Cultural Humility and Its Role in EFL Learners' Language Development and Intercultural Competence Skills

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Abstract

The successful achievement of communication and significant interaction in various societies depends on cultural humility. This research investigated the essential role of cultural humility for students who learn English as their second language. The research highlighted its impact on language acquisition together with the development of intercultural competencies. The research involved third-year English program students at Buriram Rajabhat University who enrolled in the Intercultural Communication course through a mixed-methods approach that analyzed both survey data and semi-structured interview results. EFL students evaluated cultural humility as essential for acquiring their second language according to the study findings. The approach improved communication while increasing student confidence and leading to better adaptability when working with people from different cultural backgrounds. The qualitative data showed that combining practical exercises with theoretical instruction helped students develop their cultural understanding better. The research findings support the development of inclusive classroom environments which promote cultural humility and intercultural communication abilities. The research results demonstrate how teaching methods based on cultural awareness and responsiveness enhance the entire EFL learning quality.

Keywords: Cultural Humility, EFL Learners' Intercultural Competence, Language Development

Introduction

In the world where connections widespread and vital communication is key, with various cultures in a meaningful way is crucial for effective interaction between people from different backgrounds and beliefs. Cultural humility plays a role in this scenario by encouraging individuals to reflect on themselves and remain open to learning from diverse cultural viewpoints. It goes beyond being culturally competent by stressing the importance of being adaptable and committed to learning. For English, as a Foreign Language (EFL) student who face challenges in both language and cross-cultural communication in their journey having humility is especially important for their growth (Omar & Shaalan, 2023).

Learning a language goes beyond knowing grammar and words—it's also, about grasping the cultural aspects tied to its usage over time. By adopting humility and recognizing our gaps in understanding while staying receptive to continuous learning (Cantizano, 2020) we pave the way for more meaningful exchanges and a deeper respect, for varied viewpoints. This approach not improves language skills. Also boosts our ability to navigate diverse cultures effectively (Kantamas et al., 2024).

English is widely used for communication. EFL learners often interact with people, from different cultures to build bridges across diverse backgrounds effectively experiencing and adapting to cultural differences plays a crucial role in their success in cross cultural communication skills, like empathy adaptability and active listening are fostered by cultural humility which in turn enhances language learning outcomes and facilitates seamless integration into global communities as noted by Kyi Kyi Naing & Mar (2022), Hockett et al. (2014), and Tai (2023).

Furthermore, embracing humility can enhance ones grasp of a language as it pushes learners to go beyond just what's in the textbooks and delve into real world experiences instead It encourages them to immerse themselves in genuine cultural interactions which, in turn aids in understanding idiomatic expressions unique to certain regions and varying communication styles. This hands-on exposure plays a crucial role, in building fluency and boosting confidence during everyday conversations (Anderson, 2022; Chen, 2023; Ruttkay, 2009; Tsubaki, 2018).

Furthermore, fostering humility creates a setting of respect and admiration, in the educational setting. By recognizing and valuing viewpoints, the cooperation and inclusiveness are improved (Matthew et al., 2018). This welcoming learning atmosphere enables students to aid each other's development by exchanging diverse experiences and participating in significant conversations that expand their cross-cultural awareness (Aswad & Wirentake, 2023; Youfi & Brigui, 2024).

Moreover, the integration of humility, in language education can help connect learning with real life scenarios. Numerous language learners find it challenging to apply what they learn in the classroom to situations. By infusing humility into teaching approaches teachers can develop interactive learning environments that equip learners, for actual linguistic and cultural interactions (Hockett et al., 2014; Javadi & Tahmasbi, 2020; Tai, 2023).

In addition, to settings, understanding and respecting cultures are essential for English as a Foreign Language (EFL) students aiming for international job prospects. In settings communicating effectively goes beyond language skills; it involves being aware and respectful of different cultures. Graduates who embrace humility have an edge in thriving in work environments working well with colleagues from around the world and adjusting to various cultural norms. These skills are especially beneficial in fields, like business, tourism, and international relations. In the interconnected society we live in today it is crucial to engage in interactions, with people from cultures to achieve success (Aswad & Wirentake, 2023; Matthew et al., 2018; Youfi & Brigui, 2024) have highlighted this importance. When individuals immerse themselves in viewpoints, they enhance their capacity to analyze various perspectives and adapt their communication styles accordingly. This adaptive mindset aids, in language learning. Enhances the effectiveness of communication. Moreover, emphasizing cultural humility nurtures thinking skills and problem-solving capabilities. The abilities mentioned are vital, for learning and individual growth (Tai, 2023). This mental adaptability not just improves language learning. Also promotes thinking and problem-solving skills through the development of cultural

humility as well (Tai, 2023). As individuals acquire capabilities, for learning and personal advancement (Hockett et al., 2014), they enhance their overall cognitive aptitude and critical thinking skills.

This research focuses on evaluating the extent of humility, in students learning English as a language and examining how it influences their language learning and ability to communicate across cultures effectively. By connecting the study with teaching approaches this research offers valuable perspectives on incorporating cultural humility into English language teaching programs to improve language skills and promote intercultural interactions. The results will assist teachers in adopting instructional techniques that encourage cultural sensitivity leading to a more enriching educational journey for English, as a foreign language learners.

Research Objectives

1. To examine the specific levels (high, moderate, low) of cultural humility measure through key indicators such as openness, self-reflection, and respect for cultural differences.

2. To explore how cultural humility influences language acquisition and intercultural competence among EFL learners.

Research Questions

1. What are the measured levels (high, moderate, low) of cultural humility based on openness, self-awareness, and respect for cultural diversity among EFL learners?

2. How does cultural humility impact EFL learners' language acquisition and their ability to engage in intercultural communication?

Literature Review

1. Exploring the Concept of Cultural Humility

In the realm of humility lies an emphasis, on self-reflection and continual learning to foster appreciation and respect for diverse cultures in society today. This stands in opposition to the concept of competence that's more centered on acquiring specific knowledge about various cultures as mentioned by Kathija et al. (2024). Cultural competence involves the ability to acknowledge and value individuals, from backgrounds while engaging with them effectively. It entails adjusting one's viewpoint to understand and value the beliefs experiences and circumstances of others according to Kroenlein & Wilson (2024) and Wang & Lee (2024).

Definition and Theoretical Framework

Embracing humility involves focusing on self-reflection and awareness of power dynamics to nurture connections, in language education contexts (Curtiss & Perry, 2023). This approach helps tackle power differentials and advance fairness by fostering a mindset of learning and adjustment through acknowledging the boundaries of one's knowledge. This method is especially important, for dealing with injustices and promoting practices, in organizations to improve the impact of diversity and inclusion efforts (Nomikoudis & Starr, 2016; Rose et al., 2023).

2. Cultural Humility in EFL Contexts

In English, as a Foreign Language (EFL) setting it's essential to embrace humility to appreciate viewpoints and promote acceptance. Cultural humility is an aspect of leadership education that emphasizes self-assessment and personal development, in recognizing cultural

diversity (Rodomanchenko & Sorokina, 2024). Unlike competence which suggests a fixed understanding of cultures; cultural humility encourages individuals to engage in ongoing introspection and growth to recognize and respect cultural distinctions.

3. Theoretical Perspectives on Cultural Humility in EFL Contexts

The concept of cultural humility derives from social identity theories together with intercultural communication principles and transformative learning approaches. Research shows that self-awareness and reflection create the foundation for building effective cross-cultural connections. According to transformative learning theory people need to analyze their assumptions and biases before they can successfully adapt to new cultural settings. The theoretical framework demonstrates why it is essential to develop adaptability and empathy skills for EFL learners (Coppola & Taylor, 2022; Tai, 2023).

4. Language Acquisition and Cultural Humility

Cultural humility, unlike cultural competence, is a continuous process of learning and empathy towards the values and experiences of others, which is crucial for cross-cultural communication (Sidek & Malek, 2024). Language acquisition and cultural humility are two related concepts that highlight the significance of cultural contexts in communication and education. Cultural humility means being aware of power dynamics, reflecting on oneself, and valuing the viewpoints of others, especially in multicultural environments (Haskins & Ramos, 2023; Tai, 2023; Viggiani et al., 2023).

5. Intercultural Competence and Cultural Humility

In the realm of counseling, cultural humility and competence are closely linked ideas that highlight aspects of how counselors interact with diverse groups. While these ideas overlap in areas cultural humility stresses the importance of counselors engaging in self-assessment and being open, to learning whereas cultural competence centers around developing the necessary skills and knowledge to effectively connect with people, from diverse cultural contexts. Both concepts are essential, in improving the effectiveness of counseling sessions (as discussed by Tilstra et al. (2024) and Wang & Lee (2024). Win et al. (2020) also highlight their significance, in the process.

Defining Intercultural Competence

Interpersonal adaptability is the skill to communicate and engage successfully with people, from backgrounds. It involves having sensitivity to cultures and being flexible, in your communication approach while also being able to navigate differences (Thu, 2024; Yenphech & Intanoo, 2022; Yenphech et al., 2022).

Research on Cultural Humility and Intercultural Competence in EFL

Developing interactions, across cultures goes beyond just knowing the language well; it involves grasping cultural subtleties and customs while being prepared to navigate communication challenges that may arise in diverse settings with an open attitude that fosters meaningful relationships between various groups of people worldwide (Haddaoui et al., 2024; Roza et al., 2024). In times focusing on improving understanding has become a significant goal, in teaching foreign languages. This study aimed to explore how learning about English speaking cultures can help students studying language and literature improve their abilities to communicate effectively across cultural backgrounds. It looked closely at how students view if these courses focusing on culture help improve their communication skills, in both informal situations. It also stressed the importance of competency in English as a Foreign Language (EFL) learners for supporting growth through

encouraging mutual understanding and respect, for diversity to build a more cohesive society (Omar & Shaalan, 2023).

6. Conclusion of the Literature Review

The importance of humility, in improving language learning and intercultural skills among EFL students is emphasized in literature materials. The incorporation of self-reflection techniques and exposure to life experiences by teachers can boost students' language proficiency and adaptability to different cultures. It is suggested that upcoming studies should delve into long term research on the effects of cultural humility education in language learning and its wider significance, for interactions (Chen & Sukying, 2024).
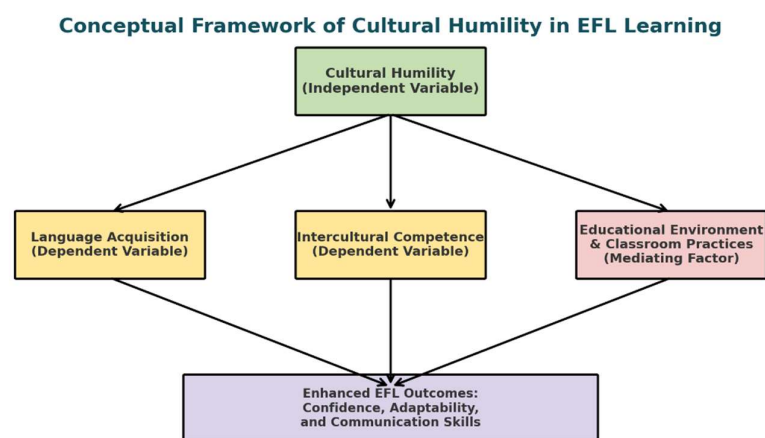
Research Framework

Figure 1 Research Framework

Research Methodology

1. Research Design

This research employed a mixed-methods approach, integrating both quantitative and qualitative data collection techniques. A questionnaire was used to gather quantitative data on learners' perceptions of cultural humility, while semi-structured interviews provided qualitative insights into their experiences and perspectives.

2. Population and Sample

In this research project were third year students pursuing the program at Buriram Rajabhat University who were taking the Intercultural Communication course. There were a total of 75 students, in the study population out of which 63 students were chosen randomly based on Krejcie & Morgans (1970) sample size determination table. Furthermore, five participants were specifically chosen for formal interviews using certain criteria. The selection process, for interview participants considered three factors were followed: 1) Having a GPA of 3.00 or above, 2) Participating, and 3) Being actively engaged in university activities. The data gathering phase used two tools. A survey to gauge students views on humility and how it affects language learning and intercultural

skills. Interview sessions to delve into learners' real-life encounters and difficulties concerning humility, in the English as a Foreign Language (EFL).

3. Research Instrument

In the research studies aspect, a survey was used as the tool, for gathering information. The survey had two parts; one to collect details and the other to assess cultural humility. It employed a five-point Likert scale (Likert, 1967) where the rankings were outlined as follows; 5 = Agree, 4 = Agree, 3 = Neutral, 2 = Disagree and 1 = Disagree. The survey questions were based on existing models and prior research, by authors such as Byram (1997), Byram (2020), Chen (2005), Pérez Cañado & Méndez García (2007), Holliday (2010), Kramsch (1993) and the work of Tervalon & Murray-García (1998). Three experts evaluated the questionnaires content validity. Found an Index of Item–Objective Congruence (IOC) value of 1.00. Twenty fourth year students participated in a test to evaluate the questionnaires' reliability; the Cronbach's Alpha coefficient was determined to be 0.89, during this assessment phase. In addition to this analysis the qualitative segment involved conducting formal interviews, with open ended questions geared towards understanding the student's cultural humility levels and assessing how cultural humility influences learning English as a Foreign Language (EFL). The interview protocols content validity was appraised by three professionals resulting in an IOC value of 1.00.

4. Data Collection

For this research projects data gathering process involved utilizing both a survey and semi formal interviews approach. The survey was distributed via Google Forms for participants to conveniently fill out online. The class representatives were reached out to through media platforms, like Facebook and Line to invite them to take part in the survey. Participants were granted a timeframe of around a week or two to finish the survey. Subsequent, to the completion of the survey aspect semi formal interviews were carried out as well. The survey questions were sent out using Google Forms for the interview process – participants were asked to answer three ended prompts that aimed to delve into their thoughts and experiences regarding humility in a thorough manner. Ample time was given to participants, for responding to the interview questions in order to encourage detailed answers.

5. Data Analysis

In order to address the two research inquiries, at hand in this study a combination of qualitative methodologies was utilized for data analysis purposes. The first research query. "How do cultural humility levels vary among EFL students?". Was investigated by analyzing the data obtained from the questionnaire through descriptive statistical methods. Measures such as mean and standard deviation were calculated to determine overall trends and the degree of agreement among learners. Responses were interpreted using the following scale (Likert, 1967):

4.50 – 5.00 = Strongly Agree

3.50 – 4.49 = Agree

2.50 – 3.49 = Neutral

1.50 – 2.49 = Disagree

1.00 – 1.49 = Strongly Disagree

Research Question 2 delves, into the effects of humility on the language learning process of EFL students and their capacity to engage in cross cultural communication practices

through an analysis of qualitative data obtained from semi formal interviews where responses to open ended queries were transcribed and categorized into common themes representing learners experiences and outlooks that helped in examining the influence of cultural humility, on their communication abilities and intercultural interactions.

Through this examination and review process we gained an insight into the role of cultural humility, in English as a Foreign Language (EFL) education. We utilized both data analysis and personal narratives to address the research inquiries, in a manner.

Results

The specific levels of cultural humility are measured through key indicators such as openness, self-reflection, and respect for cultural differences.

The quantitative analysis was conducted on questionnaire responses collected from 63 participants majoring in English within the Faculty of Humanities and Social Sciences at Buriram Rajabhat University. The demographic distribution of the participants, indicating that 17 were male (27.0%) and 46 were female (73.0%), comprising a total of 63 participants (100%). The overall level of cultural humility among EFL learners in diverse educational settings was shown in Table 1.

Table 1 Cultural Humility among EFL Learners in Diverse Educational Settings.

Items	Statements	*Mean*	*S.D.*	Meaning
1	Cultural humility helps me understand and appreciate different perspectives in my English studies.	4.13	0.75	Agree
2	Discussing cultural differences is a regular part of my English classes.	4.11	0.76	Agree
3	I actively seek to learn about different cultures from my own.	4.05	0.75	Agree
4	Understanding cultural humility is important for learning English effectively	3.97	0.78	Agree
5	My teachers encourage us to practice cultural humility in the English language use.	3.92	0.83	Agree
6	I regularly seek feedback on my cultural interactions from my English teacher or peers.	3.79	0.75	Agree
	Total	**3.97**	**0.77**	**Agree**

As presented in Table 1, the findings revealed that the overall level of cultural humility among EFL learners in diverse educational settings was high. Analysis of individual items indicated that the highest agreement was reported for the statement, "Cultural humility helps me understand and appreciate different perspectives in my English studies." This was followed by "Discussing cultural differences was a regular part of my English classes," and "I actively sought to learn about cultures different from my own." These results suggested that cultural humility played a significant role in fostering awareness, openness, and engagement with diverse cultural perspectives within the context of English language learning.

Table 2 The Impact of Cultural Humility on EFL Learners' Language Acquisition and Intercultural Competence.

Items	Statements	Mean	S.D.	Meaning
1	Cultural humility positively affects my English skills.	4.17	0.79	Agree
2	Cultural humility helps me better understand English spoken by people from different cultural backgrounds.	4.06	0.82	Agree
3	Practicing cultural humility helps me understand English idioms and expressions more effectively.	4.05	0.75	Agree
4	Cultural humility helps me better understand English spoken by people from different cultural backgrounds.	4.03	0.72	Agree
5	Practising cultural humility improves my ability to navigate cross-cultural situations effectively.	4.03	0.78	Agree
6	Understanding cultural humility in class helps me use English more effectively in intercultural situations.	3.98	0.74	Agree
7	I believe that cultural humility is crucial for improving my overall language learning experience.	3.98	0.77	Agree
8	Support for cultural humility in my institution helps me adapt my English communication in diverse cultural contexts.	3.97	0.92	Agree
9	Cultural humility positively affects my English skills.	3.90	0.86	Agree
10	The inclusion of cultural humility in the curriculum improves my ability to interpret meaning in different cultural settings.	3.87	0.79	Agree
11	I have effective strategies for overcoming challenges related to practicing cultural humility.	3.83	0.87	Agree
12	Activities focused on cultural humility improve my fluency and confidence when using English with people from other cultures.	3.76	0.93	Agree
13	My level of intercultural competence has increased as a result of learning about cultural humility.	3.60	1.13	Agree
14	Practicing cultural humility helps me understand English idioms and expressions more effectively.	3.25	0.65	Neutral
	Total	**3.89**	**0.82**	**Agree**

According to the results presented in Table 2, the perceived impact of cultural humility on EFL learners' language acquisition and intercultural competence was reported at a high level. In particular, the highest agreement was recorded for the statement, "Cultural humility positively affected my English skills." After that came the realization that embracing humility aided me in grasping the nuances of English spoken by individuals, from cultural heritages and, in comprehending idiomatic expressions more easily. These results indicated that fostering humility played a role in improving the language skills and cross-cultural sensitivity of English as a Foreign Language (EFL) students by empowering them to communicate more proficiently in varied cultural settings.

The results of semi-structured interviews on how cultural humility influences language acquisition and intercultural competence among EFL learners.

1. To answer the question research 1: What are the levels of cultural humility among EFL learners? The results was shown in Table 3.

Question 1: How do you define cultural humility in the context of learning English as a foreign language? Do you think it's important for language learners to develop cultural humility? Why or why not?

Table 3 The answers of question research 1.

Learning	Answers
Learner A	There are so many languages in the world for me English is one of language usage that people used to communicate around the world. I think it is important for people who are learning a foreign language because when you travel to a country, you should never respect their culture if you want to learn them.
Learner B	It is the situation that we have to accept and honor the culture of other people who we are with. It is important because cultural humility makes me and others learn with no problem, so we can share ideas about work, culture, and other things between us through English. This helps us learn efficiently.
Learner C	We should respect the culture and traditions of every nation. Therefore, cultural exchange is a good thing and gives us some knowledge. Of course, this is very important and necessary because it allows us and them to exchange cultural information with each other.
Learner D	Cultural humility is a way to develop people who want to learn foreign languages more easily, and it is important because if we know more about another culture, we can easily learn another language.
Learner E	Respectful and open-minded about different cultures. I think that it is important because it helps to reduce misunderstandings and promote more useful learning in using English.

From Table 4, the summary was as follows: During the formal conversations conducted with EFL learners revealed that they place great value on respecting and comprehending diverse cultures while studying foreign languages, like English specifically. They acknowledge that showing respect enhances communication and facilitates learning processes that pave the way, for meaningful cultural interactions. This respect helps reduce misunderstandings and enhances the overall learning experience.

2. To answer the question research 2: How does cultural humility influence EFL learners' language acquisition and their ability to engage in intercultural communication? The results are shown in Table 4.

Question 2: In what ways do you believe your understanding and practice of cultural humility have affected your English language skills? Have you noticed any specific changes in your ability to understand or use the language?

Table 4 The answers of question research 2.

Learning	Answers
Learner A	Mentioned that my English language skills have been influenced by humility as new words are being coined nowadays. Understanding the culture of the nation in which we aim to grasp the language can help us adjust and simplify the learning process.
Learner B	Believes that embracing humility boosts their confidence, in communicating in English with individuals from diverse backgrounds and facilitates better comprehension of communication nuances, in varied scenarios.
Learner C	Learning English improved my skills. Boosted my confidence, in approaching others to practice the language allowing me to speak more fluently without hesitating over vocabulary choices beforehand.
Learner D	If one remains receptive, to learning from cultures and perspectives it becomes easier to grasp ideas and communicate with depth. This facilitates a nuanced use of language.
Learner E	Slightly affected because each country's culture is different.

From Table 4, the summary was as follows: During the formal discussions, with participants who are learning English as a foreign language (EFL) it emerged that they view cultural humility as having a positive impact on their language proficiency levels. They express feeling a sense of assurance and ease when interacting with individuals, from cultural backgrounds. This heightened comfort level not improves their abilities but also lessens their reluctance to engage in conversations. Through embracing the culturally sensitive attitude they are able to grasp ideas comprehensively and communicate in English more proficiently.

3. To answer the question research 3: How does cultural humility influence EFL learners' language acquisition and their ability to engage in intercultural communication? The results are shown in Table 5.

Question 3: How do you feel that your educational setting (e.g., classroom environment, teaching methods, diversity of peers) supports or hinders the development of cultural humility among EFL learners? What changes could be made to better support this?

Table 5 The answers of question research 3.

Learning	Answers
Learner A	In my education, maybe it supports and maybe it is not for the development of students or learners because teachers always teach only theories but do not teach them for use in real life. For what I want them to change is to teach students to use it in daily life and build the confidence of learners to be brave in using it.

Table 5 (Cont.)

Learning	Answers
Learner B	I think it is already good but have a bit of a problem. I think that some Thai people still make fun of accents and appearances, or others that make them lack cultural humility. We have to change their mindsets, so it would be better.
Learner C	Making the environment feel better, supports teaching that makes students understand and want to learn more by increasing fun learning and friends to stimulate learning.
Learner D	In the present educational setting, I cannot feel any setting can help me develop my skills because in my classroom I learn the foreign language with our country culture, not foreign culture. And I think we should change the classroom environment to be similar to the country where we want to learn their language.
Learner E	I feel that a classroom with people from different places helps us learn more about culture because everyone has different perspectives. But when teaching focuses too much on exams, it makes us hesitant to share our opinions. It would be better to use teaching methods that encourage more discussions or group work.

From the semi-structured interviews, it was found that EFL learners express mixed feelings about their educational experience. They highlight that teachers often focus on theoretical knowledge rather than practical application, which affects their confidence and real-life language use. Concerns about cultural humility arise, as some learner's mock accents and appearances. They suggest creating a more engaging and inclusive classroom environment that fosters fun and collaboration.

The findings suggest that having humility greatly benefits English as a Foreign Language (EFL) students by enhancing their communication skills and boosting their confidence and adaptability levels, in the subject matter area of communication skills proficiency and interpersonal dynamics across cultures. Students displaying a sense of humility tended to show more willingness to participate in genuine cross-cultural interactions and demonstrated increased fluency in language usage. Furthermore, candid discussions highlighted an inclination, towards interactive and hands on learning approaches that highlight the importance of exchange and teamwork.

Conclusion and Discussion

Conclusion

Effective language learning and intercultural competence are greatly enhanced by embracing humility, in EFL education as highlighted in this research study. Integrating humility into teaching methods can boost communication skills and confidence in cultural settings for learners. Educators can create a dynamic learning atmosphere by using inclusive approaches that support ability and intercultural interaction. Further studies should look into the long-term effects of cultural humility training on EFL students to better understand its impact, on education.

Discussion

The results of this study show that being culturally humble is important, for improving language learning and understanding cultures among students learning English as a language (EFL). As seen in studies; participants noted that cultural humility helped them communicate effectively and feel more confident and adaptable in environments (Nava, 2015). This supports the idea that mastering a language goes beyond grammar skills – it also involves being open, to cultural viewpoints and continuously reflecting on oneself.

The study shows that cultural humility has an impact, on language development and aligns with Xin et al. (2024) research highlighting the importance of integrating awareness into language education to improve cross cultural communication skills and linguistic competence overall. Participants in the study also mentioned that cultural humility helped them understand expressions better and adjust to communication styles effectively—a sentiment echoed by Anderson (2022) and Chen (2023) who emphasized the significance of experiential learning and cultural sensitivity, in practical language usage.

In addition, to that point made earlier on information emphasizing the significance of inclusive learning environments that support understanding and empathy in education was highlighted throughout the study findings as well. This finding mirrors the perspective put forth by Aswad & Wirentake (2023) who emphasized the importance of classroom setups that promote diversity and collaborative learning in order to enhance skills. However; participants of the research study expressed concerns about an overemphasis on teachings which limited their chances for hands on experiences, with various cultures—an issue also addressed by Javadi & Tahmasbi (2020) who suggested incorporating elements of sociocultural identity into English as a Foreign Language (EFL) curriculums to address these challenges.

Moreover, the inclination of the participants, toward engaging in participatory learning experiences resonates with Tai (2023) perspective that cultural humility evolves through introspection and hands on involvement. This mirrors the transformative learning theory advanced by Coppola & Taylor (2022) highlighting the significance of self-reflection and flexibility, in nurturing competence.

In conclusion the research highlighted difficulties, in fostering sensitivity in settings due to issues like perpetuating stereotypes and making fun of accents that hinder an inclusive learning environment. This aligns with the views of Matthew et al. (2018), emphasizing the importance of empathy, respect and open communication, in nurturing humility in contexts.

Ultimately the findings confirm that having humility is crucial not, for personal growth but also for improving language skills and communication, in EFL environments. These results highlight the importance of educators incorporating methods that integrate humility into language teaching using reflective and inclusive approaches.

Suggestion

1. Implications

The results of this research highlight the importance of promoting cultural humility within EFL education. Educators and institutions should consider the following actions:

1.1 Integrate cultural humility into classroom practices by adopting learner-centered and culturally responsive teaching strategies that encourage open dialogue and reflection.

       1.2 Design learning environments that celebrate diversity, where students feel safe to express their cultural backgrounds and learn from others without fear of judgment.

       1.3 Enhance teacher training programs to include modules on cultural humility, helping educators understand and model respectful, inclusive communication.

       1.4 Encourage curriculum development that connects language learning with cultural exploration, allowing learners to experience meaningful intercultural engagement alongside linguistic skills.

       1.5 Support institutional initiatives aimed at promoting intercultural collaboration, both within the classroom and through extracurricular activities.

2. Further Studies

To deepen understanding of cultural humility in EFL contexts, future research should explore:

       2.1 Long-term effects of cultural humility on learners' communication abilities and academic performance through longitudinal studies.

       2.2 Comparative research involving diverse student populations to identify how cultural humility manifests across regions or educational systems.

       2.3 Intervention-based investigations to evaluate the outcomes of specific teaching models designed to foster cultural humility in language learners.

       2.4 Technology-enhanced approaches, such as virtual exchanges or online intercultural projects, to examine their role in cultivating cultural awareness and empathy. Educator perspectives, focusing on how teachers perceive, implement, and assess cultural humility in their teaching practice.

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