



The Essence of Intercultural Competence in Teaching English as a Foreign Language in Indonesian Contexts

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**WHAT IS GLOBAL
ENGLISH?**



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**HOW IS ELT DONE
IN INDONESIA?**

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**WHAT IS
INTERCULTURAL
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04

**HOW TO SYNCHRONIZE ELT
IN INDONESIA WITH GLOBAL
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WHAT TO TALK



GLOBAL ENGLISH

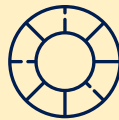


The use of English in various areas and fields commonly increases.



Out of the world's approximately 7.5 billion inhabitants, 1.5 billion speak English — that's 20% of the Earth's population. However, most of those people aren't native English speakers. About 360 million people speak English as their first language.
<www.babbel.com>

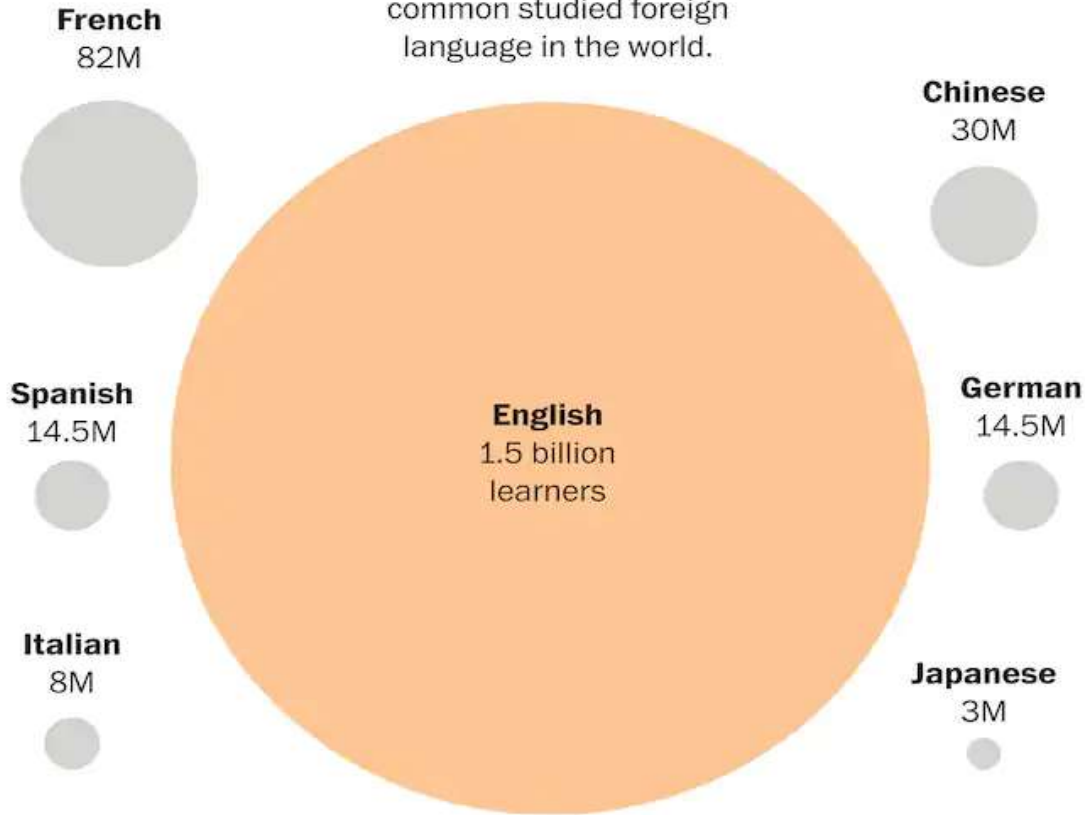
English, as considered as lingua franca (Jenkins, 2009) among people all over the world, has become a reality.



As the new varieties of English increase and have multiple numbers, there should be some impacts on English teaching.



English is by far the most common studied foreign language in the world.



ELT IN INDONESIA

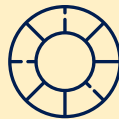


Transferring the knowledge of target language to learners, increasing language awareness is an commonly done in EFL teaching.



Understanding 'theory', or mastering the rules, fact it, is effortlessly done by learners, but hard for them to put it into 'practice'.

Practicing what they learn in classrooms is an obstacle for learners because of having lack of knowledge of sociolinguistic and socio-cultural contexts.



Having learned some formal, neutral and informal use of utterances, they still have problems in selecting the most appropriate utterances.



INTERCULTURAL COMPETENCE (IC)

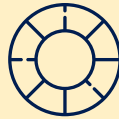


Most generally people define culture as something to do with a geographical location, for instance, with a city, the west coast, or the British Isles.



Peterson (2004) offers at least three analogies in order to have more elaborative concepts of culture: *a melting pot*, *a tree* and *an iceberg*.

Culture is a dynamic system of rules, explicit and implicit, established by groups in order to ensure their survival, involving attitudes, beliefs, norms, and behaviours shared by a group but harboured differently by each specific unit within the group, communicated across generations, relatively stable but with the potential to change across time (Matsumoto 2000).



Intercultural competence refers to the ability to understand the language and behaviour of the target community, and explain it to members of the 'home' community – and vice versa (Corbett 2003 in Harden 2011).





DESIRED EXTERNAL OUTCOMES: Behaving and communicating effectively and appropriately to achieve one's goals to some degree

DESIRED INTERNAL OUTCOME: Informed frame of reference/filter shift: Adaptability, flexibility, Empathy

Knowledge and comprehension: cultural self-awareness, deep understanding and knowledge of culture, culture-specific information, sociolinguistic awareness
Skills: to listen, observe, and interpret and to analyze, evaluate and relate

Requisite Attitudes: Respect, Openness, Curiosity and discovery

Pyramid Model of IC (adapted from Deardorff 2011)



SYNERGIES BETWEEN ELT AND IC

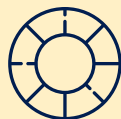


Realizing EIL, the orientation of teaching should aim to provide some activities in which learners could practice English in cross-cultural contexts.



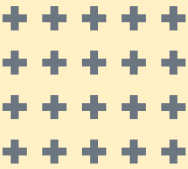
In communication, interlocutors need to have shared knowledge of the norms of their *act* as they do, *make* the things they make, and *interpret* their experiences in the distinctive way they do

The ability to communicate with others is not partially a matter of mastering a language usage. It deals with competencies holistically.



Promoting Intercultural Competence (IC) is more realistic and challenging. The learners will recognize various cultures from nations in which English is used as L1, L2, and FL





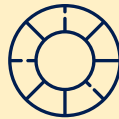
STEPS to Do

In increasing IC, learners should be facilitated to have knowledge of various cultures: general cultures, specific cultures, and behaviors



Teachers should apply both bottom-up and top down approaches

The learners are facilitated to find out other cultures relevant to the topics, those of the non-native speakers' varieties.



There should be supportive media





General cultures

Teaching materials are about the cultures of general principles, e.g., degree of formality. Sociolinguistic variable play important roles in this contexts

Behaviors

It deals with perceptions of other people's action. The teaching materials cover some topics, e.g. how people perform when realizing speech acts

Specific cultures

The teaching materials based on cultural mainstreams, e.g., the topic of Preparing Breakfast, the learners are facilitated to recognize specific ways of preparing Japanese breakfast



1

The teaching of English generally should match with the functions of English.

2

Another fact English as an International Language (EIL) has become a reality. So the coverage of teaching English in Indonesia becomes much broader, i.e., covering CC plus Intercultural Competence (IC).

3

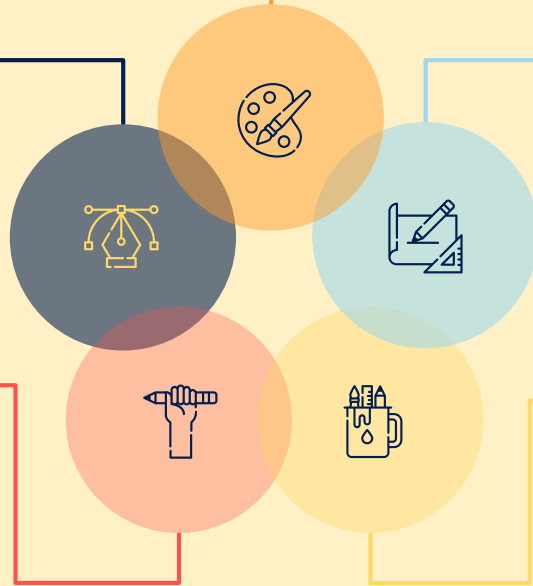
The teaching materials should cover all aspects of cultures from all over the globe.

5

The learners are not only able to understand what people talk, but also able to tell and share their local cultures with others from all over the world.

4

Teaching approaches, techniques and strategies should provide some relevant activities in which learners can optimally obtain knowledge of other cultures.





Thank you

