**Literature Review**

**Topic:**How culture affects cross-cultural communication among international students in Australian universities

**Introduction**

International education is a wonderful experience that provides many benefits to students. However, data shows that there are differences in the culture of international students’ home countries and the impact of new learnings. International students face new learning environments, foreign languages, financial and life challenges, and different cultures and norms. These difficulties are often compounded if the student’s home culture differs from the new culture. Although adapting to a new learning environment is not an easy process, previous studies have shown that international students often adopt positive attitudes and can adapt to a new environment to overcome all the difficulties (Pekerti, 2020).

Pekerti, A. A., van de Vijver, F. J., Moeller, M., & Okimoto, T. G. (2020). Intercultural contacts and acculturation resources among International students in Australia: A mixed-methods study. *International Journal of Intercultural Relations*, *75*, 56-81. <https://doi.org/10.1016/j.ijintrel.2019.12.004>

**Culture**

Culture refers to knowledge, experience, beliefs, values, attitudes, meanings, hierarchies, beliefs, concepts of time, roles, relationships, ideas about the world, and things and things that a group of people acquire over generations(Shiraey, 2020).

Culture is a set of beliefs that distinguish members of one group or group of people from members of another group or group. Culture; It includes religion, food, what and how we dress, our [language](https://www.livescience.com/65108-brain-megabyte-storage-for-language.html), our marriage, our music, what we believe is right or wrong, where we sit at the table, how we greet guests, how we relate to our loved ones, and a thousands more.

Shiraev, E. B., & Levy, D. A. (2020). *Cross-cultural psychology: Critical thinking and contemporary applications*. Routledge. <https://doi.org/10.4324/9780429244261>

**Cross-Culture**

Culture and education face this opposition when education becomes the carrier of a hegemonic culture or the tool of leadership. Educational diversity results from the relationship between student subcultures and scientific subcultures, so that both cultural perspectives and relationship strength. There is interest in developing and researching different studies, especially in the developing countries in Latin America, Africa and Asia (de Aquino).

This force is still strong in developing countries with national histories that aim to improve the integration process of people in their regions through education (such as Canadian and American ladies and Australian and New Zealand Aborigines). Given the cultures of people who have been subjugated and living on the margins of colonialism, some studies now appear to speak of decolonization in the present day.

Rodríguez, C. O. (2018). *Decolonizing academia: Poverty, oppression and pain*. Fernwood Publishing. https://books.google.com.pk/books?id=PwF0EAAAQBAJ&lpg=PT6&ots=S6yYS-DVjT&dq=the%20cultures%20of%20people%20who%20have%20been%20subjugated%20and%20living%20on%20the%20margins%20of%20colonialism%2C%20some%20studies%20now%20appear%20to%20speak%20of%20decolonization%20in%20the%20present%20day.&lr&pg=PT12#v=onepage&q&f=false

Therefore, the acquisition of knowledge requires students to participate in cultural discussions regarding various research found in science schools. Within each cultural group, there are differences that are usually defined by race, language, and ethnicity, but also by gender, social class, occupation, religion, etc. There are subgroups that can also be defined by and thus constitute a subcultural group.

Tureček, P., Kozák, M., & Slavík, J. (2023). How subcultures emerge. *Evolutionary Human Sciences*, *5*, e24. DOI: <https://doi.org/10.1017/ehs.2023.19>

As a way of trying to explain the transition from one world to another, or simply across cultures, The Many World Learners was created by helping to explain four types of change in which girls learn to move from one world to another:1) The same world encourages positive change; 2) A different world requires change management; 3) A different world leads to dangerous changes; and 4) highly disagreeing worlds make undergraduates resist virtually impossible changes.

de Aquino, R. S., Carneiro-Leão, A. M., & Amaral, E. M. R. Teaching in Cross-Culture: A Worldwide Concern to Improve the Science Education in a Multicultural Perspective. <https://infonomics-society.org/wp-content/uploads/Teaching-in-Cross-Culture.pdf>

**Cross-Cultural Communication**

Modern society is diverse and multicultural, as are modern science, art and academic space. Therefore, the latest Russian standards in the field of undergraduate education include skills in socio-history, ethics and justice in 53.03.06 and 53.04.06 Musicology and Applied Arts, 53.04.05 Arts and 44.04.01 Pedagogy. Content The ability to understand the differences between people’s cultures and to detect and take into account the differences between cultures in the process of culture communication law. These are important skills for today’s professional; “skills or abilities that enable a person to function effectively and socially”.

The world is an ocean of ideas, events, and actions forming a global socio-cultural system. The flow of information gets through to the younger generation carrying a wide range of foreign cultural traditions. The picture of the world's artistic legacy for a modern person is much more extensive than, for example, it was in the middle of the 20th century. The latest education system has embarked on the course of multi-field and cross-functional training of specialists, which is defined by the laws of humanity’s activities of the third millennium. Thus, it is no longer possible to limit the study of artistic culture in an art university to a single European tradition. In multiethnic regions, “interpenetration of different cultural traditions” always occurs; therefore, the university should become “an educational institution where different cultural traditions intercross and coexist”.

Hoyer, D., Bennett, J. S., Reddish, J., Holder, S., Howard, R., Benam, M., ... & Turchin, P. (2023). Navigating polycrisis: long-run socio-cultural factors shape response to changing climate. *Philosophical Transactions of the Royal Society B*, *378*(1889), 20220402. [**https://doi.org/10.1098/rstb.2022.0402**](https://doi.org/10.1098/rstb.2022.0402)

Learning about world musical experience occurs through auditory perception, study and analysis of foreign music cultures on the grounds of “the art history approach, the integral and poly-artistic methods”, singing and playing various folk instruments and, finally, scientific research in the field of foreign cultures. Many trends of contemporary popular music are based on a synthesis of different national traditions. Along with multicultural traditions and characteristics of musical arts, the student receives a kind of genetic information concerning nations and ethnic groups. Moreover, using a specific model of the world, which is built and presented by the music culture of each nation, the student learns about the regional geographic and environmental factors that determined it, the lifestyle and activities of the society, and the principles of relations between its members.

Savage, P. E. (2019). Cultural evolution of music. *Palgrave Communications*, *5*(1), 1-12. https://doi.org/10.1057/s41599-019-0221-1

The “Music cultures of the word” discipline “inspire students to reflect upon the ideals of different epochs and the values that for centuries were being developed by humanity and to understand what troubled the society in different historical eras and what the ‘eternal problems’ people thought about”. In addition, this discipline permits the use of a wide range of “interactive methods of training as a means of universal competencies development”. Among them are “discussion, analysis of specific situations and project”, as well as “study and search reading, communicative tasks and role-play games”. Effectively learned are sociocultural elements of the international world philosophical, moral and religious trends in the development of societies, and economic and geopolitical interrelations.

Shafazhinskaya, N. E., Shcherbinina, V. M., Ivanova, E. Y., Belyakova, T. E., & Pereverzeva, M. V. (2019). Learning about world art culture as a method of forming a universal cross-cultural communication competence. *Humanities & Social Sciences Reviews*, *7*(6), 1225-1229. https://doi.org/10.18510/hssr.2019.76173

The modern world is inconceivable outside of the multicultural paradigm of development. Meanwhile, in the American music of the early 20th century, mutual interaction was taking place between European and African musical mentality. Many genres of American music due to their multiculturalism embedded in themselves not only national traits of different folk traditions but also the outcome of complex sociohistorical events and processes. For example, the forms and genres of the religious music of Old Ritualists, Molokans, Shakers, calendrical ceremonies of various native American tribes, as well as the folk-song culture of Creoles and Cajuns, not just survived, but continued their existence in America. All these genres and styles co-exist on the Northern continent, together with modern jazz, country, rock and pop music.

Campina, A., & Rodrigues, C. (2020). Migration, multiculturalism, human rights and the paradigm in the actual international politics (re) action. *International Journal on Lifelong Education and Leadership*, *6*(2), 44-55. <https://doi.org/10.25233/ijlel.786063>

Shafazhinskaya, N. E., Shcherbinina, V. M., Ivanova, E. Y., Belyakova, T. E., & Pereverzeva, M. V. (2019). Learning about world art culture as a method of forming a universal cross-cultural communication competence. *Humanities & Social Sciences Reviews*, *7*(6), 1225-1229. <https://doi.org/10.18510/hssr.2019.76173>

**Language barriers and proficiency**

Participants were administered a battery of tests to assess cognitive, language, and reading skills shortly after they began their studies, as well as repeated tests of language and reading skills 7 and 8 months later. This period is important because the teaching period in English universities usually lasts 9 months (October–June T2 coincides with the start of the final assessment that male students must pass before starting the thesis, and first-year undergraduate students must pass the second level). Data were collected from 63 Chinese participants and 64 British participants at T1. Fifty-nine Chinese participants and 52 British participants agreed to be retested at T2. In addition to language and literacy measures, the participants’ average pass and fail grades were obtained from the main academic sections at T2 as well as language and reading tests. Participants were tested individually on all measures other than the measure except vocabulary. This test was administered in groups of 15 to 30 participants under exam conditions in a computer classroom test. All tests are in English. This test lasts between 60 to 75 minutes. This study was approved by the Ethics Committee of the Department of Psychology at the University of York.

Ali, P. A., & Watson, R. (2018). Language barriers and their impact on provision of care to patients with limited English proficiency: Nurses' perspectives. *Journal of clinical nursing*, *27*(5-6), e1152-e1160. [**https://doi.org/10.1111/jocn.14204**](https://doi.org/10.1111/jocn.14204)

Extensive research in primary and secondary education shows that reading in the language being learned is critical to success in all subjects. Reading skills such as reading comprehension are particularly important because they facilitate the acquisition of content knowledge; Therefore, they are essential for successful educaton. Reading is also an important part of acquiring academic content, which requires high-level exams and imroving reading and writing skills.

Ng, Q. R., Renandya, W. A., & Chong, M. Y. C. (2019). Extensive Reading: Theory, Research and Implementation. *TEFLIN Journal: A Publication on the Teaching & Learning of English*, *30*(2).

DOI: **http://dx.doi.org/10.15639/teflinjournal.v30i2/171-186**

**Communication styles**

The specific ways in which individuals communicate with each other are determined by a complex combination of cultural, social, politico-economic, behavioural and psychological factors. They can be determined by socio-economic class, geographical location, peer group influence, or family upbringing, as much as by the individual’s language and culture, among many factors. Communicative behaviour is also determined by the particularities of situation and context; an individual who is voluble and highly articulate in the family home or among friends in her or his own country might be reserved, restrained, formal and introverted when in foreign places or in job interviews, for example. In this sense, differences in communication styles and strategies are likely as much within a particular culture, as between different cultures. Notwithstanding this complexity and diversity of communication behaviours, some researchers argue that there can be some general relationships between a specific culture and a particular communication style. Ranzjin et al. claim, for example, that cultural groups such as Indigenous people, who are what these authors describe as “collectivist” cultures, have different ways of communicating with people in Western cultures. They state, “behavioural differences between individualism and collectivism are associated with important differences in communication styles.”. International students reported struggling with different communication styles and behaviours that may influence their chance of employment, such as non-verbal communication (e.g. how to conduct oneself during an interview, and what are culturally appropriate and accepted behaviours) and verbal communication (e.g. what to share and how much information to share).

Huggins, R., & Thompson, P. (2019). The behavioural foundations of urban and regional development: Culture, psychology and agency. *Journal of Economic Geography*, *19*(1), 121-146.

<https://doi.org/10.1093/jeg/lbx040>

**Australian Universities**

**⁠⁠**Australian universities are well-known for their varied student populations, who come from a

variety of ethnic backgrounds. To establish a truly inclusive and inviting atmosphere for all

students, Australian institutions have developed policies and initiatives centred on cross--

cultural awareness. One of the most important parts of these policies is the development of

intercultural communication skills among students and staff (Elias and Mansouri, 2023). This

includes offering training and resources to assist individuals in navigating cultural differences

and effectively communicating with people from other backgrounds. Incorporating cross-

cultural elements into the curriculum is also a priority at Australian universities (Salter and

Maxwell, 2015). Universities hope to create a better knowledge and appreciation for diverse

cultures among students by introducing issues such as cultural diversity and cross-cultural

communication into various courses and programmes.

Spencer-Oatey, H., & Dauber, D. (2019). Internationalisation and student diversity: how far are the opportunity benefits being perceived and exploited?. *Higher Education*, *78*(6), 1035-1058. https://doi.org/10.1007/s10734-019-00386-4

**Key debates and controversies**

Cross-cultural communication is an important component of globalised societies, as people

from various cultures communicate and collaborate. The minimal attention to nonverbal

communication cues are a source of contention in present information about cross-cultural

communication (Jerath, 2021). According to Patil, Patil, and Unisha Katre, (2023) nonverbal

communication, such as body language, facial emotions, and gestures, play an important part

in cross-cultural communication. However, there has been little research into how nonverbal

cues are understood differently across cultures and how these perceptions affect

communication results. There is also a need for additional research into the role of

technology in cross-cultural communication. Morrison-Smith and Ruiz, (2020) stated that

with the growing use of digital communication tools such as email, video conferencing, and

social media, there is a need to comprehend how these technologies affect cross-cultural

communication and how to successfully navigate cultural differences in virtual

communication settings.

Aririguzoh, S. (2022). Communication competencies, culture and SDGs: effective processes to cross-cultural communication. *Humanities and Social Sciences Communications*, *9*(1), 1-11. https://doi.org/10.1057/s41599-022-01109-4

**Gaps in existing knowledge**

Despite the importance of cross-cultural communication, there are significant gaps in current

knowledge that impede efficient communication across cultures. One significant gap is a lack

of understanding of cultural nuances and communication methods. Different cultures have

unique communication styles that, if not recognised and appreciated, can lead to

misunderstandings and misinterpretations (Bender, 2022). Furthermore, there has been little

research on the effects of power relationships and bureaucracies on cross-cultural

communication. Another major gap in our comprehension of cross-cultural communication is

a dearth of research on nonverbal communication cues across cultures.  Overall, addressing

these knowledge gaps is critical for improving cross-cultural communication efficacy and

fostering greater understanding and collaboration across cultures.

Adler, N. J., & Aycan, Z. (2018). Cross-cultural interaction: What we know and what we need to know. *Annual Review of Organizational Psychology and Organizational Behavior*, *5*(1), 307-333. [**https://doi.org/10.1146/annurev-orgpsych-032117-104528**](https://doi.org/10.1146/annurev-orgpsych-032117-104528)

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