Understanding and Practices of Intercultural Communicative Competence Elements Perceived by English Pre-service Teachers'

Meyga Agustia Nindya
Universitas Negeri Malang, Indonesia
Email: meyga.agustia.19022186@students.um.ac.id

Utami Widiati
Universitas Negeri Malang, Indonesia
Email: utami.widiati@um.ac.id

Niamika El Khoiri
Universitas Negeri Malang, Indonesia
Email: niamika.el.fs@um.ac.id

Abstract
English teaching in the 21st century needs to address learners' successful engagement with a global milieu in intercultural settings, which remains challenging for many EFL teachers worldwide. It was evidenced by a number of studies showing that EFL teachers are not well-prepared to integrate intercultural teaching in EFL classrooms. It becomes crucial to find out the possible causes of their unpreparedness to integrate intercultural teaching in EFL lessons. This study was carried out to record Indonesian EFL pre-service teachers' perceived understandings of intercultural communicative competence (ICC) and their practice in implementing the ICC elements during their teaching practicum program. It employed a survey using an electronic questionnaire consisting of 31 items. The study involved 106 participants consisting of both the alumni and the undergraduate students of ELT program from six different universities in Indonesia. The results from the questionnaire were then complemented with the results of the telephone interview obtained from selected participants. The findings showed that the participants demonstrated excellent understanding of ICC elements; yet, they did not frequently implement ICC-related teaching activities in EFL teaching. The minimal integration of intercultural teaching was possibly due to some external factors such as restricted time, curriculum, and students' different proficiency.

Keywords: EFL pre-service teachers; intercultural communicative competence (ICC); ICC implementation, understanding

Introduction

The increasing number of users of English from non-English speaking countries have resulted in the changing roles of English as an additional language (Galloway, 2017), as an international language (Renandya & Widodo, 2016), and as a global language and a lingua franca

(Fang, 2017). Such a status of English should also be understood to have a number of implications in the economic contexts, especially in today's 21st century work environment. With the establishment of the Association of the Southeast Asian Nations (ASEAN) Economic Community, for instance, English has been used as the medium of operation to minimize the unnecessary barriers encountered by countries under the ASEAN Plus Three Forum comprising ten members of ASEAN and Japan, China, and South Korea (Widiati & Hayati, 2015). Those implications of English which have reached beyond governmental, educational, and economic endeavors in regional as well as global apparently have positioned English as playing a key role in intercultural communication. This implies that English evidently holds a powerful role in both Anglophone and non-Anglophone contexts as a contact language by people from numerous language and cultural backgrounds (Cogo, 2012).

In the educational contexts, English has gained its popularity in foreign language education contexts since it has been required as a school subject in formal educational curricula from primary to tertiary education. Due to such circumstances, the use of the English language should go beyond the Anglophone/native speakerism norm (Kusumaningputri & Widodo, 2018). This situation has prompted scholars in the area of English pedagogy to probe whether the ultimate goal of English language education should be directed to attain native-like linguistic competence and native speaker-imposed cultural competence (Choi, 2016; Galloway, 2017; Liu & Fang, 2017). Its critical examination is also based on the fact that the number of English users and learners from non-English speaking countries exceeds that of those from English-speaking countries (Galloway, 2017). This manifests the role of English as a language of intercultural communication among users of English from different countries whose native/primary language is not English. Further, it implies that English today is not solely learned to communicate with native speakers but to prepare students to be intercultural speakers in multicultural settings instead (Byram & Wagner, 2018). Hence, the objective of English pedagogy which was initially focused only on communicative competence was considered insufficient (Gu, 2016; Byram & Wagner, 2018).

With respect to the notable role of intercultural communicative competence (ICC) in the 21st-century language teaching (Fitriyah, 2020), great attention has been taken toward ICC in English Language Teaching (ELT) amongst academicians as well as practitioners worldwide. Albeit, some have indicated doubts on its applicability to classroom teaching practice. It was evidenced by a number of studies on teachers' beliefs and practices on intercultural teaching which reported that strong belief on the necessity of integrating ICC in English as a Foreign Language (EFL) teaching was not congruent with its implementation and was not followed with good classroom practices (e.g., Tran & Dang, 2014; Li, 2016; Chau & Truong, 2019; Fitriyah, 2020). This has motivated scholars in the area of English pedagogy to investigate the fundamental cause of teachers' unpreparedness in integrating ICC into their teaching, possibly because of their lacking understanding of ICC. Indeed, to be able to implement intercultural teaching in EFL teaching, each element of ICC should be clearly understood by EFL teachers (Deardoff, 2006; Idris & Widyantoro, 2019). Deardorff (2006) suggests that teachers' understanding plays a crucial role in developing their prospective students' ICC since teachers who have a clear understanding of ICC can better accomplish the objectives of intercultural learning.

A body of research has demonstrated results concerning how ICC was implemented in EFL teaching. Questions of how English teachers perceive language and culture teaching, interculturality, and their role as teachers to promote students' cultural competence have also been posed by a growing number of scholars (e.g., Young & Sachdev, 2011; Jata, 2015; Israelsson, 2017; Cahyono, 2018; Morganna, et al. 2018). Numbers of scholars have investigated EFL

teachers' readiness in implementing ICC such as Cheng (2012) in Taiwan, Olaya and Rodriguez (2013) in Colombia, Sifakis and Bayyurt (2015) in Turkey, Choi (2016) in South Korea, and Widiati and Hayati (2019) in Indonesia. They similarly found that EFL teachers and/or English pre-service teachers have not been well-prepared to incorporate ICC into the teaching process. Another major line of research has reported challenges encountered by EFL teachers as well as suggested some strategies that potentially help them to promote ICC in EFL teaching (e.g., Lim & Griffith, 2016; Lazarevic, 2018; Fitriyah, 2020). Although many techniques for integrating ICC into foreign language teaching have been suggested and several studies indicated ICC's positive effects on learners' ability to communicate in the foreign language learned, integration of ICC into foreign language teaching is hardly seen in EFL classrooms (Byram et al., 2013; Cheewasukthaworn & Suwanarak, 2017).

The aforementioned studies on EFL teachers' readiness and challenges in implementing ICC-related teaching strategies indicated that they may have a lacking understanding of ICC elements. They were also reported to be not well-prepared to implement intercultural teaching in EFL teaching. In the Indonesian context, the study by Widiati and Hayati (2019) revealed that the lack of preparation for ICC among pre-service teachers might partly be seen from the curriculum of the teacher education institutions, very little of which has been devoted to explicitly developing pre-service teachers' ICC. As a follow-up study, this present study aims to record empirical data from pre-service teachers while they are doing their teaching practice. This study has been triggered by these professional queries that have not been addressed by existing studies: When the curriculum of a teacher education institution does not explicitly provide pre-service teachers with sufficient knowledge of ICC as found by Widiati and Hayati (2019), how do they view ICC? And, to what extent do they implement ICC in their teaching practicum? In other words, the exploration of their understandings of ICC should be followed by the evaluation of their practices in implementing the elements of ICC with the urgency of seeing whether their understandings are congruent with their practices. Hence, an empirical study concerning the extent to which EFL pre-service teachers understand and practice the elements of ICC should be taken into account.

Following the foregoing background and attempts, this present study is thus carried out to find answers to these two research questions: (1) How well are EFL pre-service teachers' perceived understanding of the ICC elements in terms of knowledge, skills, and attitudes? and (2) How do they practice implementing the ICC elements during their teaching practicum in the teacher education program? Exploring their understanding of ICC is essential as they will mostly become prospective teachers that deal with future students in the era when the need for intercultural communication is undeniable. The results of this study are expected to portray their understanding of ICC as well as their actual implementation in EFL teaching they experienced during teaching practicum in their teacher education program. The exploration of their understanding and practices will also be beneficial to inform teacher education institutions for better strategies in preparing ELT students to be ICC-aware teachers in the future.

Literature review
Conceptualization of ICC

There have been multiple attempts to conceptualize ICC. Mirzaei and Forouzandeh (2013) conceptualize ICC as the communicative ability to understand and negotiate the linguistic and cultural differences with people of other cultures appropriately using a language as well as the capacity to relate to otherness effectively. In a similar vein, Odağ, Wallin, and Kedzior (2016) conceptualize ICC as understanding the worldviews of others and being able to effectively

communicate and interact with people from other cultures. Kusumaningputri and Widodo (2018) and Tran and Duong (2018) emphasize that the objective of ICC is to prepare students to be able to communicate with people from other regions or countries who have different cultural backgrounds appropriately and effectively. The conceptualization set out by these scholars, as suggested by Baker (2016), generates that ICC necessitates multicultural knowledge, linguistic competence, communicative competence, personal attitudes, self-awareness, and knowing others' values and norms.

In the most cited work of Byram (1997), there are four main components of ICC. The first is knowledge, which refers to the understanding of social groups and their cultural beliefs, practices, and artifacts, in one's own and in one's interlocutor's country at societal and individual levels. The second is attitudes, covering elements of respect, willingness, curiosity, openness, interest, self-awareness, and readiness to suspend disbelief about other cultures and beliefs about one's own. The third element is skill. This involves the capability of making sense of a cultural document/event from another culture so as to expound it and connect it with documents/events from one's own as well as the ability to navigate and explore cultural beings (people), perspectives/knowledge, practices, and artifacts and the capability of translating cultural knowledge, attitudes, and skills into authentic communication and interaction. The last element is awareness, which refers to the capacity to critically examine cultural perspectives, practices, and artifacts in one's own and other countries.

Vo (2017) avers that EFL classes are recognized as a potent condition for promoting ICC. Situated in EFL teaching, ICC is a catalyst for an intercultural dialog among users and learners of English in different lingua-culture settings where English plays a role as a global lingua franca (Hoff, 2014; Galloway, 2017). Further, it is also widely agreed that integrating ICC in today's English language education is required and should no longer be a choice, but rather a crucial part of ELT. As has been reviewed by Wello, Nur, and Azis (2017), the ultimate goals of English language learning are to provide EFL learners with knowledge about cultural diversity and to assist them to be aware of their own culture as well as to respect the culture of others. The development of ICC, referring to Fitriyah et al. (2019), will initiate the individual and social development of the learners since it enables them to develop cultural knowledge and the ability to understand the target culture as well as their own. Pia˛tkowska (2015) adds that with ICC, language learners are expected to be able to extend their communicative skills beyond the boundary of their cultural territories.

Research method
Research design
This study employed a survey research design to collect data at one point in time to examine attitudes, opinions, or practices by using a questionnaire (Creswell & Guetterman, 2019). Referring to Creswell (2012), the questionnaire allowed us to seek factual information such as background information and perceptions of the respondents. Thus, the questionnaire was used in this study to find out the pre-service teachers' background information and their perceptions about how well they understand ICC elements which are represented through several ICC-related statements and to what extent they have implemented ICC-related teaching strategies during their teaching practice.

Participants
This study involved students and alumni of undergraduate programs majoring in ELT from various cities and different provinces in Indonesia who once participated in the teaching practicum

program and enrolled in culture-oriented course. These criteria were included in the beginning section of the questionnaire and, thus, participants who did not meet the criteria were excluded as they could not fill in the subsequent sections of the questionnaire. To access the prospective participants, we contacted colleagues and acquaintances to share the Google Form link of the questionnaire and approached them to invite other voluntary pre-service teachers' participation that they knew of in responding to the questionnaire.

After two weeks of waiting, the number of returned responses from the participants was 106. From the total of 106, 87 pre-service teachers (82%) were from several universities in our province, East Java, and the rest (18%) were 19 pre-service teachers from universities from other provinces such as Jambi, North Sumatra, North Sulawesi, and Central Java. In terms of their participation in the teaching practicum program, the majority of the pre-service teachers (67.9%) joined the program in 2019, 26.4% in 2018, and the rest (15.09%) were in 2020. Concerning the information about culture-oriented courses, the pre-service teachers under this study responded that they had participated in the cultural course provided by the department, namely Cross-Cultural Understanding (CCU).

Research instruments

The main instrument used to collect the data were items of the questionnaire adopted from Zhou (2011) with several adjustments so that they fitted the Indonesian pre-service teachers' contexts. Prior to its distribution, the items of the questionnaire had been validated by a professor in teacher professional development and a senior lecturer who is an expert in the field of CCU and other culture-related courses. The questionnaire is divided into three sections, namely 1) background information, 2) understandings of ICC elements, and 3) practices of ICC elements. More detailed information about the questionnaire item distribution is shown in Table 1.

Table 1. Questionnaire on ICC elements: Item distribution

Questionnaire Sections	Information to Elicit	
I. Background Information	- personal information (name, email address, phone number) - university - participation in teaching practicum program - cultural course	
II. Understandings of ICC elements	Elements Knowledge Skills Attitudes	Item Number 1,2,3,4,5,6 7,8,9,10,11,12 13,14,15,16,17,18,19,20
III. Practices of ICC elements	Elements Knowledge Skills Attitudes	Item Number 1,2,3 4,5,6,7 8,9,10,11

Section I: Background information

The participants were asked to answer several questions about their background information related to their name, email address, phone number, university, the year of participation in the teaching practicum program, and the name of the cultural-oriented course they had been enrolled in.

Section II: Pre-service teachers' perceived understandings of ICC elements

Pre-service teachers were asked to answer 20 items which were set up on a 6-point scale from 0=not at all, 1=very low, 2=low, 3=average, 4=high, and 5=very high. The instrument measured three elements of ICC, namely knowledge, skills, and attitudes. The first six items aimed to rate participants' perceptions of their knowledge of ICC represented in ICC-related statements. The items are intended to find out the level of participants' knowledge of social groups and their cultural beliefs, practices, and artifacts, in their own and other countries of English-speaking people at individual and societal levels. The next six items aimed to rate participants' perceptions of their skills of ICC represented in ICC-related statements comprising the skills of interpreting and relating and the skills of discovery and interaction. The last eight items aimed to rate participants' perceptions of their attitudes of ICC represented in ICC-related statements.

Section III: Pre-service teachers' perceived practices of implementing the ICC elements

Pre-service teachers were asked to answer 11 items on how they think they have implemented the elements of ICC by indicating the frequency they applied teaching activities which reflected the three elements of ICC based on their experience during the participation in the teaching practicum program. Among all the questionnaire items in section III, teaching activities indicated in items number 1, 2, 3 are to develop students' knowledge of ICC, activities in items number 4, 5, 6, and 7 are to enhance students' intercultural skills, and activities in items number 8, 9, 10, and 11 are to promote students' attitudes of ICC. In this section, the participants were asked to indicate the frequency by choosing one from four options, namely, Never, Sometimes, Often, and Always.

Procedure of data collection

To collect the data, the researcher sent the link of the online questionnaire in the Google Form format through individual's phone number and WhatsApp group messages to personal acquaintances and hundreds of members of undergraduate students and alumni ELT program from different universities in Indonesia. To complement the collected responses from the questionnaire, semi-structured interviews were done to some selected participants. The selection was done by scrutinizing each of the individual's scores from the questionnaire of section II. For the second section of the questionnaire, participants' mean scores which ranged from 4-5 were categorized as extremely high, while participants' mean scores which ranged from 0-3 were categorized as extremely low. Ten out of 106 names consisting of 5 pre-service teachers who had extremely high scores and 5 pre-service teachers who had extremely low scores were prospected to be the participants of the interview. However, only 6 out of 10 pre-service teachers who had been prospected were successfully contacted and were willing to be the participants of the interview. The interview was conducted in both English and Bahasa Indonesia. Telephone interviews ranging from 45 to 55 minutes for each participant were carried out based on the participants' convenience in terms of time.

Data analysis

Upon the data collection, the returned data were descriptively analyzed. The pre-service teachers' individual scores for understandings of ICC elements were gained for each element by calculating and then averaging the scores of the items to get the mean percentages from all of the participants. The average indicated how well pre-service teachers understand ICC elements which were categorized into three degrees of quality: 0 to 1 indicated poor understanding, 2-3 indicated moderate understanding, and 4-5 indicated excellent understanding.

In analyzing the pre-service teachers' responses to the third section, a single, composite of the score was generated for each participant by adding up and then averaging the score of all the 11 items, which ranged from 1 to 4 (Never, Sometimes, Often, Always) to see the percentage and the tendency whether they frequently applied the elements of ICC in their EFL teaching. The average indicated how frequent pre-service teachers implement teaching activities which represent ICC elements as listed in the items of the questionnaire. The categorization designates how the four scales, ranging from 1-4, were converted into the two degrees, namely frequent and not frequent. The average percentage indicating scale 1 and 2 (Never and Sometimes) were classified into Not Frequent while the average percentage indicating scale 3 and 4 (Often and Always) were classified into Frequent.

As for the interviews, since they were conducted in both English and Bahasa Indonesia, the responses obtained from the participants were of both languages. For the purpose of presentation of research findings, the participants' responses which were originally narrated in Bahasa Indonesia were transferred into their English equivalents. The analysis process was focused on characteristics of the language as communication with attention to the content or contextual meaning of the interview data, which is referred to as content analysis (Hsieh, 2005). It aimed to organize and elicit meaning from the data collected and to capture key thoughts or concepts and draw realistic inference from it (Bengtsson, 2016; Hsieh, 2005).

Findings and discussion

As explained previously, section II and III of the questionnaire were meant to obtain data about the understandings and practices of ICC perceived by English pre-service teachers. Their responses to the 31 items are presented in the sections that follow in regard to understandings and practices of ICC elements.

EFL pre-service teachers' perceived understandings of ICC elements

The findings regarding EFL pre-service teachers' understanding of ICC elements are divided into three sub-sections: knowledge, skills, and attitudes.

Knowledge of ICC

Taking a part in the pre-service teachers' perceived understandings of ICC knowledge, our data in the form of frequencies and percentage of pre-service teachers' perceived understandings obtained from the questionnaire responses is presented in the Table 2.

Table 2. Frequencies and percentages of pre-service teachers' knowledge of ICC elements

Item	0 (NAA)	1 (VL)	2 (L)	3 (F)	4 (H)	5 (VH)
1	0 (0%)	1(0.9%)	7(6.6%)	40(37.7%)	46(43.4%)	12(11.3%)
2	0(0%)	10(9.4%)	26(24.5%)	44(41.5%)	22(20.8%)	4(3.8%)
3	0(0%)	0(0%)	8(7.5%)	34(32.1%)	42(39.6%)	22(20.8%)
4	0(0%)	0(0%)	1(0.9%)	14(13.2%)	35(33%)	56(52.8%)
5	0(0%)	0(0%)	7(6.6%)	29(27.4%)	47(44.3%)	23(21.7%)
6	0(0%)	3(2.8%)	14(13.2%)	40(37.7%)	36(34%)	13(12.3%)
Σ (%)	0	2.18	9.8	31.6	35.85	20.45
	2.18		41.4		56.3	

Perceiving good understanding of the knowledge of ICC elements seems to be essential in determining their ability to view on ICC in which then it can lead them to have the right conceptualization of the ICC elements. Table 2, propitiously, suggests pre-service teachers under this study perceived that they have understood the elements very well. On average, 2.18% of pre-service teachers demonstrated poor understanding, 41.4% demonstrated moderate understanding, and 56.3% demonstrated excellent understanding of the knowledge of ICC. As a response to the main concern of how English pre-service teachers understand the elements of ICC knowledge, findings of this study were mainly consistent with the major line of the existing studies showing that English teachers have understood the elements of ICC very well (Israelsson, 2016; Fitriyah, 2020). We learn from our data that the overall pre-service teachers' perceptions with reference to their knowledge of ICC elements comprising their familiarity, cognition, and their opinion about different cultural norms, communicative behaviors, and possible misunderstandings could be deemed as giving a promising inference that they have very good understandings. In the researchers' view, supported by Kusumaningputri and Widodo (2018), the above perceptions of the pre-service teachers may be attributed to the fact that Indonesian people have been accustomed to multi-languages and cultural backgrounds since they were young.

As suggested by Cheewasukthaworn and Suwanarak (2017), pre-service teachers' very good understanding of cultural differences can be justified by the fact that they may not be totally new to the situation where they live in the various cultural and language backgrounds. Appealingly, during the interview, some of the participants of this study also conveyed some highlighting quotes such as "we should follow the habits and customs of people around the place we live", "the differences are unique", "if we could not appreciate cultural differences, at least don't judge them", "every human is unique, every family has its habits, and every group of people also has its own cultures. We couldn't deny that, and let's just accept that". Those positive views on cultural differences were also evidenced by their ability in recognizing when some Indonesian people communicate inappropriately to English-speaking people. The examples given by the pre-service teachers were asking foreigners to take pictures, asking for sensitive and personal information to foreigners in the first meeting, and greeting foreigners not inappropriately.

Another potential explanation regarding the high understandings of ICC elements perceived by pre-service teacers under this study can be related to the data about background information. Our data showed that all of pre-service teachers have been enrolled in the cross-culture related programs. This might be relevant to the study by Sunardi (2019) reporting that EFL teachers who are exposed to the situation of cross-culture communication are expected to be able to function properly the concept of ICC elements. It was also supported by Ratnasari (2018) who suggests that cross-culture understanding (CCU) is even more important to be mastered in foreign language teaching. Moreover, it was also empirically found that integrating ICC elements might be difficult if there is insufficient knowledge of them (Sunardi, 2019). Our data showing the high understanding of ICC knowlede perceived by pre-service teachers might manifest the quality of CCU programs at universities that have been successfully provide learners with the correct understanding of cross-cultural concept.

Skills of ICC

Taking a part in the pre-service teachers' perceived understandings of ICC skills, our data in the form of frequencies and percentage of pre-service teachers' perceived understandings obtained from the questionnaire responses is presented in the Table 3.

Table 3. Frequencies and percentages of pre-service teachers' skills of ICC elements

Item	0 (NAA)	1 (VL)	2 (L)	3 (F)	4 (H)	5 (VH)
7	1(0.9%)	7(6.6%)	28(26.4%)	41(38.7%)	23(21.7%)	6(5.7%)
8	2(1.9%)	7(6.6%)	18(17%)	43(40.6%)	31(29.2%)	5(4.7%)
9	0(0%)	6(5.7%)	11(10.4%)	39(36.8%)	40(37.7%)	10(9.4%)
10	1(0.9%)	2(1.9%)	1(0.9%)	28(26.4%)	45(42.5%)	29(27.4%)
11	1(0.9%)	2(1.9%)	8(7.5%)	43(40.6%)	38(35.8%)	14(13.2%)
12	0(0%)	1(0.9%)	2(1.9%)	31(29.2%)	45(42.5%)	27(25.5%)
Σ (%)	0.76	3.93	10.68	35.38	34.9	14.31
	4.69		46.06		49.21	

The level of teachers' understanding of the skills of ICC elements has a close relationship with how they will be promoted to learners. Perceiving good understanding of the skills of ICC elements is thus essential to see their ability in promoting the elements of ICC skills that involves the capability of making sense of different cultures as well as to transfer their knowledge into practices in teaching. Table 3 suggests that on average, 4.69% of pre-service teachers demonstrated poor understanding, 46.06% demonstrated moderate understanding, and 49.21% demonstrated excellent understanding of the skills as the second element of ICC. When the data about the understandings of the skills of ICC were examined further, the pre-service teachers' responses to several numbers of items were notable compared to those to the other questionnaire items showing similar trends in terms of the agreement, namely items number 8 and 10. The responses obtained from item 8 designated the lowest score on the understanding compared to other items. To elicit more information concerning the participants' responses to the questionnaire item 8, during the interviews, the six interview participants were asked to give more detailed information related to the question about whether they are able to describe important historical/social/political events that have shaped English cultures as well as the history of relationships between Indonesia and English-speaking people. Some respondents have confirmed that have limited views about historical/social/political events. Meanwhile, some other have correctly mentioned several events they knew of. However, when they were asked about events from English-speaking countries, all participants also perceived the countries which refer to English and United States and the events they mentioned were also limited to British-American boundaries. In the researcher's view, the above perception of the participant is not beyond expectation and can be justified by the fact that the participants did not get many exposures of historical/social/political events from highly mentioned and highly discussed countries as what the participants mentioned (Young & Schadev, 2011; Tran & Duong, 2014; Cheewasukthaworn and Suwanarak, 2017).

As a response to the common question of pre-service teachers' perceptions on what English-speaking people refer to, some of their understandings were consistent with theoretical definitions provided by Byram (1997) about English-speaking people, but some were not. Emerged from the findings of this study, it was reported that some pre-service teachers who demonstrated excellent understanding were able to conceptualize English-speaking people as people who come from not only English-speaking countries, but also from non-English speaking countries. It was evidenced by the example given by the participants during the interview as they narrated that the countries could refer to their local culture (Indonesia), English-speaking countries (British-America), and non-English speaking countries (Japan, South Korea, China, India). Reporting similar results, a study by Fitriyah (2020) revealed that when being asked about what

cultures should be addressed, participants under her study asserted that they should address their home cultures, western cultures, and other foreign cultures.

      The next noteworthy item was number 10 which asked pre-service teachers about their behavior in interacting with English-speaking people. The responses obtained from this item designated the highest score on the understanding compared to other items. They were asked whether they adjust their behavior, body language, and gesture according to what is considered appropriate by them while interacting with English speaking people. Our data showed that 74 pre-service teachers, or 69.9% from the total of 106 participants, demonstrated very high understanding. To complement the data, when being asked about their judgement about the item, all the participants of the interview responded that all of them acknowledged their ability to adjust their behavior when interacting with English-speaking people. The result of the interview showed that the respondents' responses were majorly in line with the concept of ICC. It was evidenced by their ability to mentioned several examples and events portrayed from their own experience.

Attitudes of ICC

      Taking a part in the pre-service teachers' perceived understandings of ICC attitudes, our data in the form of frequencies and percentage of pre-service teachers' perceived understandings obtained from the questionnaire responses is presented in the Table 4.

Table 4. Frequencies and percentages of pre-service teachers' attitudes of ICC elements

Item	0 (NAA)	1 (VL)	2 (L)	3 (F)	4 (H)	5 (VH)
13	0(0%)	0(0%)	2(1.9%)	15(14.2%)	39(36.8%)	50(47.2%)
14	0(0%)	0(0%)	1(0.9%)	11(10.4%)	47(44.3%)	47(44.3%)
15	0(0%)	1(0.9%)	1(0.9%)	13(12.3%)	39(36.8%)	52(49.1%)
16	1(0.9%)	1(0.9%)	4(3.8%)	25(23.6%)	37(34.9%)	38(35.8%)
17	0(0%)	2(1.9%)	9(8.5%)	50(47.2%)	37(34.9%)	8(7.5%)
18	1(0.9%)	1(0.9%)	3(2.8%)	22(20.8%)	44(41.5%)	35(33%)
19	0(0%)	2(1.9%)	9(8.5%)	39(36.8%)	37(34.9%)	19(17.9%)
20	0(0%)	2(1.9%)	6(5.7%)	40(37.7%)	40(37.7%)	18(17%)
Σ (%)	0.33	1.05	4	25.37	37.72	31.47
	1.38		29.37		69.19	

      Table 4 reveals that on average, 1.38% of pre-service teachers demonstrated poor understandings, 29.37% demonstrated moderate understandings, and 69.19% demonstrated excellent understandings of the attitudes as the first element of ICC. When the data about the understandings of the attitudes of ICC were examined further, it was found that the mean percentage for this element showed the highest results of the perceived understanding. It iss apparent then because in dealing with willingness, interest, or awareness of ICC, pre-service teachers may perceive the aspects listed in the items differently from the two previous elements, namely knowledge and skills. In other words, the high results of pre-service teachers' responses to high and very high scales might due to the fact that pre-service teachers do not have to deal with the knowledge or ability to demonstrate. Instead, their willingness, interest, and awareness only manifest the quality or state of being prepared to do particular activities as listed in the items.

      It was worth noting that pre-service teachers have shared their positive views on how to communicate appropriately. It was evidenced by their ability to give examples, share the

experience, and provide rationales. Such circumstances were not beyond expectation because, referring to (Kusumaningputri & Widodo, 2018), Indonesian people were accustomed to paying attention to the speech levels, body gestures, a degree of intonation while speaking, keeping eye contact with an interlocutor, and other behaviors in order to respect to the interlocutor. As also has been narrated by one of the participants, it is even crucial to adjust behavior when communicating with Indonesian people, let alone from people from other countries. They also conveyed other examples to adjust their behaviors such as not asking personal questions, using formal language, learning the body language of the interlocutors, and not saying something which triggers interlocutors to give negative reactions such as using impolite language.

It is interesting to note that pre-service teachers' high awareness of ICC was evidenced by their high interest in learning unfamiliar aspects of English-speaking people's cultures. Some pre-service teachers conveyed that they were interested in knowing the cultures of the countries such as South Korea, Japan, Germany, and China by learning the language and customs, watching drama series and movies, enjoying signature foods, and searching for information about cultural issues. Besides, pre-service teachers under this study were also curious how Indonesian cultures were perceived by English-speaking people. They mostly perceived that many people from other countries were interested in learning several cultural aspects from Indonesian such as tourism, language, food, and tradition.

EFL pre-service teachers' perceived practices of implementing the ICC elements

The third section of the questionnaire comprised 11 items eliciting information about the pre-service teachers' practices of ICC. The items of the questionnaire were meant to find out their frequency in ICC-related teaching strategies in EFL teaching during teaching practicum program as presented in Table 5.

Table 5. Frequencies and percentages of pre-service teachers' practices of ICC elements

		Not Frequently		Frequently	
Knowledge	1	29(27.4%)	54(50.9%)	18(17%)	5(4.7%)
	2	31(29.2%)	42(39.6%)	24(22.6%)	9(8.5%)
	3	27(25.5%)	47(44.3%)	24(22.6%)	8(7.5%)
	Σ (%)	27.36%	44.93%	20.73%	6.9%
Skills	4	22(20.8%)	57(53.8%)	22(20.8%)	5(4.7%)
	5	33(31.1)	41(38.7%)	28(26.4%)	4(3.8%)
	6	21(19.8%)	38(35.8%)	36(34%)	11(10.4%)
	7	45(42.5%)	38(35.8%)	20(18.9%)	3(2.8%)
	Σ (%)	28.55%	41.025%	25.025%	5.425%
Attitudes	8	25(23.6%)	46(43.4%)	27(25.5%)	8(7.5%)
	9	31(29.2%)	44(41.5%)	23(21.7%)	8(7.5%)
	10	34(32.1%)	41(38.7%)	25(23.6%)	6(5.7%)
	11	31(29.2%)	42(39.6%)	22(20.8%)	11(10.4%)
	Σ (%)	28.525%	40.8%	22.9%	7.775%
Σ (%)		28.21	42	23.08	6.68
		70.21		29,76	

Table 5 shows that on average, 28.21% of pre-service teachers demonstrated never and 42% of pre-service teachers demonstrated sometimes in integrating intercultural teaching. These two groups being considered having the same values imply that, in total, 70.21% of the pre-service teachers in our study did not frequently integrate ICC-related teaching strategies in EFL teaching during participating in the teaching practicum program. The rest of the teachers reflect 23.08% of often and 6.68% of always integrating ICC-related teaching strategies in their teaching practice. These two groups being considered having the same values imply that, in total, only 29.76% of the total 106 pre-service teachers in our study frequently integrated ICC-related teaching strategies during their teaching practicum. Being asked about their perceptions on to what extent they have implemented ICC elements into their EFL teaching, pre-service teachers under this study admitted that they did not frequently integrate ICC elements represented in ICC-related teaching strategies during their teaching practicum. Pertinent to the implementation of ICC-related teaching strategies in the EFL teaching context, findings of this study correspond to numbers of studies on teachers' practices of ICC which resulted that mostly, language teachers were not prepared yet to implement ICC elements in their teaching (Cheng, 2012; Olaya & Rodriguez, 2013; Sifakis & Bayyurt, 2015; Choi, 2016; Widiati and Hayati, 2019; Chau & Truong, 2018). Reporting similar results, findings of this study are also in line with some studies on teachers' beliefs and practices of ICC declaring results of the discrepancy which existed between what English teachers perceived about ICC elements and how they implement them in their teaching (Tran & Duong, 2014; Cheewasukthaworn & Suwanara, 2017; Bajongjit & Atipat, 2018; Fitriyah, 2020).

Concerning which cultures should be addressed, the responses showed that there was an incongruity between pre-service teachers' understandings and practices. Pre-service teachers perceived that the cultures which should be addressed involve the cultures of students' local, western cultures, and other foreign cultures from non-English speaking countries. However, when bringing into practice, they admitted that most of the pre-service teachers under this study gave much emphasis on students' local cultures, as also found by and put very little attention to western cultures, let alone other foreign cultures. In the Indonesian contexts, this also happens to several studies which reported that Indonesian EFL teachers preferred to integrate local cultures and believed that it might be beneficial in their EFL teaching (e.g. Cahyono, 2018; Morganna et al, 2018; Mahardika, 2017). However, the tendency in integrating students' local cultures in EFL teaching has contradicted the concept of ICC proposed by (1997). To develop students' ICC, as Liddicoat et al. (2003) and Byram (1997) asserted, EFL teachers should provide activities to allow students to explore their own culture (Indonesian), target language cultures (British-American), as well as cultures of other non-English speaking countries.

The importance of understanding the elements of ICC in parallel with the implementation of ICC elements in EFL teaching supported by numerous studies have resulted in the greatest pedagogical challenges, including this study, namely shifting the understandings of ICC elements as a concept to the development of practical implementation in EFL teaching (Israelsson, 2017). The minimal integration of ICC elements in EFL teaching was not evidently influenced by the pre-service teachers' understandings as what has been reported by previous studies (Young & Schadev, 2011; Cheewasukthaworn & Suwanarak, 2017) and was not congruent with the common scholars' argument stating that teachers' belief drives directly teachers' classroom practices (Byram, 1997; Deardoff, 2006, Tian, 2013). While in fact, this study reported that the minimal integration was also caused by several challenges encountered by pre-service teachers.

The major challenge in integrating ICC-related teaching strategies admitted by pre-service teachers under this study was due to inadequate learning and instructional materials. This challenge was also reported by Gu (2016) and Tran and Duong (2018) faced by EFL teachers under their study. In the Indonesian contexts, it was found that most of the cultural content of the textbook also generally touches upon the students' local cultures (Haryati, 2017). It was also reported that there is a concentration on 'national' culture and little attention to aspects of culture beyond those already found in textbooks (Israelsson, 2017). In addition to the inadequate materials, it was also found that pre-service teachers under this study were not able to touch upon cultural topics because they had limited time to cover cultural content, as also reported by (Karbinar & Guler, 2013). It was majorly due to the fact that pre-service teachers under this study only participated in the teaching practicum for six to seven weeks.

Conclusion

This study was carried out to seek information on how well pre-service teachers' perceived understandings of ICC elements were and to what extent they practiced implementing ICC-related teaching strategies in EFL teaching during the teaching practicum program. The pre-service teachers under this study perceived that they understood ICC elements very well. However, when bringing them into practice, they admitted that they did not frequently implement ICC-related teaching strategies in their efforts to develop students' ICC. These findings suggest that very good understandings of a concept do not drive directly to good practices. It is important to note that the minimal integration of ICC-related teaching strategies was not solely caused by the understanding of the pre-service teachers. Rather, it was also possibly due to other factors such as inadequate learning sources and materials, restricted time, the abundance of curriculum, and different students' English proficiency.

Implications that this study has on ELT can be of three orientations. First, the elements of ICC which comprise knowledge, skills, and attitudes in the theories should be operationally designed to help pre-service teachers acquire the concepts of ICC elements and apply them into practice. It would minimize possible confusion among pre-service teachers regarding the gap between understanding the concepts of ICC and the practice. Second, cultural-related courses provided by the department might sufficiently facilitate ELT students to develop their ICC as merely English learners but not yet as English teachers. Hence, teacher education institutions need to widen the coverage of the attainment of culture-related course learning outcomes to develop students' ICC from merely as English learners to as English teachers. Besides, teacher educators' teaching strategies of developing ICC should function as role models for their students, namely EFL pre-service teachers, so that they can acquire and apply the strategies to their own teaching contexts in the future. Last, there is a need for providing sufficient support which is intended to improve pre-service teachers' skills to intensively learn how to prepare and design English instructions, choose appropriate learning sources and materials, and classroom management.

Several issues can be the topics of investigation in the future. First, given that the data collection process of this study was only two weeks waiting for the participants to fill in the questionnaires, it can be extended and replicated with other methods so as to involve bigger numbers of participants. A different type of study that can be extended from this study is a study that explores the effectiveness of cultural courses provided by the department in enhancing pre-service teachers' ICC level. In other words, future studies could be conducted to investigate whether or not cultural courses provided by the department can actually improve students' ICC; and to what extent their level of ICC can affect their implementation in EFL teaching. The last,

deeper exploration and further investigation involving English teachers who have longer experience in teaching, face-to-face interviews, and other instruments such as observation and teachers' self-reports are highly recommended for future researchers to obtain a more comprehensive account of EFL pre-service teachers' understanding and practice of ICC.

References

Baker, W. (2009). The cultures of English as a lingua franca. *TESOL Quarterly, 43*(4), 576-592. https://doi.org/10.1002/j.1545-7249.2009.tb00187.x

Baker, W. (2016). Culture and language in intercultural communication, English as a lingua franca and English language teaching: Points of convergence and conflict. In P. Holmes, & F. Dervin (Eds.), *The cultural and intercultural dimensions of English as a lingua franca* (pp. 70-89). Bristol: Multilingual Matters.

Banjongjit, B. & Atipat, B. (2018). Teachers' perceptions towards promoting intercultural communicative competence in the EFL classroom. *Journal of Language Education School of Liberal Arts, 25* (2), 76-97.

Byram, M. (1997). *Teaching and assessing intercultural communicative competence*. Clevedon: Multilingual Matters.

Byram, M. & Wagner, M. (2018). Making a difference: Language teaching for intercultural and international dialogue. *Foreign Language Annals,* 1–12, 5(1). https://doi.org/10.1111/flan.12319

Budharugsa, W. (2011). *A perception of Thai EFL teachers towards intercultural competence teaching: A study of secondary schools in Chiang Mai province* [Master's thesis, Mahidol University Thailand]. https://doi.nrct.go.th

Cahyono, B.Y. (2018). Culture and innovation in essay writing project: EFL students' perceptions. *Theory and Practice in Language Studies, 8*(11), 1433-1440. https://doi.org/10.17507/tpls.0811.07

Chau, T. H. H., & Truong, V. (2019). The integration of intercultural education into teaching English: what Vietnamese teachers do and say. *International Journal of Instruction, 12*(1), 441-456. https://doi.org/10.29333/iji.2019.12129a

Cheng, C. (2012). The influence of college EFL teachers' understandings of intercultural communicative competence on their self-reported pedagogical practices in Taiwan. *English Teaching: Practice and Critique, 11*(1), 164-182.

Choi, Y. (2016). *Cognition of Korean-English secondary school teachers about intercultural dimension in EFL teaching* [Master's thesis, University of Jyvaskyla Finland]. https://jyx.jyu.fi/dspace/handle/123456789/50357

Cogo, A. (2012). English as a lingua franca: concepts, use, and implications. *ELT Journal, 66*(1), 97-105. https://doi.org/10.1093/elt/ccr069

Creswell, J. W., & Guetterman, T. C. 2019. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (6th ed)*. Upper Saddle River, NJ: Pearson Education.

Deardorff, D. K. (2006). Identification and assessment of intercultural competence as a student outcome of internationalization. *Journal of Studies in International Education, 10*(3), 241-266. https://doi.org/10.1177/1028315306287002

Fang, F. (2017). World Englishes or English as a lingua franca: Where does English in China stand? *English Today*, *33*(1), 19-24. https://doi.org/10.1017/S0266078415000668

Fernández-Agüero, M., & Chancay-Cedeño, C. (2019). Interculturality in the Language Class–Teachers' Intercultural Practices in Ecuador. *RELC Journal, 50*(1), 164-178. https://doi.org/10.1177/0033688218755847

Fitriyah, U. (2020). Bringing students' home and foreign culture into language Classroom: Unveiling Indonesian EFL teachers' belief and practices. *Journal of English for Academic and Specific Purposes, 3*(1). 20-32. https://doi.org/10.18860/jeasp.v3i1.9770

Fitriyah, U., Retnaningdyah, P., & Munir, A. (2019). Intercultural communicative competence in ELT: Lecturers' perception and practice. *International Journal of English Teaching, 8*(1), 61-71. https://doi.org/10.15642/ijet2.2019.8.1.62-71

Galloway, N. (2017). *Global Englishes and change in English language teaching: Attitudes and impact*. New York: Routledge.

Gu, X. (2015). Assessment of intercultural communicative competence in FL education: A survey on EFL teachers' perception and practice in China. *Language and Intercultural Communication, 16(2)*, 254-273. https://doi.org/10.1080/14708477.2015.1083575

Hoff, H. E. (2014). A critical discussion of Byram's model of intercultural communicative competence in the light of bildung theories. *Intercultural Education, 25(6)*, 508-517. https://doi.org/10.1080/14675986.2014.992112

Idris, M., & Widyantoro, A. (2019). Intercultural communicative competence (ICC): What should Indonesian EFL teachers have related to ICC's elements?. *Journal of English Language Teaching and Linguistics, 4*(1), 67-76. ttp://dx.doi.org/10.21462/jeltl.v4i1.184

Jata, E. (2015). Perception of lecturer on intercultural competence and culture teaching time (case study). *European Journal of Interdisciplinary Studies, 3*(1), 197-201. https://doi.org/10.26417/ejis.v3i1.p197-201

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

Lazarevic, N. (2018). Assessment of intercultural communicative competence in pre-service English language teachers: Challenges and practices. *Teaching and Upbringing*, *67*(3), 471-487. https://doi.org/10.5937/nasvas1803471L

Li, G. (2016). Preparing culturally and linguistically competent teachers for English as an international language education. *TESOL Journal, 8*(2), 250-276. https://doi.org/10.1002/tesj.322

Liddicoat, A. J. (2017). Interpretation and critical reflection in intercultural language learning: Consequences of a critical perspective for the teaching and learning of pragmatics. In M. Dasli & A. Díaz (Eds.), *The critical turn in language and intercultural communication pedagogy: Theory, research and practice* (pp. 22-39). London & New York: Routledge

Lim, H. & Griffith, W.I. (2016). Developing intercultural communicative competence in foreign language learning. *Sociology and Anthropology 4*(11), 1030-1035. https://doi.org/10.13189/sa.2016.041110

Liu, J., & Fang, F. (2017). Perceptions, awareness and perceived effects of home culture on intercultural communication: Perspectives of university students in China. *System*, *67*, 25-37. https://doi.org/10.1016/j.system.2017.04.003

Matsuda, A. (2017). *Preparing Teachers of English as an International Language*. Britsol, UK: Multilingual Matters.

Mirzaei, A., & Forouzandeh, F. (2013). Relationship between intercultural communicative competence and L2-learning motivation of Iranian EFL learners. *Journal of Intercultural Communication Research, 42(3)*, 300-318. https://doi.org/10.1080/17475759.2013.816867

Morganna, R., Tarjana, S., & Sumardi. (2018). Teaching culture: The prevailing stance of Indonesian EFL teachers. *International Journal of Multicultural and Multireligious Understanding, 5*(4), 317-330. https://doi.org/10.18415/ijmmu.v5i4.169

Nambiar, R., Hashim, R. & Yasin, R. (2018). Impact of integrating local culture into language materials on communicative ability of Malaysian lower secondary learners. *The Southeast Asian Journal of English Language Studies, 24*(4), 13-26. https://doi.org/10.17576/3L-2018-2404-02

Newton, J., Yates, E., Shearn, S., & Nowitzki, W. (2015). Intercultural communicative language teaching: implications for effective teaching and learning. (pp. 1-90). Report to the Ministry of Education. http://www.educationcounts.govt.nz/publications/curriculum/76637/introduction

Odağ, O, Wallin, H.R., & Kedzior, K.K. (2016). Definition of intercultural competence according to undergraduate students at an international university in Germany. Journal of Studies in International Education, 20(2), 118–139. https://doi.org/10.1177/1028315315587105

Olaya, A. & Rodriguez, L. (2013). Exploring EFL pre-service teachers' experience with cultural content and intercultural communicative competence at three Colombian universities. *Profile: Issues in Teachers' Professional Development, 15*(2), 49-67.

Piątkowska, K. (2015). From cultural knowledge to intercultural communicative competence: Changing perspectives on the role of culture in foreign language teaching. *Intercultural Education, 26*(5), 397-408. https://doi.org/10.1080/14675986.2015.1092674

Purba, H. (2011). The importance of including culture in EFL teaching. Journal of English Teaching, 1(1), 44-56. https://doi.org/10.33541/jet.v1i1.51

Ratnasari D. (2018). The importance of cross-cultural understanding in foreign language teaching in the Asian context. *Jurnal Bahasa, Sastra, Seni dan Pengajarannya, 46(2),* 124-130. https://doi.org/10.17977/um015v46i22018p124

Renandya, W. A., & Widodo, H. P. (Eds.). (2016). *English language teaching today: Building a closer link between theory and practice*. New York: Springer. https://doi.org/10.1007/978-3-319-38834-2

Saldana, J. (2013). *The coding manual for qualitative researchers*. Thousand Oaks, CA :Sage Publications Inc.

Samovar, L., Porter, R., & McDaniel, E. (2012). *Intercultural Communication: A Reader (13th Ed.)*. Boston: Wadsworth Cengage Learning.

Saricoban, A. & Oz, H. (2014). Research into pre-service English teachers intercultural communicative competence (ICC) in Turkish context. *Anthropologist, 18*(2), 523-531. https://doi.org/10.1080/09720073.2014.11891570

Sercu, L. (2005). Foreign language teachers and the implementation of intercultural education : A comparative investigation of the professional self-concepts and teaching practices of Belgian teachers of English, French, and German. *European Journal of Teacher Education, 28*(1), 87-105. https://doi.org/10.1080/09720073.2014.11891570

Sifakis, N.C. & Bayyurt. Y. (2015). Insights from ELF and WE in teacher training in Greeceand Turkey. *World Englishes, 34*(4), 471-484. https://doi.org/10.111/weng.12150

Siregar, F.L. (2013). Making intercultural competence as the goal of English teacher education in a multicultural Indonesia: Some thoughts. *New English Teacher, 7*(1), 17-29.

Sunardi, Y. (2019). The importance of cross-cultural understanding in English Language Learning. The 3rd IICLLTLC, 1(1), 331-338. https://doi.org/10.17977/um015v46i22018p124

Tran, T. Q., & Duong, H. V. (2014). Culture teaching in English language teaching: Teachers' beliefs and their classroom practices. *Korea TESOL Journal, 11*(1), 207-223.

Vo, Q. (2017). Rethinking intercultural communication competence in English language teaching: A gap between lecturers' perspectives and practices in a Southest Asian Tertiary Context. *I-manager's Journal on English Language Teaching, 7*(1), 20-29. https://doi.org/10.26634/jelt.7.1.11404

Wello, M., Nur, S., & Azis, A. (2017). Intercultural communication at higher education context: Portraits and practices. International Journal of Language Education, 1(2), 8-16. https://doi.org/10.26858/ijole.v1i2.4310

Widiati, U. & Hayati, N. (2019). *Teacher Education for English as a Lingua Franca: How well prepared are Indonesian pre-service teachers to develop their future students' intercultural communicative competence? A study of English as a lingua franca* (pp. 77-93). London & New York: Routledge. https://doi.org/10.4324/9780203730522-5

Wintergerst, A.C. & McVeigh, J. (2011). *Tips for Teaching Culture: Practical Approaches to Intercultural Communication*. New York: Pearson Education.

Young, T. J., & Sachdev, I. (2011). Intercultural communicative competence: Exploring English language teachers' beliefs and practices. *Language Awareness, 20*(2), 81-98. https://doi.org/10.1080/09658416.2010.540328

Zacharias, N.T. (2014). Integrating EIL pedagogy in a pre-service teacher education program. *TEFLIN Journal, 25*(2), 217-231. http://dx.doi.org/10.15639/teflinjournal.v25i2/217-232

Zheng, J. (2014). Assessing intercultural communicative competence in college English teaching. International Journal of English Language Teaching,1(2), 73-77. https://doi.org/10.5430/ijelt.v1n2p73

Zhou, Y. (2011). *A study of Chinese university EFL teachers and their intercultural competence teaching [Doctoral dissertation,* University of Windsor, Ontario]. https://scholar.uwindsor.ca