

## **APPENDIX H: Example of Coded Transcript**

This appendix comprises the coded transcript of the interview conducted with Clodagh (AC). This was the twenty-first interview conducted in the overall process.

The column to the right of the transcript lists the initial codes assigned to the text. Reference to the codes listed demonstrates the style of coding used in the initial data analysis. That is, line-by-line coding using gerunds.

In the transcript certain changes have been made in an effort to protect the anonymity of the interviewee.

**Transcript: Interview with Clodagh**

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**Course:** AC2  
**Gender:** Female  
**Age:** 20

*CD: When I say 'culture' to you, what comes into your head?*

Clodagh: Eh, it kind of defines a person's country, where they are from. Like myself personally, I would kind of distinguish Europe and America as having different cultures. For instance in America, although I haven't been there, from reading, it doesn't really have much of a culture about it. Whereas, in Europe, especially somewhere like France where I have been a good few times, there is a distinct culture about it. Whether it's the food or the way people socialise or just generally how people get on with themselves. It has a distinct culture about it.

*CD: But you wouldn't think the States do?*

Clodagh: No, the States, I think they kind of...it's more just mainstream the States. They don't have an individual like culture about the country. Like Ireland is known for having a culture, and like Irish food, like Irish stew for example. That's associated as being part of the Irish culture. And drinking [laughs]. It mightn't be quite a good thing but...! Yeah, Europe would have a better culture than American. The would be my personal view. Richer, more family orientated.

*CD: And in DCU are there students from cultures other than your culture?*

Clodagh: Em, for instance in my course I think there is an Estonian girl, and there's a Latvian girl. And there's...I'm not that close to them but...they'd always be quite polite and they're very into their studies. But in terms of their culture I don't know much about them personally.

*CD: Would you perceive them to be different to you, culturally?*

Defining culture based on where you're from;

Europe being more culturally rich than the USA;

Defining culture based on social behaviours;

Alcohol being central to Irish culture;

European culture being more family oriented than US culture;

CD students being academically focused;  
Not being friends with CD students;

Clodagh: Em...not really, because like I don't have much contact with them, so I couldn't really say. They are kind of the type of girls who wouldn't use bad language and if you used bad language in their presence I think I would be 'Oh God!' because you get that impression off them that they are more reserved.

*CD: And how do you get that impression?*

Clodagh: Maybe it's just because I know everyone else so well and we don't know each other too well, that they are more reserved. Em...em....I suppose as well, if you had any questions in lab work, you could go up to these girls and ask them and they would help you no problem.

*CD: Really, because they are good?*

Clodagh: Yeah. They're very good. They're very into their studies as well. International students seems to be more into their studies than Irish.

*CD: Do you think that is a commonly taken view, differentiating Irish students from students from other cultures, their approach to their work?*

Clodagh: I think so yeah, because even with my group of friends one day we were talking about that – about the international students in our course – and like for instance they would always be at the front of lectures, whereas we might always be at the back, and they might never miss a lecture, whereas we might miss three a week, and yeah, they always seem more into their studies and more academic.

*CD: And why would they be sitting at the front do you think?*

Clodagh: Just maybe so they won't be distracted as much from people talking, and concentrate more.

Not having much contact with CD students;  
Avoiding using bad language in front of CD students;

CD students being reserved;

Knowing Irish classmates but not CD classmates;

Asking CD students for help in lab work;

Perceiving CD students to be academically knowledgeable;

CD students being academically focused;  
CD students being more into their studies than Irish;

CD students sitting at the front;

Irish students sitting at the back of lectures;

CD students being more into their studies than Irish;

Sitting at the front to help concentrate on lecture;

*CD: And why do you sit at the back? Why do Irish students tend to sit more at the back than at the front?*

Clodagh: Em...em...I don't want to let the side down, but maybe we are bit lazier. Maybe we are a bit more laid back about our studies. Em...I think maybe they feel the need to succeed more, because maybe they have come from a background where they want to prove something to themselves or their family or their family came from a country where it was hard to make a life from themselves so they came here and they are trying to make a better life from themselves and they are trying to do well in their course too.

*CD: A combination of drive and a bit of pressure from their parents as well?*

Clodagh: Yeah, especially from the parents if they have invested everything to come here.

*CD: And when you were saying that you know most people in your class but you wouldn't know them particularly well, is there any reason for that?*

Clodagh: Em...it's a good point actually. Em...em...I don't know why actually. I think it's just cos the groups formed kinda in the first week of college so I think kind of ...you've more in common with like say people from the country or from Dublin because you can talk about places you've been in Dublin, like nightclubs, or you just kind of click more I think with people who live near you or who are from the same country. I think it's just...it's a very common thing for most people.

*CD: Nearly everyone I have spoken to has emphasised the importance of the first week of first year in terms of making friends. Does that make sense to you? Is that an important period?*

Clodagh: Yeah, cos groups...especially I find here that groups are formed very quickly

Irish students being laid back;

CD students feeling a greater need to succeed than Irish;

CD students working harder due to financial and family pressures;

Forming friendship groups very early in college;

Having more in common with conationals;

Clicking better with conationals based on commonalities;

Forming friendship groups very early in college;

because in DCU a lot of people come from Dublin and they would have went to school together. Em...so groups there would have formed very quickly. Whereas from down the country, I even noticed myself, it took longer for people to find friends there because they wouldn't have had as many people that they knew. And then I think the international students...I kinda see they are all together as well.

*CD: At the start?*

Clodagh: Eh, well, yeah, especially at the start actually. They would mingle more now with Irish students, but I think at the start they would be together as well – the international students.

*CD: Ok, so let's say you arrive in DCU and you don't know anyone, how do you make friends? How does that happen?*

Clodagh: Em...I think for me, I was at a Maths lecture firsts of all, and no one knew what to expect and we were all in T101 and I think I just sat beside a girl and I asked her 'God, I wonder what is going to happen here?' and 'Where are you from?'. Just like any social situation where you don't know someone. It's just chit-chat like. And 'Do you know anyone else that's here?' or 'What age are you?', 'What school did you go to?'. And she might know a friend and I'd get talking to her and...just progressively overtime. And I think me and this girl and her friend, we all went to the bar after on the first day. So I think then we met other people there and then groups formed. It's just general chit chat really.

*CD: And did you become good friends with that girl?*

Clodagh: Yeah.

*CD: And did you gravitate towards her or did you simply sit beside her and by coincidence become good friends?*

Having friends from secondary school in college;

Taking longer for country students to find friends:

CD students sticking together;

CD students sticking together more at the start;

Making friends in class;

Striking up conversation to make friends;

Starting conversation by seeking commonalities;

Making friends through friends;

Irish students socialising in the bar;

Clodagh: Em...well I think I arrived late into the lecture and it was a seat near the back and she was in a bit and I just sat in beside her and it wasn't that 'Oh, I'll pick this girl', it was just kind of more where the seating was.

CD: *But nonetheless you became close?*

Cloagh: Yeah. We're very good friends now. Yeah cos I would always associate her as the first girl I met in DCU.

CD: *And if had of been an international student, do you think it would have been any different?*

Clodagh: I suppose personally – I don't know if this would have been the case or not – but I might have found it harder to pick up conversation with the foreign student because...like she might have gone to school in Ireland or she might have came especially over to Ireland for college...em...I don't really know.

CD: *How would that have made it slightly more difficult?*

Clodagh: Just harder to keep the conversation going. And em...yeah...I think basically not as many things in common to talk about and then also we could have talked about the course and what we were going to expect, so it could have gone the other way either. It's kind of one of those things you don't know which way it would have went. But then again, I think they would have been near the front of the lecture hall as well, even on the first day. I don't know if I noticed it on the first day or not, but I'm just presuming that they were. [slight laugh]

CD: *A lot of people perceive...if they don't think there will be commonalities they will shy away from it...*

Clodagh: Yeah, it's kinda like, even with an Irish person, if you see someone that's completely different from you. Like for instance, say if you're a very mainstream

Making friends based on physical proximity;

Making friends at the start of college;

Finding it harder to communicate with CD students;

Lack of commonalities hindering IC interaction and friendship;

CD students sitting at the front;

Avoiding people who you see as different to you;

person and then there's a Goth over in the corner, you know what I mean, you'd mightn't want to...some people have problems with Goths or whatever. I don't myself, but I know people who wouldn't go over and start talking to a Goth.

*CD: Why not?*

Clodagh: Eh...fellas that I know. They would be like 'Ah, they're all weirdos'. Ya know. Like they'd only be messing. They probably would go over and talk, but em...I think people have this perception of them as completely different. And it's probably not the case at all.

*CD: So the students from other cultures, is it only those two girls who are in your course or are there other students?*

Clodagh: Well there's two girls as well. Not sure where they are from but I think they have been living in Ireland for about, God, 17 years. They're not Irish, but they have been living her a long time.

*CD: And how do you know they are not Irish?*

Clodagh: You can just tell by...you can tell by their voice as well. Their accent.

*CD: Are there any guys or it is all girls?*

Clodagh: Em...there is actually. There is a guy, Samuel. He is actually living in Dublin now. Em... I don't know where he is from originally. I would talk to him. Again he wouldn't be in my immediate group, but I could strike up a conversation with him.

*CD: And your immediate group, is that spawned from your first day? Is that girl in it?*

Clodagh: She was, but then there was a kind of fight in the group. So she would be kind of in a different set of friends that I have, whereas my immediate group would be...she's actually in a different course than I

Avoiding people who you see as different to you;

Stereotypes hindering relations;

CD students living in Ireland for several years;

Linking accent with nationality;

Main friends being in the same course;

am now. There was Common Entry Science, so she's in a different group now. But my immediate group would be from my course and Analytical and they would all be Irish.

*CD: A lot of students say how their main friendship tends to be within their course, why do you think that is?*

Clodagh: I think it's just because we spend so much time together. We do the same work, we have lectures at the same time, so we socialise together. Em...yeah just because we spend so much time together I guess.

*CD: And would there be any Asian students in your course, or would you be aware of them on campus?*

Clodagh: There is Asian students on campus I'd see around, but I wouldn't know them to talk to.

*CD: And how about outside class, do you socialise in DCU?*

Clodagh: I do yeah.

*CD: Would you be in clubs and socs, or in the bar...?*

Clodagh: I'd be in the bar mainly. I'm not part of any clubs and societies, cos with the course you just don't have time. And I do music outside of college. But yeah, I'd socialise in the bar area. That would be mainly Wednesdays and Tuesdays.

*CD: Right, and would you socialise with your core group of friends, or would you meet other people?*

Clodagh: Well, all the group would be together and then we'd meet other people we'd know through friends, or you just strike up a conversation.

*CD: And say you are in a room with an Irish person and someone from another*

Making friends by spending time with people;

Not having contact with Asian students;

Socialising in the bar on campus;  
Course demands reducing time for social activities;

Making friends through friends;

*culture, would you be equally comfortable initiating contact with both of those people?*

Clodagh: At the time I wouldn't be aware of it, but I suppose subconsciously I would be, because again I'd be more comfortable talking to an Irish student because we'd have more in common. But if it was about a particular thing in itself, like a project, I'd be equal with both.

*CD: And would the lecturers in your course ever draw attention to the fact that there are students from other cultures?*

Clodagh: Never.

*CD: And do you do much group work in class?*

Clodagh: Not really. Just today we had group work. But it was from my initial group of friends so there wasn't any international students in my group.

*CD: And the two girls from Estonia and Latvia, and the others you were saying, how do they mix?*

Clodagh: They would always be together. They are always together. Like you see one and the other is always there. And then they would in lectures sit beside the other people who sit nearer the front, but outside lectures I wouldn't see them socialising in DCU. Actually, come to think of it, the international students in our course don't seem to socialise in DCU.

*CD: And do you know why that is?*

Clodagh: Well, I know for instance the boy I was on about, he doesn't drink. So maybe that's a factor, I don't know. Cos I know for other people that I'd know at home or wherever, if there is people who don't like drinking, you wouldn't like going out that much. Like the bar on a Tuesday night, I wouldn't myself. But I dunno, maybe it's just not their scene. Everyone to themselves.

Commonalities making contact more comfortable;

Common task facilitating conversation;

Lecturers ignoring diversity in class;

Forming work groups with existing friends;

CD students sticking together;

CD students not socialising in DCU;

Abstaining from alcohol reducing the likelihood of going to the bar;

*CD: And when you meet someone from another culture are there barriers that might make it difficult to communicate?*

Clodagh: Initially, maybe their accent, you don't get. Em...maybe the different schooling they'd had or different subjects – if it's in relation to your course. Em...em...if you are talking about something generally, they might have different views because of the way they were brought up...

*CD: Would you change the way you speak, or your accent, or your language when you are talking with them?*

I probably wouldn't bring out so much my country accent if I was talking with them. Maybe.

*CD: Why not?*

Clodagh: I suppose just in case they didn't understand it. Because sometimes my own friends don't understand it. Em...I never really thought about it but I suppose I think I do actually, when I talk – I'm thinking of these two girls actually I was talking to in Labs on Monday – and usually in Labs I'd be a little be louder, cos I love labs, and I went up to ask these girls a question and I was quite reserved talking to them. Em...maybe also because I was a little bit intimidated because I was asking them a question and they were quite bright and they were explaining it to me. But em...but em...yeah, I suppose I do a bit.

*CD: And what does 'reserved' mean for you? Being 'reserved'?*

Clodagh: I suppose, just not as much 'in your face' kind of. Holding back a bit and letting their views come across more. And like I'd stand back and let them explain it really well, whereas if it had been one of my friends explaining it I might have questioned them more about it. Like 'Why is it this? And why isn't it that?', whereas with these girls, I trusted their conclusion more for some reason.

Accent hindering conversation;

Having different opinions due to upbringing;

Modifying accent when talking with CD students;

Modify accent to avoid CD students having problems understanding;

Changing speech style when talking with CD students;

Being intimidated by academically superior CD students;

Holding back when talking with CD students;

Trusting academic knowledge of CD students;

CD: *Because they are so good?*

Clodagh: Yeah. Just because they are more studious and like they admit that themselves. They'll go home straight after lectures to get some food and start studying, whereas we might go off to the cinema.

CD: *A lot of Irish student say international students are so good and so focused on their studies. Is that a factor in the relations between Irish and international students? Like is it fair to say that the international students are more focused on their work in general, and as a result of them being more focused on their work, it somehow compromises the richness of the relationship with Irish students?*

Clodagh: Em...yeah, I suppose...yeah. Yeah, cos myself personally I would generalise them as being more focused than Irish students and so therefore, us being more laid back, we more stick together. So yeah, my friends and I, we would generalise them as that, subconsciously. They are more focused, and they are always more aware of what is going on. So we are in a way more jealous of them as well. And em...we kind of hold back from them more.

CD: *Talk to me about jealousy.*

Clodagh: I suppose that's not the right more. 'Admirable' maybe. I'd admire them more, cos it must be hard for them coming from a different country. Like I don't know if they have come especially for college. But even so, it's harder on them. Two of the girls would be black, and maybe it's not problem for them at all, but it could be a problem for them, and they are not intimidated in the slightest and they are completely focused and they are getting good grades and...yeah, I would admire them more. Admire them and fair play to them.

CD: *In general within your course do you think there is good mixing, or would those girls always just be together?*

CD students prioritising academic work over social life;

CD students being more focused than Irish;

Irish students being laid back;

Being jealous of CD students' academic work;

Holding back from CD students;

Admiring CD students;

Perceiving skin colour as a potential issue;

CD students being focused on academic work;

Clodagh: They would always be together, but they would mix. Like in Labs people would mix more. They would come up and strike up conversation. It would be more about the work though. They wouldn't talk about social activities. It wouldn't be chit-chat. It would be about the work we are doing.

*CD: And how is lab work different to being in T101 at a lecture?*

Clodagh: I suppose in lab work you want to see how the other person is doing their work, which is an experiment, whereas in lectures it's focused on the lecturer and we'd all be sitting together in our groups, so like these two girls would be sitting together down at the front, and em...I guess in labs there's more opportunity to interact and em...yeah, just see how everyone else is doing the experiments and we are all sitting together in a line, whereas in lectures you can go wherever you want. Maybe it's just that they don't have the opportunity to talk to us in lectures because...you know.

*CD: In your course mixing seems to be quite good and I think lab work might be a factor. I think another factor might be group size. For example, let's say there are 2 Polish girls over there and 18 Polish girls over there, which group is it easier for you to approach?*

Clodagh: For me...em...I'd probably go to the two girls myself, personally. Because there might a reason why they are out on their own or they might feel intimidated from the big group.

*CD: In the other courses there tends to be big groups of other international students and that appears to be a barrier, so I am trying to understand why group size is a barrier it seems. Have you any opinion on that?*

Clodagh: Well in our course as well, we have very long hours. Whereas in our courses they might...like say some of the Business courses, where I'd say there are international

Lab work facilitating getting to know other people;

Talking only about work stuff with CD students;

Lab work being based on cooperative learning;

Students sitting in groups in lectures;

CD students sitting at the front;

Lab work allowing interaction;

All students sitting near each other in Labs;

Not having a chance to talk with CD students in lectures;

Preferring to approach smaller groups of CD students;

Full timetable facilitating relations;

students, they might have only 12 hours a week, whereas we've 26 hours a week. So we see each other all the time, every day, so maybe they feel more comfortable with us. Like in our course everyone does find it fairly heavy going. And there's kind of a lot of questions if you were doing them yourself, there's no definite answer to it, so we are always asking other people's opinions. Say these two girls, I would kind of trust their opinion a lot on the questions, so I would ask them a lot, and then they would come to me to see how I would do it and we would kind of interact a lot that way. Em...whereas in the other courses there's probably shorter hours.

*CD: Let's say you're in labs and you are asking them questions and you're interacting well, would you ever say 'We're going for lunch now, do you want to go for lunch?' or would that ever happen? Or would they say that to you?*

Clodagh: No, that never happened actually. No. Em...I suppose now it would be a bit strange at this stage to say it to them. You might feel they mightn't want to. Like at lunchtime I never see the girls around so I don't know where they go at lunchtime, but maybe...no...no I never asked them. I can't say why though. Em...I suppose the group I hang around with mightn't have that much in common. That they wouldn't have that much in common with us. Cos we'd be quite a social group, we'd be chatting about things we did, or things we are going to do, whereas they wouldn't be into that scene, so it might be a bit uncomfortable.

*CD: When you said 'at this stage it might be a bit strange', why at this stage would it be strange? Would it be stranger than asking them on week 1?*

Clodagh: I think so cos the groups are very solid now.

*CD: Define 'solid' for me.*

Clodagh: Em...well again, my group would have done so much together at this

Length of time spent together facilitating IC relations;

Workload prompting students to engage in cooperative learning;

Cooperative learning being based on interaction;

Trusting academic knowledge of CD students;

Lab work leading to cooperative learning;

Being unsure of CD students' desire to mix with locals;

Feeling odd seeking contact after long period of no contact;

Not having lunch with CD students;

Lack of commonalities hindering IC interaction and friendship;

Perceiving IC contact as uncomfortable (barrier);

Shared experiences dominating conversations with friends;

Group boundaries solidifying over time (barrier)

stage that em...well I suppose it's not like the group is unbreakable, but it's harder to bring someone in. It would be harder on them anyway, cos they'd feel a bit left out from what ever would be talking about. The things were we going to do. But maybe at the beginning of term, or next year, when everything is fresh again, it could be easier to, like for instance, ask them to come for lunch.

*CD: So if any activity doesn't take place over a period of time it becomes more unlikely that it will after that?*

Clodagh: I think it would, yeah. Em...I think as well, like say these girls, they are more comfortable being together. Em...and I think as well they have friends from another course, who are also international, so maybe they just like meeting up with them and ... it's not that I wouldn't say they don't want to, that they wouldn't like to come with us, it's just they would want to go with people the know more maybe. They have more in common.

*CD: Is there more of an effort involved in mixing with students from other cultures?*

Clodagh: Em, for myself personally...em...I...not really, really because again, when I am talking to them it's more about the work, the course work, but I suppose if I was to talk to them about for instance, the Summer Ball next week, I am assuming that they are not going because I haven't seen them at any events throughout the year. So to talk about that, I might feel a bit uncomfortable talking about that – the Summer ball coming up. Em...but...it's not that like I'm generalising them as not going, but I suppose subconsciously I am...yeah.

*CD: A couple of students talk about being a bit more conscious of what they are saying talking to international students and they are a bit anxious being taken up the wrong way, or they wouldn't crack jokes like they crack jokes normally, does that mean anything to you?*

Group boundaries defined by shared experiences of group members;  
Being hard to introduce new friendship group members over time;  
Being easier to initiative contact with CD students before friendship groups are made;

Feeling more comfortable with people you share commonalities with;

CD students hanging around with other CD students;

Commonalties making contact more comfortable;

Talking to CD students only about work;

Assuming CD students will not go to social events;

Feeling uncomfortable talking to CD students about social life;

Clodagh: Yeah, yeah, yeah I can see that. I suppose I would be a bit more...if I was to...I don't think I would actually crack like...if I was to crack a joke it would be more about the lecturer, I wouldn't crack jokes about individual people maybe, cos then they might feel that 'Oh God, is she cracking a joke about me?!' Ya know, whether it's about the colour of their skin...not that I ever would, but em...yeah I'd be more aware of cracking a joke, in case they'd feel that I would do the same to them if it was about someone like within the course. Cos with my own friends we might crack a joke about someone within the course, just in an innocent way, not making fun of them, but I would be more aware of saying to an international student. Like the boy from Africa.

*CD: Is that because they might be more familiar with...*

Clodagh: Yeah, the Irish humour. It's not just...say even English. I know some English people outside college and their humour is different to ours as well, so I guess it's just everyone to their own really. We would be more comfortable making jokes with our own friends than with people we don't interact with as much. Em...but then again I don't think I would be anyway with these girls, because it's more about the work.

*CD: If there was yourself, and a student from England and student from Poland and a student from Japan, would there be any difference in how easy it would be for you to mix with them?*

Clodagh: Em...I suppose if I had to go up and talk to them individually, I would pick the English person first. Em...again because I would associate them more like myself in terms of their upbringing and their lifestyle, whereas I suppose I just haven't had much exposure to anyone from Japan, so it's not that I have anything against them it's just that I wouldn't have as much exposure to anyone like that so...em...I would go the English person first just to strike up conversation with,

Avoiding making personal jokes with CD students;

Being more aware of humour when talking with CD students;

Being concerned about being misrepresented;

Humour potentially causing IC misunderstandings;

Humour varying across cultures;

Irish culture having its own sense of humour;

Being more comfortable making jokes with friends;

Talking to CD students about work only;

Irish and English culture being similar;

Perceiving cultural distance;

Lack of cultural knowledge hindering contact;

em...but then the English person could be someone I have nothing in common with either, I could get on better with the Russian. It's just one of those things, it could be hit or miss.

*CD: And why do we tend to gravitate towards people we view to be similar to ourselves?*

Clodagh: I think we are just more comfortable with them. We just like familiarity and em...I suppose because, say if I was to talk to the Japanese person I would be kind of almost challenging myself to see could I strike a conversation with them, or would I have any of the interests they have, or maybe I feel intimidated, because at the back of my mind, say if it's a Japanese student, at the back of my mind I suppose I might say to myself, academically they're better, cos I suppose that I kinda think to myself that the international students academically are better, more focused, so em...I would just feel more comfortable going to the Irish student or the English student. Em...again, it's because the English and Irish cultures are quite similar...compared to the Japanese or the Russian. Em....I can't think of anything else.

*CD: You were saying that it's more comfortable and easier to communicate, is that based on what we perceive we have in common or what we know to have in common?*

Clodagh: I think it's a mixture of both, cos say the Russian person might have...the Russian girl might love dancing and I'd love dancing, but then automatically the first thing I would think of is the English person, they're our neighbours, and you think of the drinking culture and there's no language barrier and the schooling system and they probably have connections with Ireland more strongly than the Japanese student.

*CD: And you were saying that international students are viewed as being academically*

Perceiving more commonalities with culturally proximate cultures;

Being more comfortable with what is familiar to us;  
Perceiving IC contact as challenging;

Being intimidated by IC contact situations;  
Host students feeling academically intimidated by CD students (barrier);  
CD students being more focused than Irish;  
Feeling inferior to CD students academically;  
Feeling more comfortable engaging with proximate cultures;  
Russian and Japanese being culturally distant;

Assumptions of similarities directing contact;  
Automatically gravitating towards people we assume to be culturally similar;  
Irish and English culture being similar;  
Irish and English culture being drinking cultures;  
Language as a barrier to communication;

*strong, where is that view coming from? From your own experience or also from...*

Clodagh: It's coming from my own experience. Say in past exams there was one module where about 80% of the class failed whereas the people who actually did pass...all of the international students passed. Just generally in class tests they would have scored very highly, so just evidence from their class scores and tests. And just how they actually talk about the subject.

CD: *And are they the same age as you?*

Clodagh: No actually. Two of the girls are 23 and I think there is a couple of years in difference. Two of the girls are 23 and I think another girl is 24.

CD: *Does that make any difference?*

Clodagh: No. None. Because they look quite young. No I don't think the age make s a different at all. It's more work ethic I think.

CD: *And what types of things might help students to mix better?*

Clodagh: I suppose more group activities. In our course we don't have many group projects. So in our course if we had more group projects and the international students could be separated maybe, there could be more interaction and conversations could arise. So in our course more group projects maybe. Em...maybe if we were more enthusiastic and sat up beside them in lectures and ... em ... if there was organised official class parties, not just by someone within the class organising it, but official class parties, maybe something like that. Or a class trip outside college. Kinda like school trips almost. I don't know, I think if those students themselves came to the bar maybe, if they came to the bar themselves one evening after a lecture I think there would be more interaction. Probably...let's say my friends would go up and talk to them and the next day in the lecture we would talk about that night

CD students being better academically than Irish;

CD students being high academic achievers;

CD students being older than Irish;

Denying relevance of age to IC relations;  
Differentiating hosts and CD students based on work ethic;

Advocating group work to facilitate mixing;

Group work leading to interaction leading to conversation;

Enthusiasm of host affecting contact;

Advocating organised class social event (to help mixing);

CD students socialising more often in the bar (facilitator of interaction);

Irish students socialising in the bar;

Discussing shared experiences leading to further contact;

and maybe then invites them...kinda a cycle then.

*CD: And how do you feel about attending a university where there are students from other cultures?*

Clodagh: It's a good thing. It's good to mix with other cultures. You get on and see it's a big world. It's bigger than just Irish people. And ya know, not to be naïve and think that there's no different people out there with different views and different ways of being brought up and even cos when I went to school there were two black people, African people, whereas when I get to college there's a lot more and it's good to see that cos in college as well people are more liberal as well, I find. Whereas in secondary school there would have been a couple of racist remarks from some people, they wouldn't have known better. No, it's definitely a better thing to have different cultures. It's makes you more aware and it broadens your mind and ... it just makes you think about different things as well, because if that that person starts talking about their country or something they did, it makes you think more. You get to know people from different places.

*CD: When you say 'liberal' what does liberal mean?*

Clodagh: Just more open-minded, they just don't stick someone in the corner and say you're such and such, whereas like say in school people just wouldn't have had the exposure. We are just older and more mature in college and we see that people are different but at the end of the day we are all the same. Accepting different cultures and nationalities. And em ... em ... I don't know what else to say.

*CD: Do you think Irish students are motivated to actually want to meet students from other cultures?*

Clodagh: I think it depends on the person themselves. Like there's some lads I'd know

Contact being cyclical;

Seeing a value in meeting other cultures;

IC contact countering ethnocentricity;

University being more liberal than secondary school;

IC contact broadening students' minds;

Defining open-mindedness as accepting differences;

Minimising difference;

Individual attitudes driving motivation to mix:

from at home I see in college and like I know myself that they just wouldn't be interested. They wouldn't go out of the way to go over and make conversation with the international students. They also wouldn't like be against them or anything but it's... I think they would be more like keeping to their own. Like I think with lads it's different. I think certain lads want to be with other lads and I think girls are more...they would go and talk to international students more, especially international girls.

*CD: Why is that?*

Clodagh: I think it's a general thing. The guys stick to what they know best, whereas the girls are more willing to interact with foreign students. I dunno, well I know I my course a lot of the lads would just mix with other lads who play Gaelic football or something, whereas the international students don't play Gaelic. Commonalities again.

*CD: And do you think international students want to mix with Irish students?*

Clodagh: It's not that they don't want to mix but again they are more comfortable just mixing with people from their own country or if there are, like say, a Russian girl and Polish girl. She'd feel that the Polish girl, she'd have more in common with the because she's not Irish and the majority of people are Irish. So it's not that they don't want to mix with Irish, they are just more comfortable with other international students I think.

*CD: And if we appear to be naturally more comfortable just keeping to ourselves, what could actually encourage to break away from that, to move from that comfort zone? What would motivate you or stimulate you to move away from it?*

Clodagh: Em ... I suppose if I knew more about the person then I would strike up a conversation with them personally. Em ... maybe if I felt more comfortable in myself about their country or if I have more confidence in myself knowledge-wise,

Sticking with conationals;

Girls being more sociable than guys;

Girls being more willing to interact with CD students;

Commonalities determining who you mix with;

CD students being more comfortable mixing with similar CD students;

Cultural knowledge making contact more comfortable;

Confidence helping mixing;

whether it was about their schooling or their background, cos I think in some ways you can kind of predict, even if you don't know a person say, if there is a student from Dublin say, you can kind of predict that they went to the primary school and the secondary school and they did the Leaving Cert, whereas say a person from Poland, whatever way their education system is, they mightn't have done the Leaving Cert and I wouldn't know what way that system works. So if I have more knowledge about their country and their schooling, em ... and if they were long term in Ireland, or if it was just for college.

*CD: Does that help, if they have been here long term?*

Clodagh: Yeah, I think it does. Because – let's say we're in second year now – so if they only came last year they would know as much about Dublin, whereas if you were here long term like, the boy who is in my course, he would know more about Dublin and about event or things or more about the schooling.

*CD: And does that make it easier to chat with him?*

Clodagh: Yeah it does, because I know with him I'd talk quite a bit with him about things other than the course. Cos I know for instance that he is into music. He is into rap music cos he did that in Dublin. Whereas with the other girls, I'm not sure of their interests outside of college. So .. again just learning about, more about their country and being more knowledgeable about it.

*CD: So the degree to which the international student has adjusted or is familiar with Irish culture can make it easier for us to mix with them? Does that make sense?*

Clodagh: Yeah. Yeah it does. If they have had more...if they have been longer in Ireland I think they kind of know our ways better as well. So say going back to the joke thing, they'd know the Irish humour better

Feeling more comfortable when you know something about the other person;

CD students adapting to host culture over time;

Level of adaptation affecting relations with hosts;

Level of knowledge of the Other affecting contact and conversation;

Cultural knowledge helping communication;

Adapting to host culture over time;

than someone who just came last year. They are more culturally adapted, so I wouldn't be as reserved around that person. So I think that's why I am probably more open with this boy than the other two girls, who I just concentrate solely on the work with.

*CD: So the degree of adaptation of the international student to Ireland helps us...*

Clodagh: ...communicate back with them.

*CD: So we are more comfortable with it then because they understand our norms...*

Clodagh: Yeah, so in a way we just want to be accepted by them as well. Maybe that's a thing as well; that we are afraid to go up and strike a conversation with an international student in case they are not going to accept us. In case they think we are not culturally 'proper' almost, if that makes sense.

*CD: Well a number of students, not in your course, have said that they feel judged by international students. Does that make sense?*

Clodagh: Em...no. Within my course they wouldn't judge me but it would be more that we would be paranoid. Like 'Are they judging me?' Like they are not the kind of people who would judge me, but it's our anxiety. It's within ourselves that the problem is, not with them.

*CD: Ok. Have you any questions for me?*

Clodagh: No, just sorry I didn't have better views.

*CD: No, your views are your views. They are only your views, there is not right or wrong answer.*

**END.**

Being easier to communicate with students who have adapted to Ireland;  
Level of adaptation affecting relations with hosts;

Being anxious about being rejected by CD students;

Anxiety hindering contact;

Irish students lacking self-esteem;