

**Intercultural Sensitivity and English Language Learning  
Among BSED English Students of MSU**

**An Undergraduate Thesis**

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## **Abstract**

When it comes to language, one's culture is quite essential. This descriptive-correlational study analyzed the intercultural sensitivity and English language learning among BSEd English students at the Mindanao State University, Main Campus. Sociocultural Theory and Constructivism framed this study to specifically draw out the responses to the adopted questionnaires namely, the Intercultural Sensitivity Scale and English Language Learning questionnaire, the relationship between intercultural sensitivity and English language learning, and the impact of the intercultural sensitivity of the respondents to English language learning. Aside from considering the adopted questionnaires, focus group discussion was employed to support the quantitative data. The findings revealed that BSEd English students showed a high degree of interaction attentiveness, interaction enjoyment, and respect for cultural diversity. This demonstrated the ability of the respondents to communicate with people from various cultural backgrounds. The study further revealed that the respondents showed a positive and high evaluation of the significance of learning the English language. This suggests that they had a strong understanding of the role that culture plays in learning the English language. The study demonstrated that the respondents' intercultural sensitivity scores did not have a significant impact on English language learning.

**Keywords:** *Intercultural Sensitivity, English Language Learning, Culture, Correlational Design, BSED English*