The Importance of An Intercultural Communicative Competence to English Language Teaching and Learning

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ABSTRACT

This paper discusses the importance of intercultural communicative competence to English language teaching and learning. First of all, it discusses about kinds of methods and approaches of English language teaching and learning. Most of the approaches and methods mainly focus on linguistic competence, knowledge, and skills and tend to underrate cultural things. Secondly, it discusses intercultural communicative competence (ICC). This section talks about the definition of intercultural communicative competence, the skills needed for successful intercultural communication, and important elements of ICC e.g. knowledge, skills, motivation, and actions. Finally, it discusses the integration of ICC into English language teaching and learning. The integration can help the students to acquire linguistic and intercultural competence, and help them communicate in correct English in appropriate real-life situations, and raise awareness of cultural differences in values, norms, behaviors, and ways of thinking. Another thing, students can be open-minded, respectful, and mindful of cultural differences.

Keywords: Intercultural, communicative competence, English language, teaching and learning, linguistic competence, integration

ABSTRAK

Makalah ini membahas pentingnya memiliki kompetensi komunikatif antarbudaya untuk pengajaran dan pembelajaran bahasa Inggris. Pertama, makalah ini membahas tentang metode dan pendekatan pengajaran dan pembelajaran bahasa Inggris. Sebagian besar pendekatan dan metode pembelajaran berfokus pada kompetensi linguistik, pengetahuan, dan keterampilan dan cenderung meremehkan hal-hal budaya. Kedua, makalah ini membahas intercultural communication competence (ICC). Bagian ini berbicara tentang definisi kompetensi komunikatif antarbudaya, keterampilan yang dibutuhkan untuk komunikasi antarbudaya yang sukses, dan elemen penting ICC, misalnya. pengetahuan, keterampilan, motivasi, dan tindakan. Selajutnya,

makalah ini membahas integrasi ICC ke dalam pengajaran dan pembelajaran bahasa Inggris. Proses integrasi dapat membantu siswa untuk memperoleh kompetensi linguistik dan antarbudaya, dan membantu mereka berkomunikasi dalam bahasa Inggris yang benar dalam situasi kehidupan nyata yang sesuai, dan meningkatkan kesadaran akan perbedaan budaya dalam nilai, norma, perilaku, dan cara berpikir. Hal lainnya, siswa dapat berpikiran terbuka, menghargai, dan sadar akan perbedaan budaya.

Kata kunci: Interkultural, kompetensi komunikatif, bahasa Inggris, belajar mengajar,
kompetensi linguistik, integrasi

Introduction

The impact of globalization on the world has been massively affecting all sectors of people's activities. The massive and rapid development of modern, high-technology communication and transportation, acceleration of strong economic growth, movement from one place to another place are few examples of the globalization impacts. Globalization means countries without borders, speedup of movements and exchanges, interconnectedness and interdependence of countries and populations worldwide. Today, for example, people can travel, trade, or interact with other people from different countries. It is; therefore, communication becomes vital for people worldwide interaction.

To bring people together, exchange information, thoughts, or ideas, and bridge differences, people need a language widely used for communication. In other words, language as one of the communication tools can help people to have a meaningful interaction especially those who have different languages. It needs a language that can unite all the people around the globe

One of the commonly and widely used languages is English. Almost all the people in the world use, learn, or at least know English as an international, second, or foreign language for interaction and communication. The number of people who use and learn English keeps increasing worldwide. Harmer (2007) in his book *The Practice of English Teaching* claimed that "English was already well on its way to becoming a genuine *lingua franca*" (p. 13). As a genuine lingua franca, he further added, English has become a global language for academic discourse, travel, popular culture, economics, etc.

With today's increasing globalization and English use as a global language, people's need of teaching and learning English is really important. Education around the world prioritizes

English as a mandatory subject in schools and universities. Most parents, for example, want their children to learn and communicate in English. These parents would be proud if their children were competent and excellent in English.

From the mid to late 1970 to nowadays, experts introduced and developed kinds of methods and approaches in teaching and learning English. Some of them are Grammar-Translation, Direct Method, and Audiolinguliasm. These methods mainly focused on grammatical knowledge and rules, translation, and repetition. The purpose of these classical methods was to reinforce constant repetition and positive reinforcement through continuous process of drills and practices. Students' accuracy was the main purpose of these methods.

However, other experts criticized the previous methods as focusing solely on grammatical competence and repetition through positive reinforcement. It is therefore these experts introduced Communicative Language Teaching (CLT). This CLT has widely gained its popularity since most English teachers around the world are more interested to use this communicative approach (*as it was originally introduced*) rather than the previous methods. It is strongly believed that students who engage and involve in meaning-focused communicative tasks, then, they have a lot of opportunities to use the language in realistic communication. In other words, the main concept of CLT is how the language is used.

With the emergence of globalization without borders and the theory of English as *lingua franca* (*as previously explained*), people, who have different cultural backgrounds, around the world tend to come together for relationships and interactions. As those people have different first languages from each other, then, they use English as their contact language for communication. It can be said that English not only becomes the main language for both native and non-native speakers for communication but also English for education ranging from early to higher education worldwide.

Experts as well as publishers compete to design, develop and publish learning and teaching academic English courses and materials with interesting approaches and methods from the early 1970s until nowadays e.g. Grammar Translation to Communicative Language Teaching. The English books are specifically made to help students, especially non-native students, who want to learn and use English in an academic context around the world. The courses and materials usually consist of rules of grammar, task-based learning to communicative activities. In other words, these mainly focused on linguistic competence, knowledge, and skills.

However, Corbett (2003) argued that most of these English courses and materials have tended to mainly focus on linguistic competence, knowledge, and skills but underrated culture. He furthered claimed that cultural components, in fact, "was often stripped off" (p.1) from English teaching and learning courses and materials. These English teaching courses and materials seem to ignore the fact that English is not only used by native speakers but also by people who have different cultural backgrounds.

These native and non-native people have their own different cultures such as languages, values, beliefs, norms, etc. If these people from different cultural backgrounds communicate in English as their contact language but fail to understand other components of cultural backgrounds, then, it will create misunderstanding among them. In other words, it is very important for English courses and materials to include cultural knowledge and understanding of other's culture and one's own culture or usually known as intercultural communicative competence.

To sum up, the explanation proposed above, this paper argues that teaching and learning English not only focus on the competence of linguistic knowledge and skills but also need to integrate local's as well as target's cultures understanding, known as intercultural communicative competence, when teaching and learning English occurs in the classroom. It is therefore important for people e.g. students, particularly for educational purposes, who learn English as a language of communication to also learn of cultural differences. In this way, the students are not only competent in English as their communication language but also good understanding in between cultures. Moreover, Corbett argued that the students can become cultural ambassadors.

Review Literature

This review literature will discuss mainly three things, that is, English language teaching and learning, intercultural communicative competence approach, and the integration of intercultural communicative competence to English language teaching and learning.

English Language Teaching and Learning

The changes of English language teaching and learning approaches and methods throughout history have become the center of discussions among language experts and theorists worldwide for centuries. All of the discussions focused on issues of English language teaching and learning theories changes towards students' needs such as comprehension, proficiency, and

performance. It is, then, fair to say that English as the world's most widely used foreign language in education, commerce, government, etc has an important practical position when discussing language teaching approaches and methods. Some of the teaching approaches and methods will be discussed further below.

Grammar Translation

Before the nineteenth century, some language learners had studied grammatical rules of foreign languages, known as Grammar Translation methods (Harmer, 2007 and Richards & Rogers, 2001). They explained that the principals of this method were to translate sentences of a target language to the native language of the students and vice versa, to focus on the sentences as the basic teaching and language practices with little study of longer texts, to study the grammar rules with detailed analysis through translation exercises, to use native language as the medium of instruction, and to emphasize on accuracy. For example, the English sentence "*I love you*" can be translated directly to Indonesian "*Saya cinta kamu*". Richards & Roegers further claimed that this method is still widely practiced with no literature to support justification for this.

Direct Method

At the end of the nineteenth century, however, some theorists opposed the restrictions of Grammar-translation. One of them called Gouin introduced a new different method called the Direct Method (also known as natural method) which is based on the observation of a child's language learning (Richards & Rodgers, 2002). Some principles, as they stated, of the Direct Methods was to teach foreign language learning like more native language learning without translation like the previous method. They further continued that the purpose of the Direct Methods was to encourage the students for spontaneous and direct use of target language in the classroom, to teach concrete vocabulary through objects, pictures, demonstration, etc. Some guidelines of the method which are still followed by a few private schools now are:

- Do not translate: demonstrate
- Do not explain: act
- Do not make a speech: ask questions
- Do not imitate mistakes: correct
- Do not speak with single words: use sentences

- Do not speak too much: make students speak much

- Do not use the book: use the lesson plan

- Do not jump around: follow your plan

- Do not go too fast: keep the pace of the student

- Do not speak too slowly: speak normally

- Do not speak too quickly: speak naturally

- Do not speak too loudly: speak naturally

- Do not be impatient: take it easy

        (Titone, 1968 as cited in Richards, J & Rodgers, T, 2002. p. 12)

Audiolingualism

        But, some theorists such as Charles Fries rejected the idea of language method e.g. Direct Method that students exposed to target language use and gradually understand its grammatical rules (Richards, J & Rodgers). Fries, whose views were influenced by structural linguistics theory, claimed that basic sentence rules or grammar was the beginning point to teach the target language through drilling, drilling and more drilling. This audiolingualism is known as structure or linguistic-based approach focused heavily on constant drills, practices, and repetitions to form habit-formation through positive reinforcement Harmer, 2007).

The following example shows a typical Audiolingual drill:

The teacher asks the students to repeat

Teacher: There are two schools in that town

Students: There are two schools in that town

Teacher: Three supermarkets

Students: There are three supermarkets in that town.

Teacher: Five offices

Students: There are five offices in that town

Etc…

Communicative Language Teaching (CLT)

Communicative Language Teaching (CLT) is the current approach introduced in the twentieth century and the starting point of a major paradigm change of language teaching and learning worldwide. The CLT in language teaching and learning begins from the theory of language as communication. Furthermore, language in CLT is seen as a system for meaning expression, a main function of interaction, and a reflection of the language structure for functional and communicative uses (Harmer, 2007).

Howatt (1984) stated that CLT provides students with a lot of opportunities to use English in wider teaching language activities for communicative purposes. Howard strongly believed that, throughout English language communicative activities, it can stimulate "the development of the language systems itself" (p.279). The stimulation for communicative activities in classrooms as the basis of CLT might be in task-work, group-work, and information-gap-activities (Prabhu, 1987).

Similarly, Harmer (2007) argued that the core concept of CLT is how the language used instead of merely focusing on grammatical rules as in previous classic methods. He stated that in CLT teachers teach students to greet, invite, apologize, complain, and dislike alongside using simple present or past tense. In other words, the nature of CLT is the integration of structural and communicative aspects of language (Littlewood, 1981). For example, teachers can teach students about simple present tense by asking the students to tell their daily activities and their mother, father, or sister (Shastri, 2010). In this way, as Shastri claimed, it can help the students to explain daily activities and at the same time understand the rule of subject and verb agreement.

Some of the principles of CLT are (1) students learn a language through communication, (2) the purpose of the classroom activities is for real, authentic and meaningful communication, (3) integration of different language abilities, for example, reading, listening, speaking, writing, and grammar rules, (4) learning is constructive and creative learning process involving trials and errors, (5) fluency is the purpose of communicative activities (Harmer, 2007; Richards, J. & Rodgers, T., 2002, and Shastri,2010.)

A typical of CLT English course material, Swan and Walter (1986) in their book "The Cambridge English Course: Student's book 1" described the map of the book as the following example:

In unit 1 *Hello,* - Students will learn to ask and give names; say hello.

- Student will learn to talk about numbers, jobs, and age.

- Student will learn the grammar points e.g. present of to be.

- Student will learn aspects of pronunciation.

The following typical example Swan and Walter's book (p.6, 13)

1. Listen to the conversation

2. Put the sentences into the pictures

> What is your name? Hello. My name's Mary Lake
>
> No, it isn't. Catherine
>
> Hello. Yes, room three four six, Mrs. Lake
>
> What's your name? Is your name Mark Perkins?
>
> John. Thank you. It's Harry Brown.

3. Listen and practice with numbers

   20 twenty   30 thirty   40 forty

21 twenty-one   34 thirty-four   50 fifty

4. Say your age, or the age of somebody you know

   "I'm twenty-five.   "My father's sixty

5. Work in groups or pairs

   Say numbers for other students to write

   "*Fifty-six*".   56

6. Spelling. Work in groups or pairs

   How do you spell *her*? h-e-r

   Write *S-u-m-b-a*! Sumba

7. Grammar revision. Make questions

   Is/Mr. Ronald? Is he Mr. Ronald?

   Are/students? Are they students?

The methods and approaches of English language teaching discussed above mainly focus on how students develop their linguistic competence, knowledge, and skills to be excellent in English language. However, Yu (2014) stated that to be competent in English language, students need to not only master the language but also its cultural elements. Yu argued that "language is an inseparable part of a culture, it is the carrier of culture" (p. 746). It can be said that it is very

important to be competent in local's culture as well as target's culture (known as intercultural) for communication. To have a good understanding of intercultural communicative competence, the following section will discuss it.

Intercultural Communicative Competence

Before discussing Intercultural Communicative Competence (ICC), it is very vital to understand what culture is. Culture refers to a shared system of symbols, values, beliefs, rituals, norms, attitudes, social practices belonging to people in a particular social group (Jandt, 2018 and Miric, 2008) which is different from others. Jandt continues that these cultural thoughts, behaviors, and traditions continuously and actively pass down over generations started from birth in the family and community or population. Hofstede (1994) as cited in Jandt stated that people communicate their cultural things through a system of symbols, refers to verbal and nonverbal language, to their children even to foreigners. It is therefore language becomes the carrier of culture (Yu, 2014) or the language and culture are "intricately interwoven" to each other (Piasecka, 2011, p. 21).

According to Jandt, people do not have direct experiences and knowledge of other cultures other than their own culture. For example, an Indonesian will never fully understand the behaviors or thoughts of life in Britain. To understand foreign cultures, Jandt suggested that people need to learn all or some of the elements of culture such as values, customs, government, and economic systems. In this way, it can help to, at least, survive in a foreign land. Jandt strongly argued that "All these cultural elements are learned through interaction with others in the culture" (p. 58). Having one's culture and learning others can help to solve cultural differences and barriers, and this can be the best approach for intercultural communicative competence.

ICC is the people's ability to increase targeted skills, knowledge, and attitudes to produce behavior expected to act and communicate effectively and appropriately among people who use a different language(s) in a different cultural environment (Byram, 1997 and Sabine, n.d). ICC, as Jandt added, needs to understand other's perspectives and values. Moreover, ICC prepares people for psychological and behavior change, including change in self-perception and understanding between people with different cultural backgrounds in the new environment (Corbett & Lu (2021). Byran (p.54) gave 3 examples of people who get involved in intercultural communication:

1. People who come from different countries and languages where one language is used as a native language

2. People who come from different countries and languages where one language is used as a lingua franca

3. People who come from the same country but use different languages and one of the languages used as a contact language

The word "different" above may potentially bring some barriers, even some conflicts in communication between people who have different cultural backgrounds. Barna as cited in Jandt (2018) stated that there are 6 potential barriers: anxiety, expecting similarity instead of difference, ethnocentrism, stereotyping and prejudicing, non-verbal misinterpretation, and language. However, Ilie (2019) believed that all the potential barriers can be stopped if people want to learn similarities and respect differences, be open-minded and receptive, and avoid negative stereotypes, prejudice, and misunderstanding for effective and peaceful intercultural communication. It is therefore vital to have skills in ICC.

Chen (1989, 1990) as cited in Jandt identified 4 important skills needed for smooth and successful of ICC interaction:

1. Personality strength means that people need to know and understand well themselves, have positive attitudes and friendly personalities, show little anxiety in communication, and control and modify expressive behavior.

2. Communication skills mean that people have the ability to understand and use language appropriately, behave in an appropriate manner, have attentiveness, responsiveness, empathy, and identity maintenance.

3. Psychological adjustment means that people are able to handle the feelings of culture shock e.g. stress and frustration because of new environments.

4. Cultural awareness means that people must understand behaviors, traditions, social customs and systems of the host culture.

It is believed that the skills of ICC cannot be achieved in a short time but it is a lifelong experience and process through mainly education to the smallest part unit e.g. family. In education, for example, ICC is taught and learnt explicitly and implicitly. Some authors such as Byram (1997), Illie (2019), Jandt (2018), McKinnon (n.d) stated that there are some constituent elements needed in ICC:

a. **Knowledge**. It refers to the ability to have cognitive information about people with their habits, norms, beliefs, traditions, and communication styles. Without such proper and appropriate knowledge, it is highly likely to cause misunderstandings that may lead to conflicts. It is therefore vital to discover the knowledge by finding out information, asking questions, and becoming aware of assumptions, prejudices, stereotypes, and preconceptions. Also, some more knowledge that can be considered such as *cultural self-awareness* (articulation of one's own culture that shaping one's identity and worldview), *sociolinguistic awareness* (articulation of cultural differences e.g. in verbal and non-verbal communication), *cultural-specific knowledge* (articulation and explanation of basic information about one's and other cultures). For example, the knowledge of tea-drinking has different significance meanings in different cultures.

b. **Skills**. It refers to the abilities to observe, listen, analyse, evaluate, and interpret the existing knowledge of different cultures. These skills can help people to build up specific cultural knowledge as well as understand beliefs, behaviors, values, that happen in a particular place, interaction or phenomena. Also, these, such as observing and listening, can help to minimize or avoid misunderstandings, discriminations, stereotypes, and ethnocentrism. Another important skill to have is critical self-reflection thinking. These skills require people to observe and interpret other cultural thoughts, interactions, and behaviors but distance to think and act in one's own thinking and have the ability to judge both one's and other cultures in appropriate and acceptable way. For example, people who have these skills would be able easily to adapt to new cultural environments.

c. **Motivations**. It refers to the overall set of emotional associations that people have when communicating and interacting with people from different cultural backgrounds. When people communicating with others from different cultures, there are kinds of emotions involved such as happiness, anxiety, sadness, surprise, confusion, anger, etc. For example, someone could feel happy or anxious when talking with others from different cultural backgrounds. In this way, people show their feelings and attitudes to others. Feelings and attitudes can be shown in a way of acknowledging other's differences and viewing them as a learning opportunity, respecting cultural diversity, showing curiosity, being openness and willingness to move beyond one's comfort zone, tolerating ambiguity, and being aware of one's own ignorance.

d. **Actions**. It refers to actual performance of those knowledge, skills, and motivations that are considered as the most appropriate and effective way for better intercultural relationships. The actions can be traced in a way that people respond to others in empathy, flexibility, and adaptability manner. In other words, all the achievable performance e.g. the knowledge, skills, motivations, and the way people's responds would lead to observable behavior and communication of the people with cultural differences. This is visible evidence that the learning and teaching process of ICC has taken place, and is effective.

After discussing the ICC, it is clear now how important the ICC for people especially for the students to master English language learning and teaching. But the vital question is how the integration of the ICC into English language teaching and learning occurs. The final discussion will discuss the integration of ICC into English language teaching and learning.

THE INTEGRATION OF INTERCULTURAL COMMUNICATIVE COMPETENCE INTO ENGLISH LANGUAGE TEACHING AND LEARNING.

It is believed that the purpose of the integration of language teaching and learning with the intercultural is to help the students to learn and understand different cultures around them, understand the similarities and differences of the cultures, and view the cultures not only from one perspective but also from multiple perspectives through the learning of the target language and culture (The Australian National Statement as cited in Corbett & Lu (2012).

Corbett and Lu further stated that the integration of ICC and language teaching can help the "students to be equipped linguistically and culturally" (p. 333) to communicate effectively and appropriately in different cultural backgrounds. Another thing, the integration can help the students to acquire a basic communicative competence so that they can communicate and interact with English in appropriate real-life situations, appreciate and raise awareness of cultural differences, to gain or transfer knowledge in various fields and especially technology (Byram, 1997).

Some previous researches revealed the importance of the integration of intercultural communicative competence into English language teaching and learning. Hasanah and Gunawan (2020) found that the concept of ICC for English language learning is very important for students to overcome misunderstanding and culture shock. They both believed that language and culture are inseparable and dynamic. Similarly, Sugianto, A. (2020) claimed that teachers have positive

views of integration of ICC into English language teaching and learning practice, and the integration can help and engage the students to learn the target language. However, Sugianto believed that the integration has not developed well particularly curriculum, facilities, and teacher development dealing with the target culture.

In their research, Hoa and Vien (2019) suggested that teachers need to be guided and trained intensively about intercultural teaching education to utilize intercultural materials and activities to teach the students to become competent in both intercultural and linguistic skills. Like Sugianto, they assumed that intercultural integration in English language teaching is not properly implemented.

Moreover, some experts such as Yu and Corbett believe that to master a foreign language, for example, English, students must learn about the cultures of the foreign language. Yu believed that language is not only a communication tool but also a carrier of cultures. Through the English language, as Corbet argued, the students have the ability to learn the grammatical rules of the language and cultural elements of the target language. Similarly, Zhang (2017) stated that the purpose of teaching and learning English is no longer to be experts in skills such as reading, writing, speaking, and listening, but experts in the area of intercultural communication competence. It is therefore Corbet (p.35) suggested an effective approach for intercultural and language teaching in education by seeking:

- an integration of linguistic and cultural learning to facilitate communication and interaction in a classroom.
- a comparison of others and self to stimulate reflection on and critical questioning of the mainstream culture into which learners have socialized
- the potential of language teaching to prepare learners to meet and communicate in other cultures and societies than the specific one usually associated with the language they are learning.

Nunan (1989, p. 43-44) as cited in Corbett designed tasks with 6 components for the intercultural activities in a classroom. The 6 components are modified to raise cultural awareness as well as to develop English language teaching and learning. These skills are:

1. Goals refer to a integration of intercultural exploration and linguistic development. For instance, to explain and describe the patterns of traditional activities in a certain community of a target culture.

2. Input refers to stimulus e.g. newspapers or magazines of target language provided by the teachers for the teaching and learning occur. For example, there are some sections of the newspaper that can be used as evidence to see how the culture constructs values, norms, or perspectives of the target culture.

3. Activities refer to a full range of language teaching and learning activities that include an intercultural task. For example, the students do some information gap activities and they are then asked to observe cultural behaviors of each other, and later on, they may be asked to write the behavior in parallel texts.

4. The learner's role refers to the various activities played by the students and later on the students may become more confident and independent to do the activities and contribute actively to the implementation of intercultural tasks.

5. The teacher's role refers to the main responsibility of the teacher to prepare materials for the tasks, and how the tasks will be used to increase intercultural knowledge. As the students become more confident, the role of the teachers may change from the authority to guide and adviser, and the changing offers opportunities for students as well as the teachers for cultural exploration.

6. Settings in intercultural tasks refer to a range of settings from individual, pair, and group work to whole class activities. In this kind of setting, learners can benefit from the peer-group communication as well as behaviors and reflection upon their learning process and the cultural behavior target.

Corbett provided some model tasks consist of intercultural elements into English language teaching and learning. One of them is cultural associations about foods from different countries (p.109).

	Brazil	Scotland	USA
Food	feijoada	haggis	hot dogs
Ingredients	salt pork, pork sausage, ham, salted tongue, pig's knuckle, and trotters, black	sheep's stomach, heart, liver, lungs, and windpipe; onions, suet, oatmeal, salt, herbs	frankfurter sausage (beef or beef and pork), long, oval-shaped bun, optional

	beans, onion, parsley, tomatoes, garlic		mustard, ketchup, pickle
Meal/snack?	meal	meal	snack
Where/or when eaten	Weds & Sats	Jan 25th	sport games
Accompanied by	rice, mandioca flour, sliced kale, sliced orange, hot pepper sauce	mashed potatoes and turnips	nothing
Origins	peasant food	peasant food	Convenience food at sport games, etc
Things to do afterward	Lie down: doze, chat sleepily	dance; listen to speeches, songs, poems	go back to watching the game

This small-scale activity is to learn English vocabulary about foods from different countries e.g. Brazil, Scotland, and USA, and at the same to raise awareness of intercultural foods. They can compare information about foods from the 3 different countries, and learn about the stereotypes and association regarding with the foods, times, dates and places. For example, students can find out that the foods such as feijoada and haggis are from the status of poor people's foods to national dish.

Conclusion

As an international lingua franca, English has a very vital role as a global language for interaction and communication worldwide. It is therefore English has become one of the important subjects from lower to higher education around the world. There are some methods and approaches of English language teaching and learning introduced to the students.

However, these tend to exclude intercultural competence in their English materials or book. In fact, language and culture are inseparable. It can be said that to master English means one needs to master its cultures such as norms, behaviours, views, etc. Therefore, the purpose of students to learn English is no longer to be competent in the area of English skills such as speaking, reading, listening, and writing but also experts in the area of intercultural communicative competence.

It is hoped that the integration of ICC into English teaching and learning can help the students not only to learn cultural differences but also develop positive attitudes such as respectful, open/broad-minded, tolerant, sensitive, and empathetic to otherness.

Moreover, it is important to continuously equip and develop ICC into English language teaching with an integrated curriculum, supporting facilities, intensive training for English teachers.

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