

## **Philosophical Examination of Conflict and Integration: English Education Policies and Cultural Values in the Age of Globalization**

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**Abstract:** This study investigated the complex relationship between English language education, cultural values, and policy in a globalized context. We employed a mixed-methods approach utilizing surveys, interviews, and focus group discussions to gather data from diverse stakeholders, including teachers, students, parents, and policymakers. Our findings revealed a preference for learning techniques that connect language learning with real-world contexts, such as Task-Based Learning (TBL) and Content and Language Integrated Learning (CLIL). However, concerns emerged regarding potential techniques that might lead to a disconnect with students' cultural backgrounds. Stakeholders expressed a nuanced perspective on the role of English language education. While acknowledging the importance of English proficiency for global communication, they also highlighted anxieties surrounding cultural erosion. The study identified the need for balanced language policies that promote both English proficiency and the preservation of cultural identities through multilingualism and a focus on integrating cultural elements into language learning activities. Technology played a significant role in language learning, with interactive platforms and virtual reality experiences offering opportunities to enhance cultural understanding and communication. However, potential drawbacks like overdependence and unequal access were acknowledged. Recommendations included promoting responsible use of technology and ensuring equitable access through infrastructure investment.

**Keywords:** Task-Based Learning (TBL), Content and Language Integrated Learning (CLIL), English Education, Policies and Globalisation

### **1. INTRODUCTION**

Globalization has made English the dominant language for international communication, leading many countries to prioritize English language education (ELE) in their policies. The intricate link between language and culture is undeniable. Language serves not only as a communication tool, but also as a fundamental element that reflects and shapes societies (Procel et al., 2023). This connection becomes particularly relevant in the context of English language teaching (ELT), which has witnessed a global surge in recent years. Cultural intelligence (CQ), as defined by Earley and Ang plays a pivotal role in the dynamic relationship between cultural context and English Language Teaching (ELT) (Earley & Ang, 2003). It equips

educators with the ability to understand, adapt to, and effectively respond to diverse cultural environments within the classroom. This fosters sensitivity towards cultural diversity, ultimately enhancing the learning experience for students. Furthermore, research by Procel et al. highlights the significance of teacher beliefs about culture in shaping pedagogical choices (Procel et al., 2023). Similarly, the importance of understanding a teacher's cultural background for curriculum design should resonate with the cultural context of the students. Integrating cultural content into English language teaching (ELT) is critical for fostering learners' communicative competence (Belli, 2018). Exposure to cultural elements not only enhances communication skills, but also promotes critical thinking and intercultural awareness. However, successfully integrating cultural content presents challenges. Selecting culturally appropriate materials that resonate with learners' diverse backgrounds requires careful consideration. Similarly, teachers need effective training to navigate potential intercultural conflicts that may arise within the classroom. Technology plays a significant role in bridging cultural gaps in English language teaching (ELT). The rise of digital platforms offers opportunities to expose learners to diverse cultures beyond geographical limitations. Similarly, virtual exchange programs can facilitate the development of intercultural competence among language learners. However, assessment in a culturally diverse ELT environment presents unique challenges. Traditional methods might not adequately measure the progress of students from multicultural backgrounds. Culturally responsive assessment techniques, which take into account learners' cultural backgrounds, are crucial in such settings. Furthermore, cultural context can significantly impact learner motivation. Studies have shown a positive correlation between students' interest in the cultural aspects of English-speaking countries and their motivation to learn the language. This suggests that integrating cultural content can be a powerful tool for motivating language learners. The globalization of English has fostered the emergence of two key paradigms: English as an International Language (EIL) and English as a Lingua Franca (ELF) (Marlina, 2014). Both paradigms emphasize the concept of English ownership residing with all its users, irrespective of their cultural background. This shared ownership, as argued by Lopez Rodriguez and Casal Madinabeitia necessitates a more inclusive approach to English Language Teaching (ELT) that acknowledges cultural diversity and the multifaceted nature of English itself (Lopez Rodriguez & Casal Madinabeitia, 2021). Furthermore, context-specific teaching methodologies have gained traction in recent years (Abrar - Ul - Hassan

& Fazel, 2018). Research suggests that adapting teaching strategies to the local cultural context can significantly improve the effectiveness of language learning experiences. Similarly, there is need for flexible teaching methods that can cater to the diverse cultural dimensions present in today's global classrooms. Sociocultural theory provides a valuable lens for understanding the interconnectedness of learning, language, and content. Language acts as a mediating tool, facilitating the co-construction of both content and language skills within a learning environment (Moate, 2010). This integration can become more intricate when learners engage in both language-focused and content-focused discussions. Through these interrelationships, learners progressively engage in tasks that demand complex language skills arising from the intricate connections within the curriculum. However, Pica cautions against an overemphasis on integration (Pica, 2002). While learner interest can foster successful integration, Pica emphasizes that prioritizing meaning and function at the expense of form might hinder language development. Pica expresses concern that incidental language learning could lead to uncorrected errors (Pica, 2002). This, in turn, could negatively impact learners' ability to acquire new content, as they lack the necessary language proficiency and feedback loop to benefit from both components of the integration. Ultimately, if not addressed, inadequate language development may impede content learning. Sociocultural theory emphasizes the role of mediation in second language acquisition (Warford, 2010). Our minds interact with the world through physical and symbolic tools, with language playing a crucial role in mediating this relationship. Teacher talk serves as a key example of mediation in the classroom. By scaffolding learner interactions, teachers facilitate the appropriation of scientific concepts, cultural knowledge, and linguistic knowledge (Pérez, 2007). Scaffolding, as defined by Pica to temporary assistance provided by the teacher to support learners during tasks (Pica, 2002). This allows learners to gradually develop autonomy and work independently in the future. Scaffolding can involve various strategies, such as asking questions, activating prior knowledge, creating motivating contexts, encouraging participation, offering hints and feedback, and adapting materials to learner needs (Guerrini, 2009). Ultimately, the goal is to foster higher-order thinking skills and cognitive engagement with the content (Hall, 2010). Within Content and Language Integrated Learning (CLIL), sociocultural theory sheds light on the functional role of language. Coyle et al. emphasize that language acts as a medium for acquiring subject-specific knowledge embedded in formal education (Coyle et al., 2010). In essence, language functions as a conduit for both communication and learning. This functional view aligns with the

concept of communicative competence which has been further explored in the context of CLIL by various scholars. This competence encompasses the ability to learn new subject-specific discourses, such as mathematical language. Bentley proposes the distinction between content-obligatory language and content-compatible language (Bentley, 2010). This distinction acknowledges the difference between subject-specific and general academic discourse. In my view, this suggestion resonates with content-driven approaches as student assessment may prioritize their content knowledge. The globalized world necessitates educators who can bridge the gap between the local and the global (Yang, 2018). This requires collaboration and communication with teachers, researchers, and educational professionals from diverse backgrounds across geographical borders. The term "glocal educator" describes individuals who possess these skills and can effectively operate within both local and global contexts. Glocal educators transcend cultural and linguistic barriers, fostering rich learning experiences for students from varied backgrounds. As Sawalmeh and Dey point out, they also hold a deep understanding of the cultural, political, and economic factors shaping education at both local and global levels (Sawalmeh & Dey, 2023). By maintaining a strong local foundation while embracing the global, glocal educators develop innovative teaching practices that cater to the needs of their students in both local and global contexts. The increasing interconnectedness fostered by digital technologies necessitates educators who can navigate the global while remaining grounded in the local (Keengwe, 2018). This ability to share information and collaborate across borders highlights the essential role of "glocal" educators in preparing students for a rapidly changing global landscape. These educators possess the skills to communicate and collaborate effectively within diverse international networks, while staying connected to their local context. In essence, being a glocal educator in today's world requires the ability to bridge the gap between the local and the global. This necessitates effective communication and collaboration across borders, while remaining anchored in the local context. By doing so, glocal educators can develop innovative teaching practices that cater to the diverse needs of their students and prepare them for success in a globalized world. Furthermore, educators in this globalized environment must embrace and appreciate the diversity within their classrooms and beyond (Kahn & Agnew, 2017). Openness to learning from students' varied perspectives, regardless of cultural, educational, or professional background, is crucial for these educators. This evolving role necessitates a shift in teacher development programs, with a focus on cultivating skills necessary for navigating diverse and global contexts.

### 1.1 Rationale and Main Objective

The ever-increasing interconnectedness of the modern world, driven by globalization, necessitates a critical examination of English language education policies. While the widespread adoption of English offers undeniable advantages in communication and access to information, it also raises concerns about potential cultural erosion and homogenization. This study delves into these conflicting forces to understand the complex interplay between English language education and cultural values in a globalized context.

## 2. METHODS

### 2.1 Research Design

We conducted a mixed methods study to investigate the complex relationship between English language education policies and cultural values in a globalized context. This approach employed a combination of surveys, interviews, and focus groups to gather data from diverse stakeholders.

### 2.2 Data Collection

We conducted structured surveys consisting of questions focused on attitudes and perceptions towards English language education policies and their impact on cultural values. These surveys were distributed to a diverse range of stakeholders within a globalized context, aiming to capture a comprehensive understanding of this complex relationship. We conducted semi-structured interviews to gain deeper insights beyond the initial survey data. These interviews employed open-ended questions, allowing participants to elaborate on their experiences and perspectives regarding learning techniques like TBL, CBI, CLIL, the role of digital technologies in language instruction, and the impact of language policies. We conducted focus group discussions involving groups of 4 to 5 participants. These discussions centered on experiences and policies related to English language education and its cultural implications. By facilitating open dialogue, we aimed to capture the diverse perspectives and concerns surrounding the interplay of language learning and cultural identity.

### 2.3 Data Analysis

We employed a multifaceted approach to data analysis. Qualitative data from surveys and focus groups was analyzed thematically, allowing us to identify recurring patterns and concepts. Descriptive statistics were utilized

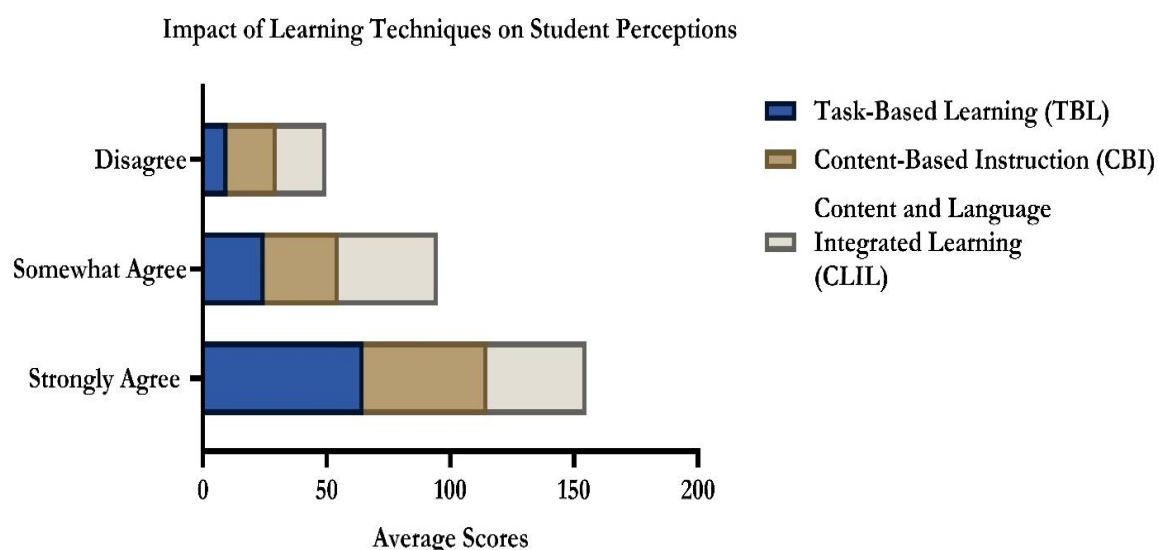
to analyze quantitative survey data, providing insights into the frequencies of responses. All data visualizations were created using GraphPad Prism version 10.2.0

### 3. RESULTS

In Table 1, Concerns about cultural erosion were prevalent, with issues like prioritizing English (60%) and Western cultural dominance (35%) emerging. However, positive aspects were also evident. Content and Language Integrated Learning (CLIL) received strong support (50%), and promoting cultural understanding (45%) and collaborating with local communities (70%) were seen as valuable approaches. Interestingly, stakeholders widely recognized the importance of English proficiency (95%), yet also expressed a desire for policies that integrate cultural elements (60%) and promote multilingualism (40%).

Table 1: Conflict and Integration in English Language Education

Variable	Category	Value
Conflict	Concern for Cultural Erosion	50
	Pressure to Prioritize English over Native Language	60
	Domination of Western Culture	35
Integration	Preference for CLIL	50
	Increased Cultural Understanding	45
	Collaboration with Local Communities	70
Policy	Importance of English Proficiency	95
	Focus on Integrating Cultural Elements	60
	Promoting Multilingualism	40



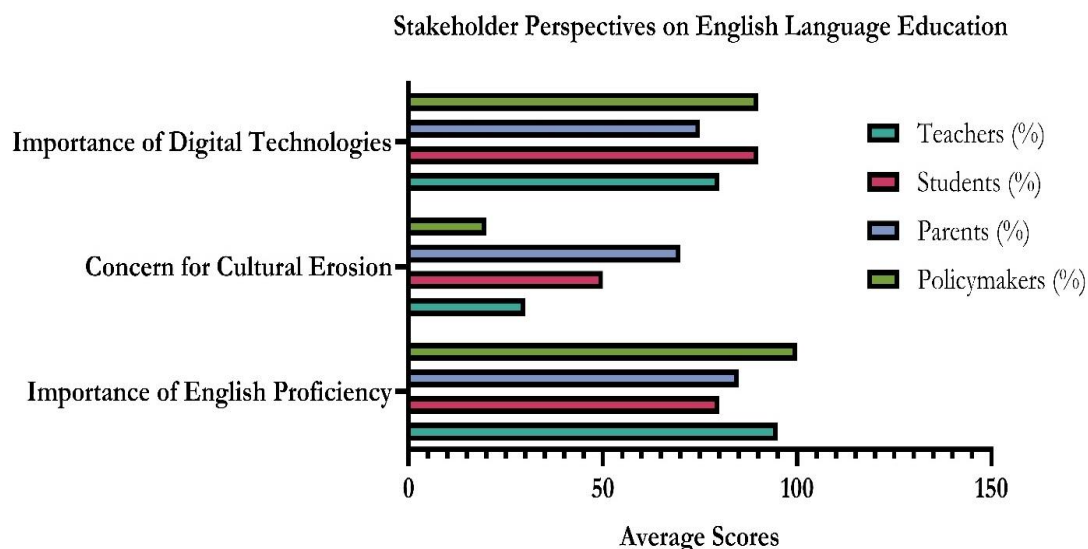
**Figure 1:** Impact of Learning Techniques on Student Perceptions

In Figure 1, there was a preference for Task-Based Learning (TBL) with 65% of respondents strongly agreeing to its effectiveness, followed by 25% somewhat agreeing. Content-Based Instruction (CBI) received moderate support with 50% somewhat agreeing and 30% strongly agreeing. Content and Language Integrated Learning (CLIL) saw the most divided response, with 40% each for those who strongly agree and those who somewhat agree, and 20% disagreeing with its effectiveness.

Table 2: Learning Techniques and Globalization

Theme	Explanation	Examples
Integration	Techniques that connect language learning with other subjects and real-world contexts.	CLIL: Integrating science content with English language learning through project-based activities. TBL: Designing tasks that require students to use English for problem-solving in a simulated global business environment.
Conflict	Techniques that may lead to a disconnect between language learning and student cultural backgrounds.	Overemphasis on standardized testing: Focusing solely on grammar rules and vocabulary without considering cultural context. Limited use of technology: Failing to leverage digital tools that can provide access to diverse global perspectives.
Policy	Recommendations for policies that promote effective use of learning techniques in a globalized world.	Providing teacher training in integrating technology and cultural elements into language learning across various techniques like TBL and CLIL. Developing clear guidelines for selecting appropriate learning techniques based on specific learning objectives and student demographics.

In Table 2, Integration was fostered by techniques like CLIL, which connect language learning to other subjects and real-world scenarios. However, some techniques could lead to conflict. Overemphasis on standardized testing, for example, might disconnect students from their cultural background. To address this, policy recommendations included promoting teacher training in integrating technology and cultural elements into various techniques, ensuring a balanced approach in a globalized world.



**Figure 2:** Stakeholder Perspectives on English Language Education

In Figure 2, policymakers unanimously (100%) viewed English proficiency as crucial, teachers (95%), students (80%), and parents (85%) also placed high value on it. However, there was a significant disparity regarding cultural erosion. Students (50%) and parents (70%) expressed greater concern compared to teachers (30%) and policymakers (20%). Interestingly, all stakeholder groups recognized the importance of digital technologies in language instruction, with high percentages ranging from 75% (parents) to 90% (teachers and policymakers) indicating its value.

Table 3: Digital Technologies and Language Instruction

Theme	Explanation	Examples
Integration	Technologies that enhance language learning and cultural understanding.	Interactive online platforms: Platforms with games, simulations, and collaborative tasks that connect learners from different cultures. Immersive virtual reality (VR) experiences: VR simulations allowing learners to practice language skills in culturally relevant scenarios.
Conflict	Potential drawbacks of relying on technology for language learning.	Overdependence on technology: Neglecting face-to-face interaction and traditional methods like reading and writing. Digital divide: Unequal access to technology and internet resources, potentially widening educational gaps.
Policy	Recommendations for promoting effective use of technology in language learning.	Investment in technology infrastructure: Providing schools with access to reliable internet and appropriate devices for all students. Developing guidelines for teachers on selecting and integrating technology into language lessons that are pedagogically sound and culturally sensitive.



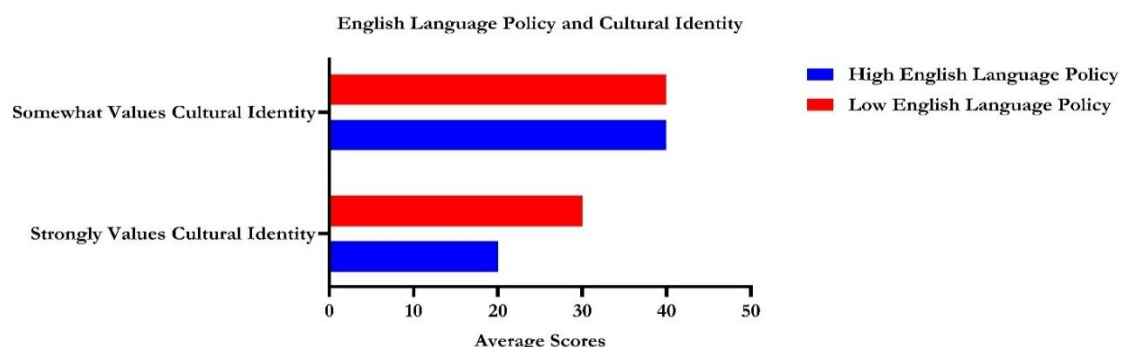
In Table 3, Integration involved technology like interactive platforms connecting learners across cultures. However, conflict arose from potential drawbacks like overdependence on technology, neglecting traditional methods or creating a digital divide. To address this, policy recommendations focused on infrastructure investment to ensure equitable access and the development of guidelines for teachers to select and integrate technology pedagogically and culturally.

Table 4: Language Policies and Globalization

Theme	Explanation	Examples
Integration	Policies that foster global communication and intercultural understanding.	Promoting multilingualism: Encouraging students to learn multiple languages, including their native language and English. International exchange programs: Providing opportunities for students to interact with peers from different cultures and practice their language skills in real-world settings.
Conflict	Policies that may lead to cultural homogenization or marginalization of certain languages.	Mandating English-only instruction: Disregarding the importance of students' native languages and potentially hindering their overall academic development. Sole focus on economic benefits of English proficiency: Neglecting the cultural and social benefits of language learning.
Policy	Recommendations for creating balanced language policies in a globalized world.	Developing national language policies that balance the importance of English proficiency with the preservation and promotion of local languages and cultures. Providing resources for teachers to integrate cultural awareness and sensitivity into language learning activities.

In Table 4, Integration was sought through policies like promoting multilingualism and international exchange programs. However, conflict arose from policies that might lead to cultural homogenization, such as mandating English-only instruction. To achieve balance, policy recommendations included developing national language policies that prioritize both English proficiency and local languages, while providing

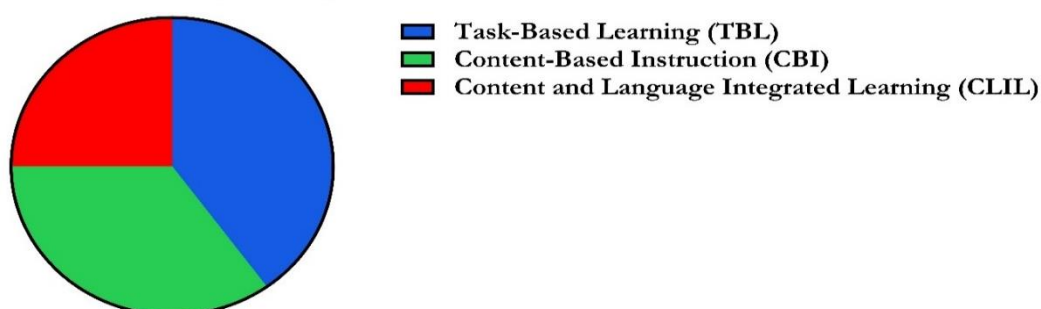
resources for teachers to integrate cultural awareness into language learning activities.



**Figure 3:** English Language Policy and Cultural Identity

In Figure 3, Individuals who strongly value their cultural identity were more likely to support policies with a lower emphasis on English (30% compared to 20% for high English language policy). Conversely, those who somewhat value cultural identity seemed less swayed by policy, with similar support levels for both high (40%) and low (40%) English language policies in education.

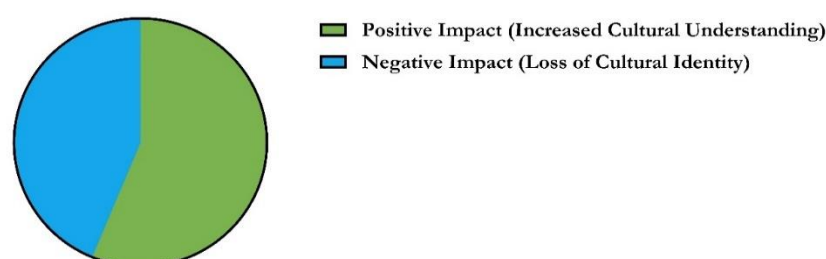
Preference for Learning Techniques



**Figure 4:** Preference for Learning Techniques

In Figure 4, Task-Based Learning (TBL) with 40% of participants indicating it as their preferred learning technique. Content-Based Instruction (CBI) followed closely at 35%, while Content and Language Integrated Learning (CLIL) received the least preference at 25%.

Perceived Impact of English Language Education on Cultural Values



**Figure 5:** Perceived Impact of English Language Education on Cultural Values

In Figure 5, a significant portion (45%) of respondents acknowledged a positive impact in terms of increased cultural understanding, concerns about potential negative effects were also present, with 35% expressing worries about a loss of cultural identity.

Table 5: Benefits and Challenges of English Language Education

Theme	Explanation	Examples
Motivation	Factors influencing students' desire to learn English.	Students: Seeing English as a gateway to greater career opportunities and access to global information. Focus Groups: Identifying the appeal of connecting with people from different cultures through language.
Challenges	Obstacles faced by students in learning English.	Limited access to quality instruction: Students in under-resourced schools lacking qualified English teachers and learning materials. Anxiety about speaking a new language: Fear of making mistakes and feeling self-conscious in English communication settings.
Support Systems	Strategies for promoting successful English language learning.	Parental involvement: Encouraging parents to support language learning at home and create exposure to English. Peer learning activities: Providing opportunities for students to practice English and build confidence through collaboration.

In Table 5, Motivation stemmed from perceived career opportunities and global access through English. However, students faced challenges like limited access to quality instruction and language anxiety. To overcome these, support systems included parental involvement at home and peer learning activities, fostering a collaborative and confidence-building environment.

Table 6(a): The Value of Multilingualism and Cultural Identity

Theme	Explanation	Examples
Importance of Multilingualism	Benefits of maintaining proficiency in multiple languages.	Cognitive advantages: Improved memory, attention span, and problem-solving skills associated with multilingualism. Cultural competency: Greater understanding and appreciation of diverse cultures through their languages.
Preserving Cultural Identity	The role of language in maintaining cultural heritage.	Indigenous communities: Preserving endangered languages to safeguard cultural traditions and knowledge passed down through generations. Immigrant communities: Maintaining native languages within families to connect with cultural roots and transmit heritage to younger generations.

Table 6(b): The Value of Multilingualism and Cultural Identity

Theme	Explanation	Examples
Language Loss Concerns	Challenges in maintaining multilingualism in a globalized world.	Dominance of English: Pressure to prioritize English proficiency leading to neglect of other languages. Limited resources for minority languages: Lack of funding and support for teaching and maintaining lesser-used languages.

In Table 6, the importance of multilingualism included cognitive advantages and fostering cultural competency. It also played a vital role in preserving cultural identity, allowing communities to connect with their heritage. However, language loss concerns were present due to the dominance of English and limited resources for minority languages.

#### 4. DISCUSSION

Our findings revealed a preference for learning techniques that connect language learning with real-world contexts, such as Task-Based Learning (TBL) and Content and Language Integrated Learning (CLIL). However, concerns emerged regarding potential techniques that might lead to a disconnect with students' cultural backgrounds. Stakeholders expressed a nuanced perspective on the role of English language education. While acknowledging the importance of English proficiency for global communication, they also highlighted anxieties surrounding cultural erosion. The study identified the need for balanced language policies that promote both English proficiency and the preservation of cultural identities through multilingualism and a focus on integrating cultural elements into language learning activities. Task-based language teaching (TBLT) offers another approach to developing speaking skills (Lume & Hisbullah, 2022). This method prioritizes communication and language use in realistic scenarios through the completion of meaningful tasks. Unlike traditional methods focused on memorizing and practicing language forms, TBLT emphasizes activities that require students to utilize language to accomplish a specific goal. Research has shown TBLT to be effective in enhancing speaking proficiency and fostering learner autonomy. Beyond teaching approaches, various factors can influence speaking performance. One prominent factor is anxiety, a common experience among language learners, especially when speaking in front of others (Putri et al., 2020). Foreign language anxiety is defined as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language

learning arising from the uniqueness of the language learning process”. While anxiety can hinder speaking performance, teachers can employ strategies to help learners manage it. These strategies include creating a supportive classroom environment, providing opportunities for low-pressure speaking practice, and offering constructive feedback. Listening instruction has undergone significant transformations in recent years. One key shift involves a move from product-oriented teaching, focused solely on comprehension outcomes, to process-oriented teaching (Zohrabi & Shokrzadeh, 2017). This approach emphasizes equipping learners with strategies to actively engage with spoken language, fostering comprehension beyond simple testing. One commonly used strategy involves metacognitive listening, where learners develop conscious awareness and control over their listening processes. Technology has also become a prominent player in listening instruction. Computer-assisted language learning (CALL) programs, like those utilizing speech recognition software, offer interactive and personalized practice for both listening and speaking skills.

Online resources, such as podcasts and videos, have become popular tools for independent listening practice. Furthermore, the importance of context and culture in understanding spoken language is increasingly recognized. Listening instruction now incorporates activities that expose learners to diverse spoken language contexts and cultures, including regional accents, dialects, and social and cultural norms that influence comprehension. Task-based learning (TBL) represents another effective method for developing listening skills. TBL engages learners in real-life tasks that require them to use listening to complete the task successfully (Lume & Hisbullah, 2022). The use of authentic materials and tasks within TBL provides a more meaningful and engaging context for skill development. Activities like problem-solving, simulations, and role-plays allow learners to practice listening in a communicative context, mirroring real-world situations. Additionally, TBL provides opportunities to practice speaking and other language skills as learners use language to complete the task. Content-Based Instruction (CBI) is characterized by its commitment to achieving both language and content learning objectives simultaneously (Stoller, 2004). This dual focus can be traced back to the pioneering Canadian immersion programs of the 1960s. These programs aimed to immerse English-speaking students in French by using it as the language of instruction for various curricular subjects. Sternfeld et al. define CBI as an approach where language proficiency develops through the process of

learning subject matter content in the target language (Sternfeld et al., 1997). Building on this definition, we broaden the scope, viewing CBI as the concurrent learning of both language and content. Content and Language Integrated Learning (CLIL) and Content-Based Instruction (CBI) encompass a range of models and approaches that can be viewed on a continuum. This continuum reflects a shift in emphasis, with one end prioritizing foreign or second language learning, and the other prioritizing curricular instruction through the target language (Brinton et al., 2003). The CBI-CLIL continuum highlights the absence of a single, prescriptive pedagogy for integrating content and language. Coyle et al. provide a comprehensive overview of various curricular models implemented across educational levels and countries (Coyle et al., 2010). Specifically in secondary education, they categorize five models: dual-school education, bilingual education, the interdisciplinary module approach, language-based projects, and specific-domain vocational CLIL. These models differ in their emphasis.

While some prioritize content delivery, like dual-school and bilingual education, language-based projects present a unique case where the language teacher introduces new content within the EFL lesson. Ultimately, this continuum underscores the flexibility of CLIL, allowing educators to tailor approaches based on specific contexts, resources, and learning objectives (Marsh, 2008). It is important to acknowledge, however, that achieving a perfect balance between content and language learning remains an ongoing pursuit. Technology played a significant role in language learning, with interactive platforms and virtual reality experiences offering opportunities to enhance cultural understanding and communication. However, potential drawbacks like overdependence and unequal access were acknowledged. Recommendations included promoting responsible use of technology and ensuring equitable access through infrastructure investment. Our investigation into student motivation revealed a desire to connect with global opportunities and access information. However, challenges like limited access to quality instruction and language anxiety were identified. Strategies to promote successful learning included parental involvement and collaborative learning activities that build confidence and foster a supportive environment. The importance of multilingualism was underscored, highlighting its cognitive benefits and its role in preserving cultural heritage. However, concerns regarding language loss due to the dominance of English and limited resources were also present. This underscores the

need for further research and strategies to promote multilingualism in a globalized world. The integration of cultural content is widely recognized as essential for developing students' communicative competence in English language teaching (ELT) (Galante, 2015). This cultural content encompasses various aspects, including traditions, social norms, values, and historical contexts. By incorporating these elements, educators can enhance learners' ability to use English appropriately in different social settings. Furthermore, exposure to cultural content fosters critical thinking skills and promotes intercultural awareness. However, selecting culturally appropriate materials presents a challenge. A critical balance is necessary between integrating the target culture (English-speaking countries) and acknowledging students' own cultural backgrounds. This approach avoids cultural imperialism and promotes genuine intercultural understanding. The rise of digital technologies has significantly impacted English language teaching (ELT) by facilitating the bridging of cultural gaps. Online language learning platforms offer learners exposure to diverse cultures beyond geographical limitations.

Similarly, virtual exchange programs, where students from different countries collaborate online, have emerged as valuable tools for developing intercultural competence. These programs facilitate cross-cultural exchanges, enabling students to virtually experience and understand different cultures. However, judicious integration of technology into ELT is crucial. Educators must ensure that technological tools are accessible to all learners and serve to enhance, rather than hinder, the learning process (Ziyad, 2016). Assessment plays an integral role in education, and in culturally diverse English language teaching (ELT) environments, employing fair and objective methods that reflect learning objectives becomes even more crucial. Traditional assessments might not be well-suited for multicultural classrooms, potentially favoring specific cultural norms. Therefore, a range of culturally responsive assessment tools can offer a more comprehensive picture of students' language skills. This can include portfolios, self-assessment, peer assessment, and project-based assessments. Furthermore, tailoring assessment content to be culturally relevant can enhance student engagement and motivation. By incorporating texts and prompts that resonate with students' own cultural experiences, assessment tasks become more relatable and facilitate a deeper understanding of learning objectives. The globalization of English has led to the emergence of two key paradigms: English as an International Language (EIL) and English as a Lingua Franca (ELF). These paradigms

challenge the traditional notion of a single native-speaker model, emphasizing English as a global language owned by all its users regardless of their cultural background (Tan et al., 2020). EIL and ELF perspectives advocate for an ELT approach that values the diverse varieties of English used around the world and integrates intercultural communication skills. However, implementing these paradigms necessitates a significant shift in mindset among educators, curriculum developers, and policymakers. Adapting teaching methodologies to local cultural contexts is crucial for effective ELT. Previous studies argue against universal teaching methods, emphasizing the need for context-specific approaches. Others supports this notion, demonstrating that students are more engaged and achieve better learning outcomes when teachers employ methodologies that consider local cultural values, traditions, and learning preferences (Perso, 2020). Language policies also play a significant role in shaping how English is taught. Policies that solely promote English as a second language, neglecting the local culture, can lead to cultural erosion. Therefore, a balanced approach is necessary, ensuring policies promote English proficiency while safeguarding local languages and cultures.

## 5. CONCLUSION

This study explored the complexities of English language education in a globalized world. While stakeholders valued English proficiency, concerns about cultural erosion arose. We found support for integrating cultural elements and promoting multilingualism in language policies. Technology offered opportunities for cultural understanding, but equitable access remains crucial. Strategies are needed to address student challenges and promote successful language learning in a way that fosters both global communication and cultural sensitivity.

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