Digital Media Literacy: A Teaching Framework to Enhance Intercultural Competence

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Abstract

Intercultural competence refers to the ability to interact and participate in a diverse community which is represented by the fundamental elements of knowledge, attitude, and skills. The need to promote intercultural competence should be visible to produce a global citizen. However, the current phenomenon shows that this competence remains implicit in within higher education curriculum. Therefore, the research aims to integrate the intercultural literary competence and digital media literacy as a framework to develop a series of assessments in a humanities course. The framework would highlight the use of digital media literacy competencies which are access, analyze and evaluate, create, and reflect to strengthen intercultural competence in the areas of attitude, knowledge, and skills as a global citizen.

Keywords: Digital Media Literacy, Intercultural Competence, Global Citizen

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Introduction

Intercultural competence refers to the ability to establish the relationship between or among different cultures. Several theories connect intercultural competence with intercultural communicative competence focusing on communication skills. The main components of intercultural communicative competences are related to attitude, knowledge, and skills for effective communication (Byram, 2021)**.** Those components lie on the affective, cognitive, and behavioral areas where a learner uses his affective domain to be open-minded and affects his behavioral skills to interpret and discover the relationship between other and own's culture once he is able to recognize the values of two different cultures in the cognitive domain (Zhang, 2020)**.** The model is further expanded by Deardorff which highlights external and internal outcomes as the skills to interact in a diverse society as presented in the picture below (Deardorff, 2006, as cited in Deardorff & Jones, 2023).
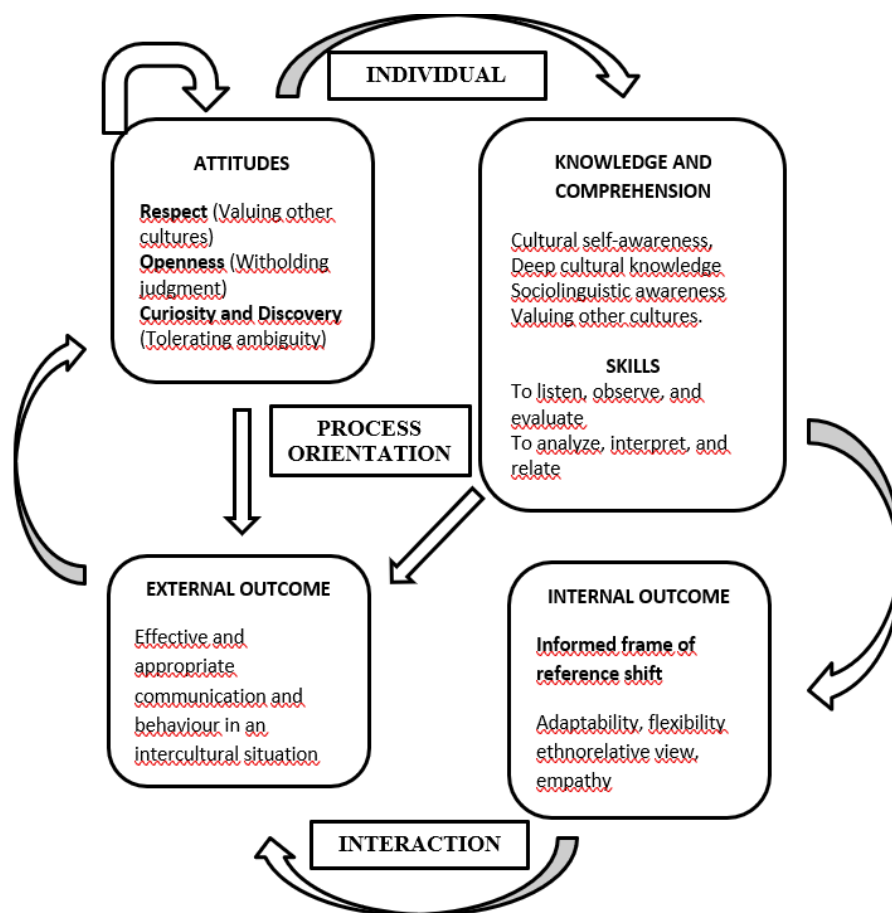

Figure 1: The Process Model of Intercultural Competence

The model demonstrates that the interaction starts from the attitudes which will influence the awareness to recognize the similarities and differences and equip the skills of observation and evaluation in comparing two different documents or artefacts. These knowledge and skills will accommodate the intercultural interaction as internal and external outcomes which are adaptability and effective communication in an intercultural setting. This competence eventually could be the prior experience for the learner to develop a better attitude in a more complex interaction at the higher level. Therefore, at the level of organization or corporation, the intercultural competence aims to establish a professional communication by covering the knowledge of cultural diversity, the comprehension of intercultural vocabulary and linguistic features, and cultural identity representation (Lysiuchenko et al., 2021). In other words, the

practice of intercultural competence combines the cultural sensitivity and the mastery of target language to deliver a message successfully. In addition, intercultural competence will also prepare the society to be global citizens as intercultural communication is one of the global competence facets which is acquiring the ability to use several set skills of communication during the intercultural interaction (Morais & Ogden, 2011). It extends the awareness to select the appropriate communication while overcoming the cultural boundaries which is leading to empathy and respect for cultural diversity (Byker & Ezelle-Thomas, 2021; Idrissi et al., 2020).

As intercultural competence is beneficial in the professional and global setting, it should be integrated especially in the higher education within an internationalized curriculum, virtual collaboration, or literary reading to enhance the intercultural communication skills (Duffy et al., 2022; Halpern et al., n.d.; Mustofa & Hill, 2018; Nemouchi & Bryam, 2019; Porto & Zembylas, 2022; Sierra-Huedo & Nevado-Llopis, 2022; Zhang, 2020). Designing the internationalized curriculum requires measurable learning outcomes including the assessment and the availability of teaching environment that supports the opportunities to practice intercultural competence (Ji, 2020). The learning outcomes should be stated explicitly at the beginning to ensure the students' focus and readiness to achieve the curriculum's main goals are the comprehension of intercultural attitude, knowledge, and skills. The instructor should also consider three dimensions to build the teaching environment by examining the students' communication skills and willingness to interact interculturally; the students' background and their prior experiences; and the quality of contact where students interact naturally or voluntarily with other cultures (Gregersen-Hermans, 2016 as cited in Ji, 2020, p.16). Virtual exchange may support intercultural contact naturally through several collaborative projects with other cultures when students interact in an informal situation and show interest in a familiar topic (O'Dowd, 2020). Furthermore, this virtual collaboration also leads to the students' "cultural awareness and mindfulness" when they are aware of the different power between two cultures which is resulting to the social adjustment (Duffy et al., 2022, p.12).

Literary texts in language learning will comprehend the intercultural knowledge through a dialogical approach between the readers and the text which is labelled as "intercultural literary competence" (Schat et al., 2021, p. 140). It focuses on two major parts which are dialogue with literature and dialogue about literature. Students are expected to show their curiosity in other cultures (*savoir-etre*) and expand their knowledge of other groups while reading literary texts (*savoirs*). At the same time, they use literary text to strengthen the skills of interpreting and relating by comparing the textual element of literary texts with other documents or their experiences (*savoir comprendre*). Those activities will lead to the next phase where students will compare their perspectives with other readers to have a dialogue about literature. Their ability on the skills of discovery and interaction (*savoir apprendre/*faire) will be assessed to create mutual understanding during communication or interaction and sharpen the critical cultural awareness (*savoir s'engager*) among them. The picture below demonstrates the application of intercultural competence in the literary reading context.

Dialogue with literature	**Attitudes** (*savoir-être*): the extent to which the student is willing to approach representations of other cultures and one's own in the foreign language literary text with an open and curious attitude, and to suspend disbelief about other cultures and one's own.
	Knowledge (*savoirs*): the extent to which the student can use the foreign language literary text to expand one's knowledge of social groups and their products and practices in one's own and in other cultures, and the general processes of societal and individual interaction.
	Skills of interpreting and relating (*savoir comprendre*): the extent to which the student can recognise textual elements in the foreign language literary text, and the extent to which the student can explain the text and relate it to documents or events from one's own.
Dialogue about literature	**Skills of discovery and interaction** (*savoir apprendre / faire*): the extent to which the student can use the foreign language to acquire new knowledge (of a culture and cultural practices) and to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction about the foreign language literary text.
	Critical cultural awareness (*savoir s'engager*): the extent to which the student can evaluate, critically and on the basis of explicit criteria, perspectives, practices and products in one's own and other cultures, related to the foreign language literary text.

Figure 2: Intercultural literary competence developed by Schatt et al. (2021)

Those dialogues with and about literature also point out that the learning outcomes of intercultural competence should be visible to measure and to implement especially in the literary reading activities covering the cross-cultural issues. Stories about immigration, gender imbalance, or exile are relevant to practice the sense of empathy and respect (Eide et al., 2023; Nemouchi & Bryam, 2019; Porto & Zembylas, 2022).

Acknowledging the use of digital media in language learning could be another consideration to include in the curriculum since an emerging issue on cultural boundaries in media platform has been rising which should be a concern in the higher education (Cherkasova, 2021). The presence of hate speech, misinformation on socio-cultural issues, and discriminatory virtual language may influence the students' cognitive to compare other cultures (Aguerri et al., 2023; Muhammed T & Mathew, 2022; Relia et al., 2019). Digital media literacy as an additional skill in intercultural competence will simultaneously accommodate students' reasoning to evaluate multiple information, share selected information, and actively participate in the diverse society which is an essential skill in the 21st century (Mrah, 2022; Pradiptha & Narasati, 2021; Suwana, 2021). The digital media literacy competencies consist of essential skills to access; analyze and evaluate; create; reflect; and act in a regional, national, and international setting (Hobbs, 2010). At the level of accessing information, the students are expected to use the technology tools to find and share appropriate content with other readers after the process of information analysis and evaluation is conducted thoroughly. They also need to compose or reproduce the information based on the socio-cultural backgrounds of the targeted readers and reflect the process of gathering information. At the end, the cycle of digital media literacy will lead to their participation and engagement in the intercultural setting through various modes of communication. Digital media utilization in the intercultural communication practice also emphasizes that the process of engagement with the diverse community does not only focus on the intercultural communication barriers but also moves to the social activism especially to tackle the cross-cultural issues as the result of cultural awareness (Ranieri et al., 2019; Vavilina, 2020). Thus, the intercultural competence integration within curriculum should not only cover several areas on the teaching environment and text selection but also the digital media literacy as a media to practice the intercultural competence in a wider context.

As the need of intercultural competence is recommended to be integrated in the higher education curriculum, this study aims to embed the intercultural competence and digital media literacy through a series of assessments. The outcomes will cover the roles of students as consumers and producers of digital media to promote intercultural competence, especially in higher education. Two frameworks are used to design the assessments which are digital media literacy essential competencies (Hobbs, 2010) and intercultural literary competence (Schat et al., 2021) since those assessments are embedded in the humanity course.

Methodology

The classroom assessment design will focus on the three steps of instructional design model which are Analysis, Design, and Development as the first cycle of this research. The concept of instruction design is used to construct the learning or training program by conducting five steps of Analysis, Design, Development, Implementation, and Evaluation (Branch, 2009). The first step of analysis requires the design to examine the gap between the expected outcomes and the learning issues through several investigations and literature review (Li et al., 2023). The gap will be determined from the comparison between the desired performance in the current curriculum and the actual performance taken from the early assessment of literary analysis. The design stage will outline the teaching materials and the learning objectives based on the finding from the need analysis. The development stage will extend the design by scheming the assessment based on the intercultural literary competence.

Discussion

Need Analysis on the Current Curriculum

The current curriculum in a private higher institution has adopted the general education from American Education system consisting of critical thinking, effective communication, ethical reasoning, global learning, information literacy and quantitative literacy as the core competencies provided in communication, humanities, mathematics, social and behavior science, and natural science courses in the first and second year of the study. On one hand, the curriculum has moved into "internationalized curriculum" to prepare the students for being global minded. The importance of general education likewise focuses on the students' engagement in civic participation, art and literary appreciation, critical awareness on social changes, and self-commitment on the ethical norm and paradigm (Jiang, 2019). Intercultural competence is included in the Introduction to Literature. The course outline states global awareness, critical thinking, and information literacy as the desired skills to recognize the historical and cultural issues influencing the literary form and identify the literary elements and the genre movements. In this context, literary text is used to enhance global awareness which simultaneously accommodates the internal competence by emphasizing the cultural identity, multiculturalism, and socio-political issues in the several discussions that will lead to tolerance and empathy (Bermúdez-Martínez & Iñesta-Mena, 2023).

However, one note as the gap is this general education practice implemented in the English as a Foreign Language (EFL) setting indicating English is not the first or second language of the students to adopt American general education. This might show some barriers in the literary appreciation as the English language learning focus in the EFL high school setting is related to grammatical structure, language skills (listening, speaking, reading writing), and language features and generic structure of the text in the Emancipated Curriculum (Muslim & Sumarni, 2023; Wahyuni & Fatimah, 2023). Several courses are provided to address the issues by

designing English for Academic Purpose program to enhance the language skills and vocabulary knowledge through intensive reading, writing, and communication program in the matriculation stage. However, the exposure on the extensive reading or writing program is not fully covered either despite the potential benefits of authentic materials of fictions in extensive reading towards intercultural competence and global awareness (Bernal Pinzón, 2020; Nguyen & Nguyen, 2024; Uemura, 2020).

Thus, an initial assessment was conducted in the Introduction to Literature course to measure the intercultural knowledge due to the absence of extensive reading and writing program in the matriculation stage. The literary analysis instructed the students to examine the historical and cultural issues of two literary texts entitled "The Friends of Heraclitus" by Charles Simic and "Two Friends" by Guy de Maupassant by applying literary criticism. "The Friends of Heraclitus" was written to address positivity despite the war situated setting (Mijuk, 2002). On the other hand, Guy de Maupassant condemned war as a brutal incident by stereotyping the Prussian invaders (Indriyanto, 2019). Those two literary texts were purposely selected to introduce some relevant issues on global awareness and intercultural competence which are international conflicts, power dominance, marginalized groups, and negative stereotypes (Faraj et al., 2024; OECD, 2018). The result showed that some of them did not perform deeper level of intercultural comprehension by performing a superficial level of analysis and only focusing on the literary element identification. Others did not fully extend their understanding of the historical and cultural backgrounds that might influence the literary form as illustrated on the presentation slides below.
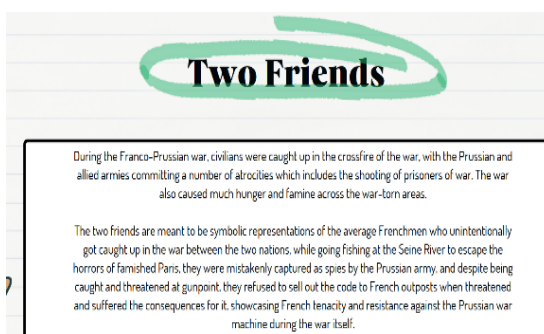

Picture 1: Literary analysis on the character identification
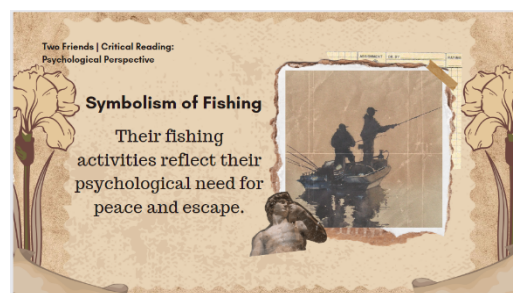
Picture 2: Literary analysis on the symbolism identification

Picture 3: Literary analysis on the biographical background

Picture 4: Literary analysis on the historical background

The gap between the desired and the actual performance above highlights two points as the keys of the material and assessments to develop in the next stages. The first point notes the literary appreciation to reinforce intercultural knowledge needs to be more comprehensive. This could be due the purpose of the previous learning experiences which is intended for grammatical features (Muslim & Sumarni, 2023; Wahyuni & Fatimah, 2023). Another factor could contribute similarly if the prior learning environment is homogenous in some private schools (Al-Sumait et al., 2022). The second point could be based on the unfamiliarity of the war or settlement era contrasting to the the students' experiences. Thus, the distance between the text and the readers could be far to enrich the cultural knowledge (Huang, 2023). As the result, the next step of design and development should highlight two objectives above and broaden intercultural competence on the attitude and skill areas at the same extent.

Material and Assessment Design

As intercultural knowledge needs to be accommodated, the learning objectives adopt the second level parameter of intercultural communication skills (Soboleva & Obdalova, 2015, p. 59):
1. Ability to identify, recognize, analyze, and evaluate the differences of one's own and other cultures
2. Ability to interact with respect and tolerance to other cultures
3. Ability to accept the differences of other cultures without "prejudice, stereotypes and discrimination"

The first learning objective will highlight the comparison between the readers' experiences, cultures, and the values and the cultural phenomenon in the text to stimulate the cultural sensitivity. At the same time, they need to recognize the similarities between two cultures as the bridge to their empathy. The last two parts note their behavior and attitude to encounter the contrasting differences through verbal or non-verbal communication without any negative judgment.

Intercultural literary competence will be the framework to cover those learning objectives. Dialogue with literature which are attitude, knowledge, and skill of interpreting and relating support the first learning objective to compare the differences and the similarities between two cultures through several analysis on the literary elements and the cross-comparison to the readers' cultural background. The first cycle of the dialogue also emphasizes the use of attitude to dismiss prejudice and stereotypes through the willingness of being open-minded and curious. The second cycle of dialogue which are skills of discovery and interaction and critical cultural awareness cover the learning objective on respect, tolerance, and acceptance through a mutual understanding as the result of discussions and interaction about cultural phenomenon with other readers. This cycle stresses the possibility of different perspectives or reactions with other readers due to diverse cultural backgrounds which could be a practice of intercultural communication.

Since the research context is in foreign language teaching, the literary texts should be selected carefully. The less complicated diction, the average length, and the digital accessibility are essential components to provide literary text materials for foreign language learners (Oh et al., 2022). One of literary texts to offer is poems with short stanzas and repetitive diction for foreign language learners in higher education (Amri & Basthomi, 2022). The repetitive diction creates a connection between one line to another to produce a meaning. Several thematic issues on migration, exile, asylum, or gender imbalance in the poems or

other literary texts are important to analyze the intercultural issues deeper (Eide et al., 2023; Nemouchi & Bryam, 2019; Porto & Zembylas, 2022).

Three poems written by Langston Hughes, John Claire, and Sara Teasdale are selected to accommodate the intercultural themes as the reading materials. Langston Hughes' poem "I am too" points out hope and positivity to achieve the equal diversity as this poem reinforce the strength, beauty, and determination of African American (Dualé, 2018). The next poem, "I am" by John Claire, highlights the theme of asylum and self-isolation reflecting the author's experiences for being inclusive (Chatterjee, 2011). The last poem, "I am not yours" by Sara Teasdale, criticizes the role of women which was stigmatized as an object during Victorian Era wRidgley, 2017). Thus, the familiar issues regarding power dominance or marginalized groups could be addressed as they read those poems (Faraj et al., 2024; OECD, 2018). In addition, the use of 'I' in the beginning of the title reduces the distance between the authors and the students as the readers to create a connection between them (Görbert et al., 2021).

Dialogue With Literature to Promote Intercultural Competence as Critical Consumers

1. Attitudes (Savoir-etre)

At this stage, students are expected to confront their skepticism with an open-minded attitude through the curiosity of other cultures and their own cultures or values (Schat et al., 2021). They might have some assumptions as they start reading the titles of the poems. This stage also activates their cultural background as the base of prior knowledge to identify the cultural markers associated with the author's background and lead more emotional response and curiosity (Cordell & Pennington, 2012). Therefore, the initial assessment could be finding some information about the biographies of the authors which may influence the thematic issues in the poem and address the assumption in the pre-reading process.

Task 1: The autobiography and the cultural readers
Phase 1
Literature is a mirror image of society which enables readers to reflect on the text's social phenomenon. Stories about immigration and exile are commonly found in the literature in prose, fiction, or drama. In this task, you are going to focus on the poems to explore those themes. Thus, read the poems below and find some reliable information about the authors.
    1. "I am too" by Langston Hughes
    2. "I am" by John Claire
    3. "I am not yours" by Sara Teasdale

Notes:
As the poems are classical literary works, you are encouraged to find the information from the following indicators. This is also applied if you use several search engines to search the references.
    1. Refer to an autobiography as the primary resource.
    2. Use the academic resources that research the authors' lives and their works.
    3. Check the availability of editorial board or reviewers to validate the accuracy and the reliability.

During this information research, the use of digital media literacy will be crucial to find more reliable information provided in the search engines. One of the instruments to accommodate is C.R.A.A.P. tool to evaluate the information based on the latest currency, the reliable information, the author credential, the accurate information, and the purpose of the media platform (Muis et al., 2022). Although some contemporary authors may have the personal websites, comparing with other sources which has the editorial board or reviewers will be more beneficial to check the quality of their works and guarantee the information in the public domain (Sirlin et al., 2021).

When students are able to find the accurate information on the biographies, the next part should provide more stimulations to connect the text and the readers and to increase the curiosity. The instruction will be comparing the authors' lives with their experiences whether both may share the similar or different incidents (Mustofa & Hill, 2018). Thus, the barriers or the distance between the authors and the readers could be overcome.

Task 1: The autobiography and the cultural readers
Phase 2
After you find the authors' biographies, choose one of the poems and answer the following questions:
1. What could be the common socio-cultural background between you as the reader and the author? Are there some differences between you and the author?
2. What are several dictions in the poem that represent the author's cultural background?
3. Which part of the poem does attract you to know more about the author's purpose?

At the same time, the assessment above leads to students' empathy especially when the authors explicitly express their voices of the gender, cultural, and marginalized issues in the texts (Chiranjevi, 2023).

2. Knowledge (Savoirs)

The next stage instructs students to extend the interaction with the text through identification and analysis. This activity will comprehend the knowledge of other cultures to enrich the understanding on the differences between the values provided in the literary text and the values or tradition that the students adopt in their current society (Schat et al., 2021). Students need to regard the literary text as the object of their research to explore more elements and devices such as symbolism, figurative languages, rhyme, dictions, and other forms to find the meaning and ideas as the implied message and the purpose of the text (Fulton et al., 2023; Wilson, 2021). Examining the text's historical and social background may eventually contribute to better understanding when the literary text reflects the social issues occurring in a society.

Task 2: Literary text exploration.

Instruction:

As you have chosen the poem among three options before, you will read it deeper. Thus, use the critical questions below to analyze the poem:

1. Identify the challenges experienced by the speaker which may represent the minority and the disadvantaged group in the society. Add the social or historical background that lies behind the text.
2. Recognize the positive values the speakers uphold to survive as presented in several dictions, rhymes, or figurative language.
3. Compare the speaker's values or traditions to the values, principles, or traditions in your society or community. Identify whether the similarities or differences are presented through that comparison.

The use of guided questions above could help foreign language learners to read the text better and initiate their own questions to interact with the text (Fulton et al., 2023). Thus, the guided instruction in the EFL setting will lead to better reading comprehension, especially in the literary reading for the first-year students.

3. Skills of Interpreting and Relating (Savoir Comprendre)

The last stage of dialogue with literature gives a deeper understanding of literary analysis by comparing the textual elements of literary texts with other documents, events, or the readers' experiences (Schat et al., 2021). It allows the students as the readers to see the connection of different eras, genres, and cultures indicating that one text is communicating with other texts (Hoff, 2016). Thus, the literary text provides a space to recognize the global issues related to multiculturalism and diversity in a broader perspective in a current life as the continuation of the story or events in the literary texts. However, awareness on the fabrication of those social phenomenon especially in this 21st century should be trained where each information could be displayed and accessed easily. Some information could be the factual one and another could be fabricated for certain purposes which is blurring the differences between facts and opinions (De Abreu, 2021). Some false information is even could be categorized as misinformation (inaccurate information without manipulation purpose), dis-information (inaccurate information intended for manipulation purpose), and mal-information (genuine information intended to cause turmoil) (Wardle & Derakhshan, 2017). Thus, digital media literacy should be embedded in this stage to evaluate the quality of another event, source, or text as the secondary document as illustrated in the picture below (Hobbs, 2010).
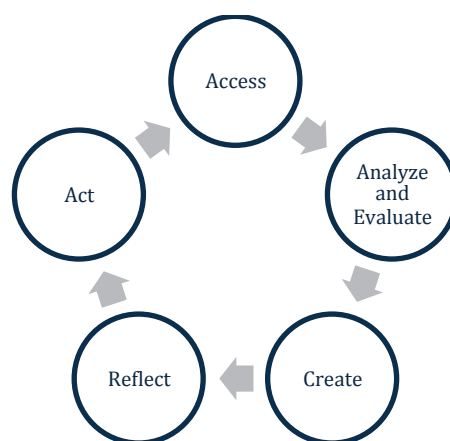

Figure 3: Digital and media literacy competencies

Accessibility becomes the first gateway for the readers to research or find relevant information by using the available technology tools. At the same time, this step also demonstrates the students' ability to use appropriate search engines that will provide necessary information. The next step which is analysis and evaluation requires the students to be more critical through several checklists which are related to the author's intended purpose, the credibility, and the possible impacts towards the other readers (De Abreu, 2021; Hobbs, 2010). The use of C.R.A.A.P. test instrument is possible to evaluate the information deeper. Therefore, the integration of digital media literacy in the skills of relating and interpreting enables the students to check the quality of secondary text which may have the same issue or theme as the prior activity.

Task 3: The text and the society

Phase 1

Instruction:

Find two mass media that may have a similar theme to the poem you chose. The mass media should be published within this year to be more relevant to the current society. Evaluate the quality of information from that mass media using 5 critical questions that have been developed by The Center for Media Literacy:

1. Who created this message?
2. What techniques are used to attract my attention?
3. How might different people understand this message from me?
4. What lifestyles, values, and points of view are represented or omitted from this message?
5. Why was this message sent?

    After you do some evaluation, consider one media that provides more equal diversity and less or no sentiment, hate speech or stereotypes.

As the information quality is already assessed, the comparison between the literary text and another document or the secondary text could focus on the narrative perspectives by comparing and contrasting the "syllepsis, common narrative, self-statement and multiple narratives" (Lu et al., 2020, p. 444). Syllepsis perspective is the author's position as a bystander through the process of observation which may not have personal bias. Common narrative plays the author's role as the secondary character which may include some responses or reactions. Self-statement refers to the author's position as the protagonist that tells the events based on the personal experience and multiple narratives allow some multiple voices or narrators to create a story. The next assessment below compares those two texts based on the authors' roles which are as bystanders, protagonists, or multiple narrators to write the events. Dictions are another point to compare the author's purpose since it aims to move the readers' mental images.

Task 3: The text and the society
Phase 2
Instruction:
As you have analyzed two mass media in the previous phase, you will compare one selected mass media to the poem you have chosen. Answer the following questions to compare those texts.
1. What is the speaker's position in the poem? Is he observing (third point of view) or experiencing the event (first point of view)? Does it have a different or similar position to the author in the mass media?
2. Do those texts (the poem and the mass media) present single or multiple narrators/voices?
3. What are the similar dictions or words between those two texts to represent the same theme or purpose?
4. Do the dictions or words in the mass media represent the logical order of narration to bring the same issue in the poem?
5. Does the mass media contain the indigenous language to represent the voice of minority and disadvantaged group in the poem? What are the words of indigenous languages if they are presented in the mass media.
6. As the poem and the mass media may share the same issue, how is it also correlated with your social experiences as a global citizen?

The use of indigenous or local language could be additional point of discussion to compare whether the secondary text has the same purpose of the literary text to represent the voice of minority or marginalized group (Lema-Blanco & Meda González, 2016; Msughter et al., 2021). The last question refers to the role of student as global citizens which challenges the reaction or the response towards the global issues presented in both texts. Those questions finally direct the reading experiences move forward to analyze, evaluate, and relate the foreign language literary text to the current phenomenon across the period.

Dialogue With Literature to Promote Intercultural Competence as Critical Producers

1. Skills of Discovery and Interaction (Savoire Apprende/Faire)

The first stage of dialogue with literature should generate a media of discussion or conversations with other students or readers to challenge their perspectives after reading the literary text (Schat et al., 2021). This stage initiates their intercultural communication skills as they must know of reactions or responses in the dialogue. Therefore, it is important to note that the discussion should not focus on the right or wrong perspective as each student may have different experiences and processes of reading literary text which covers the cultural issues (Shufflebarger Snell, 2020). Therefore, the goal of the discussion should reach mutual understanding between two or more students to share the positive values that could be universal for all parties (Méndez-García & Cores-Bilbao, 2023).

Task 4: The reader and other readers.
Phase 1
Instruction:
Literature has affected readers in a more personal way through the similar stories between the characters or the speaker and the readers. In this assignment, you will discuss your reading experience and your perspectives about the issue presented in the literary text with your friends of two or three. Note the similar and different perspectives happening in the discussion. Then, identify the mutual understanding that can be concluded.

Another goal that should be the learning outcomes of this discussion is students place their knowledge on cultural diversity to emphasize hope and solidarity and tackle disinformation or mal-information (Garcia et al., 2021; Porto & Zembylas, 2022; Vavilina, 2020). Thus, an extension as the follow-up activity could focus on the next competence of digital media literacy which is creation to reproduce or generate digital content as a response to the literary text. The digital content production should consider three aspects of visual content, visual verbal, and visual design that promote equality and diversity (Kirklies et al., 2024). The visual content should address the sense of belonging for all viewers by providing equal composition of gender, age, and ethnicity. The visual verbal should cover inclusivity without excluding the minority related to gender, and the choice of diction should attribute the neutral pronoun. The visual design should consider the composition of color, contrast, or layout and the use various modes for diverse readers. Through this extended assessment, students play their roles as global citizens to actively participate in a digital society and reproduce the meaning of the literary text from the previous activities which are identification, analysis, comparison, and evaluation process in their reading journey.

Task 4. The reader and other readers.
Phase 2
Instruction:
As you have reached a mutual understanding between you and your friends in the previous discussion, work together with them to create a poster containing one stanza along with the title and design a poster as a response to the literary text. The stanza should be originally made by yourself. The poster will be published in your social media as a civic engagement. Thus, you may need to pay attention to the notes below to create safety digital information.

1. Visual content
The content of the poster should represent equality by covering several groups of people based on ethnicity, gender, age, and social classes. Do not only put one certain group in the poster. If you insert a song as the audio background, it should represent the heterogenous community in the message.

2. Visual verbal
The stanza should avoid any words or diction that may provoke hate speech, stereotyping, and discrimination. Thus, you need to consider the choice of diction that represents positive diversity and invites solidarity and unity from diverse communities. You may also use some dictions from indigenous language that may represent your identity as the author in a positive manner.

3. Visual design
The design of the poster should invite diverse communities to have the sense of belonging by considering the color, tone, or contrast. You may do a small survey or use the available one to gather the data about people's preferences on colors.

Before you post the poster, consult and discuss with the instructor to anticipate possible issues.
You are also encouraged to give some comments to other posters once the posters have been published as a global citizen. Give comments at least to two posters from the other groups.

2. Critical Cultural Awareness (Savoir S'engager)

The last assessment reframes students' understanding on the intercultural issues by reflecting the personal insight to sharpen the critical cultural awareness (Schat et al., 2021). Therefore, the reflection assessment could focus on the students' final perspectives to compare other knowledge products of digital content and create a new concept as the constructive knowledge. As they are able to construct the knowledge, the intercultural competence is reinforced which is not only for intercultural communication purpose but also for advocacy (Felton et al., 2023).

Task 5: A final reflection
Instruction:
Compare your poster with other posters (including the comments on the poster) and reflect how other people or other readers may have similar or different perspectives on the text that you have read. Explore some insights or perspectives that you gain during the process of reading through several assessments that you have accomplished.

The final reflection above highlights the process of critical cultural awareness as the final output of intercultural competence since knowledge and attitude are the foundation to acquire the skills. Furthermore, the use of digital media literacy strengthens the knowledge to critically analyze and evaluate the literary text from the biographical perspectives and cross-comparison of textual elements. At the same time, the use of literary text as the media of intercultural competence material could support the purpose of intercultural competence for successful communication within two diverse cultures.

Conclusion

Integrating digital media literacy and literary text could be an alternate strategy especially in the language or humanities courses. Since the students are more exposed to the massive and digital information, intercultural competence should also consider the importance of media literacy as some information might be intended for harmful purpose that could impact the readers' knowledge to perceive the diverse cultures and causes skepticism during intercultural interaction. Therefore, embedding intercultural competence in higher education will prepare the students especially in the diverse workplace that requires professional communication skills. Thus, the faculty members should find some methods or approaches to incorporate intercultural competence within their courses and consider the teaching media or text materials which could adopt the model of intercultural literacy competence.

Further research as a continuation of this research could assess the practicality of the assessments which have been developed from digital media literacy and intercultural literary competence. This could be a future suggestion to redesign the classroom assessment based on the students' background or the characteristics. Another recommendation could be the design and the development of classroom assignments in other disciplines since the research context is limited in the humanities course.

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