

FAKULTAS BAHASA DAN SENI

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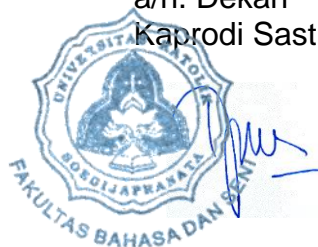
SURAT-TUGAS

Nomor: 00455/K.6.4/ST.FBS/08/2023

Yang bertanda tangan di bawah ini atas nama Dekan Fakultas Bahasa dan Seni Universitas Katolik Soegijapranata Semarang dengan ini memberikan tugas kepada:

- N a m a** : **G.M. Adhyanggono, M.A., Ph.D**
- S t a t u s** : Tenaga Edukatif Fakultas Bahasa dan Seni Universitas Katolik Soegijapranata Semarang
- T u g a s** : Pembicara dalam Workshop EMI (English as a Medium of Instruction) dengan judul makalah "**Contextual Intercultural Communication**" dan "**Public Speaking Tips**" yang diselenggarakan oleh IUP Unika Soegijapranata.
- W a k t u** : Rabu, 16 Agustus 2023
- T e m p a t** : Universitas Katolik Soegijapranata
- Lain-lain** : Harap melaksanakan tugas dengan sebaik-baiknya dan penuh tanggung jawab.

Semarang, 16 Agustus 2023
a/n. Dekan
Kaprosdi Sastra Inggris,



Dra. Cecilia T. Murniati, M.A., Ph.D
NPP. 058.1.1996.204

Tembusan Yth :
Ka. LPSDM

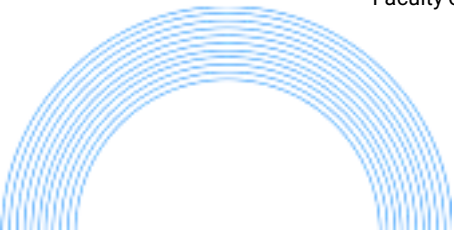


**IUP – FLA Program on English as a Medium of Instruction (EMI)
SCU – Semarang, August 16, 2023**

Contextual Intercultural Communication

G. M. Adhyanggono, PhD.

Associate Professor of Film and Literary Criticism
Faculty of Language and Arts, SCU





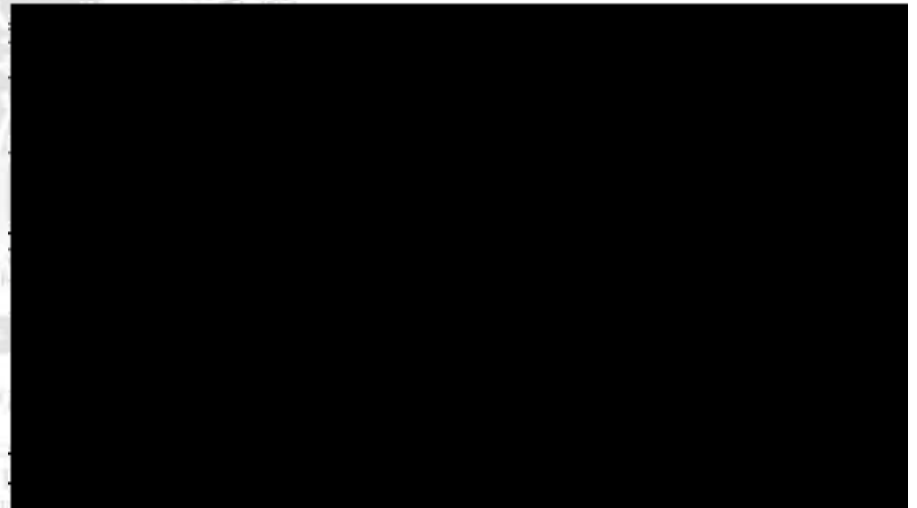
To begin with, let's observe these videos.

Case one: Intercultural communication and understanding is important

<https://www.youtube.com/watch?v=AmoYmcZCoiw>

Case two: Intercultural communication- non-verbal communication

<https://www.youtube.com/watch?v=eoW53zvWBqw>





Global context – 7 reasons for the
significance of Intercultural Comm.(IC):
**self-awareness, demography, economy,
environment, technology, peace, and ethics**
(Martin & Nakayama 2021).

SCU context – using English as the
medium of instruction in the IUP
program, we can educate students
(Kramsch in Lütge, Merse and
Rauschert, 2023):

Communication
between people of
different cultures
(Bennett, 2013)

**English as a Medium of
Instruction (EMI) that
confirms such a positioning**

**The
Definition**

**The
Reasons**

**Intercultural
Communication
(IC)**

**The
Starting
Point &
Attitudes**

**The
Outcome**

**Students' Intercultural
Communicative Competence
(ICC)**

to be the "Global Citizen"
through border crossing

to expose their more
emotional decentering and
empathy:

to understand differences
why social, economic,
political, cultural and even
geographic contexts matter in
shaping diverse worldviews

to understand and use their
capacity as human being
appropriately in a fast-changing
technology

Crossing disciplinary
boundaries

Crossing academic
boundaries

Crossing national
borders

Avoiding
reductive
dichotomies

Contextual sharing of our
geographical, linguistics,
and cultural border
crossing experiences





BORDER CROSSING EXPERIENCES via ENGLISH AS A MEDIUM OF INSTRUCTION (EMI) in PRACTICE

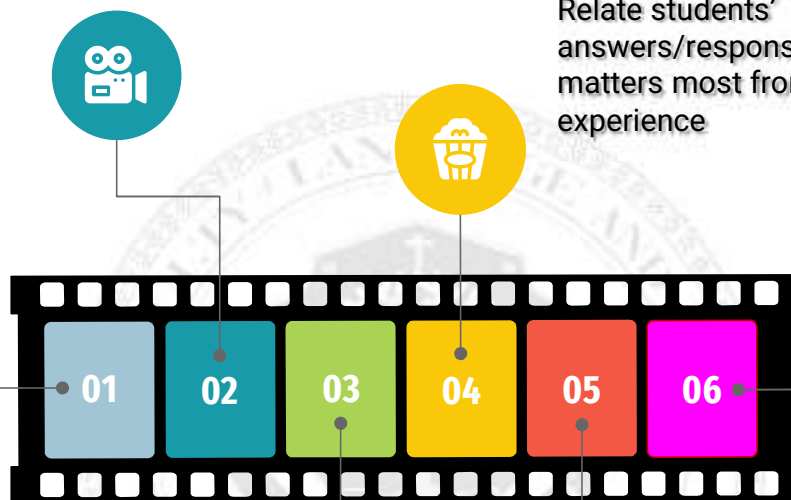


If any, use [photos](#) or [a short footage](#) to help 'dramatize' our experiential storytelling to convince and move students

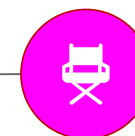
Relate students' answers/responses to what matters most from our experience



Contextual to what we're delivering, share a fragment of our boundary/border crossing experiences to students, but do not tell everything



Invoke students with questions from our storytelling



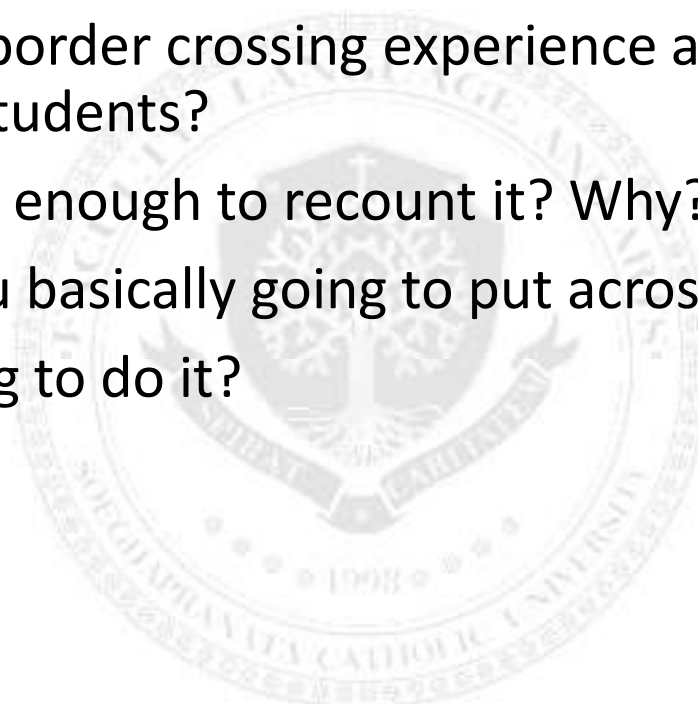
Finally, do not spend much time in telling this intercultural experiences

"Golden Rule":
During the interactions, use affirmative and encouraging diction while maintaining positive tone and gesture; do not always position us as the "hero" in our experiences



Let's have a discussion

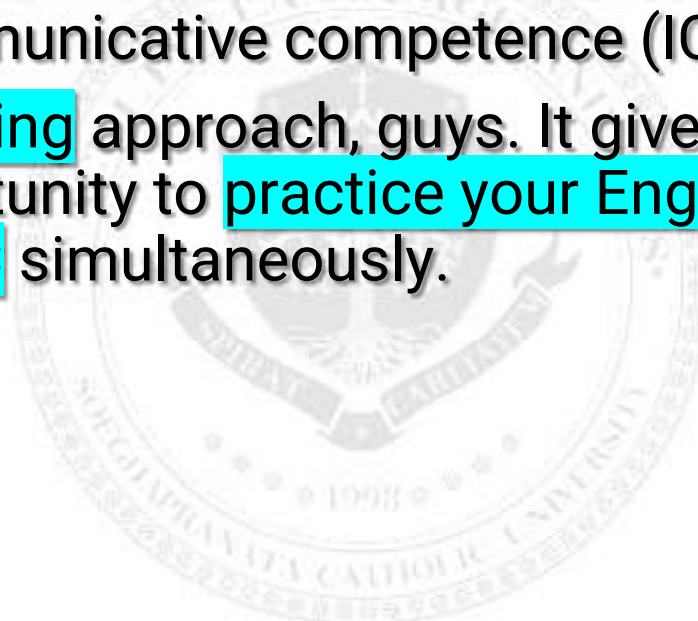
1. What contextual border crossing experience are you possibly going to share to your students?
2. Are you confident enough to recount it? Why?
3. What idea are you basically going to put across?
4. How are you going to do it?





Conclusion

- Contextual border crossing recount using English as its medium is an advantageous method for us to increase our students' intercultural communicative competence (ICC).
- So, it's a worth-trying approach, guys. It gives you a double benefit, the opportunity to practice your English and increase your students' ICC simultaneously.





References

- Bennett, Milton. 2013. *Basic Concepts of Intercultural Communication: Paradigms, Principles, & Practices* 2nd ed., Intercultural Press: London
- Martin, Judith and Nakayama, Thomas. 2021. *Intercultural Communication in Contexts* 8th.ed., McGraw Hill: New York
- Kramsch, Claire. "Re-imagining Foreign Language Education in a Post-COVID-19 World" in Christiane Lütge, Thorsten Merse and Petra Rauschert. 2023. *Global Citizenship in Foreign Language Education: Concepts, Practices, Connections*. Routledge: New York and London

Web Source:

- What is Intercultural Communicative Competence? (InterCom Live: September 6, 2021) <https://www.youtube.com/watch?v=g4QOn07fbGQ>
- *Night sky with stars at a calm lake, time lapse* <https://mixkit.co/free-stock-video/night-sky-with-stars-at-a-calm-lake-time-lapse-1704/>
- Intercultural communication and understanding is important <https://www.youtube.com/watch?v=AmoYmcZCoiw>
- Intercultural communication- non-verbal communication <https://www.youtube.com/watch?v=eoW53zvWBqw>

Videography

- Private collection – Welcoming Queen Elisabeth II at Lancaster Castle, UK. 2015

Photography

- Private collection during Doctoral Studies at Lancaster, UK. 2014-2018

Music Track

- Paul Michael Harris . 2023. Memories of The Glens [Instrumental Music]. On *REFLECTIVE POSTCARDS FROM EUROPE*. Audio Network Limited, UK https://www.audionetwork.com/browse/m/track/memories-of-the-glens_1070423
- William, King. French Jazz Music. <https://pixabay.com/music/acoustic-group-french-jazz-music-142911/>



