

STUDENTS' PERCEPTION ABOUT THE MALAYSIAN SHORT MOBILITY PROGRAM GUIDE BOOK AT HANKUK UNIVERSITY OF FOREIGN STUDIES, SOUTH KOREA

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ABSTRACT

Since 1980, short mobility program has started with a small number of requests from students all around the world. As the time goes by, the request increased as the program got a lot more interesting. Universities around the world have a lot to offer for the short mobility program. Therefore, it is necessary for the universities to provide a guide book to help incoming and outgoing students to participate in short mobility program. The objectives of this study are to identify and discuss about students' perception about the Malaysian short mobility program guide book. The samples of the study consist of 10 Korean students. The subjects are between 20 to 28 years old at Hankuk University of Foreign Studies South Korea. This study was taken place at Hankuk University of Foreign Studies, South Korea. An interview session and observation have been carried out to get students' perception on the Malaysian short mobility program guide book. The subjects were interviewed individually for 5 minutes for each subject and they were asked questions on their perception about the short mobility program guide book. Based on the interview session, the subjects were observed on their points and opinions about the Malaysian short mobility program guide book. The results of the study revealed that the subjects preferred to participate in a short mobility program if a guide book is provided for them to refer to in order to get a better understanding about the program beforehand. The guide book could help the participants to feel less insecure about what to expect and what to do as everything is already given on the guide book.

Keywords:

short mobility program, mobility program, short mobility program guide book, guide book, perception, Hankuk University of Foreign Studies South Korea

INTRODUCTION

Mobility program is a worldwide program organised by universities all around the world. The mobility program itself is divided into several types of program such as short mobility program, internship, visits and many more. In order to attract more students to participate in the mobility program, most universities tend to offer a short mobility program for first time participants to get to know the program, university, expose a little bit about what mobility program is about. With the short mobility program, participants will be able to experience new things and have a better perspective about studying abroad. Therefore, it will also broaden their knowledge and mind about wanting to get a much better and longer experience in academically and socially abroad in the future. Even though short mobility program is as short as 2 weeks, the content of the program covers quite a lot from attending academic lectures as well as visiting cultural places. For that reason, it is very helpful if a guide book is provided for participants to learn from before actually participating in the program to give them a brief idea about the program.

Even with the ongoing mobility program all around Malaysia for so many years, a short mobility program guide book has yet to be published until today. Some universities in Malaysia may have produced their own mobility guide book which may refer to their university particular rules and

regulations, however, there will be an important need for one main mobility program guide book to be produced and followed by all universities in Malaysia.

STUDIES ON SHORT MOBILITY PROGRAM GUIDE BOOK

According to SHARE Guide Book (2016), the European Union Support to Higher Education in the ASEAN Region, is a four-year initiative by the EU and ASEAN. They have entrusted the implementation of SHARE to a consortium of British Council (leader), Campus France, DAAD, EP-Nuffic, ENQA, and EUA. SHARE was launched in Jakarta in May 2015, as it aims to support ASEAN in harmonising regional higher education by sharing European expertise. In 2016, SHARE Guide Book was produced with the assistance of the European Union. The SHARE Guide Book (2016) was produced in order to help SHARE partners to get a better understanding about the program as well as the rules and regulation provided for the program. The information contained in this document was compiled with the greatest care.

The SHARE Guide Book will be a guide for partners through the most important aspects of the procedures governing the administration of the SHARE scholarship. The content of the guidebook includes what the program is about and the purpose of the program, who are their partners, target group, fund provided, the program rules and regulation, application process of the program, program administration organization as well as guidelines for home and host universities involved.

In 2014, the University of Melbourne has produced a Short mobility program Toolkit in consultation with faculties and key stakeholders of the university. In recent years, there has been a marked increase in the number of University of Melbourne students taking short mobility programs and significant interest from faculties in establishing their own short programs. With the launch of government schemes such as the New Colombo Plan, the university is encouraging faculties to further develop their short term overseas study offerings to access funding under these arrangements (University of Melbourne Short mobility program Toolkit, 2014). During the Asia Mobility Forum in February 2014, the toolkit was presented for discussion where feedback from both academic and professional staff was captured by Melbourne Global Mobility and employed to bring this project to fruition. This toolkit will assist faculties with the practical side of establishing new overseas programs and evaluating current ones (University of Melbourne Short mobility program Toolkit, 2014).

The toolkit draws on best practice guidelines developed internationally by National Association of Foreign Student Advisors (NAFSA) and the Forum on Education Abroad. Even though a wide range of valuable short mobility programs already exist at the University of Melbourne, however, until now, there has been no overarching framework or guidelines, and no universal standards on issues such as safety and risk management made. The purpose of producing this toolkit was to provide a common framework across the university for the development and management of short mobility programs and will serve as a reference to colleagues as they look to develop new programs in this area. The content of the toolkit includes the definition of the program, guidelines on application and subject selections, programming resources, program marketing resources as well as student agreement templates.

Since 1987, over three million participants have participated in the Erasmus mobility program which is the largest international student exchange programs in the world (Nur Maisarah Roslan, 2016; Nur Maisarah Roslan, Hazlina Abdul Halim & Muhammad Fauzi Jumingan, 2015). Europe Unity exchange program provides financial support to European students to study abroad is called Erasmus. Over four thousand academic institutions and companies across over 33 countries were brought together under this program. Therefore, it has become very popular to study abroad among students.

For the period of 2014 to 2020 of Erasmus+ Program, Erasmus+ Programme Guide was produced in 2017 to help partners to understand more and able to their best in making the program a success. The program field consist of education, training, youth and sport. Education, training, youth and sport can make a major contribution to help tackle socio-economic changes, the key challenges

that Europe will be facing until the end of the decade and to support the implementation of the European policy agenda for growth, jobs, equity and social inclusion.

Europe needs more cohesive and inclusive societies which allow citizens to play an active role in democratic life. Education and youth work are keys to promote common European values, foster social integration, enhance intercultural understanding and a sense of belonging to a community, and to prevent violent radicalisation. Erasmus+ is an effective instrument to promote the inclusion of people with disadvantaged backgrounds, including newly arrived migrants (Erasmus+ Programme Guide, 2017). The Erasmus+ Programme is designed to support Programme Countries' efforts to efficiently use the potential of Europe's talent and social assets in a lifelong learning perspective, linking support to formal, non-formal and informal learning throughout the education, training and youth fields. The Programme also enhances the opportunities for cooperation and mobility with Partner Countries, notably in the fields of higher education and youth (Erasmus+ Programme Guide, 2017).

Erasmus+ Programme Guide is a tool for anybody who would like to have a thorough knowledge of what the Erasmus+ Programme is about. This document is mainly addressed to those who wish to be participating organisations: meaning those organisations, institutions, bodies organising activities supported by the Programme, participants: meaning those individuals (students, trainees, apprentices, pupils, adult learners, young people, volunteers, or professors, teachers, trainers, youth workers, professionals in the field of education, training, youth and sport, etc.) involved in activities organised by the participating organizations (Erasmus+ Programme Guide, 2017). Every year, thousands of projects are submitted by organisations across Europe in order to receive financial support from the Erasmus+ Programme; for this reason, the Commission has set up a transparent evaluation process that aims at providing grants for the best projects: for most Actions, all the rules and conditions for receiving a grant from the Programme are specified in this Erasmus+ Programme Guide, for some other Actions, which are only mentioned in this Programme Guide, the rules and conditions for receiving a grant are described in specific calls for proposals published by or on behalf of the European Commission (Erasmus+ Programme Guide, 2017). When planning an application, potential participating organisations can also be inspired and informed by other reference documents; some of these documents are listed in this guide.

According to Erasmus+ Programme Guide, the content of the guide includes abbreviations used in explaining about the program, introduction on how to read the programme guide, general information about the Erasmus+ programme (program objective, structure of the program, budget, implementation of the program and participants of the program), information about the actions covered by this guide, information for applicants (how to apply, when to submit, contract provisions) and annexes (mobility projects under the Erasmus+, dissemination and exploitation of results, glossary of term and useful references and contact details) (Erasmus+ Programme Guide, 2017).

Based on Universiti Malaysia Sabah (UMS) Student Mobility Program Guidelines, it will outline the eligibility of students to apply or undertake an international exchange, selection process and financial implications. The guidelines also include the accreditation of students for both inbound and outbound. However, when comparing guidelines for mobility program and full time undergraduate / postgraduate programmes, it is rather different. According to UCSI Student Handbook (Procedures & Guidelines), it is designed to assist you to be familiar with the practices of the university on matters relating to academic and general administration.

The objectives of this study are to identify and discuss about students' perception towards the Malaysian short mobility program guide book.

METHODOLOGY

The samples of the study consist of 10 Korean students. The subjects are between 20 to 28 years old at Hankuk University of Foreign Studies South Korea. This study was taken place at Hankuk University of Foreign Studies South Korea. An interview session and observation have been carried out to get students' interaction on short mobility program guide book. The subjects were interviewed individually for 5 minutes for each subjects and they were ask questions on their interactions towards short mobility program guide book. Based on the interview session, the subjects were observed on their points and opinions about the short mobility program. This study uses Sperber & Wilson (1986a) relevance theory. However, this study focuses on presupposition based on the interaction by the subject during the interview session. According to Sperber & Wilson (1986b) presupposition is a thing tacitly assumed beforehand at the beginning of a line of argument or course of action. It is also the action or state of presupposing or being presupposed.

During the interview session, the languages used were fully in English. The students involved were students who was taking Bahasa Melayu class as a foreign language as a requirement from their university. The interview questions were based on the usual needs and questions asked from other foreign students coming to study in Malaysia or to other countries. The questions focused on the preparation and other academic and administration related information that the students will need to know in order to prepare them mentally, physically and documentation wise too.

RESULTS AND DISCUSSION

Since the growth of mobility program all around the world has been increasing a lot, this also involves Malaysian universities as a target for students from all around the world. Therefore, feedbacks on getting information about what can be improved such as providing a good mobility program guidebook is needed in order for universities in Malaysia to provide the best mobility program.

Subject 1

It is for student to study how to join mobility program. It is two how to join mobility program. Student can know what will teach. Student can know what things they can get from the program. Student can know what things need to do to join to the program. Student can know what short mobility program. Student can know what this program want to student.

Subject 1

Subject 1 above showed S1 opinion towards the guide book for short mobility program consists of a lot of information. S1 stated "It is for student to study how to join mobility program" and "It is two how to join mobility program" which means all information about how to join the mobility program is stated on the guide book. A student who is new to mobility program do not have to worry about joining the program because the guide book will help them on what they have to do or prepare in order to participate in the program. S1 further elaborated on the usefulness of the guide book as in "Student can know what things they can get from the program". Most of S1 opinions on the guide book are redundant because S1 gave answer with the same meaning. However, S1 claimed that "Student can know what this program want to student" which means the guide book can give an overview about the short mobility program to help give the students a picture of what the program is about. Therefore, the utterances from S1 above showed her perception towards the guide book that helped her in joining the program. With this, the context in S1 utterances is that the guide book will

give more information about how to join the short mobility program. While the context impression showed how joining the program is the main concern for S1 towards the guide book.

Subject 2

In my opinion, the guide book should be understandable and knowledgeable to all international students. It should be able to achieve its objectives. It should also include some moral values for students to receive. We will have a chance to experience surviving living in another country and learning another culture. You will also be learning new philosophy in education. Participating in a short mobility program could really enhance students' character.

Subject 2

Subject 2 above showed S2 understanding towards the mobility program guide book. In S2 opinion, a guide book for mobility program should be very informative for students to use. S2 claimed "in my opinion, the guide book should be understandable and knowledgeable to all international students" and "it should be able to achieve its objectives" which means a good guide book should provide all the necessary information about mobility program for students to refer to. If the guide book is good, then it should be able to send the message across to the students when they read them. S2 later claimed "it should also include some moral values for students to receive" means the content of the book should reflect a good outcome for students to understand. S2 seemed to be giving a very positive opinion towards what a guide book should include and have in order for it to be a very useful book for students to refer to. S2 further stated "we will have a chance to experience surviving living in another country and learning another culture", "you will also be learning new philosophy in education" and "participating in a short mobility program could really enhance students' character" which means mobility program provides a lot of benefit for the participants such as learning and experiencing new things as well as enhancing students attitude and personality that can bring them a long way. Therefore, the utterances from S2 above showed his perception towards the guide book that helped him in getting more interested in the program. With this, the context in S2 utterances is that the guide book should include a lot of positive information that is understandable and informative for the students to refer to. The information on the book should include full information. While the context impression showed how having a good guide book with full of information about mobility program is the main concern for S2.

Subject 3

It gives information to students who want to go abroad to studying. It gives information on how to register to study at university abroad. It helps student to understand the purpose of mobility program. The guide book should include the opportunities such as what the home university will sponsor for the participant such as flight ticket and pocket money. The book helps student to get to know the program. It also explains the detail of the program precisely. The book provides with information on how and who can apply.

Subject 3

Subject 3 above showed S3 opinion towards the mobility program guide book. S3 claimed "it gives information to students who want to go abroad to studying", "it gives information on how to register to study at university abroad" and "it helps student to understand the purpose of mobility program" which means from his understanding, the mobility program guide book is for the purpose of informing

student about what mobility program is, information on studying abroad and how to apply to participate in the program. S3 later stated “the guide book should include the opportunities such as what the home university will sponsor for the participant such as flight ticket and pocket money” which means all students participating in mobility program will have the chance to receive a sponsorship from their home university such as free flight ticket and allowances. Information on the rules and regulations about mobility program as well as the benefits of the program is included in the mobility program guide book. S3 then repeats his opinion about the mobility program guide book when he claimed “the book helps student to get to know the program”, “it also explains the detail of the program precisely” and “the book provides with information on how and who can apply” which means all he understands generally about the guide book is that it contains information about mobility program and how to apply for the program which is a little bit informative for students to understand. Therefore, the utterances from S3 above showed his perception towards the guide book that it contains a lot of information about what mobility program is and how to apply for the program. With this, the context in S3 utterances is that the guide book will give more information about mobility program in general and how to join the program. While the context impression showed how having full information about mobility program overall is the main concern for S3 towards the guide book.

Subject 4

Mobility program guide book could be really helpful for students to understand what mobility program is all about. The book explains in detail about short mobility program, activities offered and the benefit of participating in the program. The guide book will also broaden the students’ knowledge about mobility program. The book includes information on how to apply for mobility program from the beginning until the end as well as selections of universities available for students to apply to. The guide book is a big help to all students. Without it, it will be very difficult for students to understand about the program let alone knowing how to apply for it.

Subject 4

Subject 4 above showed S4 understanding towards the short mobility program guide book. S4 stated “mobility program guide book could be really helpful for students to understand what mobility program is all about”. S4 also claimed “the book explains in detail about short mobility program, activities offered and the benefit of participating in the program. The book includes information on how to apply for mobility program from the beginning until the end as well as selections of universities available for students to apply to”. From S4 understanding, the guide book could be really helpful for all students who would like to participate in a short mobility program abroad as the content includes all the information needed about the program. S4 mentioned “the guide book will also broaden the students’ knowledge about mobility program” and “the guide book is a big help to all students. Without it, it will be very difficult for students to understand about the program let alone knowing how to apply for it” which means the guide book will bring a positive impact on the students towards their understanding and preparation to participate in the short mobility program. Therefore, the utterances from S4 above showed his perception towards the guide book is that it provides a lot of information about short mobility program which will help him a lot. With this, the context in S4 utterances is that the guide book will give more information about what short mobility program is about and how to participate in the program. While the context impression showed how a lot of information about the short mobility program is included in the guide book is the main concern for S4.

Subject 5

For me, mobility program is a good experience for students to learn about a new culture and living in another country. Students will interact with other students from another country. This program is good because students will be able to visit other university that has MOU with their home university. By participating in this program, students will be able to increase their thinking skills because they will be learning a lot of good values such as learning about another country.

Subject 5

Subject 5 above showed S5 perception towards the short mobility program. S5 claimed “for me, mobility program is a good experience for students to learn about a new culture and living in another country” and “by participating in this program, students will be able to increase their thinking skills because they will be learning a lot of good value such as learning about another country” which means by participating in a short mobility program, students will be able to experience a lot of new things socially. S5 also stated “students will interact with other students from another country. This program is good because students will be able to visit other university that has MOU with their home university” which explains more on what the students will gain from joining the short mobility program abroad. In a way, S5 might have misunderstood the question as it should focus more on the short mobility program guide book instead of the program in general. Therefore, the utterances from S5 above showed her perception towards the guide book is very vague since he did not understand the question properly. With this, the context in S5 utterances is that the short mobility program will provide a good experience for students in general. The short mobility program guide book was not mentioned since S5 got so excited to explain his understanding about short mobility program. While the context impression showed how being able to experience new things is the main concern for S5 towards the short mobility program in general.

Subject 6

From this guide book, student will learn on how to apply for the mobility program. There is a lot of benefit and good things about mobility program. The guide book also includes the rules and regulations on who can apply for the mobility program, such as qualification needed in order to participate and information on who is in charge of the approval to participate in the program.

Subject 6

Subject 6 above showed S6 really understood what the short mobility program guide book is about. S6 stated “from this guide book, student will learn on how to apply for the mobility program” and “there is a lot of benefit and good things about mobility program” which means in some way S6 does have the idea on what a guide book is and what is included in it as it should help students who would like to participate in the program. S6 also claimed “the guide book also includes the rules and regulations on who can apply for the mobility program, such as qualification needed in order to participate and information on who is in charge of the approval to participate in the program” means S6 gave a very detailed understanding about what should be included in a guide book and she got almost everything correct. Therefore, the utterances from S6 above showed her perception towards the guide book is amazing and in her opinion it is provided in order to help students to join the short mobility program. With this, the context in S6 utterances is that the guide book is provided in order to give more information about how to join the short mobility program. While the context impression showed how joining the program is the main concern for S6 towards the guide book.

Subject 7

This guide book helps student understand what mobility program is as it gives a lot of information about mobility program and activities offered. This book also broadens students' knowledge about mobility program that offers a lot of benefit and great experience. This book also provides information on how to apply to participate in the mobility program.

Subject 7

Subject 7 above showed S7 knows the basic information should be included in the short mobility program guide book. S7 stated "this guide book helps student understand what mobility program is as it gives a lot of information about mobility program and activities offered" and "this book also broadens students' knowledge about mobility program that offers a lot of benefit and great experience" which means in general, S7 acknowledge that a guide book should include information about the program itself for the students to understand more about the short mobility program at first. S7 also claimed "this book also provides information on how to apply to participate in the mobility program" is also important and should be included in the guide book because students should get all the information they need about the short mobility program from the guide book itself. Therefore, the utterances from S7 above showed her perception towards the guide book that helped her in joining the program. With this, the context in S7 utterances is that the guide book will give more information about what the program is about and how to join the short mobility program. While the context impression showed how being able to get a lot of benefits and experience from joining the program is the main concern for S7 towards the guide book.

Subject 8

This guide book will benefit the students to understand about short mobility program. Students will get a broader information and understanding about the program. The guide book also includes information on activities offered, the benefit of the program and steps on how to apply to participate in the program. The information on the book explains that participating students will get the chance to do some activities with the local students at the host university and visit historical places around Kuala Lumpur.

Subject 8

Subject 8 above showed S8 really understand what is included in the short mobility program guide book. S8 claimed "this guide book will benefit the students to understand about short mobility program. The information on the book explains that participating students will get the chance to do some activities with the local students at the host university and visit historical places around Kuala Lumpur" where he explains further on the social impact towards the students who participate in the short mobility program. S8 stated "students will get a broader information and understanding about the program" and "the guide book also includes information on activities offered, the benefit of the program and steps on how to apply to participate in the program" which means a full information from A to Z should be included in the short mobility program guide book as it will really benefit the students understanding and preparation towards the short mobility program. Therefore, the utterances from S8 above showed his perception towards the guide book that helped his in joining the program and he will be able to benefit a lot from the program. With this, the context in S8 utterances is that the guide book will give more information about the short mobility program and how to join the program. While the context impression showed how joining the program is the main concern for S8 towards the guide book as it will give a lot of new experience to him.

Subject 9

You will get a chance to experience new culture and life living in another country. You will also be meeting new friends from all over the world. This mobility program guide book has a lot of information about studying abroad. The program includes learning English language, which is the most important part of the program. Students will be able to experience going abroad with very less expenses as scholarship for flight ticket and allowance is provided by the home university. Students will gain a lot of experience in a short trip during this program.

Subject 9

Subject 9 above showed S9 is more excited to explain about the short mobility program itself compared to what the short mobility program guide book is about. S9 stated “you will get a chance to experience new culture and life living in another country. You will also be meeting new friends from all over the world. Students will gain a lot of experience in a short trip during this program” and “students will be able to experience going abroad with very less expenses as scholarship for flight ticket and allowance is provided by the home university” which explains more about the short mobility program itself and what to expect about the program in general. However, S9 claimed “this mobility program guide book has a lot of information about studying abroad. The program includes learning English language, which is the most important part of the program” where he understand the main concern of having the short mobility program guide book which is very general. Therefore, the utterances from S9 above showed his perception towards the guide book is more on the information about the short mobility program and the activities provided in the program. With this, the context in S9 utterances is that the guide book will give more information about studying abroad and language learning only. While the context impression showed how being able to experience a lot of new things during the short mobility program and receiving scholarship for the program is the main concern for S9.

Subject 10

Mobility program guide book contains information regarding short mobility program. This book has information on how to apply to participate in the mobility program. Information about mobility program in this guide book is very detail and precise such as activities offered and advantages of the short mobility program. It also introduces to students what sort of aid will be provided by the home university if the student is approved to participate in the program.

Subject 10

Subject 10 above showed S10 is the best person to explain about the short mobility program guide book. S10 stated “mobility program guide book contains information regarding short mobility program” and “this book has information on how to apply to participate in the mobility program. Information about mobility program in this guide book is very detail and precise such as activities offered and advantages of the short mobility program” which means all the important information that students needs to know about the short mobility program is included in the guide book, so the students does not have to worry about being lack of information. S10 also claimed “it also introduces to students what sort of aid will be provided by the home university if the student is approved to participate in the program” which means S10 managed to explain in detail about what is included in the short mobility program guide book and how it benefit the students and the impact of having the guide book is very useful for students. Therefore, the utterances from S10 above showed her

perception towards the guide book that helped her in joining the program. With this, the context in S10 utterances is that the guide book will give more information about what the short mobility program is and how to join the program. While the context impression showed how joining the program and benefits given to students by participating in the short mobility program is the main concern for S10 towards the guide book.

SUMMARY OF RESULTS

The results of the study revealed that the subjects preferred to participate in a short mobility program if a guide book is provided for them to refer to in order to get a better understanding about the program beforehand. It is also very useful for participants who are a first timer in participating in a short mobility program abroad. The guide book could help the participants to feel less insecure about what to expect and what to do as everything is already given on the guide book. The students' family will also be at a relieved knowing that their children will be well taken care of with all the information provided about the program in the guide book itself.

CONCLUSION

This study implicates to the universities in Malaysia to provide a guide book that includes all the relevance information in regards of the short mobility program for a much better understanding for the participants. The result of the study showed that majority of the students agreed on having a guide book as a reference for them to refer to while preparing to participate in a mobility program is very useful. The result of the study is parallel to the study by Cairns *et al.*, (2017), Nur Maisarah Roslan (2016) whereby short mobility program does give a big impact towards home and host institutions as it gives more positive vibe and attractiveness to the students. Therefore, having to provide the guide book for students to refer to is very much the best way to promote and market the program itself.

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