SPEAKING INTERCULTURALLY IN THE ERA OF GLOBAL ENGLISHES: VOICES FROM INDONESIAN ENGLISH LANGUAGE TEACHER EDUCATORS

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ABSTRACT

Objective: The objective of this study is to investigate the Indonesian English language teacher educators’ understanding, preferences, and challenges in preparing future English teachers to be able to speak interculturally in the Global Englishes era.

Theoretical Framework: The theoretical framework of this study emphasizes how crucial it is to comprehend both the conceptualizing intercultural speakers and the global English era to analyze intercultural speakers’ competency in the global English context.

Method: The study examined the issue among English language teacher educators working in a teacher education study program of a private university in West Java, Indonesia. Using open- and closed-ended questions distributed to the participants via Google Forms.

Results and Discussion: The results obtained reveal that preparing future English teachers to be intercultural speakers who can teach both language and culture is urgent. Integrating cultural aspects and developing intercultural communicative competence is a must. However, teacher educators believe they are not yet ready to be globally competent and become intercultural speakers.

Research Implications: This study contributes to the teacher education program by providing valuable information about effective language learning strategies, especially in teaching speaking and intercultural communication.

Keywords: Intercultural Speakers, Global Englishes, Teacher Educators Preceptions.

FALANDO INTERCULTURALMENTE NA ERA DO INGLÊS GLOBAL: VOZES DE PROFESSORES INDONÉSIOS DE LÍNGUA INGLESA

RESUMO

Objetivo: O objetivo deste estudo é investigar a compreensão, as preferências e os desafios dos formadores de professores de língua inglesa da Indonésia na preparação de futuros professores de inglês para serem capazes de falar interculturalmente na era do Inglês Global.

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Referencial Teórico: O arcabouço teórico deste estudo enfatiza o quão crucial é compreender tanto a conceituação dos falantes interculturais quanto a era global do inglês para analisar a competência dos falantes interculturais no contexto global do inglês.

Método: O estudo examinou a questão entre formadores de professores de língua inglesa que trabalham num programa de formação de professores de uma universidade privada em Java Ocidental, na Indonésia. Utilizando perguntas abertas e fechadas distribuídas aos participantes por meio do Formulários Google.

Resultados e Discussão: Os resultados obtidos revelam que é urgente preparar futuros professores de inglês para serem falantes interculturais que possam ensinar tanto a língua como a cultura. Integrar aspectos culturais e desenvolver competência comunicativa intercultural é uma obrigação. Contudo, os formadores de professores acreditam que ainda não estão preparados para serem globalmente competentes e tornarem-se oradores interculturais.

Implicações da Pesquisa: Este estudo contribui para o programa de formação de professores, fornecendo informações valiosas sobre estratégias eficazes de aprendizagem de línguas, especialmente no ensino da fala e da comunicação intercultural.

Palavras-chave: Palestrantes Interculturais, Inglês Global, Preceitos de Formadores de Professores.
1 INTRODUCTION

In recent years, studying English as a global language has brought about the need for a paradigm shift in English language teaching (ELT) to adapt to the current sociolinguistic landscape. For example, Galloway and Rose (2018) and Lin (2022) examined the fact that being a native English speaker is not required to be a teacher or a role model. Instead, it is essential to use English strategically and expertly. Through the perspective of global English language teaching (GELT), Galloway (2013) argues that language learners should be transnational/transcultural English users who possess the knowledge, skills, dispositions, and attitudes required to function in today's globalized world. Indeed, it requires Intercultural Communicative Competence (ICC). For this reason, Intercultural education scholar Byram (1997; 2020) advocates ICC as the primary outcome of foreign language learning. The ICC component prepares learners for intercultural communication, which they practice as intercultural speakers. This idea aligns with global Englishes (GE), in which the intercultural speaker model has replaced the ideal native speaker model (Abid, N & Moalla, A., 2022).

Despite the previous study, a significant gap remains in the field. Being an intercultural speaker is an essential skill in today's globalized world. Byram and Fleming (1998) introduced the Intercultural Speaker model, which is defined as someone who can relate to new people from different contexts than their own. To achieve this, one must possess intercultural communication skills such as interpreting and relating different cultures with their own culture. This model has challenged the traditional native speaker model, and there is now a demand for intercultural speakers. Accordingly, this challenges language teacher education programs to prepare future English teachers who can meet the needs of intercultural speakers and help student teachers develop intercultural communication skills. With this in mind, it is crucial to recognize how teacher educators understand preferences and challenges in preparing their student teachers to address this challenge.

While studies on ELT from the GE perspective mainly explore pedagogical ways to develop ICC, few studies specifically discuss raising intercultural speakers among student teachers from the teacher educators’ perspective. Specifically in Indonesia, where English is still considered a foreign language, raising intercultural speakers among the English pre-service teachers was not considered. Therefore, this study aims to fill this gap by uncovering how English language teacher educators perceived intercultural speakers as the demands of the global Englishes. This bottom-up approach was driven by a survey with open and closed-ended questions that may contribute to intercultural communication in the ELT context. The study
examined the issue among English language teacher educators working in a teacher education study program of a private university in West Java, Indonesia. In contrast to previous studies that have focused on teaching materials to promote intercultural speakers rather than the attempt of teacher educators, this study approaches the topic from a GE perspective. In addition, while the previous studies were mainly conducted in the inner circle of English, this study captured data from the extended circle nations such as Indonesia. To guide the study’s aim, the present article revolves around three research questions:

1) How do teacher educators define intercultural speakers?
2) How do they perceive their student teachers' readiness to become intercultural speakers in the global Englishes era?
3) How do they prepare their student teachers to become intercultural speakers?

2 THEORETICAL FRAMEWORK

2.1 CONCEPTUALIZING INTERCULTURAL SPEAKERS

One of the models used to assess the proficiency and performance of foreign language learners is the intercultural speaker (Abid, N & Moalla, A, 2021). Studies have mentioned that an intercultural speaker must have the information, attitudes, and abilities necessary for effective cross-cultural communication (Wilkinson, 2011). Kramsch (2011) believes that along with the information, attitudes, and skills listed above, intercultural speakers should also possess linguistic and pragmatic competence, meaning they should be able to use language forms correctly and effectively. In addition, Byram and Fleming (1998;2021) suggested an intercultural speaker as “someone who knows of one or, preferably, more cultures and social identities and can discover and relate to new people from other contexts for which they have not been indirectly prepared.” In actuality, the intercultural speaker can employ interpretation and relational abilities by using their cultural knowledge to analyze and contextualize texts from the target culture.

The intercultural speaker must also address cultural misunderstandings’ causes and provide remedies (Abid, N & Moalla, A, 2021). They may know differences in religious beliefs, social norms, and languages. According to Jane (2021), intercultural speakers have the potential to be leaders, educators, mentors, or advisors who work to promote spiritual understanding and foster human interaction and communication. William (2023) defined intercultural speakers frequently as participating in activities such as religious literacy training, public awareness
campaigns about diversity, intercultural counseling, and counseling on social issues related to religious differences. Their goal is to encourage community tolerance, understanding, and interfaith cooperation.

Speaking interculturally is a process of artistic development influenced by language learners' direct or indirect interactions with people and cultures from different countries (Abid, N & Moalla, A, 2021). When people encounter people from various cultural backgrounds, they must adjust themselves to communicate and negotiate effectively. A study by Rob Segers (2014) revealed that learners who frequently interact with people from different cultures could raise intercultural speakers. In the context of EFL, intercultural speakers are the ideal language learners and teachers should strive for. Its nature is dynamic and has no fixed focus because the ability to mediate in different contexts, learn and understand other cultures and perspectives, and reflect on one's identity is a continuous process. The intercultural speaker model thus redefines the role of communication as a tool to develop further knowledge and understanding of culture and one's place in complex and multiculturalism.

2.2 GLOBAL ENGLISHES ERA

Two concerns are used in this paper: Intercultural speakers and Global English (GE). Rose (2021) stated that GE is an inclusive use of English that is built upon foundational works of the pluricentric paradigm, such as Word Englishes (WE) and English as a Lingua Franca (ELF). Further, GE is described as a worldwide paradigm that aims to investigate sociolinguistics, linguistics, and socioculture concerning the variety of ways that English is used in society around the globe (Rose., McKinley., & Galloway, 2020). This shows that the cultural exchange resulting from the widespread use of English as a global language in societies worldwide requires careful study in the language classes. This is in line with Mahaputri et al. (2024), which state that the foundation of English as a global language has positioned culture in the language classes as an inseparable necessity.

GE significantly impacts education, especially language education. In this case, teacher educators have an essential role in preparing their students to face the globalization of English. An article from Fairley (2020) investigates the language teacher education (LTE) program centered on language teacher identity (LTI) development and transformative, agentive, and advocacy (TAA)-oriented. He stated that prospective teachers have tensions when dealing with their students. Despite this, these tensions can also present chances for growth, learning, and transformation (Fairley, 2020), which significantly impacts GE's innovation and calls for
further study (Rose et al., 2020). This is linked to research by Montakantiwong (2023), which found that although all teachers acknowledged the value of GE in today's ELT curriculum, most remained skeptical about implementing its implications in their teaching environment. Even though awareness of how English is globalizing impacts students’ ability to use the language outside the classroom and their readiness for it. The importance of GE awareness in learning activities includes student knowledge and the process of English interaction as an authentic lingua franca (Boonsuk., Wasoh., & Ambele., 2022). In their research, Galloway and Numajiri (2020) underscore the importance of pedagogical interventions, GE-based curricula, and teacher education in increasing GE awareness.

Research on GE must be conducted with awareness of the importance of intercultural speakers in the use of English. Thus, English language teaching (ELT) must direct language learners to communicate across cultures in a global English context to create a successful communication process in a global context (Mahaputri., Emilia, Kurniawan., & Suwarno., 2024). In language classes, collaboration between GE and IS can broaden students' perspectives and understanding globally. Munoz-Escalona et al. (2020) examined how collaborative online learning programs helped students gain the skills and awareness necessary to become global citizens. The program's combination of global English and intercultural speakers raises students' awareness of how this activity helps them get ready for the global environment by allowing them to engage with people from different countries and inspires them to think about future opportunities globally. It is impossible to separate teachers' crucial role in implementing intercultural speaking in language classes in the global English era. Multicultural education is a field that emphasizes how crucial education institutions are as organizations that can maintain, moderate, reinforce, or even conflict with the social gaps already in place (Anssi, R & Mélodine, S, 2021). Furthermore, teacher educators have a responsibility to help students become future teachers by providing them with the skills and information necessary to speak across cultures in the global English language context. Thus, this study will explore the voices of Indonesian English teacher educators regarding intercultural speaking in the era of global English.

3 METHODOLOGY

Data Collection: The data for this study were collected through open- and closed-ended questions distributed to teacher educators via Google Forms. The data taken from questionnaire research can be incredibly insightful and satisfying when patterns emerge from many respondents (Yongqi Gu, 2016). In this research, online questionnaires are used to enable us to
collect mixed data simultaneously so that the participants do not have to take too much time (Roiha & Sommier, 2021). Eight lecturers from one private university in Cirebon answered these questionnaires about their definitions of intercultural speakers, the perception of students’ readiness to become intercultural speakers in the global Englishes era, and their preparation for their teachers to become intercultural speakers. The questionnaires were answered anonymously, but details about their professional profile were summarized in Table.

### Table 1

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Age</th>
<th>Gender</th>
<th>Native Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture 1</td>
<td>42 Years</td>
<td>Male</td>
<td>Indonesian</td>
</tr>
<tr>
<td>Lecture 2</td>
<td>65 Years</td>
<td>Female</td>
<td>Indonesian</td>
</tr>
<tr>
<td>Lecture 3</td>
<td>64 Years</td>
<td>Female</td>
<td>Sundanese and Indonesian</td>
</tr>
<tr>
<td>Lecture 4</td>
<td>43 Years</td>
<td>Male</td>
<td>Sundanese and Indonesian</td>
</tr>
<tr>
<td>Lecture 5</td>
<td>45 Years</td>
<td>Female</td>
<td>Indonesian</td>
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<tr>
<td>Lecture 6</td>
<td>46 Years</td>
<td>Male</td>
<td>Indonesian</td>
</tr>
<tr>
<td>Lecture 7</td>
<td>43 Years</td>
<td>Female</td>
<td>Indonesian</td>
</tr>
<tr>
<td>Lecture 8</td>
<td>44 Years</td>
<td>Female</td>
<td>Indonesian</td>
</tr>
</tbody>
</table>

The analyses of data based on open-closed-ended questions were executed by the researchers using thematic analyses (Boeije, 2010). All answers were analyzed to obtain a sense of the data as a whole and to identify patterns, similarities, languages, and contradictions among the participants’ answers.

### 3.1 THE STUDY CONTEXT

Both researchers used thematic analysis to analyze data from the open-ended questions (Boeije, 2010). All answers were read to understand the data and identify patterns, similarities, and contradictions among the participants’ answers. Following this initial stage, the researchers jointly coded the data into national cultures, differences, similarities, languages, celebrations, or environments. In addition to traditional steps of thematic analysis, this study also relied on closed-ended questions to reflect further on the answers given by the teachers, either contrasting or reinforcing them.
4 RESULTS AND DISCUSSIONS

The findings section is divided into two sub-sections: Defining intercultural speakers and their relation to the concept of GE and attempting to prepare intercultural speakers for the GE era. We have identified themes embedded in these sections, typically as qualitative research. The findings outline the results concerning the relevant literature. The final section (i.e., Implications and conclusion) discusses the main findings and the concrete implications that can be drawn from them in more detail.

4.1 DEFINING INTERCULTURAL SPEAKER AND ITS RELATION TO THE CONCEPT OF GE

Overall, all the participants defined and understood an intercultural speaker in Global Englishes context as someone who communicates effectively in English and demonstrates cultural competence, empathy, and adaptability in navigating interactions with individuals from diverse cultural backgrounds. This can be seen from the statements in this table:

Table 2

<table>
<thead>
<tr>
<th>Participants Answers</th>
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<tbody>
<tr>
<td>Respondent 1</td>
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<td>Respondent 2</td>
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<td>Respondent 3</td>
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<td>Respondent 4</td>
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<td>Respondent 5</td>
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<tr>
<td>Respondent 6</td>
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<tr>
<td>Respondent 7</td>
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<tr>
<td>Respondent 8</td>
</tr>
</tbody>
</table>

The theory of intercultural speaker awareness aims to clarify how people might become more cognizant of and sensitive to cultural communication variations. It entails understanding how various cultural norms, beliefs, and perspectives differ as well as having the flexibility and communication skills necessary to function efficiently in a cross-cultural setting. In order to comprehend cross-cultural relationships better, this theory takes social, psychological, and anthropological factors into account. Respondent 1 defined an intercultural speaker as a person with both language proficiency and cultural competency. Those who possess both efficient language proficiency and a thorough awareness of the cultural norms, values, and customs...
surrounding the language they speak are known as intercultural speakers. Byram and Fleming (1998;2021) defined intercultural speakers refers to the practice of facilitating understanding and engagement between individuals from different national and cultural origins through language use. Understand the nuances of cultural communication styles, customs, values, and norms. This enables them to effectively navigate intercultural interactions, avoiding misunderstandings and fostering meaningful connections. The speakers among people in different cultures or nations use a language (respondent 2). Intercultural communication is the process of using language to foster understanding and interaction between people from various national and cultural backgrounds. Intercultural speakers comprises the attitudes, abilities, and knowledge necessary to interact appropriately with people from different cultural backgrounds in one's own language (Jackson, 2014;2021). In a globalized world where English is a lingua franca, intercultural speakers facilitate communication between individuals from diverse cultural backgrounds. They bridge the gap between different cultures by employing English as a standard means of expression while respecting and accommodating cultural differences.

Respondent 3 mentioned that speaker or language learner who can interact with others: Intercultural speakers are not merely passive recipients of language but active respondents in intercultural communication. An intercultural speaker can communicate with others in an efficient manner, shows awareness of potentially different cultural norms, and tailors their message to the cultural background of the audience. Speaking interculturally is a process of artistic development influenced by language learners' direct or indirect interactions with people and cultures from different countries (Abid, N & Moalla, A, 2021). They engage in meaningful interactions with individuals from various cultural backgrounds, demonstrating the ability to adapt their communication style, language use, and behavior to connect with others effectively. Intercultural speakers possess cultural empathy and sensitivity, allowing them to understand and appreciate the perspectives, values, and beliefs of individuals from different cultures (respondent 4). Intercultural speakers can develop stronger relationships with people from other cultural backgrounds thanks to their empathy and cultural sensitivity, which expands their comprehension of various viewpoints, values, and beliefs. This understanding fosters mutual respect and facilitates harmonious intercultural relations.

A speaker who masters knowledge of a lot of cultures from other tribes (respondent 5): Intercultural speakers exhibit a broad understanding of diverse cultures, not limited to their own. They actively seek to learn about other cultures, their histories, languages, and customs. This multicultural awareness enables them to easily navigate cultural differences and adapt their communication approach accordingly. They can contribute their extensive experience and
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awareness of many facets of culture to encourage polite conversation and strengthen cross-cultural understanding. Those who are aware of differences (respondent 6). Intercultural speakers are acutely aware of the cultural differences that exist between individuals and communities. They recognize that these differences influence communication styles, norms, and expectations. Intercultural speakers can foster inclusive and effective communication across cultural boundaries by acknowledging and respecting these differences. IS refers to "The capacity of an individual to foster a positive attitude toward comprehending and appreciating cultural differences, which fosters appropriate and productive behavior in cross-cultural communication" (Chen & Starosta, 1997; 2021).

Speakers of different cultural backgrounds (respondent 7): Intercultural speakers often come from diverse cultural backgrounds, allowing them to draw upon their own experiences and perspectives when engaging in intercultural communication. This diversity enriches their interactions and enables them to offer unique insights into cross-cultural dynamics. Intercultural speakers' varied cultural backgrounds provide a wealth of perspectives and experiences for cross-cultural communication. Intercultural speakers are able to interact with other people either through oral writing to receive other perspectives and perception about the world to mediate differences (Byram 1997; N Abid & Moalla 2019). They can contribute significantly to a more thorough understanding and response to the dynamics of intercultural relationships by bringing their diverse cultural heritages to the conversation.

The speaker who can speak interculturally: Intercultural speakers can navigate complex intercultural communication situations with ease and proficiency. They are adept at bridging linguistic and cultural barriers, facilitating understanding, and building connections across cultures (respondent 8). Therefore, an intercultural speaker needs to acquire the knowledge, perspectives, and skills necessary to effectively communicate across cultural barriers (Wilkinson 2011; N Abid & Moalla 2019).

Supporting the findings of the first questions, the pie chart shows that 37.5% of respondents are aware of the concept of intercultural speakers in the Global Englishes context. This indicates that a significant portion of the respondents know what intercultural speakers are within the framework of Global Englishes. This suggests some level of recognition or understanding among the respondents regarding the role and importance of intercultural communication in a globalized world where English is widely used. 25% are very aware, while the rest, 12.5%, are somewhat aware, highly aware, and not aware. This means that this subset of respondents demonstrates a high level of familiarity and understanding with intercultural speakers in Global Englishes. They likely possess a deeper understanding of the significance of
intercultural communication and may even actively engage in intercultural interactions themselves. Meanwhile, this group comprises respondents with varying awareness regarding intercultural speakers in Global Englishes. While some may have a basic understanding or awareness of the concept, others may be more informed but not necessarily highly knowledgeable. Additionally, a small percentage of respondents are not aware of the concept at all, indicating a potential lack of exposure or understanding of the importance of intercultural communication in the context of Global Englishes among this subset.

Accordingly, the data suggests that a notable proportion of respondents are familiar with the concept of intercultural speakers in the context of Global Englishes, indicating a recognition of the importance of cultural competence and practical communication skills in a globalized world. This helps appreciate intercultural similarities and differences in the global English language teaching process to understand diverse cultures, recognise the distinctions of the cultures, and view the cultures not only from one but also from multiple perspectives (The Australian National Statement as cited in Corbett & Lu, 2012; M. Zaenal Abidin & Rangga Alif Faresta, 2024). Fan Gabriel Fang (2018) English is no longer the exclusive domain of its native speakers. However, some respondents may benefit from further education or awareness-raising initiatives to enhance their understanding of this concept. This could involve providing resources, training, or educational programs to promote intercultural communication skills and awareness among individuals who may not be fully aware or informed about its significance. The data underscores the importance of promoting intercultural understanding and communication proficiency in Global Englishes to facilitate effective global interactions and collaborations.

However, more than 50% of the respondents (62.5%) agreed that intercultural speakers contribute to the language variation in GE. This indicates that most respondents recognize and acknowledge the role of intercultural speakers in shaping language variation within Global Englishes. They likely understand that as individuals from diverse cultural backgrounds interact and communicate in English, Guerra (2014) In the early 1980s, various scholars developed frameworks that constituted the foundation for learning English as an international language, they bring their unique linguistic and cultural influences, contributing to the language's diversity and richness. This is important to build social life harmony. Meanwhile, the rest (37.5%) were unsure about intercultural speakers' contribution to language variation. This subset of respondents demonstrates uncertainty or lack of consensus regarding the impact of intercultural speakers on language variation in Global Englishes. They may have doubts or reservations.
about how intercultural interactions influence linguistic diversity within the context of English usage across different cultures and regions. As seen in diagram 3 below.

According to the data of the pie chart above, the findings suggest that a significant portion of respondents acknowledge the role of intercultural speakers in contributing to language variation within Global Englishes. This recognition highlights an understanding of the dynamic nature of language, influenced by its speakers' diverse cultural backgrounds and communication styles. Cultural diversity is a distinguishing feature of language classes, with learners from a wide range of linguistic and cultural origin (Seidlhofer, 2011; Kazi Imran Hassain, 2024). However, the presence of respondents who are unsure about this contribution indicates a potential need for further exploration or education regarding the influence of intercultural communication on language variation. Educating teacher educators about the impact of cultural diversity on language evolution can help foster a deeper understanding and appreciation of linguistic diversity within Global English. Additionally, research and discussions exploring the relationship between intercultural communication and language variation can raise awareness and inform perceptions about this topic. Overall, this data underscores the importance of recognizing and embracing the role of intercultural speakers in shaping the linguistic landscape of Global Englishes.

4.2 THE PERCEPTIONS TOWARD THE STUDENT TEACHERS’ READINESS TO BECOME INTERCULTURAL SPEAKERS IN THE GLOBAL ENGLISHES ERA

Table 3

<table>
<thead>
<tr>
<th>Participants Answers</th>
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</thead>
<tbody>
<tr>
<td>Respondent 1</td>
</tr>
</tbody>
</table>
| Respondent 2          | 1. Their limited effort to study, to find out, and to note new Englishes vocabularies.  
                        | 2. Their lack of bravery to establish direct communication with other speakers regionally, or worldwide. |
| Respondent 3          | The influence of social media |
| Respondent 4          | Having less interaction with people from a different cultural background |
| Respondent 5          | The easy access of intercultural information from many sources |
| Respondent 6          | Matureness |
| Respondent 7          | We have one language called Bahasa to unite the diversity of cultural background. |
| Respondent 8          | Skill and motivation to learn |

A thorough awareness of culture and effective cross-cultural communication abilities impact teachers' and students' preparedness to become intercultural speakers in the global English era. The fund of knowledge of other cultures (respondent 1). Without a doubt, learning
about and incorporating ideas from diverse cultures broadens our view on the world and enhances our awareness of human diversity. English language teaching (ELT) must direct language learners to communicate across cultures in a global English context to create a successful communication process in a global context (Mahaputri., Emilia, Kurniawan., & Suwarno., 2024). They continue to be steadfast in improving their language abilities even in the face of their meager attempts to acquire, discover, and document new English knowledge. They nonetheless make an effort to get over their worries and broaden their network of contact even though they lack the bravery to speak with other speakers in their area or around the globe directly. Their limited effort to study, to find out, and to note new Englishes vocabularies and their lack of bravery to establish direct communication with other speakers regionally, or worldwide (respondent 2).

According to respondent 3 (2024), the influence of social media. Social media's impact on intercultural speakers is evident in the ease with which cross-cultural ideas, attitudes, and perspectives can be quickly and widely shared on these platforms. A deeper awareness of the distinctions and similarities between cultures can be attained, for instance, by participating in conversations on social media with individuals from diverse cultural backgrounds. Intercultural speakers may be more important because of a lack of engagement with persons from diverse cultural backgrounds. By using intercultural speakers, we may create effective communication links between various communities, promoting the sharing of in-depth experiences, insights, and viewpoints while bridging any gaps in understanding that may develop from a lack of face-to-face connection. Having less interaction with people from a different cultural background (Respondent 4).

According to respondent 5, finding and comparing cultures from many sources is one of simple methods to get intercultural information. It is easy for students to learn about different cultures, share their experiences with them, compare them, consider their own cultural frames of reference, and identify the language barriers that lead to intercultural misunderstandings (Nadia Asbid & Asma Moalla, 2021).

Respondent 6 stated Intercultural speakers, in particular, encouraged lower-level speakers to explore for methods to use English to improve their skills. That the themes were well distributed so the older at higher levels dealt with more complex subjects, while the younger at starting levels were introduced to issues appropriate to their maturity level. Intercultural communicative competence (ICC) has been seen as a higher education transversal learning outcome, whose significance is twofold: the need to prepare graduates who are able to address global challenges while acting in an integrated world system, and to resolve
intercultural conflicts, which has increasingly become a key topic at the global level (Deardorff and Arasaratnam-Smith, 2017).

According to respondent 7, one language united the diversity of cultural background. Matsuda and Friedrich, 2012) have promoted innovation, claiming that the linguistic, cultural, and functional diversity associated with English today calls into question some of ELT's fundamental assumptions and for a rethinking of instructional techniques. Clearly, the needs of English language learners who intend to use the language as a worldwide lingua franca have altered. Scholars in the field of applied linguistics have long debated the diversity of English and the prevalence of 'native' English in TESOL.

Respondent 8 claimed that In addition to learning how to develop the different skills, motivation, information, and attitudes required for intercultural communication, they should acquire a multicultural mindset and/or learn a language. In order to enhance perceptions of foreign language and intercultural learning articulated within the idea of global human resources, participants' experiences will be transformed and their frames of reference will be shifted by using the Ideal Intercultural Self framework (METI, 2010; Robinson Fritz & Roxana Sandu, 2020).

4.3 THE ATTEMPT TO PREPARE INTERCULTURAL SPEAKERS FOR THE GE ERA

All of the study's respondents take different approaches to teaching students to be intercultural speakers in the global English language era. The responders prepared intercultural speakers by adjusting to their teaching strategies, the cultural backgrounds of their students, and the advancement of their students' learning materials. This can be seen from the statements in this table:
Table 4

Participants Answers

<table>
<thead>
<tr>
<th>Respondent 1</th>
<th>In the material explanation and task completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respondent 2</td>
<td>1. Incorporating other cultures is task material.</td>
</tr>
<tr>
<td></td>
<td>2. Discussing the reading text provided in real native</td>
</tr>
<tr>
<td></td>
<td>English context</td>
</tr>
<tr>
<td>Respondent 3</td>
<td>1. Use the grammar translation method in the</td>
</tr>
<tr>
<td></td>
<td>classroom.</td>
</tr>
<tr>
<td></td>
<td>2. The use of internet language in social media</td>
</tr>
<tr>
<td>Respondent 4</td>
<td>Exposing them to other cultures</td>
</tr>
<tr>
<td>Respondent 5</td>
<td>Inserting cultural knowledge into foreign</td>
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<tr>
<td></td>
<td>language teaching for both native speakers</td>
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<td></td>
<td>and students, especially regarding language</td>
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<tr>
<td></td>
<td>use</td>
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<tr>
<td>Respondent 6</td>
<td>English articulation</td>
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<tr>
<td>Respondent 7</td>
<td>At international Class where students from</td>
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<tr>
<td></td>
<td>around the world use English as A tool of</td>
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<td></td>
<td>communication</td>
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<td>Respondent 8</td>
<td>Exploring books or sources that are used for</td>
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<td>my teaching activity</td>
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Respondent 1 argued that the strategy for overcoming the variety of English and developing intercultural competence is in the material explanation and task completion. By exposing students to a variety of global perspectives, the extensive use of English in teaching and learning activities not only provides opportunities for language skill development but also enhances the educational experience. In the current era of globalization, using English in homework helps students prepare for global issues and improve cross-cultural communication skills. However, the lack of time to watch films and discuss is a challenge in developing students’ intercultural competence in the era of Global English (Respondent 1). According to Shanahan (2008), students who can read and understand academic literature in English can benefit from the most up-to-date material and global thinking pertinent to their subject.

Incorporating other cultures into task material (Respondent 2): By incorporating aspects of different cultures into the course materials and tasks, teacher educators can give teacher students a more thorough and in-depth education, aid in their understanding of cultural diversity, and enhance their capacity to engage with individuals from different cultural backgrounds. In addition, respondent 2 stated that preparing students for the global English era can be achieved through the analysis of original English texts, which will enable them to comprehend not only the language but also the cultural perspectives, norms, and values that underpin it. This will also broaden their horizons and improve their capacity for intercultural communication. Unfortunately, not all the student teachers had the same strong desire to become intercultural speakers (respondent 2). But, It is imperative that both teacher educators
and teacher students see intercultural awareness and intercultural communication skills as basic and indispensable literacy (Ribeiro, 2016).

Respondent 3 stated that using grammar translation methods in the classroom is one strategy for developing intercultural competence for students. The grammar translation method is an effective tool to foster intercultural communication and enhancing all students’ educational experiences. However, the global diversity of English in the classroom can also be overcome by the use of the internet language in social media (Respondent 3). The integration of different cultures and heritages into interactions and collaborations through intercultural exchange can effectively enhance students’ intercultural communication skills in an online context (Avgousti, 2018; Mahputri et al., 2024). Respondent 4 exposes the different cultures to teacher students as a strategy to help teacher students become interculturally competent. Prospective teachers can gain a richer awareness of various perspectives, enhance their educational experiences, and improve their capacity to communicate with students from a variety of cultural backgrounds by broadening their knowledge of other cultures. But, They have so much prejudice on other cultures (Respondent 4).

Inserting cultural knowledge into foreign language teaching for both native speakers and students, especially regarding language use to develop intercultural competence in prospective teachers (Respondent 5). Respondent 5 also stated that prospective teachers can utilize the availability of a variety of digital media resources to find and organize this knowledge to address global English. This is in line with Byram (2021), who stated that students can utilize digital platforms to increase their intercultural and critical awareness, knowledge, skills, and ICC. On the other hand, Respondent 6 has various challenges in preparing prospective teachers for intercultural speaker competence. However, Respondent 6 chose to study English articulation as a strategy to overcome the variety of uses of English globally. Studying language articulation helps in an attempt to comprehend the different types of English accents and dialects, which are a reflection of global cultural variety.

Prospective teachers can be prepared as intercultural speakers in the global English era in international classrooms where students from all over the world use English as a communication tool (Respondent 7). A. Huertas-Abril and Palacios-Hidalgo (2023) conducted an analysis of Collaborative International Online Learning (COIL) for prospective teachers, allowing them to evaluate how COIL enhances their intercultural competence and global awareness through online collaboration projects that facilitate contact with future teachers from diverse cultural backgrounds. Concurrently, Respondent 8 explores books as resources for classes aimed at preparing students with intercultural competency in the global English
language era. In research by Nguyen et al. (2020), researching ELT textbooks prepares students to use English in a global context, but these books show little attempt to teach strategies for handling intercultural communication involving humans with diverse linguistic abilities and communicative norms. However, textbooks can also be a valuable tool for propagating ideologies, defending linguistic plurality, and preventing the spread of linguistic imperialism (Hu & McKay, 2014; Nguyen et al., 2020). On the other hand, Respondent 8 also added that he uses other sources in class to overcome the global use of English. Collaborative use of books, digital media, and other sources is an effective strategy for preparing prospective teachers as intercultural speakers in the era of global English.

Each of the eight respondents has an individual strategy for getting students ready for the global English language period as intercultural speakers. The researchers believe that intercultural competence has not been prioritized for students because some just incorporate cultural knowledge into language class activities. However, the strategies that they teach students can improve their awareness of and competence with intercultural communication in the global English-speaking world. Increasing GE awareness among prospective teachers in learning activities can help them in the process of interacting with English as an authentic lingua franca (Boonsuk., Wasoh., & Ambele., 2022). Thus, GE awareness must collaborate with intercultural competence because the two cannot be separated in the English language teaching (ELT) process (Mahaputri., Emilia, Kurniawan., & Suwarno., 2024). The application of GE awareness and intercultural competence can enrich the knowledge and competencies of prospective teachers. It's because they will not only be someone who teaches the use of English in language classes but can also become intercultural speakers in the era of global English.

The results and discussions of an article must be presented in a clear and organized manner, based on the data collected and the analyzes carried out during the study. Initially, the results must be presented in an objective and concise way, using tables, graphs and statistics, if applicable, to highlight the main findings. Then, in the discussion section, the results are interpreted in light of existing literature, highlighting similarities, differences and implications for theory and practice.

Furthermore, limitations of the study and possible directions for future research are discussed. It is essential that both the results and the discussion are based on solid evidence and that they contribute significantly to the advancement of knowledge on the topic addressed.
5 CONCLUSION

In the framework of global Englishes, this study attempts to understand how English language teacher educators view intercultural speakers and educate student teachers to become intercultural speakers. Three research topics examine teacher educators' preparation tactics, student teachers' perceptions of their preparedness, and definitions of intercultural speakers. Foreign language learners are evaluated using the intercultural speaker model since they need the knowledge, skills, and dispositions necessary for successful cross-cultural communication (Kramsch, 2011). They should also be proficient in language and pragmatics and able to resolve cultural misunderstandings. In addition to fostering human connection and spiritual understanding, intercultural speakers also take part in counseling and religious literacy training (William, 2023). Intercultural speakers and Global English (GE) are important topics of discussion in language teaching. Examining the sociolinguistic and sociocultural facets of English use internationally, GE is an international paradigm. By strengthening their advocacy and language teacher identities, teacher educators play a critical role in preparing students for the globalization of English. Nevertheless, a lot of educators are still hesitant to use GE in their classes. Students' viewpoints can be expanded and they can become more globally prepared through GE's partnership with intercultural speakers. Educating future educators who can effectively communicate across cultural boundaries in the global English period is the task of teacher educators. The views of Indonesian English teacher educators on intercultural speaking are the main subject of this research.

Overall, the participants in the study defined an intercultural speaker in the context of Global Englishes as someone who effectively communicates in English and demonstrates cultural competence, empathy, and adaptability in interactions with individuals from diverse cultural backgrounds. These speakers possess both language proficiency and awareness of cultural norms, values, and customs. They actively engage in meaningful interactions, adapt their communication style to connect with others, and possess cultural empathy and sensitivity. Intercultural speakers exhibit a broad understanding of diverse cultures and actively seek to learn about other cultures. They bridge linguistic and cultural barriers, facilitating understanding and building connections. The data suggests that a significant proportion of respondents are familiar with the concept of intercultural speakers in the context of Global Englishes, indicating recognition of the importance of cultural competence and practical communication skills in a globalized world. However, some respondents may benefit from further education or awareness-raising initiatives. The data also suggests that intercultural
speakers contribute to language variation within Global Englishes, with their diverse cultural backgrounds and communication styles shaping the language's diversity and richness. However, there is a need for further exploration and education regarding the influence of intercultural communication on language variation. Overall, recognizing and embracing the role of intercultural speakers is essential in shaping the linguistic landscape of Global Englishes.

In the global Englishes era, student teachers' preparedness to become intercultural speakers is influenced by their awareness of culture and effective cross-cultural communication abilities. Learning about diverse cultures broadens their view and enhances awareness of human diversity. Social media plays a significant role in sharing cross-cultural ideas and perspectives. Finding and comparing cultures from various sources helps students gain intercultural information. Intercultural speakers encourage language learners to improve their skills. English language teaching needs to adapt to the diversity of English and the changing needs of learners. Developing skills, acquiring a multicultural mindset, and learning a language are essential for intercultural communication. Overall, intercultural competence is crucial for effective communication in the global context.

In order to prepare their students for collaboration between cultures in the global English language period, each respondent in this paper used different strategies, adjusting their teaching methods, their students' cultural backgrounds, and the advancement of their students' learning resources. Researchers argue that intercultural competence has not been prioritized for students because some only incorporate cultural knowledge into language class activities. However, the strategies they teach students can increase their awareness and competence.

ACKNOWLEDGEMENTS

The researchers hope that further research will be conducted using the findings of this research to address issues like "Is it possible if 'Intercultural Speakers Competence' is made a mandatory course for English language education students?" and "What competencies are necessary for student teachers to possess intercultural competence?. Perhaps these questions can act as guidelines for further research, enlighten teachers, educate students, and help them achieve intercultural communication skills in the global English language context.
REFERENCES


