was included and some classroom activities could promote ICC	developed from the previous curriculum but the learners' needs were not obvious in the curriculum establishment	there was a part of curriculum which promoted the knowledge dimension of ICC	the sequence in the curriculum considered the priority of objectives
University E	not clearly specified the career fields	local context was not focused upon but some classroom activities and learning contexts could promote ICC	the learners' needs are not obvious in the curriculum establishment	there was a part of the curriculum which promote the knowledge dimension of ICC	not obvious that the sequence of the curriculum considered the priority of objectives

Considering the results of the curricula analysis, it was clear that under the factor of geo- political context, there was only one university (university C) that clearly specify on the career fields where the students might enter after graduation. Regarding the learning context, there were three universities (universities A, B, and E) which indicated that local contexts were not focused upon in the curricula establishment. However, some classroom activities and learning contexts could promote ICC. On the other hand, there were two universities (universities C and D) which showed that local contexts were considered in the curricula establishment.

Under the factor of developmental factors, there was only one university (university C) where the lecturer had considered the appropriateness to the students of the curriculum. Two universities (universities B and D) developed the present curricula from the previous courses but the learners' needs were not obvious in the curriculum. In addition, with two universities (universities A and E) it was not obvious that the lecturers had established the curricula based on the appropriateness to the learners.

Regarding identification of objective, there were two universities (universities A and B) where the objectives of the curricula did not obviously promote the three dimensions of ICC. On the other hand, other three universities (universities C, D, and E) showed that there was a part of the curriculum which promoted knowledge dimension (universities D and E) and skill dimension (university C) of ICC. Finally, regarding the sequence in the curricula, it was clear that most of the universities (universities A, B, D, and E) were not obvious that the sequence in the curriculum considered about the priority of objectives. There was only one university (university C) that showed the skills dimension of ICC.

#### **4.2.6 Discussion on ICC Components in the Present Curriculum in five universities in Southern Thailand**

Research question number one aimed to investigate whether ICC components were reflected in the present curricula of English for Tourism courses in five universities in Southern Thailand. The results showed that most of the English for Tourism curricula did not included ICC components especially the geo-political context and developmental factors. Geo-political context is the element which describes how the curriculum has to respond to the context of the environment and the foreseeable needs of the learners such as the career fields where the students might enter after graduation. Developmental factors related to the cognitive and affective development of the learners. It described how an ICC curriculum has to be established based on the appropriateness for the learners.

In curriculum development especially in the hospitality and tourism domain, the curriculum needs to be internationalized in order to enable the students to be ready for the challenges of globalization (Sangpikul, 2009). Wisansing (2005) claimed that the curriculum of higher education in Thailand should be viewed as a proactive strategy which prepares the students for professional careers in global business is highly competitive. The foreseeable needs of the learners such as the career field where the students may enter after graduation, is an important factor that the curriculum providers have to consider. Thailand core curriculum has tried to support teaching English in authentic environment but in practices many educational institutes cannot follow. Regarding educational reform in Thailand, the English curriculum in Thailand has changed many times in order to strengthen Thai economic. English plays a crucial role in economical development as Khanarat and

Nomura (2008) claimed that business owners will get more benefit if they use English as a tool to communicate in international markets. To support this aspect, the Ministry of Education has tried to support English language teaching especially, in higher education. Khamkhien (2010) stated that the English curriculums in both public and private universities were reformed in order to develop language skills for workplaces.

Mok (2007) claimed that in this era we are facing the evolution of the knowledge-based economy. As a result, higher educational institutes have important roles to prepare the students to be ready for international workforces. Khanarat and Nomura (2008) proposed the suggestions which derived from the Curriculum Reform Committee (CRC) about the proficiency-based curriculum which aims to develop English proficiency of the students in various aspects such as English in daily life, English for communication, English for career advancement and so on. In other words, it is important to create curriculum which focuses on functional communicative approach. The study of Simpson (2011) can support that Thai students in higher education really need to be taught in authentic environment. In case of tourism domain, he found that the students in a university in Northern- East Thailand who are majoring in Tourism Industry do not know much about vocabularies related to tourism. Moreover, the students cannot communicate well because they are shy to speak and do not understand complex sentences. It is clear that, curriculum establishment especially in higher education should focus more on the real needs of the learners and both local and international contexts should be integrated in the curriculum. Various aspects of English usage have to be considered because different conditions of the learners require need-based curriculum.

### **4.3 ICC in the English for Tourism courses in 5 universities in Southern Thailand**

The data for this part was gathered from interviews and observations. The lecturers and the students from the 5 universities were interviewed and the English for Tourism courses in 5 universities were observed. The result is presented by dividing it into 4 parts. The first part is the information about the lecturer and the over view of the English for Tourism course. The second part is about the result related to the knowledge dimension. The third part is about the result related to the attitudinal dimension, and the fourth part is about the result related to the skills dimension.

#### **4.3.1 English for Tourism Course at University A**

There was only 1 lecturer taking responsibility for the English for Tourism class. She had been teaching English for 6 years and had taught the English for Tourism course for 3 years. The students were majoring in English and Social Sciences for Tourist Guides. The English for Tourism class was for 4 hours a week. The text book was originally made by the lecture which was gathered from many resources. The lecturer's educational background was master degree majoring in Teaching English from a university located in the South of Thailand. She never went to study abroad but she had foreign friends and still kept in contact with them via the internet.

One third of the students who graduated from the English program and most of the students from the Social Sciences for Tourist Guide program worked in the tourism domain. While working, they faced problems both related to listening and speaking and also cultural problems. They could not catch what the tourists said and sometimes they did not know what the appropriateness was from foreigners' view in

some situations. For example, when guests came back to the hotel after going out, the bell boy wanted to be friendly by asking the tourists about their trip but he hesitated whether it was proper or not due to privacy considerations. Sometimes, the bell boy wanted to provide a good service by holding the guests' belongings but some of them did not want him to take their belongings. The lecturer had heard the words international communicative competence (ICC) from her friend who was very interested in world English. From the lecturer's perspective ICC means the ability to communicate effectively leading to understanding of each other's differences. She thought the characteristics of intercultural speakers are to be friendly, positive thinking, enduring, and calm. She thought ICC was very important for the English for Tourism classes and she had tried to integrate the knowledge about culture in her teaching.

#### **4.3.1.1 The Result of Observation**

The English for Tourism course at university A took 2 hour for each time. For the first observation, the lesson was about local products in the students' home towns. The lecturer made clear statement of the purpose of the lesson. The purpose was to enable the students to present about the local products in their home towns. This activity was continued from the previous class. After finish each presentation, the lecturer gave comments and asked questions to check the students' understanding. For the second observation, the lecturer used commercial book to teach about dealing with tour groups and making a small talk. Grammar focus was about *If clause* and *Past Perfect Tense*. The lecturer summarized some major points of the lesson and responded to problems raised by the students during lesson.

Regarding the presentation of teaching practices, the lecturer explained ideas quite clear and maintained eye contact with students. However, nonverbal gestures were not obvious. The activity which promoted knowledge dimension of ICC was the text related to museum in foreign countries. On the other hand, activities which promoted attitude dimension such as case studies and discussions were not employed.

About lecturer and students interactions, after finish each issue of the lesson, the lecturer encouraged the students to ask questions. She maintained student attention by giving examples from real life situation. For example, she explained and made comparison between museums in Thailand and foreign countries or the difference between open air market and department store. The lecturer explained the lesson with neutral speed and allowed time for note taking. Regarding the instructional materials, in the classroom, there were white board, micro phone, and projector. The lecturer used whiteboard and micro phone in her teaching practices and she supported the lesson with exercise in the text book.

#### **4.3.1.2 The Result of the Interview related to Knowledge Dimension**

The lecturer usually included the knowledge about cultures in her classes by speaking about daily life in foreign countries. She got the cultural information from her friends who live in Australia and Germany or from YouTube videos.

*I tell my students the lifestyles of people in foreign countries about shopping, tax, various kinds of transportations and stuff like that. Once, I showed the students pictures of the fastest train in the world...*

In the English for Tourism classes she always let her students discuss particular topics, for example, showing the pictures of clothes and letting the students discuss

why people in London wear rain coats and take black umbrellas when they go outside or why foreign tourists wear bikinis while sunbathing on the beach. The lecturer gave the example about activities related to the significance of value and beliefs in one's life by using the case of one Muslim student who had to work in Krabi province as a trainee but could not live there because there were no Halal restaurants and there was no mosque in that area. The lecturer let the students discuss the matter by giving the situation if they were Muslim and living in an area where there was no Muslim culture and ask them if they would have food in a seafood restaurant (no pork at that restaurant). This activity made the students become aware of the role of culture in their lives.

About the impact of foreign culture in Thai tourism, the lecturer provide the students with cases of showing affection in public and let them share their opinions as to whether the foreign tourists should adjust themselves to Thai culture.

*I let the students discussed about a case of foreign tourists show affection in public. Should the tourists be blamed? Do they have to adjust themselves when they're in a conservative culture? On the other side, will you learn about culture of the country where you have planned to visit?*

On the other side, from the tourists' perspectives when they go abroad would they adjust themselves to the cultures of those countries? At the end of the class, the lecturer made the conclusion that the students have to be aware of cultural differences and be concerned about dos and don'ts in each culture both from the perspective of owners and visitors.



In case of daily lives and routines of people in foreign countries, the lecturers told the students how people lived and gave the example of buying sandwiches which was different from Thailand. In Australia when people buy sandwiches they have to choose the kind of bread and the stuff inside it while in Thailand, sandwiches are ready made and the customer does not have to give details as to how they want their sandwiches. In another example, the lecturer told the students about transport around the world and used the videos from You Tube to illustrate how people around the world travel from place to place. She introduced her students to the fastest train in the world by showing pictures obtained on the internet.

About the political conditions in foreign countries, the lecturer did not talk too much about this topic but there was a case when her students wanted to know why the pronouns in Thai and English are quite different. In English, the address term which is used to indicate first person is *I* while in the Thai language there are many words to use depending on the person they are talking to. In this case, the lecturer gave reasons linked to Thai feudalism in the past and also royalty in Thailand. Moreover, the lecturer described the geography in each country by asking the students to research information about the topography and weather in countries such as Korea, Italy, and America, and after that the students had to design activities that tourists could do in each country, the clothes which they had to prepare, the sports that they could do, and so on. Then the students presented this to the whole class. The last topic related to the knowledge dimension was the history of foreign countries. For this topic the lecturer described to the students some history but not much and not too in-depth. She linked the knowledge of history to the style of architecture in each country.

#### 4.3.1.3 The Result of the Interview Related to Attitudinal Dimension

The lecturer claimed that she taught the students to empathize with people living in other cultures by using role play as tour guides and tourists. She asked the students to give their opinions as to whether the tourists and the tour guides have to empathize each other with the example she gave of the foreigner who tries to speak Thai and may do so with wrong pronunciation or which is too hard to understand. As native speakers we have to understand and not speak too fast for foreigners to understand. Moreover, some tourists from western cultures may do everything quickly in contrast to Thai culture because good manner in Thailand is to do things calmly and thoughtfully. The lecturer tried to make the students aware of the differences and avoid misunderstandings.

*Thais may evaluate some behaviors of the foreigners are aggressive but in reality they are not because in Thai culture people do things calmly and thoughtfully*

Additionally, the lecturer let the students take part in discussion about their own culture by describing Thai culture compared to the international context about *dos* and *don'ts* including the reasons behind them in order to enable the students to be able to describe them to the tourist correctly. For example, smiling in Thai culture has many meanings and students have to be careful as smiling in some situations may lead to misunderstandings. Moreover, the lecturer asked the students to take part in discussions about respecting differences by telling the students that good and bad in one culture may be different in another culture. The lecturer ran the activity by showing a story of tour guides from different countries and asked the students to discuss who is the best tour guide in their opinion and why?

The lecturer emphasized not only foreign cultures but also Thai culture. She claimed that she encouraged the students to think back to the origin of things they have today such as the reasons why they have to dress as they do today. She showed pictures and described by linking to the geography and activities in Thailand and encouraged the students to compare between Thailand and other countries. For example, air conditioner and heater, fireplace in western culture and bonfire in the North of Thailand, the temperature of summer and the features of the sea in Thailand and western countries.

About cultural values, the lecturer described to the students about the reasons behind wearing the Hijab for Muslim women she pointed out the value in western culture about sun-tanned skin which showed the reason why female tourists from western countries love to wear bikinis and sunbathe on the beach and that they do not intend to dress impolitely. In the case of the attitudinal dimension related to prejudice, the lecturer spoke about her experience when she was asked by a foreigner whether she rode an elephant to go to work or whether she wore traditional Thai dress to teach at university. After telling her own experience she taught the students that it is important for them to learn about the world community by using the internet. On the other hand, when students see traditional Chinese or Korean series or dramas on television, they have to understand that the real current situation may be different from the past.

*Many students like to surf the internet and see Korean series from Youtube. I told them to get benefit from multi media. Cultures are reflected in dramas.*

About stereotypes, the lecturer used to ask the students to take part in discussions by asking the students that if they were tour guides which group of tourists they would like to meet in contrast, which group of tourist they would not like to meet? In this activity, the students would like to serve tourists from western countries because they usually give good tips while Chinese tourists seem to be stingy. In this situation, the lecturer described to the students about giving tips in western culture that they usually give tips for services while that is not the custom like this in China or other Eastern countries.

*I told the students in Europe, people give tips for service about 10 percent of the total cost but in China there is no giving tips culture.*

Additionally, the lecturer encouraged the students to develop attitudes of openness and tolerance towards other people and cultures by asking the students to do simulation. The lecturer divided the students into 2 groups and selected the representative of each group to be tourists and tour guides. The tourist had to complain about the service and make many problems while the tour guide had to serve the tourist until he/she was satisfied. Finally, if the tourist could accept the services and the solutions from the tour guides, the tour guide team would get a point if not the tourist team would instead.

#### **4.3.1.4 The Result of the Interview related to the Skill Dimension**

The lecturer claimed that she gave tasks to the students for solution of intercultural conflict situations by asking the students to do simulations between the tourists and the tour guides. The tour guides had to solve the problems that the tourists had.

*The students were divided into 2 teams; a tourists' team and a tour guides' team. The tourists' team tried to create problems such as complained about hotel's room, quality of restaurants and whatever that came to mind. On the other side, the tour guides' team had to solve all problems which were complained.*

In conclusion, the lecturer showed ways to handle intercultural conflict situations and taught that the tour guide had to do their best but did not have to accept and do all things that the tourists wanted if that need was impossible in a particular situation.

*Sometimes the tour guides can do nothing to solve problems because they're beyond their control. The case like hotel booking is full or traffic jam because there is a graduate ceremony or the procession. The tour guides should explain to the tourists to understand.*

Moreover, the lecturer gave tasks for learning to handle intercultural contact situations by describing about customs of each country to enable the students to adjust themselves to international ways such as eyes contact, moderation, distance, and so on. The lecturer sometimes gives new information about learners' culture when she got the information from articles related to Thailand such as how the foreigners love Thai street food or the friendly and welcoming habit of Thais which was very impressed the tourists. The lecturer always asks the students to perform reflection on cultural differences orally but never ask them to perform reflection on writing.

#### **4.3.2 English for Tourism Course at University B**

There was only one lecturer taking responsibility for English for Tourism class. She has been taught English for 15 years and had taught English for Tourism for 6 years. That semester she taught English for Tourism to third year students majoring English. This course took 4 hours per week (1 hour for self-study). About the lecturer's educational background, she had a bachelor degree for Education majoring in English, a Master degree for Applied Linguistics, and a Diploma for Hotels and Airlines.

The English for Tourism Course was provided for third year students from the faculty of Humanity and Social Science majoring in English and 80% of the students who graduated from the English program got jobs related to the tourism domain mostly in the areas of Phuket and Surat Thani province in Southern Thailand. It was found that the problems which occur in their work were about cultural differences, unfamiliar pronunciations especially when communicating with non-native speakers from Asian countries, and their concern about trying to produce sentences which follow grammatical rules.

From the lecturer's perspective, ICC means the way to communicate appropriately which allows people from different cultural backgrounds to understand each other using both verbal and non-verbal language. The lecturer revealed that in every course of English in this program such as English for Business, Hotels, or Tourism related to cultural differences at least in one section of the course. However, most of them still focused on western culture. The lecturer said that now she is trying to insert content about Singapore. She realized that whatever related to foreign countries they are unavoidably dealing with culture.

#### **4.3.2.1 The Result of Observation**

The English for Tourism course at university B took 2 hours for each time. For the first observation, the lesson was about *Explaining how things work in the hotel rooms*. The lesson started from practicing listening skills. The lecturer let the students listened to dialogues between a hotel staff and a guest. The students had to fill gaps to complete the dialogues. To check the answers, the lecturer gave the students the tape scripts and they had to interpret the scripts from English to Thai. If there were

points related to grammar, the lecturer would describe before moving to other points. Another topic for the lesson was about *small talk*. The lecturer encouraged the students to express their opinions by asking them a question; *what should be the small talk with guests?* Finally, the lecturer asked the students to do role plays under the topics of *asking about journey, talking about weather forecast, dealing with check-in* and so on.

For the second observation, the lesson was about *serving foods and drinks*. The lecturer used restaurant menu as the materials to teach about Thai and Western food including eating manners in Thai and Western cultures and how to set full course dinner. The students learnt vocabularies about food service and expressions used in restaurants. Under the section of language study, the lecturer let the students to listen to dialogues between waiters and customers. The students were asked to fill in the gaps to complete the dialogues followed by interpretation of the tape scripts which related to cultural knowledge. Finally, the lecturer let the students do role plays as waiters and customers.

Regarding to teaching practices, it was observed that the purpose of the lesson was not stated clearly. The lecturer presented the learning topics and did the teaching practices with a logical sequence and summarized major points of lessons. Regarding to presentation of the course, it was observed that the lecturer explained ideas clearly and presented examples to clarify the points. Additionally, listening and reading materials related to intercultural cultures were presented and the students had chances to take part in problem solving activities such as role plays as hotel staff and guests, waiters and customers and so on.

About lecturer and students interactions, it was observed that the lecturer always encourage the students to make questions and discussions. She encouraged the students to participate in classroom activities and designed various activities to maintain the students' attentions. The students were asked many questions by the lecturer to monitor the students' progress.

Regarding instructional materials, the lecturer did not assign reading texts to prepare the students for the lesson. She used many audio materials, visualization, and authentic materials to support the lessons.

#### **4.3.2.2 The Result of the Interview related to Knowledge Dimension**

The lecturer did not directly give information about various values and beliefs of people from different cultural backgrounds to the students but she let them learn by discussions, comparisons, and conclusions. When the lecturer raised a particular topic about culture, she asked the students to express their opinions. Initially the students might have a bias about different cultures but after the lecturer explained about the reasons behind that behavior, the advantages, and disadvantages, compared to other different culture including Thailand.

*It's like when I raised an issue or topic about cultures and asked them about their opinions. Then, I can know how they think. Some of them understand cultural differences. Some look in negative ways like ugly, dirty and so on. But when I illustrated that the human behavior based on their beliefs, advantage or disadvantage points. The students who had negative attitudes showed more understanding.*

Finally, they understood and accepted those differences. For the conclusion of that lesson, the students could learn not to judge people by their behavior which was not similar to theirs. For the impact of foreign culture in Thai tourism, the lecturer did



not give tasks for the students to discuss about these points. However, the lecturer told them to be aware of body languages which were evaluated as good or bad manners from the perspectives of the foreigners especially for the westerners, including the different meanings of color or lucky numbers.

In the case of daily lives and routines of people in foreign countries, when the lecturer teaches about cultural differences she always give the information about that. In one activity, the lecturer showed a picture of a woman who was showing respect as in the Thai way (but in fact that person was not Thai, she was Indian) and then she asked the students that what her nationality was. Some students can analyze the differences between paying respect as in Thai way and others. After that, the lecturer gave the students task to present about cultural differences such as meaning of colors, numbers, or flowers.

About the political conditions of the foreign countries, the lecturer did not focus on this point. However, the information about the geography foreign countries was described by the lecturer in case the information related to tourism promoted points. For example, Switzerland has promoted sightseeing or the countries in Middle East have the promoted the deserts.

*Ah...from the initial of the course before learning types of tourism, I tell them about the points which each country use as selling points. The way they promote their countries have to link with the geography such as Switzerland cannot promote sea and sandy beach. The promoting points have to be snow, mountains. Then, I let them think about other countries including Thailand.*

Finally, the knowledge about the history of foreign countries was not obviously presented but the lecturer gave the students the knowledge about the history or the

origins of some Thai festivals and events such as the history of the Loi Krathong festival and Songkran festival. For this activity the students were asked to act as TOT's staff (The Tourism Authority of Thailand) and they have to give the information to the tourists about Thai festivals, culture, or traditional performances such as Loi Krathong festival, Srivichai dance, and Thai boxing. The focus of this activity was to enable the students to describe Thai culture to the foreign tourists.

#### **4.3.2.3 The Result of the Interviews related to the Attitudinal Dimension**

There was a project which was held in order to increase the students' understanding about Asian culture. The lecturer from the faculty of Fine Arts was invited to teach the students traditional Thai dance. The lecturer claimed that this knowledge may be useful for their careers in the future.

*We just had a project which aimed to teach the students to understand Asian cultures. The lecturer from the faculty of Fine Arts was invited to teach the students simple traditional Thai dance. We hope that some days in the future, they might have chance to use this knowledge.*

The lecturer taught the students to proud of Thai culture by telling them that although they appreciated various things in western culture they should not forget their roots.

The activity that the lecturer used to encourage the students to empathize with people living in other culture was *culture exchange activity*. The activity was started by a reading exercise with short answers filling in the blanks in order to prepare the students with the vocabulary which was used in the lesson followed by a short dialogue asking about culture. For example, what does *Wai* (paying respect in Thai culture) mean? After that the students were divided into two groups; Thai Buddhists and Thai Muslims. The students in one group have to ask their friends in another group about their culture. For example, why do Thai Muslim women wear Hijabs?

The lecturer told the students that she would test the information that the students got from their friends. Then the students listened to the information from their friends carefully and learned to accept cultural differences. About prejudice, there were not obvious activities for the students about this point. However, the lecturer told the students that they had to accept the behavior of the tourists when they work in tourism.

*When I taught about cultures and talked about unsatisfied tourists. I told them that they when they work in tourism domain they have to accept tourist behaviors.*

One case that was very interesting was where a student in the English for Tourism class, who was Muslim, told the lecturer that normally, she had to call her Thai Muslim students *Muslim students* not *Islam students*. That made the lecturer more aware about how to address her students and after that she taught the students in her class the appropriate way to address their friends in English.

#### **4.3.2.4 The Result of the Interviews related to the Skill Dimension**

In every lesson of English for Tourism course the students were given tasks to solve intercultural conflict situations. The students had to act in various roles such as the staff of the Tourism Authority of Thailand, travel agencies, tourists, tour guides, and so on. The students had to interact with their partners without preparing scripts.

*I always tell my students that in communication, you cannot prepare the dialogues before. In class, the dialogues in text books were used as a guideline that helps the students learn to produce unlimited new sentences.*

They would never know what the conversations would be about but they had to complete their roles. The patterns of the conversations in the textbooks were used as

the guideline for the students to produce unlimited new sentences. For example, if the conversation in the textbook illustrate about the Loi Krathong festival, the lecturer let the students consider this topic for a while and after that she asked them to talk about other festivals or asked questions which were not related to the Loi Krathong festival. However, the students were forced to produce the sentences in a very short time started from 10 seconds to 5 seconds and if the students could not produce the sentences on time they were punished by asking to stand until they could. Initially, the students were full of stress but after that they gradually became competent and could interact with their partners promptly.

*It's like....Umm..while they're learning about Loykrathong festival after they drill the patterns for a while, I asked them to produce sentences not related to Loykrathong within 10 seconds. After that I reduced the time to within 5 seconds.*

About the tasks which promoted the students' capacity to handle intercultural conflict situations, the lecturer tried to employed authentic situations in the role plays such as dealing with complaints and taught them about the meaning of gestures in various countries. The lecturer sometimes gives new information about Thai culture and the culture of Asian countries by speaking of her experiences when she traveled but she accepted that she had not tried to search for new information about that culture.

From the beginning of this course, the students had a chance to travel to foreign countries such as Malaysia or Singapore to learn about the people, places, and various aspects of those foreign countries. Moreover, the students could learn how to manage tour groups as a tour guide by observations and discussions. In this course the lecturer did not focus much on writing tasks but every test in this course was

subjective; the students had to write their own opinions, and conversations. and in class, sometimes the students were asked to write the information on the white board and the whole class helped to check and complete them.

#### **4.3.3 English for Tourism Course at University C**

There was one lecturer taking responsibility for the course called “English for Tourism Personnel” which had broken from the original *English for Tourism* course. The lecturer had a master degree in Hospitality Management from Australia and had a certificate of teaching English from Sukhothai Thammathirat Open University (STOU). She had taught at university C for 7 years and she had taught English for Tourism (later it was broken into English for Tourism Personnel) for 3 years. The students were third year students majoring in Tourism Management. The material used in this course was an original textbook gathered from various sources. She stated that the majority of the students showed low proficiency of English. The lecturer had tried to enhance their ability and their vocabulary by giving them vocabulary she had gathered. The book contained vocabulary related to various situations in tourism and the students had to do dictation every time before starting the class.

The lecturer had been studying and living in foreign country. She knew the importance of correct stress and pronunciations and in the class she always puts the focus on this point. Every time at the beginning of the class, the lecturer let the students sing an English song. For the first and second round of the song, they sang with normal speed but in the third round the students had to increase the speed. From this activity, the students practiced their pronunciation and encouraged them to speak

in English. At the end of the class, the students had to speak out 50 sentences in order to memorize the essential sentences relevant to tourism. Most of the graduate students worked in tourism domain in the area around Krabi, Phuket, and Surat Thani province.

#### **4.3.3.1 The result of Observation**

The English for tourism course at university D takes 2 hours for each time. For the first observation, as soon as the lecturer entered the classroom, the students started to sing an English song *Top of the world* in order to encourage the students to pronounce English words. After that, the students did dictations and vocabulary test. The lecturer was very strict on words' stress and pronunciations. Classroom activities started from the students' presentation which was the consequence of the previous class. The students presented in the topics that they are interested in related to Thai cultures. The lecturer gave 3 minutes for each presentation. For the second observation, the lesson was about social norms in Thailand. The students were assigned to read text and interpret it. In each part of reading, the lecturer explained vocabularies and cultural knowledge. The lecturer told about her experiences in order to give clear understanding about cultural differences. After reading, the students did exercises. Additionally, the lecturer used pamphlets for tourists to teach about dos' and don'ts in Thailand.

Regarding to content organization, it was observed that, the lecturer defined relationship of the present lesson to previous lessons and presented topics with a logical sequence. She summarized major points of lesson after finishing each topic of the lesson. About, presentation, the lecturer explained ideas with clarity and

presented examples to clarify points such as telling about her experiences. She maintained eye contact with student but rarely used nonverbal gestures consistent with intentions and did not use humor often. The reading materials related to intercultural culture and activities such as problem solving activities and role plays were presented.

Regarding to lecturer and students interaction, the lecturer sometimes encouraged the students to asked questions, especially after finish each topic to the lesson. She could give satisfactory to students' questions and paced lesson to allow time for note taking. About instructional materials, the lecturer assigned reading text to prepare the students for the lesson and supported lesson with useful classroom discussions and exercises. However, helpful audio visual materials were not obviously presented.

#### **4.3.3.2 The Result of the Interview Related to the Knowledge Dimension**

The lecturer usually gave information about various values and beliefs including the daily lives and routines of people in foreign countries by telling about her experiences as an international student in Australia and her experience as a tourist. In the class, the students had the chance to discuss values and beliefs of people living in other cultures by speaking about their experiences when they were working as trainees in travel agencies. However, the activities related to the significance of value and beliefs in one's life were not obvious.

About the impact of foreign culture in Thai tourism, the lecturer raised the example of a case where tourists wearing bikinis and went to a temple in Phuket. In this case, the lecturer told the students that the tourists should not be blamed but the person

who should be blamed must be the tour guides because they neglected to do their duty by telling the tourists about *dos* and *don'ts* in a particular place.

*I raised a case of a female tourist wore a bikini and went to Chalong temple in Phuket. I asked the student, in this case who should be blamed the tourist or the tour guides*

In this class, information about the geography and the history of foreign countries were not obvious.

#### **4.3.3.3 The Result of the Interview related to the Attitudinal Dimension**

The result of the interview related to the attitudinal dimension, the lecturer claimed that she taught the students to empathize with people living in other cultures by teaching them to understand situations where tourists were doing something which contrasted to Thai culture or seemed to be impolite looking at them from the perspective of Thai people. In conclusion, the lecturer taught the students to understand that the tourists do not intend to be that way but that it may be caused by lacking information about Thai culture.

On the other hand, the lecturer gave the information about *dos* and *don'ts* in Thai culture compared to other cultures including to the meaning of the Thai smile and different senses of humor. Moreover, the students had chance to share their experiences when they worked as trainees in travel agencies. However, activities which let the students take part in discussion about respecting other differences were not obvious.



About taking part in discussions about respecting own culture, the students did not take part in them but the lecturer let the students make presentation about local products in their hometown. The students had to select one product and present it to the class.

*The students brought O-TOP (one Tumbon one product) like dried food, dessert, basketwork, and present to the class. Some students said they've never aware of local products in their province until doing this task. I'm happy to make them proud of their hometown.*

The lecturer claimed that the students had the chance to take part in discussions about different cultural values. They did this by discussing and sharing their experiences when they were 2<sup>nd</sup> year students and had to travel to Malaysia. About prejudice, the lecturer revealed that the students understood about differences between people from different cultures because they had learned about it from the previous courses and were taught occasionally by the lecturers in the tourism programme. However, teaching about prejudice was not focused upon in this course.

*Tourism students have to take a course about tourists' behaviors Ah... the previous course. In that course, they learned about umm...the characteristics of tourists from various countries.*

About the stereotypes, the lecturer used to ask the students to take part in discussions by asking the students to speak about their experiences when they worked in travel agencies as trainees. After training the students had to take a seminar and speaking about their experiences dealing with tourists from various countries and what is important when dealing with them. The activity which the lecturer employed to develop attitudes of openness and tolerance consisted of dealing with guests and dealing with complaints. The lecturer taught the students about expressions using in interacting with the tourists. Additionally, the lecturer raised the cases which might

occur when leading the tours and related problems which the students had to discuss in groups in order to find out ways to handle those situations.

#### **4.3.3.4 The Result of the Interview related to the Skills Dimension**

The lecturer claimed that she gave tasks for solutions of intercultural conflict situations and learning to handle intercultural conflict situations by rising cases which might occur when leading tours and the related problems which the students had to discuss in groups in order to find out ways to handle those situations. The lecturer frequently described the customs of other cultures by telling about her experiences when she was an international student in Australia. Moreover, the students had chances to learn to handle intercultural contact situations by doing simulations and role plays. For example the situations at a tour counter or explaining a tour program to tourists.

*At the end of the lesson, the students have to integrate all knowledge by doing simulations. I'll give them situations and they have to create dialogues such as conversations between tourists and travel agents at a tour counter or explain tour programmes.*

The lecturer related that she gave tasks for the students to learn about their own culture by asking them to search about famous products in their hometowns and make presentations about the products to the class. Moreover, the students had chances to reflect on cultural differences by doing discussions on a particular topic and sharing their working experience as trainees.

*Most of the students have working experiences as the trainees. Some of them do part time jobs at travel agents. Sometimes they ask me question, why the tourists do like this? Why don't they...? Or what should I do in the situation like this?*

However, activities which the students performed by writing about cultural differences were not obvious.

#### **4.3.4 English for Tourism Course at University D**

One lecturer took responsibility for the English for Tourism class. She had taught English for three years and had taught the English for Tourism course for 1 year. The majority of the students were from the Faculty of Management majoring in Tourism and Hospitality. The English for tourism course took 3 hours a week. Commercial text books were used for this course.

The educational background of the lecturer was two master degrees in Tourism and Hospitality and Educational Administration. She had experience in interacting with foreigners because she was the owner of a travel agency in Phuket. It is situated on Patong beach. Most of the students who graduated from this program worked in tourism domain. Before taking the English for Tourism course, the students had to take course about tourists' behavior. The students, therefore had background knowledge about differences among tourists who have different cultural backgrounds.

From the lecturer's opinion, ICC relates to the culture of the speakers who we interact with and to learning about tourist behavior. She thought ICC was very important to the undergraduate students who are likely to work in the tourism domain. In her teaching procedures she tried to link the knowledge about tourism and hospitality with real situations and the English used as a tool to communicate.

#### 4.3.4.1 The Result of Observation

The English for tourism course at university D takes 2 hours for each time. For the first observation, the lesson was about international etiquette and giving advices and suggestions. In teaching practices, the lecturer let the students see video clips about manners and cultural values in many countries which may cause misunderstanding if an individual does not aware of those differences. The lecturer encouraged the students to think why we have to be aware of cultural differences. The lecturer gave task to the students to read text about international etiquette. From this task, the students could practice pronunciation, translation, and reading comprehension. Moreover, the lecturer showed the students power point presentation about giving advice and asked the students to create their own sentences using *should* and *ought*. The lecturers used commercial text book in teaching. Finally, the students were asked to do role play about giving advice.

For the second observation, it was time that the students had to present about a person they are impressed. This activity aimed to support outside reading. While the student was presenting the lecturer asked the student some questions, for example, one student presented about Malala Yousafzai and the lecturer asked questions like *Why was she famous?*, *Do you know Taliban?*, *Do you know what country?*. The lecturer used this chance to describe about cultural knowledge such as *the Koran* and *fundamentalist*. Moreover, the lecturer checked the students' vocabularies by asking a question *what's \_\_\_mean?* and checked their understandings by asking some questions, for example, *Is she good or bad student?*. Additionally, after a presentation was finished, the lecturer encouraged the students to make one sentence to present about the person of the topic.

Regarding the content organization of the English for Tourism course at university D, the lecturer made quite clear about the purpose of the lesson, presented topics with a logical sequence and summarized major points of the lesson. About presentation, the lecturer explained ideas clearly. She kept eye contact with her students and listen to students 'questions and comments. However, she rarely used nonverbal gestures and humor to strengthen retention and interest. On the other hand, activities which promote attitude and skills dimension of ICC such as role play, discussions, and presentations were not obvious.

Regarding lecturer and students interactions, the lecturer encourage the students to ask questions and discuss on a particular topic. Sometimes, she asked questions to monitor students' progress and gave satisfactory answer to student questions. About instructional materials, the lecturer prepared students for the lesson with appropriate assigned readings, supported lesson with useful classroom discussions and exercises, and presented helpful audio visual materials to support lesson.

#### **4.3.4.2 The Result of the Interview Related to Knowledge Dimension.**

The lecturer did not teach directly the students about various values and beliefs of the people from different cultural backgrounds because the students had learned from previous courses about tourists' behaviors. However, the lecturer gave tasks to the students to interact with the foreign tourists in real situations by asking the students to interview tourists in Phuket and submit to her video clips.

*I asked them to go out of campus and interview foreigners at many places like department stores, tourist attractions, and museum. Some of them said they were not confident to do but it was a good experience for them.*

The learning activities related to discussions. For example; the values and beliefs of people living in other cultures. The significance of values and beliefs in the students' lives were not obvious. About the impact of foreign cultures on Thai tourism, the lecturer gave information about Chinese tourists that the students had to be aware of such as their manners, being noisy and so on. However, discussion about this topic was not done. The students could get information about the daily lives and routines of people in foreign countries from reading texts from the text book and the lecturer added some knowledge gained from her experience that related to the content in the texts.

*The students get information about daily lives, routines, and culture in foreign countries from reading texts in the text books. Some part of the text was corresponding with my own experience when I was an international student. In this case, I added them more information and some interesting details.*

The information about political conditions and the history of foreign countries were not found or illustrated in this course. However, the lecturer talked a little bit about the geography which linked to the season of tourism. In the English for Tourism course, the lecturer did not focus much on cultural knowledge of foreign countries because at university D, this knowledge was taught in the previous courses. In the English for Tourism course the lecturer put the focus on the knowledge of how to speak in certain situations, such as greeting tourists, how to check in, how to guide at tourist attractions and so on.

#### **4.3.4.3 The Result of the Interview related to the Attitudinal Dimension.**

The result from interview related to attitudinal dimension illustrated that the teaching procedures did not focus much on this dimension. There were no obvious tasks or

activities that gave the opportunity to the students to discuss such as discussions on their own culture, respecting other or different cultures, different cultural values, prejudice, or stereotypes.

*I let them read about tourism in Thailand such as festivals, food, and manners because they can use this information in their work in the future. Discussion, and role plays?...Umm I rarely do because many context have to be taught. No enough time to do.*

The activities such as role play or simulation were rarely employed because of the limitation of time. On the topic about prejudice, there were no obvious activities or discussion on this topic but the lecturer always told the students that tourism personnel should not have prejudice about the tourists which promoted developing attitudes of openness and tolerance.

#### **4.3.4.4 The Result of the Interview Related to the Skill Dimension.**

The tasks that the lecturer gave to the students put the focus on reading, speaking, listening, and a little bit on writing. In each lesson, the students had to read text which mostly related to information about Thailand and expressions or sentences using in interacting with tourists in various situations such as a tour guide at work, greeting tourists, and guiding the tourist. Sometimes the students were asked to read out loud in order to check the students' accents. Writing skill was practiced by filling gaps in sentences or answering comprehensive questions from the reading texts.

*Writing skills.....Em., the students were assigned writing tasks but not a very long paragraph. After reading they have to answer comprehension questions or fill in the blanks...O.K sometimes they prepare scripts before presenting in front of the class. Those scripts were checked before presentations.*

However, the lecturer gave tasks which integrated knowledge of the course by asking them to create a tourist program which suited a particular group of tourists. For example, one group of students designed a program for Chinese tourists (for 2 people). The students had to consider the characteristics and the interests of the tourists and designed the activities for this group. After that the students had to present the itinerary in front of the class.

*The students can select group of tourists they'd like to serve. They designed itinerary and activities they wanted to present to the tourists. Then, information about tourists from each country and cultures were needed.*

This task helped to promote the skill about describing the customs of other cultures and reflecting on cultural differences. On the other hand, the tasks which promoted the skills related to solutions and to handle intercultural conflict situations were not obvious. The lecturer gave tasks that helped the students to be able to give new information about their culture by giving them text to read about Thai culture.

#### **4.3.5 English for Tourism Course at University E**

There was one lecturer taking responsibility for the English for Tourism course at university E. She had taught English since 2008. The students were majoring in Information for Tourism. The English for Tourism class took 4 hours a week. The materials used in this course were gathered from many sources such as commercial text books, the internet, and authentic materials. The lecturer's educational background was a master degree majoring in English Education. Most of the students about 90%, worked in the tourism domain after graduation such as travel agencies, hotels, and tourist police. The graduate students who worked in tourism sometimes came to share their experiences about interacting with tourists from different



backgrounds to the lecturer and the problems related to the unfamiliar pronunciation and accents.

There were courses in the program which taught about Asian countries and the characteristics of the people and customs in each country. The students could get knowledge about cultural differences. However, in this English for Tourism class, the lecturer sometimes told the students about her experiences about interacting with foreigners from different cultural backgrounds. In this course, the students had to go for a field trip to a foreign country such as Singapore, Malaysia or Korea. Otherwise, they would not complete their course.

#### **4.3.5.1 The Result of Observation**

##### **The result of classroom observations at University E**

The class took about 2 hours. The lecturer gave the students the text about Phuket in various aspects for example history, tourist attractions, festival, etc. the texts were searched by the lecturer from the internet and they were given to the students for preparation in advance. The students have to study by themselves before the class about vocabularies, pronunciations, and the contents of the texts.

In class, the students had to read the text out loud one by one with the lecturer. The lecturer took memo for the points that the students had to improve such as ending sounds and stress while the student was reading and translating the texts. After reading, the lecturer asked the students about meaning of the vocabularies and asked them to practice the pronunciation again. The lecturer gave the reason that she has to give the students practice about reading out loud and pronunciation because these are

their weak points. The students were very shy to pronounce out loud because they lacked confidence. After the students finished their reading, the lecturer wrapped up again about their mistake and practiced the pronunciation again. And because the students had the activity to do outside the class next day to held the English camp for elementary students at Bangneow elementary school, then the rest of the time the students prepared the materials which will be used on the next day together. The researcher also went to see the activity at the elementary on the next day. There were many activities for the students at the English camp. This group of the students had to take responsibility for one activity. It was about the tourist attractions in Phuket. The activity took about 15-20 minutes. The pictures of tourist attractions were presented and the pupils were asked to repeat after the students the name of the tourist attractions in English. Then the meaning of the vocabularies were guessed and taught. After that, the pupils were divided into two groups and they had to match the pictures of the tourist attractions with the vocabularies. The group of the winner had got a little prize and then they moved to the next activity.

For this class, the students have the opportunities to do the activities with the communities several times a year. About a week before observation, they had chance to do the activity together with the students from Japan and help to do the project which tried to solve the problem in the community. At that time, they went to a small village at Pan Nga province and learned to live with the local people. They have to work in team with Japanese students and brainstormed to find out the ways to solve the problem about garbage in the village.

#### **4.3.5.2 The Result of the Interview Related to the Knowledge Dimension.**

The lecturer sometimes gave the information about the various values and beliefs of people from different cultural backgrounds by speaking of her own experiences but she did not teach them systematically.

*Learning context puts the focus on Thai tourism. Issues about values or beliefs were not emphasized. Cultural information was sometimes added.*

Sometimes, the students discussed with the lecturer about the values and beliefs of people living in other cultures from their own experiences when they were working as trainees or doing part time jobs. After the discussions, the lecturer gave them information or background which described tourists' behaviors and then the students gained more understanding.

The English for Tourism course at university E was a situational syllabus which firstly raised a situation and was followed by describing language structures and reading comprehension related to tourism such as tourist attractions. The students sometimes did role plays which the lecturer gave to the students and they adapted the scripts from the lessons. Additionally, the students learned about the values and beliefs of people living in other cultures by interviewing tourists in Phuket which was one of the projects for this course.

About the impact of foreign culture on Thai tourism, the lecturer gave the students information about tourist attractions in Thailand and tourist attractions in their local area such as temples and parks. This information was in the form of the reading texts which the students had to pronounce and translate.

*Firstly, situations were selected. Grammar was explained while texts were read. The contents were about Thai tourism such as tourists attractions in Phuket, temples, parks. They can practice reading comprehension, translation, and pronunciation when they read out loud together.*

Information about the political conditions, history, and geography of foreign countries was not found in this course. However, in the reading texts, there were some parts related to Thai history, but not in depth.

#### **4.3.5.3 The Result of the Interview Related to the Attitudinal Dimension.**

In the English for Tourism course at university E, it was not obvious that the teaching methods helped to promote empathy with people living in other cultures. However, the students had learnt about being service minded in previous courses. Moreover, the students learned to work with others by doing a project where they had to do activities with students from Japan.

*Our program has projects relate to public mind. The aims of these projects are to prepare our students to be ready for working as the trainees in working places. They are trained to be patient, tolerate, and hard working. Our students were frequently praised for their qualifications.*

The lecturer and the students often exchanged their experiences and discussed their own culture. The lecturer gave tasks to the students to read texts about Thai tourist attractions, local events, and culture. After reading, the students had a chance to discuss and exchange their opinions. Moreover, in the class, the students had opportunities to take part in discussions about respecting others and their differences because when the students shared their experiences in class about their part time jobs at travel agencies.

*Some students worked as trainees at Phuket Fantasy. They sometimes asked me what they should do in particular situations.*

The lecturer described the reasons behind the tourists' behaviors. In this way, the students learned to understand and respect differences. About prejudice and stereotype, in the English for Tourism course, the students had chances to discuss these topics when they told the class about their experiences with tourists groups from China, Russia, and India. Additionally, there was a project that the students had to do with the Japanese students. There was a project where the students had to go out and work with the people in the community to solve the problems in the area. At that time, the students from university E and the Japanese students helped the people in the community to solve the garbage problem. This activity helped to promote and develop the attitude of openness and tolerance towards others.

#### **4.3.5.4 The Result of the Interview Related to the Skills Dimension.**

The lecturer stated that there was no obvious task or activity for the solution of intercultural conflict situations and or about learning to handle intercultural conflict situations.

*The situation like asking for goods refund was raised but the intercultural conflict situations do not have in the practices. But it sounds very interesting.*

However, she described to the students the customs of other cultures when she discussed with them about their working experiences in class. The lecturer sometimes gave the students new information about their own culture. She received the information from texts on the internet and she used those texts to teach about interesting aspects of Thai culture especially the customs and culture in the local area.

The lecturer claimed that the students had chances to practice their writing skills but there was no obvious task or activity. The lecturer stated that the students could not create a long paragraph because they had low ability in English. However, she did not ask the students to write about cultural differences.

*Most of the students in this class have low English proficiency. They cannot create long paragraph. Sometimes, I select situations from internet and ask them to write short answers.*

There were various kinds of the tasks and activities which helped to promote ICC in the teaching procedures. However, the tasks and activities which promoted the attitudinal dimension were quite obvious, followed by tasks and activities which helped to promote the skills dimension and the knowledge dimension.

#### **4.3.6 Discussion on ICC in English for Tourism Courses**

Research question number 1a. aimed to explore whether the lecturers integrated ICC into their English for Tourism courses. The result for this question showed that there were various tasks and activities that could help to promote ICC. However, tasks and activities which promote ICC in attitude dimension are more obvious than tasks and activities which promote knowledge and skills dimension.

Zhu (2011) stated that foreign language learning is foreign culture learning. To cultivate students' competence for intercultural communication, teachers need to arouse students' awareness and develop their ICC. However, in practices, there are some obstacles that make integrating ICC in EFL classes is neglected. Omaggio (as cited in Juan & Flor, 2008) stated that the three reasons for the neglect are; firstly the teachers spend full time in teaching because of an overcrowded curriculum that make

them lack time to additionally teach culture; secondly, many teachers do not have enough knowledge to teach culture of the target country and therefore lack the confidence to teach; Finally, the teachers do not have clear concept about what culture is. Moreover, although language textbooks seem to be the primary source of cultural knowledge for EFL teachers who may have few cross-cultural experiences, some textbooks focus on behavioral practices or pattern of social interaction but most neglect cultural perspectives related to meaning, attitudes, values, and ideas. In other words, students learn more about the *what* and *how* of culture and less about the *why* which is more important for language learners and is an essential part of the definition of culture as it is a product of behavioral practices.

ICC can be integrated in teaching practices both directly and indirectly such as by using materials derived from the native environment including web site, films, television shows, news, magazines, photographs, newspapers, restaurant menus, advertising, and other media, or by discussing of common colloquialism, proverbs, and idioms in the target language, doing role plays, and inviting exchange students or students who speak target language at home to class as expert sources. It can be concluded that it is important to integrate ICC in teaching practices because the students cannot get ICC naturally by learning foreign languages as Deardorff (2008) claimed that the lecturers have to intentionally put ICC in teaching practices because ICC is not a phenomenon which can occur naturally.

There are numbers of the study (Jarupan, 2013; Somdee & Suppasetserree, 2013; and Oradee, 2012) which support the importance of using authentic materials in classes in order to develop ICC and communicative skills. Using authentic materials from

the target countries will help to enhance the students' cultural awareness and increase cultural experiences (Peterson & Coltrane, 2003; Reid, 2015). As the results of this study, the lecturers employed materials and activities which can promote ICC such as doing role play, watching VDO clips, group discussion, and so on. Regarding learning environments in EFL classes in Thailand, it is clear that there are many factors which can support teaching ICC in Thailand. Laopongharn and Sercombe (2009) claimed that there are many chances for Thai people to increase their awareness of ICC. In EFL classes, the students have a chance to expose to culture in target language through English textbooks. Moreover, at present, we are in the age of high technology. Thus, students have the chance to approach to media and arts from various sources such as TV programmes, newspaper, magazines, and so on. Another channel that the students can use to communicate with people living in other parts of the world is internet. They can use internet to chat, send e-mail, and provide direct communication with people from different cultural background. Finally, Thai students have chances to get intercultural experiences from native language teachers in classes. Both public and private educational institutes in Thailand hire native language teachers to teach language and some of them are asked to create cultural or academic activities for the students to attend such as Christmas party, English camp, speech contest, stage plays and so on.

In conclusion, there are various tasks and activities that help to enhance student's ICC. The lecturers can choose and adapt the materials and activities which suit to their situations. In case of educational institutes in Thailand, although there are some obstacles that make integrating ICC in teaching practices is neglected, simultaneously, there are many chances for Thai students to promote ICC in classes.



Thus, the lecturers should take a chance and design teaching plan which integrate ICC.

#### **4.4 The importance of ICC for the undergraduate students from students', lecturers', ICC academics', employers', and tour guides' perspectives**

From questionnaires, data was analyzed and presents by using percentage. The results are illustrated from the importance of ICC from students', lecturers', ICC academics', employers', and tour guides' perspectives respectively. Personal details of each group of the participants are presented followed by experiences of interaction with the foreigners, types of interaction, and level of importance of ICC from the participants' perspectives.

##### **4.4.1 The Importance of Intercultural Communicative Competence from Students' Perspectives**

The questionnaire data was derived from students in 3 universities in Songkhla province and 2 universities in Phuket province in Southern Thailand. They were universities A, B, C, D, and E. There were 49 students from university A, 33 students from university B, 42 students from university C, 47 students from university D, and 20 students from university E respectively. The numbers of students are shown in the table 4.2.

Table 4.2

*Number of the Students in Five Universities Completing Questionnaires*

<b>Universities</b>	<b>N</b>	<b>Percentage</b>
university A	49	25.7
university B	33	17.3
university C	42	22
university D	47	24.6
university E	20	10.5
Total	191	100

The majority of the students were female (84.3%) and 15.7% of them were male as is shown in table 4.3.

Table 4.3

*Gender of the Students from Five Universities Completing Questionnaires*

<b>Gender</b>	<b>N</b>	<b>Percentage</b>
Female	161	84.3
Male	30	15.7
Total	191	100

The English for Tourism courses in each university did not start at the same period. The students who took the courses varied between third year and fourth year students. More than half of the students were third year students (53.5%) and 46.5% of them were fourth year students as illustrated in the table 4.4.

Table 4.4

*Academic Year of the Students from the Five Universities*

<b>Academic Year</b>	<b>N</b>	<b>Percentage</b>
3 <sup>rd</sup> year	76	53.5
4 <sup>th</sup> year	66	46.5
Total	142	100

Most of the students (about 88.4%) claimed that they had the opportunity to interact with foreigners. There were only 11.6% of them did not have experiences to interact with people from foreign countries as it shown in the table 4.5.

Table 4.5

*Experiences of Interaction with the Foreigners of the Students from the Five Universities*

<b>Experiences of Interaction with the Foreigners</b>	<b>N</b>	<b>Percentage</b>
Having experiences	168	88.4
Did not have experiences	22	11.6
Total	190	100

The majority of the students claimed that they had experiences of interaction with the foreigners because they had the chance to interact with the foreigners in classes, and 26.7% of them had foreign friends. 13.4% of the students claimed that they had foreign colleagues when they were working as trainees and 3.4% of them had had chances to study abroad. Only 1.9% of them had had the chance to live in foreign countries as illustrated in the table 4.6

Table 4.6

*Types of Interactions with the Foreigners of the Students*

<b>Types of Interaction</b>	<b>N</b>	<b>Percentage</b>
Interacting with foreigners in classes	101	38.5
Having foreign friend (s)	70	26.7
Others	42	16
Having foreign colleagues	35	13.4
Studying abroad	9	3.4
Living in foreign countries	5	1.9
Total	206	100

\*The participant can choose more than one answer.

Most of the students (75.4%) agreed that ICC was very important for undergraduate students who may work in tourism in the future and 21.4% of them thought that ICC was important. Only 0.5% of them reported that ICC was not important while 2.7% were not sure whether it was important or not as it shown in the table 4.7.

Table 4.7

*Level of Importance of ICC from the Students' Perspectives*

<b>Level of Importance</b>	<b>N</b>	<b>Percentage</b>
Very important	141	75.4
Important	40	21.4
Not sure	5	2.7
Not important	1	0.5
Total	187	100

In conclusion, there were 191 students from the 5 universities who answered the questionnaires. The majority of them (84.3%) were male and more than half of them (53.5%) were third year students. Most of them (88.4%) had had chances to interact

with people from foreign countries. 38.5% of them claimed that they had chances to interact with the foreigners in their classes. Finally, the majority of them (75.4%) agreed that ICC was very important for undergraduate students who might work in tourism.

#### 4.4.2 The Importance of ICC from the Lecturers' Perspectives

There were five lecturers from the five universities who answered the questionnaires. The three universities were in Songkhla province and another two of them were in Phuket province. They were universities A, B, C, D, and E. The numbers of lecturers are shown in the table 4.8.

Table 4.8

*Gender of the Lecturers from Five Universities*

Gender	N	Percentage
Female	5	5
Male	0	0
Total	5	100

All of the lecturers had chances to interact with foreigners. 29.4% of them claimed that they had foreign friends and they had chances to interact with foreigners at work. Additionally, 17.6% of them reported that they had foreign colleagues. Finally, 11.8% of them had studied abroad and had been living in foreign countries. The data is shown in the table 4.9.

Table 4.9

*Types of Interactions with Foreigners by the Lecturers*

<b>Types of Interaction</b>	<b>N</b>	<b>Percentage</b>
Dealing with foreigners at work	5	29.4
Having foreign friend (s)	5	29.4
Having foreign colleague(s )	3	17.6
Studying abroad	2	11.8
Living in foreign countries	2	11.8
Total	17	100

\*The participant can choose more than one answer.

Moreover, the data from the questionnaires showed that all of the lecturers agreed that ICC was very important for undergraduate students who might work in the tourism domain in the future.

#### 4.4.3 The Importance of ICC from the ICC academics' Perspectives

There were 3 ICC academics from universities B and D who answered the questionnaires. All of them were female as it shown in the table 4.10.

Table 4.10

*Gender of the ICC Academics*

<b>Gender</b>	<b>N</b>	<b>Percentage</b>
Female	3	100
Male	0	0
Total	3	100

Two of the ICC academics (66.7%) had more than 20 years of teaching experience. One of the ICC academics had 11-15 years of teaching experience as illustrated in the table 4.11.

Table 4.11

*Working Experiences of the ICC Academics*

<b>Years of experiences</b>	<b>N</b>	<b>Percentage</b>
More than 20 years	2	66.7
11-15 years	1	33.3
Total	3	100

All of the ICC academics reported that they had chances to interact with foreigners. 100% of them had studied in foreign countries. Additionally, 66.7% of them claimed that they had foreign friends, colleagues, and had contact with foreigners at work. Finally, 33% of them had been staying in foreign countries as shown in the table 4.12.

Table 4.12

*Types of Interactions with Foreigners of the ICC Academics*

<b>Types of Interaction</b>	<b>N</b>	<b>Percentage</b>
Studying abroad	3	100
Having foreign friend (s)	2	66.7
Having foreign colleague(s)	2	66.7
Dealing with foreigners at work	2	66.7
Living in foreign countries	1	33.3
Total	10	333.3

\*The participant can choose more than one answer.

Additionally, the data from the questionnaires illustrated that all of the ICC academics agreed that ICC was very important for the undergraduate students who might work in the tourism domain in the future.

#### 4.4.4 The Importance of ICC from the Employers' Perspectives

There were 312 employers who answered the questionnaires. The sample consisted of 64 males and 248 females. There were 205 employers from Songkhla Province and 107 employers from Phuket province in Southern Thailand. There were 312 employers who answered the questionnaires. The majority of them were female (79.5%) and 20.5% of them were male.

Table 4.13

*Gender of the Employers*

Gender	N	Percentage
Female	248	79.5
Male	64	20.5
Total	312	100

The majority of them were the owners of domestic travel agencies (56.3%), the remainder were local travel agents (28.8%), in-bound (8.1%), in-bound & out- bound (6.5%), and out- bound (0.3%) respectively.



Table 4.14

*Types of Travel Agents of the Employers*

<b>Types of Travel Agents</b>	<b>N</b>	<b>Percentage</b>
Domestic	174	56.3
Local	89	28.8
In- bound	25	8.1
Out-bound	1	0.3
In- bound & Out-bound	20	6.5
Total	312	100

Most of the employers had 1-15 staff in their companies (92.9%) and 3.4% of them owned the companies with 16-25 staff. The employers who had 26-30 staff were 1.3%, the companies with 31- 50 staff were 1.0%, and the employers who had 51-100 staff were 1.3% respectively as shown in the table 4.15.

Table 4.15

*Numbers of Staff in Travel Agents*

<b>Number of Staff</b>	<b>N</b>	<b>Percentage</b>
1-15	276	92.9
16- 25	10	3.4
26- 30	4	1.3
51- 100	4	1.3
31- 50	3	1.0
Total	297	100

Most of the employers (95.1%) had chances to interact with foreigners. There were only 4.9% of them who did not have experiences with people from foreign countries. The majority of the employers (43%) claimed that they had chances to interact with the foreigners because they had to work with foreigners and 28.9% of them claimed

that they had friends from foreign countries. Additionally, 15.5% of the employers reported that they had colleagues from foreign countries. 7.3 % of them had been living in foreign countries and 3.4% of them had been studying in foreign countries. As illustrated in the table 4.16.

Table 4.16

*Types of Interactions with Foreigners by the Employers*

Types of interaction	N	Percentage
Dealing with foreigners at work	241	43.0
Having foreign friend(s )	162	28.9
Having foreign colleague (s )	87	15.5
Living in foreign countries	41	7.3
Studying abroad	19	3.4
Others	10	1.8
Total	560	100

\*The participant can choose more than one answer.

Most of the employers (69%) agreed that ICC was very important for undergraduate students who are going to be workers in tourism workforce, 28.6% of them stated that it was important, and 2.4% of them were not sure if it was important or not as illustrated in the table 4.17

Table 4.17

*Importance of ICC from the Employers' Perspectives*

Level of Importance	N	Percentage
Very important	203	69
Important	84	28.6
Not sure	7	2.4
Total	294	100

In conclusion, there were 312 employers from Songkhla and Phuket province who answered the questionnaires. The majority of them about 55.8% owned domestic travel agents and 92.9% of them had 1-15 staffs in their companies. Most of the employers about 92.6% had chances to interact with the foreigners and 43% of them claimed that they had chances to interact with people from different cultures because they have to deal with the foreigners at work. And most of them agreed that intercultural communicative competence was very important.

#### 4.4.5 The Importance of ICC from the Tour Guides' Perspectives

There were 346 tour guides who answered the questionnaires. The sample consisted of 203 males and 143 females. There were 192 tour guides from Songkhla Province and 154 tour guides from Phuket province. The majority of them were male (58.7%) and 41.3% of them were female.

Table 4.18

*Gender of the Tour Guides*

Gender	N	Percentage
Male	203	58.7
Female	143	41.3
Total	346	100

The majority of the tour guides were local guides (42.5%), the remainder were in bound and out bound (29.9%), and in bound (26.3%) respectively as shown in the table 4.19.

Table 4.19

*Types of Work of the Tour Guides*

<b>Types of Work</b>	<b>N</b>	<b>Percentage</b>
Local	131	42.5
In bound & Out Bound	92	29.9
In bound	81	26.3
Out bound	4	1.3
Total	308	100

57.9% of the tour guides had working experience of 0-5 years, 27.7% of them had working experience of 27.7%, and 6.4% of them had 11-15 years of working experience. As shown in table 4.20.

Table 4.20

*Working Experience of the Tour Guides*

<b>Working Experience</b>	<b>N</b>	<b>Percentage</b>
0-5 years	180	57.9
6-10 years	86	27.7
11-15 years	20	6.4
16-20 years	13	4.2
More than 20 years	12	3.9
Total	311	100

The majority of the tour guides used English in their work (42.4%), 26.5% of them used Thai, and 13.9% of them used Malay as shown in table 4.21.

Table 4.21

*Language Used in the Tour Guides' Work*

Language	N	Percentage
English	195	42.4
Thai	122	26.5
Malay	64	13.9
Chinese	28	6.1
Indonesian	2	0.4
Others	49	10.7
Total	460	100

\*The participant can choose more than one answer.

Most of the tour guides (86%) had chances to interact with foreigners. There were only 14% that did not have any experience of interacting with people from foreign countries. The majority of the tour guides (35.5%) stated that they had friends from foreign countries and 25.5% that they had chances to interact with the foreigners because in their work they had to deal with foreigners. In addition, 24.2% of them reported that they had colleagues from foreign countries. 5.6% of them had been living in foreign countries and 3.6% of them had been studying in foreign countries. This information is shown in table 4.22.

Table 4.22

*Types of Interactions with Foreigners by the Tour Guides*

Types of Interactions	N	Percentage
Having foreign friend (s)	235	35.5
Dealing with foreigners at work	169	25.5
Having foreign colleague (s)	160	24.2
Living in foreign countries	37	5.6

Table 4.22 *continued*

Studying abroad	24	3.6
Others	37	5.6
Total	662	100

\*The participant can choose more than one answer.

Most of the tour guides (72.8%) agreed that ICC was very important for undergraduate students who may become employers in the tourism workforce, 22% of them thought it was important, 3.8% were not sure if it was important or not while 1.2% thought it was not important as illustrated in table 4.23.

Table 4.23

*Importance of ICC from the Tour Guides' Perspectives*

Level of Importance	N	Percentage
Very important	235	72.8
Important	71	22.0
Not sure	13	3.8
Not important	4	1.2
Total	346	100

In conclusion, there were 346 tour guides from Songkhla and Phuket provinces who answered the questionnaires. The majority of them were local guides. More than half of them had 0-5 years of working experiences and 42.4% of them used English in their work. Most of the tour guides had chances to interact with foreigners and 35.5% of them claimed that they had chance to interact with people from different cultures because they had foreign friends. Most of them agreed that ICC was very important.

#### **4.4.6 Discussion on the Importance of ICC from Students', Lecturers' ICC Academics', Employers', and Tour Guides' Perspectives**

Research question number two looked at the importance of ICC from the students' lecturers', ICC academics', employers', and tour guides' perspectives. The results from the questionnaires indicated that the majority of each group of subjects agreed that ICC was very important.

ICC becomes crucial when people communicate with others who have different cultural background. People see, interpret, and evaluate circumstances in different ways. Some aspects which may be appropriate in one culture might be inappropriate for others. As a result, misunderstanding in communication may occur. A person who does not have cultural awareness tends to ignore the differences between their own culture and others. Baker (2012) claimed that students should comprehend foreign language teaching as a cultural process. As a result, they have to aware both of their own and other cultures. Moreover, the cultural awareness should be expanded to intercultural awareness because now English is used not only with native speakers of English but, it is used around the world by different groups of users.

The importance of ICC is obvious in both the business and education domain. Penbek, Yurdakul, and Cerit (2009) claimed that from the business point of view, ICC is crucial. This is because in this globalization era if a company aims to target the international market, the ability to speak a foreign language and the ability to cope with people from a different culture is clearly important. Additionally, Matreev

and Miller (2004) proposed that ICC is also important for international organizations and international workers when they work with multicultural teams.

Lange (2011) illustrated that although a person possess native-like communicative competence, it does not help them to negotiate when they face conflict or misunderstanding in intercultural interactions. Mora (2015) stated that communicative failures are not only from the lack of language skills, many times they occur from cultural differences. Regarding the importance ICC in tourism domain, it is crucial to develop ICC for tourism personnel because ICC can help them to use language effectively in their careers. Tantiwong (2010) claimed that the lack of communicative competence may cause communication failures.

From educational point of view, the importance of ICC for the teachers is quite obvious both in their teaching and creating curriculum. Boriboon (2012) claimed that the more the teachers realize the important of ICC the more they decrease stereotype. As a result, the teachers can create more authentic lessons and make their teaching more appealing to the students. Moreover, Gitimu (2010) stated that, successful educators have to be effective communicators and culturally competent in intercultural encounters. Thus, ICC plays an important role in education not only in teaching but also in interacting in intercultural interactions.

It can be concluded that, the result from the questionnaires which illustrated that from the perspectives of the students, lecturers, ICC academics, employers, and tour guides, ICC is very important. It is apparent that ICC plays an important role in business (Mora, 2015; Lange, 2011; Penbek, Yurdakul, & Cerit, 2009; Matreev &



Miller, 2004,), tourism (Tawiwong, 2010), and educational domain ( Baker, 2012; Boriboon, 2012; Gitimu, 2010). As a result, the educational institutes and related organizations should be aware of the importance of ICC and try to develop ICC to suit their situations.

#### **4.5 Most required ICC skills and dispositions for the undergraduate students from the students', lecturers', ICC academics', employers', and tour guides' perspectives**

From questionnaires, data was analyzed and presents by using mean score. The results are illustrate the most required ICC skills and dispositions in three dimensions; attitude, knowledge, and skills dimension, ranging from students', lecturers', ICC academics', employers', and tour guides' perspectives respectively.

##### **4.5.1 From the students' perspectives**

The attitudinal dimension consists of 5 skills and dispositions. They are the ability to adapt to diverse social and cultural situations (flexibility), the ability to modify behavior according to changing situations (ability to adapt to new situations), the desire to learn more about something or someone (curiosity), the ability to accept lack of clarity that helps to deal with ambiguous situations (tolerance of ambiguity), and ability to realize automatically about what people think in certain kinds of situation (empathy).

From the students' perspectives in attitudinal dimension, ability to accept lack of clarity that help to be able to deal with ambiguous situations (tolerance of ambiguity) (M= 3.64) was the most required. This is followed by the desire to learn more about

something or someone (curiosity) ( $M= 3.55$ ). For the third place, the students agreed that ability to modify own behavior according to changing situations (ability to adapt to new situations) was required ( $M= 3.55$ ). The results of the questionnaires are shown in table 4.24.

Table 4.24

*Results from the Questionnaires of the Students for the Attitudinal Dimension*

<b>skills and dispositions</b>	<b>N</b>	<b>Mean</b>	<b>S.D.</b>
1. ability to accept lack of clarity that helps to deal with ambiguous situations (tolerance of ambiguity)	187	3.64	.52
2. the desire to learn more about something or someone (curiosity)	188	3.58	.57
3 ability to modify behavior according to changing situations (ability to adapt to new situations)	188	3.55	.52
4 ability to adapt to diverse social and cultural situations (flexibility)	188	3.54	.54
5. ability to realize automatically about what people think in a certain kind of situation (empathy)	190	3.45	.57

The knowledge dimension has 5 skills and dispositions. They are the knowledge of one's own desires, strengths, weaknesses, and emotional stability (self confidence), the knowledge about the different positions or role relationships the person holds in society (acknowledgement of identity of others), the knowledge about cultural norms, values, behaviors, and issues (an understanding of others' world views, values, norms, and way of life), the appropriate knowledge of the country and culture and being open to new information and perspectives (knowledge about another country and culture), and the knowledge about resolving misunderstandings and discovering new information (knowledge about intercultural communication).

The students agreed that the knowledge about cultural norms, values, behaviors, and issues (an understanding of others' world views, values, norms, and way of life) (M= 3.58) was the most required followed by the knowledge of one's own desires, strengths, weaknesses, and emotional stability (self-confidence) and the knowledge about the different positions or role relationship the person holds in society (acknowledgement of identity of others) (M= 3.55). In the third place, was the knowledge about resolving misunderstandings and discovering new information (knowledge about intercultural communication) (M= 3.50). The results of the questionnaires in the knowledge dimension are shown in table 4.25.

Table 4.25

*Results from the Questionnaires of the Students for the Knowledge Dimension*

<b>Skills and Dispositions</b>	<b>N</b>	<b>Mean</b>	<b>S.D.</b>
1. knowledge about cultural norms, values, behaviors, and issues (an understanding of others' world views, values, norms, and way of life)	191	3.58	.53
2. knowledge of one's own desires, strengths, weaknesses, and emotional stability (self confidence)	191	3.5	.55
3. knowledge about the different positions or role relationships a person holds in society (acknowledgement of identity of others)	191	3.55	.52
4. knowledge about resolving misunderstandings and discovering new information (knowledge about intercultural communication)	191	3.50	.53
5. knowledge of the country and culture and being open to new information and perspectives (knowledge about another country and culture)	190	3.42	.60

The skill dimension contains 5 skills and dispositions. They are the ability to interpret a document and make it accessible to someone from another country (ability to interpret), the ability to acquire new cultural knowledge that can be used in real time communication (knowledge discovery), the ability to cope with problems and to achieve goals when no solution is obvious (problem solving skills), the ability to assess the practices, viewpoints, and products critically in the environment of one's own cultural communities and others countries (ability to evaluate), and the ability to make an effort to communicate until reaching an acceptable point or agreement about differing needs or ideas (ability to negotiate).

The students agreed that the ability to acquire new cultural knowledge that can be used in real time communication (knowledge discovery) ( $M= 3.51$ ) was the most required. In the second place was the ability to cope with problems and to achieve goals when no solution is obvious (problem solving skills) ( $M= 3.49$ ). In third place, was the ability to assess the practices, viewpoints, and products critically in the environment of one's own cultural communities and others countries (ability to evaluate) ( $M= 3.45$ ). The results of the questionnaires in the skill dimension are shown the table 4.26.

Table 4.26

*Results from the Questionnaires of the Students for the Skills Dimension*

<b>Skills and Dispositions</b>	<b>N</b>	<b>Mean</b>	<b>S.D.</b>
1. ability to acquire new cultural knowledge that can be used in real time communication (knowledge discovery)	191	3.51	.58
2. ability to cope with problems and to achieve goals when no solution is obvious (problem solving skills)	191	3.49	.61
3. ability to assess the practices, viewpoints, and products critically in the environment of one's own cultural communities and others countries (ability to evaluate)	191	3.45	.62
4. ability to interpret a document and make it accessible to someone from another country (ability to interpret)	191	3.44	.62
5. ability to make an effort to communicate until reaching an acceptable point or agreement about differing needs or ideas (ability to negotiate)	191	3.39	.62

In conclusion, from the students' perspectives, in the attitudinal dimension, the ability to accept lack of clarity that help to be able to deal with ambiguous situations (tolerance of ambiguity) (M= 3.64) was the most required. In the knowledge dimension, the knowledge about cultural norms, values, behaviors, and issues (an understanding of others' world views, values, norms, and way of life) (M= 3.58) was the most required. Finally, in the skill dimension, the ability to acquire new cultural knowledge that can be used in real time communication (knowledge discovery) (M= 3.51) was the most required.

Considering each dimension, it is clear that from the students' perspectives, attitudinal dimension (M= 3.54) was the most required dimension in ICC followed by the knowledge dimension (M= 3.51), and the skill dimension (M= 3.45) respectively as is shown in table 4.27

Table 4.27

*The Importance of each Dimension of Intercultural Communicative Competence from the Students' Perspectives.*

ICC Dimensions	N	Mean	S.D.
Attitudinal dimension	190	3.54	.34
Knowledge dimension	191	3.51	.36
Skill dimension	191	3.45	.45

#### 4.5.2 From Lecturers' Perspectives

The attitudinal dimension consists of 5 skills and dispositions. They are the ability to adapt to diverse social and cultural situations (flexibility), the ability to modify behavior according to changing situations (ability to adapt to new situations), the desire to learn more about something or someone (curiosity), the ability to accept lack of clarity that helps to be able to deal with ambiguous situations (tolerance of ambiguity), and ability to realize automatically what people think in certain kinds of situation (empathy).

All of the lecturers agreed that for the attitudinal dimension, the ability to realize automatically about what people think in a certain kinds of situations (empathy) (mean 4.00) was the most required skills and dispositions. It was clear that the lecturer thought that the rest of the skills and dispositions were equally required. The means of the ability to adapt to diverse social and cultural situation (flexibility), the ability to modify own behavior according to changing situations (ability to adapt to new situations), the desire to learn more about something or someone (curiosity), and the ability to accept lack of clarity that helps to be able to deal with ambiguous

situations (tolerance of ambiguity) were all 3.80. The results of the questionnaires are shown in table 4.28.

Table 4.28

*Results from the Questionnaires of the Lecturers for the Attitudinal Dimension*

<b>Skills and Dispositions</b>	<b>N</b>	<b>Mean</b>	<b>S.D.</b>
1. ability to realize automatically about what people think in certain kinds of situations (empathy)	5	4.00	.00
2. ability to adapt to diverse social and cultural situations (flexibility)	5	3.80	.44
3. ability to modify behavior according to changing situations (ability to adapt to new situations)	5	3.80	.44
5. ability to accept lack of clarity that help to be able to deal with ambiguous situations (tolerance of ambiguity)	5	3.80	.44

In the knowledge dimension, there are 5 skills and dispositions. They are the knowledge of one's own desires, strengths, weaknesses, and emotional stability (self-confidence), the knowledge about the different positions or role relationships the person holds in society (acknowledgement of identity of others), the knowledge about cultural norms, values, behaviors, and issues (an understanding of others' world views, values, norms, and way of life), the knowledge of the country and culture and being open to new information and perspectives (knowledge about another country and culture), and the knowledge about resolving misunderstandings and discovering new information (knowledge about intercultural communication).

The lecturers all agreed that the knowledge of one's own desires, strength, weakness, and emotional stability (self-confidence) was as required as the knowledge about the different positions or role relationship the person holds in society (acknowledgement

of identity of others) and the mean was 4.00. These were followed by the knowledge about resolving misunderstanding and discovering new information (knowledge about intercultural communication) (M= 3.80). Finally, the knowledge about cultural norms, values, behaviors, and issues (an understanding of others' world views, values, norms, and way of life) and knowledge of a country and culture and being open to new information and perspectives (knowledge about another country and culture) were equally as required (M= 3.60). The results of the questionnaires for the knowledge dimension are shown in table 4.29

Table 4.29

*Results from the Questionnaires of the Lecturers for the Knowledge Dimension*

Skills and Dispositions	N	Mean	S.D.
1. knowledge of one's own desires, strength, weakness, and emotional stability (self-confidence)	5	4.00	.00
2. knowledge about the different positions or role relationships the person holds in society (acknowledgement of identity of others)	5	4.00	.00
3. knowledge about resolving misunderstandings and discovering new information (knowledge about intercultural communication)	5	3.80	.44
4. knowledge about cultural norms, values, behaviors, and issues (an understanding of others' world views, values, norms, and way of life)	5	3.60	.54
5. knowledge of a country and culture and being open to new information and perspectives (knowledge about another country and culture)	5	3.60	.54

The skills dimension contains 5 skills and dispositions. They are the ability to interpret a document to make it accessible to someone from another country (ability



to interpret), the ability to acquire new cultural knowledge that can be used in real time communication (knowledge discovery), ability to cope with problems and achieve a goal when no solution is obvious (problem solving skills), the ability to assess the practices, viewpoints, and products critically in the environment of one's own cultural communities and others countries (ability to evaluate), and the ability to make an effort to communicate until reaching an acceptable point or agreement about differing needs or ideas (ability to negotiate).

The lecturers agreed that in the skill dimension, the ability to interpret a document to make it accessible to someone from another country (ability to interpret) was the most required (mean 3.80), followed by the ability to acquire new cultural knowledge that can be used in real time communication (knowledge discovery) and the ability to cope with problems and achieve a goal when no solution is obvious (problem solving skills) mean 3.60. Finally the mean of the ability to make an effort to communicate until reaching an acceptable point or agreement about differing needs or ideas (ability to negotiate) was 3.40 and the mean of the ability to assess the practices, viewpoints, and products critically in the environment of one's own cultural communities and others countries (ability to evaluate) was 3.20 . The results of the questionnaires in the skill dimension are shown in the table 4.30.

Table 4.30

*Results from the Questionnaires of the Lecturers for the Skills Dimension*

<b>Skills and Dispositions</b>	<b>N</b>	<b>Mean</b>	<b>S.D.</b>
1. ability to interpret a document to make it accessible to someone from another country (ability to interpret)	5	3.80	.44
2. ability to acquire new cultural knowledge that can be used in real time communication (knowledge discovery)	5	3.60	.54
3. ability to cope with problems and achieve a goal when no solution is obvious (problem solving skills)	5	3.60	.54
4. ability to make an effort to communicate until reaching an acceptable point or agreement about differing needs or ideas (ability to negotiate)	5	3.40	.54
5. ability to assess the practices, viewpoints, and products critically in the environment of one's own cultural communities and others countries (ability to evaluate)	5	3.20	1.09

In conclusion, from the lecturers' perspectives for the attitudinal dimension, the ability to realize what people think in a certain kind of situation (empathy) (M= 4.00) was the most required skill and disposition. In the knowledge dimension, the knowledge of one's own desires, strength, weakness, and emotional stability (self-confidence) was as required as the knowledge about the different positions or role relationships the person holds in society (acknowledgement of identity of others) (M= 4.00). In the skills dimension, the ability to interpret a document to make it accessible to someone from another country (ability to interpret) (M= 3.80) was the most required.

However, considering each dimension of ICC, it was shown that, the attitudinal dimension (M= 3.84) was the most required dimension, followed by the knowledge dimension (M= 3.80), and the skills dimension (M= 3.52).

Table 4.31

*The Importance of each Dimension of Intercultural Communicative Competence from the Lecturers' Perspectives.*

ICC dimensions	N	Mean	S.D.
Attitudinal dimension	5	3.84	.21
Knowledge dimension	5	3.80	.28
Skill dimension	5	3.52	.57

#### 4.5.3 From the ICC Academics' Perspectives

The attitudinal dimension consists of 5 skills and dispositions. They are the ability to adapt to diverse social and cultural situations (flexibility), the ability to modify behavior according to changing situations (ability to adapt to new situations), the desire to learn more about something or someone (curiosity), the ability to accept lack of clarity that helps to deal with ambiguous situations (tolerance of ambiguity), and the ability to realize what people think in a certain kind of situation (empathy).

From the perspectives of the ICC academics, the ability to adapt to diverse social and cultural situations (flexibility) and the ability to modify own behavior according to changing situations (ability to adapt to new situations) (M= 4.00) were the most required. The rest of the skills and dispositions which composed of the desire to learn more about something or someone (curiosity), the ability to accept lack of clarity that helps to deal with ambiguous situations (tolerance of ambiguity), and the ability to realize what people think in a certain kind of situation (empathy) (M= 3.67) were all equally required. The results of the questionnaires are shown in table 4.32.

Table 4.32

*Results from the Questionnaires of the ICC Academics for the Attitudinal Dimension*

<b>Skills and Dispositions</b>	<b>N</b>	<b>Mean</b>	<b>S.D.</b>
1. ability to adapt to diverse social and cultural situations (flexibility)	3	4.00	.00
2. ability to modify behavior according to changing situations (ability to adapt to new situations)	3	4.00	.00
3. the desire to learn more about something or someone (curiosity)	3	3.67	.57
4. ability to accept lack of clarity that help to deal with ambiguous situations (tolerance of ambiguity)	3	3.67	.57
5. ability to realize what people think in a certain kind of situation (empathy)	3	3.67	.57

In the knowledge dimension, there are 5 skills and dispositions. They are the knowledge of one's own desires, strength, weakness, and emotional stability (self-confidence), the knowledge about the different positions or role relationships a person holds in society (acknowledgement of identity of others), the knowledge about cultural norms, values, behaviors, and issues (an understanding of others' world views, values, norms, and way of life), the knowledge of a country and culture and being open to new information and perspectives (knowledge about another country and culture), and the knowledge about resolving misunderstandings and discovering new information (knowledge about intercultural communication).

The data shows that, from the ICC academics' perspectives about ICC in the knowledge dimension, all of the skills and dispositions in this dimension were equally as required mean (3.67). The results of the questionnaires in the knowledge dimension are shown in table 4.33.

Table 4.33

*Results from the Questionnaires of the ICC Academics for the Knowledge Dimension*

<b>Skills and Dispositions</b>	<b>N</b>	<b>Mean</b>	<b>S.D.</b>
1. knowledge of one's own desires, strengths, weaknesses, and emotional stability (self-confidence)	3	3.67	.57
2. knowledge about the different positions or role relationships a person holds in society (acknowledgement of identity of others)	3	3.67	.57
3. knowledge about cultural norms, values, behaviors, and issues (an understanding of others' world views, values, norms, and way of life)	3	3.67	.57
4. knowledge of a country and culture and being open to new information and perspectives (knowledge about another country and culture)	3	3.67	.57
5. knowledge about resolving misunderstandings and discovering new information (knowledge about intercultural communication)	3	3.67	.57

The skills dimension contains 5 skills and dispositions. They are the ability to interpret a document to make it accessible to someone from another country (ability to interpret), the ability to acquire new cultural knowledge that can be used in real time communication (knowledge discovery), the ability to cope with problems and to achieve a goal when no solution is obvious (problem solving skills), the ability to assess practices, viewpoints, and products critically in the environment of one's own cultural communities and others countries (ability to evaluate), and the ability to make an effort to communicate until reaching an acceptable point or agreement about differing needs or ideas (ability to negotiate).

The ICC academics agreed that in the skills dimension, the ability to cope with problems and to achieve a goal when no solution is obvious (problem solving skills) and the ability to make an effort to communicate until reaching an acceptable point or agreement about differing needs or ideas (ability to negotiate) were the most required (M= 4.00). This is followed by the ability to interpret a document to make it accessible to someone from another country (ability to interpret) and the ability to assess practices, viewpoints, and products critically in the environment of one's own cultural communities and others countries (ability to evaluate) (M= 3.67). Finally, it was the ability to acquire new cultural knowledge that can be used in real time communication (knowledge discovery) (M=3.33). The results of the questionnaires in the skills dimension are shown in table 4.34.

Table 4.34

*Results from the Questionnaires of the ICC Academics for the Skills Dimension*

<b>Skills and Dispositions</b>	<b>N</b>	<b>Mean</b>	<b>S.D.</b>
1. ability to cope with problems and to achieve a goal when no solution is obvious (problem solving skills)	3	4.00	.00
2. ability to make an effort to communicate until reaching an acceptable point or agreement about differing needs or ideas (ability to negotiate)	3	4.00	.00
3. ability to interpret a document to make it accessible to someone from another country (ability to interpret)	3	3.67	.57
4. ability to assess practices, viewpoints, and products critically in the environment of one's own cultural communities and others countries (ability to evaluate)	3	3.67	.57
5. ability to acquire new cultural knowledge that will be used in real time communication (knowledge discovery)	3	3.33	.57

In conclusion, from the ICC academics' perspectives with the attitudinal dimension, the ability to adapt to diverse social and cultural situations (flexibility) and the ability to modify behavior according to changing situations (ability to adapt to new situations) (M= 4.00) are the most required. In the knowledge dimension, most of the skills and dispositions in this dimension are equally required (M= 3.67). Finally, in the skills dimension, the ability to cope with problems and to achieve a goal when no solution is obvious (problem solving skills) and the ability to make an effort to communicate until reaching an acceptable point or agreement about differing needs or ideas (ability to negotiate) were the most required (M= 4.00). However, considering each dimension of ICC, it is clear that the attitudinal dimension (M= 3.80) is the most required dimension, followed by the skills dimension (M= 3.73), and the knowledge dimension (M= 3.66).

Table 4.35

*The Importance of each Dimension of Intercultural Communicative Competence from the ICC Academics' Perspectives*

ICC dimensions	N	Mean	S.D.
Attitudinal dimension	3	3.80	.20
Skill dimension	3	3.73	.30
Knowledge dimension	3	3.66	.41

#### 4.5.4 From the Tour Guides' Perspectives

The attitudinal dimension consists of 5 skills and dispositions. They are the ability to adapt to diverse social and cultural situations (flexibility), the ability to modify behavior according to changing situations (ability to adapt to new situations), the desire to learn more about something or someone (curiosity), the ability to accept

lack of clarity that helps to deal with ambiguous situations (tolerance of ambiguity), and the ability to realize what people think in a certain kind of situation (empathy).

From the perspectives of the tour guides, the ability to accept lack of clarity that helps to deal with ambiguous situations (tolerance of ambiguity) (M= 3.55) was the most required, followed by the desire to learn more about something or someone (curiosity) (M= 3.50), and the ability to modify behavior according to changing situations (ability to adapt to new situations) (M= 3.47). The results of the questionnaires are shown in table 4.36.

Table 4.36.

*Results from the Questionnaires of the Tour Guides for the Attitudinal Dimension*

<b>Skills and Dispositions</b>	<b>N</b>	<b>Mean</b>	<b>S.D.</b>
1. ability to accept lack of clarity that helps to deal with ambiguous situations (tolerance of ambiguity)	339	3.55	.68
2. the desire to learn more about something or someone (curiosity)	338	3.50	.69
3. ability to modify behavior according to changing situations (ability to adapt to new situations)	340	3.47	.67
4. ability to adapt to diverse social and cultural situation (flexibility)	340	3.40	.67
5. ability to realize automatically about what people think in a certain kind of situation (empathy)	338	3.35	.71

The knowledge dimension was 5 skills and dispositions. They are the knowledge of one's own desires, strengths, weaknesses, and emotional stability (self-confidence), the knowledge about the different positions or role relationships the person holds in society (acknowledgement of identity of others), the knowledge about cultural norms,



values, behaviors, and issues (an understanding of others' world views, values, norms, and way of life), the knowledge of a country and culture and being open to new information and perspectives (knowledge about another country and culture), and the knowledge about resolving misunderstandings and discovering new information (knowledge about intercultural communication).

The tour guides agreed that the knowledge of one's own desires, strengths, weaknesses, and emotional stability (self-confidence) is the most required ( $M= 3.44$ ), followed by the knowledge about cultural norms, values, behaviors, and issues (an understanding of others' world views, values, norms, and way of life) ( $M= 3.41$ ), and the knowledge about the different positions or role relationships a person holds in society (acknowledgement of identity of others) ( $M= 3.37$ ). The results of the questionnaires for the knowledge dimension are shown in table 4.37.

Table 4.37

*Results from the Questionnaires of the Tour Guides for the Knowledge Dimension*

<b>Skills and Dispositions</b>	<b>N</b>	<b>Mean</b>	<b>S.D.</b>
1. knowledge of one's own desires, strengths, weaknesses, and emotional stability (self-confidence)	339	3.44	.66
2. knowledge about cultural norms, values, behaviors, and issues (an understanding of others' world views, values, norms, and way of life)	338	3.41	.65
3. knowledge about the different positions or role relationships a person holds in society (acknowledgement of identity of others)	338	3.37	.67
4. knowledge about resolving misunderstandings and discovering new information (knowledge about intercultural communication)	336	3.35	.69

Table 4.34 *continued*

5. knowledge of a country and culture and being open to new information and perspectives (knowledge about another country and culture)	335	3.33	.75
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The skill dimension contains 5 skills and dispositions. They are the ability to interpret a document to make it accessible to someone from another country (ability to interpret), the ability to acquire new cultural knowledge that can be used in real time communication (knowledge discovery), the ability to cope with problems and achieve a goal when no solution is obvious (problem solving skills), the ability to assess practices, viewpoints, and products critically in the environment of one's own cultural communities and others countries (ability to evaluate), and the ability to make an effort to communicate until reaching an acceptable point or agreement about differing needs or ideas (ability to negotiate).

The tour guides agreed that for the skill dimension, the ability to cope with problems and to achieve a goal when no solution is obvious (problem solving skills) and the ability to make an effort to communicate until reaching an acceptable point or agreement about differing needs or ideas (ability to negotiate) were the most required (M= 3.49). This was followed by the ability to assess practices, viewpoints, and products critically in the environment of one's own cultural communities and others countries (ability to evaluate) (M= 3.37). The results of the questionnaires in the skills dimension are shown in table 4.38.

Table 4.38

*Results from the Questionnaires of the Tour Guides for the Skills Dimension*

<b>Skills and Dispositions</b>	<b>N</b>	<b>Mean</b>	<b>S.D.</b>
1. ability to cope with problems and to achieve a goal when no solution is obvious (problem solving skills)	320	3.49	.65
2. ability to make an effort to communicate until reaching an acceptable point or agreement about differing needs or ideas (ability to negotiate)	320	3.49	.65
3. ability to assess practices, viewpoints, and products critically in the environment of one's own cultural communities and others countries (ability to evaluate)	320	3.37	.65
4. ability to interpret a document to make it accessible to someone from another country (ability to interpret)	340	3.35	.69
5. ability to acquire new cultural knowledge that can be used in real time communication (knowledge discovery)	340	3.34	.66

In conclusion, from the tour guides' perspective for the attitudinal dimension, the ability to accept lack of clarity that helps to be able to deal with ambiguous situations (tolerance of ambiguity) (M= 3.55) was the most required. For the knowledge dimension, the knowledge of one's own desires, strengths, weaknesses, and emotional stability (self-confidence) (M= 3.44) was the most required. For the skill dimension, the ability to cope with problems and to achieve a goal when no solution is obvious (problem solving skills) and the ability to make an effort to communicate until reaching an acceptable point or agreement about differing needs or ideas (ability to negotiate) (M= 3.49) were the most required.

On the other hand, considering from each dimension of ICC, it was showed that, the attitudinal dimension (M= 3.45) was the most required dimension, followed by the skills dimension (M= 3.39), and the knowledge dimension (M= 3.38).

Table 4.39

*The Importance of each Dimension of Intercultural Communicative Competence from the Tour Guides' Perspectives.*

ICC Dimensions	N	Mean	S.D.
Attitudinal dimension	340	3.45	.54
Skill dimension	341	3.39	.54
Knowledge dimension	340	3.38	.52

#### 4.5.5 From the Employers' Perspectives

As shown before the attitudinal dimension, consists of 5 skills and dispositions. They are the ability to adapt to diverse social and cultural situations (flexibility), the ability to modify behavior according to changing situations (ability to adapt to new situations), the desire to learn more about something or someone (curiosity), the ability to accept lack of clarity that helps to deal with ambiguous situations (tolerance of ambiguity), and the ability to realize what people think in a certain kind of situation (empathy).

From the perspective of the employers, the ability to accept lack of clarity that helps to be able to deal with ambiguous situations (tolerance of ambiguity) (M= 3.58) is the most required skill and dispositions, followed by the desire to learn more about something or someone (curiosity) (M= 3.53), and the ability to modify behavior according to changing situations (ability to adapt to new situations) (M= 3.50). The results of the questionnaires are shown in table 4.40.

Table 4.40

*Results from the Questionnaires of the Employers for the Attitudinal Dimension*

<b>Skills and Dispositions</b>	<b>N</b>	<b>Mean</b>	<b>S.D.</b>
1. ability to accept lack of clarity that helps to be able to deal with ambiguous situations (tolerance of ambiguity)	310	3.58	.59
2. desire to learn more about something or someone (curiosity)	310	3.53	.59
3. ability to modify behavior according to changing situations (ability to adapt to new situations)	311	3.50	.56
4. ability to adapt to diverse social and cultural situations (flexibility)	311	3.48	.63
5. ability to realize what people think in a certain kind of situation (empathy)	311	3.41	.59

The knowledge dimension has 5 skills and dispositions. They are the knowledge of one's own desires, strengths, weaknesses, and emotional stability (self-confidence), the knowledge about the different positions or role relationships the person holds in society (acknowledgement of identity of others), the knowledge about cultural norms, values, behaviors, and issues (an understanding of others' world views, values, norms, and way of life), the knowledge of a country and culture and being open to new information and perspectives (knowledge about another country and culture), and the knowledge about resolving misunderstandings and discovering new information (knowledge about intercultural communication).

For the knowledge dimension, the employers agreed that knowledge about cultural norms, values, behaviors, and issues (an understanding of others' world views, values, norms, and way of life) was the most required (M= 3.48), followed by the knowledge of one's own desires, strengths, weaknesses, and emotional stability (self-

confidence) (M= 3.47), and knowledge about the different positions or role relationships a person holds in society (acknowledgement of identity of others) (M= 3.42). The results of the questionnaires in the knowledge dimension are shown in table 4.41.

Table 4.41

*Results from the Questionnaires of the Employers for the Knowledge Dimension*

<b>Skills and Dispositions</b>	<b>N</b>	<b>Mean</b>	<b>S.D.</b>
1. knowledge about cultural norms, values, behaviors, and issues (an understanding of others' world views, values, norms, and way of life)	309	3.48	.59
2. knowledge of one's own desires, strengths, weaknesses, and emotional stability (self-confidence)	310	3.47	.60
3. knowledge about the different positions or role relationships a person holds in society (acknowledgement of identity of others)	311	3.42	.59
4. knowledge of a country and culture and being open to new information and perspectives (knowledge about another country and culture)	308	3.32	.66
5. knowledge about resolving misunderstandings and discovering new information (knowledge about intercultural communication)	309	3.32	.63

The skills dimension contains 5 skills and dispositions. They are the ability to interpret a document to make it accessible to someone from another country (ability to interpret), the ability to acquire new cultural knowledge that can be used in real time communication (knowledge discovery), the ability to cope with problems and achieve a goal when no solution is obvious (problem solving skills), ability to assess practices, viewpoints, and products critically in the environment of one's own

cultural communities and others countries (ability to evaluate), and the ability to make an effort to communicate until reaching an acceptable point or agreement about differing needs or ideas (ability to negotiate).

The employers agreed that for the skill dimension, the ability to cope with problems and to achieve a goal when no solution is obvious (problem solving skills) was the most required (M= 3.43), followed by the ability to interpret a document to make it accessible to someone from another country (ability to interpret) (M= 3.38), and the ability to acquire new cultural knowledge that can be used in real time communication (knowledge discovery) (M= 3.35). The results of the questionnaires for the skill dimension are shown in table 4.42.

Table 4.42

*Results from the Questionnaires of the Employers for the Skills Dimension*

<b>skills and dispositions</b>	<b>N</b>	<b>Mean</b>	<b>S.D.</b>
1. ability to cope with problems and to achieve the goal when no solution is obvious (problem solving skills)	297	3.43	.60
2. ability to interpret a document to make it accessible to someone from another country (ability to interpret)	310	3.38	.69
3. ability to acquire new cultural knowledge that can be used in real time communication (knowledge discovery)	309	3.35	.65
4. ability to make an effort to communicate until reaching an acceptable point or agreement about differing needs or ideas (ability to negotiate)	296	3.34	.66
5. ability to assess practices, viewpoints, and products critically in the environment of one's own cultural communities and others countries (ability to evaluate)	295	3.33	.63

In conclusion, from the perspectives of the employers, it is clear that for the attitudinal dimension, the ability to accept lack of clarity that helps to be able to deal with ambiguous situations (tolerance of ambiguity) (M= 3.58) was the most required skills and dispositions. For the knowledge dimension, the employers agreed that knowledge about cultural norms, values, behaviors, and issues (an understanding of others' world views, values, norms, and way of life) (M= 3.48) was the most required. Finally, for the skill dimension, the ability to cope with problems and to achieve a goal when no solution is obvious (problem solving skills) (M= 3.43) was the most required. However, considering each dimension of ICC, it was shown that, the attitudinal dimension (M= 3.49) was the most required dimension, followed by the knowledge dimension (M= 3.40), and then the skills dimension (M= 3.36).

Table 4.43

*The Importance of each Dimension of Intercultural Communicative Competence from the Employers' Perspectives.*

ICC Dimensions	N	Mean	S.D.
Attitudinal dimension	311	3.49	.47
Knowledge dimension	311	3.40	.46
Skill dimension	311	3.36	.54

In conclusion, from the perspectives of the students, lecturers, ICC academics, employers, and tour guides, the most required dimension of ICC was the attitudinal dimension which showed the highest mean scores of 3.54 (students), 3.84 (lecturers), 3.80 (ICC academics), 3.49 (employers), and 3.45 (tour guides) respectively.



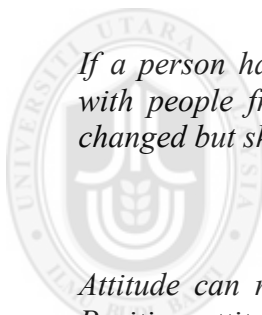
Table 4.44

*Quantitative Data Related to Three Dimensions of ICC*

<b>Population</b>	<b>Attitudinal Dimension</b>	<b>Knowledge Dimension</b>	<b>Skills Dimension</b>
Students (3.64)	Tolerance of ambiguity	An understanding of others' world views, values, norms, and way of life (3.58)	Knowledge discovery (3.51)
Lecturers	Empathy (4.00)	Self-confidence (4.00) Identity of others (4.00)	Ability to interpret (3.80)
ICC academics	Flexibility (4.00) Ability to adapt to new situations (4.00)	Self-confidence (3.67) Acknowledgement of identity of others (3.67) An understanding of Others' world views, values, norms, and way of life (3.67) Knowledge about another country and culture (3.67) Knowledge about Intercultural communication (3.67)	Problem solving skills (4.00) Ability to negotiate (4.00)
Employers	Tolerance of Ambiguity (3.58)	Others' world views, values, norms, and way of life (3.48)	Problem solving skills (4.00) Ability to negotiate (4.00)
Tour Guides	Tolerance of ambiguity (3.55)	Self-confidence (3.44)	Problem solving skills (3.49) Ability to Negotiate (3.49)

It is clear that most of the population in this study agreed that the attitudinal dimension is the most important dimension in ICC. Based on the results of qualitative data, in depth interviews were employed in order to investigate the reasons behind this phenomenon. 20 students and 5 lecturers from universities A, B, C, D, and E, 3 ICC academics, 10 tour guides, and 10 employers were interviewed as to why they think that the attitudinal dimension is the most important and is more important than the knowledge dimension and the skills dimension.

The results from the interview are quite similar in all groups of the populations and the data below quotes some of the results from these interviews.



*If a person has positive attitude, it will help when interacting with people from different culture and attitude is hard to be changed but skills can be practiced.*

(The 2<sup>nd</sup> employer)

*Attitude can represent oneself about thinking, behaviors, etc. Positive attitude can promote successful communication and help people to live happily together. Good attitude can lead to eagerness to improve the skills.*

(The 6<sup>th</sup> employer)

*Attitude occurs inside our mind and it plays an important role in the way we act to others. Good attitude about something can let us learn effectively.*

(The 3<sup>rd</sup> student)

*Tourism personnel have to have good attitude which helps them to work smoothly with others. However, skills can be practice at work.*

(The 2<sup>nd</sup> tour guide)

*When you're facing problems, attitude is the important thing for problem solving. On the other hand, some skills are not employed in some work.*

(The 5th tour guide)

*It's easier for me to teach the students to be skillful but it's harder to teach them have good attitude about something.*

(The 1st lecturer)

*Good attitude is very essential for working because a good attitude makes good thinking and feeling to work. In tourism domain good attitude is very important. It can lead to good service and make the tourists be impressed.*

(The 2<sup>nd</sup> lecturer)

*Good attitude can help people to work effectively and work with others happily. Attitude is more important than skills because skills can be practiced but attitude is hard to change.*

(The 3<sup>rd</sup> lecturer)

*It's important for people who work in the tourism domain to have a good attitude. It will promote effective work. Flexibility is very essential when serving customers especially the people from different culture. Good attitude is more important than skills because skills can be practiced.*

(The 1<sup>st</sup> ICC academic)

*Attitude is very important because attitude is a factor affecting determination and eagerness to learn and communicate with people from different cultures.*

(The 5th lecturer)

*Personally, based on my experience living in and traveling to other countries, the language issue can be challenging when the guides have a lower proficiency in English and/or their pronunciation is difficult for me. However, for me, attitude is everything. As human beings we, by nature, want to*

*communicate to get our needs met, whether they be emotional, physical or otherwise. If we feel the interlocutor is trying their best to successfully communicate, that's half the battle. Additionally, if the interlocutor doesn't get frustrated and demonstrates resourcefulness, all the better. The attitude of the other keeps us engaged or not. It's, for me, the most important component.*

(The 2<sup>nd</sup> ICC academic)

The results from the interviews revealed that most of the populations in this study agreed that the attitude dimension was very important because attitude plays an important role in interacting with people from different cultures for example, flexibility is essential when serving customers. Attitude can help to promote successful communication and working happily with others. In addition, attitude was more important than skills because skills can be practiced but attitude is hard to change as one of the lecturer claimed that it's easier for me to teach the students to be skillful but it's harder to teach them have a good attitude about something.

#### **4.5.6 Discussions on the Required Skills and Dispositions of ICC for Undergraduate Students**

The aim of research question number three was to explore the skills and dispositions required for undergraduate students from the students', lecturers', ICC academics', employers', and tour guides' perspectives. The results from the questionnaires indicated that the majority of each group of subjects agreed that the attitudinal dimension was very important and this showed the highest mean scores. The students, employers, and tour guides all answered that tolerance of ambiguity was the most important while the lecturers agreed that empathy was the most crucial. From the perspective of the ICC academics, flexibility was as important as the ability to adapt

to new situations. However, the level of mean scores in these three dimensions was very close. It can be concluded that these three dimensions are very important.

The results from the questionnaires illustrated that the attitudinal dimension showed the highest mean score. This result can be supported by Byram, (1997) who stated that the success of intercultural interaction cannot be decided by the effectiveness of information exchange alone what is as important as the communication is the maintaining of human relationships and this capacity depends on attitudinal factors.

The result from this study can be supported by the previous study of Deardorf (2010) which illustrated that essential attitudes such as openness and curiosity will push the individual to step out of his or her comfort zone. In intercultural interaction, to respect other values, it needs to be demonstrated that others are valued. These attitudes are the foundation for the further development of knowledge and skills which are needed for ICC while knowledge is also important because it makes the individual understand the world from the perspective of others.

Regarding the importance of ICC in attitudinal dimension related to tourism domain, it is very important for tourism personnel to possess ICC skills and dispositions such as flexibility, tolerance of ambiguity, empathy, and ability to adapt to new situations. These ICC skills and dispositions are necessary in their works and in intercultural interactions. From the study of Inkaew (2016), it illustrated that from the perspectives of the ICC instructors and the hotel front office managers, the key ICC aspect which helps the hotel front office personnel to conduct appropriate and effective intercultural encounters is a good attitude towards different cultures.

On the other hands, in educational domain, attitudinal dimension of ICC is factors effecting learning motivation of the students. This aspect is supported by the study of Yang (2016) which revealed that the students in higher education in China showed strong motivation and interest in ICC under the attitudinal dimension compared to other dimensions. It is in line with the study of Tran and Seepho (2016) which indicated that when the learners aware of the importance of ICC, their attitudes towards intercultural communicative language teaching will be positively changed. Additionally, the students can develop the positive attitude toward ICC by being motivated both intrinsically and extrinsically. The teachers should encourage and motivate the students by choosing the learning materials which develop learners' ICC. They should be authentic, up-to-date, providing useful and interesting information, and appropriate for the learners' age and interest.

Attitude, knowledge, and skills together will lead to internal outcomes such as flexibility, adaptability and empathy. These will help the individual to see the world from others' perspectives and respond to others as they themselves would want to be treated. Each person can reach different levels of internal outcomes. Internal outcomes are demonstrated through the individual's behaviors and communication and these appear as the visible outcomes. Deardorf (2010) illustrated that intercultural communicative competence is a process which is no particular point that the individual can reach complete competent. Then, it is important to pay more attention on the process to acquire the essential attitude, knowledge, and skills.

In conclusion, ICC skills and dispositions in attitudinal dimensions are required both in business and educational domain. Positive attitude can enhance motivation to

work and learn effectively. However, in order to reach complete intercultural competence all dimensions of ICC; attitude, knowledge, and skills should be developed simultaneously.

#### **4.6 The Relevant Skills of ICC from ICC Academics' Perspectives**

From interviews for ICC academics, data was analyzed and interpreted. The relevant ICC skills were proposed and the importance of each objective was illustrated as the following;

The first ICC academic illustrated that the skills of discovery and interaction related to the aim of identifying similar and dissimilar processes of interaction, verbal and non-verbal, to negotiate and the appropriate use of them in specific circumstances is very important because when tourists need something they do not care for reasonable explanations. They just want to be served as soon as possible. In cases like this the skill of problem solving is the most important.

*Customers or tourists don't want to know why the problems occur they just want to be served for example, one tourist wanted to have her dinner at the same table in a restaurant as she has ever had on last Christmas or tourists want their pets be served as good as they were, and problems have to be solved immediately. Then, aptitude and problem solving skills is very important*

(The 1<sup>st</sup> ICC academic)

Additionally, the staff's ability to communicate in English has to be good enough to argue or explain. One more important thing for tourism personnel is sagacity to solve problems. However, cultural knowledge is necessary for the tourism personnel in order to help them to prepare themselves for interacting with tourists but cultural knowledge is less used when problems or conflicts occur.

Moreover, the second ICC academic agreed that one more important aim in the skills of discovery and interaction is use in real-time using an appropriate combination of knowledge, skills and attitudes in interacting with interlocutors from a different country and culture taking into consideration the degree of one's existing familiarity with the country, culture and language and the extent of difference between one's own and the others (respond to distance/proximity of other culture). The undergraduate students in English for Tourism courses have to realize the characteristics of foreigners from different countries and the ways to prepare themselves for interactions with those people.

*If the lecturers have knowledge relate to tourism, they might design classroom activities which accord to real situations and can encourage the students to think critically when they have to handle conflicts in various tourist groups such as tourist from China and Africa which may want to be treated differently*

(The 2<sup>nd</sup> ICC academics)

In conclusion, the most important things for under graduate students who may have to work in tourism industries in the future are problem solving skills, language skills, and cultural knowledge. Activities which are used in the teaching process should be problem based such as simulations in order to practice problem solving skills. However, before doing simulations the students have to gain enough cultural knowledge and an appropriate level of verbal interacting. Language skills for undergraduate students should not just be fluence but should be based on pragmatic knowledge also. In the learning and teaching practices, initially the students should be taught about cultural knowledge by using reading texts or online materials to get information about various cultures in different situations such as hotels, tour guide situations, and restaurants. Students can compare similarities and differences between their own culture and others, including the knowledge of good manners,



politeness, and appropriate behavior in different cultures. After the students have enough cultural knowledge, simulations can be conducted. The lecturer may utilize various situations such as the conflict between tourists from different cultures or the students may take part in different tourism related situations.

The language structure can be taught naturally by watching video clips or online materials for example video clips about communication breakdown caused by using inappropriate sentences. In this was students could acquire cultural knowledge, language structures, and appropriate behavior following the simulations. Another ICC academic from university D claimed that the skills which are very important for undergraduate students who will work in the tourism domain in the future were the skills of discovery and interaction related to the aim of using in real-time an appropriate combination of knowledge, skills, and attitudes in interaction with interlocutors from a different country and culture taking into consideration the degree of one's existing familiarity with the country, culture and language and the extent of difference between one's own and the others (respond to distance/ proximity of other culture). She explained that from the customers' perspectives when they are staying somewhere as tourists if they have problems or if they think the staff are more international (understanding not just one own culture but also international culture), they are more likely to stay there than the person who only knows their own. That makes the tourists feel it is difficult to communicate.

Additionally, the ICC academic from university D stated that one more important skill relates to using in real time knowledge skills, and attitudes for mediation between interlocutors of one's own and a foreign culture (mediate between

interlocutors) is very important also. She illustrated that if there is a conflict or a misunderstanding, it is better if the person can figure out a solution.

*In intercultural interaction sometimes we do not know what the misunderstanding is, so it is highly probable that the problems of misunderstanding will continue*

(The 3<sup>rd</sup> ICC academic)

On the other hand, if we know about cultural differences, we can see that person is not being rude. Then, to integrate ICC into classroom activities, the lecturer may use authentic materials such as video clips to show intercultural interactions and identify what the misunderstanding is. The ICC academic also raised the example of cultural differences which might lead to misunderstandings. She gave the case of her student who sent her an e-mail and he did not write the title at the head of the e-mail. That does appear to be rude to her because in American culture especially, with a teacher, it is appropriate to write the title *Dear*. However, she knew that it is a cultural thing and that was not his intention. She also claimed that in this case, before she got upset and writes something back like *do not address me this way* but she thought about cultural aspect and this can be the same case as in business e-mail which you have to write in a way that the recipient will see the sender is respectful and professional. Another example of a classroom activity is where the lecturer may let the students explore cultural differences between Thai culture and others or between western culture and Asian culture.

#### **4.6.1 Discussion on Relevant Skills of ICC from ICC Academics' Perspectives**

Research question number four explored the intercultural communicative skills which are relevant for undergraduate students from ICC academics' perspectives. All of the ICC academics agreed that the skills of discovery and interaction are very

important and the activities in class which help to promote these skills should be problem based, the materials used in classes should be authentic and the activities should allow the students explore cultural differences. The result of research question number four can be explained by Aguilar (2002) that in intercultural interaction, an individual has knowledge about his or her own culture and others, including attitude, which is a precondition for effective interaction. However, these will be modified by the process of interaction which employs different skills. The skills can be divided into two groups. The first one aims to interpret and establish the relationships between two cultures. The second one aims at discovery and interaction. The skills of discovery and interaction play an important role when a person does not have previous background knowledge about another culture or a particular situation. These skills help us to recognize the relevant situations in a foreign environment.

From Byram's criteria, some objectives of ICC such as the skills of discovery can be included as part of a curriculum because ICC is not a phenomenon that occurs naturally, it has to address intentionally through the curriculum (Deardorf, 2010). Additionally, to promote skills of discovery and interaction, Chaouche (2016) proposed about teaching practices that teachers should avoid teaching culture as facts. It is better to promote cultural understanding. It is crucial to aware of the importance of dialogues if the learners try to understand other cultures. To promote cultural understanding through dialogues is a way to provide opportunities for the students to take part in exploring and discovering knowledge by themselves.

As stated previously that the materials used in classes which can promote ICC skills should be authentic. For this point, it is supported by Peterson and Coltrane (2003)

and Reid (2015). They claimed that authentic materials which are made from the native communities will help the students to get experiences in authentic cultures. There are various authentic materials that can be used in classes such as magazines, newspapers, television shows, websites, and so on. The teachers can select these authentic materials and adapted to their classes. Moreover, the activities in classes can integrate communicative skills; listening, speaking, reading, and writing skills to promote language proficiency together with ICC.

For classroom activities, the lecturer may start the lesson by showing video clip about cultural conventions for example; greeting in a particular culture to the students. In this stage the students can get cultural knowledge and can practice listening skills simultaneously. In while listening activities, the teacher may provide a diagram or dialogue for the students to complete. This activity can develop the students' writing and reading skills. The listening and writing activities can be followed by discussion about cultural norms and values. The teacher may ask the students to discuss about similarities and differences between their own culture and others. From these activities, the students can explore effective strategies to communicate in the target culture by themselves.

Furthermore, doing role play is one of the activities which are widely used in classes to promote ICC skills. Omid (2016) claimed that role play is the activity which can lead to oral language development. There is various cultural knowledge for the activity which help the students to explore and many ICC skills that the students can practices through role plays. For example, the students can discover that there are different ways of greetings depend on the different norms of culture.

#### **4.7 Summary**

The result from curricula analysis based on the five criteria; geo-political context, learning context, developmental factors, identification of objective, and sequence in the curricula showed that there were two universities (universities C and D) where there were elements of an ICC curriculum. The English for Tourism curriculum of university C included all elements of an ICC curriculum while the English for Tourism curriculum of university D consisted of 3 elements of an ICC curriculum. However, the English for Tourism curriculum of university E included only one element of an ICC curriculum while in the English for Tourism curricula of universities A and B, the elements of an ICC curriculum did not exist.

The majority of the English for Tourism curricula did not include ICC curriculum elements especially the elements regarding geo-political context and developmental factors. Geo-political context is the element where the curriculum had content related to the context of the environment and the foreseeable needs of the learners such as the career fields the students might enter after graduation. The developmental factor is the element related to the learners' cognitive and affective development. An ICC curriculum has to be established based on the appropriateness for the learners. However, the element of learning context which is about the limitations or obstacles of ICC and sequence in the curriculum which considers the prioritization of objectives based on the relationship with the locations and opportunities for learning have to be considered also.

Most of the populations in this study which consisted of the students, lecturers, ICC academics, employers and tour guides agreed that ICC was very important for

undergraduate students who have a high possibility of working in the tourism domain after graduation. However, the most important dimension was the attitudinal dimension. Considering the teaching procedures, it indicated that the tasks and activities which promote the attitudinal; dimension were quite obvious. On the other hand, the tasks and activities which promoted the skills dimensions and the knowledge dimension had to be focused upon also.



## **CHAPTER FIVE**

### **IMPLICATIONS AND CONCLUSION**

#### **5.1 Introduction**

This study of Incorporating Intercultural Communicative Competence (ICC) components into the English for Tourism Curricula in Southern Thailand universities investigated the key components of ICC which are needed for undergraduate students who have a high probability of working in the tourism domain after graduating.

In this study, mixed method; quantitative and qualitative research methodologies were employed in order to answer the research questions. Research question number 1 investigated whether ICC components were reflected in the present English for Tourism curricula in five universities in Southern Thailand. In order to answer research question number 1, document analysis was employed. The English for Tourism curricula in 5 universities in Southern Thailand were analyzed based on 5 criteria. They were geo-political context, learning context, developmental factors, identification of objectives, and sequence in the curriculum. Research question number 1a. was about the teaching process and classroom activities to find out whether the lecturers integrated ICC into their English for Tourism courses or not. In this process, interviews and observations were employed. Five lecturers and fifty students from the five universities were interviewed. The questions related to three dimensions of ICC; knowledge, attitude, and skills dimension. Observations were made twice for each class.

Research question number 2 was about the importance of ICC from students', lecturers', ICC academics', employers', and tour guides' perspectives, in order to answer the question, questionnaires were given to 191 students from 5 universities who took English for Tourism course in semester 2014/15. The questionnaires were given to 5 lecturers from 5 universities who teach English for Tourism course in the same semester and to 3 ICC academics, 346 tour guides and 312 employers.

The third question was about the skills and dispositions of ICC required for undergraduate students from the students', lecturers', ICC academics', employers', and tour guides' perspectives. In order to answer the research question, questionnaires were employed. The fourth question investigated the skills that undergraduate students should develop in the area of ICC from the perspectives of the ICC academics. In this phase the qualitative approach was employed and three ICC academics from two universities in Southern Thailand were interviewed. The interviews were semi-structured and the questions in the interviews were based on Byram's ICC related to skills dimension which was divided into the skills of interpreting and relating and the skills of discovery and interaction.

## **5.2 Summary of the Study**

The study of *Incorporating Intercultural Communicative Competence Components into the English for Tourism Curriculum in Southern Thailand Universities* aims to investigate ICC components both in English for Tourism curriculum and teaching practices. The importance of ICC and the most required ICC skills and dispositions, and the relevant ICC skills for undergraduate students were investigated. In order to reach the aims of this study, mixed method was employed because there are various



aspects in this study that single methodology cannot resolve. Various kinds of data collection and data analysis both in quantitative and qualitative procedures were employed in this study.

In qualitative procedures, questionnaires were employed to investigate the importance of ICC and the most required skills and dispositions. In this stage, quantitative approaches were used because the study needs numerical data to describe level of the importance of ICC and to compare the level of requirement for each ICC skills and dispositions. In qualitative approaches, document analysis was used to find out the existence of ICC components in the present English for Tourism curriculum in five universities in Southern Thailand. Additionally, interviews were employed to find out 1) the relevant ICC skills from ICC academics' perspectives and 2) existence of ICC in teaching practices. Finally, observations were employed to confirm the results from the interviews about teaching practices in English for Tourism classes. The qualitative approaches are needed in order to describe the real situations and facts about English for Tourism curriculum and teaching practices and to get in-depth information about relevant ICC skills which were needed to be elaborated by the ICC academics.

Regarding the participants in this study, there were 191 students, 5 lecturers, 3 ICC academics, 312 employers, and 346 tour guides. The participants were considered from the stakeholders who will get benefit from this study both in educational and Tourism domain. The data derived from quantitative and qualitative procedures were analyzed and interpreted and the results revealed that from the students', lecturers', ICC academics', employers', and tour guides' perspectives, ICC is very important to

undergraduate students. The most required ICC skills and dispositions are mostly in attitudinal dimension. Regarding teaching practices, it was illustrated that tasks and activities which were used in English for tourism courses mostly support attitudinal dimension. On the other hand, the most relevant ICC skills are skills of discovery and interaction which related to knowledge and skills dimension. In conclusion, the key components of ICC for English for Tourism curriculum and teaching practices are attitude, knowledge, and skills.

Compared to ICC components which were proposed by Byram (1997), in this study, the key components of ICC consist of attitude, knowledge, and skills while Byram's ICC model comprises 5 components; skills of interpreting and relating, skills of discovery and interaction, knowledge, attitude, and critical cultural awareness/ political education. However, there are some aspects which overlap between ICC components in this study and Byram's ICC model. The first one is that, skills of interpreting and relating and skills of discovery and interaction can be grouped in the same category of skills dimension because in this study, skills dimension include ability to interpret , knowledge discovery, problem solving skills, ability to evaluate, ability to negotiate. Moreover, critical cultural awareness/ political education which refer to the ability to evaluate critically based on explicit criteria perspectives, practices, and products in one's own culture and others. This aspect of ICC component can be grouped in ability to evaluate in skills dimension. From the results of this study, the key components of ICC which consist of attitude, knowledge, and skills can be used and adapted in other studies which relate to English language teaching and tourism domain. Furthermore, it can be used in the assessment of ICC in teaching practices which integrate ICC components.

### **5.3 Implications**

In this part, the implications for stakeholders will be illustrated. It is divided into the implications for theory and implications for practice.

#### **5.3.1 Implications for Theory**

In communicative competence theory proposed by Hymes (1972) consists of grammatical competence, discourse competence, strategic competence, and sociolinguistic competence. At present, the role of English has changed to be international language which is used to communicate not only between native and non-native speakers but between non-native and non-native speakers as well. As a consequence, to evaluate the proficiency of the communicators, intercultural communicative competence (ICC) is very essential.

The models of ICC proposed by many scholars; Byram (1977), Fantini (2006), and Deardorff (2006) showed various dimensions of ICC. However, to put a focus on specific field of ICC such as in pedagogical area, ICC dimensions which is used to evaluated have to be specified. The ICC dimensions in this study focused on attitude, knowledge, and skills. All of these dimensions can be used as a criterion to investigate ICC in curricula, required ICC skills and dispositions in tourism domain, and ICC in teaching practices. The ICC dimensions in this study can be employed in evaluating ICC in a field of education which relates to tourism domain. The nature of study in these areas is quite unique. Then, ICC relates to this field needs specific ICC model.

From the results of this study, it can be concluded that tourism personnel who have communicative competence should have ICC which consists of knowledge, attitude, and skills. Knowledge includes knowledge of self and others, knowledge of interaction at individual and societal level. Attitude relates to ability to get rid of ethnocentric and ability to maintain relationship. Finally, skills compose of skill of interpreting and relating and skill of discovery and interaction.

### **5.3.2 Implications for Practice**

Research question number one aimed to investigate whether intercultural communicative components were reflected in the present curricula of English for Tourism courses in five universities in Southern Thailand. The results from the study are very useful for lecturers, ICC academics or policy makers. From the study it was clear that most of the English for Tourism curricula did not include ICC curriculum elements especially the geo-political context and developmental factors. This factor is very important because the curricula have to reflect the context of the environment and the foreseeable needs of the learners such as the career field the students may enter after graduation. Then, in curriculum establishment the ICC components have to be added. An example of the curriculum which integrates ICC curriculum related to geo-political context and developmental factors is as follows.

The aims of English for Tourism course are to integrate four communicative skills; listening, reading, speaking, and writing in communications dealing with situations and problems in tourism and hospitality industries; simulated roles as travel staff, flight attendants, tour guides and hotel staff, including project writing, oral presentation, and discussion.

It is important to write clearly about the ICC component in a curriculum otherwise, the lecturers may not be aware and neglect to integrate intercultural communicative components in their teaching practices. Research question number two studied the importance of ICC from students' lecturers', ICC academics', employers', and tour guides' perspectives. The results showed that the majority of each group of subjects agreed that ICC was very important. The benefits from these results can help to promote the awareness of ICC for students, lecturers, ICC academics, tour guides, and employers.

The awareness of ICC will help students to use the language authentically and appropriately in intercultural communication. Moreover, ICC will help the students to broaden their minds and to be able to cope with different intercultural interactions. In addition, Ismail (2006) stated that students can think more critically by developing intercultural awareness. For lecturers and ICC academics, awareness of ICC will help them to establish the objectives of their courses, the teaching procedures, and activities which support it. Additionally, ICC will help lecturers to broaden their minds and create more authentic teaching practices to be more authentic.

From previous studies related to ICC (Liaw, 2006; Juan & Flor, 2008; Gannon, 2008; Laopongharn & Sercombe, 2009; Kriauciuniene, 2010; Tanaka, 2010; Huang, 2011; Moussa, 2012; and Panggabean et al., 2013), it was found that these previous studies lacked investigation of ICC related to education and English pedagogy within the tourism domain. The results from this study can help the ICC academics to expand the field of studies in various aspects and help them to develop their teaching procedure to be more realistic especially within the Thai tourism domain. For tour

guides and employers, the results from this study can help to enhance their communicative competence and understand the desired skills and dispositions of ICC which suit the Thai tourism domain, and those are, tolerance of ambiguity, empathy, and flexibility. This is very important for the interaction between tour guides and tourists. The more the tour guides comprehend the different values of others culture the more they are able to handle the conflicts and problems which might occur in their interactions with foreign tourists.

Research question number three aimed to find out the skills and dispositions required for undergraduate students from students', lecturers', ICC academics', employers', and tour guides' perspectives. The results from the questionnaires indicated that the majority of each group of the subject agreed that the attitudinal dimension was the most important. This showed the highest mean score. The implications of the results from this research question can be integrated into teaching practices which can promote ICC. Examples of activities which can promote the attitudinal dimension are doing role plays between tourists and tour guides, discussions about Thai culture compared to international cultures, showing video clips of different cultures, discussing and sharing experiences about international interactions, looking at cases and the problems which might occur when leading tours.

Research question number four investigated the ICC skills which are relevant for undergraduate students from ICC academics' perspectives. The results from the interviews revealed that all of the ICC academics agreed that the skills of discovery and interaction were very important and activities in classes which help to promote these skills should be problem based and the materials used in classes should be

authentic. Examples of problem based activities such as doing discussion or raising cases and problems which might occur in intercultural interactions. The authentic materials which can be used in class are video clips, newspapers, articles in magazines, brochures, tour itineraries, and restaurant menus. Authentic materials can help to promote cultural knowledge and enhance the learners' ICC (Kramsch, 2001).

Research question number five aimed to explore whether the lecturers integrated ICC into their English for Tourism courses. The result for this question showed that there were various tasks and activities that could help to promote ICC. However, tasks and activities which promoted the attitudinal dimension were quite obvious in the sources. The implication for classroom activities can be concluded that in teaching procedure the lecturers have to balance the tasks and activities which promote all three dimensions of ICC. The activities which can help to promote the knowledge dimensions are providing cultural information through authentic materials, discussion of a particular topic about culture, sharing experiences about cultural interactions and reading texts related to cultural differences. Moreover, the activities which help to develop the skills dimension are doing simulations between tourists and tour guides, doing problem solving activities for particular situations and presentations in front of the class related to cultural topics.

## **5.4 Recommendations**

### **5.4.1 Recommendations for Body of Knowledge**

Recommendations for body of knowledge are as follows;

The ICC components in this study; attitude, knowledge, and skills can minimize the scope of ICC in pedagogy relates to tourism domain. ICC had been proposed in

various aspects with different components (Byram, 1977; Fantini, 2006; Deardorff, 2006) and ICC was used in studies in many areas such as ICC in business (Penbek, Yurdakul, and Cerit, 2009) and ICC in education (Gitimu, 2010; Laohapongharn and Sercombe, 2009). However, the ICC components in pedagogy related to tourism domain were not presented in previous studies. The ICC components in this study can be used and adapted in any works in pedagogy related to tourism domain.

#### **5.4.2 Recommendations for the Researches in the Future**

Recommendations for the researches in the future are as follows;

- i. To study ICC which integrates English pedagogy can be expanded into other subjects such as English for Business, English for Communication and English for Specific Purposes.
- ii. The future study about intercultural communicative competence in the Thai tourism domain could expand to other parts of Thailand in order to receive an overall picture of Thai higher education and tourism.
- iii. The comparison between two different cultures will benefit intercultural interactions. Future studies of ICC can make comparison between Thailand and other cultures.
- iv. The results from this study can be used as a guide for the training courses for graduate students and tour guides to prepare them for working in the tourism domain.

#### **5.5 Conclusion**

The research on Incorporating Intercultural Communicative Competence Components into the English for Tourism Curricula in Southern Thailand



Universities revealed that lecturers, students, ICC academics, tour guides, and their employers were aware of the importance of ICC but mostly, the components of it were not incorporated into the curricula.

Considering teaching procedures, it was clear that there were various tasks and activities that could help to promote ICC. However, the focus was on the attitudinal dimension of ICC which agreed with the results from questionnaires which illustrated the importance of the attitudinal dimension and this showed the highest mean score compared to the knowledge dimension and the skills dimension. Additionally, from the perspectives of lecturers, students, ICC academics, tour guides, and employers, the required skills and dispositions for undergraduate students who have a high possibility to work in tourism domain in the future were all related to the attitudinal dimension. It can be concluded that the knowledge dimension and the skills dimension of ICC have to be more focused upon in the courses. From the opinion of ICC academics it was clear that the skills of discovery and interaction were essential and more authentic materials have to be employed in class. The key component of ICC which was essential for undergraduate students who may work in the tourism domain in this study was in the attitudinal dimension. However, the key components which have to be more focused upon in teaching practices related to the knowledge dimension and the skills dimension.

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## Appendix A

### Tourism statistics

**Numbers of tourists visited Thailand divided by immigration bureaus on**

**September, 2013**

No.	Immigration Bureau 2013 / 2012	Year 2013	Year 2012%	Δ
1	Suwannabhumi Airport	1,175,040	1,071,993	+9.61
2	Don Muang Airport	186,151	6,759	+2,654.12
3	U – Tapao Airport	131	21	+523.81
4	Chiangmai	28,907	16,555	+74.61
5	Hat Yai	7,159	6,201	+15.45
6	Krabi	13,196	5,298	+149.08
7	Phuket	228,574	166,983	+36.92
8	Samui	19,550	13,259	+47.45
9	Bangkok Port	52	48	+8.33
10	SamutPrakan Port	24	50	- 52.00
11	Klongyai Port	8,199	3,550	+128.70
12	Si Racha Port	2,594	189	+1,272.49
13	NakhonPhanom Port	10,938	6,001	+82.27
14	Chiang Khong Port	5,428	3,465	+56.65
15	Chiang Saen Port	1,283	776	+65.34
16	Krabi Port	2,676	841	+218.19
17	Phuket Port	13,228	8,888	+48.83
18	Satun Port	1,542	1,484	+3.91
19	Songkhla Port	482	595	- 18.99
20	TakBai Port	3,616	3,132	+15.45
21	Aranyaprathet	66,226	59,130	+12.00
22	KabChoeng	2,046	1,526	+34.08
23	Mukdahan	20,690	10,268	+101.50
24	NongKhai	88,411	71,430	+23.77
25	PhibunMangsahan	11,663	9,250	+26.09

26	Bethong	13,555	14,011	- 3.25
27	Khuan Don	8,272	6,868	+20.44
28	Padang Besa	14,909	11,931	+24.96
29	Sadao	101,555	95,235	+6.64
30	Su- ngaiKolok	20,388	16,062	+26.93
<b>Total</b>		<b>2,056,405</b>	<b>1,611,754</b>	<b>+27.59</b>

**Top 10 foreign tourists visited Thailand on September, 2013**

No.	Countries	Number	% Change
1	China	471,356	+103.56
2	Malaysia	217,129	+17.67
3	Japan	135,653	+11.55
4	Laos	100,506	+18.97
5	Korea	96,608	+14.65
6	India	78,835	+3.74
7	Australia	76,820	- 8.48
8	Singapore	73,553	+14.61
9	Russia	73,240	+ 32.51
10	United Kingdom	59,421	+4.01

**Number of arrivals and tourism receipts from January to September, 2013**

Country of Nationality	Number of Arrivals			Tourism Receipts (Mil. Baht)		
	2013	2012%	Δ2013	2012%		Δ
East Asia	12,080,389	8,974,773	+34.60	392,878.04	282,074.46	+39.28
Europe	4,421,935	3,912,164	+13.03	283,390.75	243,627.35	+16.32
The Americas	833,210	770,970	+8.07	54,734.01	49,454.27	+10.69
South Asia	1,003,192	954,301	+5.12	36,024.09	33,801.72	+6.57
Oceania	749,993	771,600	- 2.80	50,392.89	50,590.51	- 0.39
Middle East	469,897	478,020	- 1.70	27,171.16	27,509.74	- 1.23

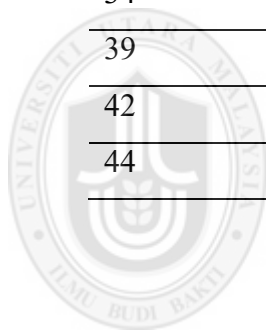
Africa	114,194	111,912	+2.04	6,439.60		+0.30
<b>Grand</b>	<b>19,672,810</b>	<b>15,973,740</b>	<b>+23.16</b>	<b>851,039.54</b>	<b>693,478.19</b>	<b>+22.72</b>
<b>Total</b>						



## Appendix B

### EF EPI Score Level and Rank of Each Country in Asia

Rank	Country	Score	Level of Proficiency
9	Malaysia	55.54	High
12	Hong Kong	54.44	Moderate
13	South Korea	54.19	Moderate
14	Japan	54.17	Moderate
25	Taiwan	48.93	Low
26	Saudi Arabia	48.05	Low
29	China	47.62	Low
30	India	47.35	Low
32	Russia	45.79	Low
34	Indonesia	44.78	Very Low
39	Vietnam	44.32	Very Low
42	Thailand	39.41	Very Low
44	Kazakhstan	31.74	Very Low



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## Appendix C

### Literature Highlights of Characteristics of Intercultural Communicative Competence

Researchers	Year	Area of studies	Characteristics
Kriauciuniene and Siugzdiniene	2010	Viewpoints of intercultural competence in ELT	<ul style="list-style-type: none"> <li>-Open to new information</li> <li>- Be emphatic listener</li> <li>- Be able to accept differences</li> <li>- Reduce communication uncertainty</li> <li>- Increase predictability in his/her own and the other person's behavior</li> <li>- Curiosity and openness</li> <li>- Readiness to suspend disbelief about other cultures and belief about one's own</li> <li>- Ability to interpret a document or an event from another culture</li> <li>- Ability to acquire new knowledge of a culture and cultural practice.</li> <li>- The ability to operate knowledge, attitudes , and skills under the constraints of real time communication and interaction</li> <li>- Ability to evaluate critically the perspectives practices, and products,</li> </ul>



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			in one's own and other cultures and countries
Spitzberg	2009	A model of intercultural communication competence	<ul style="list-style-type: none"> <li>- Ability to deal with stress</li> <li>- Understanding</li> <li>- Awareness of culture</li> <li>- Cautiousness</li> <li>- Charisma</li> <li>- Cooperation</li> <li>- Conversational management</li> <li>- Empathy</li> <li>- Frankness</li> <li>- Future orientation</li> <li>- Flexibility</li> <li>- Interest</li> <li>- Managerial ability</li> <li>- Opinion leadership</li> <li>- Task Persistence</li> <li>- Self- confidence</li> <li>- Self disclosure</li> <li>- Strength of personality</li> </ul>
Ho	2009	Culture in EFL classroom	<ul style="list-style-type: none"> <li>- Acknowledgement of the identities of others</li> <li>- Respect for otherness</li> <li>- Tolerance for ambiguity</li> <li>- Empathy</li> <li>- Flexibility</li> <li>- Communicative awareness</li> <li>- Knowledge of other cultures</li> <li>- Interpreting and relating</li> <li>- Critical cultural awareness</li> </ul>
Williams	2009	Model of intercultural competency	<ul style="list-style-type: none"> <li>- Knowledge about cultural norms, values, behaviors, and issues</li> <li>- Flexibility to adapt to new situations</li> <li>- Open- mindedness to encounter to new</li> </ul>

			values Critical skills such as resourcefulness Problem-solving skills
Johnson, Lenartowicz, and Apud	2006	Cross-cultural competence in intercultural business	<ul style="list-style-type: none"> <li>- Possess a strong personal identity</li> <li>- Have knowledge of an facility with the beliefs and values of the culture</li> <li>- Display sensitivity to the affective processes of the culture</li> <li>- Communicate clearly in the language of the given cultural group</li> <li>- Perform specially sanctioned behavior</li> <li>- Maintain active social relations within the cultural group</li> <li>- Negotiate the institutional structures of that culture</li> </ul>
McDonald	2005	Intercultural competence in European classroom	<ul style="list-style-type: none"> <li>- Able to see relationship between different cultures</li> <li>- The ability to mediate</li> <li>- A critical or analytical understanding of their own and other cultures</li> <li>- Interest in other people's way of life</li> <li>- Ability to change perspective</li> <li>- Ability to cope with living in a different culture</li> <li>- Knowledge about another country and culture</li> <li>- Knowledge about intercultural</li> </ul>



			Communication (resolving misunderstanding and discover new information)
Fantini	2012	Teaching ESOL as Intercultural Competence	<ul style="list-style-type: none"> <li>- flexibility</li> <li>- humor</li> <li>- patience</li> <li>- openness</li> <li>- interest</li> <li>- curiosity</li> <li>- empathy</li> <li>- tolerance for ambiguity</li> <li>- suspending judgments</li> </ul>



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## Appendix D

### Questionnaire for Students

#### Part 1: Biographic Data about yourself

**Gender:** ☐ male

☐ female

**Academic year:**

☐ first year

☐ second year

☐ third year

☐ forth year

#### Part2: The Importance of intercultural communicative competence and importance of the required skills.

**Question1:** In your opinion, is intercultural communicative competence important

for undergraduate students who will be the workers in tourism workforce?

☐ Yes, it is very important

☐ Yes, it is important

☐ No, it's not important

☐ I'm not sure

**\*\*Intercultural communicative competence (ICC)** refers to the ability to communicate effectively and appropriately when individuals interact with the people from different cultural background.

**Question2:** In your experience, what ICC skills and dispositions most required for undergraduate students who will be the workers in tourism workforces in the future?

Please indicate the level of requirement.

<b>Intercultural Communicative Competence skills</b>	<b>Most required</b>	<b>Required</b>	<b>Not required</b>	<b>Not required at all</b>
1. Ability to adapt to diverse social and cultural situation (Flexibility)				
2. Ability to modify own behavior according to changing situations (Ability to adapt to new situations)				
3. The desire to learn more about something or someone (Curiosity)				
4. Ability to accept lack of clarity and to be able to deal with ambiguous situations (Tolerance of ambiguity)				
5. Ability to realize automatically about what people think in a certain kind of situation (Empathy)				
6. The knowledge of one's own desires, strength, weakness, and emotional stability (Self Confidence)				
7. The knowledge about the different positions or role relationship the person holds in society (Acknowledgement of identity of others)				
8. The knowledge about cultural norms, values, behaviors, and issues (An				

understanding of others' world views, values, norms, and way of life)				
9. The appropriate knowledge of the country and culture and being open to new information and perspectives (Knowledge about another country and culture)				
10. The knowledge about resolving misunderstanding and discover new information (knowledge about intercultural communication)				
11. Ability to interpret one document to make it accessible to someone from another country (Ability to interpret)				
12. Ability to acquire new cultural knowledge and use that knowledge in real time communication (Knowledge discovery)				
13. Ability to cope with problems and direct to achieve the goal when no solution method is obvious (Problem solving skills)				
14. Ability to assess the practices, viewpoints, and product critically in the environment of one's own cultural communities and others				

countries (Ability to evaluate)				
15. Ability to make an effort to communicate until reaching the acceptable points or agreement about differing needs or ideas (Ability to negotiate)				



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## Appendix E

### Questionnaire for Lecturers

#### Part 1: Biographic Data about yourself

**Gender:** ☐ male ☐ female

**Working Experience as a lecturer:** ☐ 0-5 years ☐ 6-10 years

☐ 11-15 ☐ 16-20 years ☐ more than 20 years

#### Part2: The Importance of intercultural communicative competence and importance of the required skills.

**Question1:** In your opinion, is intercultural communicative competence important for the undergraduate students who will be the workers in the tourism workforce?

☐ Yes, it is very important ☐ Yes, it is important  
☐ No, it's not important ☐ I'm not sure

**\*\*Intercultural communicative competence refers (ICC) to the ability to communicate effectively and appropriately when individuals interact with the people from different cultural background.**

**Question2:** In your experience, what ICC skills and dispositions most required for undergraduate students who will be the workers in tourism workforces in the future?  
Please indicate the level of requirement.

<b>Intercultural Communicative Competence skills</b>	<b>Most required</b>	<b>Required</b>	<b>Not required</b>	<b>Not required at all</b>
1. Ability to adapt to diverse social and cultural situation (Flexibility)				
2. Ability to modify own behavior				

according to changing situations (Ability to adapt to new situations)				
3.The desire to learn more about something or someone (Curiosity)				
4. Ability to accept lack of clarity and to be able to deal with ambiguous situations (Tolerance of ambiguity)				
5. Ability to realize automatically about what people think in a certain kind of situation (Empathy)				
6. The knowledge of one's own desires, strength, weakness, and emotional stability (Self Confidence)				
7. The knowledge about the different positions or role relationship the person holds in society (Acknowledgement of identity of others)				
8. The knowledge about cultural norms, values, behaviors, and issues (An understanding of others' world views, values, norms, and way of life)				
9. The appropriate knowledge of the country and culture and being open to new information and perspectives (Knowledge about another country and culture)				
10. The knowledge about resolving misunderstanding and discover new information (knowledge about intercultural communication)				
11. Ability to interpret one document to make it accessible to someone from				

another country (Ability to interpret)				
12. Ability to acquire new cultural knowledge and use that knowledge in real time communication (Knowledge discovery)				
13. Ability to cope with problems and direct to achieve the goal when no solution method is obvious (Problem solving skills)				
14. Ability to assess the practices, viewpoints, and product critically in the environment of one's own cultural communities and others countries (Ability to evaluate)				
15. Ability to make an effort to communicate until reaching the acceptable points or agreement about differing needs or ideas (Ability to negotiate)				



## Appendix F

### Questionnaire for ICC Academics

#### Part 1: Biographic Data about yourself

**Gender:** ☐ male ☐ female

**Working Experience as a lecturer:** ☐ 0-5 years ☐ 6-10 years

☐ 11-15 ☐ 16-20 years ☐ more than 20 years

#### Part2: The Importance of intercultural communicative competence and importance of the required skills.

**Question1:** In your opinion, is intercultural communicative competence important

for the undergraduate students who will be the workers in the tourism workforce?

☐ Yes, it is very important

☐ Yes, it is important

☐ No, it's not important

☐ I'm not sure

**\*\*Intercultural communicative competence refers (ICC) to the ability to communicate effectively and appropriately when individuals interact with the people from different cultural background.**

**Question2:** In your experience, what ICC skills and dispositions most required for undergraduate students who will be the workers in tourism workforces in the future?

Please indicate the level of requirement.

<b>Intercultural Communicative Competence skills</b>	<b>Most required</b>	<b>Required</b>	<b>Not required</b>	<b>Not required at all</b>
1. Ability to adapt to diverse social and cultural situation (Flexibility)				
2. Ability to modify own behavior				

according to changing situations (Ability to adapt to new situations)				
3.The desire to learn more about something or someone (Curiosity)				
4. Ability to accept lack of clarity and to be able to deal with ambiguous situations (Tolerance of ambiguity)				
5. Ability to realize automatically about what people think in a certain kind of situation (Empathy)				
6. The knowledge of one's own desires, strength, weakness, and emotional stability (Self Confidence)				
7. The knowledge about the different positions or role relationship the person holds in society (Acknowledgement of identity of others)				
8. The knowledge about cultural norms, values, behaviors, and issues (An understanding of others' world views, values, norms, and way of life)				
9. The appropriate knowledge of the country and culture and being open to new information and perspectives (Knowledge about another country and culture)				
10. The knowledge about resolving misunderstanding and discover new information (knowledge about intercultural communication)				
11. Ability to interpret one document to make it accessible to someone from				

another country (Ability to interpret)				
12. Ability to acquire new cultural knowledge and use that knowledge in real time communication (Knowledge discovery)				
13. Ability to cope with problems and direct to achieve the goal when no solution method is obvious (Problem solving skills)				
14. Ability to assess the practices, viewpoints, and product critically in the environment of one's own cultural communities and others countries (Ability to evaluate)				
15. Ability to make an effort to communicate until reaching the acceptable points or agreement about differing needs or ideas (Ability to negotiate)				

## Appendix G

### Questionnaire for Employers

#### Part 1: Biographic Data about yourself

**Gender:** ☐ male ☐ female

**Type of your business:** ☐ Local ☐ Domestic ☐ Inbound

☐ Outbound

**Number of employees:** ☐ 1-15 ☐ 16-25 ☐ 26-30

☐ 31-50 ☐ 51-200 ☐ more than 200

#### Part2: The Importance of intercultural communicative competence and importance of the required skills.

**Question1:** In your opinion, is intercultural communicative competence important for the workers in the tourism workforce?

☐ Yes, it is very important ☐ Yes, it is important

☐ No, it's not important ☐ I'm not sure

**\*\*Intercultural communicative competence refers (ICC) to the ability to communicate effectively and appropriately when individuals interact with the people from different cultural background.**

**Question2:** In your experience, what ICC skills and dispositions most required for undergraduate students who will be the workers in tourism workforces in the future?

Please indicate the level of requirement.

Intercultural Communicative Competence skills	Most required	Required	Not required	Not required at all
--	------------------	----------	-----------------	---------------------------

1. Ability to adapt to diverse social and cultural situation (Flexibility)				
2. Ability to modify own behavior according to changing situations (Ability to adapt to new situations)				
3. The desire to learn more about something or someone (Curiosity)				
4. Ability to accept lack of clarity and to be able to deal with ambiguous situations (Tolerance of ambiguity)				
5. Ability to realize automatically about what people think in a certain kind of situation (Empathy)				
6. The knowledge of one's own desires, strength, weakness, and emotional stability (Self Confidence)				
7. The knowledge about the different positions or role relationship the person holds in society (Acknowledgement of identity of others)				
8. The knowledge about cultural norms, values, behaviors, and issues (An understanding of others' world views, values, norms, and way of life)				
9. The appropriate knowledge of the country and culture and being open to new information and perspectives (Knowledge about another country and culture)				
10. The knowledge about resolving misunderstanding and discover new information (knowledge about				

intercultural communication)				
11. Ability to interpret one document to make it accessible to someone from another country (Ability to interpret)				
12. Ability to acquire new cultural knowledge and use that knowledge in real time communication (Knowledge discovery)				
13. Ability to cope with problems and direct to achieve the goal when no solution method is obvious (Problem solving skills)				
14. Ability to assess the practices, viewpoints, and product critically in the environment of one's own cultural communities and others countries (Ability to evaluate)				
15. Ability to make an effort to communicate until reaching the acceptable points or agreement about differing needs or ideas (Ability to negotiate)				

## Appendix H

### Questionnaire for Tour Guides

#### Part 1: Biographic data about yourself

**Gender:** ☐ male ☐ female

**Type of your work:** ☐ Local ☐ Domestic ☐ Inbound  
☐ Outbound ☐ others, (please indicate) \_\_\_\_\_

**Working Experience:** ☐ 0-5 years ☐ 6-10 years ☐ 11-15 years  
☐ 16-20 years ☐ more than 20 years

**Language used in your work:** ☐ English ☐ Malay ☐ Cantonese  
☐ Korean ☐ Thai ☐ Japanese ☐ French ☐ Russian  
☐ Italian ☐ Spanish ☐ others, (please indicate) \_\_\_\_\_

#### Part2: Importance of intercultural communicative competence and importance of the required skills.

**Question1:** From your opinion, is intercultural communicative competence

important for workers in tourism workforce?

☐ Yes, it is very important ☐ Yes, it is important  
☐ No, it's not important ☐ I'm not sure

**\*\*Intercultural communicative competence refers (ICC) to the ability to communicate effectively and appropriately when individuals interact with the people from different cultural background.**

**Question2:** In your experience, what ICC skills and dispositions most required for undergraduate students who will be the workers in tourism workforces in the future?

Please indicate the level of requirement.

Intercultural Communicative Competence skills	Most required	Required	Not required	Not required at all
1. Ability to adapt to diverse social and cultural situation (Flexibility)				
2. Ability to modify own behavior according to changing situations (Ability to adapt to new situations)				
3. The desire to learn more about something or someone (Curiosity)				
4. Ability to accept lack of clarity and to be able to deal with ambiguous situations (Tolerance of ambiguity)				
5. Ability to realize automatically about what people think in a certain kind of situation (Empathy)				
6. The knowledge of one's own desires, strength, weakness, and emotional stability (Self Confidence)				
7. The knowledge about the different positions or role relationship the person holds in society (Acknowledgement of identity of others)				
8. The knowledge about cultural norms, values, behaviors, and issues (An understanding of others' world views, values, norms, and way of life)				
9. The appropriate knowledge of the country and culture and being open				



to new information and perspectives (Knowledge about another country and culture)				
10. The knowledge about resolving misunderstanding and discover new information (knowledge about intercultural communication)				
11. Ability to interpret one document to make it accessible to someone from another country (Ability to interpret)				
12. Ability to acquire new cultural knowledge and use that knowledge in real time communication (Knowledge discovery)				
13. Ability to cope with problems and direct to achieve the goal when no solution method is obvious (Problem solving skills)				
14. Ability to assess the practices, viewpoints, and product critically in the environment of one's own cultural communities and others countries (Ability to evaluate)				
15. Ability to make an effort to communicate until reaching the acceptable points or agreement about differing needs or ideas (Ability to negotiate)				

## **Appendix I**

### **Questions for ICC Academics' Interview**

In your experience, what ICC skills and which objectives of them which you think under graduate students should develop in their English for Tourism Courses. Please give the opinion to support.

#### **Skills of interpreting and relating**

- (a) Identify ethnocentric perspectives in a document or event and explain their origins. (identify ethnocentric perspectives)
- (b) Identify areas of misunderstanding and dysfunction in an interaction and explain them in terms of each of the cultural systems present (identify misunderstanding and dysfunction).
- (c) Mediate between conflicting interpretations of phenomena (mediate between interpretations).

#### **Skills of discovery and interaction**

- (e) Elicit from an interlocutor the concepts and values of documents or events and develop an explanatory system susceptible of application to other phenomena (questioning a native speaker).
- (f) Identify significant references within and across cultures and elicit their significance and connotations (identify significant reference).
- (c) Identify similar and dissimilar process of interaction, verbal and non-verbal, and negotiate and appropriate use of them in specific circumstances (agree conventions) .
- (d) Use in real- time an appropriate combination of knowledge, skills and attitudes in interact with interlocutors from a different country and culture taking into consideration the degree of one's existing familiarity with the

country, culture and language and the extent of difference between one's own and the other (respond to distance/ proximity of other culture).

(e) Identify contemporary and past relationships between one's own and other culture and society (use sources to understand relationships).

(f) Identify and make use of public and private institutions which facilitate contact with other countries and cultures (institutions for contact).

(g) Use in real- time knowledge, skills and attitudes for mediation between interlocutors of one's own and a foreign culture (mediate between interlocutors).



## **Appendix J**

### **Questions for students' interview**

#### **Knowledge Dimension**

1. Do you provide information about various values and beliefs of people from different cultural background in your English for tourism class? Please elaborate.
2. Do you discuss values and beliefs of people living in other cultures in English for tourism class? Please elaborate.
3. Do you discuss the significance of values and beliefs in one's life in English for tourism class? Please elaborate.
4. Do you discuss the impact of foreign culture in Thai tourism in English for tourism class? Please elaborate.
5. Does the lecturer give you information about daily lives and routines of people in foreign countries in English for tourism class? Please elaborate.
6. Have you ever learned about the political conditions of the foreign countries in English for tourism class? Please elaborate.
7. Does the lecturer teach you about the geography of the foreign countries in English for tourism class? Please elaborate.
8. Does the lecturer tell you about the history of the foreign countries in English for tourism class? Please elaborate.

#### **Attitudinal Dimension**

1. Do you learn to empathize with people living in other cultures in English for tourism class? Please elaborate.
2. Does the lecturer require you to discuss about your own culture in English for tourism class? Please elaborate.

3. Does the lecturer give you tasks to discuss about respecting other/differences in English for tourism class? Please elaborate.
4. Does the lecturer encourage you to discuss about respecting your own culture in English for tourism class? Please elaborate.
5. Does the lecturer require you to discuss about different cultural values in English for tourism class? Please elaborate.
6. Have you ever discussed about prejudice in English for tourism class? Please elaborate.
7. Does the lecturer give you tasks to discuss about stereotypes in English for tourism class? Please elaborate.
8. Does the course allow you to develop attitudes of openness and tolerance towards other people and cultures? Please elaborate.

### **Skills Dimensions**

1. Do you look for solutions of intercultural conflict situations in English for tourism class? Please elaborate.
2. Do you learn to handle intercultural conflict situations in English for tourism class? Please elaborate.
3. Do you speak about the customs of other cultures in English for tourism class? Please elaborate.
4. Do you learn to handle intercultural contact situations in English for tourism class? Please elaborate.
5. Do you get new information about your own culture in English for tourism class? Please elaborate.

6. Do you perform reflection on cultural differences orally in English for tourism class? Please elaborate.
7. Do you perform reflection on writing on cultural differences in writing in English for tourism class? Please elaborate.
8. Do you learn to reflect on cultural differences in English for tourism class? Please elaborate.



## **Appendix K**

### **Questions for lecturers' interview**

#### **Knowledge Dimension**

1. How do you give the students information about various values and beliefs of people from different cultural background in your English for tourism class?  
Please elaborate.
2. Have you ever asked the students to discuss values and beliefs of people living in other cultures in English for tourism class? Please elaborate.
3. Do you give task for the students to discuss the significance of values and beliefs in one's life in English for tourism class? Please elaborate.
4. Have you ever asked the students to discuss the impact of foreign culture in Thai tourism in English for tourism class? Please elaborate.
5. How do you give the students information about daily lives and routines of people in foreign countries in English for tourism class? Please elaborate.
6. What methods do you use to give the students information about the political conditions of the foreign countries in English for tourism class? Please elaborate.
7. How do you give the students information about the geography of the foreign countries in English for tourism class? Please elaborate.
8. Have you ever talked to the students about the history of the foreign countries in English for tourism class? Please elaborate.

#### **Attitudinal Dimension**

1. How do you promote the students to empathies with people living in other cultures in English for tourism class? Please elaborate.

2. Do you give task for the students to discuss about their own culture in English for tourism class? Please elaborate.
3. Do you encourage the students to discuss about respecting other/differences in English for tourism class? Please elaborate.
4. Do discussions activities about respecting own cultures are employed in your English for tourism class? Please elaborate.
5. Do you encourage the students to discuss about different cultural values in your English for tourism class? Please elaborate.
6. Have you ever asked the students to discuss about prejudice in English for tourism class? Please. elaborate
7. Do you encourage the students to discuss about stereotypes in English for tourism class? Please elaborate.
8. How do you promote the students to develop attitudes of openness and tolerance towards other people and cultures? Please elaborate.

### **Skills Dimensions**

1. How do you practice the students for solutions of intercultural conflict situations in English for tourism class? Please elaborate.
2. How do you design activities for the students to handle intercultural conflict situations in English for tourism class? Please elaborate.
3. How do you describe about the customs of other cultures in English for tourism class? Please elaborate.
4. What activities do you employ in order to enable the students to handle intercultural contact situations in English for tourism class? Please elaborate.



5. How do you give the students information about learners 'culture in English for tourism class? Please elaborate.
6. How do you encourage the students to perform reflection on cultural differences orally in English for tourism class? Please elaborate.
7. Do you give task for the students to perform reflection on writing on cultural differences in writing in English for tourism class? Please elaborate.
8. Do you give task for the students to reflect on cultural differences in English for tourism class? Please elaborate.



## Appendix L

### Classroom Observation Checklist

Lecturer \_\_\_\_\_ Course \_\_\_\_\_

Date \_\_\_\_\_ Observer \_\_\_\_\_

Respond to each statement using the following scale:

1 Not demonstrated    2 Needs Improvement    3 Satisfactory    4 Outstanding

<b>Content Organization</b>	4	3	2	1
1. Made clear statement of the purpose of the lesson				
2. Defined relationship of the present lesson to previous lessons				
3. Presented topics with a logical sequence				
4. Summarized major points of lesson				
5. Responded to problems raised during lesson				
<b>Presentation</b>				
6. Explained ideas with clarity				
7. Maintained eye contact with students				
8. Listen to students' questions and comments				
9. Used nonverbal gestures consistent with intentions				
10. Presented examples to clarify points				
11. Restated important ideas at appropriate time				
12. Used humor appropriately to strengthen retention and interest				
13. Present readings or listening materials related to intercultural culture (Knowledge dimension)				
14. Learners took part in problem solving activities (Knowledge dimension)				
15. Presented activities with the analysis of critical incidents (Knowledge dimension)				
16. Presented activities such as case studies, discussions,				

simulations, role-play (Attitude and Skills dimension)				
<b>Lecturer and Students Interactions</b>				
17. Encouraged student questions				
18. Encouraged student discussion				
19. Maintained student attention				
20. Asked questions to monitor students' progress				
21. Gave satisfactory answers to student questions				
22. Responded to nonverbal cues of confusion, boredom, and curiosity				
23. Paced lesson to allow time for note taking				
<b>Instructional Materials</b>				
24. Maintained adequate classroom facilities				
25. Prepared students for the lesson with appropriate assigned readings				
26. Supported lesson with useful classroom discussions and exercises				
27. presented helpful audio visual materials to support lesson				
28. Provided relevant written assignments.				

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Appendix M

### Teaching procedures of English for Tourism Course at University A

Developing ICC skills	Do	Don't	Activities
<b>Knowledge dimension</b>			
1. To give information about various in values and beliefs		✓	-Telling about difference characters of people in each country.
2. To discuss values and beliefs of people living in other cultures	✓		- Discussed about the reasons behind the behaviors of the people in foreign countries.
3. To discuss the significance of values Muslim and beliefs in one's life		✓	- Used the case of the students working as a trainee in Krabi to be the topic of discussion.
4. To discuss the impact of foreign culture in Thai tourism.	✓		- Discussed about tourists showing affection in public (Should the tourists adjust themselves to the host culture?)
5. To give information about daily lives and getting routines of people in foreign countries	✓		- Telling the experiences from the lecturer's friends living in foreign countries.
6. To give the information about the political conditions of the foreign countries.	△		- Telling the differences of pronouns in Thai and English

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monarchy in Thailand.		linking to the feudalism and
7. To give the information about the geography of the foreign countries.	✓	- Gave the students task to search for topography and weather in foreign countries and presented to the class.
8. Give the information about the history of the foreign countries		- Telling not in dept about the link between style of architectures and the histories of the countries.

---

#### Attitudinal dimension

1. To empathies with people living in other culture	✓	- Did role play between tourists and tour guides
2. To take part in discussions about their own culture	✓	- Described about Thai culture compared to the international context.
3. To take part in discussions about respecting other/ differences	✓	- Telling the students about good and bad in one culture may be different in other cultures - Showing the VDO about
tour guides from different culture.		
4. To take part in discussions about respecting own culture. present.	✓	- Encouraged the students to think back to the origin of things in

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		-Showed the pictures and described by linking to the relation between the geography and the activities. Then compare to other countries.
5. To take part in discussions about different cultural values.	✓	- Describing about the reasons behind wearing Hijab for Muslim women and the reasons behind wearing bikini and do sun bath on the beach for western tourists.
6. To take part in discussions about prejudice.	✓	- Telling the stories from the lecturer's experiences.
7. To take part in discussions about stereotypes.	✓	- Discussed about "groups of tourists you'd like to meet and don't like to meet"
8. To promote developing attitudes of between openness and tolerance	✓	- Did simulation tourists and tour guides.

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### Skills Dimension

1. To give task for solutions of intercultural conflict situations	✓	- Did simulation between tourists and tour guides.
2. To give task for learning to handle	△	- Telling how to handle in

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intercultural conflict situations.		particular situations.
3. To describe about the customs of Describing other cultures	✓	- (The lecturer)  about custom for each countries.
4. To give task for learning to handle intercultural contact situations.	△	- Describing about custom for each countries.
5. To give new information about learners culture.	✓	- Telling the information getting from the articles related to Thailand.
6. To ask the students to perform reflection particular on cultural differences.	✓	- Doing discussion on topics
7. To ask the students to perform reflection on writing on cultural differences.	×	
8. To ask the students to reflect on cultural differences.	✓	- Doing discussion on particular topics.

\*\* ✓ = The activity which promotes ICC was done.

× = The activity which promotes ICC was not done

△ = The activity was done but not really promotes ICC

## Appendix N

### Teaching procedures of English for Tourism Course at University B

Developing ICC skills	Do	Don't	Activities
<b>Knowledge dimension</b>			
1.To give information about various values and beliefs	✓		- Let the students learn by discussion, compare, and conclude when the lecturer raised a particular topic about culture
2. To discuss values and beliefs of people living in other cultures	✓		- Let the students express their opinions about particular topic about culture.
3. To discuss the significance of values and beliefs in one's life	△		- Talked about values and beliefs in Thai culture.
4. To discuss the impact of foreign culture in Thai tourism.	△		- Told the students to aware of body language and different meaning of color, flowers, and lucky number in different cultures.
5. To give information about daily about Lives and routines of people in foreign countries	✓		- Give the information  daily life of people in foreign countries.
6. To give the information about the political conditions of the foreign countries.		×	



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7. To give the information about the geography of the foreign countries.	✓	- Described the information which related to tourism promote points.
8. Give the information about the history of the foreign countries	×	- History of some Thai festivals and events were presented.

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### Attitudinal dimension

1. To empathies with people living in culture other culture	✓	- Assigned “exchange activity”
2. To take part in discussions about their own culture	△	- Invited the lecturer from Faculty of Fine Arts to teach the students about traditional Thai dance.
3. To take part in discussions about respecting other/ differences	✓	- Assigned “exchange culture activity”
4. To take part in discussions about respecting own culture. not to forget their root.	△	- Teach the students to proud of Thai culture and tell them
5. To take part in discussions about culture different cultural values.	✓	- Assigned “exchange activity” - Traveled to Malaysia and discussed about cultural

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		differences.
6. To take part in discussions about prejudice.	△	- Told the students to accepted unflavored behaviors of the tourists.
7. To take part in discussions about stereotypes.	×	
8. To promote developing attitudes of openness and tolerance	✓	- Traveled to Malaysia and discussed about cultural differences.
<b>Skills Dimension</b>		
1. To give task for solutions of intercultural conflict situations	✓	- Do role play
2. To give task for learning to handle intercultural conflict situations	✓	- Do role play
3. To describe about the customs of other learn cultures	✓	- Traveled to Malaysia and about Malaysian culture.
4. To give task for learning to handle intercultural contact situations.	✓	- Do role play
5. To give new information about learners culture.	△	- Told the students about the lecturer's experience as a

6. To ask the students to perform reflection✓  
on cultural differences.  
differences.

- Traveled to Malaysia and  
discussed about cultural

7. To ask the students to perform reflection✓  
on writing on cultural differences.

- Traveled to Malaysia and  
discussed about cultural  
differences

8. To ask the students to reflect on cultural  
differences.

×

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\*\* ✓ = The activity which promotes ICC was done.

× = The activity which promotes ICC was not done

△ = The activity was done but not really promotes ICC

## Appendix O

### Teaching procedures of English for Tourism Course at University C

Developing ICC skills	Do	Don't	Activities
<b>Knowledge dimension</b>			
1.To give information about various values and beliefs  experience as a tourist.	✓		-Telling about the lecturer's experiences as an international student in Australia and her
2. To discuss values and beliefs of people experience living in other cultures trainees in travel agencies.	✓		- Telling the students' when they were working as the
3. To discuss the significance of values and beliefs in one's life		×	
4. To discuss the impact of foreign raised the example culture in Thai tourism.	✓		- The lecturer  of the case that there were the tourists wearing bikini and went to the temple in Phuket.
5. To give information about daily lives and routines of people in foreign countries	✓		-Telling about the lecturer's experiences as an international student experiences as an international student in Australia and her experience as a tourist.

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6. To give the information about the political conditions of the foreign countries.	×
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7. To give the information about the geography of the foreign countries.	×
--	---

8. Give the information about the history of the foreign countries	×
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**Attitudinal dimension**

- |   |   |  |
|---|---|--|
| 1. To empathies with people living in other culture which contrast to Thai culture. | ✓ | - Raising the situation when the tourists doing something  |
| 2. To take part in discussions about Thai culture. their own culture                | ✓ | - Do and don't in  |
| 3. To take part in discussions about respecting other/ differences                  | × |  |
| 4. To take part in discussions about respecting own culture. hometown.              | △ | - The students present about the local product in their    |
| 5. To take part in discussions about different cultural values. travel in Malaysia. | ✓ | - Discussing and sharing the experiences when the students |
-

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6. To take part in discussions about prejudice.	×	
7. To take part in discussions about when stereotypes.	✓	- Telling the experiences the students were working as the trainees at the travel agencies.
8. To promote developing attitudes of problems openness and tolerance leading the tours.	✓	- Raising the cases and which might occur when

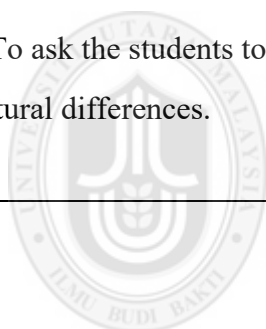
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#### **Skills Dimension**

1. To give task for solutions of intercultural conflict situations	✓	- Discussing the cases and problems which might occur when leading the tours
2. To give task for learning to handle intercultural conflict situations	✓	- Discussing the cases and problems which might occur when leading the tours.
3. To describe about the customs of other cultures	✓	- Sharing the lecturer's experience as an international student.

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4. To give task for learning to handle intercultural contact situations.	✓	- Doing simulations and role plays.
5. To give new information about learners culture.in their hometowns.	✓	- Presenting about local products
6. To ask the students to perform reflection on cultural differences. trainees.	✓	- Telling the experiences when the students were working as the
7. To ask the students to perform reflection on writing on cultural differences.	×	
8. To ask the students to reflect on cultural differences.	✓	- Telling the experiences when the students were working as the trainees.



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## Appendix P

### Teaching procedures of English for Tourism Course at University D

Developing ICC skills	Do	Don't	Activities
<b>Knowledge dimension</b>			
1.To give information about various previous values and beliefs	△		-Students learned from course about tourists' behaviors.
2. To discuss values and beliefs of people living in other cultures		×	
3. To discuss the significance of values and beliefs in one's life		×	
4. To discuss the impact of foreign culture in Thai tourism.	△		- The lecturer information about Chinese Tourists.
5. To give information about daily lives and routines of people in foreign countries	✓		- Telling the lecturers' experience and getting .information from reading texts.
6. To give the information about the political conditions of the foreign countries.		×	
7. To give the information about the of	✓		- Talked about the season



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geography of the foreign countries.

tourism.

8. Give the information about the  
history of the foreign countries

×

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**Attitudinal dimension**

1. To empathies with people living in  
other culture

×

2. To take part in discussions about  
their own culture

×

3. To take part in discussions about  
respecting other/ differences

×

4. To take part in discussions about  
respecting own culture.

×

5. To take part in discussions about  
different cultural values.

the beach for western tourists.

6. To take part in discussions about  
not to have  
prejudice.

✓

- Telling the students

prejudice about the tourists.

7. To take part in discussions about  
stereotypes.

×

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8. To promote developing attitudes of openness and tolerance	×
--	---

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**Skills Dimension**

1. To give task for solutions of intercultural conflict situations	×
--	---

2. To give task for learning to handle intercultural conflict situations.	×
---	---

3. To describe about the customs of Describing about other cultures	✓	- (The lecturer) custom for each countries.
---	---	---

4. To give task for learning to handle intercultural contact situations.	✓	- Asked the students to design itinerary, activities for foreign tourists
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5. To give new information about Thai tourism learners culture.	✓	- Reading texts about and culture.
---	---	------------------------------------

6. To ask the students to perform reflection on cultural differences.	×
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7. To ask the students to perform reflection on writing on cultural differences.	△	- Answering comprehensive questions in short sentences.
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8. To ask the students to reflect on cultural differences.



- Asked the students to design itinerary, activities for foreign tourists

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## Appendix Q

### Teaching procedures of English for Tourism Course at University E

Developing ICC skills	Do	Don't	Activities
<b>Knowledge dimension</b>			
1. To give information about various values and beliefs.	✓		-Telling the experiences about interacting with the foreigners.
2. To discuss values and beliefs of about the people living in other cultures behind the		✓	- Discussed reasons  Tourists' behaviors.
3. To discuss the significance of values and beliefs in one's life.		×	
4. To discuss the impact of foreign about culture in Thai tourism. about	✓		- Exchanged the the information  the tourists in the area such as the tourists from China, Russia, and Korea.
5. To give information about daily lives and routines of people in foreign countries.	✓		- Telling the lecturer own experiences as a tourists.
6. To give the information about the political conditions of the foreign		×	

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countries.

- |   |   |  |
|---|---|--|
| 7. To give the information about the geography of the foreign countries | △ | - The lecturer focused on Thai tourism and tourist attractions in Thailand.                            |
| 8. To give the information about the history of the foreign countries.  | △ | - Reading texts about Tourist attractions in Thailand but not give in depth information about history. |

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**Attitudinal dimension**

- |   |   |  |
|---|---|--|
| 1. To empathies with people living in project with other culture. community and | ✓ | - Doing the the Japanese students  |
| 2. To take part in discussions about their own culture.                         | △ | - The students shared their experiences about their part time jobs and discussed together. |
| 3. To take part in discussions about shared respecting other/differences.       | ✓ | - The students their experiences and the lecturer described about the reasons behind the   |
-

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tourists' behaviors.

- |  |   |  |
|--|---|--|
| 4. To take part in discussions about the respecting own culture.                 | ✓ | - The students read texts about Thai tourist attractions, local events, and cultures and discussed in class.                     |
| 5. To take part in discussions about the cases of the different cultural values. | ✓ | - To raise Tourists from China, Russia, and Korea to discuss why they have some behaviors which are different from Thai culture. |
| 6. To take part in discussions about prejudice.                                  | △ | - The students shared their experiences about their part time jobs.  |
| 7. To take part in discussions about the Stereotypes.                            | ✓ | - To raise the cases of Tourists from China, Russia, and Korea about the experience of leading tour groups.                      |
| 8. To promote developing attitudes of  | ✓ | - Doing the project  |

---

with

openness and tolerance.

foreign students from  
Japan.

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**Skills dimension**

- |   |   |  |
|---|---|--|
| 1. To give task for solutions of intercultural conflict situations.                           | ✓ | - There is no obvious task or activity                     |
| 2. To give task for learning to handle intercultural conflict situations.                     | × | - There is no obvious task or activity                     |
| 3. To describe about the customs of other cultures.   | ✓ | - Telling about working experiences in class.              |
| 4. To give task for learning to handle intercultural contact situations.                      | × | - there is no obvious task or activity                     |
| 5. To give new information about information learners culture.                                | ✓ | - Getting the from the texts on internet                   |
| 6. To ask the students to perform reflection on cultural differences.                         | × | - Exchanged the information about the tourists in the area |
| 7. To ask the students to perform obvious task reflection on writing on cultural differences. | ✓ | - There is no or activity                                  |
-

---

8. To ask the students to reflect

✓

-

Exchanged the  
on cultural differences.

Information about the  
tourists in the area

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## **Appendix R**

### **Interview script for the Lecturer at University B**

A: How long have you taught English?

B: I changed my job when I was 35 years old. Umm....15 years in total.

A: Oh..15 years. And How about English for Tourism? How long do you teach?

B: 6 years.

A: What are academic years and majors of the students?

B: Third year students. English major, in the field of education.

A: Is it required subject or elective subject?

B: Required subject.

A: How many hours do they learn in a week?

B: In class 3 hours and self-study 1 hour. Er....4 hours a week.

A: What text books do you use? Original or commercial text books?

B: Hmm.....I use both. Is it original? Umm..it is not my own text book but I gather from both Thai and English writers.

A: And do the students have a main text book that they use in class.

B: Yes.

A: What's the book name?

B: It was gathered from many sources.

A: I see. May I know your educational background?

B: I've got bachelor degree in Education majoring English from Chulalongkorn University and have got diploma in hotels and airlines.

A: Ah....

B: And master degree in Applied Linguistics.

A: I'm sure you have experiences in interacting with foreigners. Please tell me about your life in foreign country.

B: Er...It started when I went to study abroad and I liked the life there. I lived there for 9 years.

A: And your students, most of them, do they work in tourism domain after graduation.

B: I think about 80 percent of them work in tourism workforces.

A: Are there any students who graduated and came back to tell you about their working experiences?

B: Very often because in our university we have co-op project. Alumni are invited to share working experiences to fourth year students.

A: What problems do they have? Do they relate to language or culture?

B: Not specify. All that you've said are problems they have but they didn't talk in depth about each problem. They told the students that you should understand differences between cultures. They gave some examples of problems about language. They told that you shouldn't concern too much about grammar and speak out more. The students have to change their idea that the best pronunciation has to be native-liked or American accent because in the real world they will interact with people from various countries. Moreover, they told the students to be please to work hard and take responsibility in their work.

A: In your opinion, what does intercultural communicative competence mean?

B: It is the way people know that how they should express their needs, their thought to others who have different culture in acceptable and appropriate way.

A: Does the concept of ICC appear in the text books that you use in class?

B: In every subjects here such as Business English, Hotels, Tourism or Airlines. It usually has a section that talks about cultural differences. But it seems to be that the focus is on western cultures. But, actually I begin to insert the information more about Asian like Singapore and Malaysia. I think whatever relates to foreign countries or foreigners, it always comes along with cultures. Hmm...O.K. I'll tell you that....it's like when I raised an issue or topic about cultures and asked them about their opinions. I can know how they think. Some of them understand cultural differences. Some look in negative ways like ugly, dirty and so on. But, when I illustrated that the human behaviors based on their beliefs, advantage or disadvantage points. The students who had negative attitudes showed more understanding. I raised the case like this in different culture and compared to Thai culture. Finally, they found that they should not judge others bad because they do different from us.

A: Ah.. you didn't tell them directly about cultural differences but let them think, discuss, and make conclusion.

B: Yes, I've tried to make them compared with Thai culture which is different from others. Behind the behaviors always have beliefs and values.

A: Have you ever asked the students to discuss the impact of foreign culture in Thai tourism?

B: Umm...I'm not sure. I've ever taught the students do not do nose picking, touching toes in front of others because it's evaluated to be dirty in the eyes of the foreigners. Does it relate?

A: It may effects on the image of Thai tourism. Do you give the students information about daily lives and routines of people in foreign countries such as food, dress?

B: I always tell them. Once I use a picture of Indian woman whose appearance is very similar to Thais. In the picture the woman is doing *Wai* (paying respect in Thai way). I asked the students “Is she Thai?” For the first look, some students answered “Yes, she is.” I asked them back “How do you know?” They said because she is doing *Wai*. After that some of the analytical students said “No, she isn’t Thai, the way Thai doing respect is not like this way” Ah..Yes, and what is this? Then, I link this to culture which shows identity. Only Thais know these differences. After that, I assigned them to find out more examples of cultural differences and present in front of the class. They worked in groups and these examples were such as beliefs and values about color, number, flowers, and so on.

A: How about topics of the political conditions of the foreign countries?

B: No, not at all.

A: How about geography?

B: Related to tourism?

A: Yes.

A: Ah..from the initial of the course before learning types of tourism, I tell them about the points which each country uses as selling points. The way they promote their countries have to link with the geography such as Switzerland can not promote sea and sandy beach. The promoting points have to be snow, mountains. Then, I let them think about other countries including Thailand.

A: Have you ever talked to the students about the history of the foreign countries?

B: About history? Not exactly but at the end of the lesson, the students had to do role play and act as a staff of Tourism Authority of Thailand who has to give the tourists information about traditional Thai culture, festivals, and so on. They have to describe about Loykrathong festival, Thai boxing, and Srivichai dance (Thai

traditional performance). The students have to know a little bit about history relates to these topics.

A: How do you promote the students to empathies with people living in other cultures?

B: Umm... I let them do *culture exchange activity*. In my class there are both Thai Muslim and Thai Buddhist students. I started from reading exercise and the students had to fill the blanks with short answers. The aim was to make sure that they know essential vocabularies for the lesson. After that they were asked to practice short dialogues about culture. The questions were like what does *Wai* mean? I divided the students into 2 groups; Thai Buddhists and Thai Muslims. Each group had to ask another group about their culture such as Thai Buddhist students asked “why do Muslims women wear Hijabs? And because I told them that these cultural information will be put in the test. Then, the students listened to the information carefully. From this activity I think they can learn to accept cultural differences.

A: Do you give tasks for the students to discuss about their own culture in English for tourism class?

B: We just had a project which aimed to teach the students to understand Asian cultures. The lecturer from Faculty of Fine Arts was invited to teach the students simple traditional Thai dance. We hope that some days in the future, they might have chance to use this knowledge.

A: How about activities which encourage the students to respect own culture?

B: I taught them that although you love Hip Hop or whatever in other culture, do not forget your root.

A: Have you ever asked the students to discuss about prejudice in your class?

B: When I taught about cultures and talked about unsatisfied tourists. I told them that they when they work in tourism domain they have to accept tourist behaviors. Once, there was a student remind me about the way I addressed my Thai Muslim students that I have to call them Muslim students not Islam students. After that I put more awareness on addressing my students and also told other students about this case.

A: Are there any activities which practice the students for solution of intercultural conflict?

B: I asked the student to do role play. The students have to act as a staff of the Tourism Authority of Thailand, tour agency, airline staff, and tour guide. I always tell my students that in communication, you cannot prepare the dialogues before. In class, the dialogues in text books were used as a guideline that helps the students learn to produce unlimited new sentences. It's like....Umm..while they're learning about Loykrathong festival after they drill the patterns for a while, I asked them to produce sentences not related to Loykrathong within 10 seconds. After that I reduced the time to within 5 seconds.

A: Can they produce sentences in time?

B: Initially, they were full of stress. If they can't I asked them to stand until they can. But after that they became competent and gradually used less time.

A: How do you design activities for the students to handle intercultural conflict situations?

B: I let the students do role play that handle conflict situations which can occur in real life such as dealing with complaints or leading the tour. In this course, the students have chance to travel at Singapore or Malaysia. They can learn about people, cultures, and various aspects of foreign countries. They have to manage

the tour as if they are tour guide assistant and can learn how to work from the real tour guide.

A: Do you give task for the students to perform reflection on writing on cultural differences?

B: Not much. The students can practice to write short sentences. Sometimes, I asked them to work in group and write sentences on the board. The topic is like “why Thai boxing is famous?” If the students do mistakes, I asked them to correct together. After writing, the whole class has to read it out loud together.

A: O.K. That’s all of my questions. Thank you very much for your cooperation.

