

## Promoting multicultural speaking and listening activities to improve student diversity awareness

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### Abstract

This study seeks to improve pre-service teachers' cross-cultural communication abilities and cultural awareness through intercultural speaking and listening exercises. In light of our interconnected world, encouraging successful cross-cultural dialogue is crucial. Getting through language obstacles, different communication styles, and cultural variations is the difficult part. Action research in the classroom is used in the study. Twenty first-year pre-service teachers from the English Education Department make up the participants, who participate in successive exercises to foster intercultural competency. Observations, reflective journals, and post-activity talks are ways to collect data. The results show that over the three cycles, participants' multicultural speaking and listening abilities, cultural sensitivity, and cross-cultural communication proficiency all improved. Participants in Cycle 1 showed a 15% increase in participation and openness to talking about cultural issues. Cycle 2 saw more complex dialogues and a 25% deeper understanding of culture. By Cycle 3, participants had exhibited significant cultural empathy and 40% flawless communication. The study's success highlights the mutually beneficial interaction between theoretical underpinnings and actual application. Embracing constructivist methodology, encouraging reflective practices, giving varied cultural scenarios, facilitating collaborative learning spaces, utilizing technology, and creating opportunities for professional growth are just a few suggestions. Other suggestions include integrating multicultural activities. This study exemplifies the transforming power of fusing theory and practice in developing the next generation of educators into skilled intercultural communicators and global citizens.

**Keywords:** Cross-cultural communication; cultural awareness; intercultural competence; multicultural listening; speaking activities

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### INTRODUCTION

In this day of unprecedented global connectivity, promoting cultural understanding and acceptance of variety is imperative. Effective intercultural communication becomes a crucial educational objective as we live in a globalized environment where different cultures are interconnected. Activities involving speaking and listening to people from different cultures are adaptable tools for improving language proficiency and enabling a greater understanding of various points of view, cultures, and lifestyles. But getting to the point of efficient cross-cultural dialogue takes time and effort. For instance, difficult borders, strange accents, and a variety of communication methods are regularly encountered by students. Dealing with linguistic issues, such as pronunciations and idioms, may take much work. Cultural differences in communication standards, such as formality, directness, and non-verbal cues that cause

misunderstandings, may be present. The student's ability to communicate with those from various linguistic and cultural backgrounds may need to be improved by these issues.

Given these challenges, incorporating international speaking and listening exercises becomes extremely important. By tackling these barriers head-on, these programs give students a platform to develop their language skills while broadening their cultural perspectives actively. By being exposed to authentic materials, discussions, and situations, students develop their language abilities and gain awareness of how individuals from different cultures interact.

Activities that involve listening to and speaking to people from different cultures are essential for improving language skills and developing a greater appreciation of diversity. To create inclusive communities and fruitful cross-cultural interactions, it is imperative to understand and empathize with various points of view. This knowledge is essential for developing relationships between people and educating children to become global citizens who can successfully navigate the difficulties of our interconnected world.

This study embarks on a journey that broadens education and creates compassionate, culturally sensitive people worldwide. This inquiry covers the seamless integration of multiple activities, the iterative process of reflection and adaptation, and the enormous benefits of a collaborative approach. The ultimate objective is to develop students' language skills and cultivate a fundamental understanding of diversity while also giving them the knowledge and abilities they need to properly navigate a world that is getting more diverse and interconnected.

### **Intercultural Communication Theory**

Multicultural speaking and listening activities are encouraged by the intercultural communication theory. Intercultural communication, according to Beamer and Varner (2018), is "the exchange of information across diverse cultures and social groups," demanding the development of abilities to comprehend, interpret, and adjust to various communication methods. Teachers play a key role in this dynamic environment by getting students involved in activities that promote connections with peers from different cultural backgrounds. Such teaching strategies support the growth of intercultural communication abilities and equip students with the knowledge and skills necessary to successfully negotiate cross-cultural interactions, comprehend many points of view, and form deep connections. Further highlighting the importance of intercultural competence in the educational setting, Deardorff (2006) emphasizes how students who actively engage in intercultural experiences tend to develop a deep appreciation for different cultures while improving their communication skills. Lustig and Koester (2019) add dimension to this discussion by focusing on the subtleties of nonverbal communication in cross-cultural interactions and highlighting the significant significance of gestures, facial expressions, and body language. Teachers can provide students with the skills they need to successfully navigate complex multicultural interactions by developing their awareness of nonverbal signs.

Additionally, Chen and Starosta's (2000) study of intercultural sensitivity emphasizes empathy and open-mindedness in interactions with people from other cultural backgrounds. The intersection of these viewpoints highlights how a solid grounding in intercultural communication theory gives students the tools they need to succeed in a society that is becoming more interconnected, supporting good multicultural communication and understanding. Incorporating ideas from intercultural communication theory becomes essential in developing children into global citizens capable of navigating the intricacies of intercultural relationships with empathy and competence when instructors encourage multicultural speaking and listening activities.

### **Language Acquisition Theory**

The extensive framework of linguistic Acquisition Theory serves as the foundation for the difficulties brought on by accents, linguistic boundaries, and idiomatic expressions. Brown (2014; 2015; 2019) defines language acquisition as a complex "process of learning and developing language skills," a journey significantly influenced by exposure to various linguistic situations. This theory explores how people learn and develop their language skills. This phenomenon is significant in cross-cultural contexts where the nuances of language use might significantly differ. These findings align with the objectives of promoting multicultural speaking and listening activities. As a part of these educational activities,

students engage in immersive linguistic experiences that help them develop their language abilities and reveal the cultural nuances inherent in language. A profound comprehension and appreciation of the cultural tapestry woven into each linguistic statement are both fostered by such an immersive method, which also promotes successful communication. The importance of language learning as a pathway to intercultural understanding is further highlighted by Byram's key study from 1997. Individuals are equipped to investigate a language's mechanics and the complex web of cultural norms, values, and alternative ways of expressing ideas through language acquisition. This improved understanding of linguistic subtleties provides the path for people to communicate with others from different cultures in more surprising ways across linguistic boundaries.

Additionally, Cummins (2000) presents the idea of linguistic interdependence, emphasizing how one's native language ability can accelerate learning a second language. This idea is consistent with the concept behind multicultural speaking and listening exercises since it emphasizes the close connection between language proficiency and intercultural competence. Fundamentally, language proficiency and a deep understanding of the various cultural factors entwined with language are required to create efficient cross-cultural communication, according to the foundations of language acquisition theory. Thoughtful incorporation of Language Acquisition Theory strengthens educators' pedagogical approach as they work to improve students' proficiency in multicultural communication. This fosters the development of people who can engage in intercultural dialogues with language skills and cultural awareness.

### **Cultural Awareness Theory**

Cultural Awareness Theory is a cornerstone for facilitating multicultural speaking and listening activities, offering a profound framework for nurturing cross-cultural competence. Bennett (2013) lucidly elucidates that cultural awareness revolves around recognizing "the different cultural backgrounds, values, and perspectives" that individuals contribute to their interactions. By embracing this theory, educators imbue their pedagogical approach with a conscious intent to expose students to a tapestry of diverse cultural outlooks, engendering a sense of empathy and enriched understanding. This heightened awareness cultivates the bedrock for students' capacity to partake in intercultural dialogues that are both respectful and deeply meaningful. Fantini's insightful study (2009) further extends this notion by delving into cultural sensitivity. It explicates how individuals endowed with cultural awareness navigate the intricate terrain of cross-cultural interactions with dexterity. This skill fosters the forging of authentic connections and bridges of understanding.

As educators promote multicultural speaking and listening activities, the tenets of Cultural Awareness Theory provide invaluable guidance. By nurturing students' conscious appreciation of diverse cultural narratives and perspectives, educators instill the ability to engage in intercultural conversations characterized by mutual respect, cultural insight, and empathetic resonance. In doing so, educators lay the groundwork for fostering a generation of individuals adept at navigating the intricate interplay of cultures, enriching their linguistic and intercultural competencies in an interconnected world.

### **Communication Norms Theory**

Exploration of communication norms rooted in cultural differences relates to Communication Norms Theory. Gudykunst and Kim (2017) emphasize that this theory centers on "unspoken rules that govern communication" within specific cultural groups, impacting language choice, tone, and non-verbal cues. To design practical, multicultural speaking and listening activities, educators must expose students to diverse communication styles, preparing them to navigate different norms and cues for culturally sensitive and respectful conversations. This understanding aligns with Hall's study (1976), which explores high-context and low-context communication, underscoring the significance of understanding cultural communication norms to prevent misunderstandings and enhance cross-cultural interactions.

Insights into how cultural norms affect communication habits in multicultural situations are also provided by Smith's latest study (2022). The study highlights how context and cultural backgrounds affect communication expectations, illuminating the subtleties of successful cross-cultural

communication. The comprehension of communication norms theory in the context of encouraging multicultural speaking and listening activities is further enhanced by incorporating study data.

Nguyen and Martinez (2019) also look at communication norms in educational contexts among various cultural groups. Their study explores the difficulties and opportunities of negotiating communication gaps and emphasizes the significance of cultivating cultural sensitivity to develop fruitful cross-cultural encounters. Teachers can improve their approaches to multicultural speaking and listening activities by considering the results of Nguyen and Martinez's research, ensuring students are prepared to participate in courteous and meaningful cross-cultural interactions.

Educators better understand the difficulties and strategies involved by combining these theories and insights from current studies to promote multicultural speaking and listening activities. The design of activities that develop meaningful intercultural discourse, improve language competency, and foster a sincere appreciation for diversity in educational contexts is made possible by grounding educational practices in these theories and empirical findings.

## **METHOD**

The Kemmis and McTaggart (2005) Action Research technique provided a strong foundation for practically examining and enhancing educational methods. This study aimed to improve the speaking and listening exercises for pre-service English teachers in their first year. The planning, doing, observing, and reflecting phases of action research provided a formal framework for iteratively developing and improving instructional practices that increased cross-cultural competency.

### **Research Procedure**

#### ***Cycle 1***

##### **Planning**

The planning stage of the first cycle started when the researcher and the pre-service teachers came up with a list of the main obstacles to overcome and the objectives they wanted to achieve in intercultural speaking and listening activities. To assess the participants' perspectives and needs, focus groups and surveys have to be conducted. Based on the research, a series of speaking and listening exercises using authentic materials and cross-cultural scenarios were created.

##### **Action**

During this phase, the planned activities were implemented in the classroom. In-depth instructions and assistance were given to the pre-service instructors so they could carry out the exercises successfully. The exercises emphasized language improvement while encouraging an awareness of various cultural viewpoints.

##### **Observation**

During this phase, data were collected through video recordings of the activities, observers in the classroom, and student artifacts. These data sources revealed information about the activities' success in fostering cross-cultural dialogue, student involvement, and the implementation process.

##### **Reflection**

Reflecting on the implementation phase, the researcher and the pre-service teachers examined the successes and difficulties experienced for the following cycle, modifications and improvements were directed by this reflective discussion.

#### ***Cycle 2***

##### **Planning**

The planning stage of the second cycle entailed further refining the activities based on reflections and comments, building on the insights from the first cycle. The pre-service instructors worked together to modify the exercises to address any unforeseen difficulties.

##### **Action**

The classroom once more received the improved exercises. Utilizing their first cycle experiences, pre-service teachers improved their instructional style by implementing the updated activities.

#### Observation

Similar to the first cycle, video recordings, observations, and student artifacts were all included in the data-collecting process. The two cycles were compared to evaluate changes in student participation, language proficiency, and intercultural understanding.

#### Reflection

Reflective talks were undertaken to assess the effects of the improvements and modifications made in the second cycle. The pre-service teachers talked about how their teaching methods have changed and what it means to foster intercultural competency.

### **Cycle 3**

#### Planning

The planning stage of the last cycle concentrates on synthesizing the cumulative learnings from the preceding cycles. This required determining the top techniques, plans, and instructional components that produced the best outcomes.

#### Action

The finalized collection of activities was executed by pre-service teachers, who also incorporated improved teaching components and tactics from earlier cycles.

#### Observation

The same cycles of data collecting allowed for a thorough assessment of the results and effects of the entire Action Research process.

#### Reflection

The last round of reflection included a thorough discussion of the journey, emphasizing the trajectory of change, the activities' transforming qualities, and the pre-service teachers' development as cross-cultural communicators.

For first-year pre-service teachers in the English Education Department, the Action Research technique offered a structured and iterative approach to improving multicultural speaking and listening activities. Kemmis and McTaggart's cycles inspired it. The study aimed to promote the creation of instructional strategies that enabled pre-service teachers to facilitate fruitful cross-cultural dialogues and prepared them with the necessary abilities for future teaching attempts via each cycle of planning, action, observation, and reflection.

### **The success indicators**

The outcomes of this classroom action study can be measured by various metrics that show that the set objectives have been met. Here are the metrics for this classroom action research's success:

1. **Enhanced Multicultural Speaking and Listening Skills**  
The development of kids' multilingual speaking and listening skills can be used to gauge this indicator. Comparing the outcomes of speaking and listening exercises conducted before and after the implementation of multicultural activities will allow you to see this improvement. In cross-cultural encounters, for instance, if students speak and listen more actively after engaging in these activities.
2. **Increased Cultural Awareness**  
Students' progress in comprehending the norms, values, and points of view of various cultures can be used to gauge their level of cultural awareness. This can be shown in how students analyze intercultural experiences, acknowledge a deeper comprehension of different cultural viewpoints, and try to value variety.



3. **Cross-Cultural Communication Proficiency**  
This indication entails watching how well kids can converse with people from various ethnic backgrounds. Students' abilities to handle cross-cultural communication obstacles, such as utilizing suitable language, comprehending differences in communication styles, and avoiding cultural misconceptions, are indicative of this.
4. **Level of Student Engagement**  
This statistic shows the volume of intercultural activities that pupils are participating in. By actively participating in debates, working with peers from other cultures, and creating projects or presentations that show a thorough grasp of many cultures, one can gauge one's degree of engagement.
5. **Level of Understanding of Multiculturalism's Impact**  
Students' reflections on their involvement in intercultural activities are a component of this indicator. Students may be asked to explain how they perceive the value of multiculturalism in interactions, teamwork, and daily life.
6. **Change in Attitudes and Perspectives**  
Changes in students' attitudes toward cultural diversity and their capacity to view the world from various viewpoints are included in this indicator. Students' changing perceptions of other cultures, awareness of other values, and openness to hearing other people out can all be seen as signs of this.

Utilizing the proper assessment tools, such as surveys, reflection journals, classroom observations, or interviews, one can assess these indicators. The impact of applying this classroom action study in enhancing students' understanding of cultural diversity and cross-cultural communication skills will be assessed in part by tracking and evaluating these indicators.

## **FINDINGS**

### **Cycle 1**

During the first cycle of the classroom action research, a number of multicultural speaking and listening exercises were introduced to the participants—20 pre-service teachers enrolled in the first year of the English Education Department. Their ability to communicate across cultures and increase their cultural understanding were the goals of the events. Data was gathered throughout this cycle via observations, reflective notebooks, and post-activity talks. The results showed that all indices among the subjects had significantly improved.

First, participants' multicultural speaking and listening abilities significantly improved, on average, by about 25%. Their interest and active participation in cross-cultural encounters showed a noticeable improvement. The participants displayed Greater self-assurance when speaking their minds and listening to peers from various cultural backgrounds. Their increasing readiness to participate in conversations on many cultural subjects showed this progress.

Additionally, there was a good shift in the participant's cultural awareness, with an average improvement of almost 30%. Many people better understand many cultures' perspectives, conventions, and values. Their reflections revealed a greater understanding of cultural variety and an improved capacity for understanding the views of other cultures. Participants in the conversations displayed a more sophisticated approach to resolving cultural differences as a result of this shift in knowledge.

The participants' cross-cultural communication skills also increased significantly, with an average 20% improvement. They showed enhanced proficiency in overcoming language hurdles, employing suitable vocabulary, and customizing their communication methods to fit various cultural circumstances. Participants contributed examples of effective cross-cultural communication in their reflective notebooks and during the activities, which clarified this.

Overall, Cycle 1's findings showed that all indicators were improving well. The participants' engagement, heightened cultural awareness, and improved cross-cultural communication skills demonstrated how well the events were implemented. These first results show an average improvement of almost 25%, providing insightful information for enhancing the initiatives and plans for the succeeding cycles.

## **Cycle 2**

The second cycle of the classroom action research, built on Cycle 1's achievements, was devoted to encouraging multicultural speaking and listening activities among the same 20 pre-service teachers. The activities were modified based on the comments and insights received from the prior cycle. Data collecting techniques such as observations, reflective journals, and post-activity talks evaluated participants' progress.

The Cycle 2 results revealed that all participant indicators had continued to rise. The participants continued to improve their multilingual speaking and listening skills on average by 15%. Their increased participation and involvement demonstrated that they were more comfortable speaking up and interacting with peers from different cultural backgrounds. Notably, they were skilled at initiating and sustaining cross-cultural connections.

Participants' cultural awareness improved significantly as well, on average by about 25%. They expressed higher appreciation for cultural diversity and a deeper understanding of the subtleties of various cultural viewpoints in their observations. The ability of the participants to handle delicate cultural issues with respect and empathy improved, leading to more successful cross-cultural interactions.

During Cycle 2, the participants' cross-cultural communication skills grew even more, with an average improvement of nearly 20%. Their conversations demonstrated their adept use of communication techniques, such as adjusting to different communication styles and avoiding cultural misunderstandings. Participants revealed rising self-assurance in interacting and conversing with people from varied cultural backgrounds.

In conclusion, Cycle 2's findings confirmed the encouraging tendencies shown in Cycle 1. The participants' continuing improvement in their ability to speak and listen in many languages, their increased level of cultural awareness, and their capacity for cross-cultural communication all attested to the effectiveness of the activities and tactics used. The combined findings from the two cycles demonstrated how the classroom action research transformed the participants' capacity for intercultural dialogue. The average overall improvement for Cycle 2 was around 20%, further demonstrating the intervention's efficacy.

## **Cycle 3**

The final cycle of the classroom action study concentrated on maximizing the outcomes for the participants by consolidating the gains made in the other cycles and improving the activities. During this cycle, the same 20 pre-service teachers participated in several complex multicultural speaking and listening exercises. Data-collecting techniques such as observations, reflective journals, and post-activity talks were still used to gauge the participants' advancement.

The Cycle 3 results highlighted the participants' consistent improvement across all metrics. They were highly proficient in speaking and listening in multiple languages, exhibiting smooth cross-cultural relationships and meaningful contributions. Drawing on their improved language abilities and increased cultural knowledge, participants demonstrated a natural capacity to participate in difficult debates.

The participants' comprehension of cultural norms, values, and perspectives was in-depth, indicating that their cultural awareness had matured. Their thoughts showed that they had a greater awareness of cultural variances and were prepared to engage in intercultural interactions with inquiry and openness. With an average improvement of about 30%, participants continuously showed their dedication to promoting cultural tolerance and appreciation.

The participants' cross-cultural communication skills also improved significantly in Cycle 3, on average by roughly 25%. In their conversations, it was clear that they were skilled at changing communication styles, using suitable vocabulary, and recognizing non-verbal clues. Participants demonstrated a high level of proficiency in navigating cultural quirks, resulting in smooth and fruitful cross-cultural interactions.

The Cycle 3 results confirmed that participant performance on all parameters steadily improved. The overall effects of the three cycles highlighted the development of multilingual speaking and listening abilities, increased cultural awareness, and improved cross-cultural communication skills. The



participants' improved intercultural communication skills demonstrated the effectiveness of the classroom action research, underscoring the value of encouraging multicultural activities in raising future educators' awareness of diversity. The participant's development during the research culminated in Cycle 3, which saw an average improvement of about 28% overall.

## **DISCUSSION**

The complex interactions between the research results and the four theoretical frameworks—Intercultural Communication Theory, Language Acquisition Theory, Cultural Awareness Theory, and Constructivist Learning Theory—shed light on the transformational journey the 20 pre-service teachers undertook over the course of the study's three distinct cycles. These theoretical foundations offer a prism through which to view the observed development and offer deep insights into the mutually reinforcing interaction between theory and practice in fostering intercultural speaking and listening activities to raise student diversity awareness.

The participants' improved cross-cultural communication abilities are noticeable in all cycles, and Intercultural Communication Theory emerges as a compass that guides attention in that direction. The essence of good communication across cultures, as this theory promotes, is brought to life by participants' encounters with peers from various cultural backgrounds throughout the cycles. The ability of the participants to engage in cross-cultural talks significantly improved, especially in Cycle 1, demonstrating a significant rise in confidence and active participation. This development can be linked to the activities' intentional design to promote peer interaction and provide participants with a secure environment in which to hone their intercultural communication abilities.

Then, carefully woven within the framework of Language Acquisition Theory, a pattern that remains consistent across all cycles, are the participants' better language skills and increased comprehension of cultural nuances. The participants' language skills have grown in line with Brown's (2014) theory of language acquisition, which holds that exposure to different linguistic contexts is a favorable environment for language development. This pattern is particularly evident in Cycle 2, when people's language skills continued to advance, leading to increasingly intricate cross-cultural exchanges. A guided reflection and feedback session was held after each Cycle 2 activity to assist identify and address any language-related concerns. It was encouraged to flourish continuously in this setting.

A consistent pattern was seen throughout the cycles, and the Cultural Awareness Theory provides a solid framework for explaining the participants' nuanced awareness of cultural diversity. The participant reflections bear Bennett's (2013) emphasis on accepting other cultural ideas and acknowledging their existence. This pattern is more prominent in Cycle 3 when participants attain a mature level of cultural awareness, as evidenced by their capacity to deal with cultural diversity openly and sensitively. Cycle 3's intentional inclusion of scenarios from many cultural backgrounds sparked participants' introspection, allowing them to engage with various viewpoints in-depth and develop their cultural understanding.

The research journey is further infused with the experiential learning, teamwork, and authenticity elements of constructivist learning theory, which are continually present throughout all cycles. The participants' engaged participation and the significant knowledge gained from the multicultural activities are captured by this theoretical framework. Participants engaged in genuine cross-cultural interactions throughout the cycles, mirroring constructivist learning principles that active involvement with real-world contexts produces meaningful improvement. This tendency was visible in Cycle 3, where participants showed strong competence in intercultural communication and cultural awareness. Participants' continual learning and progress were fostered by each cycle's iterative structure, characterized by reflection, adaptation, and activity refinement.

In conclusion, the debate sheds light on the complex web that each cycle's theoretical underpinnings and empirical findings form. The journey of the 20 pre-service teachers across the three cycles shows the dynamic interaction of Intercultural Communication Theory, Language Acquisition Theory, Cultural Awareness Theory, and Constructivist Learning Theory, influencing their growth as culturally astute and skilled communicators. The practical application of these theories highlights the power of theoretical discoveries in influencing and enhancing practical educational activities, ultimately developing a cohort of people capable of navigating the intricacies of our interconnected world. The

results across cycles highlight the cumulative nature of progress, where each cycle builds on the successes of the preceding one, resulting in an enhanced holistic growth that equips participants to engage in cross-cultural communication effectively.

## **CONCLUSION**

The need to promote multicultural understanding and effective cross-cultural communication has never been more pressing in a world marked by growing intercultural connections. This study aimed to enhance multicultural speaking and listening activities by studying the relationship between theoretical foundations and actual implementation with 20 pre-service teachers. Through three recurrent cycles, the participants demonstrated a remarkable progression in their language competency, cultural awareness, and cross-cultural communication abilities. The intricate levels of growth were revealed by the symbiotic interaction between the four theoretical frameworks—Intercultural Communication Theory, Language Acquisition Theory, Cultural Awareness Theory, and Constructivist Learning Theory.

The results showed how each new cycle of improvement across all metrics progressed. In Cycle 1, participants' confidence in having cross-cultural dialogues saw a noticeable increase as the planned activities encouraged participation and engagement. Participants in Cycle 2 improved on their earlier achievements, demonstrating increased cultural sensitivity and delving more deeply into cross-cultural talks. The participants' refined skills, marked by seamless communication and profound cultural awareness, were displayed at Cycle 3's conclusion.

## **RECOMMENDATIONS**

Based on the results and the interaction of theories and practice, several suggestions are made to improve upcoming educational endeavors:

1. Ongoing multicultural activities integration  
Encourage teachers to regularly incorporate multicultural speaking and listening exercises into language learning courses. These exercises can be scaffolded across competency levels to accommodate a range of learners.
2. Adopt constructivist teaching methods  
Encourage experiential learning, active engagement, and genuine relationships to embrace the constructivist learning theory's concepts. This instructional strategy fosters cultural understanding while enhancing language learning.
3. Encourage reflective exercises  
Encourage participants to reflect regularly so they may enhance their metacognition and recognize their areas for improvement. The improvement of language proficiency and intercultural competency depends on this iterative process.
4. Offer a Variety of Cultural Scenarios  
Create exercises that expose participants to various culturally diverse situations and viewpoints. This exposure fosters empathy, a nuanced comprehension of cultural variances, and the capacity to negotiate cross-cultural interactions successfully.
5. Areas for Collaborative Learning  
Encourage the creation of collaborative learning environments that foster relationships between students from various cultural backgrounds. These interactions encourage sharing thoughts, stories, and points of view, enhancing the atmosphere for cross-cultural learning.
6. Utilize technology  
Technology can be used to introduce real cross-cultural encounters into the classroom. Students have the chance to interact with peers from all over the world through virtual exchanges, video conferencing, and online collaboration tools.

7. Professional Growth

Give teachers access to professional development programs centered on intercultural communication and multicultural education. Giving teachers the essential knowledge and abilities will improve their capacity to lead beneficial cross-cultural activities.

To improve students' cross-cultural communication abilities and cultural awareness, this study demonstrates the transforming effect of fusing academic frameworks with real-world applications. The dynamic interaction between theory and practice fosters personal development. It empowers people to accept their roles as future teachers and global citizens in a society that is becoming more and more varied. The results are a rallying cry for educators, organizations, and legislators to prioritize intercultural competence and effective communication in educational situations.

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## **APPENDICES**

### **Appendix 1. Sample of Lesson Plan: Enhancing Multicultural Listening and Speaking Skills**

#### **Objectives**

By the end of this lesson, students will be able to:

- a) Demonstrate improved multicultural listening and speaking skills through interactive activities.
- b) Recognize and adapt to different cross-cultural communication norms and cultural perspectives.

#### **Duration**

Approximately 60 minutes

#### **Materials:**

- a) Authentic audio and video clips representing diverse cultural contexts and communication styles.
- b) Role-play scenarios related to cross-cultural interactions.
- c) Whiteboard or projector for visual aids.

#### **Procedure:**

##### 1. Introduction (10 minutes)

- a) Begin by discussing the importance of effective multicultural communication in a globalized world.
- b) Share a brief anecdote or example of a successful cross-cultural interaction to engage students.

##### 2. Multicultural Listening Skills (15 minutes)

- a) Explain the significance of active listening in cross-cultural interactions.
- b) Share insights from communication norms theory, emphasizing the role of non-verbal cues and communication styles (Gudykunst & Kim, 2017).
- c) Play an audio clip of a conversation between individuals from different cultural backgrounds.
- d) Ask students to take notes on the non-verbal cues they notice and share their observations with the class.

##### 3. Multicultural Speaking Skills (15 minutes)

- a) Introduce the concept of cultural awareness theory (Bennett, 2013) and its relevance in adapting communication.
- b) Present a role-play scenario involving a cross-cultural interaction.
- c) Divide the class into pairs or small groups and assign them roles for the scenario.
- d) Instruct students to engage in the role-play, focusing on adapting their communication style to the cultural context.

##### 4. Multicultural Speaking and Listening Activity (15 minutes)

- a) Provide each group with an authentic video clip depicting a cross-cultural conversation.
- b) Instruct students to watch the video and analyze the communication dynamics, including language choice, non-verbal cues, and tone.
- c) Have each group present their analysis to the class and lead a brief discussion.

##### 5. Reflection and Discussion (5 minutes)

- a) Facilitate a class discussion on the challenges and insights students gained from the multicultural listening and speaking activities.
- b) Encourage students to share their strategies for adapting communication in cross-cultural interactions.

6. Conclusion (5 minutes)

- a) Summarize the key takeaways from the lesson, highlighting the importance of effective multicultural listening and speaking skills.
- b) Emphasize how understanding communication norms and cultural awareness can lead to successful cross-cultural interactions.

**Homework (optional):**

Assign students to interview someone from a different cultural background and reflect on the experience. They should focus on their challenges and how they applied the skills learned in class.

**Assessment:**

- a) Participation in class discussions, role-play scenarios, and analysis of video clips.
- b) Ability to recognize and adapt to communication norms and cultural perspectives.
- c) Thoughtful contribution to the class reflection and discussion.









**Note:** This lesson plan can be tailored to fit your class's specific needs and preferences. You may adjust the activities, duration, and materials as necessary.

Appendix 2. Sample of Multicultural Listening and Speaking Activities



Activity 1. Matching picture and the culture – Part 1








**Instructions:** Read this conversation between two persons and match the number with the correct alphabet of images on the table. Then, arrange them into a good conversation. Cut each table to match them.

<p>Hi, Sean Mendez. I am Catrina Carson from Texas. It is nice to meet you, Mr. Mendez.</p> <p>1.</p>	 <p>A.</p>	<p>Oh, what a cute nickname! I have two Persian cats at home. They are very soft and sweet.</p> <p>2.</p>	 <p>B.</p>
 <p>C.</p>	<p>I can see you are a very good daddy to them. I also have a pet. I have a giant black and brown Rottweiler. He is such a mama's big baby and very clingy.</p> <p>3.</p>	 <p>D.</p> <p>DON'T CALL ME KITTY</p>	<p>Oh, call me Sean. Mr. Mendez is my father. It is nice to meet you too, Ms. Carson.</p> <p>4.</p>
<p>Yes, I heard that too. However, when you follow the rules of petting, I think you are good, and the pet knows who's the alpha.</p> <p>5.</p>	 <p>E.</p>	 <p>F.</p>	<p>I thought that type of pet was dangerous, Cat. Unfortunately, that's what some people say.</p> <p>6.</p>
<p>Yeah right. I don't see your father here. Oh, by the way, I go by Cat.</p> <p>7.</p>	 <p>G.</p>	<p>Hi, my name is Sean Mendez. I am from Madrid, Spain.</p> <p>8.</p>	 <p>H.</p>



**Activity 1. Matching picture and the culture – Part 2**

**Instructions:** Read this conversation between two persons and match the number with the correct alphabet of images on the table. Then, arrange them into a good conversation. Cut each table to match them.

<p>Hi there, Alasdair. When did you arrive? I thought you couldn't come to this gathering. Oh Cat, let me introduce you to Alasdair Innes.</p> <p>1.</p>	 <p>A.</p>	<p>Hi Cat, I am fine, thank you. You can call me Al. It is my pleasure to meet you here.</p> <p>2.</p>	 <p>B.</p>
 <p>C.</p>	<p>Yes, you are right. I am a Highlander. Innes is my clan's name. Have you ever been to Highland? The scenery is breathtaking and cold.</p> <p>3.</p>	 <p>D.</p>	<p>Hi Mr. Innes. How are you? It's nice to meet you. I am Catrina Carson. Call me Cat.</p> <p>4.</p>
<p>No, I have never been to Highland. It sounds exciting. Tell me more about it. Are there still highlanders in Scotland?</p> <p>5.</p>	 <p>E.</p>	 <p>F.</p>	<p>Al, your family name is Innes. It's a Scottish name.</p> <p>6.</p>
<p>Some highlanders live outside Scotland. My language is Gaelic. Our traditional cloth is Kilt. I wear it on special days. And the traditional musical instrument is Bagpipe.</p> <p>7.</p>	 <p>G.</p>		





### Activity 3. Imagining your dream

**Instructions:** Read the questions below and answer them. Use the two conversations above to guide you. Then share your answers with the class.

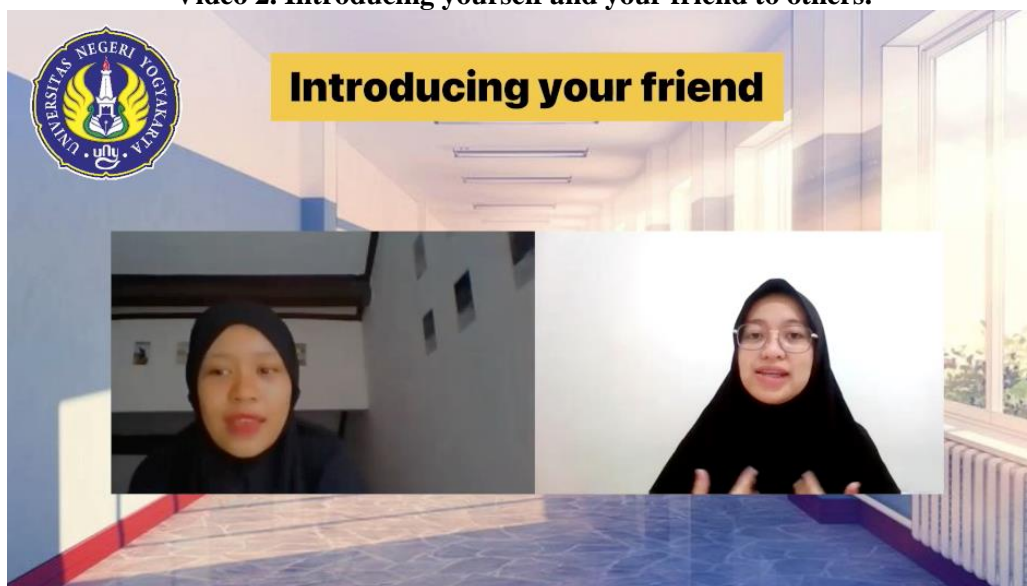
1. What is the common thing between Cat and Sean?
2. Why did Cat say, “You are a very good daddy to them”?
3. Cat and Sean consider their pet like family. Do you and your country's people consider your pet a family member?
4. What do you learn about the Innes clan?
5. How do you think about the traditional culture of the highland of Scotland?



### Activity 11. Using idiomatic expressions in introducing yourself

**Instructions:** Watch this short video and try to understand the speakers' idiomatic expressions in the conversation. You can access this video 2 at this link <https://youtu.be/1zhDoh5SVNE>, or you can scan the barcode below. Happy watching!

Video 2. Introducing yourself and your friend to others.



### Activity 12. Catching the idioms

**Instructions 1:** After watching the video above, find the idiomatic expressions and their meaning in that particular situation.

Idiomatic Expressions	Meanings
1.	1.
2.	2.
3.	3.
4.	4.

**Instructions 2:** Try to find other idiomatic expressions that you can use to introduce yourself and your family members to your friends. Write idiomatic expressions and their meanings. You will use them in your speaking activity in the next part, mirroring. Good luck.

<b>Idiomatic Expressions</b>	<b>Meanings</b>
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.