

Cultivating Cultural Competence: Exploring Kramersch's Framework in Language Education

AbdelkaderMakhlouf¹, Mhamed Boudia², Irina Andersen³

¹University Center NourBachir, El-Bayadh, Algeria

²Moulay Taher University, Saida, Algeria

³Mosco State Pedagogical University, Russia

Received: 26/10/2024

Accepted: 26 / 12 / 2024

Published: 15 / 01 / 2025

Abstract

This article explores the intricate relationship between culture and language learning, focusing on Kramersch's framework and its implications for cultural learning and behavior. The primary aim is to understand the significance of culture in language education and explore effective strategies for integrating cultural components into language teaching. By synthesizing insights from Kramersch (1989) and other scholars, the study adopts a comprehensive approach to examine this relationship. The methodology involves reviewing existing literature, scholarly perspectives, and empirical studies. Practical strategies for unlocking language learners' cultural competence, such as collaboration-oriented reflection activities and experiential learning workshops, are discussed. The findings underscore the indispensable role of culture in language education and the necessity of integrating cultural dimensions into language teaching to enhance learners' cultural competence. This study holds significant implications for language educators, offering actionable recommendations for enhancing students' cultural competency and language acquisition. Overall, the study advocates for the incorporation of cultural components into language education to prepare learners for successful communication in an increasingly diverse and interconnected world, shaping them into effective communicators and global citizens.

Keywords: Culture, Cultural Competence, language learning, Kramersch's Framework, language education

ملخص

يستكشف هذا المقال العلاقة المعقدة بين الثقافة وتعلم اللغة، ويستعرض إطار كرامش وتأثيره على التعلم والسلوك الثقافي. يركز الهدف الرئيسي للبحث على فهم أهمية الثقافة في تعليم اللغة واستكشاف استراتيجيات فعّالة لدمج المكونات الثقافية في تدريس اللغة. ومن خلال تجميع رؤى كرامش (1989) وغيره من الباحثين، تعتمد الدراسة منهجاً شاملاً لفحص هذه العلاقة، بمراجعة الأدبيات الموجودة ووجهات النظر العلمية والدراسات التجريبية. ويتناول المقال استراتيجيات عملية لتعزيز الكفاءة الثقافية لمتعلمي اللغة، مثل أنشطة التفكير الموجهة نحو التعاون وورش العمل التعليمية التجريبية. تؤكد النتائج على الدور الحاسم للثقافة في تعليم اللغة وأهمية دمج الأبعاد الثقافية في تدريس اللغة لتعزيز الكفاءة الثقافية للمتعلمين. وتقدم الدراسة توصيات قابلة للتنفيذ لتعزيز الكفاءة الثقافية واكتساب اللغة لدى الطلاب، مما يمكنهم من التواصل بثقة في السياقات الثقافية المتنوعة. يدعو المقال إلى دمج المكونات الثقافية في تعليم اللغة لتمكين المتعلمين من التواصل الناجح في عالم متنوع ومترابط، وتشكيلهم كمواطنين عالميين فاعلين.

الكلمات المفتاحية: الثقافة، الكفاءة الثقافية، تعلم اللغة، إطار كرامش، تعليم اللغة

Emails: abdelkadermakhlouf1976@hotmail.com, mhamed.boudia@univ-saida.dz, irinaandersen2@gmail.com

Introduction

Language education extends far beyond the mere acquisition of linguistic skills; it necessitates a profound engagement with culture. This article explores the intricate relationship between culture and language learning, with a particular emphasis on scrutinizing the framework and its implications for the cultural acquisition and behavioral patterns. Drawing upon a myriad of scholarly perspectives, this research endeavors to investigate the multifaceted essence of culture and its indispensable role in language education. The integration of cultural dimensions into language teaching stands as a paramount endeavor, not only for fostering learners' cultural competence but also for facilitating their interaction with unfamiliar cultural experiences.

Incorporating intercultural dimensions into language teaching emerges as an imperative endeavor for enhancing students' Intercultural Communicative Competence (ICC). Numerous scholars, including Qin (2015), Nguyen (2022), and Wei (2023), underscored the significance of collaboration-focused reflection activities, questioning skills, and oral corrective feedback in augmenting students' motivation and proficiency in intercultural communication. While experiential learning workshops prove efficacious in enhancing intercultural awareness and critical thinking skills among student-teachers, challenges in adapting teaching methods to diverse cultures persist. Nevertheless, innovative approaches such as experiential learning, as advocated by Ramírez and Jiménez (2019) and Vu Ngoc (2019), present promising avenues for surmounting these challenges and fostering ICC.

Understanding the culture associated with the target language emerges as fundamental for effective language acquisition and communication. Scholars such as Peterson and Coltrane (2003) and Hinkel (2012) emphasized the empowerment learners gain through comprehension of the target culture, facilitating informed exploration of diverse cultural contexts and enhancing linguistic competence. Integration of cultural aspects into language teaching not only bolsters linguistic proficiency but also deepens learners' understanding of associated cultures, nurturing empathy and respect among them. This integration not only fosters intercultural competence, aligning with the evolving nature of language learning and culture in a globalized world but also equips learners for active participation in a multicultural society, promoting intercultural understanding and cooperation.

Consistent findings across several studies underscore the advantages of incorporating cultural elements into language education to enhance students' cultural competency and language acquisition. Scholars such as Tsou (2005), Turkan (2007), Tuna (2016), and Abdollahi-Guilani (2012) advocated for the integration of anthropological insights with task-oriented methodologies to effectively infuse cultural context into teaching strategies. Lesson plans incorporating cultural elements not only enhance language proficiency but also foster increased student engagement in language learning. Moreover, integrating diverse cultural aspects such as intellectual values, lifestyles, and behaviors not only facilitates the development of intercultural skills but also encourages learner tolerance. Thus, by emphasizing the interconnectedness of language and culture, educators can prepare learners for active engagement in a multicultural world, promoting intercultural understanding and cooperation.

The research problem posed by this study looks toward the integration of cultural dimensions into language education. In particular, it draws together Kramsch's framework with other important scholarly insights regarding how to integrate culture with best practice and puts forward new ideas on how to address gaps that currently exist in using ICC in language

teaching. While the culture in language learning is recognized, there truly remain major challenges concerning methodologies of teaching in culturally diverse contexts and implementing meaningful intercultural interactions among learners. The research aims to develop comprehensive strategies and actionable frameworks that can help enhance learners' cultural competence for better integration and communication in a multicultural setting.

This study aims to understand the significance of culture in language education and explore effective strategies for integrating cultural components into language teaching. This study holds significant implications for language educators, curriculum developers, and policymakers involved in language education. By exploring Kramersch's framework and integrating insights from various scholars, this research contributes to a deeper understanding of the intricate relationship between culture and language learning. Furthermore, the practical strategies proposed in this study offer actionable recommendations for enhancing students' cultural competency and language acquisition, thus preparing them for successful communication in diverse cultural contexts. The research objectives of this research include:

- 1- Examining Kramersch's framework and its implications for cultural learning and behavior.
- 2- Investigating the role of language in conveying cultural realities and understanding the symbiotic relationship between language and culture.
- 3- Exploring strategies for unlocking language learners' cultural competence through collaboration-oriented reflection activities, questioning skills, and experiential learning workshops.
- 4- Addressing Challenges in Implementing (ICC) in language teaching and proposing innovative approaches to enhance students' ICC.
- 5- Emphasizing the importance of understanding the target language culture for language success and promoting cultural awareness and respect among learners.

To achieve these objectives, this study addresses the following research questions:

- 1- What are the key components of Kramersch's framework, and how do they contribute to cultural learning and behavior in language education?
- 2- How does language serve as a medium for conveying cultural realities, and what is the significance of the symbiotic relationship between language and culture?
- 3- What are the effective strategies for unlocking language learners' cultural competence, and how do collaboration-oriented reflection activities, questioning skills, and experiential learning workshops contribute to this process?
- 4- What are the challenges in implementing ICC in language teaching, and how can innovative approaches address these challenges?
- 5- Why is it essential to understand the target language culture for language success, and how can educators promote cultural awareness and respect among learners?

In conclusion, this article advocates for the incorporation of cultural components into language education to prepare learners for successful communication in an increasingly diverse and interconnected world. By embracing cultural diversity and promoting intercultural understanding, educators can empower learners to explore cultural complexities with confidence and sensitivity, thus shaping them into effective communicators and global citizens.

Literature Review

Exploring Kramersch's Framework and its Implications for Cultural Learning and Behavior

In understanding the role of culture in language learning and behavior, Kramersch's definition of culture becomes paramount. Kramersch (1989) emphasized the significance of culture in social interaction and the development of shared standards within societies. This definition aligns with Boesch's action-theoretical perspective, which conceptualizes culture as patterns of behavior acquired and transmitted through symbols (Boesch, 1991). Moreover, Adams (2010) underscored the importance of integrating culture into language teaching and learning processes, defining culture as the beliefs, values, and interactive practices of a group that shape meaningful and appropriate behavior within a society.

Furthermore, Apple (1951) explored culture as a learned phenomenon, highlighting its nonbiological nature and its acquisition through socialization processes. Finkbeiner (2008) also explores the influence of culture, ethnicity, and nationality on language learning and teaching, emphasizing the complexity of defining culture and its impact on learner characteristics and attitudes towards learning. These perspectives collectively highlight the indispensable role of culture in language education and the necessity of incorporating cultural aspects into language teaching to facilitate learners' cultural competence.

Heyes (2020) examined the evolving concept of culture, emphasizing its investigation in the natural sciences and the importance of social learning in the emergence of cumulative culture. Gastil (1961) further distinguished between culture and society, proposing clear distinctions between the two concepts and their implications in anthropological studies. Samajdar (2020) investigated the relationship between language and culture, affirming that learning a language entails adopting its associated culture and that teaching and learning a foreign language play a significant role in understanding the target culture and developing intercultural competence.

Additionally, Fenner(2008) highlighted the increasing emphasis on cultural competence and awareness in foreign language teaching, stressing the relevance of individual aspects of culture in language education. These scholarly discussions underscore the multifaceted nature of culture and its indispensable role in language learning and communication. By incorporating cultural aspects into language teaching, educators can effectively enhance learners' cultural competence and facilitate their engagement with unfamiliar experiences and cultures (Boesch, 1991; Adams, 2010; Apple, 1951; Finkbeiner, 2008; Heyes, 2020; Gastil, 1961; Samajdar, 2020; Fenner, 2008).

The Role of Language in Conveying Cultural Realities: Insights from Kramersch and Scholars

Language serves as a crucial medium for transmitting and embodying cultural reality (Nasr, 2016). It is deeply intertwined with cultural models and values, playing a significant role in expressing cultural reality (Rabiah, 2018). Kramersch's scholarship delves into this intersection, challenging conventional assumptions about language learning's ties to culture and economy (Luke, 2006). Particularly in the teaching and learning of German, Kramersch's insights have the potential to reshape pedagogical approaches (Wildner-Bassett, 1994).

By questioning taken-for-granted assumptions, Kramersch's work prompts a critical examination of the relationship between language learning, culture, identity, and economy (Luke &Gopinathan, 2006). Responding to her scholarship, scholars like Pennycook and Hashim engage in a dialogue that further enriches discussions in the field (Luke &Gopinathan, 2006).

Language and culture share a symbiotic relationship where language serves as a vehicle for transmitting cultural norms and values (Walke, 2014). In this context, understanding cultural schemas becomes essential for learners engaging with unfamiliar cultural contexts (Nasr et al., 2016).

In language pedagogy, the importance of incorporating cultural aspects cannot be overstated. Language teachers play a pivotal role in facilitating learners' cultural competence through the effective integration of cultural content into language teaching (Rabiah, 2018). This integration fosters intercultural communicative competence, enhancing learners' ability to engage with unfamiliar experiences and cultures (Byram, 1997).

Furthermore, language is not merely a tool for communication; it also shapes perceptions and knowledge within cultural contexts (Corsen, 2009). By understanding the profound influence of language on cultural identity and perception, educators can better tailor language instruction to meet the diverse needs of learners (Corsen, 2009).

Overall, the relationship between language and culture underscores the importance of incorporating cultural aspects into language teaching. By doing so, educators can cultivate learners' cultural competence and equip them with the necessary skills to explore a globalized world (Nasr, 2016; Walke, 2014). This approach not only enhances language learning but also promotes intercultural understanding and communication (Byram, 1997; Rabiah, 2018).

Unlocking Language Learners' Cultural Competence through ICC

The integration of intercultural dimensions in language teaching is essential for enhancing students' (ICC) by improving their cultural knowledge, attitudes, and skills (Qin, 2015). Collaboration-oriented reflection activities in an ICC course positively impact students' motivation and competence in intercultural communication (Nguyen, 2022). Additionally, questioning skills and oral corrective feedback play a crucial role in enhancing students' ICC, especially in the context of classroom discourse (Wei, 2023).

The intercultural approach offers new perspectives for language learners and educators, arousing great curiosity among teachers (Qin, 2015). Experiential learning workshops have been found to enhance student-teachers' intercultural awareness and critical thinking skills, leading to a better understanding of cultural differences and similarities (Ramírez & Jiménez, 2019). However, there exist challenges in teaching methods for adapting to diverse cultures, which necessitate innovative pedagogical approaches such as experiential learning (Vu Ngoc Tung, 2019).

Collaboration-oriented reflection activities have demonstrated positive effects on students' intercultural communication motivation and competence, highlighting their feasibility and effectiveness in overcoming challenges in learning ICC (Nguyen, 2022). These activities empower students to engage actively with unfamiliar experiences and cultures, thus fostering their (ICC) (Vu Ngoc Tung, 2019).

Effective strategies such as questioning skills and oral corrective feedback are instrumental in enhancing students' critical thinking and language proficiency for successful intercultural communication (Wei, 2023). Moreover, experiential learning workshops have been found to enhance students' intercultural awareness by developing reflective and critical thinking skills (Ramírez & Jiménez, 2019).

Despite the importance of ICC in language teaching and learning, there exist challenges in its implementation (Boumechaal, 2019). Teachers face theoretical and practical difficulties in teaching ICC, emphasizing the need for a coherent understanding of its pedagogical practices (Boumechaal, 2019). Additionally, technological advancements enable international telecollaborative projects for evaluating learners' ICC (Bohinski & Leventhal, 2015).

The ICC framework requires reevaluation to incorporate transformational approaches and telecollaboration, leveraging technological advancements for enhanced intercultural learning experiences (Bohinski & Leventhal, 2015). By rethinking the ICC framework, educators can better prepare students for successful intercultural communication in diverse cultural settings.

Conducting needs analysis among students is crucial for developing effective intercultural communication courses (Guo & Modehira, 2023). Students often lack confidence in specific cultural aspects related to English-speaking countries, highlighting the necessity for targeted interventions to enhance their overall (ICC) (Guo & Modehira, 2023).

In summary, integrating intercultural dimensions in language teaching, promoting collaboration-oriented reflection activities, and employing effective strategies such as questioning skills and oral corrective feedback is vital for enhancing students' (ICC) and preparing them for successful communication in diverse cultural contexts.

The Role of Target-Language Culture in Language Learning Success

Understanding the target language culture is fundamental for successful language acquisition and communication (Peterson & Coltrane, 2003). This comprehension empowers learners to adapt to diverse cultural contexts with informed decisions, thereby enhancing their linguistic competence (Hinkel, 2012). Additionally, familiarity with the target culture fosters pragmatic awareness, enabling learners to use language appropriately in various situations (Sapoetra, 2019). Integrating cultural aspects into language teaching facilitates not only linguistic proficiency but also a deeper understanding of the associated culture, promoting empathy and respect among learners (González et al., 2010).

The integration of target-language culture in language education is paramount in fostering intercultural competence (Escobar, 2020). This integration aligns with the evolving nature of language learning and culture in a globalized world (Hinkel, 2012). By acknowledging and incorporating cultural norms and practices, educators equip learners with the skills to engage meaningfully with diverse communities (Cheng-fu, 2003). Practical approaches for teaching culture alongside language instruction have been emphasized to meet the demands of contemporary language education (Language Teaching, 1991).

The significance of promoting cultural awareness and understanding in language classes cannot be overstated (Yamshinska et al., 2023). Culturally enriched language instruction not only enhances language proficiency but also promotes appreciation for cultural diversity (Peterson and Coltrane (2003). Integrating authentic cultural materials into language teaching aids in bridging language and cultural practices, enriching the learning experience (Yamshinska et al., 2023). The importance of this integration has been acknowledged by learners themselves, underscoring its value in broadening their cultural horizons (Escobar, 2020).

The introduction of cultural elements of the target language into language teaching presents both challenges and opportunities (Hua, 2006). Cultural barriers in language learning necessitate an understanding of cultural factors to facilitate effective communication (Hua,

2006). Strategies for overcoming these barriers include incorporating cultural elements into curriculum design and providing guidance for exploring cross-cultural communication (Hua, 2006). Such initiatives aim to bridge the gap between language proficiency and cultural competence, preparing learners for meaningful interactions in diverse linguistic and cultural settings (González et al., 2010).

The integration of cultural insight into language learning enriches the educational experience and promotes holistic language development (Peterson & Coltrane, 2003). By emphasizing the interconnectedness of language and culture, educators equip learners with the tools to explore cross-cultural communication with confidence (Yamshinska et al., 2023). Practical strategies for incorporating cultural aspects into language teaching contribute to the cultivation of cultural competence among learners, preparing them for active participation in a multicultural world (González et al., 2010).

The cultivation of cultural competence is an essential component of language education in today's interconnected world (Peterson & Coltrane, 2003). Educators play a pivotal role in fostering cultural awareness and understanding among language learners (Hinkel, 2012). By integrating cultural elements into language teaching, educators facilitate the development of empathy, respect, and critical awareness among learners (González et al., 2010). Such initiatives not only enhance communicative competence but also promote intercultural understanding and cooperation (Escobar, 2020).

Language learning transcends linguistic proficiency, encompassing an understanding of cultural diversity (Yamshinska et al., 2023). Cultural awareness and understanding are integral to successful language acquisition and communication (Peterson & Coltrane, 2003). Incorporating cultural elements into language teaching enables learners to engage with diverse cultural perspectives, enriching their learning experience (Sapoetra, 2019). By embracing cultural diversity, educators empower learners to become effective communicators in multicultural contexts (Hua, 2006).

Cultural integration is a cornerstone of effective language pedagogy, facilitating meaningful language learning experiences (Cheng-fu, 2003). The integration of source culture with target culture enhances learners' understanding of the cultural nuances embedded in language use (Cheng-fu, 2003). Practical approaches for integrating cultural elements into language teaching are essential for promoting cultural competence and intercultural communication skills (Escobar, 2020). By incorporating cultural insights into language instruction, educators prepare learners to adapt to diverse cultural areas with confidence (Sapoetra, 2019).

Language education is enriched through the integration of cultural elements, promoting cultural awareness and understanding among learners (González et al., 2010). Cultural enrichment initiatives foster empathy, respect, and critical awareness among language learners, enhancing their communicative competence (González et al., 2010). By incorporating cultural insights into language teaching, educators equip learners with the skills to engage meaningfully with diverse cultural communities (Hinkel, 2012). Such initiatives prepare learners for active participation in a multicultural world, fostering intercultural understanding and cooperation (Peterson & Coltrane, 2003).

Enhancing Cultural Competence Through Language Teaching

Numerous studies have consistently highlighted the benefits of integrating cultural components into language education for improving students' cultural competency and language acquisition (Abdollahi-Guilani, 2012; Tsou, 2005; Tuna, 2016; Turkan, 2007). By merging anthropological insights with task-oriented methodologies, language educators can effectively infuse cultural context into their teaching strategies (Tsou, 2005). Evidence suggests that lesson plans incorporating cultural elements not only boost language proficiency but also increase student engagement in language learning (Turkan, 2007). Moreover, incorporating a diverse array of cultural aspects such as intellectual values, lifestyles, and behaviors fosters the development of intercultural skills and promotes learner tolerance (Abdollahi-Guilani, 2012; Tuna, 2016).

In the study conducted by Tsou (2005), culture lessons were integrated into EFL instruction, revealing significant improvements in students' language proficiency and their interest in language learning. The research explores the challenges faced by elementary EFL teachers in Taiwan in integrating target culture teaching and underscores the positive effects of integrating culture lessons on language proficiency and student interest in language learning (Tsou, 2005).

Turkan and Celik (2007) provided language teachers with specific ways to integrate culture into their classrooms and supplement their textbooks with cultural elements. They emphasize the importance of integrating culture into foreign language education and offer practical unit plans for teaching about American holidays (Turkan & Celik, 2007).

Tuna and Razi (2016) investigated the integration of culture into language teaching, with both pre-service and in-service teachers considering a wide range of cultural elements essential for developing intercultural skills. They aim to contribute to the development of curriculums emphasizing intercultural competence (Tuna & Razi, 2016).

Abdollahi-Guilani et al. (2012) emphasized the importance of integrating culture into language teaching programs to enhance tolerance, understanding, and successful communication among learners. They discuss the benefits of teaching culture in language classes and highlight the motivating effect of cultural knowledge on language learners (Abdollahi-Guilani et al., 2012).

S. Benmoussat and N. D. Benmoussat (2017) discussed practical techniques to enhance intercultural competence in an EFL classroom by linking language teaching to culture. They provide insights and guidance for teachers in designing cross-cultural activities (S. Benmoussat & N. D. Benmoussat, 2017).

Frank (2013) discussed the importance of incorporating cultural knowledge into English language classes. The paper suggests using Michael Paige's dimensions of culture learning model as an approach to enhance students' (ICC) (Frank, 2013).

Liddicoat (2008) explored the integration of intercultural aspects in language teaching and learning, addressing challenges faced by teachers and proposing ways to maintain language learning at the core of the curriculum (Liddicoat, 2008).

Dema and Moeller (2012) provided an overview of research on teaching culture, effective pedagogical practices, and the integration of technology in language teaching. They emphasize the use of digital media and inquiry learning to enhance student engagement and intercultural awareness (Dema & Moeller, 2012).

However, despite these advances, challenges remain in developing practical, adaptable frameworks for effectively integrating cultural elements into diverse educational settings. While current literature highlights the benefits of cultural integration and innovative pedagogical methods, there is still a lack of comprehensive strategies that address the varied needs of different cultural contexts and learner profiles. Existing theoretical frameworks, including those proposed by Kramersch, offer valuable insights but require further empirical exploration to validate their application in real-world classrooms.

Methodology

The methodology used in this study is based on the synthesizing insights various scholars, including Kramersch in 1989, have made; in this study, a holistic approach is adopted in establishing the relationship between culture and language education. This methodology entails a review and synthesis of available literature, scholarly perspectives, and empirical studies to give a holistic understanding of the research problem and effectively address the research questions. This research can further draw on practical strategies described by scholars to suggest innovative ways of implementing cultural components into the language teaching framework.

Results

This section presents the analysis of data and results obtained from the reviewed literature and empirical studies on the relationship between culture and language education, focusing on the framework proposed by Kramersch and other scholars. It also attempts to answer the five research questions.

- 1- What are the key components of Kramersch's framework, and how do they contribute to cultural learning and behavior in language education?

1-Key Components of Kramersch's Framework:

According to Kramersch (1989), the major components are related to cultural context and cultural awareness, intercultural competence in using language. The components—language learning situated within the cultural context, an awareness of the nuances of culture, and developing communicational skills in intercultural situations—contribute to cultural learning. Kramersch identified several key components essential for understanding the intersection of culture and language in education:

- a- **Context of Culture:** Learning a language is inherently located within the cultural context of the language being taught. It means that the language is used according to its cultural context, which shapes its meanings and uses of it, thus influencing how it will then be learned and understood.
- b- **Cultural Awareness:** Awareness of cultural nuances and differences is crucial for effective communication and language acquisition. Learners have to develop an understanding of not only their own culture but also that of the target to negotiate the cultural complexities.
- c- **Development** means that the ability to communicate appropriately and effectively in intercultural situations has increased. This competence is built through reflective activities, questioning skills, and experiential learning.

2-How does language serve as a medium for conveying cultural realities, and what is the significance of the symbiotic relationship between language and culture?

1-Language as a Medium for Cultural Realities: Language reflects cultural reality through the embodiment of cultural values, beliefs, and practices. Put differently, since there is an interdependent relationship between language and culture, one must master the concerned cultural elements to go on to perfect communication and cultural exploration whenever one learns a language.

Literature views language and culture as being intrinsically linked, with language merely serving as a medium to project cultural realities. Scholars such as Peterson and Coltrane (2003) and Hinkel (2012) argued that language learning goes beyond simply acquiring linguistic skills; it also includes gaining insight into the cultural context in which the language is practiced. Since language is the carrier of culture, carrying the burden of practices, values, and beliefs, it embeds all those cultural elements for a learner to internalize while acquiring the language.

- 2-** What are the effective strategies for unlocking language learners' cultural competence, and how do collaboration-oriented reflection activities, questioning skills, and experiential learning workshops contribute to this process?

1-Effective Strategies for Unlocking Cultural Competence:

Effective strategies include collaboration-oriented reflection activities, questioning skills, and experiential learning workshops. These strategies pave the way toward developing cultural competence by engaging the learner in a reflective practice that accomplishes critical thinking and explores hands-on cultural experiences.

- a-** Collaboration-Oriented Reflection Activities: Activities that are collaborative-oriented and reflective elements lead to a space for learners to be engaged in cultural differences and enable intercultural competence Qin (2015) and Nguyen (2022) emphasize the role of such activities in enhancing learners' motivation and skillfulness toward intercultural communication.
- b-** Questioning Skills: The development of questioning skills in learners will allow them to explore cultural nuances and lead to meaningful interactions between different cultures. Right questioning provokes critical thinking and a much wider understanding of cultural contexts.
- c-** Experiential Learning Workshops: Experiential learning workshops involve learners in hands-on experiences of immersing themselves in cultural practices. Ramírez and Jiménez (2019) and Vu Ngoc Tung (2019) advocate that this technique is a great channel through which intercultural awareness and student-teacher critical thinking can be enhanced.

4- What are the challenges in implementing (ICC) in language teaching, and how can innovative approaches address these challenges?

1-Challenges in Implementing ICC: These involve a change in pedagogical practice, poor resources, and possible resistance. More creative ways in which these skills can be developed, such as through experiential learning, collaborative tasks, and developing

questioning skills, have a better chance of overcoming these challenges because they are very practical and engaging ways of developing ICC.

- a- **Adapting Teaching Methods:** Teachers often face difficulties in adapting their teaching methods to accommodate diverse cultural backgrounds. This challenge is compounded by the varying cultural dynamics in different educational settings.
- b- **Limited Resources:** Scarce resources and materials that facilitate intercultural learning can limit ICC development and cannot receive adequate support to aid in-depth cultural learning for schools or institutions.
- c- **Resistance to Change:** There could be some resistance to including intercultural elements in a traditional language teaching syllabus. The teachers and the institutions may not usually be very willing to deviate from the habitual practices of teaching and turn towards a new methodology with an emphasis on culture.

5-Why is it essential to understand the target language culture for language success, and how can educators promote cultural awareness and respect among learners?

1-Importance of Understanding Target Language Culture: Understanding the target language culture is an integral part of any process seeking to realize effective communication and language acquisition. The educator can help the learners realize aspects of culture incorporated into language teaching, develop empathy, and enhance intercultural competence. According to a number of scholars, such as Peterson and Coltrane (2003) and Hinkel (2012), cultural understanding equips learners with skills for engaging with various cultural contexts and improving their linguistic competencies. Cultural elements in language teaching enhance not only the linguistic but also the affective components among learners, leading to increased empathy and respect—therefore, intercultural competence.

Results from Recent Studies

Recent research in 2022 and 2023 contributes to a better understanding of cultural component integration in language teaching:

1-Study by Nguyen (2022): This was a study that established that reflection activities targeting improvement in collaboration significantly enhanced intercultural communication skills and motivation among students. The finding is an indication that engaging learners in reflective practice will enhance their better understanding of the differences between the two cultures and hence develop the ability for effective communication across them.

2-Research by Wei (2023): The effectiveness of questioning skills in the development of intercultural competence is underscored by the results of Wei's study. It showed that learners who were highly engaged in asking questions and exploring subtleties of culture exhibited more intercultural awareness and critical thinking.

3-Experiential Learning Workshops (2022-2023): Empirical evidence from various experiential learning workshops conducted during this period indicates that the hands-on cultural exposure has been highly effective in enhancing the intercultural competence of learners. Individuals who have participated in these workshops have reported a heightened sense of awareness about cultural diversity and an enhanced capability to independently explore intercultural interactions.

This synthesis of the literature reviewed and more recent research highlights that the place of culture in language teaching and learning cannot be done without it. Cultural context, cultural awareness, and intercultural competence form the main elements in Kramersch's

framework. A good language-learning classroom would need to embrace these ingredients. Some effective strategies to apply and enhance cultural competence in unlocking language learners are presented through collaboration-oriented reflection activities, acquisition of questioning skills, and experiential learning workshops. Still, if ICC is to be implemented in language teaching, several challenges have to be faced: adaptation of teaching methods, limited resources, and resistance to change.

The analysis proves that this integration in language teaching is highly needed to develop learners' cultural competence and linguistic ability. Knowledge of the target language culture imparts power and helps an individual explore several dimensions of culture while fostering tolerance and respect. By making use of innovative approaches and discussing challenges related to intercultural communicative competence, management educators can tend towards better and more efficient equipping of students for successful communication in a diverse, globally connected world.

Discussion

This article strongly underscores the deeply essential part that culture plays in language learning: relations far from outreach-ing the mere teaching and acquisition of language skills. Accordingly, the following discussion is meant to further deepen the theme by ways in which its findings can be put into practice within the field of teaching languages, taking into account presentation in theoretical and empirical perspectives. The findings of this study align with and expand upon previous research in several key areas:

Cultural Context and Language Learning

As maintained by Peterson and Coltrane (2003) and Hinkel (2012) to communicate effectively and learn a language, one needs to understand the cultural context of the target language. In this respect, this study underpins Kramsch's framework, which puts forth a case for an integral part of cultural context in language teaching. That is, comprehension of nuances and contexts culturally turned out to be principal in effective language acquisition and intercultural communication.

Intercultural Competence

Qin (2015) and Nguyen (2022) underscored the significance of collaboration-focused reflection activities and questioning skills in developing intercultural competence. The current research supported these approaches since it used them to unlock language learners' cultural competence. It is found that the Experiential learning workshops proposed by Ramírez and Jiménez (2019) and Vu Ngoc Tung (2019) added to the development of intercultural awareness and critical thinking.

Challenges in Implementing ICC

Challenges such as adapting teaching methods to diverse cultures and limited resources have been noted by various scholars. This current research work recognizes similar challenges but proposes innovative ways in which these obstacles can be addressed, which provides ways for experiential learning and activities on collaboration that essentially give practical means for integration of ICC into language teaching.

Importance of Cultural Understanding

The significance of cultural understanding in language learning has been highlighted by numerous scholars, including Hinkel (2012). This holds forth substantially on the role cultural understanding has in language success. Cultural elements in language teaching can help

enhance competence and empathy by engendering respect among people towards various cultures.

Conclusion

In conclusion, this study aims to understand the significance of culture in language education and explore effective strategies for integrating cultural components into language teaching. Based on the extensive exploration of Kramersch's framework and its implications for cultural learning and behavior in language education, this study illuminates several critical insights. It synthesized a number of scholarly views and empirical findings and identified that culture cannot be divorced from language education. The integration of cultural dimensions in language teaching is not only legitimate but also needed for the enhancement of learners' cultural competence.

Drawing upon insights from Kramersch (1989) and other scholars, this study emphasizes the importance of incorporating cultural content into language instruction to foster (ICC) among learners. Moreover, this research identifies practical strategies for unlocking language learners' cultural competence, including collaboration-oriented reflection activities, questioning skills, and experiential learning workshops. These strategies would not only enhance the students' cultural awareness but also equip them with the necessary skills to be very confident in diverse cultural contexts.

The findings of this study also underline that the key to language learning success lies in understanding the culture of the target language. That is, including cultural components in language instruction allows for more than just linguistic competence; it helps learners develop empathy, respect, and critical awareness. Incorporating hands-on approaches to the teaching of culture in a language course will foster learners' cultural competence and set them up for deep interactions in a multicultural world.

In a nutshell, this article proposes that very necessary components of culture be integrated into language teaching so that learners can successfully communicate across different cultures. It is believed that, through cultural diversity and intercultural comprehension, instructors empower learners to become high-impact and influential communicators in today's globalized society.

Recommendations

Having conducted a thorough analysis and rigorous research, we endorse the following recommendations:

1-It is essential that language educators actively incorporate cultural dimensions into their teaching methodologies. This integration could involve selecting culturally relevant materials, discussing cultural nuances during language lessons, and encouraging students to explore cultural contexts alongside linguistic aspects.

2-It is imperative to implement strategies aimed at fostering (ICC) among language learners. These strategies may include reflection activities, questioning techniques, and experiential learning workshops that provide students with opportunities to engage with diverse cultural perspectives.

3-It is recommended to embrace innovative teaching approaches such as experiential learning and telecollaboration to enhance students' ICC. These methods leverage technology and real-

world experiences to facilitate meaningful intercultural interactions, enabling students to develop practical skills for communication in diverse cultural contexts.

4- It is recommended to encourage language learners to understand the culture associated with the target language they are studying. This understanding enhances linguistic proficiency and promotes empathy, respect, and critical awareness among learners, ultimately facilitating successful communication in multicultural settings.

5- It is crucial to incorporate practical approaches for teaching culture alongside language instruction to cultivate cultural competence among learners. This could involve organizing cultural events, inviting guest speakers from different cultural backgrounds, and facilitating discussions on cultural diversity within the classroom.

6-It is imperative to empower language learners to become effective communicators and active participants in a globalized society by embracing cultural diversity and promoting intercultural understanding. Provide opportunities for students to apply their cultural knowledge and linguistic skills in real-world settings, thereby preparing them for successful communication in diverse cultural contexts.

7- Offer professional development opportunities for language educators to enhance their understanding of cultural competence in language education. This could involve workshops, seminars, and training sessions focused on integrating cultural content into language instruction and promoting (ICC) among students.

About the Authors

Abdelkader MAKHLOUF, Associate Professor (MCA) at Nour Bachir University Center-El Bayadh, Algeria, received his PhD in 'English Discourse Studies and Applied Linguistics' in 2019 from Sidi Bel Abbes University, Algeria. He has authored numerous articles in both national and international journals and has actively engaged in various international conferences. <https://orcid.org/0000-0001-6898-5975>

Mhamed BOUDIA, Associate Professor at Saida University's Department of Arabic Language. He received his PhD in Popular Literature from the University of Tlemcen in 2015. His PhD thesis, titled "The Semiotics of Algerian Popular Poetry," examined the rich tapestry of Algerian popular poetry through a semiotic lens. <https://orcid.org/0000-0001-6083-4734>

Irina ANDERSEN, a Moscow-based university lecturer and PhD scholar, excels in ELT, SEN, and Ed-Tech. A Cambridge-certified instructor, she authors English coursebooks, designs innovative online courses, and researches inclusive education, blending technology and pedagogy to enhance learning. She also contributes to rehabilitative education for visually impaired children. <https://orcid.org/0000-0002-5734-5208>

Declaration of AI Refined

This document has benefited from the application of AI-driven tools, including Grammarly and Scholar AI Chat, to refine its linguistic aspects. These tools were utilized to correct grammar and spelling and improve the overall writing style. It is acknowledged that the use of these technologies may introduce certain AI-generated linguistic patterns. However, the core intellectual content, data interpretation, and conclusions presented remain the sole work of the authors.

Statement of Absence of Conflict of Interest

The authors declare that there are no conflicts of interest related to the research, findings, or recommendations presented in this paper. All conclusions drawn are independent and unbiased.

References

- Adams, J. (2010). *Why is culture an important issue for language teaching and language learning?* https://r.search.yahoo.com/_ylt=AwrNOEgVM55m4CA1VgFXNyoA;_ylu=Y29sbwNiZjEEcG9zAzIEdnRpZANRMzIwMjQtU0RfMQRzZWMDc3I-/RV=2/RE=1721672597/RO=10/RU=https%3a%2f%2fsoar-ir.repo.nii.ac.jp%2frecord%2f15993%2ffiles%2fHumanities_Social04-09.pdf/RK=2/RS=5OEiuiwSCH0Vo0oczYFPenUpEuw-
- Abdollahi-Guilani, M., Yasin, M.S., Hua, T.K., & Aghaei, K. (2012). Culture-Integrated Teaching for the Enhancement of EFL Learner Tolerance. *Asian Social Science*, 8, 115-120.
- Apple, D. (1951). Learning Theory and Socialization. *American Sociological Review*, 16(1), 23–27. <https://doi.org/10.2307/2087966>
- Benmoussat, S., & Benmoussat, N.D. (2017). Intercultural Language Teaching: Techniques to Enhance Intercultural Competence in an EFL Classroom. *International Journal of Linguistics*, 9, 184-197.
- Boesch, E. (1991). Culture: An action-theoretical definition. In: *Symbolic Action Theory and Cultural Psychology. Recent Research in Psychology* (pp. 29-39). Springer, Berlin, Heidelberg. [10.1007/978-3-642-84497-3_4](https://doi.org/10.1007/978-3-642-84497-3_4).
- Bohinski, C.A., & Leventhal, Y. (2015). Rethinking the ICC Framework: Transformation and Telecollaboration. *Foreign Language Annals*, 48, 521-534. <https://doi.org/10.1111/flan.12149>
- Boumechaal, S. (2019). Problematising intercultural communicative competence in language teaching and learning. In *12th International Conference Innovation in Language Learning Conference Proceedings* (pp. 108). Filodiritto Editore.
- Byram, M. (1997). *Teaching and assessing intercultural communicative competence*. Clevedon: Multilingual Matters.
- Cheng-fu, H. (2003). Integration of Source Culture and Target Culture in Foreign Language Teaching Retrieved from Semantic Scholar: <https://www.semanticscholar.org/paper/Integration-of-Source-Culture-and-Target-Culture-in-Cheng-fu/5f8ff3574db8f5d6dbc65387d757e15cb964235f>
- Corsen, A.H. (2009). Language, Culture, Perception and Knowledge. *McNair Scholars Journal*, 13, 7.
- Dema, O., & Moeller, A.J. (2012). Teaching culture in the 21st century language classroom. Faculty Publications: Department of Teaching, Learning and Teacher Education. 181. <http://digitalcommons.unl.edu/teachlearnfacpub/181>
- Hernandez Corsen, A. (2009). Language, culture, perception, and knowledge. *McNair Scholars Journal*, 13(1). <https://scholarworks.gvsu.edu/mcnair/vol13/iss1/7>
- Dema, O., & Moeller, A. K. (2012). Teaching culture in the 21st century language classroom. In T. Sildus (Ed.), *Touch the world: Selected papers from the 2012 Central States Conference on the Teaching of Foreign Languages* (pp. 75-91). Crown Prints. <https://digitalcommons.unl.edu/teachlearnfacpub/181>

- Fenner, A. (2008). Cultural Awareness in the Foreign Language Classroom. In N. H. Hornberger (eds.), *Encyclopedia of Language and Education* (pp. 2025-2037). Springer, Boston, MA. https://doi.org/10.1007/978-0-387-30424-3_155
- Escobar, J. C. (2020). Target Language, Target Culture: Intercultural Competence in the SSL (Spanish as a Second Language) Classroom. In I. Management Association (Ed.), *Multicultural Instructional Design: Concepts, Methodologies, Tools, and Applications* (pp. 1064-1081). IGI Global. <https://doi.org/10.4018/978-1-5225-9279-2.ch050>
- Finkbeiner, C. (2008). Culture and good language learners. In C. Griffiths (Ed.), *Lessons from good language learners* (pp. 131-141). Cambridge University Press.
- Frank, J. (2013). Raising cultural awareness in the English language classroom. *English Teaching Forum*, 51(4), 2-35.
- Gastil, R.D. (1961). The Determinants of Human Behavior. *American Anthropologist*, 63, 1281-1291.
- González, J.B., Tiznado, K.E., & Hernández, M.T. (2010). *Teaching target language culture: The learning of the target culture is an essential part of learning a foreign language*. <https://repositorio.ues.edu.sv/items/2559ffb7-0ae3-42da-9099-fd09cff2fc64>
- Guo, Y., & Modehiran, P. (2023). A Research on Needs Analysis from Students for Developing an Intercultural Communication Course. *International Journal of Sociologies and Anthropologies Science Reviews*, 3(6), 179–190. <https://doi.org/10.60027/ijasar.2023.3470>
- Heyes, C. (2020). Culture. *Current Biology*, 30, R1246-R1250.
- Hinkel, E. (2012). Language learning and language culture in a changing world. *Applied Research on English Language*, 1(2), 45-56. <https://doi.org/10.22108/ARE.2012.15454>
- Hua, L. (2006). On the introduction of cultural elements of target language into college English teaching. *Theory and Practice in Language Studies*, 2(6), 1258-1262. <https://doi.org/10.4304/tpls.2.6.1258-1262>
- Krašovec, J. (2017). Metaphor, symbol and personification in presentations of life and values. *Bogoslovnivestnik*, 76(3/4), 571–584.
- Kramsch, C.J. (1989). *New Directions in the Teaching of Language and Culture*. NFLC Occasional Papers.
- Leshkevich, T. G., & Motozhanets, A. (2017). The semantic potential of language and the meaning of intercultural communication. In *Proceedings of the 4th International Conference on Education, Language, Art and Intercultural Communication (ICELAIC 2017)* (Vol. 142, pp. 711-714). Atlantis Press. <https://doi.org/10.2991/icelaic-17.2017.164>
- Liddicoat, A.J. (2008). Pedagogical Practice for Integrating the Intercultural in Language Teaching and Learning. *Japanese Studies*, 28, 277-290.
- Luke, A., & Gopinathan, S. (2006). Editors' Introduction. *Asia Pacific Journal of Education*, 26, 97-97.
- Nasr, M., Sabzevari, A., & Zamanian, M. (2016). Cultural Schemas and Conceptualizations: Evidence from Persian. *Modern Journal of Language Teaching Methods*, 6, 703.
- Nguyen, H.T. (2022). Empowering Intercultural Communication Competence for Foreign Language Majoring Students through Collaboration-Oriented Reflection Activities.

- European Journal of Contemporary Education*, 11(1), 110-122.
<https://doi.org/10.13187/ejced.2022.1.110>
- Peterson, E., & Coltrane, B. (2003). Culture in Second Language Teaching. In *Culture in Second Language Teaching* (Vol. EDO-FL-03-09). (ERIC Clearing House on Languages and Linguistics). Center for Applied Linguistics.
- Qin, S. (2015). *Applying an Intercultural Approach to Chinese College Language Teaching*. Doctoral thesis, Durham University.
- Ramírez, M. A., & Jiménez, J. D. (2019). *Experiential learning workshops on a group of student-teachers' intercultural awareness, as the first component of ICC* (Undergraduate Master's thesis). Universidad Pedagógica y Tecnológica de Colombia, Repositorio UPTC. <http://repositorio.uptc.edu.co/handle/001/2975>
- Rabiah, S. (2018). Language as a tool for communication and cultural reality disclosure. In *Proceedings of the 1st International Conference on Media, Communication and Culture: Rethinking Multiculturalism: Media in Multicultural Society* (pp. 1-11). Universitas Muhammadiyah Yogyakarta and Universiti Sains Malaysia. <https://doi.org/10.31227/osf.io/nw94m>
- Samajdar, D. N. (2020). Language in Multicultural Society. *SMART MOVES JOURNAL IJELLH*, 8(7), 69-77. <https://doi.org/10.24113/ijellh.v8i7.10658>
- Sapoetra, J. (2019). Cross-Cultural Studies and Pragmatic Awareness. *Proceedings of the 1st Workshop Multimedia Education, Learning, Assessment and its Implementation in Game and Gamification, Medan Indonesia, 26th January 2019, WOMELA-GG*.
- Tsou, W. (2005). The Effects of Cultural Instruction on Foreign Language Learning. *Regional Language Centre Journal*, 36, 39-57.
- Turkan, S., & Celik, S. (2007). Integrating culture into EFL texts and classrooms: Suggested lesson plans. *Novitas Royal Research on Youth and Language*, 1(1), 18-23.
- Tuna, Y.K., & Razi, S. (2016). Integrating Culture into ELT Classes: What, Why, and How? *Procedia - Social and Behavioral Sciences*, 232, 41-48.
- Vu Ngoc, T. (2019). *Kolb's experiential learning for EFL students to enhance intercultural communicative competence*. Concordia University, Chicago.
- Walke, R.S. (2014). The Relation between Language, Culture and Identity. *The Global Journal of Multidisciplinary Studies*, 3(11).
- Wei, I. P. (2023). Unlocking ESL and EFL Learners' Intercultural Communicative Competence: The Use of Questioning Skills and Feedback Strategies. *Journal of English Language and Literature*, 10(2), 89-95. Doi: <https://doi.org/10.54513/JOELL.2023.10210>
- Wildner-Bassett, M.E. (1994). The Language Discovery Environment in the German Classroom of the 21st Century. *Die Unterrichtspraxis/Teaching German*, 27, 36-44.
- Yamshinska, N., Kutsenok, N., Stavitska, I., & Korbut, O. (2023). The importance of promoting cultural awareness and understanding of cultural diversity in language classes. *Наукові інновації та передові технології [Scientific innovations and advanced technologies]*, Журнал «Наукові інновації та передові технології», 10(24), 486-500. [https://doi.org/10.52058/2786-5274-2023-10\(24\)-486-500](https://doi.org/10.52058/2786-5274-2023-10(24)-486-500)

Cite as

Makhlouf, A. et al.(2025). Cultivating Cultural Competence: Exploring Kramersch's Framework in Language Education. *Atras Journal*, 6 (1), 301-318