Abstract – This paper draws on Byram’s construct of intercultural communicative competence (ICC) resulting from the amalgamation of communicative competence and intercultural competence. By expressly connecting the main principles of ICC and English as a lingua franca (ELF) pedagogy, we offer a novel multidimensional outlook on a subject that so far has undergone extensive research. It is argued that the integration of an ELF-oriented approach into the traditional English teaching paradigm can effectively foster learners’ intercultural awareness in multicultural settings, and that implementing a dual teaching approach in the English classroom can improve learners’ intercultural communication skills and benefit their personal growth. The conclusion underpins that traditional English language pedagogy needs reconsideration from an ELF-aware perspective to meet today’s multicultural scenarios’ requirements and offers practical, theoretical and policy implications for the professional development opportunities addressed to in-service and prospective teachers and the use of English globally.

Keywords: Dual teaching approach, ELF awareness, English as a lingua franca, English classroom, Intercultural communication