

Development of College Students’ Intercultural Competence Through Learning Languages Other Than English – Positive Affect and Improvement on Intercultural Knowledge

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The development of intercultural competence (IC) is generally considered a companion of foreign language learning, but relevant studies have been almost exclusively limited to English. These findings could hardly be applied to languages other than English (LOTes) since English has become a global lingua franca and is now very different from LOTes in cultural representations. While there have been resources devoted to LOTes in higher education in Taiwan, not much is known about these learners’ IC development. This study attempted to reveal the possible effects of LOTE learning on IC development. Participants were college students, at a university in northern Taiwan, enrolled in the first two years of the eight most popular LOTes (Japanese, Korean, Vietnamese, Thai, Indonesian/Malay, German, French, and Spanish). They participated in an IC questionnaire survey at the beginning, middle, and end of the school year. A total of 281 complete data sets were matched from the three waves of surveys. Statistical analyses were carried out to examine if possible differences existed across time and among learner subgroups. Among the five IC constructs of affect, consciousness, knowledge, behavior, and self-efficacy, the affect was ranked the highest from the first wave of surveys and did not change for the rest of the year. Knowledge, although the lowest among the five constructs, improved most significantly. Most changes occurred in the first semester and then leveled off. Differences in IC and its levels of change also existed between gender and among geographical clusters of languages, with females improving more than males, and European language learners outperforming Southeast/Northeast Asian language learners. LOTE learning, in the absence of deliberate intervention, could improve college learners’ IC at significant levels

within the course of one semester, and such effect was revealed more prominently in the construct of knowledge. However, if IC improvement beyond the first semester and the construct of knowledge is desired, some deliberate curricular arrangements and special instructional designs might be necessary.

Keywords: intercultural competence, learning languages other than English (LOTEs), higher education, multilingual language acquisition, communicative competence

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Introduction

The necessity to prepare learners as global citizens who can function effectively in an increasingly complex and inter-connected world has been well acknowledged by educators at all levels around the world. This ability to interact appropriately with people from different cultures is closely associated with foreign language (FL) communicative competence (Alptekin, 2002; Bennett, Bennett, & Allen 2003; Byram, 1997). As pointed out by Byram (1988, p. 15), communicative competence is not merely an aggregation of neutral, culture-free linguistic skills but involves 'the development of new perceptions and insights into foreign and native cultures alike'. Consequently, educational authorities in many countries have now incorporated cultural and/or intercultural dimensions in their policy documents and FL curriculum guidelines (Byram, 2014). Although practices are changing and research on the concurrent development of FL and intercultural competence (IC) has proliferated, a recent review of empirical studies indicated that the dominant target language studied has been English (80%), and the cultures in question have been mostly Anglophone and western cultures (Avgousti, 2018). This phenomenon may be a natural result from the fact that English as a lingua franca (ELF) is now ubiquitously the first choice of FL learning, but the current ELF-laden conceptualizations may be insufficient for a complete understanding of multilingual and multicultural development. To acknowledge potential biases, scholars have called for attention and research efforts to be devoted to many languages other than English (LOTes) (Ushioda & Dörnyei, 2017). One major reason for the need of such a rebalance between ELF and LOTes has to do with the distinctive nature of today's ELF, which has evolved into a language transcending national and cultural boundaries (Pinner, 2016), in contrast to that of the myriad of LOTes which mostly bear discernable cultures with their own uniqueness.

Another problem in current research has to do with the diverse ways culture could be embedded in FL courses. Despite the fact that IC development is usually presumed an expected natural companion of FL learning and that teachers from different countries appear to have the consensus that interculturality is part of their work (Young & Sachdev, 2011), most researchers studying learners' development of IC tend to focus on specifically arranged intercultural interventions such as studying abroad (e.g. Marijuan & Sanz, 2018; Schartner, 2016; Terzuolo, 2018); bilingual programs (Abduh & Rosmaladewi, 2018); cross-border telecollaborations using the

Internet and digital facilities (e.g., Avgousti, 2018; Çiftçi, 2016; Liaw, 2006); training involving simulations and behavior modifications (Fischer, 2011); international joint degree programs (Yarosha, Lukicb, & Santibáñez-Gruberc, 2018); and viewing films (Chao, 2012), among others. While such thoughtful interventions may be desirable, in the majority of day-to-day FL classrooms, teachers and students do not always have the time or the financial, technological, and administrative resources to access the aforementioned opportunities. The more straightforward relationship of the learning of FL and IC may not be adequately explained by what we already know from current literature that focuses more on deliberate treatments of culture. To date, little is known about learners' IC development within the more prevailing FL classes where IC is not so conspicuously incorporated.

Based on the two problems explicated above, the current study attempted to examine learners' IC development in a number of LOTEs in the course of one school year at a university where deliberate intercultural intervention was neither prescribed to teachers for their curricula from top down nor deliberately arranged by researchers who wanted to study IC development. More specifically, the study tried to uncover 1) LOTE teachers' manifestation of culture in their self-determined syllabi, 2) LOTE learners' IC as measured at the beginning, middle, and end of a year, 3) patterns of IC change or lack thereof, and 4) similarities or differences among learner subgroups of gender, geographical area clusters of languages, and students' seniority in LOTE learning.

Literature Review

IC is relevant beyond disciplinary boundaries, which may also explain why IC is represented in a multitude of slightly different terms and theories from scholars in psychology, sociology, business management, communication studies, in addition to education in general and FL education in particular. Some of these theories highlight distinctive stages of IC development (e.g., Bennett, 1993); others aim at describing and understanding IC through its components (e.g. Byram, 1997).

For the current study, participating students stayed in the same classroom throughout a school year with the same teacher and group of learners. Because these participants did not go through the same experiential stages as their counterparts who studied abroad or interacted cross-culturally, I chose to follow the framework provided by compositional theories that look at the components of IC, especially

those signifying the earlier stages of IC development. Among them, Byram's (1997) multimodal model of IC is adopted and briefly discussed first.

Developed from his FL teaching context in Europe, Byram's IC model (1997) perceives IC as separate from linguistic competence in the target language. It pertains to one's attitude, knowledge, skills of discovery and interaction, skills of interpreting and relating, and critical awareness related to his/her own and other cultures. From this perspective, a person with IC is curious about other cultures and is ready to reflect on and refine beliefs about one's own and other cultures, rather than believing that his/her perspective is natural and unquestionable. Although a detailed discussion of other IC theories is not included in the scope of this research, Byram's model does share common ground with many other frameworks (e.g. Deardorff, 2006; Fantini, 2009) in their core IC building blocks. These blocks involve knowledge, attitude, skills, and awareness, often referred to as KASA (Yarosha et al., 2018), despite sometimes being represented by different terms.

Results from empirical studies in higher education appear to be mixed, as students' IC reportedly did not always improve when IC training was present or an intercultural encounter occurred. With a focus on the increasingly internationalized college campus, Lantz-Deaton (2017) examined the UK and non-UK freshmen students' IC development over seven months at a culturally-diverse British university. Results of her two-wave questionnaire survey revealed that students' initial IC was characterized by ethnocentrism. Moreover, there was little IC change over time, despite the fact that most of the participants stated having intercultural friendships and positive feelings toward intercultural interactions. Lantz-Deaton (2017) thus cautions against the naïve belief that cultural experience or immersion itself can automatically lead to learning. In a similar context, Schartner (2016) investigated the effect of studying in the UK on non-UK graduate students' IC. Over nine months, these sojourners' attitudinal and cognitive aspects of IC, i.e. cultural empathy and open-mindedness scores, dropped significantly. Meanwhile, the behavioral aspects, i.e. social initiative and flexibility, remained unchanged. Like Lantz-Deaton (2017), Schartner (2016) challenges the presumption that simply being abroad could result in IC development. In a shorter timeframe of six weeks and in the absence of authentic intercultural immersion, Fischer (2011) implemented an IC training program containing lectures, a simulation game, and a behavior modification session. His pre- and post-treatment comparison indicated that cultural essentialist beliefs became more serious after the training. Significant decline was

also observed in cognitive cultural intelligence, i.e. the capability to function and manage in culturally diverse settings. Fischer's (2011) explanation suggests that students may have been transitioning from an "unconscious incompetence" to "conscious incompetence" stage. The latter stage is more advanced with enhanced awareness of limits on cultural knowledge.

Two recent reviews offered a more comprehensive picture of learner IC development by consolidating findings from empirical studies employing online exchanges and telecollaboration (Avgousti, 2018; Çiftçi, 2016). Avgousti's (2018) analysis of 57 publications summarized research characteristics as types of web 2.0 tools and modes of communication used. Among them, in addition to the fact that 80% of the target language was English, Avgousti (2018) pinpoints the evident scarcity of quantitative studies and attributes this to the complexity of IC skills. Another notable discovery was, in the prevalent use of Byram's model (1997), the most frequent mention of knowledge of one's own and others' culture when IC development was evaluated. This indicates that the knowledge aspect of IC, as opposed to attitude, behavior, etc., may be more malleable. Similarly, Çiftçi's (2016) synthesis of 26 papers points to an overall increased knowledge of one's own and others' cultures, although there were varied levels of IC development in other aspects. Despite generally positive reports of satisfaction with IC learning, Çiftçi (2016, p. 318) is quite reserved, describing learner IC development as merely being 'on the way'. The major reason for this caution, according to Çiftçi (2016), is the lack of in-depth analysis and of detailed reports as most studies reviewed were designed around language learning/teaching. In addition, the reports in terms of IC development tend to be superficial.

Particularly in the higher education FL learning context in Taiwan, quite a few studies offered relevant insights on the IC development of similar populations. Liaw's (2006) English-as-a-foreign-language (EFL) students read English articles related to their own culture and exchanged reflections with American counterparts on an electronic discussion forum. Applying Byram's criteria in analyzing students' email exchanges, Liaw found evidence of IC improvement in both interest in and knowledge about students' own culture as well as other's. In another study, Chao (2012) designed a course using nine movies of various cultural topics to foster EFL learners' IC. Based on analysis of students' diary entries, Chao found progress in the development of intercultural motivation, attitude, knowledge, and awareness.

Two more studies provided descriptions of Taiwanese college students' IC.

Chao (2014) consulted six published IC scales and developed one especially for college EFL learners in Taiwan. Her scale contains five IC factors. A subsequent nationwide survey revealed that students scored highest on affective orientation, followed by intercultural consciousness, self-efficacy, knowledge of intercultural interaction, and behavioral performance. On the first two factors, female students scored significantly higher than male students. Moreover, by dividing participants into four geographic areas and two types of universities, Chao found students from regular universities in the north, i.e. higher academic achievers from the more cosmopolitan region of Taiwan, consistently outperformed their peers from other locations and other types of colleges in all the five aspects of IC. For a subpopulation, Su (2018) focused on a technological university in southern Taiwan, i.e. students from the lower end (ranked 6th among 8 groups across five IC aspects) in Chao's (2014) IC comparison, and examined the relationship between intercultural sensitivity, ethnocentrism, and a few factors related to EFL learning. The highest correlation was found between learners' intercultural interaction engagement and confidence. Interestingly, these two factors also had positive correlation with ethnocentrism. Su explained that ethnocentric learners may also have higher self-esteem, which may lead to higher confidence and the desire to converse with people from other cultures.

Methodology

The research context

The study was conducted at a university in northern Taiwan (similar to those participants with the highest IC in Chao, 2014) which has a total of around 10,000 undergraduate and 6,000 graduate students studying in 34 departments of law, science, commerce, communication, education, international affairs, liberal arts, social sciences, and foreign languages and literature. A variety of LOTE courses have been offered as electives to the entire student population since 2004 on this campus. As of 2017, 1,892 students registered in 43 course sections learning 21 different LOTEs, but individual class sizes ranged from a handful of students to nearly a hundred. Among these 21 LOTEs, almost 90% of learners concentrated on 8 languages in 3 geographical areas. They were the European languages of German, Spanish, and French; the Northeastern Asian languages of Japanese and Korean; and the Southeastern Asian languages of Thai, Vietnamese, and Malay/Indonesian. These

LOTE courses all bore 3 credits with 3-hour weekly class meetings and lasted for an 18-week semester. Most were offered as I and II for two consecutive semesters in a school year. Additionally, III and IV for second-year learners were available for one section each semester for German, Spanish, French, Japanese, Thai, and Malay/Indonesian at the time of this study. Decisions for offering such second-year courses were partly due to learner demand and partly restricted by teacher availability. Each school year from the first to the second semester, there was a regular attrition in the number of students remaining registered. For the 2017 school year, the attrition rate stood at 24%, with the total student number dropping from 1,655 in Fall 2017 to 1252 in Spring 2018.

Twelve teachers taught these eight selected LOTE and, in the absence of top-down curriculum guidelines, they had full autonomy in designing their courses and choosing materials. Still, university mandated requirements, such as publicizing syllabi on the university website in designated format ahead of course selection period, were followed by all. Five of the twelve teachers were full-time lecturers teaching a minimum of fifteen hours per week and others were adjuncts. Seven of these lecturers were native speakers of the language they taught and others spoke Mandarin Chinese as their native tongue.

Procedures

The procedure involved two separate parts: syllabi collection and analysis as well as three waves of questionnaire surveys and statistical analyses.

A total of 34 unique online syllabi written in Chinese or bilingually in Chinese and English for the school year from all involved courses were downloaded from the university website. The course descriptions, teaching objectives, and weekly plans of these syllabi were studied for phrases and statements related to culture. Both the researcher and a trained research assistant performed the syllabi analysis independently by highlighting and tallying culture-related aspects in the syllabi. They then compared findings and resolved discrepancies through discussion.

For the questionnaire survey on LOTE students' IC, all 12 instructors were contacted by email in early September 2017 with an explanation of the study to request permission to inform students of the survey and to invite them to participate. With permission, the invitation was then extended by two research assistants visiting students during their breaks in between class periods with leaflets detailing the background, purposes, and logistics of the survey. A QR code on the leaflet provided

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electronic access to the survey website for smartphone users. Participation was voluntary and incentives were provided in a raffle drawing system. Questionnaire items were identical throughout three waves of data collections, which were conducted in weeks 3-5 of Fall 2017, weeks 16-18 of Fall 2017, and weeks 16-18 of Spring 2018. On the online survey portal, participants read the researcher's invitation letter, were informed of their rights, provided consent, rated their agreement level on a 5-point Likert scale to the IC statements, and gave personal demographic information. The survey was anonymous and participants were reminded that they were expected to express their true feelings, which were independent from their course performance. Each participant was assigned a code in the survey system so that data matching among the three waves would be possible.

Participants

A total of 281 students (22.44% of the population) completed all three waves of the surveys and these data sets were used for statistical analysis. As shown in Table 1, females accounted for 71% of the population and 73% of the sample. The majority of learners took the LOTE course for the first year; only 13% of the population and 16% of the sample were in the second year of their LOTE studies. In terms of languages in the three geographical clusters, about 60% took European languages; more than a quarter took Northeastern Asian languages; and 11% in the population and 16% in the sample chose Southeastern Asian languages. The average age was 19.83.

Table 1 *Distribution of participants in the population and sample*

		By Gender		By Year of Study		By Language Clusters			Total
		Male	Female	1 st year	2 nd year	European	NE Asian	SE Asian	
Populat	Number	362	890	1089	163	756	363	133	1252
	% Population	28.91%	71.09%	86.98%	13.02%	60.38%	28.99%	10.62%	100%
Sample	Number	75	206	235	46	164	72	45	281
	% Sample	26.69%	73.31%	83.63%	16.37%	58.36%	25.62%	16.01%	100%

Instruments

Although an IC scale designed specifically for Taiwanese college LOTE learners was desirable, the researcher could not find such an instrument in the existing literature. The IC scale developed by Chao (2014) was adapted for use in this study firstly because it was designed specifically for a similar learner population, i.e. Taiwanese college FL learners, and secondly because it was available in both English and the participants' first language, Chinese.

Moreover, according to Chao (2014, p. 89), this IC scale 'not only includes the primary features of IC literature but also takes language ability (i.e., ELF ability) into consideration, which has been ignored in most IC studies...'. Although it was used on EFL learners, only one item directly referred to the respondent's English language ability (i.e. I can effectively use English to communicate with other people of different cultural backgrounds.), and all other statements referred to culture in general terms without reference to specific languages or cultures. That is, statements regarding culture in this instrument are generic with such wordings as 'other cultures', 'different cultures', 'a particular culture', 'intercultural communication', and 'intercultural situations'. Based on relevant IC theories, Chao's (2014) IC scale had been validated with data from 1,117 Taiwanese EFL learners in eight universities. The five IC constructs are:

- Affective** orientation to intercultural interaction (including motivation, willingness, and attitudes) toward intercultural communication,

- Display of intercultural **consciousness** (attentive preparation, self-monitoring, and reflection before, during, and after intercultural contact),

- Knowledge** of intercultural interaction (cultural-general, culture-hybrid, and cultural-specific knowledge),

- Self-efficacy** in intercultural situations (self-confidence and appropriate self-adjustments), and

- Behavioral** performance in intercultural interaction (language abilities, use of communication strategies, and interactive behavior).

Chao's original scale was piloted with five student informants who did not participate in the formal study at the university where this study was conducted. This pilot was followed by researcher-informant discussions. One item (i.e. I know how

to use the culture-value approach to understand the attitudes and behaviors of people from different cultures.) was deleted due to informants' inability to fully understand the meaning. One item was added right below the one on English ability to contrast English specifically as a lingua franca as opposed to all LOTE in general. Therefore, these two parallel and adjacent items became 'I can effectively use English (or foreign languages) to communicate with other people of different cultural backgrounds'. With one deletion and one addition, the adapted IC scale (see Appendix for the finalized Chinese version) consisted of thirty items – 6, 5, 8, 8, and 3 each for the five IC dimensions of affect, consciousness, knowledge, behavior, and self-efficacy.

Results

“Culture” manifestation in LOTE syllabi

Based on the analysis of the 34 syllabi collected, culture was incorporated in these LOTE courses to various degrees. By course sections, 20 of the 34 syllabi showed that teaching the cultures of the LOTEs was intended by the instructors, while the other 14 did not have any such manifestation. For German, French, and Spanish, culture was more prominently an objective in the earlier semesters than in latter ones, as it was stated in Sections (i.e., semesters) I and III (Fall semester) but not II and IV (Spring semester) for German, I and II (first-year courses) but not III and IV (second-year courses) for French. It was also an objective in I and II (first-year courses) but not III and IV (second-year courses) for Spanish. By instructors, only one teacher, i.e. a Japanese teacher, did not include any culture-related statements in any of her syllabi. The other Japanese teacher, together with the Korean, Indonesian/Malay, and Thai teachers stated the teaching of culture explicitly in all of their syllabi. The Vietnamese teacher, however, referred to culture only once in her two syllabi.

As for the five IC dimensions, most of the culture-related statements in the syllabi clearly fell upon the dimension of knowledge. More specifically, the word 'culture' in the syllabi was mostly collocated with verbs such as understand, know, introduce, explain; nouns such as life, nation, society, thoughts, customs, practices, activities; and adjectives such as local, authentic, social, and names of countries related to the particular LOTEs. Only two of the syllabi mentioned learner behavior

(i.e., punctuality and self-management of the German way, ability to socialize with local people when travelling to France) as a goal. Reference to the other three IC dimensions was nonexistent or could hardly be inferred based on written texts.

To be more precise, explicit mentions of the word ‘culture’ occurred 134 times in these syllabi. By using the search function in Word to locate these 134 mentions, it was found that they did not distribute evenly across languages. A breakdown of the explicit ‘culture’ mention in the syllabi as it appeared in course descriptions, course objectives, and weekly plans is shown in Table 2. The number of mentions ranged from 1 for Vietnamese to 75 for French, showing substantial variation. The frequency of the word ‘culture’ was the highest in the French syllabi, followed by Spanish. Such frequency was relatively small in the two Northeast Asian languages with combined total mentions of 8 only.

Table 2 *Number of explicit mentions of ‘culture’ in parts of the 34 LOTE syllabi*

Three clusters	Language (# of teachers)	Course description	Course objectives	Weekly plan	Subtotal	Total
Northeast Asian	Japanese (2)	2	2	2	6	8
	Korean (1)	0	1	1	2	
	Vietnamese (1)	0	0	1	1	
Southeast Asian	Malay (1)	12	4	0	16	27
	Thai (2)	5	4	1	10	
European	German (1)	0	0	2	2	99
	French (2)	5	5	65	75	
	Spanish (2)	2	4	16	22	

Statistical results of three IC surveys

Statistical analyses were performed using the software R. The reliability of scales and subscales, as represented in Cronbach alpha values, across measurements at the beginning, middle, and end of the school year, is shown in Table 3. Figures range from .81 to .91 with consciousness generally at the lower end and affect and behavior consistently having higher values.

Correlation coefficients among the five subscales at three measurement points were calculated. All of the 30 coefficients stood at the $p < .01$ significance level, with

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the lowest figure being 0.408 between affect and knowledge at Wave 3 and the highest being 0.728 between affect and efficacy at Wave 1.

Table 3 *Reliability of scales (Cronbach alpha values)*

ICC subscales	# of items	Wave 1	Wave 2	Wave 3
Affect	6	0.91	0.91	0.89
Consciousness	5	0.81	0.81	0.81
Knowledge	8	0.90	0.87	0.89
Behavior	8	0.89	0.89	0.90
Efficacy	3	0.86	0.86	0.88
Entire IC scale	30	0.89	0.88	0.87

Descriptive statistics of the subscales measured at the three time points are presented in Table 4. On a scale of 1 to 5, the means ranged from 3.70 to 4.43 in Wave 1, from 3.84 to 4.48 in the Wave 2, and from 3.88 to 4.51 in Wave 3. The IC subscales with the highest means and lowest standard deviations at the three measurements were consistently affect, with its means fluctuating from 4.43 to 4.48 and to 4.51. Consciousness steadily remained the second, with the three means at 3.99, 4.14, and 4.12. Rankings of the other three subscales did not maintain such consistent patterns. Comparatively, self-efficacy had the lowest of means and highest standard deviations.

Table 4 *Descriptive statistics of IC subscales from 3 waves of surveys*

	3 measurements across time (n=281)								
	Wave 1			Wave 2			Wave 3		
	M	SD	Rank	M	SD	Rank	M	SD	Rank
Affect	4.43	0.58	1	4.48	0.54	1	4.51	0.49	1
Consciousness	3.99	0.60	2	4.14	0.53	2	4.12	0.55	2
Knowledge	3.70	0.71	5	3.90	0.58	3	3.91	0.61	3
Behavior	3.73	0.70	3	3.88	0.61	4	3.89	0.63	4
Self-Efficacy	3.72	0.84	4	3.84	0.75	5	3.88	0.79	5

Some interesting patterns were found when reviewing results in terms of individual items. While the maximum values remained at 5 throughout for 30 items, the minimum values changed over time. In Wave 2, the minimum values became 2 for items 1, 2, 4, 5, 17, 21, 28, 29, 30. In Wave 3, the minimum values became 3 for items 10, 12, 13 and 2 for items #1, 6, 7, 9, 11, 14, 17, 20, 23, 24, 26, 27, 28, 29, and 30. Among these, items 28, 29, and 30, which all belonged to the subscale of consciousness, had its minimum values steadily increase from 1 to 2 to 3. Minimums for items 2, 4, and 5 of the knowledge subscale increased to 2 in the middle of the year, but decreased to 1 at the end. The 6 items of affect, in descending order for items 10, 14, 12, 13, 9, and 11, had been steadily ranked on the top with no change in order throughout the three measurements. Consistently at the bottom of the 30 items was item 19 of self-efficacy regarding FL communicative abilities. Its counterpart of ELF stood at 21 and 20 among all 30 items. Detailed means and ranking are presented in Table 5. Interestingly, although increase was observed from Wave 1 to Wave 2, both items as well as the mean value remained unchanged in ranking from Wave 2 to Wave 3.

Table 5 *Descriptive statistics of language specific items*

Languages	Wave 1		Wave 2		Wave 3	
	Rank	mean	Rank	mean	Rank	mean
English	21	3.75	20	3.92	20	3.92
Foreign Languages	30	3.10	30	3.36	30	3.36

To examine if any change in IC subcomponents over time reached a significant level, within-subject repeated measure one-way ANOVA were performed for all five factors. First, Mauchly Tests for Sphericity, i.e. the test for homogeneity of variance, indicated that the assumption of sphericity of paired data was not violated in any of the subscales. ANOVA were then run to examine the level of significance of the changes. Results summarized in Table 6 showed that there was no change in affect over time, but the increases in other dimensions reached various levels of significance, ranging from self-efficacy at the .05 level, consciousness and behavior at the .01 level, and knowledge at the .001 level.

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Table 6 *Overall ANOVA results*

	Df.	Sum Sq.	Mean Sq.	F value	<i>p</i> value
Affect	2	0.82	0.4124	1.431	0.24
Consciousness	2	4.04	2.0181	6.363	0.00181**
Knowledge	2	7.60	3.7960	9.397	9.2e-05***
Behavior	2	4.40	2.1822	5.234	0.00551**
Self-efficacy	2	3.90	1.9495	3.093	0.04590*

* $p < 0.05$; ** $p < 0.01$; *** $p < 0.001$

For factors other than affect, follow-up multiple comparisons were made with paired t-tests and Bonferroni post hoc analyses. Results revealed that significant differences occurred from Wave 1 to Wave 2 for behavior ($p < .05$), knowledge ($p < .01$), and consciousness ($p < .01$). However, no significant difference was found from Wave 2 to Wave 3 for any of the five factors.

Further comparisons among subgroups were made to find out about the differences related to gender, language clusters, and years of study. ANOVA results of subgroup comparisons are summarized in Table 7. Female students improved significantly in 3 of the 5 IC subscales, namely consciousness, knowledge, and behavior, and all these improvements occurred at the end of the first semester. Male students, on the other hand, improved only on the factor of knowledge and this improvement did not occur until the end of the second semester. As for language clusters, no difference among measurements were found for both Northeast Asian and Southeast Asian language learners. However, for European language learners, differences were consistently observed for all five IC subscales. Among them, improvement came earliest for knowledge at Wave 2 while for the other four IC aspects improvement was not observable until Wave 3. In terms of years of study, it was clear that for learners who were in the second year of LOTE study, IC did not change across the school year. But for the first-year beginning learners, all IC subscales had significant improvement except affect, and most improvement came early in the middle of the year (for consciousness, knowledge, and behavior). Observable improvement for self-efficacy came later at the end of the year. Furthermore, it could be noted that none of the differences found occurred between

Wave 2 and Wave 3. Table 7 shows the presence and timing of changes in the subgroups.

Table 7 *Summary of ANOVA by gender, language cluster, and years of study*

ICC subscales	Gender		Language Clusters			Years of Study	
	Male	Female	NE Asia	SE Asia	Europe	1 st year	2 nd year
Affect	-	-	-	-	+ 1/3	-	-
Consciousness	-	+ 1/2	-	-	+ 1/3	+ 1/2	-
Knowledge	+ 1/3	+ 1/2	-	-	+ 1/2	+ 1/2	-
Behavior	-	+ 1/2	-	-	+ 1/3	+ 1/2	-
Efficacy	-	-	-	-	+ 1/3	+ 1/3	-

(-): No significant difference was found among the measurements across time.

(+): Significant differences were found among the measurements across time.

1/2: Difference existed between Time 1 and Time 2.

1/3: Difference existed between Time 1 and Time 3.

Discussion

Answers to the four research questions are summarized below. First, without intervention, culture-related elements appeared to be incorporated by LOTE teachers in their courses to various extents, covering mostly the knowledge dimension of IC. Secondly, among the five constructs of IC measured at the beginning, middle, and end of the school year, affect and consciousness were consistently ranked as the highest- and second highest with relatively low variations. In contrast, self-efficacy showed much lower means and highest variations in all three measurements. Thirdly, with regards to change over time, affect, despite having the highest scores at all three time points, was the only construct experiencing no improvement. On the other hand, knowledge, although ranked the lowest at the beginning, demonstrated the most significant improvement. Major changes were observed from Wave 1 to Wave 2, i.e. during the first semester, and little change was found during the second semester. Notably, there was no significant decrease in any of the IC constructs from

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earlier time points to later ones. Finally, further comparisons point to significant differences among subgroups. Female students improved on more IC aspects and earlier than males. Differences among language clusters were also observed. While both Southeastern and Northeastern Asian language learners showed no improvement at all, European language learners improved on every single IC dimension. When learners were grouped together as either learning the LOTE in the first or the second year, the former improved on four of the five aspects. Such improvement was found in the first semester on three of the four aspects, but second-year learners demonstrated no improvement between any two time points.

The findings regarding LOTE learners' initial IC, and in fact no less true in the later stages, indicated that affect and consciousness were ranked first and second by learners as compared to the other three IC elements. This is identical with the findings from Chao's (2014) survey in Taiwan. In particular, participants in this study were similar to one of Chao's eight groups of students that came from the same geographical area and the same type of university who scored higher in all IC aspects than all her other groups. This may probably explain the remarkably high means of affect at between 4.43 and 4.51 on a scale of 5. This means that participants in this study, probably owing to the fact that they chose to enroll in these elective LOTE courses, were quite willing to engage in intercultural interactions and remained so throughout their entire yearlong LOTE studies. They were also conscious of possible dangers such as overgeneralization and essentialist beliefs. These two IC aspects, as operationalized in the instrument in this study, resembled the attitude and awareness elements of KASA (Yarosha et al., 2018) that are attitudinal, affective, motivational, and intentional, all pointing to the learner's positive mindset and willingness for intercultural encounters. Notably, affect was not enhanced during the course of LOTE learning, although it didn't regress either. Whether or not the lack of improvement had to do with its initial high point requires more careful study. Questions worth exploring in future research include how this level and ranking of affect and consciousness compares to that of LOTE learners from other parts of the world and what societal or contextual factors may relate to their formation.

At the other end of the spectrum, in comparison with other IC dimensions, self-efficacy was constantly rated low (Means: 3.72-3.88) with more variations (SD: 0.75-0.84). This is different from Chao's result in which self-efficacy was in the middle among the five IC elements. Another relevant study (Su, 2018) suggests that

confidence was positively related to desire for interaction and ethnocentrism. However, participants in this study, despite demonstrating low self-efficacy, had high levels of desire for interaction as shown in the affective domain. The discrepancy between this and previous studies suggests areas for further research especially in the Taiwanese higher education context. To explain the reasons behind these participants' low efficacy, it is speculated that it was related to their being at the beginner level (i.e. learning for the first and second years). Such speculation is based on the data revealed in Table 5 that participants consistently rated item #19, i.e. foreign language ability, as the lowest among all 30 survey items.

One major finding that resonates with many previous studies is the malleability of knowledge in IC development. Despite being at the bottom in the first measurement, scores of intercultural knowledge showed improvement most significantly. This finding provides further support to conclusions in the syntheses of Avgousti (2018) and Çiftçi (2016), as well as in empirical findings such as those from Chao (2014) and Liaw (2006). That is, knowledge is the IC dimension where the most obvious progress occurred. The fact that an increase was found in European language learners but not Southeastern and Northeastern Asian language learners, and that IC as an objective was stated more explicitly and frequently in the syllabi of European language courses together, reinforce the conviction of the plasticity of knowledge. In other words, among the five IC constructs, knowledge could be enhanced most successfully, especially when IC as an instructional element was openly declared in the instructors' syllabi. Additionally, the differences among language clusters may also have to do with the degree of familiarity associated with the LOTEs and their cultures. In the current study, Europe, European languages, and European cultures are much more distant from Taiwan, and are thus less familiar, compared to the more adjacent Northeastern and Southeastern Asian countries, languages, and cultures.

Significant IC improvement found in this study contrasts results from previous ones conducted in the Anglophone contexts of the U.K. and New Zealand (e.g., Fischer, 2011; Lantz-Deaton, 2017; Schartner, 2016) as discussed earlier. One may speculate that the malleable characteristic of knowledge in IC is more prominent when the target languages are LOTEs rather than ELF because LOTEs are not as omnipresent as ELF. In addition, LOTE learning in itself may readily bring learners unique and novel intercultural information and experiences. The same comparison may be applied to the pair of less familiar and more distant LOTEs against more familiar and geographically closer ones. The exact discrepancy between LOTE and

ELF or among various LOTE in boosting intercultural knowledge warrants further investigation.

Answers to the third and fourth research questions suggest that effects of LOTE lessons on IC development were immediate but could saturate soon after the first semester. Increases in scores happened mostly by the end of the first semester and became sparser and smaller in scale afterwards. Furthermore, when second-year learners were compared to first-year ones, this saturation with time was even more apparent in that the former did not experience any change at all. However, unlike some regressions observed with IC interventions (e.g. training program in Fischer 2011; study abroad in Schartner 2016), scores of different IC components did not experience any downturn. The findings in this study seem to suggest that LOTE learning at the beginner level, perhaps with a novelty element, could itself be an effective and efficient means of enhancing IC. Nevertheless, it would be unrealistic to expect IC improvement beyond that initial level if no specific interventions on IC were planned or implemented. In addition to comparisons between language clusters and learner seniority, the fact that females improved more and earlier than male students suggests that a gender difference exists in IC development. It may also suggest that females are more open to new cultures.

Limitations and Implications

Before extending to implications from the above findings, it is necessary to discuss constraints based on the research design. First, this longitudinal quantitative study relied mainly on openly available syllabi and learners' self-reported data from a three-wave survey. There was no inclusion of teachers' explanation of their syllabi, nor learners' articulation or elaboration beyond numerical data. It was possible that IC was intended but not stated in the documents analyzed, and that learner IC development was not fully captured in the three waves of surveys. Secondly, despite the variety of LOTEs involved, these selected LOTEs studied were more popular among learners in the current context, leaving a number of less popular LOTEs out of the picture. Findings here, therefore, may not be generalized to other LOTEs bearing different characteristics or to learning contexts where there are substantial differences in social norms and values as compared to the context here.

In summary, this study contributes to our understanding of IC development in a

college LOTE learning context. Instead of using ELF, which has been widely reported in relevant literature as the target language, focus was placed on LOTEs that have been underrepresented for a long time. More specifically, IC interventions from outside of the LOTE classes were absent so that what was observed could reveal more closely about the relationship between regular LOTE learning and IC development. It was discovered that LOTE learning could improve IC at significant levels, especially on the knowledge dimension. Other parts of IC, such as affect and consciousness, despite being higher than other IC dimensions from the onset, were less likely to improve in a LOTE learning setting. Most of the IC improvements happened for beginning LOTE learners in their first semester, although some changes happened later toward the end of their first year. Learners' IC gradually plateaued as they moved into the second year of LOTE learning. Further analysis indicated that females improved more and faster than their male counterparts. Differences of IC development also existed among language clusters. Such improvement was associated with the degree of inclusion of topics on culture in the LOTE teachers' syllabi. Additionally, the fact that European language learners outperformed their Asian counterparts seems to suggest the possibility of impact related to the familiarity of the target language and the distance of the countries where the target language is spoken.

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Appendix. Intercultural Competence Questionnaire – Chinese Version

Knowledge of intercultural interaction

1. 我知道世界上其他文化的日常生活習慣（例如：飲食、習俗）。
2. 我知道世界上其他文化中的非語言溝通行為。
3. 我知道世界上其他有形的文化成就（例如：建築、文學作品）。
4. 我知道世界上其他文化人士運用語言溝通時的規則。
5. 我知道遭受文化衝擊時會出現的症狀及克服的方法。
6. 我知道歷史和社會政治上的因素如何對世界上不同文化人士的態度與行為產生影響。
7. 我知道如何與不同文化背景的人妥善協商。
8. 我知道專業領域中，來自不同文化的人常有的互動模式。

Affective orientation to intercultural interaction

9. 我喜歡和世界上不同文化的人交流互動。
10. 我願意學習瞭解世界上不同的文化。
11. 面對跨文化互動時可能產生的負面情緒或沮喪，我願意坦然面對並作調適。
12. 面對自己不熟悉的文化背景人士，我願意展現友善的態度與進一步瞭解的興趣。
13. 為適當地與其他文化的人往來互動，我願意調整自己的態度與行為。
14. 為了提升自己的國際觀，我願意與世界上其他文化的人交流互動。

Self-efficacy in intercultural situations

15. 我對能否與其他文化的人進行適當且有效地溝通很有信心。
16. 我確信自己有足夠的適應力在不同文化的環境中生活。
17. 我相信自己能夠調適處理在面對文化衝擊時所產生的壓力。

Behavioral performance in intercultural interaction

18. 我能有效的運用英語，與其他文化的人溝通。
19. 我能有效的運用外語，與其他文化的人溝通。
20. 我能因應不同文化情境的需要來調整自己的飲食方式。
21. 我能因應不同文化情境的需要，彈性地使用各式行為用語（例如：道歉用語、邀請用語、拒絕用語），以適當地達到溝通目的。
22. 我能因應不同文化的溝通風格，發展合宜的互動方式（例如：直接表達程度、面子維持）。
23. 我能因應不同文化情境的需要，而調整自己的穿著。
24. 我能因應不同文化溝通的需要，而改變自己的語言行為（例如：速度、口音、表達方式）。
25. 我能因應不同文化溝通的需要，而改變自己的非語言行為（例如：手勢、面部表情、眼神、肢體動作）。

Display of intercultural consciousness

26. 我不會將個人行為擴大解讀為該文化的典型代表。
27. 在與不同文化背景人士互動前，我會事先做好準備。
28. 我瞭解自己在與不同文化背景人士互動時，所運用到的文化知識。
29. 我知道自己的文化背景，會如何影響我面對跨文化溝通問題時，所抱持的態度與處理方式。
30. 我知道在跨文化溝通過程中，不同文化背景人士對我的回應，通常反映了他們自己的價值觀。

大學第二外語學習者的跨文化能力發展： 正情意傾向與知識增長

黃淑真

為了解大學生在修習第二外語時的跨文化能力發展，本研究邀請臺灣北部一所大學的第二外語選修生於一學年間參與三次量表填答，聚焦在修課人數多的八個語種（日、韓、越、泰、印/馬、德、法、西），於學年初、中、末填寫跨文化能力量表三次，共得到 281 筆完整配對資料，檢驗三次量測間及不同學生群體間的發展變化及差異。在五個跨文化能力構念中，情意傾向自始即最高，但其後沒有顯著變化；跨文化知識雖在第一次量測時得分最低，卻有最顯著的增長。大多數的增長發生在第一年的第一學期間，其後維持不變。分群比較發現，女生較男生增幅較多也較早，歐語學習者有顯著的跨文化能力提升，但東南亞及東北亞語的學習者則沒有。整體而言，在一般修課的情況下，第二外語課程可在一學期間增進學生的跨文化知識，但在一學期後及其他層面的能力上，或有需要另作安排。

關鍵字：跨文化能力、第二外語學習、高等教育、多語學習、溝通能力

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