

LANGUAGES AND CULTURE

THE INTEGRATION OF CULTURE IN FOREIGN LANGUAGE TEACHING AND LEARNING: PERSPECTIVES FROM FOREIGN LANGUAGE EDUCATORS

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ABSTRACT: In the context of increasing international integration, foreign languages, particularly English, play a crucial role in global communication and cooperation. One significant factor influencing foreign language learning is culture, as language and culture are closely interconnected and cannot be separated. This paper reports the results of a study conducted with university students to explore educators' perceptions of integrating cultural elements into English language classrooms. The findings indicate a strong alignment between educators' perspectives and those of scholars, thereby reaffirming the importance of incorporating cultural components into foreign language teaching. In addition, the article provides an overview of research trends related to the relationship between language and culture in the Vietnamese context, particularly in the field of teaching Vietnamese as a foreign language. Based on these findings, the paper offers several practical recommendations to assist educators in developing effective foreign language teaching strategies that integrate cultural elements and respond to the demands of globalization.

KEY WORDS: Culture; cultural integration; foreign language teaching; globalization; learners' perceptions.

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1. Introduction

In the context of contemporary international integration, proficiency in foreign languages has become a critical requirement for enhancing both understanding and effectiveness in professional and academic settings (Ali et al., 2015). Globally, numerous models have been developed to improve the quality of foreign language instruction (Bakirova, 2020). Among these, models that integrate cultural elements into language teaching have received significant scholarly attention (Chen & Yang, 2016; Majjala, 2020; Omer & Ali, 2011).

Enhancing learners' cultural competence is recognized as a key factor in improving the quality of foreign language education (Babae & Yahya, 2014; Cakir, 2006; Li, 2016; Sercu et al., 2004; Torrano-Guillamón et al., 2019). Research has consistently demonstrated the close interrelationship between language and culture: language serves as the primary medium through which cultural values and practices are expressed, while culture significantly influences language learning and teaching (Cakir, 2006; Ali et al., 2015; Li, 2016; Omer & Ali, 2011). Certain aspects of culture, such as idiomatic expressions, have already been incorporated into foreign language curricula (Liontas, 2017; Yağiz & Izadpanah, 2013).

Despite these developments, practical application of culturally integrated foreign language teaching remains limited. Opportunities to embed cultural content into classroom activities are often insufficient, and many instructors lack awareness of its pedagogical importance or the skills to implement it effectively. In the context of teaching Vietnamese as a foreign language, some innovative methods such as the use of blogs (Ho, 2011) or videos and crossword games (Nam, 2021) have been explored. However, the use of cultural integration through experiential learning or literary materials to develop learners' listening, speaking, reading, and writing skills remains underexplored.

The teaching of Vietnamese as a foreign language has been implemented in countries such as

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Australia, France, South Korea, and Vietnam itself (Ho, 2011). Notably, in South Korea, four universities offer departments or majors in Vietnamese Studies or Vietnamese language instruction. Alongside standard pedagogical activities, the integration of cultural content into Vietnamese language learning has garnered increasing attention. Accordingly, enhancing the quality and effectiveness of Vietnamese language instruction requires further investigation.

Foreign language teaching functions as a bridge connecting individuals to the global community. Integrating culture is among the most effective strategies in second language pedagogy, as it promotes both linguistic competence and intercultural awareness. While previous studies have confirmed the benefits of cultural integration in language education, there remains a pressing need to identify its advantages more clearly and to develop effective teaching models for applying cultural integration specifically in the context of teaching Vietnamese as a foreign language in Vietnam.

To further examine the integration of culture in foreign language teaching, this study seeks to address the following questions: 1/ How do foreign language instructors perceive the importance of cultural integration in their teaching?; 2/ What strategies and methods do instructors use to incorporate cultural elements into language instruction?

The study aims to explore the integration of culture in foreign language teaching from the perspectives of foreign language instructors. Specifically, it seeks to examine instructors' perceptions of the importance of cultural integration, identify the strategies and methods they employ to incorporate cultural elements into language instruction, and investigate the challenges they face in implementing cultural integration effectively.

2. Theoretical Framework

Language education in the modern world is influenced by cultural diversity, technological developments, and the unique backgrounds of learners. Instructors need to be aware of these factors to create an effective and inclusive language learning environment. By integrating cultural elements, technology, and learner diversity into their teaching, instructors can empower learners to become confident and competent language users in today's globalized society. This integration requires not merely acknowledgment but deliberate and purposeful efforts to embed these elements at the core of language instruction. Consequently, learners not only acquire a language but also develop the skills and attitudes necessary to succeed in a multicultural world (Kramsch, 2013).

2.1. Concept of Culture

Culture encompasses all tangible and intangible values created by humans within the natural world. It is a broad concept with multiple interpretations, covering all aspects of material and spiritual life. Culture includes human creations and thus has two dimensions: the intangible aspects, such as language, beliefs, and values, and the tangible aspects, such as housing, clothing, and tools. Both dimensions are essential for producing cultural artifacts and form an integral part of culture (Crystal, 2003).

In everyday life, culture is often understood as literature and the arts, including poetry, fine arts, theater, and cinema. "Cultural centers" around the world reflect this understanding. Another common interpretation views culture as a way of life, encompassing culinary styles, clothing, behavior, beliefs, and knowledge. Accordingly, individuals are often described as being "cultured" or "uncultured" based on their adherence to these practices. In anthropology and sociology, culture is defined broadly, encompassing all elements of human life—both material and spiritual.

2.2. Concept of Interculturality

Interculturality refers to the process of interaction between different cultures. It encompasses elements such as language, religion, ethics, values, customs, styles, beliefs, and other social realities. Intercultural competence allows individuals to understand diversity, appreciate differences among cultures, and avoid conflicts arising from ignorance or lack of mutual respect.

2.3. The Relationship between Language and Culture

Language and culture are inseparable. Language not only reflects culture but also actively contributes to its formation (Brown, 2007). This interrelationship is particularly evident in English language learning, where mastery extends beyond grammar and vocabulary to understanding the cultural nuances embedded in the language (Kramsch, 1993). The symbiotic relationship between language and culture provides a foundation for effective language acquisition and meaningful communication (Kramsch, 2013). Beyond linguistic skills, learners must explore cultural layers to understand the subtleties that shape expression and meaning.

As a global language, English reflects the cultural diversity of its speakers (Crystal, 2003). As learners progress, they inevitably encounter numerous cultural elements, such as idiomatic expressions, metaphors, and social conventions (Kramsch, 2014). These cultural experiences are not mere linguistic obstacles but gateways to deeper understanding. Acquiring cultural nuances enhances learners' communicative competence, helping them comprehend context, pragmatics, and social appropriateness (Kramsch, 2013). Learning a language is therefore inseparable from understanding the cultural context that gives life to words.

However, effectively linking culture and language in instruction remains challenging for instructors. A common issue is the limited cultural content in teaching materials (Cortazzi & Jin, 1996). English teaching materials often overemphasize grammar and vocabulary while neglecting rich cultural elements that are central to language use (McKay, 2002). Consequently, learners have limited opportunities to engage with authentic language use and cultural diversity. Addressing this issue requires a shift in educational orientation, positioning cultural content as a core component of curricula rather than an optional addition.

Moreover, language stereotypes embedded in materials (Pennycook, 2007) can inadvertently perpetuate cultural biases, hindering learners' understanding of true diversity in English-speaking communities (Hall, 1997). Cultural misunderstandings may also arise when learners misinterpret practices and norms (Kramsch, 1993), requiring instructors to skillfully facilitate cultural understanding (Liddicoat, 2007). In multicultural classrooms, instructors must actively recognize diverse cultural perspectives and avoid oversimplifying or generalizing any culture (Seidlhofer, 2011). Practical measures are necessary to foster an inclusive environment where each culture is respected and valued. Despite these challenges, instructors have ample opportunities to create culturally inclusive learning environments. Developing instructors' intercultural communicative competence equips them with the skills needed to navigate cultural differences effectively (Seidlhofer, 2001).

In summary, the relationship between language and culture is fundamental in English learning. Instructors must not only recognize but actively integrate culture into language acquisition and communicative effectiveness. Despite challenges, instructors can build inclusive and effective learning environments by developing intercultural competence, diversifying learning materials, and leveraging technology. Language teaching is thus not merely about transmitting words but nurturing a rich and dynamic understanding of English, a language that transcends national boundaries and connects learners with multiple interwoven cultures.

2.4. The Importance of Culture in Foreign Language Learning

Culture plays a pivotal role in foreign language learning, particularly in English, influencing learners' motivation, cognition, and communication strategies (Byram et al., 2002). When learners navigate the complexities of English, cultural integration provides a lens through which they understand language context, pragmatics, and sociolinguistic appropriateness (Kramsch, 1993, 2013). Cultural elements—including idioms, metaphors, and social conventions—are integral to effective language acquisition and meaningful communication, elevating learning beyond mere vocabulary memorization (Cortazzi & Jin, 1996; Kramsch, 2013).

Furthermore, culture contributes to empathy, open-mindedness, and cross-cultural understanding (Byram et al., 2002). Cultural awareness guides learners in global contexts and helps them adjust language use appropriately across different cultural settings (Kramsch, 2014). Understanding the cultural nuances behind communication is as crucial as linguistic proficiency. The interplay between language and culture in English learning enables learners to appreciate the cultures of speakers, fostering deep awareness of diversity and reducing biases (Canagarajah, 2013; Phillipson, 1992).

Cultural awareness enhances intercultural communication skills, making learners more sensitive to cultural contexts in interactions (Kramsch, 1993; Liddicoat, 2007). Embracing cultural nuances provides insights into English as an international language, not merely a communicative tool but a gateway to multiple perspectives and cultures (Stanford, 1983; Graddol, 2006). Language thus becomes a bridge, not only between words but also between the cultural contexts that give them meaning.

Integrating culture into language learning motivates learners by applying language in authentic, culturally relevant situations (Brown, 2007; Seidlhofer, 2001). Cultural awareness also enhances learners' strategies, enabling them to adapt communication style and tactics to different contexts and audiences (Byram et al., 2002; Kramsch, 2013). Learning English is therefore more than an academic pursuit, it is a journey of exploration and adaptation to diverse contexts where English is used.

Overall, from the perspectives of foreign language educators, culture plays a central role in language teaching and learning. The integration of cultural elements into instructional practices is widely perceived as essential for enhancing learners' communicative competence, fostering cross-cultural understanding, and promoting inclusivity and respect in diverse learning environments. Educators emphasize that such integration not only increases learners' motivation but also supports the development of more effective language learning strategies. Furthermore, it equips learners with the skills needed to communicate appropriately in multicultural contexts. From this perspective, language learning extends beyond the acquisition of linguistic knowledge to include a deeper understanding and appreciation of the complex cultural meanings embedded in everyday language use.

However, despite this strong theoretical consensus, there remains a noticeable gap between educators' beliefs and their actual classroom practices. Previous studies have largely focused on the importance of cultural integration, yet limited attention has been given to how these principles are implemented in real teaching contexts, particularly in EFL settings. In addition, there is a lack of empirical evidence examining the extent to which teachers apply specific strategies, such as multimedia use or role-playing activities, in fostering intercultural competence. Therefore, this study aims to address this gap by investigating both teachers' perceptions and their practical implementation of intercultural teaching strategies.

3. Research Methodology

In response to the evolving demands for evaluating learners' language competence, the school implemented several initiatives to enhance the quality of foreign language education, including the integration of cultural elements into language teaching. This integration was reflected in two dimensions: (1) embedding cultural content in teaching materials and curricula, and (2) applying instructional methods that incorporated cultural aspects in language teaching.

To conduct this study, the researcher adopted a mixed-methods approach, combining both quantitative and qualitative data to explore the current practices and propose strategies for integrating intercultural elements into foreign language instruction.

3.1. Participants (Sample Size)

The study involved 54 participants. Participants are instructors selected using convenience sampling based on their accessibility and willingness to participate.

		Statistics				
		Gender:	Age	Years of teaching experience:	Language(s) taught:	Level of students taught:
N	Valid	54	54	54	54	54
	Missing	0	0	0	0	0

		Gender:			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	☐ Female	36	66.7	66.7	66.7
	☐ Male	18	33.3	33.3	100.0
	Total	54	100.0	100.0	

		Age			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20–30	30	55.6	55.6	55.6
	31–40	18	33.3	33.3	88.9
	41–50	6	11.1	11.1	100.0
	Total	54	100.0	100.0	

		Years of teaching experience:			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	☐ 1–5	25	46.3	46.3	46.3
	☐ 11–15	7	13.0	13.0	59.3
	☐ 16+	6	11.1	11.1	70.4
	☐ 6–10	16	29.6	29.6	100.0
	Total	54	100.0	100.0	

		Language(s) taught:			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	☐ English	54	100.0	100.0	100.0

		Level of students taught:			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	☐ Advanced	1	1.9	1.9	1.9
	☐ Beginner	21	38.9	38.9	40.7
	☐ Intermediate	32	59.3	59.3	100.0
	Total	54	100.0	100.0	

3.2. Data Collection Methods

Survey:

A structured questionnaire was administered to collect quantitative data on participants' perceptions

and engagement with cultural integration in language learning. The questionnaire used a 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree) to measure the level of agreement with selected statements.

In-depth Interviews:

Semi-structured interviews were conducted with instructors to gain deeper insights into their experiences, perspectives, and challenges in integrating intercultural content into their teaching practices.

Classroom Observations:

Classroom observations were carried out to examine how cultural elements were implemented in real teaching contexts, providing practical evidence of instructional strategies.

Document Analysis:

Relevant documents, including teaching materials, curricula, and syllabi, were analyzed to determine the extent to which cultural integration had been incorporated systematically.

3.3. Data Analysis Tools

Quantitative data from the survey were analyzed using SPSS (Statistical Package for the Social Sciences). Descriptive statistics, including frequency, percentage, and mean scores, were calculated to identify patterns and trends.

Qualitative data from interviews, observations, and document analysis were analyzed using thematic analysis, allowing key themes and recurring issues to be identified and interpreted.

3.4. Research Design Justification

The use of multiple methods enabled triangulation, which increased the reliability and validity of the findings. By combining survey data with interviews, observations, and document analysis, the study provided a comprehensive understanding of both perceptions and actual practices related to intercultural integration.

4. Research Results and Proposed Solutions

4.1. Research Results

The study's findings indicate that using a mixed-methods approach provides a comprehensive and in-depth understanding of the integration of intercultural elements in foreign language teaching. Data collected from questionnaires show that the majority of instructors and students recognize the crucial role of cultural elements in enhancing language learning effectiveness. However, the actual application of these elements in teaching practices remains inconsistent.

In-depth interviews revealed detailed insights into instructors' perspectives and experiences. Many instructors believe that integrating culture helps students gain a deeper understanding of the language, yet they also highlighted challenges such as the lack of appropriate teaching materials, limited class time, and insufficient training in methods for embedding cultural content. Classroom observations documented that some instructors actively use cultural examples, real-life communicative situations, and group activities with cultural elements, though the extent and forms of implementation vary across classes.

Analysis of teaching materials (textbooks, syllabus, supplementary resources) showed that cultural content, while present, is mostly illustrative and lacks systematic integration or analytical depth. Based on these findings, the study proposes strengthening instructor training in intercultural teaching methods, developing teaching materials that clearly integrate cultural elements, and encouraging active learning methods to enhance students' intercultural awareness and communicative competence.

4.1.1. Educators' perception about cultural integration in teaching language

Table 1. *Understanding culture helps students use the target language more appropriately*

Response	Frequency (n)	Percentage (%)
3 (Neutral)	3	5.6
4 (Agree)	17	31.5

5 (Strongly Agree)	34	63.0
Total	54	100.0

The results indicate a very high level of agreement among respondents (N = 54). Specifically, 63.0% of participants *strongly agreed* and 31.5% *agreed* with the statement, while only 5.6% selected a neutral response. Notably, no respondents expressed disagreement.

The estimated mean score is approximately $M = 4.57$ on a 5-point Likert scale, reflecting a strong positive perception. This high mean value suggests that participants overwhelmingly recognize the importance of cultural understanding in facilitating appropriate language use.

Overall, the findings demonstrate that cultural knowledge is widely perceived as a crucial component in effective language learning. It plays a significant role in helping learners use the target language appropriately in real-life communicative contexts.

Table 2. *Cultural integration improves students' motivation to learn a foreign language*

Response	Frequency (n)	Percentage (%)
3 (Neutral)	5	9.3
4 (Agree)	20	37.0
5 (Strongly Agree)	29	53.7
Total	54	100.0

The findings reveal a high level of agreement among respondents (N = 54). Specifically, 53.7% of participants *strongly agreed* and *37.0% *agreed* with the statement, while only 9.3% reported a neutral stance. No respondents indicated disagreement.

The estimated mean score is calculated as follows:

Thus, the mean value of approximately $M = 4.44$ suggests a high level of positive perception, though slightly lower than Item 4.1.

Overall, the results indicate that learners generally believe that integrating cultural elements into language teaching significantly enhances their motivation. This supports the view that culture not only enriches linguistic knowledge but also serves as a motivational factor, encouraging greater engagement in the language learning process.

Table 3. *Cultural knowledge is as important as grammar and vocabulary in language learning*

Response	Frequency (n)	Percentage (%)
3 (Neutral)	7	13.0
4 (Agree)	33	61.1
5 (Strongly Agree)	14	25.9
Total	54	100.0

The results show a generally positive perception among respondents (N = 54). Specifically, 25.9% of participants *strongly agreed* and *61.1% *agreed* with the statement, while 13.0% expressed a neutral opinion. No respondents reported disagreement.

The estimated mean score is calculated as follows:

Thus, the mean value of approximately $M = 4.13$ indicates a high level of agreement, although it is lower compared to the previous items.

Overall, the findings suggest that while most learners recognize the importance of cultural knowledge, they may still place slightly greater emphasis on traditional linguistic components such as grammar and vocabulary. Nevertheless, the high level of agreement confirms that culture is widely viewed as an essential element in language learning.

Table 4. Teachers play a key role in helping students develop intercultural competence

Response	Frequency (n)	Percentage (%)
3 (Neutral)	5	9.4
4 (Agree)	25	47.2
5 (Strongly Agree)	24	43.4
Total	54	100.0

The results indicate a strong consensus among respondents regarding the role of teachers in fostering intercultural competence. A significant majority (90.6%) agreed or strongly agreed with the statement, with a mean score of approximately 4.34 on a 5-point Likert scale. This suggests that teachers are widely perceived as key contributors to students' intercultural development, with minimal neutrality and no disagreement reported.

4.2.1. Average frequency of strategy usage

Table 5. I use multimedia resources (videos, songs, podcasts) to teach cultural aspects

Response	Frequency (n)	Percentage (%)
1 (Strongly Disagree)	19	35.2
3 (Neutral)	21	38.9
4 (Agree)	12	22.2
5 (Strongly Agree)	2	3.7
Total	54	100.0

The findings indicate that most teachers frequently integrate multimedia resources (videos, songs, podcasts) into teaching cultural aspects. A large proportion reported using them often (38.9%) and always (35.2%), suggesting a strong preference for multimedia-supported instruction. Only a small percentage (3.7%) rarely use such tools, and none reported never using them. This highlights the important role of multimedia in enhancing cultural teaching practices.

Table 6. I encourage students to compare their own culture with the target language culture

Response	Frequency (n)	Percentage (%)
1 (Strongly Disagree)	12	22.2
3 (Neutral)	25	46.3
4 (Agree)	11	20.4
5 (Strongly Agree)	6	11.1
Total	54	100.0

The results show that encouraging students to compare their own culture with the target language culture is a commonly used teaching practice. Nearly half of the respondents (46.3%) reported doing this often, and 22.2% always apply this strategy. However, a noticeable proportion (11.1%) rarely use this approach, indicating some inconsistency in integrating intercultural comparison activities in teaching. Overall, the findings suggest that while this practice is widely adopted, it is not yet consistently implemented across all teachers.

Table 7. Role-playing activities or simulations to practice intercultural communication

Response	Frequency (n)	Percentage (%)
1 (Strongly Disagree)	9	16.7
3 (Neutral)	20	37.0
4 (Agree)	14	25.9
5 (Strongly Agree)	11	20.4
Total	54	100.0

The findings indicate that role-playing activities and simulations are moderately used in teaching intercultural communication. While 37.0% of teachers reported often using these activities, only 16.7% always apply them. A considerable proportion of respondents (20.4%) rarely or never use role-playing techniques, suggesting that this interactive method is not consistently implemented. This may be due to constraints such as time limitations, classroom management challenges, or lack of training in designing simulation-based activities. The findings indicate that role-playing activities and simulations are moderately used in teaching intercultural communication. While 37.0% of teachers reported often using these activities, only 16.7% always apply them. A considerable proportion of respondents (20.4%) rarely or never use role-playing techniques, suggesting that this interactive method is not consistently implemented. This may be due to constraints such as time limitations, classroom management challenges, or lack of training in designing simulation-based activities.

Table 8. *I assign projects or presentations on cultural topics*

Response	Frequency (n)	Percentage (%)
1 (Strongly Disagree)	7	13.0
3 (Neutral)	14	25.9
4 (Agree)	18	33.3
5 (Strongly Agree)	15	28.8
Total	54	100.0

The results reveal that assigning projects or presentations on cultural topics is not a frequently used practice. The majority of teachers reported only sometimes (33.3%) or often (25.9%) implementing such activities. A considerable proportion (28.8%) rarely or never assign these tasks, indicating that project-based cultural learning is not widely adopted. This may be due to factors such as time constraints, heavy curriculum demands, or challenges in assessing student performance in project-based tasks.

4.2. Proposed Solutions

Integrating Cultural Content into Language Lessons:

Select culturally relevant topics aligned with language skills such as reading, writing, listening, and speaking. For example, when teaching the past tense, instructors can ask students to describe a traditional festival in an English-speaking country. This approach helps learners access the language in real-life contexts while connecting it to culture. Culturally responsive teaching recognizes students' diverse cultural backgrounds and aims to create an inclusive and supportive learning environment (Gay, 2010; Ladson-Billings, 1995). Instructors must consider learners' cultural identities, experiences, and perspectives, fostering positive instructor–student relationships that enhance belonging and motivation (Hattie, 2009; Weinstein, Tomlinson-Clarke, & Curran, 2004). Culturally responsive curricula integrate diverse cultural perspectives, enriching the learning experience and reflecting learners' real-life contexts. Students' home languages can also serve as valuable resources to support bilingual learning and affirm linguistic identity (Cummins, 2001; Canagarajah, 2013). Assessments should consider learners' culturally influenced learning strengths and styles (Au, 2011).

Using Multimedia Materials:

Employ films, videos, podcasts, advertisements, songs, and authentic dialogues from native speakers. For instance, watching a short video about greetings in different English-speaking cultures can spark discussion about cultural differences. Multicultural literature and materials representing diverse cultural experiences help learners gain broader intercultural understanding (Nieto, 2010; Weinstein et al., 2004). Integrating cultural events and activities into lessons fosters a positive learning environment. Instructors curate content to ensure classrooms reflect diverse cultural expressions, enhancing inclusive teaching (Gay, 2010). Exposure to multicultural materials develops empathy, understanding, and provides rich communicative contexts (Byram et al., 2002).

Cultural Comparison:

Encourage learners to compare target language culture with their own. For example, compare dinner invitation customs in Vietnam and the U.S. This promotes critical thinking, analytical skills, and appreciation for cultural diversity. Culturally responsive teaching helps students connect their cultural backgrounds to learning content, emphasizing the role of cultural knowledge in education. Classrooms should value diversity and mutual respect, encouraging students to share cultural experiences and perspectives (Milner, 2011; Weinstein et al., 2004). Instructors act as architects of a culturally rich learning space that connects personal experiences with academic content.

Role-Playing and Intercultural Communication Scenarios:

Design specific situations involving cultural differences for students to role-play. For example, students simulate interactions between hosts and guests at a British party, managing unexpected cultural differences. These activities develop flexible communication skills, prevent cultural shock, and enhance intercultural understanding. Instructors provide context, assign groups and scenarios, facilitate discussion and role-play, and guide reflection. Activities may include video recording or surprise elements to challenge students' adaptability and enhance learning outcomes.

Encouraging Self-Study and Cultural Projects:

Assign students to research a specific cultural aspect and present it via presentations or posters, such as Christmas customs in English-speaking countries. This develops research, presentation, and deeper cultural awareness. Project-based learning fosters self-directed learning, broadens knowledge, and strengthens cultural understanding. Students practice information search, logical organization, creativity, and public speaking while developing teamwork, critical thinking, and real-world application skills.

Creating a Multicultural Classroom Environment:

Extracurricular activities can provide a multicultural environment by increasing exposure and cultural exchange. Instructors may invite native speakers or international students to participate, organize in-person or online cultural exchange sessions, and share customs, festivals, and communication styles. Such experiences allow learners to interact with people from diverse backgrounds, practice English in dynamic contexts, expand global awareness, and cultivate cultural sensitivity and respect.

5. Conclusion

Language education in today's globalized world requires the integration of culture, technology, and learner diversity. Culturally responsive teaching plays a key role in fostering intercultural competence and helping learners communicate effectively in diverse contexts (Byram et al., 2002).

Technology further enhances language learning by providing interactive and flexible opportunities that support motivation and learner autonomy (Levy & Stockwell, 2006; Wang, 2017). At the same time, addressing learner diversity ensures inclusive and equitable education, enabling students from different backgrounds to succeed.

Developing teachers' intercultural competence is essential for creating supportive and inclusive classrooms. By combining cultural awareness, technological integration, and sensitivity to learner diversity, language educators can provide meaningful and effective learning experiences.

In conclusion, this integrated approach not only improves language learning outcomes but also contributes to the development of global citizens who are respectful, adaptable, and capable of communicating across cultures (Byram, 1997).

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Tích hợp các yếu tố văn hóa trong dạy và học ngoại ngữ: góc nhìn từ giảng viên giảng dạy ngoại ngữ

Tóm tắt: Trong bối cảnh hội nhập quốc tế ngày càng sâu rộng, ngoại ngữ, đặc biệt là tiếng Anh, đóng vai trò quan trọng trong giao tiếp và hợp tác toàn cầu. Một yếu tố quan trọng ảnh hưởng đến việc học ngoại ngữ là văn hóa, bởi ngôn ngữ và văn hóa có mối quan hệ gắn bó chặt chẽ và không thể tách rời. Bài viết này trình bày kết quả của một nghiên cứu được thực hiện với sinh viên đại học nhằm khám phá nhận thức của giảng viên về việc tích hợp các yếu tố văn hóa vào lớp học tiếng Anh. Kết quả nghiên cứu cho thấy sự tương đồng đáng kể giữa quan điểm của sinh viên và quan điểm của các học giả, qua đó khẳng định tầm quan trọng của việc đưa các yếu tố văn hóa vào giảng dạy ngoại ngữ. Bên cạnh đó, bài viết cũng cung cấp cái nhìn tổng quan về các xu hướng nghiên cứu liên quan đến mối quan hệ giữa ngôn ngữ và văn hóa trong bối cảnh Việt Nam, đặc biệt trong lĩnh vực giảng dạy tiếng Việt như một ngoại ngữ. Dựa trên những kết quả này, bài viết đề xuất một số khuyến nghị thực tiễn nhằm hỗ trợ giảng viên xây dựng các chiến lược giảng dạy ngoại ngữ hiệu quả, tích hợp yếu tố văn hóa và đáp ứng yêu cầu của quá trình toàn cầu hóa.

Từ khóa: Văn hóa; tích hợp văn hóa; giảng dạy ngoại ngữ; toàn cầu hóa; nhận thức của người học.