

TEACHING ENGLISH FOR MULTILINGUAL LEARNERS: EXPLORING CULTURAL DIVERSITY

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This article aims to explore the issues related to cultural dimension of English as a foreign language (EFL) teaching. On expanding its prominence in the last few years, the matters in question involve an empirical search into how communication through EFL might result in identifying relationships between language and culture as well as perceiving the impact of multiculturalism in language learning. Commonly recognized withing the aspects of reflecting values and beliefs of a certain culture, language itself tends to accommodate the effects of its social heredity and traditions. A range of popular speculations and research in the field of EFL teaching highlight the needs and requirements to transmit the implicit meaning of acquired cultural patterns into the language learning structure and thus, providing valuable insights on the integration of cultural context in the course of communication. In this paper we attempt to identify which methodological trends could have made this possible to achieve focusing, in particular on the ones that provide deep awareness into English language

teaching programmes. On viewing the course of EFL teaching as a communicative process, we recommend non-native learners a wide range of interactive classroom activities to practice and enhance their language skills as well as boost their awareness and cognition in cross-cultural perspective. Including cultural context in EFL teaching we cover numerous aspects related not only to national identity, social norms, values and traditions, but also to historical backgrounds and beliefs as well as political, economic, environmental and other external impacts that make it possible to form an integrated model to assess EFL students' engagement and learning behaviour.

Keywords: *EFL teaching, cultural awareness, cross-cultural communication, interactive activities, language skills*