

Concept Paper

Proposed Framework for enhancing Intercultural Communicative Competence in Bangladeshi ELT textbooks

Massrura Mostafa ^{1*}, Rubaiyat Jahan ²

¹ Department of Humanities, Khulna University of Engineering and Technology, Bangladesh

² Institute of Education and Research, University of Rajshahi, Bangladesh

* Correspondence: massrura12@yahoo.com

<https://doi.org/eiki/10.59652/jetm.v2i2.168>

Abstract: In an attempt to address the commercial, instrumental, and generalizing aspects of the *English for Today (EFT)* textbook series, the official ELT textbooks locally produced for Class 1-12, this paper proposes an intercultural communicative framework for their construction and improvement. This framework builds on the elements of previous recommended frameworks from different nations, incorporating essential elements that are crucial in the Bangladeshi context. This study seeks to make clear which components of ELT textbooks should be added in order to enhance Bangladeshi students' intercultural and communicative competencies based on the shortcoming of the present *English for Today* textbooks. The framework suggests the textbook should be divided into sections such as, pre-text, text, images, post-text activities. Here the pre-text should be based on knowledge, abridged extracts or authentic texts need to be included from multicultural contexts aligned with comprehensive images and finally post-text activities are intended to develop skills, attitudes and cultural awareness. The authors clearly outlined the roles of the teachers, students and potential threat in every step of pre-text, text, images, post-text exercises. To our knowledge, such type of framework has not yet prepared or published for ELT textbooks in Bangladesh.

Keywords: intercultural competence; local ELT textbook; framework; communicative competence; Bangladeshi context

1. Introduction

Examining and evaluating English Language teaching (ELT) textbooks content in Asian countries has been of increasing interest for the last two decades. This is largely attributed to discrepancies in western cultural representation, unbalanced depiction of local, target and international culture and so on. In many cases, foreign culture education does not mean to recognize World Englishes, Global Englishes, or English as an International Language (EIL) (Nguyen et al. 2021; Isnaini et al. 2019; Song, 2013a; Chao, 2011).

In Bangladesh, the official ELT textbook series for class 1-12 is *English for Today (EFT)* which is mandatorily taught in classrooms to enhance English language skills for Bangladeshi learners. These textbooks usually depict famous personalities, cultural traditions, values, etiquettes as well as stereotypes, gender discrimination and superiority of one culture over other (Kabir, 2014; Huda, 2013; Jahan, 2012; Siddiqie, 2011). Textbook tasks, texts, and visuals are generally employed to highlight this dominance. Furthermore, they promote a uniform cultural image that marginalizes a great deal of variety. In addition to promoting English and hidden cultures, or portraying non-English cultures negatively from a reductionist standpoint, the textbooks have given precedence to visible culture (person, product) over invisible culture (practice, perspective). These have impeded the learners' intercultural competency and cultural knowledge. Moreover, teachers who instruct teenage English learners frequently struggle to integrate culture into their lessons due to the absence of a teaching framework that supports both their students' intercultural growth, language learning and their communicative competence.

The switch from native speakerism to English as an international language and the rise of world Englishes have led to a massive increase in research on Intercultural Communicative competence (ICC) inclusion in ELT textbook discourse in recent years. English is being more

Received: March 19, 2024

Accepted: April 19, 2024

Published: April 23, 2024



Copyright: © 2022 by the authors.

Submitted for open access publication

under the terms and conditions of the

Creative Commons Attribution (CC BY)

license

(<https://creativecommons.org/licenses/by/4.0/>).

frequently utilized as a communication tool amongst individuals from various cultural backgrounds. This demonstrates how much has changed in terms of the importance of learning English and its significance in the lives of language users. Because of this, scholars now have a critical viewpoint on English as a global language. The Anxiety/Uncertainty Reduction Model (Gudykunst, 1993, 1995, 2002; Stephan et al., 1999); the Identity Negotiation Model (Ting-Toomey, 1993); Byram 1997; Dearsordff, 2008; Spitzberg, 1997) are a few well-known models of ICC that are shown in applied linguistics literature. These models seldom address non-Western situations, as they are developed and tested in the West. A few Asian nations have also devised ICC models specific to their needs. However, in those research, ICC has been examined and integrated from a variety of angles based on their specific requirements. According to intercultural research, it is ideal to study ICC from the perspectives of perceivers while taking into account social phenomena, different cultural backgrounds, and other factors (Arasaratnam et al., 2010). Cultural studies and foreign/local cultures can raise a number of important questions that might not be appropriate or applicable in other situations. ICC models must therefore be context-specific.

The communication, reasoning, and argumentation styles of Eastern and Western civilizations diverge significantly. Asian cultures highlight community ideals. They are more subtly and less confrontational, and strive to emphasize a holistic way of thought than American culture, which places a strong focus on individualism. Asian culture places a high value on relationships and harmony (Chang, 2007). Therefore, cultural and communication differences must be respected in intercultural models or frameworks.

Bangladesh is a monolingual nation with a history of English colonization. According to Rahman et al. (2019), English proficiency has always been necessary for Bangladeshi nationals to travel, work, and study abroad, including but not limited to the United States, the United Kingdom, and Australia. The ultimate goal of learning English here is to become a proficient language user who can engage and communicate with individuals from diverse cultural backgrounds in a suitable and successful manner, rather than to become a native-like speaker. Content analysis of Bangladeshi ELT textbooks, however, reveals that target language culture is heavily emphasized, which goes against ICC (Khan & Rahaman, 2019; Jahan, 2012; Kabir, 2014; Siddique, 2011). Therefore, an ideal ELT textbook includes gender equality, racial variety, and ethnic groupings in order to foster international learning. This can be achieved by creating standards for the critical creation of textbooks that consider the growing diversity of the cultures and experiences of the students. Over time, this will lessen misunderstandings, cultural shock, and conflicts between cultures. Thus, this paper aims to suggest an ICC framework for the government-approved ELT textbook English for Today's used for higher secondary level in Bangladesh

2. Literature Review

In recent decades, attempts have been undertaken to outline the essential components of effective English Language Teaching (ELT) textbooks (Kodriyah et al., 2018; Ahmet, 2019). Prominent scholars in the ELT domain have proposed guidelines for determining the selection, utilization, and evaluation of textbooks (Vitta, 2021; Tomlinson and Masuhara, 2017; Harwood, 2014).

The discussion above demonstrates that there is still plenty to learn about ICC in Bangladesh. Researchers from Bangladesh feel that ICC is important, but neither worldwide ICC models nor conceptual frameworks specifically designed for the contents of Bangladeshi ELT textbooks are used in the compilation of ELT textbooks.

Scholars like Byram (1997), Kramsch (2006), Risager (2007) and Fantini (2009), Canagarajah (2012) proposed a theoretical foundation for ICC in language education, emphasizing its multifaceted nature encompassing attitudes, knowledge, skills, and critical cultural awareness. In 2008, Byram added the concept of "intercultural citizenship," emphasizing the significance of the political aspect of education in his model. However, Byram's ICC model centers for three key reasons. Initially, it stands out for being a comprehensive model of intercultural competence, encompassing both language and culture. This feature not only provides teaching goals but also assessment guidelines that can be empirically tested and adjusted. Additionally, Byram's model has been adopted extensively in both traditional classrooms and technology-based settings. Finally, this model positions itself within the expansive interdisciplinary realm of intercultural competence research, inviting insights from fields like psychology and international business management (Liu, 2019).

In response to the pedagogically prevalent native speaker model and in light of

communicative competence's shortcomings, the idea of ICC was put out. Under Byram's (2008) ICC model, a person who possesses some or all of the five competences – knowledge, attitude (relativizing oneself and appreciating others), skill (interpreting and relating), skills of discovery and/or interaction, political education, and critical cultural awareness – is characterized as an “intercultural speaker”.

Byram (1997) proposed a comprehensive model for ICC, comprising linguistic, sociolinguistic, and discourse competencies, emphasizing attitudes, knowledge, interpretive and interactional skills, and critical cultural awareness. However, setting clear levels of ICC attainment remained challenging. The model of Council of Europe, 2001 also addressed knowledge, attitude and skills, alluding to a sociolinguistic component. The model survived for a long time as it clearly mentioned the attainable components and goals. However, according to Lussier (2011), in contemporary plurilingual and pluricultural societies, even Council of Europe, (2001) appeared superficial. As it tackled overt cultural features, stereotypes, artifacts, and folklore components and does not promote tolerance for other people or civilizations. It is important to examine texts in light of the cultural signals they contain. Thus, Lussier (2011) model of ICC incorporated the study of language, thought and culture as a harmonious whole in the structure of knowledge, attitude and skill. Lussier (2011) also added critical appropriation and transcultural competence as the higher levels necessary to become an intercultural speaker, following cultural awareness. Byram and Wagner (2018) suggests that incorporating knowledge, skill and attitude and connecting language instruction with other fields is crucial to establish an approach that incorporates lessons from citizenship education. This connection holds significance for teachers' professional identities and encourages collaboration across various subjects in the curriculum. Arasaratnam (2006) found beneficial correlation between interpersonal participation and motivation along with the three basic elements of Byram. Similarly, Huang (2014) Cultural Experience Model specific to China, advocated for a contextualized approach incorporating Byram's (1997) knowledge, skill and attitude, Arasaratnam's (2006) motivation and Tran and Duong's (2018) output, into his model. Tran and Duong (2018) proposed an Intercultural Language Teaching (ICLT) model within the Vietnamese context, focusing on knowledge, skill and attitude through input, notice, practice, and output steps. Lee et al. (2023) designed an ICC course based on framework proposed by Wiggins and McTighe (2005) for Thai context which is well-suited for language teaching focused on practical application and proficiency, as it emphasizes what students can do with the language rather than just their knowledge of its rules and structures. The process consists of three main steps: defining the desired outcomes, establishing criteria for success, and designing learning activities and teaching strategies. Huang (2014), Tran and Duong (2018) and Lee et al. (2023) advocated for outcome-based ICC model. Therefore, Intercultural Communicative Competence (ICC) is a complex concept with multiple dimensions, a theoretical framework, and can be impacted by various factors as noted by Nadeem et al. (2018). Finally, Nadeem & Zabrodska (2023) proposed a Comprehensive Model of IC (CMIC) linking the major concepts IC - Intercultural effectiveness (ICE), Intercultural communicative competence (ICC), Intercultural adjustment (ICA), and Intercultural adaptation (ICN) to adapt a new culture applied to international students in Shanghai, China.

The above discussion proves that ICC models can be complicated as well as simple, culture-generic, for EFL students as well for international students' studying in foreign universities.

Several academics have advocated the utilization of authentic text to instruct language use in realistic situations and to acquaint learners with meaningful language in practical use (Al-Mousawi, 2020; Tomlinson & Masuhara, 2018; Ahmed, 2017; McKay, 2013; Jordan, 2012). On the other hand, tasks can also imitate real life language exchange, for example writing a YouTube comment (Al-Mousawi, 2020; Tomlinson & Masuhara, 2018).

The text has to contain a range of actual English resources from YouTube, periodicals, and travel flyers on various and intriguing topics, like food and culture of many countries, with an emphasis on the comparisons and variances of those cultures to address awareness. The tasks should encourage students to write and discuss their opinions about the cultural subjects covered in the text using the essential terminology and sentence patterns from each lesson (Lee et al., 2023).

An essential query when assessing textbooks in relation to their potential to foster competence is: What constitutes an appropriate content? Researchers considers an appropriate content to be a content with meaningfulness and interaction. Meaningfulness refers to relevant topic, scope of negotiation, encouragement, whereas, interaction means to

convey messages and voice own opinion (Tórréz, 2021; Richards & Rodgers, 2014). According to Spitzberg (2000) a communication must have two primary concepts: appropriate and effective. Appropriateness means adhering to the social norms and etiquettes, whereas, effectiveness means to achieve the desired goals. Neither can a communication be appropriate but ineffective nor can it be inappropriate but effective.

Despite the potential benefits, challenges in implementing ICC-focused frameworks in ELT textbooks exist. Researchers like Smith & Smith (2020) identify obstacles such as teacher training, resource availability, and the need for culturally sensitive content creation. Researchers from Bangladesh like Hasan and Akhand (2009), Ara and Zarin (2018), and Siddiqie (2011) addressed issues in the Bangladeshi ELT environment related to ICC, suggesting a need for balanced curriculum blending communicative language teaching (CLT) with other methodologies, attention to cross-cultural obstacles, and analysis of multicultural content in textbooks.

The reviewed literature underscores the significance of ICC in ELT, offering various frameworks tailored to specific cultural contexts. Challenges remain in adapting these models to diverse educational settings, indicating the need for further research and tailored approaches in ELT textbooks in various global contexts, including Bangladesh

3. The Need for a New ICC Model for a Bangladeshi Context

One might question the necessity of introducing a new model when there are already several existing ones. In addressing this inquiry, rather than criticizing the current models, this research aims to emphasize the specific needs of Bangladeshi learners. The current globalized environment and increasing interactions with various foreign individuals underscore the importance of improving intercultural competence in several aspects of life, including business, education, and social interactions in Bangladeshi context. A dedicated ICC model for Bangladesh would consider the nuances of cultural communication, traditions, and values that are distinctive to the country.

The prevailing models often present an overwhelming amount of knowledge or skills simultaneously, making it challenging for our learners, especially considering that the *EfT* textbook serves as the primary English teaching/learning resource in even the most remote areas, endorsed by the state. Consequently, the *EfT* textbooks require intercultural knowledge and skills tailored to the learners' specific level of comprehensiveness. Furthermore, the framework should address culture-sensitive issues, incorporate gen-der-equitable materials, avoid ethnocentrism, and ensure cultural relativism. Therefore, the proposed model must be grounded in the Bangladeshi context and cater to the unique necessities and challenges faced by the learners.

A few models have been studied in the West (Arasaratnam et al. 2010; Nadeem et al. 2017), but finding a model that is applicable across different culture and has been studied in a non-Western setting is extremely challenging, particularly in Bangladesh.

4. Understanding Intercultural Communicative Competence

In today's globalized world, communication, even when appropriately contextualized and verbally varied may breakdown if it lacks cultural knowledge of both the interlocutors. Thus, according to Tran & Seepho (2016), the intercultural communication literature frequently uses the word 'ICC,' which is a mix of the terms 'IC' and 'communicative competence' (CC). The overview of ICC provided above makes it evident that experts are still at odds about how to define ICC comprehensively and what elements it ought to include.

Fantini (2020, 53) described ICC "as the complex abilities that one requires in order to interact effectively and appropriately when dealing with members of another language-culture". Byram (1997) defines intercultural competency (IC) as the capacity to communicate successfully and appropriately in a foreign language with individuals from diverse cultural backgrounds. It encompasses a variety of elements, such as discourse competence, linguistic competence, sociolinguistic competence, and intercultural competence. Wiseman (2002, p. 211) states it as "The set of feelings, intentions, needs, and drives associated with the anticipation of or actual engagement in intercultural communication". ICC was described as the skill to interact appropriately in diverse cultural settings and effectively communicate in cross-cultural scenarios by Lázár et al. (2007). Spitzberg (2000) considered intercultural communication competence as the perception that behavior is suitable and successful in a specific cultural setting. Teachers of languages and teacher educators use this as a guidance.

Byran (1997) placed special emphasis on mediation, discovery, interpretation and relationship, and observation, whereas; Lázár et al. (2007) prioritized increase respect, empathy and tolerance for ambiguity.

Accordingly, Lussier (1997) defined intercultural communication competence as being grounded not only in the linguistic, sociolinguistic, and discourse components that characterize communicative competence, but also in specific knowledge, abilities, and attitudes. It is crucial to arrive with a construct of the prevailing concepts and incorporate them into a shared conceptual framework of reference in order to achieve such competencies.

5. A Framework for Intercultural Communicative Competence

In response to the needs to improve Bangladeshi learners' ICC, a framework for intercultural communicative competence to develop ELT materials is proposed. This framework is specifically tailored for the HSC level, but comparable frameworks can be created for lower grade levels with simpler topics. Richards and Rodgers (2014) outlined three principles such as, communication, task and meaningfulness principle applicable to learning materials in CLT. Nation's (2007) application is more direct in relation to the development of learning materials. It involved emphasizing understanding in both input and output, focusing on language learning, and enhancing fluency development. All these issues were kept intact while preparing the framework.

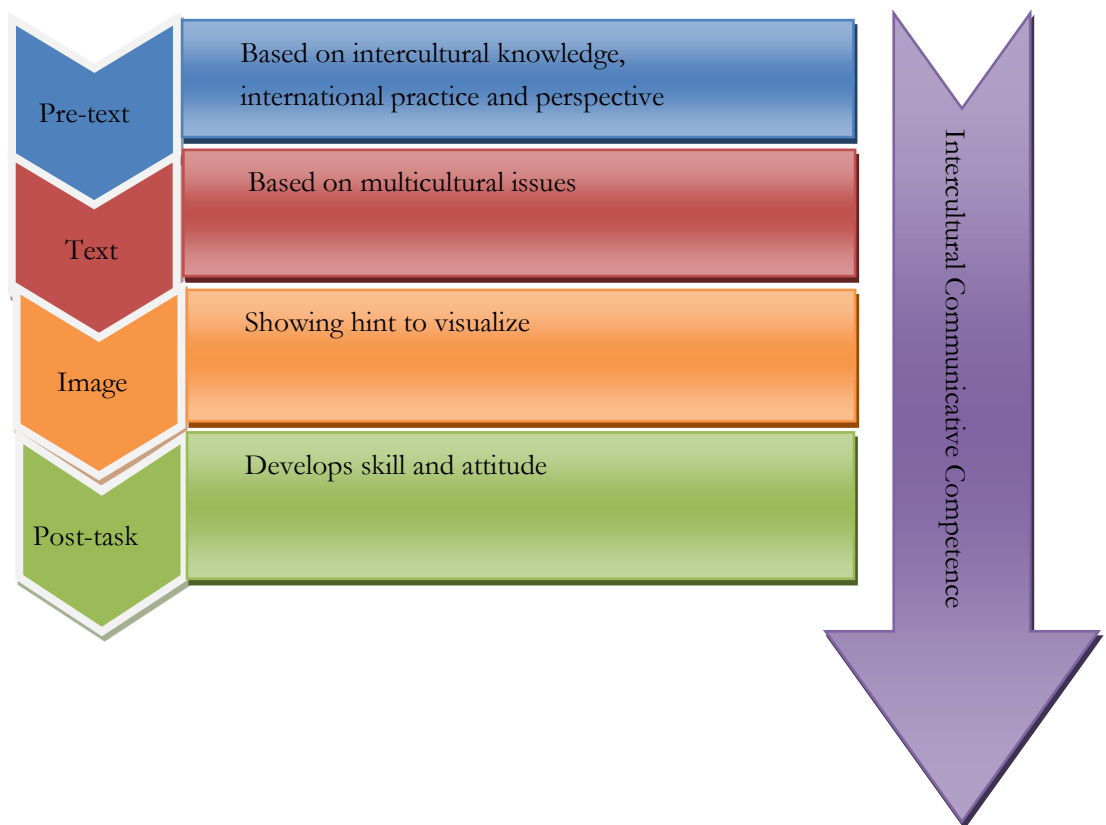


Figure 1. Suggested ICC Framework for English textbook of HSC levels.

The purpose of this proposed framework is to illustrate the various ways in which text, picture, and task can be used in ELT textbooks to address the applications of ICC for language learners. Using this paradigm, text, task, and picture are all aligned to promote critical thinking and guarantee cultural learning. The sampled textbook already had the *Pre-task* → *Text* → *Image* → *Post task* structure. There are four steps in this specific structure, as the diagram illustrates. The pre-text, text, and image has to function as input and the post-text as output. When using this framework to prepare an *EfT* textbooks, the following requirements need to be taken into account.

5.1 Pre-text

The pre-task is purpose to extract students' past knowledge on the subject, it must be based on the title of the unit or lesson. Knowledge is the first element of Lussier's (2011) ICC

framework, and it can be addressed by the pre-text activities. The students must jog their memories of the title's details and come up with ideas for connections to their own community, environment, or culture. An essential finding from these English for Today textbooks analyses suggest that it is better to have oral discussion based on knowledge in the pre-text.

A teacher's role in the pre-task is to engage students in discussion questions provided in the pre-task as per instructions in the book. They have to know what the foreign elements are and how the foreign cultural elements are similar or different from Bangladeshi cultures which again need to be extensively explained in the teacher manual. The teacher may sometimes need to put explicit efforts to make learners understand the cultural similarities and differences to raise cross-cultural awareness.

A learner's role is to talk in English to describe or discuss the pre-task. If any student lacks information or vocabulary, he/she can listen to other groups or take teachers' help. Finally, he/she can discuss it again in his/her group or pair. After this practice, the students will concisely memorize the new words and structures used in this pre-text. They will help them to be proficient gradually in open discussion.

An activity in the pre-text can be of at least two questions based on the title to elicit information preferably about small c (behavioral cultural norms). Whatever the title may be such as friendship, famous personality, habit formation, etiquette and so they should be specific to nations so that the learners can understand the nation specific culture in order to raise cultural awareness.

A potential threat would be that teachers/students may misinterpret some question in the pre-task due to lack of cultural information. To avoid any such circumstances, the teacher manual has to provide necessary details.

5.2 Text

A text instead of an extract from famous novels has to be an abridged form in modern English based on multicultural issues. It can also be a complete passage on product or person or practice or perspective, the components of Yuen's (2011) model. The *EfT* textbook analysis indicates that practice-based text enhances cultural learning. Whereas, literature is also an important part of *EfT* textbook. Literature must be seen as an instrument for enhancing a philosophy in expansion to instructing understudies to appreciate stories and works of craftsmanship (Goo, 2018). Multicultural literature can prepare a dualistic strategy in conceiving personalities and invigorating the social foundation since it gives an ethnic, urban, or broadened multicultural viewpoint (Mandarani & Munir, 2021). However, literature has to be culture specific otherwise, it will be a token endeavor at differences. This proposes that multicultural literature can develop cultural awareness.

Texts can frequently teach, racism, ideologies, discrimination, biasness, stereotypes and learners may accept them to be reality instead of considering it one's opinion. For instance, *Heart of Darkness* that takes place in Africa serves to confirm students' perceptions of the continent as dangerous and strange. Likewise, narratives that highlight acts of violence committed by African-American protagonists could perpetuate stereotypes about violence in this group.

A teacher's role in this section can sometimes be very challenging. This framework demands ELT teachers to explain text, vocabulary, image, the implied meaning and structures in English to habituate students in English communication.

A learner's role here is to comprehend the text along with the inner meaning and also try to focus on the cultural differences or similarities. An essential principle for ICC development is to be self-motivated learners. However, if the literature provided is interesting, learners may grow a reading habit.

If the text is an allegory, a potential threat can be that teacher or learner may miss the hidden meaning. Thus, the teacher manual will provide the necessary details.

5.3 Images

Authentic images are indispensable to improve ICC. Images have to be correlated with the text. It can also highlight any specific information given in the text to help learners visualize the text. The main focus of an image is to show the projection of a person accurately and not only to give an overview of cultural grounding. For example, African-American characters should be drawn with originality of character, without overstating or underplaying their physical attributes. The images need to improve our comprehension of the setting and the characters in a text.

A teacher's role is to explain the correlation between the images and the text/tasks in order to make students visualize the concept, its importance, implication, demerits, merits as per required.

Here a learner's role refers to comprehend the text along with the images, concisely notice necessary words and structures in order that they can utilize the information to develop writing tasks.

A potential threat would be assumed in allegorical texts. Teachers or learners may fail to relate the image with the text. Thus, teacher manual needs to incorporate necessary details on images.

5.4 Post text

Post texts are very important activities to nourish ICC further. They can include some linguistic tasks but it should have some questions and writing tasks that clearly convey the culture the text is trying to teach. There has to be some post tasks based on skill (the capacity to understand and adjust to various cultural contexts and perspectives) and attitude (tolerance of differences and curiosity). They are usually based on the text and they should be connected with images also.

A teacher's role here works to ensure a level of critical thinking through skill and attitude, based questions. For this purpose, teachers must use the list of action verbs and their usage (from Bloom et al. taxonomy, 1956). This list of verbs should also be available in teachers' manual.

A learner's role is to respond to critical thinking related questions and try to improve their level of cognitive stages. In some cases, it can be just a step forward from their comprehensive level (Krashen, 1982).

Activities in post tasks may contain grammatical or linguistic tasks along with a few questions concerning skill and attitude or skill/attitude. The tasks should usually start with grammatical exercise and grow to finding appropriate vocabulary, next sentence development to writing paragraph, email or essay. These questions should strictly address cultural learning as well as critical thinking.

A potential threat may arise due to teacher's limited class duration and the prescribed question format in Higher Secondary exam. The teacher may accept any correct information provided by the learners which may fail to address higher order thinking skill. Thus, question based on skill or attitude must refer to specific level of critical thinking which should be clearly specified or classified in the teacher manual with necessary details.

6. Conclusions

However, Bangladeshi ELT teachers are unfamiliar with the multicultural content that is taught using the English language textbook English for Today. Therefore, it was essential to provide an ICC framework for creating or enhancing ELT textbooks in the Bangladeshi setting. This study used an ethnorelative cultural perspective and developed an emic technique to create a new integrated model for the ICC framework. The methodology is often recommended for creating or developing ELT resources while maintaining consistency with the curriculum, syllabus, and other elements. Since it appears to be the first model offered for the Bangladeshi context, it must be put to the test in real-world settings to ensure its applicability. To acquire encouraging results, more research will be required. The study's constructivist viewpoint anchors its originality which holds that language acquisition depends on semiotics, cultural understanding, and the actual application of ICC components.

Teachers and *EJT* textbook authors can both benefit from the examination of the textbook data. To help students understand the true position of the English language in today's multilingual and multicultural environments, ELT materials must give language learners access to EFL contexts where a variety of English speakers utilize the language. Therefore, the study's proposed approach requires textbook authors to include multicultural texts that explain the problems, way of life, and skills necessary to live in a multicultural community.

The findings of this study have important implications for material developers. American short stories on multicultural topics must be included instead of old English literature (Rezaei & Naghibian, 2018; Fernandez & Fuentes (2023); Lui, 2019), but not as an extract because they are not comprehensive. The short stories must be written in simplified, modern English. When it comes to task design, it is preferable for the pre-tasks to be discussions, pair work, or talks that encourage speaking. Post tasks may contain vocabulary and grammar items. If

the post-task involves writing a letter, application, conversation, paragraph, or essay, it should be the last one since, after completing all the other task types, the student might be able to compose a piece of writing on his own. A portion of the post-tasks need to deal with abilities and dispositions that indicate critical thinking and cultural learning. Textbooks ought to be organized so that these assignments take place in relevant settings. In order to help students develop communication skills outside of the classroom, they should also expose them to real-world scenarios. Second, by using the results of this study, textbook authors can update their materials to better organize task types according to knowledge, skills, and attitudes that support students' intercultural and communicative competence.

English teachers need to be trained in order to teach the *EfT* textbook while keeping ICC in mind. Training is costly and time-consuming, though. Thus, teacher training can engage IER departments as well as English department teachers who are conducting research on curriculum creation.

However, time constraints and other problems make it impractical to apply the suggested data to the extent that it would be successful. The suitability of the proposed paradigm was not examined by applying it to any particular circumstance. The lack of data retrieved from practical teachers is another study problem. It would have been possible to gain a deeper grasp of the research issue in this study by interviewing teachers from various HSC level institutions about their opinions. Nonetheless, meticulous data analysis was carried out to ensure that the findings could be used to draw reliable and generalized conclusions.

It is possible to conduct additional research on the suitability of this proposed framework. As was previously said, a few adjustments are necessary for the effective use and comprehension of ICC. Therefore, it is possible to do study on the effects of changing the textbook's activities. In order to comprehend instructional tactics that center on ICC, it is possible to conduct further fascinating research that examines the viewpoint of practicing teachers. Regarding the applicability of the proposed framework, it can highlight the beliefs and comprehension of ICC-based activities held by practical teachers in addition to their real classroom practices.

Funding: This research received no external funding.

Conflicts of Interest: The authors declare no conflict of interest.

References

- Ahmed, S. (2017). Authentic ELT materials in the language classroom: An overview. *Journal of applied linguistics and language research*, 4(2), 181-202.
- Ahmet, A. C. A. R. (2019). Selecting and Evaluating ELT Textbooks. *Turkish Studies*, 14(2), 1-14. <http://dx.doi.org/10.7827/TurkishStudies.14673>
- Al-Mousawi, S. A. (2020). English Language Materials Development: Text-Driven Framework as an Approach. *English Language Teaching*, 13(11), 40-48. <https://doi.org/10.5539/elt.v13n11p40>
- Ara, R., & Zarin, I. (2018). Mediating cross-cultural barriers in English as a foreign language classroom: A pilot study on teachers. *British Journal of Education*, 6(8), 46-57. <https://doi.org/10.37745/bje.2013>
- Arasaratnam, L. A. (2006). Further testing of a new model of intercultural communication competence. *Communication Research Reports*, 23(2), 93-99. <https://doi.org/10.1080/08824090600668923>
- Arasaratnam, L., Banerjee, S., & Dembek, K. (2010). The integrated model of intercultural communication competence (IMICC). *Australian Journal of Communication*, 37(3), 103. https://www.researchgate.net/publication/276918095_The_integrated_model_of_intercultural_communication_competence_IMICC_Model_test
- Byram, M. (1997). *Teaching and assessing intercultural communicative competence*. Clevedon: Multilingual Matters.
- Byram, M. (2008). *From foreign language education to education for intercultural citizenship: Essays and reflections*. Clevedon: Multilingual Matters.
- Byram, M., & Wagner, M. (2018). Making a difference: Language education for intercultural and international dialogue. *Foreign Language Annals*, 51(1), 140-151. <https://doi.org/10.1111/flan.12319>
- Canagarajah, S. (2012). Postmodernism and intercultural discourse: World Englishes. In *The handbook of intercultural discourse and communication* (pp. 110-132). John Wiley and Sons. <https://doi.org/10.1002/9781118247273.ch7>
- Chang, S. H. (2007). *Creativity: Theory, Skills, and Education*. Taipei: Wu-Nan Book Inc.
- Chao, T. (2011). The hidden curriculum of cultural content in internationally published ELT textbooks: A closer look at New American Inside Out. *The Journal of Asia TEFL*, 8(2), 189-210.
- Council of Europe. (2001). *Common European framework of reference for language teaching and learning*. Strasbourg: Council of Europe.
- Deardorff, D. K. (2008). Intercultural competence: A definition, model, and implications for education abroad. In V. Savicki (ed.) *Developing intercultural competence and transformation: Theory, research, and application in international education* (pp. 32-53). Sterling Virginia USA, Stylus Publishing, LLC.
- Fantini, A. E. (2009). Assessing intercultural competence. In *The SAGE handbook of intercultural competence* (pp. 456-476). SAGE Publications, Inc



- Fantini, A. E. (2020). Reconceptualizing intercultural communicative competence: A multinational perspective. *Research in Comparative and International Education*, 15(1), 52-61. <https://doi.org/10.1177/1745499920901948>
- Goo, Y. (2018). Multicultural Literature Education: A Story of Failure? *Society*, 55(4), 323–328. <https://doi.org/10.1007/s12115-018-0262-x>
- Gudykunst, W. B. (1993). Toward a theory of effective interpersonal and intergroup communication: An anxiety/uncertainty management (AUM) perspective. In R. L. Wiseman & J. Koester (Eds.) *Intercultural communication competence* (pp. 33–71). Sage Publications, Inc.
- Gudykunst, W. B. (2002). *Handbook of international and intercultural communication*. Sage Publications, Inc.
- Gudykunst, W. D. (1995). Anxiety/uncertainty management (AUM) theory: Current status. In R. L. Wiseman (Ed.) *Intercultural communication theory* (pp. 8–58). Sage Publications, Inc.
- Harwood, N. (2014). *English Language Teaching Textbooks: Content, Consumption, Production*. Basingstoke: Palgrave Macmillan.
- Hasan, K., & Akhand, M. M. (2009). Challenges & suitability of TESL at the college level in Bangladeshi context. *Journal of NELTA*, 14(1-2), 45-54.
- Huang, Y. (2014). Constructing Intercultural Communicative Competence Framework for English Learners. *Cross-Cultural Communication*, 10(1), 97-101. <http://dx.doi.org/10.3968/j.ccc.1923670020141001.3970>
- Huda, M. E. (2013). Cultural model of classroom instruction for ELT in Bangladesh. *International Journal of English Linguistics*, 3(1), 67-74. <https://doi.org/10.5539/ijel.v3n1p67>
- Isnaini, F., Setyono, B., & Ariyanto, S. (2019). A visual semiotic analysis of multicultural values in an Indonesian English textbook. *Indonesian Journal of Applied Linguistics*, 8, 545-553. <https://doi.org/10.17509/ijal.v8i3.15253>
- Jahan, M. A. (2012). Residual cultural imperialism in primary textbooks in Bangladesh: A critique of the English for today textbooks. *East West Journal of Humanities*, 3, 73-94. <http://dspace.ewubd.edu/handle/2525/2843>
- Jordan, R. R. (2012). *English for Academic Purposes: A guide and resource book for teachers*. Cambridge: Cambridge University Press.
- Kabir, H. M. (2014). Evaluation of an Anglo-centric ELT textbook in Bangladeshi context: A case study. *IJUC STUDIES*, 8, 11-26. <https://doi.org/10.3329/iiucs.v8i0.20399>
- Khan, H. R., & Rahaman, A. (2019). Critical Agency and Glocal Subjectivity in ELT Material Development: An Analysis of English Language Textbook of Bangladesh. 3L: Southeast *Asian Journal of English Language Studies*, 25(2). <https://doi.org/10.17576/3L-2019-2502-12>
- Kodriyah, L., Dayu, A. T., & Hakim, A. R. (2018). ELT textbook pros and cons in EFL environment: How teachers should make a decision. *Intensive Journal*, 1(1), 1-8.
- Kramsch, C. (2006). The multilingual subject. *International journal of applied linguistics*, 16(1), 97-110.
- Krashen, S. (1982). *Principles and practice in second language acquisition*. Alemany Press
- Lázár, I., Huber-Kriegler, M., Lussier, D., Matei, G. S., & Peck, C. (2007). *Developing and Assessing Intercultural Communicative Competence: A Guide for Language Teachers and Teacher Educators*. Graz, Austria: European Centre for Modern Languages.
- Lee, T. Y., Ho, Y. C., & Chen, C. H. (2023). Integrating intercultural communicative competence into an online EFL classroom: an empirical study of a secondary school in Thailand. *Asian-Pacific Journal of Second and Foreign Language Education*, 8(1), 1-25. <https://doi.org/10.1186/s40862-022-00174-1>
- Liu, M. (2019). The nexus of language and culture: A review of literature on intercultural communicative competence in foreign language education. *Cambridge Open-Review Educational Research e-Journal*, 6, 50-65. <https://cerj.educ.cam.ac.uk/archive/v62019/CORERJ-Journal-Volume6-03-TheNexusOfLanguageAndCulture.pdf>
- Lussier, D. (2011). Language, Thought and Culture: Links to Intercultural Communicative Competence. *Canadian and International Education*, 40(2), 34-60. <https://ir.lib.uwo.ca/cgi/viewcontent.cgi?article=1130&context=cie-eci>
- Mandarani, V., & Munir, A. (2021). Incorporating Multicultural Literature in EFL Classroom. *Indonesian Journal of English Language Teaching and Applied Linguistics*, 6(1), 1-12. <http://dx.doi.org/10.21093/ijelt.v6i1.832>
- McKay, S. (2013). Authenticity in the Language Teaching Curriculum. In C.A. Chapelle (Ed.) *The Encyclopedia of Applied Linguistics* (pp. 1-6). USA: Blackwell Publishing Ltd.
- Nadeem, M. U., & Zabrodskaia, A. (2023). A comprehensive model of intercultural communication (CMIC) for in-ternational students living in culturally diverse societies: Evidence from China. *Frontiers in Communication*, 8, 1332001. <https://doi.org/10.3389/fcomm.2023.1332001>
- Nadeem, M. U., Mohammed, R., & Dalib, S. (2017). A proposed model of intercultural communication competence (ICC) in Malaysian context. *International Journal of Educational Research Review*, 2(2), 11-20. <https://dergipark.org.tr/en/pub/ijere/article/327470>
- Nguyen, T. T. M., Marlina, R., & Cao, T. H. P. (2021). How well do ELT textbooks prepare students to use English in global contexts? An evaluation of the Vietnamese English textbooks from an English as an international language (EIL) perspective. *Asian Englishes*, 23(2), 184-200. <https://doi.org/10.1080/13488678.2020.1717794>
- Rahman, M.M., Islam, M.S., Karim, A., Chowdhury, T. A., Rahman, M. M., Seraj, P. M. I., & Singh, M. K. M. (2019). English language teaching in Bangladesh today: Issues, outcomes and implications. *Language Testing in Asia*, 9(9), 1-14. <https://doi.org/10.1186/s40468-019-0085-8>
- Rezaei, S., & Naghibian, M. (2018). Developing intercultural communicative competence through short stories: A qualitative inquiry. *Iranian Journal of Language Teaching Research*, 6(2), 77-96. <https://files.eric.ed.gov/fulltext/EJ1183791.pdf>
- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd Ed.). Cambridge University Press.
- Risager, K. (2007). *Language and culture pedagogy: From a national to a transnational paradigm*. Clevedon, England: Multilingual Matters.
- Siddiqie, S. A. (2011). Intercultural exposure through English language teaching: An analysis of an English language textbook in Bangladesh. *Journal of Pan-pacific Association of Applied Linguistics*, 15(2), 109-127. <https://files.eric.ed.gov/fulltext/EJ979918.pdf>
- Smith, R. W., & Smith, K. A. (2020). Opportunities and Obstacles to Making Innovation a Priority in Education. *Critical Questions in Education*, 11(2), 167-178. <https://files.eric.ed.gov/fulltext/EJ1268200.pdf>
- Song, H. (2013). How international is EIL?: A critical discourse analysis of cultural representations in a Korean EFL education television program. *Critical Intersections in Education*, 1(2), 97-110. <https://jps.library.utoronto.ca/index.php/cie/article/view/17120/16587>

- Spitzberg, B. H. (2000). A model of intercultural communication competence. *Intercultural communication: A reader*, 9, 375-387. https://www.researchgate.net/publication/284260601_A_model_of_intercultural_communication_competence
- Stephan, W. G., Stephan, C. W., & Gudykunst, W. B. (1999). Anxiety in intergroup relations: A comparison of anxiety/uncertainty management theory and integrated threat theory. *International Journal of Intercultural Relations*, 23(4), 613–628. [https://doi.org/10.1016/S0147-1767\(99\)00012-7](https://doi.org/10.1016/S0147-1767(99)00012-7)
- Ting-Toomey, S. (1993). Communicative resourcefulness: An identity negotiation perspective. In R. L. Wiseman & J. Koester (Eds.) *Intercultural communication competence* (pp. 72–111). Sage Publications, Inc.
- Tomlinson, B., & Masuhara, H. (2018). *The complete guide to the theory and practice of materials development for language learning*. Hoboken, NJ: WILEY Blackwell.
- Tórréz, N. M. (2021). A framework for characterizing communication-oriented ELT textbooks. *Nordic Journal of Language Teaching and Learning*, 9(2), 66-88. <https://doi.org/10.46364/njltl.v9i2.903>
- Tran, T. Q., & Duong, T. M. (2018). The effectiveness of the intercultural language communicative teaching model for EFL learners. *Asian-Pacific Journal of Second and Foreign Language Education*, 3(6), 1-17. <https://doi.org/10.1186/s40862-018-0048-0>
- Tran, T. Q., & Seepho, S. (2016). EFL learners' attitudes toward intercultural communicative language teaching and their intercultural communicative competence development. *Journal of English Studies*, 11, 1-40. https://www.researchgate.net/publication/312529938_EFL_Learners%27_Attitudes_toward_Intercultural_Communicative_Language_Teaching_and_their_Intercultural_Communicative_Competence_Development
- Vitta, J. P. (2021). The functions and features of ELT textbooks and textbook analysis: A concise review. *RELC Journal*, 54(3), 856-863. <https://doi.org/10.1177/00336882211035826>
- Wiggins, G., & McTighe, J. (2005). Understanding by design framework. Association for Supervision and Curriculum Development https://files.ascd.org/staticfiles/ascd/pdf/siteASCD/publications/Ubd_WhitePaper0312.pdf
- Wiseman, R. L. (2002). Intercultural Communication Competence. In W. B. Gudykunst & B. Mody (Eds) *Handbook of International and Intercultural Communication* (2nd ed., pp. 207-224). Thousand Oaks, CA: Sage Publications.
- Yuen, K. M. (2011). The representation of foreign cultures in English textbooks. *ELT Journal*, 65(4), 458–466. <https://doi.org/10.1093/elt/ccq089>