

Cross-cultural Awareness and Cross-cultural Communicative Competence of University Students: Myanmar Context

Thin Thin Win^{1*}, Aung Thet Soe² and Jasmine Kong-Yan Tang³

¹Assistant Lecturer, English Department, Monywa University, Ministry of Education, Myanmar.

Email: mathinthinwin2015@gmail.com

²Lecturer, English Department, Mandalay Degree College, Ministry of Education, Myanmar

Email: aungthetsoemkn30@gmail.com

³Languages and Literature Department, SUNY Geneseo, USA. Email: tangj@geneseo.edu

*Corresponding author's email: mathinthinwin2015@gmail.com

Abstract

This research expresses some challenges faced by EFL teachers while teaching culture and reinforces importance of collaborating culture in teaching English as Foreign Language. The present study suggests how teachers should teach language and culture and which components of culture. In this study, the researchers provided a questionnaire concerned with the two main areas of, (1) the teaching learning situation and (2) aspects of foreign culture. The study covered a sample of 127 university teachers who are currently teaching English as foreign language in Myanmar. The collected data were analyzed using the percentage and standard deviation. In accordance with features of two aspects of teaching and learning, the researchers suggest different strategies for educating the students' cross-cultural awareness, namely at curricular and extracurricular time. Thus, the findings show that students cannot easily network with people from diverse cultures in the practical use of English language. To conclude, the current situation of English teaching is rather dissatisfying not only from the system itself but also from the initiative of English curriculum reform. Considering the problems facing in the current English teaching and English Curriculum Standards' objective and needs, the cultivation of cross-cultural awareness needs to become obviously an essential part in foreign language teaching.

Keywords: language, culture, society, intercultural communication, foreign language teaching

Introduction

In general, most students are comfortable interacting with people, behaviors, and ideas that they are familiar with but react with fear and apprehension when faced with the unfamiliar. Among its other goals, culturally responsive instruction aims to teach students that differences in viewpoint and culture are to be cherished and appreciated rather than judged and feared (Abrams & Moio. 2009). Lots of efforts should be made to integrate cultural elements into language teaching and learning for the cultivation of cross-cultural awareness. Apart from the theoretical understanding of the frameworks for fostering cross-cultural awareness, it is very imperative to develop strategies in practice.

1.1 Cultivating Students' Cross-cultural Awareness

During the process of English teaching, teachers try to lay a sound foundation for cultural understanding and cross-cultural awareness. The acquisition of cultural knowledge leads to two results: one is to accumulate the related knowledge about the target culture, the other is to help cultivate students' cross-cultural awareness. Cross-cultural awareness refers to the sensibility and insight to the differences and similarities between target culture and native culture, and the self-consciousness

of rearranging one's language understanding input (listening, reading) and language output (reading, writing, speaking) according to the target culture when using the language, therefore, in the process of teaching cultural knowledge, teachers should also cultivate students' cross-cultural awareness initiatively. It is now widely accepted among foreign language educators that to establish a system of cultivating EFL learners' cross-cultural awareness is more effective than to simply instill cultural ideas into learners' minds (Browaey, Marie-Joëlle & Price. 2015). Culture is always in a dynamic state, and teachers can never teach it as static and isolated. The task is to develop students' capability of how to learn rather than solve the problem of what to learn. Therefore, language teachers are demanded to make much more efforts to enlarge the learners' scope of cultural knowledge and improve their cultural abilities. The process of cultivating students' cross-cultural awareness may be divided into two aspects, namely, to cultivate students' cross-cultural awareness at curricular time and that at extracurricular time. Thus, the strategies to cultivate students' cross-cultural awareness will be discussed accordingly.

1.2 Cultivation of Cross-cultural Awareness at Curricular Time

English teaching at curricular time

is the main field for cultivating students' cross-cultural awareness by the means of the methodology and teaching of cultural knowledge. And textbook plays a very important role in the context of English teaching and learning. It is in an attempt to apply communicative approach in EFL in Myanmar context and it aims to help students acquire not only knowledge of the language forms but good communicative competence in foreign language teaching. It meets learners' communicative needs in life and future work. Its novel, authentic, lively and diversified material has benefited the secondary students greatly, especially in the aspect of listening and speaking. The following parts attempt to propose some strategies to cultivate tertiary students' cross-cultural awareness through the development of communicative competence at curricular time when using textbooks.

1.3 Applying Interactive Teaching Approach

Interactive teaching approach is an effective way to foster students' cross-cultural awareness. Interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people resulting in a reciprocal effect on each other. Interaction is the heart of communication; it is what communication is all about. Theories of communicative language teaching empha-

size the importance of interaction as human beings use language in various contexts to “negotiate” meaning (Brown. 2001), or simply stated, to get one idea out of one's head and into the head of another person and vice versa. Communicative competence implies that language learning takes contextual difference, and learner variability as its core and the major goal of current language learning is cross-cultural communication. Thus, through interaction, interactive English teaching approach provides teachers with a feasible teaching method of cultivating cross-cultural communicative competence and cross-cultural awareness. The current discussion adopt two aspects to explain: one is the interactive teaching approach in listening and speaking course, and the other is the interactive teaching approach in reading and writing course.

1.4 Interactive Teaching Approach in Listening and Speaking Course

Teaching listening and speaking by interactive approach become more flexible and practicable, for the organization of the contents and topic-based modes for each unit are explicit and beneficial. In interactive listening and speaking course, methods as group work helps to solve the problem of classes that too large to offer many opportunities to speak, and it can generate interactive language in speaking and listening.

Group work is the most suitable interactive teaching approach in classroom especially for large-scale class. When teaching this course, teachers mainly concentrate on the integrated course of “Listening-Centered Activities” in each unit to carry out listening and speaking practice with the above-listed items of group work at due course. According to Brown (2001), the suggestion for the performance in interactive listening and speaking classroom include three aspects: intensive, responsive and interactive performance, which definitely gives teachers some illuminations and orients their teaching listening and speaking in English. A significant proportion of classroom listening and speaking activity consists of short stretches of teacher language designed to elicit immediate responses. Responsive performance includes: asking questions, giving commands, seeking clarification, and checking comprehension. Interactive language teaching stresses the importance of providing learners with more activities to interact directly with the target language to require it by using it rather than to learn it by studying it. Students actively participate in discussions, debates, conversations, role-play, and other pair and group work.

1.5 Interactive Teaching Approach in Reading and Writing Course

In reading and writing interactive

classroom, teacher should use text and task to facilitate interaction between students and teacher, students and materials, students and their fellow students. In interactive classroom, the teacher can divide their reading techniques into pre-reading, during-reading, and after-reading. For teaching, the task-based organization for the reading in each unit is called “Reading-Centered Activities”, which is in accordance with Carrell’s ideas. And “Reading-Centered Activities” are divided into “In-Class Reading” and “After-Class Reading” and altogether are consisted of three authentic texts. The teachers may select some of the activities to increase students’ interaction with the text. Reading ability will definitely best be developed in association with writing, listening, and speaking activity. Writing can involve lively interaction with one another, with instructors, and with individuals outside of the daily classroom environment. Students learn to write in part by observing or reading, the written words. And they can gain important insights both about how they should write and about what subject that may become the topic of their writing by reading and learning a variety of relevant types of text.

1.6 Teaching of Culture-loaded Vocabulary

Language can’t exist separately from culture. Vocabulary or lexicon is the basic

store or foundation to the language building. Naturally, it is influenced and conditioned by cultural factors, like the society, religion beliefs, customs, ways of life, value systems, conceptions of beauty, literary, etc., of a given people. Therefore, vocabulary or lexicon is the mirror or an index to a culture. L2 learners, to reinforce the empathy for a second culture, should pay more attention to the cultural connotations of words and phrases. L2 learners assess culturally-loaded words' relevance in English language learning. Vocabulary is a very sensitive index of the culture of people. Vocabulary is the best evidence of the reality of "culture", in the sense of a historically transmitted system of "conceptions" and "attitudes". The teaching of vocabulary involves the teaching of culture. In English, the culture-loaded words mainly include single words, phrases, proverbs, allusions and idioms. Through vocabulary teaching, teachers help students know about knowledge of history, literature and culture of the countries.

1.7 Cultivation of Cross-cultural Awareness at Extracurricular Time

Compared with the classroom instruction, activities at extracurricular time for cultivating secondary students' cross-cultural awareness are often neglected. In fact, because of the restriction of time and space, it is not sufficient for the language learners

to only depend on the classroom instruction of foreign culture. As a fact, developing various extracurricular activities to cultivate cross-cultural awareness is interesting and efficient.

1.8 Reading Literary Works

Among the extracurricular activities, literature reading is thought to be the most commonly used one to increase learners' cultural awareness, especially to explore cross-cultural communication. It is generally accepted that literature is a reflection of society's view, values and beliefs: a reflection of the social, political, cultural development of any society. It reveals people's ideas and dreams in the most creative and imaginative way. Reading literature works including short stories, plays, tales and myths is the better direct way for the students to get to know the foreign culture of the history, geography, customs, traditions, belief and values of the society and to better understand what they have learned in class. These different literary genres can also evoke students' empathy and develop understanding of certain aspects of the other culture. It's widely accepted that the prior knowledge of both the source culture and the target culture can play a positive role in the language learning. Literature reading can not only deepen learners' understanding towards foreign countries and their cultures, but also can

give students a good insight into the culture.

1.9 Enjoying Films and Songs

Films offers student opportunities to observe behaviors that are not so obvious in texts. They also provide a more current and comprehensive way of a culture. Film is an authentic window on foreign culture. It connects learners with language and cultural issues simultaneously. There contain a lot of social, political and popular culture contents in English films, and it's easier for teachers to pick up idioms, slang and to get familiar with both verbal and non-verbal behavior. Songs are often used in foreign language classes for teaching vocabulary and grammar, but they can also be a vehicle for the study of culture. According to Dean (2001), the lyrics and music can be related to people's moods, interests and way of life. And the societal problems treated in a song should be the main concern of the class. Songs work better if students are actively involved, either in discussing the lyrics or participating in singing. Enjoying English songs will also help students to share the feelings and the different life styles of people in English-speaking countries, making students sharp their taste and promote their awareness to English culture. To sum up, direct experience is the best way to begin to learn any culture.

1.10 Surfing the Internet and Reading Web Pages Concerning English Culture Learning

As the development of the economic globalization and the appearance of the cyber time, computers have been used extensively in education nowadays, and the Internet has gained immense popularity in secondary students' culture learning, through which a large number of information about the target culture can be found. Internet surfing for learning English culture will gain immense popularity in the near future. Through surfing the Internet, a large number of information about target culture will be found. Technology has brought so great a revolution in English teaching that teachers should make full use of it. Thus, it is worthwhile to encourage students to take advantage of Internet in cultivating their cultural awareness. The application of the Internet makes the cultivation of students' cultural awareness highly efficient.

1.11 Developing Cross-cultural Communicative Competence

1.11.1 Comparing Cultural Difference

In English teaching, some students are often found at a loss about what the author wants to get across even though there is no new word and the grammar is clear to them. The true reason is that they have little

awareness of cultural difference. The awareness of cultural difference helps language learners towards an exact understanding and more appropriate use of the target language. The original text understanding is not only based on its language and grammar, but also based on how much culture one knows of the target country. It is generally accepted that culture factors play a crucial role in the teaching and learning of a foreign language, since language usage reflects the culture of a society.

The process of acquiring knowledge about foreign culture and using this knowledge in actual behavior is a process of cultural interaction in which both home and foreign cultures are brought together. By comparing systematically the contrastive qualities of the two culture systems, the teacher and learner can predict where the trouble spots will be and thus facilitate language teaching and learning as well as developing cultural awareness. Different categories in different languages can be used as a foundation for comparison through which teachers know the meaning and value of other cultures as well as their own. Through comparing native culture with target culture, students can easily make clear the differences and similarities between them. In short, only after coming to know, understand, and appreciate something of other cultures can one realize what values and behavior

patterns of the new culture he has most needed to know.

1.12 Organizing Culture-featured Classroom Activities

Culture-featured classroom activities refer to the activities involving the classroom teaching, such as pair work, group discussion, role-playing, duty report and debate etc., is also a vivid and efficient way to help students cultivate cross-cultural awareness. For most students, their main exposure to English is in the classroom. Classroom is often called an artificial environment for learning and using a foreign language. So the teacher should try his best to create an environment as authentic and as real-life as possible, provide students with opportunities to use English in “real” communication, such as extending greetings, making appointments, sending or answering a call, presenting gifts, etc.

1.12.1 Task-based Activities Such as Role-play and Drama

Role play can be seen as one of the instructional techniques of social-cultural strategy training. Role play can be very effective for experiencing cultural principles and cultural awareness because it gives an opportunity to be emotionally involved in cross-cultural learning and reflects upon cultural differences, and the students learn to examine their perceptions and treat other

cultures with empathy. Using drama to teach English results in real communication involving ideas, emotions, feelings appropriateness and adaptability; in short an opportunity to use language in operation which is absent in a conventional language teaching. Real communication involves ideas, emotions, feelings, appropriateness and adaptability. In conclusion, these task-based activities are meaningful devices of extra-curricular activities for the students to take part in. Because such activities enable the students to experience their firsthand experience. They involve students emotionally into the situations, and are especially useful for students with little or no experience in a foreign culture. Although these activities are not real experiences, they can make the students realize the state of their English and their communicative competence, and thus make what the students have learned root in their mind permanently. As a result, these activities will stimulate them to further efforts.

1.12.2 Using Various Aids for Teaching and Learning Culture

Culture acquisition cannot be achieved merely through classroom teaching. Students should have things relevant to culture to listen to, to talk about, to read, to watch and have personal contact with native speakers if possible. The major causes of students' pragmatic failure are

undoubtedly inadequate knowledge of, and insufficient exposure to the target culture as well as a lack of comparative studies of the two cultures. There are some other ways available to change the situation and increase cross-cultural awareness. For instance, encouraging students to develop interpersonal contacts with native speakers or correspond with pen pals in English speaking countries. It is in such relaxed personal contacts that students are apt to pick up some of the cultural information they would not be able to get otherwise. Needless to say, foreign teachers and students who are authentic carriers of their native countries are ideal narrators of their own culture. The current study aims to explore the importance of cross-cultural awareness and communicative competence of university students in Myanmar context. The objectives are as follows:

(i) to investigate how to deal with culture teaching and what strategies may be implied in cultivating students' cross-cultural awareness and

(ii) to find out the activities that facilitate language teaching and learning as well as developing cross-cultural competence.

Methodology

There has an indivisible and interdependent relationship between language and

culture. In 21st century learning age, it is even more essential for EFL teachers to supply students with high level of intercultural communicative competence. Thus, students need to promote their cross-cultural communicative skill. In this study, the importance of cross-culture awareness and cross-culture communicative competence of university students were investigated. The researchers developed a questionnaire covering the two broad areas of, 1) the teaching learning situation and 2) aspects of foreign culture. The study covered a sample of 127 university teachers who are currently teaching English as foreign language in Myanmar. The research instruments were questionnaires used to collect the data. The collected data were analyzed by using the frequency, percentage and standard deviation to be clear-up large amounts of data.

Table 1 Cultivating Students' cross-cultural awareness at curricular time (n=127)

Sr. No	Applying Interactive Teaching Approach	Responses (%)			
		Important	Undecided	Not Important	
1	Listening and speaking course	Group work	70	18	12
		Interactive language teaching with more activities such as discussions, role-plays	71	17	12
2	Reading and writing course	Text and task to facilitate interaction	68	24	8
		Reading and learning a variety of relevant types of text	72	12	16
3	Teaching of culture-loaded vocabulary	Vocabulary or lexicon	71	17	12
		Cultural connotations of words and phrases	70	21	9

In this study, the findings showed that learners can get lots of opportunities to connect with others when teachers imply interactive teaching approach to practice

listening skill and speaking skill in maximum class-size (71%). Therefore, students realize about other culture through discussions and they have confidence to take part actively in English conversations. Mentees gain much knowledge about appropriate culture usages in teaching culture through reading and writing relevant English texts (70%). Furthermore, teachers should help students learn culture-loaded glossary by giving lessons about culture to achieve their teaching destination (71%).

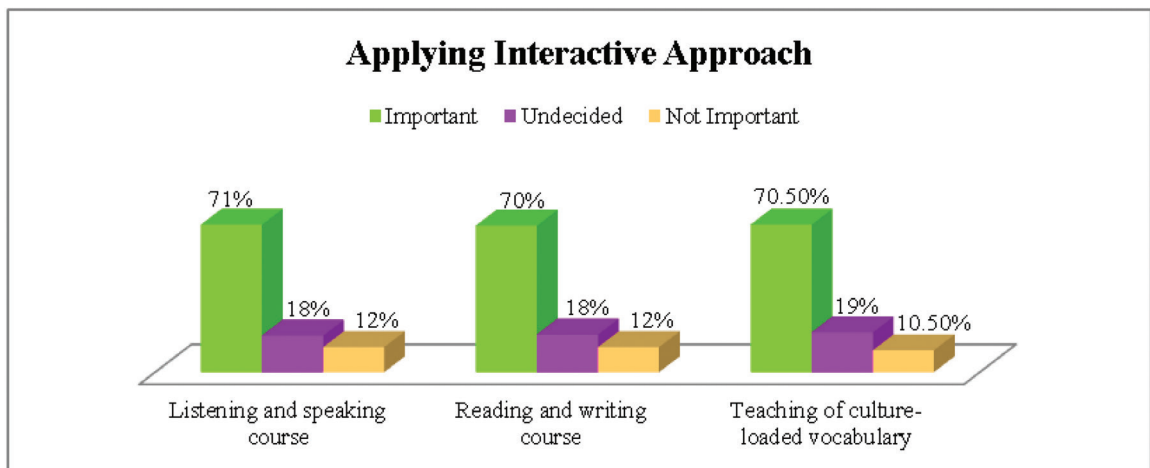


Figure 1 Cultivating Students' cross-cultural awareness at curricular time

EFL teachers should provide students situations at curricular time to develop cross-cultural awareness. Without having enough knowledge about culture, language learners will not be able to recognize variety. In addition, they could not have acquaintance with other feelings or esteem other affirmations. To get achievements in teaching culture, facilitators familiarize students with language, custom, believes or religions by using the way of interactive teaching method. According to the data, the development of students' cultural awareness can be fostered through interactive teaching approach.

Table 2 Cultivating Students' cross-cultural awareness at extracurricular time (n=127)

Sr. No.	Applying Interactive Teaching Approach	Responses (%)			
		Important	Undecided	Not Important	
1	Reading literary works	Increase learners' cultural awareness	60	18	22
		Deepen learners' understanding towards foreign countries and cultures	63.8	19.7	16.5
2	Enjoying films and songs	Offer student opportunities to observe behaviors	68	17	15
		Be a vehicle for the study of culture	57	24	19
3	Surfing the internet and reading web pages	Gain immense popularity in the near future	56	24	20
		Encourage students to take advantage of Internet in cultivating their cultural awareness	61.4	21.3	17.3

In this study, learners' appreciation of foreign countries and their cultures can be intensified after reading literature. Reading literary works make students take cognizance of different cultures to improve communication (62%). What's more, EFL teachers let students give chances to observe etiquette from adoring English films and songs, more modern and thorough way of culture. The findings show that enjoying films and songs involves as a leading role in teaching vocabulary and grammar to have acquaintance with language and culture (62.5%). The results mention that students should be sought cultural factors and read web pages on internet in promoting their cultural awareness.

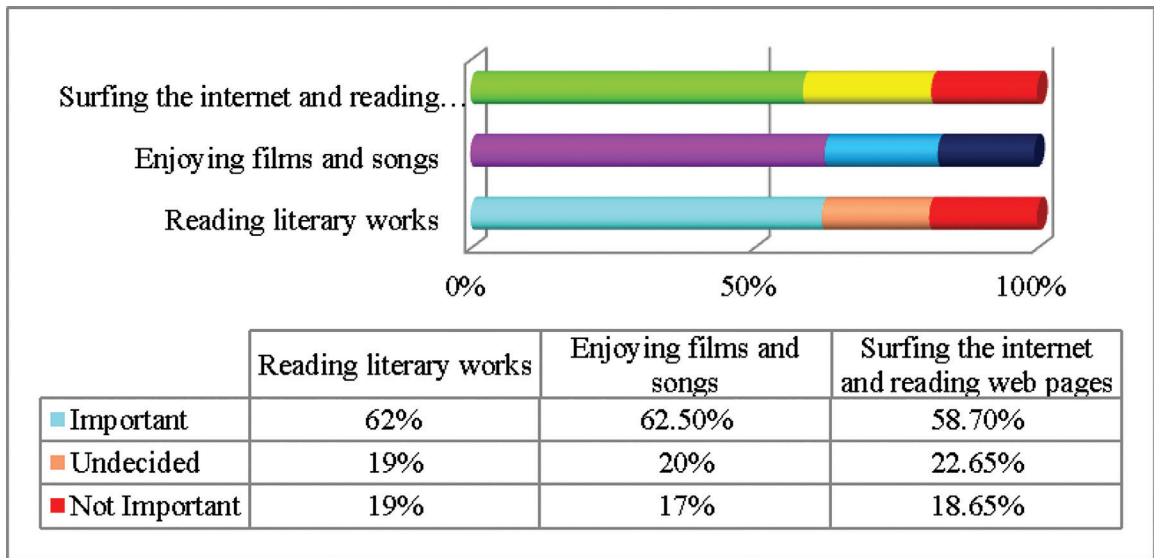


Figure 2 Cultivating Students’ cross-cultural awareness at extracurricular time

According to the data, teacher should customize classroom activities and lessons toward multicultural realization at their extracurricular time. Moreover, they, facilitators should provide students with a culturally responsive learning environment. So, such pokes will aid to establish a pleasant environment and will help protect learners from the cultural and ethnic stereotypes.

Results

After interactively listening to or reading realistic language things, mentees’ language store can be increased. They can gain enough information through other students’ opinions in discussions, skit, joint problem-solving tasks, or dialogue journals. Cultivating students to acquire cross-cultural awareness at curricular time is an effective method. At that time, teachers demonstrate learners that all genders, ethnicities, and appearances can get a good influence on the world and deserve to be esteemed. If teachers educate students about the involvements of various people have worked to a variety of workplaces, then they will admire and appreciate multiple cultural backgrounds as a whole. The relationship between language and culture in teaching university level students is of interest to scholars in the field of language teaching. It is important for language learners to understand something of the culture of speakers of the target language (Mulyana. 2012). English is the

worldwide language therefore it is important to decide which kind of language structures and cultural rules teachers should inculcate with a respect. EFL teachers need to focus on cultural competency when students are studying language because it supports learners to establish networking skills and to have self-confidence necessary for social, travel and academic affairs.

Developing cross-cultural competence is a process including approaches and strategies dedicated to evolving cross-cultural competence. Cultural fluency shows people a way to adopt and appreciate the features of different cultures, encourages a positive perspective to other diverse cultures and its ethnicities, and develops the ability to comprehend when they communicate with them. Moreover, scaffolding a method of teaching and studying culture is more effective and practical than isolated classroom instruction to emphasize cultural proficiency.

Table 3 Responses of the participants towards developing cross-cultural communicative competence (n=127)

Sr. No	Applying Interactive Teaching Approach	Responses (%)		
		Important	Undecided	Not Important
1	Comparing cultural difference	55	18	27
	facilitate language teaching and learning as well as developing cultural awareness	57	15	28
2	Organizing culture-featured classroom activities	76	17	7
	main exposure to English Provide students with opportunities to use English in “real” communication.	70	24	6

According to data, the findings show that the awareness of cultural difference helps language learners towards an exact realization and more relevant use of the target language

(56%). Therefore, teacher and learner can guess where the problems will be and support language teaching and learning as well as improving cultural awareness by comparing the contrastive qualities of the two culture ways. In addition to regardless of different points of view, 73 % of respondents mention that classroom extra-activities have placed in a major role in progressing students' cross-cultural communicative competence. Therefore, facilitators should supply appropriate environment for students in order to interact each other with target language. However, even they accept what they need to do for cultivating cultural competence they can't carry out their teaching goals.

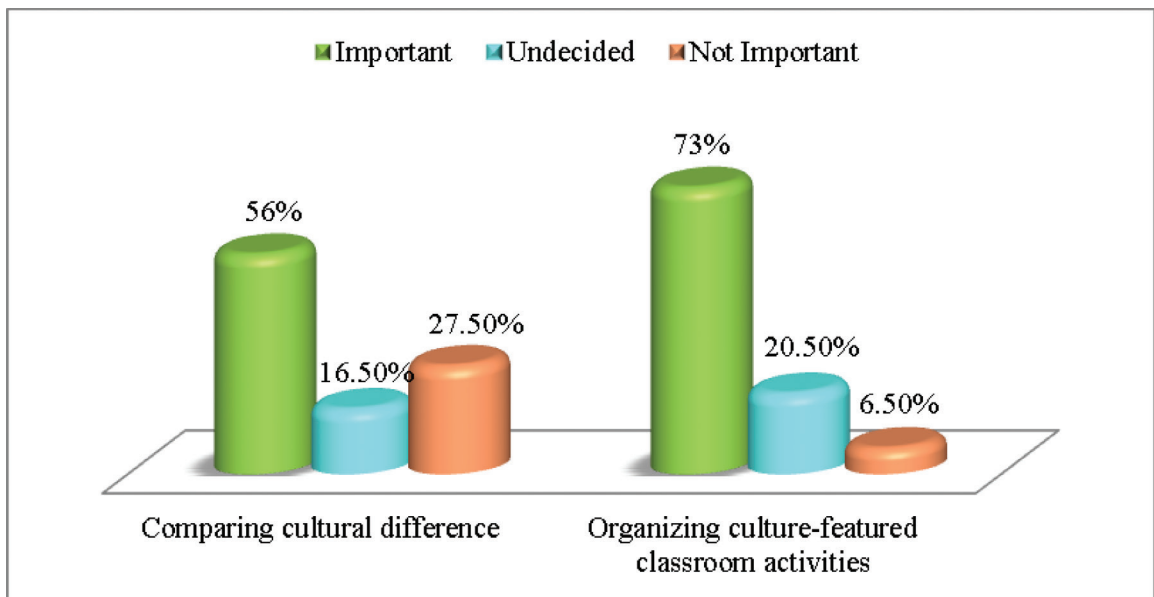


Figure 3 Responses of the participants towards developing cross-cultural communicative competence.

Figure 3 shows that the teacher should try to create an environment as authentic and as real-life as possible. Meanwhile, the English language is failed to nurture students' cross-cultural awareness by successfully revealing culture teaching into classroom activities. Instead, English language is taught students nearly without culture instructions. So, students cannot practically network with people from different cultures at ease. To conclude, the present position of English teaching in Myanmar is rather dissatisfying not only from the education system itself but also from the stratagem of English curriculum reform. To solve the problems in the recent English teaching and to fulfill the objective and requirements of English Curriculum Standards, it is very obvious that academic staff emphasize the cul-

tivation of cross-cultural awareness to be an essential part in foreign language education.

Discussion

During teaching English periods, most students are weak at using language with culture, and it is impossible for them to promote their potential cross-cultural proficiency. Without specific outline, the training of cross-cultural awareness does not usually involve in curriculum with strong assumption. Therefore, the present study has emphasized on the explanation and description of how to deal with culture teaching and especially in practice what strategies may be employed in order to best nurture students' cross-cultural awareness and develop their cross-cultural competence. In Myanmar, one of the most important strands and necessity is cultivation of cross-cultural awareness. The research figures out that the accomplishment of cross-cultural awareness cultivation eventually bases on the collaboration of the appropriate ways, methods, techniques and activities in English teaching and learning curriculum. Academics are attempting for developing students' cultural skillfulness with qualification for life education being made the objective of and stimulating students' main competencies in Myanmar education at university level. Much evidence shows that cross-cultural communication is not an easy assignment, but that

does not mean it is not worthwhile or is to be (Ting-Toomey, Stella & Chung. 2012). As a matter of fact, teachers and learners can feel excited, enjoyable and rewarded gaining cross-cultural awareness. To be perfect in using language with culture, teachers and learners practice and foster to cross-cultural awareness for a long terms. If teacher arouse students' integral motivation, their English learning will be sought by making better use of their curricular time and extra-curricular time in learning resources containing foreign cultures. And then this will gradually promote their cross-cultural awareness and develop essential competencies. Considering some struggles facing in developing cross-cultural competence, the perspective that comes directly from the researcher may just have additional findings and notes that may have not been in their publications.

Providing training for global citizenship education

EFL teachers should establish their students' cultural knowledge and then professionals should organize training classes to teach learners about various cultural exercises. From these classes, teachers should students learn the ways how to deal with working in a developing different worldwide community. In education setting, things teachers need to be aware of will be sorted out from formal training when it

comes to business. And then topics such as networking, business protocol, negotiation skills, and marketing skills will be expressed.

Linking the culture gap with good networking skills

Good networking skills are important between ethnicities when dealing with different cultures. It's great if students know foreign language have negotiations with. However, if they possess a thorough realization of the local culture, and work alongside a qualified translator, they can still be effective communicators. The teachers can also have students ask foreigners to further clarify what they are telling them or asking for, whether it's via email, phone, or face-to-face. This will cope any misunderstandings and mistakes when they interact with strangers.

Practicing good behaviors

In some countries, students can face problems when they speak informal ways. Thus, students are taught that addressing a foreign customer by their first name at the initial contact is inappropriate and allowing the customer take the lead is better in discussions.

Celebrating traditional holidays, festivals, and food

Teachers should celebrate a variety of different holidays and festivals to increase cultural literacy, awareness, and acceptance.

A staff dinner or an international food day with cultural awareness is held as the theme, and the students must be brought a traditional dish from their homeland. Students' sensitivity to cultural differences will be developed by introducing the students to other traditions.

Observing and listening to foreign customers and colleagues

Observing and listening to foreign customers and colleagues is another way to help students become more culturally aware. It's important to find out the point of views and manners of foreign partners and to realize the underlying logic and set of values that provide their actions and behaviors.

Pay attention to differences in culture

Teachers can also help their students be more culturally sensitive by paying attention to differences in a foreign culture. The students need to know not to bring up or discuss politics or religion if it might get them into trouble. Teachers should also ask learners to conduct some research on an alien colleague's local customs and believes before doing business with them. So, professionals make students to customize the way of discussions when they estimate for a project because some cultures do not like talking about pricing in advance.

Be aware of different time zones

Students must be aware of the different time zones, when they participate in submitting assignments and meeting deadlines. By taking notice of time zones, students can avoid networking with their supervisors when they're in holidays or when they're asleep.

They'll also know which appropriate language they use to greet.

In conclusion, developing culturally well-educated and alert students can improve communication, productivity, unity at university and community. And then, when these students deal with foreign colleagues, there will be reducing misunderstandings and misinterpretations. Cultural competence allows students to give rise to better work because they can understand other diverse people.

References

- Abrams, L. S. & Moio, J. A. (2009). "Critical race theory and the cultural competence dilemma in social work education", **Journal of Social Work Education**. 45(2): 245-261.
- Brown, H. D. (2001). **Teaching by principles: An interactive approach to language pedagogy**. Beijing: Foreign Language Teaching and Research Press.
- Browaeys, Marie-Joëlle & Price, R. (2015). **Understanding cross-cultural management**. Harlow: Pearson Education Limited.
- Dean, R. G. (2001). "The myth of cross-cultural competence. Families in Society", **The Journal of Contemporary Human Services**. 82 (6): 20-30.
- Keqiang, X. (2016). "The Strategies of Fostering Students' Cross-Cultural Awareness in Secondary School English Teaching", **Open Journal of Social Sciences**. 4(6): 161-170.
- Mulyana, D. (2012). **Cultures and communication: An Indonesian scholar's perspective**. Bandung: Penerbit PT. Remaja Rosdakarya.
- Ting-Toomey, S. & Chung, L. C. (2012). **Understanding intercultural communication**. New York: Oxford University Press.