

Effective language teaching necessitates integrating context and culture. Context, the linguistic and communicative setting, significantly impacts meaning (DeVito, 2005; Kramsch, 1993). Culture, encompassing shared knowledge, beliefs, and values (Samovar et al., 1998), is equally crucial; it's dynamic, evolving through time and interaction. Language learning, therefore, involves understanding cultural meanings embedded within the language and its various contexts (Lund, 2006). Language and culture are intrinsically linked, with language acting as a vital tool for cultural description, sharing, and transmission (Moran, 2001; Duranti, 1997; Hsin, 2013). Consequently, English language teaching must incorporate target culture and contextualized language use (Neuner, 1997), fostering intercultural communicative competence. Recent decades have seen a shift towards intercultural models in language education, emphasizing competence in diverse cultural contexts (Garrido & Alvarez, 2006), moving beyond native-speaker norms. Intercultural competence involves knowledge, skills, and attitudes enabling effective and appropriate intercultural communication (Deardorff, 2006; Huber & Reynolds, 2014), encompassing respect for cultural differences, appropriate responses, effective interaction, and positive relationship building. Its components include attitudes (respect, openness, empathy), knowledge (self-awareness, cultural understanding), skills (communication, active listening, perspective-taking), and actions (engagement, cooperation). Development methods include cognitive, self-insight, behavioral, and experimental approaches (Huber & Reynolds, 2014), utilizing tools like verbal descriptions, role-plays, ethnographic tasks, presentations, and social media to foster intercultural understanding and competence.