

Mapping Cultural Diversity: A Visualized Bibliometric Examination of Cross-Cultural Learning

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Abstract

Purpose: The purpose of this endeavor is to identify new areas of interest and research ideas for CCL studies. **Design:** In this study, the VOS Viewer software is utilized to analyze the gathered data, aiming to discern relationships among nations, institutions, and author keywords by visualizing each main cluster. The study further aims to illustrate the evolution of entrepreneurship and social media research by examining the number of publications, source journals, nations/regions, and keywords across various sub-periods, providing an in-depth analysis of the changing features of international cooperation. **Findings:** Including "Integrative Medicine Research" (499 citations), which focuses on traditional and alternative medicine with a holistic approach to healthcare. "Economic Geography" (390 citations) explores the spatial organization of economic activities and their impact, examining the relationships between geography, economy, and development. "Computers in Human Behavior" (350 citations) investigates the interaction between humans and technology, delving into the psychological and behavioral aspects of computer usage. "Computers & Education" (329 citations) examines the role of technology in educational settings, emphasizing the impact of computers on learning and teaching. **Originality:** The discussion section delves into the dynamic patterns in Cross-Cultural Learning publications from 2012 to 2022, exploring fluctuations influenced by factors such as research funding and academic trends. Notably, this study marks a pioneering effort in analyzing bibliographic data specifically about the cultural component within cross-cultural management literature, making a unique contribution to the field.

Keywords: Cross-cultural learning; Cultural Diversity; Bibliometric Approach; Co-occurrence analysis.

1. Introduction

Cultural differences and diversity manifest across various countries and regions, leading to the necessity for cross-cultural communication among individuals from different cultural backgrounds (Chwialkowska, 2020; Rienties et al., 2015). As globalization accelerates, both cultural conflicts and integration become prevalent in cross-cultural communication (Cordovil et al., 2022). Consequently, the significance of Cross-Cultural Learning (CCL) in fostering cross-cultural competence becomes apparent, attracting considerable attention from researchers and practitioners. Notable studies include Li's examination of the Chinese learning model from a

negative perspective (Li, 2002) and Shadiev et al.'s proposal of Speech-Enabled Language Translation (SELT) technology for intercultural communication (Shadiev et al., 2019). Given the growing interest in CCL, a systematic review of previous studies becomes critical. Conducting a literature review is considered an objective and systematic process to analyze articles from high-impact journals, aiming to fulfill the research purpose (Shimpuku and Norr, 2012).

However, existing works of this nature are notably scarce. Shadiev et al. (Shadiev et al., 2021) concentrated on technology-supported CCL, providing an integrative review of the literature. Allen (Allen, 2010) conducted a systematic summary of available literature to guide cross-cultural teaching and learning in global health care for nursing students. Kempf and Holtbrügge (Kempf and Holtbrügge, 2020) developed a comprehensive conceptual model of Cross-Cultural Training (CCT) effectiveness, elucidating the relationship between cross-cultural competence and CCL through a review of cross-cultural education.

In contrast to the previously mentioned reviews, which primarily relied on subjective judgment and qualitative research methodologies, it becomes evident that a critical gap exists in comprehensively understanding cross-cultural literature (Abbasi et al., 2014). While offering in-depth perspectives, these retrospective analyses are inherently limited in their ability to present a holistic view of the subject. Not only do they suffer from deficiencies in visibility, but they also lack the essential component of bibliometric analysis. Bibliometrics, as a methodological approach, is characterized by the application of statistical tools to quantitatively analyze publications through their metadata or attributes, encompassing elements such as titles, countries/regions, authors, journals, articles, keywords, and references (Nasir et al., 2020). This analytical framework goes beyond subjective interpretations, providing a rigorous and systematic means to assess the contribution of research productivity and publications to the advancement of knowledge within a specific field (Aria and Cuccurullo, 2017). By offering an objective, empirical, and unbiased insight into the study, bibliometric analysis is a valuable tool for enhancing the quality of literature reviews. Incorporating bibliometric analysis in literature reviews is pivotal as it introduces a level of systematicity, transparency, and reproducibility often lacking in purely qualitative assessments (Niknejad et al., 2021). This methodological refinement ensures a more thorough and accurate evaluation of the existing body of cross-cultural literature, allowing for a nuanced understanding of research productivity and its impact. In essence, the integration of bibliometric analysis not only addresses the visibility issues and qualitative limitations of previous reviews but also elevates the overall quality of the literature review by providing a comprehensive, data-driven perspective on the cross-cultural landscape.

The present study employs bibliometrics, specifically using bibliometric software, for a comprehensive analysis of past literature in cross-cultural research (Pham-Duc et al., 2020; Munim et al., 2020). This approach involves studying countries/regions, journals, authors, articles, and author keywords. Bibliometric, programmed in R, is highlighted for its flexibility and ability to be quickly upgraded and integrated with other statistical R-packages, making it valuable in the dynamic field of bibliometrics (Shi et al., 2020). The complex process of science mapping analysis is emphasized, involving diverse analyses and mapping software tools (Pan et al., 2018).

1.1 Research Objective

The study aims to expose academic reviews in cross-cultural learning research, providing scholars with valuable insights to track the development of the field and identify breakthrough points for future research. Visualization through graphs is emphasized as a beneficial tool for scholars interested in cross-cultural studies.

1.2 Research Question

Throughout this investigation, our goal is to address the following questions:

RQ1: What have been the recent trends in cross-cultural learning publications in terms of time, subjects covered, and geographical distribution?

RQ2: Which keywords have been utilized in journal articles spanning the years 2012 to 2022, and how have the trends for each year unfolded for these keywords?

2. Methodology

2.1 Research Design

The study employs co-occurrence analysis within a systematic review framework (Petticrew and Roberts, 2008), utilizing various analytical techniques to combine data and enhance interpretations through diverse viewpoints, thereby increasing the research's reliability and validity (Paek and Kim, 2021). Researchers conducted a comprehensive review of literature from reputable journals spanning several decades, focusing on Cross-Cultural Learning (Wang et al., 2023). The aim is to investigate historical research themes and trends in this field. Through this approach, the study seeks to provide a nuanced understanding of Cross-Cultural Learning, emphasizing a rigorous and multifaceted analysis of existing scholarship.

2.2 Sample and Inclusion Criteria

The study focuses on cross-cultural learning and analyzes a corpus of fifty publications. The paper encompasses essential elements, including an abstract, author details, keywords, and references. It addresses study questions, outlines methods, and presents results within the publication. The researcher employs an automated method to search and collect journal articles (n=50) from prominent publishers' databases such as Emerald, Science Direct, Springer, Taylor & Francis, and Wiley. Several keyword search strings were derived for this purpose, including "cross-cultural communication," "Cross-Cultural Learning," "cultural competence," "technology-supported CCL," "Cross-Cultural Training," "cultural diversity," "universities" "international students," "cultural adoption," "cross-cultural adjustment," and "innovation." This comprehensive approach ensures a thorough examination of cross-cultural learning literature across diverse sources.

2.3 Data Analysis

Researchers commonly employ the bibliometric software application VOS Viewer for the construction and evaluation of bibliometric maps, as well as the analysis of bibliographic

coupling (Martínez-López et al., 2018; Valenzuela et al., 2017). In this study, the VOS Viewer software is utilized to analyze the gathered data, aiming to discern relationships among nations, institutions, and author keywords by visualizing each main cluster. The study further aims to illustrate the evolution of entrepreneurship and social media research by examining the number of publications, source journals, nations/regions, and keywords across various sub-periods, providing an in-depth analysis of the changing features of international cooperation. Lastly, co-occurrence analysis based on author keywords is employed to highlight shifts and trends in study themes.

2.4 Keyword Search Strings

The bibliometric analysis aimed at identifying research on cross-cultural learning employed a search strategy utilizing the query string (TITLE-ABS-KEY (("cross-cultural learning" OR "cultural diversity" OR "universities" OR "international students" OR "cultural adoption" OR "cross-cultural adjustment" OR "innovation") AND (LIMIT-TO (SUBJAREA, "BUSI")) AND (LIMIT-TO (DOCTYPE, "ar"))) AND (LIMIT-TO (LANGUAGE, "English")) AND (LIMIT-TO (PUBSTAGE, "final")))) to retrieve articles containing these terms in the titles, abstracts, or keywords, thereby establishing the parameters for the journal and article searches.

3. Result and Discussion

3.1 Descriptive Analysis

3.1.1 Time Trend of Publication

Figure 1 illustrates the distribution of publications across different years from 2012 to 2022. The trend indicates some fluctuations over the years, reflecting varying levels of research output. In 2012, only one article was published, possibly suggesting a limited focus or the initiation of the research endeavor. Subsequently, in 2013, there was a notable increase to six articles, indicating a surge in research activity. However, this trend wasn't sustained, as the number of articles dropped to just one in 2014. In the subsequent years, this study has observed a gradual rise, with three articles in 2015, six in 2016, and two in 2017.

From 2018 onwards, there seems to be a more consistent and upward trajectory in the number of publications. Four articles have been published in 2018, followed by five in 2019, six in 2020, and five in 2021. Notably, the year 2022 experienced a significant spike, with the publication of 11 articles, suggesting a potential surge in research output or increased interest in the subject matter. Overall, the data illustrates a dynamic pattern in the production of articles over the years, with certain years standing out as particularly productive regarding research dissemination. The reasons behind these fluctuations could be influenced by various factors such as research funding, evolving academic interests, or changes in the field of study.

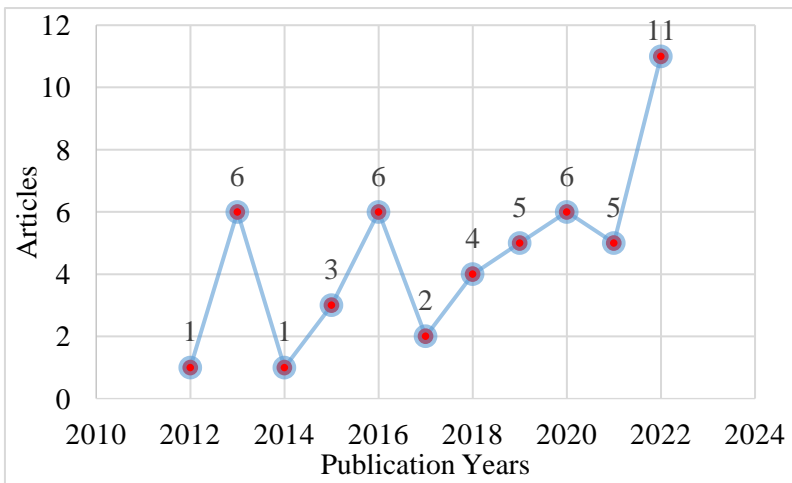


Figure 1: Time trend of the publications

3.1.2 Analysis of Journals and Citations

Table 1 showcases a diverse array of highly published academic journals spanning various fields. Notable among them is "Sustainability," with a substantial contribution of five publications, underscoring its significant impact on the discourse surrounding sustainable practices. "Teaching and Teacher Education" emerges as a prolific journal with four publications, emphasizing its influence on pedagogical research. With three publications, the "Journal of Studies in International Education" has a notable position. The triple representation shows the journal's dedication to promoting academic discussion on global educational views, cross-cultural learning, and internationalization within the academic community. The journals "Computers & Education," "Nurse Education Today," "Information Technology & People," "Frontiers in Psychology," "Education Sciences," and "Computers in Human Behavior" each demonstrate a robust presence in the intersection of technology and education, boasting two publications. This substantial contribution underscores their commitment to advancing research at the nexus of these fields. "Computers & Education" and "Computers in Human Behavior" reflect a strong focus on the interplay between technology and educational practices respectively. "Information Technology & People" positions itself at the crossroads of information technology and its impact on individuals and organizations. The inclusion of "Nurse Education Today" emphasizes the integration of technology in nursing education and practice. Additionally, "Frontiers in Psychology" and "Education Sciences" showcase a commitment to exploring the psychological aspects and broader educational landscape influenced by technological advancements. These journals collectively contribute to shaping the discourse and advancements in the dynamic field of technology-enhanced education.

Also, table 1 indicates the highly cited journals in diverse fields including "Integrative Medicine Research" (499 citations), which focuses on traditional and alternative medicine with a holistic approach to healthcare. "Economic Geography" (390 citations) explores the spatial organization

of economic activities and their impact, examining the relationships between geography, economy, and development. "Computers in Human Behavior" (350 citations) investigates the interaction between humans and technology, delving into the psychological and behavioral aspects of computer usage. "Computers & Education" (329 citations) examines the role of technology in educational settings, emphasizing the impact of computers on learning and teaching. "Human Resource Development Quarterly" (280 citations) centers on human resource development and management, addressing issues related to training, learning, and organizational development. Altogether, these publications add to an extensive array of academic research in medicine, economics, technology, education, and ethics.

Table 1: Journals and Citations

Journals	Total publications	Total Citations
Human Resource Development Quarterly	1	280
Asia Pacific Journal of Marketing and Logistics	1	123
Economic geography	1	390
Computers & Education	2	329
Computers in Human Behavior	2	350
Nurse Education Today	2	66
Journal of Business Ethics	1	54
Journal of Operations Management	1	156
Information Technology & People	2	197
Learning Environments Research	1	36
Cross Cultural & Strategic Management	1	29
European Journal of Training and Development	1	126
Personnel Review	1	130
Integrative Medicine Research	1	499
Equality, Diversity, and Inclusion: An International Journal	1	31
Teaching and Teacher Education	4	199
International Journal of Contemporary Hospitality Management	1	242
Frontiers in Psychology	2	198
Sustainability	5	85
Journal of Research in Interactive Marketing	1	106
International Journal of Sustainability in Higher Education	1	93
Journal of Vocational Behavior	1	18
Journal of Studies in International Education	3	45
Engineering Construction & Architectural Management	1	47
Frontiers in Education	1	52
Religions	1	29
International Journal of Intercultural Relations	1	93
Heliyon	1	18
Nurse Education in Practice	1	3
Irish Educational Studies	1	5
Education Sciences	2	14
Child Development	1	11
Linguistics and Education	1	
International Journal of Educational Research	1	1
SAGE Open	1	33

3.1.3 Analysis of Journal Publishers

The data in Figure 2 provides a comprehensive overview of the journal publishing landscape, encompassing a total of 50 entities. Notably, Elsevier stands out as the predominant force, boasting 17 publishers and underscoring its influential role within the academic publishing domain. Following closely is Emerald, securing its position as a substantial contributor with 11 publishers. MDPI commands attention with 8 publications, showcasing a significant presence in

scholarly dissemination. Sage Journals and Frontiers contribute 4 and 3 publishers, respectively, highlighting their meaningful impact. The landscape further diversifies with established entities such as Springer presenting 2 publishers and Wiley Online presenting three publishers, demonstrating their enduring influence. In contrast, more singular contributions from Cell Press and Taylor & Francis, with 1 publisher each, underscore the varied and dynamic nature of the scholarly publishing industry. This diversity emphasizes the multitude of platforms available for the dissemination of academic research, encapsulating the dynamic evolution of scholarly communication.

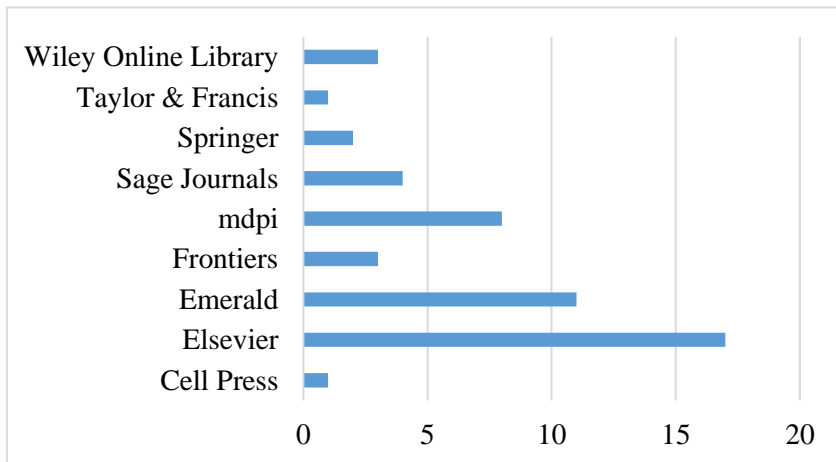


Figure 2: Journal Publishers

3.1.4 Geographical Representation of Authors

The geographical representation of authors in the provided Figure 3 reflects a diverse distribution of research contributions. China emerges as a prominent hub with the highest author frequency, boasting a substantial 15 authors. The United States and Korea follow closely, with 13 and 9 authors, respectively, underlining their significant presence in the academic landscape. Germany and Australia contribute significantly as well, each with 8 and 9 authors, respectively. Other European nations such as the United Kingdom, Netherlands, and Hungary also feature prominently, showcasing collaborative and widespread engagement in research endeavors.

Notably, several countries, including New Zealand, Sweden, Portugal, Canada, India, Italy, Kuwait, Serbia, Croatia, Malaysia, Saudi Arabia, Hong Kong, Poland, Lithuania, Ireland, Norway, Slovakia, Russia, and Turkey, make valuable but comparatively smaller contributions, each represented by one to seven authors. London is specified separately, with one author, indicating a distinct regional representation.

This geographical diversity highlights the global reach of scholarly pursuits, with researchers from various continents and nations actively participating in the creation and dissemination of knowledge. The collaborative nature of international research is evident in the wide array of

represented countries, fostering a rich tapestry of perspectives and insights within the academic community.

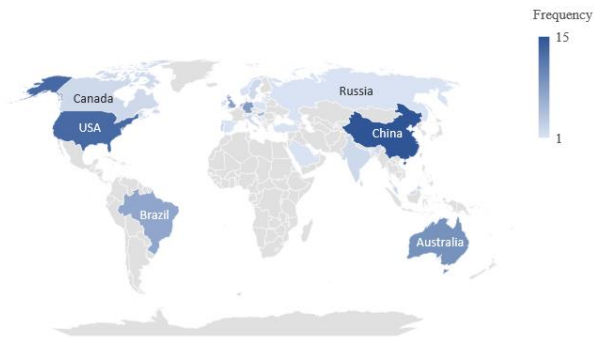


Figure 3: Geographical Representation of Authors

3.1.5 Authors of Publications

Figure 4 provides insight into the landscape of cross-cultural learning by evaluating the publication authors, shedding light on core research strengths and representative scholars in this field. The figure indicates a diverse array of contributors, signifying the interdisciplinary nature of cross-cultural learning. The prominence of certain scholars and journals suggests key influencers and platforms for disseminating research in this domain. Analyzing the author distribution across journals allows for a nuanced understanding of the intellectual landscape, showcasing the collaborative efforts of scholars from various backgrounds. This comprehensive evaluation serves as a valuable resource for those seeking to identify pivotal figures and significant publications in the cross-cultural learning discipline, guiding researchers and enthusiasts toward foundational works and key contributors in the field.

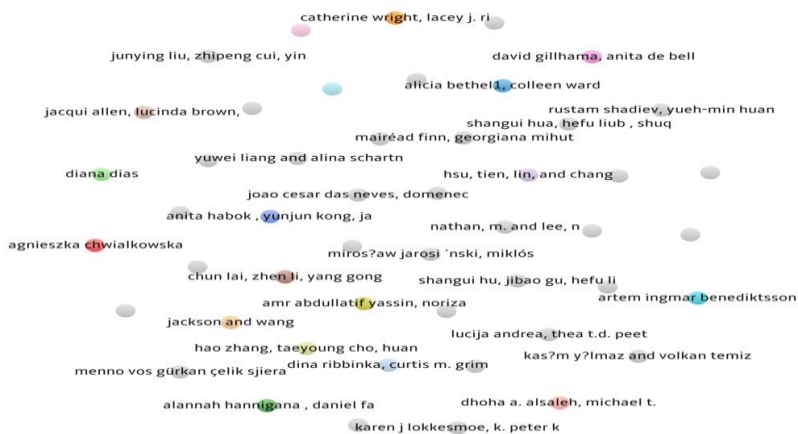


Figure 4: Authors of Publications

3.2 Co-occurrence Analysis of Keywords

In scholarly investigations, the primary focus often revolves around a specific set of keywords, and it is widely recognized that, particularly in certain domains, high-frequency keywords can serve as a preliminary indicator of noteworthy research themes. Employing cluster analysis proves instrumental in discriminating the core developmental path of a particular research topic, relying on the interconnectedness of co-occurring high-frequency keywords (Nobanee et al., 2021; Gao et al., 2021). Within this context, terms garnering a frequency surpassing 5 are deemed high-frequency keywords of significance (Rodriguez-Marin et al., 2022). To assess the evolution of research highlights over time and their relative significance, the co-occurrence patterns of high-frequency keywords in 50 publications are accurately examined using the VOS viewer (Bodily et al., 2019; Hou and Yu, 2023). The findings are visually presented in Figure 4, encapsulating a comprehensive atlas of the research landscape. Notably, Figure 4 illustrates that spanning the years 2012 to 2022, the focal point of cross-cultural learning predominantly centered on the exploration of "cultural diversity in learning."

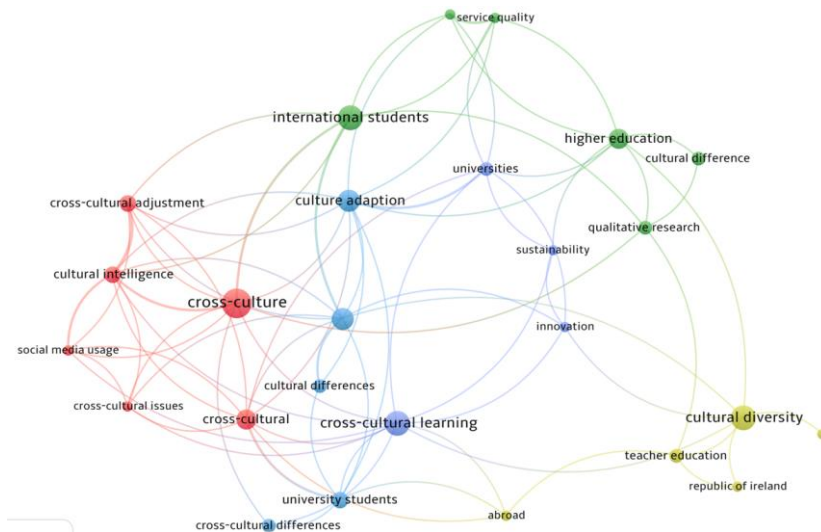


Figure 5: Keywords Co-occurrence Analysis

Figure 5 indicates the co-occurrence analysis of author keywords provides insights into the multidimensional exploration of cross-cultural themes in various contexts. One prominent theme identified is Cross-Cultural Learning, as evidenced by frequent occurrences of terms like "cross-cultural," "cross-culture," and "cross-cultural issues." This suggests a strong emphasis on understanding and navigating cultural diversity in diverse fields such as education, business, and social interactions (Sartono et al., 2022; Poort et al., 2022). Additionally, the focus on the Language Learning Strategy indicates a prevalent interest in effective approaches for language acquisition within cross-cultural settings (Misnawati et al., 2022; Mian, 2022).

The experiences and challenges faced by International Students emerge as another significant theme, with keywords like "international students," "student satisfaction," and "cultural adaptation" frequently cooccurring. This reflects a concentration on the unique aspects of the international student experience, including cultural adaptation, satisfaction, and regional differences (Yilmaz and Temizkan, 2022; Finn et al., 2022). Higher Education is a key area of focus, encompassing terms like "higher education," "universities," and "teacher education," indicating attention to various aspects within educational institutions, including student experience and cultural diversity (Abu-Rumman and Qawasmeh, 2022).

Moreover, the analysis reveals a growing interest in the intersection of technology and cross-cultural interactions (Sutrisno, 2023; Luo, 2022). Keywords such as "social networking," "social media usage," and "computer-mediated communication" suggest an exploration of the impact of technology, especially social media (Aririguzoh, 2022), on cross-cultural education and communication (Li and McCrary, 2022). The cooccurrence of "sustainable development," "innovation," and "sustainability" reflects a thematic interest in sustainability and innovation within the context of higher education (Lim et al., 2022).

In the realm of psychological aspects, the analysis identifies a focus on "cross-cultural adjustment," "psychological adaptation," and "well-being." This indicates a concern with the psychological aspects of individuals adapting to new cultural environments, whether in educational or work settings (Ammigan et al., 2023; Hofhuis et al., 2023). Finally, the recurrent terms related to Diversity and Multiculturalism highlight a commitment to promoting understanding and acceptance of cultural diversity across various settings, including education (Levine et al., 2022; Scott and Klein, 2022). The overarching conclusion is that the cooccurrence analysis underscores the interdisciplinary nature of discussions related to cross-cultural learning and experiences, embracing education, technology, sustainability, psychological adaptation, and diversity (Yang et al., 2023; Barkoczi et al., 2023).

3.3 Discussion

The discussion section delves into the dynamic patterns in Cross-Cultural Learning publications from 2012 to 2022, exploring fluctuations influenced by factors such as research funding and academic trends. Employing graphical bibliometric techniques, the research focuses on reputable journal publications, employing bibliographic coupling and co-occurrence analysis. The dataset spans a decade, offering a comprehensive overview of the evolving landscape in Cross-Cultural Learning in the digital era. Notably, this study marks a pioneering effort in analyzing bibliographic data specifically about the cultural component within cross-cultural management literature, making a unique contribution to the field.

Firstly, the distribution of publications between 2012 and 2022 shows a dynamic pattern with noticeable variations. A meager beginning in 2012 was succeeded by a brief but strong increase in 2013, which resulted in a decline in 2014. The following years exhibit a slow increase, with a steadier increasing trend starting in 2018. The noteworthy increase in 2022, including 11 articles, implies an elevated level of research productivity or interest, underscoring the influence of variables such as financing and changing scholarly pursuits on the oscillating trend.

Secondly, highlights impactful academic journals across diverse fields, notably showcasing "Sustainability" with five publications and "Teaching and Teacher Education" with four, emphasizing their influence. "Journal of Studies in International Education" contributes significantly with three publications, promoting global educational perspectives. Journals like "Computers & Education," "Nurse Education Today," and others, each with two publications, demonstrate a robust presence at the intersection of technology and education. Highly cited journals include "Integrative Medicine Research," "Economic Geography," "Computers in Human Behavior," "Computers & Education," and "Human Resource Development Quarterly," collectively enriching research in medicine, economics, technology, education, and ethics.

Thirdly, outlines the journal publishing landscape, featuring dominant players like Elsevier (17 publishers) and Emerald (11 publishers). MDPI, Sage Journals, and Frontiers also make significant contributions, while established entities such as Springer and Wiley Online Library demonstrate enduring influence.

Next, illustrates a diverse distribution of research contributions by authors, with China leading in author frequency (15), followed closely by the United States and Korea. Germany and Australia also contribute significantly, while various European nations show active engagement. Noteworthy smaller contributions come from countries like New Zealand, Sweden, and India. The representation underscores the global reach of scholarly pursuits, showcasing collaboration across continents and fostering a rich tapestry of perspectives in the academic community. It also highlights the authors of publications.

Finally, the co-occurrence analysis of author keywords unveils multidimensional insights into cross-cultural themes, emphasizing a strong focus on Cross-Cultural Learning and Language Learning Strategies (Sartono et al., 2022; Misnawati et al., 2022). Notably, the experiences of International Students emerge as a significant theme, exploring aspects like cultural adaptation and student satisfaction. Higher Education garners attention, encompassing various facets such as universities and teacher education (Abu-Rumman and Qawasmeh, 2022). The intersection of technology and cross-cultural interactions is evident, with a growing interest in social media's impact on education. Psychological aspects, including cross-cultural adjustment and well-being, underscore a concern for individuals adapting to new cultural environments (Ammigan et al., 2023), while a commitment to Diversity and Multiculturalism pervades discussions across education and beyond (Yang et al., 2023).

4. Conclusion

This paper aims to provide a comprehensive examination of the concentrated areas of investigation and identify new directions in CCL studies. To achieve this, the study employs a graphical bibliometric technique to analyze research publications in the digital era. The study focuses on publications in reputable journals, filtering out relevant data from 2012 to 2022. The dataset is then subjected to various bibliometric approaches, including co-occurrence analysis. These techniques are paired with different topics to offer a nuanced understanding of the literature's landscapes. This research constitutes a unique contribution to the body of knowledge as it represents the first attempt to analyze bibliographic data specifically related to the cultural

component within the field of cross-cultural management. The study aims to fill existing knowledge gaps, suggest potential areas for future research, and advance the overall understanding of CCL. In conclusion, this paper contributes to the evolving body of knowledge in cross-cultural learning by offering a thorough analysis of the literature's growth processes. The use of bibliometric techniques and visualization studies enhances the understanding of concentrated areas of investigation, paving the way for future research and advancements in the field.

4.1 Implication for Future Research

The significant implication of the patterns observed in Cross-Cultural Learning publications is the necessity for pedagogical transformation. The interdisciplinary nature of cross-cultural learning underscores the need for educators to adopt innovative teaching methods that go beyond traditional boundaries. Collaborative efforts between educators from various disciplines can lead to the development of dynamic and adaptable teaching strategies. This transformation involves not only integrating technology into the classroom but also fostering an inclusive and culturally responsive teaching environment. Educators must be prepared to embrace a pedagogy that acknowledges and respects diverse learning styles, cultural backgrounds, and experiences. This shift in pedagogical approach aligns with the broader goal of preparing students for a globalized world by equipping them with the skills to navigate and appreciate cultural differences.

The global collaboration evident in cross-cultural research highlights the need for policymakers to reevaluate and adapt educational policies to align with the evolving nature of cross-cultural learning. Policies should encourage international collaboration in academia, facilitating the exchange of ideas and resources across borders. Additionally, there is a call for policies that support the integration of technology into educational systems, ensuring that students are equipped with the digital skills necessary for effective cross-cultural communication. Furthermore, a focus on student well-being and cultural adaptation suggests the importance of policies that prioritize support systems within educational institutions. Policymakers play a crucial role in shaping the overarching framework that guides educational practices, and their responsiveness to the implications of cross-cultural learning research is vital for fostering a globally aware and interconnected society.

4.2 Limitations and Future Recommendations

This study provides valuable insights into the emerging subject of Cross-Cultural Learning (CCL) using an extensive bibliometric analysis, it is imperative to recognize that it has significant limitations. Firstly, the reliance on publications from reputable journals may introduce a potential bias, excluding valuable insights from non-conventional sources. Additionally, the chosen time frame of 2012 to 2022 may limit the inclusivity of earlier seminal works or recent groundbreaking contributions. Furthermore, while effective, the bibliometric techniques employed may not capture the nuanced evolution of CCL adequately. Moving forward, it is recommended to incorporate a more diverse range of data sources, including conference proceedings and gray literature, to ensure a holistic understanding of the field's development. Moreover, expanding the temporal scope and considering alternative bibliometric methods could enhance the depth of analysis. Future research should also delve into the practical implications

of CCL studies, exploring how the identified trends and directions can be applied in real-world settings. Lastly, collaborative efforts between researchers and practitioners could facilitate a more dynamic exploration of cross-cultural management, bridging the gap between theory and application. Overall, addressing these limitations and embracing these recommendations will contribute to a more robust and nuanced understanding of cross-cultural learning in the digital era.

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