

Teachers' Practices about Intercultural Communicative Competence in Teaching English Language

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Abstract—Intercultural communicative competence (ICC) becomes essential part in the language curriculum because it brings meaningful and communicative concept in English language teaching. The important elements of ICC that should be recognized by teachers are knowledge, attitudes, skill of interpreting and relating, skill of discovery and interaction, and cultural awareness when they teach English in their classroom. To find ICC mindfulness among teachers, this study investigated teachers' practices about ICC in teaching English language. Qualitative method was employed in this study to obtain deeper understanding in natural setting. Thus, classroom observation and interview were used as means of collecting data. The subject of the research is two English teachers under the same foundation of one of private senior high school in Surabaya, East Java, Indonesia. The result of this study indicated both teachers used most of components of ICC in their teaching practice. As the result, T1 used skill of interpreting and relating as the highest element found. In contrast, T2 had two highest elements in his teaching, they are knowledge and skill of interpreting and relating. In conclusion, both T1 and T2 bring ICC practice in their English classroom because they apply most of elements of intercultural communicative competence.

Keywords—intercultural communicative competence, teachers' practices, teaching English language.

I. INTRODUCTION

Culture becomes crucial part in language teaching since language and culture cannot be separated. It gives big problem to the speakers if they learn English without its culture. Teaching culture to foreign or second language students may not be a new subject seeing that it has frequently reviewed by some writers such as Hughes (1986), Atkinson (1999), Lestari (1999), Morgan & Cain (2000), Tang (2006), Brown (2007), Brown (2007a), Kuang (2007), Lestari (2010). On the other hand, following years after language teaching growth, culture turns out to be a vital element in the language curriculum along with in the training programs for language teachers. Damen (1987) states that language and culture learning are mutually supporting and strengthening. Consequently, language teacher should comprehend the nature of both language and culture because teachers can emphasize their ability in handling their classroom practice.

If foreign or second language teachers do not recognize teaching culture in language classroom, they may carry on the risk to their learners to learn and use the target

language in a cultural term. For that reason, the learners may not be able to distinguish abundant cultural knowledge of the target language which may possibly direct them to unfortunate experience such as miscommunication or misunderstanding in global society.

To prevent the issue, Indonesian students are supposed to know the foreign language along its cultures because by recognizing both language and culture, they might be able to have open-minded sight to view the differences. One of the ways to open students' insight is teaching intercultural communicative competence (ICC) to them. In practicing ICC in the classroom, teachers can employ some strategies that Zhou (2018) proposed such as comparing Eastern culture and Western culture, tracing its sources, role play and topic teaching model.

Related to ICC issue, there were some researches about it. Firstly, Young and Sachdev (2011) explored the beliefs and practices of experienced teachers in USA, UK and France concerning to the use of model of intercultural communicative competence to English language program. Then, Gervanova and Mikhailova (2018) deal with the

questions of what ICC is and what teaching approaches required in a FL class to effectively improve it in language students. Thirdly, Yang, Xiang and Chun (2018) studied Chinese language teachers' pedagogical cultural knowledge and element affecting their pedagogical cultural knowledge. The fourth, Syam, Basri and Sahril (2020) investigated how higher education students grow their ICC based on the lecturers' awareness for the period of one semester.

From the previous studies above, it can be seen that ICC has been well-known identical to one of the vital areas in the area of English language education (Byram, 1997; Deardorff, 2009). To support the idea, English teachers have big roles as facilitator to confront the issue. They are demanded to think comprehensively and to grow compassion towards cross-cultural dissimilarities and multiplicities (Jan, 2017). For the reason, the teachers play vital consideration in the attribute of education and places very well on programs (Council, 2013). Therefore, it will cause problem if teachers are not alert about culture in language classroom. To find common cases of ICC unmindful among teachers, this study investigates teachers' practices about ICC that the result can show the habit of how they teach English in their classroom.

II. LITERATURE REVIEW

Intercultural communicative competence (ICC) has five aspects; they are knowledge, attitudes, skill of interpreting and relating, skill of discovery and interaction, and cultural awareness. Those are the indicators of ICC's existence.

Byram (1997) highlights on skill, knowledge and attitude rather than predominantly linguistic because teaching ICC is required to embrace all the competences talked over. Then, he proposes factors in intercultural competence that he agrees to the concept of non-linguistic theories from Tajfel (1981) about social identity, Gudykunst (1994) about cross-cultural communication and Bourdieu (1990) about social and cultural capital (cited in Orsini-Jones, Lee, 2017). Those factors in intercultural competence are 'Attitudes' (*savoir être*) means interest and honesty, eagerness to break off skepticism about other cultures and belief about one's own. 'Knowledge' (*savoirs*) of public and their stuffs and traditions is in one's own and in one's speaker's country and of the widespread practice of social and individualistic contact. 'Skills of interpreting and relating' (*savoir comprendre*) mirrors the capability to understand a document or event from another culture, to give details it and share it to documents or events from one's own. 'Skills of discovery and interaction' (*savoir apprendre/faire*) brings the aptitude to obtain new

knowledge of a culture and cultural practices the capacity to activate knowledge, attitudes and skills under the limitations of real-time communication and interaction. The last one is 'Critical cultural awareness' (*savoir s'engager*) is a competence to appraise critically and on the basis of clear principles, viewpoints, customs and creations in one's own and other cultures and countries.

ICC assists learners to be intercultural awake of their own culture and the existence of dissimilarity as well as to raise the value of and look up to them. Besides, English language education should provide learners with the information of intercultural communication and the capability to apply it realistically; it can be with the function of connection cultural divergences and accomplish more balanced, productive associations (Samovar, Porter, McDaniel, & Roy, 2015). Nevertheless, there is a case that teachers in another classroom in various countries at a standstill pay no attention to the importance of teaching culture as a part of language study (Gonen & Saglam, 2012). The reasons behindhand teachers' unawareness of presence of culture and intercultural communication in English language education is that they are more concerned in real-world features of communication (Önalın, 2005); they think that they have limited time to talk about cultural components in their teaching routines because of the challenging of national curriculum (Gonen & Saglam, 2012); teachers have partial experience in how to include culture and intercultural communication in the language classroom in view of the fact that they absence suitable preparing on how to integrate culture in their teaching ways including how to evaluate learners' intercultural competence and alters in their attitudes as a result of culture teaching (Gonen & Saglam, 2012); and most of teachers have inadequate knowledge about intercultural communication (Sercu, 2005). Taking into consideration that the ICC is one of the main competencies in the 21st century, it is approved by one of the crucial goals in language teaching program like to notify learners to grow into intercultural speakers who can take in hand linguistic and cultural difficulty and take part in multicultural settings (Deardorff, 2009).

III. METHOD

This study employed qualitative design. It was applied to classify and explain the problems of this study since it contained detail description, natural and holistic presentation, and little participation (Mackey & Gass, 2005). This study observed senior high school teachers' practices on intercultural communicative competence in EFL classroom.

Being certain about this, a qualitative was selected as the design of this study based on some factors. The first factor was the natural setting of the study. In this study, the setting was in EFL classroom where English teaching learning process was experienced by teacher and students in one of private junior high school in Surabaya, East Java, Indonesia. The natural setting related to the situation which the activities could be the best comprehended in the genuine setting (Fraenkel, Wallen, & Hyun, 2012). The second was the data collected. The data was based on teacher and EFL learners' interaction that was gained from real experiences happened in the classroom. The data dealt with collecting observation.

IV. FINDINGS

From the investigation of the teachers' practice about ICC, it is discovered some differences between both teachers in practicing ICC (knowledge, attitude, skill of interpreting and relating, skill of discovery and interaction and critical cultural aware) elements in their teaching. Those differences are presented in Table 1.

Intercultural Communicative Competence Practice

Table 1: Teachers' Practices about ICC

ICC Aspects	ICC Practices	
	T1	T2
Knowledge	<ul style="list-style-type: none"> - Teaching "asking and giving opinion" - Asking the students to classify "asking and giving opinion" 	<ul style="list-style-type: none"> - Differentiating first, middle and last name - Teaching Collocation - Teaching "Introduction, Compliment and Congratulating"
Attitudes	<ul style="list-style-type: none"> - Teaching "agree and disagree" in polite way 	<ul style="list-style-type: none"> - Teaching "asking about someone's age is taboo or not"
Skill of Interpreting and Relating	<ul style="list-style-type: none"> - Teaching Difficult Word - Writing dialogue about "asking and 	<ul style="list-style-type: none"> - Giving a story implicitly before going to the material - Read the dialogue about "Compliment

	<ul style="list-style-type: none"> giving opinion" - Practicing dialogue about "asking and giving opinion" 	<ul style="list-style-type: none"> and Congratulating" - Teaching Difficult Words
Skill of Discovery and Interaction	<ul style="list-style-type: none"> - Recalling students' memory about previous material from the video given - Correcting Ungrammatical Sentence after Students' Performance 	<ul style="list-style-type: none"> - Teaching New Vocabularies - Asking the students to make video project about "Introduction"
Critical Cultural Awareness	-	<ul style="list-style-type: none"> - Teaching "Introduction in Indonesian and English Context"

These are the explanation of ICC finding elements, they are knowledge, attitude, skill of interpreting and relating, skill of discovery and interaction and critical cultural aware:

1. Knowledge

In this element, T1 used two activities, while T2 employed three activities. This element was about general interaction process of social group whether it is in their own culture or in other cultures. In knowledge element, T1 taught Teaching "asking and giving opinion" and asking the students to classify "asking and giving opinion". Meanwhile, T2 taught differentiating first, middle and last name, teaching collocation and teaching "introduction, compliment and congratulating".

T1 taught the students about asking and giving opinion. She showed some expressions about it and highlighted the material by giving insight about how the way to deliver different opinion from others. Then, she asked the students to classify which asking and giving opinion orally, the teacher read the expression such as *what do you think ...? Do you think ...? What about ...? Well, in my opinion ..., I*

think ... , personally I think ... then, the students classified them orally also.

After that, T2 taught the students about how to differentiate first name, middle name and last name in introducing to others. The teacher gave example of students' name in his class. Then, they classified together and he also gave another name from another country that could help students to understand well about the difference. In the class, the teacher also discussed about collocation for example when the teacher mentioned occupation in introduction material, the teacher also mentioned *collocation* that used such as what was the different between *work for* and *work as*. The teacher asked to the students, then explained what they did not know about the difference.

In that meeting, T2 also taught Compliment and Congratulating. T2 used comparison method in teaching Compliment and Congratulating. In the interview, T2 mentioned *Direction* material. However, there was no material about *Direction* at that time. Thus, He did not teach it to his students.

2. Attitudes

In attitude element, T1 and T2 used an activity. T1 taught "agree and disagree" in polite, while T2 taught "asking about someone's age is taboo or not".

T1 taught agreeing and disagreeing. She said that how the way people had their own opinion. It should not deliver in straight way, but there is polite way to deliver it, such as using expression "I'm afraid I disagree". In invitation material, the teacher engaged the students by asking "have you ever been invited to certain event?" most of students' answers were yes. Then, they mentioned the events such wedding, birthday party, graduation, farewell party, and baby shower. Then, the teacher explained (in special case) that they did not celebrate the party and she said that it is not allowed, I mean it is not necessary". Then, the teacher directly asked the students to open book and explained the function of invitation card.

Meanwhile, T2 taught not to ask someone's age when they met new people in the first time. It relates that every country has its own culture that allowed something to be asked or not. In this case, asking people's age was impolite in Western Culture since age is included personal thing that stranger did not need to know about it. However, Asian culture, especially Indonesian, has the opposite culture that they want to know other's business by asking the private thing including age.

3. Skill of Interpreting and Relating

Both T1 and T2 had the same amount of activities. They had three activities related to this ICC element. T1 had three activities in her classroom, they were teaching

difficult word, writing dialogue about "asking and giving opinion" and practicing dialogue about "asking and giving opinion". In addition, T2 also had three activities in his classroom, they were giving a story implicitly before going to the material, read the dialogue about "compliment and congratulating" and teaching difficult words.

T1 discussed difficult word such as RSVP. She discussed it because there was one of groups in invitation material mentioned it. The teacher explained what RSVP stands for and the function of it. Also, she explained that in Indonesia it is not common. After having material about asking and giving opinion, the students were asked to write dialog using asking and giving expression. They had to write the dialog based on the topic given, such as *school's facilities, Teacher and Textbook, Laboratory and Chair, Library, Internet's access and School's Rules*. After writing the dialog, the students practiced it in pair in front of the class.

In T2 classroom, he engaged the students by giving story before going to the main material. It made the class situation relax and the students caught the material easily because the story was near their lives. The teacher told story that had a lesson and it related to quote that teacher taught. He also told his own experience about having "negotiation" with native English. After that, T2 asked the students to read dialog from the textbook about *Complimenting and Congratulating*. Then, the students were asked to guess which one is *Complimenting* and *Congratulating* orally. The teacher also explained about the differences between *Complimenting* and *Congratulating*. The last one, T2 also asked about what the different between *Ms.* and *Mrs.* Then, he explain about what the different between them.

4. Skill of Discovery and Interaction

In this element, T1 had two activities, yet T2 had two activities. T1 recalled students' memory about previous material from the video given and corrected ungrammatical sentence after students' performance. While, T2 taught new vocabularies and asked the students to make video project about "introduction".

T1 recalled students' memory about asking and giving opinion from video given in the previous meeting. After having performance, the teacher found some students said ungrammatical sentence, such as *I'm agree, I'm not agree*. The teacher corrected the students after having performance. Then, she explained how to use it in proper way.

In addition, T2 also gave students new insights through new vocabularies, such as *French, Croissant, and Creque Monsie*. It was about how to pronounce it well based on the original version of the country and how Indonesian people pronounced it. In introduction material, the teacher

gave students project to make pair introduction video. The project was about how Indonesian people introduced with English native. The teacher asked the students to read dialog of *Complimenting* and *Congratulating* for knowing their abilities in their expression, pausing, and pronunciation. It was because the teacher taught that it would influence how the students communicated in real life.

5. Critical Cultural Awareness

The last element was critical cultural awareness; in interview their statement indicated CCA aspect. However, in the practice, in T1 teaching practice was not found CCA element it was because when the observation done. T1 taught students in the eleventh grade of senior high school. Then, what the teacher said about application letter in her interview for proving her CCA aspect could not find because in the class that she taught at that day did not have that material.

Fortunately, T2 used English textbook contained Curriculum 2013 that mentioned the difference between English and Indonesian Culture about how to introduce each other that can be indicated as CCA aspect. However, because of the limited time, the teacher had not discussed about relationship of *Complimenting* and *Congratulating* in Islamic view.

V. DISCUSSION

The researcher divided the explanation based on the element of intercultural communicative competence (ICC) for showing ICC practices in this study.

The first discussion is “knowledge”. People should notice knowledge (savoirs) of social groups and their products and practices in one’s own and in one’s interlocutor’s country and of the general process of societal and individual interaction bring important role (Byram, Gribkova and Starkey, 2002). T1 taught “asking and giving opinion” and asked her students to classify “asking and giving opinion”. T1 compare how Indonesian and American/British delivered their opinion or asking someone’s opinion. The practice in line with Zhou’s (2018) idea that Comparing the similarities and differences between different cultures can make students’ sensitivity to culture and multicultural awareness is cultivated. Then, T2 had activities differentiating first, middle and last name and he also gave example of students’ name in his class. Then, they classified together and he also gave another name from another country that could help students to understand well about the difference. Lim and Griffith (2016) states that naming practices and conventions in the target language (TL) country can help the students

understand word order of names, correctly identify family names, given names where relevant. As well, T2 taught “collocation”, the collection of the words that have different meaning from the formed words, for example “work for” and “work as”. Both collocations had the same base word “work”, but they have different prepositions. Thus, it can result both collocation had different meaning and context.

In line with case above, Zhou (2018) says that idiom, collocation and phrasal verb allowed people to make available their mind and grow their thoughts because if they have difficulties in understanding them, they will get problem in communication, especially in English language. Then, T2 also taught Compliment and Congratulating. He used comparison method in teaching Compliment and Congratulating. Then, the students knew how to differentiate them. Uso-Juan & Martinez-Flor (2008) suggests to analyze two written texts which have a similar genre. It relates to this case because T2 taught Compliment and Congratulating using analyzing both expressions to find the proper expressions based on the situation and condition.

The next element of ICC is attitude. In practicing this element, T1 taught “agree and disagree” topic in polite way. While T2 explained “asking about someone’s age is taboo or not”. Those activities cover attitude element because those activities contained curiosity and openness, readiness to suspend disbelief about other cultures and belief about one’s own (Byram, Gribkova, & Starkey, 2002)

Afterward, skill of interpreting and relating is the third element in ICC. In this case, T1 teaching difficult word, writing dialogue about “asking and giving opinion” and practicing dialogue about “asking and giving opinion” in her classroom. Meanwhile, T2 also practiced three activities in his classroom, they were giving a story implicitly before going to the material, read the dialogue about “compliment and congratulating” and teaching difficult words. Those teachers’ performances showed the ability to interpret a document or event from another culture, to explain it and relate it to documents or events from one’s own (Byram, Gribkova, & Starkey, 2002). Correspondingly, read or practicing the dialogue and role play could arise the awareness of culture. (Lim & Griffith, 2016; Zhou, 2018)

The fourth element is skill of discovery and interaction. In this practice, T1 recalled students’ memory about previous material from the video given and correcting. Then, after students’ performance the teacher found some students said ungrammatical sentence, such as *I’m agree, I’m not agree*. The teacher corrected the students after having

performance. Then, she explained how to use it in proper way.

While, T2 taught new vocabularies, asked the students to make video project about “introduction” and practicing dialog “complementing and congratulating”. Both teachers use video as media to engage students’ comprehension in foreign language and culture. The different was T1 used video to show authentic material to the students. While, T2 used the video as the result of the learning process because the students asked to make video about introduction after discussing some lesson about it. Byram, Gribkova, & Starkey (2002) mentions that ability to acquire new knowledge of a culture and cultural practices the ability to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction. Then, the activities both teachers did relating to video here included to this element.

The last ICC element is critical cultural awareness. T1’s teaching practice was not found CCA component when the observation done. Fortunately, T2 used English textbook contained intercultural competence that mentioned the difference between English and Indonesian Culture about how to introduce each other that can be indicated as CCA aspect. The activity was in line with Zhou’s (2018) concept that linking the similarities and differences between diverse cultures can make students’ understanding to culture and multicultural awareness is civilized. It is also along the lines of an ability to evaluate, critically and on the basis of explicit criteria, perspectives, practices and products one’s own and other cultures and countries (Byram, Gribkova, & Starkey, 2002)

VI. CONCLUSION

The result of this study showed that T1 and T2 applied ICC elements: knowledge, attitude, skill of interpreting and relating, skill of discovery and interaction, and critical cultural awareness in their teaching practices. Although, they had different number of practices and different kind of activities. The point is that they bring those elements to their English classroom. Therefore, this study can be concluded that both T1 and T2 bring ICC practices in their English classroom because they apply most of elements of intercultural communicative competence.

From the conclusion above, this study has benefit to other English teachers or readers. This study can be the source for them to gain information about how to practice intercultural communicative competence elements in their English classroom.

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