

Multicultural Teaching in Nigeria's English Language Classroom: Examining Secondary School Teachers' Perceptions and Preparedness

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ABSTRACT: *This study examined the state of multicultural teaching and teachers' perception of their preparedness for it in secondary schools in Benin City, Nigeria. Two research questions and two hypotheses guided the study. The study adopted the descriptive survey research design. The one hundred and twenty-nine (129) English Language teachers in Benin City constituted the population of the study. A sample of 98 English Language teachers selected through multi-stage sampling participated in the study. Data for the study were obtained using the 'Questionnaire on English Language Teachers' Awareness and Perception of Integrating Cultural Contents in ELT' ($r = .78$). Data collected were analysed using Mean, Standard Deviation, *t*-test and ANOVA. Results revealed that teachers integrated culture in ELT. Additionally, although teachers felt adequately prepared to integrate culture in ELT, they indicated a need for further training in multicultural education. Teachers were not found to significantly differ in terms of their perceptions of preparedness for multicultural teaching based on sex and qualification. Based on the findings, it was recommended that teacher education programs be reviewed to accommodate multicultural education in ELT while in-service training should be provided for employed teachers.*

KEYWORDS: Intercultural competence, ELT, teacher perception, teacher preparedness, multicultural teaching.

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1. Introduction

Over the years, theories and methodologies of English Language Teaching (ELT) have continued to evolve. One of these theories in response to the significance of culture in language teaching is the concept of Intercultural Competence (IC) that emerged in the last two decades. The aim of IC in English Language Teaching (ELT) specifically is to increase learners' international and cross-cultural acceptance and tolerance of each other. As such, learners are acquainted with knowledge about diverse cultures. Similarly, teachers who implement IC in their classrooms incorporate practices that foster knowledge, attitudes and skills, including critical cultural awareness (Byram, 2011; Isrealsson, 2016; Kumaravadivelu, 2008; Weninger & Kiss, 2013). Multicultural teaching is synonymous with developing learners' IC.

Moreover, considering the multilingual and multi-ethnic nature of Nigeria and the challenges

they bring, the need for Implementing IC in ELT is even more profound. This is due to the central role the English Language plays in the education system. It is the medium of instruction from the upper primary school level and a compulsory subject necessary for future advancement in any academic field. However, in ELT in Nigeria, the concept of IC is not mentioned, defined, or acknowledged in terms of its contents and scope in either the primary or secondary school curriculum. Although the National Policy on Education (Federal Government of Nigeria, 2013) acknowledges the importance of culture in language teaching and learning and in education generally, nothing is said about implementing IC at the classroom level. Similarly, the country has a cultural policy document (1988) that gives cognisance to the relationship between language and culture. Part nine, Section two and sub-section one recognises 'language as an important aspect of culture and a vehicle for cultural expression

and transmission'. But implementation of the policy is another subject entirely.

Furthermore, in ELT in Nigeria, cultural aspects are usually limited to literature studies, a subject referred to as Literature-in-English in the senior secondary school curriculum. However, not every student gets to benefit from instruction in literature as the subject is divorced from English Language in the senior secondary school curriculum. In addition, the subject is optional in the Senior Secondary Certificate Examinations (SSCE). With the aforementioned peculiarities of ELT in Nigeria, teachers may not understand the concept of IC or its practical implications with regard to ELT. In other words, they may not be able to adequately integrate cultural content in ELT.

Statement of the problem

The concept of IC is one that has continued to resonate in ELT over the last two decades. Incorporating IC in ELT in Nigeria could serve as a veritable tool for dealing with the challenges brought about by its multilingual and multi-ethnic nature. This is especially so because of the central role the English language occupies in Nigerian society generally and in the education system specifically. However, in ELT in Nigeria, the concept of IC is not mentioned, defined, or acknowledged in terms of its contents and scope in either the primary or secondary school curriculum. Similarly, while empirical studies abound in other contexts on the state of IC and teachers' perception of their preparedness for incorporating it in their teaching, a few, or none, to the best of the researcher's knowledge, seem to have been carried out in Nigeria. Hence, this study examined the state of multicultural teaching and teachers' perception of their preparedness for it in secondary schools in Benin City, Edo State, Nigeria. In order to achieve the stated objectives of the study, the following research questions were raised:

1. What is the state of multicultural teaching in ELT in secondary schools?

2. How prepared do English Language teachers feel to integrate cultural content in ELT?

In addition, the following null hypotheses were tested in the study:

H_{01} : English Language teachers do not significantly differ in their perception of their preparedness for integrating cultural content in ELT based on sex.

H_{02} : English Language teachers do not significantly differ in their perception of their preparedness for integrating cultural content in ELT based on qualification.

Moreover, the study's findings would be of significance to English Language teachers, policymakers in education, and researchers in the field of Language teaching. The findings, it is hoped, would motivate teachers to reflect on their classroom practices in relation to incorporating culture in ELT with the aim of making improvements where necessary. For education policymakers, the study would provide insight into the state of multicultural teaching in ELT in secondary schools. This could inform interventions aimed at reworking the curriculum to reflect multicultural teaching and the training and retraining of teachers in the methods of multicultural teaching. Lastly, the study could prove beneficial to researchers working in the field of language teaching. It could serve as a data source/reference material for researchers, and it could inspire similar or further research in multicultural teaching.

2. Literature review

2.1. Culture teaching and culture integration

Cultural teaching is the transmission of cultural knowledge as "pure information" (Nguyen, 2017, p.49). As Byram (1989) notes, culture teaching involves the presentation of structured and systematic information about culture (culture knowledge) to individuals. This information would encompass the various facets of culture – habits, folklore, dressing, and others. From the angle of learning, Paige, Jorstad, Klien, and Colby (1999) define culture learning as "the process of acquiring the culture-specific and culture-general knowledge, skills and attitudes required for effective communication and interaction with individuals from other cultures. It is a dynamic, developmental, and ongoing process which engages the learner cognitively, behaviorally, and affectively. Hence, culture

teaching can be regarded as an activity with the sole aim of getting learners acquainted with the target culture.

In contrast, culture integration in ELT involves using cultural information in language lessons. Different authors have classified culture in the language classroom in different ways. For Cortazzi and Jin (1999), three types of cultural elements can be used in the language classroom –the target culture, the source culture, and the international culture. These three cultural sources have different focus. The target culture refers to the culture of countries where English is spoken as a first language, such as the United States, the United Kingdom, and Australia. The source culture refers to the learners' culture, while the international culture includes cultural elements from different parts of the world and/or cultural topics of global concern.

The goal of integrating cultural content in ELT should be to develop learners' cultural competence. According to Barraja-Rohan (1999), cultural competence involves acquiring the resources to deal with speakers of different ethnic backgrounds; it is being aware of the diversity of cultures and having the ability to appreciate, recognize, accept, and manage these differences successfully. At the level of cultural competence, Nguyen (2017) avers that learners should be able to critically reflect on different cultural issues and their own cultural identity, which would help them build tolerance and harmony with themselves and with people of different cultures. "Culture competence, therefore, may not be separately presented as the competence of the target language culture, the source culture or the international culture, but as 'intercultural competence'. " (Nguyen, 2017, p.150)

2.2. Teachers' practices and preparedness for cultural integration in ELT

Several studies have revealed that ELT teachers do not necessarily integrate culture into the ELT classroom or feel adequately prepared to integrate culture into their teaching. For example, Kaca (2015) examined teacher beliefs and practices regarding cultural content in the ELT classroom in the Turkish Republic of Northern

Cyprus (TRNC). The results showed that teachers did not allocate much classroom time to teaching culture. The most cited reason for the practice was the exam-oriented system and curricular factors, which made teachers sacrifice cultural issues for linguistic goals. Similarly, Yeganeha and Raesia's (2015) study showed that although the teachers considered it important to incorporate culture in EFL, they did not try to integrate it into their classroom teaching.

Similarly, studies such as those of Chou and Truong (2018), Ho (2011), and Nguyen (2013) have revealed that teachers do not deal with intercultural integration properly. The studies found that intercultural teaching was not planned, was implicit, and topic-dependent, with ELT teachers simply following the course books. In China, Han's (2010) study indicated that the most often used technique to teach culture is through the English language textbooks, with the teachers not using additional materials for culture teaching because they know that knowledge of culture is not tested in the examinations. A similar finding was reported in Turkey by Kabrina and Yunuslar (2012), whose study revealed that textbooks were EFL teachers' most preferred teaching material for culture. Gashi's (2014) findings also showed teachers' heavy reliance on the textbook as the primary resource for teaching and learning English. The case is not different in ELT teaching in secondary schools in Nigeria, where the main resource for teaching is the recommended English Language textbooks. These may contain some indigenous cultural elements, especially in their comprehension passages. However, the cultural contents covered may not suffice to get students to listen, speak, read, write, and learn about the different cultures represented in their classrooms or country (Aika & Musa, 2021).

Therefore, English Language teachers need to be resourceful, using diverse teaching materials in addition to the recommended textbooks if they are to include culture in ELT. Adamo and Igene (2015) express similar sentiments, arguing that dealing with a multilingual/multicultural classroom 'requires creativity, extra effort, diligence, and courage' (p. 6) on the part of the English Language teacher. They further

suggested several classroom activities that could help students learn about each other's culture, such as using photographs of people of different ethnicities and talking about role models from different ethnic groups, which would serve as an effective means of promoting appreciation for people of all ethnicities. In addition, teachers can encourage learners to read the works of Nigerian authors depicting the cultures of the different ethnic groups in Nigeria. Nigeria boasts of a number of acclaimed African writers, such as Chinua Achebe, Wole Soyinka, Ngozi Chimamanda Adichie, Buchi Emecheta, Ola Rotimi, and others.

As it pertains to teachers' perception of their preparedness for culture teaching, Gonen and Saglam (2012) concluded, based on the findings of their study, that teachers lacked adequate training on how to incorporate culture in their teaching as well as how to measure learners' attitude due to culture teaching. In Gashi's (2014) study in Kosovo, the teachers complained about a lack of adequate training for teaching culture in the teacher education program they had received. In addition, a few of the teachers indicated that they occasionally teach culture in their classrooms. Similar findings are reported in the studies of Israelsson (2016), Bouslama and Benaissi (2018), and Zorba (2020). However, in Ertan, Boynaz, and Citak's (2018) study, the ELT teachers agreed that they had received sufficient training to teach culturally diverse students, although a majority of them indicated willingness and interest to receive further training on multicultural issues.

Moreover, factors such as sex and qualification may affect teachers' perceptions of their preparedness for integrating cultural content in ELT. In terms of teachers' sex, Murtha, Bowens-MacCarthy, Morote, and Tatum (2006) explored how teachers' sex affects their willingness to develop cultural competence. They found that female teachers were more willing to get trained in multicultural teaching and indicated the need for multiculturalism within their schools than their male counterparts. Similarly, Leighton's (2010) study revealed that female teachers had significantly higher perceived cultural

competency scores than male teachers. However, In Ethiopia, Alemu's (2017) study revealed that gender was not significantly related to multicultural competence. These contradictory findings prompted the examination of teachers' sex as a moderator variable.

As it pertains to teachers' qualifications, some studies have shown that there is a connection between teachers' degree level and their cultural competencies; they indicate that higher degree levels are linked to higher cultural competency (Schim et al., 2005; Tulman & Watts, 2008). However, Jalali, Tamimi, and Sayyed (2014) found no difference in terms of qualification on teachers' perception of the importance of integrating culture in language pedagogy and the frequency of discussing culture in EFL classes. Similarly, in Leighton's (2010) study, teachers' qualification was not shown to affect their cultural competency score and, hence, their preparedness for integrating cultural contents in ELT. The inconclusiveness of research on the connection between teachers' qualification and their perceptions of integrating cultural content in language teaching necessitates further research on the subject.

3. Methodology

The study adopted the descriptive survey research design. The population of the study comprised all the one hundred and twenty-nine (129) English Language teachers in public senior secondary schools in Benin City, Edo State, Nigeria (Edo State Post Primary Education Board, 2021). Benin City, like many metropolitan cities in Nigeria, mirrors the multilingual and multi-ethnic nature of Nigeria. The English Language classrooms in the city comprise learners who speak different mother tongues and who have different ethnic identities. Thus, it is assumed that the responses from the teachers in this study would reflect those of other teachers in major cities in Nigeria.

Ninety-eight teachers (50 males and 48 females) constituted the sample for the study. In terms of qualification, nine of the teachers have a Ph.D., ten hold a master's degree, five have a postgraduate diploma in education (PGDE),

while the majority (74) have the minimum requirement for teaching at the secondary school level – a bachelor’s degree. The sample was obtained using the multi-stage sampling technique. First of all, the Taro Yamane formula was used in selecting the sample of 98 teachers. Thereafter, out of the five local government areas (LGAs) in Benin City, three (Egor et al.) were randomly selected using the ballot procedure. Thereafter, proportionate sampling was used to determine the number of participants to be selected from each LGA in order to ensure equal representation. Eighty-seven percent (87%) of the population of English Language teachers in each LGA was used. Table 1. presents further details.

Table 1. Selection of teachers

S/N	LGA	Population	87%
1.	Egor	25	22
2.	Ikpoba-Okha	50	43
3.	Oredo	39	33
	Total	114	98

Furthermore, from the three selected LGAs, twenty-two schools were selected using the purposive sampling technique. The criterion for the selection of schools was that there must be at least five (5) English Language teachers in the schools (both in the senior and the junior sections). In addition, the schools must be willing to participate in the study. The selection of teachers was random in cases where the number of English Language teachers in a school exceeded five. Thus, from Egor LGA, six schools (five teachers from four schools and two teachers from a school) were selected. From Ikpoba-Okha LGA, nine schools were selected (five teachers from eight schools and three teachers from a school). Lastly, from Oredo LGA, seven schools (five teachers from six schools and three teachers from a school) were selected.

The instrument used for data collection is a questionnaire titled “Questionnaire on English Language Teachers’ Awareness and Perception of Integrating Cultural Contents in ELT”. It is a

22-item questionnaire. The questionnaire has five sections. However, this study is part of a larger study that focuses on English Language teachers and multicultural teaching. So, only Sections A, C, and E are relevant to this study. Section A, with three items, seeks the respondents’ demographic information. Sections C and E are modified Likert scales with four options of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). Section C has five items intended to ascertain the state of multicultural teaching in ELT in secondary schools. Section E has five items intended to gauge teachers’ preparedness for integrating cultural content in ELT. Sections C and E are scored thus for positively worded items: Strongly Agree = 4; Agree = 3; Disagree = 2; and Strongly Disagree = 1. The reverse is the case for negatively worded items.

To ensure the validity of the instrument, the draft was given to three lecturers in the Department of Curriculum and Instructional Technology, Faculty of Education, University of Benin, for necessary corrections and/or suggestions. Their useful comments and criticisms were acknowledged in making the final draft of the instrument. To further validate the instrument, it was pretested on seven English Language teachers of similar status as those used in the study. These teachers, however, did not partake in the main study. The pretesting helped to ensure that the items in the questionnaire were well articulated and that each respondent understood the items in the same way. Moreover, in order to determine the reliability of the instrument, twenty copies were administered to teachers of the same status as those used in the study. This sample was exempted from the actual study. The data collected were analysed using Cronbach’s alpha, and it yielded a reliability coefficient of .78, which was deemed suitable for the study.

Furthermore, 98 copies of the questionnaire were produced and distributed by the researcher and three other research assistants to teachers in the sampled schools. Before distributing the questionnaires, permission was sought from the principals of the various secondary schools. Then, the researcher/research assistants orally

explained the purpose of the research and the type of questions asked to the respondents. In addition, the participants were told that their participation in the research was voluntary and that the information they provided would be treated confidentially. Retrieval of the questionnaires was on the spot.

Data from the retrieved questionnaires were analysed using mean, Standard Deviation, t-test and Analysis of Variance (ANOVA). A mean score of 2.5 (the average of a 4-point modified Likert-type scale) was set as the decision mark for deciding whether each statement in the relevant sections of the questionnaire was accepted or not. Any statement with a mean score of 2.5 or less is deemed ‘‘Disagree’’ while any statement with a mean score above 2.5 is deemed ‘‘Agree’’. Research questions one and two were answered using mean and Standard Deviation. Hypothesis one was tested using a t-test, while hypothesis two was tested using Analysis of Variance (ANOVA).

4. Results

The research questions are answered in the order they were raised in the study.

Research question one: What is the state of multicultural teaching in ELT in secondary schools?

Data in Table 2 shows that a majority of the teachers agreed with all the items on the state of multicultural teaching in ELT in secondary schools. This result indicates that teachers of the English Language integrate cultural content into their lessons.

Research question two: How prepared do English Language teachers feel to integrate cultural content in ELT?

The data in Table 3 reveal that a majority of the teachers agreed with the statements in items 18-21. Although they feel they already know how to integrate cultural contents in ELT (item 19; = 2.64; item 20; = 2.66 and item 21; = 2.66), they would love to be trained on how to integrate cultural contents in the ELT classroom (item18;

Table 2. Multicultural teaching in ELT in secondary schools

S/N	Items	N	Mean	SD	Decision
6.	I include texts about different cultures in my reading comprehension classes.	98	2.92	.83	Agree
7.	When using texts about a foreign culture, I relate the themes to my students' own culture.	98	2.61	.74	Agree
8.	When discussing a text, I ask the students to compare their own society with that in the text.	98	2.93	.73	Agree
9.	I give students writing assignments that require them to write about their culture.	98	3.18	.87	Agree
10.	I use various classroom activities to help students appreciate those from cultures different from theirs.	98	3.18	.75	Agree

Table 3. Teachers' preparedness

S/N	Items	N	Mean	SD	Decision
18.	I would love to be trained on how to integrate cultural content in the ELT classroom.	98	3.51	.72	Agree
19.	I already know how to integrate cultural content into my ELT classroom.	98	2.64	.58	Agree
20.	I have in-depth knowledge of multicultural education.	98	2.66	.97	Agree
21.	I was taught about integrating cultural content in ELT during my teacher training years.	98	2.66	.92	Agree
22.	The teacher education I received has adequately prepared me for the challenges of ELT in multicultural classrooms.	98	2.32	1.11	Disagree

Benchmark: $\bar{X} \leq 2.5$

Table 4. Teachers' sex and their perceptions of their preparedness for integrating cultural contents in ELT

Variable	No Exp.	X	SD	df	t-Cal.	t-Critical	Sig (2-tailed)	Decision
MALE	50	3.12	1.47	81	1.26	1.96	1.84	H01 Accepted
FEMALE	48	3.91	1.58					

Table 5. Teachers' qualification and their perceptions of their preparedness for integrating cultural contents in ELT

	Sum of Squares	Df	Mean Square	F	Sig.
Among Groups	27.42	3	3.12	17.21	1.01
Within Groups	21.15	216	1.23		
Total	48.57	219			

= 3.51). In fact, they indicated that the teacher education program they had undergone did not adequately prepare them for the challenges of ELT in multicultural classrooms (item 22; = 2.32). Thus, it is reasonable to conclude that although claiming to have adequate knowledge of integrating cultural contents in ELT, the teachers would love to be better equipped to handle the challenges of multicultural teaching.

H₀₁: English Language teachers do not significantly differ in their perception of their preparedness for integrating cultural content in ELT based on sex.

The analysis of data in Table 4 indicates that $p(1.84) > 0.05$. The null hypothesis is, therefore accepted. It can thus be concluded that teachers' perceptions of their preparedness for integrating cultural content in ELT do not vary as a result of their sex.

H₀₂: English Language teachers do not significantly differ in their perception of their preparedness for integrating cultural content in ELT based on qualification.

Table 5 reveals that $F(219) = 17.21, p = 1.01$. Since $p > 0.05$, the null hypothesis is accepted. It is thus concluded that teachers do not differ in their perceptions of their preparedness for integrating cultural content in ELT based on qualifications.

5. Discussion

This study examined the state of multicultural

teaching and teachers' perception of their preparedness for it in secondary schools in Benin City, Nigeria. The research questions were answered, and the hypotheses were tested. Findings relating to research question one showed that a majority of the English Language teachers claimed to integrate cultural content in their lessons. This result is contrary to others predominantly found in the research literature – that teachers do not necessarily integrate culture in the ELT classroom (Gashi, 2014; Kaca, 2015; Nguyen, 2013; Yeganeha & Raesia, 2015). Similarly, the results of the study indicated that teachers use materials other than English Language textbooks to integrate the teaching of culture in their classrooms. This finding does not necessarily negate the fact that the recommended English Language textbook is the main material for culture teaching as the teachers were not asked to indicate the frequency with which they added supplementary materials in their teaching (Chau & Truong, 2018; Han, 2013; Ho, 2011; Kabrina & Yuhuslar, 2012; Nguyen, 2013). In addition, the results suggest that the teachers are creative and put in extra effort (Adamo & Igene, 2015) in order to integrate cultural content into their lessons, as the existing recommended textbooks might not provide adequate indigenous cultural content (Aika & Musa, 2021).

Moreover, data for research question two revealed that in terms of preparedness for integrating cultural content in ELT, the teachers

answered in the affirmative. However, a majority of them indicated that they would love to be better equipped to handle the challenges of multicultural teaching. The fact that the teachers feel prepared to integrate culture in ELT could stem from the fact that they already do so and may have been doing so for years as they know how. The teachers' claims are in contrast to those of Nguyen (2013), Gonen and Saglam (2012), and Gashi (2014), whose studies revealed that teachers had little or no experience of teaching culture in ELT. However, the teachers' state of preparedness is shaky as they indicated that the teacher education they received had not adequately prepared them for the challenges of ELT in multicultural classrooms. This result is supported by studies such as those of Zorba (2020), where teachers indicated that they did not feel professionally ready for culturally responsive teaching because they lacked the needed experiences and in-service education related to culture teaching. Similarly, although the teachers in Ertan, Boyraz, and Citak's (2018) study agreed that they had received sufficient training to teach culturally diverse students, a majority of them still indicated willingness and interest to receive further training on multicultural issues. Thus, there is a need for teachers to be better trained for multicultural teaching; it should not be left to chance (Hoang-Thu, 2010). If teachers are not trained in multicultural teaching and no framework for cultural teaching is provided, the expected positive outcomes of multicultural teaching may not be realized.

Furthermore, the findings for hypotheses one and two revealed that teachers did not vary in their perception of their preparedness for integrating cultural contents in ELT based on either sex or qualification. The findings on teachers' sex and their perception of integrating culture in ELT confirm the findings of Alami (2017), whose study indicated that gender is unrelated to multicultural competence. However, the finding does not support those of Leighton (2010) and Murtha, Bowens-MacCarthy, Morote, and Tatum (2006), whose results showed that sex affects teachers' willingness to get trained in multicultural education and their perceived

cultural competency scores. Additionally, the findings of this study in relation to teachers' qualification and their perception of preparedness for integrating culture in the ELT classroom is at variance with those of Schim, Doorenbos, and Borse (2005) and Tulman and Watts (2008), where it was shown that there is a connection between teachers' degree level and their cultural competences with higher degree levels being linked to higher cultural competency. However, the finding is supported by that of Jalali, Tamimi, and Sayyed (2014), who found no difference in terms of qualification on teachers' perception of the importance of integrating culture in language pedagogy and the frequency of discussing culture in EFL classes. A similar finding is reflected in Leighton's (2010) study, which showed teachers' qualification did not affect their cultural competency score and, hence, their preparedness for integrating culture.

Therefore, the fact that teachers were not found to differ in their perceived preparedness for multicultural teaching on the basis of sex and qualification implies that these variables do not impinge on teachers' ability to implement multicultural teaching in the English Language classroom. Hence, all teachers, irrespective of their sex or educational qualification, should be eligible to receive training in multicultural teaching in the English Language classroom to improve their level of integrating culture in ELT.

While this study has shed some light on English Language teachers' perceptions and preparedness for multicultural teaching in secondary schools in Benin City, a major limitation exists in terms of interpreting the results of the study. The instrument for data collection was a questionnaire. As with all self-report instruments, there is the possibility of bias, which cannot be ruled out, even though the honesty of the teachers is presumed. In view of the limitation of the study, it is recommended that further research incorporating classroom observations and perhaps Focus Group Discussions of teachers' practices of integrating culture in ELT be carried out to improve the validity of the findings. In addition, quasi-experimental studies focusing on the effect of integrating culture in ELT on

students' intercultural competence could be carried out to provide empirical backing for the argument on the need for multicultural teaching in the Nigerian context.

6. Conclusion and recommendations

Culture cannot be divorced from language teaching. It is no longer sufficient to focus alone on linguistic competence in ELT. The concept of IC is one that should receive adequate attention in ELT in the Nigerian context. The findings of this study have shown that English Language teachers are trying their best to integrate culture teaching in their lessons. However, there is a need for the inclusion of IC in the primary and secondary school curriculum and a framework for implementing it in the English Language classroom. Similarly, teachers need training in

multicultural teaching, as the findings of this study have shown. When intercultural awareness is created in English language learners in Nigeria, it could go a long way to minimize the challenges emanating from the multicultural and multilingual nature of the nation.

Based on the findings of the study, it is recommended that teacher education-providing institutions should review their curriculum to allow for adequate preparation of teacher-trainees in multicultural teaching. In addition, English Language teachers who go the extra mile to integrate cultural contents not covered in the recommended textbooks in their classrooms should be commended. Finally, English Language teachers already employed in schools should be given on-the-job training in multicultural teaching.

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