


# Chapter 13

## Intercultural Competence in English Language Teaching for Global Citizenship

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### ABSTRACT

*In today's globalized world, English Language Teaching (ELT) must go beyond linguistic competence to foster Intercultural Competence (IC). This chapter explores key frameworks Byram's "savoirs," Deardorff's Pyramid Model, Bennett's DMIS, and Kramsch's "third place"—to illustrate how IC can be embedded into ELT. Effective instruction requires not just language skills but also empathy, adaptability, and cultural awareness. The chapter discusses practical strategies such as project-based learning, virtual exchanges, and critical incident analysis, as well as challenges like assessment and cultural resistance. It calls for integrating IC into curricula, teacher training, and evaluation to prepare globally competent learners.*

### INTRODUCTION

As English increasingly serves as a lingua franca, learners must be equipped not only with linguistic skills but also with IC to communicate effectively and respectfully across cultural boundaries (Fayzullaevna, 2024). This competence involves

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openness, empathy, cultural awareness, and the ability to reflect critically on one's own cultural assumptions.

Recent scholarship underscores the importance of moving beyond superficial cultural content—such as festivals, food, or folklore—and instead fostering students' ability to navigate complex, multicultural interactions. Teachers play a central role in this process by designing learning environments that promote intercultural dialogue through reflective practices and the use of authentic materials that represent diverse worldviews, (Kardena et al., 2019). However, many educators face significant challenges, including a lack of training, resources, and institutional support to integrate IC meaningfully into their teaching.

This chapter aims to explore major theoretical models of intercultural competence and examine their relevance to English language education. It highlights practical strategies for embedding IC into curriculum design, teacher education, and classroom instruction to cultivate learners who are not only linguistically proficient but also culturally responsive and globally competent. By aligning ELT with intercultural goals, educators can better prepare students for real-world communication in a pluralistic and interconnected global society.

## **HISTORICAL AND CONCEPTUAL EVOLUTION OF IC IN ELT**

The integration of IC into English language teaching ELT did not emerge in isolation; rather, it reflects a broader historical shift in language education paradigms from viewing language as a fixed system of rules to recognizing it as a dynamic, socially embedded practice. This evolution has significantly influenced both theoretical frameworks and classroom methodologies. In the mid-20th century, the dominant paradigm in language education was rooted in structuralism. Language was seen primarily as a formal system a set of grammatical rules and vocabulary that learners had to memorize and reproduce accurately. The grammar-translation method, widely used during this period, emphasized rote learning, translation exercises, and mastery of syntactic structures, with little attention to context, meaning, or cultural variation. The late 1960s and 1970s witnessed a significant pedagogical shift with the rise of Communicative Language Teaching (CLT). Scholars such as Dell Hymes (1972) challenged the sufficiency of linguistic competence alone and proposed the concept of communicative competence, which included sociolinguistic appropriateness and the ability to use language effectively in context. This marked the beginning of a new orientation toward meaning-making and authentic commu-

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