

Strategies and Practices for Cultivating Intercultural Communicative Competence in English as a Second Language Education

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Abstract: Cultivating intercultural communicative competence in English as a second language is essential in improving cross-cultural communications and understanding the diversity between cultures. Our study seeks to examine the strategies and practices for cultivating intercultural communicative competence in English as a second language education. We adopted a mixed methods approach involving qualitative and quantitative methods on a sample size of 80 participants recruited from the Shanghai Foreign Language School. Participants were required to complete the Intercultural Communication Competence Scale before and after the study. The findings showed that integrating new media such as social media and online discussions exposed participants to diverse cultural content and increased engagement. Micro-courses offered focused learning on specific cultural aspects and improved knowledge retention. The flipped classroom fostered student autonomy and deeper exploration of cultural topics in class discussions, and situational teaching focusing on practical application and communication skill development was effective. In summary, a combination of interactive, application-oriented strategies and practices alongside focused learning resources can be beneficial for developing intercultural communicative competence in English as second language.

Keywords: English, Culture, Intercultural Communicative Competence, Media, and Teaching

1. INTRODUCTION

Cultural differences and cultural conflicts in the modern society has led to the emergence of difficulties and teaching of English as a second language (Farooq et al., 2020). The cultivation of intercultural communicative competence is a major drawback in cultivating compound English and competence in the modern world of globalisation. The constant and fast development of social economies with the pace of globalisation has allowed various individuals and cultures around the world

to communicate frequently with the adoption of foreign languages such as English (Shiri, 2015). Language constitutes a significant element of culture and its mainly influenced by culture since it is a reflection of culture. Learning language involves understanding the cultural beliefs and practices of its culture and vice versa since understanding culture requires the understanding of language. Hence, the complete understanding of each other's cultural origins, beliefs and practices is a critical factor in ensuring successful intercultural communication (Houghton, 2014). Cultural differences between different countries or communities are a reflection of the mutual coexistence of connectivity and differences. Takada (2013) proposes that the entire process of meaningful construction is not a product of passive reflections of learning language but the dynamics associated with the learning process. According to Bonvillain the basis of learning language is to communicate. Effective communication requires grammar, authentic pronunciation, vocabulary and the cultural basis behind the language (Bonvillain, 2019). Hence, language communication is based on intercultural communication of several individuals who are drawn from diverse societies which highlights the significance of cultivating intercultural communication competence in teaching of English language. Learners of foreign languages are required to have adequate understanding of the cultural origin of the language and the differences between the customs of a particular foreign language and their native language based on various aspects. According to Xu (2020) the broad sense of culture consists of the unique beliefs, technologies, goals and institutions of a society. Language is a significant part of culture used in conveying culture based on words. American linguists such as Sapir postulated that there is something behind language, which is culture language cannot exist without culture. It is because, language of a particular society or nation consists of their cultural origin and history reflecting their native way of life and thought processes on life. The improvement of colleges and institutions in teaching English forms a crucial element in improving cross-cultural communication capacity of students and future individuals in coping, meeting and achieving the demands of globalisation. Knowledge is contextual and involves the utilisation of backgrounds, activities, cultures and situations to refine the development of English educators in learning institutions. Conventional oral teaching of English does not focus on the habits and customs of language leading to inappropriate English speaking (Avgousti, 2018). Language learners from diverse cultures are often faced

with distinct thought processes, behaviours, and customs arising from their cultural upbringing (Byram et al., 2013). Therefore, when English educators teach the language to students, these factors have adverse influences and form barriers to communication and instructions of learning English as a second language. According to Chomsky the idea of communicative competence refers to the “ideal speaker-listener knowledge of their language (Chomsky, 2014).” Furthermore, Hymes proposed that “communicative competence” refers to the communicative capacity or ability that extends beyond the interpretation of grammar (Hymes, 1971). In China, intercultural communicative competence has been proposed as a critical element of English as a foreign language for students involved in higher education due to the current waves of modernisation and globalism Yang (2023). In the early 2000’s bilingual education has gained attraction and popularity in China across all levels of education. In the works of Byram et al. “cultural turn” was a phrase that was used in reference to the number of English educators after realising the significance of intercultural communicative competence since the emergence of communicative approaches and communicative language teaching in the 1970’s (Byram et al., 2013). Cultural turn was adopted based on the fundamentals of teaching foreign language learners the importance of lingua franca. Li and Yao proposed an advantage in teaching intercultural communicative competence because it improves competency of languages and communication across various cultures (Li & Yao, 2014). Liu and Su found that John Dewey an American educator was acknowledged with the discovery of task-driven teaching approaches which was referred to as “Learning by Doing” (Liu & Su, 2018). The teaching approach requires an increased adoption of student-led learning approaches compared to traditional teacher-led approaches. Students have the capacity to demonstrate learning competencies by completing particular course tasks and when supplemented with intercultural communicative competencies, the language proficiency of students is significantly improved. Xu found that the teaching of English as foreign language involves the intercultural consciousness and intercultural communicative competence (Xu, 2020). Cultivating intercultural consciousness and intercultural communicative experience among learners requires an increased comprehension of their history, localities, geography and customs, traditional habits, art, literature, norms and lifestyle of the foreign countries. The new media comprises of all communication media such as television sets, mobile phones, magazines

and virtual communities (Monika et al., 2020; Shuter, 2012; Zilola et al., 2019). The dominance of new media has shaped the views and perceptions of individuals in transmitting information and their ways of lives. Application of multimedia network technologies offers a significant platform and opportunity for training of intercultural communication competence in improving and enriching the means of communication, efficiency of training, increased availability of learning materials and increasing motivation in learning (Pudikova et al., 2019). The rationale of our study is to expound on the existing studies and propose suitable strategies that can be used by learners of foreign languages such as English. We contribute to the existing knowledge on language and culture. Learning involves psychological processes, social and tool-enhanced cooperative process. Our main objective is to explore the strategies and practices for cultivating intercultural communicative competence in English as a second language education.

2. METHODS

2.1 Study Design

Our study adopted a mixed methods approach involving qualitative and quantitative techniques. The study design was selected due to the ability to assess the effectiveness of the strategies and the experiences reported by the students from participating in these strategies. The quantitative approach involved a pre-test and a post-test design that assessed the improvement in intercultural communicative competence after implementation of each strategy. In contrast, the qualitative aspect involved focus group discussions with students after undergoing each strategy.

2.2 Participants and Sample Size

The study recruited 80 participants from the Shanghai Foreign Language School, Shanghai. The participants were mainly drawn from various Chinese communities consisting of 55 males and 25 females who were aged at least 16 years and were interested in learning English as a second language. All participants voluntarily agreed to undertake the study and the data collected were solely for research purposes and any personal identifiers were removed from the study. Furthermore, participants were allowed to withdraw from the study at any given time if they felt uncomfortable and no penalties were issued.

2.3 Procedure

After the recruitment of participants, the research was based on implementing four specific strategies and observing related practices for cultivating intercultural communication competence. These strategies were designed as follows; (1) New Media Integration involving incorporating various new media tools (e.g., social media platforms, educational apps, online videos) into the curriculum; (2) Micro-course Design consisting of short, focused learning modules. In this study, micro-courses specifically targeted aspects of American and British cultures relevant to communication (e.g., nonverbal communication styles, humour, greetings); (3) Flipped Classroom Approach which reversed the traditional lecture-based approach. Students would access pre-recorded lectures or materials (related to American and British cultures) outside of class; and (4) Situational Teaching which emphasizes real-world communication scenarios. Participants were issued with an information sheet containing details about the study before completing the consent forms that allowed them to participate in the study.

The study was conducted for 6 months from September 2023 to February 2024 and participants were required to complete the Intercultural Communication Competence Scale before and after the study. The Intercultural Communication Competence Scale assessed three core dimensions of cognitive, affection and behavioural aspects that were measured on a Likert Scale (Gonçalves et al., 2020). The ICCS scores were then calculated based on the students' responses across all the items. Lastly, all participants were debriefed and issued a Thank You note for undertaking the study.

2.4 Data Collection

Quantitative data was obtained by administering the Intercultural Communication Competence Scale before and after implementing each strategy (New media, Micro-course, Flipped classroom, Situational Teaching). Qualitative data was obtained from thematic analyses of the focus group discussions with a selected section of students after undergoing each strategy or all of the proposed strategies and interventions. Their perceptions of the challenge, learning outcomes and effectiveness of these programs were obtained and recorded. Furthermore, we observed the creation of language environment and selection of oral textbooks as practices driven towards cultivating intercultural communicative competence.

2.5 Data Analysis

All data were collected and converted into MS Excel Sheets before importing into GraphPad Prism for detailed quantitative analyses. Descriptive statistics were presented as mean \pm standard deviation for normally distributed data. Categorical data were presented as percentages or frequencies. In all analyses, statistical significance was inferred at $p < .05$. Independent samples t-test was used to compare the pre-test and post-test scores on the Intercultural Communication Competence Scale.

3. RESULTS

The study involved 80 participants (100%) from the Shanghai Foreign Language School, with a nearly two-thirds majority being male (55, 68.8%) and the remaining participants identifying as female (25, 31.3%). The average participant age was 17.8 years old with a standard deviation of 1.5 years (See Table 1).

Table 1: Demographics Profile of the Selected Participants Based on Gender and Age

Characteristic	Frequency (n)	Percentage (%)	Mean (SD)
Gender			
Male	55	68.8	
Female	25	31.3	
Age			17.8 (1.5)

In Figure 1, the Intercultural Communication Competence Scale (ICCS) scores showed a potential improvement, with participants averaging 63.4 points ($SD \pm 8.4$) on the pre-test and increasing to 75.2 points ($SD \pm 10.8$) on the post-test ($t(78) = 3.87, p = 0.002$).

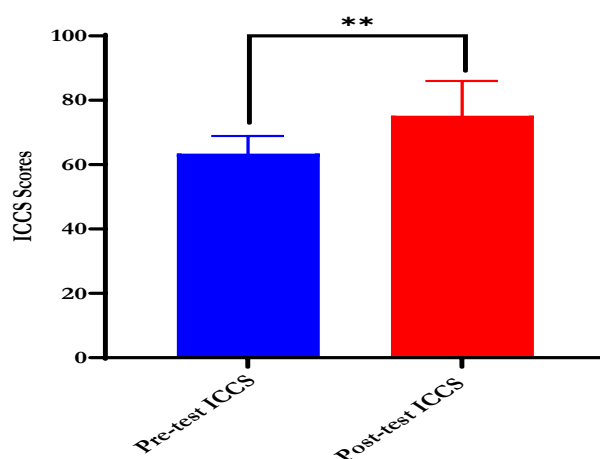


Figure 1: Overall Differences in the Pre-Test and Post-Test ICCS Scores, $**p < .01$.

In Table 2, the implemented strategies showed varied impacts on Intercultural Communication Competence (ICC) scores. Following New

Media Integration, the average ICC score increased from 68.4 (standard deviation ± 12.1) to 71.5 (standard deviation ± 10.9), with a statistically significant improvement ($p = 0.017$). Micro-course Design resulted in a smaller increase (71.5 to 73.8) and did not reach statistical significance ($p = 0.072$). The Flipped Classroom Approach demonstrated the strongest positive effect, with scores rising from 73.8 to 77.2 ($p = 0.002$). Similarly, Situational Teaching led to a significant increase in ICC scores, from 77.2 to 79.1 ($p = 0.007$).

Table 2: Pre-Test and Post-Test Scores on the Intercultural Communication Competence Scale.

Strategy	Pre-Test Mean (SD)	Post-Test Mean (SD)	T-Value	Df	P-Value	Significance
New Media Integration	64.4 (4.1)	71.5 (3.4)	2.45	78	0.017	Significant
Micro-Course Design	70.5 (5.5)	73.8 (6.1)	1.82	78	0.072	Not Significant
Flipped Classroom Approach	70.8 (2.8)	77.2 (3.5)	3.14	78	0.002	Significant
Situational Teaching	71.2 (2.4)	79.1 (1.2)	2.78	78	0.007	Significant

Note: SD = Standard Deviation. The Differences between Pre-Test and Post-Test were Determined based on an Independent Samples T-Test.

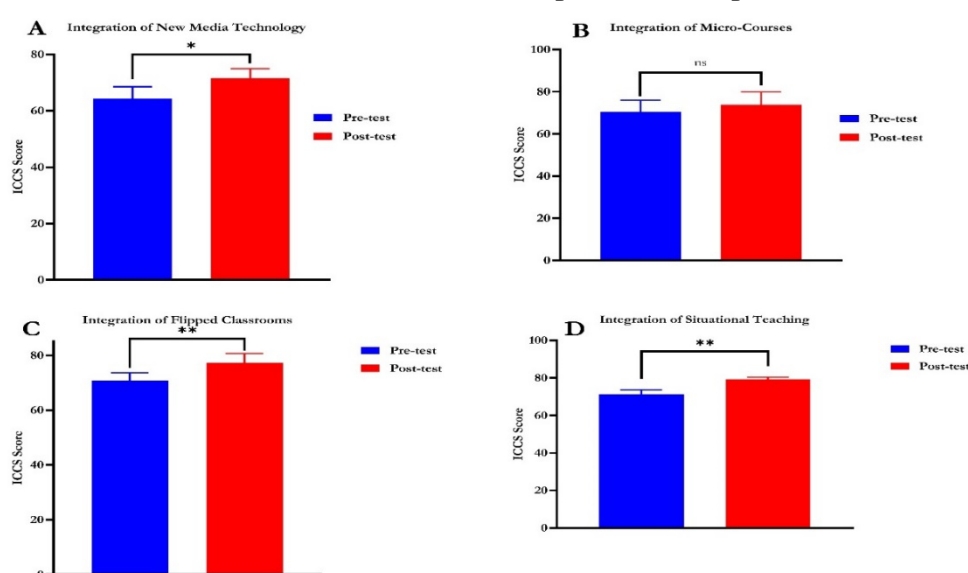


Figure 2: Standard Bar Charts showing the Pre-test and Post-test scores on the Intercultural Communication Competence Scale Scores on Integration of New Media Technology (A), Micro-Courses (B), Flipped Classrooms (C), and Situational teaching (D) based on Independent Samples t-test, * $p < .05$, ** $p < .01$, *** $p < .001$.

Table 3: Qualitative Theme and Participant Quotes from Integration of New Media Strategy

Theme	Description	Exemplar Quotes
Enhanced Cultural Awareness Through Authentic Content	Exposure to diverse cultural content (e.g., social media posts, online videos) broadened students' understanding of American and British cultures beyond traditional textbooks.	"Seeing real people interact on social media platforms like TikTok gave me a sense of everyday life in America, something textbooks can't offer."
Increased Motivation and Engagement	Interactive features of new media tools (e.g., online discussions, polls) fostered active participation and made learning about different cultures more engaging.	"The online discussions with native speakers on Instagram were great! It felt like a real conversation, not just a classroom exercise."
Challenges wth Information Overload	Participants expressed concerns about the overabundance of information on various platforms and the need for strategies to distinguish reliable sources.	"There's so much stuff online, it's hard to know what's real and what's not. Maybe teachers could help us assess the credibility of online content."

In Table 3 and Figure 3, new media integration exposed participants to diverse cultural content (e.g., social media, videos) increasing cultural awareness (e.g., "TikTok gave a sense of everyday life"). Interactive features boosted engagement (e.g., "discussions felt real"), but information overload presented a challenge (e.g., "hard to know what's real").

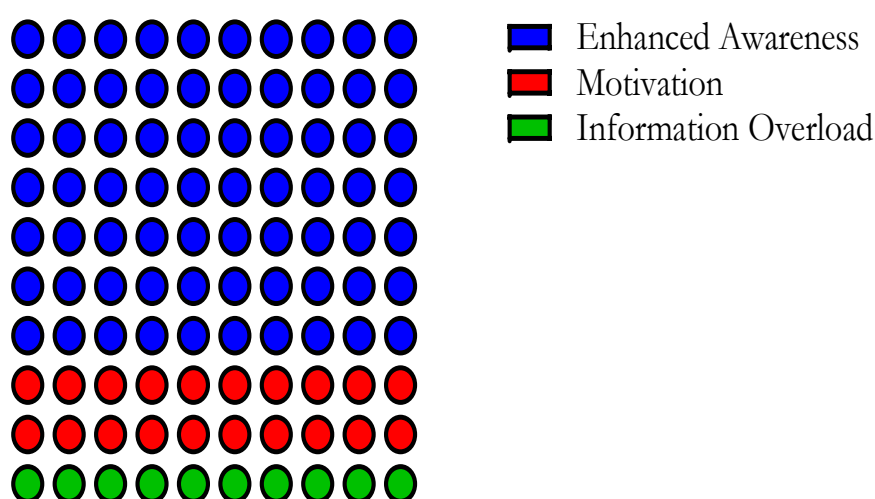


Figure 3: A Dot Plot of the Distribution of the Participant Responses and Emerging Themes (Enhanced Awareness, Increased Motivation and Information Overload) from the Integration of New Media Technology.

Table 4: Micro-Course Design

Theme	Description	Exemplar Quotes
Focused Learning on Specific Cultural Aspects	Micro-courses allowed participants to delve deeper into targeted cultural topics (e.g., nonverbal communication styles, humor) relevant to intercultural communication.	"The micro-course on American humor was really helpful. Now I understand why some jokes I heard in movies never landed with me."
Improved Knowledge Retention	Concise and focused delivery of cultural information in micro-courses facilitated better knowledge retention compared to traditional lectures.	"The micro-courses were short but packed with information. It was easier to remember things compared to those long lectures we used to have."
Desire for More Interactive Elements	Some participants expressed a desire for more interactive activities or quizzes within the micro-courses to enhance engagement.	"The micro-courses were informative, but adding some interactive quizzes or games could make them even more engaging."

In Table 4 and Figure 4, micro-courses offered targeted learning on cultural aspects (e.g., humour), improving knowledge retention ("easier to remember"). However, some participants desired more interactive elements ("interactive quizzes") for increased engagement.

Important Themes Obtained from the Integration of Micro-courses

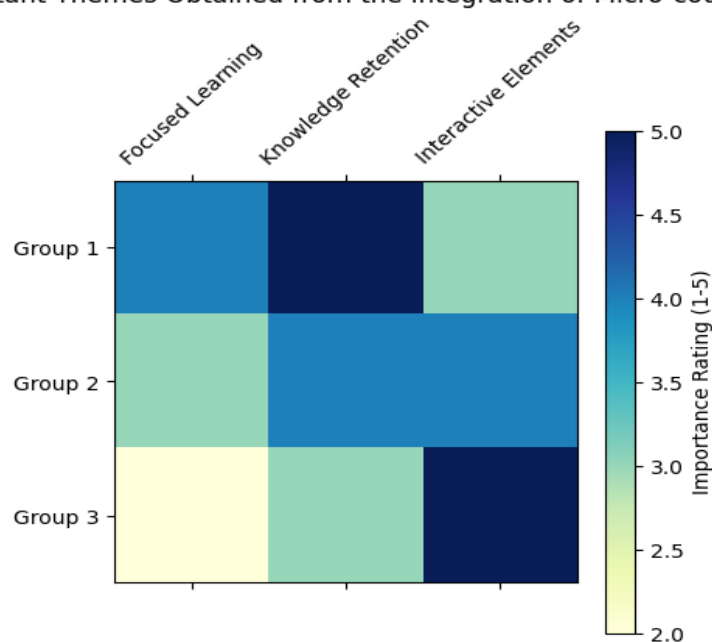


Figure 4: A Heatmap of the Important Themes Obtained from the Integration of Micro-Courses based on Three Focus Group Discussions on an Importance Scale Rating of 1 to 5.

Table 5: Flipped Classroom Approach

Theme	Description	Exemplar Quotes
Increased Student Autonomy and Self-Directed Learning	Pre-recorded lectures and materials outside of class allowed students to learn at their own pace and revisit topics when needed.	"The flipped classroom approach gave me more control over my learning. I could watch the lectures multiple times if I needed to."
Deeper Exploration of Topics In Class	Classroom time shifted from passive lectures to interactive discussions and activities, allowing for a deeper understanding of pre-learned cultural concepts.	"The in-class discussions after watching the lectures were great. We could ask questions and really dig deeper into the cultural topics."
Challenges with Time Management	Some participants mentioned difficulty managing their time outside of class to access and complete pre-recorded materials.	"Keeping up with the pre-recorded lectures outside of class was a bit challenging at times. Maybe a clearer schedule could help with time management."

In Table 5 and Figure 5, the flipped classroom fostered student autonomy ("learn at my own pace") and deeper exploration in class ("dig deeper into topics"), but some participants faced time management challenges ("keeping up with lectures") due to out-of-class workload.

Important Themes Emerging from Flipped Classroom

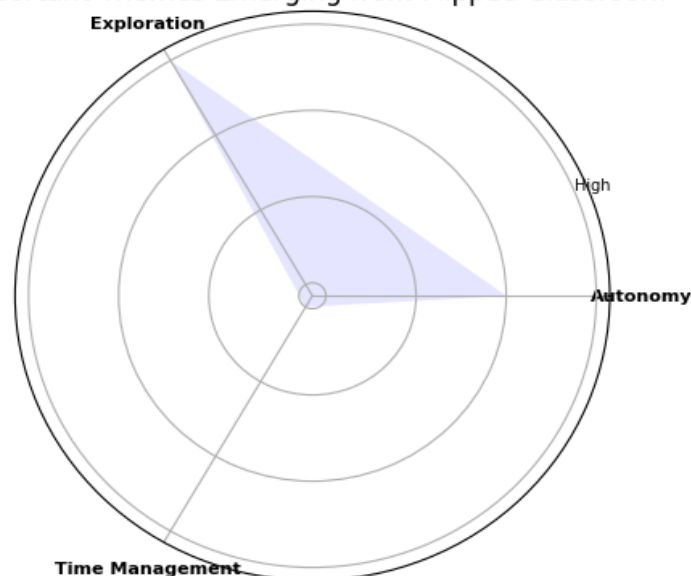


Figure 5: A Radar Chart Showing the Significant Themes Emerging from Flipped Classrooms. Exploration, Autonomy and Effective Management Recorded High Scores.

Table 6: Situational Teaching

Theme	Description	Exemplar Quotes
Development of Practical ICC Skills	Role-playing activities, case studies, and simulations allowed participants to practice and develop essential skills for effective communication in American and British cultural contexts.	"The role-playing activities were super helpful! Now I feel more confident about approaching native speakers and navigating conversation in real-life situations."
Enhanced Empathy and Cultural Sensitivity	Through simulations, participants developed greater empathy and understanding towards different cultural perspectives.	"The case studies made us think about how cultural differences can impact communication. It helped me to be more sensitive to how others might perceive things."

In Table 6, the flipped classroom fostered student autonomy ("learn at my own pace") and deeper exploration in class ("dig deeper into topics"), but some participants faced time management challenges ("keeping up with lectures") due to out-of-class workload.

Language Environment and Oral Textbook Selection: Beyond the implemented strategies, our observations focused on the classroom environment and the selection of oral textbooks as practices that likely contributed to the development of intercultural communication competence (ICC) among the participants. The creation of a language environment that encouraged student-to-student interaction, cultural exchange, and the integration of authentic American and British cultural materials (potentially observed during the New Media Integration or Situational Teaching strategies) could have fostered exposure to different communication styles and perspectives. Similarly, the selection of oral textbooks that incorporated cultural topics, authentic dialogues, and activities related to American and British cultures (potentially analysed during textbook selection) could have provided further opportunities for participants to practice and develop their ICC skills.

4. DISCUSSION

Our study has found that the implemented strategies all showed promise in cultivating intercultural communication competence (ICC) skills. Integrating new media like social media and online discussions exposed participants to diverse cultural content and increased engagement, but information overload was a concern. Micro-courses offered focused

learning on specific cultural aspects and improved knowledge retention, though some desired more interactive elements. The flipped classroom fostered student autonomy and deeper exploration of cultural topics in class discussions, but time management challenges arose with out-of-class workload. Situational teaching, with its emphasis on practical application and communication skill development, seemed particularly effective. Our findings were aligned with previous studies (Gong et al., 2018; Gong et al., 2020) who suggested that the practice of teaching foreign languages such as English in China is distinct from the actual requirements. One of the possible explanations is that several teachers of foreign languages are driven by exam-performance and puts emphasis on the knowledge of the language derived from exam practice and particularly, the cultivation of intercultural communication competence in teaching languages. These elements are misaligned with the recent demands and current reforms of the education system in China. Han and Wang) proposed that constant reforms of the Chinese education system advocates for new teaching techniques and application of internet in learning institutions to offer an extensive interactive platform for self-learning, training and interaction between students and teachers (Han & Wang, 2021). We propose that the thought processes of a student's foreign language can be developed and the existing deficiencies in learning processes can be addressed to increase the ability of intercultural communication among learners. We propose that the communicative competencies of communicators in teaching English as a second language is a significant factor in sound communication. Similarly, Ting-Toomey and Dorjee (2018) observed that the fundamental basis of communication is the capacity of all parties to completely comprehend and understand the intention of others and build on it as a guide for further communication. Due to inherent and diversity, its often difficult to achieve full understanding in cross-cultural communication. Our findings propose that practices such as creation of language environments is important in improving the ability of ICC and learning English as a second language. Although, misunderstandings and barriers in cross-cultural communication can be reduced by taking the communication into consideration. A favourable intercultural communication competence must involve a complete understanding of the cultural and artificial environments (Klyukanov, 2020). One possible example is that socialising with Americans and Europeans requires an advance appointment allowing for adequate preparation and avoiding panic while displaying respect to all invitees. Additionally, the education classrooms in the United States and United Kingdom are distinct from those in other parts of the world such

as China. We established that the Chinese system places emphasis on the dignity of teachers because students are required to sit and listen to their teachers and take notes without whispering or looking around which is a sign of disrespect to the teachers. In contrast, students in Europe and America have more freedom allowing happy and easy integration with teachers allowing them to eat while listening to teachers who are often casual while teaching the students. Hence, understanding the cultural environment of foreign languages such as English is significant in facilitating communication between parties. Previous studies (Barrett, 2018; Erskine et al., 2022; Jackson, 2019) have proposed that Intercultural communication requires empathy which involves the transfer of feelings, behaviour and attitudes to other people such as counsellor or parents and allowing them to respond appropriately. Although, in intercultural communication, empathy is often transpositional due to the feelings of the experience and the thoughts of other individuals based on their perspectives and perceptions of what they mean. A possible explanation is that the presence of transpositional empathy and consideration is crucial in increasing an individual's understanding of thought processes and interpretation of logical expressions from other people's point of view. We found that communication improves dialogue and can be performed to lower the "misunderstandings" arising from various situations and solving all kinds of problems based on different cultures. A possible example is that the presence of cultural prejudice, national confidence or shrinking emotions arising from cultural differences can be solved through effective communication and dialogue. Simultaneously, both parties involved are capable of communicating based on their positions and perspectives on the dialogue and their personality. Our findings on the integration of new media technology had positive outcomes in pre-test and post-test measures of ICCS scores. The utilisation of new media such as TikTok or WeChat increased the capacity of students to comprehend English and the traditional cultures of the British and American people.

In China, the extent of cultivating intercultural communication competence should be based on the application of new media and adherence to the objectives and trends of educational reforms (Kryvka et al., 2022; Liu, 2023; Liu et al., 2020; Reinhardt). It is possible that increased adoption of WeChat groups and WeChat public accounts promotes the ability of students to study and develop their skills independently. The students are capable of uploading, downloading and sharing learning materials with their peers. Furthermore, in developing these materials, the teachers of foreign languages such as English should be conversant and

aware of all features of teaching English, the intersection and communication of values, and examining the role of integration of new media and teaching techniques based on diversification. The existing resources and perspectives should be fully deployed to examine the subjective effects of intercultural communication training. We propose that these training can be achieved through micro-courses geared towards cultivating intercultural communication experience. Micro-courses are rapid teaching courses that have developed with the emergence of the internet, the consist of short and high-quality courses lasting for a few minutes and focusing on the key points and the difficult elements of teaching intercultural communication competence (Shen, 2021; Yan, 2019; Yang, 2018). In contrast to traditional methods of teaching foreign languages such as English, these micro-courses are capable of offering a complete subjective initiative. Conventional methods of teaching foreign languages such as English requires that teachers must constantly pay attention to the teaching methods and students are expected to receive the education in a passive manner. The efficiency and effectiveness of micro-courses in the teaching of intercultural communication competence was based on the emergence of Internet technology. The internet allowed students to have unlimited access to training resources as compared to conventional teaching methods where they are limited by time and space. In the delivery of micro-courses, our findings can be applied in guiding the teachers to focus on utilising the internet through videos and visual demonstrations from foreign English teachers to increase the guidance and allow students to comprehend and familiarise with the contents of western English teaching while increasing their basic understanding of intercultural communication. Additionally, teachers should encourage self-learning and self-paced courses that allows the students to engage in peer-learning and exploring knowledge. We propose that intercultural communicative experience through micro-course platforms that allows students to offer consultation or feedback on the systems are highly effective. Upon receiving feedback, the teachers should process this feedback and offer possible solutions or alternatives to the problems encountered by the students. For instance, the application of WeChat in classroom teaching can allow students to answer questions, peer learning, focus group discussions and analysing of videos. However, it is noteworthy to observe that the role of teachers in teaching and developing curriculum cannot be altered. Our study found that the adoption of flipped classrooms can increase the capacity of cultivating intercultural communicative competence. The basic idea of a flipped classroom is to interchange the

roles of students and teachers (Akçayır & Akçayır, 2018; El Miedany & El Miedany, 2019; Limniou et al., 2018). We propose that in flipped classrooms the students assume the subject element of learning while teachers are involved in an active role. A feasible explanation is that in the flipped classroom environment, the teachers are involved in the initial planning of the learning materials and course content before distributing the materials to the learners. Once the students have received the assigned task from the teachers, they create their time and free space to sort out and analyse all materials. Therefore, the classroom environment is no longer controlled by teachers instead the students present their summary findings and learning outcomes from the presented materials.

Our findings propose that situational teaching increases the effectiveness of intercultural communicative competence. In China several students have shown poor performance in intercultural communication and situational teaching can be adopted to cultivate intercultural communication competence among students (Gong et al., 2018; Yousaf et al., 2022). One possible explanation of the poor performance is the inability of Chinese students to comprehend the differences between American culture, Chinese Culture and British Culture in grasping the cultural features of language. Effective implementation of situational teaching permits students to perform learning on a comparative basis and increased tolerance to American and British cultures. In learning English, students encounter several challenges of varying names between English and Chinese. For instance, in Chinese culture, parents are called as “father”, “mother”, “dad” or “mom” while in the Anglo-American nations, children call their father and mothers using their first names indicating equality. These confusion in learning English as a foreign language can be solved by family sitcoms. We propose that situational teaching can be adapted to imitate the real scenes and teaching scenarios. One possible example is the utilisation of new media technology that allows students to learn through video materials and comprehend the cultural connotations behind these videos. The emergence of 4D imaging technology generates an atmosphere that cultivates cross-cultural communication (Xu, 2020). In the modern world, multimedia technology has been applied in teaching of foreign languages to make the process of teaching and the environment more friendly. Favourable learning environments attract several students and shapes their English intercultural communication experiences and improves their thinking ability. The selection of oral textbooks can improve ICC and EFL learning due to exposure to Authentic Language and Cultural

Contexts that incorporate authentic dialogues, interviews, and other spoken materials used in real-world settings. We highlight that this practice exposes learners to natural pronunciation, intonation patterns, and culturally-specific expressions, enhancing their ability to understand and produce spoken English in different contexts. Moreover, oral textbooks increase focusing on communication skills that is in contrast to traditional textbooks heavy on grammar rules, oral textbooks prioritize developing communication skills like listening comprehension, speaking fluency, and interactive dialogue. This practical approach helps students move beyond rote memorization and towards actively using English in spoken communication. Moreover, effective oral textbooks integrate cultural information alongside language instruction through discussions on customs, etiquette, and social norms within the culture of the British or American societies.

6. CONCLUSION

The basis of learning English is to communicate effectively and efficiently with diverse cultures. Errors in language communication have no harm and are often ignored, in contrast to cultural errors which are considered dangerous and could trigger negative outcomes. Our study found that the integration of new media like social media and online discussions exposed participants to diverse cultural content and increased engagement. Micro-courses offered focused learning on specific cultural aspects and improved knowledge retention and the flipped classroom fostered student autonomy and deeper exploration of cultural topics in class discussions. Lastly, situational teaching focused on practical application and communication skill development was effective. Overall, these findings suggest that a combination of interactive, application-oriented strategies alongside focused learning resources can be beneficial for developing ICC skills.

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