

**INTERCULTURAL COMMUNICATIVE COMPETENCE OF BSED MAJOR IN ENGLISH STUDENTS: BASIS FOR PROPOSED INTEGRATION OF INTERNATIONALIZATION IN BSED MAJOR IN ENGLISH CURRICULUM OF CAGAYAN STATE UNIVERSITY**

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**ABSTRACT**

*This study aimed to investigate the intercultural communicative competence of the BSED Major in English students of Cagayan State University as a basis for proposed integration of internationalization in the BSED Major in English Curriculum. The descriptive-correlational research design was employed. The participants were the first, second and third year BSED major in English with a total population of 92. A structured questionnaire by Dombi Judit was adopted as an instrument. Utilizing the frequency count and percentage, mean, standard deviation, ANOVA, t-test and Pearson-r, this study assessed that intercultural communicative competence of the BSED major in English students of Cagayan State University in relation to variables that facilitate and enhance it, is at "competency" level. The BSED students major in English are skillfully endowed with the capacity in discovering and interpreting a culture of their own and others, adept about facts or information about their own culture and others, and are broadly open to their own culture and others. Along affective variables, perceived communicative competence, intercultural contact and perceived second language competence, students in the BSED major in English have the ability to communicate and interact across cultural boundaries. It is then appropriate to integrate internationalization in the BSED major in English curriculum in order to sustain, maintain, enhance and bring into equal level of Intercultural communicative competence subcomponents that need to be developed among these students who are future teachers of the nation. Pearson-r test unveiled that intercultural communicative competence is significantly correlated with the affective variables, perceived intercultural communicative competence and other individual differences (perceived communicative competence, intercultural contact and perceived second language competence). ANOVA test revealed a significant difference on students' intercultural communicative competence when grouped according to profile variables, while on students intercultural communicative competence along skills is found to have no significant relationship with perceived intercultural communicative competence and with the affective variable in terms of willingness to communicate.*

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**Keywords:** *Intercultural communicative competence, internalization, English Curriculum, English competence*

## **INTRODUCTION**

The onset of internationalization in the 21st century fostered the essential modification of various aspects of educational endeavors. Considerable attention is now given to teaching and learning delivery in a multi-cultural classroom and school environment with the influx of foreign students to the country. Henceforth, adaptation has become the key to advancement of learning - from technology to facilities and curriculum content. Communication has become an elemental factor in pushing the frontiers of education. Today, the advancement, interaction and progress of all human aspects have tremendously evolved. However, these must account in how people accept each other's differences and the ability to understand such differences that eventually leads to harmonious society of people with diverse beliefs, practices, customs, traditions and languages. As such, internationalization poses a great challenge to the communicative ability of all sectors in the school setting. This is because communication fosters meaningful interaction in all educational endeavors. With communication, meanings are perceived and understandings are reached among human beings (McFarland, 2009). As the school setting becomes diverse, there is the need for learners to acquire intercultural competence to cope with their learning environment.

The notion of intercultural competency suggests a set of cognitive, affective and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts and settings (Williams, 2009). This determines a successful encounter and communication between people from different cultures and backgrounds. Furthermore, cultural competence promotes the ability to discuss cultural meanings in order to execute an appropriate effective communication and behavior recognizing identities in a specific cultural environment. In this study, it is expressed that one of the characteristics of internationalization is the admission of foreign students to the professional studies of Cagayan State University (CSU). It is not therefore a far-fetched reality that sooner or later, foreign students in the undergraduate level will enroll in its different programs.

It is then necessary to orchestrate concerted efforts in order to respond to the challenges brought about by internationalization. Foreign students are now immersed with local students having various cultural backgrounds, while; local students interact with foreign students with unique cultural

affiliation. With the situation, there lies the question on the manner how teachers prepare both local and foreign students to foster common understanding among these students. This is the aim of this research to bring Intercultural Communicative Competence to the fore as a response of Cagayan State University to the challenges of internationalization. Furthermore, the study examined students' intercultural knowledge in order to analyze their intercultural communicative competence and the necessary concepts that they need to learn in intercultural communication relative to the factors affecting the Intercultural Communicative Competence of the participants (Judith, 2013). It also endeavored to explore its implications to classroom practice. Finally, this study may provide information to language administrators on the importance of Intercultural Communication as a major course in the English curriculum, particularly in the locale of the study and in the Philippines as a whole; hence, triggering and justifying its inclusion in the roster of courses necessary to keep pace with globalization.

### Conceptual Framework

The Input-Process-Output model was utilized to investigate the intercultural communicative competence of the BSED Major in English students of Cagayan State University as a basis for proposed integration of internationalization in the BSED Major in English Curriculum.

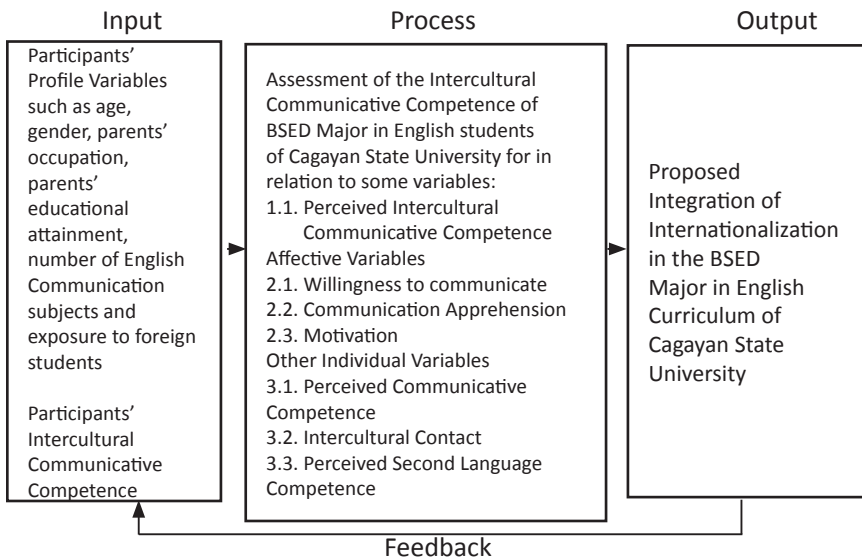


Figure 1. Paradigm of the Study

The paradigm illustrates that this study is aimed at determining the Intercultural Communicative Competence of the BSED Major in English students of Cagayan State University as a basis for the integration of internationalization in the BSED Major in English Curriculum. Hence, the input is the current intercultural communicative competence of the BSE students as well as their demographic profile namely age, gender, parents' occupation, parents' educational attainment, number of English Communication subjects, and exposure to foreign students. The results of the assessment brought awareness to the intercultural communicative competence of the participants, which, at the outset was used as a basis for the integration of internationalization in the BSED Major in English Curriculum of Cagayan State University. The entire output of which will be used as a feedback mechanism for the continual improvement of the BSED Major in English Curriculum of CSU.

### **Statement of the Problem**

Generally, this study investigated the intercultural communicative competence of the BSED Major in English students of Cagayan State University as a basis for proposed integration of internationalization in the BSED Major in English Curriculum.

Specifically, it endeavored to answer the following questions:

1. What is the profile of the participants in terms of age, sex, parents' educational attainment, parents' occupation, number of communication english subjects and exposure to foreign students?
2. What is the level of students' intercultural communicative competence in terms of the following Knowledge, Skills and Attitude?
3. What is the level of students' perceived intercultural communicative competence?
4. What are the students' affective variable scores in terms of the willingness to communicate (WTC), communication apprehension (CA) and motivation (MOT)?

5. What are the students' other individual differences' variable scores in terms of the Perceived Communicative Competence (PCC), Intercultural Contact (ICO) and Perceived Second Language Competence (P2LC)?
6. Is there a significant relationship between the participants' Intercultural Communicative Competence and Perceived Intercultural Communicative Competence, participants' Intercultural Communicative Competence and Affective variables and participants' Intercultural Communicative Competence and other Individual Differences?
7. Is there a significant difference in the participants' Intercultural Communicative Competence when grouped according to profile variables?
8. What internationalization initiatives can be proposed to improve the BSED Major in English Curriculum of CSU based on the results of the study?

## **METHODOLOGY**

### **Research Design**

The descriptive-correlational research design was employed in the study. The demographic personal profile, level of Intercultural Communicative Competence and Perceived Intercultural Communicative Competence, affective variable scores, and other individual differences' variable scores of the participants were described in the study. Comparison was also employed to determine if there are differences in the Intercultural Communicative Competence of participants when grouped according to profile variables. On the other hand, correlation analysis was adopted in determining the relationship between ICC and Perceived Intercultural Communicative Competence, affective variables and Intercultural Communicative Competence, and other individual difference variables and Intercultural Communicative Competence.

### **Participants of the Study**

The participants of the study were the first, second and third year Bachelor of Secondary Education (BSED) Major in English students

of Cagayan State University for Academic Year 2015-2016. The total populations of 92 students were taken as participants of the study.

### **Instrumentation**

A structured questionnaire by Dombi Judit, 2013 was adopted as the instrument used in gathering the data needed to answer the research problems. The questionnaire is composed of 111 items. For this study, some words and phrases were modified to fit into the specific context and direction of this research.

### **Data Gathering Procedure**

Permission to conduct the study was sought from the University Dean of the College of Teacher Education. Upon approval, questionnaires were distributed to all the participants of the study. Thereafter, the data were tallied, statistically treated, and analyzed to shed light and understanding on the results of the investigation.

### **Data Analysis**

The following statistical tools were used in this research:

Frequency Count and Percentage. These were used in presenting the participants' demographic profile.

Mean and Standard Deviation. These were used to describe the participants' Intercultural Communicative Competence along Knowledge, Skills and Attitude, Perceived Intercultural Communicative Competence, affective profile variables, and individual differences variables.

One Way Analysis of Variance (ANOVA). This was used to determine whether there exists a significant difference in the participants' Intercultural Communicative Competence when grouped according to profile variables such as parents' occupation, parents' educational attainment, number of English Communication subjects, and exposure to foreign students.

T-test for Independent Samples. This was used to determine if there exists a significant difference in the participants' Intercultural Communicative Competence when grouped according to sex.

Pearson Correlation Coefficient. This was used to determine if there exists a significant relationship between the participants' Intercultural Communicative Competence with Perceived Intercultural Communicative Competence, affective profile variables, and individual difference variables.

## **RESULTS AND DISCUSSION**

### ***Participants' Profile***

On age, most or 31.77% of the students are at the age of 18. The findings reveal that majority of the students are relatively at the right age for collegiate students in the Philippines as regards to actual age line suggested by the Department of Education and Commission on Higher Education.

Along sex, majority or 71.88% of the students are females while 28.13% are males. This implies that the participants who are enrolled in the College of Teacher Education are female-dominated.

On mothers' educational attainment, majority or 51.56% of them finished high school. Relatively, majority or 55.21% of the fathers finished high school.

With respect to the parents' occupation, majority or 71.35% of the students' mothers are housewives while the occupations with the least frequency includes dressmaking, sales, farming and janitorial services. This implies that the mothers of the participants have meager income in support of their spouses' effort to provide the needs of their children. On the other hand, majority or 60.94% of the fathers' occupation are farming while the occupation with the least frequency include Overseas Contract Workers, pastor, baker, electrician and musician.

Most or 40.10% of the participants have 3 English communication subjects. This is closed to the required number of communication subjects they need to complete their training to become good in their level of linguistic competence. These subjects exposed them to knowledge, skills and attitude in the use of both second language and foreign language for others.

Majority or 69.79% of the participants have zero week exposure to foreign students. This implies that students of the campus have a very slim chance to be exposed to foreign students despite the fact that there are foreign students in the University premises.

### ***Level of Intercultural Communicative Competence***

With respect to the level of intercultural communicative competence, the participants are rated “highly competent” in terms of knowledge and attitude with categorical means of 3.47 and 3.69 and “competent” in terms of skills with a categorical mean of 3.37. These imply that BSED English major students of Cagayan State University are interculturally competent -ready to fit in on the possible internationalization of academic activities that will be embedded in the curriculum. However there must be more effort in the integration of intercultural communicative competence in the language teaching of the University.

### ***Level of perceived intercultural communicative competence***

All statements are given a “very high competent” interpretation with a categorical mean of 84.89 which means, hypothetically, students perceived themselves are very competent in communicating and interacting with others who have different cultural practices and beliefs.

### ***Students’ Affective Variable Scores***

On willingness to communicate, result reveals that most of the statements are given an interpretation of “very high extent” with a categorical mean of 80.28, which explains that most of the students have high degree of willingness in interacting with others, using English as a second or foreign language.



In terms of communication apprehension, the participants were rated as “moderate competent” with a categorical mean of 3.38. This implies that students do not have to combat any feelings of discomfort during communication and interaction with others using English as a common language.

Result showed a “very high level” of motivation with a categorical mean of 4.23. This explains that students perceive their motivation as a strong driving force in improving their language ability.

### ***Students’ other individual differences variable scores***

Result reveals that students have “very high” perceived communicative competence with a categorical mean of 82.37. This means that they have very high perception with regards to their Perceived Intercultural Communicative Competence when given the chance. The finding further manifests that the participants are open to whoever they are talking with in wherever and whatever circumstances they may be.

With regard to the intercultural contact, the participants rated it as “sometimes” with a categorical mean of 2.90. This means that foreign students are not seen much in the neighborhood. International students are sometimes seen in the university where the participants study, but not as it is in their neighborhood.

The participants rated the perceived second language competence as “highly competent” with a categorical mean of 3.67. This means that they are highly competent in comprehending the second language.

### ***Significant relationship between Intercultural Communicative Competence and Perceived Intercultural Communicative Competence, affective variables and Intercultural Communicative Competence and other individual differences***

Pearson-r test unveiled that the intercultural communicative competence has a significant relationship with perceived intercultural communicative competence.

Meanwhile, students' intercultural communicative competence along knowledge correlates with their affective variables along willingness to communicate, communication apprehension and motivation. In like manner, intercultural communicative competence along skills, and affective variables along motivation. Furthermore, intercultural communicative competence along attitude, and affective variables along willingness to communicate and motivation are found to have significant relationship.

The students' intercultural communicative competence and other individual difference variables (perceived communicative competency, intercultural context, perceived second language competence) have a significant relationship. Students' intercultural communicative competence along knowledge with that of perceived communicative competence is found to have a significant relationship. There also exists a significant relationship between students' intercultural communicative competence along attitude with their perceived communicative competence.

Pearson-r test showed a significant relationship between the students' intercultural communicative competence along knowledge, skills and attitude with their intercultural contact.

In the same manner, intercultural communicative competence in terms of knowledge, skills and attitude are found to have significant relationship with perceived second language competence.

### ***Significant difference in the participants' Intercultural Communicative Competence when grouped according to profile variables***

ANOVA test showed that in terms of the significant difference of the students' intercultural communicative competence when grouped according to profile variables, age, sex, mothers' educational attainment, fathers' occupation and number of English communication subjects, the results showed a significant difference in all the variables mentioned.

In contrast, students' intercultural communicative competence along skills is found to have no significant relationship with perceived intercultural communicative competence.

The students' intercultural communicative competence along skills is found to have no significant relationship with affective variable in terms of willingness to communicate.

In like manner, students' intercultural communicative along skills is also found to have no significant relationship with affective variable along communication apprehension.

Furthermore, students' intercultural communicative competence along skills has no significant relationship with other individual differences variable along perceived communicative competence.

As regards significant difference of students' intercultural communicative competence when grouped according to fathers' educational attainment, mothers' occupation and number of weeks exposed to foreign students, the results showed no significant difference in all the variables mentioned.

Finally, the integration of the internationalization of the BSED major in English curriculum of Cagayan State University is just appropriate and timely in preparation for the school's goal to produce graduates of the university who are at par in skills, knowledge and attitude with foreign students towards ASEAN integration.

## **CONCLUSION**

Based on the aforementioned findings, it is concluded that intercultural communicative competence of the BSED major in English students of Cagayan State University in relation to variables that facilitate and enhance it, is at "competency level". The BSED students major in English are skillfully endowed with the capacity in discovering and interpreting a culture of their own and others, adept about facts or information about their own culture and others, and are broadly open to their own culture and others. Along affective variables, perceived communicative competence, intercultural contact and perceived second language competence, students of the BSED major in English have the ability to communicate and interact across cultural boundaries. It is then

appropriate to integrate internationalization in the BSED major in English curriculum in order to sustain, maintain, enhance and bring into equal level of Intercultural Communicative Competence subcomponents that need to be developed among these students who are future teachers of the nation.

### **RECOMMENDATIONS**

Based on the findings and conclusion of the study, the following recommendations are offered:

Teachers may provide authentic activities that serve as an avenue for practice or skills enhancement in the use of the English language to enhance their intercultural communication technicalities and facts.

Students may be engaged in actual immersion activities in an environment with varied cultural beliefs and practices in order to practice their skills in intercultural communicative competence.

The English teachers of Cagayan State University may develop an English international level matrix in the BSED curriculum in order to expose students to intercultural communicative competence practices.

Future researchers may conduct a similar research in the Philippine setting that has foreign students mixed with Filipino students in the program in order to compare the results of the current study where students have no actual interaction with foreign students.

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