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## INTERCULTURE-BASED LANGUAGE LEARNING MODEL TO IMPROVE PROSPECTIVE ENGLISH TEACHERS' SPEAKING SKILLS VIEWED FROM LINGUISTIC AWARENESS

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**Abstract:** This study aimed to know the use of the interculture-based language learning (IBLL) model to improve learners' speaking skills integrated with linguistic awareness and their responses to learning experiences. A mixed-method study was employed, employing the concurrent embedded design, to investigate the learning processes associated with the IBLL model in enhancing speaking skills. The data consisted of qualitative and quantitative data. The qualitative data were collected using observation sheets and interviews, while the quantitative data were attained using tests. The finding showed that the IBLL model

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facilitates learners to improve grammar competence, vocabulary acquisition, fluency, pronunciation, and description detail. The speaking improvement of learners was affected with learners' linguistic awareness. Based on this, learners have positive responses to the use of the IBLL model in the speaking class. This study can be concluded that the use of the IBLL model was able to improve speaking skills viewed from linguistic awareness. The implication of the current study acknowledges that language learning goes beyond mere linguistic competence and it entails an exploration of cultural nuances, social contexts, and the interconnectedness between language and societal practices.

**Keywords:** *Intercultural language learning, linguistic awareness, speaking skills, TEFL contexts*

## INTRODUCTION

The concept of the intercultural-based language learning (IBLL) model has prompted English teachers and educationalists to critically reassess their foundational assumptions regarding the purpose of language and the objectives of language teaching-learning (Dinh & Sharifian, 2017; McConachy, 2018). Presently, communicative language teaching (CLT) methods predominantly perceive language as a means to bridge informational disparities (Celce-Murcia, 2007). In this side, language learners gradually enhance their linguistic proficiency by resolving various information gaps, ultimately leading to the attainment of native-speaker competence (Borghetti, 2013; Celce-Murcia, 2007). Unfortunately, this perspective tends to underestimate the significance of culture in language teaching-learning. Culture and inter-culture play indispensable roles in the process of language teaching and learning, primarily due to their profound connection to social functions (Bose & Gao, 2022; Lourenço et al., 2018).

The recognition of the interplay between language and culture has become increasingly crucial in developing language skills, in

particular speaking skills (Aprianoto & Haerazi, 2019; Safitri & Sugirin, 2019). As language educators strive to foster intercultural competence among their learners, they must acknowledge that language learning goes beyond mere linguistic competence. Instead, it entails an exploration of cultural nuances, social contexts, and the interconnectedness between language and societal practices. By incorporating intercultural elements into language courses, teachers facilitate a deeper understanding of both the language and the cultures in which it thrives (Kusumaningputri & Widodo, 2018; Liddicoat, 2008). To comprehend the multifaceted nature of language and its intricacies, it is essential to go beyond traditional language teaching methodologies that emphasize a purely communicative approach. Adopting a more comprehensive view that embraces intercultural dimensions enables educators to better address the diverse needs and goals of language learners, fostering an inclusive and enriched learning environment.

Liddicoat (2008) argues that a language course that incorporates a focus on culture goes beyond the traditional emphasis on enhancing reading, writing, speaking, and listening skills. Instead, it aims to foster intercultural competences among learners. By delving into how the target language is utilized to achieve both explicit and implicit cultural objectives within the foreign language community, learners gain a profound understanding of cultural nuances (Canale, 2016; Morganna et al., 2020). Consequently, they are encouraged to reflect on the functioning of their own language and community in comparison. The intercultural learner, in this context, assumes the role of a mediator between diverse social groups that utilize distinct languages and language varieties.

The intercultural learner as a mediator facilitates cross-cultural communication and mutual understanding, enabling individuals to navigate cultural differences effectively (Mostafaei-Alaei & Aghblagh, 2020; Mousavi & Ketabi, 2021). Furthermore, the acknowledgment of culture's influence on language learning presents valuable opportunities for learners to engage in authentic language exchanges

in speaking activities. Through these exchanges, learners can actively participate in meaningful interactions with speakers of the target language, gaining invaluable insights into various cultural perspectives (Cardona et al., 2015; Heggernes, 2021). Such experiences not only enhance linguistic competence but also contribute to the development of intercultural sensitivity and adaptability.

In the realm of intercultural language learning and instruction, the primary objective transcends the attainment of mere 'native speaker competence'; rather, it strives towards the cultivation of intercultural communicative competence (ICC) (Ait Bouzid, 2019; Raigón-Rodríguez, 2018). This multifaceted proficiency encompasses not only a comprehensive grasp of the target community's language and behavioral norms but also the capacity to elucidate these intricacies to members of one's own cultural milieu (Kennedy, 2020; Wang, 2020). Essential to the ICC is proficiency in effectively and efficiently employing the target language for communication purposes (Wang, 2023). Consequently, the pedagogy governing the development of speaking skills is intrinsically oriented towards achieving native speaker proficiency, thereby going beyond a mere emulation of native speaker competence.

The IBLL model places a strong emphasis on fostering learner communication through a range of language activities that immerse learners in diverse cultural products. These products, which encompass literature, art, and artifacts, serve as conduits for introducing learners to various cultural elements (Biebricher et al., 2019; Shin et al., 2011). In parallel, the teaching materials employed within the IBLL model are carefully curated to incorporate texts that not only exemplify linguistic aspects but also encompass cultural beliefs, values, customs, habits, dress, foods, and leisure practices. By integrating these culturally rich materials, the model seeks to stimulate learners' motivation to engage in communication using the target language. This learning aligns with the perspectives of Haerazi et al (2018), who argue that cultural products, ideas, and behaviors assume a central role in the IBLL model as potent tools for driving language

usage among learners. The strategic utilization of cultural elements is thus instrumental in enhancing learners' receptivity and enthusiasm in the language learning process, promoting a deeper understanding and appreciation of the target culture, and ultimately fostering the development of intercultural communicative competence (Piątkowska, 2015; Song, 2013).

Cultural features in the IBLL model are designed as learning materials to teach speaking skills. The success of the model can be affected by linguistic awareness. The acquisition of speaking skills among learners is contingent upon a pivotal factor known as linguistic awareness. Within the domain of linguistics, this concept pertains to learners' capacity to engage in critical introspection about their own language (Cardona et al., 2015; Lourenço et al., 2018). A linguistically aware learner demonstrates a keen understanding of the fundamental elements inherent in their native tongue, allowing them to extrapolate and apply these principles to the study of additional languages. In the context of this study, the IBLL model assumes a crucial role in facilitating learners' journey towards mastering the target language. By leveraging cultural elements as conduits for learning, the IBLL model encourages learners to navigate from their native language into the target language (Borghetti, 2013; Haerazi & Irawan, 2020a).

In essence, the novelty of the study lies on the learners' existing linguistic awareness, honed through their proficiency in their native language, to facilitate a smoother and more effective transition into mastering the target language. By utilizing cultural contexts as the bridge between the two languages, the model nurtures a deeper appreciation and understanding of both the target culture and the language itself (Corbett, 2021; Shin et al., 2011). Consequently, learners are empowered to navigate the intricacies of the target language with greater linguistic dexterity, culminating in enhanced speaking skills and intercultural communicative competence.

The efficacy of intercultural language learning to facilitate learners to acquire speaking skills can be strongly determined by learners' linguistic awareness. The model was able to facilitate English

learners in acquiring vocabulary mastery and in activating their linguistic knowledge to speak in communicative activities. Therefore, this study aimed to apply the use of the IBLL model to improve the speaking skills of prospective English teachers (PEPs) viewed from their linguistic awareness. Two research questions are formulated in the study, i.e., (1) how is the use of the IBLL model able to improve the PEPs' speaking skills viewed from linguistic awareness; and (2) how are the PEPs' responses to the use of the IBLL model in improving the speaking skills viewed from linguistic awareness?

## **METHOD**

### **Research Design**

In this study, a mixed-method approach was employed, employing the concurrent embedded design (Creswell, 2009), to investigate the learning processes associated with the IBLL model and its efficacy in enhancing the speaking skills of PEPs. The research design entailed a dual focus, with qualitative data delving into the nuanced aspects of the IBLL model's learning experiences, while quantitative data gauged the participants' speaking achievement. Concomitantly, the study explored the responses of the PEP to the various IBLL learning activities. Through a classroom action research methodology, the effectiveness of the IBLL model was done as a means to address the intricate challenges in the PEP speaking abilities. These challenges encompassed factors such as willingness to communicate, motivation levels, vocabulary utilization, grammatical competence, pronunciation proficiency, fluency, and the ability to provide descriptive details.

By adopting this mixed-method concurrent embedded design, the study offers a comprehensive and multifaceted understanding of the intricate interactions (Cohen et al., 2018; Creswell, 2009) between the IBLL model and its impact on enhancing the speaking skills of the PEP. The qualitative component delves into the rich and subjective experiences of the learners, shedding light on the learning processes and aspects that contribute to their speaking development. In parallel,

the quantitative aspect provides empirical data on the participants' speaking achievements, allowing for a more robust and quantifiable assessment of the IBLL model's effectiveness in tackling the identified speaking intricacies.

The research was carried out at a prominent university located in Mataram, West Nusa Tenggara, Indonesia. A total of 33 participants were selected to partake in the classroom actions. These participants constituted the sixth-semester cohort of the English language education study program at the university. As part of the study's eligibility criteria, the participants were aged between 20 and 23 years old. Moreover, they had successfully completed several foundational courses, enabling them to undertake advanced-level courses within the curriculum. The careful selection of this specific group of participants offered an opportunity to explore the efficacy of the IBLL model within a well-defined context. By focusing on a particular semester and academic program, the study ensured that the participants possessed the necessary language proficiency and cognitive maturity to meaningfully interact with the IBLL learning activities.

### **Research Instruments**

In this study, multiple research instruments were utilized to comprehensively investigate the effectiveness of the IBLL model on the speaking skills of PEP participants. The employed research instruments included observation sheets, speaking tests, and interview guidelines, each serving distinct yet interconnected purposes (Cohen et al., 2018). The observation sheets were deployed to meticulously record and analyze the various learning activities that transpired during classroom interactions while implementing the IBLL model. These sheets facilitated the systematic observation of instructional methods, learner engagement, and the overall dynamics of the language learning process within the IBLL framework. By meticulously capturing these classroom actions, researchers gained valuable insights into the actual implementation and effectiveness of the IBLL model in enhancing students' speaking skills.

Complementing the observation sheets, speaking tests played a vital role in assessing the students' speaking achievement. Designed to evaluate the learners' linguistic proficiency and communicative abilities, the speaking tests served as objective measures to gauge the progress made by participants in their oral language skills. Through these standardized assessments, researchers could quantitatively measure the efficacy of the IBLL model on the students' speaking performance, providing concrete data to support the study's findings. Furthermore, the interview guidelines were employed to delve into the qualitative aspects of the research, allowing researchers to obtain in-depth information regarding the PEPs' responses to the IBLL learning activities. Through semi-structured interviews, participants were encouraged to articulate their perceptions about the IBLL model, throughout the language learning process.

### **Data Analysis Technique**

Upon collecting the data, a rigorous analysis was conducted to comprehensively investigate the use of the IBLL model on learners' speaking skills. The data analysis process encompassed both qualitative and quantitative approaches to ensure a comprehensive understanding of the research findings (Creswell, 2009). Specifically, the data pertaining to the implementation of the IBLL model were subjected to qualitative analysis. This involved a meticulous examination of various learning activities within the classroom setting, aimed at identifying instances indicative of learners' linguistic awareness. The researchers diligently observed and documented the speaking activities during these learning sessions. Additionally, interview activities were conducted to gain further insights into the learners' perspectives and experiences with the IBLL model. These interviews were thoughtfully transcribed and incorporated into the qualitative analysis, enriching the understanding of learners' responses and attitudes towards the language learning approach.

To facilitate the qualitative analysis process, the researchers employed various techniques, including data condensation and



display. Data condensation involved succinctly summarizing the observed learning and speaking activities, while data display utilized charts, graphs, and tables to visually present patterns and emerging themes within the data. Furthermore, the analysis steps encompassed drawing conclusions and verification, wherein the researchers interpreted the findings from the qualitative data, considering the implications for PEPs' speaking skill development. The conclusions drawn were subjected to verification to ensure the credibility and rigor of the research findings, employing methods such as peer review, or triangulation to corroborate the interpretations.

## **FINDINGS**

This study investigated the use of the IBLL model to improve PEPs' speaking skills viewed from linguistic awareness and their responses to their learning experiences of applying the IBLL model. The data consisted of qualitative and quantitative data. The qualitative data were gained from the results of observation and interview, while the quantitative data were attained from speaking tests.

### **The Learning Activities of Using the IBLL Model to Improve Speaking Skills Viewed from Linguistic Awareness**

The IBLL model encompasses a well-defined set of teaching steps aimed at addressing various challenges encountered by PEPs in developing their speaking skills. These essential steps, namely noticing, comparing, reflecting, constructing, and presenting, are strategically designed to emphasize different aspects of language learning, thereby offering targeted solutions to learners' speaking skill difficulties. Table 1 serves as a comprehensive reference, delineating the teaching steps of the IBLL model, their respective speaking focus, and the corresponding solutions they offer to tackle learners' specific speaking problems.

**Table 1.** Teaching steps, research focus, and solution

No	Teaching Steps	
1	<b>Noticing</b>	<b>Linguistic Focus:</b> Grammatical styles, vocabulary usage
	<b>Learning Solution:</b> Learners are encouraged to actively observe and discern the linguistic (grammar and vocabulary use) and cultural intricacies embedded within authentic language materials and communicative interactions. By honing their observational skills, learners become more attuned to the nuances of language use and cultural contexts, paving the way for improved speaking proficiency.	
2	<b>Comparing</b>	<b>Linguistic and non-linguistic Focus:</b> Grammatical complexity, vocabulary usage, pronunciation, motivation
	<b>Learning Solution:</b> Learners engage in a comparative analysis between their native cultures and the target cultures. This process facilitates a deeper understanding of language structures, idiomatic expressions, and cultural norms, promoting intercultural communicative competence and enhancing their ability to express ideas more effectively.	
3	<b>Reflecting</b>	<b>Linguistic and non-linguistic focus:</b> Grammatical complexity, vocabulary usage, pronunciation practice, communicative competence, declarative knowledge,
	<b>Learning Solution:</b> Learners are encouraged to foster self-awareness and metacognition among learners, prompting them to critically evaluate their language performance and identify areas of improvement. By engaging in reflective practices, learners pinpoint their speaking weaknesses and take proactive measures to refine their skills	
4	<b>Constructing</b>	<b>Linguistic and non-linguistic focus:</b> Grammatical complexity, vocabulary usage, pronunciation practice, communicative competence, declarative knowledge,
	<b>Learning Solution:</b> Learners are encouraged to actively engage in meaningful interactions with peers and English speakers, thus providing invaluable opportunities to practice and refine their speaking abilities in authentic communicative contexts. Regular communication empowers learners to gain confidence, fluency, and adaptability in their oral language use.	
5	<b>Presenting</b>	<b>Linguistic and non-linguistic focus:</b> Grammatical complexity, vocabulary usage, pronunciation practice, communicative competence, declarative knowledge,

No	Teaching Steps
	<p><b>Learning Solution:</b></p> <p>Learners are encouraged to practice presentation skills, enabling them to articulate their ideas coherently and persuasively in front of an audience. This step hones learners' ability to organize and deliver spoken discourse effectively, enhancing their overall speaking proficiency.</p>

Table 1 showed the IBLL model offers a systematic and holistic approach to address the multifaceted aspects of speaking skill development. Table 1 serves as a practical guide, aligning the specific speaking focus of each step with the corresponding solutions to the learners' speaking challenges. This comprehensive framework not only facilitates the acquisition of speaking skills but also fosters a deeper appreciation and understanding of the target language and culture, ultimately contributing to the cultivation of communicative competence among language learners.

In this study, linguistic awareness was seen in the speaking class that provides a strong effect on speaking skills. Learners who possess English linguistic awareness exhibit certain distinctive indicators that set them apart in their language-learning journey. These indicators indicate a deeper level of critical thinking and understanding of the English language. Table 2 presented the learners' linguistic awareness seen in speaking activities.

**Table 2.** Learners' linguistic awareness seen in the class

No	Indicators	Language Activities
1	Metalinguistic Knowledge	Learners performed awareness of the English language's structure, grammar, and syntax in the speaking activities. They articulate rules and patterns, demonstrating a deeper understanding of the language's underlying mechanics.
2	Code-Switching Skills	Learners can seamlessly transition between languages or language varieties while maintaining clarity and appropriateness in different communicative contexts.
3	Language Analytical Skills	Learners possess strong analytical skills, enabling them to deconstruct and analyze texts, spoken language, and written discourse, identifying linguistic features and rhetorical

No	Indicators	Language Activities
		devices used by speakers and writers in the IBLL learning activities.
4	Intercultural Communicative Competence	Learners demonstrate sensitivity and appreciation for cultural differences when using English. They understand the importance of context and adjust their language use accordingly to communicate effectively across cultures.
5	Phonological Awareness	Learners are attuned to the nuances of English phonology, recognizing different speech sounds, intonation patterns, stress, and rhythm. This awareness contributes to their accurate pronunciation and comprehension of spoken English.
6	Vocabulary Proficiency	Learners performed an extensive vocabulary range and employ a wide array of words and expressions to convey precise meanings and nuances in different contexts.
7	Pragmatic Competence	Learners understand and employ language appropriately in various social situations, taking into account cultural norms, politeness, and conventions.

Table 2 presents a comprehensive overview of the diverse characteristics that learners with English linguistic awareness exhibit, culminating in a collective contribution to their overall speaking skills and linguistic competence. Each indicator has learning activities that PEPs carry out in the class while the implementation of the IBLL model. These salient traits enable these learners to navigate the intricacies of English language use with finesse and effectiveness, particularly in a myriad of diverse contexts. Their heightened proficiency in various linguistic domains empowers them to communicate with fluency, accuracy, and cultural sensitivity, enabling successful navigation of the English language in diverse contexts. The findings are supported by speaking achievement. Table 3 presented the prospective English teachers' speaking achievement on the pre-test and post-test.

**Table 3.** Prospective English teachers' speaking achievement

Speaking Scores	N	Min.	Max.	Mean	Std. Deviation	Variance
Speaking Achievement before Action	33	70	80	75.06	2.915	8.496
Speaking Achievement After Action	33	75	98	84.91	4.699	22.085

Table 3 presented the prospective English teachers' speaking achievement in the pre-test and post-test. In the pre-test, learners attained 75.06 of speaking score. It was improved after implementing the IBLL model in which learners got 84.91 of speaking achievement. It means the IBLL model facilitates learners to improve grammatical competence, vocabulary usage, pronunciation, and fluency.

### **Prospective English Teachers' Responses to the IBLL Model Implementation**

The use of the IBLL was able to improve learners' speaking skills based on their responses to learning experiences during applying the teaching steps. To know their responses, the researcher conducted interview activities for 7 representative participants. The participants are selected as interviewees who have represented the participants. The interview sessions are carried out by providing them with 10 research question items. Table 4 presented the learners' responses to the interview questions provided.

**Table 4.** Prospective English teachers' responses to the IBLL model

Question Items	Learners' Responses
Teachers' roles	<p><b>S1:</b> ... The lecturer provides me with enough time to practice speaking through cultural understanding ...he gives me feedback ...</p> <p><b>S2:</b> ... teachers involve me and other classmates in cultural understanding to communicate in interactive activities. It helps me to practice grammar and use new vocabulary ...</p>
Learners' roles	<p><b>S4:</b> ... I am involved in the speaking activities in providing feedback to classmates... the lecturer gives me time to practice and imitate some English expressions during discussion classes ...</p> <p><b>S7:</b> ... in speaking practices, I can control my pronunciation and fluency during giving an opinion ... I know more about my culture and I try to elaborate my opinions in English during giving feedback each other...</p>
Speaking activities	<p><b>S3:</b> ... I can express my ideas because I know the topic discussed... I feel the topic brings me to communicate ...</p> <p><b>S5:</b> ... the topic is easy to understand... it makes me motivated to speak ...</p>
Communicative practices	<p><b>S1:</b> ... The lecturer provides me with various cultural topics to discuss... I feel happy to communicate and express my ideas of my own cultures and the target cultures ...</p> <p><b>S6:</b> ... The lecturer brings me to compare cultures that invite me to practice my English ... I have willingness to communicate because I understand the topic ...</p>
Pronunciation and accent practices	<p><b>S5:</b> ... I can practice my pronunciation because the lecturer provides me with English phonological practices in the speaking activities ...</p> <p><b>S6:</b> ... I can compare the English accent in pronouncing certain English words ...</p>
Vocabulary acquisition	<p><b>S7:</b> ... I get some new English words relating to wedding ceremony ... I know some terms in wedding tradition ...</p> <p><b>S2:</b> ... I can notice some new English words of wedding ceremonies ... and family members ...</p>
Grammatical knowledge	<p><b>S3:</b> ... I can reflect my grammatical knowledge when speaking practice ... I can refine my grammar style ...</p>

Question Items	Learners' Responses
	S4: ... I can control my grammar when I speak ... I can repair my grammar while practice ...

The findings presented in Table 4 provide valuable insights into the perceptions of prospective English teachers regarding the utilization of the IBLL model as a means to enhance their speaking skills. The data indicates a positive and favorable response from these teachers towards the incorporation of the IBLL model in their language learning experiences. Notably, the participants expressed appreciation for the model's effectiveness in bolstering their speaking proficiency. Furthermore, the teachers reported an increased sense of linguistic awareness while engaging in various speaking activities within the context of the IBLL model. This heightened linguistic awareness was particularly evident as they articulated and expressed their ideas, thoughts, and opinions during the language learning process. The IBLL model's emphasis on intercultural communication and exploration of diverse cultural aspects seems to have played a significant role in fostering the participants' linguistic awareness during their speaking endeavors.

## DISCUSSION

This study aims to address two key research questions pertaining to the utilization of the IBLL model within the context of the speaking class and the responses of PEPs to their learning experiences using this model. By investigating these research questions, the study endeavors to shed light on the efficacy of the IBLL model in enhancing PETs' speaking skills while concurrently paying attention to their linguistic awareness. The findings of this research provide valuable insights into the use of the IBLL model on PETs' speaking proficiency, as it effectively integrates communicative competences with a heightened focus on controlling vocabulary usage and mastering grammatical patterns (Haerazi & Irawan, 2020a; Juliastuti et al., 2023). Consequently, learners are afforded enhanced opportunities to practice

and refine their communicative abilities within a structured and guided learning environment.

The IBLL model has proven to be an effective instructional activities in promoting learners' speaking abilities. A notable aspect of this model is the "noticing step," wherein learners actively engage in identifying and comparing cultural features between their own traditions and Western wedding traditions. As part of this process, learners come across specific words that require translation into English, prompting them to collaborate with their partners to gain a comprehensive understanding of the cultural tradition under consideration (Haerazi et al., 2018; Safitri & Sugirin, 2019). They then meticulously compile their observations and insights into organized notes, which serve as valuable reference material for subsequent discussion sessions. This pedagogical practice aligns with Haerazi et al. (2018), which emphasizes the significance of note-taking during discussions as a means of reinforcing learners' retention of new vocabulary and content explored during speaking activities.

Providing learners with note-taking activities as much as possible helps them to enhance their memory retention, thereby facilitating more effective language learning outcomes (Afifah & Devana, 2020; Anabel & Simanjuntak, 2022). By incorporating the various cultures in the noticing step, lecturers create a dynamic and interactive learning environment, encouraging learners to actively participate in cross-cultural analysis and linguistic exchanges (Byram & Wagner, 2018; Su, 2022). Moreover, the integration of note-taking bolsters learners' language proficiency and intercultural competence. Consequently, this research underscores the pedagogical value of fostering communicative skills and cultural awareness among language learners, offering educators valuable insights to optimize language learning methodologies and outcomes.

The intercultural learning activities involve requesting learners to undertake a comprehensive comparison of the notes they have taken during the noticing steps. This comparison phase serves as a pivotal opportunity for learners to delve deeper into their own cultural



backgrounds and contrast them with Western cultures. Through this process, learners engage in performing their perspectives both within group settings and individually, fostering a more profound exploration of the cultural nuances (Burns & García, 2022; Shiri, 2015). During the ensuing discussions, learners effectively demonstrated heightened awareness and comprehension of the English language's structural elements, encompassing grammar, syntax, and overall linguistic patterns. The act of engaging in discussions enabled learners to articulate and elucidate rules and patterns of the language, effectively showcasing their enhanced understanding of the underlying mechanics of English.

The second phase of the IBLL learning activities encourages active comparison and individual expression of perspectives. It has evidently facilitated learners in cultivating a deeper and more meaningful appreciation of both their own cultural heritage and the Western cultural context. Moreover, the speaking activities within this IBLL model have proven instrumental in strengthening learners' language skills, enabling them to navigate the intricacies of the English language with heightened proficiency and linguistic acuity. These findings underscore the significance of interactive and culturally comparative teaching methodologies in language education (Etri, 2022; Sabaliauskienė et al., 2019), emphasizing the multifaceted benefits of encouraging learners to actively participate in discussions and critically analyze linguistic structures.

After comparing their own culture and the target culture, learners actively engage in a crucial phase of IBLL model, wherein they are encouraged to reflect on their personal experiences and perceptions. This reflective phase aims to foster critical thinking among learners and cultivate a profound appreciation for the diversity of cultural values (Haerazi & Irawan, 2020b; Hanukaev, 2022). By prompting learners to introspect and analyze their own cultural biases and preconceptions, this reflective process lays the foundation for greater intercultural understanding and sensitivity. Within the speaking activities, learners demonstrate their mastery of formulaic

competence, a manifestation of the linguistic proficiency acquired through reflective activities (Corbett, 2021; Liddicoat, 2008). Specifically, learners adeptly utilize fixed phrases, collocations, idioms, and lexical frames in their oral expressions.

The significance of this reflective learning phase cannot be overstated, as it contributes to the learners' ability to navigate intercultural interactions with increased cultural awareness and adaptability. By acknowledging the value of formulaic language in cross-cultural communication, learners effectively enhance their communicative effectiveness, expressing themselves with linguistic precision and cultural sensitivity (Byram, 2008, 2009). The reflective phase represents a pioneering pedagogical approach that nurtures well-rounded language learners who possess not only advanced linguistic skills but also a heightened appreciation for diverse cultural perspectives. In the context of speaking skills, learners are able to perform their fluency, comprehension, and detail description.

The facilitation of learners' ability to effectively convey their ideas and insights pertaining to intercultural experiences is a central objective in the IBLL model (Tambyah, 2019; Yavuz, 2014). To achieve this, learners actively participate in the constructive phase of the IBLL learning activities. In this critical stage, learners are guided to articulate and construct cultural aspects verbally, thereby solidifying their grasp of intercultural knowledge. The constructing phase represents a logical extension of the preceding reflective phase, wherein learners engage in introspective examination and critical analysis of cultural values and behaviors (Haerazi et al., 2018; Juliastuti et al., 2023). Drawing upon the insights gained during reflection, learners now take the crucial step of assembling a comprehensive and coherent oral description of various cultures.

By encouraging learners to delve into the construction of oral narratives that encompass diverse cultural aspects, the IBLL model empowers them to effectively communicate their understanding of intercultural dynamics. Through this process, learners not only deepen their intercultural knowledge but also enhance their oral

communication skills, allowing them to articulate complex cultural concepts with clarity and precision (Corbett, 2003; Fernández-Agüero & Chancay-Cedeño, 2019). It becomes a pivotal role in the IBLL model as it bridges the gap between reflective contemplation and effective verbal expression, enabling learners to effectively share their acquired intercultural knowledge with others. The constructed oral descriptions serve as a testament to learners' enriched cultural awareness and ability to engage in meaningful cross-cultural exchanges.

In involving PEPs in cross-cultural knowledge, the IBLL learning activities play a significant role in equipping PEPs with the communicative tools necessary to convey their understanding of intercultural experiences (Morady Moghaddam & Tirnaz, 2023; Porto, 2014). By building upon the reflective phase, this constructive step cements the learners' ability to articulate and present comprehensive oral descriptions of various cultures, promoting intercultural competence and facilitating fruitful cultural dialogues. As a result, the successful integration of the constructive phase within the IBLL model stands as a testament to its efficacy in nurturing culturally sensitive and proficient language learners.

Incorporating a diverse array of cultural topics in the learning activities plays a pivotal role in empowering learners to construct their ideas and enrich their intercultural experiences (Chun, 2015; Hyett et al., 2019). By engaging with such topics, learners are presented with opportunities to articulate their perspectives and insights in front of their peers and instructors, effectively showcasing their speaking skills encompassing grammatical styles, vocabulary usage, pronunciation, and fluency. As they participate in these expressive endeavors, learners develop and demonstrate their proficiency in the target language, attaining a level of communicative competence that enables them to effectively engage in a range of language functions. For instance, learners adeptly perform common speech acts and speech act sets, skillfully navigating interpersonal interactions, expression of opinions, information exchange, and the communication of feelings within the target language (Bose & Gao, 2022; Yao & Du-Babcock, 2023). Through

this interactive engagement, learners not only reinforce their linguistic capabilities but also cultivate a heightened sensitivity to cultural nuances and effective cross-cultural communication.

The incorporation of varied cultural topics, therefore, stands as a strategic pedagogical approach to fostering learners' speaking skills and intercultural communicative competence (Haerazi & Irawan, 2020a; Juliastuti et al., 2023; Safitri & Sugirin, 2019). As learners delve into the exploration of diverse cultural themes, they are exposed to a rich tapestry of linguistic structures and cultural expressions, providing ample opportunities to consolidate and apply their language skills in authentic contexts. The significance of providing learners with multifaceted cultural topics extends beyond mere language proficiency, as it serves as a gateway to intercultural understanding and appreciation (McConachy, 2018; Morganna et al., 2020). By encouraging learners to actively participate in discussions and presentations on diverse cultural matters, educators create a dynamic and inclusive learning environment that nurtures culturally sensitive and proficient language users.

While the use of the IBLL model is evident in the learners' confident and adept expression of ideas in the target language, it also holds broader implications for fostering a culturally literate and globally aware generation of language learners. As learners engage with various cultural topics and navigate the complexities of intercultural communication, they gain invaluable insights into the diverse tapestry of human experience, fostering an empathetic and open-minded worldview (Byram, 2008; Corbett, 2003; Liddicoat, 2008). In this study, the integration of diverse cultural topics into language learning activities yields multifaceted pedagogical learning activities that not only empower learners to construct and express their ideas effectively but also enable them to develop essential intercultural competencies. By nurturing learners' speaking skills and intercultural awareness, the IBLL model underscores the transformative potential of language education in fostering cross-cultural understanding and global citizenship. As language lecturers continue to embrace such

innovative approaches, they contribute to a more inclusive and interconnected world, where effective communication across cultural boundaries is cultivated and celebrated.

## CONCLUSION

The present study yields compelling evidence supporting the effectiveness of the IBLL model in augmenting the speaking skills of prospective English teachers, concurrently paying attention to their linguistic awareness. The findings indicated a positive impact on learners during their engagement with the IBLL model, which encompasses five distinct teaching steps, namely, noticing, comparing, reflecting, constructing, and presenting. Each of these steps serves as a vital component in facilitating learners' improvement across various aspects of speaking, including vocabulary enrichment, grammatical accuracy, fluency, pronunciation refinement, and the ability to provide detailed and coherent descriptions. The IBLL model proved particularly beneficial in elevating the participants' speaking proficiency, as evidenced by their enhanced linguistic competence and heightened awareness of intercultural communication.

In conclusion, the current study unequivocally establishes that the implementation of the IBLL model yields positive results in elevating the speaking skills and linguistic awareness of prospective English teachers. The comprehensive structure of the model, encompassing multiple teaching steps, empowers learners to develop a holistic set of language competencies and enables them to navigate intercultural communication with greater proficiency and cultural sensitivity. As language educators continue to explore and embrace innovative approaches like the IBLL model, they contribute to the ongoing advancement of language education and its transformative impact on learners' communicative capabilities and cultural understanding.

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