Indonesian EFL Teachers' Attitudes towards Intercultural Communicative Competence as a Goal of EFL Learning

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Abstract

Since the 21st century, English learning has been governed by three lingual paradigms, namely the theories of English as a lingua franca, world Englishes, and English as an international language. The three theories agree that ideally the goal of English learning, especially for the EFL context, is to master intercultural communicative competence (ICC). Thus, this study applied a mixed method to investigate Indonesian EFL teachers' attitudes towards ICC as a goal of EFL learning. 50 Indonesian EFL teachers were involved as the participants. The quantitative data were collected using questionnaires, and the qualitative data were garnered from interviews. The quantitative data were analyzed using descriptive statistics, and the qualitative data were analyzed using an interactive model. This study revealed that in general most of Indonesian EFL teachers had positive attitudes towards ICC as a goal of EFL learning. Their positive attitudes represented their psychological tendencies covering the domains of affection, cognition, and behavior with the percentages of 80%, 85%, and 85% respectively. Contextually, they represented their positive attitudes by showing their interests, preferences, opinions, perspectives, views, and efforts that they would make as regards the negotiated entity, namely ICC as a goal of EFL learning.

Keywords: *Indonesian EFL Teachers; Attitudes; Intercultural Communicative Competence*

Introduction

Since the beginning of the 21st century, there have been three lingual paradigms which represent the essence of English. The three paradigms are gradually becoming popular and continuously develop in the realm of English education. These paradigms are known as the theories of English as the world's lingua franca (Liu, 2019; Mauranen, 2018; Sherman, 2018), world Englishes (Fang, 2017; Ishikawa, 2016; Si, 2018), and English as an international language (Lee et al., 2018; Lee & Chen Hsieh, 2018; Thuy et al., 2020). At one point, these lingual paradigms reach a consensus that English plays a role as a global language, belongs to all world citizens, and is used by all people within an intercultural communicative dimension in accordance with their respective social functions and needs. The foregoing is aligned with the three circles of English users depicted by Kachru (1990). According to Kachru (1990), there are three divisions of the world's population in terms of English use. The first division is called an

inner circle. It contains the countries whose citizens use English as a first language such as England, America, Australia, and so on. The second division is known as an outer circle. It consists of the countries whose people use English as a second language such as Singapore, India, Malaysia, and so on. The third division is called an expanding circle. It includes the countries whose citizens use English as a foreign language (EFL) such as Indonesia, Japan, China, Turkey, Iran, and so on. It is clear that English belongs to all world citizens with diverse social functions according to sociopolitical interests prevailing in their respective countries.

The aforementioned three lingual paradigms have the same goal of English learning which is to lead learners to the mastery of intercultural communication competence (ICC) (Ghasemi et al., 2020; Morganna et al., 2018b; Setyono & Widodo, 2019). ICC is an important goal, more specifically for EFL learners. There have been many previous studies that support the postulate that ICC is the main goal of EFL learning. For example, they are the studies conducted by Liu and Fang (2017) in China, Ishikawa (2016) in Japan, Nameni and Dowlatabadi (2018) in Iran, Lee et al. (2020) in Korea, and Kusumaningputri and Widodo (2018) in Indonesia. As such, in terms of the pedagogical views of 21st century's EFL learning, it has been agreed that EFL learning is ideally systemized to train students to master ICC.

However, ICC as a goal of EFL learning is not fully accepted by Indonesian EFL teachers. Learning from Morganna's et al. (2018) study delving into the paradigms held by Indonesian EFL teachers, their study revealed that most of their participants held a modernism perspective in which the main target of EFL learning is to master English as closely as possible to native English speakers in the aspects of both language and culture. There is no essence of interculturality in the modernism viewpoint. There are only few participants of their study who hold a post-modernist perspective. Such a perspective views that the purpose of EFL learning is to prepare students to be able to communicate with all world citizens of different cultures. Their study implies that although the lingual theory of English has pedagogically been formulated in a direction to guide students to master ICC, it seems that not all Indonesian EFL teachers have adopted such a theory.

Responding to the above conditions, negotiating ICC with Indonesian EFL teachers is considered necessary so that they begin following EFL pedagogical developments resting upon the trends of 21st century and the needs of Indonesian EFL students who are by nature part of a multicultural society (Hamied, 2012; Kirkpatrick & Liddicoat, 2017). Talking about ICC, it is defined as one's ability to communicate in using a language other than his/her first language when interacting with people or interlocutors who have different cultural and social affiliations (Byram & Wenger, 2018; Tran & Duong, 2018). ICC is pinned as the goal of EFL learning in the 21st century because the development of information and communication technology along with the high international mobility make Indonesian EFL students engaged into many opportunities of cross-cultural English communication (Lauder, 2008). Not only will today's students use English for communication with native speakers, but with communication technology and social media, they will communicate with many non-native English users from abroad. For example, they will communicate with their Korean counterparts using English. This is in line with Kirkpatrick (2018) stating that ASEAN residents even use English when they interact with one another internationally. By mastering ICC, students acquire two major competences, namely a good English competence and the competence to establish interactions and good relationships with people of different cultures so that they can overcome stereotypical conflicts during interactions (Hua, 2013).

Seeing the importance of ICC mastery for Indonesian EFL students, ideally EFL teachers should have positive attitudes towards ICC. In such a way, there will be a growing tendency to which they will apply instructional principles to improve students' ICC (Benmoussat & Benmoussat, 2017). Thus, negotiating Indonesian EFL teachers' attitudes towards ICC as a goal of EFL learning is an important issue to be studied. Research on this issue can reveal the extent to which EFL teachers contribute to

helping students become intercultural English users. As explained by Eagly and Chaiken (2007), attitude is one's tendency to do something associated with the negotiated entity or attitudinal object. Many prior studies on ICC have been undertaken. Some of them are the studies conducted by Nameni and Dowlatabadi (2018) measuring medical students' ICC, López-Rocha (2016) improving students' intercultural skills and awareness in order to master ICC, Gu (2015) investigating English teachers' perceptions of ICC in China, Alaei and Nosrati (2018) measuring Iranian English teachers' ICC and intercultural sensitivity, and Ghasemi et al. (2020) developing an ICC model for the Iranian EFL context.

After reviewing previous studies on ICC, there is a dearth of such studies having been done in Indonesia, especially in terms of negotiating EFL teachers' attitudes towards ICC as a goal of EFL learning. Considering the importance of EFL teachers' attitudes in this context, this study is conducted to negotiate EFL teachers' attitudes towards ICC as a goal of EFL learning. Eagly and Chaiken's (2007) ABC model is deployed to probe into EFL teachers' attitudes comprehensively. This model possesses three attitudinal domains, namely affection, cognition, and behavior. Furthermore, with respect to ICC, this study adopts the ICC model of Byram et al. (2002). This model classifies ICC into four major components, namely linguistic competence, sociolinguistic competence, discourse competence, and intercultural competence. Specifically, for the component of intercultural competence, there are a number of sub-competencies that comprise intercultural attitudes, intercultural knowledge, skills to compare, interpret and build relationships, skills to find cultural information and to interact, and critical cultural awareness. Aligned with the aforesaid purpose of this study, the following research question is formulated: What are Indonesian EFL teachers' attitudes towards ICC as a goal of EFL learning?

This study provides information in the form of scientific data as regards Indonesian EFL teachers' attitudes towards ICC as a goal of EFL learning. The findings of this study will serve as a reference for English education curriculum developers and educational policy makers in Indonesia so that those of the authorities can continue to facilitate Indonesian EFL teachers in maintaining their positive attitudes towards ICC persistently, and those still having negative attitudes towards this entity can be driven to gradually construct their positive attitudes. For EFL teachers, maintaining a positive attitude towards ICC as a goal of EFL learning is the right direction because the pedagogical context of EFL education in the 21st century and the multicultural context of Indonesians support this entity as a goal of EFL learning.

Review of Literature

Intercultural Communicative Competence

ICC is one's ability to use a language other than his/her first language to communicate or interact with people of diverse cultures and social aspects (Barrett et al., 2014; Byram et al., 2002; Byram & Wenger, 2018). ICC is a developmental product of communicative competence theory that adheres to the principle of native-speakerism. Before the 21st century, English learning had been systemized pursuant to the theory of communication competence (CC) (Canale & Swain, 1980) underpinning the communicative language teaching method. The CC theory views that non-native English learners have to master English like native speakers such as Americans, British, Australians, and so on. However, Byram et al. (2002) denied this notion since according to him there has not yet been scientifically proven that there are non-native English learners who are able to master English like native speakers. Thus, Byram et al. (2002) developed an ICC model. The foregoing denial issued by Byram et al. (2002) is very logical because although there are English learners who can articulate English with the pronunciation similar to native English speakers', the aspects of their English pragmatics, ideas, and sociolinguistics still likely represent their own respective cultures so that as a whole their English remains different from that of native English speakers (Crozet & Liddicoat, 1999). Kramsch (2013) also adds in her reviews that English learning is ideally carried out resting upon interculturality because culture is an innate affiliation that can never be

separated from the use of a language. Replacing the innate culture with that of native English speakers is not the right goal. In line with Kramsch (2013), Liddicoat and Scarino (2013) also explain that non-native English users' cultures play a role as the framework that covers the way they speak English. Based on the aforesaid postulate, Liddicoat and Scarino (2013) promote intercultural language learning in an effort to assist English learners in mastering ICC.

Of various ICC models developed by experts, Byram's et al. (2002) ICC model is the most popularly adopted in studies because the model is applicative. The ICC model has several components. The first is linguistic competence which is the ability to use and interpret English ideally. The second is sociolinguistic competence referring to the ability to interpret messages or meanings negotiated by interlocutors who have the same or different cultures. The third is discourse competence indicating the ability to use, find, and negotiate strategies in terms of producing and interpreting dialogues, texts, or monologues in both oral and written forms based on intercultural contexts. The fourth is intercultural competence representing the ability to interact with people of different cultures. The intercultural competence also possesses five components as follows:

The first component is intercultural attitude. Attitude is the main foundation in intercultural competence. Attitude in this context refers to an attitude of curiosity about other cultures, openness to cultural differences, and a readiness to suspend disbelief about other cultures. The second component is intercultural knowledge. This point consists of knowledge about social groups, products, and practices that apply in a society. It also includes general processes of social and individual interactions. Knowledge in this case is identified in two categories, namely knowledge about social processes as well as products including the illustrations of both and knowledge about people (interlocutors) who have different cultures. In the context of learning, the aim is not to teach students cultural and social knowledge perfectly because this way is certainly not possible. Each individual will have their own unique culture which is brought from their social group. Everyone has a unique lingual variation on the basis of their social group as well. Individuals' identities continue to change as long as they enter into dynamic social groups. Of course, it is impossible to encompass perfect knowledge of one's culture. However, the main target for acquiring knowledge in the context of intercultural competence is to teach students sufficient knowledge that can help them maintain their engagement in intercultural interactions.

The third component is skills to compare, interpret, and build relationships. Skills in this case represent a person's ability to interpret documents, events, or practices from other cultures, explain them, and relate them to documents, events, or practices from his/her own culture. The importance of these skills comes from one's preparation for interactions. For students, these skills are needed to see how misunderstandings can arise and how to solve such misunderstandings to avoid conflicts of stereotypes in intercultural communication. Students need to master several skills to classify ideas, documents, events, and practices from two or more cultures. The fourth compnent is skills to find cultural information and to interact. Because the element of knowledge in intercultural competence will never be perfect, students need to have the skills to acquire cultural knowledge from the interlocutor and relate it to the existing relevant knowledge. In this case, students need to have the skills to ask questions about the values, attitudes, and behaviors that their interlocutors have. In more detail, these skills refer to the ability to acquire new knowledge about culture as well as cultural practices and the ability to operate knowledge, attitudes, and skills during social interactions. Lastly, the fifth component is critical cultural awareness. This point refers to the ability to critically evaluate based on explicit criteria, perspectives, practices, and products from one's own culture and those of other cultures. This awareness becomes students' strength to realize their own cultural values and identities. It also directs students to stay conscious in evaluating their own cultural values and understand how people can understand their cultural values. In addition, this awareness can also make students aware of evaluating the cultural values of others with their diversity without being carried away into stereotypical conflicts. This awareness can enhance students' respect for others.

Attitude

Attitude is a psychological predisposition expressed by evaluating an entity (an attitudinal object) based on affective, cognitive, and behavioral considerations (Eagly & Chaiken, 2007). The affective domain involves a person's feelings or emotions about an attitudinal object. The cognitive domain is associated with a person's belief or knowledge about an attitudinal object. The behavioral domain indicates a person's tendency to act oriented towards an attitudinal object. In the context of the present study, the attitude to be revealed refers to the affective, cognitive, and behavioral evaluations of Indonesian EFL teachers concerning ICC as a goal of EFL learning. Their evaluations of this entity demonstrate the extent of their tendency to position ICC as an EFL learning goal. According to Jain (2014), someone who has a positive attitude towards an entity illustrates that he has a positive tendency to act on that entity. This means that if Indonesian EFL teachers have positive attitudes towards ICC as an EFL learning goal, they will likely apply the principles of intercultural language learning (Curtis et al., 2018; Popescu & Iordachescu, 2015). As such, they will use intercultural materials such as English texts addressing various cultural elements (Kusumaningputri & Widodo, 2018). They will train students how to interact with people of different cultures (Xerri, 2016). They will make use of interculturally competent bilingual English speakers as the model in EFL learning (Abduh & Rosmaladewi, 2018).

Methods

This study applied a mixed method which adopted a concurrent-embedded model (Creswell, 2007) to probe into Indonesian EFL teachers' attitudes towards ICC as a goal of EFL learning. The rationale for choosing a mixed method is in order that this study is able to garner data in both quantitative and qualitative ways. Hence, the concluded data will represent a high level of credibility protected from bias. To obtain the quantitative data, this study conducted a survey (Fraenkel et al., 2012), while to gather the qualitative data, this study undertook an instrumental case study (Stake, 1995; Yazan, 2015).

Participants

This study involved 50 Indonesian EFL teachers as the participants. The researcher could make connections with them because they were the participants of an international webinar held by a university in Java. Because the researcher also attended the webinar, the researcher had their Whatsapp numbers. Based on demographic information, the 50 Indonesian EFL teachers taught at junior and senior high schools, and they were from several provinces in Indonesia, namely Bengkulu, North Sumatra, West Sumatra, Yogyakarta, Surakarta, and Sumbawa. The international webinar they attended allowed them to connect with one another on social media even though they were originally from different regions. This condition also made it easier for the researcher to access their contacts. The 50 Indonesian EFL teachers were involved in this study by means of convenient sampling. They took part as the participants in a way that that they had voluntarily filled out survey questionnaires about attitudes towards ICC as a goal of EFL learning. Furthermore, of 50 Indonesian EFL teachers, 10 teachers were selected purposively to participate in the process of qualitative data collection which was applied based on the principle of an instrumental case study. There were two criteria assigned to select the 10 teachers. First, they were sufficiently experienced because they already taught English for 10-20 years. Second, they were voluntarily willing to take part in this study as the participants.

Techniques of Collecting Data

Survey data related to Indonesian EFL teachers' attitudes towards ICC as a goal of EFL learning were collected using questionnaires. The questionnaire was designed based on two basic theories serving as the indicators for constructing each item of the questionnaire. The first was the theory of attitude developed by Eagly and Chaiken (2007) comprising three indicators extending to affection, cognition,

and behavior. The second was the ICC theory developed by Byram et al. (2002) consisting of eight indicators, namely linguistic competence, sociolinguistic competence, discourse competence, intercultural attitudes, intercultural knowledge, skills to compare, interpret, and build relationships, skills to find cultural information and to interact, and critical cultural awareness. The two theories underpinned the construction of 24 questionnaire's items (see table 1).

Table 1. The questionnaire's blueprint

No	Intercultural Communicative Competence	ABC model of attitude		
		Affective	Cognitive	Behavior
1	Linguistic competence	Item 1	Item 2	Item 3
2	Sociolinguistic competence	Item 4	Item 5	Item 6
3	Discourse competence	Item 7	Item 8	Item 9
4	Intercultural attitudes	Item 10	Item 11	Item 12
5	Intercultural knowledge	Item 13	Item 14	Item 15
6	Skills to compare, interpret, and build relationships	Item 16	Item 17	Item 18
7	Skills to find cultural information and to interact	Item 19	Item 20	Item 21
8	Critical cultural awareness	Item 22	Item 23	Item 24

The questionnaire deployed a Likert scale format wherein each item was followed by four options, namely strongly disagree (SD), disagree (D), agree (A), and strongly agree (SA). Before the questionnaire was used as an instrument, the questionnaire had undergone two stages of validation known as expert validation and construct validation. At the stage of the expert validation, the researcher involved three experienced lecturers to help evaluate the questionnaire's contents. The three lecturers were experts in the fields of English education, applied linguistics, and research methodology. After revising the questionnaire according to suggestions and comments left by the experts, the construct validation was carried out by conducting a pilot study involving 10 English teachers who were not of the selected participants of this study. The 10 English teachers were the researcher's colleagues who taught English at several schools in Bengkulu province. The researcher sent them the G-Form link of the questionnaire so that they could fill out the questionnaire via their gadgets. Furthermore, the results of pilot study were computed to obtain the values of validity and reliability. Based on computation using Bivariate Pearson correlation formula, each questionnaire's item was declared valid because the r value of each item was higher than r-table value (0.44) obtained from the criteria of (df = 18 with sig 5%). The r value of each item ranged from 0.58 to 0.8. Furthermore, resting upon the results of computation using the Cronbach Alpha formula, the questionnaire was reliable because the alpha value was 0.86 which was higher than 0.70. Once the questionnaire met the yardsticks of validity and reliability, it was then used to collect data by means of distributing it to 50 participants via Whatsapp application.

This study used an interview technique to uncover the qualitative data. Interviews with 10 purposively selected EFL teachers were conducted online via video call and telephone. The condition of Covid-19 outbreak made it impossible for the researcher to conduct interviews in a face-to-face mode. Interviews aimed at obtaining in-depth and contextual data concerning Indonesian EFL attitudes towards ICC as a goal of EFL learning. Every conversation held during interviews was recorded and then transcribed in order to make it easier for the researcher to analyze the interview results.

Technique of Data Analysis

The data collected through questionnaires were analyzed using descriptive statistics to find the percentages of attitudes in the domains of affection, cognition, and behavior. The mean of those percentages was further computed. Subsequently, the qualitative attitudinal data were analyzed using an interactive model as suggested by Miles et al. (2014). This model covered four components extending to data collection, data condensation, data display, and drawing conclusion. In detail, the data already

collected from interviews were transcribed. In respect of data condensation, the data were grouped based on the emerging representative themes. The data were then presented in the form of tabulation, explanations, interpretations, and discussion. At the final stage, the data were concluded in a representative manner.

Results

This section presents results and discussion related to Indonesian EFL teachers' attitudes towards ICC as a goal of EFL learning. The presentation of data begins with displaying quantitative data and continues with presenting qualitative data. Following data presentations, the data are discussed by comparing the findings of this study with those of previous studies addressing similar issues.

Quantitative Data

Based on the results of a survey conducted on 50 Indonesian EFL teachers, most of them had positive attitudes towards ICC as a goal of EFL learning. Their positive attitudes were represented by attitudinal percentages of 80% for an affective domain, 85% for a cognitive domain, and 85% for a behavioral domain. The average percentage of the overall domains was 81.6% (see table 2).

Table 2. Percentages of Indonesian EFL teachers' attitudes towards ICC

ABC model			Mean of Percentages
Affective	**Cognitive**	**Behavior**	
80%	85%	85%	81,6%

Indonesian EFL teachers' positive attitudes in this case implied that they had a tendency to position ICC as a goal of EFL learning English, and they were willing to apply intercultural language learning principles in providing EFL instructional interventions.

Qualitative Data

Based on the results of interviews with the 10 purposively selected EFL teachers, the teachers also demonstrated that they had positive attitudes towards ICC as a goal of EFL learning.

Indonesian EFL teachers' attitudes towards ICC in an affective domain

Indonesian EFL teachers represented their positive attitudes in an affective dimension by expressing their interests and preferences for ICC as a goal of EFL learning. This is illustrated in the following interview transcripts with teacher 3 and teacher 8. The following interview transcripts were deliberately selected to represent all raw data provided by all participants negotiating similar information.

I am interested in positioning ICC as a goal of my students' EFL learning. This way conforms to the essence of English in today's digital age. Mostly, today's students use social media. They have friends on social media from various countries. Also, they will automatically use English when communicating with their friends from various countries. This condition naturally has urgency that the students are expected to be able to communicate in an intercultural dimension. They must master ICC (Teacher 3).

I like ICC as an EFL learning goal because I also often get information about the shift of English communication theory from seminars I attended. In the 21st century, ideally the goal of learning English is to educate students to become intercultural English speakers (Teacher 4).

The above transcripts show EFL teachers' interests and preferences for ICC. Teacher 3 explained that intercultural learning is imperative. Teacher 8, driven by the development of his knowledge, also agreed that ideally the target of learning English is to educate students to master ICC.

Indonesian EFL teachers' attitudes towards ICC in a cognitive domain

Indonesian EFL teachers portrayed their positive attitudes in a cognitive domain by giving their opinions, perspectives, and views on the importance of ICC as a goal of EFL learning. The foregoing can be seen in the following transcripts of interviews with teachers 1, 2, 4, and 10 deliberately selected from the raw data to represent all participants negotiating similar information.

In my opinion, students do not have to force themselves to speak English like native English speakers. This is not possible because students will replace their cultural identities with western cultural identities (Teacher 1).

In my perspective, learning English is ideally intended to make students capable of communicating with all people of any culture. For example, it is to communicate with those of the same culture such as fellow Indonesians, those of different cultures such as non-native English users from other countries, and those of native English speakers. Thus, students must master ICC (Teacher 2).

The era of globalization has made cross-cultural relationships established very quickly and expanded in broad dimensions. Such relationships are of course mediated by English as an international language. Ideally, English learners are taught ICC so that they are able to interact with people from various cultures (Teacher 4).

In my opinion, the goal of learning English must be directed at mastering ICC. If we notice, actually the K-13 curriculum for English subjects in Indonesia has been directed at intercultural English learning. This can be seen from the essence of multiculturalism raised in K-13 English books produced by the Ministry of Education and Culture (Teacher 10).

The transcripts above depict EFL teachers' opinions, perceptions, and views as regards the importance of mastering ICC for English learners because the sociocultural context in the globalized era and the pedagogical context have shown the importance of ICC.

Indonesian EFL teachers' attitudes towards ICC in a behavioral domain

Indonesian EFL teachers depict their positive attitudes towards ICC in a behavioral dimension by showing actions they would take in providing English classroom interventions oriented towards developing ICC. This can be seen from the transcripts of interviews with teachers 5, 6, 7, 9 deliberately selected to represent all participants who negotiated similar information.

I will give my students materials such as English texts whose contents are oriented towards the issues of cultural differences so that they are trained to face intercultural contexts (Teacher 5).

I will teach students the practice of English communication in the form of role-play. To play their roles, they will act like people of different cultures in order to create the essence of intercultural encounter (Teacher 6).

I will teach my students much cultural information from other countries. Or, at least I will teach them the importance of maintaining an Indonesian identity and the importance of knowing the patterns of western cultures. In such a way, my students will easily understand western communication styles

without having to eliminate their Indonesian cultural identity due to the effect of cultural replacement (Teacher 7).

I will give my students example in the form of a bilingual speaker model such as a figure from Indonesia, in which this figure has good Indonesian competences and also good English competences (Teacher 9).

The interview transcripts above exhibit a variety of efforts EFL teachers would make to help their students acquire ICC as a learning goal.

Discussion

This study found that most of Indonesian EFL teachers involved as the participants of this study had positive attitudes towards ICC as a goal of EFL learning. Quantitatively, their attitudes were represented by the percentages of 80% for affection, 85% for cognition, and 85% for behavior. Qualitatively, they showed interests, preferences, views, perspectives, opinions, and efforts they would make in the classrooms related to the negotiated attitudinal object, namely ICC as a goal of EFL learning. According to Eagly and Chaiken (2007), attitude is a person's tendency to do something related to the negotiated entity or the attitudinal object. Therefore, the findings of this study indicate that EFL teachers have a tendency to orient English learning to train students to master ICC (Tran & Duong, 2018; Tran & Seepho, 2016, 2017). They also have a tendency to apply the principles of intercultural learning (Liddicoat & Scarino, 2013). They also have a tendency to provide authentic intercultural teaching materials that trigger intercultural awareness of EFL students (Kusumaningputri & Widodo, 2018; Setyono & Widodo, 2019).

The findings of this study differ from studies conducted by Morganna et al. (2018a, 2018b) demonstrating that Indonesian EFL teachers who become the participants of their studies are more likely to embrace the modernism paradigm promoting a monocultural principle and resting upon the native-speakerism viewpoint. Meanwhile, the findings of the present study, illustrating Indonesian EFL teachers' positive attitudes towards ICC, imply that they hold a post-modernist paradigm which views culture as a discursive framework so that ICC is the main target of English learning (Kramsch, 2013). According to the researcher's interpretation, such a difference in findings occur because of different contexts of participants. Demographically, the participants of the present study are English teachers from various provinces. Furthermore, they are English teachers who are quite pedagogically experienced and active in scientific developments related to English education. The foregoing is evident from the frequency of their attendance at international seminars. In fact, the researcher can make connections with them when collecting data through the Whatsapp group of an international online seminar they participate in. The frequency of attending international seminars seems to lead them to being more up-to-date on both theoretical and practical developments of EFL learning. The foregoing is also evident from their arguments when interviewed which show the quality of their understanding *vis-a-vis* the essence of ICC in EFL learning.

However, the essence of attitudes Indonesian EFL teachers have needs to be maintained because the positive attitudes that have been built can change if there is no encouragement in the form of programs related to intercultural learning training for them. This is in line with Oranje and Smith, (2017); and Tolosa et al. (2018) recommending that English teachers be given regular training on intercultural English learning. In so doing, the persistence of Indonesian EFL teachers' positive attitudes towards ICC as a goal of EFL learning will last longer.

Conclusion

This study reveals that the majority of Indonesian EFL teachers involved as the participants have positive attitudes towards ICC as a goal of EFL learning. In general, their positive attitudes are represented by the percentage mean of 81.6%. This is the mean percentage obtained from 80% as the value of affection, 85% as the value of cognition, and 85% as the value of behavior. Contextually, Indonesian EFL teachers also show their positive attitudes by expressing their interests, preferences, perspectives, views, opinions, and efforts that they will make when teaching English related to the negotiated entity or attitudinal object, namely ICC as a goal of EFL learning. As a whole, their positive attitudes towards ICC as an EFL learning goal demonstrate that they have a tendency to orient their EFL classroom interventions towards making students acquire ICC, to apply the principles of intercultural learning, to provide students with authentic teaching materials containing the essence of interculturality and multiculturality, and to make bilingual speakers who master ICC the models of EFL learning.

This study is limited to merely engaging a moderate number of participants. They are only 50 Indonesian EFL teachers. Further studies are expected to delve into EFL teachers' attitudes towards ICC as a goal of EFL learning and to investigate teaching practices on the bases of intercultural and multicultural principles by involving a greater number of participants. Such studies will provide comparative data and useful information for EFL teachers in Indonesia because they teach English for multicultural Indonesian students.

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