

The integration of intercultural communicative competence in ELT settings: A systematic review

Indah Permatasari

Universitas Negeri Yogyakarta, Indonesia

Email: indahpermatasari@uny.ac.id

Abstract

Intercultural communicative competence, commonly known as ICC, refers to the ability to respectfully compare and mediate between different cultural values. This study aims to systematically review the current trends and main findings of the studies focusing on the integration of ICC in ELT settings. A total of 17 peer-reviewed articles published between 2018 and 2022 were analysed using the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) items. The results showed that there has been a fluctuation in the number of studies published during the last four years. From the reviewed articles, it was found that most of the studies were conducted in Asia and used a qualitative method in examining the higher education students' skills and perspectives on ICC. Additionally, it was reported that using intercultural teaching and learning practices was effective in improving the participants' ICC. Nonetheless, many studies found it difficult to implement intercultural teaching and learning practices, particularly when it came to time constraints, learning material availability, and establishing success criteria. This underlines the necessity of creating a comprehensive instructional learning model that can help ESL and EFL teachers, as well as other educational practitioners, integrate ICC.

Article History

Received:

5 April 2023

Revised:

28 April 2023

Accepted:

29 April 2023

Keywords

Intercultural communicative competence (ICC); English language teaching (ELT); higher education students; PRISMA

This is an open access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.



Citation (APA Style): Permatasari, I. (2023). The integration of intercultural communicative competence in ELT settings: A systematic review. *LingTera*, 10(1), 54–63. <https://doi.org/10.21831/lt.v10i1.59885>

INTRODUCTION

Given the function of English as a lingua franca (ELF) and World Englishes (WE), the significance of intercultural communicative competence, hereafter ICC, in English language teaching (ELT) has been widely acknowledged (Abdzadeh et al., 2020; Ghavamnia, 2020; Iswandari et al., 2022; Shen, 2022; Kusumaningputri et al., 2018; Liubashenko et al., 2022; Lwanga-Lumu, 2020; Megawati et al., 2020; Mohamed et al., 2020; Sanchez-Sanchez et al., 2018; Su et al., 2021a; Tran et al., 2018; Yuges, 2020). According to Byram (2021), ICC is supported by two fundamental subcategories of competence: communicative competence and intercultural competence. The former relates to the capacity to use the target language appropriately based on settings and includes linguistic competence, sociocultural competence, formulaic competence, interactional competence, strategic competence, and discourse competence (see Celce-Murcia, 2007). The latter, however, refers to the ability to communicate in one's own language with people from various cultural backgrounds (Byram, 2021, p. 96). Thus, teaching ICC to students is essential because it will improve their knowledge of their own and other people's cultural views and their capacity to interact with speakers of other cultures in the target language.

Support for the above argument can be found in the Common European Framework of Reference for Languages (CEFR), which highlights the cultural aspects of language teaching. The CEFR states that teaching students modern languages such as English is intended to provide them

with a solid foundation in intercultural competence and capabilities (Council of Europe, 2001). Several scholars found that the explicit teaching of culture alongside the study of linguistic principles in English classes will boost students' intercultural awareness, which in turn enhances their ICC (Abdzadeh et al., 2020; Kusumaningputri et al., 2018; Mohamed et al., 2020; Sevimel-Sahina, 2020; Shen, 2022; Su et al., 2021a; Tran et al., 2018). This condition challenges English lecturers to prepare their students for intercultural communication and English varieties so they may communicate effectively with people from various cultural and linguistic backgrounds (Rose et al., 2021). The numerous varieties must be incorporated into ELT to reflect how the language is actually used in the inner, outer, and expanding circles (Kachru, 1985). Therefore, it is important for teachers to consider the goal of intercultural education, which is to provide language learners with the language and intercultural skills they need to function effectively as citizens, gain knowledge, and develop open attitudes toward others coming from different communities (Council of Europe, 2020, para. 2).

However, the various cultural aspects that do not align with the cultural underpinnings of the English language pose numerous challenges for teachers in their teaching practices. As a result, although many English teachers are aware of the need to include culture teaching in English classrooms and that both language and culture are plausible, they prioritize teaching language over teaching culture (Ghavamnia, 2020; Iswandari et al., 2022; Megawati et al., 2020). This argument is in line with Syam et al. (2020), who asserted that while intercultural teaching has some advantages for students' intercultural communication skills, there are some challenges with its integration into the teaching of foreign languages. Syam et al. (2020) further mentioned that the reasons for this condition include a lack of integration of intercultural aspects, an inconsistent teaching method, and insufficient learning materials for teachers to use. Despite this, systematic review studies assessing the integration of ICC in English classrooms are scarce. To our best knowledge, as of 2018, there is only one study conducted by Iswandari et al. (2022) that provides a systematic review of the ICC literature. In their paper, Iswandari et al. (2022) discussed lecturers' awareness of the ICC implementation, ICC assessment, teachers' growth of ICC, ICC-related factors, and ICC training. Nonetheless, while their paper provides extensive information on the importance of ICC in ELT, it only focuses on pre-service and in-service teachers in an EFL context and does not go into detail about the challenges teachers faced when integrating ICC.

Considering the above explanation, this study attempts to systematically review the existing studies on ICC in a more comprehensive way, paying particular attention to the advantages and challenges of the integration of ICC in ELT settings through intercultural teaching and learning practices. Another contribution of this study lies in the methodological approach used, which is the Preferred Reporting Items for Systematic Reviews and Meta-Analyses, commonly known as PRISMA (Liberati et al., 2009). The findings of this study are expected to be helpful to English teachers and other educational practitioners by providing a clearer understanding of the theoretical and pedagogical issues currently affecting the integration of ICC in the English teaching and learning process. Particularly, this study addresses the following research questions:

1. RQ1: What are the current intercultural teaching and learning trends in ELT research?
2. RQ2: What were the main findings (particularly the challenges in the integration of ICC) from the literature?

RESEARCH METHOD

This systematic review was performed in accordance with the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) from (Liberati et al., 2009). A systematic review approach was chosen because it has the potential to reduce biases, increase dependability, and eventually improve the dissemination of the results (Liberati et al., 2009). In this study, the researcher systematically searched for journal articles that were conducted by scholars in ELT settings from early 2018 to the end of 2022 to show data regarding the most recent ICC studies conducted in the last five years. Several inclusion criteria were created for screening relevant articles. Specifically, the researcher utilized Scopus in Harzing's Publish or Perish and Tandfonline to search for journal articles focusing on ICC that include the term "intercultural teaching, intercultural learning,

intercultural communicative competence, English language teaching” in their titles, abstracts, and/or keywords. The last search was run on 5th December 2022.

Moreover, a form to document the analysis' findings was made using an MS Excel spreadsheet. This included categories relating to the research topics, along with the study year and location, the research method, the participants' education level, and the advantages and challenges of implementing intercultural teaching and learning practices to improve students' ICC. After carefully reading each article, the related information was entered into the form. The publications were then separately examined by two reviewers, and those that clearly were not focusing on ICC in ELT were discarded. Disagreements among the reviewers were discussed and resolved by consensus during this stage. Finally, the researcher did not include any unpublished research reports, theses, dissertations, book chapters, or conference papers, as this study focuses on published journal articles. Articles investigating intercultural teaching and learning and/or ICC in non-ELT settings were not also considered in this systematic study. As a result, 17 articles were identified as relevant to the focus of the study. Figure 1 presents the PRISMA flow chart of the articles used in this study.

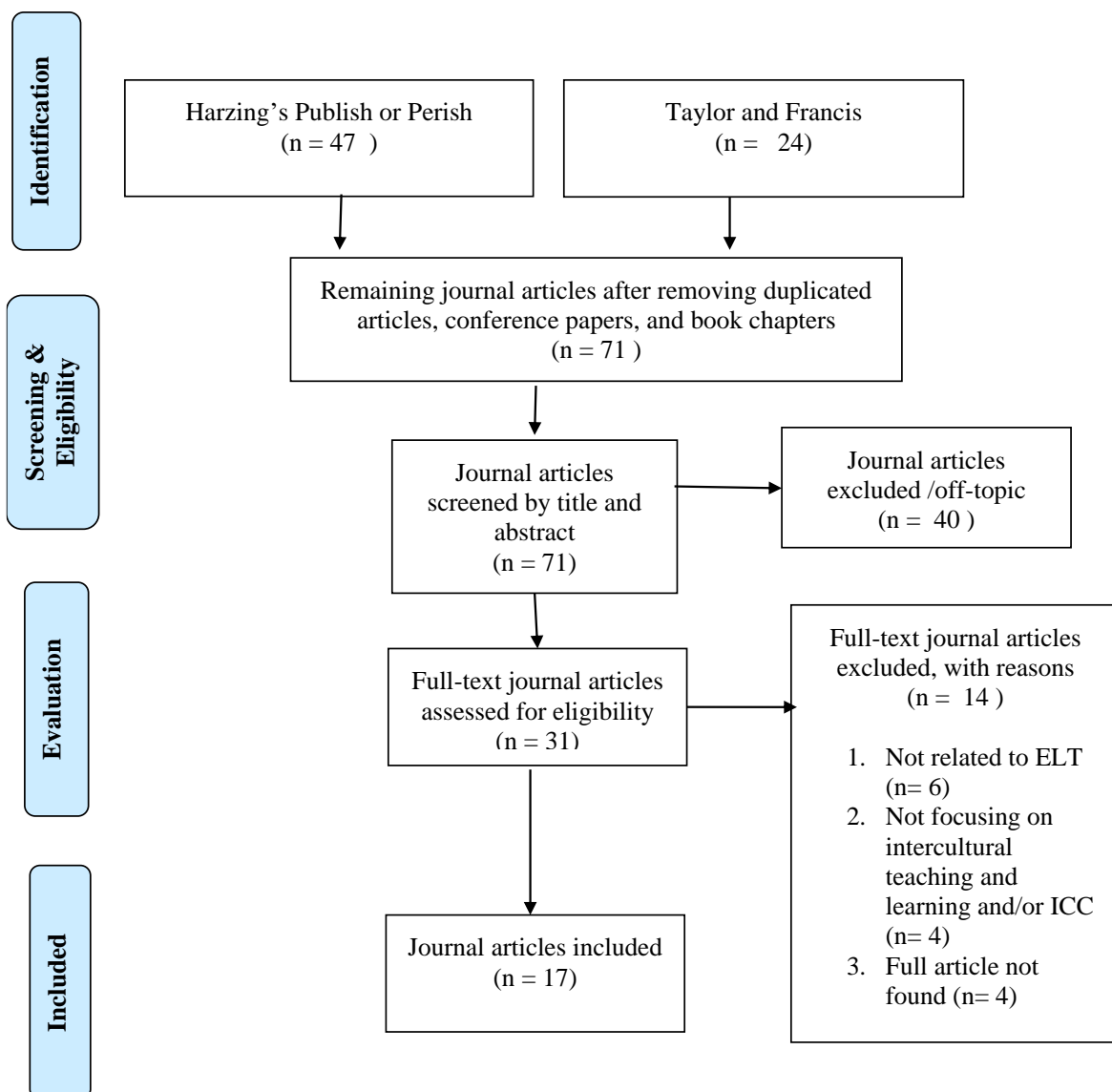


Figure 1. Flow Chart of Article Selection Process

FINDINGS

Current Trends of Intercultural Teaching and Learning in ELT

In regard to RQ1, the researcher evaluated a variety of subcategories, which included the distribution of studies by year, the distribution of the countries where the studies were conducted, the research method used, and the participants' educational backgrounds.

Distribution of Studies by Year

Results from the screening show that there were three articles (n=3) published in 2018, after which there has been a fluctuation in the number of studies—there was no article (n=0) in 2019, six articles (n=6) in 2020, four articles (n=4) in 2021, and four articles (n=4) in 2022. The distribution of the studies regarding ICC by year can be seen in Figure 2.

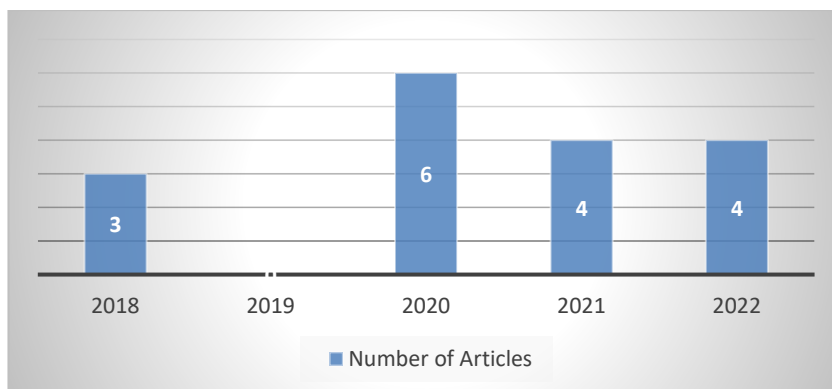


Figure 2. The Number of Articles by Year

Distribution of the Countries where the Studies were Conducted

According to the data, many of the studies on ICC in an ELT settings were conducted in Asia (n=10), followed by Europe (n=2) and South Africa (n=1). The other studies, on the other hand, were collecting the data from more than one country. From the selected articles, it was found that there was one study (n=1) conducted in Malaysia and France, one study (n=1) conducted in Indonesia and China, and two studies (n=2) conducted around Asia, the US, and Europe. Details of the countries is shown in Figure 3.

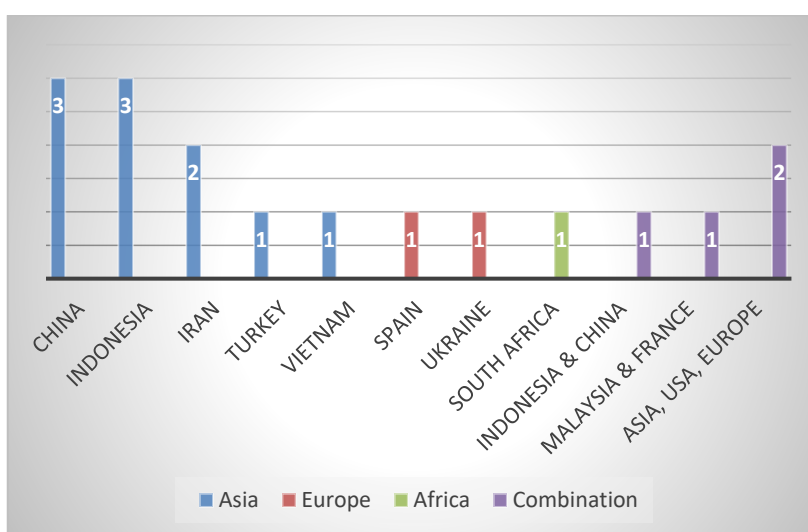


Figure 3. Details of the Countries Where the Studies Were Conducted

Research Method Used

As shown in Figure 4, there were four kinds of research methods found in the selected articles. The qualitative method (n=8) was the most frequently used of the three methods, followed by the quantitative method (n=4), the mix-method (n=2), and the systematic review and critical review (n=3).

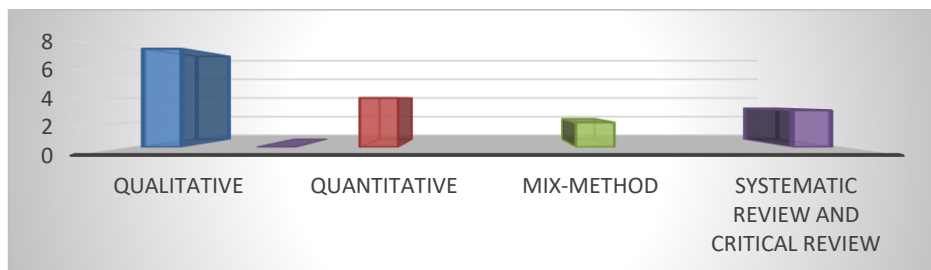


Figure 4. Research Methods Used in the Selected Articles

Participants' Educational Backgrounds

Figure 5 shows that almost all articles selected higher education students and/or lecturers (n=15) as the participants. There were only two studies that selected EFL and ESL students and/or teachers with various backgrounds (n=2).

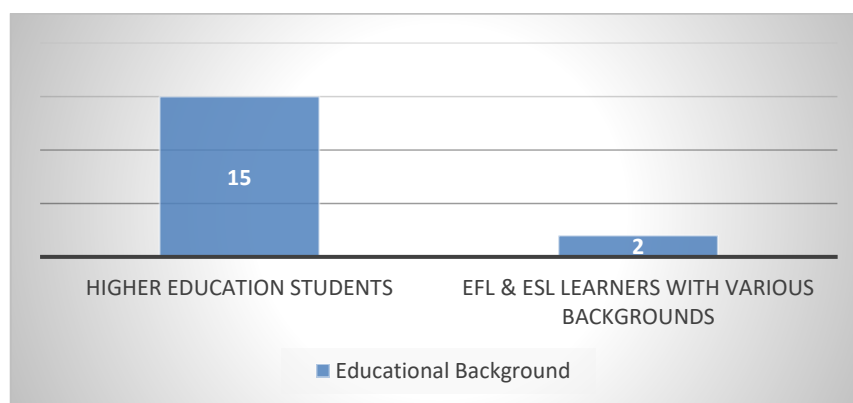


Figure 5. Participants' Educational Backgrounds

The Main Findings of ICC Literature

To respond to RQ2, the researcher created and investigated the following criteria: the techniques used, the advantages, challenges, and researcher' perceptions of intercultural teaching and learning practices.

Techniques Used

Data shows that there were various techniques used in the selected articles. However, the most used techniques were interviews, distributing questionnaires, and analyzing fieldnotes (n=4). Meanwhile, other articles were discovered to investigate the effectiveness of intercultural teaching and learning through various techniques, such as digital photograph-mediated intercultural project (n=1), the intercultural communicative language teaching instructional model (n=1), a ten-session course based on Baker's (2011) model of cultural awareness (n=1), exploring literatures (n=2), employing e-collaboration (n=1), critical interpretive synthesis (n=1), cultural-text based teaching using genre approach by Feez (1999) (n=1), online ICC training model (n=1), virtual intercultural fieldwork (n=1), Compare and contrast learning and teaching strategy (n=1), and the RICH-Ed pedagogic framework (n=1). In sum, the number of techniques used in the studies is presented in Table 1 below.

Table 1. Number of Techniques Used in The Study

No.	Technique used	Sample article
1.	Distributing questionnaire and interview	a. Ghavamnia (2020) b. Megawati et al., (2020) c. Sanchez-Sanchez et al., (2018) d. Sevimmel-Sahina, 2020
2.	Conducting interview and analyzing field notes	Tan et al. (2022)
3.	Implementing digital photograph-mediated intercultural project	Kusumaningputri et al. (2018)
4.	Implementing ICLT instructional model	Tran et al. (2018)
5.	Conducting a ten-session course based on Baker's (2011) model of ICA	Abdzadeh et al. (2020)
6.	Exploring literatures	a. Iswandari (2022) b. Lwanga-Lumu (2020)
	Employing e-collaboration	Mohamed et al. (2020)
7.	Conducting a Critical Interpretive Synthesis (CIS)	Heggernes (2021)
8.	Implementing the cultural-text-based teaching using genre approach by Feez (1999)	Permatasari et al. (2021)
	Using online ICC training model	Shen (2021)
9.	Using virtual intercultural fieldwork	Su et al. (2021)
10.	Implementing compare and Contrast strategy (CCLTS)	Liubashenko et al. (2022)
11.	Using the RICH-Ed Pedagogic Framework (REPF)	Holmes et al. (2022)

Advantages of Intercultural Teaching and Learning in ELT

Findings from a careful reading of each article show that the most mentioned advantage of intercultural teaching and learning practices in the studies was improving the participants' ICC (n=11). In addition, four other studies mentioned that the process of intercultural teaching and learning could monitor teachers' and students' skills and perspectives on ICC (n=4). Furthermore, intercultural teaching and learning practices were said to benefit educational practitioners as they provided information about approaches and pedagogies in intercultural education (n=2).

Challenges in the Integration of ICC in ELT

From the 17 articles included in this study, the most prominent challenges mentioned were a lack of time, teaching guidelines, materials for learning, and evaluation criteria for intercultural teaching and learning practices (n=13). The other challenges found were students' difficulties in speaking tests (n=2), inconsistent improvement on students' intercultural knowledge and attitude (n=2), and minimal supports from governments (n=1).

Researcher' Perceptions of Intercultural Teaching and Learning Practices

Overall, most of the researcher in the selected articles supported the need for better pedagogical interventions that provide teachers, students, and other educational practitioners with guidelines, learning materials, as well as the evaluation criteria of intercultural teaching and learning processes (n=15). In addition, there was one study (n=1) that suggested the need for teachers' ICC training, and another study (n=1) that suggested the need for partnership formation in international projects.

DISCUSSION

Results in the previous section demonstrate that, starting in 2018, there has been some fluctuation in the number of studies published with an emphasis on ICC in an ELT setting. The majority of the 17 reviewed articles used qualitative research method and were conducted in Asia. This finding conflicts with that of Dollah et al. (2017), who claimed that only a small number of studies on intercultural competence in bilingual programs have been done in an Asian context. Here, many scholars were

interested to conduct the research in Asia as it provided them a context where any type of explicit intercultural teaching is often excluded from ELT (Abdzadeh et al., 2020; Mohamed et al., 2020; Sevimmel-Sahina, 2020). Moreover, qualitative method was chosen since it serves to investigate and comprehend the value that certain people or groups assign to a social human phenomenon (Creswell et al., 2016). This method is useful to help the researcher in describing the data as the analysis' result will form description of the investigation that has been carried out through observations of the individual or group.

In terms of the techniques used, four of the seventeen studies used questionnaires and interview guidelines to investigate the teachers' and/or students' ICC level and their beliefs towards incorporating culture into their classrooms. The other studies, on the other hand, adopted a range of techniques, including the employment of certain learning models, specific educational frameworks, literature study, and the development of student projects. The wide range of techniques presented in these studies demonstrates that the importance of ICC in ELT has received widespread recognition (see Abdzadeh et al., 2020; Ghavamnia, 2020; Iswandari et al., 2022; Shen, 2022; Kusumaningputri et al., 2018; Liubashenko et al., 2022; Lwanga-Lumu, 2020; Megawati et al., 2020; Mohamed et al., 2020; Sanchez-Sanchez et al., 2018; Su et al., 2021; Tran et al., 2018; Yuges, 2020).

In addition, almost all participants were higher education students and/or lecturers. This finding seems to indicate the scholars' concern that intercultural teaching and learning has not been properly implemented at the university level. This assumption relates to Ghavamnia (2020), Iswandari et al. (2022), and Megawati et al. (2020) who argued that even though many EFL lecturers are aware of the need to include culture teaching in English classrooms and that both language and culture are plausible, they prioritize teaching language in the classroom over teaching culture. As a result, many students in higher education settings have poor ICC.

From the reviewed articles, the researcher further found several advantages of intercultural teaching and learning practices. The one frequently stated was improving the students' and/or lecturers' level of ICC. This fact strengthens the presumption that it is crucial to ensure that intercultural learning in Indonesia becomes meaningful learning (see Iswandari et al., 2022; Megawati et al., 2020; Su et al., 2021a). The implementation of intercultural learning is not aimed at changing the students' identities. Yet, its objective is to enrich their knowledge of their intercultural identity and to widen their cultural horizons (Madya, 2013), as cultural diversity and intercultural communication are vital for fostering consensus on the universal foundation for human rights (UNESCO, 2009: 27; UNESCO, 2013). In sum, language learners must understand both their own culture and that of others to be able to bridge the gaps between the two.

Nevertheless, there were a variety of challenges that the teachers experienced when integrating ICC in their ELT classrooms. Most evaluated studies concurred that among the challenges discussed, teachers frequently struggle with the time constraints, instructional rules, learning materials, and assessment criteria for intercultural teaching and learning practices. Syam et al. (2020) made a claim that although intercultural teaching has some benefits for students' intercultural communication skills, there are some challenges with its integration into the teaching of foreign languages, such as a lack of integrating the intercultural aspect, an inconsistent teaching method, and insufficient learning materials. This statement supports Suryanto (2014) who argued that the various cultural aspects that do not align with the cultural underpinnings of the English language pose numerous challenges for teachers in their teaching practices. The challenges were those related to students' characteristic, teacher factor, norm and belief, and some language aspects of English. Similarly, Sulistiyo (2016) also identifies a number of variables that contributed to the recent decline in the quality of EFL teaching in Indonesia. These include the lack of English language proficiency and teacher qualifications, the size of the class and the classroom, the poor motivation of the students to learn English, and the teaching method, which puts a greater emphasis on the rules of English. Taken together, these situations suggest the need for better cultural teaching materials, methods for teaching culture, and evaluation criteria for the inclusion of culture in English classrooms.

CONCLUSION

This study was particularly focused on the PRISMA protocol items developed by Liberati et al. (2009) to sustain the accuracy of review studies. The findings of the current study, which involved a thorough analysis of ICC integration, highlight the key trends and findings of the most recent literature in the area of intercultural teaching and/or learning in ELT. This study stems from the increased focus on foreign language education, which has expanded from communicative competence to ICC. As a result, teachers are now expected to teach ICC because international English learners' expectations are no longer just linguistic but also interculturally competent.

The limitation in this study is that the researcher only included the Scopus-indexed articles from Harzing's Publish or Perish and Taylor and Francis in the literature's exploration. Therefore, future researcher are expected to be able to review literature related to ICC integration from more diverse and reliable, and up-to-date databases. Particularly, it was evident that the majority of the reviewed studies did not comprehensively discuss the details of the learning models they used to increase the students' ICC—most of the studies were presenting the effectiveness of and the urgency of intercultural education in ELT. This highlights the critical importance of developing a comprehensive instructional learning model that can assist ESL and EFL teachers, as well as other educational practitioners, in integrating ICC in the ELT settings.

REFERENCES

- Abdzadeh, Y., & Baker, W. (2020). Cultural awareness in an Iranian English language classroom: A teaching intervention in an interculturally “conservative” setting. *Journal of English as a Lingua Franca*, 9(1), 57–80. <https://doi.org/10.1515/jelf-2020-2030>
- Baker, W. (2011). Intercultural awareness: Modelling an understanding of cultures in intercultural communication through English as a lingua franca. *Language and Intercultural Communication*, 197-214.
- Byram, M. (2021). Teaching and assessing intercultural communicative competence: Revisited. *Multilingual Matters*. <https://doi.org/10.21832/9781800410251>
- Celce-Murcia, M. (2007). Rethinking the role of communicative competence in language teaching. *In Intercultural language use and language learning* (pp. 41-57). Springer, Dordrecht.
- Council of Europe. (2020). *Plurilingual and intercultural education: Definition and founding principles*. Retrieved from <https://www.coe.int/en/web/platform-plurilingual-intercultural-language-education/the-founding-principles-of-plurilingual-and-intercultural-education>.
- Council of Europe. Council for Cultural Co-operation. Education Committee. Modern Languages Division. (2001). *Common European framework of reference for languages: Learning, teaching, assessment*. Cambridge University Press.
- Creswell, J. W., & Poth, C.N. (2016). *Qualitative inquiry & research design: choosing among five approaches* (4th ed.). SAGE.
- Dollah, S., Abduh, A., & Talib, A. (2017). Intercultural sensitivity in English department students of an Indonesian higher education institution. *In International Journal of Language Education* (Vol. 1, Issue 2). <https://doi.org/10.26858/ijole.v1i2.4313>
- Feez, S. (1999). Text-based syllabus design. *TESOL in Context*, 9(1), 11-14. <https://search.informit.org/doi/pdf/10.3316/ielapa.661538732574164>

- Ghavamnia, M. (2020). Iranian EFL teachers' beliefs and perspectives on incorporating culture in EFL classes. *Intercultural Education*, 31(3), 314–329. <https://doi.org/10.1080/14675986.2020.1733862>
- Heggernes, S. L. (2021). A critical review of the role of texts in fostering Intercultural Communicative competence in the English Language classroom. *In Educational Research Review (Vol. 33)*. Elsevier Ltd. <https://doi.org/10.1016/j.edurev.2021.100390>
- Holmes, P., Ganassin, S., & Li, S. (2022). Reflections on the co-construction of an interpretive approach to interculturality for higher education in China. *Language and Intercultural Communication*, 22(5), 503–518. <https://doi.org/10.1080/14708477.2022.2114491>
- Iswandari, Y. A., & Ardi, P. (2022). Intercultural communicative competence in EFL Setting: A systematic review. *rEFLECTIONS*, 29(2), 361-380.
- Kachru, B. B. (1985). Standards, codification and sociolinguistic realism: The English language in the outer circle. *In R. Quirk, & H. G. Widdowson (Eds.), English in the world: Teaching and learning the language and literatures (pp. 11-30)*. Cambridge University Press.
- Kusumaningputri, R., & Widodo, H. P. (2018). Promoting Indonesian university students' critical intercultural awareness in tertiary EAL classrooms: The use of digital photograph-mediated intercultural tasks. *System*, 72, 49–61. <https://doi.org/10.1016/j.system.2017.10.003>
- Liberati, A., Altman, D. G., Tetzlaff, J., Mulrow, C., Gøtzsche, P. C., Ioannidis, J. P. A., Clarke, M., Devereaux, P. J., Kleijnen, J., & Moher, D. (2009). The PRISMA statement for reporting systematic reviews and meta-analyses of studies that evaluate health care interventions: Explanation and elaboration. *In PLoS Medicine (Vol. 6, Issue 7)*. <https://doi.org/10.1371/journal.pmed.1000100>
- Liubashenko, O. v., Semian, N. v., & Druzhchenko, T. P. (2022). English Intercultural Tutorial for University Students Majoring in Japanese. *Journal of Curriculum and Teaching*, 11(1), 25–34. <https://doi.org/10.5430/jct.v11n1p25>
- Lwanga-Lumu, J. C. (2020). Intercultural Communicative Component (ICC) in the English Second Language (EL2) Curricula: Trends and Challenges of Transformation in South Africa (SA) and the Global World. *In Journal of Intercultural (Vol. 20, Issue 1)*.
- Madya, S. (2013). *Metodologi pengajaran bahasa dari era prametode sampai era pascametode*. UNY Press.
- Megawati, I., Widodo, P., Ashadi, & Triastuti, A. (2020). Teacher's cognition of intercultural communicative competence in Indonesia EFL context. *Elementary Education Online*, 19(2), 42–49. <https://doi.org/10.17051/ilkonline.2020.02.105>
- Mohamed, M. N. A., Ngadiran, N. M., Samad, N. A., & Powzi, N. F. A. (2020). English language learning beyond the borders: Constructing e-collaborative learning between students of different regions. *Universal Journal of Educational Research*, 8(5 A), 108–113. <https://doi.org/10.13189/ujer.2020.081916>
- Permatasari, I., & Andriyanti, E. (2021). Developing students' intercultural communicative competence through cultural text-based teaching. *Indonesian Journal of Applied Linguistics*, 11(1), 72–82. <https://doi.org/10.17509/ijal.v11i1.34611>

- Rose, H., McKinley, J., & Galloway, N. (2021). Global englishes and language teaching: A review of pedagogical research. *Language Teaching*, 54(2), 157–189. <https://doi.org/10.1017/S0261444820000518>
- Sanchez-Sanchez, G., & Krawiec, M. (2018). Mediating in intercultural communicative challenges issued in the language classroom: A new objective in training programs for new teachers. *Lingua Posnaniensis*, 60(1), 95–105. <https://doi.org/10.2478/linpo-2018-0007>
- Sevimel-Sahina, A. (2020). A survey on the intercultural communicative competence of ELT undergraduate students. *Eurasian Journal of Applied Linguistics*, 6(2), 141–153. <https://doi.org/10.32601/ejal.775793>
- Shadiev, R., & Sintawati, W. (2020). A review of research on intercultural learning supported by technology. In Educational Research Review (Vol. 31). Elsevier Ltd. <https://doi.org/10.1016/j.edurev.2020.100338>.
- Shen, L. (2021). An Investigation of Learners' Perception of an Online Intercultural Communicative Competence (ICC) Training Model. *International Journal of Emerging Technologies in Learning*, 16(13).
- Su, J., Aryanata, T., Shih, Y., & Dalsky, D. (2021a). English as an International Language in Practice: Virtual Intercultural Fieldwork between Balinese and Chinese EFL Learners. *Changing English: Studies in Culture and Education*, 28(4), 429–441. <https://doi.org/10.1080/1358684X.2021.1915748>.
- Sulistiyo, U. (2016). English language teaching and EFL teacher competence in Indonesia. *Proceedings of the Fourth International Seminar on English Language Teaching (ISELT-4)*, 396-406.
- Suryanto, S. (2014). Issues in teaching English in a cultural context: A case of Indonesia. *Journal of English Literacy Education*, 1(2), 75-82.
- Syam A. F., Basri M., & Sahril, N. (2020). *Intercultural Communicative Competence Development of Indonesian Higher Education Students*. <https://www.researchgate.net/publication/344123816>
- Tan, H., Zhao, K., & Dervin, F. (2022). Experiences of and preparedness for Intercultural Teacherhood in Higher Education: non-specialist English teachers' positioning, agency and sense of legitimacy in China. *Language and Intercultural Communication*, 22(1), 68–84. <https://doi.org/10.1080/14708477.2021.1988631>
- Tran, T. Q., & Duong, T. M. (2018). The effectiveness of the intercultural language communicative teaching model for EFL learners. *Asian-Pacific Journal of Second and Foreign Language Education*, 3(1). <https://doi.org/10.1186/s40862-018-0048-0>
- UNESCO. (2009). *World report No. 2: Investing in cultural diversity and intercultural dialogue*. UNESCO. Available from www.unesco.org/en/world-reports/cultural-diversity
- UNESCO. (2013). *Intercultural competences*. UNESCO.
- Yuges, O. (2020). Enhancing the development of intercultural communicative competence in business and study environments. *Training, Language and Culture*, 4(1), 44–54. <https://doi.org/10.22363/2521-442X-2020-4-1-44-54>