

ICC Assessments and Objectives Grounded from Indonesian English Teachers' ELT Practices in Higher EFL Education: Are they Visible and Worthy

Marwa*

Ph.D Student of State University of Malang, Lancang Kuning University, Indonesia

Bambang Yudi Cahyono

Professor, State University of Malang, Indonesia

Mohammad Adnan Latief

Professor, State University of Malang, Indonesia

Johannes Ananto Prayogo

Doctor, State University of Malang, Indonesia

Abstract

Intercultural competence (ICC) assessment both quantitative and qualitative methods have been used to identify whether the students have benefited from their intercultural learning. However, ICC assessments which can provide language educators with feedback still need to be studied and developed. This fieldwork study sheds light on the application of ICC assessments in ELT classrooms focusing on the formats/ways and objectives grounded from the English teachers' teaching practices. University of Riau and Brawijaya University in Indonesia were as the sites for a six-month fieldwork which involved four participants in their ELT classrooms. The study employed observation field notes, teacher interview questions, audio recording, and any supported documents as the research instruments. Regarding ICC assessments methods and objectives, the English teachers applied the sort of authentic ICC assessment methods which eventually also parts of their teaching activities covering the paper test (translation and writing), oral presentation, role play and projects. In fact, such ICC authentic assessment methods can be promoted in the ELT classrooms since they are more visible and worthy in terms of ways and functions which can provide the teachers with feedback. Evidently, the students could have more experience and impressions in their culture learning when they are assigned to work on such authentic ICC assessments. With respect to ICC assessment objectives, some cultural aspects/objectives assessed found covering Byram's (1997) ICC dimensions: *savoir*, *savoir comprendre*, and *savoir etre*. The findings signal that the ICC assessments and dimensions grounded from the English teachers' teaching practices were evidently visible and analyzable.

Keywords: Intercultural learning, ICC assessment, ICC dimensions, authentic assessment

INTRODUCTION

In the area of foreign language education, researchers have been developing intercultural competence (ICC) assessments or evaluations to measure whether learners have benefited from their intercultural teaching. Such potential suggestions and attempts have been devoted to design a framework for the assessment of ICC and to identify what ICC test formats or designs` can be appropriately used (Lessard-Clouston, 1992; Seelye, 1994; Byram, 1997). As a matter of fact, many of ICC assessment techniques used are actually also teaching techniques including cultural minidramas, critical incidents, culture assimilators, simulation games and documents originating from a foreign culture can be used as input for teaching, but also for assessment purposes. In addition, Secru (2004) claims a systematic framework for the operationalization of ICC assessment in foreign language education needs to be continuously developed.

There are some ICC assessments models which have been developed or used by the researchers in the context of foreign language education. Addressing ICC assessment in the context of foreign language education, Secru (2004) identifies validity, authenticity, reliability, clarity of purpose and impact, and practicality, as key factors of an assessment test. Houghton's (2013) study on making ICC and identity-development visible for assessment purposes that she argues identity-development can be nurtured by applying the Intercultural Dialogue (ID) Model. In this case, various kinds of behavioral evidence from students' written work upon which ICC assessment can be based are presented in the form of statement patterns. Porto's (2013) model for describing, analyzing and investigating cultural understanding in EFL reading settings shows that during the reading process, participants moved back and forth among the six levels specified in the model, indicating that the process of cultural understanding is not composed of independent and discrete elements, processes or stages but is fluid and complex. Moorea and Hampton (2014) claim that in order to work towards the ideal of internationalization of the curriculum and to provide conditions for students to engage in successful intercultural experiences, it is crucial to explore students' perceptions of their peers in relation to whom they prefer to work with and the effects of group membership on assessment outcomes.

The researchers also use the ICC inventory for the sake of measuring the students' ICC development. The Intercultural Development Inventory (Hammer et al., 2003) was used by Jackson (2015) as the primary measure, and he concludes that pre-departure intercultural training/teaching is an important aspect of helping students to develop intercultural effectiveness through the study abroad experience. Peiser and Jones (2013) present the significance of intercultural understanding by investigating students' perceptions about the development of intercultural understanding (IU) in the English modern foreign languages (MFL) curriculum. By applying and extending Barrett's societal, social, cognitive and motivational model (SSCM) (2007), factors such as school type, gender, social background and linguistic capability of the pupils may affect the meaning or level of importance that pupils attach to IU.

Researchers agree that ICC can and should be measured, and that both qualitative and quantitative methods are appropriate. As matter of fact, ICC development through foreign language education is widely discussed (Byram, 1997), since it can help researchers build and refine theory about ICC and ways to develop it. However, Sercu (2010) claims teachers should be provided with research which behavioural evidence they can draw on in order to assess ICC development. In short, ICC assessment both quantitative and qualitative methods have been used to identify whether the learners have benefited from their intercultural learning. However, ICC assessments which can provide language educators with feedback still need to be studied and developed.

To fill the gaps, the current study will shed light on the application of ICC assessments in English language teaching classrooms. The investigation of ICC assessment methods/techniques in terms of formats/ways and functions in the ELT context will be the concern of this study. Specifically, the primary purpose of this study was to address how the Indonesian English teachers apply ICC assessments in their English teaching practices and what ICC dimensions are evaluated in the given ICC assessments as the goals of students' ICC learning. Thus, this study attempts to make some practical suggestions for English professionals to pay a great concern on the application of ICC assessments as a part of their main tasks and responsibilities in their ELT context to cope with the globalized English teaching now.

METHOD

This fieldwork study was carried out for approximately six months in 2016 in two universities in Indonesia: 1) University of Riau located in Riau Province and 2) Brawijaya University in Malang-East Java. Since this research was conducted in the area of English language teaching, some English classes had been the research sites and visited frequently during the study. Another consideration was that the English practitioners in this case the English lecturers who were teaching in the university regarded as the individuals who had been experienced with the interculturality process both in their professional development and the ELT context.

Based on profiling the subjects, the two English teachers from *Riau* University participated in this study were L1 and L2 (pseudonyms). L1 has been teaching for approximately 16 years with a PhD degree in English Language Teaching. He had an experience of study abroad while earning his Master degree in Australia for two years and doctorate degree also in Australia for four years. He has been actively involving or attending national and international seminars, conferences, and workshops mostly as a presenter. L2 had his teaching experience for about 29 years with a PhD degree in English Language Teaching. He also had an experience of study abroad while pursuing his Bachelor degree in Australia, double Master degrees in England, UK (for M.A. and M.Ed.) in 1998 and 2004, and doctorate degree in England (2013). He has been actively involving as language trainers, supervisors for English teachers' certifications and attending a number of local, national and international seminars as presenter and trainer. The other two subjects involved in this study L3 and L4 (pseudonym) were the English lecturers from Brawijaya University, Malang-East Java. L3 has been teaching English for 14 years

with an M.A. degree in English Language Studies. He had experiences of study abroad while earning his Master degree in Germany for two years (2008-2010). He had ever joined a short course in Leeds University in 2007 and another short course in USA. He has been writing many literary works that highlight both English and Indonesian cultural issues. He has also been actively attending national and international seminars and conferences as the presenter. Now, he is chairing Center for Literary and Cultural Studies Malang. Another subject from Brawijaya University was L4. He has been teaching English for approximately 7 years. He had an international experience of study abroad in the University of Delhi (2009-2011) while earning his Master degree with an M.A. of English Language Studies in Linguistics. Also, he has been actively attending some local, national, and international seminars/conference.

The researcher employed observation field notes, teacher interview questions, audio recording, and any supported documents as the research instruments in order to collect data for the research questions. The process of collecting data was continued until the researcher reached a point of data saturation. The gathered data was qualitatively analyzed and specifically focused on the identification and discussion of the ways and aspects of ICC assessments applied by the English teachers in their ELT classrooms. In general, since this research was dominantly conducted as a fieldwork study, the data analysis was largely done by following the steps of qualitative data analysis.

FINDINGS

How do the Indonesian English teachers apply ICC assessments in their English teaching practices?

Teaching Activities Serve as Kinds of ICC Assessment

The English teachers employed some common ICC assessment methods covering the paper test (which was comprised of translation and writing), oral presentation, role play and projects. In terms of the ICC assessment formats, the English teachers tended to use such formative assessment which was occasionally carried out during the course as an ongoing process. The English teachers' tendency to such format was due to their reflections of their teaching activities in the ELT classroom. In fact, they all agreed that the target culture should be incorporated into English classes and not to be taught in separate culture courses as shown in the following excerpt 1.

Excerpt 1

I think it should be incorporated in some areas of English class because as what happen in my class, sometimes when I am teaching a certain topic and automatically the culture comes there. So we don't have to make a special class to teach the students about the culture because in every aspect of the language, that is the culture...

(Interview with L1)

From the interview, the English teacher (L1) agreed to integrate the cultural aspects in some areas of English class. He thought that in every aspect of language definitely carried or implied the culture aspects. So, according to the teacher, having a special class or

course to teach culture is not necessary. Similarly, the other English teachers also supported L1's ideas that can be seen in the following excerpt 2.

Excerpt 2

...There have been some efforts for that you know to incorporate the local wisdom in reading materials containing some cultural aspects in listening and writing also. Yeah, I think it should be incorporated into some courses. But it's good idea to incorporate the cultural aspect into the courses in listening, writing, speaking, reading and so on. Well, we now acknowledge the global Englishes; it's not English but global Englishes. I think cultural aspects and cultural values should be incorporated with the English courses.

(Interview with L4)

All English teachers had the same opinions that there must be integrity in teaching language and culture; this automatically geared to the assessment format used in the English courses. Since the culture aspects were integrated in the language teaching, the English teachers considered that such culture aspects assessment was not necessarily to be done separately. As a matter of fact, the teachers had utilized some of their ICC teaching activities as the ICC assessments as well. Consequently, this situation had automatically resulted to the use of formative assessment format in frequent during the teaching process which aimed at giving students guidance on their performance and helping improve the learning process.

The dual services/functions were identified from the English teachers' teaching performance in the ELT classrooms; as a matter of fact, their teaching activities also served as ICC assessment methods. In the aforementioned discussion, the ICC assessment given to the class was in the form of the formative assessment. In this case, the English teachers utilized their teaching strategies/activities as the assessments as well. Some common teaching activities such as role play, translation, oral presentation, writing and project were also identified as the ICC assessments. Excerpt 3 shows how "role play" functioned both as a teaching and ICC assessment technique.

Excerpt 3

(The students are assigned to practice "asking and giving advice expressions" and the lecturer calls three students to tell their problems to the classmates and discuss the solution together. This activity is done for 15 minutes. Then, the lecturer calls the three selected students).

L1: Tell your problem first and then ask for some advice! Okay! Now we have got three important problems to solve from your friends Dita, Wena and Via okay!! We are going to have like "snowballing group" and Dita, Wena and Via will tell their problems to you. When you understand the problem, tell to the other friends and the other friends should also tell to the others! So, you have the same problems in the same group and discuss the solution of the problem. Do you know snowball? "*Bola salju!*" If you have finished, Wena's group please make a circle and so do the other groups!

(L1, Audio transcript, October 25, 2016)

In excerpt 3, the English teacher assigned the students to have a role play with a topic “how to solve our friends’ problems”. This activity involved all students to take part as they have to contribute their best solutions to their friends’ problems. The English teacher used “the snowball activity” and explained to the students how to play with it. He then asked three students who had serious problems as the volunteers. The students were divided into three groups and each group sat with one selected student (with a problem) to discuss the problem and find out the best solution. After 20 minutes, the English teacher stopped the students’ discussion and asked the selected three students to come to the stage. The first student was given a time to tell the class about the solutions that she got from discussing and sharing it with her friends (what her friends has suggested/advised). The activity was continued by the second and the third students.

In fact, such aforementioned activity (role play) can be seen as a part of teaching activity and also as the ICC assessment. As a matter of fact, the English teacher intended to evaluate the aspect of the students’ empathy (how they empathize to their friends’ problems) as they were involving to contribute their ideas in order to find out the best solution for their friends’ problems. Definitely, the aspect of “empathy” is one of the important values of ICC dimensions. The lecturer asserted that such activity was very useful if the students needed some helps from friends.

In addition, the English teacher used “translation” as both teaching and ICC assessment technique. Naturally, the translation which was assigned to the students had automatically demonstrated the assessment of the students’ cultural understanding from the source language in this case was in Indonesian to target language (English) or vice versa.

Excerpt 4

The lecturer still gives another translation task entitles “Kawin siri”. He dictates the students to write the Indonesian text *“Kawin siri adalah cara bagi seorang laki-laki untuk menikahi wanita. Kawin seperti ini sudah menjadi trend di kalangan mereka yang ingin menikah secara diam-diam. Menurut data yang diperoleh dari kementerian agama RI, tercatat sepuluh juta laki-laki yang sudah beristri melakukan kawin siri dengan perempuan lain, dan lima juta orang laki-laki yang belum pernah menikah melakukan kawin siri. Cara menikah seperti ini pada prinsipnya tidak melanggar aturan agama tetapi sangat tidak dianjurkan karena hanya akan merugikan pihak perempuan”*.

(L2, Field note, October 24, 2016)

Excerpt 4 shows how the English teacher utilized the translation activity as an ICC assessment. He provided the class to a translation task entitled “Kawin siri” “unregistered marriage”. He dictated the Indonesian text to the students to be translated into English. This translation class activity can be discerned as teaching since the teacher directed the students to translate the text from source language (SL) to the target language (TL). Likewise, the teacher also had a purpose to see and evaluate his students’ translation performance of how they were working on such Indonesian cultural topic to be translated into English. In this context the ICC assessment occurred.

The English teacher also had students' "oral presentation" activity in his ELT classroom. Generally, the students were assigned in group to prepare such oral presentation. Excerpt 5 shows the activity of oral presentation in group.

Excerpt 5

...Then, he asks the first group to perform. The presenters prepare the laptop and LCD to present their ppt slides. Today's topic entitles "family types and tradition" in the US. The presenters highlight the outline of the topic covering the definition of family, the function of the family, what makes a family, child rising/parenting, the tradition of pursuing career, the tradition of marriage, self-reliant, the elderly people of US, the tradition of living in nursing house, minor tradition of putting the elderly in children own house, the nuclear family and extended family.

(L3, Field note, December 2, 2016)

In general classroom activity, the English teacher had preference to involve the students to such student-centered learning whereby the students dominated the class activity. Of course, this situation still belonged to teaching since the teacher had facilitated and guided the students in the classroom. In excerpt 5, the teacher asked the first group to perform. Then, the presenters prepared the laptop and LCD to present the day's topic entitled "family types and tradition" in the US. The ICC assessment took place as the the student-presenters discussed and shared their knowledge and understanding of culture similarity and difference (by comparing, relating and interpreting), and also showed their critical thoughts and understanding of the assigned cultural topic. As the teacher observed, evaluated and scored all ICC dimensions (knowledge, skills and attitude) of the students' oral presentation of the given cultural topic; the ICC assessment was completely done.

Similarly, the students' "writing" activity was also found as both the teaching strategy and ICC assessment technique. In general, assigning the students to write in the ELT classroom was a part of ordinary teaching activity since it can be instructed or done in almost all English subjects/courses.

Excerpt 6

The lecturer assigns the class to make an outline based on the students' interest in the highlighted issues/events/phenomenon which has been mentioned. The lecturer gives the students 20 minutes to select the topic to be developed into writing. The students start working on the given task by discussing, reading and also Googling the information about the issues of 1) the identity of characters (female, male, Afghan American, Asian American) 2) discrimination (powerful ethnic group to the weak one) 3) lifestyle of Afghan American 4) environmental degradation 5) Afghan immigrants-struggle in the USA 6) conflict between Syiah and Sunni 7) Afghan cuisine as sources identity 8) political situation in Afghanistan as depicted in Kite Runner 9) meaning of 'kite" and other signs in Kite Runner and 10) the influence of memories on personality of Amir as the main character.

(L3, Field note, December 15, 2016)

In excerpt 6, the English teacher instructed the students to write an outline based on the students' interest of the highlighted issues in Prose subject. The teacher gave the students 20 minutes to select the topic to be developed into writing. The students started working on the given task by discussing, reading and also Googling the information for the sake of developing their writing. Obviously, these activities indicated as a part of the teaching and learning process. However, as the teacher provided ten cultural topics to be selected and developed by the students; this implied that the teacher dealt with the ICC assessment since he intended to see the students' writing performance/skill on very cultural topics as follows; 1) the identity of characters (female, male, Afghan American, Asian American), 2) discrimination (powerful ethnic group to the weak one), 3) lifestyle of Afghan American, 4) environmental degradation, 5) Afghan immigrants-struggle in the USA, 6) conflict between Syiah and Sunni, 7) Afghan cuisine as sources identity, 8) political situation in Afghanistan as depicted in Kite Runner, 9) meaning of 'kite" and other signs in Kite Runner, and 10) the influence of memories on personality of Amir as the main character. In sum, the English teacher had also utilized the students' writing activity as the ICC assessment. From the students' writing on the given topics, the English teacher can identify not only the skills of writing but also the ICC dimensions comprising the students' cultural knowledge of topics, the students' attitudes and critical understanding, and students' skills of comparing, relating and interpreting of the topics to other cultures.

In addition, the English teachers assigned the class projects to the students as both teaching technique and ICC assessment. The class project was developed from the given course "Semantics" whereby all students were involved in the project of making a Dayaknese dictionary.

Excerpt 7

At 11.15 a.m., the lecturer checks the progress of Semantics class project (projecting Dayaknese language dictionary) to Erika (a female student from Kalimantan who is a Dayaknese). Erika reports the progress of the project that she has found some informants who will help them in making the dictionary. Then, the lecturer shows the ppt of the list (word lists) that will be developed as the dictionary entries. The categories of the entries are divided to the ten groups of students. The words on body parts, kinship system, pronouns, the village and people life, times, animals, traditional cloth and stuffs are organized as the dictionary entries. The lecturer gives clear explanations to the detail job description for each group.

(L4, Field note, December 19, 2016)

Excerpt 7 displays the teaching activity in Semantics class. The English teacher checked the progress of Semantics class project that was making a Dayaknese language dictionary. He asked a female student from Borneo Island who was a Dayaknese (native of Borneo) to report the progress of the project. The student told the teacher that she had found some informants who would assist them in the making of dictionary. Then, the teacher mentioned and showed the ppt slides of the word lists that would be developed as the dictionary entries. The categories of the entries were divided to ten groups. The teacher highlighted some cultural facts in relation to the words on body parts, kinship system,

pronouns, the village and people life, times, animals, traditional cloth and stuffs that would be organized as the dictionary entries. The English teacher had given clear explanations to the job description in detail for each group.

As the whole, the sequence of the classroom activities of discussing the project displayed two functions; as teaching activities and ICC assessment (as an ongoing assessment) since the students have to work with the cultural knowledge (Dayaknese and English languages). They also should activate the skills of comparing, relating and interpreting in working on the dictionary project. In addition, this dictionary project also requires the students' sense of curiosity since not all students involve in the project are Dayaknese people. Of course this attitude will trigger the students to actively explore such new cultural things of Dayaknese language.

In general, the English teachers had given such ICC assessments in the sort of formative and authentic assessment which were identified from their ELT classrooms. In reality, the English teachers' teaching activities had obviously served as ICC assessment methods in several different forms. There were five ICC authentic assessment techniques identified: 1) role play activity, 2) translation activity, 3) oral presentation activity, 4) writing activity, and 5) class projects.

What ICC aspects are evaluated in the given ICC assessments as the goals of students' ICC learning?

Aspects of ICC Assessment as to Evaluate Students' ICC Learning

There were some aspects/objectives of ICC assessment captured from the ELT given materials or topics. Of course, the English teachers considered the important cultural aspects that needed to be evaluated from the given ICC assessment methods. In fact, the English teachers' ICC assessment were found as to evaluate the cultural dimensions that specifically related to students' knowledge (*Savoir*) of the cultural facts of the English speaking countries (the target culture) and their home culture. This aspect was clearly described in excerpt 8.

Excerpt 8

...the lecturer prepares the next speaking activity of practicing the given ELT topic "Describing People". He writes on the whiteboard the words "popular figures", "international figures" and "local figures". The lecturer tells the students that there will be a quiz like guessing the words or popular figures. After giving clear explanations of the rule of the game, the lecturer divides the students into two groups (A and B). He instructs to the groups to prepare four questions (four famous figures) and the two groups will guess the figures. Each group prepares the questions to be proposed to the rival for approximately 10 minutes. The group B starts guessing the figure names of the group A and so does the group A. The popular figure names such as "Donald Trump" (The US president candidate), "Judika and "Tulus" (Indonesian singers), and "Michael Jackson" (the US top pop singer) are guessed by the groups. The group B becomes the winner of the quiz.

(L1, Field note, October 11, 2016)

In excerpt 8, the English teacher assigned the students an English quiz related to day's topic "describing the people". In this case, the teacher wanted to check the students' ability how to describe people with their specific characteristics by addressing the appropriate questions. What assigned to the students was in line with what was taught to them (as the students mentioned the aspects of "physical appearance", "nationality", "occupation" and "personality" in questioning the guessing figures). The day's given topic was a sort of cultural topic since there had been some cultural facts in terms of popular people from local and global cultures. As a matter of fact, the aspects which were evaluated from the English quiz was the students' knowledge of the cultural facts of English speaking countries (the target culture) since the popular figure names such as "Donald Trump" (the US president candidate) "Michael Jackson" (the late US top pop singer) were described and so were the Indonesian popular singers (belonged to students' home culture) "Judika" and "Tulus". In this speaking activity, the students activated their both language and culture knowledge in order to successfully guess the local and international figures in the quiz. As the English teacher highlighted the idea of guessing the words comprising "local" and "international" figures for the students' speaking activity; it indicated that he considered the ICC dimensions that was the knowledge of students' home culture (knowledge of "self") was also important to be presented besides the target culture (knowledge of "other").

Another important aspect of the ICC assessments was in relation to students' skill of interpreting and relating visual materials from another culture which implied values and cultural meanings (*Savoir comprendre*). Such particular aspects were discernible in the following excerpt 9.

Excerpt 9

The lecturer uses the ppt to give the students the exercise pertaining to the today's topic. He shows the students the two advertising pictures (from the target culture) and asks them to analyze the advertising. They are assigned to write such analyses from the two given pictures in 15 minutes. The students are allowed to use their mobile phone to search the clear image or more information about the advertisement.

(L4, Field note, December 21, 2016)

In excerpt 9, the English teacher gave the students an exercise by showing two advertising pictures (related to the target culture advertisements) and asked them to analyze such pictures. In fact, it was not easy for students to complete their analysis since they had to interpret the messages from the advertising pictures and uncover what cultural values and meanings implied from such advertisements. The teacher then permitted the student to use their mobile phone to search the clearer images and more information of the advertising pictures. In relation to this context, the English teacher had accordingly assessed the skills of interpreting and relating such visual materials which implies values and cultural meanings of the target culture. Evidently, he intended to see how the students could internalize and relate such cultural dimensions from the given visual materials.

In addition, the English teacher assessed the cultural aspect with regard to students' understanding of the difference between their own and target culture (*savoir*) as shown in the following excerpt 10.

Excerpt 10

The first group prepares the LCD and laptop to show their ppt. Each presenter delivers the aspect relates to the topic. They highlight the US education context sourced from the given CCU handbook. The presenters also discuss the the issue of Indonesian education compared to the US. The definition of the specific terms is mentioned along with the examples and pictures (sourced from Google).

(L3, Field note, December 9, 2016)

In excerpt 10, the English teacher had utilized the students' presentation as to assess the students' understanding of the US education issues (the target culture) and how the students could relate such issues to the Indonesian education (the students home culture). As the students discussed the two education settings (US and Indonesia); this activity particularly reflected the students' understanding of the difference between their home and target culture. In this context, the teacher had assessed the cultural aspects pertaining to students' understanding of the difference between students' own and target culture from the assigned presentation.

In another occasion, the English teacher had also assessed the cultural aspects in terms of students' ability to express their own culture in English (*savoir*) as it was shown in the following excerpt.

Excerpt 11

The lecturer still gives another translation task entitles "Kawin siri". He dictates the students to write the Indonesian text "*Kawin siri adalah cara bagi seorang laki-laki untuk menikahi wanita. Kawin seperti ini sudah menjadi trend di kalangan mereka yang ingin menikah secara diam-diam. Menurut data yang diperoleh dari kementerian agama RI, tercatat sepuluh juta laki-laki yang sudah beristri melakukan kawin siri dengan perempuan lain, dan lima juta orang laki-laki yang belum pernah menikah melakukan kawin siri. Cara menikah seperti ini pada prinsipnya tidak melanggar aturan agama tetapi sangat tidak dianjurkan karena hanya akan merugikan pihak perempuan*".

(L2, Field note, October 24, 2016)

Excerpt 11 shows the English teacher gave an assessment to the class as he assigned the students to work on a translation task to be translated into English. Of course, the Indonesian text selected by the teacher belonged to the students' own culture which culturally portrayed the Indonesian cultural fact of "marriage issue". In this case, the students would translate the text "kawin siri" "unregistered marriage" into English (from Indonesian as source language to English as target language). Definitely, the teacher did not only assign the students to work on the language but also the culture; how they could express their home culture in English. So, through this activity, the English teacher assessed the students' ability how they expressed their culture in English.

In more complex cultural aspects, the English teacher assessed the students' knowledge (*Savoir*) of the Indonesian cultural facts, English and non-English speaking countries (global cultures) and the students' skills of interpreting and relating (*Savoir comprendre*) any related documents, events, and visual materials of the given topic and their attitude (*savoir etre*) as shown in excerpt 12.

Excerpt 12

The students' slides show some nationalities: USA, Indonesia, Thailand, Kuwait, Saudi Arabia and Korea. The presenters relate the topic to the culture of these countries. The culture of US and Japan is discussed in the context of friendship... The presenters often compare their cultures (Indonesian culture) to the US culture as they have to come up with the examples. Some tips for successful cross culture relationship is mentioned by them. The activity of the topic/materials delivery is done for about 20 minutes. The presenters also explore the way how people from US, Russia, Indonesia, European and Korea have their relationships. The surface culture in relation to the given topic is discussed.

(L3, Field note, November 25, 2016)

A similar case to such aforementioned excerpt was found that the English teacher still made use the students' presentation activity with a particular assigned topic as typical formative assessment as he evaluate and scored the activity. The day's topic was "Friendship" which was discussed along with abundance of cultural dimensions since the student-presenters highlighted some nationalities: USA, Indonesia, Thailand, Kuwait, Saudi Arabia and Korea. In this context, the students presented not only their own and target culture but also discussed some non-English speaking countries cultures. Of course, the teacher considered the assigned topic "friendship" which was then discussed within more complex cultures involving several nationalities as the rich cultural aspects to be assessed since he could evaluate the students' presenters' knowledge (*Savoir*) of the culture diversity, the students' skills of interpreting and relating (*Savoir comprendre*) various highlighted documents, events and visual materials captured from the students' ppt and also the students' attitude (curiosity and openness) identified while presenting the materials.

To sum up, there were some cultural aspects/objectives assessed from the English teachers ICC assessments during the class. As a matter of fact, the objectives/aspects of ICC assessment cover 1) students' knowledge (*savoir*) of the cultural facts of the English speaking countries (the target culture), 2) students' skills of interpreting and relating visual materials imply the values and meanings of another culture (*savoir comprendre*), 3) students' understanding of the difference between their own and target culture (*savoir*), 4) students' ability to express their own culture in English (*savoir*) and 5) students' knowledge (*savoir*) and skill of interpreting and relating (*savoir comprendre*) and attitude (*savoir etre*) of the cultural facts, values and meaning of their own, English and non-English speaking countries (global cultures).

Overall, the English teachers' teaching aspects were evidently contextualized and integrated to the ICC dimensions (attitude, knowledge and skills) in their ELT classroom

which were lucratively detected by different ways and functions for exposing each teaching aspects (ICC teaching strategies, ICC topics/materials, media assisted to ICC and ICC assessment) alongside the specific functions emerged as the teachers dealt with the teaching aspects.

DISCUSSION

Teaching Activities Serve as Kinds of ICC Assessment

The dual services/functions were detected from the English teachers' teaching performance in the ELT classrooms; as a matter of fact, their teaching activities also served as ICC assessment methods. In the aforementioned discussion, the ICC assessment applied to the students was in the form of the formative assessment which took place during the teachers' teaching performance. In this case, the English teachers utilized their teaching strategies/activities as the assessments as well. Some ordinary teaching activities such as role play, translation, oral presentation, writing and project were identified as the ICC assessments. To illustrate the findings, Black and William (1998) suggest that assessment include all activities that teachers and students undertake to get information that can be used diagnostically to alter teaching and learning. Under this guidance, assessment of ICC should contain both formative and summative formats.

As this study revealed, the English teachers applied such ICC assessments in sort of formative authentic assessment aimed at evaluating the students' ICC objectives grounded from the aspects of language learning comprising the ICC dimensions. However, according to Deardorff (2006) it is very crucial to determine a definition and appropriate assessment methods of ICC as agreed on by a panel of internationally known intercultural scholars. This information is validated by a sample of higher education administrators and can be used by administrators in identifying and assessing ICC as a student outcome of internationalization efforts. He further asserts that identified elements of ICC and assessment methods on which both the intercultural scholars and administrators agreed, resulting to document consensus on ICC; it is possible to assess degrees of ICC and in so doing, that it is best to use a mix of quantitative and qualitative methods including interviews, observation, and judgment by self and others.

Regarding such consensus on ICC and the assessments to the Indonesian context, perhaps what had been understood and applied by the English teachers had fulfilled to a certain degree of the required aspects to document consensus since they evidently had demonstrated their ICC teaching integrated to the ICC dimensions. However, it is important to notice that since there are some different contexts of English language teaching whereby Indonesian teaching context belongs to EFL and the language policy seems not strongly endorse ICC as a pivotal goal of English language teaching, so ICC teaching and learning remain the struggle of the English professionals who possess the positive and strong concern on it because they have a cosmopolitan outlook to the globalized English teaching now.

In reality, the English teachers' teaching activities served as ICC assessment methods in several different forms. There were five ICC assessment techniques identified: 1) role

play activity, 2) translation activity, 3) oral presentation activity, 4) writing activity, and 5) class projects. Among five ICC assessments methods, two belong to paper tests (translation and writing) and the other three (role play, oral presentation and class project) were categorized as authentic assessments. From the nature of the identified assessments; they were primarily qualitative in nature. Evidently, those qualitative assessments applied by the English teachers were somehow appropriate in use to the Indonesian ELT context though in the real facts the use of subjective methods are limited to the traditional methods such as oral presentations, role plays, and projects, whereas more recent developments like problem-solving tasks, interviews, portfolio are seldom applied. So, this situation presents new opportunities and new challenges for English teachers and administrators as Gu, et al. (2012) suggest English practitioners need to rethink not only their goal, but also how they design and implement language courses and consider carefully how they develop, measure, and monitor the development of students' ICC. In fact, ICC needs to be identified as a student outcome of internationalization and assessed throughout time-not just at one or two points in time. The development of ICC needs to be recognized as an ongoing process and not a direct result of solely one experience, such as study abroad (Deardorff, 2006). In addition, Larzen (2008) claims there have been a lot of tasks and responsibilities particularly concerning the affective approach to culture teaching whereby some efforts should be made to develop both ICC teaching techniques and appropriate assessment tools that is specifically focused on the content and methodology of the future ICC teaching.

Aspects of ICC Assessment as to Evaluate Students' ICC Learning

As professionals, the English teachers responded to the need to prepare students to understand languages, cultures and worldviews other than their own. Despite the increasing attention paid to developing ICC of foreign language learners in recent years among linguistic scholars and practitioners, few studies could be found concerning ICC assessment, especially ways in which different dimensions of ICC should be assessed. With regard to the findings of this study, there were some aspects/objectives of ICC assessment captured from the ELT given materials/topics. In fact, the English teachers considered some important cultural aspects/dimensions that should be evaluated or assessed from the students' ICC learning. In relation to this case, Gu, et al. (2012) asserts that assessment should play a key role in helping educators to understand and improve students' ICC, providing an empirical basis for tracking development, motivating learning, evaluating outcomes and indicating areas for instructional improvement. Eventually, the English teachers must realize that when they are evaluating the performance of their students, they are also indirectly assessing their own performance as well as the quality of the course. Thus, it is strongly argued that proper care and consideration should be devoted to assessment during the process of ICC teaching.

Moreover, this study showed there were some cultural aspects/objectives assessed captured from the English teachers ICC assessments during the class. As a matter of fact, the objectives/aspects of ICC assessment covered such ICC dimensions: 1) students' knowledge (*savoir*) of the cultural facts of the other cultures, 2) students' skills of interpreting and relating visual materials imply the values and meanings of another

culture (*savoir comprendre*) to his own, 3) students' understanding of the difference between their own and target culture (*savoir*), 4) students' ability to express their own culture in English (*savoir*) and 5) students' knowledge (*savoir*) and skill of interpreting and relating (*savoir comprendre*) and attitude (*savoir etre*) of the cultural facts, values and meaning of their own, English and non-English speaking countries cultures.

Such identified cultural aspects/objectives assessed in Indonesian ELT context can be confirmed to Gu et al. (2012) investigation that the status quo of ICC assessment in English programs in China and feasible approaches to testing ICC showed that, despite a high awareness, among the subjects of the survey of the importance of developing students' ICC in English classes, few teachers have made any attempts to assess their students' ICC due to the complex and intangible nature of its constructs. In addition, the minorities who have made such an attempt often opted for objective assessments, which are mainly used to test students' *Savoirs* (*Savoir and Savoir Comprendre*), and are less feasible to evaluate two other more important and difficult dimensions of ICC, *savoir faire* and *savoir être*. As matter of fact, what Gu et al. (2012) have found demonstrates almost similar aspects/objectives of ICC dimensions as assessed in this present study that the most common occurring aspects were the students' knowledge (*savoir*), skills (*savoir comprendre*), and attitudes (*savoir etre*).

In relation to the findings, as to illustrate such logical reasoning to the common identified ICC assessment aspects, Byram et al. (2002) argue that the problem lies however in the fact that the aspects of "knowledge" and "understanding" are only part of ICC dimensions (*savoirs* and *savoir comprendre*). Assessing "knowledge" is thus only a small part of the ICC dimensions. In more complex ICC dimensions that what is needed is actually to assess ability to make the strange familiar and the familiar strange (*savoir être*) which in turn to step outside their taken for granted perspectives, and to act on the basis of new perspectives (*savoir s'engager*). In addition, Byram et al. (2002) assert that "most difficult of all is to assess whether learners have changed their attitudes, become more tolerant of difference and the unfamiliar since this is affective and moral development and it can be argued that even if the teachers can test it, they should not be trying to quantify tolerance". Moreover, Larzen (2008) suggests that the three culture lens; cognitive, action-related, and affective orientations can be operated as tools to measure whether today's language teaching can be described as intercultural in the sense that culture is taught with the aim of promoting intercultural understanding, tolerance and empathy. So, by operating such culture orientations in ICC teaching, it expectedly can accommodate all ICC dimensions to be effectively taught and assessed.

CONCLUSION AND RECOMMENDATION

Regarding ICC assessments methods and objectives as the reflections of teaching activities, the English teachers were identified to apply some common ICC assessment methods which eventually also parts of their teaching activities covering the paper test (translation and writing), oral presentation, role play and projects. In this case, such ICC authentic assessments were favored to be used since the teachers mirrored to their ICC teaching activities which in fact served dual functions (as teaching and assessment

methods). As a matter of fact, such ICC authentic assessment methods can be promoted in the ELT classrooms since they are more visible and worthy in terms of ways and functions. Evidently, the students could have more experience and impression in their culture learning when they are assigned to work on such authentic ICC assessment.

With respect to ICC assessment elements, some cultural aspects/objectives assessed found covering Byram's (1997) ICC dimensions: students' knowledge (savoir) of the cultural facts of other cultures, students' skills of interpreting and relating visual materials imply the values and meanings of another culture (savoir comprendre) to his own, students' understanding of the difference between their own and target culture (savoir), students' ability to express their own culture in English (savoir) and students' knowledge (savoir) and skill of interpreting and relating (savoir comprendre) and attitude (savoir etre) of the cultural facts, values and meaning of their own, English and non-English speaking countries cultures. This finding signals that the ICC dimensions captured from the given ICC assessments were evidently visible and analyzable. Of course, it can be suggested to English professionals to apply such authentic ICC assessment in conjunction to its objective (ICC dimensions).

At present day, the challenge of typical qualitative indirect ICC assessment use have been promoted and advocated in numerous inquires principally through self-assessment (portfolios, journals). It is due to such considerations that relying on self-assessment can be a positive factor in encouraging greater effort in analyzing, comparing, and reflecting. Of course, the English teachers who put a great concern on ICC issues have to take look this current ICC assessments; what, how, where, and when to apply them in their ELT classroom.

REFERENCES

- Black, P. & Wiliam, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 80(2): 139-148. Retrieved from: <http://www.pdkintl.org/kappan/kbla9810.hym>.
- Byram, M., Gribkova, B., & Starkey, H. (2002). *Developing the Intercultural Dimension in Language Teaching: A Practical Introduction for Teachers*. Strasbourg: Council of Europe.
- Byram, M. (1997). *Teaching and assessing intercultural communicative competence*. Clevedon: Multilingual Matters.
- Deardorff, D.K. (2006). Identification and assessment of intercultural competence as a student outcome of internationalization. *Journal of Studies in International Education*, 10 (3): 241-266.
- Gu, X., Meng, M., & Li, M. (2012). A Survey on teachers' perception and practice of ICC assessment of university English learners in China. *Intercultural Communication Studies*, 21 (1): 205-220.

- Hammer, M.R., Bennett, M.J. & Wiseman, R. (2003). Measuring intercultural sensitivity: The intercultural development inventory. *International Journal of Intercultural Relations*, 27(4): 421–43.
- Houghton, S. A. (2013). Making intercultural communicative competence and identity-development visible for assessment purposes in foreign language education. *The Language Learning Journal*, 41 (3): 311–325.
- Jackson, J. (2015). Preparing students for the global workplace: the impact of a semester abroad. *Language and Intercultural Communication*, 15 (1): 76–91.
- Larzen, E. (2008). The intercultural dimension in EFL-teaching: A study of conceptions among Finland-Swedish comprehensive school teachers. *Scandinavian Journal of Educational Research*, 52, (5): 527–547.
- Lessard-Clouston, M. (1992). Assessing culture learning: Issues and suggestions. *The Canadian Modern Language Review*, 48 (2): 326–341.
- Moorea, P. & Hampton, G. (2014). 'It's a bit of a generalization, but ...': participant perspectives on intercultural group assessment in higher education. *Assessment & Evaluation in Higher Education*.
<http://dx.doi.org/10.1080/02602938.2014.919437>.
- Peiser, G. & Jones, M. (2013). The significance of intercultural understanding in the English modern foreign languages curriculum: a pupil perspective. *The Language Learning Journal*, 41(3): 340 –356.
- Porto, M. (2013). A model for describing, analyzing and investigating cultural understanding in EFL reading settings. *The Language Learning Journal*, 41 (3): 284 – 296.
- Seeley, N. (1994). *Teaching culture: strategies for intercultural communication*. Lincolnwood, IL: National Textbook Company.
- Sercu, L. (2010). Assessing IC: more questions than answers. In *Testing the Untestable in Language Education*, (eds.), A. Paran and L. Sercu, 17–34. Clevedon, UK: Multilingual Matters.
- Sercu, L. (2004). Assessing intercultural competence: a framework for systematic test development in foreign language education and beyond. *Intercultural Education*, 15 (1): 74-89.