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



**DOCTOR OF PHILOSOPHY
UNIVERSITI UTARA MALAYSIA**

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Awang Had Salleh
Graduate School
of Arts And Sciences

Universiti Utara Malaysia

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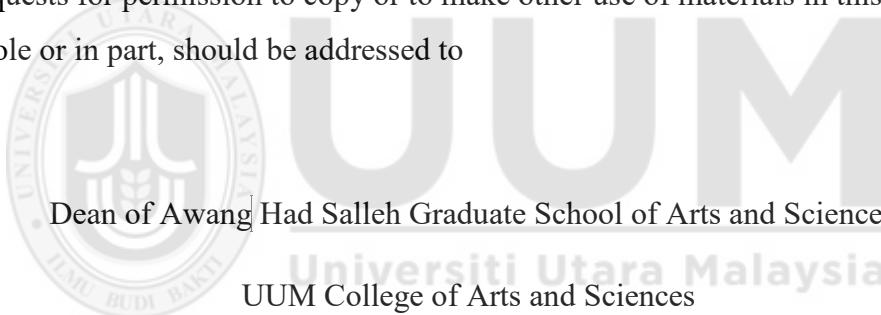
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Abstrak

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

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

Abstract

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

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

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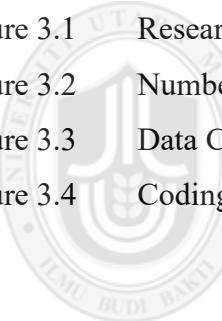
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List of Abbreviation

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

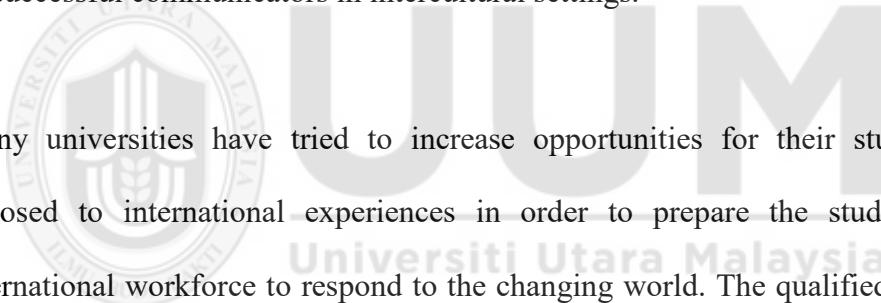


CHAPTER ONE

INTRODUCTION

1.1 Background

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



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

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Appendix A

Tourism statistics

Numbers of tourists visited Thailand divided by immigration bureaus on

September, 2013

No.	Immigration Bureau 2013 / 2012	Year 2013	Year 2012%	△
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	PhibunMangsaan	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
Total		2,056,405	1,611,754	+27.59

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%	2013	2012%	△	
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

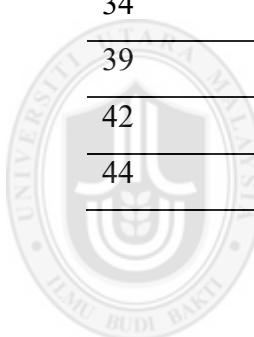
Africa	114,194	111,912	+2.04	6,439.60	+0.30
Grand	19,672,810	15,973,740	+23.16	851,039.54	693,478.19
Total					



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">-Open to new information- Be emphatic listener- Be able to accept differences- Reduce communication uncertainty- Increase predictability in his/her own and the other person's behavior- Curiosity and openness- Readiness to suspend disbelief about other cultures and belief about one's own- Ability to interpret a document or an event from another culture- Ability to acquire new knowledge of a culture and cultural practice.- The ability to operate knowledge, attitudes , and skills under the constraints of real time communication and interaction- Ability to evaluate critically the perspectives practices, and products,

			in one's own and other cultures and countries
Spitzberg	2009	A model of intercultural communication competence	<ul style="list-style-type: none"> - Ability to deal with stress - Understanding - Awareness of culture - Cautiousness - Charisma - Cooperation - Conversational management - Empathy - Frankness - Future orientation - Flexibility - Interest - Managerial ability -Opinion leadership -Task Persistence - Self- confidence -Self disclosure - Strength of personality
Ho	2009	Culture in EFL classroom	<ul style="list-style-type: none"> - Acknowledgement of the identities of others - Respect for otherness - Tolerance for ambiguity - Empathy - Flexibility - Communicative awareness - Knowledge of other cultures - Interpreting and relating - Critical cultural awareness
Williams	2009	Model of intercultural competency	<ul style="list-style-type: none"> -Knowledge about cultural norms, values, behaviors, and issues -Flexibility to adapt to new situations - Open- mindedness to encounter to new

		values
		Critical skills such as resourcefulness Problem-solving skills
Johnson, Lenartowicz, 2006 and Apud	Cross-cultural competence in intercultural business	<ul style="list-style-type: none"> - Possess a strong personal identity - Have knowledge of an facility with the beliefs and values of the culture - Display sensitivity to the affective processes of the culture - Communicate clearly in the language of the given cultural group - Perform specially sanctioned behavior - Maintain active social relations within the cultural group - Negotiate the institutional structures of that culture
McDonald 2005	Intercultural competence in European classroom	<ul style="list-style-type: none"> - Able to see relationship between different cultures - The ability to mediate - A critical or analytical understanding of their own and other cultures - Interest in other people's way of life - Ability to change perspective - Ability to cope with living in a different culture - Knowledge about another country and culture - Knowledge about intercultural

Fantini	2012	Teaching ESOL as Intercultural Competence	Communication (resolving misunderstanding and discover new information)
			<ul style="list-style-type: none"> - flexibility -humor - patience - openness - interest - curiosity - empathy - tolerance for ambiguity - suspending judgments



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.

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 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.

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 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.

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 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
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1. Ability to adapt to diverse social and cultural situation (Flexibility)				
2. Ability to modify own behavior according to changing situations (Ability to adapt to new situations)				
3. The desire to learn more about something or someone (Curiosity)				
4. Ability to accept lack of clarity and to be able to deal with ambiguous situations (Tolerance of ambiguity)				
5. Ability to realize automatically about what people think in a certain kind of situation (Empathy)				
6. The knowledge of one's own desires, strength, weakness, and emotional stability (Self Confidence)				
7. The knowledge about the different positions or role relationship the person holds in society (Acknowledgement of identity of others)				
8. The knowledge about cultural norms, values, behaviors, and issues (An understanding of others' world views, values, norms, and way of life)				
9. The appropriate knowledge of the country and culture and being open to new information and perspectives (Knowledge about another country and culture)				
10. The knowledge about resolving misunderstanding and discover new information (knowledge about				

intercultural communication)				
11. Ability to interpret one document to make it accessible to someone from another country (Ability to interpret)				
12. Ability to acquire new cultural knowledge and use that knowledge in real time communication (Knowledge discovery)				
13. Ability to cope with problems and direct to achieve the goal when no solution method is obvious (Problem solving skills)				
14. Ability to assess the practices, viewpoints, and product critically in the environment of one's own cultural communities and others countries (Ability to evaluate)				
15. Ability to make an effort to communicate until reaching the acceptable points or agreement about differing needs or ideas (Ability to negotiate)				

Appendix H

Questionnaire for Tour Guides

Part 1: Biographic data about yourself

Gender: male female

Type of your work: Local Domestic Inbound
 Outbound others, (please indicate) _____

Working Experience: 0-5 years 6-10 years 11-15 years
 16-20 years more than 20 years

Language used in your work: English Malay Cantonese
 Korean Thai Japanese French Russian
 Italian Spanish others, (please indicate) _____

Part2: Importance of intercultural communicative competence and importance of the required skills.

Question1: From your opinion, is intercultural communicative competence important for workers in tourism workforce?

Yes, it is very important Yes, it is important
 No, it's not important I'm not sure

**Intercultural communicative competence refers (ICC) to the ability to communicate effectively and appropriately when individuals interact with the people from different cultural background.

Question2: In your experience, what ICC skills and dispositions most required for undergraduate students who will be the workers in tourism workforces in the future? Please indicate the level of requirement.

Intercultural Communicative Competence skills	Most required	Required	Not required	Not required at all
1. Ability to adapt to diverse social and cultural situation (Flexibility)				
2. Ability to modify own behavior according to changing situations (Ability to adapt to new situations)				
3. The desire to learn more about something or someone (Curiosity)				
4. Ability to accept lack of clarity and to be able to deal with ambiguous situations (Tolerance of ambiguity)				
5. Ability to realize automatically about what people think in a certain kind of situation (Empathy)				
6. The knowledge of one's own desires, strength, weakness, and emotional stability (Self Confidence)				
7. The knowledge about the different positions or role relationship the person holds in society (Acknowledgement of identity of others)				
8. The knowledge about cultural norms, values, behaviors, and issues (An understanding of others' world views, values, norms, and way of life)				
9. The appropriate knowledge of the country and culture and being open				

to new information and perspectives (Knowledge about another country and culture)				
10. The knowledge about resolving misunderstanding and discover new information (knowledge about intercultural communication)				
11. Ability to interpret one document to make it accessible to someone from another country (Ability to interpret)				
12. Ability to acquire new cultural knowledge and use that knowledge in real time communication (Knowledge discovery)				
13. Ability to cope with problems and direct to achieve the goal when no solution method is obvious (Problem solving skills)				
14. Ability to assess the practices, viewpoints, and product critically in the environment of one's own cultural communities and others countries (Ability to evaluate)				
15. Ability to make an effort to communicate until reaching the acceptable points or agreement about differing needs or ideas (Ability to negotiate)				

Appendix I

Questions for ICC Academics' Interview

In your experience, what ICC skills and which objectives of them which you think under graduate students should develop in their English for Tourism Courses. Please give the opinion to support.

Skills of interpreting and relating

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

Skills of discovery and interaction

- (e) Elicit from an interlocutor the concepts and values of documents or events and develop an explanatory system susceptible of application to other phenomena (questioning a native speaker).
- (f) Identify significant references within and across cultures and elicit their significance and connotations (identify significant reference).
- (c) Identify similar and dissimilar process of interaction, verbal and non-verbal, and negotiate and appropriate use of them in specific circumstances (agree conventions) .
- (d) Use in real- time an appropriate combination of knowledge, skills and attitudes in interact with interlocutors from a different country and culture taking into consideration the degree of one's existing familiarity with the

country, culture and language and the extent of difference between one's own and the other (respond to distance/ proximity of other culture).

(e) Identify contemporary and past relationships between one's own and other culture and society (use sources to understand relationships).

(f) Identify and make use of public and private institutions which facilitate contact with other countries and cultures (institutions for contact).

(g) Use in real- time knowledge, skills and attitudes for mediation between interlocutors of one's own and a foreign culture (mediate between interlocutors).



Appendix J

Questions for students' interview

Knowledge Dimension

1. Do you provide information about various values and beliefs of people from different cultural background in your English for tourism class? Please elaborate.
2. Do you discuss values and beliefs of people living in other cultures in English for tourism class? Please elaborate.
3. Do you discuss the significance of values and beliefs in one's life in English for tourism class? Please elaborate.
4. Do you discuss the impact of foreign culture in Thai tourism in English for tourism class? Please elaborate.
5. Does the lecturer give you information about daily lives and routines of people in foreign countries in English for tourism class? Please elaborate.
6. Have you ever learned about the political conditions of the foreign countries in English for tourism class? Please elaborate.
7. Does the lecturer teach you about the geography of the foreign countries in English for tourism class? Please elaborate.
8. Does the lecturer tell you about the history of the foreign countries in English for tourism class? Please elaborate.

Attitudinal Dimension

1. Do you learn to empathize with people living in other cultures in English for tourism class? Please elaborate.
2. Does the lecturer require you to discuss about your own culture in English for tourism class? Please elaborate.

3. Does the lecturer give you tasks to discuss about respecting other/differences in English for tourism class? Please elaborate.
4. Does the lecturer encourage you to discuss about respecting your own culture in English for tourism class? Please elaborate.
5. Does the lecturer require you to discuss about different cultural values in English for tourism class? Please elaborate.
6. Have you ever discussed about prejudice in English for tourism class? Please elaborate.
7. Does the lecturer give you tasks to discuss about stereotypes in English for tourism class? Please elaborate.
8. Does the course allow you to develop attitudes of openness and tolerance towards other people and cultures? Please elaborate.

Skills Dimensions

1. Do you look for solutions of intercultural conflict situations in English for tourism class? Please elaborate.
2. Do you learn to handle intercultural conflict situations in English for tourism class? Please elaborate.
3. Do you speak about the customs of other cultures in English for tourism class? Please elaborate.
4. Do you learn to handle intercultural contact situations in English for tourism class? Please elaborate.
5. Do you get new information about your own culture in English for tourism class? Please elaborate.

6. Do you perform reflection on cultural differences orally in English for tourism class? Please elaborate.
7. Do you perform reflection on writing on cultural differences in writing in English for tourism class? Please elaborate.
8. Do you learn to reflect on cultural differences in English for tourism class? Please elaborate.



Appendix K

Questions for lecturers' interview

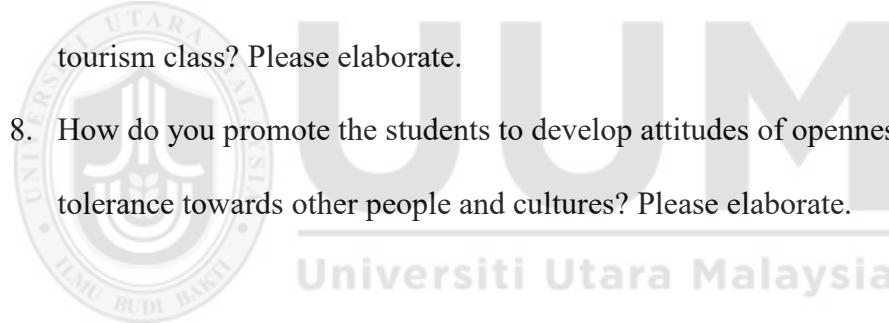
Knowledge Dimension

1. How do you give the students information about various values and beliefs of people from different cultural background in your English for tourism class? Please elaborate.
2. Have you ever asked the students to discuss values and beliefs of people living in other cultures in English for tourism class? Please elaborate.
3. Do you give task for the students to discuss the significance of values and beliefs in one's life in English for tourism class? Please elaborate.
4. Have you ever asked the students to discuss the impact of foreign culture in Thai tourism in English for tourism class? Please elaborate.
5. How do you give the students information about daily lives and routines of people in foreign countries in English for tourism class? Please elaborate.
6. What methods do you use to give the students information about the political conditions of the foreign countries in English for tourism class? Please elaborate.
7. How do you give the students information about the geography of the foreign countries in English for tourism class? Please elaborate.
8. Have you ever talked to the students about the history of the foreign countries in English for tourism class? Please elaborate.

Attitudinal Dimension

1. How do you promote the students to empathies with people living in other cultures in English for tourism class? Please elaborate.

2. Do you give task for the students to discuss about their own culture in English for tourism class? Please elaborate.
3. Do you encourage the students to discuss about respecting other/differences in English for tourism class? Please elaborate.
4. Do discussions activities about respecting own cultures are employed in your English for tourism class? Please elaborate.
5. Do you encourage the students to discuss about different cultural values in your English for tourism class? Please elaborate.
6. Have you ever asked the students to discuss about prejudice in English for tourism class? Please. elaborate
7. Do you encourage the students to discuss about stereotypes in English for tourism class? Please elaborate.
8. How do you promote the students to develop attitudes of openness and tolerance towards other people and cultures? Please elaborate.



Skills Dimensions

1. How do you practice the students for solutions of intercultural conflict situations in English for tourism class? Please elaborate.
2. How do you design activities for the students to handle intercultural conflict situations in English for tourism class? Please elaborate.
3. How do you describe about the customs of other cultures in English for tourism class? Please elaborate.
4. What activities do you employ in order to enable the students to handle intercultural contact situations in English for tourism class? Please elaborate.

5. How do you give the students information about learners 'culture in English for tourism class? Please elaborate.
6. How do you encourage the students to perform reflection on cultural differences orally in English for tourism class? Please elaborate.
7. Do you give task for the students to perform reflection on writing on cultural differences in writing in English for tourism class? Please elaborate.
8. Do you give task for the students to reflect on cultural differences in English for tourism class? Please elaborate.



Appendix L

Classroom Observation Checklist

Lecturer _____ Course _____

Date _____ Observer _____

Respond to each statement using the following scale:

1 Not demonstrated 2 Needs Improvement 3 Satisfactory 4 Outstanding

Content Organization	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				
Presentation				
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)				
Lecturer and Students Interactions				
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				
Instructional Materials				
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
Knowledge dimension			
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

linking to the feudalism and monarchy in Thailand.

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.	✓	- Encouraged the students to think back to the origin of things in present.

		- Showed the pictures and described by linking to the relation between the geography and the activities. Then compare to other countries.
5. To take part in discussions about different cultural values.	✓	- Describing about the reasons behind wearing Hijab for Muslim women and the reasons behind wearing bikini and do sun bath on the beach for western tourists.
6. To take part in discussions about prejudice.	✓	- Telling the stories from the lecturer's experiences.
7. To take part in discussions about stereotypes.	✓	- Discussed about "groups of tourists you'd like to meet and don't like to meet"
8. To promote developing attitudes of between openness and tolerance	✓	- Did simulation tourists and tour guides.

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

✓

- (The lecturer)

Describing

other cultures

about custom for each countries.

4. To give task for learning to handle

△

intercultural contact situations.

- Describing about custom for each countries.

5. To give new information about

✓

learners culture.

- Telling the information getting from the articles related to Thailand.

6. To ask the students to perform reflection

✓

particular

on cultural differences.

- Doing discussion on

topics

7. To ask the students to perform reflection

×

on writing on cultural differences.

8. To ask the students to reflect on cultural

✓

differences.

- Doing discussion on particular

topics.

** ✓ = The activity which promotes **ICC was done**.

✗ = The activity which promotes **ICC was not done**

△

= The activity was done but not really promotes ICC

Appendix N

Teaching procedures of English for Tourism Course at University B

Developing ICC skills	Do	Don't	Activities
Knowledge dimension			
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 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” - 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.

Skills Dimension



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 cultures ✓ - Traveled to Malaysia and about Malaysian culture.

4. To give task for learning to handle intercultural contact situations. ✓ - Do role play

5. To give new information about learners culture. △ - Told the students about the lecturer's experience as a

6. To ask the students to perform reflection ✓ - Traveled to Malaysia and on cultural differences. discussed about cultural differences.

7. To ask the students to perform reflection ✓ - Traveled to Malaysia and on writing on cultural differences. 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

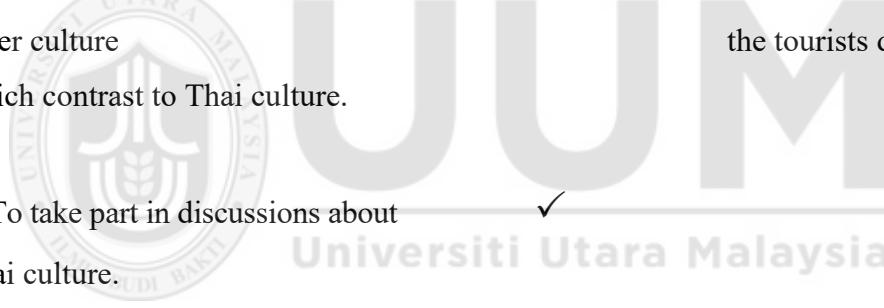
Developing ICC skills	Do	Don't	Activities
Knowledge dimension			
1. To give information about various values and beliefs	✓		-Telling about the lecturer's experiences as an international student in Australia and her experience as a tourist.
2. To discuss values and beliefs of people living in other cultures	✓		- Telling the students' experience when they were working as the trainees in travel agencies.
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 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

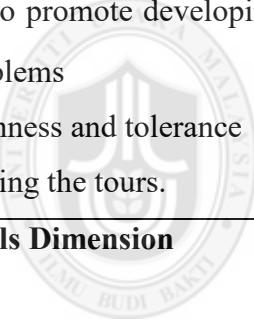
1. To empathies with people living in other culture which contrast to Thai culture. - Raising the situation when the tourists doing something 

2. To take part in discussions about Thai culture. - Do and don't in their own culture

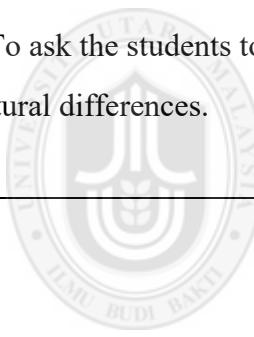
3. To take part in discussions about respecting other/ differences

4. To take part in discussions about respecting own culture. - The students present about the local product in their hometown.

5. To take part in discussions about different cultural values. - Discussing and sharing the experiences when the students travel in Malaysia.

6. To take part in discussions about prejudice.	✗	
7. To take part in discussions about when stereotypes.	✓	<ul style="list-style-type: none"> - 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.	✓	<ul style="list-style-type: none"> - Raising the cases and which might occur when
Skills Dimension		 Universiti Utara Malaysia
1. To give task for solutions of intercultural conflict situations	✓	<ul style="list-style-type: none"> - Discussing the cases and problems which might occur when leading the tours
2. To give task for learning to handle intercultural conflict situations	✓	<ul style="list-style-type: none"> - Discussing the cases and problems which might occur when leading the tours.
3. To describe about the customs of other cultures	✓	<ul style="list-style-type: none"> - 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 trainees.
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.



Universiti Utara Malaysia

Appendix P

Teaching procedures of English for Tourism Course at University D

Developing ICC skills	Do	Don't	Activities
Knowledge dimension			
1. To give information about various previous values and beliefs	△		-Students learned from course about tourists' behaviors.
2. To discuss values and beliefs of people living in other cultures		×	
3. To discuss the significance of values and beliefs in one's life		×	
4. To discuss the impact of foreign gave the students culture in Thai tourism.	△		- The lecturer information about Chinese Tourists.
5. To give information about daily lives and routines of people in foreign countries	✓		- Telling the lecturers' experience and getting information from reading texts.
6. To give the information about the political conditions of the foreign countries.		×	
7. To give the information about the of	✓		- Talked about the season

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 ✓ - Telling the students
not to have
prejudice. 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

✓

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

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

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

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



Appendix Q

Teaching procedures of English for Tourism Course at University E

Developing ICC skills	Do	Don't	Activities
Knowledge dimension			
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

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 information learners culture.	✓	- Getting the from the texts on internet
6. To ask the students to perform reflection on cultural differences.	✗	- Exchanged the information about the tourists in the area
7. To ask the students to perform obvious task reflection on writing on cultural differences.	✓	- There is no or activity

8. To ask the students to reflect

✓

Exchanged the
on cultural differences.

Information about the
tourists in the area



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.

