

# ***A Study of Coping with Intercultural Interaction Obstacles Between Global and Local Students in International Schools***

**Chen Yifan<sup>1,a,\*</sup>**

<sup>1</sup>*The Hong Kong Polytechnic University - Hong Kong Community College, Hong Kong, China*  
*a. yifanfearless@gmail.com*

*\*corresponding author*

**Abstract:** Intercultural communication has become a vital element in the world today due to globalization. Students are increasingly seeking education in foreign institutions and regions with different cultures. This is a qualitative secondary research with the aim of identifying steps that schools can undertake to cultivate positive intercultural communication between global and local students. Thirty-one peer-reviewed articles were selected after purposive sampling from many sources using desk research using online sources, Google Scholar, the Journal of Communication, and the Journal of Applied Communication Research. The research aimed to answer the general question of: what steps can schools undertake to cultivate positive intercultural communication between global and local students. Therefore, data were collected, and content analysis was conducted to acquire results that were interpreted using the grounded theory. Data analysis was conducted by putting the data into groups based on the questions asked. This ensured that the findings generated were significant and sufficient to make viable and reliable conclusions. The results will be significant in guiding schools and individuals on ways to ensure effective intercultural interactions. These results will ultimately improve the experience for both local and global students. The findings indicated that stereotypes and anxiety are the major obstacles hindering intercultural communication between global and local students. However, learning how to initiate interactions, recognizing cultural differences, and giving more meaning to intercultural social interactions were identified as steps that schools can implement to enhance effective coping.

**Keywords:** culture, global students, intercultural communication, international schools

## **1. Introduction**

Globalization has enabled intercultural interaction. According to OECD [1], there were more than five million international students in 2017. This is a major increase from two million in 2000. This Institute of Statistics further indicated that most of these students were mostly from Asian countries like China and India but also from other nations like Nigeria and Saudi Arabia. The majority of them enrolled in institutions in the UK, the U.S.A, France, Australia, and Germany are some of the countries hosting most of these international students.

However, one of the biggest challenges reported by global students is communication barriers. Communication is the key to effective interactions regardless of culture, location, and other differences. A study by Newsome and Cooper [2] indicates that culture shock among global students

is a major barrier to intercultural interaction. These students undergo feelings of confusion, surprise, and anxiety due to the level of cultural practices, lifestyles, and behaviors witnessed in their new environment [3]. This shows that there is a need for international schools to implement strategies that will enhance positive intercultural communication.

While there are more research studies conducted to support international students, only some incorporate local students to acquire their point of view in regard to intercultural interactions with global students. Many research studies also focus on the dissatisfaction of international students and their insufficient preparation as they attend Western education institutions. In addition, they also examine intercultural communication based heavily on secondary data from other researchers and using theoretical frameworks. However, the global student community is getting increasingly complex with the development of technology.

Despite the long orientation seminars and lectures on local culture conducted to integrate global students, reports still indicate challenges in intercultural interaction [4]. Therefore, the study seeks to fill this research gap by investigating the lived experiences of both local and global students in international schools. This paper dwells on steps that schools can undertake to cultivate positive intercultural communication between global and local students. This hand data will help identify solutions for international schools to utilize and ensure meaningful and effective intercultural communication.

The study aims to explore intercultural communication, investigate the importance of its effectiveness, determine obstacles hindering intercultural communication between global and local students, and identify the impact of the resulting cultural differences. The study will then investigate how schools view global students and their interaction with local students. This will help identify how schools can boost interaction between different groups of students and promote a more inclusive and harmonious learning environment.

## 2. Literature Review

This section examines the literature on intercultural communication and the associated theories. First, it provides an overview of intercultural communication, its implications in schools, and how these schools view international students. It then evaluates the interaction between global students and locals in order to identify obstacles hindering the interaction. This is followed by an analysis of the proposed ways to handle these obstacles and an evaluation of intercultural competence. Lastly, this section includes a theoretical framework to enhance understanding of the various concepts.

### 2.1. Intercultural Communication

Intercultural communication is a widely defined concept across research studies. These definitions vary from intercultural communication being an act, a process, and an effect. According to Dasih, Triguna, and Winaja [5], its meaning is in accordance with the words; thus, it is any exchange of information between individuals from different cultures. This can be through talking, writing, or other communication forms. However, Rubtsova [6] defines it as a process where individuals from different cultures socialize and create shared meaning. In contrast, Arasaratnam [7] defines it as the effect after communication occurs between people from different cultural settings.

According to Makhmudov, [8] the term 'intercultural communication' was initially used in 1959 by Edward T. Hall in one of his books (*The Silent Language*). Due to this, he is acknowledged to be the founder of this concept, influenced by his experiences having grown up in culturally diverse areas. However, other researchers like George Simmel, Franz Boas, Charles Darwin, Sigmund Freud, and Erich Fromm, among others, have had major influences on the study of intercultural communication.

In a study by Guamguami and Zerriouh [9], there is a difference between intercultural communication, inter-discourse communication, and cross-cultural communication. Inter-discourse communication involves identifying ways that cultural identity is developed through interaction. However, cross-cultural communication is about comparing cultural communities based on how people from different cultures respond to each other.

## **2.2. Intercultural Communication Between Students In International Schools**

For global students, a lack of sufficient understanding of cultural differences between them and the local students can cause major negative implications. According to Song and Xia [10], global students have, in many instances, opted to return to their home schools due to challenges involving cultural differences. Most international education institutions are increasingly implementing strategies to facilitate the accommodation of global students into their systems. In addition, there is an increased emphasis and demand for skills with cultural emphasis in order to meet the demand for today's hypercompetitive, interconnected economy.

However, a study by Lehto et al. [11] showed that most schools consider international students as expensive. This is based on the numerous requirements they require for the school in order to ensure they are comfortable at school. This explains why most schools conduct orientation and require that global students learn a foreign language as a way of facilitating interaction. While learning a foreign language eases interaction for the global students, it does not prepare the local students for interacting with the global students. This results in numerous obstacles that hinder an effective intercultural interaction.

## **2.3. Intercultural Interaction Obstacles**

Intercultural interactions are highlighted as a motivation for some individuals to go to foreign schools or host global students. However, they have also been identified as a potential cause for frustration and misunderstandings. A study by Boldyrev and Dubrovskaya [4] highlights assumptions, differences, assumptions, stereotypes, and high anxiety as obstacles hindering intercultural interaction between local and global students.

Most people find it difficult to engage in intercultural communication since they assume that the other person's culture is similar to theirs [12]. When a global student makes assumptions about the culture of the local students, it hinders how they view, relate, and interact with the local students. Additionally, assuming differences between other cultures can also hinder one's perspective, thus hindering interactions.

Stereotypes are a major hindrance to intercultural communication [12]. The global and local people may believe in unfair generalizations that characterize other cultures in a certain way. Believing in these makes an individual close to open interactions with others. It may also facilitate judgment as each tries to evaluate the tendencies of the other culture.

This occurs to many people when they are uncertain of possible occurrences or experiences. According to Jandt [12], most global students are likely to feel anxious on their first day in a new school in a foreign country. They may be conscious of their appearance and conduct, thus failing to focus on communication.

## **2.4. Coping With The Obstacles**

Being present during interactions and not overthinking about possible attention is a way that global students can cope with the obstacle of high anxiety. Contrary to what a foreign individual may feel, most local people should pay more attention to the foreigner's cause of concern. This was based on a survey conducted by Sugawara [13]. According to this survey, 69% of Japanese workers in a US firm

had concerns over their accent or concerned about the impression they elicited from their US co-workers. However, only a small number of the US employee, comprising less than 10%, was concerned about the language and accent of the Japanese workers.

Global and local students need to avoid assumptions about the other person's culture [14]. Having no assumptions facilitates an opportunity to interact and communicate with each other without any obstacles.

## 2.5. Intercultural Communication Competence

According to the intercultural communication theory, competence occurs when any interaction realizes the desired goals effectively and is conducted in a way that is appropriate to the context applied [7]. This means that a competent intercultural communicator is able to affect their intended goal. They can assess the situation and identify the resources they will need to achieve their goal. Moreover, they develop strategies by predicting responses, putting the strategies into action, and assessing the results from the interaction accurately. Through this, they ensure effective communication and understanding across cultural boundaries.

## 2.6. Theoretical Framework

### 2.6.1. Hofstede's Model of Cultural Dimensions

Hofstede developed this model after conducting an extensive study across many cultures globally. He defined culture as a collective mind program that distinguishes people belonging to one culture from people belonging to another culture. He adds that this is based on unwritten rules learned during socialization, where people from a similar culture may have a pattern to their response, behavior, and thinking to particular situations. According to Hofstede [15], individuals have expressions based on human nature that are universal and determined by genes. However, the mode of expression is determined by culture. A person's personality is influenced by both human nature and culture, which is learned, resulting in the person's unique characteristics.

When it comes to human interactions, Hofstede [15] indicates that the key issue in culture is that different people prefer certain situations or events over others. He related this to the dimensions of culture he identified through the extensive study [16], which include power distance, uncertainty avoidance, individualism versus collectivism, masculinity versus femininity, long-term orientation versus short-term normative orientation, and indulgence versus restraint.

The power distance is the extent of expectance and acceptance of unequal power distribution and the issue of inequalities [15]. Uncertainty avoidance refers to how worried people in a society are when faced with ambiguity concerning the future. Individualism versus collectivism is people's integration into groups. At the same time, long-term versus short-term orientation refers to the way a society maintains consideration for its traditions and norms, even when handling present and future challenges [16]. Masculinity versus femininity is the way a society shows elements of competitiveness and aggressiveness versus caring accommodative values.

Under this model, Hofstede then developed a system where one can predict cultural differences between people in different countries. This model shows the culture of different countries, thus preparing a global student on what to expect. For instance, a Chinese student seeking to study in the UK will identify the cultural differences to expect in comparison to both countries, as shown in *Figure 1*.



Figure 1: Hofstede's cross-cultural comparison of China and the UK.

This means the person will experience a major difference since the UK is a highly individualist society, with low power distance and high tendencies for people to indulge [17]. Learning about these probable cultural differences will alleviate the need to make assumptions and enable the person to be prepared and present in intercultural interactions and during communication.

### 2.6.2. Culture-Based Conversational Constraint Theory

This theory is based on the conversational constraint theory, which indicates that as people try to make conversations with others, they encounter five barriers that then influence the choices they

make while engaging in conversation [18]. These constraints are clarity of mind, minimizing clarity, taking consideration of the other person's feelings, negative evaluation by the other person, and the effectiveness of the conversation.

Therefore, as people interact with others, they have various concerns that are determined by cultural factors like collectivism and individualism [18]. A person from a collective culture is likely to be constrained by the need to avoid imposing and hurting other people's feelings. On the contrary, a person from an individualist culture will be keen on clarity.

### **2.6.3. Communication Accommodation Theory**

Developed by Howard Giles, this theory indicates that people behave differently when engaged in social interactions [19]. The reason for these adjustments is to minimize the social difference between them and the person they are interacting with. This is done through the use of gestures or verbally. People tend to ensure that their communication activities will elicit approval or will ensure they leave a positive impression. However, these adjustment behaviors are largely dependent on the environment within which the interaction occurs. Giles indicated that people can either employ the convergence or divergence accommodation process.

The Convergence process makes a person adapt to the other person's communication characteristics, thus minimizing social differences [19]. However, the divergence process amplifies the social differences as well as the non-verbal differences between the two people communicating. The choice of process is dependent on perception and the other person's characteristics. A study by Giles and Gasiorek [20] showed that people were likely to use the convergence accommodation process when communicating with people they considered better or who had characteristics they considered better.

Understanding these processes explains the obstacles to intercultural communication. This is because people are likely to engage in interactions with people from cultures they consider better. They will then use the divergent process for people from cultures they do not hold in high regard.

## **3. Methodology**

This is a qualitative research study. The researcher utilizes secondary data to analyze intercultural communication between global and local students. The utilization of secondary data allows for a comprehensive examination of existing patterns and dynamics within the context of intercultural interactions. By delving into the intricacies of this communication, the study aims to extract valuable insights that can inform the development of actionable steps for schools. These steps are designed to ensure effective intercultural communication, fostering an environment where all students can effectively adjust and collaborate with their studies.

### **3.1. Data collection**

Data was collected from online articles, publications, and journals while ensuring that they were all peer-reviewed. Using peer-reviewed articles ensures that the information gathered has been verified and approved as reliable and valid. Multiple sources were evaluated by different authors on similar topics to ensure suitability and validity. According to Moore et al. [21], this practice minimizes the transfer of bias from the secondary sources to the study findings and conclusion, thus negatively affecting the study's reliability.

Therefore, through desk research on Google Scholar, the Journal of Communication, and the Journal of Applied Communication Research, the researcher identified 73 articles. The majority were on intercultural communication, competence, internationalization, intergroup interactions, the role of language, perceptions, and intercultural practices. Using purposive sampling, the researcher

evaluated and determined the best articles used for the study based on their relevance to the keywords used. This enabled the researcher to narrow down to thirty-one articles. A research team of three participants was then involved in helping with article selection as the aim was to ensure they acquired in-depth detailed knowledge on intercultural communication among global and local students. The rationale for inclusion was based on being peer-reviewed, recently published within the last five years, and ones that related to intercultural communication for global students, cultural differences, and coping. In addition, offline sources were also utilized, which included books on culture, education, communication, and sociology. This resulted in the identification of thirty-one (31) peer-reviewed articles for use in the research study.

### **3.2. Data analysis**

This study utilizes an inductive approach where the researcher explores the data collected, seeking to answer the research objectives. Using content analysis, all articles were extensively analyzed as guided by Kyngäs, Kääriäinen, and Elo [22] to ensure research trustworthiness. This approach was considered viable to enable in-depth research that focused on the study's context, thus aiding in interpretation and the generation of conclusive findings [23]. All articles were read, and information was recorded and content analyzed to ensure that all research questions were answered. The process provided a comprehensive understanding of the intercultural communication dynamics between global and local students in international schools.

### **3.3. Ethics**

This study recognizes the importance of adhering to research ethical principles in data collection, analysis, and reporting. The research purpose is to better society by finding solutions that will enable effective intercultural communication between global and local students. According to Resnik [24], the basis of ethical principles for research is not to harm. Based on the principle of honesty and integrity, all information used was authorized by the authors where necessary, and citations were made accordingly. The research was committed to carefulness; thus, they examined all work and ensured there was an accurate record of the data collected. This helped to minimize the risk of mixing up data and presenting inaccurate information that would be a misrepresentation of facts. The research analysis grouped all responses into themes, thus eliminating the risk of harming the respondents.

Throughout the study, the researcher provided the team with the right to withdraw from participation at any given time during the process. Even though this would present significant inconveniences to the research process, the researcher respects the interests and concerns of the team over the completion of the project, as their well-being is vital.

To ensure honesty throughout the entire research process, the researcher avoided any deceptive practices in the designing and executing of the research [24]. The study utilizes fair data collection by engaging a team in the selection of sources and analysis. This ensured that all information was collected and analyzed objectively with no bias and utilized equal scrutiny levels. Additionally, all research team members were well-informed of the study expectations.

All copyright issues to information were honored where applicable, plagiarism was avoided, and relevant permissions were obtained when deemed necessary. This ensured legal authorization to access, use, and reuse data primarily for the literature review that reviewed articles on the objectives and aim of the study.

Finally, the researcher ensured that all information reported as findings and conclusions were accurate, factual, and a realistic representation of the situation between global and local students in international schools in regard to intercultural communication. The data was consistently reported

and carefully handled to ensure it was not manipulated. It was considered vital for the research team to exercise honesty, truthfulness, and objectivity throughout the research. It ensured that the following results and conclusions are factual.

## **4. Results**

Based on the data collected from the 31 peer-reviewed articles, intercultural communication is the interaction between people from different cultures. It is highly significant due to the rapid ongoing globalization and internalization. However, cultural differences, ethnocentrism, and students' anxiety hinder interactions, creating a disconnect between local and global students. Most international schools view global students as a means to promote cultural understanding among their students. Thus, they emphasize the learning of a foreign language to ease communication, while other schools are complacent about the issue. These findings were grouped as follows:

### **4.1. Definition of Intercultural Communication**

Despite the different words used to define this concept, all the articles defined intercultural communication as the interaction between people coming from different cultures.

### **4.2. Importance of Effective Intercultural Communication**

Most of the articles considered intercultural communication as highly important as it helps students to recognize and respect cultural diversity. They cited that increased globalization and internationalization will facilitate increased interactions. Therefore, intercultural communication, especially in schools, will help eradicate conflicts over aspects like intermarriages and the need to keep group purity.

According to one of the articles, [25] intercultural communication enables one to effectively solve and avoid misunderstandings that may arise from miscommunication, assumptions, and cultural differences. It facilitates an increased sensitivity by an individual towards different cultures. The article further pointed out that Maryam Qudrat, an author who lived in the US, admitted that living in a foreign country helped her understand her own culture, heritage, and language. Intercultural communication also enhances interactions, enriching civilization and the development of national communities.

### **4.3. Obstacles Hindering Intercultural Communication Between Global and Local Students**

74.2 % of the articles indicated that stereotypes, ethnocentrism, and anxiety by both local and global students are the major obstacles to intercultural communication between global and local students. Four studies highlighted that the local students mostly instigated the obstacles. One article by God and Zhang [26] indicated that most local students did not put effort into initiating interactions with global students.

### **4.4. The Impact of the Resulting Cultural Differences**

35.5% of the articles indicated that cultural differences are likely to bring people together as they are curious to learn about each other. However, 38.7% of the sources indicated that cultural differences hinder interaction as people evaluate each other in a judgmental way. The remaining 8 articles (25.8%) were neutral, recognizing that while culture has a great influence on people's behavior, people have unique personalities that cannot be generalized. They further indicated that cultural differences can motivate people toward intercultural communication while also serving as obstacles to the same.



#### **4.5. How Schools View Global Students and the Interaction Between them and the Local Students**

While 26 of the articles (83.9%) did not address the view that the school has toward global students, the remaining articles offered a few insights. Most international schools view global students as a means to promote cultural understanding among their students. However, other international schools need to be more active about this issue.

#### **4.6. How Schools Boost Interaction Between the Different Groups of Students**

Most schools only cater to global students by encouraging them to learn a foreign language. They also conduct orientation and offer support through an office for international students.

#### **4.7. Ways for International Schools to Enable Intercultural Communication Between their Global and Local Students**

Initiating interaction among the students, recognizing diversity, and investing more time and resources into intercultural interactions were the steps identified from the different articles under study.

### **5. Discussion**

#### **5.1. Summary of Key Findings**

Based on the research findings, it is evident that schools should put in place strategies that will ensure there is effective intercultural communication between their global and local students. The current setting suggests that local students need to be adequately prepared, leading to a significant impact on the overall social dynamics within the school community. This lack of preparation results in high anxiety levels for global students, who often find themselves having to take the initiative in social interactions, contributing to feelings of isolation in the foreign country. Therefore, it becomes imperative for schools to prioritize the implementation of strategies that facilitate the learning of intercultural communication skills. Such strategies should focus on teaching students how to initiate interactions, recognize cultural differences, and give more meaning to intercultural social interactions, ultimately fostering a more inclusive and supportive environment for all students involved.

##### **5.1.1. Initiating Interactions**

Intercultural interactions between global and local students are limited when there is no willingness by both parties to initiate dialogue [11]. In cases when one is a minority, there is a tendency to feel sidelined and misunderstand that no one is willing to interact. In some cases, the excluded person sees the action as stereotypical. Before initiating interactions outside the classroom, students care about their cultural differences. For instance, international students with Asian backgrounds view Americans as 'liberated' and able to speak their minds, which is not usually acceptable in their culture. Finding common grounds to spark conversations and having the ability to remember faces and pronunciations make it easy to start dialogues.

In schools, domestic students should be as enthusiastic about interacting with other language speakers as international students [11]. Following a study, a lesser percentage of domestic students participated in multicultural activities. Out of the classroom, interaction activities were further limited by the former's willingness to participate. Intercultural dialogues are limited to superficial levels, like exchanging pleasantries. Most dialogues beyond basic issues become toiling and dry out, leading to their end. Domestic students, unlike their counterparts, are open to learning other cultures

only when the discussion topic is brought up. International students feel disappointed by the reaction toward their willingness to interact. For instance, a Chinese student in America would feel the need to try harder to relate with locals upon the realization that their social circle is made up of fellow Chinese.

### **5.1.2. Recognizing The Different Cultural Presence**

The next step towards better intercultural interactions is recognizing the different cultural presence [11]. According to Santomé [27], the recognition of cultural and linguistic plurality should not lead to their conversion into discrimination. A culturally integrated school ensures that students understand the root of political, social, and economic inequalities in the world they live in. A learner's identity is shaped by the gender, ethnic group, class, or sexual preference of the person offering the knowledge. People who feel unappreciated or different are reluctant to talk about their experiences. They hold back, especially when they think the intention is to undermine them using their vulnerabilities.

The scope of multiculturalism in the classroom is broader than having various languages in books, students of different races, and cultural holidays, but ensuring comfort and vast knowledge is tapping [28]. The assessment methods used are only multiculturally enhancing if they consider what is important to each culture's learning. For instance, non-verbal ways of communicating could be a norm in a particular culture. In Ohler's [28] example, a student who could not speak English after moving to Canada was seen as a troublemaker when resorting to non-verbal communication cues. The isolation of this learner was further enhanced by the teachers who did not help foster relationships. Educators should focus on encouraging all learners to move out of their communities and take part in intercultural social activities.

### **5.1.3. Giving More Meaning To Intercultural Interactions**

It is not enough to just focus on grammatical competence to ensure meaningful intercultural communication. Teaching interactional skills to students should enable them to go beyond the syntax and grammar necessary for learning class [29]. In enabling dialogue, it is important to recognize that language is culturally embedded and context-specific. Language, being a marker of social identity, determines the level of connection and distance between students in informal interactions. Language differences initially lead to increased seclusion of language proficiency without cultural consideration, which may not promote out-of-school intercultural interactions. Without formal settings that mandate communication, incomprehensible conversations lead to the exclusion of other language speakers. More formal out-of-class dialogue initiatives are important to ensure extensive cultural learning between students. This is possible through the promotion of co-curricular activities that involve both local and global students.

Enabling networking is important to promote intercultural [29]. While proficiency in the host language leads to better dialogue, it does not guarantee the creation of more networks with natives. Sometimes, a high level of proficiency only leads to more distancing of foreigners by natives. For instance, native Chinese speakers opt not to speak Chinese to eloquent foreigners due to nervousness. Building interpersonal relationships between students can grow their enthusiasm to communicate without the need to filter information. Learning in an out-of-class setting, such as social clubs and sports, helps students grasp various cultural nuances that are not restricted by context. This results in more confidence to hold dialogues in more settings without the need for interpretation or fear of misunderstanding. Frequent social interaction between intercultural communicators ensures that both parties do not ostracize the other, and the habit of nurturing each other grows. Getting over cultural bias, such as Chinese people not being comfortable with inviting foreigners to their homes, requires building friendships.

## 5.2. Limitations

**Methodology limitation-** The first limitation of this research is the use of secondary data. This means that the data acquired is based on other research studies; thus, it may transfer any bias in the sources used. In addition, the study cannot be generalized to apply to all global and local students.

**Scope Limitation-** Essentially, this research is relevant to many international schools globally as it offers insights on enabling efficient intercultural communication. However, in analyzing only 31 articles, the reality presented in this study may be representative of a small portion of the reality of intercultural interactions among international and local students.

## 5.3. Recommendation

To fully investigate the cultural interaction between global and local students, it is recommended that a future primary research study is undertaken to examine intercultural communication from the perspective of local students interacting with their global counterparts. This proposed study would enable an in-depth understanding of the potential ways in which the majority of students can contribute to facilitating intercultural communication. The result will be the creation of a more inclusive and supportive environment. By focusing on the perspective of local students, the research can shed light on their perceptions, attitudes, and behaviors towards global students, providing valuable insights into the dynamics of cultural integration within the school community. Additionally, this approach will help identify specific areas where local students can actively participate in fostering a more welcoming and accommodating atmosphere, ultimately contributing to the reduction of anxiety levels among global students and promoting a more positive intercultural experience for all.

## 6. Conclusion

The growth of the international student population has offered global learners opportunities to obtain and enhance their intercultural competence. Other than academic learning, global students share about their culture. Interactions between students from different cultural backgrounds are not only limited to the classroom but extend to out-of-school interactions. Coping mechanisms in intercultural communications between students are necessary to ensure that there is more enthusiasm. An evolution towards better intercultural communication in international schools should follow the steps of learning how to initiate interactions, recognizing cultural differences, and giving more meaning to intercultural social interactions. These will help cultivate positive intercultural communication between global and local students.

Schools should take advantage of the growing cultural diversity to establish mechanisms that enable both domestic and international students to learn culturally. To boost dialogue between the two, the view of international students should change. Schools should view them as something other than a burden that requires systematic changes to see them as cultural resources. Students who are motivated to gain from intercultural exposure will take on more activities that boost their future chances of working in multicultural environments. These advantages should be taken up as motivators for coping with intercultural interaction, more so dialogue. However, future primary research is recommended to investigate the interaction between local and global students from the perspective of local students.

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