DEVELOPMENT APPROACH TO INTERCULTURAL COMMUNICATIVE

LANGUAGE LEARNING COMPETENCIES FOR STUDENTS

IN AN INTERNATIONAL UNDERGRADUATE PROGRAM AT SRINAKHARINWIROT

UNIVERSITY

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Graduate School Srinakharinwirot University

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Title	DEVELOPMENT APPROACH TO INTERCULTURAL COMMUNICATIVE LANGUAGE LEARNING COMPETENCIES FOR STUDENTS IN AN INTERNATIONAL UNDERGRADUATE PROGRAM AT SRINAKHARINWIROT UNIVERSITY
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The importance of understanding other cultures and intercultural communication is highlighted in the globalized world of today, due to the proliferation of internationalization, increasing multinational cooperation, and the mobility of the world population. Therefore, learning a foreign language for intercultural communication is a required competency, and it is known as intercultural communicative language learning competencies (ICLLC) in this study. Since there are only a few international undergraduate programs in Thailand targeting intercultural communicative competence (ICC) as an expected learning outcome, the recognition of the attributes and indicators of ICC benefits course developers and teachers in terms of how students develop ICC. This study aimed to identify ICC attributes and indicators, to investigate the ICLLC of students, to reveal the perceptions of students toward ICLLC activities, and to propose the development approach to ICLLC for students in an international undergraduate program. Firstly, the ICC attributes and indicators were approved by ELT experts through focus group interviews and 24 Thai students in an international undergraduate program were purposively selected as participants using English language proficiency, intercultural knowledge, and intercultural experiences to reveal their ICLLC and perceptions toward provided ICLLC activities. The data collection procedures were classroom observation, semi-structured interview, stimulated recall interview, and journal writing. Finally, the development approach to ICLLC was proposed using the analytic induction of the collected data and approved by experts. The results found that ICC comprised four attributes and 21 specific indicators: (1) intercultural knowledge, with six indicators; (2) intercultural attitudes, with three indicators; (3) intercultural skills, with 10 indicators; and (4) critical cultural awareness, with two indicators. Students with higher levels of English language proficiency and intercultural knowledge seemed to have better ICLLC. Besides, willingness and motivation emerged as implementation forces. Most students had positive perceptions towards ICLLC activities. This study revealed deeper insights into the development approach to ICLLC for students in an international undergraduate program in Thailand.

Keyword : Intercultural Communicative Language Learning Competencies, Intercultural Communicative Competence, Students in an International Undergraduate Program

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INTRODUCTION

The world population is growing rapidly and the development of advanced technology is making the world smaller through an increase in the establishment of closer relationships in economy, politics, transportation, telecommunication, entertainment, social media, and education for people from different countries (Neuliep, 2015, 2; Jiang, 2006: 2407). With globalization, people in all locations are more mobile than ever and there are more kinds of mobility as well as language contact (Jenkins, Baker, & Dewey, 2018, 7).

This phenomenon has brought in the importance of English language to be used to serve as the language of international communication (Jenkins et al., 2018, 7) with the swiftly arising necessity of intercultural communication (Reimers & Chung, 2016, 2). People around the globe do speak different language and they need an officially shared and common language to communicate and understand each other through this international language of communication (Marlina, 2018, 1). Therefore, English is seen as an international language, including the emphasis on English language which is used internationally by speakers of different cultures and backgrounds, has become widespread and it is it is mostly required as an international language of communication (Marlina, 2018, ;Sercu, 2005)

The traditionally existing notion that English language solely belongs to native speakers of English and the teaching and learning English as a foreign language to be native-like are less acceptable. As English is constantly changing its roles to the use of English by users of different languages or non-native speakers of English with various terms, for example, English as a Lingua Franca or ELF (Seidlhofer, 2005), or English as an International Language or EIL (McKay, 2002). This has been widely recognized as paving the way for alternative use. Hence, the primary focus of English education has shifted from the standards of imitating English native speakers towards communicating using world Englishes or English as a Lingua Franca (ELF) (BruttGriffler, 2002, 49; Cavalheiro, 2015). The research studies nowadays turn to study the language learning

process, to develop students' intercultural communicative competence, or to explore more case studies on using English for communication instead of putting the extensive focus mainly on the use and correctness of grammar and structure.

With the mobility of people, intercultural communication is necessary and has been studied in several areas, including research in the teaching and learning of language and culture (Baldwin, Means Coleman, Gonzalez, & Shenoy-Packer, 2014; Byram, 1997; Fantini, 2020; Maude, 2016; Sorrells, 2013). It is clear that effective communication is the initial aim of learning, and foreign language teaching is either officially or theoretically based on how to facilitate competent learners to apply the target language for communication (Cetinavci, 2012: 3445). Since language and culture cannot be separate from each other and they have their roles to support each other, the integration of cultural aspects and differences into language teaching and learning. This idea has already been explored in language education by Byram (1997), Kramsch (1998), and Tseng (2002). However, there have been initiations that it is a necessity for understanding intercultural competence to include world cultures and target-language cultures into the language education (Byram, 1997; Marlina, 2018).

There is a call for attention to the requirements of understanding other cultures and intercultural communication in today's globalized world (Baldwin et al., 2014, 52; Fantini, 2020). Culture is a core component in the term 'intercultural communication' and it is a broad concept with many various definitions (Taylor, 2013, 66). The definition of culture is a complicated collection of a group of people's traditions, conceptions, norms, orientations, values, beliefs, agreements, expressions, practices, ceremonies and ways of life, as well as the invented artifacts and the established societies which permit them to be a culturally unique group (Liddicoat, Papademetre, Scarino and Kohler, 2003). In other words, culture is the combination of both tangible artifacts and intangible concepts (Brown, 1994: 380). Additionally, culture is not static and constantly changes as people share messages and move, and there are struggling consequences between distinctive groups in the same society who have different orientations, preferences, and power relationships (Hecht et al., 2006).

Communication is a solution as it is the procedure of making and transferring the interpreted behavior as a message among people who send and receive that message. And it comes to intercultural communication when culture has an impact on the communication among two or more people enough to make a difference (Baldwin et al., 2014). Therefore, intercultural communication is a key feature of interactions among participants who do not share the same language or culture. This creates challenges to the multicultural society. In order to minimize communication breakdowns and misunderstandings, the development of intercultural communicative competence is required.

Justification of the study

Multicultural society needs understanding of individual differences and participation in the society along with economic growth and environmental preservation. People from different cultures have a salient variety of behaviors and normal practices (Dahl, 2005: 8). Communication between cultures is related to people's lifestyles. Therefore, intercultural communication has an important role in effective communication and can reduce miscommunication among people who come from different cultural backgrounds and speak different languages (Inoue, 2007: 1). At the same time, intercultural communication allows humans to understand and be aware of the individual differences of those whom they want to interact with (Baric-Miric, 2008: 8).

Language learners should not merely be developing their communicative skills and imitating native or standard pronunciation, but they should also have 21st century skills (Sun, 2014: 9). In educational philosophy, to facilitate the learners to live happily in the changing world is to create powerful learners. It does not only mean how well learners achieve the specific objectives but also how well they improve their ability to learn (Joyce, Weil and Calhoun, 2009: 6). Actually, learners do change, so instruction should be adapted to respond to the changes rapidly and successfully. Since intercultural communication is so crucial in the present, it is no surprise that there has been quite an increasing number of studies researching intercultural communication in various aspects, including studies concerning intercultural communicative competence

(Deardorff, 2006, ; Gibson & Zhang, 2005: Briguglio, 2009), studies focusing on intercultural adaptations (Brein & David, 1971), studies emphasizing confidence in intercultural communication (Kramer, 1993; Sanders & Wiseman, 1993; Atkins, 2000), and studies about intercultural sensitivity (Gordon & Mwavita, 2018).

Those abovementioned authors are mainly from European and Western countries. In Asia, the amount of research on ideas in intercultural communication has been dramatically rising. The studies have been aimed at research in Asian contexts (Ishii, 2006: 13-15) with the use of Western theoretical frameworks (Miike, 2002: 4) in different aspects, including studies concerning intercultural communication and intercultural adaptations (Ishii, 2006; Inoue, 2007; Hoon & Tomiko, 2008). Briefly, possessing intercultural communicative competence or ICC is a must for citizens to be more effective and productive in their communication.

There have already been a number of studies concerning intercultural competence focusing on the teachers' perceptions and beliefs (Castro, Sercu & Garcia, 2004). As teaching is certainly a two-way communication as classroom interaction, investigating only the teachers might be inadequate to come up with conclusions about ICC teaching and learning. Analyzing the learners' attitudes, opinions, and expectations is then truly necessary. Many research studies found out that students' classroom performance was dependent on their opinions, perceptions and attitudes (Dornyei, 2001).

Intercultural communication is a two-way process (Taylor, 2013, 21) and there are misunderstandings about it due to its complication. In the midst of multicultural situations, intercultural communicative competence (ICC) is brought into the curriculum to equip learners with necessary competencies to deal with linguistic, communicative, and cultural complexity. The combination of culture into language teaching has been an important focus in language education (Byram, 1997). Moreover, the combination of interculturalism-related content into language education in Thailand is far behind and it is generally ignored (Tran & Seepho, 2016, 1). Therefore, this study is aimed at

contributing to the literature by revealing students' perceptions towards the activities in intercultural communicative competence classrooms.

The Common European Framework of Reference for Languages, or CEFR, produced by the Council of Europe, has advocated culture teaching in learning, teaching, and assessment with an objective of teaching modern languages which is to promote "mutual understanding and tolerance, respect for identities and cultural diversity through more effective international communication" (Council of Europe, 2001: 3). Nowadays, Thai education has integrated the CEFR into the curriculum of language education. In contrast, the general education English classes and language education at universities do not place teaching intercultural competence a significant element to teach. Instead, the provision of basic language activities usually go for boosting up students with lower level of English than the required proficiency level with a hope that they can graduate without major difficulty (Tran & Seepho, 2016, 3-4).

In today's multicultural society, not only language learners but also world citizens need to enhance both linguistic ability and intercultural communicative competence to get rid of linguistic barriers and cultural misunderstanding that might occur in between the cross-cultural communication (Ho, 2009: 72). ICC is not only relevant to being competent in English language, it is beyond that. ICC needs interaction with global knowledge, critical thinking, mutuality, participation, awareness, and acceptance in regard to cultural and individual differences (Taylor, 2013). ICC is a competence which comes under communication skill, and communication skill is one of the five main expected learning outcomes of SWU graduates; in other words, a competency which is proposed to all academic program providers. Graduates not only require specialized knowledge of subject content or professional intellectual and technological skills, but they also need to be equipped with communication skills. Therefore, aspects of ICC are saliently highlighted in curriculum development, and ICC under the umbrella of communication skills can be fostered through use of various teaching and learning methods or circumstances (Taylor, 2013).

Thai universities have endeavored to promote the initiation of international collaborations on higher education issues, and have proposed appropriate policies and standards for internationalization (OECD/UNESCO, 2016; (Fantini, 2020, 52). Thai higher education has been influenced by a series of internationalization events at global and regional levels, leading to changes in institutional contexts. Actually, since 1990, an internationalization process of Thai higher education has been established with support from the government to develop 'international programs" in public and private universities through the use of English as a medium of instruction (Lavankura, 2013). Since English is the official lingua franca and working language of ASEAN, the English proficiency of Thai undergraduates and graduates has been highlighted as a desired outcome (Nomnian, 2018, 15).

In Thailand, there are a number of international educational institutions with foreign students, teaching staff and expatriates. Furthermore, international programs in Thai universities truly grab the attention of both local and international students and parents owing to reasonable tuition fees and internationally qualified standards. Furthermore, higher education institutions are finding their ways to encourage students to have more globalized perspectives and mindsets, a greater value on intercultural skills is at this point set up. Though effective intercultural communication plays a significant role in international education and many educational programs are putting in efforts to promote intercultural communicative competence (Deardorff, 2006), teaching and learning in international education, especially English education classrooms, has had issues concerning the integration of intercultural content and conception in order to promote intercultural contribution in communicative exchanges.

Regarding the international programs at Srinakharinwirot University (SWU), a Thai public higher educational institution, there are seven official international programs available in four faculties and colleges, including the International College for Sustainability Studies (SWUIC). At SWUIC, there are two Bachelor of Arts programs, namely a B.A. in Sustainable Hospitality and Tourism Management and a B.A. in Language and Intercultural Communication. Each year at SWUIC, the intake is almost

200 new students. With critical interpretation, it can be seen that the situation of international programs at undergraduate level at Srinakharinwirot University (SWU) has its own characteristics in that the majority are full-time students who were local high school graduates from regular programs in Thailand. There are also some graduates from bilingual or international programs in Thai schools. There are quite a few foreign undergraduates and they are mainly from South East Asian and Asian countries, including China, Japan, Chinese Taipei, Myanmar, Sri Lanka, etc. Owing to active memorandums of understanding (MoU) with partner universities globally, each semester there are approximately 20 incoming foreign students who attend SWUIC under the academic collaboration programs, i.e. double degree program, student exchange programs and study abroad programs. Each year at SWUIC, the intake is almost 200 new students. Apart from the international students, there are foreign lecturers working as full-time, part-time, and adjunct lecturers. Additionally, teaching and learning in international programs at SWUIC needs to be appropriate to learners with different English proficiency levels. Apart from the international students, there are foreign lecturers working as full-time, part-time, and adjunct lecturers.

This creates diversity in a sense of diverse backgrounds and schemata, and also gives SWUIC a unique cultural diversity. This creates diversity in a sense of diverse backgrounds, and also induces SWUIC's unique cultural diversity. Consequently, this compels teaching and learning which is appropriate to learners who have different English proficiency levels and cultural backgrounds.

Effective intercultural interactions are required outcomes of international education and many educational programs are putting effort into promoting intercultural communicative competence (Deardorff, 2006) and intercultural contribution in communicative exchanges (Quyen, 2018, 36). With the notion that ICC can be developed and taught consciously and subconsciously in a variety of ways, from lectures to direct experiences, and the acknowledgment of the societal change of diversity and importance of ICC, the international program of Bachelor of Arts in Language and Intercultural Communication was successfully launched in 2018 with an

aim to produce graduates who are international communicators with intercultural communicative competence. The program was designed to integrate languages, communication, and other cultures. Mainstream taught courses are relevant to effective communication; understanding of individual differences; interculturalism and diversity; language; and culture of other languages. English is used as a medium of instruction and communication.

In outcome-based education, intercultural interactions and encounters are expected effective outcomes of international program students. It is worth considering the assessment, examination, and enhancement of intercultural communicative competence, or ICC, as it is a skill required in a 21st century cultural society to deal with interculturally diverse interaction in the future. With the notion that ICC can be developed and taught consciously and subconsciously in a variety of situations from lectures to direct experiences, and the realization of the International College for Sustainability Studies of Srinakharinwirot University regarding the societal change of diversity and the importance of ICC in producing graduates with civic engagement to become global citizens, the Bachelor of Arts in Language and Intercultural Communication was successfully established in 2018. The program's aims are to promote intercultural communicative competence in terms of knowledge, attitude, skills, and cultural awareness for learners as a main learning outcome of the B.A. in Language and Intercultural Communication (International Program), or B.A. in LIC. English is used as a medium of instruction and communication. Mainstream taught courses are relevant to effective communication; understanding of individual differences; interculturalism and diversity; language; and culture of other languages besides Thai and English. Lecturers are Thai and foreign, and there are both full-time and adjunct lecturers. The researcher is a Thai lecturer who is conducting lectures on the course titled LIC101: Interaction in Intercultural Communication, which is for all first-year students, and a program committee member who makes judgments on applications and the entrance examination. During one year of observation on teaching and learning with direct and indirect experiences, the researcher developed an interest in researching how those

B.A. in LIC students learn interculturally and what needs to be brought into account when making decisions on interview judgment and instructional practices. There should be a set of attributes and guidelines for developing successful intercultural communicative language learners.

Research studies concerning learning for intercultural communicative competence are considerably new in Thailand, meaning that there has been limited, inadequate and insufficient light shed in this field of study. Prior to developing and investigating the intercultural communicative competence of learners and their learning performance, it is then crucial to study about the learners' attitudes towards intercultural communication. Learners' attitude toward ICC learning is undoubtedly the most significant factor in learner success (Savignon, 2001: 21). Also, it is important to acknowledge the learners' expectations in order to elevate accomplishment in language education. Therefore, this empirical study endeavored to fill this gap in the literature by identifying attributes and indicators of intercultural communicative competence, revealing intercultural communicative language learning competencies and students' perceptions toward ICLLC activities, and also proposing a development approach to successful intercultural communicative language learning for students in an international undergraduate program at the SWUIC.

Drawing from observations as a lecturer of the B.A. program in Language and Intercultural Communication, it was found that intercultural interaction and socialization on a regular basis had not yet become a normal practice as most SWUIC undergraduate students were not extensively and willingly engaged in intercultural interactions unless they were assigned to socialize with others during class activities. They did not naturally attempt to find their own ways to practice intercultural communication in daily routines. Providing facilitated intercultural communication for SWUIC students is ultimately required to increase positive intercultural interaction and socialization among students since there are not many opportunities for them to engage in. From the observations, it can be seen that the students engaged more in and mostly on matters related to academic activities. However, it is also important to note that the

quality of the contact is more important than the frequency or amount of contact (Tamam, 2016, 12). This research study shed light on the need for provision of both quantity and quality of intercultural interactions and socialization for SWUIC undergraduate students to have intercultural communicative language learning competence. According to educational philosophy, building capacity for successful learning does not only involve measuring how well learners achieve the specific objectives, but also how well they improve their ability to learn (Gordon & Mwavita, 2018, 78 ; Joyce, Weil and Calhoun, 2009). Therefore, the studies recognizing the importance of developing intercultural communicative competence (ICC) have shifted to exploring how learners gain new information regarding target language and culture, and what tactics they use to get along well with others, deal with interculturally diverse interactions, and act appropriately in intercultural settings.

Recently, a prominent shift to put a greater emphasis on learners and learning has outnumbered the focus on teachers and teaching (Hakan, 2015, 1348). This means that the acknowledgement of how learners learn new information regarding target language and culture, and the employment of strategies to understand, learn or remember the knowledge has been the principal apprehension in the study of intercultural communicative language learning.

In this sense, education in Thailand adapted its focus to follow global trends and established the internationalization process of Thai higher education with support from the government to develop international programs in universities, mainly using English as a medium of instruction (Lavankura, 2013). As a result, the English proficiency of Thai undergraduates and graduates has been highlighted as a desired outcome (Nomnian, 2018, 15). International educational institutions providing international programs in Thai universities truly grab the attention of both local and international students and parents owing to reasonable tuition fees and internationally qualified standards. As Thai higher educational institutions are seeking ways and channels to develop students to become well prepared and more globalized in their orientations, intercultural skills are placed as a greater value.

The uniqueness of international programs in the context of Srinakharinwirot University make it an intriguing place to study. Even though the major portion of lecturers and students is made up of people residing in the same country and sharing the same Thai nationality, they are from dissimilar social groups. This means that they are likely to have different opinions, values, and beliefs (Taylor, 2013, 2). Many undergraduate students hold certain presuppositions and beliefs that they have entered an international program at an international college in order to improve their English proficiency and succeed in communicating with native speakers of English.

With this paradigm shift, the limitation of studies in intercultural communicative language learning competence in international programs in Thailand, and with reference to the learners' diverse intercultural backgrounds, the acknowledgement of the ICC's attributes and indicators as well as students' ICLLC by policy makers, course developers and teachers enable them to provide necessary learning management and facilitations to serve different needs of students for the achievement of the program's principal outcomes. Also, since the degree program has been in operation since 2018, several uncertainties and hesitations regarding teaching and learning management, recruitment process, and assessment of ICLLC have become apparent. These observations were made by the researcher as a committee member and a lecturer of the B.A.in LIC program; therefore, it is worth saliently researching how students in this unique context learn interculturally and what needs to be brought into account when making decisions on interview judgment and instructional practices. Later, the implementation of ICLLC can be proposed as a development approach to ICLLC for the undergraduate students in international programs relating to intercultural communication in Thai universities. Therefore, this empirical study endeavored to answer the following research questions.

Objectives of the Study

This study aimed to

1. identify the attributes and indicators of intercultural communicative competence,

2. investigate students' intercultural communicative language learning competencies in an international undergraduate program at the International College for Sustainability Studies,

3. explore students' perceptions toward intercultural communicative language learning competencies in an international undergraduate program at the International College for Sustainability Studies, and

4. propose a development approach to intercultural communicative language learning competencies for students in an international undergraduate program at the International College for Sustainability Studies, Srinakharinwirot University.

Research Questions

1. What are the attributes and indicators of intercultural communicative competence?

2. How do undergraduate students perform with regard to intercultural communicative language learning competencies?

3. What are undergraduate students' perceptions toward intercultural communicative language learning competencies in an international program at the International College for Sustainability Studies?

4. What is the development approach to intercultural communicative language learning competencies for students in an international undergraduate program at the International College for Sustainability Studies, Srinakharinwirot University?

Definition of terms

1. **Intercultural communicative language learning competency or ICLLC** refers to the ability that allows undergraduate students in international programs to communicate effectively and properly with other people from different cultural backgrounds, by using the summary of intercultural knowledge, intercultural attitude,

intercultural skills, and critical cultural awareness as well as willingness or motivation. ICLLC is rooted from intercultural communication and intercultural communicative competence, and it first emerged from this study.

1.1 intercultural knowledge refers to undergraduate students' concepts or constructs with regard to general and specific cultures of different nations, language and communication, English as a lingual franca, verbal and non-verbal communication, social interaction, self and others, as well as, current global affairs. This knowledge was collected during the data collection through a use of classroom observation and self-report methods. Later, each student's intercultural knowledge was analyzed and put into appropriate indicators by the researcher using content analysis.

1.2 intercultural attitude refers to undergraduate students' openness, positive attitude toward new things, and empathy for discovering, learning and experiencing other diverse cultures apart from familiar cultures through interacting with those people from diverse cultures in several ways. As intercultural attitudes are abstract, subjective, and invisible; therefore, undergraduate students' daily routines, preferences, past experiences, affective domain activities were collected through self-reported method by the undergraduate students and later interpreted by the researcher in order to evaluate intercultural attitudes.

1.3 intercultural skills refer to undergraduate students' abilities and practices with regard to language skills, interpersonal skills, critical thinking skills, ability to cope with uncertainty about intercultural issues, ability to clarify cultural perspectives and apply in new cultural settings, ability to discover new knowledge of particular cultural practices and apply the knowledge in the interaction, intercultural sensitivity, ability to see the world through the others' eyes, ability to solve intercultural issues, and strategies to direct own learning. These intercultural skills were collected during the data collection through a use of classroom observation and self-report methods. Later, student's intercultural skills were analyzed and put into appropriate indicators by the researcher using content analysis.

1.4 critical cultural awareness refers to undergraduate students' abilities to critically evaluate the cultural perspectives and practices of own and other cultures and it leads to understanding, and to evaluate others' points of view. These abilities were collected during the data collection through a use of classroom observation and self-report methods. Later, student's critical cultural awareness was analyzed and put into appropriate indicators by the researcher using content analysis.

2. **Attributes of intercultural communicative competence** refers to key elements that establish intercultural communicative competence (ICC) of students in international undergraduate programs. The key elements were retrieved from literature reviews, and focus group interviews of experts in English language teaching, curriculum and instruction, and assessment, and then the data were put into themes as ICC attributes. Finally, they were approved by experts and proposed as ICC attributes for the development of ICLLC.

3. **Indicators of intercultural communicative competence** refers to measures or indexes of qualities, skills or behaviors that are described based on the learning performances and expected learning outcomes of the B.A. program in Language and Intercultural Communication. The proposed ICC indicators were initially reviewed from related literature and they were approved by experts in English language teaching, curriculum and instruction, and assessment through focus group interview. They were put under themes and became ICC indicators under ICC attributes. Finally, they were they were approved by experts and proposed as ICC indicators for the development of ICLLC.

4. **Development approach to intercultural communicative language learning competencies** refers to systematically approved ways of teaching and learning management aimed towards the expected learning outcomes of the B.A. program in Language and Intercultural Communication, which are recommended to occur either inside or outside classrooms in order for undergraduate students to effectively communicate with people from different cultural backgrounds, or in intercultural encounters. The development approach to ICLLC includes attributes and indicators

together with teaching and learning methods, and assessment methods which were initially found in a review of related literature, and they were finally approved in a focus group interview of experts in English language teaching, curriculum and instruction, and assessment.

5. **Undergraduate students** refer to Thai-national full-time first-year and second-year undergraduate students who enrolled in the Bachelor of Arts Program in Language and Intercultural Communication at the International College for Sustainability Studies, Srinakharinwirot University, in the second semester of the 2019 academic year. A total of 24 undergraduate students were selected as research participants by using three selecting criteria: 1) English language proficiency, 2) intercultural knowledge, and 3) intercultural experience. These three selecting criteria have been used as recruitment criteria for university admission into the Bachelor of Arts Program in Language and Intercultural Communication.

Abbreviations used in this study

CEFR stands for Common European Framework of Reference for Languages

EFL stands for English as a foreign language

ELF stands for English as a Lingua Franca

ELT stands for English language teaching

ESL stands for English as a second language

IC stands for intercultural competence

ICC stands for intercultural communicative competence

ICLLC stands for intercultural communicative language learning competencies

LIC stands for Bachelor of Arts Program in Language and Intercultural

Communication (International Program) at the International College for Sustainability Studies, Srinakharinwirot University

SWUIC stands for International College for Sustainability Studies, Srinakharinwirot University

SWU-SET stands for Srinakharinwirot University Standardized English Test

CHAPTER 2
LITERATURE REVIEW

Research studies in the area of learning for intercultural communicative competence have their objectives to investigate intercultural communicative competence (ICC) and learners' performance in academic settings. In this study, intercultural communicative language learning competencies (ICLLC) were focused. Therefore, it is essential to review the literature to support the justification, research design, and discussion.

In this chapter, the following literature and theories were reviewed in order to serve as the required literatures relevant to the development approach to intercultural communicative language learning competence of students in an international undergraduate program at Srinakharinwirot University.

1.Cultures and intercultural communication

The word 'culture' is used extensively in both general and academic settings. It is a widely known and progressively practiced term in multicultural society. Culture as a term has been integrated and included in several key cultural terminologies, for example, intercultural communication, cultural differences, cultural diversity, multiculturalism, organizational culture, and cross-cultural adaptation in the textbooks, magazines, and other media. Moreover, culture has been associated with various study areas, such as, business management, communication arts, psychology, education, public relations, marketing, and so on. From the wide utilization of the term culture, it ensures the significance of cultural awareness in daily routine basis.

Intercultural communication has long been addressed in several study disciplines (Bennet, 1998). The first attempt to combine language and culture together in education was done in the 1950s, and it also mentioned the relation of culture and communication. In the early 1970s, intercultural communication appeared in Europe, and it was introduced in Teaching English to Speakers of Other Languages (TESOL) in the 1980s. At that time, intercultural business communication was emerged, and in the

1980s, Kramsch (2002) explains that intercultural communication has been spread to social settings and educational areas. Since the late 1980s, there have been studies on intercultural competence and educational materials that showed and supported the integration of language and culture together (Byram, 1997; Fantini, 2020; Neuliep, 2015).

The main part of intercultural communication is culture, and there are different definitions of it since it is difficult to understand and give a definition (Taylor, 2013, 66). Culture is generally defined as a complicated system of traditions, conceptions, norms, orientations, values, beliefs, agreements, expressions, practices, ceremonies and ways of life, as well as the invented artifacts and the established societies which permit them to be a culturally unique group (Liddicoat, Papademetre, Scarino and Kohler's, 2003: 45). Since culture has embedded in language uses, language learning has to include related culture into it (Mitchell & Myles, 2004). Additionally, Bennett, Bennett and Allen (2003: 272) emphasize that language and its culture have to be taught together to avoid taking risks in misunderstanding and miscommunication. Consequently, intercultural communicative competence should be an addition into language classes (Byram, 1997, Brown, 2000). Therefore, it is essential to teach and learn intercultural communicative competence in language education in order for learners to acknowledge and understand cultural diversities among people who live in other settings, speak different languages, and hold different cultures.

Communication across cultures is a key feature of a globalized world and it is stated as one of the required 21st century skills since there is a growing number of interactions in all aspects of life which now involve participants who do not share the same language or culture. This creates challenges to all involved. In order to minimize communication breakdowns and misunderstandings, the development of intercultural communicative competence is required. This involves an understanding of the similarities and differences in the communicative practices across cultures and languages, the ability to recognize key communicative challenges in intercultural

settings, and the development of strategies and skills to operate effectively in such contexts.

The need for intercultural communication and its benefits

International communication challenges arise around the globe according to political, ethnic, religious differences, for example, conflicts between countries. Effective and competent intercultural communication is a necessity with no doubt. Although the challenges are increasingly diverse, the attempts to solve the problems lead the benefits of communicating and establishing relationships with people from different cultures to live in healthier communities and better lives.

2.Intercultural communicative competence and intercultural communicative language learning competence

Noam Chomsky (1965) added 'competence'to 'intercultural communicative' to create a new meaning which refers to the unconscious knowledge of a language as linguistic competence that refers to how the language relates to the grammatical or psychological aspects of itself. Likewise, (Hymes, 1972) referred intercultural communicative competence to the sociolinguistic usage of the language that allows speakers to use the linguistic skills to interact with others in daily routines (Diaz Frias, 2014).

The integration of culture into language teaching and learning has been an important focus in language education (Byram, 1997; Tran & Seepho, 2016) since language and culture cannot be inseparable (Mitchell and Myles, 2004). Communicative language ability consists of knowledge and the capacity for applying it, or performing communicative language in an appropriate and contextualized use (Young, 2008: 98). Regarded as what helps shape communicative competence, intercultural competence (Deardorff, 2006), is described as an emphasis of ethical ways of how to behave, process thoughts and perform in different environments (Jokikokko, 2005: 79).

The notion of intercultural communicative competence (ICC) has been revisited by various scholars. It was originated by language competence by Chomsky as well as mentioned by (Hymes, 1972) as communicative competence in relation to competence

of grammar use and competence of sociolinguistic features. Later, strategic competence was included (Canale and Swain, 1980). Byram (1997) categorizes the notion of competence into competency of linguistic, sociolinguistic, and discourse. As mentioned by Byram (1997), there are five components of ICC. The first is being curious, open, or ready to alter prior knowledge about other cultures, including that of one's own. The second is intercultural knowledge which demonstrates learning about how people group, create products and practices as well as interaction means. The third is the ability to interpret and to relate. This is deemed as the skills to pinpoint and justify cultural aspects as well as conceptualize the function in different cultural domains. The fourth is ability to discover and interact. This is the skills to learn new culture and its practices. It also includes how to implement attitudes, skills, and knowledge under the mere communication. The fifth is critical cultural awareness. It includes the skills to evaluate the way of thinking and actions of one culture to another. Further, Chen and Starosta (1999) proposed that three main elements of ICC are composed of intercultural sensitivity (affective process), intercultural awareness (cognitive process), and intercultural adroitness (behavioral process). Also, Wiseman (2002) agreed that motivation should be added as additional component when defining the meaning of ICC.

In this research study, intercultural communicative language learning competence refers to the ability of an undergraduate student in the language and culture degree program to perform effective communication with other people from different cultural backgrounds using the summation of intercultural knowledge, attitude, skills, cultural awareness as well as willingness and motivation.

3.Presuppositions for building intercultural communicative language learning competence

Language and culture are long and widely known that they are interconnected, then it has no doubt that intercultural communicative competence should be a component of language classrooms (Byram, 1997; Diaz Frias, 2014; Kim, 2019; Zhou & Griffiths, 2011). As a result, developing ICC to understand other people with differences

and to have effective communication across cultures is significant. In other words, ICC in English education has an aim at developing and achieving such components (Kim, 2019).

In this study, intercultural communicative language learning competencies or ICLLC refers to the ability of undergraduate students who learn languages and intercultural communication to successfully communicate with or respond to other people with cultural differences and diverse backgrounds by deploying an appropriate combination of cross-cultural knowledge, skills, attitudes, and critical cultural awareness. In order to develop learners' ICLLC, there are presuppositions, such as English language proficiency, existing intercultural knowledge, and intercultural experiences that have an impact on the level of ICLLC. In this study, these three presuppositions were used to select participating students. Also, they are recruitment criteria for B.A. in Language and Intercultural Communication.

4.Previous studies on students' intercultural communicative competence

There have been already many attempts to reveal results and fill in the literature on intercultural communicative competence focusing on the teachers' affection, perceptions and pedagogical beliefs including values (Castro, Sercu & Garcia, 2004). As teaching and learning is considered a two-way classroom interaction, investigating solely the teachers might not be able to come up with the conclusions and ideas about teaching and learning ICC. Additionally, investigating the perceptions, opinions, and outlooks of the learners is necessary. Many researchers have found out that students'affective domains including opinions, perceptions and attitudes have an impact on their learning performance and accomplishment (Dornyei, 2001, Barcelos & Kalaja, 2003 ; Williams & Burden, 1997).

There are many approaches and methods in researching intercultural communication and intercultural communicative competence including experiment (Aubrey et al, 2009), survey with closed-ended questions, survey with open-ended questions (Zhou & Griffiths, 2011), interviews and focus groups, observation, language analysis (Hei, 2009), textual analysis (Endres & Gould, 2009). Also, there are many

previous research studies putting the focus on the importance of teaching target language culture following the growing interest in English as a lingua franca, intercultural communicative competence, and teaching world cultures (Byram, 1997; Hyland & Wong, 2013; Marlina, 2018). The studies toward voices and practices of learners about ICC in language and culture classrooms have not extensively been declared. Also, the effort to integrate the content of ICC into English language higher education programs in Thailand is far behind and it is ignored (Tran & Seepho, 2016). This current study sought to contribute to the literature works by revealing the attributes and indicators of ICC, as well as undergraduate students' intercultural knowledge, attitudes, skills, cultural awareness, experiences, and performances while learning and dealing with ICC. And it also explored how undergraduate students with different levels of English language ability, intercultural experience, and intercultural knowledge develop ICLLC in the context of international program in a Thai university.

5. Sociocultural Theory and Foreign Language Learning

Language is a cognitive product and language acquisition resides mostly in the mind for the perspective that language may be a social semiotic (Davis, 1995: 427-428; Atkinson, 2011: 1). The well-known sociocultural theory approach to second language acquisition or SLA is paved by L. S. Vygotsky's psychological theory of human consciousness which explains the ways people acquire and implement language uses aside from their first language (Atkinson, 2011: 24). Sociocultural theory pays attention to the signifying contributions of society that influences individual human development. It focuses on the interaction between developing people and the culture in which they live. Additionally, this concept submits that human learning is principally a process socialization (Lantolf, 2000; 2011).

As mentioned, learning is a part of social progress portraying the originality of human performance relating to social connections as mentioned by Vygotsky's sociocultural theory of human learning. Theoretical framework's main feature is regarded interactions in society which play a solid part in the cognition development. Vygotsky proposed that things can be learned in two layers. The first layer is learned via social

interaction, and later is merged into one's internalizing formation. In other words, people acquire new cultures twice. They start with learning from what is around them. As this is done by themselves, the outcomes are diverse depending on the frame of reference of each individual (Vygotsky, 1978: 57).

The second layer includes the concept that the people can develop their potential to learn within a zone of proximal development. This zone covers the place of exploration where people are cognitively prepared, but need help and guidance as well as social interaction to fully achieve what they learn (Briner, 1999). Simply out, those with more experience, such as teachers and more experienced peers, can scaffold to support the student's learning development. As a result, modelling, discourse, collaborative learning, and scaffolding can be used to foster the intellectual knowledge and skills of learners.

6. Teaching English as an International Language in Thailand

6.1 Roles of English and English Language Teaching in Thailand

English has been used in different aspects from locally to internationally or globally as it is a dynamic and universal language. At present, the use of English is not only practiced merely by native users which accounts for merely twenty percent of the global population, the other eighty percent is used among non-native English users. What's more, the trend of the use of English among non-native English users is growing. It is estimated that there are only 430 million native English users, while there are 950 million non-native users of English. That is, the English language is used much more in places where English is not considered the first language.

Despite its role as a foreign language in Thailand, English has played a critical part in Thai educational system for over hundreds of years. Teaching English in Thailand is regarded as teaching English as a foreign language; therefore, a number of factors must be considered. Since the start of the English teaching in Thailand, several issues have been raised. (Darasawang, 2007: 186). Teachers need to design which language skills the students should learn and how to teach them. Also, the teachers must think about the learning environment where the use of English is rather limited

outside of classroom. Moreover, the teachers must be careful with the selection of appropriate contents and materials as well as suitable assessment criteria (Graddol, 2006).

In Thailand, English is taught as an ideology of a foreign language for a century. There are two approaches of English language teaching (ELT), which are English as a Foreign Language (EFL approach) and English as an International Language (EIL approach). When considering the present critical aspects from the EIL approach, the main problem of EFL context in Thailand is not in correlation with the communicative needs in the globalized period. This has exasperated the English language teaching situations in Thailand. The sociolinguistic features of English teaching and English use and English teaching have been broadly put in spotlight as a major problem in teaching English as a foreign language. What's worse, such problems have deeply penetrated into the Thai socio-cultural structure, affecting the identity construction of potential English learners in Thailand. Consequently, the English language educational reform in the country needs to be made since the problems not only affect inside the school but also in the society in general. To explain, Thai students perceived English as something problematic at school. Therefore, they carry this perception towards English with them when they grow up and have enter the labor force. As a result, a steady and methodical transformation from the EFL to the EIL approach is considered suitable means to elevate the English language teaching in Thailand.

6.2 Culture in English Language Teaching and Learning

The integration of intercultural communicative competence (ICC) in the midst of EFL is needed so as to improve the teaching of English. The dynamic growth of globalization and the mixture of various entities worldwide have forced learners and teachers of English to take cultural awareness into consideration. Moreover, the significance of intercultural communicative competence in the second language acquisition (SLA) and foreign language education have been the main discussions which include the vital role of linguistic and communicative competence along with

intercultural competence. It is argued, however, that the ultimate goal of teaching and learning English to foreign users is not how fluent they can use the language in terms of macro skills. Instead, the focus must be placed on how they are aware of the cultural boundary and its effects on communication. This is to prevent unintentional and unnecessary cultural conflicts and misunderstandings when they communicate in English (Barletta, 2009). Such notions are also in line with what Genc and Bada (2005) stated that EFL teaching is to make the learners realize the complex connection between culture and language rather than focusing on grammar and language structure.

With the element of SLA coming into play, functionalist approaches should pay close attention to how language is used primarily for communication. Thus, multiple layers of language, including pragmatics must be brought up (Bardovi-Harlig, 2007). The functionalist theories emphasize on the linguistic resources aiming at creating the meaning and encouraging the analysis of how learners' language establish meaning (Chapelle, 2009). Scholars such as Byrnes, (2002) and Kramsch (1993) also have argued that language and culture are inseparable. Both of them must be instilled into how students acquire another language. What's more, recent work on language and intercultural competence infused pedagogy by Byrnes (2009) investigates three materials, the Common European Framework of Reference (CEFR; Council of Europe, 2001), the Standards for Foreign Language Learning (ACTFL, 2006), and the report by the Modern Language Association Ad Hoc Committee on Foreign Languages (2007) namely "Foreign languages and Higher Education: New Structures for a Changed World." These elements help confirm that a change in the foreign language profession is essential by incorporating cultural essence into language teaching and learning. It is hoped that by doing so, foreign users of English will be embedded with the concept that language is not merely just a means of communication but it also acts as what constitute global harmony and mutual understanding (ACTFL, 2006: 316).

Additionally, another issue in EFL occurs in the classroom where teachers frequently limit the integration of cultural essence when they teach English. On the

contrary, they tend to focus merely on grammar teaching (Byram, 1997, Lázár, 2003; Chlopek, 2008). When considering the fact that cultural elements have been left out when it comes to teaching a foreign language in Thailand, the infusion of culture in the EFL classroom, the teaching of culture and the integration of ICC still need further attention and research in Thai EFL educational settings. The aforementioned circumstance brings opportunities for language education and teaching professional development providers to adapt their philosophy of education and practice of planning, modifying, attaching the brand-new principle of promoting intercultural communicative competence to students. As a result, there are more study programs concerning ICC. And the main objective of those programs is to attach the essence of ICC into the program in order for students to deal with the real multicultural classroom and society.

6.3 Teaching English as an International Language (EIL)

The concept of English as an International Language or EIL and the need to study and teach it were proposed almost 40 years ago by Larry Smith (1976, 1978), to be followed up and re-emphasized over 25 years later by Sandra McKay (2002). The changing sociolinguistic landscape of English as a result of its colonial and postcolonial expansion through research studies and observations makes the new paradigm of teaching and learning of English as an international language (Smith, 1978; McKay, 2002). English is spread globally, leading to the pluralization of its users, functions, and patterns, and English plays a significant role in various international collaboration and cooperation, had apparently promoted English to become an international language. This means English is not a homogeneous language spoken only by native English speakers. Theoretically, the teaching and learning of an international language needs to move beyond the teaching and learning of singular language and culture as communicatively used by a single group of speakers from a particular speech community.

Changing demographic background of English language users mainly contributes to the status of EIL as most researchers have concluded that the major users of English nowadays can speak more than one or two languages by what Kachru (1986)

coined as outer and expanding circle countries. It is estimated that there are one billion reasonably competent English speakers from those two mentioned circles (Jenkins et al., 2018, ; Mckay, 2012) which outnumber the English users from the inner-circle countries (Marlina, 2018). Nonetheless, it is uncertain to finalize the exact numbers of these speakers of EIL.

Communicative skills and cross-cultural skills are considered required twenty-first century skills for young Thai citizens. As they are supposed to be quality Thai, ASEAN, as well as global citizens, their communicative skills include literacy or ability to listen, speak, read and write for understandings. Cross-cultural skills refer to abilities to communicative effective and live happily with others who have different backgrounds, lifestyles, politics, economics, societies, customs, and cultures. Education in the twenty-first century focuses on development of intellectual persons that is more significant than other natural resources. It also emphasizes on learning community and learning how to learn through cooperative and collaborative learning under the philosophy of self-constructivism. Education reacts to the requirement of language for international communication in the era of information technology.

7.Education in the twenty-first century and ICC as a twenty-first century skill

The most significant factor in life advancement is to have a good education and the importance of education is gradually perceived by the public (Reimers & Chung, 2016, 2). Developing learners to become global citizens as an educational outcome is an adaptive challenge, not just only providing necessary school subjects, but also providing learners with opportunities to develop fundamental attributes for future circumstances. The fundamental attributes include the demand of live long and good health condition, active members of the communities, participating economically and politically in local and global institutions, and relating to sustainability (Reimers & Chung, 2016, 2).

From late 20th to early 21st century, advanced technology has rapidly changed the world in terms of its economy. Its effects on the professional setting have been tremendous, hence future workforces are required to be equipped with certain skills to

excel. In the early 1980s, several entities such as government, educators, and stakeholders initiated a number of studies introducing essential skills and implementation strategies to maneuver students and workers to the right path set by the growing demands of dynamic society.

Early 2000s several sectors including government and private sector have development examined how existing education is aligning with the accelerated social, economic, and political changes in the 21st century and beyond. Labor market needs non-routine analytic and interpersonal tasks rather than routine manual activities and routine cognitive tasks. Traced back twenty years ago, vital conceptual work and studies aimed at improving the objectives of education to equip students with skills needed in the future have been revisited. UNESCO is the organization to support the right of education for the purpose of contributing to peace and has been trying to outline a framework for education in the twenty-first century. The framework includes four spheres of education including learning to realize, learning to perform, learning to become, and learning to coexist (Reimers & Chung, 2016, 5).

Twenty-first century skills are known as required skills and abilities to develop oneself in order to live successfully in the changing society of technology and information. Those skills include skills, abilities deemed essential to thrive in twenty-first century society and professional settings by a myriad of sectors from the domains of government, business, and academia. The aims are to prepare the existing students with what is needed to compete with others in the fast-growing environment post 20th century which is heavily influenced by digital technologies and people of diverse cultural backgrounds. As a result, these skills appear to focus on deep learning, which involves the ways to logically analyze, to deal with unexpected issues, and to collaboratively work with others.

There have been many organizations including the Organization for Economic Cooperation and Development or OCED relevant to global education seeking to redefine essential competencies that educational institutions should develop for their students in the twenty-first century in the four broad twenty-first competencies which are

First, being digital literacy aware. This includes primary and science, economic, technology related. Also, it involves visual-focused and information-focused literacies as well as multicultural-focused literacy and awareness of global issues. Second, thinking inventively which covers the ability to adapt, manage complicated issues, and be self-directed, the ability to be curious, creative, and not afraid to take risks, and the ability to focus on higher-order thinking and sound reasoning. Third, communication effectively which in regard with working as a team with good collaborative and interpersonal skills, being responsible for personal, social, and civic issues, and being interactive communicator. Fourth, having great productivity. This covers the ability to plan, prioritizing, manage, the ability to be equipped with practical, authentic tools, and the ability to initiate timely, high-quality outcomes.

Furthermore, the World Economic Forum also came up with a report exploring skill gaps in different countries and concluded that twenty-first century skills include the following qualities. First, basic literacies concerning literacy in relations to statistic, science, information technologies, finance, society and culture. Second, the 21st century skills should include the ability to think critically in order to solve problems creatively with effective communication and collaboration skills. Third, those who are equipped with 21st century skills should be curious, initiative, persevering, and adaptable while be able to lead the team with social and cultural awareness.

The National Research Council of National Academies also defines twenty-first century skills in 'Education for Life and Work: Developing Transferable Knowledge and Skills in the twenty-first Century' to have three domains of competence: cognitive, interpersonal, and intrapersonal whilst being able to recognize that all these domains are interrelated in how people learn and develop their potentials. These three domains portray unique aspects of the way people think and build on previous efforts to pinpoint and organize different aspects of how people behave in society. They include three main components. The first one is cognitive competencies which include how people process and strategize their thoughts, how people think critically to cope with surprising situations or problems while being able to argue and express ideas with rationales. This

also involve the ways people interpret, secede, and adapt when they learn something new. This also include knowledge which can be categorized in to literacies of several domains, namely information, informational technology, communication via speaking and wiring, as well as active listening. Moreover, people with the 21st century skills must be creative and innovative. The second component is intrapersonal competencies which is concerning the ability to be open intellectually. That is, ones should be flexible, adaptable, artistic and culturally sensitive while being responsible for personal and social issues. What's more, ones must advocate for diversity and must be able to learn by themselves with strong work ethic and conscientiousness. Also, ones need to be initiative, self-driven, responsible, persevering, and career focused while maintaining strong physical and mental health. The last component is interpersonal competencies which include the ability to be team player by having strong communication, collaboration, and interpersonal skills. Also, ones must be able to lead with responsibility, attentive communication, and self-expression which influence others and society as a whole.

Although the competencies and skills required for 21st century skills are diverse, they have a number of shared characteristics. Despite a wide range of literatures, it is predominantly and repeatedly focused on intercultural communicative competence. Also, the twenty-first century skills can be divided into three main skills which are learning skills, literacy skills and life skills. Relevant to the study, learning skills including critical thinking, creative thinking, collaborating, as well as communication are exactly the required skills in today's world. Critical thinking is the analyzing which is the reasonable thinking to differentiate which one is true which one is false. This critical thinking skill will help you make any decision easily. In other words, you can call critical thinking as logic. The second is creative thinking skill which is the ability to create new technology, new things or new methods also called as Innovation. The next one is collaborating skill which is the ability to work together with other people and have a good team work with the people who have different opinion, belief, or knowledge to help

each other make the task finish. The last one is communicating which is ability to using languages, using ICT and phycology to make an achievement communicate.

The second ability of *twenty-first* century skills is literacy skills which are separated into three types, information literacy, media literacy, and technology literacy. Information literacy is abilities and skills of the person to reach any information, can evaluate the information, and use all information efficiently. The second one is media literacy is the ability to reach, analyze, and produce media by understanding and realizing of the meaning, impacts of the media, how and why the media is produced, and how to use the media show our thinking efficiently. The last one is technology literacy or digital literacy which mostly about digital knowledge that cover computer basic skill until advanced skill.

The last *twenty-first* century is life skill. Life skill is the skill that everybody has to be and need to use in daily life to make ourselves happy and make us success. The skills needed for our life are generic skills, decision making skill, communication skill and so on, and skills required for workplace involving being flexible and initiative with strong social skills to foster high productivity and leadership ability. Flexibility skills has to be in any person and we have to adapt ourselves into any changes. Being able to create new things in ones own initiatives which includes the ability to manage objectives and time wisely both short and long term, the ability to work independently, and the capacity to learn autonomously. Social skills are another aspect which support the effective interaction while being with other people and how to work efficiently in diverse teams. Productivity skills include managing projects by setting goals to make plans and help us achieve the goals easily. The last one is leadership skills is guiding and leading others by using problem solving skills, being an effective coordinator, accept all different abilities of co-workers and be a good model to others.

Several agencies and organizations have proposed guidelines and recommendations for implementing 21st century skills in various learning settings including five different domains in education: the ways to standardize, assess, develop professionally, creating curriculum, and creating environments suitable for learning. The

initiates of creating suitable learning settings and curricula have been influenced by the designs to administer and foster 21st century skills with a twist to differentiate <u>organizational models</u> from the models in schools and businesses. The development of programs results in the experiential learning, hands-on learning, and project-based learning. Cooperative learning and experiential learning environments are widely mentioned to foster flexibility in classrooms.

To sum up, intercultural communicative competence is saliently one of those required 21st century skills that allows the ICC communicator to live in the changing world and society. As ICC is combined with skills as well as literacies, such as, learning skill and a life skill with a use of literacy skill, interpersonal and intrapersonal skills plus communicative skill. The concept of ICC is derived from many terms including intercultural communication, intercultural competence, global citizenship, adaptability, critical thinking, and so on.

8.Intercultural Communicative Competence

8.1 The Necessity and Benefits of Intercultural Communication

Effective and competent intercultural communication are needed by international tensions around the world. Everywhere conflicts and misunderstandings from differences of politics, ethnicities, religions, cultures, expectations are found. This highlights the necessity for skillful intercultural communication (Neuliep, 2015, 4-5). With communication and establishment of relationships between people of diverse cultural backgrounds, it is believed that several benefits, for example, more pleasant communities, more economic fluidity, less conflict societies, and continuing growth at personal level while being more tolerable with changes (Neuliep, 2015, 7).

When interaction with others from unfamiliar cultures is established, several unpredictability concerning other cultures and values, as well as how people behave, perceive, and expect things may occur. People are not sure what to say and do in such situations. This may lead to nervousness and anxiety. Then, intercultural communication comes out (Neuliep, 2015, 29).

People are living in the surroundings of intercultural communication (IC). IC and related issues are becoming particularly important as the 21ˢᵗ century races forward, IC affects communication with international partners, colleagues, business partners and potential tourist customers. It affects communication with potential international employers, or working in the future for multinational or international organizations. This is all fairly obvious, but studying IC is also important to understand own cultures and societies. It helps people to understand how own culture has developed, how it is changing, and how it influences us (Taylor, 2013).

Though people residing in the same countries and sharing the same nationalities, they may have different opinions, values and beliefs. This is because they may have different backgrounds and come from different social groups. People in the same community are possibly from different schools, universities, companies or organizations can have extremely different cultures, sometimes referred to as organizational or corporate cultures. If you belong to one of these social groups, communicating with a member of another of these groups is an instance of IC, whether you realize it or not. And then there is the kind of world that we live in today. Non-native speakers of English or people who use English as a foreign or second language constantly told that to "improve themselves" and succeed in the world today, they need to improve their English. Most students seen to think that they are improving their English in order to communicate with native speakers of English, as if they were going to emigrate to the U.S. or Australia or work for expatriate native English-speaking bosses. However, in fact, research has shown that most English exchanges in real settings are not between those who speak English as their first language at all, on the other hand, the exchanges are between people who use English as their second or third language or even foreign language like Thailand. The need of developing ICC and ICLLC is to prepare people to live peacefully in multicultural society. Therefore, starting to understand the nature of IC is a second to none.

Finally, understanding the nature of culture is of critical importance at this point in time when many smaller countries are under great tensions, torn by the paradox

of wanting to embrace globalization and at the same time fearing the erosion of the traditional cultural values of their societies. Simultaneously claim to want "international standards", but criticize "foreign interference", without seeing any apparent contradiction in this stance. Not only this, smaller countries such as Thailand face additional cultural pressures from other countries seeking to promote their national cultures for commercial ends, such as "Japanese Wave" and "Korean Wave" in Thailand (Taylor, 2013). There are no easy answers to this issue, but at least the study of IC and created issues promotes informed and sensitive debate, rather than reactionary or ill-informed nationalistic rhetoric that has no foundation in fact.

8.2 Defining Intercultural Competence

The definition of intercultural competence differs (Deardorff, 2006) upon what is deemed salient at a particular point of time. To new a few, engineering personnel tends to use global competence and approach, however, social workers seem to prefer the term cultural competence. Fantini (2020) also proposed various terms both within the literature as well as in assessment. They include different terms which are often used interchangeably, namely global citizenship, international communication, cross-cultural adaptation, multiculturalism, global competence, intercultural sensitivity, cross-cultural awareness cultural intelligence, as well as transcultural communication.

It is important to realize that intercultural competence can be used to define those who have interactions with others of unfamiliar frame of reference and background, no matter where they come from. This term is frequently used without a solidified definition, specifically ones often found in literature. It is necessary to have a stable definition of intercultural competence prior to progressing to any other areas (Fantini, 2020). Also, it is vital to be aware that much efforts have been made over half a century to declare such a notion merely in North America alone. We should, therefore, take this into account when addressing a suitable definition of intercultural competence. Nonetheless, (Deardorff, 2006) and Hunter, White, and Godbey (2006) argue that in the case of tertiary institutions and beyond, such definitions are seldom used. On the

contrary, different definitions mostly depend on discussion within faculty, with no literature consultation.

Several definitions have been published concerning intercultural competence. The Delphi technique, a process of iterative to reach an agreement, was the first study to be able to have consensus from intercultural specialists, mainly in the United States (Deardorff, 2006). The ways these experts reached an agreement were divided and put into a model that leads to assessment to further develop detailed measurable learning outcomes. Notably, such a model began from the requirement to assess this ambiguous concept. Thus, its emphasis on external as well as internal intercultural competence outcomes is originated from the growth of certain attitudes, knowledge, and skills instilled in intercultural competence. Therefore, realizing the unclear definition of these dimensions, individual respect may be integrated into something more concise with tangible results and relevant to the particular context.

The general external outcome of intercultural competence is seen as practical and suitable way to act and communicate in different intercultural situations. Several main elements can be brought up in this grounded-theory based model which yield a number of implications for assessment in the domain of intercultural competence. The first one is that intercultural competence development is an ongoing process. Because of this, and it is crucial for people to make reflection on the progress of their personal intercultural competence periodically. Moreover, it is advisable that such an assessment ought to be built with specific interventions. The second element is critical-thinking skills which heavily affect people's ability to learn and evaluate what they learn. That is, critical-thinking assessment may be suitable for intercultural competence assessment. The third element is attitudes, notably respect which is heavily influenced by cultures and being open-minded and curious. These act as the foundation for the model and yield great effect on all other respects of intercultural competence. The fourth component is the capability to perceive from the point of view of others. Thus, global perspective assessment and the ability to comprehend other points of view are also essential. Such deep cultural knowledge provides a broader understanding of a

different culture, which involves in the various contexts such as politic, history, and society. Hence, culture-specific knowledge assessment must exceed the conventional superficial-level knowledge of contexts such as what people eat, how people greet, and interact with others. In addition, merely knowledge is deemed inadequate for the development of intercultural competence as skill development for thinking when it comes to intercultural occurrences is perceived more salient than knowledge people actually acquire Bok (2006).

9.Intercultural Communicative Competence (ICC)

Authors of numerous other models have referred to and revised the concept of intercultural communicative competence (ICC). Beginning its development from the use of Chomsky's word "competence," the first mention of communicative competence was Hymes (1972), who used it in regards to both grammatical and sociolinguistic competence. The concept was further developed by Canale and Swain (1980) concerning grammatical, sociolinguistic, and strategic competence. Byram (1997) grouped the concepts into linguistic, sociolinguistic, and discourse competence, stating that ICC consists of five components. These five components are; (i) intercultural attitudes defined as one's curiosity, openness, and/or willingness to open up to other cultures while suspending preconceptions ingrained from their own, (ii) intercultural knowledge defined as learning about concepts such as products, practices, and social and other interactions, (iii) skills of interpreting and relating defined as an ability to identify, understand, and explain the perspectives of cultures in new contexts, (iv) skills of discovering and interacting defined as an ability to not only acquire new knowledge about culture but also to maintain a pleasant attitude during real-time communications, (v) critical cultural awareness defined as an ability to objectively evaluate the practices and perspectives between one's own culture and another. In regards to English education or English-language teaching, ICC may be used to achieve each component. In other words, ICC in English education or English language teaching has an aim at achieving such components.

9.1 Development of Intercultural Communicative Competence

There are two primary ways to develop ICC in tertiary level education: via the curriculum and by using co-curricular or extra-curricular activities. Across campuses, the term "internationalizing" is often used to describe the action of enhancing the students' educational experience through intercultural and global practices. Bok (2006) states that not many undergraduate students participate in international relations or intercultural settings. Therefore, institutions must engrain intercultural competence throughout their courses and curriculum.

How to include the intercultural content into English language curriculum is intriguing to study. It is essential to clarify that relegating intercultural competence to only international reading during a course, one lecture on the topic or even one course on international studies or a related subject is much too limited for guiding and assisting students in developing intercultural competence. Rather, intercultural competence should be part of many undergraduate courses with members of the faculty trained to have a deep understanding and knowledge of the concept.

Combining standard courses with intercultural competence can enhance the learning experience for students and help them discover new cultural perspectives on a range of issues. It will also assist students with viewing problems from another person's perspective, learning how to use the diverse background of their classmates to solve issues, and require them to have a broader educational experience (through internships, service-learning, and/or research) associated with their major.

Intercultural competence dramatically varies depending on the topic, subject, or course meaning that academic departments must collaborate, engage, and reflect on several different aspects of embedding intercultural competence into their courses, considering questions such as: What intercultural skills and abilities are required in this course? How is this course affected by globalization, and what aspects of global learning can benefit graduates of this major? How can teachers assess a student's intercultural communicative competence to ensure that they have gained a broader understanding of the concept, and how can teachers evaluate it? How can

teachers prepare our students for a multitude of cultures and countries that they will encounter and may impact their future advancement? What intercultural skills, knowledge, and attitudes do students require to be successful in the modern world?

Bok (2006) states that requiring tertiary level institutions to provide a well-constructed foundation course about a wide range of world issues, implementing foreign and comparative materials into courses, and requiring foreign language can better equip students for an increasingly global economy and society. While integrating intercultural competence into courses is a significant step, it is also essential to consider that intercultural learning leads to transformation and requires experiences to spark this transformation. Therefore, developing intercultural competence is not achieved via only learning about another culture because people from various backgrounds and cultures share a classroom, or even through interacting. Service-learning and studying abroad, therefore, become two essential ways to develop further and enhance the intercultural competence of students. Both service-learning and studying abroad use intercultural interaction as a central concept.

9.2 Intercultural Communicative Competence in English Language Teaching

Various opinions impact the development of intercultural competence in teaching languages. Byram (1997) places a significant role on foreign language teachers in guiding their students through the process of becoming competent in aspects of ICC such as attitude, knowledge, and skills when learning and using a new language. Activity is mentioned as a preferred method for enhancing intercultural competence with exploration and comparison of personal and target cultures in aspects such as geography, history, and other identifiers key to promoting correlations between both cultures, acknowledging similarities and differences, and allocating information using a shared foreign language as a medium of communication with people from other cultures.

Moeller and Nugent (2014, 8) suggest a lack of ICC in foreign language teaching as traditionally such learning focuses only on language structure, vocabulary, and pronunciation. This inhibits the student's ability to grow and develop intercultural

competence "as the learner is not given equal opportunity to bring his/her beliefs into the conversation." Quyen (2018, 36) concludes that it is essential to integrate intercultural competence into foreign language courses as it will assist with better preparing students for the reality of the world and help them to truly experience how local languages are used to forge relationships and understanding.

Newton (2016) uses the principles of intercultural language teaching to form step-by-step, guided strategies to develop and enhance intercultural learning in EFL courses, which has significant relevance for English-language teaching across Southeast Asia. Five strategies are proposed to enhance the learning experience and develop intercultural competence; (i) Use language in specific tasks, events, and genres to link the context of the language to the content, (ii) Begin by considering one's language performance in the native tongue before using the target language, (iii) Provide great encouragement for students to put their language to use in the "real world" beyond the walls of the classroom, (iv) Allow students to compare experiences, reflect on feelings that occurred during the experiences, discuss any judgments they had, and consider what led to those judgments and feelings, (v) Guide students to a better understanding by replacing cultural facts with discovery learning. These strategies were used to position communicative English language tasks, assisting students with thinking interculturally and connecting them in real-life settings where they could have an opportunity to think critically, compare, and reflect on their experiences to develop their intercultural understanding further.

9.3 Intercultural Competence Model

International education of all levels requires successful intercultural interactions due to the diversity of students in the global education system. Therefore, it is crucial to define a fruitful interaction between people from different cultures. There are several aspects to consider for the development of a framework or model to assess intercultural competence, both internally and externally, such as, attitudes, knowledge, skills, internal outcomes, and external outcomes.

There are several attitudes to consider, namely, respect, openness, curiosity, and discovery. Both openness and curiosity display one's willingness to remove themselves from their comfort zone and take a risk. Respect demonstrates the value of another person and their culture when communicating. These traits are the base of any further development regarding the knowledge and skills required for intercultural competence.

In terms of knowledge, there is an agreement among intercultural scholars that the following aspects are essential for intercultural competence: cultural self-awareness referring to an understanding of how a person's native culture has influenced their perspectives and identities, deep-culture knowledge, surface-culture knowledge including an understanding of others' views toward the world, and sociolinguistic perspectives or awareness. Besides, all intercultural scholars agreed that empathy towards another person's understanding of the world was of significant importance.

Skills includes the process of knowledge attainment. These also comprises observing, receptive language skills, productive language skills, remembering, evaluating, analyzing, interpreting, and relating.

The internal outcome consists of adaptability, flexibility, and empathy. These results all occur within the individual as a direct result of the three aforementioned: attitude, knowledge, and skills which are required to become intercultural competent. As the results develop within an individual, one can higher understand another's point of view and respond to them accordingly during a conversation, conversing in a way that is desired by their companion. Internal outcomes are reached with varying levels of success.

About the external outcomes, all three aspects, in addition to the results of the internal outcome, combine with the individual's behavior and communication which is classified as the external outcome that is experienced by others. Therefore, intercultural scholars agree that intercultural competence is "the effective and appropriate behavior and communication in intercultural situations." Though, this definition relies on the elements and aspects previously highlighted. The individual

determines the effectiveness while the person determines the appropriateness they are communicating with and directly relates to that person's view on how an individual adheres to their cultural norms.

The five aspects above are visualized using the model of intercultural competence below, therefore offering a framework on which one can be guided in developing intercultural competence in students.

Individual can possess the correct attitude, but still fail to display the appropriate behavior and/or communication, even without further skills or knowledge. If the necessary skills or knowledge were added to this individual, they may become a better communicator and improve their behavior according to their intercultural interactions. Adding flexibility, adaptability, and empathy generates even greater appropriateness in intercultural interactions. The lifelong process of intercultural competence demonstrates that there has been no fixed point which an individual is "fully" interculturally competent at. Therefore, the development process requires close attention, including how one obtains knowledge, skills, and attitude, in addition to the visible aspects of intercultural competence, making critical thinking a powerful and essential part of the process.

Interestingly, the role of language does not guarantee that one will become interculturally competent. It can, therefore, be concluded that language is necessary, but not sufficient, for becoming interculturally competent. However, language should not be dismissed as it is an essential way for understanding the views of others, making it essential for the development of intercultural competence. Achieving any level of intercultural competence is not something that will simply happen for most people, and instead, it is something that one must set out to do intentionally. Addressing the development of intercultural competence at third-level institutions via programs. Experiences and courses, both domestically and internationally, is the best way to graduate students ready for the global economy.

9.4 Cultural Learning Outcomes and Assessment

Palm (2008) states that there is a broad range in the definition of performance-based assessments dependent on the author, publication, and intended readership. The goal of a performance-based assessment is to attempt to measure the ability of an individual to apply skills and knowledge acquired from previous studies. Chun (2010) states that, generally, a task will present a challenge to students and encourage them to use critical thinking to complete an objective or create a product. Tasks could vary from simplistic to complicated.

Ideally, an assessment will request an individual to complete a task that closely resembles a responsibility from their personal or professional daily routine. Performance-based assessments consist of several components, including the accuracy of an assessment for a specific course standard, complexity, authenticity, process, and/or product relation, open-endedness, and timeliness. Chun (2010) and McTighe (2015) state that generally, students are asked open-ended questions in each lesson with several possible answers and outcomes. Higher-level tasks would present a sense of urgency that mimics a real-life situation where a product must be developed, or process determined.

Creating a lesson for performance-based assessments for students is based around a reverse design process, beginning with:

1.Identifying the goals for the performance-based assessment that will challenge the students to use problem-solving and critical thinking. The assessment should allow individuals to work without restraints during each step.

2.Selecting course standards that are appropriate and relevant for the assessment.

3.Continually reviewing assessments for identifying areas for improvement.

4.Designing a scenario to use for the assessment.

5.Gathering, preparing, and creating materials to use.

6.Developing a structured learning plan.

Teachers must not teach rigidly when preparing students for a performance-based assessment. Instead, teachers should find the right balance between teaching content and allowing students to prepare for a task in their own way.

Lectures are not the only way to teach ICC. Instead, a combination of practical or hands-on experiences and awareness are vital ingredients for understanding real-world scenarios outside of the classroom. Sometimes, field trips and excursion activities to destinations relevant to cultural diversity are also required for both teaching and learning.

ICC in classroom cannot be delivered through only lectures, but it needs the combination of awareness and hands-on experience to understand the real world outside the classroom. Sometimes, field trips and excursion activities to other places relevant to cultural diversity are required for teaching and learning.

10.Competences related to ICLLC

Behavior of the culture related to acting, doing, saying, and interacting among the participants who belong to certain culture could be derived as expected outcomes. The learners are therefore directed toward an emphasis of cultural behavior appreciation which could be observed through both verbal and non-verbal expressions in their communication. They could also be further expected to demonstrate involvement and interaction with members of the target culture. That means it is essential that the learners be able to both appropriately interact and effectively communicate with people from other culture in order to achieve mastery of competence related intercultural communication language learning competence (Chi & Suthers, 2015).

A number of models of competence apply to language-and-culture learning. Some come from the field of language education and emphasize, understandably, language proficiency and communicative competence. Other models, from the field of intercultural communication, emphasize the cultural and intercultural aspects of competence. The examples of ICLLC-related competence are

1.Language proficiency puts an emphasis on Developing fluency and accuracy in a second language in listening, speaking, reading, and writing. An

emphasis on using language for communicative purposes, with the educated native speakers as the goal (Omaggio-Hadley, 1993).

2.Communicative competence focuses on enhancing language learners' attitudes to communicate effectively and appropriately within specific cultural contexts of the target language and culture (Canale and Swain, 1980; Savignon, 1983)

3.Cultural competence puts an emphasis on promoting the capacity to appropriately act and interact in the target or specific culture. Facial expressions, gestures, body movements, acts, speech acts (Steele and Suozzo, 1994; Damen, 1987; Stern, 1983)

4.Intercultural competence focuses on developing the ability to interact effectively and appropriately in intercultural situations, regardless of the cultures involved (Fantini, 2020)

5.Intercultural communicative competence focuses on developing intercultural competence and communicative competence (Byram, 1997)

11.Intercultural Communicative Competence Assessment Procedures

11.1 Establish Priority of Ultimate Goals Related to Intercultural Communicative Competence

It is crucial that the concept intercultural competence assessment be defined upon the very first stage. The basis for definition and theoretical framework can be derived from an extensive review of related literature. It is rather common that the majority of models and definition of terminology appear to be generally quantifiable. Therefore, specific outcomes and indicators can be measured and assessed. At the beginning of this process, it is crucial to prioritize specific aspects of intercultural competence based on the mission, goals, and purpose of the course in general.

The definition of intercultural competence can lead to the clarification of both what aspects to be assessed, and whether it would be assessed at individual, program, or organisational level. Intercultural competence assessment in the current context is at individual level as the assessment aims to quantify and measure each individual's learning outcome. For instance, in case of and overall mission to

"understand other's perspective", this statement can be regarded as a construct of intercultural competence to assess and then the goal can be further stated. According to this, an individual learner can be assessed while having a conversation under a specific topic which related to measurable constructs under the umbrella of major goal.

The process of prioritizing related aspects of intercultural competence is regarded as an important basis to intercultural competence assessment. This process should thus be taken seriously and substantially conducted. This process is commonly carried out through a series of dialogues or discussions with key stakeholders and students in order to specify elements of intercultural competence that should be included in focal issues of the program and the assessment. One important point which should be taken into account is that the series of discussions to establish the priority need to be done extensively and thoroughly. As each program or course usually appears to be unique from one another; it is therefore, advisable that the course or program developer specifically select only a couple of intercultural aspects to assess at a time. This is to maintain practicality of the assessment.

11.2 Stating goals and measurable objectives

Like the previous stage of establish the priority, this current stage also requires sufficient time to develop and define intercultural competence as well as clear, realistic, and measurable learning outcomes. The statements to describe the outcomes can be defined and developed based on the goals, and the prioritized foci of intercultural competence aspects. As a result, the assessment methods and tools can be respectively specified and employed.

As discussed earlier, theoretical framework of intercultural competence derived from related literature and empirical studies can be useful for framing and defining the concept. After establishing the priority aspects of intercultural competence, it then comes to drafting and listing the measurable objectives or outcomes. This is considered a key issue of assessment to ensure the realistic and practical objectives. It is also essential that the following questions including whether the objectives can be accomplished within the parameters of the course; and these objectives specifically

addressed in the curriculum or not, be taken into account. One example to illustrate this is that it would be rather counterproductive to expect a participant at elementary level to perform with high fluency in L2 speaking after a few weeks of the course abroad. Likewise, in a short-term study-abroad program in post-secondary institutes, the outcomes need to be realistically matching the duration and learning intervention of the curriculum. The common intercultural learning outcomes which can be raised at the intersection of international and multicultural education listed by the American Council of Education (2007a) can be followed.

In addition, another resource for guiding the outcome statements is intercultural rubric developed by faculty members through the connection of American Association of Colleges and University (AACU, http://www.aacu.org/value/rubrics/). Due to the complexity of intercultural competence, a multimethod, multi-perspective assessment plan should be implemented. In an attempt to advocate for multiple measures of intercultural competence assessment, Pottinger (1979) asserts that "how one defines the domain of competence will greatly affect one's choice of measurement procedures" (p. 30). Furthermore, issue concerning limited authenticity of assessment as in paper base test have been also in focus. Pen-and-paper tests have been criticized due to its format and also the fact that it limits the complex phenomena being measured. It is recommended that a variety forms of assessments both direct and indirect are implemented to provide more evidences to the observable and quantifiable aspects of intercultural communicative competence. This is due to the fact that competence can vary by physical setting, context, and individual factors.

Intercultural competence assessment can be observed to involve effort and a variety of assessment tools to measure and quantify complex and challenging concepts and aspects of behaviours in relations to intercultural communication. There are also an extended series of questions to ask; i.e. "Intercultural competence from whose perspective, and according to whom?" and "Intercultural competence to what degree?". In addition, some certain priorities of intercultural competence included in a course or curriculum for a department, institute, or organisation can vary as determined

by their particular mission statement and goals. It is therefore legitimate to say that some certain assessment tools employed in some curriculum or course may not be appropriate for other courses with different goals.

As can be seen that intercultural competence assessment can be rather challenging; it is thus compulsory that this process start with manageable portions. That is to say the assessment should begin with clearly stating one or two intercultural competence learning outcomes. Then, the assessment package is to be design and developed in relations to those outcomes, and can be comprised of one direct measure and one indirect measure. It is also helpful to explore what has already been done in terms of collecting evidence of students' learning. The existed data can be adapted in line with the stated outcomes.

12. Assessment Methods and Assessment Tools

Both indirect and direct data is obtained in order to assess students' intercultural competence. The evidence is significantly complex. These are some possible approaches that can be used as an assessment plan.

12.1 Direct Evidence

1. Learning Contract is required from learners to commit themselves into their learning. This approach can be utilized to develop their learning objectives and outcomes that related to intercultural communicative competence goals. The learning contract consists of the descriptions of learning plan including the learning time frame using Gantt chart with evidence of learning, action taken as a result of the learning, and learning outcomes.

2. E- portfolio is used to collect direct evidence of students' intercultural learning. E- portfolios include students' reflection papers, term papers, pictures and other paper work. These evidences are kept via software programs. AACU spent over eighteen months to develop Intercultural competence assessment rubrics.

3. Deardorff stated that critical reflection approach such as journals and blogs help develop learners' intercultural competence (2006). However, students need to be asked with well-constructed questions (Knefelkamp, 1989). Questions are tools to

push and motivate students to think critically (Clayton, 2010). Reflection can be a rich source of data for research on students' intercultural competence development within the curricular context.

        4. Performance- observation of students' performance in intercultural scenarios can be used to obtain appropriateness of students' behaviour of communication. Supervising teachers may be asked to complete observations of student teachers' interactions in the classroom and in relevant contexts.

        12.2 Indirect Evidence

        Student learning of intercultural communicative competence can be collected through indirect evidence using surveys or inventories gathered from the thoughts or perspectives of learners (Fantini, 2009). Selecting indirect intercultural assessment tools needs to be appropriate. Additionally, interviews and focus groups can be used to explore students' perceptions regarding intercultural learning and intercultural competence development.

        Assessing intercultural communicative competence as a learning outcome is necessary as universities seek to graduate students who are prepared to face the real world. These are the examples of intercultural competence assessment tools. The uses of a self-perspective inventory, and a portfolio to assess intercultural communicative language learning competencies. There are several self-report inventories with self reflection assignments, observations, and embedded course assessments. Assessment and learning are vital to student's development and assessment is not only the collection of documenting students' practices, overseas experiences or certificates that show achievements or participations. Teachers and researchers need to use the data assessed to become guidelines for students to develop themselves. Moreover, the assessment can be used as the reflections or representations of course or program's operations that have on student learning of intercultural communicative language learning competencies.

13. Srinakharinwirot University Standardized English Test (SWU-SET) as a Test of English Language Proficiency

At present, English is used worldwide and becomes the official global language for all. Due to the rapid growth of the economy and trade that makes English becomes a lot more important, English is also considered a universal language. All information and knowledge of the world is in English and it is used as a means of communication. Communicative skill has played a very significant role to make task completion successful and achieve bilateral understanding. Owing to the globalization, intercultural communication has gradually become a requirement. At the same time, Thailand has become a more multicultural society than it was in the past as it is the biggest hub of transportation, tourism, medication, education, and work in Southeast Asia. Many people from a variety of countries and nations are coming to live, work, study, and pay a short visit in Thailand. Becoming a multicultural society can bring new dimensions and perspectives of living to local Thai community and individuals. One salient impact to Thais is the English language as a medium of communication and instruction in any contexts. There are more and more international professionals working for a long term in the country and, of course, the number of international students is increasing which finally leads to the demand and supply of more international programs and schools for those international students whose guardians are expats in Thailand.

People of different nations bring various dissimilar cultures, norms, and practices which are uncommon comparing to new community, in this case is Thainess. The society will become more diverse and the diversity may lead to misunderstandings if without cross cultural awareness. This confirms that knowing English language and being competent in English only is not enough to survive in a multicultural society, enriching intercultural communicative competence to those whose daily contact is with foreigners is truly significant and beneficial.

Thailand, especially Bangkok Metropolitan, is becoming a multicultural society and there have been more and more expatriates, students, or people from bilingual or multilingual backgrounds. English language is still a top language that is used worldwide for formal and informal situations and it has been the dominating foreign

language in academic, research, and specific purposes of international collaboration. In Thailand, apart from that, English language as a foreign language has played a significant role in all Thai's educational levels including the tertiary level. It is a phenomenon that the number of international, bilingual or English programs is dramatically increasing. Students, teachers, researchers, and other related personnel from different nations are relocating to study, work and cooperate in Thailand. Consequently, English is deployed as the medium of instruction and communication. Hence, English has become the lingua franca in the context of Thailand.

Former Thailand's Minister of Education, General Dapong Rattanasuwan explains that the Ministry of Education's educational reform policy concerning significant roles of higher education institutions to be in line with the Thailand Government's policies and National Educational Plan (B.E. 2560 – 2574). His excellency also induces top administrators at all higher education institutions to reconsider about the roles of universities to assist in initiating and promoting Thailand 4.0 campaign. Higher education institutions play significant roles in mentoring 10,947 schools nationwide through the campaign the University 4.0 in order to serve Thailand 4.0 campaign in the aspects of the provision of education for citizen development, research and development for state-of-the-art knowledge and innovative features. The consequence of the previously mentioned activities will also benefit the Valued-Economy and Society 4.0 according to Educational news dated September 15, 2016, (Office of the Minister Newsline, 2016: 1-2).National and government policies concerning education have put significance to research and development of educational innovations, inventions, and knowledge constructions in order to level up capacity and value for Thailand's development.

Nowadays, all educational institutions put their main focus onto graduates' attributes to become global citizens with knowledge of English, attitudes, and skills in a minimal and insignificant amount that they can live peacefully in a more multicultural society with multinational people as well as colleagues.

Internationalization at SWU

Srinakharinwirot University (SWU) has prioritized 'internationalization' as one of its nine 15-year Super Strategic Action Plans or SSAP during 2553-2567 B. E. (http://swu.ac.th/information/pdf/strategy15.pdf page 16, 19-20 retrieved 10 June 2017) to achieve within 15 years, administrative and academic levels are trying hard to promote internationalization through the development of new international programs and the academic and research collaboration with foreign institutions to strengthen its internationalization. In reality, there have not been many international students and international programs at Srinakharinwirot University. Internationalization for higher education is saliently in need and includes aspects of leadership and internationalization management of curriculum. SWU's internationalization needs internationalized teaching personnel with internationalized teaching experience and research, the number of international students and researchers, as well as existing students with internationalized qualities or competence. In order to level up to expected internationalization as proposed in the SSAP, there are several goals and objectives stated in it. One important goal and objective is to establish and develop curriculums, teaching methods, learning models, and learning materials to gear toward having internationally qualified graduates with Thai uniqueness (http://swu.ac.th/information/pdf/strategy15.pdf page 36 retrieved 10 June 2017).

To have internationally qualified graduates does not mean only to the component of linguistic competence but it deals with communicative competence. This can exemplify through any classic case that not all who have higher English proficiency scores can communicate successfully with people having different cultures. There are issues of difference and diversity of individualism, cultures, languages, awareness, perceptions, and so on.

The Srinakharinwirot University Standardized English Test or SWU-SET is an English proficiency test that aims to measure and assess test-takers' knowledge and abilities in English communicative listening, communicative reading, functional language and usage, vocabulary, and grammar and structure. The SWU-SET is systematically

aligned with Common European Framework of Reference for Languages or CEFR in terms of the specification and levels of content complexity. There are 100 multiple-choice questions of five parts as mentioned above. Each part has 20 items and values 20 points, then it makes the full SWU-SET score of 100. The content and settings are a combination of general and academic. This SWU-SET test is developed by the Language and Academic Services Center, International College for Sustainability Studies, Srinakharinwirot University. The score result of individuals can be converted to CEFR levels which can portray English proficiency. The results of the SWU-SET test scores are graded into four levels relating to the original CEFR's levels, which are A1, A2, B1, and B2 and above. The ranges of the SWU-SET tests score of each level are 0-21 points for A1 CEFR Level, 22-50 points for A2 CEFR Level, 51-77 points for B 1CEFR Level, and 78 points and above for B2 CEFR Level.

Refer to the English language proficiency of undergraduate students at Srinakharinwirot University, their proficiency scores were collected through SWU-SET in 2017 and 2018, the average score of all SWU undergraduates was at A2 CEFR Level. Looking solely at SWUIC, the average score was at B1 CEFR Level.

To sum up, English proficiency level of undergraduate students in an international undergraduate program has an impact on their learning performance, perceptions toward learning ICC and ICLLC. More importantly, the English language proficiency has been used to consider the applicants into the study program. This research study aims at investigating ICLLC of undergraduate students in an international program and their perceptions toward the ICLLC activities provided by the program in order for them to learn for ICLLC. Hopefully, students with different levels of English language proficiency may have different learning performance and ICLLC. The final output of the study was to initiate and propose the development approach to intercultural communicative language learning competencies for students in international undergraduate program settings at the International College for Sustainability Studies, Srinakharinwirot University.

Conceptual Framework

| Sociocultural Theory Intercultural Communicative Competence (Byram, 1997; (Fantini, 2020); Multicultural Literacy (Kim, 2019) | → | Intercultural Communicative Language Learning Competencies (ICLLC) |

Perceptions towards ICLLC

Classroom Performance regarding ICLLC

Development Approach to Intercultural Communicative Language Learning Competencies
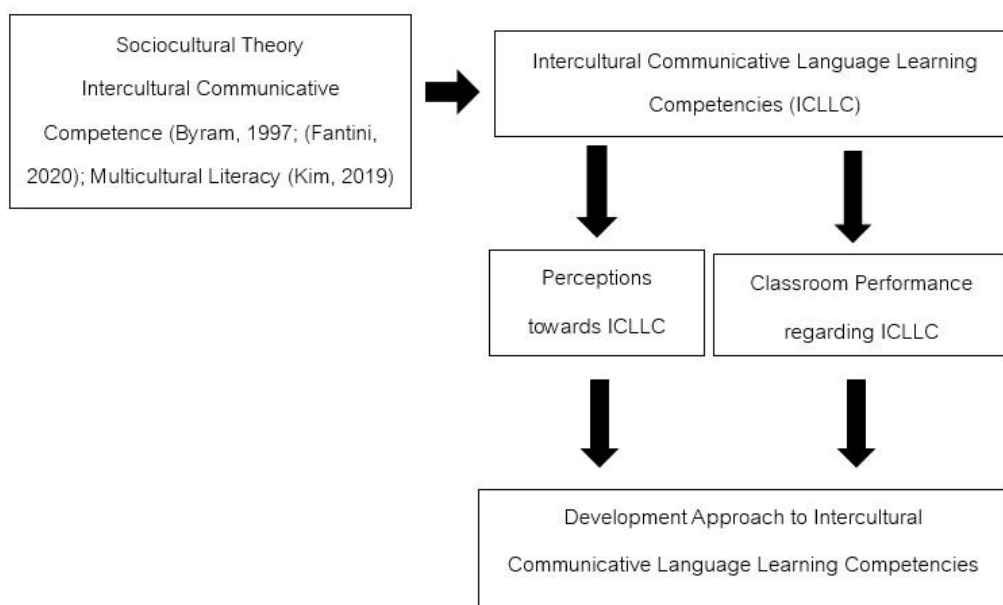
CHAPTER 3
RESEARCH METHODOLOGY

This study was entitled "development approach to intercultural communicative language learning competencies for students in an international undergraduate program at Srinakharinwirot University" and its principal objectives were to 1) identify attributes and indicators of intercultural communicative competence, 2) investigate students' intercultural communicative language learning competencies, 3) explore students' perceptions toward intercultural communicative language learning competencies, and 4) propose development approach to intercultural communicative language learning competencies for students in an international undergraduate program at the International College for Sustainability Studies, Srinakharinwirot University.

This chapter of research methodology described the research design, research procedures including sampling method for research participants, research instrumentation, data collection and data analysis respectively.

Research setting and design

The study was conducted during the second semester of the academic year 2019. The international undergraduate program was the Bachelor of Arts in Language and Intercultural Communication at the International College for Sustainability Studies, Srinakharinwirot University in Bangkok, Thailand.

Refer to the research design and to answer the research questions previously mentioned, the study mainly deployed the qualitative method of data collection using case studies, and a variety of qualitative and quantitative research data collection methods to elicit the ICC attributes and indicators, to reveal the students' performance toward ICLLC, to investigate the students' perceptions toward ICLLC activities provided in the program, and to find out the approval of the development approach to ICLLC. The statistics used for data analysis was simply frequency, percentage, and average scores.

The next section described the data collection procedures which were divided into three main phases.

The procedures of data collection

This study deployed mixed-method approach through a use of both qualitative and quantitative data collection. It was mainly conducted in a qualitative way with the quantitative data support. There were three separated phases of conducting this study which were Phase 1 Disclosing the attributes and indicators of intercultural communicative competence (ICC), Phase 2 Revealing undergraduate students' intercultural communicative language learning competencies (ICLLC) and perceptions toward ICLLC, and Phase 3 Proposing the development approach to intercultural communicative language learning competencies (ICLLC) of students in an international undergraduate program. The detailed information was as follows.

Phase 1 Disclosing attributes and indicators of intercultural communicative competence

The main outputs of this first phase were the attributes and indicators of intercultural communicative competence. It was important since these ICC attributes and indicators were used as guidelines in operating classroom observations, interviews, thematization, and analyzing students' observational data and self-report data. Apart from the ICC attributes and indicators, ICLLC teaching methods and learning activities including assessment methods were discussed.

Research participants

The panel of experts were five lecturers from different universities in Thailand. They had at least five years of teaching experience in English language teaching or intercultural communication. All of them had experience in teaching international students or in an international program. At the same time, all of them had certain intercultural experience. They were personally contacted by the researcher.

Research instruments

The objective of this phase was to reveal ICC attributes and indicators, and teaching and learning methods as well as assessment methods from the approval of the panel of experts. The research instruments used were 1) the first draft of ICC attributes

and indicators which was proposed by the researcher, and 2) the list of questions for the focus group interview. It consisted of five questions and it was in the Appendix B. Audio recording was used during the interview.

Research procedures

1. A variety of related theories, documents, and studies concerning intercultural communicative competence in EFL contexts were reviewed to gather necessary learning skills for in the 21st Century and to identify common components of intercultural communicative competence. Together, the TQF 2 of the B.A. in Language and Intercultural Communication was reviewed to collect the program's expected learning outcomes.

2. The attributes and key indicators of intercultural communicative competence (ICC) were denoted by the researcher and then proposed to the thesis advisors for their approval as the first draft of ICC attributes and indicators.

3. The focus group interview questions were supervised by the advisors.

4. Five experts were appointed and requested to participate in the face-to-face focus group interview. Prior to their participation in the focus group interview, individuals were contacted by the researcher with oral explanation of the focus and output of the interview.

5. The focus group interview with audio recording was administered by the researcher.

6. Audio recording was transcribed by the researcher and phone calls were made to each expert for clarification and further details.

7. ICC attributes and indicators together with teaching and learning methods, assessment methods, as well as, recommendations were gathered and further implemented in the next phase.

Data analysis

Audio recording of the focus group interviews with experts was transcribed by the three trained external participants including the researcher using content analysis (Hsieh & Shannon, 2005). They separately analyzed the recorded data on their own in a limited time. After that the analyses were accordingly compared. The analyses were

compared and induced into attributes and indicators, teaching and learning methods, and assessment methods.

The ICC attributes, indicators, teaching and learning methods, and assessment methods were gathered for benefit of the researcher in a sense to create additional ICLLC activities and to observe and assess students' ICLLC and perceptions toward ICLLC in the next phase.

Phase 2 Revealing undergraduate students' intercultural communicative language learning competencies (ICLLC) and perceptions toward ICLLC

The expected outputs of the second phase were the students' ICLLC performance from classroom observational data and students' self-report data, as well as, the students' perceptions toward ICLLC activities provided by the researcher and the program. The construction of research instruments, criteria of how to select and allocate participants and the data collection procedures were as follows.

Research instrumentation

A focus on learners' cognition can be realized through questionnaires and self-reporting inventories in which learners explain their awareness, attitudes, and orientations; through interviews and other measures in which learners express or voice their thoughts and understandings of incidents and issues; through observation, and through reflective writing in the form of journals or learning logs (Burns & Richards, 2 0 0 9 , 5) . Also, perceptions can be held sub-consciously and learners' language proficiency is not good enough to express their perceptions or they might not have willingness to express any less-known attitudes they hold (Basturkmen, Loewen, & Ellis, 2 0 0 4 , 2 4 9). Hence, perceptions need to be accessed indirectly, resulting in a variety use of introspective techniques to collect data concerning learners' perceptions such as in-depth interview, and stimulated recall interviews. The interview and simulated recall were utilized and participants were asked to recall specific cases.

Therefore, the study applied a mixture of observational data and self-report data. The observational component was classroom observations of undergraduate students during Semester 1 Academic Year 2019 through the employment of

teaching/learning checklist, filed note, and audio recording. Also, the learning practices of learners toward ICLLC were portrayed through self-report artefacts including one-on-one semi-structured interview, simulated recall, and journal writing. Whilst the self-report component comprised statements of ICLLC learning strategies used in the classrooms through the use of 1) questionnaires, 2) in-depth interview (one-on-one semi-structured interview), 3) simulated recall, and 4) journal writing. The questionnaire and interview contained open-ended questions as to observe participants' broad range of ideas, knowledge, feelings, thoughts, and attitudes about their experiences with contents of culture; in other words, to have data from their varied perspectives. All combination of quantitative and qualitative data collection, and a variety of instruments were purposefully deployed in order to provide the necessary triangulation.

Research instruments

The data for this study phase were collected through a questionnaire, intercultural knowledge test, fieldnote of classroom observation with audio recording, semi-structured interview questions, stimulated recall, and journal writing.

1. The questionnaire was created to filter the students in order to purposively select to be research participants. It included a series of demographic questions about undergraduate students' gender, year of study, English language proficiency (SWU-SET score), intercultural experience, and high school experience. This form was created as an online form and students were asked to fill in the form with their information. (See Appendix B)

2. The intercultural knowledge test consisted of 25-item questions which was adapted from the Zhou and Griffiths's Intercultural Knowledge and Understanding Instrument (Zhou & Griffiths, 2011) and Arasaratnam's ICCI, or Intercultural Communication Competence Instrument (Arasaratnam, 2009). The alternatives to the questions were 'true/yes', 'not sure' and 'false/no'. Each item valued one point making the total scores of 25. The correct answer got one point, whereas the incorrect answers and 'not sure' answer got zero. The scores of students were categorized into high intercultural knowledge (IKH) and low intercultural knowledge (IKL). The ranges of

scores for the high level of intercultural knowledge was 14-25 points, and the low level of intercultural knowledge was 0-13 points. (See Appendix B)

3. The field note of classroom observation was a written form for an observer to record the situations or events which were related to ICC issues and saliently occurred during the ICLLC classroom observations by the researcher. (See Appendix B)

4. The semi-structured interview questions, and stimulated recall was drafted as question guidelines for the researcher to ask each participant's preferences, concerns, perceptions toward the lesson. The example questions were attached in Appendix B.

5. A survey questionnaire on undergraduate students' perceptions towards ICLLC activities consisted of consisted of five questions. There were four open-ended questions that needed students to write their opinions or feelings toward the questions asked. Another close-ended question was to ask students to rate their agreement toward the activity and this was counted as their perceptions toward ICLLC activities; Agree, Not Sure, and Disagree. The value of answering 'Agree' was one and the value of marking 'Not Sure', and 'Disagree' was zero. The numbers of this score were counted as undergraduate students' perceptions towards ICLLC activities. The survey was in Appendix B.

6. A pre / post-interview of undergraduate students' perceptions towards development of intercultural communicative language learning competence (ICLLC) was in Appendix B and it was given to students at the end of the data collection. It consisted of five open-ended questions for students to freely express their opinions and perceptions towards development of intercultural communicative language learning competence (ICLLC).

7. Journal writing topics in Appendix B included five open-ended questions in total. Students were asked to write responses to each topic in separate weeks within eight weeks of data collections.

8. ICLLC activities were eight main classroom activities purposefully set up by the researcher and they were approved by the experts to collect data from classroom observation and self-reporting. These eight activities followed and were in line with the (Newton, 2016)'s proposed ways for refining intercultural communicative language learning competencies in EFL tertiary level classrooms in Southeast Asian contexts. The five strategies were: (1) contextualize the situations in which the authentic language content is used; (2) learn from inside and use the target language; (3) encourage learning by doing or experiential learning and practice outside the classroom; (4) give chances to learners to compare and reflect on the learned experience and express their opinions toward the experience as well as give reasons on their judgments (5) assist learners to reveal facts and understandings from primary sources or discovery learning. The activities of this study employed these strategies through communicative language tasks allowing students to think critically and interculturally, and fetching students into real intercultural encounters where their experiences could be compared and reflected in order to conceptualize their intercultural understandings and empathies. Toward the end, the eight ICLLC activities were as follows.

Activity 1: Jigsaw reading activity about dating and courtship practices around the world which were collected from various authentic websites and followed by the comparison to Thai practice and the class discussion to identify similarities and differences

Activity 2: Reading about internal and international migration and types of migration and discussing with pairs, then presenting and sharing ideas to class

Activity 3 Watching a video clip about how western and eastern parents raise their children, then prepare a presentation to class and had a question-and-answer session, for example, https://www.youtube.com/watch?v=eaxYQ70fPcA

Activity 4 Watching a 5-minute video clip about meeting manners of a group of people from different cultures focusing on nonverbal communication and

followed by writing a report as a group of 4-5 people, for example. https://www.youtube.com/watch?v=K7agjXFFQJU

Activity 5 Role playing with group members following the assigned roles

Activity 6 Conducting a small group presentation of case studies relevant to conflicts of people from different cultures and presenting how to deal with the conflicts

Activity 7 Interviewing expatriates who are working in Thailand about their cultural adaption and presenting to class

Activity 8 Writing a critique on nonverbal communication issues in movies or series assigned by the teacher. (Crazy Rich Asians opening scene, for example, https://www.youtube.com/watch?v=At9OeQH_Z0w

Apart from the above activities, there were extracurricular activities which were provided by the B.A. in LIC program as follows.

Activity A Working as a liaison or working assistant at the international conference in Bangkok (Thailand TESOL and UN) for second year (Year 1 and 2)

Activity B Attending special guest talks on the special occasions (Year 1 and 2)

Activity C Promoting B.A, program to high school students and parents (Open house) (Year 1 and 2)

Activity D Visiting and receiving a lecture at the Thai Ministry of Foreign Affairs (Year 2)

Activity E Attending a workshop on Intercultural Communication and Cultural Diversity at RELC, Singapore (Year 2 only)

The development of these mentioned instruments was firstly guided by the research advisors and approved by three experts, who were working in the field of English language teaching in Thai tertiary education settings. The panel of experts had ELT experience from 13 to 35 years. The content and face validity of the instruments

were checked using IOC method. All the approved questions reached the score of at least 66.67% with suggestions to edit the content and language for improvement. Finally, the instruments were approved to be suitable and comprehensive for the study context. The students were then asked to carefully read the given directions and answer the questions in a limited time.

Research participants

Selecting and allocating research participants

The study aimed at investigating undergraduate students' performance in language and culture classroom in intercultural settings. This research setting was purposively at the International College for Sustainability Studies, Srinakharinwirot University. Therefore, the study was conducted with the deployment of qualitative method to cover all the above-mentioned research objectives.

Population were 118 undergraduate students enrolling in Bachelor of Arts program in Language and Intercultural Communication (International Program) that was offered at the International College for Sustainability Studies, Srinakharinwirot University in the academic year 2019.

The participants of the study were 24 in total making from 12 first-year and 12 second-year Thai-national undergraduate students enrolling in B.A. in Language and Intercultural Communication (International Program) at the International College for Sustainability Studies, Srinakharinwirot University in the second semester of the academic year 2019. A total number of 2 4 undergraduate students from the B.A. in Language and Intercultural Communication, the International College for Sustainability Studies, Srinakharinwirot University. There were 1 5 female participants and nine male participants. They were purposively selected following the selection criteria as mentioned above. All participants were willing to participate in the research study and they were given with a consent form to participate in this study. Also, they were informed that this participation in the research was voluntary. The participants had their rights to abandon from the research study at any time they desiderate without any following consequences. Ethically, all participants' names were replaced with pseudonyms.

The criteria for selecting participants were based on three presuppositions from the recruitment process of entrance examination (TCAS: Thailand Central Admission System) to the study program; the levels of English language proficiency using SWU-SET scores, intercultural experience, and intercultural knowledge.

1. **English language proficiency** refers to the score of Srinakharinwirot University Standardized English Test, or SWU-SET, which an individual undergraduate student obtains when they first enter the program. The SWU-SET test has five parts: listening comprehension; vocabulary; usage and functional language; grammar and structure; and reading comprehension. There are 20 test items with a value of 20 points comprising each part. The total score of the SWU-SET is 100. The SWU-SET test was free-of-charge and administered by the Language and Academic Services Centre, the International College for Sustainability Studies, Srinakharinwirot University. The score was recorded as an evaluation of the student's academic performance and the exit examination. Theoretically, students put their best effort into doing the test. In this study, participants were divided into three categories according to their SWU-SET scores, which was aligned with the Common European Framework of Reference, or CEFR, as follows:

1.1 Low level of English proficiency refers to the scores between 22 and 49 and it is equivalent to the level of A2 of the CEFR.

1.2 Medium level of English proficiency refers to the scores between 50 and 77, and it is equivalent to the level of B1 of the CEFR.

1.3 High level of English proficiency refers to the scores from 78 to 100, and it is equivalent to the level of B2 and above of the CEFR.

2. **Intercultural experience** refers to undergraduate students' previous curricular or extracurricular activities, or educational or non-educational activities related to cross-cultural issues or encounters in either their home community or another community. Participants' intercultural experiences were collected during the study through self-reported data collection using questionnaire and semi-structured

interview. The intercultural experience of each participant was categorized into two levels as follows:

2.1 Low level of intercultural experience refers to a total duration of less than one year's previous experience with intercultural communication in intercultural encounters reported by the participants.

2.2 High level of intercultural experience refers to a total duration of at least one year's previous experience of intercultural communication in intercultural encounters reported by the participants.

3. **Intercultural knowledge** refers to the undergraduate students' prior knowledge of information or facts relating to general and specific cultural knowledge of Western and Eastern cultures. Theoretically, the students utilize the intercultural knowledge to support effective and appropriate interaction in their intercultural encounters. The intercultural knowledge was collected through the use of a 25-item intercultural knowledge test which was adapted from the Zhou and Griffiths's Intercultural Knowledge and Understanding Instrument (Zhou & Griffiths, 2011) and Arasaratnam's ICCI, or Intercultural Communication Competence Instrument (Arasaratnam, 2009). The test was administered to all participants prior to participation in the study. The intercultural knowledge of undergraduate students was divided into two levels as follows.

3.1 Low level of intercultural knowledge refers to the test scores from 0 to 13 points.

3.2 High level of intercultural knowledge refers to the test scores in the range of 14-25 points.

The research participants were selected by purposive sampling (Creswell, 2013) using the above-mentioned criteria for the following purposes of classroom observations, in-depth interviews, stimulated recall interviews. They were also asked and assigned to keep their journal writing. The participants' demographic information is presented in the table below.

Table 1 Research participants' selecting criteria

Language Proficiency (LP) measured by SWU-SET Test	Intercultural Knowledge (IK) measured by Intercultural Knowledge Test	Intercultural Experience (IE) measured by survey questionnaire and interview
High (CEFR B2 and above) (LPH)	High (IKH)	High (IEH)
Medium (CEFR B1) (LPM)		
Low (CEFR A2 and below) (LPL)	Low (IKL)	Low (IEL)

Table 2 Participants' demographic information and their qualifications regarding the research participants selecting criteria (N=24)

Participant (Code)	Gender	Year of study	English language proficiency level		Intercultural knowledge		Intercultural experience
			Scores	Levels	Scores	Levels	
Participant 1 (P1)	Male	2	86	High	21	High	High
Participant 2 (P2)	Male	2	79	High	19	High	Low
Participant 3 (P3)	Female	2	80	High	12	Low	High
Participant 4 (P4)	Male	2	82	High	10	Low	Low
Participant 5 (P5)	Female	2	67	Medium	22	High	High
Participant 6 (P6)	Female	2	59	Medium	18	High	Low
Participant 7 (P7)	Female	2	70	Medium	10	Low	High
Participant 8 (P8)	Female	2	71	Medium	8	Low	Low
Participant 9 (P9)	Male	2	38	Low	18	High	High
Participant 10 (P10)	Female	2	44	Low	16	High	Low
Participant 11 (P11)	Female	2	45	Low	9	Low	High
Participant 12 (P12)	Female	2	48	Low	11	Low	Low

Table 2 (continued)

Participant (Code)	Gender	Year of study	English language proficiency level		Intercultural knowledge		Intercultural experience
			Scores	Levels	Scores	Levels	
Participant 13 (P13)	Female	1	82	High	18	High	High
Participant 14 (P14)	Female	1	83	High	17	High	Low
Participant 15 (P15)	Female	1	87	High	10	Low	High
Participant 16 (P16)	Male	1	82	High	11	Low	Low
Participant 17 (P17)	Female	1	66	Medium	16	High	High
Participant 18 (P18)	Male	1	68	Medium	16	High	Low
Participant 19 (P19)	Male	1	71	Medium	9	Low	High
Participant 20 (P20)	Female	1	58	Medium	11	Low	Low
Participant 21 (P21)	Male	1	37	Low	18	High	High
Participant 22 (P22)	Male	1	44	Low	15	High	Low
Participant 23 (P23)	Female	1	40	Low	9	Low	High
Participant 24 (P24)	Female	1	40	Low	8	Low	Low

Note :

1.   English language proficiency using SWU-SET test:

    1.1   High = CEFR Level B2 & above, (78-100 points)

    1.2   Medium = CEFR Level B1 (50-77 points)

    1.3   Low = CEFR Level A2 (22-49 points)

2.   Intercultural knowledge using intercultural knowledge test:

    2.1   High = 14-25 points

    2.2   Low = 0-13 points

3.   Intercultural experience: Living or studying experiences in intercultural settings

    3.1   High = at least one year

    3.2   Low = less than one year or never

Data collection procedures

After having revealed the attributes and indicators of intercultural communicative competence, the beginning of this data collection was to construct reliable research instruments to the data collected to serve the main objectives which were to 1) investigate students' intercultural communicative language learning competencies, and 2) explore students' perceptions toward intercultural communicative language learning, through classroom observations and other research instruments. The collection of data was as follows.

1. SWU-SET scores of students were retrieved and interpreted by the researcher.

2. Students were given with the questionnaire and intercultural knowledge test at the beginning of the data collection phase to discover level of intercultural experience and intercultural knowledge.

3. The 24 participants were assigned using scores of undergraduate students' English language proficiency, a survey of participants' international experiences, and the test of intercultural knowledge were used to assign research participants. The research participants with the participant codes were representing each learner's characteristics in the Appendix D.

4. The consent form were given to participants and their participation in the research was voluntary. At any time they desiderated, the participants had their rights to abandon from the research study. Ethically, all participants' names were replaced with pseudonyms and kept anonymously.

5. All 24 participants were interviewed prior to the participation of the research using pre-interview of undergraduate students' perceptions towards intercultural communicative language learning competence (ICLLC).

6. Eight-week classroom observations of the study occurred during the second semester of the Academic Year 2019. The courses being observed were delivered in English by the researcher in B. A. in Language and Intercultural Communication at the International College for Sustainability Studies. Those courses

were related to language and culture: Intercultural Nonverbal Communication, Border Crossing and Diaspora Culture, Interaction in Intercultural Communication, and Effective Presentations. The study venues were classroom settings. The deployment of observation with field notes and audio recording of lessons were performed by the researcher. Data were collected through a use of field notes, audio recording to get information about the actual classroom happenings, students' roles as well as ICLLC learning performances, teacher's roles and teaching styles, and classroom atmosphere concerning intercultural communication issues.

7. Designing in-depth interview questions, and preparing scenes for stimulated recall interviews were completed. The research appointed and contacted undergraduate students who were successfully and ineffectively (or unproductively) involving in the aforementioned situations for face-to-face in-depth interviews.

8. In-depth interview was one-on-one between the researcher and each participant. The session was appointed at the beginning, in the middle, and at the end of the data collection period. Therefore, each respondent was interviewed at least three times. Each interview took 10 to 15 minutes.

9. Stimulated recall interviews were appointed and conducted with a classroom evidence support of audio/ video recordings with graded and selected individuals were willing to join in after each class observation with salient ICC issues. Each chosen respondent was invited to discuss with the researcher for approximately 15 minutes. During the stimulated recall interviews, the researcher took notes and audio recording was used.

10. Journal writing was kept by individual participants. They were allowed to write either in Thai or in English at any length they preferred. Additionally, they were required to submit each writing online at least once every two weeks. The topics or issues of written discourse were assigned by the researcher.

Agreement on data collection

The language used as a medium of communication during stimulated recall interviews, interviews, and journal writing were not strictly appointed to be only English.

It was upon the participants' decision to choose Thai language or English language. Most participants used Thai language to avoid misunderstanding of data interpretation and to promote in-depth understanding of participants' thoughts, ideas, opinions, practices and so on.

Data analysis

Qualitative data gathered from questionnaire, interviews, stimulated recall interviews, journal writings and field notes of classroom observations were analyzed to find themes or categories using content analysis approach (Hsieh & Shannon, 2005). Three trained external participants including the researcher separately analyzed the observational and self-report data on their own in a limited time. After that the analyses were accordingly compared. Also, in order to increase the validity of the analysis (wood, 1996 cited in Basturkmen et al., 2004, 251), participating learners were involved in analyzing and giving comments on the analysis of data. The analyses were compared and induced into themes or categories.

Data from classroom observations and journal writings were decoded and thematized to notice salient occurring as well as subtle circumstances regarding either successful or failure (troublesome) intercultural communication. Content analysis and analytic induction of the data obtained from stimulated recall interviews and semi-structured interviews were used.

Statistics for Data Analysis

1. The descriptive statistics frequency and percentage were used to represent the demographic information of the participants including gender, year of study, the intercultural knowledge, the English language proficiency (SWU-SET), and the intercultural experience.

2. Data gathered from questionnaire, semi-structured interview, stimulated recall interview, journal writing and classroom observation were analyzed to find themes and categories using content analysis and analytic induction.

Phase 3 Proposing the development approach to intercultural communicative language learning competencies (ICLLC)

The ultimate goal of this research study was to initiate the development approach to intercultural communicative language learning competencies or ICLLC for students in an international undergraduate program. This phase responded to the goal after the recognition of 1) ICC attributes and ICC indicators, 2) student's ICLLC, and 3) students' perceptions toward the ICLLC activities provided by the researcher and the B.A. in LIC program. In the third study phase, the main objective was to propose development approach to intercultural communicative language learning competencies for students in an international undergraduate program at the International College for Sustainability Studies, Srinakharinwirot University. The procedures to obtain the development approach to ICLLC were as follows.

Research participants

Since this phase was to find out the development approach to ICLLC, the participants were the panel of experts in the areas of English language teaching, intercultural communication, English language curriculum and instruction, and language assessment. All of the experts had at least five years of teaching experience at the higher education level. There were 10 experts in total; five experts from the previous focus group interview for disclosing ICC attributes and ICC indicators, and other five new experts.

Research instrument

The research instrument used in this phase was the draft of development approach to intercultural communicative language learning competencies collected by the researcher and supervised by the research advisors. The development approach consisted of the collection of four attributes and 21 indicators of intercultural communicative competence together with teaching and learning methods of intercultural communicative language learning competencies, and learning assessment methods of intercultural communicative language learning competencies. The previously mentioned draft was into a form of close-ended and open-ended questions (see Appendix E).

Research procedures

1. The researcher collected, interpreted, analyze, and constructed the draft of the development approach to intercultural communicative language learning competencies (ICLLC) with the supervision of the research advisors.

2. Ten experts were contacted and appointed to participate in the online interview. Prior to their participation in the interview, each expert was informed by the researcher with oral explanation of the focus and output of the interview.

3. The draft of the development approach to ICLLC was sent to individual expert at least a week before the online interview.

4. The draft of the development approach to ICLLC was made into a form of close-ended and open-ended questions (see Appendix E) to 10 experts (those five experts and other five experts) to approve the correctness and appropriateness of the attributes, indicators, development approach to ICLLC.

5. The online interviews with individual experts were administered with audio recording and file notes. A follow-up online interview with a few experts at their convenient day and time were made.

6. Audio recordings were transcribed by the researcher and other two assistants. Then, the analyzes were compared and reached agreement with the supervision of the research advisors.

7. ICC attributes and indicators together with teaching and learning methods, assessment methods, as well as, recommendations were approved and proposed as the development approach to intercultural communicative language learning competencies of students in an international undergraduate program at Srinakharinwirot University.

Agreement on data collection

Since the period of data collection of this phase was in between the COVID-19 pandemic, the approval of the development approach to intercultural communicative language learning competencies of students in an international undergraduate program at Srinakharinwirot University was based on virtual one-on-one interview with the panel of 10 experts. The researcher was the main interviewer and notetaker for any salient

issues with regard to the improvement of the development approach. Also, the interviews were audio recorded.

Data analysis

Audio recording and field notes of the online interviews with experts were transcribed by the three trained external participants including the researcher using content analysis (Hsieh & Shannon, 2005). They separately analyzed the recorded data on their own in a limited time. After that the analyses were accordingly compared. The analyses were compared and induced into attributes and indicators, teaching and learning methods, assessment methods, and recommendations.

CHAPTER 4
RESULT

The study entitled "Development approach to intercultural communicative language learning competencies of students in an international undergraduate program at Srinakharinwirot University" was conducted through a utilization of qualitative and quantitative research methods. This study aimed at

1. identifying the attributes and indicators of intercultural communicative competence,

2. investigating students' intercultural communicative language learning competencies in an international undergraduate program at the International College for Sustainability Studies,

3. exploring students' perceptions toward intercultural communicative language learning competencies in an international undergraduate program at the International College for Sustainability Studies, and

4. proposing a development approach to intercultural communicative language learning competencies for students in an international undergraduate program at the International College for Sustainability Studies, Srinakharinwirot University.

To demonstrate the outputs of the research study, the results were discussed based on the following three phases of research methodology:

Phase 1 Disclosing attributes and indicators of intercultural communicative competence

Phase 2 Revealing undergraduate students' intercultural communicative language learning competencies (ICLLC) and perceptions toward ICLLC

Phase 3 Proposing the development approach to intercultural communicative language learning competencies (ICLLC)

1. Attributes and indicators of intercultural communicative competence (ICC)

From the study using the focus group interviews with a panel of experts, four significant attributes were emerged from focus group interview method with validation of the literature reviews; intercultural knowledge, intercultural attitude, and intercultural skills, and critical cultural awareness. Also, 21 indicators were indicated according to related attributes. As shown in Table 5, the attribute of intercultural knowledge comprised six indicators regarding cultures, language and communication, self and others, and current affairs. as shown in the table below. The attribute of intercultural attitudes had three indicators which were openness, positive attitude toward new things, and empathy. The attribute of intercultural skills consisted of 10 indicators which were language skills, interpersonal skills, critical thinking skills, abilities to cope with uncertainty, and strategies to direct own learning. And the attribute of critical cultural awareness consisted of two indicators which were ability to critically evaluate the cultural perspectives and practices of own and other cultures and it leads to understanding, and ability to evaluate others' points of view. The details of ICC attributes and indicators were in Table 5.

Table 3 Attributes and indicators of ICC

Attributes	Indicators
A1: Intercultural knowledge	I1: Knowledge of target culture as culture-specific (deep culture / etic) i.e. social groups, beliefs, normal practices, interaction process
	I2: Knowledge of general culture or dominant culture as culture-general (surface culture / emic) i.e. costumes, food, sports, artefacts, arts

Table 3 (continued)

Attributes	Indicators
	I3: Knowledge of language and communication including English as a Lingua Franca, verbal and nonverbal communication
	I4: Knowledge of social interaction
	I5: Knowledge of self and others
	I6: Knowledge of current global affairs
A2: Intercultural attitudes	I7: General outlook, curiosity, openness, or readiness to suspend disbelief about other cultures and belief about one's own
	I8: Positive outlook towards learning intercultural communication
	I9: Empathy
A3: Intercultural skills	I10: CEFR B1 level language skills including listening, speaking, reading and writing
	I11: Interpersonal skills with locals and foreigners
	I12: Critical thinking skill
	I13: Ability to cope with uncertainty about intercultural issues (compromising)
	I14: Ability to clarify cultural perspectives and appropriately practice/use in new cultural settings
	I15: Ability to gain/discover new knowledge of any particular culture and cultural practices and to use the knowledge in the interaction
	I16: Intercultural sensitivity
	I17: Ability to look upon oneself from the outside / the ability to see the world through the others' eyes

Table 3 (continued)

Attributes	Indicators
	I18: Ability to solve intercultural issues or incidents
	I19: Strategies to direct own learning
A4: Critical cultural awareness	I20: Ability to critically evaluate the cultural perspectives and practices of own and other cultures and it leads to understanding
	I21: Ability to evaluate others' points of view

Moreover, it was extensively highlighted by 60% of the panel of experts that implementation forces, such as, motivation and self-awareness, willingness to engage in intercultural settings or intercultural contact situation, intention and action plan of solving intercultural issues or incidents, were considered as a stimulant to activate ICC of students which could lead to ICLLC.

These ICC attributes together with indicators were useful for teachers of intercultural communication to equip their students in the language learning classroom with capacities of intercultural communicative competence. It was termed 'intercultural communicative language learning competency'.

2. Students' intercultural communicative language learning competencies (ICLLC)

This session dealt with the findings from students' classroom performances as ICLLC, and thoughts, opinions, and perceptions toward ICLLC activities through classroom observation, semi-structured interview, stimulated recall interview, survey questionnaire, and journal writing. The findings of ICLLC presented below were displayed according to attributes and indicators of ICLLC together with three presupposed qualifications of participants: English language proficiency levels, intercultural knowledge levels, and intercultural experience levels.

2.1 Intercultural knowledge

The intercultural knowledge scores were collected from 25-item test given to 98 students at the beginning of the semester and the results emerged from classroom

activities through observations and self-reporting. The test results were used to select 24 participants out to represent different characteristics of participating students as seen in Table 1. From analysis of the test, most participants had intercultural knowledge about universal manners in daily life, such as, greeting, saying thank you, personal space, making an appointment, punctuality, appropriateness of outfits, etc. These types of intercultural knowledge were fallen into culture-general. Regarding culture-specific, such as, beliefs, normal practices, interaction process, and orientation of life, the score were lower, especially verbal and nonverbal communication aspects, and Asian cultures, for example, presenting and receiving name cards, beliefs about lucky numbers.

To support as an evidence, participants were asked to do self-reporting toward intercultural knowledge; What type of intercultural knowledge do you think that you use to help communicate in intercultural settings? Are they important in order for you to become intercultural communicative competent in language and culture classroom? Almost all respondents mentioned about surface (emic) and deep (etic) cultures of specifically dominant cultures, such as western cultures, Chinese culture, and Japanese culture. Some responses were as follows:

> *Apart from learning linguistic forms and general communication strategies, I need to pay attention to cultural aspects of different countries, especially those western countries that have major roles in world history and the power in world economic (P2)*

> *From my understanding with the confirmation of my teachers, western and eastern cultures are necessary as they use English to communicate for trade and education .For example, I like talking with my foreign teachers because I know some of their lifestyles and I found that learning different cultures and understanding them is very useful . (P14)*

> *When I was asked to have a quiz about intercultural knowledge, I knew that it would not be a problem of mine since I had learned about differences and*

cultural knowledge from many subjects here .But I also got some ideas that there are Asian cultures we need to learn too (P5)

A larger portion of participants strongly believed that communication strategies including verbal and non-verbal communication, and knowledge about self and others were really important when conversing with strangers or people whom they did not know well.

We were assigned to present about immigration workers in Thailand and we decided to interview some expatriates in the city center .At that time, we were petrified that we almost had nothing about what they were talking about .Luckily, we had some backgrounds and studied types of immigration and we think that at least we knew about their basic purpose of mobility .We used this knowledge to plan our question guidelines and we did it .We were able to understand them and could present their thoughts and feelings with more understanding (P2)

I think the knowledge of nonverbal communication and aspects of different culture is really important and this is from what I have learned from one subject .I find it really difficult to have knowledge test two weeks ago … … … … …people have different practices and they become a mixture in my head which culture belongs to which nationality (P11)

I think knowing who we are and compare with others is considered a good thing to communicate with others .Other people might have better social ranking than me, so that I know what to say and behave (P18)

I remembered when I was an exchange student, I never started talking or even greeting with new people around me .I was too shy and I knew that my English was kind of poor .I smiled a lot and kept listening to people and learn to know them .Finally, I had many friends and they all said that I could remember all their names and important information about class .We made new friends (P17)
Nonverbal communication plays a crucial role in my interaction with classmates from China and Japan .Although, we are from Asian countries and from high

context culture countries .I am a female student and I found that male Japanese students are generally more open than female students (P3)

There were some participants with low level of English proficiency mentioned a lot that language knowledge and skills were saliently important as a good base before having intercultural knowledge.

To answer the question, I think before having good intercultural knowledge, we need to have a very good English language proficiency to be used as a medium of communication .I could not read or speak in English, how can I get knowledge by myself and express what I really want to say? (P23)

Similar to other aspects of intercultural knowledge, a few participants mentioned that up-to-date news around the world was necessary.

Sometimes I don't know what to talk with my foreign teachers and friends .I raised about the news or talk of the town to be the topic of my talk .It worked well because we were interested in the same topic (P21)

Personally, I am a very quiet person and hardly I make new friends .If I needed to make new friends, I might tell the story or news from TV last night (P10)

The integration of other cultures in English and major courses are very important and make me understand more about other people .Reading in Global Context course required me to practice reading a lot to promote my reading strategies, and I have also gained knowledge about world current affairs and lifestyles of people around the world .It widens my vision toward others too (P1)

Table 4 Participants' prior knowledge concerning language and cultures

Compulsory taught courses	1st -year participants	2nd -year participants
English for Effective Communication	Yes	Yes
Interactional in Intercultural Communication	Yes	Yes
Reading in Global Contexts	Yes	Yes
Introduction to Language and Intercultural Communication	Yes	Yes
English as a Global Language	Ongoing	Yes
Digital Literacy and Intercultural Communication	Ongoing	Yes
Effective Presentations and Public Speaking	Ongoing	Yes
Cross-Cultural Adaptation	No	Yes
Border Crossing and Diaspora Cultures	No	Yes
Communication in International Organizations	No	Yes
English for International Relations	No	Yes
Intercultural Nonverbal Communication	No	Ongoing
Discourse Analysis in Intercultural Communication	No	Ongoing
Sociolinguistics	No	Ongoing
Dialogic Enquiry and Cultural Awareness	No	Ongoing

2.2 Students' intercultural attitudes

From the data analysis, there was strong evidence of participants' positive attitude towards ICLLC. Most participants described that they acknowledged the importance and roles of different cultures in learning for intercultural communication. Example comments were as follows.

I personally think people can live peacefully in their home or world community without knowing other people's needs. Then, we need to understand others. We need different things according to what we belong to, what we have, how

much we need things. We all have diverse demands and shortages. I know that other people may be in need of one support more than me. (Empathy - P1)

I didn't get what people said and acted. I used to question to myself why they weren't direct or straightforward. Why they needed others to ask before getting what they first intended to have. For example, my close relative whose her mother is from other country never shows her expressions toward anything. I learn directness from my grandparents to say things out directly. I decided to ask her and I realized that was her style. Then, I understood more about her behavior. I am more open-minded. (openness/ readiness to suspend disbelief about other cultures and belief about one's own – P2)

I was a Science-Math majored student at my high school. My English was quite good so that I entered this program. I always had questions why people posted this and that on their twitter, why people fought one another for different expectations, why I got B+ and my close friend in the same group got A in the previous course, and so on. I kept those questions and later found out by my own ways. Sometimes I talked to my advisor or teacher, and at another time I thought as if I were that person. Most of the time I got answers, but there were still no answers for many. (curiosity and empathy -P5)

Some participants insisted that their intercultural attitudes were improved during the program study and they commented as follows.

My attitudes toward other cultures were positively modified. I have more understanding about individual and cultural differences. I will never judge other people from their appearance and action at a time. There are more reasons than I have had in my own lists. (openness - P7)

Apart from the positive aspects of learning and encountering intercultural communication in terms of attitudes. Some participants with low level of English

language proficiency also reported their apprehension towards intercultural encounters as follows.

> *I am really feeling uncomfortable when interacting with others from different cultures. I don't know what to talk and how to act out. I tried hard to listen to their talk and sometimes I made mistakes. Every time the teacher assigned us to interview foreigners, I needed a group work – not individual work. (P12)*

> *Generally, I am confident and comfortable when having conversations with foreign classmates, especially in group discussions. We have many different ideas and we try to come up with the agreement to finish the assignment in time. I asked the teacher why he needs us to work with others from different groups, he said he wants to see how we work together. But we want to focus on the best results to get a better score. (P4).*

2.3 Students' intercultural skills

Participants were observed about their intercultural skills during their classroom activities and they were asked to share the ideas of what skills they had and how they gained it from. Overall, participants with high English language proficiency, intercultural knowledge, and intercultural experience seemed to have more intercultural skills and performed those skills in their learning and living. During classroom activities, those students showed their intercultural abilities and skills when working in groups works with other students from Japan. They were more eager to share ideas in group and class discussion without any reluctance. While participants with low English language proficiency, intercultural knowledge, and intercultural experience seemed to be more struggling. The reasons for avoiding intercultural communication inside and outside the classroom were having less confidence, being too shy, being afraid of face-losing, and no interesting ideas to communicate. The motive behind these reasons was mainly the barrier of English language as a medium of instruction and other languages apart from Thai as a medium of communication. Participants explained about the intercultural skills they used in their intercultural situations as follows.

Apart from verbal communication, nonverbal communication is so powerful in daily communication, especially with foreign people. Even we speak the same language, Asian and western people interact with others differently. They use their own ways of nonverbal communication styles. My Japanese friends always said long sound of "Ehhhh" and I didn't understand it and one day I asked them. They said it is a response made to the previous utterance from their interlocutor. The function is to substitute the response. After that I felt more comfortable when I heard it again and again. (Communication strategies - P1)

Language skills, especially speaking and listening skills and interpersonal skills from LIC 101 Interaction in Intercultural Communication in the previous semester helped elevate my confidence when communicating with other classmates. It was good to have foreign students to use English with meaningful purpose in the context. (Communication strategies and interpersonal skills - P16)

Refer to strategies to direct own learning and language learning strategies emerged from the analysis of the students' self-reflection through journal writing and interviews, students with high proficiency level of English seemed to apply indirect strategies including social strategies, affective strategies, and metacognitive strategies as they mentioned as follows;

During my past learning experience of English and Korean, I have my ways to talk with foreigners with more confidence. When we are assigned to work in groups, I never feel uneasy to work with foreign classmates. I like working in groups and I'm positive that I can practice for better. (Social strategy - P3)

The lesson about the reading and speaking activity on dating cultures around the world, we were asked to read our parts and transferred to other group members. There were a lot of difficult words and confusing cultures, with time limitation I encouraged myself to understand all information. And when I

worked in a group of people who read the same passage, I proposed a shortcut to finish the activity earlier. (Affective strategy and Metacognitive strategy - P13)

… …There are many assigned cases to study and analyze for second-year students. My friends always asked me why I finished all assignments so quickly. This is because I tried to link the cases with my past experiences and background knowledge. Sometimes I asked my parents about their thoughts and international experiences too. (Metacognitive strategy – P2)

On the other hand, students with low proficiency level of English seemed to apply direct strategies including memory strategies, and compensation strategies as they mentioned as follows;

Teacher assigned us to read a lot about the migration of people today. One of those in the reading list was really complex since it contains difficult vocabulary and unfamiliar content, and it is lengthy. I tried hard to guess meaning of words in contexts and to relate all contents into mind-mapping using keywords and colors. I remember these techniques from my English reading class. (Memory strategy - P11)

Participants with high intercultural knowledge seemed to be more flexible to new things or uncertain situations, and comfortable with ambiguity. Most reactions were gained from classroom observations and self-reporting.

After watching the video about the teacher on her first day, I did not feel awkward at all. I think that people have their own purpose on what to do and what not to do. If I were her, I might follow her action. I could not really give you the answer. My action would change if I were real in that situation. (P14)

2.4 Students' critical cultural awareness

From classroom observation and interviews together with journal writing together with gained prior knowledge and skills shown in the Table 6, it can be

interpreted that second-year participants were more likely to understand and have critical cultural awareness toward people. First-year participants, on the other hand, had a certain level of understanding diversity and things around them with no evidence of deep discussion toward the differences. The participants gave explanations as follows;

2.4.1 Critical cultural awareness toward mobility of people and individual differences

I never thought of causes that moved people from one place to another place until I have studied Cross-cultural adaptation and Border Crossing and Diaspora Cultures in my second year. Mobility of people started many years ago and people were either forced or unforced to relocate as immigrants such as cultural immigrants, labour immigrants, and so on. I think we had this awareness from the previous chances to study and compare how people around the world from the past history until now dealt with immigration. (P2)

2.4.2 intercultural experience and international experience is a good source of critical cultural awareness

From my experience in an exchange study program a few years ago, I strongly believe that it helps me a lot to have more understanding and become more patient when I contact with others from different cultural background. I have many stories and evidences to give example during class discussions, presentation, and class assignments. More than that I could help explain to my friends in my group (P1).

I live in a big province in the west of Thailand where I am living with people from Myanmar as my neighbors. I never thought of it as a privilege until I studied LIC202 Border Crossings and Diaspora Culture. I really like this subject because it is close to my childhood and I can relate the lecture and case studies with my personal background. This subject is really difficult because there are a lot of reading assignments and case studies. I find it difficult due to my poor of English vocabulary. However, when I was presenting a case study I

chose, my teacher gave me a high score. When I sat for the interview quiz, I talked about my intercultural background with a theory from the lecture, I did it well and I got a B+ at the end. (P6)

I haven't studied abroad before, but my family brought me to other countries almost every year. Last year I went to Japan on my own with my friends for the first time. I was not afraid at all about my first trip with friends because I know what to do while traveling abroad and Japan is a safe country. I went to Japan twice already. Talking to Japanese people is not a problem and I can understand their accents and I know their lifestyles. I learned how to speak Japanese from my secondary school and of course from YouTube. Paper and online maps of trains, and portable wireless internet generator (Wi-Fi) are very important when traveling in Japan. Experience in the past helps me a lot when communicating with Japanese shop assistants, staff, and people. My friends said they were able to rely on me. (P7)

We went to help organize international conferences in Bangkok where we met many international and local participants, mainly international participants. I realized that working for them was a reward that we could not find in class activities. I learned a lot from working there, even during a few days. I could link what I learned with what I was facing in the conference work. My teachers told me that we were lucky to have this chance which I did not understand at first. The good thing is that I have some things to talk about when it comes to discussion in class. It is my personal experience that I might not find it by myself. Thank you to teachers. (P9)

2.5 ICLLC implementation force

2.5.1 Students' motives in studying intercultural communication

Motivation of learners is powerful to drive them to reach their academic goals. There are several motives related to ICC implementation force to participants. All participants emphasized that they were passionate to work in an international

organization or to work in an international environment for different reasons. Therefore, different drives were reported and some of them commented as follows.

> *I was an exchange student for one year when I was in my high school. I felt like I needed to make a decision for my future in general and my future career. English is so important but English only is not enough. I needed international experience and international friends to fulfil my dream and passion. (personal growth motive – P1)*

> *My friends told me that a group of Korean boy band was coming to Bangkok for a fan meeting. I went to almost everywhere they appeared to public. But, sadly. I could not understand them a single word at that time. Later I decided to study Korean on YouTube on my own and took a few Korean course online and offline. (media motive – P10)*

> *Personally, English is the most powerful language in today's world and it will be forever. When I graduate, I would like to work in another country at an international organization because it will provide me with more salary and other benefits. I would also learn that country's spoken language to get better qualification for my future employers. (economic motive – P19)*

> *My family and I always visit other countries, at least once a year. I remembered that I was so excited to go to Japan because of the amusement theme park. I was looking forward to it. Before going there, I watched Japanese language learning video clip from mobile applications and YouTube to learn some basic phrases, for example, How much is it?, Where is the ATM?, and how to get the directions from one place to another place. And we got lost at the underground at that time, I thought that if I knew how to read and speak Japanese, our trip would go smoother and we could visit and see more of Japan and its beautiful culture. (cross-cultural motive – P13)*

2.5.2 Willingness to communicate

Toward the end of transcribing recorded data of interviews, one interestingly emerged point of discussion was from the quiet participants (P1 and P13) in open discussion and oral activities in the classrooms. They kept silent while they were learning and they both described that they were paying attention to the lecturers and would not like to join in the open discussion unless their names were called out. Even they were in the group of high English language proficiency, high intercultural knowledge, and high intercultural experience, they felt that they did not have willingness to interact in open discussion and they mentioned they were unaware of being too quiet in class. This was reported by them that it was their learning style. Once they were asked to conduct presentations or talks, they did really outstandingly. Their learning performance and behaviors were observed and then seen. Below anecdotes were from the interviews.

The reason why I was very quiet in class was that I didn't want to dominate the class by my talk and I wanted to listen to other classmates' ideas and opinions. It might be because of my learning style. But whenever I have my own stage and air time, I always do my best as you may have seen. (P1)

I really wanted to listen to the lecturers and pay as much as attention to the lecture as I totally realized that any points raised by the lecturers would be a main frame to scope down the universe of the subject content. Most of the time, lecturers analyzed cases as an example. But some days I had no moods of joining in the discussions at all. (P13)

2.5.3 Exposure to intercultural situations

Students with high English language proficiency level had more exposure to and engaged in settings where intercultural communication took place, such as, international conference, special talk by foreigners, language summer camps abroad, overseas exchange study program, group work with foreign students, etc.

I loved the experience given by the program to work as a liaison at international conferences about English language teaching, and multilingual education managed by international organization. There I had chances to work with others from different universities and to communicate with conference participants from different countries around the world. (P4)

For me, I have never been abroad and that was a good chance to be a part of an international conference in January. It was a three-day event with international participants. I was not reluctant to offer myself to be a registration team member. I knew that I would not have this experience from anywhere else. (P15)

Students with both higher and lower English language proficiency level also tried to engage themselves with Japanese and Chinese students to help develop their Japanese and Chinese languages, their preferred third languages.

When the group of 20 Japanese students came to study with us, I thought that this was the best chance for me to practice my Japanese and learn new words from native speakers. Also, I would like to make friends with them for future exchange study that I would participate in. It was such a good experience to me because I had never been abroad. (P12)

3. Undergraduate students' perceptions towards ICLLC activities and development

3.1 Undergraduate students' perceptions towards ICLLC activities

The undergraduate students' reflections on the eight ICLLC activities were collected through the use of semi-structured interview and questionnaire discovered their perceptions in a wide-ranging way as shown in Table 7. In order to better understand the results and for data analysis, the summary of the ICLLC activities used in the classroom during the period of data collection.

Activity 1: Doing jigsaw reading activity about dating and courtship practices around the world and comparing with Thai practices, and then discussing to identify similarities and differences

Activity 2: Reading about internal and international migration and types of migration and discussing with pairs, then presenting and sharing ideas to class

Activity 3 Watching a video clip about how western and eastern parents raise their children, then prepare a presentation to class and had a question-and-answer session

Activity 4 Watching a 5-minute video clip about meeting manners of a group of people from different cultures focusing on nonverbal communication and followed by writing a report as a group of 4-5 people

Activity 5 Role playing with group members following the assigned roles

Activity 6 Conducting a small group presentation of case studies relevant to conflicts of people from different cultures and presenting how to deal with the conflicts

Activity 7 Interviewing expatriates who are working in Thailand about their cultural adaption and presenting to class

Activity 8 Writing a critique on nonverbal communication issues in movies or series assigned by the teacher.

Of the eight activities which were implemented, most participants agreed that Activity 7 suggestively enhanced their ICLLC regarding intercultural skills (95.83%), intercultural attitude (91.67%), critical cultural awareness (87.50%), and intercultural knowledge (83.33%).

With regard to ICLLC attributes achieved from the implemented activities either in-curricular or extra-curricular activities, the participants reported that intercultural attitudes were mainly improved with over 80% of agreed responses. Additionally, the nest most achieved attribute was intercultural knowledge with most participants' answer (95.83%) for Activity 2 and (91.67%) for Activity 6, followed by Activity 7 (83.33%) and Activities 1,4, and 8 (79.17%). Although, critical cultural awareness was not the most rated attribute of all, it was rated quite high ranging from 54.17% to 95.83%. Of all activities, Activity 7 was rated the highest. For intercultural skills, it was worth pointing

out that Activities 1, 2, and 3 were rated just less than 60%. On the other hand, Activities 5, 6, and 7 were rated much higher (95.83%).

With regard to intercultural skills, it was saliently noticeable that Activity 1, 2, 3, and 4 received lower percentage of agreement from the participants than Activities 5, 6, 7, and 8. Especially with Activity 2, only 50% of participants agreed that it promoted their intercultural skills as the characteristics of the activity was to enhance knowledge, attitude, and awareness rather than skills. This was the reason why intercultural skills seemed to get lower percentage from the participants than other attributes.

Activity 6 Conducting a small group presentation of case studies relevant to conflicts of people from different cultures and presenting how to deal with the conflicts, Activity 7 Interviewing expatriates who are working in Thailand about their cultural adaption and presenting to class, and Activity 8 Writing a critique on nonverbal communication issues in movies or series assigned by the teacher seemed to received high percentage in agreement that promoted all ICC attributes. These three activities required students to integrate learned knowledge and skills and the activities required critical thinking and discussion. This enhanced ICLLC to the participants.

Considering each ICLLC activity, it had its own characteristics in promoting particular ICC attributes. From the results of students' perceptions, ICLLC activities should be varied to balance the enhancement of ICC attributes. In order to make full use of each activity to build ICLLC of students, it should include the assignments of comparison, analysis, evaluation, or reflection to meet critical cultural awareness. Furthermore, the integration of hands-on experience could promote intercultural skills.

Table 5 Undergraduate students' perceptions towards their achievement in in-curricular ICLLC activities (n=24)

	Activity 1	Activity 2	Activity 3	Activity 4	Activity 5	Activity 6	Activity 7	Activity 8
Intercultural knowledge	79.17%	95.83%	70.83%	79.17%	62.50%	91.67%	83.33%	79.17%
Intercultural attitude	91.67%	83.33%	91.67%	91.67%	87.50%	87.50%	91.67%	83.33%
Intercultural skill	54.17%	50.00%	58.33%	66.67%	95.83%	95.83%	95.83%	75.00%
Critical cultural awareness	62.50%	87.50%	66.67%	83.33%	54.17%	83.33%	87.50%	95.83%

The qualitative data from open-ended questions and semi-structured interviews revealed that most students believed apart from advancing English language skills (e.g. main English skills) they were equipped with intercultural skills through these implemented activities such as gaining knowledge of other cultures, interpreting other cultures, comparing cultures, discovering new cultures and interacting with people from other cultures. Particularly, some participants described that they accomplished the following:

> I was able to analyze and compare various countries' marriage and dating cultures with my own cultural issues. This led to understanding of cultural differences. There were many practices with which I had no clues. (Activity 1)

> During the class presentation and idea sharing, I listened to more ideas from other groups that allowed to me to think further and broaden my knowledge about people's mobility. I discover new information of particular cultures and cultural behaviors. Hopefully, I am certain that the knowledge will be used in the future interaction. (Activity 2)

The questions from the teacher and classmates really urged me to see other cultures with cultural awareness and finally come up with new attitudes towards cultural differences between western and eastern cultures. (Activity 3)

People bring their own culture and beliefs to form their nonverbal actions. Differences of manners represented in the video allowed me to see how cultures shaped the actions. When we wrote the report we need to recall the situation and analyze using learned theory of nonverbal communication. (Activity 4)

I found role-play was a good classroom activity to promote intercultural skills and it changed my attitude and thought towards the role of minority I played. Also, my group members had the same impact as they acted as someone with authority. From our research of the information, we realized the importance of heathy community and peace. (Activity 5)

Chosen case studies were stimulating and portrayed the reality of society which was conflicting issues. Even we had limited time in class, we could learn how to deal with uncertain and sensitive issues. (Activity 6)

The interview activities allowed us to use our gained knowledge regarding cultural adaptation and we planned to ask many questions in order to understand others. Talking to foreign people also empower us to be more critical to cultural awareness. (Activity 7)

Listening to other groups' presentations benefited us to have knowledge of others and perceive other perspectives. This might lead to understanding others. (Activity 7)

Writing a deep critique as a final project never stop me to read more on case studies to gain various aspects of knowledge of communication, social interaction and one's culture. The movie assigned by the teacher had been introduced in the special lecturer's talk, then it became my prior knowledge. However, I need to observe interpersonal skills with locals and foreigners of the

characters, and write a summary within a limited number of words. This was a challenge. (Activity 8)

Additionally, many participants experiencing the eight implemented activities also commented on the outcomes of the class activities which were relevant to the enhancement of their language and study skills rather than of the ICLLC issues. This information could be supplemented as teaching and learning approach to ICLLC; by-product language competence.

I could improve my reading skills since I needed to read a lot in order to do the assignments. (Activity 1)

I loved the small group discussions with classmates and Q&A sessions after presentations, I believed that these activities improved my critical thinking and problem- solving skills. (Activity 3)

The classmates from other countries played an important role in creating the opportunities for me to build up my confidence in interacting with others. (Activity 5)

My speaking and writing skill improved a lot. (Activities 5 & 7)
Presentations and role-playing were compulsory activities to all students. With preparation and study, this led me overcome my fear of public speaking and built up my confidence. (Activities 5 & 7)

I understood my parents more when I did this activity as I recalled my childhood memory. (Activity 3)

I knew what to do and adapt myself in order to live happily in a new environment when I would be working in another country. (Activity 7)

How to avoid plagiarism was the main lesson I learned from doing this activity. I did it unintentionally and I realized the consequences of doing so. Furthermore, I learned how to give references and practice academic integrity. (Activity 8)

Not only in-curricular implemented activities, but also extra-curricular implemented activities that could develop undergraduate students' ICLLC attributes. However, not all 24 participants had chances to attend those five implemented activities (Activities A, B, C, D, and E), only 12 the second-year participants could attend Activities D and E (n=12). These mentioned activities were postponed due to the effect of COVID-19 pandemic. The summary of the extra-curricular activities was as follows:

Activity A Working as a liaison or working assistant at the international conference in Bangkok (Thailand TESOL and UN) for second year (Year 1 and 2)

Activity B Attending special guest talks on the special occasions (Year 1 and 2)

Activity C Promoting B.A, program to high school students and parents (Open house) (Year 1 and 2)

Activity D Visiting and receiving a lecture at the Thai Ministry of Foreign Affairs (Year 2)

Activity E Attending a workshop on Intercultural Communication and Cultural Diversity at RELC, Singapore (Year 2 only)

The participants reported that intercultural knowledge and intercultural attitude were mainly enhanced from these extra-curricular activities with over 75% of agreed responses. The participants reported that Activity E (Attending a workshop on Intercultural Communication and Cultural Diversity at RELC, Singapore) enhanced all attributes with 100% of agreed responses towards intercultural knowledge, intercultural attitude, and intercultural skills. The second most beneficial activity was Activity A (Working as a liaison or working assistant at the international conference in Bangkok) and followed by Activity D (Visiting and receiving a lecture at the Thai Ministry of Foreign Affairs). In contrast, Activity C seemed to have less impact on building ICC attributes and ICLLC according to the participants' perceptions.

Observing at the enhancement of each ICC attribute, Activity B and C received low level of agreement (58.33% and 62.50% respectively) from the participants with regard to the intercultural skills. The participants stated that they primarily gained

intercultural knowledge from listening to guest lecturers rather than intercultural skills. All participants clearly stated that Activity E boosted up their intercultural knowledge, intercultural attitudes and intercultural skills. They also mentioned that Activity E Attending a workshop in Singapore allowed them to learn and experience new practical things. Apart from that it allowed participants to integrate knowledge and skills in doing the activities. Two participants reported that it would have been better to stay longer and had more reflective sessions after each activity there to promote their critical cultural awareness. One of the two mentioned:

I really enjoyed the learning activities and excursion in Singapore. My friends and I had a lot of new perspectives of English language used diversely in real settings. However, I felt that it would be better if we have more time to think and reflect about the outcomes of the workshop. (P2)

Activity C also received low level of agreement toward the intercultural attitude (75%) and the critical cultural awareness (66.67%). Activity B

Critical cultural awareness was marked high in agreement with the activity with hands-on experience, Activity A Working as a liaison at the international conference, in which they had a chance to attend the research presentations and gained ability to judge other cases critically comparing to their own cultures. One example of participants mentioned below.

Thanks to my teachers to let us work at the international conference about multilingual education. It was only a two-day event, but I helped as a room monitor and listen to many research presentations. I thought I could compare my culture and practices with other cultures. I understood the reasons of the immigration and ways of living by immigrants. (P4)

Table 6 Undergraduate students' perceptions towards their achievement in extra-curricular ICLLC activities

	Activity A (n=24)	Activity B (n=24)	Activity C (n=24)	Activity D (n=12)	Activity E (n=12)
Intercultural knowledge	83.33%	95.83%	91.67%	91.67%	100.00%
Intercultural attitude	91.67%	83.33%	75.00%	91.67%	100.00%
Intercultural skills	100.00%	58.33%	62.50%	83.33%	100.00%
Critical cultural awareness	87.50%	83.33%	66.67%	75.00%	83.33%

3.2 Undergraduate students' perceptions towards development of ICLLC

The findings from the interviews and questionnaire of the undergraduate students' perceptions toward the development of ICLLC through two types of activities: in-curricular activities and extra-curricular activities as shown in the previous section revealed that all participants acknowledged the learning management and facilitation of the program towards capacity building of ICLLC. In general, they admired the efforts as they realized from a variety of inside and outside classroom experiences and opportunities to explore the real world of intercultural communication. They had good reflections toward those activities settled by the researcher and the program so far.

Of all eight in-curricular activities (Activities 1 to 8), the participants mainly showed their admiration to Activity 7 in which they were assigned to interview expatriates who were working in Thailand about their cultural adaption and then they need to present the results to class. They gave some informative reasons as follows:

Activities found in the classrooms were all useful to me. I liked those activities that allowed me to interact with others, especially interviewing an expatriate

about their adaptation strategies. I was sure I gained more understanding of others and myself from doing this activity.

This activity allowed me to use my gained knowledge, and skills with foreigners. This simulated real-life situation and I could link with what I learned. I knew diverse things regarding other culture, for example, lifestyles, thoughts, and nonverbal communication including gestures and body languages.

For the meantime, many participants (66.67%) confirmed that the development of ICLLC derived directly from extra-curricular activities (Activities A to E), especially through Activity A and E in which they had hands-on experience in real settings. Additionally, they hoped that they would be able to have similar opportunities in the future as they though that provided experiences were significant for and connected to their future career and intercultural communication. They stated that:

Working at the international conference, even it was only a short period, allowed me to initiate and develop intercultural interactions with people from other cultural backgrounds. I had chances to meet with scholars and researchers worldwide. They came to present their work and findings of their own interests. (P1 - Attitude)

Stereotyping was a major issue that was raised as one of the themes of the conference. I was working as a room monitor and I thought I gained a lot of knowledge and awareness towards it. I would never make a judgment in valuing people's interactions and identities with cultural differences. (P2 - Knowledge and Critical cultural awareness)

Undergraduate students with lower English proficiency seemed to share more perceptions towards the appropriate use of English in interculturally diverse settings rather than expressing about the intercultural understandings.

Though my English proficiency was not in the high level, working with professionals and researchers from many countries was a useful experience

that allowed me to use appropriate English in formal and informal situations. (P6 – intercultural skill – English proficiency)

In general, the findings about the undergraduate students' perceptions towards the ICLLC activities from pre-interview and post-interviews were similarly positive. They reported that they gained intercultural knowledge, intercultural skills, and good attitude towards cultural differences from participating to all activities provided by the program. Also, they demonstrated sophisticated understanding of the complexity of different cultures in relation to its lifestyles, values, beliefs, communication styles, and practices.

They did not mention much about acquiring critical cultural awareness. However, from the classroom observation, they had complex inquiries about other cultures, sought out and articulated answers to these questions that reflected potential intercultural perspectives.

3.3 Undergraduate students' perceptions towards their challenges on ICLLC development

The results gathered from the undergraduate students' reflections and post-interviews revealed that there were three major challenges deterring the full development of ICLLC from doing the ICLLC activities. The first challenge was the English language proficiency level of the undergraduate students (personal factor as language barrier). The participants reported:

When the teacher asked us to do the class activities, most of the time I could not really follow the instructions. My English was poor and I needed to improve my English first.

Interviewing a foreign worker was interesting and helpful to gain cultural awareness, but I had problems while talking and giving responses. I could not follow the talk even we had planned the questions well. I needed to ask for help from my group members.

I was petrified to speak in English with my foreign classmates at first. I never studied with foreign teachers and classmates before. I thought that I had no confidence at all. My performance in class would be better if I could speak better English.

There were a lot of assignment in this semester and I needed more time than others did in order to finish my work especially individual assignments. This was because I was not good at English skills.

I had limited knowledge of English words. Sometimes I knew what I had to say in Thai, but I could not express in English during the impromptu discussion or the Q&A sessions.

The second challenge was the small number of international students in the program (environmental factor). The students would like to create the international environment. A few participants also described that:

More than 90% of classmates were Thai and I had no reasons or drives to communicate in English during class activities. Sometimes I had no willingness to communicate in class discussions.
There would be more opportunities for us, students, to develop of ICC if there were more full-time international students in our class.
It would be good if we could enroll any courses at other faculties. I might have more foreign friends. Exchange students should come to our program every semester.

The last challenge was the situation of pandemic outbreak (external factor which was out of control). Many participants, especially first-year participants stated that the situation caused a lot of disappointments towards their intercultural learning experiences and opportunities:

Our study trip to Singapore was finally cancelled and I thought this was a big challenge. We were looking forward to it.

Emergency online learning was not fun and encouraging. It was not useful if we needed to stay home. How could we become intercultural communicators and have intercultural experiences?

During the outbreak, only the intercultural knowledge was promoted through online lecture I guessed. I hoped we would resume back to normal classrooms in the next semester.

These three major challenges could be so-called as personal factor, environmental factor, and external factor respectively.

From the stimulated recall interviews of the classroom activities, the mis-understandings of the intercultural issues were mainly from the uncertainty and the ignorance of cultural differences during the discussions and question-and-answer sessions.

4. Development approach to intercultural communicative language learning competencies

Data gathered from focus group interview, one-on-one semi-structured interview, educational connoisseurship method, the approval by the panel of experts in ELT, intercultural communication, and curriculum and instruction together with the reflections from learners were carefully utilized as a ground to discover and propose the development approach to intercultural communicative language learning competencies for undergraduate students in international program in B.A. program in Language and Intercultural Communication.

It is undeniable that students' level of English proficiency has an impact on students' ICLLC. And the second-year students seemed to have a good trend in having high level of ICLLC in classroom performances. Different years of study meant that students learned and experienced the different amounts. The performances were built from knowledge, skills, and attitudes. Therefore, the students with higher year of study were more likely to better respond to foreign cultures and cope with cultural uncertainties.

From related literature and documents, several proposed educational guidelines and recommendations for executing intercultural communicative language learning competencies and other promising twenty-first century skills mentioned that the successful intercultural communication classrooms and learners should originate from recognizing a variety of learning environment, teaching and learning activities including appropriate assessment methods. Different learning models including experiential learning, discovery learning, cooperative learning and project-based learning have resulted in the development of the students' ICLLC.

Intercultural communicative competence is saliently one of those required 21st century skills that allows the ICC communicator to live in the changing world and society. As ICC is combined with skills as well as literacies, such as, learning skill and a life skill with a use of literacy skill, interpersonal and intrapersonal skills plus communicative skill. The concept of ICC is derived from many terms including intercultural communication, intercultural competence, global citizenship, adaptability, critical thinking, and so on.

As mentioned, students in an international undergraduate program are more likely to encounter intercultural communication during their study. Hence, they need to have a learning guidance through an approach to developing intercultural communicative competence. From the study, the development approach to intercultural communicative language learning competencies was the main objective. It was uniquely composed by the ICC attributes together with their indicators, which were gained from literature reviews, and the panel of experts' approval. Acknowledging the ICC attributes and indicators were beneficial for teachers to plan lessons and activities in order to help facilitate students to have ICLLC. The appropriate teaching and learning methods were concluded from the panel of experts in ELT. Again, the experts agreed that a variety of assessment methods were significant in terms of confirming and disconfirming the competencies reached by individuals.

Classroom activities were composed of connection and relationship among teacher and students through a process of teaching and learning activities and

assessments. ICLLC as the expected outcome was enhanced as a result. There were suggestions derived from the related documents and from the data analysis of students' perceptions and self-reported data that each ICLLC activity had its own characteristics in encouraging particular ICC attributes. No single one activity could promote ICLLC for students. The integration of ICLLC tasks should be varied to cover all ICC attributes and the enhancement of the students' ICLLC would be the end result as expected. In order to make full use of each activity to build ICLLC of students, it should include the assignments of presentation, discussion, comparison, analysis, evaluation, or reflection to reach the indicators of intercultural knowledge, intercultural skills, intercultural attitudes, and critical cultural awareness. Furthermore, the integration of hands-on experience was a must to develop ICLLC.

Also, the following ideas of developing intercultural communicative language learning competence were interpreted and thematized.

1. The content could be a focus of different domestic or regional cultural groups. Immigration and other world current issues could be raised.

2. The class activities should contain cultural understanding of differences among people. The possible class activities could be case studies presentation, examples, anecdotes, readings, and images in which students were able to use their learned knowledge, skills, and attitude to justify or judge any brought-in cases. Group work seemed to be more effective than individual and pair works.

3. The integration of basic communicative skills, interpersonal skills, verbal and nonverbal communication skills should be integrated and practiced on a range of intercultural topics.

4. Researching skills, participating in a research presentation, or even doing a research offered students with opportunity to explore the new knowledge, skills, attitude, and awareness.

4.1 Teaching and learning methods of intercultural communicative language learning competencies (ICLLC)

All experts had the agreement that the proposed teaching and learning methods of intercultural communicative language learning competencies (ICLLC)

gained from the focus group interviews were suitable and the proposed methods covered all areas of ICLLC. 'Ability to cope with uncertainty about intercultural issues or compromising' was the most recurring indicator that repeatedly mentioned by the experts.

Teaching and learning methods to promote ICLLC in the program should vary and engaging. The characteristic of entertaining was also mentioned at this stage. Examples were stated as follows:

A variety of teaching and learning methods is always great. I like the comparison in the reading activities. Reading about a culture before reflecting upon the students' own culture should be encouraged.

From my teaching experience, fun activities have had a good impact on students' learning and classroom performance. It doesn't need to be entertaining by the mechanism of the activity, but the content that is brought into practice.

One activity that most experts mentioned very frequently during the final approval was 'researching'. They agreed that conducting a research relevant to intercultural communication could enable learners to become more interculturally oriented. More benefits would occur including intercultural knowledge, skills, attitude, as well as, critical cultural awareness.

Research should be one of the main teaching methods because students will never be able to have all the knowledge about all the cultures in the world. Doing research on a culture of their interest to gain new information and practice critical thinking skill is important.

4.2 Assessment of intercultural communicative language learning competencies (ICLLC)

The findings were retrieved from the focus group interviews and connoisseurship method towards the assessment of ICLLC attributes. The experts were asked if each ICLLC attribute should be assessed separately or as a holistic

assessment. All experts agreed that ICLLC attributes should be separately assessed through a variety uses of appropriate tools and methods rather than a holistic assessment. At this stage of final approval approach to ICLLC, oral presentation and critical writing were repeatedly mentioned to be suitable assessment activities. On the other hand, observation was a doubtful technique that needed certain trainings and experiences for accuracy and reliability. Observation was a subjective matter among other techniques. Some examples of their comments were as follows:

> *Each ICLLC attribute should be assessed separately on a condition that the assessor keeps all the four attributes in mind because a person will be considered competent in intercultural communication when he/she possesses these four key attributes. I'm in favor of assessing the four attributes separately because it can provide detailed feedback to learners regarding each attribute, which can raise their awareness and help them with further improvement.*

> *Yes, it should. The analytic assessment of the intercultural communicative language learning competence is definitely more crucial than a holistic assessment. The overall score of the competence should come from the sub-score of each attribute. By doing this, we can also see different profiles of students, so that we can help them improve certain attributes they lack in the future.*

> *Observation might not be a good assessment for all of the attributes because it is too subjective and hard to observe all the students at the same time. Instead, observation of students' performance and enthusiasm can be used to help adjust the lesson and teaching and learning methods.*

Additionally, one expert mentioned the importance of weighing of each attribute. Among the four attributes, teachers should define which attribute is more focused or more significant. He expressed his idea that:

What is more important than whether the attributes should be assessed separately is how much weight should be assigned to each attribute. To me, intercultural knowledge and intercultural skills should for more of the total competence score than the other two attributes because they have more indicators.

There was one constructive suggestion from an expert concerning how to be rational when assessing each attribute of a person. She mentioned that:

Scoring rubrics will be best to assess the competence which is quite complex and subjective.

However, one expert insisted the overall score of the ICLLC should be declared in order to compare scores of individuals for development.

ICLLC attributes should not be assessed as an overall competence. However, an overall score of the competence should be reported to see the differences and know how to enhance ICLLC of learners who are in need.

For implementation of assessment, it was recommended from two experts that the clarification of attributes' terminology was advantageous since there were complications and similarity among some attributes and indicators. Also, not all the teachers would understand what to be assessed in the same direction and condition. They mentioned that:

Everything, including teaching and learning methods, is well designed and covered most of the points. The terminology of those words, pointed out above, are suggested to define clearly and specifically in the definitions of terms.

All key attributes necessary for assessing intercultural communication language learning competence are clearly identified. However, some indicators seem repetitive unless you clearly define their characteristics and identify differences.

Importance of indicators also varies according to the courses this competence is incorporated into. The objectives of the courses will also affect the teaching, learning and assessment methods.

The development approach to intercultural communicative language learning competencies for students in an international undergraduate program at Srinakharinwirot University had its own unique ways to serve the program learning outcomes of the B.A. in Language and Intercultural Communication 'To produce graduates with effective intercultural communicative competence in a multicultural society". The setting of the study program was more toward Thai context of an international program with diversity in terms of domestically cultural backgrounds rather than internationally cultural differences as mentioned in the research setting in Chapter 3. The disclosure and approvement of intercultural communicative competence shared attributes and indicators allowed the basic ground for the researcher to finally propose the development approach to ICLLC by investigating the undergraduate students' intercultural communicative language learning competencies and perceptions toward the ICLLC's in-curricular and extra-curricular activities provided. The approval of the panel of experts in the field of English language teaching, curriculum and instruction, and assessment toward the development approach was carefully completed.

The development approach to ICLLC consisted of ICC attributes and indicators for teachers and program providers to keep monitoring the development of attributes by assessing the learning progress through measuring the related indicators as shown in the result section. The experiences of managing the ICLLC activities in which undergraduate students took part were expanded here that teachers need to design and manage learning activities as learning experiences to balance their personal and group requirements. As students had a variety of requirements, the ICLLC activities had to be varied and geared toward the program's expected learning outcomes. Lessons and activities should go beyond providing communicative functions, linguistic forms, traditional contents. Roles of teachers had to change from teaching to facilitating, monitoring, mentoring, and so on. The widely-known communicative language teaching

approach together with task-based or project-based learning approaches were still useful for the 21st century classrooms. The proposed activities and appropriate pedagogy used in this research study were tailor-made to serve changing learners and digital society that the teachers have not been the center of teaching anymore, and knowledge transfer was by now out-of-date. On the other hand, the main source of the information has been simply found on the internet. A variety of contents, activities, and assignments should be happening as the learners are more diverse. Classroom activities are not enough to build up students' capacities. Outside or extra-curricular activities have their own duties to support and enhance the ICLLC of students in this digital era.

This study did not aim at developing a teaching or learning model wit h regard to the ICLLC. Rather, this aimed to propose the development approach or guidelines to ICLLC. Setting up the educational goals and achievements is a significant requirement to refine ICLLC teaching and ICLLC assessment methods. In this sense, teachers, course developers, and program providers need to select appropriate ICLLC contents and design suitable assessing methods. As ICLLC is the expected learning outcome and competencies for language learners in the 21st century, the chosen contents should be authentic and diverse. The contents should provide learners with internationally current affairs and the tasks should call for 21st century skills, such as. Critical thinking, problem-solving, analyzing similarities and differences, comparing own and other cultures, evaluating values, and creating new perspectives, etc. based on the ICC indicators proposed aforementioned. The cultural contents should be based on the intercultural knowledge attributes and indicators including surface and deep cultures, language and communication, social interaction, self and others, and global affairs.

The design of lessons and tasks should be learner-centered meaning that the focus of the tasks should benefit students' ICLLC, be based on learners' needs, and learners' cognitive, affective, and psychomotor levels. The contents should not be too far from the students' interests and schemata. Learning goals of each lesson should be first established and the teaching and learning methods for enhancing ICLLC follow. The

teaching and learning methods are possibly suitable for related attributes and indicators.

1. For the intercultural knowledge attribute, the teaching and learning methods can be ranging from knowledge transfer to creativity; lecture; interactional-based, active learning, case studies, discussion, project-based learning (presentation, report, reflection, teacher feedback), inquiry-based learning, reading activities: summarize, analyze, compare, and doing a research study.

2. For the intercultural attitudes attribute, the teaching and learning methods can be case studies, guest speaker in the subject area, cultural visit / filed work / excursion, and coaching.

3. For the intercultural skills attribute, the teaching and learning methods can be role-plays, simulations, classroom practice, oral presentation, case studies, and doing a research study including coaching.

4. For the critical cultural awareness attribute, the teaching and learning methods can be lecture; interactional-based, active learning, case studies, discussion, project-based learning (presentation, report, reflection, teacher feedback) , inquiry-based learning, reading activities: summarize, analyze, compare, and doing research or attending research presentations.

With regard to assessing ICLLC of students, it is administered in order to assess students' capacities, for example, to analyze what students know, learn, do, and achieve. The assessing methods can be self-assessment or teacher's feedback to see if the students achieve the learning objectives or not. The approved indicators of each ICC attributes are there for assessment. The assessment methods for measuring ICLLC and communication skills can be direct testing (test, quiz), task-based assessment (observation, reading comprehension), performance-based assessment (oral presentation, journal writing), interaction-based assessment (role-play). The administration of formative assessment (quiz, and summative assessment methods were mentioned to be appropriately used. The research project was saliently mentioned to the final project that required students' knowledge toward ICLLC, and necessary

learning and living skills including critical thinking skill, analytical thinking skill, systematic thinking skill, language skills, etc.

The table below was to best summarize the development approach to intercultural communicative language learning competence in the higher education context.

Table 7 Development approach to intercultural communicative language learning competencies

Attributes	Indicators	Teaching and Learning Methods	Assessment Methods
Intercultural knowledge	- Knowledge of target culture as culture-specific (deep culture / etic) i.e. social groups, beliefs, normal practices, interaction process - Knowledge of general culture or dominant culture as culture-general (surface culture / emic) i.e. costumes, food, sports, artefacts, arts - Knowledge of language and communication - Knowledge of social interaction	- Lecture; interactional-based, active learning - Case studies - Discussion - Project-based learning (presentation, report, reflection, teacher feedback) - Inquiry-based learning - Reading activities: summarize, analyze, compare - Research	- Observation - Self-reporting; interview, cued scenario, stimulated recall interview - Journal writing - Test or quiz - Oral presentation

Table 7 (continued)

Attributes	Indicators	Teaching and Learning Methods	Assessment Methods
	- Knowledge of self and other - Knowledge of current / global affairs		
Intercultural attitudes	- General disposition, curiosity, openness, or readiness to suspend disbelief about other cultures and belief about one's own - Empathy - Positive disposition towards learning intercultural communication	- Case studies - Guest speaker - Cultural visit / filed work / excursion - Coaching	- Test or quiz - Observation - Self-reporting; interview, cued scenario, stimulated recall interview - Journal writing
Intercultural skills	- Good language skills including listening, speaking, reading and writing (intermediate level up) - Interpersonal skills with locals and foreigners - Critical thinking skill	- Role-plays, simulations - Classroom practice - Oral presentation - Case studies - Research - Coaching	- Observation - Oral presentation - Self-reporting; interview, cued scenario, stimulated recall interview - Journal writing

Table 7 (continued)

Attributes	Indicators	Teaching and Learning Methods	Assessment Methods
	- Ability to cope with uncertainty about intercultural issues (compromising)		
	- Ability to clarify cultural perspectives and appropriately practice/use in new cultural settings		
	- Ability to gain/discover new knowledge of any particular culture and cultural practices and to direct the knowledge to be used in the interaction		
	- Intercultural sensitivity		
	- Ability to look upon oneself from the outside / the ability to see the world through the others' eyes		
	- Ability to solve intercultural issues or incidents		
	- Strategies to direct own learning		

Table 7 (continued)

Attributes	Indicators	Teaching and Learning Methods	Assessment Methods
Critical cultural awareness	- Ability to critically evaluate the cultural perspectives and practices of own and other cultures and it leads to understanding - Ability to evaluate others' points of view	- Lecture; interactional-based, active learning - Case studies - Discussion - Project-based learning (presentation, report, reflection, teacher feedback) - Inquiry-based learning - Reading activities: summarize, analyze, compare - Doing research or attending research presentations	- Observation - Self-reporting; interview, cued scenario, stimulated recall interview - Journal writing - Presentation of case studies and different intercultural settings

CHAPTER 5

SUMMARY DISCUSSION AND SUGGESESTION

The development approach to intercultural communicative language learning competencies for students in an international undergraduate program at Srinakharinwirot University was proposed using the data-driven approach of the analytic induction and later approved by a panel of experts. The final result of this empirical study was the mentioned development approach of ICLLC. As the term ICLLC was afresh created by combining intercultural communicative competence and language learning, the exposure of known attributes and indicators of intercultural communicative competence was primarily conducted.

The results definitely found that ICC comprised four attributes and 21 specific indicators: (1) intercultural knowledge, with six indicators; (2) intercultural attitudes, with three indicators; (3) intercultural skills, with 10 indicators; and (4) critical cultural awareness, with two indicators. These four significant attributes were aligned with the studies and work of Byram (1997); Sercu et. al., (2005), and Kim (2019). During data analysis, an implementation force as a stimulant to perform the competence in intercultural situations was unintentionally emerged. It can be concluded that these attributes with 21 indicators seemed to be implemented in recruitment criteria, ICC teaching and learning activities, extracurricular activities, and ICLLC assessment at the higher education level. Furthermore, the three presuppositions; English language proficiency, intercultural knowledge, and intercultural experience of individual students, as three main recruitment criteria for selecting successful candidates, were likely to have an effect on students' intercultural communicative language learning competencies; the higher levels performed the better ICLLC. This is similar to the study of Griffiths (2011) that language proficiency and overseas experience facilitated intercultural communicative competencies. Correspondingly, participants as EFL learners seemed to perceive that they could improve their ICLLC throughout the 4-year degree program and it was consistent with the study of Tran and Seepho (2016).

The summary from data analysis described that the participants with high levels of English language proficiency and intercultural knowledge had better ICLLC in general. They seemed to possess more indicators than those with lower English language proficiency and intercultural knowledge. Intercultural experience seemed not to have much steady impact on participants' ICLLC. Students with lower proficiency level of English seemed not to perform well in most ICLLC activities, especially critical cultural awareness in which critical thinking and writing a critique were heavily required. This might be with the regard of English is used as a medium of instruction and communication during the class activities. It was salient that high proficiency level students were able to overcome all challenging assignments within a limited time. They explained during the interviews that they did not have any language barriers to hinder them from searching new information from the textbooks or accessing to the internet. Hence, English language proficiency was undoubtedly confirmed to be a key factor for success in intercultural encounters.

Most students had positive perceptions towards ICLLC activities. This study revealed deeper insights into development approach to ICLLC for students in an international undergraduate program in Thailand.

Regardless of the constraint of time for data collection including classroom observation and self-reporting, limited sample size, exclusivity of the context together with the possible subjective bias from the researcher as an insider of the research setting, the study results may not be generalized to other cases in other settings. At least, this study sought to approve the importance of ICLLC and its universal components. This was also a respectable beginning that shed more light on the teaching and learning approaches toward ICC development in language and culture classroom settings. Particularly from the findings, most students had positive attitudes towards ICLLC. They indicated that their critical cultural awareness was enhanced during the study. This strongly confirms that culture should be incorporated into language education as it is in line with the study of Newton (2016) and Quyen (2018, 36), and language and culture education have an impact on learners to be a competent

and effective communicator in intercultural encounters. English language proficiency and skills are saliently significant to students' development of ICLLC in an international program setting where the English language is principally used as a medium of instruction and communication. As ICLLC is the expected learning outcome and competencies for language learners in the 21st century, it is recommended that the authorities and language and culture program providers in any macro and micro educational levels should pay close attention to the attributes and indicators of ICLLC for best implementation to reach the outcome. Congruently, implementing diversity and providing diversity experiences to students through curriculum are recommended and Tamam (2016, 50) propose it through strategic planning to enhance a higher level of intercultural interaction among students in international settings.

It was noticeable that participants with higher level of English proficiency had higher scores of intercultural knowledge. Those with higher level of English proficiency had more exposure to the language and utilized the language to learn more intercultural content from various sources as this was consistent with the study by (Triwittayanon & Sarobol, 2018, 49) that the exposure to the target language was a powerful factor influencing the success of learning a language and the improvement of the language. In contrast, it seemed that intercultural experience did not have an impact to intercultural knowledge. This may be due to the overseas or intercultural experiences were not directly for the purpose of enriching knowledge of other different cultures they had been to. Such experiences might be of specific or deep culture rather than general or surface culture. There were many aspects of intercultural knowledge listed in this study and they were broad.

During the development period of ICLLC, the students had a positive perception that they could advance their ICLLC along with the English and third language proficiency. With many students' dream job opportunities in international affiliations, students strongly believed that having learned other languages and cultures benefited them to have further understandings about their own culture and different cultures, and become an intercultural communicator. This was a result of the expected

learning outcome of the program that highlights the development of ICLLC for learners which is the key competence of graduates in the twenty-first century (Deardorff, 2006; Reimers & Chung, 2016)

One important issue to be raised apart from the main findings is that the language used as a medium of communication among people with different backgrounds influences the practice and success in intercultural communication. One good example is that one participant (P9) reported that his English language proficiency is not really good and this drew him to be an incompetent English language learner. P9 represented a participant with low English language proficiency and intercultural knowledge levels, but high intercultural experience level as he has been growing up and surrounded by people for the neighboring country. He has been in good terms with them since he was young and they all use Thai language (his native language) to be the medium of communication. In this particular case, he is successful in the real intercultural setting. Unfortunately, English is the medium of instruction in the international degree program and brought-in activities are interculturally contextualized. As a result, this participant is not as competent as when he is in his own real context.

Intercultural-related content needs to be finely selected, teaching and learning activities need to be varied and the assessment needs to be aligned with the course objectives, expected outcomes; focused attributes and indicators. In-program activities, such as field trips, intercultural visits, as well as extracurricular activities, such as being a liaison at an international conference are required for students to practice and experience intercultural settings. This can help boost up students' development of ICLLC.

Apart from the abovementioned, motives in studying intercultural communication (Baldwin et al., 2014) and working in an international or intercultural environment were major influencers to students to reach their goal of being intercultural communicative competent.

People are different and of course learners are all unique individuals with unique backgrounds, not only the nationality they are, the native language they speak,

and the religion they practice, but also the experience they have, the attitude they hold, the knowledge they acquire, and the skills they own.

From the findings to the implications drawn from the current study, it can portray some insightful results for the capacity building program providers that it is not an issue to investigate who are more advanced toward intercultural knowledge and skills, but who has more understanding in an authentic intercultural communication in life (Neuliep, 2015) that may lead to the peaceful community at the end. The findings from this research may benefit teachers whose classrooms are related to intercultural communication; an in-trend and yet much-understood subject. With local and international students in one classroom, teachers may have different ways of dealing with diversities through teaching and learning management and priorities, class activities, assessment, and evaluation. Additionally, intercultural communication classrooms require patience, variety of classroom activities, flexibility with content upon the needs of the particular class, and teacher-student rapport as teachers and students are in different social groups.

This study was a beginning that shed more lights on the development of ICLLC in language and culture classroom settings. The approval of the importance of ICLLC, and its four significant attributes and 21 indicators can be implemented in ICLLC teaching and learning activities, extracurricular activities, learning facilitations, and assessment at the higher education level. Motivation and willingness were emerged as an implementation force to perform the competence, which were aligned with the studies and work of Kim, 2019. Furthermore, English language proficiency, intercultural knowledge, and intercultural experience were likely to have an effect on students' ICLLC; the higher levels performed the better ICLLC. This was similar to the study of Zhou and Griffiths (2011) that language proficiency and experience facilitated ICC. This may be because intercultural knowledge and existing experience influence intercultural attitudes and practices. Higher level of English proficiency may urge students to be more active in intercultural interactions. English language proficiency and skills were saliently significant to students' development of ICLLC in an international program

setting where the English language was principally used as a medium of instruction and communication. Pertaining to intercultural attitudes, most students had positive attitudes towards ICLLC. Correspondingly, students seemed to perceive that they could improve their English language proficiency and ICLLC throughout the 4-year degree program. They also self-reported that their critical cultural awareness was enhanced during the study.

During the development period of ICLLC, the students had a positive perception that they could advance their ICLLC along with the English and third language proficiency. It was noticeable that participants with higher level of English proficiency had higher scores of intercultural knowledge. In contrast, intercultural experience did not have an impact to intercultural knowledge. This meant that intercultural knowledge came from formal education rather than direct experience. With many students' dream job opportunities in international affiliations, students strongly believed learning about other languages and cultures benefited them to understand their own culture and tolerate with cultural differences, and become an intercultural communicator. This was a result of the expected learning outcome of the program that highlighted the development of ICLLC for learners, which was the key competence of graduates in the twenty-first century (Deardorff, 2006; Reimers & Chung, 2016).

One important issue apart from the main findings is the language used for communication among people with different backgrounds. It influences the practice and success in intercultural communication. The evidence is the ninth participant (P9) reported that his English language proficiency was not good and this drew him to be an incompetent English language learner. P9 represented a participant with low English language proficiency and intercultural knowledge levels, but high intercultural experience level as he grew up with people from a neighboring country. He was in good terms with them and they all used Thai language (his native language) as the medium of communication. In this particular case, he was successful in the real intercultural setting. Unfortunately, English was used as a medium of communication and instruction in the international degree program and brought-in activities were interculturally

contextualized. As a result, this participant was not as competent as when he was in his own real context. This raised another controversial issue of the importance and necessity of English language which is used as a mediating language in the development of ICLLC.

Intercultural-related content needed to be finely selected, teaching and learning activities needed to vary. Also, the assessment needed to be aligned with the course objectives, expected outcomes; focused attributes and indicators. In-program activities, such as field trips, intercultural visits, as well as extracurricular activities, such as being a liaison at an international conference were required for students to practice and experience intercultural settings. This helped boost up students' development of ICLLC. Also, motives in studying intercultural communication (Baldwin et al., 2014) and working in an international environment were major influencers to students to reach their goal of being intercultural communicative competent. Since there are many barriers in communicating interculturally, the message which was conveyed was not always the message which was acknowledged (Neuliep, 2 0 1 5 , 3 3). This issue could be the possible cause of apprehension or anxiety with learners of different languages and cultures in multicultural settings which were reported in this study.

As ICLLC is the expected learning outcome and competence for language learners in the 21st century, it is recommended that the authorities and language and culture program providers in any educational levels should pay close attention to the attributes and indicators of ICLLC for best implementation. Congruently, implementing diversity and providing diversity experiences to students through curriculum are recommended and Tamam (2016, 50) proposed it through strategic planning to enhance a higher level of intercultural interaction among students in international settings. This strongly confirmed that the conception of culture should be merged into language classroom as it was in line with the study of Newton (2016), Quyen (2018, 36) and Duyen (2019, 24).

Regardless of the time constraint for data collection including classroom observation and self-reporting, limited sample size, exclusivity of the context together

with the possible subjective bias from the researcher as an insider of the research setting, the study results may not be generalized to other cases in other settings.

Implications

The movement beyond their home boundaries of people and the communicative exchanges between countries have significantly improved cross-cultural or intercultural communication. In this sense, intercultural awareness has become a requirement for successful intercultural communication. As intercultural communicative language learning competencies do not naturally occur as an innate competence, the development of it must be intentional through curricular and extra-curricular determinations. Generally, the study can portray some insightful results for the capacity building program providers that it is not a matter to investigate who are more advanced toward intercultural knowledge and skills, but who has more understanding in a real-life intercultural communication (Neuliep, 2015). The results of investigating the necessary components of ICLLC and students' performance and development of ICLLC during study can be utilizing as a framework toward developing ICLLC. The attributes and indicators induced from the study can be a good base for a component of developing learning process, teaching activities, and assessments in Thai context. The findings directly benefit SWUIC teachers who may have different ways of dealing with diversities through teaching and learning management and priorities, class activities, and assessments. Any study programs concerning language and culture can rethink about their orientations and efforts to improve the program outcomes. Also, this provides development approach and meaningful feedback to teachers and program providers when designating intercultural journey for students. The teachers should bring in a variety of ICLLC activities in different intercultural settings as ICLLC tasks are associated with the students' intercultural encounters and entail intercultural communicative performances. Finally, developing ICLLC is a success key to be powerful communicators in intercultural encounters. Since ICC development is just as much a prominent ingredient of language development, ICLLC should be incorporated into foreign language learning as a necessary complement, not a supplement.

In utilizing the development approach to ICLLC, there are twofold benefits to the program providers and students. The program committee together with teachers can assess their efforts in terms of improving the learning management activities to develop students' ICLLC. Apart from that, students could get some assistance on their further international and intercultural encounters by learning from helpful feedback. Intercultural competence assessment is another issue to consider because it is perplexing. The indicators of each attributes are the targets for teachers to precede the ongoing assessment intended for more understanding of the development of the students' ICLLC. It is thought-provoking to be doubtful about applying the development approach by the program: What can the teachers and the program committee do to increase the ICLLC development? How can the teachers and the program committee better combine the process of ICLLC development into the program? How can the teachers and the program committee integrate assessment of ICLLC throughout the program? What are the further implications and contexts of ICLLC development? In the end, hopefully, ICLLC is the work that is finely designed to address the global challenges of living healthily with diversity.

Also, this establishment can be beneficial to faculty and staff development. Toward the end of the study, the results provided a clear and comprehensive ICC attributes and indicators as well as guidelines for ICLLC development and implementation including the assessment methods for assessing program quality as well as for monitoring and measuring ICLLC development. This approach can be utilized to guide faculty and staff development whose professional pathway requires ICC competencies.

Limitation

There were some limitations beyond the control in conducting this study. The primary limitation was the participants were a highly specific group of undergraduate students in a specific learning context. The groups of participants were the undergraduate students in their first year and their second year of an international program in an international college at a Thai university providing the degree program in

language and intercultural communication. The study environment was based in Bangkok. It would be much better to study with students from the beginning year to the last year of their studies on order to see the development of ICLLC and find out the factors affecting the performance of ICLLC.

The second limitation is the duration of collecting data in the field work. It was only eight weeks consecutively for collecting classroom observational data. Apart from that, the pandemic outbreak occurred. The follow-up data collection was through online basis with some communication barriers and the difficulty of data interpretation.

Further research studies and recommendations

1. This study only proposed the development approach to ICLLC for students in an international undergraduate program. The full attention can be put to the development of a teaching or learning model toward integrating ICLLC into international undergraduate program classrooms for students who learn and have an interaction with foreign students from different countries and cultural backgrounds. The result can benefit both experienced and inexperienced teachers of ICC when they plan in-curricular or extra-curricular activities for students to acquire ICC and possess ICLLC.

2. Increasing the number of participants for case studies can help promote generalizability and reliability of the research findings.

3. As the students' year of study seemed to have an influence on intercultural knowledge and ICLLC of students in the study, investigating the correlation between years of study and ICLLC is worth researchin

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Appendix

Appendix A

Research Ethics

หนังสือยืนยันการยกเว้นการรับรอง
คณะกรรมการจริยธรรมสำหรับพิจารณาโครงการวิจัยที่ทำในมนุษย์
มหาวิทยาลัยศรีนครินทรวิโรฒ

(เอกสารนี้เพื่อแสดงว่าคณะกรรมการจริยธรรมสำหรับพิจารณาโครงการวิจัยที่ทำในมนุษย์ ได้พิจารณาโครงการวิจัยนี้)

ชื่อโครงการวิจัย	: แนวทางการพัฒนาสมรรถนะการเรียนรู้ภาษาเพื่อการสื่อสารระหว่างวัฒนธรรมของนิสิต ระดับปริญญาตรี หลักสูตรนานาชาติ มหาวิทยาลัยศรีนครินทรวิโรฒ
ชื่อหัวหน้าโครงการวิจัย	: นายธนากร ทองประยูร
หน่วยงานต้นสังกัด	: คณะศึกษาศาสตร์
รหัสโครงการวิจัย	: SWUEC-G-197/2562X

โครงการวิจัยนี้เป็นโครงการวิจัยที่เข้าข่ายยกเว้น (Research with Exemption from SWUEC)

วันที่ยืนยัน	: 29 ตุลาคม 2562
ยืนยันโดย	: คณะกรรมการจริยธรรมสำหรับพิจารณาโครงการวิจัยที่ทำในมนุษย์ มหาวิทยาลัยศรีนครินทรวิโรฒ

คณะกรรมการจริยธรรมสำหรับพิจารณาโครงการวิจัยที่ทำในมนุษย์ มหาวิทยาลัยศรีนครินทรวิโรฒ ดำเนินการรับรองโครงการวิจัยตามแนวทางหลักจริยธรรมการวิจัยในคนที่เป็นสากล ได้แก่ Declaration of Helsinki, the Belmont Report, CIOMS Guidelines และ the International Conference on Harmonization in Good Clinical Practice (ICH-GCP)

ออกให้ ณ วันที่ 3 มกราคม 2563

(ลงชื่อ)..
(ผู้ช่วยศาสตราจารย์ ดร.ทันตแพทย์หญิงณปภา เอี่ยมจิรกุล)
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สำหรับพิจารณาโครงการวิจัยที่ทำในมนุษย์

(ลงชื่อ)..
(แพทย์หญิงสุรีพร ภัทรสุวรรณ)
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หมายเลขรับรอง : SWUEC/X/G-197/2562
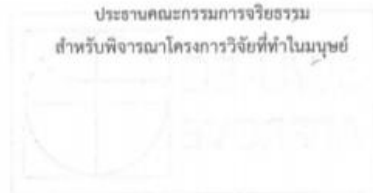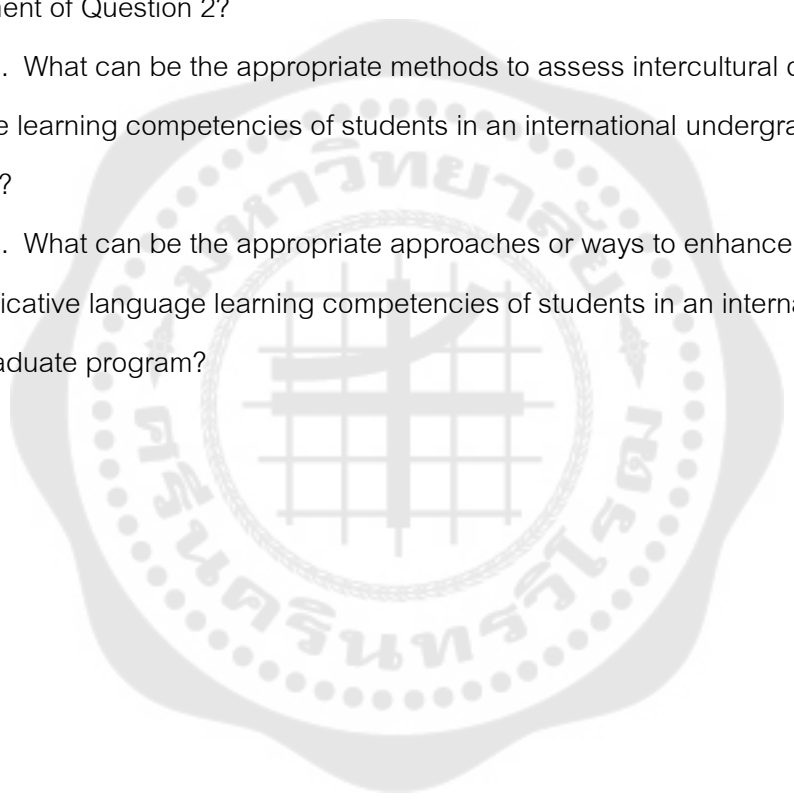
Appendix B

Research Instruments

1. Focus Group Interview Questions

2. A Questionnaire for Selecting Research Participants

3. Intercultural Knowledge Test

4. A Pre-interview of Undergraduate Students' Perceptions towards Intercultural Communicative Language Learning Competencies (ICLLC)

5. Fieldnote of Classroom Observation

6. Questions for the Semi-structured Interview and Stimulated Recall Interview

7. A Survey Questionnaire on Undergraduate Students' Perceptions towards ICLLC Activities

8. A Post-interview of Undergraduate Students' Perceptions towards Development of Intercultural Communicative Language Learning Competence (ICLLC)

9. Journal Writing Topics

10. A Questionnaire on Final Approval of ICLLC Attributes, Indicators, Teaching and Learning Methods, and Assessment Methods by Experts

<u>**Focus Group Interview Questions**</u>

Questions asked during the focus group interview

     1. What is the situation of learning English as a foreign language in international undergraduate programs in Thailand?

     2. What are required for today's communication in multicultural society?

     3. How can we as EFL teachers acknowledge that our students reach the requirement of Question 2?

     4. What can be the appropriate methods to assess intercultural communicative language learning competencies of students in an international undergraduate program?

     5. What can be the appropriate approaches or ways to enhance intercultural communicative language learning competencies of students in an international undergraduate program?

The questionnaire for selecting the research participants

This form was to collect a series of demographic questions with regard to undergraduate students' gender, year of study, English language proficiency (SWU-SET score), intercultural experience, and high school experience.

The results were kept confidentially and these data were used to select the research participants of the research entitled "Development approach to intercultural communicative language learning competencies of students at an international undergraduate program at Srinakharinwirot University"

Instructions: Please fill in the form or circle the letter that is true to you. Your information will be kept confidentially.

Questions	Your responses
What is your full name?	
What is the year of you study at SWUIC?	
What is your gender	
Where was your high school?	
What kind of program were you studying in?	A. Regular program B. Bilingual program C. International program
What is your SWU-SET Score and its level?	
Have you been to other countries? Where? What did you do? For how long? Please list all the countries and activities.	
Have you encountered with people who were from different social groups or nations?	
Are you willing to participate in the research project? If yes, please provide the contact that is convenient to you.	

Intercultural Knowledge Test

The following questions are a test of intercultural knowledge and understanding of cultures.

Directions: Read each statement and decide if it is True, Not sure, or False to your understanding. Please mark an X in the box that applies your understanding toward each item. Please also note that the score of this test will not have an effect to your study grades in any subjects. You have 30 minutes to finish the test.

Items	Statements	True / Yes	Not Sure	False / No
1.	*In Japan, you should offer a gift with two hands.*	/		
2.	*In China, Number 4 is considered lucky in China.*			/
3.	*In western countries, the bride usually wears a white wedding gown.*	/		
4.	*Hanukkah is commonly known as Jewish New Year*			/
5.	*In Russia, people generally smile to strangers.*			/
6.	*In Bulgaria, nodding the head up and down means 'no' rather than 'yes'*	/		
7.	*In Japan, placing your chopsticks upright in your food is a normal practice.*			/
8.	*In Asian countries, taking off your shoes before entering someone's home is a must.*	/		
9.	*In India, vegetarian Hindus typically do not eat meat, fish, seafood, eggs and any dairy products.*			/
10.	*If you are at your westerner friend's home and you are thirsty, it is acceptable to ask the host for a drink.*	/		
11.	*When a westerner friend sneezes, you should say nothing to not loose their faces in public.*			/
12.	*China has the most time zones due to its overseas departments and territories across the globe.*			/
13.	*In China, a clock would not be offered as a gift to a Chinese business partner because it is associated with time running out and death.*	/		
14.	*You should avoid wearing any black or purple clothes to a party because they are associated with mourning and considered unlucky.*	/		
15.	*In Western countries, when someone receives a gift from a friend, he/she should say "Thank you" and unwrap the gift*	/		

Items	Statements	True / Yes	Not Sure	False / No
	immediately.			
16.	*When westerners shrug their shoulders in response to your question, they usually mean they are sorry that they do not know the answer.*	/		
17.	*Humor across cultures is best avoided as some cultures have a very different sense of humor and some cultures don't really have a sense of humor.*			/
Items	Statements	True / Yes	Not Sure	False / No
18.	*Ethnocentrism is to judge people from another culture only by the values and standards of your own culture.*	/		
19.	*In South Korea, you tend to work alone without a teamwork.*			/
20	*In China, firm eye contact is expected and is seen as sincerity between seniors and youngsters.*			/
21.	*Non-verbal signals mean different things in different parts of the world.*	/		
22.	*When communicating with new classmates who don't speak your language as their first language, you should speak more slowly and loudly than usual to avoid any misunderstanding.*			/
23.	*You are delivering a presentation to class, but a group of Japanese students have their eyes closed. You think it is okay because they are concentrating and listening hard.*	/		
24.	*You are visiting your Latin American apartment room and you know that there is a more relaxed attitude to time. You should arrive there a few minutes ahead of the scheduled time.*	/		
25.	*You have worked as a group with international team. Halfway through your first formal meeting with the team, one of them picks up all his things and leaves the meeting without saying anything. You should let the moment pass and continue the meeting then later speak with a trusted classmate to try and understand what might have caused them to leave the meeting.*	/		

Thank you for your cooperation.

A pre-interview of undergraduate students' perceptions towards intercultural communicative language learning competencies (ICLLC)

These interview questions were designed to investigate the participants' perceptions on intercultural communicative language learning competencies (ICLLC). The results were to develop approach to intercultural communicative language learning competencies.

1. What is research participant ID?

2. What is your study year?

3. What is your ambition or dream job?

4. What do you know about intercultural communicative competence (ICC)?

5. What do you think intercultural communicative language learning competencies (ICLLC) is about?

6. Why did you enter this B.A. program in Language and Intercultural Communication?

7. What do you expect to get from this B.A. program in LIC?

8. How do you think your ICLLC will improve?

Fieldnote of Classroom Observation			
Date		Class	
Lesson topic /objective(s)			
Lecturer			
Stage of Lesson	Time occurred	What the student does (includes name or participant code)	What the lecturer does

<u>**Questions for the semi-structured interview and stimulated recall interview**</u>

1. What was the lesson about?

2. What did you like about it? What did you find most interesting about the class? (content, activities, examples, etc)

3. Was there anything challenging to you? Please explain.

4. How did you work out this topic with your group members?

5. Why did you mention this during the discussion / presentation? Why did you ask this question?

6. To what extent did you understand this topic? Please explain or give example.

7. What if you had a chance to experience this situation again, what would you do? Would you change the way you act, or follow the same action?
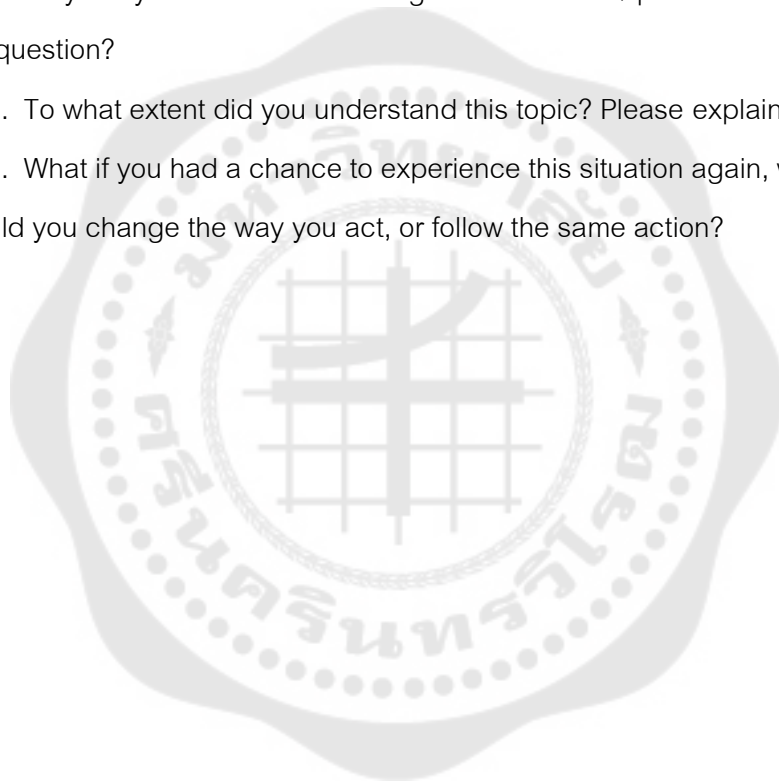
A survey questionnaire on

undergraduate students' perceptions towards ICLLC activities

Directions: After each class activity, please fill out this reflection form with your answers or comments.

Topic: _____

Activity:_____

1. What is your feeling / opinion when you join this activity?

   _____

2. What knowledge do you think you gain from this activity?

   _____

3. What skill do you think you improve from this activity?

   _____

4. Please put a check (✓) in the box that applies your opinion. Give some explanations if any.

   _____

5. What challenges / obstacles / barriers do you experience in this activity?

   _____

I think this activity enhance ….	Agree	Not sure	Disagree
Intercultural knowledge			
I1: Knowledge of target culture as culture-specific (deep culture / etic) i.e. social groups, beliefs, normal practices, interaction process			
I2: Knowledge of general culture or dominant culture as culture-general (surface culture / emic) i.e. costumes, food, sports, artefacts, arts			
I3: Knowledge of language and communication including English as a Lingua Franca, verbal and nonverbal communication			
I4: Knowledge of social interaction			
I5 Knowledge of self and others			
I6: Knowledge of current global affairs			
Intercultural attitude			
I7: General outlook, curiosity, openness, or readiness to suspend disbelief about other cultures and belief about one's own			

I think this activity enhance ….	Agree	Not sure	Disagree
I8: Positive outlook towards learning intercultural communication			
I9: Empathy			
Intercultural skills			
I10: CEFR B1 level language skills including listening, speaking, reading and writing			
I11: Interpersonal skills with locals and foreigners			
I12: Critical thinking skill			
I13: Ability to cope with uncertainty about intercultural issues (compromising)			
I14: Ability to clarify cultural perspectives and appropriately practice/use in new cultural settings			
I15: Ability to gain/discover new knowledge of any particular culture and cultural practices and to use the knowledge in the interaction			
I16: Intercultural sensitivity			
I17: Ability to look upon oneself from the outside / the ability to see the world through the others' eyes			
I18: Ability to solve intercultural issues or incidents			
I19: Strategies to direct own learning			
Critical cultural awareness			
I20: Ability to critically evaluate the cultural perspectives and practices of own and other cultures and it leads to understanding			
I21: Ability to evaluate others' points of view			

Thank you for your participation.

<u>A post-interview of undergraduate students' perceptions towards development of</u>
<u>intercultural communicative language learning competence (ICLLC)</u>

This survey is designed to explore your perceptions towards developing ICLLC.

1. What do you think about the development of ICLLC during the study in B.A. in LIC?
2. Which of the activities either inside and outside the classroom do you like best? And why?
3. What intercultural knowledge do you think you have gained from the above activities?
4. What intercultural skill do you think you have gained from the above activities?
5. What have you changed in terms of seeing others with different cultural backgrounds? Please explain or give an example.

<u>Journal writing topics</u>

Topic 1 :Why did you choose to study B.A .in Language and Intercultural Communication at SWUIC? Please explain .What motivates you to study LIC?

Topic 2 :What is your future career and what will support your achievement?

Topic 3 :Do you consider yourself an intercultural communicator? How do you communicate with others? If not, how can you become an intercultural communicator?

Topic 4 :What are barriers and challenges in intercultural communication? Please give examples if any.

Topic 5 :Which aspects of the following have you gained from LIC, intercultural knowledge, intercultural skills, intercultural attitudes, and critical cultural awareness?

A Questionnaire on

Final Approval of ICLLC Attributes, Indicators, Teaching and Learning Methods, and

Assessment Methods by Experts

Research Title ：*Development approach to intercultural communicative language learning competencies of students at an international undergraduate program at Srinakharinwirot University*

Research Objectives ：

This study aimed to 1（identify attributes and indicators of intercultural communicative competence, 2（investigate students 'intercultural communicative language learning competencies and their perceptions toward the ICLLC act, and 3（propose development approach to intercultural communicative language learning competencies for students in an international undergraduate program at the International College for Sustainability Studies, Srinakharinwirot University.

Instructions ：

*There are four sections in this final approval by experts ．You are an expert to finalize and approve the attributes and indicators of intercultural communicative competence for undergraduate students studying language and culture in an international program ．Please check if you approve or disapprove the particular items and feel free to edit any items or add any comments in **Section 2** ．And please give comments in **Section 3 and 4** accordingly．*

Section 1 ：Attributes and indicators of intercultural communicative competence ：A collection and analysis from focus group interviews with experts

There were totally four attributes emerged from coding and thematizing the data collected through the focus group and educational connoisseurship method with the validation from literature reviews ．Experts from two different groups emphasized that significant attributes of competence are knowledge, attitude, and skills including willingness to perform the competence ．Attitudes and cultural awareness also play important roles especially in intercultural settings where people with different background are mainly interacting with one another, i．e．, classrooms with international students, international organizations, intercultural work‑related environment ．Indicators

were indicated during focus groups and they were also kept according to related attributes as shown in the table below.

Attributes	Indicators
Intercultural knowledge	- Knowledge of target culture as culture-specific (deep culture / etic) i.e. social groups, beliefs, normal practices, interaction process - Knowledge of general culture or dominant culture as culture-general (surface culture / emic) i.e. costumes, food, sports, artefacts, arts - Knowledge of language and communication - Knowledge of social interaction - Knowledge of self and others - Knowledge of current affairs globally
Intercultural attitudes	- General disposition, curiosity, openness, or readiness to suspend disbelief about other cultures and belief about one's own - Empathy - Positive disposition towards learning intercultural communication
Intercultural skills	- Good language skills including listening, speaking, reading and writing (B1 CEFR level up) - Interpersonal skills with locals and foreigners - Critical thinking skill - Ability to identify and explain cultural perspectives and mediate between and function in new cultural contexts; skills of interpreting and relating (Ability to act as a cultural mediator) - Ability to acquire new knowledge of a culture and cultural practices and to operate knowledge attitudes and skills under the constraints of real time communication; skills of discovering and interacting - Ability to look upon oneself from the outside, the ability to see the world through the others' eyes - Ability to cope with uncertainty about intercultural issues - Metacognitive strategies to direct own learning - Ability to solve intercultural issues or incidents
Critical cultural awareness	- Ability to critically evaluate the cultural perspectives and practices of own and other cultures and it leads to understanding - Ability to evaluate others' points of view

Moreover, it was extensively highlighted that implementation forces, such as, motivation and self-awareness, willingness to engage in intercultural settings or intercultural contact situation, intention and action plan of solving intercultural issues or incidents, were considered as an agent to stimulate any actions in intercultural situations.

Section 2 : Your opinion and comments regarding attributes and indicators of intercultural communicative language learning competencies (ICLLC)

Attributes	Approve		Comment	Indicators	Approve		Comment
	Yes	No			Yes	No	
Intercultural knowledge				- Knowledge of target culture as culture-specific (deep culture / etic) i.e. social groups, beliefs, normal practices, interaction process			
				- Knowledge of general culture or dominant culture as culture-general (surface culture / emic) i.e. costumes, food, sports,			

| Attributes | Approve | | Comment | Indicators | Approve | | Comment |
	Yes	No			Yes	No	
				artefacts, arts			
				- Knowledge of language and communicatio n			
				- Knowledge of social interaction			
				- Knowledge of self and others			
				- Knowledge of current / global affairs			
Intercultural attitudes				- General disposition, curiosity, openness, or readiness to suspend disbelief about other cultures and belief about one's own			
				- Empathy			
				- Positive disposition towards learning intercultural communicatio			

Attributes	Approve		Comment	Indicators	Approve		Comment
	Yes	No			Yes	No	
				n			
Intercultural skills				- Good language skills including listening, speaking, reading and writing (B1 CEFR level up)			
				- Interpersonal skills with locals and foreigners			
				- Critical thinking skill			
				- Ability to cope with uncertainty about intercultural issues (compromising)			
				- Ability to clarify cultural perspectives and appropriately practice/use in new cultural settings			

Attributes	Approve		Comment	Indicators	Approve		Comment
	Yes	No			Yes	No	
				- Ability to gain/discover new knowledge of any particular culture and cultural practices and to direct the knowledge to be used in the interaction			
				- Intercultural sensitivity			
				- Ability to look upon oneself from the outside / the ability to see the world through the others' eyes			
				- Ability to solve intercultural issues or incidents			
				- Metacognitive strategies to direct own learning			
Critical cultural				- Ability to			

| Attributes | Approve | | Comment | Indicators | Approve | | Comment |
	Yes	No			Yes	No	
awareness				critically evaluate the cultural perspectives and practices of own and other cultures and it leads to understanding			
				- Ability to evaluate others' points of view			

Section 3 Comments toward teaching and learning methods and assessment of intercultural communicative language learning competencies (ICLLC)

Attributes	Indicators	Teaching and Learning Methods	Comment	Assessment Methods	Comment
Intercultural knowledge	- Knowledge of target culture as culture-specific (deep culture / etic) i.e. social groups, beliefs, normal practices, interaction process	-Lecture; interactional-based, active learning -Case studies -Discussion -Project-based learning (presentation, report, reflection, teacher feedback)		-Observation -Self-reporting; interview, cued scenario, stimulated recall interview -Journal writing -Test or quiz	

Attributes	Indicators	Teaching and Learning Methods	Comment	Assessment Methods	Comment
	- Knowledge of general culture or dominant culture as culture-general (surface culture / emic) i.e. costumes, food, sports, artefacts, arts - Knowledge of language and communication - Knowledge of social interaction - Knowledge of self and other Knowledge of current / global affairs	-Inquiry-based learning -Reading activities: summarize, analyze, compare -Research			
Intercultural attitudes	- General disposition, curiosity, openness, or readiness to suspend disbelief	-Case studies -Guest speaker -Cultural visit / filed work / excursion -Coaching		-Test or quiz -Observation -Self-reporting; interview, cued scenario, stimulated recall interview	

Attributes	Indicators	Teaching and Learning Methods	Comment	Assessment Methods	Comment
	about other cultures and belief about one's own - Sympathy - Positive disposition towards learning intercultural communicatio n			-Journal writing	
Intercultural skills	- Good language skills including listening, speaking, reading and writing (intermediate level up) - Interpersonal skills with locals and foreigners - Critical thinking skill - Ability to cope with uncertainty	-Role-plays, simulations -Classroom practice -Oral presentation -Case studies -Research -Coaching		-Observation -Self-reporting; interview, cued scenario, stimulated recall interview -Journal writing	

Attributes	Indicators	Teaching and Learning Methods	Comment	Assessment Methods	Comment
	about intercultural issues (compromising) - Ability to clarify cultural perspectives and appropriately practice/use in new cultural settings - Ability to gain/discover new knowledge of any particular culture and cultural practices and to direct the knowledge to be used in the interaction - Intercultural sensitivity - Ability to look upon oneself from the outside / the				

Attributes	Indicators	Teaching and Learning Methods	Comment	Assessment Methods	Comment
	ability to see the world through the others' eyes - Ability to solve intercultural issues or incidents - Strategies to direct own learning				
Critical cultural awareness	- Ability to critically evaluate the cultural perspectives and practices of own and other cultures and it leads to understanding - Ability to evaluate others' points of view	-Lecture; interactional-based, active learning -Case studies -Discussion -Project-based learning (presentation, report, reflection, teacher feedback) -Inquiry-based learning -Reading activities: summarize, analyze, compare		-Observation -Self-reporting; interview, cued scenario, stimulated recall interview -Journal writing -Presentation of case studies and different intercultural settings	

Attributes	Indicators	Teaching and Learning Methods	Comment	Assessment Methods	Comment
		- Doing research or attending research presentations			

Section 4 Please answer the questions.

1. Should each attribute of the competence be assessed separately?

2. Should the competence be assessed as an overall competence?

3. Overall comments (if any)

Appendix C

Descriptions of research participant

Regarding research participants' selecting criteria

Descriptions of research participants' qualification

regarding research participants' selecting criteria

Research participant	Attributes			Descriptions / Qualifications
1	LPH	IKH	IEH	This participant is a second-year student who has high level of language proficiency with high level of intercultural knowledge and high level of intercultural experience.
2	LPH	IKH	IEL	This participant is a second-year student who has high level of language proficiency with high level of intercultural knowledge and low level of intercultural experience.
3	LPH	IKL	IEH	This participant is a second-year student who has high level of language proficiency with low level of intercultural knowledge and high level of intercultural experience.
4	LPH	IKL	IEL	This participant is a second-year student who has high level of language proficiency with low level of intercultural knowledge and low level of intercultural experience.
5	LPM	IKH	IEH	This participant is a second-year student who has medium level of language proficiency with high level of intercultural knowledge and high level of intercultural experience.
6	LPM	IKH	IEL	This participant is a second-year student who has medium level of language proficiency with high level of intercultural knowledge and low level of intercultural experience.
7	LPM	IKL	IEH	This participant is a second-year student who has medium level of language proficiency with low level of intercultural knowledge and high level of intercultural experience.
8	LPM	IKL	IEL	This participant is a second-year student who has medium level of language proficiency with low level of intercultural knowledge and low level of intercultural

Research participant	Attributes			Descriptions / Qualifications
				experience.
9	LPL	IKH	IEH	This participant is a second-year student who has low level of language proficiency with high level of intercultural knowledge and high level of intercultural experience.
10	LPL	IKH	IEL	This participant is a second-year student who has low level of language proficiency with high level of intercultural knowledge and low level of intercultural experience.
11	LPL	IKL	IEH	This participant is a second-year student who has low level of language proficiency with low level of intercultural knowledge and high level of intercultural experience.
12	LPL	IKL	IEL	This participant is a second-year student who has low level of language proficiency with low level of intercultural knowledge and low level of intercultural experience.
13	LPH	IKH	IEH	This participant is a first-year student who has high level of language proficiency with high level of intercultural knowledge and high level of intercultural experience.
14	LPH	IKH	IEL	This participant is a first-year student who has high level of language proficiency with high level of intercultural knowledge and low level of intercultural experience.
15	LPH	IKL	IEH	This participant is a first-year student who has high level of language proficiency with low level of intercultural knowledge and high level of intercultural experience.
16	LPH	IKL	IEL	This participant is a first-year student who has high level of language proficiency with low level of intercultural knowledge and low level of intercultural experience.
17	LPM	IKH	IEH	This participant is a first-year student who has medium level of language proficiency with high level of intercultural knowledge and high level of intercultural experience.

Research participant	Attributes			Descriptions / Qualifications
18	LPM	IKH	IEL	This participant is a first-year student who has medium level of language proficiency with high level of intercultural knowledge and low level of intercultural experience.
19	LPM	IKL	IEH	This participant is a first-year student who has medium level of language proficiency with low level of intercultural knowledge and high level of intercultural experience.
20	LPM	IKL	IEL	This participant is a first-year student who has medium level of language proficiency with low level of intercultural knowledge and low level of intercultural experience.
21	LPL	IKH	IEH	This participant is a first-year student who has low level of language proficiency with high level of intercultural knowledge and high level of intercultural experience.
22	LPL	IKH	IEL	This participant is a first-year student who has low level of language proficiency with high level of intercultural knowledge and low level of intercultural experience.
23	LPL	IKL	IEH	This participant is a first-year student who has low level of language proficiency with low level of intercultural knowledge and high level of intercultural experience.
24	LPL	IKL	IEL	This participant is a first-year student who has low level of language proficiency with low level of intercultural knowledge and low level of intercultural experience.

<div align="center">VITA</div>

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