



ETCOR Educational Research Center
PHILIPPINES
Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Intercultural Communicative Competence and Willingness to Communicate among Chinese EFL Students

Zhang Wei

Lyceum of the Philippines University – Batangas, Philippines

Corresponding Author e-mail: 10869247@qq.com

Received: 29 August 2023

Revised: 22 September 2023

Accepted: 01 October 2023

Available Online: 02 October 2023

Volume II (2023), Issue 4, P-ISSN – 2984-7567; E-ISSN - 2945-3577

Abstract

Aim: In the context of the global integration process and China's "the Belt and Road" initiative to constantly promote national political, economic, and cultural exchanges, intercultural exchanges are increasingly frequent, and the importance of intercultural communication skills is also increasingly prominent. Implementing the international talent training strategy has become one of the goals of education in the new era. Therefore, improving students' intercultural communicative competence (ICC) and their willingness to communicate (WTC) has become one of the focuses of foreign language teaching in colleges and universities. Therefore, this paper sought to explore Intercultural Communicative Competence and Willingness to Communicate among Chinese EFL Students and propose some action plan to improve their related qualities.

Methodology: This paper used the method of questionnaire to conduct an empirical study on the ICC and WTC of 210 non-English major students from a polytechnic university from eastern part of China during the school year of 2022-2023. Students were taken from all grades of non-English majors of that university

Results: The results of this study show that non-English majors have a medium level of ICC and WTC inside the classroom. Among eight dimensions of linguistic competence, discourse competence, strategic competence, sociolinguistic competence, attitudes, knowledge, awareness and skills of ICC, skills are the one the weakest though most respondents have acquired some intercultural skills. Among four dimensions of WTC inside the classroom, comprehension is the weakest one.

Conclusion: From the findings, it can be inferred that there is no significance on the responses on intercultural communicative competence when grouped according to respondents' profile and there is a highly significant relationship between the dimension of skills of intercultural communicative competence and willingness to speak inside the classroom.

Keywords: International Communicative Competence, Willingness to Communicate, Assessment Inventory, EFL Learning

INTRODUCTION

In today's international environment, the new technology revolution represented by information technology and life engineering is developing rapidly. International cooperation and information exchange are becoming more and more frequent, and intercultural communication has become an indispensable part of people's life. The accelerated process of globalization presents important challenges to effective intercultural communication. As the first year of the "14th Five-Year Plan", China will have closer relations with most countries in the world. Having an international vision and intercultural communication skills is one of the basic qualities of contemporary college students. Therefore, under the background of economic and political affairs at home and abroad, cultivate intercultural communication skills, enhance students' willingness to intercultural communication, encourage college students to become all-round talents participating in international affairs, shoulder the historical responsibility of national development, and enhance cultural self-confidence. is very important. Based on the background of language



ETCOR Educational Research Center
PHILIPPINES
Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

education at home and abroad, this research aims to explore the intercultural communicative competence (ICC) and willingness to communicate (WTC) of non-English major students in a university, their relationship and possible influencing factors, and to propose feasible strategies for improvement, to cultivate students with qualified intercultural communication skills.

Intercultural communication is a communicative behavior that can be between individuals or between individuals and the public (group). The components of intercultural communication competence are complex because they involve cognitive, affective, and behavioral factors, etc. Spitzberg believes that an individual's communication ability will reflect their appropriate and effective communication behavior in a specific context. In the context of cross-cultural communication, the commonalities between the two parties will be relatively reduced, and the sense of difference will increase, thus increasing the difficulty of communication. Kim's definition of ICC is that it refers to an individual's inherent ability to handle key issues such as cultural differences, cultural unfamiliarity, and attitudes within cultural groups in intercultural communication, and the ability to communicate with other people in a different culture.

McCroskey first proposed the concept of willingness to communicate in 1985 to describe communication in a first language, and Charlotte and MacIntyre used this concept in 1996 to describe second language communication. MacIntyre explains "communicative willingness" as a "possibility of "speaking" in situations where one can speak or not speak", and is It is a second language descriptive method and research method that synthesizes communicative, educational, linguistic, and psychological approaches with each other. In the English teaching of non-English majors, the WTC inside and outside the classroom is of great help to students' oral English learning. Therefore, this paper will investigate 210 non-English major undergraduates in a local university and conduct a questionnaire survey based on the Communicative Intention Scale created by MacIntyre to analyze the current situation of non-English major undergraduates' communicative intention both inside the classroom, to explore the factors affecting the students' communicative intention, and then to put forward the targeted measures to cultivate the students' communicative intention.

At present, in China's universities, there are many problems in the teaching process of cultivating ICC of college students, and one of the more significant problems is that students only focus on the cultivation of test language ability and ignore the intercultural language communication ability. They think that the cultivation of intercultural communicative competence does not help them much in their future work, and they are not willing to carry out actual intercultural communicative training and training. In the process of improving the intercultural communicative competence of college students in China, it is crucial to have a rich teaching material, but at the present stage in China, another the big problem is that the teaching process involves less intercultural content. For example, a large part of the teaching content in many universities focuses on domestic culture and specialized knowledge, with fewer English courses. Even if English listening courses are offered in schools, teachers only play some English movies in class and let students watch them without any training of communicative ability. In addition, since the teaching content of university rarely involves the knowledge of intercultural communication, students do not know enough about foreign cultures and they dare not take the initiative to participate in intercultural communication activities. With the popularization of foreign language learning in China, teachers focus more on oral communicative competence training in the teaching process. However, since the demand for foreign language communication in the future work process of non-foreign language majors is much lower than that of foreign language majors, and even some of the students exclude foreign language learning, the process of foreign language learning, the low classroom participation rate of the students, and the neglect of the classroom language communication opportunities cause even though many non-foreign language majors have obtained relevant foreign language qualifications, they still have difficulties in normal communication, which is closely related to their frequency and WTC in foreign languages in classroom.

Through a questionnaire survey of 210 non-English major college students in a university in Weifang City, Shandong Province, this paper finds that non-English major college students have low intercultural communicative competence, which is mainly manifested in the serious lack of intercultural knowledge, weak intercultural awareness, lack of intercultural skills, and insufficient willingness to communicate within the classroom. To a certain extent, this study helps to improve the intercultural awareness of teachers and college students, and at the same time provides reference for the reform of college English in Weifang University and provides suitable teaching methods to improve college students' ICC and WTC. It provides some references to other relevant education departments and teachers on the cultivation of ICC and WTC of college students and helps them better understand the research on the cultivation of ICC and WTC of college students. By thinking about the defects in college English teaching, it will provide more help to adjust the guiding ideology and teaching objectives of college English teaching, improve the



ETCOR Educational Research Center
PHILIPPINES
Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

teaching methods and realize the goal of intercultural communication training. Finally, it will also provide suggestions for other regions where the development of intercultural communication is relatively backward in terms of research on the development of ICC of college students.

Objective

The overall purpose of this study is to investigate the status of ICC and WTC among Chinese non-English major students.

Specifically, it sought to describe the profile of the respondents in terms of sex, age, and family origin; to determine the intercultural competence in terms of linguistic, sociolinguistic, discourse, strategic, knowledge, attitude, awareness, and skills; to identify the respondents' willingness to communicate in terms of speaking, reading; writing, and comprehension; to test the significant differences in responses when grouped according to profile variables; to test the significant relationship between ICC and WTC; and to propose a plan of action based on the results of the study.

METHODS

Research Design

This thesis consists of two questionnaires to investigate the intercultural communicative competence and willingness to communicate inside the classroom of the participants, to obtain the original data needed by the research, and to analyze them and propose corresponding feasibility suggestions on this basis.

Population and Sampling

The participants are all non-English major undergraduates in a polytechnic university in eastern part of China during the school year of 2022-2023. They are gathered with the help of their College English teachers and were randomly chosen from all non-English majors. Among them, the number of males and females is the same. Their ages ranged from 18 to 21, with the experiences of English learning for 12 years. They come from two family background, either urban family or rural family.

Instrument

Two adapted questionnaires were utilized in this research. The first adapted questionnaire is from the research titled as "A Survey on Preservice English Teachers' Intercultural Communicative Competence in China" by Wang (2020) and the second adapted questionnaire is from the research title "Willingness to Communicate and Language Learning Orientations in Iranian EFL Context" by Nourollah Zarrinabadi (2011) as the data gathering instrument.

The first intercultural communicative competence questionnaire adopts the ICCSS designed by Zhong, Bai and Fan (2013) from 76 items to 50 items by removing, adding, and modifying items that were not easy to answer. The second questionnaire is a modified version of the Likert-type questionnaire developed by MacIntyre et al., Clément and Conrod (2001) were used for measuring students' willingness to communicate inside the classroom.

Data Collection

Due to the COVID-19 pandemic, the questionnaires were released and distributed to non-English major undergraduates via online questionnaire platform "wenjuanxing" (www.wjx.cn). The non-English major undergraduates were told that the score of this questionnaire has neither direct nor indirect relation to the part of their academic credit so as to obtain more objective and valid outcome, and they were informed of the research purpose, understood the link to the questionnaire and the answer time. Data Privacy Consent was provided for the respondents to know that their answers were confidential. Participants logged in "Wenjuanxing" through WeChat or QQ to finish all items. The participants were given 1 day time to fill out the ICCSS and the WTC scale inside the classroom so that they have enough time to think it over and make the choices. During the survey period, due explanations were made to individuals on some uncertain items. For each item in both scales, there are 4 choices ranging from "4-strongly agree" to "1-strongly disagree" or "4-almost always willing" to "1-almost never willing".



ETCOR Educational Research Center
PHILIPPINES
Sta. Ana, Pampanga, Philippines

INTERNATIONAL
MULTIDISCIPLINARY
RESEARCH CONFERENCE



Website: <https://etcor.org>



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Data Analysis

After collecting the data, the results were input into SPSS 21.0 software for data sorting, and those with reversal issues were re rated. Cronbach's Alpha is used to test the reliability of two scales. The results were calculated using weighted mean and a ranking system assessed eight sub-categories of non-English majors' ICC and four language skills of WTC, and independent sample t-test was used to analyze the differences of responses on non-English major students' ICC based on their gender, age as well as family origins. Finally inter-correlations for ICC and WTC inside classroom are computed and analyzed.

Ethical Consideration

In order to ensure that the survey will be conducted in a thorough and ethical manner as intended, members of the examination were informed that their identities and answers would be kept confidential and were given a data privacy consent form. No specific names were mentioned in the report, other than to say they were non-English major students. Analysts don't make any actual judgments, just draw data and results based on the information gathered. The assumption has passed the Turnitin Test and is guaranteed not to be appropriated under the prerequisite that the similitude is less than 20%.

RESULTS and DISCUSSION

This section presents the results of eight sub-dimensions of these non-English major respondents' ICC and the overall level of these eight dimensions consisting of ICC; also in this next section, the willingness to Communicate inside the classroom will be presented from 4 dimensions of speaking, reading, writing and comprehension; the ICC and WTC inside the classroom of these respondents and their correlations with the respondent gender, age and family origin and between themselves.

Table 1
Percentage Distribution of the Respondents Profile

Gender	Frequency	%	Percentage
Male	105		50.0
Female	105		50.0
Age			
20	44		21.0
21	46		21.9
22	58		27.6
23	62		29.5
Family origin			
Rural	102		48.6
Urban	108		51.4

From the Table 1, it can be seen that males and females obtained a frequency of 105 respectively, which is equal. In order to have a more objective research result, the number of respondents is selected as the same. As for the age of respondents, it ranges from 20 years old to 23 years old whose frequency is 44(21%), 46(21.9%), 58(27.6) and 62 (29.5%) respectively. All these respondents are from a university in east part of China and come from all non-English majors of selected university. More than half of the respondents are from Urban family background, which occupies 51.4% and rural family background is 46.8%.

Table 2
Table on Intercultural Competence

Indicators	Weighted Mean	Verbal Interpretation	Rank
Linguistic competence	3.01	Agree	2.5
Sociolinguistic competence	2.96	Agree	6



ETCOR Educational Research Center
PHILIPPINES
Sta. Ana, Pampanga, Philippines

INTERNATIONAL
MULTIDISCIPLINARY
RESEARCH CONFERENCE



Google



Website: <https://etcor.org>

ISSN



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Discourse competence	3.01	Agree	2.5
Strategic competence	3.01	Agree	2.5
Knowledge	3.00	Agree	5
Attitudes	3.01	Agree	2.5
Awareness	2.95	Agree	7
Skills	2.75	Agree	8
Composite Mean	2.96	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

From Table 2, it can be seen that the non-English major students' ICC gets a relatively moderate overall weighted mean of 2.96. Among the eight dimensions of ICC, linguistic competence, discourse competence, strategic competence and attitudes, received the highest weighted mean of 3.01 while the skills receives the lowest weighted mean of 2.75, followed by the awareness which is 2.95, that means non English major students' ICC levels were moderate in different dimensions, without any dimension in low level. Specifically, the eight sub-dimensions are presented in a descending order of a weighted mean as Linguistic competence, Discourse competence, Strategic competence, Attitudes, Knowledge, Sociolinguistic competence, Awareness and Skills.

Among the eight sub-dimensions, linguistic competence, discourse competence, strategic competence and attitudes of respondents have the same highest weighted mean, reaching 3.01, and then comes that of knowledge, which is 3.00, Sociolinguistic 2.96, Awareness 2.95 and Skills 2.75. This shows that the non-English major students' ICC have only a moderate linguistic, discourse and strategic competence, and their attitudes are generally positive towards intercultural communication, and have a moderate willingness to communicate across cultures or to overcome communication difficulties with verbal or non-verbal strategies. Knowledge receives a weighted mean of 3.00, which means non-English major generally have knowledge to deal with intercultural communication. And awareness achieves a weighted mean of 2.95, which shows students are moderately sensitive to different cultures and would take a critical attitude towards the cultural differences. The weighted mean for the two sub-dimensions of Sociolinguistic and Skills are 2.96 and 2.75 respectively. This shows that, in general, these non-English major students possess sociolinguistic abilities and skills needed to cope with intercultural communication.

However, the weighted mean of three sub-dimensions of sociolinguistic, awareness and skills are only 2.96, 2.95 and 2.75 respectively, which did not reach 3.0. This shows these three sub dimensions have an impact on the overall weighted mean of these 8 dimensions. Specifically, Sociolinguistic competence is the ability to perform language functions which are right and appropriate in that language use context (Bachman, 1990:94) or "the ability to understand that language use is influenced by social environmental factors and to adjust one's own language behavior to the social environment" (Van Ek 1986:41).

From the results, it can be concluded that generally the non-English major students have a moderate linguistic abilities, discourse competence, strategic competence, positive attitude and good willingness of intercultural communication, however, through the analysis of weighted mean of 8 dimensions of respondents' ICC, these, it can be seen that respondents' ICC, namely their linguistic competence, discourse competence, strategic competence and attitudes, knowledge, sociolinguistic competence, awareness, especially skills, are still not so sufficient enough and they are still needed to be strengthened to assist their successful intercultural communication.

Table 3
Summary Table on Willingness to Communicate Inside the Classroom

Indicators	Weighted Mean	Verbal Interpretation	Rank
Speaking	3.44	Usually willing	3
Reading in class	3.48	Usually willing	1
Writing	3.47	Usually willing	2
Comprehension	3.13	Usually willing	4
Composite Mean	3.38	Usually willing	

Legend: 3.50 – 4.00 = Almost always willing; 2.50 – 3.49 = Usually willing; 1.50 – 2.49 = Sometimes willing; 1.00 - 1.49 = Almost never willing



ETCOR Educational Research Center
PHILIPPINES
Sta. Ana, Pampanga, Philippines

INTERNATIONAL
MULTIDISCIPLINARY
RESEARCH CONFERENCE



Google



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Table 3 presents an overall picture of weighted mean of willingness to communication in terms of Speaking, Reading in class, Writing and Comprehension. The composite mean of willingness to communicate is 3.38 which shows a medium up level of students' willingness to communicate in English and suggests generally respondents are willing to communicate in English in terms of Speaking, Reading, Writing and Comprehension. The weighted mean of four dimensions varies from 3.13 to 3.48, with WTC in Reading in class the highest as 3.48 and WTC in Comprehension the lowest as 3.13 respectively. And the weighted mean of WTC in Writing comes to the second as 3.47 which is very near to that of WTC in Reading in class. Then the weighted mean of WTC in speaking comes the third as 3.44, which is also near to the WTC in Writing and WTC in Reading in class. The weighted mean of four dimensions are presented in descending orders as follows: WTC in Reading in class (weighted mean 3.48), WTC in Writing (weighted mean 3.47), WTC in Speaking (the weighted mean 3.44) and WTC in Comprehension (weighted mean 3.13). The reason of weighted mean of WTC in Comprehension is obviously lower than that of other 3 dimensions is caused by item 5 "Understand an English movie" in WTC in Comprehension which is very low coming to 2.53 compared to other weighted means.

The results above have indicated a medium up level of willingness to communicate in English in general, as the composite mean of four dimensions is 3.38. A more detailed exploration into students' willingness to communicate is discussed according to the weighted mean in descending order. The dimension of WTC in Reading in class aims to find out students' willingness to communicate through presenting them various of English reading materials, from novels, letters, articles, and advertisements etc. The result shows that the dimension of WTC in Reading in class is favored by most students as a means to communicate in English with a weighted mean of 3.48, which is just a little higher than that of WTC in Writing. WTC in writing reveals students hold a medium level of willingness to communicate in English writing when opportunities are offered. Students are more likely to write answers to "fun" puzzles and record the things they shall do in next day; however, they are less likely to write an newspaper articles, a report which normally require the use of formal language and the comprehensive writing capability normally needs to be examined in the process of these paperwork output. In the dimension of WTC in Speaking, students are offered a series of inside classroom speaking opportunities and from the result, it can be observed that students have a general medium WTC in Speaking. However, based on the result, respondents have shown more enthusiasm in acting a player in English play, asking teachers about their assignment or homework when it needs to do so.

Students are less willing to communicate with a friend or in a group. There are some reasons for these results. In Chinese culture, collectivism is often emphasized, Chinese students are shy to speak in front of others, not mention to communicate with other in English. Most of time, Chinese students prefer to study speak English silently. It is not easy for them to speak in public. Further, in most universities, it is still teacher-oriented teaching and examining students' homework. Teachers have authority for most students. WTC in Comprehension has the lowest weighted mean. From the result in Table 15, students are willing to communicate in comprehension, with a weighted mean of 3.13 in WTC in Comprehension, which is lower than another 3 dimensions. Students' willingness is the strongest when it is concerned with a listening task for "filling out an application form". And the least willing task in this dimension of WTC in Comprehension is to "Understand an English movie" as already mentioned above.

The Anxiety/Uncertainty Management Theory (AUM) was proposed by Gudykunst (1985) in cross-cultural communication research based on the Uncertainty Reduction Theory (URT) proposed by Berger and Calabrese (1975). The AUM theory suggests that managing uncertainty and anxiety is the core process that affects the effectiveness of our communication with others (Gudykunst, 1995). Gudykunst and Kim (1997) argue that when individuals encounter cultural differences, they tend to view people from other cultures as strangers, which may lead to a high degree of unfamiliarity and a low degree of familiarity. Both unfamiliarity and unfamiliarity can lead to communication anxiety, more specifically, cross-cultural communication fear in cross-cultural contexts. Gudykunst (2005) also incorporated cultural and personal variability into his AUM. The respondents generally have communication anxiety problems. They are worried that they will make mistakes when reading complex articles in the classroom, and that using complex sentence structures will make mistakes in the writing process. When individuals encounter cultural differences, they will develop a sense of unfamiliarity and fear towards the communication process, leading to a decrease in communication willingness.



ETCOR Educational Research Center
PHILIPPINES
Sta. Ana, Pampanga, Philippines

INTERNATIONAL
MULTIDISCIPLINARY
RESEARCH CONFERENCE



Google



Website: <https://etcor.org>

ISSN



iJOINED

iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



RUN
RESEARCHERS
RUN

The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Table 4
Difference of Responses on Intercultural Competence When Grouped According to Profile

Gender	F-value	p-value	Interpretation
Linguistic competence	0.076	0.783	Not Significant
Sociolinguistic competence	1.342	0.248	Not Significant
Discourse competence	0.000	0.986	Not Significant
Strategic competence	0.541	0.463	Not Significant
Knowledge	0.083	0.773	Not Significant
Attitudes	3.904	0.049	Not Significant
Awareness	1.012	0.316	Not Significant
Skills	0.087	0.768	Not Significant
Age			
Linguistic competence	0.775	0.509	Not Significant
Sociolinguistic competence	1.859	0.138	Not Significant
Discourse competence	0.842	0.472	Not Significant
Strategic competence	0.339	0.797	Not Significant
Knowledge	2.158	0.094	Not Significant
Attitudes	0.031	0.993	Not Significant
Awareness	1.263	0.288	Not Significant
Skills	1.263	0.288	Not Significant
Family Origin			
Linguistic competence	0.820	0.366	Not Significant
Sociolinguistic competence	0.075	0.784	Not Significant
Discourse competence	0.402	0.527	Not Significant
Strategic competence	1.230	0.269	Not Significant
Knowledge	1.313	0.253	Not Significant
Attitudes	0.180	0.672	Not Significant
Awareness	0.269	0.605	Not Significant
Skills	0.289	0.591	Not Significant

Legend: Significant at p-value < 0.05

Table 4 illustrates the comparison of responses on intercultural competence when grouped according to profile. It was observed that all computed p-values were all greater than 0.05 which means there was no significant difference exists and implies that the competence are the same across the respondent's profile. When responses on intercultural competence sorted by gender, age and family origin, there are no significant difference between these respondents, which means gender, age and family origin has no significant impact on respondents' intercultural communicative competence, namely on linguistic competence, sociolinguistic competence, discourse competence, strategic competence, knowledge, attitudes, awareness, and skills. From the responses, it is perceived that respondents have similar intercultural communicative competence despite their gender, age, and family origin. The results The reasons maybe are related to respondents themselves and they do think their responses have reflected their true thoughts and true intercultural communicative competence. Furthermore, besides these factors of gender, age and family, there are factors needs to be considered when evaluation of intercultural communicative competence is concerned, such as overseas study experience, their English language proficiency and their learning motivation etc. So, when intercultural communicative competence judgement is concerned, all these factors need to be considered. For this study, it is found out that there is no significant difference between female respondents and male respondents.



ETCOR Educational Research Center
PHILIPPINES
Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Table 5

Difference of Responses on Willingness to Communicate Inside the Classroom When Grouped According to Profile

Gender	F-value	p-value	Interpretation
Speaking	3.513	0.062	Not Significant
Reading in class	2.454	0.119	Not Significant
Writing	2.467	0.118	Not Significant
Comprehension	0.003	0.955	Not Significant
Age			
Speaking	0.398	0.755	Not Significant
Reading in class	0.219	0.883	Not Significant
Writing	0.423	0.737	Not Significant
Comprehension	1.008	0.390	Not Significant
Family Origin			
Speaking	0.493	0.483	Not Significant
Reading in class	4.024	0.046	Significant
Writing	4.367	0.038	Significant
Comprehension	0.502	0.479	Not Significant

Legend: Significant at p-value < 0.05

Table 5 illustrates the comparison of responses on intercultural competence when grouped according to profile. It was observed that all computed p-values were all greater than 0.05 which means there was no significant difference exists and implies that the competence are the same across the respondents' profile. When responses on intercultural competence sorted by gender, age and family origin, there are no significant difference between these respondents, which means gender, age and family origin has no significant impact on respondents' intercultural communicative competence, namely on linguistic competence, sociolinguistic competence, discourse competence, strategic competence, knowledge, attitudes, awareness and skills. From the responses, it is perceived that respondents have similar intercultural communicative competence despite their gender, age and family origin. The results The reasons maybe are related to respondents themselves and they do think their responses have reflected their true thoughts and true intercultural communicative competence. Furthermore, besides these factors of gender, age and family, there are factors needs to be considered when evaluation of intercultural communicative competence is concerned, such as overseas study experience, their English language proficiency and their learning motivation etc. So, when intercultural communicative competence judgement is concerned, all these factors need to be considered. For this study, it is found out that there is no significant difference between female respondents and male respondents.

Table 6

Relationship Between Intercultural Competence and Willingness to Communicate Inside the Classroom

Linguistic competence	r-value	p-value	Interpretation
Speaking	.091	.187	Not Significant
Reading in class	.064	.353	Not Significant
Writing	-.029	.676	Not Significant
Comprehension	.014	.837	Not Significant
Sociolinguistic competence			
Speaking	.022	.751	Not Significant
Reading in class	.116	.094	Not Significant
Writing	-.062	.373	Not Significant
Comprehension	.011	.877	Not Significant
Discourse competence			
Speaking	-.031	.658	Not Significant
Reading in class	-.043	.534	Not Significant



ETCOR Educational Research Center
PHILIPPINES

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Writing	.030	.666	Not Significant
Comprehension	.071	.304	Not Significant
Strategic competence			
Speaking	.007	.918	Not Significant
Reading in class	.003	.969	Not Significant
Writing	.020	.778	Not Significant
Comprehension	-.015	.827	Not Significant
Knowledge			
Speaking	.047	.494	Not Significant
Reading in class	.108	.117	Not Significant
Writing	-.063	.360	Not Significant
Comprehension	-.024	.728	Not Significant
Attitudes			
Speaking	.014	.843	Not Significant
Reading in class	.063	.362	Not Significant
Writing	-.081	.244	Not Significant
Comprehension	-.053	.448	Not Significant
Awareness			
Speaking	.113	.103	Not Significant
Reading in class	.061	.378	Not Significant
Writing	.041	.557	Not Significant
Comprehension	.028	.683	Not Significant
Skills			
Speaking	-.162	.019	Significant
Reading in class	-.111	.110	Not Significant
Writing	-.039	.557	Not Significant
Comprehension	-.080	.251	Not Significant

Legend: Significant at $p\text{-value} < 0.01$

Table 6 presents the association between intercultural competence and willingness to communicate inside the classroom. It was observed that there was a significant relationship between skills and speaking since the resulted $r\text{-value}$ of 0.019 indicates a weak direct correlation and the computed $p\text{-value}$ was less than the alpha level. The result reveals that there was significant relationship exists and implies that the more competent on skills, the more that they are willing to do speaking in the classroom. In the dimension of skill of intercultural competence, the composite mean is 2.75, which is the lowest weighted mean among 8 dimensions of intercultural competence.

So, when they are less competent on explaining misunderstanding when it occurs, they will have a negative influence on WTC in speaking inside classroom. From the result, has shown that skill and speaking have closely related to each other, and the skills have a direct but weak influence on the willingness to communicate in speaking. The more respondents possess intercultural communication skills, the more they are willing to communicate in English with foreigner. Despite of skills and speaking, all other relations between sub-dimensions of ICC and that of WTC have no significant difference at all (all $p\text{-value} < 0.01$), which is to say there is no significant difference between the intercultural competence and willingness to communicate inside the classroom.

Willingness to communicate in the context of intercultural communication has been an area of research, given that modern globalization has triggered an increasing number of communicative activities between countries. The concept of IWTC was developed by Kassing (1997) to refer to "a person's propensity to begin intercultural communication" (p. 400), which involves interacting with people from different cultures and ethnicities. This concept is conceptually different from WTC. While WTC focuses on people's willingness to interact with friends, acquaintances, and strangers in a variety of situations, IWTC involves people's tendency to interact with people from different races and cultures (Kassing, 1997). Individuals with high levels of WTC may be prohibited from engaging in intercultural communication because, among other factors, anxiety when talking to people from other cultures. In other words, individuals with low WTC may also have low levels of IWTC; however, individuals with WTC may or may not exhibit high levels of IWTC.



ETCOR Educational Research Center
PHILIPPINES
Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Summary, Conclusions, and Recommendations

The following results were disclosed after the data gathered were analyzed:

1. All respondents have participated the study and majority of the respondents have a medium level of intercultural communicative competence.
2. Majority of respondents have a medium level of willingness to communicate inside the classroom in English.
3. There is a difference in the responses on willingness to communicate inside classroom when grouped according to family origin.
4. Respondents generally are positive in intercultural attitude, however, their Linguistic competence, sociolinguistic competence, knowledge, awareness, especially, skills are not sufficient enough to assist their intercultural communication.
5. The weighted mean of willingness to communicate inside the classroom in terms of comprehension is low, especially in understanding English movies.
6. There is no significance on the responses on intercultural communicative competence when grouped according to respondents' profile.
7. There is a highly significant relationship between the dimension of skills of intercultural communicative competence and willingness to speak inside the classroom.
8. An action plan was proposed to further enhance students' intercultural communicative competence and willingness to communicate inside classroom.

Recommendations are as follows:

1. University English department may identify English teachers who qualified to teach English language and intercultural communication related courses and those need to undergo training on these.
2. The university may purchase integrative multimedia facilities to facilitate the cultivation of students' ICC and WTC.
3. University teaching affairs department may conduct the bench marking on schools that integrate integrative multimedia system in the curriculum. Future scholars may take this research report as a source of knowledge or a point of reference to pursue this topic in further depth.
4. Future researchers could undertake a similar study through other variables to assess non-English students' ICC and WTC inside and outside the classroom.
5. University management could consider the plan of action mentioned above for discussion and implementation.

REFERENCES

- Arasaratamm, L. A. (2009). The Development of a New Instrument of Intercultural Communication Competence. *Journal of Intercultural Communication*, 20, 2-17.
- Bennett, M. J., Hammar, M. R., & Wiseman, R. (2003). Measuring intercultural sensitivity: The intercultural development inventory. *International Journal of Intercultural Relations*, (4):421-443.
- Byram, M. (1997). *Teaching and Assessing Intercultural Communicative Competence*. Clevedon: Multilingual Matters.
- Cao, Y. A. (2014). Sociocognitive Perspective on Second Language Classroom Willingness to Communicate. *TESOL QUARTERLY*, 48(4):789–814.
- Cao, Y., & Philp, J. (2006). International context and willingness to communicate: A comparison of behavior in whole class, group and dyadic interaction. *System*, 34:480–493.
- Chen, G. M. (2009). *Intercultural Communication*. Shanghai: East China Normal University Press.



ETCOR Educational Research Center
PHILIPPINES
Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

- Diane de Saint Leger & Neomy Storch. (2009). Learners' perceptions and attitudes: Implications for willingness to communicate in an L2 classroom. *System*, 37(2): 269–285.
- Fu, L., Wang, X., & Wang, Y. (2012). The research on willingness to communicate in Chinese Students' EFL study. *Journal of Language Teaching and Research*, 3(1):112–117.
- Gardner, R. C. (1985). *Social psychology and second language learning: the role of attitudes and motivation*. London: Edward Arnold.
- Ghonsooly, B., Khajavy, G. H. & Asadpour, S. F. (2012). Willingness to communicate in English among Iranian 28 non-English major university students. *Journal of Language and Social Psychology*, 31:197–211.
- Higher Education Department of Ministry of Education. (2007). *College English Course Teaching Requirement*. Shanghai Foreign Language Education.
- Holopainen, J., & Björkman, I. (2005). The personal characteristics of the successful expatriate: A critical review of the literature and an empirical investigation. *Personnel Review*, 34(1), 37-50.
- Hu, W. Z. & Gao, Y. H. (1997). *Foreign Language Teaching and Culture*. Changsha: Hunan Education Publishing House.
- Jia, Y. X. (1997). *Intercultural Communication*. Shanghai: Shanghai Foreign Language Education Press.
- Kang, D. M. (2014). The effects of study-abroad experiences on EFL learners' willingness to communicate, speaking abilities and participation in classroom interaction. *System*, 42:319–332.
- Kelley, C. K., & Meyers, J. (1995). *Cross-Cultural Adaptability Manual*. Minneapolis: National Computer Systems.
- Kim, Y. Y. (2014). *Becoming Intercultural: An Integrative Theory of Communication and Cross-Cultural Adaptation*. Shanghai: Shanghai Foreign Language Education Press.
- Lei, G. (2003). On the Cultivation of Intercultural Communicative Ability in English Teaching. *Journal of Basic English Education*, (1):22-27.
- Lei, W. R. (2021). A Survey on Preservice English Teachers' Intercultural Communicative Competence in China. *English Language Teaching*. Canadian Center of Science and Education. URL: <https://doi.org/10.5539/elt.v14n1p37>.
- Li, H. (2009). The influence of traditional Chinese culture on college students' willingness to communicate in English classroom. *Theory and Practice of Education*, 29(7):57–58.
- Lustig, M. & Koester, J. (2007). *Intercultural Competence: Interpersonal Communication across Cultures* (5th Ed.). Shanghai: Shanghai Foreign Language Education Press.
- MacIntyre, P. D., Baker, S. C., Clement, R. & Conrod, S. (2001). Willingness to communicate, social support, and language-learning orientations of immersion students. *Studies in Second Language Acquisition*, 23:369–388.
- MacIntyre, P. D. & Charos, C. (1996). Personality, attitudes, and affect as predictors of second language communication. *Journal of Language and Social Psychology*, 15:3–26.



ETCOR Educational Research Center
PHILIPPINES
Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

- MacIntyre, P. D., Clement, R., Dornyei, Z., & Noels, K. A. (1998). Conceptualizing WTC in a L2: A situational model of L2 confidence and affiliation. *The Modern Language Journal*, 82(4):545–562.
- Mai, X. (2014). Group dynamics and willingness to communicate in EFL classrooms. *Overseas English*, (1):108-110.
- McCroskey, J. C. & Baer, J. E. (1985). Willingness to communicate: the construct and its measurement. paper presented at the annual convention of the Speech Communication Association, Denver.
- Mohammadian, T. (2013). The effect of shyness on Iranian EFL learners' language learning motivation and willingness to communicate. *Theory and Practice in Language Studies*, 3(11): 2036–2045.
- MacIntyre, P. D. & Charos, C. (1996). Personality, attitudes, and affect as predictors of second language communication. *Journal of Language and Social Psychology*, 15:3–26.
- Peng, J. E. (2007). Research on the relationship between medical students' willingness to communicate in English and anxiety in English classroom. *Medical Education Research and Practice*, 64(2):180–183.
- Peng, J. E. & Woodrow, L. (2010). Willingness to communicate in English: A model in the Chinese EFL classroom context. *Language Learning*, 60(4):834–876.
- Portalla, T., & G. M. Chen. (2010). The Development and Validation of the Intercultural Effectiveness Scale. *Intercultural Communication Studies*, 19(3): 21-37.
- Ruben, B. D. (1976). Assessing communication competency for intercultural adaptation. *Group & Organization Studies*, 1:334-54.
- Samovar, L. A., & Porter, R. E. (2004). *Communication between Cultures* (Fifth Edition). Beijing: Peking University Press.