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Intercultural Communicative Competence in the Jordanian EFL Classroom: An Observational Study of Teaching Practices



HAZEM MAHMOUD ALZGHOUL^a 
RUBA FAHMI BATAINEH^b 

^aDepartment of Curriculum and Instruction,
Faculty of Educational Sciences,
Yarmouk University, Irbid, Jordan
zhazem77@hotmail.com

^bDepartment of Curriculum and Instruction,
Faculty of Educational Sciences,
Yarmouk University, Irbid, Jordan
rubab@yu.edu.jo

Abstract

This study examined the extent to which Jordanian EFL teachers addressed intercultural communicative competence (ICC) in classroom practice. Drawing on Byram's (1997) model of intercultural communicative competence, the study investigated five dimensions of ICC: attitudes, knowledge, skills of interpreting and relating, skills of discovery and interaction, and critical cultural awareness. Data were collected through twenty structured classroom observations involving ten secondary-school EFL teachers in the Irbid Directorate of Education, Jordan. A researcher-developed observation checklist comprising seventeen items was used to document teaching practices aligned with the five ICC dimensions. The data were analyzed using frequencies and percentages. A total of 440 instructional instances were recorded. The findings revealed that ICC was present in classroom instruction but unevenly represented across its dimensions. Attitudes were the most frequently observed dimension (42.0%), followed by knowledge (38.0%) and critical cultural awareness (37.5%). Skills of interpreting and relating were observed less frequently (25.0%), while skills of discovery and interaction were largely absent (6.0%). These results suggest that teachers tend to emphasize cultural openness and the transmission of cultural information, while providing limited opportunities for students to independently investigate cultural issues and engage in meaningful intercultural interaction. The study highlights the need for teacher education and classroom practices that move beyond descriptive treatment of culture toward more interactive, interpretive, and critically reflective approaches to intercultural learning.

Keywords: EFL; instructional practices; intercultural communicative competence; intercultural pedagogy; Jordan

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Introduction

The role of culture in English as a Foreign Language (EFL) education has moved from the periphery of language teaching to its conceptual center. Contemporary approaches to language learning recognize that effective communication requires more than grammatical accuracy and lexical knowledge. Drawing on the foundational work of Kramsch (1993) and Byram (1997), contemporary approaches to language learning recognize that language is both a linguistic and a cultural practice, and that successful communication depends on the ability to navigate the social meanings embedded in discourse. Learners must be able to interpret meanings, relate perspectives, and engage constructively with people whose assumptions, values, and ways of understanding the world may differ from their own. Such an understanding has informed the theory and practice of intercultural learning for several decades now, with notions such as intercultural communicative competence (ICC) becoming widely known within language education (Xu et al., 2025).

Byram (2021) provides one of the most comprehensive and widely adopted models of ICC, conceptualizing intercultural communicative competence as a multidimensional construct comprising five interrelated dimensions: attitudes, knowledge, skills of interpreting and relating, skills of discovery and interaction, and critical cultural awareness. Attitudes involve curiosity, openness, and a willingness to suspend ethnocentric judgments. Knowledge refers to knowledge about and understanding of social groups, cultural practices, and the processes through which meanings are constructed. Skills of interpreting and relating enable learners to explain cultural phenomena and compare them to their own experiences. Skills of discovery and interaction equip learners to investigate unfamiliar cultural contexts and effectively communicate in real time. Critical cultural awareness entails the ability to evaluate cultural values and practices, including one's own, through explicit and reflective criteria. Together, these dimensions enable learners not only to acquire information about other cultures but also to interpret cultural meanings, engage with unfamiliar perspectives, and critically evaluate cultural values and practices. This framework has profoundly shaped research and pedagogy in intercultural language education (McConachy et al., 2022).

Conceptualized in this way, ICC frames the learning endeavor as an ongoing process of interpretation, comparison, interaction, and critical reflection. Learners are expected not only to acquire knowledge about other societies but also to examine assumptions, negotiate meanings, and engage thoughtfully with unfamiliar perspectives (Alptekin, 2002; Byram, 2021). Consequently, teaching for intercultural communicative competence requires moving beyond surface descriptions of other 'cultures' toward engaging learners in interpreting meanings, comparing perspectives, interacting across cultural boundaries, and critically reflecting on cultural assumptions (Byram, 2021; Kramsch, 2011; Liddicoat & Scarino, 2013; Nieto, 2002). In this sense, language teaching necessarily involves engagement with cultural meanings and practices.

Despite broad theoretical consensus regarding the importance of intercultural communicative competence, translating its principles into classroom practice remains a persistent challenge. Although EFL textbooks increasingly incorporate cultural content, the inclusion of such material does not, in itself, ensure the development of intercultural communicative competence. The extent to which learners develop ICC depends largely on teachers' instructional decisions, including the questions they ask, the tasks they design, and the opportunities they create for interpretation, comparison, interaction, and critical reflection (Liddicoat & Scarino, 2013). Teachers therefore play a central role in determining whether classroom instruction extends beyond the transmission of cultural information to engage learners in developing the knowledge, skills, attitudes, and critical cultural awareness that constitute intercultural communicative competence.

Research on instructional materials has repeatedly shown that cultural content is often presented in limited and descriptive ways. Studies examining EFL textbooks suggest that culture tends to be represented through visible products and practices, with relatively little attention to underlying perspectives, values, and opportunities for critical comparison (Qublan & Bataineh, 2025; Rodríguez & Espinar, 2015; Toledo-Sandoval, 2020; Yuen, 2011; Zhang et al., 2022). Such representations may expose learners to cultural diversity, but they do not necessarily foster the interpretive and reflective capacities central to intercultural communicative competence.

Recent scholarship has increasingly shifted attention from the inclusion of cultural content to the pedagogical processes through which intercultural communicative competence is developed in the classroom. Contemporary research emphasizes learner inquiry, critical reflection, dialogic engagement, and authentic intercultural interaction rather than the transmission of cultural information alone (Al-Afifi et al., 2026; Beazidou et al., 2025; Heggernes, 2021; Hoff, 2020).

A substantial body of empirical research has examined how teachers conceptualize and implement intercultural teaching in EFL classrooms. Across diverse educational contexts, teachers consistently express positive attitudes toward integrating culture into language education. Their classroom practices, however, remain largely descriptive, emphasizing the transmission of cultural information over activities that foster interpretation, inquiry, interaction, and critical reflection (Estaji & Rahimi, 2018; Munandar & Newton, 2021; Nguyen et al., 2016; Qian, 2024; Sercu et al., 2005; Zaid, 2025).

Recent classroom-based studies reinforce this pattern. Although teachers generally endorse intercultural learning, instruction continues to rely primarily on teacher explanation, providing relatively few opportunities for learners to negotiate meaning, investigate cultural perspectives, or engage in authentic intercultural interaction (Kumru-Yağmurkaya & Aşık, 2026; Qian, 2024). Similarly, recent systematic reviews also identify a persistent gap between teachers' support for intercultural language teaching and the pedagogical practices needed to develop intercultural communicative competence. Across educational contexts, classroom instruction continues to privilege cultural explanation over learner-centered inquiry, critical engagement, and authentic intercultural interaction (Al-Afifi et al., 2026; Beazidou et al., 2025; Nafisah et al., 2024).

A further limitation in the literature concerns research methodology. Although previous studies have drawn on Byram's framework to examine intercultural teaching and learning, much of this work has relied on teacher perceptions, self-reports, interviews, questionnaires, or textbook analyses (e.g., Young & Sachdev, 2011; Gu, 2016; Safa & Tofighi, 2022). While such approaches provide valuable insights into teachers' beliefs and reported practices, they do not always capture what occurs during actual classroom interaction.

Studies examining instructional practices have likewise reported uneven implementation of the different dimensions of intercultural communicative competence in classroom practice (Kumru-Yağmurkaya & Aşık, 2026; Qian, 2024). However, relatively few studies have documented how teachers address the different dimensions of ICC through systematic classroom observation, particularly in Arab EFL contexts. Consequently, little is known about how teachers address these dimensions in everyday classroom instruction, underscoring the need for research that systematically documents instructional practices in naturally occurring educational settings.

This issue is particularly relevant in Jordan and other Arabic-speaking EFL contexts, where educational reforms increasingly emphasize global communication, intercultural understanding, and the development of 21st-century competencies. Despite these policy aspirations, there is limited empirical evidence on how teachers translate intercultural communicative competence into everyday classroom instruction. Existing research in the region has focused primarily on curriculum content, textbook

analysis, or teachers' self-reported beliefs, with comparatively little attention to systematically observed instructional practices. Consequently, an important dimension of ICC teaching remains insufficiently understood, limiting efforts to evaluate how intercultural objectives are realized in classroom practice.

The present study addresses this broader methodological gap by examining how teachers incorporate the dimensions of intercultural communicative competence into classroom instruction through systematic classroom observation. Grounded in Byram's (1997) framework, the study investigates the extent to which the five dimensions of ICC are reflected in teachers' observable instructional practices. By focusing on classroom observation rather than self-reported perceptions or curricular representations, the study provides direct empirical evidence of how intercultural communicative competence is taught in authentic EFL classrooms. Using Jordan as a contextually grounded case, the findings contribute to a broader understanding of how theoretical models of ICC are translated into classroom practice in Arabic-speaking EFL contexts and other educational settings facing similar pedagogical challenges. The study is guided by the following research question: *To what extent do Jordanian EFL teachers incorporate the dimensions of intercultural communicative competence into classroom instruction?*

This study makes three contributions to the literature on intercultural communicative competence in language education. First, it contributes direct observational evidence of how the dimensions of ICC are addressed in classroom instruction, complementing a literature that has relied predominantly on textbook analyses and teachers' self-reported beliefs. Second, it demonstrates the value of systematic classroom observation for examining the extent to which theoretical models of ICC are translated into observable instructional practices, thereby offering a methodological approach that may be applied in future research across diverse educational contexts. Third, using Jordanian secondary-school EFL classrooms as a contextually grounded case, the study provides empirical insight into the instructional challenges associated with addressing the higher-order dimensions of ICC, generating findings that are relevant to teacher education and curriculum development in comparable EFL settings.

Method and Procedures

The following sections describe the research design and context, participants, data collection procedures, ethical considerations, the observation instrument, procedures used to establish validity and reliability, and the role of field notes in the analysis. Together, these procedures were designed to provide a systematic account of how intercultural communicative competence is taught in authentic EFL classroom practice.

Research Design and Context

This study employed a descriptive observational design to examine the extent to which ICC is addressed in secondary-school EFL classrooms. The design was selected because the purpose of the study was to document naturally occurring instructional practices rather than to manipulate variables or test the effects of an intervention. The study, therefore, focused on what teachers actually did during classroom instruction and on the extent to which their practices reflected the dimensions of ICC articulated in Teaching and Assessing Intercultural Communicative Competence.

The investigation was grounded in systematic, non-participant classroom observation. This approach made it possible to examine how the dimensions of intercultural communicative competence were addressed through teachers' observable instructional practices as lessons unfolded in authentic classroom settings. Classroom observation is particularly well suited to documenting naturally occurring instructional practices because it captures what teachers actually do during instruction rather than what

they report doing (Cohen et al., 2018; Merriam & Tisdell, 2016). By relying on direct classroom observation rather than questionnaires or interviews alone, the study generated evidence of how and to what extent intercultural communicative competence was taught, rather than relying on teachers' reported beliefs, intentions, or perceptions.

The study was conducted in secondary schools in the Irbid Directorate of Education in northern Jordan. Both public and private schools were included to capture variation in institutional contexts and instructional conditions, thereby strengthening the transferability of the findings across the two principal sectors of Jordanian school education. The observations focused on Grade 11 EFL classes in which *High Note Grade 11* served as the prescribed textbook. Selecting a common textbook across both sectors helped ensure that observed differences reflected classroom instruction rather than variation in curricular content. Grade 11 was selected because it includes learning objectives and instructional materials that provide opportunities for addressing the different dimensions of intercultural communicative competence.

Although the study was conducted in one educational directorate, the intention was not to produce statistically generalizable findings but to provide an analytically rich account of how ICC is addressed in classroom instruction in a typical Jordanian secondary-school EFL context. The inclusion of teachers from both public and private schools, together with variation in professional experience, was intended to capture a range of instructional contexts commonly found in Jordanian schooling. Readers may therefore judge the extent to which the findings are transferable to comparable EFL settings with similar curricular structures, educational policies, and classroom conditions.

Participants and Data Collection

The participants were ten secondary-school EFL teachers selected through purposeful sampling, an approach commonly used in qualitative and observational research to obtain information-rich cases capable of addressing the research purpose (Patton, 2015). The sampling strategy was designed to ensure variation in teaching experience, professional preparation, and school type. Including teachers from different educational backgrounds and institutional contexts increased the likelihood of capturing a broad range of instructional practices through which the dimensions of intercultural communicative competence were addressed in classroom instruction.

Each teacher was observed on two separate occasions during regularly scheduled 45-minute lessons, yielding a total of twenty classroom observations. All observations were conducted during routine instruction without researcher intervention. The non-participant role adopted by the researchers was intended to minimize disruption and to document classroom practices as naturally as possible.

Teachers were informed of the general purpose of the study, namely the examination of classroom practices related to language and culture in EFL instruction. However, the specific construct of intercultural communicative competence and the categories included in the observation checklist were not disclosed prior to data collection. This decision was made to reduce reactivity and to minimize the possibility that participants would consciously modify their teaching to align with the theoretical framework under investigation.

Across the twenty observations, a total of 440 instructional instances were identified and recorded. Each instance represented a discrete teaching behavior corresponding to one of the indicators included in the observation checklist and served as the unit of analysis for the quantitative component of the study. Treating discrete instructional behaviors as the unit of analysis is consistent with structured classroom observation, where observable teaching events provide the basis for systematic coding and

quantitative analysis (Cohen et al., 2018). The resulting dataset provided a detailed record of how frequently and in what ways the dimensions of ICC were manifested in classroom practice.

Ethical Considerations

The study was conducted in accordance with established ethical principles governing educational research involving human participants. Prior to data collection, approval to conduct the study was obtained from the relevant authorities at Yarmouk University and the Irbid Directorate of Education. Permission was also secured from the principals of participating schools.

Participation was entirely voluntary. All teachers received a clear explanation of the general purpose of the study, the observation procedures, and the intended use of the data for scholarly research. Written informed consent was obtained from each participant before the observations began. Teachers were informed that participation was voluntary, that they could decline to participate without consequence, and that they retained the right to withdraw from the study at any stage without penalty.

Strict measures were taken to protect confidentiality and anonymity. Teachers, schools, and any potentially identifying details were replaced with numerical codes in all observation records and analyses. Observation sheets, field notes, and electronic files were stored securely and were accessible only to the researchers. The data were used exclusively for research purposes and were not shared with school administrators or supervisory personnel.

Because the study relied on non-participant observations conducted during routine instruction and did not involve any instructional intervention, it posed minimal risk to participants. The procedures were designed to respect participants' autonomy while ensuring that the data reflected ordinary classroom practices as accurately as possible.

Development and Operationalization of the Observation Instrument

Data were collected using a researcher-developed observation checklist based on Byram's (1997) model of intercultural communicative competence. The checklist was designed to translate the theoretical dimensions of ICC into observable instructional indicators that could be identified and recorded during classroom observation. The indicators were derived deductively from Byram's (1997) five-dimensional model and subsequently refined through expert review.

The instrument comprised seventeen items organized into five dimensions: attitudes, knowledge, skills of interpreting and relating, skills of discovery and interaction, and critical cultural awareness. These dimensions reflect the core components of Byram's model and provide the conceptual basis for examining how intercultural pedagogy is enacted in classroom settings. To illustrate how the theoretical dimensions were operationalized for classroom observation, Table 1 summarizes the observable indicators associated with each dimension.

Each item was rated using a three-point scale indicating whether the targeted behavior was not observed, minimally observed, or clearly evident. A three-point rating scale was selected because it allows meaningful differentiation between absent, emerging, and clearly evident instructional behaviors while supporting consistent coding during live classroom observation (Cohen et al., 2018). For quantitative analysis, each instructional instance identified during classroom observation was assigned the corresponding checklist rating. Frequencies reported in the Findings section represent the cumulative number of coded instructional instances across all classroom observations. This rating system was intended to capture variation in the extent to which each dimension of intercultural communicative competence was represented in classroom practice.

Table 1 *Operationalization of Byram's (1997) ICC Framework for Classroom Observation*

ICC Dimension	Sample Observable Indicators
Attitudes	Respect for cultural difference; appreciation of learners' L1 culture; non-judgmental reflection on cultural differences
Knowledge	Explanation of cultural references; contextualization of cultural practices; integration of cultural content into language instruction
Skills of Interpreting and Relating	Interpretation of unfamiliar cultural behaviors; comparison of L1 and L2 cultural elements; identification of implicit cultural meanings
Skills of Discovery and Interaction	Intercultural discussions and tasks; use of authentic cultural materials; guided cultural inquiry and exploration
Critical Cultural Awareness	Evaluation of cultural norms and perspectives; reflection on social issues; connection of cultural content to real-life experiences

Note. The complete 17-item observation checklist is provided in Appendix A.

The checklist included indicators such as encouraging openness toward other cultures, explaining cultural references, prompting students to compare cultural perspectives, facilitating interaction around cultural issues, and engaging learners in critical reflection. The instrument thus provided a structured means of documenting instructional practices associated with the five dimensions of intercultural communicative competence. To support consistent interpretation of the indicators, operational definitions and illustrative coding examples were developed for each dimension. Field-note excerpts were retained throughout the observation process to document coding decisions, an approach recommended for enhancing transparency and auditability in observational research (Emerson et al., 2011). Representative examples are presented in Appendix B.

Because the study relied primarily on systematic classroom observation, particular attention was devoted to documenting coding decisions and preserving observation evidence. Operational definitions, illustrative coding examples, and field-note excerpts were retained to enhance the transparency of the coding process and facilitate evaluation of the analytical procedures.

Because attitudes cannot be directly observed during classroom interaction, the checklist operationalized this construct through observable instructional behaviors associated with openness, respect, and non-judgmental engagement. Accordingly, the checklist captures teachers' observable instructional practices rather than inferring their underlying dispositions.

Validity and Reliability

Content validity was established through expert review. The checklist was reviewed for item clarity, relevance, comprehensiveness, and alignment with Byram's (1997) framework by a jury of 10 specialists in applied linguistics, EFL, curriculum and instruction, educational supervision, and secondary-school EFL teaching. Their comments led to revisions in item wording, organization, and coverage. The revised checklist was piloted during two classroom observations that were not included in the final dataset to ensure the clarity and feasibility of the observation procedures.

Reliability was assessed through both inter-rater and intra-rater procedures. For inter-rater reliability, a second independent observer applied the checklist to a sample of the classroom observations. The resulting agreement coefficient was .90, indicating a high level of consistency between raters.

To establish intra-rater reliability, the researchers reanalyzed the same observation sample after a two-week interval. The agreement coefficient was .89, demonstrating strong temporal consistency in

the application of the instrument. Taken together, these results indicate that the observation checklist demonstrated satisfactory content validity and a high degree of reliability for documenting instructional practices associated with intercultural communicative competence in the EFL classroom. Because classroom observation involves an element of interpretive judgment, coding procedures were further strengthened through explicit operational definitions, systematic field notes, documented coding decisions, and the retention of illustrative observation records, thereby enhancing the transparency and methodological rigor of the analytical process.

Field Notes

Field notes were recorded during each observation to capture contextual details and illustrative examples of classroom interaction that could not be fully represented through checklist ratings alone. These notes documented how teachers introduced cultural content, responded to student contributions, framed classroom discussions, and created opportunities for interpretation and reflection.

During analysis, the field notes were used to clarify and enrich the quantitative findings, verify checklist ratings, and provide contextual evidence illustrating how the observation categories were manifested in classroom practice. Such notes are widely recognized as a means of documenting contextual features, supporting analytic interpretation, and enhancing the credibility and transparency of observational research (Emerson et al., 2011; Merriam & Tisdell, 2016). Selected illustrative examples were incorporated into the presentation of the findings to demonstrate how the observation categories were identified and interpreted in authentic classroom settings.

The observation checklist and field notes served complementary functions. The checklist provided a systematic record of instructional behaviors, whereas the field notes supplied contextual detail that supported the interpretation of observed practices and coding decisions, thereby strengthening the transparency and trustworthiness of the analysis (Emerson et al., 2011; Merriam & Tisdell, 2016).

Findings

This section presents the results of the classroom observations at two complementary levels of analysis. The first examines the extent to which the five ICC dimensions were evident in classroom practice. The second provides an item-level analysis of the 17 indicators included in the observation checklist, offering a more detailed account of the specific instructional behaviors observed across the twenty lessons.

The analysis was based on 20 classroom observations involving 10 secondary-school EFL teachers. Across these observations, 440 instructional instances were identified and coded using the researcher-developed observation checklist. Each instance represented a discrete teaching behavior corresponding to one of the checklist indicators and was classified as not observed, minimally observed, or clearly observed.

Of the 440 coded instances in Table 2, 126 (28.6%) were rated as clearly observed, 162 (36.8%) were rated as minimally observed, and 152 (34.5%) were rated as not observed. These distributions indicate that while elements of ICC were present in classroom instruction, they were not consistently evident across classroom instruction. More than two thirds of the coded instructional behaviors were either only partially evident or absent, suggesting that the implementation of ICC was uneven across its dimensions.

Table 2 *Distribution of Observed ICC Practices Across the Five Dimensions*

ICC Dimension	Not Observed (n)	Minimally Observed (n)	Clearly Observed (n)	Total Instances (n)	Clearly Observed (%)
Attitudes (Items 1–3)	19	39	42	100	42.0
Knowledge (Items 4–6)	28	34	38	100	38.0
Skills of Interpreting and Relating (Items 7–10)	36	39	25	100	25.0
Skills of Discovery and Interaction (Items 11–15)	54	40	6	100	6.0
Critical Cultural Awareness (Items 16–17)	15	10	15	40	37.5
Total	152	162	126	440	28.6

Distribution of ICC Implementation Across Dimensions

Table 2 also summarizes the distribution of instructional practices across the five dimensions of intercultural communicative competence. Considerable variation was evident, indicating that some dimensions were incorporated into classroom instruction more readily than others.

The attitudes dimension accounted for the largest number of coded instructional instances. Of the 100 instances associated with this dimension, 42 were rated as clearly observed. These findings indicate that teachers frequently employed instructional practices intended to foster respectful engagement with cultural differences and openness toward other cultures.

For example, during a lesson on Japanese housing practices, one teacher encouraged students to discuss the advantages of compact living arrangements and invited them to compare these practices with Jordanian family traditions. Students were encouraged to express differing views about the suitability of such housing arrangements without criticism or judgment, reflecting the attitudes dimension of openness and respect toward cultural difference.

The knowledge dimension ranked second, with 38 of 100 instances (38.0%) classified as clearly observed. Practices in this category involved providing cultural information, explaining references embedded in texts, and helping students understand the social and cultural contexts in which language is used.

In one observed lesson, the teacher explicitly explained how population density and limited land availability influence housing practices in Japan and other countries. Cultural references embedded in the lesson were clarified and connected to broader social conditions, illustrating the knowledge dimension of ICC.

Critical cultural awareness also showed a moderate level of implementation. Fifteen of the 40 instances associated with this dimension were rated as clearly observed, resulting in a clear implementation rate of 37.5%. This indicates that teachers occasionally encouraged students to critically reflect on cultural issues and compare differing perspectives.

The skills of interpreting and relating dimension was less prominent. Only 25 of the 100 coded instances (25.0%) were rated as clearly observed, suggesting that teachers provided relatively limited opportunities for students to explain cultural meanings and relate them to their own experiences.

When discussing Japanese housing, one teacher asked students to compare Japanese and Jordanian living arrangements and consider how cultural expectations shape housing preferences. Such comparisons encouraged learners to interpret cultural practices and relate them to familiar experiences, although these opportunities occurred relatively infrequently.

The least evident dimension was skills of discovery and interaction. Of the 100 instances associated with this component, only six (6.0%) were rated as clearly observed. This exceptionally low figure indicates that students were rarely asked to independently investigate unfamiliar cultural phenomena or to participate in activities requiring active intercultural interaction.

One of the few examples of this dimension occurred when students were asked to imagine themselves living in unfamiliar housing conditions and propose adaptation strategies. However, activities involving independent cultural inquiry, authentic intercultural communication, or sustained exploration of unfamiliar perspectives were largely absent from the observed lessons.

These findings reveal a clear pattern. Teachers most frequently enacted the dimensions of ICC associated with openness toward cultural difference and the transmission of cultural knowledge. By contrast, dimensions requiring higher-order interpretive, investigative, and interactional skills received substantially less instructional attention. In other words, culture was more often presented as content to be introduced than as a process through which learners interpret meanings, negotiate perspectives, and actively engage with difference, as illustrated in Figure 1.

Figure 1 visually highlights the uneven implementation of intercultural communicative competence across the five dimensions. Attitudes, knowledge, and critical cultural awareness were observed relatively frequently, whereas skills of interpreting and relating were less common and skills of discovery and interaction were largely absent. To provide a more detailed examination of these patterns, Table 3 presents the distribution of ratings for each of the 17 observation checklist items.

Table 3 presents the distribution of ratings for each of the 17 checklist items, allowing for a more fine-grained examination of the instructional practices associated with each dimension. Within the attitudes dimension (Items 1–3), clear implementation rates ranged from 45–50%. Items 1 and 3 were clearly

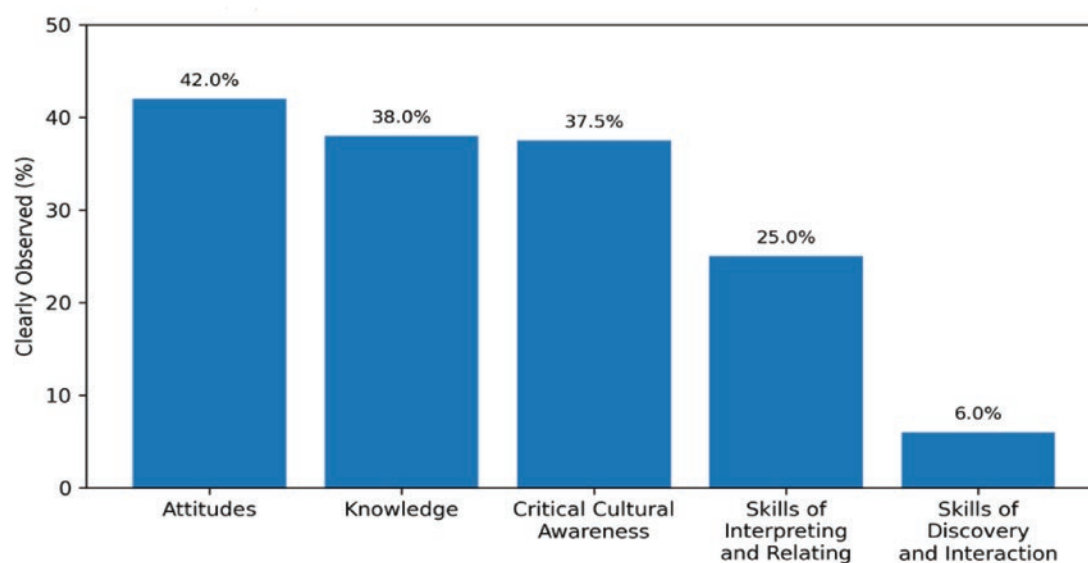


Figure 1 Clearly Observed Percentages across the Five Dimensions of ICC

Table 3 *Distribution of ICC Implementation by Observation Checklist Item*

ICC Dimension	Item	Not Observed (n)	Minimally Observed (n)	Clearly Observed (n)	Clearly Observed (%)
Attitudes	1	6	4	10	50
	2	7	4	9	45
	3	6	4	10	50
Knowledge	4	6	5	9	45
	5	7	5	8	40
	6	5	6	9	45
Skills of Interpreting and Relating	7	7	8	5	25
	8	9	7	4	20
	9	7	8	5	25
	10	13	5	2	10
Skills of Discovery and Interaction	11	14	5	1	5
	12	15	4	1	5
	13	16	3	1	5
	14	15	4	1	5
	15	14	5	1	5
Critical Cultural Awareness	16	7	6	7	35
	17	8	4	8	40

*Each item was scored once per lesson across 20 classroom observations (N = 20 Lessons).

*Percentages represent the proportion of lessons in which the instructional behavior was rated as clearly observed.

observed in 10 of the 20 lessons (50%), while Item 2 was clearly observed in 9 lessons (45%). These results indicate that teachers frequently encouraged students to show respect for cultural differences, express curiosity about other ways of life, and respond positively to unfamiliar perspectives.

The knowledge dimension (Items 4–6) demonstrated similarly consistent results. Clear implementation rates ranged from 40–45%, indicating that teachers regularly provided cultural information and explained sociocultural references embedded in the instructional materials.

The skills of interpreting and relating dimension (Items 7–10) showed more modest implementation. Three items were clearly observed in 20–25% of the lessons, whereas Item 10 was clearly observed in only two lessons (10%). This pattern suggests that although teachers occasionally encouraged students to compare and interpret cultural perspectives, more demanding interpretive activities were relatively uncommon.

The most limited implementation occurred in the skills of discovery and interaction dimension (Items 11–15). Each of the five items was clearly observed in only one of the twenty lessons, corresponding to a consistent implementation rate of 5%. This remarkable uniformity underscores the near absence of instructional practices that required students to investigate unfamiliar cultural phenomena, formulate their own questions, or participate in extended intercultural interaction.

The critical cultural awareness dimension (Items 16 and 17) showed moderate implementation. Item 16 was clearly observed in seven lessons (35%) and Item 17 in eight (40%). These findings suggest

that teachers occasionally invited students to evaluate cultural issues and reflect on differing perspectives, although such opportunities were not systematically integrated into instruction.

For instance, teachers occasionally invited students to evaluate whether cultural practices observed in other contexts would be appropriate or desirable in Jordanian society. In one lesson, students were asked to consider whether Japanese housing arrangements would be suitable in Jordan and to justify their opinions, providing limited opportunities for evaluative reflection on cultural perspectives.

The item-level analysis confirms the broader pattern observed in Table 2. Practices associated with attitudes and knowledge were the most consistently evident, followed by moderate implementation of critical cultural awareness. In contrast, instructional behaviors requiring students to interpret, investigate, and interact across cultural boundaries were substantially less common, with skills of discovery and interaction emerging as the most neglected dimension.

Overall, the findings indicate that instructional practices associated with intercultural communicative competence were evident in the observed classrooms, but were unevenly represented across its five dimensions. The observed instructional practices more frequently reflected opportunities to foster openness toward other cultures and provide cultural information than opportunities to engage learners in interpreting cultural perspectives, participating in intercultural interaction, and critically reflecting on cultural issues. These findings suggest that the central issue is not whether intercultural communicative competence was addressed in classroom instruction, but the extent to which instructional practices engaged learners in interpreting, questioning, and critically examining perspectives beyond their own.

Discussion

This study set out to examine the extent to which teachers addressed intercultural communicative competence in classroom practice. The findings indicate that although the teaching of intercultural communicative competence was evident in the observed classrooms, it was uneven across the five dimensions of intercultural communicative competence as conceptualized by Byram (1997). The results reveal a consistent pattern in which instructional practices associated with the attitudes and knowledge dimensions were observed more frequently than those associated with interpretation, discovery, interaction, and critical cultural awareness.

The findings showed that classroom instruction emphasized the transmission of cultural information more than the development of intercultural communicative competence. While teachers frequently introduced cultural content and occasionally created opportunities for learners to engage respectfully with cultural differences, they less often designed instructional activities that required learners to interpret cultural meanings, compare perspectives, investigate unfamiliar contexts, or engage in intercultural interaction. This distinction is consequential because intercultural communicative competence depends not only on awareness of cultural diversity but also on opportunities for learners to interpret, question, and engage critically with perspectives beyond their own.

The relatively strong representation of the attitudes dimension (42.0%) indicates that teachers frequently employed instructional practices associated with this dimension. These practices included encouraging respectful engagement with cultural differences, acknowledging multiple cultural perspectives, and creating opportunities for learners to consider viewpoints beyond their own. The moderate representation of the knowledge dimension (38.0%) suggests that teachers also devoted attention to providing cultural information and explaining sociocultural references embedded in the instructional materials. Similarly, the moderate representation of critical cultural awareness (37.5%) indicates that teachers occasionally invited students to reflect on cultural issues and compare perspectives, although such opportunities were not systematically embedded in classroom instruction.

This pattern is consistent with previous research showing that EFL teachers are generally more successful in fostering cultural awareness and transmitting cultural knowledge than in designing learning experiences that promote interpretation, inquiry, and intercultural interaction (Kumru-Yağmurkaya & Aşık, 2026; Munandar & Newton, 2021; Qian, 2024).

A more cautious interpretation of these findings is warranted. The presence of instructional practices associated with attitudes, knowledge, and critical cultural awareness should not be interpreted as evidence that these dimensions were developed comprehensively or in pedagogically robust ways. Rather, the observations indicate that practices associated with these dimensions were more readily identifiable during classroom instruction than those associated with interpretation, discovery, and interaction. In particular, the coding of critical cultural awareness may represent brief opportunities for comparison or reflection rather than sustained engagement with evaluative, ethical, or perspective-taking processes. The findings therefore suggest differential visibility across the dimensions of ICC rather than mastery of any particular dimension. As the study relied exclusively on classroom observation, these findings should be interpreted as evidence of observed instructional practices rather than teachers' beliefs, intentions, or pedagogical reasoning. Such underlying processes would require complementary qualitative methods, such as interviews or stimulated recall.

By contrast, the dimensions most directly associated with active intercultural engagement and interaction were far less evident. Skills of interpreting and relating were clearly observed in only 25% of the coded instances, indicating that students were given relatively few opportunities to analyze cultural meanings and relate them to their own experiences. The most striking finding concerns skills of discovery and interaction, which were clearly observed in only 6% of the coded instances. This near absence suggests that students were rarely asked to independently investigate unfamiliar cultural phenomena, formulate questions, or participate in tasks approximating authentic intercultural communication.

Similar patterns have been reported across diverse educational settings, where opportunities for learner-led cultural inquiry, authentic interaction, and the development of higher-order intercultural skills remain comparatively limited despite teachers' positive orientations toward intercultural learning (Al-Afifi et al., 2026; Beazidou et al., 2025).

This pattern is theoretically significant because Byram (1997, 2021) conceptualizes attitudes, knowledge, interpretive skills, discovery and interaction, and critical cultural awareness as mutually reinforcing components of a single construct. When interpretive, investigative, and interactional skills are largely absent, learners may develop awareness of cultural diversity without acquiring the capacity to engage with that diversity in meaningful and reflective ways.

Several contextual factors may help explain this pattern. Practices associated with attitudes and knowledge are comparatively straightforward to incorporate into textbook-based lessons and can be addressed through teacher explanation, short discussions, and factual elaboration. By contrast, activities that foster discovery and interaction typically require open-ended tasks, flexible classroom management, extended student participation, and a pedagogical orientation that treats learners as active constructors of meaning (Heggernes, 2021). Such practices may be constrained by curricular demands, time limitations, assessment pressures, and limited professional preparation in intercultural pedagogy.

Teachers' familiarity with the conceptual and pedagogical dimensions of intercultural communicative competence may also influence its classroom implementation. Although teachers may recognize the importance of culture in language learning, they may lack the pedagogical repertoire needed to design learning experiences that promote interpretation, inquiry, interaction, and critical reflection (Kumru-Yağmurkaya & Aşık, 2026; Munandar & Newton, 2021). Consequently, instruction may gravitate toward practices that are more familiar and readily aligned with existing curricular expectations.

Overall, only some dimensions of intercultural communicative competence were consistently reflected in classroom practice. By providing direct observational evidence from Jordanian secondary-school EFL classrooms, the present study extends previous research on how the theory-practice gap is manifested across the five dimensions of intercultural communicative competence. Teachers appeared better prepared to foster openness toward other cultures and provide cultural knowledge than to engage learners in higher-order intercultural learning. The challenge, therefore, is not whether culture is included in EFL instruction, but whether classroom practices provide meaningful opportunities for learners to develop intercultural communicative competence by interpreting, questioning, and engaging with perspectives beyond their own.

Conclusions, Implications, and Future Research Directions

The present study examined the extent to which Jordanian secondary-school EFL teachers addressed intercultural communicative competence (ICC) in classroom instruction, using the five dimensions of intercultural communicative competence proposed by Byram (1997, 2021) as its conceptual framework. The findings indicate that ICC was evident in the observed classrooms, but instructional attention to its five dimensions was uneven. Instructional practices most frequently reflected the dimensions of attitudes and knowledge, whereas the higher-order dimensions, particularly skills of discovery and interaction, received comparatively limited attention. These findings suggest that teachers tended to address culture primarily through explanation and discussion rather than through pedagogical practices that required students to investigate unfamiliar perspectives, formulate questions, and engage in meaningful intercultural interaction.

This pattern has important implications for the teaching of intercultural communicative competence in EFL classrooms. Although classroom instruction provided opportunities for learners to encounter cultural diversity and engage with information about cultural practices and perspectives, opportunities to interpret cultural meanings, compare perspectives systematically, and participate in inquiry-based or interactional learning were far less evident. In this sense, classroom instruction more often treated culture as content to be introduced than as a social and interpretive process through which learners explored meanings, negotiated perspectives, and engaged with cultural difference. This distinction is important because intercultural communicative competence requires not only knowledge about cultures but also meaningful opportunities for learners to interpret, question, and critically engage with perspectives beyond their own (Byram, 2021).

The results also point to a structural imbalance in the teaching of intercultural communicative competence. The dimensions most frequently observed, namely attitudes and knowledge, are those that can be readily incorporated into textbook-based instruction through explanation, questioning, and short discussions. By contrast, the dimensions least frequently observed require more complex pedagogical orchestration, including open-ended tasks, student initiative, sustained interaction, and opportunities for reflection. The findings, therefore, suggest that the uneven implementation of ICC may reflect not a lack of recognition of its importance, but the greater instructional demands associated with translating its more complex dimensions into everyday classroom practice.

Several pedagogical implications follow from these findings. Most immediately, the results underscore the need to move beyond a predominantly descriptive treatment of culture toward instructional approaches that actively support the development of intercultural communicative competence. Activities such as role-plays, simulations, problem-based learning, intercultural comparisons, and collaborative inquiry may provide learners with opportunities to interpret cultural meanings, negotiate perspectives, engage in intercultural interaction, and critically reflect on cultural assumptions. Such approaches also align with broader efforts to cultivate learner autonomy in Jordanian EFL contexts (Salman &

Bataineh, 2025). More broadly, teachers may benefit from professional learning opportunities that demonstrate how the dimensions of intercultural communicative competence can be translated into concrete classroom practices.

The findings also underscore the importance of teacher education and professional development. Teachers may recognize the value of intercultural learning yet lack the conceptual clarity, pedagogical repertoire, or institutional support needed to design tasks that promote discovery, interaction, and critical reflection. Pre- and in-service programs should, therefore, devote greater attention to the design, implementation, and assessment of intercultural pedagogy. Particular emphasis should be placed on helping teachers operationalize higher-order dimensions of ICC and providing examples of instructional practices that bridge the gap between theoretical models and classroom realities.

Curriculum materials and assessment practices should encourage forms of engagement that extend beyond factual knowledge to include interpretation, comparison, inquiry, and critical evaluation. Technology-enhanced learning environments may further support such practices by expanding opportunities for student-centered intercultural learning (Bataineh et al., 2025). Without such opportunities, students may develop awareness of cultural diversity without acquiring the skills needed to engage with that diversity in meaningful and reflective ways.

The study is subject to several limitations. The observations involved ten teachers from a single educational directorate and focused exclusively on Grade 11 classrooms. In addition, each teacher was observed on two occasions. Although observing each teacher twice reduced the influence of atypical lessons, longer periods of observation might provide a more comprehensive picture of teachers' intercultural practices over time. Although the design provided detailed evidence of classroom practice, the findings should be interpreted as context-specific rather than broadly generalizable. In addition, the study examined observable instructional behaviors rather than student outcomes, and, therefore, cannot determine how these instructional practices influenced learners' intercultural development.

In addition, the study relied on a single primary source of data, namely classroom observation, and did not incorporate teacher interviews, stimulated recall procedures, classroom discourse analysis, or other methodological triangulation. Although detailed field notes and systematic coding procedures were used to strengthen the transparency of the analysis, additional data sources might have provided deeper insight into the intentions, beliefs, and decision-making processes underlying observed instructional practices.

These limitations point to several directions for future research. Larger studies involving multiple regions, grade levels, and institutional contexts would help determine whether the patterns identified here are replicated across different educational settings. Mixed-methods designs incorporating interviews, stimulated recall, and student perspectives could provide deeper insight into the beliefs, constraints, and decision-making processes that shape teachers' intercultural instructional practices. Experimental and longitudinal studies could also examine how specific forms of intercultural pedagogy influence learners' interpretive, interactional, and critical capacities over time.

Beyond its substantive findings, the study demonstrates the value of systematic classroom observation for examining how intercultural communicative competence is addressed in EFL instruction. The observation framework provided a structured means of documenting instructional practices associated with the five dimensions of ICC in authentic classroom settings and may serve as a useful tool for future observational research. The central challenge is not whether culture is included in EFL instruction, but whether classroom practices enable learners to develop intercultural communicative competence through meaningful inquiry and interaction.

AI Use Statement

The authors used ChatGPT (OpenAI) to assist with language editing and improve the clarity and readability of the manuscript. The study design, literature selection, data collection, data analysis, interpretation of the findings, and all scholarly conclusions were conceived, verified, and approved by the authors who take full responsibility for the content of the manuscript.

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Appendix

Appendix A. Full Observation Checklist

An observation checklist of the teacher's implementation		Session		Clearly evident	Observer evidence/example
		Not observed	Minimally evident		
Attitudes	1. Encourages respect and openness toward different cultures during classroom activities.				
	2. Promotes appreciation of learners' L1 culture alongside L2 cultures.				
	3. Encourages students to reflect on cultural differences without judgment.				
Knowledge	4. Explains cultural references explicitly when they appear in the textbook or classroom discussions.				
	5. Facilitates understanding of complex or nuanced cultural representations.				
	6. Integrates cultural elements naturally into regular language instruction.				
	7. Helps students interpret culturally unfamiliar behaviors, situations, or expressions.				
Skills	8. Highlights implied cultural meanings (implicit cultural content) in texts, dialogues, or images.				
	9. Compares L1 and L2 cultural elements explicitly (verbally or through materials).				
	10. Addresses stereotypes and encourages learners to question generalizations.				
	11. Uses intercultural role-plays, discussions, or interactive tasks to explore cultural content.				
Discovery & Interaction	12. Uses authentic cultural materials from L2 cultures (videos, texts, online sources).				
	13. Provides corrective feedback when cultural misunderstandings occur during activities.				
	14. Encourages learners to explore and discover new cultural meanings independently or through guided tasks.				
	15. Assigns intercultural communication tasks when appropriate (letters, emails, collaborative projects).				
Critical Cultural Awareness	16. Encourages students to evaluate cultural norms, values, and perspectives from both L1 and L2 cultures.				
	17. Helps learners connect cultural content to real-life situations, social issues, or personal experiences.				

Appendix B: Illustrative Coding Examples

The materials presented below provide illustrative examples of the observation evidence used during the coding process. They are intended to demonstrate how specific classroom events and teacher behaviors were interpreted and assigned to the dimensions of intercultural communicative competence included in the observation checklist. The examples are representative excerpts drawn from the field notes and are provided to enhance the transparency of the analytical process rather than to offer a comprehensive account of classroom interaction.

Table B1. *Illustrative Observation Excerpts and Coding Decisions*

Observation Evidence (Field Notes)	Coding Decision	ICC Dimension
Teacher asks students whether Japanese housing practices would be suitable in Jordan and invites them to justify their opinions.	Students were encouraged to evaluate cultural practices and perspectives rather than merely describe them.	Critical Cultural Awareness
Teacher compares Japanese housing arrangements with Jordanian family living traditions and discusses the cultural assumptions underlying each practice.	Students were guided to interpret cultural practices and relate them to their own cultural context.	Skills of Interpreting and Relating
Teacher explains how population density and limited land availability influence housing practices in Japan.	Cultural references and contextual information were explicitly explained.	Knowledge
Teacher encourages students to express differing views about cultural practices without criticism or judgment.	Students were encouraged to demonstrate openness and respect toward cultural difference.	Attitudes
Teacher asks students to imagine themselves living in unfamiliar housing conditions and propose adaptation strategies.	Students were encouraged to explore unfamiliar cultural situations and consider possible responses.	Skills of Discovery and Interaction

Note. The examples above illustrate how classroom observation evidence was interpreted and assigned to the dimensions of intercultural communicative competence included in the observation framework.

The two observation sessions presented below were selected because they contained evidence corresponding to all five dimensions of intercultural communicative competence and therefore illustrate the full application of the observation framework. The examples are intended to demonstrate the coding process rather than serve as additional data for analysis.

Session 1: Housing Practices in Japan (Full Coding Sheet)

An observation checklist of the teacher's implementation		Session 1			Observer evidence/example
		0	1	2	
Attitudes	1. Encourages respect and openness toward different cultures during classroom activities.				The teacher discussed Japanese housing practices respectfully and emphasized creative solutions such as foldable beds and smart furniture, helping students view Japanese culture positively.
	2. Promotes appreciation of learners' L1 culture alongside L2 cultures.				The teacher discussed Jordanian cultural traditions such as extended family living and Ramadan gatherings, explaining why large houses are culturally important in Jordan.
	3. Encourages students to reflect on cultural differences without judgment.				The teacher asked students whether Japanese small housing could be applied in Jordan and allowed students to express their opinions freely without judging their responses.
Knowledge	4. Explains cultural references explicitly when they appear in the textbook or classroom discussions.				The teacher explicitly explained the Japanese experience of living in small apartments and described how cultural and environmental factors influence housing styles.
	5. Facilitates understanding of complex or nuanced cultural representations.				The teacher explained the concept of densely populated cities and provided examples from Japan, Egypt, India, and China to clarify cultural adaptation in housing.
	6. Integrates cultural elements naturally into regular language instruction.				The teacher integrated cultural content while explaining vocabulary such as compact, cramped, and affordable, and connected grammar by explaining the use of "the" before "Japanese."
Skills	Interpreting & Relating	7. Helps students interpret culturally unfamiliar behaviors, situations, or expressions.			The teacher helped students understand why Japanese people live in small houses and how they use smart furniture to adapt to limited space.
		8. Highlights implied cultural meanings (implicit cultural content) in texts, dialogues, or images.			The teacher explained that Japanese housing reflects social conditions such as high population density and limited land space.
		9. Compares L1 and L2 cultural elements explicitly (verbally or through materials).			The teacher compared Japanese housing with Jordanian housing traditions, especially extended family gatherings and Ramadan occasions.
		10. Addresses stereotypes and encourages learners to question generalizations.			The teacher discussed cultural differences but did not explicitly challenge stereotypes or generalizations.

(continue)

(continued)

An observation checklist of the teacher's implementation			Session 1			Observer evidence/example
			0	1	2	
Skills	Discovery & Interaction	11. Uses intercultural role-plays, discussions, or interactive tasks to explore cultural content.				The teacher conducted interactive discussions about housing preferences and cultural adaptation strategies.
		12. Uses authentic cultural materials from L2 cultures (videos, texts, online sources).				The teacher used textbook photos showing Japanese housing, but no additional authentic materials such as videos or external cultural sources were used.
		13. Provides corrective feedback when cultural misunderstandings occur during activities.				The teacher provided corrective feedback when the student misunderstood a cultural norm. By clarifying that wearing hijab is acceptable, she directly addressed the misunderstanding.
		14. Encourages learners to explore and discover new cultural meanings independently or through guided tasks.				The teacher asked students to imagine living in small houses and encouraged them to suggest adaptation strategies and solutions.
		15. Assigns intercultural communication tasks when appropriate (letters, emails, collaborative projects).				No instances of this practice were observed across the twenty classroom observations.
Critical Cultural Awareness		16. Encourages students to evaluate cultural norms, values, and perspectives from both L1 and L2 cultures.				The teacher asked students whether Japanese housing would be suitable in Jordan and guided them to evaluate cultural differences.
		17. Helps learners connect cultural content to real-life situations, social issues, or personal experiences.				The teacher connected the lesson to Jordanian real-life experiences such as Ramadan gatherings and family housing needs.

Session 2: Digital Nomads (Full Coding Sheet)

An observation checklist of the teacher's implementation		Session 2			Observer evidence/example
		0	1	2	
Attitudes	1. Encourages respect and openness toward different cultures during classroom activities.				The teacher facilitated open discussions about working and living in different countries and encouraged students to express their opinions about digital nomad lifestyles without judgment. She also discussed working in Gulf countries and highlighted cultural similarities and differences respectfully.
	2. Promotes appreciation of learners' L1 culture alongside L2 cultures.				The teacher referred to local contexts such as working opportunities in Jordan, mentioned Irbid as the students' hometown, and discussed cultural comfort and similarities between Jordan and Gulf countries, reinforcing appreciation of students' local cultural identity.
	3. Encourages students to reflect on cultural differences without judgment.				The teacher asked students whether they would accept working abroad and encouraged them to explain their opinions. Students expressed different views about traveling and working remotely, and the teacher accepted diverse responses without criticism.
Knowledge	4. Explains cultural references explicitly when they appear in the textbook or classroom discussions.				The teacher explained the concept of digital nomads, clarified lifestyle characteristics, and explained cultural aspects related to remote work and international employment throughout the lesson.
	5. Facilitates understanding of complex or nuanced cultural representations.				The teacher explained complex lifestyle concepts such as remote work challenges, family expectations, and professional mobility by guiding students through discussions about advantages and disadvantages of digital nomad lifestyles.
	6. Integrates cultural elements naturally into regular language instruction.				Cultural content was embedded throughout listening and vocabulary activities. The teacher linked vocabulary and listening tasks to lifestyle, employment culture, and global working trends.
Skills	Interpreting & Relating	7. Helps students interpret culturally unfamiliar behaviors, situations, or expressions.			The teacher helped students interpret the lifestyle of digital nomads by analyzing the photo, discussing clothing style, workplace flexibility, and social expectations related to this type of job.
		8. Highlights implied cultural meanings (implicit cultural content) in texts, dialogues, or images.			The teacher asked students to analyze the image of a formally dressed worker sitting on the beach and guided them to interpret implied cultural meanings related to modern work flexibility and lifestyle changes.

(continue)

(continued)

An observation checklist of the teacher's implementation			Session 2			Observer evidence/example
			0	1	2	
Skills	Interpreting & Relating	9. Compares L1 and L2 cultural elements explicitly (verbally or through materials).				The teacher encouraged comparison between working locally in Jordan and working abroad or remotely, including comparisons between Jordanian and Gulf work environments and lifestyle expectations.
		10. Addresses stereotypes and encourages learners to question generalizations.				The teacher discussed parental concerns about working abroad and asked students about family opinions. This discussion indirectly challenged assumptions about career choices and social expectations but did not explicitly address stereotypes.
	Discovery & Interaction	11. Uses intercultural role-plays, discussions, or interactive tasks to explore cultural content.				The teacher engaged students in interactive discussions and hypothetical scenarios such as imagining themselves as digital nomads and choosing preferred lifestyle options.
		12. Uses authentic cultural materials from L2 cultures (videos, texts, online sources).				The listening dialogue about Hani working remotely represents real-life professional experiences, but the teacher relied mainly on textbook materials rather than external authentic sources.
		13. Provides corrective feedback when cultural misunderstandings occur during activities.				The teacher provided corrective feedback when the student misunderstood a cultural norm. By clarifying that wearing hijab is acceptable, she directly addressed the misunderstanding.
		14. Encourages learners to explore and discover new cultural meanings independently or through guided tasks.				The teacher asked students to analyze the photo, discuss lifestyle options, express opinions about digital nomad careers, and consider personal lifestyle preferences through guided questioning and discussion tasks.
		15. Assigns intercultural communication tasks when appropriate (letters, emails, collaborative projects).				No intercultural or communicative tasks are assigned.
		Critical Cultural Awareness	16. Encourages students to evaluate cultural norms, values, and perspectives from both L1 and L2 cultures.			
17. Helps learners connect cultural content to real-life situations, social issues, or personal experiences.					The teacher connected the lesson to real-life employment opportunities in Jordan, discussed career flexibility, family expectations, and practical challenges of working abroad, making cultural content highly relevant to students' lives.	