



**DEPARTMENT OF FOREIGN LANGUAGES
FACULTY OF EDUCATION AND PHILOLOGY
"FAN S. NOLI" UNIVERSITY
KORÇË, ALBANIA**



**PROCEEDINGS OF THE 2nd INTERNATIONAL CONFERENCE
"MULTILINGUALISM, INNOVATION AND DIGITALIZATION
IN THE LIGHT OF EUROPEAN EDUCATION POLICIES"**

30-31 MAY 2024

2nd INTERNATIONAL CONFERENCE

**“MULTILINGUALISM, INNOVATION
AND DIGITALIZATION IN THE LIGHT
OF EUROPEAN EDUCATION POLICIES”**

30- 31 MAY 2024

organized by

**“FAN S. NOLI” UNIVERSITY
FACULTY OF EDUCATION AND PHILOLOGY
DEPARTMENT OF FOREIGN LANGUAGES
KORÇË, ALBANIA**

in cooperation with:

- *Faculty of Foreign Languages, University of Tiranë;*
- *Faculty of Human Sciences, University “Ismael Qemali”, Vlorë;*
- *Faculty of Philology, North University Center Baia Mare, Technical University of Cluj, Romania;*
- *Faculty of Philology, “Ovidius”, University of Constanta, Romania*
- *Faculty of Foreign Languages, “Luigj Gurakuqi” University, Shkodër;*
- *Faculty of Letters, University of Bucharest*
- *Faculty of Education, “Aleksandër Moisiu”, University of Durrës*

- *Faculty of Human Sciences, University of Elbasan, “Aleksandër Xhuvani”*
- *University of Western Macedonia, Florina*
- *“St Kliment Ohridski”, University of Bitola*
- *Faculty of Media and Communication, University of Business and Technology, Pristina*
- *Faculty of English Language, “AAB” College, Pristina*
- *Faculty of Philology, University of Tetovo, Northern Macedonia*

SCIENTIFIC COMMITTEE

Prof. dr. Dhimitri Bello, “Fan S. Noli” University

Prof. as. dr. Jonela Spaho, Fan S. Noli” University

Prof. as. dr. Benita Stavre, “Fan S. Noli”, University

Prof. as. dr. Daniela-Carmen Stoica, “Fan S. Noli” University

Dr. Edlira Xega, Fan S. Noli” University

Dr. Juliana Çyfeku, Fan S. Noli” University

Dr. Lindita Kaçani, Fan S. Noli” University

Prof. dr. Esmeralda Kromidha, University of Tirana

Prof. dr. Kseanela Sotirofski “Aleksander Moisiu” University

Prof. as. dr. Armela Panajoti, “Ismail Qemali” University

Prof. as. dr. Edlira Bushati, “Luigj Gurakuqi” University

Dr. Ardian Lami, Department of Foreign Languages University
of Elbasan, “Aleksander Xhuvani”

Prof. dr. Silvana Neshkovska, “St Kliment Ohdriski”, University
of Bitola

Prof. dr. Berton Sulejmani, University of Tetovo

Prof. dr. Manuela Nevaci, University of Bucharest

Conf. dr. Ligia Tomoiagă, CUNBM Technical University of Cluj

Dr. Anamaria Felecan, CUNBM Technical University of Cluj

Prof. dr. Eleni Griva, University of Western Macedonia, Florina

Prof. Penelope Papadopoulou, University of Western Macedonia, Florina

Conf. dr. Cristina Dafinoiu, “Ovidius”, University of Constanța

Prof. as. dr. Alma Lama, University of Business and Technology, Pristina

Dr. Aida Alla, AAB College, Pristina

ORGANIZING COMMITTEE

Prof. as. dr. Daniela-Carmen Stoica, “Fan S. Noli” University

Dr. Edlira Xega, Fan S. Noli” University

Dr. Juliana Çyfeku, Fan S. Noli” University

Dr. Lindita Kaçani, Fan S. Noli” University

Prof. as. dr. Anita Muho, University “Aleksander Moisiu”, Durrës

Dr. Eriada Çela, University of Elbasan “Aleksandr Xhuvani

D. Lindita Kazazi, University “Luigj Gurakuqi”, Shkodra

Conf. univ. dr. Mircea Farcaş, CUNBM Technical University of Cluj

Conf. univ. dr. Alina Buzatu, “Ovidius”, University of Constanța

Conf. univ. dr. Catalin Constantin, University of Bucharest

Prof. as. dr. Alma Lama, University of Business and Technology, Pristina

Dr. Aida Alla, AAB College, Pristina

Prof. dr. Fatbardha Doko, University of Tetovo

EDITORIAL BOARD

Dr. Edlira Xega

Dr. Juliana Çyfeku

Dr. Lindita Kaçani

Prof. as. Dr. Daniela-Carmen Stoica

Prof. as. dr. Eriola Qafzezi

Dr. Lorena Robo

Dr. Suela Pici

Dr. Alma Karasali

Dr. Dorela Kaçauni

Publication specialist: Msc. Eftiona Bylykbashi



**DEPARTMENT OF FOREIGN LANGUAGES,
FACULTY OF EDUCATION AND PHILOLOGY,
“FAN S. NOLI” UNIVERSITY- KORÇË, ALBANIA**

***PROCEEDINGS
OF THE 2nd INTERNATIONAL CONFERENCE***

***“MULTILINGUALISM, INNOVATION AND
DIGITALIZATION IN THE LIGHT OF
EUROPEAN EDUCATION POLICIES”***

**30 -31 MAY 2024
“FAN S. NOLI” UNIVERSITY
KORÇË, ALBANIA**

ISBN 978-9928-4808-6-6 (e-book)
***“Multilingualism, Innovation and Digitalization in the Light of
European Education Policies”***

TABLE OF CONTENTS

Ligia TOMOIAGĂ

USING LITERATURE TO TEACH AND ENHANCE INTERPERSONAL INTELLIGENCE AND HUMAN COMMUNICATION".....10

LOTHAR TSCHAPKA

ENCOURAGING LEARNERS TO SPEAK: THE USE OF SPEECH AND THEATRE EXERCISES IN LANGUAGE AND COMMUNICATION SKILLS TRAINING.....18

JULIANA ÇYFEKU, EDLIRA XEGA

DEVELOPING FOREIGN LANGUAGE STUDENTS' MULTILINGUAL SKILLS THROUGH A CORPUS-BASED APPROACH (WORKSHOP)28

DHURATA LAMÇJA, DEARLA XHIKA

EFFECTIVE LEARNING: OVERCOMING TECHNOLOGY AND PSYCHOLOGY.....42

ELENA KITANOVSKA – RISTOSKA, NATASHA PETROVA – POPOVSKI

FOSTERING MULTILINGUALISM AND INNOVATION IN THE DIGITAL ERA - OPPORTUNITIES AND CHALLENGES52

MARINELA PRIFTI

TRANSLATION AS A TOOL FOR MULTILINGUALISM AND INNOVATION IN EUROPEAN EDUCATION.....64

SILVA HASALAMI

THE INCORPORATION OF DIGITAL INNOVATIONS IN ESL/EFL CLASSES.....77

FJORA DHIMITRI

THE IMPORTANCE AND THE CHALLENGES OF MULTILINGUALISM IN ALBANIAN PRE-UNIVERSITY EDUCATION.....85

KSENJA FERRO	
PROMOTING CULTURAL AWARENESS: TEACHING OF IDIOMS THROUGH THE USE OF AI IMAGERY.....	93
SONILA HASMUJAJ	
ARTIFICIAL INTELLIGENCE: A BENEFIT OR THREAT FOR TRANSLATORS: A CASE STUDY OF GOOGLE TRANSLATE.....	105
DORELA KAÇAUNI, LORENA ROBO	
EDUCATING STUDENTS IN CRITICAL ANALYSIS OF DIGITAL IMAGES: UTILIZING THE DIG METHOD FOR VISUAL LITERACY ENHANCEMENT.....	117
ALMA LAMA, EGLANATINA BILALI	
THE CRUCIAL ROLE OF EFFECTIVE ASSESSMENT IN SECOND/FOREIGN LANGUAGE TEACHING.....	127
JASMINKA SEKULOVA, VESNA MILEVSKA	
TASK- BASED LANGUAGE TEACHING IN PRIMARY SCHOOLS.....	136
JONIDA BUSHI, MARSELA LIKAJ, EMA KRISTO	
OVERCOMING BARRIERS IN INTERCULTURAL COMMUNICATION: AN ANALYSIS OF LINGUISTIC, CONTENT AND RELATIONAL CHALLENGES.....	147
ENI LASKU	
THE INTEGRAL ROLE OF CULTURAL COMPETENCE IN ENGLISH LANGUAGE AND COMMUNICATION LEARNING: A COMPREHENSIVE REVIEW.....	159
GIOVANNA MECE, ETLVA KONDI	
GAMIFICATION AND CULTURAL COMPETENCE DEVELOPMENT IN LANGUAGE EDUCATION.....	166
ENKELEDA MEMISHA, ERA BUÇPAPAJ	
THE EPIC OF THE WARRIORS” AT UNESCO: THE NEED FOR THE PROTECTION AND PROMOTION OF ALBANIAN CULTURE.....	178

ILDA THEMELI CLASSIFICATION CRITERIA OF INTERPRETING TYPES.....	192
VESNA PRODANOVSKA-POPOSKA INVESTIGATING THE INTERCULTURAL COMMUNICATIVE COMPETENCE OF ESP STUDENTS.....	202
FATBARDHA DOKO, SUZANA IBRAIMI - MEMETI ESTHETIC ELEMENTS IN ELIOT'S ' <i>THE WASTE LAND</i> '.....	215
ERINDA PAPA, ALDA CICKO MEETING THE DEMANDS OF THE LABOUR MARKET: PERSPECTIVES FROM ALBANIAN UNIVERSITIES AND GRADUATES ON SPECIALIZED STUDY PROGRAMS.....	225
ELONA TORO, ANIDA KISI INTEGRATING ENTREPRENEURIAL SKILLS INTO LANGUAGE TEACHING: AN INNOVATIVE APPROACH TO LINGUISTICS EDUCATION.....	240
ALBANA TAHIRI, GILBERTA HADAJ POLICIES IN EDUCATION, TEACHING WITH COMPETENCIES FOR AN APPROACH TO GLOBAL EDUCATION.....	246
DENIS CELÇIMA, ERIOLA QAFZEZI, BESA TONUZI EXPLORING THE INFLUENCE OF BASIC PSYCHOLOGICAL ELEMENTS ON TEENAGE PERSONALITY FORMATION AND EDUCATION.....	257
SUEDA HOXHAJ EXPLORING THE INTEGRATION OF TECHNOLOGY IN ENGLISH LANGUAGE TEACHING AS A FOREIGN LANGUAGE: A CASE STUDY OF UNIVERSITY PROFESSORS IN TIRANA".....	266
PAVLLO CICKO, ALMA KARASALIU FROM LANGUAGE TO CULTURE, FROM CULTURE TO LANGUAGE. THE PUBLICITY SPOT IN FLT (FRENCH LANGUAGE TEACHING) – A	

PRACTICE IN FORMING THE SOCIAL-CULTURAL COMPETENCE OF ALBANIAN-SPEAKING STUDENTS.....275

ZOI KALELI, GEORGE KONTEOS, PAVLOS KILINTZIS, ELPIDA SAMARA

E-TWINNING PROGRAM AS A QUALITY ASSURANCE PRACTICE IN EDUCATIONAL ORGANIZATIONS.....285

LINDITA KAÇANI

CURRENT DEVELOPMENTS IN TEACHING GRAMMAR COMMUNICATIVELY.....294

ZOI KALELI, GEORGE KONTEOS, PAVLOS KILINTZIS, ELPIDA SAMARA

BUSINESS PLAN INNOVATION IN EDUCATION: THE CASE OF A PUBLIC-SCHOOL UNIT.....303

GABRIELA LUNGU

THE VERB *A SE DUCE* IN ROMANIAN AND ITS EQUIVALENTS IN SPANISH AND FRENCH.....312

ERMENITA ÇUKA

THE USE OF CONTEXT AND SITUATIONS AS KEY STRATEGIES IN AVOIDING AMBIGUITY WHILE LEARNING ENGLISH.....320

INVESTIGATING THE INTERCULTURAL COMMUNICATIVE COMPETENCE OF ESP STUDENTS

Vesna Prodanovska-Poposka, PhD
St. Kliment Ohridski University- N. Macedonia
Faculty of Biotechnical Sciences- Bitola
Vesna.prodanovska@uklo.edu.mk

Abstract

The last decades of the 20th and the beginning of the 21st century were marked as an epoch with increased contact between people of different cultures and globalized exchange in all spheres of life. The opening of borders, expansion of international relations, intensifying process of globalization, modern means of communication, and the wide use of the Internet help to bring people together, and make the world a nearly unified community, highlighting interaction and mutual influence of different cultures. This nevertheless requires mastering a new skill widely known as intercultural communicative competence, which will allow individuals to communicate effectively and efficiently with different people. This study aimed to investigate the level of intercultural communicative competence of ESP learners, students at the undergraduate, master's, and PhD levels from St. Kliment Ohridski University-Bitola. Using a quantitative research design, data were collected through an adapted version of the Intercultural Communicative Competence Self Rating Scale (ICCSRS), based on Byram's intercultural competence model. The results reveal that participants demonstrate confidence in some aspects of intercultural knowledge but lack knowledge in historical, political, and taboo-related senses. They also show a positive intercultural attitude, exhibit a level of intercultural awareness characterized by the ability to observe and recognize cultural differences, and present a mixed level of confidence and challenges in various aspects of intercultural communicative skills.

Keywords: *Intercultural communicative competence, ESP, Intercultural awareness, knowledge, attitude, and communication skills.*

Introduction

The end of the 20th and the beginning of the 21st century resulted in the specific phenomena in the development of interactions between people from diverse cultures, which is an obvious result of globalization and technology development. This period marked unprecedented shifts in human connectivity, underpinned by the rapid expansion of technology and global integration

(Castells, 1996). Chen (2012) claims that globalization affected the interconnected world that brought up the opening of borders, internationalized relations, and the rapid spreading of information through modern means of communication such as the Internet. Giddens (1999) highlights that globalization restructured social, economic, and cultural interactions, leading to an era where cross-cultural relations became a cornerstone of professional and personal life. This phenomenon also caused the arousing of global exchange and cultural interaction, which transformed humans' lives to switch and become a connected global community where the cultural boundaries are constantly changing in a rather positive manner. Yet, this novelty imposes the need to develop a specific skill set known as intercultural communicative competence (ICC), in addition to linguistic proficiency and cultural knowledge. Deardorff (2006) emphasizes the significance of identifying and assessing intercultural competence as the primary goal of educational internationalization efforts, emphasizing communication skills as a primary aspect in diverse cultural contexts. Scholars such as Hofstede (2001) and Trompenaars and Hampden-Turner (1997) argue that understanding cultural dimensions and value orientations is fundamental to fostering effective intercultural communication, further reinforcing the necessity of ICC in contemporary global interactions. ICC includes not only the ability to understand and effectively communicate in various cultural contexts but also the ability to adapt one's communication style. As Fantini (2009) suggests, ICC extends beyond basic cultural awareness, requiring the development of empathy, flexibility, and the ability to bridge cultural differences in meaningful ways.

Byram (1997) provides perceptions in terms of teaching and assessment of intercultural communicative competence, offering practical strategies for integrating ICC into language education curricula. Similarly, Basturkmen (2006) explores various approaches and strategies in English for Specific Purposes (ESP), including the integration of intercultural communication skills into ESP programs to meet the needs of learners in specialized professional or academic contexts. These strategies align with Dudley-Evans and St John's (1998) principles of ESP, which emphasize the importance of tailoring language instruction to meet specific communicative needs, including cultural adaptation. Within the field of ESP education, ICC plays a vital role in preparing learners for specialized professional or academic contexts where intercultural communication is prevalent. According to Tomlinson and Masuhara (2018), the integration of authentic, culturally diverse materials into language learning can enhance students' ICC by exposing them to real-world intercultural scenarios.

In today's globalized world, individuals with high levels of ICC are adept at recognizing and bridging cultural differences, resolving conflicts, and building meaningful connections with individuals from diverse cultural backgrounds. Hammer, Bennett, and Wiseman (2003) stress that ICC development involves cultivating both cultural sensitivity and the ability to navigate cultural complexities effectively, which is crucial in diverse professional settings. Educational institutions, businesses, and organizations are increasingly recognizing the importance of incorporating intercultural communication skills into their curricula and training initiatives to prepare individuals for the challenges and opportunities of a modern interconnected world. The integration of ICC into ESP education enhances learners' readiness for the realities of globalized professional or academic environments, equipping them with the skills and competencies needed to communicate effectively and ethically across cultures. As noted by Canagarajah (2005), intercultural awareness and communication strategies are essential for language learners to succeed in multilingual, multicultural environments. Therefore, ICC is an essential component of ESP education, ensuring that learners are prepared to succeed in their specialized fields in an increasingly interrelated world. The primary goal of this study is to assess the intercultural communicative competence (ICC) among ESP learners at St. Kliment Ohridski University-Bitola. This involves evaluating their proficiency in handling intercultural interactions and determining their readiness for effective communication in diverse cultural settings. Additionally, the study aims to investigate the specific intercultural scopes of ICC. This analysis includes a thorough understanding of the learners' intercultural knowledge, awareness, attitudes, and skills, which are crucial for effective intercultural communication. To facilitate this assessment, the author used an adapted version of the Intercultural Communicative Competence Self Rating Scale (ICCSRS), based on Byram's intercultural competence model, which is a tool that provides a comprehensive evaluation of the various aspects of ICC among ESP learners. As Fantini and Tirmizi (2006) suggest, such self-assessment tools are valuable for fostering learner reflection and identifying areas for improvement in ICC development.

Intercultural Communicative Competence and English for Specific Purposes

Intercultural communicative competence (ICC) in ESP education is more than linguistic proficiency and cultural awareness; it encompasses the development of attitudes, values, and behaviors conducive to effective intercultural

communication. By incorporating ICC into ESP curricula, educators can provide learners with opportunities to engage in authentic intercultural interactions, develop cultural sensitivity, and adapt their communication strategies to meet the needs of diverse cultural contexts. This approach is supported by Lussier et al. (2007), who emphasize the need for experiential learning methods in developing intercultural skills, particularly in specialized language programs. The connection between intercultural communicative competence (ICC) and English for Specific Purposes (ESP) lies in the connection between language learning and specialized communication needs within specific professional or academic contexts. Basturkmen (2006) emphasizes the importance of addressing learners' specific communicative needs within professional contexts, which aligns with the goals of ESP. ESP often focuses on teaching English within specific professional or academic fields, such as business, medicine, engineering, or tourism. In these contexts, understanding the cultural norms, communication styles, and expectations of the target profession or academic discipline is crucial for effective communication. Holmes, Fay, and Andrews (1997) discuss strategies for effective cross-cultural communication in a professional environment, highlighting the significance of cultural awareness and sensitivity in achieving communicative success. Many ESP learners engage in cross-cultural communication as part of their professional or academic accomplishments. For example, business professionals may interact with clients, colleagues, or partners from diverse cultural backgrounds, while medical professionals may treat patients from various cultural contexts. McKay (2002) offers perspectives on teaching English in diverse cultural contexts, emphasizing the need for intercultural communicative competence to better cope with the complex concerns in terms of global communication. As highlighted by Kondo-Brown and Brown (2000), effective intercultural communication skills are essential for success in globalized professional fields such as business, diplomacy, and academia. Research by Dörnyei and Al-Hoorie (2017) adds that motivation and cultural empathy are key to fostering strong ICC among language learners. ESP learners who possess strong ICC are better equipped to understand and manage with the cultural differences of their field, interact with each party or individual from diverse cultural backgrounds, and succeed in multicultural environments. ESP emphasizes the practical use of English in real-world professional or academic surroundings. Swales (1990) discusses genre analysis in academic and professional communication, illustrating how ESP learners can benefit from understanding the cultural expectations and conventions of specific discourse communities. Belcher (2009)

explores various theoretical frameworks and practical applications of ESP, including the integration of intercultural communication skills to enhance learners' communicative competence in specialized fields. Additionally, the integration of ICC into ESP education aligns with broader efforts to internationalize higher education and prepare students for global citizenship. As noted by Kramsch (1993), language learning is inherently intertwined with culture, and proficiency in a second language involves not only linguistic competence but also cultural competence. Hence, the integration of ICC into ESP programs enhances learners' ability to communicate effectively and appropriately within their specialized professional or academic contexts. By equipping learners with the cultural knowledge, intercultural communication skills, and strategies necessary for successful communication in diverse cultural environments, ESP programs contribute to the development of well-rounded, globally competent professionals and scholars.

Methodology

For this study, a quantitative research design was employed to investigate the intercultural communicative competence (ICC) of 37 higher education participants. Quantitative methods allow for the collection of numerical data, allowing for statistical analysis, to identify patterns and relationships.

Participants

The participants in this study were 37 students enrolled in the Faculty of Biotechnical Sciences at St. Kliment Ohridski University-Bitola, North Macedonia. They represented various academic levels, including undergraduate (first cycle), master's (second cycle), and doctoral (third cycle) students. The inclusion criteria for participants were currently enrolled in any of the study programs at the Faculty of Biotechnical Sciences.

Instrument

The instrument used to measure intercultural communicative competence was *the Intercultural Communicative Competence Self Rating Scale* (ICCSRS), adapted from Zhong et al. (2013) and based on Byram's intercultural competence model developed in 1997. The questionnaire was administered via Google Forms and consisted of 37 questions divided into seven sections: Intercultural knowledge (Questions 1-11); Intercultural attitudes (Questions 12-15); Intercultural awareness (Questions 16-17); Intercultural skills (Questions 18-22); Sociolinguistic competence (Questions 23-27); Discourse competence (Questions 28-30); Strategic competence (Questions 31-37). Participants were

invited to complete the questionnaire online using Google Forms. They were provided with instructions and informed consent information before proceeding to answer the questions. Participants were assured of the confidentiality and anonymity of their responses. The questionnaire took approximately 15 min to complete.

Data Analysis

The data collected from the completed questionnaires were exported from Google Forms and descriptive statistics were used to analyze the responses. Ethical considerations were taken into account throughout the research process. Participants were assured that their responses would remain confidential and would only be used for research purposes. No identifying information was collected to ensure anonymity.

Limitations

While the study aimed to explore perceptions and experiences in cross-cultural communication, it's important to acknowledge certain limitations. Specifically, the author excluded questions related to sociolinguistic competence, discourse competence, and strategic competence from the analysis. These segments of communication, though crucial, were not within the scope of this study. Consequently, the findings provide insights primarily into cultural knowledge, understanding of norms, and communication behaviors in cross-cultural interactions.

Results

The results presented in Charts 1, 2, 3, and 4 provide information about the responses given per question according to the Likert Scale, expressed as 'Strongly Agree/Agree,' 'Neutral,' and 'Disagree/Strongly Disagree' responses. A comprehensive summary of the responses is available at https://drive.google.com/file/d/1ikM5U4C2maO1MzlsODRnGD6EW9FZE9d/view?usp=drive_link

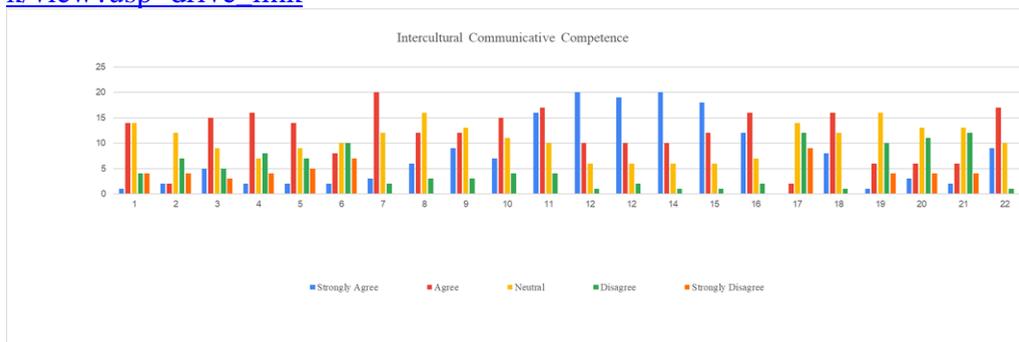


Chart no.1 Intercultural Communicative Competence chart expressed per question and Lickert scale

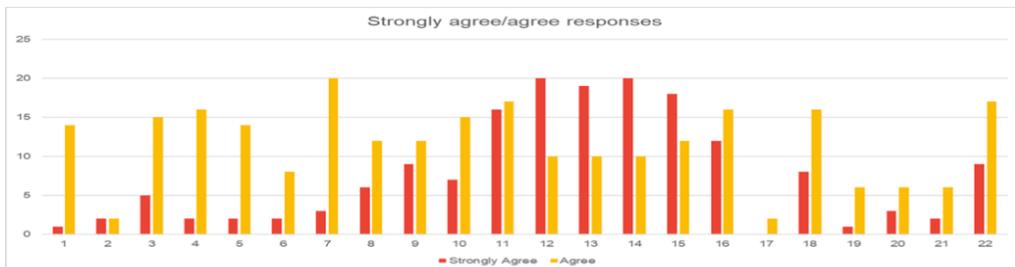


Chart 2: Questions answered with strongly agree and agree

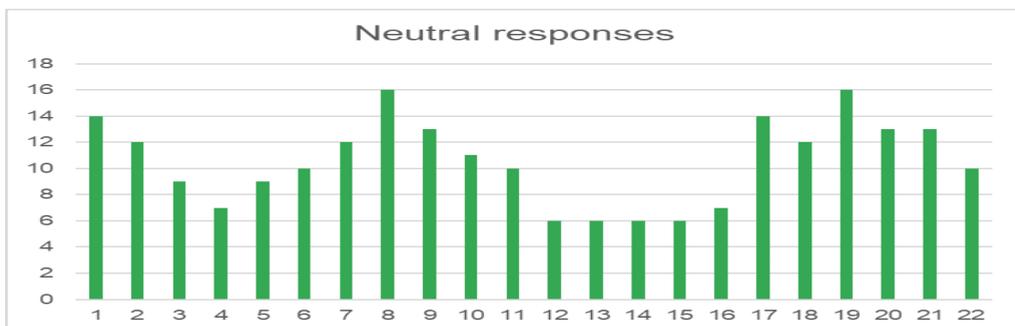


Chart 3: Neutral responses expressed per question

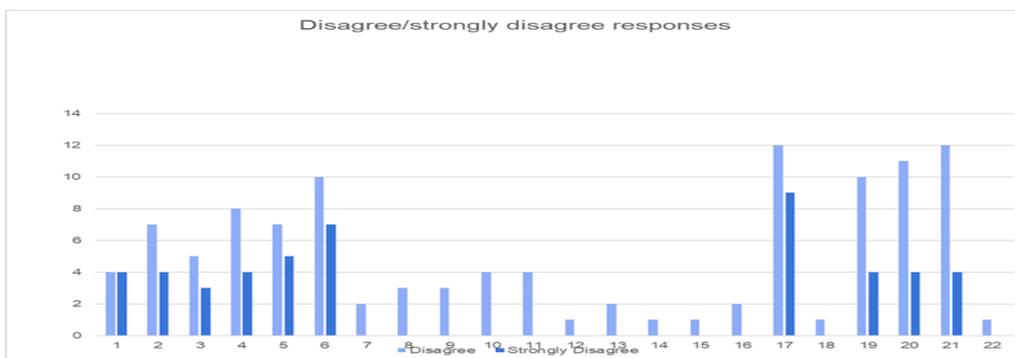


Chart 4: Questions answered with disagree and agree

The results reveal varying levels of **intercultural knowledge** among the

respondents. In terms of lifestyle awareness, the majority seem to have some understanding of the lifestyle in other cultures, with 29 out of 37 respondents agreeing or strongly agreeing with this. However, regarding historical knowledge, a significant portion, 19 respondents, lack familiarity with historical events and figures from other cultures. A similar trend is observed in literature awareness, where 20 out of 37 respondents acknowledge their lack of knowledge about the literature and important writers of other cultures. The same pattern continues with political understanding, as 18 respondents agree or strongly agree that they lack knowledge about the politics of other cultures. Understanding taboos also appears to be an area of deficiency, with 19 respondents indicating a lack of understanding of cultural taboos. The responses regarding non-verbal communication are mixed, with about half of the respondents indicating they do not understand non-verbal cues in other cultures. In a more positive perspective the majority of respondents, 23 out of 37, feel confident in their understanding of the customs and habits of other cultures. Awareness of current events is moderate, with 18 respondents indicating they understand important current events and hot topics in other cultures. Similarly, most respondents, 21 out of 37, seem to have some understanding of appropriate body distance in intercultural settings. Understanding the time concept of other cultures is another area where respondents feel relatively confident, with 22 out of 37 indicating they understand this aspect. Geographical knowledge proves to be a strong feature with a significant majority of 33 respondents feeling confident about their understanding of the geography of other cultures. Therefore, while the respondents **generally feel confident about their knowledge of customs, habits, and geography, they recognize deficiencies in their understanding of historical, literary, political, and taboo-related aspects of other cultures.** This highlights areas where further development and education could enhance their intercultural communicative competence. In terms of **intercultural attitudes**, the survey results highlight a generally positive attitude towards intercultural communication among the respondents. A strong interest in the lifestyle and values of different countries is evident, with 30 out of 37 respondents expressing enthusiasm for understanding and appreciating cultural diversity. When it comes to active communication, a substantial majority, 29 out of 37 respondents, show a strong preference for engaging actively with people from different cultures. This demonstrates their openness and proactive approach to intercultural interactions. The ability to respond positively to communication initiatives from people of different cultures is also high, with 30 out of 37 respondents indicating they can respond receptively. This reflects an

inclusive and welcoming attitude towards intercultural encounters. Likewise, respect for diverse perspectives is notably strong among the respondents. A significant majority, 30 out of 37, express a willingness to respect viewpoints different from their own, demonstrating tolerance and acceptance of cultural differences. Overall, the survey results suggest that the respondents **generally possess positive attitudes towards intercultural communication**. They show an eagerness to learn about and engage with different cultures, coupled with a willingness to respect and accommodate diverse perspectives. These attitudes are crucial for fostering effective communication and building harmonious relationships across cultures. Further on survey results reveal a **significant level of intercultural awareness** among the respondents. A substantial majority, 28 out of 37 respondents, indicate that they are proficient at observing cultural differences during interactions with people from different cultures. This suggests that they possess a sensitivity to cultural distinctions, which is crucial for facilitating effective intercultural communication. Additionally, the acceptance of different values is apparent, as 21 out of 37 respondents disagree with the notion that they don't understand or accept certain values of other cultures. This highlights a willingness to acknowledge and accept cultural differences, even when they may not be fully comprehended or agreed upon. Such an attitude fosters openness and respect towards diverse cultural perspectives. In general, the survey results suggest that the respondents generally **exhibit an exemplary level of intercultural awareness**. They demonstrate the ability to observe and recognize cultural differences, along with a willingness to accept and respect diverse cultural values. These qualities are essential for promoting mutual understanding and harmony in intercultural interactions. Finally, the survey results on **intercultural skills** reveal a complex picture of the respondents' abilities and challenges in this area. A significant majority, 24 out of 37 respondents, feel comfortable and confident in their ability to establish positive relationships with people from different cultures, indicating a high level of intercultural adaptability and interpersonal skills. When it comes to handling conflicts arising from cultural differences, the responses are more varied. While 17 out of 37 respondents find it difficult to cope with such conflicts, a slightly larger group, 19 out of 37, feel more adept at handling with these situations. This mixed level of confidence suggests that while some respondents are skilled at managing intercultural conflicts, others find it more challenging. In terms of communication flexibility, 20 out of 37 respondents find it difficult to adjust their communication behavior according to the cultural background of the parties involved. This indicates that many respondents

perceive challenges in adapting their communication style to accommodate diverse cultural contexts, highlighting a potential area for improvement in their intercultural communication skills. Regarding the handling of misunderstandings in intercultural communication, responses are relatively evenly distributed. There is no clear majority indicating either agreement or disagreement with the statement about actively explaining misunderstandings. This suggests that respondents have varied approaches to addressing misunderstandings, with some feeling more inclined to proactively clarify issues, while others may be less inclined to do so. Further on, a strong majority of respondents, 26 out of 37, feel confident in their ability to deal with various social situations and relationships when communicating with people from different cultures. This reflects a relatively high level of competence in managing social interactions across cultural boundaries, which is a key aspect of intercultural competence. In conclusion, the survey results suggest that while **many respondents feel comfortable in establishing positive relationships and managing social situations across cultures**, there are notable challenges in handling conflicts and adapting communication behaviors to diverse cultural contexts. **This mixed level of confidence in various aspects of intercultural skills points to areas where further development and training could be beneficial.**

Interpretation of the findings

The findings of this study provide valuable insights into the intercultural communicative competence (ICC) of ESP learners at the Faculty of Biotechnical Sciences- St. Kliment Ohridski University Bitola. Overall, participants demonstrated a **moderate level of ICC**, with strengths and areas for improvement across various dimensions. The strengths demonstrated through the survey are openness and curiosity, adaptability, and reflective awareness, however, the areas for improvement are the knowledge gaps, non-verbal communication, and the lack of language awareness. Developing ESP curricula should incorporate intercultural communication skills improvement to prepare learners for the demands of globalized professions. This may include integrating cultural content, language learning activities, and real-world communication tasks into the curriculum. Providing more opportunities for cultural immersion experiences, such as study abroad programs or virtual exchange initiatives, can enhance learners' intercultural competence by exposing them to diverse cultural perspectives and communication practices. Also encouraging learners to engage in reflective practice and self-assessment can raise greater awareness of their

own cultural biases and communication behaviors, enabling them to adapt more effectively in **intercultural interactions**.

Conclusion

In conclusion, this study provides valuable insights into the intercultural communicative competence (ICC) of ESP learners at the Faculty of Biotechnical Sciences- St. Kliment Ohridski University- Bitola, N. Macedonia. While participants- students of first, second, and third cycle majoring in Food and Dietetics, Food Quality and Safety, Food Technology and Agro-economy demonstrated strengths in areas such as openness, curiosity, and adaptability, there are also opportunities for improvement, particularly in addressing knowledge gaps and enhancing non-verbal communication and language awareness. This study provides valuable insights into the intercultural communicative competence (ICC) of ESP learners at the Faculty of Biotechnical Sciences – St. Kliment Ohridski University, Bitola, N. Macedonia. While participants—students from first, second, and third cycles majoring in Food and Dietetics, Food Quality and Safety, Food Technology, and Agro-economy—demonstrated strengths in areas such as openness, curiosity, and adaptability, there are also opportunities for improvement, particularly in addressing knowledge gaps and enhancing non-verbal communication and language awareness. The findings reveal that although respondents show a commendable level of awareness and positive attitudes toward cultural diversity, significant challenges remain in certain knowledge and skill areas. For instance, deficiencies in historical, literary, political, and taboo-related knowledge highlight a need to integrate more comprehensive cultural content into ESP curricula. Likewise, the mixed responses regarding non-verbal communication and the challenges of adapting communication behavior underscore the importance of targeted training in these areas to enhance learners' intercultural interaction skills. To address these challenges, incorporating intercultural communication skills development into ESP curricula is essential. This could include designing learning activities that focus on specific ICC dimensions, such as non-verbal communication cues, conflict resolution strategies, and cultural knowledge enhancement. Real-world tasks, such as role-plays, case studies, and simulated intercultural interactions, can provide practical training to prepare students for the complexities of globalized professional and academic settings. In addition to curricular adjustments, providing opportunities for cultural immersion experiences can further develop students' ICC. Study-abroad programs, virtual exchange initiatives, and collaborations with international students or professionals can expose learners to diverse cultural perspectives,

fostering deeper understanding and adaptability. Encouraging reflective practice and self-assessment can also be instrumental in raising learners' awareness of their own cultural biases and communication habits, equipping them to engage more effectively in intercultural contexts. Furthermore, educators should consider expanded use of technology and digital tools to enhance intercultural learning opportunities. Virtual reality experiences, online cultural exchange platforms, and other modern projects can simulate real-world intercultural interactions, offering students practical, low-risk environments for developing their ICC. These approaches align with the growing need for technological integration in education to meet the demands of modern globalized professions. Ultimately, fostering a balance between cultural knowledge, skill development, and attitudinal growth is essential. By addressing the identified gaps and capitalizing on existing strengths, educators can help students build the comprehensive intercultural communicative competence required to succeed in diverse, multicultural environments. This study emphasizes the critical role of ICC in ESP education and highlights actionable strategies for bridging the gaps, thereby contributing to the broader goals of preparing learners for effective participation in a globalized world.

References

- Basturkmen, H. (2006). *Ideas and options in English for specific purposes*. Lawrence Erlbaum Associates.
- Belcher, D. (2009). What ESP is and can be: An introduction. In D. Belcher (Ed.), *English for specific purposes in theory and practice* (pp. 1-20). University of Michigan Press.
- Byram, M. (1997). *Teaching and assessing intercultural communicative competence*. Clevedon, England: Multilingual Matters.
- Canagarajah, S. (2005). *Reclaiming the local in language policy and practice*. *The SAGE Handbook of Applied Linguistics*, 426-442.
- Castells, M. (1996). *The rise of the network society* (Vol. 1). Blackwell Publishers.
- Chen, G.-M. (2012). The impact of new media on intercultural communication in global context. *China Media Research*, 8(2), 1-10. Retrieved from http://www.chenweiming.com/uploads/1/0/5/5/10550710/the_impact_of_new_media_on_intercultural_communication_in_global_context.pdf
- Deardorff, D. K. (2006). Identification and assessment of intercultural competence as a student outcome of internationalization. *Journal of Studies in International Education*, 10(3), 241-266. <https://doi.org/10.1177/1028315306287002>
- Dudley-Evans, T., & St John, M. J. (1998). *Developments in English for specific purposes: A multidisciplinary approach*. Cambridge University Press.

Fantini, A. E. (2009). *Assessing intercultural competence: A review of current research. The SAGE Handbook of Intercultural Competence*, 457-475.

Fantini, A. E., & Tirmizi, A. (2006). *Exploring intercultural competence: A report of the intercultural competence project. World Learning*, 1-51.

Giddens, A. (1999). *Runaway world: How globalization is reshaping our lives*. Routledge.

Hammer, M. R., Bennett, M. J., & Wiseman, R. L. (2003). *Measuring intercultural sensitivity: The Intercultural Development Inventory. International Journal of Intercultural Relations*, 27(4), 421-443.

Hofstede, G. (2001). *Culture's consequences: Comparing values, behaviors, institutions, and organizations across nations* (2nd ed.). Sage Publications.

Holmes, P., Fay, R., & Andrews, J. (1997). Introduction: Intercultural communication in context. In P. Holmes, R. Fay, & J. Andrews (Eds.), *Intercultural communication in contexts* (pp. 1-16). Oxford University Press.

Kondo-Brown, K., & Brown, J. D. (2000). Understanding of interpersonal and intercultural functions of language in the Japanese secondary EFL context. *Language, Culture and Curriculum*, 13(1), 82-96.

Kramsch, C. (1993). *Context and culture in language teaching*. Oxford University Press.

McKay, S. L. (2002). *Teaching English as an international language: Rethinking goals and approaches*. Oxford University Press.

Swales, J. M. (1990). *Genre analysis: English in academic and research settings*. Cambridge University Press.

Trompenaars, F., & Hampden-Turner, C. (1997). *Riding the waves of culture: Understanding diversity in global business*. McGraw-Hill.

Tomlinson, B., & Masuhara, H. (2018). *The Routledge handbook of language and intercultural communication*. Routledge.

Zhong, Q., Li, D., & Li, X. (2013). Development and validation of the intercultural communicative competence self-rating scale: A study of Chinese undergraduates. *System*, 41(2), 384-398.