

Assessing EFL Teachers' Intercultural Communicative Competence (ICC) and Intercultural Sensitivity (IS)

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Abstrak

Mengembangkan kompetensi siswa mengenai komunikasi antarbudaya telah menjadi tujuan utama di abad ke-21. Beberapa penelitian menganggap bahwa seharusnya pengajaran bahasa asing meningkatkan kompetensi linguistik dan antarbudaya siswa, supaya mereka mampu berkomunikasi secara tepat dengan orang yang memiliki bahasa dan latar belakang budaya yang berbeda. Guru bahasa Inggris seharusnya berkompeten dalam komunikasi dan sensitivitas antarbudaya dikarenakan mereka memiliki peran kunci dalam meningkatkan kompetensi siswa terhadap komunikasi dan sensitivitas antarbudaya. Penelitian ini bertujuan meneliti tingkat kompetensi guru bahasa Inggris mengenai komunikasi dan sensitivitas antarbudaya, dan hubungan antara kompetensi komunikasi antarbudaya dan sensitivitas antarbudaya. Studi ini menggunakan pendekatan kuantitatif yaitu survei eksperimental dan studi korelasi sebagai disain penelitian. Data kuantitatif didapatkan melalui kuisioner yang diisi sendiri. Partisipan dalam studi ini berjumlah 73 guru bahasa Inggris. Dua kuisioner yaitu Penilaian Kompetensi Antarbudaya (AIC) dan Skala Sensitivitas Antarbudaya (ISS) telah disebar. Data dikelola menggunakan statistik deskriptif dan korelasi rank spearman. Hasil penelitian ini menunjukkan bahwa guru bahasa Inggris memiliki kompetensi komunikasi antarbudaya dan sensitivitas antarbudaya tingkat tinggi. Penelitian ini juga menunjukkan bahwa ada hubungan signifikan antara kompetensi komunikasi antarbudaya dan sensitivitas antarbudaya. Implikasi hasil dari penelitian ini dan saran untuk penelitian kedepannya telah dipaparkan.

Kata Kunci: kompetensi komunikasi antarbudaya (ICC), sensitivitas antarbudaya (IS), guru bahasa Inggris.

Abstract

In the 21st century, it has been the major intent to develop students' Intercultural Communicative Competence (ICC). Some studies believe that English language teaching must be enhancing students' intercultural skills in order to be able to communicate properly with people from different language and cultural backgrounds. EFL teachers as key roles in enhancing students' Intercultural Communicative Competence (ICC) and Intercultural Sensitivity (IS) must be interculturally competent and sensitive. This study aims to investigate the level of EFL teachers' ICC and IS, and the relationships between ICC and IS. It used a quantitative approach namely experimental survey and correlational study as the research design. Quantitative data were acquired through self-reported questionnaire. There were 73 EFL teachers as the participants of the study. Two questionnaires using AIC (Assessment of Intercultural Competence) ISS (the Intercultural Sensitivity scale) were distributed. The data were administered by using descriptive statistics and Spearman Rank Order Correlation (ρ). The findings of this study showed that the EFL teachers had high level of ICC and IS. It also showed that there was a significant relationship between ICC and IS. The implications of these findings as well as suggestions for further research were provided.

Keywords: Intercultural Communicative Competence (ICC), Intercultural Sensitivity (IS), EFL teachers.

INTRODUCTION

Due to the increasing globalization, English plays role in dealing with English as a global lingua franca. It takes major roles in cultural and lingual diverse countries, including Indonesia. English leads to the education field, especially foreign language instruction which aims at studying, going overseas, involving in international encounter, and improving career prospects. Baker (2011) has noted that using and studying language, including a knowledge of vocabulary, grammar and phonology involves acknowledging the sociocultural contexts. Bridging the sociocultural context signifies intercultural communication in which enables the language users to practice their knowledge regarding language and cultural dimension in diverse setting. It can be said that intercultural competence is expected to emerge in

language instruction considering "the concept of Intercultural competence in relation to foreign language studies and applied linguistics needs to be expanded to meet the realities of English used as a global lingua franca" (Baker, 2011, p. 198).

The importance of Intercultural competence in Education, particularly in English Language Teaching (ELT) field, has appeared in some studies. Tolosa et al. (2018) claim that using intercultural approach in language teaching fosters the pupils to communicate with others from different culture in appropriate way. The relevancy of intercultural teaching has increased, especially in plurilingual context, including Indonesia since it helps to achieve the educational objectives. It is in line with other previous studies which proposed by Liu and Fang (2017), Kiss & Weninger (2017), Porto, (2017) that intercultural competence is the significant ELT objective in

multicultural and multilingual contexts. Moreover, studies conducted by Byram (1997) and (Deardorff, 2009) also claim that the primary objectives of ELT is expanding EFL/ESL learners' intercultural communicative competence (ICC) by providing learners with knowledge regarding cultural differences and encouraging learners to be interculturally aware of their own culture and other cultures.

In the 21st century, it has been the major intent to develop students' ICC of English Language. Tolosa et al. (2018) believe that in today's multicultural world, foreign language teaching is not solely focused on linguistic task (understanding the way to communicate within the target language fluently and accurately), but also acquires communicative competence (understanding cultural assumptions, beliefs and practices). Some studies (Byram, 1997; Deardorff, 2004; Liddicoat & Scarino, 2013) also believe that foreign language teaching must be enhancing both students' linguistic and intercultural skills in order to be able to communicate properly with people from different language and cultural backgrounds. Practicing intercultural competence in language teaching field begins to accomplish the goal of Communicative Language Teaching (CLT) and Communicative Competence (CC) which emphasizes how to communicate beyond native speaker, considering the movement task of English as a global lingua franca (Tirnaz and Narafshan; 2018). Besides, it allows the learners how to avoid making incorrect assumptions on stereotyped values, beliefs and attitudes toward certain nations or regions (Byram; 1997).

Taking into account that intercultural communicative competence has gained a lot of attention in today's foreign language teaching, the teachers' role certainly could not be separated. Teachers' knowledge of intercultural competence and their ability to teach intercultural concepts through classroom learning have been found likely to affect the result of students' intercultural development (Ghanem, 2017; Weng; 2018). Language teachers are supposed to have cultural knowledge, positive beliefs and cultural skills within language classrooms since teachers as mediators between theoretical understandings and their application which is mentioned in the study of Tolosa et al. (2018). Belli (2018) asserts that as English language teachers, they must have intercultural sensitivity and intercultural competency to provide learners with the cultural knowledge and awareness towards other cultures for effective communication in the target language.

Despite ICC is crucial to be included in language instruction and language teachers are obligated to be interculturally competent, ICC in EFL context has been largely neglected (Tirnaz and Narafshan; 2018). Some previous studies (Sercu, 2006; Larzén-Östermark, 2008; Zhou, 2011) found that language teachers have not been applied ICC in their teaching classroom. Moreover, a study conducted by Alaei and Nosrati (2018) also found that Iranian EFL teachers still rather teach linguistic most of time, in spite of cultural teaching has gained attention by teachers. According to Cheng (2012) & Chao (2016), Taiwanese English language teachers' cultural self-awareness was not reflected in their teaching instruction.

Based on this inconsistency, it likely happened because the teachers tend to not challenge their intercultural understanding, and they do not completely determine their role to develop students' ICC.

EFL teachers have a significant role in promoting learners' ICC of English language. They are supposed to have high ICC level, considering "the teachers' own ICC is an indicator of their ICC teaching" (Alaei and Nosrati, 2018, p.2). If an English teacher has higher level of IC — which is a must—, the more willing they are to teach ICC to learners. By giving and practicing intercultural instruction in the language classroom, it allows the learners to be aware of today's intercultural issue and cultural diversity. It also helps them to open mind when they entail cross-cultural experiences. Hence, teachers should nurture learners' intercultural competence in order that learners are able to interact properly in linguistically, socio-linguistically, and pragmatically (O'Dowd; 2003).

Researchers have conducted studies to evaluate teachers' level of Intercultural Communicative Competence (ICC) and Intercultural Sensitivity (IS), such as studies by Alaei and Nosrati (2018) which investigated Iranian EFL teachers and Altan (2018) which investigated Turkish pre-service EFL teachers. Nevertheless, researchers have not investigated regarding Indonesian context in which likely has different result since factors such as ethnic background may affect teachers' ICC and IS levels (Alaei and Nosrati; 2018). A preliminary research conducted by Idris and Widyantoro (2019) results that many Indonesian EFL teachers are reluctant to incorporate ICC components in their teaching. Hesan et al., (2019) conducted a case study which investigate teachers' practice of intercultural integration in ELT at level of Indonesian university students. According to Abduh and Rosmaladewi (2018)'s study, the previous studies dealing with ICC which conducted in Indonesia are mostly focused on content analysis of the textbooks. Therefore, this current study intends to fill such gaps by investigating Indonesian EFL teachers' Intercultural Communication Competence (ICC) and Intercultural Sensitivity (IS) levels. This study also investigates about the interrelationship between Indonesian EFL teachers' ICC and IS

RESEARCH METHODS

This study was intended to examine the level of Indonesian EFL Teachers' Intercultural Communicative Competence (ICC) and Intercultural Sensitivity (IS) and its correlation between ICC and IS. To gather the answer of all the research questions, the non-experimental survey design was applied through a self-reported questionnaire. Survey research or also known as descriptive research allows the researchers to generate the respondents' opinion (Ary et al., 2010). The participants of this study assessed themselves regarding their attitudes or opinions toward ICC and IS. This study was conducted using a quantitative approach which is the most suitable design from a great number of individuals (Creswell, 2003). Descriptive statistics was used to examine the information from the gathered data. Besides, a study of correlation utilizing Spearman Rank Order Correlation (ρ) was administered

to analyze the data from EFL teachers' ICC and IS to determine the correlation between the variables.

The population of subjects of this present study were Indonesian EFL teachers, particularly Senior high school teachers in Jombang region, East Java. Based on the data given by subdivision of Education Authorities of Jombang district, there were 110 EFL teachers in total consisting of public and private schools in Jombang. The sample were assigned based on convenient sampling method that considered available participants who were willing to join in this study. There were 73 participants as the subject of the research. Although the sample might not represent the population, it gives helpful data for answering the research problems (Creswell, 2003).

The rationale behind choosing EFL Senior high school teachers as the subject of the study is the proper time for the teachers in preparing the students' ICC. By developing students' ICC skills, it gives a potential benefit towards the students who most likely continue to higher education or get a job. They are expected to be ready with the upcoming challenge after they graduate. Moreover, developing ICC skills to senior high school students is partly included in basic competence 3 (knowledge) and 4 (skill) in the 2013 curriculum for eleventh and twelfth graders. It is mentioned in third basic competence which about 'comprehending, applying and analyzing knowledge in factual, conceptual, procedural and metacognitive based on curiosity regarding art, culture...'; whereas, forth basic competence mentioned about behaving effectively and creatively.

For the instrument of this study, it used closed-ended questionnaires which are generally created and developed by the researchers of previous studies. There were two kinds of questionnaires: the ICC Questionnaire or AIC (Assessment of Intercultural Competence) and the Intercultural Sensitivity scale (ISS). All questionnaires used in English considering the participants were English teachers who are unlikely to have a problem with it. The questionnaires are also considered not including difficult terms or words.

The first research instrument was the modified AIC (Assessment of Intercultural Competence) which is derived from Zhou (2011) to answer the first research question. There are 20 items of the questionnaire, involving four dimensions which are knowledge dimension in five items, attitude dimension in four items, skill dimension in seven items, and awareness dimension in four items. Despite Zhou (2011)'s study applied six-point likert scale of items, this current study used five-point likert scale which is the same with Alaei & Nosrati (2018)'s study. It used favorable stated items which indicating that 1= very low, 2= low, 3= average, 4= high, 5= very high. The reducing scale into five scales as the previous study enable the researcher to compare the results between the previous study and the current study. Besides, five-point likert scale is mostly mentioned and applied in previous studies (Ary et al., 2010; Larson-Hall, 2010; Dillman, et al.). The cronbach's alpha score for 5 point likert scales questionnaire by Alaei & Nosrati (2018)'s study is 0.91 indicating that the items have high internal consistency.

The second research instrument used the Intercultural Sensitivity scale (ISS) questionnaire which is formed by Chen & Starosta (2000) to evaluate the second research question. There are 24 items questionnaire which is based 5-likert scale, including 1= very low, 2= low, 3= average, 4= high, 5= very high. The questionnaire consists of five factors which are seven items of interaction engagement factor, six items of respect for cultural differences factor, five items of interaction confidence factor, three items of interaction enjoyment factor, and three items of interaction attentiveness factor. Chen & Starosta (2002) had been confirmed for the validity and reliability of ISS questionnaire. The Cronbach's alpha coefficient score is 0.85 which indicating that the items have high internal consistency. Some previous studies (Su, 2018; Alaei & Nosrati, 2018; Altan, 2018) have applied ISS questionnaire to assess intercultural sensitivity.

Before collecting the data, a permission letter was delivered to the subdivision of Education Authorities of Jombang district to obtain English teacher data of public and private schools in Jombang. This present study used two ways in distributing questionnaires which are directly administered questionnaires (offline) and internet surveys (online). For directly administered questionnaire (offline), the researcher deliberately visited five schools in Jombang to distribute the printed three questionnaires along with an introductory letter to participate in the study. By meeting the respondents through face-to-face, the background information of this study was explained before the respondents started to complete the questionnaire. The respondents were requested to rate their knowledge, attitude and ability related to ICC and IS. If they had any question they would ask directly to the researcher. For the second way in distributing questionnaire which is internet surveys (online), the researcher constructed the original form of three questionnaires to the electronic version by using Google Form. The questionnaires, as well as an invitation of an introductory letter were sent to the respondents' individual contact number. With the help of respondents, the message was forwarded whether to their colleague or their group chat of EFL teachers in senior high school level. The time duration and place of the two ways in data collection procedure were tended to be unlimited. It took about three months that 73 filled-questionnaires were received. Finally, the obtaining responses were prepared to be analyzed.

The data analysis procedures started with descriptive statistics by the Statistical Package for Social Sciences (SPSS) to find out the research questions. The respondents' background data was computed with a descriptive analysis to summarize all characteristics of the respondents. Descriptive statistics (mean and SD) was administered for the first and second research questions. First, the respondents' results toward each section of ICC (knowledge, attitudes, skills, and awareness) and IS (intercultural engagement, respect for cultural differences, interaction confidence, intercultural enjoyment, and intercultural attentiveness) were computed using mean and SD. Then, the level of the ICC score or IS score was obtained by calculating the total mean score of the overall ICC dimensions' mean score and IS factors' mean score.

To interpret the score of ICC level, Oz & Saricoban (2014)' framework was used. Meanwhile, to interpret the score of IS level, it used Paige et al. (2003)'s reference. After interpreting the respondents' ICC and IS level, the total score of ICC and IS were used as the data to analyze the normality to ensure no violation of the assumptions. This study used Shapiro-Wilk test to assess the data normality which showed that both total score of ICC and IS were not significant, considering the significant value for total score of ICC was .016 and the significant value for total score of IS was .461. The result of the two scores were less than .05 which indicate the data are non-normal. Hence, it could be inferred that non-parametric test was suitable for this study, considering that the data was not normally distributed. Spearman Rank Order Correlation (rho) correlation was computed to correlate between the total of ICC and IS to examine a significant relationship between EFL teachers' ICC and IS.

RESULT AND DISCUSSION

This section is expected to answer the three research questions: (1) What are the Indonesian EFL teachers' level of Intercultural Communicative Competence (ICC)? (2) What are the Indonesian EFL teachers' level of Intercultural Sensitivity (IS)? (3) Is there a relationship between ICC and IS among EFL teachers?

Before revealing the result of the study, the teachers' background information is presented to support the result of the study. Seventy three (n=73) EFL teachers in Jombang completed the whole questionnaire of this study. Among them, 56.2% were female, and 43.8% were male. The majority of them (35.6%) were in age between 41- 45. There was none teacher who was between 21 and 25 age ranges. In terms of years of teaching experience, 63% of teachers had 16 years and above, and only 1.4% had 1-3 years. Regarding educational degree, 97.3% had bachelor's degree, 2.7% held a master and no one held a PhD. For their overseas experience, 76.7% had none, 12.3% had a week, 6.8% had a month, and 4.1% had more than a month. Table 1.1 of teachers' background information are presented below.

Table 1.1
Teachers' background information

Category	Subcategory	F	%
Gender	Female	41	56.2
	Male	32	43.8
Age	20-25	-	-
	26-30	6	8.2
	31-35	10	13.7
	36-40	20	27.4
	41-45	26	35.6
	46 and over	11	15.1
Years of Teaching	1-3	1	1.4
	4-6	4	5.5
	7-9	5	6.8
	10-12	2	2.7
	13-15	15	20.5
	16 and over	46	63.0
Degree	Bachelor	71	97.3

	Master	2	2.7
	PhD	-	-
Overseas Experience	None	56	76.7
	A week	9	12.3
	A month	5	6.8
	>A month	3	4.1

As the table presented above, half of EFL teachers (50.7%) were elders who were in early and late forties. Nearly all of them had a Bachelor's degree (97.3%) that can be inferred they had adequate knowledge and skills in teaching practice. Besides, they (86.2%) were professional teachers with over a decade of teaching experience. In terms of having overseas experience, the majority of the teachers had none; yet, almost a quarter of the teachers (23.2%) had visited abroad.

EFL teachers' level of Intercultural Communicative Competence (ICC)

This sub-section explores teacher's Intercultural Communicative Competence (ICC) which was aimed to answer the first research question. ICC questionnaire is divided into four dimensions, including knowledge, attitudes, skills, and awareness. The mean score and standard deviation of every item were computed for answering the first research question. The result are presented in the table 1.2.

Table 1.2
Mean Score and Standard Deviation of ICC

Items	M	SD
Dimension 1. Knowledge		
1	Being familiar with English culture	4.33 .579
2	Describing important event that have shaped English Cultures	3.58 .622
	Contrasting Indonesian and anglophone's communicative behaviors	
3	Describing the history of relationship between Indonesian and anglophone cultures	3.88 .526
4	Describing Indonesian event which perceived by anglophone	3.44 .552
Total		
5		3.48 .648
		3.74 .58

As the data revealed, the maximum level (4.3) of knowledge dimension was item 1 which is being familiar with english cultures. Meanwhile, the minimum level (3.4) of this dimension was item 4 which is describing the history of relationship between Indonesian and anglophone cultures, but even so, it still considered a high level. The mean total of this dimension was 3.74 which represented a high level.

Dimension 2. Attitude				Dimension 4. Awareness			
6	Being interested in unfamiliarity of anglophone cultures	4.70	.491	17	Demonstrating awareness as a 'culturally conditioned'	3.67	.579
7	Willing to understand the difference between Indonesian and anglophone behaviors	4.42	.551	18	Being aware of the diversity in anglophone cultures	4.47	.603
8	Being interested to what anglophone perceived toward an Indonesian event	4.60	.520	19	Demonstrating awareness of our own values which reflected in interaction with people from other countries	3.67	.502
9	Willing to question our values which perceived by people from other cultures	4.14	.481	20	Demonstrating awareness of our own values which reflected in interaction with people from other countries	3.63	.486
Total				Total			
		4.46	.51			3.86	.54
<p>The data displayed that the maximum level (4.7) of attitude dimension was item 6 which was being interested in unfamiliarity of anglophone cultures; whereas, the minimum level (4.4) was item 9 which is willing to question our values which perceived by people from other cultures. The mean total of this dimension was 4.4 which considered a high level.</p>				<p>As the data displayed, the maximum level (4.4) of awareness dimension was item 18 which is being aware of the diversity in anglophone cultures; whereas, the minimum level (3.6) of this dimension was item 20 which is demonstrating awareness of our own values which reflected in interaction with people from other countries. The mean total of awareness dimension was 3.8 which represented a high level.</p>			
Dimension 3. Skills				<p>The result of the first research question revealed that the teachers possessed a high level of Intercultural Communicative Competence (ICC) with the score 3.97 which was interpreted in Oz & Saricoban (2014)' frame of reference. The ICC score was obtained by calculating the total mean score of the overall ICC dimensions' mean score. The highest mean score among the four dimensions of ICC was teachers' attitude (M= 4.46). It was respectively followed by their awareness (M= 3.86), skills (M= 3.85) and knowledge (M= 3.74) which all indicated high levels. As the result showed that the teachers had a high ICC level, it had a resemblance to the findings of Zhou (2011), Saricoban & Oz (2014), and Alaei & Nosrati (2018). However, it was not in line with the findings of Nameni & Dowlatabadi (2018) which indicated that their participants had a moderate level.</p>			
10	Identifying the misunderstanding of interaction between Indonesian and anglophone	3.77	.698	<p>The findings of this current study regarding ICC dimensions partly were consistent with the other findings Zhou (2011), Nameni & Dowlatabadi (2018), and Alaei & Nosrati (2018) which showed that the knowledge dimension was the lowest score. On the contrary, Saricoban & Oz (2014) found that their participants' mean scores of knowledge dimension were higher than skill and attitude dimension. Zhou (2011) and Nameni & Dowlatabadi (2018) revealed that the participants had the highest level for attitude dimension which was in line with the present study. Meanwhile, Alaei & Nosrati (2018) revealed that the skill dimension is the highest score among the four dimensions. Considering the present study had a high score in attitude, it could be explained because of the participants' background. Indonesia people, to a great extent, have lived in unity despite the society has different cultures, ethnics, linguistics, and religions. Hence, the people have nurtured the ability of being open and compassionate toward others. Further, the reasons of teachers had a low score in knowledge could be the small amount of direct interaction with the anglophone people.</p>			
11	Adjusting proper behaviors when interacting with anglophone	3.84	.578				
12	Examining the unfamiliarity within oral and written communication	3.75	.521				
13	Being mindful to anglophone's background and reaction before forming the communication	3.49	.556				
14	Not immediately judging people from other countries						
14	Recognizing when Indonesian speak inappropriately to anglophone	4.53	.765				
15	Understanding an English document in its cultural context	4.04	.484				
Total							
16		3.59	.620				
		3.85	.60				
<p>The table showed that the maximum level (4.5) of skills dimension was item 14 which is not immediately judging when interacting with anglophone. For the minimum level (3.4) was item 13 which is being mindful to anglophone's background and reaction before forming the communication. The mean total of this dimension was 3.8 which represented a high level.</p>							

As suggested in teachers' background information, most of the participants (76.7%) had not travelled overseas. Besides, the other explanations could be the participants were not privileged with ICC knowledge or the participants had no opportunity to explore regarding ICC.

Considering in ELT field could allow the learners to develop ICC, the teachers must have a high ICC level. Their ICC reflects their ICC practices (Alaei & Nosrati, 2018). Zhou (2011) claims that teachers' ICC is associated with teachers' beliefs and practices in EFL teaching. They also claim that knowledge and awareness dimension are more impactful, rather than other dimensions (p.102). Thus, it is suggested for educators to construct curriculum and to provide textbooks regarding intercultural competence. The EFL teachers are recommended to gather in seminars, exchange programs and teacher training related to ICC.

EFL teachers' level of Intercultural Sensitivity (IS)

This sub-section reveals the teachers' Intercultural Sensitivity (IS) which was aimed to answer the second research question. There are 24 items in IS questionnaire which are categorized into five factors, involving engagement, respect for cultural differences, confidence, enjoyment and attentiveness. The mean score and standard deviation were computed in order to answer the second research questions. The result are presented in the table 1.3.

Table 1.3
Mean Score and Standard Deviation of IS

Items	M	SD
Factor 1. Interaction Engagement		
1 Enjoying to interact with people from other cultures	4.49	.503
11 Taking a moment before forming an impression of culturally different counterparts	2.85	.638
13 Being open-minded to people from distinct cultures	4.47	.668
21 Giving positive responses to culturally distinct people when interacting	3.93	.631
22 Not avoiding to deal with people from different cultures	4.22	.731
23 Using verbal or nonverbal cues to culturally distinct people	3.49	.690
23 Feeling enjoyed towards culturally differences	3.49	.690
Total		
24	4.05	.621
	3.92	.64

The data revealed that the maximum level (4.4) of interaction engagement factor was the first item which is enjoying to interact with people from other cultures. Meanwhile, the minimum level (2.8) was the

eleventh item which is taking moment before forming an impression of culturally different counterparts. The mean total of this factor was 3.9 which depicted a high level.

Factor 2. Respect for Cultural Differences

2	Not thinking about people from other cultures are narrow-minded	4.55	.646
7	Happy to be involved with other cultures	4.81	.490
8	Respect of people's values from different cultures	4.55	.501
16	Respect of the way culturally distinct people act	4.52	.556
18	Accepting opinions from culturally distinct people	4.74	.501
20	Not thinking about our culture is better than others	4.01	.874
	Total	4.53	.59

The data displayed that the maximum level (4.8) of respect for cultural differences factor was item 7 which is happy to be involved with other cultures; whereas, the minimum level (4.0) was item 20 which is not thinking about our culture is better than others. The mean total of this factor was 4.53 which considered a very high level.

Factor 3. Interaction Confidence

3	Trusting ourselves when interacting with culturally distinct people	3.78	.534
4	Not having difficulties when interacting with culturally distinct people	3.74	.817
5	Knowing what to say when interacting with culturally distinct people	3.56	.764
6	Being sociable when interacting with culturally distinct people	3.88	.666
10	Feeling confident when interacting with culturally distinct people	3.95	.664
	Total	3.78	.68

The data presented that the maximum level (3.9) of interaction confidence factor was item 10 which is feeling confident when interacting with culturally distinct people; meanwhile, the minimum level (3.5) of this factor was item 5 which is knowing what to say when interacting with culturally distinct people. The mean total of this factor was 3.7 which depicted a high level.

Factor 4. Interaction Enjoyment

9	Getting pleased when interacting with people from other cultures	4.56	.601
12	Being encouraged when being with culturally distinct people	4.56	.527
15	Feeling useful when interacting with culturally distinct people	4.10	.748
Total		4.40	.62

The data showed that there were two high equal levels (4.5) of interaction enjoyment factor which were item item 9 and 12. For the lowest of this factor (4.1), it was item 15. The mean total of this factor was 4.4 which depicted a high level.

Factor 5. Interaction Attentiveness

14	Being observant when interacting with culturally distinct people	4.04	.735
17	Trying to get much information when interacting with culturally distinct people	4.18	.536
19	Being sensitive to culturally distinct people's subtle meaning	3.52	.835
Total		3.91	.70

As the data presented, the maximum level (4.1) of interaction attentiveness was item 17 which is trying to get much information when interacting with culturally distinct people; whereas, the minimum level (3.5) of this factor was item 19 which is being sensitive to culturally distinct people's subtle meaning. The mean total of this factor was 3.9 which indicated a high level.

The result of the second research question revealed that the teachers possessed a high level of Intercultural Sensitivity (IS) with the score 4.1 which was interpreted by applying Paige et al. (2003)'s framework. The IS score was obtained by calculating the total mean score of overall IS factors' mean score. The highest factor of IS was respect for cultural differences with the mean score 4.53 which was considered a very high level of score. This was respectively followed by interaction enjoyment (M= 4.40), engagement (M= 3.92), attentiveness (M= 3.91) and confidence (M= 3.78) which indicating high levels. Considering the teachers had a high IS level in this current study, it was in line with the findings of previous studies by Alaei & Nosrati (2018) and Altan (2018). Meanwhile, this study was conflict with the findings of Nameni & Dowlatabadi (2018) which the participants had a moderate level of IS.

Regarding the IS factors, the findings of current study, to the large extent, was consistent with Alaei & Nosrati (2018) in which presented that the highest score for respecting cultural differences and the lowest for interaction confidence. On the contrary, Altan (2018) found out that the participants had a low score for

interaction attentiveness. Whereas, Jantawej (2011) showed that interaction attentiveness was the highest score among the other factors. As the result of the current findings that the teachers had a high score in respecting cultural difference factor, it was indicated that they are open-minded and compassionate to the other cultures of people. This repeatedly was because to the fact that the participants are accustomed to such diverse conditions and the country is multi-cultural and multi-ethnic. Furthermore, the rationale behind interaction confidence as the lowest score of IS factors could be the lack of knowledge. The other rationale could be similar with the other language users' issues which is anxiety of making mistakes. Being anxious of resulting awkwardness and embarrassment is also included.

The Relationship between Intercultural Communicative Competence (ICC) and Intercultural Sensitivity (IS)

This section explains the relationship between ICC and IS which was intended to answer the third research question. Each section of ICC and IS were correlated using Spearman correlation (Table 1.4) before correlating between the total of ICC and IS (1.5).

Table 1.4
The relationship between each section of ICC and IS

		Enga geme nt	Resp ect	Confi dence	Enjo ymen t	Attent iveness
Kn owl edge e	Spea rman 's rho Sig.(2- tailed)	.311*	.210	.547*	.461*	.437*
Atti tud e	Spea rman 's rho Sig. (2- tailed)	.007	.074	.000	.000	.000
Ski lls	Spea rman 's rho Sig. (2- tailed)	.513*	.551*	.414*	.483*	.451*
		.154	.398*	.442*	.301*	.354*
		.194	.000	.000	.010	.002

Aw are nes s	Spea rman 's rho	.648*	.362*	.590*	.628*	.373
	Sig. (2- tailed)	.000	.002	.000	.000	.001

Note: N: 73

*Correlation is significant at the 0.05 level (2-tailed)

As it is presented in Table 1.4, the Spearman Rank Order Correlation (rho) was computed to investigate any significant correlation between EFL teachers' ICC levels and IS level:

- The knowledge dimension had significant relationships with: interaction engagement factor ($r(73) = .31, p < .05$, representing a medium correlation), interaction confidence factor ($r(73) = .54, p < .05$, indicating a large correlation), interaction enjoyment factor ($r(73) = .46, p > .05$, representing a medium correlation) and interaction attentiveness factor ($r(73) = .43, p < .05$, representing a medium correlation). However, there was no significant relationships with respecting cultural differences factor ($r(73) = .21, p > .05$, indicating a small correlation).
- The attitude dimension had significant relationships with: interaction engagement factor ($r(73) = .51, p > .05$, representing a large correlation), respecting cultural differences factor ($r(73) = .55, p < .05$, representing a large correlation), interaction confidence factor ($r(73) = .41, p < .05$, representing a medium correlation), interaction enjoyment factor ($r(73) = .48, p < .05$, representing a medium correlation), and interaction attentiveness factor ($r(73) = .45, p < .05$, representing a medium correlation).
- The skill dimension had significant relationships with: respecting cultural differences factor ($r(73) = .39, p < .05$, representing a medium correlation), interaction confidence factor ($r(73) = .44, p < .05$, representing a medium correlation), interaction enjoyment factor ($r(73) = .30, p < .05$, representing a medium correlation) and interaction attentiveness factor ($r(73) = .35, p < .05$, representing a medium correlation). However, it did not show any significant relationships with interaction engagement factor ($r(73) = .15, p > .05$, representing a small correlation).
- The awareness dimension had significant relationships with: interaction engagement factor ($r(73) = .64, p < .05$, representing a large correlation), respecting cultural differences factor ($r(73) = .36, p < .05$, representing a medium correlation), interaction confidence factor ($r(73) = .59, p < .05$, representing a large

correlation), interaction enjoyment factor ($r(73) = .62, p < .05$, representing a large correlation) and interaction attentiveness factor ($r(73) = .37, p < .05$, representing a medium correlation).

Table 1.5
The relationship between ICC and IS

		Total ICC	Total IS
Total ICC	Spearman's rho Sig. (2-tailed)	1	.632* .000
Total IS	Spearman's rho Sig. (2-tailed)	.632* .000	1

*Correlation is significant at the 0.05 level (2-tailed).

As the table presented above, it is indicated that ICC and IS had a significant relationship considering, $p = .000 < .005$. It is also indicated that there was a large, positive correlation between ICC and IS $r = .63$, with a high ICC level that associated with a higher IS level.

The result of this study was consistent with the findings of Sarwari and Wahab (2017), Mukheimer (2019) and Alaei & Nosrati (2018). All ICC dimensions and IS factors are significantly correlated to each other, except for knowledge dimension with respecting cultural difference factor and skill dimension with interaction engagement factor. This study showed that the score of IS level is higher than ICC score which was in line with Mukheimer (2019) and Nameni & Dowlatabadi (2018). Besides, this findings of this current study supported the claim by Chen & Starosta (2000) that ICC and IS are correlated to each other despite the distinct ideas.

This study again can be noted that the higher level of EFL teachers' ICC, the more level of their IS would be. In other words, the more they are interculturally sensitive (being open-minded and appreciating the differences), the bigger chance they communicate appropriately and effectively with culturally distinct people. Both intercultural communicative competence and intercultural sensitivity contribute the success of intercultural interaction. ICC and IS are distinct concepts, but they are closely related to each other (Chen and Starosta, 2000). A study conducted about the relationship between ICC and IS by Sarwari and Wahab (2017) results that ICC and IS have mutual effects on each other.

CONCLUSION AND SUGGESTION

Conclusion

Regarding the results and discussion revealed, three conclusions could be drawn. Firstly, it is noted that Indonesian EFL teachers possessed a high level of Intercultural Communicative Competence (ICC). The participants also had high levels in all four ICC dimensions with the highest level for attitude dimension and the lowest level for the knowledge dimension.

Secondly, Indonesian EFL teachers perceived that their Intercultural Sensitivity (IS) were in high level. The participants had the highest level in respect for cultural differences factor with the score considered a very high level. The rest of their IS factors possessed high levels which were factor of interaction enjoyment, interaction engagement, interaction attentiveness, and interaction confidence respectively.

Thirdly, the present study shows that ICC and IS had a significant relationship with largely strength of correlation. It is noted that the higher level of EFL teachers' ICC, the more level of their IS would be. In other words, the more they are interculturally sensitive (being open-minded and appreciating the differences), the bigger chance they communicate appropriately and effectively with people from other cultural backgrounds. Both ICC and IS allow the language users to achieve the goal of effective intercultural interaction.

Suggestion

In terms of the findings of the study, there are some recommendations for EFL teachers, education program designers and future studies: Firstly, considering that Indonesia is known as a multi-cultural nation, how people nowadays are exposed to globalization in the digital era, and how the language and cultural aspects are correlated, it is expected for foreign language teachers to be interculturally competent and to provide intercultural development in their language teaching practice. Secondly, for education program designers, they are suggested to construct curriculum and provide textbooks regarding Intercultural competence development in which associating the local, nationwide and worldwide cultures for the of education development. They might gather the EFL teachers in joining seminars, exchange programs, teacher training, etc. Thirdly, although this study offers insights about EFL teachers' ICC and IS level in Indonesian context, it had some limitations. Those are the small sample of subjects and the findings were based on the subjects' own assessment, not their actual behaviors. The larger sample size and conducting such an observation are recommended for future studies that may provide more valid results. It is suggested for the future researcher for conducting or combining different techniques, methods and subjects that might have a different result. Furthermore, as this study found out about Indonesian teachers' ICC and IS level, the next future study is also suggested to find out deeper insights regarding their authentic and practical language teaching in incorporating Intercultural Competence.

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