

Challenges to the Development of Intercultural Communication Competence: A Study from the Tertiary Students' Perspectives

Hong-Thu Thi Nguyen

Hanoi Law University, Viet Nam
nguyenthithongthu2607@gmail.com

ABSTRACT

This paper aims to study the challenges to the development of intercultural communication competence from the perceptions of students of the 44th course of English Language at Hanoi Law University, to point out the problems caused by the challenges, and propose some practical strategies to improve the effectiveness of intercultural communication. The study used a mixed-method approach, combining qualitative and quantitative methods. Questionnaires and interviews were the main instruments utilized to collect the quantitative and qualitative data. The results show that the participants highly agree with the views on intercultural challenges such as cultural knowledge, language, ethnocentrism, uncertainty, stereotypes, prejudice, and discrimination. Challenges have caused many problems affecting the effectiveness of intercultural communication. Some solutions to improve intercultural communication competence have been noted, such as raising cultural awareness, changing attitudes positively in communication, improving cross-cultural communication skills, and actively participating in activities related to foreign cultures. This paper contributes valuable insights into the existing intercultural communication theory and offers further recommendations for fostering intercultural communication competence in higher educational environments.

Keywords: Challenges, Culture, Development of Intercultural Communication, Intercultural Communication Competence

INTRODUCTION

People have become closer in a global village due to the steady reduction in the gap between nations brought about by globalization. Nonetheless, communication barriers resulting from cultural diversity have created significant challenges. Many issues, including disputes, have arisen due to cross-cultural contact. One may argue that intercultural communication abilities are crucial in every area, including science, education, politics, economics, and society. Understanding the importance of intercultural communication competence (ICC) in the modern era, educational institutions have incorporated teaching culture and communication into curriculum and research programs. Scientists, educators, and students have taken the concerns about improving ICC. Culture and intercultural communication have been taught at higher education levels to enhance ICC for students.

One of the goals of the English language major's output standards is to train students to be fully equipped with linguistic knowledge, skills, and practices, including communication skills in general and communication from multilingual and multicultural settings in particular (Snow, 2015). To achieve this, ICC was taught as a subject in the training program for English majors at Hanoi Law University. Therefore, understanding and developing intercultural communication competence should be prioritized for English language learners.

Tran and Seepho (2016) emphasize that intercultural communication competence is one of the most critical skills for students to thrive in the twenty-first century's global

environment, requiring active engagement in multicultural communities to achieve the goal of becoming proficient intercultural speakers and communicators. This skill remains rare despite its importance due to various cultural obstacles, as Erdocia (2023) highlighted, including anxiety, assumptions of similarity over difference, nationalism, stereotypes, prejudices, and linguistic and nonlinguistic barriers. While previous studies have provided mainly theoretical syntheses of these challenges, this paper adopts a mixed-research approach to explore intercultural communication difficulties from the perspectives and experiences of students. It seeks to identify students' perceptions of these challenges, understand the issues they create in developing intercultural communication competence, and propose solutions to overcome these difficulties and enhance the effectiveness of intercultural communication.

Intercultural communication

Interaction between individuals with diverse backgrounds and heritages based on intercultural knowledge, abilities, and attitudes is known as intercultural communication (IC) (Alred, 2002; Griffith et al., 2016; Jackson, 2018; Phipps & Gonzalez, 2004). Similarly, Byram (2020) noted that the key characteristics of ICC were knowledge, awareness, and appropriate attitudes toward our own and other cultures. According to Avgousti (2018), ICC is the most important component in applying foreign languages, as communicators use efficient, communicative behaviors to navigate in a culturally heterogeneous setting. An integrated network of knowledge components that can be engaged to accomplish a job is the simplest definition of ICC provided by Mede and Gunes (2019). In order to focus on teaching global integration, ICC has been widely popularized in foreign language classrooms (Liaw, 2008; Spitzberg & Changnon, 2009).

In order to encourage ICC in students, various intercultural communication competency models have been suggested for instruction (Deardorff, 2006; Munezane, 2021; Stier, 2006). A three-stage model of intercultural functioning was proposed by Schneider and Romberg (2011) in a study on intercultural functioning. That model consists of three components: intercultural communication (practical communication skills in specific intercultural situations), a standard performance system (a set of commonly accepted behaviors), and intercultural awareness (not only a complete understanding of interculturality but also the ability to accept different cultures). Garson (2016), on the other hand, suggests a model of intercultural communication skills that includes the practical capacity to comprehend other intercultural viewpoints, the capacity to modify one's conduct, the capacity to settle disputes in communication, and the acknowledgment of the right to differing values and behavioral norms (Byram, 2020). These factors, together with the ability to be tolerant in communication, form the basis for career development, preparation for better living conditions, achievement, and opportunities for professional self-realization (Liu & Laohawiriyanon, 2013).

Because cultural acquisition and learning motivation support learners' ability to perform well in a multicultural setting, it is imperative that cultural teaching be incorporated into English language instruction (Neff & Rucynski, 2013). Additionally, cultural awareness aids learners in using English effectively during an international conversation, preventing communication breakdowns, misunderstandings, and culture shock (Chahak & Basirizadeh, 2013). Therefore, teaching the target language's culture should be a part of foreign language

education programs. Stated differently, it is anticipated that aspects of the target culture will be represented in the texts under study or included in textbooks (Cortazzi, 1999; Kramsch, 1993).

Challenges to Intercultural Communication

There are many ways to identify challenges in developing intercultural communication competence. From a cultural perspective, Hybels and Weaver (1995) suggest four challenges to intercultural communication, including ethnocentrism, stereotyping, prejudice, and discrimination, which involve forming beliefs or judgments about another culture. These challenges have made it difficult to communicate effectively across cultures.

Ethnocentrism

This refers to the belief that one's culture is superior to others. Ethnocentrism is when people judge others based on their own or ethnic cultural beliefs and practices. The negative level refers to the belief that one's own culture is superior and that one's cultural standards must judge the behavior of others. It also involves imposing one's cultural beliefs on others. Nationalism is encouraged when the education system teaches only the culture of a particular nation and ignores other cultures.

Stereotype

This is a generalized classification of a person's perception of a particular group of people based on one's observations and experiences interacting with members of that group. Negative preconceived ideas are common and are often passed down from generation to generation. Stereotypes can also be positive or negative. In matters related to culture, stereotypes are understood in the second sense.

Prejudice

Prejudice refers to negative attitudes toward individuals of a particular race, social class, religion, or other group. It can cause a person to feel fear or resentment toward a group member. Finally, prejudice is expressed through the destruction or use of physical violence to destroy a particular culture.

Discrimination

This refers to negative behaviors caused by prejudice or stereotypes. It can be interpersonal, such as when a person refuses to speak to people of a certain race or group or denies a group of people specific rights in society (e.g., the right to vote etc.). Other forms of discrimination include verbal abuse, shunning, physical violence, and genocide.

Barna (1994) developed an approach to examining challenges to intercultural communication at a general level. The author developed six challenges: anxiety, assuming sameness instead of difference, nationalism, stereotyping and prejudice, nonverbal communication, and language. These challenges have been used when discussing the problems that may arise in cross-cultural encounters. Fatima (2023) illustrates that linguistics, prejudice, ethnocentrism, historical background, and socio-cultural variations are challenges to cross-cultural communication between students from different linguistic and cultural backgrounds.

Boaca. M (2017) lists some of the main challenges identified in (Barna, 1994), including the assumption that we act and react in similar ways regardless of the culture to which we

belong, the lack of understanding of nonverbal behavior, the inability to communicate due to lack of communication language, the perception of culture at a stereotypical level, the tendency to judge cultural behaviors, and the high level of stress associated with cross-cultural encounters. Liu et al. (2023) investigate whether cultural differences become challenges to communication in some situations and whether effective strategies exist to overcome such challenges. These studies focus primarily on challenges, with little consideration given to the problems that arise from challenges to effective communication and methods for improving intercultural competence in university settings. In addition to understanding and respecting various viewpoints and other behaviors, learners can cultivate more positive attitudes and tolerance toward other cultures by assessing and analyzing cultural differences (Aderibigbe et al., 2023).

According to Miressa and Dumessa (2011), the obstacles to intercultural communication between students from different language and cultural backgrounds include linguistics, prejudice, ethnocentrism, historical contexts, and sociocultural differences. Misunderstandings can occasionally arise due to national political and social realities and cultural competitiveness. Additionally, the study notes that the primary obstacle to intercultural contact was the dearth of possibilities provided by academic structures. Therefore, it has been proposed that different educational levels promote tolerance for multicultural competency and diversity. Among them, students suggested that cultural education should be required beginning in elementary school. Universities are also expected to implement an ongoing awareness-raising program that promotes tolerance and diversity.

METHODS OF RESEARCH

Research Design

This study examines barriers to intercultural communication, issues, and solutions using a mixed methods approach, combining qualitative and quantitative research methods (Tashakkori, 1998). Students at Hanoi Law University specializing in Legal English from Legal Foreign Languages faculty were polled and interviewed for the study. Participants completed the survey using the Google form link supplied to them via social media or email by the researcher.

Participants

A purposive sampling technique is applied in this study. The participants chosen are all K44 students enrolled in ICC classes - N01 and N02, semester 6, and finished the ICC course, Faculty of Legal Foreign Languages. Forty female students (74.1%) and 14 male students (25.9%) made up the study's 54 participants. They are between 21 and 23 years old. These students had finished language skills courses in grammar, speaking, listening, reading, and writing and were studying specialized subjects such as literature, legal English, and culture. To proceed in the ICC course, students had finished the English-American Culture course to acquire basic cultural knowledge before exploring the features and models of intercultural communication.

Data collection

Therefore, questionnaires and interviews were applied to collect data. The questionnaire included questions designed based on the classification of Hybels & Weaver (1995) and Barna (1994) and was divided into three parts:

Part 1: Demographic information

Part 2: English major students' assessment of challenges in intercultural communication

Part 3: Students' assessment of problems arising from challenges in intercultural communication

The questionnaire included open-ended questions to determine how the participants perceived the statements given in the questionnaire. It included five options based on five Likert scales: strongly disagree, Disagree, Neutral, Agree, strongly agree or very low; low, neutral, high, and very high.

Interview: The author conducted semi-structured interviews with 32 students to ask them about the problems and solutions that need to be proposed to overcome difficulties and improve the effectiveness of intercultural communication. These interviews were conducted through mobile phones or in the classroom after students had finished the course. The information was recorded and noted in files.

Data analysis

Quantitative data were analyzed using descriptive statistical software IBM SPSS 25.0. The demographic information of the participants was analyzed using descriptive frequency analysis. Exploratory factor analysis (EFA) was performed to explore the satisfactory reliability of the dependent variables (Chan & Idris, 2017). The average Cronbach's alpha value of the variables in the questionnaire was > 0.7 . The mean and standard deviation were used to analyze the first and second research questions. Qualitative data for the third research question were analyzed using the Coding technique, based on the following steps: First Step: Creating and Using Codes (The information was interpreted from the raw data and connected to the code categories. The researcher creates the folders while coding to compile materials that illustrate related topics or analytical concepts.); Step 2: Finding recurring themes, patterns, and connections; Step 3: Compiling the information (The results are now connected to and contrasted with research questions or hypotheses. The significant quotes from the transcript are intended to clarify the key finding's themes and any inconsistencies.)

RESULTS AND DISCUSSION

In this section, the information obtained from the in-depth interview and the data collected from the survey questionnaire will be thoroughly considered, using tables relevant to challenges to the development of intercultural communication competence, issues arising from intercultural communication challenges, and solutions to overcome difficulties and improve the effectiveness of intercultural communication.

Challenges to the development of intercultural communication competence

From the students' perspectives, there are various challenges they have to face during the ICC development process. These obstacles are presented in Table 1.

Table 1 Student Assessment of Challenges to Intercultural Communication

Challenges	Min	Max	Mean	St. Deviation
Knowledge of cultural differences	2	5	3,65	,828
Language (verbal and body language)	3	5	4,06	,712
Assumptions of similarities rather than differences in culture	2	5	3,48	,841
Ethnocentrism	2	5	3,26	,994
Anxiety and uncertainty	2	5	3,61	,899
Stereotypes	2	5	3,80	,810
Prejudice	2	5	3,72	,878
Discrimination	2	5	3,65	,894
Valid N (listwise)				

As can be seen from Table 1, students rated the challenges to intercultural communication from high to very high (mean > 3.2) and relatively uniform (SD between 0.7 and 0.8). Among them, “language” was considered the most significant obstacle, with the highest mean value of 4.06, while “Ethnocentrism” was considered the most minor obstacle to intercultural communication, with a mean of 3.26. The following highest rankings in the table were “stereotypes” and “prejudices,” with mean of 3.80 and 3.72, respectively. Meanwhile, “discrimination” and “knowledge of cultural differences” received high ratings, with a mean of 3.65. Thus, this conclusion is consistent with the research results of Miressa and Dumessa (2011) and Zheng (2009). They pointed out that language problems and cultural differences are the main challenges to intercultural communication. Cultural awareness at the stereotypical level and the tendency to evaluate cultural behaviors are challenges to intercultural communication. Besides, prejudice and nationalism are obstacles to intercultural communication. This study proves that racism, prejudice, nationalism, and stereotypes are challenges to intercultural communication.

In the open-ended questions, students revealed the challenges in the development of ICC. Although they respect cultural differences and desire to communicate with people from other cultures, they still “feel worried and evaluate their intercultural communication competence as ineffective” (P.N.). These results from the qualitative data are in alignment with the investigations by Jalali & Hatam Sa’d (2013) and Nguyen (2021) regarding the obstacles learners have to face in the cultural learning process. These challenges affect the development of intercultural communication competence. These include poor language skills for understanding and communicating with people from other countries. There is also a lack of general cultural knowledge and self-awareness of one’s culture. Opportunities to practice intercultural communication are limited. Additionally, students may not have learned general communication skills. Cultural documents often lack diversity and vividness; necessary facilities are not always guaranteed. Furthermore, students’ awareness of self-study and cultural research is low. Extracurricular and experimental programs are insufficient. Lastly, cultural teaching is not well integrated into language learning across subjects.

Issues arising from intercultural communication challenges

Table 2 illustrates the issues arising from intercultural communication challenges. Based on the students’ experiences and perceptions, these challenges cause various problems.

Table 2 Students' perceptions of problems arising from intercultural communication challenges

Issues	Min	max	Mean	St. Deviation
Confusion in communication	3	5	4,44	,604
Misunderstanding the content of communication	3	5	3,83	,771
Giving inappropriate feedback	3	5	3,87	,702
Ending without achieving the purpose of communication	3	5	4,06	,834
Dissatisfaction	3	5	3,89	,769
Anger	3	5	3,80	,786
Conflict over words, such as arguments	3	5	3,61	,656
Conflict over behavior	2	5	3,39	,763
Valid N (listwise)				

The data in Table 2 indicate that participants had high and very high agreement with the problems arising from intercultural communication challenges, with the mean scores mainly above 3.5 and $0.6 < SD < 0.8$. The effectiveness of communication affected by challenges is most clearly shown in the “Embarrassment in communication” problem, with a mean score = 4.44 and $SD = 0.604$. At the same time, “behavioral conflict” and “verbal conflict” were rated at the bottom with mean scores of 3.39 and 3.61, respectively. The problems related to communication effectiveness were also rated relatively high at a high level above 3.8, including “Misunderstanding the communication content,” “Giving inappropriate feedback,” and “Ending without achieving the communication purpose.” Attitude-related problems such as “Dissatisfaction” and “Anger” were recorded at high levels with mean scores of 3.89 and 3.80, respectively. Thus, it can be seen that communication challenges have caused some problems in communication effectiveness, from low to high levels. These problems can reduce communication effectiveness, lead to communication failure, and lead to conflicts. This result is consistent with the research of authors such as Jackson (2018) and Stier (2006), which suggests that although ICC is an important component in the application of foreign languages, learners must encounter various issues emerging in communication ranging from basic to advanced levels.

Solutions to overcome difficulties and improve the effectiveness of intercultural communication

This section reveals the suggested solutions to improve the effectiveness of intercultural communication collected from the interviews with students. The suggestions to overcome difficulties and improve the effectiveness of intercultural communication are recommended, including improving knowledge about cultures, constantly cultivating and developing awareness and communication skills in a multicultural environment, practicing intercultural communication in multicultural communities, and enhancing the ability to solve situations related to intercultural communication. Learners should actively research and accumulate cultural knowledge of different English-speaking countries. The accumulation of knowledge should be based on books and reference materials, and people from different countries should actively communicate with each other to learn about the differences in their cultures. Cultural competitions, contests, and competitions aimed at learning about the cultures of different countries should be organized annually or in the curriculum to enhance learners' cultural knowledge and intercultural problem-solving skills. Actively participate in cultural activities or international cultural exchanges through social networks and establish

multicultural projects or communities for learning and exchange. Activities on stage or simulation should be applied in the curriculum to consolidate theory and practice. Cultural talks, extracurricular activities, debates, seminars, and discussions between students and students and students and experts should be increased.

While some of them actively engaged in conversations with native speakers and individuals from various countries across the world, others had little to no experience communicating in foreign languages with foreigners, and some individuals had never spoken to foreigners at all. To put it briefly, students majoring in English were essentially aware of the importance of the ICC in learning foreign languages, but they did not appear prepared to begin studying and using it.

Incorporating IC and ICC into instruction and practice in Vietnamese schools is complex. Numerous challenges were identified, and respondents to the survey expressed strong agreement with them. It must be recognized that each learner's ICC is the accumulation and retention of cultural information over an extended period, necessitating constant effort on the part of the learners to develop and learn. As a result, learners frequently encounter complex challenges when learning other languages or using them to interact with people from other countries. In a similar vein, both subjective and objective elements contribute to such challenges. Participants agreed with the majority of the solutions. Additionally, those were helpful solutions, according to the interviewers. They thought foreign language learners could find interacting with people from different cultures simpler and more receptive to foreign languages if these alternatives could be implemented in real life. There are several options for foreign language learners to practice intercultural communication and build ICC at any age or academic level.

CONCLUSIONS

In this section, the researcher summarizes the study, gives recommendations based on the survey questionnaire and the in-depth interview findings, explains its limitations, and suggests future research.

The study investigates the challenges in developing intercultural communication competence: knowledge of cultural differences, language (verbal and body language), assumptions of similarities rather than differences in culture, ethnocentrism, uncertainty, stereotypes, prejudice, and discrimination. The challenges have caused problems affecting the effectiveness of intercultural communication, such as confusion in communication, misunderstanding of the communication content, inappropriate feedback, ending before achieving the communication purpose, dissatisfaction, anger, conflict over words, and conflict over behavior. Some solutions to improve the effectiveness of intercultural communication have been noted, such as raising cultural awareness, changing attitudes positively in communication, improving cross-cultural communication skills, and actively participating in activities related to foreign cultures.

The article sheds light on the theory and reality of teaching culture and developing ICC for students in higher education. However, this study has limitations, such as the research sample being too large to generalize into a general and broad result. Hopefully, future studies will include large-scale, in-depth research on each specific challenge, problem, and solution.

Some recommendations are manifested to enhance ICC for students effectively. In teaching and learning EFL (English as a Foreign Language), cultural education needs to be prioritized, and this focus should be applied to everyday instruction. Both educators and learners must understand the importance of culture in English language learning and communication. Teachers and learners should have a positive attitude in learning, teaching, and practicing intercultural communication. Schools should have policies to support teachers and learners in having the opportunity to participate in cultural activities at foreign schools and cultural organizations and organize extracurricular activities to improve knowledge and capacity for intercultural communication. Activities about various facets of English culture, such as debates, seminars, lectures, and film appreciation, should be conducted frequently. Meeting and interacting with foreigners who speak English should be promoted for students. Universities should at least host their social gatherings where students can interact with various foreign instructors who speak English as their first language. Activities such as role plays, lectures, and discussions on real-life cases can be organized to help them develop cross-cultural communication skills. Extracurricular and experiential activities can create an ideal environment for cross-cultural communication. Seminars, study tours, and international internships provide practical opportunities for students to interact with people from different countries and apply their knowledge in real-life settings. Students may initially be required to participate in these activities, but perseverance is the key to achieving the goal.

REFERENCE

- Aderibigbe, S. A., Idriz, M., Alzouebi, K., AlOthman, H., Hamdi, W. B., & Companioni, A. A. (2023). Fostering Tolerance and Respect for Diversity through the Fundamentals of Islamic Education. *Religions*, 14(2), 212. <https://doi.org/10.3390/rel14020212>
- Alred, G. (2002). Chapter 2. Becoming a 'Better Stranger': A Therapeutic Perspective on Intercultural Experience and/as Education. In *Intercultural Experience and Education* (pp. 14–30). Multilingual Matters. <https://doi.org/10.21832/9781853596087-005>
- Avgousti, M. I. (2018). Intercultural communicative competence and online exchanges: a systematic review. *Computer Assisted Language Learning*, 31(8), 819–853. <https://doi.org/10.1080/09588221.2018.1455713>
- Barna, L. M. (1994). Stumbling blocks in intercultural communication. *Intercultural Communication: A Reader*, 6, 345–353.
- Byram, M. (2020). *Teaching and assessing intercultural communicative competence: Revisited*. Multilingual matters.
- Chahak, S. M., & Basirizadeh, F. S. (2013). The Study of Culture on Foreign Language Teaching. *International Journal of Social Science and Humanity*, 522–524. <https://doi.org/10.7763/IJSSH.2012.V2.161>
- Cortazzi, M. (1999). Cultural mirrors: Materials and methods in the EFL classroom. *Culture in Second Language Teaching and Learning*/Cambridge University Press.
- 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.
- Erdocia, I. (2023). *Language in public participation: Understanding and overcoming language*

and culture barriers in the political participation of people of migrant origin.

- Fatima, O. A. (2023). *Setting up a pedagogical model to deal with cultural issues in english selected novels*. Université Mouloud Mammeri de Tizi-Ouzou.
- Garson, K. (2016). Reframing internationalization. *Canadian Journal of Higher Education*, 46(2), 19–39.
- Griffith, R. L., Wolfeld, L., Armon, B. K., Rios, J., & Liu, O. L. (2016). Assessing Intercultural Competence in Higher Education: Existing Research and Future Directions. *ETS Research Report Series*, 2016(2), 1–44. <https://doi.org/10.1002/ets2.12112>
- Hybels, S., & Weaver, R. L. (1995). Communicating effectively. In *McGraw-Hill* (4th ed). McGraw-Hill. <https://cir.nii.ac.jp/crid/1130282271884702080>
- Jackson, J. (2018). *Interculturality in international education*. Routledge.
- Jalali, S., & Hatam Sa'd, S. T. (2013). Culture in ELT: A probe into Iranian EFL teachers' perspectives. *International Journal of Research Studies in Language Learning*, 3(3). <https://doi.org/10.5861/ijrsll.2013.599>
- Kramsch, C. (1993). *Context and culture in language teaching*. Oxford University Press.
- Liaw, S.-S. (2008). Investigating students' perceived satisfaction, behavioral intention, and effectiveness of e-learning: A case study of the Blackboard system. *Computers & Education*, 51(2), 864–873. <https://doi.org/10.1016/j.compedu.2007.09.005>
- Liu, S., Gallois, C., & Volcic, Z. (2023). *Introducing intercultural communication: Global cultures and contexts*.
- Liu, S., & Laohawiriyanon, C. (2013). Students' Attitudes towards Cultural Learning in the English Classroom: A Case Study of Non-English Major Students in a Chinese University. *International Journal of English Language Education*, 1(3). <https://doi.org/10.5296/ijelev.v1i3.3508>
- Mede, E., & Gunes, G. (2019). Integration of Intercultural Communicative Competence (ICC) in an EFL Course: Perceptions of Students and Teachers. *İnönü Üniversitesi Eğitim Fakültesi Dergisi*, 20(2), 352–363. <https://doi.org/10.17679/inuefd.445793>
- Miressa, M., & Dumessa, M. (2011). Investigating factors contributing to grade nine students' spelling errors at Don Bosco High and Preparatory School in Batu. *Journal of Language and Culture Vol*, 2(6), 103–115.
- Munezane, Y. (2021). A new model of intercultural communicative competence: bridging language classrooms and intercultural communicative contexts. *Studies in Higher Education*, 46(8), 1664–1681. <https://doi.org/10.1080/03075079.2019.1698537>
- Neff, P., & Rucynski, J. J. (2013). Tasks for Integrating Language and Culture Teaching. *English Teaching Forum*, 51(2), 12–23.
- Nguyen, H.-T. T. (2021). Project-Based Assessment in Teaching Intercultural Communication Competence for Foreign Language Students in Higher Education: A Case Study. *European Journal of Educational Research*, volume-10-(volume-10-issue-2-april-2021), 933–944. <https://doi.org/10.12973/eu-jer.10.2.933>
- Phipps, A., & Gonzalez, M. (2004). *Modern Languages: Learning and Teaching in an Intercultural Field*. SAGE Publications (UK).
- Snow, D. (2015). English teaching, intercultural competence, and critical incident exercises.

Language and Intercultural Communication, 15(2), 285–299.
<https://doi.org/10.1080/14708477.2014.980746>

- Spitzberg, B. H., & Changnon, G. (2009). Conceptualizing intercultural competence. In *The SAGE handbook of intercultural competence* (pp. 2–52). SAGE Publications, Inc.
- Stier, J. (2006). Internationalisation, intercultural communication and intercultural competence. *Journal of Intercultural Communication*, 6(1), 1–6.
- Tashakkori, A. (1998). *Mixed methodology: Combining qualitative and quantitative approaches*. Sage Publications, Inc.
- Tran, T. Q., & Seepho, S. (2016). Intercultural language education: EFL learners' perceptions toward intercultural language communicative teaching. *Philippine ESL Journal*, 16, 46–64.
- Zheng, J. (2009). *Intercultural communication barriers between Zulu and Chinese students at selected higher education institutions in Durban*.