



(671) - (691)

العدد الثامن

والأربعون

الكفاءة التواصلية بين الثقافات وعلاقتها بالطلاقة في الكتابة عند طلاب اللغة الإنجليزية لغة
أجنبية في الجامعات الأهلية

زهراء قاسم محمد

قسم اللغة الانكليزية، جامعة بغداد، كلية التربية للبنات، العراق

zahraa.qasem2403@coeduw.uobaghdad.edu.iq

د. شيماء مهدي صالح

قسم اللغة الانكليزية، جامعة بغداد كلية التربية للبنات، العراق

shaimaa.mehdi@coeduw.uobaghdad.edu.iq

المستخلص:

هدفت هذه الدراسة إلى الكشف عن العلاقة بين الكفاءة التواصلية بين الثقافات والطلاقة الكتابية لدى طلبة اللغة الإنجليزية لغةً أجنبية في الجامعات الأهلية في العراق، وكذلك التحقق من قدرة الكفاءة التواصلية بين الثقافات على التنبؤ بالطلاقة الكتابية. اعتمدت الدراسة المنهج الارتباطي، وتكونت عينة الدراسة من (٧٦) طالباً وطالبة، في حين شارك (٢٢) طالباً وطالبة في الدراسة الاستطلاعية من طلبة المرحلة الثانية في أقسام اللغة الإنجليزية. ولجمع البيانات استُخدمت أداتان هما مقياس الكفاءة التواصلية بين الثقافات واختبار الطلاقة الكتابية. استخدام معامل ارتباط بيرسون للكشف عن العلاقة بين متغيري الدراسة، كما استُخدم تحليل الانحدار الخطي البسيط للتحقق من القدرة التنبؤية للكفاءة التواصلية بين الثقافات. أظهرت النتائج وجود علاقة ارتباطية موجبة ذات دلالة إحصائية بين الكفاءة التواصلية بين الثقافات والطلاقة الكتابية ($r = 0.601, p < 0.05$)، مما يدل على أن الطلبة الذين يمتلكون مستويات أعلى من الكفاءة التواصلية بين الثقافات يحققون مستويات أفضل في الطلاقة الكتابية. كما أظهرت نتائج تحليل الانحدار أن الكفاءة التواصلية بين الثقافات تُعد متنبئاً ذا



دلالة إحصائية بالطلاقة الكتابية. ($F = 41.948, p < 0.05$) وتؤكد هذه النتائج أهمية الكفاءة التواصلية بين الثقافات في تعلم اللغة الإنجليزية لغةً أجنبية، وتبرز ضرورة تضمين الأبعاد الثقافية والتواصلية في مناهج اللغة الإنجليزية وبرامجها التعليمية من أجل تطوير مهارات الطلبة اللغوية وتحسين أدائهم الكتابي. الكلمات المفتاحية: الكفاءة التواصلية بين الثقافات، الطلاقة الكتابية، طلبة اللغة الإنجليزية لغة أجنبية، اللغة الإنجليزية لغة أجنبية، المتعلمون العراقيون للغة الإنجليزية .

الكلمات المفتاحية: الكفاءة التواصلية بين الثقافات، طلاقة الكتابة، طلبة اللغة الإنجليزية لغة أجنبية، تعلم اللغة الإنجليزية لغة أجنبية، الجامعات الأهلية

Intercultural Communicative Competence and Its Relationship to Writing Fluency among EFL Students in Private Universities

Zahraa Qasim Mohammed

MA Candidate, Department of English Language, College of Education for Women, University of Baghdad, Iraq.

zahraa.qasem2403@coeduw.uobaghdad.edu.iq

Prof. Shaima Mahdi Saalh (Ph.D.)

Professor, Department of English Language, College of Education for Women, University of Baghdad, Iraq.

shaimaa.mehdi@coeduw.uobaghdad.edu.iq

Abstract :

The objective of this research is to investigate whether intercultural communicative competence (ICC) is a predictor of writing fluency and also to explore the connection between ICC and writing fluency amongst Iraqi English as a foreign language (EFL) students in private universities. The methodology applied in this study was correlational. The main sample consisted of 76 participants, whereas there were 22 participants in the pilot study. An Intercultural Communicative Competence Scale and a Writing Fluency Test were the instruments utilised in order to collect the data. Correlation analysis and simple linear regression were employed to investigate the link between the two variables. The findings revealed a



positive and significant relationship between the two variables ($r = .601, p < .05$). These findings suggest that students with higher levels of intercultural communicative competence typically exhibit higher levels of writing fluency. Additionally, the regression analysis revealed that writing fluency is strongly predicted by intercultural communicative competence ($F = 41.948, p < .05$). The results emphasise the significance of intercultural communicative competence in EFL instruction and suggest that enhancing students' intercultural awareness, attitudes, and communicative abilities may help them write better. To improve students' language learning outcomes, the study suggests including intercultural elements in EFL curricula and teaching strategies.

Keywords: Intercultural Communicative Competence (ICC), Writing Fluency, EFL Students, English as a Foreign Language (EFL), Private Universities

1. Introduction

English has become the major language of academic discourse, international communication, and education in today's globalised world. Different elements of English language skills have been explored in relation to Iraqi EFL learners (Saalh & Kadhim, 2020). Because of this change, learning English has evolved from a strictly linguistic process to a more comprehensive communicative and intercultural activity that calls on students to interact with a variety of cultural viewpoints (Byram, 1997). As a result, linguistic accuracy and cross-cultural communicative competence are becoming increasingly important in contemporary language education (Deardorff, 2006). Since writing requires integrating several linguistic and cognitive processes, including grammar, vocabulary, organisation, coherence, and critical thinking, it is regarded as one of the most complex productive abilities in second- and foreign-language learning (Hyland, 2003). Writing is one of the productive language skills that has received considerable attention in EFL research (Krebt, 2023; Kreb, 2017). In the field of EFL writing, students often struggle with writing long texts coherently and fluently,



as they have very few opportunities to use L2 in real-life settings and have not received much instruction on doing so (Byrnes & Manchón, 2014). Writing fluency, in particular, is an important part of writing performance as it demonstrates the writer's ability to produce written text in a continuous, unobstructed and spontaneous manner with relatively few cognitive blocks (Chenoweth & Hayes, 2001). Despite having a good command of grammar, many EFL learners have problems in maintaining the continuity of ideas and the cohesion of text, which negatively affects their writing skills (Ellis, 2009). At the heart of language teaching, intercultural communicative competence (ICC) (Byram, 1997) has grown in importance as it focuses on the importance of cultural awareness, attitudes, knowledge and abilities in the communicative process. ICC enables students to communicate appropriately and effectively in a range of situations, and to understand and interpret across cultural differences (Fantini, 2009).

Recent theoretical and empirical perspectives suggest ICC can have a significant effect on the enhancement of language production skills, particularly writing. Productive language skills continue to be an important area of investigation among Iraqi EFL students (Al-Bayati & Al-Bakri, 2024). As reported by Lee et al. (2023), the more multicultural awareness a student possesses, the easier it is for them to think up many ideas, gain critical insights, and make their writing more coherent. Therefore, apart from being an influential factor in students' linguistic proficiency, intercultural cognitive and affective development might influence their writing fluency, too. While the correlation between the two issues mentioned above remains understudied despite the rising popularity of both notions in the field of English foreign language studies, especially in private universities where learners come from different linguistic backgrounds, it is crucial to examine whether intercultural communicative competence facilitates EFL writing fluency



1.1 Statement of the Problem

The issue of writing in a coherent and fluent way faces a number of EFL students in private universities despite the fact that they have learned English over several years. The same problem was faced by Iraqi EFL students (Khalid, 2022; Khoja, 2024). Their writing suffers from poor organisation and concept development, repetition and lack of logic, which means that the fluency in writing of these students has not been acquired (Hyland, 2003). This might be partly because of the prevalence of form-based instruction of writing in the majority of EFL writing classrooms, in which meaning and idea development are ignored, and grammatical accuracy is the ultimate goal (Ellis, 2009).

Additionally, in many educational contexts, ICC is not integrated well into EFL writing teaching and learning. Students' knowledge of cultural diversity is limited, and the lack of exposure to and encouragement of different perspectives and ideas limits students' ability to produce original ideas and make persuasive arguments when writing (Byram, 2012). Furthermore, previous research has primarily focused on writing fluency and ICC separately and has failed to consider any relationship between the two. This indicates a learning gap among EFL students, as they may have limited opportunities to develop writing fluency through intercultural learning and to apply their cultural knowledge, skills, attitudes, and awareness in written communication. Few empirical studies have examined whether students with higher ICC also have higher levels of writing fluency (Fantini, 2009). Thus, the challenge of the current study is to investigate the relationship between intercultural communicative competence and writing fluency and to determine whether ICC predicts writing fluency among EFL students at private universities.

1.2 Aims of the Study

The objective of this study is to investigate:

1. The relationship between intercultural communicative competence and writing fluency among Iraqi EFL students in private universities.



2. Whether intercultural communicative Competence predicts writing fluency among Iraqi EFL students in private universities.

1.3 Limits of the Research

1. Iraqi EFL second-stage university students at Al-Farahidi University.
2. College of Education.
3. The academic year 2025-2026

1.4 Definition of the Basic Terms

1.4.1 Intercultural Communicative Competence

ICC is the ability to engage successfully and appropriately with people from diverse cultural backgrounds. It includes attitudes, knowledge, skills, and cultural awareness (Byram, 1997; Deardorff, 2006).

In this study, ICC refers to students' scores on an ICC scale that measures their cultural awareness, attitudes, knowledge, and communicative competence.

1.4.2 Writing Fluency

The ability of students to write effectively and efficiently is referred to as writing fluency. This comprises the amount of writing (quantity), the complexity and sophistication of the language and structure employed (complexity), the accuracy of the writing (correctness), and the logical flow of the material (organisation of ideas) (Atasoy & Temizkan, 2016). Atasoy and Temizkan's (2016) definition will be used as the operational definition.

Operationally, writing fluency refers to students' scores on the researcher-developed writing fluency rubric, adapted from Atasoy and Temizkan (2016).

2. Literature Review

2.1 Writing Fluency



Writing fluency is regarded as part of the writing skill in the context of English as a Foreign Language (EFL) (Khoja, 2024). It refers to the ability to produce written language easily, fluently, and with minimal mental effort within a limited time (Chenoweth & Hayes, 2001). In contrast to less fluent writers, who frequently have trouble with vocabulary retrieval and sentence building, fluent writers can continue producing text without numerous stops or interruptions.

From the teachers' perspective, fluency is an important aspect of writing that helps students articulate their ideas effectively without over-focusing on accuracy. Fluent writing allows pupils to structure thoughts effectively and keep the text coherent, while non-fluent writers often experience discontinuities that affect the quality and coherence of the written text (Schmidt, 1992).

Writing research in second language acquisition suggests that writing fluency surely comes as a result of repeated writing experiences and the automation of lower-level skills such as sentence production, spelling, and the retrieval of words. When these processes become more routine, the student will have more cognitive space to devote to higher-order skills, such as organising ideas and forming arguments (Chenoweth & Hayes, 2001). In EFL contexts, writing fluency is sometimes challenging because of the lack of writing practice and lack of language exposure. Even students with adequate grammar knowledge may write texts that are slow, disjointed, and less cohesive (Ellis & Yuan, 2004), suggesting that instructional interventions focused specifically on fluency development are needed.

2.2 Intercultural Communicative Competence

The capacity to communicate successfully and appropriately with people from diverse cultural backgrounds is known as intercultural communicative competence, or ICC. It includes language skills, attitudes, cultural awareness, and interpersonal skills (Byram, 1997). It grew out of the concept of communicative competence, which



underscored the importance of pragmatic awareness and cultural understanding alongside grammatical competence (Kramsch, 1993). ICC is essential in today's EFL contexts as English is increasingly used as a world language.

ICC is a constantly evolving concept that includes critical cultural awareness, openness and curiosity, knowledge of cultural practices, and the ability to interpret and engage (Fantini, 2009; Deardorff, 2006). Students' cognitive and thinking skills have also been identified as significant factors in EFL education (Saalh & Salim, 2021). ICC is operationalised in EFL settings through culturally integrated activities and presentations, which expose students to a range of perspectives, such as conversations, role-playing, and group projects (Lee et al., 2023). However, one of the challenges in the EFL setting is that there is still little exposure to real-world intercultural contact.

2.3 Related previous studies

2.3.1 Feng et al. (2024)

Feng et al. (2024) used a mixed-methods approach to investigate the connection between intercultural communicative competence (ICC) and language proficiency among EFL students. The study found that there is a significant positive relationship between the ICC of students and their language proficiency, with higher levels of language proficiency being associated with higher ICC levels. The study revealed that there is a close interconnection between ICC development and language acquisition processes, and in an EFL context, there is a reciprocity between ICC and language development processes.

2.3.2 Gulbinskienė & Lasauskienė (2014)

Gulbinskienė and Lasauskienė (2014) studied the intercultural communicative competence (ICC) of university-level EFL students. The research aimed to examine how well students learn intercultural knowledge, attitudes, and skills alongside language knowledge. The study focused on EFL learners at Lithuanian universities, and the



descriptive study approach was used. The data were collected in the form of questionnaires and through analytical interpretation of the students' experiences in the process of language learning and intercultural awareness. The findings indicated that students' language proficiency was at a good level, but their intercultural competence was still low. The study emphasized the lack of understanding of the target language's culture, norms, and values among students, and the way they have to interact with their target language. This suggests that grammar and linguistic accuracy continue to be more important in the EFL context than awareness of culture. The researchers came to the conclusion that the integration of culture into language instruction is essential for developing effective intercultural communicative competence and improving the cross-cultural communicative competence of the students.

2.3.3 Mirzaei & Forouzandeh (2013)

Mirzaei and Forouzandeh (2013) investigated Iranian EFL students' ICC and L2 learning motivation. The study is quantitative and revealed that there was a high positive correlation between the students' motivation to learn English and ICC. The results indicate that there is a strong correlation between intercultural competence and students' motivation and engagement in language learning activities. The study highlighted that language teaching needs to be enhanced with intercultural elements to develop language learners' communicative competence.

2.3.4 Fathi & Rahimi (2022)

Fathi and Rahimi (2022) examined the impact of the Flipped Classroom on the writing performance of EFL learners based on three dimensions: complexity, accuracy, and fluency (CAF). In the case of EFL students, the research adopted a quasi-experimental design where the control group was given a traditional teaching approach, whereas the experimental group was given a flipped teaching approach. Writing assignments were used for pre- and post-testing to assess students' performance. The research results indicated a significant increase in the



writing accuracy, complexity, and fluency of the students who were trained on writing using the Flipped Classroom model. Regarding writing tasks, the study concluded that an interactive and student-centered learning environment enhances writing fluency by reducing the cognitive load and increasing students' involvement in writing.

2.3.5 Barrot & Gabinete (2021)

Barrot and Gabinete (2021) investigated the argumentative writing of ESL/EFL learners in the domains of complexity, accuracy, and fluency. The general aim of the study was to compare the performance of the different groups of learners in writing through CAF. The findings indicated that the relationships between writing fluency, writing complexity and accuracy are dynamic and highly associated with students' skills and task demands. The findings of the study clearly indicated that EFL learners have problems in maintaining a balance between correctness and flow when they write argumentative texts. It also implied that, by giving students opportunities to engage in meaningful writing practice, instructional design is crucial to developing writing fluency.

2.4 Discussion of the Related Previous Studies

The previously discussed and reviewed studies mainly emphasise the relationship between intercultural communicative competence (ICC) and writing fluency, and how instructional techniques affect both dimensions among EFL students. ICC and language development are mutually supportive, and learner-centred instruction improves writing fluency, although the contexts, participants, and study methodologies vary across the studies. Stronger linguistic skills are linked to greater intercultural awareness and communicative efficiency, as evidenced by Feng et al.'s (2024) significant positive association between language competence and ICC. Similarly, Gulbinskienė and Lasauskienė (2014) found that although EFL students have sufficient language competence, their ICC levels remain low, suggesting an overemphasis on grammar at the expense of cultural competence. Similarly, Mirzaei and Forouzandeh (2013) found a positive correlation between ICC and students' motivation, suggesting that higher ICC is linked to greater



engagement in language learning. Regarding writing, Barrot and Gabinete (2021) showed a dynamic relationship between fluency and accuracy/complexity, which is strongly affected by proficiency and task design, while Fathi and Rahimi (2022) showed that flipped classroom education significantly improves writing fluency. Most studies indicate that learner involvement and instructional strategies affect ICC as well as writing fluency. However, most studies do not examine ICC and writing fluency together, treating them as separate entities. Therefore, this study aims to bridge this gap by examining the relationship between ICC and students' writing fluency in EFL universities.

3. Methodology

3.1 Research Design

In the current study, the researcher used a quantitative correlational research design to study the relationship between intercultural communicative competence (ICC) and writing fluency among Iraqi EFL students. A kind of study which seeks to examine the strength and direction of the association between variables which are not manipulated is called a correlational study (Creswell & Creswell, 2017). The objective of this study was to investigate whether there is any significant correlation between ICC and writing fluency, and to determine the predictive capability of ICC on students' writing fluency. For collecting data, the following instruments were used: the Writing Fluency Test and the Intercultural Communicative Competence Scale (ICCS). Analysis of the data was performed using linear regression and the Pearson correlation coefficient.

3.2 Population and Sample of the Study

"The population is a group of individuals from which the researcher selects participants in the study" (Sekaran, 2016). The population of the present study consisted of 444 second-stage EFL students at Al-Farahidi University during the academic year 2025–2026. 76 students were selected as the main sample for the correlational study. In addition, 22 second-stage EFL students from the same population



participated in the pilot study and were not included in the main sample.

Table 3.1: *The Sample of the Study*

Sample	Number of students
Main Sample	76
Pilot Sample	22

3.3 Instruments

Creswell & Creswell (2017) describe research instruments as tools used to gather, measure, and analyse data on research variables. Two tools were used to accomplish the goals of the current study: an Intercultural Communicative Competence (ICC) Scale and a Writing Fluency Test.

3.3.1 Writing Fluency Test

Students' writing fluency was assessed using a writing fluency exam. Within 40 minutes, students had to produce a 250–300-word essay on one of the three provided subjects. The six dimensions of the grading rubric- quantity, accuracy, arrangement of ideas, lexical diversity, lexical density, and syntactic complexity- were taken from Atasoy and Temizkan (2016). The test had a maximum score of thirty. See Table 3.2.



Table 3.2: *Scoring Scheme of Writing Fluency Post-test*

N	Writing Dimension	Scoring Criteria	Maximum Score
1	Quantity	Total number of words	5
2	Accuracy	Grammatical and mechanical precision	5
3	Organization of Ideas	Coherence and structural clarity	5
4	Lexical Diversity	Range of vocabulary used	5
5	Lexical Density	Proportion of the content words	5
6	Syntactic Complexity	Variety of sentence structures	5
Total	Full Scale		30

3.3.2 Intercultural Communicative Competence Scale (ICCS)

Students' intercultural communicative competence was assessed using the Intercultural Communicative Competence (ICC) Scale. The scale was modified from Lee et al. (2023) and Mirzaei and Forouzandeh (2013). It consisted of 16 items distributed across three dimensions: cultural awareness and knowledge, intercultural attitudes, and communicative skills. A five-point Likert scale, from Strongly Agree (5) to Strongly Disagree (1), was used to score the items. 80 was the maximum possible score, while 16 was the lowest. See Table 3.3.

Table 3.3: *Dimensions and Items of the ICC Scale*

N	Dimension	Item Number	Total Items
1	Cultural Awareness & Knowledge	3, 5, 6, 11	4
2	Intercultural Attitudes	7, 12, 13, 14, 15, 16	6
3	Communicative Skills	1, 2, 4, 8, 9, 10	6



Total	The Whole Scale	1-16	16
-------	-----------------	------	----

3.4 Validity and Reliability of the Instruments

How well is the test measuring what it purports to measure? This question is referred to as validity (Field, 2024). The Writing Fluency Test and the Intercultural Communicative Competence (ICC) Scale have been carried out on a panel of experts who specialise in English Language Teaching (ELT). It has been ensured that the tools were suitable and clear for the target audience, and some changes have been made according to the recommendation of the jury. Moreover, the pilot test has been carried out on a sample of 22 students in order to ensure that the tools were suitable and clear for the study sample.

Reliability can be considered a degree of consistency in results obtained from the research tool (Fraenkel & Wallen, 1990). For the measurement of reliability, two measures, Cronbach's Alpha and Intra-Rater Reliability, have been used. It has been found that the coefficient of ICC Scale was 0.81, which indicates high internal consistency of results, while the Cronbach's alpha of the Writing Fluency Test was 0.95. Besides, the coefficient of Intra-Rater Reliability was 0.84.

3.5 The Pilot Administration of the Posttest

This post-test involved 22 second-stage EFL learners studying at the Department of English Language at Al-Farahidi University. This was done in order to ensure that test directions were clear, test items were relevant, and time allotted for completing the test was realistic. It was found that test directions were clear and relevant, and the test itself lasted forty minutes. This pilot sample was not part of the main sample.

4 Results and Discussion

The study's statistical findings are presented in this chapter.

4.1 Results Related to the First Objective



One objective of this study is to investigate the correlation between Iraqi EFL learners' writing fluency and their ICC. Pearson's Product-Moment Correlation Coefficient was employed in achieving this objective.

Table 4.1: *Correlation between Writing Fluency and ICC*

Model	Standardized Coefficients R	t	Sig.
ICC - Writing Fluency	0.601	6.477	.000

Writing fluency and intercultural communicative competence show a significant positive correlation ($r = 0.601$, $p < 0.01$), according to the Pearson correlation analysis results in Table 4.1. This suggests that students who are more proficient in intercultural communicative competence are also likely to be more proficient writers. A moderately positive relationship between the two variables is shown by the obtained correlation coefficient. Additionally, the statistical significance of this relationship is confirmed by the t -value (6.477).

4.2 Results Related to the Second Objective

The second aim of the current study is to investigate whether intercultural communicative competence predicts writing fluency among Iraqi EFL students. To achieve this aim, a simple linear regression analysis was conducted.

Table 4.2: *Regression Analysis of ICC as a Predictor of Writing Fluency*

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	1207.004	1	1207.004	41.948	0.000



The findings of the simple linear regression analysis conducted to investigate whether intercultural communicative competence (ICC) predicts writing fluency among Iraqi EFL students in private universities are presented in Table 4.2. The regression analysis was statistically significant ($F(1, 96) = 41.948, p = 0.000$), as the F -value was smaller than the significance level of 0.05.

The above analysis implies that writing fluency can be predicted significantly based on intercultural communicative competence. It seems like the students will reach high levels of writing fluency if they have good intercultural communicative competence. Research objective two, which states that it is necessary to check whether intercultural communicative competence predicts writing fluency for the students from Iraq in private universities, is supported by the above results.

4.4 Discussion

The results show a positive relationship between Intercultural Communicative Competence (ICC) and Writing Fluency among Iraqi EFL students. The results of this study coincide with the results reported by Feng et al. (2024), who argued that there is a significant positive correlation between language proficiency and Intercultural Communicative Competence (ICC) among EFL students. They argued that there is an association between intercultural competence and language acquisition, which explains the results of this study, whereby ICC has a positive correlation with Writing Fluency. The results also confirm Mirzaei and Forouzandeh (2013), who reported a significant positive correlation between EFL students' motivation and their ICC. The level of intercultural competence may indirectly influence language performance, particularly writing fluency, because motivated students are generally more engaged in language-learning activities. In addition, the results confirm those of Gulbinskienė and Lasauskienė (2014), indicating the need to introduce multicultural components in language teaching. They insist that knowledge of the other culture is a precondition of one's ability to use a language, and that language proficiency is not enough to enable one to communicate well in the other culture. This finding aligns with the present study, which



indicates that writing fluency is correlated with intercultural communicative competence. Regression analysis indicated that ICC was a significant predictor of writing fluency. This finding can be justified by the fact that students with positive multicultural awareness, attitudes, and communicative skills have a higher ability to organise information, generate ideas, and express themselves in written communication. In essence, ICC appears to be an important factor in developing good writing performance among students in the EFL context.

4.5 Conclusion

The results indicate that, among Iraqi EFL students, intercultural communicative competence and writing fluency are significantly and positively correlated. Another finding of the study is that writing fluency skills can be predicted by ICC. This finding highlights the importance of intercultural aspects in learning a foreign language. It means that intercultural awareness, attitude, and communicative skills of students are important factors in the development of writing skills. In conclusion, it is crucial to include intercultural aspects in EFL education for improving students' writing fluency.

4.6 Recommendations

1. To develop intercultural communicative competence among students, EFL teachers should include intercultural themes and activities in their writing courses.
2. Intercultural communicative competence components should be introduced into English language and writing courses.
3. Universities should provide education using authentic materials, internet communication, and intercultural activities with different cultures.

4.7 Suggestions

1. It would be interesting to look into the connection between intercultural communicative competence and other language competences like speaking, reading, and listening.
2. Other possible studies might involve the three dimensions of ICC – awareness, attitudes, and skills - in the realm of writing proficiency.



References

1. Al-Anbaki, H. I. H. (2025). Digital education and developing awareness of electronic risks from a social service perspective (Field study in the city of Baqubah). *Journal of the College of Education for Women*, 36(3). <https://doi.org/10.36231/coedw.v36i3.1856>
2. Al-Bayati, Z. A. A., & Al-Bakri, S. A. B. (2024). Iraqi EFL university students' coping with multitasking and performance in productive skills: A correlational study. *Journal of the College of Education for Women*, 35(2). <https://doi.org/10.36231/coedw.v35i2.1740>
3. Atasoy, A., & Temizkan, M. (2016). Evaluation of Secondary School Students' Writing Fluency Skills. *Educational Sciences: Theory and Practice*, 16(5), 1457-1484.
4. Barrot, J. S., & Gabinete, M. K. L. (2021). Complexity, accuracy, and fluency in the argumentative writing of ESL and EFL learners. *International Review of Applied Linguistics in Language Teaching*, 59(2), 209–232. <https://doi.org/10.1515/iral-2017-0010>
5. Byram, M. (1997). Cultural awareness as vocabulary learning. *Language Learning Journal*, 16(1), 51–57.
6. Byram, M. (2012). Language awareness and (critical) cultural awareness: Relationships, comparisons and contrasts. *Language Awareness*, 21(1–2), 5–13. <https://doi.org/10.1080/09658416.2011.639887>
7. Byrnes, H., & Manchón, R. M. (Eds.). (2014). *Task-based language learning: Insights from and for L2 writing* (Vol. 7). John Benjamins Publishing Company.
8. Chenoweth, N. A., & Hayes, J. R. (2001). Fluency in writing: Generating text in L1 and L2. *Written Communication*, 18(1), 80–98. <https://doi.org/10.1177/0741088301018001004>



9. Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage.
10. 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>
11. Deardorff, D. K. (2020). *Manual for developing intercultural competencies: Story circles*. Routledge.
12. Ellis, R. (2009). The differential effects of three types of task planning on the fluency, complexity, and accuracy in L2 oral production. *Applied Linguistics*, 30(4), 474–509.
<https://doi.org/10.1093/applin/amp042>
13. Ellis, R., & Yuan, F. (2004). The effects of planning on fluency, complexity, and accuracy in second language narrative writing. *Studies in Second Language Acquisition*, 26(1), 59–84.
<https://doi.org/10.1017/S0272263104261034>
14. Fantini, A. E. (2009). Assessing intercultural competence: Issues and tools. In D. K. Deardorff (Ed.), *The SAGE handbook of intercultural competence*. Sage.
15. Fathi, J., & Rahimi, M. (2022). Examining the impact of flipped classroom on writing complexity, accuracy, and fluency: A case of EFL students. *Computer Assisted Language Learning*, 35(7), 1668–1706. <https://doi.org/10.1080/09588221.2020.1825097>
16. Feng, M., Aziz, M. N. B. A., & Syarizan, D. (2024). Exploring the relationship between language competence and intercultural communicative competence among EFL learners: A mixed-methods study. *International Journal of Educational Methodology*, 10(4), 671–684.



- 17.Field, A. (2024). *Discovering statistics using IBM SPSS statistics* (6th ed.). Sage.
- 18.Fraenkel, J. R., & Wallen, N. E. (1990). *How to design and evaluate research in education*. McGraw-Hill.
- 19.Gulbinskienė, D., & Lasauskienė, R. (2014). Intercultural communicative competence (ICC) of EFL students at university level. *Žmogus ir Žodis*, 16(3), 150–159.
- 20.Hyland, K. (2003). *Second language writing*. Cambridge University Press.
- 21.Khalil, E. R. (2022). The effect of cognitive strategies on Iraqi EFL college students' writing anxiety. *Journal of the College of Education for Women*, 33(4). <https://doi.org/10.36231/coedw.v33i4.1633>
- 22.Khoja, B. (2024). Decoding proficiency: A deep dive into writing samples analysis to unveil students' real competence. *Journal of the College of Education for Women*, 35(2). <https://doi.org/10.36231/coedw.v35i2.1736>
- 23.Kramsch, C. (1993). *Context and culture in language teaching*. Oxford University Press.
- 24.Kreb, D. M. (2017). The effectiveness of role play techniques in teaching speaking for EFL college students. *Journal of Language Teaching and Research*, 8(5), 863–870. <http://dx.doi.org/10.17507/jltr.0805.04>
- 25.Krebt, D. M. (2023). The correlation between EFL learners' academic intelligence and the level of productive skills. *Arab World English Journal*, 14(3), 3–14. <https://dx.doi.org/10.24093/awej/vol14no3.1>
- 26.Lee, T. Y., Ho, Y. C., & Chen, C. H. (2023). Integrating intercultural communicative competence into an online EFL classroom: An empirical study of a secondary school in Thailand. *Asian-Pacific Journal of Second and Foreign Language Education*, 8(1), 4.



27. Mirzaei, A., & Forouzandeh, F. (2013). Relationship between intercultural communicative competence and L2-learning motivation of Iranian EFL learners. *Journal of Intercultural Communication Research*, 42(3), 300-318.
28. Saalh, S. M., & Kadhim, S. H. (2020). The EFL students' academic buoyancy in reading and listening skills. *Asian EFL Journal Research Articles*, 27(4.4), 226–253.
29. Saalh, S. M., & Salim, H. (2021). The habits of mind in constructing typical EFL teacher's stereotypes. *Journal of the College of Education for Women*, 32(4), 1–26. <https://doi.org/10.36231/coedw.v32i4.1543>
30. Schmidt, R. (1992). Psychological mechanisms underlying second language fluency. *Studies in Second Language Acquisition*, 14(4), 357–385. <https://doi.org/10.1017/S0272263100011184>
31. Sekaran, U., & Bougie, R. (2016). *Research methods for business: A skill-building approach*. Wiley.

JOBS



مجلة العلوم الأساسية
Journal of Basic Science



Print -ISSN 2306-5249

Online-ISSN 2791-3279

العدد الثامن والأربعون

٢٠٢٦ م / ١٤٤٨ هـ



مجلة العلوم الأساسية
للعلوم التربوية والنفسية وطرائق التدريس للعلوم الأساسية