Developing the Teaching Components of the ICC-Based Instructional Model to Enhance the Intercultural Competence of Thai EFL Tertiary Students: A Synthesis Study

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Abstract

This synthesis study aims to develop an ICC-based instructional model for enhancing Thai EFL tertiary students' intercultural competence. The purpose of this study is to synthesize which ICC teaching components can enhance the intercultural competence of Thai EFL undergraduates. The research methodology is a synthesis of pertinent literature and previous investigations on ICC models within a globalizing paradigm. Used a semi-systematic literature review to collect data. In accordance with the document-based and content-based analyses conducted at this stage, Quantitative Content Analysis and Qualitative Content Analysis are utilized to synthesize the ICC-based instructional model study by integrating the research frameworks of the ADDIE model and the SPIE model .The research findings indicate that the principles of four ICC models developed by four ICC scholars, 1. Bennett's (1993), 2. Deardorff's (2006), 3. Byram's (1997), and 4. Baker's, can be applied to develop an ICC-based instructional model for enhancing the intercultural competence of Thai EFL tertiary students. This study identifies seven ICC teaching components, including: 1. Intercultural-English-World Communication Knowledge; Incorporation; 3. Comprehension; 4. Practice; 5. Promotion; 6. Outcome; and 7. Enhancing Intercultural Competence. The principles of ICC teaching materials for EFL classrooms have to incorporate a variety of intercultural communication knowledge that can stimulate students' interests. The ICC teaching materials concepts comprise the following: 1. Authentic 2. acceptable 4. Activity-based and precise 5. Awareness and attitude.

Keywords: intercultural competence, enhancement, the ICC-based instructional model, Thai EFL tertiary students

1. Introduction

Since 1978, the globalizing paradigm of teaching and studying English has unquestionably shifted and changed over a period of decades. This change influences the new trends of English teaching and learning diversity, and this era is known as the age of English varieties. The term "varieties of English" was influenced by the framework of World Englishes (WE), which was developed by Professor of Linguistics Braj Kachru. "WE" refers to the fact that English has been used as a global language in a variety of linguistics, pronunciation, dialects, and expressions in English usage across the educational globe by focusing on using English in English real-world situations involving two interlocutors from different cultures and English dialect backgrounds speaking English to one another. It can be stated that the use of English is not limited to teaching the correctness of English structures; rather, the most important aspect of teaching English today is promoting students' understanding of English speakers from different regions of the world whose English background, culture, beliefs, and norms are not precisely the same (Altidor, 2020 ; Arrieta, 2017)

Based on the mentioned information, this data synthesis indicates there is more than one standard of English usage   in the present day. This century has marked the development and acceptance of "an international standard" for the English language. To clarify, Kachru (1992) introduced the World English" (WE) perspective as a global linguist scholar. He conducted extensive research and developed the World English (WE) circle model, which includes the inner circle, the outer circle, and the expanding circle. The circle model illustrates the various forms of global English performance in a variety of cultural and international contexts. Following is the WE model:

1.The Inner Circle: The nations where English is the native language (ENL), first language, or mother tongue.

2.The Outer Circle: The nations where English is used as a second language (ESL).

3.The Expanding Circle: The nations where English is considered a foreign language (EFL) including Thailand.

This study found, based on the WE model, that the majority of English teachers who teach English as a foreign language (EFL) in contemporary contexts in countries all over the world emphasize teaching cultural and linguistic English differences. This would ultimately cast doubt on the concept of standard English language in relation to the classification of languages as native, non-native, and term intersectionality, based on the opinions of EFL teachers regarding the significance of teaching intercultural communicative competence (ICC) (Baker, 2015; Kachru, 1992)

Scholars (Byram, 2008; Bennett, 1986) assert that ICC occurs when a member of one culture creates a message for a member of another culture to consume. The relationship between acquiring English culture and English communication is cooperative in a variety of ways in English language instruction. Translation, interpretation, and paraphrasing into and from English are linguistic components of intercultural communication. Explaining further, the study of ICC in English classes is an educational and communicative system that takes into consideration the cultural factors that have the greatest impact on interaction when people from different cultures interact in an interpersonal setting. Intercultural communication is the acquisition and exchange of perceptions regarding the beliefs, values, and needs that influence the behaviors of relatively large groups of individuals, which EFL students must study. It may be considered an invisible mechanism within the minds of English interlocutors that is only revealed when severely challenged. Similarly, because cultural behavior and personal characteristics are both persistent occurrences, they can be misinterpreted for one another (Larsen-Freeman, 2006).

This study reveals that teaching and studying intercultural communication in an English course is essential for using English in multicultural environments where numerous immigrants of various nationalities interact within a specific cultural context using English as an international language. In order to prepare students to become global citizens and to live in global communities, English instructors must foster their students' abilities to share their thoughts, express their emotions, describe their needs, discuss their perspectives with other communicators, and exchange perspectives in a variety of international contexts using English (Nunan, 1991). When students are able to discuss global issues and communicate their opinions through international communication, the results of studies are consistent. This is one way we prepare our students to become global citizens capable of functioning in international organizations that use English as their international language. Students of EFL are required to study to enhance their intercultural competence for the aforementioned reasons (Rashidi & Safar, 2011; Larsen-Freeman, 2006).

Based on a review of previous research studies, the researcher discovered that there is no ICC-based instructional model and no appropriate instructional components designed and developed for the English learning contexts of Thai EFL tertiary students. Rajabhat Universities in Thailand, which educate thousands of students and teachers per academic year, have no ICC-based instructional model (Zorfass, 1999; Swain, 1995). Due to the rationale for the study, one of the objectives of this research is to create an instructional model based on the ICC to enhance the intercultural competence of Thai EFL undergraduates. This corresponds to one of the research questions that challenged this study: "Which components of the ICC-based instructional model enhance the intercultural competence of Thai EFL tertiary students?"

In accordance with the stated research objective and research question, the researcher synthesizes ICC models in globalizing paradigms and contexts in order to develop an ICC-based teaching method for enhancing the intercultural competence of Thai EFL tertiary students. This ICC teaching model targets to develop parallel ICC teaching components for EFL teachers and students. For this synthesis study, EFL instructors can utilize the ICC-based instructional model that was devised and developed to enhance EFL students' intercultural competence. This is advantageous for enhancing both the English communication skills of EFL students and their ability to interact with foreign interlocutors of diverse English and cultural backgrounds.

2. Literature Review

2.1 Intercultural Communicative Competence's (ICC) Significance for Language Learning and Instruction

ICC is conceptualized as the endeavors of English-speaking communicators to comprehend the target language while living, employing, and studying it in a foreign culture. The significance of ICC knowledge for EFL students is that the foundation of English communication is the exchange of English comprehension between two interlocutors from the same or different English-language backgrounds. ICC is the process of exchanging opinions, facts, information, and attitudes through the use of the English language to convey meaning (Tomlinson & Mashuhara, 2004)

2.2 Developing Purposeful Teaching Contexts in EFL Classrooms Enhancing Students' Intercultural Competence and English Proficiency

The purpose of the study of ICC in EFL is to ascertain what knowledge of ICC English speakers need in order to communicate effectively in meaningful and functional contexts. The ICC instruction concentrates not only on teaching students' ICC knowledge but also students are developed their English abilities which students can participate in English-speaking environments effectively and purposefully (Deardorff, 2012; Bennet, 1993). This article analyzed four instructional components of ICC that relate to the study of English.

1.**Grammatical competence in English** refers to the ability to produce correct English grammatical structures, including phonology, vocabulary, and word formation.

2.**English Strategic competence** refers to the strategies that allow two speakers from the same country or from different countries to communicate directly for communicative purposes in English.

3. **Sociolinguistic competence in the use of English** is the ability to comprehend and use the language in the context of socially significant utterances. This course investigates the use of appropriate English grammatical forms for a range of communicative purposes.

4. **English discourse competence** is the ability to use English to integrate linguistic forms in order to generate written or oral discourse.

2.3 The Four Fundamental ICC Instructional Components for EFL Courses

The development of ICC instructional components in EFL classrooms, which have to relate to ICC principles consisting of four primary teaching components:

1. **Cultivating EFL students' positive attitude-related ICC**: EFL teachers enhance positive attitudes towards the study of ICC for their students. This requires an eagerness to promote student understanding of other cultures. The receptivity of students to seek out interactions with individuals whose cultural orientations and worldviews differ from their own needs to be strengthened (Byram, Nichols & Stevens, 2001)

2. **Educating EFL students with knowledge of the ICC**: It can be argued that ICC knowledge teaches not only about a particular English culture, but also how social groups and identities linked through the English language and other languages function. At this stage, EFL students need to be familiar with intercultural, social, and individual interaction processes that are useful for applying and utilizing English in authentic communicative situations in which they will participate in their future working and living lives. Consequently, the ICC teaching method must emphasize essential ICC knowledge for students to study and be aware of the beliefs, values, and practices that foreign people from various origins may employ, and to anticipate that their interlocutor has multiple identities in English usage (Byram, 2008)

3. Promoting simultaneously ICC and English skills: EFL instructors need to simultaneous promote both ICC and English skills. Students are promoted intercultural encounter in English courses and this is essential to learn English and something new about themselves and their interlocutor from a different country, overcome the circumstances, and have a productive encounter. EFL students are able to employ and implement their newly acquired English skills in intercultural communication situations in the future (Byram, Nichols & Stevens, 2001)

4. **Enhancing critical intercultural competence while using communicative English:** EFL students have to illustrate awareness of their own beliefs and values, as well as how they impact on their perception of others, when using communicative English. Students will gain insight from being required to evaluate their own beliefs critically and encouraged to look beyond preconceived notions when studying English. This deconstruction of their own beliefs will enable them, with the assistance of critical thinking skills, to determine whether the decisions they make in communicative situations are reasonable. ICC is absolutely a requirement for learners to be able to critically analyze their own modes of understanding; this can be achieved through comprehensive instruction centered on independent thought and critical reflection, which is essential for students to develop into professional English speakers who are critical in English-related intercultural communication (Deardorff, 2004; Bennett, 1986)

2.4 Intercultural Communication Competence (ICC) Models and Implementation to EFL Classrooms

2.4.1 Model of Bennet's Developmental Intercultural Sensitivity and EFL Classroom Implementation

Bennett (1986, p.77) analyzed the evolution of intercultural competence as the shift from ethnocentrism to ethnorelativism. Acceptance, adaptation, and integration are more ethnocentric than the initial three phases he identified, which were denial, defense, and minimization. Consequently, this study synthesized Bennett's ICC model in terms of ICC principles that can be applied to the development of the ICC-based instructional model utilized in EFL classrooms. Acceptance, adaptability, and integrity have to be taught to EFL students, according to previous research (Bennett, 1993).

First, for acceptance, teachers construct English lesson plans and then incorporate international cultural experiences within the context of other cultures from various world regions. Second, for adaptation, it is the primary responsibility of teachers to determine the ICC teaching model in order to improve students' English proficiency and help them comprehend how differences in cultural norms, beliefs, and ways of life influence intercultural interaction in the real English-speaking environment (Bennett, 1993). Teachers create English lesson plans concerning the issue of value relativity and commitment by allowing students to adopt the perspective of another culture without sacrificing their own. Students are encouraged to recognize global cultural differences, and individuals perceive individuals from various cultures to be equally human. The essential teaching method is to design an English-teaching procedure that strengthens students' speaking and writing abilities while preserving their cultural identity and cultural differences. Thirdly, students are fostered to view themselves and others as multicultural beings able to transition between diverse cultures and English language situation contexts (Arrieta, 2017). This study synthesized Bennett's ICC model, which can be applied to the ICC-based instructional model shown in Table 1 below:

Table 1. Bennett's ICC Model for ICC-Based Instructional

Bennett's ICC model for ICC-based instruction					
Denial	**Defense**	**Minimization**	**Acceptance**	**Adaptation**	**Integration**
Not perceiving the existence or significance of English culture or other cultures in EFL classrooms	Perceiving specific cultural group in polarized and evaluative ways in EFL classrooms	Focusing on shared experience and universal values in EFL classrooms to reduce prejudice	In EFL classrooms, attributing equal human complexity to various cultural groups	EFL students are able to generate authentic and appropriate alternatives to behavior during English classes.	The ICC teaching method designs and develops intercultural contexts in English and other global cultures for EFL students to study, to practise, and enhance their intercultural sensitivity and competence.
		Ethnorelativism Stage		Ethnocentrism Stage	

2.4.2 Model of Deardorff's Intercultural Competence Pyramid and its Implementation in EFL Classrooms

This study evaluated and synthesized Deardorff's (2004, p. 55-58) ICC model. He developed a pyramidal model of intercultural competence. The pyramid symbolizes reverence, receptivity, inquiry, and exploration. The next level consists of expertise, comprehension, and interdependent rights. Students' awareness of their own and other cultures enhances their English and intercultural competency skills, such as speaking, listening, observing, reasoning, interpreting, analyzing, evaluating, and implementing, in the context of English language learning. This ICC model encompasses both internal and external intercultural sensitivity outcomes. In EFL classrooms, after students complete the first two levels, their adaptability, flexibility, ethnorelative perspective, and empathy develop, resulting in effective and acceptable behavior and communication in English situations. However, prior to learning intercultural competence, students need to first understand their own culture. The assumption is that EFL students have to develop both English proficiency and intercultural competence (Deardorff, 2012, 23–24).
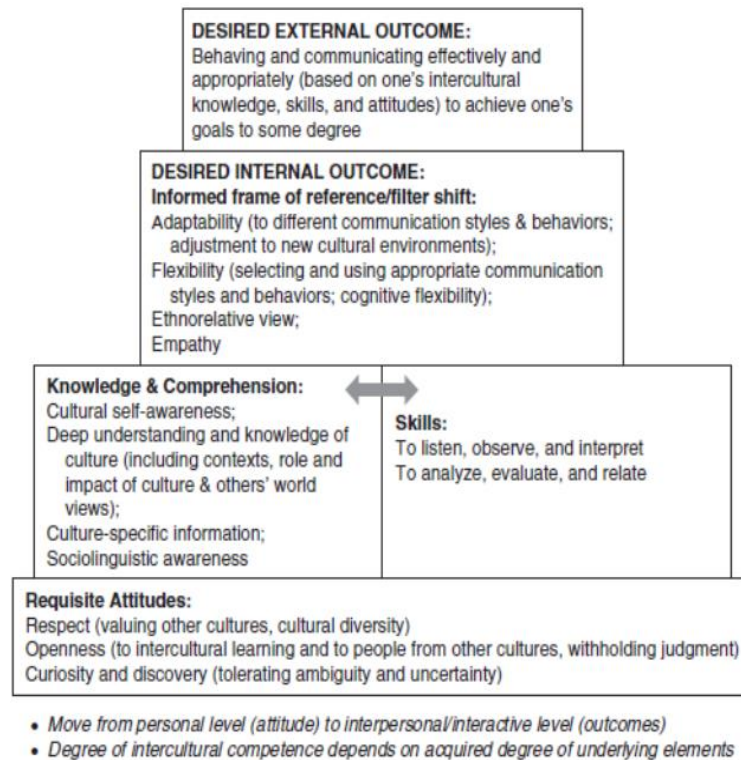

Figure 1. Pyramid Model of Intercultural Competence（Deardorff, 2004）

2.4.3 Byram's ICC Model Related Intercultural Communicative Competence and Application for EFL Classrooms

On the basis of Byram's ICC paradigm, he asserts that intercultural communication enhancement in EFL instruction could exist without these components. Cultural awareness includes attitudes, knowledge, competencies, and skills. Below are the five components of intercultural competence that EFL teachers have to incorporate into the ICC teaching method (Byram, Nichols & Stevens, 2011, 23–24).

Attitude: EFL students should be inquisitive and receptive to the norms, culture, and beliefs of other English speakers, as well as tolerant of differences in English heritage, dialect, and pronunciation.

Knowledge: EFL students acquire English and international information about the culture and customs of their classmates. Using English, students can transmit and transform the aforementioned knowledge.

English skills: EFL students acquire the necessary English skills for interpreting and expressing their opinions. They are trained to interpret and communicate cultural information from their own perspective with confidence. In addition, students are taught to tolerate divergence in viewpoints espoused by others.

Skills of discovery: EFL students acquire new knowledge of a culture and cultural practices comprising both English and international cultures. They are encouraged to develop English skills for applying and integrating knowledge, attitudes, and skills within the constraints of real-time English communication, English interaction, and English usage situations.

Critical cultural awareness: EFL students are taught to evaluate and critique English dialogue, expression, speeches, conversations, and situations from a variety of intercultural viewpoints. This component allows EFL instructors to design ICC teaching lessons that demonstrate how to converse with English speakers from different backgrounds.

Table 2. Five Byram's ICC Developed for the ICC Teaching Model in EFL Class

Attitude	Knowledge	Skills	Skills of discovery	Critical cultural awareness
EFL learners should be curious about other English speakers' customs, culture, and beliefs and embrace differences in English background, dialect, and pronunciation.	EFL students learn English and international culture and practices from their classmates. Students can transfer and modify knowledge using English.	EFL students learn to confidently interpret and deliver their own cultural information. Additionally, students learn to accept speakers' viewpoints.	EFL students learn cultural practices. They learn to use and integrate knowledge, attitudes, and skills in real-time English conversation.	Students learn how to analyze English dialogues from intercultural perspectives. The ICC component lets EFL educators create lessons on how to communicate English with people from varied backgrounds.

2.4.4 Model of Baker's Intercultural Awareness and Application for EFL Classrooms

Baker (2015, p. 78 - 82) created the paradigm of intercultural sensitivity (ICA). In EFL classrooms, he believed that intercultural encounters are encountered by students from disparate cultural backgrounds, who cannot be expected to be well-versed in all of these cultures and thus require intercultural awareness. This ICC model aims to promote students' conscious understanding of the role culturally based forms, practices, and frames of understanding can play in English intercultural communication, as well as the English ability to apply these conceptions in a flexible and context-specific manner in English real-time communication (Baker, 2015, 23).

Table 3. Baker's ICA Model

Level 1 Basic cultural awareness	Level 2 Advanced cultural awareness	Level 3 Intercultural awareness
1. Culture as shared values, beliefs, and behaviors; 2. Culture and context affect meaning; 3. Understanding and expressing culturally impacted behavior, attitudes, and beliefs; 4. Comparing our values, beliefs, and actions to others' culturally based ones.	1. Cultural norm relativity; 2. Changeable cultural comprehension; 3. Multicultural perspectives; 4. Many social and cultural groups; 5. Cultural similarities and cultural misperception awareness.	1. Culturally based frames of reference, forms, and communicative practices as specific to cultures and emergent and hybrid in intercultural communication; 2. Initial intercultural communication may be based on cultural assumptions or generalizations, but moving beyond them through: 3. The ability to negotiate and arbitrate between emergent sociocultural grounded communication modes and frames of reference based on the aforementioned culture understanding in intercultural communication.

2.5 Effect of Cultural Awareness on Language Instruction and the Shift in the World Standard of English Proficiency Assessment: CEFR

The study implies whether the Common European Framework for Languages, or CEFR (Council of Europe, 2001), is a comprehensive association specifying English language learning as international standards in order to comprehend intercultural competence in CEFR's framework relating to develop criteria as one method of assessing English communicative usage. The CEFR criteria framework has rapidly assumed a prominent position in English language education in Europe and, perhaps even more phenomenally, in many other countries around the world, including its influence on evaluating English with the enhancement of Thai EFL tertiary students' intercultural competence (Byram, Nichols, & Stevens, 2001, 21–23).

2.6 Related Research Studies

Xiao & Petraki (2007, 11) developed a model of intercultural communication capacities, and a description of research methodology and teaching methodology was conducted with Chinese EFL undergraduates enrolled in "Modern English Language Studies." This study developed the ICC teaching model to develop English reading comprehension related English ICC contexts. English intercultural reading

contexts are applied to intercultural short stories in which the background of the narrative relates to English intercultural reading contexts. To argue for the significance of using English literary texts to promote "students' intercultural comprehension reading," research participants were asked to draw on existing English literature and excerpts from students' English intercultural discussions and worksheets. It was consistent with the research findings regarding the students' confident use of English in EFL classrooms. In terms of the enhancement of intercultural communication, it was discovered that Chinese EFL higher education students had high achievement scores in discussing and sharing their attitudes towards intercultural contexts, and that they were also satisfied with the ICC teaching model developed with the highest overall average (X=3.81, S.D.=0.84).

Edi (2022, 89-92) created the English teaching model based on a paradigm of international communicative competency in an endeavor to improve the English communication skills of Japanese EFL tertiary students enrolled in the English course English for public speaking. The researcher tests out one group of research subjects with two ICC teaching materials that are films and podcasts. The teaching methods comprise of intercultural context-based English sharing and synthesizing activities. This study found that students improved in five ICC dimensions, including 1.intercultural interaction skills 2.social and cultural knowledge 3.intercultural awareness 4.intercultural awareness and 5.preparing to become global citizens with English and intercultural competences integrated. Concerning the improvement of intercultural communication, it was discovered that Japanese EFL students in higher education had high achievement scores in synthesizing their attitudes towards films with an English soundtrack related to English and global intercultural contexts, with an overall high average (X=3.97, S.D.=0.93)

3. Methodology

3.1 Human Research Ethics Approval

The researcher passed the Institutional Review Board for Human Research Ethics (IRB) and received a certificate of approval from the Research Ethics Committees of Nakhon Ratchasima Rajabhat University, Thailand. The project's identifier is HE-142-2566.

3.2 Research Design

The research design utilizes the Research and Development (R&D) methodology (Phusee-Orn, 2021, pp. 1 - 5). Research and Development (R&D) is the research methodology that combines two distinct approaches: 1) research and 2) development. This study investigates the systematic relationship and applicability between research and development and the ICC teaching model with teaching components, also known as the R&D cycle (Wongyai, 2018).

The research design for this study consists of four steps: context analysis (R1), innovation design (D1), innovation implementation (R2), and innovation efficacy evaluation (D2). The R&D cycle for type one devices begins with research (R1 D1 R2 D2), as depicted in Figure 2 (Phusee-Orn, 2021; Creswell, 2018).

Figure 2. The R&D cycle consists of Research and Development

Before conducting instructional model design/innovation (R1), this synthesis study analyses foundational data. This phase concentrates on analyzing and synthesizing concepts, theory, prior research findings, expert opinion, and stakeholders, including students' and teachers' needs. The aim of this step is to analyze some documentary data that is crucial for developing the instructional model. In this phase, research methods include survey research, document research, analysis, questionnaires, and expert interviews. These methods correlate the R1 research objectives (Phusee-Orn, 2021, pp. 1 - 5). The results of this phase will inform the instructional model design teaching components and procedures depicted in Figure 3.
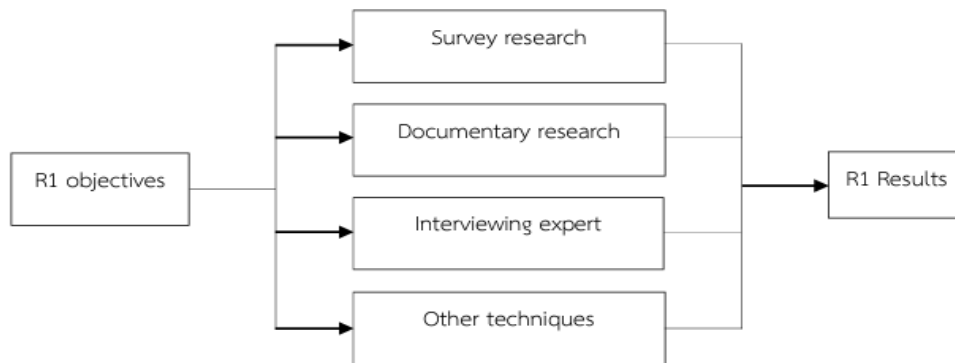

Figure 3. System of R1 in research and development (R&D)

3.3 Research Methodology Data collection and Data Analysis

This synthesis study presents step 1 of phase 1 of the study based on the ADDIE model (O'Down, 2017) and the SPIE model (Phusee-Orn, 2021), as detailed in the objective of phase 1, which is to develop the ICC-based instructional model for enhancing the intercultural

competence of Thai EFL tertiary students.

The research methodology comprises a review of relevant literature on the instructional model based on ICC. This phase includes conducting the Documentary Research Utilizing Document-Based and Content-Based Analysis Research Methodology (Phusee-Orn, 2021). In order to develop an ICC-based instructional model for this study (Nam, 2012), the researcher reviewed relevant literature regarding the perspective and phenomenon of the trend of teaching and learning intercultural communicative competence (ICC) in English courses, which impacts ICC models, and previous studies.

Documentary Research is a review and synthesis of document-based and content-based analysis research methodology (Arrieta, 2017; Swain, 1995).

The research instrument is a Semi-Sytematic Literature Review (Creswell, 2008). This phase focuses on investigating the concepts, theory, research findings, expert opinion, and desired input from stakeholders. The analysis and synthesis are to find out the appropriate teaching components for developing the ICC based-instructional model.

The method for acquiring data is document-based (Nam, 2012).

The researcher uses both Quantitative Content Analysis and Qualitative Content Analysis to analyze informative data collected from the literature review (Arrieta, 2017; Swain, 1995).

The researcher reviews prior research to figure out the appropriate ICC models that are suitable for experimental procedures for constructing the ICC-based instructional model study integrating the ADDIE model (O'Down, 2017) and the SPIE model (Phusee-Orn, 2021).

4. Results

The researcher presents research results through two summary tables as follow

4.1 Four ICC Models and Factors that Contribute to the Enhancement of Intercultural Competence Among Thai EFL Postsecondary Students
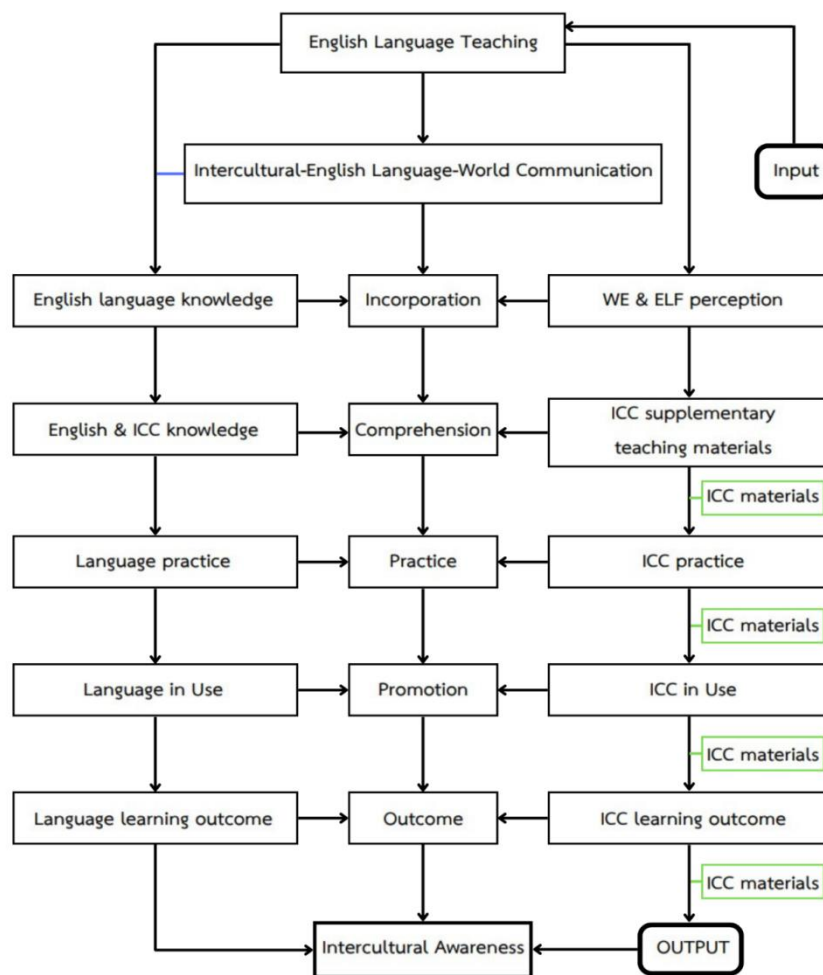
Table 4. The Study Results Synthesized and Applied Model for Thai EFL Tertiary Students' Intercultural Competency

Bennet's (1993) Developmental Model of Intercultural Sensitivity (DMIS)	Deardorff 's (2006) Process Model of Intercultural Competence	Byram's (1997) Multidimensional Model of Intercultural Competence	Baker's (2003) Model of Intercultural Awareness
The evolution of teaching intercultural competence in EFL classrooms as the transition from ethnocentrism to ethnorelativism, acceptance, adaptability, and integrity requires that the ICC-based teaching model incorporate both English skills and intercultural competence.	The ICC-Based teaching model consists of promoting students' English skills, as well as teachers designing and implementing the ICC teaching process to promote positive attitudes, knowledge, internal outcomes, and external outcomes associated with enhancing students' intercultural competence through participation in English activities.	In ICC-based teaching models, cultural awareness incorporates attitudes, knowledge, English skills, skills of discovery, and critical intercultural awareness. Teachers enhance students' critical intercultural competence using English classroom active learning activities; students' intercultural competence learning outcomes are evaluated.	The intercultural awareness outcome designed by EFL instructors improves both the English skills and intercultural awareness of EFL students. They are used in English, culture, and hybrid contexts in intercultural communication. In intercultural communication, students can communicate, share, and discuss between emerging socioculturally grounded communication modes and frames of reference based on the aforementioned culture understanding.

4.2 The Principles of Instructional Materials that Foster Intercultural Communication Proficiency in EFL Classrooms

Table 5. The Principles of Instructional Materials that Foster Intercultural Competence in EFL Classrooms

Authentic	Appropriate	Accurate	Activity-based	Awareness and Attitude
Teaching tools demonstrate how English speakers use EFL in real-world circumstances in cultural and intercultural ICC lessons.	The instructional materials integrate and cultivate EFL students' English proficiency and intercultural understanding.	The material contains accurate English-language information for intercultural communication.	The materials enhance students' critical thinking skills by fostering both English proficiency and intercultural content-based classroom activities.	The material enhances students' intercultural awareness and competence, as well as their English critical abilities.

4.3 This Synthesis Study Identified an ICC-based Instructional Model Suitable for Thai EFL University Students

The researcher devised the ICC-Based Instructional Model to improve the intercultural competence of Thai tertiary students. This model was developed on the basis of a synthesis study and utilised four ICC models: 1. Bennet's (1993) Developmental Model of Intercultural Sensitivity (DMIS); 2. Deardorff's (2006) Process Model of Intercultural Competence; 3. Byram's (1997) Multidimensional Model of Intercultural Competence; and 4. Baker's (2003) Model of Intercultural Awareness. Each summary of the four ICC models was included in the table referenced as Table 4. These teaching models for synthesis were developed to meet the learning and teaching requirements of Thai EFL tertiary students and instructors. In English Thailand education, this is the initial stage towards implementing the ICC model in English language classrooms, particularly at the university level.

Seven instructional components of the ICC were conceived and developed by tertiary EFL instructors utilising instructional plans incorporated into English courses. As demonstrated in Section 4.3, seven ICC instructional components may be presented. The first teaching component, Intercultural-English-World Communication, emphasised the development of English language lesson plans with the added objective of enhancing students' intercultural competence through learning and instruction. In Teaching Component 2: Incorporation, the objective was to develop lesson plans that would enhance students' English proficiency while also incorporating the concepts of English as a Lingua Franca (ELF) and World Englishes (WE). By utilising situations as case studies, instructors will introduce contemporary English into WE and ELF classes.　Promoting students' understanding of the ICC and utilising supplementary materials established by the ICC constitutes Teaching Component 3: Comprehension. The fourth stage of the teaching component, Practise, involves the development of English teaching strategies for students to practise with the assistance of ICC-designed materials. The fifth instructional component, Promotion, entails the development of lesson plans that foster intercultural competence among students through the integration of ICC-designed materials and content. The objective of Teaching Component 6: Outcome was to assess students' intercultural competence using ICC-designed materials and to instruct in a way that improved students' ICC outcomes. Teaching Component 7: Enhancing Intercultural Competence aimed to incorporate the entire series of ICC-designed materials in order to improve students' intercultural competence. During this phase, educators will assess the intercultural competence of students by collecting and analysing data using research materials.

However, as stated in the ICC instructional model, ICC materials were utilised. Constraints regarding the qualities of ICC teaching materials utilised in English studies should foster students' enthusiasm for engaging in ICC practises and activities, according to the findings of this synthesis study. In order to achieve the following objectives with ICC materials: 1. Authenticity; 2. Appropriateness; 3. Accuracy; 4. Activity-based materials; and 5. Awareness and Attitude. In accordance with Baker's (2003) Model of Intercultural Awareness, Table 5 contains all five ICC specification characteristics.

5. Disccussion

5.1 The Discussion of the Synthesis Study Finding that Seven Teaching Components Were Adapted from ICC Models and Developed into an ICC-based Instructional Model for Enhancing the Intercultural Competence of Thai EFL Tertiary Students

In this section, the researcher develops the ICC-based instructional model based on the concept of seven teaching components for enhancing students' intercultural competence which can be presented as below:

5.1.1 Teaching Component **1:** Intercultural-English-World Communication Knowledge

This instructional lesson emphasizes the relationship between intercultural communication, the English language, and global communication. The purpose of this step is to impart the new perspective on English language learning in relation to World Englishes (WE) and English as a Lingua Franca (ELF). Accepting that English for communication is for two interlocutors to be able to communicate in a new location using the three components of English for intercultural understanding consisting of English language, culture, and communication, the teacher encourages students to exhibit curiosity and a positive attitude (Bohmann, 2017)

5.1.2 Teaching Component 2: Incorporation

This element entails exposing students to a variety of authentic English learning sources. This instructional step aims to equip students with the ability to integrate their English language skills and intercultural communicative competence in order to use ICC activities designed for EFL classrooms. The instructor uses a variety of instructional materials to foster intercultural communication skills in the students. The teacher will emphasize the significance of English for intercultural comprehension in the twenty-first century during this stage (Brown, 2000).

5.1.3 Teaching Component 3: Comprehension

This stage relates to the development of students' intercultural communication skills through their comprehension of English. It encourages EFL students to recognise, acquire, evaluate, and comprehend the significance of living and communicating in English. Students of English as a Foreign Language are taught to comprehend communicative English situations involving English interlocutors from diverse backgrounds, cultures, pronunciations, beliefs, and dialects. In accordance with intercultural awareness and intercultural competence evaluation criteria, teachers develop English-teaching methods that encourage students' ability to speak, share, discuss, and personally analyze in English (Duff & Bailey, 2011).

5.1.4 Teaching Component 4: Practice

This component comprises of intercultural communicative competence (ICC) study and practice using the ICC-based instructional model. Students of English as a Foreign Language (EFL) study the principles of ICC using a variety of teaching materials, such as films and digital recordings. Teachers choose ICC content, context, and materials in accordance with the principles of innovative teaching materials that can enhance students' English skills and intercultural cohesion. Students of English as a Foreign Language (EFL) engage in ICC-related activities in and out of the classroom. According to Duff and Bailey (2011), the primary objective of English classes is to practice intercultural communication in English communicative situations.

5.1.5 Teaching Component 5: Promotion

This component aims to promote intercultural communicative competence (ICC) among Thai EFL tertiary students. Using an ICC-based instructional paradigm and ICC-based supplementary teaching materials, they are encouraged to acquire both English skills and ICC knowledge. They learn the importance of employing the concept of intercultural competence in real-world English usages, in which people or interlocutors pay attention not only to the correctness of English grammatical forms but also to the understanding of different cultures in intercultural societies in English varieties, which is essential for bridging global communication (Nam, 2012; Brown, 2000)

5.1.6 Teaching Component 6: Outcome

The outcomes of English language learning following the implementation of the ICC-based instructional model are addressed in this component. Students at this level are able to produce knowledge of intercultural communicative competence relevant to English learning outcomes. Utilizing ELT classrooms encourages EFL learners to incorporate, implement, adapt, and adopt the content and context of intercultural competence. Through intercultural tasks in other teaching media, such as drama, short stories, role play, and television series presented with English soundtracks and presenting different cultures in the current communicative world, students are able to further investigate the new content of intercultural issues while studying English subjects (Arrieta, 2017; Swain,1995).

5.1.7 Teching Component 7: Enhancing Intercultural Competence

This component promotes intercultural competence development in EFL classrooms. The purpose of the instructional model based on ICC is to promote intercultural communicative competence among Thai EFL tertiary students studying EFL. The primary objective of the

ICC-based instructional model, which consists of the ICC-based instructional model and supplementary teaching materials, is to increase students' intercultural competence when using English for communication in the updated trend of teaching English language in terms of intercultural competence development (Arrieta, 2017; Swain, 1995).

5.2 The Discussion of the Synthesis Study that Identified the Principles of Instructional Materials that Enhance Intercultural Communication Proficiency in ELT classrooms and Are Compatible with ICC Teaching Components

The study's findings (Bohmann, 2017; Nam, 2012; Brown, 2000) can be presented as follows:

Authentic: The material is capable of presenting authentic cultural and intercultural experience while interlocutors use English or a foreign language to communicate in a real-world setting, films, drama, advertisement, and digital broadcasts are suitable for adapting and using.

Appropriate: The material can merge or combine students' English proficiency and intercultural knowledge.

Accurate: The material contains accurate and correct information regarding the use of intercultural communicative competence and English for communication in contemporary global communication.

Activity-based: The instructional materials and supplementary teaching tools consist of English context-based and intercultural communicative competence content-based classroom activities that combine English knowledge and intercultural awareness.

Awareness and Attitude: The ICC's teaching procedure and supplementary instructional materials must increase students' intercultural awareness. In ELT classrooms, students are exposed to and encouraged to acquire the combination of English communicative skills and intercultural competence.

6. Conclusion

After the synthesis study is completely conducted, the researcher can summarize the research results as follow:

6.1 Development of ICC Instructional Components in Accordance with the Four ICC Globalization Model Principles

This synthesis study investigated the use of four ICC globalization model principles from four ICC scholars that consist of

1. Bennett's (1993) Developmental Model of Intercultural Sensitivity (DMIS)

2. Deardorff's (2012) Process Model of Intercultural Competence

3. Byram's (2008) Multidimensional Model of Intercultural Competence

4. Baker's (2015) Model of Intercultural Awareness

This study developed ICC instructional components in accordance with the four ICC globalization model principles based on four ICC models. The research findings summarized seven teaching components suitable for Thai EFL undergraduates. The objective of the first component, "Intercultural-English-World Communication Knowledge" instruction, is to impart knowledge of the history, significance, and relationship between intercultural communication, the English language, and global communication. In English classes, students are encouraged to develop a healthy sense of curiosity and appreciation for the significance of acquiring intercultural competence. The second component, promoting "Incorporation", this element entails exposing students to a diversity of authentic English learning sources. This instructional step seeks to equip students with the ability to integrate their English language skills and intercultural communicative competence in order to use EFL-specific ICC activities. The instructor employs a variety of instructional materials to cultivate the students' intercultural communication skills. During this stage, the instructor will reinforce the importance of English for intercultural understanding in the twenty-first century. EFL students recognize, acquire, evaluate, and comprehend the significance of living and communicating in English through the third component, "Improving Comprehension." Students of English as a Foreign Language learn to comprehend communicative English situations involving English interlocutors from diverse backgrounds, cultures, pronunciations, beliefs, and dialects. Teachers develop English-teaching methods that encourage students' ability to communicate, share, discuss, and personally analyze in English in accordance with intercultural awareness and intercultural competence evaluation criteria. In the fourth component, advocating "Practice," EFL students examine the principles of ICC using a variety of teaching materials, including films and digital recordings. Teachers select ICC content, context, and materials based on the principles of innovative teaching materials that can improve students' English proficiency and intercultural cohesion. To encourage "Promotion," the fifth component encourages students to obtain both English skills and ICC knowledge. They learn the significance of employing the concept of intercultural competence in real-world English usages, in which people or interlocutors pay attention not only to the correctness of English grammatical forms, but also to the understanding of different cultures in intercultural societies in English dialects, which is essential for bridging global communication. The sixth component, promoting "Outcome", students produce knowledge of intercultural communicative competence pertinent to English learning outcomes. Utilizing ELT classrooms encourages EFL students to incorporate, implement, adapt, and adopt intercultural competence's content and context. Through intercultural tasks in other teaching media, such as drama, short stories, role play, and television series presented with English soundtracks, students can investigate the new content of intercultural issues while studying English subjects. Enhancing Intercultural Competence, the final component, enhances intercultural communicative competence. In the updated trend of teaching English language in terms of intercultural competence development, EFL students enhance their intercultural competence when using English for communication (Baker, 2015; Deardorff, 2012; Byram, 2008; Bennett, 1993)

There are research results comparable to the conclusion of this synthesis study. If EFL teachers want to prepare students for success in a globally interconnected English-speaking world, intercultural competence needs to be an integral element of the EFL curriculum, according to Kell, H. (2014). This researcher identified themes (such as identity transformation, student as inquirer, and process) that characterize an ICC classroom and can assist instructors in designing ICC learning activities and tasks that will advance students' intercultural competence. When intercultural competence is an integral part of the EFL classroom, EFL students learn how to use the English language appropriately to develop relationships and understandings with members of other cultures. They can examine their own beliefs and practises through an English different background, negotiate points of view different from their own, and acquire an insider's perspective of another culture. The activities presented in this paper represent a range of approaches to teaching and assessing intercultural competence based on well-established intercultural theoretical frameworks. By incorporating such activities into the EFL curriculum, students begin to understand how their attitudes, knowledge, and language skills influence their intercultural experiences with the English language. Students will comprehend how to engage intercultural situations with understanding. Participation in the ICC's model instructional materials led to a significant increase in intercultural competence ($X = 4.83$).

The ICC instructional components for Chinese EFL learners in universities were developed by Xu, L., in 2021. According to the findings of the study, many teachers believe that both teachers and pupils should gain international experience in order to improve their intercultural competence (ICC). Byram et al. (2002), however, asserted that a teacher's experience is not as significant as the teacher's responsibility to encourage students to recognize their own and others' identities and to develop the skills to observe, ask questions, and interpret the answers independently. One could argue that EFL instructors' international experience has no bearing on their capacity to promote ICC. Since we now live in the digital age, there are numerous methods to acquire English intercultural knowledge without travelling abroad, such as using social media, browsing the internet, and asking people to share their experiences. If a teacher of English as a foreign language (EFL) employs authentic and contemporary English teaching materials, students' intercultural competence is likely to improve significantly ($X = 3.94$). To a modest degree ($X = 2.76$), teachers placed an emphasis on fostering students' ability to use English textbooks in order to promote their intercultural awareness.

This synthesis study concluded that a variety of approaches to teaching and assessing English intercultural competence based on recognized ICC theoretical frameworks on interculturality are essential for fostering students' intercultural competence. This teaching model seeks to enhance students' intercultural competence and English knowledge, as well as their confidence in using English in intercultural communicative interactions, in order to develop an instructional model based on the ICC that consists of seven components. Students will acquire greater intercultural communication skills and an understanding of how to enter intercultural situations with an open mind, resulting not only in more effective communication, but also in their being prepared to be global citizens ready to work and live in situations where they will encounter people who use English as a language of diversity.

6.2 Provision of Additional Clarification Pertaining to the Criteria Employed in the Selection of ICC Models

Regarding the criteria used to select ICC models, Bennet (1993) explains that prior to doing so, EFL instructors have to investigate the intercultural competence backgrounds of their students. Teachers may employ various assessment methods, including surveys, interviews, and pre-tests, to evaluate students' learning behaviors and their level of interest in studying intercultural communicative competence-related content. Utilizable criteria are as follows:

The criteria of students' needs: By conforming to these criteria, instructors can gain a deeper understanding of the intercultural backgrounds of their students. The results obtained from the needs survey can inform the objectives of teachers as they design, develop, and construct English lesson plans that are in line with ICC models and suitable for the specific requirements of each English classroom.

The criteria utilized in student interviews provide instructors with an opportunity to gain a comprehensive understanding of students' backgrounds as they pertain to the subject matter of intercultural competence. The utilization of in-depth interviews serves as the means by which instructors can acquire additional insights, perspectives, and notions from pupils concerning the subject matter and the application of ICC models in the classroom. In addition, by utilizing this method, instructors can determine what English courses they have previously instructed in their previous classrooms, thereby facilitating the development of a more effective and appropriate ICC model for each classroom.

Criteria for the pre-test of students: Prior to the selection of ICC models for implementation in individual English classes. Teachers are required to administer pre-tests to their students. The outcomes or grading derived from pre-testing can be utilized in the process of designing and determining the criteria for ICC model selection.

7. Discussion

Once the synthesis study has been fully executed, the researcher may proceed to discuss how the implementation and expansion of the research findings that were insightful and practical can positively impact the interests of English language course instructors. English as a Foreign Language (EFL) instructors have to incorporate intercultural competence into their lessons. According to the results of this study, intercultural communicative competence (ICC) was utilized in an extensive variety of academic fields involving the English language, including communication studies, English education, English cultural anthropology, and others. This wide-ranging viewpoint introduces an additional complication to the concept, producing it challenging to explain and define. According to the results of this synthesis, the following three crucial components were appropriate for instruction in EFL classrooms:

1. Acquired comprehending: When instructing English as a Foreign Language (EFL), instructors have to encourage students to think about the core concepts of global social groups and the overall principles of individual and society interaction. Knowing the totality of abstract knowledge regarding social phenomena and practical information regarding the appearances of these processes in interactions leads to the conclusion that knowledge consists of two main components.

2. Abilities in interpreting and relating: In English as a Foreign Language (EFL) courses, it was necessary to explicate students' English proficiency in interpreting a document or an event from a different international culture. In addition, English assignments and task-based learning will develop students' abilities to search, Google, and discover valuable and fascinating aspects of foreign cultures. The English proficiency of students in acquiring new information regarding cultural practices and a culture, as well as in applying acquired knowledge, attitudes, and skills within the context of real-time interaction and communication.

3. Developing critical cultural consciousness: Instructors of English as a Foreign Language (EFL) should encourage students to assess perspectives, practices, and products from their own and other nations and cultures using explicit criteria and in an EFL classroom. These were crucial and still have prospective applicability to their English communication. By examining the interconnections between various cultures and analyzing and adapting one's own English through the lens of behavior, values, and beliefs, EFL students gained insight into both their own and the foreign culture.

Competing interests

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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Obtained.

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No additional data are available.

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