

APPENDIX J

As stated in section 4.7.1, as coding progressed a significant number of initial codes (listed in Appendix I) which were deemed very similar to each other were merged. This resulted in a revised list of initial codes, totalling 1,798 codes. This list of Revised Initial Codes is shown below. It should be noted that the codes listed in the Tables shown in Chapters 5, 6, 7 and 8 are taken from this list of revised codes.

Revised Initial Code	References within Code
Defining culture based on nationality	29
Host and CD students sitting in separate locations	27
Language representing a barrier to communication	26
Perceiving Cultural Distance	22
Intercultural contact being an effort	20
CD students sticking together	19
Being anxious about offending CD students	18
International students sitting at the front Minimising difference	18
Minimising difference	17
Making friends through friends	16
Advocating assigned groups to facilitate mixing	16
Advocating forced mixing	16
Host students not making effort to mix with CD students	16
Changing language and speech style talking with CD students	16
CD students adapting to host culture over time	15
Developing intercultural competence through interaction	15
Anxiety leading to avoidance	14
Friendship being based on commonalities	14
Host students not mixing with CD students	14
Not knowing how to engage with CD students	14
Personality as major factor in mixing with others	14
Clubs and Socs facilitating meeting with CD students	14
Valuing diversity in higher education	13

Commonalities facilitating mixing	13
Smaller classes facilitating mixing	13
Course being central to friendship formation	13
Perceiving benefits from intercultural contact	12
Being afraid of being perceived as racist	12
Host students not mixing with Asian students	12
Having limited prior contact with other cultures	12
Host students socialising in the bar	12
Interacting with CD students on work placement	12
Lab work facilitating getting to know other students	12
Friendship groups forming very early in college	12
CD students having good English	12
Host students sitting at the back of lectures	11
Feeling judged by CD students	11
Friendship group being a barrier to meeting CD students	11
Feeling judged by non-Irish students	11
Commonalities facilitating communication	10
Irish students having low self esteem	10
Not knowing reasons for lack of mixing	10
Stereotypes hindering intercultural relations	10
Group size hindering contact	10
Forming core friendships at the start of college	10
Identifying utility in mixing	10
Finding it harder to communicate with CD students	10
Living far from campus making socialising difficult	9
Cultural knowledge facilitating communication	9
Irish students being laid back	9
Mature students having different attitudes to younger students	9
Age as a barrier to mixing	9
AC students mixing well with each other	9
Group work increasing interaction	9
Motivation driving intercultural contact	9
Negative experiences of IC contact leading to avoidance	9
Being anxious when talking with CD students	8

Common interests facilitating contact	8
Hosts lacking commonalities with CD students	8
CD students being more confident than Irish	8
Irish students not asking questions in lectures	8
Being open-minded facilitating contact	8
Younger Irish students drinking heavily	8
CD students socialising with other CD students	8
CD students asking more questions in class	8
Meeting CD students through class	8
Lecturers focusing on academic work only	8
Slang hindering conversation	8
Competency of CD students in host culture facilitating contact with hosts	7
Seeing a value in meeting other cultures	7
Being easier to communicate with your own culture	7
Not having lunch with CD students	7
Confidence helping mixing	7
Defining open-mindedness	7
Defaulting to stereotypes when lacking first hand knowledge	7
CD students socialising in private sphere	7
CD students being more into their studies than host students	7
Mature students being more work focused	7
Perceiving mature students as a different culture	7
German students being more mature	7
Common tasks and objectives facilitating contact	7
Sharing course facilitating contact	7
Being hard to approach and enter a different cultural group	7
All interaction requiring some effort	7
Avoiding certain topics when talking with CD students	7
Differentiating students based on accent	7
Language being a barrier to mixing	7
Humour being important to friendship	7
Not mixing with CD students due to lack of commonalities	6
Being aware of changes in Ireland	6
Prioritising personality over culture	6

Meeting CD students at parties	6
Alcohol being central to Irish students socialising	6
Mature students asking more questions in class	6
Germans being task oriented	6
Differentiating cultures based on attitudes to alcohol	6
CD students having to work harder to understand coursework	6
Finding it easier to do group work with cultural peers	6
Advocating group work to facilitate mixing with CD students	6
Sitting with friends in lectures	6
Living proximity facilitating friendship development	6
Peer pressure being a barrier to intercultural contact	6
Being concerned about the wellbeing of international students	6
Advocating early interventions to help mixing	6
Being unaware of institutional support for mixing	6
Perceiving intercultural contact as challenging	6
Being superficial with CD students	6
Talking to CD students only about coursework	6
Avoiding slang when talking with CD students	6
Humour being a stumbling block	6
Using slang with friends	6
Chinese student sticking together	5
CD students benefiting from contact with hosts	5
Being intimidated approaching groups of CD students	5
Advocating common treatment of all students	5
CD students hanging around with other CD students	5
CD students sitting together in class	5
Chinese students mixing with each other	5
Sticking to what you know	5
Assigning responsibility to CD students	5
Not knowing if CD students want to mix with hosts	5
Irish and CD students not being close friends	5
Alcohol giving Irish students more confidence	5
Irish students lacking confidence	5
Lack of cultural knowledge hindering contact	5

Advocating more socialising to increase mixing	5
Socialising with class mates	5
CD students having different socialising habits to Irish	5
CD students not going to the campus bar	5
CD students being more motivated than Irish	5
Mature students sitting at the front	5
Age difference influencing relations	5
Non-Irish students being older than Irish students	5
Feeling judged by mature students	5
Irish and English culture being similar	5
Noting intracultural variations	5
Asian students being more quiet than other students	5
Humour varying across cultures	5
Perceiving Asians to be very culturally different	5
Mature students having added family pressures	5
Slagging as part of Irish culture	5
Talking mainly about coursework with classmates	5
Lecturers ignoring diversity in class	5
Lecturers treating all students the same	5
Lab work forcing students to mix	5
Mixing with other students in labs	5
Cooperative learning facilitating friendship	5
Socialising being important for friendship development	5
Conversation being vital to friendship development	5
Cliques hindering mixing with other cultures	5
Forming work groups with existing friends	5
Sticking within core friendship group	5
Linking IC contact with utility	5
Advocating organised events to promote mixing	5
Criticising lack of institutional support for mixing	5
Institution not intervening to promote mixing	5
Not being able to communicate your identity to CD students (barrier)	5
Living on campus helping to meet people	4
Needing time to adapt to host culture	4

Fear hindering IC contact	4
Being intimidated by intercultural contact situations	4
Irish students being afraid to ask questions in class	4
Irish students worrying about being made look stupid	4
Treating all students equally	4
Voicing concerns about drawing attention to difference	4
Being ambivalent about value of diversity in education	4
Time spent together facilitating relationship development	4
Time spent together as a motive to get to know other	4
'Being in the same boat' facilitating relations	4
Being drawn to similar others	4
Prioritising friendships with Irish (conationals) at start of college	4
Sticking with cultural peers	4
Assigning joint responsibility for mixing	4
CD students wanting to mix with Irish students	4
Perceiving a lack of interest among CD students in meeting Irish	4
Acceptance of difference facilitating contact	4
Having main friends within course of study	4
Not maintaining contact outside clubs	4
Students communicating via technology	4
Mature students not socialising in college	4
CD students being more focused than Irish	4
Germans having strong work ethic	4
Mature students having clear objectives	4
Religion as a barrier to mixing	4
CD students having more pressures than hosts	4
CD students working harder due to financial and family pressures	4
Parental responsibilities hindering social life	4
Shared tasks helping students talk to each other	4
Course of study determining who you spend time with	4
AC students having a class identity	4
Not having Asian classmates	4
Not knowing CD students outside course	4
Getting to know CD students through group project	4

Class size influencing friendship formation	4
Having majority of friends within course of study	4
Spending time together underpinning friendship	4
Deepening friendship through talking	4
Irish friendship valuing slagging	4
Having to make new friends at start of college	4
Mixing to improve language skills	4
Curiosity motivating intercultural contact	4
Breaking down barriers through self-disclosure	4
Using questions to develop relationship	4
Adapting conversation topics for CD students	4
Avoiding slagging CD students	4
Language differences causing miscommunication	4
Feeling pressurised by CD students	4
Presence of cultural peers reducing need to meet hosts	3
Asian students keeping to themselves	3
Being good friends with conationals	3
Conational students sticking together	3
Forming groups with cultural peers	3
Gravitating towards cultural peers	3
Living together facilitating friendship development	3
Proximity underpinning friendship	3
Being anxious about interacting with CD students	3
Fearing cultural difference	3
Feeling academically intimidated by CD students	3
Feeling uncomfortable asking CD students personal questions	3
Being concerned about being misunderstood by CD students	3
Host students disapproving of special treatment for CD students	3
Younger students disliking mature students	3
Developing relationships with CD students over time	3
Forming friendship groups very early in college	3
Friendships forming quickly in college	3
Making close friends early	3
Needing time to get to know CD students	3

Not knowing anyone at start of college	3
Seeking people who you identify with on Day 1	3
Assuming commonalities with conationals	3
Commonalities determining who you mix with	3
Having more in common with people your own age	3
Needing common ground in order to communicate	3
CD students naturally sticking with cultural peers at the start	3
Being anxious when talking with CD students (barrier)	3
Being easier to mix with cultural peers	3
Being easier to talk when you share commonalities	3
Being more comfortable with people similar to you	3
CD students making an effort to meet Irish	3
Friendliness of CD students facilitating mixing with hosts	3
Getting help from CD students	3
Neither group making an effort to mix	3
Reserved nature of CD students hindering mixing	3
Host and CD students socialising in different venues	3
Not intentionally avoiding CD students	3
Students sitting in segregated groups	3
Being aware of Asian students	3
Needing to mix for benefits of diversity to come about	3
Being used to diversity (facilitator)	3
Prejudice hindering contact	3
Having no knowledge of Asian cultures	3
Needing patience for IC communication	3
Needing to be mindful of cultural differences	3
Criticising stereotyping	3
Being approachable helping contact	3
Being outgoing facilitating mixing	3
Being shy hindering mixing with other students	3
Socialising off campus	3
CD students not being interested in social events	3
Some CD students socialising like Irish students	3
CD students being academically focused	3

CD students being high academic achievers	3
CD students prioritising academic work over social life	3
Germans being very efficient	3
Mature students having different priorities to other students	3
CD students sitting at the front to enable them to hear	3
Differentiating students based on age	3
Feeling inferior to CD students academically	3
Germans being more direct than Irish	3
Different communication styles causing conflict	3
Perceiving Africans as more religious than other cultures	3
CD students having different attitudes to Irish students	3
CD students having to work harder than hosts	3
Empathising with CD students	3
Financial pressures facing CD students driving their work focus	3
Defining culture based on upbringing	3
Defining culture	3
Changing Ireland	3
Lecture style classes not facilitating mixing	3
Curriculum facilitating contact with CD students	3
Advocating Intercultural Education as part of curriculum	3
Being assigned partners facilitating meeting new people	3
Irish and CD students helping each other (utility)	3
Lab work leading to cooperative learning	3
Choosing to work with friends	3
Course being main avenue for meeting people	3
Proximity facilitating friendship	3
Eating with core friends	3
Returning to core friendship group where available	3
Sitting within groups in lectures	3
All students trying to make friends at start of college	3
Needing a finite number of friends in college	3
Defining degrees of friendship	3
Shared future being a reason for mixing	3
Advocating subtle interventions to break the ice	3

Advocating third party interventions to facilitate mixing	3
Being easy to stick with own culture	3
Finding it much easier to get to know Irish (conational) students	3
Having to avoid using slang when talking with CD students	3
Close friendships needing to be based on transparency	3
Feeling fake when talking with CD students	3
Feeling unable to be totally open with CD students	3
Seeking commonalities in conversation	3
Irish students not understanding CD's accents	3
Having to explain slang to CD students	3
Humour potentially causing IC misunderstandings	3
Language as a reason for sticking together	3
Shared humour facilitating interaction	3
Slagging having potential to offend others	3
Having few cultural peers encouraging mixing	2
Presence of conationals leading to segregation	2
Being forced to integrate when on your own	2
CD students living separately to Irish students	2
CD students living together	2
Living arrangements hindering contact	2
Being involved in clubs and socs	2
Irish students not getting involved in extra curricular activities	2
Meeting CD students through clubs and socs	2
Not participating in clubs and socs	2
Living proximity facilitating friendship	2
Needing structural diversity for IC interaction	2
Proximity facilitating meeting people	2
CD students asking Irish students for culture specific information	2
CD students improving command of English over time	2
Poor adaptation to Irish culture hindering mixing	2
Common objectives trumping anxiety	2
Feeling of intimidation hindering contact	2
Being more self-conscious talking with CD students	2
Being scared of the unknown	2

Feeling embarrassed initiating contact with CD student after a long time having no contact	2
Feeling uncomfortable around CD students	2
Being anxious about being rejected by CD students	2
Fearing the unknown	2
Clinging to the familiar to reduce anxiety	2
Not being anxious about talking with CD students (facilitator)	2
Role of family in attitudes to difference	2
Questioning authenticity of email invites	2
Not fully trusting CD students	2
Having a positive attitude towards CD students	2
Having positive expectations about mixing	2
Forming friendships at the start of college	2
Making friends by spending time with people	2
Not considering making friends with CD students at the start	2
Not knowing many people starting college	2
Taking a while to meet CD students	2
Barriers being created on Day 1	2
Feeling awkward on first day	2
Meeting close friends on Day 1 of college	2
Cliques being based on common interests, not nationality	2
Common values facilitating mixing	2
Having little in common with mature students	2
Hosts avoiding contact due to perceived lack of commonalities	2
Lack of connection hindering interaction	2
Banding together with conationals when abroad	2
CD students mixing amongst themselves	2
Host students sticking together	2
International students pairing together for lab work	2
Mature students sitting together in class	2
Mature students sticking together	2
Naturally gravitating towards what is familiar	2
Students sticking within racial groups	2
Associating risk with IC contact	2
CD students being more comfortable mixing with similar CD students	2

Finding it easier to mix with similar cultures	2
Finding security with co-nationals	2
Sticking with your group for comfort	2
African students being very defensive	2
CD students being reserved	2
CD students making more of an effort to develop friendship	2
CD students sticking together in class	2
CD students wanting to mix with hosts to improve language skills	2
French students helping Irish with language work	2
French students wanting to mix with hosts	2
Length of sojourn influencing motivation to meet hosts	2
Needing mutual engagement for IC contact to take place	2
Perceiving CD students to be unfriendly	2
Blaming poor mixing on external factors (denying responsibility)	2
Irish and CD students having separate college lives	2
Not talking with CD students	2
Perceiving poor intercultural relations in class	2
Younger Irish students not mixing with mature students	2
Irish girls feeling less attractive than CD girls	2
Linking low self-esteem with national history	2
Not expecting CD students to be in class (barrier)	2
Noting generational changes in Irish attitudes towards cultural difference	2
Ireland not being used to diversity	2
Being comfortable with uncertainty helping interaction	2
Needing self-awareness for IC communication	2
Trust and respect promoting IC relations	2
Conflicts leading to stereotyping	2
Contact with people from other cultures challenging stereotypes	2
Different socialising habits hindering contact	2
Getting to know CD students better via socialising	2
Inviting CD students to parties	2
Meeting CD students at college social events	2
Meeting CD students in the bar	2
Meeting other students through societies	2

Not socialising on campus	2
Preferring talking to clubbing	2
Study and Workload hindering social life	2
Work placement hindering social life on campus	2
Defining Ireland as drinking culture	2
Drinking culture being a barrier to mixing	2
African students not socialising in DCU	2
CD students not socialising with Irish students	2
Mature students having a different social life to younger students	2
CD students wanting to fully understand subject matter	2
German students being well prepared for class	2
Mature students being more interested in course content	2
Science using complicated words	2
Irish students arriving late for lectures	2
Irish students leaving academic work until last minute	2
Irish students not aspiring to high grades	2
Irish students not working as hard as CD students	2
Irish students prioritising fun in college	2
Picking DCU on basis of practical course	2
Reasons for picking DCU	2
Younger Irish students prioritising having fun above education	2
CD students being more dedicated than Irish	2
CD students having clear objectives for college	2
Defining Germans as career focused	2
Differentiating hosts and CD students based on work ethic	2
Germans being very competitive	2
Germans having longer term outlook	2
Germans prioritising work ahead of social life	2
Mature students being focused on educational goals	2
Work ethic coming from personal circumstance not culture	2
Different priorities being a barrier to friendship development	2
Younger non-Irish students mixing better with Irish	2
CD students being better academically than Irish	2
Host students feeling academically intimidated by CD students (barrier)	2

Trusting academic knowledge of CD students	2
Gender roles varying across cultures	2
German students having more confidence than Irish	2
Not perceiving differences between Irish and CD students	2
Students from Western cultures being louder	2
Religious beliefs creating communication difficulties	2
Varying gender roles across cultures	2
Mature students having more responsibilities	2
Mature students having to pay fees	2
International students being more mature than Irish	2
Defining Irish culture as friendly	2
Associating accent with Irish identity	2
CD students having different accent to Irish	2
Religion as a component of culture	2
Perceiving culture diversity in class	2
Differentiating cultures based on the food they eat	2
Defining culture based on where one is from	2
Defining culture as your way of life	2
Defining culture as history and traditions	2
Irish students valuing humour and craic	2
Not having the chance to talk with CD students in lectures	2
Only having contact with CD students in class	2
Perceiving good mixing within class	2
Nature of course work facilitating mixing	2
Common course giving students something to talk about	2
Classes facilitating mixing between all students	2
AC students trusting each other	2
Lecturers not assigning groups	2
Lecturers not facilitating mixing	2
Lecturers not knowing students	2
Having a good mix of cultures in the class	2
Missing out on opportunities to mix with other students	2
Being paired in alphabetical order promoting mixing	2
Project work leading to broader conversations	2

Picking your own groups for projects	2
Group project as a common topic for conversation	2
Forming project groups based on nationality	2
Doing group work with CD students	2
Cooperating as a group helping to get to know people	2
Students cooperating to complete course work	2
African student having a tough time on placement	2
Doing work placement	2
Having to find new friends after changing course	2
Making close friends based on course and nationality	2
Needing friends within your class	2
Trust being an important aspect of friendship	2
AC students being a united group	2
Avoiding approaching big groups of CD students	2
Doing group work with the same people always	2
Having friends starting college	2
Interacting primarily with core friendship group	2
Mature students supporting each other	2
Nature of a Group deterring others to engage	2
Not considering doing group with CD students despite desire to	2
Small group size facilitating friendships	2
Taking some time to make friends	2
Seeking contact based on future utility	2
Perceiving CD students as a future support	2
Not wanting to impose on CD students	2
Irish students wanting to mix	2
Irish students not wanting to mix with CD students	2
Irish students having no interest in mixing with CD students	2
Having a reason to get to know CD students	2
Having a concern for wellbeing of others (motivation)	2
Enjoying meeting people from other cultures (motivation to mix)	2
Asking CD students for academic help	2
College being different to secondary school	2
Host students having to adjust to college life	2

Not being prepared for diversity in college	2
Being interested in meeting students from other cultures	2
Defending behaviour of Irish students	2
Advocating institutional interventions	2
Advocating non-interventionist approach	2
3rd parties facilitating interaction between students	2
Comparing DCU to UCD	2
Organised social events facilitating mixing	2
Being easier to speak native language	2
Not perceiving IC contact as an effort	2
Modifying accent when talking with CD students	2
Interrupting conversations to explain use of language	2
Having to speak slowly to CD students	2
Adapting behaviour to communicate better with CD students (facilitator)	2
Avoiding conflict with African student	2
Accent hindering conversation	2
'Dumbing Down' when talking with CD students	2
Not changing speech style for CD students	2
Language difficulties causing frustration for Irish students	2
Avoiding slagging CD students in case they take offence	2
Being more aware of humour when talking with CD students	2
Slagging being important to friendship in Ireland	2
Common language helping relations	2
Ability to communicate being vital to any relationship	2
Non verbal communication being important	2
Cultural miscommunication leading to disagreements	2
Not feeling judged by CD students (facilitator)	2
CD students not needing to mix with Irish due to conationals	1
Conational groups hindering integration	1
Greater diversity leading to less mixing	1
Having too many friends from one culture	1
Presence of cultural peers leading to cliques	1
Warning against having too many students from one culture or background	1
Being entitled to gather with co-nationals	1

Mixing with other cultures by necessity	1
Being able to approach conationals	1
Being friends with conationals in clubs and socs	1
Being friends with conationals of same age	1
CD co-national students banding together	1
CD students naturally sticking with conationals at the start	1
Eastern Europeans sticking together	1
Having mainly Irish friends	1
Nigerian students sticking together	1
Socialising with conationals	1
Spaniards sticking together	1
Staying with cultural peers in first year	1
Sticking with conationals to maintain home identity	1
Sticking with conationals when in a different country	1
Asian students living on campus	1
Becoming close friends with neighbour	1
CD students living in different location to Irish	1
Cohabiting helping mixing with CD students	1
Commuting to college	1
European students living off campus	1
Experiencing diversity through CD housemates	1
Feeling ambivalent about living with foreign students	1
Getting to know house mates	1
Living arrangement helping contact	1
Living arrangements and course of study determining friendship group	1
Living in an apartment off campus	1
Living is a very diverse apartment block	1
Living near college	1
Living near college facilitating involvement in college social life	1
Living next door to someone facilitating friendship	1
Living on residence facilitating mixing	1
Living situation hindering mixing between groups	1
Living with a Japanese student	1
Living with French students	1

Living with non DCU friends	1
Meeting CD students by living with them	1
Meeting friends through living on campus (environment)	1
Most CD students living in Shanowen	1
Picking room mate as lab partner for pragmatic reasons	1
All students having responsibilities to participate in student life	1
Asian students having less interest in college social life	1
CD students participating in college life	1
Clubs and Socs being an opportunity to meet new people	1
College being a huge part of students' life	1
DCU being main social life	1
Degree of participation in college life influencing meeting people	1
Feeling obliged to be at college	1
Going home for lunch	1
Irish students not attending lectures all the time	1
Irish students not planning social events	1
Mature students being too busy to participate in clubs and socs	1
Mature students not participating in college life	1
Most students not being involved in the SU	1
Not getting a chance to spend time on campus	1
Not hanging around on campus between classes (barrier to meeting people)	1
Not participating in college being a barrier to mixing	1
Not participating in student life	1
Not socialising with other students often	1
Participating in IBway weekend	1
Rarely socialising with DCU friends	1
Socialising on campus during the evening	1
Staying on campus facilitating participation in college life	1
Students being apathetic	1
Bumping into people	1
Forming lab groups based on immediate proximity (not culture)	1
Frequency of proximity effecting contact	1
Making friends based on physical proximity	1
Making friends on the way to college	1

Not being exposed to CD students	1
Not having chance to meet Asian students	1
Physical proximity facilitating mixing	1
Physical proximity influencing friendship development	1
Prioritising common interests and proximity over culture	1
Proximity influencing likelihood of mixing	1
Sitting near CD students in smaller classes	1
Adapting better at a younger age	1
African students having to get used to capitalist society	1
Being easier for CD students who adapt to host culture	1
Being shy and lacking confidence when arriving in a new culture	1
CD students feeling like fish out of water at the start	1
CD students living in Ireland for several years	1
CD students not integrating very well	1
German students adapting better than Irish	1
Hosts mixing better with students who are familiar with host culture	1
Immigrants adjusting to Irish culture	1
Immigrants having to accept Irish culture	1
International student adapting to Irish culture	1
CD students having difficulty with Irish colloquialisms	1
CD students learning Irish slang over time	1
Culture shock and language barrier hindering mixing	1
Defining adaptation based on accent and humour	1
Knowledge of local slang facilitating interaction with hosts	1
Linking accent with cultural adaptation	1
Linking adaptation with language ability	1
Linking adaptation with having things in common	1
Nigerian students coming out of their shells	1
Not knowing how to mix with local students	1
Perceiving CD students as well adapted to Ireland	1
Positive view of host culture facilitating adaptation	1
Recognising adaptation difficulties of CD students	1
Relating better with younger CD students	1
Taking longer for larger groups of CD students to integrate	1

Becoming less fearful of talking with CD students from experience (facilitator)	1
Linking greater awareness with reduced fear	1
Anxiety and group size dissuading attempts to mix	1
Anxiety hindering action	1
Anxiety hindering contact	1
Anxiety of IC contact causing ongoing stress for host	1
Avoiding contact due to concern over not being understood	1
Avoiding contact to avoid embarrassment	1
Avoiding difference due to fear	1
Avoiding situations that cause you discomfort	1
Hosts avoiding intimidating situations	1
Irish students avoiding contact due to fear of not understanding	1
Starting slowly due to anxiety	1
Feeling awkward being pushed together	1
Feeling silly trying to enter a group of CD students	1
Feeling uncomfortable talking to CD students about social life	1
Irish society being afraid of difference	1
Worrying about your own ignorance of cultures	1
Being anxious joining new course	1
Being anxious at start of college	1
Wanting to avoid uncomfortable situations	1
Not asking CDs questions for fear of making them uncomfortable	1
Being anxious about embarrassing CD students	1
Anxiety arising from uncertainty	1
Awkward silence causing anxiety	1
Colonialism underpinning host anxiety	1
Lack of cultural knowledge leading to anxiety	1
Linking danger with the unfamiliar	1
Not knowing reason for feeling intimidated around groups of CDs	1
Being more relaxed talking to Irish students	1
Feeling more comfortable when you know something about the other person	1
Feeling secure within core friendship group	1
Irish students feeling outnumbered	1
Linking racism with a fear of difference	1

Not fearing difference (facilitator)	1
Not feeling anxious engaging with CD students	1
Developing attitudes towards difference as you grow up	1
The media influencing attitudes	1
Being colour-blind to difference	1
Not advocating ignoring differences	1
Not being bothered by cultural differences	1
Younger students being wary of mature students	1
Perceiving CD students as potentially needy	1
Not perceiving a benefit in cultural diversity in student body	1
Negative Preconceptions hindering relations	1
Negative attitudes to diversity preventing mixing	1
Mistrusting other cultures (barrier)	1
Giving out about German students	1
Criticising Koreans behaviour	1
Criticising German culture	1
Criticising French food hygiene	1
CD students being odd	1
Being subconsciously afraid of difference	1
Being subconsciously racist	1
Being conditioned to fear difference	1
Personal attitudes towards diversity being vital	1
Personal attitudes impacting on mixing	1
Conflicting attitudes preventing mixing	1
Attitude of the entire class being important	1
Acknowledging cultural difference as important	1
Admiring decision of mature students to return to college	1
Admiring work ethic of CD students	1
Anticipating benefits of cultural mixing	1
CD students being more interesting	1
CD students bringing different perspectives to class	1
Complimenting abilities of CD students	1
Complimenting Filipino nurses	1
Enjoying having diversity in class	1

Having respect for CD (Chinese) students	1
Not being defensive when faced with diversity	1
Not perceiving difference as a threat	1
Positive views of difference facilitating contact	1
Seeing intercultural classes as practical	1
Valuing big C culture	1
Welcoming attitude facilitating contact	1
Advocating spending more time with CD students to help mixing	1
Anticipating more mixing over time	1
Becoming more relaxed talking with CD students over time	1
Being friendly to everyone at start of college	1
Being more active with CD students in first year	1
CD students needing some time to get mixing with hosts	1
CD students opening up over time	1
CD students sticking together in 1st year	1
CD students sticking together more at the start	1
Chinese students staying for short time	1
Clustering during first week of college	1
Effort required to mix with CD students reducing over time	1
Foreseeing long term contact with Germans	1
Frequency of time spent together effecting relations	1
Friendships strengthening over time	1
Friendship groups forming very early	1
Getting to know CD classmates over time	1
Getting used to diversity over time	1
Group boundaries solidifying over time (barrier)	1
Knowing more students over time	1
Length of time spent together facilitating IC relations	1
Not even thinking about making friends with CD students	1
Recognizing classmates over time	1
Settling in over time	1
Short term exchange students not mixing at all	1
Socialising requiring time and proximity	1
Socialising with CD students over time	1

Spending lots of time with friends	1
Students mixing more over time	1
Time pressure hindering involvement in clubs and socs	1
Time passed without mixing making mixing more problematic	1
Taking longer time to get to know CD students	1
Taking longer time to be yourself around CD students	1
All students facing common challenges at start of college	1
Being alone on Day 1	1
Being assigned to groups on Day 1	1
CD students facing greatest barriers to mixing in first weeks	1
Cliques forming on day 1	1
Comparing first day of college to first day of secondary school	1
Conationals sitting together from Day 1	1
Disliking college at the start due to lack of friends	1
Feeling daunted on Day 1	1
Feeling nervous on Day 1	1
Feeling very isolated at start of college	1
Finding it hard to meet people at start of college	1
Latching on to other students on Day 1	1
Looking for friends on Day 1	1
Making friends on Day 1	1
Making main friends at start of college	1
Meeting classmates on day 1	1
Needing to take action at the start of college	1
Not knowing course mates when starting college	1
Not wanting to be alone on Day 1	1
Poor mixing at the outset having long lasting implications	1
Prioritising Day 1 as important for relationships	1
Seeking company on day 1	1
Seeking security on Day 1	1
Segregation happening from Day 1	1
Students looking for friends in 1st year	1
Students trying to make new friends at start of college	1
Wanting to minimize challenges on Day 1	1

Assumptions of similarities directing contact	1
Being on the same page (facilitator)	1
CD students having more in common with each other than hosts	1
Classmates sharing common interests	1
Clicking better with conationals based on commonalities	1
Common experiences facilitating communication	1
Common goals overcoming personality clashes	1
Defining commonalities as shared background and knowledge	1
Defining knowledge as common ground	1
Feeling more comfortable with people you share commonalities with	1
Having common things to talk about being important	1
Having DCU in common with CD students	1
Having global pop culture in common	1
Having same education as Chinese students	1
Having similar family values	1
Having things in common with CD students	1
Identifying with EU students	1
Living common experiences bringing people closer together	1
Needing information to identify common ground	1
Not having a common history	1
Not perceiving any commonalities with Japanese students	1
Perceiving a common objective	1
Perceiving commonalities based on physical appearance	1
Perceiving commonalities with European students	1
Perceiving more commonalities with culturally proximate cultures	1
Perception of everyone being the same facilitating mixing	1
Shared experiences dominating conversations with friends	1
Shared work ethic facilitating effective group work	1
Sharing a basic global culture	1
Students uniting in common cause	1
African students sticking together	1
CD students going for lunch together	1
CD students naturally gravitating towards familiar things	1
Forming groups based on age	1

Irish students choosing to sit with Irish friends	1
Irish students socialising with each other	1
Irish students sticking together on work placement	1
Males sitting together in large class of females	1
Mature students hanging out together	1
Naturally flocking together	1
Not hanging around with mature Irish students	1
Sticking to what's familiar in a new environment	1
Assuming it is easier to communicate with cultural peers	1
Automatically gravitating towards people we assume to be culturally similar	1
Being able to communicate with people of similar background	1
Being able to relate with Irish students better than CD students	1
Being comfortable with friends	1
Being easier managing conflict with cultural peers	1
Being easier to relate to students your own age	1
Being easy staying with people you know	1
Clinging to other English speakers in non-English country	1
Feeling more comfortable with cultural peers	1
Feeling safe with cultural peers	1
Feeling safe with the familiar	1
Finding it easier to stick with your own type	1
Finding it easier to 'touch' cultural peers	1
Gravitating towards students you can easily communicate with	1
Integration not being a natural tendency	1
Mixing easier with people who speak your language	1
Sticking to the familiar to reduce anxiety	1
Sticking together being comfortable	1
Sticking together to overcome difficulties	1
Feeling unnatural to mix with CD students	1
Acknowledging limited effort being made to mix on both sides	1
African students not wanting to stand out as different	1
Anxieties of CD students hindering contact with hosts	1
Attitudes of CD students towards hosts influencing contact	1
Attitudes of mature students deterring younger students from mixing	1

Being complimented by Germans	1
Both sides being unwilling to make first contact	1
Both sides facing barriers to IC contact	1
Both sides making an effort to mix	1
CD students asking for help from Irish	1
CD students being insular at the start	1
CD students being over sensitive	1
CD students being responsible for lack of mixing	1
CD students being willing to help	1
CD students disapproving of drunkenness	1
CD students fear of rejection hindering contact	1
CD students finding it easier to mix with hosts in pairs	1
CD students making it easier for Irish student to pronounce names	1
CD students making the effort facilitating interaction	1
CD students mixing with hosts in pairs	1
CD students not being strategic about meeting Irish students	1
CD students not including Irish students	1
CD students not initiating contact with hosts	1
CD students not mixing due to perceived prejudice of hosts	1
CD students perceiving a benefit to meeting Irish students	1
CD students wanting to mix based on long term future in Ireland	1
Chattiness of CD students facilitating contact	1
Chinese students being quiet	1
Defending CD students staying together	1
Efforts made by CD students helping contact	1
Feeling pushed out by CD students	1
German students initiating contact	1
Germans not being familiar with Irish cultural practices	1
Germans not wanting to work with Irish students	1
Germans valuing academically strong Irish students	1
Germans wanting to meet host students	1
Getting occasional invites to German parties	1
Giving out about lack of effort made by CD students	1
Gauging interest of other person by their level of engagement	1

Host being invited out by French students	1
Irish students feeling excluded by CD students	1
Judging Non verbal cues to assess CD's interest in mixing	1
Knowing foreign students names helping contact	1
Mature students taking themselves too seriously	1
Mixing with CD students who have very good English	1
Nigerian students being closed due to fear of racism	1
Nigerian students fearing racism	1
Not being invited to Spaniards' parties	1
Not wanting to be frowned upon by CD students	1
Perceiving Africans to be more serious	1
Perceiving CD students as wanting to meet Irish	1
Perceiving CD students to be standoffish at the start (barrier)	1
Perceiving Japanese as sociable	1
Prioritising the role played by CD students in developing relations with hosts	1
Pushiness of CD student hindering contact	1
Questioning motives of Germans students	1
Recognising stance of both groups	1
Serious disposition hindering contact	1
Sojourning students wanting to meet hosts	1
Some CD students being standoffish	1
Age not being the only factor in low interaction	1
Blaming lack of mixing on lack of effort	1
CD students being cliquy as result of segregation	1
CD students being on their own	1
Not paying attention to CD students at start of college	1
Sense of exclusion deterring people from getting involved	1
Sitting alone in lectures due to lack of friends	1
Social isolation being unhealthy	1
Some mature students not wanting to hang out with international students	1
Avoiding people who you see as different to you	1
Being aware of segregation in class	1
CD students finding it hard to mix with Irish	1
CD students not knowing local students	1

Class segregation reinforcing barriers	1
Group segregation hindering mixing	1
Irish students not thinking about mixing with CD students	1
Knowing Irish class mates but not CD classmates	1
Lamenting lack of mixing	1
Muslim students not socialising with Irish students	1
Not deliberately avoiding CD students in class	1
Not knowing French classmates	1
Not mixing due to cultural differences	1
Not mixing with African students outside college	1
Observing CD students being on their own	1
Poor mixing not being intentional	1
Recognising segregation between students	1
Segregation hindering mixing	1
Separate interests leading to separate behaviours	1
Separation from CD students being the norm	1
Short term exchange students not integrating	1
Being confident talking to anyone	1
Lacking confidence to speak foreign language	1
Not disagreeing with group mates due to ignorance	1
Not worrying about others perceptions of you	1
Being aware of age gap between Irish and CDs	1
Being aware of cultural diversity in course	1
Being aware of diversity in other faculties	1
Being aware of racial tensions	1
Being aware of significant diversity in Sciences	1
Being unsure as to the causes of conflict	1
Expressing interest in the phenomenon	1
Having knowledge of China	1
Increased awareness helping interaction	1
Not being aware of people outside core friendship group	1
Noticing high levels of diversity in DCU	1
Recognising culture as a barrier	1
Recognising influence of culture	1

Reflecting on IC relations	1
Growing up in a monocultural society	1
Having experience working with Nigerians	1
Having exposure to diversity growing up	1
Having previous experience of Nigerians	1
Isolated upbringing influencing attitude toward difference	1
Lack of experience with diversity being a barrier	1
Playing football with Nigerians	1
Working with Poles during the summer	1
Changing attitudes through experience	1
Questioning impact of prior contact with diversity	1
Apathy hindering contact	1
Close-minded attitude leading to prejudice	1
Feeling sorry for discriminated mature student	1
Feeling sorry for CD students	1
Applying the Golden Rule	1
Defining close-mindedness	1
Defining ignorance as lack of interest and being afraid of difference	1
Feeling ignorant talking with Asian students	1
Ignorance as barrier to mixing	1
Narrow-mindedness hindering contact	1
Not allowing oneself to change inhibiting intercultural relations	1
Not being able to interpret emotions of CD students	1
Not giving other people a chance hindering contact	1
Advocating perseverance	1
Being empathetic facilitating contact	1
Defining 'approachable'	1
Identifying IC education as important to successful communication	1
Linking education with open-mindedness	1
Needing to acknowledge difference in order to learn	1
Needing to be comfortable with difference	1
Needing to be respectful of cultural differences	1
Recognition of possible misunderstandings facilitating contact	1
Judging people by their actions not culture	1

Negative assumptions hindering mixing	1
Overcoming cultural stigmas (facilitator)	1
Prejudging French students	1
Recognising dangers of assumptions	1
Reinforcing stereotypes through contact	1
Seeing beyond stereotypes	1
Being easy to talk to (facilitator)	1
Being very chatty	1
Needing to be open to talking (facilitator)	1
Sociable nature facilitating integrating	1
Beginning shy at the outset	1
Having a village mentality (barrier)	1
CD students being individuals, not members of a group	1
Culture effecting personality	1
Experience of college being determined by personal outlook	1
Having to 'put yourself out there'	1
Learning values from upbringing	1
Trying to separate personality and culture	1
Being limited to context specific mixing	1
Being socially independent	1
Class mates socialising on special occasions	1
Contact being cyclical	1
Everyone being clustered into friendship groups	1
Exchanging mobile numbers	1
Finding it easier to meet CD students socially than in class	1
Getting to know students outside class	1
Hanging out with CD students	1
Joining Clubs and Socs to make friends	1
Knowing lots of people in DCU	1
Knowing students in other courses	1
Lack of social contact hindering formation of mixed project groups	1
Language difficulties making social interaction difficult for CDs	1
Linking in with other students via core group	1
Making friends autonomously in 1st year	1

Meeting CD students as part of meeting all students	1
Meeting CD students in college sports centre	1
Meeting CD students through other CD students	1
Meeting German students at class parties	1
Meeting more Japanese students via Japanese room mate	1
Meeting other students by chatting to everyone	1
Meeting people at college parties	1
Meeting people in the college bar	1
Meeting people through other people	1
Missing out on shared experience by not socialising	1
Not having a single peer group	1
Not having opportunity to socialise on campus	1
Not having time to socialise	1
Not socialising with CD students outside class	1
Not wanting to be on your own in 1st year	1
Organising social activities as a way of meeting CD students	1
Organising social activities off campus	1
Prioritising 1st year as crucial time for meeting people	1
Realising who you like	1
Religion as a social network	1
Shared experiences facilitating developing relations	1
Socialising on campus	1
Socialising as a way to build shared experiences	1
Socialising during the week	1
Socialising with students of similar age	1
Students needing social contact and friendship	1
Valuing knowing lots of people in college	1
Wanting to be part of social scene	1
Abstaining from alcohol reducing likelihood of going to the bar	1
Alcohol and pubs being central to Irish culture	1
Alcohol culture excluding Muslim from social life	1
Germans being able to drink a lot	1
International students not drinking as much as Irish students	1
Irish and English cultures being drinking cultures	1

Irish drinking culture leading to conflict	1
Irish students drinking more than CD students	1
Males being more into going out drinking than girls	1
Assuming CD students will not go to social events	1
CD students interacting more in 2nd year	1
CD students not attending college social events	1
CD students not participating in college social life over time	1
CD students not socialising during the day	1
CD students not socialising in DCU	1
CD students socialising more often in the bar (facilitator of interaction)	1
CD students sticking to specific clubs	1
Mature students being cliquey	1
Mature students having established social networks	1
Muslim students not socialising with Irish students (barrier)	1
Spaniards having parties	1
Defining Irish culture as very sociable	1
Irish students attending DCU social events	1
Irish students not attending CDs parties	1
Irish students not participating due to dominance of CD students	1
Irish students preferring to sit at parties	1
Irish students socialising in public sphere	1
Irish students socialising with themselves	1
All students asking questions in class	1
Associating German students with academic work	1
CD students being 'on the ball' academically	1
CD students having different expectations of work	1
CD students making Irish students look bad academically	1
CD students paying close attention in lectures	1
Defining Germans as very competitive	1
Differentiating host and CD students based on how they ask questions in class	1
Fee paying students being more serious	1
German students showing initiative	1
Germans being punctual for class	1
Germans being very disciplined	1

Germans being well informed	1
Germans having a balanced approach to life	1
Germans having a method	1
Irish students holding questions until the end of lecture	1
Students having different attitudes towards academic work	1
Aims of college	1
Balancing study and social life	1
College being an opportunity to have fun	1
Differentiating students according to work approach	1
Host students being interested in more than academic element	1
Host students not participating in class	1
Host students wanting to do well and socialise in college	1
Irish students being apathetic to academic work	1
Irish students being less dedicated to studies	1
Irish students being motivated by enjoyment	1
Irish students being poorly organised	1
Irish students defining themselves as dossers	1
Irish students 'flowing along'	1
Irish students having differing priorities for college	1
Irish students lacking clear goals	1
Irish students perceiving no need to attend lectures	1
Irish students prioritising social life in college	1
Irish students procrastinating	1
Irish students seeing college as a social event	1
Irish students slugging in late for class	1
Messers sitting at the back of lectures	1
Perceiving course as easy	1
Picking course based on career opportunities	1
Younger Irish students having short term focus	1
African females being competitive and hardworking	1
CD students being eager to learn	1
CD students being focused on academic work	1
CD students being hard working	1
CD students being motivated by pride	1

CD students being motivated by success	1
CD students being motivated to impress family	1
CD students being used to working hard	1
CD students being work focused	1
CD students coming to DCU for different reasons	1
CD students having a different approach to work placement	1
CD students having a strong work ethic	1
CD students having totally different priorities to Irish	1
CD students maximising opportunities	1
CD students not being as interested in college social life as Irish	1
CD students not being content to simply pass exams	1
CD students prioritising academic success	1
CD students taking study very seriously	1
Defining CD students are exclusively academically focused	1
Differentiating based on attitude towards work	1
Differentiating Irish and German students based on work approach	1
French students having a balanced approach to college	1
Germans being career focused	1
Germans being hard working	1
Germans being independent workers	1
Germans being reliable	1
International and mature students having long term aims	1
International students and mature students being work focused	1
Irish students differentiating themselves based on attitude to college work	1
Mature and International students seeing college as a job	1
Mature students being more motivated than mainstream Irish	1
Mature students being more serious about work	1
Mature students being personally motivated	1
Mature students have different goals to younger students	1
Perceiving CD students as hardworking	1
CD and mature students sitting at the front	1
Not having specific seating arrangements in class	1
Reasons for sitting at the front	1
Serious students sitting at the front	1

Sitting at the front to help concentrate on lecture	1
Sitting beside a stranger because you're late for class	1
Students sitting randomly in class	1
Time of arrival determining where you sit in class	1
Age effecting attitude towards college	1
Associating age with academic drive	1
Linking maturity with work ethic and dedication	1
Mature students being focused on work	1
Mature students being more interested than younger ones	1
Mature students being serious	1
Mature students being very interested in subject matter	1
Mature students having different interests to younger students	1
Perceiving mature students as more dedicated and motivated	1
Age being a barrier to communication	1
Age difference being a cause of conflict	1
Age influencing lifestyle	1
Being older helping better manage college	1
Being very young starting college	1
Cooperating with mature students	1
Denying relevance of age to IC relations	1
Integration being easier at early age	1
Irish mature students being secretive	1
Irish mature students being very cliquy	1
Mature African students wanting to prove themselves	1
Mature CD students socialising in a different way	1
Mature students being different because they have kids	1
Mature students being more independent	1
Mature students having industry experience	1
Mature students not being used to college life	1
Not perceiving any big age gap	1
Perceiving a generational gap in attitudes to diversity	1
Young Irish students waiting for instruction	1
Young students being more outgoing	1
Younger host students attending college as an experience in itself	1

Younger host students taking advantage of college life	1
Younger host students wanting to make new friends	1
Younger Irish being more open-minded than older	1
Younger people being more secular	1
Younger students drinking a lot	1
Younger students having more in common	1
Younger students taking study less seriously	1
Younger students uniting against mature students	1
Avoiding using bad language with CD students to avoid disapproval	1
Being intimidated by academically superior CD students	1
CD students being really intelligent	1
Comparing mature students to one's parents	1
Mature students being more experienced than younger ones	1
Perceiving CD students as academically superior	1
Perceiving CD students to be academically knowledgeable	1
Perceiving mature students as strict parents	1
Africans dressing very differently	1
CD students being heterogeneous	1
CD students being multilingual	1
CD students having different surnames to Irish	1
CD students having distinct histories in Ireland	1
French students being great cooks	1
Having difficult discussing cultural distance	1
Not seeing a difference between students within course	1
Perceiving diversity in DCU	1
Perceiving everyone as different	1
South Africa having strong cultural values	1
African nurses being more direct than Irish	1
CD students not understanding Irish humour	1
Defining Asians as very polite	1
Defining CD students as friendlier than Irish	1
French speaking very loud	1
Defining Germans as serious and humourless	1
Germans being self-centred and rude	1

Not having communication difficulties with Caucasians	1
Perceiving certain cultures to be more open to discussion	1
Perceiving Japanese students as mysterious	1
Cultural difference being a non-issue	1
Different attitudes towards humour being a barrier	1
Different expectations causing conflicts	1
Different learning styles causing issues in Lab work	1
Differing attitudes to drink hindering contact	1
Differing attitudes to work and life hindering contact	1
Differing interests hindering social mixing	1
Differing work ethics leading to conflict	1
Diverging priorities hindering mixing	1
Diverging priorities leading to diverging behaviours	1
Feeling more comfortable engaging with proximate cultures	1
Skin colour influencing relations	1
Russian and Japanese being culturally distant	1
Perceived difference preventing relationship development	1
Highlighting culture differences creating boundaries	1
Having different interests to CD students (barriers)	1
Having a totally different lifestyle to CD mature students	1
Finding it harder to connect with CD students	1
Finding it harder to communicate with more distant cultures	1
Wigs representing status symbols in Africa	1
Perceiving Northern French culture as similar to Irish	1
Perceiving Filipinos as similar to Irish based on religion	1
Perceiving Europeans to be more conservative than Irish and English	1
Noticing head scarf	1
Hair being a status symbol for African women	1
French student having different approach to food hygiene	1
Defining mature students as serious	1
Defining Germans as traditional	1
Chinese having discrete values and morals	1
CD students being more serious	1
Asians being patriotic	1

African women being family oriented	1
Africans having large families	1
Chinese women being less forward romantically than Western women	1
Germans having different approaches to romance	1
International students having different eating habits	1
CD students being cultural ambassadors	1
CD students facing financial pressures	1
CD students feeling a greater need to succeed than Irish	1
CD students having to work to support themselves	1
CD students needing to succeed in college more than Irish	1
CD students not socialising due to family responsibilities	1
Differing responsibilities being reason for not mixing	1
Empathising with obstacles facing immigrants	1
Fee paying students facing more pressures to do well	1
Financial pressures on CD students hindering contact with host students	1
Irish students having an easier life than CD students	1
Irish students having it easy	1
Mature students being busy	1
Non-academic responsibilities hindering socialising	1
Older CD students having lots of demands	1
Defining international students as not from Ireland	1
African and mature students have common work ethic	1
Defining maturity as balanced	1
Defining maturity as dedication, focus and motivation	1
International students and mature students being different to majority culture	1
International students being similar to mature students	1
Mature Irish students identifying with German students	1
Mature Irish students mixing better with international students	1
Mature students mixing more often with international students	1
Viewing international and mature students as similar	1
Criticising Irish culture as unaccepting of difference	1
Putting relationships before tasks	1
Punctuality and efficiency not being the norm in Ireland	1
Irish culture lacking confidence	1

Irish culture being popular internationally	1
Differentiating Ireland and China based on female roles	1
Defining Irish society as backward	1
Defining Irish people as reserved and closed to cultural diversity	1
Defining Irish people as laid back and open	1
Defining Irish culture as modest	1
Defining Irish culture as friendly and kind	1
Defining Ireland as Westernised and modern	1
Accent being an indicator of Irish identity	1
Associating Irishness with white skin	1
Differentiating CD students based on appearance	1
Differentiating CD students based on language	1
Differentiating Irish from CD students based on religion	1
Differentiating students based on religion	1
Differentiating students based on upbringing	1
Upbringing shaping cultural identity	1
Not knowing how to define culture	1
Linking culture with ethnicity	1
Judging cultural identity based on appearance	1
Identifying cultures based on appearance	1
Food as a cultural artefact	1
Education as part of culture	1
Dress being a marker of culture	1
Differentiating cultures based on background	1
Differentiating culture based on language and appearance	1
Defining overseas students as a different culture	1
Defining international students based on physical appearance	1
Defining culture based on traditions and practices	1
Defining culture based on traditions and artefacts	1
Defining culture based on social behaviours	1
Defining culture based on region of origin	1
Defining culture based on history	1
Defining culture based on behaviours	1
Defining culture based on background and language	1

Defining culture based on appearance and language	1
Defining culture based on age	1
Defining culture as traditions and nationality	1
Defining culture as tradition	1
Defining culture as sexual orientation	1
Defining culture as mannerisms	1
Defining culture as language and heritage	1
Defining culture as language and food	1
Defining culture as interests and traditions	1
Defining culture as behaviour and place of origin	1
Defining culture as background	1
Defining culture as accent and appearance	1
Defining culture as a belief system	1
Defining cultural difference based on mentality	1
Defining Asians based on appearance and accent	1
Culture being geographical	1
CD students dressing differently	1
Associating ancestry and language with culture	1
Acknowledging diversity in DCU	1
Historical Irish identity being based on white skin	1
Ireland becoming more secular	1
Irish culture becoming lazy	1
Irish culture becoming materialistic	1
Irish society being slow to adapt to diversity	1
Irish society becoming multicultural	1
Irish society becoming segregated	1
Irish students lacking religious faith	1
Seeing variations in Irish culture	1
Skin colour not longer being an indicator of Irish identity	1
Perceiving Irish culture to be relatively timid	1
Irish students valuing slagging each other	1
Irish students using slang	1
Irish students preferring to be indirect	1
Irish people not liking silences	1

Irish having indirect communication style	1
Irish culture valuing sarcasm	1
Irish culture having its own sense of humour	1
Irish being shy	1
Humour being valued in Irish culture	1
Differentiating Irish and German culture based on politeness	1
Differentiating Irish and German culture based on communication style	1
Defining Irish people as jokers	1
Defining Irish culture as non-confrontational	1
Defining Irish communication style	1
Ireland lacking integration ability	1
All class mates respecting each other	1
Common goals facilitating mixing in groups	1
Identifying students in your course	1
Irish students benefiting from CD students asking questions	1
Needing to apply academic ideas in practice	1
Not having an inclusive atmosphere in class	1
Remote working hindering contact	1
Schools being venues for integration	1
Students not objecting to assigned project groups	1
Using moodle instead of attending lectures (technology)	1
Workload promoting students to engage in cooperative learning	1
Not having problems interacting with CD students in the class	1
Meeting new people in lectures	1
Meeting directly after lectures	1
Meeting CD students after a lecture	1
Sharing large lectures with Asian students	1
Doing induction week with a large group	1
Attending large lectures	1
AC students helping each other with common tasks	1
Assigning some responsibility to promote mixing to lecturers	1
Challenges of teaching IC skills	1
Coordinator not discussing relevance of diversity	1
Diverse faculty helping students accept difference	1

Expecting academics to be broader minded	1
Lecturers engaging with diversity in class	1
Lecturers get agitated with CD students	1
Lecturers getting to know students in Labs	1
Lecturers helping CD students with language difficulties	1
Lecturers not being comfortable discussing diversity in class	1
Lecturers not encouraging group work	1
Lecturers promoting mixed project groups	1
Lecturers seeking input from CD students	1
Lectures not facilitating conversation	1
Teachers not being comfortable managing a diverse class	1
Valuing courses in intercultural communication	1
Students opting for technical modules instead of cultural ones	1
Spending lots of time doing experiential learning	1
Reflective Journaling as part of curriculum	1
Mixing well in lectures due to common subjects	1
Learning about others' perspectives	1
Learning about culture specific healthcare	1
Having the option to study culture in healthcare	1
Discussing culture in class	1
Curriculum engaging with diversity issues	1
Sharing lectures with CD students	1
Having Nigerian classmates	1
Having lots of Germans in class	1
Having exposure to CD students through class	1
Having CD students of varying ages in class	1
Sticking within your class	1
Not socialising with other courses	1
Not mixing across course years	1
Not having time to participate in clubs and socs due to workload	1
Not having as much in common with students in other courses	1
Knowing a few people outside course	1
All students finding course work difficult	1
Not going out due to heavy workload	1

Not being able to participate in Rag Week	1
Having more work in 2nd year	1
Finding the course tough	1
Course demands reducing time for social activities	1
Common timetable facilitating group work	1
Different timetables hindering contact	1
Full timetable facilitating relations	1
Having intense study schedule	1
Having long course hours	1
Humanities students having less teaching hours than Sciences	1
Only knowing class mates due to heavy timetable	1
Shared timetable facilitating friendship development	1
Timetabling determining who you spend time with	1
Very light timetable hindering mixing in class	1
CD students doing group work together	1
Sharing one's ideas and opinions in group work	1
Perceiving mixed project groups as a good idea	1
Partnering with international students for class work	1
Overcoming barriers via group work	1
Nursing students rarely doing group work	1
Needing to communicate for successful group work	1
Learning about people by working with them	1
Group work constituting a relationship	1
Forming groups based on seating position	1
Being ambivalent about assigned groups	1
Advocating cooperation in studies	1
All classmates pulling together to achieve goals	1
Competition souring relations	1
Cooperating with German students	1
Cooperative ethos dominating AC class	1
Cooperative ethos within class helping mixing	1
Cooperative learning being based on interaction	1
Having a mutually beneficial relationship with CD students	1
Having to cooperate for group work	1

Lab working being based on cooperative learning	1
Pooling skills to overcome language barriers	1
Students helping each other in the Lab	1
Students supporting each other in the Lab	1
Working in a close cooperative environment	1
Working very closely with others on placement	1
Spending lots of time on placement	1
Mixing with mature students on placement	1
Making very close friends on placement	1
Learning about cultural healthcare on work placement	1
Having work placement very early	1
Getting on well with African student during placement	1
Finding work placement intense	1
Being much closer with CD students on work placement	1
Being forced to mix with others on placement	1
All students sitting near each other in Labs	1
CD students pairing together for lab work	1
Having to work very hard to pass Labs	1
Lab technician breaking the ice	1
Spending lots of time with lab partner	1
Being friends with people from hometown	1
Easier to form friendship groups when you know some people beforehand	1
Closest friends being housemates and course mates	1
Getting to know your class mates first	1
Needing more than common coursework to form friendships	1
Wanting to be in friends' course	1
Building conversation based on commonalities	1
Asking more personal questions as you get to know someone	1
Avoidance of a topic compromising relationship	1
Evaluating people via series of questions	1
Openness being a central aspect of friendship	1
Valuing honesty of opinion less among acquaintances	1
Valuing honesty over relationships	1
Valuing verbal face to face contact	1

Avoiding conflict with friends	1
African students having their own group	1
Being easier to engage with CD students before friendship groups are made	1
Being hard to introduce new friendship group members over time	1
Being too comfortable within core group	1
Cliques forming based on previous relations	1
Criticising homogeneous groups	1
DCU being cliquey	1
Enjoying being away from peer group sometimes	1
Group boundaries defined by shared experiences of group members	1
Groups naturally forming	1
Hanging around with close friends a lot	1
Having a broad friendship group	1
Having an established friendship group	1
Irish students being cliquey	1
Irish students being cosy within a group	1
Needing to split groups to help mixing	1
Not mixing with CD students because they stick in a group	1
Not wanting to make new friends (barrier)	1
Pre-existing friendship groups hindering mixing with others	1
Preferring to approach smaller groups of CD students	1
Sticking in small groups at the start	1
Sticking together due to newness of environment	1
Sticking with cultural peer group hindering integration	1
Friendships strengthening over time	1
First year being important for lasting friendships	1
Requiring a finite number of friends	1
Not bothering once you have enough friends	1
Irish students having larger friendship network than CD students	1
Being 'saturated' with friends	1
Feeling comfortable with established friends	1
Friends protecting friends	1
Having friends facilitating settling into college life	1
Linking friendship with utility	1

Not perceiving any value in making more friends	1
Being forced to get to know new people due to lack of existing peer group	1
Being forced to make new friends in college when you know nobody	1
Being very concerned about making friends at start	1
Isolated students coming together for friendship	1
Making an effort to mix in order to find friends	1
Degree to which you get on with someone motivating further contact	1
Being friends with African student	1
Denying relevance of culture to friendship	1
Wanting to mix to improve language skills	1
Wanting to mix based on future utility	1
Wanting to learn Japanese	1
Wanting to learn about other cultures (motivation)	1
Wanting more diverse friends	1
Wanting CD students to feel welcome (motivation)	1
Valuing contact with informed locals	1
Talking with other students to avoid being alone	1
Students needing to mix	1
Romantic possibilities motivating IC contact	1
Personally choosing to have contact with CD students	1
Personal desire motivating contact	1
Perceiving French students as learning resources	1
Only mixing when you have to	1
Need motivating contact	1
Need for social contact underpinning our behaviour	1
Mixing with mature students for utility (motivation)	1
Making an effort to meet CD students due to time together	1
Lacking willingness make contact	1
Irish students wanting to meet CD students	1
Irish students not being motivated to mix	1
Irish students having different levels of motivation to mix	1
Interest in other cultures facilitating contact	1
Initiating contact based on moral duty (motivation)	1
Individual attitudes driving motivation to mix	1

IC contact being a choice people make	1
Hosts interest facilitating mixing	1
Hosts engaging with talented CD students	1
Hosts being able to help CD students settle in	1
Having to want to make friends (condition)	1
Having an interest in finding out about CD students	1
Foreseeing common future experiences being a reason for mixing	1
Feeling obliged to talk with certain CD students (motivation)	1
Enjoying learning about other cultures as a reason to mix	1
Desire to make friends driving IC contact	1
Concern for wellbeing of others motivating mixing	1
CD students being able to help host students with language (utility)	1
Both sides being interested in culture	1
Being motivated by pragmatic reasons	1
Being motivated by idea of reciprocity	1
Being interested in hearing opinions of CD students	1
Being curious about friends' friends	1
Being alone forcing you to mix	1
Being a Judeophile	1
Avoiding contact to avoid being asked to help	1
Being surprised at level of diversity in Dublin	1
College being a major change for students	1
College having more diversity than secondary school	1
Feeling more settled in smaller classes	1
Finding your feet over time	1
Getting used to not being spoon fed	1
Growing up during college experience	1
Irish students adapting to a new teaching style	1
Irish students being used to rote learning	1
Irish students not being used to critical thinking	1
New students having to adapt quickly to college life	1
Not having an identity at start of college	1
Accepting personal responsibility for mixing more	1
Accepting responsibility	1

Admiring CD students	1
Being interested in learning about other cultures	1
Being jealous of CD students academic work	1
Being open to the idea of meeting CD students	1
Both sides being responsible for conflicts	1
Changing attitudes in college	1
Defending Irish students for lack of mixing	1
Denying responsibility for not mixing	1
Enthusiasm of hosts effecting contact	1
Having good intentions of mixing	1
Having no interest in meeting CD students	1
Holding back from CD students	1
Host jealousy hindering contact	1
Hosts being unwilling to accept new people (barrier)	1
Hosts not prioritising meeting CD students	1
Initiating contact with CD students	1
Ireland being slow to adapt	1
Irish students being open to meeting CD students	1
Irish students being snobby (barrier)	1
Irish students inviting CD students to social events	1
Irish students not initiating contact in first weeks	1
Irish students not wanting to make the effort to mix	1
Not avoiding contact with CD students	1
Not going out of one's way to mix	1
Not perceiving any problem with student mixing	1
Not wanting to cling to conationals but doing it anyway	1
Perceiving no need to mix with CD students (barrier)	1
Recognising lack of effort by Irish students	1
Self-centred tendency hindering contact with other cultures	1
Self-Criticising	1
Skeptical attitude towards mixing hindering contact	1
Stance of host culture being important	1
Acknowledging potential impact of interventions	1
Advocating activities to reduce anxieties around IC contact	1

Advocating class activities to help mixing	1
Advocating facilitated dialogues to help understanding	1
Advocating group introductions	1
Advocating IC education at early age	1
Advocating interventions that focus on commonalities not difference	1
Advocating mentoring to support CD students	1
Advocating organised class social events (to help mixing)	1
Advocating organised social events to facilitate mixing	1
Being forced to integrate	1
Culturally-themed events stimulating mixing	1
Expressing concerns about organised mixing	1
Feeling awkward being pushed together	1
Having to be forced to mix with CD students	1
Interventions being a Catch 22	1
Interventions helping you learn about other students	1
Introductions facilitating meeting	1
Introductory exercise facilitating mixing	1
Needing to 'break the ice'	1
Not having mixing initiatives during orientation week	1
Not liking engineered mixing	1
Opposing forced mixing	1
Outlining possible dangers of interventions	1
Perceiving engineered social mixing as uncool	1
Seeing institutional interventions as artificial	1
Seeing no value in induction programmes	1
Being institutionally Irish	1
Complimenting institutional support for mixing	1
Criticising orientation programme for all students	1
Criticising student services in DCU	1
DCU being a predominantly Irish institution	1
Germans meeting Irish through clubs and socs	1
Having venues to socialise during the day (facilitator)	1
Informal relaxed environment facilitating IC contact	1
Irish staff dominating DCU	1

Irish students dominating clubs and socs	1
Making most friends through clubs and socs	1
Meeting CD students in college sports centre (2)	1
Meeting CD students via organised social events	1
Meeting people via social college activities	1
Organised events not succeeding	1
Social events facilitating contact	1
Students having to initiate mixing themselves	1
Using themed events to promote diversity	1
Being easier to avoid people from other cultures	1
Finding it easier to do group work with people you know	1
Finding it easier to 'touch' cocultural peers	1
People opting for what's easy (barrier)	1
Speaking another language being an effort	1
Simplifying speech for CD students' benefit	1
Not being put off by need to change speech style	1
Not being able to use slang with CD students	1
Major Barrier is requirement to change speech	1
Language barriers forcing changes in speech	1
Having to talk differently to CD students	1
Having to repeat everything due to language barrier	1
Having to interrupt conversation to explain slang	1
Having difficulty explaining slang	1
Being forced to speak second language	1
Closing one's ears	1
ICC requiring mutual effort	1
Making an effort to mix	1
Meeting half way (facilitator)	1
Needing to leave one's comfort zone	1
Neither side making effort to interact	1
Avoiding certain topics with acquaintances	1
Comparing differences helping IC dialogue	1
Degree to which you get on with someone motivating further contact	1
Finding small talk hard with CD students	1

Having superficial relationships with mature students	1
Knowledge of a person facilitating conversation with them	1
Learning about others by talking with them	1
Levels of knowledge of the Other effecting contact and conversation	1
Making small talk with people you have nothing in common with	1
Needing to know CD students before going out with them	1
Not discussing social life while on work placement	1
Not knowing CD students well enough to chat	1
Putting on a face when first meeting	1
Self-checking hindering relational development with CD students	1
Avoiding conflict for fear of being seen as racist	1
Being more aware of topics being discussed with CD students	1
Feeling rude asking cultural questions to CD students	1
Not asking personal questions	1
Not having to be conscious of subject matter with CD students	1
Not knowing what to talk about with CD students	1
Not liking silence	1
Sharing culture information	1
Some topics being inappropriate to discuss in some cultures	1
Talking about the same things with Irish and CD classmates	1
Talking to CD students like your talk with friends	1
Asians having poorer levels of English	1
CD students understanding language but not speaking it	1
Good language skills helping communication with hosts	1
Language competence of CD students influencing how Irish speak to them	1
Language competency of CD students helping contact	1
Language difficulties making CD students more engaged in coursework	1
Strong accents causing people to avoid others	1
Strong Irish accents making it hard to understand Irish students	1
Adapting speech based on competence of CD student	1
Avoiding using bad language in front of CD students	1
Being more conscious of speech when talking with CD students	1
Feeling obliged to be polite to CD students	1
Forgetting to adapt speech style	1

Interweaving linguistically	1
Not consciously adapting speech style for CD students	1
African names being difficult to pronounce	1
Being able to understand important messages in another language	1
CD students becoming frustrated at not understanding language	1
CD students having to overcome language barrier	1
Feeling excluded due to language barrier	1
Irish students finding it hard to speak foreign language	1
Language barriers preventing having craic	1
Language not being a barrier	1
Language not being an issue for shared academic work	1
Needing to work through language barriers	1
Not perceiving language barrier as reason to avoid CD students	1
Prioritising the need for CDs to overcome language difficulties	1
Taking into account language difficulties of CD students	1
Using language issues as an excuse not to talk	1
Avoiding making personal jokes with CD students	1
Avoiding slagging mature CD students	1
Being aware of dangers of humour	1
Dangers of slagging students from other cultures	1
Empathising with CD students language difficulties	1
Not feeling comfortable slagging CD students	1
Needing to learn local language to mix well	1
Linking nationality with language	1
Expressing identity through language	1
Appreciating the need to speak native language	1
Avoiding slang to facilitate understanding	1
Avoiding stilted conversations	1
CD students not understanding slang	1
Explaining Irish slang to foreign students	1
Slang and accent causing small language problems	1
Some CD students understanding slang	1
Becoming defensive due to misinterpretation	1
Becoming frustrated having to explain words to CD students	1

Becoming tired of self-checking when talking with CD students	1
Being annoyed by noisiness of French students	1
Being put off by romantic intensity of Germans	1
Differing eating habits causing annoyance	1
Experiencing cross cultural clashes during work placement	1
Feeling frustrated with French cooking habits	1
Feeling insulted by French students talking French in front of you	1
Feeling misunderstood by CD students	1
Feeling uncomfortable being judged by CD students	1
Having less chance of miscommunication with conationals	1
Holding grudges based on negative experiences	1
Irish students being annoyed by direct communication style	1
Irish students misinterpreting CD students communication style	1
Miscommunication leading to embarrassment	1
Learning from interaction with others	1
learning about other cultures via contact	1
Learning about other cultures through CD students	1
Improving German due to contact with Germans	1
Gaining knowledge from mixing with other cultures	1
Finding it easier to talk with CD students after working with them	1
Enjoying speaking Spanish	1
Developing IC skills thanks to diversity in class	1
Changing outlook due to cross cultural contact	1
Being worth the effort	1
Changing attitudes towards difference over time	1
Being close with the Germans	1
Seeing girls more friendly than boys	1
Gender influencing group dynamics	1
Being acquainted with CD students	1
Families having their own culture	1
Irish students having no experience of unemployment	1
Linking ignorance with racism	1
Perceiving racism as cultural ignorance	1
African students not being as vocal in class	1

Predicting greater cross cultural contact	1
Becoming socially conditioned in primary school	1
Emphasising importance of primary education for cultural integration	1
Denying racism exists in DCU	1
University being more liberal than secondary school	1
Girls being more sociable than guys	1
Common nationality not ensuring you get on with each other	1