

Unveiling Indonesian EFL Teachers' Intercultural Sensitivity: A Narrative Inquiry into Language Teaching Material Design

Sellina Anggieta¹, Sumardi², Endang Setyaningsih³

¹ Universitas Sebelas Maret, Surakarta, Indonesia; sellina.anggieta97@student.uns.ac.id

² Universitas Sebelas Maret, Surakarta, Indonesia; sumardi74@staff.uns.ac.id

³ Universitas Sebelas Maret, Surakarta, Indonesia; endang_setyaningsih@staff.uns.ac.id

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ABSTRACT

In the 21st century, the globalization impact has escalated the importance of intercultural sensitivity (IS) to societies and individuals. The new era of globalization offers new lenses for EFL teachers in developing and designing IS materials. Retrieved the importance of IS in English language teaching (ELT), this study reports a narrative study investigating how teachers conceptualized IS. This study also aims to explore teachers' conceptual understanding of IS affected them in designing ELT materials. The framework of this study applied the concept of IS proposed by Chen and Starosta (2000). The empirical data were gathered through semi-structured interviews and artifacts with three EFL teachers from a secondary school. The data was analyzed using thematic analysis by Barkhuizen, Benson, and Chik. Drawing on qualitative content analysis, the results captured that EFL teachers grasped the conceptualization of IS during English language teaching. The results also revealed that EFL teachers' understanding of IS causes them to be sensitive in designing English teaching materials. Teachers' understanding of IS concepts portrayed that teachers realized, accepted, and respected cultural differences during the intercultural instructional processes. This finding implies the need for EFL teachers to include some culturally sensitive topics or themes in their teaching materials by linking the tolerant curriculum with local cultural wisdom. This study also suggests exploring how EFL teachers developed intercultural teaching materials that provided a critical engagement with today's cultural literacies.

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Corresponding Author:

Sellina Anggieta

Universitas Sebelas Maret, Indonesia; sellina.anggieta97@student.uns.ac.id

1. INTRODUCTION

Technological developments in this globalization era changed people's views to be connected globally in the intercultural communication process. An individual is required to develop competent communication skills in the intercultural context. Intercultural sensitivity (IS) and intercultural communication competence (ICC) in language pedagogy began to attract people's interest. In line with communication needed people to interact with others who have different cultural backgrounds and mindsets in their life (Baker, 2015). Thus, intercultural communication should be considered to help people interact with others from different cultures. It could also promote cultural diversity in communicative competence in Indonesia.

Currently, the notion of ICC is gaining attention from several researchers in the design of language teaching materials. Many researchers (Kusumaningputri & Widodo, 2017; Susilo et al., 2019) portrayed how teachers design language teaching materials by using the critical intercultural awareness context of ICC. For example, Kusumaningputri and Widodo (2017) investigated critical cultural awareness by involving analysis, critical understanding and evaluation in accordance with Byram's (1997) framework. The study reported that intercultural communication competence is crucial for photograph-mediated English language teaching (ELT). Findings showed that cultural tasks mediated by photographs can help students to have critical cultural awareness.

In line with this context, intercultural communication is becoming an important topic in ELT, which is related to language pedagogy because it helps students interact with others with different cultural backgrounds (Baker, 2012; Widodo et al., 2017). EFL teachers should consider ICC and IS concepts in ELT materials (Lallana & Salamanca, 2020; Lee et al., 2018). In language teaching, ICC and IS principles can be helpful for students to develop the skills they will require when interacting with others from different cultures (Chan et al., 2015). This has resulted in the foreign language education curriculum becoming a compulsory subject in formal education in Indonesia (Ministry of Education and Culture, 2013; Ministry of National Education, 2010; Munandar & Newton, 2021).

Intercultural sensitivity as an element of intercultural competence is highly valued globally. Drawing on Chen and Starosta (1997, p. 2), who argued that the main problem in distorting the misinterpretation of these three concepts, "intercultural sensitivity, intercultural awareness, and intercultural communicative competence." These three concepts were dimensions of ICC but each concept had a different meaning and implementation. Researchers (Bennett, 1993; Chen & Starosta, 1997, 2000) proposed that IS is an intercultural competence prerequisite. It aimed to develop positive emotions in individuals towards understanding and appreciating cultural differences in intercultural communication. In developing an IS concept there are 6 components in the context of positive emotions such as self-esteem, self-monitoring, open-mindedness, empathy, interaction involvement and non-judgment (Chen & Starosta, 1997). Chen and Starosta also expanded five factors to construct the 24 items which were developed through instruments from the IS scale model. They are (1) interaction engagement, (2) respect for cultural differences, (3) interaction confidence, (4) interaction enjoyment, (5) interaction attentiveness. IS was essential to escalating cross-cultural in the ELT materials. Thus, this influenced social practice on IS concepts as knowledge and skills when interacting interculturally globally.

The conceptualization of IS in this literature as an intercultural communication tool in English language learning has been studied in various previous studies. For instance, Mostafaeialaei & Nosrati (2018) explored the ICC and IS levels of EFL teachers in Iran and the relationship between the two concepts. 167 Iranian EFL teachers (77 male and 90 female) participated in this study by teaching in private English language institutes in different cities in Iran. Data collection techniques used questionnaires in the form of ICC (Zhou, 2011) and IS scale (Chen & Starosta, 2000). The results revealed that the correlation between ICC and IS self-conceptions had a significant relationship.

Another year study by Çiloğlan & Bardakçı (2019) investigated whether there is a relationship between IS and language achievement of EFL learners in Turkey. Findings suggested a positive correlation between IS and English language achievement in EFL students in Turkey. However, there

was a significant difference between IS scores of students' proficiency levels. In addition, the present study examined the intercultural sensitivity levels of teachers in two multicultural cities (Segura-Robles & Parra-González, 2019). Three hundred sixty-four elementary school teachers from Ceuta, Malaga, Melilla, and Granada participated in this project. Results showed that teachers who had a high level of sensitivity were from Melilla and Ceuta. Of the five factors of the IS model, interaction enjoyment and interaction attentiveness had the highest scores.

In the same vein, this study investigated whether utilizing intercultural TV commercials can enhance intercultural sensitivity and positively influence the classroom atmosphere in an Iranian English as a foreign language (EFL) setting (Tirnaz & Narafshan, 2018). The present mixed-method study design employed Chen and Starosta's (2000) intercultural sensitivity questionnaire, interviews and observations. Results revealed that students learned to accept and appreciate diversity and collaborate with and support classmates with different perspectives.

Despite a myriad of previous studies that were investigating IS conceptions (Çiloğlan & Bardakçı, 2019; Munandar & Newton, 2021; Mostafaeialaei & Nosrati, 2018; Segura-Robles & Parra-González, 2019; Tirnaz & Narafshan, 2018) to identify teacher understanding and teacher impacts in designing language teaching materials. However, most previous studies relating to IS are rare. Most studies discussing the IS concept were conducted at primary and higher schools in Indonesia. While secondary schools are still under-researched within IS context in Indonesia. Thus, this present study investigated how teachers conceptualize IS and whether there is an impact that teachers experience when they design language teaching materials. The study was guided by the following questions:

- 1) How do English teachers' conceptualize intercultural sensitivity?
- 2) How do teachers' intercultural sensitivity conceptions impact their teaching materials design?

2. METHODS

The present study was informed by a narrative inquiry method using Barkhuizen, Benson, and Chik's (2014) concept to gain participants' information on IS conceptions and their impact on material design. In this qualitative study, EFL teachers used oral narrative inquiry as research data. This study focused on how teachers conceptualize IS based on their experiences using Chen and Starosta's (2000) framework as well as the impact of teachers in designing English teaching materials. This study was conducted in an English language teaching class at the secondary school level in Central Java, Indonesia. This region has implemented language learning by combining the tolerant curriculum which is reflected in the conception of IS with local cultural wisdom. The local government required that all subjects taught need to include cultural elements, one of which is local cultural wisdom. This is a collaboration of English language education programs to improve EFL teachers' professionalism in teaching and designing curricula that apply IS in language pedagogy.

The data sources of this study were three selected EFL teachers. The participants in this study were *Guru Penggerak*, with an age range of 30s-50s. Other considerations for selecting the participants were English teacher from secondary school, teaching experience of more than 10 years, academic degree and active role in MGMP teachers' organization in designing teaching materials especially English. The participants were given pseudonyms such as Rani, Yuda and Anna to maintain their identities. In summary, the background of the participants in this study is presented below.

Table 1. Participants' biographical data of EFL teachers (N=3)

No	Pseudonyms	L2 Taught	Age Range	Teaching Years	Gender	School
1	Rani	English	50s	32	Female	Sragen
2	Yuda	English	30s	15	Male	Sragen
3	Anna	English	30s	13	Female	Sragen

This narrative inquiry used two main data collections such as: (1) follow-up semi-structured interviews; and (2) artefacts of teachers' teaching material designs. This research data contained

narrative information about IS conceptions that teachers experienced during the design of language teaching materials. The following interview and artefact data collection procedures were organized to facilitate a good data collection mechanism. First, the three EFL teachers agreed and arranged to participate in the study with an interview duration of 15-20 minutes in each of their schools. During the interviews, the researcher asked several questions related to IS conceptions and teachers' considerations in designing language teaching materials. The responses to these questions evaluated whether teachers understand in IS concept proposed by Chen and Starosta (2000) as well as to find out the teachers' impact when they design language teaching materials using the understanding of IS conception. Second, the researcher sought artefacts obtained from lesson plans consisting of teaching materials developed by the three EFL teachers. The parameters of these artefacts made it easier for the researcher to find out if there was any impact that the teachers' understanding of the IS conception had on the design of their teaching materials.

Then, the data were analyzed using thematic analysis proposed by Barkhuizen, Benson, and Chick (2014, p. 74-77). Which contains three activities: 1) reading the data repeatedly; 2) coding and categorizing data extracts, and 3) recognizing thematic headings. The procedure of the data analysis technique: First, the researcher listened to the recorded interviews repeatedly to capture teachers' understanding of IS conceptions. Second, the researcher transcribed the interviews that had been selected and categorized from all the interviews. Third, the researcher read the interview data transcripts repeatedly. Fourth, it will crosscheck the data obtained to check the consistency of data understanding carefully and easier to interpret the data. Finally, the researcher highlighted important information implicitly and explicitly to find the same idea. Then, the data was grouped in the same sub-theme during the coding process. To ensure the correct data, the researcher will re-organize the sub-theme before going into thematic headings. After that, the researcher reorganized the sub-themes of the categories found under the thematic headings proposed in the study. After organizing the thematic headings, the researcher wrote the interpretation in the form of new insights and knowledge based on the arguments obtained from the interview process, followed by relevant theories and previous studies. In line with that, data analysis was also supported by artifacts to obtain information related to teachers' understanding of IS and the impact of teachers in designing their teaching materials.

3. FINDINGS AND DISCUSSION

The results of this study covered teachers' understanding of IS conceptions that are formed from the intercultural sensitivity model (Chen & Starosta, 2000) and teachers' conceptions of IS affect them in designing English teaching materials. There are 2 main themes in this study; teachers understand IS conceptions during the English teaching process, and teachers' conceptions of IS have an impact on their design of language teaching materials.

3.1. *Teachers grasped the IS conception during the English language teaching process*

3.1.1 **Teachers perceived IS as an important element in the intercultural communication process**

The three EFL teachers mastered their ability to conceptualize IS during English language teaching. From the interview data, teachers revealed that they had heard of the concept of IS, but they forgot how to conceptualize it directly in accordance with the theory they had learned before. However, they considered IS to be essential in the process of English language learning. It is aimed to promote IS for students in the classroom. From the participant analysis data, the teachers have realized cultural diversity during the intercultural interaction process with others. The following is a response from one of the teachers:

"I think that culture in English teaching is very important because this is the initial capital for learning a foreign language in communicating with other people who have cultural differences that greatly affect language learning." (Rani's Interview/2023)

Anna also realized cultural differences when interacting with others. She also mentioned that language is an important intercultural communication tool to develop positive emotions by respecting and appreciating cultural diversity in Indonesia. This can be proven by Anna's statement,

"I think it's very important because Indonesian culture is different from other cultures. For example, in terms of language. In Indonesia, there is a lot of cultural diversity, one of which is regional language and national language as a means of communication." (Anna's Interview/2023)

Teachers' ability in understanding IS conceptions is reflected in one dimension of IS, namely respect for cultural differences. The teachers explained that an individual must have an attitude of mutual respect, acceptance and respect for cultural differences when interacting with other people from different cultural backgrounds. This is aimed at establishing a positive attitude in intercultural communication. For instance, Yuda said that students need to be taught mutual respect with people from different cultural backgrounds well. By using IS-based language teaching material design as a learning resource, students have the potential to introduce cultural diversity in Indonesia. From the participant data, he also accepted the cultural diversity of some students who came from other cultures to show respect for cultural differences.

"So this culture of communication needs to be included in language teaching materials so that students can still maintain a good way of communicating with people who have different cultures. Teaching materials related to respect for cultural differences need to present cultural materials from anywhere, not necessarily from local culture because we know that students come from different ethnic groups." (Yuda's Interview/2023)

In terms of IS conception, intercultural communication strongly supported a person's phrase when they are communicating with people who have different cultural backgrounds. Teachers should respond to IS with open-mindedness to organize positive emotions so that they can appreciate cultural differences when interacting with each other. In general, this aims to avoid offensive phrases when interacting with others from different cultures. One of the three participants said:

"Culture includes habit (behavioral) or a habit so the point is very supportive of one's meaning in communication if the culture of the student supports to be more happy or attentive to learning English and has a habit then it has an appropriate communication culture." (Rani's Interview/2023)

3.1.2 Teachers expand students' understanding of IS conceptions through Unggah-Ungguh in Javanese culture

This finding showed that the teachers taught language teaching materials as an intercultural communication process through Javanese culture. The Javanese culture is called *Unggah-Ungguh* of the Javanese language. The *Unggah-Ungguh* of Javanese culture itself described the situation of language used depending on the social semiotic context. The teachers examined humanized social practices through the interpersonal dimension (Tenor). The students are taught how to communicate well during the intercultural communication process. This aimed to avoid the phase of offensiveness between other members from different cultural backgrounds. In intercultural communication, the interpersonal dimension or tenor is related to how an individual captures the meaning of language in the presence of social roles. Yuda explained that:

"In Unggah-Ungguh, especially the language culture in Java, there is English material, for example, material about "Expression" between students and their peers or with the teacher. For example, when communicating with friends, I give examples of expressions to students such as "Can you open the door? For students to teachers, for example, by using more polite or refined language, for example "Could you mind to open the door?" (Yuda's Interview/2023)

In line with this situation, another teacher taught some examples of polite forms in English that were in accordance with *Unggah-Ungguh* in Javanese language. In the interview, Rani revealed:

"... For example, the word "Could you..." found in "Asking Permission". I teach the students, for example, in English there is like Javanese from the Unggah Ungguh in Krama to Ngoko, for example, there are harsh command sentences. There are subtle commands. Then there are also the most subtle or polite command sentences. For example, the subtle command sentence uses the word "Please" then the polite one by asking but not directly telling using "Would you like..." (Rani's Interview/2023)

3.2. Teachers' conceptions of IS have an impact on their language teaching material design

3.2.1 Understanding IS made teachers more sensitive in designing English teaching materials

EFL teachers realized that IS conceptualization can be taught through English language learning so that students can respect cultural differences that exist in Indonesia, especially in intercultural communication. With this understanding of IS, teachers are able to design teaching materials more sensitive to intercultural communication based on the IS concept. Through the teaching material design, teachers felt an impact on intercultural communication awareness. One participant described teaching English by exemplifying some forms of expression in English. Rani said,

"So for English learning, I teach it like in the teaching material "Expression" about "Would + V1 ..." or "Would you like to + V1 ..." then also the practice is like what, for example, students are taught when you want to ask or borrow or ask permission politely like what is the culture" (Rani's Interview/2023)

Yuda also agreed with Rani that teachers needed to incorporate cultural elements or sensitive cultural topics into designing English teaching materials,

"In the preparation of lesson plans, it is very necessary to include cultural elements or IS so that students can appreciate and know other cultures not only from Javanese culture." (Yuda's Interview/2023)

In designing teaching materials, the teachers considered IS as a social identity. For example, Rani said:

".... I also teach students for example in the English language, there are Javanese in Unggah Ungguh from Krama to Ngoko, for example, command sentences there are harsh command sentences, there are subtle commands, then there are also the most subtle or polite command sentences...." (Rani's Interview/2023)

In line with Anna also revealed that:

"In providing a culture of Unggah-Ungguh language to students through character education by introducing how to communicate to older people when greeting must use what kind of expression

when with peers of course the expression is also different so there are expressions in formal and informal forms" (Anna's Interview/2023)

The local government required any development of language teaching materials needed to introduce local cultural wisdom. Through the tolerance curriculum, teachers taught local cultural wisdom to students. With this introduction, students can know and recognize the local culture of each region well. The teachers considered IS conceptualization in their English teaching material design by embedding intercultural sensitivity through English learning themes and topics. An example of material design from one of the teachers,

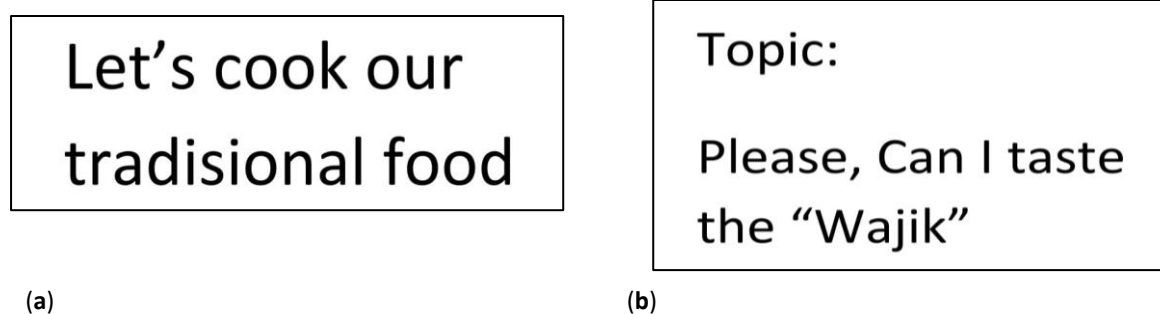


Figure 1. (a) Teachers create a theme based on the IS concept of procedure text; (b) Teachers create a topic by introducing local culture in English teaching material design.

In the lesson plan, teachers developed learning goals to promote culturally sensitive issues. An example of one teacher's lesson plan,

Setelah mengikuti rangkaian kegiatan pembelajaran kreatif dan menyenangkan di kelas menggunakan materi bacaan baru (teks prosedur), beberapa poin indikator sikap karakter toleransi dibawah ini diharapkan bisa tumbuh pada diri peserta didik, yakni

1. Ajining Diri

- Peserta didik mengetahui nama-nama makanan khas Kabupaten Sragen.
- Peserta didik semangat dalam mempelajari resep makanan khas Sragen.

2. Guyub Rukun

- Peserta didik mau dan mampu bekerjasama dengan siapa pun yang memiliki keberagaman latar belakang.
- Peserta didik menghargai kegemaran makanan peserta didik lainnya yang berbeda.

Figure 2. Teachers introduce IS conceptions by incorporating local cultural wisdom through learning goals

Teachers also developed the sensitive elements of intercultural communication through learning tasks:

Activity 6
Read the following dialogs with a friend.

Dialog 1
 Alika : Hi, Thineke. Can you play congklak?
 Thineke : Yes, I can. It's very easy.
 Alika : Really?
 Thineke : Yes, Look at the picture. Easy, right?
 Alika : It looks easy. Can we try it?
 Thineke : Okay.

Dialog 2
 Atika : Johan, can you play gobak sodor?
 Johan : I can.
 Atika : good. Can we play it, now?
 Johan : I am sorry I am tired. Can we play something else?
 Atika : How about playing congklak?
 Johan : Oky. Let's play it.
 Atika : Johan, can you play gobak sodor?

Activity 7
Write True or False based on the Dialog 1 and Dialog 2. Number 1 as the example.

1. Thineke can play congklak (True)
2. Congklak is easy to play (.....)
3. Alika asks Thineke to play congklak (.....)
4. Thineke doesn't want to play congklak (.....)
5. Johan can't play gobak sodor (.....)
6. Johan asks Atika to play gobak sodor (.....)
7. Johan is tired (.....)
8. Johan doesn't want to play congklak (.....)

Activity 8
Write true sentences about yourself. Use can or can't.

1. I ... play the guitar.
2. I ... sing.
3. I ... play the piano.
4. I ... snap my fingers.
5. I ... ride motor cycle.
6. I ... touch my elbow together.
7. I ... play badminton.
8. I ... speak Javanese well.
9. I ... cook soup.
10. I ... say the alphabet backward.

Figure 3. Teachers develop learning tasks in designing English teaching materials by promoting local culture.

In designing English teaching materials, teachers took a variety of examples from English texts through the tolerance curriculum. One of them is a descriptive text that promotes stories from local culture, as follows:

Learning Materials

The Example of Descriptive Text:



Sangiran is located 15 km from Surakarta. It is a village located 17 Km north of Solo, on the road to Purwodadi, to be precise it is located in Sragen. It is an important place for Pithecanthropus Erectus, the pre-historic Java man. It is fossilized land of prehistoric living things. The Pleistocene Museum keeps some skills of the erectus, fossils of plants and animals. Sangiran and other places such as Wajak (near Tulungagung) and Trinil (near Ngawi) are significant places for human evolution/theory. It is interesting place for scientific tourism in the field of geology, anthropology and archeology. Many experts came to this site to do some research and study among other; Van Es (1939), Duyfjes (1936), Van Bemmelen (1937), Van Koeningswald (1938), Sartono (1960), Suradi (1962) and Otto Sudarmaji (1976). Van Koeningswald said that more than five different types of hominoid fossils have been found in Sangiran, it was incredible. There is no other place in the world like Sangiran. The Sangiran fossils are very various, they were earth as well as sea fossils. There was a possibility that island of Java was erected from the bottom of sea million years ago.

In 1891, Eugene Dubois, a French anthropologist discovered fossils of Pithecanthropus Erectus, the oldest Java man known. Again in 1930 and 1931, Ngandong Village, Trinil-Mojokerto, was marked with the discovery of fossils of a man that belonged to the Pleistocene Period. It revealed human history from many centuries ago. Prof. Dr. Van Koenigswald in 1936 found more evidence about human evolution. He discovered some fossils that support the theory of human growth from an ape-man to be man as we are now. Other fossils including those of mammoths (prehistoric elephant) are now preserved in the Bandung Geological Museum. In mid 1980, the finding of a complete 4 m tall elephant startled scientists. Nowadays, the villagers of Sangiran are making souvenirs from stones such as statues, axes, eggs, rings, etc to promote tourism.

Student' s Worksheet

Find the Indonesian meaning of the new words below!

NO	WORDS	INDONESIAN
1.	Pre- historic	
2.	Fossils	
3.	Scientific	
4.	Village	
5.	Scientist	

Figure 4. Teachers illustrate the wisdom of local culture in the design of teaching materials through descriptive texts.

The findings of this study showed that culture is essential to the communication process because Indonesia has a diversity of cultures, one of which is language. Through intercultural communication language is one way to respect, accept and appreciate cultural differences during the intercultural interaction process (Chen & Starosta, 2000). From this point of view, teachers' understanding of IS is

influenced by a positive attitude towards themselves (self-esteem) to appreciate cultural diversity during the intercultural communication process (Bennett, 1993; Chen & Starosta, 1997). The three teachers also realized and recognized how to manage situations in intercultural communication to avoid causing offensive phrases (Chen & Starosta, 1997; Walker, 2019). In also finding the teachers showed behavior to be open-minded so that they can appreciate cultural differences (Chen & Starosta, 1997, 2004).

In addition, the teachers taught the students some examples of forms of expression in English based on Javanese culture called *Unggah-Ungguh* of Javanese language. In Indonesian context, this Javanese culture is an embodied act between religious belief and cultural belief (Byram et al., 2002; Liddicoat & Scarino, 2013). One of the Javanese principles proposed by Suseno (1984) that the Javanese language *Unggah-Ungguh* focused on a factor of IS concept such as respect for cultural differences (Chen & Starosta, 2000). Javanese cultural principles indicate a positive attitude or present themselves in a polite manner by considering the interlocutor's social role in intercultural communication (Halliday, 1978; Manara, 2012). Errington (1988) also described the Javanese cultural principle lies in the level of polite speech to convey honor when interacting with others who have different cultural backgrounds.

Teachers' understanding of IS conceptions influenced them in designing English teaching materials. Teachers became more sensitive to cultural topics (Fang & Widodo, 2019) in designing their teaching materials. Teachers' considerations in designing language teaching materials are reflected in the tolerance curriculum. The local government program required teachers to design teaching materials by incorporating local cultural wisdom to help students recognize their own culture and promote local cultural wisdom as a learning resource (Reershemius, 2017). In developing English teaching materials, teachers considered cultural experiences that they gained while handling culturally sensitive issues (Vu, 2022; Pinho, 2015).

The findings of this study indicated that EFL teachers considered culture and communication processes as essential for language learning. Thus, the teachers realized the significance of IS for intercultural communication. They also taught students how to develop positive attitudes in communicating with culturally different people through English teaching materials. This study advised EFL teachers to enhance their English teaching materials by presenting culturally sensitive topics and examples during intercultural interactions. It could help students to cope with culturally sensitive issues in their environment. This study also found shortcomings in the language teaching material development process related to IS understanding in the classroom. Therefore, this study suggested curriculum developers in developing English teaching materials to further emphasize learning tasks related to IS practices in intercultural communication. This is conducted in order to promote positive attitudes with others from different cultural backgrounds during intercultural communication processes because intercultural communication is a key element in the language pedagogy process. Students' involvement in the intercultural communication process is used for their future provision when interacting with other people from various regions and other countries. Thus, they can create a mutually respectful environment for cultural diversity that exists, especially in language.

4. CONCLUSION

This study aims to investigate EFL teachers' understanding of IS conceptualization and the impact on developing language teaching materials related to IS conceptions. The findings of this study show that EFL teachers have an adequate grasp of IS conceptualization through their experience in language teaching. It was revealed that three teachers were aware of culturally sensitive issues in language pedagogy. The IS conception impacted teachers in designing language teaching materials by highlighting some culturally sensitive themes in English language learning. In short, the teachers taught the students to develop positive behaviour during the intercultural communication processes. This is reflected in the tolerance culture inherent to intercultural awareness during intercultural

interaction. Thus, it can provide opportunities for teachers and students to be able to interact with people from different cultural backgrounds well. Teachers and students can also develop mutual respect, acceptance and appreciation of cultural diversity during the intercultural communication process.

Hopefully, teachers' experience in conceptualizing IS and its impact can help teachers understand IS conception in teaching material design. Thus, this will help students understand in intercultural communication through teaching material design developed by language teachers. I hope that this research can contribute to further researchers to serve as a reference for further research. Furthermore, this study only discusses the teachers' understanding of IS conception in designing English teaching materials and its impact. Further research is expected to be able to address IS issues that are developing in language pedagogy deeply and the impacts caused not only for teachers but for students, curriculum developers and local governments to anticipate future challenges with increasingly advanced technology in intercultural communication processes more sensitively.

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