

A STUDY OF ENGLISH COMMUNICATION PROBLEMS AND STRATEGIES
USED TO SOLVE PROBLEMS BETWEEN THAI AND NON-NATIVE ENGLISH
SPEAKING FILM CREWS WHILE FILMING IN THAILAND



Submitted in Partial Fulfillment of the Requirements for the
Master of Arts in Business English for International Communication
at Srinakharinwirot University

June 2012

A STUDY OF ENGLISH COMMUNICATION PROBLEMS AND STRATEGIES
USED TO SOLVE PROBLEMS BETWEEN THAI AND NON-NATIVE ENGLISH
SPEAKING FILM CREWS WHILE FILMING IN THAILAND



Submitted in Partial Fulfillment of the Requirements for the
Master of Arts in Business English for International Communication
at Srinakharinwirot University

June 2012

Copyright 2012 by Srinakharinwirot University

A STUDY OF ENGLISH COMMUNICATION PROBLEMS AND STRATEGIES
USED TO SOLVE PROBLEMS BETWEEN THAI AND NON-NATIVE ENGLISH
SPEAKING FILM CREWS WHILE FILMING IN THAILAND



Submitted in Partial Fulfillment of the Requirements for the
Master of Arts in Business English for International Communication
at Srinakharinwirot University

June 2012

Asadang Suwanpakdee (2012). *A Study of English Communication Problems and Strategies Used to Solve Problems Between Thai and Non-Native English Speaking Film Crews While Filming in Thailand*. Master's Project, M.A. (Business English for International Communication). Bangkok: Graduate School, Srinakharinwirot University. Project Advisor: Assistant Professor Dr. Saiwaroon Chumpavan.

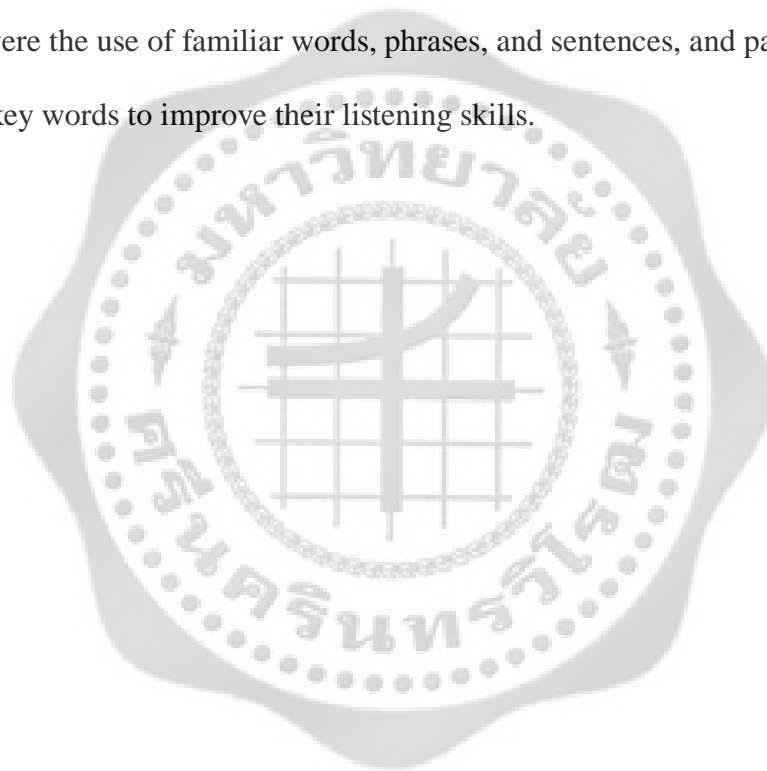
This study was conducted to explore the communication problems between Thai film crews and non-native English speaking film crews. This study also investigated the strategies used to solve communication problems between Thai and non-native English speaking film crews. The questionnaire was used to collect data. A total of 150 questionnaires were distributed, and 118 completed questionnaires were returned to the researcher. The participants consisted of 79 Thai and 39 non-native English speaking film crew members from five selected film production companies. Therefore, the total number of participants was 118. The data were analyzed to find the English communication problems between Thai film crews and non-native English speaking film crews and the strategies used to solve communication problems.

The results of the study showed that Thai film crews reported two major problems when communicating with non-native English speaking film crews. These problems were prejudice on the part of both crews, which had a negative impact on communication, and an inability to clearly understand the speech of non-native speakers, including accent, tone of voice, stress patterns, and pronunciation.

The two most common English communication problems experienced by non-native English speaking film crews were a racial atmosphere on the set and that negative stereotypes based on nationality had a negative impact on communication. Furthermore,

non-native English speaking film crews reported that they experienced listening problems when they spoke with the Thai film crews because they did not repeat the words for them.

The most common communication strategies that Thai film crews used to solve communication problems when they spoke English with non-native English speaking film crews were developing in their English skills to improve their communicative abilities and using familiar words, phrases, and sentences to solve problems. The strategies used by non-native English speaking film crews to solve communication problems with Thai film crews were the use of familiar words, phrases, and sentences, and paying closer attention to key words to improve their listening skills.



การศึกษาปัญหาในการสื่อสารภาษาอังกฤษและกลวิธีที่ใช้ในการแก้ปัญหาระหว่างทีมงานภาพยนตร์
ชาวไทยและทีมงานที่ไม่ได้ใช้ภาษาอังกฤษเป็นเจ้าของภาษา
ในระหว่างการถ่ายทำภาพยนตร์ในประเทศไทย



เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษา
ตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษธุรกิจเพื่อการสื่อสารนานาชาติ
มิถุนายน 2555

อัมภางค์ สุวรรณภักดี. (2555). การศึกษาปัญหาในการสื่อสารภาษาอังกฤษและกลวิธีที่ใช้ในการแก้ปัญหาหระหว่างทีมงานภาพยนตร์ชาวไทยและทีมงานที่ไม่ได้ใช้ภาษาอังกฤษเป็นเจ้าของภาษาในระหว่างการถ่ายทำภาพยนตร์ในประเทศไทย. สารนิพนธ์ ศศ.ม. (ภาษาอังกฤษธุรกิจเพื่อการสื่อสารนานาชาติ). กรุงเทพฯ: บัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ. อาจารย์ที่ปรึกษาสารนิพนธ์: ผู้ช่วยศาสตราจารย์ ดร.สาวยารุณ จำปาวัลย์

งานวิจัยนี้มีวัตถุประสงค์เพื่อการศึกษาปัญหาในการสื่อสารภาษาอังกฤษและกลวิธีที่ใช้ในการแก้ปัญหาหระหว่างทีมงานภาพยนตร์ชาวไทยและทีมงานที่ไม่ได้ใช้ภาษาอังกฤษเป็นเจ้าของภาษาในระหว่างการถ่ายทำภาพยนตร์ในประเทศไทย โดยใช้แบบสอบถามเป็นเครื่องมือในการเก็บข้อมูล ผู้วิจัยได้แจกแบบสอบถามไปเป็นจำนวน 150 ฉบับ และได้แบบสอบถามกลับคืนมาทั้งสิ้น 118 ฉบับ ดังนั้นกลุ่มตัวอย่างของงานวิจัยนี้คือ ทีมงานภาพยนตร์ชาวไทยจำนวน 79 คนและทีมงานที่ไม่ได้ใช้ภาษาอังกฤษเป็นเจ้าของภาษาจำนวน 39 คน จาก 5 บริษัทโปรดักชั่น รวมจำนวน 118 คน ข้อมูลที่ได้จากแบบสอบถามได้รับการวิเคราะห์เพื่อหาปัญหาในการสื่อสารภาษาอังกฤษและกลวิธีที่ใช้ในการแก้ปัญหาหระหว่างทีมงานภาพยนตร์ชาวไทยและทีมงานที่ไม่ได้ใช้ภาษาอังกฤษเป็นเจ้าของภาษา

ผลการศึกษาพบว่าทีมงานชาวไทยมีปัญหามากที่สุดสองข้อแรกคือการมีอคติต่อเพื่อนร่วมงานกระทบต่อการสื่อสารระหว่างทีมงานมากที่สุด และปัญหาข้อสองคือการไม่เข้าใจวิธีการพูดของเพื่อนร่วมงานเช่น สำเนียง น้ำเสียง การลงเสียงหนักและการออกเสียง

ปัญหาการสื่อสารของทีมงานต่างชาติที่ไม่ได้ใช้ภาษาอังกฤษเป็นเจ้าของภาษาที่มีมากที่สุดคือ ปัญหาบรรยากาศที่อคติด้านเชื้อชาติในกองถ่ายทำภาพยนตร์ และปัญหาต่อมาคือมีอคติโดยมีพื้นฐานทางสัญชาติที่มีผลลบต่อการสื่อสาร นอกจากนี้ทีมงานที่ไม่ได้ใช้ภาษาอังกฤษเป็นเจ้าของภาษากล่าวว่ามีปัญหาการสื่อสารด้านการฟังเมื่อสนทนากับทีมงานชาวไทยเพราะทีมงานชาวไทยไม่พูดซ้ำ

กลวิธีในที่ใช้ในการแก้ปัญหาการสื่อสารของทีมงานชาวไทยต่อทีมงานต่างชาติที่ไม่ได้ใช้ภาษาอังกฤษเป็นเจ้าของภาษาที่ใช้มากที่สุด คือการเรียนรู้ภาษาอังกฤษเพิ่มเติมในกองถ่ายเพื่อประสิทธิภาพในการสื่อสาร รองลงมาคือการใช้คำ วลี และประโยคที่คุ้นเคยในการสื่อสารกับเพื่อนร่วมงานต่างชาติที่ไม่ได้ใช้ภาษาอังกฤษเป็นเจ้าของภาษา กลวิธีที่ใช้ในการแก้ปัญหาการสื่อสารของทีมงานต่างชาติที่ไม่ได้ใช้ภาษาอังกฤษเป็นเจ้าของภาษา คือการใช้คำ วลี และประโยคที่คุ้นเคยในการสื่อสารกับทีมงานภาพยนตร์ชาวไทย รองลงมาคือตั้งใจฟังคำสำคัญเพื่อประสิทธิภาพในการฟัง

The Master's Project Advisor, Chair of the Master's Program in Business English for International Communication, and Oral Defense Committee have approved this Master's Project, "A Study of English Communication Problems and Strategies Used to Solve Problems Between Thai and Non-Native English Speaking Film Crews While Filming in Thailand" by Asadang Suwanpakdee as partial fulfillment of the requirements for the Master of Arts in Business English for International Communication at Srinakharinwirot University.

Master's Project Advisor

.....
(Assistant Professor Dr. Saiwaroon Chumpavan)

Chair of Program

.....
(Dr. Prapaipan Aimchoo)

Oral Defense Committee

..... Chair
(Assistant Professor Dr. Saiwaroon Chumpavan)

..... Committee
(Assistant Professor Penny Disakaprakai)

..... Committee
(Dr. U-maporn Kardkarnklai)

This Master's Project has been approved as partial fulfillment of the requirements for the Master of Arts in Business English for International Communication at Srinakharinwirot University.

..... Dean of the Faculty of Humanities
(Dr. Wanee Aujsatid)

June...., 2012

ACKNOWLEDGEMENTS

I wish to acknowledge my gratitude to Assistant Professor Dr. Saiwaroon Chumpavan for dedication in giving advice and constructive comment for this study. Her guidance and encouragement made this research project possible.

I would like to thank the committee, Assistant Professor Penny Diskaparakai, Dr. U-maporn Kardkarnklai, and to all my instructors in the Business English for International Communication Program, Srinakharinwirot University for their guidance throughout my study in this program. I also would like to express my true gratitude to my class advisor Assistant Professor Sirinna Boonyasaquan who always gave guidance. Thank you to Mr. Leroy A. Quick, Ajarn Sopin Chantakloi, and Mr. Simon McIver who give me good recommendation.

Thank you all my beloved friends. Above all, I deeply wish to thank my beloved parents, Mr. Prajuab Suwanpakdee, Mrs U-rawan Suwanpakdee, my brothers, Mr. Pasan Suwanpakdee for their love, understanding, moral support, and encouragement, which inspired me from the beginning and throughout this responsibility. They will always have my deepest gratitude.

Asadang Suwanpakdee

TABLE OF CONTENTS

CHAPTER	Page
I THE PROBLEMS AND ITS BACKGROUND	1
Introduction	1
English communication problems in Thailand.....	2
English communication between Thai and non-native English speaking film crews	3
Film service industry in Thailand.....	5
Purposes of the Study	5
Research Questions	6
Significance of the Study.....	6
Methodology.....	7
The Confidentiality of the Participants.....	8
Organization of the Study.....	8
II REVIEW OF THE LITERATURE	9
Definition of Communication and Effective Communication	10
Definition of communication	10
Communication process.....	11
Effective communication.....	15
English Communication Problems Between Thais and Non-Native English Speakers.....	16
Intercultural Business Communication and Problems	21
Effective Communication Strategies.....	24
Film Service Industry in Thailand	27

TABLE OF CONTENTS (continued)

CHAPTER	Page
Previous Studies Related to Communication Problems Between	
Thais and Foreigners	29
Summary	33
III METHOD.....	34
Participants.....	34
Instrument.....	36
Data Collection Procedures.....	38
Data Analysis.....	39
Summary.....	40
IV RESULTS.....	42
Personal Information Results.....	42
Research Question 1	45
Research Question 2	56
Research Question 3.....	58
Summary.....	59
V DISCUSSION AND RECOMMENDATIONS FOR FURTHER STUDY..	63
Research Question 1: What were the communication problems in English	
between Thai film crews and non-native English speaking film	
crews while filming in Thailand in February 2012?.....	63
English communication problems experienced by Thai film crews...	63
Result.....	63
Discussion.....	63

TABLE OF CONTENTS (continued)

CHAPTER	Page
English communication problems experienced by non-native English speaking film crews.....	67
Results.....	67
Discussion.....	67
Research Question 2: What strategies did Thai film crews use to solve the communication problems when they spoke with non-native English speaking film crews while filming in Thailand in February 2012?..	69
Result.....	69
Discussion.....	69
Research Question 3: What strategies did non-native English speaking film crews use to solve the communication problems when they spoke with Thai film crews while filming in Thailand in February 2012?..	70
Result.....	70
Discussion.....	70
Recommendations	71
REFERNECES.....	73
APPENDIX A: LETTER ASKING FOR PARTICIPATION.....	79
APPENDIX B: QUESTTIONNAIRE.....	81
VITAE.....	88

LIST OF TABLES

Table	Page
1. Department of the participants	35
2. Questionnaire Description Part II.....	37
3. Questionnaire Description Part III.....	38
4. Personal Information	43
5. The Categories of English Communication Problems Experienced by Thai Film Crews.....	47
6. English Communication Problems Experienced by Thai Film Crews	49
7. The Categories of English Communication Problems Experienced by Non-Native English Speaking Film Crews	51
8. English Communication Problems Experienced by Non-native English Speakers.....	54
9. The Communication Strategies Used to Solve Communication Problems by Thai Film Crews.....	56
10. The Communication Strategies Used to Solve Communication Problems by Non-Native English Speakers.....	58

LIST OF FIGURE

Figure	Page
1. Communication Process.....	11



CHAPTER I

THE PROBLEM AND ITS BACKGROUND

Introduction

English is the global language of communication in the business world of today. The status of the English Language is a result of two factors: the spread of British colonial power in the 19th century and the emergence of the United States as the leading economic power in 20th century (Crystal, 2003). Also, newly independent multilingual countries, especially in Africa, use English as their official language. Therefore, English is used as both the common language of people and the official language of the state (Crystal, 2003). English has also taken over as an official language in the areas of science, technology, commerce, tourism, and diplomacy, as well as popular culture, such as popular music, television shows, commercials, brand names, advertisements, sports, movies, and fashion (Jandt, 1995; McKinney, 2004). English has become the official language of all the industries that affect all aspects of society including the press, advertising and the motion picture and broadcasting industries. As a result, English has become the most favored language for the global media and advertising industries (Bhatia, 2009).

In Southeast Asia, English is taught both as a foreign language and as a second language, depending on the colonial history of the country. The status of English is rising as it is used as the language of education, international commerce, and international relations in this region (Bautista & Gonzales, 2009). The Philippines became independent in 1946, but the power of American English still has an influence on this country (Crystal, 2009). The current foreign language strategy in Thailand, Vietnam, and

Indonesia is to establish English as the major foreign language option (Bautista & Gonzales, 2009).

In Thailand, English is not the mother tongue and each Thai individual has a different English background (Pruksanubal, 2006). According to the curriculum established under the National Education Act of 2002 (Ministry of Education, 2002), Thais are required to study English from Grade 1 to 12. Due to the shortage of teachers in rural areas and numerous policy changes, English education has not been as successful in Thailand as it has been in other countries (Bautista & Gonzales, 2009).

English communication problems in Thailand.

English is mostly used as the medium of communication between Thais and foreigners from all over the world. However, Thais have lower English proficiency compared to many other Asian countries (e.g. Malaysia, the Philippines, and Singapore). It is especially difficult for Thais to speak English without listening and speaking with fluent native speakers (Khamkhien, 2010; Wiriyachitra, 2002). Moreover, Wiriyachitra (2002) proposed that the majority of Thais consider English to be too difficult to achieve proficiency or fluency in. This is due to problems such as mother tongue interference, mostly in terms of pronunciation, syntax, and idiomatic usage (Wiriyachitra, 2002).

Ekwannang (2004) explored verbal cross culture communication barriers among western expatriates and Thai staff in Thailand. The participants were 20 western expatriates. They participated in face-to-face interviews and were also asked to complete the questionnaire to express their opinions about the problems with verbal cross cultural communication barriers.

The results revealed that misinterpretation of both the context and content of statements between Thais and expatriates were due to the Thai personnel, who did not have an appropriate level of English, and experienced a high level of difficulty with

vocabulary, pronunciation, and accent. These factors were identified as the major verbal cross cultural communication barriers between western expatriates and Thai personnel. Moreover, Ekwannang (2004) argued that verbal cross cultural communication barriers affected job progress, as well as being too time-consuming and causing too much confusion.

Similarly, Pruksanubal (2006) conducted a study to explore communication problems among Thai vendors and foreigners at Khaosan Road. This study was concerned with how Thai vendors communicated with foreigners, the communication problems encountered by Thai vendors, and ways to overcome these problems. The findings of the study revealed that while Thai vendors spoke English with foreign customers, most of them vendors had not undergone any formal training in the English language. Therefore, the communication problems in this study were identified as a lack of English knowledge, a lack of vocabulary, as well as problems with English in terms of accent and pitch.

Moreover, Noreewong (2006) conducted a study to investigate the intercultural communication problems between Thai personnel and western expatriates, and how cultural differences affected communication between them. The results of the study revealed that the most distinctive communication problems were the misinterpretation of either context or content. In addition, communication failure was also due to factors such as a variety of English accents, the use of difficult idioms and slang, and cultural barriers.

English communication between Thai and non-native English speaking film crews.

The Thailand Film Office listed the foreign film companies which have worked in Thailand, the majority of which are non-native English speakers. The foreign production teams are from countries including India, Japan, Europe, and Korea (Thailand Film

Office, 2010). Thailand offers a variety of scenic shooting locations and the use of English for communicative purposes can be observed between the Thai film crews and the foreign film crews who have chosen to shoot on location in Thailand. When communicating with foreign film crews, Thai crews often needed to use both verbal and non-verbal means of communication. In addition, foreign film crews speak English in order to communicate with Thais because English is used as a common international language, a way for people from different linguistic backgrounds and cultural groups from all over the world to communicate with each other (Jung, 2010). The departments that require constant communication with foreigners include the Camera Department, the Light and Grip Department, the Assistant Direction Department, the Rig and Action Department, the Production Department, the Costume Department, the Art Department, the Post Production Services such as computer graphic imagery, the Casting Department, and the Location Service Department. These departments are vital to the production, and the film crews need to speak English to get the job done.

Although English is the medium of communication between Thais and non-native English speaking film crews while filming in Thailand, communication in English can be misinterpreted or misunderstood. Furthermore, there are English communication problems that lead to a decrease in successful communication and job effectiveness. Thais do not speak English as their mother tongue and each Thai individual has a different English background (Pruksanubal, 2006). Communication problems may occur when Thais speak with non-native speaking film crews, when they are embarrassed by their lack of English ability and the intercultural differences that make it difficult to communicate with others.

Film service industry in Thailand.

In terms of the service sector, Thailand has a variety of service businesses including hotels, travel agencies, leisure industries, transportation, restaurants, health in terms of spas and medical care, international schools and education in general, entertainment, architecture, interior design, and various other disciplines (Department of Export Promotion, 2011). Thailand is the one of the top three film location destinations in Asia for foreign production companies (Thailand Film Office, 2010). Therefore, the Thai government promotes foreign investment in Thailand's varied entertainment industries, particularly in terms of film production, along with companies that support the industry, such as film studios, location companies, editing labs, and pre- and post-production companies (Department of Export Promotion, 2011).

The film service industry earned 900 million baht (\$30 million) in 2009 and 1.8 billion baht (\$60 million) in 2010. Therefore, the film industry can support the national economy in the same way as other service sectors such as restaurants, hotels, tourism, and transportation.

Purpose of the Study

In Thailand, many researchers have previously focused on aspects of English such as linguistics and literature or the importance of the English language and its significance in the hotel and travel industry, but the film service industry has yet to be examined. Therefore, this study was conducted to explore communication problems between Thai film crews and non-native English speaking film crews. In addition, this study also investigated the strategies used to solve communication problems between Thai and non-native English speaking film crews.

Research Questions

1. What were the communication problems in English between Thai film crews and non-native English speaking film crews while filming in Thailand in February 2012?
2. What strategies did Thai film crews use to solve the communication problems when they spoke with non-native English speaking film crews while filming in Thailand in February 2012?
3. What strategies did non-native English speaking film crews use to solve the communication problems when they spoke with Thai film crews while filming in Thailand in February 2012?

Significance of the Study

Communication is necessary for people to learn new ideas, become more knowledgeable, or achieve professional goals. People from different non-native English speaking countries, including Thailand, are increasingly using English as a medium of communication (Somsai & Intaraprasert, 2011). This study explored the English communication problems that Thai film crews and non-native English speaking film crews have to deal with. The study also sought to investigate the communication strategies used to solve the communication problems between Thais and non-native English speakers. Effective communication not only results in quality work and a transfer of knowledge and exchange of ideas and technology, it also helps to promote filming in Thailand.

The results may be able to help Thai film crews and non-native English speaking film crews to overcome language barriers and increase the effectiveness of communication between these two groups. Moreover, the results of this study may provide a guideline for government bodies such as the Board of Investment and The

Thailand Film Office to establish regulations to control the quality of film crews and funding to promote filming in Thailand. This funding can be arranged through the English communications budget and provide Thai film crews with seminars to improve their English skills or establishing an English proficiency test as a prerequisite for the job.

Methodology

Participants.

The participants consisted of 118 people, including 79 Thai and 39 non-native English speaking film crew members, from the five film production companies that were selected to collect the information, according to the statistics of Thailand Film Office in 2009, related to the number of movie budgets that provided services to clients. This included the heads and assistant heads of Thai and non-native English speaking film crews who worked for the production companies in February 2012.

Instrument.

In this study, a questionnaire was used to collect the data. The questions focused on the English communication problems between Thai film crews and non-native English speaking film crews and the strategies used to solve communication problems between these two groups. The questionnaire consisted of three parts. In Part I, the participants were all asked to provide personal information. Part II focused on the English communication problems between Thai and non-native English speaking film crews. Part III focused on the strategies used to solve communication problems between Thais and non-native English speaking film crews.

Data collection procedures.

The data were collected during the second semester of the 2011 academic year. The participants were asked to complete the questionnaire while filming in February 2012.

The data was collected in February because high season for filming in Thailand is from November to April.

Data analysis.

The data from the participants' level of agreement were analyzed quantitatively for percentages, mean score, and standard deviation to answer the three research questions, and tables were also used for illustrating the participants' answers.

The Confidentiality of the Participants

The participants were informed that their personal data and the responses of the participants would be kept confidential. All data would be destroyed after the study was completed. A cover letter provided information about the study and requested the consent of the participants completing the questionnaire (see Appendix A, B).

Organization of the Study

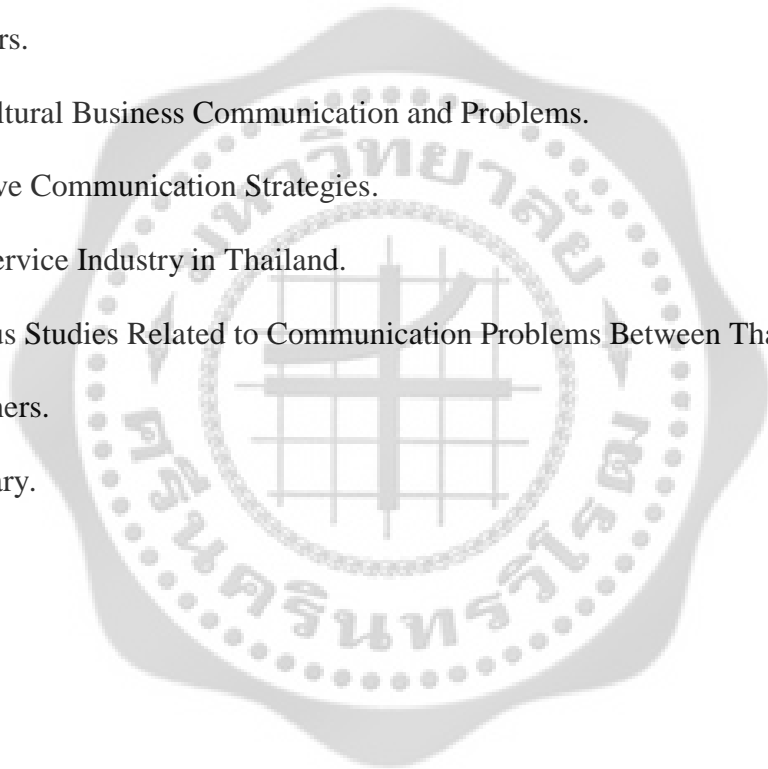
The study consists of five chapters. Chapter I contains the background and the English communication problems with intercultural communication. Chapter II presents a review of the related literature that is relevant to the study. Chapter III discusses the methodology used in this study. Chapter IV is concerned with the findings of this study. Chapter V presents the conclusion, a discussion, and recommendations for further studies.

CHAPTER 2

REVIEW OF RELATED LITERATURE

This chapter reviews the previous studies and related literature used to support this study. This chapter contains the following aspects of the study:

1. A definition of Communication and Effective Communication.
2. English Communication Problems Between Thais and Non-Native English Speakers.
3. Intercultural Business Communication and Problems.
4. Effective Communication Strategies.
5. Film Service Industry in Thailand.
6. Previous Studies Related to Communication Problems Between Thais and Foreigners.
7. Summary.



Definition of Communication and Effective Communication

Definition of communication.

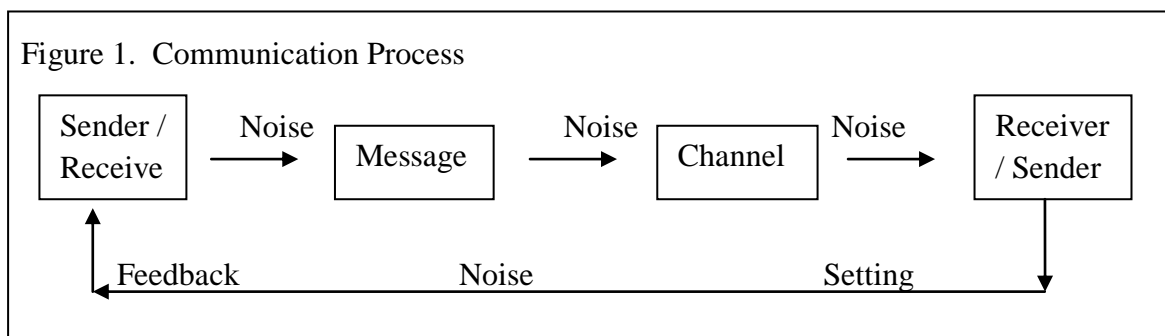
According to several previous communication studies, people spend 75% of each day engaging in some form communication as part of their everyday life (Tubb & Moss, 2003). The main purpose of communication is to successfully convey the intended message to the listener (Somsai & Intaraprasert, 2011). Communication can take place in many forms, which includes gestures, facial expressions, signs, vocalizations, speech, and many forms of writing (Pruksanubal, 2006). People also use symbols to send and receive meaningful messages, just as people use verbal and non-verbal signals. People can share information, ideas, and feelings through speech or the written word, and their behavior and body language adds meaning to these messages. For these reasons, people need to use all of their senses to fully comprehend a message (Hybels & Weaver II, 2007; Martin & Nakayama, 2007). Communication or the process of sending and receiving messages between people, is an essential activity and one in which all people participate (Pearson & Nelson, 1997). Therefore, communication is defined by Samovar, Porter, and McDaniel (2007, p. 17) as “a dynamic process in which people attempt to share their internal states with other people through the use of symbols.” Similarly, Seiler and Beall (2002, p. 6) define communication as “the simultaneous sharing and creating of meaning through human symbolic action, a process by which verbal and non-verbal messages are sent, received, and given meaning” As previously mentioned, the nature of communication is considered a process because it involves a series of actions that have no beginning or end. Communication constantly changes and involves changes that can never be duplicated. In the same vein, Pearson and Nelson (1997, p. 5) state that communication is “the process of understanding and sharing meaning.” They also claim that “communication requires understanding, perceiving, interpreting, and comprehending the meaning of the

verbal and non-verbal behavior of others (p.5),” as an understanding of meaning will not occur except when both communicators obtain common meanings for verbal and non-verbal symbols. In terms of sharing, “communication involves sharing, interaction between people in order to exchange meaning (p.5).” In addition, communication is the ability to share information with others and to understand what information and feelings are being transmitted to others (Pruksanubal, 2006). Therefore, the definition of communication in this study is a process of sending and receiving intended messages between senders and receivers through an established mode of communication.

Communication process.

The communication process is made up of various elements: sender-receiver, message, channel, noise, feedback, and setting. Senders and receivers try to pass on a message via a channel such as e-mail, the telephone, a bulletin board, a media advertisement, a memo, or an annual report, and then receive feedback, which can be described as the response of the receiver to the sender. These messages can be disturbed by noise or interference, which may occur between sender and receiver (Tubb & Moss, 2003). The setting also has a crucial influence on communication; for example, communication may change when the setting changes. In the case of a formal presentation, a formal setting is the most suitable (Hybels & Weaver II, 2007). A figure of the communication process is provided below:

Figure 1. Communication Process



1. Sender-receiver. People are involved in communication because they have information, ideas, and feelings that they need to share. Communication occurs on a number of levels, on an interpersonal level, in a small group setting or public communication, between a variety of types of senders and receivers (Gamble & Gamble, 1996). People are involved in communication in two roles, either as sender or receiver or a source, as communication is not a one way process. In fact, people both send and receive messages at the same time (Hybels & Weaver II, 2007). The sender and the receiver are the source of simultaneous and continuous messages, as people cannot avoid communication, and are constantly performing communicative transactions (Gamble & Gamble, 1996; Pearson & Nelson, 1997).

2. Message. The message consists of both the verbal and non-verbal forms of ideas, thoughts, or feelings that the source has employed to communicate with others, and it is an incentive produced by the source. The message includes symbols that people use to represent ideas, feelings, gestures, body language, pitch, and touch (Pearson & Nelson, 1997). Thus, during interpersonal, small group, or public communication, people send and receive verbal and non-verbal messages (Gamble & Gamble, 1996). All communication messages are divided into two kinds, as follows:

Verbal messages are any type of spoken communication or the words of a language, and verbal messages are commonly used for human communication. Verbal messages are a form of communication that people use to communicate with others either with or without a conscious effort (Tubb & Moss, 2003).

Non-verbal messages are the kind that people convey without using words. As with a verbal message, people attach certain meanings to non-verbal messages. A non-verbal message can also be as misleading as a verbal message. However, people are not aware

of or cannot control most of their non-verbal behavior and often send such information unintentionally (Hybels & Weaver II, 2007).

3. Channel. The channel is the route through which a conveyed message moves from the sender or source to the receiver (Hybels & Weaver II, 2007). People send and receive messages through all five senses and the senses of hearing, sight, and touch are all primary channels for interpersonal communication (Gamble & Gamble, 1996). The channels of organized communication include e-mails, newsletters, bulletins, memos, annual reports, and media advertisings. In terms of mass communication, the primary channels include television, radio, newspapers, and films (Tubb & Moss, 2003).

Effective communication is suited for adaptability and using a multichannel approach.

An effective communicator chooses a multichannel strategy to deliver ideas to the receiver. The more channels that a sender uses, the more communicative stimuli can be transmitted to the receiver (Gamble & Gamble, 1996; Gibson & Hanna, 1992; Tubb & Moss, 2003).

4. Feedback. Another component of the communication process is feedback. During communication, feedback can be considered the response to both the verbal and non-verbal messages that receiver sends back to the sender or source (Gamble & Gamble, 1996; Seiler & Beall, 2002). Feedback is important for communication because as it allows the participants to comprehend the ideas or feelings that have been received and understood as intended (Hybels & Weaver II, 2007; Seiler & Beall, 2002). Moreover, feedback is important not only as a vital form of communication but also as a means by which people can learn about themselves. Feedback provides speakers with either positive or negative feedback regarding their language ability. Positive feedback is intended to enhance the existing speaking skills of communicators, whereas negative feedback is used to eliminate unwanted and ineffective behavior.

5. Noise. Noise is any interference that distorts the message or information transmitted to the receiver (Tubb & Moss, 2003). The interference experienced by senders and receivers are divided into a tree form as follows:

External noise comes from the atmosphere and can prevent the message from being heard or understood. However, interference can also be the result of being in an unpleasant environment. Environmental interference also includes factors such as extreme heat or cold, the odor of a strong perfume or cigarettes, or anything else that could create interference (Hybels & Weaver II, 2007).

Internal noise occurs in the mind of the sender or receiver when they are not focused or concentrating on the task at hand (Hybels & Weaver II, 2007). An example of this would be a student thinking about lunch while sitting in a late morning class.

Semantic noise is anything that decreases or distorts the clarity, accuracy, meaning, and understanding of a message. It can exist in the communication setting, in a channel, sender-receiver, and human communication (Tubb & Moss, 2003).

6. Setting. Setting is the environment in which communication occurs (Hybels & Weaver II, 2007). Setting has a significant influence on communication and includes attitudes, feelings, perceptions, and relationships as well as the characteristics of the location in which communication occurs (Seiler & Beall, 2002). The setting or environment affects both the nature and quality of communication. For example, a private conversation is easier to conduct in a quiet and comfortable place than it is in a public, noisy, or uncomfortable setting (Seiler & Beall, 2002).

As previously mentioned, communication is crucial as it is the way in which people send and receive messages. The communication process is composed of various elements: sender-receiver, messages, channels, noise, feedback, and setting.

Communication can take place in many forms, which include gestures, facial expressions,

signs, vocalizations, speech, and forms of writing. People can share information, ideas, and feelings with spoken and written words as well as and body language.

Effective communication.

Effective communication is defined as the balance of the intended message from the sender to the receiver with the same perceived meaning on the part of both parties (Ross, 2006). Also, Campbell (1989) defines effective communication as goal-oriented behavior that develops or assists the outcome of interpersonal interaction.

Communication is the basis of all human contact and should be prioritized as speakers need to be responsive to, deal with, and master communication to become successful speakers and listeners (Ross, 2006). Moreover, communication methods are important tools to promote or improve communicative effectiveness. The most important aspect of effective communication is a successful communicative style, and the ability to recognize the preference of the receiver or their audience (Teska, 2003). Effective or successful communication requires an awareness of vocabulary, grammatical skills, the phonetics of language, as well as various social and cultural aspects (Improta, 2011). A successful understanding of communication models also helps speakers to develop, implement, and polish their own communication style as it relates to the receiver and the situation. Furthermore, an awareness of communication models also includes methods or elements that can be used to build trust and positively influence others, as well as incorporate active listening into a speaker's overall communication style (Ross, 2011).

Effective listening is one of the most significant ways to establish effective communication (Hybels & Weaver, 2007). Active listening is an important skill and a strategy used to increase effective communication and can be defined as the process of decoding and interpreting a message (Guo, 2009). Marshak (2004) suggested that learners should focus on the positive elements of communication, such as active listening,

in order to improve their communicative skills. Active listening fulfills the circle of effective communication by focusing on how the message is sent as well as the response and feedback given to an interlocutor and their openness to feedback (Marshak, 2004). Therefore, in order to achieve effective communication, the sender must be aware of the type of listener, so that the sender can process and tailor that message specifically for a particular type of listener (Guo, 2009). Furthermore, according to Kotter (1996), effective communication includes the following factors: (a) simplicity of language (precluding the use of jargon or techno-babble), (b) use of metaphors, (c) analogy or example (the use of language to create a mental picture for receivers who respond better to visual or auditory information), (d) repetition (the repeated delivery of the same information to keep the main goals in the forefront, without overkill or excessive repetition), (e) explanation of inconsistencies (the building of honesty and trust with frank discussions and explanations), and (f) giving and taking (adjusting communication as a result of feedback to ensure that communication is effectively received and clearly understood).

English Communication Problems Between Thai and Non-native English Speakers

English is regarded as a common international language. There are more exchanges between Thais and other non-native speakers from different countries than between Thais and native speakers. Also, there are varieties of English such as Singaporean English, Indian English, African English, Australian English, American English, and British English. In order to avoid communication problems with non-native speakers, people need to understand the styles and varieties of English used in different cultures (Jung, 2010). Therefore, in order to create successful English communication, speakers should be aware of and have a respect for different cultural backgrounds as well as intelligibility, which includes such aspects as pronunciation, stress, intonation, and vowel and consonant

sounds, and comprehensibility, which is concerned with both meaning and the cultural, grammatical, and socio-linguistic aspects (Jung, 2010).

According to Griva and Sivropoulou (as cited in Thitthongkam, Walsh & Bunchapattanasakda, 2011), communication is essential for business in terms of sending messages to receivers or speaking clearly to listeners. Foreign language ability also plays a significant role in terms of business administration and increasing the probability of cross-cultural learning and understanding. English communication problems may occur among non-native speakers of English based on the differences in the types of English they speak (Jung, 2010). Hong Kong, Singapore, Malaysia, and the Philippines are countries that use English fluently, but non-native speakers from Japan, Korea, and China are more difficult to understand because their pronunciation is less fluent due to their mother tongue and accent (Jung, 2010).

Non-native English speakers are people who do not speak English as their initial or mother tongue, who learn English as a second or third language, and who are not brought up in families in which English is the mother tongue (Liu, 1999). In Thailand, Thai is the official national language (Wiriyachitra, 2002). Most Thais speak English in order to communicate with foreigners, and English is the first foreign language spoken in Thailand (Khamkhien, 2010; Laopongharn & Sercombe, 2009). Currently, English is being widely used by Thais at all levels of society for a variety of purposes (Buripakdi, 2011). As a foreign language, English is increasingly vital both in local and global contexts. Among 11 optional foreign languages, English is regarded as the most significant one in Thailand (Wongsothorn, 2000).

Carte and Fox (as cited in Kiatcharas, 2011) proposed that although English was the common language of international business, communicating with a non-native speaker of any language or from a different culture may lead to misunderstandings. As a result of

communication failure, speakers can become confused, which can lead to problems. Even if this is a relatively minor problem, if it happens to often it can be considered high risk (Thitthongkam, Walsh & Bunchapattanasakda, 2011).

However, Thais have low English proficiency in comparison with many Asian countries (e.g. Malaysia, the Philippines, and Singapore) (Bautista & Gonzales, 2009). It is especially difficult for Thai people to speak English without listening to and speaking with fluent native speakers (Khamkhien, 2010; Wiriyachitra, 2002). Moreover, Wiriyachitra (2002) proposed that the majority of Thais consider English to be too difficult to achieve proficiency or fluency in. Wiwattananukul (as cited in Sriussadaporn, 2006) found that communication problems between Thais and expatriates from 31 countries were caused by a lack of understanding in terms of language, attitudes, and prejudices. These problems occurred as a result of receiving inaccurate information regarding culture in terms of a work ethic, the misinterpretation of verbal and non-verbal cues, and a lack of trust and openness.

Bovee and Thrill (2000) identified some of the communication problems that can inhibit effective communication as follows:

1. Poor listening comprehension. Listening plays significant part in communication. In fact, in terms of the total time spent communicating, listening takes up to 40-50% of the total, speaking 25-30%, reading 11-16%, and writing 9% (Mendelssohn, 1994). Listening is a significant initial step towards communicative proficiency and language achievement. On the other hand, foreign language listening comprehension is probably the least known and the most complicated skill of the four main language skills (Lee, Huang & Hung, 2010). Furthermore, listening has long been the abandoned skill in second language acquisition, research, teaching, and assessment (Gilakjani & Ahmadi, 2011).

Some causes of obstacles to efficient listening comprehension include the fact that the listener cannot control the speed of delivery nor have words repeated, or the listener may have a limited vocabulary or fail to recognize signals made by the speaker, as well as the fact that it is difficult for listeners to concentrate on a foreign language (Underwood, 2011, as cited in Gilakjani & Ahmadi). Listening comprehension is also problematic for students majoring in foreign languages, who appear to experience difficulty when listening to the target language. The major problems experienced by students tend to originate from vocabulary acquisition, a rapid rate of speech, unfamiliar phonological features, and a lack of background knowledge (Lee, Huang & Hung, 2010).

2. Cultural differences. Cultural differences may be one of the most difficult problems faced by learners. Communication with people from a different background and culture may be obstructed by cultural differences. Some of the causes include nationality, age, education, social status, economic position, and religion. Cultural differences are often the cause of miscommunication between foreign and Thai workers. Although diversity is a frequent topic in the corporate training seminars of multinational companies, there is a gap between an awareness of cultural difference and an appreciation for cultural difference (Ekwannang, 2004). In Thailand, cultural differences can lead to significant problems between Thais and foreigners because their communication style and behavior have been shaped by their culture. For this reason, misunderstandings may occur because Thais and foreigners perceive the same things in different ways (Noreewong, 2006).

In terms of speaking, Sriussadaporn (2006) found in her study that although Thai employees had good ideas, they had difficulty expressing those ideas in spoken English. Also, Thais were not willing to communicate in English with each other when they felt they could not speak English well enough. This was due to difficulties which included mother tongue interference, mostly pronunciation, syntax, and the use of idiomatic

language (Wiriyachitra, 2002). Ekwannang (2004) found in her study that misinterpretation between Thais and foreigners occurred as a result of a lack of vocabulary and poor pronunciation and accent among Thais. Pruksanubal (2006) also found that communication problems among Thais and foreigners were due to a lack of English vocabulary, unfamiliar English accents, and background noise. Therefore, non-native English speakers need to learn a variety of speaking speeds, sounds, and styles of English to avoid miscommunication.

Moreover, Ross (2006) also indicates that there are additional communication problems in between sender and receiver, which include the following:

1. Semantic problems. The main purpose of translation is to serve as a cross-cultural and bilingual medium of communication among people, and developed in response to the rise in international trade, globalization, and the expansion of the mass media and technology (Nakhallah, 2011). Semantic noise can be defined as distortions and ambiguities in messages that prevent clear understanding between speaker and listener. The more distortion and ambiguity there is in a message, the more semantic noise interferes with communication (Gibson & Hanna, 1992). Similarly, semantic problems are caused by unclear language or a poor choice of words. For example, a lack of vocabulary and poor English grammar are apparent when an individual attempts to express their ideas, but lacks the vocabulary to do so. A lack of vocabulary may also result in a speaker failing to comprehend the main ideas of the messages conveyed by senders (Fahmongkolchai, 2011). As a result, their ability to communicate will be limited (Ekwannang, 2004; Pruksanubal, 2006). Moreover, the same word may mean totally different things to different people and if people use difficult words, miscommunication may also occur (Gibson, John, & James, 2000).

2. **Mixed messages.** Spoken or written words are verbal symbols used to signify particular thoughts. Messages also include concealed ideas through non-verbal cues. Senders may employ non-verbal cues to communicate without words, such as facial expressions, body language, vocal tones, and the use of space. The receivers also attach meaning to these cues. However, sometimes, non-verbal cues may be misleading, and a sender may send out more information than the receiver can recognize (Guo, 2009). Mixed messages can occur when the speaker's words communicate one meaning and their body language or non-verbal communication conveys another. Furthermore, non-verbal cues, such as gestures and pauses, can also be misinterpreted by listeners from different cultures (Gilakjani & Ahmadi, 2011).

Intercultural Business Communication and Problems

Communication among people from different countries and different language groups is on the rise. Many countries encourage international expansion and the existence of multinational companies, which requires intercultural business communication (Schmidt, Conaway, Easton, & Wardrope, 2006).

Intercultural business communication is defined by Beamer and Varner as (2008, p. 37) "communication by members of different cultures for business or workplace purposes." Successful intercultural business communication involves a concern for cultural points of view and an emphasis on a positive approach to dealing with people in or from other countries (Van Horn, 2009). Therefore, an acceptance of the impact of cultural diversity and intercultural communication in the workplace is equally important for everyone (Oetzel, 2009).

Culture affects all aspects of communication as communicators are not culturally value-free. Individuals must be aware of both the culture they originate from, live, or work in, as well as the larger cultural trends that influence communication (Beamer

& Varner, 2008). Intercultural communication can be successful if messages are effectively delivered and accurately received. This is especially significant if the sender and receiver are from different countries with different cultures and languages.

Therefore, intercultural communication in this study is defined as communication between people from different language groups and cultural backgrounds. However, intercultural communication problems may occur, which in turn may prevent effective communication (Ekwannang, 2004; Pruksanubal, 2006; Samovar, Porter, & McDaniel, 2007).

Therefore, according to Schmidt, Conaway, Easton, and Wardrope (2006), some problems that may occur during intercultural communication are as follows:

1. **Ethnocentrism.** Ethnocentrism has been defined by Ruhly, as cited in Schmidt, Conaway, Easton, and Wardrope (2006), as “the tendency to interpret or to judge all other groups, their environments, and their communication techniques according to the categories and values of our culture (p. 36).” Ethnocentrism can be defined as the belief that one ethnicity or culture is more significant or superior to other ethnicities or cultures. As a result, communication problems may occur because people interpret and evaluate one culture using their own cultural norms or standards (Pruksanubal, 2006). However, ethnocentrism does not always have a negative connotation; it can also be seen as a form of patriotism or a willingness to make sacrifices on behalf of a specific ethnic or cultural group (Tubbs & Moss, 2003). It can be argued that ethnocentrism is a tendency to interpret and evaluate the behavior of others by applying their own standards. It can also be claimed that ethnocentrism is natural and inevitable and that all people are ethnocentric to a certain extent. Ethnocentrism also leads people to view their way of doing things as second nature (Ekwannang, 2004).

2. Stereotypes. Stereotyping has been defined by Schmidt, Conaway, Easton, and Wardrope (2006) as a selection process that is used to both manage and to simplify our perception of others, as well how we are perceived by others. Similarly, others have contradicted this view:

Stereotype is a belief, based on previous formed opinions and attitudes that all members of a group are more or less alike and think and act in a similar fashion.

Stereotyping becomes troublesome in communication when people make assumptions about an individual based on a simplified notion about the group to which he or she belongs. (Pearson and Nelson as cited in Pruksanubal, 2006, p. 15)

Stereotypes impede communication when it leads people to assume that stereotypes are generally true and that stereotyping can explain the behavior of an individual or a group. Additionally, a belief in negative stereotypes can cause miscommunication and can lead to misunderstandings and inaccurate predictions about the behavior of a group or individual (Ekwannang, 2004).

3. Prejudice. Prejudice can be defined as a prejudgment based on membership in a particular social category (Ekwannang, 2004). Moreover, prejudice is a belief in the existence or the truth of something, e.g. the inherent superiority of the upper classes and inherent inferiority of the lower classes (Schmidt, Conaway, Easton, & Wardrope, 2006). However, if people are sensitive when communicating with others; the degree of prejudice can be reduced. According to Gudykunst (as cited in Ekwannang, 2004, p. 17), “if we are moderately, or highly prejudiced, we need to control our prejudices and be more thoughtful when we interact with strangers if we want to communicate with them effectively.”

4. Racism. Racism has been defined by Samovar, Porter, and McDaniel (2007) as the belief in the inherent superiority of a particular race and denies the basic equality of

humankind. Furthermore, racism is the propensity to classify people who are culturally different solely in terms of their physical traits (Schmidt, Conaway, Easton, & Wardrope, 2006). This may affect the relationships among people who come from different racial, ethnic, and cultural groups.

Intercultural communication problems affect work performance in many ways such as a lack of progress in terms of work, taking more time to finish tasks, and personal resentment. Although intercultural communication problems may not cause serious difficulties, intercultural communication problems can cause misunderstandings and confusion. People need to be prepared to face the challenges of language difference, foreign customs and behavior, and cultural diversity in terms of both verbal and non-verbal communication styles.

Effective Communication Strategies

People need to immerse themselves in a language in order to efficiently and effectively communicate in daily situations (Lightbown & Spada, 1999). Therefore, people should develop their own communicative proficiency by increasing their capability to use communication strategies (CSs) to help convey messages, solve communication problems and ensure successful communication with others (Somsai & Intaraprasert, 2011).

According to Faerch and Kasper (1983, p. 36), a communication strategy is a “potentially conscious plan for solving what to do if an individual experiences problems in reaching a particular communicative goal.” Similarly, Tarone (as cited in Somsai & Intaraprasert, 2011, p. 85) defined communication strategies as “a mutual attempt of two interlocutors to agree on a meaning in any situation where requisite meaning structures do not seem to be shared.” Additionally, Canale (as cited in Somsai & Intaraprasert, 2011, p. 85) defined communication strategies as “verbal and non-verbal strategies that may be

called into action to compensate for breakdowns in communication due to limiting conditions in actual communication or to insufficient competence in one or more other areas of communicative competency, and to enhance the effectiveness of communication.”

Communication strategies can be used to fill in the gaps between the linguistic and sociolinguistic knowledge of a foreign language speaker and the sender-receiver in communication circumstances (Somsai & Intaraprasert, 2011). Somsai and Intaraprasert (2011) proposed the development of strategies to solve the communication problems related to this study. These strategies have been identified and classified into two main categories: (a) strategies for conveying a message from the sender to the receiver and (b) strategies for understanding the message.

Strategies for conveying message are used to effectively send the intended message from the sender to the receiver. In an effort to get the message across, senders may or may not stick to the same topic of conversation. The sender may make more than one attempt before the intended message can be successfully conveyed. This category has been divided into two subcategories based on the continuation of the interaction as the sender attempts to convey a message to the receiver. The two subcategories are: (a) continuous interaction for conveying a message to the interlocutor and (b) discontinuous interaction for conveying a message to the interlocutor.

Continuous interaction strategies for conveying a message to the interlocutor are used to solve communication problems in which the sender transmits the intended message to the receiver without an intermission or a pause. These following strategies are listed below.

1. Using familiar words, phrases, or sentences to reduce the level of confusion and make it easier to understand the message.

2. Using circumlocution to describe the target objective of an action.
3. Using non-verbal expressions such as miming, gestures, and facial expressions to make a verbal message easier to comprehend.
4. Referring to objects or materials by using other words that are similar to the target word.
5. Drawing a picture to clarify the message.
6. Spelling or writing out the intended words, phrases, or sentences to clarify the message.

Discontinuous interaction strategies are used to convey a message to the interlocutor when the sender failed to successfully transmit the message to the receiver. Some senders have reported using these strategies as an alternative to continuous interaction strategies. The sender briefly discontinues interaction with the receiver in order to find an alternative way to convey the intended message. These discontinuous interaction strategies include:

1. Speaking more slowly in order to gain time to think.
2. Consulting a dictionary, book, or another type of document to translate unfamiliar words.

Strategies for understanding the message are reported as being employed to attempt to understand the sender's message. These strategies could be employed either while the message was being transmitted or after the message had been transmitted. Therefore, in order to understand the message, both the sender and receiver use the following strategies:

1. Trying to catch the interlocutor's main point to get the main message.
2. Asking the interlocutor for repetition in order to confirm the message.
3. Asking the interlocutor to slow down to get the gist of the message or main point.
4. Appealing for assistance from other people to clarify the interlocutor's message.

5. Asking the interlocutor to simplify their language or use short and simple words.

Additionally, Jung (2010) proposes a strategy to solve communication problems by emphasizing intelligibility – aspects such as pronunciation, stress, intonation, vowel and consonant sounds as well as comprehensibility – with a particular emphasis on all aspects of culture, grammar, and socio-linguistics. Non-native speakers need to develop their listening and speaking skills, as well as increase their awareness of and respect for the social norms of different cultures and in different situations, in order to achieve successful intelligibility and comprehensibility (Jung, 2010). Therefore, non-native speakers should familiarize themselves with the various types of English and the related cultural aspects to avoid miscommunication with people from other cultures (Jung, 2010).

Film Service Industry in Thailand

Thailand has a variety of service businesses including the hospitality, travel, and leisure industries, as well as transportation, restaurants, health services, such as spas or medical care, international schools and education in general, entertainment, architecture, interior design, and a variety of other disciplines (Department of Export Promotion, 2011). Thailand is the one of three top film location destinations in Asia for foreign production companies (Thailand Film Office, 2010). Therefore, the Thai government promotes foreign investment in Thailand's varied entertainment industries, particularly in terms of film production, along with the companies that support that industry, such as film studios, location companies, editing labs, and pre- and post-production companies (Department of Export Promotion, 2011).

To support foreign filmmakers who are willing to shoot in Thailand, the Tourism Authority of Thailand (TAT) has set up the Thailand Film Office as a one-stop center to improve film facilitation services to overseas film-makers, and shooting permits can be obtained within three days (Shankar, 2008). According to the statistics provided by the

Thailand Film Office, the number of foreign products in the film industry in 2010 consisted of 578 products, including documentaries, commercials, feature films, TV series, and music videos. The film service industry earned the country 900 million baht (\$30 million) in 2009 and 1.8 billion baht (\$60 million) in 2010. It seems that the film industry can support the national economy in the same way as other service sectors including restaurants, hotels, tourism, and transportation.

Many foreign film companies have worked in Thailand because of the inexpensive cost of filming. The advantages of filming in Thailand include low prices for transportation, hotels, international restaurants, as well as the availability of extras at low prices, and all at approximately 1/25 of the cost of the same production in Western countries. Moreover, Thailand can be used as a duplicate for countries like Cambodia, Vietnam, and Myanmar, countries that are often more difficult to obtain work permits or film on location (James, 2010).

Thailand has the advantage of a firm infrastructure for both pre- and post-production, including skilled audio and visual effects companies with advanced equipment and qualified workers that are also tremendous value for money (Tore, 2011). In November 2010, the Thai government agreed to waive the permit fees for foreign film makers to shoot on government owned properties to support and promote shooting films in Thailand (Thailand Film Office, 2010). In addition, Thailand offers 0% tax on the income of an actor working in Thailand, and Thailand plans to push for more rebates and incentives to attract production companies, which need to save every penny (Perry, 2011).

Therefore, many foreign film companies choose to work in Thailand. The communication problems between Thai film crews and foreign film crews occur because both parties use English to communicate with each other and both Thais and foreigners

have different backgrounds in terms of their background in English and cultural background.

Previous Studies Related to Communication Problems Between Thais and Foreigners

Ekwannang (2004) explored verbal cross cultural communication barriers among western expatriates and Thai personnel in Thailand. The participants of the study included 20 western expatriates. They were interviewed face-to-face and were also asked to complete the questionnaire to obtain data for this study. The results revealed a misinterpretation of both context and content of the statements. This was due to the Thai staff's lack of vocabulary, level of English, pronunciation, and accent. These factors were the major verbal cross cultural communication barriers between western expatriates and Thai personnel.

However, the findings of Ekwannang's study indicated that 50% of interviewees pointed out that the previously mentioned verbal cross-cultural communication barriers did not have a serious impact on their work performance. The rest of the interviewees agreed that verbal cross cultural communication barriers had a negative impact, such as work delays, time wasting, and confusion.

The most effective ways to breach communication barriers between western expatriates and Thai personnel were confirmation of statements, patience, and awareness of cultural differences. In addition, written confirmation in both Thai and English, face-to-face communication, a sense of humor, and knowledge of the Thai language were effective methods for successful verbal cross cultural communication (Ekwannang, 2004)

Pruksanubal (2006) conducted a study to explore communication problems among Thai vendors and foreigners at Khao San Road. This study concerned Thai vendors communicating with foreigners, what communication problems the Thai vendors faced,

and the ways they overcame the problems. The participants of this study were 25 Thai vendors who provided goods and services at Khaosan Road. The findings of the study revealed that Thai vendors spoke English with foreign customers despite the fact they had never taken an English course. They practiced their English by using dictionaries and to a lesser extent, some English exercises. One factor that helped vendors improve their English was the length of their work experience. Although Thai vendors could not speak English well, they used non-verbal methods to communicate with foreign customers. The communication problems in this study indicated a lack of English proficiency, a limited vocabulary, a poor accent, and background noise.

However, communication with foreign customers did not cause serious problems for the vendors, but some of these communication problems could be time-consuming and lead to misunderstandings and confusion. The Thai vendors and foreign customers overcame communication barriers using gestures, signs, pictures, calculators, and dictionaries. The vendors also used spoken confirmation to overcome these problems (Pruksanubal, 2006).

Noreewong (2006) conducted a study to investigate the intercultural communication problems between Thai personnel and western expatriates, and how cultural differences affected intercultural communication at acEnglish (Thailand). The participants were 12 Thais and 15 western expatriates. The information was collected through the interview and completing a questionnaire. The results of the study revealed the most distinctive communication problems were the misinterpretation of contexts and contents. In addition, communication failure was also due to various English accents, the use of difficult idioms and slang, and cultural barriers. Moreover, the results showed that 70% of the personnel at acEnglish (Thailand) agreed that intercultural communication problems affected job performance in a number of ways such as poor progress in assigned

work, taking too much time to finish tasks, personal resentment, and an increased turnover rate.

Sriussaporn (2006) conducted a study to provide information regarding intercultural communication problems along with management tactics for coping and handling the typical problems in the international business workplace setting of a foreign company operating in Thailand. The participants were expatriate executives and Thai senior employees from eight foreign companies.

It was found that Thai employees possessed different mindsets about work-related communication expectations and a different understanding of the meaning of verbal and non-verbal communication. Moreover, communication problems occurred when both parties lacked mutual language capabilities, mutual trust, and openness in communication, and intercultural sensitivity regarding cultural communication norms and values.

Jung (2010) conducted a study to investigate which type of English pronunciation was the most difficult for Korean undergraduate students to understand. The differences between English and Korean pronunciation and the crucial factors that allowed Koreans and non-native English speakers to effectively communicate were also investigated in this study. The participants consisted of 91 Korean undergraduate students.

It was found that Korean students had intelligibility problems when interacting with non-native English speakers including intonation, stress, and pronunciation. In terms of comprehensibility, it was found that the most difficult communication problems had grammatical, socio-linguistic, and pragmatic aspects.

Fahmongkolchai (2011) conducted a study to explore the needs of selected CIMB Thai Bank tellers regarding their English speaking skills, and to investigate their problems with English listening and speaking when communicating with foreign

customers. The participants were 118 CIMB Thai Bank tellers working at 48 branches of CIMB Thai Bank in three locations in the Bangkok metropolitan area.

The results revealed that the overall English listening and speaking skills of the tellers were at high level. The major factor causing communication problems for the tellers was unfamiliarity with different accents of foreign customers. In terms of speaking skills, the tellers encountered the most difficulty with selecting appropriate vocabulary according to the situation.

Uraipan (2011) conducted a study to examine the listening and speaking problems encountered by Thai flight attendants working in economy class. The results of this study revealed that the majority of participants thought that responding to passenger complaints and issuing warnings to inebriated passengers were moderate problems for them. In terms of grammatical competence, the diverse range of accents of the passengers was a major cause of listening problems, and the specific consonant was the main cause of speaking problems.

Kiatcharas (2011) conducted a study to investigate communication problems in English between Thai cabin crew members and Korean passengers, the consequences of such English communication problems, and the strategies used to solve them by Thai cabin crew members. The participants consisted of 75 Thai cabin crew personnel and a questionnaire was used to collect the data.

The results of the study found that the two main communication problems were that the Korean passengers did not understand English, and Korean passengers were limited in terms of English vocabulary. The consequences of the communication problems that affected Thai cabin crew personnel were that communication was too time-consuming, that passengers could not follow instructions, and in terms of professional advancement. It was necessary for the Thai cabin crew members to develop their communication skills

in order to improve their overall job performance as part of the criteria for promotion.

The communication strategies that Thai cabin crews used to solve these problems were using memorized stock phrases in Korean, and non-verbal language to communicate with passengers. Moreover, passengers suggested that written material in English and Korean with accompanying pictures should be provided to give information or warnings. In addition, the participants also suggested that Thai cabin crews should be trained in Korean with a focus on onboard communication.

Summary

Communication is essential as it is the method people use to send and receive messages from each other. The communication process is composed of various elements; sender-receiver, messages, channels, settings, noise, and feedback. Communication can take place in many forms, including gestures, facial expressions, signs, vocalization, speech, and written paraphernalia. In order for more effective or successful communication, an awareness of vocabulary, grammar, phonetics and the social and cultural aspects are required.

Communication problems generally arise because of language differences and cultural differences. Communication problems also affect personal relationships. It affects work performance in many ways such as a general lack of progress, taking too long to finish tasks and personal resentment. Therefore, communication strategies can decrease communication problems and increase understanding, and effective communication. An understanding of language differences, intercultural issues, and cultural diversity should be a priority in the international workplace.

CHAPTER III

METHOD

The purpose of this study was to explore the English communication problems between Thai film crews and non-native speaking English film crews while filming in Thailand and strategies used to solve these problems. This chapter described the research methodology: the process for the selection of the participants, the instrumentation, the procedures for data collection, data analysis, and the confidentiality of the participants.

Participants

The film production companies were selected based on statistical information collected by the Thailand Film Office in 2009 on the number of companies that provided film services to clients. In each company, the departments, which had the most contact with foreigners and the most experience speaking English, were selected to participate in this study. The heads and the assistant heads of the Thai and non-native English speaking film crews working in these departments were asked to complete the questionnaire as they usually speak to each other in English. The participants of his study consisted of Thai and non-native English speaking film crews. Therefore, the total participants were 118.

Thai film crews can be described as Thai people who work in the film services industry. They use Thai as an official language and use English to communicate with foreign film crews as their first foreign language.

Non-native English speaking film crews can be described as people who work in the film services industry and use English as a foreign language. English was not their initial language, and they were not raised in families where English was used as a mother tongue.

The departments which require the most English speaking staff include the Camera Department, the Lighting and Grip Department, the Assistant Direction Department, the Rig and Action Department, the Production Department, the Art Department, the Costume Department, Post Production Services such as Computer Graphic Imagery, the Casting Department, and the Location Service Department. Therefore, there were a total of 118 participants from the 5 selected film production companies, which were broken down by Department as follows:

Table 1

Participants by Department (N = 118)

Department	<i>n</i>	%
Production Dept	26	22.0
Assistant direction Dept	18	15.3
Other Dept (sound, hair, makeup)	14	11.9
Camera Dept	12	10.2
Light and grip Dept	11	9.3
Art Dept	9	7.6
Costume Dept	8	6.8
Location service Dept	8	6.8
Casting Dept	5	4.2
Post production, computer graphic imagery Dept	4	3.4
Rig & Action Dept	3	2.5

Unfortunately, there were not a large group of participants available for this study. This was because most participants were working for film supply companies that provide

personnel for their clients, and the members of film crews who had already completed the questionnaire would not be asked to do so again.

Instrument

The instrument used to collect the data in this study was a questionnaire developed by the researcher. The questions focused on the English communication problems between Thai film crews and non-native English speaking film crews and the strategies used to solve communication problems between these two groups. The questionnaire was developed from previous and related studies as mentioned in Chapter II to examine the English communication problems between Thais and non-native English speakers and the strategies used to solve these problems. The problems found in previous studies identified as pronunciation, semantic problems, listening, mixed messages, and cultural differences. These problems were adapted to suit a questionnaire on the film services business environment and for the purposes of investigating the problems of both parties. In terms of intercultural problems, the questions were adapted from the concept of intercultural business problems as proposed by Schimidt, Conaway, Easton, and Wardrope (2006), and they were described in Chapter II. The communication strategies were developed from Somsai and Intaraprasert's communication strategies as well as Jung's communication strategies as described in Chapter II.

The project advisor was asked to examine the questionnaire to determine if it was appropriate for use in this study. Moreover, the researcher asked another expert in the film services industry, who was not a participant in this study, to check whether or not the language in the questionnaire was appropriate for the participants.

The questionnaire consists of three parts, which are as follows:

Part I: Personal information. The personal information of the participants included gender, nationality, age, educational background, unit and job title, work experience, and English certificate experience.

Part II: This part focused on the English communication problems between Thai and non-native English speaking film crews. The questionnaire addressed a number of problem topics such as pronunciation, semantic problems, listening, mixed messages, cultural differences, and intercultural communication problems.

Table 2

Questionnaire Description Part II

Communication Problems	Item Number
Listening	1-5
Speaking	6-9
Semantic Problems	10-12
Mixed Messages	13
Intercultural Communication and Cultural Difference	14-21
Other Problems	22

Part III: The questions focused on the strategies used to solve communication problems between Thai and non-native English speaking film crews. In addition, the participants were asked to provide other problems and strategies if they were satisfied at the end of Part II and Part III.

Table 3

Questionnaire Description Part III

Communication Strategies	Item Number
Using familiar words, phrases, or sentences.	1
Using circumlocution.	2
Using non-verbal expressions such as mime, gestures, and facial expressions.	3
Referring to objects or materials.	4
Drawing a picture.	5
Spelling or writing out the intended words, phrases, or sentences.	5
Speaking more slowly to gain time to think.	6
Consulting a dictionary, book, or document.	7
Asking the interlocutor to slow down.	10
Appealing for assistance from other people.	11
Asking the interlocutor to simplify their language.	12
Familiarity with various types of English.	13
Familiarity with different cultures.	14
Other strategies	15

Data Collection Procedures

The data were collected during the second semester of the 2011 academic year. The participants were asked to complete the questionnaire while filming in February 2012. The data were collected in February because high season for filming in Thailand is from November to April. The month after Thai New Year was ideal because there were no long holidays to disturb filming and the monsoon season had not begun. Therefore, this period was the ideal time for film production.

A total of 150 questionnaires were distributed, and 118 completed questionnaires were returned to the researcher. The participants were 79 Thai and 39 non-native English speaking film crews of the five film production companies.

Before completing the questionnaire, the participants were informed that the questionnaire was concerned with Thai film crews and non-native English speaking film crews and the communication problems and strategies used when they worked with each other. The Thai film crew members were directed to approach the questionnaire in terms of the communication problems experienced by non-native English speaking film crews. The non-native English speaking film crews were also directed to approach the questionnaire from the perspective of the Thai film crew and the communication problems and strategies used to solve these problems.

Before completing the questionnaire, the participants were asked to state that they were willing to participate in this study. For those who refused to participate in the study, the researcher found willing participants to replace them. The participants were asked to return the completed questionnaire the day after they received the questionnaire from the researcher.

Data Analysis

The data were analyzed in relation to the research questions regarding English communication problems and the strategies used to solve these problems. The personal information data obtained from Part I of the questionnaire including gender, nationality, age, educational background, unit and job title, work experience and English certificate experience, were analyzed for descriptive information. Part II was concerned with the English communication problems between Thai and non-native English speaking film crews. Part III was concerned with the strategies used to solve these problems. The data were based on the participant's level of agreement with the English communication

problems and the strategies used to solve these problems. The data were analyzed quantitatively for percentage and mean score, and tables were also used to illustrate the responses of the participants.

A five-point Likert scale was used to score the level of agreement of the participants with the statements regarding English communication problems and the communication strategies used by Thai and non-native English speaking film crews. The Likert scale is employed in questionnaires to specify the level of agreement or disagreement of the participants, based on criteria established by Rensis Likert (1932). A mean score rating of 4.51-5.00 reflects strong agreement, a mean score rating of 3.51-4.50 reflects agreement, a mean score rating of 2.51-3.50 reflects moderate agreement, a mean score rating of 1.51-2.50 reflects disagreement, and a mean score rating of 1.00-1.50 reflects strong disagreement.

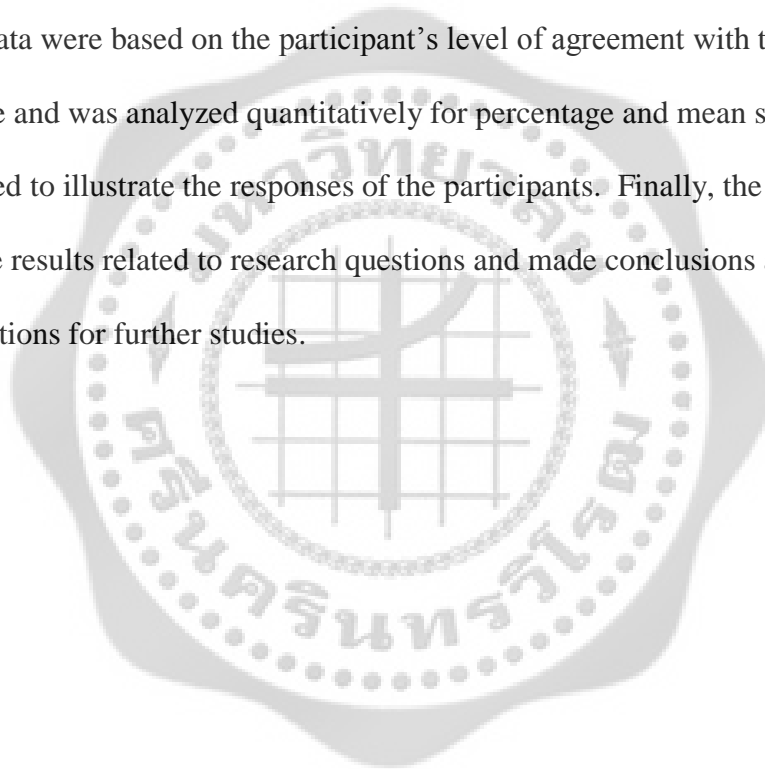
To identify negatively intercultural questions items that the question items were problem or not problem such as “I do not understand technical words, slang, idioms, or jargon,” “I think that effective communication will be negatively affected if negative stereotypes cause me be prejudiced against a nationality,” the mean score at the level of agreement could indicate the problems. Therefore, when a mean score was at a level of agreement of more than 2.50, it indicated that the question item was a problem, and when the mean score was at a level of agreement of 2.50 or below 2.50, it indicated that question item was not a problem. Finally, the researcher discussed the results related to research questions and made conclusions and recommendations for further study.

Summary

The heads and the assistant heads of the Thai and non-native English speaking film crews working in these departments were asked to complete the questionnaire as they usually speak to each other in English. There were 118 participants, which consisted

of 79 Thai and 39 non-native English speaking film crew members from the five selected film production companies. The instrument used to collect the data in this study was a questionnaire developed by the researcher. The questions focused on the English communication problems between Thai film crews and non-native English speaking film crews and the strategies used to solve communication problems. The data were collected during the second semester of the 2011 academic year.

The participants were asked to complete the questionnaire while filming in February 2012. The data were based on the participant's level of agreement with the items on the questionnaire and was analyzed quantitatively for percentage and mean score, and tables were also used to illustrate the responses of the participants. Finally, the researcher discussed the results related to research questions and made conclusions and recommendations for further studies.



CHAPTER IV

RESULTS

Personal Information Results

This part focused on the personal information of the participants. The questionnaire was distributed to 118 participants, including 79 Thai and 39 non-native English speaking film crew members. Table 4 shows personal information of participants, such as the fact that there were 79 Thai (66.9%) and 39 non-native English speaking (33.1%) film crew members.

There were 39 non-native English speakers, consisting of 22 Indians (56.4%), 5 Malaysians (12.8%), 4 Singaporeans, 4 Russians (10.3%), 2 Hong Kong Chinese (5.1%), 1 Polack, and one 1 Brazilian (2.6%). In terms of gender, the participants included 78 males (66.1%) compared to 40 females (33.9%).

The educational backgrounds of the participants revealed that there were 79 (66.9%) who graduated from university with a Bachelor's degree. There were 13 participants (11%) who graduated from senior high school. There were 11 participants (9.3%) who graduated with a diploma and 11 others (9.3%) who were either postgraduate students or had completed a Master's degree. Only four participants (3.4%) graduated from junior high school.

In terms of departments, there were 26 participants (22.0%) from the Production Department. There were 18 participants (15.3%) from the Assistant Direction Department. The other departments, such as Sounds, Effects, Make up, and Hair Stylist consisted of 14 participants (14%). There were 12 (10.2%) participants from the Camera Department. The Lighting and Grip Departments consisted of 11 participants (9.3%). There were 9 (7.6%) participants from the Art Department. Both the Location Services

and the Costume Department consisted of eight participants (6.8%). The Casting Department consisted of 5 participants (4.2%). The Post-Production Computer Graphic Imagery Department consisted of 4 participants (3.4%), and the Rig and Action Department had 3 members (2.5%).

In terms of work experience, the majority of the participants had between one to nine years experience (54.2%). There were 48 participants (40.7%) with over 10 years experience, while 4 participants (5.1%) had only less than one year of work experience.

In terms of the English language training experiences of the participants, the findings revealed that 107 of the participants (90.7%) did not have any formal English language training such as English training courses or certificates. There were only 11 participants (9.3%) with any formal English training, which included English training courses and student exchange programs.

Table 4

Personal Information (N = 118)

Personal Information	<i>n</i>	%
Film Crew		
Thai Film Crew	79	66.90
Non-Native English Speaking Film Crew	39	33.10
Nationalities of Non-Native English Speakers		
Indian	22	56.40
Singaporean	4	10.30
Malaysian	5	12.80
Russian	4	10.30

(continued)

Table 4

Personal Information (N = 118)

Personal Information	<i>n</i>	%
Hong Kong Chinese	2	5.10
Polish	1	2.60
Brazilian	1	2.60
Gender		
Male	78	66.10
Female	40	33.90
Education		
Bachelor's Degree	79	66.90
Senior High School	13	11.00
Diploma	11	9.30
Other (Post graduate)	11	9.30
Junior High	4	3.40
Department		
Production Dept.	26	22.00
Assistant Direction Dept.	18	15.30
Other Dept. (sound, hair, makeup)	14	11.90
Camera Dept.	12	10.20
Lighting & Grip Dept.	11	9.30
Art Dept.	9	7.60
Costume Dept.	8	6.80
Location Services Dept.	8	6.80

(continued)

Table 4

Personal Information (N = 118)

Personal Information	<i>n</i>	%
Casting Dept.	5	4.20
Post-production & computer graphic imagery Dept.	4	3.40
Rig & Action Dept.	3	2.50
Work Experience		
1-9 years	66	54.20
Over 10 years	48	40.70
Under 1 year	4	5.10
English Experiences or Certificates		
Study aboard and private English courses	11	9.30

Research Question 1

What were the communication problems in English between Thai film crews and non-native English speaking film crews while filming in Thailand in February 2012?

The A five-point Likert scale is employed in the questionnaire to specify the level of agreement or disagreement of the participants, based on criteria established by Rensis Likert (1932). A mean score rating of 4.51-5.00 reflects strong agreement, a mean score rating of 3.51-4.50 reflects agreement, a mean score rating of 2.51-3.50 reflects moderate agreement, a mean score rating of 1.51-2.50 reflects disagreement, and a mean score rating of 1.00-1.50 reflects strong disagreement.

To identify negatively intercultural questions items that the question items were problem or not problem. The mean score at the level of agreement could indicate the problems. Therefore, when the mean score was in agree level or more than 2.50, it

identified the question item was a problem, and when the mean score was in disagree level or less than 2.50, it identified that question item was not problem to the participants.

The results for Research Question 1 came from data from Part II of the questionnaire. Tables 5, 6, 7, and 8 contain quantitative data that present the mean and standard deviation scores of the participant's ratings of their level of agreement.

Table 5 shows the major English communication problems experienced by Thai film crews, which are divided by category in terms of English communication problems and based on the level of agreement as rated by the Thai participants on the questionnaire.

In terms of listening problems, it was found that the major communication problems were: (a) not clearly understanding the accent, tone of voice, stress patterns, and pronunciation ($M = 3.28$) and (b) listening problems regarding word limitation ($M = 3.23$).

In terms of speaking problems, it was found that the major communication problems were: (a) a lack of voice quality and a failure to use the right pronunciation ($M = 3.27$) and (b) unable to speak English correctly, precisely, or fluently ($M = 3.16$).

In terms of semantic problems, it was found that the major communication problems were: (a) poor English vocabulary ($M = 3.20$) and (b) inability to understand technical words, jargon, slang, or idioms ($M = 2.92$).

In terms of mixed message problems, it was found that Thai film crews were in moderate agreement regarding confused gestures or non-verbal messages ($M = 2.92$).

In terms of intercultural problems and cultural difference issues, it was found that the major communication problems were: (a) prejudice on the part of both crews has a negative impact on communication ($M = 3.29$) and (b) cultural difference affecting the expression of both ideas and emotions ($M = 3.16$).

Table 5

*The Categories of English Communication Problems Experienced by Thai Film Crews
(N = 118)*

English Communication Problems	<i>M</i>	<i>SD</i>
Listening		
I do not understand the accent, tone of voice, stress patterns, and pronunciation.	3.28	0.93
I have listening problems regarding word limitation	3.23	1.00
I do not hear key words because of rapid speech.	3.10	0.98
My colleagues do not repeat words.	2.99	0.88
I do not know when to pay attention.	2.70	0.84
Speaking		
I lack voice quality and inability to use the correct pronunciation.	3.27	0.94
I cannot speak English correctly or fluently.	3.16	0.95
I cannot give simultaneous answers or translations.	2.89	1.05
I reluctant to speak English.	2.57	1.06
Semantic Problems		
My English vocabulary is poor.	3.20	0.91
I do not understand technical words, jargon, slang or idioms.	2.92	1.03
I do not understand the meaning of the words used.	2.76	0.89
Mixed Messages		
I confused gestures or non-verbal messages.	2.92	1.02
Intercultural Problems and Cultural Difference		
I think prejudices on the part of both crews have a negative impact on communication.	3.29	1.18

(continued)

Table 5

The Categories of English Communication Problems Experienced by Thai Film Crews (N = 118)

English Communication Problems	<i>M</i>	<i>SD</i>
I think cultural differences affect the expression of both ideas and emotions.	3.16	0.99
I think a racial atmosphere on set has a negative impact on communication.	3.09	1.19
I think a belief in national superiority has a negative impact on communication.	3.08	1.15
I think a belief in negative stereotypes about a nationality has a negative impact on communication.	3.05	1.13
I do not understand the customs and manners of other nationalities or cultures.	3.01	0.91
I lack of sufficient cultural background to communicate with other nationalities or cultures.	2.92	0.87
I think cultural differences affect professional relationships.	2.67	1.24

Table 6 displays the major English communication problems experienced by Thai film crews with non-native English speaking film crews and is based on the level of agreement as rated by Thai participants on the questionnaire. It was found that the major communication problems were: (a) prejudices on the part of both crews had a negative impact on communication ($M = 3.29$), (b) an inability to clearly understand the accent, tone of voice, stress patterns, and pronunciation of non-native English speakers ($M = 3.28$), and (c) a reluctance to speak English was least significant ($M = 2.57$). There were no items on the questionnaire that the participants disagree with. In other words, the

participants all stated that they strongly agreed, agreed, and moderately agreed with all of the problems provided in the questionnaire so that all the communication problems question items were the problem to Thai film crews.

Table 6

English Communication Problems Experienced by Thai Film Crews (N = 118)

English Communication Problems	<i>M</i>	<i>SD</i>
I think prejudices on the part of both crews have a negative impact on communication.	3.29	1.18
I do not understand the accent, tone of voice, stress patterns, and pronunciation.	3.28	0.93
I lack voice quality and an inability to use the correct pronunciation.	3.27	0.94
I have listening problems regarding word limitation	3.23	1.00
My English vocabulary is poor.	3.20	0.91
I think cultural differences affect the expression of both ideas and emotions.	3.16	0.99
I cannot speak English correctly or fluently.	3.16	0.95
I do not hear key words because of rapid speech.	3.10	0.98
I think a racial atmosphere on set has a negative impact on communication.	3.09	1.19
I think a belief in national superiority has a negative impact on communication.	3.08	1.15
I think a belief in negative stereotypes about a nationality has a negative impact on communication.	3.05	1.13

(continued)

Table 6

English Communication Problems Experienced by Thai Film Crews (N = 118)

English Communication Problems	<i>M</i>	<i>SD</i>
I do not understand the customs and manners of other nationalities or cultures.	3.01	0.91
My colleagues do not repeat words.	2.99	0.88
I do not understand technical words, jargon, slang, or idioms.	2.92	1.03
I confused gestures or non-verbal messages.	2.92	1.02
I lack of sufficient cultural background to communicate with other nationalities or cultures.	2.92	0.87
I cannot give simultaneous answers or translations.	2.89	1.05
I do not understand the meaning of the words used.	2.76	0.89
I do not know when to pay attention.	2.70	0.84
I think cultural differences affect professional relationships.	2.67	1.24
I reluctant to speak English.	2.57	1.06

Table 7 shows the English communication problems experienced by non-native English speaking film crews divided into categories based on the level of agreement as rated by the non-native English speaking participants on the questionnaire.

In terms of listening problems, the non-native English speaking film crews moderately agreed that (a) their colleagues did not repeat words ($M = 2.54$), but disagreed with the rest of the questionnaire. Moreover, the non-native English speaking film crews pointed out that they did not agree that English communication problems such as speaking, semantics, mixed messages and cultural differences affected their English communication.

However, non-native English speaking film crews moderately agreed that intercultural communication problems affected their English communication. It was found that major intercultural communication problems were: (a) that a racial atmosphere on set has a negative impact on communication ($M = 3.10$) and (b) that a belief in negative stereotypes about a race or nationality has a negative impact on communication. ($M = 3.08$).

Table 7

The Categories of English Communication Problems Experienced by Non-Native English Speaking Film Crews (N = 118)

English Communication Problems	<i>M</i>	<i>SD</i>
Listening		
My colleagues do not repeat words.	2.54	1.02
I do not understand the accent, tone of voice, stress patterns, and pronunciation.	2.44	0.97
I do not hear key words because of rapid speech.	2.33	0.98
I do not know when to pay attention.	2.18	1.05
I have listening problems regarding word limitation	2.10	0.85
Speaking		
I cannot speak English correctly, or fluently.	2.21	1.10
I lack voice quality and inability to use the correct pronunciation.	2.18	1.17

(continued)

Table 7

The Categories of English Communication Problems Experienced by Non-Native English Speaking Film Crews (N =118)

English Communication Problems	<i>M</i>	<i>SD</i>
I reluctant to speak English.	1.79	1.00
I cannot give simultaneous answers or translations.	1.77	0.81
Semantic Problems		
I do not understand technical words, jargon, slang or idioms.	2.28	1.21
I do not understand the meaning of the words used.	2.18	1.05
My English vocabulary is poor.	2.03	0.96
Mixed Messages		
I confused gestures or non-verbal messages.	2.41	0.97
Intercultural Problems and Cultural Difference		
I think a racial atmosphere on set has a negative impact on communication.	3.10	1.37
I think a belief in negative stereotypes about a nationality has a negative impact on communication.	3.08	1.40
I think cultural differences affect the expression of both ideas and emotions.	2.87	1.17
I think prejudices on the part of both crews have a negative impact on communication.	2.82	1.35

(continued)

Table 7

The Categories of English Communication Problems Experienced by Non-Native English Speaking Film Crews (N =118)

English Communication Problems	<i>M</i>	<i>SD</i>
I think a belief in national superiority has a negative impact on communication.	2.74	1.35
I do not understand the customs and manners of other nationalities or cultures.	2.67	1.20
I lack of sufficient cultural background to communicate with other nationalities or cultures.	2.51	1.05
I think cultural differences affect professional relationships.	2.28	1.12

Table 8 displays the major English communication problems experienced by non-native English speaking film crews with Thai film crews and is based on the level of agreement as rated by the Thai participants on the questionnaire. To identify negatively intercultural questions items that the question items were problem, the mean score was in agree level or more than 2.50 so that it identified the question item was a problem. It was found that the major communication problems were: (a) that a racial atmosphere on set has a negative impact on communication ($M = 3.10$) and (b) that a belief in negative stereotypes about a nationality has a negative impact on communication ($M = 3.08$). The non-native English speaking film crews also indicated that they did not agree that English communication problems with speaking, semantics, and mixed message affected their English communication abilities.

Table 8

English Communication Problems Experienced by Non-native English Speakers
(*N* = 118)

English Communication Problems	<i>M</i>	<i>SD</i>
I think a racial atmosphere on set has a negative impact on communication.	3.10	1.37
I think a belief in negative stereotypes about nationality has a negative impact on communication.	3.08	1.40
I think cultural differences affect the expression of both ideas and emotions.	2.87	1.17
I think prejudices on the part of both crews have a negative impact on communication.	2.82	1.35
I think a belief in national superiority has a negative impact on communication.	2.74	1.35
I do not understand the customs and manners of other nationalities or cultures.	2.67	1.20
My Colleagues do not repeat words.	2.54	1.02
I lack of sufficient cultural background to communicate with other nationalities or cultures.	2.51	1.05
I do not understand the accent, tone of voice, stress patterns, and pronunciation.	2.44	0.97
I confused gestures or non-verbal messages.	2.41	0.97
I do not hear key words because of rapid speech.	2.33	0.98
I think cultural differences affect professional relationships.	2.28	1.12

(continued)

Table 8

English Communication Problems Experienced by Non-native English Speakers
(*N* = 118)

English Communication Problems	<i>M</i>	<i>SD</i>
I do not understand technical words, jargon, slang or idioms.	2.28	1.21
I cannot speak English correctly, or fluently.	2.21	1.10
I do not understand the meaning of the words used.	2.18	1.05
I lack voice quality and an inability to use the correct pronunciation.	2.18	1.17
I do not know when to pay attention.	2.18	1.05
I have listening problems regarding word limitation.	2.10	0.85
My English vocabulary is poor.	2.03	0.96
I reluctant to speak English.	1.79	1.00
I cannot give simultaneous answers or translations.	1.77	0.81

For the qualitative data, the participants were asked to provide their other problems and other strategies used to solve problems, if they wished. There were no added communication problems and communication strategies, or any suggestions from the participants due to the questionnaire were included all the problems and communication strategies in film service business.

Research Question 2

What strategies did Thai film crews use to solve the communication problems when they spoke with non-native English speaking film crews while filming in Thailand in February 2012?

The results of Research Question 2 came from data taken from Part III of the questionnaire.

Table 9 displays the strategies that Thai film crews used to solve the communication problems with non-native English speaking film crews. The major strategies used to solve the problems were: (a) learned more English skills to improve communication abilities ($M = 3.86$), (b) used familiar words, phrases, and sentences to solve the problems ($M = 3.73$), and (c) asking a translator for help, was rated as being the least important strategy used by Thai film crews to solve communication problems ($M = 3.13$).

Table 9

The Communication Strategies Used to Solve Communication Problems by Thai Film Crews (N = 118)

Communication Strategies	<i>M</i>	<i>SD</i>
Learn more English skills to improve communication abilities.	3.86	0.89
Use familiar words, phrases, and sentences.	3.73	0.87
Speak slowly or use some words to gain more time to think, such as “well,” “uh,” or “I guess”.	3.72	0.96
Pay more attention and focus on key words to improve my listening.	3.67	0.90
Describe words by using non-verbal language.	3.66	0.90
Use other words, phrases, and sentences to describe the target word.	3.62	0.72

(continued)

Table 9

The Communication Strategies Used to Solve Communication Problems by Thai Film Crews (N = 118)

Communication Strategies	<i>M</i>	<i>SD</i>
Ask to repeat and confirm.	3.62	0.88
Use other words that are similar to the target word.	3.59	0.93
Ask to slow down while speaking.	3.57	0.93
Learn about the relevant cultural differences before working with foreigners	3.56	0.83
Write the word, phrase, and sentence or draw a picture to clarify the message.	3.53	1.00
Ask to use simple language, and avoid difficult topics, slang, jargon, or technical words.	3.37	1.01
Use a dictionary.	3.32	1.02
Ask the translator for help.	3.13	1.07

For the qualitative data, the participants were asked to provide their other problems and other strategies used to solve problems, if they wished. There were no added communication problems and communication strategies, or any suggestions from the participants due to the questionnaire were included all the problems and communication strategies in film service business.

Research Question 3

What strategies did non-native English speaking film crews use to solve the communication problems when they spoke with Thai film crews while filming in Thailand in February 2012?

Table 10 contains quantitative data that present the mean and standard deviation score as rated by the participants through their level of agreement. Table 10 indicates which strategies non-native English speaking film crews used to solve the communication problems with Thai film crews. The major strategies that non-native English speakers use to solve problems were: (a) that they used familiar words, phrases, and sentences to solve the problems ($M = 3.97$) and (b) they paid more attention and focused on key words to improve their listening ($M = 3.79$).

Table 10

The Communication Strategies Used to Solve Communication Problems by Non-Native English Speakers (N = 118)

Communication Strategies	<i>M</i>	<i>SD</i>
Use familiar words, phrases, and sentences.	3.97	1.14
Pay more attention and focus on key words to improve their listening.	3.79	1.13
Use other words, phrases, and sentences to describe the target word.	3.77	1.27
Describe words by using non-verbal language or gestures.	3.64	1.31
Speak slowly or use some words to gain more time to think, such as “well,” “uh,” or “I guess”.	3.54	1.14
Ask to repeat and confirm.	3.49	1.14
Use other words that are similar to the target word.	3.46	1.19

(continued)

Table 10

The Communication Strategies Used to Solve Communication Problems by Non-Native English Speakers (N = 118)

Communication Strategies	<i>M</i>	<i>SD</i>
Ask to slow down while speaking.	3.44	1.25
Learn about the relevant cultural differences before working with foreigners.	3.41	1.19
Ask the translator for help.	3.26	1.33
Write the word, phrase, and sentence or draw a picture to clarify the message.	3.15	1.25
Learn more English skills to improve communication abilities.	3.13	1.17
Ask to use simple language, and avoid difficult topics, slang, jargon, or technical words.	2.95	1.15
Use a dictionary.	2.85	1.33

For the qualitative data, the participants were asked to provide their other problems and other strategies used to solve problems, if they wished. There were no added communication problems and communication strategies, or any suggestions from the participants due to the questionnaire were included all the problems and communication strategies in film service business.

Summary

In this chapter, the results of this study are provided. The data were collected from the questionnaires of a total of 118 participants. The participants consisted of 78 males and 40 females, 79 Thai and 39 non-native English speaking film crew members. The non-native English speakers consisted of 22 Indians, 5 Malaysians, 4 Singaporeans, 4

Russians, 2 Hong Kong Chinese, 1 Polack, and 1 Brazilian. The educational background of the participants revealed that 79 participants graduated from University with a Bachelor's degree. Most of the participants worked in the Production and Assistant Direction department. The majority of the participants had between one to nine years of work experience and most of them did not have any experience with English training courses and certificates. The researcher separated the English communication problems experienced by Thai film crew members into the following categories.

In terms of listening problems, the major communication problems were: (a) not clearly understanding the accent, tone of voice, stress patterns, and pronunciation and (b) listening problems regarding word limitation.

In terms of speaking problems, the major communication problems were: (a) a lack of voice quality and an inability to use the correct pronunciation and (b) an inability to speak English correctly, precisely, or fluently.

In terms of semantic problems, the major communication problems were: (a) a poor English vocabulary and (b) a lack of understanding of technical words, jargon, slang, and idioms. In terms of the mixed message problems, it was found that Thai film crews were in moderate agreement regarding confused gestures or non-verbal messages.

In terms of intercultural problems and cultural differences, it was found that the major communication problems were: (a) that prejudices on the part of both crews have a negative impact on communication and (b) cultural differences affect the expression of both ideas and emotions.

In terms of the English communication problems experienced by Thai film crews, the questionnaire revealed that the major communication problems were: (a) that prejudices on the part of both crews have a negative impact on communication, and (b) not clearly understanding the accent, tone of voice, stress patterns, and pronunciation of

their non-native English speakers, while (c) their reluctance to speak English was rated as being the least significant. There were no items on the questionnaire that participants did not agree with.

In the category of English communication problems experienced by non-native English speaking film crew members, the findings showed that in terms of listening problems, non-native English film crew members moderately agreed that their colleagues did not repeat words.

However, the non-native English speaking film crews moderately agreed that intercultural communication problems were major problems affecting their English communication skills. It was found that the major intercultural communication problems were: (a) a racial atmosphere on set has a negative impact on communication and (b) a belief in negative stereotypes about nationality has a negative impact on communication.

The major strategies that Thai film crews used to solve the communication problems when they speak with non-native English speaking film crews were: (a) they learned more English skills on set to improve communication abilities, and (b) that they used familiar words, phrases, and sentences to solve problems, while (c) asking a translator to help was the least commonly used strategy by Thai film crews to solve communication problems.

The major strategies that non-native English speaking film crews use to communicate more effectively with Thai film crew members were: (a) that they used familiar words, phrases, and sentences to solve the problems and (b) that they paid more attention and focused on key words to improve their listening.

For the qualitative data, the participants were asked to provide their other problems and other strategies used to solve problems, if they wished. There were no added

problems and strategies, or any suggestion from the participants due to the questionnaire were included all the problems and strategies in film service business.



CHAPTER V

DISCUSSION AND RECOMMENDATIONS

Research Question 1: What were the communication problems in English between Thai film crews and non-native English speaking film crews while filming in Thailand in February 2012?

Results: English communication problems experienced by Thai film crews.

Overall, Thai film crews reported two major problems when communicating with non-native English speaking film crews. The first major problem was that various prejudices on the part of both crews had a negative impact on communication. The second major problem was an inability to clearly understand the speech of non-native speakers, including accent, tone of voice, stress patterns, and pronunciation. Thai film crews reported that a reluctance to speak English was their least significant problem when communicating with non-native English speaking film crews.

Discussion: English communication problems experienced by Thai film crews.

The major problem experienced by Thai film crews was poor listening comprehension. The results indicated that Thai film crews did not always clearly understand the accent, tone of voice, stress patterns, and pronunciation of speakers. They also experienced listening problems due to word limitation problems. This may be due to the fact that Thais are not native English speakers, but must use English as a medium to communicate with non-native English speakers. Listening also created communication problems among different groups of non-native English speakers. These results were consistent with findings made by Ekwannang (2004), who found that misinterpretations between Thais and foreign expatriates occurred because Thais were unfamiliar with particular accents in terms of pronunciation and intonation. Similarly, Pruksanubal

(2006) also found that communication problems between Thai vendors and foreigners at Khaosan Road were caused by English spoken in unfamiliar accents. Also, Uraipan (2011) found in her study of Thai flight attendants that the diverse range of accents among passengers was a major cause of listening problems for Thai flight attendants responding to passenger requests and complaints. The results were consistent with the findings of Fahmongkolchai (2011), that unfamiliar accents were considered the most serious problem for Thai bank tellers who dealt with foreign customers. In terms of listening problems and word limitation, Thai film crews experienced listening problems due to their lack of vocabulary. Thus, Thai film crews lacked the confidence to listen to and communicate with their colleagues. The majority of second language learners experience difficulty when listening to the target language and have problems with vocabulary, the comprehension of rapid speech, unfamiliar phonological features, and a lack of background knowledge (Lee, Huang & Hung, 2010).

In terms of speaking problems, Thai film crews had the following major communication problems: a lack of voice quality, an inability to use correct pronunciation or to speak English correctly, precisely, or fluently. This may be due to the fact that the majority of Thais consider English to be too difficult to achieve proficiency or fluency in (Wiriyaichitra, 2002). The results were consistent with Sriussadaporn (2006) who proposed in her study that while Thai employees had good ideas, they often had difficulty expressing these ideas in spoken English with foreign expatriates. Furthermore, Thais were not willing to communicate in English with one another as they felt they could not speak English well enough. This is due to a number of difficulties, such as mother tongue interference, mostly in terms of pronunciation, syntax, and idiomatic usage. Additionally, the results were consistent with Kiatcharas (2011), who claimed that language differences could create communication problems between Thai cabin crew members and Korean

passengers, who did not share the same first language and communicated in a foreign language.

The majority of semantic problems experienced by Thai film crews were that they had poor English vocabulary, so they did not understand technical words, jargon, slang, or idioms. These findings were similar to those of Ekwannang (2004) and Prusanubal (2006), who stated that communication problems occur because of a lack of English vocabulary on the part of the Thai staffs.

A possible explanation for the fact that Thai film crews did not understand technical words, jargon, slang, or idioms may be related to their work experience, as the majority of the participants in this study had less than 10 years experience. As a result, they may not have acquired enough English vocabulary words, especially technical terms, jargon, slang, and idioms.

In terms of mixed message problems, Thai film crew members were confused by gestures and non-verbal messages. Nonverbal cues may be misleading, as people may be sending out more information than they are aware of. These results are analogous with the results of Gilakjani and Ahmadi (2011), who claimed in their study that mixed messages occurred when the receiver's words communicated one meaning and their body language or non-verbal communication conveyed another. Also, non-verbal cues such as gestures and pauses can also be misinterpreted by listeners from different cultures. The Thai film crews had mixed message problems because they were communicating with non-native English speaking film crews, who also came from different cultures and language groups. These results were also consistent with Wiwattananukkul (as cited in Sriussadaporn, 2006) in that misinterpretation of verbal and non-verbal cues was also a problem between Thais and expatriates in that study. It is possible that when Thai film

crews communicate with other Thais, these problems may occur less frequently or not at all, in contrast to when they work with foreign colleagues.

The study also shows that Thai film crews agreed that prejudices of both crews had a negative impact on effective communication and that cultural differences affected the expression of both ideas and emotions. This indicates that Thai film crews are concerned about a lack of openness and trust when working with non-native English speaking film crews. This problem reveals that intercultural problems such as prejudice are a primary cause of communication problems and the main concern of Thai film crews. These results were similar to the findings of Noreewong (2006) and Pruksanubal (2006), which both found that intercultural communication problems negatively affected work performance. Similarly, Wiwattananukkul (as cited in Sriussadaporn, 2006) found that attitudes and prejudices are a common cause of miscommunication between Thais and foreigners. The fact that Thai film crews rated trust and openness so highly indicates that effective communication is underpinned by these qualities. This is also related to the second major problem experienced by Thai film crews, difficulty expressing ideas and emotions when communicating with colleagues from different cultures and language groups. Cultural differences can also lead to significant problems between Thais and foreigners because their communication styles and behavior have been shaped by their culture (Noreewong, 2006). For this reason, misunderstandings occur because Thais and foreigners perceive and express ideas and emotions in different ways. Therefore, Kotter (1996) suggested that the explanations of inconsistencies and trust-building through frank discussions and clear explanations can increase the level of effective communication. In summary, the two major English communication problems experienced by Thai film crews were an inability to understand the accent, tone of voice, stress patterns, and pronunciation of non-native speakers, and that prejudice on the part of both crews

negatively affected communication. As these two problems were rated as being the most important by Thai film crews, they should attempt to overcome these problems.

Finally, while Thai film crews experienced communication problems, they were also reluctant to speak English and moderately agreed with the final item of the table. This indicates that Thai film crews have problems with communicating in English, despite the fact that it is required for their work.

Results: The English communication problems experienced by non-native English speaking film crews.

The two most common English communication problems experienced by non-native English speaking film crews, according to their level of agreement, were that a racial atmosphere on the set and negative stereotypes based on race or nationality had a negative impact on communication. The non-native English speaking film crews agreed that their colleagues did not repeat words. However, the non-native English speaking film crew members disagreed that they had English communication problems regarding speaking, semantics, mixed messages, and that some cultural differences affected their English communication.

Discussion: The English communication problems experienced by non-native English speaking film crews.

According to the non-native English speaking film crews, the two main communication problems that they experienced were a racial atmosphere on the set and the existence of negative stereotypes that caused prejudices against races or nationalities. The communication problems experienced by non-native English speaking film crew members focused more on the intercultural issues such as prejudice, racism, ethnocentrism, and stereotyping. The non-native English speaking film crews were also more concerned with intercultural problems than English comprehension. The main

concerns of the non-native English speaking film crews were intercultural problems. This is similar to the findings of Noreewong, (2006) who claimed in her study that intercultural communication problems affected work performance in a number of ways including a lack of progress at work, taking more time to complete tasks, and personal resentment.

According to the questionnaire, the non-native English speaking film crews disagreed with the significance of English language comprehension problems. The results also indicated that the foreign non-native English speaking participants had a higher level of English proficiency than Thai film crews as they had fewer problems with English comprehension. These results are similar to the propose of Bautista and Gonzales (2009), which revealed that Thais had a lower level of English proficiency in comparison to other Asian nations, such as Malaysia, the Philippines, and Singapore.

In terms of English comprehension problems, non-native English speaking film crew members only listed one listening problem, that their colleagues did not repeat words. A possible explanation for this is that a non-native speaker could not get a Thai colleague to repeat a word because Thais were not willing to communicate in English when they felt they could not speak it well enough. This is also similar to the findings of Ekwannang (2004), Pruksanubal (2006), and Fahmongkolchai (2011) who claimed that vocabulary and comprehension problems in English were apparent when speakers attempted to express their ideas, but lacked the vocabulary to do so. As a result, their ability to communicate was severely limited.

Research Question 2: What strategies did Thai film crews use to solve communication problems when they spoke with non-native English speaking film crews while filming in Thailand in February 2012?

Results: Strategies used by Thai film crews to solve problems.

The most common communication strategies that Thai film crews used to solve communication problems when they spoke English with non-native English speaking film crews were that they would pick up more English skills on set and they would use familiar words, phrases, and sentences to solve problems. The communication problem that Thai film crews rated as the least important was asking a translator for assistance.

Discussion: Strategies used by Thai film crews to solve problems.

The first strategy used by Thai film crews to overcome their English communication problems was to learn English. The Thai film crews preferred to learn English with non-native English speaking film crews while working, as English is the medium used by both Thai and non-native English speaking film crews. According to the Thai participants, most of them had graduated from university with a Bachelor's degree, but still needed to work on their English skills. Although Thai film crews could speak English, they needed to raise the standard of their English in order to increase their effectiveness at work. These results are consistent with Jung (2010), who proposed in her study that non-native speakers need to familiarize themselves with the various types of English, including aspects such as pronunciation, stress, intonation in order to avoid miscommunication with people from other cultures.

The second strategy used by Thai film crews was the use of familiar English words, phrases, and sentences to overcome communication problems with non-native English speaking colleagues. A possible explanation for use of familiar English words, phrases, and sentences is due to the fact that film production is expensive and time-sensitive, and

that crews need to be patient, precise, fast, and mobile in order not to go over budget. Therefore, Thai film crews preferred to use familiar English words, phrases, and sentences in order to communicate rapidly and accurately, ensure quick understanding and minimize miscommunication.

Finally, the least preferred strategy of Thai film crews was calling a translator to help them. This was indicated by the moderate level of agreement of the participants. Thai film crews agreed that communication strategies were necessary to solve communication problems.

Research Question 3: What strategies did non-native English speaking film crews use to solve communication problems when they spoke with Thai film crews while filming in Thailand in February 2012?

Results: Strategies used by non-native English speaking film crews to solve problems.

The strategies used by non-native English speaking film crews to solve communication problems with Thai film crews were the use of familiar words, phrases, and sentences, paying closer attention to key words and improving their listening skills. The communication problem they rated as the least important was using a dictionary.

Discussion: Strategies used by non-native English speaking film crews to solve problems.

The non-native speaking English film crews and the Thai film crews used the same communication strategies to deal with problems. The non-native English speaking film crews preferred to use familiar words, phrases, and sentences to solve problems.

A possible explanation for the use of such familiar words, phrases, and sentences is the nature of the film industry as during a shoot the crew needs to be patient, precise, fast,

and mobile in order to not go over budget. Therefore, non-native English speaking film crews and Thai film crews also preferred to use familiar words, phrases, and sentences for the same reasons, in order to avoid misunderstanding an unfamiliar word, phrase, or sentence.

The communication strategies used by non-native speaking English film crews were focused on key words and paying close attention to improve their listening skills. As the participants of this study were all non-native English speakers, miscommunication is generally an issue. Biyaem (as cited in Wiriyaichitra 2002) proposed that Thais experience mother tongue interference, mostly in terms of pronunciation, syntax, and idiomatic language. Furthermore, the non-native English speakers are far less fluent due to their pronunciation, accent, and mother tongue (Jung, 2010). Therefore, the non-native English speaking film crews focused on key words in order to improve their listening skills and job performance. This result was consistent with the findings of Marshak (2004), who suggested a focus on the positive elements of communication, such as active listening, in order to achieve more effective communication. Additionally, active listening also completes the circle of effective communication by focusing on not only on how the message is sent, but also the response and feedback given to the interlocutor and their openness to feedback.

Recommendations

1. This study focused on communication problems between Thai film crews and non-native English speaking film crews and investigated the strategies that they used to solve communication problems. Further studies should investigate communication problems between Thais and other language groups.

2. Further studies should focus on qualitative research, such as in-depth interviews to identify communication problems and propose communication strategies from a variety of perspectives and from a variety of participants.
3. Further studies may focus on intercultural communication issues, particularly in terms of the prejudices which may affect the English comprehension of non-native English speakers.
4. Further studies should specify sub-groups of non-native English speakers, such as non-native English speakers from European and Asian Countries, in order to identify different aspects of communication problems.
5. In terms of the implications of the study, the results could be applied to establish regulations for training and quality control for film services businesses such as production companies and film supply companies.



REFERENCES

REFERENCES

- Bautista, M. L. S., & Gonzalez, A. B. (2009). Southeast Asian Englishes. In B. B. Kachru, Y. Kachru, & C. L. Nelson (Eds.), *The handbook of world Englishes* (pp. 130-144). Malaysia: Wiley-Blackwell.
- Beamer, L., & Varner, I. (2008). *Intercultural communication in the global workplace*. New York: McGraw-Hill.
- Bhatia, T. K. (2009). World Englishes in Global Advertising. In B. B. Kachru, Y. Kachru, & C. L. Nelson (Eds.), *The handbook of world Englishes* (pp. 601-619). Malaysia: Wiley-Blackwell.
- Bovee, C. L., & Thill, J. V. (2000). *Business communication today*. New Jersey: Prentice- Hall international.
- Buripakdi, A. (2011). Thai Journalists' Views on the Notion of World Englishes. *Journal of English as an International Language* 6(1), 59.
- Campbell, D. G. (1989). An empirical comparison of three theories of decentering. *Dissertation Abstracts International*, 50 (12), 3792-4320, (UMI No. 9012890).
- Crystal, D. (2003). *English as a global language*. Cambridge, United Kingdom: Cambridge University.
- Department of Export Promotion. (2010). *Thailand: Golden trade opportunities*. Retrieved from <http://www.thaitrade.com/stocks/media/LinkClick.pdf>
- Ekwannang, P. (2004). *A study of verbal cross cultural communication barriers among western expatriates and Thai staff in Thailand* (Unpublished master's Project). Srinakharinwirot University, Bangkok.
- Faerch, C., & Kasper, G. (1983). *Strategies in interlanguage communication*. London & New York: Longman.
- Fahmongkolchai, A. (2011). *Needs and problems in English listening and speaking skills of CIMB Thai bank teller*. (Unpublished master's Project). Srinakharinwirot University, Bangkok.
- Gamble, T. K., & Gamble, M. (1996). *Communication Works*. The United State of America: McGraw-Hill.
- Gibson, J. L., John, M. I., & James, H. D. (2000). *Organizations: Behavior, structure, processes*. The United States of America: McGraw-Hill.
- Gilakjani, A. P., & Ahmadi, M. R. (2011). A study of factors affecting EFL learners' English listening comprehension and the strategies for improvement. *Journal of Language Teaching and Research*, 2(5), 977-988.

- Gibson, J. W., & Hanna, M. S. (1992). *Introduction to Human Communication*. Dubuque, IA: Wm. C. Brown.
- Gilakjani, A. P., & Ahmadi, M. R. (2011). A study of factors affecting EFL learners' English listening comprehension and the strategies for improvement. *Journal of Language Teaching and Research*, 2(5), 977-988.
- Gudykunst, W. B. (1998). *Bridging difference: Effective intergroup communication*. CA: Sage.
- Guo, K. L. (2009). Effective communication in health care: Strategies to improve communication skills for managers. *The Business Review Cambridge*, 12, 8-16.
- Hybels, S., & Weaver II, R. L. (2007). *Communicating effectively*. New York, NY: McGraw-Hill.
- Importa, M. W. (2011). *The role of effective communication during the medical interview between native and non-native English speaking DYADS* (Doctoral dissertation). Available from ProQuest Dissertations and Theses data base. (UMI No. 3454474)
- James, C. (2010). *Filming American movies in Thailand: These popular movies were made in the land of smiles*. Retrieved from http://www.associatedcontent.com/article/2662765/filming_american_movies_in_thailand.html
- Jandt, F. E. (1995). *Intercultural communication: An introduction*. Thousand Oaks: Sage.
- Jung, M. Y. (2010). The intelligibility and comprehensibility of world Englishes to non-native speaker. *Pan-Pacific Association of Applied Linguistics*, 14(2), 141-163.
- Khamkhien, A. (2010). Teaching English speaking and English speaking tests in Thai context: A reflection from Thai perspective. *English Language Teaching*, 3(1), 184-190.
- Kiatcharas, T. (2011). A study of English communication problems between Thai cabin crews and Korean passengers (Unpublished master's Project). Srinakharinwirot University, Bangkok.
- Kotter, J. P. (1996). *Leading change*. Boston, MA: Harvard Business School Press.
- Lee, H. M., Huang, M. N. & Hung, W. P. (2010). The Development and Validation of a Listening Practice Strategy Questionnaire. *English Teaching & Learning* 34 (3). 1-50.
- Laopongharn, W., & Sercombe, P. (2009). What relevance does intercultural communication have to language education in Thailand?. *ARECLS*, 6, 59-83.

- Lightbown, P., & Spada, N. (1999). *How languages are learned*. Oxford: Oxford University Press.
- Likert, R. (1932). *A Technique for the Measurement of Attitudes*, *Archives of Psychology*, No.140. Paris: The University of Western Ontario.
- Liu, J. (1999). Nonnative-English-speaking professionals in TESOL. *TESOL Quarterly*, 33(1), 85-102.
- Martin, J. N., & Nakayama, T. K. (2007). *Intercultural Communication in Context*. New York, NY: McGraw-Hill.
- Marshak, R. (2004). Generative conversations: How to use deep listening and transforming talk n coaching and consulting. *OD Practitioner*, 3, 25-29.
- Mendelsohn, D. J. (1994). *Learning to listen: A strategy-based approach for the second language learner*. San Diego: Dominie Press.
- McKinney, J. (2004). *So what is pop culture anyways?* Retrieved from <http://students.english.ilstu.edu/jlmckin/repurposing/one.htm>
- Ministry of Education. (2002). *Basic education curriculum B.E. 2544 (A.D. 2001)*. Bangkok: The Express Transportation Organization of Thailand.
- Nakhallah, A. M. (2012). *Difficulties and problems facing English students at QOU in the translation process from English to Arabic and their solutions*. Retrieved from <http://www.qou.edu/english/conferences/firstNationalConference/pdfFiles/ahmadMahr.pdf>
- Noreewong, O. (2006). *A study of intercultural communication: A case study of Cultural influence of a/cEnglish (Thailand)* (Unpublished master's Project). Srinakharinwirot University, Bangkok.
- Oetzel, J.G. (2009). *Intercultural communication: A layered approach*. New York : Vango Books: Pearson
- Pruksanubal, O. (2006). *An exploration of communication problems among Thai vendors and foreigner at Khoasan road* (Unpublished master's Project). Srinakharinwirot University, Bangkok.
- Pearson, J. C., & Nelson, P. E. (1997). *An introduction to human communication*. The United State of America: McGraw-Hill.
- Perry, B. (2011). *Tinseltown-thailand-film-cinema*. Retrieved from <http://www.businessreportthailand.com/tinseltown-thailand-film-cinema-121330>
- Ross, M. T. (2006). *Communication effectiveness: A correlation study between CEO perceived self-effectiveness and subordinate perceived effectiveness* (Doctoral

- dissertation). Available from ProQuest Dissertations and Theses data base. (UMI No. 3216005)
- Samovar, L. A., Porter, R. E., & McDaniel, E. R. (2007). *Communication between cultures*. Boston, MA: Wadsworth.
- Schmidt, W. V., Conaway, R. N., Easton, S. S., & Wardrop, W. J. (2007). *Communication globally: intercultural communication and international business*. Thousand Oaks, CA: Sage Publication.
- Seiler, W. J., & Beall, M. L. (2002). *Communication: Making connections*. Boston, MA: A Pearson Education.
- Somsai, S., & Intaraprasert, C. (2011). Strategies for coping with face-to-face oral communication problems employed by Thai university students majoring in English. *GEMA Online™ Journal of Language Studies* 11(3), 83-96.
- Sriussadaporn, R. (2006). Managing international business communication problems at work: A pilot study in foreign companies in Thailand. *Cross Cultural Management: An International Journal*, 13(4), 330-344.
- Shankar, L. J. (2008). *Thailand as a film location*. Retrieved from <http://www.pattayadailynews.com/en/2008/09/09/thailand-as-a-film-location/>
- Teska, J. A. (2003). The superintendency: Effective leadership through communication. *Dissertation Abstracts International*, 64 (05), 1488-1609, (UMI No. 3092067).
- Thailand Film Office. (2010). *Shooting in Thailand*. Retrieved from <http://www.thailandfilmoffice.org/newsite/en/newsdetail.php?id=61>
- Thailand Film Office. (2010). *Waive fees for permits on government owned properties*. Retrieved from <http://www.thailandfilmoffice.org/index.php/en/more-in-whats-news/97-whatsnews1>
- Thailand Film Office. (2010). *Film statistics*. Retrieved from <http://www.thailandfilmoffice.org/index.php/th/filmstatistics>
- Thailand Film Office. (2010). *Thailand Film Office e-magazine vol.2 Issue 1*. Retrieved from <http://www.thailandfilmoffice.org/index.php/en/emagazine>
- Thitthongkam, T., Walsh, J., & Bunchapattanasakda, C. (2011). The roles of foreign language in business administration. *Journal of Management Research* 3(1), 1-16.
- Tore, O. (2011). *Thailand to become a filming destination*. Retrieved from <http://www.ftnnews.com/other-news/12011-thailand-to-become-a-filming-destination.html>.
- Tubbs, S. L., & Moss, S. (2003). *Human communication: principle and context*. New York. NY: McGraw-Hill.

- Uraipan, P. (2011). *Problems with English listening and speaking of Thai flight attendants in economy class*. (Unpublished master's Project). Srinakharinwirot University, Bangkok.
- Van Horn, S. Y. (2009). World Englishes and global commerce. In B. B. Kachru, Y. Kachru, & C. L. Nelson (Eds.), *The handbook of world Englishes* (pp. 620-642). Malaysia: Wiley-Blackwell.
- Wiriyachitra, A. (2002). English language teaching and learning in Thailand in this decade. *Thai TESOL Focus*, 15(1), 4-9.
- Wongsothorn, A. (2000). Thailand. In H. W. Kam & R. Y. L. Wong (Eds.), *Language policies and language education* (pp. 307-320). Singapore: Time Academic Press.





APPENDIX A
LETTER ASKING FOR PARTICIPATION

10 March 2012

Dear all participants.

My name is Asadang Suwanpakdee. I am a student in the master's degree program in Business English for International Communication at Srinakarinwirot University. The purpose of this letter is requesting you to participate in a research study titled "A Study of English Communication Problems and Strategies Used to Solve Problems Between Thai and Non-Native English Speaking Film Crews while Filming in Thailand"

A questionnaire will be used as an instrument to collect data. Therefore, you will be asked to fill the questionnaire. The demographic and opinion data will be confidential and will not be disclose to anyone, and it will be destroyed after completion of the study.

Your willingness to participate in this study would be highly appreciated. Please use the following form to indicate your willingness to participate in this study. Please return the form to me after finished. Thank you very much for your cooperation.

Sincerely yours,

Asadang Suwanpakdee

My name is _____

I am willing to participate in Asadang Suwanpakdee's study.



APPENDIX B

QUESTIONNAIRE

**A Study of English Communication Problems and Strategies Used to Solve Problems
Between Thai and Non-Native English Speaking Film Crews while Filming in**

Thailand

Research Questionnaire

This questionnaire is designed to explore English communication problems between Thai film crews and non-native English speaking film crews while filming in Thailand and the strategies used to solve these problems. The information you provide will be used only for the purposes of this study and will not be provided to anyone else. It will also be destroyed on the completion of this study. Please answer this questionnaire based on your English language problems and the strategies used to solve these problems. Your cooperation in completing this questionnaire is greatly appreciated.

Sincerely yours,

Asadang Suwanpakdee

Part I: Personal Information

Please mark in the box that best describes you.

1. Thai film crew Non-native English speaking film crew

What country are you from?

2. Gender

Male Female

3. Education

Elementary school Junior High Bachelor's Degree
 Senior High school Diploma Other.....

4. Department

Camera Dept Light and grip Dept Assistant direction
 Dept
 Rig & Action Dept Production Dept Costume Dept
 Art Dept Casting Dept Location service
 Dept
 Craft service Dept Post production, computer graphic imagery
 Dept
 Other Dept

5. Working experience

Under 1 year 1-9 years Over 10 years

6. Experience in English training courses or English certificates

No Yes, please clarify.....

Part II: English Communication Problems with Non-Native English Speakers in

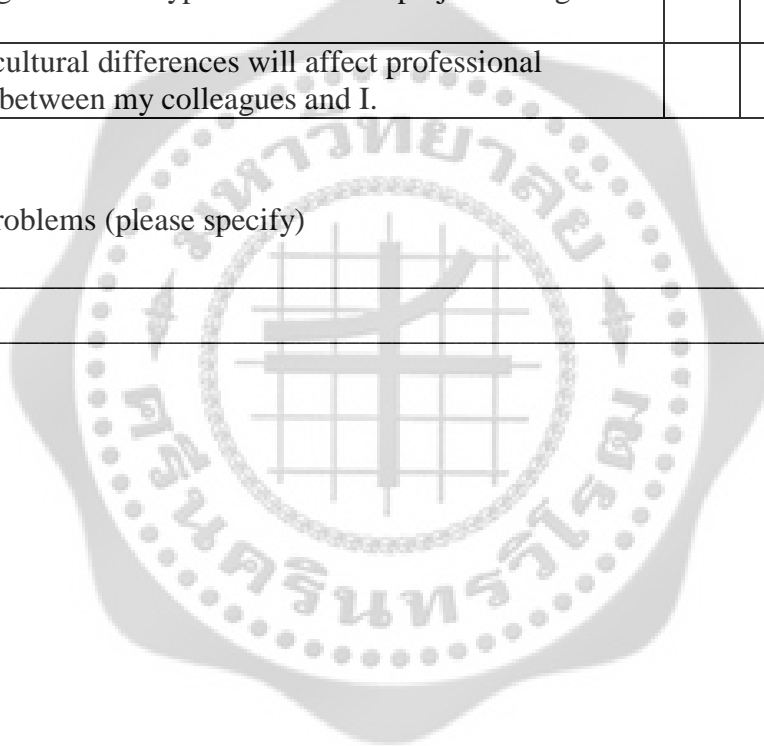
Your Workplace.

Please mark \surd in a blank for each English skills statement that comes closest to reflecting the level of your agreement with each of the following statements.
(5 = Strongly agree, 4 = Agree, 3 = Moderately, 2 = Disagree, 1 = Strongly disagree)

English Communication Problems on Workplace	Strongly agree	Agree	Moderately agree	Disagree	Strongly disagree
	5	4	3	2	1
1. I have listening problems regarding word limitation during conversations with my colleagues.					
2. I do not clearly understand the accent, tone of voice, stress patterns, and pronunciation of my colleagues.					
3. My colleagues do not repeat words for me.					
4. I do not hear the key words because my colleagues speak too fast.					
5. I do not know when to pay attention when listening to the conversations of my colleagues.					
6. I do not speak English correctly, precisely, or fluently.					
7. I have no voice quality and do not use the right pronunciation.					
8. I am reluctant to speak English with my colleagues.					
9. I cannot give simultaneous answers or translations.					
10. I do not understand the meaning of the words used by my colleagues.					
11. My English vocabulary is not good.					
12. I do not understand technical words, slang, idioms, or jargon.					
13. While speaking English with my colleagues I am confused by their gestures or non-verbal messages.					
14. I do not understand the customs and manners of my colleagues.					

15. I do not have the sufficient cultural background to communicate with my colleagues.					
16. I think cultural differences will affect the expression of both ideas and emotions when I speak to my colleagues.					
17. I think that effective communication will be negatively affected if my colleagues and I are prejudiced against each other.					
18. I think that effective communication will be negatively affected if film crews believe they are superior in terms of race or nationality.					
19. I think that effective communication will be negatively affected if there is a racial atmosphere on the set.					
20. I think that effective communication will be negatively affected if negative stereotypes cause me be prejudiced against a nationality.					
21. I think cultural differences will affect professional relationships between my colleagues and I.					

22. Other problems (please specify)



Part III: Communication Strategies to Solve the Communication Problems

Please mark√ in the blank for each stamen that comes closest to reflecting your opinion. (5 = Strongly agree, 4 = Agree, 3 = Moderately, 2 = Disagree, 1 = Strongly disagree)

Communication Strategies to Solve the English Communication Problems	Strongly agree	Agree	Moderately agree	Disagree	Strongly disagree
	5	4	3	2	1
1. I use familiar words, phrases, and sentences.					
2. I use other words, phrases, and sentences to describe the target word.					
3. I describe words by using non-verbal language or gestures.					
4. I use other words that are similar to the target word.					
5. I write the word, phrase, and sentence or draw a picture to clarify the message.					
6. I speak slowly or use some words to allow me to have more time to think such as “well,” “uh,” “I guess” etc.					
7. I use a dictionary to help me understand unfamiliar words.					
8. I pay more attention and focus on key words to improve my listening when communicating with my colleagues.					
9. I ask my colleagues to repeat and confirm what they say.					
10. I ask my colleagues to slow down while speaking.					
11. I ask the translator for help.					
12. I ask my colleagues to use simple language, and I avoid difficult topics, slang, jargon, or technical words to avoid misunderstandings.					
13. I will learn more English skills in order to improve the effectiveness of my communication abilities.					
14. I will learn about the relevant cultural differences before I start a job with foreign colleagues.					

15. Other strategies (please specify)





VITAE

Name: ASADANG SUWANPAKDEE
Date of Birth: 05 JULY 1984
Place of Birth: BUNGKAN DISTRICT, BUNGKAN
Address: 245 MOO 9 BUNGKAN SUB-DISTRICT, MEUNG
BUNGKAN DISTRICT, BUNGKAN 38000
E-MAIL: KATEEKUB@GMAIL.COM

Educational Background :

2012 MASTER OF ARTS (BUSINESS ENGLISH FOR
INTERNATIONAL COMMUNICATION)
SRINAKARINWIROT UNIVERSITY

2007 BACHELOR OF ARTS (ENGLISH)
MAHA SARAKHAM UNIVERSITY

2003 BUNGKAN SCHOOL

