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## INTERCULTURAL COMMUNICATION COMPETENCE: A COMPREHENSIVE REVIEW OF OXFORD ENGLISH FOR UNDERGRADUATES

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### Abstract

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This study aims to evaluate the prescribed textbook, Oxford English for Undergraduates (OEFUs), developed for teaching English at the undergraduate level at a public sector university. Developing students' Intercultural Communication Competence (ICC) is widely significant for ESL/EFL learners when they move abroad for study or immigration purposes. For content analysis of the OEFUs, the study used various dimensions of the three frameworks, namely Cortazzi & Jin's (1999) cultural contents; Ting-Toomey & Chung's (2005) cultural levels; and Byram's (1997) ICC model. Eventually, referring to the first framework, the results reveal an imbalance between the source culture, the target culture and the international culture. In the second framework, the dominance of surface-level culture over the intermediate-level and deep-level cultures is evident in expressing physical and artistic work. Additionally, referring to the third framework, textbook analysis exhibits that the book requires addressing more substantially the five elements of intercultural competence: intercultural attitudes, knowledge, skills of relating/interpreting, skills of interacting/discovery, and critical knowledge. Finally, the study deduces that OEFUs are required to address ICC so that, the graduate-level students may develop their cross-cultural competence.

**Keywords:** Intercultural, Communication, Content, Byram, Cultural.

## Introduction

The imperative of globalization in the current era has brought huge changes in the overall teaching and learning process. Teacher's agency through teaching resource material like textbooks is not only concerned with imparting language knowledge but also emphasizes cultivating global communication skills (Qi, 2024). Moreover, the paradigm of textbooks and language teaching has largely changed from traditional language forms to practical communication and intercultural teaching (Mostafa & Jahan, 2024; Qi, 2024). Eventually, the intercultural content of the textbooks will bridge the gap of intercultural unawareness and enable students to foster their cross-cultural communication skills in real-life contexts (Mostafa & Jahan, 2024; Qi, 2024). The necessity of textbooks is crucial in educational institutions that are utilized as reference material in academia (Apple & Christian-Smith, 2017; Lau et al., 2018). To achieve learning objectives, teachers prescribe certain textbooks which aim to cover both theoretical and practical usage of the target language in the ESL classroom. Tertiary-level teachers use textbooks as teaching and learning resource material; however, the content of textbooks used in diverse ESL/EFL contexts differs from one another. As content and language integrated learning (CLIL) approach not only assists ESL learners in developing their language skills but also improves their multicultural understanding (Pérez Cañado et al., 2023; Pham & Unaldi, 2022). Czura (2016) proclaims that CLIL design enriches the intercultural competence of ESL learners. To put it differently, Hanesova (2015) asserts that content-focused activities in English offer opportunities to develop creativity and a critical approach of the learners. According to Haerazi & Nunez (2021), textbooks have a significant role in ESL settings, which offer activities to the learners to develop their intercultural competence and communication skills for the plurilingual settings. Additionally, the teacher's agency is quite essential in multilingual settings where the learners have diverse mother tongues on the one hand, the textbooks are enacted with the national ideological standards on the other hand. In such cases, the teacher's agency will be used to promote ICC in multilingual education. Moreover, English practitioners shall review how textbooks cultivate

the ICC of ESL learners by containing cultural values. The current study mainly reviews the prescribed textbook, i.e., OEFUs, penned by D.H. Howe, T. A. Kirkpatrick, and D. L. Kirkpatrick.

### Research Objectives

1. To explore how OEFUs contribute to the development of ICC among ESL learners at UoSJ
2. To reveal the characteristics of ICC inherited in OEFUs

### Research Questions

1. How does OEFUs contribute to the development of ICC among ESL learners at UoSJ?
2. What are the characteristics of ICC inherited in OEFUs?

### Significance of the study

In the classroom setting, OEFUs has an extensive scope as the EFL practitioners use the prescribed textbook to develop linguistic, non-linguistic and cross-cultural knowledge based on practices, perspectives, products and people. Viewing this, the review of OEFUs using assorted intercultural frameworks would assist course instructors, students, and course developers in leveraging their ICC. Moreover, the imperative of developing ICC in foreign language classrooms privileges EFL learners to develop their academic and professional careers; thus, the textbook as a resource material can be employed as an effective tool to foster ICC.

### Literature Review

#### *Transcultural Communication in the EFL Classroom*

Embarking on globalization and neoliberal trends since the post 1990s, people from diverse countries have endorsed the importance of the Internet and English as a global language when individuals desire to move abroad for education or immigration purposes (Kramsch, 2020). Viewing this, this has not only become mandatory for people to learn English as a lingua franca, but also requires fostering cultural awareness of the diverse people. As the nexus between language and culture is so close; therefore, both language and culture influence each other causing cultural and dialectical variations (Smith, 2023; Wang et al., 2022). EFL learners with diverse cultures and languages not only perceive but also express the world differently due to multilingualism (Kramsch & Widdowson, 1998; Reid, 2014). The European Union has emphasized fostering ICC of the EFL learners;

thereafter, they may interact effectively with individuals of diverse origins (CEFR, 2001). Besides, Reid (2014) stresses that linguistic knowledge in the foreign language classroom shall cultivate the multicultural sensitivity of EFL learners. Many studies (Chau & Truong, 2019; Köşker & Gülmez, 2018; Safa & Tofighi, 2022) in Asian and European countries asserted that EFL teachers to implement strategies, methods and activities which can develop ICC of the EFL learners. Cultivating students' ICC, Ivenz & Klimova (2022) compiled several strategies and activities from previous studies, such as role-playing, telecollaboration, flipped classroom method, computer-mediated communication, 360-degree video technology, viewing-listening-speaking method, an ICC training model, a scavenger hunt and authentic material. Likewise, another recent study by Huang (2021) affirmed that explicit instructions are not only largely supportive but also that overseas experience assists EFL learners in developing ICC in EFL classrooms. As declared by Alnajjar (2020), ICC enables both teachers and students to communicate effectively in diverse contexts. Despite that, ICC has required considerable effort and interest to augment cognizance about multicultural awareness and communicative competence (Byram, 2020a). Zhang (2010) affirms that intercultural learners have fully developed ICC; on the contrary, Kramersch (2011) asserts that competent intercultural speakers have maximum cross-cultural competence, which assists them to talk in both the target and other than the target cultural setting. In other words, linguistic and non-linguistic communication in the target and source cultures incorporates cross-cultural speakers to make effective oral or written communication (Whitaker, 2013). The realm of ICC encompasses individual traits, psychological adjustment, communication skills and cultural awareness (X. Zhang, 2010). Personal traits showcase that one must be lenient, open-minded, hospitable and interactive. Cultural knowledge depicts environmental differences; however, a broad spectrum of ICC covers context, posture, skills, and diverse understanding (Van der Westhuizen et al., 2015). In short, cultural assimilation enables EFL scholars to control multicultural differences which cause frustration, stress, ambiguity and isolation (Alnajjar, 2020).

### ***Teacher's Cross-cultural Cognizance***

Considering the inevitable importance of the teacher's ICC, Habináková (2015) proclaims that EFL teachers and students lack the target culture knowledge in non-native classroom settings. Under these circumstances, educators should offer space and opportunities to students; thereafter, the students will further flourish in their cross-cultural understanding of the target culture and identities. The instructors provide multicultural literacy about varieties which assist students to oppose prejudices, adverse attitudes, frustrations and anxiety about other cultures. Another research by Rubio Guevara & Hincapié Posada (2016) proposed that teachers should incorporate written tasks to augment learners' cross-cultural understanding of the target culture. Furthermore, it is highlighted that the pedagogical material should be suitable to the age, level and needs of the learners (Rubio Guevara & Hincapié Posada, 2016). As apprentice teachers in India belong to heterogeneous cultural backgrounds, they require sessions and workshops where they can improve their language skills and ICC awareness (Lastny Anal, 2017). Khan et al., (2023) stress that some educators may be ignorant of classroom practices concerning ICC. Otherwise, the teacher's role is essential for the elevation of learners' ICC which develops intercultural tact and competence (Linares, 2023; Miao & Lepeyko, 2023). Tertiary-level teachers are required to surpass cultural prejudices and ethnocentrism; alternatively, the apprentices will rarely take advantage of teachers' ICC (Morales-Acosta et al., 2022). Additionally, a teacher as a role model necessitates developing his/her intercultural understanding and should have the capacity to tolerate different cultures in the classroom to guarantee friendliness in a cultural hodgepodge (Garrido et al., 2020). As it is highlighted by Banks (2021), the ethnic revitalization in the 1960s and 1970s has raised tremendous value of learning ICC as the people from diverse cultural, ethnic, racial and linguistic groups have migrated to Europe for economic purposes. Thus, educators can strengthen the intercultural cognizance of the students by taking advantage of written works about exile, migration and interactive views (Sabdono et al., 2021).

### Strategies to Develop Intercultural Sensitivity

Reading foreign writings about life, history, geography, and newspapers, or exposure to English streaming platforms, can foster EFL learners' ICC about diverse cultures (Huang & Shen, 2014). Likewise, another study by Alnajjar (2020) asserted that short stories in the target language, brainstorming, simulations, role-playing, and analytical discussion could cultivate cross-cultural understanding. Similarly, storytelling is a lively source of augmenting intercultural understanding since young learners adore both reading and listening to short stories (Logioio, 2010). The development of ICC necessitates multiple tenets, namely cognitive, behavioral and affective dimensions, and these aspects progress through discourse academic, racial, social, and cultural transition in the intercultural settings or resource material (Dalib et al., 2023; Hang & Zhang, 2023). Besides, constant self-analysis, encouraging viewpoints towards communication and critical thinking, overwhelmed the notion of ethnocentrism where people examine others' cultures with a frame of reference of their own cultural practices (Hang & Zhang, 2023).

### Research Methodology

This review-based study uses a qualitative research paradigm, which considers a constructivist point of view in which verbal data is emphasized over statistical data (Creswell, 2003). Importantly, this study employed content analysis of the selected textbook (i.e. OEFUs) considering the textual and visual content of the textbook.

### Research Sample and Sampling Techniques

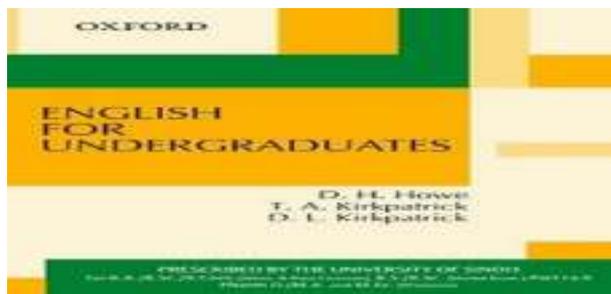


Figure 1: Oxford English for Undergraduates

**Figure 1: Alt Text:** This figure shows the title page of the textbook, i.e., Oxford English for Undergraduates by Howe, D. H., Kirkpatrick, T. A., & Kirkpatrick, D. L. The University of Sindh Jamshoro, recommends this book for undergraduate students enrolled in B.Com./B.A/B.Sc./ (Hons. & Pass courses), B.Sc., B.S. (Home

Economics) Part I & II, M.Sc. (Previous), Pharma D., and M.A. programs. The subsequent Figure 2,



however, shows a table of contents using the XMind app, which is downloaded from the Google Play Store:

Figure 1: Complete outline of the textbook OFUS

**Figure 2: Alt Text:** This figure offers the complete outline of the textbook – OefUs – that consists of 11 Units, which comprise these sections, namely, reading, language practice, using English, reading for information, and practical conversation composition. Besides, the book includes extended readings based on prose and poetry. Moreover, the textbook includes test papers and an appendix section.

### Theoretical Frameworks

This study employed three theoretical frameworks, namely cultural sources by Cortazzi & Jin (1999), cultural levels by Ting-Toomey & Chung (2005) and the model of intercultural competence by Byram (1997). Thus, taking into account the first theoretical framework - Cortazzi & Jin's (1999) cultural sources - which explores the cultural contents into three classes, such as source culture, target culture and international culture. Accordingly, students' native culture is shown by the first category; students speaking English as their L1 is displayed by the second category and students speaking English as their L2 or lingua franca are shown by the third category (See Table 1). On the other hand, the second one is put forth by Ting-Toomey & Chung (2005) who classified cultural categories into three levels, namely, surface level, intermediate level and deep level. Thus, concrete factors like arts and food are examples of the surface level; behaviour, discourse and norms among people are identified by the intermediate level and the beliefs, perspectives and ideology of a

certain tribe are represented by the deep level (See Table 2).

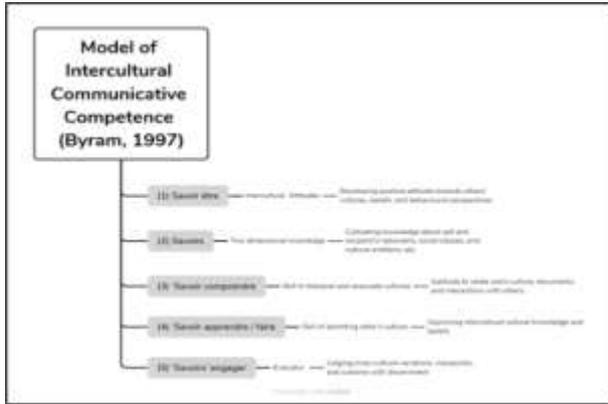


Figure 2: Model of Intercultural Communicative Competence (Byram, 1997)

**Figure 3: Alt Text:** This figure describes the five criteria model of ICC by Byram (1997). The dimensions are Savoir (Intercultural Attitudes), Savoirs (Two-dimensional knowledge), Savoir comprador (Skill to Interpret and associate cultures), Savoir appended / faire (Skill of admitting others' cultures and Savoirs' engager (Evaluator).

**Data Analysis**

**Discussion and Results**

**RQ1:** How does OEFUs contribute to the development of ICC among ESL learners at UoSJ?

**Content Analysis**

Referring to the first framework, Cortazzi & Jin's (1999) analysis framework, the study used this framework as it examines the document from various dimensions to develop ICC of the ESL/EFL learners, such as source culture, target culture and international culture. Thus, the cultural content in the book is distributed unevenly as Pakistani heritage, embroidery, history, places, and famous crafts surpass both the target and international cultures. To put it in other words, the textbook requires more space and instances considering target and international cultures to make learners mindful of cross-cultural understanding, as displayed below in Table 1.

**Table 1: Cultural Sources in OEFUs Textbook**

Categories	Topics
Source Culture	Beach Road traffic issue in Karachi
	Princes' Hotel
	Recreational activity (indoor and outdoor games)
	The Great Jewel Robbery
Target Culture	Dialogue practice/ Pronunciation
	Crescent Community College

	London Road
	Midsummer morning walk by Laurie Lee
International Culture	Products: Clarins, Palmer and Rolex, A Sealy Posturepedic, TISSOT Rock watch, Seema's collection and petites spring '94, Helean Rubinstein, IB Blancepain Tripods by John Christopher

Findings in the above table indicate that the book is distastefully categorized, referring to ICC. The OEFUs have mainly concentrated on the source culture that represents the local culture of the students, while the target culture and international culture are required to be emphasized to cultivate ICC in the EFL classrooms. It is, therefore, asserted that the OEFUs is culturally sensitive in terms of source culture to strengthen the indigenous understanding of the EFL learners through the recommended textbook that must be redesigned to reflect the target and international culture. Referring to the second framework, Ting-Toomey & Chung (2005), it includes three cultural levels, such as surface level, intermediate level and deep level. Pedagogically, the imbalance of the cultural levels in the textbook may hamper the learner's ICC as the surface level develops basic cultural norms, the intermediate level fosters cultural values and beliefs, while the deep level develops cultural assumptions and historical contexts. As the OEFUs consist of 9 Units, thus, the analysis found that the four Units (2, 3, 8 & 9) exclusively demonstrate the surface level which depicts physical and artistic work; three Units (1, 6 & 7) consider an intermediate level which depicts discourse, behavior and norms of the people, and solely one Unit (4) refers to the deep level which illustrates belief, the people's ideology.

**Table 2: Cultural Content Levels in the OEFUs Textbook**

Levels	Unit wise
Surface Level	Unit 2: The Age of the Robot Unit 3: Gentle Giant Unit 8: The Great Jewel Robbery Unit 9: London Road
Intermediate Level	Unit 1: A Traffic Nightmare Unit 6: How to Study Unit 7: The Tripods
Deep Level	Unit 4: The Door Swings Open

The developing results, hence, demonstrate that the cultural content in OEFUs is required to be reviewed relating to both cultural levels and cultural sources, so that the students may boost their knowledge and skills regarding cross-cultural competence. Finally, Byram's ICC model evaluates the textbook from five diverse dimensions that

signify the suitability of the textbook for developing learners' ICC in ESL/EFL classrooms.

**Table 3: Utilizing Byram's (1997) Model for Unit-wise Analysis**

Units	Inter-cultural Attitude	Knowledge	Relational/interpretive skills	Interpersonal/discovery skills	Critical Insights
Unit 1: A Traffic Nightmare	_____	Residents of the beach road in Karachi protest against the traffic issue.	Pronunciation exercises like BrE speakers	Understanding international traffic signs	_____
Unit 2: The Age of the Probot By Timothy O. Knight	_____	Technology-oriented text about Probot.	Pronunciation preparation	_____	_____
Unit 3: Gentle Giants By David Attenborough	_____	_____	Exercises on Pronunciation	_____	Fallacies about Gorilla among people as Monster
Unit 4: The Door Swings Open (From They dared to be doctors by Mary St. J Fancourt)	Western people's attitude toward women's education in medical college	Elizabeth Blackwell as an American lady was confirmed to be the first lady doctor in the world.	Practice of pronunciation	_____	Boys' attitudes towards female students in medical colleges are astonishing in the Western context.
Unit 5: Revision	_____	_____	A telex machine description	_____	_____
Unit 6: How to Study	_____	Learning techniques, use of dictionaries and cataloguing cards	_____	Sports and other leisure activities that take place at home.	_____
Unit 7: The Tripods By John Christopher	_____	The lifestyle of tripods is described in the series of young adult novels.	The author described some characteristics of England and France.	_____	_____
Unit 8: The Great Jewel Robbery	_____	This chapter presents a crime report in the source culture.	Practice of pronunciation	Advertisements for both domestic and foreign products are shown like Clarins, Sealy Tissot Rock Watch, Posturepedic, Palmer and Rolex etc.	_____
Unit 9: London Road	London Road as a subject matter describes positive attitude by reading text about London Road.	London Road figure is shown in the readings; jobs of various kinds	Pronunciation practice	Unpacking the unseen world, homesickness, leaving the comfortable situation	_____
Unit 10: A Job Advertisement	_____	_____	Practice of pronunciation	Finding a suitable placement	_____

Referring to RQ1, the current study discusses how well OEFUs cultivate ICC of the tertiary level students at UoSJ pursuing Byram's model of ICC in Table 3, categorised into five levels, such as Inter-cultural Attitudes, Knowledge, Skills of relating/interpreting, Skills of Interacting/discovery, and Critical Knowledge. Besides, the OEFUs textbook comprises 11 Units while the section of extended reading includes 8 short stories and a set of 7 poems (See Figure 2). Referring to the first dimension, intercultural attitude, the researchers find that many Units have not focused on the intercultural attitude of the students, excluding Units 4 and 9 as both Units empower learners to have encouraging attitudes towards international cultural settings. However, the section of extended reading unfolds racial distinction in America based on skin colour that exhibits the attitude of the white

English gentry towards black English speakers; thus, learners are encouraged to go for cultural harmony and tolerance. Nevertheless, a great deal of extended readings in OEFUs hardly focus on intercultural attitudes. Viewing Byram's second skill, knowledge, most of the Units exhibit local matters like robbery, traffic and animal treatment; nevertheless, Units 4 and 9 advance the ICC of the university level students by addressing similar and dissimilar issues among EFL learners. On the other hand, the section on extended reading showcases that the students in the rare case get information which may promote their knowledge of the interlocutory country. Likewise, the results of the previous studies (Gedik & Perihan, 2020; Rosyidi & Purwati, 2018; H. Zhang et al., 2024) approve that foreign language textbooks either overlook or misinterpret some cultures and also represent foreign cultures implicitly rather than explicitly, which constructs a poor understanding of the foreign cultures. Thus, this can be deduced that foreign language textbooks (for example, OEFUs) have required to be revisited in terms of knowledge benchmark, so that the EFL learners can promote their ICC in the foreign language classroom. Considering Byram's third skill of interpreting/associating, most Units provide exercises for improving pronunciation, like customer dealing in Unit 2, whereas Units 4 and 9 offer details to establish an association between the source culture and target culture. The extended reading section, conversely, explains that students are offered insufficient knowledge to relate and interpret existing knowledge to the target culture. Similarly, many studies (Alnajjar, 2020; Bjertes, 2023; CHAIBI & BARECHE, 2015) affirm that textbooks are required to include substantial exercises and lessons based on intercultural values that may promote interpreting and associating skills with EFL learners. Therefore, it is proposed to revisit OEFUs to develop ICC by adding exercises which further develop skills of interpreting/associating with ICC. Considering Byram's fourth skill of discovery/interaction, Table 3 reveals that Unit 1 offers a description to understand traffic signs, which are used around the globe. Furthermore, Unit 6 elucidates various leisure activities; Unit 8 explicates international product advertisements; Unit 9 reveals the vistas and sceneries of the unexplored world; and Unit 10 expresses the

techniques to hunt a desired position or job globally. However, the extended reading section illustrates one story and poem that not only triggers students to interact with people of diverse cultures but also allows students to discover matters related to freedom and peace. Pursuing this, many studies (CHAIBI & BARECHE, 2015; Forfang, 2023; Hussain & Saeed, 1837; Mostafa & Jahan, 2024) have endorsed the significance of the element of adding exercises and lessons which develop the sense of discovery and interaction among EFL learners. Accordingly, this is deduced that skills of discovery/interaction play a significant role in the current study. Finally, critical awareness as a last paradigm in Table 3 showcases the misconception of humans towards Gorillas in Unit 3 which will boost critical cognizance of those who perceive Gorillas as a cruel and aggressive animal. Besides, Unit 4 portrays male candidates' negative attitudes towards female candidates' enrolment in Geneva Medical College; likewise, the eastern people's reaction towards female candidates' admission is not surprising. However, the extended reading part asserts that the text does not instantly develop their ICC through the text. In a nutshell, OEFUs provide adequate descriptions regarding intercultural settings; however, this attempt suggests that when teachers use supplementary to incorporate available cultural content in the OEFUs, the learners can improve their ICC. Pursuing the research findings, this study proclaims that ICC is substantial for the university level students so the educators should bring suitable material to promote the inclusive competence of the learners. Finally, the results of the current study can be advocated by other studies (Esalati & Rahmanpana, 2020; Yang, 2019) that assert the textbook prescribed for EFL learners should be integrated with the material fostering their ICC and also proclaim that EFL teachers shall be provided workshops developing their ICC.

**RQ2: What are the characteristics of ICC inherited in OEFUs?**

Pursuing RQ2, OEFUs offers educators and learners a broad spectrum of activities to develop ICC that encourage students' critical reflection approach, relative thinking and intercultural competence such as pre-reading tasks, words in context, practices, photo description of products, traffic signs, crossword, recreational activities for

different age groups, arraying information etc. Moreover, the supplementary readings offer short stories and poetry composed by narrators and poets who belong to both the target culture and source culture developing the ICC of EFL learners. To put it differently, the OEFUs not only develop the general proficiency of the EFL learners but also enable them to compete in their professional careers. The prescribed textbook, OEFUs, encompasses lessons, exercises, images, and graphs that foster cross-cultural understanding of EFL learners. Viewing this, the prescribed textbook elevates the intercultural knowledge of the learners as the specified textbook gives space to the intercultural products, practices, values and customs of foreign cultures. Thus, incorporating the results of the coinciding studies asserts that the course developers are required to give adequate value to intercultural consciousness and cross-cultural content; so that, the EFL learners may develop and promote ICC. Eventually, through the prescribed textbook, the tertiary level students at the university level will boost their intercultural knowledge, welcoming intercultural stance, skills of relating and interpreting, skills of interacting and discovery and critical discovery. Besides, the EFL learners learn about diverse cultural products, practices, purposes and people and eventually, they develop a sense to approve ethnocentric perspectives for diverse cultures.

**Conclusion**

The manifold benefits of the textbooks are inevitable in the EFL classroom settings as the prescribed textbooks upgrade linguistic and non-linguistic knowledge, proficiency in the target language, multicultural sensitivity, and teaching and learning techniques. With this regard, the emerged findings through the framework - cultural sources by Cortazzi, & Jin (1999) – have justified that the subject matter in the OEFUs gives more space to the content of the source culture rather than in the international culture and target culture. However, the findings from the second framework - cultural levels by Ting-Toomey & Chung (2005) - showcased that the subject matter of many Units emphasised the surface and intermediate levels while just one unit, Unit 4, considered the deep level. Accordingly, Byram's model as the third and last framework identifies that a good deal of the Units and extended reading parts are missed to promote an

intercultural viewpoint of the learners, secondly, the presented knowledge in OEFUs is meagre to address intercultural expertise, thirdly aptitudes of relating/ interpreting is also not much depicted to influence cultural competence of the learners, fourthly skill of interaction/ discovery is considered to certain extent, and eventually critical consciousness is elevated as the textbook encompasses Units, topics, lessons, and activities which stimulate learners' ICC. Hence, this study infers from the preceding results that the course developers must take significant measures relating to units and topics; thereby, the learners may advance their intercultural knowledge. Despite the digital age advancements, textbooks are published and read throughout the world by global academicians, scholars and learners to promote both ICC and language skills. In a nutshell, the study proposes that language practitioners incorporate both available cultural content and supplementary subject matter.

### Implications

Like scholarly studies, this study has a versatile deal of inferences. The textbooks as a resource material play a significant role in the classroom settings where the ESL/EFL students are exposed to benefits namely promotion of ICC, learning cultural differences and discourse competence. Thus, when scholars are apprised of ICC, they will be in a form to overcome ethnocentric prospects about global cultural norms and practices. This study, accordingly, underscores both the strong points and weak points found in OEFUs which is the recommended textbook for English language teaching. The review outcomes will guide policymakers, stakeholders, practitioners and EFL learners to boost ICC in foreign education classrooms.

### Limitations and Recommendations for Future Studies

This review-based study suggests more studies to examine the prescribed textbook i.e. OEFUs. First, this study analysed the OEFUs using three different models of ICC though the researchers recommend applying another framework like Deardorff (2006) to evaluate the textbook. Second, a mixed methods study can be conducted by collecting teachers' and students' responses through questionnaires and semi-structured interviews regarding OEFUs. Thirdly, the study may be conducted to evaluate

how the incorporation of online material with OEFUs may boost learners' ICC benefiting in their prospective future. Finally, a comparative study shall be conducted between OEFUs and English for academic purposes by British (also practised at the UoJ), employing the models of ICC.

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