

Intercultural communicative competence components:  
An analytical study of English-for-tourism curricula of  
universities in Southern Thailand

องค์ประกอบของความสามารถในการสื่อสารข้ามวัฒนธรรม:  
การศึกษาเชิงวิเคราะห์หลักสูตรการสอนวิชาภาษาอังกฤษเพื่อการ  
ท่องเที่ยวของมหาวิทยาลัยในภาคใต้ของประเทศไทย

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## บทคัดย่อ

บทความนี้เป็นการศึกษาเชิงวิเคราะห์เกี่ยวกับองค์ประกอบของความสามารถทางการสื่อสารข้ามวัฒนธรรมในหลักสูตรการสอนวิชาภาษาอังกฤษเพื่อการท่องเที่ยวของมหาวิทยาลัยในภาคใต้ของประเทศไทย 5 แห่งเพื่อศึกษาว่ามีองค์ประกอบของความสามารถในการสื่อสารข้ามวัฒนธรรมปรากฏในหลักสูตรหรือไม่ ระเบียบวิธีวิจัยใช้

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วิธีการวิจัยเอกสารโดยใช้เกณฑ์การสร้างหลักสูตรที่มีองค์ประกอบของความสามารถทางการสื่อสารข้ามวัฒนธรรมที่นำเสนอโดย Byram (1997) บทความได้วิเคราะห์เนื้อหาของหลักสูตรที่ใช้ในปัจจุบันตามองค์ประกอบด้านต่างๆ และเสนอแนะองค์ประกอบของความสามารถทางการสื่อสารข้ามวัฒนธรรมที่ควรเพิ่มเติมในการสร้างหลักสูตรการสอนวิชาภาษาอังกฤษเพื่อการท่องเที่ยว

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## Abstract

This article is an analytical study of intercultural communicative competence (ICC) in English for tourism curricula at 5 universities in Southern Thailand to find out whether ICC components exist in the present curricula. Content analysis based on Byram's (1997) components of an ICC curriculum was employed. The study reported the status quo of the target English for tourism curricula and proposed the implications for ICC curriculum establishment.

**Keywords:** Intercultural communicative competence (ICC), tourism, curriculum

## Introduction

These days, the world is changing rapidly because of the effects of globalization. Globalization allows us to make contact easily with people from the other side of the world and makes our lives more international (McDaniel et al., 2007). As members of the global community, it is necessary for us to learn about interacting with people from other cultures. In order to succeed in our work and live in a multicultural

community, we should be aware of international cultures and learn to be successful communicators in intercultural settings.

In international communication, English is used as a global contact language (Modiano, 2009). It is used to communicate with people around the world with both native and non-native speakers.

In order to respond to the effects of globalization, in recent years many scholars have completed various studies concerning people around the world who have different attitudes, values, cultures, ethnicities, social practices, ways of life, beliefs, and religions (Knutson et al., 2003; Fantini, 2005; Gannon, 2008; Komolsevin et al., 2010; Gitimu, 2010). As a result of these studies, ICC is clearly important in intercultural interactions.

English for Tourism courses were selected because tourism is a common example of an intercultural encounter. When tourists spend time abroad, the result is that varying cultural groups meet. In these situations, it is not only the language but also attitudes and the ways people think which are different and may cause troubles and misunderstandings in communication.

However, in Thailand, the situations of using English in classroom activities and learning contexts are unrealistic because learning contexts mostly put the weight on the language and culture of the native speakers (Alptekin, 2002) while the status of English as an international language and the cultures of various members of the global community are

neglected (Juan & Flor, 2008). It is important to integrate ICC in curricula and classroom activities especially in tertiary education because universities play an important role in preparing students to be effective communicators in international workforces.

However, ICC is not a naturally occurring phenomenon; it must be intentionally included in the curricula and co-curricular activities for students to practice and master (Deardorff, 2008). Some previous studies (Kaewpet, 2009; Pratoomrat & Rajprasit, 2014, Sanonguthai, 2014) showed that English curricula in Thailand need to be reformed to correspond with the world of professional activities, international settings and the ASEAN community. To fill this gap, the aim of this study is to investigate whether ICC components are reflected in the present curricula of English, focusing on English for Tourism courses in five universities in Southern Thailand. ICC is considered in curricula analysis which would promote ICC curricula establishment.

## Literature review

### 1. English in the intercultural community

English is used around the world by different groups of users. Kachru (1985) described the spread of English in terms of three concentric circles: the inner circle, the outer circle, and the expanding circle. The inner circle refers to English acts as a first language. The countries involved in the inner circle include the USA, the UK, Canada, New Zealand, Australia,

and South Africa. The outer circle consists of the spread of English in non-native countries where English plays an important role as a second language (ESL). In these countries, English is used as an official language or the language of the administration in various contexts such as in government, law courts, the media, and the educational system. The countries included in the outer circle are Malaysia, Singapore, India, and Kenya. The expanding circle refers to the countries where English is learnt as a foreign language (EFL). In these countries English is learnt to fulfill the requirements of business and trade, academic pursuits, and technological contacts. The countries in the expanding circle include China, Russia, Germany, Spain, Japan, and Thailand.

Due to globalization, English is widely used in different settings. It is used as a tool to communicate by different nations. The use of English is not just with native speakers but with non-native speakers as well. At present, non-native speakers use English quite frequently with other non-native speakers. Using English in the global community has turned English into a lingua franca.

However, knowledge of language alone is not a guarantee of success in international communication. Cultivating ICC in teaching English is very important (Assanova & Kim, 2014; Liu & Zhang, 2014; Popescu & lordachescu, 2015; Mora, 2015; Mitchell et al., 2015; Reid, 2015). Communication that lacks appropriate cultural content often results in humorous incidents or worse, and

is the source of serious miscommunication and misunderstandings (Gerritsen & Verckens, 2006, Chlopek, 2008).

In the educational domain, Ho (2009) claimed that at present, the focus of education in modern languages has its focus on intercultural language learning. It is essential to prepare language learners for intercultural communication. The learners have to develop their ICC and linguistic competence at the same time, as Chlopek (2008) stated, to learn a language well usually knowing something about the culture of the language source is required.

On the other hand, in an EFL class, learners have little access to international culture because they are usually monolingual and they learn English while living in their own country (Krieger, 2005). As a result, they lack opportunities to communicate in English outside the classroom. In order to increase the learners' awareness of ICC, teaching practices which are based on the real-life situations of the intercultural community are needed (Kongkerd, 2013).

Regarding EFL classes in Thailand, teaching practice should pay more attention to exposing students to a variety of English accents and promoting ICC than on putting emphasis on teaching grammar and pronunciation based on the native speaker model.

## 2. Concept of intercultural communicative competence (ICC)

The term ICC has been defined in various ways. Bennett (2011) explained ICC as a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts. Clandfield (2008) and Gertsen (1990) defined the term of ICC in the same way that ICC refers to the ability to communicate, operate, and function effectively with people from another culture. From the point of view of sociolinguistics, Sercu (2002) claimed that ICC is a concept typical of postmodernist views of society and relates to the interest in the relationship between one's own culture and other cultures regardless of the differences in ethnic, social, notional, professional, and institutional points of view. Considering these definitions of ICC, it can be concluded that ICC refers to the ability to communicate effectively and appropriately when individuals interact with people from different cultural backgrounds.

The components of ICC have been identified by many scholars. Gertsen (1990) claimed that ICC consists of three interdependent dimensions: 1) an affective dimension (personality traits and attitudes), 2) a cognitive dimension (how individuals acquire and categorize cultural knowledge), and 3) a communicative, behavioral dimension (being an effective communicator). However, Gertsen did not examine the relationship between each of the dimensions (Johnson et al., 2006).

Proposed 3 dimensions of cross-cultural competence: the knowledge dimension, the skills dimension, and the personal attributes dimension. *The knowledge dimension* consists of specific and general knowledge, knowledge about culture, knowledge of language, and knowledge of the rules of interaction. Hofstede (2001, as cited in Johnson et al., 2006) divided cultural knowledge into 1) culture-general knowledge: a focus on awareness and knowledge of cultural differences, including an examination of the participant's own mental makeup and how it differs from others: 2) culture specific knowledge: a focus on another culture, including information about its geography, economics, politics, law, history, customs, hygiene, what to do, and what not to do.

The skills dimension refers to abilities, such as the having the gift of learning foreign languages, the ability to adapt to the behavioral norms in different cultural settings, the ability to manage stress and conflict, and aptitudes a person may have.

The personal attributes dimension includes personality traits (such as ambition, courage, curiosity, decisiveness, enthusiasm, fortitude, integrity, judgment, loyalty, perseverance, self-efficacy, and tolerance for ambiguity) in addition to internalized values, norms, and beliefs of one's home culture.

On the other hand et al. (2002) proposed three components of the intercultural dimension: attitudes, knowledge, and skills. Intercultural attitude refers to the willingness to deal with one's own values, behaviors,

and beliefs and not to assume that one's own culture is superior to others, to be able to see both one's own culture and other cultures from the perspective of an outsider. In other words, this ability is called decentering. Knowledge consists of two major components: knowledge of social processes and knowledge of illustrations. The latter process includes knowledge about how people tend to perceive you and others. Skills are composed of the skill of comparison: by considering events, ideas, and documents from two cultures or more and seeing how each might be looked at from the others' perspective; the skill of interpreting and relating: the ability to interpret documents or events from another culture and to explain their relation to documents or events in one's own; and, lastly, the skills of discovery and interaction: the ability to derive new cultural knowledge and to use knowledge, attitudes, and skills in real-time communication and interaction.

The division of ICC above is constructed in the same way as Kriauciūniene and Šiugždiniene's (2010) proposal saying that the three basic dimensions of ICC are knowledge, attitudes, and skills. Neuliep (2011) divided ICC into four dimensions. They are the knowledge component, related to how much one knows about other cultures. An affective component refers to an individual's motivation to interact with people from different cultures. Psychomotor components deal with the actual enactment of knowledge and of affective components; and,

finally, the contextual component refers to situational features in which intercultural communication takes place.

From the various divisions of ICC, Kongkerd (2013) noted that knowledge, skills, and attitude should be developed among English language learners and that teachers have a crucial role in preparing students for effective intercultural communication.

Based on previous studies, as mentioned above, this study investigated the dimensions of ICC: attitude (relates to ability to get rid of ethnocentrism and to maintain relationships), knowledge (relating to knowledge of self and others, and knowledge of interaction at individual and societal levels), and skills (relates to skills of interpreting and relating, and skills of discovery and interaction) based on ICC curriculum components proposed by Byram (1997).

### 3. Byram's ICC curriculum components

Byram (1997) proposed 5 steps for planning a curriculum for ICC. Thus, these 5 steps were considered and adapted in this study as the benchmark for curricula analysis.

The first criterion refers to the geo-political context. The ICC curriculum should respond to the context of the environment and the foreseeable needs of the learners. For example, the curriculum has to consider the career field that the students might enter after graduating.

The second criterion relates to the learning context, which is an analysis of the learning locations and other parameters. In curriculum analysis, the limitations or obstacles of ICC are explored, including the time available for learning, the methods, and the materials.

The third criterion relates to developmental factors, which refers to the learners' cognitive and affective development. The teachers have to consider and make decisions about what is appropriate or inappropriate for their students. In curriculum analysis, the ICC curriculum should be established based on its appropriateness for the learners.

The fourth criterion applies to the identification of objectives. It refers to the decisions that should be considered to determine the objectives of the curriculum. Those objectives should promote the 3 ICC dimensions: attitudes, knowledge, and skills.

The fifth criterion relates to the sequence in the curriculum. In curriculum analysis, the sequence of the curriculum is the prioritization of objectives based on the relationship with the locations and opportunities for learning. Moreover, the priorities of *knowledge* and the existing of priorities of the *skills* and *attitudes* dimensions of ICC have to be included.

In this study, Byram's ICC curriculum components were used as a tool to evaluate the English curricula for English for tourism courses. The result of curricula evaluation can be used as a guideline to integrate ICC systematically in curriculum establishment.

## Methodology

In this study, data were analyzed by using qualitative content analysis, which is used for textual data. The process of the analysis was inductive content analysis. It is used when knowledge is fragmented or when there was not enough knowledge about the phenomenon (Elo & Kyngas, 2007). In this study, the content of English for tourism curricula was investigated and the information about the curriculum at each university was indeed fragmented. In inductive content analysis, the outcome of concepts or categories can describe the phenomenon related to the present curricula of English that focused on English for tourism courses in these five universities in Southern Thailand.

The textual data which were analyzed in this study were the present curricula of English focus in English for tourism courses in 5 universities which were taught in the 2015 academic year. The five universities included universities A, B, C, D, and E. Most of them are public universities. The data on English for tourism courses in each university was composed of course descriptions, learning content, classroom activities, and evaluations. All of the English curricula at these universities were created in 2012 and it was planned to be used until at least 2016. In the curriculum, English for tourism courses were selected for analysis. The students who took the courses were third and fourth year students.

There were 3 steps of inductive content analysis used in this study:

- 1) to organize the qualitative data,
- 2) to create categories, and
- 3) to interpret data.

In the process of organizing the qualitative data, firstly, coding was used to create categories. There were 5 categories in the data analysis based on Byram's ICC curriculum components: the geo-political context, the learning context, the developmental factors, the identification of objectives, and the sequence in the curriculum. Secondly, data were classified to a particular group to provide a means of describing the phenomenon.

To classify the data, keywords were used to identify the categories. For example, in the category of the geo-political context, these were career fields such as travel staff, airline companies, tour guides and words with related meanings. In the category of the learning context, keywords related to the category were about local issues such as in Thailand, in Phuket, and O-TOP products, classroom materials and classroom activities such as role plays, group discussions, presentations, and so on. The developmental factors keywords which identified the category were related to the appropriateness for the learners such as traveling in Thailand, Thai ways of life, Buddhism, norms of Thai culture and the like. In the category of the identification of objectives, keywords related to this category were about attitude, knowledge, and skills of ICC, such as

geography, history, civilization, Thai culture, interpreting, knowledge discovery and words with related meanings. In the category of the sequence in the curriculum, words related to course objectives in relation to locations and opportunities for learning were considered. Data derived from classifying categories were interpreted and presented.

The data from the content analysis of the present curricula can help to clarify the existence of the ICC components and the gaps which need to be filled for an ICC curriculum. These data show the existing components and the lacking components of the target curricula and determine whether or not they integrate ICC into the curricula.

## Findings

The results from document analysis revealed that none of the 5 universities showed all components of an ICC curriculum. The curriculum at University C obviously showed 3 components of ICC curriculum. On the other hand, the curriculum at university A showed a learning context component of an ICC curriculum, while the curricula at universities B, D, and E showed some of them. The details of the curricula in the 5 universities are as follows:

1. English for tourism curriculum at University A

## Overview of the course

The objectives of the course were:

The course aims to provide an overview of the tourism industry focusing on local tourist information, local and national tourism. The content of the curriculum includes professional skills focusing on marketing, dealing with the public, dealing with complaints, offering advice, speaking to a group, and handling telephone.

The geo-political context: Considering this stated curriculum, it was observed that the English for tourism course of University A had not clearly specified the career field the students might go into after graduating, or the foreseeable needs of the learners. The content was a combination of the business world and tourism. The skills which were focused on in the curriculum required both knowledge about marketing and handling telephone calls. These are needed in business. Skills of dealing with the public, dealing with complaints, and speaking to groups are essential for tourism.

The learning context: Local contexts were not focused on, but some classroom activities and learning contexts can promote ICC. The material used in this course consisted of commercial books and PowerPoint presentations. However, authentic materials were not obviously included.

The developmental factors: It was not observed that the lecturer established the curriculum based on its appropriateness for the learners, because its establishment did not refer back to the real needs of the learners or the developments from the previous English for tourism course.

The identification of objectives: It was observed that the English for tourism course in University A aimed to develop the students' knowledge about the tourism industry both from the position of the staff and the customers. The students strengthened their English ability in order to be ready to be a part of the Asian Economic Community (AEC). Moreover, the curriculum aimed to help the students understand the features of the tourism workforces and had positive attitudes towards the tourism industry, including promoting team work and integrating knowledge to real situations. However, those objectives were not obviously promoted within the 3 dimensions of ICC. Although the curriculum aimed to elevate the students' ability of English for the AEC, it was not focusing on the ability to deal with people from different cultural backgrounds. In the curriculum, there were some indications towards attitude, but it was in reference to positive attitude to the tourism industry, not attitude in the area of ICC. However, the skills which were indicated in this curriculum had some aspects which could promote ICC such as promoting team work and integrating knowledge into real situations.

The sequence in the curriculum: It was not observed that the sequence in the curriculum considered the priority of objectives based on the relationship with the locations and opportunities of learning, because although the curriculum indicated preparation for ASEAN, the contexts used in the textbooks focused on western settings.

## 2. English for tourism curriculum at University B

Overview of the course: According to the course description, the course aims at intermediate level students of English to teach communication in tourism both for tourists and tourism entrepreneurs. The objectives of the course are to enable the students to perform in four skills: listening, speaking, reading, and writing as well as to integrate their knowledge in various situations in the tourism context.

The geo-political context: The English for tourism curriculum at University B had no obvious content related to the context of the environment and the foreseeable needs of the learners. The curriculum contents did not specify the needs of the students. The curriculum provided general knowledge for the tourism domain such as world destinations, transport in tourism, accommodation, tourist motivation, tour operators, travel agencies, different customs, reservations and sales, the airline industry, marketing and promotion, and ecotourism. The students who attended the English for tourism course at University B majored in English and they had the potential to work in various fields,

not only in the tourism domain. The curriculum contents were not focused on a specific career field.

The learning context: The texts used in this course were gathered from various commercial books which deal with tourism in western cultural contexts; the context of Thailand was not focused upon. However, the activities which were indicated in the curriculum could help to promote ICC. For example, role plays help to encourage the skills dimension through intercultural contact situations and solutions of intercultural conflict situations. Moreover, group discussions can help to elevate the attitudinal dimension of ICC. Additionally, there are learning contexts on world destinations and different customs which could also promote the knowledge dimension.

The developmental factors: It was observed that the present course was developed from the previous English for tourism course in order to conform to the current situation. Moreover, the students could use the knowledge from the course to integrate into their work in the future. However, the needs of the students were not specifically referred to in curriculum development.

The identification of objectives: It was observed that the objectives of the course were broadly stated in reference to communicative skills, namely, listening, speaking, reading, and writing. However, the three dimensions of ICC were not mentioned. The curriculum of English for

tourism at University B stated that the course aimed to enable the students to practice the four skills, and to integrate their knowledge in various situations in the tourism context. However, those objectives were not obviously promoted through the 3 dimensions of ICC. Although it was not stated in the curriculum, some topics of the learning contexts could help to promote ICC such as world destinations and different customs.

The sequence in the curriculum: It was clear that the prioritization of objectives was not considered in the sequence of the curriculum based on the relationship with the locations and opportunities for learning. The sequence of the curriculum started from topics on what is tourism, world destinations, transport in tourism, and so on which were not related to locations in Thailand. Although the aims of the curriculum tried to elevate communicative skills, the three dimensions of ICC were not included.

### 3. English for tourism curriculum at University C

Overview of the course: The objectives of the English for tourism course were to integrate English skills in listening, speaking, reading, and writing for communication; to deal with problems associated with the tourism and hospitality industry; to simulate various roles within tourism (such as airline staff, tour guides and receptionists), project writing, oral presentations and discussions.

The geo-political context: It was observed that the English for tourism curriculum at University C somewhat responded to the context of the environment and the foreseeable needs of the learners, because

relevant career fields were considered. In the curriculum, it was clearly specified which career fields were to be focused on, such as travel staff, tour guides, and receptionists. The skills which were focused on in the curriculum promoted the career fields of the tourism domain, for example the skills of interacting with people from different cultural backgrounds under the topic of understanding and meeting guests' needs and customers' needs. Moreover, the contents of the textbooks focused on tourism in Thailand.

The learning context: It was observed that the learning location was considered in curriculum establishment, because most of the content in the curriculum related to tourism in Thailand. Learning materials and teaching methods which could promote ICC, for example, were video clips, YouTube videos, role plays, group discussions and presentations. Authentic materials such as video clips and YouTube videos could promote the knowledge dimension of ICC. Role plays under the topic of norms in Thai culture and a travel agency/ buying a package tour could elevate the skills dimension, and the group discussion activity under the topic of understanding and meeting guests' needs could promote the attitudinal dimension.

The developmental factors: It was observed that the teacher had considered the appropriateness to the students because most of the students were majoring in tourism and hospitality and had a high potential to work in the tourism domain after graduating. The content focused on the tourism industry. The content also included tourism in Thailand, giving

information about traveling in Thailand, suggesting places to visit, sharing Thai ways of life, Buddhism, dealing with guests, understanding and meeting guests' needs/ customers' needs, do's and don'ts while travelling in Thailand, norms of Thai culture and so on.

The identification of objectives: The English for tourism course at University C aimed to equip the students with knowledge about expressions and vocabulary used in the hotel and tourism domain, to provide practice in English communicative skills used in hotels and tourism through the four skills, to enable students to use English in various situations and to handle the problems that often occur in hotels and tourism situations, and to enable the students to create projects, present, and discuss a particular topic. It was observed that there was a part of the curriculum which included using English in various situations and handling the problems that occur in hotel and tourism situations to promote the skills dimension of ICC.

The sequence in the curriculum: It was observed that in the curriculum establishment, the locations and opportunities for learning are partly stated in the objectives of the course and these include the skills dimension of ICC.

#### 4. English for tourism curriculum at University D

Overview of the course: The English for tourism course at PSU was described as English for giving information about itineraries, tourist

attractions including natural resources, historical sites, culture, customs, ways of life, and major tourism activities.

The geo-political context: it was observed that the English for tourism course did not specify the context of the environment and the foreseeable needs of the learners. The career field the students may go into after graduating was not included in the aims of the curriculum. However, there were some topics in the learning contents, the focus of which were related to tour guides (The Road to being a Tourist Guide).

The learning context: The materials in the textbook used in this course were gathered from various commercial books, some of which were written by Thai authors. Some topics in the learning contents related to Thai culture, such as visiting Thai temples and historical places, Thai cuisine, and Thai handicrafts. The activities in class, such as group discussions and simulations helped to promote ICC. Group discussion was employed under the topic of charming Thai cuisine, and this activity could enhance the attitudinal dimension of ICC. Moreover, simulation was used under the topic of Thai handicraft. It helped to elevate the skills dimension.

The developmental factors: It was observed that the present curriculum was developed from the previous course in order to suit the present situation. However, it was not observed that the appropriateness for the learners was included in the curriculum establishment. The learning content stated in the curriculum was not varied enough for

the students to use in their future careers. The contents in the considered textbook consisted of topics like Delightful Culture, Visiting Thai Temples and Historical Places, Charming Thai Cuisine, Thai Handicrafts, Ecotourism, and Field Trips (The Road to being a Tourist Guide).

The identification of objectives: The purpose of study stated in the curriculum was to enable the students to give information about itineraries, tourist attractions including natural resources, historical sites, culture, customs, ways of life, and major tourism activities. Considering the curriculum, the knowledge dimension of ICC about culture, customs, and ways of life were observed in the curriculum.

The sequence in the curriculum: It was observed that the prioritization of objectives was considered in the sequence of the curriculum based on the relationship with the locations and opportunities for learning.

## 5. English for tourism curriculum at University E

Overview of the course: The course description of English for tourism at University E included vocabulary, expressions, and content in tourism, including information about geography, history, civilization, Thai culture, and tourist attractions. Moreover, the course aims to practice the language used at work, to summarize and present business information and field trips.

The geo-political context: It was observed that the English for tourism course at university E did not obviously specify the context of the

environment and the foreseeable needs of the learners. The career field the students may go into after graduating was not included in the aims of the curriculum, because the aims of the curriculum indicated very generally a focus on business in the tourism domain and the learning contents consisted of topics such as the tourism business, airlines, and tour guides. However, a specific career field was not mentioned.

The learning context: the contents in the textbook were gathered from various commercial books and most of the authors were from the west. Furthermore, the local environment was not included in the contents. The contents in the textbook consisted of topics including what is tourism, world destinations, travel agencies, food and drinks in the tourism business, air travel, types of holiday, careers in tourism working as a tourist guide, exchanging holiday plans, describing traditional gifts, producing an information leaflet, replying to an enquiry, and recommending places to visit. On the other hand, in the teaching materials, there were authentic materials such as reading texts from the Internet that could help to promote the knowledge dimension of ICC. Moreover, role plays were used under the topics of travel agencies and careers in tourism, such as working as a tourist guide. These could help to elevate the skills dimension.

The developmental factors: It was not observed that the lecturer established the curriculum based on its appropriateness for the learners because the establishment of the curriculum did not refer back to the

needs' analysis of the learners or its development from the previous English for tourism course.

The identification of objectives: some objectives were added to the curriculum. Moreover, it was observed that there was a part of the curriculum which dealt with geography, history, civilization, and Thai culture which could promote the knowledge dimension of ICC.

The sequence in the curriculum: It was observed that the prioritization of objectives was not considered in the sequence of the curriculum based on its relationship with the locations and opportunities for learning. The sequence of the curriculum started from topics such as what is tourism, world destinations, food and drinks in the tourism business which did not refer to locations in Thailand. Considering the result of the curricula analysis, under the factor of the geo-political context, there was only one university (University C) that clearly specified the career fields the students might enter after graduating. Regarding the learning context, there were three universities (Universities A, B, and E) which observed that local contexts were not focused on the curricula establishment. However, some classroom activities and learning contexts could promote ICC. On the other hand, there were two universities (University C and University C) which showed that local contexts were considered in curriculum establishment.

Taking into consideration developmental factors, it was observed that there was only one university (University C) where the lecturer had considered the appropriateness to the students of curriculum establishment. Another two universities (University B and University D) developed the curriculum from the previous courses but the learners' needs were not observed. In addition, at two universities (University A and University E) it was not obvious that the lecturers established the curriculum based on its appropriateness to the learners.

Regarding identification of objectives, there were two universities (University A and University B) which showed that the objectives of the curriculum did not obviously promote the three dimensions of ICC. On the other hand, the other three universities (Universities C, D, and E) showed that there was a part of the curriculum which promoted the knowledge dimension (University D and University E) and the skills dimension (University C) of ICC. Finally, in regard to the sequence in the curriculum, it was observed that the curricula in three universities (Universities A, B, and E) did not consider the sequence in the curriculum regarding the priority of objectives. There were two universities (University C and University D) that showed some evidence of the skills dimension of ICC.

**Table 1** English for Tourism Curricula in Five Universities in Southern in Thailand (2014/2015)

Universities	Geo-political context	Learning context	Development factors	Identification of objective	Sequence in the curriculum
University A	not clearly specified the career fields	local contexts were not focused upon but some promote ICC	Not obvious that the lecturer had established the curriculum based on the appropriateness for the learners.	the objectives did not obviously promote 3 dimensions of ICC	not obvious that the sequence in the curriculum considered the priority of objectives
University B	not clearly specified the career fields	local context were not focused upon but some classroom activities and learning contexts could promote ICC	developed from the previous curriculum but the learners' needs were not obvious in the curriculum	the objectives did not obviously promote the 3 dimension of ICC	not obvious that the sequence in the curriculum considered the priority of objectives

Universities	Geo-political context	Learning context	Developmental factors	Identification of objective	Sequence in the curriculum
University C	clearly specified the career fields that the students might enter after graduation	learning locations were considered in the curriculum establishment	the lecturers had considered the appropriateness to the students in the curriculum establishment	there was a part of the curriculum which promoted skills dimension of ICC	there was the skills dimension of ICC
University D	not clearly specified the career fields	local context was included and some classroom activities could promote ICC	developed from the previous curriculum but the learners' needs were not obvious in the curriculum establishment	there was a part of the curriculum which promoted the knowledge dimension of ICC	the sequence in the curriculum considered the priority of objectives

Universities	Geo-political context	Learning context	Development factors	Identification of objective	Sequence in the curriculum
University E	not clearly specified the career fields	local context was not focused upon but some classroom activities and learning contexts	the learners' needs are not obvious in the curriculum establishment	there was a part of the knowledge dimension of ICC	not obvious that the sequence of the curriculum considered the priority of objectives

## Conclusion and Discussion

The results from this study show that most of the English for tourism curricula did not state clearly the ICC curriculum components, especially within the geo-political context and the developmental factor. These results conform to the study of Kaewpet (2009), Pratoomrat and Rajprasit (2014) and Sanonguthai (2014) who suggested that English curricula in Thailand needed to be reformed to be suited to the professional world, international settings, and the ASEAN community.

The geo-political context and the developmental factor are very important because the curriculum has to respond to the context of the environment and the foreseeable needs of the learners, such as the career field they may enter after graduating.

In curriculum development especially in the hospitality and tourism domain, the curricula need to be internationalized in order to enable the students to be ready for the challenges of globalization (Sangpikul, 2009). Wisansing (2005) claimed that the curriculum of higher education in Thailand should be viewed as a proactive strategy which prepares the students for professional careers in global business which is highly competitive. Therefore, in curriculum establishment including the ICC components, the geo-political context and the developmental factors have to be added.

Regarding the identification of objectives, some parts of the curricula in five universities included the knowledge dimension and the skills dimension of ICC, but the attitudinal dimension which relates to the ability to adapt to new situations, then curiosity and flexibility could be more focused upon.

The results from this paper reported only one aspect of the overall teaching practices. However, the effectiveness of teaching depends on many factors such as teacher qualifications, university policies, students' efforts, and so on. This paper presents only one aspect of curriculum analysis. The ICC components which were not stated clearly in the curricula from the results of this study for example, developmental factor of ICC curriculum can be reflected in teaching procedures. The results can be used as guidance for curriculum establishment which integrates ICC.

### Implications

This study aimed to investigate whether intercultural communicative components were reflected in the present curricula of English for tourism courses at five universities in Southern Thailand. The results from the study are very useful for lecturers, ICC academics or policy makers to integrate ICC into teaching practices and in curriculum establishment. From the study, it was observed that most of the English for tourism curricula did not include ICC curriculum components, especially the geo-political context and developmental factors. These factors are very important,

because the curricula have to reflect the context of the environment and the foreseeable needs of the learners, such as career fields the students may enter after graduation. In curriculum establishment the ICC components have to be added. The 3 dimensions of ICC, attitude, knowledge, and skills should be added in learning contexts and classroom activities in order to promote the identification of objectives.

To establish English for tourism curriculum, in order to promote geo-political context, the curriculum should state career fields the students may enter after graduation, such as becoming tour guides, being employed in hotels, travel agencies and so on. Regarding the learning context, the curriculum may present local settings or cultures of the students' regions such as looking at conditions in Thailand or in Southern Thailand.

To promote developmental factors which relate to appropriateness for the learners, the curriculum should add students' needs in the curriculum or some learning contexts which were developed from the previous courses. Regarding the identification of objectives, the 3 dimensions of ICC, namely, attitude, knowledge, and skills should be added. For example, activities which promote the attitude dimension are discussing and sharing intercultural experiences or presenting local products/cultures. Activities which promote skills dimension are simulations, problem solving activities, and so on. Finally, the sequence in the curriculum should consider the opportunity for learning. For example,

University E is situated in Phuket where marine tourism is very outstanding, the curriculum should add learning contexts/topics or classroom activities which support this kind of tourism.

It is considered important to write clearly about the ICC components in a curriculum; otherwise, the lecturers may not be aware of it and may neglect to integrate intercultural communicative components in their teaching practices.

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