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Stimulating Intercultural Communicative Competence Through Authentic Videos in Teaching Writing: A Narrative Inquiry

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Abstract

This study aims to investigate the pre-service teacher's teaching practicum using authentic videos in teaching writing to stimulate the students' knowledge of Intercultural Communicative Competence. This study applies narrative inquiry methods to present the findings. The data are based on the researcher's diary before, during, and after teaching practicum and supported by artifacts in the teaching practicum programs. The results indicate that the researcher gains some knowledge in college before finally being able to stimulate Intercultural Communicative Competence in high school students. After being able to stimulate the knowledge of Intercultural Communicative Competence, the researcher does reflection on herself. The researcher discusses the knowledge about social differences and their principal markers and the knowledge about social interaction activities in a country through authentic videos. The authentic videos give the high school students motivation, real language, and authentic look at a culture of a country. Moreover, the researcher focuses on the strategy of teaching writing by implementing teacher feedback and peer collaboration. This study has implications for future pre-service teachers that they can use their prior knowledge to stimulate Intercultural Communicative Competence in teaching writing.

Keywords: Authentic videos; Intercultural Communicative Competence; Pre-service teacher; Teaching writing

INTRODUCTION

In the 21st century, international collaboration and intercultural communication are growing in the context of globalization. Therefore, it is necessary to be aware of Intercultural Communicative Competence. Knowledge, attitudes, skills of discovery and interaction, skills of interpretation and relation, and critical cultural awareness are the five components of Intercultural Communicative Competence (Byram, 1997 in Zhang 2020). In

addition, knowledge refers to the individual understanding of countries' target and social grouping, their respective products, practices, and general social and individual interaction processes (Byram, 1997 in Mostafaei, 2018). Therefore, this study uses knowledge about social differences and their principal markers in one's own country and one's interlocutor and knowledge about the process of social interaction in one's interlocutor's country as the parameter.

People need to develop an awareness of the importance of intercultural in English language education or the development of Intercultural Communicative Competence. By learning Intercultural Communicative Competence, individuals are prepared to interact appropriately and effectively with people from different cultures. Byram (1997) in Zhang (2020) stated that people need to emphasize experiences and interact with people from other language and cultural backgrounds, as well as exposure and interactions with items from another culture, to acquire intercultural competence.

In the EFL context, teachers need to provide an appropriate pedagogical method for teaching writing. Fareed (2016) stated that teachers lack an appropriate educational method for teaching writing, including the ability to provide quick and relevant feedback to students, and cannot motivate students. As a pre-service teacher, keeping the students encouraged to develop their writing skills is one of the challenges that the pre-service teacher faces. Therefore, teachers must provide effective techniques for improving the designated writing area in the ESL classroom. To put it differently, teachers must choose the best methods for teaching writing to ESL students so they will be motivated to study English (Dahlberg, 2016).

To stimulate Intercultural Communicative Competence in language education, authentic videos can be used as a source to motivate the students to learn about other cultures. Some benefits of authentic videos discussed by foreign language teachers are increasing understanding, offering real language, adding cultural aspects, improving motivation, and improving language knowledge (Badri & Salehi, 2017 in Namaziandost, 2021). Several studies discuss authentic videos to stimulate individuals' knowledge of Intercultural Communicative Competence. For example, Lin & Wang (2018) studied the use of OER videos, and the result indicates that OER videos stimulate undergraduate students' in Taiwan about self-perceptions of their capacity to adopt strategies of communication in multicultural situations & prepare them for multicultural communication. Moreover, Zhang L. (2020) studied contemporary Chinese TV drama use. It increased Australian-Chinese as L2 learners' intercultural competency by broadening and strengthening their knowledge of Chinese culture (beliefs, values, and action methods).

Although several studies focus on using authentic videos to stimulate Intercultural Communicative Competence, fewer studies focus on pre-service teacher experience while teaching practicum using authentic videos in teaching writing to stimulate the students' learning of Intercultural Communicative Competence. This study aims to explore how authentic videos can stimulate students' Intercultural Communicative Competence in Indonesia from a pre-service teacher's experience in teaching writing using an

autobiographical narrative inquiry method. The data of this study consist of the pre-service teacher's diary before, during, and after the teaching practicum program.

LITERATURE REVIEW

Intercultural Communicative Competence

Intercultural communicative competence is an ability to comprehend and acquire an inside perspective on other people's cultures while also assisting others in comprehending one's own culture from an insider's perspective (Byram, 1997 in Mostafei, 2018). Byram (1997) explained that there are five components of Intercultural Communicative Competence; knowledge, attitudes, skills of discovery and interaction, skills of interpretation and relation, and critical cultural awareness. This research focused on the knowledge in the process of how authentic videos can stimulate intercultural communicative communication. In addition, knowledge refers to the individual understanding of countries' target and social grouping, their respective products, practices, and processes of social and individual interaction in general. This study takes two objectives of the knowledge in Intercultural Communicative Competence.

- *Knowledge about social differences and their principal markers, both in one's own nation and in the country of one's interlocutor*

The intercultural speaker is informed of the dominant social differences in the two countries, such as social class, ethnicity, gender, profession, and religion, and how these are marked by visible phenomena, e.g., clothing or food, as well as invisible phenomena, including language variety, like minority languages, and socially determined accents or non-verbal behaviour, as well as modes of socialization and rites of passage.

- *Knowledge about social interaction activities in the country of one's interlocutor*

The intercultural speaker is informed of levels of formality in linguistic and non-verbal engagement, behavioural customs, beliefs, and taboos in everyday circumstances such as meals, various types of public and private meetings, and public behaviour such as public transportation.

Authentic Videos

Stempleski (1987) defined authentic video as content focused on entertainment rather than language learning, and English speakers in English-speaking countries widely use it. This material exposes students to the actual language and authentic culture, increases internal motivation, improves language comprehension, and prepares students to use the medium proficiently. Stempleski (1987) stated that five concepts of authentic videos are used in the ELT classroom. The concepts include; motivation, real language, authentic look at the culture, aid comprehension, and practice in dealing with the media. The researcher used three concepts: motivation, real language, and authentic look at the culture.

1. Motivation

Students can fully understand material designed for native speakers and gain confidence. When they succeed in dealing with and understanding "the real thing," they are motivated to seek and understand other authentic materials.

2. Real Language

The language in authentic video isn't actual (unscripted). It is real that it's meant for native speakers or individuals who are already fluent in the language. It's ungraded and simple, with common accents and a normal speed. However, the language is also authentic when it includes idioms and common expressions in English-speaking contexts.

3. *Authentic Look at Culture*

Students can see how people in the target language culture live - their values, customs, clothing, food, and how the people in that culture interact with one another. Carefully chosen video material can provide numerous topics for cross-cultural discussions and writing activities.

Teaching Writing for EFL Learners

Hyland (2002) stated that the principal orientations of L2 writing teaching are; (1) language structures that focus on the language form; grammatical accuracy, vocabulary building, L2 proficiency, (2) text functions that focus on the language use; paragraph and text and organization patterns, (3) creative expressions that focus on the writer; individuals creativity and self-discovery, (4) composing process that focus on the writer; control of technique, (5) content that focus on the subject matter; writing through relevant content and reading, and (6) genre & contexts of writing that focus on text and the context; control of the rhetorical structure of specific text-types. In addition, three strategies for enhancing students' writing are frequently used in EFL contexts; teacher feedback, peer review, and collaborative writing (Yeh, Heng & Sheng, 2020).

There were several studies about stimulating ICC through authentic videos. Research conducted by Tirnaz & Haddad (2018) about promoting intercultural competence through the use of intercultural TV advertisements as authentic videos in Iranian EFL classrooms showed a good result. Through the development of intercultural sensitivity, students can understand, accept, and incorporate various cultural perspectives into their own. Lee (2019) study about film watching for multicultural pre-service teachers in combining fun and critical teaching. The results showed that watching movies gave students a good outlet for boredom or pressure. In addition, movie-watching was seen to help encourage critical thinking and intercultural competence. Maryani & Agustin (2019) researched the perception of undergraduate students in Indonesia about using Youtube clips as authentic video materials. It improves students' cultural understanding due to the authenticity of the videos, which illustrate the facts of American life. The research was done by Zhang 2020 about developing Intercultural Communicative Competence through authentic videos. The finding shows that the chosen TV drama can give rich cultural knowledge. By developing and strengthening their understanding of Chinese culture (beliefs, values, and action strategies) and focusing their efforts on recognizing implicit cultural knowledge (beliefs, values), the use of contemporary Chinese TV drama, in general, would improve L2 learners' intercultural competence.

RESEARCH METHOD

The researcher uses an autobiography narrative inquiry method. Narrative inquiry is a method where stories are used as data (Barkhuizen, Benson, & Chik, 2014). Narrative

inquiry connects storytelling and research by adopting stories as research data or as a tool for data analysis and presenting the findings. The narrative is situated in a qualitative research framework due to its focus on experience and the parts of life and education. This article explores how authentic video can stimulate Students' Intercultural Communicative Competence from a pre-service teacher's teaching practicum experience in teaching writing using an autobiographical narrative inquiry method.

This study is an autobiography narrative inquiry in which the participant is the researcher herself. The researcher is a 21 years old pre-service teacher studying in the English Education Department. Before joining the teaching practicum, the researcher has been learning Cross-Cultural Understanding (CCU), Article Writing, English Language Teaching Material Development (ELTMD), and Micro Teaching course. The researcher collects the data through the teacher's diary and artifact. The researcher collects her diary from September 2021 until January 2022 while the researcher does the teaching practicum in high school. The diary is written in 3 steps; how the pre-service teacher gained some knowledge in her experience, how the pre-service teacher is stimulating ICC to the high school students with authentic videos, and how the pre-service teacher is reflecting on her teaching experiences in the classroom. The artifact is collected in the form of a diary, the screenshot of presenting the authentic videos to the students, a lesson plan for teaching writing, and students' work in the classroom while learning about writing skills, especially in grammar (future tense and correlative conjunctions).

The data is about the pre-service teacher's experience and reflection on the instructional practices when using authentic videos in teaching writing to stimulate the students' Intercultural Communicative Competence. Therefore, to analyze the data, the researcher uses a thematic analysis. The model of thematic analysis is proposed by Barkhuizen, Benson, and Chik (2014), whereby it contains three activities: 1) repeatedly reading the data, 2) coding and categorizing the data extracts, and 3) recognizing thematic headings. The analysis of data starts with the preparation of raw data (diaries and artifacts). Then, the researcher reread the data to check that it matched the supporting data. The researcher then decreases the quantity of data. The researcher then codes the data by highlighting the relevant data to the indicators. During coding, researchers classified important parts of a text and applied labels to mark them as they related to indicators in the data. The researcher then creates thematic headings or groupings. Finally, when all of the data had been encrypted and collected, and a list of the various codes found in the data set had been created, thematic grouping started.

FINDINGS

The study findings were collected from the pre-service teacher's diary; before, during, and after the teaching practicum. The findings are based on the research question of how are the pre-service teacher's teaching practicum using authentic videos in teaching writing stimulates the high school student's knowledge of Intercultural Communicative Competence.

1. Before I experienced teaching practicum

In the second and third years of college, I joined some courses that gave me

a lot of knowledge in my teaching practicum. The courses such as; Cross-Cultural Understanding in the 4th semester, Article Writing & English Language Teaching Material Development (ELTMD) in the 5th semester, and Micro Teaching in the 6th semester. The courses discussed the concept of Intercultural Communicative Competence and how to bring it to the ELT context, which is related to my research topic. Moreover, it discussed how to prepare teaching materials, make lesson plans, deliver the materials, and assess the students' skills.

I joined the Cross-Cultural Understanding (CCU) class in the fourth semester. In this course, I learned about the concept of Intercultural Communicative Competence from the book Byram (1997), titled "Teaching and Assessing Intercultural Communicative Competence." I gained new knowledge about the concept and objectives of Intercultural Communicative Competence from the book.

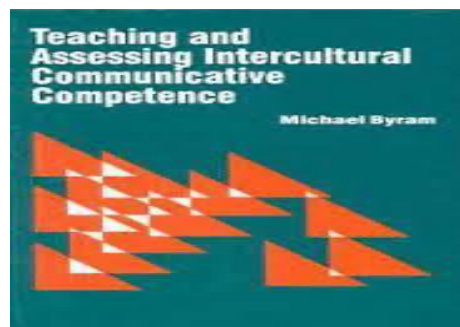


Figure 4.1.1 Learning the concept of ICC in CCU class

In the Cross-Cultural Understanding class, I also had a chance to communicate with foreigners. As a result, I gained new knowledge about other cultures in the world. Moreover, I communicated with them through online applications due to the spread of covid-19 that year.

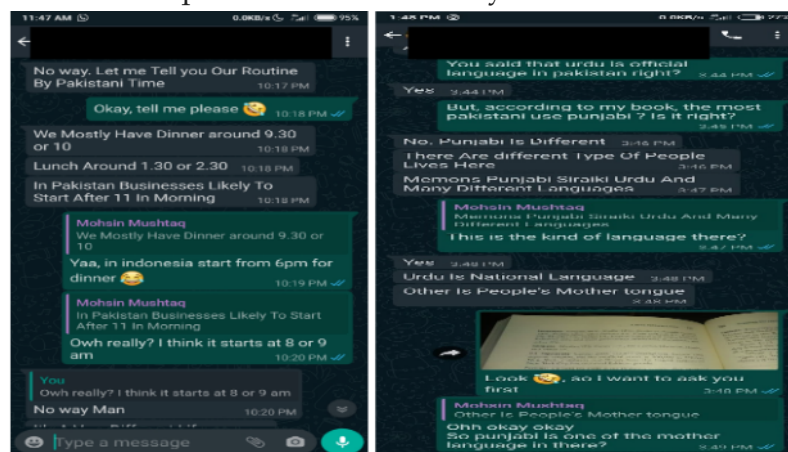


Figure 4.1.2 Learning other cultures via Whatsapp

I joined the English Language Teaching Material Development (ELTMD) course in the fifth semester. I learned how to conduct appropriate material in the classroom and how to deliver the material to the students. It enabled me to select, adapt, develop, and evaluate English teaching materials per the applicable curriculum and syllabus. I was taught by my lecturer how to use textbooks that are

suitable for the students, how to adapt the textbook to the ELT context, how to develop teaching materials by the methodology, level of difficulty, and the results of the analysis of student needs, and how to evaluate the students using the textbook. Through this course, I also learned how to develop the materials using several media, such as printed materials, audio materials, and audiovisual materials.

Tugas UTS – ELT MATERIAL DEVELOPMENT Drs. Dewi Rochaningsih, MEd, PhD		Hafika Damsi Susanti K2218042				
GROUP 5		Mohamad Nihil RMA K2218054				
		Muhammad Almi Murtaja K2218056				
		Shofia Liza Nafisah K2218071				
Judul buku: Bahasa Inggris SMA kelas 12 Revisi 2018 Penerbit: Kementerian Pendidikan dan Kebudayaan Republik Indonesia Chapter: 3 Who was involved?		Tujuan Pembelajaran 3.1: Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks <i>news item</i> berbentuk berita sederhana dari radio/koran/TV, sesuai dengan konteks penggunaannya. 4.1: Menangkap makna dalam teks berita sederhana dari koran/radio/TV.				
No	BASILAH ANALISIS		RENCANA PENGEMBANGAN MATERI		Nilai	
	Section	Task/Kegiatan	Analisis	Jenis materi	Sumber	Task/Kegiatan
A.	WARMER	Task 1. Sketsa morning piece of news	Kegiatan awal yg tujuannya: Kegiatan berbagai berita yg diberikan akan menarik siswa terhadap materi yg Kegiatan membaca teks about news ada siswa yang tidak bisa sharing	Visual, Audio visual	TV, radio, newspaper, or people around you	Ask students what news they hear from radio and TV or read from the newspaper this morning Students share with their class-mate about interesting anything, or surprising pieces of news that they have

Figure 4.1.3 Learning how to develop teaching materials

I also gained knowledge from the Article Writing class in the fifth semester. In the Article Writing class, I learned about navigating reputable scientific journals, reading and writing scientific articles related to the ELT, and research methodologies used in research. I also learned how to make an article based on the issue in the ELT context. Then, I learned about the indicators of writing; grammar, content, organizing ideas, vocabulary, and mechanics. Moreover, I learned about the strategy in teaching writing used by my lecturers, such as journal writing, teacher feedback, peer review, and peer collaboration.

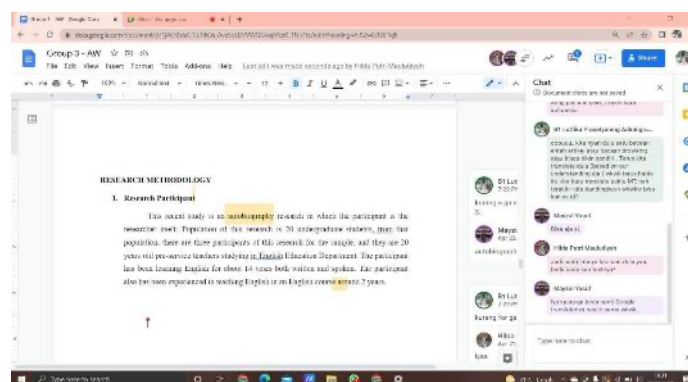


Figure 4.1.4 Implementing collaborative writing

In the sixth semester of my college, I joined the Micro Teaching class. I learned about the teaching skills that the teachers need to do the teaching and learning activities in the class. This course taught me to develop teaching and learning strategies, get practical teaching preparation, understand the teaching and learning process steps, and assess the teaching strategies. Through this course, I understand the steps in teaching and learning activities and how to engage the students in the class.



Figure 4.1.5 Practicing teaching & learning activity

Those are my experiences before joining teaching practicum in a senior high school. I gained a lot of knowledge from my previous classes, such as Cross-Cultural Understanding, English Language Teaching Material Development, Article Writing, and Micro Teaching. It helped me in developing my skills and preparing for my teaching practicum. I was well-prepared to teach writing skills using authentic videos to stimulate high school students' Intercultural Communicative Competence since I joined the class related to my teaching practicum.

b. During I experienced teaching practicum

At the beginning of semester 7, I was assigned to teach in a senior high school in Surakarta, and I started the pre-service teacher training program, an annual program from my faculty. The program has two months of instruction (seven meetings, six online and one offline). I used authentic videos from those meetings to stimulate students' Intercultural Communicative Competence in teaching writing for three meetings (two online and one offline). I taught one class in Grade X IPS 3 for the "*Bahasa Inggris Lintas Minat*" course.

I started my teaching practicum with an introduction. My supervising teacher introduced me to the students of 10 IPS 3 via an online platform called Microsoft Teams. My supervising teacher taught me how to start the lesson, check their presence, and brainstorm the new materials. My supervising teacher then showed me the book I used, starting with chapter 3 (Future Tense). My supervising teacher then asked me to make the lesson plan for chapter 3, including the teaching materials, the exercise, and the test items.

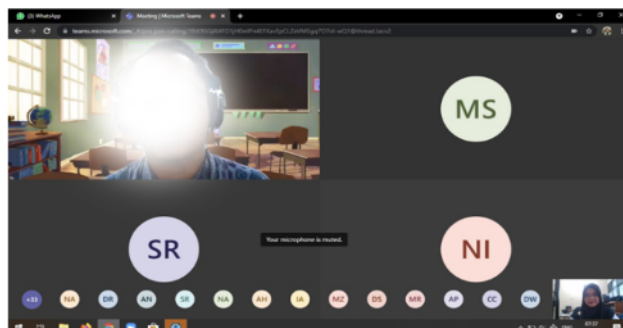


Figure 4.2.1 Observing the students via Microsoft Teams

I read the basic competencies and learning goals of the chapter. Based on that, I started to make the lesson plan and the teaching materials for chapter 3 (Future Tense) from the course book and the internet. In my teaching practicum, I wanted to stimulate students' ICC through authentic videos to the students. Therefore, I decided to use three videos from Youtube for my teaching practicum. I started browsing the authentic videos on Youtube and decided on the country I would use to stimulate the students' knowledge of ICC. I use the concept from Byram (1997) about the knowledge of Intercultural Communicative Competence and use two objectives; knowledge about social differences and their principal markers and knowledge about the social interaction activities in the country of one's interlocutor that pointed out behavioral customs, beliefs, and taboos in everyday circumstances and various types of public and private meetings.



Figure 4.2.2 Looking for authentic videos about the UK in Youtube

After I got the videos, I had to show my high school students an authentic video and ask them to write sentences or paragraphs about the video that were still related to the teaching materials. Finally, I found authentic videos that describe British culture and are suitable for high school students. In authentic videos, I used the theory from Stempleski (1987), consisting of motivation, real language, and authentic look at the culture. Then I discussed with my lecturer whether those three videos could be used in my teaching practicum. When my lecturer approved it, I started identifying the first video's content.

I analyzed the video whether the vocabulary of the video was too difficult or not because I did not know about the students' vocabulary levels. Stempleski (1987) stated that the language used in the video is authentic when it includes idioms and expressions common in English-speaking contexts (real language). Using real language in the videos brings the students to real-life situations of the target cultures. I had to identify the vocabulary and the pronunciation of the video and check the language, accent, speed, and expression of the speaker. It was relevant to the studies from Gunbay & Mede (2017) and Zhang (2019).

If the students can fully understand the content of the video, it increases their motivation in class. I had to make sure that the real things in the video could motivate the students to seek out and understand other authentic material if they understood the content of the videos (Stempleski, 1987). I want the students

motivated to seek out and understand other authentic material if they understand the content of videos. It was related to the previous research from Polat & Eristi (2019) and Lee (2019) about increasing motivation through authentic videos.

Then, I took some notes from the video related to the knowledge of Intercultural Communicative Competence. Finally, when all of the teaching materials and media were complete, I submitted them to my supervising teacher.

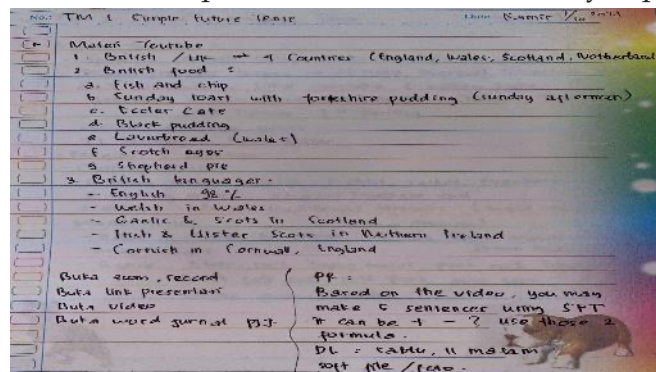


Figure 4.2.3 Taking some notes from the authentic videos

My first teaching practicum was online via Zoom Meetings. I started the lesson by brainstorming with the students about what they learned last week. Then, I gave an explanation and examples about Simple Future Tense. After that, I started to show the authentic video that I had prepared the day before. I played a video about British culture and customs (<https://youtu.be/jBLs91JEQUU>). I asked the students to pay attention to the videos, and I played them twice. The video is about 4.18 minutes.

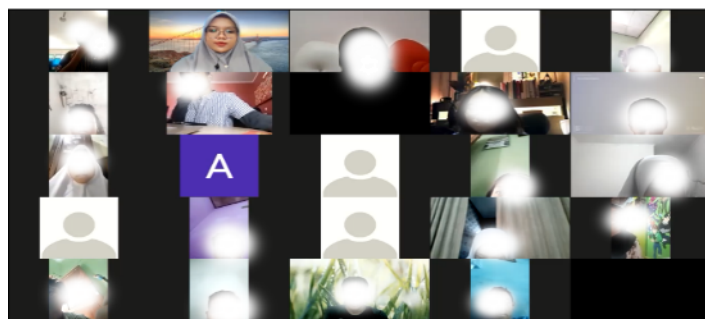


Figure 4.2.4 First meeting of teaching practicum via Zoom

The first authentic video discussed the countries in the British/United Kingdom and the traditional food of the British (fish and chips, Yorkshire pudding, Eccles cake, laverbread, scotch egg, etc.). The video also tells the national languages used in British, such as English, Welsh, Gaelic and Scotch, Irish, and Cornish. The first video discussed knowledge about social differences & their principal markers (Byram, 1997) and presented an authentic look at the culture of British (Stempleski, 1987). The students can see how people in the target language culture live - their values, customs, clothing, food, and how the people in that culture interact with one another. The authentic look of the cultures will improve the students' understanding of the target cultures. Those were in line with Wang (2020) and Maryani & Agustin (2019).



Figure 4.2.5 Presenting the authentic videos to the students

After the video was finished, I asked the students randomly to tell what the videos discussed. Then, I started to give an explanation about the video in detail from the notes that I had prepared before. I also made some sentences about Simple Future Tense based on the videos. To assess the students' understanding of the material, I asked them to make five sentences using Simple Future Tense (prediction, prior plan, and willingness), and it can be in positive, negative, and interrogative forms based on the British culture and customs video.

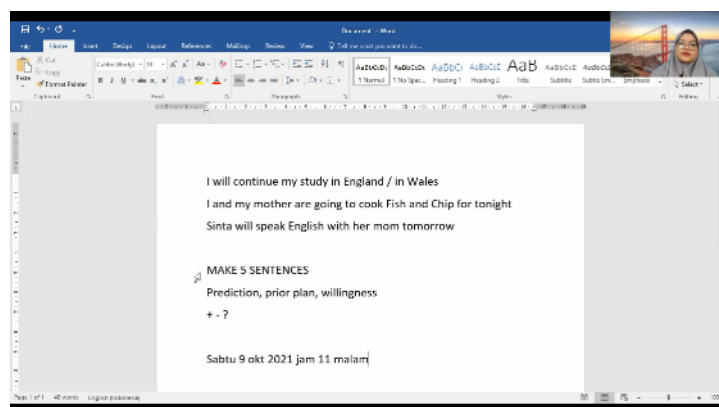


Figure 4.2.6 Explaining the authentic videos and giving homework

After all the students submitted their homework in Google Classroom, I checked, gave a score, and gave feedback indirectly via private comments on Google Classroom. When giving the score and feedback, I focused on their language structures. The homework is to assess their understanding of grammatical accuracy and vocabulary building. Because the sentences are based on the videos, I had to check whether the sentences were coherent or not with the video. To assess the writing skills, I used the theory from Hyland (2002) about language structure and peer collaboration. I asked the students to make sentences or paragraphs related to the materials based on the authentic videos. Then, I checked and gave the score and feedback. The strategies for enhancing students' writing, such as teacher feedback, were relevant to the research from Yeh, Heng & Sheng (2020).

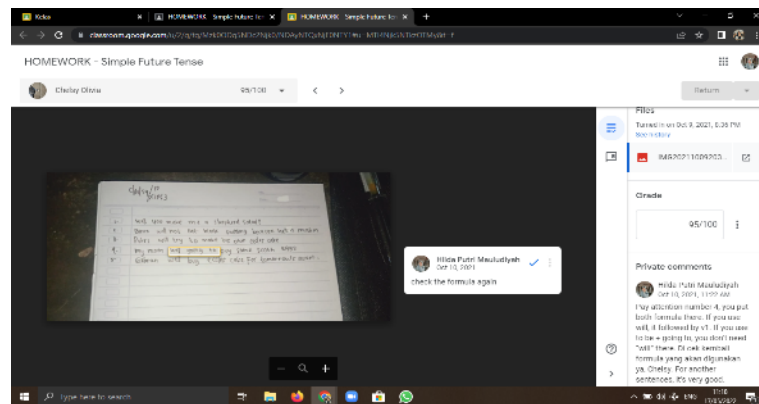


Figure 4.2.7 Giving feedback on Google Classroom

For the second meeting, I did my teaching practicum offline. The authentic video that I had prepared is about "Must know facts about British culture" (https://youtu.be/_mTapnPcKZc), and the duration is 3 minutes 53 seconds. Two days before entering the class, I identified the content of the video as the same as the first video. After that, I took some notes on the important things in the video related to the knowledge of Intercultural Communicative Competence. I also designed a group assignment for the second meeting to implement the peer collaboration strategy in teaching writing.

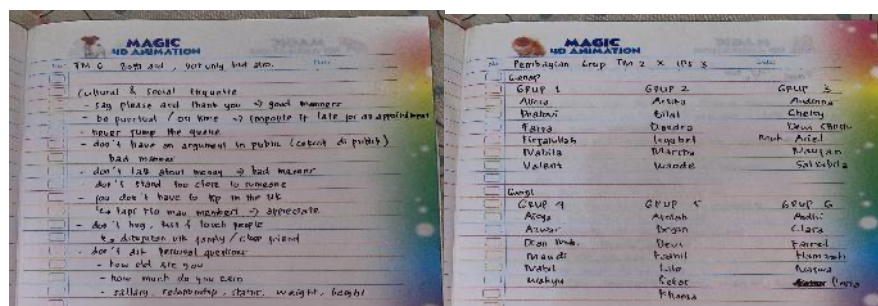


Figure 4.2.8 Taking some notes from the authentic videos and dividing the students into 6 groups for peer collaboration

The class is divided into two rooms (even and odd class) due to the covid-19 case. I entered the even class first, and I started the class by checking attendance, discussing a little about the homework last week, and brainstorming with the students about that day's material. After that, I gave explanations about Future Continuous Tense and provided some examples of the materials in some sentences. Then, I started to show the authentic video for the second meeting.



Figure 4.2.9 Second meeting of teaching practicum (offline)

The second video discussed the principal markers of the British, such as the English premier league in terms of sport, religion, clothing such as British traditional garments called tweed jackets, famous art and literature from the UK, and the music genre in British. Since the material is about Future Continuous Tense, I presented my own paragraph based on the video using Future Continuous sentences. Because I wanted to make the students work in peer collaboration, I divided the even class into three groups and asked them to make their own paragraph consisting of 5-7 Future Continuous sentences. Then, I moved to the odd class and did the same thing as I was in the even class.

I highlighted the strategy in teaching writing; peer collaboration. I divided the students into six groups and asked them to work collaboratively to make a paragraph based on the videos. I focused on grammatical accuracy, vocabulary building, paragraph drafting, and peer collaboration. In collaborative writing, two or more EFL writers collaborate to create a text as a final output, allowing them to share and synthesize ideas, identify linguistic and organizational errors, and revise errors (Yeh, Heng & Sheng (2020)).



Figure 4.2.10 Presenting the authentic videos to the students in the class

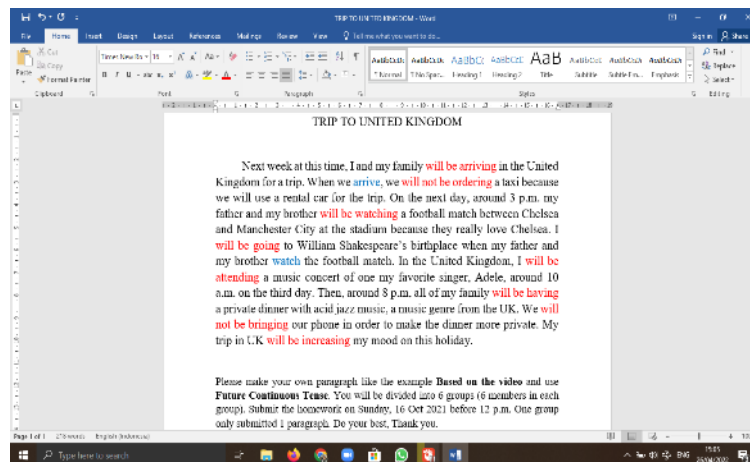


Figure 4.2.11 Giving explanation and example of paragraph based on the authentic video and giving peer collaboration homework

All of the groups submit their homework in Google Classroom on time. A total of 6 representatives from each group submitted it. Then, I checked, gave a score, and gave feedback indirectly via private comments on Google Classroom for each group. When giving the score and feedback, I focused on their language structures, grammatical accuracy, vocabulary building, their paragraph drafting, and their peer collaboration.

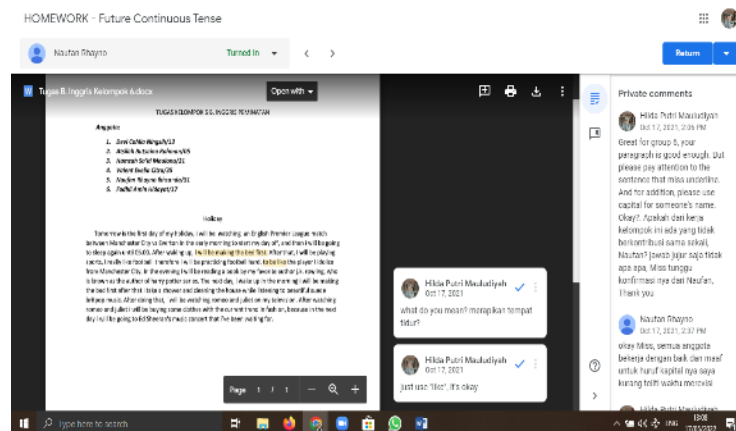


Figure 4.2.12 Giving feedback on Google Classroom

I started the third meeting with a new chapter. My supervising teacher asked me to make the lesson plan for chapter 4 (Correlative Conjunctions), including the teaching materials, the exercise, and the test items. Then, I started to read the basic competencies and learning goals of chapter 4. Since I prepared three authentic videos in my teaching practicum, I decided to use one authentic video in this chapter. The title of the video is British Cultural and Social Etiquette (<https://youtu.be/m1tjn2dy8wE>). The video is about 4 minutes 21 seconds. I started to identify the content of the video. After that, I took note of the important things in the video related to the knowledge of Intercultural Communicative Competence, especially about the social interactions activities from British.

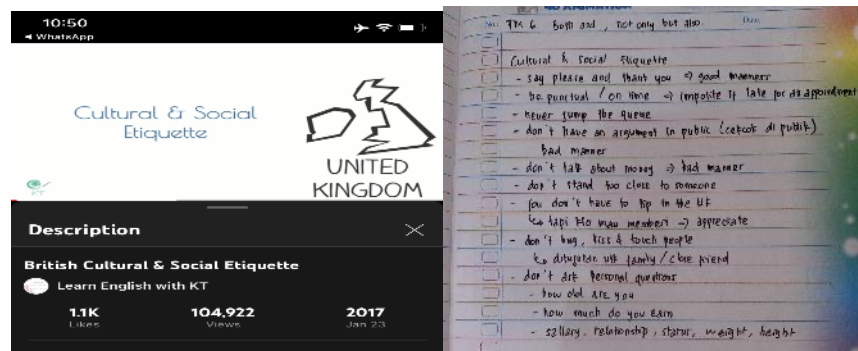


Figure 4.2.13 Finding the third authentic video and taking some notes from the authentic videos

The third meeting was online via Zoom Meetings. On this occasion, the chapter is about Correlative Conjunction, focusing on both ... and & not only ... but also. I started to give them explanations about the materials in detail and provided the students with some examples too. When all of the materials were delivered, I asked them to practice Correlative Conjunctions. After all the students finished it, I showed an authentic video that I had prepared before to keep them engaged with the classroom activity. The authentic video was played twice, and then I explained the video in my own sentences to make sure that the students understood the content of the video.

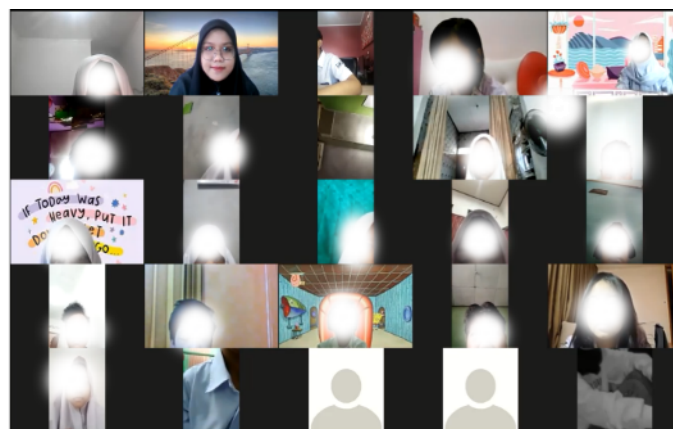


Figure 4.2.14 Third meeting of teaching practicum via zoom

The third authentic video discussed the behavioural customs, beliefs, and taboos in British society, such as the good and bad manners in the UK, do and don't in their daily lives, and how to interact with each other. Then, I presented some sentences about Correlative Conjunctions that focus on both ... and & not only ... but also based on the videos. To assess the students' understanding of the material and the video, I asked them to make three sentences using both ... and & 2 sentences using not only ... but also.



Figure 4.2.15 Presenting the third authentic video to the students

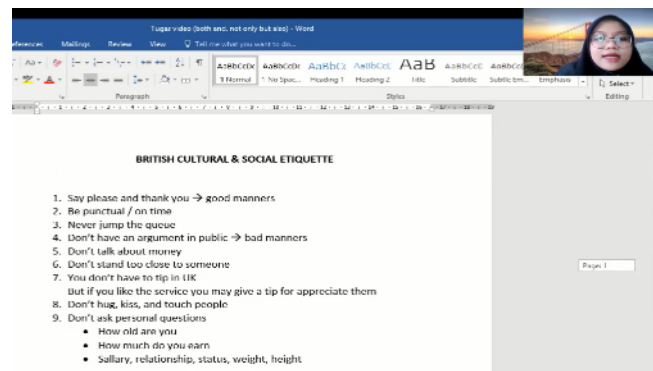


Figure 4.2.16 Explaining the authentic videos and giving homework

After all of the students had submitted their homework in Google Classroom, I reviewed it, assigned a score, and provided feedback to them indirectly through private comments in Google Classroom.

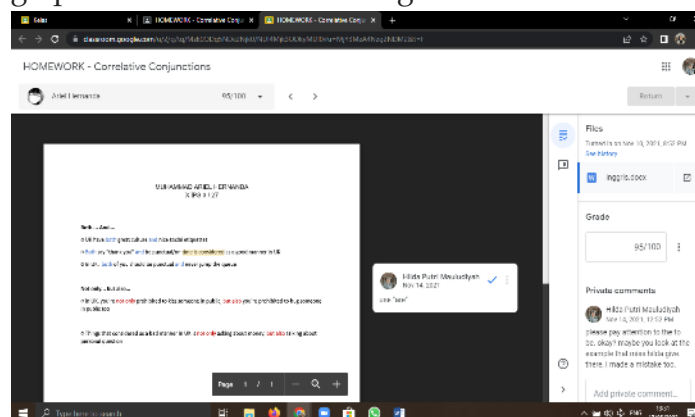


Figure 4.2.17 Giving feedback on Google Classroom

c. After I experienced teaching practicum

After I experienced the teaching practicum using authentic videos to stimulate students' knowledge of Intercultural Communicative Competence, I realized that my prior knowledge in the fourth and sixth semesters was very beneficial for me. I reflected on myself that the courses that I had joined before, such as Cross-Cultural Understanding, Article Writing, English Language Teaching Material Development, and Micro Teaching, gave me a lot of new knowledge, and I can deliver it to my students at senior high school.

I reflected on myself that my knowledge when joining the Cross-Cultural Understanding (CCU) and Article Writing class gave me a lot of new knowledge about other cultures, and I can use it in my teaching practicum to stimulate my students' knowledge of Intercultural Communicative Competence. In addition, what I had learned in Article Writing class is beneficial for me in teaching writing. I also succeeded in implementing the teaching strategy in writing, such as peer collaboration and indirect assessment. I realized that the Micro Teaching course that I had joined before had had a big impact on my teaching practicum. I can implement all of the knowledge that I got from the Micro Teaching class. My passion for becoming a teacher has become strengthened, and it has developed my confidence. I want to keep my teaching strategies in providing my students with various teaching materials, not only printed materials but also audio or audio/visual materials.

CONCLUSION

My teaching experience derived from my experience in using authentic videos to stimulate students' knowledge of Intercultural Communicative Competence. The teaching experience was influenced by the content learning after joining some classes (Cross-Cultural Understanding, Article Writing, English Language Teaching Material Development, and Micro Teaching) before I joined the teaching practicum program in 2021. After completing the courses from college, I was capable in stimulating the students' knowledge of Intercultural Communicative Competence using authentic videos in teaching writing by (1) providing the social differences and principle markers in other cultures, (2) giving knowledge about social interaction activities in another country, (3) presenting the real language and authentic cultures of another country, and (4) implementing the teacher feedback and peer collaboration in teaching writing. Therefore, these experiences would benefit future pre-service teachers in becoming professional teachers in this globalization era.

My teaching experience also developed from my experience during the internship program. I had insight about how to select and adopt suitable media, how to stimulate high school students' knowledge about other cultures, how to evaluate their writing skills, and know about the classroom situation, the student's character, the students learning, the way to treat the students, and how to solve a problem in the teaching-learning process. In addition, I realized that using technology in the teaching and learning process was very beneficial for teachers and students in English Language Teaching (ELT).

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