



# Infusing Intercultural Awareness in English Materials Development for 4th Grade at Islamic Elementary School

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Embedding intercultural awareness in teaching English is an essential aspect that must be considered. This paper aims to develop the English materials for 4th grade at Islamic Elementary School. The researchers employed mixed-method research to do a need analysis and design the English materials. Choosing and Analyzing the English material from the 4th grade's book was the first step in collecting the data. Then, the researchers spread the questionnaires to the 13 teachers and 71 students as the research participants that have selected purposively. The data was analyzed using explanatory sequential mixed methods, in which the qualitative data was used to explain the quantitative data results. This paper revealed that teachers and students agreed that infusing intercultural awareness is essential to learning English. They also proposed the appropriate materials to be developed with the researchers, such as adding typical food and traditional festival in the introduction materials. After designing and developing the materials, the researchers finally produced online materials in the form of video. The researchers tried to implement the video to get constructive feedback. The students' and teachers' perspectives are almost the same.

**Keywords:** Course Design, English Materials, Intercultural Awareness, Need Analysis

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## INTRODUCTION

Infusing intercultural awareness into English materials is essential to English language teaching. Intercultural awareness is the foundation of communication (Cao, 2021; Kirner-Ludwig & Fadhil Alsaedi, 2021; Tosuncuoglu, 2019; Tran et al., 2020; Zhu, 2011). In learning English, students need to acquire grammatical knowledge, phonology, and lexis and the ability to use language in a socially and culturally appropriate way. Algouzi & Elkhair (2021); Cao (2021); Samsudin et al. (2021) stated that foreign language students must be able to communicate with people from various languages and backgrounds, including different cultural backgrounds. Learning a foreign language is more than just mastering an academic subject; it is also about learning a means of communication. It enables learners to communicate with people from various linguistic and cultural backgrounds in a diverse and multicultural world. As a result, language and culture are inextricably linked, and culture education is an essential component of language education programs.

Studies on intercultural awareness have been carried out comprehensively for the last ten years (Zeynep Özişik et al., 2019a), but infusing intercultural awareness in English materials development for 4th grade has not been investigated intensively.

Intercultural awareness is about understanding other cultures. [Miftakh \(2017\)](#) revealed that intercultural English teaching and learning provides more opportunities for young learners to be more active and critical toward other languages and cultures and improve their English skills. Therefore, by understanding other cultures, students' English skills are improved. In addition, developing students' intercultural awareness is essential ([Gashi, 2021a](#); [Gómez-Parra et al., 2021](#); [Häbler & Spernes, 2023](#)). Thus, students' view of people and nations was not only based on their cultural lenses but on multicultural lenses that assist them in considering themselves as others part of the same increasingly interconnected and highly interdependent world.

However, there are disadvantages to infusing intercultural awareness into teaching and learning. Students might be more interested in the new culture and forget their identity. If cultures from different groups mixed, it would produce a new culture that is different from the culture of any of these groups ([Alshuaifan, 2021](#); [Martynova et al., 2019](#); [Rajprasit, 2020](#)). Therefore, it creates new cultural paradigms in the life of the students. It can be concluded that there is still a debate whether infusing intercultural awareness in teaching-learning English has a good impact or not for the students. Although the findings from the previous studies suggest a promising future for infusing intercultural awareness in education, implementing it by developing the materials for English education, especially in Islamic Elementary schools, is still a challenge for some teachers.

Based on the problems above, the researchers want to develop a course design by infusing intercultural awareness in English material for 4th-grade students at Islamic Elementary School. Along with this growth in learning English at the Islamic elementary school level, there is increasing concern over the design of English materials infused with intercultural awareness. Results of this study are expected to show the use of infusing intercultural awareness in English materials, especially for Islamic Elementary School students. Therefore, it will enrich the findings of infusing intercultural awareness in learning whether the results are strengthened or debate the idea.

## METHODS

### Research Design

The mixed methods research design was conducted in this study since infusing intercultural awareness in English materials development is expected to accommodate the students' learning needs for 4th grade. [Creswell \(2014\)](#) stated that the mixed method combines qualitative and quantitative research and data in a research study. Quantitative data usually includes closed-ended responses, while qualitative data tends to be open-ended without predetermined responses. Therefore, the researchers gained the data by giving them questionnaires to 71 students at MI Manarul Islam Malang and 13 teachers (3 teachers from MI Manarul Islam Malang, four teachers from SD Anak Saleh Malang, a teacher from MIN 1 Kota Malang, SDIT Natuna, SDN 07 Samboja, and SD Fastabiqul Khairat, two teachers from SD Muhammadiyah 4 Malang).

Then, the researchers built on the results to explain them in more detail with qualitative research based on the emerging problems to answer these research questions: 1) Is infusing intercultural awareness essential in ELT? 2) What are the most appropriate teaching materials, methods, and activities in ELT for 4th grade?

### Participants

The study participants were selected purposively based on the criteria designated by the researchers. All 71 students are in the fourth grade of MI Manarul Islam Malang. They were selected as participants because the English material development is intended for the 4th grade. Meanwhile, the 13 teachers from seven elementary schools were selected based on their educational background, experience, and TEYL. All participants agreed to participate in this study because they had the experience that they could share as the research data.

Furthermore, the main reason for choosing 71 students from MI Manarul Islam Malang is that the English material is taken from the 4th grade's book in MI Manarul Islam Malang. Moreover, the material development is also intended to be implemented in 4th grade at MI Manarul Islam Malang. In the meantime, selecting 13 teachers in seven different elementary schools balances the number of student participants and strengthens the teachers' needs analysis result as a form of data triangulation.

### Data Collection

To gain the data for this study, the researchers looked at the materials in the 4th grade's English book at MI Manarul Islam Malang and selected one material to be developed. Moreover, the researchers also gave the questionnaires to the participants. The students and teachers have different questionnaires to be filled. However, still, both questionnaires consist of three different parts. For students, it consists of students' interest and motivation in learning English, the topic and content they are interested in, and learning activities they prefer. While for the teachers, it consists of the importance of enriching intercultural awareness in ELT, topics and contents that are appropriate to the students, and learning activities that are appropriate to the students. Then, the results of students' and teachers' needs analyses will guide the development of English learning material in the 4th grade.

### Data Analysis

The data was analyzed using explanatory sequential mixed methods, in which the qualitative data was used to explain the quantitative data results. Because the qualitative phase follows the quantitative phase, it is considered sequential.

This design is standard in fields with a quantitative orientation (hence the project starts with quantitative research), but it has drawbacks, such as identifying quantitative results to investigate different and unequal sample sizes for each study phase (Creswell, 2014).

## RESULTS AND DISCUSSION

The finding answers this study's research questions: "1) Does infuse intercultural awareness is essential in ELT? 2) What are the most appropriate teaching materials, methods, and activities in ELT for 4th grade?". The summary of students' and teachers' need analysis that were collected through Google Form is presented in the following table:

**Table 4.1|** Students' need analysis:

No.	Students' Interest and Motivation in Learning English	Topic and Content that they are interested in	Learning Activities that they are preferred to
1.	Almost all the students (59 students, 83,1%) tried to speak and learn English. They also learned English to understand the books that are written in English. Moreover, there are 58 students (81,7%) learned English because they liked to listen to both English songs and conversation.	Almost all the students (65 students, 91,5%) wanted to know the Muslims' life in different countries. Moreover, also almost all the students (59 students, 83,1%) liked to talk about their country's uniqueness and wanted to know about different countries' uniqueness.	Most of the students (57 students, 80,2%) liked to have a conversation with their friends or other people. Moreover, there were 54 students (76,1%) who liked to watch an animation/a cartoon video to learn English. Meanwhile, only 53 students (74,6%) liked to watch a video to learn English.
2.	Most of the students were interested in learning English because they wanted to go abroad (57 students, 80,2%). Meanwhile, 56 students (78,9 %) learned English to prepare for the exam.	Most of the students (56 students, 78,9%) were happy to make new friends in different countries. Then, there are 51 students (71,8%) wanted to know about the typical holiday and celebrations in different countries.	There are 53 students (74,7%) who liked to play outside and in new places. They also liked to have a group projects. Moreover, 50 students (70,4) liked to use their phones/PC/laptops to learn. Meanwhile, only 41 students (57,7%) liked to make art and craft.

Meanwhile, only 49 students (69,1%) liked to try typical food in different countries.

**Table 4.2|** Teachers' need analysis:

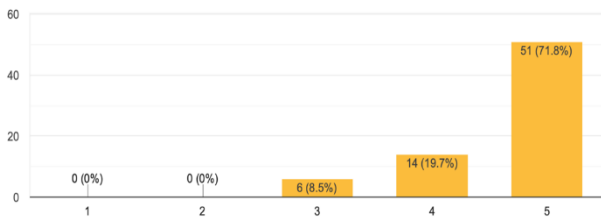
No.	The importance of enriching intercultural awareness in ELT	Topic and Content that appropriate to the students	Learning Activities that appropriate to the students
1.	All teachers (13 teachers, 100%) believed that introducing various cultures from different countries to ELT is important. Moreover, Almost all teachers (12 teachers, 92,4%) assumed that enriching intercultural awareness is important in ELT.	All teachers (13 teachers, 100%) agreed that determining the topic "Let's Travel Around the World" in the introduction and greeting materials is interesting and applicable in ELT at elementary school.	All teachers (13 teachers, 100%) agreed to involve the students in learning activities. Moreover, most of them (12 teachers, 92,4%) teach the students by using games and direct communication.
2.	There are only five teachers (38,5) experienced in delivering cultural diversity in ELT. However, ten teachers (76,4) would like to introduce cultural diversity to ELT. Then, 11 teachers (84,6%) believed that they would get many advantages in delivering rather than disadvantages and challenges. There are only seven teachers (53,9%) who assumed that they would face some challenges in	Almost all teachers (12 teachers, 92,4%) assumed that cultural introduction could be started by introducing typical food from different countries. Then, there were ten teachers (76,9%) who also agreed to introduce Muslims' life in different countries. However, there are only eight students (61,6%) agreed to introduce a typical holiday in different countries and seven teachers (53,9%) agreed to introduce traditional celebrations in different countries.	Almost all teachers (11 teachers, 84,6%) gave the assessment based on English target skills. There are 11 teachers (84,6%) who liked to assess the students by giving the written test. Then, ten teachers (77%) preferred to give a project to assess the students. At the same time, only eight teachers (61,6%) liked to have an art and craft class in the ELT process to assess the students.

In the result above, it is clear that, in general, students' and teachers' responses are interrelated. Nevertheless, there are still some significant differences in their responses regarding the appropriate topic/content and learning activities. For instance, almost all the students were interested in discovering Muslims' life in different countries instead of trying typical food from different countries. Meanwhile, almost all teachers preferred to introduce typical food instead of Muslim life to enrich the students' intercultural awareness.

Hence, further analysis is needed to consider the difference insignificant or vice versa.

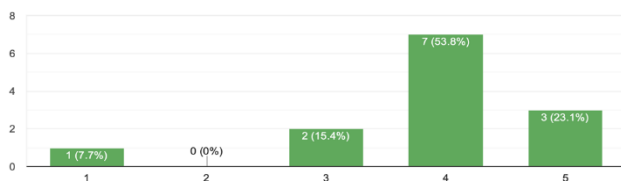
Below are the detailed findings divided into three parts: what are the students' and teachers' needs? An Appropriate 4th Grade Course Design; and Course Design Implementation and evaluation. The researchers presented the interrelation of students' and teachers' needs analysis of students' and teachers' needs. Then, the materials development and learning activities will be discussed in the second part based on analyzing the students' and teachers' needs. Moreover, the result of the course design implementation will be presented in the third part with its evaluation. Each part presented the result of the need analysis in the form of a diagram. Those are the orange diagram which belongs to the students' needs analysis, and the green diagram, which belongs to the teachers' needs analysis.

**a. What are the students' and teachers' need?**  
**1. The appropriate materials for the 4th graders**



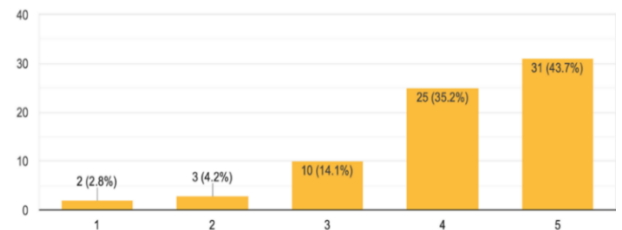
**Figure 1.1|** (Students' interest in learning Muslims' life in different countries)

The data above showed that almost all the students (51 students, 71,8% strongly agreed; 14 students, 19,7%) were willing to know the Muslims' life in different countries. Meanwhile, none of them were interested in learning about Muslims' life in different countries. Then, the rest of them chose neutral to this statement (6 students, 8.5%). It indicated that almost all the students were very interested to know about Muslims' life in different countries.



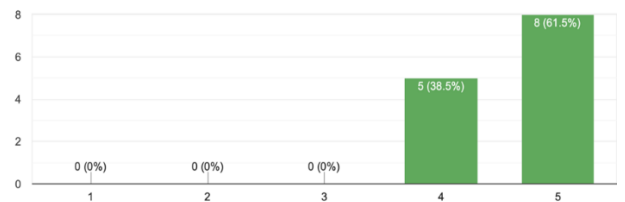
**Figure 1.2|** (Teacher's interest in introducing Muslims' life from different countries)

Meanwhile, introducing Muslims' life from a different country is supported by only ten teachers (7 teachers, 53,8% agreed; 3 teachers, 23,1% strongly agreed). Then, the rest of them tend to be neutral (2 teachers, 15,4%), and only a teacher (7,7%) strongly disagreed.



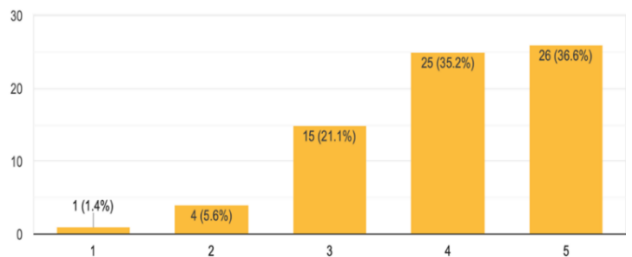
**Figure 1.3|** (Students' interest in making new friends from different countries)

The figure shows that most of the students were happy to make new friends in different countries (31 students, 43,7% strongly agreed; 25 students, 35,2% agreed). Meanwhile, only several students (2 students, 2,8% strongly disagreed; 3, 4,2% disagreed) did not get interested in making new friends in different countries. Then, the rest of them chose neutral (10 students, 14,1%). Based on the students' options, it implied that most of them were very interested in introducing themselves to other people and asking for other people's information.



**Figure 1.4|** (Teachers' interest in teaching English by the topic 'Let's Travel around the World')

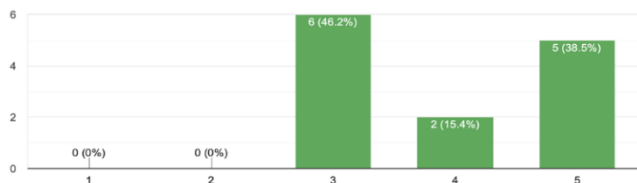
Meanwhile, all teachers agree (38,5% agree; 61,5% strongly agree) that the topic of "Let's Travel Around the World" is interesting and applicative for teaching elementary students. This topic is a part of introducing intercultural awareness to students and can accommodate the students' preferences in telling about their country's uniqueness, learning about other countries' uniqueness, and making new friends from different countries.



**Figure 1.5|** (Students' interest in learning holidays and celebrations from different countries)

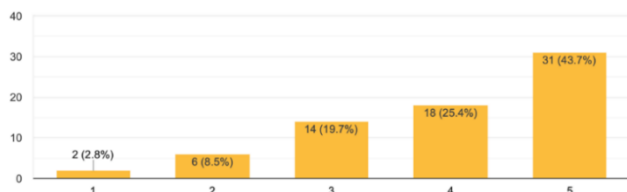
On the other hand, there were 51 students (26 students, 36,6% strongly agreed; 25 students, 35,2% agreed) who were eager to know about the typical holidays and celebrations in different countries.

Meanwhile, only five students (1 student, 1,4% strongly disagreed; 4 students, 5,6% disagreed) seemed that they did not want to know about the typical holidays and celebrations in different countries. Then, the rest 15 students (21,1%) chose neutral.



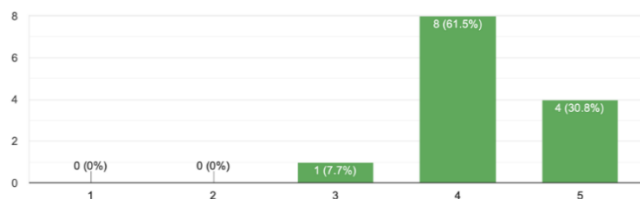
**Figure 1.6|** (Teachers' interest in introducing traditional celebrations from different countries)

Then, there are six teachers (46,2%) who tend to be neutral about the idea of introducing traditional celebrations in different countries. However, we could say that half of the teachers (2 teachers, 15,4% agreed; 5 teachers, 38,5% strongly agreed) assumed that this topic is interesting to introduce various cultures from different countries.



**Figure 1.7|** (Students' interest in tasting typical food from different countries)

In addition, there were 49 students (31 students, 43,7% strongly agreed; 18 students, 25,4%) who liked to taste typical food from different countries. Meanwhile, there were only eight students (2 students, 2,8% strongly disagreed; 6 students, 8,5% disagreed) who seemed that they not really interested in tasting typical food from different countries. Then, 14 students (19,7%) tend to be neutral in this case.

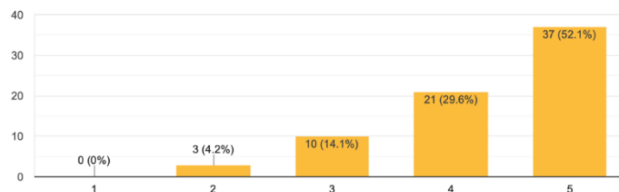


**Figure 1.8|** (Teachers' preference to introduce traditional food from different countries)

Different from the students' response, almost all teachers (4 teachers, 30,8% strongly agreed; 8 teachers, 61,5% agreed) preferred to introduce traditional food from different countries as a cultural introduction. Meanwhile, there only a teacher (7,7%) chose neutral. It meant that traditional food could be a good and interesting topic to enrich intercultural awareness in the English teaching and

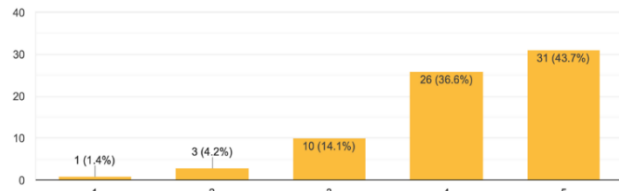
learning process.

## 2. Classroom Learning Activities



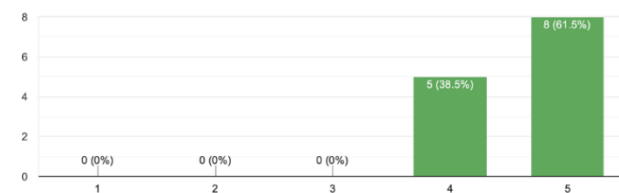
**Figure 2.1|** (Students' interest in listening English songs or conversations)

From the figure above, there are 37 students (52.1%) who strongly agreed, and 21 students (29,6%) a liked to listen to English songs or conversations. While 10 students (14,1%) chose neutral and 3 students (4,2%) disagreed with the statement. It can be stated that almost all the students liked to listen to both English songs and conversation.



**Figure 2.2|** (Students' willingness to go to abroad)

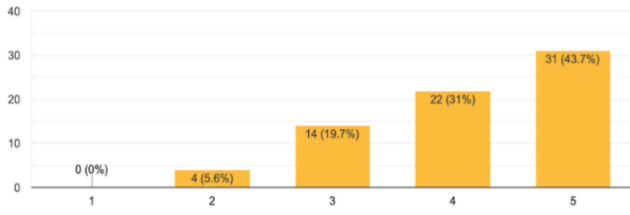
In addition, the figure above shows that most of the students (31 students, 43,7% strongly agreed; 26 students, 36,6% agreed) agreed with the statement that they learned English because they wanted to go abroad. Yet, ten students (14,1%) chose neutral while the rest (3 students, 4,2%) disagreed, and one student (1,4%) strongly disagreed. This data is related to the topic "Let's travel around the world," where the students will have a simulation to travel to some different countries.



**Figure 2.3|** (Teachers' preference to involve the students in learning activities)

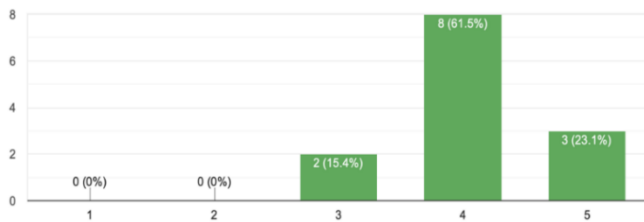
Furthermore, almost all the teachers strongly agreed that students were more interested to learn English if they were involved in every learning activity (8 teachers (61.5%)). Thus, five teachers (38.5%) chose to agree.

Thus, regarding this statement, the teachers should make learning activities that can involve all the students. Some activities that can involve the students are having outside classroom activities and playing the game.



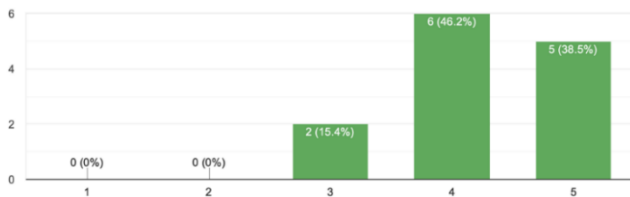
**Figure 2.4|** (Students' preference to work in group rather than individually)

There were 53 students (31 students, 43,7% strongly agreed; 22 students, 31% agreed) who liked to do a project group. Then, only four students (5,6% disagreed) did not like to do a project group. Meanwhile, 14 students (19,7%) tend to be neutral. The project group implied that they could have collaborative learning in the classroom.



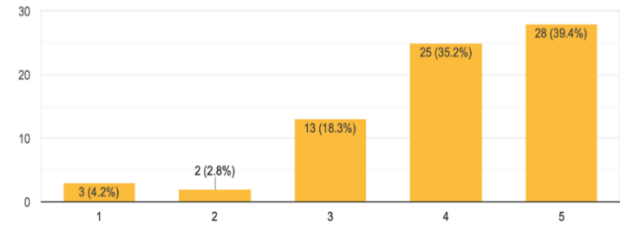
**Figure 2.5|** (Teachers' belief that introducing cultural diversity make the students excited to speak English)

Based on the figure above, all teachers (3 teachers, 23.1% strongly agreed; 8 teachers, 61.5% agreed; 15.4% neutral) believed that introducing cultural diversity in English learning made students excited about speaking English. This statement is related to the students' preference to have a group project or work in pairs project so that the students can interact and collaborate with each other.



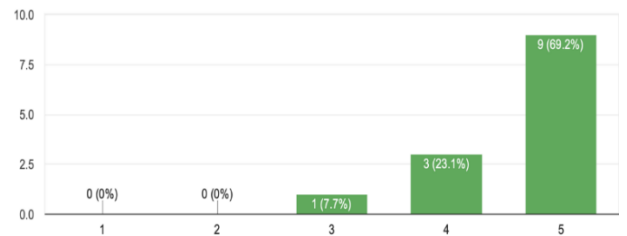
**Figure 2.6|** (Teachers' belief that introducing cultural diversity make the students enthusiastic to learn English)

In the figure above, there are 11 teachers (5 teachers, 38.5% strongly agreed; 6 teachers, 46.2% agreed) who believe that the introduction of cultural diversity during the English learning process makes students enthusiastic about learning English. Meanwhile, two teachers (15.4%) were neutral about the idea. This implied that one of many strategies to enhance students' enthusiasm for learning English is by introducing cultural diversity.



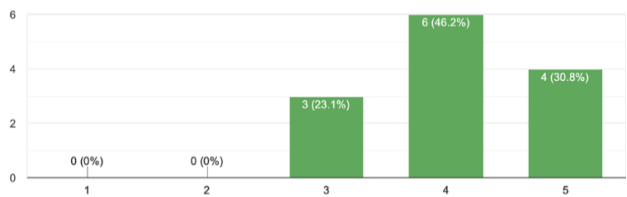
**Figure 2|** (Students' interest to study by watching video)

Meanwhile, there were 53 students (28 students, 39,4% strongly agreed; 25 students, 35,2% agreed) who liked to watch a video to study. Only five students (3 students, 4,2% strongly disagreed; 2 students, 2,8% disagreed) did not like to study by watching a video. Then, 13 students (18,3%) seemed to be neutral. It indicated that a video could be a learning medium for the students.



**Figure 2.8|** (Teachers' agreement to teach English through games)

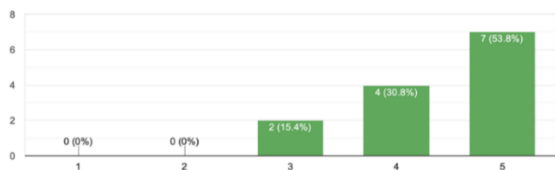
In addition, almost all the teachers strongly agreed that students were more interested to learn English through games (9 teachers (69.2%). In line with them, three teachers (23.1%) agreed. At the same time, only a teacher (7.7%) chose to be neutral. This statement is related to the students' interest in outside learning activities. The teachers can have a game outside the classroom.



**Figure 2.9|** (Teachers' agreement to give an assessment in the form of project)

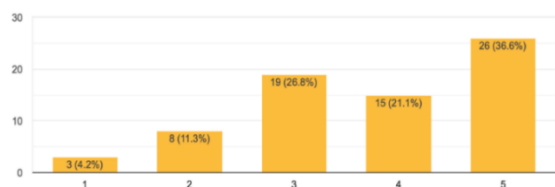
Based on the figure above, ten teachers (4 teachers, 30,8% strongly agreed; 6 teachers, 46,2% agreed) were happy to give an assessment in the form of the project after introducing cultural diversity during the English learning process. Three teachers (23,1%) chose neutral. This statement is related to the students' interest in having a project group in the learning process. The teachers can give the students an assessment in the form of a project

group.



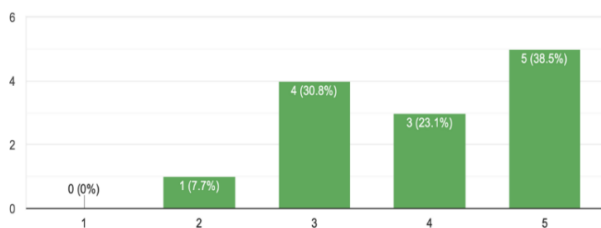
**Figure 2.10** | (Teachers' agreement to give the assessment based on the target skills in learning English)

Meanwhile, there are 11 teachers (7 teachers, 53.8% strongly agreed; 4 teachers, 30.8% agreed) who gave an assessment based on the target skills in learning English. Only two teachers (15.4%) chose neutral. It indicated that the teachers might give various assessments based on the target skills. They may give project assessments, test or non-test forms, and many more.



**Figure 2.11** | (Students' preference to make art and craft in learning English)

Based on the figure above, 41 students (26 students, 36.6% strongly agreed; 15 students, 21.1% agreed) liked to make art and craft. Only 11 students (3 students, 4.2% strongly disagreed; 8 students, 11.3% disagreed) did not get interested in making art and craft. Meanwhile, the rest of the 19 students (26.8%) chose neutral. However, still, 57.7% of students liked to make art and craft, and it indicated that art and craft could be one of the classroom learning activities.



**Figure 2.12** | (Teachers' agreement to do art and craft in teaching English)

The figure above shows that most of the teachers agreed that they liked to do art and craft in learning the English process (5 teachers (38.5%) strongly agreed, and three teachers (23.1%) agreed). At the same time, four teachers (30.8%) chose neutral, and the rest (a teacher (7.7%) disagreed). In brief, 61.6% of teachers liked to do art and craft in the English learning process.

There is only a 0,26% difference between students' and teachers' responses regarding the art and craft as one of the English classroom activities.

### b. An Appropriate 4th Grade Course Design

Based on the students' and teachers' needs analysis, we found that students have curiosity about Muslim life in another country. Therefore, we can input information about Muslim life in another country into our teaching. This will help the student to improve their intercultural awareness. They will learn how a Muslim community lives in other countries, like where they pray, live, eat, etc. The teacher supports this idea. Most agree that introducing Muslim life in another country will improve their intercultural awareness. Almost all teachers believe that "Let's Travel Around the World" is an exciting topic and applicable for the student to learn about the introduction. Students are also enthusiastic about learning English to make new friends abroad. The student wishes to know more about other countries' cultures, such as food, national celebrations, and the country's uniqueness. Students also want to introduce their country when they go abroad. The teachers also have the same idea that introducing other country cultures, such as food, national celebration, and the country's uniqueness, will make the classroom more fun and make students more enthusiastic about learning the language. From those analyses, we believe we need to deliver the teaching to be more authentic or make it as accurate as possible. This will give students more information about other countries and help them to enrich their intercultural awareness.

Meanwhile, the teachers believe that the topic of a different culture can make students more enthusiastic and motivated to learn English since almost all students want to go abroad. Students prefer classroom activities like conversations between classroom friends for learning activities. It seems they wish to improve their speaking skill and share their idea about the country's culture they just learned. Students wish to have a session to watch a video, especially animation, that mainly talks about other countries' cultures. They also love to listen to English conversations. The teacher also agrees that giving a video animation will make students happy to learn English, especially about culture in different countries which is new to them. The students prefer to have a group project. Most students love to make a handcraft or art. We can make this a group project. If possible, almost all students would love to have learned outside the classroom. The teachers also suggest assessing students based on the target skill and in a group project where they can produce a product based on the presented topic. They also suggested making a game between learning activities that still relate to the topic. This game can make students more active in the classroom. We need to deliver this topic as authentic and interactive as possible so the student can feel so much fun while learning.

Further, the researchers determined that the materials differed from the teachers' needs. At the same time, the learning activities were dominantly on students' needs.

The researchers introduced typical food and traditional celebrations for the learning materials to infuse students' intercultural awareness. There are approximately 30 target vocabularies for typical food and traditional celebrations. Moreover, there are 12 target structures for introducing typical food and traditional celebrations.

In addition, for classroom activities, the students will have collaborative learning where they can converse with their friends. They will also watch an animation video as one of their learning sources. Moreover, the students will have a simulation of visiting new places to discover various cultures. Then, they will have a project task as their classroom assessment. Those sequences of activities are related to the three particular behavior of teaching intercultural to young learners. First, when teaching intercultural, the use of contextual clues, such as gestures, facial expressions, and the use of visual props to facilitate comprehension and meaning is essential. Second, the teachers need to provide the provision of purposeful hands-on learning experiences for students. Third, the teachers have to use linguistic modification in spoken interaction to make the target language more comprehensible for students (Sabilah, 2019; Zeynep Özışık et al., 2019b)

**Table 4.3|** The Details of Target Vocabularies and Structures

Materials	Target Vocabularies	Target Structures
Typical food	<b>General vocabularies:</b> chicken, bread, sausages, beans, chicken, noodles, potato, mineral water, milk, orange juice, apple, banana, egg, fish, and meat.	What is your typical food? My country's typical food is/are .... Do you like it? Yes, I do No, I don't Is that yummy? Yes, it is. No, it isn't
	<b>Indonesia:</b> rice, pecel, and rendang	
	<b>France:</b> baguette, cassoulet, chocolate soufflé <b>Italy:</b> pizza, lasagna	
	<b>America:</b> hot dogs, apple pie, burger <b>Spain:</b> paella, tortilla de patata	
Traditional celebrations	<b>General vocabularies:</b> celebration, traditional, costume, event, festival, lanterns, turkey, cook, prayer	What is the traditional celebration in your country? What is the most popular festival in your country? Very interesting! That's amazing! Do you attend the festival? The most popular festival in my country is .... My country always celebrates ....
	<b>Indonesia:</b> Eid al Fitr	
	<b>France:</b> Nice Carnival	
	<b>Italy:</b> Festa della Rificolana <b>America:</b> Thanksgiving	
	<b>Spain:</b> Carnival	

### c. Course Design Implementation and Evaluation

The English materials are implemented by the researchers in the chosen elementary school. Therefore, the implementation is not only for the students but also for the teachers. Based on the implementation results, some important points must be considered when designing and developing materials. In this part, there will be two kinds of explanations based on the results of students' and teachers' feedback.

Due to the final examination in the chosen elementary school, the researchers could not be able to involve the whole students in that school. Thus, there were only eight students participated in watching the video. Nevertheless, the students were enthusiastic when watching the video and very conducive. After watching the video, they consecutively gave feedback on some points such as language, content appropriateness, the attractiveness of the materials, recording quality, and practicality. From the language level, One out of eight students said that the language was easy, and the rest said that it was medium. They might find it difficult to understand word by word, but they understand the whole sentence to get a general understanding.

Moreover, the students quickly understood the instructions or questions. This is related to Irwandi et al. (2018); Syafrizal & Haerudin (2018) explained that in practice, students usually could not understand the language due to their limited vocabulary. Vocabulary is a system of words and a language component. Thus, at least students can understand the word contextually in meaning and the word used to understand the whole sentence. Vocabulary learning in context is crucial for the EFL student learning process. Therefore, the teacher should be able to deliver the teaching material about vocabulary in an easy way. Then, for the content appropriateness, they assumed that the materials in the video related to the introduction unit they had learned. In this video, they were not only learning about the introduction but also how to ask and answer questions about typical food and traditional festival from other countries. Giving them other aspects about introduction, such as typical food and traditional festival, are some ways to integrate intercultural awareness with the English materials. Sabilah (2019) revealed that intercultural is the ability to interact with people from other cultures in one's language. It also requires the students to increase relevant knowledge and skills regarding the target language and culture and their cultural awareness. They must also be reflective and transferable among different languages and cultures.

The idea of teaching English with intercultural Content is essential. Ismailov (2021); Burikova (2020) explained that to develop student awareness, students must first understand the intercultural communication process. Then, the student must learn about foreign cultural environments, standards, traditions, and customs. With this, the student can realize that different values from other cultures are different from theirs.



The individual tasks were also interesting for them; they were asked to make a short video and passport using art and craft. [Azhima \(2019\)](#); [Vajak et al. \(2021\)](#) stated that art and craft could bring enjoyment to the student learning process. Art and craft can also improve student creativity, physical ability, motor skills, and teamwork. Doing this activity will develop students' intelligence and cognitive skill.

Furthermore, six students said the video was lovely because they learned something new about other cultures, and the material met their expectations. The teachers were very expressive in the video. What they have said has fulfilled one of three particular behaviors in teaching intercultural: using gestures, facial expressions, and visual props to facilitate comprehension and meaning ([Sabilah, 2019](#)). They also liked the pictures of the typical food, inspiring them to try making the food with their family. However, only two students said the video was not attractive because the duration was too long. In some parts of the video, they expected to watch a real video of traveling worldwide. [Widodo & Dewi \(2018\)](#) explained that it is natural for a young learner to get bored and lost focus in the middle of the class. Some reasons are that the students could not understand the inappropriate materials or the teachers' monotonous explanation. This kind of problem is a challenge for the teachers. To avoid this problem, the teacher should be more creative in creating engaging material ([Cuccurullo, 2019](#)). The teacher should provide various activities that involve the student. The last is that the teacher should make a material that will raise students' curiosity.

Additionally, regarding the recording and video quality, the students found different qualities among the people in the video. In some scenes, the video and recording quality are excellent, but the other videos and recordings are not. However, the overall quality is apparent to them. Equally important, the level of the material's practicality in the implementation is medium because the materials are not only the introduction but also other aspects such as the typical food and traditional festival. The student feels the video is interesting for them because the introduction topic is in an international context, not only in the Indonesian context. This kind of material can expand their knowledge about the culture. [Phongsirikul \(2019\)](#) said that intercultural awareness is an essential skill for students in this 21st century. With intercultural awareness, students can be successful in communication or as intercultural speakers aware of people with various cultural backgrounds. Hence, the students are expected to have language and intercultural awareness skills to adapt to any type of communication in a multicultural environment.

From the teachers' perspective, after watching the video, the teachers categorize the language level of that video as medium level. It is because there are some words that students cannot understand. Because this is in the form of a video, the students cannot ask about the meaning. However, the student can understand the whole sentence and get the general meaning. Regarding the quality of the video, the teachers said it is excellent.

Nevertheless, it needs some improvement in some parts of the scene traveling worldwide with Ms. Nabila, which should have the same video quality. The other part that needs improvement is that some pronunciation should be more precise. For practicality, the video duration is too long to be displayed in the class because the student might get bored. The teachers suggested shortening the video by only putting the exciting and fun parts only in the video. In the animation part, the teacher suggested changing the text conversation to spoken conversation as the stimulus. Text-based video may not attract some students, especially if the text transition is too fast. Therefore, the student may struggle to read the text. However, the teachers agree that the video is valuable and appropriate for elementary students. The video provided good material to increase student knowledge about international and not only in Indonesia. The teacher's comment about the material is in line with [Gashi's \(2021\)](#); [Gürsoy & Özcan \(2022\)](#) idea that developing student intercultural awareness by teaching various points of view from different people and nations will make students consider themselves a part of this big world. This idea is also supported by ([Hazaea, 2020](#); [Samsudin et al., 2021](#)) that students who learn English as a foreign language must not only learn the language but also about the culture. Because the language and culture cannot be separated, the student is expected to communicate with people from various cultural backgrounds.

For the suggestion, the video duration should be short, around 8-10 minutes, and 15 minutes maximum. The video quality should be equal, and the actor should pay more attention to their pronunciation and language use. The individual task should be displayed longer to make students easier to understand the task. It will be a great help for students if the video maker provides a short video about how their task should be done. The last suggestion is that the video maker should provide a link or QR code in the video so the student can access the quiz. In this way, the video content can be more effective.

The tryout is to prove that Intercultural awareness is about understanding other cultures. [Miftakh \(2017\)](#); [Alhasnawi \(2022\)](#) revealed that intercultural English teaching and learning gives young learners more opportunities to be more active and critical of other languages and cultures while improving their English skills. As a result, students' English skills improve as they better understand other cultures. This is also improved how the English course designed to infuse intercultural awareness in English material for Islamic Elementary School students. Moreover, the results of this study are expected to show the use of infusing intercultural awareness in English materials, especially for Islamic Elementary School students.

## CONCLUSION

Infusing intercultural awareness into ELT gained some benefits of increasing knowledge about cultural diversity by using English. They will learn English and the language cultures and other cultures.

Speaking and listening, the students learned new vocabulary and how to use it in a sentence. They also learn some simple expressions that are usually used in general conversation. Moreover, they might have experiences in asking for and giving pieces of information related to the cultural diversities in the world.

Developing English materials based on the learners' and teachers' needs could enhance the quality of the teaching and learning process, whether inside or outside the classroom. From the teachers' perspective, the appropriate English materials and activities influence students' understanding of English usage. The students will also have their individual English learning awareness outside the classroom. For instance, this study developed the "Introduction and Greeting Unit" into "Typical food and Traditional Festival" as a tool for intercultural awareness under the theme "Let's Travel Around the World." As a result, the students will learn how to introduce themselves and greet people and ask for and give information about the people's country culture. In the classroom, the teachers may limit the students to some countries' cultures, but outside the classroom, they may want to discover more about other countries cultures. Meanwhile, from students' perspective, they are highly motivated to learn English if they get appropriate learning materials and activities.

However, still, there are some challenges in developing English materials based on the students' and teachers' needs, especially in preparing a proper course design. Furthermore, it is challenging for the teachers as they need to conduct the materials after generalizing students' and teachers' needs analyses. In the meantime, challenges in teaching and learning activities were derived from students with limited English vocabulary and the teachers' knowledge limitations on teaching strategies. These limitations should be gradually eliminated after the teachers get intensive training in teaching and developing English materials. Further, the future researchers should develop English materials in modules, textbooks, or workbooks. So that the research will not only stop in the need analysis phase but will continue into the research and development phases.

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