

THE IMPACT OF CROSS-CULTURAL COMMUNICATION ON BUSINESS TERMINOLOGY LEARNING

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Abstract: In today's globalized business environment, cross-cultural communication plays a crucial role in facilitating collaboration and understanding among professionals from diverse linguistic and cultural backgrounds. Effective acquisition of business terminology is essential for successful communication, negotiation, and professional interactions. This study explores how cross-cultural exposure influences the learning and comprehension of business vocabulary among professionals and students. The research investigates three primary objectives: the impact of cross-cultural interactions on business vocabulary acquisition in English language, the challenges posed by linguistic and cultural differences in learning business terminology, and the effective strategies to enhance English business vocabulary acquisition in multicultural settings. The study incorporates theories such as Hofstede's Cultural Dimensions and Hall's high-context vs. low-context communication framework to analyze cultural influences on business terminology. It highlights challenges such as lexical gaps, idiomatic expressions, and translation difficulties, which often lead to misinterpretations in professional contexts. To address these challenges, the study emphasizes the significance of bilingualism, translation, and digital learning tools in facilitating effective communication. AI-powered applications and virtual platforms have transformed business communication, offering accessible language training and real-time translation services. Additionally, experiential learning methods such as role-playing and business simulations are explored as effective tools for improving cultural awareness and communication skills. These methods provide students and professionals with hands-on experience in navigating multicultural business interactions. A quantitative survey-based methodology was used to collect data from 215 respondents, including business students, professionals, and foreign managers. The study employed stratified random sampling to ensure diverse representation across industries and cultural backgrounds. The survey assessed participants' experiences with cross-cultural communication, challenges in business terminology learning, and the effectiveness of various learning strategies. Findings from this research provide valuable insights into how international business interactions contribute to vocabulary development and propose strategies for improving cross-cultural business communication. In conclusion, this study underscores the necessity of cultural adaptability, effective translation methods, and digital tools in business terminology acquisition. By enhancing cross-cultural communication skills, professionals and students can improve their ability to navigate global business environments, fostering more effective and inclusive communication across cultural boundaries.

Keywords: *communication, business terminology, simulation, role-playing, translation, bilingualism.*

1. Introduction

In the business sector, where professionals from many linguistic and cultural backgrounds meet, cross-cultural communication is essential. It is crucial to comprehend business jargon across cultural boundaries in order to collaborate, communicate, and negotiate effectively. This paper investigates the effects of cross-cultural communication on professionals' and students' acquisition of business terminology.

The objectives of this research are: to investigate the ways in which cross-cultural contacts help in the development of business vocabulary, to determine how language and cultural differences make learning business terminology difficult and to investigate methods for enhancing the acquisition of business terminology in multicultural settings.

2. The Role of Cross-Cultural Exposure in Vocabulary Acquisition

Cross-cultural communication refers to the process of exchanging, negotiating, and mediating cultural differences in communication between individuals or groups from different cultural backgrounds. Thomas & Inkson (2009), in their book, *Cultural Intelligence: Living and Working Globally* Thomas & Inkson's (2009), referring to cross-cultural communication, highlight the importance of building and maintaining relationships across cultural boundaries.

The exchange of information between people from various cultural backgrounds is the fundamental definition of cross-cultural communication. Although the primary term has not changed, academics have added to it to highlight other aspects including language, conduct, ideals, and presumptions. The idea of high-context and low-context cultures, as proposed by Edward T. Hall in 1976, is essential to comprehending cross-cultural communication. High-context cultures, like those in Japan and the Arab world, rely on nonverbal clues and implicit signals, whereas low-context cultures, like those in the United States and Germany, prioritize direct and explicit communication (Hall, 1976). A framework for comprehending cultural variations in business communication is provided by Hofstede's *Cultural Dimensions Theory*. His dimensions – such as power distance and individuality versus collectivism – are frequently used to examine how different cultures approach hierarchy, communication, and decision-making. How cultural factors affect how people communicate is one of the main facets of cross-cultural communication. Numerous academics have put forth various models to account for these cultural differences. According to Hofstede's research, comprehension of these aspects is essential for cross-cultural communication to be successful, particularly in professional settings.

In international commercial dealings, where an awareness of cultural differences can make or break a contract, cross-cultural communication is especially important. While some cultures, like Japan or India, place more value on establishing relationships before addressing business, others, like the United States or

Germany, expect business encounters to be straightforward and effective. Also, there are cultures, like those in the U.S. or Germany, which tend to prioritize timeliness and schedules (monochronic), while others, including those in Latin America and the Middle East, have a more flexible view of time (polychronic) (Hofstede, 1984). According to Fons Trompenaars and Charles Hampden-Turner's book *Riding the Waves of Culture: Understanding Cultural Diversity in Business* (2003), there are significant cultural differences between countries that have an impact on how businesses operate and are managed. In this context, culture is simply defined as "the way in which a group of people solves problems and reconciles dilemmas." (Trompenaars and Hampden-Turner, 2003: 6)

Through exposure to a variety of professional contexts, international business encounters help people learn specialized business jargon. Professionals and students involved in cross-border communication get a more sophisticated and varied vocabulary as globalization links businesses around the world. Professionals communicate in real time and come across phrases unique to their industry used in context. Learners are exposed to both official and informal business expressions through conferences, trade negotiations, and business meetings. Also, people who operate in cross-border teams are exposed to a variety of business idioms, jargon, and technical phrases that are used in other nations. For instance, a finance student working on an international project may learn terms like "*hedging*," "*equity markets*," and "*foreign exchange reserves*" through discussions with foreign partners.

Negotiations, branding, customer relations, and financial communication are all significantly impacted by cultural context when it comes to how business phrases are interpreted. To guarantee successful cross-border communication, businesses operating in international markets need to be culturally sensitive and flexible. Therefore, attention should be paid to the following:

Recognizing Local Norms: Companies should investigate the communication preferences, cultural values, and negotiating strategies of their foreign partners.

Respecting Linguistic Differences: Employing corporate vocabulary that is appropriate for the culture guarantees clarity and guards against misunderstandings.

Adapting Formality Levels: While some cultures (like those in the U.S. and Australia) encourage direct and casual interactions, others (like those in South Korea and Japan) favor hierarchical, courteous communication.

3. Literature Review

The importance of business terminology learning in the context of cross-cultural communication cannot be overstated. In an increasingly interconnected world economy, the ability to effectively communicate business concepts across cultural boundaries is essential for collaboration, efficiency, and minimizing misunderstandings.

Business terminology represents the vocabulary employed by professionals in dialogues, negotiations, when building relationships, and its mastery is essential for success in international business environments. Thereby, language training is a fundamental component of business terminology learning, particularly in multicultural settings. Reynolds (2024) emphasizes that the challenges faced by professionals highlight the necessity for businesses to invest in language training

and cross-cultural communication skills, referring specifically to global supply chain participants as an example. Investing in learning specialized vocabulary becomes crucial for enhancing collaborative efficiency and reducing misunderstandings. Moreover, the role of cross-cultural communication competence in business ought to be correctly considered. Effective cross-cultural communication is imperative also in the case of expatriates working in subsidiaries of multinational corporations (Wang & Tran, 2012, Abugre, 2018) where language training impacts job performance and adjustment. Davidovitch & Khyzhniak (2018) argue that communicative training must account for cross-cultural features, such as differences in national character, perception of time, and social status. By incorporating these cultural nuances into language training programs, organizations can foster a more inclusive and effective communication environment. On the other hand, Ishchuk and Ishchuk (2023) highlight that language functions as a treasury of cultural values and beliefs, suggesting that understanding the cultural significance of terminology is crucial for effective communication in cross-cultural business settings. Thus, the need for language training programs to incorporate cultural education, enabling learners to appreciate the nuances of business terminology within different cultural frameworks, becomes of utmost importance.

The integration of technology in language training has been another constant that appeared in the consulted studies, showing that it greatly enhances learning outcomes. For instance, Mežek et al. (2015) found that exposure to subject-specific terminology through various media significantly improves learning outcomes; employing digital tools and platforms for language training can facilitate a deeper understanding of business terminology and effective communication in professional settings.

Another research direction regarding the studied topic focuses on pedagogical approaches which play an important role in facilitating cross-cultural communication and enhancing terminology learning. The flipped classroom model, as discussed by Koponen (2019), represents a transformative educational strategy that encourages active learning and engagement among students, allowing them to explore business terminology in a context that values interaction and collaboration providing a deeper understanding of cultural implications. Additionally, the integration of technology, such as digital tools and virtual communities, has been shown to enhance communication and terminology acquisition. Sinaga et al. (2024) and Luethge et al. (2016) argue that these technological advancements provide platforms for learners to engage with diverse cultural perspectives, enriching the understanding of business terminology within a global context. Cultural intelligence (CQ) emerges as a critical competency for effective cross-cultural communication. Bückner and Korzilius (2015) consider that role-playing simulations can significantly enhance cultural competence, enabling students to immerse themselves in real-to-life cultural landscapes more effectively. Huang (2023) also stresses this perspective by emphasizing the importance of leadership in adapting to multicultural environments. Leaders equipped with high levels of cultural intelligence are better positioned to facilitate cross-cultural interactions, thereby promoting an organizational culture that values diversity and inclusivity.

Hofstede's Cultural Dimensions provide a valuable framework for understanding the intricacies of cross-cultural communication in business contexts. Thampi et al.

(2020) illustrate the relevance of these dimensions in addressing cultural diversities among small business entrepreneurs in India, while Zhu (2023) highlights their significance in foreign language learning. Rapp et al. (2010), Williams and Zinkin (2008), and Alshahrani (2017) clarify how cultural dimensions influence not only communication styles but also the learning and application of business terminology in diverse cultural settings. Hofstede's dimensions extend beyond communication to encompass consumer behaviour and corporate social responsibility. Steenkamp (2001) stresses that an understanding of cultural dimensions is essential for businesses seeking to communicate ethically across diverse markets. As the global business landscape continues to evolve, further research is necessary to refine strategies that enhance cross-cultural communication and terminology use in both educational and professional contexts. This ongoing exploration will not only contribute to the academic discourse surrounding cross-cultural communication but also provide practical insights for organizations striving to thrive in an increasingly interconnected world.

4. Challenges in Business Terminology Learning Across Cultures

As language, communication styles, and cultural contexts vary so much, learning business terminology across cultural boundaries is a complicated and subtle process. Learning terminology is essential for success for global corporations and individuals operating in a variety of settings, but there are a number of obstacles that can prevent efficient learning.

4.1. Lexical Gaps

Translation Issues: Confusion may result from some business words having no direct translations in other languages. Terms like *"market share," "entrepreneur,"* and *"brand loyalty,"* for instance, might not translate well or might have distinct meanings in other languages.

Contextual Differences: Certain cultural circumstances can give a word or phrase a distinct meaning. For example, the word *"investment"* may relate mainly to monetary investments in certain cultures, but it can also allude to broader ideas like social or human capital in others. *"Investment"* is typically linked to financial capital, stock markets, venture capital, and economic growth in Western, capitalist-driven nations (such as the United States and the United Kingdom) while *"investment"* may also place a strong emphasis on social capital, such as networks and relationships, in Asian or Middle Eastern civilizations.

4.2. Colloquialisms and Idiomatic Phrases

Idiomatic phrases, analogies, and jargon unique to particular sectors or geographical areas are frequently found in business vocabulary. For non-native speakers or others who are not familiar with the expression's cultural context, they can be challenging to interpret. For example, for someone who is not familiar with Western corporate culture or who comes from a more hierarchical environment where this kind of thinking is less common, the phrase *"thinking outside the box"* may be difficult to comprehend or convey.

The impact of cultural differences on the use of business jargon and idioms should be considered, too. Idioms and business jargon are essential to corporate communication. They enable experts to communicate intricate concepts more

effectively and concisely. However, using idioms and jargon might be problematic when working in a cross-cultural or international corporate setting. The meaning, appropriateness, and efficacy of these statements are greatly impacted by cultural variations, which frequently result in misinterpretations or communication failures.

4.3. Figurative versus Literal Meanings

4.3.1. Business Jargon: A lot of business terminology and expressions, such as "*synergy*," "*value-added*," and "*benchmarking*," are utilized in particular ways in professional settings. These phrases might have different cultural connotations and are frequently industry-specific. For example, the word "*synergy*" may be taken more literally in some cultures, meaning physical cooperation, whereas in others it may only refer to cooperation for strategic gain. Physical teamwork, direct collaboration, and hands-on cooperation are closely associated with "*synergy*" in certain cultures, especially those that have a collectivist perspective. Working together in these cultures frequently entails being physically present and making contributions toward a common objective (e.g. in Japanese corporate culture, group harmony and *kaizen* (continuous improvement) are fundamental components of synergy; the concept of synergy as concrete cooperation is reinforced by employees physically working together in open-office layouts, holding collaborative meetings, and making decisions as a group). (<https://civilisable.com/>).

4.3.2. Idiomatic Expressions: By definition, idioms frequently contain figurative connotations that are not immediately clear from the terminology alone. Idiomatic phrases can cause misunderstandings when employed in cross-cultural communication, particularly if they are poorly translated or lack a direct translation in another language.

For example, for someone who has never heard the idiom before, the phrase "*hit the ground running*" – which means to begin a task with great vigor and enthusiasm – may seem absolutely ridiculous. Such an idiom could be taken literally and lead to confusion in a culture that values straightforward communication.

Jargon frequently presents a problem when working with multinational teams in global commercial contexts. Jargon can cause problems, especially for non-native speakers, even when English is the predominant language of communication. There may be no precise equivalent for some business words in other languages, or the translation may not have the same meaning. It may be challenging to translate terms like "*corporate culture*" or "*thought leader*" into other languages, and cultural context may affect how they are understood. In English, a company's principles, conduct, and workplace are referred to as its *corporate culture*. *Culture d'entreprise* is the closest translation in French, but it could place more emphasis on business customs than workplace dynamics. Although *kigyō bunka* is used in Japanese, there is no exact equivalent. However, Japanese corporate culture is more affected by hierarchy and group cohesion than the Western concept of innovation-driven culture. (<https://www.paularnesen.com/blog/an-essential-guide-to-japanese-business-culture>)

The idea of "*leadership*" may be perceived more hierarchically in some nations and may not correspond with Western ideas of "thought leadership" in the corporate setting. For example, while thought leadership in the West entails people changing

their industries by coming up with fresh concepts and questioning the status quo, *leadership* in China might be more concerned with the capacity to keep things under control, guarantee stability, and fortify bonds with both external partners and subordinates (for example, through *guanxi* or social connections). (<https://www.iedp.com/articles/chinese-leadership-5-critical-differences-with-the-west>).

Regional differences in business jargon can be substantial, even within the same language. For instance, there are various dialects of English spoken throughout the world, including British, American, and Australian English, each with its own idioms and business jargon. In American English, the expression "*getting down to business*" refers to beginning to concentrate on the primary tasks. But in the UK, the word "*getting to the point*" is more frequently used to convey the same meaning, albeit in a different way.

Businesses frequently employ trendy jargon or "buzzwords" in international business settings. These terms may be popular at the time, but their meanings vary depending on the cultural setting. These catchphrases are accepted and used in everyday speech in some cultures, yet they could be seen as superficial or perplexing in others. In Silicon Valley business culture, buzzwords like "*disruption*", "*innovation*" and "*pivot*" are commonly employed. However, in more conventional or conservative cultures, these terms may be perceived as ambiguous or excessively technical.

When professionals from different English-speaking regions work together, there may be misunderstandings or miscommunications due to the substantial disparities in business language between these regions. These regional variations are evident in corporate methods, workplace culture, management, and finance. For instance, in terms of titles, these are typically less formal in the United States. For instance, the term "*manager*" is frequently used in a variety of departments, and in smaller firms, the terms "*executive director*" and "*CEO*" are sometimes used interchangeably. Titles like "*Director*" or "*Managing Director*" (MD) are frequently more formal in the UK than in the US. Only senior leadership roles in non-profit organizations are referred to as "executive directors."

5. Strategies for Effective Business Terminology Learning

5.1. Digital Tools and AI-powered Language Learning Apps

The emergence of AI-powered language learning apps and digital tools has drastically changed how companies communicate across linguistic and cultural divides. Businesses are depending more and more on these technologies as globalization progresses in order to improve efficiency, overcome language barriers, and improve cross-cultural communication. This effect is noticeable in a number of areas, such as international business interactions, customer engagement, and employee training. Employees can easily access language learning resources thanks to digital tools and apps driven by artificial intelligence. Without the need for costly training programs or formal classes, employees may study languages at their own pace using applications like Duolingo, Babbel, Rosetta Stone, or Memrise. Businesses can make sure that their employees can communicate across borders even if they don't speak the language before thanks to this degree of accessibility.

5.2. Role playing and Simulation

Role-playing and simulation are two very powerful ways to help students develop their cross-cultural business communication abilities. By giving students practical experience navigating a variety of corporate settings, these experiential learning techniques aid in the development of their cultural awareness, adaptability, and effective communication skills.

By adopting various cultural identities or viewpoints, role-playing allows participants to practice communication techniques in a simulated setting. It gives professionals and business students a firsthand look at the difficulties and viewpoints of people from different cultures, which is crucial for developing empathy and understanding. Situations such as presenting concepts to a foreign team, engaging in international negotiations, or handling cultural misconceptions can all be simulated through role-playing. As participants learn to modify their behavior and approach according to the cultural context of the other person or group, it aids in the improvement of cross-cultural communication skills.

Role playing scenarios might include:

Negotiation Scenarios: In order to adjust to cultural variances in communication methods, students pretend to be business executives from various cultures and negotiate agreements.

Meeting Simulations: In multicultural business meetings, participants experience variations in body language, decision-making, and business procedures.

Exercises for Resolving Conflict: Students can practice their problem-solving and conflict-resolution abilities by acting out scenarios where cultural misunderstandings occur.

Networking Practice: At international business networking events, students engage as professionals and gain knowledge on how to handle cultural norms when making introductions and striking up conversations.

People can interact with scenarios that mimic actual cross-cultural interactions in a risk-free and immersive setting through simulation. It gives professionals and business students the chance to practice communication, problem-solving, and decision-making techniques that are crucial while negotiating cultural differences. Simulations foster empathy, adaptability, and understanding by simulating difficulties such as settling intercultural disputes or negotiating with international partners. Soft skills like active listening and cultural sensitivity, which are essential in today's global business environment, can be improved using this approach.

Simulated scenario examples include:

Virtual Business Negotiations: Students engage in role-based cultural differences in simulated international business negotiations through digital platforms.

Cross-Cultural Group Projects: Students from various backgrounds work together on a mock international business project that emphasizes the difficulties and solutions of teamwork.

Training in Customer Service and Sales: Students can improve their customer service skills by simulating client interactions across cultural norms.

AI-Powered Virtual Reality (VR) Training: By simulating cultural business environments, VR simulations give students a genuine opportunity to practice communication.

6. Methodology

6.1. Design and Method

This study looks at how cross-cultural communication affects learning and comprehending business terms using a quantitative survey-based methodology. The goal is to collect quantifiable information about the connection between cross-cultural encounters and how well business terminology is learned in global business contexts.

A survey design that is both descriptive and correlational was employed to examine how cross-cultural communication affects the acquisition of business terminology, to determine the main elements that affect terminology retention, such as language exposure, communication frequency, and cultural adaptability, and to analyze the efficacy of various teaching strategies in multicultural workplaces. Quantitative information was gathered from a wide range of respondents using a structured questionnaire with closed-ended questions. The target population is made up of, mainly, business students of the Faculty of Economic Sciences, University of Oradea (both BS and MA), professionals, and foreign managers who communicate across cultural boundaries. To guarantee variety, participants were from a range of linguistic and cultural backgrounds. The age of the participants ranged between 18 and 50. The vast majority of the respondents (60%) were economic students and the rest of the respondents were professionals activating in the business environment.

The sampling method was stratified random sampling in order to guarantee representation from a range of business positions, industries, and nations and the sample size counted 215 responders. The survey contains four sections: demographics (age, sex, nationality, sector, and prior foreign business experience and the level of instruction in cross-cultural communication); communication methods and challenges (the frequency of encounters with people from diverse cultural backgrounds, common obstacles include language, cultural standards, and misinterpretations of nonverbal cues, and favorite methods of communicating (direct versus indirect)); the effectiveness of intercultural communication strategies (we have used the Likert-scale items - 1 = strongly disagree, 5 = strongly agree - assessing: adaptability in communication styles, use of cultural awareness training, and effectiveness of digital tools for improving communication); performance indicators and business results (the efficiency of communication as perceived in negotiations, team collaborations, and conflict resolution).

We distributed the survey through online platforms (Google Forms), face to face encounters (university), corporate HR departments for employee participation. We collected the data over a period of 4 weeks (November-December 2024). The participants agreed to the study terms and no personal identifiers have been collected.

6.2. Interpretation of Results

The survey results indicate that the majority of respondents come from a business-related background, both in education and profession. A significant portion of respondents hold a Master's degree, indicating a high level of academic qualification. This suggests that many participants have pursued advanced studies, likely specializing in business, management, finance, or related fields.

Another large group has a Bachelor's degree, meaning they have completed undergraduate education in business disciplines.

A significant number of respondents (38.5%) reported using interactive exercises, which align with the principle of active learning. According to active learning theories (Settles, 2011), students who actively participate in the learning process as opposed to passively collecting information are more likely to acquire vocabulary. Theories such as constructivist learning claim that rather than merely memorization of vocabulary lists, students gain a deeper comprehension and retention of the content when they participate in activities that call for interaction and problem-solving. This is supported by the usage of role-playing scenarios, quizzes, and flashcards, which 43.5% of respondents said they used. These techniques promote active recall and repetition, which are proven to enhance vocabulary application in a variety of circumstances and improve memory retention.

When asked "Which method do you feel is most effective for learning business vocabulary?", the survey results show that respondents have used various methods to learn business vocabulary, including interactive exercises (38.5%), online platforms (46.2%), and immersive learning (43.5%). Many respondents have engaged in structured learning activities such as quizzes, flashcards, and role-playing scenarios. This method suggests a preference for active learning, which helps reinforce vocabulary through repetition and engagement. It indicates that learners value hands-on practice to build and retain business-related terminology. The use of AI-driven tools (e.g. language learning apps, virtual tutors) shows that learners are leveraging technology to enhance their vocabulary acquisition as AI platforms likely provide personalized learning experiences, instant feedback, and adaptive exercises tailored to individual progress. This trend suggests an increasing reliance on digital tools for business language development. Respondents have also learned business vocabulary through real-world exposure, such as workplace interactions, business meetings, networking events, and case studies. This method is highly effective as it enables contextual learning, where vocabulary is acquired in practical and meaningful settings. It suggests that learners benefit from experiencing business language in authentic professional environments.

In terms of communication challenges (Figure 1), the survey results highlight the key challenges respondents face in cross-cultural communication, including different communication styles, language barriers, and lack of knowledge about other cultures. Respondents pointed out that miscommunications might occur while interacting with individuals from cultures where indirect communication is typical, especially when it comes to deciphering non-verbal clues, gestures, or subtle hints. Confusion or apparent disrespect may result when a message is inferred rather than conveyed directly, causing one to misunderstand the underlying intent.

What are the biggest challenges you face in cross-cultural communication? (Select all that apply)
16 responses

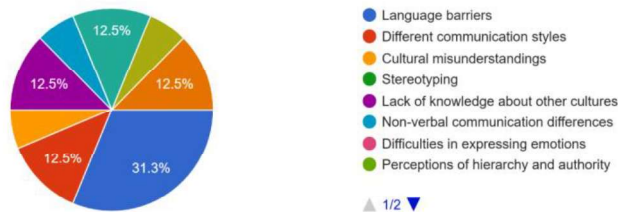


Figure 1: Challenges faced in in cross-cultural communication.
Source: own creation

Respondents who struggle with different communication styles likely face challenges in understanding indirect vs. direct communication, formal vs. informal speech, or high-context vs. low-context cultures. This suggests that misinterpretations or misunderstandings arise due to variations in tone, body language, or expectations around politeness and hierarchy. Businesses and professionals working in diverse environments may need cultural sensitivity training to navigate these differences effectively. Those who cited language barriers likely struggle with fluency, industry-specific jargon, or differences in accents and pronunciation. This challenge can lead to miscommunications, misunderstandings, and a lack of confidence in professional interactions. It suggests a need for enhanced language training, translation tools, and AI-powered language assistants to bridge the gap in business communication. The respondents who identified this as a challenge may feel unprepared to understand cultural norms, traditions, and expectations in business settings. This can result in unintentional offenses, ineffective collaboration, and difficulty building trust with international colleagues or clients. It highlights the importance of cross-cultural training, global business education, and exposure to diverse perspectives to enhance cultural awareness.

Regarding the effectiveness of communication strategies (Figure 2), the results show a preference for online platforms, AI – powered learning tools and interactive exercises.

Which method do you feel is most effective for learning business vocabulary?

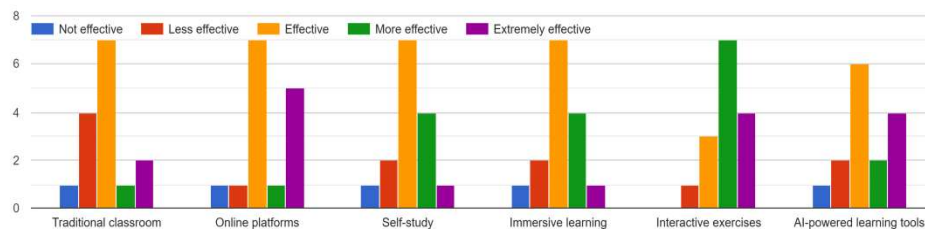


Figure 2: Effectiveness of communication strategies.
Source: own creation

Learners who find online platforms most effective likely value flexibility, accessibility, and diverse resources such as video lessons, business case studies, and discussion forums. Online platforms often combine interactive exercises and AI tools, making them a comprehensive learning option. This suggests that many learners prefer an all-in-one solution that integrates different teaching methods.

Respondents who favored interactive exercises likely value hands-on learning through quizzes, flashcards, role-playing, and gamification. This method is effective because it promotes active engagement, repetition, and immediate feedback, helping learners retain vocabulary. It suggests that learners appreciate structured learning methods that require direct participation.

Those who prefer AI-powered tools may appreciate personalized learning experiences, where AI adapts to their pace, progress, and needs. AI tools often offer contextual vocabulary learning through simulations, chat-based interactions, and real-time corrections. This preference indicates a shift toward tech-driven and autonomous learning, where learners benefit from instant explanations and customized exercises.

As for performance indicators and business results (Figure 3), the survey results assess the effectiveness of cross-cultural communication in business activities, negotiations, team collaboration, and conflict resolution. Cross-cultural communication is seen as effective in conflict resolution which suggests that respondents are comfortable navigating disagreements in diverse settings, showing strong skills in diplomacy, active listening, and empathy.

How effective do you find cross-cultural communication in the following business activities?

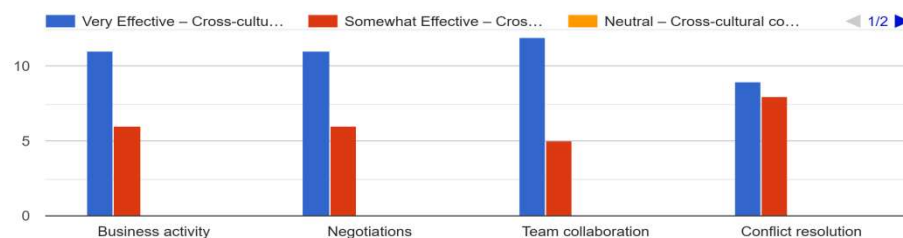


Figure 3: Performance indicators and business results.

Source: own creation

Also, respondents find cross-cultural communication effective in negotiations, which suggests they have adapted well to diverse communication styles, bargaining approaches, and decision-making processes. Businesses may benefit from cross-cultural negotiation training to help professionals navigate these differences and improve deal-making. The results indicate that effective cross-cultural communication in team collaboration suggests that respondents can work well in diverse teams, leveraging different perspectives and communication styles to achieve shared goals.

7. In conclusion

Role-playing, simulation, AI-powered learning tools, online platforms, immersive learning combine to provide a complete toolkit for professionals and business students aiming to succeed in a multicultural workplace. They develop cultural sensitivity, adaptability, and emotional intelligence in addition to practical language abilities, all of which are critical for fruitful cross-cultural communication. By incorporating these techniques into professional development and training, people are better equipped to handle the challenges of doing business internationally, form reliable international alliances, and steer clear of misconceptions that could impede success.

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QUESTIONNAIRE

Please check the appropriate box

DEMOGRAPHIC INFORMATION

1. Age*

18-24	<input type="checkbox"/>	25-34	<input type="checkbox"/>	35-44	<input type="checkbox"/>	45-54	<input type="checkbox"/>	55-64	<input type="checkbox"/>	64+	<input type="checkbox"/>
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2. Occupation*

Professional	<input type="checkbox"/>	Educator/Instructor	<input type="checkbox"/>	Researcher	<input type="checkbox"/>
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Other (please specify): _____

3. Level of Education*

High School or equivalent	<input type="checkbox"/>	Bachelor's Degree	<input type="checkbox"/>	Master's Degree	<input type="checkbox"/>	Doctorate	<input type="checkbox"/>
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Other (please specify): _____

4. Years of Engagement in Business Communication or Language Learning:*

Less than a year	<input type="checkbox"/>	1-2 years	<input type="checkbox"/>	3-5 years	<input type="checkbox"/>	6-10 years	<input type="checkbox"/>	More than 10 years	<input type="checkbox"/>
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LEARNING METHOD PREFERENCES

5. What methods have you used to learn business vocabulary? (Select all that apply)*

<input type="checkbox"/>	Traditional classroom
<input type="checkbox"/>	Online platforms (e.g., language learning apps, websites)
<input type="checkbox"/>	Self-study (e.g., textbooks, flashcards)
<input type="checkbox"/>	Immersive learning (e.g., internships, travel)
<input type="checkbox"/>	Interactive exercises (e.g., role-plays, simulations)
<input type="checkbox"/>	AI-powered learning tools (e.g., chatbots, grammar checkers)
<input type="checkbox"/>	Other (please specify): _____

6. Which method do you feel is most effective for learning business vocabulary?*

	Not effective	Less effective	Effective	More effective	Extremely effective
Traditional classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online platforms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Immersive learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interactive exercises	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AI-powered learning tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. How often do you engage with each learning method?*

	Daily	Weekly	Monthly	Rarely	Never
Traditional classroom					
Online platforms					
Self-study					
Immersive learning					
Interactive exercises					
AI-powered learning tools					

8. How effective do you believe the following methods are for acquiring business vocabulary?

	Not effective	Less effective	Effective	More effective	Extremely effective
Traditional classroom learning					
Online language learning platforms					
Interactive exercises (e.g., role-plays, simulations)					
Immersive learning experiences					
AI-powered learning tools					

VOCABULARY RETENTION

9. How easy is it for you to retain business vocabulary learned through each method?

	Not effective	Less effective	Effective	More effective	Extremely effective
immersive learning experiences (e.g., internships, travel) are for acquiring business vocabulary?					
AI-powered learning tools					
interactive exercises (e.g., role-plays, simulations) are for acquiring business vocabulary?					
online language learning platforms					

10. Do you feel that you remember the business vocabulary you learn after one week?*

yes	
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no	
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11. Do you apply the business vocabulary you learn in real-world scenarios (e.g., work, presentations, meetings)?*

yes	
-----	--

no	
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MOTIVATION AND ENGAGEMENT

12. Which learning method do you find the most enjoyable or engaging?

(Open-ended or Multiple choice: Interactive exercises, podcasts, self-study, classroom learning, etc.)

13. Do you feel that learning business vocabulary through interactive methods and new technologies help you communicate more effectively in a business environment?*

yes	
-----	--

no	
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CHALLENGES

14. What challenges do you face when learning business vocabulary?

(Open-ended: e.g., lack of practice, insufficient resources, time constraints)

COMMUNICATION METHODS AND CHALLENGES

15. How often do you interact with individuals from different cultural backgrounds in a business setting?

	1	2	3	4	5	
Never						Very often

16. What are the biggest challenges you face in cross-cultural communication? (Select all that apply)*

<input type="checkbox"/>	Language barriers
<input type="checkbox"/>	Different communication styles
<input type="checkbox"/>	Cultural misunderstandings
<input type="checkbox"/>	Stereotyping
<input type="checkbox"/>	Lack of knowledge about other cultures
<input type="checkbox"/>	Non-verbal communication differences
<input type="checkbox"/>	Difficulties in expressing emotions
<input type="checkbox"/>	Perceptions of hierarchy and authority
<input type="checkbox"/>	Different attitudes toward time (e.g., punctuality)
<input type="checkbox"/>	Misinterpretation of humor
<input type="checkbox"/>	Resistance to adapting to new cultural norms
<input type="checkbox"/>	Inadequate training in cross-cultural communication

<input type="checkbox"/>	Fear of offending others
<input type="checkbox"/>	Different conflict resolution styles
<input type="checkbox"/>	Reluctance to ask questions or seek clarification
<input type="checkbox"/>	Other:

17. Which communication style do you prefer in a business setting?*

<input type="checkbox"/>	Direct and to the point – I prefer clear, concise communication with little to no small talk.
<input type="checkbox"/>	Collaborative and open – I enjoy brainstorming and discussing ideas openly with others.
<input type="checkbox"/>	Formal and structured – I prefer well-organized, professional communication with a clear agenda.
<input type="checkbox"/>	Casual and friendly – I enjoy informal communication with colleagues, often using humor and a relaxed tone.
<input type="checkbox"/>	Written communication – I prefer emails or messages over face-to-face or verbal communication.
<input type="checkbox"/>	Visual communication – I prefer using charts, presentations, or other visual aids to convey ideas.
<input type="checkbox"/>	Consultative and inclusive – I like to involve others in decisions and seek input before moving forward.
<input type="checkbox"/>	Other:

EFFECTIVENESS OF CROSS-CULTURAL COMMUNICATION STRATEGIES

18. On a scale of 1 (Strongly Disagree) to 5 (Strongly Agree), please rate the following statements:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I can easily adapt my communication style when interacting with people from different cultural backgrounds.					
I actively use cultural awareness training to improve my business communication					
Digital tools (e.g., translation software, AI language assistants) help me overcome cross-cultural communication barriers.					
Role-playing and simulation exercises have improved my ability to communicate effectively across cultures.					
Bilingualism and translation tools enhance my ability to communicate in cross-cultural business settings.					

BUSINESS OUTCOMES AND PERFORMANCE INDICATORS

19. How effective do you find cross-cultural communication in the following business activities?

	Business activity	Negotiations	Team collaboration	Conflict resolution
Very Effective – Cross-cultural communication significantly enhances the success of the business activity.				
Somewhat Effective – Cross-cultural communication has a positive impact, but its effect is limited.				
Neutral – Cross-cultural communication does not have a noticeable effect, or it is equally positive and negative.				
Somewhat Ineffective – Cross-cultural communication creates some challenges and limits the success of the activity.				
Very Ineffective.				

20. How confident are you in handling cross-cultural business interactions after receiving training or experience?

1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>