


Enhancing Intercultural Literacy Among English Language Education Students: A Comprehensive Study at University of Singaperbangsa Karawang

 <https://doi.org/10.31004/jele.v10i2.749>

*Mansyur Srisudarso, Fauzi Miftakh, Indah Purnama Dewi¹²³

¹²³Universitas Singaperbangsa Karawang, Indonesia.

Corresponding Author: mansyur.srisudarso@staff.unsika.ac.id

A B S T R A C T

This article examines the development of intercultural literacy among students in the English Language Education Program at the Faculty of Teacher Training and Education of Universitas Singaperbangsa Karawang. Using a mixed-method approach, this research explores students' awareness, understanding, and application of intercultural competence in both local and global contexts. The findings reveal that while most students recognize the importance of intercultural literacy, significant gaps remain in its practical implementation. The study offers strategies for enhancing intercultural communication skills through international exchange programs and experiential learning activities. It recommends strengthening the intercultural components of the curriculum to better equip students to become culturally competent educators in multicultural environments.

Keywords: *Intercultural Literacy, English Language Education, Intercultural Competence, Globalization,*

Article History:

Received 07th March 2025

Accepted 16th April 2025

Published 19th April 2025



INTRODUCTION

Globalization has significantly transformed educational systems worldwide, especially in the field of English language teaching. As societies become more interconnected, educators are increasingly required to possess cross-cultural communication skills (Byram, 1997). This shift highlights the importance of intercultural literacy, a competency essential for future educators who will be interacting with students from culturally and linguistically diverse backgrounds.

In English language education, intercultural literacy extends beyond linguistic proficiency. It encompasses the ability to understand, interpret, and respond appropriately to cultural differences that shape communication, behavior, and learning preferences (Byram, 1997). Educators must be equipped not only with language skills but also with a cultural lens that enables them to bridge gaps in understanding among learners from varied cultural backgrounds.

At the Faculty of Teacher Training and Education, Universitas Singaperbangsa Karawang, students enrolled in the English Language Education program are expected to develop both linguistic competence and intercultural awareness. This dual requirement, however, presents challenges, as students often struggle to integrate cultural knowledge with language instruction in meaningful ways within classroom contexts.

Indonesia's educational environment reflects the broader societal diversity of the nation. Students often represent multiple ethnic and cultural backgrounds, thereby reinforcing the need for educators to possess intercultural literacy. In such settings, understanding students'

cultural identities and learning orientations becomes critical to fostering inclusive and equitable learning experiences.

According to Byram (1997), intercultural literacy involves not only the acquisition of cultural knowledge but also the development of attitudes such as openness, curiosity, and empathy. These qualities enable individuals to engage effectively and respectfully across cultural boundaries. In the educational context, this competence is essential for cultivating learning environments that value diversity and promote meaningful intercultural dialogue.

Despite the recognized importance of intercultural competence, students in the English Language Education program at Universitas Singaperbangsa Karawang often encounter difficulties in applying intercultural principles in real classroom scenarios. While some curricular components introduce theoretical aspects of interculturality, limited opportunities for experiential learning may hinder the development of practical intercultural skills.

Promoting intercultural competence among pre-service teachers requires a pedagogical approach that blends theory with authentic experiences. Methods such as role-playing, international collaborations, cross-cultural case studies, and guided reflections can significantly enhance students' understanding of cultural dynamics and improve their ability to respond effectively to diverse classroom situations.

Moreover, teacher educators must serve as role models by demonstrating intercultural sensitivity and embedding intercultural goals into their instructional design. This modeling helps students internalize intercultural behaviors and attitudes, reinforcing the practical application of theoretical knowledge and promoting a holistic understanding of cultural diversity in education.

This study seeks to investigate how intercultural literacy is being developed among English Language Education students at the Faculty of Teacher Training and Education, Universitas Singaperbangsa Karawang. The research aims to explore students' current levels of intercultural competence, identify barriers they encounter, and propose curricular enhancements that support the development of intercultural communication strategies.

The findings of this investigation are intended to inform curriculum reform efforts and contribute to the broader discourse on preparing educators for multicultural classrooms. As English becomes increasingly used as a global lingua franca, cultivating intercultural literacy among future teachers is essential to equipping them with the skills needed to facilitate meaningful and inclusive learning in an interconnected world.

Previous Research

Studies in the field of intercultural literacy have revealed that cultural knowledge is frequently treated as a separate component from language instruction, rather than being integrated within the language learning process (Dearnorff, 2018). This disconnection may hinder students' ability to develop a comprehensive understanding of how language functions as both a communicative tool and a cultural construct. Contemporary literature emphasizes the necessity of incorporating both language and culture in a cohesive manner, particularly in developing countries such as Indonesia, where cultural diversity is an intrinsic part of the educational context (Zhou, 2019).

Globalization has rapidly intensified intercultural contact, resulting in increased expectations for educators to be capable of navigating diverse cultural settings. In this context, intercultural literacy has emerged as an essential skill, particularly for English language educators. This concept extends beyond linguistic proficiency, encompassing the awareness and sensitivity required to interpret, respond to, and facilitate communication across cultural boundaries. It includes an understanding of how cultural values, norms, and worldviews influence communication and behavior in educational environments.

Byram (1997) defines intercultural literacy as the ability to communicate effectively and empathetically with individuals from different cultural backgrounds. This competence is characterized by both cognitive and affective dimensions, including linguistic ability, cultural awareness, and behavioral adaptability. Within the classroom, this skill set enables educators

to create inclusive and respectful learning environments that validate the experiences of culturally diverse learners, thereby promoting equitable participation and academic engagement.

Students enrolled in the English Language Education program at the Faculty of Teacher Training and Education, Universitas Singaperbangsa Karawang, are expected to master not only English language proficiency but also the cultural dimensions embedded within the language. However, integrating language and culture remains a significant challenge for these pre-service teachers. The culturally diverse backgrounds of learners in Indonesian classrooms further amplify the importance of this integration, as educators must be able to respond appropriately to the varied cultural experiences and expectations of their students.

Despite the recognized value of intercultural competence, current educational practices often fall short in promoting this skill effectively. The tendency to separate linguistic and cultural instruction impedes the development of holistic language educators who are prepared to address the complexities of real-world communication. In the Indonesian context, integrating culture into language education is crucial to preparing future educators who are empathetic, culturally aware, and capable of teaching in multicultural classrooms (Deardorff, 2018; Zhou, 2019).

This study aims to examine how intercultural literacy is cultivated among English Language Education students at the Faculty of Teacher Training and Education, Universitas Singaperbangsa Karawang. It will explore students' existing levels of intercultural competence, the pedagogical and curricular challenges they face, and propose strategies to enhance their intercultural awareness. The findings are expected to inform improvements in curriculum design and instructional methods, ensuring that future English language educators are well-equipped to engage effectively in culturally diverse educational settings.

In light of the growing demands for culturally responsive teaching in a globalized educational landscape, this study addresses the critical need to understand how intercultural literacy is cultivated among English Language Education students at the Faculty of Teacher Training and Education, Universitas Singaperbangsa Karawang. Specifically, it seeks to examine the extent to which students are developing intercultural competence, the challenges they encounter throughout this process, and the role that the current curriculum plays in either supporting or impeding this development. By exploring students' levels of intercultural literacy and identifying the key factors that influence their intercultural competence, the study aims to generate practical insights. These insights will inform targeted curriculum enhancements and pedagogical interventions designed to foster intercultural skills among pre-service English teachers, thereby preparing them to thrive in increasingly diverse and multicultural classroom settings.

Literature Review

Intercultural Literacy in Language Education

Intercultural literacy has emerged as a central theme in language education research due to its pivotal role in fostering cross-cultural understanding and enhancing communication in diverse learning environments. As globalization continues to reshape the educational landscape, the ability of language educators to cultivate intercultural competence in their students becomes increasingly vital. According to Deardorff (2018), intercultural literacy is fundamental to the creation of inclusive and effective classrooms, enabling learners not only to grasp linguistic nuances but also to develop an appreciation for the cultural contexts in which languages operate. This dual focus on language and culture equips students with the necessary skills to communicate empathetically and respectfully across cultural boundaries.

In the Indonesian context, Arifin (2020) found that while language education students often possess a basic awareness of target cultures, they frequently struggle to translate this knowledge into practice during real-world intercultural interactions. This disconnects between theoretical understanding and practical application highlights a critical shortfall in

current pedagogical approaches. To bridge this gap, there is a growing need for experiential learning strategies that provide students with authentic intercultural engagement. Strengthening intercultural literacy through such approaches is essential for preparing future educators to manage the dynamics of multicultural classrooms and to support learners from diverse cultural backgrounds effectively.

The Impact of Globalization on Language Education

Globalization has profoundly impacted language education by fostering interactions between local and global cultures, thereby reshaping the objectives and practices of language teaching. Language is no longer viewed solely as a tool for communication within national or regional boundaries; rather, it functions as a medium for connecting individuals across diverse global contexts. As Liddicoat (2019) observes, globalization has blurred cultural boundaries, compelling educators to integrate cultural competence into language instruction in order to equip learners with the skills necessary for effective cross-cultural communication.

This global shift presents both opportunities and challenges within educational systems, particularly in multilingual and multicultural societies such as Indonesia. The increasing cultural complexity of classrooms necessitates that language educators develop pedagogical approaches that address not only linguistic proficiency but also intercultural awareness. Students are now expected to understand the sociocultural norms of the target language communities, which demands instructional models that go beyond traditional grammar-based teaching and incorporate authentic cultural content and practices.

However, empirical evidence indicates that Indonesian students often struggle to internalize and apply intercultural concepts due to limited direct exposure to native speakers and multicultural environments. Susanti (2021) highlights that this lack of experiential learning significantly constrains students' ability to engage meaningfully with foreign cultures. Consequently, there is a pressing need for language education programs to incorporate experiential learning opportunities, such as cultural immersion projects, international virtual exchanges, or study-abroad initiatives. These initiatives can serve to bridge the gap between theoretical knowledge and practical intercultural competence, better preparing students for global communication.

Strategies for Developing Intercultural Literacy

The development of intercultural literacy in language education can be effectively facilitated through integrative pedagogical approaches that merge linguistic instruction with deliberate cultural engagement. These approaches emphasize the importance of situating language learning within authentic cultural contexts, thereby enhancing students' ability to navigate intercultural communication. Recent research underscores the role of experiential learning as a powerful tool in this regard, enabling learners to internalize cultural concepts through active participation rather than passive reception.

Empirical studies have demonstrated the positive impact of student exchange programs and international collaborations on the advancement of intercultural competence. For instance, Johnson (2020) and Hall (2021) found that students who engaged in international exchange programs exhibited significant gains in their intercultural communication abilities. These programs immerse students in diverse cultural settings, allowing them to apply their language skills in real-world situations while simultaneously gaining insight into cultural norms, values, and behaviors. Such immersion experiences are crucial for bridging the gap between theoretical knowledge and practical intercultural performance.

Moreover, experiential learning strategies such as cultural simulations and interactive classroom projects have been shown to foster intercultural sensitivity and understanding. According to Kim (2022), role-playing activities that simulate cross-cultural scenarios encourage students to adopt multiple cultural perspectives and develop empathy toward individuals from different backgrounds. These practices not only contribute to the acquisition

of communicative competence but also cultivate essential affective dimensions of intercultural literacy. As a result, future educators are better prepared to navigate the complexities of multicultural classrooms and foster inclusive learning environments.

METHOD

This study adopts a mixed-methods research design that integrates both quantitative and qualitative methodologies to gain a comprehensive understanding of students' development of intercultural literacy. The quantitative component involved the administration of a structured survey containing 25 Likert-scale items that assessed various dimensions of intercultural competence, including cultural awareness, cross-cultural experiences, and communication strategies. To complement these findings, the qualitative component involved in-depth interviews with a subset of participants, allowing for deeper exploration of their personal experiences and perceptions. This methodological triangulation enhances the validity of the research by capturing both measurable trends and nuanced insights.

The study involved 100 students enrolled in the English Language Education Program at Universitas Singaperbangsa Karawang, selected through purposive sampling to ensure a diverse representation of academic years and cultural backgrounds. Descriptive statistics were applied to the quantitative data using SPSS software, enabling the identification of general patterns and levels of intercultural literacy among the participants. For the qualitative data, thematic analysis was conducted on the interview transcripts to identify recurring themes, beliefs, and challenges faced by students in acquiring intercultural competence. This dual analysis approach allows the study to present both statistically significant results and context-rich narratives that reflect students' lived experiences.

FINDINGS AND DISCUSSION

Students' Levels of Intercultural Literacy

The survey analysis revealed that 65% of students possess a basic understanding of intercultural concepts, but only 40% feel confident in applying these skills in real-life situations. These findings align with Zhou's (2019) research, which suggests that students in developing countries often lack practical experience in cross-cultural interactions.

The results indicate that while students are aware of intercultural concepts such as cultural sensitivity and awareness, they may not have had sufficient opportunities to engage in real-world interactions that reinforce these skills. Many students reported that their exposure to different cultures has been limited, primarily due to a lack of access to diverse cultural environments and interactions. This limitation can hinder their ability to develop the confidence necessary for effective intercultural communication.

Additionally, the survey revealed that students who had participated in international exchange programs or multicultural events reported higher levels of confidence in applying their intercultural skills. This supports the notion that experiential learning plays a crucial role in fostering intercultural competence. Those who had direct experiences with different cultures often expressed a greater understanding of cultural nuances and the ability to navigate potential misunderstandings. This finding emphasizes the importance of integrating more hands-on learning opportunities into the curriculum, such as cultural simulations, group projects with diverse teams, and engagement with local multicultural communities.

Moreover, students expressed a desire for more structured opportunities to engage in cross-cultural interactions as part of their education. Many acknowledged that while they had theoretical knowledge from their courses, they struggled to translate this knowledge into practical skills. This gap suggests a need for curricular reforms that incorporate experiential learning components, allowing students to practice and refine their intercultural communication skills in real-life contexts.

The implications of these findings are significant for the English Language and Education Department Universitas Singaperbangsa. Educators and curriculum developers should consider strategies that promote immersive experiences, such as collaborations with international institutions, virtual exchange programs, and community engagement initiatives that connect students with diverse cultural groups. By facilitating these opportunities, the program can help students move beyond theoretical understanding to gain practical skills and confidence in intercultural communication.

In summary, while a majority of students have a basic understanding of intercultural concepts, their confidence in applying these skills in real-world situations remains low. Addressing this issue through enhanced curricular offerings and experiential learning opportunities will be essential in preparing future educators to succeed in an increasingly multicultural and interconnected world.

Challenges Faced by Students

Interviews highlighted several key challenges, including limited exposure to foreign cultures and a lack of experiential learning activities. For instance, one student noted, “Most of us only learn cultural theory without much real-life experience.” This sentiment was echoed by several others, indicating a shared frustration with the lack of practical opportunities to apply their theoretical knowledge.

The absence of experiential learning activities further exacerbates this issue. Many students reported that while their courses provide foundational knowledge about cultural differences, they rarely engage in activities that would allow them to practice these skills in real-world settings. This disconnect leaves students feeling unprepared to navigate cross-cultural interactions confidently. Students noted that without opportunities for immersive experiences – such as cultural exchange programs, internships in multicultural environments, or collaborative projects with international peers – they find it challenging to develop the necessary intercultural communication skills.

Additionally, students mentioned that cultural differences can often lead to misunderstandings in communication, but without prior exposure to diverse cultural contexts, they feel ill-equipped to address these challenges effectively. One student shared an experience of misunderstanding a classmate’s communication style, which stemmed from different cultural norms. “I didn’t realize that their way of expressing disagreement was polite in their culture. If I had known that earlier, I would have handled the situation differently,” they explained. Such experiences highlight the importance of not only learning about cultural norms but also practicing how to respond to them in real-time.

Moreover, the curriculum's focus on theoretical frameworks rather than practical applications was a common concern among students. Many felt that their studies emphasized understanding cultural models and theories without providing adequate opportunities for discussion, reflection, or application. This results in a passive learning experience that fails to equip them with the skills needed for effective intercultural communication. For instance, a student pointed out, “We talk about cultural dimensions in class, but we never get to practice them. It feels like a lot of information, but it’s hard to connect it to real life.”

Finally, students identified a lack of institutional support for engaging in cross-cultural experiences as a major hurdle. While some expressed interest in participating in cultural events or study-abroad programs, they felt that information and resources were insufficient or inaccessible. This lack of encouragement from the institution may deter students from pursuing opportunities that could enhance their intercultural competence.

In conclusion, the challenges faced by students in developing intercultural literacy are multifaceted, with limited exposure to foreign cultures and a lack of experiential learning activities being the most prominent. Addressing these challenges is essential for the English Language and Education Department Universitas Singaperbangsa program to foster a more effective learning environment where students can gain the confidence and skills necessary

for successful intercultural communication. By prioritizing practical experiences and providing robust support for cultural engagement, the program can help bridge the gap between theoretical knowledge and real-world application.

Implications for the English Language and Education Department Universitas Singaperbangsa Curriculum.

The results suggest a need for stronger integration of intercultural competence into the curriculum. International exchange programs and virtual collaborations with foreign students could be effective solutions to enhance students' intercultural literacy. The findings from this study suggest a critical need for a stronger integration of intercultural competence into the English Language and Education Department Universitas Singaperbangsa curriculum. As students navigate an increasingly interconnected world, the ability to communicate effectively across cultural boundaries becomes essential not only for their professional development as educators but also for fostering inclusive and diverse learning environments.

Enhanced Curriculum Design

To address the identified gaps in students' practical experiences with intercultural communication, the curriculum should be redesigned to incorporate more experiential learning opportunities. This could involve creating courses that specifically focus on intercultural communication, cultural awareness, and global citizenship. These courses could utilize project-based learning, where students engage in real-world scenarios that require them to navigate cultural differences effectively.

International Exchange Programs

One effective solution is the establishment of international exchange programs that allow students to immerse themselves in different cultural contexts. Such programs would not only provide firsthand experience of diverse cultures but also enhance students' language skills through authentic communication with native speakers. By participating in these exchanges, students would have the opportunity to practice their intercultural skills in real-life situations, facilitating a deeper understanding of cultural nuances and communication styles.

Virtual Collaborations

In addition to physical exchanges, virtual collaborations with foreign students can serve as a practical alternative, especially for those who may not have the means to travel. These collaborations could take the form of joint projects, online discussions, or cultural exchange activities that connect students from different countries. Such initiatives would allow students to engage with diverse perspectives and enhance their intercultural competence through technology-mediated interactions.

Workshops and Training

Incorporating workshops and training sessions focused on intercultural communication skills into the curriculum is also vital. These workshops could include role-playing, simulations, and case studies that reflect real-life cross-cultural scenarios. By engaging in these activities, students would not only gain practical skills but also develop the confidence needed to handle culturally diverse situations effectively.

Community Engagement

Furthermore, fostering partnerships with local cultural organizations and communities can enhance students' exposure to various cultural practices and perspectives. Community-based projects that involve collaboration with multicultural groups can provide students with a platform to apply their theoretical knowledge in practical settings. This engagement can help

bridge the gap between classroom learning and real-world application, enriching their educational experience.

Ongoing Assessment and Feedback

Lastly, implementing a system for ongoing assessment and feedback regarding students' intercultural competence can help the program continuously improve its offerings. This could involve gathering student reflections, peer evaluations, and feedback from instructors on students' ability to navigate cross-cultural interactions. Regular assessment will provide insights into the effectiveness of the curriculum changes and allow for adjustments based on student needs and experiences.

In conclusion, the results of this study underscore the necessity of integrating intercultural competence into the English Language and Education Department Universitas Singaperbangsa curriculum. By incorporating international exchange programs, virtual collaborations, workshops, community engagement, and ongoing assessment, the program can better prepare students to become culturally competent educators. These enhancements will not only benefit the students' professional development but also contribute to creating more inclusive and empathetic learning environments in their future classrooms.

CONCLUSIONS

This study demonstrates that students at English Language and Education Department Universitas Singaperbangsa have a foundational awareness of the importance of intercultural literacy but require more opportunities for practical application. The study recommends the following strategies:

Strengthening the curriculum with more cross-cultural learning activities.

To effectively enhance intercultural competence among students, it is essential to strengthen the curriculum with a variety of cross-cultural learning activities. This can be achieved by incorporating case studies, role-playing exercises, and simulations that reflect real-world intercultural scenarios into the existing coursework. For example, students could engage in simulations where they role-play different cultural perspectives in common classroom situations, allowing them to practice their communication skills and develop empathy toward diverse viewpoints. Additionally, inviting guest speakers from various cultural backgrounds to share their experiences can provide students with firsthand insights into different cultural norms and practices. Collaborative projects with peers from other countries can also foster a sense of global citizenship, encouraging students to work together to solve problems from multiple cultural angles. By embedding these cross-cultural activities throughout the curriculum, students will have the opportunity to actively engage with the material, thereby deepening their understanding of intercultural dynamics and better preparing them for the diverse classrooms they will encounter as future educators.

Increasing international cooperation through student exchange programs or virtual projects with foreign institutions.

Increasing international cooperation through student exchange programs or virtual projects with foreign institutions is vital for enhancing students' intercultural literacy and overall educational experience. These initiatives provide students with invaluable opportunities to immerse themselves in different cultural environments, fostering a deeper understanding of global perspectives. Student exchange programs enable participants to experience firsthand the social, academic, and cultural dynamics of another country, thereby promoting cultural empathy and effective communication skills. For those unable to participate in physical exchanges, virtual projects offer an accessible alternative, allowing students to collaborate with peers from diverse backgrounds on joint assignments or research

initiatives. Through platforms such as video conferencing and collaborative online tools, students can engage in meaningful discussions, share insights, and tackle challenges together, all while learning to navigate the complexities of cross-cultural interactions in a digital landscape. By implementing and promoting these cooperative educational experiences, English Language and Education Department Universitas Singaperbangsa can cultivate a generation of educators who are not only linguistically proficient but also culturally competent, equipped to thrive in an increasingly interconnected world.

Integrating intercultural communication training into English teacher preparation programs at English Language and Education Department Universitas Singaperbangsa.

Integrating intercultural communication training into English teacher preparation programs at English Language and Education Department Universitas Singaperbangsa is crucial for equipping future educators with the necessary skills to navigate and thrive in diverse classroom environments. By embedding this training into the curriculum, teacher candidates can develop a comprehensive understanding of the cultural dynamics that influence student interactions and learning processes. This training should encompass various components, including workshops, seminars, and practical exercises that focus on effective communication strategies, cultural sensitivity, and conflict resolution skills. For instance, simulated classroom scenarios that reflect multicultural interactions can help future teachers practice and refine their approaches to managing diversity in the classroom. Additionally, incorporating discussions on global education trends and the impact of cultural differences on pedagogy will prepare teacher candidates to be more responsive to the needs of their students. By prioritizing intercultural communication training, English Language and Education Department Universitas Singaperbangsa can ensure that its graduates are not only proficient in English language instruction but also capable of fostering an inclusive and supportive learning environment that values and respects cultural diversity.

CONCLUSION

This study underscores the vital role of intercultural literacy in preparing future educators to thrive in increasingly multicultural educational settings. The findings indicate that while students in the English Language Education Program at the Faculty of Teacher Training and Education of Universitas Singaperbangsa Karawang possess a foundational awareness of intercultural competence, challenges persist in translating this knowledge into practice. To address these gaps, the integration of experiential learning and international exchange programs is essential. Furthermore, the curriculum must be systematically enriched with intercultural components to foster deeper cultural understanding and adaptive communication skills. By strengthening these areas, teacher education programs can produce graduates who are not only linguistically proficient but also culturally responsive and globally competent.

REFERENCES

- Arifin, Z. (2020). Intercultural Competence in EFL Classrooms: A Study on Indonesian Student Teachers. *Journal of Multicultural Education*, 12(3), 256-268.
- Deardorff, D. K. (2018). Assessing Intercultural Competence in International Education Programs. *Journal of Studies in International Education*, 22(4), 291-309.
- Hall, J. K. (2021). The Role of Cultural Experience in Language Education: A Review. *Journal of Second Language Teaching*, 10(2), 109-125.
- Johnson, R. (2020). Building Bridges: Strategies for Intercultural Literacy in Language Education. *Language and Intercultural Communication*, 18(2), 142-159.
- Kim, S. (2022). Cultural Simulations and the Development of Intercultural Communication Skills. *Asian Journal of English Language Teaching*, 16(1), 94-110.

- Baker, W. (2019). Intercultural and Global Citizenship Education in English Language Teaching: Implications for Theory and Practice. *Language Teaching*, 52(2), 188-199.
- Byram, M., & Wagner, M. (2018). Making a Difference: Language Teaching for Intercultural and International Dialogue. *Foreign Language Annals*, 51(1), 140-151.
- Choi, S., & Jeong, H. (2020). Exploring the Effects of Study Abroad Programs on EFL Learners' Intercultural Competence. *Journal of International Students*, 10(2), 365-380.
- Dervin, F. (2019). Exploring 'New' Interculturality Online: Developing Intercultural Competence through Social Media Interaction. *Language and Intercultural Communication*, 19(3), 225-239.
- Dinh, T. N., & Nguyen, L. A. (2021). Critical Intercultural Pedagogy in English Language Teaching: A Study of EFL Learners' Perceptions. *Journal of Language and Education*, 7(2), 145-160.
- Fantini, A. E. (2020). Developing Intercultural Competencies: Theory, Research, and Practice. *The Routledge Handbook of Language and Intercultural Communication*, 12(3), 213-226.
- Gao, Y. (2020). Fostering Intercultural Communication Skills in Higher Education: A Case Study of EFL Classrooms in China. *International Journal of Educational Development*, 73(4), 102-110.
- Jackson, J. (2019). Interculturality in International Education: Exploring the Impact of Short-term Study Abroad Programs. *International Journal of Intercultural Relations*, 70(1), 14-25.
- Li, H. (2018). Intercultural Sensitivity Development in Chinese College EFL Classrooms: The Role of Intercultural Experiences. *Journal of English for Academic Purposes*, 35(1), 76-86.
- Nguyen, H. T., & Tran, H. L. (2020). Enhancing EFL Learners' Intercultural Communicative Competence through Telecollaboration Projects. *Journal of International and Comparative Education*, 9(3), 183-197.
- O'Dowd, R. (2021). Intercultural Exchange in Language Education: Key Issues and Challenges. *ELT Journal*, 75(1), 49-58.
- Risager, K. (2018). Representations of the World in Language Textbooks: The Cultural Dimension in ELT Materials. *Language, Culture and Curriculum*, 31(1), 128-140.
- Sercu, L. (2019). Teacher Competence for Implementing Intercultural Education: A Study on Teacher Perspectives in an EFL Context. *Language, Culture and Curriculum*, 32(2), 153-170.
- Spencer-Oatey, H., & Franklin, P. (2020). *Intercultural Interaction: A Multidisciplinary Approach to Intercultural Communication*. Cambridge University Press.
- Zhou, X. (2019). Integrating Intercultural Competence into EFL Teaching: A Case Study of EFL Teachers' Perceptions in Chinese Universities. *International Journal of Intercultural Relations*, 72(4), 89-102.