

## Stimulating Intercultural Communication Skills in Media Communication Study Programs: Approaches and Capabilities

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*The study aims to improve intercultural communication competencies in a Media Communications Study. Programs that can help students learn not only fundamental Western manners but also social and cultural abilities that will allow them to understand cultural differences. This study uses secondary research methods to analyze the study's findings. By analyzing the results, the researcher has stated that Intercultural communication stems primarily from interpersonal orientation and relies on participants' joint cooperation of social reality. Because of the necessity and reality of current globalization's impersonal characteristics, these aspects of contact between individuals all over the world cannot be ignored, regardless of the issues they face. It can be improved by cross-cultural training which is vital for eliminating cultural obstacles, increasing knowledge of cultural norms, improving self-awareness, and improving communiqué services. This communication style provides the aptitude to adapt one's skill set to the needs of intercultural collaboration, which global organizations value. Students are taught language, communication, and intercultural skills so that they can correctly connect knowledge and communicate successfully in a variety of cross-cultural settings. Relationships with groups where the foreign language is spoken require an understanding of their cultural values, worldviews, and attitudes. As a result, future studies might discuss the significance of media studies from a cultural standpoint in contrast to other countries.*

## 1. Introduction

The value of developing and maintaining efficient interpersonal skills in human growth cannot be overstated. Effective communication pulls the community closer and keeps it alive. Cross-cultural communication challenges are typically caused by confusion caused by misuse, miscommunication, misunderstanding, and misunderstanding of communications from various viewpoints owing to cultural variations between message senders and recipients (Ruggiano & Perry, 2019). Cultural differences cause miscommunication, which hinders the effective encryption, transmission, reception, and decoding of information. It is also difficult to give effective feedback. No city is completely isolated from the rest of the world, thanks to the rapid expansion of communication technologies.

Current realities, such as increased career opportunities and globalization, force some people to move far from their hometowns and even their countries of origin to places with different cultures. National borders are becoming less important due to globalization. Intercultural communication is largely motivated by personal focus and focuses on the reciprocal negotiating of social reality among participants. Because of the importance and reality of the interpersonal components of modern globalization, these features of contact among individuals throughout the world cannot be overlooked, regardless of the issues they face (Avgousti, 2018). Today, cross-cultural communication is driven by popular culture and political orientation. It focuses on the exchange of information across nations and other big groups. Students must learn and understand a variety of Western etiquette to develop cross-cultural communication skills. Intercultural communication cannot be managed without incorporating some rules of conduct.

Manners are different depending on the culture. The contrast of cultural shows can cause problems in communication between people of different cultural backgrounds. Such differences can lead to misunderstandings, faulty interactions, and even unpleasant physical reactions. Behavior is closely related to the profound construction of culture that determines how individuals respond to opportunities and individuals (Lieberman & Gamst, 2015).

The fact that individuals with specific cultural values view the universe so much explains why individuals behave the way they do (Lieberman & Gamst, 2015). Students can learn about Western chapel culture through television and movies, learn the realities of their native language behavior, and get a clear picture of what Westerners look like in their culture. From media observations to tours, phone calls, shopping, headline requests, and other everyday situations and behaviors, they attract. What they learned from the book can be judged by the performance of native speakers (Godwin-Jones, 2019).

While participating in a fascinating performance, language learners should be aware of the details of everyday situations case as hellos, goodbyes, praises, apologies, demands, and more. Through the media, students can solve issues such as polite behavior and manners to practice intercultural communication (Fantini, 2020). Video can help increase international communication by emphasizing fundamental principles and communication styles. After seeing the clip, pupils

may write down their observations, augment their results, and chat to individuals who have seen the identical film, to one day they can utilize the information they have learned as a means for genuine intercultural conversation (Bouchard, 2017).

The study creates an understanding for pupils to accept the instruction of Western etiquette to improve their knowledge of Western etiquette. Simultaneously, the study's goal is to develop intercultural communication competencies in a Media Communications Study. Programs that can assist students to learn not just basic Western etiquette, but also build students' social and cultural abilities so that they comprehend the contrasts across cultures.

### **1.1 Objectives of the Study**

- To analyze how can intercultural communication skills be improved
- To know the concept of intercultural communication
- To know the concept of cultural communication
- To analyze the role of media communication from a cultural perspective
- To understand the perspective of intercultural communication competencies in a Media Communications Study Programs

### **1.2 Research Questions**

***RQ1: How can intercultural communication skills be improved?***

***RQ2: What are the abilities and competencies required for effective intercultural communication?***

***RQ3: What is the role of intercultural communication competencies in Media Communications Study Programs?***

## **2. Literature Review**

Intercultural competency, which is based on particular views, intercultural knowledge, talents, and reflection, is the ability to connect successfully and appropriately in cross-cultural settings. According to Men and Yue's (2019) concept of appropriateness, "actions of communicators suit the demands and requirements of the context". When faced with the problems of measuring intercultural competence, the incorporation of the criteria effectiveness into the concept of intercultural competence becomes understandable. The ICC is a structure made up of numerous components.

The capacity to handle uncertainty, drive, and an awareness of others as well as oneself are all significant considerations. A foundation for building additional competence-relevant attitudes and skills may be laid if an individual has a healthy curiosity that drives them to participate in cross-cultural relationships in order to discover more about themselves and others. Because of this intrinsic desire, learning regarding cross-cultural interaction is voluntary, joyful, and continuous (Men & Yue, 2019). Several previous studies in the fields of media and communication education have emphasized the need and relevance of intercultural communication skills for media

professionals. Slovenian researchers do not address these difficulties, and IC topics are generally taught in non-obligatory courses that employ traditional teaching and learning methods (Idris & Widyantoro, 2019).

ICC may also be developed by afterwards reflecting on the communication contact to see what can be learnt. The ability to integrate newly acquired knowledge into communication frameworks is thus necessary, and this calls for cognitive flexibility (Fröhlich et al., 2019).

Cognitive flexibility is the capacity to continuously add to and alter previously acquired knowledge to build new categories as opposed to attempting to fit newly acquired knowledge into preexisting ones. Cognitive flexibility can assist us in avoiding prejudging an encounter or making snap judgments, as well as preventing the information from getting stale and the development of stereotypes (Baierl et al., 2022). Two concepts, appropriateness and efficacy, are frequently used in definitions to enhance intercultural competency from an instrumental-rational perspective. The method, which views intercultural competence from a normative-metaphysical viewpoint, can be considered as a support for human or personal growth, in contrast to the instrumental rational perspective.

The findings of several studies have demonstrated the effectiveness of specifically focused educational activities, although building ICC in today's globally oriented environment is undoubtedly a never-ending life-long process (Huda & Teh, 2018). The ability to adjust one's skill set to the demands of multicultural collaboration that global corporations appreciate is provided by this style of communication. Training in intercultural communication also improves negotiation skills, which raises the marketability of individuals in the global labor market. When it comes to negotiation, each culture is composed of standards. People who work with several cultures daily may benefit from using a cross-cultural framework, according to some experts (Gabler et al., 2019).

Intercultural competencies are a complex of skills required to deal with individuals from other cultures appropriately and successfully. Understanding and perhaps coping with unique cultural features can be accomplished by developing intercultural competence. There is a greater need than ever for intercultural understanding as the globe becomes smaller (a "global village") and there is a significant increase in international contact and collaboration. The lack of human capacity required to promote the use of ICT in collaborative initiatives between developed and developing nations may be partially filled by intercultural competencies (Costan et al., 2021).

Also asserted is the idea that intercultural communication is only a particular instance of interpersonal communication and not a distinct area of research and application. It follows that accumulating as much information about as many different cultures in anticipation of meeting people from those cultures is not the goal of intercultural communication (Gabler et al., 2019).

Socially and culturally, globalization has altered how people view communities, redefined what it means to be a member of civic society, and necessitated new methods of cross-cultural communication. Nearly every area of human civilization has undergone alteration as a result of

this confluence between new media and globalization (Gabler et al., 2019). To assess cultural variety, media professionals must grow their intercultural expertise and be socially non-judgmental, free from stigmatizing attitudes and prejudice, and socially non-judgmental. Because there are no media boundaries from the standpoint of intercultural globalism, it is a daily requirement (Men & Yue, 2019). The fact that media content for minorities is frequently their only source of knowledge and instruction in the context of their culture should also not be overlooked, and the importance of promoting the notions of tolerance, communion, and human universality in other media content is growing as it serves the mass media's social inclusion function (Eberl et al., 2018).

Media workers must develop their intercultural competence, be socially accepting, free from stigmatizing attitudes and prejudice, and socially accepting to evaluate cultural diversity. It is a daily necessity since there are no media barriers from the perspective of intercultural globalism. The use of media by participants in intercultural communication exercises is growing in importance (Zerfass et al., 2018). Another component of ICC is the development of our enabling talents.

ICC places a premium on a variety of abilities, including the capacity to empathize, gather cultural knowledge, listen, settle the conflict, and control fear. Intercultural competence cannot be increased solely through contact; more intentional steps must be taken to maximize those encounters. While research has recently shown that cross-cultural interaction does reduce prejudice, this is insufficient to develop intercultural competence (Lee & Song, 2019). Prejudice reduction is aided by the capacity to empathize and control fear, and research has shown that these two abilities have a greater overall influence on intercultural interaction than learning about different cultures (Delante, 2020).

One can process the benefits and difficulties of developing ICC with the aid of reflective practices. Intersectional reflexivity is a more advanced reflection technique. When people realize their intersecting identities both privileged and underprivileged and how they affect us, people are implicated in societal hierarchies and inequities. This introspective process is known as intersectional reflexivity (Men & Yue, 2019).

From language considerations to social and cultural norms, intercultural competency encompasses a broad range of topics. Finding appropriate product names that do not offend their target customers can be difficult for multinational corporations due to linguistic variances. As an illustration, Coca-Cola once looked for a phonetic counterpart of their brand for the Chinese market and came up with KeKou-KeLa. They overlooked the fact that the Chinese translation of this charmingly sounding moniker is “bite the wax tadpole” (Schleiermacher & Bernofsky, 2021). So keep this in mind if you or a member of your team intends to offer a lecture abroad.

Australia and the UK are examples of Western cultures that are more future-oriented and place greater emphasis on the prospective advantages of proposed goods and marketing strategies. Reps from nations like China or India, on the other hand, will prefer to highlight prior successes

to create credibility (Delante, 2020). Relationships and commercial transactions may be made or broken by this information. Both verbal and nonverbal communication might be challenging to understand (Nölleke et al., 2022). An affirmative gesture that conveys agreement is the thumbs-up, which is used in many nations. However, in certain cultures, like those of Japan, Indonesia, and Latin America, it is regarded as insulting. The popular but mistaken belief that one cultural group is superior to other cultural groups is known as ethnocentrism, and it is one of the biggest obstacles to cross-cultural dialogue. By making a conscious effort to be accepting of various cultures, this may be remedied (Men & Yue, 2019).

The literature review is to establish a familiarity with the proper understanding of the particular field with the previous studies. Therefore, conducting a literature review for the study, enables researcher to understand that what the results has been identified by the previous studies. Transformative learning occurs when people attain their highest levels of learning. It occurs when individuals are presented with scenarios that put their ability to apply their knowledge to real-world challenges to the test. These events commonly cause significant cognitive dissonance, which may make people hesitant to engage in such exchanges in the future. Finding a group of people who share your aims for establishing ICC and are motivated to do so is one suggestion for overcoming these challenges when growing ICC.

## **2.1 Theoretical Framework**

Communication Competence Theory provides theoretical support for this study. According to Spitzberg and Cupach's (1984) effective communication is a multidimensional term that includes knowledge, skills, and motives. It acts as a fundamental framework for comprehending how people can successfully negotiate the difficulties of cross-cultural communication (Spitzberg & Cupach, 1984). The approach places a strong emphasis on the value of knowledge, which includes being aware of cultural variances, norms, values, and communication patterns. Effective intercultural communication is based on this understanding (Spitzberg & Cupach, 1984).

Competency in communication also involves applying information in real-world situations. This involves the capacity to modify communication techniques, pay attention when others are speaking, and effectively communicate across cultural boundaries (Spitzberg & Cupach, 1984).

## **3. Methodology**

For methodology, the researcher used a cross-sectional study, and the Secondary research method also called desk research, is a research method that uses previously collected data. Summaries and editing existing data to improve overall research efficiency were used for data collection, Secondary research is research material published in a research report or other equivalent material. These materials are available from public libraries, the Internet, and data from previously completed surveys (Ruggiano & Perry, 2019). So the relevant data from each government non-government and semi-government organization was collected in the This form of data is very easy to notice and capture. It encompasses language, words, and phrases that the

researcher believes can be described. It has not one number and is not quantitative by nature (Gibbs, 2018). To prevent offending any individual or group, any study must adhere to a few principles and beliefs. The following ethical standards were used in this study.

- Peer-reviewed papers: To get high-quality data, our study used peer-reviewed literature. Peer-reviewed publications include journals and material that other scholars have utilized and examined. As a consequence, any inaccuracies or missing data are removed, enhancing data collection.
- Non-manipulation data: the information used in this study was not intentionally modified or changed to meet the demands of the aim. The data was utilized precisely as identified, with no modifications.
- Crediting the work: the research cited each writer whose work served as inspiration or knowledge progress. There is no area where the researcher collected data without properly acknowledging the relevant person or source.

#### **4. Findings**

Intercultural competency is built on effective communication with people from different cultural backgrounds. Employers value them because they are necessary for effective team and client relationships. (Barrett, 2018). The following five stages can help you become more culturally adept.

#### **4.1 Improvement Related to Intercultural Communication Skills**

##### **4.1.1 Have an Open Mind**

It is impossible to understand other people's points of view if one does not allow oneself to be open to new ideas. Recognize that people have different methods of doing things, whatever their beliefs or customs may be. People seek feedback so they can think about it and figure out how they can do better (Sharot & Sunstein, 2020). In the meanwhile, it's important to remember that being open-minded is essential because it enables individuals to be welcoming and receptive to diverse viewpoints. Recall that you must be willing to receive criticism and act on it for it to be effective.

##### **4.1.2 Develop Self-Awareness**

The individuals you'll be working with shouldn't be your only consideration while honing your intercultural communication abilities. Analyze your perspective, your cultural background, and any potential prejudice you may have. Everyone should think about their own ethnocentrism. Your upbringing and socialization shape the prism through which you see the world (Tyler et al., 2022). Even while we make a deliberate effort to avoid overt preconceptions and bias, "we may still be working from a certain belief system which implicitly excludes diverse viewpoints."

##### **4.1.3 Abandon Your Presumptions**

To confront your presumptions about a whole group of people is one of the first stages in establishing cultural understanding. You may be completely reliant on dubious sources for your

understanding of another nation. Always keep in mind that people are unique beings (Grover et al., 2020). Do not immediately assume that two coworkers will have the same opinions, behaviour, or working style just because they come from similar backgrounds and adhere to the same social norms.

#### **4.1.4 Make Cultural Distinctions Visual**

Culture is abstract. The different aspects of communication may fortunately be seen in training films. Iceberg modelling is an effective illustration of this. All observable occurrences are represented by the visible portion of the iceberg, which also stands for a culture's explicit perception (Jeyarajasekar & Sivakumar, 2020). Under the water's surface of the iceberg, or tacit knowledge, are a population's values, culture, conventions, and fundamental beliefs. Understanding their actions and thought processes is useful for influencing internal communication or cross-cultural communication with business partners.

#### **4.1.5 Engage in Cross-Cultural Dialogue with Others**

Participating in intercultural group discussions is one way to improve intercultural communication skills. These can be intentional interactions, such as pair-up projects at schools or collaborative tasks at work. Collaborating in small teams with students from varied cultural backgrounds may result in more diversified and motivating online communities within a wide setting, which would improve the student's overall learning experience (Godwin-Jones, 2019).

However, it is crucial to emphasize that simply being a member of cross-cultural groups does not guarantee efficient communication and cooperation. While viewing films and reading books might give useful guidance, meeting with actual people will teach you the most. Talking to more people might help you have a broader perspective on life, making it simpler to empathize with others and form deeper bonds with them. Offering a warm welcome in the other person's language and a suitable greeting are considerate actions that also demonstrate your concern for the local culture. Then, mistakes are easily forgotten and sometimes even used as a talking point.

#### **4.1.6 Learn and Acquire Knowledge**

It's crucial to educate oneself since a lack of awareness may frequently result in a bad connection between two people. In addition to more traditional methods like reading a book, seeing a movie, or travelling for a more practical experience approach, the internet offers a wide knowledge base about other cultural traditions. In addition to receiving training to become future leaders, students may develop intercultural communication skills by comprehending the idea of cultural variety and becoming aware of what supports and hinders cultural inclusion. Students who participate in classes and training will also cultivate the virtue of openness and raise their degree of cultural awareness. Individuals can comprehend cultural norms with various populations better if they have a degree in communication and culture (Cain et al., 2018). This will enable you to reach your target audiences more successfully.



Further, learn about certain cultures to prevent offensive remarks and misunderstandings. However, refrain from stereotyping and making broad generalizations. Try to avoid concluding individuals from different cultures based only on what you have learnt about them. Instead, strive to improve communication and understanding.

#### **4.1.7 Abilities and Competencies Required for Effective Intercultural Communication**

A foundation for building additional competence-relevant attitudes and skills may be laid if a person has a healthy curiosity that drives them to participate in cross-cultural relationships to discover more about themselves and others. Because of this personal drive, learning about cross-cultural interaction is voluntary, joyful, and continuous. Extrinsic motivation is defined as the desire for interpersonal interaction that is driven by an external gain such as power, wealth, or reputation (Ali & Anwar, 2021). While both types of motivation may assist people in interacting across cultures, circumstances can either aid or impede this desire. A person's active possession of traits that support effective intercultural communication is referred to as having intercultural communication competence (ICC), and it may be summed up in terms of three main characteristics: knowledge, skills, and attitudes.

#### **4.1.8 Attitudes**

Honor, openness, and curiosity are key attitudes for successful cross-cultural communication. Making lasting relationships with people who have different perspectives and beliefs necessitates extra care for each individual, active listening, or exhibiting respect and appreciation (Alsawy et al., 2020). Being open and interested means pushing ourselves outside our comfort zone. We must cultivate a sense of societal wonder for the purpose to instill attitudes that motivate us. This emotion of amazement may leave you feeling overwhelmed, ashamed, or awed. This sense of inquiry may be related with an elevated capacity for ambiguity, allowing us to turn potentially irritating interactions into educational opportunities.

#### **4.1.9 Value Diversity among People**

The ability to respect cultural variety is one of a person's key intercultural competencies when residing in a multicultural culture. The vast majority of the Earth is far larger than the small area of it where we now reside (Deardorff, 2019). Because of this, it's critical to recognize that innumerable other civilizations are distinct from ours but in no way inferior. This might imply having obvious outward features or more subdued ones like a person's religious beliefs. In any case, cultural variety adds colour to an otherwise white canvas, making each person or even entire groups of people unique.

#### **4.1.10 Knowledge**

As we discuss knowledge, we may also consider social language understanding, cultural awareness of oneself, culture-specific knowledge, and profound cultural knowledge. Culture is defined as a group's ideals, values, and norms that influence people's communicative behaviors (Sibani, 2018). We may also enhance our motivation by learning educational knowledge.

Understanding our cognitive abilities, and the way we acquire knowledge, is one tool. Our cognitive style is defined by the strategies we use to "gather information, generate meaning, organize, and apply knowledge."

#### **4.1.11 Abilities**

ICC values a multitude of skills, including the ability to empathize, gain cultural information, listen, resolve conflict, and manage anxiety. Intercultural competency cannot be gained just via contact; more deliberate activities must be taken to maximize those encounters. While recent research has demonstrated that cross-cultural engagement can reduce prejudice, it is insufficient for developing intercultural competence. Prejudice reduction is supported by the ability to empathize and regulate anxiety, and studies indicate that these two skills have a higher overall impact on intercultural contact than learning about foreign cultures. People who have an interest in cultural education can receive it. There are various books, articles, and manuals developed on intercultural training, therefore if you are unable to obtain training, you may elect to do your study

#### **4.1.12 Effective Intercultural Communication Skills**

These are essential for global business executives as they frequently communicate with individuals from other cultures. To be successful, they must also consider cultural context and customs, like the period of an intercultural talk, the distance that diverse cultures need, and the variances in nonverbal signal codes. To improve the workplace environment, employee morale, creativity, and productivity, successful businesses enforce diversity acceptance as a moral and legal need (Tamunomiebi & John-Eke, 2020).

Employees can work more effectively by acknowledging that various groups of individuals approach jobs in different ways and learn to respect one another's diversity and the many viewpoints, ideas, and solutions. Three viewpoints are recognized. Intercultural sensibility is the capacity to recognize and appreciate cultural diversity; intercultural understanding is the ability to recognize one's own cultural identity; to intercultural adroitness is the ability to successfully communicate across cultures and manage relationships.

Seven abilities have been recognized as essential for intercultural communication success:

1. Self-awareness, or the capacity to apply knowledge about oneself in intercultural contexts to deal with challenging circumstances.
2. Self-respect, which includes self-assurance, regard for oneself, and decorum
3. Interaction, effectively conversing with individuals from different cultures
4. Empathy, which is the capacity to comprehend the thoughts and feelings of another
5. Flexibility, or the capacity to adjust to novel situations or standards
6. Certainty an attitude of assurance in the face of contradicting circumstances
7. Initiative and acceptance tolerance for or a readiness to embrace things that are different from what you are accustomed to.

#### **4.1.13 Reflective Practice Ability**

Reflective exercises might also aid in processing the benefits and difficulties of ICC development. We are likely to feel both happy and negative emotions as we become more receptive to new experiences. Making a note of your protective or negative emotions might be quite helpful. This can assist you in identifying specific triggers that could provide obstacles to successful cross-cultural communication. Noting pleasant events can also assist you in identifying learning catalysts that you could look for or reproduce to strengthen the positive experiences. A little self-reflection may help you put your experience in perspective, just like it does with so many other elements of life, especially if you can share it with someone who has experienced something similar.

Intersectional reflexivity is a more advanced reflection technique. We recognize our overlapping identities, both wealthy and underprivileged, and we implicate ourselves in societal hierarchies and inequities through the reflective process known as intersectional reflexivity. This approach incorporates the notions of dominant and subordinate groups as well as the already described privileges/disadvantages dialectic. Consider reflection as a technique for meta-competence that enables the fusion of the formal and informal worlds.

#### **4.2 Role of Intercultural Communication Competencies in Media Communications Study Programs**

The phrase "communication and media studies" refers to interdisciplinary coursework that combines mass communication knowledge with social sciences and the humanities. Students interested in distributing knowledge, covering news, generating tales, or critiquing media culture may consider majoring in communication. In this age of globalization, the media has a tremendous influence on the development of cross-cultural communication. Political leaders' words to different countries or cultures were broadcast.

The audience, when hearing the message, reacts or creates a viewpoint about a country or culture according to the decisions that are made in those remarks. Because of the current wars throughout the world, media is now perceived as taking a side based on how it covers a certain intercultural incident. The media message has become more sensitive as a result, and the necessity for media social responsibility and journalistic ethics has increased. When reporting on events impacting other cultures nowadays, the media also seems more rigid and panic-inducing.

The value of intercultural communication skills for media professionals has been shown by a number of earlier studies in journalism and media communication courses (Su, et al., 2021). Slovenian researchers avoid these subjects, and IC issues are mostly covered in elective courses using conventional teaching and learning techniques. An educational intervention study was appropriate to investigate the efficacy and utility of various teaching and learning approaches in helping students enhance their intercultural communication skills because the approach is primarily used to address practical problems. Therefore, it is advised that learning activities that



encourage students' ICC be emphasized in journalism and mass communication (JMC) education as a component of a genuine intercultural scenario.

To collaborate effectively with others, students will acquire knowledge, abilities, and judgement in the area of human communication. Communication skills including conflict management, an awareness of small group dynamics, active listening, and appropriate self-disclosure are examples of such abilities. The main theoretical frameworks utilized in the multidisciplinary field of communication will be understood and evaluated by students. Students will be able to review the work of key thinkers connected with specific methods, evaluate the advantages and disadvantages of such approaches, and explain the main theoretical frameworks, structures, and ideas for the study of communication and language. To work in managerial and executive-level roles inside several businesses, as well as for academic and teaching posts, one must have a master's degree in communications. Communications professionals need to be able to adapt to new platforms and technology as the digital world changes if they want to remain competitive.

Students should be able to comprehend the research techniques used to investigate human communication and use at least one of those techniques to analyses and evaluate data (McDonald, et al., 2019). The master's programs in cross-cultural communication offer pertinent instruction in communication, language, and culture. They are also appropriate for anyone who plans to work abroad or in cross-cultural settings or who is presently doing so. In jobs like those of translators, international sales reps, and journalists, communication is crucial. The foundation for developing communications, comprehending audiences, using new technology, and studying fundamental communication ideas is laid out by communication and media studies.

This major frequently looks at how communications interact with culture and society. Students may be expected to study media history, the legal system, and ethics, policy, and law as they relate to communications. The curriculum and requirements will differ every institution because the major is as diverse as the students and professors that create and disseminate such messages. With a communication degree, students may tailor their course schedule to fit their interests and future goals.

A communication and media studies student would often begin their curriculum with core courses like Introductory to Communication and the Media Writing for Information exchange, and Research Techniques for Communication. Techniques for qualitative or quantitative social research methods may be covered in introductory research classes. These are crucial abilities to have for major-related courses and possible professions. Courses with a more limited focus includes contemporary media and society as a whole children and media, communication ethics, media politics, race issues in media, peace communication, media censorship, entertainment media psychology, and international communication.

Seniors frequently enrol in independent study courses that require them to conduct independent study for a thesis or creative capstone project. Capstone projects can take the shape

of feature-length articles for magazines, public relations materials, films, or other artistic creations that may be presented to graduate schools or used as job applications.

The best approach to get experience, work samples, and priceless contacts before graduating is also through internships. Communication between cultures is changing as a result of new media (ICT). Communication experts have generally disregarded the effects of new media on intercultural communication despite this revolution in cross-cultural interaction. Students can gain a thorough awareness of the media and communications environment, practices and job prospects in Ontario through media studies programs and intercultural communication training. Although learning international communication skills in today's globalized world is undoubtedly a lifetime effort, multiple studies suggest that educational activities are directly targeted (Godwin-Jones, 2019). Formal intercultural competency education discusses how to attain it. It entails the intentional integration of specific learning outcomes related to intercultural communication features, such as teacher-student interactions (Rezaei & Naghibian, 2018).

Teaching and learning methods, equipment, activities, textbooks, and other systemic and educational resources are clearly outlined in the curriculum of each course in university education. As a result, the first step in educational intervention at that level should be a clear and correct action plan, along with the educational outcomes specified, depending on the subject. The discipline-specific primary goal of the master's degree in media and communication science, which is focused on social science, is to study media communication (Alsawy et al., 2020).

The course incorporates material from the economic sciences, law, media technology, and communication sciences. The curriculum is research-focused and closely related to ongoing, long-term, and medium-term research projects. By linking students with employers and professional networks it can improve the command of the professional communication skills necessary in the industry as well as provide students with the ultimate chance to get actual job experience in the media and communications fields (Rezaei & Naghibian, 2018).

### **4.3 Discussion**

Intercultural skills are those skills that are expected to communicate and share data with individuals from different societies and gatherings. Language proficiency can be an important part of intercultural exchange, but it does not form a major prerequisite. Cross-cultural correspondence also requires understanding that different societies have different traditions, guidelines, social conventions, and surprising ideas (Cain et al., 2018). So, good intercultural skills require a willingness to recognize and adapt to these contrasts. Fundamentally, it is the ability to have the opportunity to speak and understand individuals who have a different social and social base than oneself. These differences can manifest themselves in many ways, including physical appearance, thought patterns, habits, touch, and tone of voice. So, this argument has supported by (Klyukanov, 2020).

For example, in America and England, the traditional way of greeting outsiders is a handshake. In France it's somewhere between one and five kisses on the cheek (called "bisous"), in Japan it's a bow. This can seem insensitive to British people who are very sensitive and eager to get to the real issue (Ali & Anwar, 2021). Americans are generally chatty and use casual conversations to network. It is considered a level of disrespect for an Arab man to ask questions about the better half or woman of his loved one. Having decent information about these differences is important for similar descriptive correspondence. Moreover, the more you work together, the more useful your group will be (Rezaei & Naghibian, 2018).

But getting it and adapting it to different societies can help you overcome communication obstacles and limit your chances of causing (or taking) an attack or experiencing the dreaded communication breakdown. It helps encourage more compassion. That means you can apologize more when someone says or accomplishes something amazing about your lifestyle (Su et al., 2021). Collaboration is more effective when assumptions are clearly characterized and contrasts are considered. Each time we distinguish between these we find mutual benefit and ultimately how we must work together. As with everything in the work environment, more communication makes things more convenient (Sibani, 2018). On contingency imaginable occasions, take as much intimate and personal time with our global partners as you can reasonably expect before interacting via email or phone, coordinating each dynamic cycle to remember each other (Alsawy et al., 2020).

Intrigued scholastics and scholastics explored different angles of cross-cultural correspondence. Such exams are used in business terms, executives, promotions, business foundations, web configuration, and more. These foundations have a wide range of organizations from one side of the globe to the other, making these purposes global. For their purposes, IC is fundamental to expanding their business, dealing better with their staff and increasing their profits by understanding the needs of buyers, schools, medical and other administrative widely used. Such improvements were necessary due to the ever-expanding multicultural assemblage of the population.

Therefore, sharing data, considerations, and thoughts is fundamental. It is called communication, and through communication we express our point of view, make others aware of our existence, and participate in all actions. Fulfilling needs, guiding individuals, etc. are reasons for cross-cultural communication, and communication is essential for us to live in a community.

Correspondence today has grown enormously, from interpersonal to inter-cultural, inter- and intra-cultural stages (Nölleke et al., 2022). Messages can be passed from one individual to another and from individuals to small and large gatherings. People can belong to similar groups or different types of political assemblies and manage individuals, researchers, professionals, and experts. Intercultural communication is done today basically all over the world to meet the needs of different congregations of all national, racial, religious, cultural, professional and governmental issues. In today's world economy at the mercy of the world, dealing with related circumstances and different cultures should be invaluable which is also supported by (Rezaei & Naghibian, 2018).

Mass communications assume a dual part in global understanding. In different ways, the media make an extremely useful commitment to thoughtful and precise pictures and images of faraway places further, individuals. Everyone in attendance here can guarantee that they know an extraordinary one negotiate about the places they have never visited or companies they have never experienced (Piaškowska, 2015). Wide communication messages, if made by capable individuals, hold a colossal potential for global concordance and further, worldwide understanding. Then again, if similar mass communications participate in the generalization and introduction of disparate data they can create misunderstanding. Mass communications, especially the news media such as television, news magazines, and radio are to blame for skewed advertising (Nalipay et al., 2020).

The media has a powerful power as a means of communication and information transmission. Media works dominate the public sphere and, because of their contemporary structure, continue to exert their influence in disseminating social, financial, political or societal thought and greatly shaping human behaviour. Broadcast media share data in electronic form such as television, movies, radio, and music (Tarrant, 2017). Web and portable mass communications constitute modern media, and Internet media includes online entertainment sites, email, and anything else Internet-based. These are remarkable ways to promote your message, and there are quite a few. This uniqueness makes data easier to transmit and available, unlike traditional texts, and facilitates governance of public investment, commitments, and majority rules (Sharot and Sunstein, 2020).

Public participation is a common result when data is collected from media, especially online entertainment in this context. An example of this is a discourse on disaster relief. Catastrophic occurrence of catastrophic events such as typhoons, floods, tsunamis, and multi-regional production applications. Many people need government support for food supplies, compensation and medical assistance (Men & Yue, 2019). Disasters occur periodically to a scale where the legislative branch does not have the assets to fully repair the broken network. Through the dissemination of virtual entertainment sites and disaster data, people around the world can contribute to the cause by donating cash. For example, sites such as the Red Cross, World Relief, Hands and World Vision choose to donate cash to these causes. Being active in the media makes it easier for someone to help by donating (Mostafaei et al., 2018).

ICC values a range of skills, including the ability to empathize, gather cultural knowledge, listen, resolve conflict, and control fear. Intercultural competency cannot be developed solely through contact; additional deliberate activities must be taken to maximize those connections. While new research indicates that cross-cultural engagement reduces bias, this is insufficient to establish intercultural competence (Tamunomiebi & John-Eke, 2020). The ability to empathize and regulate fear aids in prejudice reduction and research has shown that these two talents have a higher overall influence on intercultural contact than learning about foreign cultures. Intercultural training is available to those who are interested. If you are unable to obtain training, you may choose to read books, papers, and manuals on intercultural training (Vukić et al., 2019).



Traditional texts such as books, magazines, and newspapers are useful for sharing data about disasters, but they are not effective in disseminating news quickly and widely. Moreover, these text-based structures do not offer a way of collaboration. Her media approach to presenting her message is effective in two ways: rapid delivery and participatory motivation. Ongoing media sophistication is not always 100% present. For example, in the late 1960s and into the 1970s, television consisted primarily of his three organizations, Public Telecom, and a few free neighborhood stations (Zerfass et al., 2018). These channels were primarily aimed at middle-class families with her two parents. All things considered, some middle-class families don't own TVs. Today, disadvantaged households have televisions, and many middle-class households have a variety of televisions.

Although access has expanded, the creation of computer programs has become increasingly different in that it is expected to accommodate all ages, incomes, backgrounds and mindsets (Zhang & Zhou, 2019). This broad reach and openness have made television the main focus of most mass media discussions. These days, the share of internet dramas has increased dramatically as additional organizations and families sign on. Television and the Internet have overwhelmed the mass media, but movies and magazines, especially those lining major checkout aisles, play a strong role in culture, as do other types of media (Adrian, 2018).

## 5. Conclusion

Understanding and learning the concept of cross-cultural is one of the major concerns in many fields, so the ICC must be more fundamental than ever. Extensive communication skills with authors. Because they are responsible for creating social, non-judgmental content, free from fake or defamatory content, as it should be. So the arrangement of the subject with this requires (cross) cultural sensitivity and on-program media and news casting. The main point of this article was to present the results of a beneficial mediation study using a subjective methodology, evaluating the feasibility and convenience of different approaches.

Assessment of teaching/learning strategies and class exercises, and ICC Certificate for mass correspondence understudies. So this study emphasizes on the aim of understanding the importance of Media Communications Study and gaining a grasp of multicultural communication competencies Programs that can help students learn not only fundamental Western manners but also social and cultural abilities that will allow them to understand cultural differences.

The focus of the research questions was on learning and improving intercultural communication skills, the abilities and competencies required for effective intercultural communication, and the role of intercultural communication competencies in Media Communications Study Programs.

The literature stated that four research strategies were used – participatory, history, apprenticeship, personal inquiry and reflection, etc. concept, in-class semi-structured interviews, subjective surveys, assessment of class exercises in under study of mass media. It is relevant to



focus on the procedural elements of learning, and the ICC of Understudy is divided into four main categories through the cognitive, holistic-emotional, and behavioral dimensions as a general assessment program which provides information, competence, spirituality, and attention.

Therefore, this study was a contextual study and we did not aim to summarize the findings. By organizing different themes about ICC and the field of mass communication in the UK. An important discussion was to be led by creating reasons for additional examinations. They entered the course hypothetically with a low level of mass media studies. Information has a chance to be naturalized, although key ideas and terms can be seen. It models and distinguishes some hypothetical appearance of reality, but cannot make rational claims. People from mainstream communities are naturally and extrinsically less motivated toward intercultural correspondence than people from non-conventional communities because they do not see the motivation to do so.

Having more power in correspondence experiences can account for what is happening when a member of a non-dominant group is shown to have competence, or the ability to accommodate the correspondence patterns of another's behaviour and mindset. Is. Indeed, even in situations where the ostensible rewards, such as obtaining foreign business speculation, are in question, almost certainly, the undisclosed financial supporter will be sufficient to accommodate United Kingdom business customs and correspondence in other ways. The assumption that others will conform to our correspondences may be unconscious, yet will help us to master the ICC skills we later master. Even though the best way to learn ICC is to focus abroad, there are other options. Intercultural communication forms the basis for the possibility of attaining competition.

A successful way to enhance the educational plans of courses. Moreover, 'creating opportunities for intercultural learning' and open-door learning with the expectation of intercultural skilled students is internationalization at home. To meet the ideal objectives in intercultural training, a variety of explorations are required that involve students' movements, for example, experiential, collaborative progression, and activity Although they are separated, they depend on and converge on instruction and learning techniques, sources, and practices. The main goal of experiential learning is to empower students to engage effectively in real or imagined situations, during which they develop intercultural studies. Fundamental to all of these is empowering students to participate in the given class exercises, implying that 'support should be immediate learning'. Understudies develop understanding by looking at their strengths and mindsets to understand the 'different' development of others. Also regarding the viewpoints of different societies.

Furthermore, examining the apparent similarities and differences of cross-cultural practice – the way others behave, the use of language and non-verbal communication attributes – suggests differentiating specific social qualities and beliefs.

This study contributes to communications through media by investigating the function and fundamental abilities of intercultural communication. It discusses how to improve international communication skills and how media influences cultural viewpoints. The results will improve the

academic curriculum, prepare students for lucrative global media jobs and create a more welcoming communication environment.

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