

A STUDY OF INTERCULTURAL COMMUNICATION STRATEGIES, ENGLISH  
PRONUNCIATION STRATEGIES, AND ACADEMIC ADAPTATION  
STRATEGIES OF CHINESE AND THAI UNDERGRADUATE STUDENTS



KANNIKAR KANTAMAS

A Dissertation Submitted to University of Phayao  
in Partial Fulfillment of the Requirements  
for the Doctor of Philosophy Degree in English  
August 2023

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**Title:** A STUDY OF INTERCULTURAL COMMUNICATION STRATEGIES, ENGLISH PRONUNCIATION STRATEGIES, AND ACADEMIC ADAPTATION STRATEGIES OF CHINESE AND THAI UNDERGRADUATE STUDENTS

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**Keywords:** Intercultural communication strategies, English pronunciation strategies, Academic adaptation strategies

### ABSTRACT

This study explores the Intercultural Communication Strategies, English Pronunciation Strategies, and Academic Adaptation Strategies utilized by Chinese and Thai undergraduate students in a Thai university online instruction context. The aim is to understand how students cope with intercultural communication challenges and adapt academically. The findings reveal that both Chinese and Thai students employ EPS moderately, with a focus on metacognitive strategies. Chinese students prioritize learning specific English sounds and memorization, while Thai students take note of difficult words for pronunciation and explore phonetics. The study emphasizes the need for context-specific research as students' reported strategies may differ from traditional frameworks. Students' beliefs about motivation and the perceived difficulty of learning English influence their understanding and utilization of metacognitive strategies. The study suggests that a combination of diverse intercultural communication strategies, English pronunciation strategies, and academic adaptation strategies can address students' beliefs and enhance their success in English language learning. Understanding students' coping strategies and academic adaptation is crucial for effective intercultural communication and academic success. These findings inform the design of language instruction and support programs to facilitate intercultural communication and academic adaptation among Chinese and Thai students.

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## CHAPTER I

### INTRODUCTION

#### **Background and Rationale of the Study**

Many English users are involved in international education, and consequently, the number of English language teaching professionals has increased worldwide. The profession focuses on reading, spelling, accents, or English phonics as a foreign language or various dialects thereof are predominant (Baker, 2012). Thus, with the perspective of their international peers, many universities in Thailand have entered into Memorandums of Understanding (MOUs) for exchange programs with those in China and with other ASEAN member countries. The MoU is an attempt to give Thai university students more opportunities to study in universities in a foreign country and enable Chinese students to study in various academic fields in Thailand. (Jumpakate and Hieu, 2019). The Quality Assurance Agency for Higher Education 2019 report has shown that Thailand is a popular regional study destination and represents the fourth most popular study destination in Southeast Asia, after Malaysia and Singapore. Most students come from China, Myanmar, Cambodia, Laos, and Vietnam, including other ASEAN or nearby Asian countries.

Furthermore, in a global context including a second language (L2: a language that a person can speak that is not the first language they learned naturally as a child), speakers of English from many different first languages (L1: the language that someone learns to speak first) backgrounds and L2 proficiency levels, mutual intelligibility has become more challenging because technical terminology will be varied between and within professional fields in relation to their own accents such as Chinese and Thai accents modification, pronunciation teaching, and accent training. This stage for researchers of SLA, World English (WE), and English as a Lingua Franca (ELF) has been set up for making a case for which standards should be used to determine the intelligibility of English for International communication, as well as to emphasize accented speech to one of communication enrichment, which moves towards cross-cultural capability. Therefore,

requesting accent adaptation instruction reflects the struggle of bilingual and multilingual speakers (Hardman, 2010).

While culture has always been a part of language teaching, education across boundaries is increasingly popular, leading to concerns with the cultural dimensions of language teaching among international students. It mainly concerns English language teaching, culture, economy, politics, and ideology of the host's cultural context, to make contributions when returning to their homeland. In particular, international students encounter linguistic barriers and cultural incompetence in effectively adjusting to the host country's cultural context. They face difficulties in terms of social and cultural norms and values, the different modes of teaching and learning, and expectations of performance in a university, especially where students' language proficiency is involved. This results in a cross-cultural adjustment process among oversea students (Janjua, Malik and Rahman, 2011; Mustaffa and Ilias, 2013)

However, developing intercultural awareness and English communication skills in students from different cultural backgrounds and nations is necessary, mainly when English is used as the communication medium. The integration of an intercultural approach in English instruction should therefore be highlighted. Both intercultural approaches and Intercultural Communication Strategies (ICS) activities should be implemented by exploring, reflecting, and discussing how different cultures appear in classrooms (Baker, 2012). In fact, intercultural awareness is regarded as the basis of communication; moreover, individuals need to communicate with people from different cultures and countries (Zhu et al., 2022).

Additionally, while discussing international education and culture, Chiang Rai Rajabhat University is one of Thailand's higher education institutions receiving an annual batch of Chinese undergraduate students. Therefore, China is one of the countries where universities have signed MOUs with Thai institutions. Chiang Rai Rajabhat University (CRRU) entered into exchange programs with Chinese universities in 2004 to facilitate students from the Faculty of Humanities of both countries to study English in a foreign environment (Chiang Rai Rajabhat University, 2019). The university is located in the Northern Thai province of Chiang Rai. This institution has an agreement with Pu'er

Teachers' College of China and accepts 40 undergraduate students each school year under its student exchange program, which is a part of the Thailand–China education cooperation. Although the student exchange program between Chiang Rai Rajabhat University (CRRU) with foreign universities began in 2004, it was not until 19 July 2014 that the first batch of students from CRRU under the exchange program was dispatched to Pu'er Teachers' College, Pu'er in Yunnan province of China to promote the exchange of students between the two countries. Based on their curriculum, the first batch of Chinese students had been doing English studies for two years at their home university. They enrolled in the Faculty of Humanities at Chiang Rai Rajabhat University in specially arranged classes. In other words, it meant that all their classes were arranged exclusively for them and not attended by other students. Now Chiang Rai Rajabhat University also provides opportunities for students of Pu'er Teachers' College under the exchange programs to experience the study of new languages in an environment similar to those in their home universities. Such exchange programs have also made it possible for students from various linguistic and cultural backgrounds to meet and communicate with each other in a situation that promotes the use of English as a means of communication.

Preliminary observations by the researcher and other teachers working with these Chinese exchange students (Chiang Rai Rajabhat University (CRRU), 2019) revealed several English–language problems associated with their pronunciation, spelling, reading, and recognition of accents. These problems are likely to result in misinterpretation of the contents of studies, leading to misunderstandings and, eventually, a communication breakdown because these exchange programs, with all these Chinese university students, did not require any TOEFL or IELTS scores in English, which would have evaluated listening skills, speaking skills, reading skills, writing skills, as well as grammar focus. Instead, these exchange students only completed a small English test from CRRU. However, Chinese students need to have good scores in English because any TOEFL or IELTS scores can enlighten the applicants about their ability to use the language and help them perceive their understanding of the English language. More specifically, it is generally associated with the university students' requirements for admission. In this

regard, either TOEFL or IELTS are typically used to test English language proficiency to determine whether candidates are ready to study or train in the medium of English.

However, without TOEFL or IELTS scores, there is a lack of basic grammar and vocabulary and an incapability to use appropriate communication strategies; Chinese students appear to have problems communicating in English as a second language. Many researchers of cultural instruction have not just studied the lack of basic grammar but far more problems that also affect English communication ability, emphasizing the impact of local culture (Arwae, 2013). In the real world, students need to communicate in English with people from different cultures because knowing only their own culture would not be enough, or possessing only decontextualized linguistic ability may not be adequate in the real world. All these problems occur for Chinese students of low ability, as the associated research results of Arcuino (2013) showed that a statistical significance was found among final cumulative GPA and college programs of study concerning TOEFL and IELTS scores. If Chinese students have low scores on TOEFL and IELTS tests, their communication or pronunciation (including spelling, reading, and accent recognition) will also have problems. In the Chinese context, it would be helpful to recognize how teachers of English in a Thai-speaking context could better prepare for Chinese students' graduation in different Thai higher education institutions. Due to the cultural diversity of Thai graduate schools, attention should also be paid to how English pronunciation related to teaching spelling, reading, and sounds can be better focused.

In communication, understanding is a crucial point. The above-mentioned Chinese students, who have low scores on TOEFL and IELTS tests, could need help with English communication, especially pronunciation, spelling, reading, and accents. More interestingly, previous research has pointed out that when it comes to an understanding, ICS and low interpersonal familiarity result in more miscommunications and restrictions (Allwood, 2020) because culture is learned and grown up with by people in terms of language, religion, cuisine, patterns of thought and behavior. Hence, their cultures strongly influence communicative behaviors concerning the host cultures' perceptions and understandings and should all be examined. People from different cultural and linguistic backgrounds can directly lead with better local knowledge into a joint communication

activity. Therefore, people from different cultural and linguistic backgrounds have faced more issues with their socio-cultural and communicative barriers in understanding each other than when communicating in English with counterparts of the same relevant backgrounds (Eliot, 2010). Using such pronunciation questionnaires or phonics methods can be the method to solve pronunciation problems in English communication because pronunciation and phonics methods are not only often used interchangeably, but they are also involved with the phonetic-acoustic features of an L2 learner's speech production in terms of segmental and prosodic levels. The listener recognizes the intended word or sentence more profoundly, so the listener's feedback and current intelligibility study should be investigated. From these methods, it is recommended that both teaching pronunciation skills and resolving social interactions with intercultural complexities should be scrutinized in different academic speech communities. In regards to the statements of (Hayes-Harb, Smith, Bent and Bradlow, 2008), they claimed that the intelligibility of interlanguage speech could aid the listeners' low phonological and speech proficiencies. Specifically, native Mandarin listeners' phonological and speech accuracy is mainly found, rather than that of listeners who are native English speakers, when they are identifying English words with Mandarin accents.

Furthermore, intelligibility studies categorize the aspects of foreign accents in a specific context that negatively impacts intelligibility. Mainly, it helps prioritize the sounds that must be produced as accurately as possible for communication to be successful (Hardman, 2010). Surprisingly, some research studies (Arasaratnam, Banerjee and Dembek, 2010) have examined that oral communication in English is not required of international students from the perspective of their international peers; instead, they have been conducted mainly from the perspective of L1 English interlocutors. Accordingly, this means several current studies (Altbach and Knight, 2007) are designed to address the gap in the perspective of L1 English interlocutors. They can investigate the intelligibility of international students as determined by their international peers. On the other hand, there needs to be sufficient research conducted on the differing levels of intelligibility required for different contexts of use.

More specially, English pronunciation is also called phonetic transcription and is defined as a kind of alphabetic writing where each letter signifies a sound, phrase, pronunciation of words, compressing and correct intonation, and sentences with correct spelling. In addition, the phonetic transcripts provide clear meaning to the language learner, especially the sounds one should be used in a word or phrase and in what order to use the sounds. This study will be mainly focused on the concepts for Chinese students to investigate their English Pronunciation Strategies (EPS), Intercultural Communication Strategies (ICS), and Academic Adaptation Strategies (AAS) and suggest ways to their ability to use English in an all-around way.

Additionally, some English pronunciation problems happened because of the unfamiliarity of the subjects some sounds; the subjects add, make substitutes, or reorder the sounds which are not available in the Chinese language, such as the sounds /d/, /g/, or /b/ (Hanan, 2011). Furthermore, there are also some difficulties in pronouncing phonemes such as /ð/ and /θ/, and the regular plural forms, such as /s/ used for /θ/, is typical for Mandarin speakers from the Northern part of China (Zhang, 2013) and Enli (2014). Not surprisingly, some pronunciation problems among English learners in China and factors leading to these problems are the influence of the Chinese language, along with the learners' age, attitudes, and their insufficiency in the knowledge of phonology. Consequently, regarding the phonics systems of the English language, students can easily misarticulate English words because of their first language influence (Chen et al., 2014).

Surprisingly, teaching English to second language learners beginning with phonics, has yet to be appropriately exposed. Every aspect of English learning has 26 letters in the English alphabet, but 26 are 44 possible sounds. However, phonics is a method to connect the sounds of spoken English with letters or groups of letters, such as the sound /k/the spellings c, k, ck, or ch can represent that. The phonics method can teach English learners how to blend the sounds of letters to produce approximate pronunciations of unknown words. Therefore, phonics is not only about letters and sounds but also more than that and can teach second language learners effectively.

The number of Chinese English as a Foreign Language (EFL) undergraduate students learning English at Chiang Rai Rajabhat University under the MOU of the '2+2 Student Exchange Programme' have increased gradually. The 2019 CRRU International Relations Division's annual report (CRRU, 2019) has identified two significant aspects of language problems encountered by Chinese undergraduate students. Namely, the English pronunciation or phonics problems and insufficient knowledge of English phonology, morphology, and syntax faced by Chinese undergraduate students are the root causes of their linguistic problems. Furthermore, English consonant sounds, stress, and intonation, in terms of their English pronunciation problems, are different from the Chinese language. This language incompetence among Chinese EFL undergraduate students has led to their communication breakdowns and misunderstandings, and misinterpretations. To acquire the English language in their studies, Chinese students must practice reading to develop their phonemic awareness, phonics, fluency, vocabulary, and comprehension (Cimmiyotti, 2013).

Moreover, few studies have investigated Chinese EFL undergraduate students with different language abilities and different types of communication strategies. On the other hand, some studies have focused more on relations between communication strategies with native speakers or the frequency of using communication strategies. All these studies, as mentioned, show that communication strategies can be defined as the methods one uses when facing problems in accomplishing a communicative goal (Dong and Fang–Peng, 2010).

As a lecturer who teaches English courses at Chiang Rai Rajabhat University, the researcher would like to identify the problems in phonics learning encountered by Thai and Chinese undergraduate students. The researcher would also like to discover suitable solutions or materials for solving problems. A Yangklang (2006) proposed, there are many methods to improve students' pronunciation, such as an English pronunciation questionnaires, EPS, ICS, AAS YouTube, television, exercises, drills, and multimedia. Therefore, this study focuses on investigating the English language ability and types of ICS with Chinese university students. Also, the approach of communication strategies postulated by Oxford (1990), (Cohen and Dornyei, 2002; Nakatani, 2006) to analyze and

interpret the Chinese students' communication strategies used in phonics obtained from selected thematic activities will also be used. Despite the growing number of Chinese EFL undergraduate students attending Thai universities, as previously stated, not many exclusive research studies have been conducted on English pronunciation problems or ICS, especially regarding intercultural awareness with the focus on different cultures and English EPS among Chinese and Thai undergraduate English-majoring students in a Thai university online instruction context. This dissertation investigates and studies Intercultural Communication Strategies, English Pronunciation Strategies, and Academic Adaptation Strategies of Chinese and Thai Undergraduate Students. Therefore, the results provide a solution to finding the appropriate method for teaching and learning EPS, ICS, and AAS for teachers, students, and related researchers.

### **Objectives of the Study**

This dissertation, entitled "A Study of Intercultural Communication Strategies, English Pronunciation Strategies and Academic Adaptation Strategies of Chinese and Thai Undergraduate Students," is aimed at the following primary objectives:

1. To investigate English Pronunciation Strategies employed by Thai and Chinese undergraduate students using English in a Thai university online instruction context.
2. To study Intercultural Communication Strategies employed by Thai and Chinese undergraduate students using English in a Thai university online instruction context.
3. To study Academic Adaptation Strategies employed by Thai and Chinese undergraduate students when encountering ICS barriers in a Thai university online instruction context.
4. To investigate the differences between Chinese and Thai undergraduate students using English when encountering ICS problems in a Thai university online instruction context compared with their EPS and English ICS types.

## Research Questions

This dissertation sought to answer the following research questions:

Research Question 1: What kind of English Pronunciation Strategies are frequently used by Chinese and Thai undergraduate students in a Thai university online instruction context?

Research Question 2: What kind of English Intercultural Communication Strategies are frequently used by Chinese and Thai undergraduate students in a Thai university online instruction context,

Research Question 3: What are Chinese and Thai undergraduate students Academic Adaptation Strategies when encountering their English intercultural communication problems in a Thai university online instruction context?

Research Question 4: What are the results of the differences between Chinese and Thai undergraduate students using English when encountering ICS problems in a Thai university online instruction context compared with their EPS and English ICS types?

## Scope of the Study

### 1. Population and Sample

Population: The population included 280 Chinese and Thai undergraduate students studying English in a Thai university online instruction context used for data collection in the 2021 academic year. There were 200 first-year to fourth-year Thai undergraduate students majoring in English Studies at the Faculty of Humanities, Chiang Rai Rajabhat University, Chiang Rai, Thailand, and 80 fourth-year Chinese undergraduate students majoring in English Studies at the Faculty of Humanities, Chiang Rai Rajabhat University, Chiang Rai, Thailand, in academic and cultural collaboration with Pu-er Teachers College, Yunnan County, China PR.

### Participants:

1. According to the selection of Thai participants, 40 fourth-year Thai undergraduate students were used as sampling group majoring in English Studies at the Faculty of Humanities, Chiang Rai Rajabhat University, Chiang Rai, Thailand, during the 2021 academic year. The participants were selected by the purposive sampling technique.

2. According to the selection of Chinese participants, during the 2021 academic year, 40 fourth-year Chinese undergraduate students majoring in English Studies at the Faculty of Humanities, Chiang Rai Rajabhat University, Chiang Rai, Thailand, in academic and cultural collaborations with Pu-er Teachers College, Yunnan County, China PR were all selected by the purposive sampling technique.

## **2. Duration of the Study**

This dissertation, entitled "A Study of Intercultural Communication Strategies, English Pronunciation Strategies and Academic Adaptation Strategies of Chinese and Thai Undergraduate Students," was conducted in the 2021 academic year. In addition, the procedures for conducting this study were divided into three major phases held through the 2021 academic year.

## **3. Scope of Contents**

3.1 Following the first objective of this study related to the investigation of EPS encountered by both Thai and Chinese undergraduate students using English in a Thai university online instruction context, the EPS encountered by both fourth-year Chinese and fourth-year Thai undergraduate students in a Thai university online instruction context were all underpinned in order to analyze the data on their EPS while studying in such a manner.

3.2 Following the second objective of this study, ICS employed by Thai and Chinese undergraduate students using English in a Thai university online instruction context were scrutinized, as well as their AAS with the third objective when encountering their intercultural communication barriers in a Thai university online instruction context. In addition, English ICS and AAS employed by fourth-year Chinese and fourth-year Thai undergraduate students in a Thai university online instruction context were examined to analyze the data for using English ICS, conceptualized and re-adapted by Oxford's classification (1990).

3.3 Following the fourth objective of this dissertation related to investigating the differences between Chinese and Thai undergraduate students using English when encountering their ICS problems in a Thai university online instruction context compared with their types of EPS as well as their English ICS, conceptualized and re-adapted with

Byram's ICC model (Byram, 1997), together with online in-depth interview questions on academic adaptation strategies (AAS) conceptualized and re-adapted with the theory of Cross-Cultural from Kim (2017) were all created.

#### **4. Scope of Areas**

In this dissertation, all the data collection procedures and the quantitative and qualitative results of this dissertation were taken from both online questionnaires and in-depth interviews conducted in a Thai university online instruction context held during the COVID-19 pandemic lockdowns in Thailand. In terms of research methodology concerning its data collection, all were conducted at the Faculty of Humanities via the Google Zoom program, as well as using the Google Meet program, facilitated for both 40 Chinese fourth-year undergraduate students studying English courses at their Chinese hometowns and 40 Thai fourth-year undergraduate students studying English courses at their different hometowns in Thailand.

#### **Significant of the study**

The researcher hopes this research can contribute to both English teaching and learning on EPS, ICS, and AAS. It has practical and theoretical significance:

##### **1. Theoretical Significance**

This research gives a solution to find the appropriate teaching method for EPS, ICS, and AAS.

##### **2. Practical Significance**

For the students: The result of this dissertation can be used as a reference to improve the student's ability to understand more about teaching EPS, ICS, and AAS.

For the teachers: The result of this dissertation can help the teacher present the material about EPS, ICS, and AAS easier.

For other researchers: To give additional information to other researchers who want to conduct further research on the related field.

### **Expected Outcomes**

As the mixed-research method (quantitative and qualitative studies), this dissertation undertakes and compares the EPS, ICS, and AAS between Thai and Chinese undergraduate students with their communication abilities and ICS. In addition, their better AAS is established when encountering the English intercultural communication barriers used by both of the selected groups of participants for this dissertation.

### **Conceptual Framework Used for This Dissertation**

The framework shown in Figure 1.1 was carried out to analyze English pronunciation strategies, particularly in comparing Chinese and Thai undergraduate students' EPS and use of ICS, as well as their AAS in a Thai university online instruction context.



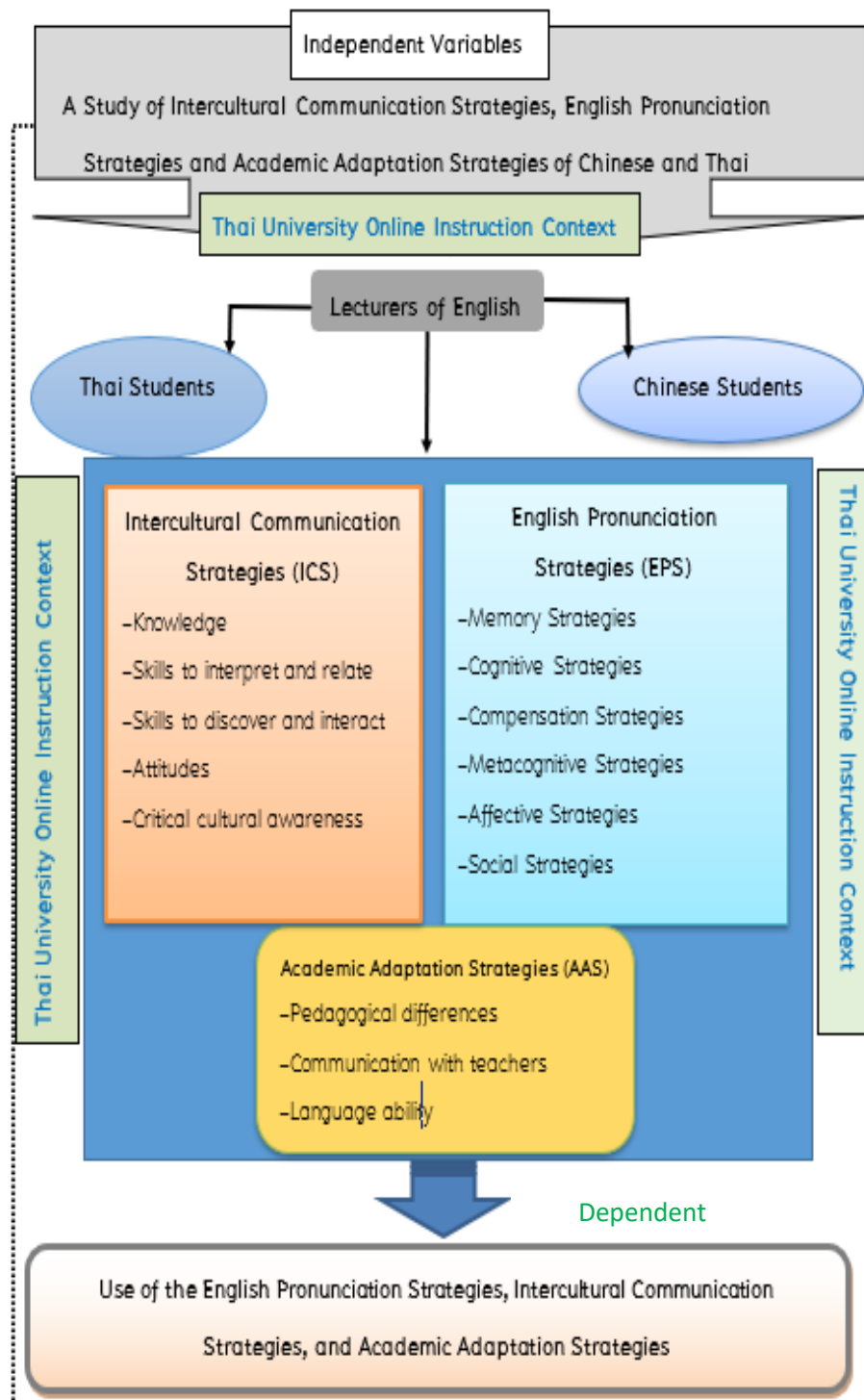


Figure 1 Conceptual Framework

**Note:** Adapted from Garrett, 2009; Jolly Phonics, n.d.; Ryshina–Pankova, 2018; Stanley, 2013

## Definition of Key Terms

English Pronunciation Strategies (EPS) refers to the strategies that Chinese and Thai undergraduates mostly use in reading, spelling, and sounds or pronunciation with English consonant clusters in each reading passage activity. These English pronunciation strategies (ESP) are conceptualized by Oxford (1990) and are classified into six effective strategies, as shown below.

1. Memory Strategies refer to the strategies related to how Thai and Chinese undergraduate students remember English language pronunciation.

2. Cognitive Strategies refer to the strategies related to how Thai and Chinese undergraduate students think about their pronunciation learning.

3. Compensation Strategies refer to the strategies enabling Thai and Chinese undergraduate students to make up for limited knowledge of pronunciation.

4. Metacognitive Strategies refer to the strategies related to how Thai and Chinese undergraduate students manage their pronunciation learning.

5. Affective strategies are related to the Thai and Chinese undergraduate students' emotions, attitudes, motivation, and values for their pronunciation learning.

6. Social Strategies refer to the strategies involved in pronunciation learning by interacting with others from Thai and Chinese undergraduate students.

7. Intercultural Communication Strategies (ICS) refer to the strategies used to overcome language barriers across cultures or how culture affects the communication of both Chinese and Thai undergraduate students to develop their targeted knowledge, skills, and attitudes that directly lead to visible behaviors communication in English that is effective and appropriate in intercultural interactions. These English ICS are all conceptualized by Byram's ICS model (Byram, 1997) and re-adapted by Kim (2017)'s cross-cultural theory. These encompass five effective strategies: 1) Knowledge; 2) Skills to interpret, 3) Skills to discover; 4) Attitudes, and 5) Critical cultural awareness.

8. Academic Adaptation Strategies (AAS) are teaching and assessment strategies designed for the ability to adjust one's self, namely, Chinese fourth-year and Thai fourth-year undergraduate students when encountering English intercultural communication

problems that occurred before, during, and after staying in their Thai counterparts' home culture context, as well as in the Chinese counterparts' host culture context.

9. Thai University Online Instruction Context refers to a site where instructional management is performed via online or social media such as Loom, Google Classroom, Google Meet, and Line VDOs by lecturers of English who have been teaching in Chiang Rai Rajabhat University, one of the tertiary higher educational institutions in Thailand and were faced with the worsening situation that occurred during the COVID-19 pandemic lockdowns.

10. Online instruction refers to instruction distributed to Chinese fourth-year and Thai fourth-year undergraduate students primarily through the Internet, including credit-bearing and non-credit-bearing academic programs, courses, and instructional innovations.

## **Conclusion**

This first chapter introduces the rationale of the study with the background of the study together with the significance of the study related to comparing Chinese and Thai undergraduate students' English pronunciation competence and their use of EPS, English ICS, as well as AAS when encountering their intercultural communication problems that occurred in a Thai university online instruction context. In addition, the chapter presents the primary research objectives of this study, research questions. In this chapter, the scope of the study is emphasized, and the expected outcomes of the study are identified. Finally, the chapter indicates how the conceptual framework of this study is performed and provides the definitions of key terms used for this dissertation. Next chapter presents literature and related studies.

## CHAPTER II

### REVIEW OF RELATED LITERATURE AND RESEARCH

The literature review encompasses four primary objectives of this dissertation. First, it reviews theoretical descriptions concerning the concept of communication, EPS, teaching English as an international language (EIL) for ICS purposes, English language strategies, as well as teaching linguistic and intercultural dimensions of English as a global language (EIL) as defined by different researchers and scholars to be served to establish two different sets of open-ended questionnaires on EPS conducted with both groups of selected participants. Secondly, it provides an insightful overview of cross-cultural/ICS together with ICS, cross-cultural adjustment or cultural adaptation, and AAC measurements, intercultural-oriented approaches to TEIL, phenomena on cultural differences in intercultural contexts, as well as perspectives on the globalization and internationalization of Thai higher education (HE) carried out for assessing not only intercultural communicative capabilities that will be underpinned for the quantitative results but also sociocultural awareness that will be undertaken for the qualitative results of both Chinese and Thai interlocutors when encountering the difficulties of ICS that happened in a Thai university online instruction context. Finally, it also scrutinizes comparing the relationship between Chinese and Thai interlocutors using English when facing intercultural communication occurring in Thai university instruction and online context compared the classifications of EPS, ICS, and AAS.

#### **Theoretical Descriptions**

##### **Communication**

##### **Definition of Communication**

Communication can be defined in various ways involving processes along with symbolic, dynamic, transactive or interactive, intentional and non-intentional, situational as well as contextual, infused with power, pervasive, and cultural aspects. To manifest a symbolic viewpoint, Donley and Jackson (2014) indicated that communication refers to

transmitting information, ideas, emotion, skills, and more, symbolized by words and graphic images, and is the transmission process that is usually called "communication." In addition, *communication* can be defined as a vehicle for groups with differing statuses, which is built, retained, and established for social boundaries. Guirdham (2014) references communication as two or more people exchanging messages regarding the transactive and interactive view. From the cultural perspective, Sorrells (2013) believes it to be a cultural resource utilization process. In this dissertation, the researcher defines communication as sending a message between sender and receiver (Hua et al., 2012). In other words, a means of sending a message from Chinese to Thai counterparts and the likewise return process. This research investigates EPS together with ICS and AAS, as well as the results of English pronunciation proficiency compared with EPS and ICS. Thus, the terminology communication is the level interlocutors communicate verbally and nonverbally in ways appropriate to different cultural contexts and situations (Wang, 2013). It is also insisted that it demonstrates people's abilities to express wishes, fears, thoughts, ideas, and wants in addition to asking for aid or suggestions. Therefore, the terminology of communication references people's usefulness in expressing themselves verbally, nonverbally, and in all manners appropriate to their contexts, situations, and cultures (Wang, 2013).

### **Communication Strategies**

Communication strategies are used to meaningfully express a message between the listener and the reader. In addition, most communication strategies focus on participating in the conversation and understanding the speaker's intentions when he or she faces some difficulties, even what the speaker's communication means when confronted with misunderstandings by a co-speaker (Hismanoglu, 2012). Furthermore, (Cohen and Dornyei, 2002) stated that communication strategies help learners to stay active even when things do not go well. However, they can use these communication strategies to steer the conversation from problematic areas. As a result, this would be insightful for learners' creative expressions to convey their meaning, for instance, by paraphrasing words or concepts and more, to spend more time on thinking, and to resolve the partners' confused negotiation.

There are risk-taking strategies for communication strategies as follows:

### **1. Risk-Taking Strategies**

"Risk-Taking Strategies" are defined as strategies in which speakers can discover language resources to meet their communicative goals. In addition, both the use of social-affective strategies needed for managing emotions and attitudes and fluency-oriented strategies that mainly focus on fluency and clarity. Furthermore, these strategies also include accuracy-oriented strategies for focusing on speech composition and non-verbal strategies. However, strategies for help-seeking, such as requesting repetition, clarifying, and confirming circumlocution strategies to paraphrase or delineate the properties of particular targeted objects, are also risk-taking strategies (Cohen and Dornyei, 2002; Nakatani, 2006).

As for advantages and disadvantages of risk-taking on second language teaching within second language teaching, risk-taking behavior is one of the personality – cognitive and affective factors that correlate with each other like a chain. For example, students participate more in the classroom by taking risks with their language. However, all these motivate students to have less anxiety and are in an advantageous position in the L2 learning process. On the other hand, they have anxiety and speaking inhibitions, which causes ambiguity. Not surprisingly, risk-taking is related to competitiveness and may cause anxiety and inference. Insofar as it involves an element of guesswork, it is a risk-taking activity (Guo, 2008). As we understand, success sometimes depends on factors such as checking language performance, and it also includes finding opportunities to practice developing effective memory strategies and much more (Dehbozorgi, 2012). More specially, risk-taking behaviors can bring disadvantageous positions for some students who are primarily introverted to deduce theory impulsively and increase their imagination advantageously.

### **2. Risk-Avoidance Strategies**

Strategies to abandon a message for unfinished voicemail, reducing messages, and modification strategies to enable familiar words and time-raising strategies encompassing tactics or fillers used for opening communication channels and maintaining

discourses appeared in speakers' trouble so that these strategies can be adjusted for matching with their language resources.

Furthermore, if the speaker uses risk avoidance strategies, he/ she will try to avoid or reduce the scope of communication problems. The strategies usually happen when reducing his/ her message or allowing the message to continue with what he/ she can handle. That is to say. The speaker will use risk avoidance strategies to avoid problems or to avoid speaking incorrectly and not fluently. Surprisingly, risk-avoidance strategies are not just only said, being used by L2 learners but also by native speakers because they can affect the content of the communication goals. Everyone is familiar with essential strategies to avoid topics and feel confident to talk about, which is why non-native speakers may sometimes need to be more specific. Finally, he or she changes the original goal's traditional meaning with a more straightforward message.

Additionally, risk-avoidance strategies can also affect the pattern. For example, if one cannot use the previous topic to open a telephone conversation, one may do without by starting in a way such as "Are you busy?" Alternatively, "Am I ringing at the wrong time?" is sometimes helpful and necessary. However, such failure is only sometimes severe but may lead to false perceptions on the listener's part (Dong and Fang-Peng, 2010)

From the Communication Strategies mentioned above, the researcher can conclude that there are strategies for risk-taking, social-affective, fluency-orientation, accuracy-orientation, non-verbal communication, help-seeking, and circumlocution. In addition to risk-taking strategies, there are strategies for abandoning messages, reducing messages, altering strategies, and strategies for time-gaining, including stratagem or fillers, to keep communication channels accessible and the discourse going when situations are difficult. These communication strategies are devices that help learners stay in communication even when things do not go well or are clear in what the speaker intends (Hismanoglu, 2012). Therefore, both Risk-Taking Strategies and Risk-Avoidance Strategies will be helpful for this research study to raise the Chinese undergraduate students' communication strategies, such as when he/she is trying to reduce the scope of communication problems.

### **Approaches to Conceptualizing Communication Strategies**

Hall's study (Hall, 1959) indicated that "*Culture is communication*" and is somewhat correlated, being labeled in three ways: words, things of a material nature, and behaviors. These are utilized in communication for business, politics, and diplomatic circles. Both written and unwritten contexts can contain words and material. Lastly, behavior determines how as members of a community, we act in order to divert conflicts. People use languages to communicate and interact with one another to share information and ideas.

#### **High Context vs. Low Context**

Individualistic and collectivistic characteristics are related to concepts of cultural communication in low and high contexts. (Hall and Hall, 1990) proposes that high context (HC) communication is where information is mostly already within the individual, and not much is in coded, explicit, transmitted parts of messages. Low context (LC) communication is, however, the opposite. Most information is contained explicitly in the code. Individualistic cultures are prone to match LC types by the manner they utilize communication directly with clearly stated messages. For illustration, Europeans such as Germans, French, or British commonly communicate straightforwardly. At the same time, Asians like Thais, Indonesians, Koreans, and Japanese, who believe in harmony and are considered generous, attempt to prevent conflicts or arguments within close groups. Contrasting with LC, HC people communicate indirectly in a manner that may seem ambiguous and open to interpretation. This communication style may lead to translation problems.

Furthermore, HC people use an " understatement " communication style (Grice, 1975). Message levels sent out indicate cultural values because of how people attempt to express those messages to others. Therefore, to promote job efficiency, it is essential to get clear orders and requirements when people prepare their tasks and work or organizational responsibilities.

#### **English Language Barriers to Communication Studies**

Interlocutors employ English as a language code to express feelings and notions to their counterparts. Currently, the English language is not deniable as predominant

globally and is socially used for multicultural people with a different first language. Thus, communicating in English effectively, interpreting accurately, and using appropriate language are all required for business venture interactions. On the other hand, barriers in English still become a profound difficulty for Thai counterparts when employed by multinational workplaces. Therefore, this literature review will present possible solutions for effective intercultural communication in English.

### **1. Listening skill**

*Listening skill* is the first necessary process used for English communication. According to the definition of listening skill conceptualized by McLean (2010), he stated that the messages from feedback by hearing are all perceived and interpreted; moreover, Underwood (1989) also investigates the analysis of factors affecting poor listening comprehension and seven primary impacts of ineffective communication as follows.

1.1 Incapability to follow the speech is defined as a speaker's speech speed affecting the listeners' comprehension ability, which links to nationality and the cultural background of a speaker, seen in their difficulties with pronunciation and phonetics.

1.2 Incapability to request word repetition is the listeners' psychomotor process; a listener is disappointed when they cannot understand speech, and they avoid attempting to request a speaker repeat themselves.

1.3 Limitation of words or vocabulary: A listener comes across unknown words perceived from the speakers' vocabulary and unfamiliar phrases, which stops them from listening while they overthink.

1.4 Missing signal words or phrases occurs when the speakers immediately switch to other issues; in other words, either speaker's signal words or phrases in speech imparted by listeners may be missed. More profoundly, difficulties in listening comprehension are all induced by pitch, tone, volume, pause, and the intonation of ineffective speaking skills.

1.5 Lacking contextual knowledge: Bearing in mind different speakers' and listeners' cultures, a listener might need more contextual knowledge despite having a good perception of a message's superficial meaning, such as recognizing non-verbal cues.

1.6 Being unable to concentrate in a foreign language: Messages can be missed when frustration sets in due to being overloaded by unfamiliar content, resulting in a struggle to comprehend the meaning.

1.7 Establishing the learning illusion: A listener believes they must understand every word to listen effectively; as a result, focus on the main idea may need to be recovered. Furthermore, speakers' accents can cause comprehension problems. Understanding the meanings of words in a context can be lost when pronounced differently by a speaker (Tyagi, 2013).

## **2. Speaking skill**

Speaking is a skill with the ability to show English proficiency instantly. Speech errors provide a source of data concerning how speakers speak (Levelt, 1989). On the other hand, it can be argued that certain psychological factors can affect the desire to attempt speech, such as "fear of mistakes, shyness, anxiety, and lack of confidence" (Nunan, 1999; Schwartz, 2005; Thornbury, 2005)

2.1 Fear of mistakes is being afraid of a lack of acceptance (Hieu, 2011; Zhang and Goh, 2006). insist that most people fear an unfavorable evaluation from people due to speaking incorrectly, and depression can lead to people removing themselves from a conversation.

2.2 Shyness is an emotion suffered by those presenting in public. A bad speaking experience may inform this emotion resulting in an excuse of having nothing to say when in a group. Thus, they need more inspiration, motivation, or even ideas concerning the content in a group (Ur, 1996).

2.3 Anxiety or nervous tension in a particular situation (Horwitz, Horwitz and Cope, 1986; Nascente, 2001) point out three elements leading to communication anxiety.

2.3.1 Communication apprehension: a feeling of inability to communicate adequately.

2.3.2 Test anxiety: Performance anxiety is related to a fear of failing in a testing situation, such as an interview.

2.3.3 Fear of negative evaluation: Group conversations, meetings, or presentations fear being evaluated.

2.4 Lack of confidence: feeling when speakers detect they are not understood, leading to a lack of participation. Additionally, He and Chen (2010) found that speakers believed their speech proficiency level needed improvement, resulting in them taking themselves out of meetings and conversations in a group.

### 3. Reading Skill

"Construction of reading comprehension is a complex phenomenon involving psycholinguistic factors relating to schemata and text processing" (Grabe and Stoller, 2002). Comprehension when reading requires understanding a text's messages, which can rely on background knowledge, culture, experience, and the reader's education. Limited vocabulary knowledge and misinterpreting words and their contexts within passages cause reading difficulties. Therefore, inappropriate word and phrase use may cause miscomprehension. Additionally, Gunning (2002) lists six factors that categorize significant reading problems:

3.1 Insufficient basic decoding skills: guessing words found in context due to an inability to recognize meanings.

3.2 Limitation of academic vocabulary knowledge: Academic vocabulary leads to better passage comprehension.

3.3 Lack of background knowledge: a lack of background knowledge regarding specific field sensitive content leading to misapprehension.

3.4 Failure of reading for meaning: needing more decoding skills.

3.5 Inadequate reading strategies: lack of reading comprehension strategies or a failure to apply them.

3.6 Limitation of language skills: Limitations regarding vocabulary, knowledge of sentence structure knowledge, and both grammar and literature skills, especially misunderstanding complex sentences within a paragraph.

Additionally, Gunning (2002) points to inadequate vocabulary knowledge as a critical problem. Also, complex sentence clauses can cause problems and hindrances to reading comprehension (Scott, 2009).

#### 4. Writing Skill

McLean (2010) emphasized that misspellings, grammatical errors, and inappropriate usage lead to misunderstandings. Alfaki (2015) found that problems concerning students' English writing skills fall into five categories as follows.

4.1 Own writer's problems: linguistic difficulty with diction resulting in the problem of grammatical knowledge, mechanics, and sentence structures. Hedge (1988) explains that stress patterns, grammar in writing, and intonation in contexts enable the composition of messages with complex grammatical structures.

4.2 Grammatical problems: Grammatical problems when writing a message in English.

4.3 Problems with sentence structure: problems were writing adequate long sentences or essays. Zamel (1983, p. 22) states that cohesive devices have significance for effective writing; however, linking devices can be problematic among non-native writers of English.

4.4 Problems with word choice: problems with appropriate word choice. (Melese, 2007, p.13, Ghosh, Gayen and Sen, 2021; Reid, 1983)) state that most writers who are non-natives of English select words that are not appropriate for their sentences.

4.5 Cognitive problems: punctuation, content, spelling, and organization problems that are listed as follows.

4.5.1 Punctuation problems: As (Byrne, 1988, p. 16) says, many non-native English writers use punctuation in sentences and paragraphs that are not appropriate as rules

4.5.2 Capitalization problems: "The rules of capitalization are not universal" (Gower, Phillips and Walters, 1995), leading to problems.

4.5.3 Spelling Problems: Mother tongue influences can confuse spelling and interpretation (Gower et al., 1995).

4.5.4 Content problems: As (Leki, 1991) states that traditional learning methods do not highlight conveying ideas in essays or messages, leading to problems with expressing ideas.

4.5.5 Organization problems: problems are structuring and developing topics in paragraphs.

### **Factors Affecting Communication**

Competence in intercultural communication affects every type of communication regarding intercultural situations (Barr, 2004; Matsumoto, Hirayama and LeRoux, 2006; Suthipiyathra, 2009 Puapuntuma, 2019). To be better attuned to other cultures, actors must recognize that we all have an identity or reference framework (Hamilton and Creel, 2011).

#### **1. Personality and Relationship**

If members appreciate fellow workers and organizations, they can help each other to reach a common intended aim.

Individualistic–collectivistic style cultural theories primarily affect intercultural communication and explain different perceptions regarding relationships and roles (Hofstede and Hofstede, 2005, pp. 74–75). Cultures that are more individualistic place value on autonomy being assertive and democratic, and having a preference for competing strategies (Croucher, Bruno, McGrath and Adams, 2012; Triandis, 1995). Thus, the culture puts the wants and aims of the individual over the group's needs (Triandis, Brislin and Hui, 1988). However, collectivistic cultures value empathy and listening to others while preferring avoidance strategies and being accommodative to save face and protect friendship (Choi, 1991; Croucher et al., 2012; Morris, Davis and Allen, 1994).

Individualistic culture is "a society in which the ties between individuals are loose because everyone is expected to look after themselves individually" (Hofstede and Hofstede, 2005, p. 76). Collectivistic cultures are "societies in which people from birth onwards are integrated into strong, cohesive groups, which throughout people's lifetimes continue to protect them in exchange for unquestioning loyalty" (Hofstede and Hofstede, 2005, p. 76).

#### **Communication Strategies (CS) for second–language acquisition**

When looking at approaches to conceptualizing communication strategies, it is often the case that researchers will try to conceptualize CS to give the theory every

researcher wishes to adopt. These views are usually founded on prior work and show how CS taxonomies are derived or influenced. For example, the definition of CS from Tarone's (Tarone, 1977) work offers a traditional view regarding CSs, resembling Færch & Kasper's (1983b). Færch and Kasper saw CSs as a verbal plan contained in the framework of speech produced. Ting and Phan (2008, p. 29) state that Færch and Kasper are "noted for a psychological problem-solving view of communication strategies." Tarone's concept of CS was first introduced in 1980. It proposed an interactional perspective. She stated that the intention behind CS (s) use was "to clarify intended meaning rather than to simply correct linguistic form" (Tarone, 1980, p.424, as cited in Dörnyei and Scott, 1997)

Consequently, Dörnyei and Scott (1995) included strategies for solving problems. Examples are using lexicalized pause fillers and hesitation gambits for speakers to make time before continuing their conversation and to aid with continued open communication channels (Dörnyei and Scott, 1997). Psychological approaches were introduced by Bialystok (1990) and the Nijmegen Group (Poulisse, Bongaerts and Kellerman, 1987). These researchers maintain that communication strategies are fundamental procedures of the mind, and research in CS needs to explore cognitive processes embedded in the use of strategy-based language. Similarly, Poulisse (1996) recommended a modified process-oriented cognitive taxonomy and psycholinguistic analysis for strategic language behaviors. Moreover, "Communication Strategies" was expanded to cover three communication problems: other performance, own-performance, and processing time pressures (Dörnyei and Scott, 1997).

Problems with other performances will incorporate ones that happen in the speech of an interlocutor due to lacking understanding or because it is deemed incorrect via association with different meanings of strategies for negotiation (Canale, 1983; Dörnyei and Scott, 1995a; Dörnyei and Scott, 1995b; Dörnyei and Thurrell, 1992; Dörnyei and Thurrell, 1994; Rost, 1994; Rost and Ross, 1991).

Problems of own-performance are connected to varying self-repair, self-rephrasing, and self-editing mechanisms (Dörnyei and Scott, 1995a; Dörnyei and Scott, 1995b; Savignon, 1983; Tarone, 1980; Tarone and Yule, 1987; Willems, 1987) in particular where something is spoken wrongly. (Dörnyei and Scott, 1997; Rubin, 1987;

Savignon, 1983; Willems, 1987) propose that L2 speakers often require additional processing and planning time for L2 speech. Thus, strategies include fillers use, hesitation devices, and self-repetition (Chen, 1990; Dörnyei and Scott, 1995a; Dörnyei and Scott, 1995b; Dörnyei and Thurrell, 1991; Dörnyei and Thurrell, 1992; Dörnyei and Thurrell, 1994; Haastrop and Phillipson, 1983; Rost, 1994; Rubin, 1987; Savignon, 1972; Savignon, 1983; Tarone and Yule, 1987) when L2 speakers experience processing time pressure.

Aside from the problem-oriented or problematic nature used to frame CS; "consciousness" is also viewed as the second essential criteria definition for CSs (Kongsom, 2009). Bialystok (1990) also makes a distinction between consciousness and intentionality. She also believes learners might choose specific strategies to be utilized because they have control over a whole selection of strategies.

### **1. Concepts of communication strategies**

A description of communication strategies (CS)s ways learners utilize strategies to overcome linguistic resources deficiencies and express what they wish to communicate (Richards, 2019). Selinker first used and introduced the term "communication strategy" in 1972. Then, Selinker used the term as an accountable process for producing interlanguage errors (Ellis, 1984). Selinker explained the term as "identifiable approaches by the learner to communicate with native speakers" (Ellis, 1984, p. 39). Tarone and her fellow researchers (Tarone, 1977; Tarone, Cohen & Dumas, 1976 as cited in Dörnyei and Scott, 1997) first defined "communication strategy" and proposed a taxonomy that was seen as dominant in the research field for the period (Dörnyei and Scott, 1997). She defined "communication strategy" as follows:

Individuals utilize communication strategies that are conscious of overcoming the problems that materialize where language structures are insufficient to show an individual's thoughts (Tarone, 1977 as cited in Dörnyei and Scott, 1997). Thus, (Dörnyei and Scott, 1997)connect this definition is a traditional one where academics such as Tarone saw CSs as assisting tools that were verbal or nonverbal and used to make up for gaps found in a second language or a foreign language (L2) speaker's" knowledge in the target language." Furthermore, Bialystok (1990) combined the terminology "communication strategies" with the general second-language acquisition theories. This

field's researchers have agreed with Bialystok's view that "Communication Strategies are an undeniable event of language use, their existence is a reliably documented aspect of communication, and their role in second language communication appears particularly salient" (Bialystok, 1990, p.116 as cited in Dörnyei and Scott, 1997). Now, we can see from the definitions provided by numerous researchers that communication strategies are believed to be of significance for second language learners where they do not have adequate linguistic resources in their foreign or competence with a second language.

## **2. Historical Overview and Trends in Communication Strategy Research**

It has been discussed that more is needed to appreciate a local culture or be considered culturally aware; teachers must become culturally competent, which should be a core aspect of their training and professional development. Many international or local schools advertise the varying cultures in their student populations and staff. However, this very cross-cultural mix could be potentially damaging and combine to work ineffectively if there is no specific training of the foreign staff and their local colleagues to achieve high levels of cultural competence. More is needed to allow foreign teachers, local teachers, or administrators by chance and trial and error to find their way and rise above the problems caused by barriers to effective cross-cultural communication. The Thai Ministry of Education has, in part of the teacher licensing, attempted to encourage an understanding of Thai culture, requiring all foreign teachers to attend a training module in Thai culture. However, this still needs to be a better attempt at teachers acquiring some cultural knowledge by providing some historical background and introduction to obvious cultural norms that any tourist would recognize after a short holiday in Thailand or by reading their guidebook. Such cultural introductions have little practical use and are not a basis for cross-cultural training. However, it is at least recognized that cultural issues affect the local education arena and impact the foreign teacher's ability to teach Thai students. To be effective professional training programs must be expanded for teachers to become culturally competent to teach and communicate across cultures. Cultural mindsets are acquired and adaptable. Therefore, retraining foreign teachers, local colleagues, and administrators can successfully reset and tune their perspectives and behaviors to become

more culturally competent professionals. We may fail to connect with our local communities if we cannot achieve cultural competence. How can we reach out to students and colleagues if we need to help understand a large part of our students and colleagues' existence?

Selinker was the first to use "communication strategies" in 1972. Kongsom (2009) says that in that year, a research paper was published by Savignon highlighting a "coping strategy." Kongsom (2009) remarks that Selinker and Savignon's studies form the background of later CS studies. Varadi pinpointed message adjustment in 1973. He saw it as a strategy adopted early on by a European conference's language learners. Tarone, Cohen and Dumas (1976) provided a communication strategy framework in their paper. Varadi and Tarone, Cohen, and Dumas's terms and framework for communication strategies were adopted for later CS research. A group of Hungarian English learners and Varadi carried out a small-scale research experiment in 1980 designed to explore the "message adjustment" strategy. The study's results showed how learners attempted to adjust their availability messages of communicative resources in the targeted language (Kongsom, 2009). Therefore, Kongsom's study attempted to give a first systematic analysis of L2 learner strategic behaviors. A study of communication strategies that was systematic and empirical first came from Tarone (1977). She explored how CSs are used in the production of adult English learners. Tarone, Cohen, and Dumas developed this study framework in 1976. In addition, CSs definitions and CSs characteristics were presented. Five fundamental CS strategies put forward by Tarone were: "avoidance, paraphrase, conscious transfer, appeal for assistance, and mime". Kongsom (2009) explained that Tarone's framework was the most influential for subsequent CS studies. Canale and Swain (1980); (Faerch and Kasper, 1983) generative works are followed mainly in the second language field. They recommended "problem-solving devices" for solving communication problems arising from linguistic knowledge deficiency. They stressed teaching CSs in class and allowing students to utilize the strategies. A work edited by Faerch and Kasper (1983) became significant at this time. It offered definitions of CSs, empirical studies of CSs, and the problems connected with exploring CSs. They were following the production of the two papers of Canale and Swain (1980); Faerch and

Kasper (1983), researchers during the 1980s all published articles regarding ways to classify and identify CSs for L2 language classes. The papers discussed factors that impact learners' use of CSs. Subsequently, a research group from Nijmegen University in the Netherlands conducted extensive research regarding communication strategies because the institution was central to the case study. The studies covered multiple aspects of CSs, such as theories concerning how to define and classify CSs. It is possible to conclude that researchers attempted to offer definitions and categorization of CSs during this period. In the 1990s, several significant articles and books were worked on in this field. Bialystok's book "Communication Strategies: A Psychological Analysis of Second Language Use" was considered a significant study in this field. Theories of CSs recommended by multiple CSs scholars are included, such as (Corder, 1977; Corder, 1978; Faerch and Kasper, 1983; Paribakht, 1985; Poulisse, 1987; Poulisse and Schils, 1989; Tarone, 1980; Váradi, 1980). They explored CSs used in L1 and L2 languages by children and adult learners concerning language processing (Kongsom, 2009). The book's final part discusses CS teaching and learning and identifies how necessary the psychological processing of speech production is. Bialystok believes language structure should be taught and practiced in class instead of strategies.

Following Bialystok's original work, Chen (1990); Kebir (1994) investigated communication strategies related to teaching pedagogy. Additionally, Rost and Ross (1991), (Dörnyei and Thurrell, 1991; Yule and Tarone, 1991) investigated and cleared up CS theory that was relevant to the field. In addition, Intaraprasert and Thuc Bui (2013) professed that many academics had carried out empirical studies about the use of communication strategies and how they related to various elements. To show this, Dong and Fang-Peng (2010) explored attitudes toward CS use, Nakatani (2006) examined CSs, and the proficiency of the oral language, Bataineh, Al-Bzour and Baniabdelrahman (2017) looked at CSs and native language, Paramasivam and Kaur (2049) carried out a study of CS (s) applied in task type, carried out research regarding gender and CSs. Irrespective of varying beliefs, views, and research context regarding CSs, CSs have been categorized by researchers as tools used by learners to deal with listening and speaking problems. Three fundamental communication strategy types were identified: 1) avoidance or reduction

strategies, 2) achievement strategies, and 3) time-gaining strategies (Thuc and Intaraprasert, 2012). Additionally, Yaman, Irgin and Kavasoğlu (2013) asserted that the two approaches for investigating CSs are the interactional and psycholinguistic views. Nakatani (2006) saw the psycholinguistic approach to CSs as a cognitive process for speakers emphasizing comprehension and production. Yaman et al. (2013) pointed out that the psycholinguistic approach to CSs requires strategies for getting beyond learners' lexical knowledge limitations. Concerning the interactional opinion, communication strategies are founded on the interaction processes between learners and their interlocutors so that meanings can be negotiated (Tarone, 1980 as cited in Yaman et al., 2013).

Yaman et al. (2013) showed that Thai and non-Thai people might view implicit communication behaviors as shyness is performed strategically by Thais to maintain social harmony and acquire social recognition. These behaviors include not requesting help, humility, slowness to respond, or speaking softly, which are not necessarily seen negatively by the Thais. Communication competence, which includes performance, cognition, and competence, married with interpretive approaches, is suitable to explain this phenomenon because it demonstrates both visual aspects of Thai competence and intangible factors such as motivation and cultural values. Thus, more interpretive studies are required to fully clarify the idea of communication competence, especially for the study of competence within another culture.

Pornwishulada (2012) analyzed factors for success and hindrances to intercultural communication for information technology employees that were Thai and Indian regarding six elements of cultural and social norms, as follows; 1) individualistic and collectivistic cultures, 2) low-context and high-context cultures, 3) monochronic and polychronic cultures, 4) verbal communication, 5) nonverbal communication, and 6) attitudes toward people from different cultures. Questionnaires were used to collect quantitative data, including personal information, success factors for cross-cultural communication, and obstacles to cross-cultural communication. There were 197 respondents, with 105 Thai employees and 92 Indian employees. Success factors data for cross-cultural communication were analyzed in individualistic and collectivistic cultures,

low-context and high-context cultures, and monochronic and polychronic cultures. Results found collectivistic cultures valued by Thai employees, high-context culture, and polychronic culture. However, Indian employees exhibited a lower level of value for collectivistic culture, a low level of high-context culture, and a higher level of polychronic culture than Thai counterparts. Cross-cultural communication barriers were examined concerning three elements: verbal communication, non-verbal communication, and attitudes toward people from different cultures. Results demonstrated that Thai employees had high levels of barriers to verbal communication but low levels of non-verbal communication barriers, while attitudes toward people from different cultures had low barriers; conversely, Indian employees exhibited high levels of barriers in non-verbal communication, while verbal communication barriers were low, and regarding attitudes toward people from different cultures had high levels of barriers.

It was concluded that Indians' English fluency resulted in a lower level of barriers to verbal communication compared to Thai employees; on the other hand, Indians had a high level of barriers in non-verbal communication due to the use of body movement while communicating, such as head nodding, which could result in confusion or misunderstandings between people. Based on these results, Kanyarat recommended the advantages of comparative research to help alleviate the problems between employees from different countries who worked in Thai companies. Her study can also provide solutions helpful to Thai workers employed in multinational work environments for increased comprehension of cross-cultural communication within their places of work.

Sanjit (2015) analyzed Thai Employees' communication problems in a multinational company, ABB (Thailand) Co, Ltd, Saraburi branch. This study had the objective to examine such problems respective to the participant's level of English ability and determine relationships between employees of ABB employees via their views regarding the participants' proficiency with English. Convenient sampling, questionnaires, and English proficiency tests were used to collect data. There were 30 respondents, with 19 males and 11 females of higher education as a minimum. The questionnaire comprised three parts: demographic and general information, respondents' English proficiency background, and an English proficiency test taken from the TOEIC preparation test online

for listening, reading, and vocabulary, with a total score of 30 marks. Most respondents strongly confirmed they could communicate in basic English with foreign co-workers. At the same time, a third level strongly disagreed that they could have a phone conversation and strongly disagreed that they could understand training conducted in English.

Regarding reading skills, respondents mostly strongly confirmed an understanding of written work correspondents in English; however, half expressed that they met a hurdle in reading and comprehending long paragraphs and English emails. Regarding vocabulary, most were confident in their knowledge of engineering terms. However, a quarter confirmed they needed more ability to choose appropriate vocabulary and help to utilize formal English words. These research findings could aid human resource departments in providing practical employee training. Training classes are best conducted in English but with materials with bilingual terminology and bilingual dictionaries to improve vocabulary skills.

To sum up, prior relevant research issues of English that typically arise between non-native speakers regarding listening, speaking, reading, and writing have been reviewed in various contexts. Nevertheless, obstacles that affect intercultural communication are only some hindrances to communication in English. For example, distinct cultures of people from differing backgrounds are vital issues that can lead to conflicts and misunderstandings. Additionally, most results from the relevant studies illustrated that the problems of significance encountered were typically those regarding differing accents, grammar and sentence structures, and vocabulary and word choice.

## **Pronunciation Skills**

### **1. Pronunciation and communication Problems among Thai Students or Thai English**

As we know, the Thai language does not have final consonant clusters, which makes Thai speakers replace those sounds with the closest sound. Thai speakers also replace sounds based on the phonological pattern such as /k/, /t/, and /s/. Many research results have found that Thai speakers have difficulties pronouncing certain English letters, mostly consonants, especially with the difference in sounds. Therefore, it is difficult for

them to pronounce accurate sounds like /k/, /t/, and /ch/ instead of /g/, /t/, and /sh/ because of no voiced velar stop and fricatives (Chakma, 2010).

## **2. Pronunciation and Communication Problems among Chinese Students or Chinese English**

From the history of the Chinese context, teaching English as a foreign language (ELT) in China since around 1289 has been conducted for commercial purposes. Later, western missionaries came in the 16th and 17th centuries. On the other hand, English teaching in China in the modern era began in 1949 under Chairman Mao's rule. Furthermore, Hardman (2010) states that teaching foreign languages in the Chinese context was sorted into six major phases: before, during, and after the Cultural Revolution (1966– 1976) and from the early 1970s. Accordingly, English language teaching (ELT) expanded itself to integrate with pedagogical approaches in China in order to be served learners' learning enjoyment and academic support. By 1999, the numbers of over 50 million Chinese secondary school students studying English and nearly 500,000 full-time secondary school English teachers were found. At the undergraduate level in China, not only is the English language designated initially for a required course, but the English proficiency test for the college level is allocated publicly to all college-obligated secondary students. At the university level, six significant levels, or so-called "Bands," for the university's standardized English language proficiency test are offered for the undergraduate students' compulsory study programs. Late in 2000, all college students in China needed to take their English language proficiency test at the "Band 4 level" in order to qualify for one of their required study programs set up by such a different university's terms of graduation specification. Meanwhile, higher English proficiency standards are also set up by eight leading university authorities.

More specifically, Hardman (2010) also indicated that the college English language proficiency test stipulated in China is sorted into two major strands: one for English studies programs and the other for different study programs. The increasing number of non-English students studying English courses is mainly found at the college level. The strand provided for non-English major students encompasses two years or four semesters of their study, and up to four hours a week are spent on their class meetings.

However, developing a relatively high level provided for college students' reading skills abilities is highly recommended as the primary goal for non-English program students is enabling them to synthesize information from their reading selections.

There are English majors and non-English program strands of college in China. Moreover, the study by Ying (2012) also indicated that the major characteristics of Chinese English comprise two major parts: the expression of things using English vocabulary in China and reflections from ways of Chinese thought. The first part involves Chinese borrowings or loan words that all endeavored to be recognized in English dictionaries from Chinese students' self-study and different learning resources. Accordingly, English communication with non-native speakers was widely used in English-speaking countries. The second part is for those who have not attempted to practice ways of learning vocabulary from English dictionaries; conversely, not only learning English words used in international publicity, foreign affairs, and tourism but also explaining and describing the unique characteristics of the Chinese nation and culture were all supported for their language learning improvements. Nevertheless, the Chinese students' difficulties in their English pronunciation faced with different English training courses were all induced by their dissatisfaction with learning those courses and their disappointment with their teachers' training (Jenkins, 2014)

From communication barriers among Chinese students, as mentioned above, it can be concluded that even though English is widely used for compulsory courses required by different Chinese universities, Chinese students' academic achievements in their English language proficiency remained lower. According to Chinese students' beliefs on how to speak English well, it is conveyed that like native speakers with their traditional accents and pronunciation skills, which could directly lead to their better social interaction with foreign counterparts facilitating their effective English communication.

### **3. Intercultural Communication Strategies (ICC) in foreign language education**

Desired outcomes have yet to be achieved for culture-related practices in foreign language classrooms (Chau and Truong, 2019; Larzén-Östermark, 2008; Sercu, 2006). Research by Jumpakate and Hieu (2019); Sercu (2002) on teaching for ICC

showed that teachers are aware of culture's importance in their EFL classes; however, they are not aware of ways to focus on intercultural dimensions and related skills or ways to integrate ICC into their language instruction. In another research, Lazar (2006) demonstrates that English language classrooms do not include culture-related practices and that teachers' methodology "with techniques to develop intercultural communicative competence is relatively poor". An extensive survey by Seracu et al. (2005) looked at 424 teachers teaching in 7 European countries. The survey's goal was to explore the perceptions and attitudes of the teachers concerning cultural dimensions and the teaching of intercultural competence in foreign language education. The study demonstrated two teacher profiles: teachers who favored and believed in the importance of intercultural competence integration in foreign language teaching and those who did not favor integrating culture into lessons, considering it impossible to do so. It was also noted that while some teachers were positive towards integrating the ICC dimension in foreign language lessons, this did not necessarily mean there was an extensive teaching culture in their classes. Actual practices did not necessarily reflect intent.

Specifically, Byram (1997) put together his ICC framework to include cognitive, social, pragmatic, and intercultural sub-competencies regarding foreign language education contexts. Byram's framework holds intercultural competence as an independent component of ICC and focuses on cultural abilities more than abilities with language for interacting with those from another culture. Here, intercultural competence includes attitudes, skills, and knowledge integrated by the values they hold concerning the significance of how they contribute to their society. The essential element of intercultural competence is in intercultural interlocutors' attitudes: attitudes refer to feelings of curiosity, openness, and a willingness to maintain personal beliefs, values, and behaviors equally with other cultures. Intercultural competence involves not assuming one's own culture as the only possible or correct and the ability to see culture from an outsider's perspective (Byram and Gribkova, 2002). Another critical dimension is knowledge. The knowledge involves explaining information concerning one's social groups, their products, cultures, and practices, as well as the interlocutor's country. In addition, it involves explaining the interactional processes exhibited in society and at individual levels. One specific culture is

not focused upon, but rather on how social groups and their individuals interact and understand each other and what the intercultural interactions processes involve. It is equally important to develop skills as they are crucial as knowledge and attitudes. Interpreting and relating skills involve interpreting and explaining documents from other cultures, identifying relationships, and relating these to documents from one's culture. This knowledge involves skills needed to compare values, placate misconceptions, or bring together documents and ideas from various cultures to see how others view or misunderstand what individuals do when they have different cultural identities. Skills of interaction and discovery include attaining new knowledge regarding culture and applying acquired attitudes, knowledge, and skills in real-time communication and interactions. Lastly, critical cultural awareness centers on an ability to critically evaluate based on explicit criteria, practices, perspectives, and products from one's own culture and the cultures of other countries (Byram, 1997).

Byram saw language classrooms as potential places for developing intercultural competencies. He noted that we cannot separate linguistic competence from intercultural competence (Byram, 1997). Therefore, foreign language teachers must enable and involve learners in competency development regarding attitudes, skills, knowledge, and cultural values awareness, as well as learning and using the foreign language. In addition, activities should consider the cultural values of others and the learners.

Change towards the learner-centered constructivist approaches for teaching ICC results from these changes in the objective of foreign language teaching (Bennett, 2017; Mahendra, Bayles, Tomoeda and Kim, 2005). Expectations are now that teachers shift to the meaningful use of the language and communicative needs and away from traditional language aspects concentrating on rule-governed grammar, pronunciation, and vocabulary (Broughton, Brumfit, Flavell, Hill and Pincas, 2003). For learners to be better engaged in intercultural learning, teachers of a foreign language must facilitate a learning environment and instructional materials that address their students' needs. Concepts of culture are vital to comprehending ICC. Therefore, in EFL, it is crucial to provide learners with cultural deposits and to encourage and grow their understanding of the target culture

and home language. Byram's (Byram, 1997) dimensions form a sound basis, focusing on attitudes, knowledge, skills, and understanding.

#### **4. The History of teaching English as a foreign language in Thailand**

When people go overseas or to another environment, their roles may be tourists, visitors, refugees, or immigrants. All have differing goals, but the adaptation processes among them are similar. People interact with different cultural backgrounds, and by doing so, they learn to adapt. Based on Stella Ting Toomey's theory, Ting-Toomey (2004) three sets of factors exist to influence a newcomer's adaptation process.

##### **4.1 Systems-Level Factors**

System-level factors include environmental factors influencing the adaptation of a newcomer to fresh cultural surroundings (Kim 1998, 1991, 1995). The first point is described as the socioeconomic state of the host. Rich host cultures can be more tolerant or hospitable, while poorer hosts may use the newcomer as a scapegoat for local economic problems. Secondly, the host culture's society's stance towards assimilationists tends to lack tolerance rather than be pluralist because of the retention of traditional heritage. Thirdly, local establishments, such as schools, workplaces, social services, and media, facilitate newcomers differently to help them adapt. School teachers assist newcomers to feel comfortable or instruct them in culture and language to avoid feeling overwhelmed. Fourth, the host culture's definitions of meaning reflect how the host culture considers strangers. If they are perceived as outsiders, hostility is more likely to happen, but they will treat them respectfully if they are seen as family members. In this way, the newcomers feel identity validation and host culture inclusion. Lastly, cultural distance covers the psychological adjustment level required to bridge the lack of similarity between the original culture and that being entered into (Ward, 1996; Ward and Searle, 1991). This cultural bridge is how the newcomers reconcile the cultural difference between their own and the new one. This process may include differing cultural values, self-conceptions differences, and language and style of communication differences.

## 4.2 Individual–Level Factor

Four individual–level factors affect the adaptation of an intercultural nature. These are motivation, expectations, cultural interaction–based knowledge, and personal attributes. People have a motivational orientation when they leave their hometown for a sustained period, which will affect the adaptation process. Those who voluntarily go abroad have specific goals and fewer problems adapting than those with involuntary motivation, such as refugees or immigrants. The most motivational reasons for those seeking to go abroad are those seeking a personal growth experience, to know other cultures, or for financial reward. The most common reason individuals reject offers to go abroad is when the location is wrong, such as a warzone.

Individual expectation is an essential factor in the process of intercultural adaptation. Expectation refers to predicting an upcoming situation. Those who think realistically are best prepared to adapt to problems than those who think unrealistically. Individuals with positive expectations tend to succeed in adapting, while negative expectations often lead to the reverse result.

Both cultural and interaction–based knowledge is crucial to the process of adaptation. When we contact a local researcher, we need to have cultural knowledge to avoid misunderstandings of an intercultural nature. Knowing a culture includes information about situational norms, religious or spiritual beliefs, history of cultural and ethnic diversity, values, geography, and political and economic systems. To communicate, we should possess interaction–based knowledge, including language, nonverbal and verbal styles, and communication factors. A positive impact in sociocultural adaptation can be achieved if people have language fluency and master interaction–based knowledge, developing relationships with others. Ward's (Ward, 1996) comments on personality attributes emphasize the importance of a suitable personality type matches to adapt to host cultural norms. It is posited that independent individuals are better suited to individualistic cultural norms, and interdependent individuals are more compatible with collectivistic cultural norms. There will be a positive adaptation experience if there is synchronicity between both types of personality and the host cultural norms of a host.

### 4.3 Interpersonal Level Factor.

A network of contacts is a method of the adaptation process in a new cultural setting. Contact networks combine both social and personal associations. Research concerning the network patterns of immigrants has yielded some interesting findings. Critical identity support is provided by ethnic-based social and friendship networks in the early stages of *an* immigrant's adaptation process (Mortland and Ledgerwood, 1987).

A friend network commonly has mono-cultural friendships with compatriots whose cultural background is similar. In contrast, bicultural friendship bonds visitors and host nationals such that information is gained concerning the local culture, and multicultural friendships reflect having associations over a broad cultural group engaged in leisure activities (Furnham and Bochner, 1982).

Local media also has a role in adapting newcomers because media provides plenty of information occurrences and is concerned with local culture. Media can also be an effective language learning method as it is the center of information most people require. Understanding local media aids fluency in the local language. For example, research has found that language competence plays a prominent role in the consumption of host media (Chaffee et al. I., 1990; Kim, 1980).

Five steps exist to improve interpersonal skills in a new culture (Brislin and Yoshida, 1994). These include identifying skills or sets of skills that improve communication with people from a specific culture, understanding the skill's importance by matching it to cultural values using this skill, understanding the scenario when the skill is specifically utilized, knowing the individual that we are interacting with, and lastly applying this to everyday life by interacting with the new culture's population.

Collaboration between the hosts and the newcomers precludes successful intercultural learning processing. The hosts need to be gracious and helpful towards those learning their culture, and similarly, the newcomers should play the role of a mindful discoverer. Therefore, if both are involved in effective collaboration, it creates a good relationship and a state of mutual respect.

## English Pronunciation Strategies (EPS)

Learning English pronunciation is crucial for developing communication skills and personal speech-monitoring strategies. Ahmad (2019) notes that teaching pronunciation aims to produce easily understandable English, meets learners' needs, and improves communicative competence. Phonetics and phonology courses cover various aspects of pronunciation, such as vowel and consonant sounds, syllable stress, intonation, and articulation. Mobile applications such as Bluebird developers, Mobi Systems, Stavira VN, and MS apps can also be valuable tools for pronunciation practice.

Authentic and context-rich activities, such as native English sounds from news or television series, can motivate and engage students in learning pronunciation. Albiladi (2019) suggests using online sources of authentic materials to teach pronunciation. EFL teachers should offer a variety of learning activities, such as minimal pairs, tongue twisters, and dialogues, to help learners improve their oral abilities. Combining these methods can result in accurate pronunciation, leading to effective communication.

However, Oxford (1990) stated that learning different language strategies helps people better communicate with others. There are two types of language strategies, direct and indirect, with six subcategories. In Oord's way of learning, using our brain to think about how we learn (metacognitive strategies) helps us feel surer of ourselves. Using strategies to talk to others (called social strategies) helps us practice using the language more.

Cognitive strategies are ways people try to understand and remember things they are learning. Memo strategies help people remember information, and compensation strategies help people fill in gaps in their knowledge to keep learning. There are three different types of strategies on direct strategies:

1. Memo, cognitive, and compensation strategies include using pictures or sounds to remember things and reviewing information often.
2. Cognitive strategies include analyzing and reasoning about new information and organizing it helpfully.
3. Compensation strategies include intelligent guessing when we do not know something or finding ways to get around difficulties in speaking and writing.

**Concerning Indirect Strategies; there are three different types of strategies.**

1. Meta-cognitive Strategies include entering our learning, arranging and planning our learning, and evaluating our learning
2. Affective Strategies involve Lowering our anxiety, encouraging ourselves, and taking our emotional temperature
3. Social strategies include asking questions, cooperating, and empathizing with others.

In summary, learning English pronunciation is essential for developing communication skills and personal speech-monitoring strategies. There are two types of language strategies, direct and indirect, with six subcategories: Memory Strategies, Cognitive Strategies, Compensation Strategies. In the present study, Metacognitive Strategies refer to the strategies related to how Thai and Chinese undergraduate students manage their learning. Affective Strategies and Social Strategies offer a variety of learning activities, such as minimal pairs and dialogues, to help learners improve their oral abilities. Authentic and context-rich activities can also be useful, such as using native English sounds from the news or television series. Studies also mention the benefits of phonetics and phonology courses and mobile applications for pronunciation practice.

### **Intercultural Communication Strategies (ICS)**

This section deals with definitions of ICS, theories of ICS, intercultural communication obstacles, effects of ICS, the importance of cross-cultural communication, and effects of cross-cultural differences. The details are as follows.

#### **Definitions of ICS**

Definitions of ICS refer to communication when people with different backgrounds use the same language but do not share beliefs, expected behavior, and attitudes. Cross-cultural communication can be outlined as comparing communication styles across different cultures, but intercultural communication outlines the interaction between at least two people whose cultures are significantly different (Lustig and Koester, 2012).

From the definition of ICS above, one can conclude that intercultural communication is about people from differing backgrounds who use the same language but not understanding each other one hundred percent. This communication style means that people from different backgrounds can share the same language but do not share a set of beliefs, expected behavior, and attitudes. Therefore, cross-cultural communication is summarized as comparing communication styles across different cultures. However, ICS is summarized as an interaction between at least two people whose cultures differ significantly (Lustig and Koester, 2012).

ICS is defined in many ways. For example, Byram (1997) sees ICS as covering key components that include competencies related to linguistics, discourse, sociolinguistics, and intercultural communication, allowing actors to interact with individuals from differing backgrounds, linguistic or cultural. In the same way, Chen and Starosta (1996) describe ICS as the abilities and competencies of speakers, those being intercultural sensitivity, or affective processes, intercultural awareness, or cognitive processes, and intercultural adroitness, or behavioral processes, all of which are crucial in communication that is both effective and appropriate within a group or community that is diverse in its cultural nature.

Lázár, Huber-Kriegler, Lussier, Matei and Peck (2007) likewise state that ICS includes speakers' skills and attitudes to communicate in various cross-cultural situations. In summary, ICS can be seen as speakers' communicative abilities, competencies, skills, and attitudes toward other interlocutors regarding their cultural and linguistic identities in multicultural and multilingual contexts.

An ICS model (Byram, 1997) is suitable here because it offers foreign language instructors a fundamental principle for elevating language learners and users to the role of intercultural speakers who are facilitated with knowledge, skills, and attitudes concerning language apart from their native languages. The model can then be applied in both professional and educational environments.

Byram's ICS model (Byram, 1997) states that there are five competencies necessary for developing ICS: first, attitudes; second, knowledge; third, skills for both interpreting and relating; fourth, skills regarding discovery and interaction; and fifth, critical cultural awareness skills. Firstly, attitudes consist of curiosity, open-mindedness, and the

ability to suspend disbelief regarding other cultures and their beliefs. This aid intercultural understanding and skill development needed to interact appropriately and effectively with another culture. The second element is intercultural knowledge, which is knowledge concerning social groups, products, and practices. Byram's two categories for this knowledge include conscious and unconscious. Conscious knowledge is refinable knowledge that is nonetheless present to a certain degree. Unconscious knowledge is knowing about concepts and processes that take place during interactions.

The third and fourth skills include interpreting and relating and skills concerning discovery and interaction. In contrast, discovery and interaction skills involve acquiring new knowledge to do with another culture and using that knowledge, attitudes, and skills during subsequent communication and interaction. The skills of interpreting and relating allow the ability to interpret information from other cultures and relate this to one's own culture. Finally, the fifth element is critical cultural awareness. This cultural awareness can be explained as critical evaluation abilities, based on the perspectives, practices, and product criteria in an individual's and other cultures (Byram, 1997, p. 54)

An English teacher's responsible for creating the conditions for students to develop Intercultural Communication Strategies (ICS) to interact in diverse environments and develop cultural awareness because culture teaching approaches can be moved from the descriptive to the interactive, discussion leading to self-awareness and transformation (Lopez-Rocha, 2016). Of course, ICS is used to overcome cross-cultural language barriers and is vital for administrative officials negotiating in English with overseas students at all tertiary universities. However, cultural awareness indicates the understanding of environmental varieties and focuses on the ability to handle problems such as alienation, frustration, and stress caused by cultural differences. This cultural awareness is associated with Gallois and Giles' communication adaptation theory (Gallois, Gasiorek, Giles and Soliz, 2016)

To sum up, the ICS model (Byram, 1997) is the complete framework for evaluating ICS learners in various contexts, particularly regarding the research setting of this study. Byram (1997) view is that effective exchange of information and maintaining and establishing human relationships that rely on additional factors can determine the

success of an interaction. Knowledge is another crucial element that individuals bring to their intercultural communication. Byram (1997) states that knowledge can be categorized in two ways: "knowledge about social groups and those group's cultures in one's own country, and similar group knowledge of the interlocutor's country" and "knowledge of the processes of interaction at both individual and societal levels" (Byram, 1997, p. 35). A speaker's knowledge affects the effectiveness of intercultural communication strategies, meaning that they include the skills to both interpret and relate, expressed as being able to interpret another culture's documents (Spencer-Oatey and Franklin, 2009, p. 66). The second form of knowledge consists of discovering and interacting, viewed as operating knowledge, skill, and attitudes in real-time communicative interaction and, subsequently, gaining knowledge regarding a given culture. A speaker's attitude and knowledge are also crucial for ICS to be successful. In conclusion, ICS has firstly the affective domain of attitudes, secondly a cognitive domain of knowledge, and finally a domain of skills.

### **Theories of ICS**

Theories of ICS with groups of concepts and ideas include explanations and principles but accept development in other social science subjects, such as psychology and sociology, to define the phenomena. ICS flourished within the broad field of mass communications when people from different cultures or groups communicate with one another (Allwood, 2015). However, understanding of people in ICS can be grown with their cultures generally; they can be felt interpersonally and between different persons of many linguistic and social backgrounds (Holliday, Ullman and Hyde, 2016; Neuliep, 2016). Not surprisingly, people with the same relevant backgrounds can increase understanding problems, especially with cultural and cultural differences affecting communication, like the pronunciation and grammar errors of English users with other native languages. Because of these problems, English as the lingua franca has become a standard tool for ICS, leading to frequent miscommunication and sometimes meaningless conflicts.

Several language and communication researchers have made efforts to give advice on improving understanding in ICS, such as raising questions separately and keeping an eye on moods can be significant in avoiding misunderstanding. Nevertheless,

not much empirical research has been conducted concerning how the problems are coped with in ICS (Popescu, Aldea and Draghici, 2012)

### **Hall's Theory of ICS (1959)**

Hall's theory of ICS (Hall, 1959) simplifies the distinct essential characteristics by exploring the actual cases of everyday communication in two contexts. First, the theory states that context is essential in all communication and has significant differences across cultures in some situations more than in others. Transactions with a high context send minor messages to the recipient, contrary to less contextual communication that delivers the highest messages to recipients because language is a set of known symbols shared by people from different cultures that have the appropriate use of words, grammar as well as the ideas and purpose for the words to be used (Jandt, 2010). In order to understand each other, people from different countries need to avoid using language codes for education or privileging class codes and carefully listen to the content and intent of the messages being communicated by others (Harris and Sherblom, 2010).

### **ICS of Berardo's concept**

Berardo's concept (Scholz, Berardo and Kile, 2008) on ICS to prevail over language difficulties with language abilities involves slow and clear speech to each other, requesting clarification, checking to understand regularly, avoiding idioms and being careful of jargon, if possible, being specific with the basics of communication, choosing your medium of communication with multiple information channels, and having patience.

From the above strategies for intercultural communication, it can be concluded that intercultural communication strategies are used to deal with problems and overcome cross-cultural language barriers, especially when interacting with foreigners.

Hall's theory (Hall, 1959) and Berardo's concept on intercultural communication strategies can also conclude that convergence (here meaning communicative events) and language abilities, for instance, using such words, grammar as well as the ideas, and purpose for the words to use that can reduce the social difference can, however, become over-accommodating and may feel condescending.

### **Intercultural Communication Obstacles**

This section presents the studies regarding intercultural communication obstacles used as guidelines for the present study.

Chitanon (2015) explored intercultural communication obstacles Thai employees faced while working at the US Embassy in Bangkok and sought solutions to alleviate these problems. In particular, the research investigated whether prior experience living abroad affected Thai employees' perception of intercultural communication problems differently. The research hypothesis was that Thais who had experienced living abroad found fewer intercultural communication problems than employees who had no overseas living experience. Aside from cultural differences, language proficiency was found to be an issue. To alleviate both issues, the researcher proposed that Thai employees at the US Embassy needed to understand cultural diversity and language better. The findings confirmed that cultural and English problems occurred at the US Embassy in Bangkok, and, in addition, employees that had lived abroad also encountered these issues.

Srisitanon (2009) research investigated Thais's primary intercultural communication problems in the workplace, how they handled obstacles, and how to measure intercultural communication effectively in a company. The study was conducted at a shipping company employing Thais and Indians. The results revealed that intercultural communication was not the primary problem emerging and that these were unavoidable. The graver problem was the competency of the English language.

Suthipiyapathra (2009) investigated intercultural communication among people from different cultures interacting in an international work environment. This study included Thai, American, and Japanese workers and analyzed intercultural communication problems and coping mechanisms. Specifically, it focused on the different employees' perceived issues that affected the success of their intercultural communication, the barriers to intercultural communication they encountered, and the ways they adapted themselves to fellow employees from different cultures. The findings revealed relationships, time, and communication climates as the three factors affecting the success of intercultural communication. These were all perceived differently by people of different cultures.

Wawongmoon (2014) explored common intercultural communication barriers in a Japanese business in Thailand to improve intercultural communication and identify essential skills for understanding Japanese at work. Findings revealed that intercultural communication knowledge and English language communicative competency were most important. In particular, knowledge of intercultural communication helped reduce stress and brought the Thai workers benefits. This study's result helped inform the researcher of intercultural communication problems in an international workplace.

In summary, while unavoidable, problems caused by intercultural communication barriers at international workplaces could be alleviated once identified. A lack of cultural diversity and insufficient English language proficiency presented obstacles. By introducing effective strategies for increased language proficiency and intercultural communication knowledge, workers could minimize problems and reduce communication difficulties by adapting themselves.

### **Effects of ICS**

ICS is the interaction among people from differing cultural contexts (Jamil and Kumar, 2021; Noonkong, Damnet and Charttrakul, 2019; Zhai and Razali, 2020). Clear communication within the same culture is less complex than between differences, necessitating different communication strategies for effective intercultural communication (Chomsky (1965). Canale and Swain (1980); Euamornvanich (2017) insist that communicative competence is a vital part of communication and that knowledge, and an understanding of a language must be stimulated for effective communication. Communicative competence can be viewed as a significant element for effective intercultural communication (Euamornvanich, 2017; Thanakong and Adipattaranan, 2017). Notably, it has been observed that members of the same culture communicating in the same language are as effective at communicating as those of different cultures using the same language if they use communicative competence and intercultural communication strategies, respectively (Rastegar and Gohari, 2016). The intercultural communication strategies of interlocutors from a variety of different educational, socio-cultural, and environmental contexts, as well as social interaction and negotiations used to overcome

language obstacles between cultures (Scholz et al., 2008), are best activated to facilitate greater effective intercultural communication (Nomnian, 2018)

According to the study "Intercultural Communication Strategies Used by Frontline Administrative Staff When Interacting with Foreign Students" conducted by Mei and Fung (2015), the researchers discovered that when Malaysian administrative staff members dealing with foreign students who faced problems, they still reacted positively towards the intercultural communication strategies even though they have good communication skills. The research showed that some international students reacted negatively while failing to understand the differences between cultures with high and low-context communication. Thus, intercultural communication strategies could reduce conflict or solve problems from miscommunication or intercultural differences when communicating with international students.

Also, Shah-Gordon (2016) studied "Intercultural Competence Development through Civic Engagement." The research mainly focused on developing intercultural competence with Wagner College students with mixed methods approach. The research used the Intercultural Development Inventory (IDI) and action research to examine four learning communities. This research also used a group of mentors to determine the significant aspects of an intervention. The results showed that all the challenges and support allow for a more pronounced development of intercultural competence.

Kantamas (2011) previewed the study of works in ICS in the workplace. In his paper, senior Chinese undergraduate students worked for many workplaces. Some of the workplaces were in Chiang Rai and nearby provinces varied for the numbers of multicultural employees whose nationalities included Thai, British, Canadian, Kenyan, American, Chinese, and other countries around the world. Therefore, working with people with different cultural backgrounds, ages, gender, educational backgrounds, and working experiences existed in intercultural communication challenges. Furthermore, the numbers of related studies in workplaces are rarely explored in Thailand, so this study aims to identify the use of nonverbal miscommunication, e.g., silences, smiles, kinesics, and time (chronemics) among senior Chinese undergraduate students with their internship in Chiang Rai province, as well as to investigate social, cultural, and linguistic factors influencing the

use of nonverbal miscommunication in their internship. Finally, it revealed that the EFL Chinese undergraduate students in the English Studies Program at the Faculty of Humanities, Chiangrai Rajabhat University, frequently used achievement or compensatory strategies and avoidance or reduction strategies.

Accordingly, Meng (2018) studied the strategies for ICS in diplomatic relations for Donald Trump's first trip to China. He posited that strategies for ICS in diplomatic relations are the embodiment of cultural dimensions. In contrast, these strategies are determined by the leaders' personality, national strength, and demand for interest.

Posai and Soranasthaporn (2019) investigated English ICS employed by Thai students studying as Chinese majors. The findings illustrated that the students used overall English and Chinese communication strategies at moderate to high levels. The score for using Chinese communication strategies was higher than that of English. There was a significant difference between English and Chinese communication strategies in 4 sub-strategies for dealing with speaking problems ( $p < .05$ ).

The study of Liu, Yi, and Su (2019) on strategies of Uyghur–Han ICS within universities and colleges suggested that Uyghur and Han have two cultural models. Concerning behavior and cognition for intercultural communication, observation, and case interviews via interaction in festivals and group activities in connection with the mutual help for learning, friendship, and the interaction of "Human and Han nationality" in the dorms described the particular content of cross-cultural communication between different high school students. Also, their cross-cultural communication was shown to have lower communication frequency, a shallow degree of communication, and a need for a more balanced communication foundation.

Also, Zhai and Razali (2020) investigated the challenges ICS faced with international Chinese students and how important it was to develop ICS. They observed that Chinese international students faced language anxiety, culture shock, initial adaptation, psychological changes, and academic issues when studying in foreign universities. Specifically, international students, especially those from China, often encounter these language and cultural issues. However, many previous studies have posited that these intercultural communication challenges were directly affected by ICS in

order to prepare their development of communication skills and intercultural appreciation before studying in foreign countries, as well as to upgrade the program planners' insightful information about Chinese international students' practical cross-cultural adjustment competence in the host culture context.

Thurlow, Jaworski and Ylänné (2010) stated that "Globalization" has aided the rise of foreign tourists to cross-border mobility for both leisure and business. That is to say, languages and cultures are shared interchangeably, and the problems in intercultural communication are encountered with English, which is considered a means of communication for all different global dimensions. In addition, (Nomnian, 2014a; Nomnian, 2014b) expressed that business employers and their workers can better provide first-class services and instill positive attitudes in their visitors with the help of effective intercultural communication. However, along with proficiency in English, (Phumpho and Nomnian, 2019) insist that communication problems of Thais and other ASEAN counterparts remain because of their incompetence with their knowledge of culture, in addition to points disrupting the effectiveness of their business communication. Potential workers in the Thai hospitality industry should acquire interpersonal and intercultural skills for communication incorporated in their academic studies and when in their internship period to become more competent.

ICS studies are well-documented because of the growth in interest in hotel and tourism, applied linguistics, and communication studies researchers (Deardoff, 2016; Gibson and Zhong, 2005). The discoveries of Hsu, Emilio, Jeffery, Megan and Susan (2017) meta-analysis study into hospitality and tourism education from 2005–2014 showed that previous studies' topics predominantly included teaching and studying, development of students, curricula, and programs, environmental education, and faculty development.

Despite being essential for students to prepare in an authentic, hands-on manner, research into hotel undergraduate students' internships was relatively under-examined (Shapero and Collegium, 2006; Suebwongsuwan and Nomnian, 2020) It is clear that intercultural communication involves awareness of cultures, sensitivity, and a comprehension of cultural differences and needs to be viewed as an essential factor in the hospitality industry concerning problems and ways to strategize to encourage a degree of

intercultural competence for students of tourism and hospitality so that they can interact and operate efficiently within multicultural as well as multilingual situations (Grobella, 2015). In Thai higher education, Dhevabanchachai and Wattanacharoensil (2017) reaffirm the importance of mandatory in-house internships, offering genuine experience and its vital role in the Tourism and Hospitality Management curriculum.

Challenges regarding ICS are commonly down to the fact that attitudes and perceptions towards the language and culture of people differ, especially where the setting is diverse linguistically and culturally (Nomnian, 2018; Phumpho and Nomnian, 2019). Subsequently, various social roles of speakers, their thoughts, and their communication behaviors exist (Deresky, 2012; Keles, 2013; St John, 1996) For example, a hotel's staff and guests bring their language, attitudes, and culture, and they face intercultural communication challenges when interacting with those of different cultural backgrounds. To communicate with foreign guests, hotel staff need cultural sensitivity as communicating effectively relies on various interpretations and comprehension (Deresky, 2012; Gudykunst and Kim, 2013; Varner and Beamer, 2011).

People often communicate freely with those sharing a similar language, culture, and attitudes. The reverse can also be true, meaning people use communication avoidance strategies with people of different linguistic and cultural backgrounds because a breakdown in ICS is more likely to occur. Therefore, in order to overcome communication challenges, adequate intercultural communication competence is essential, as these challenges faced among people of different linguistic and cultural backgrounds typically originate from differences in sociolinguistics and culture influencing their unique perceptions, interpretations, shared levels experiences, and their reference frameworks (Gudykunst and Kim, 2013; Silverthorne, 2005).

Vivatananukul (2016) categorizes communicative obstacles: cognitive, affective, and behavioral. Cognitive obstacles occur in communicative situations when speakers lack understanding of the other's language and are unaware of the suitable language they should use, either with the intrinsic meaning of words or with signs. Speakers typically encounter intercultural communicative issues when translating between languages without changing the original meanings and misuse the language's genre, as in using informal

words or slang during formal conversations or rituals or formal language with acquaintances or close friends. Poor knowledge of a culture is also a significant hindrance to intercultural communication. This type of problem can be subdivided into many levels, including a lack of awareness or a lack of experience concerning the culture or needing to gain knowledge of sociocultural backgrounds and subcultures of a given society. Many cannot always recognize how complex and subtle ICS is, which can lead to wrong interpretations or translation failure. Secondly, affective barriers, including bias, negative attitudes, prejudice, and stereotyping, can lead to fixed perceptions by the speakers whose thoughts, opinions, and behaviors prove difficult due to the initial judgments of others at the outset of communication based on gender, race, religion, physique, or the color of skin, which can be misleading, inappropriate, and is discriminatory. Finally, behavioral obstacles that can obstruct effective communication originate from the inability to recognize other people's cultural backgrounds and their non-verbal cues, such as smiles, gestures, motions, social distancing, and practices.

The ability to acclimatize oneself to a new cultural environment needs mutual understanding, mindset flexibility, and the ability to adapt to each interlocutor, particularly when first meeting. (Dang, 2016) stated that communication among people of different cultures can be less effective if cultural norms are violated; in fact, individuals are not likely to know if they should follow others' cultural norms or behave according to their own culture. The anxiety and assumptions made by speakers concerning similarities as opposed to differences can widen gaps in intercultural communication, causing negative perceptions regarding each other and leading to a spirit of ethnocentrism. Ethnocentrism involves negative judgments of aspects of another person's culture when comparing cultural standards (Jandt, 2003), as every culture has its own rules and standards. Thus, applying one's cultural standards is likely, which can limit the ability to gain knowledge or appreciation of another culture's values. Stereotypes and prejudices are also challenging regarding intercultural communication because people judge another person based on shared values, beliefs, and images (Jandt, 2003). However, for intercultural communication, those from differing cultural groups often wrongly interpret each other's meanings. Even here, the speakers have the same language, and there may still be

differences due to dialects. To conclude, challenges in intercultural communication have at their foundation a mixture of both verbal and nonverbal cues.

ICS is vital for employers and employees working in international or multinational organizations. It is an essential competency for avoiding intercultural barriers that may cause offense or misunderstandings. It can also ensure smoother communication among people from different cultures.

By obtaining ICS and competence, employers and employees will be able to appreciate how a country's culture affects its language and communication patterns, be aware of potential conflicts concerning the values of the host and one's values and learn to be sensitive to cultural stereotyping. Additionally, intercultural communication is an essential element that permits employers and employees from differing cultures to work effectively as a team. Effective intercultural communication can aid in eliminating obstacles to communication, such as stereotypes and language barriers found in business contexts. Consequently, the researcher trusts that intercultural communication competence facilitates the achievement of communication via the learning and observation of cultural diversity.

The key to encouraging cultural diversity in the workplace is open-mindedness. In the current business work environment, different cultures affect the values and behaviors of employees regarding how they communicate with their managers, colleagues, and those under them. Similarly, for an employer's culture, foreign employees influence how they can manage their subordinates. (Patel and Sooknanan, 2011) proposed that maintaining a positive attitude towards intercultural communication can help in the workplace. A positive attitude can be achieved by appreciating people's diversity, encouraging interaction between individuals, conducting induction programs, and discouraging discriminatory and racist feelings.

ICS processes comprise 3 phases: 1. awareness, 2. knowledge, and 3. skill. Adaptation starts from "Awareness" of oneself. One brought up from different backgrounds and environments. As a part of one's life, one learns to input the mental software to fit in socially. On the other hand, people should step out of their comfort zone of familiarity in order to investigate new opportunities. Awareness is a functional mental system for difference adjustment.

Secondly, learning about the cultural contexts of a given society leads to "Knowledge ."The ability of humans to learn is known as intellectual development. One would be able to acknowledge the differences or similarities between our culture and others. This acknowledgment might come down to the motivation of individuals. Language learning development also has a connection to knowledge. Knowledge and language have a connection because people learn a second language. The mother tongue is acquired and developed via one's environment. On the other hand, a second language will usually be taught by teachers or native speakers. It will necessitate the practice of skills to learn, unlike when one learns one's native tongue. Acquiring specific languages takes time to learn and improve. Moreover, it can be identified as a skill set one can apply to daily professional life.

Third, the combining of "awareness" and "knowledge" phases via practice is referred to as "Skills ." It is believed to be a survival technique people adopt to deal with social situations in their routines. When examining cultural differences, one might discover that those around us are manageable to avoid cultural conflicts; however, some are not. It is complicated to know how individuals can handle the issues. For example, Spitzberg (2000) stated that "*skills must be repeatable and goal-oriented.*" To differentiate culture implies that the intention to develop skills needs to be done repeatedly to achieve any cultural competency.

Jens (1985) explains that ICS typically refers to face-to-face interaction with people of differing cultures. Communication could be problematic if the interlocutors are from different contexts and share only a few symbols. Here is another *means of defining intercultural communication*.

Thus, everyone must understand ICS. *Some factors affect intercultural communication* (Jens, 1985). *The effecting factors are as follows.*

1. Cultural Identity

We all have our own culture adopted since childhood, which will affect when two or more people communicate from different cultures or nationalities because everyone has their perspective or manner of comprehending something. For example, cultural identity might result in communication misunderstandings.

## 2. Racial Identity

Professor Daniel Velasco published an article in the 2013 Asian Conference on Language Learning Conference Proceedings, presenting exercises for intercultural training that asked subjects to describe, interpret, and evaluate an ambiguous photograph or object. To uncover underlying racism, Velasco writes, "It is important to engage in exercises that confront racism head-on." His method, known as EAD, asked subjects to describe what they first see and then evaluate it. In doing so, he was able to confront underlying racism and hoped to pave the way to better awareness and encourage better intercultural communication.

## 3. Gender Roles

Gender may affect communication because women and men have different senses or feelings, which may lead to misunderstandings in interpreting the meaning because, subsequently, women and men communicate differently. There is a stereotype by which women have to be more polite in behavior than men, but when women do the opposite, they may be thought of as bad girls.

## 4. Social Class

Social class may prove an obstacle to communication as it can still create boundaries between humans. For some people, this prevents communication with others of another social class, which may cause a misunderstanding or conflict when differing ideas cannot be accepted. Judi N. Martin and Thomas K. Nakayama, authors of *Intercultural Communication in Contexts* (McGraw-Hill), cite French sociologist (Bourdieu, 1987), who studied responses to cultural activities, such as art and sports, by people in various French social classes. It was found that working-class people preferred watching football, upper-class members preferred tennis, and middle-class members preferred photographic art. In contrast, upper-class people liked more abstract art, revealing the reality of class.

## 5. Age

The role of age has a significant effect on intercultural communication as when people get older, they have more experiences, and thus they will have different perspectives from the younger generations when considering and facing any problems due to different ways of thinking.

## 6. The identity roles factor

Every individual is unique, and they think about how they wish to be in their way. How it affects communication depends on the qualities of the individual. Extroverted people find it easy to communicate with others because they tend to be more interactive and can easily accept new things. However, it is tricky for introverts because they are quieter and distance themselves from others. This type of person finds communication more difficult. However, even though communication between people may not be accessible, we still have to understand each other better and appreciate the uniqueness of people.

As mentioned previously, ICS has identified how actors interact resulting from their differences in cultural background, including their language and behaviors. ICS can be applied to developing cultural awareness skills using the three criteria: effectiveness, appropriateness, and adaptability. ICC has been defined as "An impression that behavior is appropriate and effective in a given context (Spitzberg, 2000). This context speaks to linguistic proficiency to understand messages, mainly when speaking another language. "Competence" refers to the "fitness or ability to perform" (Spitzberg, 1989) That is, communication competency and skills depend on individuals adapting to cope with situations. However, a factor determines some of the communication competence that both producers and receivers can cause (Habermas, 1979). Finally, it highlights the interpretation of the messages most likely misunderstood due to the actors' or "speakers" competencies.

ICS is used to overcome language barriers across cultures, which is especially important for lecturers when interacting with international students in a university. Byram (1997) included elements of sociolinguistic, linguistic, intercultural, and discourse competencies for his ICC definition, explaining it as "The ability to communicate and interact across cultural boundaries" (p. 7). However, latterly, Byram and Gribkova (2002) expanded Byram's definition to include shared understanding by people who can interact with people as complex human individuals. While perspectives regarding ICC definitions vary, the majority adhere to an "ABC" (affect, behaviors, and cognition) triumvirate (Martin, 2015, p. 6) see also Bennett (1993). Here we include three key dimensions:

1) an affective dimension, or intercultural sensitivity; 2) a behavioral dimension, or intercultural adroitness; and 3) a cognitive dimension, or intercultural awareness (Arasaratnam, 2009; Bennett, 2011; INCA Project, 2004). These components are interrelated and cannot develop in isolation.

ICS is founded on the notion of interpersonal communication competence. (Cupach and Canary, 1997) state that competence is related to judging effective or appropriate communication. Spitzberg and Cupach (1984) introduced communication competence as a process of dynamic impression involving affective behaviors, responses, and cognition.

Spitzberg and Cupach (1984) added that there might be a judgment continuum of effectiveness and appropriateness within competence relations. The research data gleaned from Martin and Hammer (1989) research on behavioral impressions in ICS discovered three areas of communicative competence that were consistently found in the intercultural communication settings: firstly, nonverbal behaviors, secondly, verbal behaviors, and thirdly, conversational management behaviors. Nonverbal behaviors involve careful listening, eye contact, and smiling, while verbal behaviors involve sharing information and looking for a mutually exciting topic between the interlocutors. Finally, conversational management behaviors are concerned with queries and clear speech.

Ting-Toomey (1998) describes the overall aim of ICS as being "To create shared meanings between dissimilar individuals in interactive situations". (Cupach and Imahori, 1993) state that intercultural communication should be seen as successful negotiation throughout interactions. Concerning the varying definitions of ICS, employing Chen and Starosta (1996) definition of IC is helpful. For example, Chen and Starosta explain intercultural communication as "The ability to negotiate cultural meanings and to execute appropriately effective communication behaviors that recognize the interactants' multiple identities in a specific environment".

The ICS criteria can be taken from interpersonal competency (Spitzberg, 1989; Spitzberg and Cupach, 1984) consisting of factors for effectiveness and appropriateness. Intercultural communication is partly connected to sociocultural determinants, while personal identity is linked to interpersonal competency. One can

analyze the two concepts regarding successful communication between differing cultures. People commonly behave differently as a result of differences in their cultural context. Their values and norms will be recognized depending on where they grew up. Some manner of behaviors may be acceptable in a given social setting. However, they might be considered "rude" or "inappropriate" to some level. Thus, appropriateness reflects the interchangeable communication between norms, values, and beliefs. Commonly, people view cultural aspects in various ways, for example, in a person's interaction or even with a media channel. One could not judge behaviors out of prejudice derived from ignorance of the differences. Communication's purpose can be determined by how effectively people can understand each other's messages. Communication can be held up as strategically successful according to the level of non-verbal or verbal behavior accuracy (Bridgstock, 2012)

To adapt to social situations, people need the skill of "adaptability" to cope with change or unfamiliar environments. People must maintain an open mind to accept changes or adaptations. Particular behaviors or practices may be acceptable but may not apply to other contexts. For this reason, the willingness to maintain an open mind could lead to better outcomes regarding the ability to adapt to ICS.

ICS is crucial for constructive interaction between people of different national and ethnic cultures or subcultures in a specific space-time (Zagorodnova, Panova, Cherezova, Glazkova and Nischeta, 2019): Adequate ICS requires respect for the values of diverse cultures, including ethnic and religious beliefs. Cultural awareness, sensitivity, and understanding of differences are necessary for successful ICS. Intercultural communication studies involve communication across different societies, communities, and cultures, investigating how culture affects communication and the potential for bridging cultural gaps. The study of cross-cultural communication requires intercultural understanding and teaches us to accept differences in religion, sex, social class, and politics. Language is a significant aspect of intercultural understanding. Effective communication is facilitated through nomination, restriction, turn-taking, topic control, shifting, repair, and termination (Chaika, 2020). Overall, intercultural communication strategies promote constructive interaction and understanding between individuals from diverse cultures in various settings.

In summary, intercultural communication strategies are necessary for successful communication between people of different cultures, religions, and subcultures. Respect for diverse values is crucial, as is cultural awareness and sensitivity. Cross-cultural communication studies the impact of culture on communication and seeks to bridge cultural gaps. Understanding and accepting differences in language, religion, sex, social class, and politics is essential. Effective communication can be achieved through various communication strategies, such as nomination, restriction, turn-taking, topic control, topic shifting, repair, and termination. Intercultural communication strategies facilitate constructive interaction and understanding among individuals from diverse cultures in different settings.

### **Meanings of Cross-Cultural Communication**

The Encyclopedia of Communication Theory (Littlejohn and Foss, 2009) states that cross-cultural communication (CCC) occurs between those of cultures that are in contact with or among representatives of culture. Alternatively, information is exchanged between people of different cultures (Matsumoto, 1996). Prosser (2019) remarks that studies in cross-cultural communication go ahead when researchers compare the communication of members from different cultures and describe how their communication is different between the two cultures. Cross-cultural communication should be differentiated from "intercultural communication" and "intracultural communication".

Prosser (2019) believes that intercultural communication is exchanged between people from differing backgrounds or cultures in interpersonal contexts, while intra-cultural communication happens between individuals who share the same culture. Meanwhile, Gudykunst and Kim (2013) states that cross-cultural communication is part of intergroup communication, involving comparisons regarding communication between cultures.

Levine and Adelman (1982) explain that cross-cultural communication is a form of communication that includes both verbal and non-verbal communication among actors coming from differing cultures. They also state that behavior affects communication, cultural values, and attitudes. Moreover, Chunlan (2008) describes cross-cultural communication as "...the communication between a native speaker and a non-native speaker...whose cultural perceptions and symbol systems are distinct enough to alter the

communication event". She asserts that this term is often applied and references communication between people with different cultural backgrounds, lifestyles, beliefs, and other aspects, including political views, education and economic status, and interests. Therefore, we can observe that most of the above definitions describe cross-cultural communication as communication between people of different cultures and backgrounds. In this study, the researcher will use Chunlan (2008) definition of CCC because the research examined communication between native Chinese students and Thai students and lecturers. Therefore, Chunlan's CCC definition was selected as the most suitable one for the reasons given above.

### **The Importance of Cross-Cultural Communication**

Tannen (1985) states that studying Cross-Cultural Communication (CCC) relates to two views: theoretical and applied linguistics. Tannen (1985, p. 203) asserts that "...discourse analysts find cross-cultural communication useful research," particularly at a global level where CCC can have a profound impact on the negotiations of governments, in particular if they need to handle a variety of cultural assumptions and different forms of communication. Moreover, CCC is necessary for public and private interactions because people use communication to achieve goals. In many instances, those communicating have cultural background diversity.

### **Effects of Cross-Cultural Differences**

During cross-cultural communication, a lack of understanding may occur due to voice tones, the inappropriate use of vocal pitch, or other paralinguistic cues (Tannen, 1985). Furthermore, a lack of understanding is more likely between those from different nations. Because speakers from differing cultures maintain different conventions to complete their goals in negotiations and communication, most will readily make negative conclusions regarding others who are different from them. For example, Triandis (1972) assert that shared interpretations come from increased exposure or contact with others from varying backgrounds and that some mutually negative stereotyping directly results from these interactions. Additionally, Tannen posits that stereotyping arises from personal impressions of one form or another when observing their habits, which are conveyed

differently to their cultural understandings. Therefore, stereotyping can result in feelings of discrimination if individuals ignore cultural differences.

### **Academic Adaptation Strategies (AAS)**

Academic adaptation strategies (AAS) are techniques and practices that assist international students in adjusting to a new academic environment, acquiring new skills, and coping with the challenges that arise from cultural and language differences. Research has shown that international students face challenges in understanding the culture and language of the host country, as well as difficulties adapting to new educational systems, which have different designs, assessment methods, and demands. Academic adaptation refers to how international students cope with the demands of the academic environment, which is a complex process due to its multi-dimensional obligations and the difficulties of understanding new systems and cultures. Successful academic adaptation enhances motivation and leads to better academic outcomes. Challenges and positive and negative experiences enhance students' reflection, academic motivation, problem-solving and decision-making skills, and resilience. Universities must highlight challenges to promote students' independence, flexibility, and coping strategies. Practical orientation, coursework in line with research and significant needs, and individualized treatment according to the educational backgrounds of international students are crucial to their academic adaptation. The challenges faced by international students in China are similar to those in other countries, and adapting to an unfamiliar academic system is a common phenomenon (Hussain and Shen, 2019; Rienties, Beusaert, Grohnert, Niemantsverdriet and Kommers, 2012).

The academic environment in the host country can be challenging for international students, but they can adopt various strategies to adapt. At the highest level, students should concentrate on four educational goals: knowledge, ability, attitude, and value, and integrate cross-cultural education into their overall vision (Huang, Chen, Liu and Zhou, 2017) suggests that universities should enhance the assimilation management of international students by improving cultural concepts, training methods, and global leadership at the intermediate level. On the micro level, Frank (2017) suggests that administrators should create a more welcoming campus environment for international

students, teachers should increase their teaching quality and intercultural communication skills, and students should maintain a positive attitude toward adjusting to their new life. To improve the training system and encourage cross-cultural adaptation, academic adaptation, and improvement strategies for international students should begin with administrators, teachers, and students, based on a macro vision (Zhu et al., 2022).

Moreover, when looking at Chinese students studying in the USA, it is noted that the past decade has witnessed cross-cultural adaptation of international students as a consistent topic (Church, 1982). However, researchers found that there need to be more empirical studies regarding the coping strategies of Chinese students for teaching/learning paradigm shifts from the Chinese to an American educational setting. Previous literature asserts there are multifaceted adaptive challenges for international students attending American colleges, including highly related social, psychological, and academic issues (Church, 1982; Cushner and Karim, 2004; Ward and Kennedy, 1999) describe considerable stress that involves confrontation and adaptation to physical and psychological changes accompanying study abroad experiences. Gu (2009) summarizes the typical stress confronting international students, including learning shock, culture shock, language shock, and role shock. Pusch (1979) posits that the four steps of a cross-cultural learning continuum include assimilation, adaptation, biculturalism, and multiculturalism, asserting that successful cross-cultural learning takes work. Students must learn and cope with many cultural differences in the adaptation process, including academic, psychological, and cultural challenges. Undoubtedly an international student who wants to adapt to a new campus culture in a new country will meet many unexpected problems. Notably, Chinese students from a vastly different culture than American culture may experience more significant difficulties than students from parts of the globe that have a closer fit with the norms and expectations of an American academic environment (Hofstede, 1991). Nevertheless, if adaptation is successful, there can be a transformative learning experience that leads to valuable personal growth.

### **Diffusion and Adaptation**

This English language trend regarding a correlation between diffusion and adaptation needs to be understood. Things spread and need to mutate. For example,

MacDonald's restaurants in India are popular partly because they recognize that they cannot serve beef from sacred Hindu cows. Thus, they serve mutton or chicken burgers, representing the necessary change so that the fast-food chain could spread in a country with vastly different cultural traditions from the original country. To internationalize things and ideas, we need to accommodate the customs and needs of people using these ideas for their purposes. This principle also applies to language. The internationalization of English has led to English diversification. Verification is the price to pay for English's internationalization. We must recognize that English has become acceptable as a common international language because it is being enriched as a culturally diverse language. Some, such as Samuel Huntington, attest that English as a lingua franca is uniform without ethnicity, culture, or identity. However, a common language must be a multicultural language. Several allowances must be made, and differences must be accepted. For example, if American or British English standards were forced upon users of English, English would not be a common international language.

#### **International Students from non-English-speaking countries**

The students who decide to pursue their studies in a foreign country are called international students (ISs), and primarily native-speaking countries like the UK, the US, and Australia are the popular countries the international students love to flock to. On the other hand, students also choose to study in countries that do not use English as a mother tongue, such as Malaysia, for their academic studies. This communication sometimes causes problems for international students as Malaysia does not speak only English but also other languages like Malay. Consequently, communication sometimes fails due to speaking English with a Malay accent (Mahmud, Amat, Rahman and Ishak, 2010). Similarly, Chinese also speak English with a Chinese accent causing ineffective communication and misunderstanding among people.

More specifically, second and foreign language learners also face L1 interference when learning new languages, resulting in difficulty in fostering instructions, understanding textbooks, taking notes, writing essays, and communicating effectively. Comparing the first language (L1) acquisition with learning a second (L2) and foreign language is often filled with different problematic situations, especially in communicating. Speaking is considered

one of the most challenging skills (Hmaid, 2014). Besides this, Jenkins (2014) points out that differences between the target language and mother tongue language can also cause problems for learners who wish to employ communication strategies to restructure the thinking process and compensate for the deficiency in the target language.

International Students from non-English-speaking countries, from the above mentioned, will encounter problems with the English language because English is not their mother tongue, such as Malay and Chinese. However, their accents will be Malaysian or Chinese when they speak or communicate in English.

ICC refers to the ability to interact appropriately and effectively in a foreign language with others from a different culture (Byram and Risager, 2000). Effective and appropriate interactions in ICC matches with Spitzberg and Cupach's (Spitzberg, 1989) general communication competence, where individuals are not only effective communicator who can achieve goals but also appropriate communicator who demonstrate accepted and expected behaviors in given social situations. To be an effective and appropriate communicator with others who are culturally different, one must have English language competence and intercultural competence.

The literature review encompasses four major objectives of this dissertation. Firstly, it reviews theoretical descriptions concerning the concept of communication, EPS, teaching English as an international language (EIL) for ICS purposes in Thai higher educational institutions, English language strategies, as well as teaching linguistic and intercultural dimensions of English as an international language (EIL) as defined by different researchers and scholars in order to be served to establish two different sets of open-ended questionnaires on EPS conducted with both groups of selected participants. Second, it provides an insightful overview of cross-cultural/ICS together with ICS, cross-cultural adjustment or cultural adaptation, AAC measurements, intercultural-oriented approaches to TEIL, phenomena on cultural differences in intercultural contexts, as well as perspectives on the globalization and internationalization of Thai higher education (HE) carried out for assessing not only intercultural communicative capabilities that will be underpinned for the quantitative results, but also socio-cultural awareness that will be undertaken for the qualitative results of both Chinese and Thai interlocutors when encountering the difficulties

of ICS that happened in a Thai university online instruction context. Finally, it also scrutinizes the comparison between Chinese and Thai interlocutors using English when facing the difficulties of intercultural communication occurring in Thai university instruction, online context compared with the classifications of EPS, ICS, and AAS.

## Conclusion

This chapter explored a literature review of the study, which is essential for the research entitled "A Study of Intercultural Communication Strategies, English Pronunciation Strategies and Academic Adaptation Strategies of Chinese and Thai undergraduate students." It is believed that international students encounter challenges in adapting to the academic environment of their host country, including cultural and language differences and differences in the educational system. Successful academic adaptation is crucial for their academic success and requires effective orientation, coursework, and individualized treatment. Strategies for promoting academic adaptation at the macro level include focusing on educational goals and embracing cross-cultural education. In contrast, at the micro level, administrators should create a welcoming environment, teachers should increase intercultural communication skills, and students should maintain a positive attitude. A major revision is necessary to improve the training system and to encourage cross-cultural adaptation. The challenges international students face in China are similar to those in other countries. The next chapter will provide the procedures of the research methodology, such as clarifying the use of the method, describing the numerous stages that encompass the selection of targeted participants, also the process of data collection and analysis.

## CHAPTER III

### RESEARCH METHODOLOGY

This dissertation, entitled "A study of Intercultural Communication Strategies, English Pronunciation Strategies and Academic Adaptation Strategies of Chinese and Thai undergraduate students," presents the research methodology for describing the research process. It provides the procedures of the research methodology used in underpinning this mixed-research method. This chapter is also intended to clarify the use of the method, describe the numerous stages that encompass the selection of targeted participants, and the data collection and analysis process. In addition, the research presents the role of the research in both quantitative and qualitative research (mixed-method). Therefore, at the end of this chapter, it presents the validity and reliability of quantitative research. This dissertation is divided into three major phases:

#### **Phase 1: The Investigation of EPS Employed by Chinese and Thai Undergraduate Students Using English in a Thai University Online Instruction Context**

In the 1st phase, the EPS encountered by Thai and Chinese undergraduate students using English in a Thai university online instruction context were all underpinned to analyze the data for their EPS while studying English as an online instruction in a Thai university online instruction context.

##### **1. Population and Samples Used for this Phase**

Population: During the 2021 academic year, the incoming numbers of fourth-year Chinese and fourth-year Thai undergraduate students studying English in a Thai university online instruction context used for data collection totaled 280. These included 200 Thai undergraduate students majoring in English Studies at the Faculty of Humanities, Chiang Rai Rajabhat University, Chiang Rai, Thailand, studying in the English Studies program from the first-year to fourth-year batch, as well as 80 fourth-year and fourth-year Chinese undergraduate students majoring in English Studies at the Faculty of

Humanities, Chiang Rai Rajabhat University, Chiang Rai, Thailand in academic and cultural collaboration with Pu-er Teachers College, Yunnan County, China PR.

**Participants:**

1. According to the selection of Thai participants used in this phase, 40 fourth-year Thai undergraduate students were used as sampling group majoring in English Studies at the Faculty of Humanities, Chiang Rai Rajabhat University, Chiang Rai, Thailand, during the 2021 academic year, studying English Studies program from the fourth-year batch.

2. During the 2021 academic year, 40 fourth-year Chinese undergraduate students majoring in English Studies at the Faculty of Humanities, Chiang Rai Rajabhat University, Chiang Rai, Thailand, in academic and cultural collaborations with Pu-er Teachers College, Yunnan County, China PR, were all selected by the purposive sampling technique.

The data regarding these 40 selected fourth-year Thai and 40 selected fourth-year Chinese undergraduate students used as a sampling group majoring in English Studies at the Faculty of Humanities, Chiang Rai Rajabhat University, Chiang Rai, Thailand, are shown in Table 1

**Table 1 Participant Data**

No.	Year of Study	Population	Participants
1.	1 <sup>st</sup> -year Thai undergraduate students	60	–
2.	2 <sup>nd</sup> -year Thai undergraduate students	60	–
3.	3 <sup>rd</sup> -year Thai undergraduate students	40	–
4.	4 <sup>th</sup> -year Thai undergraduate students	40	40
Total		200	40

**Table 1 (Cont.)**

No.	Year of Study	Population	Participants
5.	3 <sup>rd</sup> -year Chinese undergraduate students	40	–
6.	4 <sup>th</sup> -year Chinese undergraduate students	40	40
Total		80	40
A total number of 4 <sup>th</sup> -Year Chinese and Thai undergraduate students		280	80

## 2. Research Instruments Used for this Phase

In this phase, two different sets of online questionnaires related to the fourth-year Chinese and fourth-year Thai undergraduate students' use of EPS in a Thai university online instruction context were all carried out with both 40 fourth-year Chinese and 40 fourth-year Thai undergraduate students via a Google Form (See questionnaires in Appendix 1) because the online questionnaires are simple devices for obtaining the information or data relevant to the research subject. In addition, the procedures for creating this online questionnaire were detailed as follows:

2.1 Documents and related studies on EPS employed by fourth-year Chinese and fourth-year Thai undergraduate students in a Thai university online instruction context were all reviewed;

2.2 These online questionnaires were created, and the questionnaire content were conceptualized and re-adapted with Oxford's classification (1990) on EPS.

2.3 These two sets of online questionnaires with different versions in detail were all presented to the dissertation advisors in order to re-check their accuracy, content validity, and language in use; moreover, they were subsequently re-edited and proof-read.

2.4 These edited online questionnaires were all approved for accuracy and content validity by five people, including four language experts and one educational specialist specializing in education research and statistics, with the following educational qualifications.

2.4.1 Two experts who specialized in English language studies and English linguistics (Phonology and Phonetics), with experience of at least ten years, holding explicit academic awards concerning English language studies and linguistics (Phonology and Phonetics).

2.4.2 Two experts specialized in English intercultural communication and language and communication, with experience of at least ten years, holding explicit academic awards for English ICS and language and culture.

2.4.3 One expert specialized in research and educational evaluation and statistics, with experience covering at least ten years, holding explicit academic awards related to the study field of research and educational evaluation & statistics.

2.5 An evaluation checklist for Item Objective Congruence (IOC) of more than 0.50 on EPS, rated at 0.60–1.00, was achieved with the first objective of this dissertation. It was regarded that it could be tried out with the sampling group in this dissertation to gather the quantitative data related to identifying EPS employed by fourth-year Chinese and fourth-year Thai undergraduate students in a Thai university online instruction context.

2.6 The two online questionnaires (40 selected fourth-year Chinese and 40 selected fourth-year Thai undergraduate students) were re-edited and approved according to the language experts' suggestions. These approved online questionnaires were subsequently presented to the dissertation advisors to obtain approval for the researcher to conduct this dissertation.

2.7 These approved online questionnaires were trialed with 30 samples used as a non-sampling group. The questionnaires were all examined with the alpha coefficient of Cronbach with its reliability of 0.80, which could be implicated for data collection.

2.8 Finally, with their content validity, these approved questionnaires were eventually administered with the sampling group set up in this 1st phase of data collection procedures.

In the quantitative research, two different sets of online questionnaires related to the investigation of the fourth-year Chinese and fourth-year Thai undergraduate students' use of EPS in a Thai university online instruction context were sorted into three major parts: demographical information, use of EPS and online open-ended questions regarding EPS.

### **3. Data Collection Procedures**

The procedures for data collection used in this phase are detailed as follows.

3.1 The researcher coordinated with the University of Phayao to ask for permission for data collection and the cover letter of acceptance on "Ethics Approval on a Human Experiment."

3.2 The researcher's letter of permission, together with the letter of acceptance on data collection, were submitted to the president of Chiang Rai Rajabhat University requesting to complete the two sets of online questionnaires employed by the 40 fourth-year Chinese and 40 fourth-year Thai undergraduate students used as the two sampling groups in a Thai university online instruction context.

3.3 All the online questionnaires were sent via the Internet using a Google Form to these selected fourth-year Chinese and fourth-year Thai undergraduate students; the date and timelines for the online questionnaire submitted to the researcher were all informed.

3.4 Statistical descriptions, including frequency, percentage, mean, and standard deviation (S.D.), were finally carried out for data analysis in this phase.

3.5 Quantitative and qualitative methods analyzed the data obtained from the online questionnaires.

### **4. Data Analysis**

In this phase, all the returned online questionnaires were analyzed using the statistical descriptions, as detailed below.

4.1 The data were taken from online questionnaires investigating the fourth-year Chinese and fourth-year Thai undergraduate students' use of English EPS in a Thai university online instruction context. The questionnaires were all qualified with the five-rating scale. The analysis of data conceptualized by Yamane (1967), it is indicated that

basic statistical descriptions by the SPSS program include frequency, percentage, mean, and standard deviation (S.D.), which were all carried out for data analysis of the two sets of online questionnaires, conducted with both selected fourth-year Chinese and fourth-year Thai undergraduate students studying English in a Thai university online instruction context. The examination questions met the research requirements, so they did not need to be adjusted. The criteria with a five-rating scale are detailed as follows (Silapajaru, 2017).

- 5 means a very high level of EPS use.
- 4 means a high level of EPS use.
- 3 means a moderate level of EPS use.
- 2 means a low level of EPS use.
- 1 means a very low level of EPS use.

4.2 After having figured out its mean, the following criteria for data interpretation with a five-rating scale conceptualized by Silapajaru (2017) were all shown below.

- 4.51–5.00 means a very high level of EPS use.
- 3.51–4.50 means a high level of EPS use.
- 2.51–3.50 means a moderate level of EPS use.
- 1.51–2.50 means a low level of EPS use.
- 1.00–1.50 means a very low level of EPS use.

4.3 The results from completing these online questionnaires investigating the fourth-year Chinese and fourth-year Thai undergraduate students' use of EPS in a Thai university online instruction context were analyzed and summarized in each theme, as shown in the next chapter.

## 5. Statistics Used for Data Analysis

5.1 Statistical descriptions used for research instrumentation included;

5.1.1 The reliability of the online questionnaire questions was assessed with the alpha coefficient.

5.1.2 Basic statistical descriptions by the SPSS program included frequency, percentage, mean, and standard deviation (S.D.), which were all carried out for data analysis of the two sets of online questions conducted with both selected fourth-year Chinese and fourth-year Thai undergraduate students subjects.

### **Phase 2: Studying ICS Employed by both Chinese and Thai Undergraduate Students Using English in a Thai University Online Instruction Context, as well as their AAS when Encountering their ICS Barriers in a Thai University Online Instruction Context**

The 2nd phase studies ICS employed by both Thai and Chinese undergraduate students using English in a Thai university online instruction context and their AAS when encountering their ICS barriers in a Thai university online instruction context.

#### **1. Population and Participants Used for This Phase**

Population and Participants: In collecting the data from the two sampling groups, 40 selected fourth-year Chinese and 40 selected fourth-year Thai undergraduate students were used as the same sampling group in the 1st phase of data collection procedures.

#### **2. Research Instruments Used for the 2nd Phase**

In the 2nd phase, two different sets of online questionnaire surveys related to the fourth-year Chinese and fourth-year Thai undergraduate students' use of English ICS in a Thai university online instruction context were all carried out with both 40 fourth-year Chinese and 40 fourth-year Thai undergraduate students via the internet by using a Google Form. Alongside this, in-depth online interviews on using AAS were also conducted with 40 fourth-year Chinese and 40 fourth-year Thai undergraduate students. The research instruments drawn for collecting the data used in the 2nd phase are as follows.

2.1 Two different sets of online questionnaires, which were both the same but used with different participants, related to the fourth-year Chinese and fourth-year Thai undergraduate students' use of English ICS in a Thai university online instruction context and.

2.2 Online in-depth interviews with the same question set up but using different participants related to the fourth-year Chinese and fourth-year Thai undergraduate students' use of AAS while studying English in a Thai university online instruction context.

In collecting the data in this phase, the procedures for creating these online questionnaire and online in-depth interview questions are all detailed as follows.

1. Documents and related studies to English ICS and AAS were all reviewed.

2. These online questionnaires on English ICS were conceptualized and re-adapted with Byram's ICC model (1997) together with online in-depth interview questions conceptualized and re-adapted from the theory of Cross-Cultural from Kim (2017) were created.

3. Both online questionnaires and in-depth interview questions were presented in detail to the dissertation advisors to re-check their accuracy, content validity, and language use. Moreover, both of them were subsequently re-edited and proof-read.

4. After that, five people approved these online questionnaires and in-depth online interview questions for accuracy and content validity. Those being four language experts and one educational specialist specializing in education research and statistics with the subsequent educational qualifications. The details regarding five experts are as follows.

- 4.1 Two experts specialized in English language studies and English linguistics (Phonology and Phonetics), experienced over at least ten years, all holding explicit academic awards related to the study field of English language studies and English linguistics (Phonology and Phonetics).

- 4.2 Two experts specialized in English intercultural communication and language and communication, experienced over at least ten years, all holding their

explicit academic awards related to the study field of English intercultural communication and language and communication.

4.3 One expert specialized in research and education evaluation and statistics, with experience of at least ten years, holding an explicit academic award related to the study field of research and education evaluation and statistics.

5. An evaluation checklist of the Index of Item–Objective Congruence (IOC) of more than 0.50 on both two sets of online questionnaires related to the use of English ICS and in–depth online interviews on the use of AAS while encountering their intercultural communication problems occurred in Thai public university online instruction context, which was rated at 0.60–1.00, was examined with the second and third objective of this research. Accordingly, these two instruments were both trialed with the pilot study groups of students in order to collect the data related to the investigation of English ICS and AAS employed by Chinese fourth–year and fourth–year Thai undergraduate students studying in a Thai university online instruction context.

6. The two different sets of online questionnaires on the use of English ICS and in–depth online interviews on the use of AAS while encountering their ICS problems that occurred in a Thai university online instruction context were carried out with both 40 selected Chinese fourth–year and 40 selected Thai fourth–year undergraduate students and were all re–edited and approved with the language experts' suggestions. These approved online questionnaires and in–depth online interviews were subsequently presented to dissertation advisors to obtain approval for the researcher to conduct this dissertation. Then, these approved online questionnaires and in–depth online interviews were trialed with 30 different subjects used with a non–sampling group or with the pilot study groups of students were all examined with the Cronbach's alpha coefficient with its reliability of 0.80, which could be implicated for data collection, and.

7. Finally, these approved online questionnaires on the use of English ICS and in–depth online interviews on the use of AAS, with its content validity, were eventually administered to the sampling group set up in the 2nd phase of data collection procedures.

### 3. Features of the Research Instruments

3.1 In the 2nd phase, two different sets of online questionnaires about demographical information and the use of English ICS related to the investigation of the Chinese and Thai undergraduate students' use of English ICS in a Thai university online instruction context were sorted into three major parts:

#### Part 1: Demographical Information

In the first part, the close-ended questions provided eight questions for the participants. These include the topics of gender, age, level of study, length of studying English in their hometown, English conversation with Chinese people, length of communicating English with Chinese people, GPA of English language proficiency while studying in a public Thai higher educational institution, and their main purposes of studying English in Thailand.

#### Part 2: Use of English ICS

In this part, there were five major aspects with 35 selected questions with close-ended questions that were all approved and administered with the five-rating scale conceptualized by Likert's summated rating scale (Silapajaru, 2017). These included: 1) knowledge (10 questions); 2) skills to interpret and relate (4 questions); 3) skills to discover and interact (6 questions); 4) attitudes (10 questions), and 5) critical cultural awareness (5 questions) (All details are in Appendix 2).

3.2 The in-depth online interview was carried out with ten open-ended questions related to the use of AAS by 40 fourth-year Chinese and 40 fourth-year Thai undergraduate students used as the two sampling groups studying in English in a Thai university online instruction context. They were conceptualized and re-adapted with Kim's theory of cross-cultural adaptation (2017) and re-adapted by the study of Mudassir Hussain and Hong Shen on the Academic Adaptation of International Students in China (2021). The interview was divided into two online in-depth interviews with the two sampling groups. Interviewing the selected fourth-year Chinese and Thai fourth-year undergraduate students was done via the Internet using the Google Meet Program because it is easy for everyone to use.

The first set of in-depth online interviews encompassed the ten following different interview questions:

1. Before arriving in Thailand, how did you prepare yourself to study English here?
2. When you first arrived in Thailand, did you experience any communication problems with Thai people? If so, how did you deal with the problems?'
3. In terms of cultural differences, have you ever experienced culture shock during your stay in Thailand? If so, please describe.
4. How could you adjust yourself after interacting with Thai people using English in a Thai academic context?
5. How could you adjust yourself when you misunderstand the Thai and English culture?
6. Do you expect any ICS problems when going back to your home country and what are they?
7. What are the challenges affecting your AAS? (Academic challenges, Socio-Cultural challenges, and Language challenges),
8. What are the most effective supports affecting your AAS? (University Supports, Peer Supports, and Psych-satisfaction Supports),
9. In terms of your pre-departure preparedness, what did you prepare for your life before staying in a Thai-speaking context with a Thai university in an online instruction context? and,
10. In terms of your on-campus orientation, what did you prepare for your life before staying in a Thai university online instruction context?

#### **4. Data Collection Procedures**

The procedures for data collection used in the 2nd phase are detailed as follows.

4.1 The researcher coordinated with the University of Phayao to ask for permission for data collection and the letter of acceptance on "Ethics Approval on a Human Experiment."

4.2 The researcher's letter of permission, together with the letter of acceptance on data collection, was accepted by the president of Chiangrai Rajabhat University to complete the two sets of online questionnaires on the use of English ICS and the in-depth online interviews regarding the use of AAS employed by the 40 fourth-year Chinese and 40 fourth-year Thai undergraduate students used as the two sampling groups studying in English, related to Mudassir Hussain and Hong Shen on AAS of International Students in China (2021) as an online instruction (EOI) in a Thai university online instruction context.

4.3 All the online questionnaires with open-ended questions on the use of English ICS used a Google Form for 40 selected fourth-year Chinese and 40 selected fourth-year Thai undergraduate students. Additionally, in-depth online interviews were conducted with 40 selected fourth-year Chinese and 40 selected fourth-year Thai undergraduate students via the Internet using the Google Meet Program. Also, the date and timelines for submitting the online questionnaires to the researcher and timelines for online interviewing with the two selected sampling groups were all informed.

## **5. Data Analysis**

In the 2nd phase, all the returned online questionnaires related to the investigation of the 40 fourth-year Chinese and 40 fourth-year Thai undergraduate students' use of English ICS in a Thai university online instruction context were finally analyzed using frequency, percentage, mean, and standard deviation (S.D.), as well as the results of in-depth online interviews taken from both 40 fourth-year Chinese and 40 fourth-year Thai undergraduate students for the use of academic adaptation strategies while studying English in a Thai university online instruction context, are all detailed as follows.

5.1 In collecting the quantitative data taken the online questionnaires related to the use of English ICS and in-depth online interviews related to the use of AAS, statistical descriptions including frequency, percentage, mean, and standard deviation (S.D.) were all carried out for data analysis taken from the online questionnaires. Content analysis was used to analyze the qualitative data taken from individual and face-to-face online in-depth interviews with 40 fourth-year Chinese and 40 fourth-year Thai

undergraduate students. The two groups of interview data were finally analyzed and categorized in themes shown in the next chapter.

5.2 Analyzing the quantitative data from the online questionnaires related to investigating the fourth-year Chinese and fourth-year Thai undergraduate students' use of English ICS in a Thai university online instruction context, all were rated with the five-rating scale. According to the analysis of conceptualized data by Silapajaru (2017), it is indicated that the examination questions must meet the requirements of the research; otherwise, they need to be adjusted. Based on criteria with a five-rating scale, the two online questionnaires were all the same as those used in Phase 1.

Also, the results from completing these online questionnaires related to the investigation of the fourth-year Chinese and fourth-year Thai undergraduate students' use of English ICS in a Thai university online instruction context were finally analyzed and summarized, as shown in the next chapter.

5.3 The basic statistical descriptions included frequency, percentage, mean, and standard deviation (S.D.), all carried out for the quantitative data analysis of the two sets of online questionnaire questions conducted with 40 fourth-year Chinese and 40 fourth-year Thai undergraduate students. In terms of analyzing the qualitative data from in-depth online interviews with the same participant's use of AAS, content analysis was also used to analyze and summarize the results of in-depth online interviews with the same participants, as shown in the next chapter. Additionally, the qualitative semi-structured interview with questions employed in this research was related to Ary (2010), who stated that the semi-structured interview is between the unstructured and structured interview, in which the area of interest is chosen. Questions are formulated, but the interviewer may modify the format or question during the interviewing process.

## **6. Statistics Used for Data Analysis**

Statistical descriptions used for research instrumentation included:

6.1 Content validity was evaluated with the checklist of the IOC with both online questionnaire questions related to the investigation of the selected fourth-year Chinese and fourth-year Thai undergraduate students.

6.2 The reliability of both online questionnaires and in-depth interview questions were all assessed with the alpha coefficient developed by Lee Cronbach in 1951.

### **Phase 3: Studying Academic Adaptation Strategies Employed by Chinese and Thai Undergraduate Students when Encountering ICS Barriers in a Thai University Online Instruction Context**

In the last phase, the Studying Academic Adaptation Strategies employed by Thai and Chinese undergraduate students when encountering ICS barriers in a Thai university online instruction context. The researcher compared English ICS and AAS employed by fourth-year Chinese and fourth-year Thai undergraduate students studying English in a Thai university online instruction context. They were all analyzed to compare their EPS in response to the use of English ICS and AAS employed by both the fourth-year groups.

#### **1. Research Instruments Used for This Phase**

This Phase is the investigation of the Chinese and Thai undergraduate students' AAS in English when encountering intercultural communication barriers in a Thai university online instruction context, taken from in-depth online interviews with two major parts: 1) the Backgrounds of the interviewees and 2) the interviewees' responses toward their AAS in English when encountering intercultural communication problems in a Thai university online instruction context.

In accordance with the investigation of the Chinese and Thai students' AAS in English when encountering their intercultural communication barriers in a Thai university online instruction context, taken from in-depth online interviews based on content analysis, the insightful results taken from in-depth online interviews including the questions presented below:

1. What are your backgrounds and how can you prepare yourself to study English here?,
2. Have you experienced any communication problems with Thai people? If so, how do you deal with the problems?,
3. How can you adjust yourself after interacting with Thai people using English in Thai academic context (Thai university online instruction context)?

4. What are the most supports affecting your academic adaptation in a Thai-speaking context?

The interviewees' responses toward their AAS in English when encountering intercultural communication problems in a Thai university online instruction context.

All of the interviewees, in aspects of their university, peer, as well as psycho-satisfaction supports, have different insightful supports affecting their AAS in a Thai university online instruction context.

## **2. The comparison between the Chinese and Thai undergraduate students' English pronunciation ability**

However, AAS refers to the process that international students undergo to succeed academically and overcome cultural and linguistic barriers. It is a complex process that requires a thorough understanding of new systems and cultures.

One difference may be the language barrier when comparing Thai and Chinese students in a Thai university online instruction context. Thai students may have an advantage in communicating with their Thai peers and professors due to their shared language. In contrast, Chinese students may face language acquisition and academic communication challenges while studying in a Thai university online instruction context in their country. Additionally, cultural differences may affect academic adaptation differently for Thai and Chinese students because Thai students have found that culture may have more similarities with the local culture in Thailand, making it easier for them to adapt to the new academic environment. On the other hand, Chinese culture may be more distinct from the local culture, posing a more significant challenge for Chinese students to adapt while studying English in a Thai university online instruction context. However, it is essential to note that these are generalizations, and that each individual's experience may vary in Chinese and Thai students. Overall, the factors promoting AAS, such as self-regulation, academic communication, and course learning, are relevant to Thai and Chinese students in a Thai university online instruction context.

After the results of the study, all of them were incorporated in the design to create each reading passage for the following ten selected themes surveyed on June 5th, 2021, from 40 fourth-year Chinese undergraduate students before creating a survey on English reading passages for English consonant cluster.

## **2. Data Collection Procedures for Creating a Pronunciation Used for This Phase**

The procedures for constructing the pronunciation ability are all detailed as follows.

2.1 Documents and related studies on difficulties in English pronunciation employed by fourth-year Chinese and fourth-year Thai undergraduate students using English in a Thai university online instruction context were all reviewed.

2.2 Five people approved This English pronunciation ability for its accuracy and content validity. Who are four language experts and one education specialist specializing in educational research and statistics with the following educational qualifications:

2.3.1 Two experts who specialized in English language studies and English linguistics (Phonology and Phonetics), with at least ten years of experience, all holding their explicit academic awards related to the study field of English language studies and English language studies and English linguistics (Phonology and Phonetics).

2.3.2 Two experts who specialized in English intercultural communication and language & communication, with at least ten years of experience, all holding their explicit academic degrees related to the study field of English intercultural communication and language & communication;

2.3.3 One expert specialized in research and education evaluation & statistics, with at least ten years of experience, holding his explicit academic awards related to the study field of research and education evaluation & statistics.

2.4 An evaluation checklist of the Index of item Objective Congruence (IOC) of more than 0.50 IOC on the English consonant clusters pronunciation questionnaires, rated at 0.60–1.00, was administered to meet the requirement of the third objective of this dissertation. It was regarded that it could be trialed with the sampling group in order to

collect the data related to the relationship of the English consonant clusters pronunciation questionnaires employed by both 40 selected fourth-year Chinese and 40 selected fourth-year Thai undergraduate students using English in a Thai university online instruction context.

2.5 The English consonant clusters pronunciation questionnaires carried out with both 40 selected fourth-year Chinese and 40 selected fourth-year Thai undergraduate students was re-edited and approved by accommodating the language experts' suggestions; specifically, the English consonant clusters pronunciation questionnaires was subsequently presented to the dissertation advisors in order to obtain approval for the researcher to conduct this dissertation. Then, the approved pronunciation questionnaires was trialed with 30 subjects used as a non-sampling group or with the pilot study groups of students. All were administered with Cronbach's alpha coefficient with a reliability of 0.80, which could be implicated in data collection.

2.8 Finally, with its content validity, this approved English pronunciation questionnaires was eventually submitted to the target population or the sample groups set up in this 3rd phase of data collection procedures.

### **3. Features of the Research Instruments**

In the quantitative research, the pronunciation questionnaires were divided into five major topics related to English pronunciation questionnaires in response to their practical English ICS, testified by both 40 selected fourth-year Chinese and 40 selected fourth-year Thai undergraduate students studying English in a Thai university online instruction context in which they categorized the five major topics. This pronunciation questionnaires' ten selected topics mainly focused on evaluating the effectiveness of the pronunciation questionnaires for high-proficiency (HP) and low-proficiency (LP) groups, classified from both 40 selected fourth-year Chinese and 40 selected fourth-year Thai undergraduate students, in order to improve their English pronunciation that influenced their practical English ICS in a Thai university online instruction context.

#### **4. Data Collection Procedures**

The procedures for data collection used in this phase are detailed as follows.

4.1 The researcher coordinated with the University of Phayao to ask for permission for data collection and the letter of acceptance on "Ethics Approval on a Human Experiment."

4.2 The researcher's letter of permission, together with the letter of acceptance on data collection, was accepted by the president of Chiangrai Rajabhat University and approved for administrative completion of the online in-depth interviews related to the use of AAS employed by the 40 fourth-year Chinese and 40 fourth-year Thai undergraduate students, used as the two sampling groups studying English in a Thai university online instruction context, the English consonant clusters pronunciation questionnaires (passage reading units) was sent via the internet, using a Google Form online, to these selected fourth-year Chinese and fourth-year Thai undergraduate students in order to record their vocal answers taken from participating in the English consonant clusters pronunciation questionnaires (passage reading units). Also, the date and timelines for test-taking and submission to the researcher were all informed according to the research timelines in Table 3.4

#### **5. Data Analysis**

5.1 In this phase, the returned English pronunciation questionnaires (10 passage-reading units) obtained from the voice-recording results of both 40 selected fourth-year Chinese and 40 selected fourth-year Thai undergraduate students' English consonant clusters pronunciation competence, influencing their use of effective English intercultural communication strategies (ICS) in a Thai university online instruction context, were all analyzed using the statistical descriptions including the percentage.

5.2 The results taken from completing the indept-interview related to investigating the correlations of the 40 selected fourth-year Chinese and 40 selected Thai fourth-year undergraduate students' English consonant clusters pronunciation strategies influencing their use of effective English intercultural communication strategies in a Thai university online instruction context and were all analyzed and summarized in each theme, as shown in the next chapter.

## 7. Research Design

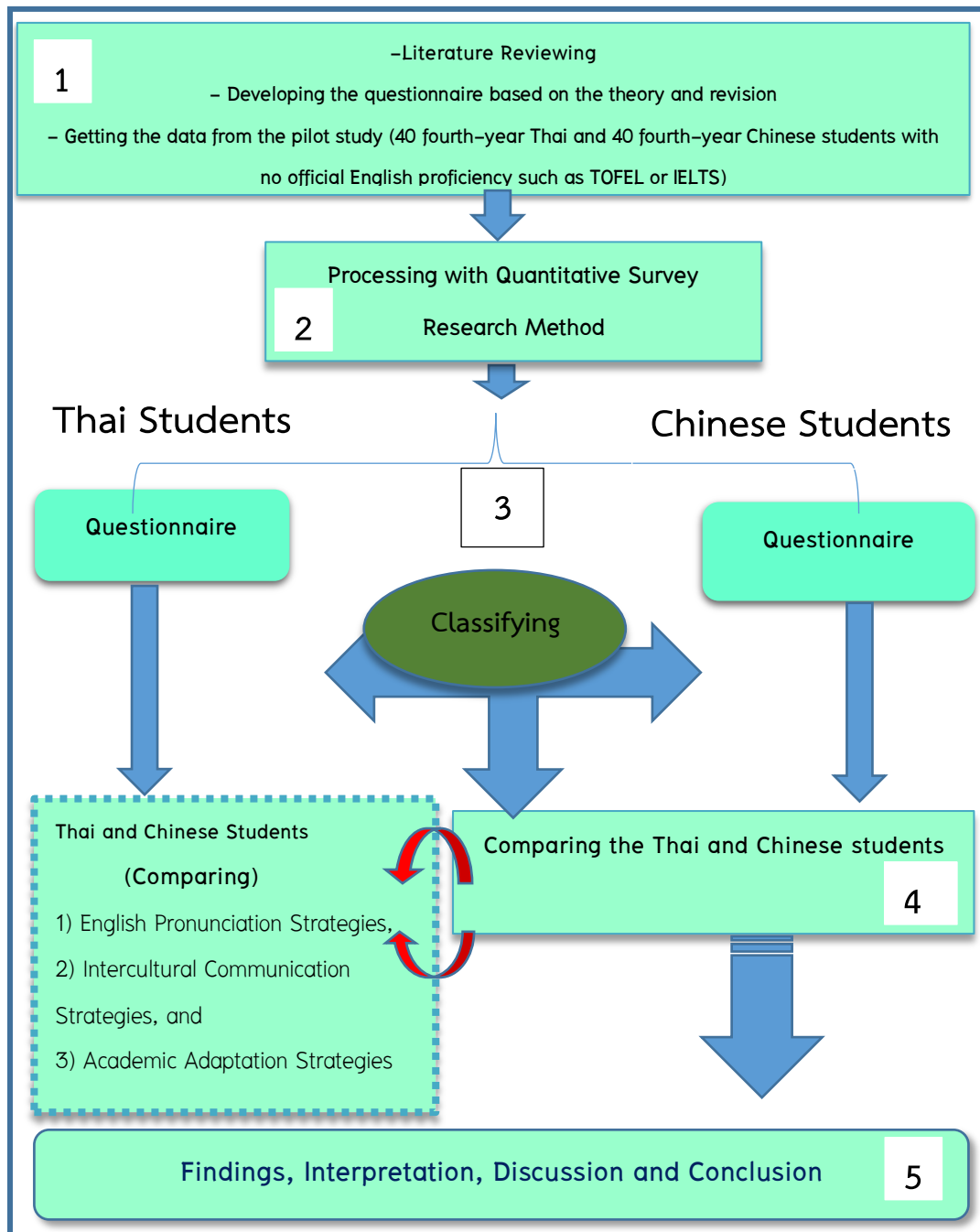


Figure 2 Research Design

Following the mixed-research method, the research design applied in this study was a combination of qualitative and quantitative approaches to collect and analyze data (Creswell and Tashakkori, 2007). In recent years, integrating qualitative and quantitative methods has become common in research (Bryman, 2006) because a mixed method design can provide detailed and comprehensive data to achieve the research objectives and answer the research questions. Figure 3.2 shows the research design with five steps. In 1<sup>st</sup> step, there was a literature review for developing the questionnaire based on the theory and revision and getting the data from the pilot study with 40 fourth-year Thai and 40 fourth-year Chinese students with no official English proficiency, such as TOEFL or IELTS. The 2<sup>nd</sup> step was processing with a quantitative survey research method. In the 3<sup>rd</sup> step, the results from the questionnaire were classified by 40 fourth-year Thai and 40 fourth-year Chinese students with English proficiency in EPS, ICS, and AAS. The 4<sup>th</sup> step involved comparing 40 fourth-year Thai and 40 fourth-year Chinese students with English proficiency in EPS, ICS, and AAS. In the 5 step, the above steps' findings, interpretation, discussion, and conclusion were performed.

## **Conclusion**

This chapter explored the study's research methodology, which is essential for the research entitled "A Study of Intercultural Communication Strategies, English Pronunciation Strategies and Academic Adaptation Strategies of Chinese and Thai undergraduate students." The research methodology can provide insightful information concerning what was involved in this mixed-research method. This chapter has justified the use of this method and describes the numerous stages selected by participants. In addition, the chapter identified the data collection process and the process of data analysis and discussed the role of the research in both quantitative and qualitative research (mixed-method). Therefore, the end of this chapter discusses the quantitative and qualitative research design and how these two requirements are met in the current study, which is divided into three major phases. The next chapter will provide the results of the present study.

## CHAPTER IV

### RESULTS

This chapter reports the results regarding identifying EPS employed by fourth-year Chinese and fourth-year Thai undergraduate students in a Thai university online instruction context. In addition to the analysis of this study, it presents the investigation ICS of Chinese and Thai undergraduate students as well as their AAS when encountering intercultural communication barriers in a Thai university online instruction context. Finally, it compares Chinese and Thai undergraduate students' English pronunciation strategies (EPS) with their ICS. In this chapter, the results of the study taken from the research methodology explained in the previous chapter, are all sorted into three major sections, as follows:

#### **Section 1: Results of English pronunciation strategies employed by Chinese and Thai undergraduate students.**

##### **Part One: The identification of EPS encountered by Chinese and Thai undergraduate students in a Thai university online instruction context**

Following the first objective of this dissertation, the results of identifying the EPS employed by fourth-year Chinese and fourth-year Thai undergraduate students in a Thai university online instruction context were taken from online questionnaires. The data were all analyzed, as shown below.

##### **1. EPS Employed by Chinese and Thai Undergraduate Students in a Thai University Online Instruction Context**

In this section, the analyzed quantitative data taken from questionnaires, the fourth-year Chinese and fourth-year Thai undergraduate students' use of EPS in a Thai university online instruction context was identified in this part, as shown in Table 2 is divided into two parts as shown in Tables 4.1 and 4.2.

### 1.1 Participant demographic information

This section presents the participants' demographic data, as shown in Table 2

**Table 2 Demographic information of fourth-year Chinese and fourth-year Thai undergraduate students in a Thai university online instruction context**

Demographic Information	Number of Chinese		Number of Thai	
	Undergraduate Students		Undergraduate Students	
	(40)		(40)	
	N	%	N	%
<b>1) Gender</b>				
-Male	7	17.50	5	12.50
-Female	33	82.50	35	87.50
<b>2) Age</b>				
-19 years	-	-	-	-
-20 years	-	-	8	20.00
-21 years	18	45.00	25	62.50
-22 years	22	55.00	7	17.50
-Others	-	-	-	-
<b>3) Level of Study</b>				
-Freshmen (1 <sup>st</sup> year)	-	-	-	-
-Sophomore (2 <sup>nd</sup> year)	-	-	-	-
-Junior (3 <sup>rd</sup> year)	-	-	-	-
-Senior (4 <sup>th</sup> year)	40	100	40	100
-Others	-	-	-	-
<b>4) Length of studying English</b>				
-1-5 years	-	-	8	20.00
-5-10 years	6	15.00	2	5.00

Table 2 (Cont.)

Demographic Information	Number of Chinese		Number of Thai	
	Undergraduate		Undergraduate	
	Students (40)		Students (40)	
	N	%	N	%
-More than 10 years	34	85.00	30	75.00
-Others	-	-	-	-
<b>5) Have you conversed in English with Chinese/Thai people before?</b>				
-Yes, I have.	32	80.00	30	85.00
-No, I haven't.	8	20.00	10	15.00
<b>6) How often have you communicated in English with Chinese/Thai people?</b>				
-Never	-	-	3	7.50
-One time	-	-	2	5.00
-2-3 times	6	15.00	23	57.50
-4-5 times	9	22.50	3	7.50
-More than 5 times	25	62.50	9	22.50
-Others	-	-	-	-
<b>7) What GPA of English language proficiency did you get while studying in a Thai higher educational institution?</b>				
-1.00-1.49	-	-	-	-
-1.50-1.99	-	-	-	-

Table 2 (Cont.)

Demographic Information	Number of Chinese		Number of Thai	
	Undergraduate Students (40)		Undergraduate Students (40)	
	N	%	N	%
-2.00–2.49	19	47.50	1	2.50
-2.50–2.99	12	30.00	14	35.00
-3.00–3.49	9	22.50	11	27.50
-3.50–4.00	–	–	14	35.00
-Others			–	–
<b>8) What is your main purpose for studying English in Chiangrai Rajabhat University?</b>				
-Travelling	–	–	3	7.50
-Study	18	45.00	8	20.00
-Working	12	30.00	16	40.00
-Others (Study & Working)	10	25.00	13	32.50

Table 2 shows that 40 fourth-year Chinese and 40 fourth-year Thai undergraduates answered all the questions. Most Chinese respondents were 33 female students (82.50%), age 22 (55.00%) have been studying English at the senior level (4th year) (100%). There were 34 students spent more than ten years studying English in their Chinese hometown (85.00%), 32 students (80.00%) communicated in English with Thai counterparts, 25 students (62.50%) spoke in English with Thais, 9 students earned a GPA of 2.00 – 2.49 in English language proficiency (47.50%), and 18 students responded to be concentrating on their study in Chiangrai Rajabhat University in Thailand (45.00%).

Meanwhile, most Thai respondents were 35 female students (87.50%), 25 students had age 21 (62.50%), and all students were studying English at the senior level (4th-year batch) (100%); however, 30 students spent more than 10 years studying English in their Thai hometown (75.00%), 30 students (85.00%) spoke English with Chinese people, 23 students spent more than 5 times communicating in English with their Chinese counterparts (57.50%), 14 students earned a GPA of both 2.50–2.99 and 3.50–3.99 in English language proficiency (both 35.00%), 16 students were concentrating on just their study in Chiangrai Rajabhat University in Thailand (40.00%). Regarding the main purposes of studying English at Chiangrai Rajabhat University (CRRU), the table shows that 45% of Chinese students' main purpose for studying English is purely studying. Thai students' main purpose for studying English is work, followed by 32.56 for other purposes such as studying.

1.2 Result of English pronunciation strategies employed by Chinese and Thai undergraduate students. This section reveals the results of EPS employed by Chinese and Thai undergraduate students, as shown in Tables 3 – 9

**Table 3** EPS employed by Chinese and Thai undergraduate students in a Thai university online instruction context

EPS	Chinese Undergraduate Students			Thai Undergraduate Students		
	$\bar{X}$	S.D.	Level	$\bar{X}$	S.D.	Level
1) Memory strategies	2.65	0.74	Moderate	2.78	0.91	Moderate
2) Cognitive strategies	3.23	0.80	Moderate	2.92	0.86	Moderate
3) Compensation strategies	3.01	0.81	Moderate	2.87	0.74	Moderate
4) Metacognitive strategies	3.34	0.78	Moderate	3.26	0.82	Moderate
5) Affective strategies	3.31	0.83	Moderate	3.07	0.89	Moderate
6) Social strategies	3.32	0.84	Moderate	3.18	0.91	Moderate
<b>Total</b>	<b>3.14</b>	<b>0.80</b>	<b>Moderate</b>	<b>3.01</b>	<b>0.85</b>	<b>Moderate</b>

Table 3 shows that the Chinese undergraduate students' EPS was found at a moderate level. When comparing each aspect, it was stated that using metacognitive strategies was rated highest. Meanwhile, the overall use of the Thai undergraduate students' EPS was also rated at a moderate level. Concerning EPS, metacognitive strategies were rated highest at a moderate level, followed by social strategies, and memory strategies were also at the lowest level.

**Table 4 The use of memory strategies by Chinese and Thai undergraduate students in a Thai university online instruction context**

Memory Strategies	Chinese Undergraduate Students			Thai Undergraduate Students		
	$\bar{X}$	S.D.	Level	$\bar{X}$	S.D.	Level
	1) I use phonetic symbols to recognize the ways of pronouncing English words.	3.43	0.71	High	2.73	0.63
2) I create songs or rhymes to remember the ways of pronouncing particular English words.	2.47	0.90	Low	2.49	0.78	Low
3) I connect English pronunciation with Chinese pronunciation.	2.92	1.02	Moderate	2.56	1.34	Moderate
4) I repeat pronunciation of a difficult word over and over.	3.73	0.78	High	3.29	0.87	Moderate
5) I create songs or rhymes to remember word pronunciation.	2.83	1.03	Moderate	2.39	0.94	Low
6) I associate English pronunciations with Chinese pronunciations.	3.30	1.18	Moderate	3.00	0.95	Moderate
7) I record my own voice to hear my pronunciation.	3.20	0.76	Moderate	3.00	0.95	Moderate
<b>Total</b>	<b>2.65</b>	<b>0.74</b>	<b>Moderate</b>	<b>2.78</b>	<b>0.97</b>	<b>Moderate</b>

Table 4 shows that Chinese undergraduate students' overall use of memory strategies was rated at a moderate level. In terms of using memory strategies, repeating a difficult pronounced word over and over was rated at a high level. Meanwhile, the overall use of the Thai undergraduate students' memory strategies was rated at a moderate level. Comparing each aspect, repeating a difficult-to-pronounce word over and over was rated at the moderate level, followed by associating English pronunciations with pronunciations together with recording their voice to hear their pronunciation and composing songs or rhymes to remember the ways of pronouncing English words.

**Table 5 Cognitive strategies employed by Chinese and Thai undergraduate students in a Thai university online instruction context**

Cognitive Strategies	Chinese Undergraduate Students			Thai Undergraduate Students		
	$\bar{X}$	S.D.	Level	$\bar{X}$	S.D.	Level
	1) I videotape my own voice to check my pronunciation.	2.93	0.69	Moderate	2.59	0.74
2) I notice contrasts between Chinese and English pronunciation.	3.02	1.05	Moderate	2.71	0.78	Moderate
3) I imitate my native English lecturer's or my classmate's pronunciation.	3.30	0.72	Moderate	2.93	0.87	Moderate
4) I repeat aloud after an instructor or a native lecturer explains.	2.95	0.64	Moderate	2.93	0.87	Moderate
5) I try to imitate my teacher's movements.	3.15	0.97	Moderate	3.20	0.93	Moderate

Table 5 (Cont.)

Cognitive Strategies	Chinese Undergraduate			Thai Undergraduate		
	Students			Students		
	$\bar{X}$	S.D.	Level	$\bar{X}$	S.D.	Level
6) I concentrate intensely on pronouncing while lecturing.	3.20	0.96	Moderate	2.73	0.97	Moderate
7) I notice differences between the pronunciation of both Chinese and English words. (e.g. in the word pot)	3.50	0.75	Moderate	3.07	0.82	Moderate
8) I talk and/or read aloud to myself.	3.80	0.68	High	3.22	1.08	Moderate
<b>Total</b>	<b>3.23</b>	<b>0.80</b>	<b>Moderate</b>	<b>2.92</b>	<b>0.98</b>	<b>Moderate</b>

Table 5 shows that Chinese undergraduate students' overall use of cognitive strategies was rated at a moderate level. Regarding using cognitive strategies, talking and reading aloud to themselves was rated at a high level. In contrast, Thai undergraduate students' use of cognitive strategies was rated at a moderate level. Regarding using cognitive strategies, talking and reading aloud to themselves was rated at a moderate level, followed by trying to imitate their teacher's movements and concentrating intensely on pronunciation while listening and/or speaking.

**Table 6** The use of compensation strategies by Chinese and Thai undergraduate students in a Thai university online instruction context

Compensation Strategies	Chinese Undergraduate Students			Thai Undergraduate Students		
	$\bar{X}$	S.D.	Level	$\bar{X}$	S.D.	Level
	1) I use synonyms to pronounce difficult English words.	3.08	0.73	Moderate	2.66	0.79
2) I find out the phonetic symbols of words both from online dictionaries and published dictionaries when having problems in pronouncing English words.	3.05	0.75	Moderate	3.05	0.77	Moderate
3) I skip to express English words when having <b>pronunciation</b> problems.	2.90	0.95	Moderate	2.90	0.66	Moderate
<b>Total</b>	<b>3.01</b>	<b>0.81</b>	<b>Moderate</b>	<b>2.87</b>	<b>0.74</b>	<b>Moderate</b>

Table 6 shows that Chinese undergraduate students' overall use of compensation strategies was rated at a moderate level in terms of using compensation strategies using synonyms for difficult words to pronounce. On the other hand, the overall use of compensation strategies by Thai undergraduate students in a Thai university online instruction context was rated at a moderate level. Regarding using compensation strategies, finding out the phonetic symbols of words from both online and published dictionaries when pronouncing problems was rated at a moderate level, followed by avoiding saying difficult words to pronounce and using synonyms for difficult words to pronounce.

**Table 7** The use of metacognitive strategies by Chinese and Thai Undergraduate students in a Thai university online instruction context

Metacognitive Strategies	Chinese Undergraduate Students			Thai Undergraduate Students		
	$\bar{X}$	S.D.	Level	$\bar{X}$	S.D.	Level
	1) I read materials about pronunciation rules and phonetics.	3.08	0.73	Moderate	3.10	0.62
2) I purposefully concentrate on how to learn particular English sounds.	3.55	0.67	High	3.20	1.05	Moderate
3) I try to memorize English sounds well.	3.50	0.78	Moderate	3.44	0.77	Moderate
4) While organizing a presentation, I write difficult English words up for my pronunciation.	3.48	0.78	Moderate	3.46	0.84	Moderate
5) I prefer to remember, rather than realize them from my presentation.	3.13	0.88	Moderate	3.10	0.83	Moderate
6) I try to learn something about phonetics.	3.30	0.82	Moderate	3.27	0.83	Moderate
<b>Total</b>	<b>3.34</b>	<b>0.78</b>	<b>Moderate</b>	<b>3.26</b>	<b>0.82</b>	<b>Moderate</b>

Table 7 shows that metacognitive strategies employed by Chinese undergraduate students were used at a moderate level. Focusing on learning particular English sounds purposefully was rated at a high level for using metacognitive strategies. In contrast, the use of metacognitive strategies by Thai undergraduate students was rated at a moderate level. In terms of using metacognitive strategies, noting difficult words down for their pronunciation while organizing their presentation was rated at a moderate level,

trying to memorize English sounds well, followed by reading materials about pronunciation rules and phonetics and choosing to memorize rather than reading a presentation.

**Table 8 The use of affective strategies by Chinese and Thai undergraduate students in a Thai university online instruction context**

Affective Strategies	Chinese Undergraduate Students			Thai Undergraduate Students		
	$\bar{X}$	S.D.	Level	$\bar{X}$	S.D.	Level
	1) I feel amused to pronounce either English or Chinese words, e.g., pronouncing a Chinese word with an English accent or vice versa.	3.25	0.87	Moderate	2.90	1.02
2) I instigate myself to build optimistic statements up, such as my pronouncing improvement is going well., etc.	3.38	0.84	Moderate	3.39	0.91	Moderate
3) I face with risky issues in pronouncing words; nevertheless, possible mistakes are all made.	3.15	0.94	Moderate	3.00	0.77	Moderate
4) I am aware of my pronunciation if others like it.	3.48	0.67	Moderate	3.02	0.88	Moderate
<b>Total</b>	<b>3.31</b>	<b>0.83</b>	<b>Moderate</b>	<b>3.07</b>	<b>0.89</b>	<b>Moderate</b>

Table 8 shows that Chinese undergraduate students' overall use of affective strategies was rated at a moderate level. Regarding using affective strategies, paying more attention to their pronunciation if others appreciate it was rated at a moderate level, followed by encouraging themselves by making optimistic statements. Conversely, Thai undergraduate students' overall use of affective strategies was rated at a

moderate level. Regarding using affective strategies, encouraging themselves by making optimistic statements, such as their pronouncing improvement is going well, was rated at a moderate level, followed by being aware of their pronunciation if others like it and feeling amused to pronounce either English or Chinese words, for example; pronouncing a Chinese word with an English accent or vice versa.

**Table 9 The use of social strategies by Chinese and Thai Undergraduate students in a Thai university online instruction context**

Social Strategies	Chinese Undergraduate Students			Thai Undergraduate Students		
	$\bar{X}$	S.D.	Level	$\bar{X}$	S.D.	Level
	1) I ask someone else to check my correct pronunciation.	3.35	0.78	Moderate	3.37	0.99
2) I speak English with people.	3.43	0.96	Moderate	2.90	0.73	Moderate
3) I digest English pronunciation with other people.	3.33	0.83	Moderate	3.32	0.98	Moderate
4) I teach or help someone else with their English pronunciation.	3.17	0.78	Moderate	3.15	0.94	Moderate
<b>Total</b>	<b>3.32</b>	<b>0.84</b>	<b>Moderate</b>	<b>3.18</b>	<b>0.91</b>	<b>Moderate</b>

Table 9 shows that social strategies employed by Chinese undergraduate students were rated at a moderate level. Regarding social strategies, talking with people around them in English was rated at a moderate level, followed by asking someone else to correct their pronunciation. In contrast, Thai undergraduate students' overall use of social strategies was rated at a moderate level. Asking someone else to correct their pronunciation was rated at a moderate level, followed by digesting English pronunciation with other people.

### **Chinese students' responses to open-ended questions**

Responding for EPS employed by Chinese undergraduate students in a Thai university online instruction context, according to question 1: What kind of methods do you use to improve your English pronunciation in a Thai university online instruction context?

All of the respondents have similar methods to improve their English pronunciation by listening to online English, pronunciation practices via the internet retrieved from different websites and on YouTube, reading English books aloud, learning English with different kinds of songs when communicating with other people around them, watching English movies and trying to speak out with English subtitles and soundtracks along with their intimate friends, talking slowly and clearly with Thai lecturers of English when requesting their mutual help in practicing pronunciation skills, as well as practicing speaking out loud by themselves while getting used to practicing pronunciation.

**The following are the methods respondents used to improve their English pronunciation in a Thai university online instruction context.**

1. Watching English movies and songs and trying to speak out

Respondents 1, 5, 11, 13, 18, and 20 practiced watching English movies and tried speaking out with English subtitles and soundtracks with their intimate friends. Also, Respondents 4, 12, and 20 practiced using English to communicate with other people around them by learning English with different kinds of songs. Two students comment:

"...I watched English movies and tried to speak out with English subtitles and soundtracks along with their intimate friends." (Respondent 1)

"...I learned English with different kinds of songs by using English to communicate with other people around them." (Respondent 4)

## 2. Practice listening to online English pronunciation

As can be seen, respondents 1, 17, and 19 practiced listening to online English pronunciation via the internet, retrieved from different websites and on YouTube. In addition, respondent 3 practiced speaking English with Thai and intimate Chinese friends by reading English books aloud. Two students comment:

"...I listened to online English pronunciation practices via the internet retrieved from different websites and on YouTube." (Respondent 17)

"...I spoke English with Thai and intimate Chinese friends by reading English books aloud." (Respondent 3)

## 3. Practicing speaking out loud and regularly by oneself

Respondents 4, 12, and 20 practiced speaking out loud and regularly by themselves while getting used to practicing pronunciation. Furthermore, respondents 2 and 9 tried to talk slowly and clearly with Thai lecturers of English when requesting their mutual help in practicing pronunciation skills. Two students mention.

"...I learned English with different kinds of songs by using English to communicate with other people around me." (Respondent 12)

"...I made an effort to talk slowly and clearly with Thai lecturers of English when requesting my mutual help in practicing pronunciation skills." (Respondent 9)

Responding for EPS by Chinese Students in a Thai University online instruction context according to question 2: What are your English pronunciation styles in a Thai university online instruction context?

All of the respondents have different English pronunciation styles by trying to simplify English words or sentences by pronouncing and using stress and intonation when speaking English with Thais and Chinese friends, speaking English slowly when getting

confused with both /r/ and /l/ sounds, choosing easy-to-understand words when speaking English with Thais, and repeating the same reading units until they remembered how the English words or statements were all expressed. In addition, they all speak English with American accents more than British English when socializing in different Thai contexts and try to pronounce English in Thai accents. However, they sometimes spoke American accents, speaking English with the nasal sound in Thai. However, in English, vowels are typically oral (the air is realized in the mouth), pronouncing spoken English is more inclined to Chinese accents, talking with foreigners in the games with Chinese accents, and trying to speak English with a Lao-mixed Thai accent.

#### 1. Speaking English with more American accents than British

Respondents 4, 7, 8, 15, and 20 speak with American English accents more than British English when socializing in different Thai contexts. Additionally, respondents 9, 10, 11, 13, and 16 also attempt to pronounce English in Thai accents, but they sometimes speak with American accents. Two students comment:

"...I spoke with American English accents more than British English accents when socializing in different contexts." (Respondent 15)

"...I tried to pronounce English in Thai accents, but they sometimes spoke with American accents." (Respondent 16)

#### 2. Speaking English with mixed accents

Respondent 20 speaks English with the nasal sound in Thai, but in English, the vowels are typically oral (the air is realized in the mouth). Both respondents 12 and 14 speak English with accents more inclined to Chinese accents, talking with foreigners in games with Chinese accents. Also, respondent 1 attempts to speak English with a Lao-mixed Thai accent. Four students comment:

"...She tried to speak English with a Lao-mixed Thai accent." (Respondent

1)

"...I spoke with American English accents more than British English accents when socializing in different contexts." (Respondent 20)

"...My spoken English is more inclined to Chinese accents." (Respondent 12)

"...I talked with foreigners in games with Chinese accents." (Respondent 14)

### 3. Trying to simplify English words or sentences

As seen, respondent 3 endeavors to simplify English words or sentences by pronouncing and using stress and intonation when expressing English with Thai and Chinese friends. Respondent 5 speaks English slowly when confused with both /r/ and /l/ sounds, and respondent 6 chooses easy-to-understand words when speaking English with Thais. Moreover, respondent 19 repeated the same reading units until she remembered how to express English words or statements. Four students comment:

"...I tried to simplify English words or sentences by pronouncing and using stress and intonation when expressing English with Thai and Chinese friends." (Respondent 3)

"...I spoke English slowly when getting confused with both /r/ and /l/ sounds." (Respondent 3)

"...I choose easy-to-understand words when speaking English with Thais." (Respondent 6)

"...I repeated the same reading units until I remembered how the English words or statements were all expressed. I tried to speak English with a Lao-mixed Thai accent." (Respondent 9)

Responding for EPS employed by Chinese undergraduate students in a Thai university online instruction context, according to question 3: What are your sound problems used in interacting with Chinese people in a Thai university online instruction context?

Respondents have faced sound problems used in interacting with Chinese people. That is to say, not only English intonation changes but also some English inaccurate pronouncing words, which are all caused by the Thai environment; moreover, facing raising volumes of pronunciation of some English syllables is commonly found.

1. Difficulties in pronouncing English and their intonation

As can be seen, respondents 7, 11, and 13 have difficulties with English intonation and some inaccurately pronounced English words, affected by the Thai environment. Also, respondents 6 and 11 have difficulties pronouncing some English syllables with their rising volumes. Two students comment:

"...There would be intonation changes and some inaccurately pronounced words, affected by the Thai environment." (Respondent 11)

"...I faced the rising volumes of the pronunciation of some English syllables."  
(Respondent 6)

Responding for EPS by Chinese Students in a Thai University online instruction context according to question 4: What factors do they affect your English pronunciation errors in a Thai University online instruction context?

Respondents have different factors affecting their English pronunciation errors in a Chinese-speaking context. The Chinese students' English pronunciation errors/mistakes are caused by the Chinese language habits related to using syllable pronunciation and different kinds of Chinese/Thai tones, living habits, and living environment. Furthermore, words with similar pronunciation, words with a Thai pronunciation shift, and different accents are all encountered with their English pronunciation skills. Specifically, some Thai words were introduced from English, so both similarities and differences in pronunciation are not

standard when speaking English. In terms of difficulties with different accents, a few Thai teachers' English accents are all affected by Thai pronunciation. Specifically, some Thai people speak English with a slight Thai accent are found. Also, regional accents, mostly in Thai Lanna northern language (a dialect), affect English pronunciation; meanwhile, different English accents are pronounced worldwide.

#### 1. Facing the Chinese students' English pronunciation errors/mistakes

As can be seen, all the respondents 3, 5, and 8 face the Chinese students' English pronunciation errors/mistakes, all caused by the Thai language habits related to using syllable pronunciation and different kinds of Thai tones together with living habits and living environment.

One student comments:

"...The Chinese students' English pronunciation errors/mistakes are all caused by the Thai language habits related to using syllable pronunciation and different kinds of Thai tones, living habits, and living environment." (Respondent 5)

#### 2. Encountering Thai teachers' English accents

Respondents 1, 6, 12, and 17 have encountered a few Thai teachers' English accents affected by Thai pronunciation, and respondents 16 and 18 have phonological problems involved with some Thai people speaking English with a slight Thai accent. Not only the respondents 7 and 20 have difficulties with English words with similar pronunciation or words with a Thai pronunciation shift, as well as different accents when using their English pronunciation skills, but also respondent 2 encounters with some Thai words introduced from English, as well as similarities and differences in substandard pronunciation in English when speaking English. Also, respondent 9 faces regional accents, mainly the so-called Thai Lanna northern language (a dialect), affecting his/her English pronunciation. Four students comment:

"...I faced with a few Thai teachers' English accents affected by the Thai pronunciation." (Respondent 1)

"...Some Thai people speaking English with a little Thai accent are found."  
(Respondent 18)

"...Words with a similar pronunciation or words with a Thai pronunciation shift, as well as different accents, are all encountered with my English pronunciation skills." (Respondent 20)

"...Regional accents, mostly so-called in Thai Lanna northern language (a dialect), would affect her English pronunciation." (Respondent 9)

### 3. Mispronouncing with different English accents

Respondents 13 and 19 mispronounced their different English accents from all over the world. One student comments:

"...Different English accents are pronounced differently from all over the world." (Respondent 19)

Responding to English pronunciation learning strategies by Chinese Students in a Thai university online instruction context, according to question 5: What pronunciation learning strategies are used most and least frequently by Chinese learners of English?

All respondents have different learning strategies used most and least frequently when using online instruction. In terms of their most frequent use of learning strategies in improving their English pronunciation, listening to and following English articles or dialogue recordings, reading the correct pronunciation to the child, letting the child imitate pronouncing English words, asking the students to read, repeating and practice phrases, sentences, as well as practicing listening and watching to the video clips from a smartphone, and imitating standard pronunciation in English is most frequently used.

Furthermore, memory, affective, compensation, and social strategies are most frequently used to improve their learning strategies.

On the other hand, in terms of their least frequent use of learning strategies in improving their English pronunciation, making songs or rhyme to remember the pronunciation of specific words together with encouraging the students to learn by themselves, using face-to-face communication, as well as using metacognitive strategies and affective strategies are least frequently used for improving their learning strategies when using online instruction context.

#### 1. Following a tape recorder and practicing

As can be seen, in terms of their most frequent use of learning strategies in improving their English pronunciation, respondents 5, 14, and 15 ask their friends to read, repeat, and practice phrases and sentences, as well as to listen and watch to the video clips from a smartphone; moreover, respondent 1 practices listening to and following English articles or recording dialogues. Not only does respondent 1 listen to and follow English articles or dialogue recordings, but also respondent 2 reads the correct pronunciation to a student and lets the students imitate pronouncing English words. In terms of their most frequent use of learning strategies in improving their English pronunciation, on the contrary, making songs or rhyme to remember the pronunciation of specific words (Respondent 1), together with encouraging the students to learn by themselves (respondent 2), using face-to-face communication (Respondent 6). Five students comment:

"...EPS mostly used: Asking the students to read, repeat, and practice phrases and sentences, as well as practicing listening to the tape recorders".  
(Respondent 5)

"...EPS mostly used: Using memory strategies. EPS mostly used: Asking the students to read, repeat, and practice phrases and sentences, as well as practicing listening to the tape recorders. EPS rarely used: Encouraging the students to learn by themselves." (Respondent 15)

"...EPS mostly used: Listening to and following English articles or dialogue recordings." (Respondent 1)

"...EPS rarely used: Making songs or rhyme to remember the pronunciation of specific words. EPS mostly used: Reading the correct pronunciation to the student and letting the student imitate pronouncing English words. Pronunciation learning strategies rarely used: None". (Respondent 2)

"...EPS mostly used: imitating with standard pronunciation in English. EPS rarely used: Using face-to-face communication". (Respondent 6)

## 2. Imitating standard pronunciation in English

Furthermore, respondent 6 imitates standard pronunciation in English. Also, respondents 3, 7, 16, and 17 mostly use their memory strategies; respondents 8, 9, 13, and 18 also use their affective, compensation, and social strategies. Three students comment:

"...EPS mostly used: Using affective strategies, compensation strategies, and social strategies" (Respondent 3)

"...EPS mostly used: Using affective strategies, compensation strategies, and social strategies. Pronunciation learning strategies rarely used: Using metacognitive strategies." (Respondent 9)

"...EPS mostly used: imitating with standard pronunciation in English" (Respondent 6)

### 3. Using affective and metacognitive strategies

Effective strategies (Respondents 3, 7, 16, and 17) and metacognitive strategies (Respondents 8, 9, 13, and 18) are the least frequently used. Two students comment:

"...EPS mostly used: Using memory strategies. Pronunciation learning strategies rarely used: Using affective strategies." (Respondent 3)

"...EPS mostly used: Using affective strategies, compensation strategies, and social strategies. EPS rarely used: Using metacognitive strategies" (Respondent 8)

### Thai students' responses to open-ended questions

Responding for EPS by Thai undergraduate students in a Thai university online instruction context according to question 1: **What kind of methods do you use to improve your English pronunciation in a Thai university online instruction context?**

All respondents have different methods for improving their English pronunciation skills when using English as an online instruction (EOI). Practicing English pronunciation skills via the internet resources retrieved from different websites is mostly used, followed by watching English movies via their mobile phones and practicing speaking out with soundtracks, learning English with different kinds of social media by chitchatting in English with their friends, trying to speak English with native English speakers after lectures, as well as trying to take English pronunciation questionnaires with interactive online.

#### 1. Practicing learning English pronunciation skills via the Internet or mobile phone

As can be seen, respondents 4, 8, 9, and 11 often practiced learning English pronunciation skills via the internet resources retrieved from different websites; meanwhile, respondents 7, 8, 10, and 16 mostly watched English movies via their mobile phones, practicing speaking out with the soundtracks. Two students comment:

"...I practice learning English pronunciation skills via the internet resources retrieved from different websites." (Respondent 4)

"...I watched English movies via their mobile phones and practiced speaking out with soundtracks." (Respondent 7)

Respondents 6, 15, and 17 learned English through social media by chitchatting in English with their friends. However, respondents 3 and 12 also often attempt to speak English with native English speakers after lectures. Also, respondent 5 endeavors to take English pronunciation questionnaires by himself/herself with interactive online. Three students comment:

"...I learned English with different kinds of social media by chitchatting in English with friends." (Respondent 6)

"...I try to speak English with native English speakers after lectures." (Respondent 3)

"...I try to take English pronunciation questionnaires by myself with interactive online." (Respondent 5)

Responding to English pronunciation learning strategies by Thai undergraduate students in a Thai university online instruction context according to question 2: What are your English pronunciation styles in a Thai university online instruction context?

All respondents have different methods for improving their English pronunciation skills when using EOI. Speaking in American English accents and sometimes speaking English with Thai accents when interacting with their Chinese friends are frequently used for their English pronunciation learning styles in a Thai-speaking context. Specifically, speaking English with Local Northern Thai accents and American English accents more than British English accents is most notable with their English pronunciation

learning styles in a Thai-speaking context. Also, trying to pronounce English in Thai accents, they sometimes spoke in American accents is mainly preferred for their English pronunciation learning styles when using EOI.

#### 1. Speaking American English accents fluently

As can be seen, respondents 1, 2, 3, 5, 6, 8, 9, 10, 13, 14, and 15 frequently speak in American English, but they sometimes speak English with Thai accents when interacting with their Chinese friends. Furthermore, respondents 11, 17, and 19 often speak in American English accents more than British English accents. Also, respondents 16 and 18 attempted to pronounce English in Thai, but they sometimes spoke with American accents. Three students comment:

"...I spoke in an American English accent, but I sometimes spoke English with a Thai accent when interacting with Chinese friends." (Respondent 15)

"...I spoke in American English accents more than British English accents."  
(Respondent 19)

"...I tried to pronounce English in Thai accents, but sometimes spoke in an American accent." (Respondent 18)

#### 2. Speaking English with local Northern Thai accents fluently

Respondents 4, 7, and 12 frequently speak English with a local Northern Thai accent. One student comments:

"...I speak English with a Local Northern Thai accent." (Respondent 12)

Responding for EPS by Thai undergraduate students in a Thai university online instruction context according to question 3: What are your sound problems used in interacting with Chinese people in a Thai university online instruction context?

All respondents have a similar problem with accents used in interacting English with Chinese people in a Thai-speaking context. For example, intonation changes, some inaccurate pronunciation of English words affected by the Thai environment, and difficulties in the rise in volume when pronouncing some English syllables are commonly found in terms of their problem accent sounds that occurred in a Thai-speaking context.

#### 1. Encountering intonation changes

As can be seen, respondents 7, 11, and 13 encounter intonation changes and some inaccurate English pronouncing of words affected by the Thai environment when interacting using English as an online instruction (EOI). Also, difficulties in the rising volumes of some English syllables were found by respondents 6 and 11 when interacting in English with Chinese people in a Thai-speaking context. Two students comment:

"...I would find intonation changes and some English inaccurate English pronouncing of words affected by the Thai environment." (Respondent 13)

"...I faced the rising volumes of some English syllables." (Respondent 6)

Responding to English pronunciation learning strategies by Thai undergraduate students in a Thai university online instruction context according to question 4: What factors do they affect your English pronunciation errors in a Thai university online instruction context?

All respondents have similar factors affecting their English pronunciation errors when using English as an online instruction (EOI). Not only difficulties in Thai teachers' English expressions with Thai accents but also difficulties in pronouncing English words or expressions with Thai Lanna northern language are found when using English as an online instruction (EOI). Also, some Thai people's English expressions with a slight Thai accent are mostly found.

#### 2. Difficulties with Thai teachers speaking English with Thai accents

As can be seen, respondents 1, 2, 4, 5, 6, 9, and 12 have problems with Thai teachers speaking English with Thai accents; moreover, respondents 7, 10, 11, 13, 14, 16, 17, and 18 also encounter expressing English with a Thai Lanna northern language accent.

Also, some Thai people's English expressions with a slight Thai accent are commonly found when using English as an online instruction (EOI). Two students comment:

"...I have problems with Thai teachers speaking English with a Thai accent.." (Respondent 9)

"...Thai Lanna northern language is most pronounced." (Respondent 17)

Responding to English pronunciation learning strategies by Thai undergraduate students in a Thai university online instruction context according to question 5: What pronunciation learning strategies are used most and least frequently by Thai learners of English?

All respondents have different EPS used most and least frequently when using EOI. Reading the correct pronunciation is the most remarkable pronunciation learning strategy used in this study. Not only listening to and following English articles or dialogue recordings but also asking the students to read, repeat, and practice phrases and sentences, as well as practicing listening to video clips from a smartphone, are frequently encountered. Furthermore, affective, compensation and social strategies are often used, followed by memory strategies.

On the other hand, both making songs or rhyme to remember the pronunciation of specific words and encouraging the students to learn by themselves are the least frequently used pronunciation learning strategies and are not often used for improving their English pronunciation skills when using online instruction context. Additionally, making songs or rhymes to remember the pronunciation of specific words is rarely used for improving their English pronunciation skills when using online instruction context. Also, using metacognitive and affective strategies need to be more engaged in improving their English pronunciation skills when using online instruction context.

### 1. The most pronunciation learning strategies

As can be seen, respondents 2 and 12, in terms of the most remarkable EPS, frequently read the correct pronunciation to a child, letting the child imitate the pronunciation of English words. Specifically, respondents 15 and 19 often listen to online audio recordings. Two students comment:

"... EPS mostly used: Reading the correct pronunciation to a child, and letting the child imitate the pronunciation of. English words EPS rarely used: Using metacognitive strategies." (Respondent 12)

"...EPS mostly used: Listening to and following online audio recordings. English articles or dialogue recordings. EPS rarely used: Making songs or rhyme to remember the pronunciation of specific words". (Respondent 19)

### 2. The way of using strategies.

Following English articles or dialogue recordings, using affective, compensation, and social strategies quoted by respondents 8, 9, and 16 is often used, followed by using memory strategies quoted by respondents 4 and 6. Conversely, respondents 15 and 19 do not make songs or rhyme to remember the pronunciation of specific words; additionally, respondents 5 and 14 do not encourage learning alone. Also, respondents 2, 6, 7, 8, 9, 12, and 16 do not use their metacognitive strategies, and respondent 6 rarely uses his/her affective strategies. Four students comment:

"...EPS mostly used: Using affective strategies, compensation strategies, and social strategies. Pronunciation learning strategies rarely used: Using metacognitive strategies." (Respondent 7)

"...EPS mostly used: Using social strategies." (Respondent 16)

"...EPS mostly used: –Using memory strategies." (Respondent 4)

"...EPS mostly used: Listening to online audio recordings and following English articles or dialogue recordings. EPS rarely used: Making songs or rhyme to remember the pronunciation of specific words". (Respondent 15)

Part Two: The investigation of ICS employed by Chinese and Thai undergraduate students in a Thai university online instruction context

Following the second objective of the present study, the results of scrutinizing the ICS used by Chinese and Thai undergraduate students are detailed as follows.

## Section 2: Results of intercultural communication strategies employed by Chinese and Thai undergraduate students

1. The investigation of the Chinese and Thai undergraduate students' use of ICS when interacting with English as an online instruction (EOI).

This section presents the use of EPS by Chinese and Thai undergraduate students in a Thai university online instruction context. In analyzing the quantitative data taken from online questionnaires, the Chinese and Thai undergraduate students' use of English ICS was identified in this part, as shown in Tables 4.9–4.16.

**Table 10 The overall frequency of the Chinese and Thai undergraduate students' use of ICS when interacting with EOI**

Types of Intercultural Communication Strategies (ICS)	Chinese Undergraduate Students			Thai Undergraduate Students		
	$\bar{X}$	S.D.	Level	$\bar{X}$	S.D.	Level
1) Knowledge	3.54	0.78	High	3.19	0.82	Moderate
2) Skills to interpret and relate	2.90	0.81	Moderate	2.92	0.65	Moderate
3) Skills to discover and interact	2.81	0.70	Moderate	2.93	0.63	Moderate
4) Attitudes	3.09	0.78	Moderate	3.05	0.74	Moderate
5) Critical cultural awareness	3.46	0.56	Moderate	3.36	0.55	Moderate
<b>Total</b>	<b>3.16</b>	<b>0.73</b>	<b>Moderate</b>	<b>3.09</b>	<b>0.68</b>	<b>Moderate</b>

Table 10 shows that the Chinese undergraduate students' ICS was rated at a moderate level. On the other hand, the Thai undergraduate students' ICS was rated at a moderate level. Regarding the use of English ICS was rated at a moderate level.

**Table 11** The frequency of the Chinese and Thai undergraduate students' use of ICS related to knowledge when interacting in English with their counterparts in a Thai university online instruction context

Types of Intercultural Communication Strategies (ICS) (Knowledge)	Chinese Undergraduate Students			Thai Undergraduate Students		
	$\bar{X}$	S.D.	Level	$\bar{X}$	S.D.	Level
	1) I am aware of the differences in religion and nationality between Chinese/Thai people.	4.50	0.72	High	3.63	1.31
2) I know the correct manners to use to communicate with Chinese/Thai people.	3.35	0.74	Moderate	3.00	0.78	Moderate
3) I know how to behave appropriately with Chinese/Thai people.	3.45	0.98	Moderate	2.98	1.00	Moderate
4) I understand body language.	3.68	0.79	High	3.40	0.74	Moderate
5) I know how to impress Chinese/Thai people.	3.25	0.80	Moderate	2.93	0.85	Moderate
6) I am aware of the special food needs of Chinese/Thai people.	3.43	0.67	Moderate	2.90	0.90	Moderate

Table 11 (Cont.)

Types of Intercultural Communication Strategies (ICS) (Knowledge)	Chinese Undergraduate Students			Thai Undergraduate Students		
	$\bar{X}$	S.D.	Level	$\bar{X}$	S.D.	Level
	7) I can understand different accents by asking for repetition of unclear pronunciation or unfamiliar expressions.	3.60	1.01	High	3.35	0.83
8) I know how to deal in English with Thais by avoiding talking about sensitive issues.	3.43	0.78	Moderate	3.37	0.70	Moderate
9) I understand the different mindsets of Chinese/Thai people from different generations.	3.55	0.81	High	3.23	0.69	Moderate
10) I am familiar with the different cultural expressions of Chinese/Thai people.	3.18	0.45	Moderate	3.15	0.36	Moderate
<b>Total</b>	<b>3.54</b>	<b>0.78</b>	<b>High</b>	<b>3.19</b>	<b>0.82</b>	<b>Moderate</b>

Table 11 shows that the Chinese undergraduate students' use of English ICS related to their knowledge was rated at a high level. In terms of their knowledge, being aware of the differences in religion and nationality between Chinese/Thai people was rated at a high level. In contrast, the Thai undergraduate students' use of English intercultural communication strategies related to their knowledge was rated at a moderate level. Regarding the use of English intercultural communication strategies related to their knowledge, being aware of the differences in religion and nationality between Chinese/Thai people was rated at a high level.

**Table 12** The frequency of the Chinese and Thai undergraduate students' use of ICS related to skills to interpret and relate when interacting English with their counterparts in a Thai university online instruction context

Types of Intercultural Communication Strategies (ICS) (Skills to interpret and relate)	Chinese Undergraduate Students			Thai Undergraduate Students		
	$\bar{X}$	S.D.	Level	$\bar{X}$	S.D.	Level
1) I understand what Chinese/Thai people need.	2.75	0.67	Moderate	2.95	0.59	Moderate
2) I can interpret Chinese/Thai people's body language.	2.87	0.82	Moderate	3.07	0.61	Moderate
3) I can assume what Chinese/Thai people want.	2.98	0.36	Moderate	2.88	0.65	Moderate
4) I know what Chinese/Thai people need.	3.00	0.39	Moderate	2.78	0.76	Moderate
<b>Total</b>	<b>2.90</b>	<b>0.81</b>	<b>Moderate</b>	<b>2.92</b>	<b>0.65</b>	<b>Moderate</b>

Table 12 shows that the Chinese undergraduate students' overall use of ICS related to skills to interpret and relate when interacting English with Thais in a Thai university online instruction context was rated at a moderate level. Regarding English intercultural communication strategies (ICS), knowing what Chinese/Thai people need was rated at a moderate level. The overall use of the Thai undergraduate students' English ICS related to skills to interpret and relate when interacting English with Chinese and Thai counterparts in a Thai university online instruction context was rated at a moderate level. Regarding the use of the Thai undergraduate students' English ICS related to skills to interpret and relate, interpreting Chinese people's body language was rated at a moderate level.

**Table 13** The frequency of the Chinese and Thai undergraduate students' use of ICS related to skills to discover and interact when interacting in English with their counterparts in a Thai university online instruction context

Types of Intercultural Communication Strategies (ICS) (Skills to discover and interact)	Chinese Undergraduate Students			Thai Undergraduate Students		
	$\bar{X}$	S.D.	Level	$\bar{X}$	S.D.	Level
	1) I know how to deal with emergencies appropriately.	3.05	0.67	Moderate	3.00	0.59
2) I can offer what the Chinese/Thai people need correctly.	3.00	0.56	Moderate	2.85	0.58	Moderate
3) I know how to respond to Chinese/Thai people's body language appropriately.	2.53	0.51	Moderate	2.78	0.53	Moderate
4) I know the process and ways to prepare what the Chinese/Thai people want.	2.73	0.87	Moderate	3.13	0.72	Moderate
5) I know how to service the Chinese/Thai people.	2.88	0.88	Moderate	2.83	0.71	Moderate
6) I know what to do when Chinese/Thai people experience emergency situations.	2.68	0.76	Moderate	2.98	0.66	Moderate
<b>Total</b>	<b>2.81</b>	<b>0.70</b>	<b>Moderate</b>	<b>2.93</b>	<b>0.6</b>	<b>Moderate</b>
			<b>e</b>	<b>3</b>		<b>e</b>

Table 13 shows that the Chinese undergraduate students' overall use of ICS related to skills to discover and interact when interacting in English with Thais in a Thai university online instruction context was rated at a moderate level. In terms of the use of the Chinese undergraduate students' English intercultural communication strategies (ICS)

related to skills to discover and interact when interacting English with Thai and Chinese counterparts in a Thai university online instruction context, knowing the process and ways to prepare what the Chinese people want was rated at a moderate level. In contrast, the Thai undergraduate students' overall use of ICS related to skills to discover and interact when interacting with EOI in a public Thai higher education institution was rated at a moderate level. Knowing the process and ways to prepare what the Chinese/Thai people want this was rated at a moderate level.

**Table 14** The frequency of the Chinese and Thai undergraduate students' use of ICS related to their attitudes when interacting in English with their counterparts in a Thai university online instruction context

Types of ICS (Attitudes)	Chinese Undergraduate Students			Thai Undergraduate Students		
	$\bar{X}$	S.D.	Level	$\bar{X}$	S.D.	Level
1) I have a positive view of Chinese/Thai people from different cultures.	3.68	0.86	High	3.30	0.99	Moderate
2) I am curious and want to know about the cultural backgrounds of Chinese/Thai people, so I look for information in order to know how to treat them properly.	3.05	0.75	Moderate	3.12	0.88	Moderate

Table 14 (Cont.)

Types of ICS (Attitudes)	Chinese Undergraduate			Thai Undergraduate		
	Students			Students		
	$\bar{X}$	S.D.	Level	$\bar{X}$	S.D.	Level
3) I enjoy talking or working with Chinese/Thai people from different cultures.	3.23	1.01	Moderate	3.00	0.75	Moderate
4) I think all Chinese/Thai people are basically the same.	2.80	0.85	Moderate	3.23	1.05	Moderate
5) I treat every Chinese/Thai equally no matter what his/her religion or nationality.	3.42	1.21	Moderate	2.57	0.74	Moderate
6) I feel embarrassed when I see Chinese/Thai people from other cultures exchanging greetings and goodbye kisses.	2.72	0.64	Moderate	3.03	0.73	Moderate
7) I question the situation when I see an old Chinese/Thai people living in Thailand carrying things without any help from their children accompanying them.	2.82	0.78	Moderate	2.80	0.68	Moderate
8) I have a positive view of Chinese/Thai people from different cultures.	2.57	0.75	Moderate	2.80	0.68	Moderate

Table 14 (Cont.)

Types of ICS (Attitudes)	Chinese Undergraduate			Thai Undergraduate		
	Students			Students		
	$\bar{X}$	S.D.	Level	$\bar{X}$	S.D.	Level
9) Sometimes I feel uncomfortable to provide help to some groups of Chinese/Thai people.	2.95	0.22	Moderate	3.05	0.31	Moderate
10) I feel nervous when I have to service Chinese/Thai people who are from a different culture.	3.63	0.74	High	3.53	0.72	High
11) I enjoy studying in an intercultural context.	3.08	0.86	Moderate	3.13	0.64	Moderate

Table 14 shows that the Chinese undergraduate students' overall use of ICS related to attitudes when interacting English with Thais and Chinese counterparts in a Thai university online instruction context was rated at a moderate level. In terms of the use of the Chinese undergraduate students' ICS related to their attitudes when interacting in English with Thais and Chinese counterparts in a Thai university online instruction context, having a positive view of Chinese/Thai people from different cultures was rated at a high level. On the other hand, the Thai undergraduate students' overall use of ICS related to attitudes when interacting in English with Thais and Chinese counterparts in a Thai university online instruction context was rated at a moderate level. In terms of the use of the Thai undergraduate students' ICS related to their attitudes when interacting in English with Thais and Chinese counterparts in a Thai university online instruction context, feeling nervous when having to service Chinese/Thai people who are from a different culture was rated at a high level.

**Table 15** The frequency of the Chinese and Thai undergraduate students' use of ICS related to their critical cultural awareness when interacting in English with their counterparts in a Thai university online instruction context

Types of ICS (Critical cultural awareness)	Chinese Undergraduate Students			Thai Undergraduate Students		
	$\bar{X}$	S.D.	Level	$\bar{X}$	S.D.	Level
1) I can distinguish cultural differences among Chinese/Thai people.	3.30	0.52	Moderate	3.13	0.64	Moderate
2) I understand the various cultural expressions of Chinese/Thai people.	3.62	0.63	High	3.10	0.49	Moderate
3) I like to learn new cultures from Chinese/Thai people.	3.50	0.59	Moderate	3.50	0.64	Moderate
4) I understand the cultural diversity among Chinese/Thai people, and I have learned to provide appropriate services accordingly.	3.48	0.55	Moderate	3.62	0.62	High
5) From my studying experience as a university student, I have greater cultural awareness.	3.43	0.54	Moderate	3.50	0.64	Moderate
<b>Total</b>	<b>3.46</b>	<b>0.56</b>	<b>Moderate</b>	<b>3.37</b>	<b>0.61</b>	<b>Moderate</b>

Table 15 shows that the Chinese undergraduate students' overall use of ICS related to their critical cultural awareness when interacting in English with their counterparts in a Thai university online instruction context was rated at a moderate level. In terms of the use of the Chinese undergraduate students' ICS related to their critical cultural awareness when interacting in English with Thais and Chinese counterparts in a Thai university online instruction context, understanding the various cultural expressions of Thai/Chinese people was rated at a high level. On the other hand, the Thai undergraduate students' use of ICS related to their critical cultural awareness when interacting in English with Thais and Chinese counterparts in a Thai university online instruction context was rated at a moderate level. In terms of the use of the Thai undergraduate students' ICS related to their critical cultural awareness when interacting in English with Thais and Chinese counterparts in a Thai university online instruction context, understanding the cultural diversity among Chinese/Thai people was rated at a high level.

### **Section 3: Interview results of Academic Adaptation Strategies of Chinese and Thai undergraduate students**

#### **1. Results on the investigation of the Chinese and Thai undergraduate students' AAS in English when encountering intercultural communication barriers in a Thai university online instruction context, taken from in-depth online interviews**

In this section on interview results, there are two major parts: 1) the Backgrounds of the interviewees and 2) the interviewees' responses toward their AAS in English when encountering intercultural communication problems in a Thai university online instruction context.

In accordance with the investigation of the Chinese and Thai students' AAS in English when encountering their intercultural communication barriers in a Thai university online instruction context, taken from in-depth online interviews based on content analysis, the insightful results taken from in-depth online interviews including the questions presented below:

1.1 What are your backgrounds and how can you prepare yourself to study English here?

### 1.1.1 the Backgrounds of the interviewees

There were 4 male and 16 female Chinese students and 5 male and 15 Thai students participating in their in-depth online interviews, which were all feed-backed for their concise and insightful information. On the other hand, others gave unclear and undetailed responses after being interviewed via Google Meet online. The two selected groups were the fourth-year Chinese and Thai undergraduate students studying English as an online instruction when encountering intercultural communication barriers in a Thai university online instruction context.

Have you experienced any communication problems with Thai people? If so, how do you deal with the problems? How can you adjust yourself after interacting with Thai people using English in Thai academic context (Thai university online instruction context)?

1.1.2 The interviewees' responses toward their AAS in English when encountering intercultural communication problems in a Thai university online instruction context.

All of the interviewees, in aspects of their university, peer, as well as psycho-satisfaction supports, have different insightful supports affecting their AAS in a Thai university online instruction context. Regarding their university support, it shows that not only providing training courses on cultural awareness and cross-cultural academic adaptation skills when dealing English with Chinese and Thai counterparts in a Thai university online instruction context, but also giving academic orientation services, student counseling services, and language improvement clinic services to support their proper adjustment of both Chinese and Thai counterparts from their own cultures when studying in a Thai university online instruction context, as well as gaining knowledge on home and host culture contexts, different learning styles, and frustration in adjusting to the new academic and social life occurred in a Thai-speaking context were mostly supported. In terms of their peer support, it also shows that practicing communicating their English and Chinese Mandarin languages with Chinese and Thai counterparts was mostly supported,

meanwhile shaping up and sharing their ideas on intercultural awareness and cultural behaviors to confront the effectiveness and utilization of on-campus international services and programs, in terms of their psycho-satisfaction supports, was mostly supported.

What are the most supports affecting your academic adaptation in a Thai-speaking context?

#### 1. University Supports

As can be seen, interviewees 1, 3, 8, 9, and 18 were not only provided for training courses on cultural awareness and cross-cultural academic adaptation skills when dealing English with Chinese and Thai counterparts in a Thai-speaking academic context, but interviewees 6, 10, 15, 19, and 20 were also given their academic orientation services, their student counseling services, and their language improvement clinic services to support their proper adjustment with their Chinese and Thai friends from their own cultures when studying online. More profoundly, interviewees 5 and 17 gained their knowledge on home and host culture contexts, different learning styles, and frustration in adjusting to the new academic and social life occurred in a Thai university online instruction context. Two students comment:

“... .. I was provided for training courses on cultural awareness and cross-cultural academic adaptation skills when dealing English with Chinese and Thai counterparts in a Thai university online instruction context.” (Interviewees 1)

“... .. I was given my academic orientation services, my student counseling services, and my language improvement clinic services to support my proper adjustment with Chinese and Thai friends from their own cultures when studying abroad.” (Interviewees 6)

## 2. Peer Supports

In addition, as can be seen, interviewees 2, 11, 12, and 13 practiced communicating their English and Chinese mandarin languages with Chinese and Thai counterparts (Extract 2).

“..... I practiced communicating their English and Chinese mandarin languages with Chinese and Thai counterparts.” (Interviewees 2)

## 3. Psychological–satisfaction Supports

As can be seen, interviewees 7 and 16 shaped up and shared their ideas on intercultural awareness and cultural behaviors to confront the effectiveness and utilization of off–campus international services and programs (Extract 5). One student comments:

“..... I shaped up and shared my ideas on intercultural awareness and cultural behaviors to confront the effectiveness and utilization of on–campus international services and programs.” (Interviewees 7)

## **2. The comparison between the Chinese and Thai undergraduate students' English pronunciation ability**

Results of investigating the comparison between the Chinese and Thai undergraduate students' English pronunciation ability when encountering their intercultural communication problems in a Thai university online instruction context compared with their types of AAS.

Following the third objective of this dissertation, the results of investigating the differences between Chinese and Thai undergraduate students using English when encountering their ICS problems in a Thai university online instruction context compared with their types of EPS, as well as their English ICS were all analyzed with their AAS when encountering their ICS barriers in a Thai university online instruction context.

The results found that 40 Chinese undergraduate students' English pronunciation competence, 55% of 22 Chinese undergraduate students' very frequently pronounced English obtained from their English pronunciation ability, and difficulties in pronouncing English consonant clusters were mainly found in the advanced level. Concerning 40 Thai undergraduate students' English pronunciation ability, 62.50 % of the 25 Thai undergraduate students' pronounced English on difficulties pronouncing English consonant clusters were very frequently found in the high level. However, the top three most occurring mispronounced English consonant clusters -- /pr/, /ts/, and /nd/ were mostly found in the 40 Thai undergraduate students' English pronunciation abilities when interacting in English in a Thai university online instruction context. Both high-proficiency and low-proficiency Chinese and Thai students' students' English pronunciation abilities compared with their EPS, ICS, and AAS when encountering their ICS barriers in a Thai university online instruction context.

However, AAS refers to the process that international students undergo to succeed academically and overcome cultural and linguistic barriers. It is a complex process that requires a thorough understanding of new systems and cultures. The results show that Chinese and Thai students adapt well to the academic environment of their Thai university online instruction context and tend to perform better academically. Both Chinese and Thai students have self-regulation in their AAS and communication. Furthermore, Chinese and Thai students are provided opportunities for academic exchange and culturally relevant courses, and promoting self-regulation skills can help facilitate academic adaptation as international students. The results have found that Chinese and Thai students studying online instruction context with Thai universities are crucial in promoting their academic and social adaptation. Therefore, promoting more remarkable adaptation to academics and daily life can enable them to manage their time better and overcome structural constraints, positively influencing their learning intentions.

One difference may be the language barrier when comparing Thai and Chinese students in a Thai university online instruction context. Thai students may have an advantage in communicating with their Thai peers and professors due to their shared language. In contrast, Chinese students may face language acquisition and academic communication challenges while studying in a Thai university online instruction context in their country. Additionally, cultural differences may affect academic adaptation differently for Thai and Chinese students because Thai students have found that culture may have more similarities with the local culture in Thailand, making it easier for them to adapt to the new academic environment. On the other hand, Chinese culture may be more distinct from the local culture, posing a more significant challenge for Chinese students to adapt while studying English in a Thai university online instruction context. However, it is essential to note that these are generalizations, and that each individual's experience may vary in Chinese and Thai students. Overall, the factors promoting AAS, such as self-regulation, academic communication, and course learning, are relevant to Thai and Chinese students in a Thai university online instruction context.

## **Conclusion**

This chapter reports the analysis of the results of this dissertation, which is one of the essential chapters having conducted the research design and methodology used in the previous chapter. In addition, this chapter shows how insightful information, emphasizing its mixed-method research (quantitative and qualitative data), was analyzed in each section of this chapter. More specifically, the results of each phase, obtained from online open-ended questionnaires and in-depth interviews, according to each objective of this dissertation, were all underpinned and synthesized in the data analysis procedures. In the 1st section related to investigating the use of EPS employed by selected Chinese and Thai undergraduate students when interacting in English in a Thai university online instruction context, an examination of the questionnaire results shown in this data analysis was conducted. Meanwhile, the 2nd section presented the use of English ICS, taken from online questionnaires, and then presented results of this study, taken from the in-depth interview results related to the investigation of the Chinese and Thai undergraduate students' AAS when encountering intercultural communication problems in a Thai university

online instruction context, based on the in-depth interviews. The third section also compared English pronunciation ability and EPS and the types of English ICS employed by Chinese and Thai undergraduate students when encountering intercultural communication problems in a Thai university online instruction context. In addition, this chapter indicated the insightful results of each section, which are summarized in the next chapter of this dissertation.



## CHAPTER V

### CONCLUSION

This chapter introduces the results of identifying EPS employed by Chinese and Thai undergraduate students in a Thai university online instruction context. Moreover, this chapter presents the results of scrutinizing English ICS used by Chinese and Thai undergraduate students in a Thai university online instruction context taken from online questionnaires, as well as the insightful results of the Chinese and Thai undergraduate students' AAS when encountering their ICS problems in a Thai university online instruction context taken from in-depth online interviews.

Next, it investigates the comparison between English pronunciation competence and the types of EPS and ICS employed by Chinese and Thai undergraduate students in a Thai university online instruction context. Finally, it also shows discussions of the study, recommendations, and contributions and implications of the study.

Summary of the results of identifying English EPS used by Chinese and Thai undergraduate students when encountering their intercultural communication problems in a Thai university online instruction context

1. Regarding the summary of the results of English EPS employed by Chinese and Thai undergraduate students when encountering their intercultural communication problems in a Thai university online instruction context, the most outstanding result to emerge from the data, following the first objective of this dissertation, related to the investigation of pronunciation learning strategies employed by Chinese and Thai undergraduate students when encountering their intercultural communication problems in a Thai university online instruction context. It showed that both Chinese and Thai undergraduate students used their pronunciation learning strategies at a moderate level when interacting in English with their Chinese and Thai counterparts in a Thai university online instruction context. Chinese and Thai undergraduate students used metacognitive strategies more than other pronunciation learning strategies in a Thai university online instruction context. Specifically, in terms of their use of metacognitive strategies, both

Chinese and Thai undergraduate students used English when encountering their intercultural communication problems in a Thai university online instruction context. It shows that most Chinese undergraduate students mainly focused on learning particular English sounds purposeful and tried to memorize English sounds well; moreover, noting difficult words down for pronunciation was also employed during the presentation preparation stage. While most Thai undergraduate students noted their difficult words down in the presentation preparation stage, they tried to memorize English sounds together by trying to learn about phonetics. According to the results, those using their metacognitive strategies may do so because the Chinese undergraduate students' manifestation of their increased pronunciation proficiency resulted from dynamic changes in activating their task knowledge and personal knowledge of pronunciation learning and arousing their positive experiences in pronunciation learning. Furthermore, the Thai undergraduate students' improvements in their English pronunciation were all influenced by their motivational experiences in pronunciation learning, learning pronunciation with external assistance, and studying pronunciation via their efforts.

2. Summary of the results of attitudes towards EPS employed by Chinese and Thai undergraduate students using English when encountering their intercultural communication problems in a Thai university online instruction context

According to the results of attitudes towards EPS employed by Chinese and Thai undergraduate students using English when encountering their intercultural communication problems in a Thai university online instruction context taken from 8 major online open-ended questionnaire questions, the insightful findings of this study were all summarized as follows.

### 2.1 Engaging appropriate methods for English pronunciation improvements

Chinese undergraduate students mostly adopted them by listening to online English pronunciation practices via the internet retrieved from different websites and on YouTube, followed by reading English books aloud, learning English with different kinds of songs when communicating with other people around them, watching English movies and trying to speak out with English subtitles and soundtracks along with their intimate friends, talking slowly and clearly with Thai lecturers of English when requesting their

mutual help in practicing pronunciation skills, as well as practicing speaking out loudly by themselves as a way of getting used to practicing pronunciation. On the other hand, most Thai undergraduate students have different methods for improving their English pronunciation skills when using EOI. These included practicing learning English pronunciation skills via the internet by retrieving examples from different websites is mainly used, followed by watching English movies via their mobile phones and practicing speaking out with soundtracks, learning English with different kinds of social media by chitchatting English with their friends, trying to speak English with native English speakers after lectures, as well as trying to take English pronunciation questionnaires by themselves with interactive CDs.

## 2.2 Using Different English pronunciation styles

Chinese undergraduates mostly tried to simplify English words or sentences by pronouncing and using stress and intonation when expressing English with Thais and Chinese friends, followed by speaking English slowly when getting confused with both /r/ and // sounds, expressing easy-to-understand words when speaking English with Thais, and repeating the same reading units until they remembered the English words or statements. In particular, they spoke English in American accents more than British English when socializing in different Thai contexts, but they also tried to pronounce English in Thai accents. However, while they sometimes spoke in American accents or spoke English with the nasal Thai sound, English vowels were typically oral (the air is realized in the mouth), pronunciation of spoken English was more inclined to Chinese accents, talking with foragers in games with Chinese accents, while also trying to speak English with Lao-mixed Thai accents. Conversely, Thai undergraduate students mostly had different methods for improving their English pronunciation when using EOI. These were, speaking in American English accents and sometimes speaking English with Thai accents when interacting with their Chinese friends was frequently used for their English pronunciation learning styles in a Thai-speaking context. Specifically, most spoke English with local Northern Thai accents and spoke in American English accents more than British English for their English pronunciation learning styles in a Thai-speaking context. Also, they tried to pronounce English in Thai accents, but they sometimes spoke with American accents. These styles

were mainly preferred for their English pronunciation learning styles when using English in a Thai university online instruction context.

### 2.3 Factors Affecting English pronunciation errors

Chinese undergraduate students have mostly faced accent problems used in interactions with Chinese people in a Thai-speaking context. That is, not only English intonation changes but also some incorrect English pronunciations of words, which are all caused by the Thai environment; moreover, they mostly encountered rising volumes of the pronunciation of some English syllables. On the contrary, most Thai undergraduate students have similar problem sounds when interacting in English with Chinese people in a Thai context. The Thai environment is affected by intonation changes and some inaccurate English pronunciations of words. In addition, they encountered difficulties with the rising volumes with the pronunciation of some English syllables in a Thai-speaking context.

### 2.4 Factors Affecting English pronunciation errors

The Chinese students' English pronunciation errors/mistakes are all caused by the Thai language habits related to using syllable pronunciation and different kinds of Thai tones, along with their living habits and environment. Furthermore, words with similar pronunciation, words with a Thai pronunciation shift, and different accents are all encountered in their English pronunciation skills. Specifically, some Thai words were introduced from English, so both similarities and differences in pronunciation are not standard when speaking in English. In terms of difficulties in different accents, difficulties with a few Thai teachers' English accents are all caused by Thai pronunciation. It was found that some Thai people mostly speak English with a slight Thai accent. Also, regional accents, mainly the so-called Thai Lanna northern language (a dialect), affect their English pronunciation, while different English accents worldwide are also pronounced. Meanwhile, Thai undergraduate students have similar factors affecting their English pronunciation errors when using English in a Thai university online instruction context. Not only are difficulties with the Thai teachers' English expressions with Thai accents but also in pronouncing English words or expressions with a Thai Lanna northern language commonly encountered when using English in a Thai university online instruction context. Also, some Thai people's English expressions with a slight Thai accent are commonly found.

## 2.5 Socializing English Pronunciation Learning Strategies

In terms of their most frequent use of learning strategies in improving their English pronunciation, Chinese undergraduate students frequently practiced listening to and following English articles or dialogue recordings, followed by recordings of reading the correct pronunciation to children, and letting children imitate the pronunciation of English words, asking students to read, repeating and practicing phrases. More profoundly, practicing listening to the tape recorders and imitating standard pronunciation in English is most frequently used. Furthermore, metacognitive, affective, compensation, and social strategies are most frequently used to improve their learning strategies. On the other hand, in terms of their least frequently used learning strategies in improving their English pronunciation, it was discovered that making songs or rhyme to remember the pronunciation of specific words together with encouraging the students to learn by themselves, using face-to-face communication, as well as using memory strategies and affective strategies are least frequently used for improving their learning strategies when using English in a Thai university online instruction context.

In terms of the Thai undergraduate students' most and least frequently used pronunciation learning strategies, it was revealed that most of them have different most and least frequently used English pronunciation learning strategies when using English in a Thai university online instruction context. Experiencing the reading of correct pronunciations to children and letting the children imitate pronouncing English words were the most remarkable pronunciation learning strategies used. Not only listening to and following English articles or dialogue recordings but also asking students to read, repeat, and practice phrases and sentences, as well as practicing listening to the tape recorders, are frequently used. Furthermore, affective, compensation, and social strategies are often used, followed by memory strategies.

## 2.6 Integrating English Pronunciation Learning Strategies Used Most and Least Frequently

In terms of their most frequently used learning strategies, finding attractive words, stopping and thinking about those words, repeating English words by themselves, imitating standard pronunciation in English, and rote learning are most

frequently used for pronunciation learning strategies. Specifically, metacognitive, affective, cognitive, social, and compensation strategies are frequently used as pronunciation learning strategies. Meanwhile, regarding their least frequently used learning strategies, not only learning correct pronunciation during listening practice but also imitating standard pronunciation in English and using face-to-face communication is rarely used as pronunciation learning strategies. In addition, social, compensation, affective, cognitive, and memory strategies are not used as pronunciation learning strategies. On the other hand, in terms of the Thai undergraduate students' pronunciation learning strategies used most and least frequently, it was discovered that most of them have different English pronunciation learning strategies used most and least frequently when using English in a Thai university online instruction context. The most remarkable English pronunciation learning strategies of Thai undergraduate students using English in a Thai university online instruction context include their rote learning, finding attractive words, stopping and thinking about them, and repeating them themselves. Besides this, memory and compensation strategies are frequently used, followed by cognitive, affective, and social strategies. Regarding the least frequently used English pronunciation learning strategies of Thai undergraduate students using English in a Thai university online instruction context, learning correct pronunciation during listening practice is rare. Also, using memory strategies is rarely displayed, followed by compensation, cognitive, metacognitive, and affective strategies.

#### 2.7 Adopting Different Groups of Memory, Cognitive, Compensation, Metacognitive, Affective, and Social Strategies

Here, metacognitive strategies are often used, followed by cognitive, social, compensation, affective, and memory strategies. Meanwhile, their affective strategies are only sometimes used. On the other hand, most Thai undergraduate students have different English pronunciation learning strategies that are used most and least frequently when using English in a Thai university online instruction context. The most remarkable English pronunciation learning strategies used by Thai undergraduate students when using English in a Thai public higher education institution include their memory, cognitive, social, compensation, and affective and metacognitive strategies. Meanwhile, the least frequent employment of English strategies for learning by Thai undergraduate

students using English in a Thai public higher educational institution is their affective strategies, followed by their metacognitive, social, compensation, and cognitive strategies.

## 2.8 Applying Direct and Indirect Pronunciation Learning Strategies

Most Chinese undergraduate students have indirect pronunciation learning strategies when encountering intercultural communication problems in a Thai university online instruction context; meanwhile, most students have similar pronunciation learning strategies applied more frequently when encountering intercultural communication problems in a Thai university online instruction context. More profoundly, using direct strategies for learning pronunciation in Thai undergraduate students when encountering intercultural communication problems in a Thai university online instruction context is more frequently used than indirect pronunciation learning strategies.

Summary of the results of scrutinizing intercultural communication strategies (ICS) employed by Chinese and Thai undergraduate students using English in a Thai university online instruction context, as well as their academic adaptation competence when encountering intercultural communication problems in a Thai university online instruction context

Following the second objective of this dissertation, the results of this research related to scrutinizing the intercultural communication strategies used by Chinese and Thai undergraduate students and their academic adaptation competence when encountering intercultural communication problems in a Thai public higher education institution were detailed, as follows.

1. Summary of the results of scrutinizing Chinese and Thai undergraduate students' use of English intercultural communication strategies (ICS) when encountering intercultural communication problems in a Thai university online instruction context, taken from online open-ended questionnaires.

The most remarkable result from the data is that most Chinese undergraduate students mostly used their ICS when using English, at a moderate level when encountering intercultural communication problems while interacting in English as an online instruction with Thai counterparts in a Thai university online instruction context. Even though these Chinese undergraduate students seldom used intercultural communication

strategies, they tended to use a strategy concerning knowledge more than using other intercultural communication strategies. According to the results, their use of their knowledge related to being aware of the differences in religion and nationality between Chinese people may be because of the formation and development of English ICC of Chinese undergraduate students in a Thai university online instruction context, as well as their application of critical thinking skills, in terms of cultural values influencing the thinking mode and language impression of individuals in China PR. These all resulted from their apprehensiveness of historical knowledge, religious knowledge, educational systems, and political situations. Nevertheless, Chinese undergraduate students kept silent and passive in their learning in the academic context.

On the other hand, the Thai undergraduate students' most remarkable use of intercultural communication strategies was at a moderate level when facing Chinese counterparts using English as an online instruction with Thai counterparts in a Thai university online instruction context. Although most of them seldom used intercultural communication strategies, they were more likely to use critical cultural awareness than other intercultural communication strategies. Consequently, those using their critical cultural awareness related that they liked to learn new cultures from Chinese people, and this may be due to the Chinese university students' comprehensiveness of intercultural communicative competence together with intercultural awareness directly affecting their respect and politeness, all of which were essential to their better personal self-cultivation of intercultural communication.

2. Summary of attitudes towards academic adaptation competence of Chinese and Thai undergraduate students when encountering English intercultural communication problems before, during, and after studying in a Thai university online instruction context, taken from in-depth online interviews.

Following the second objective of this dissertation, the results of scrutinizing the AAS of Chinese and Thai undergraduate students when encountering their English intercultural communication problems before, during, and after studying in a Thai university online instruction context, taken from 10 primary online in-depth interviews, were all detailed into six significant aspects, as follows.

## 2.1 Preparing English Language Abilities and Language Learning Strategies Well

In terms of the Chinese and Thai undergraduate students' good preparation in studying English before arriving in Thailand, it was discovered that in order to improve their English and Thai conversations, as well as to practice learning social expressions of the northern Thai Lanna language in different real-life situations, the Chinese undergraduate students not only practiced communicating in English, Thai, and northern Thai Lanna languages with intimate Thai friends, classmates, and acquainted Thais, but they also took their study of English, Thai, and northern Thai Lanna languages courses or lessons from different social media. As they attempted to learn English, Thai, and northern Thai Lanna socio-cultural differences, the university's Thai buddy project was also provided for the Chinese undergraduate students' study during their long-term stay in a Thai university online instruction context. Meanwhile, the Thai undergraduate students attempted to clarify some confusion about their ways of life and different real-life situations with intimate Chinese friends, classmates, lecturers of English, Thai university staff, and local Thai people. They also tried to speak English with their Chinese classmates using English as a communication tool while studying in a Thai university online instruction context.

Regarding the Chinese undergraduate students' pre-departure preparedness before staying in a Thai university online instruction context, it was seen that the Chinese undergraduate students attempted to clarify or explain their cultural terms or topics with Thai counterparts by using the first part of the Thai counterpart's questions and the expectation of the Thai counterpart's purposes; moreover, they tried to replace new statements with Thai counterparts when they could not transfer them. Furthermore, they attempted to speak repeatedly to make their Thai counterparts understand, letting them speak repeatedly when not understanding. Meanwhile, Thai undergraduate students mostly used familiar words or useful expressions when interacting with their Chinese counterparts. Specifically, they provided more details for Chinese counterparts when they did not understand, and they also had to speak clearly and loudly with Chinese

counterparts when interacting with them. Also, they attempted to practice pronouncing words in the Mandarin Chinese accent and saying useful Mandarin Chinese expressions.

Also, in terms of the Chinese and Thai undergraduate students' on-campus orientation before being in a Thai university online instruction context, the Chinese undergraduate students mostly attempted to select conversation topics of shared common interests regarding cultural background. In addition, all of them were required to use English as a communication tool and Thai and Northern Thai dialects to facilitate communication when engaging in a Thai university online instruction context. Additionally, they all needed to use useful Thai language expressions taught in the lecture and make conversational dialogues in English and Thai, mostly fluently, with their Thai counterparts. Also, they practiced using appropriate English and Thai useful expressions with Thai counterparts in different academic and real-life situations. On the other hand, the Thai undergraduate students were all given training courses and intercultural activities on dealing with Chinese counterparts effectively and successfully and interacting in English as a primary language with Chinese counterparts inside and outside the university. Besides this, they all needed to be careful in using grammatically correct expressions in English with their Chinese counterparts. Also, they needed to ask for the repetition of any unclear pronunciation or foreign expressions in English, Thai, and Northern Thai dialects.

## 2.2 Enculturation and Acculturation with English Intercultural Communication Barriers

In terms of dealing with the Chinese and Thai undergraduate students' communication problems, it was seen that the Chinese undergraduate students not only endeavored to chat in English with both Chinese and Thai friends, but they also sought some exciting information via different social media before arriving in Thailand because they needed more communication practice and depth of information about Thai and local cultures in order to interact in English with Thais when staying in a Thai-speaking context. Furthermore, they practiced pronouncing English words and statements with their accents by doing more exercises regarding English and Thai language skills through social media. Moreover, they tried to ask their lecturers of English, Thai classmates, and Chinese counterparts about language communication issues and cultural

differences to deal with problems in a Thai-speaking context. In addition, they used translation software via their mobile phone and laptop computers or iPad to learn English, Thai, and northern Thai Lanna useful expressions and language skills. On the other hand, Thai undergraduate students seldom practiced learning either spoken English or Chinese useful daily expressions and real-life-oriented vocabulary to interact with Chinese counterparts and lecturers of English during their leisure time. However, Chinese undergraduate students also endeavored to use non-verbal communication like gestures, body language, and facial expressions to deal with their Chinese counterparts' social interaction.

In terms of describing the Chinese and Thai undergraduate students' experiences in cultural differences and culture shock during their stay in a Thai university online instruction context, the Chinese undergraduate students' experiences in cultural differences and culture shock during their stay in a Thai university online instruction context mainly influenced by the Thai lecturers' lack of punctuality and unclear detailed lectures together with their less interpersonal interaction with Chinese advisors, the Thai friends' eating and drinking habits, as well as different Thai teaching styles from those of China. On the other hand, the Thai undergraduate students encountered cooking their food under permitted conditions of Chinese counterparts, making noise when eating food, and speaking loudly in several places, as well as not making friends with Thai counterparts and not getting used to drinking with the same local handmade glass when visiting Thai counterparts' local house.

Also, in terms of adjustments of the Chinese undergraduate students' behavior when going back to China, it was found that the essential behavior they confronted included using the Chinese language to facilitate communication with their Chinese counterparts, attempting to build first impressions with Chinese people when interacting with them, avoiding causing worries with Chinese people or trying to get relaxed with them when speaking English and Chinese in their hometown, as well as greeting Chinese people in a friendly manner before starting a conversation. Meanwhile, the Thai undergraduate students, adjusting their behaviors when returning to their hometown, not only attempted to use their facial expressions with their Chinese

counterparts when discussing something with them, but they also tried to use eye contact with their Chinese counterparts when interacting with them. Furthermore, they all attempted to reply to their Chinese counterparts when they needed help understanding what they expressed. Also, they emphasized speaking slowly or expressing cultural understandings with their Chinese counterparts simply.

### 2.3 Familiarizing English–medium Intercultural Differences

In terms of the Chinese and Thai undergraduate students' self-adaptation after interacting in English with their interlocutors in a Thai academic context, this included learning the correct manners to use to communicate in English with their Chinese and Thai classmates, as well as Thai counterparts in different real-life situations, adjusting themselves by behaving appropriately with Thai counterparts, talking with Thai friends about their country's history or lifestyle habits and speaking slowly down when communicating with Thai friends. Furthermore, knowing how to deal in English with Thai counterparts by avoiding corrupt conduct, talking about sensitive issues, and knowing how to impress Thai counterparts directly affected the Chinese undergraduate students' better adjustment after interacting with Thais using English in a Thai academic context. On the other hand, the Thai undergraduate students were able to know their Chinese counterparts' needs, assume their Chinese counterparts want, understand what their Chinese counterparts needed, interpret their Chinese counterparts' wants, to know how to respond to their Chinese counterparts' body language appropriately, to know what to do when facing Chinese people's experiences in emergencies, as well as having a positive view of Chinese people from different cultures.

### 2.4 Socializing with AAS

In terms of the Chinese and Thai undergraduate students' misunderstanding of the Thai and Chinese cultures, it was found that the Chinese undergraduate students' understanding of the Thai culture was induced by trying to understand their Thai counterparts' main ideas, explaining reasons in detail, when their Thai counterparts did not understand what they express, giving some examples to help Thai counterparts understand what they say, finding out more understanding of Thai and local languages and culture, as well as cultural differences in real-life situations in a Thai–

speaking context. In terms of the Thai undergraduate students' understanding of Chinese culture, on the other hand, it was found that they gave some detailed examples to Chinese counterparts to understand what they said, used non-verbal communication to correct grammatical structures and sequence words or statements with their Thai counterparts' conversation in different real-life situations, and endeavored to focus on the appropriate use of language and intercultural understandings with Thai counterparts, as well as the use of body language to decrease Chinese counterparts' worries when interacting with them.

#### 2.5 Facing Intercultural Communication Challenges and Factors Influencing AAS

In terms of the challenges affecting the Chinese and Thai undergraduate students' AAS in a public Thai higher education institution, concerning their academic, socio-cultural, and language aspects, it was found that the Chinese undergraduate students mostly encountered engagement in their language learning strategies together with the practicing of English pronunciation skills, having difficulties in verbal communication and non-verbal communication skills, as well as dealing with problems in Thai and Northern Thai cultures. While others excelled in their courses without having high English language requirements, they needed help in courses related to humanities or business, demanding an advanced level of the English language. Also, they needed help in dealing with great freedom when attending lectures because moving between learning settings may have resulted in a fair amount of stress and problems because of the notable differences in the Chinese and Thai undergraduates' previous learning experiences and attitudes affecting their academic adaptation in a public Thai higher education institution. In this aspect, poor levels of English, a lack of familiarity with different study practices, and communication with the university community were primary concerns in dealing with people from different cultures.

#### 2.6 Facilitating Academic Supports

Regarding the most effective support for their academic adaptation in a public Thai higher education institution concerning their university supports, peer support, and psych-satisfaction support, it was found that the Chinese undergraduate

students' Thai buddy project was mainly supported when studying in a Thai public higher education institution. Besides this, intensive training courses related to intercultural understanding and self-adaptation in a Thai-speaking academic context were provided, and counseling services were also facilitated for them when studying English at this university. Also, the opportunity to approach their faculty staff and advisors was available when studying English in a Thai public higher education institution. Meanwhile, the Thai undergraduate students' cultural awareness and cross-cultural academic adaptation skills were provided when dealing with Chinese counterparts in a Thai-speaking academic context. Moreover, their English and Chinese Mandarin language supports were also supported. In this regard, academic orientation, student counseling services, and language were essential for successfully adjusting to both Chinese and Thai counterparts from their own cultures when studying abroad. Therefore, these students were able to recognize their home and host culture contexts, differing learning styles, and frustration in adjusting to the new social and academic life occurring in a Thai speaking contest in order to increase their awareness and cultural behavior and to make international campus services and program more effective and improve how they were used.

Summary of the results of the correlation of English pronunciation competence with the types of EPS and ICS employed by Chinese and Thai undergraduate students when encountering intercultural communication barriers in a Thai university online instruction context

Following the third objective of this dissertation, the results of testing English pronunciation competence related to their pronunciation of English consonant clusters employed by Chinese and Thai undergraduate students when encountering their intercultural communication barriers in a Thai university online instruction context were all detailed into three significant aspects, as follows.

1. Summary of the results of testing EPS related to the pronunciation of English consonant clusters employed by Chinese and Thai undergraduate students when encountering ICS problems in a Thai university online instruction context.

In terms of testing the EPS of 40 Chinese undergraduate students, when encountering their ICS problems in a Thai university online instruction

context from an online pronunciation ability test on English consonant clusters, it was revealed that the Chinese undergraduate students' very frequently mispronounced English onset and coda consonant clusters obtained from their English pronunciation questionnaires, and difficulties in pronouncing English consonant clusters mainly were found in the native-like level. On the other hand, in terms of testing the EPS of Thai undergraduate students, when encountering ICS problems in a Thai university online instruction context from online pronunciation questionnaires on English consonant clusters, it was revealed that the Thai undergraduate students' English onset and coda consonant cluster pronunciation obtained from the English pronunciation questionnaires came into difficulties in pronouncing English consonant clusters that were very frequently found in the advanced level.

2. Summary of the results of English onset and coda consonant cluster problem sounds of Chinese and Thai undergraduate students when encountering their ICS problems in a Thai university online instruction context taken from an online English pronunciation ability test.

The most remarkable result to emerge from the data related to the top three problem sounds of English onset and coda consonant clusters encountered by Chinese undergraduate students, according to the results of Chinese undergraduate students' English pronunciation ability test, is that most of them mostly mispronounced /pr/, /ts/, and /nd/. Specifically, the most occurring problem sound of /pr/ was frequently mispronounced. In terms of the Chinese undergraduate students' problem sounds of English onset consonant clusters, these were all exemplified as practice, prices, products, proved, presented, private, problems, printed, provides, and programs; meanwhile, the exemplified problem sounds of /ts/ included students, patients, texts, results, in terms of the Chinese undergraduate students' problem sounds of English coda consonant clusters, that were frequently mispronounced. Also, for example, the words: hand, and, found, sound, find, mind, friend, and understand were mispronounced words in terms of the Chinese undergraduate students' problem sounds of English coda consonant clusters and were frequently mispronounced as examples of the problem sound of /nd/.

On the other hand, the top three remarkable problem sounds of English coda consonant clusters that most Thai undergraduate students would most

mispronounce were /ts/, followed by /rs/and /sts/. The most common problem sound was /ts/, which was frequently mispronounced. Examples of the Thai undergraduate students' problem sounds of English onset consonant clusters were students, patients, texts, and results. The examples words for the problem sound /rs/ included; learners, customers, teenagers, advisors, worse, course, and teachers. These were frequently mispronounced for the Thai undergraduate students' problem sounds of English coda consonant clusters. Also, tests, interests, and tourists, in terms of the Thai undergraduate students' problem sounds of English three-coda consonant clusters, were frequently mispronounced as examples of the problem sounds of /sts/.

3. Summary of the results of the overall comparison of EPS with types of PLS and ICS employed by Chinese and Thai undergraduate students when encountering English ICS barriers in a Thai university online instruction context (Between-Groups)

Both high-proficiency and low-proficiency Chinese and Thai undergraduate students' English pronunciation ability when encountering ICS barriers compared with their English pronunciation proficiency and ICS competence were significantly different at 0.001.

## Discussion

1. Results of investigating English PLS employed by Chinese and Thai undergraduate students when encountering intercultural communication problems in a Thai university online instruction context are all discussed as follows:

The most outstanding result to emerge from the data, following the first research question of this dissertation, related to the investigation of strategies for learning pronunciation employed by Chinese and Thai undergraduate students when encountering intercultural communication problems in a Thai public higher educational institution, was that both Chinese and Thai undergraduate students used EPS at a moderate level when encountering intercultural communication problems with their Chinese and Thai counterparts in a Thai public higher education institution. Even though both Chinese and Thai undergraduate students used their metacognitive strategies more than other EPS, both tended to use metacognitive strategies when encountering intercultural

communication problems in a Thai public higher education institution. Specifically, in terms of the use of metacognitive strategies by both Chinese and Thai undergraduate students when encountering intercultural communication problems in a Thai public higher education institution, it was discovered that most Chinese undergraduate students not only mainly focused on learning particular English sounds purposeful, but they also tried to memorize English sounds well. Moreover, noting difficult words down to pronounce during the presentation practice stage was also used. On the contrary, most Thai undergraduate students noted their difficult words down to pronounce while preparing for a presentation. Additionally, they tried to memorize English sounds well together with trying to learn something about phonetics. According to the results, for those using metacognitive strategies, this may be because the Chinese undergraduate students' manifestation of their increased pronunciation proficiency resulted from dynamic changes when activating their task knowledge and personal knowledge of pronunciation learning, as well as arousing their positive experiences in pronunciation learning.

Meanwhile, the Thai undergraduate students' improvements in their English pronunciation were all influenced by their motivating experiences in pronunciation learning, learning pronunciation with external assistance, and learning pronunciation by self-effort. In line with the study of Jiang and Cohen (2018), it was insisted that the problems and subsequent students' reports of their strategies for coping did not marry with their reading errors or the EPS they drew upon, thus stressing the importance of the need for contextualized strategy research. More profoundly, the learners' beliefs in motivation and the difficulty of English language learning directly led to their understandings of metacognitive strategies, or learners' perceptions of metacognitive strategies that formed their beliefs about motivation and how difficult the English language was to learn. Other factors may have been a direct cause of learners' beliefs and affected their perceptions of metacognitive strategies. Most importantly, how difficult the English language was to learn and the nature of English language learning all strongly impacts success in English language learning. However, a notably positive relationship occurred between their notions about motivation, the difficulty of English language learning, and their views concerning

metacognitive strategies. Also, this study proposes that students' beliefs can be addressed by a variety of English instruction as well as metacognitive strategies training.

2. Results of scrutinizing English ICS employed by Chinese and Thai undergraduate students when encountering a Thai university online instruction context, as well as their AAS when encountering their intercultural communication problems in a Thai university online instruction context

2.1 Results of the investigation of the Chinese and Thai undergraduate students' use of ICS when encountering their intercultural communication problems in a Thai university online instruction context, taken from online open-ended questionnaires, were all discussed as follows.

The most remarkable result from the data is that most Chinese undergraduate students used their ICS when encountering intercultural communication problems in a Thai university online instruction context at a moderate level. Even though these Chinese undergraduate students seldom used their ICS, they tended to use a strategy of knowledge more than using other intercultural communication strategies. According to the results, those using their knowledge may have done so because of the formation and development of ICS of Chinese undergraduate students in a Thai university online instruction context, as well as their application of critical thinking skills, in terms of cultural values influencing the thinking mode and language impression of individuals in China PR., all resulted from their apprehensiveness of knowledge concerning history, religion, as well as systems of education and political situations. Nevertheless, Chinese university students kept silent and passive in their learning in an academic context.

With references to the study of Li (2013), and Meng et al. (2017), it was insisted that knowledge is defined as perceiving both home culture contexts in the global context and the target cultural backgrounds together with historical, geographical, economic, political, and other different impacts. Additionally, a tendency for interlocutors' lack of cultural awareness substantially increased when stepping into a new culture, so beliefs and behaviors were all influenced by the home culture context. Likewise, the study of Zhou, Xu, and Bayley (2011) insisted that one's physical, emotional, and spiritual well-being played an essential role in Chinese culture. In contrast, an individual's right to know

the truth was mainly found in a human rights-based society. Also, Yu Cheng (2018) asserted that the causes of problems and conflicts facing Chinese university students when staying in overseas countries included differences in thinking mode, behavior norms, and value orientation. In terms of differences in thinking mode, people's different cognition in different regions was influenced by implicit and restrained tradition; meanwhile, the moral standards and codes of conduct, in terms of their differences in behavior norms, were all shared by the society so that they would sometimes judge the words and behavior of each other, according to their cultural backgrounds. Also, people's rules of behavior, ways of thinking, life philosophy, and moral standards, in terms of their differences in value orientation, all resulted in values. It is, therefore, unconsciously accepted that people living in a society strongly conceive of the value system concerning their own traditional culture, resulting in their attitudes to lifestyles and humankind's standards.

On the other hand, the Thai undergraduate students' most remarkable use of ICS was at a moderate level when faced with Chinese counterparts using English in an online instruction context. Although most of them seldom used ICS, they were likely to use a strategy of critical cultural awareness more than using other ICS. Consequently, those using their critical cultural awareness may be due to the Thai university students' comprehensiveness of intercultural communicative competence and intercultural awareness that directly affect their respect and politeness, all essential to their better personal self-cultivation for intercultural communication. In line with the study of Yu Cheng (2018), it was noted that having the knowledge of social communication etiquettes, taboos, social habits, and daily habits, as well as engaging in social activities from two different cultures, not only could assist in providing improvements for intercultural communicative competence in a Thai-speaking context but also established psychological adaptation and flexibility in effective intercultural communication. More profoundly, Lily Ye and Viv Edwards (2015) also speculated that Chinese international students are proactively associated with strategies for coping when encountering challenges and adapting to unfamiliar social settings. In addition, having a stable and continuous self-identity was achieved either culturally or academically through self-flexibility, autonomy, creativity, authenticity, and reliance on an ontological identity. Also, Cai Yongliang (2011) asserted

that language, which was associated with thought functions, culture, and society, was the most significant transferer of human thought, comprehension, and grasp of the external world through language. Language also had a specific restrictive element to this. Moreover, the language involved how culture functioned, was constructed for cultural heritage, and bore functionality. Additionally, the essence of language was related to humans and humans' social attributes. One is not an individual island of existence, but rather, exists amongst cultural and social others. Thus, by being at the center of the existence of humans, language is its essence, a social attribute of humanity.

2.2 Results of scrutinizing the academic adaptation competence of Chinese and Thai undergraduate students when encountering intercultural communication problems before, during, and after studying in a Thai university online instruction context taken from in-depth online interviews were all discussed as follows.

2.2.1 Academic adaptation competence of Chinese and Thai undergraduate students when encountering intercultural communication problems before studying in a Thai university online instruction context.

In terms of the Chinese and Thai undergraduate students' preparation in studying English before arriving in Thailand, it was shown that in order to improve their English and Thai conversations, as well as to practice learning social expressions of the northern Thai Lanna language in different real-life situations, the Chinese undergraduate students not only practiced communicating in English, Thai, and northern Thai Lanna languages with Thai intimate friends, classmates, and acquainted Thais, but they also took their study of English, Thai, and northern Thai Lanna languages courses or lessons from different social media. As they attempted to learn English, Thai, and northern Thai Lanna socio-cultural differences, the university's Thai buddy project was also provided for the Chinese undergraduate students' study during their long-term stay in a Thai-speaking context. Meanwhile, Thai undergraduate students mostly used familiar words or useful expressions when interacting with their Chinese counterparts. Specifically, they provided more details for Chinese counterparts when they did not understand, and they also had to speak clearly and loudly with Chinese counterparts when interacting with them. Additionally, they attempted to practice pronouncing Chinese words with the

Chinese Mandarin accent and saying useful Chinese Mandarin expressions. In this regard, this was because both showed effective coping strategies directly leading to their self-effort before using EOI in a Thai public higher education institution.

Moreover, these strategies are individualistic and founded on personal backgrounds and social and psychological characteristics to improve English and build self-confidence, as quoted in the exemplified statements below. With references to the study of Lin Wang (2018), she reinforced the results of previous work inspired by Hofstede's cultural dimension analysis that stated that one's success in academia was connected to persistence and working hard. Moreover, interlocutors from different cultures were incredibly motivated to seek academic excellence and did not wish all to be aware of their troubles due to the concerns with saving face. In general, all the difficulties they encountered needed to be solved by themselves due to their individual efforts. It was, therefore, insisted that a continuation of persistence and hard work would aid them in overcoming their problems with language learning. Also, in line with the study of Zhang Hang (2013), it was illuminated that lacking English competence, differences in studying and teaching paradigms, high expectations of academic success causing high stress, a lack of familiarity with norms of discourse, cultural misunderstandings from the faculty and class, a lack of connectivity with local society and people, as well as a high tolerance for depression should be all addressed for international students' self-adaptation competence.

2.2.2 AAS of Chinese and Thai undergraduate students while encountering their English intercultural communication problems in a Thai university online instruction context.

In terms of the Chinese and Thai undergraduate students' experiences of cultural differences and culture shock during their stay in Thailand, the Chinese undergraduate students' experiences in cultural differences and culture shocks were influenced by the lecturers' teaching schedules. Thai teaching differs in style from China. As well as a lack of punctuality and unclear detailed lectures, there is less interpersonal interaction with advisors because their multicultural misunderstandings when encountering their English intercultural communication barriers in a Thai university online instruction context were all driven by their interdisciplinary knowledge along with different

language learning and lifestyles, their self-development in values, their attitudes, and global perspectives, inadequate numbers of education resources and job opportunities in China, increased recruitment by foreign institutions, the belief that studying in international universities lead to highly-qualified educational developments, educational values, escape from an unpleasant learning environment, as well as social, peer, and family pressures. The findings cited above were also consistent with the results of an empirical study about the cross-cultural adaptation that Chinese students faced when studying in Thailand. Much of the findings have identified that spending double time on their study in the Thai classroom mainly caused their physical fatigue. At the same time, the period from 12 p.m. to 2 p.m. was time for Chinese people to nap, and afternoon napping was believed to enable them to recover their energy and increase their work efficiency.

Furthermore, it was also noted that the Thai academic staff's class flexibilities, together with their students' open opportunities for social interaction and idea-sharing, using cooperative learning approaches to stimulate students' debates, giving group assignments via Facebook and presentations, as well as taking tests during the semester all highlighted their differing approaches to academia with different learning environments and styles of studying in the context of Thai academic (Songsirisak, P. 2018). Likewise, the study of Man Luo and Xiaofang Zhang (2021) also asserted that the international students' pressure coping model included personality, adult attachment styles, cognitive appraisal, coping styles, and social support networks that directly led to their effective intercultural communication. Moreover, the international students' cultural acquisition model relating to cultural distance, host language proficiency, self-deterministic motivation, and cultural intelligence resulted in their successful intercultural communication competence. Also, the international students' social identity model regarding their sense of discrimination and cross-cultural strategies of the acculturating population should be enriched for their academic adaptation accomplishment.

On the other hand, the Thai undergraduate students faced cooking their food under the permitted conditions of their Chinese counterparts, making noise when eating food, speaking loudly in several places, and not making friends with their Thai counterparts. This opinion was due to the Thai students' need for familiarity with Chinese

socio-cultural differences, not accounting for their considerable stress and lack of involvement in confrontation and adaptation to unfamiliar physical and psychological changes of Chinese counterparts staying in a Thai-speaking academic context. Following the study of Niemets et al. (2016), it was claimed that international students' encounters with culture shock, learning shocks, language shocks, and role shocks resulted in their particular stress. Moreover, Kim and Park (2010) also generalized that coping with interlocutors' assimilation, adaptation, biculturalism, and multiculturalism must be acquired for their successful cross-cultural skills in a new country and a new campus culture to handle many different and unexpected problems.

2.2.3 Academic adaptation competence of Chinese and Thai undergraduate students when encountering their intercultural communication problems after Studying in a Thai university online instruction context

In terms of the Chinese and Thai undergraduate students' self-adaptation after interacting in English with Thai counterparts when encountering English intercultural communication barriers in a Thai university online instruction context, it was discovered that learning the correct manners to use to communicate in English with the Chinese and Thai classmates, as well as Thai counterparts in different real-life situations, adjusting themselves by behaving appropriately with Thai and Chinese counterparts, and their family, talking with Thai friends about their country's history or lifestyle habits and speaking slowly down when communicating with Thai friends, knowing how to deal English with Thai counterparts by avoiding corrupt conduct and talking about sensitive issues, and knowing how to impress Thai counterparts directly, all affected the Chinese undergraduate students' better adjustment after interacting with Thais using English in a Thai academic context. On the other hand, most Thai undergraduate students were able to know what their Chinese counterparts needed, assume what their Chinese counterparts wanted, understand what their Chinese counterparts needed, interpret their Chinese counterparts wants, to know how to respond to their Chinese counterparts' body language appropriately, to know what to do when facing with Chinese people's experiences in emergencies, as well as having a positive view of Chinese people from a different culture. With references to the study of Songsirisak (2018) on "Cross-Cultural Adaptation of

Chinese Students: Problems and Solutions," he remarked that most language barriers in cultural adaptation in both English and Thai were caused by not possessing strategies for intercultural communication with Thais, lack of familiarity with Thai food and social manners, not knowing correct social behaviors, and lack of awareness regarding the culture of classrooms in Thailand. The research suggested three leading solutions and strategies. These include more study of the Thai language and culture, acquiring better competence in intercultural communication strategies to talk with Thais, and giving more detailed orientation training prior to arriving in Thailand to understand better cultural behaviors in Thailand, etiquette, and learning habits in Thai universities. Wutthisarnwattana (2021) asserted that Chinese students lacked knowledge and interest in Thai culture. Thai and English language barriers are also encountered and contributed significantly to the cross-cultural adaptation barrier, particularly in social support and life change. Moreover, their cultural differences, together with different ways of cultural communication and interpretation, as well as a lack of knowledge of both Thai and English language and cultural aspects, and cultural competence were all met with their cultural barriers and self-adjustment. In line with the previous study by Shih Yi Huang (2021), it was claimed that the Thai university studying culture, Thai administrative culture, Thai interpersonal culture, Thai social culture, eating habits of Thais, daily habits of Thais, as well as non-verbal communication directly led to the Chinese university students' better intercultural understanding together with their intercultural awareness, as well as flexible intercultural academic adjustments in the Thai-speaking academic context should all be required for their effective intercultural communicative abilities and adaptive academic intelligence in a Thai international university.

The results of investigating the correlations of English pronunciation competence with the types of English pronunciation learning strategies (PLS) and intercultural communication strategies (ICS) employed by Chinese and Thai undergraduate students when encountering English intercultural communication barriers in a Thai public higher education institution were discussed.

1. Results of testing EPS related to the pronunciation of English consonant clusters employed by Chinese and Thai undergraduate students when encountering English intercultural communication barriers in a Thai university online instruction context

The testing results for the EPS of 40 Chinese undergraduate students when encountering English intercultural communication barriers in a Thai university online instruction context were taken from an online pronunciation ability test on English consonant clusters. It revealed that Chinese undergraduate students frequently had difficulty pronouncing English onset and coda consonant clusters obtained from their English pronunciation questionnaires, especially at the native-like level. On the other hand, in terms of testing the EPS of Thai undergraduate students when encountering their intercultural communication problems in a Thai university online instruction context, when results were taken from their online pronunciation questionnaires on English consonant clusters, it was apparent that the Thai undergraduate students' English onset and coda consonant cluster pronunciation obtained from their English pronunciation questionnaires revealed difficulties in pronouncing English consonant clusters most frequently at the advanced level because both Chinese and Thai undergraduate students' English pronunciation abilities that were taken from English pronunciation questionnaires mainly were found from the native-like level to the advanced level. Both of them using English in a Thai university online instruction context mostly obtained adequate knowledge of English pronunciation to learn how to produce English sounds correctly. Furthermore, their high level of preparation, a wide variety of listening, speaking, and pronunciation drills, and the frequency of using English pronunciation that needed to be recognized all resulted in learning accuracy, intelligibility, and acceptance of English pronunciation. Following the study of Plailek, T. and Abigail M. Essien (2015), it was claimed that international students' adequate practice time in English pronunciation and requirements for speaking opportunities in real-life situations both inside and outside the university environment should be better facilitated in order for their improvement of English proficiency. Also, the linguistic differences in phonology, word order, and verbal system should be enhanced to activate their English pronunciation knowledge. The study by Tawan Rattanaprasert and

Prachamon Aksornjarung (2011) claimed that mastering phonetic knowledge, vocabulary knowledge, grammatical knowledge, pragmatic knowledge, and the folk adage of the English language helped Chinese students' improvements for their ICS in Thailand. Also, Yates and Wahid (2013); Yu (2013) asserted that this kind of anxiety toward language could hinder intercultural understanding development, even where social interaction was possible.

2. Results of identifying English onset and coda consonant cluster problem sounds of Chinese and Thai undergraduate students when interacting in English in a Thai university online instruction context taken from an online English pronunciation ability test

The most remarkable result to emerge from the data related to the top three problem sounds of English onset and coda consonant clusters encountered by Chinese undergraduate students, according to the results of Chinese undergraduate students' English pronunciation ability test, was that most of them frequently mispronounced /pr/, /ts/, and /nd/. Specifically, the most occurring problem sound of /pr/ was frequently mispronounced in terms of the Chinese undergraduate students' problem sounds of English onset consonant clusters. Examples were found in words such as practice, prices, products, proved, presented, private, problems, printed, provides, and programs; meanwhile, the example words with the problem sound of /ts/ included students, patients, texts, and results. In terms of the Chinese undergraduate students' problem sounds of English coda consonant clusters that were frequently mispronounced. Also, hand, found, sound, mind, friend, and understand. The Chinese undergraduate students' problem sounds of English coda consonant clusters were frequently mispronounced as examples of the problem sound of /nd/ because of their thinking. If they spoke Thai, communication would be acceptable instead of speaking English, especially in a Thai-speaking environment. Most importantly, this involved problems for learners needing to restructure their thoughts (Rababah & Zughoul, 2017).

On the other hand, the top three remarkable problem sounds of English coda consonant clusters that most Thai undergraduate students mostly mispronounced were /ts/, followed by /rs/, and /sts/. The most common problem sound was

/ts/, which was frequently mispronounced. In terms of the Thai undergraduate students' problem sounds of English onset consonant clusters, examples were students, patients, texts, and results. The exemplified problem sounds of /rs/ included learners, customers, teenagers, advisors, worse, course, and teachers. In terms of the Thai undergraduate students' problem sounds of English coda consonant clusters that were frequently mispronounced. Also, tests, interests, and tourists, in terms of the Thai undergraduate students' problem sounds of English three-coda consonant clusters, were frequently mispronounced and were examples of the problem sound /sts/.

According to the results, this was because both Chinese and Thai undergraduates struggle with pronunciation errors. After all, they are not familiar with the sounds. Managing these problems is best done by tackling these new sounds head-on. Moreover, treating the mechanics of physical human sound production as if they were an instrument, as well as analyzing the details of the sound production to correct pronunciation errors. In line with the study of J. Louis Stevens (2017), it was insisted that /sp-/ is a consonant cluster in the word "speak" and /tr-/ is a consonant cluster in the word "try" and a word, such as "price" demonstrated the problems of English consonant clusters in onset and coda positions encountered by Chinese undergraduate students studying English in a Thai-speaking environment. A factor could be that different backgrounds and many dialects in Chinese such as Mandarin and Cantonese. The process means L1 knowledge would interfere with the L2, and the L1 could actively hinder L2 learning because there are no consonant clusters, which are always separated by vowels in Chinese. He also indicated in his finding that the most difficult English consonant clusters are found in real-world practice or real situations because Chinese students speak English in a Thai-speaking environment, which makes them confused about which language they should speak. At the same time, they cannot communicate with a shop assistant who cannot speak English, and finally, they try to speak Thai instead. Like the study of Zhou Yin (2015), she claimed that pronunciation errors often made by Chinese ESL students go back to the students' frequent tendency to translate back to their mother tongue. In reality, the sharing of standard word orders between the two languages proves to exasperate the problem. More specifically, there is a noticeable gap with the lack of

consonant clusters in Chinese. English has the "r" or "l" sounds— "tr," "dr," "pl," "cl," "fr," "fl," and "pr," which are very challenging to Chinese learners. Subsequently, when studying English, Chinese students tend to insert vowels within unfamiliar clusters and replace alien consonant sounds with sounds they are more familiar with. So, many consonant final sounds and clusters are very unfamiliar to students from China, necessitating close attention to the pronunciation of words in English.

On the other hand, the top three remarkable problem sounds of English coda consonant clusters that most Thai undergraduate students mostly mispronounced were /ts/, followed by /rs/, and /sts/. The most common problem sound was /ts/, which was frequently mispronounced. In terms of the Chinese undergraduate students' problem sounds of English onset consonant clusters, these were all exemplified in words such as students, patients, texts, and results; meanwhile, the examples for problem sound /rs/ included learners, customers, teenagers, advisor's, worse, course, teachers. Also, tests, interests, and tourists were words with problem sounds of English three-coda consonant clusters frequently mispronounced for /sts/ because English consonant clusters and vocabulary with consonants at the end were not found in Chinese. Moreover, English vowels inserted in clusters of consonants were all added, and consonants were all substituted. Words that ended with consonants in English were also challenging to find in Chinese, particularly in those endings in "n" or "ng." However, Chinese students pronounced Words in English that ended with the consonant sounds with an "ah" or "EU" vowel sound at the word's ending, omitting the final consonant sound entirely.

3. Results on the overall comparison of English pronunciation competence with their types of pronunciation learning strategies and intercultural communication strategies employed by Chinese and Thai undergraduate students when encountering their English intercultural communication barriers in a Thai university online instruction context (Between-Group)

In regards to the results of these findings, it is shown that both high-proficiency and low-proficiency Chinese and Thai undergraduate students' English pronunciation ability compared with their English pronunciation proficiency and their English ICS were not significantly different at .01 because not only were their English language

ability but also their communication had large influences on both Chinese and Thai undergraduate students' intercultural abilities when interacting English in a Thai university online instruction context. Specifically, their outgoing personality and previous cross-cultural experiences directly led to their effective English ICS. Also, building self-confidence and having a positive mindset regarding how to study English effectively and communicate in English with Chinese and Thai counterparts were likely to result in psychological depression and academic adaptation.

The study of Magdalena Szyszka (2015) revealed that phonological competence and meta-competence, in addition to efforts to raise awareness, all played a significant part in pronunciation acquisition of L2; however, other learners of English did not necessarily prize these points highly in determining L2 acquisition. Furthermore, it was mostly agreed that strategies for learning pronunciation contributed to the English pronunciation acquisition process. Listening to L2 as an active strategy is seen as one of the most frequently used skills, particularly in imitation, repetition, and singing songs, so it requires involvement in the production of speech on the part of the learners. In order to understand the complexity of L2 pronunciation acquisition well, setting both involving and interesting tasks might elevate learners' motivation, whose concerns for L2 pronunciation were influenced mainly by English pronunciation. It was also concluded that instruction and raising awareness are essential for learning pronunciation.

### **Contributions and Implication for the Study**

Insightful contributions or implications for the Chinese and Thai undergraduate students' comparison of their EPS and use of ICS, as well as their AAS before, during, and after studying English in a Thai university online instruction context, were all detailed, as shown below.

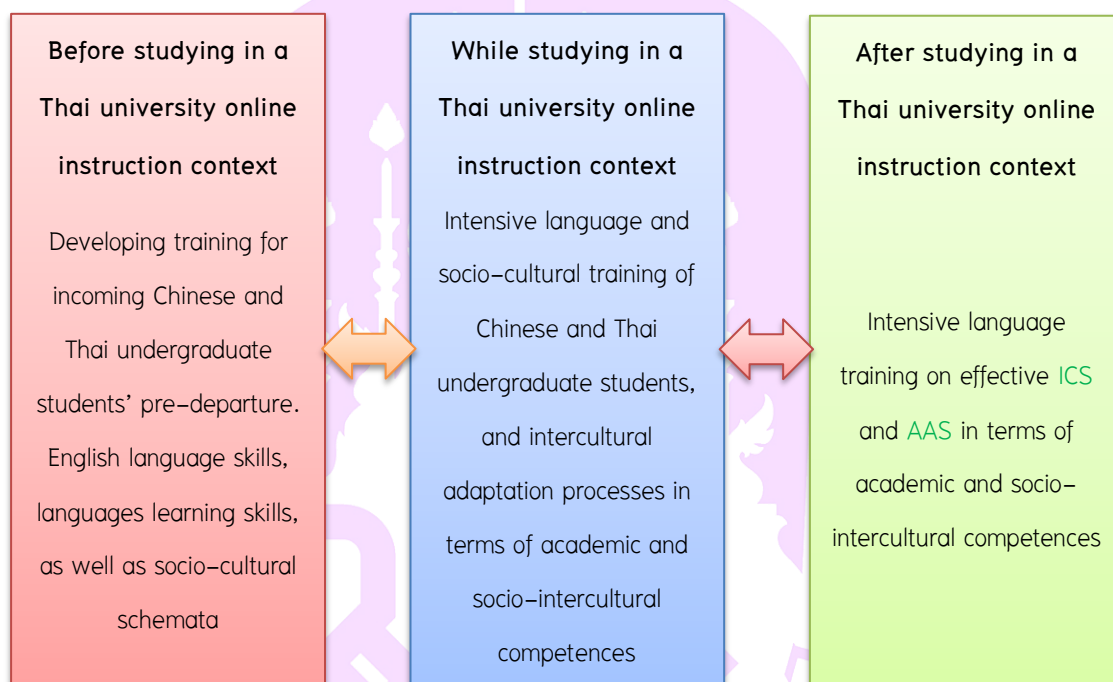
Before studying in a Thai university online instruction context

Developing training for incoming Chinese and Thai undergraduate students' pre-departure. English language skills, languages learning skills, as well as sociocultural schemata

While studying in a Thai university online instruction context

Intensive language and socio-cultural training of Chinese and Thai undergraduate students and intercultural adaptation processes in terms of academic and socio-intercultural competences

After studying in a Thai university online instruction context Intensive language training on effective ICS and AAS in terms of academic and socio-intercultural competences



**Figure 3 A framework for concept mapping**

In conclusion, this study suggests that in order to deal with Thai counterparts using English as a medium for social interaction in a Thai-speaking context, educators should be aware of developing different training courses and practical activities for the incoming numbers of pre-departure Chinese students in terms of EPS and better socio-cultural understandings before, during, and after coming to Thailand. Most importantly, the pre-departure Chinese students' various training courses in English and Thai language skills and socio-cultural dimensions related to cultural awareness and appreciation should be mainly supported before coming to Thailand. Besides this, Chinese students' intensive English and Thai language and socio-cultural training of Chinese students and their

adjustment processes in terms of academic and cultural competencies should be facilitated for their better improvements while staying in Thailand. Also, the Chinese students' intensive training on effective ICS and self-adaptation strategies in terms of academic and cultural competencies should be better provided after arriving in Thailand. Moreover, Chinese students can develop adequate academic and cultural competence by doing such things so that they can overcome cultural and linguistic barriers within the host country and so that these Chinese students will attain a comprehensive knowledge of Thai culture that supports their adaptation process. From these results, it is also possible to conduct further research regarding the pre-departure training for language and culture and how those courses help Chinese students adjust successfully in the Thai-speaking context.

#### **Limitations of this Dissertation**

1. Further studies could be conducted with other groups studying in different programs, educational institutions or universities, and overseas countries such as in other fields and other levels of study. Another possibility would be a comparative study of other university students in higher education institutions or universities from overseas countries.

2. A further study might be conducted using other taxonomies of ICS and academic or cultural adjustments in other higher educational institutions or universities of different overseas countries.

3. A further study might be conducted using other factors (such as cultural schemata, norms, and values) affecting ICS and AAS in higher education institutions or universities of different overseas countries.

4. A study should be conducted, as a comparative study, of the use of ICS and AAS before, during, and after studying in a Thai public higher education institution in order to explore whether training in ICS and AAS affect the best solutions for Chinese and Thai students' effective English communication and intercultural competences in different education institutions/universities of different overseas countries or not.

## Conclusion

This chapter introduces the results of identifying the EPS used by both fourth-year Chinese and fourth-year Thai undergraduate students using English in a Thai university online instruction context. Moreover, this chapter presents the results of scrutinizing English ICS used by fourth-year Chinese and fourth-year Thai undergraduate students in a Thai university online instruction context taken, from online questionnaires, as well as the insightful results of the Chinese and Thai undergraduate students' AAS when encountering their intercultural communication problems in a Thai university online instruction context, taken from in-depth online interviews. Next, it reports the investigation of the correlations between English pronunciation competence compared with the types of EPS and ICS used by fourth-year Chinese and fourth-year Thai undergraduate students when encountering ICS problems in Thai university online instruction context. Finally, it also provides discussions concerning the study, recommendations, and contributions and implications for the study.



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APPENDIX

มหาวิทยาลัยพะเยา  
UNIVERSITY OF PHAYAO

## Appendix A In-depth Interview Questions on Academic Adaptation

For Chinese Students

### In-depth Interview Questions on Academic Adaptation :

*“English Intercultural Communication Strategies, Academic Adaptation Strategies, and English Pronunciation Competence of Chinese EFL Undergraduate Students Using English as an Instruction in Thai Higher Educational Institutions”*

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**Instruction: Instruction :** According to the 2<sup>nd</sup> objective of my dissertation, this dissertation aims to investigate the Chinese and Thai undergraduate students' English pronunciation learning strategies in a Thai Higher Educational Institution, the in-depth interview questions will be carried out for the academic adaptation of the Chinese and Thai undergraduate students using English as an instruction in a Thai higher educational institution.

1) Before arriving in Thailand, how you prepare yourself to study English here?

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2) When you first arrive in Thailand, have you experienced any communication problems with Thai people? If so, how do you deal with the problems?

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3) In terms of cultural differences, have you ever experienced culture shock during your stay in Thailand? If so, please describe

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4) How can you adjust yourself after interacting with Thai people using English in Thai academic context?

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5) How can you adjust yourself when you misunderstand the Thai culture?

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6) Do you expect any intercultural communication problems when going back to your home country? & what are they?

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7) What are the challenges affecting your academic adaptation in a Thai-speaking context?

Academic challenges

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Socio-Cultural challenges

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Language challenges

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8) What are the most supports affecting your academic adaptation in a Thai-speaking context?

University Supports

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Peer Supports

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Psych-satisfaction Supports

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9) In terms of your pre-departure preparedness, what have you prepared your life before staying in a Thai-speaking context?

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10) In terms of your on-campus orientation, what have you prepared your life before staying in a Thai-speaking context?

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**References:** Adapted with Berado (2008) "Intercultural Communication Strategies" and Kim (2017) "Theory of Cross-Cultural Adaptation" & re-adapted by Mudassir Hussain and Hong Shen. (2020). A Study on Academic Adaptation of International Students in China.

For Thai Students

**In-depth Interview Questions on Academic Adaptation :**

*“English Intercultural Communication Strategies, Academic Adaptation Strategies, and English Pronunciation Competence of Chinese EFL Undergraduate Students Using English as an Instruction in Thai Higher Educational Institutions”*

-----

**Instruction: Instruction :** According to the 2<sup>nd</sup> objective of my dissertation, this dissertation aims to investigate the Chinese and Thai undergraduate students' English pronunciation learning strategies in a Thai Higher Educational Institution, the in-depth interview questions will be carried out for the academic adaptation of the Chinese and Thai undergraduate students using English as an instruction in a Thai higher educational institution.

1) How you prepare yourself to study English in a Thai higher educational institution?

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2) Have you experienced any communication problems with Chinese people? If so, how do you deal with the problems?

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3) In terms of cultural differences, have you ever experienced culture shock during your stay in Thailand? If so, please describe

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4) How can you adjust yourself after interacting with Chinese people using English in Thai academic context?

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5) How can you adjust yourself when you misunderstand the Thai culture?

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6) Do you expect any intercultural communication problems when going back to your hometown? & what are they?

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7) What are the challenges affecting your academic adaptation in a Thai higher educational institution?

Academic challenges

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Socio-Cultural challenges

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Language challenges

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8) What are the most supports affecting your academic adaptation in a Thai higher educational institution?

University Supports

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Peer Supports

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Psych-satisfaction Supports

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9) In terms of your pre-departure preparedness, what have you prepared your life before staying in a Thai higher educational institution?

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10) In terms of your on-campus orientation, what have you prepared your life before staying in a Thai higher educational institution?

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**References:** Adapted with Berado (2008) "Intercultural Communication Strategies" and Kim (2017) "Theory of Cross-Cultural Adaptation" & re-adapted by Mudassir Hussain and Hong Shen. (2020). A Study on Academic Adaptation of International Students in China.

Appendix B Questionnaire Questions: “Chinese Undergraduate Students’ Intercultural Communication Strategies”

For Thai Students

Questionnaire Questions:

**“Chinese Undergraduate Students’ Intercultural Communication Strategies”**

“Intercultural Communication Strategies, Academic Adaptation Strategies, and English Pronunciation Competence of Chinese and Thai Undergraduate Students Using English as an Instruction in a Thai Higher Educational Institution”

**Instruction :** According to the 1<sup>st</sup> objective of my study, this dissertation focuses on investigating the Chinese and Thai undergraduate students’ intercultural communication strategies in a Thai higher educational institution.

There are the 2 following parts related to the intercultural communication strategies used by Chinese and Thai undergraduate students in a Thai higher educational institution :

Part 1 : Demographical Information

Part 2 : Use of Intercultural Communication Strategies

**Part 1 : Demographical Information**

- 1) Gender  Male  Female
- 2) Age  19 years  20 years  
 21 years  22 years  
 Other (please specify) .....
- 3) Level of Study  Freshmen (1<sup>st</sup> year)  Sophomore (2<sup>nd</sup> year)  
 Junior (3<sup>rd</sup> year)  Senior (4<sup>th</sup> year)  
 Other (please specify) .....
- 4) How long have you studied English in your hometown?
- 1 – 5 years  
 5 – 10 years  
 More than 10 years  
 Other (please specify) .....

5) Have you converse English with Chinese people before?

No, I haven't.

Yes, I have.

6) How often have you communicated English with Chinese people?

Never

One time

2 - 3 times

4 - 5 times

More than 5 times

Others (please specify) .....

7) How do you get the GPA of English language proficiency before studying in a Thai higher educational institution?

1.00 - 1.49

1.50 - 1.99

2.00 - 2.49

2.50 - 2.99

3.00 - 3.49

2.50 - 3.99

Other (please specify) .....

8) What is your main purpose of studying English in a Thai higher educational institution?

Travelling

Study

Working

Others (please specify) .....

## Part 2 : Use of Intercultural Communication Strategies

**Instruction :** Read the statements below and put “x” in the correct place which is true for you and indicates how often you use a given way of learning intercultural communication strategies.

No.	Intercultural Communication Strategies	Level of Use				
		5 (highest)	4 (high)	3 (moderate)	2 (low)	1 (very low)
1.	<b>Knowledge</b> I am aware of the differences in religion and nationality between Chinese people.					
2.	I know the correct manners to use to communicate with Chinese people.					
3.	I know how to behave appropriately with Chinese people.					
4.	I understand body language.					
5.	I know how to impress Chinese people.					
6.	I am aware of the special food needs of Chinese people.					
7.	I can understand different accents by asking for repetition on the unclear pronunciation or unfamiliar expressions.					
8.	I know how to deal English with Thais by avoiding talking about sensitive issues.					
9.	I understand the different mindsets of Chinese people from different generations.					
10.	I am familiar with the different cultural expressions of Chinese people.					

No.	Intercultural Communication Strategies	Level of Use				
		5 (highest)	4 (high)	3 (moderate)	2 (low)	1 (very low)
	<b>Skills to interpret and relate</b>					
11.	I understand what Chinese people need.					
12.	I can interpret Chinese people's body language.					
13.	I can assume what Chinese people want.					
14.	I know what Chinese people need.					
	<b>Skills to discover and interact</b>					
15.	I know how to deal with emergencies appropriately.					
16.	I can offer what the Chinese people need correctly.					
17.	I know how to respond to Chinese people's body language appropriately.					
18.	I know the process and ways to prepare what the Chinese people wants.					
19.	I know how to service the Chinese people.					

No.	Intercultural Communication Strategies	Level of Use				
		5 (highest)	4 (high)	3 (moderate)	2 (low)	1 (very low)
20.	I know what to do when Chinese people's experience emergency situations.					
21.	<b>Attitudes</b> I have a positive view of Chinese people from different cultures.					
22.	I am curious and want to know about the cultural backgrounds of Chinese people, so I look for information in order that I know how to treat them properly.					
23.	I enjoy talking or working with Chinese people from different cultures.					
24.	I think all Chinese people are basically the same.					
25.	I treat every Chinese equally no matter what his/her religion or nationality.					
26.	I feel embarrassed when I see Chinese people from other cultures exchanging greeting and goodbye kisses.					

No.	Intercultural Communication Strategies	Level of Use				
		5 (highest)	4 (high)	3 (moderate)	2 (low)	1 (very low)
27.	I question the situation when I see an old Chinese people living in Thailand carrying things without any help from their children accompanying them.					
28.	Sometimes I feel uncomfortable to provide help to some groups of Chinese people.					
29.	I feel nervous when I have to service Chinese people who are from a different culture.					
30.	I enjoy studying in an intercultural context.					
	<b>Critical cultural awareness</b>					
31.	I can distinguish cultural differences among Chinese people.					
32.	I understand the various cultural expressions of Chinese people.					
33.	I like to learn new cultures from Chinese people.					
34.	I understand the cultural diversity among Chinese people, and I have learned to provide appropriate services accordingly.					
35.	From my studying experience as a university student, I have greater cultural awareness.					

**Notes :** Adapted by Byram's ICC model (1997) cited in (Inphoo & Nomnian, 2019; Lopez-Rocha & Arevalo-Guerrero, 2014).

**Reference :** Dang, L.C. (2016). Intercultural Communication: Differences between Western and Asian Perspective. Central University of Applied Sciences

Adapted with Berado (2008) "Intercultural Communication Strategies" and Kim (2017) "Theory of Cross-Cultural Adaptation"

For Chinese Students

## Questionnaire Questions:

**“Chinese Undergraduate Students’ Intercultural Communication Strategies”**

“Intercultural Communication Strategies, Academic Adaptation Strategies, and English Pronunciation Competence of Chinese and Thai Undergraduate Students Using English as an Instruction in a Thai Higher Educational Institution”

**Instruction :** According to the 1<sup>st</sup> objective of my study, this dissertation focuses on investigating the Chinese and Thai undergraduate students’ intercultural communication strategies in a Thai higher educational institution.

There are the 2 following parts related to the intercultural communication strategies used by Chinese and Thai undergraduate students in a Thai higher educational institution:

Part 1 : Demographical Information

Part 2 : Use of Intercultural Communication Strategies

**Part 1 : Demographical Information**

- 1) Gender  Male  Female
- 2) Age  19 years  20 years  
 21 years  22 years  
 Other (please specify) .....
- 3) Level of Study  Freshmen (1<sup>st</sup> year)  Sophomore (2<sup>nd</sup> year)  
 Junior (3<sup>rd</sup> year)  Senior (4<sup>th</sup> year)  
 Other (please specify) .....
- 4) How long have you studied English in your hometown?
- 1 – 5 years  
 5 – 10 years  
 More than 10 years  
 Other (please specify) .....

5) Have you converse English with Chinese people before?

- No, I haven't.  
 Yes, I have.

6) How often have you communicated English with Chinese people?

- Never                       One time  
 2 – 3 times               4 - 5 times  
 More than 5 times       Other (please specify) .....

7) How do you get the GPA of English language proficiency while studying in a Thai higher educational institution?

- 1.00 – 1.49               1.50 – 1.99  
 2.00 – 2.49               2.50 – 2.99  
 3.00 – 3.49               2.50 – 3.99  
 Other (please specify) .....

8) What is your main purpose of studying English in a Thai higher educational institution?

- Travelling                   Study  
 Working                       Other (please specify) .....

## Part 2 : Use of Intercultural Communication Strategies

**Instruction :** Read the statements below and put “x” in the correct place which is true for you and indicates how often you use a given way of English intercultural communication strategies.

No.	Intercultural Communication Strategies	Level of Use				
		5 (highest)	4 (high)	3 (moderate)	2 (low)	1 (very low)
	<b>Knowledge</b>					
1.	I am aware of the differences in religion and nationality between Thais.					
2.	I know the correct manners to use to communicate with Thais.					
3.	I know how to behave appropriately with Thais.					
4.	I understand body language.					
5.	I know how to impress Thais.					
6.	I am aware of the special food needs of Thais.					
7.	I can understand different accents by asking for repetition on the unclear pronunciation or unfamiliar expressions.					
8.	I know how to deal English with Thais by avoiding talking about sensitive issues.					
9.	I understand the different mindsets of Thais from different generations.					
10.	I am familiar with the different cultural expressions of Thais.					

No.	Intercultural Communication Strategies	Level of Use				
		5 (highest)	4 (high)	3 (moderate)	2 (low)	1 (very low)
	<b><u>Skills to interpret and relate</u></b>					
11.	I understand what Thais need.					
12.	I can interpret Thais' body language.					
13.	I can assume what Thais want.					
14.	I know what Thais need.					
	<b><u>Skills to discover and interact</u></b>					
15.	I know how to deal with emergencies appropriately.					
16.	I can offer what the Thais need correctly.					
17.	I know how to respond to the Thais' body language appropriately.					
18.	I know the process and ways to prepare what the Thais wants.					
19.	I know how to service the Thais.					
20.	I know what to do when Thais' experience emergency situations.					
	<b><u>Attitudes</u></b>					
21.	I have a positive view of Thais from different cultures.					

No.	Intercultural Communication Strategies	Level of Use				
		5 (highest)	4 (high)	3 (moderate)	2 (low)	1 (very low)
22.	I am curious and want to know about the cultural backgrounds of Thais, so I look for information in order that I know how to treat them properly.					
23.	I enjoy talking or working with Thais from different cultures.					
24.	I think all Thais are basically the same.					
25.	I treat every Thai equally no matter what his/her religion or nationality.					
26.	I feel embarrassed when I see Thais from other cultures exchanging greeting and goodbye kisses.					
27.	I question the situation when I see an old Thai people living in Thailand carrying things without any help from their children accompanying them.					
28.	Sometimes I feel uncomfortable to provide help to some groups of Thais.					
29.	I feel nervous when I have to service Chinese people who are from a different culture.					
30.	I enjoy studying in an intercultural context.					

No.	Intercultural Communication Strategies	Level of Use				
		5 (highest)	4 (high)	3 (moderate)	2 (low)	1 (very low)
	<u>Critical cultural awareness</u>					
31.	I can distinguish cultural differences among Thais.					
32.	I understand the various cultural expressions of Thais.					
33.	I like to learn new cultures from Thais.					
34.	I understand the cultural diversity among Thais, and I have learned to provide appropriate services accordingly.					
35.	From my studying experience as a university student, I have greater cultural awareness.					

**Notes :** Adapted by Byram's ICC model (1997) cited in (Inphoo & Nomnian, 2019; Lopez-Rocha & Arevalo-Guerrero, 2014).

**Reference :** Dang, L.C. (2016). Intercultural Communication: Differences between Western and Asian Perspective. Central University of Applied Sciences

Adapted with Berado (2008) "Intercultural Communication Strategies" and Kim (2017) "Theory of Cross-Cultural Adaptation"

Appendix C Questionnaire Questions: “English Pronunciation Learning Strategies of Chinese and Thai Undergraduate Students in a Thai Higher Educational Institution

For Thai Students

Questionnaire Questions:  
“English Pronunciation Learning Strategies of Chinese and Thai Undergraduate Students in a Thai Higher Educational Institution”

**Instruction :** According to the 2<sup>nd</sup> objective of my dissertation, this dissertation aims to investigate the Chinese and Thai undergraduate students’ English pronunciation learning strategies in a Thai Higher Educational Institution. Read the statements below and put “x” in the correct place which is true for you and indicates how often you use a given way of learning English pronunciation strategies.

There are the 3 following parts related to the pronunciation learning strategies of used by Chinese and Thai undergraduate students in a Thai Higher Educational Institution :

- Part 1 : Demographical Information
- Part 2 : Use of English Pronunciation Learning Strategies
- Part 3 : Other Suggestions on English Pronunciation Learning Strategies

**Part 1 : Demographical Information**

- 1) Gender  Male  Female
  
- 2) Age  19 years  20 years  
 21 years  22 years  
 Other (please specify) .....
  
- 3) Level of Study  Freshmen (1<sup>st</sup> year)  Sophomore (2<sup>nd</sup> year)  
 Junior (3<sup>rd</sup> year)  Senior (4<sup>th</sup> year)  
 Other (please specify) .....
  
- 4) How long have you studied English in your hometown?  
 1 – 5 years  
 5 – 10 years  
 More than 10 years  
 Other (please specify) .....

5) Have you converse English with Chinese people before?

- No, I haven't.  
 Yes, I have.

6) How often have you communicated English with Chinese people?

- Never                       One time  
 2 - 3 times                 4 - 5 times  
 More than 5 times         Other (please specify) .....

7) How do you get the GPA of English language proficiency while studying in a Thai higher educational institution?

- 1.00 - 1.49                 1.50 - 1.99  
 2.00 - 2.49                 2.50 - 2.99  
 3.00 - 3.49                 2.50 - 3.99  
 Other (please specify) .....

8) What is your main purpose of studying English in Thailand?

- Travelling                 Study  
 Working                     Other (please specify) .....

## Part 2 : Use of English Pronunciation Learning Strategies

**Instruction :** Read the statements below and put “x” in the correct place which is true for you and indicates how often you use a given way of learning English pronunciation strategies.

No.	English Pronunciation Learning Strategies	Level of Use				
		5 (highest)	4 (high)	3 (moderate)	2 (low)	1 (very low)
1.	I use phonetic symbols to remember how to pronounce words in English. <i># (Memory strategies)</i>					
2.	I make up songs or rhymes to remember how to pronounce particular words. <i># (Memory strategies)</i>					
3.	I associate English pronunciation with Chinese pronunciation. <i># (Memory strategies)</i>					
4.	I repeat pronunciation of a difficult word over and over. <i># (Memory strategies)</i>					
5.	I make up songs or rhymes to remember how to pronounce words. <i># (Memory strategies)</i>					
6.	I associate English pronunciations with pronunciations. <i># (Memory strategies)</i>					
7.	I record my own voice to hear my pronunciation. <i># (Cognitive strategies)</i>					

No.	English Pronunciation Learning Strategies	Level of Use				
		5 (highest)	4 (high)	3 (moderate)	2 (low)	1 (very low)
8.	I notice contrasts between Chinese and English pronunciation. <b># (Cognitive strategies)</b>					
9.	I imitate my native English lecturer's or my classmate's pronunciation. <b># (Cognitive strategies)</b>					
10.	I repeat aloud after a teacher or a native speaker. <b># (Cognitive strategies)</b>					
11.	I try to imitate my teacher's movements. <b># (Cognitive strategies)</b>					
12.	I concentrate intensely on pronunciation while listening and/or speaking. <b># (Cognitive strategies)</b>					
13.	I notice differences between Chinese and English pronunciation (e.g., in the word pot) <b># (Cognitive strategies)</b>					
14.	I talk and/or read aloud to myself. <b># (Cognitive strategies)</b>					
15.	I use synonyms for words that I have difficulties in pronouncing. <b># (Compensation strategies)</b>					
16.	I check the phonetic symbols of words from a dictionary when I have difficulties in pronouncing. <b># (Compensation strategies)</b>					

No.	English Pronunciation Learning Strategies	Level of Use				
		5 (highest)	4 (high)	3 (moderate)	2 (low)	1 (very low)
18.	I avoid saying words which I have difficulties in pronouncing. <i># (Compensation strategies)</i>					
19.	I read materials about pronunciation rules and phonetics. <i># (Metacognitive strategies)</i>					
20.	I purposefully focus on learning particular English sounds. <i># (Metacognitive strategies)</i>					
21.	I try to memorize English sounds well. <i># (Metacognitive strategies)</i>					
22.	While preparing for a presentation, I note down words that are difficult for me to pronounce. <i># (Metacognitive strategies)</i>					
23.	I choose to memorize, rather than read a presentation. <i># (Metacognitive strategies)</i>					
24.	I try to learn something about phonetics. <i># (Metacognitive strategies)</i>					
25.	I have fun with pronouncing English or Chinese words, e.g., pronouncing a Chinese word with an English accent or vice versa. <i># (Affective strategies)</i>					
26.	I encourage myself by making positive statements, such as my pronunciation is improving! <i># (Affective strategies)</i>					

No.	English Pronunciation Learning Strategies	Level of Use				
		5 (highest)	4 (high)	3 (moderate)	2 (low)	1 (very low)
27.	I take risks in pronouncing words regardless of the possibility of making mistakes. <i># (Affective strategies)</i>					
28.	I pay more attention to my pronunciation if it is appreciated by others. <i># (Affective strategies)</i>					
29.	I ask someone else to correct my pronunciation. <i># (Social strategies)</i>					
30.	I talk with people around me in English. <i># (Social strategies)</i>					
31.	I learn English pronunciation with someone else. <i># (Social strategies)</i>					
32.	I teach or help someone else with their English pronunciation. <i># (Social strategies)</i>					

**Part 3 : Other Detailed Suggestions on English Pronunciation Learning Strategies**

1) What kind of methods do you use to improve your English pronunciation in a Thai-speaking context?

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2) What are your English pronunciation styles in a Thai-speaking context?

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3) What are your sound problems used in interacting with Chinese people in a Thai-speaking context?

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.....

4) What do factors affect your English pronunciation errors in a Thai-speaking context?

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5) What pronunciation learning strategies are used most and least frequently by Chinese learners of English?

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.....  
.....  
.....

6) Which pronunciation learning strategy is used most and least frequently?

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.....  
.....

7) Which group of strategies amongst memory, cognitive, compensation, metacognitive, affective and social is used most and least frequently?

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.....

8) Are direct or indirect pronunciation learning strategies applied more frequently?

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.....

**Notes :** Definition of English Pronunciation Learning Strategies

# **Memory strategies** refer to any of a broad set of techniques that are designed to help one remember. Such strategies range from every day, external aids (e.g., using a planner) to internal memory strategies (e.g., mnemonic devices) that facilitate storage and retrieval from long-term memory of .the usage of phonetic symbols in order to remember the pronunciation of English words.

# **Cognitive strategies** are sets of mental processes that are consciously implemented to regulate thought processes and content in order to achieve goals or solve problems. In addition, learning by listening and speaking is highly effective when it comes to pronunciation and having sufficient and broad knowledge concerning English pronunciation rules.

# **Compensation strategies** are communication strategies used by learners to compensate for limitations in their language. Guessing the meaning when you don't understand and using gestures are examples of compensation strategies.

# **Metacognitive strategies** refer to methods used to help students understand the way they learn; in other words, it means processes designed for learners to 'think' about their 'thinking'."

# **Affective strategies** are learning strategies concerned with managing emotions, both negative and positive by helping them identify achievable aims and work towards autonomous learning, through personalizing activities, and through pair and group work. In addition, in favor of taking risks in pronunciation performance even if they may make mistakes being praised by others and, at the same time, it makes them more motivated, which results in better pronunciation performance.

# **Social strategies** refer to the relationships, their value and sets out a plan to harness them to achieve a particular goal or set of goals; moreover, improving as every single correction matters.

**References :**

Re-adapted pronunciation learning strategies selected most and least frequently encompasses 1) Memory strategies, 2) Cognitive strategies, 3) Compensation strategies, 4) Metacognitive strategies, 5) Affective strategies, and 6) Social strategies.

**References :** *Pronunciation learning strategies based on Oxford's classification (1990)* cited in Gabriela Grelowska (2018) with the research topic "Pronunciation learning strategies used by advanced Polish learners of English" in the University of Wrocław, the Faculty of Letters, Institute of English Studies.

Szyska (2017) Pronunciation Learning Strategies Inventory (PLSI), adapted from Berkil (2008), Foreign Language Classroom Anxiety Scale (Horwitz et al., 1986), Input-Processing-Output Anxiety Scale (MacIntyre & Gardner, 1994), oral presentations, semi-structured interviews and diary writing

For Chinese Students

## Questionnaire Questions:

*“English Pronunciation Learning Strategies of Chinese and Thai Undergraduate Students in a Thai Higher Educational Institution”*

**Instruction :** According to the 2<sup>nd</sup> objective of my dissertation, this dissertation aims to investigate the Chinese and Thai undergraduate students' English pronunciation learning strategies in a Thai Higher Educational Institution. Read the statements below and put “x” in the correct place which is true for you and indicates how often you use a given way of learning English pronunciation strategies.

There are the 3 following parts related to the pronunciation learning strategies of used by Chinese and Thai undergraduate students in a Thai Higher Educational Institution :

Part 1 : Demographical Information

Part 2 : Use of English Pronunciation Learning Strategies

Part 3 : Other Suggestions on English Pronunciation Learning Strategies

**Part 1 : Demographical Information**

- 1) Gender  Male  Female
- 2) Age  19 years  20 years  
 21 years  22 years  
 Other (please specify) .....
- 3) Level of Study  Freshmen (1<sup>st</sup> year)  Sophomore (2<sup>nd</sup> year)  
 Junior (3<sup>rd</sup> year)  Senior (4<sup>th</sup> year)  
 Other (please specify) .....
- 4) How long have you studied English in your hometown?
- 1 – 5 years  
 5 – 10 years  
 More than 10 years  
 Other (please specify) .....

5) Have you conversed English with Thais before?

- No, I haven't.  
 Yes, I have.

6) How often have you communicated English with Thais?

- Never                       One time  
 2 – 3 times                 4 - 5 times  
 More than 5 times         Other (please specify) .....

7) How do you get the GPA of English language proficiency before studying in a Thai higher educational institution?

- 1.00 – 1.49                 1.50 – 1.99  
 2.00 – 2.49                 2.50 – 2.99  
 3.00 – 3.49                 2.50 – 3.99  
 Other (please specify) .....

8) What is your main purpose of studying English in Thailand?

- Travelling                  Study  
 Working                     Other (please specify) .....

### Part 2 : Use of English Pronunciation Learning Strategies

**Instruction :** Read the statements below and put “x” in the correct place which is true for you and indicates how often you use a given way of learning English pronunciation strategies.

No.	English Pronunciation Learning Strategies	Level of Use				
		5 (highest)	4 (high)	3 (moderate)	2 (low)	1 (very low)
1.	I use phonetic symbols to remember how to pronounce words in English. <i># (Memory strategies)</i>					
2.	I make up songs or rhymes to remember how to pronounce particular words. <i># (Memory strategies)</i>					
3.	I associate English pronunciation with Chinese pronunciation. <i># (Memory strategies)</i>					
4.	I repeat pronunciation of a difficult word over and over. <i># (Memory strategies)</i>					
5.	I make up songs or rhymes to remember how to pronounce words. <i># (Memory strategies)</i>					
6.	I associate English pronunciations with pronunciations. <i># (Memory strategies)</i>					
7.	I record my own voice to hear my pronunciation. <i># (Cognitive strategies)</i>					

No.	English Pronunciation Learning Strategies	Level of Use				
		5 (highest)	4 (high)	3 (moderate)	2 (low)	1 (very low)
8.	I notice contrasts between Chinese and English pronunciation. <i># (Cognitive strategies)</i>					
9.	I imitate my native English lecturer's or my classmate's pronunciation. <i># (Cognitive strategies)</i>					
10.	I repeat aloud after a teacher or a native speaker. <i># (Cognitive strategies)</i>					
11.	I try to imitate my teacher's movements. <i># (Cognitive strategies)</i>					
12.	I concentrate intensely on pronunciation while listening and/or speaking. <i># (Cognitive strategies)</i>					
13.	I notice differences between Chinese and English pronunciation (e.g., in the word pot) <i># (Cognitive strategies)</i>					
14.	I talk and/or read aloud to myself. <i># (Cognitive strategies)</i>					
15.	I use synonyms for words that I have difficulties in pronouncing. <i># (Compensation strategies)</i>					
16.	I check the phonetic symbols of words from a dictionary when I have difficulties in pronouncing. <i># (Compensation strategies)</i>					

No.	English Pronunciation Learning Strategies	Level of Use				
		5 (highest)	4 (high)	3 (moderate)	2 (low)	1 (very low)
18.	I avoid saying words which I have difficulties in pronouncing. <b># (Compensation strategies)</b>					
19.	I read materials about pronunciation rules and phonetics. <b># (Metacognitive strategies)</b>					
20.	I purposefully focus on learning particular English sounds. <b># (Metacognitive strategies)</b>					
21.	I try to memorize English sounds well. <b># (Metacognitive strategies)</b>					
22.	While preparing for a presentation, I note down words that are difficult for me to pronounce. <b># (Metacognitive strategies)</b>					
23.	I choose to memorize, rather than read a presentation. <b># (Metacognitive strategies)</b>					
24.	I try to learn something about phonetics. <b># (Metacognitive strategies)</b>					
25.	I have fun with pronouncing English or Chinese words, e.g., pronouncing a Chinese word with an English accent or vice versa. <b># (Affective strategies)</b>					
26.	I encourage myself by making positive statements, such as my pronunciation is improving! <b># (Affective strategies)</b>					

No.	English Pronunciation Learning Strategies	Level of Use				
		5 (highest)	4 (high)	3 (moderate)	2 (low)	1 (very low)
27.	I take risks in pronouncing words regardless of the possibility of making mistakes. <i># (Affective strategies)</i>					
28.	I pay more attention to my pronunciation if it is appreciated by others. <i># (Affective strategies)</i>					
29.	I ask someone else to correct my pronunciation. <i># (Social strategies)</i>					
30.	I talk with people around me in English. <i># (Social strategies)</i>					
31.	I learn English pronunciation with someone else. <i># (Social strategies)</i>					
32.	I teach or help someone else with their English pronunciation. <i># (Social strategies)</i>					

**Part 3 : Other Detailed Suggestions on English Pronunciation Learning Strategies**

1) What kind of methods do you use to improve your English pronunciation in a Thai-speaking context?

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2) What are your English pronunciation styles in a Thai-speaking context?

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3) What are your sound problems used in interacting with Thais in a Thai-speaking context?

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4) What do factors affect your English pronunciation errors in a Thai-speaking context?

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5) What pronunciation learning strategies are used most and least frequently by Thai learners of English?

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6) Which pronunciation learning strategy is used most and least frequently?

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7) Which group of strategies amongst memory, cognitive, compensation, metacognitive, affective and social is used most and least frequently?

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8) Are direct or indirect pronunciation learning strategies applied more frequently?

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**Notes :** Definition of English Pronunciation Learning Strategies

# **Memory strategies** refer to any of a broad set of techniques that are designed to help one remember. Such strategies range from every day, external aids (e.g., using a planner) to internal memory strategies (e.g., mnemonic devices) that facilitate storage and retrieval from long-term memory of .the usage of phonetic symbols in order to remember the pronunciation of English words.

# **Cognitive strategies** are sets of mental processes that are consciously implemented to regulate thought processes and content in order to achieve goals or solve problems. In addition, learning by listening and speaking is highly effective when it comes to pronunciation and having sufficient and broad knowledge concerning English pronunciation rules.

# **Compensation strategies** are communication strategies used by learners to compensate for limitations in their language. Guessing the meaning when you don't understand and using gestures are examples of compensation strategies.

# **Metacognitive strategies** refer to methods used to help students understand the way they learn; in other words, it means processes designed for learners to 'think' about their 'thinking'."

# **Affective strategies** are learning strategies concerned with managing emotions, both negative and positive by helping them identify achievable aims and work towards autonomous learning, through personalizing activities, and through pair and group work. In addition, in favor of taking risks in pronunciation performance even if they may make mistakes being praised by others and, at the same time, it makes them more motivated, which results in better pronunciation performance.

# **Social strategies** refer to the relationships, their value and sets out a plan to harness them to achieve a particular goal or set of goals; moreover, improving as every single correction matters.

**References :**

Re-adapted pronunciation learning strategies selected most and least frequently encompasses 1) Memory strategies, 2) Cognitive strategies, 3) Compensation strategies, 4) Metacognitive strategies, 5) Affective strategies, and 6) Social strategies.

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## BIOGRAPHY

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