

Students' Perceptions to Cultivating Intercultural Competence Activities: A Case Study of a Vietnamese University

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Abstract

The integration of cross-cultural communication in Vietnam has constantly increased since this nation officially became a member of regional and international organizations such as ASEAN and WTO. This has driven Vietnam to integrating with many worldwide nations in various areas of science, technology, economics, and cultures. English language, therefore, has obviously been a bridge for cross-cultural communication thanks to its worldwide lingua franca (Brown, 1994). For these reasons, raising intercultural communicative competence (ICC) in English language curriculum has been emphasized in most Vietnamese university contexts. This study aims to investigate students' perceptions to cultivating intercultural competence activities developed from previous scholars via a qualitative case study. The study deployed students' reflection and open-ended questionnaire to sixty Vietnamese English-majored freshmen. The findings revealed that the student participants experienced positive knowledge, skills of interacting, and attitudes to ICC activities. Possible measures were implied for effective ICC cultivation.

Keywords: *intercultural competence, students' perceptions, Vietnamese university*

Introduction

Since 1996 when Vietnam officially became a member of regional and international organizations such as ASEAN, TPP, WTO, the importance of cross-cultural communication to this S-shape nation has constantly recorded in various areas of science, technology, economics, and cultures for its integration with global nations. For this reason, English language has been certainly proved as a vital means for such cross-cultural communication purpose thanks to its worldwide lingua franca (Brown, 1994). Meanwhile, different views on the crucial role of cultivating intercultural competence in English language teaching in Vietnamese university contexts has been also emphasized (Ho, 2011; Nguyen, 2007; Nguyen, 2013; Tran & Seepho, 2014; Vo, 2017). The reason to explain these views may reflect the earlier views shared by Byram and Risager (1999, p.58) regarding the role of language teacher who has been considered as a “professional mediator between foreign languages and culture” and who keeps an important role in equipping students acquiring intercultural communicative competence (Lázár et al., 2007; Liton & Qaid, 2016; Neff & Rucynski, 2013; Newton, 2014;).

Despite such the fact, integrating intercultural competence activities has not been significantly focused in Vietnamese ELT curriculum (Ho, 2014; Nguyen, 2007; Nguyen 2013; Tran & Seepho, 2014; Vo, 2017). Consequently, it leads to Vietnamese students of English who tend to be more concerned about their competence in English grammar and linguistics than their intercultural competence (Nguyen, 2013). Additionally, Vietnamese teachers are likely to concentrate on teaching language before introducing culture (Omaggio, 1993; Tran & Seepho, 2014), or teaching culture and teaching English language skills which has not been integratedly introduced (Tran & Duong, 2015; Vo, 2017). Another considerable issue mentioned by Ho (2014) and Vo (2017) is that lacking

adequate knowledge and skills in intercultural communication may cause Vietnamese English learners' intercultural communication failure due to culture shock and intercultural maladjustment. It is therefore necessary for cultivating intercultural knowledge and awareness for Vietnamese students.

Recent studies regarding intercultural communication competence (ICC) in ELT in Vietnam has been revealed with various implications. Ho (2013), Nguyen (2007) and Nguyen (2013) share common points of cultivating learners' intercultural awareness with positive implications. In particular, Nguyen (2007) generally proposes activities culturally integrated to improve Vietnamese students' English learning and teaching while Ho (2013) particularly addresses intercultural language learning in English textbooks. Similarly, Nguyen (2013) who examines the extent to which Vietnamese Northern teachers of English integrate in English language teaching indicates that cultural knowledge is more prioritized than intercultural competence components. However, Vo (2017) reveals there is still a gap between teachers' perceptions and their practices of integrating ICC in English classrooms due to certain obstacles related to external and internal factors, one of which arose from students' reluctance to involve in ICC activities. In the context of the Southern universities in Vietnam, however, there has been little documentation on EFL students' perceptions to cultivating intercultural competence activities. To fill such gap, the current study was to investigate to what extent EFL students perceived intercultural competence activities integrated in English classes. The following research question is addressed:

What do Vietnamese EFL students perceive cultivating intercultural competence activities in English classes?

Literature review

Intercultural communicative competence

The concept of Intercultural Communication Competence (ICC) is the revision by different authors of other models of competence. Developed from Chomsky's language competence, it is initially mentioned by Hymes (1972) as communicative competence with regard to grammatical competence and sociolinguistic competence. It is then composed by Canale and Swain (1980) in terms of grammatical, sociolinguistic, and strategic competence.

These concepts of competence are grouped into linguistic competence, sociolinguistic competence, and discourse competence by Byram (1997). As mentioned by Byram (1997), ICC is formulated by Intercultural Competence (IC) and Communicative Competence (CC) which are then proposed as five components. The components of ICC can be specifically explained as *intercultural attitudes* which is explained as curiosity, openness, or readiness to suspend disbelief about other cultures and belief about one's own; *intercultural knowledge* which shows learning about social groups, products, practices, and processes of interaction; *skills of interpreting and relating* which are understood as the abilities to identify and explain cultural perspectives and mediate between and function in new cultural contexts; *skills of discovering and interacting* which are the abilities to acquire new knowledge of a culture and cultural practices and to operate knowledge attitudes and skills under the constraints of real-time communication; and *critical cultural awareness* which indicates the ability to evaluate critically the perspectives and practices in one's own and other cultures. In other words, ICC in English language teaching (ELT) is aimed to achieve such components.

Intercultural communication competence in language teaching

Different views share implications to the growth of intercultural competence in language teaching. As mentioned by Byram (1997), foreign language teachers play roles as in guiding their learners through the process of acquiring competencies in attitudes, knowledge, and skills of related to intercultural competence while using a foreign language. Particularly, Byram (1997) clarifies that language learners should be involved in activities to enhance their intercultural competence such as exploring their national identities of their home cultures and the target cultures in relation to history, geography, and other institutions, building relationships between such the cultures, explaining similarities and differences between them, and sharing information through communication in a foreign language with individuals from other cultures. Based on Byram's (1997) ICC model, Hartmann and Ditfurth (2007) suggest ICC activities in English language classrooms which correspond to the ICC's five components as summarised in Table 1. Several suggested activities were considered as intercultural competence activities implemented in the current study.

Table 1. ICC activities in English Language Classroom by Hartmann and Ditfurth (2007)

ICC components	Activities
<i>Intercultural attitudes</i>	<ul style="list-style-type: none"> - brainstorming, visual aids when working with texts to create curiosity and interest; - using texts written by or about learners from other cultures telling about their lives, children's and young adult literature; - authentic texts – brought by learners (songs, interviews); - virtual and face-to-face encounter projects (e-mail, exchange).
<i>Intercultural knowledge</i>	<ul style="list-style-type: none"> - facts (film, texts, internet, authentic material); - working with stereotypes in class; - guest speakers.
<i>Skills of interpreting and relating</i>	<ul style="list-style-type: none"> - tasks working with literary texts (writing new scenes, new ending), and looking at action in literary text from the point of view of minor characters; - projects/simulations to help learners experience a situation from different cultural point of view (e.g. how does the American school work – what is a typical day like at such a school); - role plays; - certain games.
<i>Skills of discovering and interacting</i>	<ul style="list-style-type: none"> - comparing e-mails; - face-to-face and virtual encounter projects (web cam); - chat, study visits – ethnographic observation tasks (sounds, images, smells); - negotiation of cultural misunderstandings; - role plays; - critical incidents.
<i>Critical cultural awareness</i>	<ul style="list-style-type: none"> - critical comparison how Australian and German society deals with immigration.

Sharing the same concern about ICC in ELT, Moeller and Nugent (2014, p.08) emphasize that teaching foreign languages traditionally with the focus on language structures, pronunciation and vocabulary to become native like speakers is likely to inhibit language learners' growth of intercultural competence "as the learner is not given equal opportunity to bring his/her beliefs into the

conversation". The authors therefore conclude that if foreign language teachers want to prepare their students for globally interconnected goals, intercultural competence must be integrated as an integral part in the foreign language curriculum so as for learners to experience how to use language to build relationships and understandings with people of other cultures.

In line with the discussed principles of intercultural language teaching, Newton (2016) systematically constructs step-by-step strategies for cultivating intercultural learning competence in EFL tertiary classrooms which are likely to fit English language teaching practice in the Southeast Asian contexts like Vietnam. In particular, to enrich learners' intercultural competence, Newton (2016) proposes five strategies: (1) Situate language in real communicative events/ genre/ tasks which closely link to the context of language content; (2) Start with self or first think about language performance in the first language and then in the target language; (3) Encourage experiential learning; encourage learners to put learning into practice beyond the classroom; (4) Provide opportunities for learners to compare experiences and reflect on what the experiences felt like, what judgments arise, and for both feelings and thinking, why they feel/ think in this way, and (5) Guide learners to construct understandings: Replace transmission of cultural facts with discovery learning. These strategies were adaptably employed in the current study in terms of positioning language communicative tasks, guiding students to think interculturally, and engaging students in real intercultural situations which gave them opportunities to compare and reflect their experiences so as to construct their intercultural understandings.

METHODOLOGY

Strategies of intercultural language teaching

Based on the content analysis of native-speakers' teaching materials or textbooks to situate these sources' inappropriateness of integrated cultural views, Newton (2016) suggests five strategies to enhance EFL learners' intercultural learning discussed earlier. These strategies were flexibly employed in the current study with three following adapted stages:

Stage 1. Position language communicative tasks: This stage reflects the view of culture and language being intertwined (Kramsch, 1993). It is aimed at selecting appropriate intercultural communicative tasks based on analysing the cultural content limitation in the textbook and students' preference of intercultural topics. This stage is considered as a combination between the first and second strategy of Newton (2016). The four units in the textbook were targeted to develop intercultural communicative topics, namely *food* (agreed by 33 % respondents), *holidays* (18% of responses), *home life* (13% of responses), and *meeting people* (11% of responses).

Stage 2: Guide students to think interculturally. Based on students' knowledge of language and other cultures, students are encouraged to discuss intercultural facts, compare their home cultures with other cultures, reflect their own experiences and make judgments of what they think. This stage followed by the third strategy of Newton (2016) is aimed at raising students' intercultural awareness with authentic learning tasks. As a result, four tasks adapted from Hartmann and Ditzfurth's (2007) ICC activities were correspondently integrated with the four selected topics: (1) Summarise and compare authentic texts of *family structures*, (2) Present an intercultural fact of *a nation's holiday*, (3) Discuss a cultural situation of *eating manners*, and (4) Interview a foreigner.

Stage 3: Engage students in real intercultural situations. This stage followed by the fourth and the last strategy of Newton (2016) is aimed at giving students opportunities to practice interculturally communicative tasks so that they can construct their new knowledge learned from what they explore about intercultural situations. Such tasks are not only to enhance students' language skills such as listening, speaking, reading and writing, but also cultivate their intercultural skills in terms of interacting with intercultural facts or people from other cultures. In particular, the so-called interculturally communicative tasks implemented in the current study were:

- Activity 1: Read authentic texts of one nation's family structure(s) and make a comparison with their home country's family structure(s).
- Activity 2: Make a group oral presentation of a holiday in a particular nation. Students are required to search information from authentic texts and compare with the ways people celebrate holidays in their home country.
- Activity 3: Watch and share ideas of a video-clip of a cultural situation of eating manners (in which an American man had a meal with his Japanese girlfriend's family with his surprise from these Japanese' noodle eating styles and their reactions to his eating and drinking manners).
- Activity 4: Interview a foreigner to know more about his/her life with some guided questions related to *who he/she is, what he/she does, what he/she likes, how he/she thinks about Vietnam and his/her home country.*

Context of the study

The current study investigates Vietnamese EFL students' perceptions regarding intercultural competence activities cultivated in English classes in a large university in the South of Vietnam. In this context, English is taught for two groups: English non-majored students and English-majored ones. The program for the latter group is divided into three major bodies of knowledge: general knowledge, general English-majored knowledge, and extensive English-majored knowledge. The freshmen of this program take some courses of general knowledge and general English-majored knowledge which mostly focuses on English language skills, so lecturers' first priority is to develop language skills and grammar for learners in classroom practice. In an attempt to develop both linguistic and cultural competence in ELT, culture has been integrated into English language instruction in two separated courses namely *Cultures of English Speaking Countries* and *Intercultural Communication* for the third year students. If intercultural content has a place in other courses, it can be included in English textbooks as reading texts.

Course design and textbook

The ten-week course selected for the current study was English Language Skills of Listening and Speaking. It was taught by a Vietnamese lecturer of English (the researcher) who met the class twice a week and each session lasted two hours and a half. The course included ninety hours, a half of which was lessons taught by the teacher (or 50% of time for students' self-study). The text-book used for this course was *Listening Advantage 1 and 2* written by Kenny & Wada (2008) with twenty-four units. Each unit consisted of three main listening parts, namely *Listening*, *Further Listening* and *Extended Listening*. These parts were developed with topic-focused listening activities. Between *Listening* and *Further Listening* was *Language Focus* which aimed to introduce language use in contexts. Speaking activities were designed at the end of *Further Listening* and *Extended Listening* in forms of pair-work activities related to unit topics, but these speaking activities were culture-free. This is considered as the motive for the researcher to integrate more speaking activities in accordance with intercultural competence cultivation.

Participants

The participants were sixty freshmen majoring English of two classes in a large Southern university in Vietnam. At the time of the study, these participants were doing their first semester of the four-year English program. Two-third of the participants are females (43 students, making up 71.6%). The age of the participants ranged from 19 to 21 years. They were all intermediate level learners of English, whose level of proficiency was determined according to the entrance exam into a Vietnamese university. These student participants were mainly mother-tongue speakers of Vietnamese.

Research instruments

The data collected in the current study was from two research instruments: students' reflections and questionnaire. The students' reflections were employed to explore students' perceptions to their achievement of ICC components since it is aimed to guiding students' learning process and internalizing the evaluation criteria of students' achievement (McMillan & Hearn, 2008). The students' reflection sheet was developed with the focus on how students perceived their achievement of components of intercultural competence which were adapted from Byram's (1997) ICC model. The open-ended questionnaire utilized to obtain students' perceptions of intercultural competence activities in terms of intercultural skills and knowledge gained from each activity along with their challenges with the stages of cultivating intercultural competence activities as this research instrument allows researchers to better access the respondents' true feelings on an issue (Cohen et al., 2011).

Data collection and analysis

The data collection was conducted with three stages: before, while, and after the implementation of intercultural competence activities. A pre-survey and a post-survey questionnaire were delivered to sixty participants in two classes before and after the process of implementation. The participants were also required to give their reflections of their perceptions of what ICC components were achieved in each activity.

Regarding the data analysis, the descriptive frequency statistics method was used to analyze the quantitative data obtained from the questionnaires. Meanwhile, the qualitative data were analysed using a content analysis approach (Hsieh & Shannon, 2005). The participant responses were transcribed and coded separately and compared among participants. Then the themes were grouped based on the participants' similar views.

Findings

EFL students' perceptions of their achievement in intercultural competence activities

The quantitative data collected from the students' reflections on the four intercultural competence activities revealed their perceptions in a more extensive way (see Table 2). Of the four implemented activities, most respondents agreed that Activity 3 significantly enhanced their intercultural competence regarding intercultural attitude (97%), knowledge of social interaction (97%), skills of discovering and interacting (92%), skills of interpreting and relating (89%) while just a half of them (50%) agreed their critical cultural awareness was developed.

Regarding the extent to which ICC components were achieved from the implemented activities, the respondents reported that their *skills of discovering and interacting* were most enhanced from these activities with over 80% of agreed responses. The second most achieved component is *knowledge of social interaction* with most respondents' answers (97%) for Activities 1 and 3,

followed by Activity 2 (86%) and Activity 4 (73%). Despite not being more responded than the two mentioned components, *intercultural attitude* was responded with quite high rates ranging from 68% to 97%. When being asked about the achievement of *skills of interpreting and relating*, just around 40% of respondents agreed that they could gain from Activities 1, 2 and 4. It is worth noticing that only 10% of participants reported that they might achieve their *critical cultural awareness* from Activity 1. In addition, although the respondents to this component achievement gained from Activities 2, 3 and 4 received more answers than from Activity 1, the response rates to *critical cultural awareness* were lower than that for the other four earlier components.

Table 2. Students' perceptions of their achievement in intercultural competence activities

	Activity 1	Activity 2	Activity 3	Activity 4
Intercultural attitude	68%	81%	97%	84%
Knowledge of social interaction	97%	86%	97%	73%
Skills of interpreting and relating	47%	34%	89%	39%
Skills of discovering and interacting	92%	81%	92%	92%
Critical cultural awareness	10%	52%	50%	63%

The qualitative data from open-ended questions indicated that most students believed that they could not only learn English language skills (e.g. speaking, listening, reading and writing) but also intercultural skills from these activities such as gaining knowledge of other cultures, interpreting other cultures, comparing cultures, discovering new cultures and interacting with people from other cultures. In particular, the participants explained what they achieved as follows:

I could interpret and compare Vietnamese and American family issues. (Activity 1)

I could widen my knowledge of other countries' holidays when I found information of my group presentation topic and listened to other groups' presentations (Activity 2)

I have learnt eating customs in Japan such as how people eat, how people behave in their meals. Therefore, I can behave politely when I have opportunities to eat with Japanese families. (Activity 3)

Learning different cultures could help us know how to avoid being embarrassed in communicating with people from those cultures. (Activity 3)

I learned many things from this activity. For example, I could improve my speaking skill, my pronunciation and the way to communicate with a foreigner even using body language. Besides, I could learn things that I didn't know such as her traditional dress, famous food, most listened music, or the ways they express his emotions. (Activity 4)

I interviewed a German, so I knew some new things about what and how people in Germany eat...they use plates, eat meats, potatoes or salad...It's difficult for them to use chopsticks when they are in Vietnam. Teacher in German are friendly and have good relationships with students. (Activity 4)

However, some participants did not share their perceptions of related intercultural issues, but they only mentioned their language skills' improvement via joining such the four activities. It is therefore hard to determine to what extent they achieved their intercultural competence from these activities.

I think I could learn skills of reading and writing in English when I worked with the authentic reading texts of family structures. (Activity 1)

I think this activity improve my reading skill. To be more specific, the skill that I want to mention is scanning and skimming. I could develop my speaking and listening skills through communicating directly with a foreigner. (Activity 4)

Some other participants also revealed that they could enhance other skills:

I could improve my internet skill to search for information fast. (Activity 1)

I know how to learn by myself. (Activity 1)

I can improve my presentation skill. (Activity 2)

I learned how to control my shyness and gain confidence when talking with the foreigner (Activity 4)

Students' perceptions of cultivating intercultural competence activities

Students' perceptions of intercultural competence learning

The findings from the pre-survey questionnaire showed only a half of the participants (51.3%) agreed that they have heard about the concept of intercultural competence, but their knowledge of intercultural language learning shared differently. Particularly, a third of them (35%) left blanks to this question. Additionally, approximately a quarter of them related intercultural language learning to using English language to discover other nations' cultures and relate other nations' customs, traditions, history, geography and so on (with 23% and 26% respectively). Some respondents shared their ideas as follows:

Intercultural language learning is to learn languages to understand other countries' customs, history and geography.

From my point of view, intercultural language learning requires language learners to discover the variety of other cultures.

Moreover, nine participants (15%) linked intercultural language learning to the knowledge of other nations' cultures. One specific explanation was:

I think intercultural language learning is the knowledge about the countries all over the world such as languages, food, cultures.

However, none of them shared their views on the connection between intercultural language learning to developing critical cultural awareness.

The findings obtained from the students' reflections revealed students' positive attitudes to learning intercultural competence activities. In particular, the data collected from the students' reflections on the four activities indicated that most students (over 90%) shared their same feeling of interests with different explanations for their positive expressions:

I feel excited, I feel interested, I am fond of....

Nevertheless, a merely 5% of the participants expressed their feelings of nerve, confusion, shyness to these activities. Only two participants accounting for 3% mentioned that they had no ideas on such activities.

The data obtained from the post-survey questionnaire were found similar to the positive results obtained from the findings of the students' reflections on each activity. However, their explanations were interpreted with more convincing reasons. They commented:

I think cultivating intercultural competence in English language teaching is very helpful since students can both widen their knowledge of language skills and knowledge of other cultures all over the world.

This is a great way because it enlarges students' knowledge of other countries' cultures and helps them avoid cultural mistakes in communicating with people from such countries.

I think cultivating intercultural competence in English language teaching is exciting since students will feel less stressed in their study time.

Cultivating intercultural competence in English language teaching can both help students learn English and acknowledge other cultures, which makes English classes more interesting.

This is an interesting and beneficial course since learners know how to use English properly so that they can communicate with foreigners confidently and comfortably. It is then useful for graduates to study overseas or get higher job opportunities.

Of the four implemented activities, the participants expressed their most interest in Activity 4 in which they were given opportunities to interview foreigners, accounting for 80% of responses. Some reasons for their preference to this activity are:

I found this activity useful for my English study in terms of training my communication skills with foreigners, deeply understanding their cultures and gaining my confidence in communication.

This activity helps me gain more knowledge of other cultures without taking lots of time and energy.

Interviewing foreigners not only brings me knowledge but also improving my communication skills. Also, I could obtain clear, exact and more up-to-date information than the information on the internet.

Students' perceptions of challenges with cultivating intercultural competence activities

The findings obtained from the students' reflections to each activity and the post-survey questionnaire indicated students' challenges related to both internal and external factors. Regarding internal factors, the participants claimed that their limited capacity of language skills was the main factor hindering their intercultural competence. The participants stated:

My writing skill was not good, so I could not know how to summarize and compare information of two cultures.

I could not speak and understand in English when the foreigner talked to me.

I incorrectly pronounced some English words, so the foreigner did not understand.

The participants also felt that their lack of vocabulary prevented them to interpret their understandings of cultures. One participant explained:

I did not know how to explain ideas because I do not have enough vocabulary.

The internal challenge also came from the students' limited capacity of information evaluation. Some students mentioned:

With numerous sources of information on the internet, I did not know which one was reliable to select for my group presentation.

It was very hard for me to look for authentic texts of the family structure to compare with Vietnamese one.

When I looked for information of other cultures which was new to me, I did not know what to do. Sometimes, I could not find appropriate information to support my activity.

With respect to external factors, the findings revealed inhibiting factors related to time constraint, unpopularity of intercultural activities, limited multicultural community. Some comments are:

I have a lot of assignments in this semester, so I found hard to arrange my time to complete these intercultural activities.

These activities were very new to me because I have never done such intercultural activities before, so sometimes I felt confused and did not know what to do.

It was very difficult for me to find a foreigner to talk with. Some foreign tourists refused to talk to me.

Discussion and conclusion

The study sought to explore what Vietnamese EFL students perceive cultivating intercultural competence activities in English classes. The findings showed that most students showed their positive attitudes to cultivating intercultural competence activities. It can be concluded that these activities are likely to be further implemented in this context. Additionally, the findings were different from the implications of previous studies in Vietnamese context regarding students' unwillingness to involve in intercultural competence activities mentioned by Ho (2011) and Vo (2017).

Most participants also perceived that cultivating intercultural competence in ELT simultaneously enhanced their language skills and intercultural competence. This is completely in line with the objectives of Byram's ICC model and previous views (Hartman & Ditfurth, 2007; Moeller & Nugent, 2014; Newton, 2016). This implies the adapted stages for cultivating intercultural competence activities in EFL tertiary classrooms in the current context are in accordance with the preliminary. However, the student participants confronted certain challenges related to internal factors which are quite similar to the findings of Tran & Seepho (2014) concerning students' poor English language proficiency and external factors mentioned by Nguyen (2013) in relation to students' limited opportunities for access to multicultural socialisation or time allowance for the integration of intercultural activities (Ho, 2014).

Several implications can be drawn from the current study. Firstly, more variety of intercultural activities need to be incorporated into every unit of the current textbook. To minimize students' internal challenges, simple intercultural activities should be addressed first and more extensive ones could be then developed. Secondly, it is recommended that the course should be redesigned based on the constructive alignment of Biggs (1996) with regard to consistency among teaching objectives, teaching and learning activities and learning assessment in accordance with intercultural competence dimensions. Thirdly, the inter-culturally communicative English language curriculum in this context needs to be considered to maximize students' adaptation of intercultural communication competence. Furthermore, more forms of professional development in intercultural competence teaching should be engaged. Last but not least, different forms of intercultural competence teaching of Moeller and Nugent (2014) can be considered in this context.

Further research should consider how to develop models of integrating intercultural competence in English classrooms for EFL English-non major students. More research instruments can be considered in follow up research such as students' diaries, classroom observation, individual interviews, or focus-group interviews to enrich the obtained data.

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APPENDIX 1

A PRE-SURVEY OF STUDENTS' PERCEPTIONS ON INTERCULTURAL COMPETENCE LEARNING

This survey is designed to investigate your perceptions on intercultural competence learning. Your responses are of importance for the further action research on cultivating intercultural competence activities. Your information is completely anonymous.

1. What is your gender?

Male

Female

2. Have you heard about the concept of intercultural competence?

Yes

No

3. What do you know about intercultural language learning?

4. Is learning foreign cultures in English language classes important to you? Why or why not?

5. What topics in the textbook do you think are appropriate to increase intercultural competence in English language classrooms?

Thanks for your participation!

APPENDIX 2

STUDENTS' REFLECTIONS ON INTECULTURAL COMPETENCE ACTIVITY

Topic:

Activity:

1. How do you feel when you join this activity?

2. What knowledge do you gain from this activity?

3. What skill do you improve from this activity?

4. Please tick on the column which is appropriate for you. Please add your explanation if possible.

With this activity I think...	Agree	Not sure	Disagree
Attitudes			
I am ready to understand other cultures and my culture.			
I am curious to understand other cultures.			
I am open to accept and know about other cultures.			
Other ideas:			
Knowledge			
I can learn about the life of people in other countries.			
I can widen knowledge of the society of other countries.			
I can know how foreigners communicate together.			
I can learn about other cultures.			
Other ideas:			
Skills of interpreting and relating			
I can explain another culture.			
I can relate another culture and interpret it.			
Other ideas:			
Skills of discovering and interacting			
I can acquire new knowledge of a culture.			
I can practise and operate knowledge of a culture.			
Other ideas:			
Awareness			
I can evaluate other cultures.			
I can change my view of other cultures.			
I can develop my intercultural competence.			
Other ideas:			

5. What challenges/ problems do you have from this activity?

APPENDIX 3**A POST-SURVEY OF STUDENTS PERCEPTIONS ON CULTIVATING INTERCULTURAL COMPETENCE ACTIVITIES**

This survey is designed to investigate your perceptions on cultivating intercultural competence activities. Your information is completely anonymous.

1. What do you think about cultivating intercultural competence in English language teaching?

2. Which of the following intercultural activities do you like best? Explain your choice in the lines below.

- Read authentic texts of one nation's family structure
- Make a group oral presentation of a holiday in a particular nation
- Watch and share ideas of a video-clip of a cultural situation
- Interview a foreigner to know more about his/her life

2. What knowledge do you gain from the four implemented activities?

3. What skills do you improve from the four implemented activities?

5. What challenges/ problems do you have from joining these four implemented activities?

Thanks for your answers!

The author

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