

Integration of Intercultural Communicative Competence: A case of English Language Teachers in Higher Education

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Bioprofile

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Abstract

There is scanty information about the practices of higher education teachers in integrating intercultural communicative competence (ICC) in language teaching particularly to the Purposive Communication course. Given this gap, this research sought to explore and study teachers' level of ICC integration, and the ways on how they integrate it to their classes, through mixed-methods, particularly sequential explanatory design. The study employed the initial gathering of quantitative data through surveying Purposive Communication teachers and students in all state universities and colleges in three provinces and refining and explaining these data in the qualitative phase, which included the interview with teachers and students and the content analysis of learning materials used in the course. Results revealed that teachers showed high integration of ICC in their classes. They integrate ICC by linking culture to communication, adapting authentic materials in teaching intercultural communication, and providing role-playing and inquiry-based activities to foster students' ICC. Though the teachers acquired an overall high integration rating, it was found out that ICC framework was only moderately integrated in components such as use of ICT-based materials, provision of authentic activities and assessments targeting social interaction, reflection and responsibility. Given the findings, it is concluded that strengthening the integration of ICC activities in the Purposive Communication course by capacitating language teachers in terms of content and pedagogy is needed.

Keywords: cultural sensitivity, English language teaching, purposive communication course, language teachers

Introduction

The advent of globalization and internationalization, along with the continuous innovation of information communication technology, has pushed people of varying cultures and backgrounds to work and live together in a borderless world. As differing people are brought closer to one another, the need for a common language to manage communication arises. Thus, the English language has acquired the status of international language or lingua franca to bridge the gap between multilingual speakers (Chao, 2013; Fang & Baker, 2017).

Given the increasing demand for English language in the globalized society, a number of scholars (Byram, 1997; Chen & Starosta, 2000; Fantini, 2007; Sercu, 2002) put forward the need to prioritize the teaching and development of intercultural communicative competence (ICC) over linguistic competence within the framework of English language teaching (ELT). Alptekin (2002) also stressed that communicative competence framework is no longer valid and ineffective with the emergence of English as an international language. Thus, the new model for ELT should focus on intercultural knowledge coming from bilingual speakers rather than using the perspective of the native speaker; ELT should equip learners with both linguistic and cultural competence and awareness so that they can successfully manage communication (Alptekin, 2002).

Byram (1997) describes ICC as the ability of an interlocutor to communicate effectively and appropriately by recognizing and understanding the perspective of people with a different culture while simultaneously helping others to understand one's own culture. It is a communication skill where an individual uses his/her knowledge of the culture of different social groups and knowledge of interaction processes in order to understand, analyze and respect people with different cultures (Byram, 1997). According to Byram (1997), language learners who have ICC can act as mediators between themselves and others. With ICC, learners can connect and reconcile differences between varying cultures and languages of different groups because learners act as intermediaries who have a clear understanding of diversity.

With ICC, language learners can successfully engage and communicate with others with different cultural backgrounds, since they know how to suspend prejudice and avoid judgment (Chen & Starosta, 2000). Consequently, there are more opportunities to build better and stronger relations because people are more open and accepting of diversity (Byram et al., 2002). ICC serves as a tool to bridge differences and make people become more understanding of each other. More than just the ability to communicate across cultures, ICC enables people to create

new bonds, establish contacts and associations with people who are different from them. It can foster unions amid diversity. Therefore, the integration of ICC teaching in ELT should be strengthened.

With this, Liddicoat et al. (2003) present five pedagogical principles of intercultural communicative language teaching and learning (ICLTL). Furthermore, ICLTL, according to the authors, is guided by the principles of active construction, making connections, social interaction, reflection, and responsibility. Language learners must create their own knowledge about language and culture through meaningful experiences such as relating themselves, their language, and culture to other existing languages and cultures and understanding the emerging differences and similarities. ICLTL also focuses on providing opportunities for language learners to experience intercultural interactions and reflect on how these experiences of linguistic and cultural diversity in communication influence their perspective of the world until they acknowledge their share of accountability in the communication process. These principles frame the teaching approach influencing choices of methodology, materials, assessment tasks, curriculum design, and planning (Liddicoat et al., 2003).

Numerous countries, being well aware of the growing significance of ICLTL, have begun integrating ICC framework to their respective language curriculums. Particularly, the Common European Framework of Reference (CEFR) in Europe highlight the role of cultural awareness and intercultural communicative competence in language teaching. CEFR (2001) stressed that language learners must not only become good communicators, but also acquire profound understanding of themselves, others and the world. Thus, countries like the United Kingdom, Belgium, and Denmark have updated their foreign language teaching policies and mandated the teaching of ICC as part of their language curriculum (Sercu, 2002). To ascertain and reinforce the development of ICC among students, the European Commission through European Profiling Grid project also included intercultural competence as one of the enabling competencies of language teachers in the continent (Linaker, 2017).

In a similar stance, United States, through the American Council on the Teaching of Foreign Languages (ACTFL), has developed the National Standards for Foreign Language Education, which aims to produce linguistically and culturally equipped students who can communicate successfully in the American society and abroad. With this, language curriculum and lesson design in the USA must fulfill the goals of developing students who can interact with cultural competence and understanding; develop insight into the nature of language and culture in order

to interact with cultural competence; and use cultural competence in order to participate in multilingual communities at home and around the world (ACTFL, 2012).

In Asia, ICC is likewise deemed as an indispensable skill (Tran & Duong, 2015) due to the increasing mobility of international students brought about by ASEAN integration, globalization, and internationalization. Thus, researchers (Kirkpatrick, 2012; Tran & Duong, 2015) stressed that English language education in Southeast Asia must equip its language learners with ICC. Accordingly, countries such as Vietnam, Thailand, and Indonesia have started incorporating intercultural competence to their language education. In Vietnam, different language training programs have included the offering of intercultural communicative language courses (Tran & Seepho, 2016) and the use of a contextualized intercultural communicative language-teaching model in ELT classes (Tran & Duong, 2018). In Thailand, ICC framework is integrated into its national curriculum by emphasizing language and culture as strands in language education (Lo Bianco & Slaughter, 2016). Similarly, ICC framework has made its way into the Indonesian language curriculum by the use of cultural approaches in language teaching and textbook development (Hermawan & Lia, 2012; Munandar & Ulwiyah, 2012).

The Philippines has also acknowledged the importance of ICC as a framework in language education by integrating it in the Purposive Communication, a general education subject of all undergraduate courses. According to the Commission on Higher Education (CHED), Purposive Communication is a three-unit English language course focused on the development of students' communicative competence along with their cultural and intercultural awareness through a variety of tasks, deemed necessary to train them to become effective communicators in any given context. The course specifically aims to equip students with knowledge about communication in various multicultural contexts and the relationship of cultural issues to communication.

The teaching of Purposive Communication course is one way of developing the ICC of students, being one of the important skills to be acquired by Filipinos since the country has already opened its doors to the world through the mandate CHED memorandum order 55 series of 2016, which refers to the internationalization of Philippine higher education. This internationalization policy resulted to an increased number of international students from all continents coming into the country to study. On the other hand, more opportunities for Filipino college students to engage in study abroad programs, student exchanges, and on-the-job

training overseas are in place. Aside from these, it is vital to note that the Philippines is a multilingual and multicultural country with the presence of varying ethnic groups and local languages. Therefore, Purposive Communication as a course plays a vital role in equipping Filipino language learners with ICC so that they can participate effectively in any intercultural communication situations.

Accordingly, many researches purposively investigated the different methods of developing the ICC of ELT learners. An extensive number of these qualitative - case studies investigated the use of computer-mediated communication (CMC) based strategies and tools such as tele-collaboration projects (Hsu & Beasley, 2019; Lázár, 2014), social networking sites (Álvarez & Fernández, 2018; Chen, 2016; Jin, 2015) and blogging sites (Lee, 2011). Besides CMC, other studies also investigated the impact of language (Mai, 2018), literature (Lwin, 2016; Nault, 2006), films (Chao, 2013; Truong & Tran, 2013), and study-abroad program (Fang & Baker, 2017; Levine, 2015) to the ICC development of students. Common to these studies is the finding that all the innovative and creative pedagogical strategies used significantly contributed to the enhancement of ICC of the participants.

In contrast to the majority of research along ICC focused on its development among ELT learners, there are limited studies aimed at investigating teachers' practices of integrating and teaching ICC as a concept and skill, amid the belief that such endeavor is deemed significant because these can provide direction to professional and materials development in ICC (Bickley et al., 2014). Moreover, studies of this nature and focus can provide information to teacher trainers of the pedagogical needs of language teachers so that they can deliver quality and effective instruction of ICC.

Sercu (2002) investigated the teaching practices of Belgian, Danish, and British secondary education teachers on ICC through quantitative design. The study revealed that the respondents often practiced teacher-centered activities. The teacher respondents were found to dominate the class discussion of culture; thus, their students became passive listeners. Although the respondents were reported to deal with cultural topics in their language classes, Sercu (2002) concluded that the overall teaching practice of the teachers could not yet be characterized as intercultural.

Young and Sachdev (2011) similarly looked into American, British, and French teachers' classroom practice towards integrating ICC framework to their classes along with their attitudes and beliefs. Using mixed methods design, the researchers found out that there is

inconsistency with the attitudes and beliefs of teachers on ICC from the instruction they deliver inside the class. Notably, the study shows that teachers have a positive regard for ICC. However, as per practice, culture teaching is not much evident. When the teachers were interviewed to give explanation to the result, they believed that this might be attributed to the little emphasis given to ICC concepts in the language syllabi, along with the lack of textbooks that promote intercultural competence. The lack of ICC-based materials can also be supported by the aforementioned limited studies that focused on the development of instructional materials to develop and teach ICC.

The study of Bickley et al. (2014) investigated how adult ESL teachers in Canada perceive and teach ICC concepts. Using an online questionnaire, the researchers found out that the participants see the importance of integrating ICC concepts to their classes. However, like the previous studies, ICC is not adequately developed and taught. With this, the researchers suggested that teacher training must include ICC so that instructors may be equipped with knowledge and skills relevant to pedagogies and materials development on ICC. Ghanem (2017) likewise investigated how graduate student instructors of a foreign language in a university in the United States understand and experience the teaching of ICC through qualitative work. The study revealed that the participants “were not as familiar with IC as they were with cultural awareness and the factual knowledge of culture” (p. 7) hence the difficulty of including and teaching ICC in their foreign classes (Ghanem, 2017).

A similar study on the integration of ICC as a concept in ELT was conducted by Smakova and Paulsrud (2020). Particularly, the researchers explored the perception and extent of ICC integration of high school teachers in Kazakhstan and they found out that the participants were cognizant of ICC as a concept and its significance to teaching English language. As for the integration, statistics showed that teachers moderately integrate a number of cultural topics in their English classes. The only two indicators which were highly integrated were encouraging learners to take active part in an authentic intercultural communication situation, and training learners to accept and respect diversity, whether in culture or language. Although the respondents moderately integrated ICC, the researchers concluded that its integration is not on a regular basis due to various challenges met by the respondents such as “lack of knowledge on what to do in order to promote students’ ICC, how to teach ICC, and how to assess ICC aspects” (p. 701). It was recommended that teachers be provided with professional development programs intended to enhance their knowledge and teaching of ICC.

Chau and Truong (2019) similarly concluded in their study that upper secondary school teachers in Vietnam have “good understanding of intercultural integration, but they rarely conducted intercultural activities in practices” (p. 441) supported by a very low mean in their teaching practices. The study particularly revealed that activities relevant to teaching intercultural knowledge were more frequently integrated compare to activities that would build students’ intercultural attitudes. While activities that engage students into real or simulated intercultural communication to develop intercultural skills were rarely to not integrated in their classes.

Eken (2015), using qualitative research design, explored Turkish teachers’ incorporation of ICC in their classroom and revealed that the respondents claimed they incorporate ICC because of its significance in language teaching. However, when asked how they incorporate ICC, they only gave limited and vague answers such as providing enough opportunities to discuss various cultures as well as their own, reading texts of various cultures, and students doing research on different cultures and sharing them in class. In other Asian context, a number of quantitative researches also investigated English language teachers’ views and practices on teaching ICC in ELT. Fungchomchoei and Kardkanklai (2016) and Shirazi and Shafiee (2017) revealed that Iranian novice teachers and Thai teachers respectively have sufficient knowledge of ICC and its place in ELT. However, they do not maximize the integration of this in their classes as evidenced by the prioritization of language objectives and activities over culture-based learning tasks.

Problem

As many scholars and researchers (Byram, 1997; Chen & Starosta, 1997; Fantini, 2007) push forward the prioritization of ICC in ELT and numerous countries adapt and integrate ICC to their language education policies, there is a need for more studies to explore language teachers’ integration of ICC in the language classroom. Understanding teachers’ practices on ICC integration is vital to improving instruction and aiding professional development. However, it can be gleaned from existing bodies of research that there is limited study on exploring teachers’ practices of ICC integration, most notably in Southeast Asian ELT contexts. A gap has also been noted in terms of participants and research design. Little is known about the practices of higher education teachers in integrating ICC to their classes using a mixed methods design. Majority of the available studies investigated secondary school teachers and significantly utilized quantitative design.

In order to address the gaps in research, this study sought to explore Philippine ELT teachers' ICC integration in Purposive Communication courses. Moreover, it utilized a mixed-methods design in order to gather comprehensive and conclusive data regarding the focus of the study. Specifically, the following research questions were established:

1. What is the ELT teachers' level of ICC integration in Purposive Communication courses?
2. How do the ELT teachers integrate ICC in Purposive Communication?

Significance of the Study

By providing answers to the abovementioned questions, this research will provide more in-depth information on the level of ICC integration of teachers and the ways they integrate ICC in their ELT classes, particularly in Purposive Communication courses. Understanding these concepts by using teachers' actual experiences is essential for program delivery as they are the primary agents to deliver instruction. The result of this study can be used to influence and encourage general education language teachers to include theoretical and pedagogical elements of ICC in their curriculum to strengthen the integration of ICC framework to language courses in higher education. This study can also promote the call of the ASEAN Socio-Cultural Community to integrate the value of intercultural understanding in the school curriculum.

Methodology

The study employed a mixed-methods design. According to Creswell (2007), mixed-methods design is a type of methodology in conducting research that involves collecting, analyzing, and integrating quantitative and qualitative research in a single study or a longitudinal program of inquiry. In addition, Creswell (2007) believed that when mixed-methods is used, researchers can acquire more comprehensive data about the problem compared to when one approach is used only.

Particularly, the study employed the sequential explanatory design. The study underwent two distinct phases, which began with the quantitative phase followed by the qualitative phase. In the first phase, the researcher gathered data on ELT teachers' level of ICC integration in Purposive Communication courses from language teachers and students. In order to refine, extend, and explain the determined level of ICC integration of the ELT teachers, the results from the survey were used as basis in the development of interview questions for the second phase. Other questions included in the guide sought to investigate how teachers integrated ICC

in their classes. Then, to further supplement the data from the interview, content analysis of learning materials in Purposive Communication was employed.

The results of teacher and student survey, interview, and content analysis were merged in the discussion to comprehensively answer the research questions. As Creswell et al. (2003) explain, the quantitative data provides an overview of the research problem while the qualitative data will further elaborate the numerical inputs by presenting the participants' views with more depth.

Population and Data Gathering Tools

Purposive Communication instructors and students in all state universities and colleges (SUCs) in three provinces of Region 1 were the respondents for the quantitative phase. 75 language teachers and 200 students in total were the respondents for the survey. As for the qualitative phase, 14 teachers and four students took part in the interview.

The data collection tools that were used in the study were survey questionnaire for teachers and students, interview guide, cellular phone audio recorder, and content analysis guide.

For research question 1, a researcher-developed survey questionnaire based on the ICLTL model of Liddicoat et al. (2003) and Intercultural Teaching model of Alptekin (2002) was used to gather data. The Likert scale questionnaire determined the teachers' level of ICC integration in their Purposive Communication classes by having the teacher respondents choose a scale from the range of 4 as High Integration to 1 as No Integration. Specifically, the tool contained inputs on syllabus design (5 items), which covers ICC integration in the outcomes and objectives, topics, selection of instructional activities, and assessment methods. The tool also had items investigating the teachers' level of ICC integration in the use of different instructional materials (3 items), in the inclusion of intercultural topics and themes (4 items) and in the selection and implementation of instructional strategies and activities (13 items) to develop students' ICC. The instructional strategies and activities identified in the questionnaire covered the five principles of ICLTL model particularly active construction, making connections, social interaction, reflection and responsibility. Table 3 shows the descriptive interpretation of the 4-point Likert scale for ELT teachers' integration of ICC.

The Likert scale survey questionnaire for the students was similar to the survey questionnaire for teachers since its purpose was to triangulate the data coming from the Purposive Communication instructors. Thus, it contained the same inputs, but these were phrased differently to appropriately fit the target audience who were the Purposive Communication students.

To ensure that the developed survey questionnaires were valid, the researcher subjected them to content validation by three experts who were language professors and culture education coordinators for National Commission for Culture and the Arts in one state university in Region 1. Using Aiken's Validity Coefficient, the computed coefficient of validity of the instrument was 0.947. This was greater than the threshold of 0.70, hence the questionnaire was considered valid.

The questionnaires also underwent reliability testing, in which their internal consistency using Cronbach alpha was determined. The reliability testing was conducted in the different SUCs in the Cordillera Region participated by Purposive Communication instructors and students. The teacher questionnaire acquired a 0.794 reliability coefficient while the student questionnaire yielded a 0.907 coefficient. Since both reliability coefficients are greater than the threshold of 0.70, these were considered reliable.

For research question 2, a checklist for content analysis of learning materials, particularly textbooks and learning modules in Purposive Communication was used. The inputs in the checklist were based on the survey questionnaire anchored on the ICLTL model of Liddicoat et al. (2003) and Intercultural Teaching model of Alptekin (2002). It was content validated by the same experts who validated the survey questionnaire on ICC integration. Using Aiken's Validity Coefficient, the computed coefficient was 0.9306 so the checklist was considered valid.

In answering research question 2, an interview guide, which was developed based on the acquired quantitative data, was utilized. Theoretical aspects of the study such as the ICC framework and its teaching and learning principles were taken into account to produce appropriate questions for the interview. Particularly, questions were developed to make sense of the most significant data.

Data Gathering Procedure

Since the study employed the sequential explanatory design, the quantitative phase was first conducted. The researcher distributed the questionnaire to all respondents in the different locales. When the research documents were retrieved, the researcher tallied the results of the questionnaires from the teachers and students, and had a statistician treat the data. After this, the qualitative phase followed.

The researcher collected the learning materials used by the language teachers in teaching Purposive Communication. Five different textbooks, which were considered as primary

reference in teaching Purposive Communication before the pandemic and four learning modules used in the new-normal setting were analyzed. These materials were analyzed using a checklist.

After that, the researcher also developed an interview guide based on the results of the quantitative data. The researcher strategically scheduled a semi-structured interview via phone call to the consenting participants. In the conduct of the interview, the researcher followed the guidelines identified by Turner (2010). The researcher, being the interviewer, also explained the format of the interview, which began with questions that probed the quantitative results of the study followed by questions that looked into how they integrate ICC in their class. Follow-up questions were asked to better understand the responses provided by the participants. The interview with teachers and students lasted for 30 to 60 minutes. To exhaust all information from the interview process, the interviews were recorded using a cellular phone audio recorder. The data acquired from the teacher survey, student survey, content analysis of learning materials, and interview were all managed in the discussion.

Data Analysis

Mean was used to analyze the teachers and students' responses on the level of ICC integration of language teachers in Purposive Communication. Then, the weighted mean of both teacher and student data was identified to determine the overall rating.

The second question was answered through the content analysis of learning materials and interview with teachers and students to explain and deepen the interpretation of the level of ICC integration of ELT teachers in Purposive Communication. The data acquired from the content analysis and interview were analyzed using thematic analysis framework by Braun and Clarke (2006). The initial coding was conducted, by organizing in a systematic and meaningful way the most significant codes relevant to the research questions. After this, codes were put together to identify the themes. The researcher, then, discussed and presented the essence of the themes to answer the identified research questions.

Since the study employed a mixed-methods design, the interpretation and discussion of both quantitative and qualitative were consolidated and integrated to present a coherent whole. The statistical data were further explained using inputs from the respondents' interview statements and evidence identified from the learning materials.

Results and Discussion

The following section reports the results of the data gathering and analysis for the two research questions identified in this study. By gathering quantitative and qualitative data from Purposive Communication teachers and students in different study sites, the level of ICC integration of language teachers has been determined and analyzed. Three different themes on how teachers integrate ICC to their classes have been extracted from the interview and content analysis of textbooks and learning modules.

Level of ICC Integration of Language Teachers

Table 1 presents the result of the survey conducted in five SUCs with 200 students and 75 instructors as total respondents. The survey looked into the English language teachers' level of integration of ICC in their Purposive Communication course.

The data shows that the level of ICC integration of the language teachers according to the students is Medium ($\bar{x}=3.20$) which means that ICC is fairly evident and dealt with in the course. This further implies that students expect more exposure to ICC as a concept. They may want to have more time allotted in learning intercultural communication and developing it as a skill.

Table 1 Level of ICC Integration of Language Teachers

Items	Students Mean	Description	Teachers Mean	Description	Weighted Mean	Description
SYLLABUS DESIGN						
1. Concrete learning outcomes and objectives related to intercultural and global learning are included in the course syllabus or weekly plan.	3.38	HI	3.65	HI	3.45	HI
2. The development of students' intercultural awareness and sensitivity as effective communicators is one of the primary goals of the course.	3.36	HI	3.65	HI	3.44	HI
3. Intercultural/cultural topics relevant to communication are evident in the syllabus.	3.31	HI	3.59	HI	3.39	HI
4. The selection of instructional activities is guided by the aim of developing students' communication skills in multicultural and multilingual contexts.	3.30	HI	3.63	HI	3.39	HI
5. Authentic assessment methods that situate students to apply communicative competence in intercultural settings are included in the syllabus.	2.91	MI	3.47	HI	3.06	MI
INSTRUCTIONAL MATERIALS						
6. Audio-visual materials such as films, slides, and podcasts are used to introduce linguistic and cultural varieties in relation to communication.	3.19	MI	3.55	HI	3.29	HI

Items		Students Mean	Description	Teachers Mean	Description	Weighted Mean	Description
7.	ICT-based resources (i.e. social media sites and web browsers) that engage students to different cultural and communicative experiences are used to aid the teaching process.	3.14	MI	3.45	HI	3.22	MI
8.	Printed resources like textbooks, newspapers, magazines, and academic readings that can develop critical understanding of diverse cultural perspectives and paradigms are utilized as instructional materials.	3.29	HI	3.43	HI	3.33	HI
TOPICS AND THEMES							
9.	Language varieties and cultural diversity as topic is evident in the course.	3.42	HI	3.63	HI	3.48	HI
10.	Value and effect of cultural diversity to communication as topic is evident in the course.	3.47	HI	3.69	HI	3.53	HI
11.	Definition, nature and components of intercultural communication as topics are evident in the course.	3.29	HI	3.76	HI	3.42	HI
12.	Managing intercultural communication whether oral or written in different settings (e.g. workplace, social gatherings, academic setting) as topic is evident in the course.	3.25	HI	3.69	HI	3.37	HI
INSTRUCTIONAL ACTIVITIES							
13.	Students are given opportunities to interact with people who have different communication styles.	3.15	MI	3.47	HI	3.24	MI
14.	Students are taught to tailor fit messages depending on the type of audience they have.	3.19	MI	3.63	HI	3.31	HI
15.	Students are asked to explore cultural values and beliefs implied in different forms of communication.	3.18	MI	3.57	HI	3.29	HI
16.	Tasks are student-centered whereby students create their own knowledge about culture and its function in communication.	3.21	MI	3.57	HI	3.31	HI
17.	Independent learning activities such as research and critical readings that develop students' personal ways of responding to linguistic and cultural differences are evident in the teaching process.	3.18	MI	3.45	HI	3.25	HI
18.	Students are given opportunities to compare how communication takes place across cultures and make connections between and among them.	3.16	MI	3.56	HI	3.27	HI
19.	Students are given activities in which they learn about themselves as communicators in relation to other interlocutors.	3.09	MI	3.75	HI	3.27	HI
20.	Oral communication activities between students and speakers who have different culture and native language are implemented in the class.	3.04	MI	3.41	HI	3.14	MI
21.	Students are encouraged to participate in written communication with people of different language and culture to hone their formal communication skills.	2.90	MI	3.28	HI	3.00	MI
22.	Students are given tasks to reflect on how they respond to cultural and linguistic diversity in communication.	3.13	MI	3.47	HI	3.22	MI
23.	Activities for perspective taking in managing communication are incorporated in the classroom activities.	3.09	MI	3.41	HI	3.18	MI
24.	Preliminary activities are given to students to prepare them to accept and understand their role in the communication process.	3.16	MI	3.64	HI	3.29	HI

Items		Students Mean	Description	Teachers Mean	Description	Weighted Mean	Description
25.	Self-monitoring processes are taught to students when engaging in an intercultural communication.	3.13	MI	3.37	HI	3.20	MI
	Grand Weighted Mean	3.20	MI	3.55	HI	3.29	HI

On the other hand, the teachers perceived their level of ICC integration as High ($\bar{x}=3.55$) which suggests that ICC is taught and developed extensively in the course. With the little difference between the means of the students' and teachers' responses, it could be noted that overall, the level of ICC integration of the language teachers is High ($\bar{x}=3.29$) which implies that ICC, a fundamental concept in Purposive Communication, is greatly integrated in the course.

This result is contrary to some researches (Bickley et al., 2014; Fungchomchoei and Kardkanklai, 2016; Sercu, 2002; Young & Sachdev, 2011; Zhou, 2011) which found out that ICC is not highly integrated and evident in the practices of language teachers because they do not regularly provide learning opportunities for students to become well aware of the concept and develop the skill. As Young and Sachdev (2011) revealed, the moderate attention on ICC given by teachers is attributed to the minimal emphasis of ICC in the language syllabi, which greatly prioritizes language concepts. Language objectives are still deemed superior over objectives that focus on culture as supported by the findings of Sercu (2002), and Fungchomchoei and Kardkanklai (2016).

Considering this, it can be deduced that the high integration of ICC in the present study is attributed to the presence of course outcomes and objectives relevant to intercultural and global learning in the syllabus ($\bar{x}=3.45$), and the development of intercultural awareness and sensitivity as a primary goal in the course ($\bar{x}=3.44$). It could be observed from the data that both students and teachers rated these items as highest under the syllabus design. This may be due to the increasing demand to change the English language-teaching framework by making it more intercultural in nature to accommodate internationalization and globalization. In addition, learning outcomes targeting the understanding and development of ICC are highly evident in the course because teachers unanimously see its importance and relevance in today's context. Teacher B can support this:

“Intercultural learning enables students to have a deeper understanding of social relations between people with several cultural contexts. This will help them

recognize diversity and individuality in terms of language, social skills, social standards, behaviors, thus, they will learn to bridge these differences and handle circumstances in respect to intercultural communication.”

Furthermore, the language teachers considered “helping students to develop communicative competence to be able to function in different contexts in different cultures” as the most important objective in their language class which implies the respondents’ strong desire to develop the ability of their students to actively interact in a multicultural setting.

The teachers significantly relate the importance of having skills for intercultural communication, as seen in their responses, to the inevitability of globalization. This finding supports Tran and Duong’s (2015) paper, which highlights the significance of ICC in the ASEAN Community. As citizens of the different countries participate in increased collaborations with their counterparts in fields such as education, tourism, politics, economy and health, the more they will need to develop ICC in order to address challenges such as language barriers, communication breakdowns, and culture shock. Tran and Duong (2015) stated that it is imperative for English language teachers in ASEAN countries to pay more attention to the integration of intercultural teaching to language education.

In contrast to the high integration of learning objectives, “authentic assessment methods that situate students to apply communicative competence in intercultural settings are included in the course syllabus” acquired the lowest mean under the syllabus as evidenced by the weighted mean of 3.06 described as medium integration and the individual mean of 2.91 (medium integration) and 3.47 (high integration) from the students and teachers respectively. This suggests that even though ICC is included as a learning outcome or goal, teachers only give limited tasks and assessments that enable their students to apply knowledge and hone skills authentically. According to Student A and C, their teacher seems to prefer the traditional assessments and activities because “he usually gives quizzes, essays, role-plays and research activities.” Student A particularly noted that, “summative assessment like long quiz is mostly given to them and they occasionally give tasks that require them to communicate with foreign students in school (usually long quiz po ang binibigay ni sir sa amin, madalang lang kami binibigyan ng tasks to communicate with the foreign students sa school).” However, some language teachers claimed that they provide authentic assessments through role-playing and interview thus the result showed that their perceived ICC integration is high. Teacher J claimed that, “before the pandemic students are required to go out the campus and interview foreigners for them to practice their communication skills.” Whereas Teacher D, I, J, and M justify the high integration of ICC by explaining that they give interview tasks for authentic assessment.

Some teachers support their perception that they highly integrate authentic assessments in Purposive Communication, while others show understanding as to why some may have difficulty employing these assessments in class, which include teachers being more traditional in nature such that they prefer quizzes and essays. This is supported by Teacher K with his statement: “Purposive Communication is a new course and maybe some faculty are still in the old paradigm of teaching communication. Hence, assessment practices of some faculty may still gravitate towards traditional assessment.”

According to teachers who rated themselves with moderate integration, it is difficult to give authentic tasks because it takes too much work on their part. Since they handle different classes with two to three preparations, some teachers no longer extend effort in giving these assessments especially that it entails comprehensive planning if resources are not readily available within the campus as Teacher A mentioned, “It is a laborious process to go out of the school.” In addition, majority of the participants when asked to share their opinion as to why authentic assessment is moderately integrated, claimed that it is quite challenging to give authentic assessment in relation to intercultural communication because of the institution’s limited linkages and partnerships that can cater to students’ intercultural experiences.

These findings on authentic assessments are similar to a number of researches. Chang and Truong (2019) found out Thai English language teachers rarely to never provide activities or formative assessments that enable students to engage in real or simulated intercultural communication such as actual interactions with invited resource persons and participation in a culturally diverse chat group. The participating teachers showed preference for simple and teacher-centered activities and ignored intercultural activities that develop students’ ICC. Gu (2015) also revealed that only few language teachers in selected institutions in China have experience in assessing ICC, and amid the majority recognizing skill dimension as equally important as knowledge, their teaching practices show that they solely prioritize knowledge or cultural topics and facts over developing intercultural communication skills. Teachers opted to employ paper test particularly true or false type because this can be easily conducted and facilitated.

It is evident that language teachers seldom integrate authentic assessments on ICC and prefer the traditional forms of evaluation for different reasons. However, Byram et al. (2002) emphasize the application of experiential learning, which would better prepare students to communicate with other intercultural speakers, respect differences and manage communication problems in any given context. Although ICC assessment generally focused on the knowledge dimension of students through different objective type tests, the skills and attitudes dimension

should equally be addressed. ICC is a complex construct composed of many components thus it should be developed and assessed in a variety of ways that may include authentic activities such as study abroad and on-campus interaction with students from different cultural backgrounds (Deardorff, 2006).

Considering this, language teachers must increase efforts in providing a variety of authentic activities and assessments to develop holistically the ICC of students. In cases when teachers are faced with challenges in giving these assessments, they must be presented with alternatives strategies to still achieve the ICC objective. This can be made possible through the conduct of intercultural language teaching training to further their pedagogical skills, and the development of resource materials that can aid ICC instruction.

As for the instructional materials, it could be noted that the use of audio-visual materials such as films, slides and videos acquired the highest mean ($\bar{x}=3.55$) described as high integration while the use of printed materials acquired the lowest mean ($\bar{x}=3.43$) though described as high integration among teachers. According to Teacher L, she always prepares PPT slides, which include images and other figures because it helps her better present cultural differences in relation to communication. Teacher M, on the other hand, claimed that she uses movies and music to introduce ICC to students. She particularly mentioned the movie, “Lost in Translation” as an example.

In contrast, the use of the printed materials like textbooks, magazines, and other academic readings acquired the highest mean ($\bar{x}=3.29$) while the use of ICT-based resources such as social media and web browsers acquired the lowest mean ($\bar{x}=3.14$) from the students. This suggests that student perceive that among the materials, teachers often use textbooks and reading materials about intercultural communication. According to Student D, “although our teacher uses PowerPoint presentation at times, she still oftentimes relies on the textbook on Purposive Communication (uray agus-usar ti powerpoint ni mestra katarato, ma’am, mas pay met nga agrely isuna latta ken dejay Pcomm book mi).” Student C similarly shared that when their teacher assigns them a report and requires them to prepare a PPT, she usually lends the book as the reference for the report. Student B mentioned that frequent use of handouts along with the PPT slides are practiced by their teacher. She particularly stated, “our teacher usually prints the slides and provides some notes on the side (priniprint po usually ni sir yung slides nya na may notes sa gilid as handout).” This can further be supported by the learning materials acquired from the SUCs. Teachers use a textbook in Purposive Communication as one of their primary materials in the course especially before the pandemic. In the new normal, SUCs

developed their respective modules for the subject, and these are supplemented by other handouts of articles and texts.

On the other hand, ICT is the least used instructional material as evidenced by mean of 3.22 described as medium integration. All interviewed students claimed that their campus has limited internet connection so any material that needs Wi-Fi is rarely used for instruction. Although teacher data shows that ICT is highly integrated, it does not have a perfect mean score therefore some teachers perceive it to be moderately integrated or even lower. It does not also have the highest mean among the instructional materials so in comparison; it is not the most frequently used material in teaching ICC. Some teachers claim that there is limited facilities and insufficient technological resources to use in the classroom. This can be supported by Teacher A who claimed that, “the issue with internet connection is that, not all teachers have access to internet connection, even here in our school, the internet connection is not that strong or fast.” Others identify technology literacy as the culprit to why some teachers may not highly integrate ICT as a material. This has been mentioned by Teacher K and Teacher A with their statements,

“Some faculty, especially the older ones, are not also technology savvy. They are not updated with the trending apps and materials.”, and “Maybe because most of the teachers here are not that literate in the use of technology which is the number one reason.”

Considering that teachers have the responsibility of creating learning opportunities using ICT in order to equip learners to become a global and transcultural citizen (Chiper, 2013), and the evident advantage of using these tools to the ICC of learners, institutions must improve their digital infrastructures to enable language teachers to maximize the use of ICT in teaching ICC. In addition, further training must be given to teachers to hone their technological pedagogical skills. There are plenty of ICT tools available; teachers and students alike can easily access these if more opportunities are given to them.

The table also shows the data on the intercultural topics and themes included in the course. All the identified topics and themes in the survey are found to be integrated in a high level. Among the topics, value and effect of cultural diversity to communication acquired the highest mean which suggests that Purposive Communication teachers see the importance of teaching cultural diversity for their students to effectively communicate in any given context or situation. Some teachers justify that learning about cultural diversity is vital due to the presence of various cultures in our country and in the society. As Teacher E claimed,

“We live in a country with diverse cultures so we live in a society that may consist of different values, norms or constructs. Therefore, we teach students this in order to cater not only the global setting but also the local setting.”

Student B similarly expressed appreciation to the topic value and effect of cultural diversity to communication because it is through “understanding cultural differences in relation to communication that they can appropriately engage in conversation with any foreign person (by understanding cultural diversity po relevant to communication, at least malalaman naming kung ano yung appropriate way para makipag usap sa mga foreigners).”

On the other hand, Student D claimed that “intercultural communication topics can help them with their communication with other people since they learn to consider many factors like culture (dagijay topics gamin panggep intercultural communication, ma’am, ket makatulong talaga nu kasano kami makipatang wenno makisarita ti tattao gapwanan ta maadal mi ti nadumaduma nga factors kasla kuma ti culture ti tao).”

The high integration of intercultural topics and themes concur the study of Baroudi (2017) who found out that ICC or any cultural content is adequately evident in the course policy sheets of English language teacher education. A number of courses introduced ICC concepts and addressed the teaching of intercultural competence. In addition, this result agrees with Zhang and Zhang’s (2015) idea that English language teaching should be combined with intercultural communication and language syllabus and curriculum must focus on vital intercultural communication concepts in order to cultivate learners’ competence for the globalized world.

The instructional activities identified in the survey are based on the five principles of Intercultural Communicative Language Teaching (Liddicoat et al., 2003) particularly active construction, making connections, social interaction, reflection and responsibility.

Looking closely at the student data, it could be noted that items, “Oral communication activities between students and speakers who have different culture and native language are implemented in the class” and “students are encouraged to participate in written communication with people of different language and culture to hone their formal communication skills” acquired the lowest means ($x=3.04$; $x=2=90$) with a description of medium integration. These activities fall under social interaction and this suggests that teachers do not give much authentic interactive tasks to students to apply intercultural communication concepts and hone their skills. On the contrary, activities supporting active construction acquired the highest mean. Particularly, “Tasks are student-centered whereby students create their own knowledge about culture and its function in communication” acquired the mean of 3.21. This is supported by Student A with his statement, “our teacher oftentimes provides us the opportunity to work and learn independently, other times he gives a lot of group work so that we can be more participative (palagi po nagbibigay ng independent work si sir, minsan

naman po group work para mas participative kami).” Student C also specifically mentioned that their teacher gives them “group research work” where they have to survey and research about particular intercultural topics. This result implies that teachers most often give activities that enable students to actively construct their understanding of intercultural communication. This may be attributed to the fact that such approach is most evident in higher education when students are expected to be more involved in their learning. Teacher C justified the maximized implementation of active construction activities by claiming, “Firsthand experience will create deeper impression to the learners. The more they are engaged, the more they will find things relevant and they will not forget it.”

As for the teacher data, it could be noted that the item, “Students are given activities in which they learn about themselves as communicators in relation to other interlocutors” acquired the highest mean of 3.75 described as high integration. This suggests that teachers see the importance of teaching students about making connections between them and other interlocutors whether it is based on language or culture. They value making connection activities for many reasons including the deepening of students’ cognitive processes. Particularly, Teacher L claims that these types of activities are essential because “it opens their (students) minds to different situations wherein it requires another level of comprehension and communication skills, which are necessary in the holistic development of the mind, creativity, higher-order thinking skills as well as critical thinking.” In addition, tasks of this nature enable students to have a better worldview, which would guide them to respect and understand others (Teacher F), and direct students to discover and accept cultural diversity, which can help them communicate effectively in intercultural settings (Teacher H).

These responses agree with the views of Byram and Planet (2000), and Byram et al. (2001) that opportunities that encourage learners to compare and relate varying languages and cultures foster students’ cultural knowledge and understanding of different cultural identities, which is necessary to a successful intercultural communication.

In a similar manner with the student data, teacher data shows that activities for social interaction acquired the lowest mean. Specifically, the item, “Students are encouraged to participate in written communication with people of different language and culture to hone their formal communication skills” only acquired a mean of 3.28. It could also be noted that the item, “Self-monitoring processes are taught to students when engaging in an intercultural communication” acquired one of the lowest means which is 3.37. This suggests that there lacks attention to teaching students of self-checking especially when communicating with other

people of language or culture. Further, activities that encourage responsibility among the students as communicators is not that much integrated.

The weighted mean of both students and teachers shows that the items with the lowest mean described as medium integration and high integration are tasks along social interaction (oral and written communication with people of different language and culture), reflection (perspective taking and reflective activities), and responsibility (self-monitoring activities). This implies that teachers do not provide that many opportunities for students to authentically communicate with others, reflect and take responsibility of their actions and attitudes when engaging in communication with them. This result is similar to the studies of Chau and Truong (2019) who found out that interaction activities exposing students to authentic intercultural communication situations are seldom employed; Han and Song (2011) who discovered that activities asking students to think, reflect and share about intercultural experiences are rarely given while inviting foreigners to the classroom is never done. It is also parallel to the findings of Bickley et al. (2014), which revealed that only few teachers provide learning opportunities that encourage students to reflect on cultural diversity and how culture influences behavior and learn ways to manage cultural conflicts; and findings of Atay et al. (2009), which presented that majority of language teachers do not provide activities that require students to participate in paired work with students who have a different culture.

According to Teacher M, the failure to maximize learning opportunities for social interaction, reflection and taking responsibility can be attributed to the lack of competence in employing these activities as supported by his statement, “the “how” to do it on the part of the teacher is a factor.” This suggests that language teachers do not have the necessary knowledge and skills in teaching ICC in Purposive Communication that is why activities promoting ICC are not highly integrated. Teachers also explained that time is a major issue in relation to giving complex ICC activities. Purposive Communication as a course is only allotted 54 hours for the entire semester, and since it has a wide range of coverage, teachers sometimes allocate more time on discussions of other topics. The lack of materials has also been identified as reason for the medium integration of particular ICC activities. There are limited instructional materials on ICC and most of these are difficult to access. Since teachers have so many responsibilities, they could not make their own material and if they would want to, they said it would still be challenging since they lack the knowledge and skills to do so.

These given justifications are parallel to the challenges experienced by language teachers in teaching ICC found in the studies of Banjongjit and Boonmoh (2018), Gu (2015), Smakova

and Paulsrud (2020), and Tran and Seepho (2015). These researches have generally expressed the need for in-service language teacher training focused on intercultural language teaching, and the development of teaching materials that can support intercultural teaching in the language education paradigm.

Ways on How ELT teachers integrate ICC in Purposive Communication

The interview with the participants and the content analysis of selected learning materials in Purposive Communication revealed three themes.

Linking Culture to Communication

When asked about the place of ICC in their Purposive Communication class, language teachers claimed that they include ICC concepts in the statement of learning objectives and outcomes. Particularly, they focus on developing students' understanding of the impact and role of culture to communication as supported by Teacher A, C, and L who unanimously said, "I highlight learning objectives such as explain how determined culturally appropriate terms, expression and images with global issues affect communication; explain how cultural and global issues affect communication." Teacher E also mentioned that she includes objectives that direct students to "distinguish different cultural nuances, for them to be able to actively engage in communication" as this concept is vital to a purposive communication.

Accordingly, all materials reviewed showed much likeness in terms of learning objectives and outcomes that address ICC in general. Particularly, students are asked to (1) demonstrate an understanding of how cultural diversity affects communication; (2) use culturally appropriate terms, expressions and images in communicating with others; (3) adopt cultural and intercultural awareness and sensitivity in the communication of ideas; and (4) appreciate the impact of local and global communication in multicultural settings.

In addition, teachers present cultural topics centered on language varieties and how the understanding of these can help students to become globally competent communicators. Teacher I specifically emphasizes World English as a topic in Purposive Communication, as she mentioned, "I teach my students to understand the concept of World Englishes in the context of English being a global language." Topics relevant to language varieties such as regional dialects, indigenized varieties, English varieties and pidgin and creole are also evident in the materials analyzed. According to Teacher M, "these are vital topics in purposive communication as it establishes and exchanges a friendly communication to people of different cultures." Having knowledge of language varieties enables students to develop a wider and more accepting perspective and the understanding that no language is superior to another,

which is an important component to achieve effective communication.

Teachers' responses and the content analysis of materials suggest that teachers' way of integrating ICC in Purposive Communicative revolves around culture or cultural topics being closely linked to communication. This further suggests that teachers acknowledge the role of culture in communication. To become competent communicators, which is the primary objective of the course, students must acquire necessary cultural awareness and use this knowledge to interact effectively in any form of intercultural situation. By linking culture to communication, students are encouraged to see themselves as global communicators, who accept and respect linguistic and cultural diversity, and can subsequently manage the communication in a multicultural setting. This conforms the views of various scholars (Byram, 1997; Byram et al., 2001) that the primary goal of teaching ICC relative to ELT is to enable learners to develop a wider view of cultures and societies in which the language they are learning is used. In teaching ICC, language teachers must put emphasis on developing students' awareness of intercultural interactions along with their skills in discovering and understanding different cultures and their practices.

The teachers' emphasis on the development of students' cultural awareness to develop ICC also affirms Baker's (2008) idea. Baker (2008) stressed the significance of cultural awareness, with components such as the knowledge about the role of culture in communication, the nature of cultural norms and the relation between people and culture, in ICC pedagogy. This means that one way of developing students' ICC is by increasing their cultural awareness because they can use this specific knowledge in managing a successful intercultural communication.

Adapting Authentic Intercultural Materials

Aside from the textbooks used as primary resources in teaching ICC in Purposive Communication, it was found out that teachers often use authentic materials to introduce intercultural communication to students. The most common authentic material teachers adapt for instruction are a variety of videos that tackle the aspect of intercultural communication. Teacher A, E, F, H, I, and L mentioned in their interviews that they use TED talks from YouTube to present the concept of intercultural communication. According to Teacher L, "TED talks videos are very helpful in teaching intercultural communication because inputs come from people who have actual experiences on the matter." The analysis of the textbooks and modules further supplement the finding, as these videos are included in the task section. Students are instructed to view and analyze the TED talk to be found in the link indicated in the material. For example, one textbook contains an activity, which requires students to watch the videos and then engage in a group discussion to extract the essential learnings relevant to

the topic on communication and globalization. Another textbook presents a video-viewing activity, which includes a TED talk entitled “Pop culture in the Arab world,” wherein students have to write a paper and discuss concepts such as similarities and differences of two particular persons in the video. Teachers also adapt films, advertisements, vlogs and other television shows which present cultural norms that could be valuable in understanding communication in other contexts. This is supported by statements of Teacher F, K and L like, “I let them watch videos and advertisements about culture”, “I use videos that show the ways English language use varies from one culture/country to another”, and “I use the video of Mikey Bustos on Filipino accent tutorial.”

As teachers adapt these kinds of videos to their class, it could be implied that teachers perceive the importance of using materials that provide authentic information, which can make learning more meaningful and relevant. Notably, Baker (2008) described video-based instruction as an effective way of increasing students’ linguistic, cultural and visual knowledge because of its multimodality nature. Accordingly, this particular finding is similar to a number of studies that utilized and investigated the effect of videos to teaching and developing ICC of students in language classes. Some of the studies include how ELT teachers developed the ICC of learners through films (Chao, 2013; Truong & Tran, 2013) and these resulted to the improvement of students’ ICC particularly along its different components.

Teachers also claimed of adapting relevant essays, articles and blogs in teaching ICC in the course. Teacher K mentioned that he “added readings by an Indian ambassador on experiencing intercultural immersion and communication in South Korea and Ruanni Tupas’s article on translingual (K-pop, Korean, Tagalog, and Bisaya all in one) on a Filipino boyband group and a video on African-American English as a source of pride and identity for African-Americans” in their class proceedings. According to him, these are effective in his class since they tap onto popular cultures which students are fond of while presenting concepts relevant to intercultural communication, and language as culture and identity. Similarly, a number of texts significant to teaching ICC are present in the learning materials. Examples of these texts that focused on language varieties are articles “For a while” by Matthew Sutherland, and “The King’s English and I” by Carla Montemayor, and blogs entitled “10 Ways Speakers of World English are Changing the Language” and “5 Great Words from Singapore English” by Danica Salazar. The use of reading materials most especially blog contents is deemed reasonable since these resources offer opportunities for students to acquire cultural and intercultural knowledge thereby increasing their intercultural awareness (Aydin, 2014).

Evidently, teachers adapt authentic materials in the form of videos, articles and blogs.

According to Reid (2014), authentic materials are the “best materials for teaching cultural aspects, as they bridge the gap between the classroom and the outside world and they bring reality to the classroom” (p. 160). Although these cannot replace textbooks, authentic materials are significant supplementary tools that can further develop the “interculturality” of students through providing real cultural information (Reid, 2014).

Fostering ICC through Role-play

A common task that language teachers give to their students is role-play. When asked how they let students become cognizant of the concept of ICC in Purposive Communication, more than half of the participants mentioned the conduct of role-plays. Role-plays are examples of an experiential learning which allows students to apply and practice content through “scripted or unscripted problem or situation by assuming roles and demonstrating how to manage the situation” (Nealy, 2014, p. 55). According to Teacher M, she gives “situations wherein they have to play different characters particularly people who have different cultures engaged in a conversation.” Teacher B similarly mentioned, “Since wala namang available na intercultural communication opportunities sa campus, I simply give them scenarios where they participate in these kinds of situations and they have to act out the entire thing. (Since there lack intercultural communication opportunities in the campus...)” Teacher D, J, and I particularly mentioned, “I give role-play activities” as means of teaching ICC in Purposive Communication. Employing role-play activity in the course suggest that teachers do not simply introduce the concept of ICC but provides learning opportunities for students practice it through simulation. Language teachers acknowledge the importance of letting students apply what they have learned, especially for higher education students who need to develop particular skills such as ICC in order to be considered as a competent individual ready to function in a globalized society.

Role-plays have also been evident in the reviewed learning materials particularly in the textbooks. The following are excerpts of task instructions relevant to role-playing found in the learning materials (LM):

Form yourselves into groups of four members. Role-play a situation that caused communication breakdown based on the sources of misunderstanding between people of different cultures. (LM 1, p. 159)

Form groups of six to ten members. Present in class a ten-minute role-play depicting one of the following situations that will be assigned to your group. (1) a virtual meeting of executive of a multi-national corporation, (2) an on-line language course for non-English speakers, (3) a conference involving nationals of different countries...(LM 4, p. 24)

The teachers’ practice of using role-play to teach ICC is similar to the study of Nealy (2014)

who employed role-playing to teaching intercultural communication to business majors, who later acquired knowledge and skills on how to communicate and work with people of other cultures. Accordingly, many experts encourage and suggest the use of role-plays to develop the intercultural communicative competence of language learners. Reid (2014) claims that it “is a very effective technique practicing sociolinguistic and pragmatic phrases, socio-cultural knowledge, but also non-verbal communication” which can enable students to practice intercultural communication situations. Alexandrache (2017) also reasoned that role-play can direct students to become more conscious of their “attitudes and behavior towards others from different cultural and ethnic spaces” (p. 26) and acquire wider cultural perspective (Nguyen, 2007).

Generally, it can be deduced that teachers provide limited tasks that support the integration of ICC in Purposive Communication as most of the activities revolve around construction of knowledge and making comparisons, while interactive activities such as exposing them to authentic intercultural communication is minimally employed. Given these findings, it can be further implied that teachers need to learn more intercultural pedagogies for them to enhance the integration of ICC in the course

Conclusion

After gathering data from language teachers and students in five different institutions in three provinces, it can be concluded that there is a need to strengthen the integration of intercultural communicative competence in language courses especially in Purposive Communication along components of ICT resources and intercultural activities and assessments. Integration of ICC has been limited to the lessons and unit dedicated to the explicit instruction of intercultural communication in the course.

Syllabus developers, administrators and language teachers should acknowledge the role of ICC in any language course because of its growing significance in the globalized society where students are expected to work and function. ICC should not be treated a mere topic to be discussed and memorized, rather it should be an outcome aimed to be acquired and developed by language students. Language teachers and students must value and put emphasis on ICC because this concept is more than just communication. It goes beyond the ability of an individual to interact and communicate because ICC, in today’s context, focus on the ability to establish and maintain relationship with others by way of giving respect, and treating others

fairly and without prejudice. ICC is a positive attitude that should be fostered in all aspects, especially in the interpersonal relations of people.

The study suggests that institutions must focus on capacitating their teachers in terms of teaching and developing the ICC of learners through professional development programs such as seminars, trainings, research and peer collaborations. Moreover, ICC should be incorporated in the curriculum of pre-service language teachers because this is one way of enhancing the content and pedagogical skills of teachers at an early stage.

Given the findings and conclusion of this study, it is recommended that ICC be acknowledged as a core competence in Purposive Communication course and therefore be taught and developed in the entire span of the syllabus. It should be addressed and integrated beyond the unit it is covered to ascertain students' understanding and development of Intercultural Communicative Competence. It is also recommended that a training design partnered with training resource materials be developed to help language teachers enhance the ICC integration in Purposive Communication.

Considering the limited scope of the study, it is recommended that future studies be conducted to investigate language teachers' level of ICC integration in language courses not limited to Purposive Communication. Furthermore, other mixed-method designs are suggested to be used in data gathering in order to acquire comprehensive information. Aside from learning materials, researchers can also analyze language course syllabi, institutional language policies and other pertinent documents that can lead to a better understanding of how ICC is integrated in language instruction.

In addition, since the majority of the interviews conducted in this study were done through phone calls, which may have limited the data gathering, it is recommended further that interviews or focus group discussions be conducted via face-to-face interaction in order to maximize the discussion of concepts and solicitation of follow-up questions.

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