Agus Rofi'i[1]
Nanda Pambudi[2]
Dede Ibrahim Muthawali[3]
Muh. Safar[4]
Pahar Kurniadi[5]

INTEGRATING GLOBAL PERSPECTIVES INTO ENGLISH CURRICULUM: A LITERATURE REVIEW ON CROSS-CULTURAL COMPETENCE IN LANGUAGE EDUCATION

Abstrak

Literatur ini mengeksplorasi integrasi perspektif global dalam pendidikan bahasa Inggris, dengan fokus pada pengembangan kompetensi lintas budaya. Melalui tinjauan terhadap dampaknya terhadap kemampuan berbahasa siswa, keterampilan komunikasi lintas budaya, dan kesiapan umum untuk masyarakat global, literatur ini mensintesis temuan dari berbagai penelitian. Analisis menunjukkan korelasi positif antara paparan konten lintas budaya dan peningkatan kemampuan berbahasa, dengan menekankan peran kunci materi budaya autentik dan metodologi interaktif. Keterampilan komunikasi lintas budaya muncul sebagai hasil kunci, yang memupuk kesadaran budaya dan empati. Namun, literatur ini mengakui variasi dampak di berbagai pengaturan pendidikan. Panggilan untuk penelitian yang berkelanjutan dan strategi implementasi praktis menekankan pentingnya mempersiapkan siswa untuk dunia yang saling terhubung.

Kata Kunci: Pendidikan Bahasa Inggris, Kompetensi Lintas Budaya, Perspektif Global, Kurikulum Bahasa Inggris

Abstract

This literature review explores the integration of global perspectives into English language education, focusing on cross-cultural competence development. Investigating the impact on students' language proficiency, intercultural communication skills, and overall preparedness for a globalized society, the review synthesizes findings from diverse studies. The analysis reveals a positive correlation between exposure to cross-cultural content and enhanced language proficiency, emphasizing the pivotal role of authentic cultural materials and interactive methodologies. Intercultural communication skills emerge as a key outcome, fostering cultural awareness and empathy. However, the review acknowledges the variability in impact across educational settings. The call for continued research and practical implementation strategies underscores the importance of preparing students for an interconnected world.

Keywords: English Language Education, Cross-Cultural Competence, Global Perspectives; English Curriculum

INTRODUCTION

In an era characterized by unprecedented globalization and interconnectedness, the role of language education has evolved beyond the confines of linguistic proficiency to encompass a broader and more nuanced objective – the cultivation of cross-cultural competence (Sari (2021); Franchisca et al (2024); Sari & Ningsih (2022) Deardorff & Arasaratnam-Smith (2017); Hartono et al (2023)). As English continues to solidify its status as a global lingua franca, educators are increasingly recognizing the importance of integrating global perspectives into the

---
[1] Universitas Majalengka
[2] Universitas Negeri Yogyakarta
[3] Universitas Sumatera Utara
[4] Universitas Muhammadiyah Bone
[5] INKADHA Sumenep
email: agusrafii@unma.ac.id, nandapambudi12@gmail.com, ibrahimmuthawali66@gmail.com, safarmuhammad785@gmail.com, fakhar.kibabu26@gmail.com

English curriculum to prepare students for the complexities of our interconnected world (Siminto et al, 2023).

The historical trajectory of English language education has seen a gradual shift from a purely linguistic focus towards a more comprehensive approach that acknowledges the sociocultural dimensions of language. The traditional emphasis on grammar, vocabulary, and literature has expanded to encompass the development of skills that extend beyond language proficiency (Sari, Ningsih, & Novita, 2023). Today, the ability to navigate cross-cultural interactions and communicate effectively in diverse settings is considered a crucial component of language education.

The need for cross-cultural competence in English language education arises from the recognition that language is not a mere tool for communication but a reflection of culture, identity, and societal values (Aldosari (2013); Yeh, Jaiswal-Oliver, & Posejpal (2017); Bican (2021)). As individuals from different linguistic and cultural backgrounds come together in a globalized world, the ability to understand, appreciate, and navigate cultural nuances becomes paramount. The English curriculum, therefore, plays a pivotal role in shaping students into global citizens capable of engaging with diverse perspectives and fostering intercultural understanding.

Sabet & Chapman (2023) mention the emergence of cross-cultural competence as an integral aspect of language education is underscored by the growing awareness of the limitations of a monolithic approach to English instruction. Acknowledging the diversity of English speakers worldwide, educators are now tasked with preparing students to communicate effectively not only with native speakers but also with individuals from diverse linguistic and cultural backgrounds. This paradigm shift requires a reevaluation of teaching methodologies, materials, and curriculum design to encompass a more inclusive and global perspective.

This literature review aims to explore the existing body of research and scholarship surrounding the integration of global perspectives into the English curriculum, with a specific focus on cultivating cross-cultural competence. By examining key theoretical frameworks, pedagogical approaches, and empirical studies, this review seeks to provide educators, curriculum developers, and policymakers with valuable insights into the challenges and opportunities associated with incorporating cross-cultural competence into language education. Ultimately, the goal is to contribute to the ongoing dialogue on how English language education can evolve to meet the demands of a rapidly changing global landscape.

To discuss this matter, the following research questions are used

1. How do current English language education curricula address the integration of global perspectives, and what pedagogical strategies are employed to cultivate cross-cultural competence among students?
2. What are the perceptions and experiences of both educators and students regarding the effectiveness of incorporating cross-cultural content in the English curriculum, and how do these perspectives vary across different educational settings and cultural contexts?
3. To what extent do existing research studies provide evidence of the impact of cross-cultural competence development in English language education on students' language proficiency, intercultural communication skills, and overall preparedness for engaging in a globalized society?

METHOD

This research uses literature review method. A literature review is a research method that involves a thorough and systematic examination of existing academic literature related to a specific topic or research question (Jalali & Wohlin, 2012). In this study, the research method is centered around exploring the integration of global perspectives into the English curriculum and the development of cross-cultural competence in language education. The process begins with the establishment of inclusion criteria, defining the parameters that guide the selection of relevant literature. These criteria may include factors such as publication date, academic rigor, and direct relevance to the research questions.

The next step involves a comprehensive literature search across various academic databases, journals, books, and other reputable sources. This search is designed to identify

scholarly articles, books, conference papers, and reports that contribute valuable insights to the understanding of how global perspectives are being incorporated into English language education and how cross-cultural competence is cultivated in students. Key terms and search phrases related to the research questions guide this exploration to ensure a focused and comprehensive review.

Once the literature is identified, a screening and selection process ensues. Titles and abstracts are reviewed to assess the relevance of each source to the research questions. The selection criteria are applied rigorously to include only those sources that provide substantial contributions to the exploration of the chosen topic. The aim is to create a curated collection of literature that forms the foundation for the subsequent analysis.

Data extraction and synthesis are crucial steps in the literature review method. The selected literature is scrutinized for key concepts, theoretical frameworks, pedagogical approaches, and empirical findings. This information is then organized thematically to identify common threads, trends, and any existing gaps in the literature. The goal is to present a cohesive narrative that not only addresses the research questions but also contributes to the broader understanding of the integration of global perspectives and the development of cross-cultural competence in English language education.

Critical analysis is an inherent part of the literature review process (Jalali & Wohlin, 2012). Each selected source is evaluated for its strengths and limitations, considering factors such as research methodology, sample size, and generalizability. By critically assessing the quality and reliability of the literature, the review aims to provide a nuanced perspective on the state of knowledge in the field.

In presenting the findings, the literature review synthesizes the information into a structured and coherent narrative, organized around key themes or topics. The goal is to offer a comprehensive overview of existing knowledge, identify areas of consensus or disagreement among the reviewed studies, and highlight potential avenues for future research and educational practices related to the integration of global perspectives and cross-cultural competence in English language education.

RESULTS AND DISCUSSIONS
1. **Current English language education curricula address the integration of global perspectives, and pedagogical strategies are employed to cultivate cross-cultural competence among students**

Current English language education curricula are increasingly recognizing the imperative to integrate global perspectives, acknowledging the evolving role of language as a tool not only for communication but also for fostering intercultural understanding (Slapac (2021); Kopish, (2016)). The integration of global perspectives in these curricula is manifested through a deliberate effort to move beyond traditional linguistic elements and incorporate diverse cultural contexts. This recognition aligns with the reality of English as a global lingua franca, necessitating an educational approach that prepares students for effective communication in multicultural settings.

One prominent aspect of how English language education curricula address global perspectives is the inclusion of diverse literature and texts that represent a wide array of cultural backgrounds. This diversification extends beyond the traditional canon, incorporating voices and narratives from various regions, ethnicities, and social contexts. By exposing students to literature that reflects the richness of global cultures, educators aim to broaden their worldview and promote an appreciation for the diversity inherent in language and communication (Liton & Madanat, 2013).

Pedagogical strategies employed to cultivate cross-cultural competence among students within the English language education context are multifaceted (Fauziningrum et al (2023); Bican (2021)). One significant approach involves the incorporation of intercultural communication skills development into the curriculum. Educators design activities and assignments that encourage students to engage in cross-cultural interactions, fostering an understanding of cultural nuances and effective communication in diverse settings. These

activities may include collaborative projects, cross-cultural discussions, and language exchange programs that expose students to different linguistic and cultural perspectives.

Moreover, technology plays a pivotal role in facilitating cross-cultural competence within English language education. Virtual exchanges, online platforms, and multimedia resources enable students to connect with peers from around the world, breaking down geographical barriers and providing authentic opportunities for cross-cultural communication (Ningsih & Sari (2021); Rusmiyanto et al, (2023); Wulantari et al (2023); Bican (2021)). Virtual collaborations not only enhance language skills but also promote cultural awareness and sensitivity, preparing students for the globalized communication landscape they will encounter beyond the classroom.

Additionally, educators often integrate explicit instruction on cultural differences and similarities into the curriculum (Li, 2017). This may involve dedicated lessons on cultural etiquette, non-verbal communication norms, and understanding cultural contexts that influence language use. Through these targeted lessons, students develop a heightened awareness of cultural nuances, enabling them to navigate cross-cultural interactions with sensitivity and respect.

In summary, the current landscape of English language education curricula recognizes the importance of integrating global perspectives, and various pedagogical strategies are employed to cultivate cross-cultural competence among students. The incorporation of diverse literature, interactive activities, technology-driven collaborations, and explicit cultural instruction collectively contribute to a holistic approach that prepares students to communicate effectively in an interconnected and culturally diverse world.

2. **the perceptions and experiences of both educators and students regarding the effectiveness of incorporating cross-cultural content in the English curriculum, and how do these perspectives vary across different educational settings and cultural contexts**

The perceptions and experiences of both educators and students regarding the effectiveness of incorporating cross-cultural content into the English curriculum play a pivotal role in shaping the success of such initiatives. Valencia (2014) states that educators, as facilitators of learning, often express the belief that exposure to diverse cultural content enriches students' understanding of language and enhances their ability to navigate a globalized world. Many educators view cross-cultural content as a means to foster cultural competence, empathy, and open-mindedness among students. They observe the potential for breaking down stereotypes and promoting a more inclusive and interconnected society through the lens of language education.

Conversely, educators may also face challenges and varying perspectives on the practicality and impact of integrating cross-cultural content. Garrett-Rucks (2016) states that concerns may arise regarding the allocation of time within an already packed curriculum and the potential resistance from students who may perceive such content as irrelevant to their language learning goals. Additionally, educators may grapple with the need for adequate training and resources to effectively incorporate cross-cultural elements into their teaching methodologies.

From the students' perspective, experiences with cross-cultural content in the English curriculum can be diverse (Valencia (2014); (Li, 2017)). Some students may express enthusiasm, recognizing the real-world applicability of learning about different cultures and languages. They may view it as an opportunity to expand their horizons, fostering a more global mindset. On the other hand, students may face challenges in engaging with cross-cultural content, particularly if they perceive it as disconnected from their immediate cultural context or academic goals. Their experiences may also be influenced by factors such as prior exposure to multicultural environments and personal attitudes towards diversity.

Importantly, these perceptions and experiences vary across different educational settings and cultural contexts. In multicultural and international educational environments, Deardorff & Arasaratnam-Smith (2017) and Kopish (2016) believe that educators and students may be more receptive to cross-cultural content, as it aligns with the lived experiences of a diverse student body. In contrast, in more homogeneous or monocultural settings, integrating cross-cultural content may be met with a range of responses, including curiosity, skepticism, or indifference. Cultural values, educational philosophies, and societal attitudes towards diversity within a

particular region or country can significantly influence how cross-cultural content is received and integrated into the English curriculum.

In summary, understanding the perceptions and experiences of both educators and students is crucial in assessing the effectiveness of incorporating cross-cultural content into the English curriculum. These perspectives contribute to a nuanced understanding of the challenges and opportunities associated with such initiatives, and they can inform the development of strategies to enhance the meaningful integration of cross-cultural elements in diverse educational settings and cultural contexts.

3. **The existing research studies provide evidence of the impact of cross-cultural competence development in English language education on students' language proficiency, intercultural communication skills, and overall preparedness for engaging in a globalized society**

The existing body of research on cross-cultural competence development in English language education offers valuable insights into the impact of such initiatives on students' language proficiency, intercultural communication skills, and overall preparedness for engaging in a globalized society. Numerous studies have explored the relationship between exposure to cross-cultural content and improvements in language proficiency (Valencia (2014), Vo (2017)). Findings consistently indicate that incorporating diverse cultural perspectives into the curriculum positively influences language acquisition. Exposure to authentic cultural materials, literature, and interactions fosters a more holistic understanding of language, allowing students to navigate linguistic nuances with greater proficiency.

Bican (2021) and Vo (2017) state that intercultural communication skills, a critical component of cross-cultural competence, have been a focal point in research examining the outcomes of incorporating diverse content in English language education. Studies suggest that students exposed to cross-cultural elements demonstrate enhanced communication skills when interacting with individuals from different linguistic and cultural backgrounds. These improvements encompass not only linguistic competence but also a heightened ability to navigate cultural differences, employ effective communication strategies, and demonstrate cultural sensitivity.

Furthermore, research provides evidence of the broader impact of cross-cultural competence development on students' preparedness for engaging in a globalized society (Vo (2017). Students who undergo cross-cultural education interventions are reported to exhibit increased cultural awareness, empathy, and a more inclusive worldview. These qualities contribute to their overall readiness to participate in a globalized society, where effective communication and collaboration across cultures are paramount. Such findings underline the transformative potential of cross-cultural competence development in English language education beyond language proficiency alone.

However, it is important to note that the extent of these impacts may vary based on several factors. Karabinar & Guler (2013) believe that the duration and intensity of exposure to cross-cultural content, the pedagogical methods employed, and the cultural diversity within the student population all play significant roles. Additionally, research indicates that the integration of reflective practices, cross-cultural interactions, and real-world applications enhances the sustainability and depth of the impact on students' preparedness for global engagement.

In conclusion, existing research studies provide compelling evidence of the positive impact of cross-cultural competence development in English language education. The literature consistently supports the notion that exposure to diverse cultural content contributes to improvements in language proficiency, intercultural communication skills, and overall preparedness for students to effectively engage in an interconnected and globalized society. These findings underscore the importance of continued efforts to integrate cross-cultural elements into English language curricula, recognizing their multifaceted benefits in preparing students for success in an increasingly diverse and interconnected world.

DISCUSSIONS

The integration of cross-cultural competence development in English language education has been a subject of growing interest and research. This discussion aims to delve into the

nuanced findings of existing studies, exploring the multifaceted impact on students' language proficiency, intercultural communication skills, and their overall readiness for engagement in a globalized society (Killick (2005); Merryfield (1998); Plough (2016); Seeberg & Minick, (2012)).

1. Advancements in Language Proficiency: The consensus among various studies is striking — exposure to cross-cultural content significantly enhances language proficiency. By broadening the scope beyond traditional linguistic elements, students engage with diverse materials, fostering a comprehensive understanding of language. The question arises: to what extent do these improvements extend beyond linguistic skills? Are there specific cultural contexts that prove more beneficial for language acquisition?

2. Flourishing Intercultural Communication Skills: Research consistently highlights the positive correlation between cross-cultural competence development and the enhancement of intercultural communication skills. Students emerge not only with linguistic dexterity but also with an enriched ability to navigate cultural nuances in communication. However, the discussion must address the methodologies that prove most effective. Is it the incorporation of authentic cultural materials, interactive activities, or virtual exchanges that yields the most significant impact on intercultural communication skills?

3. Holistic Preparedness for a Globalized Society: Beyond the classroom, the studies underscore a broader impact — students develop a heightened cultural awareness, empathy, and a more inclusive worldview. This begs the question: How can educators further tailor their approaches to ensure students are not merely competent in language and intercultural communication but also possess the critical thinking skills necessary for active participation in a globalized society? Are there specific teaching strategies that foster a more profound sense of global citizenship?

4. Factors Influencing Impact Variability: Despite the positive trends, the discussion must acknowledge the variability in the impact of cross-cultural competence development. Factors such as the duration and intensity of exposure, pedagogical methodologies, and the cultural diversity within student populations contribute to this variability. How can educators navigate these factors to maximize the impact of cross-cultural content in diverse educational settings and cultural contexts?

5. Call for Continued Research and Practical Implementation: As the discussion unfolds, it becomes evident that there is a need for continued research to address the remaining gaps in our understanding. Additionally, there is a call for practical strategies that educators can readily implement to integrate cross-cultural elements into their English language curricula. How can the insights gleaned from existing research inform the development of guidelines and best practices for educators seeking to enhance cross-cultural competence in their classrooms?

In short, the discussion around the impact of cross-cultural competence development in English language education is dynamic and multifaceted. It prompts educators, researchers, and policymakers to collectively explore the potential of innovative pedagogical approaches and strategies that not only improve language skills but also empower students to navigate the complexities of an interconnected world with cultural competence and global awareness.

CONCLUSIONS

In conclusion, the extensive body of research examining the integration of cross-cultural competence development in English language education underscores its profound impact on students' linguistic abilities, intercultural communication skills, and overall preparedness for engagement in a globalized society. The findings consistently highlight the positive correlation between exposure to diverse cultural content and advancements in language proficiency, with students benefiting from a more comprehensive understanding of language through engagement with varied materials. Moreover, the cultivation of intercultural communication skills is evident, equipping students with the ability to navigate cultural nuances effectively. This heightened cultural awareness and empathy contribute to a broader worldview, fostering a sense of global citizenship. However, the discussion also acknowledges the variability in impact, influenced by factors such as the duration and intensity of exposure and pedagogical methodologies. To further enhance the integration of cross-cultural elements into English language curricula,

continued research is encouraged, emphasizing practical strategies that empower educators to navigate diverse educational settings and cultural contexts, ensuring that students are well-prepared for the complexities of our interconnected world.

REFERENCES

Aldosari, H. S. (2013). Integrating culture learning into foreign language education. Umm Al-Qurma University Journal of Languages and Literature, 11, 10-42.

Bican, G. (2021). Enhancing the Cross-Cultural Competence of Prospective Language Teachers. Journal of Curriculum and Teaching, 10(3), 47-57.

Deardorff, D. K., & Arasaratnam-Smith, L. A. (Eds.). (2017). Intercultural competence in higher education: International approaches, assessment and application. Routledge.

Fauziningrum, E., Sari, M. N., Rahmani, S. F., Riztya, R., Syafruni, S., & Purba, P. M. (2023). Strategies Used by English Teachers in Teaching Vocabulary. Journal on Education, 6(1), 674-679.

Franchisca, S., Sari, M. N., Nurfitri, N., Nelloe, M. K., Mulyapradana, A., & Fitriani, N. (2024). The Impact of Motivation on Foreign Language Learning: A Longitudinal Study. Journal on Education, 6(2), 11082-11093.

Garrett-Rucks, P. (2016). Intercultural competence in instructed language learning: Bridging theory and practice. IAP.

Hartono, W. J., Sari, M. N., Rasmita, R., Devi, P. D., & Uktolseja, L. J. (2023). MULTILINGUALISM IN THE ENGLISH CLASSROOM: A LITERATURE REVIEW ON STRATEGIES AND BENEFITS. Jurnal Review Pendidikan dan Pengajaran (JRPP), 6(4), 2732-2741.

Jalali, S., & Wohlin, C. (2012, September). Systematic literature studies: database searches vs. backward snowballing. In Proceedings of the ACM-IEEE international symposium on Empirical software engineering and measurement (pp. 29-38).

Karabinar, S., & Guler, C. Y. (2013). A review of intercultural competence from language teachers' perspective. Procedia-Social and Behavioral Sciences, 70, 1316-1328.

Killick, D. (2005). Cross-Cultural Capability & Global Perspectives: Guidelines for Curriculum Review.

Kopish, M. A. (2016). Preparing globally competent teacher candidates through cross-cultural experiential learning. Journal of Social Studies Education Research, 7(2).

Kopish, M. A. (2016). Preparing globally competent teacher candidates through cross-cultural experiential learning. Journal of Social Studies Education Research, 7(2).

Li, G. (2017). Preparing culturally and linguistically competent teachers for English as an international language education. TESOL Journal, 8(2), 250-276.

Liton, H. A., & Madanat, T. A. (2013). Integration of culture into ESL/EFL classroom: A pedagogical perspective. English for specific purposes world, 14(39), 1-13.

Merryfield, M. M. (1998). Pedagogy for global perspectives in education: Studies of teachers' thinking and practice. Theory & Research in Social Education, 26(3), 342-379.

Ningsih, P. E. A., & Sari, M. N. (2021). Are Learning Media Effective in English Online Learning?: The Students' and Teachers' Perceptions. Tarbawi: Jurnal Ilmu Pendidikan, 17(2), 173-183.

Plough, I. C. (2016). Cultures & Languages across the Curriculum: Strengthening Intercultural Competence & Advancing Internationalization. Multicultural Education, 23(2), 46-51.

Rusmiyanto, R., Huriati, N., Fitriani, N., Tyas, N. K., Rofi'i, A., & Sari, M. N. (2023). The Role of Artificial Intelligence (AI) In Developing English Language Learner's Communication Skills. Journal on Education, 6(1), 750-757.

Sabet, P. G., & Chapman, E. (2023). A window to the future of intercultural competence in tertiary education: A narrative literature review. International Journal of Intercultural Relations, 96, 101868.

Sari, M. N. (2021). SHAPING YOUNG LEARNERS'CHARACTER THROUGH TEACHER QUESTIONING IN ENGLISH CLASSROOM ACTIVITIES. Pendekar: Jurnal Pendidikan Berkarakter, 4(1), 14-19.

Sari, M. N., & Ningsih, P. E. A. (2022). AN ANALYSIS OF STUDENTS'MOTIVATION AND ANXIETY ON LEARNING ENGLISH AT SMA NEGERI 6 KERINCI. Pendekar: Jurnal Pendidikan Berkarakter, 5(3), 181-188.

Sari, M. N., Ningsih, P. E. A., & Novita, A. (2023). An Analysis of English Classroom Interaction Pattern at Eleventh Grade of SMKN 4 Kerinci Based On El Hanafi Theory. Jurnal Sosial Humaniora Sigli, 6(1), 105-115.

Seeberg, V., & Minick, T. (2012). Enhancing cross-cultural competence in multicultural teacher education: Transformation in global learning. International journal of multicultural education, 14(3).

Siminto, S., Sari, M. N., Pambudi, N., Nurhastuti, D., & Merizawati, H. (2024). Analysis of the Implementation of Project-Based Learning Methods in Teaching English Speaking Skills. Journal on Education, 6(2), 13142-13151.

Slapac, A. (2021). Advancing students' global competency through English language learning in Romania: An exploratory qualitative case study of four English language teachers. Journal of Research in Childhood Education, 35(2), 231-247.

Valencia, A. J. A. (2014). Developing the intercultural perspective in foreign language teaching in Colombia: A review of six journals. Language and Intercultural Communication, 14(2), 226-244.

Vo, Q. P. (2017). Rethinking Intercultural Communication Competence in English Language Teaching: A Gap between Lecturers' Perspectives and Practices in a Southeast Asian Tertiary Context. Journal on English Language Teaching, 7(1), 20-29.

Wulantari, N. P., Rachman, A., Sari, M. N., Uktolseja, L. J., & Rofi'i, A. (2023). The Role Of Gamification In English Language Teaching: A Literature Review. Journal on

Yeh, E., Jaiswal-Oliver, M., & Posejpal, G. (2017). Global education professional development: A model for cross-cultural competence. In Handbook of Research on Promoting Cross-cultural Competence and Social Justice in Teacher Education (pp. 32-51). IGI Global.