

Benefits, Challenges, and Recommendations of Cultural Instruction in Second Language Learning

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Abstract

In the fast-growing globalized and culturally diverse society today, multiculturalism, i.e. knowledge of variegated culture, is considered to be an essential individual resource. This study examines the views of international postgraduate students on the benefits and challenges of incorporating cultural instruction into second language learning within an English-speaking higher education context in the UK. The objectives are to identify the advantages of cultural instruction, the barriers to its implementation in academic settings, and strategies to overcome these barriers. To achieve this, surveys and face-to-face discussions were conducted with a group of multiracial postgraduate language learners at Westminster University in London. The findings reveal that cultural instruction enhances learners' understanding and engagement by providing contextually relevant information. The findings also show that there is a significant lack of institutional curricula and standards for integrating cultural materials into language learning, along with limited awareness among students and educators. The study recommends that academic stakeholders—including students, educators, and institutions—collaborate to incorporate cultural education into second language programs to enhance learning outcomes.

Keywords: *Culture and language, second language, cultural instruction, language teaching, foreign language.*

Introduction

Multilingualism—the ability to communicate in more than one language—is increasingly recognized as an essential resource in our globalized world. The European Union's (EU) foreign language strategy underscores this by prioritizing the goal for Europeans to communicate in at least two languages besides their mother tongue (Boeckmann et al., 2011). This emphasis on multilingual education aims to address the needs of an increasingly diverse

population, where the primary language of instruction for many schoolchildren is not their native tongue. By promoting the acquisition of additional languages, the EU seeks to foster social cohesion and better integration within its multicultural society (Boeckmann et al., 2011).

However, the challenge of effectively teaching a linguistically and culturally diverse student body is not limited to Europe. In Canada, for instance, Webster and Valeo (2011) claim that instructors often lack the necessary skills to

educate such diverse classrooms. Similarly, Li and Zhu (2013) highlight the presence of “distinctive varieties” (p. 516) of Chinese spoken in the UK—including Cantonese, Mandarin, Chinese spoken by UK-born individuals, Taiwanese, and Hong Kong Chinese—which adds complexity to language education in multicultural settings.

As Kitao (1991) noted, language and culture are two sides of the same coin; therefore, overseas students also bring their cultural resources with them. Cummins et al. (2005) argue that “cognitive functioning” (p. 38) is a key component of education and that cultural studies can enhance it. They emphasize that deep understanding enables students to transfer mastery from one context to another and that true expertise goes beyond mere memorization. Thus, cultural instruction aids students in developing a thorough comprehension of the material they are learning. According to Canagarajah (2012), communication transcends individual languages and incorporates “semiotic resources” (p. 6), which can be learned through cultural and sociological education. He introduces the term “semi diversity” to refer to words in a foreign language that are perceived differently by diverse ethnic or cultural groups.

Cummins (2007) contends that research in cognitive psychology and applied linguistics supports his claim that monolingual teaching approaches are incompatible with our understanding of how individuals learn. In the context of Greek education, Sifakis (2004) suggests incorporating “ethnolinguistics, educational sociology, and educational linguistics” (p. 237) into language teaching and learning. This indicates that English language learning can be multicultural, involving the process of learning a language while

receiving cultural training. From a Canadian educational perspective, Mujawamariya and Mahrouse (2004) find that teachers lack the necessary tools to instruct in a multicultural classroom. This suggests that further study on multiculturalism is necessary, especially in the context of teaching and learning second languages.

The Context

The advantages and difficulties of employing cultures in the context of language acquisition are subject to significant debate and misunderstanding. The researcher aims to investigate appropriate ways for cultural training in language learning and teaching if it proves to be beneficial. If cultural instruction in language classes presents problems, the researcher will identify the reasons and attempt to find solutions. Additionally, this study seeks to recognize the benefits of cultural instruction in language classes. As a result, this article has three interconnected goals that focus on the perspectives and experiences of international and multicultural students in English-dominant learning and teaching environments:

1. Identify the benefits of being a multicultural student in a monolingual learning context.
2. Critically evaluate the challenges that multicultural students face in a monolingual learning context.
3. Formulate guidelines and recommendations for multicultural students and their institutions

Objective 1 only identifies the advantages of taking into account students’ intercultural skills in higher education. As was said previously in this article, there is a significant vacuum in the body of knowledge on this goal that calls

for significant study attention in the academic community. The useful component of this research is objective 2, which examines the difficulties that cultural training in language education encounters. Although there is a lot of debate and demand in this area, learners and teachers are struggling to actually implement cultural instruction in language classes (Kitao, 1991). Objective 3 will provide suggestions and create policy for reducing the drawbacks or difficulties that cultural training in language education visages.

The findings of this article will be valuable for students, instructors, and institutions, particularly in culturally diverse cities and nations. Language learners will integrate cultural resources into their language studies and research; instructors will adapt their teaching strategies to include cultural instruction in the classroom; and institutions will establish guidelines to prioritize cultural learning and teaching in language programs. Finally, the findings may encourage further empirical research in the academic studies of cultural training and instruction within language education.

Review of Literature

Students are now traveling between nations and continents to pursue higher education (Preece, 2013). A student who relocates to another nation brings with him or her both the languages and cultures of his or her home country. The student interacts concurrently with individuals from many cultures and languages. However, instruction and discussion in classes are typically conducted in a single language with no cultural guidance. A student should be familiar with both the language and culture of his or her own country as well as the language and culture of the place where they would be studying (Kramsch, 2014).

In this context, Marshall and Moore (2013) investigate the interactions amidst communal, ethnic, and semantic factors in the direction of multilingual literacies for students at the university in Vancouver, Canada. This reads that understanding varied culture advances the notion of learning multiple languages. In similar attitude, Castellotti and Moore (2010) back up the claim. They found that how children from immigrant families learned many languages in an English-speaking school and came to the conclusion that knowing about different cultures enhances students' cognitive development. The authors discover a connection between plurilingualism and pluriculturalism. The participating students benefit from this cultural orientation by learning the language and culture effectively. The authors contend, studying language in a diverse setting is firmly advantageous in comparison to studying in a single language and cultural setting. The authors, therefore, argue that the environment is crucial for learning.

In their investigation of creating a similar frame for Language education, and testing (CFLLTA), Coste, Moore, and Zarate (2009) discussed the supportive value of studying many languages. They contend that everyone should go through an adult education period in a diverse cultural setting, attesting to the value of studying in varied cultural domains. The authors argued students should be influenced to acquire awareness along with autonomous education in multiple languages as well as their cross-cultural accomplishments. The authors look at the independent aspects that learners may use to design and put into practice a language policy to help them develop integrative communicative competence.

Similar to this, Canagarajah (2007) refers to multicultural circumstances as “a

fluid circumstance” (p. 923) and asserts, the effectiveness of schooling depends on performance strategies, contextual resources, and social negations in dynamic communication contexts that will not be achieved in a monocultural education setting. The writer contends, learning a language takes exercise for making competency in both “adaptive [and] emergent [levels]” (ibid). It means that the adaptability and emergent capability in language education arise from the cultural exercises. In addition, he postulates that the process of learning a language is multimodal, multisensory, multilateral, and thus multidimensional—a goal that may be readily attained in a setting where people are learning languages for different reasons.

Clarifying how higher education institutions could incorporate cultural instructions in learning, teaching, and research is the goal of this paper. It goes without saying that knowing various languages is advantageous for both the native population and the migrant population. People relocate from one location to another as a result of globalization for higher education, business, and tourism. Whatever the motivation, it is advantageous for a person enabling to transmit communication to the nation they are visiting. As an alternative, locals in a nation where visitors from other countries arrive for a variety of reasons should be familiar with the visitor’s language and culture. The necessity to learn many languages has spread across the globe as a result of higher education, international trade, the global economy, global politics, international travel, and other things. But there remains a strong, unbreakable connection between education and culture. Hence, cultural education along with research in culture may help any language learner improve their language cognition.

Along with the aforementioned advantages, cultural instruction in academia faces

obstacles and challenges. According to Preece (2019), context might be the first obstacle. As a substitute, Preece (2011) suggests pluralistic, multicultural, and multilingual societies at the national, regional, and global levels to develop a multilingual and multicultural platform in all levels of the communication arena.

According to Savignon (2007), who examines the future professional issues facing language instructors, learning a language has gotten harder in recent years. He is saying that studying a language has expanded to include sociology and culture. This implies that a nation’s language is intimately related to its social norms, preferences, laws, limits, and culture. Savignon believes that language, society, and culture are therefore closely intertwined. The author wonders in astonishment if teachers of a single language or culture would be mature enough to fulfill the necessities of successive learners. In this regard, Song (2011) discusses the point of language as well as teacher education in the globalized migration that language teachers should be conscious of a diverse culture. According to him, the number of immigrant children is fast growing, which has an impact on educational and linguistic environments. Teaching this student group, who comes from a different linguistic and cultural milieu, presents a hurdle or obstacle, according to the author. He affirms that in order to meet these issues, “teacher education” (p. 750) is required. However, Duff and Uchida (1997) examined how teachers in EFL courses at a postsecondary institution in Japan deal with institutional and curriculum expectations for their teaching. They point out that language teachers must adhere to institutional curricula and cannot go beyond institutional curricula. The writers look at how the teachers’ views of themselves in relation to their many social and cultural responsibilities have changed through

time, as well as their understanding of what constituted culture (*ibid.*). The authors argue that more research needs to be done on the cultural underpinnings of language curricula and teaching, especially in cross-cultural settings where participants are negotiating both the curriculum and their socio-cultural identities. There appears to suit nicely this study's objective, which is to investigate the advantages and difficulties of cultural education in UK classrooms.

Kramsch (2013) described a similar set of difficulties in the context of Iran. Despite the fact that there have been a significant number of researches on cultural instruction in language classrooms, the author concludes that the inclusion of cultural instruction in foreign language instruction is a contentious topic everywhere in the world. Adopting and carrying out the requirements, a challenge in cultural teaching and learning is the inclusion of cultural study in language classes, which means that teachers and students are in a bind. Both of them are aware of the necessity of cultural education in order to mark language study as successful, but they are unsure of which culture to teach and learn, how to do so, when to do it, or where to do so. Both the professors and the students neglect to combine language education with cultural research. They cannot afford to acquire culture and language simultaneously. Taking note of this, the goal of this study is to point out the barriers posed by cultural instruction in language education.

In Croatia, it was observed that history teachers were not efficient in using language in classes that affected the learning of students (Brkovic et al., 2021). It means that the successful education depends on academic culture that is to study in this article. In addition to institutional difficulties, Kitao (1991) discovers that many language teachers

do not recognize the value of cultural learning. He researches how American foreign language teaching courses include cultural learning. No authors who mention the drawbacks of studying cultures in foreign language schools can be found, according to him (p. 301). When direct methods of language teaching and learning are discussed, Kitao notes that one obstacle or issue of teaching and learning cultures is that teaching cultures are given less weight till the end of the nineteenth century. The author continues by saying that American language instructors are conscious of the close connection between language and culture. It implies that no language or culture can be studied, learned, or taught in a vacuum. Because they can be compared to the two sides of a coin, language and culture often blend together in comparable ways. In the United States, culture and language are not taught concurrently to language learners, language teachers, or curriculum designers. Even in nations with linguistically and culturally varied populations, like the United States of America, this lack of knowledge among instructors and students kept culture-integrated language teaching on the back end until the 1970s.

In Indonesian context, cultural wisdom helped to develop student's understanding in education (Pamungkas, et al., 2023). It reads that the authors found the cultural instruction beneficial for language education. In conclusion, challenges for cultural instruction in academia can sometimes be attributed to state education policies, institutional curricula, teaching abilities of teachers, learners' and teachers' lack of readiness, learning context or domain, or all of the above. This article's study goal is to learn more about how students perceive and deal with the difficulties presented by cultural training in learning and teaching.

Sharifian (2013) discusses cultural linguistics, which looks at how language, culture, and conceptualization interact. The author notices that the dynamics of growing contact between people from different cultural origins and the globalization of English calls for a new understanding of intercultural communicative ability. Again, the author claims that the curriculum should give students the chance to gain this competency. Hence, the institution's plans, language instructors, academic culture, and ethnic instruction in language education come out as the chief concerns.

Reviewing the existing literature in multilingual education, the researcher finds the research gap in cultural instructions, awareness as well as the benefits and challenges for applying cultural education in second language learning. Hence, this article will examine these benefits and challenges of cultural instruction in language classes and proffer recommendations by answering the following research question:

- i) What advantages and drawbacks do cultural instructions provide for learning a second language?

Method

This study employed a mixed-methods data analysis approach. Quantitative data were randomly gathered through an email survey administered via Survey Monkey, ensuring each participant had an equal chance of inclusion in the sample. Respondents who indicated their willingness to participate by emailing the researcher were subsequently invited to face-to-face interviews, from which qualitative data were collected. Consequently, this research is both quantitative and qualitative in nature. To examine the responses to the

mentioned research questions, data were collected using both a survey questionnaire and in-person interviews.

Participants

Out of the 58 overseas graduate students at the University of Westminster who responded to the questionnaire, three expressed interest in participating in an interview. However, due to the constraints of time and resources, only three students were invited to participate in the in-person interview. Each of these students was interviewed separately at different times and locations of their choosing. A consent form was given and duly signed by the concerned participant.

Research Site and Sample Selection

This research was done at the University of Westminster in London, United Kingdom. Utilizing stratified sampling, which divided the target population into two discernible strata (Biggam, 2015), like cultural awareness as well as less cultural awareness in academia, samples for this research work was chosen.

Data Analysis Approaches

Both a survey and an interview questionnaire were formatted using themes i.e., benefits and challenges of cultural instruction in second language learning with a view to attaining the study's aims. These themes mirror this study's aims and, as a result, recur in emphasis areas identified by the literature analysis, such as the advantages and difficulties of cultural instruction in educational settings. The survey's first three questions sought to ascertain the advantages and disadvantages of incorporating the participant's native culture into learning (objectives 1 and 2); the

fourth and fifth questions probed participants' opinions on the advantages and disadvantages of cultural instruction in language learning and teaching (objectives 1 and 2); and the sixth question sought to determine whether or not the researcher would suggest cultural instruction in learning contexts.

Validity or Reliability of The Research

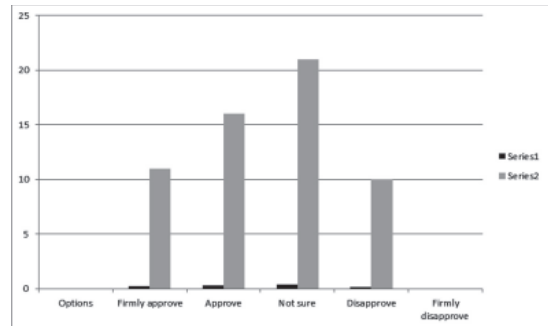
The survey was open for one month, giving respondents plenty of time to consider the subject. Both open-ended and closed-ended questions were included. The purpose of the first portion of the question set was to ascertain whether or not the respondent was aware of the relationship between culture and education. As a means to determine the advantages and difficulties of cultural education in the context of learning and teaching, as well as whether or not to propose it, part B (Appendix A) of the survey questionnaire was created. All interview subjects willingly consented to take part in the study. No leading questions were asked during the interview. An informational document describing the study and a consent form was delivered to the interview subjects. The interviews were recorded and progressively transcribed to preserve the authenticity.

Findings

The aim of question number one was to dictate the function of different indigenous cultures in the learning environment of the English-dominant UK (Theme: benefits of cultural instruction in second language learning).

Bar Chart 1

Native cultures' importance in language learning

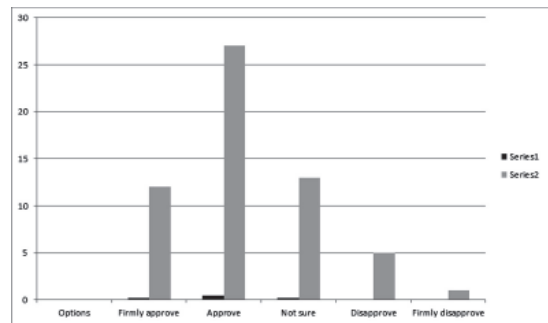


n=58

The second study question sought to determine the advantages of incorporating various local cultures in a UK classroom where English is the dominant language (Theme: benefits of cultural instruction in second language learning).

Bar Chart 2

Benefits of using native cultures



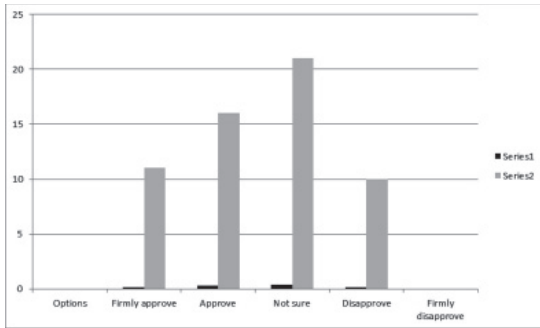
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In response to the third query, the author of this article sought to identify any drawbacks or difficulties associated with different cultures

in the UK (Theme: challenges of cultural instruction in second language learning).

Bar Chart 3

Challenges of utilizing native cultures

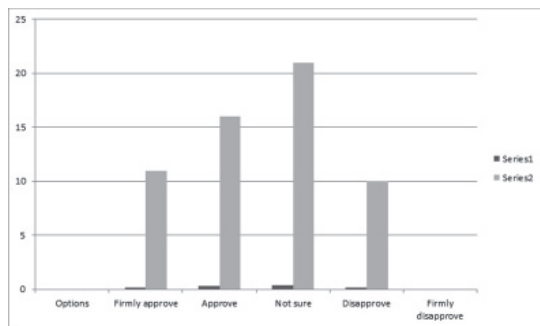


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The purpose of question number 4 was to ascertain participants' familiarity with the culture of the country where they were enrolled in school (Theme: challenges of cultural instruction in second language learning).

Bar Chart 4

Acquaintance of Culture

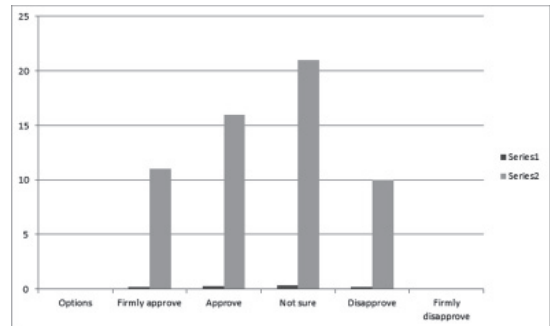


n=58

The benefits and difficulties of cultural instructions in studying a subject abroad were the subjects of research question number 5 (Theme: benefits and challenges of cultural instruction in second language learning).

Bar Chart 5

Advantages and difficulties of cultural instruction in Education

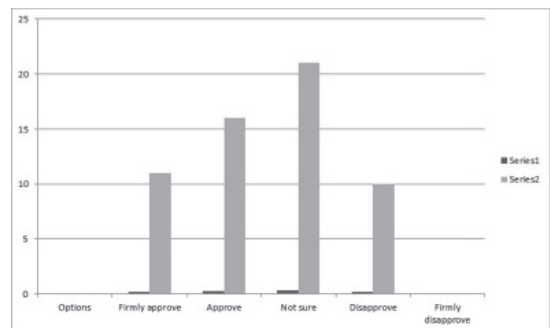


n=58

Regarding the recommendations of cultural guidelines in academia, the researcher sought to grasp participant opinions in question number 6 (Theme: recommendations for cultural instruction in second language learning).

Bar Chart 6

Cultural instruction recommendations for learning and teaching



n=58

Interview Transcripts

The in-person interview included six questions. The first three questions aimed to learn about the respondents' racial and ethnic makeup (Theme: benefits of cultural instruction in second language learning). The aim of questions #4 and #5 was to ascertain the advantages and difficulties of cultural education in language classes overseas (Theme: challenges of cultural instruction in second language learning). Regarding objective 3's recommendation of cultural instruction in language learning, the interviewees were asked to provide their opinions in response to question number 6 (Theme: recommendations for cultural instruction in second language learning). In order to safeguard their identity, three participants—designated as “Participant “A,” “Participant “B,” and “Participant “C”—attended the in-person interview. To analyze the data, three interviews were recorded and written out.

Discussion

The participants were initially invited to consider their opinions and personal experiences about whether or not using one's own culture may aid in language learning. 20 respondents firmly approved with the question, whereas 30 respondents approved. These 50 respondents gave a favorable response. It finds overlaps with Sharifian's (2013) study, which looked at the connections between conceptualization and culture as well as language. Preece et al. (2018) urge developing venues for the use of a wide language repertoire, whereas Sharifian (2013) advocates offering a curriculum that includes cultural education.

Five responses neither approved nor disapproved, while one respondent

disapproved and two severely disapproved. Second, it asked for participants' opinions and experiences about whether or not using the native culture of foreign students is advantageous while learning a new language. 12 respondents firmly approved, and 27 respondents approved. This indicates that 39 respondents think it is advantageous. There were 13 responses who expressed no opinion. Only one respondent firmly disapproved, while five respondents disapproved. The overwhelming majority of respondents' agreement demonstrates the link between culture and language learning. Utilizing overseas students' native tongues and cultures is advantageous. In light of this, Canagarajah (2007) asserted that linguistic multimodality is feasible in a fluid multilingual and multicultural context.

Thirdly, the researcher was curious about the downsides or challenges of including native cultures of foreign students in language instruction. 20 respondents and 4 respondents both vehemently disagreed. This shows that 24 respondents think incorporating the local languages and cultures of international students in language training doesn't harm them or present any difficulties. In contrast, 17 respondents found disadvantages or challenges in incorporating foreign pupils' national cultures into language lessons, while 17 respondents were undecided. In their sociolinguistic research of Northern Europe, Cheshire et al. (2011) found a problem with the use of several native languages in this context. The writers argue that the popularity of foreign languages is hurting the status of the dominant native tongue.

Fourth, the researcher was interested in finding out whether or not the participants were familiar with the culture of the nation in which they were enrolled. The knowledge of

the culture of the country they were studying was firmly endorsed by 49 respondents. Only one responder voiced disapproval, while eight others expressed uncertainty. No one was vehemently opposed. This indicates that the majority of participant is familiar with and comprehended to the intricate relationship between language and culture. Kitao (1991), seeing this close connection, compared language and culture to the two sides of a coin.

Fifth, the researcher wanted to know the participants' opinions and experiences on whether or not knowing about the culture of the country they are studying in is beneficial. 23 respondents and 30 respondents approved firmly. 53 respondents, or more than 90% of those surveyed, concur that it is useful to be familiar with the culture of the country they are studying in. Only one responder and two more respondents did not indicate whether they agreed or disagreed.

It is noteworthy that the fifth query questioned whether knowing about the culture of the nation where one is studying, that is, acquiring not just language but all other subjects or modules, is beneficial for learning. According to survey results, students are aware of the connection between culture and learning since they are intimate with the native culture of the country. This level of comprehension is beneficial in foreign language lessons as well as classes for all other disciplines or modules.

The researcher also questioned if they thought it was a good idea to include cultural teaching in language lessons. 16 responses and 11 respondents firmly approved with the question. 21 respondents indicated that they were indifferent. No respondents firmly disapproved, and 10 respondents disapproved. The researcher concludes that offering cultural teaching in language lessons is beneficial for learning because 27 respondents approved to do so.

The purpose of the first two questions was to identify the participant's country of origin and mother tongue. Participant 'A' identified himself or herself as a native Russian speaker whose mother tongue is Russian. He or she also mentioned that it was their second travel abroad. The learner previously traveled China to pursue further education; therefore Chinese is a second language they are fluent in. Participant 'B' identified himself or herself as being from Romania and speaking Hungarian as a first language. He or she has never before been overseas for higher education. Additionally, he or she claimed to be fluent in Italian, Rumanian, and English. Participant 'C' identified him or her as being from Lithuania and claimed that Russian is their mother tongue. Additionally, he or she claimed to have earned a bachelor's degree in the UK. He or she has lived in the UK twice and is fluent in Lithuanian, Ukrainian, Polish, Spanish, and English.

All of the participants are multicultural overseas graduate learners in the UK, the researcher notes. Thirdly, the researcher inquired about the participants' knowledge of UK culture and how they acquired it. All three participants expressed satisfaction with their knowledge of UK culture. Participant 'A' acknowledged reading several books on UK culture to understand the culture. Before moving to the UK, he or she read such works. He or she has joined several social events and activities since moving to the UK to get to know the local way of life. Participant 'B' indicated that via conversing with various UK citizens, he or she had acquired knowledge of UK culture. Additionally, he or she mentioned a few cultural practices, such as attending university courses in education. The researcher examines how participant 'B' acquired knowledge about UK culture both inside and outside of institutions. Participant

‘C’ stated that they had been studying for their honors and master’s degrees in the UK for a significant amount of time—10 years. He or she has therefore said that they learned about UK culture via their English friends, their foreign friends, and their time at a university, and their professional job experiences. Based on the perspectives of the participants, this study analyzes how important it is for institutions, social events, and communication with both British and foreign students to impart the culture of the nation where international students are studying.

Fourthly, the researcher was interested in finding out whether or not knowing about UK culture may aid a foreign student in learning English. An overseas student may find it helpful to read between the lines, according to participant ‘A’. Participant ‘A’ also mentioned that understanding a student’s culture can help them learn more about other subjects in addition to their target language. Participant ‘A’ also provided examples to illustrate the requirement for an international student to be familiar with the culture of a certain nation in order to develop a marketing plan. Language and culture are inextricably linked, according to Participant ‘B’, and neither can be separated. This is especially true of British culture and language. In addition, participant ‘B’ mentioned that learning culture helps someone learn a language. Participant ‘C’ noted that language conveys cultural traits such as how people behave, act, and show respect to one another, among other things. Participant ‘B’ makes the observation that learning about culture in language lessons and learning about language in cultural studies classes take part in a crucial function in developing understanding or a superior knowledge.

This study so indicates the value of learning about culture for learning not just a new language but also subjects like global politics, business, marketing, and tourism as well as global economics. The final question sought to identify any difficulties or drawbacks associated with studying UK culture in an English lesson. Participant ‘A’ raised the issue of a class in the UK having many different cultural backgrounds. A participant asserts that in order to effectively convey a message about UK culture, a teacher must draw on all of his or her cultural expertise. Participant ‘A’ further mentioned that not all overseas students from diverse cultures would understand cultural education in language classes on an equal basis. Thus, it states that while a student from Europe may easily understand UK culture, students from Asia, Africa, and the Middle East may find it more difficult. Participant ‘B’ did not encounter any issues or difficulties when teaching culture in language lessons. Additionally, he or she said that although international students may come from various cultures, they might receive some cultural instruction in language classes. It implies that because a UK class is made up of so many different cultures, the instructor may include some cultural instructions in language sessions to assist the students get a sense of the culture of the nation they are studying in. Participant ‘C’ brought up a further difficulty with understanding UK culture in a linguistic setting. He or she asserts that the instructor in the UK language lessons may not necessarily be a native of the country. According to the saying, a teacher who represents a foreign culture would not have the knowledge to impart UK culture in language sessions. In a similar vein, Kitao (1991) asserted that curriculum designers and language teachers neglect to incorporate American culture into their lessons.

The last question sought the opinions of the participants on methods for teaching UK culture both within and outside the classroom. Participant 'A' remarked that overseas students should ask their teachers a lot of questions about British culture and they should also witness British culture in action. Similar to Participant 'A', Participant 'B' suggested watching classes to understand UK culture. Additionally, he or she stated that by watching an international student, a British citizen could learn the fundamentals of British culture, including classroom behaviour and language usage. Similar to Participant 'A', Participant 'C' suggested that an international student may learn about UK culture by engaging in a variety of extracurricular activities, traveling, and visiting places like educational institutions, museums, and soon. This research examines how an international student might learn about UK culture in the classroom through engaging with other foreign students, asking questions of the teacher, and watching UK classrooms. An overseas student can learn about UK culture outside of the classroom by participating in practical, social, and voluntary activities as well as by traveling and visiting significant locations including universities, museums, and other landmarks.

Conclusion

As previously noted and analyzed in this study, participant responses and interviews revealed several significant advantages of incorporating cultural teaching into language learning. Most notably, integrating cultural instruction in language lessons can enhance students' cognitive abilities and comprehension by providing additional contexts for new and unfamiliar terms. Secondly, the demographic profile of the participants indicates that postgraduate international students at the

University of Westminster possess a diverse cultural repertoire that, when applied correctly and methodically, can elevate the quality of research. Finally, due to the intimate, profound, and inseparable relationship between culture, language, and society revealed by this study, cultural instruction in language classes and other higher education programs helps international students acquire knowledge more quickly, efficiently, and effectively.

Despite these advantages, the study acknowledges several challenges associated with providing cultural instruction while studying a language abroad, based on participants' responses and interviews. The main obstacle to using cultural teaching as a language learning tool is the absence of appropriate pedagogical methodologies, training, and guidelines for students, instructors, and institutions. Firstly, non-native speakers often struggle to apply their cultural backgrounds to their learning and studying. Secondly, due to institutionally mandated curricula, teachers are often unable to utilize cultural instruction to enhance students' comprehension and cognition in language classes. Lastly, educational institutions and planners do not offer practical and equitable educational policies for leveraging diverse language and cultural repertoires.

Based on the insights and opinions expressed by respondents and interviewees, this study proposes employing cultural teaching in both research and the classroom in the following ways: Firstly, organizing classes into various cultural groups could be an effective strategy to motivate students to leverage their cultural expertise, enhancing their cognition and comprehension by accessing literature in their original languages. As previously noted, respondents indicated that engaging with other cultures allows access to a wider range

of information on relevant topics. These diverse cultural groups can read and discuss pertinent literature from their home countries, learn collaboratively, and contribute to class discussions and research writing.

Secondly, as previously mentioned, instructors may not be well-versed in diverse cultures and may lack awareness of how their multicultural students learn. Therefore, teachers in schools with ethnically diverse populations should become knowledgeable about different cultures. Thirdly, the researcher recommends incorporating both linguistically and culturally diverse learning and teaching domains, as cultural education within language courses and linguistic instruction within cultural classes play significant roles in shaping cognition and enhancing understanding. Fourthly, cultural research assists students studying international business in creating effective marketing campaigns. Cultural education benefits language acquisition as well as subjects like economics, history, philosophy, and others. Institutional and educational planners may fail to comprehend the importance of cultural diversity, as stated by Kitao (1991). This study therefore advises academic institutions, education planners, and curriculum developers to establish guidelines and policies for employing a variety of cultural repertoires in courses with diverse linguistic and cultural backgrounds. Further empirical research is required to determine how to apply cultural lessons in language classrooms and other subjects to connect language, culture, and society.

In summary, cultural education is not typically emphasized in standard learning environments. However, it could be advantageous for structuring students' conceptualization and cognitive processes if educators and academic institutions encourage

them to access study materials from diverse cultures. The researcher notes that there are no institutional regulations prohibiting the use of cultural education in language instruction or learning. Yet, due to inadequate institutional or classroom guidance, diverse cultural resources are not fully utilized in academia. Thus, multiculturalism is a fundamental human resource that can be leveraged to enhance students' comprehension and cognition, which this research aims to achieve by analyzing the benefits and challenges of multicultural education in the learning and teaching domain.

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Appendix A: Survey Questionnaire

How much do these statements represent your views or experiences?

1=Firmly approve, 2=Approve, 3=Not sure,
4= Disapprove, 5= Firmly disapprove

Demographic Profile

1. Learning a new language is made easier by a person's local culture.
2. Using your native culture to learn a new language has advantages.
3. Utilizing your native culture when learning a new language has drawbacks.

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4. I am accustomed to the local way of life where I am currently enrolled in school.
5. Learning is aided by having an understanding of the local culture.
6. I would advise including cultural instruction in the framework of learning and teaching.

Appendix B: Interview Questionnaire

Demographic Profile

1. Could you tell me the name of your nation and the language you speak there?
2. Is this your first time visiting a foreign nation to study?

Do you have any knowledge of UK culture? If so, how did you learn about British culture?

3. If you have learned UK culture in a classroom or outside of one, could you kindly elaborate?

Cultural Instructions in Learning and Teaching: Benefits and Challenges

4. Is it beneficial to study British culture here while studying English? Please explain how UK culture benefits your learning of the English language.
5. Do you find it difficult to acquire British culture in a British English language class? If so, could you list a few of the difficulties?
6. Would you suggest a few methods for studying UK culture in or outside of a classroom?