International Students' Experience of Learning to Speak Interculturally

by Ali Mustofa

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International Students' Experience of Learning to Speak Interculturally on an Online Platform

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Abstract

Through an online platform, this paper attempted to elicit international students' learning experiences in speaking interculturally. It allows students to learn in both synchronous and asynchronous modes while remaining in their native countries and communicating with others. They had unrestricted access to it from anywhere in the world. To obtain data, this work employed a phenomenology case study and photovoice. Purposive selection of virtual observation and interviews for particular international students who studied at a Thai institution from their home countries (i.e., Cambodia, mainland China, South Korea, Thailand, and the Philippines) were utilized by the researchers. Despite the fact that the researchers observed 136 business administration undergraduates, just 10 were identified and chosen to conduct specialized studies and in-depth interviews. Furthermore, this research revealed that international students must utilize English to communicate with others in order to improve intercultural communication quality while also growing their cross-cultural competence and interaction. In addition, the practical implications of these findings for intercultural communication learning experiences are highlighted.

Keywords: DingTalk app, intercultural communication, international students, online learning, phenomenology case study, photovoice

1. Introduction

Internationalization in higher education has spurred schools and universities throughout the world to attract overseas students. It is one of the managerial initiatives to improve higher education performance. For example, some universities in Europe have Inter-university cooperation; international student mobility; inter-university collaboration between Europe and other regions; and the impact on promoting inter-university cooperation in the application of new information and communication technologies (Uvalić-Trumbić, 1991). In the United States of America, international students are becoming an increasingly important part of the vibrant diversity of universities (Sato & Hodge, 2015; Sato & Miller, 2021). Many higher education institutions are being forced to adopt the Anglo-American paradigm in global practices and beliefs rather than creating their own systems and recognizing their own rich cultures as a result of globalization (Ng, 2012). The Internationalization of higher education has had enormously favorable economic, effectiveness, and efficiency effects. Internationalization is primarily viewed as a broad movement that impacts many aspects of the economy and society, including higher education (Esnault, 1999). Higher Education Institutions (HEIs) around Asia-Pacific are being driven to adapt to global practices and opinions as a result of rising globalization, without having the opportunity to recognize and express their unique national qualities (Ng, 2012).

Interpersonal and intercultural learning are critical for universities that educate a considerable number of foreign students in order to prepare them for various intercultural encounters and events (Kimmel & Volet, 2012). International students must collaborate and engage with one another. Students may readily understand various communication strategies (Arent, 2009; Lenkaitis, 2020); it is recommended that overseas students utilize English while conversing with English-speaking peers. Students may study English while staying updated on issues of diversity. For example, as previously stated in earlier research, many Chinese students arrive in the United States knowing no English and must acquire it in order to function in everyday life (Sun et al., 2017), since speaking without specialized pronunciation skills

is a typical challenge for Chinese EFL students. Peer review, according to Ramdani and Widodo (2019), is a big problem because English should be taught by properly educated foreign language instructors. Intercultural competence (IC) refers to one's ability to communicate with people from diverse cultures and nations (Bennett & Bennett, 2004; Lenkaitis, 2020). New forms of English communication have emerged in today's digital world. Students benefit from virtual exchanges in terms of cross-cultural communication and learning (Lenkaitis, 2020), particularly when speaking English with people from different countries across the world via an online platform.

2. Online Platform for Learn to Think and Act Interculturally

The use of an online platform and social media can make it easier for students to attain their learning objectives (Wong, 2020). Students that are given digital literacy skills are able to blend numerous identities, cultures, and networks, negotiate languages, and engage across boundaries (Wang, 2017). Despite the fact that past research studies are still looking into the distinctions between online and classroom courses, program design must take into account elements like students' attitudes, values, motivation, and prior knowledge. A preliminary assessment of student achievement in an online context has been completed (Joosten & Cusatis, 2020), and neither synchronous nor asynchronous courses are offered in regular classrooms (Wong, 2020). Online learning, according to Joosten and Cusatis (2020), allows students to learn whenever and wherever they desire. Furthermore, social media sites are excellent tools for communicating with students since they use them regularly in their everyday lives (Aduba & Mayowa-Adebara, 2021; Segaren, 2019). As a result, international students are well equipped to handle globalization through intercultural learning and are assisted by the online platform in achieving their objectives.

3. English as a means of Intercultural Communication

International students contribute their sense-making processes to the academic culture of their host country. A significant success element has been discovered as their capacity to participate in reciprocal and courteous multicultural exchanges (Kim, 2020; Tran & Vu, 2017). The five largest groups of international students in Thailand are those from China, Myanmar, Laos, Vietnam, and Cambodia (Snodin, 2019). Intercultural connections are formed between international students and the people, places, and communities of their host country (Kim, 2020). International students who live apart from their family and close friends in a foreign country face a variety of culture shocks (Hotta & Ting-Toomey, 2013). Adjustment, on the other hand, is marked by ongoing interaction with the host and other foreign cultures, during which students' connections with diverse cultures are (re)built, flexible, nuanced, and dynamic (Kim, 2020). Due to their Asian roots and usage of the English language, international students, particularly those from Asian nations, have experienced unfavorable stereotypes (Ha, 2009). In non-English speaking situations, where non-English-speaking students routinely engage academically and socially, language challenges are extremely problematic. Although good English proficiency is required for worldwide academic achievement, knowledge of the local language is likely to be required for social connections (Kim, 2020). Furthermore, English serves as an international communication language for English speakers from a variety of nations whose original tongue is not English (Kusumaningputri & Widodo, 2018).

In earlier research, Chinese overseas students had linguistic adjustment obstacles, fluency, and accent issues when speaking English (Sato et al., 2020). Internationalization, on the other hand, is an educational aim, and it is critical for students to gain intercultural and global competences through study abroad or on a culturally varied home campus (Knight, 2008; Kudo et al., 2017). International universities also understand the importance of English in internationalization (Sung, 2020). English is necessary for everyday contact between professors and students, as the class includes students who speak numerous languages from diverse nations. The current study, on the other hand, looks on students' perceptions of intercultural competency and classroom experiences. Communication, according to Dewey (1929), is the most beautiful thing in the universe. Even more amazing than transubstantiation is the fact that objects may go from a condition of external pushing and pulling to one of self-disclosure, and that communication leads to participation and sharing. International students are also looking forward to sharing some photos with a faculty member as intercultural communication reflections on a supported theme. This study helps all teachers and students who use an online platform to successfully teach or learn intercultural communication based on students' English-speaking experiences. We devised the following study questions in order to fulfill our objectives:

1. How do international students feel about learning on an online platform?

2. How do international students use English to connect with their professors and peers online?

3. How do international students interpret online English interactions between faculty members and their friends?

4. Method

This study made use of a phenomenological case study as well as photovoice methods. The field study reflects the

researcher's interpretations of the meaning of community life, which captured lived experiences and answered questions, based on the experiences of international students studying online from their home country (Cohen et al., 2007; Parker-Jenkins, 2018; Smith, Flowers, & Larkin, 2009; Tajfel, 1981). A case study, according to Yin (2014), looks at a contemporary phenomenon in its real-world setting, especially when the lines between phenomenon and context are blurred. As a result, the phenomenological case study methodology worked well in capturing the participants' voices and lived experiences (Bogdan & Biklen, 2007; Eisenbach & Greathouse, 2020). We conducted an intercultural study of the students' English-speaking experiences while they were learning at a distance. We were able to do additional analysis while gathering data by using synchronous and asynchronous approaches. It is important to stress that our use of phenomenology does not entail that we reject Byram's and Dervin's theories (2013). Rather, we used phenomenology as an overarching theoretical framework to guide our data analysis. Byram's (1997), Baker and Sangiamchit's (2019), and Dervin's (2013) theories, on the other hand, are more particular in that they remark on the participants' intercultural communication experiences in this study. The phenomenological case study provided insight into international students' unique intercultural experiences in Thailand (Laverty, 2003).

Photovoice was first utilized in hospitals (Castleden & Garvin, 2008), but it is now widely used in early childhood education (Schiller & Einarsdottir, 2009). In higher education, however, photovoice has only been used infrequently (Allen, 2012; Metcalfe, 2015). For the purpose of photovoice, participants are asked to take photographs in their daily lives in order to capture their emotions, ideas, and thoughts on a phenomenon. They are then invited to present these photographs during a research session, where they will be asked to elaborate on the images and their context (Wang, 2006; Wang & Burris, 1997). Participants who used photovoice as a form of reflection were encouraged to take pictures in their daily lives to chronicle their feelings, ideas, and thoughts about a phenomenon, and then shared these photographs during a research session, explaining why they took them (Wang, 2006; Wass et al., 2020). Using social media platforms in an academic context, on the other hand, has been demonstrated to significantly improve teacher-student connections (Aduba & Mayowa-Adebara, 2021), widen the teaching and learning knowledge base, and change educational practice (Aduba & Mayowa-Adebara, 2021; Yin et al., 2008).

4.1 Context and Participants

We conducted our investigation at one of Thailand's public institutions, which has been operating the International College since 2002 as proof of the country's globalization. This university's International College is dedicated to offering an international level curriculum based on English as a Medium of Instruction (EMI) with morals and knowledge, and it has achieved Thailand's high standard of internationalization. Around 136 undergraduates and international students representing five nationalities and countries were monitored. We looked for suitable volunteers in this study among students who were interested in learning to communicate across cultures. Because one of us is a professor or lecturer at that university, we have direct access to recruiting 10 people by purposive sampling. Purposive sampling is defined in this study as selecting units from a subgroup of the population at random without replacement to get samples that offer the best estimate of the population parameter of interest (Guarte & Barrios, 2006). The other reason is that ten people were chosen to maximize the amount of data analyzed depending on the nations represented. Using an internet platform, we conducted interviews with 10 international students, four men and six females, from diverse age groups who were studying at the institution. We intended to avoid classifying the students' intercultural experiences based on their marital situations, ages, or areas of study because they were such a diverse collection of individuals.

Furthermore, ten students from a group of 136 were chosen from various courses in the same topic since we wanted to keep the number of participants to a minimum and concentrate on the occurrences, experiences, words, and voices of ten students. Another factor is that the individuals are from various countries and have intercultural communication difficulties. However, ten students, including Chinese, Korean, Cambodian, Filipino, and Thai students, were recruited and chosen for data collecting. During the course "Creativity and Business Innovation Management," To collect data, we conducted online interviews with students. To retain the ethical publishing and study concerned with the human being, we rendered the participants' identify and personality blind (Pseudonym data). The names stated in the demographic data of the participants are fictitious nicknames used to identify the data analysis. The demographic information for the participants is included in the table below.

Table 1. Participants' Demographic Data

No	Name	Age	Gender	Country	Nationality	Language use
1	Gift	21	F	Thailand	Thai	Thai language and English
2	Mild	20	F	Thailand	Thai	Thai Language
3	Tina	20	F	mainland China	Chinese	Chinese
4	Vivian	23	F	mainland China	Chinese	Chinese and English
5	Steven	21	M	mainland China	Chinese	Chinese and English
6	Ji	24	M	South Korea	Korean	Korean Language
7	Hun	24	M	South Korea	Korean	Korean Language
8	Clarke	20	F	Cambodia	Cambodian	Khmer, English, and Thai Language
9	Sy	20	F	Cambodia	Cambodian	English
10	Lx	22	M	Philippines	Filipino	Tagalog and English

4.2 Research Site and Data Collection

Virtual observations and interviews were used to collect empirical data for their study, which took place over the course of a three-hour-per-week course from November 2020 to April 2021. This project demonstrated the English method to international students, emphasizing the necessity of conveying and understanding teachings in the English language. Students were videotaped while providing their comments on their experience studying that topic as part of the data gathering activity. We conducted online interviews by posing a question in the middle of the course. Students would react in English all of a sudden. These interviews have been approved as part of the research data collection. All intercultural encounters were recorded while the faculty member and participants interacted online utilizing the DingTalk platform (already permitted by the participants). We used the DingTalk app (for a good reason) to make it simple for Chinese students to keep up with online instruction. This is a flexible alternative to using the web platform; nevertheless, the advantages of using the DingTalk app are entirely free.

We used both synchronous and asynchronous methods to collect and evaluate data. The performances of the students were videotaped so that we could examine the exchanges more closely. We encouraged students to evaluate a phenomenological case study on intercultural exchange by assessing their experiences learning English using an online platform towards the conclusion of the courses. As a result, interviews were performed in order to get the most detailed information possible on foreign students' experiences learning to communicate across cultures. Depending on the students' enthusiasm, each interview lasted between 30 minutes and an hour on the DingTalk app. All of the interviews were taped, allowing for several replays of each data point. Students did the photovoice as a reflection study for a week and then shared their images in a teaching member's group chat with students to help in data analysis, especially when sharing the experience via an online platform. Participants gave their permission for their photovoice to be used in their virtual classroom for data analysis. Participants agree with the researchers' findings and support their conclusions. This is a model of the DingTalk app for international students learning to communicate across cultures.
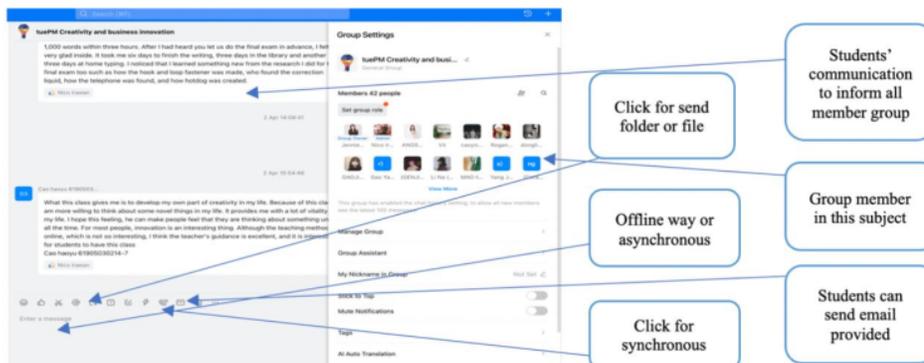

Figure 1. Learn to Speak interculturally through an online platform

International students might easily take a self-assessment on the internet (https://www.dingtalk.com/static/i18ndownload?wh ttid=pc). The Google Play Store and the Apple Store are also available to international students. We ran it in either asynchronous or synchronous mode after they downloaded it on

their devices. The facility was open to students and lecturers at all hours. They might also use the app to communicate information or files. There was a significant amount of data given. It could store up to 1GB of data. As a result, professors at this university were able to use the application in a variety of situations.

5. Findings and Discussion

We expanded on the data gathered from participants' comments and perspectives on learning to communicate using social media platforms. While utilizing the DingTalk app to learn to talk while taking the course, every participant shared some facts, experiences, remarks, or sentiments. We began by examining the lecturer's and student participants' interactions. On the 9th and 10th of February 2021, three distinct national students were questioned by a teaching member.

> "As a Young Generation, how can you *be active in implementing* your innovation and invention product for the safe world? (Faculty Member, In Thailand).*"*

We were assigned as lecturers to begin speaking with overseas students in response to the inquiry above. He inquired of three students about their studying regimens. With that quote from a faculty member, we were able to keep the discussion to a minimum. We also questioned, "How can you be active in implementing..." in relation to the phenomenological method at the same time (Parker-Jenkins, 2018; Tajfel, 1981). We would like to know how students will come up with future product ideas that are both rational and practical. Students should be taught about the current event as a means of preparing to preserve the globe in the present and future. The question was based on the students' comprehension of the environment and their prior experiences with it. We looked at how students responded to a faculty member's query. It began with students from Korea.

> "Hello**,** *shis my loom*, I think now a day global warming is a big problem of our world, if we want to save the world, we need to protect the...environment for protect the world, how to reduce global warming?, *forexample impruvant* to energe efficient for economy in wind and solar power by force for organic waste setting a *price incubunt* and protecting forest…(continue speaking) (Ji, in Korea).*"*

We discovered the unexpected pronunciation in the discussion when studying "*Ji's*" response. It was because he created a variety of English dialects. "*Shis my loom,*" for example, was one of his works. This phenomenon requires more investigation; in fact, he revealed where he resides in the room, introducing his room as he began to talk, but pronounced it with a distinct tone. Based on his experiences teaching overseas students, it appeared that the sound coupled with the "L" voice as a faculty member could comprehend the pupils. We could observe this in the participants' real-life experiences (Bogdan & Biklen, 2007; Eisenbach & Greathouse, 2020). Furthermore, Ji formed the sound word "*forexample impruvant*," from which we may deduce that his meaning is "for example, significant". Korean ascensions are still a worry and are linked to his speech. Furthermore, he developed "*price incubunt*" throughout the talk, which we interpret as having meaning with "price and income." A student from the Philippines was also mentioned. He has an excellent command of the English language. His accent resembles that of a natural speaker. He seemed to be a specialist in public speaking based on his speaking manner and the metropolitan style in which he talked. This pupil is superior to the others. He was able to generate sentences with good tone, pronunciation, and grammar. We go over his chat in further detail.

> "Hello good afternoon, sir; I am lex; I am just one keyword for the question, how do I active for our truth generation*, I'll use social media. Social media is one of the things can help us today the generation about the technology,* all about product, and they have helped us of being innovation...(continue speaking) (Lex, Filipino, but now stay in Thailand).*"*

Lex responded to the lecturer's question with vigor and precision, brimming with ideas. He could respond with strong speaking and engaging communication skills. He was able to enlighten the audience while mentioning the example. "*I'll use social media*," he responded. He made an excellent choice of statement to begin creating creativity and innovation. The most significant and valuable is social media. At this time, he believed that everything could happen and function smoothly through social media. Other listeners might be inspired to think rationally and creatively as a result of this phenomena (Yin, 2014). The occurrence, on the other hand, might entice us to continue conversing with Lex. We looked at the mainland Chinese student. She had a solid command of the English language. She conversed and generated English words fluently, despite the fact that other classmates spoke English with mixed Chinese accents. It was as though we were listening to a native speaker. She also had excellent pronunciation, allowing her to connect with us and conversed with us again. Vivian is a mainland Chinese woman who lives in the United States.

> "Hi, teacher, I'm Vivian, I wanna see in my opinion, *the innovation of things is surely of process from* the quantitative change to qualitative change. So if… we want to innovate, we surely need little accumulation of a knowledge… (continue speaking) (Vivian, Chinese, in mainland China).*"*

Vivian appeared appealing based on the study. She made a hand motion while speaking English. She made every effort to ensure that her professors were aware of her thoughts. She was anxious to show off her outstanding accent while saying, *"the invention of things is undoubtedly a process from..."* For this question, she gave it her all. While we looked at another 136 mainland Chinese students, she was the only one who spoke English fluently. Despite the fact that she communicated using social media platforms such as the DingTalk app, she talked well and swiftly. In the academic context, however, employing social media platforms may greatly improve teacher-student relationships (Aduba & Mayowa-Adebara, 2021).

5.1 International Students' Experience of Learning to Speak Interculturally

We gathered some evidence and observed various phenomena while the participants, who were foreign students, expressed their ideas and discussed their experiences learning to communicate across cultures using the DingTalk app. It had been held for several months, but we had to shorten it for a quick analysis. There are various reasons why the DingTalk app is now the sole one in use at a Thai public institution. The DingTalk app was created for Chinese students studying in Thailand who were trapped in mainland China. Here, we discussed the phenomena based on student responses.

> "For myself about learning of Creativity and Business Innovation Management with *DingTalk App my country in Thailand.* I viewed it as learning that allows us to learn things we never know and learn new but because of the COVID-19 situation. Therefore having to learn to take the online system, the online experience is nice...(continue speaking) (Gift, Thai) ".

Hybrid learning might be used by Thai students who stayed in Thailand. They were able to study successfully in the classroom due to the strict health routine, but because the second wave of the pandemic arrived abruptly and was difficult to control, they needed to continue studying online. The DingTalk app, according to Gift, might help kids learn to talk. We could understand her even though her accents were always a combination of English and Thai. However, unanticipated occurrences might cause changes in the teaching and learning knowledge base as well as changes in educational practice (Yin, Hackett, & Chubin, 2008). As a result, every student must be prepared at all times. In relation to our investigation, we also referred to other Thai students to bolster thoughts based on another Thai participant's experience. For the second students, he told Mild. As a participant, we listened in on the dialogue between the professor and the students. We cited the viewpoint.

> *"I studied this class in Thailand. What I gained was the knowledge that the teachers taught me* about learning creativity and business innovation management. I am impressed with the teaching of the teachers that I do not get tired of my studies because the teacher always has activities for students to practice each week,...*Studying with the DingTalk* app from my country gives me more time for my family. It also saves them money...(Mild, Thai).

During her time in Thailand, this student had the greatest and most appreciative sentiments for the teacher. Despite being Thai, she learned to converse and communicate with a faculty member through the DingTalk app. English is required to be used at all times in the virtual classroom (Joosten & Cusatis, 2020). Furthermore, international students can utilize English at any moment (Kim, 2020). We also took a Chinese student's opinion into consideration. This student has strong English conversation skills, according to their assessments during the virtual class. Her speech pattern is almost identical to Vivian's. Tina is a Chinese student studying on the mainland of China. She has been in Thailand for more than two years, according to observation; nevertheless, because to the COVID-19 pandemic, her parents requested that she returned to China to avoid concern. Here's how to say it:

> "I feel pretty good at home using *the DingTalk's online classes to study Creativity and Business Innovation Management*. In this semester, *I heard all the classmates' presentations in this class,* and they expressed their thoughts in their presentation and told about their research knowledge and topics. I miss my teachers and classmates very much...(continue speaking). *I can also see my international classmates in China...* (Tina, Chinese). "

Tina's friends were able to accept and understand the occurrence when she told them about it. We also believed this youngster had a strong public speaking ability. She has the ability to speak directly with anybody who initiates contact with her. She learned interculturally via DingTalk, and even though she stayed in mainland China and interacted with her Chinese companion, English continued to speak for her (Wang, 2017). We also gathered information on other Chinese students who communicate well in English, in addition to Tina. Steven is his name. He continues to reside in China. With the DingTalk, he continued to learn from afar.

> "He gave the feeling and commented: "I came to Thailand from China in 2018 (2561) to study. However, unexpectedly, the epidemic caused by COV-19 made me *stay in China at the end of 2019 (2562).* So, we all passively experienced a teaching method beyond the previous era-online teaching. My personal feelings about

online classes are very complicated…. It does rely on platforms such as online courses to give us great convenience and the only and irreplaceable way to maintain normal communication during the global epidemic...(continue speaking). *I think this is a relatively easy-to-understand course, which means that we can understand it as long as the teacher speaks it.* ...So I am grateful to the network class, but as a student to study abroad, such a situation is our great regret (Steven, Chinese*)."*

While studying using the DingTalk app, he conveyed his feelings. He made a valiant effort to converse with a faculty member in English. He thought that the DingTalk app was useful for English speakers who wanted to remain in touch via synchronous and asynchronous conversation (Lenkaitis, 2020). We strived to transition from Chinese students to Korean students. While researchers investigated him, it was a beautiful moment. He went by the moniker *"Hun,"* and he is a Korean student studying in Thailand. He stayed in Thailand before the pandemic, but he traveled back to his own country because everything now has employed online schooling. The phenomena demonstrated that he was concerned with his studies, as seen by his use of the DingTalk app. He stated his thoughts as follows:

"I learned Creativity and Business Innovation Management through the DingTalk app this semester. At first, this app was unfamiliar and uncomfortable, but it was adapted after using it for a long time. ….. I also learned that everyone has different ideas and suggests different ideas. *And even though I was in Korea because of the coronavirus, I was able to communicate with friends and teachers in Thailand or China through the DingTalk app and have a new experience* (Hun, Korean)".

He said that even if he stayed in Korea, he would be able to speak in English with his professors and friends. It was discovered that multicultural communication may be effectively managed. In every situation, a social networking platform may help foreign students to communicate (Knight, 2008; Kudo, Volet, & Whitsed, 2017). We were really excited about the prospect of assessing two Cambodian pupils. Clarke and Sy were their names. They were fluent in English and spoke well. When we asked them questions, they responded quickly and directly. We took notice of their expression in this way.

"Learning *Creativity and Business Innovation Management* with *the DingTalk App is very convenient* because I do not have to wear a uniform and go to the university. To be honest, *I really enjoy learning and studying in this class* because when *Ajarn* gives us some class assignments, …. Doing the class assignments each week is quite a burden to me, but surprisingly it helps my mind think quickly and have a lot of creative thoughts (Clarke, Cambodian)".

We also attempted and succeeded in speaking with Clarke. She was a natural communicator. Sy also demonstrated her communication abilities in such situation. She said.

As for my opinion, I think that studying "Creativity and Business Innovation Management" with *the DingTalk app from my country to Thailand is a good experience* that can allow students and professors keeping in touch and get through each other's and made us feel like we are in the classroom. *Also, in the DingTalk group*, I think it's very convenient for both students and professors to communicate with each other. This app allows us to clearly see when the professor is sharing their power point or screen with the students. Moreover, when we study, every student is in mute option, so there are no noise to interrupt too. But the main problems that we are facing is the internet connection (Sy, Cambodian).

We were pleased with the phenomena of overseas students who were engaged in speaking English as a consequence of analyzing those individuals. Students must be interested in spoken class, despite the fact that online learning was treated the same as regular classroom sessions.

5.2 International Students Communicate with their Lecturers and their Friends through an Online Platform

Every international student was expected to interact with their lecturer or faculty member. In whatever circumstance, he had to respond to his students with excellence. He answered immediately to the students' queries via the DingTalk conversation while they were asking them. According to our findings, this software may be utilized asynchronously, just like regular talking with other people. We just pressed the video call button to meet in virtual class and can now meet the classmates electronically. Clarke has had a conversation with one of her professors, as seen in Figure 1. She inquired about the answer report as a homework assignment. This was an example of students interacting with their professor. Clark was her given name. She would like to speak with her professor about the report. "Ajarn," she said after a lecturer's name. Ajam refers to a university professor or faculty member. With respect to the professor, each student should call with the phrase "Ajarn... (name)."

Figure 2. Clark (student) communicated with the lecturer about the Final Exam

5.3 International Students Share Photo as a Reflection in their study (Photovoice)

With photovoice reflection, the participants shared their thoughts on learning to converse across cultures. During the pandemic, they exchanged some images and offered their thoughts while learning from afar. Based on their common photo, they expressed their English voice as a voice reflection. While international students shared their thoughts, we received a positive impression. We only chose the best image of thoughts and comments from the many that were provided.

Figure 3. The photo was taken by Gift in Thailand

That picture was from Gift. She expressed her feeling as enactment learning to speak English;

"I feel that taking this course is not a very comfortable subject, but a joyful study, and it is something that I feel I will concentrate on doing my best in every assignment and to put the knowledge that I have gained into the benefit of both. In my future work and present life, I would like to thank the teachers for teaching and providing knowledge that should be known and should be performed for myself and others. *I feel happy to be able to study with my teacher every time I study.* So, I want to study, and it is because of the knowledge that always makes me want to study with you (Gift, Thai)".

She expressed herself well; she missed learning in the classroom. Finally, we published Tina's photo from mainland China. She demonstrated her creativity and acted out her words.

Figure 4. Photo taken by Tina in mainland China

Tina expressed her ideas related to the course. She described the phenomenon of her product. She also said that;

> "I learned to believe that everyone is creative. Many people may not know that they can create, so they give up trying to create.   But in this lesson, *I learned how to create*. If I want to get a good idea, I must first have a thousand ideas. This process is to continuously generate ideas and then combine them.   *A good new idea is often inspired by old ideas*. We can find deficiencies in old products, and then innovate and change (Tina, Chinese).

We got the stunning picture from Tina in mainland China in the photovoice while Sy from Cambodia shared. She also expressed this during her learning to speak English in Cambodia.

Figure 5. The photo was taken by Sy in Cambodia

Sy expressed this based on a phenomenon she found in a restaurant in Cambodia. She shared a nice picture and spoke,

> "*To become a creative person or to be success using creativity methods, it requires patience and discipline much more than innate talent or genius.* There are many ways to exhibit creative talents and in many disciplines. It goes through cultivation of four general skill areas such as improvisational capacity, design proficiency, our experimental and scientific mind, and aesthetic awareness. As we attempt new things, we will construct meaning in order to reach the next level of development. *Creativity could make a change and help the business to grew well* (Sy, Cambodia)".

We saw those international students studying in Thailand gained greater knowledge and independence, particularly when they spoke English. As a result, we were pleased with the ten-student phenomena. Although more than 100

students become passive in speaking English and needed to improve their pronunciation again, photovoice expressiveness arose from students (Aduba & Mayowa-Adebara, 2021; Segaren, 2019).

6. Conclusion

The findings suggested that international students at a Thai institution were exposed to a variety of learning opportunities. International students may be able to give us with many pieces of information due to their various backgrounds. The data and analysis indicated that English should be spoken properly since it is the major indication of intercultural communication. Foreign students recognized that they needed to be fluent in English. During study interviews and observation, we encouraged foreign students to learn and practice good intercultural communication. By promoting the production of fatigues and the use of short and direct languages, we were able to aid students in achieving their requirements, notably in learning to talk interculturally. Despite the fact that the participants were from different nations, this study was conducted in a Thai landscape utilizing the DingTalk app. The flexibility of an online connection might make it difficult to understand how overseas students convey their opinions and ideas digitally in English. People who speak English, we learned, may be able to share information. We had trouble understanding international students when collecting data and listening to them talk since their speaking and pronunciation styles were so different. Furthermore, this study may emphasize the students' intercultural communication. We stressed that the outcomes of this study might help all persons involved in intercultural dialogue, particularly those who use an online platform like the DingTalk app.

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