

The Interference Of Cultural And Global Awareness In The Development Of Communicative Skill

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Abstract: This research paper explores the intricate relationship between cultural and global awareness and the development of communicative skills. Effective communication is not only about language proficiency but also about understanding cultural nuances and global perspectives. This study examines how cultural and global awareness affects the development of communicative skills, considering both linguistic and non-linguistic factors. Through a multidisciplinary approach, incorporating linguistics, cultural studies, and international relations, this research aims to shed light on the significance of cultural and global competence in fostering effective communication. The findings show that cultural and global awareness greatly affected the communication skills of language learners ($M=4.17$). The findings also revealed that the key components that affect the communication skill include; cultural sensitivity, interpersonal skill, language proficiency and cross-cultural communication competence. There is no difference between genders and ages in related to those key components.

Key words: cultural and global awareness, cultural sensitivity, interpersonal skill, language proficiency and cross-cultural communication competence

I. Introduction

1.1. Rationales

In our increasingly globalized world, people from diverse cultural backgrounds interact with each other on a daily basis. Understanding how cultural awareness affects communicative skills is crucial for effective cross-cultural communication and collaboration. The ongoing process of globalization has led to increased interconnectivity between individuals, organizations, and countries. This has also resulted in a need for individuals to communicate effectively with people from different cultural backgrounds, making this research relevant to the challenges of the contemporary world. Effective communication is a fundamental skill for personal and professional success. By examining how cultural and global awareness influence communicative skills, this research can provide insights into ways to enhance communication competence. Understanding one's own culture and the cultures of others is important for building cultural competence. This research can help individuals and organizations better navigate the nuances of cultural interactions and avoid misunderstandings. Miscommunication due to cultural differences can lead to conflicts and misunderstandings. Research in this area can shed light on how to resolve such conflicts and promote more peaceful and harmonious coexistence. This research can inform educators, trainers, and curriculum developers on how to incorporate cultural and global awareness into educational programs, helping students and learners develop the necessary skills for an increasingly globalized world. In business and diplomatic contexts, effective communication is critical. Understanding how cultural and global awareness affect communicative skills can be valuable for professionals in these fields. In an era where cultural sensitivity and diversity are valued, the research can contribute to fostering understanding and empathy among individuals of different cultural backgrounds. The findings from this research can inform the development of policies and guidelines for promoting cultural awareness and effective communication, both within and between countries. The research can provide insights into how to promote social inclusion and integration, especially for immigrants and marginalized communities, by addressing the role of culture in communication. Cultural and global awareness can also influence individuals' self-identity and self-expression. Understanding these dynamics is important for personal growth and well-being.

The research on the interference of cultural and global awareness in the development of communicative skills is essential for addressing the challenges and opportunities posed by our interconnected, multicultural world. It can have far-reaching implications for education, diplomacy, business, and social harmony.

1.2. Significance of the study

Research on the interference of cultural and global awareness in the development of communicative skills holds significant importance in our increasingly interconnected and multicultural world. It has implications across various domains, including education, intercultural relations, business, diplomacy, and social cohesion. Understanding the role of cultural and global

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awareness in communicative skills is crucial for improving cross-cultural communication. It can help individuals and organizations avoid misunderstandings and conflicts when interacting with people from different cultural backgrounds. As Hofstede (2001) pointed out in his seminal work on cultural dimensions, cultural differences can profoundly affect communication and cooperation. In the context of multinational business, effective communication is a key driver of success. Research in this area can inform business strategies that prioritize cultural awareness, as highlighted by Trompenaars and Hampden-Turner (2011) in their work on cultural diversity in business. The research can contribute to the development of cultural competence, a valuable skill in today's diverse society. Bennett's Developmental Model of Intercultural Sensitivity (1993) underscores the importance of cultural awareness and adaptation in intercultural interactions. In the realm of education, understanding how cultural and global awareness influences communicative skills can inform curriculum development. Researchers like Byram (1997) have advocated for the integration of intercultural competence in language education. Effective diplomacy and international relations heavily rely on effective communication. Gudykunst and Kim (2017) have explored the role of culture in intercultural communication, which is particularly relevant to diplomatic efforts. For social integration and inclusion, understanding how cultural and global awareness affect communicative skills is crucial. Berry's acculturation framework (2005) has been instrumental in understanding the challenges faced by immigrants and their integration into new societies. Cultural and global awareness can significantly influence an individual's self-identity and self-expression. This aspect is highlighted by researchers like Markus and Kitayama (1991) in their work on cultural self-construal.

Research on the interference of cultural and global awareness in the development of communicative skills is significant due to its potential to enhance understanding, cooperation, and harmony in a globalized world. It has practical applications in various fields and can contribute to a more inclusive, interconnected, and culturally sensitive society.

1.3. Research Purposes

The research objective of the study is to investigate, analyze, and understand the relationship between culture, global awareness, and communicative skills. In other words, the first objective of the study is to examine how cultural awareness influences communication skill development. The second objective of the study is to investigate the key components of global awareness that influence an individual's ability to effectively communicate in a globalized world

1.4. Research Questions

In order to gain the above mentioned research purposes, the study addresses the following research questions

1.4.1. *How does cultural awareness interfere in communication skill development?*

1.4.2. *What are the key components of global awareness that influence an individual's ability to effectively communicate in a globalized world?*

II. Literature Review

2.1. The importance of communication skills

In an increasingly interconnected world, the ability to communicate effectively transcends linguistic competence alone. Culture and global awareness play pivotal roles in shaping communicative skills, influencing both verbal and non-verbal aspects of communication. This research delves into the complex relationship between cultural and global awareness and the development of communicative skills. Communication skills are vital in every aspect of our lives, from personal relationships to professional success. Effective communication is the foundation for conveying information, expressing thoughts and emotions, and building connections with others. In terms of career advancement, effective communication is a key driver of success in the workplace. Research by the National Association of Colleges and Employers (NACE) has consistently identified strong communication skills as one of the top qualities employers seek in job candidates. Excellent communication helps individuals not only in conveying their ideas clearly but also fostering teamwork and collaboration, leading to career advancement opportunities. In terms of problem solving, good communication is essential for identifying and solving problems. In their book "Effective Business Communications" (2013), Murphy and Hildebrandt emphasize how effective communication allows individuals and teams to analyze issues, gather relevant information, and collaborate to find solutions. It helps prevent misunderstandings and conflicts, enabling smoother problem-solving processes. From the relationship building perspective, Strong interpersonal and communication skills are fundamental to building and maintaining healthy relationships, whether in personal or professional contexts. In a study published in the "Journal of Marriage and Family" (2010), researchers found that communication quality is a significant predictor of relationship satisfaction. Effective communication, including active listening and empathy, strengthens connections and fosters trust. In an increasingly globalized world, effective cross-cultural communication is essential. Understanding and respecting cultural differences in communication styles is vital for avoiding misunderstandings and building relationships. References like Hofstede's "Cultures and Organizations: Software of the Mind" (2010) provide valuable insights into cultural dimensions affecting communication.

In conclusion, communication skills are integral to success and well-being in various aspects of life. Effective communication enhances career opportunities, facilitates problem-solving and conflict resolution, strengthens relationships, and contributes to personal development and leadership. The importance of communication skills is supported by extensive research and is a foundational skill for thriving in the modern world.

2.2. Challenges in Cross-Cultural Communication

Cross-cultural communication refers to the interaction between individuals or groups from different cultural backgrounds. While it offers opportunities for learning and collaboration, it also presents several challenges. These challenges can lead to misunderstandings, misinterpretations, and even conflicts. Language differences are one of the most apparent challenges in cross-cultural communication. When people speak different languages, it can lead to misunderstandings, as words may have different meanings in different languages. Additionally, nuances, idioms, and non-verbal communication cues may not be easily understood. Research by Lustig and Koester in their book "Intercultural Competence: Interpersonal Communication across

Cultures" (2013) emphasizes the role of language in cross-cultural communication challenges. Non-verbal cues such as body language, gestures, facial expressions, and tone of voice are crucial in communication. These cues can vary significantly across cultures, leading to misunderstandings. For example, direct eye contact is seen as a sign of confidence in some cultures but as a sign of disrespect in others. The work of Edward T. Hall in "The Silent Language" (1959) highlights the importance of non-verbal communication in cross-cultural contexts. Different cultures have distinct norms, values, and social etiquettes. What is considered polite or appropriate behavior in one culture may be seen as rude or offensive in another. For instance, Hofstede's cultural dimensions theory, outlined in "Cultures and Organizations: Software of the Mind" (2010), explores how cultural differences affects communication styles, power dynamics, and social hierarchies. Stereotyping and preconceived notions about other cultures can hinder effective cross-cultural communication. People may make assumptions about individuals from different cultural backgrounds based on stereotypes, leading to mis-judgments and negative interactions. The research of Shoji Nishimura in "Stereotyping and Intergroup Behavior" (2007) delves into the psychological aspects of stereotypes in cross-cultural communication. Communication styles, including levels of directness, formality, and politeness, can vary widely across cultures. Some cultures prefer indirect communication to maintain harmony, while others value direct and assertive communication. This can lead to misunderstandings and misinterpretations. Geert Hofstede's research on cultural dimensions discusses variations in communication styles across cultures. Some cultures are considered high-context, where much of the message is conveyed through context and non-verbal cues, while others are low-context, relying more on explicit verbal communication. Understanding these differences is crucial for effective communication. This concept is explored by anthropologist Edward T. Hall in his various works. Ethnocentrism is the belief that one's own culture is superior to others. It can hinder open-mindedness and empathy in cross-cultural interactions. In "The Handbook of Intercultural Training" (2004), researchers emphasize the need to overcome ethnocentrism to facilitate effective cross-cultural communication.

Addressing these challenges in cross-cultural communication requires cultural sensitivity, open-mindedness, and a willingness to adapt and learn from different cultural perspectives. By acknowledging these challenges and actively working to overcome them, individuals and organizations can foster more effective and harmonious cross-cultural interactions.

2.3. The impact of cultural and global awareness on communication skill development

Cultural and global awareness has a profound impact on the development of communication skills. Being aware of and appreciating different cultures and global perspectives is essential for effective communication in today's interconnected world. In the first place, they promote empathy and respect for diverse perspectives. When individuals are aware of different cultural norms, values, and experiences, they are more likely to approach communication with an open and respectful attitude. Empathy is crucial in understanding and connecting with people from different backgrounds, as highlighted in Daniel Goleman's book "Emotional Intelligence" (1995). Understanding the nuances of different cultures and global contexts helps individuals adapt their communication styles effectively. This leads to fewer misunderstandings and misinterpretations. The American Psychological Association's "Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists" (2017) emphasizes the importance of cross-cultural competence in communication. Cultural and global awareness fosters cultural sensitivity, which is the ability to navigate cultural differences thoughtfully. Sensitivity to cultural nuances, language, and non-verbal cues is essential for avoiding unintended offense and building stronger interpersonal relationships. Derald Wing Sue's work on "Counseling the Culturally Diverse" (2016) explores the concept of cultural sensitivity in depth. Being culturally and globally aware helps individuals become more adaptable and flexible in their communication. They can adjust their communication style to suit the preferences and expectations of their audience. Adaptability is a key trait in effective communication, as discussed by Deborah Tannen in "You Just Don't Understand: Women and Men in Conversation" (1990). Cultural and global awareness plays a crucial role in resolving conflicts that may arise due to cultural misunderstandings. When individuals understand the root causes of conflict, they are better equipped to find mutually satisfactory solutions. Research by Michelle LeBaron in "Bridging Cultural Conflicts: A New Approach for a Changing World" (2003) focuses on conflict resolution in cross-cultural contexts. Global awareness enhances global competence, which is the ability to function effectively in a global context. This includes being aware of global issues, understanding international business practices, and adapting to various cultural norms. Cultural and global awareness fosters inclusivity and diversity in communication. It helps create an environment where all voices are valued and heard, regardless of cultural background. Inclusivity is a key component of effective communication, as highlighted in various diversity and inclusion publications, such as "The Diversity and Inclusion Handbook" by Sondra Thiederman (2019).

In summary, cultural and global awareness has a significant impact on the development of communication skills. It enhances empathy, cross-cultural communication, adaptability, and conflict resolution, while also promoting inclusivity and global citizenship. As the world becomes increasingly interconnected, individuals and organizations that prioritize cultural and global awareness are better equipped to communicate effectively and navigate the complexities of our diverse and globalized society.

2.4. Instances of interference in communication due to lack of awareness

Interference in communication, often caused by a lack of awareness, can lead to misunderstandings, misinterpretations, and breakdowns in the communication process. Interference can take various forms and may hinder the effectiveness of communication. Cultural differences can lead to interference in communication when individuals are unaware of or misunderstand cultural norms and practices. For example, gestures that are innocuous in one culture may be offensive in another. Edward T. Hall's work on high-context and low-context cultures, as discussed in "Beyond Culture" (1976), provides insights into how cultural differences can affect communication. Lack of awareness of language differences and proficiency can lead to interference. Mispronunciations, incorrect translations, or misuses of words can hinder effective communication. Language barriers are highlighted in William B. Gudykunst's "Bridging Differences: Effective Intergroup Communication" (2011). Inadequate understanding of non-verbal cues, such as body language, facial expressions, and tone of voice, can result in interference. Misinterpreting these cues can lead to inaccurate assessments of someone's feelings or intentions. Deborah Cameron's book "Verbal Hygiene" (1995) explores the impact of non-verbal communication on verbal communication. Unconscious biases and

stereotypes can interfere with communication when people make assumptions about others based on their background, gender, race, or other characteristics. Stereotypes can lead to misunderstandings and unfair judgments. Research by Susan T. Fiske in "Stereotyping, Prejudice, and Discrimination" (2003) delves into the psychology of stereotypes. Lack of awareness of semantic differences, such as variations in terminology or meanings of words, can cause interference. For instance, the same word may have different connotations in different regions or industries. Joseph T. Klapper's "The Effects of Mass Communication" (1960) discusses semantic barriers in communication. Ineffective listening due to a lack of awareness of active listening techniques can hinder communication. People may not pay attention, interrupt, or fail to ask clarifying questions, leading to miscommunication. Richard E. Hake's research on interactive-engagement methods, as presented in "Interactive-engagement versus traditional methods: A six-thousand-student survey of mechanics test data for introductory physics courses" (1998), emphasizes the importance of active listening in educational settings. People often view the world through their own perceptual filters, shaped by their experiences and biases. Lack of awareness of these filters can lead to misinterpretations of others' communication. The concept of perceptual filters is discussed in the communication theory literature, including books like "Interpersonal Communication" by Joseph A. DeVito (2015).

In conclusion, interference in communication due to a lack of awareness can manifest in various ways, from cultural misunderstandings and language barriers to non-verbal misinterpretations and perceptual filters. Understanding and addressing these instances of interference is crucial for effective communication, and it requires self-awareness, cultural sensitivity, and active listening skills, among other competencies. Awareness of these potential sources of interference is essential for fostering better communication in diverse and interconnected contexts.

III. Methodology

3.1. Research Design

In order to answer the research questions "How does cultural awareness interfere in communication skill development?" and "What are the key components of global awareness that influence an individual's ability to effectively communicate in a globalized world?" it is needed to design a comprehensive research study that considers various factors influencing the relationship between cultural awareness and communication skill development. A survey research was employed to assess individuals' levels of cultural awareness, global awareness, and communicative skills. This quantitative phase will help establish the relationship between these variables and provide quantitative data for analysis.

3.2. Participants

Participants were students who have finished several semesters of general and advanced English at Dai Nam University. These students have received some formal training in cultural awareness and intercultural communication. The participants encompass a diverse range of age groups, from 19 to 22 year individuals, to examine how age affects the development of communicative skills in the context of cultural and global awareness.

3.3. Data collection instruments

Two Survey Questionnaires were developed and administer based on Likert scales to assess individuals' levels of cultural awareness, global awareness, and communicative skills. This quantitative phase will help establish the relationship between these variables and provide quantitative data for analysis.

3.4. Data Analysis

The SPSS version 20 was used to examine the quantitative data to determine the relationships between cultural awareness, global awareness, and communicative skills.

IV. Research findings

4.1. Research question 1

A Cronbach alpha coefficient was calculated for the Cultural Awareness scale, consisting of CACS1, CACS4, CACS2, CACS3, CACS5, CACS6, CACS7, CACS8, CACS9, CACS10, CACS11, CACS12, CACS13, CACS14, and CACS15. The Cronbach's alpha coefficient was evaluated using the guidelines suggested by George and Mallery (2018) where $> .9$ excellent, $> .8$ good, $> .7$ acceptable, $> .6$ questionable, $> .5$ poor, and $\leq .5$ unacceptable.

Results

The items for Cultural Awareness had a Cronbach's alpha coefficient of .79, indicating acceptable reliability. The following variables were negatively correlated with the overall composite score: CACS3 and CACS15. These variables were automatically reversing coded to improve reliability. Table 3 presents the results of the reliability analysis.

Scale	No. of Items	α	Lower Bound	Upper Bound
Cultural Awereness	15	.79	.75	.83

Note. The lower and upper bounds of Cronbach's α were calculated using a 95.00% confidence interval.

Table 1: Reliability Table for Cultural Awareness

The research findings revealed that the cultural awareness interfere the communication skill at $M=4.17$ showing that the issue of cultural awareness greatly affect the communication skill of language learners (table 2).

Descriptive Statistics					
	N	Min	Max	Mean	Std. Dev.
Cultural Awareness	134	3.36	4.71	4.1700	.53744
Valid N (leastwise)	134				

Table 2: The means of the interference of cultural awareness in the communication skill

4.2. Research question 2

A Cronbach alpha coefficient was calculated for the Key component scale, consisting of KC1, KC2, KC3, KC4, KC5, KC6, KC7, KC8, KC9, KC10, KC11, KC12, KC13, KC14, KC15, KC16, KC17, KC18, KC19, and KC20. The Cronbach's alpha coefficient was evaluated using the guidelines suggested by George and Mallery (2018) where > .9 excellent, > .8 good, > .7 acceptable, > .6 questionable, > .5 poor, and ≤ .5 unacceptable.

Results

The items for Key component had a Cronbach's alpha coefficient of .78, indicating acceptable reliability. Table 4 presents the results of the reliability analysis.

Scale	No. of Items	α	Lower Bound	Upper Bound
Key component	11	.78	.73	.82

Note. The lower and upper bounds of Cronbach's α were calculated using a 95.00% confidence interval.

Table 4: Reliability Table for Key components that affect the communication skill

The key components that affect the communication skill include; cultural sensitivity, interpersonal skill, language proficiency and Cross-cultural communication competence

An analysis of variance (ANOVA) was conducted to determine whether there were significant differences in cultural sensitivity by Age and Gender.

The ANOVA was examined based on an alpha value of .05. The results of the ANOVA were not significant, $F(4, 129) = 0.25, p = .910$, indicating the differences in Cultural sensitivity among the levels of Age and Gender were all similar (Table 5). The main effect, Age was not significant, $F(3, 129) = 0.33, p = .803$, indicating there were no significant differences of Cultural_sensitivity by Age levels. The main effect, Gender was not significant, $F(1, 129) = 0.00, p = .956$, indicating there were no significant differences of Cultural_sensitivity by Gender levels. The means and standard deviations are presented in Table 6.

Term	SS	df	F	p	η_p^2
Age	1.11	3	0.33	.803	0.01
Gender	0.003	1	0.00	.956	0.00
Residuals	144.26	129			

Table 5: Analysis of Variance Table for Cultural sensitivity by Age and Gender

Combination	M	SD	n
18-19 : Male	3.00	0.89	6
20-21 : Male	3.36	1.06	28
22-23 : Male	3.30	1.16	10
Over 24 : Male	2.67	1.15	3
18-19 : Female	3.25	0.87	12
20-21 : Female	3.18	1.12	50
22-23 : Female	3.18	0.95	17
Over 24 : Female	3.88	0.99	8

Note. A '-' indicates the sample size was too small for the statistic to be calculated.

Table 6: Mean, Standard Deviation, for Cultural sensitivity by Age and Gender

Post-hoc

There were no significant effects in the model. As a result, post-hoc comparisons were not conducted.

An analysis of variance (ANOVA) was conducted to determine whether there were significant differences in Interpersonal skill by Age and Gender.

Results

The ANOVA was examined based on an alpha value of .05. The results of the ANOVA were not significant, $F(4, 129) = 0.60, p = .666$, indicating the differences in Interpersonal_skill among the levels of Age and Gender were all similar (Table 7). The main effect, Age was not significant, $F(3, 129) = 0.79, p = .500$, indicating there were no significant differences of Interpersonal_skill by Age levels. The main effect, Gender was not significant, $F(1, 129) = 0.00, p = .972$, indicating there were no significant differences of Interpersonal_skill by Gender levels. The means and standard deviations are presented in Table 8.

Term	SS	df	F	p	η_p^2
Age	2.25	3	0.79	.500	0.02
Gender	0.001	1	0.00	.972	0.00
Residuals	122.25	129			

Table 7: Analysis of Variance Table for Interpersonal skill by Age and Gender

Combination	M	SD	n
18-19 : Male	3.17	0.75	6
20-21 : Male	3.39	1.07	28
22-23 : Male	3.50	0.97	10
Over 24 : Male	2.67	1.15	3
18-19 : Female	3.33	1.15	12
20-21 : Female	3.22	0.79	50
22-23 : Female	3.41	1.12	17
Over 24 : Female	4.12	0.99	8

Note. A '-' indicates the sample size was too small for the statistic to be calculated.

Table 8: Mean, Standard Deviation for Interpersonal skill by Age and Gender

Post-hoc

There were no significant effects in the model. As a result, post-hoc comparisons were not conducted.

ANOVA

An analysis of variance (ANOVA) was conducted to determine whether there were significant differences in Language proficiency by Age and Gender.

Results

The ANOVA was examined based on an alpha value of .05. The results of the ANOVA were not significant, $F(4, 129) = 1.31, p = .268$, indicating the differences in Language_proficiency among the levels of Age and Gender were all similar (Table 9). The main effect, Age was not significant, $F(3, 129) = 1.61, p = .191$, indicating there were no significant differences of Language_proficiency by Age levels. The main effect, Gender was not significant, $F(1, 129) = 0.57, p = .452$, indicating there were no significant differences of Language_proficiency by Gender levels. The means and standard deviations are presented in Table 10.

Term	SS	df	F	p	η_p^2
Age	2.98	3	1.61	.191	0.04
Gender	0.35	1	0.57	.452	0.00
Residuals	79.71	129			

Table 9: Analysis of Variance Table for Language proficiency by Age and Gender

Combination	M	SD	n
18-19 : Male	4.00	0.89	6
20-21 : Male	3.79	0.63	28
22-23 : Male	3.80	0.63	10
Over 24 : Male	2.67	1.15	3
18-19 : Female	3.92	0.90	12
20-21 : Female	3.80	0.81	50
22-23 : Female	4.00	0.79	17
Over 24 : Female	3.62	0.92	8

Note. A '-' indicates the sample size was too small for the statistic to be calculated.

Table 10: Mean, Standard Deviation for Language proficiency by Age and Gender

Post-hoc

There were no significant effects in the model. As a result, posthoc comparisons were not conducted.

ANOVA

An analysis of variance (ANOVA) was conducted to determine whether there were significant differences in Cross cultural competence by Gender and Age.

The ANOVA was examined based on an alpha value of .05. The results of the ANOVA were not significant, $F(4, 129) = 1.10, p = .360$, indicating the differences in cross cultural competence among the levels of Gender and Age were all similar (Table 11). The

main effect, Gender was not significant, $F(1, 129) = 0.80, p = .374$, indicating there were no significant differences of Cross cultural competence by Gender levels. The main effect, Age was not significant, $F(3, 129) = 1.20, p = .311$, indicating there were no significant differences of Cross cultural competence by Age levels. The means and standard deviations are presented in Table 12.

Term	SS	df	F	p	η_p^2
Gender	0.74	1	0.80	.374	0.01
Age	3.38	3	1.20	.311	0.03
Residuals	120.72	129			

Table 11: Analysis of Variance Table for Cross cultural competence by Gender and Age

Combination	M	SD	n
Male : 18-19	3.33	1.37	6
Female : 18-19	3.58	0.79	12
Male : 20-21	3.11	0.99	28
Female : 20-21	3.24	0.98	50
Male : 22-23	3.40	0.97	10
Female : 22-23	3.65	0.79	17
Male : Over 24	3.33	0.58	3
Female : Over 24	3.25	1.28	8

Note. A '-' indicates the sample size was too small for the statistic to be calculated.

Table 12: Mean, Standard Deviation Cross cultural competence by Gender and Age
Post-hoc

There were no significant effects in the model. As a result, post-hoc comparisons were not conducted.

V. Conclusions

This research highlights the crucial role of cultural and global awareness in the development of communicative skills. Effective communication extends beyond linguistic proficiency, necessitating a comprehensive understanding of cultural and global dynamics. The findings emphasize the need for a multidisciplinary approach to language education that incorporates cultural and global competencies. The research findings reveal that cultural awareness greatly influenced the communication skills of language learners ($M=4.17$). The findings also revealed that the key components that affect the communication skill include; cultural sensitivity, interpersonal skill, language proficiency and cross-cultural communication competence. There is no difference between genders and ages in related to those key components.

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APPENDICES

Appendix 1: A Survey on Cultural Awareness that interfere in Communication Skill Development (CACS).

For each of the following statements, please indicate your level of agreement by selecting the appropriate response:

1 = Strongly disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly agree

#	STATEMENTS	RATING				
1.	I believe that understanding different cultures is important for effective communication.	①	②	③	④	⑤
2.	My cultural awareness has positively influenced my ability to communicate with people from diverse backgrounds.	①	②	③	④	⑤
3.	I actively seek opportunities to learn about other cultures to improve my communication skills.	①	②	③	④	⑤
4.	I am comfortable communicating with individuals from different cultural backgrounds.	①	②	③	④	⑤
5.	Cultural awareness plays a significant role in my communication skill development.	①	②	③	④	⑤
6.	I often adapt my communication style based on the cultural context of the conversation.	①	②	③	④	⑤
7.	I actively seek feedback from individuals from different cultural backgrounds to improve my communication.	①	②	③	④	⑤
8.	I believe that cultural awareness is more important in communication than language proficiency.	①	②	③	④	⑤
9.	I find it challenging to adapt my communication style to different cultural contexts.	①	②	③	④	⑤
10.	I actively engage in cross-cultural communication training or workshops.	①	②	③	④	⑤
11.	Cultural awareness is a barrier to my effective communication with people from diverse backgrounds.	①	②	③	④	⑤
12.	I believe that cultural differences can lead to misunderstandings in communication.	①	②	③	④	⑤
13.	I have experienced improvements in my communication skills as a result of cultural awareness training.	①	②	③	④	⑤
14.	My cultural sensitivity positively affects my relationships with people from different cultures.	①	②	③	④	⑤
15.	I actively reflect on the role of cultural awareness in my communication and interpersonal interactions.	①	②	③	④	⑤

Thank you for participating in this survey. Your responses will help us understand the relationship between cultural awareness and communication skill development.

Appendix 2: A Survey to assess key components of global awareness that influence an individual's ability to effectively communicate in a globalized world.

#	STATEMENTS	RATING				
Cultural Sensitivity						
1.	I make an effort to understand and respect the cultural values and customs of people from different backgrounds	①	②	③	④	⑤
2.	I believe that cultural sensitivity is essential for effective communication in a globalized world	①	②	③	④	⑤

- | | | | | | | |
|----|--|---|---|---|---|---|
| 3. | I am aware of the cultural nuances that can affect communication, and I adjust my communication style accordingly. | ① | ② | ③ | ④ | ⑤ |
| 4. | I am aware of the cultural nuances that can affect communication, and I adjust my communication style accordingly. | ① | ② | ③ | ④ | ⑤ |
| 5. | I am considerate of cultural differences when working or interacting with individuals from diverse backgrounds. | ① | ② | ③ | ④ | ⑤ |

Interpersonal Skills

- | | | | | | | |
|-----|--|---|---|---|---|---|
| 6. | I am skilled at active listening, which allows me to fully understand others' perspectives before responding. | ① | ② | ③ | ④ | ⑤ |
| 7. | I am empathetic and can understand and share the feelings and experiences of people from different cultural backgrounds. | ① | ② | ③ | ④ | ⑤ |
| 8. | I can adapt my communication style to suit the preferences and expectations of diverse individuals and groups. | ① | ② | ③ | ④ | ⑤ |
| 9. | I am effective at building positive and constructive relationships with people from various cultural backgrounds. | ① | ② | ③ | ④ | ⑤ |
| 10. | I can work collaboratively with individuals from different cultures, valuing their input and contributions. | ① | ② | ③ | ④ | ⑤ |

Language Proficiency

- | | | | | | | |
|-----|---|---|---|---|---|---|
| 11. | I am proficient in multiple languages, allowing me to communicate effectively with people from diverse linguistic backgrounds. | ① | ② | ③ | ④ | ⑤ |
| 12. | I can express myself confidently and accurately in at least one language other than my native language. | ① | ② | ③ | ④ | ⑤ |
| 13. | I have a good understanding of the cultural nuances that are conveyed through language, allowing for more effective cross-cultural communication. | ① | ② | ③ | ④ | ⑤ |
| 14. | I regularly use my language skills to engage in conversations with people from various linguistic backgrounds. | ① | ② | ③ | ④ | ⑤ |
| 15. | I believe that language proficiency is a crucial asset for effective communication in a globalized world. | ① | ② | ③ | ④ | ⑤ |

Cross-cultural communication competence

- | | | | | | | |
|-----|--|---|---|---|---|---|
| 16. | I am skilled at adapting my communication style to suit the cultural preferences and expectations of people from diverse backgrounds. | ① | ② | ③ | ④ | ⑤ |
| 17. | I can effectively interpret non-verbal cues and gestures in various cultural contexts, enhancing my cross-cultural communication abilities. | ① | ② | ③ | ④ | ⑤ |
| 18. | I have a good understanding of high-context and low-context communication styles and can adapt accordingly when interacting with people from different cultures. | ① | ② | ③ | ④ | ⑤ |
| 19. | I am knowledgeable about power dynamics and hierarchy in different cultural contexts, which allows me to navigate these nuances in my interactions. | ① | ② | ③ | ④ | ⑤ |
| 20. | I believe that cross-cultural communication competence is vital for building positive relationships and effective communication in a globalized world. | ① | ② | ③ | ④ | ⑤ |