



THE CROSS-CULTURE COMMUNICATION FOR UNDERGRADUATE
INTERNATIONAL STUDENTS: A CASE OF ONE UNIVERSITY IN CHONBURI
PROVINCE

HAOCHENG LUO

A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR MASTER DEGREE OF ARTS
IN HUMAN RESOURCE DEVELOPMENT
FACULTY OF EDUCATION
BURAPHA UNIVERSITY

2024

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การสื่อสารข้ามวัฒนธรรมสำหรับนักศึกษาต่างชาติระดับปริญญาตรี กรณีศึกษาของมหาวิทยาลัย
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This article explores the complexity of cross-cultural communication among international undergraduate students at a university in Chumphon, Thailand. Using phenomenological methods, semi-structured interviews were conducted with 12 students from different cultural backgrounds to understand their experiences and challenges. This study revealed significant communication barriers, such as language proficiency issues, cultural misunderstandings, and difficulties in social integration. These obstacles affect students' academic and social life, leading to cultural shock and adaptation challenges. The research findings emphasize the importance of cross-cultural competence and propose strategies to enhance communication and integration among international students. This study contributes to a broader discussion of cross-cultural communication in educational environments and provides practical recommendations for institutions to effectively support their international student populations.

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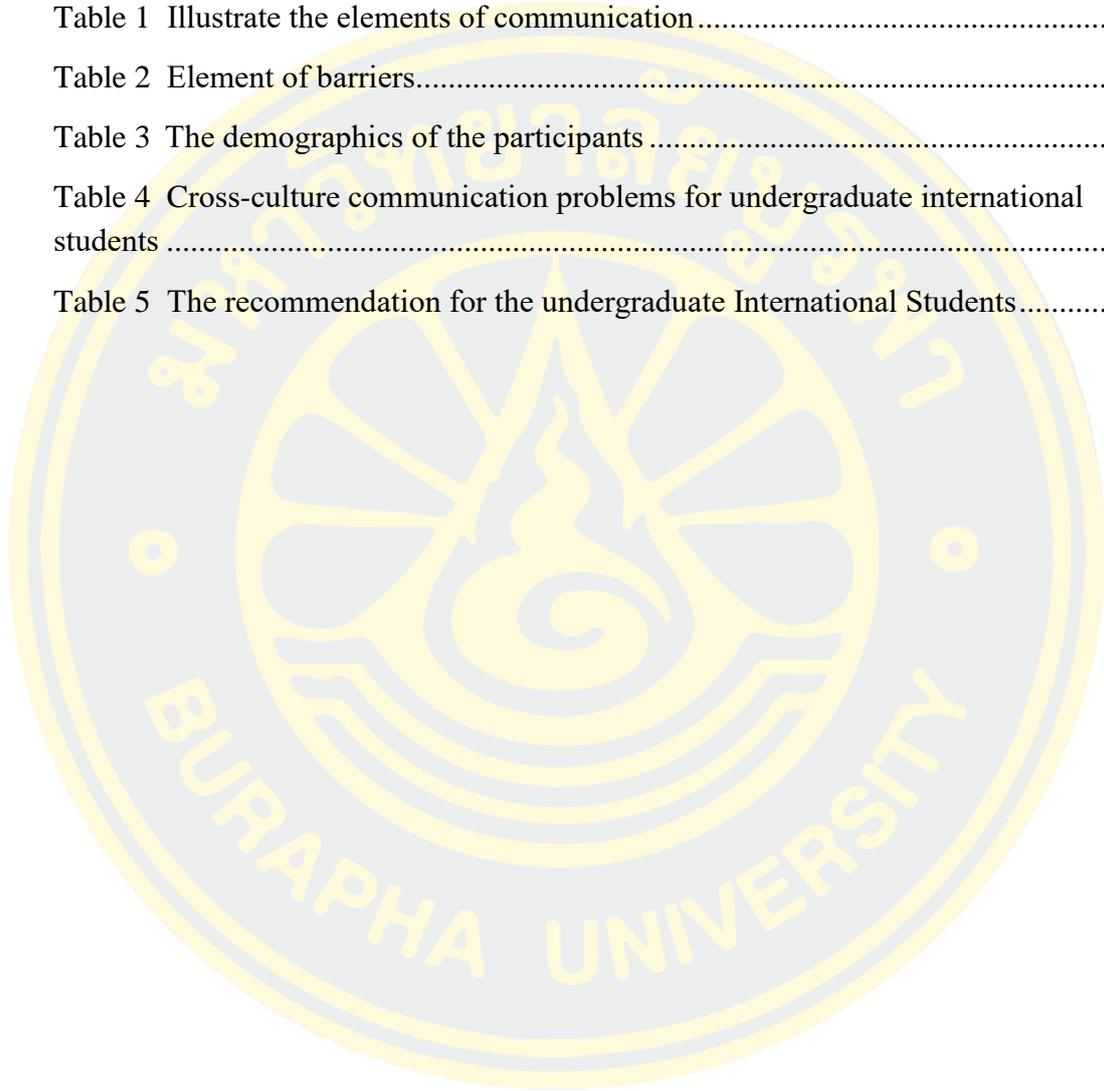
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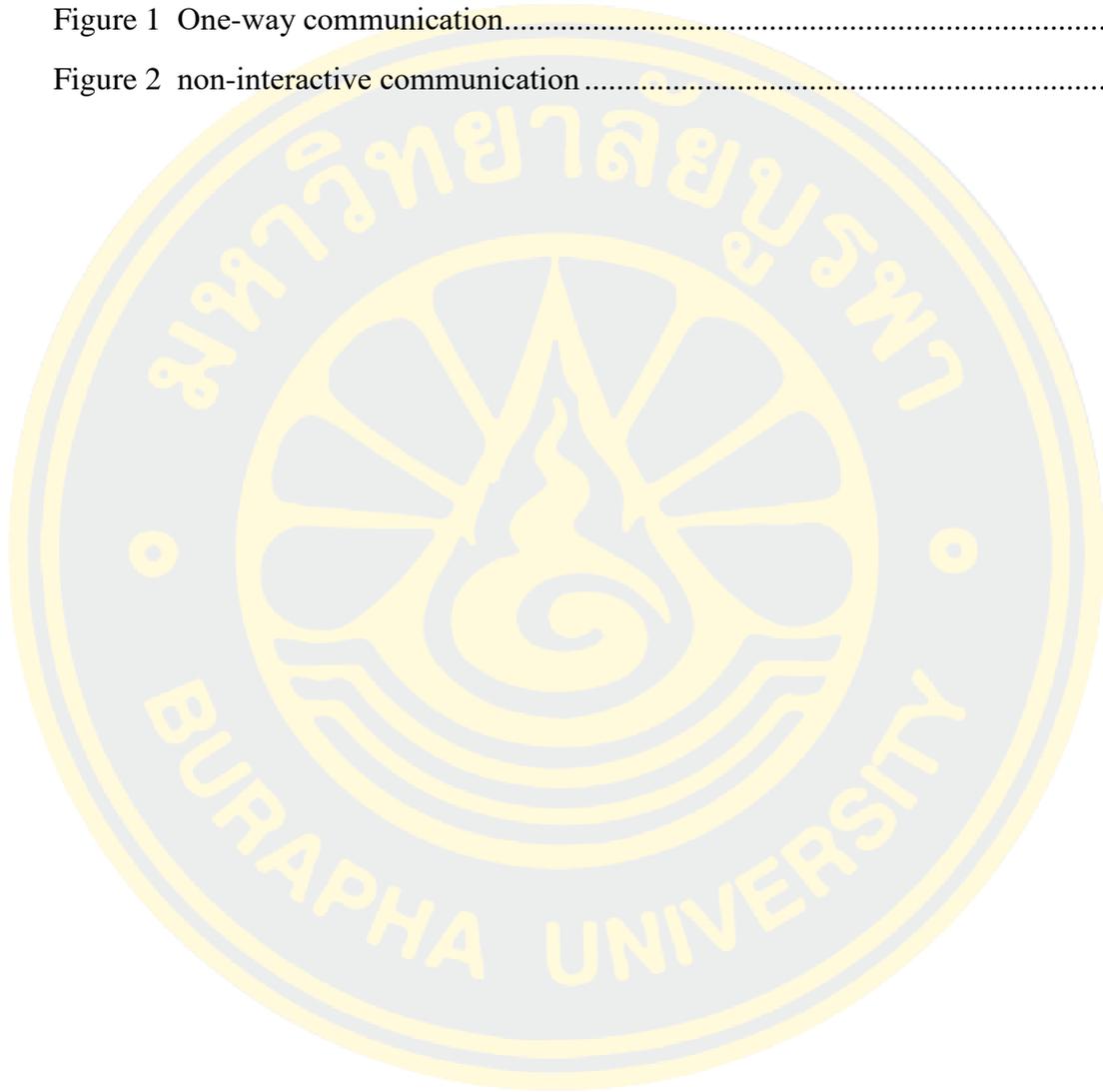
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CHAPTER 1

INTRODUCTION

Background of the study

The anthropologist Hall first proposed the concept of “intercultural communication” in “Silent Language” (Hall, 1959, p. 42), discussing the important role of culture in people’s social life. Hall believes “Culture is the environment in which human beings live, and all aspects of human life are influenced by culture and change with cultural changes.” International Students have become an increasingly important demographic in higher education, with over 5 million students studying abroad in 2019. These students face unique challenges related to cultural differences, language barriers, and academic expectations. As a result, cross-cultural research on International Students has become an important area of study (Carter & Cook, 2020).

The history of international student mobility can be traced back to the early 20th century when students from Asia and Africa began studying in Europe and the United States. However, it was not until the 1960s and 1970s that international student mobility began to increase significantly, as a result of improved transportation and communication technologies, as well as increased funding for international education programs. Today, International Students come from a wide range of countries and backgrounds and are enrolled in a variety of academic programs. (Deardorff, 2006) Institute of international education (2020) expresses that while studying abroad can offer many benefits, including exposure to new cultures and ideas, improved language skills, and enhanced job opportunities, International Students also face significant challenges.

These challenges can include language barriers, homesickness, academic differences, and discrimination. As a result, cross-cultural research on International Students has focused on identifying strategies to help students overcome these challenges, such as cultural orientation programs, mentoring, and academic support services. Cultural competence has emerged as an important concept in cross-cultural research on International Students. This refers to the ability of individuals and institutions to understand and appreciate cultural differences and to adapt to different

cultural contexts. Cultural competence is important in higher education because it can help to create a welcoming and inclusive environment for International Students and can help to improve academic outcomes and intercultural relationships (Ying, 2015).

At the same time, the increase of globalization in the world has been replaced by a new environment without borders with the support of global organizations (Ma, Charoenarpornwattana & Svastdi-Xuto, 2019). Attending an international school is an enriching experience for students of all ages. Culture shock is a term that was first coined by anthropologist Kalervo Oberg in the 1950s to describe the experience of disorientation and anxiety that individuals feel when they are exposed to a new culture. Culture shock can occur when individuals travel to a foreign country, move to a new city, or even encounter a new culture within their own country. It is typically characterized by four stages: the honeymoon stage, the negotiation stage, the adjustment stage, and the adaptation stage (Pedersen, 2015). Cross-Cultural Communication occurs between people with different nationalities, styles of working, ages, races, sexual orientations, gender, etc (Bhasin, 2021). Different cultural ways give people different ways of thinking, analyzing, hearing, accepting, and interpreting different things (Bhasin, 2021). Today, cross-cultural education is considered imperative for International Students acting in managerial capacities abroad. Failure to effectively communicate with subordinates or understand their actions can lead to cascading problems within the business (Carol & Kopp, 2021). The same as school or university, cross-culture has become one of the most important keys for International Students at the Universities of Thailand.

Furthermore, cross-cultural communication has attracted much attention in the foreign language teaching field in recent years (Liu, 2003). When we face the issue of cross-culture we know that language is a communicative process in its pure form in every society expresses itself through communication, it helps communication, and it is the most important, the most explicit, and the most formal and socially recognized form of communicative behavior (Nitza & Kateryna, 2018). With the continuous acceleration of the global economic process, countries and regions, regions and regions have formed a closely linked relationship. Not only in economy, but also culture, politics, and other fields.

Cross-cultural communication can result in excellent interaction, leading to

good working relations between people in organizations. Different cultures have their own set of presumptions and inclinations within a conversation, sometimes making it challenging to pass a message from one person to another successfully (Indeed Editorial, 2022).

Statement of the problems

Linguee Global Solutions (2022) says that cross-cultural communication refers to communication between people who differ in any of the following: working styles, age, nationality, ethnicity, race, gender, sexual orientation, and so on. Cross-cultural communication can also refer to the use of words, gestures, and body language to exchange, negotiate, and mediate cultural differences. It is the means by which people from many cultures connect with one another. When two people from different cultures meet, they not only have distinct cultural backgrounds but also have various turn-taking systems. It showed that international undergraduates who study in the other country may meet the communication adaptation, verbal and non-verbal communication issues, language barriers, inclusion barriers, culture barriers, environment barriers and attitudinal barriers. Those barriers may make the international undergraduate experience negative emotions with culture shock. Even international undergraduate students from Asia or the Pan-Asian region will inevitably suffer from profound culture shock.

Additionally, International undergrads face the challenge of cross culture communication issues which are of 6 different types including: different communication styles, different attitudes toward conflict, different approaches to completing tasks, different decision-making styles, and different attitudes toward disclosure (Marcelle & Marya, 1997). Clearly the international undergrads are meeting communication issues in their study or daily life when they study in another country.

Despite the growing number of International Students worldwide, cross-cultural communication difficulties continue to hinder their academic success and personal development. Accordingly, International Students face numerous challenges when studying in foreign countries, including language barriers, cultural differences, and adapting to new academic environments. One significant challenge they

encounter is cross-cultural communication difficulties. Therefore, it is crucial to understand the significance of cross-cultural communication difficulties among International Students and identify ways to mitigate these challenges. At the same time, this study is to target cross-culture communication issues and find out why it happens and to suggest ways to overcome these kinds of issues.

Research objectives

1. To explore the cross-culture communication problem for undergraduate International Students : A case study of one university in Chonburi province.
2. To provide recommendations for undergraduate International Students : A case study of one university in Chonburi province.

Research questions

1. What are the cross-cultural communication problems for undergraduate International Students ? : A case study of one university in Chonburi province.
2. What should be the recommendation for the undergraduate International Students ? : A case study of one university in Chonburi province.

Significance of the study

This research aims to suggest the way to overcome the issue of cross-cultural communication, and at the same time, this study will find the key points that happen among the international undergraduates:

1. Dealing with cross-cultural communication problems can improve intercultural understanding, promote diversity, and create a more welcoming environment for International Students . Cross-cultural communication difficulties are a significant challenge that International Students face when studying abroad.
2. Dealing with cross-cultural communication problems is crucial for promoting their academic success, personal growth, and social integration. Additionally, mitigating cross-cultural communication difficulties can promote diversity, and intercultural understanding, and create a more welcoming environment for International Students.

Scope of study

This study's research design is qualitative research using phenomenology as the study strategy. The data collection method is semi-structured interviews of 12 International Students who study at one university in Chonburi Province and have studied in Chonburi Province for over 1 year in a multicultural environment. The scope of this study is limited to International Students only and presents cross-cultural communication issues and challenges faced by international student expatriates in their study place.

Definition of terms

To ensure a clear understanding of terms in this study, a list of definitions of terms applying to this research follows:

Cross-cultural Means the culture difference between the Thai students and International Students

Cross-culture communication: Means the communication difference between the Thai students and International Students

International Students means the students from other countries including every country but Thailand. Every student who is not Thai can be called an international student.

Overcoming the communication issue means a way for every international student to overcome the communication issue when they first come to Thailand because of the language or other culture problems because they cannot communicate or face barriers of commutation.

Cultural shock refers to culture differences and issues of historical issue causing fear or anger finally because of homesickness in Thailand

Conclusion

This first chapter has presented the background of the study, statement of the problems, research objectives, research questions, significance of the study, scope of study and definition of terms on the subject with a description of the research. The aims are to explore the cross-culture communication problems for undergraduate

International Students : A case study of one university in Chonburi province in Thailand and to provide recommendations for undergraduate International Students ; to reduce cross-cultural communication issues and culture shock individually.



CHAPTER 2

LITERATURE REVIEW

In this chapter, researchers reviewed literature related to communication cross-culture communication, diversity and multiculturalism. The review topics of related literature and studies are presented in the following order:

1. Concept of communication
2. Concept of cross-culture communication
3. Concept of communication barriers
4. Research related to the study
5. Conclusion

Concept of communication

1. Definition of communication

Communication is the process of exchanging information, ideas, thoughts and feelings between individuals or groups. It involves verbal and non-verbal cues and can take many forms such as speaking, writing, gestures, facial expressions and body language. Effective communication is critical to conveying information clearly, promoting understanding, building relationships and achieving shared goals (Vedantu, 2024).

Communication derives from the Latin word “communis” meaning “sharing” and is the basis of human interaction and management. It involves the exchange of ideas and information between individuals or groups. Effective communication is critical to efficient management, facilitating critical functions such as planning, staffing and supervision. It is a two-way process involving a sender and a receiver conveying thoughts, emotions or imagination. Today, communication takes many forms such as email, chat, and video calls, and when executed effectively, work becomes smoother and more manageable (Vedantu,2024).

Larry et al. (2007) stated that communication is systemic, and that communication occurs in situations or systems that influence the meanings we attach to messages.

Communication forms, such as speaking or writing, have distinct systems for conveying messages. They are controlled directly by communicators. Mediums combine different forms and often involve technology beyond individual control. For example, a book combines words, pictures, and drawings. Media, like radio, television, and newspapers, constitute a distinct group of mass communication examples. These media utilize various forms of communication and rely on technology to bridge the gap between sender and receiver (Taylor & Francis, 2001).

Common Sense Media (2020), states that communication is the act of giving, receiving, and sharing information -- in other words, talking or writing, and listening or reading. Good communicators listen carefully, speak or write clearly, and respect different opinions.

Communication, defined as the exchange of meaning through symbols, has attracted the interest of scholars since ancient times, evolving from other disciplines into a multidimensional field encompassing function, typology, and psychology. From I.A. Richards' basic definition of Jurgen Ruesch's approach to exploring different disciplines, communication studies now recognize at least 50 modes of interpersonal communication, emphasizing the need for different analytical perspectives to understand human and animal interactions, technological advances, and differences in the complex process of evolution of intellectual disciplines (Gordon, 2024).

Communication is the complex process of transmitting and receiving information through a variety of channels, including oral (speech), written (words, infographics, maps), and non-verbal (symbols, signals, behavior). This exchange of meaning is fundamental to human interaction and is often described as the "creation and exchange of meaning." The famous media critic and theorist James Carey gave a comprehensive definition of communication in his 1992 book "Communication as Culture". He pointed out that communication is a symbolic process through which we connect with others, share experiences, build, sustain, repair and change our reality. While all creatures have their own ways of communicating, humans stand out because of their ability to use language and words to convey precise meaning, which sets them apart from the rest of the animals.

Communication refers to sharing information and ideas between people. It can be done through speaking, writing, gestures and body language. Good

communication helps us understand each other better and work together effectively. Different types of communication (such as speaking or writing) have their own ways of conveying information. Listening carefully, expressing clearly, and respecting differing opinions are important for effective communication. Scholars study communication to understand how people relate, share experiences, and communicate meaningfully using language and symbols. In the final analysis, communication is the exchange of information between people, which may include words, language, actions, symbols, etc. People are also the cause of language behavior.

Overall, communication involves sharing information and ideas through various means, including speaking, writing, gestures, and body language. Effective communication is key to better understanding and cooperation, with different forms having unique methods of conveying information. Listening carefully, expressing clearly, and respecting differing opinions are crucial for successful communication. Scholars study communication to explore how people relate, share experiences, and use language and symbols to communicate meaningfully. Ultimately, communication is the exchange of information through words, language, actions, symbols, and more, driven by human behavior.

Elements of communication

Communication is often challenging, causing stress and frustration for the individuals involved. These challenges can be divided into three issues: first, the discrepancy between one's own perceived clarity of explanation and others' understanding; second, conversational errors that prevent clear understanding of concepts; and third, identifying and resolving communication problems. Understanding these issues is critical to promoting effective communication. Individuals have different personality traits, attitudes, and learning abilities that influence how they understand and respond to information. Therefore, it is crucial to use diverse communication methods and consider individual differences. Additionally, words can have different meanings to different people, so there is a need to be adaptable in communication.

As the person and the environment develop, so should communication skills. A thorough understanding of the elements of communication enables individuals to

promote meaningful change and improvement in communication practices. Therefore, communication elements play an important role in promoting effective communication. (Radhika, 2020).

Elisa and María (2015) made the following table which summarized the elements of communication:

Table 1 Illustrate the elements of communication

Element	Lasswell paradigm (1948)	Mathematical model of Shannon and Weaver (1949)	SWCR by Berlo (1960)	T. of Communicative action (Hobemas1981)	6W
Issues	Who-Communicator	Information source/ Transmitter (Encoder)	Source	Honesty, sincerity	Why, When, Who
Receiver	To Whom-Receiver/ With what effect- EFFECT	Receiver (Decoder)/ Sestination	Receiver		Who
Message	Say What-Message	Message	Message	Intelligibility, Truth	What
Channel	In which channel-Medium	Channel	Channel		Hao, Where

Source: Elisa and María (2015)

Many scholars and theorists have made significant contributions in identifying the different elements of communication. Notably, Shannon and Weaver proposed the Shannon-Weaver model in 1948, which included elements such as transmitter, encoder, channel, decoder, receiver, noise, and feedback. Harold Lasswell proposed a model of communication in 1948 that focused on five key questions. David Berlo's SMCR model emphasizes encoding and decoding messages, while Wilbur Schramm emphasizes the importance of context and feedback.

Roman Jakobson's (Chris, 2023) communication model emphasizes sender, receiver, context, message, channel, and code. These scholars, along with others, have

provided valuable insights into understanding the multifaceted elements and processes of communication theory. Elements of communication include the source, message, channel, receiver, feedback, environment, context, and interference (2024).

Don made a model to explain all which includes two communication models that describe most communication. The linear model is a one-way, non-interactive communication. Examples could include a speech, a television broadcast, or sending a memo in 2019 as shown below in Figure 1.

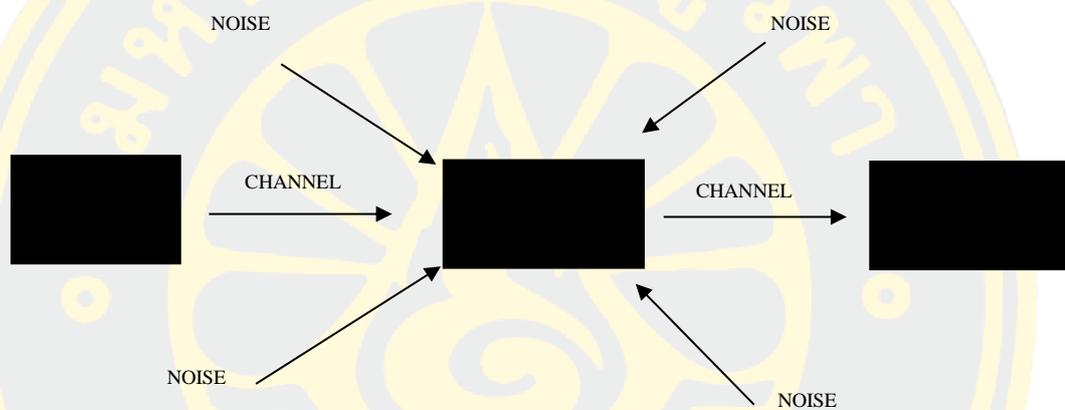


Figure 1 One-way communication

Source: Crawley (2019)

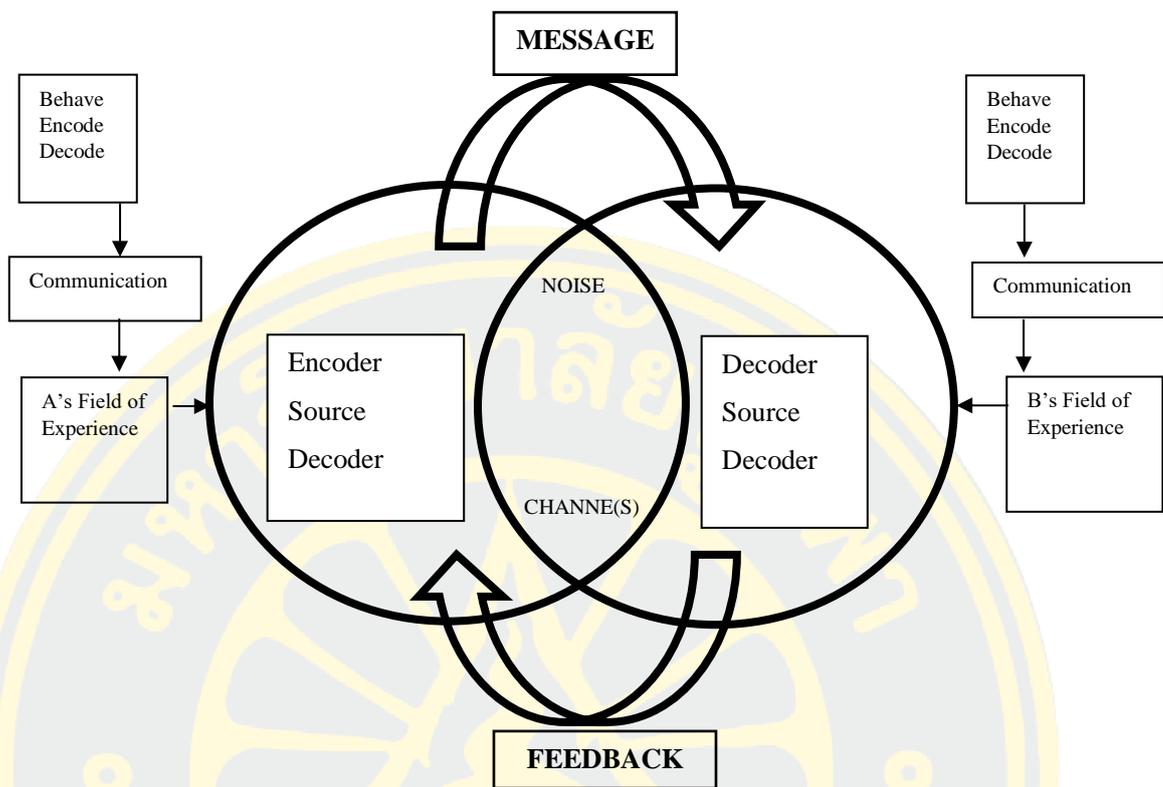


Figure 2 non-interactive communication

Source: Crawley (2019)

The models clearly show how communication happens, however the easiest way that we can see what happens is one way communication and non-interactive communication. This study aims at “what happens with International Students communicating with Thai students” According to the model most issues happen on the noise and channel or channels or it needs to be discussed as the different culture and environment.

To sum-up, communication often poses challenges due to discrepancies between perceived clarity and actual understanding, conversational errors, and difficulty identification problems. Effective communication requires recognizing these issues and adapting to individual differences in personality, attitude, and learning ability, using diverse methods, and being adaptable, as words can have different meanings for different people. Communication skills must evolve with individuals and their environments, understanding key elements—source, message, channel, receiver, feedback, environment, context, and interference. Scholars

introduced models highlighting elements such as transmitter, encoder, channel, decoder, receiver, noise, and feedback. One model focused on key questions: who says what, in which channel, to whom, and with what effect. Another model emphasized encoding and decoding, while another highlighted context and feedback. An additional model added sender, receiver, context, message, channel, and code. Another described two models: the linear, one-way communication model and a more interactive one, noting that issues often arise from noise and channel differences, especially in cross-cultural interactions like those between international and Thai students. These models highlight the importance of considering cultural and environmental factors in communication.

Definition of global communication

Hamelink (2015) introduces 'global communication', because communication is among human beings, and it is an action that is "hope to understand". On the other hand, global communication is the way which is hoped to be understood at a global level. At the same time, Hamelink also mentions that: 'global communication' is the same as 'intentional communication' and 'trans-border communication'. The name of "world communication," this term has a broader meaning than international communication. It remains somewhat nebulous though and conjures up romantic associations with the "family of man". Hamelink's international communication refers to processes that occur among states, like in international relations. So, communication happens in the international environment. However, it also needs to recognize that the international arena increasingly involves interactions with both state and non-state actors.

Global or international communication is the development and sharing of information, through verbal and non-verbal messages, in international settings and contexts. It is a broad field that incorporates multiple disciplines of communication, including intercultural, political, health, media, crisis, social advocacy, and integrated marketing communications, to name just a few. Individuals with a degree in global communication might find employment in advertising and marketing, public relations, international journalism, foreign service, politics and lobbying, publishing, online media, entertainment, or any other industry with an international focus.

Additionally, global communication is a broad area of research within academia. Scholars in the field consider the dynamic relationship between globalization and rhetoric, studying how information flows via cultural exchange, and how culture, society, economies, and politics are being influenced by emerging global media (e.g., digital technology, social media). For example, global communication scholars might explore how transnational academic partnerships impact learning outcomes in African countries, study patterns of feminism in international advertising in the 1960s and 1970s or examine how strategic communication practices via social media platforms are reshaping environmental activism in Asia. Researchers might also conduct a discourse analysis of communication practices in a global public health crisis (Kevin et al., 2020).

For all the above discussion global communication now is the object of the environment in the world now. Now without the VISA, nothing can stop the globalization wave. After World War 2 no country could stay alone, just you need a friend when you try to study or do business. Shutting yourself up in a room making a cart will never be the best option when someone wants to do something. As the same as the country.

The study of global communication increased dramatically after World War II due to military considerations coupled with their economic and political implications. Earlier attempts at theorizing have failed to develop models or research agendas that match the reality of the contemporary role of global communication (Britannica, 2022). More global communication research was written in the decade from 1945 to 1955; most of the research of the 1950s dealt with propaganda and the Cold War. By 1970, global communication research had grown to include a great variety of subjects, especially comparative mass communication systems (Routledge, 2012), communication and national development and propaganda, and public opinion (Howard, 1993). From the point of view of global communication scholars, previous theories of modernization, dependency, and cultural imperialism have failed to satisfactorily explain global communication. The old theories only explain part of the global picture (Thomas, 2002).

We live in an increasingly interconnected and interdependent world. The growing interdependence of the world's economies, cultures, and populations—or

"globalization"—touches every part of our lives, from the products we buy to the food we eat to the ways we communicate with one another. Globalization is also tied to some of the other biggest issues we face in the modern era, including climate change, trade, terrorism, and the spread of deadly diseases. Global or international communication is the development and sharing of information, through verbal and non-verbal messages, in international settings and contexts. It is a broad field that incorporates multiple disciplines of communication, including intercultural, political, health, media, crisis, social advocacy, and integrated marketing communications, to name just a few. Individuals with a degree in global- communication might find employment in advertising and marketing, public relations, international journalism, foreign service, politics and lobbying, publishing, online media, entertainment, or any other industry with an international focus. Humans communicate in various ways. They have been writing to each other since the fourth millennium BCE, when one of the earliest writing systems, cuneiform, was developed in Mesopotamia. These days, the internet enables people to send and receive messages instantaneously and internationally; with the rise of social media, people share more—and more quickly—than ever before. This timeline follows nearly two hundred years of innovations in communication that have helped people all over the globe connect.

During the early 20th century, telegraph, telephony, and radio started the process of global communication. As media technologies developed intensely, they were thought to create, in Marshall McLuhan's famous words, a "global village". However, the study of global communication is an interdisciplinary field focusing on global presented in *Global Communications* by Paula Chakravartty and Yeuzhi Zhao.

As the above describes, we know that "global communication," emphasizes its significance in fostering mutual understanding on a global scale. He equates global communication with terms like "intentional communication" and "trans-border communication," suggesting that "world communication" embraces a broader scope than international communication by involving interactions among both state and non-state actors. Global communication involves the development and exchange of information through verbal and non-verbal messages across international contexts, integrating multiple communication disciplines such as intercultural, political, health, media, crisis, social advocacy, and marketing communications. Professionals in this

field may find opportunities in various industries, including advertising, journalism, foreign service, and entertainment. Historical developments in global communication, especially after World War II, highlight its growing importance due to military, economic, and political factors. Research has evolved from early models focusing on propaganda and the Cold War to a broad range of subjects, including comparative mass communication systems and the effects of globalization. The interconnectedness of the world's economies, cultures, and populations underscores the relevance of global communication in addressing modern challenges such as climate change, trade, terrorism, and public health crises. Technologies like the internet and social media have accelerated the pace and reach of communication, contributing to the creation of a "global village." This interdisciplinary field continues to explore how global media influences and is influenced by various aspects of human interaction and development.

Elements of global communication

Wu (2021) "How to Overcome the Top 4 Communication in University" introduces language barriers, inclusion barriers, cultural barriers, and environmental barriers because international universities also have the same issue of global communication, because the students are from different countries and have different cultures, the same as the staff working in the international company.

Anis (2023) Side: International university students face many factors to accomplish concise communication. Ask the listeners to repeat, choose the right setting to talk, encourage people to talk, and improve their communication skills to overcome the communication barriers. Li and Wen (2019) say language exchange programs can enhance students' speaking and listening abilities, leading to increased confidence in communication. Research by Smith and Johnson (2020) suggests that participation in cultural clubs can lead to greater cultural competence and improved communication skills. Sun (2021) says technology-enhanced language learning can provide interactive and personalized experiences, allowing students to overcome language barriers and improve their communication abilities.

This study will use Min Wu's point as a consideration. Min Wu's perspective stands out because it comprehensively addresses the top communication barriers faced

by international university students: language barriers, inclusion barriers, cultural barriers, and environmental barriers. This holistic approach is valuable for understanding and improving global communication in both academic and professional settings. Anis, Li Wen, Smith Johnson, and Sun's research focuses too much on Language barriers. Table 2 shows Elements of barriers.

Table 2 Element of barriers

Factors	Issues
Language barriers	Can not speak Thai
Inclusion barriers	Can not include with Thai students
Culture barriers	Can not understand the Thai culture
Environmental barriers	Can not understand the Life in Thailand.

Source: Wu (2021)

Finally, we know that Wu Min's research delves into the main communication barriers that international college students face: language, inclusion, cultural and environmental barriers. Anice expanded on this, suggesting strategies such as communicating clearly, asking for repetition, choosing an appropriate communication environment, facilitating conversations, and honing communication skills to overcome these barriers. Li and Wen advocated language exchange programs, while Smith and Johnson suggested participating in cultural clubs to improve communication skills. Sun highlighted the benefits of technology-driven language learning. This study will consider Wu's comprehensive approach to communication disorders and contrast it with the narrow focus on language disorders of Anis, Li Wen, Smith-Johnson, and Sun.

1. Language barriers

Language is one of the main issues or we should say the biggest issue when International Students study in Thailand. According to the research data from world data info, there are 36,794,000 Thai people, 1,571,000 Vietnamese people, and 576,000 Laos people using the Thai Language. A total of about 38.9 million people worldwide speak Thai as their mother tongue. But there is About 1.3 billion people

(or approximately 16% of the world's population) who speak a variety of Chinese as their first language.

Finally, for the English language, there are 1.5 billion people worldwide who speak English. This is only rough data so far. It is clear from the data that Thai is not a big language, but a small language. 38.9 million people use Thai as their mother language. A language is a system of communication that consists of a set of sounds and written symbols that are used by the people of a particular country or region for talking or writing (Collins,2022). People speak languages native to different regions.

Dialects are another example of a language barrier. People can technically speak the same language and still face misunderstandings and gaps in communication due to dialectical differences. No matter which communication channels we use, our biggest obstacle is the ability (or inability) to understand what others are saying. Every conversation, email, report, and memo will be unproductive if the words don't make sense to others. You won't be able to execute ideas well as a team because there isn't a clear agreement on what to do or how to do it. A language barrier is any linguistic limitation that creates confusion or prevents comprehension.

A barrier could refer to national and cultural languages but may also include specialized knowledge or speech impairments. Whatever the source of the problem, it's crucial to identify language barriers and manage them. When people don't share a common language, they must develop techniques to clarify their ideas and ensure others are on the same page (Brandi, 2022).

2. Inclusion barriers

According to the Home-care topic 'Top 5' Top Five Barriers to Inclusion: twenty years ago, when most of us thought of "diversity," the prefix "bio" was attached to it along with visions of nature. Today, diversity has become big business for corporate America and many organizations. The Glass Ceiling Commission found that companies had 2.5 times higher stock market performance when invested in glass-ceiling related issues versus companies who ignored them.

Racially diverse companies have 15 times more revenue than the least racially diverse, which explains why 40 percent of the companies with \$5 billion in revenue have diversity as a focus in recruitment. However, many organizations feel

stuck in their diversity mission, in part, because they do not know the difference between diversity and inclusion.

Many organizations feel stuck in their diversity mission because they do not know the difference between diversity and inclusion. Diversity is being invited to sit at a table that is already set; inclusion is being asked to partner with the host and help set the table. Inclusion can be measured by the level of International Students ' engagement, which drives overall staff quality and has a positive impact throughout the company. Studies have shown that it is natural for people to create in-groups and out-groups, depending on similarities and differences. The more people perceive someone to be different, the less likely that they feel comfortable or trust them—thus putting them in their out-group. Knowing the benefits of an inclusive work environment, why do some organizations still operate with a mindset of exclusivity, creating inclusion roadblocks that are difficult to overcome? Identifying these five roadblocks in your organization is critical to success for the 21st century business because when you knock them down your whole company will be better for it.

Same as school or university, diversity is the trend now. Obviously, it is a positive trend for the students but how do students overcome the inclusion barriers? Not only to put the students together and have a cup of coffee, the school or the university needs a specially assigned person to help the students to do informal mentoring, recover from mistakes, and help the international or Thai student face the bullying and insensitivity.

3. Cultural barriers

A cultural barrier is an issue arising from a misunderstanding of meaning, caused by cultural differences between sender and receiver. It can cause outright conflict, but more often, it creates stress in the university (Harappa, 2021).

The prime dynamics of culture are the mutual social perceptual set with coordinated meaning and action, and cultural variance. The differences in communication recitals and the diverse forms of communication can create diversity among various cultures. People who live in various cultures and historical epochs communicate differently and have different patterns of thought. A cultural barrier in communication occurs mainly when communication happens between two different cultural backgrounds.

Encounter cultural barriers in everyday life. In the age of globalization and digital media, the whole world is performing and participating on one platform. Here mutual understanding between communicators is very important for the effective, fruitful process of communication.

4. Environmental barriers

Environmental barriers in global communication refer to obstacles arising from physical, social, or situational factors that prevent effective interaction between individuals from different cultural backgrounds (Smith & Johnson, 2021). These barriers can include physical obstacles such as distance, lack of shared physical spaces, or differences in infrastructure. For example, just as physical barriers often limit or prevent a person with a disability from fully participating in social, occupational, and recreational activities, global communication might be hampered by challenges like stairs, narrow doorways, heavy doors, or high countertops for a wheelchair user (Victor & Ronald, 2010).

In addition to physical barriers, social barriers such as hierarchical structures, power dynamics, and interaction norms can impede global communication (Smith & Johnson, 2021). These barriers emerge due to cultural differences, environmental factors, or even variations in accents within the same language. While key factors in global communication include addressing basic communication elements, the complexity of global environments extends beyond the simplicity of issues discussed in some journals. Situational barriers like time zones, language differences, and technological limitations further contribute to environmental barriers in global communication. (Smith & Johnson, 2021).

Concept of cross-culture communication

1. Definition of cross-culture communication

Cross-cultural communication can be defined as a dialogue or any kind of interaction (both verbal and non-verbal) between people of different nationalities. Applied to a business-oriented context, cross-cultural communication refers to how well people from different cultures interact in a business environment. And how well they adapt their communication style to their co-worker's culture (Andreyana, 2020). The definition of cultural communication requires some fleshing out—and, the

tension between the individual and the communal that exists within the concept of cultural communication needs attention. Empirically accessed, real-life examples of locations where communication can be seen, heard, felt, and experienced help to explicate cultural communication. (Stephen & Croucher, 2020).

According to Carol (2021) cross-cultural awareness implies a recognition of national, regional, and ethnic differences in manners and methods and a desire to bridge them. Cross-cultural awareness is combining or contrasting two or more cultures or cultural groups whether literature, food values, customs , music , humor , language attitudes, or etiquette.

Hofstede's Cultural Dimensions (2017): Geert Hofstede's theory identified several cultural dimensions that are helpful in comparing and understanding different cultures: Power distance: This dimension measures the extent to which less powerful members of institutions and organizations accept and expect unequal distribution of power.

Individualism and collectivism: examine the degree to which an individual integrates into a group. Individualistic cultures prioritize individual goals over group goals, while collectivistic cultures prioritize group goals over individual goals.

Uncertainty avoidance: This dimension refers to the extent to which a society feels threatened by ambiguous situations and attempts to avoid them by establishing rules, regulations, and formal structures. Masculinity and femininity: Assessing the allocation of emotional roles between the sexes. Male culture values competitiveness, confidence, and achievement, while female culture emphasizes cultivation, quality of life, and cooperation. Long-term versus short-term orientation: This dimension measures the extent to which a culture values long-term virtues such as persistence, frugality, and adaptability over short-term goals, respect for tradition, and fulfillment of social obligations. Indulgence vs. restraint: It focuses on the extent to which society allows relative freedom to satisfy and enjoy basic and natural human drives related to life and entertainment. Impact on Communication: A variety of disciplines influence intercultural communication, including anthropology, linguistics, philosophy, and psychology. The relationship between language and thinking, language and culture is the core aspect of understanding cross-cultural communication.

To sum-up, cross-cultural communication involves interactions between individuals from different cultural backgrounds, sweeping verbal and non-verbal communication. In a business context, it emphasizes effective communication and adapting styles to diverse cultural norms. The concept includes bridging differences in manners, methods, and values across national, regional, and ethnic boundaries. Real-life examples are essential for understanding the nuances of cultural communication and exploring the interplay between individual and communal aspects. Hofstede's Cultural Dimensions framework offers insights into cultural differences, covering aspects like power dynamics, individualism versus collectivism, uncertainty tolerance, masculinity versus femininity, long-term versus short-term orientation, and indulgence versus restraint. Cross-cultural communication also considers language, etiquette, and customs, drawing from disciplines like anthropology, linguistics, philosophy, and psychology to unravel the intricate relationship between language, thinking, and culture.

2. Concept of cross-culture communication

Intercultural communication or cross-culture communication is a long-term existence of universal phenomenon, but it did not last as long as the history of the discipline. "Intercultural Communication" predates American anthropologist Hall et al. (2007) stated that communication is systemic, to say communication is systemic means "communication occurs in particular situations or systems that influence what and who we attach to messages." Is a field of study that looks at how people from differing cultural backgrounds communicate, in similar and different ways among themselves, and how they endeavor to communicate across cultures. Intercultural communication is a related field of study. (Galina & Kirsanova, 2019) People from differing cultural backgrounds communicate in various ways, languages and methods. (Teresa & Simpson, 2020) Communication is any form that involves an exchange between people of different cultures (Jenna, Marie & Copper, 2020)

Cross-cultural communication theory (CCT) implies the idea of the communication of people who differ from one another. These differences can include the age, race, financial status, ethnicity, and gender of an individual. (Bartleby, 2021).

Cross-cultural communication theories explain phenomena related to cross-cultural research. Cross-cultural research compares and contrasts people's

communication across diverse cultures and explains the consequences of these differences. This entry covers primary definitions of domain items included in the cross-cultural theory and research area including concepts such as individualism, collectivism, high- or low-context communication, power distance, and uncertainty avoidance. The cross-cultural applications of exemplary theories generating research in cross-cultural communication research (anxiety/uncertainty management theory and face negotiation theory) are summarized. Methodological issues and recent research are also discussed. (Rebecca, 2017)

During the Cold War, the economy of the United States was largely self-contained because the world was polarized into two separate and competing powers: The East and the West. However, changes and advancements in economic relationships, political systems, and technological options began to break down old cultural barriers. Business transformed from individual-country capitalism to global capitalism (Rogers, William & Miike, 2002).

Thus, the study of cross-cultural communication was originally found within businesses and governments, both seeking to expand globally. Businesses began to offer language training to their International Students and programs were developed to train International Students to understand how to act when abroad. With this also came the development of the Foreign Service Institute, or FSI, through the Foreign Service Act of 1946, where government International Students received training and prepared for overseas posts (Rogers, William & Miike, 2002).

There began also implementation of a "world view" perspective in the curriculum of higher education (Bartell, 2003). In 1974, the International Progress Organization, with the support of UNESCO and under the auspices of Senegalese President Léopold Sédar Senghor, held an international conference on "The Cultural Self-comprehension of Nations" (Innsbruck, 1974) which called upon United Nations member states "to organize systematic and global comparative research on the different cultures of the world" and "to make all possible efforts for a more intensive training of diplomats in the field of international cultural co-operation and to develop the cultural aspects of their foreign policy" (Köchler, 1978). There has become an increasing pressure for universities across the world to incorporate intercultural and international understanding and knowledge into the education of their students.

International literacy and cross-cultural understanding have become critical to a country's cultural, technological, economic, and political health. It has become essential for universities to educate, or more importantly, "transform", to function effectively and comfortably in a world characterized by close, multi-faceted relationships and permeable borders. Students must possess a certain level of global competence to understand the world they live in and how they fit into this world. This level of global competence starts at the ground level- the university and its faculty- with how they generate and transmit cross-cultural knowledge and information to students (Bartell, 2003).

Cross-cultural communication is a long-term common phenomenon. Since the publication of "Silent Language" by American anthropologist Edward T. Hall in 1959, it has aroused widespread interest in the academic community. How individuals from different cultural backgrounds communicate with each other and across cultures, exploring the similarities and differences in communication methods and language. Cross-Cultural Communication Theory (CCT) focuses on understanding interactions between individuals of different ages, races, economic statuses, nationalities, genders, etc. It delves into concepts such as individualism, collectivism, high- or low-context communication, power distance, and uncertainty avoidance to explain the complexities of cross-cultural communication. The Cold War era saw a shift toward global capitalism, leading businesses, and governments to focus more on international expansion. This period saw the emergence of language training programs and initiatives, such as the Foreign Service Institute (FSI), designed to prepare individuals for global interactions. Today, universities around the world face increasing pressure to incorporate global competencies into their curricula and prepare students for a world characterized by diverse relationships and interconnected borders.

3. Elements of cross-cultural communication

A cultural group is defined simply as a collection of individuals who share a core set of beliefs, patterns of behavior, and values. The groups may be large or small, but they are identified by their ways of thinking and behaving. The culture membership includes:

Rites of imitation

A great many rituals are patterned after myths. Such rituals can be typed as imitative rituals in that the ritual repeats the myth or an aspect of the myth. Common history and traditions (Britannica, 2009).

Symbols and mission

Every culture will have their own symbols for example: for the USA the bald eagle is the symbol. The Chinese always set a unified mission. Humanity has become a community of shared destiny, with highly integrated interests and interdependence. Every country has the right to development. At the same time, it should consider its own interests at a broader level and not at the expense of the interests of other countries (Xi, 2017).

Rituals

The different cultures of the country or different areas in a country will, because of historical and environmental factors, create different principles.

Language and Colloquialism

Colloquialism is an informal, everyday language that is used by a specific geographical region. For example, “soccer” is a colloquial term in America for “football,” which is a colloquial term in the UK (Parke & Yamasaki, 2022). Language—more specifically human language—refers to the grammar and other rules and norms that allow humans to make utterances and sounds in a way that others can understand, notes linguist John McWhorter, an associate professor of English and comparative literature at Columbia University. Or as Guy Deutscher said in his seminal work, "The Unfolding of Language: An Evolutionary Tour of Mankind's Greatest Invention," language is "what makes us human."

Discovering what is language, then, requires a brief look at its origins, its evolution through the centuries, and its central role in human existence and evolution. (Nordquist, 2019) If language is mankind's greatest invention, it is supremely ironic that it was never invented. Indeed, both Deutscher and McWhorter, two of the world's most renowned linguists, say the origin of language remains as much a mystery today as it was in biblical times. No one, says Deutscher, has come up with a better explanation than the tale of the Tower of Babel, one of the saddest and most significant stories in the Bible. In the biblical fable, God—seeing that people of the

earth had become skilled in construction and had decided to build an idolatrous tower, indeed an entire city in ancient Mesopotamia that stretched to the heavens—infused humans with a myriad of tongues so that they could no longer communicate and could no longer build a massive edifice that would replace the Almighty. If the tale is apocryphal, its meaning is not, as Deutscher notes: "Language often seems so skillfully drafted that one can hardly imagine it as anything other than the perfected handiwork of a master craftsman. How else could this instrument make so much out of three dozen measly morsels of sound?"

In themselves, these are just configurations of the mouth, but if you run these sounds "through the cogs and wheels of the language machine," says Deutscher, arrange them in some special way and define how they are being ordered by rules of grammar, you suddenly have language, something that an entire group of people can understand and use to communicate—and indeed to function and a viable society. (Nordquist, 2019) Famed American poet and existentialist Walt Whitman said that language is the total of all that humans experience as a species: "Language is not an abstract construction of the learned, or dictionary makers, but is something arising out of the work, needs, ties, joys, affections, tastes, of long generations of humanity, and has its bases broad and low, close to the ground." Language, then, is the sum of all human experience since the beginning of humankind. Without language, humans would be unable to express their feelings, thoughts, emotions, desires, and beliefs. Without language, there could be no society and possibly no religion. Even if God's wrath at the building of the Tower of Babel led to a plethora of tongues throughout the world, the fact is that they are still tongues, languages that can be deciphered, studied, translated, written, and communicated (Nordquist, 2019).

The Merriam-Webster definition of colloquial is: "used in or characteristic of familiar and informal conversation." The definition of colloquialism is: "a colloquial expression." In other words, colloquial is an adjective; colloquialism is a noun. A character's dialogue sounds colloquial, but a character uses colloquialism to describe where they're from. Colloquial language shows up in your conversations with family and neighbors. It's the phrases in your journal and texts to your friends. Basically, it is the language that you use when you're not thinking about what language to use. Everyday colloquial language is the opposite of formal language.

Formal language has evolved slowly and is recognizable anywhere in the world that uses the language. On the contrary, colloquial language is region-dependent and develops relatively quickly. If formal and colloquial are opposite ends of the language spectrum, plain language (or neutral language) is in the center. Colloquialism is developed by speakers in a certain region. In writing, colloquialism works by using common terms and phrases to create a sense of authenticity and informality and can enhance dialogue. Thus, Colloquialism is bound by a geographical region. Related terms like slang and jargon are limited by different criteria. Slang is restricted to a certain demographic but might be geographically dispersed, and jargon is limited to a certain occupation or industry (Parker & Yamasaki, 2022).

Verbal and Non-verbal communication

In the literal sense, verbal communication is oral communication with words that you or others speak out loud. On the other hand, nonverbal communication is about what's not said out loud: gestures, facial expressions, and body language. (Zoe, 2020)

Verbal communication is any communication that uses words to share information with others. These words may be both spoken and written. Communication is about passing information from one person to another. This means that both the sending and the receiving of the message are equally important.

Non-verbal communication is pervasive in both face-to-face and mediated communication. Because much of nonverbal communication operates automatically and often outside of awareness, it provides an efficient means of regulating our social contact with others. The determinants of biology, culture, gender, personality, and the environment shape stable patterns of nonverbal communication. Encyclopedia of Language & Linguistics (Second Edition 2006). Nevertheless, the flexibility and utility of nonverbal communication are evident in several distinct functions, including providing information, regulating interaction, expressing intimacy, exercising influence, and managing impressions. Thus, the complementary behavioral and social judgment tracks of nonverbal communication constitute an indispensable system for navigating our social worlds. Encyclopedia of Language & Linguistics (Second Edition, 2006).

Culture Icebergs

Icebergs peek over the water, revealing just a small portion of their total mass. Culture is similar in that people at first just see a small portion of a person's culture based on things such as clothing, appearance, speech, grooming, greeting rituals, music, arts, or dances. However, these observations comprise just a fraction of a person's culture. Just like with a physical iceberg, a cultural iceberg contains essential characteristics beneath the surface. Under the water line of the cultural iceberg are many important components of culture. This includes the ideas, preferences and priorities that comprise individual attitudes and values. A culture's core values include its understanding of what is wrong and right and good and bad. Additionally, this is what individuals in the culture have learned about what is acceptable and unacceptable behavior in society. Core values teach children and adults about the importance and manifestation of honesty, respect, and integrity. However, there may be different situations in which these values may be asserted or interpreted in a different way (Lynch, 2017).

So, the Culture Icebergs Anaphora is a culture which is deep culture that non-nationals or foreigners never see in the travel manual, something deep in the blood of the nation.

Cross-culture psychology

The cross-culture psychology was first found by Gustav Jahoda, (2006) whom many regard as the father of modern cross-cultural psychology, who has written extensively about these true pioneers. One of the “ancients” was Johann Friedrich Herbart (1776-1841), whom Jahoda (2006) called the Urvater of social psychology.

Cross-cultural psychology is a branch of psychology that looks at how cultural factors influence human behavior. While many aspects of human thought and behavior are universal, cultural differences can lead to often surprising differences in how people think, feel, and act (Cherry, 2022). The target of cross-cultural psychology is to forget that human groups are constantly moving and mixing with others (Eric & David, 2017).

The American Psychological Association describes (2020) cross-cultural psychology as being interested in the “similarities and variances in human behavior

across different cultures” to identify “the different psychological constructs and explanatory models used by these cultures”.

Psychological research that incorporates a more global sample of people provides insights into whether findings and models (such as those about the structure of personality or the nature of mental illness) are universal or not, the extent to which psychological phenomena and characteristics vary across cultures, and the potential reasons for these differences.

Cross-cultural research demonstrates that experimental effects, correlations, or other results that are observed in one cultural context—for example, the tendency of Western participants to rate their abilities as better-than-average—do not always appear in the same way, or at all, in others.

While various definitions are used, culture can be understood as the collection of ideas and typical ways of doing things that are shared by members of a society and have been passed down through generations. These can include norms, rules, and values as well as physical creations such as tools.

At the end, a cultural group is defined as a collection of individuals who share a core set of beliefs, behavioral patterns, and values. Regardless of size, these groups are identified by their unique ways of thinking and behaving. Culture membership involves mimetic rituals, where rituals often reflect mythology, as well as the symbols and missions unique to each culture. For example, the bald eagle symbolizes the United States, while China emphasizes the unified mission of humanity's common destiny and interdependence. Cultural differences are also reflected in rituals, language, and spoken language that are influenced by historical and environmental factors. Language is considered the greatest invention of mankind and plays a key role in cultural communication by allowing individuals to express their feelings, thoughts, and beliefs. Spoken language adds authenticity and informality to conversations, reflecting regional differences. Cross-Cultural Communication Theory (CCT) explores the complexities of cultural differences, including age, race, economic status, ethnicity, and gender. Meanwhile, cross-cultural psychology studies how cultural factors influence human behavior, emphasizing the importance of understanding different perspectives in psychology and society.

Concept of communication barriers

According to Usha Rani's study, there are 5 kinds of communication barriers: 1. Attitudinal barriers 2. Behavioral barriers 3. Cultural barriers 4. Language barriers and 5. Environmental Barriers. Bolton (1995) stated a first-person concept of the communication barriers in the USA. Communication barriers are common problems in interpersonal communication that have important implications for individuals, organizations, and society. Since the 20th century, the study of communication barriers has gradually developed into an independent field involving multiple disciplines and areas. In the process of studying communication barriers, scholars have explored different types of communication barriers, such as language barriers, cultural differences, cognitive biases, and interpersonal relationships, and have also proposed many strategies and techniques to overcome communication barriers. In addition, with the continuous development of modern technology, communication in virtual environments also faces new challenges and opportunities. Therefore, further research on the development of communication barriers and coping strategies is crucial for promoting effective interpersonal communication (Hargie, 2011).

Kristina (2023) presented communication barriers that can have a significant impact on people's personal and professional lives. This is particularly evident now when people around the globe have been facing social distancing restrictions. On the other hand, K. Usha Rani thinks communication means sharing meaning. With no sharing, there is no communication. To communicate successfully in a team or with others, at work or in the community, we must understand the communication environment and the barriers that prevent messages from being sent and received successfully. A communication barrier is anything that prevents us from receiving and understanding the messages others use to convey their information, ideas, and thoughts. they can interfere with or block the message you are trying to send.

In conclusion, Communication barriers refer to any obstacles that prevent effective communication between two or more parties. These obstacles can be physical, psychological, semantic, or even cultural in nature. Common examples of communication barriers include language differences, distractions, poor listening skills, biases and prejudices, and misunderstandings. Overcoming communication

barriers requires awareness of these obstacles, active listening, effective questioning and feedback techniques, and a willingness to adapt one's communication style to suit the needs of the other party.

1. Attitudinal barriers

A common cause of communication breakdown in a workplace situation is people holding different attitudes, values, and discrimination. An example of this is the differing perceptions people have of power and status. Some people may think that they should treat people or be treated differently based on what they perceive as their status or power within a workplace or in the community. If they think that managers and supervisors have power over staff, for example, that they can allocate duties, reward, promote, or dismiss staff, this may lead to barriers before the communication even takes place.

However, what one person considers power and control might be considered leadership or mentoring by another person. Effective communication is necessary no matter what level or position you occupy. If you feel someone is trying to exert power or control over you, communicate this to them. Discrimination arises when people make judgments about individuals or groups without thinking clearly. Behaviors such as stereotyping, bias, and prejudice are forms of discrimination. When people discriminate, they make decisions without bothering to get all the necessary information about the people they are judging. Discrimination causes people to miss out on the value of difference, and the benefits that individuals and groups bring to any situation. Valuing people who are different allows us to draw on a broader range of insights, ideas, experiences, and knowledge.

Each person's uniqueness comes from personal characteristics such as: Race, Gender, Education, Age, Ability, Lifestyle and Experience.

2. Behavioral barriers

Behaviors like bias, generalizations and stereotyping can cause communication barriers. Having these attitudes and not confronting them is not just wrong, it is bad for individuals. In the workplace, such attitudes can cost the organization time and money. Stereotyping occurs when it is assumed to know something about a person because of their cultural or social background. Opinions can be based on biases you may have regarding behavior, appearance, possessions, or

even a particular geographic area, situation, appearance. and their behavior may result in stereotyping. This could contribute to communication breakdown. Learn to treat everyone as an individual. They will open the channels for communication and overcome the barriers based on discrimination.

Culture barriers

Rani (2016) says that communication with people of different cultures and backgrounds means becoming aware of the differences in values, beliefs and attitudes that people hold. Empathy is important for overcoming barriers to communication based on culture. Empathy means sensing the feelings and attitudes of others as if we had experienced them personally. Methods for building empathy include:

1. Respecting other's feelings and attitudes
2. Using active listening skills
3. Encouraging involvement of others by asking questions while respecting personal privacy
4. Using open body language and an encouraging vocal tone
5. Taking other people's fears and concerns into consideration.
6. Refraining from giving unsolicited advice.

Language barriers

Language barriers occur when people do not speak the same language, or do not have the same level of ability in a language. However, barriers can also occur when people are speaking the same language. Sometimes barriers occur when we use inappropriate levels of language or we use jargon or slang which is not understood by one or more of the people communicating. Often the situation in which the conversation is taking place, and whether people have prior experience of the matter being discussed, can also contribute to such barriers being formed.

Whitbourne (2021) says that communication barriers refer to any obstacle that interferes with the process of effective communication. These barriers can take various forms, including language differences, cultural differences, psychological factors, physical distractions, and other external factors.

Language differences are a common communication barrier, particularly in international contexts. When people speak different languages, they may struggle to

understand each other or to convey their intended meaning. In such cases, translators or interpreters may be needed to facilitate communication.

Cultural differences can also create communication barriers. People from different cultures may have different values, beliefs, and communication styles, which can lead to misunderstandings and conflicts. To overcome these barriers, it's important to learn about and respect different cultural practices.

Psychological factors such as anxiety, stress, and language anxiety can also impede effective communication. When people feel nervous or overwhelmed, they may have difficulty expressing themselves or understanding others.

Physical distractions such as noise, poor lighting, or distance can also create communication barriers. These distractions can make it difficult to hear, see, or otherwise perceive important cues in the communication process.

To overcome communication barriers, it is important to recognize and address the underlying causes. This may involve using communication tools such as translators or interpreters, adapting to cultural differences, managing psychological factors, and minimizing physical distractions.

Language barriers may stem not only from literal language differences but also from the use of inappropriate language levels, jargon, or slang that one or more parties may not understand. These barriers can occur regardless of whether individuals speak the same language. In addition, factors such as the communication environment and previous experience with the topic discussed may also contribute to such barriers. Communication barriers include various obstacles that prevent effective communication, including language differences, cultural differences, psychological factors such as anxiety, stress or language anxiety, physical interference and external factors. Language differences are significant barriers, particularly in international settings, requiring the use of translators or interpreters to facilitate understanding. Cultural differences due to different values, beliefs and communication styles can also lead to misunderstandings. Overcoming these barriers requires understanding and respecting different cultural practices. Psychological factors such as anxiety and stress may impede expression and understanding, while physical distractions such as noise or poor lighting may impede perception during communication. Addressing communication barriers requires recognizing their

underlying causes and adopting appropriate strategies, such as using an interpreter, adapting to cultural differences, managing psychological factors, and minimizing physical disruptions.

Research related to the study

Syzenko and Diachkova (2020) advocate for integrating learning activities with authentic tasks to develop targeted competencies, crucial in today's dynamic academic and professional environment. They emphasize the importance of cross-cultural competency, highlighting a pilot training program that engaged Master's level Economics students in collaborative cross-cultural projects. Results from this program showed improved learning outcomes, language interest, and cross-cultural competence development, affirming the effectiveness of project-based learning in fostering communicative and cross-cultural proficiencies. This approach is particularly relevant in the digital age, where online platforms offer diverse collaborative projects globally, encouraging proactive language acquisition and intercultural communication attitudes.

Reza et al. (2021) conducted a cross-cultural study examining Iranian and Iraqi students' perceptions regarding English language teachers' credibility, stroke, and success. The study, employing quantitative methods and SPSS version 24 for analysis, targeted 276 Iranian BA students and 150 Iraqi students from various educational levels. Both groups evaluated their English language teachers based on stroke, effectiveness, and credibility, confirming cultural influences on students' perceptions of effective teaching. The study underscores the importance of culturally appropriate communication and trustful relationships in enhancing student academic outcomes in English language learning.

Paziljanova (2022) presents a qualitative study focusing on developing students' communicative competence through teaching intercultural communication. The research employs a case study as a research strategy, aiming to contribute to linguistics and teaching. The study emphasizes the importance of combining socio-psychological and dialogic approaches in teaching intercultural communication. While the socio-psychological approach fosters tolerance and empathy, enabling effective cooperation with diverse cultures, the dialogic approach prioritizes

developing communicative skills. The proposed model suggests integrating these approaches to enhance foreign language teaching effectiveness.

Xin Xu (2021) considered the ontology of epistemic diversity in global research, challenges and the value of cross-cultural comparative studies, and outcomes of cross-cultural encounters. At the same time, Xin Xu was comparing Chinese and international points from the Ontology of epistemic diversity in global research. Xin Xu concluded that: In the diverse space of global higher education and research, I look forward to witnessing more and more cross-civilizational bridges, hearing more and more meaningful dialogues, and experiencing more and more mutual learning. Epistemic diversity exists not only in normative appeals but in a reality we all share responsibilities to create.

Zhang, Matthews, and Liu (2022) conducted a qualitative case study exploring culturally and linguistically diverse student involvement in learner-teacher partnership practices in higher education. Their study delved into theories of power, identity, and culture, highlighting how these factors influence learner-teacher interactions. Through real cross-cultural partnership projects, the authors demonstrated theory-to-practice connections and emphasized the potential for redistributing power through intercultural partnership praxis. They advocated for culturally informed and inclusive pedagogical approaches in higher education, focusing on strategies like intercultural communication and acknowledging cultural capital. The study also presented a visualized theoretical framework to guide power redistribution within cross-cultural educational collaborations.

Vuong and Manh Tung Ho (2019) investigated students' help-seeking behaviors in multicultural environments, focusing on acculturative stress and depression. Their research, utilizing ANOVA and polynomial regression, revealed several key findings: 1. Informal sources were the primary means of help-seeking for both international and domestic students, with formal help-seeking less common. 2. International Students tended to address emotional difficulties independently and used online resources for help more frequently than domestic students. 3. Acculturative stress was positively linked to various help-seeking behaviors among International Students and informal help-seeking among domestic students. 4. Depression was negatively associated with International Students' tendency to seek

help from informal sources.

These findings underscore the challenges of acculturative stress for domestic students in multicultural settings and the limited support available for International Students . The study suggests the importance of developing sustainable education systems that effectively support students dealing with depression and acculturative stress.

Zhang and Wang (2021) used a mixed explanatory approach of empirical analysis and case studies to investigate Chinese students' adaptability in a new cultural environment. They found that Chinese students often face challenges in language expression ability when studying abroad; however, exposure to new language environments can significantly improve their language abilities. In addition, researchers also observed that Chinese students' adaptation process to the British education system during the cross-cultural adaptation process was active and complex. They noted individual differences in academic performance and emphasized the importance of a positive and stable teacher-student relationship in promoting students' adaptation to a new cultural environment. Nonetheless, students also need to grapple with the challenges of strong transnational relationships to better integrate into their new cultural environment.

Gebregergis, Huang, and Hong (2019) conducted a study examining the impact of cultural intelligence, age, and prior travel experiences on acculturation stress and depression among 506 international university students in Wuhan, China. The participants, predominantly from Asia and Africa, had diverse educational backgrounds and varying marital statuses. Results revealed that cultural intelligence, age, and travel experiences significantly predicted acculturation stress and depression. The study emphasizes the importance of considering these factors when assessing psychological adjustment in international student populations. Additionally, the mediating role of cultural stress in the relationship between cultural intelligence and depression underscores the need to explore additional factors that influence the cultural experiences of International Students .

Ammigan (2019) conducted a quantitative study on "Institutional Satisfaction and Recommendation: What Really Matters to International Students ?" The research included 45,701 international undergraduate students from 96

institutions in Australia, the UK, and the US. The majority of respondents were from the UK and Australia, with a smaller percentage from the US. Students represented a wide range of nationalities, with a significant portion from China, Malaysia, and the US. The majority of participants were under 25 years old, with a balanced gender distribution. The study covered 23 different disciplines, with a focus on business and administrative studies. While the study provided valuable insights, it acknowledged potential response bias due to self-report surveys as a limitation.

Zimmermann, Greischel and Jonkmann (2021) conducted a quantitative study on multicultural effectiveness in international student mobility (ISM). Using a longitudinal control group design, they compared future sojourners, present sojourners, and control students in terms of pre-departure multicultural effectiveness. Participants were recruited from German higher education institutions, and data were collected through online questionnaires at different measurement points. The study revealed significant effects of cultural intelligence, age, and prior travel experiences on acculturative stress and depression among International Students. It highlighted the mediating role of cultural stress in the relationship between cultural intelligence and depression. Despite limitations such as self-report surveys, the study provided valuable insights into ISM's impact on multicultural development among young adults and suggested practical implications for ISM program organization and implementation, particularly for students without prior international mobility experiences.

Nguyen, Ho, Nguye and Vuong (2019) conducted a qualitative study using the case study method titled "A Dataset of Students' Mental Health and Help-Seeking Behaviors in a Multicultural Environment." The study focused on mental health conditions and help-seeking behaviors among international and domestic students in an international university in Japan, encompassing 268 records. The authors emphasized the dataset's comprehensiveness, covering areas such as depression, acculturative stress, and social connectivity. They highlighted its potential contribution to literature and policy-making but also noted opportunities for further research to fully utilize the dataset's potential in understanding mental health in multicultural settings. Access to this dataset could facilitate future studies and advancements in the field of student mental health.

Bethel, Ward and Fetvadjeiev, (2020) studied a research topic about Cross-culture Transition and Psychological Adaptation of International Students : The Mediating Role of Host National Connectedness. The authors used quantitative research with the support of a New Zealand government agency; an email invitation to participate in an online survey was sent to 23,205 International Students studying in tertiary and private training institutions. Of the 23,205 International Students invited to participate, 2,823 (12.17%) responded. Researchers eliminated those who indicated they were not International Students , no longer studying or had not yet arrived in New Zealand. They also eliminated those who had missing responses to all items on an adaptation outcome variable; this left us with an adjusted response/inclusion rate of 6.58% at end the researcher was find that The results are presented in three parts: (1) the preliminary analyses, including the psychometric properties of the scales and bivariate correlations; (2) a confirmatory factor analysis for the construction of the HNC variable; and (3) a mediational model of psychological adaptation

Chun and Qian (2020) conducted a qualitative case study research to explore international student adjustment in China. Their search for relevant articles included English and Chinese language journals without publication period restrictions. They utilized electronic databases like Web of Science, ERIC, Academic Search Premier, PsycINFO, Scopus, Chinese Core Journals Index (CCJI), and Chinese Social Sciences Citation Index (CSSCI) to gather comprehensive data. The study focused on predictors of international student adjustment in China across psychological, sociocultural, and academic domains, categorizing predictors into six clusters based on the Job Demands-Resources Model. They highlighted research strengths, gaps, and inconsistencies, proposing an agenda for future theoretical and empirical research advancement in this area.

Holliman, Bastaman, Wu, Xu, and Waldeck (2023) conducted a qualitative survey entitled “Exploring the experiences of international Chinese students at UK universities.” This study used semi-structured interviews with participants recruited from a prestigious London higher education institution known for its global student body, particularly from mainland China. The main aim is to provide an in-depth study of the experiences of Chinese International Students studying for undergraduate or

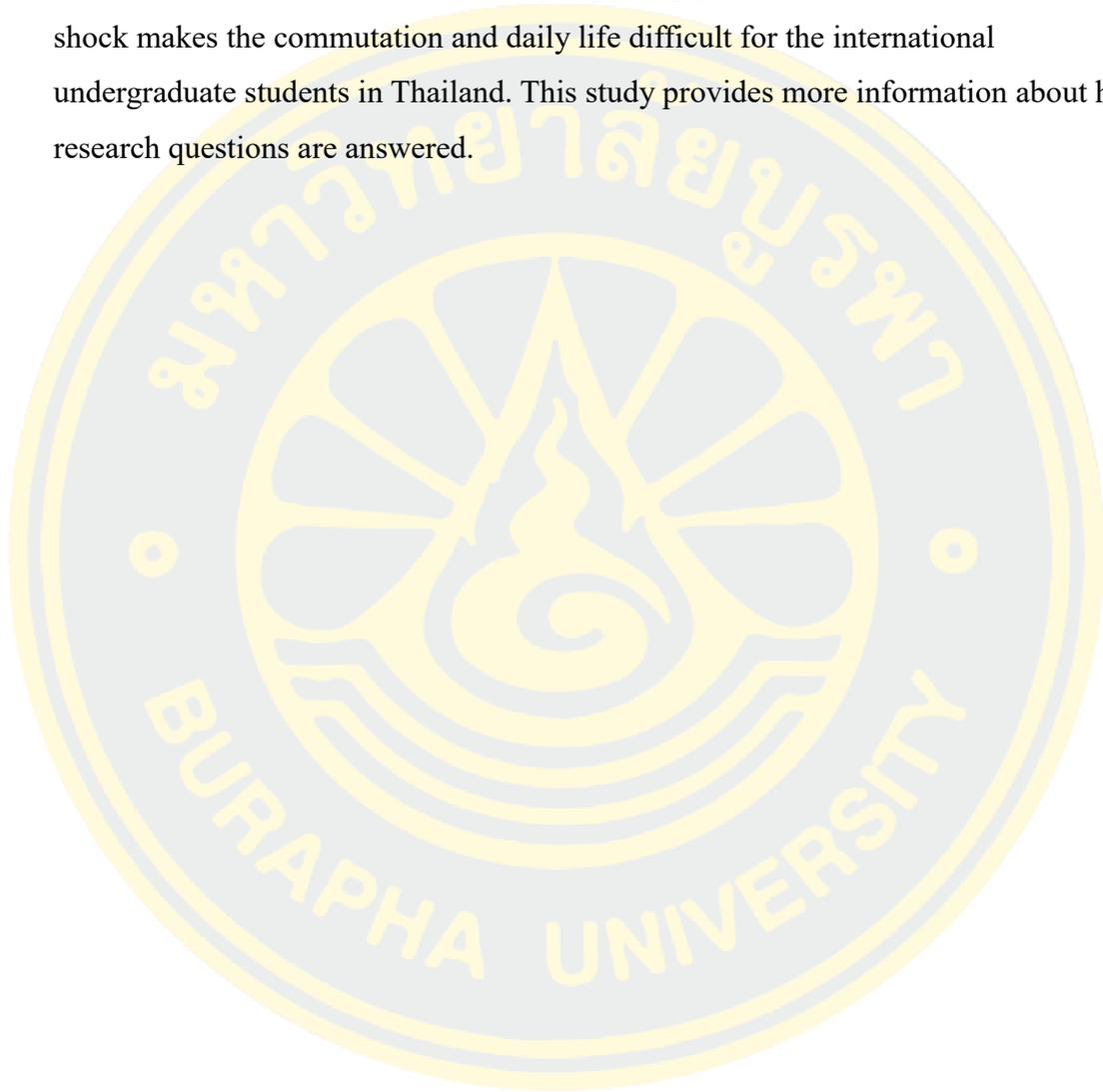
postgraduate education in the UK. The study identified four subthemes, which were then grouped into two overarching themes: "Educational dialogue and scholarship" and "Intercultural relations and concepts of difference." These themes reveal the multi-faceted experiences and challenges faced by Chinese International Students as they adapt to the new academic and cultural environment of British universities.

Rasheed (2022) conducted a mixed methods study titled "Academic Adjustment of International Students in Chinese Universities: A Case Study," involving students from various countries. The study identified challenges faced by International Students in adapting to academic and social environments in Chinese universities, such as limited classroom participation, communication barriers, and difficulties in understanding course material. The study recommends tailored assistance in learning methods and language development, emphasizing the need for faculty and administrators to recognize and address these challenges. Recommendations were made to improve academic and service quality to attract more International Students. The study underscores the importance of assisting International Students in developing effective learning methods and guiding educational administrators in enhancing teaching strategies for international student populations in China.

Bin Bai, Yuemeng Ge, and Zhi Li (2022) conducted a qualitative study titled "Cross-Cultural Adaptation" involving 204 doctoral students from diverse disciplines and countries studying in China. The study used analytical and inductive strategies to observe and interview students, establishing a cross-cultural adaptation model for Chinese doctoral students. The model identified four adaptation styles: dissociation, defense, tacit understanding, and learning. Findings revealed initial negative emotions among International Students, primarily due to language barriers, and outlined three key aspects of cross-cultural adaptation: academic, cultural and social, and psychological adaptation. Contrary to the notion of a honeymoon period, many students experienced frustration upon arrival in China. While the study's sample size was limited, it contributes to understanding cross-cultural adaptation among doctoral students and suggests areas for future research to broaden observations and include a wider range of students.

Conclusion

This chapter explains the literature relevant to the research question of this study and shows how this literature provides implications for the study. Cross-culture communication, multicultural diversity regarding global communication, culture-shock makes the commutation and daily life difficult for the international undergraduate students in Thailand. This study provides more information about how research questions are answered.



CHAPTER 3

METHODOLOGY

This section describes the methodology of the study. The research objective is: 1. To explore the cross-culture communication problem for undergraduate International Students in one university in Chonburi province in Thailand; 2. To provide recommendations for undergraduate International Students in one university in Chonburi province. In order to clear up the concept and nature of the study this article will use qualitative only considerations. Culture is a quantifiable and untouchable study; the actual data and questionnaire investigation are not appropriate for the cross-culture communication study; the quantitative will not be included in this study. This chapter will explain the following areas: 1) Research design in study; 2) Research strategy in the study; 3) Research methodology; 4) Data collection; 5) Data analysis; 6) Trustworthiness; 7) Ethical considerations; 8) Conclusion.

Research design

This study is qualitative research employing a phenomenological approach through semi-structured interviews with 12 international undergrads as the participants. The focus is on cross-cultural communication. The reason for using Qualitative research is because it is characterized by its emphasis on understanding how people experience and interpret phenomena. It is adept at addressing novel, complex, and context-specific issues, offering healing, humanizing, and empowering perspectives while aiding in theory generation (Wa-Mbaleka & Rosario, 2022).

Given the subjective nature of cross-cultural communication and the complexity of identifying independent and dependent variables, quantitative tools like questionnaires may not align well with this research. They may not sufficiently capture the nuances of communication issues among international undergraduate students in diverse or multicultural settings, such as interactions with Thai students and intonation-related communication challenges.

Qualitative studies excel at exploring new concepts, diverse perspectives in intricate social contexts, unnoticed phenomena, and providing real-life examples of

theoretical frameworks. Researchers in qualitative studies are keen on understanding participants' viewpoints and the meanings they attribute to their experiences.

Qualitative studies are keen on understanding participants' viewpoints and the meanings they attribute to their experiences. The findings may not establish which teaching method is most effective, but they can illuminate how different techniques impact students emotionally and the reasons behind these effects (Shawana, 2022).

Given these considerations, qualitative research emerges as the most suitable approach to investigating cross-cultural communication, offering an objective exploration of pertinent issues crucial to achieving research objectives.

Research strategy

Phenomenology is pivotal in this study as the primary research strategy, enabling a profound exploration of the lived experiences of international undergraduate students in cross-cultural communication. The focus is on understanding how these students navigate communication barriers and adapt to new cultural environments before attending foreign universities, with the goal of mitigating cross-cultural communication issues and culture shock.

Phenomenology is defined as the examination of consciousness regarding new knowledge or perceptions of an object, devoid of preconceived notions or biases (Smith, 2018). Carthy and Leo (2022) mentioned that phenomenology delves into direct experiences and their transformation into consciousness. It allows researchers to explore real-life experiences from a reflective standpoint (Van Manen, 2014). By adopting phenomenology, this study gains the advantage of analyzing objective theories through subjective perspectives, aligning with its research objectives.

Phenomenology seeks to uncover the "why" behind occurrences, making it suitable for understanding communication challenges between international undergraduate students and Thai counterparts. It also offers insights into effective techniques for addressing these barriers and provides practical recommendations. This choice is rational, objective, and rooted in truth, allowing for a deep exploration of students' experiences, highlighting difficulties, and offering scientifically sound suggestions for overcoming challenges.

In summary, phenomenology emerges as the ideal research strategy for investigating how International Students communicate with Thai individuals in English. Its ability to uncover underlying experiences, perceptions, and challenges makes it invaluable in shedding light on the complexities of cross-cultural communication in academic settings.

Research methodology

This qualitative phenomenological study aims to explore the cross-culture communication problem for undergraduate International Students and to provide the recommendation for undergraduate International Students : a case of one university in Chonburi province. The study focuses on understanding International Students ' experiences when communicating with Thai individuals in English. Phenomenology, a method centered on people's experiences and understanding the factors affecting phenomena, is crucial in uncovering these communication challenges deeply and authentically. The study includes 59 undergraduate International Students from 14 countries studying in Thailand. Semi-structured interviews, lasting 45 minutes to an hour, will be conducted with 12 International Students , following Guest et al. (2006) recommendation for qualitative studies using purposeful sampling. The interviews will not restrict age or gender, and participants will have the choice of location for the interview, with expenses covered by the researchers. English and undergo coding and decoding processes. The inclusion criteria for participants are current undergraduate International Students who have stayed in Thailand for over a year and have experienced cross-cultural communication issues. This research follows the steps typical of qualitative research methodologies and underscores the importance of phenomena in understanding and addressing communication challenges in cross-cultural contexts.

Data collection

For this qualitative research employing phenomenology as the research strategy, a semi-structured interview approach will be utilized to gather data from participants (Merriam, Caffarella, & Baumgartner, 2007).

The interviews will focus on exploring the lived experiences of international undergraduate students regarding cross-cultural communication challenges. To analyze the collected data, a Category and Code method will be employed (Van Manen, 2014). This method involves breaking down the interview data into meaningful categories and assigning descriptive codes to identify patterns and themes relevant to intercultural communication issues. This part explains participants, data collection methods, data collection process and research instrument.

1. Participants

This study selected 12 International Students at one university in Chonburi. Guest, Bunce, & Johnson (2006) determined the sufficient number of informants in the interviews. One example of a comprehensive study that supports the use of 8-12 participants in qualitative research. (Data Saturation and Variability in an Experiment). The relationship between sample size and data saturation in qualitative research was systematically examined in this study. Guest et.al (2006) analyzed the data, conducted in-depth interviews with participants on a variety of subjects, and monitored the emergence of new themes. They discovered that the first 12 participants typically reached data saturation, with little new information emerging after that point. Although they acknowledged that the number could vary based on the research context and topic, they concluded that 12 interviews might be sufficient usually to achieve data saturation.

In order to collect enough data and enhance the credibility of this article, the author decided to follow the recommendations and conduct interviews with 12 participants. To ensure the reliability of data collection and further enhance the credibility of the article, the authors carefully developed the inclusion criteria for participant selection. These primary inclusion criteria were intended to target a specific subset of individuals whose experiences were relevant to the study's focus on intercultural communication challenges among international undergraduate students in Thailand. Inclusion criteria included three main factors: non-Thai nationality, undergraduate enrollment, and living and studying in Thailand for at least one year. These criteria were chosen to ensure that participants had adequate exposure to the Thai cultural context and experienced a significant period of cross-cultural interaction in an academic setting. By specifically targeting non-Thai undergraduate students who

have lived in Thailand for at least one year, the researchers aimed to capture nuanced insights into the complexity of the intercultural communication experiences and adaptation processes of this specific population. This study will interview these participants for 45 minutes - 1 hour.

Inclusion criteria

1. Non-Thai.
2. Undergraduate Student.
3. Stay in Thailand for over 1 year.

2. Research instrument

This study used the semi-structured interview as one of the instruments for the research. Semi-structured Interviews are the preferred interview technique among qualitative researchers (Alsaawi & Alshenqeeti, 2014). They are between the “continuum endpoints of structured and unstructured interviews” (Qu & Dumay, 2011). Semi-structured interviews start with simple questions and gradually move to more complex ones. This process helps interviewers and interviewees pace the build-up in the richness of data and depth related to the study. Pre-written questions combined with follow-up questions provide detailed explanations and, in this way, the information becomes accurate and flexible (Laksov, Dornan & Teunissen, 2017). Prepared the instrument for the type of question for the semi-structured Interviews. Results of analysis of the accuracy of the instrument (Validity).

The researcher sent the draft to 5 experts to check the accuracy of the content and language used and search for the Index of item-objective congruence (IOC) with the following criteria for consideration: Accept = 1 indeterminacy = 0 Rejected = -1

IOC of all the interviews of those 13 Items is 0.75 according to the standard of the IOC. Over 0.50 is acceptable in the all the suggest from experts every item is validity as follows:

Items 1, 2, 5, 10, 13 = 1.0

Item 7 = 0.8

Items 3, 8, 12 = 0.6

Items 4, 9, 11 = 0.4

At the same time item 6 suggests to add “between you and” after the “issue”.

Item 7 Add “between you and Thai student” after the “Issue”.

Item 8 Change Question to “What are the problems and obstacles for life in Thailand?”

According to the CVR standard researcher will cut off or reject the questions for which validity is lower than 0.5. (Items No. 4, 9, 11). The all-interview will contain 10 items.

3. Data collection method

This study included a rigorous design of the data collection process and ensuring compliance with the ethical standards required by Burapha University and GPC certificates. Steps include identifying suitable participants who meet the research objectives and have first-hand experience relevant to the research topic. Once participants have been identified, obtaining ethical approval from relevant bodies such as the Institutional Review Board (IRB) ensures that the study adheres to ethical guidelines and safeguards the rights of participants. Transparent participant recruitment procedures, informed consent protocols, and thoughtful interview guide development further contributed to the credibility and reliability of the data collected. The data collection procedure are details below:

1. Identify participants: Select 12 international undergraduate students (non-Thai students) who have experienced cross-cultural communication challenges during their studies at the target university.

2. Obtaining ethical approval: The research protocol (including participant recruitment and interview procedures) has been approved by the Institutional Review Board (IRB) and the BURAPHA University Ethics Committee.

3. Participant Recruitment: Reach out to potential participants through student organizations or department announcements. Provide clear information about the purpose of the study, voluntary participation, confidentiality and consent procedures.

4. Informed Consent: Written informed consent was obtained from each participant prior to the interview. Explain the objectives of the study, procedures, potential risks and benefits, confidentiality measures, and the right to withdraw at any time.

5. Schedule interviews: Coordinate interview schedules with participants based on their availability and preferences. If participants are located around the world, be sure to be flexible to accommodate different time zones.

6. Prepare an interview guide: Develop a semi-structured interview guide that includes open-ended questions about participants' intercultural exchange experiences, challenges faced, coping strategies, and suggestions for improvement. Sample question: "Can you describe a specific intercultural communication challenge you encountered during your studies?"

7. Conduct interviews: Conduct individual interviews with participants using video conferencing software or in-person meetings, as feasible. At the beginning of each interview, the informed consent process was reiterated and any questions or concerns addressed.

8. Record the interviews: With the consent of the participants, record the interviews to obtain accurate data. Ensure confidentiality and secure storage of audio or video recordings.

9. Transcribe and analyze data: Transcribe the interview recordings verbatim and organize the data for analysis. Utilize qualitative data analysis techniques such as thematic analysis or content analysis to identify patterns, themes, and key findings relevant to intercultural communication issues.

10. Confidentiality: Use pseudonyms or codes in place of real names in transcripts and reports to protect participant confidentiality. All data is stored securely and access is limited to authorized personnel.

11. Report Findings: Write a comprehensive research report summarizing interview findings, themes, and implications for addressing intercultural communication challenges for international undergraduate students.

Data analysis and data management

1. Data analysis

In this research, the researcher aimed to analyze the data to reveal the participants' experiences, perceptions, and coping strategies in facing cross-cultural challenges. This is consistent with the qualitative nature of the study that allows for an in-depth exploration of participants' perspectives and experiences in intercultural

communication. The researcher transcribed the recorded audio files into text to analyze the data obtained from participants. A computer program called ATLAS was used as a data analysis tool in coding and categorizing data. After all text files had been created, researchers first engaged in open coding, breaking down interview data into meaningful units and assigning descriptive codes. Subsequently, axial coding involves grouping these codes into categories based on similarities or relationships, and identifying key themes. Finally, selective coding refines the framework by focusing on core categories essential to the research objectives, leading to the development of theoretical explanations. This systematic approach ensures that qualitative data, especially from interviews, are organized, interpreted, and utilized effectively to derive meaningful insights in line with research aims.

The researcher began to identify possible topics based on the data analysis steps called the STEVICK-COLAIZZI-KEEN Method of Phenomenological Data. This method consists of seven steps. Colaizzi (1978) suggests the following steps that will allow the researcher to understand and find the essential experience of the topic of interest.

Step 1: The researcher reads all the protocols to make sense of them.

Step 2: The researcher reviews each topic and extracts significant statements.

Step 3: The researcher spells out the meaning of each key message and determines its meaning.

Step 4: The researcher organizes the defined meanings into groups of themes.

Step 5: The researcher combines the results with a thorough description of the phenomenon being studied.

Step 6: The researcher carefully formulates a description of the phenomenon being studied using the clearest identification statement possible.

Step 7: The researcher asks participants about their findings, which is a step to validate the findings.

2. Data management.

The researcher compiled all interview data and related documents on a computer and backed up the data on the computer. This ensures that data is collected

appropriately and stored securely and easily for retrieval. The researcher then created a backup of all files and stored them in different safe places. One set is on the computer's hard disk. One set is stored in Google Drive.

Trustworthiness

The trustworthiness of this qualitative research is founded on a robust methodological framework and a commitment to transparency throughout the research process. By employing phenomenology as the primary research strategy, this study ensures a deep exploration of participants' lived experiences, contributing to the research's credibility and authenticity (Merriam, Caffarella & Baumgartner, 2007). The use of semi-structured interviews further enhances trustworthiness by allowing participants to express their perspectives openly, fostering rich and nuanced data (Creswell & Poth, 2018). Additionally, the Category and Code methods selected for data analysis provide a systematic and rigorous approach to identifying patterns, themes, and key findings within the data, which enhances the reliability and dependability of the research outcomes (Van Manen, 2014). The meticulous documentation of research procedures, including participant recruitment, ethical considerations, data collection, and analysis, adds another layer of trustworthiness by ensuring transparency and accountability (Creswell & Poth, 2018). Through these methodological choices and ethical practices, this study aims to produce credible and valuable insights into intercultural communication challenges among international undergraduate students, contributing meaningfully to the existing body of knowledge in this area.

Ethics considerations

This study has successfully passed rigorous ethical testing by Burapha University and the Institutional Review Board (IRB). When working with human participants, it is important to acknowledge the potential discomfort that may arise from discussing personal experiences (Merriam, Caffarella & Baumgartner, 2007). Cohen, Manion, and Morrison (2007) highlighted the sensitivity required in interviews, as interviews may be viewed as an intrusion into the interviewee's private

life. This study therefore ensures that the highest ethical standards are maintained throughout. Each participant voluntarily signed a consent form indicating their willingness to participate in the study and the right to withdraw their consent at any time.

The study was overseen by the Burapha University Institutional Review Board to ensure compliance with ethical standards. Permission to conduct this study was granted by the selected target schools. The researcher will strive to create a comfortable environment during the interview process to ensure that participants have a pleasant experience.

Interviews were conducted at designated locations within the target school grounds, and participants were free to choose what information to disclose. Information gathered from the study may be used for publication, education, or professional conference presentations. Participants were provided with the principal investigator's contact information for any questions or issues related to their participation or rights to the study subject. They may also choose to inquire directly from the Burapha University Advisory Committee for further clarification.

Conclusion

In conclusion, effective data analysis in qualitative research relies heavily on the categorization and coding of interview data. Particularly within the framework of phenomenology theory methodology. Through open coding, researchers break down interview data into meaningful units and assign descriptive codes, followed by axial coding to group these codes into categories based on similarities or relationships and identify key themes. The final step of selective coding refines the framework by focusing on core categories essential to the research objectives, leading to the development of theoretical explanations. This systematic approach ensures that qualitative data, especially from interviews, are organized, interpreted, and utilized effectively to derive meaningful insights aligned with research aims.

CHAPTER 4

FINDINGS

This chapter explains the difficulties of cross-culture communication among international undergraduates in Thailand. According to the findings addressing the two main research questions proposed in Chapter 1

1. What are the cross-cultural communication problems for undergraduate International Students ? : A case of one university in Chonburi province.
2. What should be the recommendation for the undergraduate International Students ? : A case of one university in Chonburi province.

These findings reflect various aspects of communication adaptation among international undergraduate students, including challenges related to accents, numerical meanings, expression differences, etiquette, dress styles, body language, speaking barriers, translator use, contextual communication preferences, social spaces, culture shock experiences, social media usage, engagement in games, and personal life adjustments. Each of these categories and codes contributes to understanding the complexities and nuances of communication barriers and adaptations faced by International Students in a multicultural university environment

Throughout this chapter, excerpts from interviews are provided to illustrate the prevalent challenges faced by international undergraduates in intercultural communication. The aim of these excerpts is to provide readers with insights into the perspectives of International Students regarding their experiences at the university, particularly in navigating cultural differences. These quotations encapsulate the thoughts and emotions of the participants, offering a textual representation of their encounters and struggles in intercultural communication. The interpretation of data was not aimed at drawing broad generalizations but rather aimed at conveying the real and authentic research journey that yielded valuable information, contributing to a deeper comprehension of the participants' experiences.

To fulfill the promise of keeping participant information confidential, all participants in this study will be represented by P1, P2, P3...P12.

Before disclosing this data, the researcher will introduce this statistical data,

as shown in Table 3. This study was formulated based on 3.3.1 participant inclusion criteria: 1) Non-Thai 2) Undergraduate Student 3) Stay in Thailand over 1 year

Table 3 The demographics of the participants

No.	Gender	Country	Years In Thailand
P1	Male	China	6
P2	Male	China	2
P3	Male	China	3
P4	Male	Russa	12
P5	Female	Russa	13
P6	Female	India	1
P7	Male	Swed	6
P8	Female	French	4
P9	Female	America	1
P10	Female	Japan	1
P11	Male	India	2
P12	Female	Indonesia	4

This study interviewed 12 international undergraduates from 8 different countries: China , Russia , India , Indonesia , Japan , America, Sweden and France. There are 6 Males and 6 Females. The participants who were interviewed all stayed in Chonburi for 1-13 years and can speak full English. The Researcher interviewed all participants 45 min-1 hour using the HUAWEI Mate pad 11 as the recording device.

The following content will collectively elaborate on each participant's detailed responses and the difficulties they encountered in intercultural communication practice.

Research question 1

In this section the researcher presents the findings from the 1st Research question which is:

Q1: What are the cross-cultural communication problems for undergraduate

International Students ?

All the cross-cultural communication issues that international undergraduates may encounter were considered, and the main dilemmas and challenges that mainly troubled international undergraduates were found in the answers. The research is shown in Table 4

Table 4 Cross-culture communication problems for undergraduate international students

Category	Code
1.1 Communication adaptation	1.1.1 Different accent
1.2 Verbal communication	1.2.1 Meaning of numbers
	1.2.2 Different Express
1.3 Non-Verbal communications	1.3.1 Etiquette Different
	1.3.2 Dress style
	1.3.3 Body language
1.4 Language barriers	1.4.1 Speaking
	1.4.2 Translator communication
1.5 Inclusion barriers	1.5.1 High Low context
	1.5.2 Social Space
1.6 Culture barriers	1.6.1 Culture shock
1.7 Environment barriers	1.7.1 Social media
	1.7.2 Games
1.8 Attitudinal barriers	1.8.1 Life

A core element table constructed from the data provides a summary of themes from the interviews with 12 international undergraduate students. These themes outline fundamental aspects of the culture shock experience as perceived by participants.

1. Communication adaptation

1.1 Different accents:

The undergraduate International Students have an accent challenge in

their study or daily life in Thailand. Participants may face the issue of communication difficulty with Thai students in accent. As a kind of issue, the way in which people in a particular area or country pronounce words is a kind of barrier that undergraduate International Students always confront.

“Oh, the trickiest part is when some words or sentences have a Thai accent that throws me off. I struggle to grasp those nuances sometimes” (P1)

“Communication issues. I have already met them for a long time, you know when I arrive at the airport, they cannot understand that I have some problems or other affair.” (P2)

“English speaking is the issue even though I understand they are trying, but I still do not understand sometimes.” (P3)

“Navigating English communication with Thai students can be quite a unique experience. It's not just about differences in accents; it's also about their confidence in speaking up. There are moments when understanding becomes a bit of a puzzle, requiring repeated requests for clarification. Expressions like "Wait, say that again?" become commonplace, yet deciphering the message can feel like unraveling a secret code without the key. Sometimes, I find it easier to switch to Thai to ensure smooth communication.” (P4)

“Many of my Thai friends who live in Pattaya speak English quite fluently, and we have no trouble understanding each other. However, when I arrived at the university, I noticed a difference in communication with other students. It took me some time to realize that the issue was related to accents.” (P5)

“I must mention that their English accent is very different from what I am accustomed to hearing.” (P6)

“I sometimes have challenges communicating with the locals because I find it difficult to fully understand their English.” (P7)

“One more thing even someone speak English here the English is not English is “English” which: Thai English don't understand” (P8)

“Emm, accent I have to say and it must be.it was the biggest problem I

meet” (P9)

“When I try to speak English, the Thai accent presents me with a major challenge.” (P10)

“I understand everyone has accent in English but Thai accent I did not understand” (P11)

“I sometimes find it difficult to understand English with a Thai accent.” (P12)

1.2 Verbal communication

1.2.1 Meaning of numbers:

Number meanings contain the culture of a country or a nation. It can be a common tool to express quantity, but it can also be a symbol that international undergraduates come from different countries, and numbers mean different things to international undergraduates than to Thai students. Almost everyone understands numbers differently, in this study the participants are mention about numbers:

“In Thailand, I have noticed the importance of the number 9 as it represents prosperity and success. It's interesting that in my country the number doesn't have such a strong cultural significance, and I've begun to actively incorporate it into my conversations.” (P1)

“Avoiding the number 13 in my country is somewhat similar to the Thai aversion to the number 4 because of its association with bad luck. I will be careful with these cultural nuances during the discussion to show respect for local beliefs.” (P2)

“In our country numbers like 3, 7 and 9 have spiritual significance and I find the Thai practice of using numbers to symbolize meaning, such as 8 for wealth and prosperity, very relevant and interesting.” (P3)

“The concept of lucky and unlucky numbers is not new to me. Thailand's lucky number 9 is similar to our country's preference for 8. It is interesting to see how different cultures value different numbers.” (P4)

“Thailand's belief in the supernatural power of numbers reminds me of some of the superstitions we have in my country, but it's more pronounced here. I make sure to respect local customs by using numbers

such as 9 and avoiding 4 in my correspondence.” (P5)

“The cultural significance of numbers was a learning curve for me in Thailand as I am from a country where number superstitions are not as prevalent. I learnt to appreciate these aspects and incorporate them into my daily life in Thailand.” (P6)

“Thai numerology, especially numbers like 9 that represent luck, was easy for me to adapt to as we have similar practices in my country. It is an interesting similarity between the two cultures.” (P7)

“Given my national background, I have a deep understanding of the use of numbers in Thai culture. Both cultures believe that numbers can bring wealth or misfortune”. (P8)

“It was interesting to learn about Thai numerology. The auspicious significance of certain numbers and their impact on daily life is a concept that I incorporate and respect in my Thai heritage.” (P9)

“In Thailand, I had to adapt to the importance of numbers, especially in a business environment where numbers like 9 are considered particularly auspicious, unlike in my country.” (P10)

“Both Thai and our culture have a rich tradition of numerology, which helped me quickly adapt to the importance of numbers like 9 in Thailand, which symbolizes prosperity.” (P11)

Adapting to Thai cultural practices regarding numbers was easy for me. The concept of lucky and unlucky numbers is an important part of our country's culture, so navigating this in Thailand felt familiar. (P12)

1.2.2 Different expressions:

International undergraduate students often encounter different expression challenges when communicating with Thai students while living and studying in Thailand. Participants said that different ways of expression caused them communication difficulties

“They would give me a Thai name when they first met me. Actually, it's quite embarrassing, because in our country we give people random names, I mean it's very impolite to give people names when we meet

them for the first time.” (P1)

“Sometimes, it’s not that I don’t want to teach them (Thai students) my language, it’s just that after I’ve finished teaching them, they will say this (Participant teaching Thai students) at a very inappropriate time. Quite embarrassing. And I don’t know why, sometimes they like to give me random names when they just know me, which is a bit rude in our country.” (P2)

“When they first met me, they gave me a name. This is not polite in my culture.” (P3)

“I don't know why, they (Thai students) gave me a nickname with a strange pronunciation, maybe this is their way of expressing friendliness... I understand but it's a little hard to accept.” (P5)

“Maybe to show friendliness, sometimes they would call me by the name they gave me, which made me a little uncomfortable.” (P6)

“They are very friendly, but in our country, giving random names to people is a bit...not very polite. But this is an international college and I have to adapt.” (P8)

2. Non-verbal communication

2.1 Etiquette differences

Etiquette is the conduct or procedure required by good breeding or prescribed by authority to be observed in social or official life. different country has the different etiquette as the part of non-verbal communication it was an important role in cross-cultural communication international undergraduates

“Coming from a country where we place a high value on personal space, I found it challenging to adapt to the Thai way of intimate interaction and frequent touching. I learnt to feel more comfortable by reducing my personal space in social situations.” (P1)

“Expressive gestures are common in our country, but in Thailand I noticed that people's body language was more reserved. I had to learn to moderate my gestures so as not to give the impression of being too

aggressive or rude.” (P2)

“In my country, touching someone's head can show affection, but in Thailand, the head is considered the most sacred part of the body. I quickly learnt to avoid touching someone's head, even in a friendly way.” (P3)

“In my country, direct eye contact is a sign of honesty and straightforwardness. However, in Thailand, I have learnt that too much eye contact can be seen as confrontational, so I have adapted to using gentler, less direct eye contact.” (P5)

“Thai people often use smiles to express a range of emotions, which was confusing at first. Coming from a country where smiles are more directly linked to happiness, I have had to adapt to deciphering the subtleties of the Thai smile.” (P6)

“A nod of the head in my country may imply agreement or understanding, but not in Thailand. Instead, I have adapted to the Thai "wai" gesture as a sign of respect and greeting, which includes a gentle bow with palms together.” (P7)

“In my country, we often bow or nod our heads as a sign of respect, similar to the Thai "wai". I have found this custom easy to adapt and appreciate its importance in Thai culture to show politeness and respect.” (P8)

“Our people can be very direct in their disagreements, but in Thailand, non-verbal cues such as silence or smiles may indicate disagreement without direct confrontation. I learnt to notice and interpret these subtle cues.” (P9)

“While my people may nod their heads in various ways to show their agreement, Thai people often smile and bow slightly. I have adopted this practice to show Thai understanding or agreement.” (P11)

“In our country, expressing too much emotion through facial expressions is often restrained, similar to Thai culture. I found the Thai way of maintaining calm and collected facial expressions relatively easy to adapt in a professional setting.” (P12)

2.2 Dress style

Dress style is also the kind of non-verbal communication from daily life for international undergraduates sometimes they will face dress challenges participants face this kind of issue:

“Sometimes, I don't quite understand wearing so much in such hot weather.” (P1)

“I come from a cold place, and I feel very hot in Thailand. I would choose short sleeved shorts and slippers. But what I feel is collapsing is that I still need to dress formally when I go to the class.” (P4)

“Thailand was very hot, but my hometown was very cold. so, here I will pick up the short-sleeved shorts and slippers. but you know I have to go see my teacher there is ask dress formally when I go there” (P5)

“The professors don't really like me wearing a round necked T-shirt to school, even though there's nothing on the T-shirt. What I mean is solid color. I don't quite understand why.” (P8)

In our country, there is a clear distinction between casual and formal wear. In Thailand, even casual wear tends to be simple and plain

“In our country, there is a clear distinction between casual and formal wear. In Thailand, even casual wear tends to be simple and plain. I have learnt to dress appropriately for all occasions, balancing comfort and formality.” (P9)

“Will most of times take slippers when you go to office place was not politeness. But it was too hot here. Sometimes I wear slippers. My professor always says I'm not dressed properly.” (P10)

2.3 Body language

Sometimes, international undergraduate students need to use body language to communicate with Thai students. As the most intuitive way of communication, participants said that they often use this way to solve problems.

“Sometimes, a translator isn't the best choice. You must make gestures, especially the price or the product you need” (P1)

“I need to use relatively simple English to describe and mime what I need

to them.” (P2)

“A translator may be your companion, but when your phone dies, you'll have to use hand gestures.” (P3)

“At the moment, I don't trust my translators very much because they are completely wrong in my language. Can only use hand gestures and simple English” (P4)

“I sometimes have to use body language to communicate.” (P12)

3. Language barrier

3.1 Speaking

Most international undergraduate students face language pressure, and a third language is a challenge for participants. Especially team doctors for non-English speaking participants. This was mentioned by participants

“What I am going to say is I don't speak Thai, they are too hard! English is already taking me 10 years I don't know how long for Thai” (P1)

“I don't speak Thai so it is a hard time for me now.” (P2)

“The grammatical structure of Thai is very different from our national language. As you can see when translating directly from my mother tongue, it is just confusion.” (P3)

“I have hard time for Thai language even now i don't speak Thai (P4)

“I am trying to understand Thai but you know.” (P5)

“God bless me I don't understand Thai! so, for my life i have to use “translator as one of the ways” (P6)

“biggest issue I don't speak Thai” (P7)

“Even when I pronounce Thai words correctly, sometimes the context is lost in translation. I must learn to be clearer and more explicit in my speech to avoid miscommunication.” (P8)

“Language is the biggest issue for me, now I didn't study other language with out I study English” (P9)

“Well...Trust me I speak English and my Mother language for Thai I think i try my best” (P10)

“Is hard (Thai) so, I will see if I can do it.” (P11)

“I try to speak Thai but still need time” (P12)

3.2 Translator communication

As a software tool that brings people closer to communicate, translators are still the choice of international undergraduates. However, due to accuracy reasons, international undergraduates do not have high trust in translators:

“As a foreigner, I frequently use translation apps when communicating in Thailand. These tools help bridge the language gap, but sometimes they can't capture the nuances of Thai language, leading to occasional misunderstandings.” (P1)

“I prefer using human translators for important meetings or discussions, as they understand cultural nuances better than translation apps. However, for everyday interactions, I rely on apps, which, despite being handy, sometimes struggle with the Thai context and idiomatic expressions.” (P2)

“Coming from our country, where multiple languages are spoken, I'm used to language diversity. However, translating Thai can be challenging due to its tonal nature. Even with translation tools, there are often discrepancies in meaning that require further clarification.” (P3)

“While translation technology has improved, it still falls short in conveying the cultural subtleties of Thai language. As a foreigner, I find that some Thai expressions and idioms lose their meaning when translated directly, which affects the depth of communication.” (P4)

“Using translation tools has been a part of my learning process, helping me pick up Thai language gradually. However, I'm aware of the limitations and always try to cross-check for accuracy to avoid miscommunication.” (P5)

“Translation tools are integral in my daily life in Thailand, aiding in everything from grocery shopping to academic research. Yet, the nuances of Thai language sometimes require me to seek help from native speakers to ensure clear understanding.” (P6)

“Translation apps are a lifeline in navigating the Thai language barrier,

especially in formal settings. However, I've learned to not rely solely on them and instead use these tools as a supplementary aid to enhance my language skills and cultural understanding.” (P7)

“Translating between our country and Thai, both tonal languages, presents unique challenges. Misinterpretations can occur due to tonal differences, so I often use translation tools as a guide, while also relying on context and non-verbal cues to fully understand the communication.” (P8)

“For legal and medical appointments, I always ensure to have a human interpreter, as the stakes are too high for miscommunication. Translation apps are helpful for casual conversations but not reliable enough for complex or sensitive matters.” (P9)

“I sometimes rely on bilingual friends or peers to translate during conversations. This human element adds a level of accuracy and understanding that translation apps cannot fully replicate, especially in nuanced discussions.” (P10)

“In academic settings, I use translation tools to grasp complex concepts taught in Thai. While helpful, these tools are not foolproof, necessitating additional efforts to verify and understand the material correctly.” (P11)

“Using translation tools has supported my Thai language learning journey. While I find these tools useful for basic communication, interacting with native speakers and learning from real-life conversations provide the most valuable insights and understanding.” (P12)

4. Inclusion barrier

4.1 High low context

Thailand, as a high context country, is an easy to communicate country. International undergraduate students said that they enjoyed this high language communication environment, but sometimes they cannot fully adapt because participants live in low context language environments for a long time.

“Our country is a place where high and low context cultures are intertwined. People can be very close or independent. And I come from a

low context region in our country. So sometimes, I'm not very used to this kind of context. But it has to be said that they are very friendly. But sometimes I feel that they are a bit too friendly, and I can't take it anymore.” (P2)

“Our country is a completely low context country, and few people will keep smiling on the streets. But it's different here, I like this feeling. Just being too enthusiastic does make me feel a bit unsure what to do.”

(P4)

“They (Thai students) are very friendly, but they are too enthusiastic.”

(P5)

“They are very enthusiastic, which makes it difficult for me to adapt.”

(P6)

“As someone who grew up in a European and American environment, I think Thai students have a sincere heart. But it's too hot.” (P11)

“I actually have some social anxiety, and being born in a low context country makes it a bit difficult for me to cope with such high context situations.” (P12)

4.2 Social Space

A social space is a physical or virtual space such as a social center, online social media, or other gathering place where people gather and interact. International undergraduate students face the challenge of adapting to new social environments, with 4 participants mentioning this.

“There are no KTVs or decent board game halls here (Thailand), so they seem to enjoy sitting in coffee shops. In my country we always go to KTV in weekend” (P2)

“I don't know if this is true, I think they (Thai students) have to go to the temple several times a week. Perhaps it's because I haven't stayed here long enough, right?” (P5)

“The coffee shop is my Thai classmates' favorite place to go, but the weather here is very hot, and they don't even want to find a coffee shop

with air conditioning. I don't understand. In our country, if you go to a cafe, it must be the type with air conditioning and comfortable seating. Of course, you can also choose Starbucks.” (P7)

“The city I live in is by the seaside, and I don't know why my Thai classmates still like to go to the beach to bask in the hot weather.”
(P11)

5. Culture barriers

5.1 Culture shock

Twelve international undergraduate students said that culture shock was their most painful part. Participants faced huge learning and life challenges because of the differences in food, religious beliefs, and climate from their own countries.

“The warm climate, spicy food and relaxed pace of life in Thailand were initially overwhelming compared to our country. I experienced culture shock due to the vast difference in lifestyle and communication styles, but gradually I adapted by embracing the local culture and customs.” (P1)

“Coming from a culture that values directness and efficiency, I was initially shocked by Thailand's indirect communication style and flexible time management. Over time, I learnt to appreciate the Thai emphasis on harmony and relationship building.” (P2)

“The vividness and communal spirit of Buddhist rituals during Thai festivals contrasts with the religious diversity of my country. I initially felt out of place, but found beauty and peace in participating in these cultural practices.” (P3)

“The way Thais express respect and courtesy, especially in language and daily interactions, was initially confusing. I was used to a more direct approach in our country, but I learnt to adapt and understand the nuances of Thai politeness.” (P5)

“I was surprised by the deep-rooted respect for hierarchy in Thai culture, which is different from the egalitarian values of our country. Adaptation requires a shift in perceptions and behaviours, especially in a professional environment.” (P6)

“The nuances of language barriers and non-verbal communication in Thailand are challenging. I experienced moments of misunderstanding and isolation but overcame these through language learning and social immersion.” (P8)

“Adapting to the Thai way of life, including food, climate and social etiquette, was a major culture shock. However, with time and openness to new experiences, I found myself enjoying and adapting to these new aspects of life.” (P9)

“Thailand's tropical climate and biodiversity is very different from my country. Adapting to this new environment and the cultural differences was challenging but ultimately a rewarding journey of discovery.” (P10)

6. Environmental barriers

6.1 Social media

People need social software to communicate. However, international undergraduates come from different countries or regions, and it is difficult to achieve uniformity on social platforms. Sometimes, international undergraduates say they have to deal with language barriers on some social apps.

“Coming from a country where social media platforms such as VKontakte are popular, adapting to the Thai preference for platforms such as Line and Facebook was a digital culture shock. I had to learn new communication etiquette and online norms in order to connect effectively with my Thai peers.” (P1)

“In our country, we are cautious about privacy and personal expression on social media. In Thailand, people seem to be more willing to share personal details and daily activities online. Overcoming this difference requires adjusting my online interactions and privacy settings.” (P2)

“The use of social media for academic purposes is not common in our country. However, in Thailand, platforms such as Facebook are used for classroom announcements and discussions. Adapting to the integrated use of social media in academic life is an interesting shift.” (P3)

“Coming from our country where social media is heavily regulated and

platforms such as Weibo and WeChat dominate, adapting to the more open and globally accessible platforms used in Thailand is a challenge. It requires an understanding of a new set of social norms and digital practices.” (P4)

“The language barrier on social media is prominent as most of the content is in Thai. I had to frequently use translation tools to understand posts and communicate, which sometimes led to misunderstandings and learning opportunities.” (P5)

“I found social media to be crucial for networking and making social connections in Thailand. Adapting to this digital way of socialising helped me to build a support network and integrate more smoothly into the local community.” (P6)

“Interacting with Thais on social media has exposed me to a blend of traditional and modern cultural expressions. Through online contact, I learnt to appreciate the subtleties of Thai culture, which enriched my understanding and adaptation to the local environment.” (P7)

“Understanding the nuances of Thai digital etiquette and humour is a challenge. What is considered humorous or appropriate can be very different from Chinese online culture. I learnt to observe and adapt my online behaviour to better suit the local digital culture.” (P8)

“Dealing with common misinformation on Thai social media requires developing critical appraisal skills to identify reliable information, especially when dealing with local news and cultural content.” (P9)

“I use social media as a cultural learning tool by following local influencers and joining community groups to better understand Thai customs, language and daily life, which helps to bridge the cultural gap.” (P10)

6.2 Games

Games have strong social attributes and also play a very important role in cross-cultural communication. Five international undergraduate students said that through communication with Thai students, they learned that the other students were

playing the same game as themselves, but they could not play together because they used different servers.

“Speaking of which, there is another communication difficulty I encountered. "Genshin Impact" or "Honkai: Star Rail" have Chinese servers and international servers, so I had to prepare two accounts. (P1)

“I am a player of APEX and "League of Legends". I have a lot of skins on my League of Legends account and when I want to share them with my friends I find I have to sign up again....” (P3)

“I am the big fan of ‘war gaming’ but our server is not in the same partition so we can’t play together” (P4)

“I love Hearthstone and I like to play with my friend but when I want add my Thai friends account, I find out we are not in a same server” (P5)

“By the way, I am a player of "Genshin Impact". I have a very high-level account on the European server. That account has at least 10 five-star characters and exclusive weapons. However,... this is the Asian server, so if I want to play this game with Thai students, one of them must give up their account.” (P7)

7. Attitudinal barrier

7.1 Life

Some participants come from more developed cities, and the pace and attitude of life are very different from those in Thailand. Participants said that life in Thailand is very relaxed.

“As a foreigner, I often encounter romanticized and sometimes unrealistic expectations of my culture and lifestyle. Clarifying these misconceptions and presenting a more realistic view of life can help build genuine connections and reduce cultural oversimplification.” (P2)

“In Thailand, there is a common perception that our people are affluent and primarily interested in business or investment. I endeavor to show the diversity of our people's interests and lifestyles, emphasizing our cultural heritage and personal stories that go beyond the economic.” (P4)

“Influenced by media and historical associations, Thais often have a

unique view of our country's culture. I have tried to present modern and diverse aspects of our lives, emphasizing how our traditions and contemporary practices coexist.” (P8)

“There is an expectation that people in our country are always formal and use complex languages. I must show that whilst we value language, our ways of communicating can be varied and can be adapted to different social contexts.” (P10)

Summarize the findings of research question 1

Based on the above interview summary, the researcher found that international undergraduates studying in Thailand encountered many challenges in intercultural communication. These challenges include difficulty understanding unique accents and subtle communication nuances (requiring patience and adaptability), as well as navigating cultural differences in symbolism, naming conventions, nonverbal communication, and dress codes. Language barriers also pose a significant barrier, causing students to rely on gestures and simplified English, highlighting the importance of a clear communication approach. Additionally, digital acculturation, intercultural game interactions, and sharing personal narratives to challenge stereotypes and demonstrate cultural richness all contribute to the complex experiences faced by International Students in Thailand, emphasizing the need for adaptability, intercultural understanding, and effectiveness as communication strategies.

Research question 2

The research question was:

Q2: What should be the recommendation for the undergraduate International Students ? : A case of one university in Chonburi province.

To answer the following questions, the researcher needs to list the following table to clarify the demands of 12 international undergraduate students (Table 5)

Table 5 The recommendation for the undergraduate International Students

Category code	
1. Culture	1.1 Learn Thai culture 1.2 More activities
2. Language	2.1 Request the university to have the International student's Thai Class 2.2 Encourage Thai students to speak more English in classroom

1. Culture

1.1 Learn Thai culture

International undergraduate students are facing the challenge of Thai culture for the purpose of better understanding Thai culture to reduce the culture shock. The participants suggest the university should teach them more about Thailand:

“We need to know more about Thailand. I mean the school has to let us join more events and teach us more Thai culture and let us know more about Thailand.” (P1)

“I want to know more about Thailand So the first things I hope the university do that is teach us more about Thailand – I mean Thai culture” (P2)

“Firstly, I hope the school can teach us actually to tell us more about Thailand so we need to know more about that for our life.” (P3)

And as a foreigner we need to know more about Thailand so I can help the school to teach us more about it.” (P5)

“One more thing so I would like to know more about Thailand I hope the school can teach us more about it” (P6)

“At the same time we need to learn about Thailand.” (P8)

“Teach us more about Thailand, especially the culture and languages.” (P9)

Well, that's simple. I hope that they (University) can help us understand

Thai culture.” (P10)

“I want to know more about Thailand. I hope the school can teach us more about Thailand, especially culture.” (P11)

“During my past experiment I hope the school can provide more activity for the International Students . I hope they teach more culture to the International Students . They need a class for real custom. If you first come to Thailand, you don't know anything about Thailand right so you need this class.” (P12)

1.2 More activities

The international undergraduate students may need more activity and more events to increase the effectiveness of cross-culture communication. All participants say that:

“I mean the school has to let us join more events and teach us more Thai culture and let us know more about Thailand.” (P1)

We need more events and more activity with the Thai students” (P2)

“I think we need to have more activity to overcome this problem” (P3)

“And I want more activity or event with the Thai students” (P4)

“I will probably need to say one more thing we need more activities” (P5)

“We need more activities because I would like to reduce the problems actually the culture problems with Thai people actually Thai students.” (P6)

“I have some friend from the other faculty I heard that they have already enjoyed a lot of activities I hope the international college do the same things as the other faculty do you know we are international college we have to make each country understand each other we need more activity not only Thai student but also the foreigners I mean International Students . So far, I know we have started having sports activities now, but that's not enough, music, traditional lots of things we need to do, I mean the activities.” (P7)

“More activity can help us (International Students) know more about Thai students” (P8)

“And if we can do more activities with the Thai students, we can help us to understand each other more.” (P9)

“Of course, to know more about Thai culture it needs more activities for example basketball or other any other things or art for something” (P10)

“If there more activity it will help me more to understand Thailand” (P11)

“During my past experiment I hope the school can provide more activity for the International Students ” (P12)

2. Language

2.1 Request the university to have the Interlunation student's Thai

Class

In case some of the international undergraduate students do not speak Thai and meet the challenge when they apply for the visa or meet other school affairs in case to fix or overcome these problems the International Students request the school to give them Thai class for more understanding and communication in Thailand:

“I hope the school can provide more Thai language classes to help me in my daily life.” (P1)

“I also need to learn Thai. I guess providing the Thai language class will help me a lot in communication.” (P2)

“Of course, if we have a Thai class which can teach foreigners it will help me a lot.” (P3)

“So Thai class of course specifically high class basically time class I guess I need that” (P5)

“I hope the school can teach us more about it so at the last about the language I hope the school actually can teach us like more specifically about Thai languages” (P6)

“And us need some class for daily life I mean languages” (P7)

“At the same times we need to learn about Thailand and we need to learn the Thai language” (P8)

“I need language class for Thai it is very necessary daily life And I am very expecting to learn that” (P9)

“Some basic Thai is necessary. I am happy to join if we have this class.”

(P10)

“For dally communication I need have some class about it I mean Thai language class” (P11)

2.2 Encourage Thai students to speak more English in the classroom

Encouraging the Thai students to speak English is also important so that the Thai student and the international student understand each other. English encouragement is one of the things we must do:

“I also hope the university encourages but doesn't force you to learn other foreign languages such as English. At least let them communicate.

BURAPHA university International College has 70% Thai students but the other 30% are Chinese, Indian or other country's students. English or other foreign languages can help them know more about this word. It's hard, I know, because English is also my second language.” (P2)

“Help the Thai students to be more international. I mean encouragement to speak English. It's very necessary for daily Communication.” (P4)

“Of course, communication problems which we mentioned before Thai students are shy in speaking English so the school needs to encourage the Thai students to speak English.” (P5)

“So, one more thing, I think the school have to encourage the Thai student to speak English” (P7)

Summarize the findings of research question 2

In this research question, researchers found that international undergraduate students studying in Thailand were vocal about their need for universities to deepen their understanding of Thai culture, language, and customs, emphasizing the role this knowledge plays in their academic and personal development abroad. Key role. They advocated greater participation in cross-cultural events and activities with Thai students to bridge cultural gaps and promote mutual understanding, suggesting diverse activities such as sports, music and art. Additionally, they emphasize the necessity of a comprehensive Thai language course for effective communication and

deeper integration into Thai life. While encouraging the learning of other foreign languages such as English, they emphasized that such learning should be optional rather than compulsory and recognized the benefits of multilingualism for International Students in Thailand and the International College of Burapha University.

Conclusion

The research elaborates on participants' experiences of adapting to Thai culture., covering areas such as verbal and non-verbal communication, the cultural significance of numbers, overcoming language barriers, assimilating into the social fabric, and conforming to dress codes. The researcher discussed the process of understanding and honoring local traditions, emphasizes the importance of number symbols in Thailand, the inclination towards indirect communication, and the norms of modest attire. The account underscores the hurdles faced in adjusting to the tonal and grammatical intricacies of the Thai language, as well as the nuances of polite vernacular. It is an initiative to bridge the cultural gap through active participation in community activities and a deep understanding of Thai social etiquette for social integration. Moreover, the narrative reflects on tackling stereotypical perceptions and promoting mutual respect and understanding, underscoring the critical role of in-depth cultural immersion in facilitating the researcher's integration into Thai society.

CHAPTER 5

DISCUSSION AND RECOMMENDATION

The overview of study

The study of “Cross-culture Communication for Undergraduate International Students at one university in Chonburi province” aims to explore the cross-culture communication problem for undergraduate International Students and to provide recommendations for undergraduate International Students. This is qualitative research with Phenomenology as the research strategy and uses the semi-structured interview as the research instrument. There are 2 research questions which are:

1. What are the cross-cultural communication problems for undergraduate International Students? : A case of one university in Chonburi province.

2. What should be the recommendation for the undergraduate International Students? : A case of one university in Chonburi province.

In this study, the participants were 12 international undergraduate students from 8 countries. This study provides valuable cross-cultural communication problems and expected solutions.

This qualitative study employs phenomenology as its primary research strategy to delve into the lived experiences of international undergraduate students in cross-cultural communication. The focus is on understanding how these students navigate communication barriers and adapt to new cultural environments before attending foreign universities, aiming to mitigate cross-cultural communication issues and culture shock. Phenomenology, defined as the examination of consciousness devoid of biases, allows for an exploration of real-life experiences from a reflective standpoint. It uncovers underlying experiences, perceptions, and challenges, making it ideal for understanding cross-cultural communication complexities in academic settings and providing practical recommendations. This research, conducted over nearly a month with 12 international undergraduate students from six diverse countries, utilizes a qualitative approach with semi-structured interviews as the primary data collection method. The study aims to address cross-cultural communication problems faced by international undergraduate students and provide

actionable recommendations. This article found through investigation the fallow findings bellow:

Research question 1: What are cross-cultural communication problems for undergraduate International Students ? : A case of one university in Chonburi province. The researcher found that: 1.1 Communication adaptation, 1.2 Verbal communication, 1.3 Non-Verbal communications, 1.4 Language barriers, 1.5 Inclusion barriers, 1.6 Culture barriers, 1.7 Environment barriers, 1.8 Attitudinal barriers are the key challenges faced by international undergraduate students studying in Thailand in intercultural communication. These challenges run the gamut from difficulties understanding unique accents and subtle communication nuances, which require patience and adaptability on the part of the student. Additionally, they encountered barriers in addressing cultural differences related to symbolism, naming conventions, nonverbal cues, and dress codes, indicating barriers rooted in language, inclusion, culture, environment, and attitudes. The language barrier emerged as a significant barrier, causing students to resort to gestures and simplified English to facilitate communication. Additionally, the interviews revealed digital acculturation, cross-cultural game interactions, and narrative sharing aimed at challenging stereotypes and demonstrating cultural richness, highlighting the need for effective communication strategies, adaptability, and intercultural competence among International Students in Thailand.

The researchers understand the difficulties of international undergraduates and the intercultural communication issues and challenges they face. International undergraduate students are a very diverse group, and the integration of different racial and religious beliefs will inevitably lead to misunderstandings with people in Thailand.

Research Question 2: What should be the recommendation for the undergraduate International Students ? : A case of one university in Chonburi province. It showed that the requests from international undergraduate students mainly focus on two aspects: 2.1 Culture, and 2.2 Language. The researcher found that international undergraduate students studying in Thailand expressed a strong desire for universities to enhance their understanding of Thai culture, language, and customs, emphasizing the importance of this understanding in their academic and

personal growth abroad. They advocated greater participation in cross-cultural activities with Thai students to promote mutual understanding and bridge cultural gaps, suggesting a range of activities including sports, music and art. In addition, they emphasized the importance of comprehensive Thai language courses for effective communication and deeper integration into Thai society. While they support the learning of other foreign languages such as English, they recommend that such learning be voluntary rather than compulsory and recognize the advantages of multilingualism for International Students at the target university.

In the practice of cross-cultural communication among international undergraduates, language and culture are the biggest obstacles. At the same time, language and culture are also the biggest demands of international undergraduates.

The first research question explored the intercultural communication challenges faced by international undergraduate students in Thailand, identifying key issues such as communication adaptation, verbal communication, non-verbal communications, language barriers, inclusion barriers, culture barriers, environment barriers, and attitude. These challenges include difficulty understanding accents and communication nuances, cultural differences in symbolism and naming conventions, and reliance on gestures and simplified English due to language barriers. The study also highlights digital acculturation, cross-cultural game interaction, and narrative sharing as strategies to address stereotypes and demonstrate cultural richness, emphasizing the importance of effective communication strategies and intercultural competence among International Students .

The second research question focused on recommendations to international undergraduate students with an emphasis on enhancing the university's understanding of Thai culture and language. Students advocated greater participation in intercultural activities with Thai peers, integrated Thai language courses, and voluntary learning of other foreign languages to promote cultural understanding and integration. Findings from both research questions underscore the importance of language and culture as barriers and priorities for intercultural communication among international undergraduate students.

Discussion

The findings of the first research question (What are the cross-cultural communication problems for undergraduate International Students ? A case of one university in Chonburi province) demonstrated that Communication adaptation with different accents may make the miscommunication of this issue a major hurdle. At the same time verbal and non-verbal communication makes them understand in daily life including numbers expressing etiquette dress and body language international undergraduates from different countries create a multicultural environment this case as European Proceedings (2023) mentioned that students and workers in multicultural settings often exhibited improved problem-solving skills and creativity due to exposure to various perspectives and approaches. Regarding the language part, researchers found that sometimes the students (both Thai and international) rely on gestures, electronic translators and simplified English to communicate effectively. Most of the International Students can't speak Thai. At the same time, how to Include Thai students in the major college for International Students . Because the high/low-context fact exists, the way to communicate shows a world of difference. Social Space was also the biggest difference between Thai students and International Students . Entertainment poses a very different difficulty in achieving overlap in social space. Simultaneously culture barriers make the culture shock trigger the cross-culture communication more difficult between the Thai students and International Students . Furthermore, environmental issues such as social media, even most of the applications were universal but too many apps and network blocking gives instant messaging a lack of continuity. Even the games (i.e., PC games, smartphone games, and video games) sometimes cannot be played together because of the regional blockade. Attitudinal barriers: most International Students are always asked some stereotypical questions. This caused a lot of cultural misunderstandings

Communication Adaptation

International undergraduate students in Thailand face significant challenges with communication adaptation. These challenges stem from having to accommodate different communication styles and norms. Adaptation requires patience, flexibility, and a willingness to learn and embrace new ways of interacting. Students come from diverse cultural backgrounds, resulting in different expectations and interpretations of

communication behaviors, so students must develop a high degree of cultural sensitivity and awareness.

Verbal Communication

Verbal communication poses a particular challenge due to differences in accents, idiomatic expressions, and linguistic nuances. Students often struggle with understanding and being understood, as the subtleties of language can lead to misinterpretations and confusion. This challenge is worsened by the fact that many International Students may not have English as their first language, leading them to rely on simplified English or gestures to convey their messages effectively.

Non-Verbal Communications

Non-verbal communication barriers include differences in body language, facial expressions, gestures, and other forms of non-verbal cues. In Thailand, certain gestures and body language signals may have different meanings compared to students' home countries. The wai, a traditional Thai greeting, may be unfamiliar to International Students. Misunderstandings in non-verbal communication can lead to social friction and a feeling of isolation among International Students.

Language Barriers

Language obstacles are a significant hurdle for International Students. The difficulty of learning Thai, coupled with the need to communicate effectively in English, places a heavy cognitive load on students. This often results in a reliance on gestures, translation tools, or simplified language, which can impede deeper, more meaningful interactions. The necessity for comprehensive language courses is evident to help students bridge these gaps and integrate more fully into the academic and social life of the university.

Inclusion Barriers

Inclusion barriers are another critical issue. International Students often face difficulties in integrating into the local student community due to cultural and language differences. Social cliques based on nationality or language can form, leading to feelings of exclusion. Encouraging local students to engage more with international peers and fostering an inclusive campus environment can alleviate these barriers and promote a more cohesive student body.

Cultural Barriers

Cultural barriers manifest in differences in customs, traditions, and social norms. For example, International Students may encounter unfamiliar religious practices, dietary habits, and social etiquette. These cultural differences can lead to misunderstandings and discomfort. Programs targeted at educating students about Thai culture, as well as promoting cultural exchange activities, can help bridge these cultural gaps and cultivate mutual respect and understanding.

Environmental Barriers

Environmental barriers include physical and environmental factors that interfere with communication. For example, Thailand's hot climate can be a challenge for students coming from cooler areas. In addition, differences in infrastructure and living conditions can impact students' daily lives and their ability to focus on their studies. Adapting to these environmental conditions requires time and support, including an orientation program that addresses the practical issues of living in Thailand.

Attitudinal Barriers

Attitudinal barriers are rooted in preconceived notions and stereotypes about different cultures. These can lead to biased attitudes and behaviors, both from International Students towards Thais and vice versa. Overcoming these barriers necessitates a concerted effort to promote cultural sensitivity and open-mindedness. can play a crucial role by offering workshops and seminars on cultural awareness and anti-discrimination.

Overall, International undergraduates studying in Thailand encounter many challenges in intercultural communication. These challenges include difficulty in understanding unique accents and subtle communication nuances (requiring patience and adaptability), as well as navigating cultural differences in symbolism, naming conventions, nonverbal communication, and dress codes. Additionally, language barriers pose a significant issue, causing students to rely on gestures and simplified English, and highlighting the importance of clear communication approaches. As Garcia and Wang (2021) mentioned, International Students often need to learn and adapt to new non-verbal communication norms to integrate effectively into Thai society. Nowadays, digital acculturation, intercultural game interactions, and the

sharing of personal narratives to challenge stereotypes and demonstrate cultural richness contribute to the complex experiences faced by International Students in Thailand. These nuances require International Students to be proficient in the language and understand the culture (Chen & Lee, 2020). The results highlight significant challenges and recommendations regarding intercultural communication among International Students in Thailand.

The findings of the second research question (What should be the recommendation for undergraduate International Students? A case of one university in Chonburi province) revealed that international undergraduates studying in Thailand emphasize the need to deepen their understanding of Thai culture, language, and customs (Smith & Johnson, 2021). They advocate greater participation in cross-cultural events with Thai students to bridge cultural gaps and promote mutual understanding, suggesting diverse activities such as sports, music, and art. Encouraging Thai students to engage more in English during classroom interactions can help bridge the language gap and foster a more inclusive academic environment (Chen & Lee, 2020). They emphasize the necessity of comprehensive Thai language courses for effective communication and deeper integration into Thai life, recognizing the benefits of multilingualism for International Students in Thailand.

Culture

Understanding and adaptation to Thai culture is essential for International Students. This involves learning about local customs, traditions, and social norms, such as respect for elders and the significance of festivals. Participation in cultural activities and community engagement are effective strategies for cultural adaptation. These activities not only help in understanding the host culture better but also promote mutual regard and integration.

Language

Proficiency in the Thai language is crucial for effective communication and integration. International Students have expressed a strong desire for more comprehensive Thai language courses provided by their universities. Furthermore, encouraging Thai students to engage more in English during classroom interactions can help bridge the language gap and cultivate a more inclusive academic environment. Recognizing the benefits of multilingualism, institutions should also

support the learning of other foreign languages in a voluntary capacity, enhancing the overall educational experience for all students.

While encouraging the learning of other foreign languages such as English, they emphasized that such learning should be optional rather than compulsory and recognized the benefits of multilingualism for International Students in the Thai context. In case some of them do not speak Thai and meet the challenge when they apply for the visa or meet other school affairs, they need to overcome these problems. The International Students keep requesting the school for some relevant Thai classes for more understanding and communication with Thai people. Meanwhile, encouraging the Thai students to speak more English is also important to strengthen mutual understanding and respect between Thai and International Students (i.e., different customs, different religions, and different lifestyles).

To sum-up, the results highlight significant challenges and recommendations regarding intercultural communication among International Students in Thailand. These challenges include various aspects such as communication adaptation, verbal and nonverbal communication, language barriers, inclusion barriers, cultural barriers, environmental barriers, and attitudinal challenges. One of the major obstacles identified is the difficulty in understanding unique accents and the nuances of communication, which requires patience and adaptability on the part of the students in their daily life and study. Cultural differences related to symbolism, naming conventions, nonverbal cues, and dress codes also contribute to communication barriers, reflecting issues rooted in language, inclusion, culture, environment, and attitudes. These insights contribute to a comprehensive understanding of the complexities of intercultural interactions and highlight the importance of inclusive approaches, educational support, and cultural sensitivity in creating an enabling environment for International Students in Thailand (Smith & Johnson, 2021).

This discussion underscores the importance of addressing these multifaceted barriers through comprehensive support systems, inclusive policies, and active cultural exchange programs to facilitate smoother intercultural communication and integration for International Students in Thailand.

Recommendation for practices

Through a comparative analysis of the intercultural communication challenges faced by Thai International Students from two different perspectives, some practical suggestions can be put forward to improve the adaptation and integration experience of International Students :

1. Enhanced language support: Develop a comprehensive language support plan for the specific needs of International Students , focusing on mastering the nuances of Thai, improving English proficiency, and providing translation tools and language resources.

2. Cultural Sensitivity Training: Implement cultural sensitivity training for international and Thai students, faculty and staff to promote understanding, respect and effective communication across cultural boundaries.

3. Institutional Support: Strengthen institutional support by providing comprehensive orientation programs, counseling services, visa assistance, and advocating for policy changes that promote international student inclusion and success.

4. Community Engagement: Encourage active participation in community events, cultural events and social initiatives to promote cross-cultural understanding, build friendships and integrate into the local community.

5. Promote English expression: Thai students are encouraged to improve their English expression skills through language exchange programs, conversation clubs, and collaborative projects with International Students to promote effective cross-cultural communication in an academic environment.

By implementing these recommendations, educational institutions in Thailand can create a more inclusive, supportive and culturally aware environment that promotes academic and personal growth for International Students and promotes intercultural understanding and collaboration.

Recommendation for future research

1. Research limitation

Using phenomenology as a research strategy, this qualitative study aimed to delve into the lived experiences and subjective perspectives of international undergraduate students studying in Thailand. Data were collected from a total of 12 participants through semi-structured interviews, each lasting 45 minutes to 1 hour. While the results of this study provide valuable insights into the challenges faced by International Students at the specific universities surveyed, it is important to recognize potential limitations inherent in its scope. A notable limitation is the narrow focus on one university, which may limit the generalizability of the findings to the broader international student population in Thailand.

2. Recommendation for future research

2.1 Research should be conducted across multiple universities in different regions of Thailand to capture a wider range of experiences and perspectives. In addition, including a larger and more diverse sample of participants may help increase the richness and depth of the study. Collected information This provides a more comprehensive understanding of the intercultural communication challenges faced by international undergraduate students in the Thai context. The study could be expanded to the eastern region of Thailand or throughout Thailand. Additionally, future research could examine the effectiveness of technological interventions in promoting intercultural communication among international undergraduate students.

2.2 As people increasingly rely on digital platforms to communicate and collaborate, exploring the role of technology in overcoming language and cultural barriers can provide valuable insights into innovative ways to enhance cross-cultural interactions in academic settings.

2.3 Furthermore, given the diverse backgrounds and experiences of international undergraduate students, future research could employ a comparative approach to examine intercultural communication dynamics between different groups. By comparing the experiences of students from different cultural backgrounds, researchers can identify common challenges and effective strategies for promoting cross-cultural understanding and collaboration.

In conclusion, while this study provides valuable insights into the challenges faced by international undergraduate students in Thailand, there are opportunities for future research to extend these findings and explore innovative approaches to promote intercultural communication and integration



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APPENDICES



Appendix A
Interview Questions

Interview Questions

1. How long have you been in Thailand?

2. How did you feel when you stayed in Thailand?

3. Do you speak Thai?

4. Have you ever encountered a communication issue? How can you overcome it?

5. What is the biggest communication issue between you and a Thai student that you face?

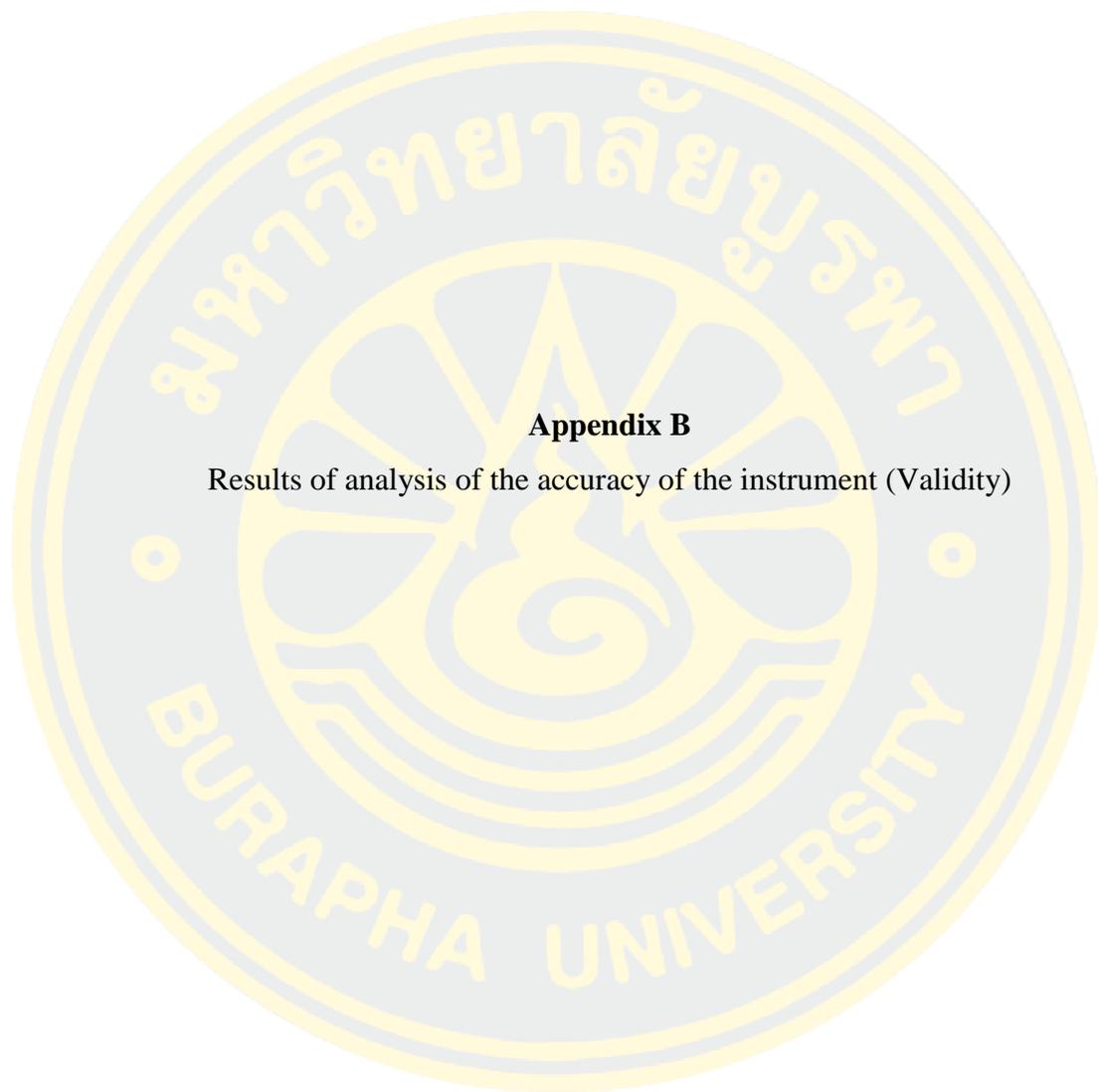
6. What is the biggest culture issue between you and a Thai student that you have ever met in Thailand?

7. What are the problems and obstacles for life in Thailand?

8. What kind of Thai culture do you not understand?

9. What is the happiest thing that you ever meet in Thailand?

10. If we help you, what kind of help do you hope the university or faculty provide?



Appendix B

Results of analysis of the accuracy of the instrument (Validity)

Results of analysis of the accuracy of the instrument (Validity)

Research Topic: The Cross-culture Communication for Undergraduate International Students under the Situation of Diversity and Multicultural: A case of one university in Chonburi province in Thailand

Part 1 Semi- structured interview questions

No.	questions	Expert opinion (person)					Total	IOC	Results	Note
		1	2	3	4	5				
1	How long have you been Thailand?	1	1	1	1	1	5	1.00	Accept	
2	How did you feel when you stay in Thailand?	1	1	1	1	1	5	1.00	Accept	
3	Do you speak Thai?	-1	1	1	1	1	3	0.60	Accept	
4	When you first time talk to the Thai student how did you feel?	-1	0	1	1	1	2	0.40	Reject	Cut of
5	Have you ever met the communication issue? How can you overcome it?	1	1	1	1	1	5	1.00	Accept	
6	What is biggest communication issue between you and Thai student that you face?	1	1	1	1	1	5	1.00	Accept	Add “between you and

										Thai student”
7	What is biggest culture issue between you and Thai student that you ever meet in Thailand?	0	1	1	1	1	4	0.80	Accept	Add “between you and Thai student”
8	What is you must difficult for life in Thailand? What are the problems and obstacle for life in Thailand?	0	1	0	1	1	3	0.60	Accept	Change Question to What are the problems and obstacle for life in Thailand?
9	How many times that you face this kind of issues?	-1	1	0	1	1	2	0.40	Reject	Cut of
10	What kind of Thai culture that you cannot don't understand?	1	1	1	1	1	5	1.00	Accept	Change word “cannot” to “don't”

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