The Development of an Effective ICC Teaching Model Aims to Enhance the Intercultural Competence of EFL Tertiary Students in Thailand

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Abstract

The goal of this study was to develop a teaching model for intercultural communicative competence (ICC) that would effectively and efficiently improve Thai English as a Foreign Language (EFL) tertiary students in Thailand. The research and development (R&D) strategy was used as the research design for the study (Phusee-Orn, 2021). The study unfolded over three phases. Phase 1 involved the development of the teaching model; Phase 2 focused on the implementation of the teaching model; and Phase 3 involved the evaluation of the teaching model. In the 2023 academic year, students enrolled in the Bachelor of English Education Programme at Nakhon Ratchasima Rajabhat University in Thailand were selected as research pilot study participants and experimental subjects. The research instruments comprised the ICC teaching model and three teaching modules. The data collection and analysis were assessed using three methods: 1. a questionnaire; 2. pre- and post-tests; and 3. in-depth focus group interviews. This study included a combination of qualitative and quantitative data analysis methodologies. The research results demonstrated that the ICC teaching approach had a substantial impact on improving the intercultural competency of Thai EFL tertiary students, who were studying English as a non-native language. The results indicated that students acknowledged the potential of the ICC teaching paradigm to improve their overall intercultural competence. They reached a consensus that teaching modules 1–3 has the capacity to enhance the intercultural competency of Thai tertiary EFL students. The superior quality ($\bar{x}$ = 4.85) demonstrated an improvement in students' intercultural knowledge.

Keywords: intercultural competence, Thai EFL tertiary students, English, teaching model, development

1. Introduction

The World Englishes (WE) framework also impacts Thailand's advancements in English language teaching (ELT). The concentration of academics and professionals in English education is a barrier to Thailand's shift in higher education towards a new ELT paradigm. Starting in 2019, teaching English as a Foreign Language (EFL) has prioritized active learning among students and the enhancement of intercultural communication. Since 2019, there has been a noticeable change in the approach to English instruction, moving away from the conventional focus on grammar and accuracy-based testing requirements. In addition, EFL has made changes to the examination in order to evaluate students' aptitude for using the English language in practical, real-world situations. Nevertheless, even though the educational environment is changing, the method of learning English for multicultural communication continues to rely heavily on textbooks and worksheets. The literature review revealed a deficiency in the ICC teaching model, which could effectively enhance students' intercultural competence in higher education in Thailand. Both groups of Thai EFL students and teachers agreed upon this challenge in the needs survey (Singer, 1994).

Other countries' tertiary education systems have also witnessed this fundamental change in the field of English language teaching (ELT). The global shift in teaching English as a foreign language (EFL) began in 2017. This study explores the dynamics of cross-cultural communication between individuals from different nations who engage in English conversation, which is considered the most essential part of practical English usage. Teaching EFL students to understand various interlocutors' accents, pronunciations, dialects, and speeches while also familiarizing themselves with the diverse cultural norms, beliefs, accents, dialects, and attitudes of individuals who use English as their primary, secondary, or non-native language represents a significant shift in ELT in Thailand. According to a previous inquiry, when teaching English as a Foreign Language (EFL) in the classroom, English teachers must be

mindful of the fact that English is both a worldwide language and a spoken language. Interlocutors use the English language as a tool to enhance their cultural and intercultural communicative competence (ICC), enabling the smooth flow of ideas under the understanding of different cultural backgrounds among English speakers who are from different countries (Cheung, 2002).

The study's outcome suggests that if Thai EFL tertiary students or EFL students in other countries had the opportunity to study under the effective and high-quality ICC teaching model, they could significantly improve their intercultural competence. This information suggests that it is our responsibility as future English language teaching educators to provide our students, specifically Thai English as foreign language learners at the university level, with the essential abilities to interact effectively with immigrants living in English-speaking countries. Currently, it is likely that the use of English outside of educational settings is widespread. Hence, acquiring proficiency in English is a very effective means for Thai tertiary students studying English as a foreign language to improve their ability to communicate across cultures. This will equip them to collaborate with individuals from all over the world and excel in global work environments where English is the lingua franca. They will possess a high level of proficiency in the English language and intercultural competence, enabling them to effectively communicate with individuals from diverse countries and cultures.

2. Literature Review

2.1 Within the Framework of Intercultural Communicative Competence (ICC), This Study Examines the Instruction and Learning of English as a Foreign Language (EFL) among Thai EFL Tertiary Students

As a result of the aforementioned data, the emphasis has shifted from imparting knowledge of intercultural competence to EFL classrooms in Thai English as a Foreign Language (EFL) education. Intercultural competence, whether understood domestically or internationally, refers to the ability to operate efficiently across cultural boundaries, to think and act in a suitable manner, and to collaborate and communicate with people of various cultural backgrounds. The same category of ideas includes global employability, graduate attributes, employability skills, intercultural competence, and education for sustainable development. The necessity for graduates to possess the ability to engage and act globally is fundamental to each of these concepts, as is globalization as a transformative force in every facet of the modern world. (Byram,2001 ;Deardorff,2006). Given this, contemporary EFL students must develop intercultural communicative competence (ICC), the capacity to communicate appropriately and effectively in a variety of cultural contexts. A multitude of components make up the ICC. Motivation, knowledge of oneself and others, and a capacity to tolerate uncertainty are all crucial elements. This study will employ the broad term "intercultural competence" (Byram, 1998).

2.2 Enhancing the English Proficiency and Intercultural Competence of Students through the Development of Purposeful Teaching Contexts in EFL Classrooms

The goal of studying intercultural communicative competence (ICC) in English as a foreign language (EFL) is to help students improve their ICC knowledge and skills, which are necessary for effectively applying, adapting, and assimilating what they have learnt when they interact with English speakers and interlocutors from different cultural and normative backgrounds (Deardorff, 2006). This research focused on the following three concerns to enhance the performance of Thai EFL tertiary students:

- The application of grammatical proficiency appropriate for a diversity of English contexts includes the capacity to produce English grammatical structures that are appropriate for different English-speaking situations, including phonology, vocabulary, and word formation.

- English communicative techniques used in intercultural situations refer to pedagogical approaches that enable English as a Foreign Language (EFL) learners to engage in direct communications with two English speakers, either from the same or different countries, for the purpose of intercultural communication in English.

- Sociolinguistic competence in the use of English refers to the capacity to both understand and employ the language when discussing utterances that have social significance. In an EFL classroom, sociolinguistics examines the impact of cultural norms, expectations, context, and other societal factors on the English language and its usage patterns. This course investigates the application of suitable English grammatical structures in sociolinguistic contexts, with a focus on their use for various communicative objectives.

3. Method

3.1 Research Design

The research design follows the Research and Development (R&D) methodology (Phusee-Orn, 2021). Research and development (R&D) is a research methodology that combines two distinct approaches: 1) research and 2) development. This study investigates the systematic relationship and applicability between research and development and the ICC teaching model with teaching components, also known as the R&D cycle (Wiriyachitra, 2002). The research design for this study consists of four steps: context analysis (R1), innovation design (D1), innovation implementation (R2), and innovation efficacy evaluation (D2). The R&D cycle for type one devices starts with research (R1 D1 R2 D2), as shown in Figure 1 (Phusee-Orn, 2021; Creswell, 2008).
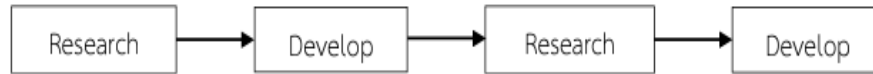

Figure 1. This Study Used Research and Development as Its Research Design

3.2 Research Methodology

The study employed the following research methodology, data collection, and data analysis.

Three phases of the Investigation

The three phases of this investigation were based on the Research and Development (R&D) method (Phasee-Orn, 2021), as presented in the Research Design section. We divided the study into three distinct phases.

3.2.1 Phase 1: Developing the ICC-Based Instructional Model to Enhance Thai EFL Tertiary Students' Intercultural Competence

The purpose of phase 1 was to develop an ICC-based instructional model for enhancing the intercultural competence of Thai EFL tertiary students. This phase consisted of the four steps listed below:

3.2.1.1 Step 1: Reviewing related literature on the ICC-Based Instructional Model

The purpose of this stage was to conduct the documentary research using document-based and content-based analysis research methodologies (Tomlinson, 2004). This step involved reviewing relevant literature on the trend of teaching and learning intercultural communicative competence (ICC) in English courses, which influenced ICC models. The goal was to develop an ICC-based teaching model specifically for this study, as suggested by Naeini (2005). The research instrument consists of semi-systematic review literature (Swain, 1995). The study concentrates on examining the concepts, theory, research results, professional viewpoints, and desired input from stakeholders. For this study, the stakeholders at this stage consisted of students and teachers. The researcher analyzed and synthesized relevant and necessary data for developing the ICC-based instructional model.

This study used a document-based collection method for data collection (Moore-Jones, 2008).

The researcher used both quantitative and qualitative content analysis to analyze the informative data collected from the literature review. (Xiao, 2007). This showed how to integrate the appropriated ICC teaching components from Step 1 of Phase 1 into the ICC-based teaching model. This study presents the results in Table 1.

Table 1. The Findings from Step 1 of the Phase 1 Study Revealed four ICC Models that Included Suitable Teaching Components, Which Were Then Incorporated into the ICC Teaching Model Specifically Designed for This Study

Bennet's (1993) Developmental Model of Intercultural Sensitivity (DMIS)	Deardorff 's (2006) Process Model of Intercultural Competence	Byram's (2001) Multidimensional Model of Intercultural Competence	Baker's (2015) Model of Intercultural Awareness
As the transition from ethnocentrism to ethnorelativism, acceptance, adaptability, and integrity evolves in EFL classrooms, the ICC-based teaching model must incorporate both English skills and intercultural competence.	The ICC-based teaching model consists of promoting students' English skills, as well as teachers designing and implementing the ICC teaching process to promote positive attitudes, knowledge, internal outcomes, and external outcomes associated with enhancing students' intercultural competence through participation in English activities.	In ICC-based teaching models, cultural awareness incorporates attitudes, knowledge, English skills, skills of discovery, and critical intercultural awareness. Teachers use English classroom active learning activities to enhance students' critical intercultural competence, and then evaluate their intercultural competence learning outcomes.	EFL instructors create an outcome focused on intercultural awareness, which improves the English proficiency and intercultural understanding of EFL students. To facilitate intercultural communication, TEFL instructors use these approaches in English, cultural, and hybrid settings. Students are able to engage in communication, exchange ideas, and analyze emerging sociocultural communication patterns and perspectives, all based on the aforementioned cultural knowledge.

3.2.1.2 Step 2: Analyzing Needs for Learning and Teaching Intercultural Communicative Competence (ICC)

The objective of this step was to analyze the needs for learning and teaching intercultural communicative competence (ICC) in Thai EFL tertiary education. The research subjects for this step consisted of three groups: 1. Thai EFL tertiary students; 2. Thai EFL tertiary teachers; and 3. Five experts.

Prior to commencing step 2 of phase 1 of the study, the researcher presented the aforementioned letters of permission and invitations for data collection from research subjects. The researcher obtained permission to collect research data from eleven Rajabhat universities in the northeastern region of Thailand prior to commencing step 2 of phase 1. This study specifically requested permission to collect research data from Nakhon Ratchasima Rajabhat University. Research instruments consisted of questionnaires, focus group interviews, and tests. The researcher used questionnaires and focus group interviews to determine the needs of students studying intercultural communicative competence (ICC) in English courses according to their individual preferences. The researcher employed a test for assessing students' fundamental intercultural competence in order to develop an ICC-based instructional model for the next steps (Arrieta, 2017).

For the group of Thai EFL tertiary teachers, the researcher surveyed the needs of eleven Thai EFL tertiary instructors who taught Bachelor of Education (English) courses and intercultural communicative competence (ICC) in English at eleven Rajabhat universities in northeastern Thailand. The research instruments consisted of 1. Google Form-built questionnaires and 2. in-depth interviews using an online meeting application to determine teachers' individual needs in teaching intercultural competence in English courses (Nunan, 1991).

The group of five experts includes five teachers, each holding a Ph.D. in English language teaching or a related field. They have been teaching an English course on intercultural competence at a Thai EFL university for at least five years. The researcher contacted them and requested that they provide an index of item objective congruence (IOC) score for each of the cited research instruments (Davis, 2008). Five specialists evaluated the quality of research instruments before using them for data collection and analysis. They evaluated the quality of the research instruments mentioned under 1. content authenticity, 2. design validity, and 3. Relative validity criteria (Nguyen, 2007).

This study determined the Index of Item Objective Congruence (IOC) score by evaluating the work of five experts, as detailed in step 2 of phase 1, and Table 2 presents the results.

Table 2. Five Experts Assessed the Results to Determine the Index of Item Objective Congruence (IOC) Score, as Detailed in Step 2 of Phase 1.

Items	Research Instruments	Experts	IOC	Reliability
1	An interview study assessing the needs of Thai EFL tertiary students to develop intercultural communicative competence (ICC) in English courses:	5	0.97	Reliable
2	Evaluating Intercultural Communicative Competence (ICC) in English Language Teaching Classrooms (ELT): The Needs of Thai Tertiary EFL Students via Questionnaires	5	1.00	Reliable
3	Pre-test and Post-test perceptions of Thai EFL tertiary students regarding intercultural competence	5	1.00	Reliable
4	A survey based on interviews Concerning the Instruction of Intercultural Communicative Competence (ICC) in English Courses: The requirements of Thai EFL tertiary instructors	5	0.99	Reliable
5	Questionnaire-based surveys the Needs and experiences of Thai EFL tertiary instructors regarding the instruction of intercultural communicative competence (ICC) in English Language Teaching (ELT) classrooms: English Bachelor of Education	5	0.99	Reliable

3.2.1.3 Step 3: Designing the ICC-Based Instructional Model

Figure 2. This Study Investigated the Instructional Model, Developed under the Contents of Intercultural Communicative Competence (ICC)

The purpose of step 3 of phase 1 was to design the ICC-based instructional model to enhance the intercultural competence of Thai EFL tertiary students, based on the research findings of steps 1 and 2. In this step, we designed the following research instruments: 1. An ICC-based instructional model 2. We correlated three ICC teaching modules with the seven teaching components of ICC models. 3. ICC teaching materials and 4. Pre- and post-tests (Deardroff, 2018).

In this stage, the research subjects were a group of five experts. They were the same group of experts who evaluated the quality of the research instruments described in step 2. We also contacted these five experts to assess the quality of the designed research instruments. They evaluated the quality of the research instruments mentioned under 1. content authenticity, 2. design validity, and 3. Relative validity criteria. They identified and reported an index of item objective congruence (IOC) score for each of the aforementioned research instruments, then provided the researcher with the results (Nguyen, 2007).

To design the ICC-based instructional model for enhancing the intercultural competence of Thai EFL undergraduates, the researcher evaluated the qualitative and quantitative data collection results based on the comments of five experts. The researcher integrated all of the data collected and analyzed by the five experts. (O'Down, 2007).

After getting feedback from experts, the researcher, with the help of the thesis major advisor, created and prepared an ICC-based teaching model with three ICC modules and teaching materials for step 4. Step 4 involved testing the model in a pilot group study (Rathje, 2007).

To show the outcomes of the first part of the research project using steps 1–3, figure 2 shows the ICC-based teaching model as it looked before it was put into use for one group using the model created in step 4 of the first part of the research project.

3.2.1.4 Step 4: Trying Out the ICC-Based Instructional Model for One Group

Step 4 was to try out the ICC-based instructional design shown in Figure 2. The researcher passed the Institutional Review Board (IRB) examination and received a certificate in human research ethics prior to implementing an experimental test methodology. Step 4's goal is to test the designed ICC-based instructional model on a small group of people as a pilot study before using it in phase 2 of the experimental research method.

The research groups consisted of two groups: one pilot group and five experts. The investigator utilised the ICC-based instructional model, specifically tailored for a single pilot study subject. The pilot group consisted of thirty Thai EFL tertiary students enrolled in Bachelor of Education (English) courses at Nakhon Ratchasabhat Rajabhat University, selected through simple random sampling. The duration of the investigation was eight weeks (Zorfass, 1999).

The following research instruments are included: 1. the ICC-based instructional model designed; 2. one ICC module related to the seven teaching components of the ICC models; 3. teaching materials; and 4. pre- and post-tests. 1. Questionnaires We used pre- and post-testing as well as focus group interviews to collect data (Williams, 1983).

The data analysis included a descriptive statistical analysis and a content analysis of focus group interview transcriptions. This step employed both qualitative and quantitative data analysis in instructional education (Siriphanich, Mohd., & Yusoff, 2018).

The researcher evaluated the outcomes and results of the pilot study. After adopting the ICC-based instructional model, the researcher determined and assessed the model's strengths and weaknesses. The researcher investigated ICC teaching materials, ICC tests, and the relationship between test scores and one variable to gain a deeper understanding of science and its application (Baker, 2015).

After conducting a pilot study, the researcher developed the previously mentioned study instruments by accumulating and analyzing data in order to prepare and develop for phase 2, which entailed implementing the ICC-Based Instructional Model with one group of research subjects.

The researcher contacted five experts from the same groups to assess each research instrument's quality based on the Index of Item Objective Congruence (IOC) score. Five experts evaluated the authenticity of the content, design validity, and relative validity criteria (Moats, 1994).

After receiving expert feedback, the researcher, under the supervision of the thesis major advisor, developed and prepared the ICC-based instructional model for implementation for one group in phase 2 of the research methodology (Byram, 2008).

3.2.2 Phase 2: Implementing the ICC-Based Instructional Model for One Group

One experimental group was to implement the ICC-Based Instructional Model in the second phase. This phase examined the effectiveness of the ICC-based instructional paradigm in augmenting the intercultural competence of Thai EFL undergraduates. The investigation lasted a total of ten weeks. The following outline delineates the three fundamental steps:

- Step 1: Orientation and Pre-Test

- Step 2: Treatment the ICC-Based Instructional Model with One Group

- Step 3: Post-Test

3.2.3 Phase 3: Evaluating the ICC-Based Instructional Model for Two Groups

This study conducted an evaluation of the quality of the ICC-based instructional model in the third phase to enhance the intercultural competence of Thai EFL undergraduates. The study used two research groups: a control group and an experimental group. The process consisted of three phases:

- Step 1: Orientation and Pre-Test

- Step 2: Treatment the ICC-Based Instructional Model with Two Groups

- Step 3: Post-Test

3.3 Research Instruments

3.3.1 The ICC Instructional Model

The research included the construction of the ICC-teaching model. We developed and designed it to suit Thai tertiary EFL classrooms, detailing the findings from Phase 1 of the research in Tables 1–3 and illustrating them in Figure 2. The ICC-teaching model integrated various pedagogical approaches, tailored to meet the unique needs of Thai EFL tertiary instructors and students. As detailed in Table 3, the teaching model comprised the seven principal instructional components listed below.

Table 3. This Study Identified Seven Teaching Components that could be added to the ICC Teacher Model.

	ICC Teaching Components
Component 1	Intercultural-English Language-World Communication
Component 2	Incorporation
Component 3	Comprehension
Component 4	Practice
Component 5	Promotion
Component 6	Outcome
Component 7	Intercultural competence

3.3.2 ICC Teaching Modules

The research material consisted of three ICC teaching modules, as delineated in Phase 1 of the study. The researcher conducted the design and development in accordance with the intercultural communicative competence-based instructional model. This study incorporated the film "Outsourced" into Module 3's ICC teaching module to address the survey needs of Thai EFL teachers and students, as identified in Step 2 of Phase 1 of the study. This study selected the film to showcase the distinctions between Indian, American, and English cultures.

This study incorporated seven ICC components into the development of three ICC teaching modules for the ICC-based instructional model. (Nunan, 2004). The principle of teaching intercultural communication in English-language classrooms influenced the development of ICC modules. We detail the three developed ICC modules below.

Module 1: The complexity of cultures through English learning

Module 2: English communication influences intercultural awareness and barriers to intercultural communication

Module 3: Developing intercultural competence via the use of English for communication: Learning from the film "Outsourced"

The researcher offered instructional modules 1–3 in accordance with Tables 4-6.

Table 4. Module 1 the Complexity of Cultures Through English Learning

Module 1   The complexity of cultures through English learning   Time: 4 hours

Topics: 1. Definitions of culture through English learning

        2. Culture affected English for communicating

        3. English and American Cultures

Activities	Leaning objectives	Interaction types	Time	Method of teaching	ICC teaching components	Intercultural Awareness
1.Definitions of culture	Students can define, and describe what culture is.	Teacher -Students	20 min.	Lecture on the topic "Culture and learning English" (PPT and Worksheet)	Knowledge	
2. Intercultural competence: ICC Pre-Test	Students can evaluate their intercultural competence.	Individual	20 min	Have students fill in the form individually: ICC Pre-Test	Incorporation	Knowledge
3. Lectures, discussions and assignments – 3.1 Meaning and definition of culture 3.2 Culture and Learning English 3.3 Compared and contrasted aspects of English and American cultures with those of Thai local culture	Students can understand what culture is and how it affects learning English. They can also see how Thai culture, English culture, and American culture are similar and different.	Teacher -Students	1 hr.	Lecture and questioning on the topics: 1. Meaning and definition of culture (PPT and Worksheet) 2. Culture and Learning English (PPT and Worksheet) 3.Compared and contrasted aspects of English and American cultures with those of Thai local culture (PPT and Worksheet)	Comprehension	Attitudes
4. British custom and culture, American culture and tradition	Students can practice learning tasks related American and British customs and traditions.	Whole class	40 min	VDO Clips (www.youtube.com and Worksheet)	Practice	Skills of Interpreting and Relating
5.Promotion of British custom and culture, American culture and tradition	Students can discover the knowledge related American and British customs and traditions	Group Work	20 min	VDO Clips and group work activities (www.youtube.com and Worksheet)	Promotion	Skills of Discovery and Interaction
6. Culture affected English for communicating	Students can present their understanding of the impact of culture on English communications.	Group Work	20 min	Have students' oral presentation in the topic "How culture impact through English study and communication" and use worksheet	Outcome	Critical Cultural Awareness
7.Intercultual competence: Assess students' intercultural awareness	Students are assessed the enhancement of their intercultural competence based on learning through Module 1	Individual	1 hr.	Evaluation of Intercultural competence' enhancement using Reflective Writing Module 1	Intercultural Awareness	

Table 5. Module 2 English Communication Influences Intercultural Awareness and Barriers to Intercultural Communication

Module 2: English communication influences intercultural awareness and barriers to intercultural communication   Time: 4 hours

Topics: 1. The elements of culture that shape people's views when communicating in English

2. English usage involving cultural awareness for intercultural communication

3. Barriers in Intercultural Communication Relating to the Use of the English Language

Activities	Leaning objectives	Interaction types	Time	Method of teaching	ICC teaching components	Intercultural Awareness
1. Intercultural awareness and intercultural communication	Students can explain what are same and differences between intercultural awareness and intercultural communication.	Teacher-Students	20 min.	Lecture on the topic "Intercultural awareness and intercultural communication" (PPT and Worksheet)	Knowledge	Knowledge
2. English communication influences intercultural awareness and barriers to intercultural communication	Students can clarify why intercultural awareness is hindered by the use of English as a means of communication.	Group Work	20 min	Allow learners to discuss in groups the reasons why intercultural awareness in English is crucial for effective communication. (PPT and Worksheet)	Incorporation	
3. Lectures, discussions and assignments – 3.1 The elements of culture that shape people's views when communicating in English 3.2 Barriers in Intercultural Communication Relating to the Use of the English Language	1. Students can understand the cultural elements that influence the points of view of English speakers. 2. Students are able of understanding the challenges to English language proficiency that arise from intercultural communication barriers.	Teacher-Students	1 hr.	Lecture on the topic: 1. Comprehending the reasons behind the cultural impact on the perspectives of English speakers. (PPT and Worksheet) 2. The challenges to proficient English that grow due to barriers in intercultural communication. (PPT and Worksheet)	Comprehension	Attitudes
4. What impact culture has on the worldview of individuals	Students can develop an understanding of how culture influences the worldviews of others.	Whole class	40 min	Watching VDO "How Culture Drives Behaviors" (www.youtube.com and Worksheet)	Practice	Skills of Interpreting and Relating
5. How culture drives English speakers' behaviors	Students can produce using English for intercultural communication.	Group Work	20 min	Watching VDO "How language shapes the way we think" (www.youtube.com and Worksheet)	Promotion	Skills of Discovery and Interaction
6. The diversity of culture related challenging in English users	Students can present their learning outcome relating using English in the diversity of culture.	Group Work	20 min	Have students' oral presentation in the topic "The diversity of culture related challenging in English users" (www.youtube.com and Worksheet)	Outcome	Critical Cultural Awareness
7.Intercultual competence: Assess students' intercultural awareness	Students are assessed the enhancement of their intercultural competence based on learning through Module 2	Individual	1 hr.	Evaluation of Intercultural competence' enhancement using Reflective Writing Module 2	Intercultural Awareness	

Table 6. Module 3 Developing Intercultural Competence via the Use of English for Communication: Learning from the Film "Outsourced"

Module 3: Developing intercultural competence via the use of English for communication: Learning from the film "Outsourced"   Time: 8 hours

Topics: 1. The development of intercultural competence in English for communication

2. Communication and utilization of English through verbal and nonverbal means

3. Communication strategies for handling cultural differences in English for communication

4. Acquiring Intercultural Competence in English Language Developing in India: An Analysis of the Film "Outsourced"

Activities	Leaning objectives	Interaction types	Time	Method of teaching	ICC teaching components	Intercultural Awareness
1. Intercultural competence elements important to the study of English	Students can explain how the intercultural competence components have affected their English studies.	Teacher -Students	30 min.	Lecture on the topic "Intercultural competence elements important to the study of English" (PPT and Worksheet)	Knowledge	Knowledge
2. Intercultural competence influenced the development of communication English.	Students can comment on the reasons why the use of English as a method of communication affects intercultural awareness.	Group Work	30 min	Allow learners to discuss in groups the reasons why intercultural competence influenced the development of communication English. (PPT and Worksheet)	Incorporation	
3. Lectures, discussions and assignments – 3.1 "Indian culture and speaking Indian English": cultural differences 3.2 The Outsourced Film Study of English and Indian Culture 3.3 The Outsourced: Plot and Intercultural Competencies between English and Indian	1. Students can understand "Indian culture and speaking Indian English": cultural differences 2. Students are able of understanding Outsourced Film Study of English and Indian Culture. 3. Students can comprehend Outsourced: Plot and Intercultural Competencies between English and Indian	Teacher -Students	1 hr	Lecture on the topic: 1. Cultural differences in understanding "Indian culture and speaking Indian English"(PPT and Worksheet) 2. The motivation for viewing The Outsourced Film Study of Indian and English Culture (PPT and Worksheet) 3. The Outsourced: Plot and English and Indian Intercultural Competencies (PPT and Worksheet)	Comprehension	Attitudes
4. Gain awareness of other cultures by viewing the movie "The Outsourced."	Students can develop an understanding of awareness of other cultures by viewing the movie "The Outsourced."	Whole class	2 hr.	Watching the film "The Outsourced" (www.youtube.com and Worksheet)	Practice	Skills of Interpreting and Relating
5. From the viewpoint of students resulting from The Outsourced	Students can produce using English for intercultural communication.	Group Work	30 min	Processing the students' viewpoint on The Outsourced (Worksheet)	Promotion	Skills of Discovery and Interaction
6. The diversity of culture shown via The Outsourced	Students can present their learning outcome relating the diversity of culture shown via The Outsourced	Group Work	30 min	A discussion of the cultural diversity revealed in The Outsourced (Worksheet)	Outcome	Critical Cultural Awareness
7.Intercultural competence: Assess students' intercultural awareness	Students are assessed the enhancement of their intercultural competence based on learning through Module 3	Individual	1 hr	Evaluation of Intercultural competence' enhancement (Reflective Writing Module 3)	Intercultural Awareness	

3.4 Data Collection

During the data collection process, three distinct instruments gathered both quantitative and qualitative data. 1. questionnaires assessing the enhancement in the intercultural competence of Thai EFL tertiary students; 2. pre- and post-testing to assess the enhancement in the intercultural competence of Thai EFL tertiary students; and 3. in-depth interviews with a focus group.

3.5 Validity and Reliability

The instruments used in this investigation were subjected to validity and reliability tests, as described below:

3.5.1 Validity

Five English language teachers looked at the whole dataset and did an item-objective congruency (IOC) test on each item on the research tool and in the data collection to make sure it was whole and correct. As suggested by Baker (2008), an item was considered accepted if it obtained a score of 0.5 or greater.

3.5.2 Reliability

During phase 1, a pilot study was conducted to assess the internal consistency and reliability of the Cronbach's alpha used in the data collection process. This study took this action to ensure the reliability of the gathered data. Furthermore, the pilot study was conducted to assess the validity and reliability of all data collection instruments, as well as to ensure that the language used during data collection was easily understood (Deardorff, 2009).

3.6 Data Analysis

This study used qualitative and quantitative data analysis in instructional education (Thurlow, 2008). The questionnaire-derived descriptive statistics were analyzed. This study defined descriptive statistics as the analysis, summarization, and presentation of findings from a data set derived from a sample or the entire population. Descriptive statistics consisted of three primary categories: frequency distribution, central tendency measures, and variability measures (Naeini, 2005).

4. Results

To present the research findings aimed at determining the effectiveness and quality of the ICC teaching model, the researcher presented the following results:

4.1 The Improvement of English Proficiency

Table 7. The Improvement of English Proficiency

English Competence	The enhancement of competence in the English language		Interpretation
	$\bar{x}$	S.D.	
1.Speaking	4.68	0.64	Very high
2.Listening	4.44	0.61	Very high
3.Wrting	4.44	0.61	Very high
4.Reading	4.25	0.76	Very high
Total	4.50	0.64	Very high

As demonstrated in Table 7, the results revealed that the students with the highest scores ($\bar{x}$ = 4.68) experienced an improvement in their English-speaking proficiency. The second majority of students, carrying an equal pair of English skills, acknowledged an improvement in their competence in the two areas of listening and writing ($\bar{x}$ = 4.44). The third group of students concurred that their English reading proficiency had improved ($\bar{x}$ = 4.25).

4.2 The Posttest Scores Significantly Exceeded the Pretest Score

Table 8. The Pretest and posttest score findings

Research Instruments	Mean	S.D.
Pretest	51.13	9.88
Posttest	57.99	11.05

This study used the mean scores from the pretest and posttest to assess the participants' progress in developing intercultural competence in English language acquisition during phase 3 of the research. The data presented in Table 8 indicates that the mean pre-test score of the individuals involved was 51.13, with a corresponding standard deviation (SD) of 9.88. After implementing the ICC-based instructional model, students achieved an average score of 57.99 on the post-test. The standard deviation (SD) for this average score was 11.05. The average pre-test and post-test scores showed a statistically significant difference in the improvement of intercultural communicative competence.

4.3 Modules 1 through 3 had Effective, High-quality Teaching Modules to Enhance Students' Intercultural Competence

Table 9. Modules 1-3 Instruction's Comprehensive Results Could Potentially Improve Students' Intercultural Proficiency

English Skills	The effectiveness in enhancing intercultural competence		Interpretation
	$\bar{x}$	S.D.	
1. Knowledge	4.85	0.36	Very high
2.Attitude	4.80	0.68	Very high
3.Skills	4.45	0.67	Very high
4.Awareness	4.33	0.88	Very high
Total	4.60	0.54	Very high

Table 9 presents the significant findings, which suggest that students were all in agreement that modules 1–3 contained the potential to strengthen the intercultural competence of Thai tertiary EFL students. The highest quality ($\bar{x}$ = 4.85) indicated that there was an enhancement in students' intercultural knowledge. Based on the second rating ($\bar{x}$ = 4.80), it is possible to conclude that students' intercultural attitudes increased. As the third criterion, intercultural competence among students expanded ($\bar{x}$ = 4.45). The fourth finding was that intercultural awareness among students improved ($\bar{x}$ = 4.33).

4.4 The Overall Agreement among Students Indicated that Module 3 Had a Significant Impact on Enhancing Students' Intercultural Awareness

Table 10. Module 3, Which Possessed the Highest Quality, Significantly Improved Students' Intercultural Competence

ICC modules	The quality of modules 1–3		Interpretation
	$\bar{x}$	S.D.	
1. Module 3	4.88	0.30	Very high
2.Module 1	4.80	0.68	Very high
3. Module 2	4.65	0.66	Very high
Total	4.70	0.56	Very high

In accordance with the results given in Table 10, students rated Module 3 as having the greatest and most significant impact ($\bar{x}$ = 4.88) on enhancing the intercultural competence of Thai EFL tertiary students. The second finding assessed the quality of Module 1's enhancement of Thai EFL tertiary students' intercultural competence at $\bar{x}$ = 4.80. We assessed Module 2's productivity in enhancing the intercultural competence of Thai EFL tertiary students and ranked it third, with a score of 4.65.

4.5 The Research Methodology's Quality and Efficacy Were Demonstrated by the Overall Research Findings

As shown in Table 11, the research findings indicate that the research design and methodology developed for this study are capable of addressing all three research questions. Data collection and analysis demonstrate the potential of the developed ICC-teaching model to significantly enhance the intercultural competence of Thai EFL students.

Table 11. The Research Methodology Was Capable of Addressing Research Goals and Delivering Effective Results

Three phases of the study	Research Methodology	The research results
Phase 1		
Phase 1: Developing the ICC-Based Instructional Model to Enhance Thai EFL Tertiary Students' Intercultural Competence	**Step 1:** Reviewing Related literature on the ICC-Based Instructional Model	**Step 1:** Seven ICC teaching components were identified as appropriate for Thai tertiary EFL students.
	Step 2: Analyzing Needs on Learning and Teaching Intercultural Communicative Competence (ICC)	**Step 2**: Acquired the needs of learners and teachers in order to develop the ICC teaching model and material.
	Step 3: Designing the ICC-Based Instructional Model	**Step 3:** The instructional model that was developed during the evaluation of the IOC by five experts.
	Step 4: Trying Out the ICC-Based Instructional Model for One Group	**Step 4:** Evaluation and development of the findings were conducted prior to testing in phase 2.
Phase 2		
Phase 2: Implementing the ICC-Based Instructional Model for One Group	**Step 1:** Orientation and Pre-Test	**Step 1:** Student orientation and pretesting were conducted, S.D.9.83
	Step 2: Treatment the ICC-Based Instructional Model with One Group	**Step 2:** Module 3 was chosen for use in this phase.
	Step 3: Post-Test	**Step 3:** The posttest score was higher than the pretest estimate by S.D.10.05
Phase 3		
Phase 3: Evaluating the ICC-Based Instructional Model for Two Groups	**Step 1:** Orientation and Pre-Test	**Step 1:** Student orientation and pretesting were conducted, S.D.9.88
	Step 2: Treatment the ICC-Based Instructional Model with Two Groups	**Step 2:** Module 1-3 were tested in this step
	Step 3: Post-Test	**Step 3:** The posttest score was higher than the pretest estimate by S.D.11.05

5. Conclusion

5.1 The Study Examines the Effectiveness of the ICC-based Teaching Model in Enhancing the Intercultural Competence of Thai Tertiary EFL Students

In order to assess the effectiveness of the developed ICC-based instructional model, the researcher identified two distinct categories of effectiveness that were relevant to EFL classrooms. The following are two conclusions:

1. The ICC-based instructional model effectively improved Thai tertiary EFL students' English proficiency, with English-speaking ability being the highest overall outcome.

The findings presented on the enhancement of students' English language competence revealed that an overwhelming majority of students ($\bar{x} = 4.80$) reported an enhancement in their ability to speak English. These findings demonstrated the effectiveness of the English classroom task, which aimed to enhance students' English communication in a variety of intercultural situations. Furthermore, the developed and devised ICC teaching modules 1-3 demonstrated the capacity to enhance students' English-speaking skills and intercultural competence.

2. Overall, the ICC-based instructional model effectively improved the intercultural competence of Thai tertiary EFL students.

The study concluded that the developed ICC teaching modules 1–3 were capable of enhancing the intercultural competence of Thai EFL tertiary students in all four areas. Initially, the study enhanced the students' intercultural knowledge and comprehension of various topics, including greetings, festivals, food and drink, famous landscapes, hand and arm gestures, head movements, physical postures, communication conventions, cultural norms, concepts of

beauty and jokes, work culture, and religion and belief systems.

Next, they improved their intercultural attitudes. They could demonstrate their readiness to modify their actions to correspond with the standards of individuals from a variety of English cultural backgrounds or countries.

Thirdly, students enhanced their intercultural skills by recognizing and clarifying the causes of misunderstandings from various cultural perspectives, engaging in conversations with individuals from different countries or cultures, and understanding the communication conventions of others.

Fourthly, they developed an increased awareness of the fact that individuals from a variety of cultural contexts have unique social norms and customs, as well as distinct modes of self-expression and communication. Furthermore, they asserted that conversing with individuals from other cultures enhances their understanding of their own culture. The students comprehend the concept that the interpretation of an event or document may differ among individuals from a variety of countries or cultures, as demonstrated by discussions about politics, historical writing, or media channels.

5.2 The Quality of the ICC-based Teaching Model in Enhancing the Intercultural Competence of Thai Tertiary EFL Students is Noteworthy

Overall, the development of teaching modules 1–3 significantly enhanced the intercultural competence of Thai EFL tertiary students. This study has designed ICC learning sources, English classroom activities, and teaching materials that have the potential to enhance students' intercultural competence by improving their knowledge, attitude, skills, and awareness. This study on ICC teaching models could enhance the intercultural competence of students in English classrooms in Thailand and other countries that teach English as a foreign language. Given the study's effectiveness, other EFL instructors interested in this topic could adapt and modify their search for similar ICC teaching materials that inspire students' intercultural competence.

6. Discussion

Based on the research conclusions and findings, the study could discuss the effectiveness of the ICC teaching modules in enhancing Thai EFL students' intercultural competence. In module 3, the researcher selected the movie "Outsourced" to supplement ICC instruction in EFL classes in Thailand. This study found that the selected movie could improve students' intercultural communication. The movie exposed students to cultural diversity, necessitating that they utilize their English language skills to communicate with individuals from diverse English-speaking backgrounds. The teaching modules developed for this study can serve as exemplary teaching models for EFL teachers in Thailand and other countries. EFL students can use these modules as instructional material to explore the diversity of Indian culture within the context of American and English culture, traditions, and norms. (Baker, 2015; Deardorff, 2006; Naeini, 2005)

Remarkably, the global trend towards internationalization has significantly impacted and reshaped the field of English education. As evidenced by the findings of this study in contemporary times, individuals employ the English language in several settings, including international and global interactions, World Englishes (WE), and as a common language for communication amongst speakers of different native languages. The English language surpasses national borders. EFL instructors' primary duties include equipping EFL students with the necessary skills to cultivate intercultural competency, enabling them to embrace the diverse ways in which English is used across different cultures. The research findings indicate that English as a Foreign Language (EFL) teachers, regardless of whether they are in Thailand or other countries where English is not the primary language, may improve students' ability to interact effectively with people from different cultures in EFL classrooms by using the Intercultural Competence (ICC) teaching model. The objective of this strategy is to enhance students' ability to understand and communicate effectively in English across various cultural and linguistic situations. In summary, we can encapsulate this conclusion as follows: In the current era of globalization, one of EFL teachers' duties is to educate students in EFL courses about different English language practices and cultures, fostering awareness and understanding (Kachru, 1985).

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