# Intercultural Communication Competence Among Higher Education International Students: A Systematic Literature Review

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## Abstract

*The intercultural communication competence of higher education international students is critical in the multiple culture environment. Understanding how international students improve their intercultural communication competence is vital for providing effective training and teaching in higher education. However, there is a lack of systematic literature reviews on this topic, especially in quantitative methods. This study was dedicated to performing an exhaustive review of existing literature following the PRISMA-SCR guidelines. The findings revealed the absence of a consistent definition and measurement framework for ICC, which complicates the synthesis of research findings and the development of effective educational strategies. The implications of these findings are substantial for educational practices and policy development. They point towards the necessity of creating inclusive and empirically grounded ICC training programs, integrating ICC into international education policies, and providing comprehensive support for the cultural adaptation of international students.*

**Keywords:** *intercultural communication competence, higher education international students, quantitative research, variables, a systematic literature review.*

## 1. Introduction

The high frequency of cross-cultural interactions in modern life makes the development of an individual's Intercultural Communication Competence (ICC) crucial (Wickline et al., 2020), especially in the field of education. Higher education is a key stage in the development of intercultural competence, motivated by the dual objectives of preparing students for the global workforce and fostering a cohesive international community that thrives on mutual respect and understanding (Buchtel, 2014; Demetry & Vaz, 2017). In recent years, Scholars have been increasingly interested in the study of intercultural communication competence in higher education (e.g., Bultseva & Lebedeva, 2021).

1.1 Intercultural Communication Competence (ICC)

In general, Intercultural Communication Competence (ICC) is described as the ability to think, discriminate against differences, manage experiences suitably and establish effective communication in the most proper ways with individuals from different cultures in a multicultural atmosphere (Friedman & Antal, 2005). As intercultural communication is key to cultural understanding and the ability to value cultural differences, it has become

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a pressing need for people living in multicultural environments and interacting regularly with people from other cultural backgrounds (Zakaria, Amelinckx & Wilemon, 2004).

Influenced by the cultural backgrounds of researchers (Dalib, Harun & Yusof, 2017), there are various definitions of ICC, there is a lack of uniformity in the use and definition of the terminology of intercultural communicative competence in the previous literature. The synonymous terms used include intercultural competence, intercultural communicative competence, global competence, cross-cultural communicative competence, and intercultural sensitivity (Fantini, 2006). These terms all refer to the ability to communicate effectively and appropriately beyond one's own culture with individuals from different linguistic and cultural backgrounds. Byram (2000) defines ICC as the ability to interact effectively with people from different cultural backgrounds. Gudykunst and Mody (2002) define ICC as the ability to communicate between people from different ethnic cultures and highlight that many scholars limit it to face-to-face communication. Immediately after, Bennett (2004) defines ICC as the ability to communicate effectively in cross-cultural situations and relate appropriately in a variety of cultural contexts. Deardorff (2004) identifies ICC as the ability to communicate effectively and appropriately in cross-cultural settings based on one's cross-cultural knowledge, skills, and attitudes. Alizadeh and Chavan (2015) describe ICC as the ability to work and communicate effectively and appropriately with people from different cultural backgrounds.

Although there is much debate about the exact concept of intercultural communicative competence (ICC), scholars seem to agree that ICC is related to validity and appropriateness in intercultural contexts (Arasaratnam, 2007). Thus, validity and appropriateness form the core concepts of ICC (Deardorff, 2006). Effective behaviour is one's ability to complete a task by guiding the situation (Wiseman, 2002), while appropriate behaviour is respecting and understanding another's norms and rules.

With the concept of intercultural communicative competence clear, how to assess it becomes the focus. As research on intercultural communicative competence has progressed, so have its assessment methods. Contemporary assessment methodologies encompass a variety of approaches including self-report surveys, situational judgment tests, portfolios, and interactive role-plays tailored to intercultural contexts, as noted by Sinicrope et al. (2007), and Worawong et al. (2017). Given this array of assessment tools, there is an emerging necessity to amalgamate these varied methods within intercultural studies. Such a synthesis is crucial for enhancing the application and relevance of these assessments in the context of higher education programs.

In this study, the researcher aims to investigate how ICC is quantitatively assessed in higher education research and use this as a basis for discussing how to improve ICC assessment in higher education programmes. At the same time, the role of ICC as an independent and dependent variable, respectively, will be explored. Specifically, this review study aims to answer the following questions:

RQ1: What theories are adopted in the quantitative research?

RQ2: How is intercultural communication competence assessed?

RQ3: What variable does intercultural communication competence play in the quantitative research?


## 2. Methodology

2.1 Search Strategy

This research adheres to the methodological framework delineated in the PRISMA-ScR for executing a systematic review, as established by Page et al. (2021). As outlined by

Ferrari (2015), the methodology consists of a series of structured steps of identifying, screening, and determining the eligibility of studies. Literature searches were conducted in multiple databases, including Web of Science, Scopus, and APA PsycInfo, to ensure a comprehensive collection of relevant articles.

2.2 Search terms

Search terms used were: ("intercultural communication competence" OR "intercultural communicative competence" OR "intercultural communication skills" OR "intercultural competence" OR "cross-cultural communication competence" OR "intercultural communicative competence" OR "cross-cultural communication skills" OR "cross-cultural competence") AND ("international student*" OR "foreign student*") AND ("university" OR "universities" OR "higher education" OR "tertiary education" OR "college" OR "undergraduate" OR "postgraduate" OR "PhD"). An electronic search was conducted in October 2023. The sources containing the keywords were retrieved from each database and the results were recorded.

2.3 Inclusion and exclusion criteria

The inclusion criteria for articles were as follows: (a) focus on the intercultural communication competence of higher education of international students. (b) empirical research which adopts quantitative assessment of intercultural communication competence in their data collection. (c) published in peer-reviewed journals. (d) written in English.

The exclusion criteria for articles were as follows: (a) non-intercultural communication competence research topics: studies are not directly related to intercultural communication competence of higher education international students. (b) non-peer-reviewed Journal. (c) Literature reviews, commentaries or meta-analyses are excluded. (d) non-full article available.
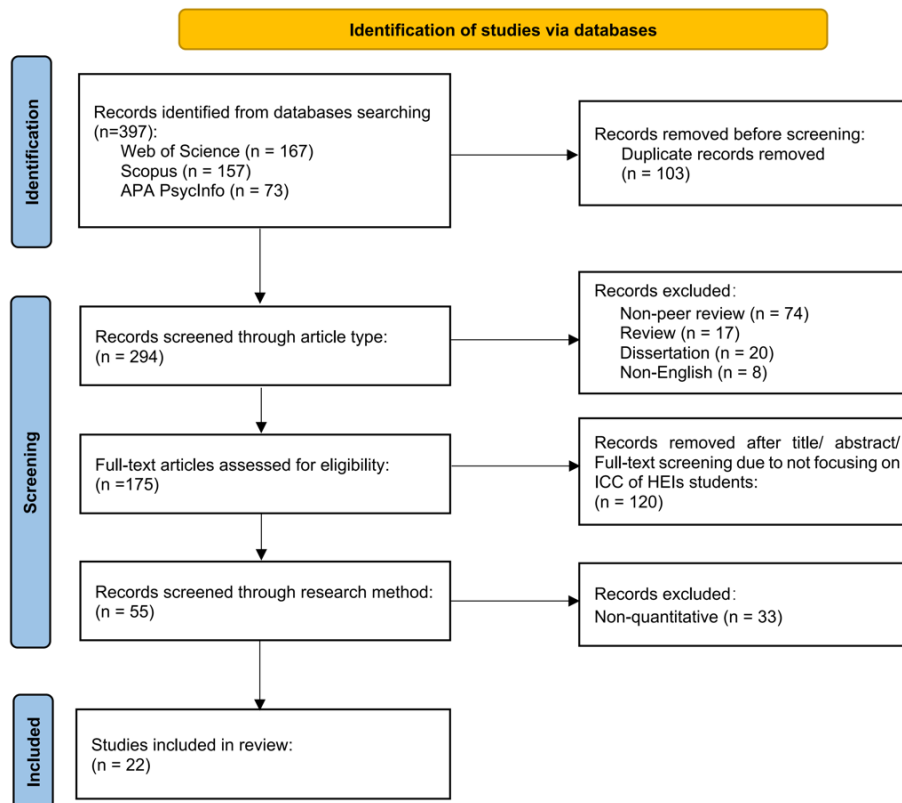


Fig 1. PRISMA flow diagram for the systematic review.

2.4 Screening procedure

The screening protocol of the articles adhered to pre-established eligibility parameters, as depicted in Figure 1. Commencing with a comprehensive search across multiple databases, a total of 397 publications were initially identified. Subsequent stages involved meticulous, criteria-based, sequential filtering of these articles. This rigorous process culminated in the final selection of 22 articles deemed suitable for inclusion in the systematic scoping review.

2.5 Data analysis

The examination of the collected research data entailed two primary methods: a research profile analysis and a thematic analysis, both conducted using Microsoft Excel. Research profile analysis, as described by Porter et al. (2002), offers a holistic overview of the investigative domain by methodically examining an extensive corpus of literature. The analytical procedure was rigorously structured, commencing with a detailed examination of each article to grasp its central themes and arguments. This was followed by employing an inductive approach to pinpoint and document salient points from each article. The key findings were then progressively compiled and restructured to yield a coherent and comprehensive summary of each article's research objectives. Subsequently, the amassed data was meticulously categorized and subjected to thematic analysis, involving the segmentation of data into sub-themes and overarching themes. For reference, Appendix A delineates the complete list of articles under review, specifying their number, authorship, publication year, and title.
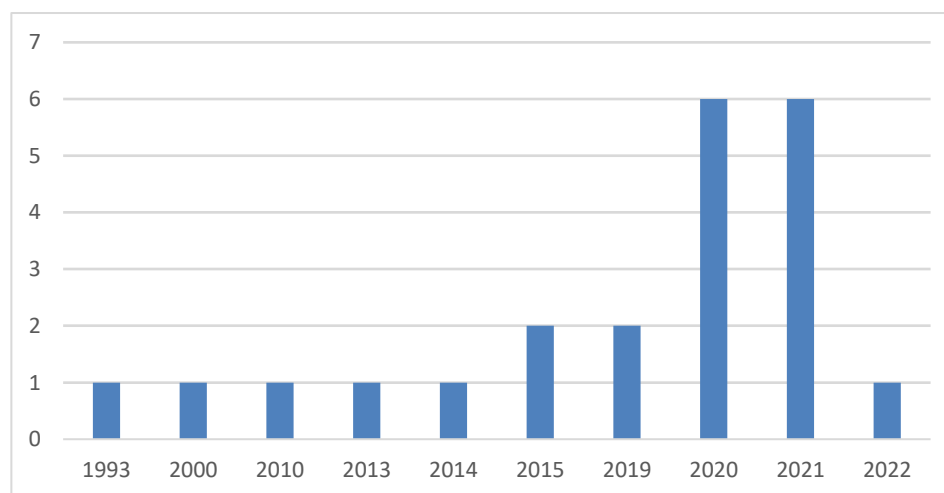
# 3. Results

3.1 Research Profiles



Fig 2. Article publication year.

Following the initial screening process, a conclusive sample comprising 22 articles was established. Figure 2 delineates the publication timeline of these selected articles, which spans from 1993 to 2023. It is particularly noteworthy that a significant proportion of these articles (n=22) were disseminated within the past three years. This trend underscores an escalating emphasis on research about Intercultural Communication Competence (ICC) among international students within Higher Education Institutions (HEIs).

3.2 Adopted Theories in Quantitative Research

A theoretical framework for Intercultural Communication Competence (ICC) represents an integrative synthesis of multiple models and theoretical perspectives, accentuating the

salience of cultural sensitivity, adaptability, and the perpetuation of learning within variegated cultural milieus. This framework functions dually as an academic bedrock for comprehending the nuances of ICC and as a pragmatic compass for both individuals and institutions navigating the complexities of a globalized epoch. Central to this framework is the recognition of ICC as a dynamic confluence of cognitive, affective, and behavioural dimensions, each being significantly shaped by the globalized fabric of contemporary societies. In this study (n=22), only six articles explicitly stated the theory used (Table 1).

Table1. Adopted theories

| Theory | Detailed Information | Reference |
|---|---|---|
| Integrated model of ICC (IMICC) | Arasaratnam and Doerfel (2005) | 1 |
| Mentoring Enactment Theory | Kalbfleisch (2002) | 3 |
| Concepts of intergroup contact | Pettigrew and Tropp (2008) | 5 |
| Anxiety uncertainty management theory | Gudykunst (2005) | 12 |
| Byram's model of Intercultural Communicative Competence | Byram et al. (2002) | 14 |
| Intergroup contact theory | Allport (1954) | 19 |

In the realm of intercultural communication competence (ICC), several theoretical frameworks have been posited to elucidate the complexities inherent in intercultural interactions. Among them is the Integrated Model of Intercultural Communication Competence (IMICC), proposed by Arasaratnam and Doerfel (2005), which synthesizes various elements that are vital for effective communication across cultures. This model underscores the synergy between cultural knowledge, empathy, and communication skills, advocating for an integrated approach to foster intercultural understanding.

Additionally, Kalbfleisch's (2002) Mentoring Enactment Theory highlights the significance of mentoring in cultivating ICC. According to this perspective, mentoring relationships can catalyze individuals to navigate and adapt to diverse cultural landscapes, thereby enhancing their communicative proficiency and cultural insight. This theory suggests that mentorship can be instrumental in providing guidance and support in the development of ICC.

The concept of intergroup contact also plays a pivotal role in the discourse on ICC. Pettigrew and Tropp's (2008) Concepts of Intergroup Contact advance the proposition that direct interaction between groups can diminish prejudice, especially when facilitated under optimal conditions such as equal status and shared objectives. This theory posits that structured contact can lead to improved intergroup relations and heightened ICC.

Parallel to this, the Anxiety/Uncertainty Management Theory, formulated by Gudykunst (2005), postulates that the management of anxiety and uncertainty is crucial for successful intercultural communication. The theory elucidates that while excessive levels of anxiety and uncertainty can obstruct communication, moderate levels may enhance ICC by motivating individuals to engage in adaptive communication behaviours.

Byram's Model of Intercultural Communicative Competence, delineated by Byram et al. (2002), offers a comprehensive framework within language education, detailing specific competencies necessary for ICC. These competencies encompass attitudinal, knowledge-based, and skill-related dimensions, including the ability to interpret and relate, discover, interact, and maintain a critical cultural awareness.

Finally, Allport's (1954) Intergroup Contact Theory is foundational in the study of ICC. Allport's seminal work posits that under certain conditions, such as cooperation and institutional support, intergroup contact can effectively reduce prejudice and contribute to

the development of ICC. This early theory set the stage for subsequent models and remains influential in guiding contemporary research on intercultural communication.

Each of these theories offers a unique perspective on the components and processes that contribute to effective intercultural communication. They have been influential in guiding research and practice in education.

3.3 Instrument to Assess Intercultural Communication Competence

A survey is one of the most frequently used research methods in the social sciences (Mathers, Fox & Hunn, 2000). A survey is a general method of collecting, describing, and interpreting information about a sample to construct a quantitative description of a population (Fink, 2003; Groves, 2009). It is a flexible research method used to investigate a wide range of topics. Information in a survey can be collected in many ways, including face-to-face interviews, telephone interviews, or most self-administered questionnaires (Fink, 20039). Questionnaires are the most common tool used to collect data in quantitative research (Mathers, Fox & Hunn, 2000). Questionnaires are also referred to as scales when a quantitative score is created from a researcher's assessment (Streiner & Norman, 2008).

In the realm of intercultural communication, several instruments have been devised to evaluate the multifaceted construct of intercultural competence (ICC). These instruments often share common dimensions, such as affective, behavioural, and cognitive components, yet they differ in their theoretical underpinnings, methodological approaches, and specific competencies measured. In the 22 articles, there were 14 measurement tools involved (Table 2).

Table2. Instrument for Access Intercultural Communication Competence (ICC)

| Instrument | Developed Information | Reference |
|---|---|---|
| Assessment questionnaire to measure ICC | Arasaratnam (2009) | 1; 12; 16 |
| Intercultural Communicative Competence Instrument | the Centre for Teaching and Learning (2016) | 2 |
| Integrated Model of Intercultural Communication Competence (IMICC) | Arasaratnam & Banerjee's (2011) | 3 |
| Test for measuring intercultural competence | Vrublevskaya (2006) | 4 |
| Multicultural Personality Questionnaire Short Form | Van der Zee et al. (2013) | 5; 8 |
| Scale of ICC | Redmond & Bunyi (1993) | 6 |
| The Cultural Intelligence Scale (CQS) | Ang et al. (2007) | 7; 13 |
| Modified CCC scale | Chen & Ching (2012) | 10 |
| Global Perspectives Inventory, Version 7 | Braskamp et al. (2014) | 11 |
| The Assessment of Intercultural Competence (AIC) | Fantini (2007) | 14; 15 |
| Multicultural Personality Questionnaire | Van der Zee et al. (2002) | 17; 18 |
| Various cognitive, affective, and behavioral aspects of intercultural competence | Martin's (1987) | 20 |

| Assessment of Intercultural Competence | Fantini & Tirmizi (2006) | 21 |
|---|---|---|
| Intercultural Competence Assessment | Byram's (1997) | 22 |

For instance, Arasaratnam (2009) innovatively developed a self-report questionnaire that prioritizes the individual's cognitive and affective responses to intercultural interactions. Conversely, the Centre for Teaching and Learning (2016) tailored an instrument specifically for educators, concentrating on pedagogical strategies to bolster intercultural competence within a didactic context.

Furthermore, Arasaratnam and Banerjee (2011) introduced the IMICC, which encompasses affective, behavioural, and cognitive competencies within a holistic framework. This contrasts markedly with Vrublevskaya's (2006) test, centred on pragmatic intercultural interaction skills. Subsequently, the Multicultural Personality Questionnaire Short Form by Van der Zee et al. (2013) delves into personality traits that predispose individuals to efficacious intercultural interactions, accentuating the behavioural dimension of ICC.

Meanwhile, Redmond and Bunyi (1993) conceptualized a Scale of ICC that ostensibly spans cognitive, affective, and behavioural aspects, albeit the exact dimensions are not explicitly articulated. Similarly, the Cultural Intelligence Scale (CQS) by Ang et al. (2007) quantitatively evaluates an individual's capability to relate and work effectively across cultures, assessing motivational, cognitive, and behavioural capacities.

Moreover, Chen and Ching (2012) presented a modified CCC scale that assesses adaptability and awareness, mirroring the affective and cognitive dimensions of ICC. This scale complements Braskamp et al. (2014) Global Perspectives Inventory which gauges evaluative perspectives on cultural diversity, while Fantini's (2007) AIC adopts a more integrative approach to assessing ICC, although the specific dimensions are not elaborated upon.

In parallel, Van der Zee et al. (2002) offered the Multicultural Personality Questionnaire, which, akin to the 2013 short form, focuses on personality traits that facilitate intercultural effectiveness. Similarly, Martin (1987) outlined a comprehensive framework assessing cognitive, affective, and behavioural aspects, thus offering a broad perspective on intercultural adaptability. In a like manner, Fantini and Tirmizi (2006) developed an assessment that captures the nuanced facets of intercultural interactions across the ICC dimensions.

Lastly, Byram's (1997) Intercultural Competence Assessment (INCA) meticulously integrates cognitive, affective, and evaluative dimensions, measuring the quintessential components of intercultural competence. Collectively, these instruments vary in their applicability, with some being more suitable for educational settings, others for organizational contexts, and some for personal development. The choice of instrument often depends on the specific dimensions of ICC that are of interest, the context of the assessment, and the underlying theoretical framework that guides the interpretation of the construct.

3.4 Intercultural Communication Competence as The Variable in Quantitative Research

In the context of quantitative research, variables are defined as quantifiable characteristics that vary among the subjects or phenomena under investigation. In these 22 articles, intercultural communication competence appeared as an independent, dependent, and moderating variable.

3.4.1 Intercultural Communication Competence as an independent variable

Within the purview of quantitative research methodology, the independent variable is identified as the factor manipulated by the researcher to examine its impact on the

dependent variable. It is operationalized such that it can be measured, controlled, or changed to observe the effect it produces on the outcome of interest. In this study, intercultural communication competence was the independent variable in 5 articles (Table 3).

Table 3. Dependent variables affected by Intercultural Communication Competence (ICC)

| Independent variables | Dependent variables | Reference |
|---|---|---|
| ICC | program satisfaction; acculturative stress; the use of mentoring initiation and maintenance strategies; academic achievement; psychological well-being; satisfaction with life in the new environment; the amount of stress; creativity; intercultural sensitivity | 3; 17; 20; 21; 22 |

In examining the relationship between intercultural communication competence (ICC) as an independent variable and various dependent variables, a coherent categorization emerges, highlighting the multifaceted impact of ICC.

Firstly, ICC's influence on psychological constructs is notable. It potentially alleviates acculturative stress and enhances psychological well-being and satisfaction with life in a new cultural setting. Effective intercultural communication skills can mitigate the challenges of cultural adjustment, leading to improved mental health outcomes and greater life satisfaction.

In the educational and professional realm, ICC's positive correlation with program satisfaction and academic achievement is significant. Enhanced ICC can lead to more satisfying experiences in multicultural educational programs and better academic performance, as it facilitates clearer understanding and interaction within diverse learning environments.

Furthermore, in interpersonal and social dynamics, ICC plays a crucial role. It enhances the effectiveness of mentoring strategies in culturally diverse contexts and fosters intercultural sensitivity, an essential component of successful intercultural interactions. Enhanced ICC leads to more effective mentoring and a deeper understanding and respect for cultural differences.

Lastly, the impact of ICC extends to creative and cognitive aspects. Exposure to diverse perspectives through effective intercultural communication can spur creativity. Additionally, ICC may contribute to reduced general stress levels by improving the quality of interpersonal interactions in a multicultural context.

Overall, ICC's influence spans psychological well-being, educational outcomes, interpersonal dynamics, and cognitive processes, underscoring its importance in a globally interconnected world.

3.4.2 Independent Variables Affecting Intercultural Communication Competence (ICC)

In quantitative research, the dependent variable is the variable that is being tested and measured. It's what the researcher is interested in explaining or predicting. This variable is expected to change because of the manipulation of the independent variable(s). Essentially, it is the outcome or effect that is observed and recorded in response to the changes in the independent variable. The dependent variable depends on the influences of the independent variable, and it is through observing changes in the dependent variable that researchers conclude the effects of their experimental manipulations. In this study, there were 16 articles in which the framework included intercultural communication competence as a dependent variable, involving a lot of dependent variables (Table 4).

Table 4. Independent Variables Affecting Intercultural Communication Competence (ICC)

| Dependent variables | Independent variables | Reference |
|---|---|---|
| ICC | empathy; sensation Seeking; attitude (ATOC); the length of the stay abroad; amount of stress; the handling of stress; Culturally Mixed Group Work: including training and experience; communication (formal and informal); educational intervention; global course-related content; use of experiential learning activities; service learning; study abroad; intercultural contacts; previous studying abroad (SA) experience; self-rated language proficiency level; intercultural skill; knowledge; academic sojourn abroad; short-term study abroad | 1; 2; 4; 5; 6; 8; 9; 10; 11; 12; 13; 14; 15; 16; 18;19 |

The development of intercultural communication competence (ICC) is intricately influenced by a combination of psychosocial, experiential, educational, and linguistic factors. Psychosocial factors such as empathy and sensation seeking shape individual dispositions and attitudes towards cultural diversity, with empathy enhancing understanding and sensation seeking driving the desire for diverse experiences. Concurrently, the ability to manage stress in multicultural contexts is crucial for adapting and responding effectively.

Moreover, experiential factors like the duration of stay abroad and engagement in culturally mixed group work provide practical exposure, which is essential for honing ICC. These experiences are further enriched by educational interventions, including global course content, experiential learning activities, and study abroad programs, all contributing to a structured yet diverse cultural learning environment.

Complementing these are linguistic and cognitive factors, where language proficiency and intercultural skills facilitate effective cross-cultural communication. Theoretical knowledge about different cultures, coupled with positive attitudes towards such diversity, lays the cognitive foundation for developing ICC. Collectively, these factors weave together, each contributing uniquely to the acquisition and enhancement of skills necessary for effective intercultural communication.

In addition, several potential variables were proposed in the hypothesis of the study, including ethnocentrism; motivation, tandem classroom, gender, and length of stay in the foreign language community. However, after analyzing these variables, they did not have an impact on intercultural communicative competence.

3.4.3 Intercultural Communication Competence (ICC) as the Moderator Variable

In quantitative research, a moderator variable is a third variable that affects the strength or direction of the relationship between the independent and dependent variables. It essentially modifies the effect of the independent variable on the dependent variable. A moderator can be thought of as an influencing factor that changes the nature of the relationship. Among the studies reviewed, Jurasek and Wawrosz (2021) uniquely proposed and validated that intercultural competence serves as a moderator. They found that it strengthens the indirect relationship between cultural intelligence and adaptation, suggesting that the efficacy of cultural intelligence in facilitating adaptation is enhanced when intercultural competence is higher. This finding underscores the nuanced role that moderators play in shaping the dynamics between key variables in social science research.

## 4. Discussion

This systematic literature review offers a critical examination of the research landscape concerning intercultural communication competence (ICC) among international students

in higher education. The review reveals several limitations and implications that are crucial for future research, educational practices, and policy development.

## 4.1 Limitations

A notable limitation of the study was that the research methodology focused on qualitative research, which limited the ability to generalise findings across different cultural and educational contexts. The under-representation of quantitative methods limits the understanding of the wider impact and effectiveness of ICC interventions. Additionally, studies tend to focus on specific cultural groups, primarily from Western or East Asian backgrounds, which may overlook the experiences and needs of students from underrepresented regions such as Africa, South America, and certain parts of Asia. This cultural bias poses a challenge to fully understanding the application of ICC to diverse student populations. In addition, the lack of a unified definition and measurement framework for ICC hampers the ability to compare and synthesise findings across studies, leading to a fragmented understanding of this key competency.

## 4.2 Implications

These limitations have significant implications for both educational practice and policy development. For educators, the findings underscore the importance of designing ICC training programs that are empirically grounded, culturally diverse, and inclusive. Such programs should extend beyond language proficiency to encompass aspects like cultural empathy, adaptability, and critical intercultural engagement skills. For policymakers, there is a clear indication of the need to embed ICC as a fundamental aspect of international education policies. This includes fostering inclusive educational environments conducive to intercultural interactions and understanding, along with the implementation of robust assessment mechanisms to evaluate the effectiveness of ICC development initiatives. Moreover, the findings highlight the necessity of providing holistic support systems for international students, addressing not just academic but also social and cultural adaptation challenges through platforms that facilitate meaningful cultural exchanges.

## 4.3 Future Research

Future research should aim to address these limitations by incorporating a wider range of quantitative methods and exploring diverse cultural contexts. Longitudinal studies could offer deeper insights into how ICC develops over time among international students. There is also a need for research that develops and validates universal metrics for assessing ICC, which would facilitate more effective cross-study comparisons. Furthermore, explorations into the impact of digital communication platforms on ICC among international students could be particularly relevant in the increasingly connected and technology-driven academic landscape.

In summary, this review presents a comprehensive overview of the current state of research on ICC in higher education, identifying crucial gaps and offering directions for future studies. By addressing these gaps, future research can significantly contribute to the understanding and enhancement of ICC among international students, ultimately benefiting both individual learners and the global educational community.

## 5. Conclusion

In conclusion, this systematic literature review has shed light on the critical role of intercultural communication competence in higher education, particularly among international students. Despite the increasing recognition of its importance, there is a clear need for more rigorous and methodologically sound research in this field. The findings call for a unified approach to defining and measuring ICC, as well as for the development and evaluation of effective strategies to cultivate these competencies among

international students. This study contributes to the ongoing discourse by identifying key areas where further research is needed, and by emphasizing the need for practical applications in educational settings. Ultimately, enhancing ICC among higher education students is not only vital for their personal and professional development but also for fostering a more inclusive, understanding, and interconnected global community.

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Appexi A: All Articles for Review.

| No. | Author(s)&Year | Article Title |
| --- | --- | --- |
| 1 | Nadeem et al. (2021) | An investigation of factors influencing intercultural communication competence of the international students from a higher education institute in Malaysia |
| 2 | Koh et al. (2020). | Are tandem classrooms effective in developing intercultural communicative competence? |
| 3 | Yang et al. (2015) | Are you satisfied? Exploring the mediating effects of mentoring communication strategies in predicting Chinese international graduate students' program satisfaction |
| 4 | Dagbaeva et al. (2020). | Components of Modern Students' Intercultural Competence: Comparative Analysis |
| 5 | Genkova et al. (2021) | Contacts during a stay abroad and xenophobia – Duration of stay, contact quality and intercultural competence as predictors of xenophobia |
| 6 | Redmond (2000) | Cultural distance as a mediating factor between stress and intercultural communication competence |
| 7 | Jurásek and Wawrosz (2021) | Cultural intelligence and adjustment in the cultural diverse contexts: The role of satisfaction with life and intercultural competence |
| 8 | Liang and Schartner (2020) | Culturally mixed group Work and the Development of Students' Intercultural Competence |
| 9 | Pudikova et al. (2019) | Emerging technologies for developing cross-cultural competency |
| 10 | Chen (2014) | Examining factors in cross-cultural competence development in Taiwan college students |
| 11 | Wickline et al. (2021) | Increasing intercultural competence among psychology students using experiential learning activities with international student partners |
| 12 | Nadeem et al. (2020) | Influence of sensation seeking on intercultural communication competence of international students in a Malaysian university: Attitude as a mediator |
| 13 | Ramírez (2019) | Influence of students' interactions abroad on developing intercultural competence |
| 14 | Sung and Guo (2020) | Intercultural competence in the Chinese-speaking study abroad context |

| 15 | Alhendi et al. (2022) | Psychometric Properties of Intercultural Competences in a Central European Context |
| 16 | Nadeem et al. (2020) | Retesting integrated model of intercultural communication competence (IMICC) on international students from the Asian context of Malaysia |
| 17 | Young et al. (2013) | Success factors for international postgraduate students' adjustment: exploring the roles of intercultural competence, language proficiency, social contact and social support |
| 18 | Schartner (2015) | The effect of study abroad on intercultural competence: a longitudinal case study of international postgraduate students at a British university |
| 19 | Yashima (2010) | The effects of international volunteer work experiences on intercultural competence of Japanese youth |
| 20 | Redmond and Bunyi (1993) | The relationship of intercultural communication competence with stress and the handing of stress as reported by international students |
| 21 | Bultseva and Lebedeva (2021) | The role of intercultural competence, in the relationship between intercultural experiences and creativity among students |
| 22 | Vu (2021) | Vietnamese International Students in Offshore Programs: Engagement in Intercultural Communicative Competence and Intercultural Sensitivity |