ijonse International Journal on Studies in Education
www.ijonse.net

Classroom Activities and Intercultural Competence: Evidence from Taiwan, Korea, and Indonesia

Kuo-Zheng Feng [1 *], Li-Yuan Hsu [2], Ming-Chung Yu [3]

[1] Department of English, National Chengchi University, Taipei, Taiwan, 0000-0002-8394-5944
[2] Department of English, National Chengchi University, Taipei, Taiwan, 0000-0003-3659-4982
[3] Department of English, National Chengchi University, Taipei, Taiwan, 0009-0002-2769-6995
* Corresponding author: Kuo-Zheng Feng (jack03150402@gmail.com)

Article Info

Article History

Received:
28 October 2025

Revised:
23 February 2026

Accepted:
2 March 2026

Published:
20 March 2026

Keywords

Intercultural communicative competence
Cross-cultural comparison
ICC classroom activities
EFL college students
Education policy

Abstract

Developing intercultural competence (IC) is crucial for learners in increasingly multilingual and multicultural contexts. While various classroom activities have been proposed to foster IC, few studies have examined how these activities differ across national contexts and how they relate to learners' reported IC levels. This study investigates the classroom activities that promote IC among university students in Taiwan, Korea, and Indonesia, drawing on survey data from 1,215 participants. Using descriptive statistics, ANOVA, and hierarchical regression analyses, the study identifies notable differences in the frequency of reported activities and IC values across the three contexts. Taiwanese students reported higher engagement in input-based activities, whereas Korean and Indonesian students participated more frequently in technology-enhanced and interactive activities. However, the predictive power of these activities for IC values was generally low across contexts, suggesting that classroom activities alone may not sufficiently account for IC development without considering broader sociocultural and policy factors. The findings highlight the importance of context in shaping classroom practices for IC and underscore the need for more nuanced approaches in designing and evaluating IC-related activities in higher education settings.

Citation: Feng, K., Hsu, L., & Yu, M. (2026). Classroom activities and intercultural competence: Evidence from Taiwan, Korea, and Indonesia. *International Journal on Studies in Education (IJonSE), 8*(3), 554-574. https://doi.org/10.46328/ijonse.6307

ISSN: 2690-7909 / © International Journal on Studies in Education (IJonSE).
This is an open access article under the CC BY-NC-SA license
(http://creativecommons.org/licenses/by-nc-sa/4.0/).

OPEN ACCESS

Introduction

Communication is central to human life, allowing individuals and communities to exchange information, develop shared values, and fulfill societal roles (Sarwari et al., 2024; Kamariddinovna, 2024). In an increasingly interconnected and multicultural world, effective communication across cultures, known as intercultural communication, has become both a vital and complex aspect of human interaction, further accelerating globalization (Hwang et al., 2024; Sarwari et al., 2024; Stier, 2006). As globalization and digital innovation continue to shape societies, the ability to navigate cross-cultural interactions has become increasingly important (Hwang et al., 2024; Munezane, 2025). This is where intercultural competence becomes crucial. According to Pham and Pham (2022), intercultural competence is the essential skill that allows individuals to engage meaningfully with people from diverse cultural and national backgrounds, a necessity in today's global environment. A key component of intercultural competence is the development of intercultural communication competence (ICC) (Byram, 1997, 2020).

Intercultural Communication Competence

Intercultural communicative competence (ICC) involves the ability to communicate effectively in multicultural settings by understanding and integrating various cultural perspectives (Bennett & Bennett, 2003; Chao, 2011, 2013). For students in higher education, particularly those preparing to enter an increasingly diverse and demanding workforce, the development of ICC is not just beneficial but vital (Zhang et al., 2010). The capacity to navigate different cultural contexts with sensitivity, adaptability, and awareness is critical to their future professional success. Consequently, fostering ICC has consistently captured the interest of educators and professionals within higher education, given its essential role in facilitating successful intercultural interactions and equipping students to face global challenges (Alptekin, 2002; Babao & Adiatma, 2023; Byram, 1997, 2020; Chao, 2014; Holliday, Hyde, & Kullman, 2010; Spencer-Oatey & Franklin, 2009).

In recognition of the importance of ICC, Byram (1997, 2020) proposed a comprehensive model that has gained significant traction and inspired numerous educators and researchers in the field (Wang & Teo, 2024). This model, depicted in Figure 1, comprises five key components that collectively contribute to the development of ICC: knowledge, skills of interpreting and relating, skills of discovering and interacting, attitudes, and critical cultural awareness. To begin with, knowledge refers to cultural understanding that encompasses both one's own culture and that of the interlocutor, which is fundamental for effective communication. Next, skills of interpreting and relating involve the ability to interpret documents or events from another culture and relate them to one's own cultural context. This skill is essential for bridging cultural gaps and enhancing mutual understanding. Differently, skills of discovering and interacting pertain to the real-time dynamics of intercultural communication and interaction. This component emphasizes the practical application of ICC in everyday exchanges. In addition, attitudes encompass traits such as curiosity and openness, as well as a readiness to suspend disbelief regarding other cultures while critically reflecting on one's own cultural beliefs. These attitudes are vital for fostering respectful and constructive intercultural engagements. Finally, critical cultural awareness sits at the center of the model, signifying the ability to identify and evaluate different intercultural perspectives and practices. More

importantly, it entails the capacity to interact in intercultural exchanges based on explicit criteria that promote understanding and respect. Byram (1997, 2020) emphasized the necessity of designing activities and procedures that incorporate considerations of foreign or other cultures, behaviors, traditions, and values. Such inclusivity is essential for helping students cultivate intercultural communicative competence. This approach not only reinforces the significance of developing critical cultural awareness within the ICC framework but also positions it as a foundational element in the educational journey toward effective intercultural communication. By acknowledging and integrating diverse cultural perspectives, educators can create learning environments that foster greater empathy and understanding among students, ultimately preparing them to navigate the complexities of intercultural interactions in their future personal and professional lives (Byram, 1997, 2020; Wang & Teo, 2024).

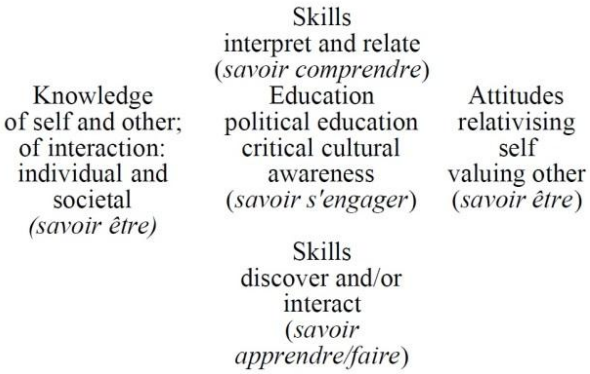

Figure 1. Byram's (1997, pp. 34) ICC Model

In addition to theoretical frameworks, practical tools, such as the ICC questionnaire developed by Chao (2014), enhance the assessment and development of ICC in Asia-Pacific educational settings. Chao's study validated a robust measurement instrument that enables educators to evaluate students' ICC levels and identify areas for improvement. Although the study focused on 1,117 EFL college students from Taiwan, the lack of participants from diverse backgrounds raises concerns about the questionnaire's applicability and validity across different cultural contexts. This limitation contrasts with ICC questionnaires primarily developed in Western countries, which may not account for the unique cultural dynamics of the Asia-Pacific region. While Chao's questionnaire marks a significant advancement, further research is needed to ensure it captures the intercultural experiences of a broader range of participants, reflecting the multicultural realities of the region (Chao, 2014; Wang & Teo, 2024).

Activities that Foster Intercultural Communication Competence

To enhance college students' intercultural communicative competence (ICC) effectively, extensive research has been conducted, exploring various classroom activities with generally positive outcomes. These activities encompass a range of approaches, including reading authentic materials (Permatasari & Andriyanti, 2021; Pinzón, 2020), engaging in listening exercises (Hidayati & Santiana, 2020; Liu, 2021), and watching videos (Liu, 2021; Permatasari & Andriyanti, 2021; Zhang, 2020). Other approaches involve the use of 360-degree video technology

(Shadiev & Sintawati, 2021; Yeh et al., 2022), role-play exercises (Bahlai et al., 2019; Liu, 2021), and interactive scavenger hunts (Santoso, 2020; Zayac et al., 2021). Additionally, group oral presentations (Tuncel1 & Paker, 2018), project-based activities (Yunusova & Bobomurodova, 2020), interviewing tasks (Hà & Nguyễn, 2024), and discussions (Liu, 2021; Wang, 2023) have demonstrated promising results. Technologically driven strategies such as online learning programs (Drajati et al., 2024), telecollaboration (Batunan et al., 2023; Liu et al., 2023; Luo & Gao, 2024), and blended learning formats (Bahlai et al., 2019; Yang & Kuo, 2023) have also shown significant potential for fostering ICC.

The pursuit of enhancing ICC continues to evolve in response to rapid advancements in technology, which enable increasingly innovative approaches to intercultural education. However, despite the generally positive findings, the effectiveness of these diverse teaching methodologies has been subject to scrutiny, primarily due to the lack of studies designed with rigorous research protocols and sufficiently large sample sizes (Ivenz & Blanka, 2022). For example, Yang and Kuo (2023) conducted a study examining the effects of blended learning on global literacy, which includes ICC, among 97 EFL college students. Although they reported positive outcomes based on both quantitative and qualitative measures, the study lacked a control group, limiting the generalizability of its findings. Similarly, Yeh et al. (2022) explored the impact of virtual reality (VR) technology on the intracultural awareness of 60 EFL college students, a construct embedded within ICC. Although the results were positive, the study faced some challenges, particularly regarding the clarity of its questionnaire design and the depth of its qualitative data analysis.

Both studies illustrated the potential benefits of integrating advanced technology in teaching; however, some methodological challenges were noted that may influence broader replicability and applicability. For example, the absence of a robust sample size and a rigorously controlled design may limit the generalizability of the findings to larger populations. This limitation is further compounded by the relatively narrow demographic scope of many studies, which highlights the need for further validation of ICC assessment tools across more diverse contexts (Chao, 2014).

Interconnected Policies and Practices in Developing Students' ICC in Taiwan, Indonesia, and South Korea

Exploring the effectiveness of classroom activities in enhancing ICC through big data analysis is critical for bridging existing gaps. This study includes college students from Indonesia, Taiwan, and South Korea. Despite their geographical proximity, these countries adopt different policies that may significantly affect ICC development (Willems, 2002). Taiwan initiated a bilingual education program in 2019, emphasizing English instruction (Feng, 2024, 2025; NDC & MOE, 2020). To complement this, the Taiwan Pedagogy and Practice in Technology-Enhanced Language Learning Association (PPTELL) was founded in July 2020 to promote technology integration in language education (Wen et al., 2021). In contrast, Indonesia launched a bilingual curriculum across universities by 2016 (Dewi, 2017) and the Merdeka Belajar movement was observed to address pandemic-era educational challenges (Wang et al., 2023). South Korea, meanwhile, implemented Korean as a Second Language (KSL) education to aid foreign residents, though this has reinforced monolingual ideologies

(Jang, 2024). Concurrently, K-pop continues to elevate South Korea's global cultural influence, attracting international audiences and fostering cultural exchange (Hwang et al., 2023; Khatun, 2024; Lee, 2024). In the realm of international collaboration, Taiwan's government actively promotes the New Southbound Policy, aiming to enhance economic, technological, and cultural exchanges (Office of Trade Negotiations, Executive Yuan, 2019). Meanwhile, Indonesia and South Korea have strengthened their bilateral relationship, elevating it to a special strategic partnership in 2017 through the Joint Vision Statement for Co-Prosperity and Peace, thus making Indonesia the only Southeast Asian country with this unique status (Special Strategic Partnership, 2024). Adding to this dynamic, President Biden proposed the "Chip 4 Alliance" in March 2022, involving the U.S., Japan, South Korea, and Taiwan to secure the global semiconductor supply chain. However, challenges remain in facilitating effective cooperation between South Korea and Taiwan (Jung, 2023). Despite seeming to have separate relationships, Taiwan, South Korea, and Indonesia are, in fact, intricately interconnected. In light of the relationships and their importance in developing students' ICC, this study aimed to explore and compare the current state of classroom activities that promote students' ICC across Taiwan, Indonesia, and South Korea. Additionally, it assessed the effectiveness of these activities in predicting ICC levels among students in these three countries.

Although numerous studies (Yang & Kuo, 2023; Yeh et al., 2022; Chao, 2014) have examined ICC with small samples or single-context designs, these limitations restrict generalizability, especially in the diverse sociocultural contexts of Asia. Large samples paired with robust designs can address these limitations by ensuring statistical power and capturing nuanced cross-cultural differences in ICC, thereby informing effective pedagogical and policy decisions (Ivenz & Blanka, 2022). Moreover, different educational policies and technological integration levels across Taiwan, South Korea, and Indonesia (Wen et al., 2021; Wang et al., 2023; Jang, 2024) likely shape how ICC develops, necessitating comparative, large-scale analyses. Therefore, this study aims to fill these critical gaps by using a robust cross-national design with a large sample, aligning with calls for rigorous ICC research (Hoff, 2020; Munezane, 2025). Specifically, this study addressed the following research questions:

1. How do college students in Taiwan, South Korea, and Indonesia differ in their reports of classroom activities promoting ICC?
2. What are the differences in ICC levels among college students across these three countries?
3. How do classroom activities that promote ICC vary in effectiveness across Taiwan, South Korea, and Indonesia?

Method

Participants

College students from Taiwan, South Korea, and Indonesia participated in the online questionnaire. A total number of 1,215 valid responses were collected, with 541 from Taiwan, 390 from South Korea, and 374 from Indonesia. The Taiwanese group consisted of 221 male students, 194 female students, and 36 who identified as other. The distribution by academic year included 88 freshmen, 164 sophomores, 152 juniors, and 47 seniors. Among these students, 240 were enrolled in public schools and 211 in private institutions. In the South Korean sample, there were 173 male students, 195 female students, and 22 who identified as other. This group included

85 freshmen, 126 sophomores, 127 juniors, and 52 seniors. The participants attended universities located in the central region of South Korea, with 189 from public universities and 201 from private ones. The Indonesian sample comprised 164 male students, 188 female students, and 22 who identified as other. The breakdown by academic year included 81 freshmen, 123 sophomores, 124 juniors, and 46 seniors. Of these, 175 were enrolled in public universities and 199 in private institutions. Additional information about their school locations and departments was summarized in Table 1.

Table 1. Demographic Information of Participants

Category \ Country		Taiwan	South Korea	Indonesia
Sex	male	221(19%)	173(44.4%)	164(43.9%)
	female	194(43%)	195(50%)	188(50.3%)
	other	36(8%)	22(5.6%)	22(5.9%)
Grade	freshman	88(19.5%)	85(21.8%)	81(21.7%)
	sophomore	164(36.4%)	126(32.3%)	123(32.9%)
	junior	152(33.7%)	127(32.6%)	124(33.2%)
	senior	47(10.4%)	52(13.3%)	46(12.3%)
School type	public	240(53.2%)	189(48.5%)	175(46.8%)
	private	211(46.8%)	201(51.5%)	199(53.2%)
School location	north	129(28.6%)	390(100%)	51(13.6%)
	south	105(23.3%)		108(28.9%)
	central	141(31.3%)		181(48.4%)
	east	76(16.9%)		34(9.1%)
Department	Humanities and Social Sciences	76(16.9%)	38(9.7%)	20(5.3%)
	Science and Technology	64(14.2%)	69(17.7%)	53(14.2%)
	Business and Economics	79(17.5%)	60(15.4%)	68(18.2%)
	Health and Medicine	74(16.4%)	54(13.8%)	74(19.8%)
	Fine Arts and Design	81(18%)	114(29.2%)	87(23.3%)
	Law and Public Affairs	77(17.1%)	55(14.1%)	72(19.3%)

Instruments

Based on Krosnick and Presser's (2010) perspective, an online questionnaire was methodically designed and implemented to collect data for this study. The questionnaire consisted of four sections. The first section presented an informed consent form, where participants could choose to proceed by clicking the "Agree" button to answer the following questions or exit by clicking the "Disagree" button after reviewing the study's purpose. The second and third sections included scales measuring classroom activities for intercultural communicative competence and intercultural communicative competence. A 6-point Likert scale was used for these scales to minimize participants' central tendency bias (Garland, 1991). The final section collected participants' demographic information. Additionally, each email address was restricted to a single response to ensure the validity and

representativeness of the collected data. The procedures and measures for the construction of each section were described in the following paragraphs.

Classroom Activities for Intercultural Communicative Competence Scale

The scale was designed to measure participants' perceptions of classroom activities aimed at enhancing intercultural communication competence. It was self-constructed based on positive activities identified during the literature review process. Due to the complex and overlapping nature of these activities, two measures were taken before finalizing the scale. First, the features of each activity were identified and discussed over three rounds, after which the activities were grouped accordingly. The operational definitions of these activities were refined and presented in Table 2.

Table 2. Operationalized Definitions of Classroom Activities for Enhancing ICC

Grouping	Activities	Definitions
Immersive Cultural Activities	reading authentic materials	Engaging with texts that reflect real-life language and cultural contexts.
	listening activities	Focusing on exercises of understanding spoken language in diverse contexts.
	Watching videos	Viewing multimedia content to enhance cultural and language comprehension.
	360-degree video technology	Using immersive videos to experience and learn about different cultural settings.
Interactive Cultural Activities	role plays	Acting out scenarios to practice communication and understand different cultural perspectives.
	scavenger hunt	Participating in a task-based activity to find and use culturally relevant information or items
	group oral presentation	Collaborating to prepare and present information that fosters intercultural awareness.
	project-based activity	Completing an in-depth task requiring research and teamwork to explore cultural themes.
	interviewing	Conducting conversations to gather insights into others' cultural experiences or viewpoints.
	discussions	Participating in conversations to share ideas and reflect on cultural topics.
	online learning program	Engaging in structured web-based courses focused on cultural learning.
Collaborative Global Projects	telecollaboration	Collaborating with individuals or groups from different cultures through online communication.
Blended Cultural Learning	blended learning	Combining in-person and online methods to facilitate intercultural learning experiences.

A trained ICC researcher for content relevance, ensuring consistency with the literature (Chao, 2014), independently reviewed the initial activity pool. Three discussion rounds involved the first and second authors, a bilingual teacher educator, and an ICC researcher, who evaluated and refined items based on thematic alignment and clarity. “Positive activities” were defined as those shown to enhance ICC in prior studies (e.g., telecollaboration, VR, discussions) and were categorized following patterns in existing ICC instructional research (Liu et al., 2023; Batunan et al., 2023). Second, a 6-point Likert scale was used to assess the frequency of each activity, ranging from 1 (never) to 6 (very often). This approach was chosen to allow for more nuanced responses, accounting for the potential difficulty participants might face in making decisions. Ultimately, four aspects were identified, comprising a total of 13 items.

Intercultural Communicative Competence Scale

The scale, developed by Chao (2014), was adapted for this study to explore participants’ ICC values. This scale was selected due to its rigorous testing and validation in an Asian context, aligning with the objectives of the present research. Initially, the scale consisted of 30 items across five dimensions, with a high Cronbach’s alpha reliability coefficient of $\alpha = .93$. After testing for reliability and validity, 28 items were retained for the main study, as outlined in Appendix A. Specific detailed information on the validation and reliability testing procedures was provided in the validity and reliability section.

Data Collection Procedure

This study aimed to collect data from college students in Taiwan, South Korea, and Indonesia, using a combination of data collection methods to ensure comprehensive results. The entire data collection procedure took two months, with the questionnaire content translated into the participants’ native languages to ensure clarity and comprehension. Specific details about the data collection approaches and procedures were illustrated in the following sections.

Data Collection in Taiwan

One of the researchers shared the questionnaire in Facebook and Line groups called "Questionnaire Support Group," which consisted of college students seeking assistance with their final projects. To encourage participation and ensure a representative sample, the researcher actively engaged with group members by completing their questionnaires and requesting that they reciprocate by responding to and sharing the study's questionnaire. Additionally, the researcher visited various locations across Taiwan to explain the purpose of the study and promote participation among a diverse group of college students.

Data Collection in South Korea

A Korean researcher, who possesses a master degree in Chinese, was employed to collect data from Korean college students. After careful explanations of the research purpose, teachers from two public and two private

universities in the central South Korea were contacted and encouraged to share the questionnaire among their students.

Data Collection in Indonesia

Two Indonesian students assisted in data collection for this study. They were students in the field of education. The questionnaire link was distributed to teachers and college students via email and social media chatting boxes, with ongoing encouragement to further share the questionnaire to broaden participation.

Data Analysis Procedure

SPSS 26 was used to analyze the collected data. To address research question one, descriptive analysis was conducted to calculate the mean scores of each activity for the three sample groups, highlighting differences among the contexts. For research question two, mean scores for each dimension were calculated, and the overall mean ICC values were derived by averaging these dimension means. A one-way ANOVA was then performed to compare the overall ICC values across the three contexts. Additionally, Dunnett's T3 post hoc analysis was conducted to further identify significant differences in ICC values among Taiwan, South Korea, and Indonesia. To address research question three, the mean scores from the initial analysis were used as predictors, ranked from highest to lowest, to examine their potential to predict ICC values. Hierarchical regression analyses were conducted three times for each sample group to determine whether the reported classroom activities could significantly predict participants' ICC values. Table 3 summarized the analysis approaches used to address the three research questions.

Table 3. The Analysis Approaches for Three Research Questions

Research Questions	**Analysis approaches**
RQ1	Descriptive analysis
RQ2	One-way ANOVA
RQ3	hierarchical regressions

Validity and Reliability

Three measures were taken to ensure the validity of the questionnaire. First, an expert in teaching culture and language reviewed the questionnaire's content over a three-month period, which established content validity. Second, 257 participants were recruited via email to address Chao's (2014) concern regarding limited responses from diverse backgrounds. This group included 92 Taiwanese, 84 Korean, and 81 Indonesian college students. Factor analyses were conducted for each of the five aspects of the questionnaire. Maximum Likelihood Estimation (MLE) was used for parameter estimation, as it is a method for selecting parameter values that best explain the observed data, enhancing accuracy and reliability, especially with large samples or complex models. Items with factor loadings below 0.4 were removed. As a result, out of 30 original items, two were eliminated, which were item 19 (I can effectively use English to communicate with other people of different cultural backgrounds.) and

item 26 (I do not generalize a person's behaviors as representative of a particular culture.). Thus, for the main study, 28 items were included. Table 4 presented the results of the exploratory factor analysis (EFA). Lastly, 32 students from a private university completed the questionnaire twice, with a 10-day interval between administrations, to assess test-retest reliability. The reliability was found to be acceptably high (r = .934).

Table 4. Results of Factor Analyses for Validating the ICC Scale across Diverse Participant Groups*

Item numbers	Dimensions				
	1	2	3	4	5
1	.639				
2	.612				
3	.441				
4	.416				
5	.648				
6	.514				
7	.564				
8	.612				
9	.676				
10		.85			
11		.472			
12		.864			
13		.628			
14		.974			
15		.966			
16			1		
17			.874		
18			.936		
19				.337	
20				.807	
21				.818	
22				.869	
23				.914	
24				.582	
25				1	
26					.255
27					.862
28					.772
29					.782
30					.89

*Note: N=257

Results

Perceived Classroom Activities for ICC in Taiwan, South Korea, and Indonesia

The mean scores for perceived classroom activities were analyzed using descriptive statistics. The results revealed that Taiwanese college students identified discussions as the most frequent classroom activity for developing ICC, while 360-degree video technology was the least frequent. Korean students reported blended learning activities as the most commonly used, with scavenger hunt activities being the least frequent. Indonesian students indicated that reading authentic materials was the most common activity for fostering ICC, whereas 360-degree video technology was the least common. Further details are shown in Figure 2. To enable a deeper analysis of Research Question Three, mean scores were calculated for each group, and the rankings were determined (see Table 5).

Table 5.Classroom Activity Rankings in Taiwan, South Korea, and Indonesia

Groupings	Rankings		
	Taiwan	South Korea	Indonesia
Immersive Cultural Activities	1 (M= 3.98)	4 (M= 4.01)	2 (M= 4.03)
Interactive Cultural Activities	2 (M= 3.73)	3 (M= 4.06)	4 (M= 3.9)
Collaborative Global Projects	4 (M= 3.15)	2 (M= 4.56)	3 (M= 3.99)
Blended Cultural Learning	3 (M= 3.63)	1 (M= 4.82)	1 (M= 4.05)

Comparative ICC Values among Taiwanese, South Korean, and Indonesian Students

To answer research question two, the mean ICC scores for each sample were calculated and presented in Table 6. The results showed that South Korea had the highest mean ICC scores, followed by Indonesia, with Taiwan having the lowest among the three groups. One-way ANOVA was conducted to compare ICC values across the three contexts. As shown in Table 7, significant differences were found among the ICC values of Taiwan, South Korea, and Indonesia ($F (2, 1212) = 12.52$, $p < .001$).

Table 6. Descriptive Information of ICC Values in Taiwan, South Korea, and Indonesia

Countries	N	Mean	Standard Deviation
Taiwan	451	3.87	0.32
South Korea	390	4.07	0.79
Indonesia	374	3.91	0.61

Table 7. Results of One-way ANOVA

Source of Variance	*df*	Sum of Squares	Mean Square	*F*
Between Groups	2	8.96	4.48	12.52***
Within Group	1212	433.53	0.35	
Total	1214	442.49		

Since the test of homogeneity of variances was significant (Levene= 126.52, p< .000), Dunnett's T3 post hoc

analysis was conducted to examine the specific differences in ICC values among the three contexts. The Dunnett T3 method adjusts critical values to control the Type I error rate within acceptable levels (Dunnett, 1980). The results revealed that South Korean college students had significantly higher ICC values (M= 4.07) compared to their Taiwanese (M= 3.87) and Indonesian (M= 3.91) counterparts. However, no significant difference was found between the ICC values of Taiwanese and Indonesian students. The observed power was moderately high (α= .996). Table 8 presented the results of Dunnett's T3 post hoc analysis.

Table 8. Results of Dunnett's T3 Post Hoc Analysis

(I) Group	(J) Group	Mean Difference (I-J)	Std. Error	Sig.
Taiwan	South Korea	-.198	.043	.000
	Indonesia	-.039	.035	.595
South Korea	Taiwan	.198	.043	.000
	Indonesia	.159	.051	.006
Indonesia	Taiwan	.39	.035	.595
	South Korea	-.159	.051	.006

Predicting ICC Values through Classroom Activities

Hierarchical regression analyses were conducted to examine whether ICC classroom activities reported by college students predicted ICC values within each context. This confirmatory statistical approach aligned with the study's objectives. Based on the ranking groups presented in Table 5, activities from each context were entered into the analysis as four separate blocks using the enter method.

For the Taiwan sample, the four models collectively accounted for 6.8% of the explained variance ($F(13, 437) = 2.45$, $p = .003$), indicating marginal explanatory power. Among the individual models, Model 1 (immersive cultural activities, $\Delta R^2 = .035$, $F(4, 446) = 4.03$, $p = .003$) and Model 2 (interactive cultural activities, $\Delta R^2 = .032$, $F(7, 439) = 2.13$, $p = .039$) achieved significant incremental explained variance. At the activity level within immersive cultural activities, significant predictors included listening activities ($\beta = .123$, $t(446) = 2.57$, $p = .01$), watching videos ($\beta = .127$, $t(446) = 2.62$, $p = .009$), and 360-degree video technology ($\beta = .134$, $t(446) = 2.81$, $p = .005$). For interactive cultural activities, significant predictors were scavenger hunts ($\beta = .132$, $t(439) = 2.57$, $p = .01$) and group oral presentations ($\beta = .112$, $t(439) = 2.28$, $p = .023$). All explanatory powers for these activities were minimal. Additionally, all VIF values were below 2, indicating no multicollinearity in the regression models. Data showing significant differences were summarized in Table 9.

For the Indonesian sample, the four models collectively accounted for 3% of the explained variance ($F(13, 360) = 1.87$, $p = .032$), suggesting marginal explanatory power. Among the individual models, only Model 3 (collaborative global projects, $\Delta R^2 = .022$, $F(1, 367) = 8.22$, $p = .004$) showed a significant incremental explained variance. Within the collaborative global projects category, only telecollaboration emerged as a significant predictor ($\beta = .175$, $t(367) = 2.86$, $p = .004$), with minimal explanatory power. As in the Taiwan sample, all VIF values were below 2, confirming no multicollinearity. Data showing significant differences were summarized in

Table 9.

Table 9. Results of Hierarchical Regressions

Country	Model	Activities	β	t	Adjusted R^2	ΔR^2	F change	p	VIF
Taiwan	1				.026	.035	4.029	.003 (for F Change)	
		Listening Activities	.123	2.574				.01	1.058
		Watching Videos	.127	2.622				.009	1.081
		360-Degree Video Technology	.134	2.811				.005	1.054
	2				.043	.032	2.132	.039 (for F Change)	
		Scavenger Hunt	.132	2.574				.01	1.239
		Group Oral Presentation	.112	2.28				.023	1.143
Indonesia	3				.024	.022	8.221	.004 (for F Change)	
		Telecollaboration	.175	2.867				.004	1.428

For the South Korea sample, the four models collectively accounted for 2% of the explained variance ($F(13, 376) = .595$, $p = .858$), with no model or activity reaching statistical significance.

Discussion

ICC across Borders: Insights from Three Contexts

In light of the results, several implications can be drawn regarding classroom practices, educational policy, and the educational landscape. To begin with, Taiwanese college students reported that most immersive cultural learning activities were conducted in the classroom. Listening activities, watching videos, and 360-degree video technology were found to have limited effectiveness, aligning with previous studies (Hidayati & Santiana, 2020; Liu, 2021; Permatasari & Andriyanti, 2021; Shadiev & Sintawati, 2021; Yeh et al., 2022; Zhang, 2020). Task-based activities promoting interaction, such as scavenger hunts and group presentations, were moderately effective in explaining ICC values, consistent with findings from Santoso (2020), Zayac et al. (2021), and Tuncel and Paker (2018). This suggests that many activities in Taiwanese higher education settings remain more input-based, as students are often perceived as passive learners (Chang, 2011). These activities are generally preferred, allowing teachers to accommodate students' learning styles and meet the expectations set by the Ministry of Education (MOE) in Taiwan. Wu (2024) further supports this by noting Taiwanese students' amotivation due to shifts in teaching and learning styles. The limited effectiveness of two interactive cultural learning activities suggests that while competency promotion may be beneficial, these activities remain at a basic level. Chen (2022) differentiated between project-based learning and actual projects, suggesting that the current approach may not fully foster meaningful outcomes. Additionally, the limited explanatory value of this study suggests that Taiwan's evolving educational policies and ideologies, particularly debates around glocalization (Liu & Wang, 2023) and regional revitalization (NDC, 2024, February 20th), may present some challenges for educators in adapting to changes within educational settings (Her, 2023). Students' ICC can be shaped and influenced by these policy shifts, as

changes may either support or hinder its development.

In the South Korean context, students reported that blended cultural learning activities were the most frequently implemented; however, none were identified as the most effective in fostering ICC, contrasting with findings from previous studies (Bahlai et al., 2019; Yang & Kuo, 2023). This discrepancy may stem from a paradigm shift in early childhood education, emphasizing global perspectives and paving the way for sustainability and lifelong learning (Lee et al., 2023; Jin et al., 2023). Hwang et al. (2023) observed that students' interpersonal interactions and media use in the target language were positively linked to self-reported ICC improvements, with media usage having a stronger effect. This underscores the critical role of sustainability-focused goals and the often-overlooked value of informal learning environments in ICC development—contrasting with Taiwanese educators, who are often held responsible for students' learning outcomes (Chen, 2022). Although English textbooks in South Korea have been the subject of some debate regarding their content (Jang et al., 2024; Joo et al., 2020), comprehensive financial supports from the Korean Ministry of Education (KMOE) has improved students' access to global citizenship and collaborative opportunities (Marnnoi et al., 2024). Enhanced early childhood education efforts focusing on global perspectives, combined with the global popularity of K-pop, have further solidified these reforms (Hwang et al., 2023; Khatun, 2024; Lee, 2024). Moreover, the implementation of KSL is seen as a strategy to attract and support international professionals in South Korea (Jang, 2024).

For the final context examined in this study, Indonesian students reported frequently participating in blended cultural learning activities. However, telecollaboration was only slightly effective in explaining their current ICC levels, consistent with findings from Batunan et al. (2023), Liu et al. (2023), and Luo and Gao (2024). This outcome can be attributed to the 2022 introduction of Kurikulum Merdeka by MoECRT. According to MoECRT (2022), Kurikulum Merdeka addresses pandemic-era challenges by promoting active learning, personalized approaches, and flexible teaching through technology. Students utilize digital tools like online databases, simulation software, and multimedia platforms for research, data analysis, and presentations. This curriculum connects learning with broader aspects of students' development, aligning with UNESCO's holistic education principles (2023). Driven by the Merdeka Belajar movement, this initiative has revitalized Indonesia's educational ecosystem (Wang et al., 2023). The representation of global competence in textbooks further illustrates this progress (Khoeriah et al., 2024; Sharizan et al., 2024).

Educational policies appear to play a notable role in students' ICC development (Salehudin et al., 2021; Willems, 2002). However, the study found that none of the examined contexts explicitly integrated cultural components into their policies or curricula. This points to a potential area for improvement, suggesting that these three countries might benefit from considering the incorporation of cultural elements into their educational frameworks to better support ICC growth. Interpreting the differences in classroom activities across contexts requires consideration of course topics, class sizes, and institutional resources. For example, universities with greater technological resources may facilitate VR or telecollaboration activities, while large class sizes may necessitate lecture-based approaches. Future studies should control for these contextual factors to refine the interpretation of cross-country differences, strengthening the validity of conclusions regarding ICC activity effectiveness (Ivenz & Blanka, 2022; Cutting, 2020).

Shaping the Future of ICC: Research and Practice

According to the study's results, mismatches were observed in the frequencies of classroom activities reported by college students, along with low explanatory values in the prediction outcomes. These findings have indicated two core issues related to the development and measurement of ICC. First, as Cutting (2020) suggests, ICC theory has shifted toward a nonessentialist view, which has acknowledged the complexity of individuals' cultural identities. Culture is now seen as a complex, multilayered, and multifaceted entity (Holliday, 2021, pp. 75), capturing the dynamism of contextualization. This contrasts with Byram's ICC model, which has been viewed as an instrumental-driven and performance-based approach (Hoff, 2020). Moreover, Hoff (2020) proposed that scholars have questioned Byram's claim that mixing harmoniously with conflicting worldviews is the ultimate goal, particularly due to the fragmentation and pluralism that have characterized today's society. In the view of this, Byram's ICC model could either be expanded or reconceptualized with nonessentialist perspectives to better align with contemporary movement (Hoff, 2020). Second, the need to reconceptualize the ICC model has raised doubts about the validity of ICC measurements (Munezane, 2025). The nature of ICC, being variable, evolving, and unpredictable, presents considerable challenges for assessment. Porto (2014) highlighted that ICC may not only manifest across various dimensions during one or multiple teaching sessions but also emerge later in unforeseen circumstances beyond the teacher's plans (Hoff, 2018). This contrasts the common approach taken by several researchers (Drajati et al., 2024; Yang & Kuo, 2023; Yeh et al., 2020), who base their claims on evidence collected from single contexts. Such methods may limit the depth of conclusions and raise concerns about the most effective ways to foster students' ICC development. Furthermore, these issues echo concerns raised by Chao (2014) regarding the lack of participants from diverse backgrounds, which can limit the broader applicability of the questionnaire. To address these challenges, employing more rigorous research methods, such as replication studies, delayed effect analyses, or longitudinal approaches, would be valuable as the new model is gradually developed and tested.

Conclusion

The present study aimed to utilize extensive quantitative data for cross-national comparisons. While the findings contribute to the relevant fields, there remain complex issues that need to be addressed. Through this study, implications for educational policymakers and calls for the reconceptualization of the ICC model have been put forward, with the intention of advancing ICC development rather than discrediting Byram's model (Hoff, 2018). Most importantly, maintaining the quality of research through rigor is essential to support the ongoing process of reconceptualizing ICC. However, three significant limitations of this study should be noted, along with suggestions for future research. First, this study focused on three Asian contexts with moderately large samples, limiting its ability to compare findings with those from other continents. Including students from more diverse cultural backgrounds in future research could provide valuable insights into ICC assessment and development in today's globalized world. Second, due to practical constraints and the participants' limited availability, qualitative data were not collected. Incorporating qualitative methods in future studies could enrich the quantitative findings and contribute to a more nuanced understanding of ICC. Third, the comparative effects of formal and informal learning on ICC remain inconclusive. Further empirical research is needed to address this gap and provide

guidance for both education and academic inquiry.

Statements and Declarations

Ethics Approval and Consent to Participate: An informed consent form was presented on the first page of the online questionnaire for participants who agreed to participate. They could choose to click “agree” to continue or “disagree” to exit.

Data Availability Statement: The dataset utilized in the present study can be accessed via the following link: https://drive.google.com/drive/folders/1W5bFf5wX3gHAr5qnHzymNLNrBFKw9Jve?usp=sharing

Competing Interests: There are no conflicts of interest to declare.

Funding: No funding was gained when the present study was completed.

Authors' Contributions: The first author was responsible for developing the research concept, designing the questionnaire, writing the initial draft of the research paper, collecting data in Taiwan and Indonesia, and analyzing the data. The second author contributed to the development of the questionnaire, ensured its content validity, provided insights for the discussion section, improved the overall writing quality, and finalized the research. The third author played a key role in offering insightful suggestions for interpreting the results and refining the discussion section.

Acknowledgements: The authors wish to express their gratitude to the hired students who assisted with questionnaire translation and data collection in South Korea and Indonesia for this study. Additionally, the authors would like to thank the teachers and college students who contributed to the data collection process.

References

Alptekin, C. (2002). Towards intercultural communicative competence in ELT. *ELT Journal, 56*(1), 57–64. https://doi.org/10.1093/elt/56.1.57

Babao, J. N. A., & Adiatma, D. (2023). Intercultural communication competence: Unraveling the role of cognitive, affective, and behavioral factors. *International Journal of Advanced Multidisciplinary, 2*(2), 393–397. https://doi.org/10.38035/ijam.v2i2

Bahlai, O., Machynska, N., Matviiv-Lozynska, Y., Senkovych, O., & Voloshyn, M. (2019). Developing students’ intercultural communicative competence in foreign language classrooms. *Advanced Education, 6*(11), 55–59. https://doi.org/10.20535/2410-8286.158078

Batunan, D. A., Kweldju, S., Wulyani, A. N., & Khotimah, K. (2023). Telecollaboration to promote intercultural communicative competence: Insights from Indonesian EFL teachers. *Issues in Educational Research, 33*(2), 451–470. http://www.iier.org.au/iier33/batunan.pdf

Bennett, J. M., & Bennett, M. J. (2003). Developing intercultural sensitivity: An integrated approach to global

and domestic diversity. In D. Landis, J. M. Bennett, & M. J. Bennett (Eds.), *Handbook of intercultural training* (3rd ed., pp. 1–10). Sage.

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

Byram, M. (2020). *Teaching and assessing intercultural communicative competence: Revisited*. Multilingual Matters. https://doi.org/10.21832/9781800410251

Chang, F. Y. (2011). The causes of learners' reticence and passivity in English classrooms in Taiwan. *Journal of Asia TEFL, 8*(1), 1–22.

Chao, T. C. (2011). The hidden curriculum of cultural content in internationally published ELT textbooks: A closer look at *New American Inside Out*. *Journal of Asia TEFL, 8*, 189–210.

Chao, T. C. (2013). A diary study of university EFL learners' intercultural learning through foreign films. *Language, Culture and Curriculum, 26*(3), 247–265.

Chao, T. C. (2014). The development and application of an intercultural competence scale for university EFL learners. *English Teaching & Learning, 38*(4), 79–124. https://doi.org/10.6330/ETL.2014.38.4.04

Chen, S. Y. (2022, October 31). What is project-based learning (PBL)? A comprehensive overview of curriculum design, teaching, and assessment. *Flipped Education*. https://flipedu.parenting.com.tw/article/007740

Chen, W. (2022, March 15). Too much pain, too little gain: Is being a "professor" truly a great profession? *CROSSING*. https://crossing.cw.com.tw/article/15960

Cutting, J. (2020). A thematic linguistic analysis of TESOL students' commitment to intercultural communication values. *TESOL Quarterly, 54*(4), 846–869. https://www.jstor.org/stable/48642899

Dewi, A. (2017). English as a medium of instruction in Indonesian higher education: A study of lecturers' perceptions. In B. Fenton-Smith, P. Humphreys, & I. Walkinshaw (Eds.), *English medium instruction in higher education in Asia-Pacific* (pp. 241–258). Springer.

Drajati, N. A., Tan, L., Wijaya, S. A., & Tyarakanita, A. (2024). Developing pre-service teachers' intercultural communication competence: Learning through extracurricular informal digital learning of English. *Studies in English Language and Education, 11*(2), 855–872. https://doi.org/10.24815/siele.v11i2.34775

Dunnett, C. W. (1980). Pairwise multiple comparisons in the unequal variance case. *Journal of the American Statistical Association, 75*(372), 796–800. https://doi.org/10.2307/2287161

Executive Yuan. (2019, July 4). Government to introduce English as a medium of instruction (EMI) in 2030 bilingual nation policy. https://english.ey.gov.tw/News3/9E5540D592A5FECD/2ec7ef98-ec74-47af-85f2-9624486adf49

Feng, K. Z. (2024). Lost in translation: Is Taiwan's bilingual policy in graduate school a myth? *Higher Education Evaluation and Development, 18*(2), 58–72. https://doi.org/10.1108/HEED-01-2024-0004

Feng, K. Z. (2025). Bilingual teachers' speaking anxiety: A hermeneutic phenomenology study. *International Journal on Studies in Education, 7*(3), 541–562. https://doi.org/10.46328/ijonse.1936

Garland, R. (1991). The midpoint on a rating scale: Is it desirable? *Marketing Bulletin, 2*(1), 66–70. http://marketing-bulletin.massey.ac.nz

Hà, T. A., & Nguyễn, M. Q. (2024). Doing cross-cultural interviews from Vietnamese students' experience and reflective practice: Lessons on intercultural communicative competence. *Reflective Practice*, 1–20. https://doi.org/10.1080/14623943.2024.2398780

Her, O. S. (2023, October 16). The controversial 2030 bilingual policy: Is it ultimately beneficial or harmful?

CommonWealth Magazine. https://opinion.cw.com.tw/blog/profile/351/article/14155

Hidayati, A. N., & Santiana, S. (2020). Promoting cultural awareness through intercultural listening activities. *Jurnal Tahuri, 17*(2), 53–62. https://doi.org/10.30598/tahurivol17issue2page53-62

Hirotani, M., & Fujii, K. (2019). Learning proverbs through telecollaboration with Japanese native speakers: Facilitating L2 learners' intercultural communicative competence. *Asian-Pacific Journal of Second and Foreign Language Education, 4*, Article 5. https://doi.org/10.1186/s40862-019-0067-5

Hoff, H. E. (2018). Intercultural competence. In A.-B. Fenner & A. S. Skulstad (Eds.), *Teaching English in the 21st century: Central issues in English didactics*. Fagbokforlaget.

Hoff, H. E. (2020). The evolution of intercultural communicative competence: Conceptualisations, critiques and consequences for 21st-century classroom practice. *Intercultural Communication Education, 3*(2), 55–74. https://doi.org/10.29140/ice.v3n2.264

Holliday, A. (2021). *Intercultural communication: An advanced resource book for students*. Routledge.

Holliday, A., Hyde, M., & Kullman, J. (2010). *Intercultural communication: An advanced resource book for students* (2nd ed.). Routledge.

Hwang, J., Sato, E., & He, A. W. (2024). From intercultural engagement to intercultural communicative competence: The case of Chinese, Japanese, and Korean. *Foreign Language Annals, 57*(1), 67–92. https://doi.org/10.1111/flan.12738

Jang, E. Y. (2024). Uncovering monolingual ideologies embedded in South Korean multicultural education. *International Journal of Bilingual Education and Bilingualism, 27*(4), 537–549. https://doi.org/10.1080/13670050.2023.2214270

Jang, G., Tinker Sachs, G., & Park, J. H. (2024). Conflicting understandings of multicultural society, global world, and English: Multimodal content analysis of five Korean elementary EFL textbooks. *Critical Inquiry in Language Studies, 21*(2), 153–176. https://doi.org/10.1080/15427587.2023.2198130

Jin, X., Kim, E., & Kim, K. C. (2023). Transforming early childhood education: The Nuri curriculum reform in South Korea. *Journal of the Knowledge Economy*, 1–24. https://doi.org/10.1007/s13132-023-01586-1

Joo, S. J., Chik, A., & Djonov, E. (2020). The construal of English as a global language in Korean EFL textbooks for primary school children. *Asian Englishes, 22*(1), 68–84. https://doi.org/10.1080/13488678.2019.1627636

Jung, E. (2023, September 18). The CHiP-4 alliance and Taiwan–South Korea relations. *Global Taiwan Institute*. https://globaltaiwan.org/2023/09/the-chip-4-alliance-and-taiwan-south-korea-relations/

Kamariddinovna, M. E. (2024). Developing communicative competence in foreign language education. *Western European Journal of Linguistics and Education, 2*(4), 66–70.

Khatun, M. (2024). Hallyu or Korean wave: Unravelling cultural dynamics that propelled South Korea to global superpower status. *The Social Science Review: A Multidisciplinary Journal, 2*(1), 232–237.

Khoeriah, A., Hidayat, D. N., Alek, A., & Mulyati, Y. F. (2024). Cultural representation in EFL textbooks of the Merdeka curriculum. *Jurnal Info Sains: Informatika dan Sains, 14*(1), 348–359. https://ejournal.seaninstitute.or.id/index.php/InfoSains

Krosnick, J. A., & Presser, S. (2010). *Handbook of survey research*. Emerald Group Publishing.

Lee, J. (2024). *K-Pop innovation: The future of Korean innovation that took the world by storm*. World Scientific.

Lee, J. Y., Lee, H. J., Masters, A. S., Fletcher, K. K., Suh, D. D., Golinkoff, R. M., & Hirsh-Pasek, K. (2023).

Bringing playful learning to South Korea: An alternative pedagogical approach to promote children's learning and success. *International Journal of Educational Development, 97*, Article 102710. https://doi.org/10.1016/j.ijedudev.2022.102710

Liu, Y. (2021). On the cultivation of intercultural communicative competence in the English viewing-listening-speaking course. *Theory and Practice in Language Studies, 11*(8), 968–974. https://doi.org/10.17507/tpls.1108.13

Liu, G. Z., Fathi, J., & Rahimi, M. (2023). Enhancing EFL learners' intercultural communicative effectiveness through telecollaboration with native and non-native speakers of English. *Computer Assisted Language Learning*, 1–31. https://doi.org/10.1080/09588221.2022.2164778

Liu, Y. Y. F., & Wang, Y. H. (2024). "Glorecalization" of ECEC curriculum guidelines: A comparative study of China, Hong Kong, Macau, and Taiwan. *Curriculum Perspectives, 44*(1), 25–35. https://doi.org/10.1007/s41297-023-00212-z

Luo, H., & Gao, P. (2024). Intercultural learning through Chinese–American telecollaboration: Results of a song sharing project. *Computer Assisted Language Learning, 37*(1–2), 85–113. https://doi.org/10.1080/09588221.2022.2026405

Marnnoi, J., Jehma, H., & Marn-In, P. (2024). Examination of quality assurance mechanisms in higher education: Comparative analysis of higher education frameworks in South Korea and Malaysia. *European Journal of Education Studies, 11*(8). https://doi.org/10.46827/ejes.v11i8.5439

Ministry of Education, R.O.C. (Taiwan). (n.d.). *Guidelines for schools to establish teacher counseling and disciplining students (學校訂定教師輔導與管教學生辦法注意事項)*. Ministry of Education Law Database. Retrieved November 26, 2024, from https://edu.law.moe.gov.tw/LawContent.aspx?id=GL002147

Munezane, Y. (2025). Conceptualizing intercultural communicative competence in higher education in the Japanese context: Insights from language learners, practitioners, and the public arena. *Social Sciences & Humanities Open, 11*, Article 101205. https://doi.org/10.1016/j.ssaho.2024.101205

National Development Council. (2024, February 26). Regional revitalization. Retrieved November 26, 2024, from https://english.ey.gov.tw/News3/9E5540D592A5FECD/6d365250-1900-402a-877c-a4fd26aefee1

National Development Council & Ministry of Education. (2020). *2030 bilingual nation policy (2021–2024)*. https://www.ey.gov.tw/File/2B6104944B834BE1

Permatasari, I., & Andriyanti, E. (2021). Developing students' intercultural communicative competence through cultural text-based teaching. *Indonesian Journal of Applied Linguistics, 11*(1), 72–82. https://doi.org/10.17509/ijal.v11i1.34611

Pham, V. T. T., & Pham, A. T. (2022). An assessment of students' intercultural competence in public and private universities in Vietnam. *Journal of Language and Linguistic Studies, 18*(Special Issue 1), 34–44.

Pinzón, A. N. B. (2020). Authentic materials and tasks as mediators to develop EFL students' intercultural competence. *HOW, 27*(1), 29–46. https://doi.org/10.19183/how.27.1.515

Porto, M. (2014). Extending reading research with a focus on cultural understanding and research on intercultural communication: An empirical investigation in Argentina. *Intercultural Education, 25*(6), 518–539. https://doi.org/10.1080/14675986.2014.967968

Salehudin, M. (2021). Extending Indonesia government policy for e-learning and social media usage. *Pegem*

Journal of Education and Instruction, 11(2), 14–26. https://doi.org/10.14527/pegegog.2021.00

Santoso, M. N. (2020). The scavenger hunt: A technique for enhancing culture learning and intercultural communication practice. *Register Journal, 13*(1), 99–122. https://doi.org/10.18326/rgt.v13i1

Sarwari, A. Q., Adnan, H. M., Rahamad, M. S., & Abdul Wahab, M. N. (2024). The requirements and importance of intercultural communication competence in the 21st century. *SAGE Open, 14*(2). https://doi.org/10.1177/21582440241243119

Shadiev, R. Y. J., & Sintawati, W. (2021). Exploring the impact of learning activities supported by 360-degree video technology on language learning, intercultural communicative competence development and knowledge sharing. *Frontiers in Psychology, 12*, Article 766924. https://doi.org/10.3389/fpsyg.2021.766924

Sharizan, S., Yulia, Y., Handayani, R., Titania, F. N., & Thamrin, A. H. (2024). The representation of global competence in a senior high school English textbook in Indonesia. *Al-Ishlah: Jurnal Pendidikan, 16*(3), 3263–3277. https://doi.org/10.35445/alishlah.v16i3.5299

Special Strategic Partnership. (n.d.). *Special strategic partnership – Young professionals lab*. Retrieved October 23, 2024, from https://www.sspyoungprolab.com/specialstrategicpartnership

Spencer-Oatey, H., & Franklin, P. (2009). *Intercultural interaction: A multidisciplinary approach to intercultural communication*. Palgrave Macmillan.

Stier, J. (2006). Internationalisation, intercultural communication and intercultural competence. *Journal of Intercultural Communication, 6*, 1–6.

Tuncel, İ., & Paker, T. (2018). Effects of an intercultural communication course in developing intercultural sensitivity. *International Journal of Higher Education, 7*(6), 198–211. https://doi.org/10.5430/ijhe.v7n6p198

UNESCO. (2023). *Ensuring lifelong learning for all: Policy guidance and action pathways*. UNESCO. https://unesdoc.unesco.org/ark:/48223/pf0000387827

Wang, C., Zhang, M., Sesunan, A., & Yolanda, L. (2023). *Technology-driven education reform in Indonesia: A look into the current status of the Merdeka Belajar Program*. Oliver Wyman. Retrieved November 26, 2024, from https://repositori.kemdikbud.go.id/30538/

Wang, H. C. (2023). Facilitating English L2 learners' intercultural competence and learning of English in a Taiwanese university. *Language Teaching Research, 27*(4), 1032–1048. https://doi.org/10.1177/1362168820969359

Wang, Q., & Teo, T. (2024). Explaining the relationships among components of intercultural competence: A structural equation modelling approach. *International Journal of Intercultural Relations, 99*, Article 101953. https://doi.org/10.1016/j.ijintrel.2024.101953

Wen, Y., Wu, Y. J., Qi, G., Guo, S. C., Spector, J. M., Chelliah, S., & Lan, Y. J. (Eds.). (2021). *Expanding global horizons through technology-enhanced language learning*. Springer.

Willems, G. M. (2002). Language teacher education policy promoting linguistic diversity and intercultural communication. In *Guide for the development of language education policies in Europe: From linguistic diversity to plurilingual education* (Reference study). Council of Europe. http://www.coe.int

Wu, M. C. (2024). Why do first-year college students resist learning? Opportunities and challenges in the transition to college. *Journal of Education Research, 361*, 36–58.

https://doi.org/10.53106/168063602024050361003

Yang, Y. F., & Kuo, N. C. (2023). Blended learning to foster EFL college students' global literacy. *Computer Assisted Language Learning, 36*(1–2), 81–102. https://doi.org/10.1080/09588221.2021.1900874

Yeh, H. C., Tseng, S. S., & Heng, L. (2020). Enhancing EFL students' intracultural learning through virtual reality. *Interactive Learning Environments, 30*(9), 1609–1618. https://doi.org/10.1080/10494820.2020.1734625

Yunusova, A., & Djalilova, Z. (2024). Developing intercultural competence through a project approach. *Comparative Linguistics, Translation, and Literary Studies, 1*(1), 48–59.

Zayac, R. M., Miller, S., Lenhard, W., Paulk, A., & Chrysler, K. (2021). Short-term study abroad in psychology: Effects of a cultural scavenger hunt on the development of intercultural competence. *Teaching of Psychology, 48*(1), 32–40. https://doi.org/10.1177/0098628320959922

Zhang, L. (2020). Developing students' intercultural competence through authentic video in language education. *Journal of Intercultural Communication Research, 49*(4), 330–345. https://doi.org/10.1080/17475759.2020.1785528

Zhang, R., Hsu, H. Y., & Wang, S. K. (2010). Global literacy: Comparing Chinese and US high school students. *Multicultural Education & Technology Journal, 4*(2), 76–98. https://doi.org/10.1108/17504971080000456