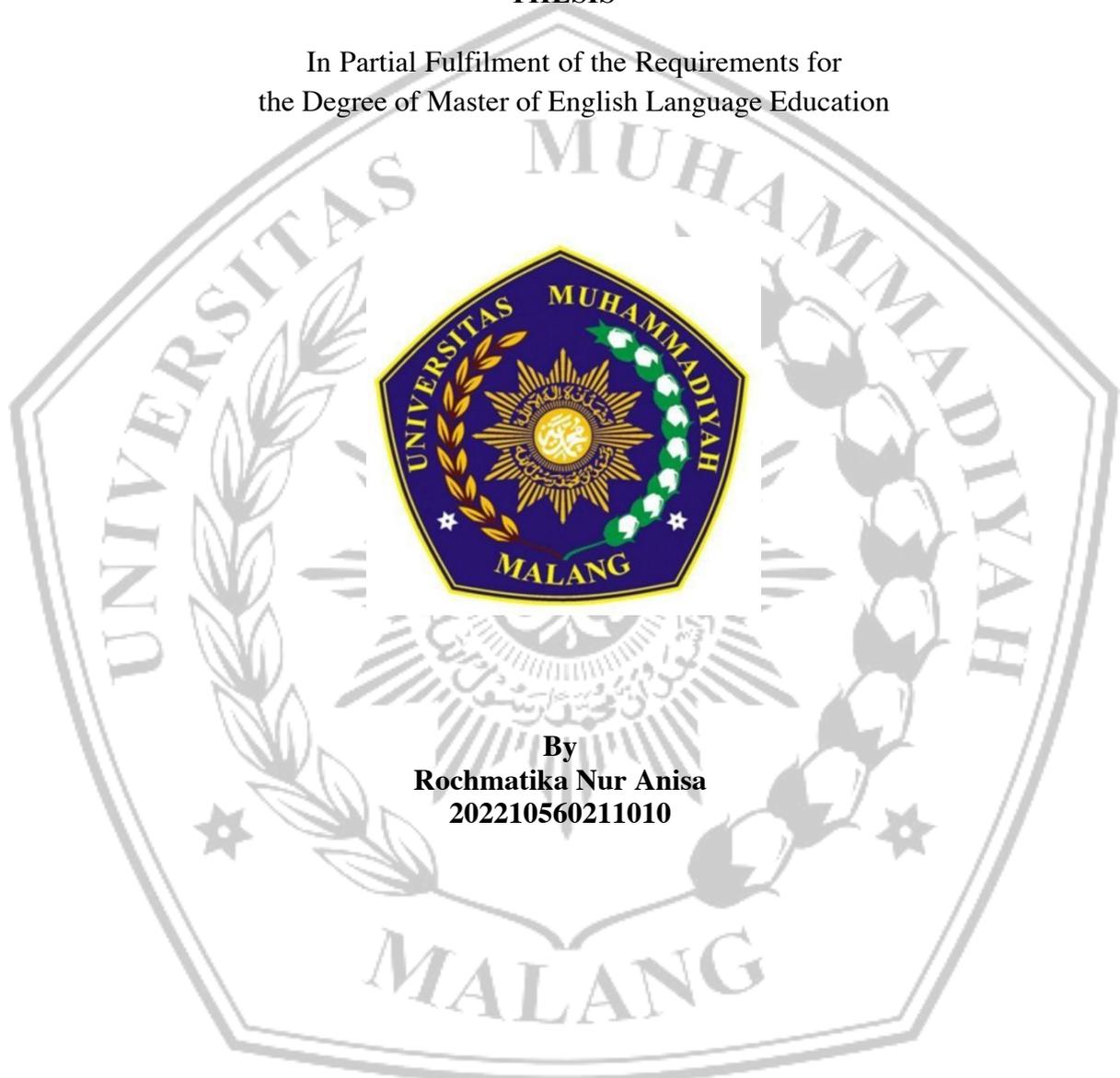


**FACILITATING INTERCULTURAL LEARNING:
STRATEGIES AND CHALLENGES IN PRIMARY SCHOOL
VIRTUAL EXCHANGES AT SD 'AISYIYAH KOTA MALANG**

THESIS

In Partial Fulfilment of the Requirements for
the Degree of Master of English Language Education



By
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DIRECTORATE OF POSTGRADUATE PROGRAM
UNIVERSITAS MUHAMMADIYAH MALANG**

2024

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Accepted on Friday, 17
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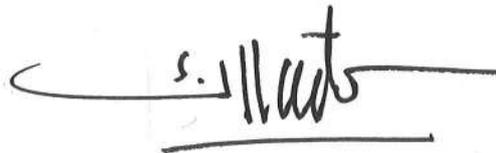
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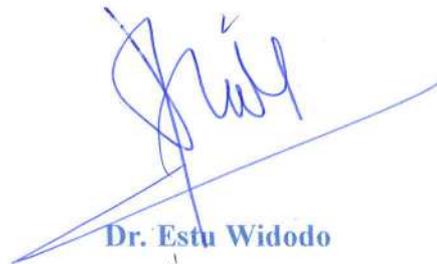


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Rochmatika Nur Anisa



LETTER OF STATEMENT

I, the undersigned:

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Hereby, declare that :

1. The thesis entitled **FACILITATING INTERCULTURAL LEARNING: STRATEGIES AND CHALLENGES IN PRIMARY SCHOOL VIRTUAL EXCHANGES AT SD 'AISYAH KOTA MALANG** is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Besides, there is no other's idea or citation except those which have been quoted and mentioned at the bibliography.
2. If this thesis is proven as a form of **PLAGIARISM** in this thesis, I am willing to accept the consequences including accepting the **CANCELLATION OF THE GRANTING OF MASTER DEGREE** and undergoing any procedures required by the prevailing law.
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Thus, this statement is made truthfully to be used as appropriate.

Malang, 21 May 2024

The Writer.



ROCHMATIKA NUR ANISA

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Anisa, Rochmatika Nur. (2024). *Facilitating Intercultural Learning: Strategies and Challenges in Primary School Virtual Exchanges at SD 'Aisyiyah Kota Malang*. Thesis, Postgraduate of English Education University of Muhammadiyah Malang. Advisors: (I) Dr. Fardini Sabilah, M.Pd., (II) Dr. Sri Hartiningsih, M.M. Email: rochmatikanuranisa@gmail.com

ABSTRACT

This study aims to grasp the narrative story of primary school teachers with non-English teaching backgrounds in facilitating international program collaborations. The research focuses on the strategies, challenges, and adaptations of teachers when involved in virtual exchange programs. Using the narrative inquiry method, this study explores the complexities of teaching and preparing English materials for primary school students through intercultural content in virtual exchanges. The data in this study were obtained through in-depth interviews and participation in a virtual exchange program. The data were thematically analyzed to identify emerging themes related to this research issue. This research emphasizes the importance of using translation into students' first language (L1) and integrating authentic materials to enhance comprehension and foster cultural understanding. It also acknowledges the limitations of these approaches and advocates for a balanced pedagogical strategy that can nurture linguistic and intercultural competencies among primary school students. Ultimately, this study promotes inclusive and globally-minded educational approaches aimed at bolstering students' language and cultural acquisition efforts. Additionally, the research process found that virtual exchange programs are often designed for teenage or adult learners and often exclude primary school students due to their beginner-level English proficiency. The findings of this study offer fresh perspectives on integrating intercultural content into primary English education, thereby enriching the educational landscape.

Keywords: Intercultural Education, Virtual Exchange Program, Translation Practice, Language Acquisition, Primary Education

PROGRAM PERTUKARAN VIRTUAL PEMBELAJARAN ANTARBUDAYA DI SD 'AISYIYAH KOTA MALANG: NARASI PENGALAMAN GURU DALAM PENDAMPINGAN DAN PENGEMBANGAN PROGRAM

Anisa, Rochmatika Nur. (2024). *Facilitating Intercultural Learning: Strategies and Challenges in Primary School Virtual Exchanges at SD 'Aisyiyah Kota Malang*. Thesis, Postgraduate of English Education University of Muhammadiyah Malang. Advisors: (I) Dr. Fardini Sabilah, M.Pd., (II) Dr. Sri Hartiningsih, M.M. Email: rochmatikanuranisa@gmail.com

ABSTRAK

Penelitian ini bertujuan untuk mengetahui paparan narasi dari guru sekolah dasar yang memiliki latar pendidikan non-guru bahasa Inggris dalam memfasilitasi kolaborasi program internasional. Penelitian ini berfokus pada strategi, tantangan, dan adaptasi guru dalam saat terlibat dalam program pertukaran virtual. Dengan menggunakan metode penelitian *narrative inquiry*, studi ini mengeksplorasi kompleksitas pengajaran dan persiapan materi bahasa Inggris pada siswa sekolah dasar melalui konten antarbudaya dalam pertukaran virtual. Data dalam penelitian ini diperoleh melalui wawancara mendalam dan partisipasi dalam program pertukaran virtual. Data dianalisis secara tematik untuk mengidentifikasi tema-tema yang muncul terkait dengan isu penelitian ini. Penelitian ini menekankan pentingnya memanfaatkan terjemahan ke dalam bahasa pertama (L1) siswa dan mengintegrasikan materi otentik untuk meningkatkan pemahaman dan mendorong pemahaman budaya. Penelitian ini juga mengakui keterbatasan pendekatan-pendekatan tersebut, serta menganjurkan strategi pedagogis yang seimbang yang dapat menumbuhkan kompetensi linguistik dan antarbudaya di kalangan siswa sekolah dasar. Pada akhirnya, studi ini mempromosikan pendekatan pendidikan yang inklusif dan berwawasan global yang bertujuan untuk memperkuat upaya penguasaan bahasa dan budaya siswa. Selain itu, selama proses penelitian ini juga ditemukan fakta bahwa program pertukaran virtual banyak dirancang untuk pelajar remaja atau dewasa dan seringkali mengecualikan siswa sekolah dasar karena kemampuan bahasa Inggris mereka yang masih pemula. Hasil pada penelitian ini menawarkan perspektif baru dalam mengintegrasikan konten antarbudaya ke dalam pendidikan bahasa Inggris di sekolah dasar, sehingga memperkaya lanskap pendidikan.

Keywords: Pembelajaran Antarbudaya, Program Pertukaran Siswa, Praktik Penerjemahan, Kemampuan Bahasa, Murid Sekolah Dasar

A. INTRODUCTION

Introducing English to Young Learners (EYL) holds profound implications for language development and cognitive skills. In Indonesia, the incorporation of EYL within primary education has gained global attention due to its inclusion in the curriculum (Lestariyana & Widodo, 2018). The urge among parents to introduce English early stems from the belief that earlier exposure yields better proficiency and offers access to diverse online resources. However, despite this recognition, the English curriculum lacks standardized guidelines, leading to varied approaches across elementary schools (Setyaningrum et al., 2022). The recent transition of English to a compulsory subject, although a progressive step, still leaves room for diverse implementation, particularly in religious-based schools.

This educational landscape grants teachers' autonomy in crafting activities, including participation in virtual exchange programs. The surge in virtual events, accelerated by the COVID-19 pandemic, has transformed global collaboration opportunities, demanding innovative tools for English language education (O'Dowd, 2020). Virtual exchange programs serve as a beacon for infusing cultural awareness in English classrooms, enabling cross-cultural interactions through digital platforms (Gutiérrez et al., 2022)

The integration of Web 2.0 tools and applications like social media, video conferencing, and collaborative platforms such as Google Docs and Zoom, transcends geographical barriers, fostering cultural understanding and language acquisition (O'Dowd, 2021). Such an approach extends beyond language acquisition, incorporating intercultural education essential in a globalized world (Baker, 2011).

Intercultural education stands as a cornerstone in bridging cultural divides, offering learners a robust set of skills to navigate the intricacies of diverse landscapes. Beyond linguistic acquisition, it serves as a conduit for fostering effective communication and conflict resolution across cultures (Wello et al., 2017). Understanding the interplay between language and culture becomes indispensable, shaping individuals' perceptions and interactions within a globalized society (Snow, 2015). Öztürk & Ekşi (2022) and O'Dowd (2021) exemplify the profound impact of virtual exchange initiatives on cultural awareness and intercultural competence.

The transformative impact of intercultural education extends into virtual exchange initiatives, magnifying cultural awareness and intercultural competence among participants. Öztürk & Ekşi (2022) research exemplifies how transnational virtual exchange projects culminate in heightened critical cultural awareness. Similarly, O’Dowd (2021) underscores the profound impact of mentored virtual exchanges integrated into classroom learning. Such initiatives offer students numerous opportunities to absorb cultural information and practices from their partners' countries, fostering greater openness to cultural distinctions, confidence in using the target language, and honing intercultural collaboration skills.

The integration of virtual exchange programs within educational frameworks has proven instrumental in fostering an environment where language learning transcends the confines of textbooks, actively engaging learners in authentic cultural exchanges. Moreover, the experience gained from participating in virtual exchange programs extends beyond language proficiency; it cultivates a deeper sense of interconnectedness and mutual respect among individuals from diverse backgrounds. It broadens horizons, reshapes perceptions, and contributes significantly to the development of a more inclusive and tolerant society (Gutiérrez et al., 2022).

By exploring the strategies, challenges, and adaptations within the context of virtual exchange initiatives, this study aims to further illuminate the intricate dynamics of intercultural education. The research questions dissect the multifaceted aspects of these programs, offering a lens through which to scrutinize the efficacy of intercultural content instruction and the hurdles faced by educators in this endeavour. Through this investigation, the study aims to contribute not only to the enhancement of language learning methodologies but also to the broader discourse on fostering cultural understanding and intercultural competence among young learners within the Indonesian educational landscape.

However, while prior research showcases the benefits, gaps persist, predominantly focusing on adult learners and language departments rather than primary education. Addressing this void is critical as incorporating intercultural materials into primary English education is imperative for holistic development (Sabilah et al., 2018). The shortage of English teachers in Indonesian primary schools further complicates hosting international collaborations requiring English proficiency.

This study aims to bridge this gap by extensively exploring primary school teachers' strategies, challenges, and adaptations in organizing and facilitating international collaborations. To achieve this, the research seeks comprehensive answers to three primary questions:

1. How do teachers tailor topics for intercultural content in SD 'Aisyiyah Kota Malang??
2. What are the most common strategies used in intercultural content instruction through virtual exchange programs in SD 'Aisyiyah Kota Malang??
3. What challenges do teacher encounter when instructing intercultural content in virtual exchange programs in SD 'Aisyiyah Kota Malang??

These three focal questions underpin the investigation into the intricate dimensions of intercultural education and its implementation within the context of virtual exchange programs, aiming to contribute novel insights into the integration of intercultural content in primary English education. By delving deeply into these aspects, this research seeks not only to fill an existing void but also to shed light on the nuanced facets of language acquisition and cultural understanding among young learners within the Indonesian educational landscape.

A. LITERATURE REVIEW

1.1. *The Present of the English Subject in Indonesian Primary Schools*

Teaching English to Young Learners (TEYL) is a global concern, particularly in Indonesia, where a growing number of children are pursuing the language in preschools, primary schools, and private language institutes (Sulistiyono et al., 2020). Considering the phenomena, Indonesian government released new curriculum, *Kurikulum Merdeka*. In the current curriculum, English was placed as an optional subject or local content and can be held again at the elementary school level (Anggraena et al., 2022). Under this new regulation, teachers should be provided with textbooks, syllabi or other teaching materials. On the contrary, this regulation has slight modifications, whereas teachers demand the complete design of the syllabus and teaching materials for primary English education. the absence of the government to provide durable English teaching materials gives more opportunities for teachers to design enjoyable and applicable lessons (Setyaningrum et al., 2023). Following this fact, Dewi et al., (2023) mentioned that the

scarcity of designing pleasure, enthusiasm, imagination, and critical and creative thinking materials demanded that teachers implement innovative pedagogical approaches, integrate diverse and engaging learning resources, and foster a classroom environment that nurtures students' intrinsic motivation and intellectual curiosity.

In line with the above-mentioned issues, Sulistiyo et al., (2020) also revealed that teachers face more challenges since they were not supported by relevant resources. Many teachers need professional development programs to construct teaching materials. In terms of professional development assistance, there should ideally be a relevant training programme where English teachers can enhance their professional practices and improve their teaching repertoire, hence improving the quality of primary school English (Zein, 2016). Aditya (2021) stipulated that Indonesian EYL teachers foster professional relationships with educational practitioners or communities to alter real-life classroom situations. This underscores the interconnectedness of professional development, resource availability, and collaborative efforts in navigating the complexities of TEYL in the Indonesian educational landscape. As the discourse continues, a holistic and collaborative approach is crucial to address the multifaceted challenges and opportunities within the TEYL.

The TEYL landscape in Indonesia is dynamic, with increasing problems and opportunities. While the *Kurikulum Merdeka* represents a policy shift, the scarcity of government-provided materials paradoxically encourages teachers to create innovative and relevant classes. However, a lack of comprehensive support restricts creativity, necessitating professional development programmes to equip instructors with the skills needed to create effective instructional materials. Furthermore, the need of developing professional ties in order to address real-world classroom challenges. This holistic perspective encourages collaborative efforts to negotiate the diverse terrain of TEYL, emphasising the interconnectivity of resource availability, professional development, and collaborative endeavours for long-term improvement in primary school English education.

1.2. Tailoring Materials for Teaching English in Indonesian Primary School

In the dynamic landscape of English language education in Indonesian classrooms, the importance of tailoring materials to suit the specific needs and contexts of learners cannot be overstated. As teachers strive to enhance the effectiveness of English language instruction, the process of customizing teaching materials becomes a pivotal aspect of fostering meaningful learning experiences. Following (Deckert, 2015), tailoring materials to align with the requirements of students is a procedure aimed at aiding students in recognizing the elements present in their local environment, discovering authentic areas of interest, and promoting mutual acceptance.

To deal with those elements, teacher requires to build an interesting atmosphere during constructing topic for the English classroom. Considering the integration of local content, teacher should consider students personal experiences. Currently, taking personal experience into the teaching topic involves as personalize language learning (PLL). It takes into consideration the individual variations to prompt the most efficient intervention strategies, catering to the distinct requirements of each learner and identifying students at risk in the early stages to offer timely support (Chen et al., 2021). Continuing PLL, discovering authentic areas of students is paramount for fostering meaningful engagement and promoting personalized learning experiences. By delving into students' hobbies, such as sport, teachers might find relevance and enthusiasm in analysing literary themes. Another example, recognizing students' personal experiences enriches the learning environment by offering opportunities for students to see themselves reflected in the topic subject (Villaruel et al., 2018).

To address the needs of students with these requirements, the application of Theme-Based Teaching is recommended. This instructional approach, emphasized by (Said et al., 2018) centres on themes as focal points of learning. It involves integrating learning contexts into thematic units and ensuring that language acquisition is contextualized and meaningful. Cahyati & Madya (2019) further underscores the importance of mediating language learning through real-world language use within the thematic framework. Theme-based teaching requires teacher provide meaningful context for learning English (Yang et al., 2019). Moreover, meaningful context enable students to associate their own life experiences. Thus, theme-based teaching supports the learning

process by enabling children in linking certain vocabulary items, structures, and/ or situations via the theme selected.

1.3. Integrating Culture into Language Context

Culture is the cornerstone of human societies, encompassing the beliefs, values, practices, and artifacts that define a community way of life. It shapes individual's identities and influences their perspectives, behaviours, and interactions with the world. From language and traditions to arts and rituals, culture provides a framework through which people understand their place in the world and relate to one another. As mentioned by Sinulingga et al., (2021) , culture is an integral part of society and significantly influences human cognitive development. As people grow, the cultural environment they are immersed in shapes their thinking patterns, values, and behaviours. This cultural impact is profound, affecting not just the immediate way they perceive the world but also their long-term cognitive and social development. Understanding the role of culture in shaping thought processes highlights the necessity of integrating cultural awareness into educational practices.

In line with the ideas, Patras et al., (2023) expand on this by explaining that culture encompasses far more than tangible elements such as food, art, music, and celebrations. It includes intangible aspects like ways of thinking, beliefs, and self-expression. Culture, therefore, is the sum of all elements that constitute a society, providing meaning and value to its members. This broader understanding of culture underscores its pervasive influence on individual identity and societal dynamics, reinforcing the idea that education must account for cultural diversity to be effective.

Aligned with the understanding that culture shapes human development, it is essential in the context of cultural education to help children comprehend and recognize their identities as citizens. At the primary school level, teaching English presents unique opportunities and challenges, as it requires integrating cultural sensitivity into language instruction. In Indonesia, where a rich tapestry of cultures exists, educators must navigate the complexities of cultural diversity while promoting English proficiency. This cultural context underscores the importance of culturally responsive teaching methods to create an inclusive and effective learning environment for young learners.

1.4. Intercultural Materials in Indonesian EYL

Intercultural materials serve as powerful tools to expose young learners to diverse perspectives, customs, and traditions, enriching their language acquisition journey (Zhao et al., 2021). By incorporating cultural elements into the curriculum, educators not only enhance language proficiency but also cultivate intercultural competence, fostering an appreciation for global diversity. This approach promotes a more inclusive and holistic learning environment, preparing young learners to navigate an interconnected world with cultural sensitivity and open-mindedness (Sabilah et al., 2018). Ultimately, the integration of intercultural materials in EYL education contributes to the development of well-rounded, culturally aware individuals equipped with the skills to communicate effectively in an increasingly diverse and interconnected global community. In a primary school context, integrating intercultural materials is possible to craft with other enjoyable activities such as culture, games, song, folklore, art, handicraft, and sport (Sabilah et al., 2018).

1.5. Challenges in Adjusting English Materials

In attempts to improve the teaching of English in Indonesian classrooms, the process of adapting English resources to meet the individual requirements and situations of learners brings an array of issues. According to Cahyati & Madya (2019) teacher divides challenge during teaching English into two types, namely internal and external challenge. Moreover, Sepulveda-Escobar & Morrison (2020) mentioned three types of teachers' internal challenge in teaching English, those are pedagogy, motivation, and identity. Pedagogy refers to the strategies which used in teaching. Motivation deals with teacher's effort in constructing materials. Lastly, identity relates to teacher's belief to teach English to young learners with global insights, but not keeping them away from national identity. In the context of tailoring English materials, this aspect represents an external obstacle, as educators may encounter difficulties concerning the availability and accessibility of appropriate English materials that address the distinct requirements and preferences of their students (Copland et al., 2014).

1.6. Integrating Technology in Indonesian EYL

The exploration of the potential benefits of integrating technology in English as a Young Learner (EYL) education within the Indonesian context underscores the transformative impact of digital tools on the learning experience. Embracing technology in EYL classrooms opens avenues for enhanced engagement, interactivity, and individualized learning. Online learning is one of the learning processes in a network

(online) that uses various digital platforms that have been chosen by the teacher and each school (Badaruddin et al., 2023)

There are various learning applications available to support learning activities, one of the most utilized applications is Zoom Meeting. The existence of Zoom Meeting is an educational innovation in responding to the challenge of the availability of varied learning resources (Moorhouse et al., 2023). Moreover, during COVID-19, there are many online activities held via Zoom Meetings one of the activities called virtual exchange. In this program, students in one place can meet other students from overseas (O'Dowd, 2021)

B. METHOD

2.1. Data Collection

This study opted for an in-depth interview methodology to gain comprehensive insights into elementary school teachers' perspectives as they prepared for intercultural virtual exchange programs (Ary et al., 2010; Mack et al., 2005). The participant, a female homeroom teacher at a private elementary school in Malang, assumed responsibility for the school's international program, despite her non-English teaching background.

The in-depth interview technique encompassed both face-to-face and online interactions with the participants. This approach was chosen to meticulously unearth the strategies employed by teachers and elucidate the challenges they encountered in readiness for the intercultural virtual exchange program.

2.2. Participants

In this study, a female homeroom teacher who graduated from Psychology department contributed as the single-subject research. The rationale behind engaging the homeroom teacher stems from their designation by the school principal as the primary educator entrusted with guiding students through the intricacies of the international collaboration program. As the program evolves, the homeroom teacher is now supplemented by intern teachers undergoing training within the school's academic framework.

In this program, she despite her absence of formal English Language Education qualifications, her infectious energy and proactive involvement demonstrate a strong dedication to actively participating in and improving the virtual exchange programme. Her clear commitment to professional growth and educational innovation is seen in her

collaborative efforts to use digital platforms to enhance student learning experiences. Her unique position as the single promoter and champion of the virtual exchange project among her peers is especially noteworthy, emphasising her pioneering stance in adopting and advocating for fresh pedagogical approaches in the educational scene.

2.3. Research Site

The research was conducted in a private school under Muhammadiyah, an Islamic organisation. Placed within this academic setting, this school started to join in international program since 2018. Virtual exchange program initiated during the COVID-19. This program attracted a varied cohort of students, with an initial enrolment of 10 students. The choice of this school as the research location was motivated by its reputation for pioneering improvements in English language instruction. Notably, the organisation has spearheaded the development of a programme called "*Over the World Sharing*," which acts as a forum for weekly interactive discussions. These agenda encourage cross-cultural exchange and collaboration among students, offering an exceptional chance for linguistic and cultural growth.

2.4. Data Validation

Moreover, ensuring the trustworthiness of the interview data involved granting participants access to transcripts, observation field notes, and emerging themes. This participatory step facilitated a collaborative effort in refining the data, editing out extraneous or irrelevant comments, and fostering participant engagement in the interpretation process, thereby enhancing the credibility of our findings. By involving participants in this manner, we not only ensured the transferability of our results by capturing diverse perspectives but also bolstered the dependability of our data collection process, as participants were directly involved in validating the accuracy and relevance of the extracted information. This participant-driven validation aimed to secure agreement and alignment between extracted data and participant perspectives, adding layers of depth and reliability to the study and enhancing its confirmability by ensuring that the findings accurately reflected the experiences and viewpoints of the participants.

2.5. Data Analysing

Following data collection, a thematic analysis was deployed, guided by Braun & Clarke (2006) six-steps process. The analysis commenced with step one: immersing in the data, absorbing its intricacies, and storing it in raw form. Engaging with the data through attentive listening and conversation, as suggested by Widodo (2014), aided in unravelling the complexity and significance of naturally occurring phenomena.

Step two involved generating preliminary scripts aligned with the study's objectives, setting the foundation for subsequent analysis. From these preliminary scripts emerged themes organically, reflective of the essence of teachers' insights - step three in Braun and Clarke's process. The themes were meticulously refined in step four, ensuring connections to relevant sub-topics to maintain coherence and accuracy in representation.

Step five involved reviewing and defining themes, ensuring they accurately captured the essence of the data. The final step, as advocated by Braun & Clarke (2006), encompassed providing a summary, affirming data validity and reliability. Throughout this process, participant feedback was solicited, allowing for their invaluable input in shaping interpretations and refining the thematic analysis.

2.5.1. Trustworthiness

In this study, rigorous triangulation methods were utilized to ensure the trustworthiness of the data collected. Through the application of these trustworthiness steps, we aimed to enhance the credibility and reliability of our research findings. During the discussion phase, Teacher EF played a crucial role in refining the data by identifying and eliminating irrelevant information from the interview section. This active involvement not only contributed to the overall quality of the data but also strengthened the credibility of our study by ensuring that only pertinent and meaningful insights were considered.

Moreover, Teacher EF's participation extended beyond simply providing feedback on interview data. During observations of virtual meetings, Teacher EF identified instances where important information had been missed by the researcher. By supplementing these observations with additional insights, Teacher EF helped to enrich the dataset and provide a more comprehensive understanding of the phenomenon under study.

These findings highlight the importance of participant engagement in the research process, not only in terms of data collection but also in data refinement and validation. Through their active involvement, participants like Teacher EF not only contribute valuable insights but also play a critical role in enhancing the trustworthiness and credibility of the research findings. Overall, these findings underscore the significance of transparent reflections and participant collaboration in ensuring the integrity and reliability of research outcomes.

C. FINDINGS

This study elucidates seminal discoveries concerning virtual exchange programs especially at the primary school level, underscoring their significance and advocating for their implementation. These findings are categorized into three distinct sub-topics, each addressing pertinent research questions: (a) teacher's step in tailoring topics for virtual program, (b) teacher's strategies in orchestrating intercultural content instruction, and (c) teacher's challenges in orchestrating intercultural content instruction.

3.1. *Teachers in Tailoring Topics for Virtual Program*

"...I think all topics (are) matched with my students, because all topics has correlation with the topic in their text book at class." (Tr. EF – 017)

"Hmmm... related to difficulties, students face it when the topic was not familiar for them. For example, in last semester there is topic traditional party in your tradition." (Tr. EF – 017)

Tr. EF utilized a textbook commonly used in daily activities to support students' understanding of particular topics. On certain occasions, Tr. EF customized materials to be delivered by students in virtual exchange programs. However, the similarity between the topics in the textbook and those in the virtual exchange program still required Tr. EF to make further adjustments. This was because students' understanding of a topic remained limited. Students were unable to explore certain topics further, for example, the topic of "Traditional Party." In their daily lives, students would find it difficult to encounter celebratory activities as traditions. Tr. EF's students tended to think more about traditional parties such as Eid al-Fitr or Eid al-Adha.

"... they like but sometimes they are bored because the topic is too hard for them to do. ... I make a game and do observation with the related or similar topic." (Tr. EF – 018)

Furthermore, regarding the understanding of a topic, Tr. EF also mentions that students' difficulty in finding authentic tools related to a topic will affect their motivation. In such circumstances, Tr. EF will not immediately discuss or address topics that students cannot yet develop. Instead, Tr. EF will focus more on finding topics that correlate with the main topic. This approach greatly assists Tr. EF in determining the topics for student presentations during the virtual exchange program. By selecting correlated topics, Tr. EF ensures that students can engage meaningfully and confidently, thereby maximizing the effectiveness of the virtual exchange experience.

“Overall, understanding students' perspectives and actively involving them in the learning process can help determine the significance and meaning of the topic for them.” (Tr. EF – 027)

In addition to considering the familiarity of topics in students' daily lives, Tr. EF also adjusts the level of vocabulary to match the students' proficiency. According to Tr. EF's observations, all of their students possess a basic level of English proficiency. This relates to the vocabulary used by Tr. EF during preparation before the virtual exchange program commences. Tr. EF conducts extensive vocabulary drilling sessions for their students. Tr. EF ensures that students are equipped with the necessary vocabulary to effectively participate in the virtual exchange program, as their basic English proficiency might otherwise hinder their ability to fully engage in discussions and activities.

“...all my students in beginner level. ... I have to spent the time to train them before joining the virtual meeting.” (Tr. EF – 017)

Furthermore, following the implementation of this virtual exchange program from 2020 until the present year, Tr. EF reports an enhancement in the vocabulary proficiency of all students under their tutelage. The gradual increase in students' vocabulary also influences the elaboration of points on a given topic to be presented during the virtual exchange program activities. This improvement in vocabulary acquisition suggests that the program has been effective in facilitating language development among students. As students expand their vocabulary, they gain the ability to articulate more complex ideas and concepts, thereby enhancing their overall communication skills. Consequently, the increased vocabulary proficiency enables students to effectively convey their thoughts and perspectives during the virtual exchange program, contributing to richer and more meaningful exchanges with their counterparts from other cultures.

“If the topic is about real places or experiences, students will learn words for location, description, and storytelling.” (Tr. EF – 028)

Lastly, Tr. EF also recounted that integrating the learning objectives of students in the classroom with the learning goals of the virtual exchange program greatly facilitated Tr. EF and the students in exploring new aspects related to specific topics. On several occasions, Tr. EF expressed that students' readiness could serve as an asset for Tr. EF to delegate these students to participate in English language competitions.

“by integrating language learning objectives into activities and materials related to the topic, teachers can effectively support students' development of linguistic abilities.” (Tr. EF – 028)

3.2. *Teacher’s Strategies in Orchestrating Intercultural Content Instruction*

A closer examination of Teacher EF's involvement in the Intercultural Exchange Program from 2020 to 2022 revealed a consistent implementation of three specific strategies aimed at supporting students during virtual meetings. These three strategies are giving direct and indirect L1 translation to students consistently, guiding students to the authentic environment, and preparing the materials and training the students regularly. Additionally, Teacher EF expressed challenges in fully grasping the chosen topics for the virtual conferences. By acknowledging and transparently discussing these challenges, the credibility of the study is enhanced, as it reflects an honest portrayal of the experiences and limitations encountered during the implementation of strategies within the Indonesian context. During the preparation of student performances, Teacher EF adeptly employed three highly effective strategies known for optimizing student performance. Her consistent use of these strategies has demonstrated their efficacy. Typically, in coordinating intercultural content, Teacher EF emphasizes thorough rehearsal, often dedicating three days to a week for a single project. The following paragraphs will provide a detailed exploration of Teacher EF's employed strategies.

3.2.1. *Assisting the Students in Coping with the Language Barriers*

Language barriers emerged prominently in virtual exchange sessions involving collaborators from European countries, causing student anxiety due to difficulties understanding the collaborators' speech. To facilitate smoother communication and encourage student engagement, Teacher EF contemplated implementing translation techniques. Utilizing translation in English as a second language classrooms is recommended as an effective means to bridge communication gaps, ensuring that the conveyed message closely aligns with the original intent.

"Usually, I ask permission from the collaborator to translate the students into the student's language. Because my students cannot understand the accent." (Tr. EF - 001)

Teachers of EF commonly employ literal translation instead of sense-to-sense translation, assuming that completing translation in the middle of the EFL teaching-learning process will help the student's understanding. On several occasions, teacher EF employed sense-to-sense translation to allow students to apply their vocabulary.

3.2.2. *Exposing the Students to the Authentic Materials*

Teacher EF fostered an environment where students were empowered to unleash their creativity on the selected topic, actively engaging them in crafting materials for the virtual sessions. This involvement targeted students capable of elaborating on Teacher EF's slide presentations, ensuring a comprehensive grasp of the content. By exposing them to authentic materials, students' motivation surged, igniting a heightened interest in effective communication.

"In the latest project, I ask my students to meet in the city park in Merjosari. I instruct them to search the trash, such as leaves, plastics, cans, and anything. This activity will help students know more about the topic presented 3in the project." (Tr.EF - 003)

Teacher EF encouraged students to explore their surroundings, engaging them in observing and analysing phenomena. This activity forms a core aspect of Teacher EF's strategy to enhance students' proficiency in presenting materials. Contrasting this with earlier approaches, where students received solely prepared materials, highlights the crucial shift in fostering student communication development during virtual meetings

3.3. *Challenges in Orchestrating Intercultural Content Instruction*

Teacher EF, a first-grade homeroom educator with a background in biology, doesn't specialize in English instruction. In her experience, crafting presentation materials, particularly audio-visual performances, demands significant time and energy from both the teacher and students.

"The biggest challenge is preparing, such as with a video introduction or dance video." I took videos, asked students to remember the script, and edited the video. "I do it by myself and send the video." (Tr.EF - 004)

A recurring challenge arose from certain project components offering limited time for material preparation alongside students. Consequently, students primarily relied on pre-prepared materials, occasionally resulting in constraints during virtual meetings where active engagement and participation in discussions with the teacher became difficult.

"Many projects need to give us more time to prepare the presentation, so we do not do many activities. We only listen and follow the flow." (Tr.EF - 005)

3.3.1. *Work-flow in Orchestrating Intercultural Content*

Before Teacher EF rehearsed with the students, she did two steps in finishing the intercultural content that will be presented, and those are: discussing the topic/theme with other international collaborators and interpreting the topic to the presented media.

a. Selecting a Topic

Teachers EF can explore their creativity or link their idea to the selected topic. Following the thematic concept, Teacher EF declared more confidence in preparing the materials while the topic or the theme is chosen.

"I do not find any problems, and I was not confused, so it is easier to prepare the material. If I have an obstacle, I will ask another teacher to help me." (Tr.EF - 003)

In addition, Teacher EF stated that students were motivated to prepare for the performance if they knew the theme of the virtual meeting. Providing a theme is an option in the teaching-learning process that might boost students' interest and attentiveness. The student's positive attitude towards the materials prepared with the proper theme implies that using a theme in teaching English is recommended.

“If the topic is ready, I (the teacher) will easily create or develop the materials. It also makes students enjoy the presentation.” (Tr.EF - 004)

b. *Interpreting the Topic to the Presented Materials*

Another step after deciding the topic or theme for the virtual exchange program is transferring it to the presented materials. According to the teacher, EF is the longest part of the virtual exchange program. She had to do deep research, decide on the medium for the presentation, and prepare the students to perform.

“After discussing the topic, I can develop the materials based on the agreed topics.” (Tr.EF - 005)

Interpreting the topic needs to consider several points, including its impact on the students, helping learners feel at ease and develop their confidence, and facilitating learners' use of the language in authentic situations. Teacher EF attempted to facilitate the students' English learning by considering the presented materials' contextualization.

“I do research and match the possible activities that can be used. I always used the materials around the students or the normal activities.” (Tr.EF - 007)

It was related to the previous sub-topic that mentioned authentic materials. In developing the topic "Teacher EF" created or modified their teaching materials that allowed students to consider their learning environment and overcome the loss of communication during the virtual conference.

“I preferred that students develop their knowledge before a presentation by learning from their environment. I will make the student feel more comfortable while speaking.” (Tr.EF - 011)

Crafting topics based on authentic materials within students' immediate environments nurtures individuality and personal engagement. Howard & Major, (2004) advocate for a pedagogical approach that acknowledges learners' primary languages, and cultures, as well as their unique learning needs and experiences when designing teaching and learning materials. Moreover, using authentic material has a beneficial influence on learner engagement, supports accurate cultural information and access to specific

languages, approaches apprenticeship needs more closely, and promotes a more creative approach to learning (Amalia, 2020).

D. DISCUSSION

The approach to teaching English to young learners (EYL) remains in constant evolution. Given that English is not compulsory in primary school, engaging in virtual exchange programs with international collaborators offers an alternative means of providing students with global exposure. This avenue compensates for the absence of opportunities for physical travel and direct participation in international activities, making telecollaborative learning a viable strategy to foster international experiences for students without the need for physical mobility (O'Dowd, 2021).

Participating in a virtual exchange program presents an opportunity for both teachers and students. However, it also introduces new challenges, such as limited exposure to diverse accents. Among the students' English exposure issues, Kurniawan (2020) noted that most learners faced challenges with difficult language elements like non-specific vocabulary items and complex language accents, particularly in speaking courses, making the students less comprehensive. To address this challenge, employing first-language translation aids in enhancing learners' comprehension and enriches the instructional process. Using the learners' first language (L1) fosters stronger connections between instructors and students (Siregar, 2019). Nevertheless, Kelly & Bruen (2015) advise against direct translations for English or second language learners, recommending that students engage using their vocabulary to reinforce the habit of using English as a secondary language.

Yet, Setyaningrum et al., (2022) assert that translating into students' first language remains inevitable, especially for beginners. In this context, teachers lean towards literal translation instead of sense-to-sense translation. Camó & Ballester (2015) further support the use of L1 in foreign language classrooms to bolster learners' understanding of foreign languages. Beginners in these classrooms primarily focus on developing key communication skills and possess limited vocabulary, mostly centred around understanding the traditions and cultures of various countries through their English studies. Moreover, employing L1 translation helps bridge the gap created by the lack of English use in daily activities. Teachers, like Teacher EF, utilize L1 translation to

elaborate on and clarify information and instructions received from collaborators during virtual exchange programs.

However, challenges arise during virtual exchanges, with some collaborators restricting Teacher EF from providing L1 translations. Contrary to this, Hall & Cook, (2013) argue against prohibiting L1 usage to support young learners in grasping English, citing its reflection on students' motivation, interest, and focus in an English classroom. Moreover, Timmis (2019) assert that by establishing appropriate "scaffolding" learners have the language and instruction needed to carry out the activity. The term scaffolding refers to the support teacher provide to learners in carrying out a speaking activity that they may struggle with on their own. Disallowing L1 translations during virtual exchanges negatively affects students' performance, leaving them unable to respond effectively. Moreover, foreign language significance in pre-service teacher training is evident in code-mixing and code-switching practices that clarify content and directions. Students' responses may vary, ranging from English answers to language mixing or utilizing the local language (Aminifard & Mehrpour, 2019)

As Sabilah et al., (2018) highlight, teaching English encompasses not only language skills but also integrates sociocultural components, emphasising interlocutors' cultures. To emphasize a culturally meaningful perspective, teachers provide authentic materials that are easily accessible to students. Several empirical studies reinforce the positive impact of incorporating authentic materials into student activities. Teacher EF exemplifies this practice by exposing students to various authentic materials while orchestrating topics for virtual meetings. Activities such as gardening for the SDGs project with India, dancing for the cultural project with South Korea, and sorting trash in the park aimed to bolster students' engagement and motivation during virtual exchange programs. This aligns with Nurweni & Komariah, (2023) findings that using authentic materials enhances students' self-satisfaction and motivation while learning English as a foreign language. Authentic materials also offer advantages such as positively impacting learner motivation, providing authentic cultural understanding, introducing regular language usage, enhancing understanding of cultural requirements, and encouraging innovative teaching approaches (Rohmah, 2013).

Furthermore, using authentic materials enriches students' knowledge of specific cultural values or institutional norms. Aminifard & Mehrpour (2019) underscore that the

primary advantage of employing authentic materials lies in enhancing learners' communicative abilities. This aligns with the program's objective of establishing an international communication environment. Teacher EF compares the outcomes of exposing students to authentic materials favourably with previous strategies reliant solely on textbooks, storybooks, or other supplementary academic materials in the school.

In theory, teachers focus on a collaborative approach when conducting virtual intercultural programs. Before the collaborative experience begins, meticulous project design is essential, considering various aspects that shape the learning experience. These include context, group size, composition, collaborative projects, and defining and distributing participants' roles. Understanding these aspects beforehand allows teachers to tailor materials to influence students' performance in virtual exchange programs Olsen et al., (2021). Thus, the teacher's preparation for the virtual exchange program includes tasks such as scriptwriting, assisting students in familiarizing themselves with the script and filming and editing videos before sharing or performing them with international collaborators.

Moreover, teachers must prepare materials and train students before their participation in virtual meetings. Topic selection for virtual meetings is crucial. To support complex learning designs like dynamic social transitions, organizing tasks across multiple groups is essential (Olsen et al., 2021). Dividing students into small groups aids this orchestration process, facilitated by computer-supported collaborative learning (Olsen et al., 2021). In virtual exchange programs, the teacher positions students at the centre of activities. Susanti et al., (2021) stress that implementing student-centred activities, requiring them to construct information or acquire knowledge independently, significantly enhances the meaning and value of online learning.

E. CONCLUSION AND SUGGESTION

The exploration of intercultural content instruction within virtual exchange programs in the context of English teaching to young learners (EYL) illuminates the multifaceted landscape of language acquisition, cultural exposure, and pedagogical strategies. This study delved into the strategies, challenges, and adaptations employed by teachers orchestrating intercultural content within virtual exchanges, shedding light on the evolving nature of language education.

Through the lens of the teachers engaged in these programs, it became evident that translation into the first language (L1) emerged as both a facilitator and a limitation in enhancing students' comprehension. The nuanced debate around the use of L1 translation unveiled its impact on students' motivation, comprehension, and the dynamic nature of communication during virtual exchanges. Despite varied perspectives, it remains a strategy that warrants careful consideration in pedagogical approaches.

Additionally, the integration of authentic materials surfaced as a pivotal strategy fostering students' engagement and deeper cultural understanding. The incorporation of real-life activities into the learning process not only amplified student motivation but also served as a conduit for building meaningful connections between language learning and cultural contexts.

This study underscores the importance of acknowledging the dynamic challenges and opportunities inherent in intercultural content instruction within virtual exchanges. The findings spotlight the need for a balanced approach that leverages the strengths of diverse pedagogical strategies while navigating their limitations.

Moving forward, the implications for practice call for a nuanced approach to employing translation in language learning, advocating for a pedagogical environment that stimulates authentic language usage while honouring students' linguistic capabilities. Emphasizing the role of authentic materials in enhancing cultural understanding and language acquisition becomes imperative in crafting comprehensive language education programs.

This study contributes to the discourse on language education by offering insights into the intricacies of intercultural content instruction in virtual exchange programs within the EYL framework. However, the study's scope remains limited to specific contexts and

experiences, warranting further research encompassing diverse educational settings and participant demographics to provide a more comprehensive understanding.

In conclusion, the intersection of language acquisition and cultural understanding through virtual exchanges underscores the transformative potential of language education. It advocates for a pedagogical landscape that nurtures not only linguistic competence but also fosters intercultural competence, thereby paving the way towards creating more inclusive and globally aware educational environments.



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APPENDICES

Appendix 1 Interview Transcription

No	Research Questions	Questions	Highlight Answer	Code	Speech in Recording
1	Personal Data	Tecaher intoduced herself.	She is a homeroom teacher in one grade. She graduated from the Biology as her major. She is the coordinator for the international programme in SD Aisyiyah Kota Malang.	001	I am the homeroom teacher for the first grade and also as the coordiator for the international program. Actually, I am not teaching English, my education is Biology teacher.
		Teacher started the story by telling the beginning of the program.	This programme began in 2020, at the time of the COVID-19 outbreaks. The principal attempted to find a programme that would allow students to participate in other activities after completing all of their schoolwork.	002	INTI started in 2020 when the principal has dicussion with the international collaborator from Indonesia. Bu Reni search the program that can help students improve their English ability. The first project was colloraoation with India. But, we only sent the video. We don't use zoom or other virtual meeting.
		Teacher mentioned that she accompanied by English classroom teacher.	Since 2021, she accompanied by one the English classroom teacher.	003	There is one teacher, English teacher, Miss Sania. She helps me during the program.
2	What are the most dominant strategies used in intercultural content instruction through virtual exchange programs?	1. What are the most common strategies used in intercultural content instruction through virtual exchange programs?	Changing the design of virtual exchange.	004	My students feel bored because they only watch the video, without any communication. So, after having collaboration with Russia, we change the meeting style by using zoom. More interaction makes my students feel happy because they know people for abroad.
			Giving direct translanguaging to students when they are unable to	005	Usually I asked to the collaborator to give translation to the students in students language. The problems usually comes from

			interpret a collaborator's presentation or conversation.		the collaborator, they do not speak like me as the teacher. My students in the beginning does not familiar with the pronunciation. Along the time, my students can understand although some students still ask to me.
			Bringing students to the authentic environemont in order to help the students analyze the phenomenon surround them.	006	In latest project, I ask my students to meet in the city park in Merjosari. I give instruction to them to search the trash. Leaves, plastics, cans, anything. After that, we divide the trash based on the its type. All this activities was presented in our latest project Suchana Project.
			Giving real example to the students, then they can create their own product.	007	Not only divide the trash, after that I help them to create a poster. I search the example poster from the internet. I explain the recycle sign, like this and so on. After that, I ask my student to draw based on their creativity.
		2. Can you provide examples of successful intercultural content instruction through virtual exchange programs?	All the mentioned strategies are successfull.	008	So far, translate the conversation, bring the authentic materials, and provide their example very helpful. I can manage the students easily.
		3. In your experience, what are the key factors that contribute to successful intercultural content instruction through virtual exchange programs?	Students' motiovation to join this program is high. They always cannot wait the next agenda with the international collaborator.	009	The students really motivated. In the beginning of this program, they always ask to me when they will have zoom or create the video for sending to their friends. They really happy when they can present about their country. Students will more motivate while having class with collaborator from Korea, Japan, or Russia.
3	What challenges do teachers face when instructing	1. What challenges do teachers face when instructing intercultural	Creating the supplementary materials to assist the students' activities during the program.	010	Because I am from English as my major, developing language materials is very challenging. I learn from the topic and develop

	intercultural content in virtual exchange programs?	content in virtual exchange programs?			to the simple materials such as presentation or video script.
			Teacher mentioned that she has to prepare all the things for the first project. She writes a script, assists the students to familiar with the script, takes the the video, and edits the video before sending to the international collaborator.	011	The first challenge is preparing all the materials, taking video, asking students to remember the script, and editing the video. I do it by myself and send the video.
		2. Can you provide specific examples of challenges you have encountered while teaching intercultural content in virtual exchange programs?	Preparing the materials and training the students before performing in virtual meeting.	012	Usually, the collaborator offer the topic in very short time. They offer the topic on Monday and we have to meet on Wednesday. I usually ask to change the day, if the topic just presentation is not difficult but when we have to perform we need one week to prepare all.
4	Developing Materials for Presentation*	1. How do you do to determine the topic for the virtual meeting?	Teacher propose the topic and another country are possible to suggest the topic.	013	In severail agenda, usually I offer the topic. If they collaborators approve we can continue.
			Another topic outside about the culture and art are appearing to make the students know how other country treat or creating activity for that. for example how Turkey save their environment. Currently, topic was adopted from SDGs.	014	At one moment, we already out of the intercultural topic in culture and art scope. We move to environment, social activities like holiday celebration. But the most, we use sustainable development goals as the main topic and break down into small topic.
		2. What do you do to develop the topic into the content presentation?	Teacher's does the research related to the topic.	015	I do research and match the possible activities that can be used.
			Teacher's prepares all the activitie for the students.	016	I prepare all the materials for presentation or video.
5			Playing the rock, paper, scissors with the students from Japan.		The students very antusiast during the activity, because Japan has different name with

	Kind of Intercultural Things which Presented				Indonesia. In Japan, they use like in other country outside of Indonesia. Jankenpon means rock, paper, scissors but in Indonesia we use ant, human, and elephant.
			While food as the topic in virtual exchange, they are serving students daily food.		In other meeting, we chose food as the topic. I ask the students to prepare their daily food. There is on student bring Tahu and Tempe with soy sauce.
6	How do teachers adapt the intercultural content through virtual exchange programs?	1. How do you adapt intercultural content for virtual exchange programs?			
		2. Can you provide specific examples of how you have adapted intercultural content for virtual exchange programs?			
		3. How do you take into account the diverse cultural backgrounds of the participants in your virtual exchange programs?			
		4. How do you ensure that the adapted intercultural content is relevant and engaging for the participants?			
7	How do teachers tailor topics for intercultural content in SD 'Aisiyah Kota Malang?	1. How can teachers ensure lessons match students' objectives, knowledge, and difficulty levels?		017	Emm... engaged learning ya Miss. I think all topics (are) matched with my students, because all topics has corelation with the topic in their text book at class. So, sometimes I think the topic can input as students' score in classroom

				<p>activities.</p> <p>Hmmm... related to difficulties, students face it when the topic was not familiar for them. For example, in last semester there is topic traditional agenda in your tradition. For the host from India, may be many traditional agendas such as Diwali. For my students, it is difficult because as muslim we only celebrate Eid Al-Fitr, Eid al-Adha or may be Isra' Mi'raj. But I think it's okay to bring the agenda into the virtual meeting.</p> <p>For language level, all my students in beginner level. They are not familiar to use English at home. They only use English at school, so I have to spent the time to train them before joining the virtual meeting. Hmmm... and when they join the virtual meeting they are helped because other use ppt which full of text.</p> <p>Oh ya, one additional point. Since the curriculum at school is not the same in every level, topics in virtual meeting usually will has similiarity only in several grade, for example topi "I am here..." it the same with topic for class four.</p>
		2. What makes a subject captivating to students, and how can teachers maintain interest considering the		<p>018</p> <p>I think not all my students ineterest in this agenda. I mean, they like but sometimes they are bored because the topic is to hard for them to do. In this time, I have to think and think more how to make the topic can engage and</p>

		learning environment and student performance?			relate to my students. I make a game and do observation with the. The observation is not about going to outside the classroom, we can do it inside the classroom. This step can improve their motivation and make their performance good in virtual meeting.
		3. How can teachers keep all students engaged, considering diverse interests and learning styles?		019	To keep all students engaged during virtual meetings, it's essential to incorporate interactive activities, varied content formats, encourage participation, offer personalized learning opportunities, use technology creatively, provide regular feedback, and promote collaboration. This step I do in training session, because sometimes I am not a host of meeting.
		4. What teaching methods keep students engaged? Can you share an example of an effective activity?			
		5. Should students have a say in class activities? How can teachers collaborate with students while aligning with learning goals and performance?		020	Yes, students should have a say in class activities as it fosters a sense of ownership and engagement. I can collaborate with students by soliciting their input through surveys, brainstorming sessions, or class discussions to align activities with learning goals and performance. This collaboration can ensure that activities are relevant, meaningful, and effective in meeting both student needs and educational objectives. But, to come in this point I need long... long... time
		1. How did your interest in the topic affect your		021	Emmm... My personal interest in the topic significantly influenced my perception of

		perception of authenticity there?			<p>authenticity. When I'm genuinely interested in a subject, I tend to be more critical and discerning about the authenticity of the information presented.</p> <p>Ohh... I'm more likely to seek out diverse perspectives, scrutinize sources, and evaluate the credibility of the information provided. This heightened awareness allows me to distinguish between authentic and misleading content, contributing to a more informed and nuanced understanding of the topic.</p>
		2. How do students past experiences shape where they like to go?		022	<p>I think of course what students have can support their activities in learning not only in English class but also in all subjects. In virtual meeting class, students experience is very important because many topics very related to their daily activity. Such as in meeting that Miss Ninis joined, in that meeting we discuss about "I am" which talked anything about students' self.</p>
		3. How does the topic you pick make students excited to learn? What can teachers do to help students enjoy learning about real places related to their interests?		023	<p>The topic chosen can excite students by connecting it to their interests and making it relevant to their lives. For instance, if students are interested in nature, a topic about exploring national parks or wildlife habitats can spark their curiosity. Teachers can help students enjoy learning about real places by incorporating interactive activities, such as virtual tours, field trips, or guest speakers who share personal experiences related to the topic. Additionally, allowing students to explore topics based on their interests and providing opportunities for</p>

				hands-on learning can further enhance their engagement and enjoyment.
		1. Is the topic understandable and acceptable to the students?	026	As I mentioned in the beginning, several topics is hard for my students to interest. However, I try to make this topic easier to understand. Mostly, my students can understand and enjoy the presentation the topic.
		2. Does the given topic hold significance and meaning for the students?	027	<p>Emm.. I think many factors, such as their interests, background, and experiences will affect to their signifiacne and meaning while learning. To determine if the topic holds significance and meaning for students, I and my co-teacher can engage in activities like conducting surveys, discussions, or interviews to gather feedback from students about their perspectives and interests related to the topic.</p> <p>By doing that, I can assess students' level of engagement and enthusiasm during classroom discussions or activities related to the topic to gauge its relevance to them. Overall, understanding students' perspectives and actively involving them in the learning process can help determine the significance and meaning of the topic for them.</p>
		3. Will the topic provided be effective in developing students' linguistic abilities, such as vocabulary and tenses?	028	<p>Of couse yes, Miss. My students has many new vocabularies, it help them while they are in examniation in classroom. Because vcabulary that used is very common used in daily conversationa and much in text-book.</p> <p>If the topic is chosen strategically to incorporate</p>

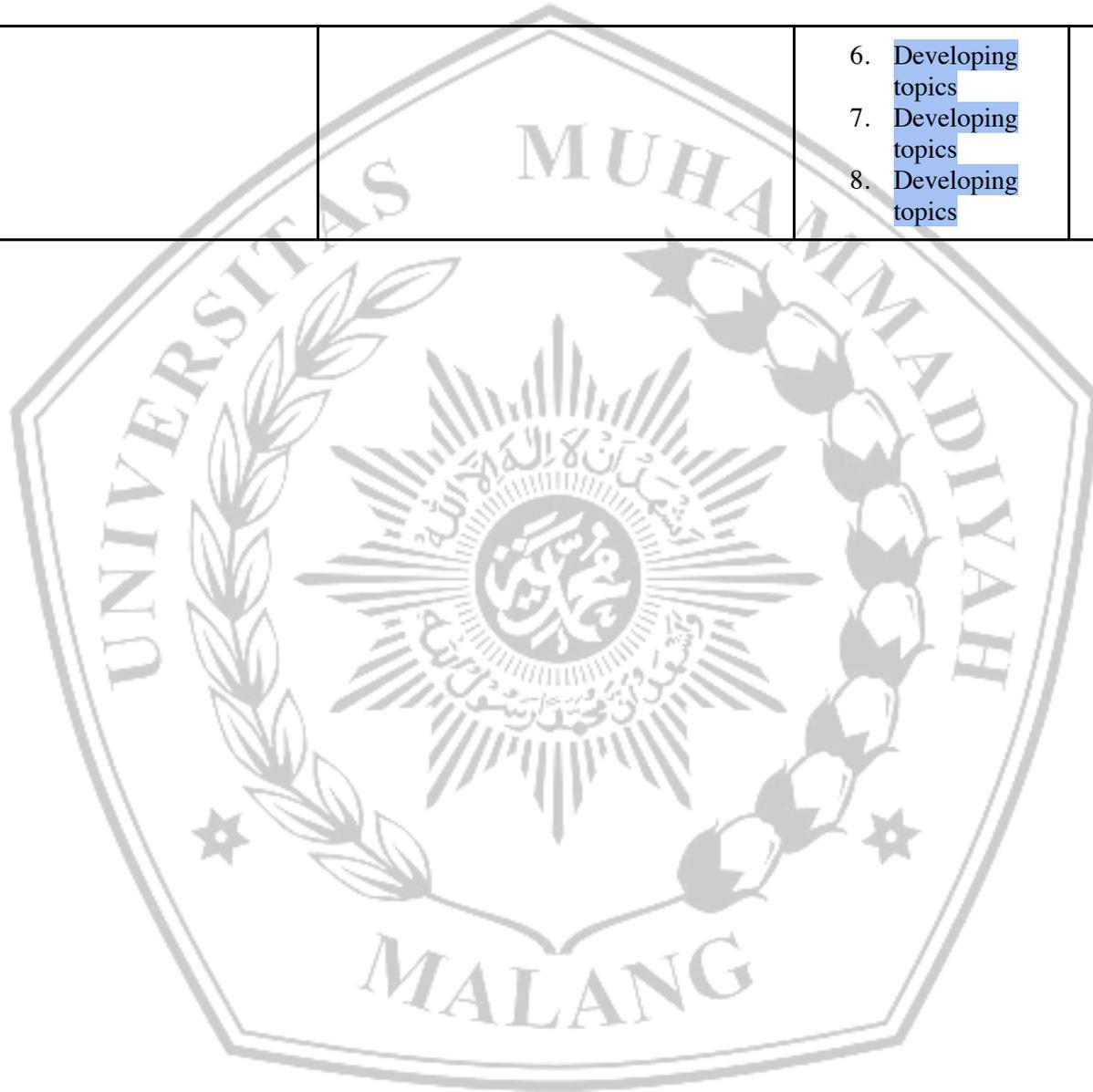
				<p>language learning opportunities, it can certainly help enhance students' linguistic skills. For example, if the topic revolves around describing real places or narrating experiences, students may naturally encounter and practice vocabulary related to location, description, and storytelling. Therefore, by integrating language learning objectives into activities and materials related to the topic, teachers can effectively support students' development of linguistic abilities.</p>
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Appendix 2 Processing Thematic Analysis - Axial Coding

Ide Pokok	Konseptualisasi	Kategorisasi	Tematisasi
<ol style="list-style-type: none"> 1. Strategies from the teacher to help the students understand what the collaborator said. 2. Giving authentic materials. 3. Giving an example to create a prototype. 4. Translating the conversation during the virtual meeting. 	<ol style="list-style-type: none"> 1. Students need help understanding what the interlocutor said. 2. Developing topics 3. Developing topics 4. Students need help understanding what the interlocutor said. 	<ol style="list-style-type: none"> 1. Language barriers 2. Developing topics 3. Developing topics 4. Language barriers 	<ol style="list-style-type: none"> 1. Direct teacher assistance 2. Developing topics 3. Developing topics 4. Direct teacher assistance
<ol style="list-style-type: none"> 1. Challenge in developing topic 2. Challenge preparing 3 materials 3. Challenge short time 	<ol style="list-style-type: none"> 1. Challenge in designing the presented materials 2. Challenge in designing the presented materials 3. Challenge in designing the presented materials 	<ol style="list-style-type: none"> 1. Developing topics 2. Developing topics 3. Developing topics 4. Developing topics 	<ol style="list-style-type: none"> 1. Developing topics 2. Developing topics 3. Developing topics 4. Developing topics
<ol style="list-style-type: none"> 1. Propose the topic 2. I [school] offer the topic 3. Run out the topic and find a new topic 4. Research to develop new topics. 5. Writing the script 6. Browsing the materials 7. Arranging the presentation 8. Bring authentic things for virtual classroom activities. 	<ol style="list-style-type: none"> 1. Discussing the topic 2. Discussing the topic 3. Discussing the topic 4. Discussing the topic 5. Developing topics 6. Developing topics 7. Developing topics 8. Developing topics 	<ol style="list-style-type: none"> 1. Discussing the topic 2. Discussing the topic 3. Discussing the topic 4. Discussing the topic 5. Developing topics 	<ol style="list-style-type: none"> 1. Discussing the topic 2. Discussing the topic 3. Discussing the topic 4. Discussing the topic 5. Developing topics

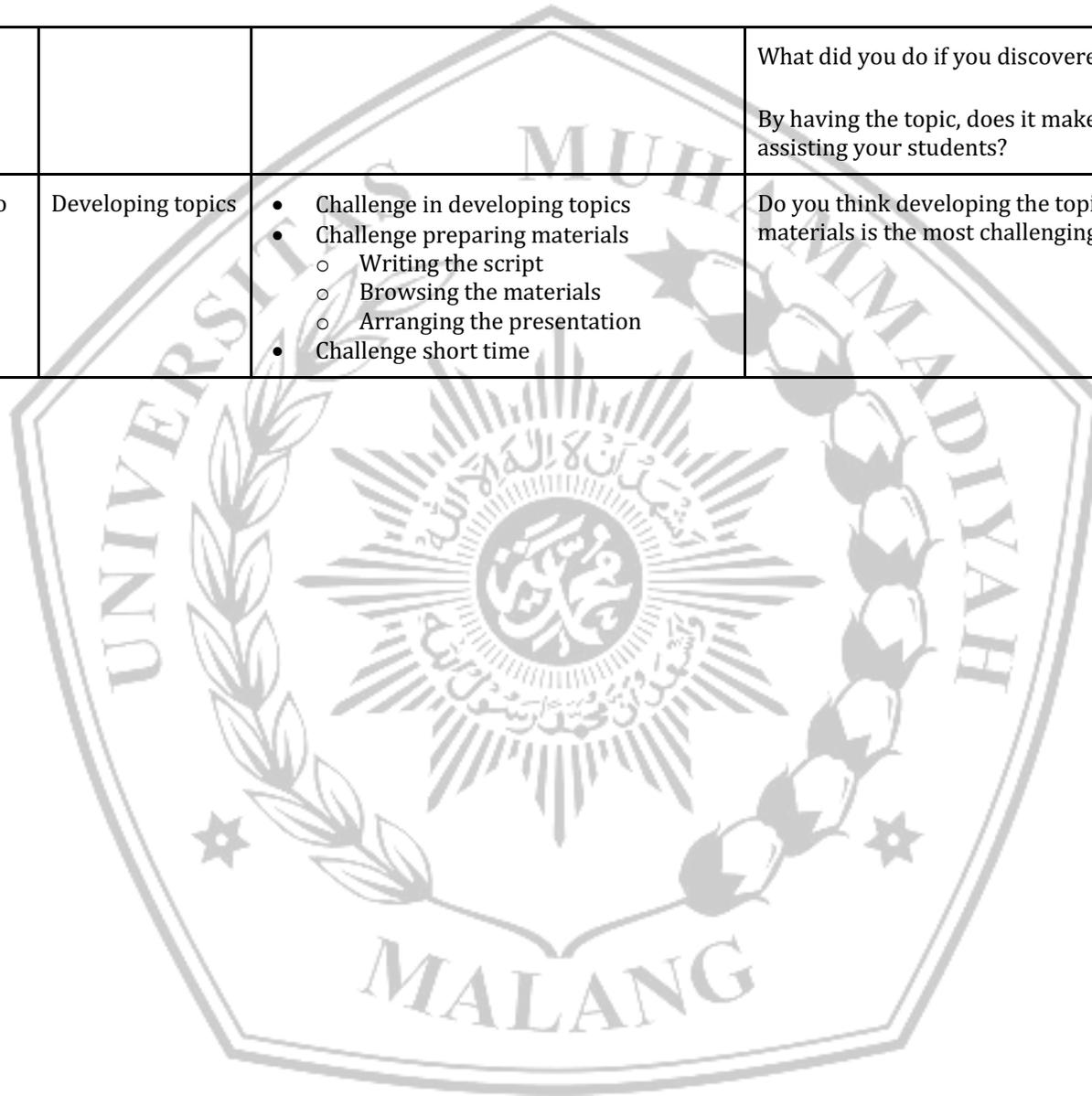
		6. Developing topics 7. Developing topics 8. Developing topics	6. Developing topics 7. Developing topics 8. Developing topics
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Appendix 3 Processing Thematic Analysis - Selective Coding

Sub-Title	Thematic	Quotation in Recording	Following Question
Assisting the Students in Coping The Language Barriers	Teachers give direct assistance.	<ul style="list-style-type: none"> • Strategies from the teacher to help the students understand what the collaborator said. • Translating the conversation during the virtual meeting 	<p>How do you do to translate for the students?</p> <p>Do you use literal translation or sense-to-sense translation?</p> <p>Do you use simple English to explain to your students?</p> <p>What did usually ask by the students? The word or sentence?</p>
Exposing the Students to Authentic Materials	Bring the Authentic Materials	<ul style="list-style-type: none"> • Giving authentic materials • Bring authentic things for virtual classroom activities. 	<p>In the previous interview, you asked your students to go to the city park. You also mentioned that you want your students' experiences in a real case.</p> <p>Does it involve providing authentic materials?</p> <p>Why do you think it is important?</p> <p>How do you know about authentic materials?</p> <p>Did you provide other authentic materials for your students?</p>
Directing the Students by Giving Prototype	Give the prototype	<ul style="list-style-type: none"> • Giving an example to create a prototype. 	
Selecting a Topic	Discussing the topic	<ul style="list-style-type: none"> • Propose the topic • Run out the topic and find a new topic. 	<p>Do you need help with developing topics into presentation material? For example, a topic seems impossible to find in Indonesia.</p>

			<p>What did you do if you discovered that problems?</p> <p>By having the topic, does it make you more confidence in assisting your students?</p>
Interpreting the Topic to the Presented Materials	Developing topics	<ul style="list-style-type: none"> • Challenge in developing topics • Challenge preparing materials <ul style="list-style-type: none"> ○ Writing the script ○ Browsing the materials ○ Arranging the presentation • Challenge short time 	Do you think developing the topic to the presentation materials is the most challenging part?



Appendix 4 Pictures of Virtual Exchange Program

Here I am
Over the World

I have Straight hair

Save the Date
24/02/2024
7.30 PM Indonesia,
12.30 AM Sierra Leon
6 PM India

Guiding Sentences

- Describe yourself! About your age, weight, height, color of hair, eyes, etc!

The chosen topic which usually similar as the classroom daily topic.

BACKYARD SESSIONS
PART 1
INSECTS
Over the World Sharing

Guiding sentences

1. Can you find an insect in your backyard?
2. Catch it with your camera, and show us!
3. Find out about their life on books or Google, and share with your friends over the world!

Saturday May 18th, 2024

7.30 PM Indonesia
7.30 PM Russia
6 PM India/Sri Lanka
6.30 PM Bangladesh
1.30 PM Nigeria
8.30 NY

Key Visual shared one week before virtual exchange program.

Butterfly Life Cycle SKOOLGO

5 Adult butterfly

1 Eggs

2 Caterpillar (larva)

3 Chrysalis

4 Pupa

Butterflies, moths, beetles, flies and bees have complete metamorphosis. The young (called a larva instead of a nymph) is very different from the adults. It also usually eats different types of food. There are four stages in the metamorphosis of butterflies and moths: egg, larva, pupa, and adult.

FUN FACTS
There are 17,500 different species of butterflies!
Most butterflies cannot hear!
Butterflies can see in green, yellow and red using the 6,000 lenses in their eyes!

One of students' presentation in virtual exchange program