

กลยุทธ์การสื่อสารระหว่างวัฒนธรรมและความสามารถปรับตัวทางวิชาการ
ของนักศึกษาระดับปริญญาตรีชาวจีนและชาวไทยที่ใช้ภาษาอังกฤษ
ในบริบทการเรียนการสอนออนไลน์ในมหาวิทยาลัยไทย
INTERCULTURAL COMMUNICATION STRATEGIES AND ACADEMIC ADAPTATION
COMPETENCE OF CHINESE AND THAI UNDERGRADUATE STUDENTS USING
ENGLISH IN A THAI UNIVERSITY ONLINE INSTRUCTION CONTEXT

กรรณิการ์ คันทามาต^{1*}, คมกฤษ ตาชม², พณินทรา ธีรานนท์³ และ สุกัญญา เกาะวิวัฒนากุล⁴
Kannikar Kantamas^{1*}, Khomkrit Tachom², Phanintra Teeranont³ and Sukanya Kaowiwattanakul⁴

มหาวิทยาลัยพะเยา, 19, ต. แม่กา อ.เมืองพะเยา จ.พะเยา 56000^{1,2,3,4}

University of Phayao, 19 Moo 2, Maeka Sub-district, Muang District, Phayao Province, 56000^{1,2,3,4}

*Corresponding author E-mail: Kantamas.kannikar2022@gmail.com

(Received: 26 Apr, 2022; Revised: 27 Dec, 2022; Accepted: 27 Dec, 2022)

บทคัดย่อ

การวิจัยครั้งนี้ เป็นวิจัยแบบผสมผสาน มีวัตถุประสงค์เพื่อศึกษากลยุทธ์การสื่อสารระหว่างวัฒนธรรมของนักศึกษาระดับปริญญาตรีชาวจีนและชาวไทยที่ใช้ภาษาอังกฤษในบริบทการเรียนการสอนออนไลน์ในมหาวิทยาลัยไทย เครื่องมือที่ใช้ในการศึกษาครั้งนี้ได้แก่ แบบสอบถามแบบกึ่งโครงสร้างออนไลน์ และแบบสัมภาษณ์เชิงลึกออนไลน์ กลุ่มตัวอย่างได้แก่ นักศึกษาระดับปริญญาตรีชั้นปีที่ 4 ชาวไทย จำนวน 40 คน และชาวจีน จำนวน 40 คน สาขาวิชาเอกภาษาอังกฤษศึกษา คณะมนุษยศาสตร์ มหาวิทยาลัยราชภัฏเชียงราย ในระหว่างปีการศึกษา 2564 โดยใช้เทคนิคการสุ่มตัวอย่างแบบเจาะจง สำหรับข้อมูลเชิงปริมาณวิเคราะห์โดยใช้ค่าร้อยละ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน (S.D.) และข้อมูลเชิงคุณภาพวิเคราะห์ข้อมูลโดยการวิเคราะห์เนื้อหา ผลการศึกษาพบว่านักศึกษาระดับปริญญาตรีชาวจีนใช้กลยุทธ์การสื่อสารระหว่างวัฒนธรรมในสถาบันการศึกษาระดับอุดมศึกษาไทยในกำกับของรัฐด้านความรู้ อยู่ในระดับปานกลาง ในขณะที่นักศึกษาระดับปริญญาตรีชาวไทยใช้กลยุทธ์การสื่อสารระหว่างวัฒนธรรมในมหาวิทยาลัยไทย ด้านความตระหนักรู้ทางวัฒนธรรม อยู่ในระดับปานกลาง ส่วนความสามารถในการปรับตัวทางวิชาการของนักศึกษาระดับปริญญาตรีชาวจีนและชาวไทยทั้งก่อน ระหว่าง และหลังเรียนภาษาอังกฤษในบริบทการเรียนการสอนออนไลน์ในมหาวิทยาลัยไทย พบว่า ทั้งสองกลุ่มสามารถปรับตัวทางวิชาการทั้งก่อน ระหว่าง และหลังภาษาอังกฤษในบริบทการเรียนการสอนออนไลน์ในมหาวิทยาลัยไทย เมื่อมีการปฏิสัมพันธ์ทางสังคมระหว่างชาวจีนและชาวไทย และส่วนการศึกษาครั้งนี้จะเป็นแหล่งข้อมูลเชิงลึกสำหรับการศึกษาเพิ่มเติมและโครงการฝึกอบรมต่าง ๆ เพื่อช่วยให้ทั้งคู่สนทนาวชาวจีนและชาวไทยเข้าใจกระบวนการปรับตัวทางวิชาการ และค้นพบวิธีการที่เหมาะสมในการจัดการความไม่ตรงกันระหว่างวัฒนธรรมที่เกิดขึ้นในสภาพแวดล้อมทางวิชาการที่ใช้ภาษาไทย

คำสำคัญ: กลยุทธ์การสื่อสารระหว่างวัฒนธรรม, ความสามารถในการปรับตัวเชิงวิชาการ, การสอนภาษาอังกฤษ, การเรียนการสอนออนไลน์

¹ นักศึกษาหลักสูตรปรัชญาดุษฎีบัณฑิต สาขาวิชาภาษาอังกฤษ คณะศิลปศาสตร์

^{2,4} ผู้ช่วยศาสตราจารย์ ดร. สาขาวิชาภาษาอังกฤษ คณะศิลปศาสตร์

³ รองศาสตราจารย์ ดร. ฝ่ายวิจัย.

ABSTRACT

This research is a mixed method research, the purpose of this dissertation aimed to scrutinize intercultural communication strategies (ICS) and academic adaptation competence (AAC) of Chinese and Thai undergraduate students using English as an online instruction (EIO) when encountering their intercultural communication problems in a Thai university online instruction context. The instruments were both online semi-structured questionnaires and online in-depth interviews were conducted with 40 fourth-year Thai and 40 fourth-year Chinese undergraduate students majoring in English Studies at the Faculty of Humanities, Chiang Rai Rajabhat in 2021 academic year, selected by the purposive sampling technique. The quantitative data were systematically analyzed using frequency, percentage, mean, and standard deviation (S.D.), and the qualitative data with its content analysis were also summarized and categorized in themes. Results of the study revealed that the Chinese undergraduate students' intercultural communication strategies (ICS) related to their knowledge were seldom used in a moderate level; otherwise, intercultural communication strategies (ICS) related to the Thai undergraduate students' critical cultural awareness were seldom used in a moderate level. In terms of the Chinese and Thai undergraduate students' academic adaptation competence before, during, and after studying in the Thai public higher educational institution, it showed that both of them could adapt themselves academically and socially before, during, and after studying in a public Thai higher educational institution. Also, this study will be an insightful resource for any further studies and training programs to help both Chinese and Thai interlocutors understand their self-academic adaptation process and discover an appropriate means to handle the mismatch between cultures occurred in the Thai-speaking academic environment.

KEYWORDS: Intercultural Communication Strategies; Academic Adaptation Competence (ICC), Teaching English, and Online Instruction Context



Introduction

Overseas study programs have been all facilitated for strategic schemes for internationalizing higher educational institutions; moreover, international academic collaborations with different host universities are encouraged for the mobility of students' and academic staff's perception on their better intercultural understandings together with their developments of new intercultural competences, as well as their socio-cultural awareness and intercultural adaptation. Most importantly, different overseas study programs, which have become more popular for the new incoming numbers of undergraduate students coming from both ASEAN neighboring countries and China P.R., can be selected for the international students' educational opportunities and interests in studying different Thai and international programs in the Thai friendly-educational environment (Songsathaphorn, Chen & Ruangjanases, 2014; Ota, 2016, and Office of the Higher Education Commission, 2018).

Intercultural communication is a situation in which people from different cultures communicate (Phithakphongphan, 2020 and Croucher, Sommier & Rahmani, 2015). Otherwise, communication and pronunciation from different cultures are more complicated than the same culture. However, effective intercultural communication requires communication strategies rather than communication under the same culture (Euamornvanich, 2017). In the Thai higher education context, Nomnian (2014) and Inkaew (2016) asserted that the important role of intercultural communication strategies and socio-cultural awareness plays within their long-term study and living in the host culture context, which potentially equip and prepare them through their studying experiences in a Thai-speaking context. Accordingly, Chomsky (1965) and Canale & Swain (1980) also confirmed that

the speaker's communicative competence occurred in social interaction has been resulted in his/her knowledge and understanding of language directly leading to effective communication and self-adaptation.

Furthermore, communicative competence is a very important factor that influences on the same cultural or cross-cultural communication for a more effective communication (Euamornvanich, 2016; Suwanasom, 2019; Rastegar & Gohari, 2016). As a consequence, the sojourners' communicative competences were all resulted from their effective communication so that the speaker's intercultural communication strategies were all associated with multicultural and multilingual contexts in order to handle language barriers across cultures should be all integrated for more effective intercultural communication (Nomnian & Jhaiyanuntana, 2018 and Wutthisarnwattana, 2021).

Not surprisingly, online instruction context would offer many benefits and merits for various educational stakeholders. The benefits of online instruction context include the opportunity for global learning, cost-effectiveness, convenience, provision of educational opportunities for learners and instructors, and improvement of students' higher-order thinking. In addition, several scholars of language teaching have pointed out that the use of the Internet and online tools would increase EFL students' autonomy and facilitate their learning (Dashtestani, 2014; Heath, Kari & Sihan (2022). Moreover, Stoian, Farcas, Dragomir & Gherhes (2022) evidenced that teaching and learning through online instruction context can support students' several preferences, such as the use of online educational platforms to access resources and take tests, teachers' support with electronic educational resources or the easier and individualized communication with teachers, as well as peer connectivity in common projects.

In this regard, the comparative analysis of English pronunciation proficiency influencing their effective intercultural communication strategies and academic adaptation competence in English employed among both Chinese and Thai undergraduate students when encountering their intercultural communication barriers occurred in a Thai university online instruction context, according to the objective of this dissertation based on the mixed-research methodology, should be firstly scrutinized for their better intercultural awareness as well as their efficient English language improvements in a Thai-speaking academic context in order to increase their cultural awareness and better understandings of English intercultural communication strategies, and academic adaptation competence, as well as to be an proactive solution for intercultural communication and self-adaption competence occurred during the COVID-19 pandemic phenomena when interacting English as a main language used in the Thai-speaking academic context.

Objective of the Study

To scrutinize of intercultural communication strategies and academic adaptation competence employed among Chinese and Thai university students using English as an online instruction context in a Thai university online instruction context

Research Questions

What kind of effective English intercultural communication strategies (ICS) are frequently used by Chinese and Thai undergraduate students in a Thai university online instruction context, and their academic adaptation competence when encountering their English intercultural communication problems in a Thai university online instruction context?

Methodology

1. Population and Participants

The population in this research were 280 (200 Thai and 80 Chinese) undergraduate students majoring in English Studies at the Faculty of Humanities, Chiang Rai Rajabhat University, Chiang Rai, Thailand.

Participants:

The participants of this research were 40 fourth-year out of the 200 Thai and 40 fourth-year out of the 80 Chinese undergraduate students were randomly selected for an individual interview with the purposive sampling technique studying in English Studies program, Faculty of Humanities, Chiang Rai Rajabhat University, Chiang Rai, Thailand.

In terms of collecting both the quantitative data taken from the two sampling groups' online open-ended questionnaires related to their use of English intercultural communication strategies, and the qualitative data obtained from online in-depth interviews related to their use of academic adaptation competence, both of these 40 fourth-year Thai and 40 fourth-year Chinese undergraduate students majoring in English Studies at the Faculty of Humanities, Chiang Rai Rajabhat University in 2021 academic year used as the two sampling groups (Chiang Rai Rajabhat University, 2019). Thailand were all used in this study.

Research instruments

There were two different sets of Online open-ended questionnaires related to the use of English intercultural communication strategies in a Thai university online instruction context conceptualized and online in-depth interviews related to the use of academic adaptation competence conceptualized related to the fourth-year Chinese and fourth-year Thai undergraduate students' via the Google Form.



Research instrument construction

1. Online open-ended questionnaires related to the use of English intercultural communication strategies in a Thai university online instruction context conceptualized and re-adapted by Byram's ICC model (1997) and, with evaluating the IOC of more than 0.05, were all approved by three dissertation advisors together with four language and linguistics-specialized experts and an educational research and statistics-specialized expert in order to recheck its accuracy, content validity, as well as language in use.

2. Online in-depth interviews related to the use of academic adaptation competence conceptualized and re-adapted by Kim's cross-cultural adaptation (2017), with evaluating the IOC of more than 0.05, were all approved by three dissertation advisors together with four language and linguistics-specialized experts and an educational research and statistics-specialized expert in order to recheck its accuracy, content validity, as well as language in use.

Data Collection Procedures

1. Documents and related studies on the use of English intercultural communication strategies (ICS) and academic adaptation competence employed among Chinese and Thai undergraduate students when encountering their intercultural communication problems in a Thai university online instruction context were all reviewed;

2. These online open-ended questionnaires and in-depth interviews were all re-adapted, and presented with dissertation advisors in order to recheck its accuracy, content validity, and language in use; moreover, these instruments drawn for this study were all approved by 4 language and linguistics-specialized experts, as well as 1 educational research and statistics-

specialized expert evaluating with the IOC evaluation checklists of more than 0.50;

3. These approved online open-ended questionnaires and online in-depth interviews tried out with 30 different participants used as a non-sampling group were all validated with the Cronbach's alpha coefficient with its reliability of 0.80, which could be implicated for data collection;

4. These approved online open-ended questionnaires were sent via the internet by using the Google Form; otherwise, online in-depth interviews were all given via the internet by using Google Meet Program. Also, the date and timelines for submitting them to the researcher, as well as interviewing by face-to-face with the two sampling groups were all informed.

Data Analysis Procedures

The quantitative data taken from these online open-ended questionnaires related to the use of intercultural communication strategies occurred in a Thai university online instruction context were statistically analyzed through using its frequency, percentage, mean, and standard deviation (S.D.). On the other hands, the qualitative data obtained from online in-depth interviews related to the use of academic adaptation competence, with its content analysis, were all identified and categorized in themes as detailed in the insightful results of the study below.

This framework (Figure 1) is on the use of effective intercultural communication strategies encountered by Chinese and Thai university students using English online instruction context resulted from their Intercultural Communicative Competence (ICC) and Academic Adaptation Competence (ACC) (Phithakphongphan, 2020; Euamornvanich, 2016; Suwanasom, 2019; Nomnian & Jhaiyanuntana, 2018).



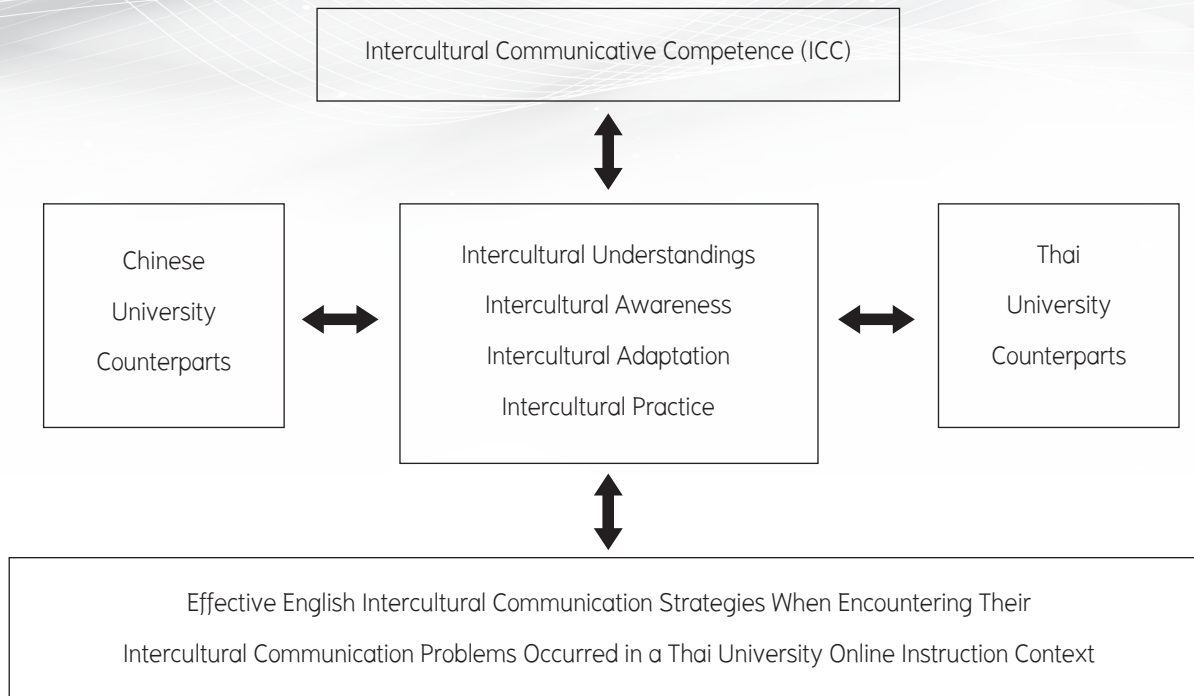


Figure 1 Conceptual Framework

Results of the Study

Table 1 The overall frequency of the Chinese and Thai undergraduate students' use of ICS when interacting EOI

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

1. The overall use of English intercultural communication strategies (ICS) taken from online open-ended questionnaires was summarized as detailed in Table 1 below.

Table 1 the overall frequency of the Chinese and Thai undergraduate students' use of ICS when interacting English with both selected Chinese and Thai university students in a Thai university online instruction context.

From this table, it shows the overall frequency of the Chinese and Thai undergraduate students' use of ICS when interacting EOI, with its mean (\bar{x}) of 3.16 and its significant difference (S.D.) of 0.73, was rated at a moderate level. In terms of the use of English intercultural communication strategies (ICS), their knowledge (\bar{x} = 3.54, S.D. = 0.78) was rated at a high level, followed by their critical cultural awareness (\bar{x} = 3.46, S.D. = 0.56), and their skills

to discover and interact (\bar{x} = 2.81, S.D. = 0.70). On the other hands, the Thai undergraduate students, with its mean (\bar{x}) of 3.09 and its Significant

Difference (S.D.) of 0.68, was rated at a moderate level. In terms of the use of English intercultural communication strategies (ICS), their critical cultural awareness (\bar{x} = 3.36, S.D. = 0.55) was rated at a moderate level, followed by their knowledge (\bar{x} = 3.19, S.D. = 0.82), and their skills to interpret (\bar{x} = 2.92, S.D. = 0.65). In overall, the most remarkable result to emerge from the data is that not only the Chinese undergraduate students' knowledge in English with Thai counterparts, but also the Thai undergraduate students' critical cultural awareness while interacting English with Chinese counterparts in a Thai university online instruction context were seldom used in a moderate level.

2. The insightful information obtained from 10 major selected online in-depth interview questions related to the use of academic adaptation competence before, during, and after studying in English Studies program in a Thai university online instruction context compared with both of these selected participants were all summarized and categorized into three major aspects:

2.1 Use of academic adaptation competence in English before studying in a Thai university online instruction context

Before studying in a Thai university online instruction context, Most Chinese undergraduate students not only practiced communicating English, Thai, and northern Thai Lanna languages and cultures with Thai intimate friends, classmates, and acquainted Thais, but they also took their study on English, Thai, and northern Thai Lanna languages courses or lessons from different social media. Also, the university's Thai buddy project was also provided. Otherwise, most Thai undergraduate students mostly used familiar

words or useful expressions when interacting with Chinese counterparts, providing more details for Chinese counterparts when not understanding and difficulties in speaking clearly and loudly with Chinese counterparts, as well as attempting to practice pronouncing the Chinese mandarin accents, as well as learning Chinese mandarin useful expressions.

2.2 Use of academic adaptation competence in English during studying in a Thai university online instruction context

During studying in a Thai university online instruction context, most Chinese undergraduate students could deal with influences on different teaching schedules and styles from China together with their lecturers' no punctuality with unclear detailed lectures, as well as their less interpersonal interaction with advisors. On the other hands, most Thai undergraduate students could get acquainted with cooking the Chinese counterparts' own food under unpermitted conditions, speaking politely and properly in several places, as well as making friends with their Thai counterparts.

2.3 Use of academic adaptation competence in English after studying in a Thai university online instruction context

After studying in a Thai university online instruction context, Most Chinese undergraduate students learned their correct manners to use to communicate English with both Chinese and Thai classmates, as well as Thai counterparts in different real-life situations, adjusting themselves by behaving appropriately with Thai and Chinese counterparts and their family.

More profoundly, they not only talked with Thai friends about their country's history or lifestyle habits in English, but also speaking slowly down when communicating with Thai friends together with knowing how to deal English with Thai counterparts by avoiding

wicked conducts and talking about sensitive issues, and knowing how to impress Thai counterparts directly affected the Chinese undergraduate students' better adjustment after interacting with Thais using English in the Thai academic context were frequently used. On the contrary, most Thai undergraduate students were able to know what Chinese counterparts need, to assume what Chinese counterparts want, to understand what Chinese counterparts need, to interpret what Chinese counterparts want, to know how to respond to the Chinese counterparts' body language appropriately, to know what to do when facing with Chinese people's experiences in emergency situations, as well as having a positive view of Chinese people from different cultures.

Conclusion

In this research, both students' intercultural communication strategies (ICS) were seldom used in a moderate level and both students could adapt themselves academically and socially before, during, and after studying in a public Thai higher educational institution. Therefore, this study will be an insightful resource for any further studies.

Discussion

1. Use of English intercultural communication strategies (ICS) encountered

The most remarkable result to emerge from the data is that not only the Chinese undergraduate students' knowledge in English with Thai counterparts, but also the Thai undergraduate students' critical cultural awareness while interacting English with Chinese counterparts in a Thai university online instruction context were seldom used in a moderate level. According to the results, most Chinese undergraduate students using their knowledge may be because the formation and development of intercultural communication

competence (ICC) of Chinese counterparts, as well as their application of cultural values influencing the thinking mode and language impression of individuals in China PR. were all resulted from their apprehensiveness of historical knowledge, religious knowledge, educational system and political situations. Nevertheless, Chinese university students kept silent and passive in their learning in the academic context. On the other hands, the latter using their critical cultural awareness may be due to the Chinese counterparts' comprehensiveness of their intercultural communicative competence (ICC) together with intercultural awareness directly affecting their respect and politeness that were essential to their better personal self-cultivation on intercultural communication capability. In line with the study of Cheng, Song & Huang (2018), it was also noted that recognizing the knowledge of social communication etiquettes, taboos, social customs, daily habits, as well as engaging in social activities from two different cultures not only could assist to their effective and well-planned pedagogical management, as well as to provide their better improvements for intercultural communicative competence (ICC) in a Thai university online instruction context, but also they could establish their psychological adaptation flexible in effective intercultural communication.

2. Use of academic adaptation competence taken from on-line in-depth interviews was all discussed in themes as follows.

2.1 Use of academic adaptation competence in English before studying in a Thai university online instruction context

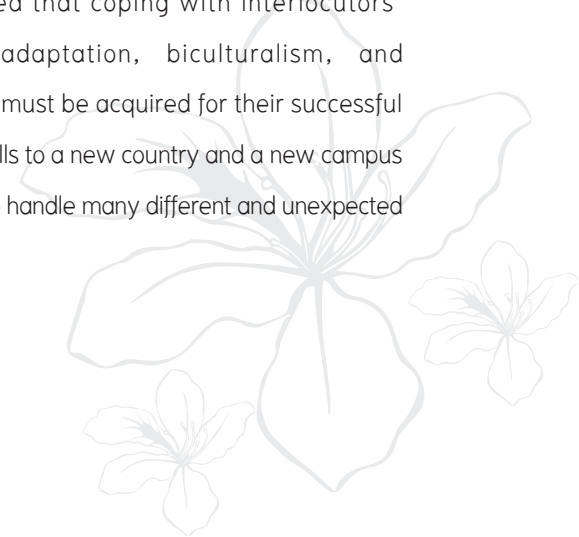
Most Chinese undergraduate students not only practiced communicating English, Thai, and northern Thai Lanna languages and cultures with Thai intimate friends, classmates, and acquainted Thais, but also they took their study on English,

Thai, and northern Thai Lanna languages courses or lessons from different social media. Also, the university's Thai buddy project was also provided. Otherwise, most Thai undergraduate students mostly used familiar words or useful expressions when interacting with Chinese counterparts. Specifically, they provided more details for Chinese counterparts when they do not understand and they also had to speak clearly and loudly with Chinese counterparts. Also, they attempted to practice pronouncing the Chinese mandarin accents, as well as Chinese mandarin useful expressions. In this regard, this was because both of them showed effective coping strategies directly leading to their self-effort before using English as an online instruction in a Thai university online instruction context; moreover, these strategies appeared to have many individual aspects based on their personal backgrounds, social and psychological characteristics in order to better English improvements, as well as to build their self-confidence more increasingly. Like the study of Wang (2018), it was also insisted that all the difficulties they encountered with were needed to solve their problems by themselves due to their individual, personal efforts. It was, therefore, insisted that their continued effort and persistence could help them to overcome difficulties in language learning.

2.2 Use of academic adaptation competence in English during studying in a Thai university online instruction context

Most Chinese undergraduate students could deal with influences on different teaching schedules and styles from China together with their lecturers' no punctuality with unclear detailed lectures, as well as their less interpersonal interaction with advisors. On the other hands, most Thai undergraduate students could get acquainted with cooking the Chinese counterparts' own food under unpermitted conditions,

speaking politely and properly in several places, as well as making friends with their Thai counterparts. According to the 2nd hypothesis of this study, this was because most Chinese students' multicultural misunderstandings were all driven by their interdisciplinary knowledge along with different language learning and lifestyles, their self-development in values, their attitudes and global perspectives, inadequate numbers of education resources and job opportunities in China, increased recruitments by foreign institutions, beliefs of studying international universities leading to highly-qualified educational developments, educational values, escape from an unpleasant learning environment, as well as social, peer, and family pressures. On the other hands, most Thai undergraduate students actually faced with cooking own food under unpermitted conditions of Chinese counterparts, speaking louder in several places, as well as not making friends with Thai counterparts. This was due to the Thai students' unfamiliarity of Chinese socio-cultural differences together with not accompanying with their considerable stress, and no involvement in both confrontation and adaptation to unfamiliar physical and psychological changes of Chinese counterparts staying in a Thai-speaking academic context. In accordance with the study of Niemets et al. (2018), it was claimed that the international students' confrontation on cultural shocks, learning shocks, language shocks, and role shocks was resulted in their particular stress; moreover, Kim and Park (2017) also generalized that coping with interlocutors' assimilation, adaptation, biculturalism, and multiculturalism must be acquired for their successful cross-cultural skills to a new country and a new campus culture in order to handle many different and unexpected problems.



2.3 Use of academic adaptation competence in English after studying in a Thai university online instruction context

Learning the correct manners to use to communicate English with the Chinese and Thai classmates, as well as Thai counterparts in different real-life situations, adjusting themselves by behaving appropriately with Thai and Chinese counterparts and their family, talking with Thai friends about their country's history or lifestyle habits, speaking slowly down when communicating with Thai friends, knowing how to deal English with Thai counterparts by avoiding wicked conducts and talking about sensitive issues, and knowing how to impress Thai counterparts directly affected the Chinese undergraduate students' better adjustment after interacting with Thais using English in the Thai academic context. With references to the study of Songsirisak (2018) and Wutthisarnwattana (2021), it claimed that the Chinese students lacked knowledge and interest in Thai culture. Thai and English language barriers are also found to contribute significantly to the cross-cultural adaptation barrier, particularly in social support and life change. Moreover, their cultural differences together with different ways of cultural communication and interpretation, as well as inadequate knowledge of both Thai and English language and cultural aspects, and cultural competence were all encountered with their cultural barriers and self-adjustment.

On the contrary, most Thai undergraduate students were able to know what Chinese counterparts need, to assume what Chinese counterparts want, to understand what Chinese counterparts need, to interpret Chinese counterparts want, to know how to respond to the Chinese counterparts' body language appropriately, to know what to do when facing with Chinese people's experiences in emergency situations, as well as having a positive view of Chinese people from different cultures. In line with

the study of Ladaval (2018) it was asserted that those Thai students were all stipulated to socialize with both local and international friends to increase their cultural awareness, as well as to gain more knowledge in terms of communication, socio-cultural adaptation and psychological well-beings.

Recommendations

Recommendations for Application

In order to deal with intercultural communication barriers, as well as to explore possible solutions for organizing training programs served for both Chinese and Thai university students for their socio-cultural and intercultural communication excellences before studying English in a Thai-speaking academic settings, the major purpose of training is not only to prepare both of them for their better intercultural understandings along with their intercultural awareness, intercultural adaptation, as well as their intercultural practices, but also to enhance the Chinese and Thai university students' appreciation of their own culture as well as understanding other cultures. Also, it is, however, anticipated that this study will be an insightful resource for any further studies and training programs to help the interlocutors understand their self-academic adaptation process and discover an appropriate means to handle the mismatch between cultures occurred in different Thai-speaking academic settings.

Recommendations for further study

1. Further studies could be conducted with other groups studying different study programs in different higher educational institutions or universities in different oversea countries such as the use of effective English intercultural communication strategies and cross-cultural adaptation competence by Chinese postgraduate students majoring in tourism and hospitality management (International Program)

in ASEAN and ASIAN countries. Another possibility would be a comparative study of other university students in higher educational institutions or universities of different overseas countries.

2. A further study might be conducted through using other taxonomies such as high context cultures, low context cultures, indulgence vs. restraint, intercultural communicative competence (ICC), intercultural competence, intercultural comprehensiveness, intercultural sensitivity, intercultural communication strategies, as well as cross-cultural adaptation, and academic adjustments in higher educational institutions or universities of different overseas countries.

3. A further study might be conducted through using other factors (such as cultural schemata, norms,

and values, etc.) affecting the use of intercultural communication strategies and academic adjustments in educational institutions or universities of different overseas countries.

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

References

- Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1(1), 1–47.
- Cheng, Y., Song, L., & Huang, L. (2018). *The belt & road initiative in the global arena, Chinese and European perspectives*. Singapore: Palgrave Macmillan.
- Chiang Rai Rajabhat University (CRRU.) (2019). *Self-assessment report: SAR*. Chiang Rai: Chiang Rai Rajabhat University.
- Chomsky, N. (1965). *Aspects of the theory of syntax*. Cambridge, MA: MIT Press Chulalongkorn.
- Croucher, S. M., Sommier, M., & Rahmani, D. (2015). Intercultural communication: Where we've been, where we're going, issues we face. *Communication Research and Practice*, 1(1), 71–87.
- Dashtestani, R. (2014). English as a foreign language—teachers' perspectives on implementing online instruction in the Iranian EFL context. *Research in Learning Technology*, 22, 1–15. <https://doi.org/10.3402/rlt.v22.20142>
- Euamornvanich, P. (2016). Intercultural communication problems and adjustment between foreign instructors and Thai students at Rajabhat Universities in Bangkok. *Dhonburi Rajabhat University Journal*, 10(2), 78–92.
- Euamornvanich, P. (2017). Communication under the dimension of cultural diversity based on the concept of Geert Hofstede communication through multi-cultural dimensions of Geert Hans de Wit & Philip G. Altbach, (2021). Internationalization in higher education: global trends and recommendations for its future. *Policy Reviews in Higher Education*, 5(20), 1–19.
- Heath, R., Kari, S., & Sihan, Z. (2022). Global English medium instruction: Perspectives at the crossroads of Global Englishes and EMI. *Asian Englishes*, 24(2), 160–172. DOI: 10.1080/13488678.2022.2056794

- Inkaew, M. (2016). An analysis of intercultural communicative competence: Hotel front office personnel in Bangkok. *PASAA*, 51(1), 185–214.
- Kim, Y. Y., & Park, E. C. (2017). Theory reflections: Cross-cultural adaption theory. *International Journal of Intercultural Relations*, (13), 25–29.
- Ladaval, S. (2018). Acculturation problems of Thai master's degree students in the United Kingdom. *Journal of Alternative Perspectives in the Social Sciences*, 9(3), 332–340.
- Niemets, K., Sehida, K., Niemets, L., Krainyukov, O., Telebienieva, I., & Kobylin, P. (2018). Some issues of the formation and implementation of the development strategies of Ukraine's regions taking into account European experience. In *Proceedings of the 32nd International Business Information Management Association Conference (IBIMA)*. 15–16 November 2018, Seville, Spain. Retrieved from <https://ibima.org/accepted-paper/formation-and-implementation-of-the-development-strategies-of-ukraines-regions-in-the-aspect-of-eurointegration/>
- Nomnian, S. (2014). Thai entrepreneurs' needs of English language learning materials for the raft service business in Kanchanaburi province. *Humanities Journal*, 21(2), 243– 275.
- Nomnian, S. & Jhaiyanuntana, J. (2018). Chinese overseas students' perspectives on benefits and limitations of English language learning and teaching between China and Thailand. *Arab World English Journal*, 9(59), 204–235.
- Office of the Higher Education Commission (OHEC). (2018). *Manual for the internal quality assurance for higher education institutions*. Bangkok: Prigwhan Graphic Co., Ltd.
- Ota, H. (2016). Internationalization of higher education: Trends and challenges: Featured articles: Internationalization of higher education: A response to globalization. *Journal of International Education*, 22, 1–9.
- Phithakphongphan, T. (2020). *The role of intercultural awareness in intercultural communication: A case study of English student trainees at a Thai airport*. (Doctoral thesis, York St John University).
- Rastegar, M., & Gohari, S. M. (2016). Communication strategies, attitude, and oral output of EFL learners: A study of relations. *Open Journal of Modern Linguistics*, 6(5), 401–419.
- Stoian, C. E., Farcas, M. A., Dragomir, G. M., & Gherhes, V. (2022). Transition from online to face-to-face education after COVID-19: The benefits of online education from students' perspective. *Sustainability*, 14, 12812. <https://doi.org/10.3390/su141912812>
- Songsirisak, P. (2018). Cross-cultural adaptation of Chinese students: Problems and solutions. *Journal of Education Research, Srinakharinwirot University*, 13(2), 222–234.
- Songsathaphorn, P., Chen, C., and Ruangkanjanases, A. (2014). A study of factors influencing Chinese students' satisfaction toward Thai universities. *Journal of Economics, Business and Management*, 2(2), 105–111.
- Suwanasom, T. (2019). A study on intercultural strategies in English as a lingua franca communication of Naresuan University graduate students. *Journal of Liberal Arts Prince of Songkhla University*, 11(1), 307–333.
- Wang, L. (2018). *Exploring models of improving Chinese students' intercultural communication competence (ICC) based on their experiences in English-speaking countries*. (Master's thesis, University of Victoria).
- Wutthisarnwattana, T. (2021). Intercultural communication strategies and self-adaptation of Chinese students in a Thai public university: A case study of Chiang Rai Rajabhat University. *Kasalongkham Research Journal*, 15(2), 51–72.