



Article

Overcoming Linguistic and Cultural Barriers Through Intercultural Communication

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Abstract

This study examines the impact of cultural barriers on intercultural communication and evaluates strategies for fostering intercultural competence in educational institutions across different countries. Drawing on G. Hofstede's cultural dimensions and E.T. Hall's classification of high- and low-context cultures, it highlights how theoretical frameworks inform communication practices. The study also references notable cases of mistranslation, such as Jimmy Carter's 1977 visit to Poland and Justin Trudeau's 2016 speech, which underscore the importance of accurate translation in preventing cultural misunderstandings. A comparative analysis was conducted at Kyrgyz National University named after Jusup Balasagyn (KNU), Harvard University, and the University of Amsterdam, focusing on academic mobility programs, foreign language courses, and lecturer training initiatives designed to enhance linguistic and cultural skills among students and faculty. Findings reveal that intercultural adaptation fosters students' global perspectives and improves the quality of international communication, while academic mobility programs play a particularly significant role by advancing language proficiency and providing direct exposure to cultural interaction. Equally critical are cultural competence workshops for lecturers, which equip them to address classroom diversity and support international students effectively. Using comparative analysis of educational programs from three distinct academic systems, the study demonstrates the centrality of intercultural competence for communication in a globalized world. The results confirm that educational initiatives promoting cultural awareness and adaptation enhance both academic and social integration. Based on these findings, recommendations are offered to strengthen programs in Kyrgyzstan and other countries with similar educational contexts to improve global communication outcomes.

Keywords: *adaptation, communication competence, globalization, interculturalism, social roles*

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Introduction

In today's globalized world, intercultural communication has become increasingly important. The advancement of technology and the rise in international mobility created a growing need for effective communication between individuals from diverse cultural and linguistic backgrounds. As international interactions expanded, linguistic and cultural barriers emerged as key obstacles, often leading to misunderstandings, conflicts, and disruptions in effective collaboration. These barriers are particularly relevant in various fields, including business, science, education, and diplomacy. Overcoming such barriers has become essential to ensuring harmonious communication at all levels, from personal relationships to global cooperation. Consequently, research into linguistic and cultural barriers is crucial to improving intercultural interactions.

Linguistic and cultural barriers are among the primary factors that hinder effective communication between representatives of different cultures (Sagynbayeva et al., 2019; Bosumbaeva, 2023). These barriers can cause misunderstandings and, in some cases, conflicts, significantly impacting international collaboration. The challenge lies in developing and implementing effective strategies to overcome these obstacles. Despite numerous studies on the subject, no universal approach has been established to address this issue comprehensively, highlighting the need for further exploration. Within this context, attention has increasingly been directed towards developing intercultural communicative competence (ICC), which not only facilitates overcoming linguistic barriers but also fosters a deeper understanding of cultural differences, an essential foundation for successful intercultural interaction.

This study examines papers that explore various aspects of intercultural communication and strategies for overcoming linguistic and cultural barriers. In their study, Himood (2009) analyzed cultural categories, including ecological, material, social, and religious culture, and strategies for addressing cultural barriers in translation between English and Arabic. The researcher emphasized that there is no universal approach to translating all cultural elements, as the choice of strategy depends on the context, linguistic system, and the semantic meaning of terms within both languages. Furthermore, Mambetaliev (2019) focused on the challenges of intercultural communication in multilingual and multinational educational environments. He identified key barriers that arise in the establishment of stable relationships among students from different ethnic and linguistic backgrounds, including racism, prejudice, and stereotypes. The researcher proposed strategies to overcome these barriers, particularly measures aimed at enhancing mutual understanding and cooperation among students in international campuses. The

studies of Kumar and Dasaradhi (2023) played a substantial role in examining linguistic barriers. They explored the issue of linguistic diversity, dialectal variations, and cultural specificities as sources of communication difficulties in intercultural interactions. The authors suggested strategies for overcoming linguistic barriers, including using simplified language forms, formal linguistic structures, and the importance of translation and adaptation to multilingual settings. A. Squires et al. (2019) investigated strategies for overcoming linguistic barriers in research activities, where effective communication between researchers and participants speaking different languages is crucial. They advocated using interpreters, automated translation technologies, and specialized language courses to enhance intercultural communication within academic environments.

Pidhorodetska (2019) and Ovcharenko and Ovcharenko (2023) focused on intercultural communication's linguistic and cultural aspects, examining how linguistic and cultural specificities influence mutual understanding between individuals from different cultural backgrounds. They emphasized that in-depth knowledge of linguistic and cultural aspects is key to overcoming communication barriers. They proposed strategies to improve intercultural interaction and minimize misunderstandings arising from linguistic and cultural differences. In their study, Kobyuk (2020) explored the features of intercultural communication in the post-Soviet space. The authors analyzed the impact of historical, socio-cultural, and political factors on developing communicative interactions in a multinational environment. Similarly, the study of Dzheenbekova (2012) examined the influence of intercultural communication on modernization in the daily life of the Kyrgyz people in the nineteenth century. She analyzed the interaction of Kyrgyz culture with other ethnic groups through trade, diplomatic relations, and cultural exchanges, which contributed to changes in social and cultural spheres. Particular attention was given to how these processes affected traditional social structures and cultural practices. Gökalp et al. (2021) investigated the role of universities in implementing Turkey's cultural policy. Their study addressed integrating cultural and linguistic practices, which has become a key element of intercultural communication. Through educational institutions, various cultures interact, facilitating overcoming barriers and developing intercultural dialogue.

The analysis of existing scholarly literature revealed specific gaps, particularly the lack of focus on adapting barrier-overcoming strategies to different cultural contexts. It was established that many existing strategies often fail to account for the dynamic changes in the international environment, the rapid development of new

technologies, and the effects of globalization, raising questions about their universality and effectiveness in contemporary conditions.

This study aims to examine theoretical approaches and practical strategies for overcoming linguistic and cultural barriers through the development of ICC.

The objectives of this study include an analysis of key theoretical approaches to intercultural communication and their impact on the effectiveness of intercultural interactions. Moreover, it is necessary to investigate the main strategies for overcoming linguistic and cultural barriers in various fields of international activity, including business, science, education, and diplomacy. The final objective is to develop recommendations for enhancing intercultural communication competence in the context of globalization. It involves integrating new approaches to foreign language learning, fostering cultural sensitivity, and refining intercultural communication strategies to ensure effective interaction at the international level.

Theoretical Overview

In her study, Ye (2024) examined linguistic barriers in intercultural communication and highlighted the importance of translation in overcoming these obstacles. The author analyzed various translation strategies that preserve cultural and linguistic nuances, facilitating effective communication between cultures. Mdletye (2022) explored the barriers that students and lecturers face in higher education institutions due to cultural and linguistic differences. The researcher proposed strategies to overcome these challenges, enhance intercultural sensitivity, and promote mutual understanding within academic environments, contributing to developing more inclusive learning settings. In their paper, Rusu and Pirlog (2022) investigated key barriers to intercultural communication, including linguistic, psychological, and socio-cultural difficulties. They proposed strategies to mitigate these challenges, focusing on developing intercultural competence and communication skills to minimize misunderstandings in cross-cultural interactions.

Szőke (2018) analyzed the role of intercultural competence in improving communication between cultures. The researcher highlighted the importance of understanding cultural nuances to prevent misunderstandings and foster successful intercultural relationships, thereby promoting more open and effective communication strategies. A model of ICC, incorporating linguistic, socio-cultural, and cognitive components, was proposed by Balboni (2006). This model provided a deeper understanding of developing practical communication skills across cultures in the context of globalization and shifting cultural landscapes. Menlimuratova (2023) identified the key characteristics of intercultural communication skills and knowledge.

She emphasized the importance of linguistic proficiency and cultural awareness in facilitating successful interactions between cultures, thereby enhancing intercultural competence within educational programs.

Lesenciuc and Codreanu (2012) examined the importance of interpersonal communicative competence in intercultural communication. Their study explored the cultural foundations of this process. It provided recommendations for enhancing communicative skills in diverse cultural settings, contributing to cultural sensitivity in interpersonal interactions. Similarly, Otaboboyeva (2024) investigated intercultural communication's communicative and pragmatic components. She emphasized the necessity of adapting communication strategies to specific cultural contexts. She highlighted the role of socio-cultural norms in interaction, leading to the development of more effective engagement strategies.

Nava (2024) explored the development of ICC within the context of foreign language teaching. She proposed using contrastive onomasiology to foster students' cultural awareness and flexibility in intercultural communication, enhancing their ability to adapt to various linguistic and cultural contexts. Mahmud and Wong (2016) examined the impact of ICC development on students, particularly in relation to their cultural awareness and social skills. The researcher highlighted how these competencies influence success in intercultural environments, particularly regarding adaptability and effective interaction with individuals from different cultural backgrounds. Ryan (2020) highlighted the importance of recognizing cultural differences and suggested strategies to mitigate their impact on communication, promoting a deeper understanding of cultural diversity.

Biletska et al. (2021) investigated the role of ICC in international relations and diplomacy. Their study emphasized that effective diplomacy requires a profound understanding of cultural differences to facilitate successful international relations, ultimately strengthening cross-national connections. Gitimu (2005) explored the relevance of intercultural communication for career advancement across various professional sectors, including business, medicine, and international relations. She discussed how intercultural competence influences success in these fields, contributing to greater cultural sensitivity and professional effectiveness. Devlin and Peacock (2020) analyzed two models for overcoming linguistic and cultural barriers in the integration process, particularly among international students. They proposed strategies to facilitate smoother integration into new cultural environments, thereby supporting students' adaptation to unfamiliar contexts. Finally, in her report, Striuk (2023) examined the evolution of communication models, focusing on transforming communicative approaches in digital technologies and multilingual environments.

She highlighted how contemporary trends reshape teaching and learning approaches in multilingual settings.

Fandrejewska and Wasilik (2018) examined the impact of cultural differences on communication and the functioning of international organizations. The researchers provided recommendations for enhancing the intercultural competence of employees within such organizations to improve their effectiveness in multicultural environments. Nadeem et al. (2018) reviewed the principal approaches to measuring ICC. Their study explored various methods, tools, and techniques to assess ICC in educational and practical contexts. The researchers emphasized the importance of selecting appropriate instruments to evaluate this competence accurately across different cultures. Soloshenko-Zadniprovska (2023) investigated the role of intercultural communication in developing foreign language competence. The researcher highlighted the importance of fostering intercultural sensitivity for successful intercultural communication and effective interaction in the context of globalization.

The paper by Panychok and Tsaryk (2023) examined the challenges posed by linguistic barriers in intercultural communication. The researchers analyzed the impact of these barriers on mutual understanding, the development of national identity, and international interaction, particularly within the framework of globalization.

Kryvobok et al. (2023) explored intercultural factors influencing organizational managerial communication. The authors analyzed the role of cultural differences in decision-making processes and effective management in a globalized environment. Balboni and Caon (2014) introduced a model of ICC focused on communication effectiveness. The researchers underscored the importance of adapting to cultural differences to succeed in intercultural interactions.

Intercultural communication is a crucial aspect of today's globalized world, where understanding cultural barriers and strategies for overcoming them is key to fostering successful interactions between individuals from diverse backgrounds. The various approaches to developing intercultural competence discussed in these studies contribute to improving communication effectiveness in academic, professional, and social contexts while reducing the risk of misunderstandings and conflicts.

Methodology

This study utilizes a wide range of literary sources covering various subjects, including theoretical approaches to intercultural communication, the analysis of cultural barriers, and the impact of such barriers on the effectiveness of international

communication. Among the key sources that shaped the conceptual foundation of the study are the works of Hofstede (2001), which examine cultural dimensions and the characteristics of different cultures, and the studies of Hall (1976), which proposed the classification of cultures into high-context and low-context, particularly highlighting differing approaches to communication and information interpretation across cultures.

In addition, for a more in-depth analysis, specific cases of mistranslation that became the subject of international discussion were examined, including incidents involving Jimmy Carter during his visit to Poland in 1977 (Gwertzman, 1977) and Justin Trudeau's speech at the White House in 2016 (Trudeau speech gets lost..., 2016). These cases illustrated the importance of translation accuracy and highlighted the risks of misunderstandings when cultural contexts are insufficiently considered in international communication.

The study also conducted a comparative analysis of approaches to intercultural communication in the context of three universities: Kyrgyz National University named after Jusup Balasagyn (KNU), a leading university in the United States, such as Harvard University, and a European university, such as the University of Amsterdam. Examining educational programs to develop intercultural competence allowed for assessing the effectiveness of academic mobility, foreign language courses, and teacher training sessions designed to overcome language barriers and improve cultural competence in the teaching environment.

Methodologically, the study was based on comparative analysis, which allowed for an evaluation of different approaches to intercultural communication within various educational systems and an identification of differences in curricula that foster linguistic skills and cultural adaptation among students. Particular attention was given to academic mobility programs, which enable students to improve their language proficiency and facilitate deeper immersion into another country's culture, an essential component in shaping a global outlook.

A critical aspect of the study was the investigation of teacher training programs aimed at developing cultural competence, essential for practical work with international students. Analyzing these programs allowed for identifying areas for improvement in universities in Kyrgyzstan and recognizing similar challenges in countries with comparable educational systems.

Results

E.T. Hall's Models of Cultural Communication

One of the most well-known theoretical models for analyzing intercultural communication is that of Hall (1976), which examines the impact of cultural contexts on communication processes. In his model, the researcher distinguishes between two main types of culture: high-context and low-context cultures. These types are defined

by how information is conveyed during communication, and to what extent communication relies on context, non-verbal cues, and cultural norms.

High-context cultures, which include many Asian, Arab, and Latin cultures, are characterized by the fact that the meaning of messages is not always directly expressed through words. Instead, emphasis is placed on context, non-verbal signals, intonation, pauses, social relationships, and cultural norms that influence the interpretation of what is said. In high-context cultures, the meaning of a message largely depends on implicit aspects of communication, such as the spatial positioning of participants, mutual status, emotional tone, and culturally driven interaction norms (Efremov, 2025). Therefore, in such cultures, it is important to know what is said and how, in what context, and with what intonation. For instance, in cultures such as Japanese or Arabic, the ability to read between the lines, observe non-verbal cues like facial expressions, gestures, posture, and understand culturally specific nuances in words that may not be explicitly expressed, is critical. The cultural norms of these societies assume that even a minor breach of social expectations can lead to significant misunderstandings or offences. As a result, the ability to attune oneself to subtle cultural signals and interpret them correctly is of paramount importance.

On the other hand, low-context cultures, typical of countries such as the USA, Germany, and the UK, are characterized by the clear and direct expression of meaning through words. In these cultures, emphasis is placed on accuracy, clarity, and straightforwardness in communication. While non-verbal elements play a role in communication, they are not as decisive as in high-context cultures. In low-context cultures, it is assumed that the primary meaning of a message should be explicitly conveyed, and the content of communication relies entirely on the words spoken, rather than how or in what context those words are delivered. It contributes to the fact that people from low-context cultures may be less sensitive to context, non-verbal cues, and subtle cultural nuances emphasized by those from high-context cultures. For example, in American or British contexts, individuals are expected to express their thoughts directly, without additional explanations or interpretations.

Hall's (1976) model helps explain why communication difficulties arise between individuals from different cultures, particularly when their communication norms differ. For example, a person from a high-context culture may interpret a message through indirect cues, such as intonation, gestures, or pauses. In contrast, someone from a low-context culture will focus solely on spoken words and may fail to notice or understand the additional signals. It can lead to serious misunderstandings, where one party expects to understand the context and the other requires specific expressions. Considering these cultural differences is essential for effective

intercultural communication, as each culture demands specific interaction strategies to ensure mutual understanding.

Cultural Dimensions of G. Hofstede

Hofstede (2001) developed a model based on six cultural dimensions that define social norms, values, and ways of interaction in different cultures. His theory is fundamental for understanding how cultural differences impact intercultural communication and interaction in a globalized world. Defining cultural dimensions allows for a deeper analysis of differences in behavioral patterns, thought processes, and values, directly influencing international companies' interpersonal communication, management strategies, and organizational culture (Hutyriak, 2022). To illustrate how cultural differences influence intercultural communication, Figure 1 presents the six key dimensions shaping interaction across cultures.

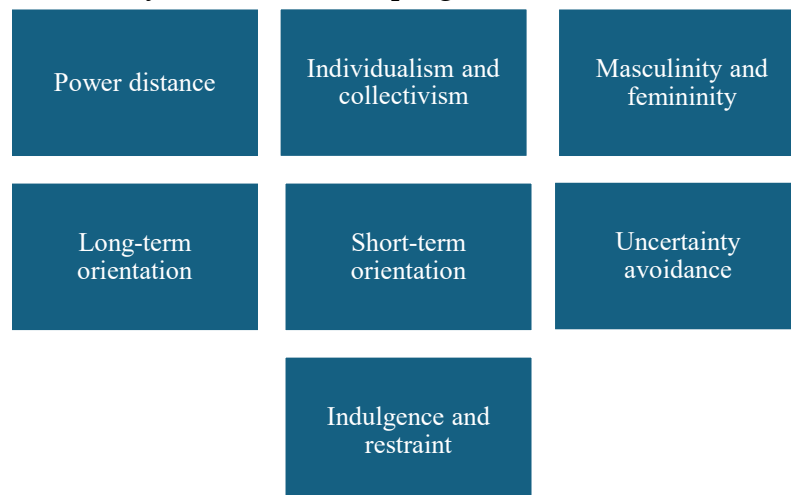


Figure 1. Key Cultural Dimensions According to G. Hofstede

Source: compiled by the author.

The first dimension proposed by Hofstede (2001) is power distance, which defines how less powerful members of society expect and accept inequality in the distribution of power and social status. This dimension indicates how people within a culture are inclined to accept hierarchical power structures, where the majority are subordinate to a small group of individuals with significant authority. In cultures with a high level of power distance, such as many countries in Latin America, Asia, and the Middle East, power is highly centralized, and strict social hierarchies are maintained. In these societies, subordinates tend to comply with authority and have limited expectations regarding participation in decision-making processes. Organizations and social structures are typically more formalized and rigid. Conversely, in cultures with low power distance (e.g., Northern European countries such as Sweden and Denmark,

as well as the Netherlands and Australia), equality is emphasized, with minimal vertical hierarchies and more open, informal social interactions. In such cultures, organizations are more inclined towards decentralized management structures, and leaders are more likely to consult and involve their subordinates in decision-making.

The second key dimension (Hofstede, 2001) identified is individualism versus collectivism, which determines the extent to which individual rights and freedoms are prioritized over group values and social connections. Individualistic cultures emphasize self-reliance, autonomy, and personal achievements. In such societies, individuals believe they should control their destiny and strive for personal success. Individualism also implies a high level of self-expression, where personal rights and freedoms are highly valued. Examples of individualistic cultures include the United States, the United Kingdom, Australia, and other Western European countries. Conversely, collectivist cultures value group interests, family ties, and mutual support more. In these cultures, individuals often prioritize the interests of their family or community over their own and regard their role within the group as a significant component of their identity. These societies strongly emphasize mutual respect, loyalty, and support, with decisions considering the group's interests. Examples of collectivist cultures include many Asian countries (such as China and Japan), Latin America, and the Middle East.

The third dimension is masculinity versus femininity, which reflects whether a culture predominantly values traditionally "*masculine*" or "*feminine*" traits. Masculine cultures focus on ambition, success, competition, and achievements, with clearly defined gender roles: men are typically oriented towards career success, while women often occupy supportive or traditionally "*female*" roles within the family. These societies prioritize values such as ambition, success, and the pursuit of excellence. Countries such as Japan, Mexico, and Italy are considered to have masculine cultures. In contrast, feminine cultures emphasize mutual support, cooperation, concern for the well-being of others, and social equality. These societies prioritize social justice, gender equality, and the well-being of all community members. In such cultures, men and women have more equal roles, and the focus is on fostering harmony and mutual support. Typical examples of feminine cultures include Norway, Sweden, and the Netherlands.

The fourth dimension is uncertainty avoidance, which indicates how a culture is comfortable with uncertainty, risk, and change. Cultures with high uncertainty avoidance tend to establish strict rules and procedures to minimize unpredictability and ensure stability. These societies often strongly prefer formalization, rigid norms, strict regulations, and a tendency towards orderliness. Examples of such cultures

include Greece, Japan, and Portugal. Conversely, in cultures with low uncertainty avoidance, individuals are more adaptable, less concerned with adhering to strict rules, and more open to new ideas and change. They are willing to take risks and experiment with new approaches. Examples of such cultures include the United Kingdom, Denmark, and the United States.

The fifth dimension, long-term versus short-term orientation, refers to whether a culture prioritizes long-term goals and strategic planning or focuses on short-term results and immediate needs. Cultures with long-term orientation emphasize continuous development, strategic decision-making, and patience. These societies place a high value on investment in education, economic growth, and long-term stability. Notable examples include China, Japan, and South Korea. Conversely, cultures with a short-term orientation prioritize immediate outcomes and the maximization of present well-being. Impulsivity, spontaneity, and the pursuit of short-term achievements are highly valued in such societies. Examples include the United States, Canada, and many Western European countries.

The final dimension, indulgence versus restraint, distinguishes between cultures that readily satisfy their desires and those that exercise greater restraint in consumption and behavior. Indulgent cultures encourage the open expression of emotions, the pursuit of pleasure, and an optimistic outlook on life. Individuals in these societies often do not impose strict limitations on their desires. Countries such as Latin America, the United States, and Australia exemplify indulgent cultures. In contrast, restrained cultures prioritize self-control, adherence to social norms, and limitations on excessive consumption. These societies emphasize discipline and social constraints, valuing moderation over unregulated indulgence. Eastern European nations and many Asian countries are key examples of restrained cultures.

Hofstede's (2001) cultural dimensions model is a crucial framework for understanding cultural differences and their impact on intercultural communication. This model enhances awareness of cultural differences in values and behaviors and supports the effective management of intercultural relationships in a globalized world. Understanding these dimensions enables individuals and organizations to overcome cultural barriers and foster more effective cooperation in international environments.

Barriers to Intercultural Communication

Language barriers are one of the primary obstacles to effective intercultural communication, which can be mitigated through several key strategies. Language acquisition remains one of the most fundamental approaches, as it enables communication and deepens an individual's understanding of the cultural norms and

values embedded within a language. Mastery of a foreign language goes beyond lexical and grammatical competence, as it also requires an awareness of the cultural nuances that shape linguistic structures. Translation accuracy has become increasingly critical in international relations, as even minor errors can lead to misunderstandings.

Mistranslation represents a serious challenge in global communication, with the potential to cause confusion, offence, or even diplomatic crises (Aubakirova, 2015; Yerdembekov et al., 2025). A well-documented case illustrating this issue occurred during US President Jimmy Carter's visit to Poland in 1977 (Gwertzman, 1977). The interpreter, Steven Seymour, made a series of translation errors that provoked embarrassment among Polish journalists and US State Department officials. For instance, President Carter's reference to *"the Polish people's desires for the future"* was erroneously translated as *"your lusts for the future"*, a phrase that distorted the original meaning and elicited laughter from the audience. Another mistranslation occurred when Carter stated, *"when I left the United States"*, which was rendered as *"when I abandoned the United States"*. The latter carries negative connotations, implying betrayal or disloyalty. In addition, Seymour inaccurately translated *"Pulaski County"* as *"Pulaski Duchy"*, misleading listeners about the geographical reference. His translation also contained grammatical errors and outdated terminology, suggesting insufficient proficiency in Polish. For instance, *"our nation was founded"* was incorrectly translated as *"our nation was woven"*, a syntactically and semantically flawed rendition.

The reasons for inaccurate translation can be attributed to several factors: the immense psychological pressure of working for a president may lead to errors; the presence of numerous journalists and cameras creates additional stress for the interpreter; and although Seymour had received high assessments for his knowledge of Polish, his practical experience in the language was limited. This incident highlights the critical importance of accuracy and professionalism in interpreting, particularly in international relations. Seymour's mistakes caused embarrassment during the official meeting and cast doubt on the reputation of the United States Department of State. The conclusions drawn from this case underscore the necessity of thorough preparation and extensive experience for interpreters operating in high-stakes diplomatic situations.

In 2016, a noteworthy instance of inaccurate translation occurred during a speech by Canadian Prime Minister Justin Trudeau at the White House (Trudeau speech gets lost..., 2016). While broadcasting Trudeau's speech, ABC viewers heard phrases such as *"Nazi innings"*, *"railroad stations in Motorola"*, and *"us old guys"*. These expressions caused confusion and amusement among the audience, as the automated translation system failed to convey his speech's meaning accurately. The primary

cause of these errors was the reliance on a computer program for automatic translation from French to English. The results were nonsensical because the program could not interpret the context of the speech or Trudeau's accent. This case highlights the limitations of translation technologies, particularly when dealing with linguistic nuances and cultural contexts. Trudeau intended to emphasize the importance of the Canada-US friendship and their commitment to addressing climate change. However, his words were perceived as incoherent due to the inaccurate translation, potentially harming his image and Canadian diplomacy. This incident is a striking example of technological solutions leading to communication failures. It also underscores the crucial role of human expertise in translation, as professional interpreters are better equipped to account for context and cultural subtleties.

In 2009, HSBC, one of the world's largest banks, encountered a significant issue due to a mistranslation of its slogan (Brooks, 2014). The original slogan, "*Assume Nothing*", was inaccurately translated into several languages in a way that rendered it as "*Do Nothing*". This mistake resulted in substantial financial losses for the company, damaging the bank's reputation. The slogan "*Assume Nothing*" was designed as part of a global marketing campaign to convey the bank's openness and responsiveness to customer needs. Nevertheless, when the slogan was mistranslated, it took on an entirely different meaning: the phrase "*Do Nothing*" gave the impression that the bank was inactive and not acting in the interests of its customers. It contradicted the company's intentions and provoked an adverse reaction among consumers. As a result of this error, the bank spent approximately USD 10 million to rectify the situation. The company ultimately decided to replace its slogan entirely with "*The World's Local Bank*", which was successfully translated and did not lead to further misunderstandings. This new slogan accurately reflected HSBC's values and was better suited to an international audience.

Thus, all three cases, the 1977 incident involving Jimmy Carter in Poland, Justin Trudeau's 2016 speech at the White House, and HSBC's mistranslated slogan, illustrate the severity of translation errors and their potentially catastrophic consequences for international relations and business. They underscore the necessity of employing professional translators and linguists to ensure accuracy and appropriateness in global business communication and political discourse. In today's globalization and intercultural interaction world, precision in conveying information is critical for maintaining stability in international relations and ensuring business success (Hasanov et al., 2017; Kudryk & Lazarenko, 2025). Inaccurate translation can result not only in humorous situations but also in serious diplomatic scandals or financial losses.

Therefore, investment in professional translation services and developing intercultural communication skills are essential to prevent similar incidents in the future.

Language barriers constitute one of the primary obstacles in intercultural communication, arising from differences in linguistic systems, grammatical and lexical structures, and phonetic and semantic variations across languages (Sadenova & Asylbekov, 2022; Dovhan, 2020). In globalization, where individuals from diverse countries and cultures interact in business, education, and social spheres, language barriers can hinder effective communication, leading to misunderstandings, conflicts, or even unintended offensive situations. Consequently, overcoming language barriers is paramount for fostering international relations and ensuring successful communication.

The main strategies for overcoming language barriers include:

1. **Language learning.** It is the most direct and effective method for addressing language barriers. Learning a language enables individuals to grasp grammatical and lexical features and understand communication's cultural and social aspects, which are crucial for effective intercultural interaction. In the modern world, many universities and language schools offer courses that enable individuals to rapidly acquire the basics of a foreign language. Learning internationally significant languages such as English, French, Spanish, or Chinese is particularly important.
2. **Interpretation services.** In cases where learning a language is impractical or too challenging, professional interpreters may be the optimal solution. Translation can be performed both in written and oral forms. Interpreters are especially crucial in diplomatic relations, international conferences, and negotiations, where accuracy in conveying meaning is critical.
3. **Technological solutions.** Numerous translation programs and applications can automatically translate text or speech in real-time. While these technologies are continuously improving, they still have limitations. Automated translation systems may misinterpret context, fail to account for cultural nuances, and struggle with accurately conveying idiomatic expressions or jargon. Therefore, while they cannot replace human translators, they can serve as valuable supplementary tools in the translation process.
4. **Intercultural competence.** The development of intercultural competence is a vital step in overcoming language barriers. It involves understanding the cultural characteristics of another nation, including its traditions,

customs, perspectives, and non-verbal communication methods. For instance, certain gestures or expressions may carry entirely different meanings across cultures. Awareness of these cultural differences helps avoid misunderstandings and fosters harmonious relationships between individuals from diverse backgrounds.

Thus, overcoming language barriers is a prerequisite for effective communication in a globalized world. The most effective methods include language learning, the use of professional interpreters, technological solutions, and the development of intercultural competence. Only through these approaches can successful communication be ensured between individuals from different linguistic and cultural backgrounds.

Semantic barriers are also noteworthy linguistic obstacles and are often less apparent than lexical or grammatical challenges (Kassymova & Mamyrbé, 2024; Yespenbetov et al., 2024). These barriers arise when the same word carries different meanings or emotional connotations in different languages or cultures. Words may be interpreted in various ways depending on the context in which they are used and the cultural and social differences that influence their perception. For example, the term “modesty” may have varying connotations across cultures: in some, it is associated with humility, while in others, it is linked to refinement and elegance. Certain words may be incomprehensible to speakers of other languages due to a lack of cultural context. This issue is fundamental in international communications, where translation or text adaptation can lead to the loss or alteration of meaning. Moreover, cultural influences play a substantial role in shaping emotional responses to specific words or phrases. For instance, in Arab countries, words related to religion or traditions may evoke far stronger emotional reactions than in European countries, where such concepts tend to be perceived more neutrally. Table 1 compares key cultural barriers affecting intercultural communication, including perceptions of time, behavioral styles, etiquette, conflict resolution approaches, and concepts of personal space.

Table 1. Comparison of cultural barriers in intercultural communication

Aspect	Western cultures	Eastern cultures
Perception of time	Punctuality and precise time management. linear perception of time	Flexibility in time management; emphasis on the interaction
Behavioral style	Direct communication; emphasis on verbal expression	Indirect communication. Importance of non-verbal cues
Etiquette	Clear etiquette rules. physical distance during conversations	More flexible etiquette norms: physical proximity is common

Conflict resolution	Open discussion of disagreements; direct problem-solving	Avoidance of open conflict; indirect methods of resolution
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Source: compiled by the author

To overcome language barriers in a globalized world, it is essential to adopt a comprehensive approach. Improving linguistic competence is crucial, as language proficiency is the foundation of effective communication. Language learning encompasses not only grammar and vocabulary acquisition but also a deep understanding of cultural aspects such as slang, idiomatic expressions, and intonational nuances, all of which help to prevent misunderstandings (Malyk, 2024; Hoff & Barboza, 2025). At the same time, intercultural competence is a key factor in overcoming language barriers. Understanding cultural contexts, behavioral norms, traditions, and non-verbal cues is essential for accurately interpreting communication, as the exact words or gestures may carry different meanings in different cultures. Empathy and openness to other cultures are also vital in fostering effective communication. The ability to put oneself in another person’s position, understand their perspectives, and accept new cultural norms helps to avoid misunderstandings and conflicts (Sheryazdanova et al., 2024). Technological solutions, such as automatic translation tools and online courses, can facilitate overcoming language barriers. However, it is important to recognize that automatic translations cannot always convey the full nuances of language. Therefore, integrating technological tools with personal language-learning efforts is key. Engaging in conversations with native speakers, participating in language clubs, and attending intercultural communication courses can enhance linguistic skills and provide better awareness of cultural differences. Adapting communication strategies to align with the characteristics of another culture, including adjusting non-verbal cues and using more explicit expressions, also contributes to minimizing language barriers (Pochwatko & Naydonova, 2023; Zlenko & Dudar, 2024). By combining these strategies, individuals can achieve success in overcoming language obstacles and fostering effective communication in intercultural settings.

Thus, recognizing the complexity of language barriers and actively working to overcome them is essential for effective intercultural communication. It enhances mutual understanding between individuals and contributes to creating a more harmonious society in the context of globalization.

Overcoming Linguistic and Cultural Barriers in International Communication: The Experience of KNU in Comparison with Western University Practices

Cultural barriers represent one of the most substantial obstacles to effective intercultural communication. These barriers arise due to profound differences in different nations’ social, psychological, religious, and cultural traditions, which shape their modes of communication, interaction, and perception of the world. Intercultural barriers can manifest in various ways, ranging from stereotypes and

misinterpretations to difficulties in comprehension and differences in behavioral norms. Particular attention should be paid to cultural barriers that directly impact communication, such as differing perceptions of time, behavioral styles and etiquette, values, and concepts of personal space. All these factors can lead to serious misunderstandings and conflicts, particularly when individuals from diverse cultural backgrounds are unaware of these differences.

Time is perceived differently across cultures, making it a significant factor in the emergence of cultural barriers. Cultures that emphasize punctuality and precise time management, such as those predominant in most Western countries (e.g., the United States, Germany, and the United Kingdom), adhere to clearly defined norms regarding what is considered acceptable and unacceptable in relation to time. For individuals from these cultures, punctuality is a key indicator of professionalism and respect for others. Being late for a meeting or an important event is often regarded as a sign of disrespect towards one's interlocutor and a violation of established norms. Time in such cultures is perceived as linear: tasks are expected to be completed within a set timeframe, and adherence to fixed deadlines is paramount.

Conversely, in cultures with a more flexible approach to time, such as in many Arab countries, Latin America, and parts of Africa, time is regarded with less rigidity. Being late for a meeting or altering schedules is often seen as a natural occurrence, as greater emphasis is placed on the interaction rather than strict time management. For instance, in Latin American countries such as Mexico, Argentina, and Brazil, time is often perceived as more relative, and deviations from set schedules are not necessarily viewed as problematic, as they might be in Western cultures. This divergence in time perception can lead to misunderstandings when individuals from different cultural backgrounds fail to acknowledge these differences. A person from a Western culture may interpret lateness as unprofessional behavior. In contrast, an individual from a culture with a more flexible approach to time may not recognize why such delays cause concern.

Cultural barriers often arise due to differences in behavioral styles and etiquette, which play a substantial role in intercultural communication. Such differences may manifest in details that, while seemingly minor, can significantly impact how the other party perceives communication. In some cultures, emphasis is placed on non-verbal aspects of communication, including gestures, posture, facial expressions, and intonation. It is particularly characteristic of societies in the Middle East, South and East Asia, where non-verbal signals carry significant meaning in social interactions. In such cultures, non-verbal communication conveys complex social messages, such as respect, concealed emotions, or social status. For example, in Japan, body language does not merely reflect the content of a conversation but also signals the level of respect towards the interlocutor. Certain gestures, such as bowing, have specific meanings within social hierarchies.

Conversely, in cultures where verbal communication is the primary means of conveying information, such as in most Western societies, emphasis is placed on

precision and clarity of speech. In this context, more formal and direct expressions are perceived as a sign of honesty and efficiency. However, in cultures where indirect communication prevails, such as in Arab and Japanese societies, openly expressing opinions or criticism may be regarded as rude or aggressive. Thus, breaching the etiquette that requires more cautious and nuanced articulation of thoughts can lead to serious misunderstandings.

An example of this is the differing approaches to conflict resolution across cultures. In Western societies, where disagreement is often expressed directly and without hesitation, open discussions of issues are generally acceptable. In contrast, in East Asian or Arab cultures, open confrontation is typically avoided. Instead, indirect methods of conflict resolution are employed to preserve social harmony and maintain the 'face' of all parties involved. Personal space is another crucial factor that influences cultural barriers in intercultural communication (Pluzhnyk et al., 2024; Kemiak, 2024). In Western cultures, personal space is highly valued and often considered an integral part of individual rights. People tend to maintain clear physical boundaries, viewing close physical proximity as an intrusion into personal territory, particularly during conversations. In countries such as the United States, Canada, and the United Kingdom, individuals commonly keep a certain distance while communicating, and excessive physical closeness may be perceived as an invasion of personal space.

In contrast, in cultures with a more collectivist or interactive approach to social relations, such as in many Latin American, Asian, African, and Middle Eastern countries, norms regarding personal space are more flexible. In these societies, physical proximity during interactions is customary, and individuals frequently stand close to one another without experiencing discomfort. In Latin American countries such as Mexico and Brazil, or in Arab nations, it is common to observe people engaging in conversations at close distances, with even physical contact forming a natural part of their communicative style. In such cultures, close physical proximity is perceived not as an intrusion into personal space but as an expression of trust and warmth. These differences in perceptions of personal space can lead to misunderstandings in intercultural communication. For instance, individuals from Western cultures may feel discomfort due to the physical proximity of a conversation partner from a culture where such a communicative style is the norm. Conversely, individuals from cultures with a more flexible approach to personal space may interpret a lack of physical closeness as coldness or detachment.

Cultural and linguistic barriers in intercultural communication represent one of the most substantial obstacles to effective teaching and learning in contemporary universities (Kharchenko, 2020). Profound differences in social, psychological, religious, and cultural traditions, which shape communication styles, behavior, and world perceptions, frequently lead to misunderstandings and conflicts. In this regard, intercultural communication has become a crucial aspect of globalized education, with universities playing a pivotal role in overcoming these barriers.

KNU is attempting to address these challenges by integrating elements of cultural training into foreign language courses, including English, Chinese, and Turkish. However, this practice remains in its early stages compared to Western universities, where courses in intercultural communication are a mandatory component of international study programs. Adding additional training sessions on cultural etiquette in English-speaking countries, such as the United Kingdom and the United States, could enhance KNU students' preparedness for international business relations. It could be achieved through practical sessions incorporating discussions on the specifics of business culture.

Training academic staff is another critical component in overcoming linguistic and cultural barriers. At KNU, lecturers are required to undertake cultural competence training; however, these programs could be further improved by incorporating specialized courses designed to equip lecturers with the skills necessary to work effectively with international students while considering cultural differences. It is particularly relevant for faculties of international relations, where an understanding of cultural nuances is essential for successful academic engagement. Academic mobility at KNU holds considerable potential, although its scale is not yet comparable to that of universities in the United States and Europe. The university actively collaborates with higher education institutions in South Korea and Japan, enabling students to improve their language skills and gain insight into the cultural traditions of these countries.

In contrast, Western universities maintain extensive networks of international partners, allowing students to participate in numerous exchange programs and cultural initiatives. These programs facilitate students' academic development and the cultivation of intercultural sensitivity, which is a key asset for working in an international environment. Modern technologies can contribute to overcoming linguistic and cultural barriers (Kulyk, 2023; Holi & Alhassan, 2025). At KNU, implementing online courses and platforms for language learning and intercultural communication could allow students to engage with peers from diverse cultural backgrounds and develop a deeper understanding of cultural differences.

Despite the progress made in intercultural communication within Western universities, KNU has potential for further improvement. To achieve this, it is essential to adopt practices that have already proven successful in Western higher education institutions, such as expanding academic mobility programs, introducing mandatory courses in intercultural communication, and leveraging modern technologies for language and cultural learning. These measures would enhance intercultural engagement at KNU and equip students with the necessary skills to navigate an international environment, overcoming linguistic and cultural barriers.

The study of intercultural communication and overcoming language barriers has become crucial in contemporary higher education (Järvis et al., 2022; Ibatov et al., 2021; Nurgaliyeva et al., 2025). In the context of globalization, academic mobility, and collaboration between universities from different countries, the issue of effective

communication and the integration of students from diverse cultural backgrounds has become increasingly relevant. In response, universities worldwide implement various strategies and programs to foster cultural competence, enhance language training, and support international students. The comparative Table 2 assesses approaches to intercultural communication and mitigating language barriers across three contexts: KNU, a leading university in the United States (Harvard University), and a European institution (the University of Amsterdam). Table 2 highlights key aspects such as the availability of intercultural courses, academic mobility programs, strategies for overcoming language barriers, and integrating technological solutions for language learning.

Table 2. Comparative Analysis of Approaches to Intercultural Communication and Overcoming Language Barriers in Higher Education Institutions in the USA, Europe, and Kyrgyzstan

Criterion	KNU	US University (Example: Harvard University)	European University (Example: University of Amsterdam)
Cultural courses	Foreign language studies are available, but intercultural communication courses are not mandatory.	Mandatory intercultural communication courses for students in international programs	Mandatory courses on intercultural communication and cultural differences
Intercultural training for lecturers	Cultural competence programs within faculties	Regular training sessions for lecturers on working with international students	Specialized training for lecturers teaching international courses
Academic mobility programs	Collaboration with Turkey, Russia, and Japan; limited academic mobility	Extensive exchange programs and participation in international research projects	Exchange programs with universities worldwide, with a high level of mobility
Integration of technology for language learning	Access to online courses, but limited integration of modern technologies	Use of online platforms and interactive technologies for language learning	Active use of online platforms and digital technologies for language training
Strategies for overcoming language barriers	Intensive foreign language courses, but in need of improvement	Students could participate in language courses and support programs	Foreign language courses, programs for students who do not speak the language of instruction
Collaboration with international universities	Collaboration primarily with universities in post-Soviet countries	Partnerships with universities worldwide, particularly in Europe and Asia	Extensive international collaboration and program internationalization

Source: compiled by the author.

This comparative analysis highlights differences in approaches to intercultural communication and identifies potential avenues for improvement in Kyrgyz universities and other institutions with similar educational systems. Furthermore, it underscores the importance of fostering cultural competence in the context of globalization and contributes to enhancing educational processes at all levels.

Discussions

In the study by Allwood (2023), several challenges related to intercultural communication were examined, particularly those arising from cultural differences. The author focused on stereotypes, misunderstandings, and difficulties conveying cultural contexts, emphasizing the need for a critical approach to intercultural interaction to mitigate adverse outcomes. The findings of both studies align with the importance of developing intercultural competence for successful cross-cultural engagement. However, the two studies differ in their approaches to assessing these challenges. This study concentrated on practical examples, such as translation incidents, highlighting the significance of accuracy and cultural adaptation. In contrast, the researcher emphasized broader difficulties and dilemmas at a theoretical level, particularly concerning cultural barriers and the need for a critical approach to overcoming them. Thus, while both studies affirm the necessity of developing intercultural competence, they examine the issue from different perspectives: one focuses on specific cases and the analysis of educational programs, whereas the other explores general issues of intercultural communication.

In the study conducted by Abu-Arqoub and Alserhan (2019), issues related to intercultural communication were also examined, with a particular focus on non-verbal barriers. The authors explored how non-verbal cues can create obstacles in communication between individuals from different cultural backgrounds. They highlighted the importance of recognizing non-verbal aspects such as gestures, facial expressions, and physical distance, which can significantly influence message perception. The comparison of the studies revealed both similarities and differences. Both studies acknowledge the importance of cultural competence for effective communication. However, this study covered a broader range of barriers (linguistic and cultural), whereas the researchers focused exclusively on the non-verbal aspects of interaction. It suggests that understanding non-verbal barriers is a crucial complement to the overall comprehension of intercultural communication. Thus, the present study supplemented the researchers' findings by offering a comprehensive approach to the analysis of barriers in intercultural communication and emphasizing the importance of verbal and non-verbal aspects in this process.

The concept of ICC was explored in the study by Balboni and Caon (2014). The authors proposed a model based on formal logic, underscoring the importance of practical aspects of communication in an intercultural context. They emphasized that existing models do not always consider the specificities of intercultural interaction and require further development. While the studies aligned in some respects, they also

differed in others. Both studies acknowledge the importance of cultural competence for effective communication. However, this study focused more on specific types of barriers (linguistic and cultural) and their impact on communication, whereas the researchers proposed a theoretical approach to modelling ICC. This study emphasized practical strategies for overcoming barriers, whereas the researchers concentrated on establishing theoretical foundations for analyzing and teaching intercultural competence. Thus, this study complemented the researchers' findings by providing a comprehensive approach to the analysis of barriers in intercultural communication, highlighting the importance of theoretical and practical aspects in this process.

The study on intercultural communication revealed that various linguistic, cultural, and non-verbal barriers hinder effective interaction between individuals from different cultural backgrounds. An analysis of linguistic barriers demonstrated that lexical, grammatical, and phonetic differences can lead to serious misunderstandings. Cultural barriers, such as differing perceptions of time, behavioral styles, and etiquette, also substantially affect interactions between people from different cultures. The study underscored the importance of developing cultural competence, tolerance, and empathy to overcome these barriers. Language learning emerged as a key tool for gaining deeper insights into cultural particularities and facilitating effective communication.

In both the present study and the work of Hiller et al. (2016), which focused on developing intercultural competence in the context of Franco-German educational programs, numerous common themes emerged. However, the emphasis and approaches differed to some extent. Both studies underscored the importance of developing intercultural competence as a crucial aspect of academic and professional advancement in globalization. This study highlighted diplomatic misunderstandings arising from language barriers, citing incidents involving Jimmy Carter and Justin Trudeau, and emphasized the importance of training students in intercultural communication to prevent such situations. In contrast, the researchers examined the communicative styles of Germany and France, identifying strategies for students to adapt to these differences.

Both approaches recognized the necessity of considering cultural specificities in communication to ensure success in international interactions. This study explored how educational systems can support intercultural adaptation. In contrast, the paper of Hiller et al. (2016) proposed specific exercises and tools for developing intercultural communication skills among students, particularly through digital technologies. Practical methods played a key role in both studies. This study emphasized the importance of teacher training programs in fostering these skills.

In contrast, the researchers focused on interactive exercises and the use of digital tools to enhance intercultural communication, aligning with the broader perspective on the role of technology in this process. Regarding intercultural adaptation, the present study compared educational systems and cultural contexts, whereas the mentioned research focused on specific examples of international

programs between Germany and France. However, both approaches clearly highlighted the importance of academic mobility as a key factor in improving intercultural adaptation.

Overall, the findings of this study and the work of Hiller et al. (2016) converged in recognizing the importance of intercultural competence for successful communication in an international environment. Both approaches emphasized adaptation to cultural differences and developing practical communication skills. Nevertheless, while this study primarily focused on analyzing educational systems and specific cases, the research focused on providing practical tools for students within specific cultural interactions.

Similarly, this study and the work of Walkowska (2018) examined the development of intercultural competence, albeit with different emphases and approaches. The study aimed to analyze the impact of cultural barriers on the effectiveness of intercultural communication and assess approaches to fostering intercultural competence in educational institutions. Theoretical aspects of intercultural communication were examined in detail, particularly Hofstede's (2001) research on cultural dimensions and the classification of cultures into high-context and low-context models, as proposed by Hall (1976). In addition, attention was given to specific cases of inaccurate translation, underscoring the importance of precision in intercultural communication. The study also conducted a comparative analysis of intercultural communication approaches in three universities, allowing for an assessment of the effectiveness of various academic mobility programs and teacher training initiatives in fostering cultural competence. As a result, recommendations were formulated to improve educational programs in Kyrgyzstan and other countries with similar educational systems.

On the other hand, the work of Walkowska (2018) focused on developing intercultural competence within the context of foreign language education. The author emphasized the importance of incorporating cultural aspects into curricula, as culture directly influences communication between individuals from different backgrounds. The researcher highlighted that culture encompasses linguistic features, social norms, values, and behavioral patterns. Therefore, developing intercultural competence requires understanding culture not merely as a body of knowledge but as a foundation for effective interaction. She drew attention to the necessity of understanding cultural differences through discussions of social norms, traditions, customs, and stereotypes. Furthermore, the researcher examined the impact of migration processes, which introduced new challenges in foreign language education and reinforced the need to develop communication skills for engaging with individuals from diverse cultural contexts.

Both studies shared that intercultural competence is essential for effective communication in an increasingly globalized world. The present study focused on the practical aspects of implementing academic mobility programs and developing linguistic and cultural skills. Walkowska (2018) emphasized the need to reform foreign

language teaching methodologies to integrate cultural elements into the learning process. However, this study paid greater attention to real-life examples of cultural misunderstandings and the impact of translation accuracy. At the same time, the researcher concentrated on the theoretical foundations of intercultural education and its significance in the context of migration and globalization.

Busch's (2013) book adopted an interdisciplinary approach to intercultural communication, integrating linguistics, sociology, psychology, and anthropology better to understand cultural differences and their influence on human interaction. The author also highlighted key dilemmas in intercultural communication, such as cultural stereotypes and misunderstandings, which could lead to conflicts, emphasizing the importance of a critical approach to mitigate such issues. Moreover, the author explored the role of intercultural communication in social integration, particularly in the context of immigration and cultural assimilation, and the risks and benefits associated with intercultural interaction.

Thus, this study focused on specific cases and practical approaches to developing intercultural competence in educational institutions. In contrast, Busch's (2013) book provided a theoretical and interdisciplinary analysis of intercultural communication, particularly in globalization and social integration. Both studies acknowledged the importance of intercultural competence for effective communication, from different perspectives: the practical (educational programs and training) and the theoretical (interdisciplinary approach and social aspects).

Conclusions

The study highlighted the importance of intercultural competence for effective international communication, particularly in the context of globalization. Based on the works of G. Hofstede and E.T. Hall, the theoretical analysis of intercultural communication demonstrated that understanding cultural differences, particularly between high-context and low-context cultures, is crucial for preventing misunderstandings and ensuring success in intercultural interactions. These concepts help address cultural barriers from a linguistic and socio-cultural perspective, a key aspect of effective communication.

In speeches by Jimmy Carter and Justin Trudeau, incidents related to mistranslation illustrated how linguistic inaccuracies can lead to serious diplomatic misunderstandings. These cases underscore the importance of linguistic and cultural preparedness in maintaining political and social relations and the necessity of developing specialized linguistic and cultural competencies for professionals in political and diplomatic institutions.

The analysis of educational approaches in three universities, the KNU, Harvard University, and the University of Amsterdam, showed that institutions actively

implementing academic mobility programs and foreign language courses demonstrate a higher level of intercultural adaptation among students and faculty members.

Key areas for further research include examining the impact of emerging technologies, particularly social media and machine translation, on intercultural communication, and their potential to either reduce or reinforce cultural barriers. Expanding the research to other educational systems, particularly in culturally diverse regions such as India, China, Japan, and Africa, would provide valuable insights into the effectiveness of intercultural adaptation in different cultural contexts.

Particular attention should be given to an in-depth examination of the role of cultural stereotypes in intercultural communication, as this would facilitate the development of strategies to overcome these barriers. Addressing this issue would significantly reduce the negative impact of stereotypes and contribute to more open and effective intercultural communication at all levels. Regarding the study's limitations, it focused solely on three universities, which restricts the generalizability of the findings to other countries and regions. In addition, the study was predominantly confined to the academic environment, without considering intercultural competence in business, media, or politics, where it manifests in different ways. The insufficient analysis of linguistic aspects of translation, along with the limited number of specific case studies examined, reduces the ability to assess the full scope of the issue. Nevertheless, this study highlights the necessity of a more detailed exploration of cultural practices and symbols on an international level to overcome communication barriers.

Bridging cultural divides within universities can be achieved through integrating intercultural training for staff and students, enhancing academic mobility programs, and incorporating technology to improve learning processes. Developing culturally adapted teaching materials and resources tailored to the specific needs of students from diverse cultural backgrounds will be crucial to successfully integrating international students into the global educational environment.

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