

The Impact of Intercultural Communicative Competence on the Academic Achievement of English Language Learners: Students Working in the Sector of Tourism in Jordan (Petra and Jerash) as a Case Study

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Abstract : Intercultural communicative competence or (ICC), is an extension of communicative competence that takes into account the intercultural aspect of learning a foreign language. Accordingly, this study aimed at investigating the intercultural interaction impact on English as a foreign language learners' academic achievement of language as a scholastic subject and their motivation towards learning it. To achieve the aim of the study, a qualitative research approach was implemented by means of semi-structured interviews. Interview sessions were conducted with eight teachers of English as well as ten English language learners who work in the tourism industry in a variety of career paths, such as selling antiques and traditional costumes. An analysis of learners' grades of English subjects from 2014 to 2019 academic years was performed by using the Open Education Management Information System Database in Jordan to support the findings of the study. The results illustrated that due to the fact that they work in the tourism sector, students gain skills and knowledge that assist them in better academic achievement in the subject of English by practicing intercultural communication with different nationalities on a daily basis; intercultural communication enhances students speaking skills, lexicon, and fluency; however, despite that their grades showed increasing, from teachers perspectives, intercultural communicative competence reduces their linguistic accuracy and ability to perform English academic writing in academic contexts such as exams.

Keywords : intercultural communicative competence, Jordan, language learning motivation, language academic achievement

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