Integration of Cultural Teaching and Language: An Exploration of Intercultural Communicative Competence of Pakistani's Learners in Translation Process

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Abstract
The Intercultural Communicative Competence (ICC) is indeed a set of skills that will be even more important as globalization progresses in order to cross multiple types of borders and improve one's ability to navigate a constantly shifting environment. The development of ICC equips the learner with the necessary skills to manage and recognize border crossings on a variety of levels. This succinct study of the literature provides an overview of the elements of ICC, how they relate to and differ from other competencies, and assessment suggestions. When thinking about the research findings in this edition or as a starting point for integrating this component into one's philosophy and praxis, this overview might be useful.
Keywords: Intercultural Communicative Competence, Globalization, Language Teaching and Translation Process

1. Introduction

This section offers broad explanations of the topics the researcher covered in this study. The background of the study, the research problem, the objective, the significance of the study, the scope and limitations of the study, and the key term definition are just a few of the subheadings in the introduction.

Humans use language to communicate verbally and in writing. They can showcase their intellectual prowess and group accomplishments through their culture. Language and culture are inextricably linked, and it is impossible to imagine humanity without culture People speak their native language, but they also seek out and study other languages. This makes it crucial for teachers to be well-versed in the cultures of their students' different languages and expose them to those cultures in order to help them converse with speakers of those target languages. Language learners must be well-versed in a specific culture, comprehend it, and be aware of other people's customs. As a result, it is critical that language classroom serve as a venue for students to gain understanding of a foreign language and culture. In light of this, it is essential for instructors to accurately understand and include target language culture into their lessons (Ziyaev et al.,2022).

The phenomena of translation has already been used extensively throughout all of the history of humanity, although the significance of it in today's rapidly evolving world has increased significantly. Increases in the volume of international trade, travel, and information sharing have all contributed to the growing significance of the translation industry. The English language has become a global standard. Students in Pakistan, for example, can get a great deal of knowledge from students in more developed countries through the means of translation. A wide variety of translation methods, educational connections, training sessions, seminars, as well as conferences have proliferated in Pakistan during the past decade, increasing the country's translation activity. This shift in emphasis highlights the critical relevance of translation to Pakistan. (Afzal et al.,2022)

Culture's vital importance as an inextricable component of language and the need to include it in language instruction has been widely acknowledged alongside the communicative approach's rise to prominence in the field. Language instruction that ignores cultural context is likely to be erroneous and incomplete. Knowing that the cultural contents of a language are important when it is being taught for educational purposes (Nguyen, 2017).

A pedagogy known as cultural teaching is based on the ability of teachers to teach in a cross-cultural and multicultural environment. Each student is encouraged to connect the course material to their cultural background by teachers who use this approach (El Bedewy et al.,2022).

Language study requires an understanding of culture. Because gaining an understanding of cultural background—including art, literature, and lifestyle—helps you become fluent in the language and truly live it while you learn. Otherwise, you might as well stick with a machine translation that is illegible and stare at people in books (Siregar, 2022).

1.1. Intercultural Communicative Competence

The capability to communicate effectively and adequately in various cultural contexts is known as intercultural communication competence (ICC). ICC is made up of a lot of parts. Some essential elements are motivation, knowledge of oneself and others, tolerance for uncertainty knowledge of oneself and others, and acceptance of uncertainty are some essential elements. (Gong et al.,2022).

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1.2. Problem Statement

It is necessary to conduct more research to examine language teachers' incorporation of ICC mostly in language classroom as many academics and researchers try and force forward the prioritization of ICC and various nations adapt and incorporate ICC to their linguistic education policies. It is essential to comprehend teachers' ICC integration practices in order to enhance instruction and support professional development. However, it is clear from the body of existing research that little has been studied regarding how teachers integrate ICC. In terms of people involved and research design, there is also a gap. The methods used by teachers in higher education to incorporate ICC into their classes using a qualitative method are not well understood. The majority of the studies that are currently available focused on teachers in secondary schools and heavily employed quantitative design.

1.3. Research Objectives

- To examine the cultural effects of Integration of Cultural Teaching and Language in Pakistan.
- To explore the Intercultural Communicative Competence of Pakistani's Learners in Translation Process

1.4. Research Questions

This study aimed to investigate how teachers integrated ICC in order to fill in research gaps. Additionally, it made use of a qualitative design to compile thorough and conclusive information concerning the study's main topic. In particular, the pursuing research questions were developed:

 i. What degree of ICC integration do teachers have?
 ii. How does ICC fit into the teachers' Purposive Communication lessons?

1.5. Significance of the Study

This study will give more detailed information about the extent to which teachers incorporate ICC into their lessons and how they do so, especially in courses on purposeful communication. Since teachers are the main individuals responsible for delivering instruction, it is crucial for programme delivery that these concepts are understood using their actual experiences. In order to improve the integration of the ICC framework into language courses in higher education, the findings of this study can be used to encourage and influence national curriculum language teachers to incorporate theoretical and instructional elements of ICC into their curricula. This study can support the ASEAN Socio-Cultural Community's call to include the importance of intercultural communication in the curricula for colleges.

2. Theoretical Background

The article "Importance of Intercultural Education in English Classrooms" (Raddawi, 2015) emphasizes the need for increased study and training in intercultural communication among Arabs in the modern, globalized world.

Learning to communicate well with persons from different cultural backgrounds is an important skill for students to acquire in the classroom. Developing cross-cultural teaching methods and systems is a direct result of the massive support and attention many organizations and governments have devoted to cultural understanding. A cursory examination of the relevant published works reveals a wealth of recent attention paid to the topic.

According to an article by (Pereira, 2016), students will have an easier time learning a new language and developing intercultural competence if they find meaningful contexts for their studies in their everyday lives and to improve their language skills in analyzing and contrasting the experiences of others. However, it can be difficult to incorporate these cultures and languages into the classroom due to limited time, limited teaching tools, and a lack of information about the cultures themselves (Pereira, 2016).

While there is widespread support for introducing elements of Arabic culture into the English language learning process, there is a chance that this will be misunderstood as an effort to promote foreign language values. There are many studies on the topic of partial assimilation of foreign languages and cultures, but relatively few from an Arabic viewpoint. This is largely due to the fact that there are not enough native English speakers who are also fluent in Arabic to fill the teaching shortage. Learning and teaching practices that take into account cultural differences will be investigated by reviewing the relevant literature.

3. Literature Review

In a bilingual classroom, students, instructors, and parents all agree that cultural education is essential for creating an atmosphere of respect and acceptance (Buchs & Maradan, 2021). As a result, "teaching of culture" should be a central part of English language instruction. As a result of this, successful culturally-based language instruction, the meta-analysis included fifty research focusing on the impact of culture on language learners of English as a second or foreign language.

The authors (Yurtsever & zel, 2021) divided cultural studies into two categories: 1) Foundation, wherein research was conducted primarily through lesson components, connecting with other cultures, and 2) Acquirements, wherein research was conducted primarily through the cultivation of intercultural competence, cognitive competence, and global involvement.

Arab Open University,Oman conducted a qualitative study on the effectiveness of integrating intercultural education into English classrooms. Students created e-books about four different countries and tried to use the form and structure of their course book. The students' perspective about the new approach was also analyzed qualitatively through an open-ended questionnaire (Nassim et al.,2022).

Kuwait provides a unique setting in which to study ICC due to the large expat population, rich cultural landscape, and abundance of languages spoken. This research looks at multilingual student populations at three local institutions to determine the prevalence of cognitive, affective, and behavioral predispositions toward ICC in the setting of higher education. The study examines ICC correlates including language proficiency, educational attainment, and other sociodemographic characteristics using survey data from over 800 respondents. Analyses of variance show that certain expected characteristics, like being multilingual or an expat, contributed favorably to ICC assessments, while others, like going to schools where English is not the primary language of instruction, did not. The affective and behavioral components of ICC were favorably linked with years spent in higher education, while the cognitive component was least influenced. Educational and societal benefits can result from universities include more cognitively-oriented intercultural teachings in their curricular goals (Al-Sumait et al.,2022).

Communicative Language Teaching (CLT) has been beneficial for teaching English worldwide. This study compared the Lecture Method (LM) and Communicative Language Teaching (CLT) for teaching "Technical English Writing" to Pakistani undergraduates. The technical writing test evaluates conciseness, precision, clarity, audience recognition, and document design. LM and CLT progress was measured using a standard experimental approach. The control group was taught LM whereas the experimental group was taught CLT. Finally, SPSS-25 analyzed CLT and LM pre- and post-test scores. CLT and LM groups had significantly different gain scores. These findings suggest that CLT is a better undergraduate strategy in Pakistan than LM. Technical English writing students can apply the study's findings (Khan et al., 2021).

4. Research Methodology

Qualitative research methodology has been adopted for our research. The goal of qualitative research is to collect and examine non-numerical data in order to comprehend people's attitudes, beliefs, and motivations in relation to their social reality. (Morgan,2022).

Figure 1: Research Design

4.1. Historical Research Design

A historical research design's goal is to gather, confirm, and synthesize historical data in order to establish facts that support or contradict a hypothesis. (Morgan,2022).

5. Data Analysis and Findings
5.1. Translation Process

Translation process is the process of converting a text from one language to another. It involves the precise transfer of information needed to accurately represent the source material in the finished version. (Zafar, 2022). (Schäffner, 2022).
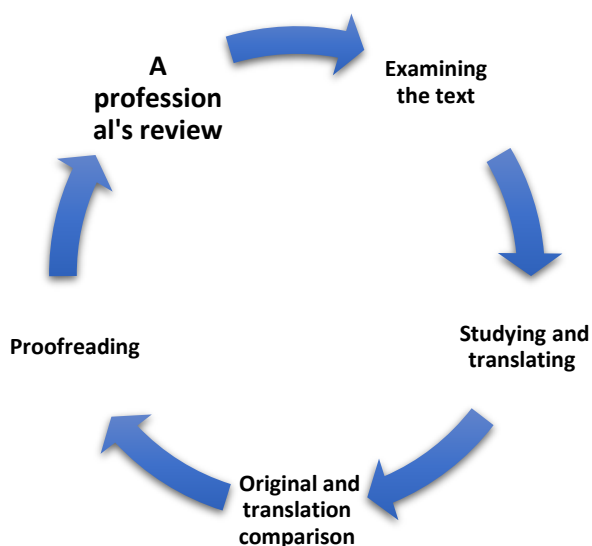
Figure 2: Translation Process

5.2. Examining the Text

This step obviously enables us to determine the native text of the text, but it is also crucial for determining the original text's subject matter, the type of translation (whether it is technological, legal, marketing, or anything else), the necessary research, and the resources needed to complete the translation. (Mehmonova,2022).

The translation may also be able to predict how long it will take to complete each assignment at this point, allowing them to set deadlines and ensure better time management.

5.3. Studying and Translating

This is unquestionably the hardest part of the procedure, and it calls for moving more quickly. The task that may affect the nature of the translation and how it will be received by the target audience the most is finding terms, whether they be of a legal, technological, mechanical, or other nature, that are exact and accurate when viewed in the context of the original language. (Schäffner, 2022).

5.4. Original and Translation Comparison

The entire translation process—from research and translation through editing and writing covered by this comparison. The main goal of translating is to translate a text written in one language towards another one while maintaining the original text's meaning. So, a decent final product depends on this ongoing contrast between the origin and the translation. (Schäffner, 2022).

5.5. Proofreading

A final translation must be read through one last time in order to catch any mistakes that may have been made earlier. If time permits, this final read-through should take place a few minutes after the translation is finished, but if not, it must be completed right away. In either case, it's crucial to do this work.

5.6. A Professional's Review

It's a well-known fact that 4 eyes see more clearly than two. Having said that, the final evaluation should be carried out by a specialist hired specifically for that particular job who has not yet had any interaction with the task during its development. This enables the reviewer to complete the assignment rigorously while maintaining an objective view and unclouded vision. (Schäffner, 2022).

6. Discussion

6.1. A Different Approach to Incorporating Culture into Our Language Classes

Migration patterns and globalization have made it more evident how important it is to include interculturality in language instruction. The Council of Europe's document on plurilingual education in Europe, which aims to encourage the teaching and learning of the languages of signatory states, reflects this. This document would include sections on the value of fostering cross-cultural understanding and intercultural communication. Other justifications for giving culture a more prominent place in the curriculum include the need to study authentic cultural representations rather than superficial ones, the current need to comprehend identity and recognize differences and similarities our obligation to

train global citizens, and the outcomes of researching other defining models, like the US Specifications for Foreign Language Learning, which establish language objectives in terms of communication. (Shadiev & Dang,2022)

Deardorff's Process Model of Intercultural Competence, that also emphasizes the growth of self-awareness, approachability, and transformation and serves as a unifying factor for numerous approaches and models to the development of ICC, should be taken into consideration when creating curricula. (Dimitrov & Deardorff, 2023).

In addition, Byram's ICC model with its five savoirs can be used to distil what we ought to instruct: (Xie,2022).

Table 1

Serial #	ICC Model
1.	Knowledge
2.	Education
3.	Attitudes
4.	Skills
5.	Learn

We should look into pre-existing activities or create new ones that support goals stable with the advancement of ICC skills in order to assist our students in becoming more capable in terms of cultural knowledge and interactions.

Before using them in our classes, we must evaluate the available materials or resources because, oftentimes, they may be limiting or reinforcing stereotypes rather than assisting students in understanding diverse cultural practices. In order for students to master essential communicative abilities, it is crucial that they are guided and given additional challenges. In addition, we work to establish the ideal circumstances.

Students need activities that take into account the culture, beliefs, and behaviours of the "other" and assist in the development of intercultural awareness. We can use stereotypes to aid students in learning about themselves and about others, but only to dispel misconceptions and deconstruct them. Additionally, students will have to first comprehend, followed by an explanation, of the causes of intercultural dispute and how they can resolve them while preventing misunderstandings in the end, our goal is to assist students in developing their intercultural communication skills.

Components of Intercultural Communication Competence:

The ICC's Components ICC is a multifaceted phenomenon with many different parts. These consist of: (Wang et al., 2022) (Qin, 2022)

A range of qualities and traits

3 domains or areas

4 dimensions

knowledge of the local language differences in the level of achievement over the course of a developmental and linear process.

A range of qualities and traits

To make a sort of "nature vs. nurture" distinction between characteristics (i.e., innate personal characteristics) and acquired traits established later on that are related to one's cultural and situational context,

3 Domains or Areas

- ICC requires proficiency across three domains or areas. Which are:

• the capacity for forming and sustaining relationships

• the capacity to communicate with little distortion or loss

• the capacity to work together to complete a task of shared interest or need

4 Dimensions:

- ICC has four additional dimensions:

• information

• (positive) attitudes

• skills, and

• consciousness

6.2. Knowledge of the Local Language

Communication in the language specification is a crucial component of ICC development, both quantitatively and qualitatively. Learning a new language forces, you to confront your perceptions, ideas, and ways of expressing yourself. This process encourages you to find new ways to communicate on other people's terms. This difficult and demeaning process frequently aids in transcending and changing one's worldview. Lack of proficiency in a second language, even at a basic level, forces one to continue thinking and acting only in terms of their native system and robs them of perhaps the most valuable part of the cross-cultural experience.

Differences in the Level of Achievement Over The Course of A Developmental and Linear Process.

- ICC typically undergoes a protracted and ongoing process of evolution, occasionally experiencing periods of slow growth and even regression.

These are:

Level I: Travelers on educational trips, such as those taking part in short-term exchange programmes (1-2 months).

Level II: Participants in long-term cultural immersion programmes, such as service projects and internships, are referred to as sojourners (3-9 months)

Level III: Professional - suitable for people working in multicultural or intercultural contexts, such as staff members of international institutions or organisations like FEIL and its MOs.

Level IV: The Intercultural/Multicultural Specialist credential is suitable for trainers and educators working with international students.
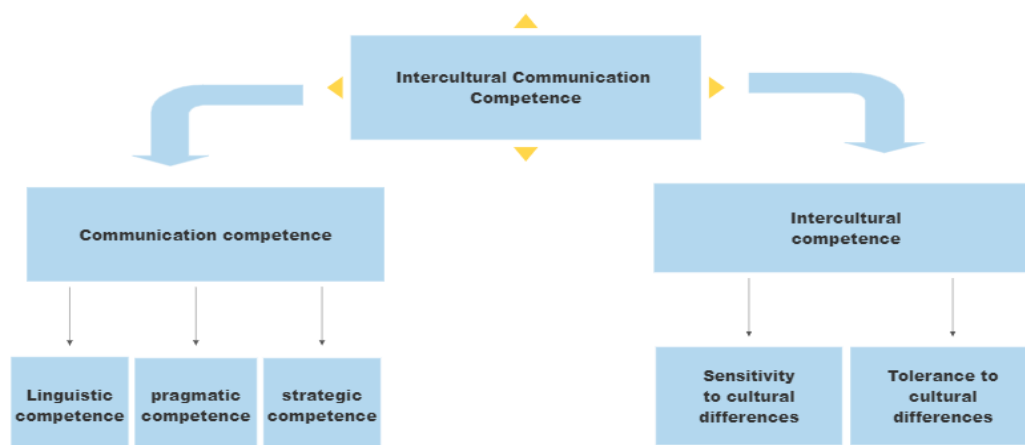
Figure 3: ICC Model of Learning

6.3. Communication Competence

The idea of language proficiency, as it has been articulated in linguistics, was born in response to the idea of linguistic competence being deemed inadequate. This means that communicative competence includes a language user's expertise of syntax, morphology, phonology, and related areas of grammatical theory but reframes it as a practical, social grasp of how and why to use utterances effectively. (Akhmedova et al.,2022)

The study of speech acts as well as pragmatics and the philosophy of language have had an impact on our understanding of communicative competence.

6.4. Linguistic Competence

Linguistic competence, as used in linguistics, refers to the unconscious knowledge one possesses when speaking a language. It differs from linguistic skills, which refers to any other elements that enable one to utilize their language in practice. (Teló et al.,2022)

In linguistic theories that make use of this distinction, competence is typically regarded as the cause of the facts that "I like ice cream" is a feasible English phrase, the specific proposition it indicates, and the specific order of phonemes that make up it. In contrast, performance would be in charge of the in-the-moment processing necessary to make and comprehend it, for specific role it plays in a conversation, and for the specific sound wave some may produce while saying it. In informal linguistics, where competence or performance are frequently researched separately, the distinction is widely used. The fact that it is not employed in other schools of thought, such as functional and cognitive linguistics, has drawn criticism, particularly for the way it treats performance as a catch-all for complex phenomena. (Hayes, 2022)

6.5. Pragmatic Competence

The capacity to communicate meaning outside the confines of language constitutes pragmatic competence and pragmatic knowledge. It discusses meaning as well as grammar. It's important for language learners to understand how particular idioms are employed in proper language. (Chen et al.,2022)

6.6. Strategic Competence

The ability to convey intended meaning through language is known as strategic competency. Although proficiency in each of these three domains may emerge in foreign language learners at varying speeds, each is crucial for the development of communicative competence. (Amidyevna, 2022).

6.7. Intercultural Competence

A set of cognitive, affective, or behavioural skills referred to as cultural competence, also referred to as intercultural competence, enable effective or appropriate communication with those from different cultures. The education necessary to develop cultural competency is referred to as intercultural or cross-cultural education. (Luo et al., 2022).

The completion of the interaction's intended aims and the satisfaction of all parties involved are indicators of effective intercultural communication behaviours. In order to communicate effectively across cultures, one must adopt behaviours that are appropriate for the situation's circumstances, the parties involved, and their level of relationship.

6.8. Characteristics

People who are successful and suitable in cross-cultural settings exhibit high degrees of cultural self-awareness or are aware of how culture affects their actions, values, and beliefs. Knowledge one's self and one's own culture has an impact on cognitive processes, which include the application of cultural communication and the considering of situational or contextual components of cross-cultural relationships. Self-monitoring is necessary for intercultural encounters since anything that is offensive to one culture must be censored. Understanding how one's own culture affects one's emotions, thoughts, and personality is achieved through cultural sensitivity and cultural awareness.

The feelings that arise during cross-cultural contacts are defined by affective processes. These feelings are closely linked to self-esteem, mental flexibility, nonjudgmental behaviour, and social comfort. Positive feelings tend to foster respect for different cultures and their distinctiveness. The effectiveness and appropriateness with which a person directs behaviours to attain goals is referred to as behavioural processes. Intercultural contacts are influenced by a person's capacity to express themselves clearly, their command of the target language, their flexibility and ability to control their conduct, and their social skills.

The following are the definitions of cultural sensitivity: a) Being aware of the existence of cultural similarities and differences between people without judging them as good or bad, better or worse, or right or wrong.

6.9. Pakistani Learners in Translation Process

The percentage of adults aged 15 and older who can write and read with understanding a brief, straightforward statement about their daily lives is known as the adult literacy rate. (Afzal et al.,2022) (Hussain et al.,2022)

- Pakistani's literacy level for 2019 increased from 2018 by 0.99% to 58.00%.
- Pakistani's 2018 literacy rate was 57.01%, down 2.12% from 2017.
- Pakistani's 2017 literacy rate was 59.13%, up 2.15 percent from 2014.
- 56.98% of Pakistanis were literate in 2014, up 1.38% from 2013.

7. Conclusion

It is urgent to encourage intercultural as well as linguistic competence among students as the demand for cultural awareness keeps growing. As language educators, it is our duty to foster the ICC in students so they are ready to interact in cross-cultural and diverse environments. In order to promote ICC for global citizenship, methods and techniques for fostering cultural awareness should be incorporated into language teaching. In order to foster interactions and discussion that lead to self-awareness, approachability, and transformation, culture teaching methodologies should transition from the explanatory research to the interactionist. It is important to be aware of both the difficulties associated with the procedure as well as the requirement to develop ICC skills. Finally, learning a language and fostering intercultural awareness must go hand in hand. We can do this by drawing on our own experiences to help students learn more about both their own and the culture of the language they are studying.

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