



EXPLORING INTERCULTURAL COMMUNICATIVE COMPETENCE OF NON-NATIVE
ENGLISH SPEAKING TEACHERS IN THAI VOCATIONAL CONTEXT



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WATSANA THONGPAN

A Dissertation Submitted in Partial Fulfillment of the Requirements
for the Degree of DOCTOR OF ARTS

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THE DISSERTATION TITLED
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The objective of this study is to investigate the intercultural communicative competence (ICC) levels among non-native English-speaking teachers (NNESTs) in the Thai vocational context, including Thai English and non-Thai English teachers. The study focused on five components of ICC: knowledge, attitude, the skills of interpreting and relating, the skills of discovery, interaction and critical cultural awareness. It also examined the influence of intercultural backgrounds on ICC. To achieve these goals, a mixed-methods approach was employed, combining quantitative and qualitative methodologies. The research tools consisted of a survey adapted from Byram's ICC model (2021) and semi-structured interviews. A sample of 113 Thai English teachers and 36 non-Thai English teachers was randomly selected using appropriate sampling techniques, then six Thai English teachers and six non-Thai English teachers were chosen for interviews. The data analysis involved descriptive statistics, t-tests, and a two-way ANOVA. The results revealed that non-Thai English teachers exhibited higher levels of ICC compared to their Thai counterparts. Among the five ICC components, attitude was the highest for both groups. However, Thai English teachers displayed lower critical cultural awareness, while non-Thai English teachers faced challenges with interpreting and relating skills. Furthermore, the study found that travel experiences and intercultural contact significantly influenced ICC levels. The insights from the qualitative interviews highlighted the recognition of the vital role of teachers in ICC and understanding cultural differences and intercultural factors. Thai English teachers emphasized the importance of language usage, while non-Thai English teachers acknowledged the difficulty of interpreting socio-cultural content due to their level of engagement with locals. The study concluded by providing recommendations and suggesting pedagogical practices aimed at better support for NNESTs in their intercultural communication endeavors.

Keyword : Intercultural Communicative Competence, Non-Native English Speaking Teachers, Intercultural Backgrounds

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CHAPTER 1

INTRODUCTION

Background of the Study

Globalization enables individuals to engage in communication and exchanges with people residing in various regions worldwide. The diverse linguistic and cultural backgrounds of individuals from different countries significantly influence their interactions (Yang, 2018). When multiple languages and cultures intersect, participants often rely on their own cultural knowledge and limited understanding of others' cultures due to the unfamiliarity with cultural norms (McCloskey, 2019). To foster successful interactions, individuals strive to cultivate respectful relationships with other cultures (Piatkowska, 2015). Consequently, the efficacy of such interactions in a global context hinges on the effectiveness of human engagement, which, in its traditional setting, can reshape society and address present intercultural communication challenges.

Intercultural communicative competence (ICC) corresponds to a sense of globalization (Peng, Zhu, & Wu, 2020). ICC pertains to an individual's ability to engage in effective and appropriate interactions with individuals who speak a different language or come from diverse cultural backgrounds (Byram, 2021). This competence is particularly relevant in situations where individuals from different countries or those residing in the same country come together, such as encounters between migrants or sojourners (Byram, 2021). Because of the increase in the interaction of people from different linguistic and cultural backgrounds, Koroglu (2016) states that communicative competence without cultural awareness is not enough and would lead to less effective global communication. In this regard, Chao (2015) points out that ICC can facilitate effective communication appropriate for an intercultural context. As such, the importance of ICC knowledge when engaging in communication with individuals who have diverse linguistic and cultural backgrounds should be emphasized and lead to the use of English as Lingua Franca (Baker, 2011).

English serves as the global lingua franca for intercultural communication, playing a pivotal role in enabling effective interactions among individuals who possess diverse native languages. This phenomenon, commonly referred to as "English as Lingua Franca" (ELF) (Cavalheiro, 2015, p. 49), holds significant prominence in countries where English is not the primary language. The widespread adoption of English as a means of communication promotes its status as the universal tool for bridging linguistic and cultural barriers (Fithriani, 2018). Its global popularity reinforces the necessity and practicality of using English as a common medium for intercultural exchange, thereby facilitating understanding, collaboration, and harmonious relationships among people from different language backgrounds. However, the role of English in intercultural communication goes beyond mere language proficiency; it also encompasses an understanding of cultural nuances (Kramsch & Hua, 2016). Cultural competency and awareness are crucial aspects that complement language skills, allowing individuals to navigate diverse cultural contexts with respect and openness (Galante, 2015). Thus, English as a lingua franca not only facilitates linguistic understanding but also serves as a gateway to intercultural understanding, fostering global communication and enhancing intercultural relationships.

The incorporation of cultural considerations holds significant significance in the cultivation of intercultural communicative competence (ICC). Scholars such as Piatkowska (2015) and Young & Sachdev (2011) have contended that the prioritization of native culture learning has influenced learners' ability to navigate cultural disparities in intercultural exchanges. The repercussions of this shift have been underscored by investigations conducted by Cavalheiro (2015), Chao (2016), and Kazykhankyzy & Alagozlu (2019). According to the ICC standpoint, culture extends beyond the confines of native speakers and encompasses a diverse array of cultural backgrounds, enabling effective communication with individuals from various cultural contexts, as elucidated by Maghsoudi (2020). Nonetheless, Bagui and Zohra Adder (2020) have exposed the deficiency in learners' awareness and comprehension of cultural differences. To achieve ICC, Guerra (2020) emphasizes the imperative for learners to acknowledge both their

own culture and the host culture while exhibiting admiration for other cultures. However, Matsuda (2018) voiced criticism of ICC, highlighting its dependence on an equitable understanding of the host culture and other dominant cultures. Consequently, the discourse on the positive role of cultural learning within the realm of English Language Teaching (ELT) is contextualized within the purview of ICC.

Vocational education plays a crucial role in Thailand's national education system, as it is instrumental in providing individuals with the necessary skills for specific careers, thereby enhancing workforce productivity (Office of the Vocational Education Commission, 2023). To adapt to the evolving labor market, Thailand has strategically expanded its recruitment of non-Thai teachers as non-native English speaking teachers (NNESTs) within the vocational education system. The primary objective of this expansion is to incorporate global perspectives into the curriculum and improve students' English proficiency (Banjongjit & Boonmoh, 2018). These NNESTs bring valuable intercultural experiences and knowledge, which significantly contribute to the development of intercultural communication competence (Tantiniranat, 2017). Conversely, Thai English teachers, who predominantly teach English as a Foreign Language, leverage their deep understanding of local culture and education to enhance the accessibility and cultural relevance of the English language (Comprendio & Savski, 2020). Their pivotal role in bridging the gap between the local and English-speaking cultures highlights their significance in fostering intercultural understanding (R'boul, 2020). Ultimately, the combination of non-Thai English teachers and Thai English teachers creates a diverse and enriching learning environment within Thailand's vocational education system.

Extensive research has delved into multiple ICC theories, including those proposed by Byram (2021), Deardroff (2006), Fantini (2009), and Gudyskunst (1993), all of which have been thoroughly examined in educational settings. The incorporation of ICC theory into curriculum design has consistently demonstrated its ability to yield positive outcomes. Byram's (2021) ICC Model, widely recognized and esteemed in foreign language education circles, exerts a significant influence on the

field (Alvarez, 2020). This influential model delineates the five fundamental components essential to ICC: knowledge, attitude, interpreting and relating skills, discovery and interaction skills, and critical cultural awareness. Developed explicitly for foreign language education contexts, these components emphasize the integration of cultural aspects into the learning process (Almohawes, 2020; Smakova & Paulsrud, 2020).

The “Byram’s ICC Model” by Byram (2021) has had a profound influence in foreign language education circles, remaining as relevant today as when it was first articulated in 1997 (Alvarez, 2020). This model underscores the vital role of communicative competence in effective foreign language teaching, particularly emphasizing the enhancement of ICC. It focuses on fostering effective and appropriate communication in intercultural situations, leveraging an individual’s intercultural knowledge, skills, attitudes, and awareness (Byram, 1997). In 2021, Byram revisited and refined his original theory, introducing an updated model that integrates five key factors: knowledge, attitude, skills of interpreting and relating, skills of discovery and interaction, and critical cultural awareness. This revised theory asserts that with appropriate support, communicative effectiveness in intercultural contexts can be substantially enhanced. For the present study, the 2021 version of Byram’s model serves as the foundational framework, offering a comprehensive and current perspective on the multifaceted nature of ICC (Chao, 2015; Gunes, 2019; Loo, Trakulkasemsuk, & Zilli, 2019; Mostafaei Alaei & Nosrati, 2018).

The intercultural backgrounds have a significant effect on teachers’ ICC (Gu, 2016; Mostafaei Alaei & Nosrati, 2018). Particularly, Non-native English speaking teachers who have an opportunity to interact with a diverse range of cultural backgrounds offer unique perspectives that serve to enrich the overall intercultural experience (Boonsuk, 2021; Perez-Amurao & Sunanta, 2020; Perrodin, Perrodin, & Painuchit, 2023). These intercultural backgrounds consist of experiences with culturally or ethnically diverse groups, including activities such as international travel, participation

in international seminars, trainings, workshops, or any form of intercultural contact (Guzman, 2018). These experiences have been found to significantly enhance an individual's ability to interact effectively in intercultural contexts, as demonstrated by studies conducted by Alshenqeeti (2016), Baron-Earle (2013), Brand (2014), and Monika, Nasution, and Nasution (2020). However, the impact of teachers' intercultural backgrounds on ICC is complex and requires comprehensive exploration.

Statement of the Problem

In Thailand, the teaching of English in primary and secondary schools is based on the basic education curriculum established by the Office of the Basic Education Commission. This curriculum aims to provide students with English skills that are relevant to their daily life needs (Ministry of Education Thailand, 2017). However, in vocational education, English holds the highest utility for students who aspire to work in global multicultural workplaces, as recognized by the Office of the Vocational Education Commission (OVEC) (2020). Consequently, English is the most commonly taught foreign language in Thai vocational colleges overseen by OVEC. The increasing demand for English proficiency in specific job roles, where multinational staff communicate using English as a *Lingua Franca*, underscores its growing necessity. Currently, vocational education places emphasis on developing English language competence to prepare students for their entry into the workforce. However, many Thai English language learners lack confidence and understanding to effectively use English in real-world situations. To address this, enhancing English language proficiency with cultural knowledge through the principles of intercultural communication could greatly improve real-life and work-related communication skills.

The promotion of English teaching is carried out by OVEC (Office of the Vocational Education Commission, 2019), which has incorporated English into the 2019 curriculum for the Vocational Education Diploma and the 2020 curriculum for the Vocational Education Certificate (Office of the Vocational Education Commission, 2020). However, the English subjects tested by OVEC primarily focus

on linguistic competence, encompassing macro-language skills such as listening, speaking, reading, writing, as well as micro-language skills like vocabulary and grammar (Ahmed & Pawar, 2018). Although a basic understanding of native English culture is included, it lacks depth, and there are no specific objectives related to cultural teaching and learning. Furthermore, objectives regarding the use of English for communication with individuals from diverse cultures and social backgrounds, which have become increasingly prevalent in Thailand due to globalization (Kung, 2015; Lee, 2018; Ugur, 2020), are also absent. Hence, it is crucial to develop a curriculum that integrates cultural learning objectives alongside the acquisition of foundational English skills to better prepare students for the workplace.

In Thai Vocational Colleges, the teaching culture revolves around a fixed English language syllabus, mainly because a significant number of teachers are non-native English speakers (NES). Consequently, their exposure to Western culture primarily stems from English language textbooks, which typically provide generic and inoffensive information about various aspects such as food, clothing, festivals, music, hobbies, entertainment, and communication styles in English-speaking countries (Aydemir & Enisa, 2014). Nonetheless, several researchers argue that the current approach fails to adequately address the cultural nuances and diversity of native English speakers (Peng et al., 2020; Smakova & Paulsrud, 2020), as the emphasis on assimilating with native cultures is no longer the primary focus in English language communication due to globalization. The increased communication between non-native English speakers (NNES) from different cultures has diminished the necessity for intercultural competence (ICC) with native English speakers (Cavalheiro, 2015; Chao, 2016).

Integrating intercultural competence (ICC) into Thai vocational education goes beyond the limited scope of learning only NES norms. In this context, it is crucial to acknowledge that solely focusing on NES norms is impractical and unhelpful for Thai learners in terms of their future employment needs. By incorporating ICC, vocational education provides an invaluable opportunity for

learners to develop an understanding of diverse cultures. Scholars such as Kidwell (2019) and Lang (2018) emphasize that ICC promotes learners' personal growth by fostering respect and curiosity towards different cultures. Additionally, Vos (2018) asserts that ICC contributes to language acquisition by preparing learners to effectively communicate with English speakers from various cultural backgrounds. However, despite the potential benefits, there remains a need for specific studies to fully comprehend how to effectively integrate ICC into Thai vocational education. Such research is essential for the overall enhancement of learners' experiences and the development of the Thai nation.

The intensification of globalization has underscored the crucial importance of intercultural communicative competence (ICC) in facilitating effective communication (Iswandari & Ardi, 2022). Consequently, educators have increasingly directed their attention towards assessing ICC proficiency among Thai English as a Foreign Language (EFL) teachers across diverse educational contexts. For instance, Cheewasukthaworn and Suwanarak (2017) examined ICC levels among Thai EFL teachers in tertiary education, while Imsa-ard (2023) and Fungchomchoei and Kardkarnklai (2016) focused on Thai EFL secondary school teachers. Additionally, Pisaisamonkhet and Taylor (2020) explored Thai teachers' ICC in varied intercultural environments within international primary education. However, a research gap remains in investigating English teachers' ICC in vocational education. Luecha et al. (2019) aimed to address this gap by proposing ICC characteristics and instructional guidelines tailored specifically for Thai vocational students. Concurrently, Loo, Trakulkasemsuk, and Zilli (2019) examined how international teachers position themselves and others in the context of ICC, while Thongpan and Thumawongsa (2019) investigated international teachers' perceptions of ICC. Nonetheless, there is still a lack of empirical data comparing ICC levels between Thai English teachers and non-Thai English teachers in the vocational education setting in Thailand, impeding our understanding of ICC dynamics among teachers in this particular context.

The comprehension of how teachers' intercultural communicative competence (ICC) levels are affected by their intercultural backgrounds remain insufficiently understood, despite the acknowledged importance of intercultural background in shaping ICC (Estaji & Rahimi, 2018; Estaji & Tabrizi, 2022; Nadeem, Mohammed, & Dalib, 2020; Peng & Wu, 2016; Zhang, 2017). Previous research identifies several influential factors for intercultural communicative competence (ICC) such as language proficiency, education, and cultural experiences (Gu, 2016; Shirazi & Shafiee, 2017; Yildiz, 2016; Zhang, 2017). However, the specific impact of certain elements related to teachers' intercultural backgrounds, international travel experiences, and participation in seminars or trainings or workshops, interactions with international friends and colleagues, and social media contact remains largely unexplored. The existing research literature highlights a significant gap in knowledge, emphasizing the necessity for additional investigation into the influence of intercultural backgrounds on non-native English speaking teachers' levels of ICC. By addressing this research gap, valuable insights could be gained, ultimately fostering the development and improvement of intercultural communication within diverse educational environments.

The present study endeavors to investigate the phenomenon of intercultural communication competence (ICC) within the context of two distinct cohorts of non-native English speaking teachers: namely, Thai English teachers and non-Thai English teachers. Its principal objective centers on the identification of both shared and divergent patterns in their respective levels of ICC. By comprehending these intricacies, not only will our theoretical comprehension of ICC be enriched, but also pragmatic implications for the advancement of ICC in vocational settings will be realized. Furthermore, this research endeavors to foster self-awareness and professional growth among teachers by discerning the impact of their individual intercultural backgrounds on their levels of ICC. Such discernment will enable teachers to recognize their strengths and areas necessitating improvement, thereby

empowering them to effectively enhance their intercultural communication competencies.

Purposes of the Study

The purposes of this study are as follows:

1. To explore the level of ICC components among Thai English teachers and non-Thai English teachers in the vocational education context
2. To compare the ICC levels between Thai English teachers and non-Thai English teachers in the Thai vocational context
3. To identify potential factors that may influence the ICC development among Non-Native English Speaking Teachers in the vocational education setting

Research Questions and Hypotheses

The study aims to explore the following research questions:

1. What are the levels of intercultural communicative competence (ICC) components among Thai English teachers and non-Thai English teachers?
2. What are the differences in ICC levels between Thai English teachers and non-Thai English teachers?
3. How do the intercultural backgrounds of Thai English teachers and non-Thai English teachers affect their ICC levels?

The research hypothesis related to the research questions 1-3 are as follow:

1. There exists a range of levels in the components of ICC among Thai English teachers and non-Thai English teachers.
2. There is no significant difference in the levels of ICC between Thai English teachers and non-Thai English teachers.
3. The intercultural backgrounds of Thai English teachers and non-Thai English teachers significantly affect their ICC levels.

Significance of the Study

This study aims to explore the reorientation of intercultural communicative competence (ICC) in the Thai vocational context. It encompasses three significant developments.

Firstly, the study seeks to provide critical insights into cultural learning in terms of ICC for teaching English in Thai vocational education. Understanding the ICC levels of both Thai English teachers and non-Thai English teachers can contribute to improving the English language curriculum. By considering the perspectives of English teachers, this research can inform the design of curricula, syllabi, teaching strategies, and resource selection, ultimately enhancing ICC development in ELT. This has the potential to initiate action from decision-makers in education, including policymakers and language educators.

Secondly, the study focuses on enhancing intercultural communication skills and bridging the gap between Thai English teachers and non-Thai English teachers. By prioritizing the improvement of intercultural communication skills, the study acknowledges the importance of effective communication in diverse cultural contexts. Furthermore, by addressing the gap between Thai English teachers and non-Thai English teachers, the study aims to promote inclusivity and cohesion within the educational environment. By bridging this gap, the study seeks to foster a more harmonious and collaborative atmosphere, ultimately enhancing the quality of English language teaching and learning experiences.

Moreover, investigating the influence of intercultural backgrounds on ICC levels is a significant aspect of this study. By examining how different intercultural backgrounds affect teachers' competence levels, valuable insights can be gained for the development of ICC in Thai vocational education. These insights can inform strategies and interventions aimed at enhancing teachers' intercultural communicative competence, ultimately benefiting the educational experience and promoting effective intercultural communication in vocational education settings.

Furthermore, the study recognizes the contribution of the ICC theory developed by Byram (2021) to the vocational context. This theory enhances professionals' cultural adaptability, communication skills, and critical cultural awareness, making them highly sought after in international business contexts. By advocating for the inclusion of these skills in ELT curricula, the ICC theory can shape vocational education policies, empowering individuals to excel in diverse workplaces, compete in the global job market, and contribute to the development of inclusive and successful vocational environments.

Definition of Terms

Intercultural Communicative Competence (ICC)

Intercultural Communicative Competence (ICC) refers to the ability to effectively and proficiently communicate with individuals from diverse linguistic and cultural backgrounds, regardless of their country of origin. The ICC comprises five key components, namely knowledge, attitude, skills of interpreting and relating, skills of discovery and interaction, and critical cultural awareness (Byram, 2021).

Intercultural Background

The term intercultural background refers to factors that may influence ICC, including two sub-variables: intercultural experiences and intercultural contacts. Intercultural experiences consist of international travel, participation in international seminars, trainings, or workshops, whereas intercultural contacts depend on the frequency of interactions or contacts with individuals from different cultures (Bukasa, 2017; Guzman, 2018; Oberle, 2014), including contact with international friends and colleagues, and through social media.

Non-native English Speaking Teachers (NNESTs)

The term "Non-native English Speaking Teachers" (NNESTs) refers to individuals who have attained proficiency in English as a second or foreign language, despite not being native English speakers. This category encompasses both Thai

teachers and teachers from different nationalities. Thai English teachers, in particular, are Thai nationals who actively contribute to English language education within Thailand. They follow the guidelines set forth by the Office of the Civil Service Commission. On the other hand, international teachers from various countries and backgrounds, representing diverse languages, cultures, and ethnicities, are recruited by individual colleges to teach in English at public vocational colleges in Thailand (Chen et al., 2016)



CHAPTER 2

LITERATURE REVIEW

This chapter provides an overview of the research's setting and delves into a thorough examination of the intricate relationship between language and culture. Subsequently, it explores the concept of intercultural communicative competence (ICC) and conducts a detailed analysis of its essential components. The chapter then investigates different ICC models proposed by scholars, while also exploring the factors that influence the levels of ICC among English teachers. Finally, a comprehensive theoretical framework will be presented to guide the subsequent sections of the dissertation.

Context of the Study

Vocational Education in Thailand

This study aims to examine the Intercultural Communicative Competence (ICC) of Non-native English Speaking Teachers in the context of vocational education in Thailand. The Thai educational system encompasses three main categories: formal education, informal education, and vocational education, as defined by the Ministry of Education Thailand in 2023. Specifically, this study focuses on vocational education, which was established in 1936 with the goal of providing specialized training to Thai nationals in fields such as manufacturing, agriculture, and other specialized areas that do not necessarily require a university degree. The Office of the Vocational Education Commission (OVEC) assumes the responsibility of overseeing vocational education in Thailand and has a mission to equip students with the necessary skills and knowledge for employment in various professions, including accounting, marketing, computing, electronics, and tourism.

Thailand's vocational education system is organized into three levels: a 3-year Certificate program, a 2-year Diploma program, and 2-year Bachelor level courses. According to the Office of the Vocational Education Commission (2019), there are 429 establishments offering vocational education throughout Thailand, serving

approximately 1.3 million students. These establishments include technical colleges, industrial and community education colleges, and commercial colleges, which collaborate to provide comprehensive learning experiences aligned with the demands of the job market (Blazejowski, 2013). Table 1 provides a visual representation of the colleges within Thailand's vocational education system, displaying their interconnectedness and role in shaping vocational education in the country.

Table 1 Types and Number of Thai Vocational Education Colleges

Division	Number of Colleges
Technical College	132
Industrial and Community Education College	135
College of Business Administration and Tourism	3
Commercial College	5
Arts and Crafts College	3
Polytechnic College	48
Vocational College	39
Technology and management college	9
College of Agriculture and Technology	43
Goldsmith College	1
Ship Building Industrial and Technology College	3
Fisheries College	3
Vocational College	1
Science-Based Technology Vocational College	1
College of Agricultural Technology	1
Total	429

Source: Office of the Vocational Education Commission. (2021). สถานศึกษาอาชีวศึกษาทั่วประเทศ .

In summary, the vocational education system in Thailand, implemented in various colleges, aims to prepare students for a wide range of professions in diverse fields. However, proficiency in English is often a requirement for vocational students. Therefore, vocational education acknowledges the importance of English language teaching in colleges, as it equips students with the necessary language skills for specific vocational contexts, as discussed in the upcoming section.

English Language Teaching in Thai Vocational Education

This section delves into the rationale behind the dissertation's focus on promoting Intercultural Communicative Competence (ICC) in English Language Teaching (ELT), with a particular emphasis on the importance of English usage among individuals from diverse cultural backgrounds. Within the Thai education system, English occupies a prominent position as the primary foreign language and holds a central role in language learning. The Ministry of Education oversees policies and practices pertaining to the teaching and learning of English, ensuring its integration at all educational levels, including vocational education (Ministry of Education Thailand, 2023)

Vocational education aims to enhance students' knowledge in both academic and vocational fields, catering to their individual interests and skills. English proficiency is crucial for vocational students, as it opens up social and economic opportunities in Thailand's increasingly globalized and multicultural work environment (Office of the Vocational Education Commission, 2023). Competence in English is a key factor in securing employment and advancement prospects. English Language Teaching in Thai vocational education primarily focuses on developing learners' language skills and cultural practices based on Native English Speakers (NES) from the UK and USA (Office of the Vocational Education Commission, 2019). However, it often neglects effective communication with Non-Native English Speakers (NNES), necessitating a deeper understanding of the ELT context in Thailand.

A critical aspect of ELT requires further analysis and curriculum review. According to the Thai National Curriculum, English is a mandatory component of vocational education (Office of the Vocational Education Commission, 2020). Students typically study courses such as English for Real Life or English for Listening and Speaking, which aim to equip them with essential life and workplace skills. Vocational English, an optional course for specific vocational specializations, and English with a Specific Purpose (ESP) courses focus on enhancing language competencies and career development. However, these subjects were developed with NES communication as the main focus, while in modern, globalized Thailand, English serves as a variable lingua franca for intercultural communication.

The Thai vocational curriculum sets learning objectives that revolve around NES culture (Office of the Vocational Education Commission, 2019). The content of cultural aspects, as reflected in English textbooks, predominantly highlights visible cultural references from the UK and USA, encompassing food, clothing, festivals, music, hobbies, entertainment, and communication norms. Laoriandee (2014) confirms that English teaching in Thai vocational education predominantly centers on NES culture, resulting in inadequate knowledge for effective communication in the era of globalization. Kidwell (2019) suggests that cultural learning should encompass an understanding of people's culture in a given country and work to challenge prejudices and stereotypes. Similarly, Beal and Bates (2010) propose that teachers should adopt a broader perspective that goes beyond visible culture.

To establish a new perspective that incorporates cultural learning, Kang (2012) proposes the integration of cultural learning objectives to broaden horizons and adapt to the evolving circumstances of the globalized era. Thus, it becomes imperative to update the Thai curriculum for English Language Teaching (ELT) to align with the modern world, where intercultural encounters and issues hold significant importance. English teachers play a pivotal role in advancing ELT within Thai vocational education, providing them with the opportunity to actively advocate for a more inclusive and

culturally diverse approach to language instruction. The subsequent section will delve into the role of English teachers in vocational education.

English Teachers in Vocational Education

English teachers in vocational education play a critical role in equipping students with the necessary language skills essential for their prospective professional endeavors. The unique characteristics of vocational education, which place emphasis on job-specific competencies, present a range of opportunities and challenges within the domain of English teaching and learning (Zulaikha et al., 2021). This dissertation recognizes the significance of English teachers engaged in vocational education, and their definitions are outlined as follows:

Thai English Teachers

Thai English teachers in the field of vocational education primarily consist of individuals who were born and have spent the majority of their lives in Thailand, where English is considered a foreign language. These teachers possess diverse backgrounds and qualifications, typically holding bachelor's degrees in English. The criteria for individuals aspiring to become English teachers in Thailand require them to be Thai nationals and possess an Education Degree accredited by Thai universities (Office of the Civil Service Commission, 2008). Furthermore, they are expected to adhere to professional standards established by the Office of the Teacher Civil Service and Education Personnel Commission (OTEPC), which include the ability to design a curriculum, employ a variety of teaching methods, and effectively instruct literacy (Office of the Teacher Civil Service and Education Personnel Commission, 2021). In the context of this study, English teachers in Thai vocational education share common traits such as possessing a degree in English and currently working in colleges under the oversight of the Office of the Vocational Education Commission (OVEC) (Office of the Vocational Education Commission, 2023).

Thai English teachers hold a crucial role in the English language teaching (ELT) landscape within Thailand's educational system. This literature review aims to provide valuable insights into the current status of Thai English teachers, focusing on the challenges they encounter and their contributions to ELT. One prominent challenge lies in the realm of cultural differences, which present obstacles such as adapting teaching materials, addressing intercultural communication, and striking a balance between local culture and English instruction. Arphattananon (2018) highlights the significance of employing culturally responsive teaching practices to overcome these challenges. Despite these hurdles, Thai English teachers bring valuable assets to the classroom, leveraging their extensive local knowledge and ability to provide contextualized instruction. The incorporation of Thai culture and examples into English lessons enhances student motivation and engagement, as emphasized by Suwannoppharat and Chinokul (2015). By recognizing their contributions and addressing their challenges, Thai English teachers can play a pivotal role in fostering intercultural communicative competence (ICC) among Thai students. This review underscores the importance of supporting and empowering Thai English teachers to maximize their potential in the field of ELT.

In summary, this section sheds light on the focus on Thai English teachers in the field of vocational education in Thailand. It discusses the challenges they face and their valuable contributions to English language teaching (ELT). One notable challenge they encounter is related to cultural learning, which is further complicated by the disparities between Thai and English-speaking contexts. These challenges encompass adapting teaching materials, addressing intercultural communication, and striking a suitable balance between local culture and English instruction. Nevertheless, despite these obstacles, Thai English teachers possess unique strengths that positively impact the classroom environment. They possess extensive local knowledge and demonstrate the ability to provide instruction that is relevant and contextualized. Furthermore, when Thai English teachers actively incorporate other cultures, recognize the contributions of non-native Thai English teachers, and proactively tackle the challenges they face, non-

native English-speaking teachers (NNESTs) have the potential to make a significant and transformative impact in supporting and empowering intercultural communicative competence (ICC) in English language teaching.

Non-Native English Speaking Teacher (NNEST)

The section reviews on the recruitment of foreign teachers in addition to Non-Native English Speaking Teachers in colleges under the Office of the Vocational Education Commission (OVEC). Its primary objective is to provide a comprehensive understanding of the challenges and concessions faced by both native and non-native English teachers, with a particular emphasis on non-native English teachers who are not of Thai origin. The section delves into the acknowledgment of these non-native English teachers within the English teaching profession and seeks to illuminate their experiences and identity navigation in the Thai vocational context.

The justification for considering both native and non-native English teachers is crucial in promoting inclusive and effective language instruction. While native English teachers, often referred to as NES (Native English Speakers), bring natural fluency and cultural understanding to the language, it has been challenged that they are inherently better teachers solely due to their native language proficiency (Tajeddin & Eslamdoost, 2019). Research indicates that non-native English teachers, known as NNESTs (Non-Native English Speaking Teachers), can be highly effective teachers as they possess a deep understanding of the language learning process and have experienced it firsthand (Chao, 2016; Chen et al., 2016).

In order to gain a comprehensive understanding of the experiences of this specific group of non-native English teachers, it is essential to explore the perceived advantages and disadvantages of both native and non-native English teachers. One significant advantage associated with native English teachers (NES) is their natural fluency and cultural understanding of the language (Moussu, 2008). Their presence in classrooms can enhance students' language learning experience by providing authentic language models and exposing them to various cultural aspects. However, it has been

argued that the assumption that NES are inherently better teachers solely due to their native language proficiency is unfounded (Dewaele, 2018). Research has shown that non-native English teachers (NNESTs) can also be highly effective educators, as they possess a deep understanding of the language learning process and have often experienced it firsthand (Matsuda, 2018).

Examining the challenges faced by non-native English teachers, it becomes evident that their identity as NNESTs can be a source of tension and uncertainty. In many contexts, non-native English teachers are expected to meet certain language proficiency standards to be considered legitimate language instructors. However, the criteria for determining proficiency levels may vary, and this can create disparities in the recognition and acceptance of non-native English teachers (Chen et al., 2016). Additionally, the notion of "nativeness" itself is complex and can be influenced by factors such as accent, cultural background, and educational qualifications (Aneja, 2016; Mersad & Senad, 2019).

Within the context of this study, which focuses on non-native English teachers who are not of Thai origin, the challenges of navigating identity become even more nuanced. These non-native English teachers face the task of reconciling their non-native status with their non-Thai background, which may contribute to additional layers of complexity in their professional identity construction. They may encounter perceptions of being "foreign" in both their non-native English teacher role and their non-Thai identity (Burford et al., 2018), which can affect their confidence, credibility, and interactions with students, colleagues, and the educational system as a whole.

The issue of identity is crucial for non-native English teachers, especially those who are not of Thai origin. These teachers often find themselves in a complex position where they navigate between multiple cultural and linguistic identities (Li, 2019). They may face pressure to conform to native English teacher norms and expectations, suppressing their non-native identities to gain acceptance and credibility (Huang, 2017). This compromise between their non-native identity and the professional demands of the English teaching field can create conflicts and tensions within their teaching practice.

Vocational colleges also employ a significant number of Non-native English Speaking Teachers (NNESTs), the majority of whom are non-Thai English teachers and do not consider English as their first language. These NNEST teachers bring valuable benefits to students due to their unique cultural backgrounds and firsthand experience with intercultural interactions in the learning environment (Lin & Scherz, 2014). As a result, they possess a better understanding of the challenges faced by students (Methitham, 2009; Sutherland, 2012). Kawamura (2011) suggests that NNEST teachers are more effective in facilitating intercultural experiences through their language teaching. Within the context of Thai vocational education, NNEST teachers serve as the primary source of intercultural contact for students. This study aims to explore the perspectives of NNEST teachers on the significance of ICC within the Thai vocational education framework. Additionally, it will investigate their intercultural backgrounds and examine how these factors influence their level of ICC.

NNESTs are the focus of this proposed study and share certain common characteristics. Firstly, English is not their first language (Chen et al., 2016). Ekiaka Nzai (2009) argues that NNESTs rank second to Native English Speaking Teachers (NESTs) in terms of knowledge and performance, as they need to acquire socio-linguistic skills and knowledge of native speakers (Abu Alyan, 2011). Matsuda (2018) adds that NNEST teachers may have lower linguistic capabilities and knowledge compared to NES teachers. Consequently, it can be more challenging for non-Thai English teachers to incorporate culture into their English instruction as they have limited experience in intercultural communication.

Perez-Amurao and Sunanta (2020) emphasized that NES teachers are often perceived as the ideal English teachers, which leads to discrimination against NNEST teachers in Thai schools. This discrimination stems from a preference for Caucasian teachers with European features, commonly referred to as "farang." However, it is crucial to acknowledge that the majority of NNEST teachers in Thailand come from Asian or Black African countries, such as the Philippines or Kenya

(Perez-Amurao & Sunanta, 2020). Consequently, this study specifically focused on NNES teachers from various countries to ensure cultural diversity and representation of socially peripheral groups. Including participants from different social backgrounds, as highlighted by Lin et al. (2020), enhances the informativeness of the research. Therefore, this study exclusively included NNES teachers to examine their experiences and perspectives.

Despite Fithriani's (2018) assertion that native English Speaking (NES) teachers are still widely considered the industry standard in ESL/EFL contexts, this study deliberately excludes them. The objective is to challenge the prevailing view of ELT that is based on Western conceptions of idealized ICC. Nadeem et al., (2020) argue that the Western perspective of ICC should be juxtaposed with a non-Western viewpoint, as it contradicts the fundamental principles of ELT. Additionally, Kachru (2005) highlights the emergence of new varieties of English in non-Western contexts due to increased intercultural encounters among Non-native English Speaking teachers (NNESTs) (Chao, 2015). The non-Western concepts of ICC often extend beyond the established models proposed by Byram's theory, which challenges the notion that NESTs are the ideal role models for foreign language learning (Kang, 2012). To bridge this gap, the current research focuses on NNESTs from diverse linguistic and cultural backgrounds.

This research makes a significant contribution to the development of language paradigms, specifically in the recognition of English as a "Lingua Franca" or an international language. These paradigms play a vital role in providing support for non-native English speaking teachers (NNESTs) as they endeavor to incorporate intercultural communicative competence (ICC) into their teaching practice. The effective communication of NNESTs in English as a second language is instrumental in achieving the objectives of this study. Moreover, the application of these paradigms prompts scholars to critically examine their preconceived notions, leading to the deconstruction of commonly associated characteristics attributed to different categories of English teachers. Consequently, this study addresses the

research questions by investigating the manifestation of ICC among non-native English speaking teachers.

In summary, the challenges and experiences faced by both native and non-native English teachers are examined, with a particular focus on non-native English teachers who are not of Thai origin. While the advantages of native English teachers in terms of fluency and cultural understanding are acknowledged, the assumption that they are inherently superior is challenged. Instead, the complex identity issues encountered by non-native English teachers, especially those who are not of Thai origin, and how these issues can impact their teaching practice are brought to light. The significance of inclusive language instruction is also emphasized in our study, along with the investigation of potential differences in intercultural communicative competence (ICC) levels between Thai English teachers and non-Thai English teachers.

It is pertinent to acknowledge that the scope of non-native English speaking teachers in this study encompasses both Thai English teachers and non-native English teachers in Thai vocational colleges. The collected responses will undergo separate analysis to delve into intercultural communicative competence (ICC) among Thai English teachers and non-Thai English teachers. In order to explore ICC effectively, a thorough comprehension of its significance within the interrelationship of language and culture is necessary. Consequently, the subsequent section of this study endeavors to contribute significant scholarly insights by presenting foundational language and cultural theories that serve as a framework for the development of ICC.

Language, Culture, and their Relationship

Understanding ICC hinges on the fundamental concept of the relationship between language and culture. Therefore, this section aims to offer insights into the language and cultural theories that underpin the development of ICC.

Language

The concept of language is explored within an intercultural framework, and according to Nair-Venugopal (2015), it is described as a communication tool that facilitates interaction between diverse cultural groups. Similarly, Bayyurt (2013) defines

language as a tool to express and shared experiences, needs, desires, thoughts, and ideas, while Kung (2015) defines language as a tool to communicate that can be used to understand culture and connections as well. In addition, language serves as more than just a communication tool; it also plays a crucial role in social behavior and interaction, especially in cross-cultural settings. Nevertheless, in intercultural environments (Smakova & Paulsrud, 2020), if the cultural context and differing social behaviors are not adequately understood, misunderstandings may arise, and communication may come to a halt.

Culture

The understanding of culture plays a crucial role in exploring IC and its significance. One of the main reasons for this is the multiple interpretations of the concept of culture. Certain language specialists perceive culture as a collective of people who partake in similar social environments and encompassing customs (Genova, 2018), while others define it as a shared set of norms, values, and beliefs that impact an individual's interactions and actions (Deardorff, 2006; Ghanem, 2015). Although various language scholars offer similar definitions of culture, their explanations emphasize the centrality of norms, values, beliefs, and worldviews that are transmitted across generations. According to Kurylo (2012), culture is passed down from one generation to the next through the successful transmission of social values and behaviors, which give meaning and purpose to life. Thus, the understanding of culture is crucial in comprehending ICC and its importance. The transmission of successful social values and behaviors is crucial for preserving culture from one generation to the next.

Culture can be divided into "Big C" and "little c." Culture with a "Big C" refers to the information necessary for understanding a language and society, and typically includes geography, history, and similar elements. On the other hand, culture with a "little c" encompasses the concepts of norms, values, beliefs, and morals (Kraus, 2019). This concept is similar to the iceberg symbol of culture (Hall, 1976, as cited in Makhmudov, 2020). In the iceberg model, visible aspects of culture such as language, food, fine arts, and folklore are represented above the water's surface, while the majority

of culture, including beliefs, morals, norms, and values, are considered to be invisible under the surface of the water, as depicted in Figure 1.

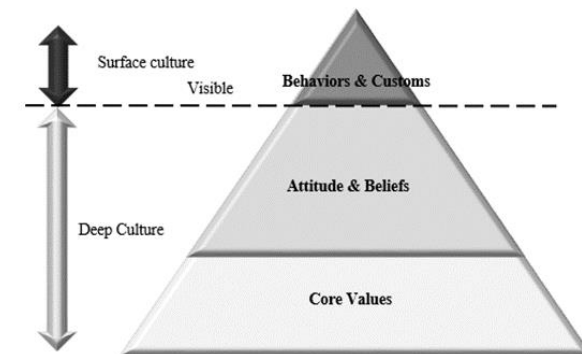


Figure 1 Iceberg Model

(Adapted from Hall, 1976, as cited in Makhmudov, 2020)

Source: Makhmudov (2020). Ways of forming intercultural communication in foreign language teaching. *Science and Education*, 1(4), p.86.

Culture is a vital component within the 5 C's framework developed by the American Council on Teaching Foreign Languages (ACTFL, 1996). This model encompasses Communication, Cultures, Connections, Comparisons, and Communities, highlighting the significance of culture in intercultural communication (Schulz, 2007). Within this framework, "Cultures" pertains to the understanding and appreciation of the beliefs, values, customs, and practices of various societies (The national standards 1996, 2006 as cited in Chen, 2017). Another model that seeks to delineate culture and its impact on cultural teaching is the triangular cultural framework model. Figure 2 portrays the interconnection among three fundamental components of culture, namely products, practices, and perspectives, commonly referred to as the 3 P's.

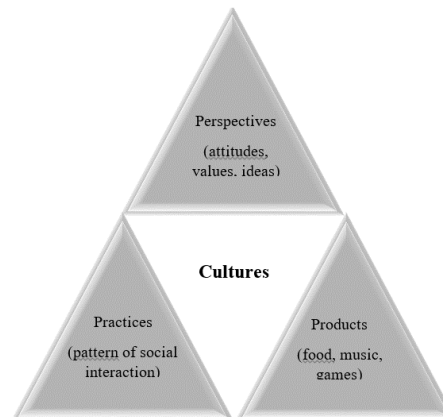


Figure 2 3Ps framework

Source: Chen, G. (2017). Identifying cultural elements in Chinese language curricula using the 3Ps framework. *K-12 Chinese Language Teaching*, 2, p.8.

The triangle model introduces a noticeable differentiation among the concepts of "practice," "perspectives," and "products" (Genova, 2018). "Practice" refers to non-verbal behaviors accompanying speech, such as the physical distance between speakers or body language, "Perspectives" encompasses fundamental beliefs, values, and ideas that form the foundation of a culture, and "Products," are physical manifestations of these underlying beliefs (Marrs, 2014). In order to gain a comprehensive understanding of a culture and its societal norms, it is important to consider all three elements, and by doing so, one can gain a deeper understanding of the culture and its beliefs, values, and practices.

In summary, this study emphasizes the importance of various concepts and frameworks for comprehending intercultural communication (IC). Notably, the concepts of "Big C" and "little c" culture, the iceberg model of culture, culture as one of the five "Cs," and the 3 P's framework all play critical roles in this understanding (Chen et al., 1998). These models provide valuable insights into the intricate and diverse nature of culture, which is crucial for establishing the foundations of IC. Non-native teachers, in particular, need to grasp intercultural communication due to their unique position of

acquiring a second language within a different cultural context. This further underscores the significance of comprehending intercultural communication. Moreover, the subsequent section of the study explores the relationship between language and culture to reinforce the connection between intercultural competence (IC) and communicative competence (CC), which forms the foundation of ICC.

Relationship between Language and Culture

The relationship linking language and culture is intricate and multi-faceted. Language reflects the culture of a particular group of people, shaping their attitudes and beliefs, while culture also shapes the way that language is used and understood (Kramsch, 2014). Da Silva (2013) supports the idea that language and culture are intertwined, asserting that language is an inseparable part of culture. Taking this notion further, Yu (2020) asserts that language functions as a carrier of culture, implying that culture can only be efficiently conveyed through language. Smakova and Paulsrud (2020) contend that language represents social behavior within a specific cultural context, making the two inseparable. To become more mainstream, the concept of linking language and culture must assess the effectiveness of the connection, and further theory or practice is needed before linking them becomes the norm in relation to ICC.

The strong relationship between language and culture is essential to consider in ICC. Language serves as a reflection of a culture's values, beliefs, and behaviors, and it is said that mastering a language is impossible without acquiring some cultural knowledge (Kramsch & Hua, 2016). In particular, Halima and Asma (2018) states that demonstrating the inseparability of language and cultural learning to promote cultural awareness and enhance ICC is vital. However, communicative competence has some shortcomings. Many researchers have highlighted that this competence primarily focuses on the socio-linguistic aspect of language, neglecting the socio-cultural aspect. Therefore, it is crucial to adapt additional materials that address this aspect. Teachers have also emphasized the excessive emphasis placed on linguistic competence in such

contexts, which hinders the achievement of cultural objectives. Consequently, reinforcing the relationship between language and culture is critical for a comprehensive understanding of ICC. According to Hartono et al., (2021), language learning and cultural understanding are intertwined, with language learning depending on systematic clues to prevent cultural misunderstandings and promote effective communication.

In summary, the profound and intricate bond between language and culture becomes evident. Language serves as a reflection of culture, encompassing its values, beliefs, and behaviors. Simultaneously, language is both influenced by and influential in shaping cultural expression and understanding. Acting as a conduit for cultural knowledge, language plays a pivotal role in its effective transmission. It is crucial to acknowledge the inseparable connection between language and culture when cultivating intercultural communicative competence (ICC). Moreover, recognizing the indivisible nature of language and culture holds paramount importance in fostering cultural awareness and enhancing ICC. Consequently, the subsequent sections will delve into the finer aspects of ICC.

Intercultural Communicative Competence

The study of ICC has garnered substantial interest in contemporary times, as both organizations and individuals acknowledge the critical role of efficient communication and interaction with people from varied cultural origins (Deardorff, 2006). To establish a thorough inventory of ICC, it is imperative to precisely delineate the field across all its dimensions, which encompasses the recognition of the diverse components and abilities that constitute ICC, as well as the various methodologies and frameworks employed in evaluating and cultivating it.

Definition of Intercultural Communicative Competence

Various researchers have extensively studied and defined the concept of ICC. Byram's (2021) widely recognized definition emphasizes the ability to communicate in a foreign language with individuals from diverse cultural backgrounds. Deardorff (2006) underscores the importance of effective and appropriate engagement in

intercultural communication, incorporating unique attitudes, experiences, skills, and reflection. Fantini (2009). Fantini (2009) asserts that ICC encompasses a complex set of skills necessary to effectively engage in communication with individuals hailing from diverse linguistic and cultural backgrounds. Likewise, Nugent and Catalano (2015) characterize ICC as the capacity to meaningfully engage with individuals from other cultures, incorporating attitudes, experiences, and skills essential for intercultural communication. Tran and Duong (2015) offer a similar conceptualization, emphasizing the significance of effective and appropriate engagement with diverse linguistic and cultural backgrounds in a non-native language. Almohawes (2020) defines ICC as the ability to recognize and understand cultures, including one's own, and utilize that understanding to interact effectively with individuals from other cultures. Collectively, these studies have contributed to a shared understanding of ICC, providing valuable definitions that guide scholars in the domain of intercultural communication.

In summary, this study adopts Byram's (2021) earlier definition as a template, which posits that ICC is the capacity to efficiently and appropriately communicate in other languages with individuals from diverse social groups. Consequently, the operational definition of ICC employed in this study refers to the ability to communicate appropriately and effectively among people from different language and cultural backgrounds, even when originating from distinct countries.

Intercultural Speakers

This study uses the term intercultural speakers to describe a set of ICC factors, and the term arises from literature on ICC discussed in this section. Themes are predicted to emerge from the interviews with English teachers, and they are outlined at this stage. According to Alred and Byram's (2002) viewpoint, individuals who possess intercultural communication skills have the capacity to understand and navigate the interactions between various cultures. These individuals can act as intermediaries, facilitating communication and understanding between individuals who have been socialized within different cultural contexts. Therefore, the idea behind the intercultural

speaker is that an individual can act as a mediator between one's own and other cultures (Matsuo, 2012).

The concept of the "mediator" as an element of intercultural speakers is that they can act as a culture bridge in which one's own and other cultures co-exist harmoniously (Lang, 2018, p. 18). Pasterick (2015) suggests that when communicating with others, evaluating, and adapting to one's own actions, as well as underlying principles and beliefs, the mediator should be able to observe oneself from an external point of view. Byram (2021) believes that becoming an intercultural speaker is an attainable goal for most language learners with regards to the complexities of the world. So far, the intercultural speaker role has been strengthened and is used commonly in mediating between two or more cultures in an intercultural setting.

In summary, the idea of the intercultural speaker is merged into ICC theory that leads mediators acting between two or more cultures. ICC leads learners to gain more understanding of their own culture and develop an awareness that leads them to appreciate and respect other cultures.

Features of Intercultural Communicative Competence

This section explores the distinct features of Intercultural Communicative Competence, which can be divided into two key terms: "intercultural" and "communicative competence." The term "intercultural" encompasses two fundamental components. The prefix "inter" denotes the involvement of multiple individuals, emphasizing competencies, empathy, and mutual participation (McAlinden, 2012). On the other hand, "cultural" refers to the connection and association with a particular community and its way of life. Consequently, the term "intercultural" is defined as pertaining to diverse cultures (Lindner, 2015; McAlinden, 2012). However, it is worth noting that some researchers observe the interchangeable use of "intercultural" and "cross-cultural" (Cui, 2016a; Dhanaraj, 2013). "Cross-cultural" signifies the merging or comparison of multiple cultures (Tochon, 2009). Nonetheless, the prevalent usage of "intercultural" in scholarly

literature has led to the marginalization of "cross-cultural," which primarily refers to integrating or comparing different cultures. The preference for the term "intercultural" stems from its emphasis on interactions between individuals from culturally and linguistically diverse backgrounds, underscoring the significance of contact (McAlinden, 2012).

While, the concept of "competence," as established by Chomsky, underscores the innate human capacity to produce a limitless array of grammatically correct sentences within a specific language system (Abu Alyan, 2011). It is a deep-seated understanding and application of grammatical regulations that underpin language production, thus providing a framework for extensive language comprehension among native speakers (Dombi, 2016; Marrs, 2014). Therefore, it is crucial to distinguish spontaneous speech, often characterized by deviations from standard linguistic norms, from the true language competence that thrives in idealized contexts (Marrs, 2014). This distinction is essential in furthering our understanding of how humans acquire, understand, and utilize language.

The term of "communicative competence" (CC) is a multi-faceted concept encompassing the understanding and effective application of grammatical, socio-linguistic, and discourse competence. Beyond the comprehension of syntax and semantics, CC necessitates an astute awareness of the social context and conventions within whichever language is used. Strategic competence is integral in empowering an individual to optimize their language skills and engage in meaningful dialogues within various contexts. Byram's (2021) viewpoint focuses the essence of accurate language usage, appropriate application of grammatical knowledge, and adherence to the language norms of native speakers, thereby further enriching the understanding of CC. It is critical to foster all the components to ensure effective and contextually appropriate communication, as these competencies underpin the comprehensive ability to use language as a tool for connecting with others and expressing ideas (Jackson, 2015).

In summary, the term "intercultural communicative competence" encompasses two essential components: "intercultural" and "communicative competence." The term

"intercultural" is often used interchangeably with "cross-cultural" and refers to interactions among diverse cultures, emphasizing empathy, competencies, and participation (Cui, 2016a; Dhanaraj, 2013; Lindner, 2015; McAlinden, 2012; Tochon, 2009). On the other hand, "communicative competence" (CC) encompasses the skills necessary for effective intercultural communication, including awareness of social context and conventions, strategic language use, and adherence to native language norms. These elements collectively contribute to achieving effective and contextually appropriate ICC (Byram, 2021; Jackson, 2015).

Distinction between Intercultural Competence and Intercultural Communication

Competence

There exists an ongoing debate concerning the distinction between intercultural competence (IC) and intercultural communicative competence (ICC). While some argue for their separate conceptualization, Yang (2018) suggests that they are often used interchangeably. In the literature, diverse definitions have been proposed. Yazdanpanah (2019) defines IC as the encounter between two or more cultures, while Yang (2018) defines it as the process of acquiring the ability to behave appropriately across cultural differences within one's own language. On the other hand, ICC is defined by Guerra (2020) as the capability to effectively interact with individuals from different countries and cultures in a foreign language. Despite these varying definitions, the reviewed literature frequently employs IC and ICC as interchangeable terms, considering them synonymous.

The concept of Communicative Competence (CC) gained prominence in language education during the 1970s, although it initially overlooked cultural elements (Corbett, 2003). Noam Chomsky, a renowned academic who made substantial contributions to linguistics and language acquisition, put forward the theory of universal grammar, suggesting that all humans possess an innate capacity for acquiring language (Chomsky, 1965 as cited in Estaj & Rahimi, 2018). This theory is closely connected to Chomsky's concept of communicative competence, which involves the effective utilization of language in social settings. Chomsky argues that acquiring

communicative competence goes beyond simply learning grammar and vocabulary; it also requires comprehension of the social and cultural environment in which language is used (Chomsky, 1965 as cited in Estaj & Rahimi, 2018).

Byram's distinction between intercultural competence (IC) and intercultural communicative competence (ICC) underscores their critical roles in facilitating effective communication. IC pertains to the engagement with individuals belonging to diverse social group identities, either in one's native language or when interacting with individuals from another community or country using their native language. Conversely, ICC centers on the ability to interact with people from different social groups using a language other than one's native tongue, often English. Byram's differentiation sheds light on the specific skills essential for successful communication in both native and foreign languages, underscoring the significance of cultivating intercultural competence and intercultural communicative competence.

Intercultural Communicative Competence (ICC) encompasses an individual's capacity to effectively communicate in a foreign language with individuals belonging to different social groups, serving as a facilitator for those from diverse cultural backgrounds (Ataie & Mohammadi, 2020). ICC users rely on their independently acquired knowledge of various cultures, integrating it with their language skills to operate within an acceptable range. This integration empowers them to understand the connotations, meanings, and values embedded in language, while also facilitating the acquisition of new languages and fostering cultural understanding (Yang, 2018).

However, Susilo and Yang (2019) challenge this perspective by asserting that effective language use, referred to as communicative competence (CC), and appropriate interaction, known as intercultural competence (IC), require an understanding of ICC, which results from the combination of IC and CC. Their argument highlights the interdependence of these competencies in achieving effective communication and interaction in intercultural contexts. By integrating IC and CC, individuals can develop a comprehensive and nuanced understanding of intercultural

communicative competence (ICC), thereby enabling them to navigate diverse cultural settings.

To further illustrate the differentiation between three key constructs—communicative competence (CC), intercultural communication (IC), and intercultural communicative competence (ICC)—Table 2 provides a visual representation. This table serves to underscore the unique applications and inherent significance of each construct within the field. It helps to clarify the distinct but interconnected nature of these competencies, emphasizing their relevance and contributions to effective intercultural communication.

Table 2 View of Competence

Competence	Emphasis	Scholars
Communicative Competence	To effectively and appropriately communicate in the target language and culture, it is essential to develop language abilities that encompass various specific competencies. These competencies include mastering grammar, understanding sociolinguistic nuances, navigating discourse, and employing strategic communication techniques.	Canale and Swain (1980)
Intercultural Competence	Acquiring the skills to engage successfully and appropriately in intercultural settings, irrespective of the cultures involved.	Fantini (2009)
Intercultural Communicative Competence	Developing both intercultural competence and communicative competence.	Byram (2021)

Table 2 provides an overview of the key competencies and their respective emphasis in intercultural communication. Communicative Competence, highlighted by Canale and Swain (1980), focuses on developing language abilities to enable effective and appropriate communication in the target language and culture. This includes

mastering grammar, understanding sociolinguistic nuances, navigating discourse, and utilizing strategic communication techniques. Additionally, Intercultural Competence, as defined by Fantini (2009), emphasizes acquiring skills for successful and appropriate engagement in intercultural settings, regardless of specific cultures involved. It emphasizes cultural sensitivity, adaptability, and effective interaction within diverse cultural contexts. Byram (2021) emphasizes the importance of Intercultural Communicative Competence, which integrates both intercultural competence and communicative competence. This concept recognizes the interconnectedness of language skills and cultural understanding, highlighting the need for language proficiency and cultural sensitivity for effective communication in diverse cultural contexts. In conclusion, the information emphasizes the significance of integrating language abilities, cultural understanding, and effective communication in intercultural contexts, with Intercultural Communicative Competence serving as a comprehensive framework for successful intercultural communication.

Furthermore, this literature review draws upon several significant sources that establish a connection between intercultural communicative competence (ICC) and Communicative Competence (CC). These sources contend that successful communication necessitates both ICC and CC, which involve the ability to effectively employ language in social contexts. Luczaj, Leonowicz-Bukala, and Kurek-Ochmanska (2022) emphasizes the importance of language proficiency for effective communication, arguing that grammatical errors and unconventional language usage can result in miscommunication and confusion, thereby impeding the communication process. Similarly, Leathers and Eaves (2015) emphasize the significance of language proficiency in ICC and its role in interpreting social cues and nonverbal communication within intercultural contexts. Lastly, Louhiala-Salminen and Kankaanranta (2012) address the pragmatic aspects of intercultural communication and emphasize the significance of addressing language barriers disrupt. This involves taking into account both linguistic and socio-linguistic competence. Hence, the literature supports the notion that both ICC and CC are essential for successful communication. Language proficiency

plays a vital role in facilitating intercultural understanding, interpreting social cues, and adapting language to different cultural contexts.

In conclusion, the literature underscores the significance of both intercultural communicative competence (ICC) and communicative competence (CC) in achieving successful communication. Language proficiency plays a vital role in fostering intercultural understanding and adapting language to diverse cultural contexts. Collectively, this study provides valuable insights into the complexities of ICC and the necessary skills for effective communication in diverse cultural environments. Building upon this, the following section will delve into an examination of current models of intercultural communication and discuss their relevant key components.

Models of Intercultural Communicative Competence

Various perspectives exist regarding the concept of Intercultural Communicative Competence (ICC). Noteworthy models have been proposed by scholars such as Gudykunst (1995), Chen and Starosta (2016), Deardorff (2006), Fantini and Tirmizi (2006 as cited in Liu, et al., 2020), and Byram (2021). These models elucidate the affective, cognitive, and behavioral dimensions that manifest during interactions among individuals from diverse backgrounds, with a specific emphasis on facilitating intercultural adjustments, mitigating anxiety, and managing uncertainty. Certain models encompass a comprehensive range of elements, encompassing a holistic understanding of ICC, and serve as valuable frameworks for fostering ICC and facilitating effective cross-cultural communication. A concise summary of these models is provided in Table 3.

Table 3 Summary of Intercultural Communicative Competence Models

Scholars	Models
Gudykunst (1995)	Anxiety/Uncertainty Management (AUM)
Chen and Starosta (2016)	Triangular model of intercultural communication
Deardorff (2006)	Pyramid Model of Intercultural Competence
Fantini and Tirmizi (2006)	Intercultural Competency Model
Byram (2021)	Intercultural Communicative Competence Model

Gudykunst (1995) introduces the Anxiety/Uncertainty Management (AUM) theory, which explains how individuals handle anxiety and uncertainty during intercultural communication. This theory suggests that anxiety and uncertainty are natural emotions that arise in intercultural interactions, and individuals employ communication strategies to reduce these feelings and enhance their effectiveness. Cultural differences in values, norms, and communication styles can lead to anxiety and uncertainty, resulting in misunderstandings, misinterpretations, and conflicts that hinder effective communication. The theory includes reduction, control, and acceptance strategies, and by understanding and utilizing these strategies, individuals can enhance their intercultural communicative competence and establish positive cross-cultural relationships.

Chen and Starosta (2016) propose a model of intercultural communication comprising three key elements: intercultural sensitivity, intercultural awareness, and intercultural adroitness. These elements correspond to the emotional, cognitive, and behavioral aspects of ICC. Intercultural sensitivity refers to an individual's active motivation to embrace cultural differences, indicating their effectiveness. Intercultural awareness involves understanding cultural conventions that shape thoughts and behaviors, encompassing the cognitive dimension. Intercultural adroitness represents the behavioral capability to achieve communication goals in intercultural settings. By

cultivating intercultural sensitivity, awareness, and adroitness, individuals can better recognize, comprehend, and appreciate cultural distinctions. Chen and Starosta (2016) suggest that individuals living and working with people from diverse cultural backgrounds can develop intercultural awareness by studying both the similarities and differences between cultures, with intercultural sensitivity playing a crucial role.

Deardorff's model (2006) presents a hierarchical representation of knowledge, skills, and attitude, with attitude being the foundational element. This model offers a framework for acquiring ICC, highlighting desired outcomes internally and externally. It aligns with the intercultural factors of attitude, knowledge, and skills, while also incorporating two additional factors related to internal and external outcomes. The model starts with attitudes like openness, curiosity, respect, and discovery and progresses to enhancing understanding and proficiency. It encompasses both individual and interactive levels, considering the expected internal and external results. According to Deardorff, an individual's level of ICC depends on their attitude, knowledge, skills, and the anticipated internal and external outcomes. This model provides a comprehensive framework for understanding and cultivating ICC, emphasizing attitudes and the interconnected nature of knowledge, skills, and outcomes in fostering effective intercultural communication.

Fantini and Tirmizi (2006 as cited in Liu et al., 2020) present a comprehensive model for foreign language education that encompasses crucial factors related to ICC. Their model consists of five components contributing to the development of ICC in language learners. The first component emphasizes adult attributes such as adaptability, sense of humor, patience, and tolerance. The second component focuses on establishing and maintaining relationships, minimizing distortion during interactions, and fostering collaboration towards shared objectives. The third component encompasses knowledge, positive attitudes/emotions, skills, and perceptions across four dimensions. The fourth component highlights language proficiency in the target language. Lastly, the fifth component delineates four developmental stages reflecting a student's familiarity with the target culture and motivation towards the host community:

educational traveler, sojourner, professional, and intercultural/multicultural specialist. By integrating these elements, Fantini and Tirmizi's model offers a comprehensive framework for foreign language education, facilitating the development of intercultural communicative competence and enabling effective intercultural interactions.

By examining and integrating these models and theories, it becomes clear that intercultural communicative competence (ICC) encompasses various essential factors. These factors include managing anxiety and uncertainty, developing intercultural sensitivity and awareness, cultivating attitudes, knowledge, and skills, and considering the desired outcomes of intercultural communication. ICC emphasizes the significance of recognizing and appreciating cultural differences, effectively navigating interactions across cultures, and establishing meaningful connections in diverse cultural contexts. By integrating these elements, individuals can enhance their intercultural communicative competence and make valuable contributions to effective intercultural communication and understanding. However, it is worth noting that among these models, Byram's (2021) ICC model stands out as a significant and comprehensive guiding framework, particularly in the context of English as a Foreign Language (EFL). In the following section, this model will be further examined and critiqued.

Critique of Byram's Model

The theory proposed by Michael Byram, known as the Byram theory, has gained significant recognition and influence within the realm of English as a Foreign Language (EFL) education, particularly in the context of intercultural communicative competence (Byram, 2021). This theory presents a comprehensive framework that encompasses both strengths and weaknesses, significantly impacting educators' approaches to fostering intercultural communicative competence.

One of the strengths of Byram's theory in EFL is its strong emphasis on developing intercultural competence in language learners (Murray, 2022). It recognizes that effective communication transcends language proficiency and necessitates an understanding of cultural contexts and the ability to navigate intercultural interactions

(Hoff, 2020). Additionally, Byram's theory takes a holistic approach by considering the cognitive, affective, and behavioral dimensions of intercultural competence (Byram et al., 2002). It acknowledges that learners need to develop not only knowledge and skills but also attitudes and critical thinking abilities to engage successfully in intercultural communication. Moreover, the theory encourages learners to cultivate self-awareness of their own culture and values, enabling them to critically reflect on cultural differences (Byram et al., 2002). This fosters a deeper understanding of one's identity and the capacity to adapt and learn from diverse cultural perspectives. Furthermore, the theory underscores the significance of authentic and meaningful interactions with speakers of the target language and culture (Byram & Wagner, 2018). It promotes learners' engagement in interacting with individuals from different cultural backgrounds, participating in cultural immersion experiences, or engaging in simulated scenarios, thereby enhancing their communicative skills and intercultural understanding.

However, Byram's theory in EFL does possess some weaknesses. Firstly, it primarily focuses on intercultural competence, sometimes neglecting the development of language proficiency (Nguyen et al., 2016). While intercultural skills are undoubtedly crucial, it is vital to ensure that learners also attain a high level of linguistic competence for effective communication in the target language (Byram et al., 2002). Additionally, the theory relies on categorizations and generalizations of cultures, potentially oversimplifying the complexity and diversity within cultures (Doherty & Mu, 2011). It is crucial to acknowledge that cultures are not monolithic entities, and individual differences and variations exist within any cultural group. Implementing Byram's theory into EFL curricula and classroom practices can present challenges. Teachers may encounter limitations in terms of lacking adequate training, resources, or time to fully incorporate the development of intercultural competence into their instructional approaches, leading to a potential gap between theory and practice in various educational contexts. Furthermore, assessing intercultural competence can be complex and subjective (Sinicrope et al., 2007). Although Byram's theory proposes various assessment methods, accurately measuring learners' intercultural competence levels

remains a challenge. The development of objective and reliable assessment tools that effectively capture intercultural competence is an ongoing endeavor.

In order to adapt and refine the application of Byram's (2021) model, which offers valuable insights and guidance for English as a Foreign Language (EFL) teachers, it is essential to critically evaluate its strengths and weaknesses within various educational contexts. The primary objective of this study is to practically implement aspects of Byram's model in teaching and learning culture, focusing specifically on intercultural communicative competence (ICC) within the vocational education system of Thailand. The selection of Byram's (2021) model for this study is justified by several compelling reasons. Firstly, Byram's model holds substantial influence over the definitions and models of intercultural communicative competence (ICC), rendering it highly pertinent to the study's theme and specifically tailored for foreign language contexts. This model accentuates the fundamental competencies shared by individuals engaged in intercultural communication. Furthermore, Byram's model challenges the traditional Native English Speaker (NES) paradigm of foreign language learning, as highlighted by Kang (2012). Rooted in an educational framework, it presents an alternative perspective that acknowledges the significance of non-native English speakers (NNES) in language acquisition, moving beyond the exclusive emphasis on NES. Avgousti (2018) underscores the model's tailored nature for language curricula, while Matsuo (2014) underscores its foundation on an idealized NNES rather than an NES. Additionally, Byram's model integrates cognitive and motivational elements to empower learners in effectively and appropriately communicating with individuals from diverse cultures. The critical evaluation and incorporation of Byram's model in this study enable the adaptation and refinement of its application within the specific context of Thailand's vocational education system, thereby enriching the pedagogy and acquisition of culture and ICC.

Consequently, Byram's model places significant emphasis on the process of ICC and delineates the components that influence an individual's ability to employ various levels of ICC in intercultural situations. To assess the level of ICC among

non-native English speaking teachers, a research instrument based on these components was developed, additional information on ICC on which is provided in the following section:

Byram's Intercultural Communicative Competence Model

This section presents an examination of Byram's (2021) model, which was chosen as it is widely recognized as a standard for intercultural communication and has had a significant impact on foreign language education. Byram highlights the importance of evaluating an individual's ability to build relationships and engage with individuals from diverse cultural and linguistic backgrounds. For this research, the updated 2021 version of Byram's model was used as the foundation for the questionnaire employed to assess English teachers' perspectives on intercultural communication competence (ICC). Figure 3 offers a more detailed representation of Byram's (2021) model, illustrating the connections between its components and showcasing how ICC fits into the broader framework of other language competencies.

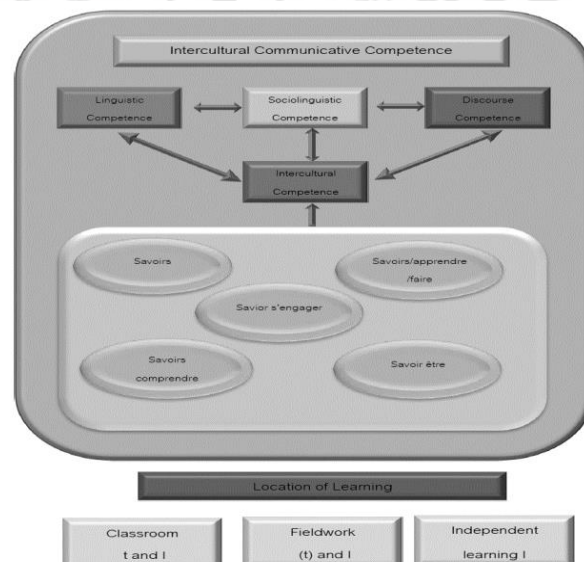


Figure 3 ICC Model of Byram (2021)

Source: Byram, M. (2021). *Teaching and assessing intercultural communicative competence (2nd ed.)*: Multilingual Matters p.99.

Figure 3 shows the model consists of three primary sections: the upper, middle, and lower sections. The upper section provides a comprehensive overview of the key competencies, including linguistic, socio-linguistic, discourse, and intercultural competence.

According to Byram (2021), communicative competence is composed of several interconnected components: linguistic competence, socio-linguistic competence, discourse competence, and intercultural competence. Byram (2021) emphasizes the significance of these competencies in achieving effective intercultural communication.

Linguistic competence refers to the knowledge and mastery of the grammar, vocabulary, and syntax of a language (Byram, 1997). It encompasses the ability to understand and produce grammatically correct sentences and to use appropriate vocabulary in various contexts (Tennekoon, 2015). Developing strong linguistic competence is essential for effective communication as it forms the foundation for expressing thoughts, ideas, and opinions accurately.

Socio-linguistic competence extends beyond grammar and focuses on employing language appropriately within social and cultural settings (Byram, 2021). It involves understanding social norms, cultural practices, and linguistic variations within a particular community or society. Socio-linguistic competence enables individuals to adapt their language use based on social situations, interpersonal relationships, and cultural expectations.

Discourse competence revolves around comprehending and producing coherent and cohesive discourse. It encompasses organizing ideas, structuring conversations or texts, and utilizing discourse markers and cohesive devices to establish logical connections between sentences and paragraphs (Byram, 2021). Discourse competence is essential for effectively conveying information, expressing opinions, and engaging in meaningful oral and written exchanges (Alhuthaif, 2019).

Intercultural competence, a critical aspect of communicative competence, involves understanding and navigating cultural differences (Byram, 2021). It necessitates the development of awareness, knowledge, and skills to interact effectively

and respectfully with individuals from diverse cultural backgrounds. Intercultural competence encompasses elements such as cultural empathy, flexibility, adaptability, and the ability to recognize and challenge stereotypes (Tennekoon 2015).

In conclusion, Byram (2021) emphasizes that communicative competence comprises linguistic competence, socio-linguistic competence, discourse competence, and intercultural competence. These interconnected components are positioned in the upper part of the model and relate to the middle section, which encompasses five components. These competencies play a crucial role in gaining a deeper understanding of the five components of ICC, which will be elucidated in the following sections.

In the middle section of Byram's ICC model, The savoir model, specifically, is focused on in this section as it provides a framework for designing a research instrument (Byram, 2021). The term "savoir" is derived from French and encompasses the concepts of knowledge (*un/le savoir*) and knowing how to (*savoir*) (Byram, 1997). Byram's (2021) savoir model consists of various elements: *savoirs* (knowledge), *savoir être* (attitude), *savoir comprendre* (skills for interpretation and connection), *savoir apprendre/faire* (skills for discovery and interaction), and *savoir s'engager* (critical cultural awareness). Notably, *savoir s'engager*, or critical cultural awareness, is positioned at the core of this model to emphasize its utmost importance. Byram (2021) highlights the significance of critical cultural awareness in enabling language learners to comprehend their own culture as well as others. The subsequent model encapsulates the five components of ICC, represented as *savoirs*, which form the foundation of the instrument employed in this study. The Savoir Model is illustrated in Figure 4.

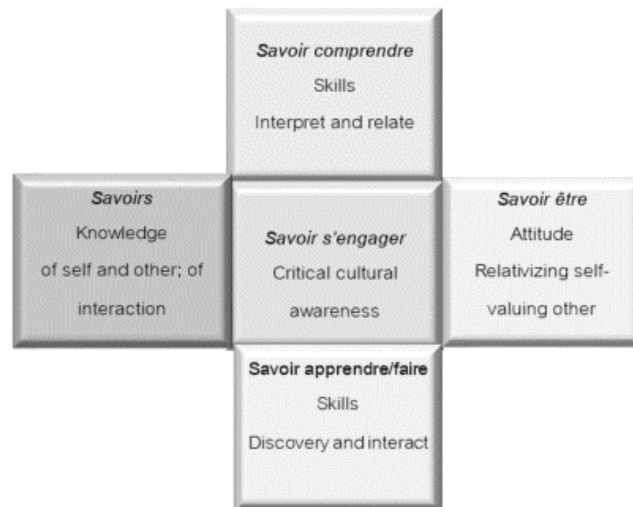


Figure 4 Savoir Model of Byram (2021)

Source: Byram, M. (2021). *Teaching and assessing intercultural communicative competence (2nd ed.)*: Multilingual Matters p.45.

Knowledge Component (Savoirs)

The definitions of the knowledge components in Byram's model (2021) were outlined by various researchers with different perspectives. Hismanoglu (2011) defines knowledge as the understanding of information in one's own and in one's interlocutor's country or community groups, encompassing their outputs and applications within social and personal interactions. Alsahil (2016) describes knowledge as pertaining to social rules, interaction conventions, and practices in both one's own society and the society of others. Baroudi (2017) associates knowledge with acquiring information about community culture and practices. Arslan (2018) distinguishes between understanding visible culture (cultural products) and invisible culture (cultural practices) as components of knowledge. Furthermore, Siriphanich (2018) defines knowledge as the acquisition of new concepts or events while interacting with individuals from a foreign culture, including knowledge about social groups and their cultures in one's own country, as well as knowledge of the process of interaction at an individual and societal level.

According to Byram (2021), knowledge in the context of ICC involves cultural information encompassing the products and practices of a group, both within one's own culture and another culture.

In this study, the concept of knowledge is closely aligned with Byram's (2021) definition, which pertains to the information individuals hold when engaging with someone from a different country. This knowledge is divided into two main categories: firstly, comprehension of one's own social groups and their cultures, along with a similar understanding of the conversational partner's social groups and culture; and secondly, cognizance of the interaction process on both personal and societal levels.

Knowledge is a fundamental factor in the development of intercultural competence, and Byram posits that individuals need to acquire both declarative and procedural knowledge about their own culture, and the target culture, in order to communicate effectively across cultural boundaries. This includes understanding cultural practices, beliefs, values, and social norms, as well as recognizing one's own cultural biases and assumptions (Byram, 1997).

Declarative knowledge refers to the factual information that individuals possess about different cultures, including their history, traditions, customs, and societal norms (Byram, 1997). Deardorff (2006) emphasizes the importance of acquiring a deep understanding of the target culture, as this knowledge serves as the foundation for effective intercultural communication. In addition to declarative knowledge, Byram (1997) highlights the significance of procedural knowledge, which encompasses the ability to apply cultural knowledge in various contexts and situations. Procedural knowledge enables individuals to interpret cultural cues, navigate unfamiliar social situations, and adapt their communication strategies accordingly (Byram, 1997).

Furthermore, Byram's (1997) model acknowledges the role of cultural self-awareness in the development of ICC. Cultural self-awareness refers to the understanding of one's own cultural identity, values, and assumptions, as well as

recognizing how these factors may influence intercultural interactions (Bennett, 2009). Bennett (2009) argues that developing cultural self-awareness is essential in fostering intercultural competence, as it allows individuals to identify potential biases and stereotypes that may hinder effective communication across cultures.

In conclusion, the importance of knowledge is a crucial component of ICC, and acquiring both declarative and procedural knowledge about different cultures, along with developing cultural self-awareness, is vital for effective intercultural communication. By fostering a deep understanding of cultural practices, values, and norms, individuals can enhance their ability to navigate diverse cultural contexts and communicate successfully with people from different cultural backgrounds.

Attitude Component (Savoir Être)

The attitude component or *Savoir être*, or *an*, is commonly related to a sense of curiosity and openness, and Alsahil (2016) defines attitude as the capacity to value one's culture and others to develop an appreciation of openness, curiosity, and readiness to other culture. As Hismanoglu (2011) defines, the attitude factor refers to interest and willingness to hesitate any incredulity regarding other cultures, or beliefs about one's own. In the definition of Baroudi (2017), attitude is a manifestation of curiosity and openness to others and accepting the differences. Byram (2021) defines an attitude factor, as curiosity, openness, and readiness in both one's own and another'' cultures, including verbal and non-verbal communication and interaction. Thus, the definition is general and focuses on openness and curiosity, readiness to suspend disbelief, and judgment respecting other' values, beliefs, and behaviors.

Attitude play a crucial role in Intercultural Communicative Competence (ICC). Gillespie-Lynch et al. (2019) emphasize the utmost importance of cultivating positive attitudes and demonstrating respect towards cultural differences. These factors are key in minimizing misunderstandings and establishing an environment that facilitates

effective intercultural interactions. Supporting this notion, Griffith et al. (2016) argue that fostering a positive attitude enables individuals to develop an open mindset that embraces diversity and appreciates the wealth of various cultures. Pinto (2018) further adds that this shift in attitude serves as a foundation for understanding and empathy, enabling individuals to navigate cultural differences with sensitivity and respect. Moreover, it promotes inclusivity, creating a welcoming and accepting environment for individuals from diverse backgrounds.

In summary, the attitude component in ICC is characterized by curiosity, openness, and a willingness to value and appreciate one's own culture and the cultures of others. This mindset encourages acceptance, understanding, and respect for cultural differences. Cultivating positive attitudes and showing respect for cultural diversity is crucial for effective intercultural interactions. Researchers emphasize that a positive attitude allows individuals to embrace diversity and develop an inclusive perspective. It also promotes understanding, empathy, and sensitivity when navigating cultural differences. Ultimately, a positive attitude plays a vital role in facilitating intercultural communication and creating an inclusive environment for people from diverse backgrounds.

Skills of Interpreting and Relating (Savoir Comprendre)

Savoir Comprendre, or skills of interpreting and relating, are focused on the exploration of explanations, comparisons, and interpretations concerning documents or events originating from a distinct culture. Hismanoglu (2011) forwards a definition, as did Byram (1997), which focused on understanding the documents or events from other cultures and expounds and links to documents from one's own. Olaya and Gomez Rodriguez's (2013) definition emphasizes the ability to help an individual learn, explain, and compare the meaning of any given situation or documents from another culture. Similarly, Siriphanich (2018) defines the aptitude to comprehend and establish connections between diverse cultures, enabling

individuals to interpret foreign documents or events, provide explanations, and draw comparisons with their own cultural references.

According to Byram (2021), the skills of interpreting and relating require prior knowledge to comprehend and establish connections with specific examples from the target culture. Byram (2021) further divides these abilities into two categories: firstly, the ability to interpret a document or event from another culture, and secondly, the ability to explain and relate it to documents or events beyond one's own culture (p. 65). This ability primarily revolves around documents, which Li and Liu (2017) describes personal accounts of explorers, or instructional materials for language acquisition. Moreover, within this proficiency, individuals engaging in intercultural communication can uncover inherent meanings within given situations or exchanges that they must navigate (Coperias Aguilar, 2009). Pasterick (2015) adds that interpretation and connection skills rely on individuals' existing understanding of language and culture.

In conclusion, the skills of interpreting and relating, encompassing the understanding, explanation, and comparison of documents or events from other cultures have been examined using various definitions and perspectives. *Savoir Comprendre*, as defined by Byram (2021), Hismanoglu (2011), Olaya et al. (2013), and Siriphanich (2018), emphasizes the ability to comprehend, connect, explain, and compare cultural references. Byram (2021) further emphasizes the importance of these skills in intercultural communication, highlighting the need for intercultural communicators to address misunderstandings arising from differing ethnocentrism. Regardless of linguistic proficiency or the ability to clarify assumptions, intercultural communicators should possess the capacity to navigate challenges and promote effective communication across cultures (Byram, 2021). These skills require prior knowledge, particularly in interpreting and relating to specific examples from the target culture, including various documents and situations (Coperias Aguilar, 2009). The skills of interpreting and relating are essential for intercultural communicators to

successfully navigate intercultural encounters and foster understanding amid cultural diversity.

Savoir Apprendre / Faire (Skills of Discovery and Interaction)

The skills of discovery and interaction, commonly referred to as "Savoir Apprendre / Faire," are essential for acquiring new perspectives on diverse cultures to promote understanding, as well as for understanding and interpreting cultural dynamics within one's own cultural context. Byram (2021) offers a definition of the skills of discovery, which encompass the ability to gain fresh insights into a specific culture and effectively apply acquired knowledge, attitudes, and abilities in the context of real-time communication and interaction. In this study, the skills of discovery and interaction encompass two types of competencies in communication and interaction. The first involves the proficiency to engage in immediate communication and explore unfamiliar cultural knowledge, and the second entails utilizing pre-existing knowledge, skills, and attitudes which allow navigation in real-time communication and interaction.

The skills of discovery and interaction are essential when encountering an unfamiliar culture without prior knowledge, enabling individuals to identify significant aspects within a foreign setting. The dynamics of a new cultural environment can be understood and interact with individuals can be effective, even if their customs and traditions are unfamiliar. This empowers educators to facilitate students' development of effective communication skills for engaging with people from diverse cultures they have encountered in their everyday lives (Nugent & Catalano, 2015).

In conclusion, the skills of discovery and interaction are paramount in fostering a profound comprehension of diverse cultures and interpreting cultural dynamics within one's own cultural context (Byram, 2021). These skills prove especially valuable when encountering unfamiliar cultures without prior knowledge, as they empower individuals to swiftly discern crucial aspects within a foreign

setting and engage effectively with individuals whose customs and traditions are unfamiliar. Thus, the skills of discovery and interaction contribute to promoting cross-cultural understanding and facilitating meaningful intercultural exchanges.

Savoir S'engager (Critical Cultural Awareness)

Critical cultural awareness involves the capacity to assess and critically analyze diverse cultures and countries. This process relies on an explicit and systematic reasoning process that takes into account personal and societal values. Hismanoglu (2011) shared a similar perspective, stating that critical cultural awareness encompasses evaluating prospects, applications, and outcomes based on distinct criteria within one's own and other cultures. Gu (2016) defined it as the ability to critically assess cultural differences from an intermediary standpoint. Similarly, Alsahil (2016) and Baroudi (2017) defined critical cultural awareness as the capacity to make evaluations and critiques based on different perspectives derived from various cultures and countries, whereas Olaya and Gomez Rodriguez (2013) highlighted the diversity of perspectives and behaviors among individuals and proposed the concept of critical cultural awareness to emphasize the critical examination of distinctions and the fluid nature of one's own culture as well as other cultures. By cultivating critical cultural awareness, individuals can develop a deeper understanding and appreciation for the complex diversity of cultures in the interconnected world.

In an educational context, critical cultural awareness plays a crucial role in fostering students' intercultural communication skills (Alsahil, 2016). Byram (2021) states that the development of ICC in teaching requires cultural learning in order to adopt a more instructive function, incorporate political education, and allow for a discerning understanding of cultural dynamics. Cao (2017) highlights that critical cultural awareness emerges within an educational setting, aiming to cultivate learners' critical awareness of values associated with cultural practices from their own and other cultures. Moreover, the ICC model places significant emphasis on

the central importance of critical cultural awareness, underscoring its relevance as a pedagogical objective that deserves support and prioritization (Matsuo, 2012).

Overall, critical cultural awareness should be supported and prioritized as a pedagogical purpose. Its development equips individuals with the skills and perspectives necessary to navigate and engage with diverse cultures in a respectful and insightful manner, ultimately fostering greater harmony and intercultural understanding in our globalized world.

In conclusion, the literature consistently highlights the significance of core competencies in intercultural communication, which encompass five components of ICC. Building upon this framework, the present study aims to investigate the level of ICC among non-native English speaking teachers. To accomplish this objective, a questionnaire was developed in alignment with Byram's (2021) five factors of ICC. These factors not only guide the exploration of ICC but also serve as the foundation for creating quantitative research tools, including the survey employed in this study. However, it is important to note that the survey includes not only questions related to ICC but also aspects of intercultural background. This comprehensive approach allows for a more holistic understanding of the participants' intercultural competencies. Additionally, the study endeavors to identify potential factors that may affect ICC. Subsequently, the following section delves into an explanation of the intercultural background, shedding light on the experiences encountered by non-native English speaking teachers. This examination contributes to a comprehensive analysis of the ICC development process among these teachers and offers a contextually grounded perspective for the study.

Intercultural backgrounds as a factor affecting ICC.

Guided by research question 3, the literature relevant to this study focuses on the intercultural backgrounds of English teachers and the impact of these backgrounds on their past experiences and interactions. The study aims to explore the diverse factors

that influence their intercultural communication competence (ICC). The following factors have been identified in relation to this study:

Intercultural Experiences

Gaining intercultural experience is a recurring factor in this study, as ICC is influenced by various factors, such as international experiences (Wang, 2017), duration of stay in foreign countries (Zhang, 2017), and diversity of travel experiences (Beutel & Tangen, 2018). Common factors relating to intercultural backgrounds among English teachers include international seminars, trainings, and workshops (Forrest et al., 2016). These serve as prevalent aspects of intercultural experiences exhibited by English teachers, and this study aims to identify the sub-factors that influence the levels of ICC, as described below:

International Travel

International travel is widely regarded as a means for individuals to enhance their intercultural communicative competence (ICC) (Yu & Lee, 2014), and the impact of travel on ICC has attracted significant attention from researchers in recent years. A study conducted by Stone and Petrick (2013) uncovered that individuals who had traveled abroad exhibited higher levels of ICC compared to those who had not. This can be attributed to the exposure to diverse cultures during travel, which offers unique opportunities for individuals to hone their intercultural communication skills and thereby enhance their overall competence. Wang (2017) further established a positive correlation between the frequency of international travel and ICC, indicating that individuals who traveled more frequently demonstrated greater proficiency in intercultural communication. Additionally, Bloom and Miranda (2015) expanded on these findings by investigating the influence of the duration of international travel on ICC. Their research revealed that longer stays in foreign countries contributed to a more significant development of ICC, as individuals had ample time to immerse themselves in local cultures and adapt to different communication styles.

The literature review on the influence of the number of countries visited as a vital factor in intercultural communication highlights the significance of diverse travel experiences in enhancing individuals' intercultural competence. Fernandez and Gomez (2015) argued that the number of countries visited was directly related to an individual's capacity to adjust to diverse cultural environments. Their research demonstrates that exposure to a variety of cultural settings enhances intercultural communication skills, promoting greater understanding and adaptability.

Kim and Lee (2017) revealed that individuals who had visited multiple countries had a more comprehensive understanding of different cultures, leading to increased empathy and cultural awareness. They proposed that diverse travel experiences encourage individuals to approach unfamiliar cultural situations with a more open-minded and flexible attitude. Reid (2015) further emphasized the importance of visiting multiple countries in fostering intercultural communication, finding that the quantity of countries visited played a crucial role in determining a person's capacity to adjust their communication approach in various cultural situations. This ability, in turn, facilitated more effective intercultural interactions.

Another factor that significantly influences the outcome of the international travel experience is the direct experiences and interactions with host cultures (Antón et al., 2019; McMullen, 2017). Engaging in meaningful interactions with locals and immersing oneself in the cultural practices and traditions of the destination can greatly enhance the overall travel experience (Estaji & Tabrizi, 2022). These direct experiences allow travelers to enhance one's comprehension of the local culture, and foster meaningful connections with individuals from different backgrounds (Kim, 2017). Research has shown that positive interactions with host cultures positively impact travelers' attitudes, satisfaction, and overall cultural learning (Estaji & Tabrizi, 2022). Direct experiences, such as participating in local festivals, trying local cuisine, or engaging in community-based activities provide opportunities for authentic cultural immersion and personal growth (McMullen, 2017). These interactions challenge travelers to step outside their comfort zones,

adapt their communication styles, and develop a greater appreciation for cultural diversity (Zikargae, 2016).

Negative attitudes affect the travel experience and interactions with the host culture, and these attitudes can result in a lack of openness, reluctance to engage in cross-cultural communication, and limited willingness to immerse oneself in the local culture (Li, 2015). Negative attitudes may arise from various factors, including cultural stereotypes, ethnocentrism, and unfamiliarity with the host culture (Pricope, 2016). Such preconceived notions and biases hinder travelers from fully embracing and appreciating the cultural diversity and uniqueness of the destination. Additionally, negative attitudes affect the quality of interactions with locals, leading to misunderstandings, communication barriers, and missed opportunities for cultural exchange (Da Silva, 2013). Therefore, these negative interactions diminish the overall travel experience, decreased satisfaction levels, and restricted personal growth and intercultural learning. Recognizing and addressing negative attitudes is crucial for travelers to enhance their international travel experiences, and it is essential to develop cultural sensitivity, challenge stereotypes, and maintain an open mindset to foster positive attitudes towards the host culture (Braslauskas, 2021).

International Seminars / Trainings / Workshops

One significant influence on the intercultural experiences of non-native English speaking teachers is their participation in international seminars, trainings, or workshops. These educational opportunities contribute to their experiences, understanding, and skills in interacting with individuals from diverse cultures (Spitzberg & Changnon, 2009). International seminars, trainings, or workshops are recognized as valuable means to enhance intercultural awareness, knowledge, skills, and attitudes (Deardorff, 2006). They offer theoretical frameworks, hands-on experiences, and platforms for discussion, enabling participants to explore cultural differences, acknowledge biases, and cultivate empathy (Bennett, 2009). According to DeCapua

and Wintergerst (2016), these courses or seminars play a crucial role in helping participants develop a more nuanced understanding of their own cultural values, norms, and behaviors, as well as those of others. By integrating this perspective, we can recognize the significant contribution of international educational experiences to an individual's broader intercultural background.

Moreover, participating in intercultural seminars, trainings, or workshops is associated with positive relationships and enhanced intercultural communicative competence (ICC). Numerous studies provide evidence that supports this correlation. For instance, Cui (2016) discovered that the number of cultural-focused courses a teacher has taken can influence the extent of their ICC. Furthermore, Davies (2019) conducted a qualitative study that demonstrated a positive correlation between intercultural teaching objectives, a teacher's intercultural training, and their experiences. According to Christmas (2010), increased intercultural experience contributes to a better understanding of the similarities and differences between the target and host cultures. As a result, intercultural courses or seminars play a significant role in supporting teachers' level of ICC.

In conclusion, the literature review underscores the significant impact of participating in international seminars, trainings, or workshops on the development of individuals' intercultural backgrounds. However, further research is necessary, specifically focusing on non-native English speaking teachers in the Thai vocational context. This targeted investigation will yield a more comprehensive understanding of how participation in international seminars, trainings, or workshops influences this particular group. Consequently, it is crucial to recognize participation in international seminars, trainings, or workshops as a means to facilitate the growth and intercultural development of this specific group.

Intercultural Contacts

One crucial factor is intercultural contact, which plays a significant role in intercultural communicative competence (ICC). Interactions between individuals

from different cultural or ethnic backgrounds constitute intercultural contact, which is considered an experiential learning practice that contributes to ICC (Deardorff, 2006) (Brand, 2014). The role of intercultural contact in ICC has been explored by Zhang (2017), who suggests that the frequency and depth of contact with different cultures significantly influence intercultural communication competence. Similarly, Maddux et al. (2021) found that experience in a foreign culture, especially through extended and immersive experiences, can enhance individuals' ability to effectively communicate with people from that culture. Therefore, the literature clearly indicates that intercultural contact is a significant factor contributing to ICC.

The concept of contact with international friends as a sub-factor of intercultural contact is a topic that has drawn significant attention in the realm of intercultural communication. Jackson (2014) introduced the idea that intercultural contact could be enhanced through contact with friends from different nations, arguing that the more contact an individual has with people from different cultures, the greater their understanding and appreciation of those cultures. In this perspective, international friends contact is not merely a form of intercultural interaction, but a meaningful sub-factor that significantly affects the overall quality of intercultural contact.

Furthermore, there is extensive evidence supporting the positive impact of international friend contact on the development of intercultural competence. Jackson (2018) emphasized the significance of maintaining contact with international friends as a means of cultivating intercultural sensitivity and empathy. Their research highlighted that such friendships enable individuals to gain exposure to a diverse range of cultural perspectives and customs, thereby deepening their understanding of other cultures. Studies indicate that the quality of intercultural contact is just as important as the quantity. Oberle (2014) investigated the frequency of interactions or contacts with individuals from different cultural backgrounds, taking into account their nationality and ethnicity. However, the role of international friendships in fostering intercultural understanding has also been

subject to scrutiny. Ward and Kennedy (1999), for example, argued that the effects of international friendships are influenced by other factors such as language proficiency, existing cultural knowledge, and the ability to adapt to cultural differences. As such, having international friends may not be adequate to significantly enhance intercultural contact if contact is not regular. Building on this critique, Deardorff (2006) suggested that international friends contact should be understood as part of a broader intercultural competence framework that includes other sub-factors such as cognitive flexibility, curiosity, and emotional resilience. While international friends contact is undoubtedly important, Deardorff argues that it should not be overemphasized at the expense of other important components of intercultural contact.

Understanding the importance of intercultural contact has been a significant area of study in the field of ICC. One area of particular interest is the impact of contact with international colleagues among teachers. Contact with international colleagues can facilitate cultural exchange and understanding (Samovar et al., 2014). Pettigrew's (1998) inter-group contact theory suggests that contact can reduce prejudice and foster mutual understanding and respect. Within the teaching profession, interaction with international colleagues presents opportunities for learning about different educational systems and practices (Santoro, 2014). This exposure fosters an environment of knowledge exchange and learning that affects a teacher's ICC. However, despite the potential benefits of contact with international colleagues, challenges exist, with cultural differences and language barriers creating misunderstanding and hindering effective communication (Tenzer et al., 2014). Therefore, the importance of intercultural contact in the field of ICC is undeniable, particularly the effect of contact between teachers and their international colleagues. Such interaction has been shown to foster cultural exchange and mutual understanding (Samovar, et al., 2014), and is further supported by Pettigrew's (1998 as cited in Lytle, 2018) inter-group contact

theory, which posits that contact can diminish prejudice and enhance mutual respect.

The perspectives of teachers and the frequency of their individual interactions in culturally diverse settings are of paramount importance (Hett, 1993 as cited in Cui, 2016b) for intercultural experiences. This is because these individuals are likely to encounter friends, family members or relatives, and foreign teachers or co-workers with different cultural backgrounds (Baron-Earle, 2013). Even if teachers have limited exposure to ethnic and cultural diversity, they may have been exposed to people with vastly different life experiences (Doyle, 2012), and, therefore, intercultural contact serves as a valuable tool in this study.

Social media has had a significant impact on intercultural communication competence (ICC). Elboubekri's (2017) research examined the relationship between ICC and the digital era, emphasizing the potential of digital platforms, particularly social media, in enhancing intercultural skills. Chen (2012) argues that social media can influence the content of information or messages and shape people's understanding of one another, especially individuals from diverse cultural backgrounds. Additionally, Alshenqeeti (2016) suggests that engaging with social media can improve confidence, motivation, and cultural comprehension. This study highlights the importance of integrating digital tools and intercultural activities within educational environments to promote students' intercultural understanding and communication skills. Furthermore, Sobré-Denton (2016) explored how social media could bridge cultural gaps and support intercultural dialogue and collaboration. Notably, Peng et al. (2020) focused on intercultural competence studies as a whole rather than specifically on the effect of social media on ICC. Moreover, Monika et al. (2020) discovered that a significant number of participants actively connected with their international friends on Facebook, leading to the formation of strong interpersonal bonds and facilitating their adaptation to different cultural contexts. Consequently, intercultural contact facilitated by social media can have a substantial impact on ICC.

In summary, ICC is a multifaceted field deeply influenced by several factors, among which intercultural contact plays a significant role. The literature underscores the positive effects of intercultural contact, including interactions with international friends, on enhancing ICC by fostering a deeper understanding and appreciation of diverse cultures (Deardorff, 2006). Similarly, contact between teachers and their international colleagues is vital, facilitating not only cultural exchange and mutual understanding but also significantly enhancing a teacher's ICC (Santoro, 2014). In the era of digital connectivity, social media platforms have emerged as influential arenas for intercultural interaction, offering more profound intercultural experiences and further enhancing ICC (Alshenqeeti, 2016; Chen, 2012; Elboubekri, 2017; Sobré-Denton, 2016).

According to the aforementioned literature, engaging in contact with international colleagues and friends, whether through personal or digital means, is instrumental in fostering intercultural contact and plays a crucial role in intercultural communicative competence (ICC). In this study, it is necessary to examine the impact of these factors on non-native English speaking teachers and their development of effective intercultural communication skills. Additionally, it is important to address challenges that may arise in order to maximize the benefits of intercultural contact.

Related Research

Related Research on ICC in the Thai Context

Earlier research has focused on how international English teachers perceive ICC in their vocational education. Loo (2017) examined the discourse on the integration of intercultural education and how international English teachers position themselves and others. The study revealed that ICC might still be an unfamiliar concept to many English teachers. Luecha et al. (2019) interviewed twenty teachers to analyze the strengths and weaknesses of Thai vocational students in language and intercultural communication. The research indicated that, according to teachers' perspectives, Thai vocational students exhibited strengths in adaptability, receptiveness, and perseverance. However, they were weak in vital communication skills, innovation, and lacked confidence to express their viewpoints. The study recommended equipping Thai

vocational students with ICC as it is an important consideration for multinational corporations when hiring staff. To promote practical intercultural communication skills among their students, the teachers recommended prioritizing direct interaction with individuals from diverse cultural backgrounds, rather than placing excessive emphasis on language function and grammar translation.

Teachers' perceptions of ICC were also investigated, with Thongpan and Thumawongsa's (2019) study on perceptions of ICC surveying 15 international English teachers who had experience teaching in Thai vocational colleges. The study indicated that intercultural communicative competence was a key element in the context of vocational education, and its implementation was limited by the absence of a suitable curriculum. The study recommended using value orientations to gauge the level of ICC among English teachers, which would contribute to the existing body of knowledge on the topic and encourage reflection on teachers' experiences regarding ICC.

Within the context of higher education, the perceptions of Thai EFL teachers regarding ICC were investigated by Cheewasukthaworn and Suwanarak (2017). This research was conducted at a private university in Thailand, with 150 Thai learners and 16 Thai English teachers of English participating. The study revealed that while the participants acknowledged the significance of ICC in English language instruction, they did not believe it to be particularly beneficial in enhancing learners' English communication abilities. The findings also indicated that critical cultural awareness was considered the least important aspect of ICC by most survey participants and interviewees. This can be attributed to several significant aspects of Thai culture, including a focus on harmony orientation, blind obedience, and conflict avoidance, which do not facilitate critical evaluation. Overall, the study suggests that while these teachers considered ICC important, it is not the foremost aspect of the curriculum for their learners.

In the context of secondary education, Imsa-ard (2023) examined the perceptions of Thai EFL secondary school teachers on ICC and intercultural sensitivity (IS), as well as exploring the potential correlation between these two constructs. 395

Thai EFL teachers participated in the study and completed both the ICC questionnaire and the IS scale, with the results suggesting that the teachers scored highly across all four dimensions of ICC, namely knowledge, skills, attitude, and awareness, suggesting a higher level of ICC and IS. However, the study also identified that the lack of interactive attentiveness among teachers was a significant obstacle to the development of intercultural communication.

Furthermore, Pisaisamonkhet and Taylor (2020) conducted a study in a private school that investigated the perceptions of ICC among international primary teachers, as well as examining their attitudes and experiences with regards to ICC. The study found that teaching in Thailand has the potential to enhance teachers' ICC across all five dimensions, and that there are several key themes related to ICC, including the importance of intercultural communication skills, cultural sensitivity, and intercultural adaptation. The findings suggest that teachers' ICC is developed through a combination of formal training and informal experiences, such as interacting with local communities and colleagues from different cultural backgrounds.

Praschan (2018) used an ICC-Bridging Index that established a theoretically driven assessment tool with pragmatic ICC developments into the process of policy development and subsequent implementation. The findings indicated that ICC development could be used to construct an impactful curriculum, which could act as a precedent for the administrators, curriculum developers, and educators. Therefore, the incorporation of the ICC model into the curriculum studied by Prashan (2018) led to a broadening and more extensive use of ICC in curriculum design and revealed several additional learning objectives.

In conclusion, several studies have examined the perceptions of ICC in various educational contexts in Thailand. While there is recognition of the significance of ICC among teachers, the studies indicate a limited understanding and implementation of ICC in language instruction, and the findings highlight the need for a suitable ICC influenced curriculum that includes direct interaction with individuals from diverse cultural backgrounds, and a top-down approach to integrating ICC into vocational and

tertiary education. The studies also suggest that cultural nuances and characteristics, such as a focus on harmony orientation and conflict avoidance in Thai culture, can affect the perception and implementation of ICC. Overall, the research emphasizes the importance of promoting practical intercultural communication skills and developing teachers' ICC through both formal training and informal experiences.

Outside of education, Mahayussnan (2021) studied challenges of integrating ICC in multilingual workplaces in Thailand, demonstrating how employees overcome these challenges. This study highlighted the importance of ICC in evaluating language education, and its findings revealed that employees exhibited high ICC competence in various dimensions of Byram's model, including critical cultural awareness, interaction skills, interpreting and relating, positive attitudes towards multicultural people, and knowledge of cultural differences. The research suggests that promoting ICC among employees can facilitate effective communication and collaboration in multilingual workplaces, and contribute to the development of a more culturally aware and inclusive society.

Importantly, these findings highlight the significance of ICC not only in education but also in various professional settings. Hasanah and Utami (2019) focused on the complexities of English language instruction in countries where English is not the first language around Asia, emphasizing that the primary challenge confronting English educators is overcoming language barriers. The study's findings showed that Thai English teachers, in particular, struggled with translation and identifying equivalent meanings between English and Thai, highlighting the ongoing challenges of language barriers in teaching and learning contexts.

In conclusion, both Hasanah and Utami's (2019) and Mahayussnan's (2021) research on the challenges of communication and language barriers in different contexts are useful. While Hasanah and Utami primarily centered on the obstacles encountered while instructing English in countries where English is not the first language, Mahayussnan's study explored the challenges of intercultural communication in multilingual workplaces. Both studies highlight the significance of promoting ICC to

overcome communication barriers and facilitate effective communication and collaboration. ICC is crucial not only in educational contexts but also in various professional settings, emphasizing the need for a more culturally aware and inclusive society.

Related Research on ICC in Other Contexts

Several studies have extensively investigated effective strategies for fostering Intercultural Communicative Competence (ICC) among English teachers. These studies offer invaluable perspectives on the perceptions, challenges, and strategies associated with ICC in the field of education. Osman (2015) conducted a study among English teachers in the Preparatory Year (PY) program at King Saudi University to explore their perceptions of ICC, and it revealed that a 90% of respondents recognized the importance of ICC. The research identified three key aspects of ICC that were particularly valued by the participants: knowledge of language and formal behavior, the ability to identify and address sources of misunderstanding, and the capacity to appreciate the complexities of cross-cultural communication. This study provides valuable insights into the perceptions and priorities of English teachers regarding intercultural communicative competence in the academic setting.

Halicioglu (2015) explored potential hurdles faced by teachers embarking on their first international teaching experience. These obstacles encompass both professional challenges within the school setting and personal challenges in their daily lives. The research findings demonstrate that teachers who are new to working in schools abroad encounter a variety of challenges, with the intensity varying depending on individual factors such as the specific context, previous experience, and personal traits. These challenges encompass aspects related to the school environment and conditions, as well as the cultural dynamics of the destination country. The study recommends that first time non-Thai English teachers would significantly benefit from carefully considering the type of school environment where they can thrive, adequately preparing themselves for the transition to a foreign country, and being mindful of the likelihood of experiencing some level of culture shock.

Zhang (2017) assessed the intercultural communicative competence (ICC) of English as a Second Language (ESL) teachers by evaluating their individual, episodic, and relational systems to determine their overall ICC competency. The results indicated that the majority of ESL teachers exhibited strengths in their individual system, characterized by a high level of English proficiency and a deep understanding of cultural and linguistic aspects in the target language. This suggested their effectiveness in intercultural communication. However, the study also revealed that these teachers had underdeveloped episodic and relational systems, which could be attributed to their limited exposure to intercultural contexts. As a result, they experienced simplistic interpersonal relations with foreigners and faced difficulties in accomplishing various intercultural communication tasks. The research further confirmed that ESL teachers who interacted frequently with foreigners demonstrated greater competence in intercultural communication. Thus, fostering increased interaction with foreigners could enhance their intercultural competence.

Gong et al. (2018) conducted a study examining the intercultural communicative competence (ICC) of 43 teachers, focusing on their proficiency in intercultural knowledge, attitudes, and skills. The findings revealed that the participants placed the highest priority on teaching intercultural knowledge, followed by intercultural attitudes, and lastly, skills. These results suggest that language policies and regional variations can influence the levels of ICC among language teachers, as each country has its own language policies that emphasize communication abilities. Consequently, the study emphasizes the significance of integrating intercultural competence training into language education to address these disparities and foster effective intercultural communication skills among teachers.

Abduh and Rosmaladewi (2018) conducted an investigation into lecturers' perceptions regarding their strategies for teaching and promoting intercultural values in Indonesian higher education. The researchers emphasized the increasing diversity within Indonesian classrooms as a consequence of globalization and stressed the importance of equipping students with the necessary skills and understanding to

effectively interact with individuals from diverse cultural backgrounds. The study revealed several effective strategies for enhancing intercultural competence in bilingual programs. These strategies included integrating multicultural content into the curriculum, employing interactive teaching methods, fostering positive attitudes towards cultural diversity, encouraging meaningful interactions among students from different cultural backgrounds, and engaging with the local community to provide authentic intercultural experiences.

In summary, these studies contribute to the understanding of fostering ICC among English teachers. They emphasize the significance of ICC, identify challenges, and propose strategies for enhancing intercultural competence. By implementing these findings, educational institutions can better equip teachers to navigate intercultural contexts, promote cultural understanding, and prepare students for effective engagement in a globalized world.

By adopting a dynamic and context-specific understanding of ICC, Fantini (2020) offers a new perspective on ICC that considers different layers of culture and promotes adaptability in intercultural communication. Fantini argues that ICC is a multi-dimensional and context specific construct that requires individuals to adapt to different cultural situations and use different communication strategies based on cultural differences. He emphasizes that ICC should be viewed as a dynamic process that involves the transformation of one's native paradigm by adding new perspectives, resulting in a new stance. Additionally, Fantini points out that non-judgmentalism is another important attribute of ICC, even though human beings are constantly making judgments in every aspect of their lives.

Rapanta and Trovão (2021) emphasized the importance of teachers' roles in fostering intercultural understanding and acknowledge the need for incorporating intercultural education into the curriculum. Additionally, they highlighted the necessity of developing effective pedagogical strategies for intercultural learning and assessing intercultural competence, and also address the challenges and obstacles that impede the successful execution of intercultural education, including stereotyping, prejudice,

and discrimination, along with the tension that arises between cultural diversity and social cohesion. They focused the importance of a transformative and holistic approach to intercultural education, which entails continuous adaptation to new realities, perspectives, and encounters with diverse individuals and communities. Thus, this fosters a deeper understanding of one's own and others' cultural backgrounds.

Previous studies have underlined the vital interplay between language, culture, and intercultural communication. Hartono, Suparto, and Hassan (2021) emphasize the reciprocal relationship between language and culture, arguing that language is a reflection of culture. Their study suggests that understanding the cultural context is crucial for successful foreign language learning and effective cross-cultural communication. By examining socio-cultural factors, such as norms, beliefs, and customs, learners can gain insights into the cultural milieu in which the language is used, thereby improving their language proficiency.

Building upon this, research by Karshenas and Biria (2016) investigated the link between the cultural knowledge of NES teachers and the performance of EFL students. They concluded that NES teachers' cultural awareness positively impacted EFL students' aural performance, and they found that teachers' command over fluency, idiomatic expressions, and understanding of the English language's cultural implications enhanced EFL students' oral production. The students generally perceived NES teachers as more competent than NNES teachers, highlighting the significance of cultural knowledge in language education.

Halima and Asma (2018) added to this by advocating for the integration of cultural components into EFL education. They argued that this approach not only improved linguistic proficiency but also fostered engagement, enhanced critical thinking skills, and deepened appreciation for cultural diversity. They further warned that unfamiliarity with cultural practices could lead to uncomfortable or inappropriate situations, emphasizing the importance of cultural education in equipping learners to effectively navigate various cultural environments.

In conclusion, the findings of these studies collectively emphasize the significance of nurturing cultural awareness within language education. These studies highlight the essential role that a deep understanding of different cultures plays in facilitating successful intercultural communication.

Related Research on Intercultural Backgrounds

Given the supposition that intercultural backgrounds, experiences and contacts, can influence ICC levels, several studies comparing different types and duration of intercultural experiences and contacts have been included as part of this review.

Cui (2016) examined the perception from pre-service teachers view their competence in non-native languages or cultures and how this affects their ICC. The study found that the frequency of interactions with people from diverse backgrounds influenced the pre-service teachers' ICC levels. Moreover, this study also acknowledged that certain factors, such as the perceived level of proficiency in non-native languages or cultures and the frequency of engaging with others, as crucial predictors for the ICC levels of pre-service teachers.

Baumann (2016) conducted a study that was similar but broader, in which teachers' experiences of living in different cultures were investigated. The study involved 292 part-time distance language teachers at the Open University in the UK, and a key finding was that most participants had personal experience living across cultures but had limited opportunities to incorporate those experiences into their teaching practices. This emphasized the potential value in exploring the personal experiences of teachers and how they may have impacted their level of ICC. Additionally, the study suggested that the level of interest placed in the development of language curriculum should be re-evaluated and improved in light of these findings.

Pena-Dix (2018) interviewed seasoned English language instructors to investigate their strategies for promoting intercultural competence in Colombia. The research outcomes emphasized the importance of prioritizing intercultural competence

enhancement through professional development programs for language teachers. Furthermore, the findings highlighted the significance of equipping teachers with the necessary skills, knowledge, and attitudes to effectively navigate intercultural interactions.

Spijkers and Loopmans (2020) emphasized the importance of comprehending the significance of places in fostering meaningful intercultural contact. They highlighted various characteristics specific to places and advocated for the formulation of context-specific strategies to enhance intercultural interactions and encourage harmonious coexistence in diverse societies. The results revealed the growing importance of intercultural contact in contemporary societies, which exhibit diverse characteristics, and argued that meaningful intercultural contact can foster understanding, diminish prejudice, and promote social cohesion.

Zikargae (2016) investigated the ICC levels of tourists in the most popular tourist destinations in Ethiopia, and its implications for sustainable development. The researcher surveyed 384 tourists from five different tourist sites using a self-administered questionnaire to measure their ICC, revealing that tourists' ICC significantly affects sustainable development in these tourist destinations. The results indicated that the tourists' intercultural communication skills are essential for creating sustainable development by enhancing cultural understanding, respect, and acceptance. Additionally, the study found that the level of tourists' ICC is influenced by various factors, including their age, gender, nationality, travel experience, and motivation for travel. In conclusion, the study emphasizes the significance of possessing intercultural communication proficiency in sustainable tourism development and provides insights into the factors that influence tourists' ICC in Ethiopia's highest tourist destinations.

Santoro (2014) assessed the impact of international journeys regarding the enhancement of intercultural competence among pre-service teachers from Australia. These trips were specifically designed to offer practical experiences within diverse cultural environments, involving engagement with local schools and

communities. The study yielded compelling findings, demonstrating the effectiveness of these international journeys in enhancing the participants' intercultural competence. Notably, the pre-service teachers reported notable advancements in their cultural awareness, knowledge, and skills, while also gaining heightened confidence in their ability to effectively teach in culturally diverse settings. Moreover, the research highlighted the crucial role played by the pre-service teachers' interactions with local communities and schools in fostering their intercultural competence.

Estaji and Tabrizi (2022) examined how international school teachers perceive ICC and investigated the potential influence of their socio-cultural background on their ICC levels. The study specifically focused on 55 international school teachers located in Tehran, with data analyzed to understand that factors such as age, the number and duration of countries visited, and multilingual proficiency did not have a predictive impact on teachers' perception of ICC. The teachers who participated in the study shared the belief that ICC involves demonstrating respect for diverse cultures and embracing cultural differences. They also expressed the view that attending international schools would have a positive impact on their cultural identity.

In conclusion, the studies reviewed in this analysis shed light on various aspects of ICC and its implications for teachers and society. Cui (2016) highlighted the influence of frequent interactions with diverse individuals on pre-service teachers' ICC levels, emphasizing the importance of engaging with different cultures and languages. Baumann (2016) emphasized the need to incorporate teachers' personal experiences of living across cultures into their teaching practices, underscoring the significance of developing language curriculum that reflects such experiences. Pena-Dix (2018) emphasized the role of professional development programs in enhancing intercultural competence among language teachers and providing them with the essential competencies to navigate intercultural interactions effectively. Spijkers and Loopmans (2020) stressed the

importance of location-based characteristics in fostering meaningful intercultural contact and promoting social cohesion in diverse societies, arguing for the development of context specific strategies to enhance intercultural interactions. Zikargae (2016) highlighted the impact of tourists' ICC on sustainable development in Ethiopian tourist destinations, emphasizing the need for cultural understanding and acceptance among tourists, and Santoro (2014) demonstrated the positive impact of international journeys on the development of intercultural competence among pre-service teachers, emphasizing the role of practical experiences in culturally diverse settings.

Research on non-verbal communication has become increasingly prevalent, driven by the recognition of its importance in understanding social interactions, interpersonal connections, and intercultural communication (Galleguillos, Eloiriachi, Serdar, & Coşkun, 2022; Hall, Horgan, & Murphy, 2019). In their comprehensive review, Hall et al. (2019) examined various aspects of non-verbal communication, including emotions, deception, social status, and culture. They emphasized that facial expressions, body language, and vocal cues are the primary means of conveying non-verbal messages. However, the researchers highlighted the limited efficacy of non-verbal cues in detecting deception and individuals' inability to accurately differentiate between truthful and deceptive messages based solely on non-verbal cues. Despite these challenges, the field of non-verbal communication continues to generate interest across diverse disciplines, including psychology. Galleguillos et al. (2022) investigated the potential of design strategies to enhance intercultural communication and foster meaningful social interactions, with a particular focus on addressing cultural and language barriers. However, they noted a dearth of design strategies that effectively promote intercultural meaningful social interactions. Overall, it is crucial to acknowledge the significance of non-verbal communication in social interactions and to explore effective strategies for facilitating meaningful intercultural communication.

Non-verbal communication is not only crucial in promoting ICC, but it is also an ongoing process. Dhanaraj (2013) stated that lecturers recognize the significance of ICC as an ongoing process, noting there are differences between the perceptions of lecturers and students regarding ICC. It stated that instructors perceived a lack of understanding among students regarding academic conventions and non-verbal communication, whereas students did not share this view. The difference in perception implies that instructors make a deliberate effort to understand their students' culture and react appropriately to situations. On the other hand, students may not perceive the need for this level of understanding, which can have implications for their learning.

In the field of tourism, Dujmović and Vitasović (2022) discussed social interactions involving indirect interaction between two societies. This communication process included a sender (communicator) and a receiver (message receiver). The authors highlighted the potential positive outcomes of tourism encounters, such as mutual appreciation, understanding, respect, tolerance, and improved social interactions between individuals. However, cultural differences in communication and social behavior norms posed challenges in such encounters, so the promotion of effective cross-cultural communication allowed individuals to approach new experiences with an open mind and embrace both their own unique identity and the identities of others. Actively engaging with diverse cultures helped people challenge and reshape their preconceived notions and attitudes, ultimately leading to personal growth and development on a cultural and spiritual level in the field of tourism.

Barrett et al. (2014) explored the importance of cultural identities in relation to individuals' psychological well-being and social adaptation. Cultural identities are based on various visible characteristics, such as ethnicity, gender, and others, but the authors argue that these identities may not necessarily align with individuals' preferred identities. This mismatch can result in negative impacts on a person's mental health and social functioning. To better understand cultural identities, the authors emphasize the need for direct engagement with individuals and communities in order to gain an

accurate understanding of their behaviors, interactions, and communication. By avoiding assumptions based solely on superficial characteristics, a more precise appreciation of diverse cultural identities develops.

Barker (2016) conducted a study to investigate the communication patterns influenced by intercultural differences involving qualitative interviews with Americans residing in Sweden and Swedes living in the United States. The study findings revealed that communication behaviors were deemed respectful, sensitive, considerate, and appropriate when they aligned with the interpretations of the host culture, rather than the individuals' home culture. However, participants from both countries tended to rely on their home cultures to uphold their image and maintain relationships during intercultural encounters. This highlights the significance of comprehending and honoring the values and beliefs of the host culture as a crucial factor in developing intercultural communication competence.

Yu and Lee (2014) investigated the influence of intercultural interactions on tourists' travel experiences, specifically focusing on tourists who visited South Korea. Data was gathered and analyzed using an online survey, which revealed that tourists who engaged in more intercultural interactions expressed higher levels of satisfaction, loyalty, and cultural learning. Notably, the study highlighted that intercultural interactions had a more substantial impact on cultural learning than other factors like travel purpose and duration. These findings emphasize the significance of intercultural interactions in shaping the tourism experience, offering opportunities for individuals to enhance their cultural knowledge and personal development

Fessler et al. (2014) conducted an extensive study examining the relationship between a propensity for negative credulity and the cultural evolution of beliefs. Through a series of experiments encompassing diverse cultures, the study revealed that individuals display a higher likelihood of accepting negative information about out-groups, contributing to the perpetuation of stereotypes and prejudices. The findings demonstrated that the transmission of negative information was more effective in shaping and altering beliefs compared to positive information. This study highlights

the significant role of negatively biased credulity in the cultural evolution of stereotypes and prejudices, and emphasizes the importance of understanding the cultural evolution of beliefs as a crucial step towards developing effective strategies to combat and overcome stereotypes and prejudices in society.

In summary, research on non-verbal communication highlights its significance in comprehending social interactions and intercultural communication, covering various aspects such as emotions, deception, social status, and culture (Galleguillos et al., 2022; Hall et al., 2019). However, the detection of deception based solely on non-verbal cues presents challenges (Hall et al., 2019). Additionally, recognizing the ongoing nature of non-verbal communication is crucial, as there are differences in perception between instructors and students regarding intercultural communication competence (Dhanaraj, 2013). In the context of tourism, social interactions between societies have the potential to foster mutual appreciation and understanding, although cultural differences can create obstacles (Dujmović & Vitasović, 2022). It is important to note that cultural identities significantly impact individuals' well-being and social adaptation, emphasizing the need for direct engagement with communities (Barrett et al., 2014). Communication patterns influenced by intercultural differences underscore the importance of respecting the host culture (Barker, 2016). Moreover, intercultural interactions in tourism positively influence tourists' satisfaction, loyalty, and cultural learning (Yu & Lee, 2014). On a broader scale, the cultural evolution of beliefs reveals the role of negative credulity in perpetuating stereotypes and prejudices, emphasizing the importance of understanding this cultural evolution to effectively combat such biases in society (Fessler et al., 2014).

Through an extensive review of previous research, a profound comprehension of intercultural communication arises, enabling effective communication and reducing misunderstandings. This research line specifically concentrates on recognizing and resolving barriers and obstacles that impede successful intercultural communication. Moreover, these studies not only contribute

to the ongoing discussion by highlighting important issues that require attention, but they also offer valuable strategies for fostering positive intercultural experiences and facilitating intercultural communication competence.

Theoretical Framework

The understanding and development of Intercultural Communicative Competence (ICC) in educational settings have been extensively explored through the study of various theories, including those proposed by Deardroff (2006), Fantini (2009), and Gudykunst (1993). It is important to acknowledge that the effectiveness of a specific model for ICC development can vary depending on contextual factors. While Byram's ICC model is widely recognized and has its merits, it is not inherently superior to other models or approaches, such as those put forth by Deardroff, Fantini, and Gudykunst. Each model provides unique perspectives and insights into the development of intercultural competence. When selecting a model for a particular study, it is crucial to consider its alignment with educational objectives. Additionally, it is important to recognize that the field of intercultural communication is dynamic and constantly evolving. Other scholars, including Deardroff, Fantini, Gudykunst, and many others, have proposed valuable models and approaches that contribute to our understanding and development of ICC. To ensure the most suitable fit for a specific vocational education context, researchers should stay updated with the latest research findings.

Byram's ICC model has gained widespread recognition as a highly comprehensive and effective framework for teaching and acquiring English as a Foreign Language (EFL) in educational contexts. By adopting a critical perspective, Byram's ICC framework takes a comprehensive approach to language learning that encompasses linguistic proficiency and intercultural competence. It recognizes the inseparable link between language and culture, encouraging learners to enhance their understanding and appreciation of diverse cultural perspectives. Grounded in academic principles, the model draws on extensive research and theoretical foundations from

applied linguistics, sociolinguistics, and intercultural studies. Byram's ICC model comprises five key components—knowledge, attitude, interpreting and relating skills, discovery and interaction skills, and critical cultural awareness—which synergistically cultivate learners' abilities in intercultural communication.

Byram's theoretical framework recognizes the interactive nature of intercultural communication and emphasizes the significance of authentic and meaningful interactions with individuals from different cultural backgrounds. The primary goal of this framework is to develop effective communication skills, foster mutual understanding, and enable individuals to navigate intercultural encounters successfully in diverse contexts. Due to its comprehensive nature and relevance to the study being conducted, Byram's ICC Theory (2021) has been chosen as the foundational theoretical framework for the present investigation. It will provide a solid basis and guide the exploration of intercultural communicative competence within the scope of the study.

The objective of this study is to acquire a comprehensive understanding of both Thai English teachers and non-Thai English teachers' components of Intercultural Communicative Competence (ICC) and to compare the differences between the level of ICC among Thai English teachers and non-Thai English teachers. The illustration presents a visual representation of the main components of the study.

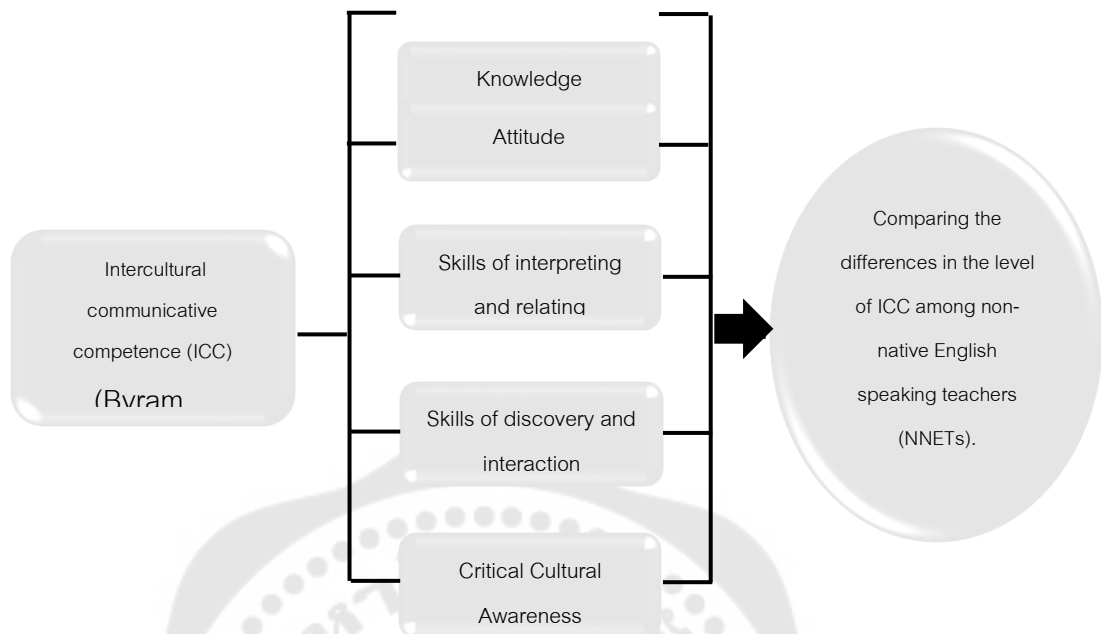


Figure 5 Theoretical Frameworks for the Exploration of Intercultural Communicative Competence

Chapter Summary

This chapter focuses on vocational education as its context and emphasizes the significance of English language teachers, particularly non-native English speakers. The chapter also defines the terms "language" and "culture" and examines their interconnectedness. Furthermore, it explores the fundamentals of Intercultural Communicative Competence (ICC), specifically the integration of communicative competence (CC) and the Intercultural Component (IC), establishing their correlation. A comprehensive overview of various models in the field of intercultural communication is provided, with particular attention given to Byram's model as a means to develop learners into intercultural speakers. Byram's model elucidates the EFL, while the factors influencing ICC are positioned at its core. The chapter incorporates a review of previous studies on ICC conducted in different contexts, including Thailand. Lastly, the theoretical framework for the study is based on Byram's (2021) model review. The methodology employed in this research will be discussed in the subsequent chapter.

CHAPTER 3 RESEARCH METHODOLOGY

This study aims to examine the intercultural communicative competence (ICC) of Thai teachers and non-Thai English teachers, and to evaluate the influence of their individual intercultural backgrounds on their competence levels within the specific context of Thai vocational education. The present chapter provides a comprehensive overview of the research methodology, encompassing the selection of participants, research instruments employed, approaches to data collection, techniques utilized for data analysis, and the ethical considerations that were thoughtfully taken into account.

Research Design

This study employed a mixed-methods approach, incorporating both quantitative and qualitative data collection techniques, to gain a comprehensive understanding of the topic (Cohen et al., 2018). The inclusion of quantitative data aligns with the sequential exploratory design, wherein the quantitative component aids in interpreting the qualitative findings. The study followed a sequential design consisting of two distinct phases: a quantitative phase (Phase 1) followed by a qualitative phase (Phase 2). The primary focus was on the quantitative method, with the qualitative data serving to support the obtained results. The sequential design is visually represented in Figure 6.

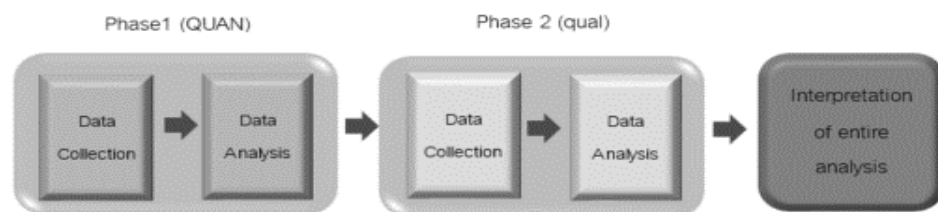


Figure 6 Sequential Exploratory Design (QUAN → qual)

(Adapted from Cohen et al., 2018 and Creswell, 2012)

The rationale for employing a mixed methods research design, specifically a Sequential Exploratory Design, in this study was driven by the need to obtain a comprehensive understanding of the research topic. By sequentially integrating quantitative and qualitative approaches, this design enabled a thorough exploration of the phenomenon under investigation (Cohen et al., 2018).

The quantitative phase of the research served as the initial step, allowing for the collection and analysis of numerical data on Intercultural Communicative Competence (ICC) levels among Thai English teachers and non-Thai English teachers. Additionally, it explored the influence of intercultural backgrounds on their ICC levels. This phase aimed to establish potential disparities and provide statistical evidence to support the findings (Creswell, 2016). Surveys or assessments were utilized to gather quantitative data, providing a broad overview and facilitating comparisons across different groups or variables. Following the quantitative phase, the subsequent qualitative phase was conducted to delve deeper into the underlying reasons and contextual factors that contributed to the observed ICC disparities. Through interviews, researchers gained nuanced insights, explored the complexities of intercultural interactions, and identified potential factors influencing ICC development.

In addition, the Sequential Exploratory Design was well-suited for this study as it allowed for an iterative and interactive process. The initial quantitative phase provided a foundation for refining the research questions and guiding the subsequent qualitative phase. The qualitative data then complemented and enriched the quantitative findings, offering deeper insights and a more comprehensive understanding of the research topic.

In conclusion, by employing a mixed methods approach with a Sequential Exploratory Design, this study aimed to leverage the strengths of both quantitative and qualitative research methods. The study sought to conduct a comprehensive and nuanced exploration of the ICC disparities between Thai English teachers and non-Thai English teachers while considering the complex interplay of contextual factors that contributed to these differences.

Population and Participants

Population

The target population of this study comprised two groups of English language teachers employed in Thai vocational education: Thai English teachers and non-Thai English teachers. The first group consisted of Thai English teachers who were distributed across six regions in Thailand: Eastern (34 colleges), Western (28 colleges), Central (119 colleges), Southern (81 colleges), Northern (47 colleges), and Northeastern (120 colleges). According to the Office of the Vocational Education Commission (OVEC) website, there were a total of 429 colleges in the 2020-2021 academic year that served as potential locations for this population. However, conducting a study with such a dispersed population posed challenges in terms of maintaining consistency in sample size, timeframe, and cost. Therefore, random sampling was employed to address these challenges and ensure a robust study design.

In order to establish the appropriate target group for this study, considerable efforts were made to determine the number of non-Thai English teachers. Eventually, a sample of 42 international English teachers working in Thai vocational education were identified by thoroughly examining the websites of various vocational colleges in Thailand. These non-Thai English teachers were non-native English speakers, and native English speakers from countries such as the United Kingdom, New Zealand, Canada, the United States of America, and Australia were purposefully excluded from the research, based on their mother tongue status, as explained by Medgyes (1994). To ensure no NES were included, the research questionnaire included a specific inquiry about the participants' nationality and native language, which allowed for the elimination of any teachers who self-identified as native English speakers.

Thus, the target population for this study consisted of two groups of English language teachers working in Thai vocational education: Thai English teachers and non-Thai English teachers. The selection of a representative sample for the study was a challenge due to the dispersed nature of the population and the

limited information available. The sampling techniques and procedures are explained in the following section.

Participants

Quantitative Participants

This study was conducted in vocational colleges overseen by OVEC across Thailand. In the first phase, the Thai English teachers were selected using multi-state cluster sampling (Mills & Gay, 2012), which was used to separate the participating teachers into two clusters. Thai English teachers were chosen from across Thailand including Eastern, Western, Central, Southern, Northern, and Northeastern regions being represented by applying the cluster sampling technique. Then, the simple random sampling technique selected participants for this study. The initial target sample size was set at 119 participants, representing 28.29% of the population under investigation. However, ultimately, only 113 Thai English teachers (26.60%) agreed to take part in the research, as indicated in Table 4.

Table 4 Distribution of Samples by Region: Expected vs. Actual Percentages

Region	N	Expected Samples	Expected Percentage	Actual Samples	Actual Percentage
Eastern	34	10	29.41	9	26.47
Western	28	8	28.57	8	28.57
Central	119	32	26.89	32	26.89
Southern	81	23	28.40	22	27.16
Northern	47	14	29.79	12	25.53
Northeastern	120	32	26.67	30	25.00
Total	429	119	28.29	113	26.60

Table 4 shows that the expected and actual percentages of samples obtained are similar for the different regions, with the exception of the North, where the expected percentage was 29.79%, but the actual percentage was only 25.53%. This discrepancy could be due to a variety of factors, such as the availability of teachers, or the accessibility of colleges in the North. In summary, the anticipated proportion of samples constituted 28.29% of the total, whereas the observed proportion amounted to 26.60%, which is a marginally smaller sample size than anticipated; however, it remains sufficiently representative of the target demographic for the purposes of this study.

The presence of non-Thai English teachers was deemed crucial in ensuring the sample size was adequate for this study. There are a limited number of non-Thai English teachers employed in vocational colleges, so all of these teachers were selected in the sample, with extended invitations to participate in the study being given. The total number of non-Thai English teachers was 42, with 36 agreeing to participate in the study, a participation rate of 85.71%.

In reference to the sample size determination, Mills and Gay (2012) recommend a sample size comprising 20% of a population of 500 individuals. Beyond a certain threshold (approximately $N=429$), the population size becomes nearly inconsequential, rendering a sample size of 20%, or eighty-six colleges, suitable. To guarantee an adequate representation of the Thai English teachers' group, a higher percentage within the sample (26.60%) was employed to increase confidence. Simultaneously, the international group's representation was set at 85.71% to ensure a sufficient sample size for conducting meaningful statistical analyses.

Qualitative Participants

This study employed a mixed sampling approach, combining purposeful and random sampling, to select qualitative participants for semi-structured interviews (Creswell & Poth, 2016). A graphical representation of the qualitative

sample procedure can be found in Figure 7, which outlines the process in detail. By utilizing these sampling methods, the study aimed to ensure a diverse and representative sample of participants, while also allowing for in-depth exploration of the this study (Palinkas et al., 2015).

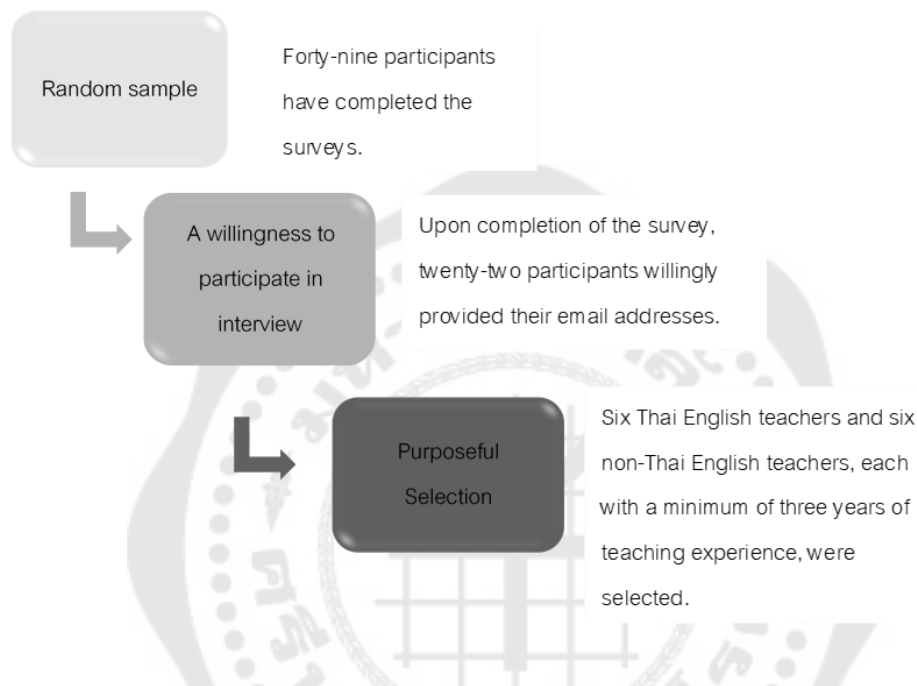


Figure 7 Graphical Representation of the Qualitative Sampling Procedure

A total of 149 individuals participated in the survey, out of which 22 individuals expressed their interest in participating in the semi-structured interview by providing their email addresses at the end of the online survey. The researcher utilized two methods, namely email invitations and personal contacts, to approach these potential participants. However, not all of the contacted participants responded, resulting in some individuals who initially showed interest being unable to take part in the study.

To ensure a balanced comparison between the two groups, an equal number of Thai and non-Thai English teachers were selected for the interview phase. Regarding the sampling approach, it is common in qualitative research to study a limited number of individuals in order to obtain a more in-depth understanding. This

study, following that practice, includes fewer than twenty participants, as smaller numbers enable the researcher to provide detailed insights about each individual (Mills & Gay, 2016). Consequently, a total of 12 participants were interviewed, comprising six Thai English teachers and six non-Thai English teachers.

These twelve participants were chosen based on their teaching experience of at least three years to ensure a level of expertise in the field. The selection aimed to capture a diverse range of experiences related to intercultural communication (ICC) within the Thai vocational context. The criteria focused on individuals who had substantial teaching experience in vocational colleges, allowing for a comprehensive exploration of their perspectives and insights. In order to maintain their anonymity, pseudonyms were assigned to each participant.

Prior to the interviews, the participants were requested to provide their demographic information, which included variables such as gender, nationality, and years of teaching experience. Table 5 presents a comprehensive overview of the demographic data for the participants.

Table 5 Demographic Information of Interviewees

Interviewees	Gender	Nationality	Year of teaching experiences
TET1	Male	Thai	10
TET2	Female	Thai	23
TET3	Female	Thai	17
TET4	Female	Thai	12
TET5	Female	Thai	5
TET6	Female	Thai	3
NTET1	Male	Filipino	6
NTET2	Male	Filipino	5
NTET3	Male	Filipino	12
NTET4	Male	Ghanaian	6
NTET5	Male	Ghanaian	3
NTET6	Male	Ugandan	4

Table 5 shows the interviewees' gender, nationality, and teaching experience. The diversity within the group was evident in terms of nationality, with 6 interviewees hailing from Thailand. Additionally, the participants represented a range of backgrounds, including 3 Filipinos, 2 Ghanaians, and 1 Ugandan. Regarding teaching experience, the range varied significantly, with interviewees having anywhere from 3 to 23 years of experience in the field.

Research Instruments

Quantitative Instruments

In order to enhance the understanding of the results pertaining to ICC levels, a survey was employed. The ICC scale, consisting of 23 items, was adapted from Byram's (2021) ICC model and encompassed diverse intercultural background categories formulated by the researchers to address the research questions. Considering that the participants were non-native English speakers (NNES), questionnaires were provided in both English and Thai versions. The researchers created an online survey utilizing Google Forms, where the initial page included a research consent form (see Appendix E). The specifics of the survey are outlined below.

Part 1 Personal information

In Part 1, personal information was solicited from the participants, encompassing their gender, age, education, teaching experience, first/native language, and race or ethnicity (see Appendix E). This section utilized dichotomous questions, ratio data questions, and open-ended questions to discover the participants' demographic data. This included teaching experience, geographical origin, and racial or ethnic background. Responses to these questions were used to help identify and report the participant's characteristics.

Part 2 Levels of ICC Chosen

In the second section, participants utilized a Likert scale to assess their intercultural communicative competence (ICC) level. This self-rating approach is in line with Ross's (2006) research, which supports the effectiveness of self-assessment for evaluating ICC proficiency. The ICC scale used in the study consists of 23 survey items, categorized into five components based on Byram's (2021) ICC model, as depicted in Table 6. Each component is associated with a specific range of items: the Knowledge component includes items 1-8, the Attitude component comprises items 9-13, the skills of interpreting and relating component encompasses items 14-16, the skills of discovery and interaction component incorporates items 17-20, and lastly, the critical cultural awareness component encompasses items 21-23. This organization provides a clear understanding of how the items within the ICC scale are arranged.

Table 6 Components and Corresponding Items of the Assessment

Components	Items
Knowledge	1-8
Attitude	9-13
Skill of Interpreting and Relating	14-16
Skill of Discovery and Interaction	17-20
Critical Cultural Awareness	21-23

The content for each component is represented as shown in Table 7.

Table 7 Components and Corresponding Item Content of the Assessment

Item No.	Item Content
K1	Knowledge of history and contemporary relationships between your own and other country.
K2	Knowledge of how to appropriately communicate and solve problems with people from various cultures.
K3	Knowledge of causes of misunderstanding between people of different cultural backgrounds (such as customs and rituals).
K4	Knowledge of the important events in your country and how other nationalities view your country.
K5	Knowledge of the important events of other countries and your perspective on them.
K6	Knowledge of the processes and institutions of socialization (such as school and family) in your own and other countries.
K7	Knowledge about the important social and cultural distinctions in your own and in other countries.
K8	Knowledge about the processes of cultural and social interaction in other countries.
A9	A desire/eagerness to meet people from different cultures on an equal status.
A10	An interest in learning new perspectives on common practices in other cultures.
A11	A curiosity to question and compare the differences between your own and other cultures.
A12	A willingness to adapt in changing the behavior of communication appropriately.
A13	A readiness to interact with people of different cultures using appropriate behavior and gestures.
SIR14	Ability to interpret different documents or events of others and not judge them because they are from a different culture.
SIR15	Ability to recognize the misunderstanding/misconception of other cultures.
SIR16	Ability to soothe between the intercultural conflicts caused by different interpretations of issues.
SDI17	Ability to discover the interaction processes, both verbal and non-verbal languages, and know how to apply them in intercultural situations.

Table 7 (Continued)

Item No.	Item Content
SDI18	Ability to use existing intercultural knowledge, skills, and attitudes effectively in real-time communication and interaction.
SDI19	Ability to gain new knowledge of contemporary and historical relationships between your own and other cultures.
SDI20	Ability to interact appropriately by using intercultural knowledge, skills, and attitudes.
CCA21	Be aware of interpreting significant values in documents and events in your own and other cultures.
CCA22	Be aware of critically analyzing documents and events based on systematic and conscious reasoning.
CCA23	Be aware of mediating between people of different cultures and leverage their knowledge, attitudes, and skills to develop a reasoned response.

The contents of each component's items were adapted into statements in the second section of the questionnaire, providing participants with clear and concise items to evaluate their intercultural communicative competence within the various components of the ICC scale.

Part 3 Intercultural Backgrounds

The final section of the survey focused on identifying participants' intercultural backgrounds, based on the third research question, which sought to determine the factors most likely to influence an individual's level of ICC. Two main factors were identified: intercultural experiences and intercultural contacts. Intercultural experiences comprised two sub-factors—international travel and participation in international seminars / trainings / workshops.

International travel experiences were assessed using "yes/no" questions, with the number of countries visited categorized into four levels: 1-3, 4-6, 7-9, and over 10. Participation in international seminars, trainings, or workshops were divided into the same four levels.

Intercultural contacts were measured using three sub-factors: contact with coworkers, contact with international friends, and contact through social media. The scale, developed by the researchers, evaluated the frequency of a participants' intercultural contacts using options such as "never," "rarely," "sometimes," "often," and "always." This comprehensive approach provided a more in-depth understanding of the factors affecting the participants ICC levels.

Validity and Reliability of the Questionnaire

A panel consisting of three English lecturers with expertise in intercultural communication, and fluency in both Thai and English, was engaged to assess the content validity and provide valuable recommendations for the surveys. Initially, the questionnaire was formulated in English and subsequently translated into Thai, and the accuracy of the translation was verified by the expert panel. To evaluate the Index of Item Objective Congruence (IOC), the panel analyzed each item in the questionnaire using a three-point scale, assigning a score of 3 to items considered relevant, 2 to items deemed somewhat relevant, and 1 to items categorized as not relevant. The evaluation results are presented in Appendix D. It is important to note that all items attained an IOC value of at least .50 and were suitably modified based on expert recommendations.

The reliability of the questionnaire was assessed by computing the Cronbach's alpha coefficient. This calculation was performed after the pilot test was conducted and the questionnaire finalized, with Cronbach's alpha values, ranging from 0 to 1.0, indicating the reliability of the instrument, with higher scores indicating greater reliability (Cohen et al., 2018) (see Appendix D). Table 8 presents the reliability coefficients for the pilot sample, which consisted of 30 participants.

Table 8 Reliability Coefficients for Each Component of the Assessment

	No of Items	Cronbach's Alpha
Knowledge	8	0.89
Attitude	5	0.90
Skills of Interpreting and Relating	3	0.81
Skills of Discovery and Interaction	4	0.76
Critical Cultural Awareness	3	0.89
Overall	23	0.86

Table 8 shows that the overall Cronbach's Alpha Value was 0.86. However, when examining the individual components, the alpha values were 0.90 for the attitude component, 0.89 for the critical cultural awareness and knowledge components, 0.81 for the skills of interpreting and relating component, and 0.76 for the skills of discovery and interaction component.

Pilot (Questionnaire)

In September 2021, a pilot study was carried out to assess the internal consistency and reliability of the ICC items to identify any required adjustments to the survey questions. The study recruited 15 Thai English teachers and 15 non-Thai English teachers from vocational colleges through official invitation letters and solicited their feedback using the online survey's layout and items. Minor changes were made to enhance the survey's reliability, such as rewording some redundant statements after pilot participant comments, which ensured that the language and items were easier to understand. The pilot test was divided into two parts: an online survey with eight teachers participating, which was conducted consecutively with the survey, and the second evaluated the online distribution method and survey content following revisions from an expert review. Feedback was requested from the second group of pilot testers on survey completion time, confusing items or wording, and technical or editorial issues. After this, the survey

was slightly modified based on the pilot testers' suggestions which addressed issues with the survey mechanics rather than the questions or choices themselves.

Qualitative Instruments

In order to facilitate the qualitative phase of the research, a semi-structured interview guide was employed as the primary instrument. The first two questions of the interview asked teachers to identify the most and least important components of intercultural communicative competence (ICC), and to provide an explanation for their choices. Additionally, to ensure comprehension, the interviewers asked the interviewees to provide definitions of the selected component and an example. Furthermore, the interviewers inquired about the interviewees' intercultural backgrounds, and tailored interview questions about their individual experiences, asking the participant's to describe the factors that contributed to their ICC. The interview protocol is provided in Appendix F.

Content Validity and Reliability of the Interview

To ensure the credibility of the interview protocol, the interview questions were submitted to an expert panel for evaluation and endorsement. The panel members carefully assessed the interview protocol in relation to the research questions of the study and provided valuable feedback, making necessary corrections where needed.

Pilot Study (Interview)

After the expert panel approved the initial draft of the interview protocol, the researcher conducted pilot tests to refine the protocol. The pilot cases were selected using convenience and purposive techniques (Cohen et al., 2018), consisting of two Thai English teachers and two English teachers with a similar population. The researcher contacted the four pilot cases using telephone calls and the LINE application, providing participants with an information sheet and consent

form on which they had to officially agree to participate in the study. Due to the COVID-19 pandemic and college shutdowns, the interviews were conducted online.

The participating teachers provided feedback on the comprehensibility of the interview questions and the validity of the data provided, with the researcher ensuring that the participants had a shared understanding of the interview questions, maintaining the questions' reliability. During the pilot test, two Thai English teachers identified some vocabulary that had been used in the interviews and gave feedback on the question content, leading to necessary revisions. Minor grammatical and wording changes were made based on comments received from the two non-Thai English teachers.

Variables

Independent Variables

This research examined the variations in intercultural communicative competence levels between Thai and international English teachers by utilizing two variables, and ascertaining the influence of their intercultural backgrounds on the competence levels. Nationality, a categorical variable, was used to categorize the teachers into two groups: Thai and international.

Intercultural backgrounds were assessed through intercultural experiences and intercultural contact factors, and was categorized using two sub-factors: international travel, and participation in international seminars/training/workshops, and other projects, quantifying the number of countries visited and projects undertaken. Another sub-factor, intercultural contact, including contacts with international friends, colleagues, and social media connections was assessed using a scale that measured the frequency of such contact. The interplay of these independent variables provided valuable insights into the impact of intercultural backgrounds on the teachers' intercultural communicative competence levels.

Dependent Variable

This research assessed the teacher's levels of ICC, which served as the dependent variable. The study investigated how the independent variables, namely nationality and intercultural backgrounds, related to the dependent variable. By examining these relationships, the research acquired significant information about the determinants, which affected the levels of ICC among English teachers, both Thai and international.

Data Collection

Data collection occurred in each of the study phases.

Quantitative Data Collection

The data collection process began on November 11, 2021, with the distribution of the formal authorization letter and the survey link to 168 specific colleges. The online survey closed on December 11, 2021, and the data collected through Google Forms was exported to Excel CSV files. Subsequently, the data was entered into the Statistical Package for Social Sciences (SPSS) Version 20 for further analysis.

Qualitative Data Collection

The interview process was carefully planned and executed to ensure comprehensive and meaningful discussions with the participants. Two to three days prior to the interviews, the interviewees were contacted and provided with an overview of the main content, enabling them to prepare effectively. Each interview session lasted between 37 and 58 minutes and was recorded via Zoom with participant consent. These semi-structured interviews, accompanied by video recordings, served as the primary method of data collection.

To establish a comfortable environment, participants were initially presented with an information sheet that clearly stated their right to terminate the interview at any point. Additionally, digital signatures were obtained for the consent forms. The researcher then began the conversation by asking the participants about

their understanding of the term ICC. To ensure comprehension, an explanation was provided to those who were unfamiliar with the term.

Nevertheless, However, despite the meticulous planning and execution of the interview process, it was determined that the collected information was insufficient to adequately address the research questions. In order to rectify this limitation, the researcher decided to conduct a second round of interviews. The primary objective of this decision was to enhance the overall quality and comprehensiveness of the answers, thereby facilitating a more profound understanding of the research topic.

Data Analysis

In the following sections, the procedures and techniques utilized for these two types of analyses are described in detail.

Quantitative Data Analysis

Analysis of the Research Question 1 (RQ1)

The hypothesis asserts that "there exists a range of levels in the components of ICC among Thai English teachers and non-Thai English teachers." In order to verify this hypothesis, the study sought to identify the ICC levels among the participants. Descriptive statistics were utilized to organize and summarize the numerical data using a Likert scale, which enabled a comprehensive comparison between the two groups of teachers.

The Intercultural Communicative Competence (ICC) encompassed knowledge, attitude, skills, and awareness, which were assessed using a modified 23-item ICC questionnaire with a Likert Scale. The data collected from these rating scales represents ordinal-level data, and in order to interpret the level of ICC, arithmetic means were calculated. Bluman (2014) suggests that the width of the data can be determined by constructing a grouped frequency distribution of numerical data, as outlined below:

$R = H$ (highest value) – L (lowest value)

Find the highest value and lowest value: $H = 5$, $L = 1$

Find the range: $R = 5 - 1 = 4$

Find the width by dividing the range:

$$\text{Width} = \frac{R}{\text{number of classes}} = \frac{4}{5} = 0.8$$

The average range for each level on the scale is as indicated: a very high level (4.21-5.00), a high level (3.41-4.20), a middle level (2.61-3.40), a low level (1.81-2.60), and a very low level (1.00-1.80) as shown in Table 9.

Table 9 Ranges for Scoring the Intercultural Competence (ICC) Levels

Scale	Mean range	Levels
1	4.21-5.00	very high
2	3.41-4.20	high
3	2.61-3.40	medium
4	1.81-2.60	low
5	1.00-1.80	very low

The analysis of RQ1 involved the use of the mean ranges to categorize the levels of the participant's Intercultural Communicative Competence (ICC). This categorization was achieved utilizing a five-point scale, which allowed for an effective assessment of the participants' ICC levels and a deeper understanding of their competence in intercultural communication.

Analysis of the Research Question 2 (RQ2)

The following steps outline the process of testing the hypothesis that "there is no significant difference in the levels of ICC between Thai English teachers and non-Thai English teachers.

The study began by administering a 23-item ICC questionnaire to the participants which used a Likert scale with five points, allowing respondents to indicate their level of agreement or disagreement, ranging from 1 (*strongly disagree*) to 5 (*strongly agree*) (Cohen et al., 2018). To facilitate analysis using inferential statistics, the ordinal-level data was collected from the rating scales and transformed into numerical values (interval data). The ICC score was used to calculate the mean score value derived from the responses to the 23 survey items. Consequently, the ICC scores were calculated for each participant based on their responses. Each survey item was assigned a score ranging from 1 to 115.

In this study, the normality assumption was evaluated by conducting the Shapiro-Wilk test to analyze any skewing or kurtosis of the data (Bluman, 2014). The Shapiro-Wilk test results showed that the two groups, which were randomly assigned, were normally distributed ($p > .05$), which after the skewness and kurtosis of the data were assessed had ratios over the respective standard errors that fell within the range of ± 1.96 , indicating normality (Bluman, 2014). As the normality assumption was met (see Appendix H), the *t*-test was deemed appropriate for testing the null hypothesis.

To identify potential statistical variances between the mean values of two distinct groups, an independent sample *t*-test was utilized to ascertain whether a significant distinction existed in the Intercultural Competence (ICC) levels between Thai English teachers and non-Thai English teachers. The findings of the *t*-test will be presented in Chapter 4 to determine if the null hypothesis can be rejected or retained.

Analysis of the Research Question 3 (RQ3)

The hypothesis posits that the intercultural backgrounds of Thai English teachers and non-Thai English teachers significantly affect their ICC levels. This hypothesis was tested using a Two-Way ANOVA (Bluman, 2014). After the initial analysis, the Two-Way ANOVA was further assessed for each sub-population (Thai

English teachers and non-Thai English teachers) to determine any statistically significant differences in the levels of ICC based on independent factors related to intercultural experiences and contacts.

The findings were categorized into three main sections, which were international travel experiences, international seminars/training/workshops, and intercultural contacts encompassing international friends, colleagues, and social media contacts. Research question three (RQ3) entailed conducting a normality test and employing Levene's test to determine the appropriate type of ANOVA test. The Two-Way ANOVA was subsequently performed to evaluate the equality of means using an F test, assuming equal variances as suggested by Bluman (2014). In all cases, the ANOVA results indicated significant differences in the means, necessitating the utilization of a post-hoc test for multiple comparisons of means.

The Effect Size, as defined by Creswell (2012), serves as a quantifiable measurement that indicates the strength or magnitude of the difference between variables. In conjunction with the outcomes derived from the Two-Way ANOVA, the data analysis included the calculation of the effect size, which holds considerable importance. It provides valuable information regarding the extent or magnitude of the distinction between the two groups of teachers in relation to their mean differences. A sufficient sample size (N) is crucial in assessing the magnitude of these differences and determining their significance, as emphasized by Creswell (2012).

To determine the effect size, the z score (Z) of the test statistic was calculated. The effect size (r) for the significant comparisons was then computed using the equation proposed by Rosenthal (1991, as cited in Field, 2018):

$$r = \frac{Z}{\sqrt{N}}$$

In this context, " Z " denotes the z -score generated by SPSS, while " N " represents the sample size used to calculate the z -score. To classify the effect size,

Cohen et al. (2018) propose various levels of magnitude. Specifically, a small effect size is defined as 0.20, a medium effect size as 0.50, and a large effect size as 0.80. These standardized levels serve as a means to evaluate and compare the magnitude of the effect size across different studies.

The analysis of research question three was divided into three main sections and underwent a thorough examination. This comprehensive analysis involved descriptive statistics, normality testing, Two-Way ANOVA, and post-hoc comparisons. The results of this analysis revealed significant differences in the means, which were further quantified using Cohen's *d* as a measure of effect size. These notable findings were presented in detail in Chapter 4.

Qualitative Data Analysis

The objective of this research was to conduct a qualitative analysis to obtain a comprehensive and detailed understanding of the experiences and viewpoints expressed by the interviewees. To accomplish this, a content analysis approach, as outlined by Creswell (2014), was employed to examine the qualitative data. The methodology utilized in the study was thoroughly described in subsequent sections, and a visual representation of the methodology can be found in Figure 8.

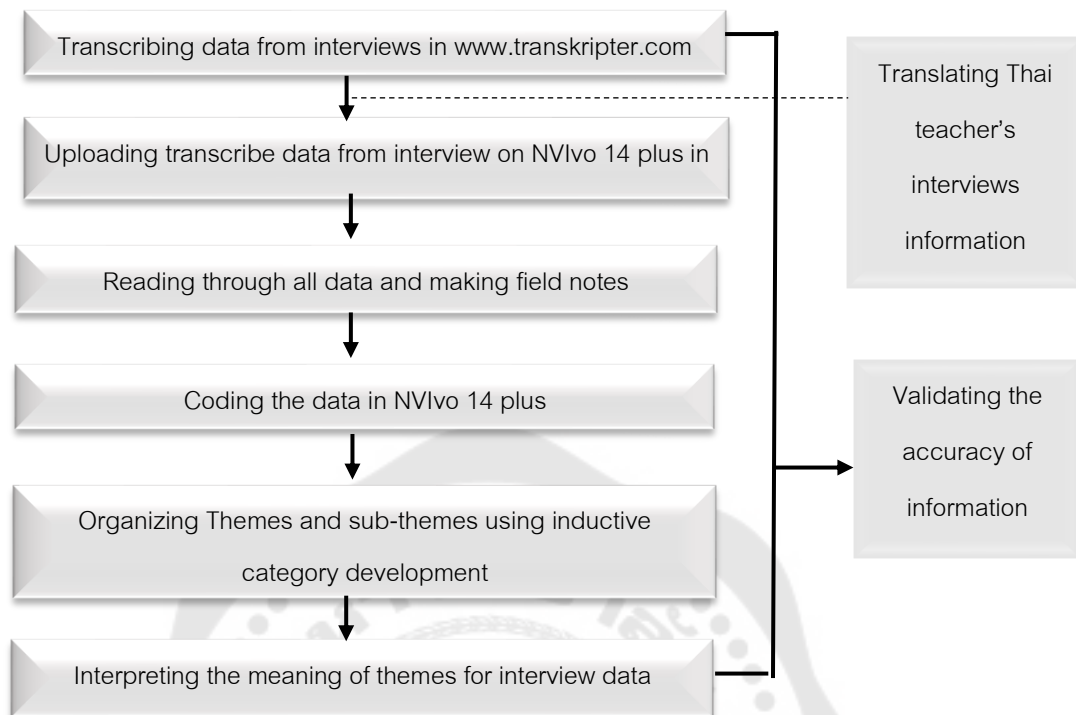


Figure 8 Overall Approaches to Data Analysis in Qualitative Research

The details of each step are presented in Figures 8 as follows:

Transcription

To ensure accurate data capture and familiarity with the information, all conversations were recorded using Zoom and transcribed immediately after the interviews by the researcher using www.transkripter.com. This process enabled the researcher to become acquainted with the data and verify its accuracy. In order to confirm the researcher's understanding of the interviewees' messages and intended meanings, the transcriptions were cross-verified with the interviewees, who actively participated in the review and correction process. This ensured precise representation and interpretation of the shared information. The researcher carefully incorporated the necessary corrections based on the valuable feedback received. Additionally, to facilitate the analysis, the data initially recorded in the Thai language was subsequently translated into English.

Translation from Thai to English

In this study, the language and meaning expressed by the interviewees were of utmost importance so the researcher made every effort to translate the Thai transcripts into English accurately, taking into account the differences between the two languages. During the translation process, explanatory phrases were added to ensure that the meaning was explicit within the English context, though direct, word-to-word translation from Thai to English was not deemed suitable for this study, as it is not accurate. Upon completing the data analysis, the researcher collaborated with a qualified Thai translator to verify the accuracy of the English text and ensure that the conveyed meaning was accurately captured.

Coding and Categorizing

Upon the completion of data transcription, the coding process was conducted to facilitate the qualitative data analysis. An inductive approach was utilized to code and categorize the data, which was aligned with the research questions. NVivo Version 12 PLUS managed the codes and themes, enabling the facilitation of the coding process and the identification of patterns and themes within the data (see Appendix I).

The 12 teachers participated and completed the questionnaires with the researcher serving as the primary transcriber and coder. The first phase of the data analysis involved familiarization with the data through transcription, followed by the division of the information into domains to extract relevant themes. In the second phase, the initial codes were generated by identifying common themes within the assistance of NVivo software (Jackson & Bazeley, 2019). The third phase involved searching for themes among these codes, while the fourth phase entailed multiple readings and highlighting of themes for clarity and understanding. The fifth phase involved defining and naming the themes within each domain. To maintain confidentiality, all the names and identifying information were removed, with the Thai English teachers labeled as TET and the non-Thai English teachers labeled as NTET (e.g. TET1, TET2, NTET1, NTET2, etc.).

After coding and interrelating all qualitative data, we conducted a content analysis to gain a comprehensive understanding of the participants' ICC level and evaluate potential influencing factors. The data from the interviews were analyzed using content analysis, with the goal of establishing and categorizing themes that represent the manifest content and facilitate an in-depth understanding of ICC. An inductive approach was employed to allow themes to emerge from the data rather than being predetermined by hypotheses or theories (Woods & Sikes, 2022).

In this study, the process of inductive category development entailed the formulation of themes of coding in accordance with the research objectives and questions. This process encompassed open coding, creating categories, and abstraction, with the categories further refined to only the essential, undergoing a quality assessment. Abstraction was employed to generate a general description of the research topic through the creation of categories, with a description provided for each category, and sub-categories containing similar content were grouped within the main categories (Creswell, 2012).

Trustworthiness of the Data

This study utilized various strategies to enhance the trustworthiness of the data and to address common challenges related to validity. The employed strategies included triangulation, member checking, and peer debriefing. Triangulation was implemented using a consistent interview guide or protocol for all twelve interviewees, guaranteeing internal consistency across the study. Additionally, the diverse data sources were integrated to develop a coherent explanation and support for the identified themes.

Member checking was conducted by sharing the final report with participants, allowing them to scrutinize the essential findings and themes. The participants' responses to the questions were documented and transcribed verbatim, granting them the chance to contribute input or revise the transcripts. In

this study, the transcribed materials were disseminated via Line Application to all participants for the purpose of corroborating the accuracy of the findings prior to the publication of the results. Only one interviewee, NTET6, submitted corrections to their interview transcripts, and TET2, TET6, NTET1 and NTET5 requested a handful of minor amendments before the commencement of the analysis.

Peer debriefing was also employed consistently throughout the research. This approach served to augment the accuracy of the qualitative data and the coding process (Cohen et al., 2018). The data was utilized to gain a comprehensive understanding of the participants' perspectives, with colleagues experienced in qualitative data analysis reviewing the data. Furthermore, these colleagues assumed the role of replacement coders, verifying the interpretations, categories, and themes identified by the primary researcher.

The utilization of triangulation, member checking, and peer debriefing enhanced the trustworthiness and validity of this qualitative data. These methodological approaches ensured that the findings accurately captured the perspectives of English teachers, accounting for the impact of their diverse cultural backgrounds on the manifestation of their intercultural communicative competence.

Research Ethics

This study adhered to rigorous ethical guidelines, securing clearance from the Human Research Ethics Committee at the Strategic Wisdom and Research Institute, Srinakharinwirot University, on July 29, 2021 (see Appendix A). Participation was voluntary, involving adults aged 18 or older. Before participating, individuals were thoroughly informed about the study's procedures, ensuring their understanding and consent. Participants were required to provide online informed consent before engaging in the interview procedure, wherein the researcher emphasized their ability to withdraw from the study at any point without facing any negative repercussions.

To protect participants' identities, aliases were used during transcription, while numeric identifiers and pseudonyms were employed for data collection, transcription, and reporting. The researcher removed any unintended identifiers in the transcripts. Information security was maintained by storing data on Google Drive and OneDrive personal accounts, both protected by strong passwords, and securing the researcher's laptop with a password. All questionnaires and interview records were stored digitally to maintain confidentiality and data protection. Consequently, this study adhered to stringent ethical protocols, ensuring participant understanding, consent, anonymity, and data security, thereby preserving the study's integrity and fostering trust among its participants.

Researcher Bias

In order to uphold the integrity and objectivity of the study, various measures were implemented during the interview process to mitigate potential researcher bias. The researcher consistently maintained self-reflective note-taking throughout the interviews, enabling a critical examination of their own thoughts and possible influences on the data collection process. Through this practice of self-reflection and acknowledgment of the researcher's own perspectives, objectivity is pursued, and any undue impact on the collected data is minimized. This approach aligns with the recommendations of Ross (2006) regarding the significance of self-rating to maintain the rigor of qualitative research. By adhering to this practice, the research findings can accurately reflect the viewpoints of the participants, consequently enhancing the overall quality and trustworthiness of the qualitative research study.

Chapter Summary

This chapter presents an overview of the research methodology employed in this study to address the research questions. A mixed-method approach, encompassing both quantitative and qualitative methodologies, was utilized. The quantitative methodology was employed to examine the levels of intercultural communicative competence (ICC) among Thai English teachers and non-Thai English teachers in the

context of Thai vocational education, with a particular emphasis on research questions 1-3. Afterward, a qualitative approach was utilized to explore the outcomes of ICC levels and the influence of intercultural backgrounds on participants' ICC levels. A comprehensive presentation of the results is found in Chapter 4.



CHAPTER 4

RESULT

This chapter presents the findings of the data analysis, which was conducted following the methodology outlined in Chapter 3. The primary objective of this analysis was to investigate the identified research questions. The first research question focused on exploring the levels of Intercultural Communicative Competence (ICC) components among Thai English teachers and non-Thai English teachers in the Thai vocational context. The second research question aimed to compare the ICC levels between these two groups of teachers to determine if there were any significant differences. Lastly, the third research inquiry sought to identify intercultural backgrounds that may influence the ICC levels in the Thai vocational context, including factors such as international travel experiences, participation in international seminars, training or workshops, and intercultural contacts. The intercultural backgrounds include international travel experiences, participation in international seminars, trainings or workshops, and intercultural contacts.

To address these research questions, a mixed-methods approach was employed. Quantitative data was gathered through a survey questionnaire, which underwent analysis using descriptive and inferential statistics. Descriptive statistics were used to present the distribution of ICC levels, while an independent-sample T-test was conducted to compare the ICC levels between the two groups of teachers. Furthermore, a two-way ANOVA was employed to examine the impact of intercultural backgrounds on the levels of ICC. In addition to quantitative data, qualitative data was collected through semi-structured interviews, providing valuable insights that complemented the quantitative findings. The presentation of the findings in this chapter is organized into different sections, incorporating statistical analyses of the survey data, along with relevant quotes and summaries derived from the qualitative data obtained through interviews.

Data Analysis of Research Question 1

This section is dedicated to addressing Research Question 1, which explores the levels of intercultural communicative competence (ICC) components among Thai English teachers and non-Thai English teachers. The hypothesis posits that there exists a range of levels in the ICC components between these two groups. To investigate this hypothesis, mean scores (*M*) and standard deviations (*SD*) were computed for each of the five elements that constitute ICC. These calculations were based on the data collected through a 23-item survey. The findings allowed for the classification of ICC components levels, ranging from very low to very high. This classification was determined by analyzing the mean scores of each ICC component and item, ensuring that they fell within the specified ranges.

Level of ICC Including Components for Thai English teachers

The data is organized in order to gain valuable insights into the intercultural communicative competence (ICC) level of Thai English teachers. Table 10 presents the levels of the teachers and provides a ranking that indicates the effectiveness of the different components in terms of ICC attainment.

Table 10 Mean, Standard Deviation, and ICC Levels of Thai English teachers by Components

Components of ICC	M	SD	Levels	Ranking
Knowledge	3.89	0.96	High	3
Attitude	4.32	0.78	Very High	1
Skills of Interpretation and Relating	3.86	0.97	High	4
Skills of Discovery and Interaction	3.91	0.93	High	2
Critical Cultural Awareness	3.71	0.93	High	5
Average	3.94	0.91	High	

Table 10 reveals that Thai English teachers exhibited a high level of ICC, presenting an average score of 3.94 ($SD=0.91$) across all five components. Specifically, the attitude component received very high level with the mean score of 4.32 ($SD=0.78$), while the critical cultural awareness component displayed the lowest level compared to the other four dimensions of ICC. However, the mean score of 3.71 ($SD=0.93$) for this component still falls within the "high" range. The remaining four components of ICC, namely skills of discovery and interaction, knowledge, and skills of interpreting and relating, also demonstrated high levels, with mean scores of 3.91 ($SD=0.93$), 3.89 ($SD=0.96$), and 3.86 ($SD=0.97$) respectively. Furthermore, the narrow standard deviation range of 0.78 to 0.97 indicates that the data points in the dataset are not widely dispersed and are relatively close to the mean value.

Additional information on the mean score, standard deviation, and rank order of each item within the five components is provided in Tables 11-15.

Table 11 Mean, Standard Deviation, and Interpretation of the Thai English teachers' Level for the Knowledge Component

Statements	<i>M</i>	<i>SD</i>	Levels	Ranking
1. I know history and contemporary relationships between your own and other country.	3.40	0.89	middle	8
2. I know to appropriately communicate and solve problems with other people from various cultures.	3.64	1.06	high	7
3. I know types of causes of misunderstanding between people of different cultural backgrounds (such as customs and rituals).	3.87	0.96	high	6
4. I know the important event in your country and how other nationalities view your country.	4.03	0.95	high	3
5. I know the important events of other countries and your perspective on them.	3.96	0.94	high	5

Table 11 (Continued)

Statements	<i>M</i>	<i>SD</i>	Levels	Ranking
6. I know the processes and institutions of socialization (such as school and family) in your own and other countries.	4.07	0.93	high	2
7. I know the important social and cultural distinctions in your own and in other countries.	4.17	0.94	high	1
8. I know the processes of cultural and social interaction in the other countries.	3.97	0.98	high	4
Average	3.89	0.96	high	

Table 11 indicate that the Thai English teachers assigned a high-level rating with an average mean score of 3.89 ($SD=0.96$) for knowledge component. Furthermore, the assessment encompassed the evaluation of various items related to the knowledge component. Despite the overall high ratings attributed to the items by Thai English teachers, the data reveal disparities in the mean ratings assigned to individual items.

Thai English teachers provided ratings for the knowledge component, and Item 7 obtained a mean score of 4.17 ($SD=0.94$). It was closely followed by item 6, which had a mean score of 4.07 ($SD=0.93$). The remaining three items, namely Item 4 ($M=4.03$, $SD=0.95$), Item 8 ($M=3.97$, $SD=0.98$), and item 5 ($M=3.96$, $SD=0.94$), also received relatively high mean ratings, although slightly lower than the first two items. Conversely, Item 1 was rated at a middle level, with a mean score of 3.40 ($SD=0.89$), indicating that it received a lower mean score compared to the other items. Additionally, the standard deviation range of 0.89 to 1.06 signifies a moderate dispersion of data points within the dataset.

Table 12 Mean, Standard Deviation, and Interpretation of the Thai English teachers' Level for the Attitude Component

Statements	<i>M</i>	<i>SD</i>	Levels	Ranking
9. I demonstrate a desire to meet people from different cultures on an equal status.	4.35	0.76	Very high	3
10. I demonstrate an interest in learning new perspectives on common practices in other cultures.	4.18	0.84	high	4
11. I demonstrate a curiosity to question and compare the differences between my own and other cultures.	4.06	0.92	high	5
12. I demonstrate a willingness to adapt in changing the behavior of communication appropriately.	4.45	0.69	Very high	2
13. I demonstrate a readiness to interact with people of different cultures using appropriate behavior and gestures.	4.54	0.71	Very high	1
Average	4.32	0.78	Very high	

Table 12 presents the findings regarding the attitude component, revealing a remarkably high overall mean score of 4.32 ($SD=0.78$). Furthermore, the individual item scores highlight specific items that received exceptionally high ratings. Specifically, Item 13, Item 12, and Item 9 obtained mean scores of 4.54 ($SD=0.71$), 4.45 ($SD=0.69$), and 4.35 ($SD=0.76$), respectively. Additionally, Item 10 and Item 11 were rated as having a high level, with mean scores of 4.18 ($SD=0.84$) and 4.06 ($SD=0.92$), respectively. The dataset demonstrates a moderate dispersion and proximity to the mean value, as indicated by the range of standard deviation falling between 0.71 and 0.92.

Table 13 Mean, Standard Deviation, and Interpretation of the Thai English teachers' Level for the Skills of Interpreting and Relating Component

Statements	<i>M</i>	<i>SD</i>	Levels	Ranking
14. I am able to interpret different documents or events of others and not judge them because they are from a different culture.	3.94	0.95	high	1
15. I am able to recognize the misunderstanding of other cultures.	3.76	0.95	high	3
16. I am able to soothe between the intercultural conflicts caused by different interpretations of issues.	3.89	1.01	high	2
Average	3.86	0.97	high	

Table 13 presents the mean score of the interpreting and relating component and its corresponding level rated by Thai English teachers. The results indicate a high level for this component, with an average mean score of 3.86 ($SD=0.97$). Additionally, the study involved rating a set of items linked to this component, and the results demonstrate that all items were rated at a high level.

The mean scores for each item are displayed, with Item 14 having the highest rating at a mean score of 3.94 ($SD=0.95$). Item 16 and Item 15 closely follow with mean scores of 3.89 ($SD=1.01$) and 3.76 ($SD=0.95$), respectively. Furthermore, the range of standard deviations, from 0.95 to 1.01, indicates a moderate dispersion of data points in the dataset.

Table 14 Mean, Standard Deviation, and Interpretation for the Thai English teachers' Level of Skills of Discovery and Interaction

Statements	<i>M</i>	<i>SD</i>	Levels	Ranking
17. I am able to discover the interaction processes, both verbal and non-verbal languages, and know how to apply them in intercultural situations.	3.96	0.92	high	2

Table 14 (Continued)

Statements	<i>M</i>	<i>SD</i>	Levels	Ranking
18. I am able to use existing intercultural knowledge, skills and attitudes and use them in real-time communication and interaction.	3.87	0.96	high	3
19. I am able to acquire new knowledge of contemporary and historical relationships between your own and other cultures.	3.84	0.96	high	4
20. I am able to interact appropriately by using intercultural knowledge, skills, and attitudes.	3.98	0.86	high	1
Average	3.91	0.93		

Table 14 indicates a high level of skills of discovery and interaction with an average mean of 3.91 ($SD=0.93$). Furthermore, a set of items related to this particular component was rated, resulting in consistently high ratings for all items. Item 20 emerged as the highest-rated item, obtaining a mean score of 3.98 ($SD=0.86$). It was closely followed by Item 17 with a mean score of 3.96 ($SD=0.92$), Item 18 with a mean score of 3.87 ($SD=0.96$), and Item 19 with a mean score of 3.84 ($SD=0.96$). The standard deviation values ranging from 0.86 to 0.96 suggest a moderate dispersion of data points within the dataset, indicating variability in the ratings.

Table 15 Mean, Standard Deviation, and Interpretation of the Thai English teachers' Level for Critical Cultural Awareness

Statements	<i>M</i>	<i>SD</i>	Levels	Ranking
21. I am aware of interpreting significant values in documents and events in your own and other cultures.	3.64	0.97	high	3
22. I am aware of critically analyzing documents and events based on systematic and conscious reasoning.	3.72	0.97	high	2

Table 15 (Continued)

Statements	<i>M</i>	<i>SD</i>	Levels	Ranking
23. I am aware of mediating between people of different cultures and leverage their knowledge, attitudes, and skills to develop a reasoned response.	3.78	0.84	high	1
Average	3.71	0.93		

Table 15 indicates a high level of critical cultural awareness with an average mean of 3.71 ($SD=0.93$). Moreover, the study involved rating a set of items related to the critical cultural awareness component. The findings indicated that all items exhibited a consistently high level of critical cultural awareness, as evident from their mean scores. Notably, Item 23 received the highest mean of 3.78 ($SD=0.84$), followed closely by Item 22 with a mean score of 3.72 ($SD=0.97$), and item 21 with a mean score of 3.64 ($SD=0.97$). The standard deviation range of 0.93 to 0.97 indicates that the data points in the dataset have low variability or dispersion around the mean value.

4.1.2 Level of ICC Including Components for Non-Thai English teachers

This section presents the findings related to the assessment of intercultural communicative competence (ICC) among non-Thai English teachers. The objective was to provide a comprehensive analysis of their ICC levels across five components. The information was presented in a table format, with Table 16 specifically displaying the overall ICC score of the teachers across the five components. Additionally, Tables 17-21 provided a detailed breakdown of the teachers' ICC levels in each individual component. These tables also included rankings of the teachers' most and least competent ICC components, offering further insights into their performance.

Table 16 Mean, Standard Deviation, and Interpretation of Intercultural Competence Levels among Non-Thai English teachers by Components

Components of ICC	<i>M</i>	<i>SD</i>	Levels	Ranking
Knowledge	4.41	0.58	Very High	2
Attitude	4.52	0.57	Very High	1
Skills of Interpretation and Relating	4.36	0.70	Very High	5
Skills of Discovery and Interaction	4.39	0.69	Very High	3
Critical Cultural Awareness	4.37	0.76	Very High	4
Average	4.41	0.66	Very High	

Table 16 reveals that the overall ICC level of non-Thai English teachers was very high, with an average mean score of 4.41 ($SD=0.66$). Moreover, all five ICC components showed a very high level. The attitude component had the highest mean score of 4.52 ($SD=0.42$). However, the skill of interpreting and relating was rated the lowest among the five dimensions of ICC by non-Thai English teachers, with a mean score of 4.36 ($SD=0.55$). Nonetheless, the rating for this component was still considered "very high." The standard deviation range of 0.58 to 0.76 indicates that the variability of data in the dataset is relatively small, as the range is relatively narrow.

The following sections provide a description of the ICC level perceived by non-Thai English teachers for each item, using statistical measures such as the mean and standard deviation.

Table 17 Mean, Standard Deviation, and Interpretation of the Non-Thai English teachers' Level for the Knowledge Component

Statements	<i>M</i>	<i>SD</i>	Levels	Ranking
1. I need to know history and contemporary relationships between your own and other country.	3.94	0.63	high	8

Table 17 (Continued)

Statements	<i>M</i>	<i>SD</i>	Levels	Ranking
2. I need to how to appropriately communicate and solve problems with other people from various cultures.	4.03	0.74	high	7
3. I need know types of causes of misunderstanding between people of different cultural backgrounds (such as customs and rituals).	4.22	0.64	Very high	6
4. I need to know the important event in your country and how other nationalities view your country.	4.39	0.55	Very high	5
5. I need to know the important events of other countries and your perspective on them.	4.56	0.56	Very high	4
6. I need to know the processes and institutions of socialization (such as school and family) in your own and other countries.	4.69	0.52	Very high	3
7. I need to know the important social and cultural distinctions in your own and in other countries.	4.72	0.45	Very high	1
8. I need to know the processes of cultural and social interaction in the other countries.	4.72	0.57	Very high	1
Average	4.41	0.58	Very high	

Table17 indicates that the knowledge component received an overall very high rating, with $M=4.41$ ($SD=0.58$). Furthermore, Items 8 and 7, which are associated with the knowledge component, received exceptionally high ratings, with mean scores of 4.72 ($SD=0.57$) and 4.72 ($SD=0.45$) respectively. Items 6 and 5 also received high ratings, with mean scores of 4.69 ($SD=0.52$) and 4.56 ($SD=0.56$), respectively. Item 4 received a slightly lower rating, with mean scores of 4.39 ($SD=0.55$). Moreover, Item 3 demonstrated a high level of ICC with a mean score of

4.22 ($SD=0.64$). Conversely, Items 2 and 1 received high ratings with mean scores of 4.03 ($SD=0.74$) and 3.94 ($SD=0.63$), respectively. The standard deviation range of 0.45 to 0.74 indicates that the dataset has relatively small variability, as the range is narrow.

Table 18 Mean, Standard Deviation, and Interpretation of Levels for the Attitude Component Statements among Non-Thai English teachers

Statements	M	SD	Levels	Ranking
9. I demonstrate a desire to meet people from different cultures on an equal status.	4.58	0.60	Very high	1
10. I demonstrate an interest in learning new perspectives on common practices in other cultures.	4.56	0.56	Very high	2
11. I demonstrate a curiosity to question and compare the differences between your own and other cultures.	4.53	0.56	Very high	3
12. I demonstrate a willingness to adapt in changing the behavior of communication appropriately.	4.42	0.55	Very high	4
13. I demonstrate a readiness to interact with people of different cultures using appropriate behavior and gestures.	4.53	0.56	Very high	3
Average	4.52	0.57	Very high	

Table 18 shows that the overall level for the attitude component was very high, with an average mean of 4.52 ($SD=0.57$). Additionally, all items related to this component received very high ratings. Furthermore, all items related to this component also received very high ratings. The table also provides mean scores for each item. Item 14 received the highest mean score of 3.94 ($SD=0.95$), followed closely by Item 16 and Item 15 with mean scores of 3.89 ($SD=1.01$) and 3.76

($SD=0.95$) respectively. Item 9 received the highest mean score of 4.58 ($SD=0.60$), followed closely by Item 10 with a mean score of 4.56 ($SD=0.56$). Item 11 and Item 13 received a mean score of 4.53 ($SD=0.56$), while Item 12 received the lowest mean score of 4.42 ($SD=0.55$) among all items in the attitude component. The standard deviation range of 0.56 to 0.60 indicates that the dataset has relatively small variability, as the range is narrow.

Table 19 Mean, Standard Deviation, and Interpretation of Levels for Interpreting and Relating Component Statements among Non-Thai English teachers

Statements	<i>M</i>	<i>SD</i>	Levels	Ranking
14. I am able to interpret different documents or events of others and not judge them because they are from a different culture.	4.36	0.68	Very high	2
15. I am able to recognize the misunderstanding/misconception of other cultures.	4.39	0.73	Very high	1
16. I am able to soothe between the intercultural conflicts caused by different interpretations of issues.	4.33	0.68	Very high	3
Average	4.36	0.70	Very high	

Table 19 indicates that the overall level of this component was very high, as evidenced by an average mean score of 4.36 ($SD=0.70$). All items related to this component received a very high level. Consequently, the mean scores for each item were presented. Among them, Item 15 obtained the highest mean score of 4.39 ($SD = 0.73$), closely followed by Item 14 with a mean score of 4.36 ($SD = 0.68$), and Item 16 with a mean score of 4.33 ($SD = 0.68$). The standard deviation range of 0.68 to 0.73 suggests that the variability of the data in the dataset is relatively small, as the range is narrow.

Table 20 Mean, Standard Deviation, and Interpretation of Levels of Skills for Discovery and Interaction Component Statements among Non-Thai English teachers

Statements	<i>M</i>	<i>SD</i>	Levels	Ranking
17. I am able to discover the interaction processes, both verbal and non-verbal languages, and know how to apply them in intercultural situations.	4.36	0.54	Very high	3
18. I am able to use existing intercultural knowledge, skills and attitudes and use them in real-time communication and interaction.	4.31	0.67	very high	2
19. I am able to acquire new knowledge of contemporary and historical relationships between your own and other cultures.	4.44	0.61	very high	1
20. I am able to interact appropriately by using intercultural knowledge, skills, and attitudes.	4.44	0.69	very high	1
Average	4.39	0.63	very high	

Table 20 reveals a very high level of this component, with an average score of 4.39 ($SD=0.63$). The table further presents ratings for a set of items related to this component, which were all identified as having a very high level. Among these, Item 20 and Item 19 received the highest mean ratings of 4.44 with SD s of 0.69 and 0.61, respectively. Item 18 had a mean of 4.31 ($SD=0.67$), while item 17 had a mean of 4.36 ($SD=0.54$). Moreover, the standard deviation range of 0.54 to 0.69 revealed relatively small variability of the data in the dataset, with a narrow range.

Table 21 Mean, Standard Deviation, and Interpretation of Levels for Critical Cultural Awareness Component Statements among Non-Thai English teachers

Statements	<i>M</i>	<i>SD</i>	Levels	Ranking
21. I am aware of interpreting significant values in documents and events in your own and other cultures.	4.36	0.72	Very high	1

Table 21 (Continued)

Statements	<i>M</i>	<i>SD</i>	Levels	Ranking
22. I am aware of critically analyzing documents and events based on systematic and conscious reasoning.	4.39	0.77	Very high	2
23. I am aware of mediating between people of different cultures and leverage their knowledge, attitudes, and skills to develop a reasoned response.	4.36	0.80	Very high	1
Average	4.37	0.76	Very high	

Table 21 shows that the overall level of critical cultural awareness was very high, with an average mean of 4.37 ($SD=0.76$). Furthermore, all specific items pertaining to this component were identified as having a very high level. Notably, among these component, Item 22 attained the highest mean score of 4.39 ($SD=0.77$), closely followed by Item 23, which obtained a mean score of 4.36 ($SD=0.80$), and Item 21, which obtained a mean score of 4.36 ($SD=0.72$). The standard deviation range of 0.72 to 0.80 indicated that the variability of the data in the dataset was relatively small, as the range was relatively narrow.

To summarize, this section of the quantitative analysis focuses on research question 1, which explores the levels of intercultural communicative competence (ICC) components among both Thai and non-Thai English teachers in the vocational education setting in Thailand. The hypothesis posited that non-Thai English teachers would exhibit significantly higher ICC levels than their Thai counterparts, and this hypothesis was confirmed. Among Thai English teachers, the overall ICC level was classified as high, although the critical cultural awareness component showed the lowest level within the five dimensions, still falling within the high range. In contrast, non-Thai English teachers displayed a very high overall ICC level, with the skill of interpreting and relating receiving the lowest rating among the dimensions, yet still considered very high. In conclusion, both Thai and non-Thai English teachers demonstrated high levels of ICC,

but non-Thai teachers generally achieved higher scores, suggesting that they may possess stronger intercultural communicative competence in the vocational education setting in Thailand.

In addition, alongside the acquisition of quantitative data, qualitative data were also collected to delve into the emphasis placed by English teachers on various aspects. This qualitative data aimed to explore and examine the levels of Thai English teachers and non-Thai English teachers, shedding light on their perspectives and experiences in greater detail.

Qualitative Results of Research Question 1

Theme 1 Level of ICC components

Sub-Theme 1.1: Teachers' reflection on the highest level of ICC components.

The questions specifically asked the interviewees to identify the highest level of components of ICC and explain why they thought it was the highest. Of the twelve interviewees interviewed, eight interviewees including two non-Thai English teachers and six Thai English teachers agreed that the attitude component was the highest level of ICC components, but they had different perspectives on why this was the case.

The principle of attitude component was the tendency of individuals to be open-minded and curious to learn about cultural differences. For instance, two of the five international respondents emphasized the importance of having an open-minded and curious approach towards other cultures, which they expressed through responses to interview questions that focused on the concept of openness. NTET1 indicated that having an open and curious attitude was crucial for learning about other cultures. However, he stated that a closed attitude towards other cultures might have led to a lack of learning and understanding. This viewpoint was reflected in the quote below:

“If I open and have a curious attitude about other cultures then knowledge and the other aspects will follow, but if my attitude is closed to other cultures, there will be no learning at all.”

Similar to NTET6, it seemed to have valued the ability to recognize and appreciate differences in culture and had approached communication with an open mind and willingness to learn. NTET6 had supported:

“If I don't understand each other, there is openness. And I think for me, that's one of the most communicate with different cultures because at least I understand this person is open to each other.”

By being curious and willing to explore new experiences, NTET6 recognized the importance of having an open mind, particularly towards those who were local and culturally diverse. An explanation was provided below by NTET6:

“I must open my mind and accept new occurrences locally which can motivate my curiosity to learn about the local nature, myself, and other cultures.”

Similarly, a Thai English teacher interviewee (TET1) believed that it was important to have a willingness to learn and adapt when encountering different cultures. They emphasized the value of approaching unfamiliar experiences with an open mind, indicating a belief in the benefits of being receptive and embracing new cultural perspectives. TET1 stated:

“I think it is essential to maintain an open mind and be receptive to new experiences in different cultures ”.

Consequently, these interviewees advocate for a positive attitude towards other cultures, which can lead to an open mind, willingness, and curiosity to comprehend cultural differences.

This attitude was seen as a positive one by the interviewee, who suggested that it reflected an interest in understanding and appreciating cultural differences without making value judgments. TET5 regularly compared her Thai culture with other foreign cultures when communicating with people from other countries. However, she clarified that this comparison did not imply that one culture was inherently superior to the other. TET5 viewed this approach as the quote below:

"I always compare Thai cultures and foreign cultures when I communicate with the foreigners. It seems like a comparison between two cultures. But I don't think that my culture is superior to another."

On the other hand, TET6 held different opinions than TET5 previously held. He did not engage in comparing himself with foreigners when communicating. In other words, TET6 was not concerned with how he was perceived in comparison to people from other countries or cultures, nor did he base his communication style or behavior on such comparisons. Moreover, he was interested in exploring and understanding the cultures of foreigners, as he explained this issue by stating:

"when I communicate with foreigners, I have to be confident to talk to them without comparing their culture. I'd like to learn about their cultures."

The knowledge component was considered the highest level. Out of the twelve interviewees, five of them (identified as NTET2, NTET5, TET2, TET3, and TET4) reported that they actively made an effort to gain knowledge about other cultures but they had different reasons for why they made an effort to gain knowledge about other cultures.

Knowledge about a culture or a specific group or country could have helped individuals become more culturally competent and sensitive in their interactions with others. NTET2 stated that having knowledge about the customs and traditions of a culture or a specific group or country was beneficial in a school or learning center setting. This viewpoint was reflected in the following quote:

“when I have knowledge of a culture or specific group or country I’ll be aware of the usual customs and traditions. This is helpful when I am working or teaching students in a school or a learning center in terms of management and giving knowledge.”

Similarity, two interviewees suggested that having knowledge of the culture of people they were communicating with was important to avoid making mistakes, misunderstandings, or unintentional offenses. TET4 emphasized that knowledge of cultural could prevent misunderstandings in intercultural communication. This viewpoint was reflected in the quote below:

“When you communicate with foreigners, you should have some cultural knowledge to avoid making mistakes.”

Another participant supported that having a basic knowledge of other cultures could help her avoid making comments that might be considered offensive. This can be particularly important in situations where individuals from different cultural backgrounds interact with each other. TET5 stated:

“basic knowledge of other cultures helps to avoid comments that are regarded offensive.”

NTET5 recognized the importance of understanding the cultural norms and customs of a particular environment in order to navigate social interactions successfully. By being

aware of what is considered appropriate or inappropriate in a specific cultural setting, NTET5 feels more confident and capable of interacting with the local people in a positive way. This understanding may help him avoid any cultural misunderstandings that could potentially create uncomfortable situations. NTET5 stated:

“Knowing the do’s and don’ts of a cultural environment enhances confidence to engage in smooth and prolonged conversation without offending the host.”

Moreover, TET5 emphasized the importance of knowledge in promoting cultural diversity, acceptance, and effective communication across cultures. She stated that through knowledge, she could develop an understanding and appreciation of different cultures and customs, which enables her to avoid making assumptions or judgments about people from different backgrounds. TET5 stated:

“With knowledge, one can appreciate cultural diversity and learn not judge others based on their own culture. In this way, knowledge enables me to communicate easily and effectiveness across cultures.”

Moreover, one of interviewees suggested that having sufficient knowledge could lead to effective communication, which, in turn, could lead to a positive attitude. Essentially, TET2 stated that knowledge was a prerequisite for effective communication, and effective communication, in turn, leads to a positive outlook. TET2 stated:

“If I have enough knowledge, I can communicate well, and then I’ll have a good attitude.”

Cultural knowledge could be an essential aspect of effective communication when interacting with people from different countries who may have varying levels of English proficiency. TET2 stated that not all countries had the same level of proficiency in the English language. This understanding of differing levels of proficiency in English

language suggests that successful communication across cultures requires not just language proficiency, but also a knowledge of the culture and customs of the people one is communicating with. This viewpoint was reflected in the quote below:

“I think knowledge will help me communicate more effectively. Every country has a different culture and different levels of English language usage. To communicate well with them, I must have some knowledge of their culture.”

Moreover, TET2 emphasized the importance of cultural understanding and respect in effective communication, especially when communicating with people from different cultural backgrounds. She gave the example of cultural diversity by comparing the culture in Europe with America, mainly due to the diversity in culture and nationality in the latter two regions. This example was reflected in the quote below:

“For example, Asia’s culture differs from Europe and America which have diversity in culture and nationality. Some countries communicate by using English language while non-English spoken countries have their own method to communicate”

TET2 emphasized the significance of expressing confidence in the interlocutors' culture as a crucial factor for effective communication. Additionally, TET2 highlighted the essentiality of possessing accurate knowledge about the cultural background of the individual she was engaging with. This perspective was aptly captured in the following quote:

“Perhaps I’ll show my confidence in interlocutors’ culture if I’d like to communicate with them thoroughly, I must have the accurate knowledge.”

According to the significance of cultural knowledge and understanding for facilitating effective intercultural communication, particularly in scenarios involving cultural

disparities and navigating challenges, it is essential to consider the example from TET3. The example highlights the potential difficulties individuals might face when interacting with Muslim countries due to variations in culture and customs. TET3 emphasized the value of acquiring knowledge about these dissimilarities as it enables one to adjust and exhibit appropriate behavior in intercultural situations. This example was aptly captured in the following quote:

“there are some difficulties in interacting with foreigners, such as communicating about religion in Muslim countries. I should know what I can or cannot talk about and avoid talking about untouchable things. Therefore, knowledge is the most important thing to be aware of.”

Out of the twelve interviewees in the study, two interviewees' relevant information on this particular theme, which was related to the highest level skills of interpreting and relation component. The first non-Thai English teacher, referred to as NTET3, recognizes the significance of the skill of interpreting and relating in his interaction with the local community. As a foreigner, he may have experienced challenges in communicating and building relationships due to differences in language and culture. This viewpoint is reflected in the quote below:

“Because I'm a foreigner, my interactions are with the local ties. I think one is very important for me is skills of is interpretation and relating skills, because maybe language is culture.”

The other non-Thai English teacher, NTET3, noted for providing examples that highlight the differences in meaning and interpretation between Asian and Western languages, with a particular emphasis on the use of tones in language. As he explained that:

“when you speak Thai, it has a very different meaning, even with my own language. But there are some similarities because we're Asian. But in terms of, like, Western thinking and Asian thinking, there are very different

interpretations. And especially how you say it, also because foreigners are very Western. Western foreigners, they usually rely on how do you call this? Not the tone, but I think the tone gives a meaning. But for us Asians, for ties, even for me, Filipino, there is another meaning. So I think skills of interpreting and relating in communication is, I think, the most important for me."

According to NTET3's example, he states that Western and Asian cultures have different interpretations of language, especially in terms of tone. Westerners rely on tone to convey meaning, while Asians have a different understanding of tone. Therefore, the speaker believes that communication skills, including the ability to interpret and relate to others, are crucial in effective communication across cultural differences.

The ability to accurately interpret communication appears to be a key important component in fostering understanding between people NTET4 appeared to value his ability to interpret what others are saying and recognizes its positive impact on his relationships with others. In this regard, NTET4 said:

"I'm able to interpret what people are saying I can relate better, I then tend to understand and relate more."

According to NTET4, he stated that he had a skill or ability to interpret what people are saying, which allows him to better relate to others. This interpretation skill seems to help him to better understand what others are communicating, and this in turn leads to a stronger sense of connection and ability to relate to them.

To sum up, there was a difference of opinion among the interviewees about which component was the highest level, with the attitude and knowledge components being the most commonly mentioned. The findings found that the principle of attitude component, that is, the tendency of individuals to be open-minded and curious to learn about cultural differences. While, knowledge of different cultures to effectively communicate with people from diverse cultural backgrounds should be a top priority to

avoid misunderstandings. The findings further indicate that both language and cultural knowledge are necessary for effective communication with foreigners. Moreover, cultural understanding and respect are critical when communicating with people from different cultural backgrounds.

Moreover, the findings highlights the importance of skills of interpreting and relating in intercultural communication. The tone of language may affect the interpretation of concepts, particularly in the context of Asian and Western cultures. Moreover, the ability to interpret messages accurately and build relationships with people from diverse cultures is considered beneficial, as it allows for deeper connections and more effective communication. Understanding cultural differences is important for effective communication, and this requires not only language proficiency but also the ability to interpret messages accurately and build relationships. As such, skills of interpreting and relation component would be essential for effective communication in intercultural contexts.

Connecting Quantitative and Qualitative Findings of Sub-Theme 1.1.

The examination of both quantitative and qualitative findings reveals a combination of similarities and differences in the perspectives on effective intercultural communication (ICC) between Thai English teachers and non-Thai English teachers. A significant similarity emerges as the majority of participants recognize the crucial role of attitude in achieving successful ICC. Thai English teachers emphasize the importance of possessing an open-minded attitude and adapting communication methods when engaging with individuals from diverse cultural backgrounds. They underscore the significance of being receptive and flexible in communication styles to facilitate successful interactions across cultures. On the other hand, non-Thai English teachers exhibit a distinct approach, demonstrating eagerness and a desire to engage with people from different cultures on an equal footing. This contrast in approach between Thai and non-Thai English teachers highlights differing perspectives on fostering effective ICC.

Furthermore, the quantitative phase of the study identified the lowest components of ICC. To gain a comprehensive understanding of these specific components, the researcher conducted interviews, which will be presented in the following section.

Sub-Theme 1.2 Teachers' reflection on the lowest level of ICC components.

This sub-theme focused on understanding how the interviewees perceived the different levels of ICC components and their reasoning behind it. To gather data for this sub-theme, the interviewees were asked specific questions related to ICC. Specifically, they were asked to identify the lowest level of components of ICC and explain why they believed it to be the lowest.

Twelve interviewees were interviewed, and among them, eight individuals agreed that critical cultural awareness was the lowest component for ICC. This group consisted of two non-Thai English teachers (NTET1 and NTET2) and six Thai English teachers (TET1-TET5). However, despite their consensus on this matter, they expressed varying perspectives on why critical cultural awareness was considered the lowest component for ICC. The statements provided by these interviewees regarding their reasons are as follows:

The individuals' experiences may cause them to stand out from others and be potentially misunderstood, stemming from a sense of self-awareness. NTET1, for example, perceived himself as inherently different from others, leading him to believe that misinterpretations or misunderstandings could occur in his interactions. Essentially, NTET1 possesses a strong sense of self-awareness and acknowledges that his differences may pose challenges in communication and understanding. As NTET1 expressed:

"...what I perceive others, I'll always be different from others so there can be a misinterpretation."

NTET1 emphasized the significance of showing respect and open-mindedness towards diverse cultures, highlighting the potential consequences of failing to do so. He pointed out that individuals with a lack of cultural awareness might ask numerous questions stemming from their limited understanding of cultural differences. However, this lack of awareness could result in misinterpretation since his attitude was shaped by his experiences and beliefs, without considering alternative cultural perspectives.

“A person with little cultural awareness can ask a lot of questions as they do not understand the differences so there is a misinterpretation because they base their attitude on their own experiences.”

TET3 supported the idea of open and respectful communication that did not involve belittling or disrespecting other cultures. TET3 likely believed that it was important to approach communication with a spirit of curiosity and mutual understanding rather than judgment or criticism. Instead, TET3 also valued the importance of acknowledging and celebrating cultural diversity rather than trying to impose one's own cultural values or beliefs onto others. The specific statement mentioned below was likely an example of how TET3 demonstrated their commitment to open and respectful communication in practice. TET3 stated:

“In term of communication, I must have knowledge of cultures and skills. Moreover, I should have an open-mind skill. So, it isn't overly important to analyze or criticize.”

Moreover, TET3 believed that effective communication required both cultural knowledge and skills. TET3 emphasized the need for communication skills, such as empathy, and the ability to express oneself clearly and respectfully while analyzing

or criticizing cultural differences. In other words, TET3 valued both knowledge and skills in achieving intercultural communication competence (ICC).

NTET4 recognized the potential negative impact of criticizing or misinterpreting another country's culture on the relationship with friends from that country. NTET4 understood that such criticisms could lead to misunderstandings or offense, which might have damaged the relationship and created tension or conflict. As a result, NTET4 chose to avoid analyzing cultural differences to prevent any potential harm. NTET4 stated:

“Every country has its own culture. If I criticize or interpret them incorrectly, it may affect the relationship between my friends and me. I think I have to be careful of cultural different criticism and I'll not criticize the cultural differences.”

NTET2 held the opinion that critical cultural awareness held lesser importance compared to other factors in comprehending and engaging with individuals from diverse backgrounds. Despite this viewpoint, NTET2 recognized that a lack of background knowledge could result in experiencing culture shock, thereby impeding effective communication and relationships. Furthermore, NTET2 emphasized the significance of small gestures as demonstrations of effort to understand and connect with others. NTET2 asserted that these small gestures held the potential to yield positive impacts and facilitate the bridging of cultural differences. To support these statements, NTET2 drew upon personal experiences.

“I work in different countries, I don't have the background or knowledge of others, I'll have culture shock, and I encounter a specific scenario where interaction is necessary, there are assumptions I'll make based on conventions in my home country. Small gestures are important because it

shows me projecting a gesture or movement when I interact, which can be received positively.”

The two interviewees shared the belief that language ability was more crucial than cultural awareness. TET2's quotation specifically indicated that being aware of language differences could assist in bridging cultural gaps, resulting in improved communication and understanding among individuals from diverse backgrounds. Essentially, merely analyzing and critiquing cultural differences would not be sufficient to achieve successful communication in real-time situations. It was emphasized that understanding how one's language use could either enhance or hinder effective intercultural communication was vital. TET2 stated the following:

“Critical cultural awareness would depends on how I analyze and criticize the cultural differences in communication. But in the real time communication, I'll be aware of my language use.”

Similarly, another interviewee, TET6, indicated that when she communicated with others, her focus was on conveying the correct meaning of her message rather than spending time analyzing or interpreting what the other person was saying. In other words, she prioritized clear communication over trying to interpret the other person's words or intentions. TET6 stated:

“Intercultural communication is about learning about the people who I communicate with. When I communicate with them, I'll focus on the correct meaning, so I speak more than analyzing and interpreting at that time.”

TET1 agreed with the notion that critical cultural awareness could be somewhat impractical. He expressed that constantly overthinking and analyzing every word and reaction during communication could create a barrier between individuals. Instead, TET1 suggested that it might be more effective for Thai English teachers to

learn and adapt to the communication style of the other person, enabling better interaction. TET1 explained:

“if I have to think or analyze every word or reaction, a barrier would be created. I’d rather learn and adjust to communicate with another person whom I interact with.”

Instead, two of the interviewees preferred to engage in dialogue that focused on open-mindedness and respect for other cultures, rather than analyzing cultural differences. TET5 believed that it was possible to communicate with others without resorting to criticizing other cultures or comparing them to determine which was superior. TET5 provided the following explanation:

“when I communicate with someone, it’s not necessary to criticize other cultures like which culture is better.”

Interestingly, one of the interviewees recognized that cultural awareness played a vital role in attaining successful intercultural communicative competence (ICC). INT4 held the belief that attitude did not hold much significance in interactions. Instead, they emphasized the importance of having the motivation to engage with individuals from diverse backgrounds and a genuine interest in learning more about different cultures. NTET4 stated:

“I think that would be attitude because attitude does not really matter so much if it is just about interaction. I think the most important thing is for me to be able to communicate and understand different cultures and being aware of it is quite important.”

In summary, the group of interviewees, which included two non-Thai English teachers (NTET1 and NTET2) and six Thai English teachers (TET1-TET5), unanimously agreed that critical cultural awareness was the lowest component for ICC. However, despite this consensus, they offered varying perspectives on why critical cultural awareness held this ranking. These perspectives encompassed factors such as self-awareness, respect, open-mindedness, language ability, and the avoidance of criticism or comparison.

Among the five components of ICC, the skills of discovery and interaction were considered less important when local interaction became the primary focus in a society. NTET3 was the only one who regarded the skills of discovery and interaction as the least important component. According to NTET3, the most effective method to learn about culture and develop proficiency in intercultural communication was through direct interaction with individuals from diverse cultures, especially the locals. NTET3 believed that engaging with locals was essential for obtaining a profound understanding of the cultural norms, values, and beliefs specific to a particular society. NTET3 stated:

“...most of my learning about culture is through interaction with the local people and that is where I understand how to adapting in intercultural communication.”

NTET5 and NTET6 both regarded the skills of interpreting and relation as the least significant components among the five components of ICC. NTET5 acknowledged that these skills were not innate abilities but rather could be cultivated and enhanced with time. NTET5 suggested that frequent interactions with individuals from diverse cultural backgrounds were instrumental in learning and improving these skills. NTET5 said:

“Well, skills of interpreting and relating develops over time and also depends on the frequency of exposure to other cultures. If I’m in entirely new cultural environment, I have to use existing skills while learning new ones specific to the current cultures and this happens gradually over a certain time period.”

One of the interviewees suggested that a person's environment, including their surroundings, upbringing, and experiences, could significantly influence their behavior, thoughts, and beliefs. Therefore, one's environment could have played a crucial role in shaping who they were. NTET6 stated that if he changed his environment, he might have needed to adapt to new surroundings and circumstances. In this regard, this adaptation could have involved changing his behavior, beliefs, or attitudes to fit in with the new environment. However, he noted that some people might have been ignorant, meaning they lacked knowledge or awareness. In other words, individuals who refused to adapt to a new environment or were unwilling to learn and grow. Additionally, this ignorance could have hindered their ability to succeed or thrive in a new environment. This viewpoint was reflected in the quote below:

“Everyone is a product of their environment but if I change environment I need to adapt, and in some cases, people are ignorant. I may meet somebody I have not related with before, but if I have a good attitude, I can still learn and become good relations.”

Individuals' behaviors and reactions are often influenced by their environment and the people surrounding them. NTET6 expressed that his behavior and reactions were shaped by the individuals in his immediate surroundings. In essence, his actions and responses were influenced by the expectations and norms set by the

people around him, rather than being entirely independent. This perspective is captured in the following quote:

“As we are products of our environment, I end up reacting or relating to things for the people around me in that way. I believe that I only see what I have been told, and the world is based on that.”

NTET6 might have been influenced by peer pressure or had a strong desire to conform to their social group. Alternatively, it could suggest that NTET6 was aware of how their environment influenced their behavior and consciously made efforts to adapt. NTET6 shared an example of their experience facing significant challenges while studying in India. Specifically, they encountered difficulties with their tutor, which eventually led to their decision to drop out of college. NTET6 attributed these problems to cultural differences or a lack of cultural understanding. They expressed that the tutor struggled to connect with them or interpret their actions and behavior due to these cultural disparities. The following quote reflects this viewpoint:

“When I studied in India for four years, I had to drop out of college because of cultural problems with my tutor. He misjudged the whole situation because he couldn't relate with me or use the knowledge he had to interpret what was happening.”

Based on the above quote, this phrase reflected the challenges that could arise when individuals from different cultural backgrounds interacted with one another. It suggested that miscommunications and misunderstandings could occur when there was a lack of cultural understanding or when individuals were unable to relate to one another.

In summary, eight of twelve interviewees (NTET1, NTET2, and TET1-6) considered that critical cultural awareness component as the lowest level of ICC components among ICC components. Most of them provided explanations for why they thought this component was not as important as others. The findings also highlights that the interviewees placed greater importance on other skills such as having a respectful and open-minded attitude towards different cultures, cultural knowledge and skills, and language ability. Furthermore, the findings suggest that small gestures and behaviors that show respect for other cultures are important, rather than solely focusing on comparing and analyzing cultural differences. This implies that having an overall positive and inclusive attitude towards other cultures is more significant than solely focusing on differences and attempting to understand and analyze them.

Four of interviewees views the differences. One interviewee (NTET4) believed that attitude was the lowest level of ICC components, while cultural awareness was more important in achieving ICC. Another interviewee (NTET3) did not consider the discovery and interaction component to be as important as other components. Instead, he placed a higher value on skills related to adaptability in different cultural contexts. Two other interviewees (NTET5 and NTET6) agreed that skills of interpreting and relation were the lowest level of ICC components, as they require time to develop through frequent interactions with people from different cultures. The findings also found that the interviewees emphasized the importance of adapting one's behavior to fit the expectations and norms of the society in which they interact. Overall, the interviewees tended to prioritize other components of ICC over critical cultural awareness component.

Connecting Quantitative and Qualitative Findings of Sub-Theme 1.2

The combined quantitative and qualitative findings reveal a confluence of both similarities and differences. The quantitative outcomes derived from the evaluation of Thai English teachers exhibit a consensus in their assessment of critical cultural

awareness as being at the lowest level. This consistent finding aligns coherently with the qualitative results. However, the qualitative findings among non-native English teachers lack harmonious agreement. Within this group, merely two non-native English teachers concur that the skills of interpreting and relating exemplify the lowest level of the ICC component. In contrast, one teacher identifies attitude as being at the lowest level, while another focuses on the skills of discovery and interaction. The remaining two non-native English teachers perceive critical cultural awareness as being at the lowest level. Collectively, these findings effectively demonstrate the varying perspectives within the non-native English teacher cohort concerning the lowest level of the ICC component.

Data Analysis for Research Question 2

RQ2 compared the levels of ICC between Thai English teachers and non-Thai English teachers of English with the hypothesis There is no significant difference in the levels of ICC between Thai English teachers and non-Thai English teachers. The mean scores of the two groups were compared using an independent sample T-test.

Comparison of ICC Levels (Null Hypothesis Test)

This study utilized an independent-sample t-test to compare the means of two independent samples. Beforehand, an evaluation of the normality assumption was performed to verify adherence of the data to the test's validity requirements.

The normality assumption was verified by means of the Shapiro-Wilk test, which indicated that the two randomly assigned groups were normally distributed ($p > .05$). To ensure the normality assumption was adequately assessed, the skewness and kurtosis of the data were also examined. The ratios of these measures over their respective standard errors were calculated and found to fall within the range of ± 1.96 , indicating normality. Additionally, the equality of variances between the two groups was confirmed through Levene's test ($p > .05$). Therefore, the obtained results indicate the utilization of an independent-sample t-test,

alongside the verification and confirmation of the normality assumption (see Appendix H).

Table 22 Independent-Sample *t*-test Showing Differences in the Level of ICC by Teacher Type

Variables	Assumptions	Levene's Test for Equality of Variances				
		<i>F</i>	Sig.	<i>t</i>	df	Sig.
Total Score	Equal variances assumed	6.089	.015	-4.587	147	.000
	Equal variances not assumed			-5.729	93.316	.000*

* The mean difference is significant at the 0.05 level.

Table 22 indicates that the independent sample *t*-test yielded a statistically significant result with $p < .001$, and the effect size of the mean differences was noted as moderate (eta squared = 0.47). The outcome implies that the two groups exhibited notable variances.

Furthermore, the group of non-Thai English teachers achieved significantly higher mean scores compared to the group of Thai English teachers. This comparison has been confirmed through the data presented in Table 23, which displays the respective scores for each group.

Table 23 Mean ICC Score by Teacher Type

	Thai		International	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Total Score	91.00	13.08	101.64	8.35

Table 23 shows that the average score obtained by each group of teachers, with the non-Thai English teachers having a higher mean score of 101.64 ($SD=8.35$) compared to the Thai English teachers' mean score of 91.00 ($SD=13.08$).

In summary, the obtained result demonstrates significant differences in means between Thai English teachers and Non-Thai English teachers, which provides substantial evidence to reject the null hypothesis stated in RQ2. Furthermore, this study is focused on examining the impact of intercultural backgrounds on non-native English speaking teachers. A comprehensive analysis of the findings will be presented in the upcoming section, offering additional insights into the topic.

Data Analysis of Research Question 3

Research question 3 examines how the intercultural backgrounds of non-native English speaking teachers affects their levels of Intercultural Communicative Competence (ICC). Hypothesis 3 asserts that the intercultural backgrounds of Thai English teachers and non-Thai English teachers have a significant influence on their ICC levels. To test this hypothesis, an ANOVA was conducted using two independent variables: the types of teachers (Thai English teachers and non-Thai English teachers) and intercultural backgrounds (intercultural experiences and intercultural contacts). The dependent variable in this analysis was the ICC score.

Analysis of the Influence of Intercultural Experiences

Participant's Previous International Travel Experiences

A comparison was made between different types of teachers and their travel experiences using the group average total ICC score using a series of "yes / no" questions regarding past experiences as described in Chapter 3. Table 24 shows the responses in table form.

Table 24 Frequency and Statistics for International Travel Experiences of Thai and Non-Thai English teachers

	Responses	Types of teaches				Total	
		Thai		International			
			%		%		%
International travel experiences	Yes	77	68.14	36	100.00	113	75.84
	No	36	31.86	0	0.00	36	24.16
	Total	113	100.00	36	100.00	149	100.00

Table 24 shows that that out of the 113 Thai English teachers incorporated in the analysis, 77 individuals (68.14%) indicated having visited a minimum of one foreign country. Conversely, the entirety of the 36 international instructors encompassed in the analysis (100%) reported the presence of international travel experiences.

The data displayed in Table 25 was employed to explicate the methodologies employed in the two-way ANOVA for addressing research question three. Prior to executing the ANOVA, it is crucial to ascertain that a fundamental precondition has been fulfilled, that is, the ANOVA assumption of normality. To assess normality, the Shapiro Wilk test was employed on the data pertaining to Thai and non-Thai English teachers. The test revealed a score of 0.712 for the Thai English teachers' data set and a score of 0.074 for the non-Thai English teacher's data set (See Appendix H). Both scores were found to be greater than the critical value of 0.05, indicating that the normal distribution assumption of the variables was satisfied.

One of the underlying assumption of the ANOVA is that Levene's Test. According to the unequal numbers of teachers in the two groups, this study found the equal variance was assumed based upon the result of Levene's test. The

significant values of the Levine's test were greater than 0.05, $p > .05$ (See Appendix H).

The core assumptions were met. The two-way ANOVA was, therefore, performed to analyze the data of this section. The two-way between groups analysis of variance was conducted to examine the influences of types of teachers and international travel experiences as independent variable on average ICC score as dependent variable. Table 25 shows whether the teacher' rate ICC in two types of teachers differ by the variable of international travel experience.

Table 25 Two-Way ANOVA Test on the Levels of ICC by Teacher Type and International Travel Experiences

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Type of teachers	764.581	1	764.581	6.121	.015	.055
Numbers of Countries	416.430	3	138.810	1.111	.348	**ns
Type of Teachers x Numbers of Countries	216.839	3	72.280	.579	.630	**ns
Error	13114.729	105	124.902			

* The mean difference is significant at the 0.05 level.

**Non-significant

Table 25 indicates that the interaction between the types of teachers and the number of countries visited did not show a statistically significant impact on the ICC score, $F(3,105) = .579$. Therefore, this result can be utilized to explore the influences of other factors. However, the analysis did reveal a significant effect attributed to the types of teachers ($p < .05$), indicating a notable difference between Thai and non-Thai English teachers concerning the ICC score. The effect size, as indicated by the partial Eta-squared value, was found to be small ($\eta^2 = .055$), suggesting that this variable has a minor impact on the ICC level.

However, a significant effect for number of countries traveled was not found ($p > .05$) indicating that number of countries traveled to did not significantly differ for the ICC score. Consequently, due to the absence of statistical significance, no post-hoc tests were performed for the main effect of the number of countries and the interaction term.

In summary, international experiences play a crucial role in assessing the ICC score and its potential impact on Teachers' ICC. The evidence gathered strongly supports the hypothesis that a significant difference exists between the two groups in relation to their international traveling.

Analysis of international Seminars / Trainings / Workshops Participation on the ICC Score.

The survey was examined to identify whether or not the participants had previous experience in international seminars, trainings, or workshops, and used a "yes" response to indicate such experience for the purpose of further analysis, as shown in Table 26.

Table 26 Participation in International Seminars / Trainings / Workshops by Teacher Type

	Responses	Thai		International		All participants	
		<i>f</i>	%	<i>n</i>	%	<i>f</i>	%
International seminars / training / workshops participation	Yes	56	49.56	12	33.33	68	45.64
	No	57	50.44	24	66.67	81	54.36
Total		113	100.00	36	100.00	149	100.00

Table 26 shows that the majority of teachers have had some intercultural experiences in the past. Specifically, among the Thai English teachers surveyed, 49.56% reported having participated in international seminars, trainings, or workshops. Meanwhile, 57.44% of Thai English teachers did not report having such

experiences. Among the non-Thai English teachers surveyed, 33.33% reported having participated in international seminars, trainings, or workshops, while 66.67% did not report having such experiences.

To assess the assumption of equal variances, the datasets of Thai and non-Thai English teachers underwent the Shapiro-Wilk test. The scores obtained from the test were .224 and .994, respectively, indicating the normality of the datasets. Furthermore, the equality of variances between the two groups was evaluated through a Levene's test, considering the uneven distribution of teachers within them. The results of the Levene's test revealed significant values surpassing the .05 threshold, thus providing support for the assumption of equal variances. Additionally, a two-way ANOVA analysis was conducted to examine whether these variables exhibited a statistically significant interaction effect on ICC scores.

Table 27 Analysis of Two-Way ANOVA for International Seminars / Trainings / Workshops Participation

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Types of teachers	52.529	1	52.529	.379	.541	**ns
Numbers of Seminar	251.948	3	83.983	.606	.614	**ns
Types * No. of Seminar	384.908	3	128.303	.925	.434	**ns
Error	8321.554	60	138.693			

* The mean difference is significant at the .05 level.

**Non-significant

Table 26 examines the interaction between the types of teachers and their participation. The statistical analysis revealed that this interaction effect was not statistically significant, $F(1, 60) = 0.379$ with no significant effect observed between

teacher type and the number of seminars attended ($p > .05$), indicating that this factor did not influence their ICC scores.

In summary, the analysis highlights the importance of international experiences in assessing ICC scores and their potential impact on teachers. The findings strongly support the hypothesis that there is a significant difference between Thai and non-Thai English teachers in terms of international traveling experiences. However, the factor of International Seminars / Trainings / Workshops Participation did not demonstrate any significant influence.

Following the completion of the quantitative data analysis, the researcher proceeded to gather information regarding the intercultural experiences of the interviewees. This collected data was then utilized to customize interview questions based on their individual experiences. The subsequent section presents the interview data obtained for the study.

Interview finding

Theme 2 Effect of intercultural backgrounds on ICC

Sub-Theme 2.1 Teachers' reflection the effects of intercultural experiences on ICC

During the interviews, the participants were asked about their experiences in travel and seminar participation, and subsequently, their opinions were sought regarding the impact of these experiences on the International Cultural Convention (ICC). Initially, the interviewees were requested to describe their travel experiences. Specific questions asked included: Have you visited any countries outside your home country? (related to travel and tourism) If yes, how many countries have you visited? (excluding your home country).

The interview data revealed that out of twelve teachers ($n=10$), travelling experiences were a significant part of their previous experiences. It was not surprising that non-Thai English teachers ($n=6$) frequently discussed their prior travelling experiences during the interviews. All of the non-Thai English teacher participants had experiences of travelling abroad in various Asian countries. In addition to visiting and

exploring several Asian countries, NTET1, NTET2, and NTET4 had been living and working in Thailand for an extended period. NTET3 had traveled to multiple countries as a tourist, where she learned about the social norms of those places. On the other hand, NTET1, NTET3, and NTET6 were the only participants who had travelled abroad to native English-speaking countries, namely the UK and the USA. NTET1 had the opportunity to learn about and engage with cultural traditions and practices that differed from their own, particularly in the United States.

Subsequently, the researcher posed targeted interview questions to delve into the influence of intercultural experiences on intercultural communicative competence. One of the questions posed was: "How do your intercultural experiences affect your intercultural communicative competence?" These inquiries provided participants with an opportunity to share their experiences and articulate how these encounters may have influenced their perspectives and responses.

The majority of interviewees (11 out of 12) emphasized the significant impact of their travel experiences on their intercultural communicative competence. One of the interviewees, NTET4, exhibited a positive attitude towards cultural diversity and acknowledged the significance of being open-minded and accepting towards various ways of life. NTET4 highlighted that his experiences had provided him with valuable insights into different cultures, religions, and behaviors. These experiences played a crucial role in expanding their perspective and fostering empathy towards others. As NTET4 stated that:

"The first hand experiences have affected me in a positive way because I got into well, and understand people from different cultures. How the culture is, how the religion is, and how they conduct themselves with behaving and stuff like that."

Similarly, another interviewee highlighted the importance of cultural awareness and sensitivity in effective communication. As TET2 acknowledged that cultural

differences existed and could influence communication, so she made an effort to understand the situation and customs of the places she traveled to in order to avoid saying or doing anything that might be considered inappropriate or forbidden in those societies. TET2 stated that:

“In fact, the knowledge of culture are affected on communication. Wherever I travel, I need to know the situation and cultures. So that I can confidently communicate that I do not say or act in things that are forbidden in the society where I travelled to.”

It is noteworthy that when asked about the experiences of their intercultural background that had the greatest impact on their ICC, two interviewees specifically mentioned their travel experiences as being more influential than attending seminars. Additionally, one interviewee highlighted how their travel experiences heightened their awareness of other cultures. TET3 explained:

“Traveling has more impact than attending the seminar or workshop because you must communicate while attending the seminar. Therefore when you travel, you must have more awareness about culture than attending the seminar.”

The belief that learning through direct experience is a more effective method for developing intercultural competence than academic learning was expressed by one of the interviewees. This interviewee emphasized that they had acquired a profound understanding of diverse cultures and social norms through firsthand experiences during their travels. Interactions with locals while shopping, purchasing tickets, or using public transportation played a significant role in their learning process. TET1 expressed this viewpoint as follows:

“I think traveling has more impact on ICC than attending an academic workshop. I’ve learned more about the cultures or social norms from going shopping, buying some tickets in the shop, or taking the bus and train, It’s called the first-hand experience.”

As NTET6 suggested, individuals did not possess this quality and struggled to treat people well if they felt they were not being treated well in return. Moreover, showing grace to others, regardless of how they behaved, was considered a positive and admirable trait. TET6 explained that:

“I think that is effective. Some people just don’t know and show grace to people regardless of how they treat you or regardless of how they would communicate.”

For instance, NTET6 highlighted the existence of cultural differences in communication within Thailand, particularly concerning expressions and phrases that may lack direct translations into English. The significance of exhibiting understanding and grace towards individuals from diverse cultural backgrounds was emphasized. NTET6 stressed that intentions may not always align with the interpretation of words, and they cautioned against assuming negative intentions. Additionally, NTET6 urged the consideration of language barriers and the potential for misunderstandings. In their explanation, NTET6 strongly advocated for the values of empathy and open-mindedness when engaging with people from different cultures, stating:

“For example, in Thailand, it’s some number for people to say what does that make sense? Where they come from? That’s so good. You just can’t say what? Okay. And if I fit my culture to define Thailand way of using the word what, it would be wrong. So I understand that okay, I have to give grace to ties because for them it’s a direct translation from their language

to English is a lie. And that's fine for them. For me, it may not be fine to have to have that understanding that maybe I'm reading the thing wrong, maybe I'm being overreacted. And that's one thing that has told me just people around different people. People could ask you stupid questions and people could ask you hard questions to answer, but it's honestly just they can't complicate it. So I could either pick it in the wrong way, but they're just trying to be mean, or I could actually understand that maybe he's trying to phrase this in English and he has spoken it wrong or said it wrong.”

Traveling experiences have a positive impact on the ability to understand and respect cultural differences. When traveling to different parts of the world and interacting with people from diverse cultures, NTET5 acknowledged the benefits of intercultural communication and recognized the importance of cultural sensitivity in building relationships and fostering understanding. NTET5 reported:

“Travelling and meeting people from different cultures make me to be culturally sensitive and helps me communicate effectively across cultures.”

Having had the opportunity to experience different cultures while in the United States, NTET1 expressed a positive attitude towards cultural diversity and a strong willingness to embrace new experiences. He considered himself fortunate to have had that experience, as it had a profound impact on his mindset. According to NTET1, the experience made him more open-minded, more inclined to meet new people, and more receptive to learning about other cultures. The following quote reflects this viewpoint:

“I was fortunate enough to be able to experience other culture in the USA, and the experience was good. It made me more open to meeting new

people and experiencing new things that gave me the openness to learn other culture.”

However, TET6, lacking experience in traveling abroad, believed that engaging in travel or attending workshops could enhance her skills. She specifically viewed these experiences as valuable for improving communication with foreigners and gaining insights into cultural differences. This viewpoint is captured in the following quote:

“Owing to no experience about it, I would say that traveling or attending some workshops might improve intercultural communication skill, especially communicating with foreigners to learn about cultural differences.”

In summary, the study found that international travel had a positive impact on the Intercultural Communicative Competence (ICC) of both Thai English teachers and non-Thai English teachers. The majority of participants, especially non-Thai English teachers, shared their significant travel experiences in various Asian countries. Some had even lived and worked in Thailand for an extended period. These travel experiences were emphasized as having a significant influence on participants' ICC, leading to expanded perspectives, increased empathy, and valuable insights into diverse cultures, religions, and behaviors. Cultural awareness and sensitivity were recognized as vital for effective communication, with some participants considering direct travel experiences more influential than attending seminars. The interviews highlighted the importance of demonstrating understanding, grace, and open-mindedness when engaging with individuals from different cultures, along with acknowledging the presence of cultural differences and language barriers. It was noteworthy that even two Thai English teachers who had not traveled internationally believed that travel experiences could still have an impact on their ICC.

Connecting Quantitative and Qualitative Findings of Sub-Theme 2.1

The analysis of both quantitative and qualitative data indicates that participating in international experiences has a significant and positive impact on the intercultural communicative competence (ICC) scores of non-native English-speaking teachers. Engaging in international travel, along with exposure to different cultures and interactions with diverse individuals, effectively enhances the teachers' ability to communicate across cultures. This finding is supported by the perspectives of both Thai English teachers and non-Thai English teachers, who emphasize the constructive role of travel experiences in fostering an appreciation for cultural diversity, as they contribute to a greater understanding and respect for cultural differences.

Analysis of the Influence of Intercultural Contact on ICC Levels

This section aims to examine the effect of intercultural contact on the Intercultural Communication Competence (ICC) level. Specifically, the study examines how frequently teachers get in contact with people from different cultures, using different types of contact as sub-variables. The sub-variables of intercultural contacts are described as contact with colleagues from a different country foreign friends, contact with foreign friends, and contact with people from a foreign country via social media. The frequency of each type of contact was rated by the teachers as "never", "rarely", "sometimes", or "often", and these ratings were utilized to calculate descriptive statistics such as mean and standard deviation. Subsequently, the effect of different types of teachers and sub-variables on intercultural contacts was measured through the conduction of a two-way ANOVA (analysis of variance).

Contact with Colleagues from Other Countries

The first sub-variable of intercultural contact is contact with colleagues from a different country, and Table 28 presents the results of a two-way ANOVA analysis on sub-dependent variables, aimed at investigating the impact of different types of teachers on ICC scores. The obtained significance value of .140,

which is higher than 0.05, indicates that the variances of the two groups are indeed equal and this assumption was taken into consideration in the analysis.

Table 28 Two-Way ANOVA for contact with colleagues

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Types of Teachers	17.491	1	17.491	.144	.705	**ns
Frequency of colleagues contacts	4267.474	4	1066.868	8.785	.000*	.201
Types * Colleagues	474.049	3	158.016	1.301	.277	**ns
Error	17002.821	140	121.449			

* The mean difference is significant at the 0.05 level.

**Non-significant

Table 28 illustrates the statistical significance of the interaction effect between the teacher types and the frequency of contact, $F(3,140) = 1.301$, which was not statistically significant. Upon further examination, the main effects of other factors were scrutinized, and the analysis unveiled a non-significant main effect for teacher types ($p > .05$). This finding suggests that there was no significant difference in the ICC score between Thai English teachers and Non-Thai English teachers. However, a significant effect was observed for the frequency of colleagues' contacts ($p < .001$), suggesting that the ICC score varied significantly based on seminar participation, albeit with a small effect size ($\eta^2 = .055$). Consequently, post hoc tests were conducted to investigate the main effect of frequency of colleagues' contact.

The frequency of intercultural contact was found to be a significant factor, while the types of teachers and the interaction between them and their contacts was not significant. The results suggest that increasing the frequency of intercultural contacts may have a positive impact. A Scheffe post-hoc test was employed to ascertain comparisons in the research study and results showed no significant difference between

always-sometimes, always-often, and sometimes-always, with a significant level greater than 0.05. However, the test showed significant differences between never-sometimes, never-often, never-always, and rarely-always, with differences not less than the mean significant level of 0.05 (See Appendix H).

Contact with International Friends

In the context of intercultural contact, the second sub-variable is the frequency of contact with international friends. Table 29 displays the outcomes of a two-way ANOVA (analysis of variance) conducted on the sub-dependent variables (see Appendix H). The Levene's Test calculated a p -value of .059, indicating that the variances of the two groups can be assumed to be equal.

Table 29 Two-Way ANOVA for International Friend Contact

Source	Type III Sum of Squares	<i>df</i>	Mean Square	<i>F</i>	Sig.	Partial Eta Squared
Types of teachers	689.496	1	689.496	4.723	.031*	.032
Frequency of international friends' contact	586.099	4	146.525	1.004	.408	Ns**
Types * Frequency	43.216	2	21.608	.148	.863	Ns**
Error	20582.582	141	145.976			

* *The mean difference is significant at the 0.05 level.*

***Non-significant*

Table 29 presents the absence of a statistically significant interaction effect between types of teachers and international friend contacts, as indicated by $F(2, 141) = .148$. Consequently, the focus shifted to examining the main effects of the other factor. The main effect of teacher's types was determined to be statistically significant at a significance level of 0.05, as indicated by $F(1, 140) = 4.723, p < .05$. This finding reveals a small effect size of $\eta^2 = .032$. On the other hand, the impact of frequency of contact

with international friends, as represented by $F(4, 141) = 1.004$, did not achieve statistical significance.

Social Media Contacts

The third sub-variable is a study that examines Thai and non-Thai English teachers and their frequency of their contact with people from abroad on social media. Table 29 presents a statistical analysis conducted on sub-dependent variables using a two-way ANOVA. A Levene's test obtained a significance value of 0.233, which was greater than 0.05, indicating that equal variances were assumed for the two groups (see Appendix H).

Table 30 Two-Way ANOVA for Social Media Contact

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Types of teachers	765.583	1	765.583	5.584	.020*	.144
Frequency of Social Media contact	1087.360	4	271.840	1.983	.100	**ns
Types * Frequency	907.330	4	226.833	1.654	.164	**ns
Error	19058.178	139	137.109			

* *The mean difference is significant at the 0.05 level.*

***Non-significant*

Table 29 presents the analysis of interaction between types of teachers and the frequency of their social media contact. This interaction did not reach statistical significance, $F(4, 139) = 1.654$, so this non-significant result allows for further exploration of the main effects of the other factors. The main effect of teacher types was found to be statistically significant, $F(1, 139) = 5.584$, $p < .05$, with a small effect size ($\eta^2 = .144$), whereas the main effect of frequent social media contact was not statistically significant.

The outcomes prompted an investigation into the main effect of teachers' types, which was the central focus of this study. Consequently, hypothesis 3 was confirmed, indicating that the type of teacher had a significant impact on the average ICC score.

In summary, the quantitative data analysis revealed significant differences between the two groups of teachers in terms of their intercultural contacts. Specifically, variations were found in international friend contact and social media contact, while no discrepancies were observed in their contact with colleagues from foreign countries. However, a notable difference was discovered in the frequency of contact with colleagues from foreign countries between the two groups of teachers. To gain a comprehensive understanding of these findings, qualitative data analysis was conducted through interviews. The interview findings are presented as follows:

Interview Finding

Sub-Theme 2.2 Teachers' reflection on the effects of intercultural contacts on ICC

This study aimed to investigate intercultural contact by examining three categories: international friends, intercultural contact with colleagues, and social media contact. The participants were asked about the frequency of their contact within each of these sub-factors during the interviews.

Regarding international friends, the participants were initially asked if they had any, and the majority responded positively. Only one Thai interviewee (TET6) and one international interviewee (NTET1) answered negatively. NTET1 mentioned having somewhat limited contact with international friends. In contrast, the majority of Thai English teachers involved in the study had varying levels of interaction with international friends, indicating that they had established connections with individuals from diverse cultural backgrounds.

Moving on to the second sub-factor, the interviewees were asked about their contact with colleagues at their respective colleges. For non-Thai English teachers working in these colleges, interaction with both local and foreign teachers

was unavoidable. Most of them taught alongside other English teachers at their college. Six Thai English teachers stated that they had contact with international colleagues. However, only one Thai English teacher (TET5) reported limited contact with international colleagues. Overall, the majority of Thai English teachers who participated in the study had some level of interaction with international colleagues.

Lastly, the interviewees were asked about their contact with diversity through social media, and the majority confirmed having such contact. This indicated that they connected with people from different cultural backgrounds through online platforms. All the teachers who participated in the study had experience in connecting with individuals from diverse backgrounds and cultures, potentially using social media as a means of communication.

During the interviews, when asked about the impact of intercultural contacts on their intercultural communicative competence (ICC), multiple participants emphasized the significant influence. One interviewee specifically highlighted the effect of intercultural contact with friends and colleagues, attributing it to their confidence in engaging with different cultures. NTET5 expressed the following sentiment:

“Contacts with friends and co-workers have help improve my ICC. Through conversations with diverse friends, I am now confident to engage in conversation with people from different countries.”

NTET1 expressed that through meeting and interacting with people from different races and cultures, he was able to overcome his shyness and broaden his social circle. He also believed that his experience had positively impacted his openness and receptiveness towards individuals from diverse backgrounds. This perspective is captured in the following quote:

“I think it's helped me a lot to not be shy to others. It helped me try to meet new people aside from my race or aside from my culture, the experience, I

guess when I am talking to someone outside of my culture, I am more open to them.”

NTET2 has had an experience that has broadened his perspective and allowed them to engage with individuals from diverse backgrounds. He would encounter people from a wide range of backgrounds, including those with different ethnicities, languages, religions, socioeconomic statuses, and life experiences as he stated "different nationalities and walks of life". For instance, he has gained valuable personal growth and interpersonal skills through his interactions with diverse individuals, and he may view their newfound knowledge and understanding as a positive and enriching experience. This viewpoint is reflected in the quote below:

“This has expanded my horizon as a person and helped me to interact with people from different nationalities and walks of life. I was able to expand my knowledge in terms of cultural language and how to interact with people as well as attitude.”

Moreover, NTET2 emphasized base on skills of interpreting and relating. Before coming here in Thailand, he did not have the ability to interpret some aspects of gestures. However, after coming to Thailand, he has gained knowledge about these gestures and have added it to his understanding. This viewpoint is reflected in the quote below:

“In term of skills of interpreting and relating, I was able to relate but I could not interpret different gestures before coming here, so that added knowledge on it.”

NTET2 has developed a higher level of critical cultural awareness and that this development has positively affected their decision-making and communication skills. He also was able to manage themselves and interact with people. This viewpoint is reflected in the quote below:

“In terms of critical cultural awareness, it was able to guide my judgment as a person in terms of communicating, making decisions, interact with people, and managing myself.”

Interacting with people from different cultural backgrounds can have a positive impact on an individual's perception and appreciation of other cultures. NTET4 can gain a better understanding of different cultures, which can reduce any pre-existing prejudices or biases he may have held towards a particular culture. As NTET4 stated:

“Interacting with people from different cultural backgrounds help me to appreciate other people and their culture, and reduce prejudice, I may have had about that particular culture.”

As the above, exposure to diverse cultures helps individuals to broaden his perspectives and increase his empathy towards others. NTET4 stated:

“So if I thought that these people were a certain way interacting with them, I begin to really understand them in what they do, why they do that, what they do, and why they do that.”

NTET4 said that he had a limited understanding of Thailand when he first arrived there. However, as time passed, he began to gain a deeper understanding of the country and its culture, which had an impact on their attitude. NTET4 stated:

“Because for me, when I came to Thailand, at first I didn't understand so much, but with time, I began to understand, which affected my attitude.”

NTET6 reflected on how his interactions with international friends has influenced their communication style with other people. He has learned to read social situations and adjust their communication approach accordingly, asking questions such as where someone is from to understand how to relate to them in a more appropriate way. He also mentioned the importance of being authentic in his communication style and not simply trying to fit in with others. He give an example of being able to adapt to a particular person's communication style, such as being more formal or informal, based on his understanding of that person. He believed that spending time with international friends has helped them develop these skills. NTET6 stated:

“I think international friends have influenced how I communicate with other people. I have planned to read the situation. I have planned to ask questions, for example, so I ask you where you're from so I know how I could relate with you in certain ways. Wisely relate with people without simply communicating in a way that is to everyone other than being me. For example, if I'm with you, I'll be like your man. As far as we understand that I need to tell a person I can be like you. Seem to be around international friends has helped me get that.”

According to being aware of the differences in communication styles and adapting accordingly, NTET3 explained that his way of talking and communicating changes depending on whom is speaking to. He mentioned that he adjusts his tone and language based on the person he is interacting with. He notes that he has different ways of communicating with their Filipino friends compared to their international friends. He may use different types of humor or share different stories

depending on the context. He is comfortable with switching his communication style depending on whom talking to, and he may have different approaches for different groups of people. NTET3 stated:

“It's different because it's like code change when I talk to the way you talk to different the way I talk with my international friends and the way it's different when I talk to my Filipino friend. So I switch tone. So when I talk with, my humor is different, the stories are different. When I talk to my foreign international, it's very different too. So I could switch then with Filipinos, I could switch to different for each.”

While ten interviewees mentioned that their contact with colleagues had a considerable influence in their ICC, they were trying to imitate how they have been improved ICC when they contacted with their colleagues.

TET1 recognized the need for adaptation when working with individuals from different cultures. He believed that regular communication with foreign colleagues is helpful in learning their attitudes and can improve his ability to communicate with foreigners. He acknowledged that cultural differences exist whether he is abroad or not, and he must adapt to the foreign teachers he work with and assist them with their work. TET1 stated:

“Communicating with foreign colleagues on a daily basis helps me learn their attitudes. I think that talking to foreign colleagues can be an advantage to my communication with foreigners. Due to cultural differences whether going abroad or not, I have to adapt to foreign teachers, I have to adapt to them and help them with the work.”

TET2 stated that being proficient in English is beneficial, but she also highlights the importance of being culturally aware and sensitive when

communicating with people from different cultures. She suggests that having friends from diverse cultures can help her become more conscious of different customs, beliefs, and traditions. She recognizes that each country has its own way of communicating and that adapting to those styles can help avoid misunderstandings and conflicts. In addition, she gives the example about being careful when discussing religion, food, and life in Muslim countries highlights the importance of being respectful and mindful of cultural differences. She recognizes that what might be acceptable or appropriate to discuss in one culture may not be acceptable in another. TET2 stated:

“It has benefits, as although I can communicate clearly through the English language, I must be aware of diverse cultures. The more foreign friends I have, the more careful about intercultural communication I need to be. Every country has its traditions and cultures so I should learn and properly adjust the communication styles for that place. For example, talking about religion or about food and life in Muslim countries.”

TET3 supported that the frequency of contact with certain individuals will have a direct impact on the speaker's communication skills. He emphasized that if she talks to these people frequently, it will improve her communication skills. On the other hand, if she seldom communicated with them, it will not have any effect on her communication skills. This viewpoint is reflected in the quote below:

“Yes, but it is up to you how often I contact them, if I talk to them frequently, it will directly affect my communication skill, but If I seldom contact them, it will not have any effect on my communication skill.”

TET4 highlighted the importance of understanding cultural differences and adapting communication style in order to promote effective intercultural

communication. The speaker's experiences with both novice and experienced colleagues suggest that cultural competence can be developed over time with exposure and experience. She discussed her experiences with intercultural communication. When speaking with a foreign friend, she is interested in learning about her friend's cultural background in order to better understand and communicate with them. TET4 also recognized that before effective intercultural communication can take place, it is important to understand the cultural differences that can lead to misunderstandings. This viewpoint is reflected in the quote below:

“When I talked to my foreign friend, I was trying to understand their cultural backgrounds of them. Before intercultural communication occurs, I need to learn or figure out the cause of misunderstandings such as dos and don'ts. When I talked to my novice colleagues, they sometimes got confused about what I am talking about. On the other hand, experienced colleagues can adapt their behavior to live and work with Thais.”

Moreover, TET4 reported that she makes an effort to talk with her colleagues frequently in order to improve their English language skills. By engaging in conversation with their colleagues, she has noticed an improvement in her ability to speak English. Additionally, she is interested in learning about their colleagues' cultures and feels that regular communication has helped her to improve her intercultural communication skills. Overall, TET4 believes that communicating with colleagues regularly has been beneficial for both their language skills and their ability to connect with people from different cultural backgrounds. This viewpoint is reflected in the quote below:

“I try to talk with them often because I want to improve my English. I often talk with them, I improve my English ability, and I am also curious to learn

about their cultures. I think the frequency of communication with colleagues has improved my intercultural communication.”

TET5 indicated that she has had her mindset changed significantly by her interactions with foreign friends. The exposure to different perspectives and cultures has shown her that the world is more diverse and complex than she previously believed. Moreover, she has a keen interest in learning about other cultures, and her foreign friends have asked them many questions about their own culture, which may have encouraged them to reflect on their own beliefs and values. Additionally, she tends to compare foreign cultures to her own, suggesting that she opened to considering different ways of thinking and behaving. TET5 stated:

“I would say it has changed my mindset a lot as it has shown me that the world is wider than I thought. I’ve always been asked a lot of questions and I’m always interested in learning about other cultures. I sometimes compare foreign cultures to my own.”

TET6 believed that her ability to communicate with foreigners had improved, likely due to having had opportunities to speak with people from other countries. She believed that without these opportunities, she would not have developed the confidence to speak with foreigners and to learn about their languages and cultures. This viewpoint is reflected in the quote below:

“I think It’s affected my ICC ability. The contact with foreign colleagues gave me a great opportunity to communicate with foreigners in Thailand. if I don’t have a chance to talk to foreigners, I won’t communicate with them and won’t used to talking to them. This will make me unconfident to learn their languages and cultures.”

Moreover, In terms of the frequency of contact, TET6 reported the greatest impact on ICC, stated that:

“I think the more frequently contact the more improved my intercultural ability. I’ve learned what should I do and don’t with them”

TET3 reported likely in a positive way, specifically, the more she engages in communication with others, the more she was likely to improve their communication skills. This viewpoint is reflected in the quote below:

“Yes, but it is up to how often I contact them, if I talk to them frequently, it will directly affect my communication skill, but If I seldom contact them, it will not have any effect on my communication skill.”

Concerning their co-workers contact, TET5 supported that the more frequently she interacted with people from different cultural backgrounds, the better she was able to understand and appreciate cultural diversity. TET5 stated:

“The frequency of the contacts shapes my understanding and also help me appreciate cultural diversity.”

One of non-Thai English teachers reported the non-effect on ICC. NTET3 has been living in Thailand for a long time, and as a result, he had become accustomed to certain aspects of Thai circumstances. NTET3 stated:

“It doesn't affect me that much because I've lived here for a long time. If you're talking with my coworkers, not so much anymore.”

However, Only TET4 believed that social media contact did not have a significant impact. He experienced less nervousness during conversations with the help of social media. TET4 stated:

“Actually, I would say that it doesn't have much effect. But if it's effective, it makes me feel less nervous in conversation.”

The interviewee provided insights into their experiences and reflections on effects of intercultural contacts. Regarding international friends, most of the Thai English teachers involved in the study had established connections with individuals from diverse cultural backgrounds. They reported varying levels of interaction with international friends, indicating that they had established connections and friendships with people from different countries. This exposure to international friends had a significant influence on their ICC. Participants mentioned that conversations with diverse friends had increased their confidence in engaging with people from different countries. The exposure to different cultures through international friends helped them broaden their horizons and gain valuable personal growth and interpersonal skills.

In terms of intercultural contact with colleagues, non-Thai English teachers working in colleges in Thailand had regular interaction with both local and foreign teachers. Most of them taught alongside other English teachers, including international colleagues. Thai English teachers reported varying levels of contact with international colleagues, with the majority having some level of interaction. The participants recognized the importance of adaptation when working with individuals from different cultures. Regular communication with foreign colleagues helped them learn their attitudes, improve their ability to communicate with foreigners, and develop cultural competence.

Participants affirmed engaging with diversity by connecting with individuals from various cultural backgrounds through social media, viewing it as a valuable communication tool and an opportunity to gain insights into distinct customs, beliefs,

and traditions, with the majority emphasizing the positive influence of intercultural contacts; however, one participant acknowledged that social media interactions did not greatly enhance their Intercultural Communicative Competence (ICC), albeit recognizing its role in alleviating conversation-related anxiety.

In summary, the findings of this study indicate that intercultural contacts, including interactions with international friends, colleagues, and through social media, have a significant positive influence on teachers' ICC. These contacts contribute to the development of cultural competence, improved communication skills, broader perspectives, increased empathy, and reduced prejudices or biases. The frequency and quality of the contacts play a crucial role in shaping teachers' intercultural communicative competence.

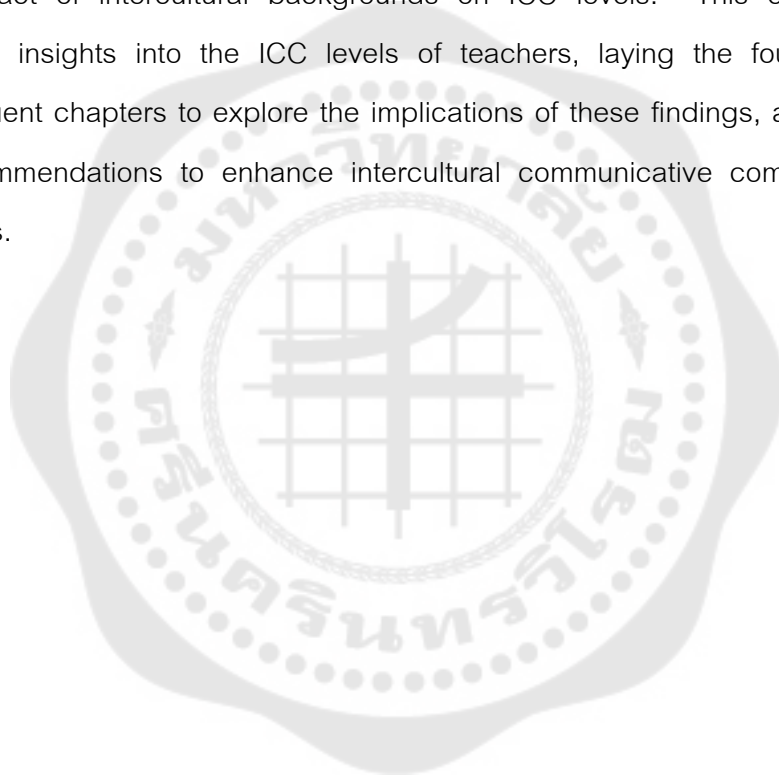
Connecting Quantitative and Qualitative Findings of Sub-Theme 2.2

The findings from both quantitative and qualitative data provide support for these conclusions. The quantitative analysis revealed that various forms of intercultural contact, such as having international friends, colleagues, and social media connections, had a significant impact on Intercultural Communicative Competence (ICC). On the other hand, the qualitative analysis showed that participants who engaged in intercultural contact experienced positive changes in their communication styles and attitudes. They developed the ability to read social situations, adapt their communication approaches, and engage authentically. Additionally, exposure to different cultures increased participants' cultural awareness and sensitivity, leading to a reduction in prejudice and biases. It also broadened their perspectives and enhanced their empathy towards others. The study emphasized the development of specific skills resulting from intercultural contacts, including interpreting gestures, possessing cultural awareness, and improving decision-making and communication abilities. Furthermore, participants recognized the influence of regular contact with specific individuals on their

communication skills, highlighting the importance of ongoing communication in enhancing ICC.

Chapter summary

This chapter conducted data analysis to investigate the research questions identified which focused on the current level of ICC among teachers in the Thai vocational context, comparing the ICC levels between two groups of teachers, and the impact of intercultural backgrounds on ICC levels. This chapter provides valuable insights into the ICC levels of teachers, laying the foundation for the subsequent chapters to explore the implications of these findings, and the proposal of recommendations to enhance intercultural communicative competence among teachers.



CHAPTER 5

SUMMARY DISCUSSION AND SUGGESION

The main chapters of this study comprise summary, discussion, and suggestion sections. The summary provides an overview of the findings obtained from the quantitative and qualitative data collected. The discussion section analyzes the relevance of the findings to previous research and related studies, based on the research questions. Furthermore, the chapter provides practical recommendations for the application of the findings and future research in the field.

Summary

Research Question One Findings Summary

This research study delves into Byram's Intercultural Communicative Competence (ICC) model, emphasizing its significance in fostering successful intercultural communication and interactions. The study aims to comprehensively understand the importance of the model's interconnected five components and their contribution to intercultural competence. Specifically, it focuses on assessing the ICC levels of non-native English speaking teachers and classifying their conceptions based on the model's categories. The primary objective is to explore the major components where Thai English teachers and non-Thai English teachers exhibit varying levels of ICC proficiency, providing insights into their strengths, weaknesses, and areas for improvement. This analysis will contribute valuable information to enhance intercultural competence in both groups.

In both groups of teachers, the attitude component was identified as having the highest level of ICC. This component was considered crucial in fostering open-mindedness and curiosity towards other cultures, which are essential for effective intercultural communication. However, there was a disparity between the two groups regarding the lowest level of ICC. Thai English teachers demonstrated the lowest level of critical cultural awareness, whereas non-Thai English teachers identified interpreting

and relating skills as the least developed areas. Despite receiving lower rankings, these components were still regarded as important due to their relatively high mean and level.

The research employed both quantitative and qualitative methods to explore the perceptions of the highest and lowest components. The majority of interviewees from both groups emphasized the significance of the attitude component as the most important for developing ICC. They believed that cultivating an attitude of respect and curiosity towards other cultures was crucial for effective communication. Regarding the lowest level, Thai English teacher interviewees consistently rated critical cultural awareness as the component needing the most improvement. In contrast, non-Thai English teacher interviewees varied in their opinions, with some identifying interpreting and relating skills as the lowest, while others viewed critical cultural awareness or skills of discovery and interaction as areas for development.

Certain themes emerged from the interviews, highlighting the importance of effective communication and understanding cultural differences without judgmental attitudes. The interviewees emphasized that knowledge of other cultures was critical for avoiding mistakes, demonstrating respect and understanding, and facilitating effective communication. Additionally, interpreting and relating skills were recognized as important for accurate communication and building relationships.

In summary, the research study concluded that non-Thai English teachers exhibited a higher level of ICC compared to Thai English teachers in the vocational education context. The attitude component was consistently regarded as the most important by both groups of teachers, while critical cultural awareness and interpreting and relating skills were identified as areas requiring improvement. The findings underscored the significance of developing intercultural communicative competence in the Thai vocational education context to enhance effective communication and promote understanding among teachers of different cultural backgrounds.

Research Question Two Findings Summary

In this research, the primary aim of the second research question was to compare the levels of Intercultural Communicative Competence (ICC) between Thai English teachers and non-Thai English teachers employed in the vocational education setting in Thailand. The study's findings revealed a notable difference in the overall ICC scores between the two groups. Specifically, the average ICC score of non-Thai English teachers was significantly higher than that of Thai English teachers. This indicates that non-Thai English teachers exhibited a greater competency in intercultural communication and placed a higher value on ICC in intercultural settings compared to their Thai counterparts. These results suggest that non-Thai English teachers possess a deeper understanding and more effective skills in navigating intercultural interactions. It implies that they may be more successful in fostering positive communication and understanding between different cultures within the vocational education context in Thailand. The research question aimed to shed light on the potential disparities in ICC levels among Thai English teachers and non-Thai English teachers. By highlighting the higher ICC scores of non-Thai English teachers, the study contributes to a better understanding of the intercultural competencies required for effective communication.

Research Question Three Findings Summary

The findings of this study offer valuable insights into how intercultural backgrounds can influence the level of Intercultural Communication Competence (ICC) among non-native English speaking teachers. The third research question specifically aimed to investigate the impact of intercultural backgrounds on ICC levels across different teacher groups. This examination considered factors such as international travel experiences, participation in international seminars or trainings or workshops, and various forms of intercultural contacts. By exploring these aspects, the study provides a deeper understanding of how teachers' intercultural backgrounds shape their ICC competency.

Both quantitative and qualitative analyses uncovered substantial impacts of intercultural backgrounds on the Intercultural Communication Competence (ICC) of non-native English speaking teachers. The quantitative findings demonstrated that factors such as international travel experiences, having international friends, frequency of contact with colleagues, and interactions on social media significantly influenced the ICC levels of non-native English speaking teachers. These results suggest that direct exposure to different cultures through travel, along with consistent interactions with individuals from diverse cultural backgrounds, play a crucial role in fostering the development of ICC among non-native English speaking teachers.

The qualitative findings provided a deeper understanding of the results and highlighted the positive influence of intercultural interactions on participants' attitudes, adaptability in communication styles, and understanding of cultural differences. The interviews emphasized that direct experiences of other cultures, particularly through travel, were the most influential factors in developing ICC for both Thai and non-Thai English teachers. Thai English teachers specifically emphasized the importance of intercultural experiences in enhancing their cultural understanding, positive attitudes, and interactions with the local culture. Both Thai and non-Thai English teachers recognized international travel as a crucial factor in the development of ICC, highlighting the significance of cultural competence and the ability to adjust communication styles for successful intercultural communication.

The study also explored the impact of different types of intercultural contacts on ICC. It found that various forms of intercultural contact, including having international friends, colleagues, and social media contacts, could positively affect teachers' ICC. Non-Thai English teachers expressed a strong motivation to engage in intercultural contact with individuals from different nationalities, and they reported that contact with international friends had a beneficial impact on their ICC. Additionally, these teachers expressed a preference for interacting with individuals

from non-native English speaking countries, suggesting the importance of diverse language and cultural exchanges in enhancing ICC.

Overall, the findings derived from research question three underscore the substantial impact of intercultural backgrounds, international travel experiences, and diverse forms of intercultural contacts on the Intercultural Communication Competence (ICC) of non-native English speaking teachers. These results emphasize the significance of fostering intercultural interactions and providing opportunities for teachers to engage with diverse cultures. Such experiences are pivotal in cultivating cultural understanding, fostering positive attitudes, and honing effective communication skills in intercultural contexts. The study emphasizes the importance of promoting intercultural engagement among teachers to enhance their ICC proficiency and prepare them for successful intercultural communication.

In conclusion, the three research questions were addressed through a comparison of the similarities and differences between two groups of English teachers, the identification of the highest and lowest components using qualitative results, and the examination of the factors that influenced the ICC levels among teachers. These findings will be discussed in detail in the following section.

Discussion

In this section, a comprehensive analysis of the obtained results is provided, with a focus on the research question as the primary lens through which the findings are examined. The following discussion presents an in-depth exploration of the results.

Non-Native English speaking Teachers' level of ICC components (RQ1)

The first research question aimed to investigate the level of ICC components among non-native English speaking teachers, encompassing both Thai English teachers and non-Thai English teachers. The findings indicated that the ICC levels of teachers from various cultural backgrounds could be assessed through ratings, and the underlying reasons for these differences were explored through interviews. The

first research discussion highlights the highest and lowest levels of ICC identified in the study, followed by a detailed examination of the ICC component levels.

Highest level of ICC component

One of the most significant findings from the research is that both Thai and non-Thai English teachers exhibited the highest level of attitude as an ICC component, indicating their positive attitudes towards communication in intercultural encounters. This result could be attributed to the crucial role of attitude as a factor in effective ICC, as suggested by Byram's (2021) theory, which focuses on fostering connections between individuals from various cultural backgrounds. Byram's theoretical framework suggests that attitudes such as open-mindedness, curiosity, and willingness are essential for ICC. Receptiveness to different cultures during communication is a crucial aspect of the attitude component, which ICC maintains is necessary to engage effectively with people from different cultural backgrounds (Abduh & Rosmaladewi, 2018). These findings are consistent with Imsa-ard's (2023) work conducted with Thai secondary school teachers where attitude was also found to be at a high level. Additionally, earlier studies have emphasized the vital role of attitude in cultivating ICC for Thai university teachers (Cheewasukthaworn & Suwanarak, 2017) and international English teachers (Loo, 2017), supporting the current findings. Furthermore, the importance of attitude in ICC was strongly reinforced by interview results, which placed significant value on teachers' perspectives.

The discussion presented above is supported by interview results, which placed significant importance on the perspectives of teachers. Both Thai and international teachers recognized the attitude component as the most vital aspect of ICC. According to the teachers, having an open and curious attitude towards other cultures enables them to adapt better to intercultural situations. A positive attitude can facilitate faster acquisition of open-mindedness and curiosity, leading to more competent behavior in ICC (Dix, 2018). As a result, teachers' beliefs about being open towards other cultures and avoiding judgmental behavior may serve as a foundation for

ICC (Szuba, 2016). Approaching intercultural encounters with an open mind towards cultural differences can lead to higher levels of ICC as in line with Arasaratnam (2016), highlighting the significance of a positive attitude in fostering mutual understanding, reducing misunderstandings, and enhancing cultural sensitivity. The focus on a positive attitude in ICC is consistent with the broader understanding of this field, emphasizing the importance of curiosity and openness in promoting effective ICC (Chao, 2016). Thus, the perspectives gained from these interviews provide a comprehensive understanding of ICC levels among Thai English teachers and non-Thai English teachers.

In summary, the significance of the attitude component in achieving successful intercultural communication becomes evident. Attaining the highest level of the ICC component represents a noteworthy accomplishment in effectively navigating cultural differences and engaging with individuals from diverse backgrounds. Moreover, the inclusion of interviews with teachers from both Thai and non-Thai English groups has provided valuable insights and a more comprehensive understanding of ICC levels. Through these interviews, teachers have shared their experiences and viewpoints, contributing to a diverse range of perspectives on effective ICC. Consequently, the combination of surveys and interviews conducted with Thai and non-Thai English teachers has enriched the findings and offered a deeper understanding of ICC in the vocational education context. Furthermore, despite the existing cultural disparities between Thai English teachers and non-Thai English teachers, the level of ICC establishes a reassuring link between the highest and lowest components. This connection can be identified as the lowest level of the ICC component, which will be further discussed in the following section.

Lowest level of ICC component

The critical cultural awareness component among Thai English teachers was found to be at the lowest level compared to the other five components, echoing the findings of Cheewasukthaworn and Suwanarak (2017). This could be attributed to the fact that Thai English teachers predominantly live and work within their own cultural

context, leading them to prioritize their own culture and inadvertently overlook other cultures during intercultural communication (Huang, 2020). As a result, their lack of critical cultural awareness may lead to an unintentional disregard for other cultures, difficulties in recognizing cultural differences, and the perception of intercultural communication as a stressful situation (Fantini, 2009). This perception could potentially exacerbate the challenges that Thai English teachers face when connecting with individuals from a variety of cultural backgrounds. However, evidence suggests that Thai English teachers working in international environments within Thailand have the potential to aid their colleagues in developing and enhancing their critical cultural awareness (Pisaisamonkhet & Taylor, 2020). It is essential to recognize that the limited critical cultural awareness among Thai English teachers may stem from their immersion in their own culture, which creates challenges in intercultural communication and awareness of other cultures.

During the interviews, all Thai English teachers placed less emphasis on critical cultural awareness than the other components. According to their perspectives, their focus lies on being aware of language usage and effectively conveying the intended meaning during real-time communication. This could be attributed to their focus on pragmatic concerns, possibly leading to their lack of awareness of cultural differences. Thai English teachers prioritize pragmatic concerns in intercultural settings, which, if lacking, can create language barriers, leading to misunderstandings, misinterpretations, and negative consequences (Lauring & Selmer, 2012; Ntuli, 2012). Such miscommunications may result in incorrect judgments and potentially damage interpersonal relationships (Fantini, 2020). This perspective is supported by intercultural scholars (Byram, 2021; Canale & Swain, 1980; Chen & Starosta, 2016), who stress the importance of mastering language rules and developing sociolinguistic competence for appropriate language use in ICC. However, it is suggested that Thai English teachers may not attain critical cultural awareness unless there is a concentrated effort on language proficiency. Consequently, there is a

considerable likelihood that Thai English teachers prioritize enhancing ICC through linguistic competency, as opposed to critically examining cultural differences.

Recent research indicates that non-Thai English teachers exhibit lower scores in skills of interpreting and relating due to several contributing factors (Nugent & Catalano, 2015). These include difficulties in understanding and contextualizing information within unfamiliar living and working environments, and limited exposure to local language and culture which is crucial for interpreting language and cultural nuances embedded in social and cultural contexts (Hadi, 2019). This situation is exacerbated for non-native English-speaking (NNES) teachers in countries like Thailand, where unique socio-cultural factors may lead to further delays and misinterpretations due to the increased processing time required for unfamiliar words and phrases (Hartono et al., 2021). Recognizing the complex interplay between language and culture is crucial as it presents significant challenges for NNES teachers in understanding context, deciphering idiomatic expressions, and interpreting culturally specific references (Karshenas & Biria, 2016). Therefore, it is essential to acknowledge the influence of socio-cultural interactions on non-native speakers' adaptation to the norms and expectations of their host countries, as these factors potentially contribute to the lower interpreting and relating skills among non-Thai English teachers.

In summary, the level of ICC components between Thai and non-Thai English teachers indicates that they perceive varying degrees of competence in ICC. Thai English teachers might view critical cultural awareness as the lowest level, while non-Thai English teachers may consider skills of interpreting and relating to be the lowest. Non-Thai English teachers need to focus more on interpreting socio-cultural aspects of the local context, while Thai English teachers should improve their linguistic competency for effective ICC. These differences in the levels of ICC components could potentially lead to increased challenges and problems in competently navigating intercultural situations.

One of the key aspects highlighted is the significance of non-Thai English teachers in Thai vocational colleges embracing the principles of Intercultural Communicative Competence (ICC) through their understanding and appreciation of their own cultural background, other cultures, and the local Thai culture. To achieve this, it is crucial for these teachers to analyze and grasp the cultural nuances specific to their interactions. By analyzing cultural nuances, they can deepen their understanding of different cultures and adapt their communication approaches accordingly (Nguyen et al., 2021; Holguín, 2013). This enables them to navigate intercultural interactions with sensitivity, respect, and a conscious effort to avoid assumptions or stereotypes that hinder effective communication. Moreover, actively seeking to expand their cultural knowledge and being adaptable in their communication practices, individuals can establish meaningful connections and bridge cultural gaps (Barker, 2016). This comprehensive approach fosters a collaborative and inclusive intercultural environment, promoting understanding and mutual respect among individuals from diverse cultural backgrounds. By embracing the analysis of cultural nuances, non-Thai English teachers working in the Thai vocational education context can navigate intercultural interactions more effectively, fostering greater understanding and connection.

However, successful intercultural communicative competence is a dynamic process that involves navigating diverse social relationships within society, one's own culture, and with individuals from other cultures (Martin & Nakayama, 2015). This perspective emphasizes the importance of understanding and actively engaging with Thai English teachers in relation to non-Thai English teachers and individuals from diverse cultural backgrounds. It highlights the need for Thai English teachers to develop their own cultural identity while fostering positive interactions with non-Thai English teachers and individuals from other cultures who live and work in Thailand. Qualitative analysis has identified cultural awareness and sensitivity as essential aspects that require the development of ICC among Thai teachers. This issue is supported by Kim (2017), who emphasizes the importance of developing cultural awareness and sensitivity, as well as acquiring knowledge about cultural differences. Similarly, Bennett

and Hammer (2017) focuses on addressing the specific demands of cultural sensitivity to enhance intercultural communication and foster better relationships among individuals from diverse cultures. By incorporating these strategies into intercultural communication, Thai English teachers could enhance their ability to navigate cultural differences and establish meaningful connections between their own culture and others (Kim, 2017). This approach emphasizes the significance of building cultural competence by actively engaging with different cultural perspectives, fostering respect for diversity, and adapting communication styles to bridge cultural gaps. By doing so, Thai English teachers would promote effective intercultural communication and develop mutually beneficial relationships with individuals from diverse cultural backgrounds.

This study examines Byram's Intercultural Communicative Competence (ICC) model and its significance in facilitating successful intercultural communication and interactions. The findings reveal a high level of all components of the ICC model among non-native English speaking teachers. In addition to fitting within the model's categories, it is important to consider the role of cultural sensitivity in effective communication (Bennet, 2017). The study explores the ICC theory through the five components that form the foundation of intercultural competence. The distribution of a high ICC level supports the notion that Byram's model serves as a connecting framework for the different components, highlighting their interrelatedness and their contribution to enhancing intercultural competence. Ultimately, this research emphasizes the crucial role of Byram's ICC model in fostering successful intercultural communication and emphasizes its relevance in developing teachers' intercultural competence. This, in turn, enables teachers to effectively engage in intercultural interactions, promoting cultural understanding and respect.

Distinguishing between Thai English teachers and non-Thai English teachers (RQ2)

The study's findings regarding the second research question, "What are the differences between the ICC levels of Thai English teachers and non-Thai English teachers?" revealed significant disparities in terms of ICC levels between the two

groups. Specifically, non-Thai English teachers exhibited a higher level of ICC compared to Thai English teachers. This finding can be attributed to the definition of ICC, which encompasses understanding one's own culture and the cultures of others (Byram, 2020). Non-native English speaking teachers (NNESTs) with high levels of ICC possess qualities that enable them to adapt to the behavior of the host culture, which often involves cultural diversity. By working alongside local hosts and individuals from diverse cultures on a daily basis, international teachers gain extensive experience with ICC. The need to adapt one's behavior according to the differences in the host country's culture and other cultures leads to potentially elevated levels of ICC (Zhang, 2017).

Relocating to work in Thailand and adjusting to the host and other cultures have a significant impact on non-native English teachers, contributing to their higher levels of ICC. These teachers must exert effort to understand cultural differences in order to thrive (Roskell, 2013). The challenges faced by non-Thai English teachers when relocating to Thailand and adapting to the cultural norms of the host country play a crucial role in enhancing their ICC (Halicioglu, 2015). Effective communication in the face of cultural differences necessitates adjusting one's behavior to align with the host country's cultural norms (Na-Nan et al., 2018). The consistency of Ulla's (2018) findings, which suggest that non-Thai English teachers exhibit higher levels of ICC, aligns with research conducted by other scholars. This research indicates that non-native English-speaking individuals employed in foreign countries display a greater inclination towards effective cross-cultural communication, leading to higher ICC scores. These findings support the emphasis on developing NNESTs' ICC in English Language Teaching (ELT), particularly with regards to their awareness of effective communication in diverse contexts.

Non-native English teachers may possess certain advantages in terms of intercultural communicative competence (ICC), especially if they have experience living in diverse cultural settings or interacting with individuals from various cultural backgrounds (Byram, 2021). Such teachers may have developed a heightened awareness of cultural differences, as suggested by Bennett's (1993) research on

cognizance of cultural disparities. This increased awareness may place non-native speakers at an advantage in navigating intercultural situations. This is supported by DMIC theory, which is discussed in the literature review section, posits that an individual who is cognizant of components of cultural differences is at a more advanced stage of intercultural communication than someone who only recognizes the elements of cultural differences. This assertion aligns with the emphasis on developing NNETs' ICC in English Language Teaching (ELT), particularly with regards to their awareness for communicating effectively in diverse contexts.

While Thai English teachers had less proficiency in interacting with people from diverse cultures compared to their non-Thai English teachers. The explanation could be that insufficient exposure to a variety of cultures could be a contributing factor to the lower scores of some Thai English teachers' ICC. Inadequate exposure to different cultures can create difficulties in acquiring the necessary comprehension and empathy needed for effective communication across cultural borders (Deardorff, 2006). Deardorff contends that direct interaction with various cultures is crucial for cultivating intercultural competence, encompassing the capacity to appreciate cultural distinctions and modify one's communication approach as needed. Moreover, according to Byram (2021), restricted exposure to diverse cultures can hinder the development of ICC. It is noteworthy that limited exposure to diverse cultures would be a significant factor contributing to the challenges experienced by some Thai English teachers or individuals in developing ICC.

Moreover, in the exploration of potential explanations for the lower ICC scores observed among some Thai English teachers compared to their non-Thai English teachers, language barriers stand out as a substantial contributing factor. As highlighted by Hasanah and Utami (2019), the most challenging problem for a Thai English teacher is the language barrier. This means that language proficiency may limit the capacity to communicate both effectively and appropriately in intercultural contexts, due to ICC being closely related to linguistic abilities (Byram, 2021). In instances where Thai English teachers possess limited proficiency in the languages used by their intercultural

communication partners, this may result in communication challenges, which could subsequently obstruct the cultivation of ICC. Byram's (2021) theory, which emphasizes the importance of linguistic competence as a core element of intercultural communication skills, aligns with this perspective. Inadequate language proficiency could limit one's ability to understand and appreciate cultural nuances, thereby constraining an individual's capacity to adapt their ICC.

The difference in ICC levels between Thai and non-Thai English teachers could be explained by several underlying factors, which are supported by research evidence. Studies have shown that teachers from diverse cultural backgrounds perceive communication and behavior in intercultural situations differently, resulting in contrasting assessments of competence (Barrett et al., 2014; Chau & Truong, 2019). Non-Thai English teachers, having firsthand experience of living and teaching in a foreign country, tend to prioritize specific qualities in a proficient communicator. Extensive research conducted by Osland (2017) emphasizes the importance of high cultural empathy, a genuine curiosity to understand and embrace different cultures, and a comprehensive understanding of the host country's culture. These traits are associated with greater proficiency in intercultural communication, as evidenced by studies conducted by Barker (2016) and Chao (2013). Conversely, Thai English teachers, who may have limited exposure to diverse cultural environments within their home country, may emphasize different aspects of communication and behavior in intercultural situations (Tarrayo et al., 2021). Thus, the discrepancy in the emphasis on various aspects of communication and behavior in intercultural scenarios is a noteworthy distinction between non-Thai and Thai English teachers. Non-Thai English teachers' emphasis on cultural empathy is influenced by their personal encounters with foreign cultural contexts, while Thai English teachers may prioritize different aspects due to their limited exposure to diverse cultural environments within their home country.

In summary, this significant finding confirms the importance of linguistic competence as a fundamental element of intercultural communication skills, aligning with Byram's concept of ICC. It supports the notion that language proficiency plays a

vital role in the cultivation of ICC. Moreover, this finding is consistent with the principles of the DMIC theory, which outlines the stages of intercultural sensitivity and development that individuals experience as they enhance their competence in intercultural communication.

Effect of Intercultural Background on ICC Levels (RQ3)

Effect of intercultural experiences (Traveling)

In assessing the effect of intercultural experiences on intercultural communication competence (ICC), two distinct sub-factors were evaluated: international travel and participation in seminars/training/ workshops. The results revealed that international travel as the only significant factor influencing ICC. The significant impact of international travel on ICC can be attributed to the immersive experiences it offers, allowing teachers to observe and engage with the customs and practices of different cultures firsthand (Santoro, 2014). These culturally enriching experiences challenge travelers to step outside their own cultural perspectives, adapt their communication styles, and effectively interact with individuals from diverse backgrounds, thereby enhancing ICC (Zikargae, 2016). This aligns with previous literature by Estaji and Tabrizi (2022), which emphasizes the significance of positive attitudes arising from travel experiences in the development of ICC. International travel, thus, effectively would enhance an individual's intercultural communication skills through the experiences gained.

Traveling may provide teachers the opportunity to not only observe and engaging in foreign customs and practices, but also to engage in social interactions in the visited country. The social interactions contribute to the development of their ICC (Dujmović & Vitasović, 2022; Galleguillos et al., 2022). Social interactions provide a platform for practicing and refining ICC, which can potentially improve communication skills, such as interpreting nonverbal cues and adapting to diverse cultural contexts (Hall et al., 2019). Furthermore, Bochner (2013) discovered that individuals who engage in a higher number of social interactions typically exhibit greater intercultural skills. It is crucial to acknowledge that the

positive effects of social interaction on communication skills may depend on the frequency of these interactions and on an ongoing or extended procedure to manifest learning. Dhanaraj (2013) suggests that such a continuous or long-term process augments ICC, which is the skill to engage in productive and suitable interactions with individuals from a variety of cultural backgrounds, including nonverbal communication. Therefore, social interactions during travel have a positive effect on teachers' ICC, with the extent of improvement reliant on the duration and frequency of such engagements. Moreover, by augmenting ICC, teachers can effectively and appropriately interact with individuals from diverse cultural backgrounds, including nonverbal communication (Hall et al., 2019).

Conversely, negative travel experiences may potentially lead to biases about a particular culture, thereby having a negative effect on ICC (Fessler, Pisor, & Navarrete, 2014). Cultural differences may precipitate stereotyping, which in turn could obstruct effective intercultural communication (Arasaratnam, 2015). For instance, a teacher having an unpleasant experience in a foreign country might erroneously associate this experience with the entire culture of that country, causing stereotyping and miscommunication (Dang, 2016). However, it is crucial to understand that negative travel experiences may not invariably lead to detrimental impacts on intercultural communication. As highlighted by Cui (2016), the effects of such experiences can greatly vary among individuals, contingent on factors such as adaptability and open-mindedness. Therefore, a nuanced perspective is essential in addressing this issue, recognizing that travel experiences could potentially influence intercultural communication in both positive and negative ways.

This study, through conducting interviews, aimed to comprehend the experiences of English teachers who had traveled, and its subsequent influence on their ICC. Both international and Thai English teachers shared the view that travel experiences significantly affected their ICC. Notably, the teachers' reflections highlighted their ability to recognize the interconnectedness of interaction issues while traveling. They learned about the ways of life and behavior of people and cultures in the

countries they visited, identifying both similarities and differences between their own culture and others. Social interactions with locals in the countries visited provided valuable opportunities for intercultural understanding and learning (Galleguillos et al., 2022; Yu & Lee, 2014). Such interactions allowed individuals to gain firsthand knowledge of the host country's culture, language, and way of life, which enhanced their ICC. This perspective is supported by Barker (2016), who suggests that ICC requires not only knowledge about the host culture but also a genuine desire to understand and appreciate the perspectives and values of host-culture members.

Furthermore, during the interviews, teachers in this study highlighted the significance of direct experiences acquired through international travel. By engaging with and delving into host cultures, teachers may broaden their understanding and appreciation of different customs, traditions, and ways of life of the people they interact with in that country (Antón et al., 2019). Through direct interactions with locals, they could develop a heightened sensitivity to cultural nuances and gain valuable insights into the complexities and intricacies of ICC. Direct travel experiences provide teachers with authentic cultural and interactional opportunities in host cultures (McMullen, 2017). However, due to the short duration of their stay, teachers may not be able to fully immerse themselves in the host culture, resulting in limited exposure to and experience of the negative effects of ICC (McMullen, 2017). Nonetheless, these experiences serve as invaluable learning opportunities for the development of ICC, supporting previous research that highlights the significance of direct travel experiences in improving an individuals' ICC (Cetin & Bilgihan, 2016). Thus, promoting direct experiences through international travel would be essential for the growth of ICC.

In conclusion, this research contributes new insights to the understanding of the profound impact of international travel on the development of ICC. The significant role of international travel is attributed to the immersive and enriching experiences it offers (Hall et al., 2019), thereby promoting a more nuanced understanding of different cultures and honing communication skills. This understanding is primarily facilitated by the social interactions that occur during travel, which provide

platforms for practicing and refining ICC. The frequency and duration of such interactions appear to be key determinants in augmenting the positive effect of travel on ICC (Yu & Lee, 2014) . However, it is also worth noting that international travel may bring about negative experiences, which may potentially lead to biases and hinder effective intercultural communication (Dang, 2016). The manifestation of such impacts is largely contingent upon individual factors such as adaptability and open-mindedness (Cui, 2016). Hence, it is essential to maintain a balanced perspective when assessing the role of travel experiences in ICC development. Furthermore, insights gleaned from the experiences of English teachers who had traveled internationally underscore the value of direct experiences acquired through such travel in fostering ICC (Cetin & Bilgihan, 2016). Although the short duration of stay might impose certain limitations, the opportunity for cultural immersion and interaction with host cultures still remains invaluable in enhancing ICC (McMullen, 2017).

Effect of intercultural contact

In assessing the effect of intercultural contacts on ICC, three distinct sub-factors were examined. Among these sub-factors, only two were found to significantly influence ICC: international friend contact and social media contact. These factors had an effect on the ICC level of teachers, while colleague contacts did not. This finding, supported by interviews with participants, emphasizes the notion that intercultural contact has a positive influence on ICC. One participant stated, "It was able to guide my judgment as a person in terms of communicating, making decisions, interacting with people, and managing myself." This statement implies that through intercultural contact, individuals not only gain a deeper understanding of different cultures but also acquire skills and knowledge that shape their overall judgment and behavior. This perspective aligns with the idea that intercultural contact has the potential to challenge preconceived notions or stereotypes (Aguilar Pérez, 2018). Participants recognized the importance of utilizing these experiences as a guide for effective communication and decision-making, rather than using cultural differences as a basis for judgment. Therefore,

the belief in intercultural contact as a guiding force could effectively contribute to its positive impact on ICC.

This investigation reached a comparable conclusion to a prior study which examined the significance of international friendships in enabling effective communication in the context of cultural disparities (Şekerci & Doğan, 2020). Similarly, this conclusion also aligns with the findings of Zhang's study conducted in 2017, which highlights the significant impact of contact with friends from different nationalities on ICC. Nonetheless, the effect of such contact with international friends may depend on an individual's openness to diverse cultures. These factors can play a crucial role in navigating intercultural challenges. Individuals who possess a greater openness to different cultures are more likely to approach intercultural experiences with curiosity and a willingness to learn. This mindset could mitigate the negative effects of such experiences and enhance their ICC (Alsahil, 2016).

Furthermore, this study revealed that social media contact significantly impacted ICC. Interactions with diverse cultures through social media platforms facilitated a better understanding and appreciation of cultural differences, leading to enhanced ICC (Alshenqeeti, 2016). Consequently, individuals who engage in greater intercultural contact through social media are more inclined to foster positive attitudes towards other cultures and demonstrate effective communication skills in intercultural contexts (Monika et al., 2020). This finding aligns with previous studies conducted by Peng and Wu (2016), Elboubekri (2017), and Liu (2019), which emphasize the potential of social media communication to facilitate the maturation of relationships with individuals from different cultures. However, individuals with limited social media contact and negative attitudes may face communication barriers, discrimination, prejudice, and challenges adapting to intercultural situations (Dandy & Pe-Pua, 2015). Therefore, the extent of social media contact plays a pivotal role in shaping an individual's attitude towards other cultures and their capacity to communicate effectively in intercultural scenarios.

Nonetheless, the findings indicate that international colleagues did not significantly affect ICC compared to other factors such as international friend contact and social media contact. This might be because the nature and depth of interpersonal relationships and interactions with international colleagues may not be as influential in developing ICC. However, the effect of international colleagues on ICC may depend on various factors such as the level of engagement, the frequency of interactions, and the quality of relationships. It is possible that certain types of interactions, such as collaborative teaching, may not contribute significantly to the development of ICC (Bastos & Araújo e Sá, 2015). While international colleagues may not be the primary source for enhancing ICC, their influence cannot be disregarded entirely. The findings suggest that other factors, such as interactions with international friends or through social media, might have a more substantial impact on developing ICC.

In summary, this study presents an extended model of intercultural communicative competence (ICC) that prioritizes necessary components and factors influencing non-native English speaking teachers' ICC within the context of Thai vocational education. The developed structural model demonstrates a satisfactory fit to the data, effectively explaining non-native English speaking teachers' ICC. These key findings align with existing intercultural literature, emphasizing the influence of intercultural backgrounds on English teachers' ICC, as depicted in Figure 9.

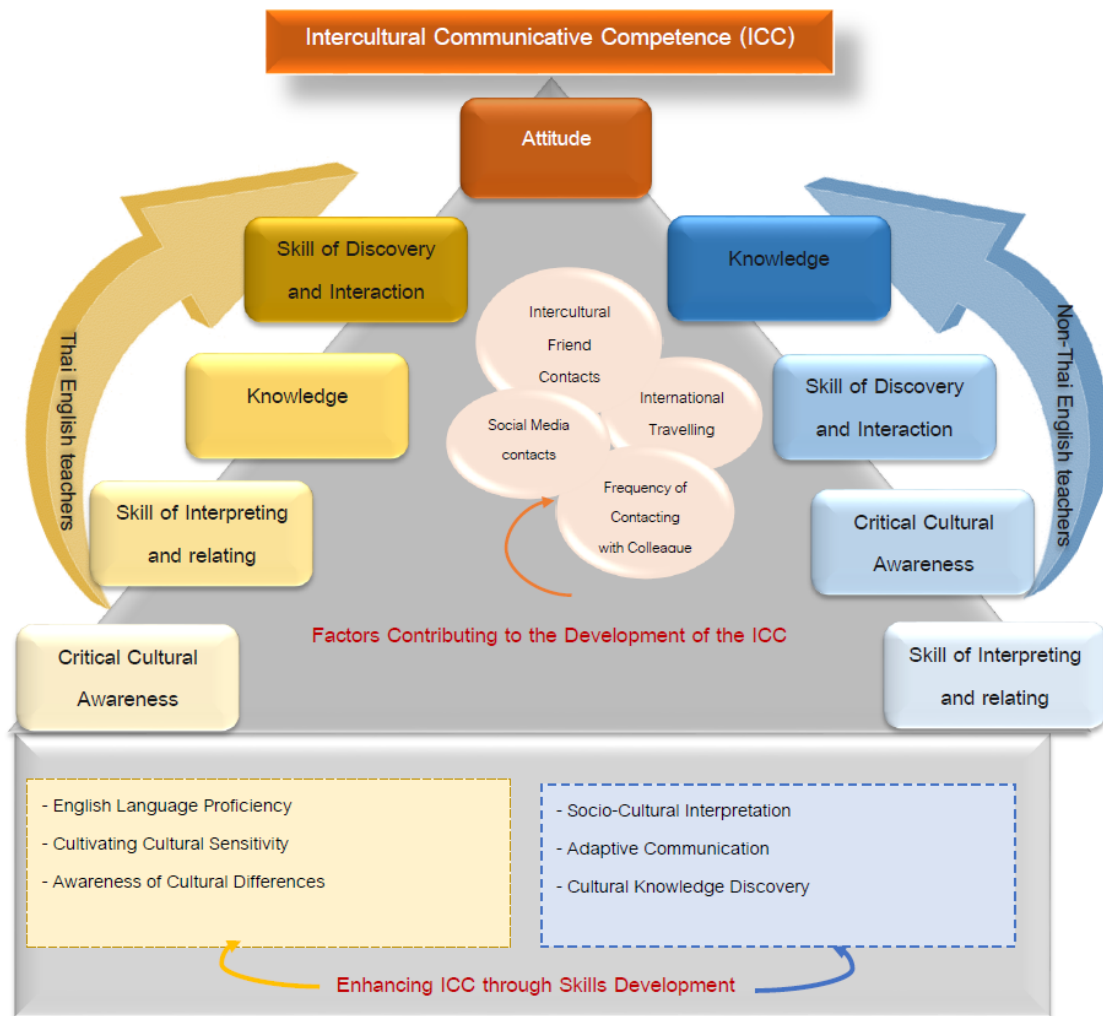


Figure 9 Modeling for Intercultural Communicative Competence (ICC) of Non-native English Speaking Teachers within the Scope of Vocational Education in Thailand

Figure 9 illustrates the presence of two distinct groups among non-native English teachers: Thai English teachers and non-Thai English teachers. The discussion emphasizes the significant importance of component levels and the triangulate concept model. In this study, non-native English teachers acknowledge the significance of ICC in vocational education, with attitude emerging as a key component positioned at the top of the model. The ranking of other components further highlights the differences between Thai and non-Thai English teachers. Thai teachers prioritize skills of discovery

and interaction, knowledge, skills of interpreting and relating, and critical cultural awareness. On the other hand, non-Thai English teachers prioritize knowledge, skills of discovery and interaction, critical cultural awareness, and skills of interpreting and relating.

The examination of the factors that influence teachers' ICC reveals the crucial role of improvement necessity in the development of ICC. These factors are positioned in the middle of the model and contribute significantly to enhancing ICC. It is worth noting that factors such as international travel, contact with international friends, frequency of contacting colleagues, and social media interactions play a pivotal role in fostering ICC and facilitating ICC growth among teachers in the Thai vocational context.

Within the model, there is a strong emphasis on enhancing ICC through skills development, positioning these skills at the bottom. In the context of Thai English teachers collaborating with teachers from diverse backgrounds, multiple avenues exist to enhance ICC. Firstly, prioritizing English language proficiency enables effective communication with individuals from various cultural backgrounds. Moreover, by cultivating cultural sensitivity and awareness of cultural differences, individuals promote respect and understanding when engaging with people from diverse cultures. Additionally, the practice of recognizing and valuing different viewpoints fosters inclusivity and empathy in intercultural interactions.

For non-Thai English teachers working in Thailand and other contexts, the model recommends the development of specific skills to strengthen ICC. These skills include socio-cultural interpretation, adaptive communication, and cultural knowledge discovery. Socio-cultural interpretation involves understanding and interpreting the social and cultural dynamics of the local contexts in which they reside, including analyzing the influence of culture on behavior, norms, and values. Adaptive communication skills encompass the ability to adjust communication tone and style based on cultural contexts, ensuring effective understanding through heightened awareness of cultural nuances. Lastly, cultural knowledge discovery involves actively seeking and acquiring knowledge about different cultures, including practices, customs,

traditions, and beliefs. This process contributes to a deeper understanding of diverse cultures.

It is important to note that these strategies are not only recommended for non-native English teachers but also for the advancement of English language teaching in the Thai vocational context. The subsequent section will provide further research and delve deeper into the proposed suggestions.

Suggestion

Suggestion for Practice

The significance of the attitude component in achieving successful intercultural communication cannot be overstated. It is a crucial factor that enables cultural differences to be effectively navigated and diverse backgrounds to be engaged with. As a result, the development of a positive attitude to foster intercultural communication competence is highly recommended in cultural learning for English Language Teaching (ELT).

By implementing various strategies, the attitude component can be significantly enhanced, and individuals can acquire the necessary knowledge and skills for successful intercultural communication. The provision of tools and strategies by training programs equips individuals to better understand and appreciate different cultures, promoting open-mindedness and empathy. Moreover, workshops create a safe and inclusive space where individuals can explore cultural differences, challenge biases, and cultivate cultural sensitivity.

In summary, by giving priority to the attitude component and incorporating these recommended strategies, English Language Teaching can effectively foster intercultural communication competence and equip individuals with the essential skills to navigate cultural diversity successfully.

Suggestion for Policy

The findings of this research reveal a significant discrepancy in intercultural communicative competence (ICC) levels between Thai English teachers and non-Thai English teachers in the vocational education context. These results emphasize the need to implement targeted initiatives to enhance the ICC skills of Thai English teachers and leverage the expertise of non-Thai English teachers. By prioritizing ICC development, the Thai vocational education sector has the potential to create a more inclusive, culturally sensitive, and effective learning environment for all stakeholders involved.

To achieve these goals, the following recommendations are proposed. Firstly, professional development programs and training opportunities should be provided to both Thai and non-Thai English teachers, with a specific focus on cultural empathy, intercultural communication competence, and awareness of cultural diversity. These initiatives will enhance their ICC skills and contribute to a more culturally aware teaching staff.

Secondly, vocational education institutions should establish partnerships with international organizations, businesses, and educational institutions. Collaborations can facilitate exchange programs and internships, providing students and teachers with intercultural experiences that promote understanding and competence.

Thirdly, the integration of intercultural activities and projects into the vocational education curriculum is crucial. This integration is centered around the development of attitudes that enable successful communication and interaction with individuals from diverse cultures. By incorporating intercultural education, there is an opportunity to foster attitudes that strengthen cultural learning and understanding within the vocational education context.

Lastly, leveraging technology, especially social media platforms, can facilitate intercultural communication and collaboration among students and teachers. Online forums, virtual exchange programs, and ICC-related educational resources can enhance students' exposure to different cultures and deepen their understanding.

In addition to these recommendations, actively recruiting and integrating non-Thai English speaking teachers into the vocational education system is highlighted as a significant finding. This strategy enriches the learning environment by introducing diverse perspectives and cultural insights, aligning with the objective of developing students' ICC skills. The integration of non-Thai English speaking teachers contributes to a more inclusive and culturally enriched educational experience.

In conclusion, implementing these recommendations in the Thai vocational education sector can effectively promote ICC, prepare students for a globalized workforce, and foster a culturally inclusive learning environment. The integration of non-Thai English speaking teachers further enhances the educational experience, emphasizing the importance of embracing diversity and intercultural understanding.

Suggestion for Future Research

This study aimed to investigate the intercultural communicative competence (ICC) of non-native English speaking teachers in Thai vocational education, comparing them to both Thai teachers and non-Thai English teachers. The study also examined the factors associated with ICC in this context. The findings of the study contribute to a deeper understanding of ICC in the vocational education setting and provide valuable insights for further research, including the perspectives of native English speakers.

Regarding research methodology, there are some suggestions for improvement. Firstly, the sample size in this study consisted of 36 non-Thai English teachers and 113 Thai English teachers, resulting in an imbalanced proportion between the two groups. The limited number of non-Thai English teachers included may restrict the generalizability of the findings to the overall population. Therefore, future research should aim to include a broader and more diverse participant pool to enhance the applicability of the research outcomes.

Furthermore, this study focused solely on examining the levels of ICC and the differences in ICC levels between the two groups of teachers. It is recommended that future investigations explore the influence of additional variables, such as gender, ethnicity, or race, on ICC. By considering these factors, a more comprehensive understanding of ICC and its implications for vocational education can be achieved.



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APPENDICES



Appendix A
Certificate of ethical approval



ใบรับรองจริยธรรมการวิจัยของข้อเสนอการวิจัย
เอกสารข้อมูลคำอธิบายสำหรับผู้เข้าร่วมการวิจัยและไบนินยอม

หมายเลขข้อเสนอการวิจัย SWUEC-G-324/2564E (ต่อใบรับรองครั้งที่ 1)

ข้อเสนอการวิจัยนี้และเอกสารประกอบของข้อเสนอการวิจัยตามรายการแสดงด้านล่าง ได้รับการพิจารณาจาก คณะกรรมการจริยธรรมสำหรับพิจารณาโครงการวิจัยที่ทำในมนุษย์ มหาวิทยาลัยศรีนครินทรวิโรฒแล้ว คณะกรรมการฯ มีความเห็นว่าข้อเสนอการวิจัยที่จะดำเนินการมีความสอดคล้องกับหลักจริยธรรมสากล ตลอดจนกฎหมาย ข้อบังคับและ ข้อกำหนดภายในประเทศ จึงเห็นสมควรให้ดำเนินการวิจัยตามข้อเสนอการวิจัยนี้ได้

ชื่อโครงการวิจัยเรื่อง : การเปรียบเทียบระดับสมรรถนะการสื่อสารระหว่างวัฒนธรรมของครูไทยและครูต่างชาติ ที่สอนภาษาอังกฤษในบริบทอาชีวศึกษาไทยและอิทธิพลของภูมิหลังระหว่างวัฒนธรรมที่มีต่อ ระดับสมรรถนะการสื่อสารระหว่างวัฒนธรรม

ชื่อผู้วิจัยหลัก : นางสาววาสนา ทองปาน

สังกัด : คณะมนุษยศาสตร์ มหาวิทยาลัยศรีนครินทรวิโรฒ

เอกสารที่เสนอพิจารณาทบทวน :

แบบรายงานความก้าวหน้าของการวิจัย เพื่อขอต่ออายุการรับรอง ฉบับลงวันที่ 29 มิถุนายน 2565

วันที่ประชุม : 17 สิงหาคม 2565 การประชุมครั้งที่ : 8/2565

ผลการพิจารณา : รับรอง

ข้อเสนอแนะ : โปรดปฏิบัติตามแนวปฏิบัติการดำเนินงานโครงการวิจัยในมนุษย์ช่วงที่มีการระบาดของโรคติดเชื้อไวรัสโคโรนาสายพันธุ์ใหม่ 2019 (COVID-19)

(ลงชื่อ).....

(ผู้ช่วยศาสตราจารย์ ดร. ทันตแพทย์หญิงฉลปภา เข็มจิรกุล)

กรรมการและเลขานุการคณะกรรมการจริยธรรมสำหรับพิจารณาโครงการวิจัยที่ทำในมนุษย์

(ลงชื่อ).....

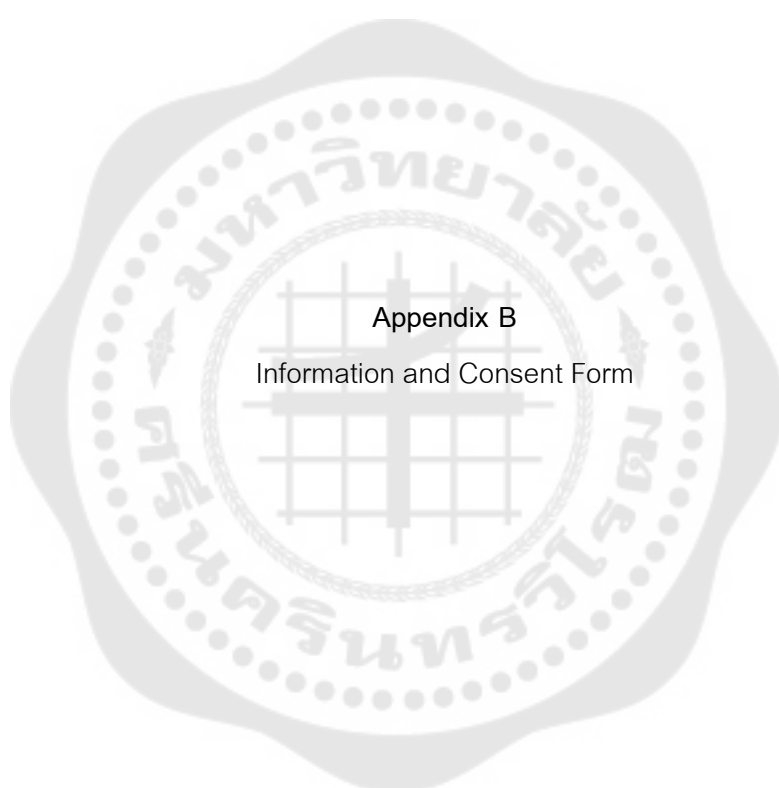
(แพทย์หญิงสุวิพร ภัทรสุวรรณ)

ประธานคณะกรรมการจริยธรรมสำหรับพิจารณาโครงการวิจัยที่ทำในมนุษย์

หมายเลขรับรอง : SWUEC/G/E-324/2564

วันที่ให้การรับรอง : 30/07/2565

วันหมดอายุใบรับรอง : 29/07/2566



Appendix B
Information and Consent Form

Participant Information Sheet

If there are statements that require further clarification, please contact the principle investigator. Should further consultation be required, this document is available on request, and support may be sought from relatives, close friends, doctors, or others who could assist your participation in this research.

Research Project: A Comparison of Intercultural Communicative Competence Levels between Thai and International Teachers of English in a Thai Vocational Education Context and the Influences of Intercultural Backgrounds on Levels of Intercultural Communicative Competence

Principle investigator: Miss Watsana Thongpan

Research Site: Thai Vocational Colleges

Principle investigator's Workplace: Samut Songkhram Technical College, Telephone: 0619364554

Duration of the Project: 1 year (1/06/2021 to 1/06/2022)

Purpose of the Project: This study will investigate Thai and international English teacher's levels of ICC in Thai vocational education and compare the ICC competence for English language teaching in that environment. It will also examine if influences are derived from intercultural backgrounds on the level of ICC competence.

Anticipated Outcome: This study will increase awareness of the benefits of critical reflection in developing Intercultural communicative competence in the vocational curriculum in Thailand. That will provide an improved understanding of factors that may shape English teachers' ICC ranking.

Selection: You have been selected to participate in this study as you are a Non-NES teacher of English, hailing from a country or area with a different language, culture or, ethnic background, working to teach English under the guidelines outlined by the Office of Vocational Education Commission (OVEC) in a Thai Vocational College.

Number of Participants: A minimum of forty-nine international teachers and one hundred and nine Thai teachers of English are required for this study.

By agreeing to participate in the study, you will:

1. complete a demographic survey and give permission for your information to be used by adding your signature to the form;
2. complete the 30-item online questionnaire that measures an individual's ranking of factors relating to intercultural communicative competence;

3. make yourself available for a semi-structured interview that would last approximately 45 minutes. You have the right to refuse to provide information on matters that you deem awkward to answer or that would affect job security.

Participants Who are Uncomfortable or in Distress:

If participants feel uncomfortable due to sensitive questions or statements, the participant should rest and inform the principle investigator. Participants should note that

- 1) All information will be handled in a confidential manner and the identity of the participant will remain unknown, in that their names and positions will be undisclosed.
- 2) The participants will be informed of the rights before any interview.
- 3) Email or postal answers would be acceptable if a participant is stressed to continue.

Study Risks:

There is no evidence to suggest that the survey and interview will cause stress or harm. The survey will take approximately 30 minutes to complete and the interview approximately 45 minutes.

There are no penalties for non-participation in this study. Should you have questions, please contact Miss Watsana Thongpan at natthamon.uto@swu.ac.th or telephone 0619364554.

The participant will be treated regarding the medical standard of care and any accrued expenses will be provided by the researcher (Miss Watsana Thongpan). This research will assist the development of the Thai vocational curriculum materials and structure, so it will be beneficial to all teachers who work in this environment. Also, should you complete tasks, a gel pen will be sent to you as a token of thanks (1 for the survey and 1 for the interview).

If there is anything immediately useful or harmful from this research, participants will be informed immediately.

Participants' identifying information will be handled in a confidential manner. Any published reports of this research will use group data only and will not identify any personal or state information that could be used to identify any participant affiliated with this project, as per Human Research Ethics Committee guidelines.

Participants are free to withdraw from this study at any time without giving a reason and without incurring any penalty.

MF-10-1-version-2.0

วันที่ 18 ก.ค. 61

Participation in this study is voluntary. Your decision whether or not to participate will not affect your employment. If you decide to participate, you may voluntarily withdraw from the survey at any period for any reason.

If you do believe you have been treated as per the statements in this document, please contact the Chairperson of the Human Research Ethics Committee, Strategic Wisdom and Research Institute, Floor 20 in the Prof. Dr. Saroj Buasri Innovation Building. Phone: (02) 649-5000 Ext: 11019 Fax: (02) 259-1822

.....

(.....)

Signature of Participant

Date





Appendix C
Invitation letter for expert panel



ที่ อว 8718/1749

บัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ
114 สุขุมวิท 23 แขวงคลองเตยเหนือ
เขตวัฒนา กรุงเทพฯ 10110

4 สิงหาคม 2564

เรื่อง ขอความอนุเคราะห์เชิญบุคลากรในสังกัดเป็นผู้เชี่ยวชาญ
เรียน คณะศึกษาศาสตร์และการสื่อสาร สถาบันบัณฑิตพัฒนบริหารศาสตร์

เนื่องด้วย นางสาววาสนา ทองปาน นิสิตระดับปริญญาเอก สาขาวิชาภาษาอังกฤษ มหาวิทยาลัยศรีนครินทรวิโรฒ ได้รับอนุมัติให้ทำปริญญานิพนธ์ เรื่อง “การเปรียบเทียบระดับสมรรถนะการสื่อสารระหว่างวัฒนธรรมของครูไทยและครูต่างชาติที่สอนภาษาอังกฤษในบริบทอาชีวศึกษาไทยและอิทธิพลของภูมิหลังระหว่างวัฒนธรรมที่มีต่อระดับสมรรถนะการสื่อสารระหว่างวัฒนธรรม” โดยมี อาจารย์ ดร.นราธิป ธรรมวงศา เป็นอาจารย์ที่ปรึกษาปริญญานิพนธ์

ในการนี้ บัณฑิตวิทยาลัยขอเรียนเชิญ ผู้ช่วยศาสตราจารย์ ดร.กษมา สุวรรณรักษ์ เป็นผู้เชี่ยวชาญตรวจ 1) แบบสอบถาม และ 2) แบบสัมภาษณ์ ทั้งนี้ นิสิตได้ติดต่อประสานงานเบื้องต้นกับบุคลากรของท่านแล้ว และจะประสานงานในรายละเอียดดังกล่าวต่อไป

จึงเรียนมาเพื่อขอความอนุเคราะห์บุคลากรในสังกัดเป็นผู้เชี่ยวชาญให้ นางสาววาสนา ทองปาน และขอขอบพระคุณมา ณ โอกาสนี้

ขอแสดงความนับถือ

(รองศาสตราจารย์ นายแพทย์ฉัตรชัย เอกปัญญาสกุล)
รักษาการแทนคณบดีบัณฑิตวิทยาลัย

สำนักงานคณบดีบัณฑิตวิทยาลัย

โทร. 0 2649 5064

หมายเหตุ : สอบถามข้อมูลเพิ่มเติมกรุณาติดต่อ นิสิต โทรศัพท์ 061 936 4554

ที่ อว 8718/1749



บัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ
114 สุขุมวิท 23 แขวงคลองเตยเหนือ
เขตวัฒนา กรุงเทพฯ 10110

4 สิงหาคม 2564

เรื่อง ขอความอนุเคราะห์เชิญบุคลากรในสังกัดเป็นผู้เชี่ยวชาญ
เรียน ผู้อำนวยการสถาบันภาษาอังกฤษ แห่งมหาวิทยาลัยรังสิต

เนื่องด้วย นางสาววาสนา ทองปาน นิสิตระดับปริญญาเอก สาขาวิชาภาษาอังกฤษ มหาวิทยาลัยศรีนครินทรวิโรฒ ได้รับอนุมัติให้ทำปริญญานิพนธ์ เรื่อง “การเปรียบเทียบระดับสมรรถนะการสื่อสารระหว่างวัฒนธรรมของครูไทยและครูต่างชาติที่สอนภาษาอังกฤษในบริบทอาชีวศึกษาไทยและอิทธิพลของภูมิหลังระหว่างวัฒนธรรมที่มีต่อระดับสมรรถนะการสื่อสารระหว่างวัฒนธรรม” โดยมี อาจารย์ ดร.นราธิป ธรรมวงศา เป็นอาจารย์ที่ปรึกษาปริญญานิพนธ์

ในการนี้ บัณฑิตวิทยาลัยขอเรียนเชิญ อาจารย์ ดร.กาญจนา ชีวาสุทธาวร เป็นผู้เชี่ยวชาญตรวจ 1) แบบสอบถาม และ 2) แบบสัมภาษณ์ ทั้งนี้ นิสิตได้ติดต่อประสานงานเบื้องต้นกับบุคลากรของท่านแล้ว และจะประสานงานในรายละเอียดดังกล่าวต่อไป

จึงเรียนมาเพื่อขอความอนุเคราะห์บุคลากรในสังกัดเป็นผู้เชี่ยวชาญให้ นางสาววาสนา ทองปาน และขอขอบพระคุณมา ณ โอกาสนี้

ขอแสดงความนับถือ

(รองศาสตราจารย์ นายแพทย์ฉัตรชัย เอกปัญญาสกุล)

รักษาการแทนคณบดีบัณฑิตวิทยาลัย

สำนักงานคณบดีบัณฑิตวิทยาลัย

โทร. 0 2649 5064

หมายเหตุ : สอบถามข้อมูลเพิ่มเติมกรุณาติดต่อ นิสิต โทรศัพท์ 061 936 4554

ที่ อว 8718/1749



บัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ
114 สุขุมวิท 23 แขวงคลองเตยเหนือ
เขตวัฒนา กรุงเทพฯ 10110

4 สิงหาคม 2564

เรื่อง ขอความอนุเคราะห์เชิญบุคลากรในสังกัดเป็นผู้เชี่ยวชาญ
เรียน คณะศึกษาศาสตร์ สถาบันเทคโนโลยีพระจอมเกล้าเจ้าคุณทหารลาดกระบัง

เนื่องด้วย นางสาววาสนา ทองปาน นิสิตระดับปริญญาเอก สาขาวิชาภาษาอังกฤษ มหาวิทยาลัยศรีนครินทรวิโรฒ ได้รับอนุมัติให้ทำปริญญานิพนธ์ เรื่อง " การเปรียบเทียบระดับสมรรถนะการสื่อสารระหว่างวัฒนธรรมของครูไทยและครูต่างชาติที่สอนภาษาอังกฤษในบริบทอาชีวศึกษาไทยและอิทธิพลของภูมิหลังระหว่างวัฒนธรรมที่มีต่อระดับสมรรถนะการสื่อสารระหว่างวัฒนธรรม" โดยมี อาจารย์ ดร.นราธิป ธรรมวงศา เป็นอาจารย์ที่ปรึกษาปริญญานิพนธ์

ในการนี้ บัณฑิตวิทยาลัยขอเรียนเชิญ อาจารย์ ดร.อดิษฐ์ ปิ่นเงิน เป็นผู้เชี่ยวชาญตรวจ 1) แบบสอบถาม และ 2) แบบสัมภาษณ์ ทั้งนี้ นิสิตได้ติดต่อประสานงานเบื้องต้นกับบุคลากรของท่านแล้ว และจะประสานงานในรายละเอียดดังกล่าวต่อไป

จึงเรียนมาเพื่อขอความอนุเคราะห์บุคลากรในสังกัดเป็นผู้เชี่ยวชาญให้ นางสาววาสนา ทองปาน และขอขอบพระคุณมา ณ โอกาสนี้

ขอแสดงความนับถือ

(รองศาสตราจารย์ นายแพทย์ฉัตรชัย เอกปัญญาสกุล)

รักษาการแทนคณบดีบัณฑิตวิทยาลัย

สำนักงานคณบดีบัณฑิตวิทยาลัย

โทร. 0 2649 5064

หมายเหตุ : สอบถามข้อมูลเพิ่มเติมกรุณาติดต่อ นิสิต โทรศัพท์ 061 936 4554

ที่ อว 8718/198



บัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ
114 สุขุมวิท 23 แขวงคลองเตยเหนือ
เขตวัฒนา กรุงเทพฯ 10110

25 มกราคม 2565

เรื่อง ขอความอนุเคราะห์เชิญบุคลากรในสังกัดเป็นผู้เชี่ยวชาญ

เรียน หัวหน้าภาควิชาสถิติประยุกต์ คณะวิทยาศาสตร์ประยุกต์ มหาวิทยาลัยเทคโนโลยีพระจอมเกล้าพระนครเหนือ

เนื่องด้วย นางสาววาสนา ทองปาน นิสิตระดับปริญญาเอก สาขาวิชาภาษาอังกฤษ มหาวิทยาลัยศรีนครินทรวิโรฒ ได้รับอนุมัติให้ทำปริญญานิพนธ์ เรื่อง “การเปรียบเทียบระดับสมรรถนะการสื่อสารระหว่างวัฒนธรรมของครูไทยและครูต่างชาติ ที่สอนภาษาอังกฤษในบริบทอาชีวศึกษาไทยและอิทธิพลของภูมิหลังระหว่างวัฒนธรรมที่มีต่อระดับสมรรถนะการสื่อสารระหว่างวัฒนธรรม” โดยมี อาจารย์ ดร.นราธิป ธรรมวงศา เป็นอาจารย์ที่ปรึกษาปริญญานิพนธ์

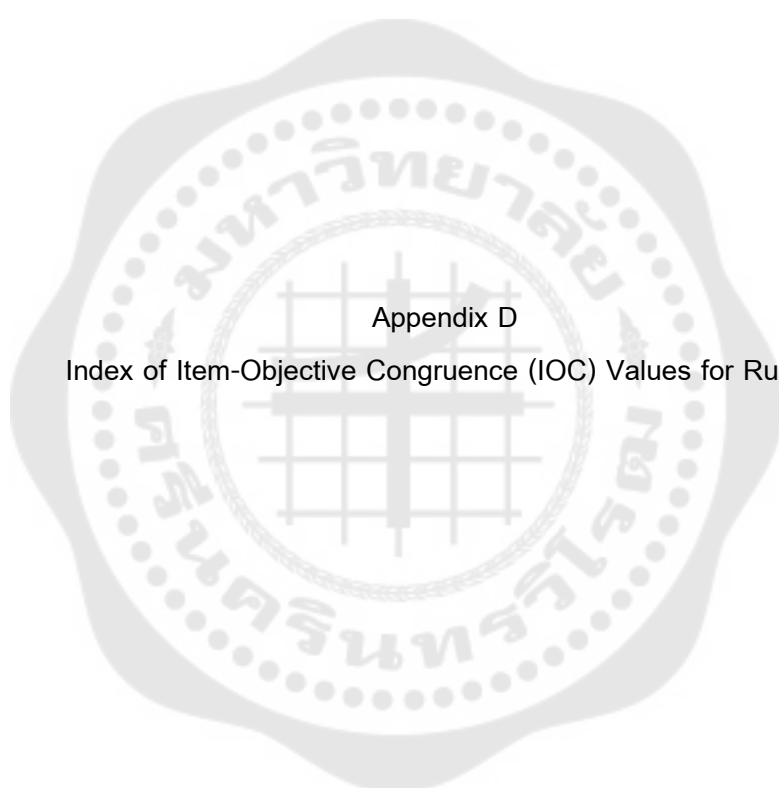
ในการนี้ บัณฑิตวิทยาลัยขอเรียนเชิญ ศาสตราจารย์ ดร.ยุพภรณ์ อารีพงษ์ เป็นผู้เชี่ยวชาญตรวจด้านสถิติในงานวิจัย เรื่อง “การเปรียบเทียบระดับสมรรถนะการสื่อสารระหว่างวัฒนธรรมของครูไทยและครูต่างชาติ ที่สอนภาษาอังกฤษในบริบทอาชีวศึกษาไทยและอิทธิพลของภูมิหลังระหว่างวัฒนธรรมที่มีต่อระดับสมรรถนะการสื่อสารระหว่างวัฒนธรรม” ทั้งนี้ นิสิตได้ติดต่อประสานงานเบื้องต้นกับบุคลากรของท่านแล้ว และจะประสานงานในรายละเอียดดังกล่าวต่อไป

จึงเรียนมาเพื่อขอความอนุเคราะห์บุคลากรในสังกัดเป็นผู้เชี่ยวชาญ ให้ นางสาววาสนา ทองปาน และขอขอบพระคุณมา ณ โอกาสนี้

ขอแสดงความนับถือ

(รองศาสตราจารย์ นายแพทย์ฉัตรชัย เอกปัญญาสกุล)

รักษาการแทนคณบดีบัณฑิตวิทยาลัย



Appendix D

Index of Item-Objective Congruence (IOC) Values for Rubric

1. ICC Survey

Original Survey Item	Experts			ΣR	IOC	Result
	1	2	3			
Knowledge						
1	+1	+1	+1	3	1.00	Effective
2	+1	+1	+1	3	1.00	Effective
3	0	+1	+1	2	0.67	Revision
4	0	+1	+1	2	0.67	Revision
5	0	+1	+1	2	0.67	Revision
6	0	+1	+1	2	0.67	Revision
7	0	-1	+1	0	0.00	Removal
8	+1	+1	+1	3	1.00	Effective
9	0	0	+1	1	0.33	Removal
10	0	0	+1	1	0.33	Removal
11	+1	+1	+1	3	1.00	Effective
Attitude						
1	+1	+1	+1	3	1.00	Effective
2	0	0	+1	1	0.33	Revision
3	+1	0	+1	2	0.67	Revision
4	0	0	+1	1	0.33	Revision
5	+1	+1	+1	3	1.00	Effective
Skills of Interpreting and relating						
1	+1	0	+1	2	0.67	Revision
2	+1	0	+1	2	0.67	Revision
3	+1	+1	+1	3	1.00	Effective

Original Survey Item	Experts			ΣR	IOC	Result
	1	2	3			
Skills of discovery and interaction						
1	0	0	+1	1	0.33	Revision
2	0	+1	+1	2	0.67	Effective
3	0	+1	+1	2	0.67	Effective
4	+1	+1	+1	3	1.00	Effective
5	+1	0	+1	2	0.67	Effective
6	0	0	+1	1	0.33	Revision
7	0	0	+1	1	0.33	Revision
Critical cultural awareness						
1	+1	0	+1	2	0.67	Effective
2	+1	+1	+1	3	1.00	Effective
3	+1	+1	+1	3	1.00	Effective

2. Intercultural backgrounds

Original Survey Item	Expert			ΣR	IOC	Result
	1	2	3			
Intercultural Experiences						
1	+1	+1	+1	3	1.00	Effective
1.1	+1	+1	+1	3	1.00	Effective
1.2	+1	+1	+1	3	1.00	Effective
2	+1	+1	+1	3	1.00	Effective
2.1	+1	+1	+1	3	1.00	Effective
3	0	+1	+1	2	0.67	Effective
3.1	+1	+1	+1	3	1.00	Effective
4	+1	+1	+1	3	1.00	Effective
4.1	0	+1	+1	2	0.67	Effective
4.2	0	+1	+1	2	0.67	Effective
5	+1	+1	+1	3	1.00	Effective
5.1	+1	+1	+1	3	1.00	Effective
6	+1	+1	+1	3	1.00	Effective
6.1	+1	+1	+1	3	1.00	Effective
7	0	0	+1	1	0.33	Revision
7.1	+1	0	+1	2	0.67	Effective
8	+1	+1	+1	3	1.00	Effective
8.1	-1	+1	+1	1	0.33	Revision
8.2	+1	+1	+1	3	1.00	Effective
9	0	+1	+1	2	0.67	Effective
9.1	0	+1	+1	2	0.67	Effective
9.2	0	+1	+1	2	0.67	Effective
10	+1	+1	+1	3	1.00	Effective
10.1	+1	+1	+1	3	1.00	Effective
10.2	-1	+1	0	0	0.00	Removal

11	+1	+1	+1	3	1.00	Effective
11.1	+1	+1	+1	3	1.00	Effective
11.2	0	0	0	0	0.00	Removal
12	+1	+1	+1	3	1.00	Effective
12.1	+1	+1	+1	3	1.00	Effective
12.2	0	+1	+1	2	0.67	Effective
13	0	+1	+1	2	0.67	Effective
13.1	0	+1	+1	2	0.67	Effective
13.2	+1	+1	+1	2	1.00	Effective
Intercultural contact						
1	-1	+1	+1	1	0.33	Revision
2	-1	+1	+1	1	0.33	Revision
3	0	+1	+1	2	0.67	Effective
4	0	+1	+1	2	0.67	Effective

3. SPSS output: Cronbach's alpha

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.856	.862	23

Item Statistics

	Mean	Std. Deviation	N
K1	4.1667	.83391	30
K2	4.3333	.88409	30
K3	4.5000	.86103	30
K4	4.3667	.80872	30
K5	4.4000	.77013	30
K6	4.3000	.70221	30
K7	4.5667	.67891	30
K8	4.5333	.73030	30
A9	4.0000	.98261	30
A10	3.9667	.92786	30
A11	3.9667	.99943	30
A12	3.8333	1.01992	30
A13	3.8667	1.00801	30
SKI14	3.8667	1.04166	30
SKI15	3.7667	.97143	30
SKI16	3.8667	.89955	30
SKD17	4.1667	.83391	30
SKD18	4.3333	.80230	30
SKD19	4.2000	.88668	30
SKD20	4.1667	.83391	30
CCA21	3.8667	.77608	30
CCA22	4.1333	.81931	30
CCA23	4.3000	.70221	30

3.1 Knowledge component (K)

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.890	.889	8

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
K1	31.0000	16.345	.798	.724	.863
K2	30.8333	16.075	.785	.837	.864
K3	30.6667	16.920	.672	.702	.876
K4	30.8000	17.614	.612	.522	.882
K5	30.7667	18.047	.578	.458	.885
K6	30.8667	18.189	.624	.524	.881
K7	30.6000	19.007	.499	.605	.891
K8	30.6333	17.275	.760	.791	.868

3.2 Attitude component (A)

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.902	.903	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
A9	15.6333	11.757	.716	.613	.889
A10	15.6667	11.471	.830	.766	.866
A11	15.6667	11.540	.738	.605	.885
A12	15.8000	11.269	.765	.655	.879
A13	15.7667	11.495	.737	.596	.885

3.3 Skills of interpreting and relating component (SKI)

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.812	.813	3

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
SKI14	7.6333	2.792	.664	.455	.744
SKI15	7.7333	2.892	.712	.508	.690
SKI16	7.6333	3.344	.619	.390	.787

3.4 Skills of discovery and interaction component (SKD)

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.764	.769	4

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
SKD17	12.7000	3.803	.647	.646	.662
SKD18	12.5333	3.568	.789	.711	.585
SKD19	12.6667	4.368	.391	.264	.801
SKD20	12.7000	4.286	.469	.247	.756

3.5 Critical cultural awareness component (CCA)

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.892	.892	3

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
CCA21	8.4333	2.047	.768	.625	.862
CCA22	8.1667	1.799	.858	.736	.782
CCA23	8.0000	2.276	.749	.593	.881



Appendix E
Questionnaires



Intercultural Communicative Competence (ICC) Survey

ICC survey

 natthamon.uto@g.swu.ac.th (not shared) [Switch account](#) 

* Required

Please read: Page 1/4 (English Version)

Participant Information Sheet

If there are statements that require further clarification, please contact the principle investigator. Should further consultation be required, this document is available on request, and support may be sought from relatives, close friends, doctors, or others who could assist your participation in this research.

Research Project: A Comparison of Intercultural Communicative Competence Levels between Thai and International Teachers of English in a Thai Vocational Education Context and the Influences of Intercultural Backgrounds on Levels of Intercultural Communicative Competence

Principle investigator: Miss Watsana Thongpan

Research Site: Thai Vocational Colleges

Principle investigator's Workplace: Samut Songkhram Technical College, Telephone: 0619364554

Duration of the Project: 1 year (1/06/2021 to 1/06/2022)

Purpose of the Project: This study will investigate Thai and international English teacher's levels of ICC in Thai vocational education and compare the ICC competence for English language teaching in that environment. It will also examine if influences are derived from intercultural backgrounds on the level of ICC competence.

Anticipated Outcome: This study will increase awareness of the benefits of critical reflection in developing Intercultural communicative competence in the vocational curriculum in Thailand. That will provide an improved understanding of factors that may shape English teachers' ICC ranking.

Selection: You have been selected to participate in this study as you are a Non-NES teacher of English, hailing from a country or area with a different language, culture or, ethnic background, working to teach English under the guidelines outlined by the Office of Vocational Education Commission (OVEC) in a Thai Vocational College.

Please read: Page 2/4 (English Version)

Number of Participants: A minimum of forty-nine international teachers and one hundred and nine Thai teachers of English are required for this study.

By agreeing to participate in the study, you will:

1. complete a demographic survey and give permission for your information to be used by adding your signature to the form;
2. complete the 30-item online questionnaire that measures an individual's ranking of factors relating to intercultural communicative competence;
3. make yourself available for a semi-structured interview that would last approximately 45 minutes. You have the right to refuse to provide information on matters that you deem awkward to answer or that would affect job security.

Participants Who are Uncomfortable or in Distress:

If participants feel uncomfortable due to sensitive questions or statements, the participant should rest and inform the principle investigator. Participants should note that

- 1) All information will be handled in a confidential manner and the identity of the participant will remain unknown, in that their names and positions will be undisclosed.
- 2) The participants will be informed of the rights before any interview.
- 3) Email or postal answers would be acceptable if a participant is to stressed to continue.

Please read: Page 3/4 (English Version)

Study Risks:

There is no evidence to suggest that the survey and interview will cause stress or harm. The survey will take approximately 30 minutes to complete and the interview approximately 45 minutes.

There are no penalties for non-participation in this study. Should you have questions, please contact Miss Watsana Thongpan at natthamon.uto@swu.ac.th or telephone 0619364554.

The participant will be treated regarding the medical standard of care and any accrued expenses will be provided by the researcher (Miss Watsana Thongpan). This research will assist the development of the Thai vocational curriculum materials and structure, so it will be beneficial to all teachers who work in this environment. Also, should you complete tasks, a gel pen will be sent to you as a token of thanks (1 for the survey and 1 for the interview).

Please read: Page 4/4 (English Version)

If there is anything immediately useful or harmful from this research, participants will be informed immediately.

Participants' identifying information will be handled in a confidential manner. Any published reports of this research will use group data only and will not identify any personal or state information that could be used to identify any participant affiliated with this project, as per Human Research Ethics Committee guidelines.

Participants are free to withdraw from this study at any time without giving a reason and without incurring any penalty.

Participation in this study is voluntary. Your decision whether or not to participate will not affect your employment... If you decide to participate, you may voluntarily withdraw from the survey at any period for any reason.

If you do believe you have been treated as per the statements in this document, please contact the Chairperson of the Human Research Ethics Committee, Strategic Wisdom and Research Institute, Floor 20 in the Prof. Dr. Saroj Buasri Innovation Building. Phone: (02) 649-5000 Ext: 11019 Fax: (02) 259-1822

กรุณาอ่าน: หน้า 1/4

เอกสารชี้แจงผู้เข้าร่วมการวิจัย

ในเอกสารนี้อาจมีข้อความที่ท่านอ่านแล้วยังไม่เข้าใจ โปรดสอบถามหัวหน้าโครงการวิจัยหรือผู้แทนให้ช่วยอธิบายจนกว่าจะเข้าใจดี ท่านอาจจะขอเอกสารนี้กลับไปอ่านที่บ้านเพื่อปรึกษา หรือกับญาติพี่น้อง เพื่อนสนิท แพทย์ประจำตัวของท่าน หรือแพทย์ท่านอื่น เพื่อช่วยในการตัดสินใจเข้าร่วมการวิจัย

ชื่อโครงการวิจัย การเปรียบเทียบระดับสมรรถนะการสื่อสารระหว่างวัฒนธรรมของครูไทยและครูต่างชาติที่สอนภาษาอังกฤษในบริบทอาชีวศึกษาไทยและอิทธิพลของภูมิหลังระหว่างวัฒนธรรมที่มีต่อระดับสมรรถนะการสื่อสารระหว่างวัฒนธรรม

ชื่อหัวหน้าโครงการวิจัย นางสาววาสนา ทองปาน

สถานที่วิจัย วิทยาลัยอาชีวศึกษารัฐบาล ในสังกัดสำนักงานคณะกรรมการการอาชีวศึกษา

สถานที่ทำงานและหมายเลขโทรศัพท์ของหัวหน้าโครงการวิจัยที่ติดต่อได้ทั้งในและนอกเวลาราชการ

วิทยาลัยเทคนิคสมุทรสงคราม โทรศัพท์ 061-936-4554

ผู้สนับสนุนทุนวิจัย ไม่มี

ระยะเวลาในการวิจัย 1 ปี (1/06/2564 ถึง 1/06/2565)

โครงการวิจัยนี้ทำขึ้นเพื่อ ศึกษาเปรียบเทียบสมรรถนะการสื่อสารระหว่างวัฒนธรรมของครูไทยและครูต่างชาติและภูมิหลังระหว่างวัฒนธรรมที่มีผลต่อระดับสมรรถนะการสื่อสารระหว่างวัฒนธรรม

ประโยชน์ที่คาดว่าจะได้รับจากการวิจัย เพื่อเป็นข้อมูลในการพัฒนาหลักสูตรอาชีวศึกษาในการเรียนรู้ด้านวัฒนธรรมของสำนักงานคณะกรรมการการอาชีวศึกษา

ท่านได้รับเชิญให้เข้าร่วมการวิจัยนี้เพราะ เป็นครูผู้สอนภาษาอังกฤษ ครูไทย และครูต่างชาติ (ยกเว้น ครูต่างชาติที่ใช้ภาษาอังกฤษเป็นภาษาแม่ (Mother tongue) สถานศึกษาอาชีวศึกษารัฐบาล สำนักงานคณะกรรมการการอาชีวศึกษา จะมีผู้เข้าร่วมการวิจัยนี้ทั้งสิ้นประมาณ ครูไทยในสถานศึกษาเป้าหมาย 109 แห่ง และครูต่างชาติในสถานศึกษา 49 แห่ง

กรุณาอ่าน: หน้า 2/4

หากท่านตัดสินใจเข้าร่วมการวิจัยแล้ว จะมีขั้นตอนการวิจัยดังต่อไปนี้คือ

1. การสอบถามข้อมูลประวัติส่วนตัว พร้อมการแสดงความจริงว่ายินดีให้เปิดเผยข้อมูลหรือไม่
2. ทำแบบสอบถาม
3. แบบสอบถามมีจำนวน 7 หน้า แบ่งออกเป็น 3 ส่วน ส่วนที่ 1 คือ ข้อมูลส่วนบุคคล ส่วนที่ 2 คือ ความคิดเห็นเกี่ยวกับระดับสมรรถนะการสื่อสารระหว่างวัฒนธรรม และส่วนที่ 3 คือ สอบถามความคิดเห็นเกี่ยวกับวิถีหลังทางวัฒนธรรม
4. การให้ข้อมูลการสัมภาษณ์ในประเด็นที่ผู้วิจัยกำหนด ทั้งนี้ ท่านมีสิทธิที่จะปฏิเสธการให้ข้อมูลในประเด็นที่เห็นว่า ไม่ปลอดภัยหรืออึดอัดใจในการตอบ
5. การสัมภาษณ์เป็นลักษณะกึ่งโครงสร้าง ใช้เวลาประมาณ 45 นาที

กรุณาอ่าน: หน้า 3/4

ความไม่สบายกาย หรือไม่สบายใจที่อาจจะเกิดขึ้นเมื่อเข้าร่วมการวิจัย

- อาจทำให้เกิดความกดดัน มีอาการเมื่อยล้า หรือเกิดความเครียด จากการทำแบบสอบถามได้ หากท่านประสงค์ที่จะพักเพื่อพักผ่อนอีกรอบ ท่านสามารถพักได้ โดยแจ้งต่อหัวหน้าโครงการวิจัย
- ผู้วิจัยออกแบบการเก็บข้อมูลในลักษณะของการสัมภาษณ์แบบกึ่งโครงสร้างเกี่ยวกับระดับสมรรถนะความสามารถในการสื่อสารทางวัฒนธรรมและวิถีหลังทางวัฒนธรรม ซึ่งข้อมูลและทัศนเหล่านั้นอาจออกมาในเชิงลบในกรณี ผู้วิจัยมีแนวทางการลดทอนสภาพการณ์ดังกล่าว ดังนี้
 - 1) แจ้งให้ข้อมูลทราบว่า ข้อความแสดงความคิดเห็นต่าง ๆ ของผู้ให้ข้อมูลจะถูกนำเสนอ โดยไม่เปิดเผยชื่อหรือตำแหน่งของผู้ให้ข้อมูลในเอกสารงานวิจัย
 - 2) แจ้งให้ข้อมูลทราบถึงพื้นฐานของผู้ให้ข้อมูล โดยเฉพาะอย่างยิ่งสิทธิที่จะไม่ให้ข้อมูลที่อาจเป็นผลร้ายต่อตัวผู้ให้ข้อมูลในภายหลัง
 - 3) ผู้วิจัยประเมินสถานการณ์ หากผู้ให้ข้อมูลเริ่มแสดงออกถึงความอึดอัด ในการร่วมให้ข้อมูล คณะผู้วิจัยจะรีบดำเนินการแจ้งผู้ให้ข้อมูล และสอบถามผู้ให้ข้อมูลเพื่อยืนยันเจตจำนงของผู้ให้ข้อมูล หากผู้ให้ข้อมูลสะดวกที่จะให้ข้อมูลในลักษณะอื่น เช่น การตอบแบบสัมภาษณ์ทางอีเมลหรือต้องการยุติการให้ข้อมูล คณะผู้วิจัยดำเนินการตามนั้น

ความเสี่ยงที่อาจจะเกิดขึ้นเมื่อเข้าร่วมการวิจัย

- การตอบแบบสอบถามใช้เวลาประมาณ 30 นาที
- การสัมภาษณ์ใช้เวลา ประมาณ 45 นาที

หากท่านไม่เข้าร่วมในโครงการวิจัยนี้ จะไม่มีผลกระทบต่อน้ำที่การปฏิบัติงานใดๆ ของท่าน แต่อย่างไรก็ตาม

หากมีข้อข้องใจที่จะสอบถามเกี่ยวข้องกับการวิจัย หรือหากเกิดผลข้างเคียงที่ไม่พึงประสงค์จากการวิจัย ท่านสามารถติดต่อ นางสาววาสนา ทองปาน เบอร์โทร 061-936-4554

ท่านจะได้รับ การช่วยเหลือหรือดูแลรักษาอันเนื่องมาจากการวิจัยตามมาตรฐานทางการแพทย์ โดยผู้รับผิดชอบ

ค่าใช้จ่ายในการรักษาคือ นางสาววาสนา ทองปาน

ประโยชน์ที่คิดว่าจะได้รับจากการวิจัย การพัฒนาหลักสูตรอาชีวศึกษาเพื่อพัฒนาผู้เรียนในการเรียนการสอน

ภาษาอังกฤษในด้านการบูรณาการเรียนการสอนวัฒนธรรม

ค่าตอบแทนหรือของที่ระลึกที่ผู้เข้าร่วมการวิจัยจะได้รับ ปากกาชุดปากกาเจลให้ผู้ให้กรอกแบบสอบถาม ท่านละ 1

ตัว และชุดปากกาเจลสำหรับผู้ให้ข้อมูลสัมภาษณ์ ท่านละ 1 ชุด

ค่าใช้จ่ายที่ผู้เข้าร่วมการวิจัยจะต้องรับผิดชอบเอง -ไม่มี-

กรุณาอ่าน: หน้า 4/4

หากมีข้อมูลเพิ่มเติมทั้งด้านประโยชน์และโทษที่เกี่ยวข้องกับการวิจัยนี้ ผู้วิจัยจะแจ้งให้ทราบโดยรวดเร็วและไม่ปิดบัง

ข้อมูลส่วนตัวของผู้เข้าร่วมการวิจัย จะถูกเก็บรักษาไว้โดยไม่เปิดเผยต่อสาธารณะเป็นรายบุคคล แต่จะรายงานผลการวิจัยเป็นข้อมูลส่วนรวมโดยไม่สามารถระบุข้อมูลรายบุคคลได้ ข้อมูลของผู้เข้าร่วมการวิจัยเป็นรายบุคคล อาจมีคณะบุคคลบางกลุ่มเข้ามาตรวจสอบได้ เช่น ผู้ให้ทุนวิจัย สถาบัน หรือองค์กรของรัฐที่มีหน้าที่ตรวจสอบ รวมถึงคณะกรรมการจริยธรรมการวิจัยในคนมีหน้าที่ตรวจสอบได้

ผู้เข้าร่วมการวิจัยมีสิทธิ์ถอนตัวออกจากโครงการวิจัยเมื่อใดก็ได้ โดยไม่ต้องแจ้งให้ทราบล่วงหน้า และการไม่เข้าร่วมการวิจัยหรือถอนตัวออกจากโครงการวิจัยนี้ จะไม่มีผลกระทบต่อนักเรียนแต่ประการใด

ผู้เข้าร่วมการวิจัยมีสิทธิ์ถอนตัวออกจากโครงการวิจัยเมื่อใดก็ได้ โดยไม่ต้องแจ้งให้ทราบล่วงหน้า และการไม่เข้าร่วมการวิจัย หรือถอนตัวออกจากโครงการวิจัยนี้ จะไม่มีผลกระทบต่อนักเรียนที่การปฏิบัติงานใดๆ ของท่าน ท่านมีสิทธิ์ที่จะไม่เข้าร่วมการวิจัยก็ได้โดยไม่ต้องแจ้งเหตุผล

หากท่านได้รับการปฏิบัติที่ไม่ตรงตามที่ได้ระบุไว้ในเอกสารชี้แจงนี้ ท่านสามารถแจ้งให้ประธานคณะกรรมการจริยธรรมการวิจัยในคนทราบได้ที่ สำนักงานคณะกรรมการจริยธรรมการวิจัยในมนุษย์ สถาบันยุทธศาสตร์ทางปัญญาและวิจัย อาคารศาสตราจารย์ ดร.สาโรช บัวศรี ชั้น 20 โทร (02) 649-5000 ต่อ 11019 โทรสาร: (02) 259-1822

By clicking on "Agree" below, you are demonstrating that you have read the information sheet and are providing consent to participate. (การคลิก "ตกลง" ด้านล่างแสดงว่าคุณอ่านเอกสารข้อมูลและให้ความยินยอมในการเข้าร่วม) *

- Agree
- Disagree


Next

Clear form

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Intercultural Communicative Competence (ICC) Survey

ICC survey

 natthamon.uto@g.swu.ac.th (not shared) [Switch account](#) 

* Required

Part 1: Background Information

1. Gender (เพศ) *

Male (ชาย)

Female (หญิง)

2. Age (อายุ) *

less than 30

31-40

41-50

51-60

3. Highest degree (การศึกษาสูงสุด) *

Bachelor's degree

Master's degree

Doctorate degree

4. Years of teaching English (จำนวนปีที่สอนภาษาอังกฤษ) *

- less than 1 year
- 2-4 years
- 5-7 years
- 8-10 years
- 11-13 years
- 14 and over

5. Years of teaching in current college (จำนวนปีที่สอนปัจจุบันในวิทยาลัย) *

- Less than 1 year
- 2-4 years
- 5-7 years
- 8-10 years
- 11-13 years
- 14 and over

6. Race/nationality (เชื้อชาติ/สัญชาติ) *

Your answer _____

7. Native language (ภาษาแม่) *

Your answer _____

8. Where do you work? Name of college คุณทำงานไหน ระบุชื่อวิทยาลัย *

Your answer _____

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Intercultural Communicative Competence (ICC) Survey

ICC survey

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* Required

Part 2: Level of ICC

Please check the number that best corresponds to your level of agreement with each statement below:

Scoring Scale
1 = Strongly Disagree
2 = Disagree
3 = Neutral
4 = Agree
5 = Strongly Agree



a. Knowledge component items 1-8)

When I interact or communicate with culturally different people,
เมื่อฉันปฏิสัมพันธ์หรือสื่อสารกับคนที่มีวัฒนธรรมต่างกัน,

1 *

1. I need to know history and contemporary relationships between your own and other country.

(ฉันจำเป็นต้องรู้เกี่ยวกับประวัติศาสตร์และความสัมพันธ์ระหว่างประเทศของคุณกับประเทศอื่นทั้งที่เคยเป็นมาและที่กำลังเป็นอยู่)

1 2 3 4 5

Strongly Disagree

Strongly Agree

2 *

2. I need to know how to appropriately communicate and solve problems with other people from various cultures.

(ฉันจำเป็นต้องรู้วิธีการสื่อสารและการแก้ไขปัญหาการสื่อสารกับผู้คนจากหลากหลายวัฒนธรรมอย่างเหมาะสม)

1 2 3 4 5

Strongly Disagree

Strongly Agree

3 *

3. I need to know types of causes of misunderstanding between people of different cultural backgrounds (such as customs and rituals).

(ฉันจำเป็นต้องรู้เกี่ยวกับสาเหตุของความเข้าใจผิดระหว่างผู้คนต่างวัฒนธรรมกันเช่นต่างในด้านพิธีการและธรรมเนียม)

1 2 3 4 5

Strongly Disagree

Strongly Agree

4 *

4. I need to know the important event in your country and how other nationalities view your country.

(ฉันจำเป็นต้องรู้เกี่ยวกับเหตุการณ์สำคัญในประเทศของคุณและมุมมองที่ประเทศอื่นมองประเทศคุณ)

1 2 3 4 5

Strongly Disagree

Strongly Agree

5 *

5. I need to know the important events of other countries and your perspective on them.

(ฉันจำเป็นต้องรู้เกี่ยวกับเหตุการณ์สำคัญในประเทศอื่นและมุมมองที่คุณมีต่อเหตุการณ์เหล่านั้น)

1 2 3 4 5

Strongly Disagree

Strongly Agree

6 *

6. I need to know the processes and institutions of socialization (such as school and family) in your own and other countries.

(ฉันจำเป็นต้องรู้เกี่ยวกับกระบวนการและสถาบันในการสร้างสังคมเช่น โรงเรียนและครอบครัวในประเทศของคุณและประเทศอื่น)

1 2 3 4 5

Strongly Disagree

Strongly Agree

7 *

7. I need to know the important social and cultural distinctions in your own and in other countries.

(ฉันจำเป็นต้องรู้ความแตกต่างที่สำคัญในด้านสังคมและวัฒนธรรมของประเทศคุณและประเทศอื่น)

1 2 3 4 5

Strongly Disagree

Strongly Agree

8 *

8. I need to know the processes of cultural and social interaction in the other countries.

(ฉันจำเป็นต้องรู้กระบวนการปฏิสัมพันธ์ทางวัฒนธรรมและสังคมในประเทศอื่นๆ)

1 2 3 4 5

Strongly Disagree

Strongly Agree

6. Attitude component (items 9-13)

When I interact or communicate with culturally different people,
 เมื่อฉันปฏิสัมพันธ์หรือสื่อสารกับคนที่มีวัฒนธรรมต่างกัน,

9 *

9. I demonstrate a desire to meet people from different cultures on an equal status.

(ฉันแสดงถึงความปรารถนาต้องการที่จะพบผู้คนจากวัฒนธรรมอื่นบนพื้นฐานของความเท่าเทียม)

1 2 3 4 5

Strongly Disagree

Strongly Agree

10 *

10. I demonstrate an interest in learning new perspectives on common practices in other cultures.

(ฉันแสดงถึงความสนใจที่จะเรียนรู้มุมมองใหม่ของวัฒนธรรมอื่น)

1 2 3 4 5

Strongly Disagree

Strongly Agree

11 *

11. I demonstrate a curiosity to question and compare the differences between your own and other cultures.

(ฉันแสดงถึงความอยากรู้อยากเห็นที่จะตั้งคำถามและเปรียบเทียบความแตกต่างระหว่างวัฒนธรรมของตัวเองและวัฒนธรรมอื่น)

1 2 3 4 5

Strongly Disagree

Strongly Agree

12 *

12. I demonstrate a willingness to adapt in changing the behavior of communication appropriately.

(ฉันแสดงถึงความตั้งใจที่จะปรับพฤติกรรมการสื่อสารให้เหมาะสม)

1 2 3 4 5

Strongly Disagree

Strongly Agree

13 *

13. I demonstrate a readiness to interact with people of different cultures using appropriate behavior and gestures.

(ฉันแสดงถึงความพร้อมในการโต้ตอบกับผู้คนในวัฒนธรรมต่างๆ โดยใช้พฤติกรรมและท่าทางที่เหมาะสม)

1 2 3 4 5

Strongly Disagree

Strongly Agree

c. Skills of interpreting and relating factor (items 14-16)

When I interact or communicate with culturally different people,
เมื่อฉันปฏิสัมพันธ์หรือสื่อสารกับคนที่มีวัฒนธรรมต่างกัน,

14 *

14. I am able to interpret different documents or events of others and not judge them because they are from a different culture.

(ฉันสามารถที่จะตีความเอกสารหรือเหตุการณ์ของผู้อื่นโดยไม่ตัดสินเพียงเพราะว่ามีความแตกต่างด้านวัฒนธรรม)

Strongly Disagree 1 2 3 4 5 Strongly Agree

15 *

15. I am able to recognize the misunderstanding/misconception of other cultures.

(ฉันสามารถในการรับรู้ความเข้าใจผิดหรือการมองผิดเกี่ยวกับวัฒนธรรมอื่น)

Strongly Disagree 1 2 3 4 5 Strongly Agree

16 *

16. *I am able to soothe between the intercultural conflicts caused by different interpretations of issues.*

(ฉันความสามารถที่จะลดระดับความขัดแย้งข้ามวัฒนธรรมอันเกิดจากการตีความที่แตกต่างกัน)

1 2 3 4 5

Strongly Disagree

Strongly Agree

d. Skills of discovery and interaction component (items 17-20)

When I interact or communicate with culturally different people,

เมื่อฉันปฏิสัมพันธ์หรือสื่อสารกับคนที่มีวัฒนธรรมต่างกัน,

17 *

17. *I am able to discover the interaction processes, both verbal and non-verbal languages, and know how to apply them in intercultural situations.*

(ฉันสามารถที่จะค้นพบกระบวนการมีปฏิสัมพันธ์ทั้งในเชิงวาจาและแบบไม่ใช้วาจาและรู้จังหวะการใช้ในสถานการณ์ข้ามวัฒนธรรม)

1 2 3 4 5

Strongly Disagree

Strongly Agree

18 *

18. *I am able to use existing intercultural knowledge, skills and attitudes and use them in real-time communication and interaction.*

(ฉันสามารถในการใช้ความรู้ ทักษะและทัศนคติข้ามวัฒนธรรม และใช้ในการสื่อสาร และปฏิสัมพันธ์ตามเวลาจริง)

1 2 3 4 5

Strongly Disagree

Very important

19 *

19. *I am able to acquire new knowledge of contemporary and historical relationships between your own and other cultures.*

(ฉันสามารถที่จะได้ความรู้ใหม่เกี่ยวกับความสัมพันธ์ระหว่างวัฒนธรรมของคุณและวัฒนธรรมอื่นทั้งในอดีตและปัจจุบัน)

1 2 3 4 5

Strongly Disagree

Very important

20 *

20. *I am able to interact appropriately by using intercultural knowledge, skills, and attitudes.*

(ฉันสามารถที่จะมีปฏิสัมพันธ์อย่างเหมาะสมโดยใช้ความรู้ทักษะและทัศนคติระหว่างวัฒนธรรม)

1 2 3 4 5

Strongly Disagree

Strongly Agree

e. Critical cultural awareness factor (items 21-23)

When I interact or communicate with culturally different people,
 เมื่อฉันปฏิสัมพันธ์หรือสื่อสารกับคนที่มีวัฒนธรรมต่างกัน,

21 *

21. I am aware of interpreting significant values in documents and events in your own and other cultures.

(ฉันมีตระหนักรู้เกี่ยวกับการตีความคุณค่าสำคัญจากเอกสารและเหตุการณ์ของวัฒนธรรมของคุณและวัฒนธรรมอื่น)

1 2 3 4 5

Strongly Disagree

Strongly Agree

22 *

22. I am aware of critically analyzing documents and events based on systematic and conscious reasoning.

(ฉันตระหนักรู้เกี่ยวกับการวิเคราะห์เอกสารและเหตุการณ์เชิงวิพากษ์โดยใช้หลักเหตุผลที่เป็นระบบและมีความตระหนักรู้)

1 2 3 4 5

Strongly Disagree

Strongly Agree

23 *

23. I am aware of mediating between people of different cultures and leverage their knowledge, attitudes, and skills to develop a reasoned response.

(ฉันตระหนักรู้เกี่ยวกับไกล่เกลี่ยผู้คนที่มีความเชื่อต่างกัน และใช้ความรู้ ทักษะและทัศนคติเพื่อพัฒนาการตอบโต้ที่มีเหตุผล)

1 2 3 4 5

Strongly Disagree


Strongly Agree

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Intercultural Communicative Competence (ICC) Survey

ICC survey

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Part 3: Intercultural Backgrounds

Have you had any of the intercultural experiences listed below?
(คุณเคยมีประสบการณ์ระหว่างวัฒนธรรมตามรายการด้านล่างหรือไม่)

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Intercultural Communicative Competence (ICC) Survey

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* Required

Travelling/Tourist visit

1. Have you ever visited any foreign country as a tourist? (คุณเคยไปเที่ยวต่างประเทศในฐานะนักท่องเที่ยวหรือไม่) *

Yes


No

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* Indicates required question

Number of countries

1.1 How many countries have you visited? (คุณไปมาแล้วกี่ประเทศ) *

- 1-3
- 4-6
- 7-9
- over 9

Please specify *

Your answer _____

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Intercultural Communicative Competence (ICC) Survey

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* Required

International seminars/tranings/workshops/conferenes

2. Have you ever participated in international seminars / trainings / workshops / conferences? (คุณเคยเข้าร่วมการสัมมนา / การฝึกอบรม / การประชุมเชิงปฏิบัติการ / การประชุมนานาชาติหรือไม่) *

Yes


No

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 Not shared

* Indicates required question

Participating in participated in international seminars / trainings / workshops / conferences

2.1 How many times have you attended? (คุณร่วมมาแล้วกี่ครั้งแล้ว) *

1-3

4-6

7-9

over 9

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Intercultural Communicative Competence (ICC) Survey

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Intercultural Contracts (การติดต่อระหว่างวัฒนธรรม)

How often do you:

1. Contact with co-workers from a country different than your own (individuals)
(ติดต่อกับเพื่อนร่วมงานจากต่างประเทศ) (บุคคล)

- never
- rarely
- sometimes
- often
- always

2. Contact with foreign friends (individuals)(ติดต่อกับเพื่อนต่างชาติ) (บุคคล)

- never
- rarely
- sometimes
- often
- always

3. Contact with the people from a foreign culture or country via Social Media
(ติดต่อผ่าน โซเชียลมีเดีย)

- never
- rarely
- sometimes
- often
- always

I would like to invite you participating in an online interview by email (to be arranged at later date). Please write your email below. Eligible participants will receive a set of gel pen for your time and participation. ขอเชิญคุณเข้าร่วมการสัมภาษณ์ออนไลน์ทางอีเมล (จะแจ้งให้ทราบภายหลัง) กรุณาเขียนอีเมลของคุณ ผู้เข้าร่วมที่มีสิทธิ์จะได้รับชุดปากกาเจลสำหรับการเสียสละเวลาในการเข้าร่วมการสัมภาษณ์

Your answer _____

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Appendix F
Interview protocol

1. What is the highest level of component for intercultural communicative competence?

And Why?

1.1 Can you give the definition of component (you have chosen) came to mind?

And give an example?

2. What is lowest level of component for intercultural communicative competence? And

Why?

2.1 Can you give the definition of component (you have chosen) came to mind?

And give an example?

3. Have you been to another country outside your home homeland? (Travelling and tourist visit)?

3.1 If yes, how many countries have you travelled? (not including a homeland)

4. Have you ever taken part into a seminar/workshop / training related to intercultural communication?

4.1 If yes, how many seminars/workshops / trainings have you participated?

5. How does the travelling or participating in seminars/workshops / trainings (you have had) affect the intercultural communicative competence?

6. Do you have friends from countries other than Thailand and your home country

6.1 If yes, how often are you in contact with them?

7. Do you have Thai co-workers and other countries?

7.1 If yes, how often are you in contact with them?

8. Have you ever used social media to contact people from other countries?

8.1 If yes, how often do you use social media for this purpose during an average week?

9. How does the Intercultural contacts (you have had) affect the intercultural communicative competence?

ข้อคำถามในการสัมภาษณ์

1. ใน 5 องค์ประกอบนั้น, องค์ประกอบอะไร มีระดับสูงที่สุดของการสื่อสารระหว่างวัฒนธรรม
 - 1.1 สำหรับองค์ประกอบที่มีระดับสูงที่สุดนั้น คุณคิดว่า องค์ประกอบ (ที่ถูกสัมภาษณ์ในคำตอบ (หมายความว่าอย่างไรในความคิดของคุณ และยกตัวอย่างสถานการณ์ ที่เกี่ยวข้องกับองค์ประกอบที่ตอบ
2. ใน องค์ประกอบนั้น 5, องค์ประกอบอะไร ที่มีความสำคัญระดับต่ำที่สุดของการสื่อสารระหว่างวัฒนธรรม
 - สำหรับองค์ประกอบที่มีความสำคัญระดับต่ำที่สุดนั้น คุณคิดว่า องค์ประกอบ 2.1(ที่ถูกสัมภาษณ์ใน คำตอบหมายความว่าอย่างไรในความคิดของคุณ พร้อมทั้ง ยกตัวอย่างสถานการณ์ ที่เกี่ยวข้องกับ (องค์ประกอบที่ตอบ
3. คุณเคยไปเที่ยวต่างประเทศหรือไม่
 - 3.1 ถ้าใช่ คุณไปมากี่ประเทศแล้ว
4. คุณเคยเข้าร่วมการฝึกอบรม สัมมนาที่เกี่ยวข้องกับการสื่อสารระหว่าง / การประชุมเชิงปฏิบัติการ / วัฒนธรรมหรือไม่
 - 4.1 ถ้าใช่ การฝึกอบรม สัมมนาระหว่างวัฒนธรรมนานแค่ไหน / การประชุมเชิงปฏิบัติการ /
5. จากประสบการณ์ที่กล่าวมาไม่ว่าจะเป็นการท่องเที่ยวหรือการประชุมสัมมนา คุณคิดว่ามีผลต่อ ความสามารถในการสื่อสารระหว่างวัฒนธรรมหรือไม่
6. คุณมีเพื่อนจากประเทศอื่นที่ไม่ใช่ประเทศไทยหรือไม่)
 - 6.1ถ้าใช่ คุณติดต่อพวกเขาบ่อยแค่ไหน
7. คุณมีเพื่อนร่วมงานจากประเทศอื่นที่ไม่ใช่ประเทศไทยหรือไม่)
 - 7.1 ถ้าใช่ คุณติดต่อพวกเขาบ่อยแค่ไหน
8. คุณเคยใช้โซเชียลมีเดียเพื่อติดต่อกับผู้คนจากประเทศอื่น ๆ หรือไม่
 - 8.1 ถ้าใช่ คุณใช้โซเชียลมีเดียนี้บ่อยแค่ไหนโดยเฉลี่ยในหนึ่งสัปดาห์
- .9 จากประสบการณ์ที่กล่าวมาการติดต่อสื่อสารระหว่างวัฒนธรรม คุณคิดว่ามีผลต่อความสามารถในการ สื่อสารระหว่างวัฒนธรรมอย่างไร



Appendix G
Memorandum for Data Collection



บันทึกข้อความ

วิทยาลัยเทคนิคสมุทรสงคราม
 เลขที่รับ 1354
 วันที่ - 8 พย. 2564
 เวลา 14.15

ส่วนราชการ แผนกสามัญสัมพันธ์ ฝ่ายวิชาการ วิทยาลัยเทคนิคสมุทรสงคราม

ที่ ๑๓ 15๖๗/๒๕๖๔ วันที่ ๗ พฤศจิกายน ๒๕๖๔

เรื่อง ขอความอนุเคราะห์ส่งแบบสอบถามเพื่อเก็บข้อมูลงานวิจัย

เรียน ผู้อำนวยการวิทยาลัยเทคนิคสมุทรสงคราม

ด้วยข้าพเจ้า นางสาววาสนา ทองปาน ตำแหน่ง ครูชำนาญการพิเศษ แผนกสามัญสัมพันธ์ กำลังศึกษาระดับปริญญาเอก หลักสูตรศิลปศาสตรดุษฎีบัณฑิต (ศส.ด.) สาขาภาษาอังกฤษ มหาวิทยาลัยศรีนครินทรวิโรฒ ประสานมิตร ได้ทำปริญญานิพนธ์ หัวข้อ การเปรียบเทียบระดับสมรรถนะการสื่อสารระหว่างวัฒนธรรมของครูไทยและครูต่างชาติที่สอนภาษาอังกฤษในบริบทอาชีวศึกษาไทยและอิทธิพลของภูมิหลังระหว่างวัฒนธรรมที่มีต่อระดับสมรรถนะการสื่อสารระหว่างวัฒนธรรม ซึ่งขณะนี้ได้รับอนุญาตจากคณะกรรมการวิจัยในมนุษย์ เลขที่ใบอนุญาต SWUEC-G-๓๒๔/๒๕๖๔ วันที่ ๕ พฤศจิกายน ๒๕๖๔ เป็นที่เรียบร้อยแล้วและดำเนินการเก็บข้อมูลงานวิจัยต่อไป

แต่เนื่องจากกลุ่มตัวอย่างที่ใช้ในการวิจัยเป็นครูผู้สอนภาษาอังกฤษชาวไทยและครูต่างชาติในวิทยาลัยสังกัดสำนักงานคณะกรรมการการอาชีวศึกษา เพื่อให้การเก็บข้อมูลเป็นไปอย่างรวดเร็วและเรียบร้อย จึงขออนุญาตจากวิทยาลัยฯ ออกหนังสือขอความอนุเคราะห์เก็บข้อมูลและส่งไปยังสถานศึกษาดังรายชื่อวิทยาลัยที่แนบมาผ่านระบบสารบรรณอิเล็กทรอนิกส์

จึงเรียนมาเพื่อโปรดพิจารณาอนุเคราะห์

(Handwritten signature)
 นางสาววาสนา ทองปาน

(Handwritten signature)
 (นางสาววาสนา ทองปาน)
 ครูชำนาญการพิเศษ

(Handwritten signature)
 อ.ทพ
 ๖. ลงนามโดย ร.ท. ติงต๊อง
(Handwritten signature)

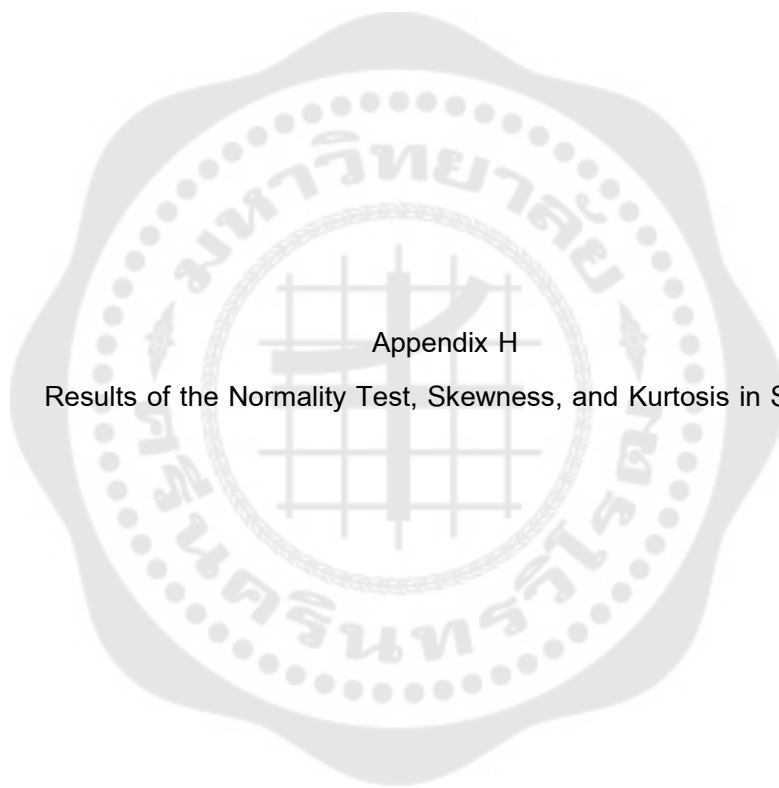
เอกสารแนบท้ายบันทึกข้อความ
ครูผู้สอนภาษาอังกฤษชาวไทย

๑	วิทยาลัยอาชีวศึกษาเชียงราย	๓๐	วิทยาลัยอาชีวศึกษาร้อยเอ็ด
๒	วิทยาลัยการอาชีพเชียงราย	๓๑	วิทยาลัยการอาชีพโพธิ์ทอง
๓	วิทยาลัยเทคนิคเชียงใหม่	๓๒	วิทยาลัยอาชีวศึกษาเลย
๔	วิทยาลัยเกษตรและเทคโนโลยีเชียงใหม่	๓๓	วิทยาลัยเทคนิคสกลนคร
๕	วิทยาลัยเทคนิคบัว	๓๔	วิทยาลัยอาชีวศึกษาสุรินทร์
๖	วิทยาลัยเทคนิคดอกคำใต้	๓๕	วิทยาลัยเทคนิคศรีสะเกษ
๗	วิทยาลัยเกษตรและเทคโนโลยีแพร่	๓๖	วิทยาลัยเทคนิคกันทรลักษ์
๘	วิทยาลัยการอาชีพพนมมิตราธานี	๓๗	วิทยาลัยเทคนิคหนองคาย
แม่ฮ่องสอน		๓๘	วิทยาลัยอาชีวศึกษาอุตรธานี
๙	วิทยาลัยเทคนิคนครลำปาง	๓๙	วิทยาลัยการอาชีพภูมทาวปี
๑๐	วิทยาลัยเทคนิคลำพูน	๔๐	วิทยาลัยอาชีวศึกษาอุบลราชธานี
๑๑	วิทยาลัยการอาชีพบ้านโฮ้ง	๔๑	วิทยาลัยเทคนิคตระการพิษผล
๑๒	วิทยาลัยอาชีวศึกษาอุตรดิตถ์	๔๒	วิทยาลัยเทคนิคเขมราฐ
๑๓	วิทยาลัยเทคนิคกาฬสินธุ์	๔๓	วิทยาลัยเทคนิคมินบุรี
๑๔	วิทยาลัยเทคนิคเขาวง	๔๔	วิทยาลัยพณิชยการบางนา
๑๕	วิทยาลัยการอาชีพห้วยผึ้ง	๔๕	วิทยาลัยบริหารธุรกิจและการท่องเที่ยว
๑๖	วิทยาลัยอาชีวศึกษาขอนแก่น	กรุงเทพ	
๑๗	วิทยาลัยเทคนิคชุมแพ	๔๖	กาญจนาภิเษกวิทยาลัยช่างทองหลวง
๑๘	วิทยาลัยการอาชีพพล	๔๗	วิทยาลัยพณิชยการธนบุรี
๑๙	วิทยาลัยเกษตรและเทคโนโลยีชัยภูมิ	๔๘	วิทยาลัยเทคนิคกำแพงเพชร
๒๐	วิทยาลัยเทคนิคนครพนม	๔๙	วิทยาลัยเทคนิคชัยนาท
๒๑	วิทยาลัยเทคนิคนครราชสีมา	๕๐	วิทยาลัยการอาชีพนครนายก
๒๒	วิทยาลัยเทคนิคสุรนารี	๕๑	วิทยาลัยเทคนิคนครปฐม
๒๓	วิทยาลัยบริหารธุรกิจและการท่องเที่ยว	๕๒	วิทยาลัยเทคนิคแม่เวิก
นครราชสีมา		๕๓	วิทยาลัยเทคนิคปทุมธานี
๒๔	วิทยาลัยเทคนิคบัวใหญ่	๕๔	วิทยาลัยการอาชีวศึกษาปทุมธานี
๒๕	วิทยาลัยเทคนิคบุรีรัมย์	๕๕	วิทยาลัยเทคนิคอุตสาหกรรมยานยนต์
๒๖	วิทยาลัยเทคนิคมหาสารคาม	๕๖	วิทยาลัยอาชีวศึกษาพระนครศรีอยุธยา
๒๗	วิทยาลัยสารพัดช่างมหาสารคาม	๕๗	วิทยาลัยสารพัดช่างพระนครศรีอยุธยา
๒๘	วิทยาลัยการอาชีพพนมมิตราธานี	๕๘	วิทยาลัยเทคนิคพิษณุโลก
มุกดาหาร		๕๙	วิทยาลัยอาชีวศึกษาพิษณุโลก
๒๙	วิทยาลัยเทคนิคยโสธร	๖๐	วิทยาลัยเทคนิคเพชรบูรณ์

๖๑	วิทยาลัยสารพัดช่างเพชรบูรณ์	๙๒	วิทยาลัยการอาชีพกันตัง
๖๒	วิทยาลัยเกษตรและเทคโนโลยีลพบุรี	๙๓	วิทยาลัยเทคนิคนครศรีธรรมราช
๖๓	วิทยาลัยเทคนิคสมุทรปราการ	๙๔	วิทยาลัยเทคนิคทุ่งสง
๖๔	วิทยาลัยการอาชีพพระสมุทรเจดีย์	๙๕	วิทยาลัยการอาชีพกันตัง
๖๕	วิทยาลัยสารพัดช่างสมุทรสงคราม	๙๖	วิทยาลัยการอาชีพนครศรีธรรมราช
๖๖	วิทยาลัยเทคนิคสมุทรสาคร	๙๗	วิทยาลัยการอาชีพพนมทวน
๖๗	วิทยาลัยประมงสมุทรสาคร	๙๘	วิทยาลัยเทคโนโลยีและอุตสาหกรรมการ ต่อเรือนครศรีธรรมราช
๖๘	วิทยาลัยเทคนิคสิงห์บุรี แห่งที่ ๒	๙๙	วิทยาลัยเกษตรและเทคโนโลยี นครศรีธรรมราช
๖๙	วิทยาลัยการอาชีพศรีสังขมาลัย	๑๐๐	วิทยาลัยการอาชีพนครศรีธรรมราช
๗๐	วิทยาลัยเกษตรและเทคโนโลยีสุพรรณบุรี	๑๐๑	วิทยาลัยเทคนิคปัตตานี
๗๑	วิทยาลัยเทคนิคท่าหลวงซิเมนต์ไทย อนุสรณ์	๑๐๒	วิทยาลัยการอาชีพท้ายเหมือง
๗๒	วิทยาลัยการอาชีพโพธิ์ทอง	๑๐๓	วิทยาลัยเทคนิคพัทลุง
๗๓	วิทยาลัยสารพัดช่างจันทบุรี	๑๐๔	วิทยาลัยเทคนิคป่าพะยอม
๗๔	วิทยาลัยการอาชีพนายายอาม	๑๐๕	วิทยาลัยสารพัดช่างภูเก็ต
๗๕	วิทยาลัยเทคนิคจุฬารัตน์ (ลาดขวาง)	๑๐๖	วิทยาลัยการอาชีพกระบี่
๗๖	วิทยาลัยเทคนิคพนมสารคาม	๑๐๗	วิทยาลัยอาชีวศึกษาสงขลา
๗๗	วิทยาลัยเทคนิคสัตหีบ	๑๐๘	วิทยาลัยการอาชีพนาทวี
๗๘	วิทยาลัยเทคนิคบางแสน	๑๐๙	วิทยาลัยบริหารธุรกิจและการท่องเที่ยว มุย
๗๙	วิทยาลัยเทคนิคตราด	๑๑๐	วิทยาลัยเทคนิคเพชรบุรี
๘๐	วิทยาลัยสารพัดช่างตราด	๑๑๑	วิทยาลัยเทคนิคมาบตาพุด
๘๑	วิทยาลัยเทคนิคบ้านค่าย	๑๑๒	วิทยาลัยการอาชีพบ่อไร่
๘๒	วิทยาลัยสารพัดช่างกาญจนบุรี	๑๑๓	วิทยาลัยสารพัดช่างอุตรดิตถ์
๘๓	วิทยาลัยการอาชีพกาญจนบุรี	๑๑๔	วิทยาลัยเกษตรและเทคโนโลยีเพชรบุรี
๘๔	วิทยาลัยเทคนิคตาก	๑๑๕	วิทยาลัยการอาชีพตรัง
๘๕	วิทยาลัยการอาชีพวังไกลกังวล	๑๑๖	วิทยาลัยเทคนิคสิงห์บุรี แห่งที่๒
๘๖	วิทยาลัยการอาชีพบ้านลาด	๑๑๗	วิทยาลัยเทคนิควังน้ำเย็น
๘๗	วิทยาลัยเทคนิคราชบุรี แห่งที่ ๒	๑๑๘	วิทยาลัยการอาชีพเวียงสระ
๘๘	วิทยาลัยเทคนิคโพธาราม	๑๑๙	วิทยาลัยการอาชีพควนขนุน
๘๙	วิทยาลัยสารพัดช่างราชบุรี	๑๒๐	วิทยาลัยการอาชีพปัตตานี
๙๐	วิทยาลัยอาชีวศึกษาชุมพร		
๙๑	วิทยาลัยสารพัดช่างตรัง		

ครูต่างชาติ

๑	วิทยาลัยอาชีวศึกษาเชียงราย	๓๑	วิทยาลัยเทคนิคพิษณุโลก
๒	วิทยาลัยเทคนิคเชียงใหม่	๓๒	วิทยาลัยอาชีวศึกษาพิษณุโลก
๓	วิทยาลัยอาชีวศึกษาเชียงใหม่	๓๓	วิทยาลัยพณิชยการบึงพระพิษณุโลก
๔	วิทยาลัยอาชีวศึกษาอุตรดิตถ์	๓๔	วิทยาลัยเทคนิคเพชรบูรณ์
๕	วิทยาลัยเทคนิคขอนแก่น	๓๕	วิทยาลัยเทคนิคลพบุรี
๖	วิทยาลัยอาชีวศึกษาขอนแก่น	๓๖	วิทยาลัยเทคนิคสุโขทัย
๗	วิทยาลัยเทคนิคนครพนม	๓๗	วิทยาลัยเทคนิคสุพรรณบุรี
๘	วิทยาลัยเทคนิคสุรนารี	๓๘	วิทยาลัยอาชีวศึกษาสุพรรณบุรี
๙	วิทยาลัยเทคนิคบุรีรัมย์	๓๙	วิทยาลัยเทคนิคสระบุรี
๑๐	วิทยาลัยอาชีวศึกษาร้อยเอ็ด	๔๐	วิทยาลัยเทคนิคท่าหลวงซิเมนต์ไทย อนุสรณ์
๑๑	วิทยาลัยอาชีวศึกษาเลย	๔๑	วิทยาลัยเทคนิคอุทัยธานี
๑๒	วิทยาลัยเทคนิคสกลนคร	๔๒	วิทยาลัยเทคนิคจุฬารัตน์ (ลาดขวาง)
๑๓	วิทยาลัยเทคนิคสุรินทร์	๔๓	วิทยาลัยเทคนิคชลบุรี
๑๔	วิทยาลัยเทคนิคศรีสะเกษ	๔๔	วิทยาลัยเทคนิคสัณฑ์
๑๕	วิทยาลัยอาชีวศึกษาหนองคาย	๔๕	วิทยาลัยอาชีวศึกษาชลบุรี
๑๖	วิทยาลัยเทคนิคมีนบุรี	๔๖	วิทยาลัยเทคนิคระยอง
๑๗	วิทยาลัยพณิชยการบางนา	๔๗	วิทยาลัยอาชีวศึกษากาญจนบุรี
๑๘	วิทยาลัยพณิชยการอินทราชัย	๔๘	วิทยาลัยเทคนิคราชบุรี
๑๙	วิทยาลัยอาชีวศึกษาเอี่ยมละออ	๔๙	วิทยาลัยอาชีวศึกษาภูเก็ต
๒๐	วิทยาลัยบริหารธุรกิจและการท่องเที่ยว กรุงเทพ		
๒๑	วิทยาลัยพณิชยการเขตพนม		
๒๒	วิทยาลัยอาชีวศึกษาเสาวภา		
๒๓	วิทยาลัยเทคนิคชัยนาท		
๒๔	วิทยาลัยเทคนิคนครสวรรค์		
๒๕	วิทยาลัยอาชีวศึกษานครสวรรค์		
๒๖	วิทยาลัยเทคนิคปทุมธานี		
๒๗	วิทยาลัยเทคนิคฉะเชิงเทรา		
๒๘	วิทยาลัยการอาชีวศึกษาปทุมธานี		
๒๙	วิทยาลัยเทคนิคพระนครศรีอยุธยา		
๓๐	วิทยาลัยเทคนิคพิจิตร		



Appendix H

Results of the Normality Test, Skewness, and Kurtosis in SPSS

1. Results of the Normality Test for (Research Question 2)

Tests of Normality

Types	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
TOTAL Thai Teachers	.060	113	.200*	.982	113	.131
International Teachers	.128	36	.142	.960	36	.211

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

2. International traveling sub-factor

2.1 Result of the Skewness and Kutosis

Descriptives^a

Types		Statistic	Std. Error	
TOTAL	1.00	Mean	91.8701	
		95% Confidence Interval for Mean		
		Lower Bound	89.1010	
		Upper Bound	94.6393	
		5% Trimmed Mean	92.0433	
		Median	92.0000	
		Variance	148.851	
		Std. Deviation	12.20046	
		Minimum	57.00	
		Maximum	115.00	
		Range	58.00	
		Interquartile Range	18.00	
		Skewness	-.178	.274
		Kurtosis	-.089	.541
2.00		Mean	101.6389	
		95% Confidence Interval for Mean		
		Lower Bound	98.8148	
		Upper Bound	104.4630	
		5% Trimmed Mean	101.8765	
		Median	103.0000	
		Variance	69.666	
		Std. Deviation	8.34661	
		Minimum	84.00	
		Maximum	115.00	
		Range	31.00	
		Interquartile Range	12.75	
		Skewness	-.488	.393
		Kurtosis	-.466	.768

a. TravelYN = 1

2.1 Result of the Shapiro-Wilk finding

Tests of Normality^a

	Types	Kolmogorov-Smirnov ^b			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
TOTAL	1.00	.076	77	.200*	.985	77	.506
	2.00	.128	36	.142	.960	36	.211

*. This is a lower bound of the true significance.

a. TravelYN = 1

b. Lilliefors Significance Correction

2.3 Result of the Skewness and Kutosis

Tests of Normality^a

	NoCoutryTra	Kolmogorov-Smirnov ^b			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
TOTAL	1	.076	73	.200*	.976	73	.188
	2	.153	23	.174	.957	23	.409
	3	.173	12	.200*	.935	12	.440
	4	.190	5	.200*	.971	5	.879

*. This is a lower bound of the true significance.

a. TravelYN = 1

b. Lilliefors Significance Correction

2.4 Result of Levene's Test in SPSS

Levene's Test of Equality of Error Variances^{a,b}

Dependent Variable: TOTAL

F	df1	df2	Sig.
1.774	7	105	.100

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. TravelYN = 1

b. Design: Intercept + Types + NoCoutryTra + Types * NoCoutryTra

3. International seminars/workshops/trainings sub-factor

3.1 Result of the Skewness and Kutosis

Descriptives						
Types			Statistic	Std. Error		
TOTAL	Thai Teachers	Mean	94.1607	1.66472		
		95% Confidence Interval for Mean	Lower Bound	90.8245		
			Upper Bound	97.4969		
		5% Trimmed Mean	94.5595			
		Median	95.0000			
		Variance	155.192			
		Std. Deviation	12.45760			
		Minimum	57.00			
		Maximum	115.00			
		Range	58.00			
		Interquartile Range	16.75			
		Skewness	-.504	.319		
		Kurtosis	.218	.628		
			International Teachers	Mean	103.3333	2.14028
				95% Confidence Interval for Mean	Lower Bound	98.6226
Upper Bound	108.0441					
5% Trimmed Mean	103.4259					
Median	103.5000					
Variance	54.970					
Std. Deviation	7.41416					
Minimum	90.00					
Maximum	115.00					
Range	25.00					
Interquartile Range	11.00					
Skewness	-.154			.637		
Kurtosis	-.394			1.232		

3.2 Result of the Shapiro-Wilk

Tests of Normality

Types	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
TOTAL Thai Teachers	.100	56	.200 [*]	.972	56	.224
International Teachers	.095	12	.200 [*]	.984	12	.996

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

3.3 Result of Levene's Test

Levene's Test of Equality of Error Variances^a

Dependent Variable: ICC level

F	df1	df2	Sig.
2.000	7	141	.059

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Types + InterFriends + Types * InterFriends

INTERCULTURAL CONTACTS

4. International friends contact

4.1 Result of the Skewness and Kutosis

Descriptives

2. Contact with international friends			Statistic	Std. Error		
ICC level	never	Mean	87.0500	2.49892		
		95% Confidence Interval for Mean	Lower Bound Upper Bound	81.8197 92.2803		
		5% Trimmed Mean		86.5556		
		Median		87.0000		
		Variance		124.892		
		Std. Deviation		11.17551		
		Minimum		68.00		
		Maximum		115.00		
		Range		47.00		
		Interquartile Range		11.50		
		Skewness		.410	.512	
		Kurtosis		1.020	.992	
			rarely	Mean	88.2727	3.34598
				95% Confidence Interval for Mean	Lower Bound Upper Bound	81.3144 95.2311
5% Trimmed Mean				88.9747		
Median				92.5000		
Variance				246.303		
Std. Deviation				15.69404		
Minimum				57.00		
Maximum				107.00		
Range				50.00		
Interquartile Range				23.00		
Skewness				-.796	.491	
Kurtosis				-.228	.953	
	sometimes			Mean	93.2131	1.59681
				95% Confidence Interval for Mean	Lower Bound Upper Bound	90.0190 96.4072
		5% Trimmed Mean		93.3989		
		Median		93.0000		
		Variance		155.537		
		Std. Deviation		12.47145		
		Minimum		67.00		
		Maximum		115.00		
		Range		48.00		
		Interquartile Range		18.00		
		Skewness		-.128	.306	
		Kurtosis		-.661	.604	
			often	Mean	97.2500	2.14835
				95% Confidence Interval for Mean	Lower Bound Upper Bound	92.8419 101.6581
5% Trimmed Mean				97.6905		
Median				96.0000		
Variance				129.231		
Std. Deviation				11.36800		
Minimum				69.00		
Maximum				115.00		
Range				46.00		
Interquartile Range				16.50		
Skewness				-.447	.441	
Kurtosis				-.008	.858	
	always			Mean	102.8889	1.75248
				95% Confidence Interval for Mean	Lower Bound Upper Bound	99.1915 106.5863
		5% Trimmed Mean		103.0432		
		Median		104.0000		
		Variance		55.281		
		Std. Deviation		7.43512		
		Minimum		88.00		
		Maximum		115.00		
		Range		27.00		
		Interquartile Range		10.25		
		Skewness		-.461	.536	
		Kurtosis		-.457	1.038	

4.2 Result of the Shapiro-Wilk

Tests of Normality

2. Contact with international friends		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
ICC level	never	.138	20	.200 [*]	.953	20	.419
	rarely	.139	22	.200 [*]	.903	22	.034
	sometimes	.071	61	.200 [*]	.978	61	.326
	often	.109	28	.200 [*]	.964	28	.436
	always	.154	18	.200 [*]	.954	18	.497

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

5. Colleagues contact

5.1 Result of the Skewness and Kurtosis

Descriptives

Types of Teachers			Statistic	Std. Error	
ICC level	Thai Teachers	Mean	91.0177	1.23188	
		95% Confidence Interval for Mean	Lower Bound	88.5769	
			Upper Bound	93.4585	
		5% Trimmed Mean	91.2753		
		Median	92.0000		
		Variance	171.482		
		Std. Deviation	13.09511		
		Minimum	57.00		
		Maximum	115.00		
		Range	58.00		
		Interquartile Range	16.50		
		Skewness	-.279	.227	
		Kurtosis	-.152	.451	
International Teachers	International Teachers	Mean	101.6389	1.39110	
		95% Confidence Interval for Mean	Lower Bound	98.8148	
			Upper Bound	104.4630	
		5% Trimmed Mean	101.8765		
		Median	103.0000		
		Variance	69.666		
		Std. Deviation	8.34661		
		Minimum	84.00		
		Maximum	115.00		
		Range	31.00		
		Interquartile Range	12.75		
		Skewness	-.488	.393	
		Kurtosis	-.466	.768	

Descriptives

1. Contact with co-workers from a country different than your own			Statistic	Std. Error		
ICC level	never	Mean	83.3250	1.97983		
		95% Confidence Interval for Mean	Lower Bound 87.3296			
		5% Trimmed Mean	83.3611			
		Median	85.5000			
		Variance	156.789			
		Std. Deviation	12.52155			
		Minimum	57.00			
		Maximum	115.00			
		Range	58.00			
		Interquartile Range	16.50			
		Skewness	-.161	.374		
		Kurtosis	.215	.733		
		rarely		Mean	91.6667	2.40667
				95% Confidence Interval for Mean	Lower Bound 96.6869	
5% Trimmed Mean	92.0556					
Median	92.0000					
Variance	121.633					
Std. Deviation	11.02875					
Minimum	69.00					
Maximum	107.00					
Range	38.00					
Interquartile Range	17.50					
Skewness	-.318			.501		
Kurtosis	-.678			.972		
sometimes				Mean	96.9545	1.76439
				95% Confidence Interval for Mean	Lower Bound 100.5128	
		5% Trimmed Mean	97.3434			
		Median	98.0000			
		Variance	136.975			
		Std. Deviation	11.70362			
		Minimum	68.00			
		Maximum	115.00			
		Range	47.00			
		Interquartile Range	18.75			
		Skewness	-.325	.357		
		Kurtosis	-.517	.702		
		often		Mean	99.5652	2.05731
				95% Confidence Interval for Mean	Lower Bound 103.8318	
5% Trimmed Mean	99.8841					
Median	103.0000					
Variance	97.348					
Std. Deviation	9.86650					
Minimum	78.00					
Maximum	115.00					
Range	37.00					
Interquartile Range	16.00					
Skewness	-.418			.481		
Kurtosis	-.752			.935		
always				Mean	101.4286	1.72043
				95% Confidence Interval for Mean	Lower Bound 105.0173	
		5% Trimmed Mean	101.4735			
		Median	102.0000			
		Variance	62.157			
		Std. Deviation	7.88398			
		Minimum	87.00			
		Maximum	115.00			
		Range	28.00			
		Interquartile Range	11.50			
		Skewness	.002	.501		
		Kurtosis	-.404	.972		

5.2 Result of the Shapiro-Wilk

Tests of Normality

Types of Teachers		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
ICC level	Thai Teachers	.059	113	.200 [*]	.982	113	.125
	International Teachers	.128	36	.142	.960	36	.211

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Tests of Normality

1. Contact with co-workers from a country different than your own		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
ICC level	never	.103	40	.200 [*]	.976	40	.547
	rarely	.106	21	.200 [*]	.957	21	.460
	sometimes	.106	44	.200 [*]	.970	44	.303
	often	.166	23	.101	.930	23	.111
	always	.100	21	.200 [*]	.969	21	.722

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

5.3 Result of Levene's Test

Levene's Test of Equality of Error Variances^a

Dependent Variable: ICC level

F	df1	df2	Sig.
1.567	8	140	.140

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Types + CoWorkers1 + Types * CoWorkers1

5.4 Result of Post Hoc Tests

Multiple Comparisons

Dependent Variable: ICC level

	(I) 1. Contact with co-workers from a country different than your own	(J) 1. Contact with co-workers from a country different than your own	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Scheffe	never	rarely	-8.3417	2.96976	.102	-17.6125	.9292
		sometimes	-13.6295*	2.40757	.000	-21.1454	-6.1137
		often	-16.2402*	2.88385	.000	-25.2429	-7.2376
		always	-18.1036*	2.96976	.000	-27.3744	-8.8327
	rarely	never	8.3417	2.96976	.102	-.9292	17.6125
		sometimes	-5.2879	2.92292	.516	-14.4125	3.8367
		often	-7.8986	3.32621	.234	-18.2821	2.4850
		always	-9.7619	3.40096	.089	-20.3788	.8550
	sometimes	never	13.6295*	2.40757	.000	6.1137	21.1454
		rarely	5.2879	2.92292	.516	-3.8367	14.4125
		often	-2.6107	2.83559	.931	-11.4627	6.2413
		always	-4.4740	2.92292	.673	-13.5986	4.6506
	often	never	16.2402*	2.88385	.000	7.2376	25.2429
		rarely	7.8986	3.32621	.234	-2.4850	18.2821
		sometimes	2.6107	2.83559	.931	-6.2413	11.4627
		always	-1.8634	3.32621	.989	-12.2469	8.5202
	always	never	18.1036*	2.96976	.000	8.8327	27.3744
		rarely	9.7619	3.40096	.089	-.8550	20.3788
		sometimes	4.4740	2.92292	.673	-4.6506	13.5986
		often	1.8634	3.32621	.989	-8.5202	12.2469
LSD	never	rarely	-8.3417	2.96976	.006	-14.2130	-2.4703
		sometimes	-13.6295*	2.40757	.000	-18.3895	-8.8696
		often	-16.2402*	2.88385	.000	-21.9417	-10.5387
		always	-18.1036*	2.96976	.000	-23.9750	-12.2322
	rarely	never	8.3417	2.96976	.006	2.4703	14.2130
		sometimes	-5.2879	2.92292	.073	-11.0667	.4909
		often	-7.8986*	3.32621	.019	-14.4746	-1.3225
		always	-9.7619*	3.40096	.005	-16.4858	-3.0380
	sometimes	never	13.6295*	2.40757	.000	8.8696	18.3895
		rarely	5.2879	2.92292	.073	-.4909	11.0667
		often	-2.6107	2.83559	.359	-8.2168	2.9954
		always	-4.4740	2.92292	.128	-10.2528	1.3047
	often	never	16.2402*	2.88385	.000	10.5387	21.9417
		rarely	7.8986*	3.32621	.019	1.3225	14.4746
		sometimes	2.6107	2.83559	.359	-2.9954	8.2168
		always	-1.8634	3.32621	.576	-8.4394	4.7127
	always	never	18.1036*	2.96976	.000	12.2322	23.9750
		rarely	9.7619*	3.40096	.005	3.0380	16.4858
		sometimes	4.4740	2.92292	.128	-1.3047	10.2528
		often	1.8634	3.32621	.576	-4.7127	8.4394
Bonferroni	never	rarely	-8.3417	2.96976	.057	-16.8120	.1287
		sometimes	-13.6295*	2.40757	.000	-20.4964	-6.7626
		often	-16.2402*	2.88385	.000	-24.4656	-8.0149
		always	-18.1036*	2.96976	.000	-26.5739	-9.6332
	rarely	never	8.3417	2.96976	.057	-.1287	16.8120
		sometimes	-5.2879	2.92292	.726	-13.6247	3.0489
		often	-7.8986	3.32621	.189	-17.3856	1.5885
		always	-9.7619*	3.40096	.047	-19.4621	-.0617
	sometimes	never	13.6295*	2.40757	.000	6.7626	20.4964
		rarely	5.2879	2.92292	.726	-3.0489	13.6247
		often	-2.6107	2.83559	1.000	-10.6984	5.4770
		always	-4.4740	2.92292	1.000	-12.8108	3.8627
	often	never	16.2402*	2.88385	.000	8.0149	24.4656
		rarely	7.8986	3.32621	.189	-1.5885	17.3856
		sometimes	2.6107	2.83559	1.000	-5.4770	10.6984
		always	-1.8634	3.32621	1.000	-11.3504	7.6237
	always	never	18.1036*	2.96976	.000	9.6332	26.5739
		rarely	9.7619*	3.40096	.047	.0617	19.4621
		sometimes	4.4740	2.92292	1.000	-3.8627	12.8108
		often	1.8634	3.32621	1.000	-7.6237	11.3504

Based on observed means.

The error term is Mean Square(Error) = 121.449.

*. The mean difference is significant at the 0.05 level.

6. Social media contact

6.1 Result of the Skewness and Kutosis

			Descriptives		
Types of Teachers			Statistic	Std. Error	
ICC level	Thai Teachers	Mean	91.0177	1.23188	
		95% Confidence Interval for Mean	Lower Bound	88.5769	
			Upper Bound	93.4585	
		5% Trimmed Mean	91.2753		
		Median	92.0000		
		Variance	171.482		
		Std. Deviation	13.09511		
		Minimum	57.00		
		Maximum	115.00		
		Range	58.00		
		Interquartile Range	16.50		
		Skewness	-.279	.227	
		Kurtosis	-.152	.451	
		International Teachers	International Teachers	Mean	101.6389
95% Confidence Interval for Mean	Lower Bound			98.8148	
	Upper Bound			104.4630	
5% Trimmed Mean	101.8765				
Median	103.0000				
Variance	69.666				
Std. Deviation	8.34661				
Minimum	84.00				
Maximum	115.00				
Range	31.00				
Interquartile Range	12.75				
Skewness	-.488			.393	
Kurtosis	-.466			.768	

6.2 Result the Shapiro-Wilk

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Types of Teachers		Statistic	df	Sig.	Statistic	df	Sig.
ICC level	Thai Teachers	.059	113	.200 [*]	.982	113	.125
	International Teachers	.128	36	.142	.960	36	.211

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Tests of Normality

3. Contact with the people from a foreign culture or country via Social Media	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
ICC level never	.165	21	.138	.954	21	.408
rarely	.130	23	.200 [*]	.968	23	.631
sometimes	.084	60	.200 [*]	.976	60	.284
often	.109	14	.200 [*]	.976	14	.946
5	.143	31	.109	.956	31	.225

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

6.3 Result of Levene's Test

Levene's Test of Equality of Error Variances^a

Dependent Variable: ICC level

F	df1	df2	Sig.
1.502	9	139	.153

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Types + SocialMedia + Types * SocialMedia



Appendix I

Qualitative Data Screenshot in NVIVO Software (Version 12 PLUS)

1. The Main Display of Themes and Sub-Themes

The screenshot shows the NVivo software interface. The sidebar on the left contains navigation options: 'Quick Access', 'IMPORT' (Data), 'ORGANIZE' (Coding, Cases, Notes, Sets), and 'Sets'. The main window displays the 'Codes' list, which is a table with the following columns: Name, Files, References, Created on, Created by, Modified on, and Modified by. The table contains 12 rows of data, each representing a code with its associated file count, reference count, creation date, creator, and modifier.

Name	Files	References	Created on	Created by	Modified on	Modified by
Most important - ATTITUDE	1	5	18/4/2566 9:	WATSANA	18/4/2566 1	WATSANA
Most important - KNOWLEDGE	2	7	18/4/2566 9:	WATSANA	18/4/2566 1	WATSANA
Most-SKILLS of INTERPRETING and REL	1	2	18/4/2566 9:	WATSANA	18/4/2566 1	WATSANA
Least - Critical Cultural Awareness	2	14	18/4/2566 9:	WATSANA	18/4/2566 1	NV
Least- Attitude	1	1	18/4/2566 9:	WATSANA	18/4/2566 1	WATSANA
Least- Skills of Discovery and Interaction	1	1	18/4/2566 9:	WATSANA	18/4/2566 1	WATSANA
Least -Skills of Interpretation and Relatin	1	2	18/4/2566 9:	WATSANA	18/4/2566 1	WATSANA
Effect of Intercultural experiences	2	15	18/4/2566 9:	WATSANA	18/4/2566 1	WATSANA
Effect of intercultural contact	2	15	18/4/2566 9:	WATSANA	18/4/2566 1	WATSANA
Pos hoc - Frequency	2	8	18/4/2566 9:	WATSANA	18/4/2566 1	NV

At the bottom of the interface, it shows 'WATSANA 10 Items'.

VITA

