



**FOREIGNERS' PERCEPTIONS OF COMMUNICATION
STRATEGIES USED BY THAIS WHEN SPEAKING
ENGLISH**

BY

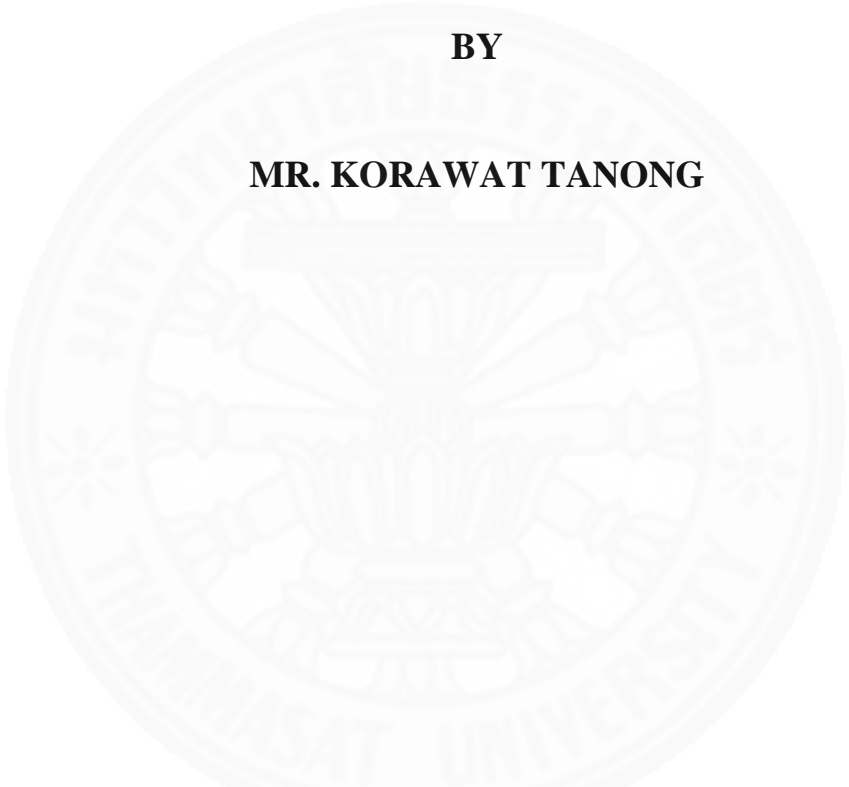
MR. KORAWAT TANONG

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS IN ENGLISH FOR CAREERS
LANGUAGE INSTITUTE
THAMMASAT UNIVERSITY
ACADEMIC YEAR 2016
COPYRIGHT OF THAMMASAT UNIVERSITY**

**FOREIGNERS' PERCEPTIONS OF COMMUNICATION
STRATEGIES USED BY THAIS WHEN SPEAKING
ENGLISH**

BY

MR. KORAWAT TANONG



**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS IN ENGLISH FOR CAREERS
LANGUAGE INSTITUTE
THAMMASAT UNIVERSITY
ACADEMIC YEAR 2016
COPYRIGHT OF THAMMASAT UNIVERSITY**

THAMMASAT UNIVERSITY
LANGUAGE INSTITUTE

THESIS

BY

MR. KORAWAT TANONG

ENTITLED

FOREIGNERS' PERCEPTIONS OF COMMUNICATION STRATEGIES USED
BY THAIS WHEN SPEAKING ENGLISH

was approved as partial fulfillment of the requirements for
the degree of Master of Arts in English for Careers

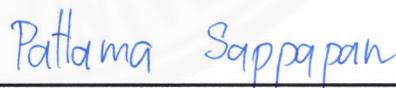
on August 8, 2017

Chairman



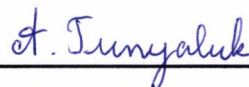
(Associate Professor Sucharat Rimkeeratikul, Ph.D.)

Member and Advisor



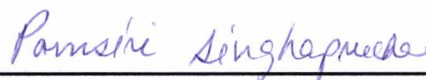
(Assistant Professor Pattama Sappapan, Ph.D.)

Member



(Tunyaluk Anekjumnongporn, Ph.D.)

Dean



(Associate Professor Pornsiri Singhapreecha, Ph.D.)

Thesis Title	FOREIGNERS' PERCEPTIONS OF COMMUNICATION STRATEGIES USED BY THAIS WHEN SPEAKING ENGLISH
Author	Mr. Korawat Tanong
Degree	Master of Arts
Major Field/Faculty/University	English for Careers Language Institute Thammasat University
Thesis Advisor	Assistant Professor Pattama Sappapan, Ph.D.
Academic Years	2016

ABSTRACT

The present study places value on investigating the frequency of CSs used by Thais and comprehension of CSs used by Thais in the foreigners' perspectives. The study also aimed to explore the differences in the intercultural communication barriers and perception of communication strategies used by Thais between foreigners who have higher background knowledge and foreigners who have lower background knowledge about Thai culture.

The participants of the study were 200 foreigners ($n = 200$) who had experiences in communicating in English with Thai people. The results found that the top three strategies that Thais mostly used with foreigners were foreignizing, repetition, and circumlocution strategies respectively. Additionally, the top three strategies that foreigners mostly understood were mime, followed by circumlocution, and retrieval strategies. Moreover, foreigners who have higher background knowledge about Thai culture ($n = 86$) and foreigners who have lower background knowledge about Thai culture ($n = 61$) significantly differ in their perception of CSs used by Thais including frequency use and comprehension. However, regarding intercultural communication barriers, the result indicated no difference between the two groups.

The findings of the research study are very beneficial not only for foreigners who visit Thailand but also for all foreigners who visit foreign countries in order for them to study the foreign culture and increase the level of perception.

(2)

Additionally, Thais should aware of the use of communication strategies and practice more English because doing so can reduce the cause of the misunderstanding.

Keywords: Foreigners, communication strategies (CSs), Thai culture, intercultural communication



ACKNOWLEDGMENTS

This thesis has been completed with the support of many persons. Hence, it is my pleasure to express my deepest gratitude to those who supported me.

I would first sincerely thank my advisor, Asst. Prof. Dr. Pattama Sappapan, for her continuous support, advice, and patience throughout my study. In addition, I am grateful to Assoc. Prof. Dr. Sucharat Rimkeeratikul and Dr. Tunyaluk Anekjumnongporn for polishing this study with their helpful advice.

My special thanks go to Assoc. Prof. Dr. Pornsiri Singhapreecha. I am gratefully indebted to her for taking her valuable time to support me many times.

I would also like to thank all staff of the Language Institute, especially Ms. Siriwon Ritruamsup, for her administrative support throughout my study period. I also thank all participants who completed the questionnaire for me. Without their cooperation, the thesis could not have been completed.

I would particularly like to express my deepest thankfulness to my beloved family for their endless support and love. They always encouraged me in doing the thesis. As a result, I would not have come this far without the encouragement from them.

Finally, for those persons whose names did not appear here, I would also say 'thank you' to all of you for supporting and helping me. Thanks again to everyone for everything.

Mr. Korawat Tanong

TABLE OF CONTENTS

	Page
ABSTRACT	(1)
ACKNOWLEDGEMENTS	(3)
TABLE OF CONTENTS	(4)
LIST OF TABLES	(8)
LIST OF FIGURES	(10)
LIST OF ABBREVIATIONS	(11)
CHAPTER 1 INTRODUCTION	1
1.1 Background	1
1.2 Research questions	5
1.3 Objectives of the study	5
1.4 Definition of terms	6
1.5 Scope of the study	6
1.6 Limitations of the study	7
1.7 Significance of the study	7
1.8 Organization of the study	8
CHAPTER 2 REVIEW OF LITERATURE	10
2.1 The theory of perception	10
2.1.1 Definition of perception	10
2.1.2 Factors that affect perceptions in communication	11
2.1.3 Perception of self and others	13

2.2	Communication model	14
2.3	Communication strategies	17
2.3.1	Definition of communication strategies	17
2.3.2	Classifications of communication strategies	18
2.4	Thai culture	22
2.5	Intercultural communication	24
2.5.1	Definition of intercultural communication	24
2.5.2	Factors that affect intercultural communication	25
2.5.2.1	Verbal messages	25
2.5.2.2	Nonverbal messages	27
2.5.2.3	Relationships	30
2.5.2.4	Beliefs and values	32
2.5.3	Intercultural communication barriers	33
2.5.3.1	Anxiety	33
2.5.3.2	Assuming similarity instead of difference	34
2.5.3.3	Ethnocentrism	34
2.5.3.4	Mass effect	34
2.5.3.5	Stereotyping	34
2.6	The theoretical frameworks	35
2.6.1	Foreigners' perception framework	35
2.6.2	Independent and dependent variables	37
2.6.3	Classification of communication strategies	38
2.7	Relevant research	39
CHAPTER 3 RESEARCH METHODOLOGY		42
3.1	Participants	42
3.2	Research instruments	43
3.2.1	Validity of research instruments	44
3.2.2	Questionnaires	45
3.2.3	Pilot study	47
3.3	The theoretical frameworks	47

3.3.1 Foreigners' perception framework	47
3.3.2 Independent and dependent variables	49
3.3.3 Classification of communication strategies	51
3.4 Data collection	52
3.5 Data analysis	52
CHAPTER 4 RESULTS	58
4.1 General data of participants	59
4.2 Foreigners' comprehension about Thai culture	64
4.2.1 The analysis of all respondents answers about Thai culture	64
4.2.2 The classification of respondents	66
4.3 Intercultural communication barriers	67
4.3.1 Intercultural communication barriers	68
4.3.2 Intercultural communication barriers (between group comparisons)	68
4.4 The frequency of CSs used by Thais when speaking English with foreigners	70
4.4.1 The frequency of CSs used by Thais when speaking English	70
4.4.2 The frequency of CSs used by Thais when speaking English (between group comparisons)	72
4.5 Foreigners' comprehension of CSs used by Thais when speaking English	74
4.5.1 The comprehension of CSs used by Thais when speaking English	74
4.5.2 The comprehension of CSs used by Thais when speaking English (between group comparisons)	76
4.6 The suggestions given by foreigners	78

4.6.1 Suggestions given by native English speakers	79
4.6.2 Suggestions given by second language English speakers	80
4.6.3 Suggestions given by foreign language English speakers	80
4.6.4 Suggestions given by lingua franca English speakers	81
4.6.5 Overall suggestions from all respondents	82
CHAPTER 5 CONCLUSION AND RECOMMENDATION	84
5.1 Summary of the study	84
5.1.1 Objectives of the study	84
5.1.2 Subject, materials, and procedures	84
5.2 Summary of the findings	85
5.3 Discussion	88
5.3.1 The most frequently used types of CSs employed by Thais	88
5.3.2 The foreigners' comprehension of CSs used by Thais	90
5.3.3 The intercultural communication	92
5.3.4 The differences in CSs between the two groups of high and low background knowledge about the specific culture	92
5.4 Conclusion	93
5.5 Implication of the findings	94
5.6 Recommendations for further research	95
REFERENCES	96
APPENDICES	102
APPENDIX A	103
APPENDIX B	110
BIOGRAPHY	118

LIST OF TABLES

Tables	Page
2.1 Five major classifications of communication strategies	21
2.2 The rank of countries individualistic and collectivistic cultures	31
2.3 Independent and dependent variables	37
2.4 Classification of communication strategies	38
3.1 Three-point IOC scale	44
3.2 Independent and dependent variables	50
3.3 Classification of communication strategies	51
3.4 Foreigners' scores of Thai culture	54
3.5 The classification of respondents (three groups)	54
3.6 The classification of respondents (two groups)	56
3.7 Five-point Likert scale	56
3.8 The mean level of interpretation scores	57
4.1 Gender	59
4.2 Age	59
4.3 Country and nationality	60
4.4 Status of entering to Thailand	61
4.5 The purpose of visiting Bangkok	61
4.6 Length of staying in Bangkok	62
4.7 English background	63
4.8 Level of English proficiency	63
4.9 The number of respondents who gave the right answer about Thai culture	65
4.10 The classification of participants	67
4.11 Intercultural communication barriers	68
4.12 Intercultural communication barriers (between groups comparisons)	69
4.13 The frequency of CSs used by Thais when speaking English	71
4.14 The frequency of CSs used by Thais when speaking English (between groups comparisons)	72
4.15 Foreigners' comprehension of CSs used by Thais when speaking English	75

4.16 Foreigners' comprehension of CSs used by Thais when speaking English (between group comparisons)	76
4.17 Overall suggestions from all respondents	82



LIST OF FIGURES

Figures	Page
2.1 Communication model	16
2.2 Foreigners' perceptions framework	36
3.1 Foreigners' perceptions framework	49



LIST OF ABBREVIATIONS

Symbols/Abbreviations	Terms
CSs	Communication strategies
IOC	Item Objective Congruence Index



CHAPTER 1

INTRODUCTION

1.1 BACKGROUND

Nowadays, Thailand is one of the most famous countries for traveling and vacationing. In addition, Thailand has been a part of ASEAN Economic Community (AEC) since December 31, 2015. According to the Ministry of Tourism and Sports (2015), the number of international tourists who arrived in Thailand by entering Suvarnabhumi International Airport between January 1, 2014, and December 31, 2014 were 13,308,320 people. Additionally, for foreigners who arrived to Don Mueang International Airport between May 1, 2015 and 31 December, 2015, the number was 2,181,169 people (Department of Tourism, 2015; Department of Tourism, 2016) including people from East Asia, Europe, South Asia, The Americas, Oceania, Middle East, and Africa. Moreover, the National Statistical Office (2014) states that the population of Thailand is 65,124,726. Hence, the ratio of foreigners in Thailand is 1:4. This means that the people of Thailand should be able to communicate with people from all across the world by using a language that peoples from across the world use to communicate.

According to Jandt (1995), the language that has the most influence on almost all people across the world is English which is widely used all over the world. In addition, Jandt (1995) explains that English-usage countries can be categorized into three groups: countries using English as the native language, countries using English as the official or semiofficial language, and countries where English is studied widely. In this categorization, Thais are classified as people who study the English language as a foreign language or EFL learners. Thais and foreigners, therefore, need the English language as a medium for communicating with each other.

In perception theory, Tubbs and Moss (1983) explain the perception that all kinds of sensation will pass through physiological and psychological sets. Also, perception is defined as “an active process, in which you as the perceiver select, organize, and interpret what you experience” (Tubbs & Moss, 1983, p. 53). To support this idea, F. Verderber and S. Verderber (1992) state that in order to

understand people, people must understand their own and others' perception because each person has the different physique, mentality, social traits, background, and judgment. This might imply that there are differences between foreigners' and Thais' perceptions; this can also cause misunderstandings while communicating between foreigners and Thais.

To prevent misunderstandings, Thais and foreigners should understand each other's culture. Intercultural communication is significant if people from diverse cultures are communicating with each other. Tubbs and Moss (1983) state that verbal messages, nonverbal messages, relationships, and beliefs and values are factors that affect intercultural communication. In addition, intercultural communication barriers including anxiety, assuming similarity instead of difference, ethnocentrism, mass effect, and stereotyping which are also the factors that have an influence on intercultural communication (Jandt, 1995; Tubbs & Moss, 1983). Therefore, people from different cultures should understand these factors before communicating to each other; if they want to communicate and still do not understand each other, they will use communication strategies (CSs) to reach the effective communication.

In communication strategies, there are many researchers attempting to classify the CSs. The taxonomy of the CSs have been developed since the past to present; however, there is no agreed-upon taxonomy of the CSs. As a result, there is no need to use all of the researchers' typology of the CSs to create a new taxonomy because it depends on how researchers classify and how researchers use CSs in various situations.

To cover all of the CSs used by Thais when speaking English as much as possible, the researcher decided to select five major classification strategies from Tarone (1980), Færch and Kasper (1983), Paribakht (1985), Willems (1987), and Dornyei and Scot (1997). In some types of CSs that they categorize, the meanings of technical words they used are similar to each of their classifications, for example, in message abandonment strategies, Tarone (1980), Faerch and Kasper (1983), Willems (1987), and Dornyei and Scott (1997) use the meaning of message abandonment strategies in their typology of CSs, but they categorized the taxonomy of CSs in their own technical terms. From the superscript, all taxonomies of CSs are based on the CSs of L2 or EFL learners that are used to communicate with L1 speakers. Many

research studies, including the mentioned studies, have investigated how L2 or EFL learners use the CSs towards L1 or native English speakers from the past till now. However, there has never been any research study done to examine the CSs from a message receiver's perspective.

According to the CSs used, in the comprehension of intercultural communication, Thais and foreigners need to understand intercultural communication to behave themselves appropriately while each of them is communicating. Tubbs and Moss (1983) claim that people who have diverse languages, beliefs and values, and expectations of relationships can create more misunderstanding than understanding when they are communicating. This can imply that while Thais and foreigners are conveying English, Thais and foreigners need to adjust themselves and use the CSs that suit each other to create the successful communication.

Additionally, Thais and foreigners should understand how they behave, so the first thing that they need to understand is culture. They should understand the differences between their cultures in order to adapt and behave themselves properly for meeting halfway. In this case, the study of perceptions of foreigners who convey English with Thais focuses on foreigners, so Thai culture is included in the study because the areas or places that are used or appear in the study are in Thailand. While staying in Thailand, foreigners should understand what Thais do and behave, so foreigners need to understand Thai culture in order to adapt and behave their own selves appropriately; foreigners need to know Thai verbal and nonverbal cues, such as greetings, gestures, distance and personal space, and others. As a result of familiarity with Thai culture, it is obvious that foreigners who understand Thai culture will have an advantage over foreigners who do not understand Thai culture; moreover, the comprehension of Thai culture will be beneficial while communicating with Thais because foreigners who have an experience of Thai culture tend to understand what Thais think and how they behave.

In an attempt to prevent the misunderstood communication, several studies have been conducted on the communication strategies in many aspects. For instance, a study of developing an oral communication strategy inventory was conducted by Nakatani (Nakatani, 2006). Strategies for coping with face-to-face oral communication problems employed by Thai university students majoring in English

was conducted by Somsai and Intaraprasert (Somsai & Intaraprasert, 2011). Communication strategies among EFL students were studied by Hua, Nor, and Jaradat (Hua, Nor, & Jaradat, 2012). All of the mentioned studies were investigated in communication strategies of EFL learners who are message senders; however, none of the studies were conducted in aspects of message receivers who perceive or decode messages from non-native English speakers, such as Thais.

To study the communication strategies of Thai people, places that could be included in the research should be well-known, crowded, and convenient. In addition, the places should have people from diverse cultures or nationalities. Bangkok is the first candidate because Bangkok is the capital city of Thailand; there are many well-known places in Bangkok. In addition, Wat Pho and Siam Paragon are famous places in Bangkok. Therefore, Wat Pho and Siam Paragon are the places which were selected to study "foreigners' perceptions of communication strategies used by Thais when speaking English." Additionally, Wat Arun, area around Wat Pho and Wat Arun, Phayathai area, and Sukhumvit area are also included in the study. According to the Ministry of Tourism and Sports (2015), the number of international tourists who arrived in Thailand by entering Suvarnabhumi International Airport was 13,308,320 people. In addition, the number of foreigners who arrived at Don Mueang International Airport between May 1, 2015, to 31 December 2015 was 2,181,169 (Department of Tourism, 2015; Department of Tourism, 2016). However, the exact number of foreigners in Bangkok is still unknown; foreigners who speak English are unidentified. Hence, to find the suitable number of participants, Smit (2013) states that the most frequent confidential intervals used are 90, 95, and 99 percentages confident. In this study, the confidential interval which was used was 95 percent confident; the statistically significant level was set at $p \leq 0.05$. Additionally, Robson (2011) states that two hundred respondents are supposed to be a representative sample of the population and are plenty for the outcomes to be generalized. As a result, the researcher needed 200 foreigners who stayed in Bangkok during 6-11 May 2017 to be the participants.

As a result, this study uses a self-reported questionnaire as a tool. It places importance on investigating the frequency of CSs used by Thais and comprehension of CSs used by Thais in the foreigners' perspectives. The study also

aimed to explore the differences in the intercultural communication barriers and perception of communication strategies used by Thais between foreigners who have higher background knowledge and foreigners who have lower background knowledge about Thai culture in order to improve Thais' communication strategies and maintain good communication strategies while communicating in English.

1.2 RESEARCH QUESTIONS

This study was designed and conducted in order to address the following research questions

1.2.1 When communicating with foreigners, what types of communication strategies do Thais mostly use?

1.2.2 What types of communication strategies used by Thais do foreigners mostly understand?

1.2.3 Are there any differences in intercultural communication barriers between foreigners who have higher background knowledge and foreigners who have lower background knowledge about Thai culture?

1.2.4 Are there any differences in perception of communication strategies while communicating with Thais between foreigners who have higher background knowledge and foreigners who have lower background knowledge about Thai culture?

1.3 OBJECTIVES OF THE STUDY

The objectives of this study are the following:

1.3.1 To examine the most frequently-used types of communication strategies used by Thais as perceived by foreigners.

1.3.2 To investigate foreigners' comprehension about types of communication strategies used by Thais while communicating in English.

1.3.3 To find differences in the intercultural communication barriers between foreigners who have higher background knowledge and foreigners who have lower background knowledge about Thai culture.

1.3.4 To explore differences in perception of communication strategies used by Thais between foreigners who have higher background knowledge and foreigners who have lower background knowledge about Thai culture.

1.4 DEFINITION OF TERMS

The definition of the terms of this study is as follows:

Perception refers to a process of using the five senses of a human's action or reaction, such as, seeing, hearing, smelling, tasting, and touching that people organize and interpret from one's experience.

Foreigner refers to a person who is not Thai and had experiences in communicating with Thai people by using the English language.

Communication strategy (CS) refers to one of the strategies or plans that use verbal and nonverbal communication to reach the communicative goal when one or more of grammatical, sociolinguistic, or discourse competence is missing.

Thai refers to a Thai interlocutor who had experiences in communicating with foreigners by using the English language.

Intercultural communication refers to the process of communication between Thais and people from different cultures.

Factor that affects intercultural communication barriers refers to one of the factors that are verbal messages, nonverbal messages, relationships, or beliefs and values.

Intercultural communication barrier refers to one of the disadvantageous habits of speakers, listeners, or speakers and listeners who are from different cultures.

EFL learner refers to a learner who learns English as a foreign language.

1.5 SCOPE OF THE STUDY

This study investigates the foreigners' perception of communication strategies used by Thais when speaking English; the study examined the foreigners' suggestions for improving Thais' communication strategies. For the validity of the questionnaires, IOC test was used; a native English instructor adjusted the questionnaire before sending it to foreign respondents. The sample group was 200

foreigners who were in Bangkok, subdivided into six areas: Wat Pho, Wat Arun, areas around Wat Pho and Wat Arun, Phayathai area, areas around Siam Paragon, and Sukhumvit area. This random sample group focuses only foreigners who have experiences in conveying the English language with Thais.

1.6 LIMITATIONS OF THE STUDY

There are two limitations that need to be addressed in this study. The first limitation is the limited number of types of communication strategies (CSs) which are included in this study. There are some CSs which are used by Thai people that are based on message senders which cannot be used in the questionnaire because they are based on message senders or L1 (Thai) perspectives, for instance, thoughts of Thai people when they use CSs because thoughts of Thais will not appear in a picture or word, and foreigners cannot know Thais' thoughts.

Another limitation is the limitation of time. The number of respondents might not be ample for the generalization of all foreigners in Thailand. However, 200 respondents are large enough to be generalized for the study of foreigners' perceptions of communication strategies used by Thais when speaking English.

1.7 SIGNIFICANCE OF THE STUDY

As earlier discussed, several studies found that EFL learners use various communication strategies in order to reach a communicative goal in different situations. However, no study has been conducted regarding the decoder or receivers of messages. It is necessary and significant to investigate the comprehension of the message receivers because the meanings of messages will be interpreted depending on decoders. In addition, the point of communication is about how to make the listeners understand the message of speakers.

Regarding communicating with foreigners, the study can increase the level of tourism awareness in Thailand on how Thais use communication strategies (CSs) in the English language appropriately. According to Tubbs and Moss (1983), verbal messages, nonverbal messages, relationships, and beliefs and values are factors that affect intercultural communication because people who vary in languages, beliefs, values, cultures, and expectations of relationships can lead to a

misunderstanding. In other words, the more Thai people who can understand foreigners' verbal and nonverbal messages, relationships, and beliefs and values, the more Thais who can reduce the level of confusion regarding miscommunication in the English language between Thais and foreigners. This can lead to adjusting Thais' behaviors to behave themselves to foreigners properly, and the foreigners can adjust their behavior as well if the foreigners understand Thais' behaviors or Thai culture.

Moreover, understanding foreigners' perceptions of communication strategies used by Thais can improve Thai educational systems on how to convey English with foreigners in order to adapt English teaching and learning to suit the English using foreigners.

1.8 ORGANIZATION OF THE STUDY

The study of "Foreigners' Perception of Communication Strategies Used by Thais When Speaking English" is divided into five chapters as follow:

1.8.1 Chapter one presents the background of the study, research questions, and objectives of the study. In addition, the definition of terms, the scope of the study, limitations of the study, significance of the study, as well as organization of the study are included in this chapter.

1.8.2 Chapter two concerns the review of literature related to the study. The major areas discussed in this chapter comprise six main parts. The first part is about theories of perception which consist of the definition of perception, factors that affect perception in communication, and social perception. The second part presents a communication model. The third part describes communication strategies (CSs) which comprise definition and taxonomy of communication strategies. The fourth part shows Thai culture. The fifth part contains a definition of intercultural communication, factors that affect intercultural communication, and intercultural communication barriers. The sixth part illustrates a theoretical framework. The last part is about relevant research.

1.8.3 Chapter three explains the methodology of research including research method, selection of the respondents, research methodology, the theoretical framework, data collection, and data analysis.

1.8.4 Chapter four describes the results of the study.

1.8.5 Chapter five illustrates the conclusion, discussion, implications, and recommendation for future study.



CHAPTER 2

REVIEW OF LITERATURE

In this chapter, the researcher reviews the literature which is based on the related documents and previous studies in order to conduct the research instrument for this study. This chapter reviews the literature in six main areas along with a summary. The first part begins with the theory of perception including the definition of perception, factors that affect perception in communication, and perception of self and others. The second part places importance on a communication model. The third part focuses on communication strategies (CSs) which comprised definition and taxonomy of communication strategies. The fourth part presents intercultural communication including the definition of intercultural communication, factors that affect intercultural communication, and intercultural communication barriers. The fifth part shows Thai culture. The last part describes relevant studies on the EFL communication strategies.

2.1 THE THEORY OF PERCEPTION

Perception plays the significant role in communication. Without the ability to perceive, people cannot sense or realize anything. Therefore, the theory of perception is included in this study because it affects how one decodes or encodes the message.

2.1.1 Definition of perception

The notions of perception are mainly divided into two kinds of sensations: physiological and psychological (Tubbs & Moss, 1983). In physiological meaning, Soanes and Stevenson (1989) define perception as “the neurophysiological processes, including memory, by which an organism becomes aware of and interprets external stimuli” (p. 1063). In this sense, perception is considered as the processes of organs that recognize something through senses. In addition, Gibson (1966) explains the five senses of human’s perception that “the higher animals have five principle ways of orienting the perceptual apparatus of the body, listening, touching, smelling,

tasting, and looking” (p.49). Psychology and the cognitive sciences, Geert (1983) define perception as “a particular way of experiencing and organizing the stimulus” (p.38). Moreover, Tubbs and Moss (1983) define perception as “an active process, in which you as the perceiver select, organize, and interpret what you experience” (p. 53). These mean the decoder, observer, or listener who has a different background or organizes thoughts in a different way from others will have a dissimilar perception.

Hence, the definition of perception of this study can be defined as an interpretation process of using the five senses of a human’s action or reaction which is based on one’s own experience, such as, seeing, hearing, smelling, tasting, and touching.

2.1.2 Factors that affect perceptions in intercultural communication

In communicating with others from diverse cultures or backgrounds, Tubbs and Moss (1983) state that physiological and psychological sets are two general factors that influence perceptions.

First, the physiological set is a perception that is sensed by human organs; similarly, the physiological set is a significant factor that affects the communication because each person varies on seeing, hearing, touching, or even smelling. As a result, in communicating with others, physiological effects influence communication (Tubbs & Moss, 1983; Adler & Proctor II, 2011). For example, when someone wants to turn down a radio because it is too loud, but another one does not want to turn down the radio because he or she cannot hear it if he or she turns down the radio (Adler & Proctor II, 2011).

Second, the psychological set is a perception that is sensed by experiences which come from expectancies or anticipations. In addition, the psychological set is another factor that affects the communication because all people have different experiences in a particular way or an expectation (Tubbs & Moss, 1983). For instance, Tubbs and Moss (1983) explained the picture of two men, and we judge the two men by our expectations and past experiences that one is an aggressive or nice man.

According to physiological and psychological sets, Rookes and Willson (2000) also mentioned them in a similar way, but they categorized them into

two main factors which lead to various perceptual experiences. The two factors are individual and psychological variations and social and cultural variations.

The first factor is individual and psychological variations. These factors comprise age, gender, personality, physiological states, and perceptual sets. Age certainly affects perceptual abilities because the abilities to perceive depend on the conditions of organs which can be changed by time, for example, lens thickening, age, and reduced pupil size of aging eyes cause the limitation of light reaching the retina (Rookes & Willson, 2000). Next, gender is also another factor that affects the perception because the human anatomy of males and females are different. For example, McGuinness (1976) explains that in daylight, males have better acuity of vision than females whereas females' eyes are likely to dark-adapt more rapidly than males' eyes (as cited in Rookes & Willson, 2000, p. 94). Additionally, personality is an individual behavior that affects the perception. For example, the study of infants' perceptions of Kegan, Lapidus, and Moore, Kegan, Lapidus, and Moore (1978) claim that the infants are separated into two groups which are reflective and impulsive infants measured by the speed and attention. The result shows that reflective infants seem to look and observe things in closer details; similarly, impulsive infants look at things more rapidly and do not pay attention to details (as cited in Rookes & Willson, 2000, p. 95). In addition, physiological states are related to some kind of physical damage, and affect perception, for example, alcohol can affect the movement and focus of eyes. Moreover, perceptual sets refer to individual life experiences which are the combination of context, expectations, motivation, past experience and emotion. For example, in the occupational background, Toch and Schult (1961) conducted the study by comparing a group of advanced police students with a group of new police students. They use two pictures in which one is violent scene and another one is a non-violent scene to study which the police students favor. The result shows that a group of advanced police students likes the violent scene picture twice times more than a group of new police students (as cited in Rookes & Willson, 2000, pp. 98-99).

The second factor is social and cultural variations. Social and cultural variations are an environment that affects the perception and leads people from various cultures to experience the world in various aspects, for example, people who

live in the deep forests never experience the desert, so they never see the panoramic vistas (Rookes & Willson, 2000).

2.1.3 Perception of self and others

Many people know that perception plays a major role in communication. In the field of communication, F. Verderber and S. Verderber (1992) mention that perceptions of their own and other's behavior are significant because they depend on the perception that one selects, organizes, and interprets stimuli; similarly, they state that perception are separated into two categories: perception of self and perception of others.

Perception of self is how one evaluates or judges one's own self. F. Verderber and S. Verderber (1995) explain the perception of self by categorizing it into three groups. The first classification is self-concept. The self-concept is what one considers about one's own self and it presents one's roles in public. The second classification is self-image. Self-image is created from self-appraisal or what we feel is good about ourselves, and it is affected by one's experiences which one shows other people by one's own reactions or expressions. The third classification is self-esteem. Self-esteem is how one respects one's own self. It also affects communication because it illustrates the internal message of the speakers to listeners; moreover, it can influence the perception of others because people who respect themselves tend to be more positive regarding attitude toward others. In addition, people with low self-esteem tend to have negative thoughts toward others (F. Verderer & S. Verderber, 1995).

Perception of others is the result of people who receive data from another's person's behavior; similarly, as they continue to communicate, they will adapt their behavior which is based on their own experiences. This is true when discussing regarding self-perception, but the perception of others are different because it is not always correct (F. Verderer & S. Verderber, 1995). In addition, F. Verderer and S. Verderber (1995) state that perception of others is influenced by three factors: physical characteristics and social behaviors, stereotyping, and emotional states. First, physical characteristics and social behaviors affect the perception of others because they are related to first impressions which people can expect of others by looking at

their physical characteristics and social behaviors regarding if they are friendly, smart, or other characteristics. Second, stereotyping is biased behavior and it also affects the accuracy of judgment because this can lead one to ignore the differences of each person. Third, emotional states are the emotions at that time; they can cause inaccurate judgments. For example, if you are having a bad day, your perception tends to be more negative.

2.2 COMMUNICATION MODEL

In terms of communication, Hamilton (2011) mentions that the communication process occurs between sender and receiver. At an earlier step of the communication process, both sender and receiver must have a stimulus and motivation to activate the participation of communication between the sender and the receiver (Hamilton, 2011). After the stimulated and motivated communication process, the sender has ideas and then decides the best way and delivers messages to communicate to the receiver, and this process is called encoding (Barker, 1984; McCroskey, 1968; Hamilton, 2011). The process of interpreting the message by the receiver is called decoding (Barker, 1984; McCroskey, 1968; Hamilton, 2011). In addition, Berlo (1960) mentions that without the ability to think, to listen, and to read of the receiver there is no process of decoding. Additionally, the response of the encoding and decoding process is called feedback (Barker, 1984; Hamilton, 2011).

Next, there are other five factors that affect the process of effective communication which are the frame of reference, code or message, channel, environment, and noise. Hamilton (2011) explains frame of reference that one's frame of reference comprises gender, race, culture, educational background, life experiences, viewpoints, and personality. They are different because each person has their own frame of reference which is based on their experiences. Additionally, Barker (1984) claims that without shared context or situation interlocutors might be misunderstood because they do not share the experience of context or situation at that time.

In addition, the code is also included that can affect the process of communication. The symbols that transmit the information are called code or message (Barker, 1984; Hamilton, 2011). The code or message is categorized into three

groups: language or verbal code, paralanguage or vocal code, and nonverbal cues or visual code. Language or verbal code is spoken or written form of words. Paralanguage or vocal code is “The vocal elements that go along with spoken language, including tone of voice, pitch, rate, volume, and emphasis” (Hamilton, 2011, p. 10). Nonverbal cues or visual code is the intentional or unintentional message other than uttering or writing which consists of “facial expressions, eye contact, gestures, appearance, posture, size and location of office, and arrival time at meeting” (Hamilton, 2011, p. 10). Additionally, Hamilton (2011) suggests that to be productive in communication, the sender needs all three types of code to deliver the message.

Furthermore, when people deliver or convey messages to each other, the sender will select “the medium to carry the message” (Hamilton, 2011, p. 11), and this medium is called channel. There are many types of the channel that people use, such as telephone calls, e-mails, or face to face communication (Hamilton, 2011). In addition, Danziger (1976) states that “Without channels and codes there is no communication” (p. 57).

According to the communication model, the environment is one of the five factors that affect the process of communication. Holm (1981) states that environment contains the “time, place, physical and social surroundings” (as cited in Hamilton, 2011, p. 19). In addition, the environment can be categorized into two categories which are the physical environment and social environment. The physical environment means surroundings that are not human. For instance, the size of the room, the brightness of the room, the temperature of the room, the arrangement of the table and chairs, and the noise. Another environment which is classified is the social environment. Social environment means the human relationship (Hamilton, 2011). Additionally, these entire environments are affected by the success of communication.

The last factors that affect the process of effective communication are noise or barriers. Noise or barriers refer to anything that interrupts or distorts the message (Barker, 1984; Hamilton, 2011). Hamilton (2011) states that noise can be categorized into two forms which are internal noise and external noise. Internal noise is the state of mind and body that cause misleading or blocking of the communication, such as daydreaming, or a headache. External noise refers to the surroundings that

draw the attention away, such as the light of the room, phone ringing, or people chatting. In this sense, noise can be found that it is some part of the environment. Figure 2.1 shows a communication model.

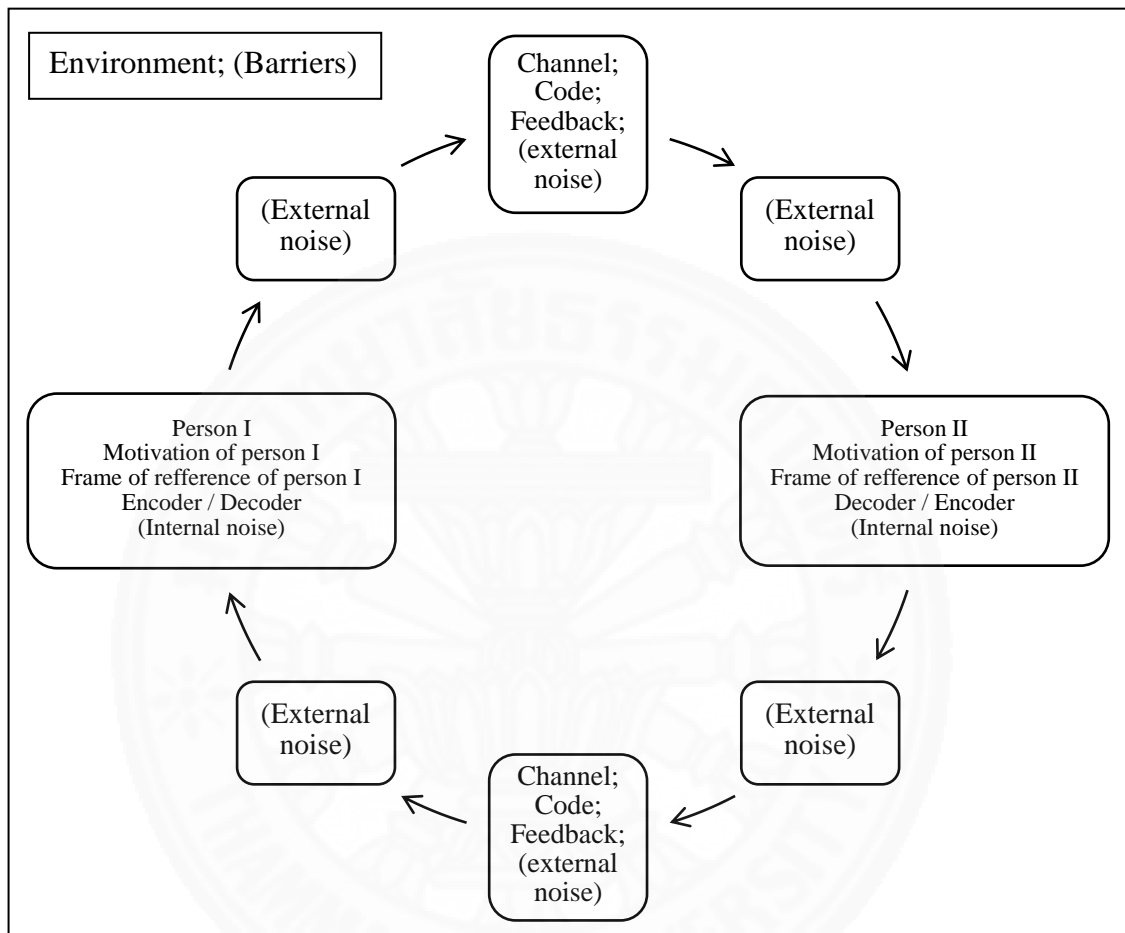


Figure 2.1. Communication model

To sum up, at the beginning of the process of communication, a speaker and listener must have the motivation to communicate to each other and then the encoder of a message sends a code or message which is based on the encoder's frame of reference to the decoder, selecting the suitable channel that suits the context of the situation; in addition, the decoder or listener receive a code or message which is interpreted by the decoder's frame of reference. Next, the decoder becomes the encoder and sends the message back through the suitable channel to the speaker who becomes the decoder or speaker. Additionally, in the communication process, the

environment is a significant factor. The environment can be human relationships and surroundings. Moreover, some parts of the environment can become barriers; barriers can occur anytime while speaker and listener are communicating or giving feedback to each other. The barriers can appear in the form of noise or any kind of disturbance that draws the attention away.

2.3 COMMUNICATION STRATEGIES (CSs)

When the communication is not flowing as expected, communication strategies can be used as a tool to overcome the obstacle of communication; in addition, communication strategies can reduce confusion of communication.

2.3.1 Definition of communication strategies

Researchers defined CSs in various viewpoints. The definitions of CSs can be seen in two major aspects. These aspects are “psycholinguistic” (Færch & Kasper, 1983), and “interactional” (Tarone, 1980). In “psycholinguistic” aspect, Færch and Kasper (1983) define CSs as “potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal” (p. 36). In “interactional” aspect, Tarone (1980) defined communication strategies as “tools used in a joint negotiation of meaning in situations where both interlocutors are attempting to agree as to communicative goal” (p. 420). In addition, Tarone (1981) proposed another definition of CSs as “a mutual attempt of two interlocutors to agree on a meaning in a situation where requisite meaning structures do not seem to be shared” (p. 288).

Similarly, Canale and Swain (1980) illustrated a model of communicative competence that resembles the above-mentioned studies. The model of communicative competence composes three components: grammatical competence, sociolinguistic competence, and strategic competence. Grammatical competence includes lexical, morphology, syntax, sentence-grammar, semantics and phonology. Sociolinguistic competence consists of knowledge that is used to interpret messages in the way that is acceptable in society. Strategic competence is strategies used to reach the effective communication by using verbal and nonverbal communication. Additionally, Canale (1983) labels CSs as a strategic competence including verbal and

nonverbal strategies that are used in the limited conditions of real communication or insufficient in one or more of grammatical, sociolinguistic, or discourse competence; moreover, strategic competence can improve the effective communication.

In general, communication strategy or strategic competence of all mentioned studies is an effort to overcome the communication barriers; hence, to define the communication strategies in an academic or linguistic definition, communication strategies (CSs) can be defined as the strategies or plans that use verbal and nonverbal communication to reach the communicative goal when one or more of grammatical, sociolinguistic, or discourse competence is absent.

2.3.2 Classifications of communication strategies.

In an attempt to classify communication strategies, communication strategies (CSs) are classified in various ways but the classifications are still not over yet. As a result, the classifications of CSs used in this study include only five major classifications.

Tarone (1980) categorizes CSs into three main strategies: paraphrase, transfer, and avoidance. Paraphrase includes ‘approximation’, ‘word coinage’, and ‘circumlocution’. The transfer consists of ‘literal translation’, ‘language switch’, ‘appeal for assistance’, and ‘mime’. Avoidance contains ‘topic avoidance’ and ‘message abandonment’. In the strategy of paraphrase, the approximation is the use of a single target language vocabulary item or structure that shares at least one of the semantic features in common with the related item, such as, a bird instead of a chicken. Word coinage is new words that learners use, create or make up. Circumlocution is characteristics of an object or action that learners try to describe, for example, she is drinking yellow water. The taste is bitter. In the strategy of transfer, the literal translation is the words that learners translate from native languages, such as, chance instead of opportunity. Language switch is when learners use native language without translation, such as fa-rang (Thai language) instead of foreign. Appeal for assistance is when learners ask for the correct words, for example, what does it mean? Mime is the use of nonverbal strategies instead of words, for example, a nodding head means accept. In the strategy of avoidance, topic avoidance happens when learners avoid topics where the vocabulary or grammar is not known.

Message abandonment happens when learners want to convey information about topics but cannot continue and stop in mid utterance.

Similarly, Paribakht (1985) stated that typology of CSs are divided into three approaches which are ‘linguistic’, ‘contextual’, and ‘conceptual’ approaches; and one strategy which is called mime. The linguistic approach is the use of a target item’s meaning which contains semantic contiguity, circumlocution, and metalinguistic clues. Contextual approach is the use of the speaker’s context knowledge of the target item which covers linguistic context, use of target language idioms and proverbs, transliteration of L1 idioms and proverbs, and idiomatic transfer. The conceptual approach is the use of the speaker’s knowledge based on the speaker’s cultural background in a particular situation which consists of demonstration, exemplification, and metonymy. Mime is nonverbal strategies which can replace or accompany verbal strategies.

Another classification of CSs is Færch and Kasper’s study. Færch and Kasper (1983) stated that achievement and reduction strategies are used in communication strategies. The strategy of achievement is when the learners attempt to solve problems in communication by increasing details or resources. For instance, compensatory strategies include ‘code switching’, ‘interlingual transfer’, ‘interlanguage-based’ strategies, ‘cooperative’ strategies, ‘non-linguistic’ strategies; and ‘retrieval’ strategies. The strategies of reduction are divided into two main uses. First, ‘formal reduction’ contains ‘phonological’, ‘morphological’, ‘syntactic’, and ‘lexical’. Second, ‘functional reduction’ covers ‘actional’ reduction, ‘modal’ reduction, and reduction of propositional content including ‘topic avoidance’, ‘message abandonment’, and ‘meaning replacement’.

The fourth taxonomy of communication strategies that are similar to Færch’s and Kasper’s study is Willems’ study. Willems (1987) classified the taxonomy of communication strategies into three major strategies: formal reduction, functional reduction, and achievement strategies. Formal reduction contains ‘phonological’, ‘morphological’, ‘syntactic’, and ‘lexical’. The functional reduction is comprised of ‘message abandonment’, ‘meaning replacement’, and ‘topic avoidance’. In achievement strategies, there are paralinguistic, interlingual, and intralingual strategies. Paralinguistic strategies consist of nonverbal behaviors. Interlingual

strategies include borrowing or ‘code switching’, ‘literal translation’, and ‘foreignizing’. Intralingual strategies contain ‘approximation’ or generalization, ‘word coinage’, ‘paraphrase’, ‘smurfing’, ‘self-repair’, ‘appeals for assistance’, and ‘initiating repair’.

The fifth classification of communication strategies are Dörnyei and Scott's study. Dörnyei and Scott (1997) suggest a wide-range area of taxonomy and categorized the typology of communication strategies into three main strategies: direct, indirect and interactional strategies. All three main strategies are based on their own previous studies; they also explained that some parts in the taxonomy of CSs are classified the same as Tarone's, Færch and Kasper's, Bialystok's, Bialystok's, Paribakht's, Willems's, Nijmegen group's, and Poulisse's studies. Direct strategies are comprised of ‘message abandonment’, ‘message reduction’, ‘message replacement’, ‘circumlocution’, ‘approximation’, ‘use of all-purpose words’, ‘word-coinage’, ‘restructuring’, ‘literal translation’, ‘foreignizing’, ‘code switching’, ‘use of similar sounding words’, ‘mumbling’, ‘omission’, ‘retrieval’, ‘mime’, ‘self-rephrasing’, ‘self-repair’, and ‘other-repair’. Indirect strategies consist of ‘use of fillers’, ‘repetitions’ which are self and other repetitions, verbal strategy marker, feigning understanding. Interactional strategies contain ‘appeals for help’, ‘comprehension check’, ‘own-accuracy check’, ‘asking for repetition’, ‘asking for clarification’, ‘asking for confirmation’, ‘guessing’, ‘expressing no understanding’, ‘interpretive summary’, and ‘responses’.

Here are the five major classifications of CSs that were used in this study as shown in Table 2.1

Table 2.1

Five Major Classifications of Communication Strategies (CSs)

Tarone (1980)	Færch & Kasper (1983)	Paribakht (1985)	Willems (1987)	Dörnyei & Scott (1997)
1.Avoidance e.g. topic avoidance and message abandonment	1.Formal reduction e.g. phonological and morphological	1.Linguistic approach e.g. semantic contiguity and circumlocution	1.Reduction strategies e.g. Formal reduction and functional reduction	1.Direct strategies e.g. message abandonment, message reduction, and circumlocution
2.Paraphrase e.g. approximation, word coinage, and circumlocution	2.Functional reduction e.g. actional reduction, modal reduction, and reduction of propositional content.	2.Contextual approach e.g. linguistic context and use of L2 idioms and proverbs	2.Acheivement strategies e.g. paralinguistic strategies, interlingual strategies, and intralingual strategies.	2.Interactional strategies e.g. appeals for helps and comprehension check
3.Concious transfer e.g. literal translation and language switch	3.Acheivement strategies e.g. compensatory strategies	3.Conceptual approach e.g. demonstration and exemplification		3.Indirect strategies e.g. repetitions and feigning understanding
4.Appeal for assistance		4. Mime e.g. replacing verbal output		
5.Mime				

As illustrated in Table 2.1, communication strategies (CSs) which are selected are classified in their own ways. Some of CSs from the superscript are used the same in their taxonomies, but their classifications are adapted to suit their own ideas, for example, in message abandonment strategies of Tarone, Faerch and Kasper, Willems, and Dornyei and Scott, they use the message abandonment strategies in their typology of CSs; all taxonomies of CSs are based on L2 or EFL learners who used to communicate with L1 speakers.

As a result, to understand the taxonomies of CSs which are used by Thai people from foreigners' aspects, all five mentioned typologies of CSs are chosen because they contain widely covered areas in classifications of CSs, and cover two major aspects which are interactional and psycholinguistic; moreover, these taxonomies can be adapted to use the CSs in a message receivers' perspectives which are foreigners' perspective. This study needs only some types of communication strategies that can be perceived by message receivers who are foreigners.

2.4 THAI CULTURE

Thai culture is included in the study because the comprehension of Thai culture can indicate if foreigners can or cannot understand Thai people. Gannon (2001) states that Thai people are familiar with "an authority ranking culture" (Gannon, 2001); in addition, Thai people are collectivist in that people pay attention to the relationships and society and Buddhism is a central part of the society (Kirsch, 1981; R. Cooper & N. Cooper, 1990; Somsamai, 2005). According to the authority ranking culture, Thais respect noble persons including their king, queen, and monks; religion and sacred things including Buddha, statues of Buddha, Buddha images, Buddhist texts, and other things concerning religion; stuff that relates to the nation including national flags and the national anthem; pictures or things that relate to noble persons, religion, and nation; elderly people; and supernatural powers (some people). Behaving disrespectfully to all of the above mentioned is taboo (Kirsch, 1981; R. Cooper & N. Cooper, 1990; Somsamai, 2005). The ranking also includes our body, for example, Thais consider the head which is

the top part of the body, as a sacred part of the body but they consider feet, which are the lowest part of body, as the dirtiest part of body, so when going to Thai friends' houses, you and friends have to take off your shoes before entering the house because of the dirt of shoes; in addition, you cannot point your feet at anybody or a Buddha image because it is considered as impoliteness (R. Cooper & N. Cooper, 1990; Somsamai, 2005). Therefore, the general or basic knowledge concerning Thai culture is needed when traveling, vacationing, and working in Thailand.

As mentioned earlier, Thailand is “an authority ranking culture” (Gannon, 2001). The knowledge of what one should do and what is taboo is needed for foreigners who are not familiar with Thai culture to behave themselves appropriately in Thailand. To classify the actions that one should do and not do, the actions that one should do and that are taboo are separated into two groups, which are verbal and nonverbal cues.

In a group of verbal cues of the actions that are should do and taboo, the first basic knowledge of verbal cue is the Thai greeting. A foreigner can do a Thai greeting by placing their hands together in prayer position at chest and bowing head slightly and saying “Sa-wad-dee-khrab” for men or “Sa-wad-dee-kha” for women. The second verbal cue is the way to say thank you in Thailand. Thais use word “khob-khun-khrab” for men and “khob-khun-kha” for women instead of the words “thank you.” The third verbal cue is calling out names. In Thailand, calling out names is different from westerners. Thais call people by saying a title, first name, and last name respectively. The fourth verbal cue is criticism. Thai people tend to avoid criticizing. If the criticism is unavoidable, Thais always indirectly criticize and balance it with the advantage or praise (R. Cooper & N. Cooper, 1990; Somsamai, 2005).

In the group of nonverbal cues of actions that are should do and taboo, the first basic knowledge of nonverbal cue is Thai smiles. Smiles of Thais have many meanings and have been used in various situations. Thai smiles can be used to represent the meaning of amusement, embarrassment, thanks, avoiding the conflict, or excuse. The third nonverbal cue is the “wai” gesture which people do by placing hands in prayer position at chest and bowing head slightly. This gesture is used in three situations which

are greeting, giving thanks for persons, and apologizing. The fourth basic knowledge of nonverbal cue is eyes. In Thai culture, avoiding eye contact is a sign of respect. The fifth basic knowledge of nonverbal cue is head and feet. In western countries, head and feet are parts of body, but in Thailand, the head is the highest part of body so it is considered as a sacred part of body, and feet are the lowest and dirtiest part of body; in addition, people should not put their feet on the table because it is considered to be rude. The sixth nonverbal cue is touch and space. Men and women should not touch each other when they are in public, but the same sex can touch each other and this does not mean they are homosexual. In addition, kissing which is one kind of touching, should not be done in public because things that Thais do are based on Buddhism (R. Cooper & N. Cooper, 1990; Somsamai, 2005).

Accordingly, to better understand Thai culture, foreigners should visit Thailand in order to experience and learn Thai cultures by their own selves. If foreigners want to understand Thais, foreigners need to experience how Thais behave in various places and situations in order to adapt and behave themselves properly while staying in Thailand.

2.5 INTERCULTURAL COMMUNICATION

When Thais and foreigners communicate to each other, the intercultural communication immediately occurs. Additionally, intercultural communication is related to this study because intercultural communication occurs while Thais convey with foreigners in the English language; when intercultural communication occurs between Thais and foreigners, if they know each other's culture, they will accept and adapt to the differences.

2.5.1 Definition of intercultural communication

Maletzke (1970) describes intercultural communication as "the process of the exchange of thoughts and meaning between people of differing cultures in the sense just defined" (p. 477). In addition, Tubbs and Moss (1983) define intercultural

communication as “communication between members of different cultures” (pp. 12-13). Moreover, Jandt (1995) also supports that intercultural communication refers to face to face communication among people from various cultures. Furthermore, Harms (1973) states that intercultural communication refers to two-way communication, a small group of members, unofficial and unprepared messages, and interdependence. This means intercultural communication is the process of face to face communication between small groups of people in diverse cultures.

2.5.2 Factors that affect intercultural communication

In communication between people from different countries, Tubbs and Moss (1983) mention that verbal messages, nonverbal messages, relationships, and beliefs and values are factors that affect intercultural communication because people who differ in languages, beliefs, values, cultures, and expectations of relationships can have misunderstandings when each of them tries to communicate. Thus, the more we comprehend verbal messages, nonverbal messages, relationships, and beliefs and values, the more we comprehend various cultures.

2.5.2.1 Verbal messages

Verbal messages refer to the language. Wolfram and Schilling-Estes (2006) stated that everyone knows that languages are different in each group of speakers; the language differences are also known as dialect, a variety of a language. Additionally, language is a device that people use for sharing ideas or experiences with others; moreover, language is carrying meanings by using symbols which are called words (G. Myers & M. Myers, 1992). The meanings of words are set in the minds of speakers and receivers because the meanings are established by people; in addition, the meanings are constant. To change the meanings or words, people have to reach some agreement concerning the words that people want to get more accurate in communication. To elaborate the obstacle of verbal messages, Tubbs and Moss (1983) mentioned that people who speak different languages have different needs or requirements because the people adhere to their own cultures and languages. For the language differences, Cherry

provided the following explanation of the communication failure of people who do not share the same culture.

There may be no better example to illustrate cultural mistranslation than the word *Red*. To Westerners "the Reds" conjures up images of blood, fire, fierceness, e.g., *red with anger*, *red in tooth and claw*, *seeing red*, but the Russian translation of *krasniy* has a different aura. For example, to a Russian:

Krasniy = beautiful
 Pryekrasniy = exquisite
 krasnayaryiba = fine fish (e.g., salmon)
 krasnoyezoloto = pure gold ('red' gold)
 krasota = beauty (Cherry, 1971, p. 16)

The phonology of each language is also different. The English language has 21 consonant and 5 vowels forming 38 phonemes. In the Filipino language, there are 16 consonants and 10 vowels that form 26 phonemes (Samovar & Porter, 2001). Grammatical structures are also varied as well. The English language has a singular noun, plural noun, and pronoun, however, Honig explained that in the Korean language, "the distinction between singular and plural is made by the context of the sentence" (as cited in Samovar & Porter, 2001, p. 140). The syntax of each language is also dissimilar as well. In Thai language, Rajadhon (1963) described that the arrangement of words is basically "Subject-action-object" (p. 9) with adjectives and adverbs which follow each proper word. Additionally, a word can be noun, verb, adjective, or adverb and relate to other words in each phrase or sentence (Rajadhon, 1963). Rajadhon provided the following description of Thai word order. For example, "If we want to say "a father and a son sit on chairs", this will be in Thai "father child sit chair". (พ่อลูกนั่งเก้าอี้)" (Rajadhon, 1963, p. 10).

These examples show people who are concerned with intercultural communication believe that if people want to exchange thoughts or communicate with other people who are from different cultures, people should understand symbols and the rules of symbols. Additionally, Tubbs and Moss (1983) state that intercultural communication affects the interaction among people from various countries. Moreover,

Neuliep (2012) also supports that language is influenced by one's own culture and reflects affection, morals, and patterns of one's own culture. Hall and Whyte provided the following explanation of improper language usages of verbal communication in intercultural communication. For example, an American businessman didn't know that Japanese avoid the direct questions because the Japanese guy doesn't want the American businessman to lose face (as cited in Tubbs & Moss, 1983, p. 367).

2.5.2.2 Nonverbal messages

Both nonverbal and verbal communications have something in common because they are group-specific. Each cultural group adopts more or less different nonverbal communication such as facial expression and eye contact, body movement and gesture, clothing and personal appearance, distance and personal space, time, and voice.

The first nonverbal message is facial expression and eye contact. Hamilton (2011) describes facial expression and eye contact into two parts which are face and eyes. The face is one of the most noticeable parts of a basic facial expression, such as happiness, anger, or fear. The eyes are “the most expressive part of the face and have a considerable effect on communication” (Hamilton, 2011, p. 125). In addition, McCroskey (1968) states that the direct eye contact of a speaker makes an audience feel a part of the communication; moreover, the facial expression is one of the most significant parts in verbal communication because the face can express feelings and thoughts. In terms of business communication, eye contact can indicate interest and attentiveness, for example, in American culture, people expect the speaker to look at them while they are in the conversation. A listener who is deficient in eye contact is considered as disinterested or disrespectful. In addition, eye contact and nonverbal expressions have different meanings in each culture. Thus, a person who makes eye contact as used in daily life should be careful concerning the meanings of eye contact, for instance, Brazilians have a tendency to avoid eye contact with younger persons by looking down, however Americans judge the Brazilian who avoids eye contact as a bad-mannered person because Americans prefer making direct eye contact to avoiding eye contact (Hamilton, 2011). To support

that eye contact has various meanings, there is one country using eye contact in a different way. For instance, when conveying, Thais avoid eye contact because "avoiding eye contact is a sign of respect" (Somsamai, 2005, p. 189).

The second nonverbal cue is body movements and gesture. Body movements and gesture (excluding facial expression and eye contact) can be categorized into four categories: emblems, illustrators, regulators, and adapters (Hamilton, 2011, p. 129). Emblems are "gestures that have a direct verbal translation" (Richmond, McCroskey, & Payne, 1987, p. 212) that are comprehended by most people of the owners' culture, such as an obscene gesture. For example, in Thailand, Thais believe that the head is a sacred part of the body, so touching a Thai's head is taboo even if he or she is your friend. However, touching a child's head is allowed because this is a sign of fondness (Somsamai, 2005). Next, illustrators are intentional body movements or gestures that help or clarify the spoken language or verbal messages (Richmond, McCroskey, & Payne, 1987; Hamilton, 2011). For example, "pointing in the correct direction while explaining how to get to the mall" (Hamilton, 2011, p.129). In addition, regulators are gestures that control the flow of messages, for instance, head nods, a relaxed posture, and positive vocal assist encourage one another in continuing the conversation (Richmond, McCroskey, & Payne, 1987). Furthermore, adapters are unintentional gestures and movements that are used in times of negative feeling, for example, when an uncomfortable time or a fear of communicating are approaching, a person who is anxious is inclined to play with one's hair, scratching their head, biting one's fingernails or other adaptive behaviors (Richmond, McCroskey, & Payne, 1987).

The third nonverbal message is clothing and appearance of people. Clothing and appearance of people can be interpreted as status, credibility, and persuasiveness in the matter of nonverbal communication (Hamilton, 2011, p.129). In terms of status, for example, uniforms of armed forces are classified as a nonverbal emblem that indicates a man or woman who wears a military uniform works for military forces (Adler, Rosenfeld, & Towne, 1983). In terms of credibility, for instance, people

who wear nurses' uniforms increased the level of trust to health care campaigns (Adler & Proctor II, 2011).

The fourth nonverbal cue is distance and personal space. Distance and personal space of each country are different. Hall (1966) states that distance and personal space or interpersonal distance zones that are used in the United States are divided into four groups of distance: intimate distance, personal distance, social distance, and public distance. The intimate distance which represents the close relationship ranges from touching to a distance of eighteen inches. Next, the personal distance which is used by close friends or colleagues and interaction with relatives during a conversation ranges from eighteen inches to four feet. Additionally, a social distance which occurs in a business transaction or work places ranges from four feet to twelve feet. Moreover, a public distance which is used by a speaker toward a large group of listeners ranges from twelve feet to further (Hall, 1966). On the other hand, in Latin America, the interaction distance is less than the United States because people of Latin America feel comfortable when they are close to the people who are communicating with them and this interaction distance can be interpreted in the way of sexual or hostile feelings in the United States (Hall, 1959).

The fifth nonverbal message is time. Hamilton (2011) describes that the way to understand time and culture is to observe the dimensions of time which are called monochronic and polychronic. Regarding monochronic time, people perceive it as "a scarce resource which must be rationed and controlled through the use of schedules and appointment" (Smith & Bond, 1999, p. 147) and people who use the monochronic time are the people who are in individualistic cultures such as American. For polychronic time, people notice it as "the maintenance of harmonious relationships as the important agenda, so that use of time needs to be flexible in order that we do right by the various people to whom we have obligations" (Smith & Bond, 1999, p. 147) and people who use the polychronic time are the people who are in collectivistic cultures such as Chinese, Indonesian, Mexican, and Brazilian.

The last nonverbal cue is a voice. Voice contains “pitch (highness or lowness of tone), volume (loudness), rate (speed), and quality (the sound of voice)” (F. Verderber & S. Verderber, 1992, p. 115); voice can affect the communication in the matter of meanings, such as compliments, contradictions, or supplements (p. 115). In addition, Adler, Rosenfield, and Towne (1983) state that voice is one of the channels of nonverbal communication; voice can change meanings of one statement of verbal messages into a variety of meanings. For example, the statement “This is a fantastic communication book,” this can be interpreted as meaning that this book is a particular one if one accents at the word “This.” On the other hand, if one accents at the word “fantastic,” the meaning of this statement will be that this book is very interesting (Adler, Rosenfield, & Towne, 1983, p. 127).

2.5.2.3 Relationships

Relationships are divided into two categories: norms and roles. To elaborate norms in relationships, Gudykunst (1994) describes that, initially, people inherited cultures from their parents; their parents taught them the norms and the communication rules to behave in their own cultures. Norms are created by rules that people accept and recognize as proper behavior (Tubbs & Moss, 1983). People in diverse cultures expect satisfaction from one another in a relationship. People use norms as they are instinctive standards (Tubbs & Moss, 1983). In addition, Tubbs and Moss (1983) state that the norms are culturally transmitted. In other words, people learn norms during the whole period of people’s life. In terms of relationships, roles are “sets of norms that apply to specific groups of people in a society” (Tubbs & Moss, 1983, p. 369). Moreover, Tubbs and Moss (1983) mention that roles are more or less dissimilar in each culture, such as the roles of men and women, and the roles of employers and employees. Hall and Whyte provided the following clarification of roles of employers and employees in different cultures, for example, American culture appreciates creative ability and responsibility, but Latin culture values authority first (as cited in Tubbs & Moss, 1983, p. 369).

Relationships include norms and roles and the theories of individualism and collectivism are also included in this part because they concern norms and roles. Gudykunst (1994) mentions that people of individualistic cultures concentrate on individuals and one's goal, whereas in collectivistic cultures, people care about the relationships, groups, and society. In addition, Hall (1989) explains that individualism and collectivism are related to the high- and low- context cultures which are divided by the perception of individualistic cultures and collectivistic cultures. People of low-context cultures depend on verbal messages which are explicit and their acts are fast; moreover, people of low-context cultures refer to people of individualistic cultures; in high-context cultures, people usually use implicit and indirect verbal messages in which people should think what is going to be or do next, and their acts are slow to change; moreover, people of high-context cultures refer to people of collectivistic cultures. For example, in Japan, It is rare that Japanese people will clarify things to you because the Japanese will assume that you know, and if you do not know, it upsets Japanese (Hall, 1989).

According to Table 2.2, high ranks of countries mean countries that are classified as individualistic cultures, such as U.S.A., Australia, Great Britain, Canada, Netherlands, New Zealand, and Italy respectively. On the other hand, low ranks of countries mean countries that are categorized as collectivistic cultures such as Venezuela, Colombia, Pakistan, Peru, Taiwan, Thailand, and Singapore respectively.

Table 2.2

The Rank of Countries Individualistic and Collectivistic Cultures

Rank	Country	Rank	Country
1	U.S.A	21	India (below mean)
2	Australia	22	Japan
3	Great Britain	23	Argentina
4	Canada	24	Iran

Note. Adapted from Culture's Consequences: International Differences in Work-Related Values (Hofstede, 1980)

Table 2.2 (Cont.)

The Rank of Countries Individualistic and Collectivistic Cultures

Rank	Country	Rank	Country
5	Netherlands	25	Brazil
6	New Zealand	26	Turkey
7	Italy	27	Greece
8	Belgium	28	Philippines
9	Denmark	29	Mexico
10	Sweden	30	Portugal
11	France	31	Yugoslavia
12	Iran	32	Hong Kong
13	Norway	33	Chile
14	Switzerland	34	Singapore
15	Germany (Federal Republic)	35	Thailand
16	South Africa	36	Taiwan
17	Finland	37	Peru
18	Austria	38	Pakistan
19	Israel (above mean)	39	Columbia
20	Spain (mean)	40	Venezuela

Note. Adapted from Culture's Consequences: International Differences in Work-Related Values (Hofstede, 1980)

2.5.2.4 Beliefs and values

Beliefs and values are the core of people's thoughts that they were taught from birth; people use beliefs and values to determine or serve their own thoughts toward objects or people (Tubbs & Moss, 1983). For example, in the United States, silence is a sign of ignorance or neglect (Gudykunst, 1994); on the other hand, Lebra found that in Japanese culture, silence is a sign of "truthfulness, social discretion, embarrassment, and defiance" (as cited in Gudykunst, 1994, p. 140).

In addition, these can be implied beliefs and values of gender in each country that are different. For example, in Thailand, women are concerned with family happiness and security more than men. However, men are concerned with freedom and independence more than women. (Komin, 1991).

2.5.3 Intercultural communication barriers

Jandt (1995) claims that anxiety, assuming similarity instead of difference, and ethnocentrism are barriers to intercultural communication. These barriers can imply that anxiety, assuming similarity instead of difference, and ethnocentrism are internal obstacles that affect intercultural communication. Similarly, Tubbs and Moss (1983) stated that ethnocentrism, mass effect, and stereotyping are barriers to intercultural communication. To understand the barriers to intercultural communication, the researcher has an opinion that anxiety, assuming similarity instead of difference, ethnocentrism, mass effect, and stereotyping can be counted as barriers to intercultural communication; thus, intercultural communication barriers can be defined as disadvantageous habits of speakers, listeners, or speakers and listeners who are from diverse cultures which can be categorized into five groups: anxiety, assuming similarity instead of difference, ethnocentrism, mass effect, and stereotyping.

2.5.3.1 Anxiety

Jandt (1995) states that when uncomfortable feelings occur; people do not know how to behave themselves. Thus people only concentrate on the uncomfortable feelings and do not concentrate on communication. Additionally, Hamilton (2011) states that anxiety is separated into two types: situational anxiety and trait anxiety. First, situational anxiety occurs when one feels nervous, excited, or afraid of a new, different, or important incident, such as speaking in front of your leader. Second, trait anxiety is an internal anxiety that is affected by one's own experience, for instance, you feel nervous every time when speaking in front of audiences.

2.5.3.2 Assuming similarity instead of difference

This situation occurs when people in diverse cultures have no information about a new culture; therefore, people of those countries behave in their acts as if in their own cultures (Jandt, 1995). In addition, Jandt (1995) states that people in different cultures should assume difference instead of similarity in a new culture.

2.5.3.3 Ethnocentrism

Ethnocentrism is the viewpoint of one's own culture that judges other cultures by using the norms of one's own culture (Jandt, 1995; Boonnuch, 2007; Boonnuch, 2012). In addition, it can lead people to believe that their own cultures are better than other cultures. For example, in the history of World War II, Adolf Hitler doesn't like Jews, so he decided to slaughter Jews, no matter that they are innocent Jews, because of Adolf Hitler's past experiences.

2.5.3.4 Mass Effect

Escarpit (1977) describes that mass effect is the incapability to comprehend a group of people's behavior (as cited in Tubbs & Moss, 1983, p. 374). The mass effect occurs when conveying with two or more speakers and listener(s) cannot comprehend the messages because the received messages were confused while speaking simultaneously. This can infer that mass effect is a bad habit of speakers because listeners might get confused.

2.5.3.5 Stereotyping

A stereotype is a presupposition of one's thought that is usually based on experiences of one's own culture concerning people, objects, or events (Boonnuch, 2007; Boonnuch, 2012; Tubbs & Moss, 1983). In addition, Cherry (1971) described that people have experiences during the whole period of people's life. People have experiences from books, television, teachers, or parents; people believe the characteristics of what they have experienced and created stereotypes of what they have experienced. Moreover, Cherry (1971) stated that when people visited the countries where people have experiences from books, television, or other mediums, people will find other things or other aspects to be more than they expected. According to

stereotyping, this can lead to culture shock because of the expectation of one's experiences.

2.6 THEORETICAL FRAMEWORKS

In order to respond to the objectives of the study, the following frameworks will be used to reach the goal of the study.

2.6.1 Foreigners' perceptions framework

The framework contains four theories which are perception, Thai culture, intercultural communication barriers and communication strategies. The first, perception is the process of using the five senses of human organs, such as seeing, hearing, smelling, tasting, and touching that people organize and interpret through their experiences (Gibson, 1966; Geert, 1983; Tubbs & Moss, 1983; Soanes & Stevenson, 1989). Second, Thai culture is an authority ranking culture; in addition, Thais are collectivist in which most activities or etiquette are based on Buddhism (Kirsch, 1981; R. Cooper & N. Cooper, 1990; Gannon, 2001; Somsamai, 2005). Third, intercultural communication barriers are harmful habits of speakers, listeners, or speakers and listeners who are from different cultures. The intercultural communication barriers are separated into five groups including anxiety, assuming similarity instead of difference, ethnocentrism, mass effect, and stereotyping (Tubbs & Moss, 1983; Jandt, 1995). Fourth, communication strategies are strategies or plans that use some types of verbal and nonverbal communication to reach the objective of the communication when one or more of grammatical, sociolinguistic, or discourse competence is lacking (Canale & Swain 1980; Tarone, 1980; Tarone, 1981; Canale, 1983; Færch & Kasper, 1983).

These four theories are the main keys to answer the objectives of the study. The reasons that all the mentioned theories are used are as follows. Firstly, perception theory is relevant to the study because the perception is the first step of the encoding and decoding of messages. Without the perception, there is no communication. Secondly, Thai culture is used as a tool to screen all foreign respondents. This process

can divide foreigners into two groups which are a group of foreigners who have higher background knowledge about Thai culture and a group of foreigners who have lower background knowledge about Thai culture. Thirdly, intercultural communication barriers are used to analyze the level of intercultural communication barriers within respondents' minds. Lastly, communication strategies are used to ask the foreigners' perceptions of CSs used by Thais regarding frequency of CSs used by Thais and comprehension of CSs used by Thais.

Figure 2.2 outlines the foreigners' perception framework of the study. The framework includes the comparison of foreigners who have higher background knowledge about Thai culture, foreigners who have lower background knowledge about Thai culture, communication barriers, the frequency of CSs used by Thais, and foreigners' comprehension of CSs used by Thais.

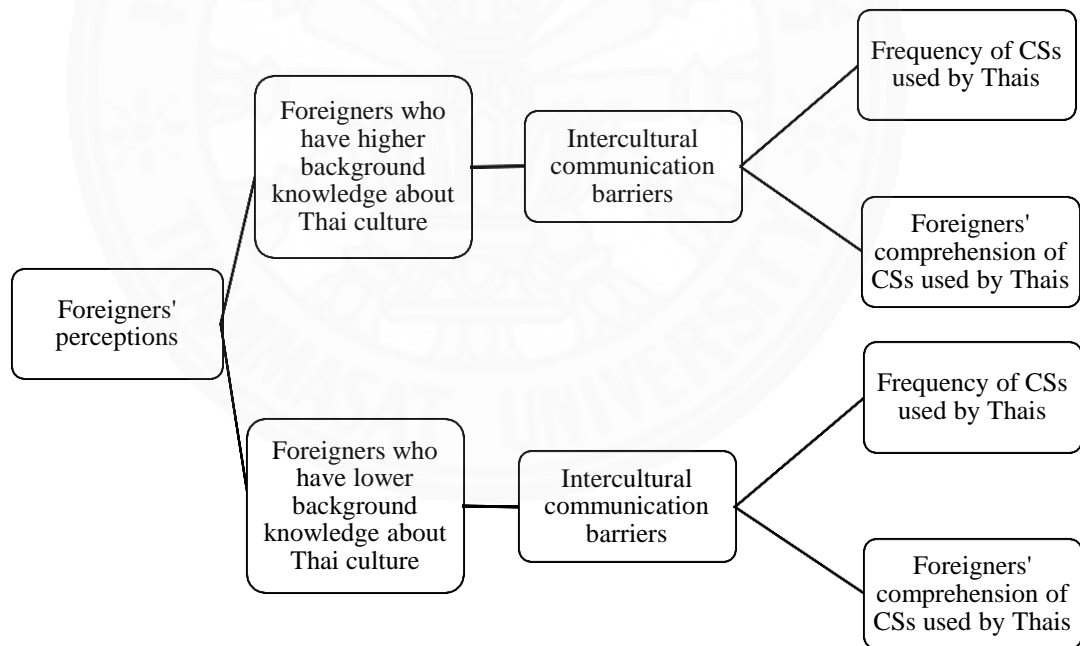


Figure 2.2. Foreigners' Perceptions Framework

2.6.2 Independent and Dependent Variables

Independent and dependent variables are a part of the questionnaire. Independent variables are comprised of general data of participants and Thai culture. General data of participants consist of gender, age, country and nationality, the status of entering to Thailand, the reason to visit Bangkok, the period of time of stay in Bangkok, the usage of English language, and level of English proficiency. Thai culture contains fourteen statements that are related to Thai culture. Dependent variables included intercultural communication barriers and communication strategies.

Table 2.3
Independent and Dependent Variables

Subject	Details	Examples
1. Independent Variable	1.1 General data of participant	1.1 gender, age, country and nationality, status of entering to Thailand, and others
	1.2 Thai culture	1.2 statements that are related to Thai culture
2. Dependent Variable	2.1 Intercultural communication barriers	2.1 Anxiety, assuming similarity instead of difference, ethnocentrism, mass effect, and stereotyping
	2.2 Communication strategies	2.2 ten types of communication strategies

Table 2.3 illustrates independent and dependent variables. The independent variable includes general data of participants. The dependent variables comprised intercultural communication barriers and communication strategies.

2.6.3 Classification of Communication Strategies

This classification of communication strategies is based on Dornyei and Scott's (1997), Tarone's (1980), Færch and Kasper's (1983), Paribakht's (1985), and Willem's (1987) typologies; however, this classification is perceived from the message receiver's aspect. In the aspect of message receiver(s), the classification of communication strategies contains ten strategies which are chosen from those typologies. The chosen types of communication strategies were message abandonment, omission, circumlocution, approximation, word coinage, repetition, foreignizing, retrieval, repairing, and mime.

Table 2.4

Classification of Communication Strategies

Strategy	Description
Message abandonment	Leaving an incomplete message
Omission	Leaving a gap when not knowing a word and carrying on one's own speech
Circumlocution	Describing the dominant characteristics of the stuff
Approximation	Using a vocabulary item or structure that shares at least one semantic features in common with the related item
Word coinage	Creating or making up a new word
Repetition	Repeating an interlocutor's or one's own speech immediately.
Foreignizing	Using L1 or L3 phonology and adapting it to L2 phonology
Retrieval	Saying a series of wrong forms until reaching correct forms
Repairing	Correcting one's own speech or interlocutor's speech
Mime	Using nonverbal behaviors

Table 2.4 shows the classification of communication strategies containing message abandonment, omission, circumlocution, approximation, word coinage, repetition, foreignizing, retrieval, repairing, and mime with descriptions.

2.7 RELEVANT RESEARCH

Many research studies have been studied how L2 or EFL learners use the CSs towards L1 or native English speakers from the past till now. However, there has never been any research study done to examine the CSs from a message receiver's perspective. Accordingly, the related research studies which are used should be in the areas of the CSs. The related studies can be concluded as follows.

Nakatani (2005) conducted a study of "the effects of awareness-raising training on oral communication strategy use". This study is comprised of two groups of participants: 28 students who were trained in an oral communication skill course and 34 students who were not included in the training. The results showed that the trained group had improved scores in their oral test. However, the untrained group of students did not improve their scores. It also illustrated that the students who had the oral communication training uttered prolonged utterances and used more achievement strategies including 'modified interaction', 'modified output', 'time-gaining', and 'maintenance' strategies than the students who did not have training. Meanwhile, the untrained group used more reduction strategies including 'message abandonment', 'first-language-based', and 'interlanguage-based reduction' strategies.

Nakatani (2006) designed a study of developing an oral communication strategy inventory. The survey data was obtained from 44 Japanese EFL learners which are divided into two groups: 18 high oral proficiency and 26 low oral proficiency participants. The results showed that the higher performance group frequently used strategies for maintaining conversation followed by using strategies for coping with speaking problems and strategies for coping with listening problems, such as, negotiation for meaning while speaking, using nonverbal strategies while speaking, attempt to think in English, negotiation for meaning while listening, and other positive strategies. On the other hand, the lower performance group irregularly used positive strategies for maintaining conversational flow.

Additionally, Somsai and Intaraprasert (2011) conducted the study on strategies for coping with face to face oral communication problems employed by Thai

university majoring in English. They used an interview in order to report 48 students' communication strategies. The interview is well designed and suited for finding the outcome of communication strategies. The results illustrated that students cope with face to face oral communication problems by two major strategies: strategies for conveying a message to the interlocutor and strategies for understanding the message. The strategies for conveying a message to the interlocutor contain 11 continuous interaction strategies and 7 discontinuous interaction strategies; the interlocutor and strategies for understanding the message are comprised of 6 strategies. The 11 continuous interaction strategies consist of switching some unknown words or phrases into Thai (L1); correcting his or her own pronunciation, grammar and lexical mistakes; using familiar words, phrases, or sentences; using circumlocution; using non-verbal expressions; referring to objects or materials; drawing a picture; repeating words, phrases, or sentences; using fillers; and appealing for assistance from the interlocutor. The 7 discontinuous interaction strategies are comprised of keeping quiet while thinking about how to get a message across to the interlocutor; speaking more slowly to gain time to think; talking about something else to gain time to think; appealing for assistance from other people around; making a phone call to another person for assistance; consulting a dictionary, book, or another type of document; and thinking in Thai before speaking. The strategies for understanding the message contains six strategies which are trying to catch the interlocutor's main point, noticing the interlocutor for a repetition, asking the interlocutor to slow down, appealing for assistance from other people around to clarify the interlocutor's message, and asking the interlocutor to simplify the language.

Hua, Mohd Nor and Jadarat (2012) explored the communication strategies among EFL students. The participants for this study include 20 Arabic and Chinese students of which 10 are high proficient and 10 are low proficient students; a questionnaire and oral discussion were used in this study in order to find the results about the frequency of use and types of strategies used. The results presented that all high proficient and low proficient students frequently use 'code switching', 'literal translation', 'topic avoidance', 'message abandonment', 'appeal for assistance', 'self-

repair', 'approximation', 'circumlocution', 'use of all-purpose word', and 'word coinage', respectively. For the low proficient group, 'code switching', 'literal translation', and 'message abandonment' are the top three highest frequencies used, respectively. For the high proficient group, 'self-repair', 'topic avoidance', and 'code switching' are the top three highest frequencies used, respectively. Moreover, 'word coinage' strategy is the least frequency used for each high proficient and low proficient group.

Uztosun and Erten (2014) aimed to investigate CSs used by Turkish EFL learners and also aimed to expose the connection between language skill and the use of CSs by using two short films and interviews as tools. The findings revealed that Turkish learners mostly use 'time-gaining' or fillers, 'self-repair', 'self-repetition', nonverbal or 'mime', and 'approximation' strategies. In addition, the findings also showed that there was no significant difference in the connection between language skill and the use of CSs. However, there are some significant differences in three CSs which are 'topic avoidance', 'message reduction', and 'mime'. The low proficiency learners used more 'topic avoidance' and 'message reduction' strategies while the high proficiency learners used more 'mime' strategy efficiently.

More recently, Thanasabkasem and Keadplang (2016) explored the foreign travelers' perceptions towards Thai vendors' communication skills. The purpose of this study aims for use with business purposes. The results reported that 200 foreign travelers were pleased when Thai vendors used printed materials to help them communicate with foreign travelers while selling their goods. The printed materials include signs, tags, pictures, and shop menus. The results also indicated that all kinds of mentioned materials are very useful, especially shop menus with the mean of full points. In addition, all mentioned materials help them to understand more when communicating with vendors.

This chapter illustrates the review of the literature concerning theories of perception, communication model, communication strategies (CSs), intercultural communication, and relevant research. In the next chapter, the data of research methodology will be presented.

CHAPTER 3

METHODOLOGY

This chapter explains the methodology of research that will be conducted. This chapter is comprised of five parts: (1) the selection of participants, (2) the research instrument, (3) the usage of the theoretical frameworks, (4) the data collection, and (5) the data analysis.

3.1 PARTICIPANTS

Quantitative research was adopted in this study. In this research, the “simple random sampling” (Reinard, 2006) or what is known as “random sampling” was included; the random sampling is of foreign participants. The respondents of this research were foreigners who are able to communicate in English and are experienced in conveying English with Thais. To find places which suit for collecting the data, places that are included in the research study should be well-known, crowded, and convenient. In addition, the places should have people from various cultures or nationalities. Bangkok is the first candidate because it is a capital city of Thailand. In addition, Mala (2015) stated that Bangkok was ranked as the eighteenth on the list of the worlds' top destinations; therefore, Bangkok is a target place to collect data. To find places in Bangkok that suit for collecting data and to find places that are notable for foreigners, Mala (2015) claimed that Wat Pho was ranked as the twenty-first in the list of the world's best landmark category; moreover, for the wide variety of data collection, another place that is included in the study should be well-known as well. Coconut Bangkok (2015) stated that Siam Paragon was ranked as the sixth on the checked-in lists of the Facebook page and the first on the Thailand's checked-in lists of the Facebook page. Therefore, Wat Pho and Siam Paragon are included in the places that suit for collecting data. In addition, Wat Arun, areas around Wat Pho and Wat Arun, Phayathai area, and Sukhumvit area are also included. To investigate the number of needed participants, knowing the number of foreigners who came to Thailand is significant. According to the Ministry of

Tourism and Sports (2015), the number of foreigners entering Suvarnabhumi International Airport between January 1, 2014, and December 31, 2014 were 13,308,320. Additionally, foreigners who arrived to Don Mueang International Airport each month between May 1, 2015 to 31 December, 2015, were 280,161, 282,635, 330,430, 329,802, 265,894, 324,393, and 367,854, respectively (Department of Tourism, 2015; Department of Tourism, 2016). Thus, the total number of foreigners entering Suvarnabhumi International Airport and Don Mueang International Airport were 15,489,489. However, the accuracy of the number of foreigners in Bangkok is still not known and foreigners who speak English are unidentified because there is no information about the number of foreigners who communicate in the English language.

To specify the sample size of the study, Smit (2013) states that the most frequent confidential intervals used are 90, 95, and 99 percentages confident. In this study, the confidential interval which was used was 95 percentages confident; the statistically significant level was set at $p \leq 0.05$. Additionally, Robson (2011) states that two hundred respondents who are supposed to be a representative sample of the population are plenty for the outcomes to be generalized. As a result, the researcher needs 200 foreigners who stayed in Bangkok during 6-11 May 2017 to be the participants.

3.2 RESEARCH INSTRUMENTS

To obtain the required contents and data, a self-reported questionnaire was used as a tool to collect the data. The design of the questionnaire is significant because it is a tool to answer the research questions, so the questionnaire is divided into six parts which are general data of participants, foreigners' perception of Thai culture, intercultural communication barriers, the foreigners' perceptions of frequency of communication strategies used by Thais when speaking English and the foreigners' comprehension of communication strategies when speaking English. This design of the questionnaire used only English because the target language is English which is used worldwide. The research instruments which are used to analyze the objectives of this study are as follows.

3.2.1 Validity of research instrument

At the beginning of the stage of drafting questionnaires, the researcher provided the IOC (Item Objective Congruence Index) test that is foreigners' perception of Thai culture to three Thai experts. To support that sending IOC (Item Objective Congruence Index) test to three Thai experts in the field of Thai culture can construct validity for questionnaires, Aiken (1994) states that experts' judgments or opinions are one of the evidences that can create validity for questionnaires.

In addition, three-point IOC scale was used to evaluate the questionnaire including foreigners' perception of Thai culture, foreigners' communication barriers, and foreigners' perception of Thai communication strategies (see Appendix B).

According to the form of IOC test, it consists of a three-point IOC rating scales, ranked from "Agree" to "Disagree" which were examined by three Thai instructors who can read English to create a good questionnaire. The criteria and meaning of the rating scale are shown in the following table.

Table 3.1

Three-point IOC Scale

Rating Score	Interpretation of the score
1	Agree
0	Undecided
1	Disagree

To calculate validity of instruments, IOC (Item Objective Congruence Index) test can be calculated and interpreted by using the following formula.

$$\text{IOC} = \frac{\text{Total rating scores of experts}}{\text{A number of experts}}$$

According to the superscript formula, the scores of the test should be between 0.50 and 1.00 to maintain the validity of the questionnaire, and if the scores of the items in the questionnaire are below 0.50, this means that items cannot be used in the questionnaire.

The results from IOC test reported that all items in the questionnaire can be used to ask foreigners with the scores of each item in questionnaire at 1, except the statement numbers 2, 9 and 14 in part 2, and statement number 10 in part 4 and 5 with the scores 0.67 of each item see Appendix B).

3.2.2 Questionnaires

The researcher provided the English language version of the questionnaire because the respondents are foreigners; English is used worldwide. The questionnaire was comprised of six parts as follows:

Part 1: General data of the participants

The first part of questionnaire concern the general data of participants and the background information including gender, age, country and nationality, the status of entering to Thailand, the reason that they visit Bangkok, the period of time that they stay in Bangkok, the usage of English language, and level of English proficiency.

Part 2: Foreigners' perception of Thai culture.

The second part of the questionnaire was true or false questions which can identify respondents who understand Thai culture or do not. This part is based on the documents of R. Cooper and N. Cooper (1990), Kirsch (1981), Gannon (2001), Tubbs and Moss (1983), Wolfram and Schilling-Estes (2006), E. Myers and T. Myers (1992), Cherry (1971), Samova and Porter (2001), Rajadhon (1963), Hamilton (2011), McCroskey (1968), Richmond, McCroskey, and Payne (1987), Adler and Proctor II (2011), Smith and Bond (1999), F. Verderber and S. Verderber (1992), Adler, Rosenfield, and Towne (1983), Gudykunst (1994), Somsamai (2005), Hall (1966), and Hall (1989). Focusing on the objectives of the study, the second part consists of fourteen items which include Thai's behavior and how foreigners perceive that behavior.

Part 3: Intercultural communication barriers

The third part of the questionnaire was a five point Likert scale concerning intercultural communication barriers; this part which was modified by the researcher is based on the documents of Jandt (1995), Tubbs and Moss (1983),

Gudykunst (1994), Boonuch (2007), Boonuch (2012), and Cherry (1971). Aimed at the objectives of the study, the third part was made up of five items including five common communication barriers.

Part 4: The frequency of communication strategies used by Thais when speaking the English language

The fourth part of the questionnaire was a five point Likert scale regarding the frequency of communication strategy employed by Thai people. This part of the questionnaire is based on the taxonomies of communication strategies of Dornyei and Scott (1997), Tarone (1980), Færch and Kasper (1983), Paribakht (1985), and Willem (1987). With focusing on the objectives of the study, this part is comprised of ten items of strategies for coping with communication problems.

Part 5: Foreigners' comprehension of communication strategies used by Thais when speaking English

The fifth part of the questionnaire was a five point Likert scale regarding the foreigners' comprehension of communication strategy employed by Thais. This part of a questionnaire which was adapted and modified by the researcher is based on the taxonomies of the communication strategies of Dornyei and Scott (1997), Tarone (1980), Færch and Kasper (1983), Paribakht (1985), and Willem (1987). Focusing on the objectives of the study, this part is composed of ten items of strategies for dealing with communication problems.

Part 6: Suggestions which are given by participants

The sixth part of the questionnaire is an open-ended question which asks respondents' suggestions regarding what communication strategies Thais should use more to make themselves comprehended more effectively when communicating to a native speaker of English.

3.2.3 Pilot study

A pilot study was conducted before the data collection begin. The questionnaire was approved by an advisor who is an expert in the English field. Before producing the questionnaire, the IOC test was conducted to create validity of the questionnaire. After the pilot study was tested, the researchers asked the respondents' questions for improving the questionnaire in order to produce comprehensible questionnaires for the participants of this study. The result of the pilot study illustrated that the questionnaire can be used. However, in the process of sending a questionnaire to the respondents, the researcher should not send the questionnaire to the respondents who do not have experience in communicating with Thai people.

3.3 THE THEORETICAL FRAMEWORKS

In order to answer the purposes of the study, the following frameworks will be used to reach the goals of the study.

3.3.1 Foreigners' perceptions framework

Foreigners' perceptions framework is used to analyze the objectives of the study. The framework contains four theories which are perception, Thai culture, intercultural communication barriers and communication strategies. Perception theory is relevant to the study because the perception is the first step of the encoding and decoding of messages. Without the perception, there is no communication. Thai culture is used as a tool to screen all foreign respondents. This process can divide foreigners into two groups, which are a group of foreigners who have higher background knowledge about Thai culture and a group of foreigners who have lower background knowledge about Thai culture. Intercultural communication barriers are used to analyze the level of intercultural communication barriers within respondents' minds. Communication strategies are used to ask the foreigners' perceptions of CSs used by Thais concerning frequency of CSs used by Thais and comprehension of CSs used by Thais.

All four mentioned theories are explained as follows. The first, perception is the process of using the five senses of human organs, such as seeing, hearing, smelling, tasting, and touching that people organize and interpret through their experiences (Gibson, 1966; Geert, 1983; Tubbs & Moss, 1983; Soanes & Stevenson, 1989). Second, Thai culture is an authority ranking culture; in addition, Thais are collectivist in which most activities or etiquette are based on Buddhism (Kirsch, 1981; R. Cooper & N. Cooper, 1990; Gannon, 2001; Somsamai, 2005). Third, intercultural communication barriers are harmful habits of speakers, listeners, or speakers and listeners who are from different cultures. The intercultural communication barriers are separated into five groups including anxiety, assuming similarity instead of difference, ethnocentrism, mass effect, and stereotyping (Tubbs & Moss, 1983; Jandt, 1995). The last, communication strategies are strategies or plans that use some types of verbal and nonverbal communication to reach the objective of the communication when one or more of grammatical, sociolinguistic, or discourse competence is lacking (Canale & Swain 1980; Tarone, 1980; Tarone, 1981; Canale, 1983; Færch & Kasper, 1983).

Figure 3.1 shows the foreigners' perception framework of the study comprises the comparison of foreigners who have higher background knowledge and foreigners who have lower background knowledge about Thai culture, intercultural communication barriers, the frequency of CSs used by Thais, and foreigners' comprehension of CSs used by Thais.

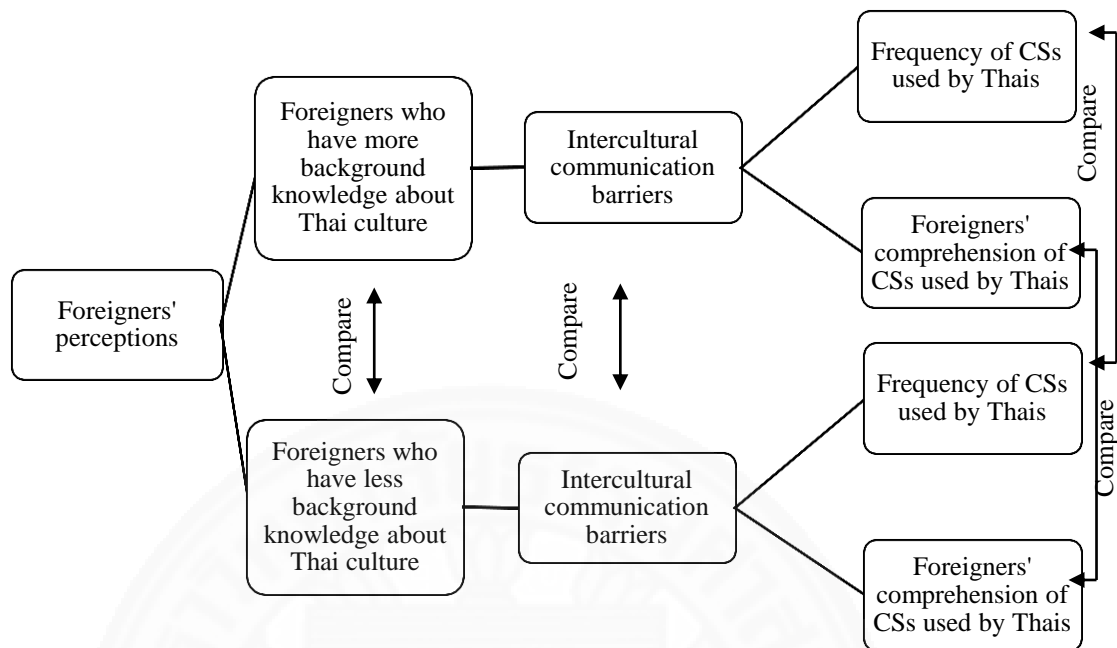


Figure 3.1. Foreigners' Perceptions Framework

As illustrated in figure 3.1, the foreigners' perceptions framework is used for guiding the way to analyze the foreigners who have higher background knowledge about Thai culture, foreigners who have lower background knowledge about Thai culture, communication barriers, the frequency of CSs used by Thais, and foreigners' comprehension of CSs used by Thais. The way to analyze this framework is using quartile formula to separate 200 foreigners into two groups which are foreigners who have higher background knowledge about Thai culture, group 1, and foreigners who have lower background knowledge about Thai culture, group 2. After the classification of the two groups had finished, the independent t test was used to compare the results from the two groups concerning intercultural communication barriers, the frequency of CSs used by Thais, and foreigners' comprehension of CSs used by Thais.

3.3.2 Independent and Dependent Variables

Independent and dependent variables are a part of the questionnaire. Independent variables comprised general data of participants and Thai culture. General

data of participants consisted of gender, age, country and nationality, the status of entering to Thailand, the reason to visit Bangkok, the period of time staying in Bangkok, the usage of English language, and level of English proficiency. Thai culture contains fourteen statements that are related to Thai culture. Dependent variables included intercultural communication barriers and communication strategies.

Table 3.2
Independent and Dependent Variables

Subject	Details	Examples
1. Independent Variable	1.1 General data of participant	1.1 gender, age, country and nationality, the status of entering to Thailand, etc.
	1.2 Thai culture	1.2 statements that are related to Thai culture
2. Dependent Variable	2.1 Intercultural communication barriers	2.1 Anxiety, assuming similarity instead of difference, ethnocentrism, mass effect, and stereotyping
	2.2 Communication strategies	2.2 ten types of communication strategies

Table 3.2 illustrates independent and dependent variables. The independent variables includes general data of participants. The dependent variables comprised intercultural communication barriers and communication strategies.

3.3.3 Classification of Communication Strategies

This classification of communication strategies is based on Dornyei and Scott's, Tarone's, Færch and Kasper's, Paribakht's, and Willem's typology; however, this classification is perceived from the message receiver's aspect. In the aspect of message receiver(s), the classification of communication strategies contains ten strategies which are chosen from those typologies. The chosen types of communication strategies were message abandonment, omission, circumlocution, approximation, word coinage, repetition, foreignizing, retrieval, repairing, and mime.

Table 3.3

Classification of Communication Strategies

Strategy	Description
Message abandonment	Leaving an incomplete message
Omission	Leaving a gap when not knowing a word and carrying on one's own speech
Circumlocution	Describing the dominant characteristics of the stuff
Approximation	Using a vocabulary item or structure that shares at least one semantic features in common with the related item
Word coinage	Making up or creating a new word
Repetition	Repeating an interlocutor's or one's own speech immediately.
Foreignizing	Using L1 or L3 phonology and adapting it to L2 phonology
Retrieval	Saying a series of wrong forms until reaching correct forms
Repairing	Correcting one's own speech or interlocutor's speech
Mime	Using nonverbal behaviors

Table 3.3 shows the classification of communication strategies containing message abandonment, omission, circumlocution, approximation, word coinage, repetition, foreignizing, retrieval, repairing, and mime.

3.4 DATA COLLECTION

At the beginning of this study, the questionnaire was pre-tested, revised, and finalized. The data collection process is separated into two sections as follows.

The first section is IOC (Item Objective Congruence Index) test. IOC test was sent to three experts who specialize in communication strategies to judge and examine the validity of the questionnaire. Once the test was accomplished, the researcher collected the IOC test and continued creating the questionnaires.

The second section is the questionnaire. The questionnaire was distributed to the participants which were a total of 200 foreigners who were willing to participate in the study at Wat Pho, Siam Paragon, Wat Arun, areas around Wat Pho and Wat Arun, Phayathai area, and Sukhumvit area. Once the questionnaire had been completed, the researcher collected the completed questionnaires.

3.5 DATA ANALYSIS

After the data collection, the obtained data were analyzed and assessed by using Statistical Package for Social Sciences version 18.0 (SPSS Software Program) and Microsoft Excel 2013. Frequency, percentage, mean, standard deviation, quartile or interquartile range, and the independent sample t test were used in order to analyze and estimate the research findings. In this study, the statistically significant level was set at $p \leq 0.05$.

In the first part of the questionnaire, the descriptive statistics which were used to analyze the study were frequency number and percentage. The analysis of the respondents' general information comprised gender, age, country, the status of entering to Thailand, the reason for coming to Bangkok, the length of staying in Bangkok, English background, and level of English proficiency.

The second part of the questionnaire contained 14 items of true or false statements. The true or false statements were used as a tool to calculate the answers of foreigners' perceptions of Thai culture. The quartile formula was used to analyze the information of this part; the results from the analysis was shown as a frequency and

percentage. To analyze and use this part, the analysis is divided into two sections which are the numbers of correct answers and the classification of participants. After the results of the numbers of correct answers were revealed, the answers from the first section are used to divide the participants into three groups which are a group of high scores, a group of average scores and a group of low scores.

To calculate the classification of respondents, quartile formula can be calculated and interpreted by using the following formula.

$$\begin{aligned}
 Q1 &= \text{value of } \left(\frac{n+1}{4} \right) \text{ th item} \\
 &= \text{value of } \left(\frac{200+1}{4} \right) \text{ th item} \\
 &= \text{value of } 50.25 \text{ th item} \\
 &= \text{foreigners whose scores were 9 or below} \\
 Q2 &= \text{value of } \left(\frac{n+1}{2} \right) \text{ th item} \\
 &= \text{value of } \frac{200+1}{2} \text{ th item} \\
 &= \text{value of } 100.50 \text{ th item} \\
 &= \text{foreigners whose scores were 11 (10-11)} \\
 Q3 &= \text{value of } \frac{3(n+1)}{4} \text{ th item} \\
 &= \text{value of } \frac{3(200+1)}{4} \text{ th item} \\
 &= \text{value of } 150.75 \text{ th item} \\
 &= \text{foreigners whose scores were 12 or above}
 \end{aligned}$$

Table 3.4 presents the foreigners' scores of Thai culture. The table contained the number of the correct answers, frequency (n), cumulative frequency, and percentage.

Table 3.4
Foreigners' Scores of Thai culture

Number of Correct Answers	<i>n</i>	Cumulative Frequencies	Percentage
3	2	2	1
4	3	5	1.5
5	4	9	2
6	9	18	4.5
7	8	26	4
8	16	42	8
9	19	61	9.50
10	23	84	11.50
11	30	114	15
12	46	160	23
13	27	187	13.50
14	13	200	6.50
Total	200	200	100

Here are the results using quartile or interquartile range formula in order to separate the group of 200 foreign participants into three groups which are a group of high scores, a group of average scores and a group of low scores.

Table 3.5
The Classification of Respondents (Three Groups)

Comprehension of Thai culture	Frequency	Percentage
Foreigners whose scores are over 12 are classified as group 1	86	43
Foreigners whose scores are between 10–11 are classified as group 2	53	26.50

Table 3.5 (Cont.)

The Classification of Respondents (Three Groups)

Comprehension of Thai culture	Frequency	Percentage
Foreigners whose scores are between 3-9 are classified as group3	61	30.50
Total	200	100

Table 3.5 illustrated the classification of respondents. Quartile or interquartile ranges were used to divide participants into two groups which are group 1, foreigners whose scores were 12 or above, and group 2, foreigners whose scores were 9 or below. The results illustrated that group 1, foreigners who have higher background knowledge about Thai culture, comprised 86 participants and group 2, foreigners who have lower background knowledge about Thai culture, consisted of 61 participants. However, foreigners whose scored between 10 and 11 were excluded. This is an important part because the results of this part were used to calculate the data in parts three, four, and five of the questionnaire.

Consequently, to simplify the use of categorization, foreigners whose scores were twelve to fourteen are classified as group 1 or are called foreigners who have higher background knowledge about Thai culture. On the other hand, foreigners whose scores are three to nine are classified as group 2 or are called foreigners who have lower background knowledge about Thai culture. The summary of classification of respondents used to analyze is illustrated in the following Table (see Table 3.6):

Table 3.6

The Classification of Respondents (Two Groups)

Comprehension of Thai culture	Frequency	Percentage
Foreigners whose scores are over 12 are classified as group 1	86	43
Foreigners whose scores are between 3-9 are classified as group2	61	30.50

Moreover, parts three, four, and five of the questionnaire, five point Likert scale, frequency, mean, standard deviation, and independent sample t test were used to evaluate the intercultural communication barriers and foreigners' perception of communication strategies used by Thai when speaking English in the matter of frequency use and comprehension. In each of those parts, the analysis was divided into two sections which are the overall results and the comparisons between the two groups.

According to the form of parts three, four, and five of the questionnaire, they consist of five-point rating scales, ranking from "Strongly agree" to "Strongly disagree," "Always use" to "Never use," and "Always understand" to "Never understand," which were used to signify respondents' agreement, use of Thais CSs, and understanding about the subject matter. The criteria and meaning of the rating scale are shown in the following Table (see Table 3.7):

Table 3.7

Five-point Likert Scale

Rating Score	Interpretation of the score
5	Strongly agree/ Always/ Always understand
4	Agree/ Usually/ Usually understand
3	Undecided/ Somewhat/ Undecided
2	Disagree/ Seldom/ Seldom understand
1	Strongly disagree/ Never/ Never understand

The measurement criteria of five-point rating scales can be calculated and interpreted by the following formula.

$$\begin{aligned}
 \text{Interval} &= \frac{\text{Range}}{\text{The width of interval}} \\
 &= \frac{\text{The highest width} - \text{The lowest width}}{\text{The width of interval}} \\
 &= \frac{5 - 1}{5} \\
 &= 0.80
 \end{aligned}$$

According to the width of each level of participants' degree of agreement, use, and understanding, the length of the mean is in table 3.8 as follows.

Table 3.8

The Mean Level of Interpretation Score

Interpretation level	Mean
Strongly agree/ Always use/ Always understand	4.21 - 5.00
Agree/ Usually use/ Usually understand	3.41 - 4.20
Undecided/ Somewhat use/ Undecided	2.61 - 3.40
Disagree/ Seldom use/ Seldom understand	1.81 - 2.60
Strongly disagree/ Never use/ Never understand	1.00 - 1.80

Furthermore, in the last part, the suggestions given by participants were separated into two sections which are analyzed by presenting the examples of suggestions and presenting the overall suggestions. In the overall suggestion sections, the frequency and percentage were used to calculate the data.

In conclusion, this chapter is composed of the participants, materials, procedures, usage of theoretical framework, and data analysis. The results of the data analysis will be presented in Chapter 4.

CHAPTER 4

RESULTS

The previous chapter clarified the subjects, the materials, the theoretical framework, the data collection and the data analysis. This chapter reports the results of foreigners' perception of communication strategies used by Thais when speaking English which are distributed into six parts based on general data of participants, foreigners' perception of Thai culture, intercultural communication barriers, the frequency of communication strategies used by Thais when speaking English, the comprehension of communication strategies used by Thais when speaking English, and suggestions from respondents. The presented results of the study are based on the objectives of the study.

This study places value on investigating the frequency of CSs used by Thais, and comprehension of CSs used by Thais in the foreigners' perspectives. It also aimed to explore the differences in the intercultural communication barriers and perception of communication strategies used by Thais between foreigners who have higher background knowledge and foreigners who have lower background knowledge about Thai culture. In this chapter, the descriptive statistic was used to calculate the data analysis.

The Statistical Package for the Social Sciences version 18.0 (SPSS for window) and Microsoft excel 2013 were used to evaluate all the data analysis, and the results were reported in this chapter as follows.

Part I: General data of participants

Part II: Foreigners' comprehension about Thai culture

Part III: Intercultural communication

Part IV: The frequency of communication strategies used by Thais when speaking English

Part V: Foreigners' comprehension of communication strategies used by Thais when speaking English

Part VI: The suggestions given by foreigners

4.1 GENERAL DATA OF PARTICIPANTS

In the first part of the questionnaire, frequency and percentage were used to analyze the outcomes of general data of respondents. There were eight sections of this part which are gender, age, country and nationality, the status of entering to Thailand, the reason for coming to Bangkok, the length of time staying in Bangkok, English background, and level of English proficiency. The background information of participants is shown below.

Table 4.1

Gender

Gender	Frequency	Percentage
Male	103	51.50
Female	97	48.50
Total	200	100

As can be seen in Table 4.1, the ratios of male to female foreign participants were 51.50% males and 48.50% females. The percentages of males and females are slightly different.

Table 4.2

Age

Age	Frequency	Percentage
16-20	9	4.5
21-25	54	27.0
26-30	43	21.5
31-35	32	16.0
36-40	18	9.0
41-45	9	4.5
46-50	13	6.5

Table 4.2 (Cont.)

Age

Age	Frequency	Percentage
51 or above	22	11.0
Total	200	100

Table 4.2 illustrates the frequency statistics for the age of participants. The majority of the age of participants was 21-25 years old (27%). The second largest group were 26-30 years old (21.50%). The third largest group was 31-35 (16.50%). The two smallest age groups were 41-45 years old and 16-20 years old (4.50%).

Table 4.3

Country and Nationality

Country/Nationality	Frequency	Percentage
USA/American	28	14
Germany/German	23	11.50
England/British	21	10.5
India/Indian	18	9
France/French	11	5.50
Japan/Japanese	10	5
Spain/Spanish	9	4.50
Brazil/Brazilian	7	3.50
Mexico/Mexican	6	3
Netherland/Dutch	6	3
Others	61	30.50
Total	200	100

Table 4.3 shows frequency statistics for country and nationality of participants. The majority of participants were from the USA with American nationality

(28 respondents or 14%). The second largest group of participants was from Germany with German nationality (23 respondents or 11.50%). The third largest group of respondents was from England with British nationality (20 respondents or 10%). The other smaller-sized groups of countries and nationalities were shown as in the table.

Table 4.4

Status of Entering to Thailand

You stay in Thailand as a	Frequency	Percentage
Tourist	183	91.50
Expatriate	5	2.50
Businessman or woman	9	4.50
Others	3	1.50
Total	200	100

Table 4.4 presents frequency statistics for staying in Thailand of participants. The majority of participants were tourists (183 respondents or 91.50%). The second largest group of participants was businessmen or women (9 respondents or 4.50%). The third largest group of participants was expatriates (5 respondents or 2.50%).

Table 4.5

The Purpose of Visiting Bangkok

Purpose of visiting Bangkok	Frequency	Percentage
Vacation	181	90.50
Business	4	2
Both	10	5
Other reasons	5	2.50
Total	200	100

Table 4.5 illustrates frequency statistics for the purpose of visiting Bangkok of participants. The majority of respondents visit Bangkok because of vacation (181 respondents or 90.50%). The second largest group was participants who answered both, which means they visit Bangkok because of vacation and business (10 participants or 5%). The third largest group was participants who answered other reasons (5 participants or 2.50%), such as an academic conference.

Table 4.6

Length of Staying in Bangkok

Length of staying in Bangkok	Frequency	Percentage
Less than 1 week	137	68.5
1-4 weeks	49	24.5
1-5 months	2	1.0
6 -12 months	6	3.0
More than 1 year	6	3.0
Total	200	100

Table 4.6 shows frequency statistics for the length of staying in Bangkok. The majority of respondents who have been in Bangkok less than 1 week were 137 respondents (68.50%). The second largest group of participants were participants who have been in Bangkok 1-4 weeks (49 respondents or 24.50%). The third largest group of participants was participants who have been in Bangkok 6-12 months and more than 1 year (6 participants or 3% for each group respectively).

Table 4.7

English Background

English background	Frequency	Percentage
Native language	66	33
Second language or semiofficial language	79	35
Foreign language	55	27.50
Lingua franca	9	4.50
Total	200	100

Table 4.7 demonstrates frequency statistics for English usage of participants. The majority of participants were participants who use English as a second language or semiofficial language (70 respondents or 35%). The second largest group was participants who use the English language as a native language (66 respondents or 33%). The third largest group of participants was participants who use English as a foreign language (55 respondents or 27.50%). The minority of participants were participants who use English as a lingua franca (9 respondents or 4.50%).

Table 4.8

Level of English proficiency

the level of English proficiency	Frequency	Percentage
Very good	99	49.50
Good	63	31.50
Fair	35	17.50
Poor	2	1
Very poor	1	0.50
Total	200	100

Table 4.8 illustrates frequency statistics for the level of English proficiency of participants. The majority of participants were participants who responded that their English is very good (99 participants or 49.50%). The second largest group was participants who responded that their English is good (63 respondents or 31.50%). The third largest group was participants who thought their English is fair (35 participants or 17.50%). The fourth group was participants who thought their English is poor (2 respondents or 1%). The last group was a participant who thought his or her English is very poor (0.50%).

4.2 FOREIGNERS' COMPREHENSION ABOUT THAI CULTURE

In the second part of the questionnaire, frequency, percentage and independent t test were used to analyze the results of foreigners' comprehension about Thai culture. There are fourteen items which were used to analyze foreigners' comprehension about Thai culture. The purpose of findings in this part was to separate all foreigners ($n = 200$) into two groups for comparing the results in part 3, 4 and 5 of the questionnaire. For the analysis of foreigners' comprehension about Thai culture, this part is divided into two sections which are the analysis of all respondents' answers and the classification of respondents.

4.2.1 The analysis of all respondents' answers about Thai culture.

This section aims to analyze the correct answers of participants. Frequency and percentage were used to calculate the results of fourteen items of true or false questions that foreigners ticked in the box.

Table 4.9

The Number of Respondents Who Gave the Right Answers about Thai Culture

Statements	Frequency	Percentage
1. Thais generally call other people using their first name rather than surnames.	162	81
2. Avoiding eye contact is a sign of respect in Thailand.	94	47
3. Thais use English as an official language.	161	80.50
4. It is ok for males and females to kiss each other in public.	137	68.50
5. When talking with Thais, they may feel uncomfortable if you stand too close to them.	127	63.50
6. Time of Thai people can be flexible. (You won't be blamed if you are late for about 15 minutes).	136	68
7. Thais usually use indirect verbal messages, for example, saying "It is very hot in here" instead of "Please turn on the air conditioner."	145	72.50
8. Touching someone's head is inappropriate even among friends.	151	75.50
9. You cannot make goods from the Thai national flag.	157	78.50
10. Buddhism influences Thai etiquette in many aspects.	195	97.50
11. The "Wai" is used to greet people, apologize, or give thanks to people.	159	79.50
12. Gambling is legal in Thailand.	141	70.50
13. You have no need to take off your shoes before entering someone's house.	174	87
14. Thais do not point their feet towards others because doing so is considered to be rude.	153	76.50

Table 4.9 shows frequency statistics for the number of respondents who chose the right answers about Thai culture. The answer keys of this part are shown in IOC test (see Appendix B). For the knowledge of Thai culture that foreigners mostly understand, statement number 10 “Buddhism influences Thai etiquette in many aspects”, number 13 “You have no need to take off your shoes before entering someone’s house”, number 1 “Thais generally call other people using their first name rather than surnames”, number 3 “Thais use English language as an official language”, and number 11 “The “Wai” is used to greet people, apologize, or give thanks to people” were the top five statements that the majority of participants knew about Thai culture with numbers of 195, 174, 162, 161, and 159 respondents respectively. For Thai culture that foreigners least understand, statement number 2 “Avoiding eye contact is a sign of respect in Thailand”, number 5 “When talking with Thais, they may feel uncomfortable if you stand too close to them”, number 6 “Time of Thai people can be flexible. (You won’t be blamed if you are late for about 15 minutes)”, number 4 “It is ok for males and females to kiss each other in public”, and number 12 “Gambling is legal in Thailand” were the top five statements that foreigners least understand with numbers of 94, 127, 136, 137, and 141 respondents who chose the right answer respectively.

4.2.2 The classification of respondents

The second section, the analysis of the number of respondents who chose the right answer about Thai culture was used to classify the group of respondents. It aims to separate and classify foreigners from all participants ($N=200$) into two groups which are a group of higher scores and a group of lower scores. The quartile formula is used to analyze in this part.

Table 4.10

The Classification of respondents

Comprehension of Thai culture	Frequency	Percentage	T-test	p-value
Foreigners whose scores over 12 are classified as group 1	86	43	-23.05*	.000
Foreigners whose scores between 3-9 are classified as group 2	61	30.50		

Note. Significance level of .05 ($p = .05$)

Table 4.10 presents frequency statistics for the classification of foreigners. The result shows that group 1, a group of foreigners who got high scores, comprised 86 participants (43%) with scores of 12 to 14. Additionally, group 2, a group of foreigners who got low scores, consisted of 61 participants (30.50%) with scores of 3 to 9. It also showed that group 1 or the foreigners who have higher background knowledge about Thai culture and group 2 or foreigners who have lower background knowledge about Thai culture are significantly different.

4.3 INTERCULTURAL COMMUNICATION BARRIERS

In the third part of the questionnaire, frequency, mean, standard deviation, T-test, and p -value were used to analyze the results of foreigners' intercultural communication barriers. The analysis of foreigners' intercultural communication barriers was divided into two sections which are the analysis of all participants and the analysis of the comparison between two groups in the matter of intercultural communication barriers. In this part, independent sample T-test was used to analyze the data. Moreover, the results of research question three that asks about the differences in intercultural communication barriers between foreigners who have higher background knowledge and foreigners who have lower background knowledge about Thai culture are shown in this part as follows.

4.3.1 Intercultural communication barriers.

In the first section, mean and standard deviation were used to calculate the intercultural communication barriers of all participants ($n = 200$). The types of intercultural communication barriers which were used in the data analysis were anxiety, assuming similarity instead of difference, ethnocentrism, mass effect, and stereotype.

Table 4.11

Intercultural Communication Barriers

Intercultural communication barriers	Mean	SD
Anxiety	2.22	1.04
Assuming similarity instead of difference	2.19	1.14
Ethnocentrism	1.61	0.90
Mass Effect	2.64	1.06
Stereotype	3.51	0.89
Total	2.43	0.64

Table 4.11 shows the analysis of foreigners' intercultural communication barriers. The results demonstrate that the highest rank of intercultural communication barriers was a stereotype with the mean of 3.51 (S.D. = 0.89). The second highest rank of intercultural communication barriers was a mass effect with the mean of 2.64. The third highest rank of intercultural communication barriers was anxiety with the mean of 2.22. The fourth rank of intercultural communication barriers was assuming similarity instead of difference with the mean of 2.19. The last rank of intercultural communication barriers was ethnocentrism with the mean of 1.61.

4.3.2 Intercultural communication barriers (between group comparisons).

In the second section of the analysis of intercultural communication barriers part, the comparisons between two groups are needed because this section

answers research question three that asks about the differences between foreigners who have higher background knowledge about Thai culture and foreigners who have lower background knowledge about Thai culture in the matter of intercultural communication barriers. Group, the number of participants, mean, standard deviation, T-test and p-value were used to analyze the data.

Table 4.12

Intercultural Communication Barriers (Between Group Comparisons)

Intercultural communication barriers	Group	N	Mean (M)	SD	T-test	p-value
Anxiety	1	86	2.24	1.10	0.28	.778
	2	61	2.30	1.06		
Assuming similarity instead of difference	1	86	2.30	1.18	-.54	.588
	2	61	2.20	1.14		
Ethnocentrism	1	86	1.53	0.82	1.57	.118
	2	61	1.77	0.99		
Mass effect	1	86	2.69	1.08	0.38	.706
	2	61	2.75	1.08		
Stereotype	1	86	3.47	0.86	0.61	.543
	2	61	3.56	0.96		
Total	1	86	2.45	0.65	0.64	.525
	2	61	2.51	0.62		

Note. Significance level of .05 ($p = .05$)

Table 4.12 presents the analysis of foreigners' intercultural communication barriers between the two groups. The comparisons between the two groups of participants contained five types of intercultural communication barriers which were anxiety, assuming similarity instead of difference, ethnocentrism, mass effect, and

stereotype. As can be seen, although the results showed that group 1, the group of foreigners who have background knowledge about Thai culture, reported less anxiety ($M = 0.06$), ethnocentrism ($M = 0.24$), mass effect ($M = 0.06$) and stereotype ($M = 0.09$) than group 2, the group of foreigners who do not have background knowledge about Thai culture, there is no significant difference between the two groups of participants from all five intercultural communication barriers; additionally, the result also indicated that the power of culture did not affect intercultural communication barriers. However, mean scores of mass effect and stereotype from the two groups of participants should be considered because the mean was greater than 2.50.

4.4 THE FREQUENCY OF COMMUNICATION STRATEGIES USED BY THAIS WHEN SPEAKING ENGLISH WITH FOREIGNERS

In the fourth part of the questionnaire, frequency, mean, standard deviation, T-test, and p -value were used to analyze the results of the frequency of CSs used by Thais when speaking English with foreigners. The analysis was divided into two sections which are the analysis of the frequency of CSs used by Thais, and the comparison between the groups of foreigners who have background knowledge about Thai culture and foreigners who do not have background knowledge about Thai culture in the matter of frequency of CSs used by Thais. Moreover, the results of research question one “When communicating with foreigners, what types of communication strategies do Thais mostly use?” are shown in this part as follows.

4.4.1 The frequency of CSs used by Thais when speaking English

In the first section, mean and standard deviation were used to calculate the type of communication strategies used by Thais of all participants ($n = 200$). Message abandonment, omission, circumlocution, approximation, word coinage, repetition, foreignizing, retrieval, repairing and mime strategies were used to ask the respondents about the frequency of communication strategies used by Thais when speaking English.

Table 4.13

Frequency of CSs Used by Thais When Speaking English

Type of CSs	Mean	SD
Message abandonment	2.85	0.97
Omission	3.19	0.96
Circumlocution	3.55	0.84
Approximation	3.19	0.97
Word coinage	3.21	1.03
Repetition	3.78	0.86
Foreignizing	3.93	0.85
Retrieval	3.04	0.86
Repairing	3.14	0.92
Mime	3.50	0.97
Total	3.34	0.47

Table 4.13 presents the analysis of the frequency of CSs used by Thais when speaking English. The results present that the most frequently used type of communication strategies was the foreignizing strategy with the mean of 3.93. The second most frequently used type of communication strategies was repetition strategy with the mean of 3.78. The third most frequently used type of communication strategies was circumlocution strategy with the mean of 3.55. On the other hand, message abandonment, retrieval, and repairing strategies were the top three least frequently-used types of communication strategies with the means of 2.85, 3.04, and 3.14 respectively.

Consequently, to answer the research question one “When communicating with foreigners, what types of communication strategies do Thais mostly use?,” the answer is the foreignizing strategy.

4.4.2 The frequency of CSs used by Thais when speaking English (between group comparisons).

In the second section of the analysis of frequency of CSs used by Thais when speaking English, the comparisons between two groups of high and low scoring participants are needed because this section answers research question four that asks about the differences between foreigners who have higher background knowledge about Thai culture and foreigners who have lower background knowledge about Thai culture in the matter of CSs used by Thais. Group, the number of participants, mean, standard deviation, T-test and p-value were used to evaluate the data.

Table 4.14

The Frequency of CSs Used by Thais (Between Group Comparisons)

Type of CSs used by Thais	Group	N	Mean (M)	SD	T-test	p-value
Message	1	86	2.88	0.98	-.29	.775
abandonment	2	61	2.84	1.02		
Omission	1	86	3.34	0.86	-2.26	.025
	2	61	2.98	1.03		
Circumlocution	1	86	3.59	0.71	-.68*	.497
	2	61	3.49	0.99		
Approximation	1	86	3.30	0.92	-.93	.355
	2	61	3.15	1.09		
Word coinage	1	86	3.40	0.94	-2.12	.035
	2	61	3.05	1.02		
Repetition	1	86	3.74	0.90	-.38	.705
	2	61	3.69	0.85		
Foreignizing	1	86	4.10	0.74	-2.16*	.033
	2	61	3.79	0.97		

Note. Significance level of .05 ($p = .05$)

Table 4.14 (Cont.)

The Frequency of CSs Used by Thais (Between Group Comparisons)

Type of CSs used by Thais	Group	N	Mean (M)	SD	T-test	p-value
Retrieval	1	86	3.09	0.79	-.88	.379
	2	61	2.97	0.93		
Repairing	1	86	3.33	0.85	-2.22	.028
	2	61	3.00	0.91		
Mime	1	86	3.66	0.84	-1.99*	.049
	2	61	3.34	1.03		
Total	1	86	3.44	0.43	-2.61*	.010
	2	61	3.23	0.53		

Note. Significance level of .05 ($p = .05$)

Table 4.14 presented the analysis of the comparison between two groups which are foreigners who understand Thai culture and foreigners who do not understand Thai culture in the matter of frequency of communication strategies used by Thais. The results illustrated that group 1, foreigners who have background knowledge about Thai culture, can perceive all 10 types of communication strategies used by Thais more than group 3, foreigners who do not have background knowledge about Thai culture. The differences between means of the two groups in each type of CSs used were shown in the table as message abandonment ($M = 0.04$), omission ($M = 0.06$), circumlocution ($M = 0.10$), approximation ($M = 0.15$), word coinage ($M = 0.35$), repetition ($M = 0.05$), foreignizing ($M = 0.31$), retrieval ($M = 0.12$), repairing ($M = 0.33$) and mime strategies ($M = 0.32$).

In addition, the independent sample T-test illustrated that foreigners who have background knowledge about Thai culture and foreigners who do not have

background knowledge about Thai culture significantly differed in the perceptions of the frequency of communication strategies' types used by Thais when speaking English with the result of T-test at -2.607 and p -value at .010. To specify the significant difference of this part, circumlocution, foreignizing, and mime strategies were the type of CSs that significantly differed in the matter of perceptions of frequency of CSs used with the results of T-test at -.682, -2.159 and -1.994 respectively, and p -value at .497, .033, and .049 respectively.

4.5 FOREIGNERS' COMPREHENSION OF COMMUNICATION STRATEGIES USED BY THAIS WHEN SPEAKING ENGLISH

In the fourth part of the questionnaire, frequency, mean, standard deviation, T-test, and p -value were used to analyze the results of comprehension of CSs used by Thais when speaking English with foreigners. The analysis were separated into two sections which are the analysis of comprehension of CSs used by Thais, and the comparison between the groups of foreigners who have background knowledge about Thai culture and foreigners who do not have background knowledge about Thai culture in the matter of comprehension of CSs used by Thais. Additionally, the results of research question two "What types of communication strategies used by Thais do foreigners mostly understand?" are revealed in this part as follows.

4.5.1 The comprehension of CSs used by Thais when speaking English

In the first section, mean and standard deviation were used to analyze the type of communication strategies used by Thais of all participants ($n = 200$). Message abandonment, omission, circumlocution, approximation, word coinage, repetition, foreignizing, retrieval, repairing and mime strategies were used to ask the respondents about comprehension of communication strategies used by Thais when speaking English.

Table 4.15

The Comprehension of CSs Used by Thais When Speaking English

Type of CSs used	Mean	SD
Message abandonment	2.94	0.90
Omission	3.21	0.84
Circumlocution	3.81	0.66
Approximation	3.51	0.83
Word coinage	2.49	0.86
Repetition	3.19	0.96
Foreignizing	3.17	0.88
Retrieval	3.78	0.85
Repairing	3.72	0.89
Mime	3.83	0.88
Total	3.36	0.45

Table 4.15 illustrates the analysis of comprehension of CSs used by Thais when speaking English. The findings present that the majority of participants understood mime or nonverbal cues with the mean of 3.83. The second type of communication strategies that participants understood was circumlocution strategy with the mean of 3.78. The third type of communication strategies that participants understood was retrieval strategy with the mean of 3.78. The fourth type of communication strategies that participants understood was repairing strategy with the mean of 3.72. On the other hand, word coinage, message abandonment, foreignizing, and repetition strategies were the top four types of communication strategies that participants less understood with the means of 2.49, 2.94, 3.17, and 3.19 respectively.

As a result, to answer the research question “What types of communication strategies used by Thais do foreigners mostly understand?” the answer is mime or nonverbal cues.

4.5.2 The comprehension of CSs used by Thais when speaking English (between group comparisons).

In the second section of the analysis of foreigners' comprehension of CSs used by Thais when speaking English, the comparisons between the two groups of high and low scoring participants are needed because this section also provides a part of the data that can answer research question four which asks about the differences between foreigners who have higher background knowledge and foreigners who have lower background knowledge about Thai culture in the matter of comprehension of CSs used by Thais. Group, the number of participants, mean, standard deviation, T-test and p-value were used to evaluate the data.

Table 4.16

The Comprehension of CSs Used by Thais When Speaking English (Between Group Comparisons)

Type of CSs used	Group	N	Mean	SD	T-test	p-value
Message abandonment	1	86	2.94	0.97	-.15	.879
	2	61	2.92	0.88		
Omission	1	86	3.31	0.77	-.84	.401
	2	61	3.20	0.91		
Circumlocution	1	86	3.87	0.61	-2.09*	.039
	2	61	3.62	0.78		
Approximation	1	86	3.56	0.82	-.94	.349
	2	61	3.43	0.87		
Word coinage	1	86	2.67	0.80	-1.77	.079
	2	61	2.43	0.88		
Repetition	1	86	3.38	0.80	-.93	.354
	2	61	3.25	0.99		

Note. Significance level of .05 ($p = .05$)

Table 4.16 (Cont.)

The Comprehension of CSs Used by Thais When Speaking English (Between Group Comparisons)

Type of CSs used	Group	N	Mean	SD	T-test	p-value
Foreignizing	1	86	3.42	0.82	-2.89	.005
	2	61	3.00	0.93		
Retrieval	1	86	3.85	0.78	-1.87*	.064
	2	61	3.56	1.03		
Repairing	1	86	3.88	0.73	-2.45*	.016
	2	61	3.49	1.09		
Mime	1	86	3.95	1.01	-1.23*	.221
	2	61	3.77	0.68		
Total	1	86	3.48	0.40	-2.72*	.008
	2	61	3.27	0.53		

Note. Significance level of .05 ($p = .05$)

Table 4.16 shows the analysis of the comparison between two groups which are foreigners who understand Thai culture and foreigners who do not understand Thai culture in the matter of comprehension of communication strategies used by Thais. The results presented that group 1, foreigners who have higher background knowledge about Thai culture, understand all 10 types of communication strategies used by Thais more than group 2, foreigners who have lower background knowledge about Thai culture. The differences between the means of the two groups in each type of CSs used were shown in the table as message abandonment ($M = 0.02$), omission ($M = 0.11$), circumlocution ($M = 0.25$), approximation ($M = 0.13$), word coinage ($M = 0.24$), repetition ($M = 0.13$), foreignizing ($M = 0.42$), retrieval ($M = 0.29$), repairing ($M = 0.39$) and mime strategies ($M = 0.18$).

Additionally, the results revealed that foreigners who have higher background knowledge about Thai culture and foreigners who have lower background

knowledge about Thai culture are significantly different in the comprehension of communication strategies used by Thais when speaking English with foreigners with the results of the T-test at -2.721 and *p*-value at .008. In addition, mime, repairing, retrieval, and circumlocution strategies were the type of CSs that significantly differed in the matter of comprehension of CSs used with the results of the T-test at -1.232, -2.449, -1.873, and -2.087 respectively, and *p*-value at .221, .016, .064, and .039 respectively.

As a consequence, to answer research question four “Are there any differences in perception of communication strategies while conveying with Thais between foreigners who have background knowledge about Thai culture and foreigners who do not have background knowledge about Thai culture?”, the analysis of parts 4 and 5 of the questionnaire are included. The results showed that there are significant differences in foreigners’ perception of CSs used by Thais including frequency use and comprehension; from this result, it can be concluded that the influence of culture influences the perceptions of frequency of use of communication strategies in the matter of frequency of use and comprehension.

4.6 THE SUGGESTIONS GIVEN BY FOREIGNERS

The sixth part of the questionnaire presented foreigners’ suggestions about communication strategies that Thais should use more to make themselves understood more effectively when talking to a native speaker of English. This part is an open-ended question which asks for suggestions for improving and encouraging the English speaking skill of Thai people.

In this part, 122 participants completed the self-reported questionnaire. To be most beneficial to Thais, this part was separated into five sections which are suggestions from native English speakers, suggestions from second language English speakers, suggestions from foreign language English speakers, suggestions from lingua franca English speakers, and overall suggestions from all participants. In addition, the separated sections are based on the respondents’ answers because the individual use of English is different. The results of the open-ended questions are shown below.

4.6.1 Suggestions given by native English speakers.

Suggestions from native English speakers are presented as follows.

From an American man, “I believe improving pronunciation and vocabulary would be the most beneficial. Native English speakers tend to understand “broken” or non-grammatical English. So, grammar would seem to be less important than pronunciation and vocabulary for simple understanding/communication.”

From an American man, “Use examples or talk slowly. Also, repeating words and sentences help. Sometimes use of gestures or physical movements can clarify also.”

From an American man, “They may write the word they are trying to say. Ask the native speaker to write down the word he is trying to say.”

From an American woman, “If a Thai speaker is not understood try nonverbal cues or try using other vocabulary.”

From an American woman, “Comparison to other similar things”.

From a British man, “Use short phrases to keep it simple. Speak slow and clear. Use mime or nonverbal communication to support.”

From a British man, “We would suggest to Thais to improve their listening skills in English. They should listen to the full sentence before replying/responding back. If they improve their own capacity to understand the English speaking person, they will also speak in a more comprehensive way. Sometimes one can easily have an impression that Thais do not listen to the full sentence, but that they respond too fast and often before the real question was actually asked. Listening to an English speaking radio could help them a lot. Watching English-language movies, series and TV-programmes could also help them to improve their skills.”

From a British man, “Taking more care to pronounce final consonants. Eg. Many Thais say “mik” instead of “mix”, “ben” instead of “bench” etc.”

From a British woman, “More hand gestures. Use of common global words. Illustrations.”

From an Australian man, “If a Thai person’s English is not great, using hand gestures can help. I always have my phone which has a translator which always helps.”

From a Canadian woman, “Speak slowly, point to objects to help us to understand, use simple words.”

From a Canadian woman, “Most people I have met have had pretty good English. If they are not being understood, using word notions or nonverbal communication could help.”

4.6.2 Suggestions given by second language English speakers.

Suggestions from second language English speakers are shown as follows.

From a Dutch man, “Try to talk slow. Take your time to pronounce English words as good as possible. And confirm whether you understand something or not instead of just saying yes to be polite as possible.”

From a German man, “Thais are very good at English. We can understand them pretty much all the time. Maybe they should use their body language more often.”

From a Russian man, “Do not use Thai words or word forms to describe the object as it is not understandable anyway.”

From a Mexican woman, “Pronunciation and grammar should be improved to get a better understanding of their English.”

From a Portuguese female, “Use drawing as a tool.”

From an Indonesian man, “Use some object like picture or maps, and then Thais can describe the meaning.”

4.6.3 Suggestions given by foreign language English speakers.

Suggestions from foreign language English speakers are revealed as follows.

From a Polish man, “Use mime or nonverbal behaviors, it is always helpful. It is hard to understand Thais because of their accent.”

From a Polish woman, “Working on pronunciation could be really helpful. In a situation when you cannot think of a word to say, it is very helpful to use other words, to describe what you mean. Thais do it rarely.”

From an Uruguayan woman, “They should use their hands to make more signs and get understood.”

From a Brazilian man, “Try to use more pictures and improve the pronunciation.”

From a German woman, “Maybe using translation an app (Google translate). Write things down, so the foreigner can look it up. Nonverbal communication always works.”

From a German man, “Try to describe situations or things more with other words.”

From a German man, “Ask for correction when talking.”

4.6.4 Suggestions given by lingua franca English speakers.

Suggestions from lingua franca English speakers are shown as follows.

From a French woman, “I think the pronunciation of English is a big problem. An idea is to listen to English music, TV, or films in English to improve their level.”

From a Congolese man, “They must use mime together with correcting their own pronunciation.”

From a Chinese man, “Use some body language, and use google translate to help because it is more convenient.”

From a Chinese woman, “Use simple wording and vocab. try to speak slower and louder. Don’t be afraid.”

4.6.5 Overall suggestions from all respondents.

In this section, overall suggestions that relate to the questionnaire in part six from all respondents are presented and analyzed by using frequency and percentage.

Table 4.17

Overall Suggestions from All Respondents

Suggestions	Frequency	Percentage
use gestures or nonverbal cues	27	25.47
speak more slowly	19	17.92
improve their pronunciation	17	16.04
draw or use a picture or map	9	8.49
describe if they don't know the words	8	7.55
repeat some words	4	3.77
use more illustrations and examples	3	2.83
use comparison to other things	3	2.83
use device like a mobile phone	3	2.83
improve their grammar	3	2.83
write down what they are going to say	2	1.89
improve their vocabulary	2	1.89
use similar words	1	0.94
use simple words	1	0.94
ask a native speaker to write down the word he or she is trying to say	1	0.94
ask for correction when talking	1	0.94
listen to the full sentence before replying back	1	0.94
try using another vocabulary word	1	0.94
Total	106	100

According to the results, the table illustrated the majority of participants suggested that Thais use gestures or nonverbal cues (27 suggestions or 25.47%). The second highest rank of suggestion was speaking more slowly (19 suggestions or 17.92%). The third highest rank of suggestion was improving pronunciation (17 suggestions or 16.04%). The fourth highest rank of suggestion was drawing or using a picture or map (9 suggestions or 8.49%). The fifth highest rank of suggestion was describing (8 suggestions or 7.55%). The sixth highest rank of recommendation was repeating some words (4 suggestions or 3.77%). The seventh highest rank of recommendation was using more illustration and examples, using the comparison to other things, using the device and improving grammar (3 suggestions or 2.83%). The seventh highest rank of suggestion was writing down what Thais want to say and improving vocabulary (2 suggestions or 1.89%). The last rank of suggestion was using similar words, using simple words, asking speakers write down the word he or she is trying to say, asking for a correction, listening to the full sentence before replying back, and using another vocabulary (1 suggestion or 0.94%).

The summary of the study, a summary of the findings, discussions of the findings, conclusions, the implication of the findings, and recommendations for further research will be summarized and discussed in the next chapter.

CHAPTER 5

CONCLUSIONS, DISCUSSION AND RECOMMENDATIONS

This chapter comprises a summary of the study, a summary of the findings, discussions of the findings, conclusions, the implication of the findings, and recommendations for further research.

5.1 SUMMARY OF THE STUDY

This section summarizes the objectives, subjects, materials, and procedures of the study as follows:

5.1.1 Objectives of the Study

The main objectives of the study were to examine the mostly used types of Thais' communication strategies as perceived by foreigners. In addition, the purpose of this study was to explore foreigners' comprehension about types of communication strategies used by Thais while speaking English. Next, the purpose of the study was to investigate differences in the barriers to intercultural communication between foreigners who have background knowledge about Thai culture and foreigners who do not have background knowledge about Thai culture. Moreover, the objective of this study was to observe differences in perception of communication strategies used by Thais between foreigners who have background knowledge about Thai culture and foreigners who do not have background knowledge about Thai culture.

5.1.2 Subjects, Materials, and Procedures

The subjects of the study were 200 foreign participants who have experiences in conveying English with Thais in Bangkok. In addition, to select the participants of this study, random sampling method was used. The researcher selected the sample from the foreigners who are able to speak English and have experiences in communicating with Thais.

The research instruments in the study were questionnaires which include cross-sectional, descriptive study, true-false questions, five-point Likert scale, and opened-ended questions in order to ask foreigners about communication strategies that Thais should use more to make themselves understood more effectively when talking to native speakers of English; the questionnaires were used as instruments to evaluate data in this study. This study collected data from targets samples by using a self-administered questionnaire. After the questionnaire had been pre-tested, revised, and finalized, it was distributed to the participants who were a total of 231 foreigners who were willing to participate in the study at Wat Pho, Wat Arun, areas around Wat Pho and Wat Arun, Phayathai area, areas around Siam Paragon, and Sukhumvit area. Once the questionnaire had been completed, the researcher collected the completed questionnaires back. Two hundred completed questionnaires were returned to the researcher. Then the questionnaire data were computed by Statistical Package for the Social Sciences version number 18.0 (SPSS Software Program).

Frequency, percentage, mean, standard deviation and independent T-test were used for the data analysis of the comparison between foreigners who have higher background knowledge about Thai culture and foreigners who have lower background knowledge about Thai culture at the significance level of .05 ($p \leq .05$).

5.2 SUMMARY OF THE FINDINGS

The results of the study containing general data of participants, foreigners' comprehension about Thai culture, the intercultural communication barriers, the frequency of CSs used by Thais, the foreigners' comprehension of CSs used by Thais, and suggestions given by foreigners can be summarized as follows:

In the first part, the participants consisted of 200 foreigners who the researcher met and distributed the questionnaire to in various temples in Bangkok such as Wat Pho, Wat Arun, and in the central areas such as Phayathai, Siam Paragon, and Sukhumvit. The results presented that the percentage of male to female foreign participants were almost equal. Regarding the ages of participants, the majority of the

ages of participants was 21-25 years old. The second largest group was 26-30 years old. The third largest group was 31-35 years old. For the section of country and nationality, the top three countries and nationalities of respondents were from the USA with American nationality, Germany with German nationality, and England with British nationality. For the section of the status of entering to Thailand, most participants were a tourist. The second largest group of participants was businessmen or women. The third largest group of participants were expatriates. In the section of the purpose of visiting Bangkok, The highest reason that foreigners visited Bangkok for was vacationing. For the period of time that foreigners have been in Bangkok, the top two highest answers of days stayed in Bangkok were less than 1 week and 1-4 weeks. For the use of English language, the top two groups were participants who use English as a second language, followed by participants who use English as a native language. For the level of English proficiency of participants, the top two answers were that participants perceived their English as very good and good.

In the second part, the findings presented the comprehension of foreigners about Thai culture in order to divide the participants into two groups which are those who have more knowledge and those who have less knowledge about Thai culture. There are two sections in this part. In the first section of this part, the respondents were asked to complete the questionnaire to test their knowledge on Thai culture. For example, the statement that the foreigners answered correctly was the statement “Buddhism influences Thai etiquette in many aspects”. On the other hand, the statement that most of them did not answer correctly was “Avoiding eye contact is a sign of respect in Thailand.” The second section reported the results which divided the participants into two groups which are foreigners who have higher background knowledge about Thai culture and foreigners who have lower background knowledge about Thai culture. The results from separating the group of foreigners into two groups indicated that the two groups were significantly different.

In the third part, the findings illustrated the intercultural communication barriers in two sections. The first section reports the overall result of intercultural

communication barriers from all respondents. It was found that the top two highest means of the types of intercultural communication barriers were stereotype and mass effect. This should be considered because this means that foreigners have communication barriers in the matter of stereotype and mass effect; foreigners should avoid them. The second section showed the independent t-test from two groups which are foreigners who have background knowledge about Thai culture and foreigners who do not have background knowledge about Thai culture. The finding was that there is no significant difference between these two groups.

In the fourth part, the findings showed the foreigners' perceptions of each type of communication strategies used by Thai people when speaking English in the matter of frequency. The result was shown in two sections. The first section found that the top three most frequently-used types of communication strategies were foreignizing, followed by repetition, and circumlocution. On the other hand, the top three least frequently-used types of communication strategies were message abandonment, retrieval, and repairing. The second section illustrated the independent T-test from the comparisons between foreigners who have background knowledge about Thai culture and foreigners who do not have background knowledge about Thai culture. The finding was that foreigners who have background knowledge about Thai culture and foreigners who do not have background knowledge about Thai culture significantly differed in the matter of the perceptions of the frequency of communication strategies' types used by Thais when speaking English.

In the fifth part, the finding explained the foreigners' comprehension of communication strategies used by Thais when speaking English language with them. The result was divided into two sections. The first section found that the top three most understood types of communication strategies used by Thais when speaking the English language were mime, circumlocution, and retrieval strategies. On the other hand, the top three least understood types of communication strategies used by Thais when speaking English were word coinage, message abandonment and foreignizing. The second section presented the analysis of the independent T-test from the comparisons between foreigners

who have background knowledge about Thai culture and foreigners who do not have background knowledge about Thai culture. The finding was that foreigners who have background knowledge about Thai culture and foreigners who do not have background knowledge about Thai culture significantly differed in the matter of comprehension of communication strategies used by Thais when speaking English.

In the last part, the findings illustrated the foreigners suggestions in the matter of communication strategies that Thais should use more to make themselves understood more effectively when talking to a native speaker of English. The finding was that the top three highest ranks of suggestions that Thais should do more were using gestures or nonverbal cues, followed by speaking more slowly and improving pronunciation.

5.3 DISCUSSION

This section concerns the results of the objectives of the study including the most frequently used types of CSs employed by Thais, the foreigners' comprehension of CSs used by Thais, the intercultural communication barriers, and the differences in communication strategies between the two groups of high and low background knowledge about the specific culture.

5.3.1 The Most Frequently Used Types of CSs Employed by Thais

The findings reported that Thais mostly use foreignizing, followed by repetition and circumlocution strategies. It might be concluded that Thais mostly used the foreignizing strategy because Thai people use Thai as an official language but English is used as a foreign language. As a result, Thais used the English language by mixing some parts of Thai into the English; the use of repetition and circumlocution strategies indicated that foreigners do not understand what Thais said, so it caused Thais to repeat or explain a word or sentence.

Focusing on the results, the top five frequently used types of communication strategies were foreignizing, followed by repetition, circumlocution,

mime, and word coinage. Compared to Dörnyei and Scott's (1997) study, Thais mostly used direct and indirect strategies when communicating with foreigners. In addition, compared to Willems's (1987), and Færch and Kasper's (1983) studies, Thais mostly used achievement strategies. Next, compared to, Paribakht's (1985) study, Thais mostly used linguistic approach, conceptual approach, and mime. Then, compared to Tarone's (1980) study, Thai people frequently used paraphrase, conscious transfer, and mime strategies. As seen in the comparisons, there is no reduction strategy that Thais mostly used. Furthermore, compared to Nakatani's (2006), Somsai and Intaraprasert's (2011), and Uztosun and Erten's (2014) studies, Thais mostly use positive and continuous interaction strategies. This means that Thais tried to communicate with foreigners without avoiding or reducing words to reach their communicative goals.

In addition, in comparison to Hua, Mohd Nor, and Jadarat's (2012) study, it was found that message abandonment strategy is at the least frequency used by Thais, while the low proficient group of Hua, Mohd Nor and Jadarat's (2012) study used message abandonment strategy as the third highest frequency of the type of CSs used and self-repair strategy as the highest frequency used by the high proficient group. On the contrary, Thais use self-repair strategy as the third least frequency used.

Next, in comparison to Nakatani's (2005) study, as mentioned earlier, Thais use foreignizing strategy as the highest frequency used. The results, when compared, showed that Thais are not good at oral skill because of the comparison to students who did not improve the oral test scores. Nakatani (2005) claims that the normal communicative course students who did not improve their oral test scores use message abandonment strategies, first-language-based strategies, and interlanguage-based strategies, which matches up with the foreignizing strategy that Thais mostly use.

Additionally, regarding the results from comparing the above-mentioned studies concerning CSs used by EFL learners, the results indicated that Thais are not good at oral communication skills. However, they are trying to use the achievement strategies which can lead Thais to improve their English communication in the future. To improve oral communication skills, Thais need to use the communication strategies

containing achievement strategies but should not use reduction strategies because many previous studies proved that the low proficient English users mostly use reduction strategies. In addition, they should keep practicing English.

Regarding the communication strategies, there are some suggestions given by foreigners. They suggested Thais use more mime strategy, followed by speaking more slowly and improving the pronunciation. Additionally, there are some suggestions that were not related to the communication strategies used. However, they were related to the ways to improve the communication strategies used. Some foreign participants recommended that Thais should listen and watch English-language movies or English-TV programs; Thais should mimic or imitate a native English speaker who uses English in daily life. From my opinion, I agreed with these suggestions. Many people might not recognize that we learn language from mimicking people from the past to present. As I am a Thai and good Thai user, I can fluently speak Thai because I have mimicked Thai from my parents and teachers who are the native Thai users, since I was young. Similarly, mimicking English from a native English speaker might get the same results as mimicking Thai from a native Thai speaker. This is the benefit of mimicking English from a native English speaker.

Although the results stated that Thais mostly use the achievement strategies, Thais are not good at oral communication skills. Accordingly, Thais should use achievement strategies mimicking the English of the native English speaker in order to improve English communication skills.

5.3.2 The Foreigners' Comprehension of CSs Used by Thais

The findings indicated that most of the foreigners mostly understood the mime, circumlocution and retrieval strategies used by Thais when speaking English with them. It may be concluded that they want Thais to use mime, circumlocution, and retrieval in order for Thais to explain more about what Thais are saying because one or more of grammatical, sociolinguistic, or discourse competence of Thais might be missing.

In addition, the results are supported by the Thanasabkasem and Keadplang's (2016) study. The results presented that 200 foreign travelers were pleased when Thai vendors used printed materials to help them communicate with foreign travelers while selling their goods. The printed materials contain signs, tags, pictures, and shop menus. The results also indicated that all kinds of mentioned materials are very useful, especially shop menus. In addition, all mentioned materials help them to understand more when communicating with vendors. In this sense, all kinds of mentioned materials are known as mime or nonverbal strategies. This means that foreigners understand Thai nonverbal behaviors well. If Thais effectively use mime strategy while communicating, the level of comprehension of CSs employed by Thais will be definitely increased because Uztosun and Erten (2014) claim that their high proficiency students use more mime strategy than their low proficiency students with a significant difference.

Surprisingly, suggestions given by foreign participants also support the results of foreigners' comprehension of CSs used by Thais when conveying English that mime strategy is the most understood types of communication strategy because, in the highest CSs ranking of results from part five of the questionnaire, foreigners' comprehension of CSs used by Thais, and part six of the questionnaire, suggestions given by foreigners, were mime strategy. This means that when grammatical, sociolinguistic, or discourse competence is lacking, mime strategy is the most needed strategy in order to reach the effective communication.

Moreover, the results also confirm that the majority of respondents who use English as a second and native language can understand the communication strategies used by Thais. The results found that the mean from all ten communication strategies which include mime, circumlocution, retrieval, repairing, approximation, omission, repetition, foreignizing, message abandonment and word coinage were high. As a consequence, foreigners and Thais can reach their communicative goals while speaking English even if Thais or foreigners are not good at oral communication skills.

5.3.3 The Intercultural Communication Barriers

The results illustrated that most foreigners have intercultural communication barriers, especially stereotype and mass effect. However, the results indicated no significant difference in intercultural communication barriers between foreigners who have higher background knowledge and foreigners who have lower background knowledge about Thai culture. This can be summarized as intercultural communication barriers are based on one's individual behavior (Tubbs & Moss, 1983; Jandt, 1995).

According to the results which indicated that stereotype and mass effect were the barriers to the intercultural communication, the meaning of the stereotype is judging one before knowing one; the decisions and beliefs are based on the one's own past experience (Boonnuch, 2007; Boonnuch, 2012; Cherry, 1971; Tubbs & Moss, 1983). This means that they had judged Thais before they communicated with Thais. In addition, the mass effect is a failure to comprehend the conversation of two or more interlocutors. The mass effect also has an impact on foreigners' communication because they cannot listen to two or more interlocutors talking simultaneously. However, the other three types of barriers which are anxiety, assuming similarity instead of difference, and ethnocentrism don't need to be concerned with, because the means of the two groups are low.

As a result, the influence of culture does not affect the intercultural communication barriers. The intercultural communication barriers, indeed, are based on one's own behavior. However, the stereotype and mass effect have an influence on the perception of the communication strategies used.

5.3.4 The Differences in CSs between the Two Groups of High and Low Background Knowledge about the Specific Culture

The findings showed that foreigners who have higher background knowledge about Thai culture can perceive communication strategies which were used by Thai people more than foreigners who have lower background knowledge about Thai

culture in the matter of frequency of use and comprehension. It indicated that culture affects the communication strategies, especially the communication strategies between people from different cultures.

To support the results that culture has an influence on the perception of communication strategies, verbal messages, nonverbal messages, relationships, and beliefs and values are factors that affect intercultural communication because people who differ in languages, beliefs, values, cultures, and expectations of relationships can have misunderstandings when each of them tries to communicate (Tubbs & Moss, 1983). If foreigners understand Thai culture, they definitely perceive more of the communication strategies. For instance, if foreigners know Thai syntax, that the arrangement of words is basically subject, followed by verb and object with adjectives and adverbs which follow each proper word (Rajadhon, 1963), the foreigners might better understand what Thais are trying to say.

As a consequence, the results revealed that before visiting Thailand, foreigners should do some research about Thai culture in order to increase the level of perception of communication strategies used by Thais when communicating in English. In addition, the Thai government should give them a small guidebook containing information about Thai culture while they are in the airport because they might understand Thais better. For instance, if foreigners know that avoiding eye contact is a sign of respect in Thailand, they might not have a bad impression; they might feel comfortable; and, they might communicate more and get more information about what they want to communicate.

5.4 CONCLUSIONS

The main purpose of this study was to explore the foreigners' perceptions of communication strategies employed by Thais. The finding illustrated that most foreigners perceived that Thais mostly use a foreignizing strategy, followed by repetition and circumlocution. However, most foreigners perceived that the top three most understood types of communication strategies used by Thais when speaking English with them were

mime, circumlocution, and retrieval. This means that Thais should use less foreignizing strategy even if the English language of Thai people is influenced by their official language, Thai. Instead of employing the foreignizing strategy, Thais should use more nonverbal, circumlocution and retrieval strategies while communicating because it can help Thai speakers communicate more effectively while conveying English with foreigners.

In addition, the findings also reported that foreigners who have higher background knowledge about Thai culture can perceive communication strategies which were used by Thai people more than foreigners who have lower background knowledge about Thai culture in the matter of frequency of use and comprehension. It implies that before foreigners visit Thailand, the Thai government should give them information about Thai culture using a brochure or small textbook which contains basic rules of Thai culture. Doing so can increase the level of perception of communication strategies used by Thais when conveying English. Additionally, Thai people should accept and try to understand the cultural differences in order to adapt and use the communication strategies until reaching the communicative goal when speaking with foreigners.

5.5 IMPLICATION OF THE FINDINGS

When communicating with foreigners, Thais should not assume that the foreigners are the same as them. Instead of saying a Thai word or Thai intonation, it would be better if Thai people speak more slowly and clearly, try to use more gestures, say a series of words until reaching the correct form or word and describe a word that they do not know.

Additionally, the implied results suggest that cultural context of specific cultures should be added to textbooks because it helps in increasing the level of a listener's perception of communication strategies. In addition, it can help low proficient English speakers to effectively use the suitable communication strategies towards native, second language, foreign language or lingua franca English speakers.

5.6 RECOMMENDATIONS FOR FURTHER RESEARCH

Based on the findings and conclusions of this study, the following recommendations are provided for future research as follows.

5.6.1 The number of participants of the study can be increased up to 400 in order to increase the generalization of the study. In addition, the future studies should include more types of communication strategies from message receivers' perspectives. However, the intercultural communication barriers should not be compared because they are based on individual behavior.

5.6.2 In-depth interviews should be included in the future studies in order to find more details about how the communication of Thais when speaking English can be improved. Additionally, in-depth interview questions to be used should be guided by the theories of communication strategies.

5.6.3 In-depth interviews regarding cultural differences should be reported in the future studies in order to explore the cultural differences between Thai and other specific cultures because it will be beneficial to Thailand in many aspects, such as doing business.

REFERENCES

- Adler, R. B., & Proctor II, R. F. (2011). *Looking in: Looking out* (13th ed.). Australia: Wadsworth, Cengage learning.
- Adler, R. B., Rosenfeld, L. B., & Towne, N. (1983). *Interplay: The process of interpersonal communication* (2nd ed.). New York: Holt, Rinehart, and Winston.
- Aiken, L. R. (1994). *Psychological testing and assessment* (8th ed.). Boston: Allyn and Bacon.
- Barker, L. L. (1984). *Communication* (3rd ed.). Eaglewood Cliffs, New Jersey: Prentice-Hall.
- Berlo, D. K. (1960). *The process of communication: an introduction to theory and practice*. New York: Holt, Rinehart, and Winston.
- Boonnuch, W. (2007). *Cross-cultural communication: an introduction*. Bangkok: Thammasat University Press.
- Boonnuch, W. (2012). *Cross-cultural communication: an introduction*. Bangkok: Thammasat University Press.
- Canale, M. (1983). From communicative competence to language pedagogy. In J. C. Richards & R. W. Schmidt (Eds.), *Language and Communication* (pp. 2-27). London: Longman.
- Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1, 1-47.
- Cherry, C. (1971). *World communication: Threat or promise?: A socio-technical approach*. London: Wiley-interscience.
- Coconuts Bangkok (2015, December 11). Siam sign-ins: Siam Paragon No.6 in Facebook's top checked-in places. *Coconut Bangkok*. Retrieved from <http://bangkok.coconuts.co/2015/12/11/siam-sign-ins-siam-paragon-no-6-facebooks-top-checked-places>

- Cooper, R., & Cooper, N. (1990). *Culture shock! Thailand* (3rd ed.). Singapore: Times Books International.
- Danziger, K. (1976). *Interpersonal communication*. New York: Pergamon Press.
- Department of Tourism. (2015). *Passenger Arrivals and Departures Statics of 5 Airports in May 2015 to November 2015 (Suvarnabhumi, Don Mueang, Chaing Mai, Phuket, Hat Yai)* [Data file]. Retrieved from <http://newdot2.samartmultimedia.com/home/listcontent/11/220/361>
- Department of Tourism. (2016). *Passenger Arrivals and Departures Statics of 5 Airports in December 2015 (Suvarnabhumi, Don Mueang, Chaing Mai, Phuket, Hat Yai)* [Data file]. Retrieved from <http://newdot2.samartmultimedia.com/home/details/11/220/25109>
- Dörnyei, Z., & Scott, M. L. (1997). Communication strategies in a second language: Definitions and Taonomies. *Language Learning*, 47(1), 173-210.
- Færch, C., & Kasper, G. (1983). Plans and strategies in foreign language communication. In C. Færch & G. Kasper (Eds.), *Strategies in interlanguage communication* (pp. 20-60). New York: Longman.
- Gannon, M. J. (2001). *Understanding global cultures: metaphorical journey through 23 nations*. Thousand Oaks, California: Sage Publication.
- Geert, P. V. (1983). *The development of perception, cognition, and language: A theoretical approach*. London: Routledge & Kegan Paul.
- Gibson, J. J. (1966). *The senses considered as perceptual systems*. Boston: Houghton Mifflin.
- Gudykunst, W. B. (1994). *Bridging differences: Effective intergroup communication* (2nd ed.) . California: Sage.
- Hall, E. T. (1959). *The silent language*. Garden City, N. Y.: Doubleday.
- Hall, E. T. (1966). *The hidden dimension*. Garden City, N. Y.: Doubleday.
- Hall, E. T. (1989). *Beyond culture*. New York: Anchor Books.
- Hamilton, C. (2011). *Communicating for results: A guide for business and the professions* (9th ed.) . Boston: Wadsworth, Cengage learning.

- Harms, L. S. (1973). *Intercultural communication*. New York: Harper & Row.
- Hofstede, G. (1980). *Culture's consequences; international differences in work-related value*. Beverly Hill: Sage Pub.
- Hua, T.K., Mohd Nor, N. F., & Jaradat, M. N. (2012). Communication strategies among EFL student-an examination of frequency of use and types of strategies used. *GEMA Online™ Journal of Language Studies*, 12(3), 831- 848.
- Jandt, F. E. (1995). *Intercultural communication: An introduction*. Thousand Oaks, California: Sage.
- Kirsch, T. (1981). The Thai Buddhist quest for merit. In Central Thai language committee (Eds.). *Clues to Thai culture: and to cross cultural adjustment, communication and innovation* (pp. 120-136). Bangkok: The Committee.
- Komin, S. (1991). *Psychology of the Thai people: Values and behavioral patterns*. Bangkok: Research Center, National Institute of Development Administration.
- Mala, D. (2015, December 21). Wat Pho the top choice for tourists. *BangkokPost*. Retrieved from <http://www.bangkokpost.com/travel/tourists-and-expats/800676/wat-pho-the-top-choice-for-tourists>
- Maletzke, G. (1970). Intercultural and international communication. In . H. D. Fisher & J. C. Merrill (Eds.), *International communication: Media, channels, functions* (pp. 477-484). New York: Hastings House.
- McCroskey, J. C. (1968). *An introduction to rhetorical communication: the theory and practice of public speaking*. Englewood Cliffs, N. J.: Prentice-Hall.
- Ministry of Tourism and Sports. (2015). *International Tourist Arrivals to Thailand By Nationality at Suvarnabhumi International Airport January-December 2014* [Data file] . Retrieved from <http://www.tourism.go.th/home/details/11/221/24332>
- Myers, G. E., & Myers, M. T. (1992). *The dynamics of human communication: A laboratory approach* (6th ed.) . New York: McGraw-Hill.

- Nakatani, Y. (2005). The Effect of Awareness-Raising Training on Oral communication strategy Use. *The Modern Language Journal*, 89(1), 76-91.
- Nakatani, Y. (2006). Developing an oral communication strategy inventory. *The Modern Language Journal*, 90(2), 151-168.
- National Statistical Office. (2014). *Population from registration record by sex, region and province: 2005-2014* [Data file]. Retrieved from <http://service.nso.go.th/nso/web/statseries/statseries01.html>
- Neuliep, J. W. (2000). *Intercultural communication: a contextual approach*. Boston: Houghton Mifflin.
- Paribakht, T. (1985). Strategic competence and language proficiency. *Applied Linguistics*, 6(2), 132-146.
- Rajadhon, A. (1963). *The nature and development of Thai language* (2nd ed.). Bangkok: Fine Art Dept.
- Reinard, J. C. (2006). *Communication research statistics*. Thousand Oaks, California: Sage Publications.
- Richmond, V. P., McCroskey, J. C., & Payne, S. K. (1991). *Nonverbal behavior in interpersonal relations* (2nd ed.). Englewood Cliffs, N. J.: Prentice-Hall.
- Robson, C. (2011). *Real World Research* (3rd ed.). Chichester, West Sussex: John Wiley & Sons.
- Rookes, P., & Willson, J. (2000). *Perception: Theory, development and organization*. London: Routledge.
- Samovar, L. A., & Porter, R. E. (2001). *Communication between cultures* (4th ed.). Belmont, California: Wadsworth.
- Smith, P. B., & Bond, M. H. (1999). *Social psychology across cultures* (2nd ed.). Boston: Allyn and Bacon.
- Smith, S. (2013, April 8). Determining Sample Size: How to Ensure You Get the Correct Sample Size. [Web log]. Retrieved from <http://www.qualtrics.com/blog/determining-sample-size/>

- Soanes, C., & Stevenson, A. (2004). *Concise Oxford English dictionary* (11th ed.). New York: Oxford University Press.
- Somsamai, T. (2005). *Success through communication*. Bangkok: Suan Dusit Rajabhat University.
- Somsai, S., & Intaraprasert, C. (2011). Strategies for coping with face-to-face oral communication problems employed by Thai university students majoring in English. *GEMA Online™ Journal of Language Studies*, 11(3), 83-96.
- Tarone, E. (1980). Communication strategies, foreigner talk and repair in interlanguage. *Language Learning*, 30(2), 417-431.
- Tarone, E. (1981). Some thoughts on the notion of communication strategy. *TESOL Quarterly*, 15, 285-293
- Thanasabkasem, S., & Keadplang, K. (2016). Perception of International Tourists towards local vendors' communication skill: a case study of Koh Kred community in Nonthaburi province. *Language Education and Acquisition Research Network Journal*, 9(1), 102-114.
- Tubbs, S. L., & Moss, S. (1983). *Human communication* (4th ed.). New York: Random house.
- Tubbs, S. L., & Moss, S. (2008). *Human communication: principles and contexts* (11th ed.). New York: McGraw-Hill.
- Uztosun, M. S., & Erten, İ. H. (2014). The impact of English proficiency on the use of communication strategies: An interaction-based study in Turkish EFL context. *Journal of Language and Linguistic Studies*, 10(2), 169-182.
- Verderber, R. F., & Verderber, K. S. (1992). *Inter-act: using interpersonal communication skills* (6th ed.). Belmont, California: Wadsworth.
- Verderber, R. F., & Verderber, K. S. (1995). *Inter-act: using interpersonal communication skills* (7th ed.). Belmont, California: Wadsworth.
- Willems, G. M. (1987). Communication strategies and their significance in foreign language teaching. *System*, 15(3), 351-364.

Wolfram, W., & Schilling-Estes, N. (2006). *American English: Dialects and variation* (2nd ed.). Malden, Massachusetts: Blackwell Pub.





APPENDICES

APPENDIX A

QUESTIONNAIRE

Title: **Foreigners' Perceptions of Communication Strategies Used by Thais when speaking English.**

Objectives: **This questionnaire is used for a research purpose in partial fulfillment of the requirements for the Degree of Master of Arts in English for Careers, Language Institute, Thammasat University. It aims to investigate foreigners' comprehension about type of Thais' communication strategies. The results from this study will be beneficial to Thais in encouraging and improving the effectiveness of English communication strategies.**

Directions: **Please complete the questionnaire as honestly as you can. Please be assured that all information provided by respondents will be used only for research purposes only and no personal information in this study will be revealed without permission. In most cases, there are no right or wrong answers.**

The questionnaire consists of 6 parts as follows:

- Part I:** **Personal information and experience in Thailand**
- Part II:** **Perceptions of Thai culture**
- Part III:** **Perceptions of intercultural communication**
- Part IV:** **Communication strategies (CSs) used by Thais**
- Part V:** **Your comprehension of communication strategies (CSs) used by Thais**
- Part VI:** **Open-ended question**

Thank you very much for your cooperation.

Part II: Perceptions of Thai culture

Instructions: How much do you agree with the following statements? Please mark (✓) your answer in an appropriate box.

Do you agree or disagree with the following statements?	Agree	Disagree
1. Thais generally call other people using their first name rather than surnames.		
2. Avoiding eye contact is a sign of respect in Thailand.		
3. Thais use English language as an official language.		
4. It is ok for males and females to kiss each other in public.		
5. When talking with Thais, they may feel uncomfortable if you stand too close to them.		
6. Time of Thai people can be flexible. (You won't be blamed if you are late for about 15 minutes).		
7. Thais usually use indirect verbal messages, for example, saying "It is very hot in here" instead of "Please turn on the air conditioner."		
8. Touching someone's head is inappropriate even among friends.		
9. You cannot make goods from the Thai national flag.		
10. Buddhism influences Thai etiquette in many aspects.		
11. The "Wai" is used to greet people, apologize, or give thanks to people.		
12. Gambling is legal in Thailand.		
13. You have no need to take off your shoes before entering someone's house.		
14. Thais do not point their feet towards others because doing so is considered to be rude.		

Part III: Perceptions of intercultural communication

Instructions: How much do you agree with these statements? Please mark (✓) your answer in an appropriate box.

Do you agree or disagree with following statements?	Perception score				
	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1. I feel nervous when talking to those who I've met for the first time.					
2. I think Thai culture is not so different from where I come from.					
3. I believe my culture is superior, so I act in Thailand as I would in my own country.					
4. I find it more difficult when having conversation with more than two people at the same time.					
5. I think Thai people are kind because I did some research about Thailand by reading books, watching a television, or surfing the internet.					

Part IV: Communication Strategies used by Thai people

Instructions: Please read the following items, choose a response, and mark (✓) the box that is appropriate to each of your response

What Thai people usually do when communicating with you?	Frequency of CSs used by Thais				
	Always	Usually	Somewhat	Seldom	Never
1. Thais tend to leave a message unfinished, for example, You should come with me so that...					
2. If Thais get stuck with any English word in middle of the sentence, they will leave a gap in between.					
3. Thais use an example, illustration, or circumlocution to help describe an object.					
4. Thais tend to use a word that shares a feature, such as water to refer to all kinds of drinks.					
5. If Thais don't know an English word, they will make up a new word based on Thai system.					
6. Thais may try repeating a word, phrase, or sentence when they realize you don't understand what they said.					
7. Thais apply Thai intonation when speaking English.					
8. Thais say a series of incomplete or wrong forms until reaching the correct forms. For example, I go there yesterday. I went there yesterday.					
9. Thais try to correct their own pronunciation, grammar, or lexical mistakes to make the speech more comprehensible.					
10. Thais use mime or nonverbal behaviors while talking.					

Part V: Your comprehension of CSs used by Thais.

Instructions: Please read the following items, choose a response, and mark (✓) the box that is appropriate to each of your response

How much do you understand Thai people when they...	Level of your comprehension of CSs used by Thais				
	Always understand	Usually understand	Somewhat understand	Seldom understand	Never understand
1. tend to leave a message unfinished, for example, You should come with me so that...					
2. leave a gap in between when Thais get stuck with any English word in the middle of the sentence.					
3. use an example, illustration, or circumlocution to help describe an object.					
4. use a word that shares a feature, such as water to refer to all kinds of drinks.					
5. make up a new word based on the Thai system.					
6. repeat a word, phrase, or sentence when they realize you don't understand what they said.					
7. apply Thai intonation when speaking English.					
8. say a series of incomplete or wrong forms until reaching the correct forms. For example, I go there yesterday. I went there yesterday.					
9. correct their own pronunciation, grammar, or lexical mistakes to make the speech more comprehensible.					
10. use mime or nonverbal behaviors while talking.					

Part VI: In your opinion, what communication strategies should Thais use more to make themselves understood more effectively when talking to native speaker of English?

Please suggest:

.....
.....
.....
.....
.....

Thank you for your kind assistance.



APPENDIX B

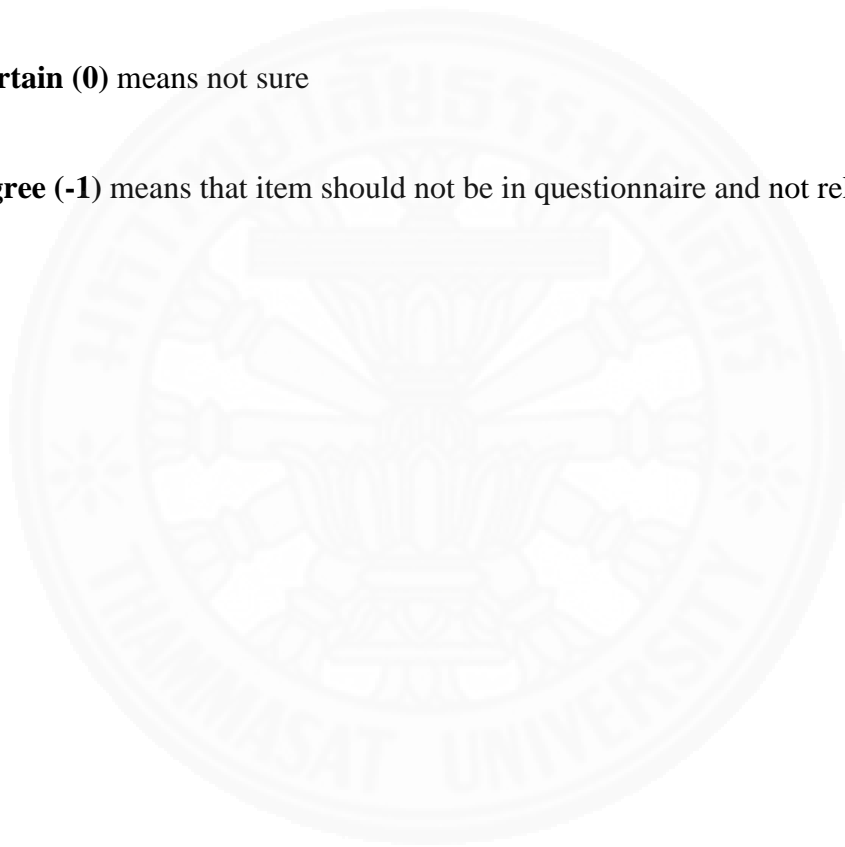
IOC (ITEM OBJECTIVE CONGRUENCE INDEX) TEST

The IOC test is used to evaluate the questionnaire which item should keep or be discarded.

Agree (1) means that item should be a part of questionnaire and relate to the topic

Uncertain (0) means not sure

Disagree (-1) means that item should not be in questionnaire and not relate to the topic.



List of items in topic of Thai culture (in part II: Thai culture)

Theory of the following statements: Thai culture, Verbal messages, nonverbal message, relationships, and beliefs and values are factors that affect intercultural communication.

Instructions: Please mark (✓) the box that is appropriate to each of your response.

Do you agree or disagree with the following statements?	Rating score		
	Agree (1)	Uncertain (0)	Disagree (-1)
1. Thais generally call other people using their first name rather than surnames.			
2. Avoiding eye contact is a sign of respect in Thailand.			
3. Thais use English language as an official language.			
4. It is ok for males and females to kiss each other in public.			
5. When talking with Thais, they may feel uncomfortable if you stand too close to them.			
6. Time for Thai people can be flexible. (You won't be blamed if you are late for about 15 minutes).			
7. Thais usually use indirect verbal messages, for example, saying "It is very hot in here" instead of "Please turn on the air conditioner."			
8. Touching someone's head is inappropriate even among friends.			
9. You cannot make goods from the Thai national flag.			
10. Buddhism influences Thai etiquette in many aspects.			
11. The "Wai" is used to greet people, apologize, or give thanks to people.			
12. Gambling is legal in Thailand.			
13. You have no need to take off your shoes before entering someone's house.			
14. Thais do not point their feet towards others because doing so is considered to be rude.			

Answer Keys

1. True. Thais generally call other people using their first name rather than surnames.
2. True. Avoiding eye contact is a sign of respect in Thailand.
3. False. Thais use English language as a foreign language.
4. False. Male and female shouldn't touch each other in public.
5. True. When talking to Thais, they may feel uncomfortable if you stand too close to them.
6. True. Time for Thai people can be flexible.
7. True. Thais usually use indirect verbal messages.
8. True. You cannot make goods from the Thai national flag.
9. True. Touching someone's head is inappropriate even among friends.
10. True. Buddhism influences Thai etiquette in many aspects.
11. True. The "Wai" is used to greet people, apologize, or give thanks to people.
12. False. Gambling is illegal in Thailand.
13. False. You need to take off your shoes before entering someone's house.
14. True. Thais do not point their feet towards others because doing so is considered to be rude.

List of items in a topic of Intercultural communication barriers (in part III: Foreigners' perception of Thai culture)

Instructions: How much do you agree with the following statements? Please mark (✓) your answer in an appropriate box.

Theory of intercultural communication barriers	Do you agree or disagree with following statements?	Rating score		
		Agree (1)	Uncertain (0)	Disagree (-1)
Anxiety happens when uncomfortable feelings occur; people do not know how to behave themselves. Thus people only concentrate on the uncomfortable feelings and not concentrate on communication.	1. I feel nervous when talking to those who I've met for the first time.			
Assuming similarity instead of difference happens when people in different cultures have no information about a new culture; therefore, people of those countries behave their acts as in their cultures.	2. I think Thai culture is not so different from where I come from.			
Ethnocentrism is an attitude of one's own culture that judges other cultures by using the norms of one's own culture that one own culture is better than other cultures.	3. I believe my culture is superior, so I act in Thailand as I would in my own country.			
Mass effect happens when talking with two or more speakers and listener(s) cannot understand the messages because the received messages were confused while speaking simultaneously.	4. I find it more difficult when having conversation with more than two people at the same time.			
A stereotype is an assumption of one's thought that usually bases on their experiences of one's culture concerning people, objects, or events.	5. I think Thai people are kind because I did some research about Thailand by reading books, watching a television, or surfing the internet.			

List of items in topic of frequency of CSs used (in part V: List of foreigners' perception of communication strategies used b Thais in English language).

Communication strategies which are used in the following statements: message abandonment, omission, circumlocution, approximation, word coinage, repetition, foreignizing, retrieval, repairing, and mime. Message abandonment is leaving a message unfinished. Omission is leaving a gap when not knowing a word and carrying on one's own speech. Circumlocution is describing the characteristics of the object or action. Approximation is using a target language vocabulary item or structure that shares at least one of semantic features in common with the related item. Word coinage is creating a new word. Repetition is repeating an interlocutor's or one's own speech immediately. Foreignizing is Using L1 or L3 phonology and adapting it to L2 phonology. Retrieval is saying a series of wrong forms until reaching correct forms. Repairing is correcting one's own speech or interlocutor's speech. Mime is using nonverbal behaviors.

Instructions: How much do you agree with the following statements? Please mark (✓) your answer in an appropriate box.

What Thai people usually do when communicating with you?	Rating score		
	Agree (1)	Uncertain (0)	Disagree (-1)
1. Thais tend to leave a message unfinished, for example, You should come with me so that... (Message abandonment)			
2. If Thais get stuck with any English word in middle of the sentence, they will leave a gap in between. (Omission)			
3. Thais use an example, illustration, or circumlocution to help describe an object. (Circumlocution)			
4. Thais tend to use a word that shares a feature, such as water to refer to all kinds of drinks. (Approximation)			
5. If Thais don't know an English word, they will make up a new word based on Thai system. (Word coinage)			
6. Thais may try repeating a word, phrase, or sentence when they realize you don't understand what they said. (Repetition)			
7. Thais apply Thai intonation when speaking English. (Foreignizing)			
8. Thais say a series of incomplete or wrong forms until reaching the correct forms. For example, I go there yesterday. I went there yesterday. (Retrieval)			
9. Thais try to correct their own pronunciation, grammar, or lexical mistakes to make the speech more comprehensible. (Repairing)			
10. Thais use mime or nonverbal behaviors while talking. (Mime)			

List of items in topic of comprehension of CSs used (part VI: foreigners' perception of communication strategies used by Thais in English language).

Communication strategies which are used in the following statements: message abandonment, omission, circumlocution, approximation, word coinage, repetition, foreignizing, retrieval, repairing, and mime. Message abandonment is leaving a message unfinished. Omission is leaving a gap when not knowing a word and carrying on one's own speech. Circumlocution is describing the characteristics of the object or action. Approximation is using a target language vocabulary item or structure that shares at least one of semantic features in common with the related item. Word coinage is creating a new word. Repetition is repeating an interlocutor's or one's own speech immediately. Foreignizing is Using L1 or L3 phonology and adapting it to L2 phonology. Retrieval is saying a series of wrong forms until reaching correct forms. Repairing is correcting one's own speech or interlocutor's speech. Mime is using nonverbal behaviors.

Instructions: How much do you agree with the following statements? Please mark (✓) your answer in an appropriate box.

How much do you understand Thai people when they...	Rating score		
	Agree (1)	Uncertain (0)	Disagree (-1)
1. tend to leave a message unfinished, for example, You should come with me so that... (Message abandonment)			
2. leave a gap in between when Thais get stuck with any English word in the middle of the sentence. (Omission)			
3. use an example, illustration, or circumlocution to help describe an object. (Circumlocution)			
4. use a word that shares a feature, such as water to refer to all kinds of drinks. (Approximation)			
5. make up a new word based on the Thai system. (Word coinage)			
6. repeat a word, phrase, or sentence when they realize you don't understand what they said. (Repetition)			
7. apply Thai intonation when speaking English. (Foreignizing)			
8. say a series of incomplete or wrong forms until reaching the correct forms. For example, I go there yesterday. I went there yesterday. (Retrieval)			
9. correct their own pronunciation, grammar, or lexical mistakes to make the speech more comprehensible. (Repairing)			
10. use mime or nonverbal behaviors while talking. (Mime)			

BIOGRAPHY

Name	Mr. Korawat Tanong
Date of Birth	March 26, 1990
Educational Attainment	Bachelor of Arts majoring in Thai from Faculty of Liberal Arts, Thammasat University

