

The Role of English Language Teaching in Promoting Intercultural Understanding in Pakistani Classrooms

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Abstract

Introducton: English language teaching (ELT) is essential for linguistic growth and building cross-cultural understanding in Pakistani classrooms. Given the multicultural makeup of Pakistan and the importance of English worldwide, it is critical to consider how ELT might advance intercultural understanding.

Research Methodology: This study emphasizes the value of this method in the Pakistani context by examining how Pakistani EFL teachers see "interculturality" as a pedagogical strategy in teaching English as a foreign language through descriptive and inferential analysis.

Findings: According to the findings, English language instruction plays various roles in Pakistani classrooms that support intercultural understanding. Examining various cultures, dispelling myths, and encouraging tolerance and empathy in

students are all made possible by language training. Furthermore, teachers utilize various instructional approaches, including literature exploration and cultural exchange activities, to improve students' intercultural competency.

Conclusion: *English language instruction fosters empathy and meaningful connections between students from different cultural origins, essential for advancing intercultural understanding in Pakistani classrooms. Unfortunately, obstacles to successful implementation include language imperialism and scarce resources. To maximize the potential of ELT for fostering intercultural understanding in Pakistan, educators, policymakers, and curriculum developers must work together.*

Recommendation: *Given the results, educational stakeholders are urged to prioritize intercultural integration while creating English language courses. This can be accomplished with teacher education programs, culturally aware lesson planning, and the inclusion of diverse opinions in class discussions. Furthermore, forming partnerships with international schools can open doors for cross-cultural exchanges and improve the educational opportunities for Pakistani pupils. By implementing the above recommendations, Pakistan can effectively use English language training to promote cross-cultural understanding and enhance global citizenship.*

Keywords: *English language teaching (ELT), Educators, Policymakers, Stakeholders, English Language, Intercultural awareness, Intercultural Communicative Competence (ICC)*

Introduction

The ability of students to successfully engage in intercultural communication should be the fundamental goal of language education, according to a growing consensus among scholars and educators in the area during the past 20 years. As a result, the emphasis on intercultural communication has taken center stage in teaching English as a foreign language (EFL). This method states that more than gaining linguistic proficiency and mastery of language structures alone is required to develop good intercultural communication abilities. As the world grows more interconnected, it is becoming more and more important to be able to communicate across cultural barriers. The linguistic and conceptual tools required for students to build this competency are provided via pedagogy based on Intercultural Communicative Competence (ICC) (Byram, 2021).

Before the advent of the Communicative Language Teaching (CLT) method in the 1970s, language pedagogy emphasized learning the target language's abstract grammatical structure more than learning how to use it in context. This need is acknowledged by the move in language training towards the CLT technique, which emphasizes a more contextualized approach to language acquisition rather than mechanical memorizing of grammatical structures (Liddicoat & Scarino, 2013). The development of communicative competence—which encompasses both the capacity for successful and culturally acceptable communication—is given top priority in this approach. In other words, students need to comprehend the cultural context to modify their language use; simply knowing and using the correct phrases is not enough (Byram & Rauschert, 2022).

With the goal of immersing students in authentic language use scenarios, CLT employs a practice-based syllabus that reflects this emphasis on ICC. According to (Xu & Knijnik, 2023), students can gain insight into the subtleties of intercultural communication, such as variations in language usage, nonverbal indicators, and cultural norms, by participating in meaningful communication with native speakers and other learners from diverse backgrounds. The ICC, which is crucial in today's globalized world, is developed by students using this method of language acquisition. ICC-based pedagogy has revolutionized language instruction by recognizing the necessity for effective cross-cultural communication and shifting the emphasis from a grammar-focused curriculum to a more holistic approach that considers the cultural context in which the target language is used.

This article examines the literature on intercultural competency and ICC to determine how it relates to teaching English to non-native language speakers in academic contexts. It recommends using constructivist pedagogy in conjunction with ICC-based courses. As a theory of learning, constructivism is based on the notion that people create their knowledge and understanding via interactions with their surroundings and experiences. Language instructors may establish a dynamic and inclusive learning environment that inspires students to consider and analyze their cultural experiences and viewpoints and those of others by fusing ICC with a constructivist methodology.

Problem Statement

This study investigates the effectiveness of English Language Teaching (ELT) in Pakistani classrooms in promoting intercultural awareness. It aims to evaluate the impact of ELT on students'

attitudes towards different cultures, identify challenges educators face in incorporating cultural elements into the English curriculum, and explore its potential for improving intercultural competence among Pakistani students. The research focuses on optimizing English language teaching in educational settings.

Significance of the Study

English language instruction is important in fostering intercultural understanding in Pakistani classrooms because it can promote harmony, tolerance, and efficient communication in a varied culture. The following salient elements underscore its importance:

1. **Cultural Diversity:** Pakistan has many races, languages, and religious traditions. These disparate groups may communicate on a shared platform thanks to English language instruction, which promotes comprehension and interaction.
2. **Globalization:** Fluency in English is necessary for trade, diplomacy, and communication in a globe growing more interconnected daily. Pakistani classrooms may give pupils the tools to interact with individuals from many cultures globally by teaching them English.
3. **English is a bridge language,** bringing people from many cultural origins together. English language instruction in Pakistani classrooms can foster communication and understanding between pupils from different linguistic, cultural, and religious backgrounds.
4. **Cultural Exchange:** By introducing students to literature, media, and viewpoints from throughout the globe, English language instruction offers chances for cultural exchange. Their perspectives are widened, and they develop a more accepting and understanding attitude toward other cultures due to this exposure.
5. **Critical Thinking:** Studying English and literature promotes empathy and critical thinking. Students interact with various narratives, questioning their preconceptions and prejudices and gaining a greater comprehension of the complexity of human experiences in many cultural contexts.
6. **Resolving Conflicts:** Resolving conflicts and misunderstandings resulting from cultural differences requires effective communication skills developed through English language

instruction. English language instruction can support efforts in Pakistani society to promote peace by fostering multicultural understanding.

7. Professional Prospects: English language proficiency provides access to numerous employment options in Pakistan and abroad. Pakistani schools can give their pupils economic empowerment and the ability to function well in diverse workplaces by investing in English language instruction.

8. The curriculum can be infused with concepts of tolerance, respect, and appreciation for diversity by teaching teachers English as a second language. Pakistani schools play a vital role in creating a more peaceful and unified community by cultivating an atmosphere of tolerance and acceptance.

This stimulating new emphasis on interculturality forces us to make connections between language and culture, as well as language use and the nuances of interacting with other people whose communication styles are influenced by various contextual elements. We sought the opinions and beliefs of 100 ESL teachers on the teaching and development of interculturality and transcultural pragmatics to determine the status these abilities enjoy in the instructions of Pakistani ESL teachers.

Literature Review

Most people believe that developing an awareness of different cultures is a prerequisite for learning a language. Language proficiency, good attitudes toward other cultures, and enhanced communication competence have all been related to intercultural competence, or the capacity to comprehend and value diverse cultures (Kramsch, 2013; Sharifian, 2012). The purpose of teaching modern languages, like English, is to provide pupils with a solid foundation in intercultural competencies and skills, according to the Common European Framework of Reference for Languages (CEFR) (Division, 2001) Despite these advantages, a considerable proportion of EFL/ESL courses continue to emphasize the study of grammatical and lexical competence more than the development of intercultural understanding, as (Hummel, 2021) noted. The current method of teaching languages, which emphasizes improving linguistic accuracy and fluency more than developing cultural knowledge, is usually blamed for this overemphasis on linguistic competency.

As a basic component of linguistic communication, culture significantly impacts one's capacity for successful foreign language communication. According to (Kramsch, 2013), language learners might employ culturally insensitive terms to show that culture is a significant background aspect that only becomes obvious when language use is examined in authentic circumstances. Therefore, learning a second language should entail more than just mastering the language; it should also entail being conscious of, honoring, and understanding cultural boundaries. However, (Holliday, 2021) show that language teachers may need more training or resources to successfully integrate multicultural knowledge into their instruction. They probably believe there needs to be more opportunities for students to engage with authentic cultural materials and experiences or that their educational institutions must offer appropriate support for intercultural education and learning (Newton et al., 2010; Richards et al., 2013).

Examining how the Communicative Approach (CA) affects assessment, evaluation, instructional material design, teacher preparation, and the learning environment, (Elyza & Susiani, 2023) investigate these relationships. The inquiry looks at the many assignments and exercises that support students in becoming more proficient communicators. It also underscores how critical it is to create a learning environment customized to meet every single student's unique requirement. By giving students, the chance to communicate and engage in communicative activities, it also seeks to encourage the development of their communicative competence and enhance their general language ability. Enhancing students' general communicative competence is the main goal, rather than explicitly addressing how to include ICC in classroom instruction.

ICC refers to the interlocutor's ability to communicate with people from different cultural backgrounds than their own, as opposed to communicative competence, which is defined as the interlocutor's ability to understand messages and find common ground for meaning-making in a specific communicative context (Ahnagari & Zamanian, 2014) However, intercultural competency is often relegated to occasional cultural remarks in the textbook or a distinct culture unit, with the emphasis in many EFL/ESL environments on acquiring vocabulary lists, grammar rules, and textbook exercises. Increasing intercultural competency has been shown to help language learners become more proficient and motivated overall, as shown by (Ghasemi Mighani & Yazdani Moghadam, 2019) They maintained that allowing students to learn about the culture can increase

their interest, spark their curiosity, and help them develop positive attitudes towards the target language and culture.

Developing intercultural competence is necessary for language proficiency and cannot be successfully isolated from language proficiency development. If language teachers disregard intercultural understanding, they run the risk of graduating students who lack the intercultural competence and awareness necessary for success in the modern, globalized world. A greater emphasis on integrating multicultural knowledge into language curricula is needed in EFL/ESL classes, according to (Griffith et al., 2016) Encouraging cross-cultural interaction and conversation, including authentic cultural resources, and providing students with opportunities to reflect on their own cultural experiences and viewpoints are some ways to accomplish this. China's English language education should shift its focus from only getting pupils ready for the global market to making citizens knowledgeable of different cultures, claim (Xu & Knijnik, 2023) It sees teaching English as a foreign language (ELT) as an "intercultural action for freedom," in which students' experiences are shared through a multidirectional conversation that develops their intercultural identities. With the help of an example, the study demonstrates how intercultural awareness may be incorporated into a reading course and how dialogic activities can enhance critical thinking and intercultural understanding.

Learners' metaphoric awareness can be a significant factor in enhancing their communicative comprehension and language competency in a student-centered classroom, in addition to using dialogic immersive methodologies. (Martín-Gascón, 2023) discovered that cognitive-based training was much more effective at fostering learners' metaphorical competence and performance in building target structures than the standard way. The study assessed their ability to understand and produce generic metaphors, as well as their ability to create and comprehend change-of-state structures. Students from a college in North America participated in the study. Using the concepts of cognitive linguistics, it evaluated their metaphoric competency. It was found that using a cognitive-based instruction approach in conjunction with frequent assessment made it simple to teach challenging structures in a second language. The importance of students' metaphoric ability in real-life communication is highlighted in the study, which adds to the current discussion over the value of cognitive techniques in second language training and their potential to improve learning results.

Culture is a vast notion; hence, a wide range of competencies are required to handle the complexity of intercultural communication, including sociolinguistic proficiency, pragmatic proficiency, intercultural sensitivity, and sociocultural awareness. The skill above set requires a high level of cultural understanding, which has significant ramifications for both ESL/EFL teachers and students. Similarly, distinguishing between the big-C and small-C dimensions of culture could help elucidate particular features of it. The small-c parts of a culture, such as the arts, literature, dance, film, and sculpture, are less evident to a student than the big-c aspects, which may be easier to detect, according to Espinar and Rodríguez (2019). The latter includes the traps that learners are more likely to encounter.

In order for EFL students to participate meaningfully in a global society, as the literature study cited above demonstrates, they must be given the opportunity to build ICC through the conversion of international engagement opportunities into intercultural connections. It is crucial to focus on learning the target language from a cultural perspective when learning in contexts where English is being used as an ESL or FL. Students are able to converse with native English speakers in the majority of ESL environments. That being said, they might not even converse with native speakers in certain EFL environments like Pakistan. Rather, individuals converse in both their original languages and English with non-native speakers (Pennycook, 2017). For science, the arts, commerce, culture, and tourism, students may be considered English as an International Language (EIL) learners under these circumstances, allowing them to engage with individuals from all over the world. Therefore, their intercultural communication abilities in both English-speaking and non-English-speaking cultures are essential to be ready for a global experience (Khan et al., 2021).

Despite growing awareness of ICC as a vital element of successful language learning, research indicates this feature is still neglected in Pakistani EFL classes. This is partly due to the current teaching approach, which views language as a set of discrete norms and abilities rather than as a means of facilitating cross-cultural communication in the nation's multilingual environment (Manan & David, 2014). Cultural awareness and the impact of culture on language use are overlooked in favor of a narrow focus on language competency. A constructivist, student-centered approach that prioritizes cooperation and interaction could rectify this disparity and promote the growth of intercultural communication abilities. (Botes et al., 2020) asserts that EFL instruction in Pakistan can support the growth of students' intercultural communicative ability. By fostering a

learner-centered atmosphere that promotes cross-cultural contact, they may also provide the tools they need to communicate effectively in a world that is becoming more interconnected.

Research Questions

1. What role do English language teaching strategies have in promoting intercultural understanding among students from different cultural backgrounds in Pakistani classrooms?
2. How do Pakistani English language teachers perceive and experience incorporating multicultural understanding into their teaching methods?
3. How can Pakistani English language instructors effectively foster intercultural awareness? What are the obstacles they face, and how do they overcome them?

Research Methodology

This data-driven study employs a quantitative research design. The study's primary objective is to investigate Pakistani EFL teachers' viewpoints on "interculturality" as a pedagogical strategy for teaching English to non-native speakers. In the Pakistani setting, interculturality is significant, as determined by descriptive and inferential analysis.

Respondents

One Hundred instructors employed by the University of Karachi, Government College Karachi, Textile Institute of Pakistan, SZabist of Larkana, and Karachi Woman College were included in the sample when the research was done. English is the medium of teaching in these universities and colleges, just like in other Pakistani institutions. The chosen educators who taught English in each university exhibited various academic backgrounds despite their shared concentration in several subfields, such as literature, linguistics, applied linguistics (AL), and ELT/TESL/TEFL. Additionally, the duration of their teaching experiences varied as well. There were 100 total; 20 had PhDs, 35 MPhils, remaining Masters degrees. Only 25 responses came from other English-language fields (literature, 25), compared to 50 respondents from linguistics and Ling/AL/TESL/TOEFL/ELT. The fact that the respondents had varying perspectives on the questionnaire's items made this a helpful variation. Nevertheless, all respondents agreed that cultural differences prevent EFL students from grasping specific communication skills and that

comprehensive training programs should be provided to both EFL teachers and students to help them acquire these skills.

Data Collection Methods

15 Likert-scale items, ranging from strongly agree to disagree (5–1) strongly, were used to collect data for this study. The use of closed-ended questions in this study, as was previously indicated, makes the research design quantitative. After the pilot study, some items on the questionnaire were modified for the current study, which employed (Suwanarak, 2019) design. Questions about Pakistani teachers' opinions on the development of ESL/EFL transcultural pragmatics are included in the questionnaire. With the concept of interculturality in mind, the current instrument comprised eight items that aimed to elicit data about intercultural competence and seven items that covered pragmatics features specific to a given culture: "mental sets" (Yates, 2015), "schemata" (Yates, 2015), "scripts" (Yates, 2015), "speech events" (Yates, 2015), "sociocultural norms" (Barraja-Rohan, 1997), "linguistic etiquette" (Islam, 2020), and "pragmatics accent" (Yates, 2015).

Validity and Reliability Test

Inter-raters reviewed the completed questionnaire. Cronbach's Alpha ($\alpha = .984$) was used to identify the raters' assessments. Moreover, statisticians, researchers, and English teachers proofread, verified, and rechecked the questionnaire numerous times to eliminate ambiguity and different meanings.

Result Analysis and Interpretation

S.no	Statement	Mean	Standard deviation
1	In Pakistani schools, using English language teaching practices extensively fosters intercultural understanding among students from diverse cultural backgrounds.	4.22	.848

2	It is imperative that English language instructors from Pakistan integrate multicultural comprehension into their pedagogical approaches.	4.32	.973
3	English language instructors in Pakistan frequently include multicultural awareness in their lesson plans.	4.36	.927
4	Pakistani English language instructors are assured that they may help students develop a knowledge of different cultures.	4.00	1.295
5	When attempting to integrate intercultural understanding into their teaching strategies, English language teachers in Pakistan face challenges.	4.17	.888
6	One of the biggest obstacles to Pakistani English language teachers promoting intercultural awareness is a lack of resources (books, materials, etc.).	4.30	.847
7	The attempts of Pakistani English language instructors to foster intercultural understanding are hampered by cultural prejudices and preconceptions.	3.82	1.242
8	Sufficient assistance and education are provided to Pakistani English language instructors to promote intercultural consciousness in their classrooms.	2.08	1.178
9	English language instructors in Pakistan feel that intercultural awareness improves students' educational experience.	3.79	1.336
10	It can be challenging for Pakistani English language instructors to address cultural variations in classroom dynamics.	4.38	.722

11	English language instructors in Pakistan regularly look for ways to learn about and include other cultural viewpoints in their instruction.	2.40	1.400
12	Pakistani English language instructors consider intercultural comprehension crucial to encouraging students' acceptance and tolerance.	4.13	1.089
13	English language instructors in Pakistan modify their pedagogical approaches to account for the varied cultural backgrounds of their pupils.	4.13	1.070
14	English language instructors in Pakistan feel that intercultural understanding promotes pupils' personal development.	4.07	1.148
15	English language instructors from Pakistan work with other educators to share approaches and ideas for promoting intercultural awareness in the classroom.	4.24	1.074

1. In Pakistani schools, using English language teaching practices extensively fosters intercultural understanding among students from diverse cultural backgrounds.

Mean: 4.22.

Standard deviation: 0.848

Interpretation: Most participants (mean over 4) concur that implementing comprehensive English language teaching techniques promotes intercultural understanding. The low standard deviation indicates that responders mostly agree with this assertion.

2. It is imperative that English language instructors from Pakistan integrate multicultural comprehension into their pedagogical approaches.

Mean: 4.32

The standard deviation is 0.973.

Interpretation: The participants highly concur (mean above 4) that English language teachers must incorporate intercultural knowledge into their teaching strategies. Despite considerable response variability, the standard deviation indicates a high degree of agreement.

3. English language instructors in Pakistan frequently include multicultural awareness in their lesson plans.

Mean: 4.36 Standard deviation is 0.927.

Interpretation: Most participants (mean of over 4) agree that English language teachers in Pakistan frequently employ multicultural awareness as a teaching approach. Despite the standard deviation suggesting considerable variation, there is a significant degree of agreement.

4. Pakistani English language instructors are assured that they may help students develop a knowledge of different cultures.

Mean: 4.00

1.295% is the standard deviation.

Interpretation: There is some agreement among participants (mean at 4) on the potential benefits of Pakistani English language teachers in assisting pupils in broadening their cultural awareness. However, in contrast to other results, the comparatively high standard deviation suggests greater response diversity.

5. When attempting to integrate intercultural understanding into their teaching strategies, English language teachers in Pakistan face challenges.

Mean: 4.17

Mean deviation: 0.888

Interpretation: The majority of participants (mean over 4) concur that it might be difficult for English language instructors in Pakistan to include multicultural awareness in their lesson plans.

Although it still shows a wide consensus, the standard deviation reveals considerable unpredictability.

6. One of the biggest obstacles to Pakistani English language teachers promoting intercultural awareness is a lack of resources (books, materials, etc.).

Mean: 4.30

The standard deviation is 0.847.

Interpretation: The majority of participants (mean over 4) strongly believe that one of the main barriers to Pakistani English language instructors encouraging intercultural awareness is a lack of resources. The low standard deviation shows a high degree of agreement.

7. The attempts of Pakistani English language instructors to foster intercultural understanding are hampered by cultural prejudices and preconceptions.

3.82 is the mean.

Debit cardinality: 1.242

Interpretation: Participants slightly agree (mean below 4) that cultural biases and preconceptions hinder Pakistani English language instructors' attempts to promote intercultural understanding. The comparatively high standard deviation suggests that responses are more variable.

8. Sufficient assistance and education are provided to Pakistani English language instructors to promote intercultural consciousness in their classrooms.

208 is the mean.

The standard deviation is 1.178.

Interpretation: In order to encourage intercultural sensitivity in their classes, Pakistani English language instructors do not receive enough support or training (mean below 3). With certain people vehemently opposing and others agreeing moderately, the standard deviation shows variety in replies.

9. English language instructors in Pakistan feel that intercultural awareness improves students' educational experience.

Standard deviation: 3.79

1.333 is the standard deviation.

Interpretation: There is a moderate level of agreement (mean below 4) among participants that intercultural understanding enhances students' educational experiences. There may be greater response variability, as indicated by the comparatively large standard deviation.

10. It can be challenging for Pakistani English language instructors to address cultural variations in classroom dynamics.

Averaging: 4.38

0.722 is the standard deviation.

Interpretation: The majority of participants (mean over 4) strongly believe that it might be difficult for Pakistani English language teachers to deal with cultural differences in classroom dynamics. There is a high degree of agreement shown by the low standard deviation.

11. English language instructors in Pakistan regularly look for ways to learn about and include other cultural viewpoints in their instruction.

Mean: 2.40

1.400 is the standard deviation.

Interpretation: There is some disagreement among participants (mean below 3) about the statement that English language teachers in Pakistan often seek for opportunities to learn about and incorporate diverse cultural perspectives into their lessons. The large standard deviation indicates a substantial variety in replies.

12. Pakistani English language instructors consider intercultural comprehension crucial to encouraging students' acceptance and tolerance.

Mean: 4.13

The standard deviation is 1.089.

Interpretation: Participants (mean over 4) concur that intercultural knowledge is important for fostering students' acceptance and tolerance among Pakistani English language instructors. Although it still shows a wide consensus, the standard deviation implies considerable unpredictability.

13 English language instructors in Pakistan modify their pedagogical approaches to account for the varied cultural backgrounds of their pupils.

Mean: 4.13

Standard deviation: 1.070

Interpretation: Most respondents (more than four) agree that English language instructors in Pakistan modify their methods of instruction to account for the students' varied cultural backgrounds. The standard deviation indicates significant unpredictability despite the fact that it still displays a broad consensus.

14. English language instructors in Pakistan feel that intercultural understanding promotes pupils' personal development.

Mean: 4.07

1.148 is the standard deviation.

Interpretation: Participants concur (mean over 4) that intercultural awareness fosters students' personal growth, according to English language teachers in Pakistan. Although it displays some diversity, the standard deviation still points to a consensus.

15. English language instructors from Pakistan work with other educators to share approaches and ideas for promoting intercultural awareness in the classroom.

Mean: 4.24

The standard deviation is 1.074

Interpretation: Participants concur (mean over 4) that Pakistani English language teachers collaborate with other educators to exchange classroom strategies and concepts for fostering intercultural awareness. Although it still shows a broad consensus, the standard deviation implies considerable unpredictability.

After a comprehensive review, the participants overwhelmingly agreed that English language teaching methods in Pakistani schools must include intercultural comprehension. The benefits and the difficulties in accomplishing this goal of fostering intercultural understanding are acknowledged. Even so, specific points of contention or variation still need to be addressed despite their agreement on the need for diversity. Implementing intercultural teaching approaches successfully is necessary in certain areas, including the level of support offered to teachers. The frequency with which educators should seek out other cultural viewpoints also needs to be more widely agreed upon. To guarantee the effective use of multicultural teaching methods in Pakistani schools, it is necessary to solve these problems.

Conclusions

English Language Teaching (ELT) is essential for fostering empathy and creating deep connections among pupils from different cultural origins. It's a method that helps students improve their language proficiency and interpersonal communication abilities. Experiential learning and language teaching (ELT) can facilitate information sharing and mutual learning among students from diverse cultural backgrounds. By doing this, we may deeply comprehend and value one another's cultures.

It's with its difficulties, though. Language imperialism can manifest, for instance, in the suppression or erasure of lesser-known languages by imposing a dominant language upon others. Studying English as a second language can be a significant challenge for pupils. A further issue that may compromise the efficacy of ELT programs is resource shortage. Many schools and communities require additional resources for high-quality language training, including technology, textbooks, and qualified teachers.

Collaboration between curriculum creators, legislators, and educators is necessary to overcome these obstacles. They can create efficient, culturally aware, and adaptable ELT programs that cater to the demands of a wide range of learners by combining their resources and experience. Curriculum designers might, for example, produce educational resources that showcase the ethnic variety of their student body, and legislators can push for more financing for ELT initiatives in underserved areas. However, educators may improve language instruction and acquisition using cutting-edge techniques and technological tools.

To sum up, ELT is essential for fostering diversity and cultural understanding. But to make it work, we must get beyond the obstacles of resource scarcity and linguistic imperialism. Curriculum developers, educators, and legislators must work together to create inclusive and equitable English Language Teaching (ELT) programs that cater to the requirements of various learners.

Recommendations

- When creating and implementing English language programmes, it is advised that multicultural integration be given more consideration.
- Intercultural communication training is another suggestion for enhancing teacher education programs.
- Promoting inclusive conversations and accepting a range of viewpoints from students from various cultural backgrounds is also a good idea.
- Furthering intercultural understanding and integration is establishing relationships with international schools, which allow cross-cultural contacts.

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