



# Technology and Hybrid Multimedia for Language Learning and Cross-Cultural Communication in Higher Education

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## ABSTRACT

Technology and Hybrid Multimedia for Language Learning and Cross-Cultural Communication in Higher Education is a critical component of English language learning. The purpose of this study is to explore technology and hybrid multimedia for language Learning in English language learners (EFL) in higher education. This study aims to explore how cross-cultural communication skills affect learners' technology and hybrid multimedia learning experience and their English proficiency in the context of public university learning. In addition to that, this research uses a case study approach focusing on a group of EFL learners. The data is gathered via comprehensive interviews with EFL (English as a Foreign Language) learners to investigate their encounters and perspectives concerning cross-cultural communication. The interviews and observations are examined to identify and analyze the recurring themes. The results of the study revealed that English learners who have good cross-collaborative communication skills tend to have higher English proficiency. The study reveals that cross-communicative communication has a positive influence on English language proficiency, as it allows EFL learners to gain a deep understanding of various languages and cultures, enhancing their ability to interact with people from diverse cultural contexts effectively.

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## 1. INTRODUCTION

Technology and multimedia facilities have been utilized in education. Many reports relating to technology and multimedia are well-developed (see **Table 1**).

**Table 1.** Previous studies on technology and multimedia in education.

No	Title	Reference
1.	Students' intention to share information via social media: A case study of covid-19 pandemic	Hashim <i>et al.</i> (2020)
2.	Combining chatbot and social media: Enhancing personal learning environment (PLE) in language learning	Haristiani and Rifa'i (2020)
3.	Social media on the students' academic performance	Bedua <i>et al.</i> (2021)
4.	Social media efficacy on prevention and control of covid-19 pandemic in Ilorin South local government area, Kwara state	Abubakar <i>et al.</i> (2020)
5.	Perception of Japanese students in using online video as a learning media	Winarni and Rasiban (2021)
6.	Social media on the students' academic performance	Bedua <i>et al.</i> (2021)
7.	The effectiveness of youtube media to improve knowledge and literacy of elementary school students	Mulya <i>et al.</i> (2023)
8.	The effectiveness of using whatsapp social media as learning media at elementary school	Suroto and Nandiyanto (2021)
9.	The use of whatsapp social media as reinforcement online learning during the Covid-19 pandemic	Ramdhani and Nandiyanto (2021)
10.	Effect of webinar multimedia platform on students' academic performance in selected educational technology concepts in University of Ilorin	Nuhu and Onojah (2022)
11.	Strengthening the value of pancasila in elementary schools in online learning through whatsapp group media	Maulidayani <i>et al.</i> (2022)
12.	The influence use of social media on the learning motivation of junior high school students	Sopian <i>et al.</i> (2022)
13.	Indonesian public response to online learnings during the covid-19 pandemic: An analysis of social media	Prabowo and Suroso (2022)
14.	Perception of undergraduate students on the utilization of social media to enhance learning in University of Ilorin	Aladesusi <i>et al.</i> (2021)
15.	Webtoon comic media to improve reading comprehensions for students with hearing impairment in special primary schools	Hartati <i>et al.</i> (2023)
16.	The effect of electronic word of mouth (E-WOM) on social media tiktok to brand trust and its impact on buying interest in mixue brand ice cream products (Survey on state university students in West Java)	Rosmayanti and Ratnasari (2024)
17.	Social media da'wah strategy in implementing Islamic da'wah	Hidayat <i>et al.</i> (2024)
18.	Sustaining students' mental health through the use of tiktok application	Gajo <i>et al.</i> (2023)
19.	TikTok platform to train middle school students' computational thinking skills in distance learning	Reskianissa <i>et al.</i> (2022)
20.	Utilization of youtube videos during online learning to increase literacy in English for middle school students	Susanto <i>et al.</i> (2022)
21.	The effectiveness of using youtube applications as learning media to increase reading and writing interest of elementary school students	Nafilah and Sakti (2022)
22.	Optimizing instagram in sociology materials to improve digital literacy for junior high school students	Risnandar and Sakti (2022)
23.	Effect of facebook-based learning on students' performance in educational technology concept	Issa <i>et al.</i> (2021)

One of the interesting subjects is language education. And, mostly it is a broad range of areas in English language education. Many reports relating to English language education are

well-developed (See **Table 2**). The utilization of the English language as a worldwide means of communication has experienced significant and rapid expansion in the past few decades. Consequently, an increasing number of people representing diverse cultural and ethnic backgrounds are acquiring proficiency in English as a foreign language (EFL) to effectively engage in global communication through technology and hybrid multimedia (Al Husaeni *et al.*, 2022). The acquisition of cross-cultural technology and hybrid multimedia communication skills holds significant importance in the pursuit of English language proficiency. English language education is commonly incorporated into the academic curriculum of colleges in various nations, including Indonesia. EFL learners enrolled in these colleges encounter specific difficulties in enhancing their proficiency in the English language, particularly in the realm of intercultural communication. In the context of a multicultural higher education setting, English frequently serves as the common language employed for interpersonal contact among learners and instructors originating from diverse cultural backgrounds, including Javanese, Sudanese, Bugis, and Minang cultures. Consequently, EFL learners must acquire a comprehensive understanding of the English language and proficiently employ it to actively engage in academic pursuits and social interactions.

**Table 2.** Previous studies on English language education.

No	Title	Reference
1.	Strategies in language education to improve science student understanding during practicum in laboratory: Review and computational bibliometric analysis	Fauziah <i>et al.</i> (2021)
2.	Analysis of common mistake in writing scientific article in “engineering” undergraduate student	Nandiyanto and Azizah (2022)
3.	Students’ perception of speaking practice in step up English club at Ho Chi Minh City University of Technology and Education	Quynah (2021)
4.	Determinants of grade 9 students’ academic performance in English	Calixtro (2022)
5.	Application of learning videos and quizizz in increasing students interest in learning English in middle schools	Fadillah and Maryanti (2021)
6.	Polytechnic student’s attitude and their achievement in the use of English and communication course for learning	Olowoyeye and Aladesusi (2022)
7.	Effect of multimedia instructional approach on English writing performance of pre-service technical teachers in South-Western Nigeria	Olowoyeye <i>et al.</i> (2023)
8.	Failing to learn English	Karmaker (2023)
9.	Influence of parental involvement and school environment on pupils’ academic performance in the English language	Saadu (2023)
10.	Designing English education game application for early childhood	Albion <i>et al.</i> (2021)
11.	Teachers' challenges in teaching English to students with special needs: How to cope with them?	Apriliyanti (2023)
12.	Utilization of youtube videos during online learning to increase literacy in English for middle school students	Sutanto <i>et al.</i> (2022)
13.	Effect of multimedia instructional approach on English writing performance of pre-service technical teachers in south-western Nigeria	Olowoyeye <i>et al.</i> (2022)
14.	Bibliometric analysis using VOSViewer with Publish or Perish of metacognition in teaching english writing to high school learners	Damkam and Chano (2024)
15.	Evaluation of assessment projects in English language education: A bibliometric review	Oya (2024)
16.	Bibliometric analysis using VOSviewer with Publish or Perish of identifying local legends through project-based learning for critical thinking skills in English	Lestari (2024)

Furthermore, cross-cultural technology and hybrid multimedia communication occur when individuals from diverse cultural backgrounds engage in interpersonal interactions or meetings. International learners are confronted with a set of significant challenges that necessitate resolution. These variations might arise from cultural norms, lifestyles, beliefs, attire, cuisine, language, and social systems. To achieve success in their study abroad endeavors, people must acknowledge and accept these factors. International learners can effectively address the challenges of studying abroad by demonstrating openness to differences and successfully adapting to new cultures. Moreover, to achieve academic achievement, learners must possess effective communication skills, foster meaningful interactions, and have a comprehensive awareness of their new residence. Certainly, this task cannot be completed instantaneously; rather, it necessitates a considerable amount of time and a series of sequential steps. According to [Poyrazli and Grahame \(2007\)](#), the individual undertaking a temporary residence must integrate the shared obstacles encountered by learners in general, along with the challenges posed by cultural divergence and physical distance. As a result, international learners may encounter some difficulties. They are required to acclimate themselves to the cultural norms and practices of their new residence. Cross-cultural multimedia communication can provide challenges that may be daunting.

In addition to acquiring linguistic proficiency, language learners also gain knowledge about the cultural and geographical contexts in which the target language is employed. It is in line with [Ter-minasova \(2008\)](#) suggests language is closely intertwined with culture. It is imperative and necessary for learners to comprehend this concept. Therefore, it is advantageous for us to ascertain and mitigate the impacts of situational disparities. Indonesia has a remarkable degree of cultural diversity, boasting a population comprising over 300 distinct ethnic groups and languages. International EFL learners enrolled in Indonesian public universities frequently engage in interactions with people hailing from many cultural backgrounds. The existence of multiple cultures poses distinct obstacles and opportunities in the cultivation of cross-cultural communication proficiency. Nonetheless, there exists a scarcity of research that explicitly delves into how Indonesian EFL learners navigate these aforementioned hurdles and cultivate their cross-cultural communication proficiency within this particular setting.

Culture is a social construct that emerges from the collective efforts of a community and is characterized by a shared set of norms and values. According to [Kansteiner \(2002\)](#), culture can be defined as a collection of regulations and standards that are collectively embraced by individuals within a certain community or social group. Culture encompasses the comprehensive range of unique ideas, beliefs, values, and knowledge that characterize a given culture. This demonstrates the various manners in which individuals perceive and make sense of their surroundings. Based on Alvesson's explanation, the environment has the capacity to reflect and embody cultural elements, facilitating the sharing of narratives, information, and values among them. The establishment of a culture arises through the continuous engagement and interaction between individuals without relinquishing their connection. Language is employed in social interactions, serving as an integral component of a given culture. There exists a correlation between cultural norms and language patterns.

Everybody, regardless of their geographical location, possesses a distinct cultural identity. The global population is characterized by its diversity, as humans are dispersed across many regions to populate the entire universe. The most rudimentary level, the elements of consideration encompass food, clothing, music, and housing. And also beliefs, values, perceptions, and attitudes reside at a more profound level. Within a collective, they will generate diverse cultural systems, resulting in distinct variations between each culture. The

aforementioned civilizations encompass those mentioned earlier, with the distinction lying in the varying interpretations between their respective cultural norms and those of other cultures.

Communication through technology and hybrid multimedia is the process of exchanging information, transmitting messages, and transferring data between two or more people. Effective communication plays a vital role in our everyday existence as communication enables us to engage, exchange information, articulate emotions, and establish connections through multimedia with people. Lack of proficient communication hinders the establishment of social bonds and impedes cooperation. Communication in technology and hybrid multimedia has several elements, including the sender (the individual transmitting the message), the message (the information being conveyed), the channel (the medium utilized), the receiver (the individual receiving the message), and the context (the circumstances in which communication takes place). According to [Angraeni \(2022\)](#), the term "communio" refers to the act of communication, which involves sharing, exchanging, conversing, conveying, establishing relationships, exchanging ideas, and forming friendships. Essentially, communication is how we establish connections and engage with people. Effective communication fosters stronger relationships and promotes mutual understanding.

In addition, the technology and hybrid multimedia communication process encompasses the utilization of channels or media for the transmission of messages. This is in line with [Barrett \(2006\)](#) suggests successful communication relies on strong interpersonal communication skills, which are developed through successful communication building. Carnegie claims effective communication necessitates proficient listening abilities. He emphasized the importance of paying full attention to the other person, respecting others' opinions, and maintaining an open attitude in communication. [Billikopf \(2012\)](#) points out successful communication involves four key components: observation without judgment, describing feelings, identifying needs, and making requests. The M channel may encompass several modes of communication, including in-person interaction; telephone conversations, postal mail, electronic mail, or social media platforms. Every channel possesses distinct attributes and benefits ([Sudatha et al., 2024](#)). Furthermore, communication occurs in diverse contexts, including personal, social, business, and educational contexts. These contexts influence how communication is carried out and the comprehension of messages. Each context has certain rules and norms that impact the conduct of communication. For instance, inside a commercial setting, communication typically adheres to a more official and organized approach, whereas in a personal setting, communication tends to be more relaxed. Therefore, we must comprehend the context of communications to effectively adjust and ensure the receiver's understanding of the message.

Cross-cultural communication in English competency refers to the act of exchanging information and ideas between individuals who come from diverse cultural backgrounds, utilizing English as the medium of communication. In this framework, numerous theories and concepts can elucidate the phenomenon of cross-cultural communication in English proficiency. One of these theories is Geert Hofstede's theory of cultural dimensions in 2003. This theory delineates five cultural dimensions that exert an impact on communication behavior, specifically hierarchical clarity, individualism-collectivism, masculinity-femininity, power distance, and resistance to uncertainty. Cultures characterized by a high degree of hierarchical clarity typically exhibit communication that is more formal and hierarchical conversely, cultures with low hierarchical clarity tend to have more egalitarian communication. Societies characterized by a high degree of hierarchical clarity exhibit well-structured social systems and clearly defined hierarchies of power and status. Within the

realm of communication, this is seen through the adoption of a more formal and hierarchical approach to communication. Within these societies, they typically place high importance on authority and hold a strong regard for inequalities in status. There are stringent protocols for connecting with those of greater status. During formal interactions, people often employ more courteous language and adhere to specific speaking protocols. In contrast, civilizations characterized by low hierarchical clarity exhibit a more egalitarian social structure, wherein distinctions in position and power are less highlighted. This is seen in communication through a more equal and less formal manner of communication. Individuals in these societies typically exhibit greater ease in interacting with individuals who possess a comparable or somewhat dissimilar social standing.

Furthermore, the notion of high-context and low-context communication. High-context communication is a communication style that relies on more than just the words used. It also takes into account the social context, culture, and shared understanding. In contrast, low-context communication is a style of communication that places greater emphasis on using precise and unambiguous language to express messages. Effective cross-cultural communication in English competency also entails comprehending social conventions, and cultural principles, as well as disparities in nonverbal communication such as body language, facial expressions, and gestures. Competency in adapting to diverse cultures and comprehending variations in nonverbal communication is crucial for establishing effective cross-cultural communication. Meaning delivered in communication is influenced by both the uttered words and the common understanding and cultural background of the participants. Communication encompasses the various social roles individuals assume throughout social encounters. The imparted message is contingent not only solely upon verbal communication but also on an individual's manner of self-presentation within a specific social milieu. Nevertheless, it is crucial to bear in mind that proficiency in English for cross-cultural communication encompasses more than just language and culture; it also entails understanding and valuing equality, ethics, and diversity.

## 2. METHODS

This research used a mixed-method research design. Mughtar et al. (2023) define that this type of research begins with assumptions, a worldview, the possible use of a theoretical lens, and research problems that ask about the meaning that individuals or groups attach to a social or human problem. In the context of research on the role of technology and hybrid multimedia for Language Learning cross-cultural communication in English language learners at higher education, qualitative research methods can provide rich insights into learners' experiences of cross-cultural communication in the context of English language learning. In addition to that, this research uses a case study approach focusing on a group of EFL learners in higher education. The study utilized in-depth interviews, participant observation, and document analysis to investigate the significance of cross-cultural communication skills in the process of learning the English language.

The data is gathered via comprehensive interviews with learners to investigate their encounters and perspectives concerning cross-cultural communication. Participatory observations are undertaken to directly comprehend the communication interactions occurring. The acquired data is examined either thematically or categorically. The interviews and observations are examined to identify and analyze the recurring themes and to get insight into the significance of cross-cultural communication ability in English language learners.

Through the utilization of this qualitative research methodology, the study can produce a more profound comprehension of the experiences of EFL learners when engaging in cross-

cultural communication, as well as the significance of cross-cultural communication competency in the process of learning the English language. This can offer significant perspectives for enhancing English learning practices in cross-cultural settings. Through the utilization of this qualitative research methodology, the study can produce a more profound comprehension of the experiences of EFL learners when engaging in cross-cultural communication, as well as the significance of cross-cultural communication competency in the process of learning the English language. This can offer significant perspectives for enhancing English learning practices in cross-cultural settings.

### 3. RESULTS AND DISCUSSION

In this study, we explored the role of cross-cultural communication competence in EFL in higher education. Through the case study conducted, we sought to explore how cross-cultural communication skills affected their learning experience and their English proficiency in the higher education context. Apart from that, the findings of this study uncovered three concepts namely the influence of cross-cultural communication competence on English proficiency, the relationship between cross-cultural communication competence and social adaptation, and the implications of cross-cultural communication competence in English language teaching. This study involved 30 research participants from three different countries, namely the Netherlands, Kyrgyzstan, and Indonesia. It aims to explore the role of cross-cultural communication competence in EFL learners in higher education.

This research provides a deeper understanding of the importance of cross-cultural communication competence in English language teaching and learning while the research data can be assumed as follows:

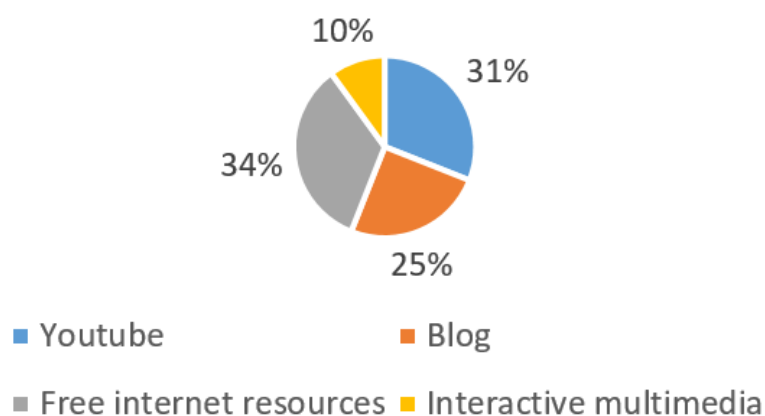
#### 3.1. Technology and Hybrid Multimedia on English proficiency and cross-cultural communication

This research explains technology and hybrid multimedia for English learners who have good cross-cultural communication tend to have higher English proficiency. The statistical data show in **Figure 1**.

They can apply their knowledge of other cultures in communication in English, thus improving their comprehension and fluency. The quantitative data above is also supported by qualitative research data described in **Table 3**.

Data 1 in **Table 3** elucidates that in the context of cross-cultural communication, distinct social norms, values, and language exist inside each culture. This can significantly influence an individual's proficiency in English communication, particularly when engaging with individuals from diverse cultural backgrounds. For instance, in specific cultural contexts, the demonstration of reverence and politeness holds significant value in interpersonal interactions. It can be observed through the utilization of formal language and the employment of more intricate sentence constructions. Conversely, in certain cultural contexts, a less formal and more casual mode of communication prevails, characterized by the utilization of uncomplicated and straightforward language.

These disparities might result in communication challenges and misconceptions among peoples' diverse cultural origins. Cultural disparities in English communication can lead to message misinterpretation, misinterpretation, or even conflict. Learner 14 seeks to comprehend cultural disparities and ascertain efficient communication tactics to surmount cross-cultural communication obstacles, thereby acquiring knowledge on how cultural norms impact vocabulary selection, intonation, gestures, and overall communication approach.



**Figure 1.** Technology and multimedia use for English learning.

**Table 3.** Data from learner.

Data number	Learner number	Comments
Data 1	Learner 14	"I have experienced situations where cultural differences have affected my ability to speak English. When I interact with friends from different cultural backgrounds, I realize that there are differences in how we express ourselves and communicate. This requires me to better understand their cultural norms and adapt my communication to be more effective".
Data 2	Learner 20	"I believe that cross-cultural communication competence can improve English proficiency because it helps one become more flexible in communicating with different types of people. It is not only about grammar and vocabulary but also about understanding the culture and social context behind the language."
Data 3	Learner 5	"I see a very close relationship [high influential] between the two. When my friends have good cross-cultural communication competence, it helps them to adapt more easily to different cultural environments. It is especially helpful in understanding cultural norms, ways of communicating, and habits of people in different societies".
Data 4	Learner 1	"I try to take the initiative in learning more about cross-cultural communication competence and sharing that knowledge with fellow learners and lecturers. I also try to participate in projects or activities that encourage cross-cultural interaction and communication in English outside the classroom".

Data 2 in **Table 3** illustrates that possessing cross-cultural communication can greatly enhance one's English ability in terms of grammar and vocabulary, as well as comprehension of the cultural and social nuances underlying the language. In the research of Cross-Cultural Communication from a linguistic perspective, it is crucial to recognize that language serves not only as a medium of communication but also as a reflection of the cultural and social values held by its users. Hence, comprehending the cultural and social milieu that underlies the language is crucial for enhancing one's English competence.

Furthermore, this study discussed the significance of cross-cultural communication ability in enhancing English proficiency. Proficient cross-cultural communicators demonstrate enhanced abilities to manage cultural disparities and effectively engage in English communication with peers from diverse cultural backgrounds. They exhibit a more profound



comprehension of cultural conventions and possess the ability to tailor their language usage. It is in line with [Smith \(2018\)](#) suggests effective cross-cultural communication skills enable learners to navigate cultural differences and communicate effectively in English with learners from diverse cultural backgrounds. Cross-cultural communication abilities enable pupils to comprehend and navigate cultural disparities. Learners learn about diverse beliefs, cultures, and lifestyles in other societies. By possessing this comprehension, they can circumvent misinterpretations and disputes that may emerge due to cultural disparities. Moreover, this proficiency entails the capacity to adjust one's communication approaches to suit the cultural norms of diverse societies. For instance, learners acquire the ability to employ suitable language, comprehend societal conventions, and demonstrate deference towards the traditions of others. Through these modifications, they can effectively interact and develop harmonious relationships with acquaintances from many cultural backgrounds. Ability to adapt communication approaches and appreciate cultural differences is the key to building harmonious relationships in the era of globalization. Understanding and applying the appropriateness of communication approaches and respecting cultural differences is the foundation for building harmonious relationships. This creates an atmosphere of mutual understanding and positive cooperation among individuals and groups from diverse cultural backgrounds. In the context of globalization, these harmonious relationships are essential for maintaining peace and collaboration at the global level. Navigating cultural differences in communication requires the ability to develop empathy for others and appreciate their perspectives. When university learners engage in cross-cultural communication, it is crucial to possess the ability to adopt the viewpoint of others, empathize with their emotions, and comprehend the underlying reasons behind their thoughts and actions. By cultivating empathy, learners can foster more robust and constructive relationships with persons hailing from diverse cultural backgrounds.

Moreover, readers must recognize that language serves not only as a medium of communication but also as a reflection of its speakers' cultural and social values. By comprehending the cultural and social context, learners can enhance their knowledge and proficiency in English communication. For instance, learners acquire knowledge about terms and idioms in English that pertain to a specific culture. Additionally, they can understand the subtle distinctions in etiquette and communication conventions that vary among different cultures. These factors enhance their ability to speak with greater fluency and heightened awareness of cultural nuances. Cross-cultural communication can provide a deeper understanding of language, including grammar and vocabulary, and enable individuals to understand and use language more appropriately and effectively. When learners delve into the field of cross-cultural communication, they explore the mechanics of communication within different cultural settings. This encompasses elements of language, such as grammar, sentence structure, phonetics, and vocabulary, as employed by diverse cultural groups. Consequently, they acquire a more profound comprehension of how language is utilized across various cultures. Skills in cross-cultural communication can help people understand the cultural and social nuances underlying language. Thus, they can use English more sensitively and avoid mistakes and errors that may occur due to ignorance of the cultural context. The study of cross-cultural communication entails a comprehensive comprehension of diverse cultures, encompassing the social norms, values, beliefs, and cultural practices that form the foundation of language utilization. Learners get knowledge of cultural disparities that impact communication patterns among them. This encompasses a comprehension of facial expressions, gestures, intonation, and body language that vary among different cultures. Cross-cultural communication can enrich an individual's understanding of the English

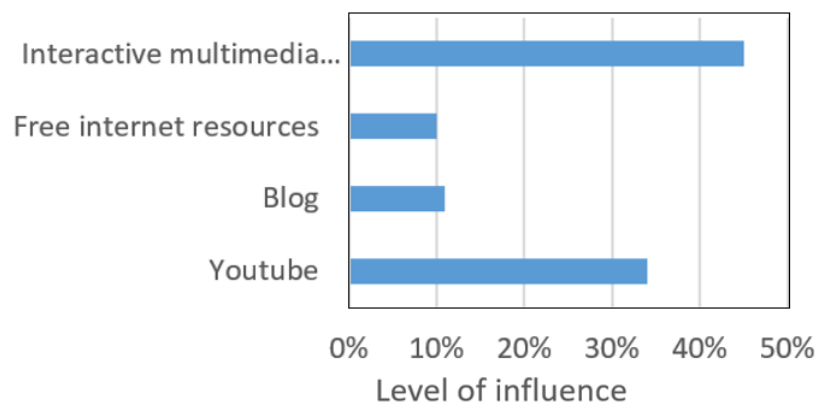
language, including grammar and vocabulary, as well as provide deeper insight into the cultural and social nuances associated with the language.

To enhance English language skills through the development of cross-cultural communication abilities, it is advisable to integrate cross-cultural communication training into language learning programs. This can encompass activities that foster cultural sensitivity, enhance recognition of cultural disparities, and promote engagement with individuals from diverse cultural backgrounds (Samad et al., 2022).

Moreover, it is crucial to cultivate a nurturing educational setting that promotes cultural interchange and affords chances to engage in and employ cross-cultural communication abilities. Effective cross-cultural communication can be fostered by participating in language exchange programs, attending multicultural events, and engaging in joint initiatives.

### 3.2. The Influence of Technology and Hybrid Multimedia on Cross-Cultural Communication and Social Adaptation

This research section elucidates the favorable relationship between cross-cultural communication skills and social adaptation. The quantitative data is shown in **Figure 2**.



**Figure 2.** Level of Influence in Technology and Multimedia Use.

The influence of technology and multimedia shows that interactive multimedia technology has the highest influence followed by YouTube, blogs, and free internet resources respectively. The data can be explicated as follows:

Data 3 in **Table 3** demonstrates that strong cross-cultural communication skills can enhance individuals' ability to adjust socially in many cultural environments. This can be attributed to multiple things. Firstly, individuals' capacity to comprehend and value cultural disparities norms, and secondly, social principles enable them to engage more effectively with individuals from many cultures.

The relationship between cross-cultural technology and hybrid multimedia communication with social adaptation is based on overcoming communication barriers that may arise due to differences in language, cultural norms, and customs. The ability to communicate fluently and effectively is required for EFL learners to understand and be respected by fellow learners, thus facilitating better social adaptation (Mohamed & Halim, 2023; Yuliani et al., 2022). This is in line with Garcia (2019), who states that EFL learners who have an excellent capacity to understand and appreciate the norms of cultural gaps tend to be more open to new experiences, more able to communicate with people from different cultures, and more adaptable in a multicultural environment. EFL learners with a deep awareness of culture gap norms tend to be more receptive to new experiences. They have developed an understanding

of diverse cultures, values, beliefs, and customs. This makes people more inclined to investigate and participate in new experiences, such as learner exchanges, working abroad, or participating in multicultural events. EFL learners' capacity to understand and appreciate the norms of cultural gaps is an important factor in creating harmonious and mutually beneficial relationships between individuals from different cultures (Chen & Wang, 2020; Rusli *et al.*, 2024).

In an academic context, these social principles encompass several concepts and practices that might augment learners' capacity to engage with individuals from diverse cultural backgrounds. Cultural sensitivity entails comprehending and valuing cultural distinctions. EFL learners must be aware of the norms, values, and traditions that may vary between their culture and others. By cultivating cultural sensitivity, they can avoid prejudice, stereotyping, and biased judgments toward learners from different cultural backgrounds. This statement is supported by Gonzalez and Lee (2019) suggest cultural sensitivity, empathy, effective communication, flexibility, adaptability, cooperation, and collaboration are important social principles in creating harmonious and mutually beneficial relationships between individuals from different cultures. These principles assist learners in developing an appreciation for cultural disparities, fostering enhanced comprehension, and engaging in effective interactions within a multicultural setting. Li and Chen (2018) claim social principles such as cultural sensitivity, empathy, and effective communication are the key to creating positive and harmonious relationships between individuals from different cultures. EFL learners need to develop these skills to interact well, build strong connections, and establish successful partnerships in an increasingly interconnected global context (Santiana *et al.*, 2024; Pei & Pamintuan, 2024).

### **3.2. The Influence of Technology and Hybrid Multimedia on Cross-Cultural Communication and Social Adaptation**

In this context, cross-cultural technology and hybrid multimedia communication refers to the ability of English language learners to communicate effectively and sensitively with other learners from different cultures through Technology. The data can be explained as follows:

Data 4 in **Table 3** from these learner interviews can provide a unique insight into how learners interpret and experience the implications of cross-cultural communication in English language teaching. It can help identify potential changes and developments in English language education in educational settings.

The implications of cross-cultural communication competence in English language teaching are crucial in an increasingly connected global context. Proficiency in cross-cultural communication can enhance the English language learning experience by enabling EFL learners to gain a profound comprehension of many languages and cultures while also enhancing their capacity to interact with people from diverse cultural contexts effectively (Muslimah, 2022).

Furthermore, EFL learners acquire cross-cultural communication abilities, including comprehension of cultural context, adeptness in language usage, and the capacity to decipher communications within diverse cultural frameworks. They acquire the skills to effectively connect with native English speakers from Dutch learners and others from many cultural backgrounds, fostering harmonious relationships. EFL learners need to develop a deep understanding of the culture associated with English. Thus, they can avoid communication errors caused by cultural differences. And than other suggests cross-cultural communication competence is essential in teaching English to EFL learners. Learners need to learn about the social norms, values, and communication practices in native English-speaking cultures to

communicate effectively. Teaching English to EFL learners should involve developing cross-cultural communication skills. Learners need to learn to understand the cultural context, use appropriate language, and adapt to cultural differences in communication (Asrianti & Reskyani, 2022; Abduh et al., 2023). During this educational process, English as a Foreign Language (EFL) learners can understand and personally encounter the consequences of being skilled in cross-cultural communication in the context of teaching the English language. They developed a heightened awareness of the significance of comprehending culture in communication, valuing distinctions, and enhancing cross-cultural communication proficiency.

Given the positive impact of cross-cultural communication competence on language learning, future research should explore the development of comprehensive language assessment frameworks that incorporate cultural dimensions (Suparto et al., 2023; Tong, 2024; Ramdani et al., 2024). This would involve evaluating learners' ability to navigate cultural differences and use language appropriately in various cultural contexts (Meldawati & Hamid, 2023). Additionally, research could investigate the effectiveness of different technological tools and multimedia resources in enhancing cross-cultural communication skills (Ibrahim et al., 2023; Zainal et al., 2022). Research should explore innovative methods and approaches in language education that effectively integrate cross-cultural communication skills (Yunisah et al., 2023; Suhardi et al., 2023; Mahmud et al., 2024). Studies could examine the effectiveness of immersive language programs, which combine language learning with cultural experiences, to enhance both linguistic and cultural competencies (Husnia & Abduh, 2023; Alek & Nguyen, 2023). Additionally, investigating the role of technology-enhanced learning environments, such as virtual reality and augmented reality, could provide insights into how these tools can facilitate immersive language education (Farida et al., 2023; Barbe et al., 2023; Cardoso et al., 2023).

Another important area for future research is the examination of multiculturalism in language education. Studies should explore how multicultural learning environments influence language acquisition and communication skills (Zainal et al., 2022; Muslimah, 2022; Handayani et al., 2022). This includes investigating the experiences of international learners and identifying best practices for fostering inclusive and culturally sensitive language education (Akbar et al., 2022).

#### 4. CONCLUSION

Cross-cultural communication through hybrid multimedia has a positive influence on English language proficiency in technology. Learners who have an understanding and ability in cross-cultural communication can better develop their English proficiency through technology and hybrid multimedia, improve communication effectiveness, and build better relationships with native English speakers.

Moreover, proficiency in cross-cultural communication is crucial for successfully adapting to different social environments. It facilitates people in comprehending and valuing cultural disparities, communicating professionally, developing heightened awareness of cultural distinctions, and establishing an extensive social network. All of these factors contribute to enhanced social adaptability in a community characterized by cultural diversity.

Finally, cross-cultural communication competence through technology and hybrid multimedia is crucial in English language teaching, as it allows EFL learners to gain a deep understanding of various languages and cultures, enhancing their ability to interact with people from diverse cultural contexts effectively. EFL learners acquire cross-cultural communication abilities, including understanding cultural context, adequate language usage,

and deciphering communications within diverse cultural frameworks. This helps them connect with native English speakers from Dutch learners and others from various cultural backgrounds, fostering harmonious relationships.

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## 6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

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