

**INTERCULTURAL COMPETENCE: A PHENOMENOLOGICAL  
STUDY OF STUDENTS' INTERCULTURAL EXPERIENCE IN  
UNIVERSITI UTARA MALAYSIA**

**SYARIZAN DALIB**

**DOCTOR OF PHILOSOPHY  
UNIVERSITI UTARA MALAYSIA**

**2014**

**PERAKUAN KERJA TESIS / DISERTASI  
(CERTIFICATION OF THESIS / DISSERTATION)**



Awang Had Salleh  
Graduate School  
of Arts And Sciences

Universiti Utara Malaysia

**PERAKUAN KERJA TESIS / DISERTASI  
(Certification of thesis / dissertation)**

Kami, yang bertandatangan, memperakukan bahawa  
(We, the undersigned, certify that)

**SYARIZAN DALIB**

calon untuk Ijazah  
(candidate for the degree of)

PhD

telah mengemukakan tesis / disertasi yang bertajuk:  
(has presented his/her thesis / dissertation of the following title):

**"INTERCULTURAL COMPETENCE: A PHENOMENOLOGICAL STUDY OF STUDENTS'  
INTERCULTURAL EXPERIENCE IN UNIVERSITI UTARA MALAYSIA"**

seperti yang tercatat di muka surat tajuk dan kulit tesis / disertasi.  
(as it appears on the title page and front cover of the thesis / dissertation).

Bahawa tesis/disertasi tersebut boleh diterima dari segi bentuk serta kandungan dan meliputi bidang ilmu dengan memuaskan, sebagaimana yang ditunjukkan oleh calon dalam ujian lisan yang diadakan pada : **16 Disember 2014.**

*That the said thesis/dissertation is acceptable in form and content and displays a satisfactory knowledge of the field of study as demonstrated by the candidate through an oral examination held on: December 16, 2014.*

Pengerusi Viva:  
(Chairman for VIVA)

Assoc. Prof. Dr. Sharipah Soaad Syed Yahaya

Tandatangan  
(Signature)

Pemeriksa Luar:  
(External Examiner)

Prof. Dr. Ezhar Tamam

Tandatangan  
(Signature)

Pemeriksa Luar:  
(External Examiner)

Prof. Dr. Mohammed Zin Nordin

Tandatangan  
(Signature)

Nama Penyelia/Penyelia-penyelia:  
(Name of Supervisor/Supervisors)

Assoc. Prof. Dr. Norhafezah Yusof

Tandatangan  
(Signature)

Nama Penyelia/Penyelia-penyelia:  
(Name of Supervisor/Supervisors)

Dr. Minah Harun

Tandatangan  
(Signature)

Tarikh:

(Date) December 16, 2014

## **Permission to Use**

In presenting this thesis in fulfilment of the requirements for a postgraduate degree from Universiti Utara Malaysia, I agree that the Universiti Library may make it freely available for inspection. I further agree that permission for the copying of this thesis in any manner, in whole or in part, for scholarly purpose may be granted by my supervisor(s) or, in their absence, by the Dean of Awang Had Salleh Graduate School of Arts and Sciences. It is understood that any copying or publication or use of this thesis or parts thereof for financial gain shall not be allowed without my written permission. It is also understood that due recognition shall be given to me and to Universiti Utara Malaysia for any scholarly use which may be made of any material from my thesis.

Requests for permission to copy or to make other use of materials in this thesis, in whole or in part, should be addressed to:

Dean of Awang Had Salleh Graduate School of Arts and Sciences

UUM College of Arts and Sciences

Universiti Utara Malaysia

06010 UUM Sintok

## Abstrak

Kajian berkaitan bidang kompetensi antara budaya kian berkembang. Walaupun banyak kajian telah dilakukan, terdapat dua isu penting yang perlu diberikan perhatian. Pertama, kajian kini banyak didominasi oleh perspektif barat yang menekankan penilaian kompetensi antara budaya individu. Kedua, kompetensi antara budaya sering kali dianalisis berdasarkan budaya sesebuah negara yang dianggap bersifat homogen. Kecenderungan ini tidak dapat menggambarkan kepelbagaian etnik yang wujud di dalam sesebuah negara dan tidak mencukupi untuk menjelaskan pengalaman antara budaya di luar konteks budaya barat. Sehubungan itu, kajian ini dilakukan untuk meneliti semula model kompetensi antara budaya oleh Deardorff yang dibangunkan pada tahun 2004 dengan meneroka pengalaman antara budaya pelajar di Universiti Utara Malaysia dan meneliti konsep kompetensi antara budaya berdasarkan pengalaman mereka. Kajian ini menggunakan kaedah fenomenologi. Temubual bersemuka dan kumpulan fokus melibatkan pelajar yang berbilang etnik digunakan sebagai kaedah pengumpulan data. Persampelan secara berantai dilaksanakan dalam kajian ini. Data dianalisis menggunakan teknik yang disarankan oleh Moustakas pada tahun 1994. Hasil kajian menunjukkan, pertama, pengalaman antara budaya pelajar merangkumi dua tema utama iaitu identifikasi diri sebagai anggota kelompok etnik dan pengalaman merasai perbezaan di antara budaya sendiri dengan budaya orang lain. Kedua, konsep kompetensi antara budaya merangkumi tiga tema utama iaitu pemahaman budaya, rasa hormat dan kebolehan berbahasa. Hasil kajian menunjukkan perbezaan dengan model Deardorff kerana tema utama yang dikenal pasti menekankan pembinaan hubungan berbanding individu dalam menilai kompetensi antara budaya. Kajian ini juga menghasilkan perspektif baharu dengan menjelaskan kepentingan identiti etnik dalam pengalaman antara budaya pelajar sebagai elemen penting dalam membina kompetensi antara budaya. Justeru, model Deardorff diperkembangkan dengan menitikberatkan pembinaan hubungan dan pengalaman antara budaya yang menggambarkan kepelbagaian identiti etnik dalam menjelaskan kompetensi antara budaya. Kajian ini menyumbang kepada penilaian semula konsep kompetensi antara budaya daripada perspektif barat dan menghasilkan perspektif baharu dengan memberi penekanan kepada pembinaan hubungan serta pengalaman antara budaya.

**Kata Kunci:** Kompetensi antara budaya, Identiti etnik, Pengalaman antara budaya, Fenomenologi, Model Deardorff.

## Abstract

Studies in the field of intercultural competence are expanding. Although numerous studies have been done, there are two important issues that need to be considered. First, current studies are dominated by the Western perspective that places a focus on the individual in evaluating intercultural competence. Second, intercultural competence is often analyzed by looking at a national culture that is treated as homogenous. This tendency falls short to illuminate ethnic diversities within a nation and it is inadequate in capturing the intercultural experiences in the non-Western context. Accordingly, this study is conducted to re-examine an intercultural competence model developed by Deardorff in 2004 by exploring the nature of students' intercultural experience in Universiti Utara Malaysia and the conception of intercultural competence in the light of their experience. This study utilized a phenomenological method. In-depth interviews and focus groups involving ethnically diverse students were used as methods of data collection. Snowballing sampling was implemented in this study. Data were analyzed using techniques advocated by Moustakas in 1994. The findings of this study indicate that, first; students' intercultural experience comprises two core themes which include identifying self as an ethnic being and encountering differences between self and the Other. Second, the conception of intercultural competence encompasses three core themes which include cultural understanding, respect, and language ability. The findings differ from that of Deardorff's model since the identified core themes emphasize on relationship building rather than the individual in analyzing intercultural competence. This study also shows a new perspective on intercultural competence that highlights the salience of ethnic identities in the students' intercultural experience as an important element in developing intercultural competence. Thus, Deardorff's model is extended by including a focus on relationship building and intercultural experience that illuminates diverse ethnic identities in explaining intercultural competence. This study contributes into a re-conceptualization of intercultural competence from the Western perspective and explains a new perspective with a focus on relationship building as well as intercultural experience.

**Keywords:** Intercultural competence, Ethnic identity, Intercultural experience, Phenomenology, Deardorff's model.

## **Acknowledgements**

In the name of Allah, Most gracious, Most merciful

First and foremost, I would like to thank Allah for giving me the strengths, intelligence and perseverance throughout my PhD journey. Without the mercy of Allah for giving me a healthy life, this PhD thesis may never be completed.

I would like to dedicate my deepest gratitude to my endearing supervisors, Associate Professor Dr. Norhafezah Yusof and Dr. Minah Harun, for their guidance and support that motivate me to truly value my own pursuit of becoming a knowledge seeker throughout the process of producing this thesis.

My deepest gratitude also goes to all participants involved in this study for their cooperation. Many thanks to my PhD colleagues at School of Multimedia, Technology, and Communication (SMMTC) particularly the SMMTC-UUM PhD group discussion for their valuable thoughts and friendships which have made my PhD endeavours as one that I could enjoy. I would also like to extend my special thanks to Dr Hariharan N. Krishnasamy for his wonderful assistance in proofreading my thesis. Finally, I would like to extend a special thanks to my mother who has always inspired me to pursue my dream and my husband who has been patient with the struggles that I had to go through in completing my postgraduate studies.

Being a PhD student is never an easy process. Without the support from all persons that I have mentioned above, I could never imagine myself reaching the final phase of my PhD journey. Thank you and may Allah rewards all of you.

## Table of Contents

Permission to Use .....	i
Abstrak.....	ii
Abstract.....	iii
Acknowledgements.....	iv
Table of Contents.....	v
List of Tables .....	ix
List of Figures .....	x
List of Appendices .....	xi
<b>CHAPTER ONE INTRODUCTION .....</b>	<b>12</b>
1.1 Research background .....	12
1.2 Problem Statement .....	14
1.3 Personal Connection to the Study .....	24
1.4 Purpose of the Study and Research Questions .....	26
1.5 Significance of the Study .....	27
1.6 Conclusion .....	28
<b>CHAPTER TWO REVIEW OF LITERATURE.....</b>	<b>30</b>
2.1 Introduction.....	30
2.2 The Western Perspective of Intercultural Competence.....	30
2.3 Theoretical Models of Intercultural Competence .....	35
2.4 The Western Bias .....	47
2.5 The Conception of “Culture” in the Study of Intercultural Competence.....	68
2.6 Points of Departure: Establishing the Research Paradigm.....	86
2.7 Conclusion .....	92
<b>CHAPTER THREE METHODOLOGY.....</b>	<b>93</b>
3.1 Introduction.....	93
3.2 Methodological Framework.....	93
3.3 Study Setting .....	105
3.4 Method of Data Collection.....	106
3.4.1 In-Depth Interviews .....	108

3.4.1.1 Interview Structure .....	109
3.4.2 Focus Group Interviews .....	113
3.5 Research Participants .....	116
3.5.1 In-Depth Interview Participants .....	119
3.5.2 Focus Group Participants .....	124
3.6 Data Analysis .....	128
3.7 Validation .....	134
3.7.1 Statement of Researcher as Instrument .....	134
3.7.2 Participant Validation .....	139
3.8 Limitations and Delimitation .....	141
3.9 Conclusion .....	143
<b>CHAPTER FOUR FINDINGS .....</b>	<b>144</b>
4.1 Introduction .....	144
4.2 Analysis of In-Depth Interviews .....	144
4.2.1 Finding One: The Nature of Intercultural Experience .....	144
4.2.2 Textural Theme 1: Identifying Oneself as an Ethnic Being.....	147
4.2.2.1 Structural Theme 1a: Ethnic Affiliation .....	148
4.2.2.2 Structural Theme 1b: Ethnic Dynamics.....	161
4.2.2.3 Structural Theme 1c: Ethnic Salience .....	164
4.2.3 Textural Theme 2: Encountering Differences between Self and the Other	
.....	170
4.2.3.1 Structural Theme 2a: Ethnic Norms .....	171
4.2.3.2 Structural Theme 2b: Ethnic Values.....	174
4.2.3.3 Structural Theme 2c: Nonverbal Cues.....	178
4.2.3.4 Structural Theme 2d: Language Barrier .....	183
4.2.4 Finding Two: Conception of Intercultural Competence .....	189
4.2.5 Textural Theme 1: Cultural Understanding .....	191
4.2.5.1 Structural Theme 1a: Mutual Sensemaking.....	191
4.2.5.2 Structural Theme 1b: Cultural Learning.....	194
4.2.5.3 Structural theme 1c: Willingness to interact.....	198
4.2.6 Textural Theme 2: Respect .....	201
4.2.6.1 Structural theme 2a: Accepting cultural differences .....	202

4.2.6.2 Structural Theme 2b: Recognizing Cultural Boundaries.....	205
4.2.7 Textural Theme 3: Language Ability.....	208
4.2.7.1 Structural Theme 3a: Language as the Medium for Interaction..	209
4.2.7.2 Structural theme 3b: Language strategies.....	213
4.2.8 Summary of Findings from the In-depth Interviews.....	218
4.3 Analysis of Focus Groups .....	222
4.3.1 Finding One: The Nature of Intercultural Experience .....	223
4.3.2 Textural Theme 1: Identifying Oneself as an Ethnic Being.....	225
4.3.2.1 Structural Theme 1a: Ethnic Affiliation .....	225
4.3.2.2 Structural Theme 1b: Ethnic Salience .....	231
4.3.3 Textural Theme 2: Encountering Differences between Self and the Other .....	235
4.3.3.1 Structural theme 2a: Nonverbal cues.....	235
4.3.3.2 Structural Theme 2b: Language Barrier .....	239
4.3.3.3 Structural Theme 2c: Religion.....	241
4.3.4 Finding Two: Conception of Intercultural Competence .....	244
4.3.5 Textural Theme 1: Cultural understanding .....	246
4.3.5.1 Structural Theme 1a: Mutual Sensemaking.....	246
4.3.5.2 Structural Theme 1b: Cultural Learning.....	248
4.3.6 Textural Theme 2: Respect .....	249
4.3.6.1 Structural Theme 2a: Accepting Cultural Differences .....	250
4.3.6.2 Structural Theme 2b: Recognizing Cultural Boundaries.....	252
4.3.7 Textural Theme 3: Language Ability.....	253
4.3.7.1 Structural theme 3a: Language as the medium for interaction....	254
4.3.7.2 Structural Theme 3b: Language Learning .....	255
4.4 Conclusion .....	256
<b>CHAPTER FIVE DISCUSSION .....</b>	<b>258</b>
5.1 Introduction.....	258
5.2 Interpretation and Implications of the study .....	258
5.2.1 Finding One: The Nature of Intercultural Experience .....	259
5.2.1.1 Textural Theme 1: Identifying Oneself as an Ethnic Being .....	259

5.2.1.2 Textural Theme 2: Encountering Differences between Self and the Other .....	272
5.2.2 Finding Two: Conception of Intercultural Competence .....	280
5.2.2.1 Textural Theme 1: Cultural Understanding.....	282
5.2.2.2 Textural Theme 2: Respect.....	289
5.2.2.3 Textural theme 3: Language Ability.....	295
5.3 Contributions to the Field of Intercultural Competence .....	303
5.3.1 Delienating a Conceptual Model of Intercultural Competence .....	312
5.4 Recommendations for Future Research .....	318
5.5 Conclusion .....	322
<b>REFERENCES.....</b>	<b>323</b>

## List of Tables

Table 3.1 .....	123
In-Depth Interview Participants .....	123
Table 3.2 .....	126
Focus Group Participants .....	126
Table 4.1 .....	221
General descriptions of intercultural experience and intercultural competence .....	221

## **List of Figures**

Figure 2.1. Pyramid Model of Intercultural Competence .....	44
Figure 2.2. Process Model of Intercultural Competence.....	46
Figure 3.1. Stages in Phenomenological Data Analysis .....	128
Figure 4.1. Core Themes and Sub-themes for Intercultural Experience - In-depth Interviews .....	146
Figure 4.2. Intercultural Experience – Identifying Oneself as an Ethnic Being .....	147
Figure 4.3. Intercultural Experience - Encountering Differences between Self and the Other .....	170
Figure 4.4. Core themes and Sub-themes of Intercultural Competence Conception- In-depth Interviews.....	190
Figure 4.5. Conception of Intercultural Competence – Cultural Understanding .....	191
Figure 4.6. Conception of Intercultural Competence- Respect.....	202
Figure 4.7. Conception of Intercultural Competence – Language Ability.....	209
Figure 4.8. Core Themes and Sub-themes of Intercultural Experience - Focus Group Interviews.....	224
Figure 4.9. Core themes and Sub-themes of Intercultural Competence Conception- Focus Group Interview .....	245
Figure 5.1. Conceptual Model of Intercultural Competence.....	313

## **List of Appendices**

Appendix A Interview Protocol .....	350
Appendix B Profile of Participants .....	352
Appendix C Horizons .....	357
Appendix D Invariant Constituents.....	359
Appendix E Textural Descriptions.....	361
Appendix F Structural Descriptions.....	365
Appendix G Textural - Structural Descriptions .....	372

# CHAPTER ONE

## INTRODUCTION

### 1.1 Research background

The imperatives for intercultural competence in this 21<sup>st</sup> century are undeniable in today's global world. The process of globalization links every part of the world leading to an increase in the amount of intercultural interaction. The process of emigration and immigration is occurring at a rapid pace in many parts of the world resulting in a remarkable population change across national borders. As individuals live within an increased multicultural population, this presents numerous opportunities for experience with others who come from vastly different cultural backgrounds. Intercultural interaction has now become ubiquitous in every facet of life; they occur in workplaces, educational institutions, family, and community. This great cultural mixing means that intercultural competence is no longer an option. It is critical for accommodation and understanding among people who differ from one another.

As intercultural interaction intensifies in every part of the world, the field of intercultural competence is evolving and expanding outside the United States. Such development has given rise to the challenge of applying theories developed in a Western context into other cultural locations. As scholars argued that different cultural contexts adopt different views on the workings of competency, the Western derived conception of intercultural competence has been questioned whether it is adequate to assist understanding of similar phenomenon in non-Western cultures (Chen, 2009a; Lustig & Koester, 2010; Yeh, 2010; Yum, 2012).

The contents of  
the thesis is for  
internal user  
only

## REFERENCES

- Abdul Rahim, H., Mohd Najib, G., & Anis Ayuni, C. G. (2010). *Fostering inter-group contacts among multiracial students in higher Education*. Retrieved from West Texas A&M University website: [http://wtfaculty.wtamu.edu/wbres//File/Journals/MCJ/Volume5-1/hamdan\\_ghafar\\_ghani.pdf](http://wtfaculty.wtamu.edu/wbres//File/Journals/MCJ/Volume5-1/hamdan_ghafar_ghani.pdf)
- Adler, R. B., Rosenfeld, L. B., & Proctor, R. F. (2007). *Interplay: The process of interpersonal communication* (10th ed.). New York: Oxford University Press.
- Ahmed, I. (1996). *State, nation and ethnicity*. New York: Pinter.
- Aida Hafitah, M. T., & Maimunah, I. (2007). Cross-cultural challenges and adjustments of expatriates: A case study in Malaysia. *Alternatives: Turkish Journal of International Relations*, 6(3), 72-99.
- Aida, I. (2008). An analysis of Malay-Sino relations in Malaysia. *Asian Social Science*, 4(2), 3-12.
- Albl-Mikasa, M. (2009). Who's afraid of ELF: 'Failed' natives or non-native speakers struggling to express themselves?. *Dimensionen der Zweitsprachenforschung/Dimensions of Second Language Research. Festschrift für Kurt Kohn. Tübingen: Narr*, 109-129.
- Alhazmi, A., & Nyland, B. (2010). Saudi international students in Australia and intercultural engagement: A study of transitioning from a gender segregated culture to a mixed gender environment. In D. Fallon (Ed.), *The 21st ISANA International Education Conference* (pp. 1-11). Melbourne, Australia: ISANA International Education Association Inc.
- Ali, A., Van der Zee, K., & Sanders, G. (2003). Determinants of intercultural adjustment among expatriate spouses. *International Journal of Intercultural Relations*, 27(5), 563-580.
- Anderson, B. (1991). *Imagined communities: Reflections on the origin and spread of Nationalism*. London: Verso.
- Applebaum, M. (2013, May 14). Interview by D. Syarizan [E-mail]. Retrieved from <https://mail.google.com/mail/u/0/#search/marc%40marcapplebaum.com/13ea74482b8e826a>.
- Aquino-Russell, C., & Russell, R. (2009). Immersion in another culture: Paradoxical experiences considered for teachers and students in university classrooms. *Contemporary Issues in Education Research*, 2(4), 77-84.
- Arasaratnam, L. A. (2004). *Intercultural communication competence: Development and empirical validation of a new model*. Paper presented at the Annual meeting of the International Communication Association, New Orleans, LA.
- Arasaratnam, L. A. (2007). Research in intercultural communication competence. *Journal of International Communication*, 13(2), 66-73.

- Arasaratnam, L. A. (2009). The development of a new instrument of intercultural communication competence. *Journal of Intercultural Communication*, 20, 2-22.
- Arasaratnam, L. A., & Doerfel, M. L. (2005). Intercultural communication competence: Identifying key components from multicultural perspectives. *International Journal of Intercultural Relations*, 29, 137-163.
- Asante, M. K., Miike, Y., & Yin, J. (2014). Introduction: New directions for intercultural communication research. In M. K. Asante, Y. Miike & J. Yin (Eds.), *The global intercultural communication reader* (pp. 1-14). New York: Routledge.
- Asma, A. (1996). *Going glocal: Cultural dimensions in Malaysian management*. Kuala Lumpur, Malaysia: Malaysian Institute of Management.
- Asma, A., & Pederson, P. B. (2004). *Understanding multicultural Malaysia: Delights, puzzles and irritations*. Selangor, Malaysia: Prentice Hall.
- Awang Rozaimie, A. S., Anees, J. A., & Oii, B. C. S. (2011). *Multicultural awareness for better ways of life: A scale validation among Malaysian undergraduate students*. Paper presented at the International conference on Business and Economic Research, Kuching Sarawak, Malaysia. Retrieved from [http://www/internationalconference.com.my/proceeding/icber2011\\_proceeding/234-2<sup>nd</sup>-2011ICBER2011PG1174-1186MulticulturalAwareness.pdf](http://www.internationalconference.com.my/proceeding/icber2011_proceeding/234-2<sup>nd</sup>-2011ICBER2011PG1174-1186MulticulturalAwareness.pdf)
- Baker, W. (2011). Intercultural awareness: modelling an understanding of cultures in intercultural communication through English as a lingua franca. *Language and Intercultural Communication*, 11(3), 197-214.
- Baker, W. (2012). English as a lingua franca in Thailand: Characterisations and implications. In R. Baird, M. Kitazawa, H.Y. Lee & Y. Wang (Eds.), *English in Practice: Working papers of the centre for global Englishes, University of Southampton*. (Vol. 1). Southampton, UK: University of Southampton.
- Baldwin, J. R., & Hecht, M. (2003). Unpacking group-based intolerance: A holographic look at identity. In L. A. Samovar & R. E. Porter (Eds.), *Intercultural communication: A reader* (pp. 354-363). Belmont, CA: Wadsworth.
- Banks, J. A. (2009). *Teaching strategies for ethnic studies*. Boston, MA: Pearson.
- Barna, L. M. (1994). Stumbling blocks in intercultural communication. In L. A. Samovar & R. E. Porter (Eds.), *Intercultural communication: A reader* (pp. 337-346). Belmont, CA: Wadsworth.
- Bennett, J. M. (2009). Cultivating intercultural competence. In D. K. Deardorff (Ed.), *The SAGE handbook of intercultural competence*. Thousand Oaks, CA: Sage.

- Berman, R., & Cheng, L. (2010). English academic language skills: Perceived difficulties by undergraduate and graduate students, and their academic achievement. *Canadian Journal of Applied Linguistics*, 4(1), 25-40.
- Bhopal, M., & Rowley, C. (2005). Ethnicity as a management issue and resource: Examples from Malaysia. *Asia Pacific Business Review*, 11(4), 533-574.
- Biernacki, P., & Waldorf, D. (1981). Snowball sampling: Problems and techniques of chain referral sampling. *Sociological Methods and Research*, 10(2), 141-163.
- Bippus, A. M., & Dorjee, T. (2002). The validity of PRECA as an index interethnic communication apprehension. *Communication Research Reports*, 19(2), 130-137.
- Bird, A., & Osland, J. S. (2005). Making sense of intercultural collaboration. *International Studies of Management and Organization*, 35(4), 115-132.
- Bok, D. (2009). Foreword. In D. K. Deardorff (Ed.), *The SAGE handbook of intercultural competence*. Thousand Oaks, CA: Sage.
- Bowe, H., & Martin, K. (2007). *Communication across cultures: Mutual understanding in a global world*. Sydney, NSW: Cambridge University Press.
- Bradbury-Jones, C., Sambrook, S., & Irvine, F. (2008). The phenomenological focus group: An oxymoron? *Journal of Advanced Nursing*, 65(3), 663-671.
- Bradford, L., Allen, M., & Beisser, K. R. (2000). Meta-analysis of intercultural communication competence research. *World Communication*, 29(1), 28-48.
- Brein, M., & David, K. H. (1971). Intercultural communication and the adjustment of the sojourner. *Psychological Bulletin*, 76(3), 215-230.
- Brislin, R. W. (1981). *Cross cultural encounters: Face-to-face interaction*. Needham Heights, MA: Ally and Bacon.
- Byram, M. (1997). *Teaching and assessing intercultural communicative competence*. New York: Multilingual Matters.
- Byram, M., & Fleming, M. (1998). Introduction. In M. Byram & M. Fleming (Eds.), *Language learning in intercultural perspective: Approaches through drama and ethnography* (pp. 1-10). West 20th Street, NY: Cambridge University Press.
- Byram, M., Gribkova, B., & Starkey, H. (2002). *Developing the intercultural dimension in language Teaching. A practical introduction for teachers*. Strasbourg: Council of Europe.
- Caelli, K. (2001). Engaging with phenomenology: Is it more of a challenge than it needs to be? *Qualitative Health Research*, 11(2), 273-281.

- Caraway, C. (2010). *A phenomenological inquiry of pre-service teachers and their cultural immersions* (Doctoral dissertation). Retrieved from <http://www.ohiolink.edu/etd/>
- Casrnir, F. L. (1999). Foundations for the study of intercultural communication based on a third-culture building model. *International Journal of Intercultural Relations*, 23(1), 91-116.
- Cerbone, D. R. (2006). *Understanding phenomenology*. Saddle Street, Durham: Acumen.
- Chai, S., & Zhong, M. (2006). Chinese American ethnic and cultural identity. In L. A. Samovar, R. E. Porter & E. R. McDaniel (Eds.), *Intercultural communication: A reader* (pp. 93-104). Boston, MA: Wadsworth.
- Chan, J. K. L. (2011). Enhancing the employability of and level of soft skills within tourism and hospitality graduates in Malaysia: The issues and challenges. *Journal of Tourism*, 12(1), 1-16.
- Chang, W.W. (2007). The negative can be positive for cultural competence. *Human Resource Development International*, 10(2), 225-231.
- Charon, J. M. (2004). *Symbolic interactionism: An introduction, an interpretation, an integration*. Upper Saddle Rivers, NJ: Pearson-Prentice Hall.
- Chen, C. Y. (1987). Chinese philosophy and contemporary human communication theory. In D.L.Kincaid (Ed.), *Communication theory: Eastern and Western perspectives* (pp. 23-40). Albany, NY: State University of New York.
- Chen, G. M. (2014). The two faces of Chinese communication. In Y. Miike, M. K. Asante & J. Yin (Eds.), *The global intercultural communication reader* (2nd ed., pp. 273-282). New York: Routledge.
- Chen, G.M. (1990). Intercultural communication competence: Some perspectives of research. *The Howard Journal of Communication*, 2(3), 243-261.
- Chen, G.M. (1993). *A Chinese perspective of communication competence*. Paper presented at the Annual meeting of the Speech Communication Association, Miami Beach, Florida.
- Chen, G. M. (2004). The two faces of Chinese communication. *Human Communication: A Journal of the Pacific and Asian Communication Association*, 7(1), 25-36.
- Chen, G.M. (2009a). Beyond the dichotomy of communication studies. *Asian Journal of Communication*, 19(4), 398-411.
- Chen, G.M. (2009b). *On identity: An alternative view* (Research Report No.7752). Retrieved from [http://www.thefreelibrary.com/On identity: an alternative view.-a0215306984](http://www.thefreelibrary.com/On+identity:+an+alternative+view.-a0215306984)

- Chen, G.M. (2009c). *Toward an I Ching model of communication* (Research Report No. 5916). Retrieved from [http://www.thefreelibrary.com/Toward an I Ching model of communication.-a0215307082](http://www.thefreelibrary.com/Toward+an+I+Ching+model+of+communication.-a0215307082)
- Chen, G.M. (2011). *An introduction to key concepts in understanding the Chinese: harmony as the foundation of Chinese communication*. (Research Report No. 7842). Retrieved from [http://www.thefreelibrary.com/An introduction to key concepts in understanding the Chinese: harmony...-a0275038595](http://www.thefreelibrary.com/An+introduction+to+key+concepts+in+understanding+the+Chinese:+harmony...-a0275038595)
- Chen, G.M. (2013). A Zhong Dao model of management in global context. *Intercultural Communication Studies*, XXII(1), 1-8.
- Chen, G. M., & An, R. (2009). A Chinese model of intercultural leadership competence. In D. K. Deardorff (Ed.), *The SAGE Handbook of Intercultural Competence* (pp. 196-208). Thousand Oaks, CA: Sage.
- Chen, G.M., & Miike, Y. (2006). The ferment and future of communication studies in Asia: Chinese and Japanese perspectives. *China Media Research*, 2(1), 1-12.
- Chen, G. M., & Starosta, W. J. (2003). Asian approaches to human communication: A dialogue. *Intercultural Communication Studies*, XII(4), 1-16.
- Chen, G.M., & Starosta, W. J. (2008). Intercultural communication competence: A synthesis. In M. K. Asante, Y. Miike & J. Yin (Eds.), *The global intercultural communication reader* (pp. 215-237). New York: Routledge.
- Chen, G.M. (2012). Impact of new media on intercultural communication. *China Media Research*, 8(2), 1-10.
- Chideya, F. (2006). A nation of minorities: America in 2050. In E. Higginbotham & M. L. Andersen (Eds.), *Race and ethnicity in society: The changing landscape* (pp. 11-16). Belmont, CA: Wadsworth.
- Chua, C. M. (2004). The Malaysian communication competence construct. *Journal of Intercultural Communication Research*, 33(3), 130-144.
- Cohen, M. Z., & Omery, A. (1994). Schools of phenomenology: Implications for research. In J. M. Morse (Ed.), *Critical issues in qualitative research methods*. Thousand Oaks, CA: Sage.
- Collier, M. J. (1988). A comparison of conversations among and between domestic culture groups: How intra- and intercultural competencies vary. *Communication Quarterly*, 36(2), 122-144.
- Collier, M. J. (1989). Cultural and intercultural communication competence: Current approaches and directions for future research. *International Journal of Intercultural Relations*, 13, 287-302.
- Collier, M. J. (1996). Communication competence problematics in ethnic friendships. *Communication Monographs*, 63(4), 314.

- Collier, M. J. (2006). Cultural identity and intercultural communication. In L. A. Samovar, R. E. Porter & E. R. McDaniel (Eds.), *Intercultural communication: A reader*. Belmont, CA: Wadsworth.
- Collier, M. J., Ribeau, S. A., & Hecht, M. L. (1986). Intracultural communication rules and outcomes within three domestic cultures. *International Journal of Intercultural Relations*, 10, 439-457.
- Collier, M. J., & Thomas, M. (1988). Cultural identity: An interpretive perspective. In Y. Y. Kim & W. B. Gudykunst (Eds.), *Theories in Intercultural Communication* (pp. 99-120). Newbury Park, CA: Sage.
- Cooley, R. E., & Roach, D. A. (1984). A conceptual framework. In R. N. Bostrom (Ed.), *Competence in communication: A multidisciplinary approach* (pp. 11-31). Beverly Hills, CA: Sage.
- Corbin, J. M., & Strauss, A. (1990). Grounded theory: Procedures, canons and evaluative criteria. *Qualitative sociology*, 13(1), 3-21.
- Corporate Planning Unit, Chancellery, Universiti Utara Malaysia.(2014).[Statistics of students in Universiti Utara Malaysia]. Unpublished data.
- Cox, C. B., & Ephross, P. H. (1998). *Ethnicity and social work practice*. New York: Oxford University Press.
- Craig, R. T. E. (2007). Issue forum introduction: Cultural bias in communication theory. *Communication Monographs*, 74(2), 256-258.
- Cresswell, J. W. (2009). *Research Design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, CA: Sage.
- Cresswell, J. W. (2012). *Educational research: Planning, conducting and evaluating quantitative and qualitative Research* (4th ed.). Boston, MA: Pearson.
- Cresswell, J.W. (2007). *Qualitative inquiry & research design: Choosing among five approaches* (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage.
- Cushman, D. P., & Kincaid, D. L. (1987). Introduction and initial insights. In D. L. Kincaid (Ed.), *Communication theory: Eastern and Western perspectives* (pp. 1-10). Albany, NY: State University of New York.
- Dahlia, Z. (2008). Cultural dimensions among Malaysian employees. *International Journal of Economics and Management*, 2(2), 409-426.
- Deardorff, D. K. (2004). *The identification and assessment of intercultural competence as a student outcome of international education at institutions of higher education in the United States* (Doctoral dissertation). Retrieved from [http://repository.lib.ncsu.edu/ir/bitstream/1840.16/5733/1/etd.pdf?origin=publication\\_detail](http://repository.lib.ncsu.edu/ir/bitstream/1840.16/5733/1/etd.pdf?origin=publication_detail).

- Deardorff, D. K. (2006). Identification and assessment of intercultural competence as a student outcome of internationalization. *Journal of Studies in International Education*, 10(3), 241-266.
- Deardorff, D. K. (2009a). Exploring interculturally competent teaching in social sciences classrooms. *ELiSS*, 2(1), 1-18.
- Deardorff, D. K. (2009b). Synthesizing conceptualizations of intercultural competence. In D. K. Deardorff (Ed.), *The SAGE handbook of intercultural competence* (pp. 264-269). Thousand Oaks, CA: Sage.
- Deardorff, D. K. (2011). Assessing intercultural competence. *New Directions for Institutional Research*, 2011(149), 65-79.
- Denzin, N. K., & Lincoln, Y. S. (2005). The discipline and practice of qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *The SAGE handbook of qualitative research* (pp. 1-32). Thousand Oaks, CA: Sage.
- Department of Statistics Malaysia. (2012). *Yearbook of Statistics Malaysia*. Retrieved from <http://www.statistics.gov.my>.
- Dissanayake, W. (2003). Asian approaches to human communication: Retrospect and prospect. *Intercultural Communication Studies*, XII(4), 17-38.
- Doan, M. N. (2012). *Cambodian and Laotian Students' Experience of Language Barriers, Cultural Differences, and Teacher-Student Rapport in a University in Vietnam: A Grounded Theory Approach* (Master's thesis). Retrieved from <http://researcharchive.vuw.ac.nz/xmlui/bitstream/handle/10063/2283/thesis.pdf?sequence=2>.
- Dowling, M. (2007). From Husserl to Van Manen: A review of different phenomenological approaches. *International Journal of Nursing Studies*, 44(2007), 131-142.
- Dreyfus, H. (1987). Heidegger, Husserl and modern existentialism. In B. Magee (Ed.), *The great philosophers: An introduction to Western philosophy*. (pp. 254-277). Walton Street, Oxford: Oxford University Press.
- Eland-Goossensen, M. A., Van De Goor, L. A. M., Vollemans, V. C., Hendriks, V. M., & Garretsen, H. F. L. (1997). Snowball sampling applied to opiate addicts outside the treatment system. *Addiction Research*, 5(4), 317-330.
- Eriksen, T. H. (1996). Ethnicity, race, class and nation. In J. Hutchinson & A. D. Smith (Eds.), *Ethnicity* (pp. 28-31). New York: Oxford University Press.
- Evans, H.D., Anis, Y. Y., & Shamsul, A. B. *Ethnic Diversity in Malaysia: Lessons Learned from Bio-diversity Research*. Paper presented at the Rethinking Realities, Reimagining Pluralism: Future Landscapes of Pluralism for Democratic Societies, UKM, Bangi. Retrieved from [http://impra.ub.uni-muenchen.de/30383/1/MPRA\\_paper\\_30383.pdf](http://impra.ub.uni-muenchen.de/30383/1/MPRA_paper_30383.pdf)

- Faisal, I., Abdul Muati, A., Tamam, E., & Jusang, B. (2009). Measuring inter-ethnic accommodation: Are communicator style constructs adequate. *SEGI Online Review*, 2(2), 52-64.
- Fantini, A. E. (1995). Language, culture and worldview. *International Journal of Intercultural Relations*, 19(2), 143-153.
- Fantini, A. E. (2009). Assessing intercultural competence: Issues and tools. In D. K. Deardorff (Ed.), *The SAGE handbook of intercultural competence* (pp. 456-476). Thousand Oaks, CA: Sage.
- Fantini, A. E., & Tirmizi, A. (2006). *Exploring and Assessing Intercultural Competence* (FEIL Report). Retrieved from <http://digitalcollection.sit.edu>.
- Fazilah, I., Zaharah, H., Azizah, Y., Gill, S. K., & Noor Aziah, M. A. (2012). The role of education in shaping youth's national identity. *Procedia Social and Behavioral Science*, 59, 443-450.
- Fenton, S. (2010). *Ethnicity* (2nd ed.). Malden, MA: Polity Press.
- Filpisan, M., Tomuletiu, A.E., Moraru, A., Stoica, M., Gorea, B., & Solovastru, A. (2011). The dynamic of stereotypes and prejudices in the multicultural environment. *Procedia Social and Behavioral Science*, 15, 3263-3267.
- Fisher, K., & Hutchings, K. (2013). Making sense of cultural distance for military expatriates operating in an extreme context. *Journal of Organizational Behavior*, 34, 791-812.
- Flaherty, B., & Stojakovic, J. (2008). *Intercultural competence as a key element toward cultural integration of international students in the United States*. Paper presented at the Annual meeting of the NCA 94th Annual Convention, San Diego, California. Retrieved from [http://www.allacademic.com/meta/p258719\\_index.htm](http://www.allacademic.com/meta/p258719_index.htm)
- Fong, M. (2012). The nexus of language, communication and culture. In L. A. Samovar, R. E. Porter & E. R. McDaniel (Eds.), *Intercultural communication: A reader* (pp. 271-279). Boston, MA: Wadsworth.
- Freeman, S., & Lindsay, S. (2012). The effect of ethnic diversity on expatriate managers. *International Business Review*, 21, 253-268.
- Ganeson, K. (2006). *Students' Lived Experience of Transition into High School: A Phenomenological Study* (Doctoral dissertation). Retrieved from [http://eprints.qut.edu.au/16249/1/Krishnaveni\\_Ganeson\\_Thesis.pdf?origin=publication\\_detail](http://eprints.qut.edu.au/16249/1/Krishnaveni_Ganeson_Thesis.pdf?origin=publication_detail).
- Gao, C. (2011). *The role of face-to-face interpersonal communication with different social networks in the development of intercultural communication competence* (Master's thesis). Retrieved from [http://wakespace.lib.wfu.edu/bitstream/handle/10339/33472/Gao\\_wfu\\_0248M\\_10122.pdf](http://wakespace.lib.wfu.edu/bitstream/handle/10339/33472/Gao_wfu_0248M_10122.pdf)

- Garner, D. L. (2012). *The acquisition of cultural competence: A phenomenological inquiry highlighting the processes, challenges and triumphs of counselor education Students* (Doctoral dissertation). Retrieved from <http://digital.scholarship.unlv.edu>
- Giorgi, A. (1997). The theory, practice, and evaluation of the phenomenological method as a qualitative research procedure. *Journal of Phenomenological Psychology, 28*(2), 235-260.
- Giorgi, A. (2000). Concerning the application of phenomenology to caring research. *Scandinavian Journal of Caring Sciences, 14*(1), 11.
- Giorgi, A. (2006). Difficulties encountered in the application of the phenomenological method in the social sciences. *Análise Psicológica, 24*(3), 353-361.
- Giorgi, A. (2012). The descriptive phenomenological psychological method. *Journal Of Phenomenological Psychology, 43*, 3-12.
- Giorgi, A. (2013, May 21). Interview by D. Syarizan [E-mail]. Retrieved from [http://academia.edu/t/g8tKN/keypass/05bb0b1e6686014f8a3b3c1d444703537f7fd70a/read\\_message/596594](http://academia.edu/t/g8tKN/keypass/05bb0b1e6686014f8a3b3c1d444703537f7fd70a/read_message/596594).
- Golafshani, N. (2003). Understanding reliability and validity in qualitative research. *The Qualitative Report, 8*(4), 597-607.
- Groenewald, T. (2004). A phenomenological research design illustrated. *International Journal of Qualitative Methods, 3*(1), 1-26.
- Gu, Q., Schweisfurth, M., & Day, C. (2010). Learning and growing in a 'foreign' context: Intercultural experiences of international students. *Compare, 40*(1), 7-23.
- Gudykunst, W. B. (1998). *Bridging differences: Effective intergroup communication* (3rd ed.). Thousand Oaks, CA: Sage.
- Gudykunst, W. B. (2003). Intercultural communication: Introduction. In W. B. Gudykunst (Ed.), *Cross-cultural and intercultural communication*. Thousand Oaks, CA: Sage.
- Gudykunst, W. B., & Kim, Y. Y. (2003). *Communicating with strangers: An approach to intercultural communication* (4th ed.). New York: McGraw Hill.
- Gudykunst, W. B., & Lee, C. M. (2003). Cross-cultural communication theories. In W. B. Gudykunst (Ed.), *Cross-cultural and intercultural communication*. Thousand Oaks, CA: Sage.
- Gunaratne, S.A. (2009). Emerging global divides in media and communication theory: European universalism versus non-Western reactions. *Asian Journal of Communication, 19*(4), 366-383.

- Hall, E. T. (1959). *The silent language*. Westport, CT: Greenword Press.
- Halualani, R. T. (2008). How do multicultural university students define and make sense of intercultural contact: A qualitative study. *International Journal of Intercultural Relations*, 32(1), 1-16.
- Halualani, R. T. (2010). Interactant based definitions of intercultural interaction at a multicultural university. *Howard Journal of Communication*, 21(3), 247-272.
- Halualani, R. T., Chitgopekar, A. S., Morrison, J. H. T. A., & Dodge, P. S. W. (2004). Diverse in name only? Intercultural interaction at a multicultural university. *Journal of Communication*, 54(2), 270-286.
- Hamidah, A. R., Norlin, A., Nor Akmar, N., Norashikin, M., Rozianan, S., & Shah Rollah, A. W. (2011). Kajian tinjauan hubungan etnik dalam kalangan pelajar tahun satu di kampus Johor Bahru, Universiti Teknologi Malaysia. *Jurnal Teknologi*, 54(Sains Sosial), 65-76.
- Hamill, C., & Sinclair, H. A. H. (2010). Bracketing - practical considerations in Husserlian phenomenological research. *Nurse Researcher*, 17(2), 16-24.
- Hammer, M. R. (1987). Behavioral dimensions of intercultural effectiveness. *International Journal of Intercultural Relations*, 11(11), 65-88.
- Hammer, M. R., Bennett, M. J., & Wiseman, R. (2003). Measuring intercultural sensitivity: The intercultural development inventory. *International Journal of Intercultural Relations*, 27(4), 421-443.
- Hecht, M. L., & Choi, H. (2012). The communication theory of identity as a framework for health message design. In H. Choi (Ed). *Health Communication Message Design: Theory and Practice* (pp. 137-152). Los Angeles, CA: Sage.
- Hecht, M. L., Collier, M. J., & Ribeau, S. A. (1993). *African American Communication: Ethnic identity and cultural interpretation*. Newbury Park, CA: Sage.
- Hecht, M. L., Jackson, R. L., & Pitts, M. J. (2005). Culture: Intersections of intergroup and identity theories. In J. Harwood & H. Giles (Eds.), *Intergroup communication: Multiple perspectives* (pp. 21-42.). New York: Peter Lang.
- Hecht, M. L., Jackson, R. L., & Ribeau, S. A. (2003). *African American communication: Exploring identity and culture*. Mahwah, NJ: Lawrence Erlbaum.
- Hecht, M. L., Larkey, L. K., & Johnson, J. N. (1992). African American and European American perceptions of problematic issues in interethnic communication effectiveness. *Human Communication Research*, 19(2), 209-236.

- Hecht, M. L., & Ribeau, S. A. (1984). Ethnic communication: A comparative analysis of satisfying communication. *International Journal of Intercultural Relations*, 8, 135-151.
- Hecht, M. L., Ribeau, S. A., & Alberts, J. K. (1989). An Afro-American perspective on interethnic communication. *Communication Monographs*, 56(4), 385-410.
- Higginbotham, E., & Andersen, M. L. (2006). Race: Why it matters? In E. Higginbotham & M. L. Andersen (Eds.), *Race and ethnicity in society: The changing landscape*. Belmont, CA: Wadsworth.
- Hofstede, G. (1984). *Culture's consequences: International differences*. Newbury Park, CA: Sage.
- Hofstede, G. (1997). *Cultures and organizations: Software of the minds*. New York: McGraw Hill.
- Hofstede, G., Hofstede, G. J., & Minkov, M. (2010). *Cultures and organizations software of the minds: Intercultural cooperation and its importance for survival* (3rd ed.). New York: McGraw Hill.
- Hollander, T. (2010). The social contexts of focus groups. *Journal of Contemporary Ethnography*, 33, 602-637.
- Holmes, P. (2005). Ethnic Chinese students communication with cultural others in a New Zealand university. *Communication Education*, 54(4), 289-311.
- Holmes, P. (2006). Problematizing intercultural communication competence in the pluralistic classroom: Chinese students in a New Zealand university. *Language and Intercultural Communication*, 6(1), 18-34.
- Holmes, P., & O'Neill, G. (2010). (Auto) Ethnography and self-reflection: Tools for (self) assessing intercultural competence. In Y. Tsai & S. Houghton (Eds.), *Becoming intercultural: Inside and outside the classroom* (pp. 167-193). Newcastle, UK: Cambridge Scholars.
- Holmes, P., & O'Neill, G. (2012). Developing and evaluating intercultural competence: Ethnographies of intercultural encounter. *International Journal of Intercultural Relations*, 36(5), 707-718.
- Hraba, J. (1979). *American ethnicity*. Itasca, IL: Peacock.
- Hutchinson, J., & Smith, A. D. (1996). Introduction. In J. Hutchinson & A. D. Smith (Eds.), *Ethnicity* (pp. 3-14). New York: Oxford.
- Hycner, R. H. (1999). Some guidelines for the phenomenological analysis of interview data. In A. Bryman & R. G. Burgess (Eds.), *Qualitative research* (pp. 143-164). London: Sage.
- Idris, A. (2008). An analysis of Malay-Sino relations in Malaysia. *Asian Social Science*, 4(2), 3-12.

- Imamura, M., Zhang, Y. B., & Harwood, J. (2011). Japanese sojourners attitudes toward Americans: Exploring the influences of communication accommodation, linguistic competence, and relational solidarity in intergroup contact. *Journal of Asian Pacific Communication, 21*(1), 115-132.
- Ishida, K. (2005). *Cross-cultural adaptation reconceptualised: A phenomenological study of intercultural identity* (Doctoral dissertation). Retrieved from <http://ohiolink.edu/etd/>
- Ishii, S. (2006). Complementing contemporary intercultural communication research with East Asian sociocultural perspectives and practices. *China Media Research, 2*(1), 13-20.
- Ishii, S., Klopff, D., & Cooke, P. (2012). Worldview in intercultural communication: A religio-cosmological approach. In L. A. Samovar, R. E. Porter & E. R. McDaniel (Eds.), *Intercultural communication: A reader* (pp. 56-64). Boston, MA: Wadsworth.
- Isma Rosila, I., & Lawrence, J. (2012). *Investigating intercultural communication across ethnic diversity: A preliminary study at University Malaysia Terengganu*. Paper presented at the 2nd Malaysian Postgraduate Conference, Queensland, Australia. Retrieved from [http://eprints.usq.edu.au/22003/2/Ismaail\\_Lawrence\\_MPC2012\\_PV.pdf](http://eprints.usq.edu.au/22003/2/Ismaail_Lawrence_MPC2012_PV.pdf).
- Jandt, F. E. (2010). *An introduction to intercultural communication: Identities in a global community*. Thousand Oaks, CA: Sage.
- Jasper, M. (1996). The first year as a staff nurse: the experiences of a first cohort of Project 2000 nurses in a demonstration street. *Journal of Advanced Nursing, 24*, 779-790.
- Jensen, I. (2003). The practice of intercultural communication: Reflections for professionals in cultural meetings. *Journal of Intercultural Communication, 6*, 1-17.
- Jung, E., Hecht, M. L., & Wadsworth, B. C. (2007). The role of identity in international students' psychological well-being in the United States: A model of depression level, identity gaps, discrimination, and acculturation. *International Journal of Intercultural Relations, 31*(5), 605-624.
- Kader, F. R. (2012). The Malaysian experience in developing national identity, multicultural tolerance and understanding through teaching curricula: Lessons learned and possible applications in the Jordanian context. *International Journal of Humanities and Social Science, 2*(1), 270-288.
- Keles, Y. (2013). What intercultural communication barriers do exchange students of erasmus program have during their Stay in Turkey? *Procedia Social and Behavioral Science, 70*(25), 1513-1524.

- Kennedy, J. C. (2002). Leadership in Malaysia: Traditional values, international outlook. *The Academy of Management Executive*, 16(3), 15-26.
- Khalim, Z., & Norshidah, M. S. (2010). Ethnic relation among the youth in Malaysia: toward fulfilling concept of one Malaysia. *Procedia Social and Behavioral Science*, 9, 855-858.
- Khalim, Z., Taip, A., & Zulkifli, M. (2010). The effect of ethnic relations course on the students perceptions towards ethnic relations among first year students of one public university in Malaysia. *Procedia Social and Behavioral Science*, 2, 3569-3599.
- Kilbourn, B. (2006). The qualitative doctoral dissertation proposal. *Teachers College Record*, 108, 592-576.
- Kim, Y. Y. (1986). Introduction: A communication approach to interethnic relations. In Y. Y. Kim (Ed.), *International and intercultural communication annual* (Vol. x, pp. 9-17). Beverly Hills, CA: Sage.
- Kim, Y. Y. (1988). On theorizing intercultural communication. In Y. Y. Kim & W. B. Gudykunst (Eds.), *Theories in intercultural communication*. Beverly Hills, CA: Sage.
- Kim, Y. Y. (2001). *Becoming intercultural: An integrative theory of communication and cross cultural adaptation*. Thousand Oaks, CA: Sage.
- Kim, Y. Y. (2006). On becoming intercultural. In M. W. Lustig & J. Koester (Eds.), *Among US: Essays on identity, belonging and intercultural competence* (pp. 249-257). Boston, MA: Pearson.
- Kim, Y. Y. (2008). Intercultural personhood: Globalization and a way of being. *International Journal of Intercultural Relations*, 32, 359-368.
- Kim, Y. Y. (2009). The identity factor in intercultural competence. In D. K. Deardorff (Ed.), *The SAGE handbook of intercultural competence* (pp. 53-65). Thousand Oaks, CA: Sage.
- King, P. M., Perez, R. J., & Shim, W. J. (2013). How college students experience intercultural learning: Key features and approaches. *Journal of Diversity in Higher Education*, 6(2), 69-83.
- Koester, J., & Lustig, M. W. (1991). Communication curricula in the multicultural university. *Communication Education*, 40(3), 250-254.
- Koester, J., Wiseman, R. L., & Sanders, J. A. (1993). Multiple perspectives of intercultural communication competence. In R. L. Wiseman & J. Koester (Eds.), *Intercultural communication competence*. Newbury Park, CA: Sage.
- Krippendorff, K. (1987). Paradigms for communication and development with emphasis on autopoiesis. In D. L. Kincaid (Ed.), *Communication theory*:

*Eastern and Western perspectives* (pp. 189-206). San Diego, CA: Academic Press Inc.

- Krueger, R. (2001). Focus groups. In N. K. Denzin & Y. S. Lincoln (Eds.), *The American tradition in qualitative research* (Vol. 328-338). Thousand Oaks, CA: Sage.
- Kuo, E. C. Y., & Chew, H. E. (2009). Beyond ethnocentrism in communication theory: towards a culture-centric approach. *Asian Journal of Communication*, 19(4), 422-437.
- Kvale, S. (2007). *Doing interviews*. London: Sage.
- Ladegaard, H. J. (2011). Stereotypes and the discursive accomplishment of intergroup differentiation: Talking about "the other" in a global business organization. *International Pragmatics Association*, 21(1), 85-109.
- Ladegaard, H. J. (2012). Discourses of identity: Outgroup stereotypes and strategies of discursive boundary-making in Chinese students' online discussions about "the other". *Journal of Multicultural Discourses*, 7(1), 59-79.
- Lailawati, M.S (2005). High/Low context communication: The Malaysian Malay style. *Proceedings of the 2005 Association for Business Communication Annual Convention* (pp. 1-11). Harvard Business School Press.
- Lanigan, R. L. (1977). *The phenomenology of human communication as a rhetorical ethic*. Paper presented at the Central States Speech Association Conference, Detroit, Michigan. Retrieved from <http://files.eric.ed.gov/fulltext/ED136314.pdf>
- LaRocco, M. (2011). *International teaching assistants and the essence of the development of intercultural competence* (Doctoral dissertation). Retrieved from <http://digitalcommons.ric/etd/edu/40>
- Lau, S. K., Ang, L. H., Soon, C. T., Law, S. B., & Wong, N. L. (2012). Pengajaran dan pembelajaran bahasa Cina dalam menggalakkan interaksi pelajar berbilang kaum. *GEMA Online Journal of Language Studies*, 12(3), 979-997.
- Lebedko, M. (2014). Globalization, networking and intercultural communication. *Intercultural Communication Studies*, XXXIII(1), 28-41.
- Levine, T. R., Park, H. S., & Kim, R. K. (2007). Some conceptual and theoretical challenges for cross-cultural communication research in the 21st century. *Journal of Intercultural Communication Research*, 36(3), 205-221.
- Lin, C. (2007). Culture shock, social support, and intercultural competence: An investigation of a Chinese student organization on a U.S. Campus. *Journal of Intercultural Communication Research*, 35(2), 117-137.
- Lindolf, T. R., & Taylor, B. C. (2011). *Qualitative communication research methods* (3rd ed.). Thousand Oaks, CA: Sage.

- Liu, J. (2009). Students' construal of intercultural communication competence and intercultural communication teaching. *Intercultural Communication Studies*, XVIII(2), 88-102.
- Liu, S. (2012). Rethinking intercultural competence: Global and local nexus. *Journal of Multicultural Discourses*, 7(3), 269-275.
- Lofland, J., & Lofland, L. H. (1995). *Analyzing social settings: A guide to qualitative observation and analysis (3rd ed.)*. Belmont, CA: Wadsworth.
- Lough, B. J. (2011). International volunteers perceptions of intercultural competence. *International Journal of Intercultural Relations*, 35(4), 452-464.
- Lu, Y., & Hsu, C.F. (2008). Willingness to communicate in intercultural interactions between Chinese and Americans. *Journal of Intercultural Communication Research*, 37(2), 75-88.
- Luft, S. (2004). Husserl's theory of the phenomenological reduction: Between life-world and Cartesianism. *Research in Phenomenology*, 34, 198-234.
- Lustig, M. W., & Koester, J. (2006). *Intercultural competence: Interpersonal communication across cultures (5th ed.)*. Boston, MA: Pearson.
- Lustig, M. W., & Koester, J. (2006). The nature of cultural identity. In M. W. Lustig & J. Koester (Eds.), *Among US: Essays on identity, belonging and intercultural competence (2nd ed.)*. Boston, MA: Pearson.
- Lustig, M. W., & Koester, J. (2010). *Intercultural competence: Interpersonal communication across cultures (6th ed.)*. Boston, MA: Pearson.
- Lustig, M. W., & Spitzberg, B. H. (1993). Methodological issues in the study of intercultural communication competence. In R. L. Wiseman & J. Koester (Eds.), *Intercultural communication competence* (pp. 153-167). Newbury Park, CA: Sage.
- Mackerras, C. (2003). Introduction. In C. Mackerras (Ed.), *Ethnicity in Asia* (pp. 1-14). New York: Routledge.
- Mai, R. C. (2012). Developing soft skills in Malaysian polytechnic students: Perspectives of employers and students. *Asian Journal of Management Sciences and Education*, 1(2), 44-51.
- Manian, R., & Naidu, S. (2009). India: A cross-cultural overview of intercultural competence. In D. K. Deardorff (Ed.), *The SAGE handbook of intercultural competence* (pp. 233-248). Thousand Oaks, CA: Sage.
- Martin, J. N. (1993). Intercultural communication competence: A review. In R. L. Wiseman & J. Koester (Eds.), *Intercultural communication competence* (pp. 16-29). Newbury Park, CA: Sage.

- Martin, J. N., & Hammer, M. R. (1989). Behavioral categories of intercultural communication competence: Everyday communicators' perceptions. *International Journal of Intercultural Relations*, 13, 303-332.
- Martin, J. N., & Nakayama, T. K. (2013). *Intercultural communication in contexts* (6th ed.). Avenue of the Americas, NY: McGraw Hill.
- Maude, B. (2011). *Managing cross-cultural communication: Principles and practice*. New York: Macmillan.
- McConnell-Henry, T., Chapman, Y., & Francis, K. (2009). Husserl and Heidegger: Exploring the disparity. *International Journal of Nursing Practice*, 15(1), 7-15.
- McCroskey, J. C. (1982). Communication competence and performance: A research and pedagogical perspective. *Communication Education*, 31(1), 1-7.
- McCroskey, J. C. (1984). Communication competence: The elusive construct. In R. N. Bostrom (Ed.), *Competence in communication* (pp. 259-268). Beverly Hills, CA: Sage.
- McCroskey, J. C. (1985). *A trait perspective on communication competence*. Paper presented at the Annual Meeting of the International Communication Association, Honolulu, Hawaii. Retrieved from <http://files.eric.ed.gov/fulltext/ED260488.pdf>
- McDaniel, E. R., Samovar, L. A., & Porter, R. E. (2009). Understanding intercultural communication: The working principles. In L. A. Samovar, R. E. Porter & E. R. McDaniel (Eds.), *Intercultural communication: A reader* (12th ed., pp. 6-17). Boston, MA: Wadsworth.
- McDaniel, E. R., Samovar, L. A., & Porter, R. E. (2012). Using intercultural communication: The building blocks. In E. R. McDaniel, L. A. Samovar & R. E. Porter (Eds.), *Intercultural communication: A reader* (pp. 4-33). Boston, MA: Wadsworth.
- McLean, C. A., & Campbell, C. M. (2003). Locating research informants in a multi-ethnic community: Ethnic identities, social networks and recruitment methods. *Ethnicity & Health*, 8(1), 41-61.
- Miike, Y. (2002). Theorizing culture and communication in the Asian context: An Assumptive foundation. *Intercultural Communication Studies*, XI(I), 1-21.
- Miike, Y. (2003). Beyond Eurocentrism in the intercultural field. In W. J. Starosta & G. M. Chen (Eds.), *Ferment in the Intercultural Field : Axiology/Value/Praxis* (pp. 243-275). London: Sage.
- Miike, Y. (2006). Non-Western theory in Western research? An Asiacentric agenda for Asian communication studies. *The Review of Communication*, 6(1-2), 4-31.

- Miike, Y. (2007). Asian contributions to communication theory: An introduction. *China Media Research*, 3(4), 1-6.
- Miike, Y. (2010a). An anatomy of Eurocentrism in communication scholarship: The role of Asiaticity in de-westernizing theory and research. *China Media Research*, 6(1), 1-11.
- Miike, Y. (2010b). Culture as text and culture as theory: Asiaticity and its raison d'etre in intercultural communication research. In T. K. Nakayama & R. T. Halualani (Eds.), *The handbook of critical intercultural communication* (pp. 190-215). West Sussex, UK: Wiley-Blackwell.
- Miike, Y. (2012a). Cultural traditions and communication theory: Clarifying the Asiatic paradigm. *China Media Research*, 8(3), 1-2.
- Miike, Y. (2012b). Harmony without uniformity: An Asiatic worldview and its communicative implications. In L. A. Samovar, R. E. Porter & E. R. McDaniel (Eds.), *Intercultural communication: A reader* (pp. 65-80). Boston, MA: Wadsworth.
- Miike, Y. (2014). The Asiatic turn in Asian communication studies. In M. K. Asante, Y. Miike & J. Yin (Eds.), *The global intercultural communication reader* (2nd ed., pp. 111-133). New York: Routledge.
- Minah Harun (2007). *Malay-Chinese interethnic communication in Malaysia: An analysis of sensemaking in everyday experiences* (Doctoral dissertation). Retrieved from [http://etd.uum.edu.my/2094/1/Harun\\_Minah.pdf](http://etd.uum.edu.my/2094/1/Harun_Minah.pdf)
- Miner, S. (2008). *The experience of becoming mindful of culture via study abroad* (Doctoral dissertation). Retrieved from <http://gradworks.umi.com>.
- Ministry of Higher Education Malaysia. (2011a). *Buku Perangkaan Pengajian Tinggi Malaysia*. Retrieved from [http://www.mohe.gov.my/web\\_statistik/statistik2010/BAB2\\_IPTA.pdf](http://www.mohe.gov.my/web_statistik/statistik2010/BAB2_IPTA.pdf)
- Ministry of Higher Education Malaysia. (2011b). *Malaysia Centre of Educational Excellence*, from <http://www.mohe.gov.my/educationmsia/education.php?article=malaysia>
- Miyahara, A. (2004). Toward theorizing Japanese interpersonal communication competence from a non-Western perspective. In F. E. Jandt (Ed.), *Intercultural communication: A global reader* (pp. 279-291). Thousand Oaks, CA: Sage.
- Mohamad Azlan, M. (2010). Lingua franca di Sarawak : Aplikasi teori pilihan bahasa. *GEMA Online Journal of Language Studies*, 10(2), 97- 116.
- Mohd Anuar, R., & Mohamad Aizat, J. (2012). Interaction of plural society in Malaysia: Diatribe or dialogue. *World Journal of Islamic History and Civilization*, 2(1), 53-57.

- Mohd Nor, M. R. (2011). Religious tolerance in Malaysia: An overview. *Middle-East Journal of Scientific Research*, 9(1), 23-27.
- Mohd Rizal, M. S., & Thay, C. Y. (2012). Tahap hubungan etnik: Kajian di kalangan pelajar yang mengikuti kursus Sarjana Muda Teknologi serta Pendidikan (Kemahiran Hidup), sesi pengajaran 2007-2008, semester 2 di Universiti Teknologi Malaysia, Skudai. *Journal of Technical, Vocational & Engineering Education*, 6(June), 59-72.
- Moon, D. G. (1996). Concepts of "Culture": Implications for intercultural communication research. In M. K. Asante, Y. Miike & J. Yin (Eds.), *The global intercultural communication reader* (pp. 11-26). New York: Routledge.
- Moon, D. G. (2010). Critical reflection on culture and critical intercultural communication. In T. K. Nakayama & R. T. Halualani (Eds.), *The handbook of critical intercultural communication* (pp. 34-52). Malden, MA: Wiley-Blackwell.
- Moore, A. M., & Baker, G. G. (2012). Confused or multicultural: Third culture individuals' cultural identity. *International Journal of Intercultural Relations*, 36, 553-562.
- Moran, D. (1999). *Introduction to phenomenology*. Florence, KY: Routledge.
- Morgan, D. L. (1996). Focus groups. *Annual Review of Sociology*, 22, 129-152.
- Moustakas, C. (1994). *Phenomenological Research Methods*. Thousand Oaks, CA: Sage.
- Mowlana, H. (1996). *Global communication in transition: The end of diversity?* Thousand Oaks, CA: Sage.
- Mowlana, H. (2007). Theoretical perspectives on Islam and communication. *China Media Research*, 3(4), 23-33.
- Munz, E. (2007). *Phases of sojourner adaptation and the implications for intercultural communication competence*. Paper presented at the International Communication Association Conference, San Francisco, California.
- Mustaffa, C. S., & Illias, M. (2013). Relationship between students' adjustment factors and cross-cultural adjustment: A survey at the Northern University of Malaysia. *Intercultural Communication Studies*, XXII(I), 279-300.
- Nazri, M., & Rozita, I. (2012). The development of higher education in Malaysia: An ethnic relation perspective. *The Social Sciences*, 7(4), 568-574.
- Neuman, W. L. (2000). *Social research methods: Qualitative and quantitative approaches* (4th ed.). Needham Heights, MA: Allyn & Bacon.

- Ning, J. (2012). Representation of the Other in Desert de Ret as reflections of French enlightenment thought. *Intercultural Communication Studies*, XXI(3), 108-123.
- Nwosue, P. O. (2009). Understanding Africans' conceptualizations of intercultural competence. In D. K. Deardorff (Ed.), *The SAGE handbook of intercultural competence*. Thousand Oaks, CA: Sage.
- Oetzel, J. G. (2009). *Intercultural communication: A layered approach*. New York: Pearson.
- Orbe, M. P. (1996). Laying the foundation for co-cultural communication theory: An inductive approach to studying "non-dominant" communication strategies and the factors that influence them. *Communication Studies*, 47(3), 157-176.
- Orbe, M. P. (2000). Centralizing diverse racial/ethnic voices in scholarly research: the value of phenomenological inquiry. *International Journal of Intercultural Relations*, 24, 603-621.
- Ortlipp, M. (2008). Keeping and using reflective journals in the qualitative research process. *The Qualitative Report*, 13(4), 695-705.
- Osland, J. (2010). Expert cognition and sensemaking in the global organization leadership context. In U. Fisher & K. Moser (Eds.), *Informed by knowledge: Expert performance in complex situations* (pp. 23-40). New York: Taylor & Francis.
- Osland, J., Bird, A., & Gundersen, A. (2007). *Trigger events in intercultural sensemaking*. Paper presented at the Academy of Management Meeting, Philadelphia, USA. Retrieved from [business.umsl.edu/seminar\\_series/2009/springseminarseriesinbusinessandconomics/ppt/files/Trigger/Events.doc](http://business.umsl.edu/seminar_series/2009/springseminarseriesinbusinessandconomics/ppt/files/Trigger/Events.doc)
- Osland, J. S., & Bird, A. (2000). Beyond sophisticated stereotyping: Cultural sensemaking in context. *Academy of Management Executive*, 14(1), 65-77.
- Osman, W. A. M., Girardi, A., & Paull, M. (2012). Educator perceptions of soft skill development: An examination within the Malaysian public higher education sector. *International Journal of Learning*, 18(10), 49-62.
- Palmer, D. (2010). *Looking at philosophy: The unbearable heaviness of philosophy made lighter* (5th ed.). New York: McGraw-Hill.
- Pandian, A. (2008). Multiculturalism in higher education: A case study of Middle Eastern students' perceptions and experiences in a Malaysian university. *International Journal of Asia Pacific Studies*, 4(1), 33-59.
- Parks, M. R. (1994). Communication competence and interpersonal control. In M. L. Knapp & G. R. Miller (Eds.), *Handbook of interpersonal communication* (2nd ed., pp. 589-618). Thousand Oaks, CA: Sage.

- Patton, M. Q. (1999). Enhancing the quality and credibility of qualitative analysis. *Health Services Research, 34*(5 Pt 2), 1189-1208.
- Phinney, J. S. (1990). Ethnic identity in adolescents and adults: Review of research. *Psychological Bulletin, 108*(3), 499-514.
- Pierson, L. L. (2007). *Communicating ethnicity: A phenomenological analysis of constructed identity* (Doctoral dissertation). Retrieved from <http://digitalcommons.unl.edu>
- Pringle, J., Hendry, C., & McLafferty, E. (2011). Phenomenological approaches: challenges and choices. *Nurse Researcher, 18*(2), 7-18.
- Ramalu, S. S., Rose, R. C., Kumar, N., & Uli, J. (2010). Doing business in global arena: An examination of the relationship between cultural intelligence and cross cultural adjustment. *Asian Academy of Management Journal, 15*(1), 79-97.
- Ramalu, S. S., Rose, R. C., Uli, J., & Kumar, N. (2010). Personality and cross-cultural adjustment among expatriate assignees in Malaysia. *International Business Research, 3*(4), 96-104.
- Rasmussen, L. J., Seick, W. R., & Osland, J. (2010). Using cultural models of decision making to develop and assess cultural sensemaking competence. In D. Nicholson (Ed.), *Advances in cross-cultural decision making* (pp. 2-10). Boca Raton, FL: Taylor & Francis.
- Ray, M. A. (1994). The richness of phenomenology: Philosophic, theoretic and methodologic concerns. In J. M. Morse (Ed.), *Critical issues in qualitative research methods* (pp. 117-134). Thousand Oaks, CA: Sage.
- Razaleigh, M. K., Abdul Ghafar, D., Salasiah Hanin, H., Fariza, M. S., Badlihisam, M. N., Muhammad Faisal, A. (2012). The history of ethnic relationship in Malaysia. *Advances in Natural and Applied Sciences, 6*(4), 504-510.
- Redmond, M. V., & Bunyi, J. M. (1993). The relationship of intercultural communication competence with stress and the handling of stress as reported by international students. *International Journal of Intercultural Relations, 17*(2), 235-245.
- Rogers, E. M., & Steinfatt, T. M. (1999). *Intercultural communication*. Prospect Heights, IL: Waveland Press.
- Romlah, R. (2013). Culturally appropriate communication in Malaysia: budi bahasa as warranty component in Malaysian discourse. *Journal of Multicultural Discourses, 8*(1), 65-78.
- Rose, R. C., Ramalu, S. S., Uli, J., & Kumar, N. (2010). Expatriate performance in international assignments: The role of cultural intelligence as dynamic intercultural competency. *International Journal of Business and Management, 5*(8), 76-85.

- Roselina, S. (2009). Soft skills at the Malaysian institutes of higher education. *Asia Pacific Education Review*, 10(3), 309-315.
- Rosemarie, S., Mary, C., & Jackie, C. (2004). Researching the researchers: Using a snowballing technique. *Nurse Researcher*, 12(1), 35-46.
- Rossmann, G. B., & Rallis, S. F. (2003). *Learning in the field: An introduction to qualitative research* (2nd ed.). Thousand Oaks, CA: Sage.
- Rubén, B. D. (1989). The study of cross cultural competence: Traditions and contemporary issues. *International Journal of Intercultural Relations*, 13, 229-240.
- Ruble, R. A., & Zhang, Y. B. (2013). Stereotypes of Chinese international students held by Americans. *International Journal of Intercultural Relations*, 37(2), 202-211.
- Russell, R. C., & Dickie, L. (2007). Paradoxical experiences of expatriate managers in Indonesia. *Journal of Diversity Management*, 2(1), 17-28.
- Sadler, G. R., Lee, H.C., Lim, R. S.H., & Fullerton, J. (2010). Recruitment of hard-to-reach population subgroups via adaptations of the snowball sampling strategy. *Nursing & Health Sciences*, 12(3), 369-374.
- Samochowiec, J., & Florack, A. (2010). Intercultural contact under uncertainty: The impact of predictability and anxiety on the willingness to interact with a member from an unknown cultural group. *International Journal of Intercultural Relations*, 34(5), 507-515.
- Samovar, L. A., Porter, R. E., & McDaniel, E. R. (2010). *Communication between cultures* (7th ed.). Boston, MA: Wadsworth.
- Sarbaugh, L. E. (1988). A taxonomic approach to intercultural communication. In Y. Y. Kim & W. B. Gudykunst (Eds.), *Theories in intercultural communication* (pp. 22-38). Newbury Park, CA: Sage.
- Sardar, Z. (1999). Development and locations of Eurocentrism. In R. Munck & D.O'Hearn (Eds.), *Critical development theory: Contributions to a new paradigm* (pp.44-62). London, UK: Zed books.
- Schemerhorn, R. (1996). Ethnicity and minority groups. In J. Hutchinson & A. D. Smith (Eds.), *Ethnicity* (pp. 17-18). New York: Oxford University Press.
- Schreiber, S. T. (2011). *Internationalization at Home? Exploring Domestic Students' Perceptions of and Interactions with International students at a Large Midwestern Research Institution* (Master's thesis). Retrieved from <http://digitalcommons.unl.edu>.
- Seidman, I. (2006). *Interviewing as qualitative research: A guide for researchers in education and the social sciences*. New York: Teachers College, Columbia University.

- Selvarajah, C., & Meyer, D. (2008). One nation, three cultures: Exploring dimensions that relate to leadership in Malaysia. *Leadership & Organization Development Journal*, 29(8), 693-712.
- Shamsul, A. B. (1995). In search of 'bangsa Malaysia': Politics of identity in multiethnic Malaysia. *Hitosubashi Journal of Social Studies*, 27(Special Issue), 57-68.
- Shamsul, A. B. (1996). Debating about identity in Malaysia: A discourse analysis. *Southeast Asian Studies*, 34(3), 476-499.
- Shamsul, A. B. (1999). Identity contestation in Malaysia: A comparative commentary on 'Malayness' and 'Chineseness'. *Akademika*, Julai, 17-37.
- Shamsul, A. B. (2001). A History of an identity, an identity of a history: The Idea and practice of 'Malayness' in Malaysia reconsidered. *Journal of Southeast Asian Studies*, 32(3), 355-366.
- Shamsul, A. B. (2005). The construction and management of pluralism: Sharing the Malaysian experience. *ICIP Journal*, 2(1-14).
- Shamsul, A. B. (2006). Asia as a form of knowledge: of analysis, (re)production, and consumption. In J. Stremmelaar & P. Velde (Eds.), *What about Asia: Revisiting Asian studies* (pp. 43-56). Amsterdam: Amsterdam University Press.
- Shamsul, A. B. (2008). Many ethnicities, many cultures, one nation: The Malaysian experience. *UKM Ethnic Studies, Ethnic Studies Paper Series*(2), 9-30.
- Shamsul, A. B. (2014). *Perpaduan, Kesepaduan dan Penyatupaduan: Satu Negara, Satu Kata Akar, Tiga Konsep Keramat*. Paper presented at the Persidangan Pemantapan Citra Kenegaraan: Perkongsian Pengalaman, Universiti Kebangsaan Malaysia. Retrieved from <http://www.academia.edu>.
- Shuter, R. (2008). The centrality of culture. In M. K. Asante, Y. Miike & J. Yin (Eds.), *The global intercultural communication reader* (pp. 37-43). New York: Routledge.
- Shuter, R. (2014). The centrality of culture in the 20th and 21st centuries. In M. K. Asante, Y. Miike & J. Yin (Eds.), *The global intercultural communication reader* (2nd ed., pp. 48-57). New York: Routledge.
- Singer, M. R. (1998). *Perception and identity in intercultural communication*. Yarmouth, MN: Intercultural Press.
- Singh, M. K. M. (2012). Friendship patterns between international and local undergraduates in a Malaysian public institution of higher learning. *International Journal of Social Sciences and Education*, 2(1), 267-280.
- Singh, P. K. H., & Thuraisingam, T. (2007). *A hermeneutic phenomenological approach to socio-cultural and academic adjustment experiences of*

*international students*. Retrieved from  
<http://proceedings.com.au/isana2007/papers/isana07final00007.pdf>.

- Smith, R. A., & Khawaja, N. G. (2011). A review of the acculturation experiences of international students. *International Journal of Intercultural Relations*, 35, 699-713.
- Smith, T. B., Bowman, R., & Hsu, S. (2007). Racial attitudes among Asian and European American college students: A cross cultural examination. *College Student Journal*, 41(2), 436-443.
- Sorrell, J. M., & Redmond, G. M. (1995). Interviews in qualitative nursing research: Differing approaches for ethnographic and phenomenological studies. *Journal of Advanced Nursing*, 21, 1117-1122.
- Spencer-Oatey, H., & Franklin, P. (2009). *Intercultural interaction: A multidisciplinary approach to intercultural communication*. Basingstoke: Palgrave Macmillan.
- Spiegelberg, H. (1960). Husserl's phenomenology and existentialism. *The Journal of Philosophy*, 57, 62-74.
- Spitzberg, B. H. (1991). Intercultural communication competence. In L. A. Samovar & R. E. Porter (Eds.), *Intercultural communication: A reader* (pp. 353-365). Belmont, CA: Wadsworth.
- Spitzberg, B. H. (2000). A model of intercultural communication competence. In L. A. Samovar & R. E. Porter (Eds.), *Intercultural communication : A reader* (pp. 375-387). Belmont, CA: Wadsworth.
- Spitzberg, B. H. (2012). Axioms for a theory of intercultural communication competence. In E. R. McDaniel, R. E. Porter & L. A. Samovar (Eds.), *Intercultural communication : A reader* (13 ed., pp. 424-435). Boston, MA: Wadsworth.
- Spitzberg, B. H., & Changnon, G. (2009). Conceptualizing intercultural competence. In D. K. Deardorff (Ed.), *The SAGE handbook of intercultural competence* (pp. 2-52). Thousand Oaks, CA: Sage.
- Spitzberg, B. H., & Cupach, W. R. (1984). *Interpersonal communication competence*. Beverly Hills, CA: Sage.
- Spitzberg, B. H., & Cupach, W. R. (1989). *Handbook of interpersonal competence research*. New York: Springer-Verlag.
- Stallman, E. (2009). *Intercultural competence and racial awareness in study abroad*. (Unpublished doctoral dissertation, University of Minnesota). United States - Minnesota.

- Stiftung, B., & Cariplo, F. (2006). *Intercultural competence - the key competence in the 21st century?*. Retrieved from [http://www.bertelsmann-stiftung.de/bst/de/media/xcms\\_bst\\_dms\\_30238\\_30239\\_2.pdf](http://www.bertelsmann-stiftung.de/bst/de/media/xcms_bst_dms_30238_30239_2.pdf)
- Suraya, S., Khadijah, M. K., Nurhanisah, S., Suhaid, S.D., Nur Farhana, A. R., & Siti Hamimah, M. Z. (2013). The culture of tolerance in families of new Muslims convert. *Middle-East Journal of Scientific Research*, 14(12), 1665-1675.
- Syarizan, D. (2011). What it takes to interact with "The other"? : A Phenomenology of Interethnic Communication Competence among students in an American University. *Human Communication*, 14(3), 221-239.
- Syarizan, D. (2012). *What it takes to interact with "the Other": Conceptualising Intercultural Communication Competence*. Paper presented at the Regional Conference on Cross Cultural Communication and National Integration, Kuala Lumpur.
- Syarizan, D., Minah Harun., & Norhafezah, Y. (2013). *What does it mean to interact with the Other : Exploring Students' Perception of Intercultural Competence*. Paper presented at the Asian Media Information and Communication Conference, Yogyakarta, Indonesia.
- Takahara, S. (2013). Balancing ethnic identity: The life history of a Filipino-Japanese woman. *Intercultural Communication Studies*, XXII(1), 243-255.
- Tamam, E. (2009). Influence of interethnic contact on interethnic attitudes of Malay and Chinese-Malaysian university students in Malaysia. *Human Communication*, 12(1), 53-66.
- Tamam, E. (2013). Interracial bridging social capital among students of a multicultural university in Malaysia. *Journal of College Student Development*, 54(1), 85-97.
- Tamam, E., Fazilah, I., & Yee, W. M. T. (2011). Interracial communication and perceptions of the compatibility of different races among Malay and non-Malay students in a public university in Malaysia. *Procedia Social and Behavioral Science*, 15, 703-707.
- Tamam, E., Yee, W. M. T., Fazilah, I., & Azimi, H. (2006). Relationship of exposure to public affairs news with cognitive, attitudinal and behavioral dimensions of ethnic tolerance among Malaysian youths. *Kajian Malaysia*, XXIV(1&2), 171-184.
- Tamam, E., Yee, W. M. T., Fazilah, I., & Azimi, H. (2008). News media socialisation and ethnic tolerance among Malaysian youth. *Pertanika Journal of Social Sciences & Humanities*, 16(1), 65-74.

- Tan, J. K. L., & Goh, J. W. P. (2006). Why do they not talk? Towards an understanding of students' cross-cultural encounters from an individualism/collectivism perspective. *International Education Journal*, 7(5), 651-667.
- Thangiah, C. K. (2010). *International students in Asian universities: Exploring barriers to sociocultural adjustment*. Retrieved from <http://www.cetl.hku.hk/conference2010/pdf/Thangiah.pdf>.
- Tomoko, Y. (2010). The effects of international volunteer work experiences on intercultural competence of Japanese youth. *International Journal of Intercultural Relations*, 34(3), 268-282.
- Tonki, E., McDonald, M., & Chapman, M. (1996). History and ethnicity. In J. Hutchinson & A. D. Smith (Eds.), *Ethnicity* (pp. 18-24). New York: Oxford University Press.
- Tylor, E. B. (1871). *Primitive culture: researches into the development of mythology, philosophy, religion, art, and custom*. New York: Gordon Press.
- Van Manen, M. (1990). *Researching lived experience: Human science for an action sensitive pedagogy*. London: State University of New York.
- Vijver, F. J. R. V., & Leung, K. (2009). Methodological issues in researching intercultural competence. In D. K. Deardorff (Ed.), *The SAGE handbook of intercultural competence* (pp. 404-418). Thousand Oaks, CA: Sage.
- Walden, G. (2012). Editor's introduction: Focus group research. In G. Walden (Ed.), *Focus Group Research* (Vol. I, pp. xxvii-ixx). London: Sage.
- Webb, C., & Kevern, J. (2000). Focus groups as a research method: a critique aspects of their use in nursing research. *Journal of Advanced Nursing*, 33(6), 798- 805.
- Weick, K. E., Sutcliffe, K. M., & Obstfeld, D. (2005). Organizing and the process of sensemaking. *Organization Science*, 16(4), 409-421.
- Wiseman, R. L. (2002). Intercultural communication competence. In W. B. Gudykunst (Ed.), *Handbook of international and intercultural communication*. Thousand Oaks, CA: Sage.
- Wiseman, R. L. (2003). Intercultural communication competence. In W. B. Gudykunst (Ed.), *Cross cultural and intercultural communication*. Thousand Oaks, CA: Sage.
- Woelfel, J. (1987). Development of the western model: Toward a reconciliation of Eastern and Western perspectives. In D. L. Kincaid (Ed.), *Communication theory: Eastern and Western perspectives*. Albany, NY: State University of New York.

- Wojnar, D. M., & Swanson, K. M. (2007). Phenomenology: An exploration. *Journal of Holistic Nursing*, 25(3), 172-180.
- Wong, A. K., & Meng, N. S. (1985). *Ethnicity and fertility in Southeast Asia: A comparative analysis*. Singapore: Institute of Southeast Asian Studies.
- Xiao, X., & Chen, G. M. (2012). A Confucian perspective of communication competence. In L. A. Samovar, R. E. Porter & E. R. McDaniel (Eds.), *Intercultural communication : A reader* (13 ed., pp. 435-445). Boston, MA: Wadsworth.
- Xiao, X., & Chen, G.M. (2009). Communication competence and moral perspective. *Journal of Multicultural Discourses*, 4(1), 61-74.
- Yang, M., Webster, B., & Prosser, M. (2011). Travelling a thousand miles: Hong Kong Chinese students study abroad experience. *International Journal of Intercultural Relations*, 35(1), 69-78.
- Yang, R. P. J., Noels, K. A., & Saumure, K. D. (2006). Multiple routes to cross-cultural adaptation for international students: Mapping the paths between self-construals, English language confidence, and adjustment. *International Journal of Intercultural Relations*, 20, 487-506.
- Yeh, J. B. (2010). Relations matter: redefining communication competence from a Chinese perspective. *Chinese Journal of Communication*, 3(1), 64-75.
- Yep, G. A. (2014). Encounters with the "Other" : Personal notes for a reconceptualization of intercultural communication competence. In M. K. Asante, Y. Miike & J. Yin (Eds.), *The global intercultural communication reader* (2nd ed., pp. 339-356). New York: Routledge.
- Yum, J. O. (2012). *Communication competence: a Korean perspective*. Retrieved 4 January, 2013, from [http://www.thefreelibrary.com/Communication competence: a Korean perspective.-a0289120577](http://www.thefreelibrary.com/Communication+competence:+a+Korean+perspective.-a0289120577)
- Yusliza, M. Y. (2010). Demographic differences among international undergraduate students at a Malaysian public university. *Global Journal of Management and Business Research*, 10(2), 36-41.
- Yusliza, M. Y. (2011). International students' adjustment in higher education: Relation between social support, self-efficacy, and socio-cultural adjustment. *Australian Journal of Business and Management Research*, 1, 1-15.
- Yusliza, M. Y., & Chelliah, S. (2010). Adjustment in international students in Malaysian public university. *International Journal of Innovation, Management and Technology*, 1(3), 275-278.
- Yusliza, M. Y., Jauhar, J., & Chelliah, S. (2010). *Examining the role of perceived social support on psychological adjustment of international students in a Malaysian public university*. Paper presented at the Third International

Conference on International Studies (ICIS 2010), Hotel Istana Kuala Lumpur.

- Zaharna, R. S. (2009). An associative approach to intercultural communication competence in the Arab world. In D. K. Deardorff (Ed.), *The SAGE handbook of intercultural competence* (pp. 179-198). Thousand Oaks, CA : Sage.
- Zhao, M., & Wildemeersch, D. (2008). Hosting foreign students in European universities: international and intercultural perspectives. *European Education*, 40(1), 51-62.
- Zuria, M., Salleh, A., Saemah, R., & Noriah, M. I. (2010). Challenges for international Students in Malaysia: Culture, Climate and Care. *Procedia Social and Behavioral Sciences*, 7(C), 289–293.