References:
1. Byram, M. (1997). Teaching and assessing intercultural communicative competence. Multilingual Matters.
https://spada.uns.ac.id/pluginfile.php/253332/mod_resource/content/1/ICC%20Byram.pdf
2. Chen, J., Dai, J., Zhu, K., & Xu, L. (2022). Effects of extended reality on language learning: A meta-analysis. *Frontiers in Psychology*, *13*, 1016519. DOI: 10.3389/fpsyg.2022.1016519
3. Council of Europe. (2020). *Common European Framework of Reference for Languages: Companion Volume*. https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4
4. Deardorff, D. K. (Ed.). (2009). *The SAGE handbook of intercultural competence*. Sage. https://ucg.ac.me/skladiste/blog_7764/objava_67219/fajlovi/Interkulturalna%20kompetencija.pdf
5. Du, J., Yang, Y., Zhou, M., & Li, Z. (2024). A systematic review of AI-powered chatbots for English as a foreign language learning. *Discover Education, 3*, 27. https://www.sciencedirect.com/science/article/pii/S2666920X24000316
6. Filippi, S., et al. (2024). Large language models in engineering education. *Information, 15*(6), 345. https://doi.org/10.3390/info15060345
7. Kramsch, C. (2014). Teaching foreign languages in an era of globalization. *The Modern Language Journal, 98*(1), 296–311. https://doi.org/10.1111/j.1540-4781.2014.12057.x
8. O'Dowd, R. (2021). Virtual exchange: Moving forward into the next decade. Computer Assisted Language Learning, 34(3), 209–224. https://doi.org/10.1080/09588221.2021.1902201
9. Pegrum, M., et al. (2023). Extended reality in language learning: Developments and directions. Language Learning & Technology, 27(3), 108–128. https://scholarspace.manoa.hawaii.edu/bitstreams/98157696-2a50-4f17-9970-8b0f9ccf98c5/download
10. Xiao, Y., et al. (2024). The promises and challenges of AI-based chatbots in language learning: A review. *Education and Information Technologies*. https://pmc.ncbi.nlm.nih.gov/articles/PMC11416278/

Intercultural Communication Strategies in Language Training of International Students at Higher Education Institutions

Larysa V. Dudikova
Professor, Department of Language Training
Kharkiv National University of Internal Affairs
Kharkiv/Vinnytsia, Ukraine
ldudikova@yahoo.com

In the context of globalization, higher education institutions (HEIs) are increasingly focused on integrating international students into their academic environments. Language training has evolved beyond mere linguistic proficiency to encompass cultural and communicative competence. Intercultural communication is

now recognized as a crucial factor in fostering effective teaching methodologies, supporting student adaptation, and preventing misunderstandings within multicultural classrooms [1; 4]. The growing mobility of students, facilitated by international scholarship programs and global academic networks, has resulted in highly diverse university cohorts. This diversity calls for a reassessment of traditional approaches to language education, which often overlook the socio-cultural dimensions of communication.

Moreover, internationalization strategies adopted by universities highlight the need to provide comprehensive support for international students. This involves not only administrative and academic guidance but also cultural integration. Without such support, international students risk becoming socially isolated, which can negatively impact their academic performance and overall well-being. Language training programs, therefore, represent a key arena in which intercultural competencies can be systematically developed.

Theoretical Background: Intercultural Competence in Language Education Intercultural competence (ICC) is a multifaceted construct that integrates cognitive, affective, and behavioral components. It refers to the ability to recognize and interpret cultural differences, adapt one's communication style, and engage in culturally appropriate interactions [1; 2]. According to Deardorff [5], ICC includes attitudes (respect, openness, curiosity), knowledge (cultural self-awareness, deep cultural understanding), and skills (listening, analyzing, evaluating, interpreting). Scholars emphasize that second language acquisition is inseparable from cultural learning.

Gutiérrez-Santiuste et al. [2] argue that students who develop ICC demonstrate higher academic achievement and greater satisfaction with their studies abroad.

Furthermore, ICC contributes to students' employability in international labor markets, where intercultural communication skills are increasingly demanded [6].

Employers seek graduates who can work effectively in multicultural teams, handle culturally diverse clientele, and adapt to global work environments. Thus,

integrating ICC into language training aligns with broader educational and labor market goals.

Psychological and Socio-Cultural Challenges of International Students International students often encounter psychological barriers, including anxiety, fear of making linguistic mistakes, and experiences of stereotyping or discrimination. These affective factors can impede language acquisition and classroom participation [2].

Culture shock, homesickness, and social isolation are also common. Such challenges not only affect academic performance but also contribute to mental health issues. Teachers must therefore incorporate socio-cultural orientation into language curricula to reduce anxiety and increase students' sense of belonging.

The cultural distance between students' home and host countries may produce communication breakdowns. Misunderstandings can arise from differences in verbal and non-verbal behavior, classroom etiquette, and learning styles. For example, while

Western education systems emphasize critical thinking and active participation, students from some Asian or Middle Eastern cultures may be more accustomed to teacher-centered instruction. Recognizing these differences allows teachers to adjust their methods accordingly.

Intercultural Communication Strategies in Language Training

Effective integration of intercultural communication into language education requires structured pedagogical strategies, which should be implemented systematically throughout the curriculum.

1. Case-based learning. This approach involves analyzing authentic cross-cultural conflicts and exploring possible solutions. It enhances students' critical thinking and fosters empathy by exposing them to diverse viewpoints [1; 3]. Cases can be drawn from real-life academic settings, international workplaces, or global current events. Students learn to identify sources of cultural misunderstandings and propose constructive strategies for resolution.

2. Project-based learning. Teamwork among students from different cultural backgrounds promotes cooperative learning, problem-solving, and intercultural negotiation skills. Collaborative projects can simulate real-world academic and professional tasks, making learning more relevant [3; 4]. Teachers should intentionally create culturally diverse teams and guide them in managing group dynamics, role distribution, and conflict resolution.

3. Role-playing. Simulations of everyday intercultural situations develop communicative flexibility and spontaneous language production. Role-play encourages students to experiment with pragmatic norms and socio-cultural conventions [1]. It also enhances empathy by allowing students to experience situations from multiple cultural perspectives. Reflection after role-play is crucial, as it helps students analyze what strategies were effective and why.

4. Digital storytelling. The use of multimedia platforms to present personal narratives and cultural heritage encourages creative expression and cultural awareness. It strengthens both linguistic and digital literacies, which are vital in contemporary education [4]. Digital stories can be shared on classroom blogs, social media platforms, or e-portfolios, fostering a sense of community and intercultural dialogue.

Incorporating intercultural strategies into linguodidactics involves designing curricula that combine language skills with cultural content. This may include creating specialized training modules, using authentic cultural materials, and employing reflective practices. Teachers should be trained to recognize cultural biases and to facilitate culturally sensitive classroom communication [2; 3].

Institutional support is also essential, including intercultural training workshops, mentoring programs, and international student support offices.Additionally, assessment methods must be adapted to evaluate intercultural competence.

Traditional tests often focus solely on grammar and vocabulary, neglecting pragmatic and cultural dimensions of language use. Alternative assessment methods,

such as portfolios, reflective journals, and peer evaluation, can provide a more comprehensive picture of students' intercultural development.

Integrating intercultural communication strategies into language training fosters deeper engagement, enhances linguistic competence, and facilitates the adaptation of international students. HEIs should prioritize intercultural pedagogy as a key component of language education. Further research should explore the long-term effects of ICC-based curricula on students' academic and professional outcomes. Policymakers and educational leaders should allocate resources to faculty development in intercultural teaching and to institutional infrastructure that supports diversity and inclusion.

Ultimately, equipping students with intercultural competence prepares them not only for academic success but also for active participation in global civil society.

As universities continue to internationalize, the integration of language and culture must become a central pillar of higher education.

References:

1. Baker, W. Intercultural and Transcultural Awareness in Language Teaching. Cambridge: Cambridge University Press, 2022. 218 p.
2. Barnes, S., et al. Intercultural Communication. Edinburgh: Edinburgh University Press, 2024. 264 p.
3. Cong-Lem, N. A bibliometric review of intercultural communication in second/foreign language education from Scopus over 67 years. Journal of Language and Intercultural Communication, 2025. 19 p.
4. Deardorff, D. K. Manual for Developing Intercultural Competence. New York: Routledge, 2020. 310 p.
5. Gutiérrez-Santiuste, E., et al. Intercultural communicative competence and its relation to the educational success of international students. Journal of International Education, 2023. 14 p.
6. Spencer-Oatey, H. & Franklin, P. Intercultural Interaction: A Multidisciplinary Approach to Intercultural Communication.London: Palgrave Macmillan, 2022. 342 p.