

INTERCULTURAL COMMUNICATIVE COMPETENCE DEVELOPMENT IN JOURNALISM STUDENTS

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The paper is focused on the intercultural communicative competence as an integral part of vocational training of journalism students. The aim of the paper is: 1) to define the intercultural communicative competence dimensions; 2) to outline the ways of development of intercultural communicative competence of journalism students; 3) to find out the attitudes of journalism students to intercultural communicative competence development; 4) to assess the levels of journalism students' intercultural communicative competence and develop recommendations for its development. A mixed research design was employed which involved 14 ESP teachers and 26 bachelor students of Ivan Franko National University of Lviv during the autumn trimester of 2021. The study shows that the students are fully aware of the necessity to develop intercultural communicative competence. Based on the survey of the ESP teachers, we outlined the dimensions of journalism students' intercultural communicative competence development and suggested the ways of building intercultural communicative competence in journalism students. The levels of assessment of intercultural communicative competence of journalism students were outlined and defined. The final results indicate that journalism students whose study was more practice than theory oriented (group 1) showed better learning outcomes than those who were mostly focused on the acquisition of theoretical knowledge (group 2). Methodical guidelines for ESP teachers were developed.

Keywords: intercultural communicative competence, journalism students, ESP teachers, knowledge, skills, attitudes, awareness.

Introduction

Recent events connected with the recognition of Ukraine's candidacy for the membership in the European Union have highlighted the necessity to rethink the role of intercultural communicative competence development in English for specific purposes (ESP) courses. ESP has been chosen as the field of research, because more and more adults in Ukraine need English to communicate professionally. Globalization and Ukraine's integration into the EU will increase the need for all kinds of specialists that can speak English (Lytovchenko, Ogienko, Sbrueva, Sotska, 2018). Cultural approach in teaching ESP in today's globalized job marketplace is of utmost importance. It responds to Byram's (1989) call to bring the learning of culture into the research that deals with foreign language teaching and learning. In Byram's (1989) description, the learners aim "must be to participate in the foreign culture and experience it from within as well as observe it and understand it from without" (p.49).

Cultural studies within ESP offer possibilities to bridge different cultures and eliminate misunderstandings that may arise when a "consumer" of one culture perceives and interprets facts, behavior, body language and words of a person who belongs to another culture (Banks, McGee Banks, 2003; Kramsch, 2000). The content of culture has clear parallels with the content of language, as a language itself, is a kind of cultural system. People do differ in language and custom, but the precise ways in which languages, cultures and peoples relate to one another are more complicated than we commonly assume. Hence, acquisition of intercultural communicative competence in language, including ESP learning is urgent nowadays.

Literature review

Intercultural communicative competence involves "the ability to understand the language and behaviour of the target community, and explain it to members of the 'home' community – and vice versa" (Corbett, 2022, p. 2). It is "a process of meaning-making via communication and interaction across cultures" (Camerer, 2014, p. 219). This indicates that "an intercultural approach trains learners to be 'diplomats', able to view different cultures from a perspective of informed understanding" (Corbett, 2022, p. 2). While mastering English and understanding its cultural contexts, learners "are better at intercultural communication, which results from the intercultural communicative competence level" (Sevimel-Sahin, 2020). As stated by Sevimel-Sahin (2020) there is a relationship between the development of intercultural communicative competence and mastering the target language (p. 141).

In the context of intercultural communicative competence development, the researchers have defined its dimensions. According to Sue, Wing, Sue, Neville and Smith (2019) intercultural communicative

competence contains three main domains: “(a) attitudes/beliefs component – an understanding of one’s own cultural conditioning and how this conditioning affects the personal beliefs, values, and attitudes of a culturally diverse population; (b) knowledge component – understanding and knowledge of the worldviews and cultural contexts of culturally diverse individuals and groups; and (c) skills component – an ability to determine and use culturally appropriate intervention strategies when working with different groups in our society” (Sue, Wing, Sue, Neville, Smith, 2019, p. 71). Sevimeh-Sahin (2020) also consider the same components of this competence. Except dimensions mentioned above (Sue, Wing, Sue, Neville, Smith, 2019; Sevimeh-Sahin, 2020), Fantini and Tirmizi (2006) add awareness, which means “being conscious and mindful of one’s own worldview, and the possible differences between culturally diverse clients, and other group identities” (Sue, Wing, Sue, Neville, Smith, 2019). Hofstede and Hofstede (2004) propose another combination of components. The researchers think that three sub-components in the following sequence – awareness, knowledge, and skills – can lead to intercultural competence building. Knowledge and skills are sub-components that are present in all models of intercultural communicative competence but awareness and attitudes are optional.

Nevertheless, Ashwill and Oanh (2009) notice that “developing cultural awareness, acquiring cultural knowledge, and gaining and honing intercultural skills do not automatically assume a commitment to a more peaceful, just, and equitable world” (The SAGE Handbook of Intercultural Competence, p. 143-144). They are convinced that “educators must strive to create a fusion approach that unites both global citizenship and intercultural competence” (The SAGE Handbook of Intercultural Competence, p. 144).

Furthermore, the development of intercultural communicative competence is also related to the issues connected with testing intercultural competence (Camerer, 2014; Schnabel, 2015), the link between intercultural communicative competence and learners’ motivation (Mirzaei, Forouzandeh, 2013), a critical understanding of students’ intercultural experience (Huang, 2022), engagement in intercultural communicative competence and intercultural sensitivity (2021, Vu).

Within the range of ESP specialties cultural studies in journalism are quite important as well. Journalism embraces intercultural communicative competence in both oral and written English. Within oral English, intercultural competence in conducting interviews and discussions require careful preparation and guidance (Chugai, 2017). Writing in journalism requires both individual and collaborative skills and cultural features may manifest themselves in various ways (Fialka, Trishchuk, Figo, Faichuk, 2021).

Intercultural communicative competence in journalism means “removing barriers” because cultural differences can obstruct professional communication and trust. Trust and distrust in journalism, various limitations that are at work in this sphere are strongly predetermined by culture (Engelke, Hase, Winterlin, 2019; Archetti, 2022). Intercultural competence is an important step in building successful communication by journalism students.

The study is fully in line with current tendency of intercultural communication development, in which “culture and language are inseparable and constitute a single universe or domain of experience” (Kramsch, 2000, p. 217). In ESP context, language and culture intersect and different cultures coexist. Hence, language learning needs to be seen not as a purely abstract, cognitive, cerebral process but one that is embedded in action, emotion and aesthetic sensibility (Fleming, 2021).

According to the theory of Kramsch (2000), intercultural awareness constitutes the core of foreign language learning. Foreign language teaching is founded on the conviction that since we all are humans we can easily understand each other if we share the same code; all we have to do is learn that code and use it accurately and appropriately (p. 1). This view of foreign language teaching in general, and ESP in particular, is based on the following assumptions: we have the same basic human needs; this shared basis may be translated from one language into another. Both these assumptions imply that one language is essentially translatable into another. This tendency has been fruitful and it resulted in functional and pragmatic approaches to teaching ESP to journalism students.

Journalism is a fast developing sphere and these days we are witnessing a tendency of the specific language of mass media to transcend the limits of the realm of newspapers and magazines, finding its way into the social media, thus widening rapidly the sphere of its usage. The relationship between journalism, culture and society is a symbiotic one. Journalism influences culture and is influenced by it in its turn. In fact, as some argue, journalism is culture, a set of cultural practices which frame experience and public consciousness of the here and now (Hanitzsch, 2006; Weaver, 2012). Professional journalists are much exposed to cultural and social tendencies, they are on the verge of social changes, and hence, their cultural tolerance is of utmost importance. Journalistic skills are of little help to the community if journalists are not fully aware of their responsibilities to the society. As stated by Weaver, the traditional Western role model emphasizes “non-involvement and a watchdog function” of journalists (Weaver, 2012, p. 492).

The analysis of these works shows that different aspects of intercultural communicative competence in foreign language teaching have been studied quite thoroughly. However, building intercultural communicative competence in journalism students may need further research.

Thus, the **aims** of this research are: 1) to define the intercultural communicative competence dimensions; 2) to outline the ways of development of intercultural communicative competence of journalism students; 3) to find out the attitudes of journalism students to intercultural communicative competence development; 4) to assess the level of journalism students' intercultural communicative competence and develop recommendations for its development.

Methods

Research design

A mixed research design was employed in the study. The methods applied incorporated a quantitative study research design to collect needed data. For these purposes two closed-ended questionnaires were proposed for ESP teachers (in the Google form): the questionnaire "Intercultural communicative competence components" (Part I) with 15 questions, which had to be marked as "strongly disagree", "disagree", "neither agree nor disagree", "agree", "strongly agree"; the questionnaire "The ways to build intercultural communicative competence in journalism students" (Part II) with 8 questions, in which the ESP teachers had to choose either one or several issues. Also the questionnaire "The attitudes of journalism students to intercultural communicative competence development" (Part I) with 4 questions and the test (Part II) before and after the experiment was suggested. To assess the level of intercultural communicative competence in journalism students, the Fisher Criterion was used. The qualitative research method was implied to analyze and interpret the collected data.

Participants

In total 14 ESP teachers and 26 bachelor students of Ivan Franko National University of Lviv were examined anonymously for the development of journalism students' intercultural communicative competence during the autumn term of 2021. The study was conducted in accordance with ethical considerations. All students involved in the research were informed about the objectives of the study and consented to participate.

Research Procedure

In this study there were three stages.

At the first stage the students were divided into two groups (13 students in each one). In the first group, journalism students were better provided with practice than theory (2:1) for intercultural communicative competence development. On the contrary, the second group was focused mostly on theory.

Then the ESP teachers answered the questions of two questionnaires: "Intercultural communicative competence components" (Part I) and "The ways to build intercultural communicative competence in journalism students" (Part II). The aim of Part I was to outline the sub-components of intercultural communicative competence (knowledge, attitude, skills and awareness) and their content. Part II was focused on the ways of building intercultural communicative competence to prospective journalists.

The questionnaire "The attitudes of journalism students to intercultural communicative competence development" was aimed to find out the opinion of students about the development of intercultural communicative competence. The aim of the test was to assess the students' level of the intercultural communicative competence development before the experiment. The test contained two tasks: 1) to analyze the situation and express the attitude; 2) to write the text using intercultural knowledge. The criteria for assessing speaking included: 1) relevance to the situation (1, 2, 3 scores); 2) fluency (1, 2, 3 scores); 3) language accuracy (1, 2, 3 scores); 4) intercultural appropriateness (1, 2, 3 scores). The criteria for assessing writing included: 1) relevance to the topic (1, 2, 3 scores); 2) organization (1, 2, 3 scores); 3) language accuracy (1, 2, 3 scores); 4) intercultural appropriateness (1, 2, 3 scores). 24 scores for both tasks in total.

At the second stage the experiment was conducted. During the autumn term of 2021 the intercultural communicative competence was developed. First, theoretical information was introduced, which was then followed by a number of communicative activities. The analysis of situations individually as well as in groups assisted the students to comprehend the importance of taking into account the intercultural component of situations, to broaden their knowledge about the specifics of different cultures, to form the proper attitude to people of other cultures, to learn to think critically, to develop students' self-reflection, to develop appropriate skills. Discussions and role plays allowed the students to use required knowledge, to drill skills necessary for verbal and non-verbal journalist communication, to understand the nature of cultural stereotypes and avoid their prejudices and to express attitudes in practice.

At the third stage, the after the experiment the test was suggested. In this test two tasks were offered and assessed according to the criteria of the pre-experiment test.

Data Analysis

At the first and the third stages, Fisher Criterion was used to assess the level of intercultural communicative competence in journalism students.

Results

The results of the survey of ESP teachers about the intercultural communicative competence development were summarized in table 1 (Part I).

Table 1. *Intercultural communicative competence components (Questionnaire for ESP teachers, Part I)*

Questions for ESP teachers	Answers
Knowledge	
1. It is important to present target culture with focus on similarities and differences with native culture. a. Strongly disagree b. Disagree c. Neither agree nor disagree d. Agree e. Strongly agree	a. 0% b. 0% c. 8% d. 58% e. 34%
2. It is essential to get knowledge from students' mistakes. a. Strongly disagree b. Disagree c. Neither agree nor disagree d. Agree e. Strongly agree	a. 0% b. 0% c. 8% d. 67% e. 25%
3. It is urgent to benchmark the limits of students' knowledge and to find the ways of it's expanding. a. Strongly disagree b. Disagree c. Neither agree nor disagree d. Agree e. Strongly agree	a. 0% b. 0% c. 8% d. 67% e. 25%
4. It is necessary to teach communication strategies in intercultural situations. a. Strongly disagree b. Disagree c. Neither agree nor disagree d. Agree e. Strongly agree	a. 0% b. 0% c. 0% d. 33% e. 67%
Attitude	
5. It is significant to present cultural diversity. a. Strongly disagree b. Disagree c. Neither agree nor disagree d. Agree e. Strongly agree	a. 0% b. 0% c. 8% d. 50% e. 42%
6. It is necessary to expose students to different types of communication with people of other cultures. a. Strongly disagree b. Disagree c. Neither agree nor disagree d. Agree e. Strongly agree	a. 0% b. 0% c. 17% d. 58% e. 25%

<p>7. It is important to develop student's thinking and behavior void of prejudices and superiority.</p> <p>a. Strongly disagree b. Disagree c. Neither agree nor disagree d. Agree e. Strongly agree</p>	<p>a. 0% b. 0% c. 8% d. 50% e. 42%</p>
<p>8. It is urgent to induce students' interest and respect towards people of different cultural backgrounds.</p> <p>a. Strongly disagree b. Disagree c. Neither agree nor disagree d. Agree e. Strongly agree</p>	<p>a. 0% b. 0% c. 0% d. 50% e. 50%</p>
Skills	
<p>9. It is essential to teach students to achieve successful verbal communication with a person whose culture is different from your own during journalist communication.</p> <p>a. Strongly disagree b. Disagree c. Neither agree nor disagree d. Agree e. Strongly agree</p>	<p>a. 0% b. 0% c. 8% d. 59% e. 33%</p>
<p>10. It is essential to teach students to achieve successful nonverbal communication with a person whose culture is different from your own during journalist communication.</p> <p>a. Strongly disagree b. Disagree c. Neither agree nor disagree d. Agree e. Strongly agree</p>	<p>a. 0% b. 0% c. 17% d. 75% e. 8%</p>
<p>11. It is significant to teach students to identify cultural features of a person who belongs to different culture during journalist communication.</p> <p>a. Strongly disagree b. Disagree c. Neither agree nor disagree d. Agree e. Strongly agree</p>	<p>a. 0% b. 0% c. 33% d. 42% e. 25%</p>
Awareness	
<p>12. It is important to teach students to develop positive attitude towards cultural diversity.</p> <p>a. Strongly disagree b. Disagree c. Neither agree nor disagree d. Agree e. Strongly agree</p>	<p>a. 0% b. 8% c. 0% d. 33% e. 59%</p>
<p>13. It is important to familiarize students with the nature of cultural stereotypes and avoid their prejudices.</p> <p>a. Strongly disagree b. Disagree c. Neither agree nor disagree d. Agree e. Strongly agree</p>	<p>a. 0% b. 8% c. 0% d. 67% e. 25%</p>

14. It is important to develop students' self-reflection. a. Strongly disagree b. Disagree c. Neither agree nor disagree d. Agree e. Strongly agree	a. 0% b. 8% c. 17% d. 50% e. 25%
15. It is necessary to teach students to deal with ambiguities and bridge gaps during journalist communication. a. Strongly disagree b. Disagree c. Neither agree nor disagree d. Agree e. Strongly agree	a. 0% b. 8% c. 8% d. 58% e. 26%

The general outcome of Part I questionnaire shows that the ESP teachers are fully aware of the importance to present target culture with focus on similarities and differences with native culture (q.1) – agree 58%, strongly agree 33%. The research also clearly indicates that it is urgent to learn from students' mistakes and benchmark the limits of students' knowledge (qq.2,3) – 67%. Concerning intercultural situations (q.4), 9 out of 14 ESP teachers, which make up 67%, strongly believe that it is necessary to teach communication strategies through intercultural situations. Half of the ESP teachers (50%) agree on the importance of the topic of cultural diversity (q.5) and its positive attitude (q.12), the necessity of developing student's thinking and behavior void of prejudices and superiority (q.7), arousing interest and respect towards people of different cultural backgrounds (q.8) and developing students' self-reflection (q.14). As for verbal communication with a person whose culture is different from your own during journalist communication (q.9), more than half of the ESP teachers agree on the importance while 10 out of 14 (75%) can see the importance of nonverbal communication (q.10). Less than a half (42%) find it important to identify cultural specific features of a person who belongs to a different culture (q.11). According to the obtained answers to question 13, it is obvious that familiarization of students with the nature of cultural stereotypes is very important (67%). Concerning the problem of ambiguities and bridging gaps during journalist communication, more than a half (58%) of the respondents agree that it is necessary to teach students to deal with these problems. As we can observe, the results are positive and motivating (all 15 questions have high percentage in options agree/strongly agree), only in qq.12-15 disagreement was expressed (by 8% of respondents).

It can be concluded that most ESP teachers fully understand the importance and awareness of intercultural communicative competence for the journalism students and share their knowledge and experience while teaching their subjects.

The results of the survey of ESP teachers about the ways of building intercultural communicative competence in journalism students were summarized in table 2 (Part II).

Table 2. *The ways to build intercultural communicative competence in journalism students (Questionnaire for ESP teachers, Part II)*

Questions for ESP teachers	Answers
1. The aim of journalism students' intercultural competence development is to: a. build verbal successful communication; b. remove barriers because cultural differences can obstruct professional communication and trust; c. pursue interactional goals during journalist communication; d. change a Western model of journalists' function.	a. 54% b. 85% c. 39% d. 0%
2. In the process of developing journalism students' intercultural competence, the following dimensions must be taken into account: a. knowledge, skills b. knowledge, skills, subskills c. knowledge, skills, attitude d. knowledge, skills, attitude, awareness.	a. 8% b. 0% c. 0% d. 92%

3. It is necessary to practice intercultural communication: a. always; b. sometimes; c. never.	a. 77% b. 23% c. 0%
4. The journalist intercultural skills include: a. adapting to verbal communication with a person whose culture is different from one's own during professional communication; b. achieving successful nonverbal communication with a person whose culture is different from one's own during professional communication; c. understanding the situation of a person who belongs to different culture without any prejudices during professional communication; d. others (please indicate)_____.	a. 69% b. 39% c. 69% d. 0%
5. To reflect on cultural diversity is: a. important; b. advisable; c. optional; d. vital.	a. 62% b. 23% c. 0% d. 39%
6. The acquisition of journalist intercultural competence helps to: a. eliminate misunderstanding with an interlocutor of different cultural background; b. dominate during journalist communication; c. achieve speaker's communicative goal; d. provide favorable environment for journalist communication.	a. 77% b. 8% c. 23% d. 85%
7. While building prospective journalists' intercultural competence it is recommended to use: a. discussions; b. role plays / simulations; c. projects; d. analysing situations.	a. 62% b. 92% c. 23% d. 69%
8. While building prospective journalists' intercultural competence it is recommended to offer: a. individual tasks; b. pair tasks; c. small group tasks; d. whole class tasks.	a. 15% b. 62% c. 100% d. 31%

In order to identify the effectiveness of the educational process, we outlined Part II questionnaire for ESP teachers to find out the ways of building intercultural communicative competence. A high percentage (50%-100%) of ESP teachers' answers shows that they have good knowledge of the intercultural potential of different countries and use it correctly in the process of intercultural communication applying appropriate skills and abilities. Concerning the aim of journalist intercultural competence (q.1), 8 out of 14 (which makes up 54%) consider building successful verbal communication is important; also 12 out of 14 (85%) think of removing barriers as cultural differences can obstruct professional communication and trust. 92% (13 out of 14) exactly define the components to take into consideration while developing journalism students' intercultural competence (q.2). As for journalists' intercultural skills (q.4), almost two thirds (69%) of respondents think that it is necessary to adjust to verbal communication with a person whose culture is different from one's own during professional communication and understand the situation of a person. Thus, we can see that the acquisition of journalists' intercultural communicative competence is believed to help eliminate misunderstanding with an interlocutor of a different cultural background (q.6 – 77%). To build prospective journalists' intercultural communicative competence the following activities are recommended for use (q.7): role plays / simulations (92%), analysing situations (69%) and discussions (62%). A unanimous (100%) preference of small group tasks in q.8 shows the understanding of the issue and high level of practical usage of experience in the classroom.

The results of the survey of journalism students about the intercultural communicative competence development were summarized in table 3 (Part I).

Table 3. *Attitudes of journalism students to intercultural communicative competence development (Questionnaire for journalism students, Part I)*

Questions for prospective journalists	Answers
1. Is it important for journalistic activity to develop intercultural communicative competence? a. Yes b. No c. I don't know	a. 88% b. 0% c. 12%
2. Do you have knowledge and skills to realize effective intercultural communication in the field of journalism? a. Enough b. Not enough	a. 30% b. 70%
3. Do you think that your attitude to another culture and awareness of cultural differences affect the course of intercultural communication? a. Yes b. No c. I don't know	a. 92% b. 4% c. 4%
4. Do you need to develop intercultural communicative competence? a. only theoretical knowledge b. only practice c. theory and practice	a. 0% b. 24% c. 76%

The results of the survey (Questionnaire, Part I) show that on the whole (23 out of 26 (88%)) students are sensitive to intercultural communicative competence and are fully aware of the necessity to develop this competence (q.1). According to q.2, 70% of students think that they do not have enough knowledge and skills to realize effective intercultural communication in the field of journalism. As we see 92% of students in q.3 are sure that their attitude to another culture and awareness of cultural differences affect the course of intercultural communication. It is essential for three quarters (76%) of journalism students to combine practice and theory in learning intercultural communicative competence (q.10). Whereas, theoretical knowledge only is not important for the students and only 24% of respondents prefer only practice (q.10).

The results of the survey of journalism students about the levels of intercultural communicative competence development were summarized in table 4 (Part II).

In order to identify the effectiveness of the learning process focused on the development of intercultural communicative competence, we outlined the levels of intercultural communicative competence of journalism students. *The Low Level* of intercultural communicative competence (10-14 scores) means that a student has limited knowledge, skills, awareness of the intercultural communicative competence and makes serious mistakes during intercultural communication, expresses wrong attitudes. *The Medium Level* of intercultural communicative competence (15-19 scores) shows that a student is quite aware of culture similarities and differences, has some knowledge of communication strategies and uses skills correctly in intercultural situations, in general has proper attitudes to intercultural situations. *The High Level* of intercultural communicative competence (20-24 scores) indicates that a student has good knowledge, skills, awareness of intercultural communicative competence, and has proper attitudes to the intercultural situations.

Table 4. *Levels of intercultural communicative competence in journalism students*

Dynamics in experimental group	Before experiment			After experiment		
	High	Average	Low	High	Average	Low
Group 1 (13 students)	2 (15.4%)	2 (15.4%)	9 (69.2%)	5 (38.5%)	6 (46.1%)	2 (15.4%)
Group 2 (13 students)	1 (7.7%)	2 (15.4%)	10 (76.9%)	3 (23.1%)	2 (15.4%)	8 (61.5%)

Table 4 shows that in group 1, where the development of intercultural communicative competence by ESP teachers was more practice than theory oriented (2:1), only 2 (15.4%) students showed a low level of intercultural communicative competence. While in the second group, where focus was made on learning theory (2:1), there were 8 (61.5%) such students. A medium level was achieved in 6 (46.1%) students of group 1 in contrast to 2 (15.4%) students of group 2. Also, a high level of intercultural communicative competence was demonstrated by 5 (38.5%) students in group 1 compared to 3 (23.1%) students in group 2.

For defining which group showed a higher result in the development of intercultural communicative competence, the Fisher Criterion was used. The results are demonstrated in Table 5.

Two hypotheses were formulated:

H_0 : the percentage of journalism students who have increased the level of intercultural communicative competence in group 1 is not higher than in group 2 as reported by the experimental results.

H_1 : the percentage of journalism students who have increased the level of intercultural communicative competence in group 1 is higher than in group 2 as reported by the experimental results.

We considered that the students with high and medium levels of intercultural communicative competence achieved an “effect” during the experimental learning and the students with the low level of intercultural communicative competence did not achieve an “effect”.

Using the formula $\varphi^*_{emp} = (\varphi_1 - \varphi_2) \cdot \sqrt{\frac{n_1 \cdot n_2}{n_1 + n_2}}$, proposed by Fisher (2017), we calculated φ^*_{emp} , where $\varphi_1 = 2.346$ (85%), $\varphi_2 = 1.328$ (38%), $n_1 = 13$ (number of students in Group 1), $n_2 = 13$ (number of students in Group 2) (Table 5).

$$(2.346 - 1.328) \cdot \sqrt{\frac{13 \cdot 13}{13 + 13}} = 1.018 \cdot \sqrt{6.5} = 1.018 \cdot 2.54 = 2.58$$

Since $\varphi^*_{emp} = 2.58$, which is in the significance zone, the hypothesis H_1 is accepted.

Table 5. *The effectiveness of educational process focused on the development of intercultural communicative competence in journalism students*

Experimental groups	“Effect” in learning	“No effect” in learning	Total
	Number of students (%)	Number of students (%)	
Group 1 (13 students)	11 (85%)	2 (15%)	13 (100%)
Group 2 (13 students)	5 (38%)	8 (62%)	13 (100%)

The final results indicate that the students of group 1 who were provided with more practice than theory (2:1) for the intercultural communicative competence development had higher results compared with the students of group 2.

Discussion

According to Spitzberg and Changnon (2009), intercultural competence is “the appropriate and effective management of interaction between people who, to some degree or another, represent different or divergent affective, cognitive, and behavioral orientations to the world” (p. 7). This is in line with our survey which showed that intercultural communicative competence was important for journalism students and most of the students had positive attitudes to the development of this competence (87% of students).

In order to effectively enhance this competence in the learning process, based on the Questionnaire for ESP teachers (Part II), we outlined the following methodical guidelines:

- The aim of journalist intercultural competence development has to be clearly understood not only by ESP teachers but also by the students. We agree with Corbett (2022) that “the goals of cultural tasks will normally involve a combination of intercultural exploration and linguistic development” (p. 41). The aim has to be focused on building verbal successful communication, removing barriers which can obstruct professional communication and trust and pursuing interactional goals during journalist communication.

- It is necessary to practice intercultural communication regularly. Regular implementation of such practice will help students to be effective in journalist communication which implies understanding the features of the other culture better, eliminating misunderstanding with an interlocutor of different cultural

background; achieving speaker's communicative goals successfully; providing favorable environment for the journalist communication; self-reflection on cultural diversity.

- The development of journalism students' intercultural communicative competence has to be focused on the following dimensions: knowledge, skills, attitude and awareness. The students should be aware of similarities and differences between the target and the native culture. They should learn to find communicative strategies for use in various intercultural situations, to assess the limits of their knowledge and find the ways of overcoming them. The key skills of journalism students involve the ability to use verbal and non-verbal communication with a person of another culture; to identify culturally specific features of a person during the communication. The "attitude" dimension is also important for students. The journalist profession requires objectivity, which means being free from individual subjectivity (emotions, perceptions, imagination). "Awareness" as a sub-component of intercultural communicative competence, implies understanding cultural diversity, avoiding prejudices, developing self-reflection, dealing with ambiguities and bridging the gaps during professional communication.

- "A full range of communicative activities can also be used to serve the goals of an intercultural task" (Corbett, 2022, p. 43). Corbett (2022) states that developing intercultural competence does not mean doing away with the information gap or related activities, but developing them so that (1) culture becomes a regular focus of the information exchanged, and (2) learners have the opportunity to reflect upon how the information is exchanged, and the cultural factors impinging upon the exchange" (p. 32). ESP teachers of Ivan Franko National University of Lviv recommended using discussions; role plays / simulations; projects; analysis of situations. The use of the analysis of situations both individually and in groups helped the students to be more aware of the importance of taking into account the intercultural aspect of communication, to broaden their knowledge about different cultures, form proper attitudes to people of other cultures, think critically, develop self-reflection. Discussions and role plays as imitations of real events in journalism allowed the students to use required knowledge, drill skills necessary for verbal and non-verbal journalist communication, understand the nature of cultural stereotypes and avoid prejudices, express attitudes in practice. All these activities helped to improve language skills, reconstruct the behaviour, enhance awareness, increase logical reasoning and objectivity.

- The tasks for journalism students should be in different formats: individual work, pair work, small group work and whole class work. All these formats should "vary throughout a course, so that learners can benefit from peer-group interaction as well as reflect upon their learning in some solitude" (Corbett, 2022, p. 44).

- The intercultural communication (oral and written) of journalism students should be assessed to measure their progress and needs, to diagnose problems and stimulate them to improve their intercultural communicative competence.

Limitations

Our research which was focused on the development of journalism students' intercultural communicative competence had certain limitations:

1. It involved participants from only one institution – Ivan Franko National University of Lviv, which means that the findings may be generalized with caution.
2. The number of participants was quite limited. Thus further studies conducted in broader contexts and including a bigger number of participants are needed.

Conclusions

According to the results of this study, intercultural communicative competence is an integral part of vocational training of journalism students. Since language is one of the most important parts of the culture, foreign language and culture should be taught integrally to students whose future profession is journalism. Language represents a social community, is integrated into culture; triggers the development of cultural values. Therefore, acquisition of intercultural communicative competence in language learning as well as in ESP is important at present.

On the whole journalism students of Ivan Franko National University of Lviv are fully aware of the necessity to develop the intercultural communicative competence. Based on the questionnaires for ESP teachers, it was possible to outline the following dimensions of the journalism students' intercultural communicative competence development: knowledge, skills, attitude and awareness. Ways of building students' intercultural communicative competence were suggested.

The levels of intercultural communicative competence assessment were outlined and defined for students in the field of journalism. The final results indicate that journalism students whose study was more

practice than theory oriented (group 1) showed better learning outcomes than those who were mostly focused on the acquisition of theoretical knowledge (group 2).

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