CULTIVATING GLOBAL CITIZENS: INTERCULTURAL COMMUNICATIVE COMPETENCE FOR ENGLISH TEACHERS AND STUDENTS

Marwa, Febrita Asra, Novriandi Eka Saputra,
Ayudia Yolanda Putri, Yona Dwi Tirta Syafitri, Hengki Irawan

LPPM
UNIVERSITAS LANCANG KUNING

CULTIVATING GLOBAL CITIZENS: INTERCULTURAL COMMUNICATIVE COMPETENCE FOR ENGLISH TEACHERS AND STUDENTS

Penulis:
Marwa, Febrita Asra, Novriandi Eka Saputra, Ayudia Yolanda Putri,
Yona Dwi Tirta Syafitri, Hengki Irawan

Editor:
Dr. Herlinawati, M.Ed

Lay out
Hengki Irawan, S.T

Desain sampul:
Hengki Irawan, S.T

Penerbit:
LPPM Universitas Lancang Kuning



Jl. Yos Sudarso, KM. 08, Rumbai, Pekanbaru, Riau
Telp: 082266165665
Email: lppm@unilak.ac.id
Homepage: http://www.lppm.unilak.ac.id

ISBN:
Hak Cipta 2024 pada Penulis
Hak penerbitan pada LPPM Universitas Lancang Kuning. Bagi mereka yang ingin memperbanyak sebagian isi buku ini dalam bentuk atau cara apapun harus mendapatkan izin tertulis dari penulis dan penerbit LPPM Universitas Lancang Kuning.

Hak Cipta dilindungi Undang-undang
All Right Reserved
Cetakan I, Juli 2024

AUTHORS' PREFACE

The landscape of English Language Teaching (ELT) is rapidly evolving, driven by the increasing interconnectedness of our global society. As educators, it is our responsibility to prepare students not only for linguistic proficiency but also for the cultural nuances that accompany effective communication in diverse contexts. This book, "Cultivating Global Citizens: Intercultural Communicative Competence for English Teachers and Students" is born out of a recognition of this crucial need.

Each chapter in this book addresses a unique facet of ICC in ELT:

Chapter 1: Cultivating Global Citizens: Intercultural Communicative Competence for English Teachers and Students provides a theoretical foundation, explaining the importance of ICC and its integration into ELT.

Chapter 2: The Indonesian English Teachers' Contextual ICC Teaching Strategies Incorporated to ICC Dimensions focuses on practical strategies used by Indonesian English teachers, highlighting contextual approaches and innovative practices.

Chapter 3: ICT Utilization in English Classrooms for Intercultural Teaching and Learning explores the role of technology in facilitating intercultural learning, offering insights into digital tools and methods that enhance ICC.

Chapter 4: Intercultural Experiential Learning in ELT emphasizes the importance of experiential learning activities, such as cultural exchanges and project-based learning, in developing intercultural competence.

Chapter 5: Local, Target, and Global Cultures in English Textbooks critically examines the representation of cultures in English textbooks and provides guidelines for selecting and developing materials that promote ICC.

Chapter 6: ICC Assessment in ELT Classrooms addresses the challenges and solutions in assessing intercultural competence, offering practical tools and methods for comprehensive evaluation.

Writing this book has been an enlightening experience, and we are grateful for the support and insights from my colleagues, students, and the broader educational community. We hope this book serves as a valuable resource for educators worldwide, inspiring them to integrate ICC into their teaching practices and contribute to the development of globally competent students.

We invite you, the readers, to explore the ideas and practices presented in this book with an open mind and a commitment to fostering intercultural understanding. Together, we can create educational environments that not only teach language but also bridge cultures and build a more interconnected and harmonious world.

Marwa & Authors

Pekanbaru, Riau July 2024

LIST OF CONTENTS

FOREWORD ..... **iii**
AUTHORS' PREFACE ..... **iv**
LIST OF CONTENTS ..... **vi**
CHAPTER 1 INTERCUTURAL COMMUNICATIVE COMPETENCE (ICC) IN ENGLISH LANGUAGE TEACHING **1**
A. INTRODUCTION TO ICC KEY TERMS 1
B. ICC DIMENSIONS 3
C. ICC FOR ENGLISH LANGUAGE TEACHERS 7
D. ICC DIMENSIONS IN LANGUAGE TEACHING 10
E. REFERENCES 12
CHAPTER 2 THE INDONESIAN ENGLISH TEACHERS' CONTEXTUAL ICC TEACHING STRATEGIES **15**
A. INTRODUCTION 15
B. EXPLOITING CULTURAL FACTS AND VALUES FROM ELT MATERIALS/TOPICS VIA TASK BASED ACTIVITIES 17
C. DISCUSSING CULTURAL SIMILARITIES AND DIFFERENCES TO ACTIVATE STUDENTS' CULTURAL AWARENESS 19
D. DEVELOPING AND TRANSFERRING ICC DIMENSIONS VIA A MEDIUM OF TEACHERS' DISCOURSE 22
E. USING TEACHERS' SHARING KNOWLEDGE AND INTERCULTURAL EXPERIENCES AS EXTENDED EXPLANATION TO ELT TOPIC 23
F. REFERENCES 26
CHAPTER 3 ICT UTILIZATION FOR INTERCULTURAL TEACHING AND LEARNING **29**
A. RESEARCH OVERVIEWS OF ICT IN INTERCULTURAL TEACHING AND LEARNING 29
B. ICT UTILIZATION IN ENGLISH CLASSROOMS FOR INTERCULTURAL TEACHING AND LEARNING 32
C. MULTIMEDIA RESOURCES 42
D. DIGITAL STORYTELLING 46
E. LANGUAGE LEARNING APPS 52

F. VIRTUAL FIELD TRIP 58
G. INTERACTIVE E-BOOKS AND DIGITAL LIBRARIES 64
H. SOCIAL MEDIA ONLINE COMMUNITIES 69
I. EDUCATIONAL GAMES AND SIMULATIONS 75
J. ONLINE COURSES AND MOOCS 81
K. REFERENCES 87
CHAPTER 4 INTERCULTURAL EXPERIENTIAL LEARNING IN ELT 89
A. RESEARCH OVERVIEW ON INTERCULTURAL EXPERIENTIAL LEARNING IN ELT 89
B. ROLE-PLAYING AND SIMULATION 91
C. CULTURAL IMMERSION PROJECTS 95
D. EXCHANGE PROGRAMS AND VIRTUAL INTERACTIONS 100
E. CASE STUDIES AND CRITICAL INCIDENTS 105
F. SERVICE LEARNING PROJECTS 110
G. REFLECTIVE ACTIVITIES 115
H. LANGUAGE AND CULTURE MODULES 120
I. MULTIMEDIA RESOURCES 125
J. REFERENCES 132
CHAPTER 5 LOCAL, TARGET, AND GLOBAL CULTURES IN ENGLISH TEXTBOOKS 134
A. RESEARCH OVERVIEW OF INTERCULTURAL MATERIALS IN THE EFL TEXTBOOKS 134
1. DEFINITION OF LOCAL CULTURE 138
B. ASPECTS OF LOCAL CULTURE 139
C. LOCAL CULTURE INTEGRATION IN ENGLISH TEXTBOOKS 140
D. CHALLENGES AND SOLUTIONS 142
E. DEFINITION OF TARGET CULTURE 144
F. ELEMENTS OF TARGET CULTURE 144
G. TARGET CULTURE IN ENGLISH TEXTBOOKS 145
H. BENEFITS OF INTEGRATING TARGET CULTURE INTO ENGLISH TEXTBOOKS 149
I. CHALLENGES OF INTEGRATING TARGET CULTURE INTO ENGLISH TEXTBOOKS 152
J. DEFINITION OF GLOBAL CULTURE 156
K. ELEMENTS OF GLOBAL CULTURE 157

L. GLOBAL CULTURE IN ENGLISH TEXTBOOKS 158
M. BENEFITS OF INTEGRATING GLOBAL CULTURE INTO ENGLISH TEXTBOOKS 159
N. CHALLENGES AND SOLUTIONS OF INTEGRATING GLOBAL CULTURE INTO ENGLISH TEXTBOOKS 162
O. REFERENCES 165
CHAPTER 6 ICC ASSESSMENT ELT CLASSROOM 167
A. RESEARCH OVERVIEW ON ICC ASSESSMENTS IN ELT CLASSROOM 167
B. COMPONENTS OF INTERCULTURAL TEACHING AND LEARNING ASSESSMENTS 170
C. ASSESSING CULTURAL KNOWLEDGE IN THE CLASSROOM 190
D. CULTURAL AWARENESS 193
E. CULTURAL SENSITIVITY 197
F. INTERCULTURAL COMMUNICATION SKILLS 200
G. CRITICAL THINKING AND REFLECTION 205
H. IMPLEMENTING INTERCULTURAL TEACHING AND LEARNING ASSESSMENT IN ELT CLASSROOMS 209
I. REFERENCES 219
AUTHOR'S BIOGRAPHY 225