

ANALYZING THE EFFECTIVENESS OF INTERCULTURAL COMPETENCE IN ENGLISH LANGUAGE THROUGH PROJECT BASE LEARNING AT UNDERGRADUATE STUDENTS

Shumaila Shoukat

Lecturer, Lahore Leads University, Lahore Pakistan.

Email: Shumailashoukat309@gmail.com

Dr Hisham ul Hassan Khawaja

Associate Professor, Commerce Department Superior University Lahore,
Punjab, Pakistan.

Email: Kh_hisham@hotmail.com

Rabia Mamoon

Phd Scholar, Superior university Lahore, Punjab, Pakistan.

Email : rabia.mamoon4@gmail.com

Abstract

This research focuses on the effectiveness of intercultural competence in the English language while assessing project-based learning. The English language has gained its status as a lingua franca just due to the use of a wide range of people who belong to different territories of the world. As the aim of this study is to examine the perceptions of undergraduate students regarding the integration of project-based learning for fostering intercultural competence, the qualitative method has been used to analyze the data; for data collection, snowball sampling techniques were used to collect the desired data. This esteemed research finds various helpful findings: the EFL learners have enhanced their language proficiency even in divergent intercultural environments and they have been exposed having diverse cultural perspectives in their classroom settings. Not only the students of EFL have increased their cultural sensitivity and awareness but also these cultural sensitivity perspectives helped them to trigger their communicative competence. These concerns auxiliary their motivation and engagement in their learning environment. Furthermore, the effectiveness of intercultural competence in the English language has become the core cause to show on the positive attitude toward diversity. Likewise, the perceptions of the

students related to integration of the project-based learning have boosted their intercultural competence.

Keywords. *Project-based learning, Intercultural competence, Language proficiency, EFL learners.*

Introduction

The English language is considered the language of the world where it has earned its name in every field of life; especially in the education sector, whether it belongs to business, economics, science, or any other discipline. In Pakistan, even in schooling, English is being taught as a compulsory subject and the lectures are supposed to be delivered in the English language. In classrooms, an English communicative environment is encouraged, as the students may communicate to the outer world where intercultural communicative competence is required. The various departments of the Pakistani Education system like PHED and HEC asked the under-esteemed institutions to apply various teaching methodologies and Project-Based Learning is one of them. Various research has been conducted and they focus on the PBL rather than the traditional way of teaching and it is, somehow, more reliable in improving English language proficiency (Simpson, 2011; Rousová, 2008; Thomas, 2000; Ke, 2010).

Certainly, in today's world, intercultural competence has become the most important aspect of communication, if someone wants to paint his picture of proficiency in the mind of others. Intercultural competence makes the student capable enough to tackle and overcome any communicative situations.

The purpose of this study is to investigate the effectiveness of project-based learning in enhancing intercultural competence among undergraduate students. By examining the impact of PBL as a pedagogical approach, we seek to contribute valuable insights to educational practices and the developmental skills necessary for global citizenship.

As the world has become a global village, it is important to be familiar with the latest techniques on how to communicate and navigate with divergent communities of the world. Undoubtedly, English is being used as a bridge of communication that destroys the boundaries of the world's intercultural communicative language teaching while utilizing various helpful and creative techniques in diverse classroom settings. Wherever the divergent environments of the classroom are seen, intercultural competence helps them to tackle in a very skillful way that shoulders the students with the peculiar tools they need to compete in these various classroom environments to gain their target goal.

We are very much aware of the traditional way of teaching and the components of vocabulary, grammar, and proficiency of language that more probably leave the most crucial aspect of language competence. Intercultural

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competence is embodied with two major components: language proficiency and the capacity to comprehend the values and various views of differing cultures. proficiency is the most important concern to understanding the diversity of cultural competence, without mastering proficiency, it would be difficult for learners to communicate and cooperate accurately in multicultural settings.

Culture and language can never be separated from each other as both have strong effects (Kramsch, 2013). To understand the customs, beliefs, norms, and values of any culture, it is mandatory to have a language (Blum, 1981). We can never put a language in any boundaries or circles of our traditional acceptance of linguistics dimensions whether they belong to morphology, phonology, or syntactic representation but it may be expected to increase its limitation mainly related to second language learning and its cultural competence, we called it as "langua culture" (Chun, 2019).

However, as we are dispersal in the digital world, it is very complicated for a classroom instructor to make the correct use of attractive devices helpful for second language learners while using innovative and creative technologies to grasp the attention of L2 learners to make them aware about these technologies in the field of inter-cultural environment to gain to the competence of divergent cultures and their language usages. Project-based learning is very much operative to egg on the second language learners for attractive lessons and these Projects shoulder the students to get comprehensive information and their effective use. The students who work with projects are more motivated and show their interest in their tasks rather than those who don't have these projects and their skills.

A culture of friendliness, tolerance, and respect may be fostered among students via the opportunity for more comprehensive learning and the development of collaborative talents afforded by project-based learning approaches. When using project-based learning (PBL) and other instructional tactics in English classes, teachers must constantly connect the curriculum to their students' interests (Agudelo, M., 2017). In addition to providing students with the information they believe is important via hands-on experiences, project-based learning aims to provide instructors with a means of assisting students in developing a somewhat constructible worldview, which is an integral aspect of critical thinking.

The English Basic Competency Standards state that learning a second language promotes cultural awareness and self-respect while simultaneously increasing one's capacity to cherish and comprehend one's own culture. Ethnocentrism is lessened by this. Learning a new language fosters an open mind

and an appreciation for variety in all its forms, both locally and globally. In addition to enhancing students' social interaction skills, it also helps them become more conscious of their language and its speakers, which in turn encourages them to keep tabs on the culture from which the language they are studying originates. Consequently, it highlights how the language reflects a sense of social awareness.

Objectives

The objectives of the study are to:

- 1. To examine the perceptions of undergraduate students regarding the integration of project-based learning for fostering intercultural competence.*
- 2. To explore the impact of project-based learning on the development of intercultural competence among undergraduate students.*

Research Questions

- 1. What are the subjective perceptions of undergraduate students regarding the effectiveness of project-based learning in fostering intercultural competence?*
- 2. How does participation in project-based learning influence the development of intercultural competence among undergraduate students, and what specific aspects of intercultural competence are impacted?*

Significance of the study

The study highlights the significance of intercultural competency in English language instruction, highlighting how it contributes to productive teamwork and communication.

It is important to recognize Project-Based Learning that combines language acquisition with cross-cultural awareness that gives creative and innovative teaching techniques. The purpose of the study is to give insight and knowledge about the use of Project-Based Learning and its practice in intercultural communicative competence.

Rationale of the research

Project-based learning is one of the promising methods in teaching English as a Foreign Language to improve the intercultural communicative competence of second language learners. Project-based learning provides a handful of practical learning environments in a real-world setting where learners belonging to various cultural backgrounds work on the projects and share their capabilities to see these cultural problems and put them into the mirror while presenting their hands-on practice. It motivates the learners to have some practice on how to handle these cultural differences and how to increase knowledge in various cultural settings. Project-based learning emphasizes learning with experiments while providing the opportunity for the students to get them engaged in different practical projects which gives them an everlasting understanding of intercultural communicative

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competence. In a nutshell, Project-Based Learning fosters cooperative and diverse dynamic groups.

Theoretical Contributions:

As the goal of this study is to Analyze the Effectiveness of Intercultural Competence in the English Language Through Project Base Learning among Undergraduate Students, it is important to have guidance on how to evaluate and create inter-cultural competence initiatives in English classrooms; for this purpose, the researcher has used the model of Dredorff of Process of Intercultural Competence and Bennett model of Intercultural Sensitivity for theoretical concerns. Both of these models emphasize the comprehension of intercultural competence and its development. In the challenging world, we are in, Intercultural communicative competence is supposed to be incorporated in English teaching classrooms. Just to obtain the objectives of this study, it is required a clear consideration of curriculum design, techniques of teaching with technologies, instruments that may assess the performance of the learners, promising teaching strategies, interactive and creative activities that may put hands-on experiences that help the students in real-world challenges. Studies indicate a positive link between intercultural education and language competency, underscoring the potential impact on language learning outcomes, even though the main focus is on intercultural competence.

Literature Review

Cultural and communicative competence

With the introduction of communicative pedagogy in the 1980s, the idea of cultural competence which holds that one cannot achieve successful communication in a foreign language without understanding the culture in which the language is developed – became more well-known (Canale and Swain, 1980; Pulverness, 2003; van Ek, 1986). At that time, the emphasis of language teaching approaches changed from linguistic competence (vocabulary, grammar, syntax, and pronunciation) to communicative competence, or the development of students' capacity to communicate effectively in a range of social contexts. The ideas of Habermas (1970) and Hymes (1972) have had a significant influence on the concept of communicative competence.

Hymes studied the process by which children acquire their first language in his research on the linguistic development of native speakers and concluded that sociocultural competency was crucial to this process. Children learn about a variety of sentence construction techniques as part of the same developmental matrix that teaches them about language sentences. Like other types of tacit cultural knowledge (competence), they use their general idea of what constitutes

proper speech in their culture to conduct and interpret social interactions. This theory is developed from their limited experience with speech acts and their dependency on sociocultural factors (Ibid, 2014).

Intercultural competence is the capability to communicate and engage with the people belonging to the various regions and continents and it has been considered the most important talent of the present world and its requirements. Presently, Project-Based Learning involves teaching skills related to real-world practice, critical thinking, and collaboration in any context.

Intercultural-Competence

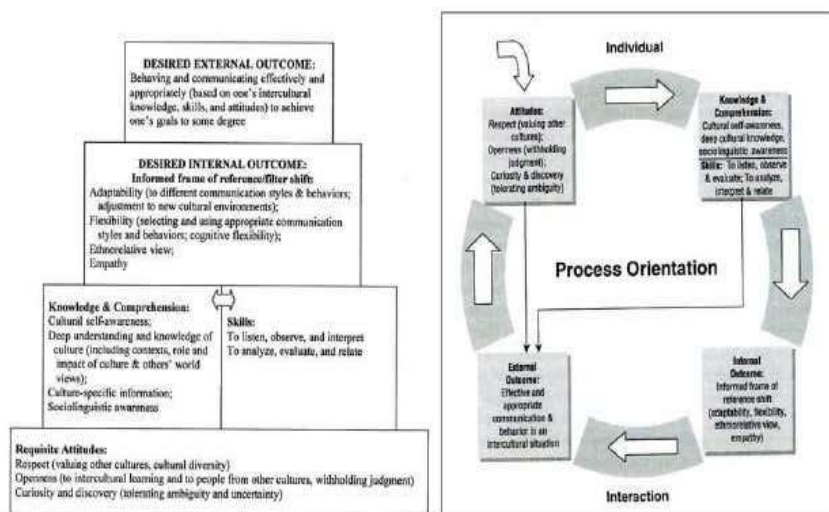
According to Bannet (2013), was considered the pioneer in presenting the concepts of intercultural competence. Deardorff presented the model of Intercultural competence that shows and indicates the numerous sub-parts including the importance of knowledge, and attitude. Motivation and various essential skills are mandatory to have for real-world application learning. Furthermore, we find divergent layers of this competence model that can be observed while seeing its developmental progress.

Deardorff Model of Intercultural Competence

Deardorff's Model of Intercultural Competence has proved itself helpful in a very crucial setting where students belonging to different parts of the world are working on project-based learning. This model presented the methodology to deal with the divergent cultural settings and somehow their key solutions to tackle them as this model provides a deep analysis of intercultural competence. This model plays a critical role in comprehending the knowledge that eggs on the students to grasp the versatile concepts of cultural concepts, norms, beliefs, and conventions just to achieve productive communication and teamwork.

The development of intercultural competencies, including communication, conflict resolution, and flexibility, is crucial for effectively managing the intricate dynamics of various groups that are inherent in project-based learning. Motivation is the last component of the paradigm of Deardorff; it makes the students proactive in interacting with people of various cultural backgrounds and experiences. Most of the students have divergent viewpoints of intercultural knowledge and these points add comprehensive input it their projects to sort out the ongoing problems. All the learners who have become part of this Project-Based Learning get more comprehensive information on cross-cultural communicative competence.

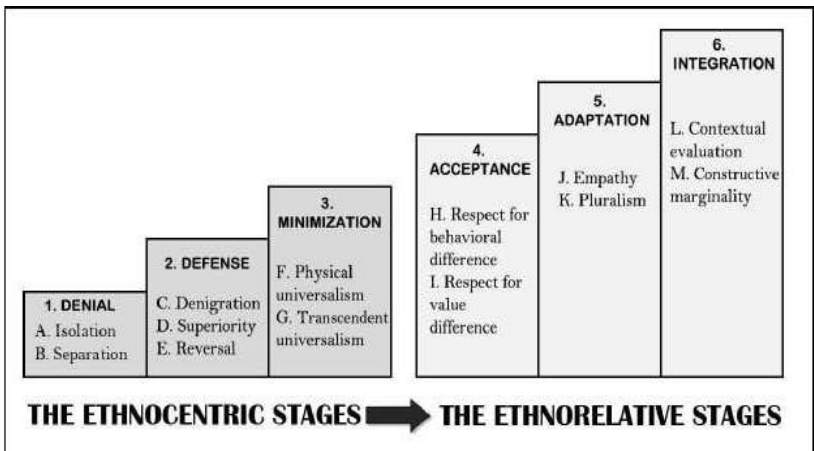
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(Deardorff, 2009: 13, Ibid.33)

Bennett's Developmental Model of Intercultural Sensitivity

The model of Intercultural sensitivity by Bennett provides insight information how learners vary in their intercultural awareness while expressing their way and exchanging them from ethnocentrism to ethno-relativism. It is related to the concept of Project-Based Learning where students are in a group of different individuals to finalize this collaborative-learning project. Some students may first show signs of ethnocentrism, considering their cultural norms and customs to be superior. Examining how PBL shapes this foundational perspective is essential to determining how it affects intercultural competency. Students have the opportunity to embark on a transformative journey along Bennett's continuum when they work together on collaborative projects. PBL, as it has been widely discussed in academic literature, provides an organized environment in which students can be exposed to a range of viewpoints and challenged by ethnocentric viewpoints.



Project Based Learning

Bloomfield put his remarks on the project-based learning that it cooperates and shows deep insights to the comprehension but Thomas in 2000, considered that PBL develops critical things and has problem-solving skills rather than comprehension. Students move to have the development in their stages. According to Bennett, by using project-based learning tools, students may get diversity in cultural understanding and they are capable enough to maintain ethno-relativist positions; Bennett's Model of Integration and intercultural diversity helps cooperate and comprehend intercultural competence.

Benefits of PBL by Thomas

Intercultural competence is dependent on critical thinking under the framework of project-based learning. He considered critical thinking as the best tool to assist students and clear their understanding of various cultural beliefs. As critical thinking emerged through the use of project-based learning, it submerges the student from real-world issues with careful consideration. Students are supposed to expose the complication of inter-cultural competence with the use of critical thinking; as all these projects are crescendos, the students are supposed to interact with multi-complexed perplexed problems and utilize analytical reasoning to create comprehensive and doable responses.

Therefore, PBL contributes well to the development of problem-solving abilities that are meshed enough with the intercultural competence that has concerns with the research and its progressive projects. Having divergent students from diverse cultures may cause different cultural competence problems; students more probably come up with important issues in a mutual environment in project-based learning that requires group performance in problem-solving exercises. This type of problem-solving approach of the students shines the overall skills of problem-solving capabilities with the promotion of intercultural

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competence.

Thomas had the observation of PBL and intercultural competence that point to the various techniques and skills for helping students who are working on different projects having a variety of environmental and cultural variables just to create their competence of critical thinking and skills to sort out the problem-solving abilities. This synthesis is very helpful for the learners to enhance their links and bridge between their education, intercultural competence, and critical thinking.

The Potential of Project-Based Learning by De Wit

De Wit considers Project-Based Learning as a catalyst for learners to expose a diverse range of perspectives, particularly of diverse cultural backgrounds. Having collaboration in project-based learning, students are supposed to work with their team members as it is the outcome of the opposing environment where each student has unique views about his culture to table the related concerns. It is very transformative and has a mechanism that broadens the horizon of the students to cultivate an understanding of the various perspectives of the different cultures. As PBL is dynamic in its nature, it opens the door of courage for the students and offers them a platform to navigate cultural diversity in a real-world setting.

Furthermore, exposure to project-based learning promotes and contributes to increasing awareness of various cultures and their belongings helping the students to come up with comprehensive solutions. Most of the time, students interact with problems and they utilize problem-solving skills and decision-making tasks to tackle and resolve all these issues; this gives them the cultural awareness, and fundamental concept of cultural competence, that equips them students with the necessary tool kit to operate this cultural diversity more accurately and skillfully. While giving synthesis of Project-Based Learning of De Wit underscores the numerous roles of cultural competence to have its exposure with a view to enhance cultural awareness and contribute their skills in the respective concerns to develop the competence of culture and inter-cultural competence as a general to get the collaborative learning experiences varied from culture to culture.

Zone of Proximal Development by Vygotsky

Vygotsky gave the concept of the zone of proximal development that has been considered the foundational theoretical framework in the field of education and psychology; the focus of the ZPD is to ensure the role of social interaction with collaborative learning especially in cognitive sciences. Zone of Proximal Development shows its concerns with developing the relationship of individual

capabilities and achievements that can be made possible with the help of a little bit of guidance that sharpens their knowledge and abilities. Learners are supposed to broaden their level of competence and the collective efforts of the team or groups support the learners to tackle the real-world problem with the help of zone proximal development and its collaboration with project-based learning. No doubt, these collaborative adventures of Vygotsky's zone of proximal development principles and the supportive nature of project-based learning egg on the learners to shoulder and enhance their intercultural competence while participating in various interactive collaborative developmental zones. Having hands-on experience with peers from various backgrounds in PBL groups and expressing the unique chance to expand my competence in intercultural skills. There we find a bridge that links the theoretical concept of Vygotsky's ZDP and the collaboration of PBL that tells us how these theoretical principles can be applied to increase the intercultural competence skills of the learners.

Scaffolding in Intercultural Learning

Vygotsky has presented the concept of scaffolding in the developmental zone of ZDP at which individuals who have more awareness and knowledge related to the project give support to the learners and guide them accordingly; it motivates the rest of the learners to share the experience and insight information of their specific cultural competence with other peers to shoulder their concepts and enhance their knowledge. These collaborative concepts of learning having a collaborative environment in project-based learning play a role as a scaffold in the development of these skills.

Zone of Cultural Proximal Development

A zone of cultural proximal development is a space or environment in which learners are supposed to collaborate in groups of project-based learning and learn the various experiences from their so-learners who have divergent cultural background knowledge. It promotes the concepts of intercultural competence, understanding cultural values, hands-on communicative competence of various cultures, and mutual support for learning.

Research Design

Qualitative research design has been used to analyze the effectiveness of intercultural competence in the English language while utilizing project-based learning to understand the interaction of culture and language, to know the importance of intercultural competence, to explore the relationship of intercultural competence and project-based learning and find out the effect of project-based learning in a certain required environment or context. For this purpose, a methodological approach has been utilized to analyze the effectiveness of project-based learning that enhances the awareness of inert-cultural competence

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in second language learners. The choice of methodology is crucial in ensuring the study's validity and reliability.

Sampling Technique

Sampling techniques are used to collect comprehensive data to analyze and find out the results of the esteemed study. For this purpose, purposive sampling techniques have been used to collect the data; it is a type of non-random sampling having emphasizes the deliberate selection of the research participants having specific concerns especially related to the research questions. As the purpose of this study is to analyze the intercultural competence in English, learners belonging to various cultures have been selected as the participants of this research. The researcher made it assure that inclusion of the participants, they should have various cultural backgrounds, varied experiences, and divergent perspectives. These techniques helped the researcher to add the students who possess the information of their esteemed cultures and their insight knowledge.

Participants

For data collection, ten participants have been selected from the University of Lahore, situated in Lahore, Punjab, Pakistan. While selecting these participants, the researcher has made sure they have diverse backgrounds of various cultures concerning their countries and are capable enough to get insight into the various cultural projects. The relevance of the participants and the research questions were kept in mind while getting the list of these participants and the research made it clear that all the participants have direct relevance to the research. For this purpose, purposive sampling has been used while observing the participants' intercultural competence, awareness of cultures, background knowledge, and experience in respective concerns and perspectives.

Data Collection

Semi-Structured Interviews

For data collection tools, semi-structured interviews were conducted by the participants to get the desired data on various cultural competencies as these semi-structured interviews presented very personalized and in-depth of participants' exploration, experiences, and perceptions related to specific areas of studies. For semi-structured interviews, open-ended research statements have been used that always allowed the participants to express and share their understanding and thoughts openly. The basic topics that covered the interviewed statements were the inter-cultural competence of learners, learners' experiences, their in-depth background knowledge in the domain of Project-Based Learning, and their effect on inter-cultural skills. First, the Interviews were recorded by the participants, these recorded speeches were converted into

transcriptions and text and finally analyzed and interpreted by the researcher in a very skillful way.

Participants were selected while keeping in mind the diverse backgrounds of various cultures in their countries and they are supposed to be capable enough to get insight in the various cultural projects. The relevance of the participants and the research questions were kept in mind while getting the list of these participants and the research made it clear that all the participants have direct relevance to the research. For this purpose, purposive sampling has been used while observing the participants' intercultural competence, awareness of cultures, background knowledge, and experience in respective concerns and perspectives.

Data Analysis

Data has been analyzed while the semi-structured interview method which is very valuable in looking for insight and seeking in-depth knowledge in qualitative research. It has a very flexible framework that always helps the researcher to explore the hidden insights in the topics. As the purpose of this research is to analyze the effectiveness of intercultural competence, this semi-structured interview methodology uncovers the hidden insight of intercultural competence and the experiences of the learners. It has a very rich narrative that is far away from the nature of quantitative concerns.

Data Familiarization

The researcher is quite sure about the data and he is acquainted through repeated readings of transcripts and observational notes.

Rigor and Trustworthiness

To ensure the rigor of the study, credibility, transferability, dependability, and confirmability are addressed. Strategies such as member checking, triangulation of data sources, and maintaining an audit trail are employed to enhance the trustworthiness of the findings.

Ethical Considerations

Ethical guidelines are strictly adhered to, including obtaining informed consent from participants, ensuring anonymity and confidentiality, and obtaining approval from the relevant ethics committee.

Discussions

In this section, we delve into a comprehensive discussion on the effectiveness of project-based learning (PBL) in enhancing intercultural competence among undergraduate English students. The insights gathered from the respondent's narrative will be critically examined to draw meaningful conclusions regarding the impact of intercultural competence through project-based learning. The respondent's active participation in project-based courses dedicated to intercultural competence during their undergraduate studies sets the foundation

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for our discussion. The acknowledgment of these courses as a pivotal part of the academic journey highlights the significance attributed to experiential and collaborative learning in the context of intercultural understanding.

The role of language in understanding and connecting with different cultures is multifaceted and plays a crucial part in fostering communication, empathy, and cross-cultural relationships. These perspectives highlight the multidimensional role of language in enhancing cross-cultural understanding and connection, ranging from the expression of cultural identity to facilitating effective communication and fostering respect for diverse perspectives.

The described project involving the creation of a cross-cultural collaboration platform provides valuable insights into the nature of intercultural projects undertaken. The deliberate aim to foster intercultural competence is evident in the design, requiring students from diverse backgrounds to collaborate on real-world issues. The hands-on approach involving the navigation of cultural nuances and effective communication aligns with best practices for intercultural learning.

The respondent's identification of specific skills and competencies developed through project-based courses adds granularity to our analysis. Communication skills, cultural sensitivity, empathy, teamwork/collaboration, and adaptability are all mentioned as areas of growth. The inclusion of cross-cultural negotiation skills as an "Other" category further demonstrates the nuanced skill set cultivated.

The respondent's reflection on how project-based learning experiences influenced their ability to understand and appreciate different cultural perspectives is crucial. The acknowledgment of gaining firsthand insights into cultural diversity and breaking down stereotypes resonates with the intended outcomes of intercultural competence development.

Findings

Interesting to point out the willingness of the learners to learn the intercultural communicative competence that was mandatory for them to learn or interact with their peers to make them capable enough to show their good performance and sharpen their skills of intercultural communicative competence. The structured activities of project-based learning make the learners aware of the importance of intercultural competence while learning a second language, especially English; these activities make the learners able to propose and assume the road maps or plan for their projects. This concern helps the learners to build an environment of teamwork and the concept of fellowship that supports the learners to develop relationships and this concept of relationship was seen in their manners while interacting with their class peers. This concept was also presented

by Byram with the name of the ICC model (Byram, 2009).

Furthermore, it is interesting to jot down, the support of the students' project director as well as teachers was there while planning all these activities and their process in a very coherent way; everything related to these activities including the deeper understanding of the learners as well as teachers has been included in research discussion and considered as the part of this project. This project proved itself as a factor for the motivation of the learners, making them active in performing the various team works, providing them an incentive to gain their targeted results, timely shoulder on the learners at where they are lacking behind, and making them capable enough to understand the differing cultural competence. Byram (2012) said language teachers are supposed to have ICC training that teaches them how to deal with language learners who come from divergent cultural backgrounds.

Nevertheless, it was pointed out, that many times the language learners deliberately avoided the responsibilities that were assigned to them in these projects; there were various concerns of the students, some wanted to change their assigned roles, some didn't want to be a part of these projects anymore, and some desired to show their sense of work and all these situations have been notified at the earlier or initial stages of these projects. The student's director and the researcher have contributed a lot to motivate them and told them the importance of these projects and how positively they are going to contribute to society; both the director and researcher also informed them, that if they withdraw from these duties, the research progress that had been gained till now would have supposed to be lost.

Nonetheless, it is assured by theoretical concerns, project learning had a strong impact on both the obtained results of the students and all the evidence that had been gathered by each instrument; the positive effect could be seen in the performance of the students of the BS department of The University of Lahore belong to the various cultural background.

The awareness of Intercultural Competence, which has been positively used in project-based learning, has not only increased the knowledge of the linguistics aspects of that particular language but also improved their interactions with other learners belonging to various cultural backgrounds while expressing their unique ideas, informative thought, cultural feelings or values, managing skills to be assertive and significant to sort out the problems or conflict inside and outside of the classroom, and expressing the facts of that community to which they associate.

To end up, it is endorsed and suggested for the new researcher to continue researching the Project-Based Learning techniques and methodology and having

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hands-on Intercultural Communicative Competence; as there are a few kinds of research that have been conducted worldwide that had had a very clear understanding what is project-based learning, how it works, and how intercultural communicative competence interact with PBL.

Conclusion

While giving an analysis of both initials and outcomes by the participants who have been the main target of this study, the researcher gave his observations that most of the participants of this study have improved their understanding of intercultural competence and their effective use of various cultural backgrounds. The results among each student and between them were compared, and the majority of them demonstrated an enhancement in the awareness of the importance of each element from the Intercultural Communicative Competence and a progression in their English communicative skills when interacting with their peers, inside the classroom, and with others, outside of it. Therefore, it was proven that, through an active pedagogy, which in this case was project-based learning, projects can be done towards intercultural communicative competence and some of its elements, to teach English in a student-centered and more engaging way, so the student himself/herself be aware of his/her process of learning and the differences that are part of each foreign and local cultures. To conclude, it could be affirmed from the theoretical backgrounds, the results obtained during this study, and the evidence collected with each of the instruments used, that the methodology of Project-based Learning had a real impact and, in this case, a positive one in the development of Intercultural Communicative Competence in teaching English with BS students of Lahore University, as well as in the students' improvement in their communicative skills in English. Because of the PBL methodology towards the ICC, students improved not only in the linguistic aspect of the language, but also, thanks to the elements of Intercultural Communicative Competence, they became aware of aspects of their interactions with others when expressing ideas, thoughts, and feelings to others, managing to be more assertive and significantly reducing conflicts both inside and outside the classroom, and exposing these same facts to the community to which they belong.



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