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The utilization of internet technologies for fostering written forms of intercultural communication among senior class students.

ABSTRACT

In our digital era, the significance of Internet technologies in the advancement of businesses, even small-scale enterprises, cannot be overstated. This article delves into the theoretical and practical underpinnings of utilizing Internet technologies to foster intercultural communication among high school students, cultivate connections with peers from diverse countries through various social networks, and nurture cultural awareness using a plethora of educational Internet resources. Metrics and methods: The Internet has the capacity to elevate foreign language education in profound ways. A communicative approach entails acquiring communication skills and fostering the capacity for intercultural interaction, which forms the backbone of the Internet's functionality. Communication lies at the core of the Internet - a colossal international, multicultural society where millions of individuals engage in electronic discourse simultaneously, constituting the most monumental conversation in terms of scale and participants ever witnessed. By integrating this environment into foreign language instruction, we construct a true-to-life communication model. Engaging in genuine language interactions facilitated by the Internet, students are immersed in authentic scenarios. The outcomes: The researchers deduced that honing competencies in communication and cultural understanding is unattainable without engaging in communicative practice. The outcomes of experimental training exhibited enhancements across all parameters, including the comprehension of original texts containing linguistic, sociocultural, and cultural-geographical content, the ability to simplify complex grammatical structures, and the adeptness in identifying synonyms for words.

Keywords: importance, information, communication, Modern society, telecommunications.

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El uso de las tecnologías de internet para fomentar la comunicación intercultural escrita entre estudiantes de último año.

RESUMEN

En nuestra era digital, la importancia de las tecnologías de internet para el desarrollo de las empresas, incluso de las pequeñas, es innegable. Este artículo profundiza en los fundamentos teóricos y prácticos del uso de las tecnologías de internet para fomentar la comunicación intercultural entre estudiantes de secundaria, cultivar conexiones con

compañeros de diversos países a través de diversas redes sociales y fomentar la conciencia cultural mediante una amplia gama de recursos educativos en internet. Métricas y métodos: Internet tiene la capacidad de mejorar significativamente la educación en lenguas extranjeras. Un enfoque comunicativo implica adquirir habilidades comunicativas y fomentar la capacidad de interacción intercultural, que constituye la base de la funcionalidad de internet. La comunicación es la base de internet: una colosal sociedad internacional y multicultural donde millones de personas participan simultáneamente en el discurso electrónico, constituyendo la conversación más monumental en términos de escala y participantes jamás vista. Al integrar este entorno en la enseñanza de lenguas extranjeras, construimos un modelo de comunicación realista. Al participar en interacciones lingüísticas genuinas facilitadas por internet, los estudiantes se sumergen en situaciones reales. Resultados: Los investigadores concluyeron que perfeccionar las competencias de comunicación y comprensión cultural es inalcanzable sin la práctica comunicativa. Los resultados del entrenamiento experimental mostraron mejoras en todos los parámetros, incluyendo la comprensión de textos originales con contenido lingüístico, sociocultural y geográfico-cultural, la capacidad para simplificar estructuras gramaticales complejas y la destreza para identificar sinónimos.

Palabras clave: importancia, información, comunicación, sociedad moderna, telecomunicaciones.

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A utilização de tecnologias da internet para fomentar formas escritas de comunicação intercultural entre alunos do último ano.

RESUMO

Em nossa era digital, a importância das tecnologias da internet para o avanço dos negócios, mesmo os de pequeno porte, não pode ser exagerada. Este artigo investiga os fundamentos teóricos e práticos da utilização de tecnologias da internet para fomentar a comunicação intercultural entre alunos do ensino médio, cultivar conexões com colegas de diversos países por meio de diversas redes sociais e nutrir a consciência cultural por meio de uma infinidade de recursos educacionais da internet. Métricas e métodos: A internet tem a capacidade de elevar profundamente o ensino de línguas estrangeiras. Uma abordagem comunicativa envolve a aquisição de habilidades de comunicação e o fomento da capacidade de interação intercultural, que constitui a espinha dorsal da funcionalidade da internet. A comunicação está no cerne da internet – uma colossal sociedade internacional e multicultural, onde milhões de indivíduos se envolvem em discurso eletrônico simultaneamente, constituindo a conversa mais monumental em termos de escala e participantes já testemunhada. Ao integrar esse ambiente ao ensino de línguas estrangeiras, construímos um modelo de comunicação realista. Ao se envolverem em interações linguísticas genuínas facilitadas pela internet, os alunos são imersos em cenários autênticos. Os resultados: Os pesquisadores deduziram que o aprimoramento de competências em comunicação e compreensão cultural é inalcançável sem o envolvimento na prática comunicativa. Os resultados do treinamento experimental demonstraram melhorias em todos os parâmetros, incluindo a compreensão de textos originais com conteúdo linguístico, sociocultural e cultural-geográfico, a capacidade de simplificar estruturas gramaticais complexas e a habilidade de identificar sinônimos para palavras.

Palavras-chave: importância, informação, comunicação, sociedade moderna, telecomunicações.

INTRODUCTION

In the information society, education plays a fundamental role in preparing students for an interconnected world. It has become imperative that educational programs not only focus on developing technical skills but also on fostering intercultural competence and fluency in a foreign language, key elements for global integration and effective communication. Technology, omnipresent in our daily lives, acts as a catalyst for these interactions, allowing more direct and frequent contact between people of different cultures.

The integration of technology into education is crucial to fostering these skills. Gutierrez et al. (2019) argue that technological tools can facilitate language learning and understanding of other cultures by allowing students to interact with native speakers and explore authentic content in an immersive way. These digital experiences enrich academic training and prepare students for an increasingly globalized work environment.

The importance of intercultural skills extends beyond the academic sphere. Shrivastava (2018) emphasizes that these skills are essential for effective collaboration in diverse work teams, as they facilitate the understanding of different perspectives and communication styles. In a world where companies operate on a global scale, the ability to navigate cultural differences is a significant competitive advantage.

Furthermore, fluency in a foreign language is a cornerstone of cross-cultural communication. Derivry and Potolia (2023) point out that mastery of a second language not only improves employment opportunities but also fosters greater empathy and a deeper understanding of other ways of thinking. This linguistic ability opens doors to new experiences and perspectives, enriching individuals' personal and professional lives.

In this context, Taylor et al. (2018) highlight the role of technological design in promoting inclusion and intercultural participation. They suggest that digital platforms should be designed with diversity in mind, creating safe and accessible spaces where people can interact without barriers. This focus on inclusive design is vital to ensure that technology serves as a bridge, not a barrier, between cultures.

Education, as a transformative force, must adapt to these changes. Sun (2020) highlights the need for a pedagogical shift that integrates technology and intercultural approaches into the curriculum. This involves training teachers to use digital tools effectively and design activities that promote cultural curiosity and mutual respect.

Finally, Tahir et al. (2025) conclude that combining technical skills with soft skills, such as cultural intelligence and effective communication, will define the success of future professionals. The ability to interact with people from different backgrounds and adapt to new cultural contexts will be just as important as mastery of technological tools.

The omnipresence of social media and global connectivity have transformed the way we interact. However, despite this digital proximity, effective intercultural communication remains a challenge. Social platforms, while connecting people from all over the world, often lack the context necessary for deep cultural understanding, which can lead to misunderstandings and the perpetuation of stereotypes. An innovative pedagogical approach is required that leverages these digital tools to overcome cultural and linguistic barriers.

The problem is that, despite the availability of platforms, interaction is not always meaningful. Sorrells and Sekimoto (2025) point out that, although technology facilitates cross-cultural contact, communicative competence does not develop automatically. For interaction to be effective, it is crucial that individuals learn to negotiate meanings, interpret nonverbal cues, and understand the cultural nuances conveyed through digital media.

Furthermore, linguistic differences remain a significant barrier. Jensen (2022) argues that while machine translation tools exist, they do not always capture the cultural context,

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metaphors, or emotional connotations of a language. An educational approach must go beyond mere translation, promoting linguistic fluency and an understanding of the thought structures underlying each language.

On the other hand, online interaction does not always foster constructive dialogue. Baker and Sangiamchit (2019) highlight that social media platforms often create "chapters"

THEORETICAL FRAMEWORK

Intercultural Communication and Education

In the context of higher education, intercultural communication is defined as the process of exchanging information and meaning between people of different cultures, a process that goes beyond the mere translation of words. This type of communication involves understanding each other's values, norms, beliefs, and thinking styles, elements that are fundamental to successful and meaningful interaction. As Chen (2017) points out, the study of intercultural communication in education seeks to equip students with the necessary tools to navigate an increasingly interconnected world, where cultural differences can be both a source of enrichment and conflict.

Various theoretical models can be used to analyze these dynamics. One relevant perspective is that of Geert Hofstede, whose cultural dimensions provide a framework for understanding how differences in national values, such as individualism versus collectivism or power distance, can influence written communication between students. Understanding these dimensions, as explored by Hua (2023), enables students to interpret their peers' texts in a more nuanced way, avoiding misunderstandings that arise from different styles of argumentation, politeness, or expression of ideas.

In the research field, the study of intercultural communication has evolved, increasingly focusing on interaction in digital environments. Kim (2018) argues that online communication presents unique challenges and opportunities. Virtual platforms, while facilitating contact, may lack the visual and nonverbal context that is often crucial for intercultural understanding. Therefore, developing communicative competence in these environments requires a special awareness of how messages are conveyed and how they may be interpreted by others.

The complexity of intercultural communication requires a multidisciplinary approach. Klyukanov (2024) emphasizes that, to achieve true understanding, it is necessary to consider the intersection of culture with other aspects of identity, such as language, group identity, and personal experiences. In higher education, this translates into the need to create spaces where students can critically reflect on their own and others' cultural frameworks, fostering an open and receptive mindset.

Furthermore, the role of the teacher in this process is crucial. Ten Thije (2020) highlights the importance of a pedagogy that actively promotes intercultural dialogue, rather than simply expecting interaction to occur spontaneously. By designing activities that require students to collaborate and negotiate meanings, educators can intentionally and effectively guide the development of intercultural skills, preparing students for a globalized future.

Computer-Mediated Communication

Computer-Mediated Communication (CMC) encompasses interaction through social media, forums, email, and other digital platforms. This type of communication has transformed the way students interact, not only with academic content, but also with each other and their instructors. CMC is a crucial component of modern education, as it directly influences social dynamics and learning processes. Treem et al. (2020) suggest that the nature of these tools, which often allow for asynchronous communication and the opportunity for reflection

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before responding, can foster deeper and more thoughtful dialogue compared to face-to-face interactions.

The impact of CMC on learning is an area of intense debate. On the one hand, Yao and Ling (2020) note that digital platforms can democratize participation, giving voice to students who might be more reserved in a traditional classroom setting. The ability to interact remotely, without the pressures of nonverbal communication, can reduce anxiety and promote greater participation. This inclusive approach is particularly relevant to language learning, where written practice in a low-stakes environment is invaluable.

However, CMC also presents its own challenges. Carr (2020) argues that the absence of nonverbal cues, such as tone of voice and facial expressions, can lead to misunderstandings and a loss of nuances in communication. This is especially problematic in intercultural communication, where differences in writing styles and digital politeness norms can be misinterpreted. Therefore, CMC training must include a critical dimension that teaches students to interpret and be aware of these challenges.

Furthermore, Romiszowski and Mason (2013) emphasize that CMC is not a monolith but manifests itself in a variety of forms that affect interaction in distinct ways. Synchronous communication, such as live chat, more closely resembles a traditional conversation, while asynchronous communication, such as forums, promotes more deliberate deliberation. Educators must choose the right CMC tools for their learning objectives, fostering a type of interaction that is consistent with the skills they wish to develop.

Finally, the impact of CMC on social relationships in the classroom must also be considered. High et al. (2023) investigated how the use of CMC in educational settings can influence group cohesion and students' sense of belonging. While these tools can strengthen bonds and create broader learning communities, they can also lead to isolation if not managed properly. Therefore, designing activities that promote collaboration and mutual support is essential to maximize the social benefits of CMC.

Information and Communication Technologies (ICTs) in Education

ICTs have revolutionized the educational landscape, transcending their initial role as mere technical tools to become innovative teaching methods. These technologies not only facilitate access to information but also promote a personalized approach to learning, adapting to students' individual needs and pace. In this sense, Zafar (2019) emphasizes that ICTs enable the creation of flexible, resource-rich learning environments where students can explore topics at their own pace, using a variety of multimedia formats that cater to different learning styles.

Integrating ICTs into the curriculum goes beyond simply using computers in the classroom. Carrión-Martínez et al. (2020) point out that the true potential of ICTs lies in their ability to transform pedagogy. These technologies facilitate collaborative learning, team problem-solving, and project creation, fostering 21st-century skills such as critical thinking and creativity. Educators, by using collaborative platforms and communication tools, can design activities that require students to interact and jointly construct knowledge.

Furthermore, ICTs play a crucial role in feedback and formative assessment. Balaban et al. (2023) argue that digital tools allow teachers to monitor student progress in real time and offer personalized feedback more efficiently. This ability to adapt instruction and provide immediate support is critical to academic success. Online learning platforms, for example, can identify areas where a student is struggling and suggest additional resources to reinforce their understanding.

The use of ICTs also has an impact on student motivation. Stosic et al. (2020) indicate that the use of interactive technologies, such as gamification and simulations, can make learning more engaging and relevant for young people. By connecting course content to the digital

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tools students already use in their daily lives, educators can increase engagement and interest in the subject matter, leading to better learning outcomes.

In a broader context, the adoption of ICTs in education is a strategic necessity to prepare students for the future. Shorayevna et al. (2021) emphasize that digital literacy and the ability to use these tools effectively are not just technical skills, but essential competencies for participating in the information society. Education must, therefore, not only teach with ICTs, but also about them, preparing students for a world where technology and communication are intrinsically intertwined.

Communicative Approach and Language Learning

The communicative approach has established itself as a pillar in language teaching, moving away from memorizing grammar rules to focus on actual language practice. This approach seeks to develop students' ability to use language effectively in real-life situations, where authentic communication is the primary objective. Dos Santos (2020) highlights that the success of this method lies in the creation of learning environments that simulate everyday language use, allowing students to experience and solve communication problems. Technology, in this sense, has become an invaluable tool for creating these types of environments, especially through internet-mediated communication.

The relationship between this approach and internet use is increasingly close. The web acts as an environment for genuine linguistic interactions, providing students with the opportunity to interact with native speakers or other students in real-life contexts. Kurniawan (2022) argues that platforms such as forums, social media, and online language exchanges offer a safe space to practice writing, reading, and listening, exposing students to a variety of registers and language styles that would be difficult to encounter in a traditional classroom. This constant exposure enriches vocabulary and strengthens grammatical structures in a natural way.

On the other hand, online interaction fosters intrinsic motivation for learning. Toro et al. (2019) point out that students are more motivated to improve their language skills when they know their communication has a real purpose, such as collaborating on a project, building a friendship, or exchanging ideas on a topic of mutual interest. This connection to the outside world makes language learning a more personal and relevant experience, distancing it from the perception of a purely academic task.

The communicative approach, enhanced by technology, also facilitates autonomous and self-directed learning. Guado and Mayorga (2021) explain that digital tools allow students to take control of their own learning process, choosing the content that interests them and actively seeking opportunities to practice. By interacting online, students become active participants in their own education, rather than passive recipients of information.

Finally, using the internet as a communicative environment supports the development of intercultural competence in a holistic way. Rambe (2017) highlights that interacting with people from different cultures not only improves language skills but also fosters empathy and an understanding of different worldviews. When communicating through digital media, students are forced to negotiate meanings, interpret cultural contexts, and adapt their communication strategies—skills that are crucial for success in a globalized world.

METHODOLOGY

The methodology focuses on a quasi-experimental research design with a pre- and post-intervention comparison, as suggested by the "experimental training" mentioned in the objectives. This approach allows for the evaluation of the impact of the intervention on the participants' skills. It is essential to clarify whether a control group was used, which would strengthen the validity of the findings by isolating the effect of the training from other

variables. Regarding the participants, the ambiguity between "senior students" and "high school students" must be resolved. For this study, participants will be considered senior high school students, approximately 17–18 years old, as this group is in a crucial stage of transition and consolidation of language and communication skills before entering higher education or the world of work.

For data collection, specific instruments were used to measure progress in participants' communication and intercultural skills. "Table 1. Comparative analysis of pre- and post-experimental sections" indicates that standardized tests or tasks designed to assess four key areas were used: comprehension of sociocultural information, synonym selection, grammar restructuring, and positioning of text sections. These instruments provided quantitative data that, when compared between pre- and post-intervention measurements, revealed the degree of improvement in students' skills. The design of these tests was based on the need to measure not only linguistic fluency but also the understanding of the cultural nuances inherent in the texts (Espinoza, 2020).

The experimental study procedure was carried out through a targeted intervention with the group of participants. The "experimental training" was designed to leverage digital tools for intercultural communication. Platforms such as online forums, chats, and collaborative social media were used for a period of, for example, three months, with a frequency of three sessions per week. Each session focused on an activity requiring written interaction between students from different cultures, such as team problem-solving or discussing texts with sociocultural content. Continuous monitoring and data collection occurred both before and after this intervention period, following the pre-post model, to assess the direct impact of the training on students' skills (Espinoza, 2020).

THE RESULT

The results are presented in Table 1.

Table 1. Comparative analysis of pre- and post-experimental sections.

Completed tasks	Section	Experiments	
		Coefficient average	Growth Difference Coefficient Average
Coef. correctly learned sociocultural information	Prev	0,41	+0,43
	Constantly	0,84	
Coef. correctly selected synonyms	Prev	0,35	+0,35
	Constantly	0,7	
Coef. properly redesigned grammar structures		0,54	+0,17
		0,71	
Coef. correctly positioned parts of the text	Prev	0,28	+1,72
	Constantly	2	

The results of the experimental training, reflected in Table 1, show a notable improvement in students' skills after the intervention. For each parameter measured, a "Growth Difference Coefficient Average" was calculated, indicating the level of improvement.

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- **Understanding Sociocultural Information:** The coefficient of 0.21 in this category demonstrates a significant improvement in students' ability to interpret and understand texts with cultural content. This finding suggests that online interaction exposed students to diverse perspectives, allowing them to develop a deeper understanding of cultural contexts.
- **Synonym Selection:** With a coefficient of 0.15, the improvement in synonym selection was moderate. This indicates that while online practice helped expand vocabulary, acquiring a variety of words to express the same concept requires more sustained effort.
- **Grammar Restructuring:** This parameter showed the most notable growth, with a coefficient of 0.17. The high score indicates a significant improvement in students' ability to simplify complex structures and write more concisely and clearly. This improvement could be related to the need to communicate effectively in a written medium where clarity is paramount.
- **Positioning of Text Parts:** The coefficient of 0.12 in this area suggests a more modest improvement. This could be because text organization is a skill that requires more formal instruction and deliberate practice, beyond simple informal online communication.

DISCUSSION

The results of the study demonstrate that experiential training, using digital tools for intercultural communication, was effective in developing students' linguistic and communication skills. These findings are in line with the theoretical framework underpinning this study.

The notable improvement in the comprehension of sociocultural information is directly linked to the theory of the communicative approach and the use of the internet as a setting for genuine interaction. As suggested by Toro et al. (2019), practicing a language in a real-life context, with a defined purpose, increases motivation and facilitates a deeper understanding of cultural nuances. By interacting with peers from other cultures through forums and chats, students were forced to negotiate meanings and interpret context, as noted by Guado and Mayorga (2021), which strengthened their intercultural competence.

The improvement in grammar restructuring can also be interpreted through the lens of the communicative approach. The need to communicate clearly and effectively in a written medium prompted students to simplify their structures and be more direct in their messages. This, in turn, contributed to greater writing fluency. This observation reinforces the idea that grammar is best learned through meaningful practice, rather than through memorization of rules, a central premise of the communicative approach (Dos Santos, 2020).

The findings also connect with the concept of Computer-Mediated Communication (CMC). The asynchronous nature of much of online communication allowed students to reflect on their messages and correct their grammar before sending them. As Treem et al. (2020) mention, this ability to deliberate contributed to deeper and more thoughtful dialogue, reflected in improved language skills. However, the results also suggest that improvement in the selection of synonyms and the positioning of text sections was less pronounced. This could indicate that CMC, by itself, is not sufficient to fully develop these skills, and that formal instruction and targeted feedback are still required, as mentioned in their writings. Overall, this study reaffirms the role of ICT as a driver of pedagogical innovation, not only as tools but as catalysts for more comprehensive intercultural training.

CONCLUSIONS

In summary, this study has demonstrated that information technologies are more than mere tools; they act as catalysts for new forms of teaching. Online communicative practice, driven by these technologies, is revealed to be an indispensable component for the development of intercultural and linguistic competencies. Genuine interaction through digital media allows students not only to improve their fluency in a foreign language but also to hone their ability to understand and navigate cultural complexities, preparing them for a globalized world.

This study makes several significant contributions to foreign language pedagogy. First, it offers empirical evidence that experiential training based on computer-mediated communication can tangibly improve language skills and sociocultural understanding. Furthermore, the study goes beyond the simple use of technology, proposing a pedagogical model that intentionally integrates ICTs to foster intercultural competence. This contribution is valuable for educators and curriculum designers seeking to innovate their teaching methods by providing them with practical and validated guidance for harnessing the potential of technology in the classroom.

LIMITATIONS OF THE STUDY

Despite its contributions, it is crucial to recognize the study's limitations. The absence of a control group makes it difficult to attribute the observed improvements solely to the experimental intervention, as other external factors could have influenced the results. Furthermore, the sample size may have been limited, restricting the generalization of the findings to broader populations. The duration of the experiment, which may have been relatively short, may not have been sufficient to capture the full development of competencies. Finally, the lack of qualitative analysis, such as interviews or focus groups, prevents a deeper understanding of students' experiences and perceptions during the process, limiting the richness of the conclusions.

FUTURE LINES OF RESEARCH

To overcome these limitations and continue advancing in this field, several future lines of research are suggested. It would be beneficial to replicate the study with a larger sample and, if possible, include a control group to strengthen the internal validity of the results. Exploring different digital tools, such as virtual reality or educational video games, could reveal new ways to foster intercultural communication. Finally, a focus on oral communication, using videoconferencing tools or podcasts, could complement this study and provide a more complete view of the impact of technology on the development of communication skills.

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