

The copyright © of this thesis belongs to its rightful author and/or other copyright owner. Copies can be accessed and downloaded for non-commercial or learning purposes without any charge and permission. The thesis cannot be reproduced or quoted as a whole without the permission from its rightful owner. No alteration or changes in format is allowed without permission from its rightful owner.



**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**

**2018**



Awang Had Salleh  
Graduate School  
of Arts And Sciences

Universiti Utara Malaysia

**PERAKUAN KERJA TESIS / DISERTASI**  
(Certification of thesis / dissertation)

Kami, yang bertandatangan, memperakukan bahawa  
(We, the undersigned, certify that)

**PANATDA SIRIPHANICH**

calon untuk Ijazah  
(candidate for the degree of)

**PhD**

telah mengemukakan tesis / disertasi yang bertajuk:  
(has presented his/her thesis / dissertation of the following title):

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

seperfi yang tercatat di muka surat tajuk dan kulit tesis / disertasi.  
(as it appears on the title page and front cover of the thesis / dissertation).

Bahawa tesis/disertasi tersebut boleh diterima dari segi bentuk serta kandungan dan meliputi bidang ilmu dengan memuaskan, sebagaimana yang ditunjukkan oleh calon dalam ujian lisan yang diadakan pada : **03 Oktober 2017.**

*That the said thesis/dissertation is acceptable in form and content and displays a satisfactory knowledge of the field of study as demonstrated by the candidate through an oral examination held on: October 03, 2017.*

Pengerusi Viva:  
(Chairman for VIVA)

Prof. Dr. Che Su Mustafa

Tandatangan  
(Signature)

Pemeriksa Luar:  
(External Examiner)

Prof. Dr. Saedah Siraj

Tandatangan  
(Signature)

Pemeriksa Dalam:  
(Internal Examiner)

Prof. Dr. Abdul Sukor Shaari

Tandatangan  
(Signature)

Nama Penyelia/Penyelia-penyelia:  
(Name of Supervisor/Supervisors)

Prof. Dr. Nurahimah Mohd Yusoff

Tandatangan  
(Signature)

Tarikh:  
(Date) **October 03, 2017**

## **Permission to Use**

In presenting this thesis in fulfillment of the requirements for a postgraduate degree from Universiti Utara Malaysia, I agree that the Universiti Library may make it freely available for inspection. I further agree that permission for the copying of this thesis in any manner, in whole or in part, for scholarly purpose may be granted by my supervisor (s) or, in their absence, by the Dean of Awang Had Salleh Graduate School of Arts and Sciences. It is understood that any copying or publication or use of this thesis or parts thereof for financial gain shall not be allowed without my written permission. It is also understood that due recognition shall be given to me and to Universiti Utara Malaysia for any scholarly use which may be made of any material from my thesis.

Requests for permission to copy or to make other use of materials in this thesis, in whole or in part, should be addressed to

Dean of Awang Had Salleh Graduate School of Arts and Sciences

UUM College of Arts and Sciences

Universiti Utara Malaysia

06010 UUM Sintok

## 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

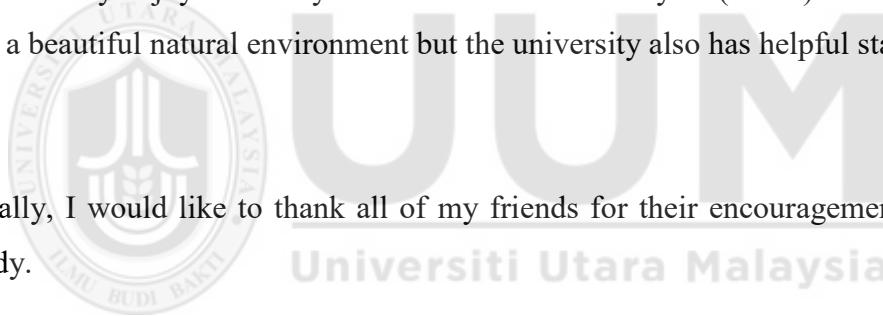
## Acknowledgement

I would like to express my appreciation and gratitude to everyone who has contributed in completing this thesis. It was my pleasure to study under Prof. Dr. Nurahimah Mohd Yusoff's supervision. It is not enough to thank you very much for her guidance to help me to achieve my goal. Without her valuable support, my thesis would not have been possible.

I would like to also to thank my parents, my husband, my children, and all of my relatives for their love and support. My goal would not have been achieved without them. I dedicate this work to my parents and my husband Dr.Saensak Siriphanich.

I had a very enjoyable study at Universiti Utara Malaysia (UUM). Not only, does it has a beautiful natural environment but the university also has helpful staff.

Finally, I would like to thank all of my friends for their encouragement during my study.



## Table of Contents

Certification of Thesis.....	i
Permission to Use.....	ii
Abstrak.....	iii
Abstract.....	iv
Acknowledgement.....	v
Table of Contents.....	vi
List of Tables.....	xi
List of Figures.....	xiv
List of Appendices.....	xv
List of Abbreviation.....	xvi
<b>CHAPTER ONE INTRODUCTION.....</b>	<b>1</b>
1.1    Background.....	1
1.1.1    Tourism Industries in the 21 <sup>st</sup> Century.....	8
1.1.2    Tourism Industries in Thailand.....	10
1.1.3    Tourism and Culture.....	14
1.1.4    Language and Culture.....	16
1.1.5    Culture in ESL/ EFL Classrooms.....	19
1.1.6    English in the Intercultural Community.....	22
1.1.7    Overview of Intercultural Communicative competence.....	24
1.1.8    English in Thailand.....	25
1.1.9    English for Specific Purposes (ESP).....	26
1.1.10    English as an International Language (EIL).....	28
1.1.11    English Language for Tourism Curricula.....	28
1.2    Contexts of the study.....	30
1.3    Problem Statement.....	32
1.4    Research Objectives.....	37
1.5    Research Questions.....	38
1.6    Significance of the Study.....	38
1.6.1    Students.....	38
1.6.2    Lecturers.....	40
1.6.3    ICC Academics.....	41



1.6.4	Employers.....	44
1.6.5	Tour Guides.....	44
1.7	Scope and Limitations of the Study.....	45
1.8	Definition of Terms.....	48
1.8.1	Intercultural Communicative Competence (ICC).....	49
1.8.2	Dispositions of ICC.....	49
1.8.3	Skills of ICC.....	51
1.8.4	Components of ICC.....	51
1.8.5	Elements of ICC.....	53
1.8.6	ICC Academics.....	54
1.8.7	Lecturers.....	54
1.9	Theoretical Framework.....	55
1.10	Summary.....	58
<b>CHAPTER TWO LITERATURE REVIEW.....</b>		<b>60</b>
2.1	General Background.....	60
2.1.1	An Introduction.....	60
2.1.2	Conceptual Framework.....	61
2.1.3	Language and Culture.....	62
2.1.4	World Englishes and English as a Lingua Franca.....	64
2.1.5	English Education in Thailand.....	66
2.1.6	English Language for Tourism Curricula in Thailand.....	71
2.2	Dynamic Views of Cultural Dimensions.....	72
2.2.1	What is culture?.....	72
2.2.2	Cultural Dimensions.....	73
2.2.3	Thai Cultural Values.....	85
2.3	Communicative Competence.....	88
2.3.1	What is communicative competence? .....	88
2.3.2	Components of Communicative Competence.....	89
2.4	Intercultural Communicative Competence (ICC).....	90
2.4.1	Intercultural Communication.....	91
2.4.2	Dimensions of ICC.....	99
2.4.3	ICC Framework and Models.....	103
2.4.4	Importance of ICC.....	114
2.4.5	Relevance of ICC.....	114

2.4.6	From Intercultural Awareness to ICC.....	115
2.4.7	The Characteristics of Intercultural Speakers.....	119
2.5	ICC: Implications to EFL Classes.....	124
2.5.1	How to incorporate ICC in Teaching Practices.....	124
2.5.2	Planning a Curriculum for ICC .....	128
2.5.3	Teaching ICC in Thailand.....	130
2.6	Methods used in ICC Inquiries.....	132
2.6.1	Questionnaire Procedure.....	132
2.6.2	Interview Procedure.....	133
2.6.3	Document Analysis.....	135
2.6.4	Observation.....	135
2.7	Summary.....	136
<b>CHAPTER THREE METHODOLOGY.....</b>		<b>139</b>
3.1	Introduction.....	139
3.2	Research Design.....	139
3.2.1	Mixed Method Approach.....	140
3.2.1.1	Quantitative Method.....	143
3.2.1.2	Qualitative Method.....	144
3.3	Research Framework.....	145
3.4	Participants of the Study.....	148
3.4.1	Lecturers.....	151
3.4.2	Students.....	151
3.4.3	Employers.....	153
3.4.4	ICC Academics.....	154
3.4.5	Tour Guides.....	154
3.5	Instrumentation.....	156
3.5.1	Questionnaire.....	157
3.5.2	Interviews Guidelines.....	158
3.5.3	Observation Checklist.....	161
3.6	Pilot Study.....	162
3.7	Data Collection .....	162
3.7.1	Quantitative Procedure.....	164
3.7.2	Qualitative Procedure.....	165
3.8	Technique of Data Analysis.....	167

3.8.1	Survey Questionnaire Analysis.....	167
3.8.2	Interview Analysis.....	168
3.8.3	Document Analysis.....	169
3.9	Validity and Reliability.....	171
3.9.1	Validity in Quantitative Research.....	171
3.9.2	Reliability in Quantitative Research.....	174
3.9.3	Validity in Qualitative Research.....	175
3.9.4	Reliability in Qualitative Research.....	178
3.11	Summary.....	179
<b>CHAPTER FOUR FINDINGS AND DISCUSSIONS.....</b>		<b>180</b>
4.1	Introduction.....	180
4.2	ICC Components in the Present Curriculum in Five University in Southern Thailand.....	180
4.2.1	English for Tourism Curriculum in university A .....	181
4.2.2	English for Tourism Curriculum in university B .....	183
4.2.3	English for Tourism Curriculum in university C .....	185
4.2.4	English for Tourism Curriculum in university D .....	187
4.2.5	English for Tourism Curriculum in university E .....	188
4.2.6	Discussion on ICC Components in the Present Curricula in Five Universities in Southern Thailand.....	193
4.3	The Importance of ICC from Students', Lecturers', ICC Academics', Employers', and Tour Guides' 'Perspectives.....	195
4.3.1	The Importance of ICC from Students' Perspectives.....	195
4.3.2	The Importance of ICC from Lecturers' Perspectives.....	203
4.3.3	The Importance of ICC from ICC Academics' Perspectives.....	211
4.3.4	The Importance of ICC from Employers' Perspective.....	217
4.3.5	The Importance of ICC from Tour Guides' Perspectives...	222
4.3.6	Discussion on the Importance of ICC.....	228
4.4	The Required Skills and Dispositions of ICC for Undergraduate Students.....	231
4.4.1	From the Students' Perspectives.....	231
4.4.2	From the Lecturers' Perspectives.....	235
4.4.3	From the ICC Academics' Perspectives.....	236

4.4.4	From the Tour Guides' Perspectives.....	238
4.4.5	From the Employers' Perspectives.....	241
4.4.6	Discussion on the Required Skills and Dispositions of ICC for Undergraduate Students.....	245
4.5	Relevant Skills of ICC from ICC Academics' Perspectives.....	247
4.5.1	Discussion on Relevant Skills of ICC from Students' Perspectives.....	247
4.5.2	From Lecturers' Perspectives.....	252
4.5.3	From ICC Academics' Perspectives.....	257
4.5.4	From Tour Guides' Perspectives.....	261
4.5.5	From the Employers' Perspectives.....	266
4.5.6	Discussion on the Required Skills and Dispositions of ICC for Undergraduate Students.....	274
4.6	The Relevant Skills of ICC from ICC Academics' Perspectives...	277
4.6.1	Discussion on Relevant Skills of ICC from ICC Academics' Perspectives.....	280
4.7	Summary.....	283
<b>CHAPTER FIVE IMPLICATIONS AND CONCLUSION.....</b>		<b>285</b>
5.1	Introduction.....	285
5.2	Summary of the Study.....	286
5.3	Implications.....	289
5.3.1	Implications for Theory.....	289
5.3.2	Implications for Practice.....	290
5.4	Recommendations.....	293
5.4.1	Recommendations for Body of Knowledge.....	293
5.4.2	Recommendations for the Researches in the Future.....	294
5.5	Conclusion.....	294
<b>REFERENCES.....</b>		<b>296</b>
<b>APPENDICES.....</b>		<b>312</b>

## List of Tables

Table 2.1	Thai Elementary School Education Reform Plan.....	68
Table 2.2	Examples of Fast and Slow Messages.....	75
Table 2.3	Characteristics of ICC.....	122
Table 3.1	The Relations of Research Questions, Method, and Outcomes.....	142
Table 3.2	The Relations between Methodology, Samples, Settings, and Outcomes.....	149
Table 3.3	Population of Lecturers.....	151
Table 3.4	Population of Students in 5 Universities.....	152
Table 3.5	Tour Guides According to Language Proficient in Thailand.....	155
Table 4.1	English for Tourism Curricula in Five Universities in Southern Thailand (2014/2015).....	190
Table 4.2	Numbers of the Students in Five Universities Completing Questionnaires.....	232
Table 4.3	Gender of the Students from Five Universities Completing Questionnaires.....	232
Table 4.4	Academic Year of the Students from Five Universities.....	233
Table 4.5	Experiences of Interaction with the Foreigners of the Students from Five Universities.....	233
Table 4.6	Types of Interactions with the Foreigners of the Students.....	234
Table 4.7	Level of Importance of ICC from the Students' Perspectives.....	234
Table 4.8	Gender of the Lecturers from Five Universities.....	235
Table 4.9	Types of Interactions with the Foreigners of the Lecturers.....	236
Table 4.10	Gender of the ICC Academics.....	236
Table 4.11	Working Experiences of the ICC Academics.....	237
Table 4.12	Types of Interactions with the Foreigners of the ICC Academics.....	237
Table 4.13	Gender of the Employers.....	238
Table 4.14	Types of Travel Agents of the Employers.....	239
Table 4.15	Numbers of Staff in Travel Agents.....	239
Table 4.16	Types of Interactions with Foreigners by the Employers.....	240
Table 4.17	Importance of ICC from the Employers' Perspectives.....	240
Table 4.18	Gender of the Tour Guide.....	241
Table 4.19	Types of Work of the Tour Guides.....	242

Table 4.20	Working Experiences of the Tour Guides.....	242
Table 4.21	Language Used in the Tour Guides' Works.....	243
Table 4.22	Types of Interactions with Foreigners by the Tour Guides.....	243
Table 4.23	Importance of ICC from the Tour Guides' Perspectives.....	244
Table 4.24	Results from the Questionnaires of the Students for the Attitudinal Dimension.....	248
Table 4.25	Results from the Questionnaires of the Students for the Knowledge Dimension.....	249
Table 4.26	Results from the Questionnaires of the Students for the Skills Dimension.....	251
Table 4.27	The Importance of each Dimension of Intercultural Communicative Competence from the Students' Perspectives.....	252
Table 4.28	Results from the Questionnaires of the Lecturers for the Attitudinal Dimension.....	253
Table 4.29	Results from the Questionnaires of the Lecturers for the Knowledge Dimension.....	254
Table 4.30	Results from the Questionnaires of the Lecturers for the Skills Dimension.....	256
Table 4.31	The Importance of each Dimension of Intercultural Communicative Competence from the Lecturers' Perspectives.....	257
Table 4.32	Results from the Questionnaires of the ICC Academics for the Attitudinal Dimension.....	258
Table 4.33	Results from the Questionnaires of the ICC Academics for the Knowledge Dimension.....	259
Table 4.34	Results from the Questionnaires of the ICC Academics for the Skills Dimension.....	260
Table 4.35	The Importance of each Dimension of Intercultural Communicative Competence from the ICC Academics' Perspectives.....	261
Table 4.36	Results from the Questionnaires of the Tour Guide for the Attitudinal dimension.....	262
Table 4.37	Results from the Questionnaires of the Tour Guides for the Knowledge Dimension.....	263
Table 4.38	Results from the Questionnaires of the Tour Guides for the	

	Skills Dimension.....	265
Table 4.39	The Importance of each Dimension of Intercultural Communicative Competence from the Tour Guides' Perspectives.	266
Table 4.40	Results from the Questionnaires of the Employers for the Attitudinal dimension.....	267
Table 4.41	Results from the Questionnaires of the Employers for the Knowledge dimension.....	268
Table 4.42	Results from the Questionnaires of the Employers for the Skills dimension.....	269
Table 4.43	The Importance of each Dimension of Intercultural Communicative Competence from the Employers' Perspectives.....	270
Table 4.44	Quantitative Data Related to Three Dimensions of ICC.....	271



**UUM**  
Universiti Utara Malaysia

## List of Figures

Figure 1.1	The Number of International Visitors to Thailand between 1998 and 2012.....	11
Figure 1.2	The Cultural Iceberg.....	20
Figure 1.3	Theoretical Framework.....	62
Figure 2.1	Conceptual Framework.....	63
Figure 2.2	Points of Articulation between Culture and Language.....	64
Figure 2.3	Trompenaars and Hampden- Turners' Overview of Culture.....	83
Figure 2.4	Concept of Third Place Means by Allais.....	94
Figure 2.5	Bennett's DMIS.....	97
Figure 2.6	Byram's Intercultural Competence Model.....	104
Figure 2.7	Elements of ICC.....	106
Figure 2.8	Fantini's Model of ICC.....	111
Figure 2.9	Deardorff's Pyramid Model of .....	113
Figure 3.1	Research Framework.....	147
Figure 3.2	Number of Travel Agencies in Thailand.....	153
Figure 3.3	Data Collection Procedures and Data Analysis.....	164
Figure 3.4	Coding Spreadsheet.....	167



## Lists of Appendices

Appendix A	Tourism Statistics.....	312
Appendix B	EF EPI Score Level and Rank of Each Country in Asia .....	315
Appendix C	Literature Highlights of Characteristics of Intercultural Communicative Competence.....	316
Appendix D	Questionnaire for Students.....	320
Appendix E	Questionnaire for Lecturers.....	324
Appendix F	Questionnaire for ICC Academics .....	327
Appendix G	Questionnaire for Employers.....	330
Appendix H	Questionnaire for Tour Guides.....	333
Appendix I	Questions for ICC Academic’s Interview.....	336
Appendix J	Questions for Students’ Interview .....	338
Appendix K	Questions for Lecturers’ Interview .....	341
Appendix L	Classroom Observation Guideline.....	344
Appendix M	Teaching procedures of English for Tourism Course at A University.....	346
Appendix N	Teaching procedures of English for Tourism Course at B University.....	350
Appendix O	Teaching procedures of English for Tourism Course at C University.....	354
Appendix P	Teaching procedures of English for Tourism Course at D University.....	358
Appendix Q	Teaching procedures of English for Tourism Course at E University .....	361
Appendix R	Interview Script for the Lecturer at University B.....	365

## **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



**UUM**  
Universiti Utara Malaysia

# 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.

The contents of  
the thesis is for  
internal user  
only

## REFERENCES

- Abdullah, S. S., & Chaudhary, M. L. (2012, December). English as a global lingua franca. *International conference on education, applied sciences and management*, 26-27.
- Adler, P. S. (1987). Culture shock and the cross-cultural learning experience. In L. F. Luce & E.C. Smith (Eds.), *Toward internationalism* (pp. 95-117). Cambridge, MA: Newbury.
- Aguilar, M.C. (2002). Intercultural communicative competence: A step beyond communicative competence. *ELIA*, 3, 85-102.
- Aiguo, W. (2007). Teaching aviation English in the Chinese context: Developing ESP theory in a non-English speaking country. *English for Specific Purposes*, 26 (1), 121-128.
- Allais, L. (2012). Third space in the French classrooms: A separate space for a new beginning. *BLC Fellowship*. Online Resources. Available from; [http://blc.berkeley.edu/index.php/blc/post/third\\_place\\_in\\_the\\_french\\_classroom\\_a\\_separate\\_space\\_for\\_a\\_new\\_beginning/](http://blc.berkeley.edu/index.php/blc/post/third_place_in_the_french_classroom_a_separate_space_for_a_new_beginning/). Accessed September 12, 2013.
- Alptekin, C. (2002). Towards intercultural communicative competence in ELT. *ELT Journal*, 56(1), 57-64.
- Andisheh, S. (2012). Developing cultural awareness in language instructional material, *Proceedings of research, International conference on language, medias and culture IPEDR* (pp. 10-15). Singapore: LACSIT Press.
- Assanova, G. S., & Kim, C. H. (2014). Formation of students' intercultural communicative competence in business communication. *Middle- East Journal of Scientific Research*, 19 (5), 642-646.
- Avarvarei, S.C. (2011). In pursuit of intercultural awareness and the "Procrustean Bed" of EFL teaching. *Lucrari Stiintifice*, 54(2), 323-328.
- Baker, W. (2009). *Intercultural awareness and intercultural communication through English an investigation of Thai English language users in higher education* (Unpublished doctoral dissertation). University of Southampton, Southampton.
- Baker, W. (2009). The cultures of English as a lingua franca. *TESOL QUARTERLY*, 43(4), 567-592.
- Baker, W. (2012). From cultural awareness to intercultural awareness: Culture in ELT. *ELT Journal*, 66(1), 62-70.
- Barreiro, P. L. & Albandoz, J. P. (2010). Population and sample. Sampling techniques. *Management mathematics for European school*. Online Resources. Available from; <http://www.mathematic.uni-kl.de/mamaeusch>. Accessed January 22, 2014.

- Bayyurt, Y. (2006). Non-native English language teachers' perspective on culture in English as a foreign language classrooms. *Teacher Development*, 10(2), 233-247.
- Bennett, M. J. (1986). A developmental approach to training for intercultural sensitivity. *International Journal of Intercultural Relations*, 10 (2), 179-195.
- Bennett, M. J. (1998). Intercultural communication: A current perspective. In M. J. Bennett (Ed.), *Basic concepts of intercultural communication: Selected readings*. Intercultural Press: Yarmouth, ME.
- Bennett, M. J. (2001). *Intercultural competence for global leadership* (Research report). Oregon: The Intercultural Development Research Institute.
- Bennett, M. J. (2011, February 20-23). Developing intercultural competence for international education faculty and staff. *Leaders in international higher education 2011 AIEA conference workshop*. Organized by Association of International Education Administrators.
- Bennett, M. J. (2012, February 15). Turning cross-cultural contact into intercultural learning. *Proceedings of the Universidad 2012 8<sup>th</sup> international congress on higher education*. (pp. 1-12). Havana: The University for Sustainable Development.
- Bhabha, H.K. (1994). *The location of culture*. London: Routledge.
- Bhatia, V., Anthony, L., & Noguchi, J. (2012). ESP in the 21<sup>st</sup> century: ESP theory and application today. *Proceedings of the JACET 50<sup>th</sup> commemorative international convention*. (pp.143-150). Tokyo: The Japan Association of College English Teachers.
- Bhumiratana, S., & Commins, T. (2012). Challenges and opportunities for higher education in Asia in the era of globalization: Case of Thailand. *As. J. Education & Learning*, 3(2), 21-27.
- Boonkit, K. (2010). Enhancing the development of speaking skills for non-aative speakers of English. *Science Direct.2* (2010), 1305-1309.
- Boriboon, P. (2011). Language, ideology and domination: Problems of English language teaching in Thailand and solutions. *Songklanakarin*, 17(6), 23-59.
- Boriboon, P. (2012). Concepts of culture in English language teaching: Problems of realization, development, and transcultural concepts for glocalized pedagogy of English. *Jurnal of Humanities Naresuan University*, 9 (2), 1-22.
- Bowe, H., & Martin, K. (2007). *Communication across cultures*. New York: Cambridge University Press.
- Brown, H. D. (1994). *Principles of language learning and teaching*. Englewood Cloiffs, NJ: Prentice Hall Regents.
- Brown, H. D. (2007). *Teaching by principles*. New York: Addison Wesley Longman Inc.

- Byram, M. (1997). *Teaching and assessing intercultural communicative competence*. Clevedon, England : Multilingual Matters LTD.
- Byram, M., & Fleming, M. (1998). *Language learning in intercultural perspective approaches through drama and ethnography*. Cambridge: Cambridge University Press.
- Byram, M., Gribkova, B., & Starkey, H. (2002). *Developing the intercultural dimension in language teaching*. Strasbourg : Council of Europe.
- Byram, M., Nichols, A., & Stevens, D. (2001). *Developing intercultural competence in practice*. Tonawanda, NY: Multilingual Matters LTD.
- Canale, C., & Swain, M. (2002). Theoretical bases of communicative approach to second language teaching and testing. *Applied linguistics*, 1(1), 1-47.
- Chancharoenchai, K., & Saraithong, W. (2012). Explaining the improvement in labor's skills: A case of Thai vocational students' English proficiency. *Proceedings of the Las Vegas International Academic Conference*.(pp.270-295). Las Vegas Nevada, USA: International Institute of Social and Economic Sciences.
- Chaouche, M. (2016). Incorporating intercultural communicative competence in EFL classes. *Arab World English Journal*, (December, 2016), 32-42.
- Chen, G. M. (1992). A test of intercultural communicative competence. *Intercultural Communication Studies*, 2, 63-82.
- Chen, G. M., & Starosta, W. J. (1996). Intercultural communication competence: A synthesis. *Communication Yearbook*, 19, 353-384.
- Chlopek, Z. (2008). The intercultural approach to EFL teaching and learning. *English Teaching Forum*, 4, 10-27.
- Choibamroong, T. (2008). *Amazing trends and issues in Thai tourism marketing: A sustainable path to sufficiency-based national development* (Research report). Bangkok: Thailand Tourism Development Research Institute.
- Chomsky, N. (1965). *Aspects of the theory of syntax*. Cambridge, MA: MIT Press.
- Clandfield, L. (2008). Culture in ELT : Which C? Whose C?. *Teaching of English as A Second Language of Ontario*, 34 (3), 4-8.
- Cormack, D. (2000). *The research process in nursing*. Blackwell: Oxford.
- Creswell, J. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Upper Saddle River, NJ: Pearson Education.
- Cronbach, L. J. (1951). Coefficient alpha and the internal structure of test. *Psychometrika*, 16(3), 297-334.
- Darasawang, P. (2007). English language teaching and education in Thailand: A decade of change. *English language teaching and education in Thailand: A decade of change. English in Southeast Asia: Varieties, literacies and*

*literatures Newcastle D.Prescott (ed.)*.Cambridge Scholar Publishing, 187-204.

- Deardorff, D. K. (2004). *The identification and assessment of intercultural competence as a student outcome of internationalization at institutions of higher education in the United States* (Unpublished doctoral dissertation).North Carolina State University, North Carolina.
- Deardorff, D. K. (2006). The identification and assessment of intercultural competence as a student outcome of internationalization at institutions of higher education in the United States. *Journal of Studies in International Education, 10*, 241-266.
- Deardorff, D. K. (2008). *Intercultural competence: A definition, model, and implications for study abroad*. In V. Savicki (Ed.), *Developing intercultural competence and transformation: Theory, research, and application in international education*. Sterling, VA: Stylus.
- Dhanasobhon, S. (2006). *English language teaching dilemma in Thailand*. Proceeding of the International Conference on Language and Social Dynamics. (pp.53-59) Bangkok: Kasetsart University.
- Diaz-Rico, L. T., & Weed, K. Z. (2006). *The crosscultural, language, and academic development handbook* (3rd ed.). Boston: Allyn and Bacon.
- Dorn, G., & Koch, A. C. (2005). *Intercultural skills a guide to working with other cultures*. North West: CILT.
- Driscoll, L. D. (2011). Introduction to primary research: Observations, serveys, and interviews. In C. Lowe & P. Zemliansky (Ed.) *Writing spaces: Reading on writing volume 2*.South Carolina: Parlor Press.
- Dubin, F., & Olshtain, E. (1997). *Course design: Developing programs and materials for language learning*. Cambridge: Cambridge University Press.
- Dusar, B., & Maele, V. (2011 Academic Year 2011-2012). Intercultural communicative competence (ICC) training materials .*CEFcultt*, 1-52.
- Fantini, A. E. (2005). *About intercultural communicative competence: A construct*. School for International Training. Brattleboro: Vermont, USA.
- Fantini, A. E. (2006). *Exploring and assessing intercultural competence*. Online Resource. Availablefrom; [http://www.sit.edu/publications/docs/feil\\_research\\_report.pdf](http://www.sit.edu/publications/docs/feil_research_report.pdf). Accessed November13, 2013.
- Folkestad, B. (2008). Analyzing interview data possibilities and challenges. *EUROSPHERE Working Paper Series. 13*, 1-16.
- Gannon, J. (2008). Developing intercultural skills for international industries: The role of industry and educators. *Hospitality, leisure, sport and Tourism network: Enhancing series: Internationalizations*, November, 1-14.
- Gass, J. (2012). Needs analysis and situational analysis: Designing as ESP curriculum for Thai nurses. *English for Specific Purposes World, 36*(12), 1-21.



- Gerritsen, M., & Verckens. J. P. (2006). Raising students' intercultural awareness and preparing them for intercultural business (communication) by e-mail. *Business Communication Quarterly*, 69(1), 50-59.
- Gertsen, M. C. (1990). Intercultural competence and expatriates. *Intercultural Journal of Human Resources Management*, 11(3), 341-362.
- Gharaei, F. M. N., & Rafieian, M. (2013). Investigating cross- cultural differences in personal space: Kurdish and northern women in Iran. *Journal of Asian Behavioural Studies*, 3(8), 69-78.
- Gitimu, G. N. (2010). *Intercultural communication: Its importance to various career fields and perspective by various authors: A dissertation for the degree of education* (doctoral dissertation). Department Workforce Education and Development, Southern Illinois University Carbondale, Illinois, U.S.A.
- Green, J. (2007). *A guide to using qualitative research methodology*. Health Services Research Unit, London School of Hygiene and Tropical Medicine.
- Gutterman, A. (2011). Kluckhohn and Strodtbeck's cultural value orientations. *organizational management and administration: A guide for managers and professionals*. Online Resources. Available from; [www.comparativemanagementstudies.org](http://www.comparativemanagementstudies.org). Accessed September 16, 2013.
- Hall, E.T., & Hall, R. M. (1990). *Understanding cultural differences Germans, French and Americans*. Yarmouth: The Intercultural Press.
- Hall, E.T. (1998). The power of hidden differences. In M.J. Bennett (Eds), *Basic concepts of intercultural communication* (pp. 53-67). Maine: Intercultural Press Inc.
- Hamiloğlu, K., & Mendi, B. (2010). A content analysis related to the cross- cultural / intercultural elements used in EFL course books. *Sino- US English Teaching*, 7(1), 16-23.
- Han, X., & Song, L. (2011). Teacher cognition of intercultural communicative competence in the Chinese ELT context. *Intercultural Communication Studies*, 1, 175-192.
- Han, Y. (2013). Research on fostering intercultural communication competence of foreign language learners. *Cross-Cultural Communication*, 9(1), 5-12.
- Hancock, B., Ockleford, E., & Windridge, K. (2009). *An introduction to qualitative research*. The NIHR Research Design Service for Yorkshire & Humber.
- Hanzén, M. (2007). "When in Rome, Do as the Romans Do" proverb as a part of EFL teaching. *HÖGSKOLAN FÖR LÄRANDE OCH KOMMUNIKATION*, 1-36
- Hasnawi, S. (2013). *Intercultural communicative competence development in teletandem learning context*. Proceeding of the Sixth International Conference of MIT's Learning International Networks Consortium (LINC), Cambridge Massachusetts.

- Hiep, P. H. (2007). Communicative language teaching: Unity within diversity. *ELT Journal*, 61/3 (10), 193-201.
- Hill, M. D. (2002). Kluckhohn and Strodtbeck's values orientation theory. *Online Readings in Psychology and Culture*, 4(4/3), 1-14.
- Ho, S. (2009). Addressing culture in EFL classrooms: The challenge of shifting from a traditional to an intercultural stance. *Electronic Journal of Foreign Language Teaching*, 6(1), 63-76.
- Hofstede, G. (1984). The cultural relativity of the quality of life concept. *The Academy of Management Review*, 9(3), 389-398.
- Hohmann, U. (2006). *Quantitative methods in education research*. Online Resources Available from; <http://www.edu.plymouth/resined/Quantitative/quanthme>. Accessed September 29, 2013.
- Huang, Y. (2011). Chinese tour guides' strategies in intercultural communication-implications for language teaching and tourism education. *Journal of Language Teaching and Research*, 2(1), 146-150.
- Inkaew, M. (2016). An analysis of intercultural communicative competence: Hotel front office personnel in Bangkok. *PASAA*, 51(January-June2016), 185-214.
- Ishii, S. (2006). Promoting interreligious communication studies: A rising rationale. *human communication*, 11(1), 133-142.
- Ismail, C. (2006). Developing cultural awareness in foreign language teaching. *Turkish Online Journal of Distance Education*, 7(3).1-8.
- Jandit, E.F. (2006). *An introduction to intercultural communication identities in a global community*. Fifth Edition. New York: SAGE.
- Jarupan, S. (2013). The English oral communication competency of Thai engineering students. *International Journal of Scientific and Research Publications*, 2(3), 1-9.
- Jæger, K. (2001). The intercultural speaker and present-day requirements regarding linguistic and cultural competence. *SPROG FORUM*, 19, 52-56.
- Jenkins, J. (2000). *World Englishes*. London: Routledge Taylor & Francis Group.
- Jiang, W. (2000). The relationship between culture and language. *ELT Journal*, 54 (4), 328-340.
- Jimenez, I.C., & Ortuno, M.A., (2006). *The role of the tourism sector in economic development: Lessons from the Spanish experience*. ERSA Conference Papers. European Regional Science Association.
- Jindapitak, N., & Teo, A. (2013). The emergence of world Englishes: Implications for English language teaching. *Asian Journal of Social Sciences & Humanities*, 2 (2), 190-199.

- Johnson, J. P., & Lenartowicz, T., & Apud, S. (2006). Cross- cultural competence in international business: Toward a definition and a model. *Journal of International Business Studies*, 37, 525-543.
- Juan, E.U., & Flor, A.M. (2008). Teaching intercultural communicative competence through the four skills. *Revista Alicantina Estudios Ingleses*, 21, 157-170.
- Judit, D. (2013). *A mixed- method study on English majors' intercultural communicative competence* : A Dissertation in English Applied Linguistics and TESOL/TEFL (doctoral dissertation). Faculty of Humanities, University of Pécs, Pécs, Hungary.
- Kaewpet, C. (2009). A framework for investigating learner needs: Needs analysis extended to curriculum development. *Electronic Journal of Foreign Language Teaching*, 6 (2), 209-220.
- Kang, S. (2012). *From curriculum to syllabus design*: Proceedings of a conference held at Stanford University, Stanford, 29<sup>th</sup> June-1<sup>st</sup> July 2012.
- Khamkhien, A. (2010). Factors affecting language learning strategy reported usage by Thai and Vietnamese EFL learners. *Electronic Journal of Foreign Language Teaching*, 7(1), 66-85.
- Khanarat, S. & Nomura, T. (2008). The analysis of English teaching method as the second language in Thailand and Japan. *J. Saitama Univ. Fac. Edu*, 57(2), 91-103.
- Kimberlin, C., & Winterstein, A.G. (2008). Validity and reliability of measurement instruments used in research. *Am J Health-Syst Pharm*, 65, 2276-2284.
- Kluckhohn, C. K. (1949). *Mirror for man: The relation of anthropology to modern life*. Berkeley, CA: Whittlesey House.
- Knutson, T. J., Komolsevin, R., Chatiket, P., & Smith, V. R. (2003). A cross-cultural comparison of Thai and US American rhetorical sensitivity: implications for intercultural communication effectiveness. *International Journal of Intercultural Relations*, 27, 63-78.
- Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. New Jersey: Prentice-Hall.
- Kontogorgopoulos, N. (1998). Tourism in Thailand: Patterns, trends, and limitations. *Pacific Tourism Review*, 2, 225-238.
- Komolsevin, R., Knutson, T. J., & Datthuyawat, P. (2010). Effective intercultural communication research contributions from Thailand. *Journal of Asian Pacific Communication*, 20 (10), 90-100.
- Kramsch, C. (2001). *Context and culture in language teaching*. Oxford: Oxford University Press.
- Kramsch, C. (2009). *The multilingual subject*. New York: Oxford University Press.

- Krejcie, R.V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30, 607-610.
- Kriauciūniene, R., & Šiugždiniene, A. (2010). Viewpoints of intercultural competence development in English language teaching / learning classroom. *KALBU DIDAKTIKA*, 2, 95-100.
- Krieger, D. (2005). Teaching ESL versus EFL: Principles and practices. *English Teaching Forum*, 43(2), 83-92.
- Kvale, S. (1996). *Interview: An introduction to qualitative research interview*. London: Sage Publication.
- Lakey, P. N., & Hill, L. B. (1995). Intercultural training of international teaching assistant. *Intercultural Communication Studies*, 2, 1-14.
- Laldas, D. K., & Bhaskaran, V. (2008). *Research methods for social work*. Rawat: New Delhi.
- Lange, K. (2011). *Perspective on intercultural competence: A textbook analysis and empirical study of teachers' and students' attitudes* : (Master's Thesis). Fachdidaktik Englisch, Freie Universität Berlin, Berlin, Germany.
- Lao, W. K. J. (2010). *Empowerment of non-academic personnel in higher education: Exploring associations with perceived organizational support for innovation and organization trust: A dissertation in educational policy and leadership studies* (Doctoral dissertation), University of Iowa, Iowa, U.S.A.
- Laopongharn, W., & Sercombe, P. (2009). What relevance does intercultural communication have to language education in Thailand. *ARECLS*, 6, 59-83.
- Liaw, M. (2006). E- learning and the development of intercultural competence. *Language Learning & Technology*, 10 (3), 49-64.
- Liddicoat, A. J., Papademetre, L., Scarino, A., & Kohler, A. (2003). *Report on intercultural language learning*. Australian Government. Department of Education, Science and Training.
- Liendo, P. J. (2012). A pragmatic approach to teaching intercultural competence to trainee teachers and translators. *Latin American Journal of Content and Language Integrated Learning*, 5(2), 57-72.
- Lin, C., Wu, W., & Huang, Y. (2013). English for specific purposes (ESP) for hospitality college students and hotel employees in Taiwan. *International Journal of Education and Research*, 1(8), 1-14.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Beverly Hills, Calif: Sage Publications.
- Littlewood, W. (2007). Communicative and task –based language teaching in East Asian classrooms. *Language Teaching*, 40 (3), 243-249.
- Liu, L., & Zhang, Y. (2014). The application of constructivism to the teaching of intercultural communication. *English Language Teaching*, 7 (5), 136-141.

- Lucas, T., Villegas, A. M., & Gonzalez, M. F. (2008). Linguistically responsive teacher education preparing classroom teachers to teach English language learners. *Journal of Teacher Education*, 59(4), 361-373.
- Lusting, M.W., & Koester, J. (2010). *Intercultural competence: Interpersonal communication a cross cultures*. Pearson. Classroom .Lang. Teach. The United Kingdom: Cambridge University Press.
- Mackenzie, A. S. (2002). *Curriculum innovation, testing and evaluation: EFL curriculum reform in Thailand*. Kyoto Institute of Technology: Kyoto.
- Matreev, A., & Miller, R. (2004). The value of intercultural competence for the performance of multicultural teams. *Team Performance Management*, 10 (5/6). 104-111.
- Maznevski, L. M., DiStefano, J. J., Gomez, B. C., Noorderhaven, C. B., & Wu, P. (2002). Cultural dimensions at the individual level of analysis the cultural orientation framework. *International Journal of Cross Cultural Management*, 2(3), 275-295.
- McDaniel, E. R., Samovar, L. A., & Porter, R. E. (2007). *Communication between culture* (8<sup>th</sup>). USA: WADSWORTH.
- McDonald, A. (2005). Intercultural competence: Changing European classrooms. *Globalisation, the European higher education area and quality education*. Universidad San Pablo ECU: Madrid.
- McKay, S. L. (2002). *Teaching English as an international language: Rethinking goals and approaches*. Oxford: Oxford University Press.
- Meng, T. (2011). Communication strategy training: A step to strategic competence in L2 interaction. *ABAC Journal*, 31(3), 21-26.
- Merriam, S.B. (2009). *Qualitative research: A guide to design and implementation*. San Francisco, USA: JOSSEY-BASS.
- Merriam, S.B. (1995). What can you tell from an N of 1?: Issues of validity and reliability in qualitative research. *PAACE Journal of Lifelong Learning*, 4(1995), 51-60.
- Mete, E. D. (2011). EIL and intercultural communicative competence: Two side of coin?. In R. Nunan & S. Sivasubramaniam (Ed.). *Journal of English as an International Language*, Asian Journal Press.
- Milton, J. B. (1998). Intercultural communication: A current perspective. *Basic concepts of intercultural communication: Selected readings*. Yarmouth, ME: Intercultural Press.
- Mitchell, P., Pardiniho, L. A., Aguiar, N. Y., & Meshkov, L. V. (2015). Language learning and intercultural communicative competence: An action research case study of learners of Portuguese. *Procedia- Social and Behavioral Sciences*, 200 (2015), 307-312.

- Mizne, C. A. (1997). *Teaching sociolinguistic competence in the ESL classroom*. Senior Thesis Projects, 1993-2002. Online Resources. Available from; [http://trace.tennessee.edu/utk\\_interestp2/20](http://trace.tennessee.edu/utk_interestp2/20). Accessed July 12, 2013.
- Mok, K. H. (2007). Withering the state? Globalization challenges and changing higher education governance in East Asia. *International Handbook of Urban Education*, 19, 305-320.
- Mora, M. A. C. (2015). Attitudes towards intercultural communicative competence of English for specific purposes students. *Procedia-Social and Behavioral Sciences*, 178 (2015), 26-31.
- Moran, P. R. (2001). *Teaching culture: Perspectives in practice*. HEINLE & HEINLE, Thomson Learning.
- Moussa, M. (2012). Cross-cultural competency dilemmas: Thai automotive companies. *SIU Journal of Management*, 2 (1), 73-98.
- Murray, L. K. (2012). *Interagency language roundtable skill level description for competence in intercultural communication*. Proceedings of the 2012 Middle East – AFPAK Languages Learn Workshop.
- Mushtaq, M. (2013). The role of curriculum scholars in current curriculum debates. *International Journal of Academic Research in Business and Social Sciences*, 2(9), 87-97.
- Myers, J. (2006, October). Constructing EFL learners as intercultural speakers through digital technologies. *New trends in English teaching in the globalized age*. Kookmin University 60<sup>th</sup> Anniversary Conference. Retrived from [hypermedia.edu.psu.edu/kookmin/myers-kookmin.pdf](http://hypermedia.edu.psu.edu/kookmin/myers-kookmin.pdf).
- Negreat, V. (2010). English for specific purposes (ESP) curriculum development. *Euromentor Journal*, 1(3), 137-146.
- Neuliep, J. (2011). The nonverbal code. In *intercultural communication: A contextual approach* (pp. 285-332). Thousand Oaks, CA: Sage Publications.
- Noom-Ura, S. (2013). English teaching problems in Thailand and Thai teachers' professional development needs. *English Language Teaching*, 6(11), 139-147.
- Nonkukhetkhong, K., Baldauf, B. R. Jr., & Moni, K. (2006). *Learner centeredness in teaching English as a foreign language*, Paper presented at 26 Thai TESOL International Conference, Chiang Mai, Thailand, 19-21 January 2006, 1-9.
- Nunan, D. (2003). The impact of English as a global language on educational policies and practices in the Asia-Pacific region. *TESOL QUARTERLY*, 37(4), 589-613.
- Oatey, S. H. (2012) What is culture? A compilation of quotations. Global PAD core concepts. OnlineResources. Availablefrom; <http://go.warwick.ac.uk/globalpadintercultural>. Accessed August 20, 2013. Oluwatayo, J.A. (2012). Validity and Reliability Issues in Educational Research. *Journal of Educational and Social Research*, 2(2), 391-400.

- Omid, A. (2016). Using authentic materials in the foreign language classrooms: Teachers' perspectives in EFL classes. *International Journal of Research Studies in Education*, 5(2), 105-116.
- Oradee, T. (2012). Developing speaking skills using three communicative activities (Discussion, problem-solving, and role playing). *International Journal of Social Science and Humanity*, 2 (6), 533-535.
- Paige, R. M., Cassuto, M. J., Yershova, Y. A., Jaeghere, D.J. (2003). Assessing intercultural sensitivity: An empirical analysis of the Hammer and Bennett intercultural development inventory. *International Journal of Intercultural Relations*, 27(4), 467-486.
- Panggabean, H., Murniati, J., & Tjitra, H. (2013). Profiling intercultural competence of Indonesians in Asian workgroup. *International Journal of Intercultural Relations*, 37, 86-98.
- Pansuk, A. (2013). A comparative study of the tourism industry development of Suratthani and Nakhonsrithammarat province in a view of develop the innovative of communications to promote tourism. *Silpakorn University Journal of Social Sciences, Humanities, and Arts*, 13(1), 99-122. .
- Pathomchaiwat, P. (2013). English language learning strategies used by university students: A case study of English and business English major at Suan Sunandha Rajabhat in Bangkok. *World Academy of Science, Engineering and Technology*, 77, 99-103.
- Patton, Q. M., & Cochran, M. (2002). *A guide to using qualitative research methodology*. Sydney: MEDECINS SAN FRONTIERES.
- Pawapatcharandom, R. (2010). *An investigation of Thai students' English language problems and their learning strategies in the international program at Mahidol University: A Thesis of Arts (master degree) Department of Languages*. King Mongkut's Institute of Technology North Bangkok. Thailand.
- Peltokorpi, V. (2007). Intercultural communication patterns and tactics: Nordic expatriates in Japan. *International Business Review*, 16 (1), 68-82.
- Penbek, S., Yurdakul, D., & Cerit, A. G. (2009). Intercultural communication competence: A study about the intercultural sensitivity of university students based on their education and international experiences. *European and Mediterranean Conference on Information Systems*. July 13-14. Crowne Plaza Hotel, Izmir.
- Pengnate, W. (2013). Ways to develop English proficiency of business students: implementation of content and language integrated learning (CLIL) approach. *International Journal of Education and Research*, 1(8), 1-12.
- Peterson, E., & Coltrane, B. (2003). Culture in second language teaching. *ERIC DIGEST*, 3(9),1-2.
- Pongsakornrunsilp, S., Healy, J. C., Bradshaw, A., McDonagh, P., & Schroeder, J.E. (2008). Left behind: Local fans of global brands. In W. E. Kilbourne and J.D.

- Mittelstaedt (eds.), *33rd Annual macro marketing society conference 2008, Macro marketing: Systems, causes, and consequence* (pp. 225-237). Clemson University, South Carolina.
- Popescu, T., & Iordachescu, G. D. (2015). Raising students' intercultural competence through the process of language learning. *Procedia- Social and Behavioral Sciences*, 197 (2015), 2315-2319.
- Pradhan, A. (2013). English for specific purposes: Research trends, issues and controversies. *English for Specific Purposes World*, 40(14), 1-13.
- Pratoomrat, P., & Rajprasit, K. (2014). Providing business English introduction : Thai instructors' practices and students' perceptions. *English Language Teaching*, 7(9), 144-155.
- Rafferty, J. (2013). Fon Trompenaars. *Management practice continuous assessment*, 3 (1),1-9.
- Rappel, L. (2011). An analysis and interpretation of intercultural approaches to English language teaching. *Journal of Integrated*, 1(2), 1-10.
- Reid, E. (2015). Techniques developing intercultural communicative competences in English language lessons. *Procedia- Social and Behavioral Sciences*, 186 (2015), 939-943.
- Rezaee, M. (2011). Teaching culture explicitly through literature to EFL learners. *Theory and Practice in Language Studies*, 1 (12), 1756-1761.
- Richards, G. (2011) Cultural tourism trends in Europe: A context for the development of cultural routes. In K. Khovanova - Rubicondo (ed.) *Impact of European cultural routes on SMEs' innovation and competitiveness* (pp.21-39). Strasbourg: Council of Europe Publishing.
- Richards, J. C. (2006). *Communicative language teaching today*. New York: Cambridge University Press.
- Richards, Platt & Platt. (1993). *Dictionary of language teaching & Applied linguistics*. London: Longman.
- Rickheit, G., Strohner, H., & Vorweg, C. (2008). *Handbook of communication competence*. Mouton de Gruyter: New York.
- Robatjazi, M. A. (2008). Language education: Intercultural communicative competence and curriculum. *An ambilingual interdisciplinary Journal*, 3(2), 245-265.
- Roberts, P. (2006). Reliability and validity in research. *Arts & Science*, 20(44), 41-45.
- Salleh, M. L. (2005). *High/low context communication: The Malaysian Malay style*. Proceedings of the 2005 Association for Business Communication Annual Convention.



- Samovar, A. L., Porter, R. E., & McDaniel, R. E. (2007). Understanding intercultural communication: The working principles. *Intercultural communication*. United States: WADSWORTH CENGAGE Learning.
- Sangpikul, A. (2009). Internationalization of hospitality and tourism higher education: A perspective from Thailand. *Journal of Teaching in Travel and Tourism*, 9 (1), 2-10.
- Sanguanngarm, N. (2011). The development of an “English for tourist guides” course using a task- based approach to enhance the oral English communication ability of Chiang Mai Rajabhat University undergraduates. *English for Specific Purposes World*, 31 (10), 1-21.
- Sanguthai, S. (2014). Ready or not? The state of Thai schools in response to the ASEAN English language policy. *Thammasat Review*, 16 (2), 128-142.
- Sarwari, A. Q., & Wahab, M. N. (2016). The relationship between English language proficiency and intercultural communication competence among international students in a Malaysian public university. *International Journal of Language Education and Applied Linguistics (IJLEAL)*, 5(2016), 1-9.
- Saussure, F. (1983). *Course in general linguistics*. Chicago: Open Court.
- Savignon, S. J. (1991). Communicative language teaching: State of the Art. *TESOL QUARTERLY*, 25(2), 261-275.
- Savignon, S. J. (2007). Beyond communicative language teaching: What’s ahead?. *Journal of Pragmatics*, 39, 207-220.
- Sercu, L. (2002). Autonomous learning and the acquisition of intercultural communicative competence: Some applications for course development. *LANGUAGE, CULTURE AND CURRICULUM*, 15(1), 61-74.
- Seldin, P. (1999). *Changing practices in evaluating teaching*. Bolton: MA. Anker.
- Shapero, M. A. (2007). Cross- cultural training for hospitality and tourism: Improving service encounters through industry-targeted critical incidents. *Business Research Yearbook .2007* (2), 919-924.
- Simanek, D. (1996). Expanding your options: Perusing jobs in academic administration. *Graduate school of arts and sciences teaching center*. Online Resource. Available from [www. columbia.edu/cu/at/pdfs/academic%20 administration.pdf](http://www.columbia.edu/cu/at/pdfs/academic%20administration.pdf).
- Simpson, J. (2011). *Integrating project –based learning in an English language tourism classroom in a Thai university: A thesis in Education (Doctoral Thesis)*. Australian Catholic University. North Sydney Australia.
- Sittirak, N., & Pornjamroen, S. (2009). The survey of British English and American English vocabulary usage of Thai students. *Songklanakarin Journal of Social Sciences and Humanities*, 15(4), 559-575.

- Somdee, M., & Suppasetseree, S. (2012). *Developing English speaking skills of Thai undergraduate students by digital storytelling through websites*. Retrieved: September 2, 2014 from [www.flit2013.org/private\\_folder/Proceeding/166.pdf](http://www.flit2013.org/private_folder/Proceeding/166.pdf)
- Spencer-Oatey, H. (2012). *What is culture? A compilation of quotations*. Global PAD core concepts. Available at Global PAD Open House. <http://www2.warwick.ac.uk/fac/soc/al/globalpad/openhouse/interculturalskills/>
- Spink, N., & Well, B. (1997). Intercultural communication: A key element in global strategies. *Carrer development international*, 2(6), 287-292.
- Spitzberg, B. H., & Changnon, G. (2009). Conceptualizing intercultural competence. In D. K. Deardorff (Ed.), *The Sage handbook of intercultural communication* (pp. 2-52). Thousand Oaks, CA: Sage.
- Spratt, C., Walker, R., & Robinson, B. (2004). *Mixed research methods*. Cambridge: Commonwealth of Learning.
- SSesanga, K., & Garrett, R. M. (2005). Job satisfaction of university academics: Perspectives from Uganda. *Higher Education*, 50, 33-56.
- Stocking, G. (1966). Franz Boas and the culture concept in historical perspective. *American Anthropologist*, 68(4), 867-882.
- Suwanarak, K., & Phothongsunan, S. (2009). *Attributions of high achieving Thai university students perceiving themselves as failures in English usage*. Retrieved: January 10, 2014 from: <http://km.nida.ac.th/home/images/pdf/8-3.pdf>
- Swatevacharkul, R. (2009). How to integrate cultural awareness and understanding into English language teaching. *Journal of Applied Linguistic*, July-December, 50-57
- Tanaka, H. (2010). Competence model and elements required for tour guides. *Kyushu Communication Studies*. 8, 21-39.
- Tang, R. (1999). The place of "culture" in the foreign language classroom: A reflection. *TESOL*, 1 (8), 49-79.
- Tantiwong, P. (2010). *Simulation as a strategy to teach English for tourism*. Department of Western Languages, Faculty of Liberal Art, Rajamangala University of Technology Krungthep, Bangkok.
- Tomalin, B., & Stempleski, S. (1993). *Cultural awareness*. Oxford: Oxford University Press.
- Tran, T. Q., & Seepho, P. (2016). EFL learners' attitudes toward intercultural communicative language teaching and their intercultural communicative competence development. *Journal of English Studies*, 11(2016), 1-40.
- Trede, F., Bowles, W., & Bridges, D. (2013). *Intercultural education*. London: Routledge.

- Triandis, H. C. (2009). Culture and conflict. In L. A. R. E. Samovar & E. R. McDaniel (Eds.), *Intercultural communication* (pp.18-28). New York, WADSWORTH CENGAGE Learning.
- Trompenaars, F., & Hampden-Turner, C. (1998). *Riding the waves of culture*. New York: McGraw Hill.
- Troy, M. C. (2008). Teaching for intercultural awareness through a focus on conversational routines. *The International of Language Society and Culture*, 24, 44- 49.
- The Thai Financial Post*. TAT expects to see 2 trillion baht tourism revenue in 2013. Published on January 9, 2013; <http://thaifinancialpost.com/2013/01/09/tat-expects-to-see-2-trillion-baht-tourism-revenue-in-2013-2/>
- Tsou, W. (2009). Needs-based curriculum development: A case study of NCKU's ESP program. *Taiwan International ESP Journal*, 1(1), 77-95.
- Tung, R. L. (1987). Expatriate assignment: Enhancing success and minimizing failure. *Academy of Management Executive*, 1, 117-125.
- UNESCO (2013). *Intercultural competences conceptual and operational framework*. 2013 The workshops of UNESCO, Paris: France.
- Vanhaleweyk, G. (2012). *Tourism statistics Thailand*. Retrieved: January 10, 2014 from: <http://www.thaiwebsites.com/tourism.asp>
- Williams, T. R. (2009). The reflective model of intercultural competency: A multidimensional, Qualitative approach to study abroad assessment. *The Interdisciplinary Journal of Study Abroad*, 18, 289-306.
- Wiriyachitra, A. (2012). English language teaching and learning in Thailand in this decade. *The Language Teacher*, 25(6), 1-5.
- Yamazaki, M. (2007). *Shifting from intercultural communication competence to multicultural competence: A development of the concept and the applications*. WCA 2007 Conference, Brisbane.
- Yang, L. (2016). A survey on Chinese non-English major's intercultural communication competence from four dimensions. *Proceedings of International Conference on Education management, Arts, Economics and Social Science (ICEMAESS, 2015)* (pp.1194-1198). Changsha, China.
- Yasawas, S. (2006). *Boring trip*. Bangkok: Ban Thung Nokrong.
- Yiru, E. P. (2008). *Faculty members' attitudes and concerns about communicative language teaching implementation in general English courses in Taiwan universities*. The Faculty of the Graduate school of the University of Minnesota.
- Young, D. J. (1996). The standards definition of culture and culture instruction in beginning and intermediate Spanish textbooks. *Northeast Conference, Review*.45, 17-22.

- Yuan, F. (2011). A brief comment on communicative language teaching. *Journal of Language Teaching and Research*, 2(2), 428-431.
- Zhuang, X. (2007). From communicative competence to communicative language teaching. *Sino- US English Teaching*, 4(9), 39-45.
- Zhu, H. (2011). From intercultural awareness to intercultural empathy. *English Language Teaching*, 4(1), 116-120.
- Zhiqiang, H. (2012, August). *Tourism perception to Thailand of the Chinese mainland tourists- content analysis on the we media*. Paper presented to First Thai- Chinese Strategic Research Seminar, Bangkok, 24-26.
- Zu, L. (2009). A study on the approaches to culture introduction in English textbooks. *English Language Teaching*, 2(1), 112-118.



**UUM**  
Universiti Utara Malaysia

## 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%	Δ013	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 Total</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>

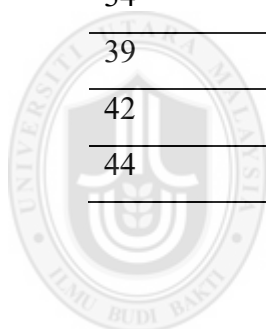


**UUM**  
 Universiti Utara Malaysia

## 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



Universiti Utara Malaysia



## 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>



UUM  
Universiti Utara Malaysia

			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>



**UUM**  
 Universiti Utara Malaysia

## 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)				



**UUM**  
 Universiti Utara Malaysia



## 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**

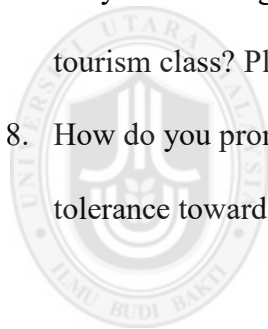
#### **Knowledge Dimension**

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.



UUM  
Universiti Utara Malaysia

### **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

---

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

---



---

		-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 openness and tolerance between	✓	- Did simulation tourists and tour guides.

---

**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

---

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 on 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.		×	

- 
- |  |   |  |
|--|---|--|
| 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.          |
- 

**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”<br>- Traveled to Malaysia and discussed about cultural                |
-

---

		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

---

---

tourist

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.

---

\*\* ✓ = 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 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.

---

6. To give the information about the political conditions of the foreign countries. ×

7. To give the information about the geography of the foreign countries. ×

8. Give the information about the history of the foreign countries ×

---

**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
-



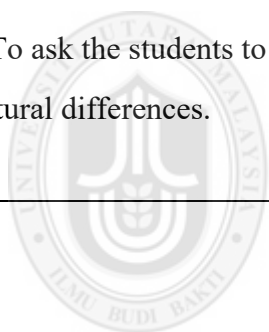
- 
- |  |   |   |
|--|---|---|
| 6. To take part in discussions about prejudice.  | × |   |
| 7. To take part in discussions about when stereotypes.                                   | ✓ | - Telling the experiences the students were working as the trainees at the travel agencies. |
| 8. To promote developing attitudes of problems openness and tolerance leading the tours. | ✓ | - Raising the cases and which might occur when  |

---

**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.              |
-

- 
- |  |   |   |
|--|---|---|
| 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. |
- 



UUM  
Universiti Utara Malaysia

## 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 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 gave the students 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

---

geography of the foreign countries.

tourism.

8. Give the information about the  
history of the foreign countries

×

---

**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.

×

---

8. To promote developing attitudes of  
openness and tolerance ×

---

**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

5. To give new information about  
Thai tourism ✓ - Reading texts about  
learners culture. and culture.

6. To ask the students to perform  
reflection on cultural differences. ×

7. To ask the students to perform  
reflection on writing on cultural  
differences. △ - Answering comprehensive  
questions in short sentences.

---

---

8. To ask the students to reflect on cultural differences.



- Asked the students to design itinerary, activities for foreign tourists

---



**UUM**  
Universiti Utara Malaysia

## 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		×	

---

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. |

---

**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   |



---

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.

---

**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 learners culture.  | ✓ | - Getting the information 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
--	---	---	---

---



## 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.

