

PROJECT-BASED LEARNING APPLIED IN INTERCULTURAL COMMUNICATION CLASS OF THE SIXTH SEMESTER STUDENTS OF ENGLISH EDUCATION PROGRAM

Titi Rokhayati

English Education Program, Faculty of Teacher Training and Education, Purworejo Muhammadiyah University

Abstract

Because they learn so much during this endeavor, students benefit greatly from project-based learning (PBL). They learn how to conduct surveys, gather data, collaborate with friends, track down respondents, present the data, and draw conclusions about the project as a whole. One of the required subjects for English Department students is intercultural communication. Since the students must do a study on culture by having respondents in their immediate surroundings at the end of the semester, the PBL is an acceptable method to use in Intercultural Communication. This study is an observational study conducted in a classroom, with samples from the sixth semester students of English Education Program of Purworejo Muhammadiyah University. While the results of the survey of the students indicated that the students love the class and may get a lot from it, the conclusion stated that collaboration, questioning, reflecting, and presenting are some aspects which 100% occurred in the classroom.

Keywords: *Project-based learning, IC, Classroom Observation.*

INTRODUCTION

Cultural concepts, cross-cultural conflict and adjustment, cultural values, place and time, the individual and the group, language, family, education, moral principles, and gender are some of the topics covered in the course IC (Intercultural Communication). The comparison of Indonesian culture with other civilizations, particularly western culture, was discussed in all of those themes. The students' most preferred subject is cultural conflict and adjustment since they can use projects to work on their English-language skills. The goal of the project is to observe some theories regarding the topics, form a group of three or four people, discuss the types of questions to be posed to the natives, search for the natives, and record interviews with them. After conducting the interview, they must still decipher the transcript and assess the interview's findings to determine whether any of the answers fall under the category of cultural sensitivity and include terms like stereotype, bias, ethnocentrism, tolerance, and generalization. The students will later be required to complete projects on all of the themes, although they can select the topic of their choice.

In accordance with that approach, I concentrated my project-based learning lessons on helping the students discover potential gaps in their theoretical understanding and develop those gaps into a sort of project. Small research on IC is one of the other projects. According to the theory, project-based learning will be carried out in accordance with the following steps: goal-setting, identification of learning strategies, division and assignment of work, and progress monitoring.

Students must get experience through IC instruction, particularly in terms of engaging with native speakers. Because of this, it is crucial to adopt methods to help students better understand the material. The project-based learning approach is one of the techniques that may be utilized to teach IC. This approach enables the students to design a project that demonstrates their in-depth knowledge of the subject matter. Long-term, multidisciplinary, and student-centered learning activities are prioritized in project-based learning. In contrast to



typical, teacher-led classroom activities, project-based classes frequently require students to manage their own time and plan their own work. Project-based learning varies from classical inquiry in that it places more focus on students creating collective or individual artifacts to demonstrate what they have learned (Lee, 2012).

It is possible to summarily define the project-based learning definition as follows: “a model that organizes learning around projects” (Dubicki et al., 2021). Even while giving students tasks in standard classrooms is nothing new, project-based learning differs greatly from the typical approach. Thomas outlined five key requirements for a learning approach to qualify as project-based learning.: 1) project-based learning projects are central, not peripheral to the curriculum, 2) project-based learning projects are focused on questions or problems that “drive” students to encounter the central concepts and principles of a discipline, 3) projects involve students in a constructive investigation, 4) projects are student-driven to some significant degree, and 5) projects are realistic, not school-like.(Thomas, 2000)

He also(2000) states that Project-based learning is a complex task based on challenging questions or problems that involve students in design, problem solving, decision making or investigative activities. It gives students the opportunity to work in a relatively independent manner over extended periods of time and resulting in realistic products and presentations.

Another aspect of PBL is the use of projects that center on issues or issues that force students to relate their conceptual knowledge to the assignment. The projects may be centered on tasks, items, performances, and presentations that test the students' cognitive and academic abilities. For the project to be successfully completed, there must be a connection between the students' academic, practical, and labor-related skills(Railsback, 2002).

Klein et al., (2009)defines that Project-based learning is the instructional strategy of empowering learners to pursue content knowledge on their own and demonstrate their new understandings through a variety of presentation modes. Effective project-based learning has the following characteristics: Leads students to investigate important ideas and questions a) Is framed around an inquiry process, b) Is differentiated according to student needs and interests,c) Is driven by student independent production and presentation rather than teacher delivery of information, 4) Requires the use of creative thinking, critical thinking, and information skills to investigate, draw conclusions about, and create content, 5) Connects to real world and authentic problems and issues (Klein et al., 2009).

The goal of project-based learning is to give students a framework through which they can show that they have mastered a topic by developing and presenting a research-based project that is motivated by their own interest in a subject and enables them to operate within the same constraints as actual researchers. The projects allow students to think deeply and analytically and to question a topic that has particular resonance and meaning for them. While the projects can assess the students' knowledge of content, concepts, and skills as well as the level of depth and complexity to which students have understood them.

From the aforementioned definitions and descriptions, it can be concluded that project-based learning requires students to engage in active learning and critical thinking when solving problems and developing projects that are based on theories and their comprehension of those theories and how to apply them in practical situations. Culture cannot be divorced from the situation in real life.

Culture as socialization, understood as both a process and a product. Culture as membership in a speech community, with shared assumptions about the world and one's place in it. Culture is shared lifeworld, common history, subjective memories and language ideologies. (Knapp & Scidhofer, 2009)

Culture as symbolic power focuses on the way culture becomes entangled with social control, social identity, and dominant discourses such as the fetishisation of communication

in a communication culture (Knapp & Scidhofer, 2009). From those definitions it can be concluded that culture is a set of values, beliefs which is shared in a certain place by a society.

However, few humans are consciously aware of their own culture. Only when one is exposed to foreign culture and becomes uncomfortable in it does one become aware of their home culture and the cultural differences between one's own and a foreign culture. Culture is 'the instrument by which each new generation acquires the capacity to bridge the distance that separates one life from another' (Herbig, 1998).

Linguists and anthropologists have long recognized that the forms and uses of a given language reflect the cultural values of the society in which the language is spoken. Linguistic competence alone is not enough for learners of a language to be competent in that language (Krasner, 1999). Language learners need to be aware, for example, of the culturally appropriate ways to address people, express gratitude, make requests, and agree or disagree with someone. As far as the contents of cultural education is concerned, foreign language teachers mention the following aspects (Aleksandrowicz-Pedich et al., 2003) traditions and customs, history and civilization, popular culture, legends and myths, stereotypes, geography, religion, beliefs (different ways of thinking and reacting), democracy and human rights, everyday life styles (in particular of young people), sociology and politics, art, music, film, literature, festivals, cuisine and culinary habits, manners and politeness, degree of formality in social relations and educational system (in Arabski & Wojtaszek, 2011)

In many ways, students are taught culture implicitly as it is embedded in the linguistic structures they are learning. Teachers might explicitly address these cultural traits in relation to the linguistic forms being studied in order to raise awareness among students of the cultural characteristics that are represented in the language.

Intercultural Communication simply refers to the basic ability of people within business to recognize, interpret and correctly react to people, incidences or situations that are open to misunderstanding due to cultural differences. The fundamental intention of crosscultural training is to equip the learner(s) with the appropriate skills to attain Intercultural Communication. (Kwintessential, 2022)

Fadeeva & Kalinin, (2012) describe that the IC learning will include: 1) Intercultural awareness: knowledge, awareness and understanding of the relation (similarities and distinctive differences) between the 'world of origin' and the 'world of the target community' produce an intercultural awareness. It is, of course, important to note that intercultural awareness includes an awareness of the regional and social diversity of both worlds. It is also enriched by awareness of a wider range of cultures than those carried by the learner's L1 and L2. This wider awareness helps to place both in context. In addition to objective knowledge, intercultural awareness covers awareness of how each community appears from the perspective of the other. 2) Intercultural skills and know-how include: a) the ability to bring the culture of origin and the foreign culture into relation with each other; b) cultural sensitivity and the ability to identify and use a variety of strategies for contact with those from other cultures; c) the capacity to fulfill the role of cultural intermediary between one's own culture and the foreign culture and to deal effectively with intercultural misunderstanding and conflict situations; d) the ability to overcome stereotyped relationships".

While IC in my department, English Education Program of Muhammadiyah University of Purworejo set in the sixth semester. It has some topics to do in this course for the consideration that in the sixth semester the students have completed the language skills subjects so it is considered that they have comprehensive understanding about how to write and present well in term of using correct grammar and vocabulary in which diction also must be considered. Related to some consideration of the importance of teaching IC we have some

topics to be discussed. They are: cultural terms, cross cultural conflict and adjustment, cultural values, space and time, individual and the group, language, family, education, moral values, and gender.

The students find all of the topics to be very engaging, and they consistently complete nearly all of the assigned work in a positive manner. A little research study on IC and an interview with a native speaker about their adaptation to Indonesian culture, including language and behavior, are the two projects that are completed as part of project-based learning. They performed admirably thus far. The assignments have left some pupils feeling upset, particularly the unmotivated ones. The lecturer uses authentic materials for instruction in order to get the students interested in and committed to the project. Students can encounter real cultural experiences by using authentic sources from the native speaking community.

The age and level of language competency of the students can be taken into account when teachers modify their use of authentic resources. For instance, even language beginners can focus on cultural norms like welcomes by watching and listening to video excerpts extracted from television shows in the target language. Students might receive a thorough translation from the teacher or be given a chart, map, or outline to fill out as they watch a video or listen to a dialogue. After the class has watched the pertinent segments, the teacher can have a conversation with the students regarding the cultural norms portrayed in the segments and what these norms may reveal about the culture's values.

Discussion points may cover nonverbal actions (e.g., the physical distance between speakers, gestures, eye contact, societal roles, and how people in different social roles relate to each other). As they discuss which behaviors are representative of their native culture and which are not, they can explain the behaviors they see and decide on effective communication techniques in the target language. Some media can be utilized to convey cultural knowledge. (Center For Applied Linguistics, n.d.)

Seeing the use of PBL in IC Teaching, it needs to know about the concept of PBL

Outstanding projects:

1. Recognize students' inherent *drive to learn*, their capability to do important work, and their need to be taken seriously by putting them at the center of the learning process.
2. Engage students in the central concepts and principles of a discipline. The project work is *central* rather than peripheral to the curriculum.
3. Highlight provocative issues or questions that lead students to *in-depth exploration of authentic and important topics*.
4. Require the use of essential *tools and skills*, including technology, for learning, self-management, and project management.
5. Specify *products* that solve problems, explain dilemmas, or present information generated through investigation, research, or reasoning.
6. Include *multiple products* that permit frequent feedback and consistent opportunities for students to learn from experience.
7. Use *performance-based assessments* that communicate high expectations, present rigorous challenges, and require a range of skills and knowledge.
8. Encourage *collaboration* in some form, either through small groups, student-led presentations, or whole-class evaluations of project results.

(Edutopia, 2022)



Table 1. *An Example of using PBL in teaching IC*

Topics in IC	Project planned
Cross Cultural Terms and Description	Analyzing movies that use terminology from other cultures, such as stereotypes, generalizations, ethnocentrism, and tolerance
Cross Cultural Conflict and Adjustment	Conducting interviews with native speakers, recording the talk, transcribing it, and examining the conflict and adjustment
Space and Time	Locating some personal space, classroom space, city space, and home space
Individual and Group	Analyzing how the concepts of individualism and group are represented in Indonesian and Western culture
Cultural values	The students attempt to complete a project on the topic of some cultural values present in daily life.
Language	By observing people's conversations, the project is being done while the pattern and style of conversation are being discussed.
Moral values	Consider some moral principles and how some individuals instill them, particularly in children, before conducting study on such topics.
Family	Students get interested in current family structures and conduct research on the subject.
Education	Students' curiosity is increased by projects that highlight the differences between Indonesian and Western educational values.
Gender	It is the most popular topic, and the students wanted to research it by interviewing women leaders and women who work in male-dominated fields.

METHODS

Respondents

The sixth semester English education program students who are enrolled in IC classes are the focus of this study. The class has 30 students, who are split up into 10 groups according to the IC topic.

Instruments

The researcher is the primary instrument for the study, while the observation sheet is the supporting instrument. The systematic process of gathering data is known as data collection, and the researcher might use a variety of strategies to do so.

Procedure

There are various ways to gather primary data, according to Kothari, (2004). They include schedules, interviews, questionnaires, and observation. The researchers used a questionnaire and observation in this study. The processes involved in gathering data are as follows: (a) the researcher distributes a PBL questionnaire to the students; (b) the researcher observes the classroom; (b) the researchers watch how the instructor instructs the class and (c) they take notes on each step of the teaching and learning process.

Data Analysis

The methods of data analysis include: a) identifying problems with the teaching and learning process b) distributing PBL questionnaires to the students and classifying the results to determine whether or not the use of PBL is effective; c) analyzing the findings of an observation sheet about the teaching and learning process.

RESULT AND DISCUSSION

The researcher discusses the sixth semester English Education Program students' IC teaching and learning process. The first section will cover the data results, while the second part will cover the data discussion.

1.Result

This section outlines the PBL-based instructional design approach. 32 pupils are enrolled in a class that is split into 10 groups. Each group's project has a single theme. The topics in the project are Cross Cultural Terms and Description, Cross Cultural Conflict and Adjustment, Space and Time, Individual and Group, Cultural values, Language, Moral values, Family, Education, Gender.

Table 2. *The Result of Classroom Observation Sheet*

Categories	Yes		No	
	Sum	Percentage	Sum	Percentage
Significant Content	28	87.5	4	12.5
Critical thinking	27	84.3	5	15.7
Collaboration	30	93.75	2	6.25
Communication	30	93.75	2	6.25
Creativity	26	81.25	6	13
Innovation	26	81.25	6	13
In-Depth Inquiry	25	78.13	7	11.87
Asking questions	30	93.75	2	6.25
Using resources	26	81.25	6	13
Developing answer	24	75	8	25
Open-ended questions	25	78.13	7	11.87
Exploration				
Understand concepts	25	78.13	7	11.87
Apply skills	27	84.3	5	15.7
Curiosity	24	75	8	25
Voice and Choice	27	84.3	5	15.7
Revision and reflection	30	93.75	2	6.25
Presentation	30	93.75	2	6.25

The majority of the points on the observation sheet were filled out, which indicates that the PBL was used in the project that was assigned to the students in groups, according to the observation sheet's results (Sebastian & Mejía, 2020)

Table 3. *The Result of Students' Questionnaire*

No	Questions	Yes	No
1	Do you enjoy the class?	26	6
2.	Do you know what method used by your teacher	22	10
3.	Is the content or the topics significant?	26	6
4.	Is the process of teaching and learning make you think critically?	26	6



5.	Does the project demand you to do it in group?	32	0
6.	Do you always communicate the project with your group and your lecturer?	28	4
7.	Does the project make you creative?	27	5
8.	Does the project lead you to the innovation?	27	5
9.	Do you think the project need to have in-depth inquiry?	26	4
10.	The projects make you asking questions?	30	2
11.	Do you find resources to make the project?	28	2
12.	Are you able to develop answer after having the project?	27	7
13.	In the process of making project do you need to explore?	25	7
14.	Do you understand concepts better in the process of making project?	27	5
15.	Do you think the project also make you apply the skills you have?	27	5
16.	Do you have better curiosity in the process of making the project?	27	5
17.	Does the lecturer give you voice and choice in making the project?	22	10
18.	Do you also make some revision in your project?	26	6
19.	The result of the project gives you the idea to have reflection.	25	7
20.	Is there any presentation on your project?	32	0

The results of the survey showed that the majority of students' benefit from adopting the PBL method. Just a few students responded "no" to the questionnaire, which was answered "yes" by nearly all of the students.

2. Discussion

a. The teaching learning process

The teaching and learning process took in English Program courses A and B during the sixth semester at Purworejo Muhammadiyah University. The lesson was orderly, and the students were ready to learn IC. The content has already been prepared. Since being late would have prevented them from attending another session, they arrived on time. Due to the fact that they would have missed class, they had been disciplined for arriving late. Discussions among the students revealed that the IC class was the most disciplined; nobody wanted to break the rules, thus everyone arrived on time. *"Assalamualaikumwarahmatullahiwabarakatuh,"* As she walked into the zoom meeting, the lecturer greeted the students. Hello there, students. You're either good or bad. *"Waalaiikumsalamwarahmatullahiwabarakatuh,"* the students responded. *Hello, Mom. How about you? I'm doing fine. I'm doing fantastic, I appreciate it.* The lecturer responded to the students' inquiries. The teacher then let the students know that the project would be covered that day. In the project, project-based learning is applied. All of the previously mentioned themes would be the project's primary focus. There are various rules for the project. The project's primary objective is to teach to students the important knowledge and skills that derive from the fundamental principles and ideas at the center of academic subjects. Through this project, students gain abilities like collaboration, communication, and creativity/innovation that are crucial in today's environment. These abilities are tested and taught. For the students, the process of posing questions, using available information, and

developing solutions is challenging and time-consuming. The project's primary focus is the students' knowledge about and enthusiasm for an open-ended topic that establishes their goal or frames their investigation. Students understand the need to gain knowledge, comprehend concepts, and use skills in order to reply to the guiding question and develop project deliverables after experiencing an Entry Event that captures their interest and curiosity. Students are given some autonomy to choose how they will work, what they will create, and how they will spend their time, under the teacher's direction. Students can reflect on what and how they are learning through the project's methodologies, and they can use feedback to assess additions and revisions that produce high-quality results. Students exhibit their work to audiences other than just their teacher and peers. After explaining the rule to the students, the lecturer gave them the instruction to form groups of three or four. After getting the subjects, the students started working on the assignment. A different group would present the project each week. The survey's guided questions were distributed to the respondents. Despite the fact that a few of the students were engaged, others seemed unclear of what to do. The first student inquired about the process used to complete the project. The lecturer advised the students to form groups and select a topic from the resources in answer to their questions. After choosing their topics, the students had to determine the project's purpose, namely, gender. When this topic was being explored, some women ascended to leadership roles and others filled roles that were historically filled by men. The worth of their labor to the economy, society, and the individual would be a topic of discussion. There were lists of questions about the jobs held by women and their social and moral implications during the interview.

b. The Discussion of Classroom Observation Result

From the classroom observation sheet which had filled by the researches it could be seen that:

- a. Significant Content 87.5% students said Yes. It indicates that the lecturer's assigned assignment benefited from the teaching's subject matter. Theories, methodologies, and analyses essential for the project were covered during the teaching and learning process so that the students would think it would be helpful for them when completing the project.
- b. Critical Thinking 84.3 %. The assignment required the students to exercise critical thinking. They did not simply complete the project in its current form; it still required clarification of the theories and the capacity to draw conclusions from the data after analysis. Since they completed the project as a group and shared it with their peers, all suggestions for what and how to proceed must be carefully considered.
- c. Collaboration 93.75%. The project could not be completed alone. The lecturer should be consulted, and the students should also talk to their friends about it. They worked in groups to gather, organize, and analyze the data.
- d. Communication 93.75%. Of course, in order to complete the assignment, the students must communicate with both the lecturer and the respondents. They always exchanged information regarding how to make the effort, which could be a small research study, better.
- e. Creativity 81.25%. Since there were only guided questions available to them in order to complete the questionnaire, the students' creativity was heavily required.
- f. Innovation 81.25%. Students were expected to use innovative methods for gathering and interpreting data. The short study was included into a qualitative study, so it would rely on the knowledge, experience, and understanding of the researchers. The research would be excellent if they had the necessary knowledge, experience, and insight. A lot of creativity was required to complete the project.



- g. In-Depth Inquiry 78.13%. Some students conducted in-depth study. Not all students were capable of developing ideas and using them as tools to gather evidence, only a select group of students with high spirits and strong motivation.
- h. Asking questions 93.75%. Most of the students have questions, particularly those regarding to the project's methodology and the process of gathering data since even though the respondents had already completed the questionnaire, interviews with them were still necessary to finish the information.
- i. Using resources 81.25%. The students used notes, the internet, and resources from books. In addition to using literature on respective topics, they also used the internet to finish their study and took notes when communicating with the respondents.
- j. Developing answer 75%. Some students just copied the answers given by the respondent, but others generated their own response based on what they had read, experienced, and learned. They used the context they were aware of to understand respondents' responses in order to draw conclusions about the data they were gathering.
- k. Exploration 78.13%. Some of the data were in need of exploration, and the students connected the data to the ideas they had studied in order to provide a clear description of the data.
- l. Understand concepts 78.13%. Concepts must be thoroughly understood for the research findings to be reliable and well-structured. Each student had to comprehend the idea in terms of theories, earlier research, and developing the new idea.
- m. Apply skills 84.3%. The students employ their reading, speaking, and writing abilities when working on the project when they must read and comprehend the source that will be used to analyze the data, interview respondents, and produce the research report.
- n. Curiosity 75%. 25% of the class had little curiosity because they just relied on their group of friends. The remaining 80% had a high level of curiosity since they needed being well in the subject, the theories and concepts that should be applied, and how to assess all of the gathered data.
- o. Voice and choice 84.3%. In this project, every student was free to express their opinions. Therefore, it was their responsibility to complete the job from start to finish. As a result, each student had to choose how to approach the project, after which the group had to discuss it and they had to conduct the research using their own job descriptions.
- p. Revision and reflection 93.75%. The lecturer must be consulted with the research's findings and any necessary revisions made. The methods of resource utilization, data collection, and analysis would all be revised. The next step was to compile a comprehensive research report that reflected everything that had been done.
- q. Presentation 93.75%. The presentation was done in groups, each with a different subtopic under the main theme. Each student was responsible for developing and delivering their own subtopic.

The overwhelming majority of the research categories obtained a "yes" response. The integration of PBL into the IC teaching and learning process was successful. There was never a moment when a student in the class was unoccupied since they all contributed to the creation of the projects.

3.The Discussion of Students' Questionnaire

In line with the result of observation sheet done by the lecturer the students' questionnaire were also derived from the theory of PBL. They were as follows:

- a. 81.25 % students enjoyed the class. Using the PBL technique, the class was developed.
- b. 68.75% using the PBL technique, the class was developed.
- c. 81.25 % students said that there was significance between the content and the topic.

- d. 81.25% students felt that the process of teaching and learning helped them develop critical thinking skills.
- f. 100 % students said that the project required them to work in groups because doing it alone was impossible.
- g. 87.5 % most students interacted with one another in order to gather information for performing the research project because they believed that if they always spoke with either the lecturer or their friends, the project would be finished.
- h. 84.3% students believed that using their creativity will improve the project. Because they selected their partner based on how it would work with their friends, they picked the group member themselves.
- i. 84.3% students had to be innovative when working on the project.
- j. 68.7% Students believed that conducting an in-depth inquiry as part of their assignment was essential. It was employed for gathering and analyzing data as well as for developing theories.
- k. 81.25% or All of the students agreed that the most important aspect of conducting research was asking questions. The inquiries could be direct or indirect.
- l. 93 % students discovered resources during their research. They discovered in the journals, books, internet, and notes.
- m. 90 % students create the answer. Instead of simply taking it from the respondents, they clarified the response while providing evidence for it.
- n. 83% Students needed to do more research. They didn't perceive the data as it was; instead, they presented and reduced it to meet their needs.
- o. 86% students required to comprehend certain concepts, to create the research's structure
- p. 90% students put some of their knowledge from the course to use. The abilities included reading, speaking, and writing.
- q. 87.5% students' curiosity improved, and they desired to complete another project as a result, after completing the project,
- r. It was just 68.75 % students who believed they had a choice in the subject. The lecturer had to divide the topics among the ten groups because they were so small in number. The small research assignment was still up to the students to decide how to approach it.
- s. 81.25 % students completed the revision because they misread the questionnaire questions.
- t. 78.1 % completed reflections as part of their small research project, however just 23 % of them believed that reflection was not crucial.
- u. All students (100%) are required to complete the presentation as part of their project's requirements.

E. Conclusions

The implementation of PBL in IC teaching learning process works well as the procedure of PBL have been fulfilled well and the students invited to ask questions, having good communication and collaboration, think critically, having ability in cultural content. The students' response to the process of teaching learning Intercultural Communication of using PBL can be explained that the responses of the students are good it is proven by the percentage of PBL categories which always high. The percentage is all more than 75 %-100% except two in the category of technique and in-depth inquiry, they are just 68.75%. The problem is because the topics are limited so the lecturer must decide and distribute the topics well.

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