

The Influence of Multilingualism and Multiculturalism on Oral Literacy and Communicative Competence

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Abstract

The purpose of this research was to explore the impact of multilingual and multicultural influences on individual oral literacy through semi-structured interviews, as well as to analyse the attributes of the discourse from the interview session by implementing a conversational analysis technique. This research includes a deeper knowledge of the methods implemented throughout the learning and acquisition process, the participants' colleagues and environment, and the aspects of multiculturalism and multilingualism. The results of the research revealed that the participants employed several methods to acquire better communicative competence. The findings also revealed that the participants attained communicative competence by acknowledging the particular structure and attributes of the language (grammatical competence), recognising the historical context of the cultural background associated with the language they learnt (sociolinguistic competence), practising the languages (strategic competence), and ability to understand the language rationally through the act of listening (discourse competence).

Keywords: multilingualism; multiculturalism; language; oral literacy; communicative competence.

1. Introduction

Language acquisition could be a long-term process in life. Acquiring another foreign language entails learning in depth about their culture. As for the context in Malaysia, all of the people here are exposed to a bilingual and multilingual setting, as well as a multicultural system, owing to the ethnic and racial variety in the country. Generally, a native Malaysian can at least communicate in both Malay and English language due to the courtesy of the vernacular system. Darus and Subramaniam (2009) stated that, on average, local Malaysian students had been introduced to eleven years of English academic experience in primary and secondary schools. Learning a foreign language and discovering its culture may

become more lenient and more practical due to the different exposures from multiple levels of educational institutions such as schools, colleges, universities, as well as the exposure to mainstream media and social networking sites. This research was conducted through an interview session with the selected participants to investigate the way multicultural and multilingual attributes would shape a learner's oral literacy.

Multiple research on multilingualism and multiculturalism have successfully been published in this area of study (Fantini 2020; Franceschini 2011; Mokibelo 2015; Alakrash & Razak, 2020; Yassin et al. 2020). These multilingual studies may be divided into a few categories. Fantini (2020) described that the

education system plays a significant part in addition to assessing particular abilities and skills by providing a range of projects via professional roles. Furthermore, multilingualism and a multicultural environment would further enhance social peace in the society. The favourable ideals of a sensitive, critical, and linguistically aware society that has been sufficiently equipped for a public discussion in a dynamic and diverse society are more prone to be adopted by the multilingual and multicultural setting (Björklund 2013).

Mokibelo (2015) found that while in the classroom settings, learners showed no interest and disregarded the linguistic and cultural richness of their languages and cultures, despite having established proofs showing that there is a celebration of these cultures and linguistic richness in the society. Franceschini (2011) described that there is a strong connection that makes an individual attempt to interact, in which this would greatly be influenced by the relationship between an individual's social status and competence based on their practice, the relationship of a diversity of multilingual skills based on the speaker, as well as the art of the communicative competence (Razak, Saeed, Alakrash, 2018).

The role of multilingualism and multiculturalism are essential in today's contemporary society. Cortazzi (1996) once mentioned that mastering different languages may help individuals comprehend the customs and practices of different countries since language is the representation of the way of thinking and the cultural and social practices of the group of people. Understanding the relationship between multilingualism and multiculturalism allows someone to develop the communication skill that eventually drives to improved oral literacy.

As a result, this research centres on how multicultural and multilingual attributes shape and affect our oral literacy within an establishment of a case study with participants coming from multilingual and multicultural backgrounds. The research's primary objective is to look at the impact of multiculturalism and multilingualism on oral literacy competence. This research contributes to the solution of the research question: How do multicultural and multilingual

attributes shape and affect an individual's oral literacy?

1.2 Multilingualism and Multiculturalism

Multilingualism describes an individual or a community of people who are able to speak in three or more languages. This is opposed to monolingual people who can only speak one language. Multilingualism encompasses a wide variety of social, institutional, and individual norms, including linguistic variations such as official languages, local languages, sign languages, and others (Franceschini 2011). The languages spoken illustrate the cultural identity, history, and ancestry, as well as the status influence among the multilingual community. This is strongly linked to the blend that we have in society. Actually, this situation could hinder and act as a boundary that inhibits further communication in a monolingual community; the same goes for the community that prefers specific languages, which may become a component of justification towards the significance of the local languages (Kim et al. 2014, Alakrash, 2021).

Multiculturalism, from a sociological standpoint, described how society deals with the presence of various cultures and enhanced with the behaviour of harmoniously tolerating the rest of the members of people that possessed opposing cultures by promoting and maintaining the various traditions. Multiculturalism was often linked with the “melting pot” and “salad bowl” ideas. The melting pot is a form of a metaphor that illustrates the evolution of diverse communities in which the components are treated until they shed their distinct identities and achieve the end result of consistent structure and flavour,” writes Bachmann (2006). The melting pot theory is a kind of cultural assimilation in which the blending of pre-existing cultures would result in the formation of fresh communities. According to Thornton (2012), the salad bowl metaphor characterises the complexity of cultural groups that formed by maintaining their respective heritage independently, and thus was portrayed by the ingredients for the salad bowl, and at the same time, the “dressing” that incorporated all of the ingredients was understood as both the legislation and the economy. Individual encompasses of different

ethnicities and countries coexist in the very same society, embracing and appreciating the distinctive characteristics of each of their own living, language, tradition, expertise, and behaviour.

1.3 Communicative Competence in Multilingualism and Multiculturalism

Canale and Swain proposed the communicative competence model in 1980. According to Canale and Swain, the skills possessed by speakers to converse is strongly related to four different sub-competencies, which are the grammatical competence (focusing primarily on the correct grammatical formation), sociolinguistic competence (the construction of appropriate sociolinguistic speech), discourse competence (the capacity to build a coherent and cohesive speech), as well as the strategic competence (the ability to render a clarification on any miscommunication of statements).

Kyppo et al. (2016) described that the interactive environment might help speakers to improve their multilingual competencies. Focusing on the situation (interactive environment), speakers are to be expected to apply problem-based learning methods in order to create a remedy that is nearly identical to the real-life issue. According to Li (2018), for those learners who had a background of various linguistic origins, the language they use to communicate has a significant impact on their social interactions and relationships. They tend to modify their sentence structure based on the circumstance, surroundings, and social behaviours of people around them. The development of cultural diversity in our community necessitates that everyone should have a deeper understanding of the languages, cultures, and language skills of the other groups of people.

2. Materials and Methods

2.1 Research Design

This proposed research employed a qualitative approach that is considered the most relevant method for gathering adequate data via a series of semi-structured interview sessions. The purpose of this qualitative research is to describe the experience of multiculturalism and

multilingualism, as well as its effect on the development of oral literacy and communicative competence. This qualitative approach is relevant for the research because the emphasis is on the shared experiences of participants in describing the nature of multiculturalism and multilingualism in the process of improving oral literacy and communicative competence (Creswell & Poth 2016; Razak et al. 2020). As a result, this research is conducted through semi-structured interviews in order to gain a comprehensive perception of the phenomena under this area of study. Online interviews are part of the many ways of conducting semi-structured interviews (Woods 2011), and hence, this research conducted interviews by employing Google Meet as the online platform.

2.2 Sample

In this research, three distinct individuals from various linguistic and ethnic backgrounds have been chosen to provide their own personal information through a method called convenient sampling (Creswell & Poth 2016). Since the present research focused on the participants' multicultural and multilingual experiences and their significant influence in developing oral literacy and communicative competence, a further method called purposive sampling was employed. Below is the information about the participants that took part in this research.

Participant A

An engineer who is able to converse in three languages, which are Arabic as his first language, English as his second language, and the ability to speak Russian as a foreign language. He is not just multilingual; he is also multicultural owing to his experience being outside of his country to pursue his study.

Participant B

A doctor who is also currently pursuing her PhD in Cardiology in her third semester. She is able to speak Arabic as her first language, English as her second language, and recently picked up learning Japanese as a foreign language. She is both a multilingual and multicultural individual.

Participant C

A physician who is currently pursuing his PhD studying the diseases affecting the electricity of the heart. He is able to converse in Arabic as it is his first language, English as his second language, and Japanese as a foreign language. He is considered both multilingual and multicultural due to his current living in Japan.

2.3 Process and Data Analysis

A series of online interview sessions were performed, approximately around 20 to 25 minutes, with each participant, had been asked to join the interview sessions through a video conferencing platform: Google Meet. Before further research had been conducted, verbal consent was obtained from the participants, making sure they are aware that their privacy would be secured, and that the data collected from the interviews would only be used for this current research purposes. The data collected from the discussion was subsequently transcribed, which was then extensively analysed to address the corresponding research question. While in the

process of data analysis, the data collected were being coded, and these codes were then expanded into respective themes. The researcher did a further revision on the study to guarantee the validity of the collected data (Creswell & Poth 2016).

3. Results and Discussion

3.1 The experience gained from learning a foreign language

Each of the participants mentioned that their means of language learning differed depending on the language and cultural context. They are required to adhere to various types of language learning techniques. They stated that there are several reasons for them to acquire a new language which includes communication purposes, education, for their profession, as well as to feed their personal interest. Table 1 below provides a quick overview of the language learning experiences that each of the participants encountered.

Table 1. Learning experiences

Participants	Excerpts	Learning Experiences
A	<p>“... I am learning the language mostly through listening and reading books.”</p> <p>“I started learning Russian when I went there to get my master’s degree in Info-communication Technologies and communication systems, and it took me almost a year to learn it through socialising with native speakers mostly and the help of the institute tutor secondly.”</p>	<p>a) Self-taught</p> <p>b) Taught by parents</p> <p>c) Joining a language course</p> <p>d) Socialising with native speakers</p>
B	<p>“I started learning the English language at school, however at that time I studied the language just to get high marks without practical experience.”</p> <p>“... at college, I learned a lot of vocabulary, furthermore I get the confidence to communicate in the English Language. As it was required for us to present the patients’ history to our teachers and colleagues. In addition to the clinical sessions in which we present a medical topic, all other discussions were in the English language.”</p>	<p>e) Working environment</p> <p>f) Pursue a career</p> <p>g) Part of educational curriculum</p>

	“3 years ago, I came to Japan for studying. At that time, the university offered a Japanese learning course. So, I joined this course, and it was the start to learn Japanese.”	h) To further study abroad
C	“I started learning the English language in school as a part of the curriculum. However, the way of teaching and learning was not meant to make the student able to use the language in daily conversations and we saw the English language as any other science topic. Then as I enrolled in the College of Medicine, all the curricula were in English. This gave me an opportunity to improve my reading comprehension and learn many new vocabularies. So, if I have to say a duration, probably the journey took ten years after exclusion the unproductive period in the school years.”	i) Personal interest
	“... actually, I never thought that one day I will learn Japanese. I am still in the process of acquisition, almost 3 years have been passed since I started to learn Japanese, I could not consider myself as fluent in Japanese as my English language.”	j) Means of survival and cultural adaptation

Participant A shared that since he was younger, as early as when he was 8 years old, his father had taught him basic English alphabets. Language learning at home may be done with parental assistance since children could learn any languages they were exposed to starting from a very young age. An individual who comes from a supportive family environment will also have a greater degree of oral literacy. According to Blackledge (2000), schools, home language, and culture are given minimal importance but are marginalised as elements that may interfere with kids' social and cognitive development. Consequently, he had mostly learned the language through verbal means, mainly through listening to news, music, or any entertainment in the English language. Apart from that, his parents had made it a habit to always read to him before his bedtime when he was younger. This subsequently led him to be able to enjoy his time reading English books whenever he felt the urge and had time to read. This is contributing to the reason why he mentioned that he considered the English language as his second language since he did practice the language since he was younger and generally use the language more when he started to pursue higher education. When it comes to his experience learning Russian, he stated that he only started learning Russian when he pursued his study in Russia for his master's degree. Though at first, he had difficulties fully communicating and constructing full sentences, he slowly started to develop more vocabulary

and had the competency in speaking the language after about a year of communicating and socialising with peers and the rest of the native speakers.

According to participant B, she had initially started to learn English when she was in school. Though at that time, she learnt the language just for practical and educational purposes in school, before gradually progressing as she needs the language in her higher education courses, as the language was being used as a primary language in classroom settings. She then migrated to Japan to further her study, and during that time, she took the Japanese language as a foreign language to complement the university requirement for her to study there. She subsequently worked in Japan after her graduation, and now it is compulsory for her to speak Japanese not only at the workplace but also with all the people around her who are mostly Japanese. The scenario was analogous to a remark made by Baynham and Prinsloo (2009), who felt that supporting peers and surroundings is essential in order to improve individual oral literacy since it should be seen as a social practice. In comparison to formal education, it may be stated that actual language use in actual interaction significantly leads to the improvement of oral literacy.

Participant C has a similarity with participant B, in which both of them started to learn English when they were in school. He started to improve his pace in English language learning once he

was required to use more English during his time in college since the primary language used in the curriculum was English. He also furthered his study in Japan, hence making it compulsory for him to take a Japanese language course. According to Taguchi and Collentine (2018), the idea of studying abroad has been the primary endeavour of tertiary level education in promoting internationalisation principles and encouraging students to acquire a foreign language. As a result, the practice of studying abroad has aided students' enhancement of intercultural communication ability. Though he still thought that his acquisition of the language was relatively low, he took his own steps, and for his personal interest purpose, he searched for alternatives on YouTube on how to better improve his Japanese language skills.

3.2 Strategies for improving the development of oral literacy

a. Sociolinguistic competence

According to the Communicative Competence model proposed by Canale and Swain (1980), the multilingual learning processes would include sociolinguistic competence, grammatical competence, strategic and discourse competence, as illustrated below in Table 2.

Table 2. Communicative competence model by Canale and Swain (1980)

Communicative competence model by Canale and Swain (1980)	Sociolinguistic competence	The formation of appropriate sociolinguistic speech
	Grammatical competence	The emphasis on the proper grammatical construction
	Strategic competence	The ability to offer a solution to utterance misunderstanding
	Discourse competence	The ability to build a coherent and cohesive discourse

As they are learning the culture and heritage of the languages, all of the participants do possess sociolinguistic competence. For example, the participants have practised using the languages in various cultural contexts by mimicking their accents, stress, and intonations. For instance, the participant's accents, emphasis, and intonations change depending on whom she interacts with within a specific language. Though at times, according to participant A, he didn't realise he was employing code-switching a lot in his conversations (mixing English, Russian, and Arabic) with individuals who are not Russian and do not speak Russian.

Based on participant A experience, it can be said that communication at home is critical in allowing children to acquire a language at a young age. It is critical for parents to assist their

children's language acquisition. Language acquisition is ineffective unless families participate. Schools do recognise their role in literacy transmission and in providing specific accommodations for students with special needs. Nevertheless, they will not be effective unless there is a desire to learn on the side of the children and unless families take responsibility for providing a learning environment. Language acquisition may be executed at home with parental support since children acquire all languages they receive at a young age. That is why he is certain that he is competent in English communication and that it is considered as his second language, owing to the fact that he has had a solid support system from his family since he was young.

Participant B mentioned that she was always influenced by the Arabic language when she speaks English, and for the Japanese language,

it was always influenced by the English language since she initially learnt Japanese by using the English language as the primary medium. She also said that she got adapted to some of the common practices used among Japanese speakers while communicating, which is better not to say (you) during conversation and contact a person as a third person since Japanese people consider it as a polite way to speak. She gradually started to imitate this practice and adapt it when she speaks English and realising that thought at first it could be awkward, she learned a lot of beautiful expressions that are not available neither in Arabic nor in the English language.

Lastly, participant C shares the experience he had to face when it comes to communicating in

a different setting. In Japan, the social class is strongly rooted in, and he should be careful as the expressions for one situation are different and might be inappropriate. So, he has to choose suitable expressions carefully, especially in formal situations. However, he mentioned that it does not mean that he did not like it, but he needs to be careful to avoid mistakes and misunderstandings among the native speakers. Hence, he needed to constantly speak with native speakers to improve his real-life language competency, and YouTube did help him a lot to acquire the correct pronunciation and words. The remarks of the participants on sociolinguistic competence are shown in Table 3 below.

Table 3. Sociolinguistic competence

Participants	Excerpts	Sociolinguistic competence
A	<p>“When I was 8 years old, my father taught me the English alphabetic and since then I am learning the language mostly through listening and reading books.”</p> <p>“... through listening and communicating with native speakers.”</p> <p>“.. due to the fact that when I was living in Russia, we always used the Russian language. So, when someone from elsewhere called me, I remember code-switching during our conversations. I remember them laughing and telling me that we don’t speak Russian.”</p>	<p>a) Background knowledge and understanding of the particular country's history</p> <p>b) Awareness of multiculturalism and multilingualism among family members.</p>
B	<p>“The consistency in studying is the best way to learn the language. In addition to that, being among native speakers gave me the motivation to learn more to understand and communicate.”</p> <p>“Listening to the native speaker (by lectures, movies, and news) improved my pronunciation. When I started writing an abstract about my work this made me more observant of grammar. Now when I read academic literature, I pay more attention to the grammar, sentence constructions, and vocabulary.”</p> <p>“In the Japanese language, it is better not to say (You) during conversation and contact a person as a third person, they consider it as a polite way to speak. I started to use this habit in the English language as a part of politeness. Nevertheless, I learned a lot of beautiful expressions that are not available neither in Arabic nor in the English language.”</p>	<p>c) The respective country's cultural basis</p>

C	<p>“In Japan, the social class is strongly rooted in, and you should be careful as the expressions for one situation are different and might be inappropriate. So, you have to choose the suitable expression carefully especially in formal situations. However, I cannot say that I do not like it, but I need to be careful to avoid mistakes and misunderstandings.”</p> <p>“I always try to get the correct pronunciation from the native speakers, so in case of English language, YouTube videos and movies have served me well. While, the Japanese language, I have an additional privilege which is being in Japan, so I could get constant feedback on pronunciation.”</p>
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b. Grammatical competence

Grammatical competence was gained as a result of the value of being able to pay enough attention to language structures, which provided someone with a greater knowledge of how the

sentence construction in a particular language works. Table 4 displays the participants' opinions on grammatical competence.

Table 4. Grammatical competence

Participants	Excerpts	Grammatical competence
A	<p>“I have learned the grammar and sentence construction in school.”</p> <p>“At the beginning of learning any language, one always tends to translate from the mother language to the language they are using, but after a while, I learned that is a big mistake to do that.”</p>	Concentrate on the language's components, structures, and fundamental features.
B	<p>“Writing system in the Japanese language is so complicated especially the Kanji as it requires a stroke order and there are thousands of them with multiple reading, till now I can't write by hand, fortunately writing by keyboard is easier as when I write a word spell there will be suggestions for the corresponding Kanji, this is so helpful even for the native Japanese. Practising writing in Japanese improved my vocabulary and my understanding of the Japanese language”</p>	
C	<p>“... in the Japanese language, the writing system is very complicated and there are basically three kinds of characters. The most difficult one is Kanji as there are thousands of them and what makes it more sophisticated is that every character has more than one reading. For the learner to use the language effectively, he/she should memorize as much as he/she can. In that area, I used spaced repetition system that has helped me out so far.”</p>	

The study of foreign languages broadens the understanding of the language area by enabling wider experiences between various languages

(Mazari & Derraz 2015). The thorough study and knowledge of the attributes and use of the language structures, mainly regarding the

difference in gender constructions in the language (Russian) and the many characters in Japanese (Kanji, Hiragana, Katakana), make learning the foreign languages much more profitable. For example, certain languages were presented by emphasising grammar first, and it may be difficult for individuals to gain grammatical information at the beginning of the language acquisition process. It will make students more conscious of their grammar as they attempt to utilise the language. Yet, the fear of making blunders and inaccuracies would make individuals hesitant to communicate more in the language.

According to Bentsen (2017), regardless of the fact that learners do make errors in oral communication, it would not hinder and be a barrier to the learners' competency. He also emphasises that focusing on the most common types of errors in oral communication is not always an effective way to acquire a language better. Furthermore, focusing on determiners, verb tenses, and prepositions may be beneficial since such grammatical features may impede communication by causing

misunderstandings. According to Ellis (2009), the learners' remarks are not necessarily required to be precise or "right" in order to create meaningful communication. Fluency and accuracy are beneficial when it comes to effective language use. As a result, educators should assist students in developing the abilities required for fluency to establish meaningful communication.

c. Discourse competence

This section's findings are divided into four major themes: writing new vocabularies in a notebook and reviewing them, reading books, watching programs and analysing the sentences to acquire the patterns of grammatical structures and styles, as well as learning from people who had experienced learning a foreign language by focusing on their learning methods. Table 5 contains extracts from the interviews on discourse competence.

Table 5. Discourse competence

Participants	Excerpts	Discourse competence
A	"I write each vocabulary in my notebook and keep reviewing them until I have mastered them."	a) Writing new vocabularies in a notebook and reviewing them.
B	"... reading books and watching programs in the English language." "After the Japanese course, I followed some Japanese teachers on YouTube and watch Japanese movies."	b) Reading books. c) Watching programs and analysing the sentences to acquire the patterns of grammatical structures and styles.
C	"I started to listen to easy English talks like (Special English on Voice of America (VOA)), Also trying to decipher the sentences to figure out the grammatical structures and how to use them, so when I was studying, I was looking not only to the factual concepts and facts but also to the style of writing and words collocation." "I searched on YouTube for people who have learned Japanese and their ways of learning. One way that attracted me the most and it was appealing is the immersion method. Simply this method means that you should immerse yourself in the language from the beginning as much as you can and let your brain embraces the language and do not spend a lot of brain energy on grammar and on trying to memorise everything because it will not work."	d) Learning from people who had experienced learning a foreign language by focusing on their learning methods.

“... I used the dedicated grammar books, but with less emphasis on grammar in the Japanese language as I followed a new strategy which is immersion method.”

Acquiring a broad and diverse vocabulary is critical for communicative competence and is considered one of the most important challenges for foreign language learners. Writing new terms in a vocabulary notebook may help with language learning. According to McCrostie (2007), students find notebooks most useful for learning nouns and similarly tangible concepts. Hence this is why many learners, including participants A and C, do incorporate writing vocabularies or any kinds of language constructions inside a notebook in order to help them better acquire the language they were learning. The participants have mentioned that they used to learn by immersion which means that they are immersed in a "language environment" where they hear, speak and learn the language in authentic everyday contexts and experience it in their familiar surroundings. They thus learn the new language as naturally as their mother tongue without any pressure or vocabulary stress. The immersive method places great emphasis on facial expressions and gestures. The children can thus understand what is being said from the context. As receptive skills increase and reading and listening comprehension improves, the children gradually absorb the new language into their everyday language.

To practice discourse competence as a form of exercise on producing a coherent and cohesive speech, the learners make their very own effort on gathering learning resources such as from YouTube and talk shows. Utilising YouTube videos in an informative manner is also beneficial for illustrating a concept, presenting an alternative viewpoint, stimulating a learning activity, and motivating the students (Almurashi 2016). As such, these videos may be used for

inspiring or motivating students to learn. The exercises for listening instruction should be viewed closely related with listening to speaking and listening to reading as two kinds of receptive activity (Kondrateva et al. 2016). Listening abilities may aid in the improvement of learners' oral literacy skills. Hence, effective language command requires both listening and speaking abilities.

Learners may discover natural-sounding evidence of subject closure, pre-closings, and terminal exchanges from a range of people and situations shown in the television shows (Grant & Starks, 2001). A study performed by Koolstra and Beentjes (1999) showed that L2 learners might acquire vocabulary incidentally while watching television. According to Leki (2007), language acquisition is linked to a variety of social variables when learners engage in human interactions. It illustrates very clearly how the unintentional learning and acquisition of a language starts and continues in a formal or casual setting, such as interacting with people who speak a range of languages.

d. Strategic competence

The findings of strategic competence are divided into four major themes: ask peers to correct language mistakes, make specific challenges to motivate language learning, use a language app to help people to understand better what you are trying to convey, and try performing physical gestures. Table 6 contains extracts from the interviews on strategic competence.

Table 6. Strategic competence

Participants	Excerpts	Strategic competence
A	“I remember getting bullied by Russian people because I was trying but most of the people, I know there kept encouraging	

	me to speak. My reaction was to laugh with them and ask them to teach me.”	a) Ask peers to correct language mistakes.
	“Speaking with friends who would like to improve their English language and making challenges in which we just speak in the English language, motivates me to learn new words and expressions.”	b) Making specific challenges to motivate language learning.
B	“I was misunderstood many times back when I was living in Russia, and I used my Yandex translator to convey my messages most of the time since not many people like to speak English in there.”	c) Use a language app to help people to understand better what you are trying to convey.
C	"... I tried gestures, different words, and smartphone dictionary."	d) Try performing physical gestures.

Interaction with members of society may help learners improve their speaking abilities while also increasing their self-confidence while communicating in the learnt language. This supports Arnold's (2019) study, which found that a positive affective environment keeps the brain in the optimum condition for learning, with minimal stress and strong interest in the learning experience. Based on this situation (active environment), learners were expected to apply problem-based learning methods in order to create an answer that was nearly identical to the real-life scenario (Cortazzi 1996). The practice of real-life conversation by being clear in terms of articulation may help to prevent misunderstandings that may arise while communicating. Yandex is a translator tool to translate any language to overcome the language barrier. It has many languages and is more accurate than other translation websites. It is also free which is great. The application efficient and accurate translator with an intuitive interface and is easy to use on daily basis. This kind of translator is efficient due to its availability online which give the learners to access it anytime anywhere. This easy access enables them to check the meaning of vocabulary they just heard.

4. Conclusion

In summary, the learners' experiences were strongly related to their

respective environments. To be a competent speaker, an individual must be mindful of the components of communicative competencies. The recognition of the significance of multilingualism and multiculturalism may serve as a basic foundation for comprehending the diversity of cultures and establishing tolerance principles in this current global community.

Interlanguage will cause some conflicts with the first language in every context since learners prefer to select a language that both speakers in a discussion understand and would be able to speak fluently. According to sociocultural theorists Lave and Wenger (1991), learning could be characterised as an interaction among three factors, which are: “structuring resources that shape the process and content of learning possibilities, the socio-political organisation of the practice of its content and the artefacts engaged in the practice, and finally, the identity and motivation, generated as newcomers move toward full participation in communities of practice”. According to this assertion, learners would prefer to study in an environment that allows them to concentrate solely on learning, primarily in a multilingual setting.

In regard to the multicultural effects on an individual's oral literacy, it can be presumed that it is highly dependent on the period of exposure. To recognize various groups, communities, and institutions that develop trust, respect, and are also profited greatly from diverse backgrounds,

skills, experience, and new perspectives, platforms such as study abroad and working in different cultural settings (mainly different countries that speak different languages) could be the dominant elements that serve as a catalyst in boosting the ability in learning foreign language and competence among university students as well as career individuals by focusing on relatable theory models as the framework.

5. Implications and Directions for Future Research

Based on the participants' experiences, the unwavering motivation to study in a foreign language as the foundation of staying in a multicultural country (in this case, Japan and Russia) has made them realise that acquiring other languages and cultures is a part of means to stay in a community, particularly for educational reasons and to better communicate with peers at the workplace. Besides, those people who experienced and got the chance to stay in a different country had shown people positive examples, especially those coming from his country that it is good to develop multiculturalism and multilingualism within a country. This would make someone has better communication skills, and in turn, if a country possessed this criterion among their people, it could make the country become more open-minded and modern in terms of way of thinking and interaction with foreign people coming from different cultures. In terms of multicultural impact on an individual's oral literacy, it is believed that it is strongly influenced by the duration of exposure as well as the environment. According to the research's data, the multilingual society also offers and influences learners' oral literacy. The desire to study and comprehend another culture was also driven by a desire to advance in a profession by becoming more fluent in the respective languages.

Since the results were based on interview sessions with three individuals, this research had some drawbacks. Hence, additional research may employ a mixed-method approach to gather data from a large number of participants in order to generalise the results. Another potential future study area could incorporate the function of media in multilingualism and multiculturalism

in terms of its effects on the learner's oral literacy and communicative competence.

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