

According to *The 2013 Open Doors Report on International Educational Exchange* (Institute of International Education), the number of international students at colleges and universities in the United States increased by seven percent to a record high of 819,644 students in the 2012/13 academic year. The increasing amount of international students, in combination with their substantial economic, cultural, and intellectual contribution, has promoted researcher to look for ways to better their acculturation experience. However, research has consistently shown that international students have experienced unique intercultural adaption difficulties in their acculturation. The well documented psychological distress experienced by international students include social isolation, helplessness, sadness, a sense of inferiority, and even depression (Sawir et al., 2008; Parr & Bradley, 1991; Rajapaksa & Dundes, 2002). International students have reported experiencing difficulties socializing with home students, feeling alienated and lonely, as well as wanting to have more local friends (Townsend & Poh, 2008; Zhang & Brunton, 2007).

Literature from a range of countries suggests that intercultural communication between home and international students remains limited and intercultural friendships are relatively rare (Halualani, Chitgopekar, Morrison & Dodge, 2004; Nesdale & Todd, 1993; Spencer-Rodgers, 2001; Ward et al. , 2005). A substantial body of research has studied varies aspects of international students' intercultural adaption experience, such as their intercultural communication competence, challenges and barriers of intercultural adaption, as well as perceptions on intercultural communication with home students.

According to important acculturation models, the host society is an important factor influencing international students' acculturation (Smith & Khawaja, 2011) and social interaction with home nationals has been well documented as an important factor in international students' sociocultural adjustment (Li & Gasser, 2005; Ying & Liese, 1994). Based on this rationale, we speculate that it is important to study intercultural communication between home students and international students from the perspective of the first group to fill in the gap in research. Based on the literature, important factors that have been related to intercultural communication include anxiety-uncertainty, ethnocentrism, intercultural communication competence, and intercultural contact. In this literature review, we will discuss the limitations and gaps in intercultural communication literature and provide an overview of research pertaining to variables including anxiety-uncertainty, ethnocentrism, intercultural communication competence, and intercultural contact. The poster will also include the instruments and psychometric information.