

International Posture and Intercultural Awareness: A Survey Study of Indonesian L2 Learners of English

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Abstract

This study intended to investigate International Posture and Intercultural Awareness of Indonesian L2 learners of English who studied at English Language departments. It also sought to investigate the extent to which learners' International Posture influenced their Intercultural Awareness. It was conducted to fill the gap in the literature on the scarcity of studies on International Posture and Intercultural Awareness in Indonesia despite the likelihood of communication prospects in English with

international people. To this end, it involved 73 participants studying in English Language Education departments at two universities in Java, Indonesia, in a survey. Through descriptive statistics on SPSS, the study found a quite high level of Intergroup Approach-Avoidance Tendencies (IAAT), the first dimension of International Posture. It also found a moderate-high level of Interest in International Vocation and Activities (IIVA), the second dimension of International Posture. Furthermore, the participants' awareness of their own cultures and those of others was generally high though some of the participants' awareness of specific aspects of other cultures was reported to be low. Using multiple regression, the study found that generally, the participants' International Posture significantly influenced their Intercultural Awareness, accounting for 22.3% of the total variance in Intercultural Awareness. However, from the beta coefficient analysis, it was found that only the participants' IAAT significantly influenced their Intercultural Awareness in a positive direction. Their IIVA did not significantly influence it. The findings highlighted the need to nurture second/foreign language (L2) learners' International Posture and conduct further investigation on the possible impacts of learners' International Posture on learners' ICC in general.

Keywords: *international posture, intergroup approach-avoidance tendencies (IAAT), interest in international vocation and activities (IIVA), intercultural awareness*

INTRODUCTION

English language learners may see learning the language as a way to simultaneously open up a whole world of connections and opportunities, making it easier to be part of the global community (Estaji & Savarabadi, 2020; Ilyosovna, 2020). This is reasonable considering English is increasingly popular in this globalised world (Tajeddin et al., 2019; Tajeddin & Pakzadian, 2020). It is widely used as a means of communication among more and more people regardless of their origins in the international stages (Kirkpatrick, 2020; Tajeddin et al., 2019). For this reason, English can be viewed as a language that can connect oneself to the world. In a rather early study, Yashima (2000) found that many Japanese learners regarded English as a language connecting them with the world outside Japan, regardless of the countries of origin. Perhaps for this reason, in the

subsequent work, Yashima (2009) proposed the concept of International Posture to refer to a psychological tendency of English learners to associate themselves with the international community rather than certain geographically-defined native speaker communities. The concept of International Posture may be contrasted with that of Integrative Motivation coined by Gardner and associates in the 1980s (Saragih & Subekti, 2023). It refers to a desire to learn a language due to interest in the native speakers of the language as well as their cultures (Saragih & Subekti, 2023). In this sense, International Posture can be seen as learners' desire to learn English to 'integrate' themselves into the international community speaking the language.

International Posture consists of four dimensions (Yashima, 2009). These are Intergroup Approach-Avoidance Tendency (IAAT), Interest in International Vocation or Activities (IIVA), Interest in International News or Foreign Affairs (IIN), and Having Things to Communicate (HTC) to the World. The author mentioned that IAAT refers to one's willingness (and unwillingness thereof) to make friends with people from different countries, for example, whether someone desires to make friends with international students studying at their university. IIVA, furthermore, concerns one's interest in pursuing international careers and travelling abroad where they potentially meet international people. Next, IIN concerns one's interest in what is happening on the international stage, for example, following updates on international issues through news programmes. Furthermore, HTC indicates whether one has things to say to international people. These aforementioned four dimensions demonstrate various manifestations of International Posture broadly classified into attitudinal/behavioural propensity and knowledge orientation. The former includes the first and second dimensions whilst the latter includes the third and the fourth dimensions (Yashima, 2009). Regarding International Posture, the present study focuses only on the attitudinal/behavioural propensity manifestations encompassing IAAT and IIVA.

Perhaps attributed to the ever-growing relevance of International Posture in the case of the English language, more empirical studies have been conducted after the introduction of the concept by Yashima (2009). Such studies are available, for example, in Spain (Geoghegan, 2018), Iran (Sarkhosh & Lotfi, 2018), Japan (Tabira & Goto, 2017; Toyama & Yamazaki, 2020), Korea (Lee, 2018), and Malaysia (Razak et al., 2022). Involving 68 Spanish second/foreign language (L2) learners of English, Geoghegan (2018) reported, among others, that learners' International Posture significantly increased after they underwent a three-month study abroad programme. Likewise, a study involving 67 Korean learners of English by Lee (2018) also reported an increase in learners' International Posture after they had a five-week study abroad programme. Another study involving sixty Japanese Junior High School learner participants by Tabira and Goto (2017) found that learners' higher level of International Posture led to better motivation and higher willingness to communicate despite the possible lack of English conversation skills. Furthermore, a study involving 163 Japanese undergraduate learners by Toyama and Yamazaki (2020) reported that International Posture was highly associated with learners' openness to experience and extraversion. Recently, involving 540 undergraduate learners of English, a survey study by Razak et al. (2022) reported learners' high level of International Posture. Also, the study confirmed the validity of the International Posture scale adapted from the work of Yashima (2009). These aforementioned findings suggested that the development of learners' International Posture may be affected by exposure to the international community and it, in turn, may affect L2 learning success, among which is meaningful communication with people from different linguistic and cultural backgrounds.

The need to master effective communication among international people brings us to the second construct, Intercultural Awareness. This construct stems from the construct of Intercultural Communicative Competence (ICC) coined by Byram (1997) in the educational setting. ICC is defined as the "ability to ensure a shared understanding by people of different social identities, and [the]

ability to interact with people as complex human beings with multiple identities and their own individuality" (Byram et al., 2002, p. 10). It consists of four elements, namely attitudes, knowledge, skills, and awareness. The last component is often referred to as Critical Cultural Awareness. It is "an ability to evaluate, critically and on the basis of explicit criteria, perspectives, practices and products in one's own and other cultures and countries" (Byram, 1997, p. 53). Simply put, it is the cognitive dimension of ICC concerning one's ability to understand similarities and differences of cultures. This component also becomes the centre of Byram's model. Byram et al. (2013) asserted that in today's globalised era, both language teachers and learners "need to be 'aware' of other people's 'cultures' as well as their own" (p. 251), indicating the emphasis on one's awareness among other ICC elements. Throughout this article, this awareness is referred to as Intercultural Awareness to emphasise the intercultural aspect of it.

Compared to empirical studies on International Posture, those on ICC are more well-established and extensive, especially in the communication and education fields. Specific in the education field, pioneered by Byram and associates (Byram, 1997; Byram et al., 2002, 2013; Byram & Wagner, 2018), many studies have been conducted in numerous L2 learning contexts, for example in Iran (Ghajarieh & Safiyar, 2023; Rezaei & Naghibian, 2018), Türkiye (Genç, 2018; Sevimele-Sahin, 2020), China (Liu, 2020), Japan (Koch & Takashima, 2021), and Taiwan (Chao, 2013) to name a few. Involving 52 Taiwanese L2 learners of English, Chao (2013) investigated the use of foreign films in an English class to promote ICC. Analysing the participants' diary entries, the study reported that many of the learners indicated their Intercultural Awareness through comparisons and reflections. In line with that, a qualitative study involving 13 non-English department learners in Iran by Rezaei and Naghibian (2018) reported that the use of American English short stories in English class could facilitate learners to become aware of their own and Western cultural values. Similarly, in Japan, Koch and Takashima (2021) reported the use of short stories in an English class with 58 learners. In the study, most

learners showed awareness of cultural differences. They tried to understand cultural differences from the viewpoint outside their own culture. In China, Liu (2020) applied intercultural teaching using a movie as a medium to integrate the training of learners' intercultural communication competence and language skills. Earlier, in Türkiye, a study involving 145 pre-service English teachers by Genç (2018) reported that the participants had poor ICC indicated with ambiguity, tolerance, empathy, and open-mindedness. Nonetheless, final-year learners and those having abroad experiences reported a higher level of tolerance. A similar finding was also reported by a study involving 238 Turkish pre-service teachers of English (Sevimel-Sahin, 2020). It also found learners' high level of ICC. A recent study involving 30 Iranian English teachers by Ghajarieh and Safiyar (2023) found that intervention in the form of six-session workshops on intercultural communication significantly improved the participants' intercultural competence and sensitivity. These aforementioned studies suggested the role of exposure either to international people and other cultures or cultural products from other cultures on the development of Intercultural Awareness of ICC in general.

In Indonesia, several recent studies on ICC have also been conducted (Atmojo & Putra, 2022; Juliastuti et al., 2023; Putra & Musigrungsi, 2022; Sugianto et al., 2022). For example, a mixed-methods study involving 96 primary school learners by Sugianto et al. (2022), among others, found that the young learners began to realise values held by Mulan, the main character in Disney's *Mulan*, as to why Mulan posed as a man and enlisted in the military in her sickly father's place. A recent mixed-methods study involving 92 pre-service English teachers by Juliastuti et al. (2023) implemented the ICC learning model, connected with English Literature (ICC-EL). The study found that learners' awareness of various cultures, curiosity and openness increased after the ICC-EL, suggesting the positive role of literary texts from other cultures on the development of learners' ICC.

Albeit the possible contributions of the aforementioned studies both in the fields of International Posture and ICC or Intercultural

Awareness specifically, further investigations may still be necessary. Regarding International Posture, in response to the increasingly globalised society, it may be more pertinent for Indonesian L2 learners and prospective teachers of English to orient themselves to the international community regardless of linguistic background. That is due to the likelihood of communication prospects in English with international people. Despite that, this field is under-researched in Indonesia. Available studies are very scarce, if not non-existent to date, thus the necessity to conduct such a study in this context. It is also strategic to see whether learners' International Posture influenced their Intercultural Awareness. Furthermore, though ICC studies are in general quite extensive, the awareness dimension seemed to be left out in many studies in education contexts (Atmojo & Putra, 2022; Huang, 2021; Montiel, 2019; Saricoban & Oz, 2017) despite it being a central part of ICC which is now regarded as the goal of L2 learning (Byram & Wagner, 2018).

The rationale being said, the present study intends to answer the following research questions. First, what is the level of learners' International Posture as measured by their Intergroup Approach-Avoidance Tendency (IAAT) and their Interest in International Vocation or Activities (IIVA)? Second, what is the learners' level of Intercultural Awareness? And third, to what extent do learners' International Posture affect their Intercultural Awareness?

The novelty of the present study lies in several aspects. First, this study intends to investigate International Posture, an increasingly relevant L2 learning construct in today's globalised world, which is thus far relatively under-researched, especially in the Indonesian context. Involving Indonesian L2 learners of English who are prepared to be future teachers of English in such a study can be very strategic as well considering they would likely shape the way English is taught and learned in the future. Second, this study also investigates Intercultural Awareness, which was thus far rather left out in many ICC studies in education contexts despite its centrality in the construct of ICC, considered the goal of L2 learning. Finally, investigating the impact of International Posture on

Intercultural Awareness, this study may be a first, at least in Indonesia, and can potentially pave the way for further investigations involving the two potentially interlinked and increasingly relevant constructs in L2 learning.

RESEARCH METHOD

The present study employed a quantitative method of data collection. It used survey design using a paper-based questionnaire as the instrument. Survey method was selected because of two reasons. First, it conformed with the objectives of the present study, which were to see the levels of learners' International Posture and Intercultural Awareness as well as to see the extent of the influence of the former on the latter. Secondly, considering the scarcity of studies on International Posture and its possible influence on Intercultural Awareness in Indonesia, such a study can potentially provide an eagle-eyed overview on Indonesian L2 learners' International Posture and Intercultural Awareness.

The participants of this study were 73 L2 learners of English studying at English Language Education departments at two universities in Java, Indonesia. These participants were recruited using convenience sampling in which participants were selected from a pool of available target participants (Gray, 2022). At the time of data collection, from 7 up to 14 November 2023, the 55 learner participants (75.3%) were in their third year, whilst 18 (24.7%) were in their fourth year. The age ranged from 19 up to 24 ($M = 20.82$, $SD = .98$). L2 learners from English Language Education departments were selected because they are both L2 learners of English and prepared to be English teachers in the future. So, their beliefs may likely influence the way English is taught and learned in the future (Nazari et al., 2022; Subekti, 2019).

The instruments of this study consisted of a questionnaire on demographic information and the main questionnaires: Likert-scale questionnaires on International Posture and Intercultural Awareness. The main questionnaires were adapted and translated into the Indonesian language from previous works in the field.

There were twelve statements on International Posture from the attitudinal/behavioural propensity manifestations of International Posture. These encompassed IAAT and IIVA dimensions. The questionnaire statements were adapted and translated from the works of Yashima (2009). Adaptation included minor changes in the original statements to suit the target participants' contexts. For example, the word "an apartment" in the original statement "I wouldn't mind sharing an apartment or room with an international student" was changed into "a boarding house". Of the twelve statements, six were on IAAT and the six others on IIVA. Furthermore, there were six statements on Intercultural Awareness and these were translated from the Beliefs about Intercultural Communicative Competence Inventory (BICCI) (Duisembekova, 2021). For each of the Likert-scale questionnaire items, four possible responses were available: "Strongly Agree", "Agree", "Disagree", and "Strongly Disagree". Five of the twelve items on International Posture were negative items where "Strongly Agree" indicated a low level of International Posture. There was no negative statement on the Intercultural Awareness questionnaire.

Ethical principles were adhered to throughout the research process. First, gatekeeper consents (Traianou & Hammersley, 2020) were obtained from the Head of the English language education department at the respective university. Then, permission was obtained from the lecturers in whose classes we distributed the questionnaire. Furthermore, On the first page of each questionnaire set, general information about the study was provided. It detailed the objectives of the present study, the researchers' identities, and what was expected from the target participants. On the same page, the consent form was provided. It detailed the participants' rights and responsibilities if they decided to participate (Davis & Lachlan, 2017). Participation was voluntary without any coercion (Creswell, 2022).

The procedure of data analysis is as follows. The questionnaire data were recorded into SPSS 25. The responses to the Likert-scale items were recorded as follows: "Strongly Agree" as 4 points, "Agree" 3 points, "Disagree" two points, and "Strongly Disagree"

1 point. The responses were reverse-scored on negative items where "Strongly Agree" indicated a low level of International Posture, for example, item 2 on IAAT, "I try to avoid talking with foreigners if I can/possible." To answer the first and second research questions on learner participants' levels of International Posture and Intercultural Awareness, descriptive statistics were employed. The data are presented in percentages, means, and standard deviations. To answer the third research question, multiple regression analysis was conducted with two dimensions of International Posture, IAAT and IIVA, as the independent variables and Intercultural Awareness as the dependent variable.

RESULTS AND DISCUSSION

Learners' Level of International Posture

The twelve items on International Posture produced Cronbach's alpha coefficient of .72 and McDonald's omega coefficient of .67, both indicating that the questionnaire was generally reliable.

The first dimension of International Posture is IAAT. The composite mean score of the six items on IAAT was 18.19 ($SD = 2.09$), indicating an average mean score of 3.03. With the possible score range of 1-4, this mean score suggested that generally learners reported intergroup approach tendency rather than avoidance tendency. The mode detailed results can be seen in Table 1.

Table 1. Learners' Intergroup Approach-Avoidance Tendency

No.	Statements	SA	A	DA	SDA	Mean	SD
1	I want to make friends with international students studying in my university.	27 (37%)	42 (57.5%)	4 (5.5%)	-	3.32	.57
2	I try to avoid talking with foreigners if I can/possible.	-	7 (9.6%)	52 (71.2%)	14 (19.2%)	3.10	.53

No.	Statements	SA	A	DA	SDA	Mean	SD
3	I would talk to an international student if there was one at campus.	15 (20.5%)	46 (63%)	12 (16.4%)	-	3.04	.61
4	I wouldn't mind sharing a boarding house or room with an international student.	9 (12.3%)	31 (42.5%)	26 (35.6%)	7 (9.6%)	2.58	.83
5	I want to participate in a volunteer activity to help foreigners living in the surrounding community.	13 (17.8%)	50 (68.5%)	10 (13.7%)	-	3.04	.56
6	I would feel somewhat uncomfortable if a foreigner moved in next door/becoming a boarding house neighbour.	-	3 (4.1%)	58 (79.5%)	12 (16.4%)	3.12	.44

SA: Strongly Agree; A: Agree; DA: Disagree; SDA: Strongly Disagree

Table 1 shows that all but one item produced mean scores of more than 3.0, suggesting that generally learners reported intergroup approach tendency. In item 1, 69 participants (94.5%) were willing to befriend international students at their universities. In item 2, 66 participants (90.4%) would not avoid talking with foreigners. In item 3, 61 participants (83.6%) reported they would talk to international students at their campuses if there were any. In item 5, 63 participants (86.35%) reported that they wanted to volunteer in activities helping foreigners living in their surroundings. Next, in item 6, 70 participants (95.9%) would not feel uncomfortable if a foreigner moved in next door. In comparison, as seen in item 4 producing a mean score of only 2.58, 33 participants (45.2%) reported that they would mind sharing a boarding house or room with an international student.

The relatively high level of International Posture in the IAAT dimension may be attributed to several factors. As the participants studied in the English Language Education departments, and thus

were prepared to use English in their future careers, they are probably accustomed to the global view as well as an interest in learning foreign cultures (Zhao et al., 2022). Besides, as the participants were probably still developing their linguistic proficiency, they may see interacting with foreigners as an opportunity to practice their English. A recent study involving 188 Indonesian L2 learners of English by Saragih and Subekti (2023) on integrative motivation also suggested that learners' enthusiasm to have English conversation partners. Moreover, generally, the participants in the present study may find it challenging to practice their English extensively beyond the academic contexts in their English departments. This may partly explain why they reported a high level of intergroup approach tendency. Nonetheless, as seen in item 4 of the IAAT dimension, 33 participants (45.2%) expressed their apprehension about sharing a boarding house or a room with an international student. In this case, these participants' cultural values and L2 proficiency may be at play. They may not be both linguistically and culturally ready to interact in English with international students with different cultural values in their immediate environment such as rooms and the same boarding house. Exposure to international people, as studies suggested (Genç, 2018; Geoghegan, 2018; Lee, 2018), may lessen such apprehension.

The second dimension of International Posture is IIVA. The composite mean score of the six items on IIVA was 17.38 ($SD = 2.62$), indicating an average mean score of 2.90. This suggested that learners' International Posture concerning IIVA was moderate-high, meaning they generally had a moderate-high interest in international vocation or activities. The detailed findings can be observed in Table 2.

As seen in Table 2, though generally learners reported moderate-high IIVA, the findings on items 1, 3, and 5, seemed to suggest the relatively balanced responses between agreement and disagreement. In item 1, 35 participants (47.9%) preferred staying in their hometowns while the rest preferred leaving them for careers. In item 3, 50 participants (68.55%) indicated their wish to

work in an international organisation while 23 (31.45%) indicated their disinterest. In item 5, whilst 44 participants (60.3%) saw the impact of what happened overseas on their daily life, the other 29 participants (39.7%) did not. In items 2, 4, and 6, respectively, participants generally reported interest in working in a foreign country (90.4%), pursuing an international career (89.1%), and doing business trips overseas frequently (83.6%).

Table 2. Learners' Interest in International Vocation or Activities

No.	Statements	SA	A	DA	SDA	Mean	SD
1	I would rather stay in my hometown.	13 (17.8%)	22 (30.1%)	33 (45.2%)	5 (6.8%)	2.41	.86
2	I want to work in a foreign country.	26 (35.6%)	40 (54.8%)	7 (9.6%)	-	3.26	.62
3	I want to work in an international organisation such as the United Nations.	17 (23.35%)	33 (45.2%)	21 (28.8%)	2 (2.7%)	2.89	.79
4	I'm interested in an international career.	27 (37%)	38 (52.1%)	8 (10.9%)	-	3.26	.65
5	I don't think what's happening overseas has much to do with my daily life.	3 (4.1%)	26 (35.6%)	37 (50.7%)	7 (9.6%)	2.66	.71
6	I would rather avoid the kind of work that sends me overseas frequently.	3 (4.1%)	9 (12.3%)	53 (72.6%)	8 (11%)	2.90	.63

SA: Strongly Agree; A: Agree; DA: Disagree; SDA: Strongly Disagree

Though at a glance these aforementioned findings on the relatively high IIVA seemed to be expected and in line with the findings of previous studies (Razak et al., 2022; Tabira & Goto, 2017), some findings seemed to contradict others, suggesting the participants' somewhat ambivalent stance. For instance, as seen in items 2, 4, and 6, the stark majority of the participants seemed to be interested in working with the international community. However, as seen in item 1, 35 participants wished to work in their hometowns despite learning an international language. This ambivalent response may be related to the career choice of some

learners, who were also English pre-service teachers. They may have chosen to study English to get a good job in their hometowns and paid little attention to the possibilities of using the language to embark on a career beyond national boundaries. Nonetheless, further investigations on the possible intertwined association between learners' International Posture and prospective career choices may be necessary.

Learners' Level of Intercultural Awareness

The six items on Intercultural Awareness produced a Cronbach's Alpha coefficient of .72 and a McDonald's omega coefficient of .76. Both coefficients suggested a high internal reliability. The total mean score of the six items on Intercultural Awareness was 19.37, suggesting an average mean score of 3.22. This number indicated that generally learners reported a high level of Intercultural Awareness. More detailed findings on each item can be seen in Table 3.

Table 3. Learners' Intercultural Awareness

No.	Statements	SA	A	DA	SDA	Mean	SD
1	I have a culture-specific knowledge of other countries.	2 (2.7%)	31 (42.5%)	35 (47.9%)	5 (6.8%)	2.41	.66
2	I understand my own cultural identity.	20 (27.4%)	51 (69.9%)	2 (2.7%)	-	3.25	.49
3	I am aware of the cultural differences.	38 (52.1%)	35 (47.9%)	-	-	3.52	.50
4	I understand my own culture.	26 (35.6%)	46 (63%)	1 (1.4%)	-	3.34	.51
5	I am aware of my own cultures.	26 (35.6%)	47 (64.4%)	-	-	3.36	.48
6	I am aware of other cultures.	36 (49.3%)	37 (50.7%)	-	-	3.49	.50

SA: Strongly Agree; A: Agree; DA: Disagree; SDA: Strongly Disagree

As observed in Table 3, all but item 1 produced mean scores of more than 3.00 suggesting a high level of Intercultural Awareness. As seen in item 1, only 33 participants (45.2%) expressed their

agreement that they had a culture-specific knowledge of other countries whilst the other 40 (54.8%) expressed disagreement. In comparison, in item 2, 71 participants (97.3%) reported that they understood their own cultural identities. Furthermore, in item 4, 72 participants (98.6%) reported they understood their own cultures. Even more, as seen in items 3, 5, and 6, respectively, all of the participants reported being aware of cultural differences, their own cultures, and the other cultures. From the findings, it can be seen that learners reported their awareness of their own cultures and those of others in a general sense. Nevertheless, some of them may not be aware of specific cultural aspects of other countries.

The finding on the high level of Intercultural Awareness was slightly similar to that of a study involving pre-service English teachers in Turkey by Sevimele-Sahin (2020). That study found that the participants enjoyed a high level of ICC. Earlier, a study was conducted by Sarigoz (2014) specifically investigating Intercultural Awareness of 275 pre-service English teachers in Türkiye. The study suggested that intensively learning an L2, such as in language education departments, potentially leads to not only learners' personal and professional development but also their intercultural awareness. This, as Zhao et al. (2022) asserted, can be attributed to the unique position of pre-service English teachers. They are not only required to have a solid foundation of L2 proficiency but also to have a basic understanding of the target language cultures. In this sense, this particular finding of the present study offers good news. Nonetheless, as seen in item 1, only 33 participants (45.2%) reported having a culture-specific knowledge of other countries. It means that learners' Intercultural Awareness, albeit at a high level, was still constrained to the general and perhaps superficial aspects. Some of them were yet to be aware of specific cultural aspects of certain countries or other cultures. Seeing the finding from this angle, it may be necessary for lecturers to expose learners to international cultures through texts or media, in line with the findings of several studies (Juliastuti et al., 2023; Koch & Takashima, 2021; Rezaei & Naghibian, 2018; Sugianto et al., 2022). Encouraging learners to join study-abroad or exchange programmes may also be

necessary to allow direct exposure to international people and cultures (Genç, 2018). These are to facilitate learners to be aware of specific cultural aspects in certain countries or international communities.

The Influence of Learners' International Posture on their Intercultural Awareness

To find the extent to which learners' International Posture as measured with their IAAT and IIVA influenced their Intercultural Awareness, multiple regression test was performed via SPSS in which Intercultural Awareness as the dependent variable was regressed on two independent variables, IAAT and IIVA. The ANOVA results and the model summary can be seen in Table 4 and Table 5, respectively.

Table 4. ANOVA Results with Learners' Intercultural Awareness as the Dependent Variable

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	67.006	2	33.503	10.022	.000 ^b
	Residual	234.008	70	3.343		
	Total	301.014	72			

a. Dependent Variable: Intercultural Awareness

b. Predictors: (Constant), Interest in International Vocation or Activities, Intergroup Approach-Avoidance Tendency

Table 5. Model Summary of the Bivariate Linear Regression

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.472 ^a	.223	.200	1.828	1.889

a. Predictors: (Constant), Interest in International Vocation or Activities, Intergroup Approach-Avoidance Tendency

b. Dependent Variable: Intercultural Awareness

As seen in Table 4, the study found that learners' International Posture as measured with their IAAT and IIVA significantly influenced their Intercultural Awareness, $F(2,70) = 10.02, p < .001$.

As seen in Table 5, the model could explain 22.3% of the total variance in learners' Intercultural Awareness, $R^2 = .223$.

To further assess the individual impact of IAAT and IIVA, beta coefficients were further examined. The results can be seen in Table 6.

Table 6. Coefficients with Learners' Intercultural Awareness as the Dependent Variable

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	11.064	2.030		5.450	.000
	Intergroup Approach-Avoidance Tendency (IAAT)	.469	.113	.478	4.157	.000
	Interest in International Vocation or Activities (IIVA)	-.013	.090	-.016	-.140	.889

a. Dependent Variable: Intercultural Awareness

From Table 6, it can be seen that learners' IAAT significantly influenced their Intercultural Awareness, $B = .47$, $t = 4.16$, $p < .001$. Seen from the positive beta coefficient, the direction was positive, suggesting that as learners had more intergroup approach tendency, they had a higher level of Intercultural Awareness. Furthermore, learners' IIVA did not significantly influence their Intercultural Awareness, $B = -.01$, $t = -.14$, $p = .89$.

Several points can be outlined regarding these findings. First, it is important to develop learners' intergroup approach tendency as it could positively affect their Intercultural Awareness. Learners who are willing to do risk-taking behaviours in L2 communication such as interacting with international people compelling them to use L2 would likely become aware of more cultural differences (Geoghegan, 2018; Lee, 2018). This possibly explains why learners' intergroup approach tendency significantly affected their Intercultural Awareness. In comparison, IIVA, largely concerning learners' future career choices, may become rather complex in the

case of learners who are also pre-service English teachers like the ones in the present study. For example, these learners may wish to become an English teacher in their hometowns instead of pursuing international careers. Yet, they may have possessed a high level of Intercultural Awareness. This, statistically speaking, could partly explain why learners' IIVA did not influence their Intercultural Awareness. Due to the scarcity of studies investigating both International Posture and ICC, a comparison of these specific findings with findings of International Posture-ICC studies may not be possible. Nonetheless, these findings can be treated as exploratory.

Despite that, these findings highlighted the need to nurture L2 learners' International Posture as it can be a factor positively influencing the development of learners' ICC, which in today's globalised era is considered the goal of L2 learning along with L2 proficiency (Byram & Wagner, 2018). One way to nurture International Posture can be by providing learners with diverse materials showcasing international cooperation as well as global humanitarian and collaborative activities. Activities can then be followed with continuous reflections relating the materials and learners' lives and possible international career trajectories. Simultaneously, lecturers can invest more class time in intercultural content not only concerning one's own cultures and native English speaker cultures but also those of various L2 speakers of English in the world. That is because L2 learners of English are more likely to communicate with international people with diverse cultural backgrounds rather than solely with native English speakers (Kirkpatrick, 2020; Tajeddin et al., 2019).

CONCLUSION

In summary, this study found that learners' International Posture was at a quite high level evidenced by a quite high level of intergroup approach tendency and moderate-high level of IIVA. Learners' Intercultural Awareness was also found to be high. Using multiple regression, this study further found that generally learners' International Posture significantly influenced their

Intercultural Awareness, accounting for 22.3% of the total variance of Intercultural Awareness. However, only the IAAT dimension showed a significant influence whilst the IIVA dimension did not.

This study contributes to the field of International Posture and ICC in several ways. First, though this study was not large in scale, only involving two universities in Indonesia, the findings may give an overview of L2 learners' International Posture in the under-researched Indonesian context. It could potentially pave the way for further studies not only on International Posture but also on its possible interactions with other aspects of L2 learning in Indonesia. Furthermore, this study has also brought forward the central dimension of Byram's ICC model, awareness, which has at times been left out in many ICC studies in education contexts.

In light of the aforementioned findings and possible contributions, directions for future relevant studies can be suggested. It is still necessary to conduct studies contemplating possible interactions between International Posture and Intercultural Awareness. It is to see whether such International Posture-Intercultural Awareness interactions were unique to the present study or these can also be found in other studies in similar and different learning contexts in the future. It is also strategic to investigate the International Posture of Indonesian L2 learners of English in a larger study involving more participants. That is to obtain findings with a higher possibility of generalisation in the under-researched Indonesian context. Such a study can also investigate the possible interaction between International Posture and other potentially relevant aspects such as attitudes towards Global Englishes, Willingness to Communicate, and L2 proficiency.

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