The Analysis of Factors Influencing Instructors' Decision Making in Selecting Instructional Materials for General English Courses in Accordance with Byram's Intercultural Communicative Competence

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Abstract

The present study aims to a) reveal factors that guide decision making of Thai instructors in selecting instructional materials for General English courses and b) analyze the factors guiding decision making of Thai instructors in selecting instructional materials for General English courses in accordance with Byram's intercultural communicative competence (2021). Participants were seven instructors of General English of a private university in Northern Thailand. Purposive sampling was utilized. Data collection instruments were an open-ended questionnaire and a semi-structured interview. Thematic analysis was used to analyze the data. The study found that factors guiding instructors' selection of instructional materials were related to program, learner, teacher, content, and pedagogical factors. In addition, the earlier factors are found aligned with all dimensions of communicative competence: linguistic, sociolinguistic, and discourse. However, the factors reflected only two dimensions of intercultural competence, namely cultural knowledge and critical cultural awareness. The present study calls for attention from instructors of General English courses to consider all dimensions of intercultural competence when selecting instructional materials for their courses in order to prepare students at a tertiary level to be an effective user of English in a multicultural context.

Keywords: The Selection of Instructional Materials, Intercultural Communicative Competence, General English

Introduction

With the benefits of modern technology, the communication across linguistic and cultural boundaries in this globalization era is undeniable. As such, intercultural communicative competence (ICC) including knowledge, attitude, skills, and cultural awareness are necessary for the communication of people who share different languages and cultures (Byram, 2021). Inevitably, ICC should be an important aim of General Education for tertiary level in Thailand in preparing Thai undergraduates for their future careers in this multicultural world. Based on the Standard of Bachelor's Degree Program B.E.2558 announced by the Ministry of Education (2015), all courses of General Education must promote students' values, attitudes, and skills which are necessary for global citizenship. As such, ICC should be an essential part of students' expected learning outcomes of General Education such as language courses which aim at developing students' communicative abilities in a certain language.

As the nature of language teaching, English courses in General Education are provided to undergraduate students to develop their English language and communication skills. Therefore, these General English courses would be perfectly appropriate for the integration of intercultural communicative competence (Rajprasit, 2017). In general, English courses are designed to enhance students' English communicative competence which, proposed by Cannale and Swain (1980), consists of grammatical, sociolinguistic, strategic, and discourse dimensions. However, these dimensions might not perfectly reflect purposes of General Education which aims to develop students' characteristics of global citizenship. What is missing in this conventional communicative competence is the intercultural competence which enables students to use English to communicate effectively not only across linguistic but also cultural boundaries. Therefore, ICC should be integrated into General English curriculum.

Recently, ICC in English language teaching has been received attention from Thai researchers and scholars as evidenced by the increasing number of related studies. These studies were conducted with different aims and scopes such as the integration of ICC in English-for-tourism curriculum (Siriphanich & Yusoff, 2018a), teachers' perceptions of ICC (Cheewasukthaworn & Suwanarak, 2017), and in-service teachers' ICC and implications (Fungchomchoei & Kardkarnklai, 2016). It is noticeable that these studies focused extensively either on teachers' perceptions or the integration of ICC into English

curricular; however, instructional materials which play an important role in teaching and learning are not clearly discussed or investigated. Cunningsworth (1995) stated that instructional materials including textbooks and other printed or non-printed materials serve as a vital resource for content, skills, and practices in a language program. Therefore, instructional materials can represent a curriculum in some extent. Accordingly, the integration of ICC into General English courses might be revealed through the investigation into the selection of instructional materials for General English courses. Therefore, this study aims to reveal factors that guide instructors' selection of instructional materials for General English courses, and to analyze to what extent these factors represent ICC. Then, this study might serve as a preliminary study for the analysis of the effectiveness of General English courses in preparing students for global citizenship.

Research Objectives

1. To reveal factors that guide decision making of Thai instructors in selecting instructional materials for General English courses

2. To analyze the factors guiding decision making of Thai instructors in selecting instructional materials for General English courses in accordance with Byram's intercultural communicative competence

Literature Review and Conceptual Framework

The present study was framed based on two theoretical strands: intercultural communicative competence and instructional material design. This section reviews these two theories respectively. In addition, the conceptual framework for this study and its explanation are discussed after the review of the literature.

Intercultural communicative competence and its model

Based on Alptekin (2002), the teaching of English to speakers of other languages has long been influenced by the theories of first language teaching; accordingly, it has put an emphasis on the communicative competence model which focuses on the four areas: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. However, the communicative competence model might not fit with the teaching English as an international language context as the model has set

native speaker norms as standards for all users of English (Alptekin, 2002). Nowadays, the use of English among non-native speakers has outnumbered its use by native speakers which makes the English language no longer considered to be owned by English native speakers, but a global language which has been influenced by local contexts (Kachru & Nelson, 2001). Then, the teaching of English which aims at the conventional communicative competence failed in accounting for learning and using English as an international language in cross–cultural setting in various countries. Accordingly, ICC was proposed to fill this gap of second language teaching and learning, especially in a cross-cultural context.

In general, Jandt (2007) defined the term intercultural competence as "the ability to acknowledge, respect, tolerate, and integrate cultural differences that qualifies one for enlightened global citizenship" (Jandt, 2007, p.48, cited in Jackson, 2014). By the definition, ICC consists of the development of personality traits, communication skills, psychological adjustment, and cultural awareness which appear to be general characteristics for global citizenship. However, when intercultural competence is examined through the lenses of second language teaching and learning, the definition and components of intercultural competence are more specifically related to knowledge, skills, attitudes, and cultural awareness (Byram, 2021). Byram firstly proposed an ICC model for teaching and assessing in second language learning in 1997 and revisited his model in 2021. In the revisited model, Byram (2021) explained his ICC model in related to three key communicative competence: linguistic, sociolinguistic, and discourse. While these first three elements are central in language competence, the intercultural competence focuses on how to use the language skills in an intercultural context. Based on Byram's ICC model (2021), the intercultural competence consists of attitudes, cultural knowledge, skills of interpreting/relating, skills of discovery/interaction, and critical cultural awareness. Byram's model of ICC is presented in Figure 1 below.
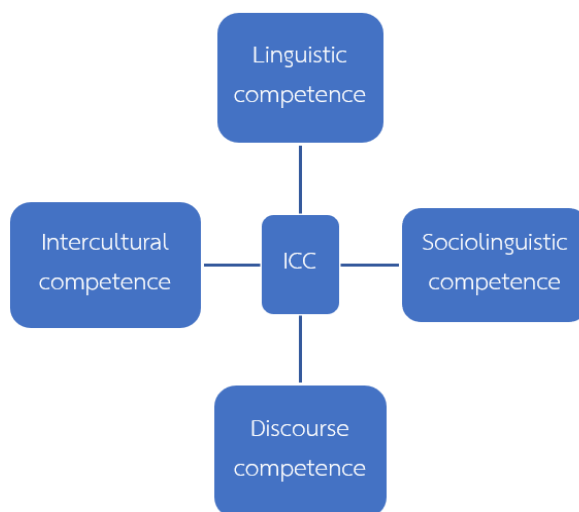
Figure 1: ICC Model (Adapted from Byram's ICC Model (2021))

Byram (2021) explained that linguistic competence is the ability to apply knowledge of the language to produce and interpret spoken and written language while sociolinguistic competence deals with the ability to use the language appropriately to the interlocutor and the given situation. The discourse competence focuses on the ability to use the language, discover, and negotiate meaning throughout a discourse. In addition, the intercultural competence consists of attitudes which emphasize on the curiosity and openness to one's own and other culture and belief. Knowledge includes culture, products, and practices of one's own and of the interlocutor. Skills of interpreting and relating are the ability to interpret a document or event from another culture in relation to one's own. Next, skills of discovery and interaction refers to the ability to learn the interlocutor's culture and to use it in real-time interaction. The final component in the intercultural competence is critical cultural awareness which refers to an ability to evaluate perspectives, practices, and products of other culture in relation to one's own.

In conclusion, Byram's (2021) ICC model can be served as a basis for both teaching and learning implications and research framework because it provides a clear explanation of both language and intercultural dimensions in promoting the ICC among second language learners.

Instructional Material selection

Garton and Graves (2014) stated that instructional materials play an important role for language teaching and learning. Therefore, instructional materials are key factors in language learning and teaching. Richards (2001) stated that to evaluate the instructional materials, factors concern the following issues must be considered: program, teacher, learner, content, and pedagogy. The first three issues relate to concerns of the program, teacher, and learner respectively. The latter two issues, content and pedagogy focus on the content and organization of the materials and the underlying principles or approach to language learning relating to the design of pedagogical tasks and exercises. As Richards' framework (2001) for evaluation instructional materials was designed to use in a language program, it was selected to use as a framework for the present study which focuses on instructional materials in General English course.

Conceptual Framework

The present study was designed based on Byram's (2021) intercultural communicative competence and Richards' (2001) framework for instructional materials evaluation. The conceptual framework is visualized in Figure 2 below.
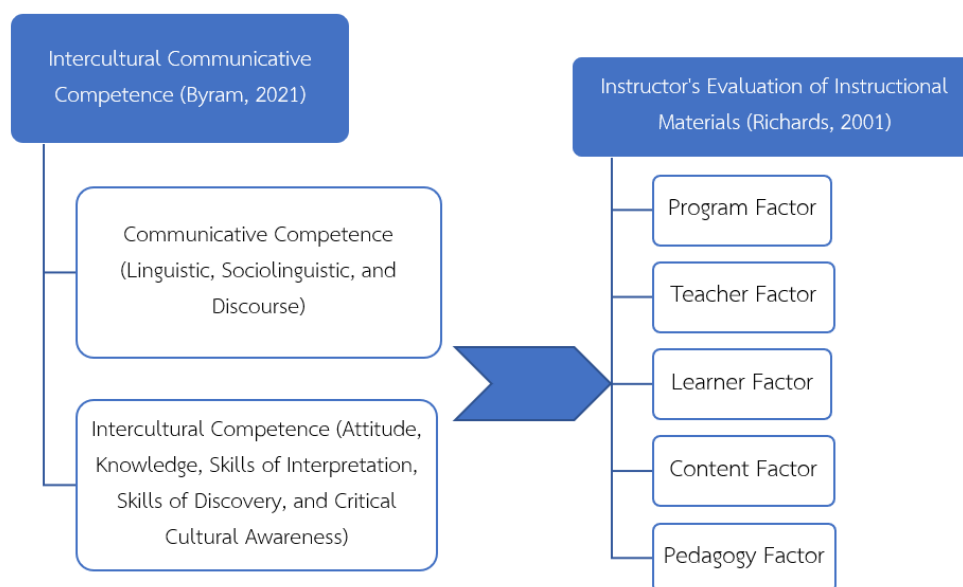

Figure 2. Conceptual Framework

Based on Figure 2, Byram's ICC framework (2021) which emphasizes both communicative competence and intercultural competence was used to explore factors that influence instructors' decision making on the selection of instructional materials. In addition, Richards' (2001) framework for material evaluation was used to guide what aspects of instructional materials should be examined in relevance to Byram's ICC framework. Richards (2001) suggested that five factors should be considered: program, teacher, learner, content, and pedagogy to evaluate instructional materials. The two frameworks were utilized in designing the research method of the study. They were also used to construct data collection instruments and to analyze the data.

Research Method

The present research adopted a qualitative design. Participants were seven instructors who were a coordinator or an instructor of General English Courses at a private university in Northern Thailand in academic year 2020. These seven instructors were recruited to participate in this study because they were responsible for designing General English courses, selecting textbooks, and developing other instructional materials.

Data collection instruments

Data collection instruments consisted of an open-ended questionnaire and a semi-structured interview. The questionnaire consists of two main parts: a) general information of the respondents and b) factors they were concerned when selecting instructional materials for General English courses in General Education. The open-ended questionnaire was developed within a framework of material selection proposed by Richards (2001). The first part of the questionnaire consists of three questions asking about General English courses they taught and administered in an academic year 2020 as well as their teaching experiences in teaching General English. The second part consists of open-ended questions asking the respondents to provide factors they took into considerations when selecting a textbook or when designing instructional materials for their General English Courses focusing on the following aspects as suggested by Richards' framework of instructional materials evaluation (Richards, 2001): program, teacher, learner, content, and pedagogy. In addition, a semi-structure interview was developed

after the questionnaire allowing the respondents to clarify their answers given in the questionnaire which were not clear to the researchers. At the same time, the interview was used as a member checking which is a method to test the credibility of qualitative research to check the credibility of the findings and interpretations (Lincoln & Guba, 1985). Then, the interview was also used to validate the data analyzed from the open-ended questionnaire whether the interpretation of the data accurately represents the respondents' perspectives. The interview took between 20 to 30 minutes with each instructor with questions that encouraged the instructors to elaborate more ideas, give examples, or correct the researcher's understanding on their points of views mentioned earlier in the questionnaires. Questions in the questionnaire and the interview were piloted on a group of instructors who have teaching experiences with a General English course. After that, wording in some questions which caused some confusions or ambiguity among respondents in the pilot group were revised. Since the present study adopted a qualitative design, the questionnaire and the interview were not tested on their validity and reliability. However, three coders were assigned when analyzing the data to deal with the objectivity, the influence of the researcher's judgment (Mertens, 2010), which is normally a concern of a qualitative research. These three coders discussed and created a coding inventory before assigning codes to the data attained from the questionnaire and the interview. Therefore, data analyses were not based solely on one researcher but a mutual agreement from all three coders.

Data analysis

The data attained from the open-ended questionnaire and the semi-structured interview were analyzed through the thematic coding and analysis. A coding inventory was generated from the literature review based on Byram's (1997) ICC framework and Richards's (2001) framework of instructional materials. All the codes were categorized before derived as themes or factors guiding the selection of instructional materials to address the first research question. These themes were later analyzed whether they reflect communicative and/or intercultural competence in accordance with Byram's ICC model (2021) to address the second research question. However, in this latter stage of data analysis, themes which are not relevant to Byram's ICC model (2021) such as the up-to-date content, an attractive design, and a text format were excluded.

Results

Findings were reported based on the two research objectives of the present study: a) to reveal factors that guide decision making of Thai instructors in selecting instructional materials for General English courses; and b) to analyze the factors guiding decision making of Thai instructors in selecting instructional materials for General English courses in accordance with Byram's intercultural communicative competence. Findings for both research objectives were derived from questionnaires and semi-structured interviews with seven instructors.

To address the first research objective, instructors' concerns were categorized in relevance with program, learner, teacher, content, and pedagogical factors. Findings from the questionnaire and the interview are as follows. First, for the program factor, instructors' concerns are central to the relevance among instructional materials, course descriptions, and course objectives. Examples of excerpts of the questionnaire and the interview were provided below.

> I would seek for the matching between contents provided in a textbook and objectives of my course. …whether contents meet the requirements set by the course objectives or not… I mean not only vocabulary, grammar, or expressions but also like styles of language, when to use formal or informal language… I guess at least 70% of the content must match the objectives of the course. (Instructor 1: the interview)

> In order to cover the course description and achieve the course objectives, the Content such as linguistic, vocabulary, language skills, and culture should be related to topics or skills stated in TQF.3. (Instructor 3, the questionnaire)

Notes: TQF3 stands for Thai Qualification Framework, and TQF. 3 refers to course specification

The language use, vocabulary, and sentence structure in the text should be similar to those described in a course description. (Instructor 4, the interview)

Secondly, for the learner factor, instructors' concerns fall in two aspects: a) students' language proficiency level and b) learners' schemata (e.g., language background knowledge and cultural familiarity on topics presented in instructional materials). The following excerpts present the instructors' concerns on students' language proficiency.

Language use and content must be comprehensible and appropriate to students' level of proficiency. (Instructor 7: the questionnaire)

The language use, vocabulary, and sentence structure in the text should be appropriate to the learner's level. If the vocabulary is too difficult or the structure of the sentence is too complicated, students will not be able to understand and ignore it. (Instructor 6, the questionnaire)

Reading materials should fit with students' language proficiency. I mean it should contain vocabulary that they will often encounter with not only in my English course but also in their major courses. (Instructor 2, the interview)

In addition, learners' schemata also influence the instructors' decision on selecting instructional materials as presented in the excerpts below.

...and it will be helpful if they (instructional materials) give some background information or guideline questions to let students think or feel familiar with vocabulary, things or contents that they will study. (Instructor 5, the interview)

Topics used should be related to something Thai students are familiar with such as Asian culture or places so students will not face with both language and content difficulties at the same time. (Instructor 4, the questionnaire)

Thirdly, for the teacher factor, it was found that instructors would look for instructional materials that fit with their own beliefs towards teaching and learning English as a foreign language. The following excerpts were some examples of data which support such the finding.

I prefer authentic materials such as posters, advertisements, and news article because General Education should teach students to use English for communication in a real context. We should focus on how to use English for communication in their daily life. (Instructor 3, the interview)

Instructional materials for General English must include explicit teaching of language use in the beginning. Then, it should provide tasks which encourage collaborative learning among students. Through these collaborative tasks, students will learn to use English to communicate when working with their partners or friends implicitly later. (Instructor 6, the questionnaire)

Grammar should be taught implicitly through communicative activities. Listening, speaking, reading, and writing activities should be included in each chapter because this is the English text for General Education in which communication is the main goal. (Instructor 4, the questionnaire)

Each chapter should have exercises for students to review the content they have studied. So, they can assess themselves whether they understand it or not. Through this sort of self-evaluation, students will be aware of their abilities, and realize what they should do to develop their English. (Instructor 4, the interview)

Next, for content factors, it is found that the main concerns are language accuracy, communication strategies, and a variety of cross-cultural topics while the up-to-date content and uses of visualizations are minor. For concerns on language accuracy, examples of excerpts from the questionnaire and the interview are as follows.

> Grammatical content must reflect standard English. Language must be used accurately. (Instructor 2, the questionnaire)

> Strategies used in communication in a real context should be presented in dialogues as important content of the course. (Instructor 3, the questionnaire)

> Cultural content should be included so that students can learn culture of other countries in addition to language. (Instructor 4, the interview)

> As culture is part of any language, content of General English should cover culture of native speakers of English or other countries where English is used as a national language such as Singapore or Philippines. (Instructor 5, the questionnaire)

Lastly, concerns related to the pedagogical factor include the practice of communicative strategies, teaching and learning tasks, and formative assessment. Excerpts from the questionnaire and the interviews are provided below.

> I usually select a textbook that includes an activity like a role-play or simulation activities to help students develop their communication strategies. (Instructor 3, the questionnaire)

> ...exercises, quizzes, or role-play activities must be provided in course materials so that we can use them to evaluate our students' understanding or skills before we continue our lessons. (Instructor 7, the interview)

> I don't think that XXX (a commercial textbook) can sufficiently support teaching General English because it focuses only rote-learning and memorization of vocabulary. Tasks or activities don't let students to practice using English for real communication. (Instructor 1, the questionnaire)

In conclusion, factors affecting the instructors' decision-making process can be explained using Richards' framework for instructional material evaluation (2001) which consists of program, learner, teacher, content, and pedagogical factors. All factors play an important role when the instructors select instructional materials for their General English courses.

In addition, to address the second research question, these factors were analyzed in line with Byram's ICC model. Findings are summarized in Table 1.

Table 1: Findings on factors guiding the selection of instructional materials in lining with Byram's ICC model (2021)

Factors/ Intercultural communicative competence	Communicative Competence			Intercultural competence			
	Linguistic	Sociolinguistic	Discourse	Cultural knowledge	ICC Skills	Attitude	Critical cultural awareness
Program factors Concerns of the relevance between the program and the instructional materials	The linguistic features (i.e., sentence structure, vocabulary, and grammar) & Learning outcomes	Level of language formality	Communication styles presented through dialogues	Cross-cultural content which matches with course descriptions	-	-	-
Learner factors: Learners' language proficiency level and schemata	- Learners' Language proficiency level - Learners' schemata: word repertoire	-	-	Cultural familiarity on topics	-	-	-
Teacher factors: teachers' beliefs and underlying principles of English language teaching of the instructional material	- Order of linguistic features taught. - Explicit or implicit teaching of grammar	-	-	-	-	-	-

Table 1: (Continue)

Factors/ Intercultural communicative competence	Communicative Competence			Intercultural competence			
	Linguistic	Sociolinguistic	Discourse	Cultural knowledge	ICC Skills	Attitude	Critical cultural awareness
Content factors: language accuracy and authenticity, communication strategies and cross-cultural topics	Language accuracy	Authentic language	Communication strategies (negotiation, rhetorical patterns)	Cross-cultural knowledge	-	-	-
Pedagogical factors: communicative strategies, teaching and learning tasks/practices.	- Grammar drills - Vocabulary practice	Tasks targeting on the use of English in several social contexts.	A teaching focusing on communication strategies such as role plays and simulations	-	-	-	Tasks provoking students' awareness of cross-cultural communication.

Factors guiding instructors' decision making in selecting instructional materials were examined through the lenses of Byram's ICC model (2021), and findings were as follows. First, for program factors, instructors' concerns were around the relevance of course descriptions and course objectives and features of instructional materials. It was found that codes and categories under the program factor are related to all dimensions of communicative competence: linguistic, sociolinguistic, and discourse. However, instructors' concerns were found related to only one out of four dimensions of intercultural competence, namely, cultural knowledge.

> I would seek for the matching between contents provided in a textbook and objectives of my course. …whether contents meet the requirements set by the course objectives or not… I mean not only vocabulary, grammar, or expressions but also like styles of language, when to use formal or informal language… I guess at least 70% of the content must match the objectives of the course. (Instructor 1, the interview)

In order to cover the course description and achieve the course objectives, the content such as linguistic, vocabulary, language skills, and culture should be related to topics or skills stated in TQF.3. (Instructor 3: the open-ended questionnaire)

Secondly, learners' factors guiding the selection of instructional materials are found related to linguistic competence and cultural knowledge which belong to both communicative and intercultural competence respectively.

The language use, vocabulary, and sentence structure in the text should be appropriate to the learner's level. If the vocabulary is too difficult or the structure of the sentence is too complicated, students will not be able to understand and ignore it. (Instructor 6, the questionnaire)

Topics used should be related to something Thai students are familiar with such as Asian culture or places so students will not face with both language and content difficulties at the same time. (Instructor 4, the questionnaire)

Thirdly, the theme derived under the teacher factor is the alignment between teacher' beliefs and underlying principles of second language learning of an instructional material. Only one dimension of communicative competence was found related, and none matched with intercultural competence.

Instructional materials for General English must include explicit teaching of language use in the beginning. Then, it should provide tasks which encourage collaborative learning among students. Through these collaborative tasks, students will learn to use English to communicate when working with their partners or friends implicitly later. (Instructor 6, the questionnaire)

Instructional materials must start from easy sentence structure or vocabulary and gradually increase the complexity and difficulties. (Instructor 1, the interview.)

Next, findings on the content factor were found related to all dimensions of communicative competence, but only cultural knowledge dimension of the intercultural competence is associated.

> Grammatical content must reflect standard English. Language must be used accurately. (Instructor 2, the questionnaire)

> Strategies used in communication in a real context should be presented in dialogues as important content of the course. (Instructor 3, the questionnaire)

> As culture is part of any language, content of General English should cover culture of native speakers of English or other countries where English is used as a national language such as Singapore or Philippines. (Instructor 5, the questionnaire)

> There should be parts...maybe in reading materials, grammar parts, or conversations where students can see various uses of language such as how to negotiate or persuade...and I think our students need to know how to use language to support or argue one's opinions as well. (Instructor 6, the interview)

Lastly, for the pedagogical factor, instructors' concerns were found related to all elements of communicative competence. For the intercultural competence, instructors paid attention to cultural knowledge and critical cultural awareness.   Excerpts below are examples of their concerns related to linguistic, sociolinguistic, and discourse of communicative competence and critical cultural awareness of intercultural competence respectively.

> Grammar drills should be provided so that an instructor can use it to practice students after their teaching. (Instructor 7, the questionnaire)

Many times, I feel that our textbooks don't present the use of language in various contexts. Language used in the texts, to me, is too formal…too academic. Then, our teaching can't prepare students to use the language in their daily life. (Instructor 3, the interview)

…exercises, quizzes, or role-play activities must be provided in course materials so that we can use them to evaluate our students' understanding or skills before we continue our lessons. (Instructor 7, the interview)

Materials for General English must include teaching and learning tasks that encourage our students to recognize the role of English as a lingua franca. That means we are teaching them more than a language. Students must be aware that when they communicate with people from different countries, cultural sensitivity is important. (Instructor 3, the questionnaire)

Conclusions and Discussion

Based on the findings, it is concluded that factors involved with instructors' decision making in selecting instructional materials for General courses reflect their concerns in program, learner, teacher, content, and pedagogical factors. When examining these factors in accordance with Byram's ICC model, it was found that only five out of seven dimensions of ICC are related. While factors guiding the instructors' selection of instructional materials are in line with all dimensions of communicative competence (i.e., linguistic, sociolinguistic, and discourse), only two dimensions of intercultural competence (i.e., cultural knowledge and critical cultural awareness) are related to instructors' concerns. Two dimensions of ICC which do not receive attention from the participants are attitude and skills of ICC which consist of skills of discovery and of interpreting and relating.

Based on the findings above, a discussion of the present study is based on the following themes: a) the dominance of communicative competence in General English courses and b) teachers' misunderstanding and unawareness of ICC skills and attitudes.

Firstly, based on the findings, it is obvious that communicative competence dominates the participants' decision making in selecting instructional materials for their

General English courses in all factors. However, only cultural knowledge and critical cultural awareness are perceived as a major and a minor concern respectively. Such the findings conform with a previous study conducted by Siriphanich and Yusoff (2018a) which found that most of ICC were not stated clearly in English curricular at a tertiary level in Thailand. Rajprasit (2017) also stated that the concept of intercultural awareness is missing from General English courses since "learning activities heavily emphasize skills such as the mastery of structure, pronunciation and vocabulary acquisition" (p.173). Consequently, English courses might prepare students to be competent in English language skills but not an effective user of English in today's multicultural context.

Secondly, based on the findings, it can be interpreted that the instructors of General English courses might misunderstand that students' ICC and critical cultural awareness can be developed solely on the teaching and learning of cultural knowledge, and such the misunderstanding results in the unawareness of students' interpreting and discovery skills as well as attitudes. The present study confirms a study conducted by Cheewasukthaworn and Suwanarak (2017) which reported that their participants who are instructors at a university level did not have a firm understanding of ICC and to their understanding, ICC can be developed simply through the integration of cultural content into their teaching. However, based on Aguilar (2009), teaching cultural knowledge serves only one dimension of ICC and without the skills of interpreting and discovery, students might not be able to attain the critical awareness and critical attitude which appear to be most important among ICC components. Similarly, based on a study conducted by Siriphanich and MohdYusoff (2018b), their participants who were tourism industry employers and tour guides agreed that ICC skills and attitudinal dimension were most important in intercultural communication in tourism industry.

In conclusion, the present study reveals that factors in which instructors of General English course take into considerations when they select instructional materials are related mainly to communicative competence while skills of ICC and attitudes do not receive attention. Therefore, it is possible that these two dimensions of ICC might be missing from instructional materials selected or designed for their General English course. Accordingly, students might not receive sufficient inputs for the development of ICC and become an ineffective user of English especially when the communication takes place in a multicultural context.

Limitations and recommendations for further studies

Limitations of the present study are twofold. Firstly, data collected through the present study was drawn upon instructors' perspectives only. Therefore, findings might not present all aspects of teaching and learning in General English courses in the research setting. Future study might adopt other sources of data such as the review of documents such as textbooks, teaching materials, and assessment tools, classroom observations, or students' interviews to help triangulate the data. Secondly, since the present study was conducted among seven instructors of a medium-scaled university, the researchers decided to adopt only a qualitative research design to attain the rich information to address the research questions. Future studies may expand the scope of the study into the teaching and learning of General English courses within a region or a country and adopt a mixed-method research design. Then, quantitative data can be used to validate or confirm the qualitative data to reveal how ICC are applied in General English courses in Thailand and to what extent teaching and learning English in our country can prepare our students to become a successful global citizen.

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