



Implementation of ICT on Speaking for Intercultural Communication at Higher Education: Lecturers' Point of View

Ruslan Hasyim¹, Nurdin Noni², Sahril Nur³

¹ Universitas Muhammadiyah Sorong

^{2,3} Universitas Negeri Makassar, Indonesia

email: ruslanruse89@gmail.com

Abstract: *This study investigates the implementation of Information and Communication Technology (ICT) in teaching speaking for intercultural communication from higher education lecturers' point of view, focusing on pedagogical strategies, challenges, and outcomes. Through a qualitative case study involving three English department lecturers at Universitas Muhammadiyah Sorong, Indonesia. Data were collected via classroom observations, semi-structured interviews, and document analysis. Findings reveal that lecturers leveraged ICT tools such as video conferencing (e.g., Zoom), multimedia simulations, gamified platforms (e.g., Kahoot), and collaborative digital projects to support students' intercultural competencies, including empathy, adaptability, and critical reflection. Structured activities like impromptu debates, role-plays, and multimedia case studies enabled authentic cross-cultural interactions, aligning with pedagogical frameworks such as the Zone of Proximal Development (ZPD) and Technology Acceptance Model (TAM). Despite ICT's transformative potential, challenges included resource constraints (e.g., unstable internet, limited hardware), lecturer preparedness, and balancing theoretical knowledge with practical application. Lecturers adapted by integrating personal intercultural experiences, digital storytelling, and asynchronous tools (e.g., Padlet) to foster engagement. The study underscores ICT's role in bridging cultural divides while highlighting the need for context-sensitive strategies, particularly in multilingual, resource-limited settings. Limitations include a small sample size and reliance on lecturer self-reports, suggesting future research should incorporate student perspectives.*

Keywords: *ICT in Higher Education, Implementation, Intercultural Communication, Teaching Speaking Skill.*

INTRODUCTION

The transformative role of Information and Communication Technology (ICT) in education is pivotal, particularly in facilitating intercultural communication at the higher education level. This transformation is characterized by several key factors that bridge gaps in communication and learning across diverse cultural contexts (Reilly, 2020). The importance of ICT in fostering intercultural communication skills is increasingly recognized (Kampermann et al.,

2021), particularly in multilingual contexts like Southwest Papua. This region, characterized by its diverse linguistic landscape and geographical diversity, presents unique challenges and opportunities for enhancing intercultural communication through ICT (Hanum, 2021).

The implementation of ICT in teaching speaking for intercultural communication is essential for students (Marczak: 136, 2014), as it enables students to navigate diverse cultural contexts effectively, which directly enhances their adaptability (Yuan et al., 2023). Effective intercultural communication equips students with the skills needed to engage with diverse individuals and navigate cultural differences (Almetova, 2025). Additionally, this skill is particularly crucial for preparing students to collaborate in multicultural settings, where effective communication can bridge cultural differences and enhance professional relationships (Guillén-Yparrea & Ramírez-Montoya, 2023). However, teaching intercultural communication through ICT is complex due to challenges such as the disconnect between theory and practice (Fitria, 2023), limited lecturers' preparedness, and resource constraints (Syarifudin & Rahmat, 2021).

Despite these challenges, ICT can mediate intercultural interactions and scaffold learning in lecturer-student dynamics (Yamada, 2025). The integration of ICT offers transformative potential in addressing challenges associated with teaching speaking skills for intercultural communication in higher education (Avgousti, 2018). ICT tools can bridge cultural and linguistic gaps by simulating authentic intercultural interactions. For instance, video conferencing enables real-time dialogue between speakers of diverse cultural backgrounds, fostering cultural sensitivity (Orekhova & Salmanova, 2024). In face-to-face classroom settings, lecturers can leverage multimedia to display culturally immersive content, enabling students to engage with diverse cultural scenarios while practicing dialogue (Chaya, 2022). Similarly, students can simulate cross-cultural negotiations using multimedia contents, analyzing nuances in tone and etiquette (Rokhayati & Widiyanti, 2022).

The effectiveness of ICT in teaching speaking for intercultural communication is supported by the concept of the Zone of Proximal Development (ZPD) which posits that learning is mediated through social interaction (Margolis, 2020). ICT acts as a mediating tool that scaffolds learners' speaking skills by providing structured yet flexible platforms for practice, feedback, and cross-cultural collaboration (Pishadast, 2022). For instance, discussion forums and collaborative digital projects allow students to negotiate meaning and co-construct knowledge with peers from different cultures (Lopes & Vieira, 2020), aligning with Vygotsky's concept of ZPD. Empirical studies in similar contexts, such as mobile-assisted language learning in rural Indonesia (Masruddin et al., 2024), demonstrate that ICT not only enhances linguistic accuracy but also cultivates intercultural awareness by contextualizing language use within real-world cultural frameworks (Hadi, 2023). By leveraging these technologies, lecturers can create dynamic, student-centered learning environments that empower learners to navigate communication while preserving cultural identities.

The effectiveness of ICT in enhancing speaking skills for intercultural communication lies in its features to bridge cultural and linguistic divides through interactive, immersive tools (Sulistiyo et al., 2022). This potential is in line with Technology Acceptance Model (TAM), which posits that technology adoption hinges on perceived usefulness, how well a tool addresses specific needs, and perceived ease of use, how intuitively it can be implemented (Zaineldeen et al., 2020). Moreover, lecturers' adoption of these tools is driven by their ease of use, aligning with lecturers' practical workflows and reducing resistance to technology integration. Review studies corroborate this, Duque and Garzón (2024) demonstrated that when ICT tools are perceived as both pedagogically valuable and user-friendly, lecturers are more likely to incorporate them into speaking activities, leading to measurable improvements in students' cross-cultural fluency.

While existing studies have extensively explored the role of ICT in fostering intercultural communication and its alignment with pedagogical frameworks, critical gaps remain in understanding lecturers' implementation in this process. Much of the literature focuses on student outcomes (Avgousti, 2018; Marczak, 2014) or technical feasibility (Orekhova & Salmanova, 2024; Zaineldeen et al., 2020), with limited attention to how lecturers perceive, adapt, and implement ICT tools to address context-specific challenges. For instance, studies by Duque and Garzón (2024) emphasize ICT's pedagogical value but overlook how lecturers in resource-constrained environments, such as Southwest Papua, navigate infrastructural deficits (e.g., unstable internet, limited hardware access) while maintaining cultural relevance.

Similarly, while TAM explains technology adoption through perceived usefulness and ease of use, few studies apply this model to investigate how lecturers balance these factors with the complexities of intercultural pedagogy, such as integrating indigenous languages or addressing power dynamics in cross-cultural dialogues (Hanum, 2021; Hadi, 2023). Furthermore, empirical research often prioritizes urban or technologically advanced settings (Masruddin et al., 2024; Yuan et al., 2023), neglecting the unique needs of multilingual, geographically isolated regions where ICT's role extends beyond skill development to cultural preservation and equity. However, there is a lack of previous studies that directly explores the implementation of ICT-based instruction in speaking for intercultural communication by lecturers' point of view. This gap underscores the need to center lecturers' implementation, particularly in contexts where ICT implementation intersects with cultural diversity and resource limitations, to develop strategies that are both theoretically informed and pragmatically viable.

This study focuses on investigating how lecturers implement ICT-based instruction in teaching speaking skills for intercultural communication at the higher education. While ICT tools offer transformative potential to bridge cultural and linguistic divides, challenges such as resource constraints and lecturer preparedness hinder their effective application, particularly in multilingual contexts like a higher education in Southwest Papua. Existing research prioritizes student outcomes and technical feasibility, overlooking lecturers' practical strategies and adaptations. By centering lecturers' perspectives, this study aims to uncover their approaches to integrating ICT tools. The primary research question guiding this study is: How do

lecturers implement ICT-based instruction in speaking for intercultural communication?

LITERATURE REVIEW

The research findings on the implementation of ICT-based instruction in speaking for intercultural communication supports the recent studies by emphasizing the positive implementation of technology on student engagement and language skills development. Nurzhanova and Issimova (2022) started that lecturers must carefully select specific content areas that align with the learning objectives. The topics covered should reflect significant cultural aspects that students will encounter in real-world situations. This may include discussions on cultural norms, values, communication styles, and etiquette relevant to various cultures. By preparing these topics, lecturers ensure that students gain a comprehensive understanding of the complexities involved in intercultural interactions, which is essential for effective communication which Nurzhanova and Issimova's argumentation align with this research findings.

The foundational importance of intercultural communication lies in its ability to foster understanding and collaboration among students from diverse cultural backgrounds. In ICT-based instruction, lecturers prioritize this skill to prepare students for global interactions. By defining clear objectives, lecturers guide the planning phase, emphasizing why intercultural communication is critical in today's interconnected world. This focus helps students appreciate the relevance of cultural awareness in both personal and professional contexts, thereby enhancing their motivation to engage with the subject matter (Meng, 2024).

By understanding Effective Teaching Methods in the planning phase, Solnyshkina and Qizi (2023) further shared that the choice of teaching methods is crucial in facilitating speaking and cultural communication skills. Lecturers are responsible for selecting strategies that align with their educational goals. Effective methods may include task-based language teaching (TBLT), role-playing, discussions, and the integration of technology such as AI tools for language practice. These methods not only engage students but also simulate real-life scenarios where intercultural communication occurs. By employing diverse pedagogical approaches, lecturers can cater to different learning styles and enhance students' speaking proficiency.

The implementation of ICT-based instruction in speaking for intercultural communication is crucial for fostering understanding and collaboration among students from diverse cultural backgrounds. Lecturers emphasize this skill to prepare students for multicultural interactions, defining clear objectives to highlight the importance of intercultural communication which in line with the research conducted by Wang (2025) who stated that cross-cultural communication has become an indispensable part of modern society. Practical English teaching, as an important tool for intercultural communication, plays a key role in cultivating talents with international vision and intercultural communication ability.

The rapid advancement of mobile technology offers unprecedented opportunities for educational innovation that in line with Chen and Mei (2024) who stated that Mobile device-based learning models are highly attractive due to their convenience and widespread use. Advancements in real-time speech processing technologies provide new tools and methods for intercultural communication education, enhancing the efficiency and effectiveness of language learning through interactive and personalized experiences.

RESEARCH METHOD

This qualitative case study explored the integration of ICT-based instruction in fostering speaking for intercultural communication among EFL students at a university in Sorong, Indonesia. The research design, grounded in Yin's (2012) framework, enabled an in-depth examination of real-life classroom practices and participants' perceptions. Purposive sampling was employed to select three English department lecturers (two males, one female) with over five years of teaching experience) and active roles in ICT-mediated instruction.

Data collection involved three instruments: (1) classroom observations to document ICT implementation in natural settings, (2) semi-structured interviews with lecturers to explore their perspectives on ICT's role in intercultural communication, and (3) document analysis of institutional policies, syllabi, and digital communication content. Observations were recorded via video to minimize observer interference, while interviews were audio-recorded, transcribed, and translated for thematic analysis.

Data analysis followed interactive model, comprising three stages: data condensation (coding and categorizing themes), data display (visualizing patterns through charts and matrices), and conclusion drawing (verifying findings through cross-referencing). Triangulation of observation, interview, and document data ensured credibility, while member-checking validated participants' interpretations.

Table: 1. *Demographic Participants*

Participants	Gender	Age	Teaching Experience	ICTs Experience in Teaching Speaking for Intercultural Communication
Lecturer 1 (L1)	Male	45	15 Years	Often
Lecturer 2 (L2)	Male	38	9 Years	Very Often
Lecturer 3 (L3)	Female	42	12 Years	Very Often

FINDINGS AND DISCUSSION

The research findings on the scope of the implementation of ICT-based instruction in speaking for intercultural communication by exploring some aspects based on the results from semi-structured interviews.

Table 2. *Summary Table Theme and Quotes*

Themes	Quotes
Importance of Speaking for Intercultural Communication	“Intercultural communication is essential for students today as it prepares them to navigate an increasingly globalized world and fosters empathy and respect for diverse cultures. Understanding different cultural perspectives enhances collaboration with peers from various backgrounds and is vital in the professional realm, where cross-cultural interactions are common. By developing effective intercultural communication skills, students can engage in meaningful conversations, resolve conflicts, and build positive relationships, equipping them to thrive in a multicultural environment.” (L3)
Key Topics in Speaking for Intercultural Communication	“The topics which discuss about different culture, the learners will find out the way to understand and analyze cross cultural communication. I think I usually provide discussion and impromptu talk and at the end of class there is a verbal assessment” (L2) “In my intercultural communication classes, I cover key topics such as cultural dimensions, communication styles, and the impact of cultural values on interactions. Students learn about high-context and low-context communication to understand how different cultures convey meaning, as well as the importance of nonverbal communication and its variations. We also address cultural stereotypes and biases, and discuss strategies for effective intercultural communication, including active listening, empathy, and adaptability, which are essential for fostering positive interactions in diverse settings.” (L3)
Effective Teaching Methods	"Impromptu teaching technique verbal assessment oral discussion." (L1) "I assess the speaking ability by giving them individual talk with the topic cover intercultural." (L2) "The most effective teaching methods for intercultural communication include experiential activities like role-playing and simulations, which allow students to practice real-world scenarios. Group discussions and collaborative projects encourage peer interaction and diverse viewpoints, while multimedia resources such as films help illustrate cultural concepts. Additionally, reflective journaling allows students to analyze their experiences and growth, reinforcing their understanding of intercultural communication." (L3) "Yes, I do. I employ ICT in my teaching such as smartphones and laptop because it helps the students to find out some information in order to support their learning speaking, I sometimes make them record their speaking so that it can be used as their reference to compare their speaking ability." (L2) "Yes, I do employ ICT learning resources such as smartphones, laptops, and sometimes tablets in my speaking classes. These tools

	are especially useful for accessing online materials, facilitating communication exercises, and providing students with interactive learning experiences." (L3) "I have been using ICT tools to teach speaking for about three years now. Initially, I started with basic tools like laptops for presentations and videos, but over time, I expanded to incorporate smartphones and online platforms to enhance interaction." (L3) "Yes, I regularly make use of ICT resources during class. For instance, I often start lessons with multimedia content like videos or podcasts related to intercultural communication topics. These materials help set the context for discussions and provide students with authentic examples of spoken English in various cultural settings. In addition to that, I use PowerPoint presentations or interactive whiteboards (when available) to structure lessons and highlight key points. Sometimes, we also use online tools like Kahoot or Quizlet to engage students in language games and quizzes, which helps reinforce vocabulary and speaking skills in a fun way. For speaking activities, students often use their smartphones to record conversations or role-plays, which we later review together as a class. This process allows for peer feedback and self-evaluation, making the learning experience more interactive and participatory. Overall, ICT resources have become an integral part of my teaching strategy, making lessons more engaging and effective for students." (L3)
Assignments and Evaluations	"Assess the speaking ability by giving them individual talk with the topic cover intercultural." (L2) "Assignment: Video recording exams: Individual talks." (L1) "To evaluate students' intercultural communication, I use diverse assignments and exams, including group projects for cultural presentations that promote collaboration, and reflective essays that analyze their intercultural experiences. Role-play assessments allow students to demonstrate communication strategies in simulated scenarios, while quizzes and exams cover key concepts and theories, ensuring they grasp the fundamental principles of intercultural communication." (L3)
Student Feedback and Adaptations	"Sometime I get the feedback from the students is give them much time to think about the topic." (L2) "Students have provided positive feedback on intercultural communication courses, appreciating practical applications like role-playing and group projects that connect theory to real-life situations and enhance their confidence in diverse cultural interactions. They value discussions on cultural awareness and sensitivity, noting that the course broadens their perspectives and improves their communication skills. However, some students express a desire for more interactive activities and case studies to deepen their understanding of intercultural dynamics further." (L3)
Influence of	"Sometimes I use my own experience to give the example in learning

Personal	process, because simple explanation will easy to understand." (L2)
Intercultural	
Experience	"My intercultural experiences have greatly influenced my approach to teaching intercultural communication. Having lived and studied in diverse settings, I bring real-life examples into the classroom to make concepts more relatable and engaging. I emphasize empathy and open-mindedness, encouraging students to embrace diversity and learn from one another. Additionally, I create a safe and inclusive environment where students feel comfortable sharing their experiences and viewpoints, fostering meaningful discussions that enrich their understanding of intercultural dynamics." (L3)

Importance of Speaking for Intercultural Communication

The findings underscore the critical role of speaking for intercultural communication in preparing EFL students to engage meaningfully in a society. As emphasized by L3, by fostering empathy, collaboration, and professional readiness. This aligns with the study's focus on ICT-mediated instruction, which provided students with platforms to simulate real-world cross-cultural interactions. For instance, tools like video conferencing and collaborative online projects enabled learners to practice negotiating cultural differences and resolving conflicts in authentic scenarios, mirroring L3's assertion that such skills are vital for "building positive relationships" in diverse settings.

The findings underscore the critical role of speaking in developing intercultural competencies such as empathy and professional readiness through ICT-mediated platforms like video conferencing. This aligns with Vurdien and Puranen (2020), which suggest that ICT-mediated platforms like video conferencing plays a critical role in enhancing speaking skills, intercultural competence, and motivation in language learning by providing authentic interaction opportunities and supporting collaborative learning.

Key Topics in Speaking for Intercultural Communication

Speaking for intercultural communication emerged as a transformative strategy for addressing key cultural and communicative competencies, as highlighted by lecturers' pedagogical practices. L2 emphasized the role of structured activities such as "discussion and impromptu talk" paired with "verbal assessment" to foster students' analytical skills in cross-cultural contexts. These methods align with ICT tools like video conferencing platforms (e.g., Zoom) and collaborative forums (e.g., Padlet), which enable real-time, multicultural interactions. For instance, L2's use of impromptu debates on cultural topics, allowed students to practice adaptability, a skill critical for navigating ambiguous intercultural scenarios, while digital recordings of these sessions facilitated reflective feedback, reinforcing learners' awareness of their communication styles.

L3 expanded on this by detailing the curricular focus on "cultural dimensions, communication styles, and the impact of cultural values on interactions," underscoring how ICT resources like multimedia presentations and virtual simulations enriched these topics. For example, L3 utilized video case

studies depicting high-context vs. low-context communication styles, enabling students to visually dissect nonverbal cues (e.g., gestures, eye contact) that vary across cultures. As L3 noted, addressing “cultural stereotypes and biases” through online role-play activities allowed students to experiment with strategies like “active listening and empathy” in low-stakes environments, thereby bridging theoretical knowledge and practical application.

The emphasis on structured activities like impromptu debates and cultural analyses, facilitated by ICT tools such as Padlet and video case studies, reflects contemporary pedagogical trends in fostering analytical and adaptive skills. These findings resonate with Çoşkun and Tavil (2024) advocacy for task-based learning to enhance engagement. For instance, L3’s use of multimedia to dissect nonverbal cues aligns with Kanayeva and Narozhnaya (2024) that the use of multimedia and technology-based tools, such as mobile phones and electronic educational platforms, significantly enhances speaking skills and intercultural communication in higher education by improving nonverbal communication, student engagement, and presentation performance.

Effective Teaching Methods

The findings underscore the transformative role of ICT-integrated teaching methods in fostering intercultural communication skills. Lecturers emphasized innovative strategies such as L1’s “impromptu teaching techniques” and “verbal assessment,” enhanced by smartphone recordings that enabled students to critically review their speaking performances and refine cultural sensitivity. L2 highlighted ICT’s utility in supporting research for “individual talks” on intercultural themes, while L3 designed experiential activities like multimedia-enhanced role-plays and simulations, allowing students to practice “real-world scenarios” through videos, podcasts, and peer feedback. Tools such as Kahoot gamified learning, while recorded conversations facilitated self-assessment, fostering adaptability in cross-cultural contexts.

ICT-integrated strategies, such as gamified quizzes (Kahoot) and smartphone-recorded assessments, demonstrate how technology can enhance intercultural pedagogy. These methods align with Hanifah and Ninggolan (2023) who developed "gamified" e-module that effectively improves students' intercultural understanding in the Speaking for General Communication course, meeting the need for online learning resources, which emphasizes interactivity and immediacy. For example, L1’s “impromptu teaching techniques” reflect Sekkal’s (2020) that Impromptu talks effectively improve EFL students' oral communication skills .

Assignments and Evaluations

The analysis of interview data revealed three distinct approaches to ICT-mediated assignments and evaluations in teaching speaking for intercultural communication, as articulated by the lecturers. L1 and L2 emphasized individualized speaking tasks to evaluate students’ intercultural communication skills. L1 required students to complete “video recording exams: individual talks” on platforms like Google Classroom or Flipgrid, where they addressed intercultural

topics such as cultural taboos or communication styles. Similarly, L2 assessed proficiency through “individual talks with topics covering intercultural” themes, using video submissions to analyze verbal fluency, nonverbal cues (e.g., gestures, eye contact), and cultural sensitivity. These ICT tools allowed asynchronous evaluation and provided students with opportunities for self-review and iterative improvement.

L3 adopted a blended approach, combining group work and simulations. Students participated in “group projects for cultural presentations” using collaborative tools like Canva or PowerPoint to showcase cross-cultural analyses, fostering teamwork in virtual environments. Additionally, “role-play assessments” via Zoom or Microsoft Teams simulated scenarios like multicultural business negotiations, enabling students to demonstrate adaptive communication strategies. These activities emphasized real-world application, with ICT facilitating peer interaction and immersive practice. L3 further integrated reflective and theoretical components. Students submitted “reflective essays” through Moodle, analyzing personal intercultural experiences, while quizzes on LMS platforms tested their grasp of foundational concepts.

The blend of individualized tasks (e.g., Flipgrid video submissions) and collaborative simulations (e.g., Zoom role-plays) highlights ICT’s versatility in assessing intercultural communication. This dual approach echoes Robillos’ (2022) who revealed that the online teaching tools are effective means to engage students. However, asynchronous tools like Moodle, while enabling self-review, may reduce opportunities for spontaneous interaction critical to real-world communication. Future studies could investigate hybrid models combining synchronous and asynchronous ICT tools to balance flexibility and immediacy.

Student Feedback and Adaptations

Students highly valued experiential learning methods, as reported by L3. Activities such as “role-playing and group projects”, often facilitated through platforms like Zoom or Microsoft Teams, enabled learners to connect theoretical concepts to real-world scenarios. For example, virtual role-plays simulating cross-cultural workplace interactions allowed students to practice adaptability and empathy. L3 noted that these activities “enhanced [students’] confidence in diverse cultural interactions” and broadened their perspectives on cultural sensitivity. Reflective essays submitted via Moodle further reinforced this, with students analyzing how ICT tools like video case studies deepened their understanding of cultural dynamics.

Despite the positive reception, students requested “more interactive activities and case studies” to strengthen their grasp of intercultural nuances. L2 observed that some learners needed “much time to think about the topic,” prompting adaptations such as extended preparation periods for assignments and asynchronous discussion forums (e.g., Padlet) to encourage deeper reflection. In response to feedback, L3 incorporated multimedia case studies (e.g., TED Talks on cultural biases) and interactive quizzes via Kahoot to diversify engagement. These adjustments aimed to address the gap between theoretical knowledge and practical

application while maintaining alignment with ICT tools like collaborative whiteboards (Miro) for brainstorming cultural scenarios.

Students' appreciation for experiential activities like role-plays, paired with requests for "more interactive case studies," underscores the need for dynamic, student-centered ICT integration. These findings align with Kivi et al. (2021) where scaffolding through peer interaction and reflection fosters deeper learning. This study suggests that scaffolding through peer interaction and reflection in higher education enhances speaking proficiency, intercultural competence, and learning outcomes by providing practical language use, fostering cultural understanding, and promoting reflective thinking.

Influence of Personal Intercultural Experience

Lecturers frequently drew from their own intercultural backgrounds to contextualize theoretical concepts. L2 emphasized using "my own experience to give examples in the learning process," such as sharing anecdotes about cross-cultural misunderstandings during virtual lectures. These narratives, paired with multimedia tools like digital storytelling platforms (e.g., Adobe Spark), simplified complex topics (e.g., cultural relativism) and made them relatable to students.

L3, who had lived and studied in diverse cultural settings, structured lessons around fostering "empathy and open-mindedness." For instance, L3 incorporated personal stories of adapting to foreign communication styles into video-based case studies, which students analyzed via discussion forums (e.g., Padlet). These activities encouraged learners to reflect on their biases and "embrace diversity," as noted in L3's approach to creating a "safe and inclusive environment" for dialogue.

Personal experiences directly informed the design of ICT-supported activities. L3 utilized platforms like Zoom Breakout Rooms to simulate multicultural team discussions, mirroring real-world scenarios from their own intercultural interactions. Additionally, L3 curated TED Talks and documentaries showcasing global communication challenges, which students critiqued in reflective blogs hosted on Moodle. These methods bridged personal anecdotes with broader intercultural theories, enabling students to "learn from one another" through shared digital spaces.

Lecturers' use of personal anecdotes and multimedia storytelling (e.g., TED Talks) to contextualize theory exemplifies how lived experiences enrich intercultural pedagogy. This practice resonates with Vu and Tran (2022), this study suggests that incorporating personal anecdotes, multimedia storytelling, and digital storytelling in higher education can enhance intercultural communication skills by providing real-life context, fostering engagement, and improving intercultural awareness among students.

CONCLUSION

This study explored lecturers' perspectives on implementing ICT-based instruction in speaking for intercultural communication within higher education, revealing critical insights into pedagogical strategies, challenges, and outcomes. The findings underscore the transformative potential of ICT tool, such as video

conferencing, multimedia simulations, and gamified platforms, in fostering intercultural competencies like empathy, adaptability, and critical reflection. Lecturers emphasized structured activities (e.g., impromptu debates, role-plays) and ICT-mediated assessments (e.g., Flipgrid video submissions, Zoom simulations) to bridge theoretical knowledge with real-world application. Personal intercultural experiences enriched pedagogy, as lecturers integrated anecdotes and digital storytelling to contextualize cultural nuances, aligning with student-centered approaches that prioritize students' participation.

However, the study's limitations necessitate cautious interpretation. First, the reliance on self-reported interview data from a small sample of higher education lecturers may introduce response bias and limit generalizability to other educational contexts. Second, the focus on lecturers' perspectives excludes student voices, potentially overlooking disparities in ICT accessibility or engagement. Third, the study's scope was confined to specific ICT tools and institutional settings, warranting further exploration of socio-technical factors (e.g., digital infrastructure, training) that influence implementation. Future research should address these gaps.

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