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**Title [**Insert Title here 12 Times new Roman-Capitalization each Word]-should be specific and informative

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| **Article Information**  | **ABSTRACT** |
| **Article Type: Research Article****Dates:****Received:**12 June 2023**Revised:** **Accepted:** 15 July 2023**Available online:** 22 July 2023**Copyright:** This work is licensed under creative common licensed and ©2024 All rights reserved United Frontiers Publisher **Corresponding Author:****ORCID** is important -if author do not have create one: <https://orcid.org/> | The symbiosis of intercultural communication (IC) and international students has become increasingly clear in the global expansion of higher education. Central constructs of IC—namely Cultural Background (CB), Level of Cross-Cultural Adaptation (LCCA), Proficiency in Common Language (PCL), and Communication Efficacy (CE)—are often used interchangeably in scholarly discussions. This study, however, posits that these constructs represent distinct theoretical entities and phases of intercultural development. It introduces the Cross-Cultural Communication model (CCCM), which delineates these four constructs as progressive developmental stages through which international students enhance their intercultural effectiveness within a new cultural environment. This research has initially evaluated the CCCM, applying it quantitatively through a survey of a group of international students in Malaysia. The survey employed instruments crafted by renowned scholars in the field. 215 international students, embodying 18 diverse cultural backgrounds, were engaged in the study, underscoring the culture-general perspective by incorporating insights from over two distinct cultures. The outcomes showed international students’ progress in acquiring cultural awareness (CB) to developing adaptive skills (LCCA), which then facilitates their linguistic proficiency (PCL) and culminates in effective communication (CE) within the Malaysian context. These findings lend empirical support to the foundational assertions of the CCCM.**Keywords:** |

# INTRODUCTION

[Insert, Literature Review – 11 Time New Roman Spacing 1.15]

Note: Beside introduction this part of the study must cover research gap, problem statement, objectives research questions, Scope and novelty statement the length of this section should be around 1000 words

# literature review

[Insert, Literature Review – 11 Time New Roman Spacing 1.15]

Note: This section must discuss all the variable in the details based on the past studies and research framework develop for all the original paper, length of this section should be around 2000 words- Author must be critical review the maximum latest papers and came up with the framework

## 2.1 Tables

All tables should be numbered with Arabic numerals. Every table should have a caption. Headings should be placed above tables, left justified, 10 Bold -Time new Roman. Only horizontal lines should be used within a table, to distinguish the column headings from the body of the table, and immediately above and below the table. Tables must be embedded into the text and not supplied separately. Below is an example which the authors may find useful.

Table must not be copied from others -should be re-produced in the proper journal format – and source should be disclosed

 **Table 1. An example of a table.**

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| --- | --- | --- |
| **An example of a column heading** | **Column A (*t*)** | **Column B (*t*)** |
| And an entry | 1 | 2 |
| And another entry | 3 | 4 |
| And another entry | 5 | 6 |

Note: Each Table must be explained in the main text

## Construction of references

References must be listed at the end of the paper. Do not begin them on a new page unless this is absolutely necessary. Authors should ensure that every reference in the text appears in the list of references and vice versa. Indicate references by APA-7 style, ensure all citation must be given reference

## 2.3 Section headings

Section headings should be left justified, bold, with the first letter capitalized and numbered consecutively, starting with the Introduction. Sub-section headings should be in capital and lower-case italic letters, numbered 1.1, 1.2, etc, and left justified, with second and subsequent lines indented. All headings should have a minimum of two text lines after them before a page or column break. Ensure the text area is not blank except for the last page.

## 2.4 Illustration

All figures should be numbered with Arabic numerals (1, 2, 3,.).Every figure should have a caption right below the figure. All photographs, schemas, graphs and diagrams are to be referred to as figures. Avoid Low-quality Figure and it will be not acceptable. Figures must be embedded into the text and not supplied separately. In MS word input the figures must be properly coded. Preferred format of figures are PNG, JPEG, GIF etc. Lettering and symbols should be clearly defined either in the caption or in a legend provided as part of the figure. Figures should be placed at the top or bottom of a page wherever possible, as close as possible to the first reference to them in the paper. Please ensure that all the figures are of 300 DPI resolutions as this will facilitate good output.

The figure number and caption should be typed below the illustration in 10 pt and centered justified [***Note:*** one-line captions of length less than column width (or full typesetting width or oblong) centered]. Artwork has no text along the side of it in the main body of the text. However, if two images fit next to each other, these may be placed next to each other to save space.



**Figure 1: Conceptual Framework**

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Equations and formulae should be typed in Math type, or editable format, and numbered consecutively with Arabic numerals in parentheses on the right-hand side of the page (if referred to explicitly in the text). They should also be separated from the surrounding text by one space.

 (1)

Equation required to explain in the main text file -

# methodology

Methodology reporting, method description is very important such as quantitative method, qualitative or mix method.

Study design

Target population, location, data collection

Sample size, sampling techniques -Method of approach

Instrument-

Data collection procedure

Analysis techniques /validity and reliability-software used -

Interview questionnaire/how the interview conducted- recorded or not – duration – location –

Data coding and analysis method

Ethical statement

# results and analysis

[Insert result in this section, 11-Time New Roman, 1.15 Spacing, All Tables and Figures should be prepared and present as instructed above – Refer to Table and Figure preparation style, All figures and Table must be cited in the main text – should be discussed all results – caption should provide]

Result reporting –

* Demographic information for both qualitative and quantitative method is important
* All results must present in the statistical orders in the table or shows in the Figure and must explain them
* Qualitative data create theme – quotations and use standard method of qualitative reporting
* End section Discuss the key finding and compare results with the previous studies from the literature –
* Implication of the study
* Discussion

# conclusion and recommendations

[Insert Conclusion and Recommendation in this section, should be a well written and conclude study objectives and what has achieved and conclude – should be in the paragraph format- Size 11, New times roman -1.15 spacing]

# lIMITATIONS AND FUTURE STUDIES

[Limitation of the study should not be general limitations, should describe why and how this study is limited, and future studies recommendation should provide- New Time Roman -11size- 1.15 spacing]

Acknowledgements:Acknowledgments and Reference heading should be left justified, bold, with the first letter capitalized but have no numbers. Text below continues as normal.

Author contributions: All authors equally contributed to this study

Ethical Statement:

Consent to Participate: Before conducting this research study, the researcher has taken permission from the host department at XXX University. The researcher explained the objectives of the study before interviewing the respondents. The respondents were assured that the information would only be used for research purposes. The respondents were told that they could withdraw at any stage from the interview if they felt uneasy or did not want to continue the interview.

Competing Interests: The author declares that this work has no competing interests.

Grant/Funding information: The author declared that no grants supported this work.

Data Availability Statement: The associated data is available upon request from the corresponding author.

Declaration Statement of Generative AI: The author(s) of this work used the [name of tool or service] to [reason or the parts of the manuscript prepared with the assistance of AI tools, remember: Grammar checking tools and Referencing tools do not require to declared]. After using this tool or service, the author(s) reviewed and edited the content as needed and take(s) full responsibility for the publication’s content. OR Author’s declared for not using AI during preparation of this study

# References Style and Intext citation

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Ahmadi Eftekhari, N., Mani, S., Bakhshi, J., & Mani, S. (2022). Project Manager Competencies for Dealing with Socio-Technical Complexity: A Grounded Theory Construction. *Systems, 10*(5), 161-171. <https://doi.org/10.3390/systems10050161>. Ahlemann, F. (2009). Towards a conceptual reference model for project management information systems. *International Journal of Project Management, 27*(1), 19-30. <https://doi.org/10.1016/j.ijproman.2008.01.008>.  | **Single Author** **Author, (Year)****(Author, Year).**  **Two authors****Author 1 & author 2 (Year)****(Author 1 & author 2, Year).****More than 2 Author’s** **Author et al. (Year)****(Author et al., Year).**  |
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**Poster Presentation**Pearson, J. (2018, September 27-30). Fat talk and its effects on state-based body image in women [Poster presentation]. Australian Psychological Society Congress, Sydney, NSW, Australia. <http://bit.ly/2XGSThP> | **In-text citation follow as above -** |
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