



---

# **Tales of Filipino Teaching: The Integration of Intercultural Language Teaching in Junior High School**

***Mary Jane Patombon Palomo***

**Teacher, Antipas National High School**

---

## **ABSTRACT**

This qualitative phenomenological study explores the lived experiences of Filipino teachers from the 2nd Congressional District of the Province of Cotabato regarding intercultural language teaching. The research aims to understand how these educators incorporate cultural awareness and sensitivity into their teaching practices, particularly in the context of the Filipino language. Using in-depth interviews as the primary data collection method, the study highlights teachers' strategies in fostering an inclusive and culturally relevant learning environment. The findings suggest that Filipino teachers actively employ interactive and engaging learning strategies to connect students with their own cultural identity while simultaneously promoting respect for diverse cultural backgrounds. Teachers serve as facilitators of learning and communication, recognizing the significance of language as a tool for cultural expression and dialogue. Furthermore, the study underscores the teachers' responsibility in instilling cultural sensitivity and awareness among students. Teachers advocate for inclusive learning by designing lessons that reflect cultural relevance and localize the curriculum to ensure students appreciate both their heritage and other cultural traditions. Based on the results, a language policy design is proposed, emphasizing the integration of cultural context in language learning, the promotion of intercultural dialogue through projects, and the reinforcement of cultural pride and identity. This policy aims to empower students to express themselves in the Filipino language while appreciating their cultural diversity, ultimately enhancing intercultural competence and communication skills in the classroom.

---

## **INTRODUCTION**

The teaching of Filipino language among students is a daunting task. Understanding the concept is a major problem in which they failed to put themselves into the texts. Teachers as well have the discrepancies of their inabilities to relating the topics to students' experiences and cultural knowledge.

Intercultural Language Teaching is an approach that puts the teaching of language skills with the development of students' intercultural competence (Liddicoat & Sarino, 2013; Barany, 2016; Li, 2016; Esalati & Rahmanpana, 2020). It crosses beyond borders especially on the traditional language instruction wherein the teacher infused cultural awareness, cross-cultural communication skills, and intercultural understanding into the language learning process (Corbett, 2022). In addition, it recognizes the importance of cultural contexts in the utilization of language and its emphasis on the interconnectedness of language and culture (Oranje & Smith, 2018).

In the Philippines, different facets of Filipino teaching are integrated in literature, music, folklore, and into the instruction of language (Espino et al., 2021). This provides students with great experiences of language learning. As they explored different cultural norms, they would be able to improve their perspectives with the usage of Filipino language (Cabling et al., 2020; Sipe, 2021).

Correspondingly, in its original contexts, Intercultural Language Teaching has been widely explored in the language teaching especially in English (Liddicoat, 2004; Liddicoat & Scarino, 2013; Byram & Wagner, 2018; Corbett, 2022;). Studies in the Philippines limited only on the experiences of pre-service teachers in an overseas practicum immersion (Garcia, 2018; Nomniana et al., 2023), Filipino teachers in Thailand (Nawamamat & Cedar, 2021; Ulla, 2018). This study is only limited within the boundary of the Filipino teachers who teach the Filipino subject in the Junior High School. Exploring this study will provide a deeper sense of understanding in building the gap as well in providing the limited number of studies in the Philippines.

Moreover, Intercultural Language Teaching opens the doors of opportunities to Filipino teachers in Arakan Valley Complex. As they geared toward integrating cultural knowledge among students will bring cultural sensitivity and awareness. Hence, it leads to the promotion of a respectful and an effective cross-cultural communication.

### ***Research Questions***

This study aims to determine the tales of Filipino teachers in teaching Filipino as they integrate Intercultural Language Teaching among the Junior High School students. Specifically, it answers the following sub-problems:

### **Study 1 Integrating Intercultural Language Teaching: Its Trajectories in Filipino Language Teaching**

1. How does Filipino teachers integrate intercultural language teaching;
2. How does intercultural language teaching promote cultural awareness and sensitivity among students;
3. What can teachers suggest to further enhance the delivery of intercultural language teaching in Filipino;

### **Study 2 Intercultural Language Teaching: Teachers' Roles, Responsibilities, and Policy Development**

- What roles do teachers play in enriching intercultural language teaching in Filipino; and
- What language policy on intercultural language teaching can be designed based on the findings of the study?

### ***Research Design***

This study is qualitative-phenomenology. Qualitative seeks to underscore the meaning and significance of social phenomena from the perspectives of the participants (Handren et al., 2023; Olmos-Vega et al., 2023; Saven-Baden & Major, 2023). It provides emphasis on the subjectiveness of the experiences, perceptions, beliefs, and interpretation that aims to uncover the complexities of human behavior and social interactions. Similarly, it is conducted in a naturalistic setting which enabled the researcher to explore social phenomena within their real-life contexts (Litchman, 2023).

Phenomenology aims to explore the lived experiences of people within the situation (Gill, 2020). Usually, it engages in the process of bracketing where the researcher sets aside their own preconceived biases (Williams, 2021). So, there is the need to see the real conditions as well as to really go to the field and have the immersion of how these people make meanings of their own lives. In-depth interviews are one of the processes in the method of inquiry (Van Manen, 2017).

This paper is qualitative because it facilitates in the understanding of Intercultural Language Teaching among the Filipino teachers. Knowing their experiences and their pedagogical perspectives will lead to the development of a language policy which will encourage teachers to integrate culture of students in their subject matter. More so, this is imperative to uncover of how Filipino teachers suggest to enhance this strategy in language teaching.

### ***Research Participants***

Two groups of Filipino teachers will take part in this study. First, the Key Informant Interview (KII) (Allen & Bashir, 2023) will be made up of 25 individuals. In FGD, Samples are limited to 25 as mentioned by Creswell and Poth (2018). There are distinctions between KII and FGD participants. They were not authorized to respond to both the FGD and the KII. All of the Filipino instructors who will serve as informants will be interviewed individually. The researcher will conduct the FGD by interviewing a group of teachers in a discussion or forum setting. Similarly, they will be picked using purposive sampling (Serra et al., 2018) using the following criteria:

1. A teacher specializing in Filipino language;
2. Assigned in one of the secondary schools in Arakan Valley Complex; and
3. Has been in teaching for at least 3 years.

Teachers who are teaching Filipino yet they are not Filipino major are excluded on the study.

### ***Research Instrument***

The instrument serves as an important tool in culling out the significant data from the informants. In this study, the researcher will use the interview guide. This contains questions which will be asked to each of the informants and participants. As well, the researcher will use the recorder to not miss any single statements that they can share about their experiences of the phenomenon under study. Meanwhile, the researcher will use the consent-to-participate form.

### ***Data Analysis***

The data of the study will be analyzed using thematic analysis (Darda & Matta, 2024). Similarly, the researcher needs to read and re-read the transcripts to gain comprehension on its contexts. Likewise, coding will capture the essence of the data and serve as a foundation for the analysis. Emerging themes will be compared to look into the similarities and differences, and patterns of meaning. Each of the themes will be supported or negated with the responses of the Focus Group Discussion (FGD).

---

## **RESULTS AND DISCUSSIONS**

### **Themes on the integration of Filipino teachers of Intercultural Language Teaching**

The first research question indicates the themes on the integration of Filipino teachers of Intercultural Language Teaching.

**Cultural Awareness and Sensitivity.** The integration of Filipino teachers into Intercultural Language Teaching (ILT) promotes greater cultural awareness and sensitivity by encouraging educators to recognize and respect cultural diversity. Filipino teachers, with their deep understanding of local customs and traditions, can help bridge cultural gaps and foster an environment where students from various backgrounds feel understood. This awareness allows teachers to create more inclusive lessons, avoiding stereotypes and adapting to the cultural nuances of their students. In turn, Filipino educators also benefit by expanding their own global perspective, learning how to navigate and respect diverse cultural contexts in the classroom.

As teachers embrace and respect cultural differences in the classroom, one of the informants highlights an inclusive and supportive learning environment where all students feel valued and understood

*"By recognizing learners' cultural differences. By respecting one's cultures By accepting everyone with love and respect."* (Informant 4 Q1.1 L33-37)

Similarly, an informant suggests that understanding and acknowledging the diverse cultural backgrounds of students helps in addressing their challenges more effectively and creating a more personalized learning experience. As stated during the interview that:

*"I applied it by considering the culture and tribes of every student at first. I apply it in the unlocking of difficulties."* (Informant 12 Q1.1 L 124-125)

Cultural awareness and sensitivity are vital components of Intercultural Language Teaching (ILT), as they enable both educators and learners to navigate and appreciate cultural differences in the language learning process. According to Deardorff (2016), intercultural competence involves the ability to understand, appreciate, and adapt to cultural differences, which is crucial for fostering effective communication in diverse contexts. Additionally, Byram (2018) emphasizes that cultural awareness in language education not only helps students understand their own cultural identity but also enhances their ability to engage respectfully with others from different backgrounds. Moreover, a study by Kohn and Holliday (2018) highlights that incorporating cultural sensitivity into language teaching can lead to more meaningful and inclusive educational experiences, promoting a sense of global citizenship among learners. These perspectives underscore the importance of integrating cultural awareness and sensitivity in language teaching to create an environment that supports intercultural dialogue and mutual respect (Deardorff, 2016; Byram, 2018; Kohn & Holliday, 2018).

**Interactive and Engaging Learning Strategies.** The integration of Filipino teachers into Intercultural Language Teaching offers a unique opportunity to create a more dynamic and interactive learning environment where students actively engage with both language and culture. Filipino educators can draw from their own cultural experiences to develop activities that encourage open dialogue and collaboration, making the learning process more relatable and meaningful for students. In order to incorporate interactive methods like group discussions or cultural exchanges, teachers have to navigate a sense of curiosity and empathy to help students better understand the complexities of intercultural communication. This approach not only improves language skills but also nurtures a deeper appreciation for cultural diversity.

This theme was inculcated in the responses of one of the informants. The informant shared that using inquiry-based activities and role-playing in intercultural teaching not only boosts student participation but also enhances their understanding of cultural nuances while improving their language skills in real-world contexts.

*"I applied intercultural communicative competence using inquiry-based activities and role playing. It fosters active engagement, cultural awareness, and practical language among students."* (Informant 1 Q 1.1 L 1-5)

Another, an informant reiterated that using cooperative learning, interaction, and role-playing helps students engage with cultural differences and enhance their language skills.

*"I apply intercultural language teaching as a Filipino teacher through using strategies like cooperative learning, interaction and role playing."* (Informant 5 Q 1.1 L 43-46)

For Geng (2020), using interactive activities such as role-playing and group discussions helps students experience real-world language use and intercultural communication. Additionally, Kramersch (2018) emphasizes that such strategies allow learners to explore cultural nuances and reflect on their own cultural identities. These approaches not only enhance language skills but also develop empathy and understanding across cultures (Geng, 2020; Kramersch, 2018).

**Cultural Context in Language Learning.** Incorporating cultural context in language learning helps students understand the deeper meanings and nuances behind words and expressions, making communication more authentic. When cultural contexts are emphasized, learners not only acquire language skills but also develop an appreciation for the traditions, values, and perspectives that influence how people communicate. This approach encourages students to see language as a reflection of the culture it comes from, rather than just a tool for conversation. As a result, students become more effective and respectful communicators in diverse intercultural settings.

By incorporating local stories, the teacher makes lessons more relatable, helping students connect language learning to their own cultural experiences.

*"I will use local stories or facts related to my lesson to illustrate language points and make the lesson relatable."* (Informant 2 Q 1.1 L 13-16)

The importance of language in shaping cultural values, making it a key tool for both learning and everyday communication in the classroom was emphasized by the informant.

*"Language is often used to express and reinforce cultural values. We use Filipino language in the classroom as a subject matter in every discussion and also as a tool of daily communications."* (Informant 10 Q 1.1 L 100-104)

Studies have shown that incorporating cultural context into language learning enhances both language proficiency and cultural understanding. Geng (2020) highlights that understanding the cultural background behind language use helps learners communicate more effectively in diverse settings. Kramsch (2018) emphasizes that language is deeply intertwined with culture, and without cultural context, language teaching becomes incomplete. Similarly, Byram (2017) suggests that integrating cultural knowledge into lessons fosters students' intercultural competence, preparing them for real-world communication.

**Comparative Analysis and Reflection.** Comparative analysis in intercultural language teaching helps students understand cultural similarities and differences, encouraging respect and open-mindedness. Reflecting on these comparisons allows learners to gain a deeper understanding of both their own and others' cultural perspectives. This approach improves language skills while also promoting critical thinking and cultural empathy, ultimately preparing students for effective communication in a diverse, globalized world.

As explained during the course of the interview, an informant stated that:

*"I used intercultural language teaching in order for the students to understand and value their own cultures. Gayon di ang pagkakaiba ng mga kulturang kanilang kinagisnan."* (Informant 7 Q 1.1 L 66-70)

This approach shows how linking language lessons to real-life scenarios and cultural awareness helps students understand language in context and appreciate diversity. As shared during the interview that:

*"As a Filipino teacher, I applied intercultural language teaching by giving real-life scenario examples and also integrating the teaching of language with an awareness and appreciation of different cultures."* (Informant 18 Q 1.1 L 182-187)

**Language as a Tool for Communication and Expression.** The integration of Filipino teachers in Intercultural Language Teaching highlights the role of language as a bridge for communication and cultural expression. Filipino teachers bring their unique cultural perspective, allowing students to see how language connects to real-life experiences. This approach helps students better understand how language reflects cultural identity and values, making lessons more relatable. Through this, students develop a stronger connection to both language and the cultures they encounter.

The importance of understanding diverse communication styles, which helps students navigate both verbal and non-verbal cues in intercultural settings was the center of the statement of an informant.

*"I used effective intercultural communications as a Filipino teacher to understand cultural differences in communication styles and values. This can include differences in verbal and non-verbal communications."* (Informant 9 Q 1.1 L 90-95)

Language plays a critical role in communication and expression, particularly when Filipino teachers incorporate intercultural language teaching into their classrooms. Byram (2017) asserts that language learning involves not just acquiring words but understanding the cultural contexts that shape communication. Kramsch (2018) also highlights how language serves as a medium for expressing cultural identity, which is essential in intercultural interactions. Furthermore, Risager (2020) emphasizes that integrating cultural knowledge into language lessons helps students understand how language and culture are interconnected, enriching their overall learning experience.

### **Themes on the promotion of interlanguage teaching on cultural awareness and sensitivity among students**

The second research question shares about the themes on the promotion of interlanguage teaching on cultural awareness and sensitivity among students.

**Cultural Reflection and Appreciation.** Cultural reflection and appreciation in interlanguage teaching help students recognize and respect cultural differences. This approach allows learners to see how language reflects cultural values and practices. It encourages students to become more aware of their own cultural perspectives while appreciating those of others. Through this, students develop a deeper understanding of the role culture plays in communication.

Interlanguage teaching promotes cultural awareness and sensitivity by helping students navigate and appreciate linguistic and cultural differences which enables them to have deeper understanding of diverse perspectives. As shared during the interview:

*"It encourages students to appreciate their culture by facilitating active reflection on cultural differences."* (Informant 1 Q 2.1 L 1-3)

Interlanguage teaching promotes cultural awareness and sensitivity by encouraging students to reflect on their own cultures while comparing them with others

*"Students can reflect their own cultures. There was also a comparison for them to realize the unique aspects of their culture that they may have overlooked."* (Informant 2 Q 2.1 L 15-18)

Interlanguage teaching encourages students to reflect on their own cultures, helping them understand how their language and traditions shape their worldview. It provides opportunities for students to compare their cultural values with those of others, leading to a deeper appreciation of diversity. This approach promotes cultural sensitivity and awareness, allowing students to see the uniqueness of various cultures and enhancing their ability to navigate cross-cultural interactions as mentioned by Wang et al. (2024).

**Cultural Sharing and Expression.** This means that students gain a better understanding of diverse perspectives. This encourages respect for different cultures and enhances their ability to communicate effectively across cultural boundaries. It also promotes a sense of empathy and appreciation for the diversity present in the world.

During the interview, this was reiterated by one of the informants. He mentioned that:

*“It really shows the marks of their culture by sharing it with others, pagpapakilala at paghikayat na gawin o lamain pa ang tatak ng kanilang kultura to others.”* (Informant 7 Q 2.1 L 79-82)

Interlanguage teaching promotes cultural awareness and sensitivity by encouraging students to engage with diverse cultures.

*“Through interaction with people from different cultures, students may develop a sense of pride in their own cultural background.”* (Informant 11 Q 2.1 L 121-124)

In support, Chaika (2024) stated that cultural sharing and expression allow students to communicate their unique cultural perspectives with others. This exchange helps them better understand their own cultural identity and develop respect for diverse backgrounds. It also encourages students to engage in meaningful dialogues that promote mutual understanding and appreciation.

**Cultural Engagement through Projects and Activities.** This allows students to actively explore and appreciate different cultures. These hands-on experiences help learners develop a deeper understanding of cultural diversity. Students gain insights into how cultural perspectives shape language and communication. Such activities create an environment where cultural awareness and sensitivity are developed naturally.

Interlanguage teaching promotes cultural awareness and sensitivity by integrating local stories, myths, and cultural projects, allowing students to connect with their cultural roots and take pride in their cultural identity.

*“Incorporating local stories, myths, and legends into classes. This helps students connect with their cultural roots and understand the values and lessons embedded in these narratives. Assigning cultural projects that require students to explore and present aspects of their own culture. This not only reinforces their knowledge but also entails pride in their cultural identity.”* (Informant 3 Q 2.1 L 26-35)

As such, it encouraged students to engage in activities that compare and contrast different cultures, helping them gain a deeper appreciation for both their own and others' cultural identities.

*“Intercultural language teaching doesn't just teach about other cultures; it also helps students deeply appreciate their own. Like giving them an activity, comparison, and contrast.”* (Informant 24 Q 2.1 L 269-273)

This means that cultural engagement through projects and activities allows students to explore and express their cultural backgrounds. These hands-on experiences encourage deeper understanding and connection to cultural values. Through such activities, students gain confidence in sharing their culture while learning to appreciate the traditions of others (Yarychev, 2024).

**Cultural Pride and Identity.** It plays a key role in promoting cultural awareness and sensitivity among students. When students embrace their own cultural backgrounds, they gain a stronger sense of belonging and confidence. This creates a space where they can appreciate other cultures without judgment. It also helps students understand the value of diverse perspectives in both language and communication.

Interlanguage teaching promotes cultural awareness and sensitivity by allowing students to use their own language and reflect on different language varieties.

*“It encourages students to appreciate their own culture because they can use their own language during class and reflect on the different varieties of languages.”* (Informant 5 Q 2.1 L 54-57)

Using their own language in class helps students appreciate their culture and understand its significance.

*“Students appreciate their own culture because they understand the language used.”* (Informant 13 Q 2.1 L 148-149)

In concordance, cultural pride and identity are essential for students to develop a strong sense of self. When students connect with their cultural roots, they gain confidence and respect for their heritage. This pride helps them share their culture with others and appreciate diverse traditions (Gong & Gao, 2024).

### **Themes on the suggestions of teachers to further enhance the delivery of Intercultural Language Teaching in Filipino**

The third research question provides an overview of the themes on the suggestions of teachers to further enhance the delivery of interlanguage teaching in Filipino.

**Interactive and Engaging Learning Strategies.** Teachers can use interactive teaching methods such as group activities and games. Technology like apps, videos, and music can make lessons more engaging. Digital platforms and apps can create lessons that encourage student participation. Creative writing tasks like essays and poems can help students express themselves in Filipino.

Teachers can enhance intercultural language teaching in Filipino by integrating interactive methods, technology, and culturally relevant content to create a more engaging and effective learning environment. In an interview, this was further validated by an informant.

*By implementing some strategies, interactive teaching methods, technology integration, cultural relevance ahhmmmmn and others. It can create a more engaging and effective learning environment of students. (Informant 1 Q 3.2 L 4-9)*

Using interactive methods, teaching Filipino culture and history, and integrating technology like apps, videos, and music can make intercultural language teaching in Filipino more dynamic.

*We can use different teaching styles like using interactive methods like group activities and games, including lessons about Filipino cultures, traditions and history and fiel trips. Also using technology like apps ang videos and music media can be use to interactive Filipino teaching (Informant 2 Q 3.1 L 17-23)*

Interactive learning methods can make Filipino lessons more engaging for students. Group activities and games help students connect with the language in a fun way. Technology tools like apps, videos, and music also create a dynamic classroom experience. These methods allow students to actively participate and better understand Filipino culture (Handayani, 2024).

**Cultural Relevance and Sensitivity** Teachers should integrate lessons on Filipino culture, traditions, and values into the curriculum. It is important to make the language relevant to students' daily lives. Students can be encouraged to explore their cultural identity through class discussions and activities. This approach helps them develop a deeper appreciation for Filipino heritage.

Emphasizing cultural pride and making the Filipino language relevant and interesting can significantly improve the delivery of intercultural language teaching. As mentioned:

*It's crucial to take into account tactics that encourage students sense of cultural pride while making the language relevant, interesting add important. (Informant 6 Q 3.1 L 68-71)*

Another suggestion indicated that incorporating modern technology, such as films, music, and literature, can help connect Filipino language learning to real-life situations and enhance the overall teaching experience.

*At present to improve the approach in the teaching of Filipino may be a classroom facilitator can incorporate modern technology such as films music and literature to connect language learning with a real life situations or context. (Informant 8 Q 3.1 L92-97).*

It was by Wu (2024) suggested that teachers should incorporate lessons that highlight Filipino traditions and values. It is important to connect the language to the students' everyday experiences. Activities should reflect cultural relevance to make learning more meaningful. This approach helps students appreciate their cultural heritage while learning the language

**Building Relationships and Communication.** Teachers should build strong relationships with students to create a comfortable learning environment. Understanding students' backgrounds can improve communication in the classroom. Encouraging open dialogue helps students feel more confident in using Filipino. Positive teacher-student relationships lead to better engagement and language learning.

In light of this context, valuing cooperative learning and encouraging student participation in various activities can significantly improve the delivery of intercultural language teaching in Filipino. Thus, an informant revealed that:

*Good teachers love their students and inform students about valuing cooperative learning and encourage students to participate in different activities. (Informant 9 Q 3.2 L 113-116)*

Encouraging students to practice speaking Filipino regularly and deeply understand the subject can greatly enhance the effectiveness of intercultural language teaching.

*I can suggest that the students now a days must practice speaking Filipino and also can understand well our subject. (Informant 19 Q 3.1 L 222-224)*

Connecting students to cultural resources such as museums, historical sites, and cultural events can help enrich their understanding of Filipino heritage and enhance intercultural language teaching. Indeed, an informant elaborated that:

*Connect students to cultural resources, introduce them to museums, historical sites, cultural events, and online platforms that celebrate Filipino heritage. I believe we have a unique responsibility to nurture & empower our students. (Informant 24 Q 3.2 L 269-274)*

Building strong relationships with students is key to successful teaching. Teachers should create a welcoming environment where students feel safe and valued. Open communication allows students to express themselves without fear. When students feel understood, they are more likely to engage in learning and share their thoughts as mentioned by Mishan and Kiss (2024).

**Curriculum Development and Localization.** Curriculum development should reflect the students' cultural backgrounds and interests. Teachers can design lessons that are relevant to the students' daily lives. Localizing the curriculum helps make learning more engaging and relatable. A well-designed curriculum enhances students' understanding and connection to the Filipino language.

Utilizing various strategies can make Filipino language teaching more effective, engaging, and relevant to students' needs and interests.

*To improve the approach in the teaching of Filipino is that utilizing several strategies that can be employed to make the learning process more effective, engaging and relevant to the students. (Informant 18 Q 3.1 L 207-211)*

In the context of curriculum development and localization, incorporating small group tasks, such as role-playing activities based on students' diverse cultures, can enhance the delivery of intercultural language teaching in Filipino.

*The best practice in Filipino teaching involves a combination of strategies such as small group task like role playing (shows) about different culture of learners.* (Informant 20 Q 3.1 L 229-232)

Curriculum development should reflect the cultural backgrounds of students. It is important to incorporate local traditions, history, and values into the lessons. Teachers can adapt the curriculum to meet the needs and interests of the students. This approach makes the Filipino language more relevant and engaging for learners (Aifang et al., 2024).

### Concluding Remarks

Intercultural language teaching plays a vital role in connecting students with Filipino culture and language. It creates an opportunity for students to engage in meaningful learning experiences. Teachers must continue to integrate cultural sensitivity and relevant learning strategies in their approach.

Language should be seen as a tool for communication and a means of expressing identity. Incorporating cultural context in language lessons helps students better understand and appreciate both their own culture and Filipino culture. This approach enhances language proficiency while promoting cultural pride and appreciation.

Teachers act as key facilitators in guiding students through intercultural experiences. Their responsibility lies in promoting inclusive practices that respect cultural differences. A focus on student development and empowerment can lead to more effective and respectful language learning.

### REFERENCES

- Aifang, X., Ahmad, N. K., & Abd Rahman, S. N. (2024). Impact of multicultural literature on intercultural communicative competence development in English language education: A systematic review. *International Journal of Learning, Teaching and Educational Research*, 23(11), 308-324.
- Allen, L. N., & Bashir, F. (2023). Health financing in Sudan: key informant interviews in the wake of the 2023 conflict. *medRxiv*, 2023-12.
- Bal, N. G., & Savas, P. (2022). Intercultural language teaching and learning: Teachers' perspectives and practices. *Participatory Educational Research*, 9(6), 268-285.
- Barany, L. K. (2016). Language awareness, intercultural awareness and communicative language teaching: Towards language education. *International Journal of Humanities and Cultural Studies*, 2(4).
- Byram, M. (2017). Teaching and assessing intercultural communicative competence. *Multilingual Matters*.
- Byram, M. (2018). Teaching and assessing intercultural communicative competence: Revisited. *Multilingual Matters*.
- Byram, M., & Wagner, M. (2018). Making a difference: Language teaching for intercultural and international dialogue. *Foreign Language Annals*, 51(1), 140-151.
- Cabling, K., Bautista, N. I., SIBAYAN-SARMIENTO, A. N. N. A., Cruz, F. A., & Melchor, J. L. (2020). Foreign Language Policy and Pedagogy in the Philippines: Potentials for a Decolonial Approach. *Social Transformations: Journal of the Global South*, 8(2).
- Chaika, O. (2024). Intercultural communication in multicultural education: Strategies, challenges, and opportunities. *Scientific journal «International Journal of Philology»*, 15(1), 116-123.
- Chau, T. H. H., & Truong, V. (2019). The Integration of Intercultural Education into Teaching English: What Vietnamese Teachers Do and Say. *International Journal of Instruction*, 12(1), 441-456. <https://doi.org/10.29333/iji.2019.12129a>
- Corbett, J. (2022). An intercultural approach to English language teaching (Vol. 36). *Multilingual matters*.
- Creswell, J. W. & Poth, C. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed). Sage.
- Darda, P., & Matta, N. (2024). The Nexus of Healthcare and Technology: A Thematic Analysis of Digital Transformation Through Artificial Intelligence. In *Transformative Approaches to Patient Literacy and Healthcare Innovation* (pp. 261-282). IGI Global.
- Deardorff, D. K. (2016). *The SAGE handbook of intercultural competence*. SAGE Publications.
- Esalati, S., & Rahmanpana, H. (2020). Promoting intercultural competence and speaking ability through developing language learning materials. *Journal of English Language Research*, 1(1), 49-67.
- Espino, J. D., Gonzales, D. H. F., & Martin, I. P. (2021). Multilingual English Language Teaching in the Philippines. *International Journal of TESOL Studies*, 3(3).
- Garcia, F. D. (2018, September). Intercultural teaching experiences of a selected group of Filipino pre-service teachers in an overseas practicum immersion. In *Proceedings of the International Conference on Education* (Vol. 4, No. 1, pp. 133-140).

- Geng, Z. (2020). Interactive teaching methods in intercultural language education. *Language Teaching Research*, 24(5), 708-725.
- Gill, M. J. (2020). Phenomenology as qualitative methodology. *Qualitative Analysis: Eight Approaches*, 73-94.
- Gong, Y., & Gao, X. (2024). Language teachers' identity tensions and professional practice in intercultural teaching. *Language Teaching Research*, 13621688241241125.
- Guest, G., MacQueen, K. M., & Namey, E. E. (2011). *Applied thematic analysis*. sage publications.
- Handayani, R. (2024, September). Exploring the use of technology to promote intercultural language learning: A literature review. In *Proceedings of the International CALL Research Conference (Vol. 2024, pp. 71-78)*.
- Handren, K., Newcomer, K., Pandey, S. K., Smith, M., & Sumner, N. (2023). How qualitative research methods can be leveraged to strengthen mixed methods research in public policy and public administration?. *Public Administration Review*, 83(3), 468-485.
- Koro, R. (2024). Through the Lens of Culture: The Transformative Value of a Content and Language Intercultural Learning Approach in England. In *Innovation in Language Learning and Teaching: The Case of England, Northern Ireland, Scotland, and Wales (pp. 63-97)*. Cham: Springer Nature Switzerland.
- Kohn, S., & Holliday, A. (2018). *Intercultural communication and education: A critical approach*. Routledge.
- Kramsch, C. (2018). *Language and culture*. Oxford University Press.
- Li, Y. (2016). Intercultural awareness in foreign language teaching: A Chinese perspective. *Journal of Language Teaching and Research*, 7(4), 768.
- Liddicoat, A. J., Papademetre, L., Scarino, A., & Kohler, M. (2003). *Intercultural language learning*. Canberra: DEST
- Liddicoat, A. (2004). *Intercultural language teaching: Principles for practice (Doctoral dissertation, New Zealand Association of Language Teachers)*.
- Lichtman, M. (2023). *Qualitative research in education: A user's guide*. Routledge.
- Mishan, F., & Kiss, T. (2024). *Developing intercultural language materials*. Taylor & Francis.
- Nawamawat, P., & Cedar, P. (2021). *A study of communicative strategies of Thai and Filipino teachers of English (Doctoral dissertation, Naresuan University)*.
- Nomniana, S., Perez-Amuraob, A. L., Ridoc, A., & Magnod, F. A. (2023). Thai Pre Service Science Teachers' Perceptions of Their Filipino ESL/EFL Lecturers' Intercultural Communicative Practices in Science Teacher Education. *Language*, 16(2).
- Olmos-Vega, F. M., Stalmeijer, R. E., Varpio, L., & Kahlke, R. (2023). A practical guide to reflexivity in qualitative research: AMEE Guide No. 149. *Medical teacher*, 45(3), 241-251.a