



The RADEC Model to Teach Intercultural Communicative Competence

Mirjam Anugerahwati^(✉)

Universitas Negeri Malang, Malang, Indonesia
mirjam.anugerahwati.fs@um.ac.id

Abstract. Nowadays, with the advance of technologies, teaching-learning activities are more and more geared towards student-centered modes. Students are expected to actively engage in the teaching-learning activities by finding most of the materials and doing the tasks in their own time, using their own devices. One of the consequences of the student-centered teaching models is the implementation of teaching techniques that require the students to do much of the learning outside of class hours and do discussions and explanations during class time. This paper will explain a learning model called RADEC, which stands for Read, Answer, Discuss, Explain, and Create, and provide a sample lesson conducted using the model. I applied this model in my CCU, or the Intercultural Communicative Competence class, as it is now called, in the even semester of 2021/2022. The RADEC model was implemented in three topics, i.e., Culture shock, Friendship across Cultures, and Education systems. The students had to create different final assignments for each topic: a video recording for Culture Shock, a report essay for Friendship across Cultures, and a PowerPoint presentation for the Education system.

Keywords: discussion · explanation · intercultural communicative competence

1 Introduction

Nowadays, with the advance of technologies, teaching-learning activities are more and more geared towards the student-centered modes. Students are expected to actively engage in the teaching-learning activities by finding most of the materials and doing the tasks in their own time, using their own devices. One of the consequences of the student-centered teaching models is the implementation of teaching techniques that require the students to do much of the learning outside of class hours and do discussions and explanations during class time. This paper will explain a learning model called RADEC, which stands for Read, Answer, Discuss, Explain, and Create, and provide a sample lesson conducted using the model. I applied this model in my CCU class in the even semester of 2021/2022.

Several research on the RADEC model has been conducted [1–5]. Still, research on the model in teaching and learning English is yet to be conducted. Most studies are on the model implemented in Primary school and Tertiary Education in other departments.

Before describing the implementation of the RADEC Model, I will first explain the model, its objectives, and its benefits for enhancing students' active learning and critical thinking skills.

1.1 What is the RADEC Model?

This teaching-learning model was first developed by [6]. The model, which stands for Reading, Answer, Discuss, Explain, and Create, aimed to overcome students' low interest in reading and, thus, their low achievement. That is why the first step in this model is Reading. In this step, students are asked to read materials for the lesson, which will be discussed in class in the next meeting.

The second step is Answer, which is still done outside the class hour. Students are to answer the pre-learning questions that the teacher gives. Then, in Discuss, students should discuss the answer to the questions in small groups during class hours. The next step, Explain, requires the students to present the results of their discussion and explain their answers. The last step, Create, is for the students to create something based on their discussion and explanation. It can be a poster, a short video, etc.

1.1.1 Explanation of Each Step in the RADEC Model

This section will elaborate on each of the steps in the RADEC Model. The first step, **Read**, aims to encourage students to read materials and find other materials to answer questions posed by the teacher. The questions cannot all be answered just by reading the required textbook; some have to be answered by searching other sources, such as the internet. That is why the teacher provides pre-learning questions for the students to answer individually before the face-to-face class session. The questions which are deemed problematic by the students can be discussed in class.

The second step, **Answer**, aims to enhance the students' independence in answering the pre-learning questions. In this step, students can see how well they have mastered the materials, which parts are still unclear for them, and what they should do to be able to answer the questions. The knowledge they get from the Read step will be used to answer the questions.

In the **Discuss** step, students meet in class to work in groups. They would discuss the answers they have made for the questions, and they would compare and contrast each other's answers. This step also aims to develop students' cooperative and collaborative skills and care for their classmates who have difficulties.

In the **Explain** step, students present the results of their group discussion concerning the answers to the Pre-learning questions discussed in their groups. The other students have to pay attention and give feedback or ask questions to the presenters.

In the last step, **Create**, the teacher inspires the students to apply the knowledge they have gotten from their reading to create a product related to the topic they are discussing. The product can be in the form of a poster, a video recording, an essay, or others. If the teacher observes that students face difficulties finding ideas for their product, she can give them either from previous projects or her ideas.

2 The RADEC Model in CCU Class

I will now explain how I employed the RADEC model in my Cross-Cultural Understanding class in the even semester of the academic year 2021–2022.

Cross Cultural Understanding (CCU henceforth) is a compulsory subject in the Department of English, Faculty of Letters, Universitas Negeri Malang. It is a two-credit subject offered to students from the 5th semester. I implemented the RADEC model in three topics, Non-verbal communication, Friendship across Cultures, and Education systems. Below I will describe the first topic in more detail.

2.1 Non-verbal Communication

In the topic of Non-verbal Communication, the lesson's objective is as follows: students can explain different aspects of culture.

For this lesson, I posed the following pre-learning questions:

1. What do you understand by the term “non-verbal communication”? Give your definition.
2. What are the kinds of non-verbal communication?
3. Do you think there are universal non-verbal communication patterns? Provide some examples.
4. Why is understanding non-verbal communication patterns important?
5. What could happen if there is a misunderstanding of non-verbal communication?
6. Give examples of at least four non-verbal communication patterns and their meanings from your knowledge and experience.
7. After reading the materials, answer the comprehension questions and exercises individually.
8. In groups of 4–5 students, research non-verbal communication patterns of a specific region/country. Make a PowerPoint slide about the information that you get.
9. How would you teach your EFL students about non-verbal communication patterns?
10. As a final assignment, make a short video in your group, where you act out an interaction using a non-verbal communication pattern.

To answer the questions, the students should read the textbook's chapter on Non-Verbal Communication Patterns and find other sources. Moreover, as explicitly stated in question number 10, students would have the idea that at the end of the lesson, they would be asked to make a short video on the topic.

In the Discuss stage, students should work in groups in class; however, as it was still in the pandemic era, the group discussions were done online. The students were divided into small groups, and I gave them 15 min. to conduct the discussion asynchronously. After the 15 min. were up, the class re-gathered online to present the results of their discussion during the Explain step, which was again done synchronously. It was emphasized that even though the discussions were done online, students should always use English all the time.

For the Create step, the students were given one week to make their video recording and submit it to my email. The subtopic they would take was not necessarily about Western cultures; they could choose Western, Eastern, or Indonesian non-verbal behavior, which they thought would be interesting.

3 The Video Recording

For the final assignment on the topic of Non-verbal communication, the class produced six video recordings (from the six groups I have assigned). The sub-topics chosen by the students covered the following: Gestures, Personal Space, Eye-contact, Haptics, Facial Expressions, and Body Language.

During the class session, I played a sample video of a sub-topic in the Non-verbal Communication topic. I asked the students to watch the video carefully and note any interesting things they might find to discuss later. I did not explain anything but let them find the exciting aspects themselves. Afterward, I chaired the class discussion on the video that they had watched. Many interesting comments and observations were made; this was the opportunity for me to prompt their critical thinking skills.

When it was time for the groups to discuss their videos, I explained the requirements for the video recording. Each video length should not exceed 5 min, and each member should take part in the video. I specifically asked them to write a script for the video, which they had to consult with me, and they also had to submit a note describing how each member contributed to the production of the video. Both the script and the notes should be well written in good English.

4 Conclusions

Some conclusions can be drawn from implementing the RADEC Model of teaching and learning in the CCU class. First, this model can improve students' engagement and activeness inside and outside class hours. The steps of Read and Answer, which are done outside of class hours, enhance the students' interest in reading, independence in finding sources, and answering the pre-learning questions. Meanwhile, the Discuss and Explain steps, which are carried out in class, enhance the students' cooperation and collaboration skills, as well as their critical thinking skills, in conducting the group discussion and observing their classmates' presentations. The final step, Create, develops students' creativity, independence, and confidence in making their product something they can be proud of. Secondly, this model can improve students' English competence as they train in all six language skills (as stated in the new Curriculum); Listening, Speaking, Viewing, Reading, Writing, and Presenting.

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