An Investigation on Intercultural Communication among Chinese Postgraduate Students at the University of Edinburgh

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ABSTRACT

With the increase of globalization and international trade, the study on intercultural communication has become more and more important. The aim of this project is to investigate the intercultural communication among Chinese postgraduate students at the University of Edinburgh. The project specifically explores the social friendship networks of Chinese postgraduate students, their intercultural communicative competence after one-year abroad study and the perceived and real communication problems they come across in intercultural interactions. Three instruments, questionnaire, recording and interview are adopted in this project. The Results revealed that, though Chinese students involved actively in English networks and their intercultural communicative competence were improved in the one-year abroad study, most of Chinese students (97%) still had difficulty in communicating with students from other cultures. It was reported that the problem of Chinese students' language proficiency and the problem of culture were the two major groups of communication problems in Chinese students' intercultural encounters. The findings suggest that more emphasis should be placed on intercultural communication knowledge in China's English Language Teaching.

Keywords: Intercultural Communication, Chinese Postgraduate Students, Social Friendship Networks, English Communicative Competence, Communication Difficulties

1. Introduction

With the trend of globalization, the economic and political cooperation between countries are becoming more and more frequent. Nowadays, no countries can be developed without the contacts with outside world. Therefore, the knowledge of intercultural communication has become increasingly important. In order to increase their competitiveness in future and keep pace of the world development, more and more Chinese students choose to study abroad to achieve their academic goals and experience different cultures. The Unite Kingdom, one of the most developed countries in the world, has undoubtedly become one of the most popular places that Chinese students would like to study.

Most Chinese students who study in the UK are postgraduate students. An investigation done by Uker.net in 2004 showed that as high as 42.7% of Chinese students who came to the UK was to study for a master's degree, compared with 33.6% of bachelor degree and 15.8% of doctor degree (http://www.dyo.com.cn/n461c82.aspx). However, despite the prominence of Chinese postgraduate students at British Universities, my own experience and informal observation revealed that most of Chinese students preferred to interact with people from their own country rather than students from other cultures. Previous studies on social friendship networks of overseas students have discovered a similar finding that overseas students tended to interact more with friends from the same country (Bochner et al., 1977; Furnham and Alibhai, 1985). In addition, it might either because of a lack of friends from other cultures in Chinese students' social friendship networks, or because Chinese students have some perceived or real problems in their intercultural communications, some of my Chinese postgraduate friends often complain that, though they have been in the UK for almost one year, their English communicative competence has not improved as much as they expected and they still have difficulty in communicating with students from other cultures.

Therefore, in order to verify my initial observation of social friendship networks of Chinese postgraduate students and find out what real communicative problems that Chinese students have, I decided to do systematic research about intercultural behaviour of Chinese postgraduate students at the University of Edinburgh. There are three research questions that I want to find out in this project: (1) What are the social friendship networks of Chinese postgraduate students? (2) What do Chinese students think of their English communicative competence after one-year abroad study? (3) What kind of difficulties do Chinese students think they have in the intercultural communication? And what kind of difficulties do they really come across during the actual intercultural communication?

The project begins with an account of the importance of studying intercultural communication. After this brief account, studies on social friendship networks of overseas students are presented. In addition, previous intercultural communication studies which specifically focused on Chinese overseas students are discussed as well.

Then, the results of 40 questionnaires which investigate Chinese overseas students' intercultural communication status are provided. In this section, the results of Chinese postgraduate students' social friendship networks, their English communicative competence after one-year abroad study and their perceived communication difficulties are presented.

After the quantitative studies of questionnaires, the qualitative studies of 6 intercultural communication recordings are analysed. Through discourse analysis of the recordings, the real communicative problems are discussed and are compared with those perceived problems found in questionnaires.

To end with, with reference to students' own perceptions on intercultural communication and intercultural communicative problems, I provide some

suggestions to China's English Language Teaching education, specifically in the aspect of the education of intercultural communication.

Ideally, this study can raise Chinese students' awareness of importance of intercultural communication. In particular, I hope this study can let those Chinese students who want to study abroad have a general idea about Chinese overseas students' intercultural communication problems. In this way, they can prepare better when they are in China and adjust to the new foreign environment as soon as possible.

2. Literature Review

2.1 The importance of studying intercultural communication

According to Jandt (1998:36), intercultural communication is a "face-to-face interactions among people of diverse cultures". In a more specific way, intercultural communication is a "process of the exchange of thoughts and meaning between people of different cultures" (Maletzke, 1976: 409 cited in Eilers, 1992:31-32). Since the twentieth century, the interactions between people from different cultures have had becoming increasingly extensive, for instance, some people may go to a foreign country to receive their education and some others may work in a multinational firm and accept a job assignment in other countries (Brislin, 1986: 15). In the 21st century, with the increase of globalization and international trade, this kind of intercultural interaction has already become inevitable and necessary. In order not to fall behind the rapid development pace of the world economy, all the countries in the world have to contact, exchange information and cooperate with other countries more frequently than ever before.

However, during the extensive intercultural interactions, difficulties would inevitably arise (Brislin, 1986:16). People from one country may get used to doing something in a certain way. Though these behaviours are considered to be appropriate in their own culture, when they communicate with people from other countries, these appropriate behaviours may be perceived as extremely wrong (Brislin, 1986: 16). For example, in many Asian countries, if people are invited to have dinner in another family's home, he or she is supposed to leave after the last dish is served, otherwise, the host would think that they haven't provided enough food to eat. While in some American countries, the same behaviour would be considered as rude, the host would think that people come to their homes only for food (Brislin, 1981: 6). Consequently, difficulties may arise during the interactions between people from two different cultures, especially when both of the participants have no idea about each other's culture.

Therefore, in order to make the communication much easier and more effective, more importance should be placed on intercultural communication studies. As Rohrlich (1987) pointed out, intercultural communication studies helped us understand not only the world we were living in but also ourselves. Furthermore, it played an important role in the many areas of the society, such as business, government and education (Rohrlich, 1987: 128).

There are various types of intercultural communication. According to Brislin (1981), there are 14 types of cross-cultural contacts, including, "overseas students studying at the college level in a country other than the one in which they received their elementary and secondary education" (Brislin, 1981: 8); "businessmen on assignment in a country other than the one in which they hold citizenship"(Brislin, 1981:8); "diplomats and other members of an embassy who represent one country while stationed in another" (Brislin, 1981:8). Many studies have already been done on each type of these intercultural contacts. In this project, I focus on one type of contacts, that is, overseas students' intercultural interactions.

2.2 Studies on the social friendship networks of overseas students

Since World War Two, the number of students who decided to study abroad has increased dramatically (Bochner et al, 1977: 277). Overseas students have already become a specific group which attracted great attentions from researchers around the world. A large number of studies have been done revolving around the overseas students, for example, some studies (e.g. Furnham and Tresize, 1983) focused on the psychological or mental condition of foreign students; other studies (e.g. Xiao and Petraki, 2007) focused on the communication difficulty facing the foreign students. However, few studies (e.g. Bochner et al., 1977; Furnham and Alibhai, 1985) have been done on the social friendship networks of overseas students.

Based on a study of foreign students in Hawaii, Bochner et al. (1977: 291) provided "a functional model" to present the social friendship networks of foreign students. The "functional model" states that there are three distinct interpersonal networks in overseas students' networks. Moreover, each type of social network has a distinct function (Bochner et al. 1977: 291). These three social networks of foreign students are as following:

(1) The primary network is a "mono-cultural network". It consists of close interactions with people from the same country. The main function of this network is to provide a setting for foreign students to rehearse and express their ethnic and cultural values (Bochner et al. 1977: 291).

(2) The secondary network is a "bi-cultural network". It consists of close interactions with host nationals. The main function of this network is to facilitate foreign students' academic and professional aspirations (Bochner et al. 1977: 291).

(3) The third network is a "multi-cultural network". It consists of close interactions between foreign students and other non-compatriot foreign students. Compared with the previous two social networks of foreign students, this network is less salient. The main function of this network is recreational, and to provide companionship for foreign students in some activities which are not cultural or task oriented (Bochner et al. 1977: 292).

This "functional model" outlined by Bochner and his colleagues (1977) for the overseas students' friendship patterns was further tested and proved by some later studies concerning friendship networks of foreign students (e.g. Furnham and Alibhai, 1985; Bochner et al. 1985).

Furnham and Alibhai's (1985) replicated and extended the study of Bochner et al.(1977). Whereas Bochner et al's Hawaiian study (1977) used only 30 foreign students and 6 host nationals, Furnham and Alibhai extended the number of participants to 140 foreign students and 25 host nationals. The results of this study

were largely in accordance with Bochner et al.'s findings (1977) and strongly supported the existence of three hierarchical social networks of foreign students (Furnham and Alibhai, 1985: 719). The friendship network data revealed that foreign students had a strong preference for mono-cultural social networks (Furnham and Alibhai, 1985: 719).

Another study concerning the friendship patterns of overseas students was done by Bochner et al. (1985) in an Oxford student resident. The results of this study revealed that after at least a year in the country, as high as 70% of foreign students still did not have any English friends from the host country at all (Bochner et al., 1985: 692). This study further confirmed that foreign students preferred to mix with other students who come from the same country, and they had an isolated social relationship with students from the host nation (Bochner et al., 1985: 692). The negative effects of the separation between foreign students and host students were also reported in Bochner et al's (1985) study. Bochner et al. (1985) pointed out, a lack of host friends would reduce foreign students' opportunities to learn the local cultures, and make it difficult for foreign students to enter into the local society (Bochner et al., 1985: 693).

With regard to the reasons which affect overseas students' intercultural friendship formation, Gareis (2000) presented six main factors:

(1) The first key factor is culture. Cultural background differences, for example, differences in the aspect of values systems, social structure and thought patterns, can easily lead to misunderstanding and pose obstacles in the intercultural friendship development (Gareis, 2000: 70).

(2) The second key factor is foreign students' personality. Generally speaking, it is easier for those students with open-mindedness, creativities and a high degree of intercultural sensitivity to start intercultural contact (Gareis, 2000: 71).

(3) The third key factor is similarity between friends. Attitudinal similarity has greater impact on the intercultural friendship formation than the factor of culture and language competence (Gareis, 2000: 72).

(4) The fourth key factor is adjustment stage of foreign students. If the foreign students can not manage properly the adjustment stress and frustration in the adjustment stage, it would be difficult for them to accept the cultures of the host nation and to develop the friendship with host nationals (Gareis, 2000: 72-73).

(5) Another key factor is communicative competence. Linguistic proficiency plays an important role in the establishment of intercultural friendship. A lack of language skills would prevent foreign students from interacting with host nationals (Gareis, 2000: 73).

(6) The last key factor is proximity. Frequent contacts with host nationals would be beneficial to the formation of close intercultural relationship (Gareis, 2000: 73).

It is undeniable that making friends is a complex process, especially for two people who come from different cultural background. All of the above 6 factors must have its own role in the formation of friendship and deserve detailed examination. However, some factors, such as foreign students' personality and similarity between friends are linked with psychology and are beyond the scope of this study. In this project, I will mainly focus on the role of factors of culture and communicative competence in international friendships formation.

2.3 Previous intercultural communication studies on Chinese overseas students

The growth of the number of Chinese students in educational institutions around the world has become a prominent feature. According to the statistic provided in the 12th Biennial Conference about the flows change of Chinese overseas students, the

population of Chinese overseas students has achieved a historic record of 125,000 in 2002 (Yao, 2004: 10). Thus, it would be of great importance to pay more attention on the study of Chinese overseas students.

In fact, the prominent feature of Chinese students has already attracted great attention from researchers all over the world. Many studies have already been done on Chinese students' intercultural encounters during their overseas study (e.g. Liu, 2002; Holmes, 2004, 2005, 2006; and Xiao & Petraki, 2007). Most of these intercultural communication studies (e.g. Liu, 2002; Holmes, 2004, 2005, 2006) were carried out in the context of classroom and studied the Chinese-English differences in classroom behaviours, for example, different perceptions on silence, different learning style and interpersonal communication style in the classroom. In this section, those previous intercultural communication studies on Chinese overseas students will be discussed in detail.

Liu (2002) did a qualitative study on three Chinese students' silence in American classrooms. He pointed out that silence should be interpreted culturally, because silence often reflected different values in various social contexts of different cultures (Liu, 2002: 49). He found that, due to the cultural background differences, Chinese students' silent behaviour in the classroom often caused cross-cultural misunderstanding (Liu, 2002: 52). In Chinese culture, silence in the classroom is completely acceptable and considered as a sign of respect for teachers, while silence behaviour is perceived negatively and thought of as inappropriate and a lack of engagement in American culture (Liu, 2002: 47). Moreover, he found that Chinese students not only tended to behave but also evaluated others' classroom behaviours according to the criteria out of their own social identity in Chinese culture (Liu, 2002: 52). Liu (2002) argued, besides causing cross-cultural miscommunication, Chinese students' tendency of adopting the behaviours they brought with them out of their first culture would block their adaptation to the target culture as well (Liu, 2002: 52). Therefore, Liu (2002) suggested, in order to acquire new identity in the target culture

and develop their cultural transformation competence, Chinese students should negotiate their silence in American classrooms and participate in the classroom actively rather than keeping silent (Liu, 2002: 52).

Another study concerning Chinese overseas students' class behaviours was conducted by Holmes (2005) in a New Zealand university. In her study, Holmes (2005) identified two types of differences between Chinese students and New Zealand students. One is classroom communication style difference and the other is interpersonal communication style difference (Holmes, 2005).

With regard to the differences in classroom communication style, Holmes (2005) found that Chinese students tended to take the "dialectic" mode of learning, which is "competition-oriented", "authority-centred" and requires little cooperation or communication between students and teachers (Holmes, 2005:291). By contrast, western students, like New Zealand students, were more likely to take the "dialogic" learning approach, which is characterized by cooperative communication strategies and encourages students to ask questions and express their own ideas (Holmes, 2005:292). She further pointed out that the value of individualism/ collectivism and power distance were the two main factors contributing to these learning style differences (Holmes, 2005:292). In Chinese collectivist culture, the teacher is considered as a model of power and authority, while in western individualist culture, power is shared by both teachers and students in the classroom (Holmes, 2005:292). Therefore, the requirements on students' behaviours in the classroom are different accordingly.

In terms of the differences in interpersonal communication style, Holmes (2005) found that Chinese students preferred to use the "high context communication" style, in which implicit verbal messages are often used in order to show respect to the interlocutor and maintain the harmony with people (Holmes, 2005:293). By contrast, New Zealand students tended to use the "low context communication" style, in which

most of the information is expressed explicitly in the verbal transmission of message (Holmes, 2005:293). At the end of her paper, Holmes (2005) suggested that both Chinese students and host teachers and students should work together in order to achieve successful intercultural classroom communication. On the one hand, Chinese students should reconstruct their communication by negotiating their communication patterns adopted from their first culture learning environment. To be specific, Chinese students need to develop some classroom communication practices, such as asking questions, expressing opinions and communicating with teachers (Holmes, 2005: 308). On the other hand, the host teachers and students should recognize and accept different ways of learning and communication rather than privileging their own communication styles (Holmes, 2005:309).

A more recent study on intercultural communication of Chinese overseas students was conducted by Xiao and Petraki (2007) in the University of Canberra. In their paper, Xiao and Petraki (Xiao and Petraki, 2007:1) explored the general intercultural interactions situation between Chinese students and students from other countries, for example, the frequency of communication between Chinese students and students from other countries, the conversation topics and the difficulties that Chinese students encounter in the intercultural communication. The result of Xiao and Petraki's study (2007) revealed that most of Chinese students were active in communicating with students from other countries, but at the same time a majority of them still had difficulties in intercultural interactions (Xiao and Petraki, 2007: 11). There were many reasons contributing to the communication difficulties, among which language problems and culture problems were the two most important ones (Xiao and Petraki, 2007: 11). Xiao and Petraki (2007) concluded the paper by providing some recommendations to facilitate the intercultural communication. They suggested that Chinese students, Chinese educational institutions and local educational institutions should make efforts together to achieve efficient intercultural communication. For Chinese students, before they study abroad, they have to make better preparation on intercultural communication knowledge, such as the knowledge of cultural values,

customs and politeness; For Chinese educational institutions, more emphasis should be placed on the education of intercultural communication, for instance, more intercultural communication knowledge should be taught; and for local educational institutions, teachers and students should develop better cultural diversity awareness (Xiao and Petraki, 2007: 11).

The foci of these studies were different. Some studies (e.g. Liu, 2002) focused on the problems that Chinese students come across during their intercultural communication in the classroom. While other studies (e.g. Holmes, 2005) focused on the comparison between Chinese students and students from host country in the aspect of classroom communication style and interpersonal communication style. It is undeniable that these studies do a lot of contribution to our understandings of Chinese overseas students' intercultural communication situation. These studies not only provide Chinese overseas students with a general idea about their intercultural communication problems and cultural differences which might cause potential communication difficulties, but also provide some useful suggestions to Chinese students about how to develop better communication competence and adjust to the host country. Moreover, these studies also call for the understanding and generousness of host nationals to accept diverse cultures and communication styles.

However, there are also some shortcomings in these intercultural communication studies. First of all, despite the abundance of intercultural communication studies on Chinese overseas student, none of them studied the social friendship networks of Chinese students. Though in Xiao and Patraki's study (2007), the number of Chinese students' friends from other countries was mentioned, it is far from enough to get to know the social friendship networks of Chinese overseas students. Neither do we know which kind of social networks Chinese overseas students prefer to involve in, Chinese social network or English social network. The social network is an important explanatory factor in studies on intercultural communication (e.g. Kim, 1986), because social norms and attitudes are formed and perpetuated in these social

networks. Also, previous studies (e.g. Milroy, 1987) have shown that network strength influenced linguistic behaviour. Therefore, more studies should be conducted on the social friendship networks, in particular, on Chinese overseas students' social friendship networks.

Secondly, most of these studies (e.g. Liu, 2002; Holmes, 2004, 2005, 2006) were conducted to examine the intercultural communication between Chinese students and members from the target or host cultures. Xiao and Patraki's study (2007) is the only one study until now that mentioned the intercultural communication between Chinese students and members from other cultures. However, Xiao and Patraki (2007) only divided the students into two groups: Chinese students and students from other countries. This division might cause a problem. Because the communication situation in which Chinese students communicate with students from English-speaking countries might be different from the situation in which Chinese students communicate with other foreign students who do not speak English natively (except for Chinese).

Thirdly, many of the studies (e.g. Liu, 2002; Holmes, 2004, 2005, 2006; Xiao and Patraki, 2007) on Chinese overseas students' intercultural communication were conducted in the United States, New Zealand or Australia; few of them were conducted in the background of educational institutions of the United Kingdom. In recent years, the number of Chinese international students in British universities has been increasing significantly. In my point of view, it is the right time to do more studies about Chinese overseas students' intercultural communication within British universities.

Last but not least, almost all the studies are either a quantitative study (e.g. Holmes, 2004, 2005, 2006; Xiao and Patraki, 2007) or a qualitative study (e.g. Liu 2002), few studies adopt the combination of these two research methods. Using only one research method, we may not be able to get the all-round information about Chinese overseas

students' intercultural communication. Take Xiao and Patraki's study (2007) for example, they used the instruments of questionnaire and interview to obtain the information about Chinese students' intercultural communication difficulties. Surely enough, their findings about the communication problems are reliable and can represent the general situation of Chinese overseas students' intercultural communication. However, what they obtained are just students' own perceptions about the communication difficulties they encounter in interactions, no information is obtained concerning what really happen in their intercultural communication with students from other countries. Some problems unrealized by Chinese students might exist in their intercultural interactions.

In all, there are four gaps of the previous intercultural communication studies on Chinese overseas student: (1) Hardly any linguistic study is carried out on the social friendship networks of Chinese overseas students. (2) Few studies are conducted on the intercultural communication between Chinese students and students from other countries (not only the students from host countries). (3) Few intercultural communication studies concerning Chinese overseas students are conducted in the United Kingdom. (4) Few studies employ both the quantitative and qualitative methodology.

In order to fulfil the above four research gaps, this project will: (1) study the social friendship networks of Chinese overseas students; (2) study Chinese students' intercultural communication with students from other cultures, which are divided into two groups: students from English-speaking countries and the other foreign students who do not speak English natively (except Chinese); (3) focus on Chinese one-year postgraduate students in the University of Edinburgh, UK; (4) use questionnaires to do a quantitative study first to get the general idea about perceived difficulties in Chinese students' intercultural communication and find out network scores, then record 6 actual conversations to do a qualitative study to get the information about real difficulties in actual intercultural interactions.

3. Methodology

3.1 Participants

The subjects of this project are one-year Chinese postgraduate students who have never left China before they came to study in the University of Edinburgh. All of them come from Mainland China. Therefore, three groups of students are excluded from my studies, they are: (a) Students from Taiwan, Special Administrate Regions of Hong Kong and Macau. (b) Chinese students who have ever received education outside China. (c) Chinese students who have ever lived outside China. All the participants are within 20-30 years old.

3.2 Data collection

I used three instruments in this project, a questionnaire, audio recording of conversation data and interviews of the conversation participants. The questionnaire is used to get a general idea about Chinese postgraduate students' intercultural communication status, including Chinese students' social networks scores and perceived communication difficulties. While the questionnaire only elicited perceived difficulties that Chinese postgraduate students think they have in intercultural communication, no information is found about what really happen in actual intercultural encounters. Therefore, in order to get more detailed and reliable information about intercultural communication, I recorded 6 actual conversations between Chinese postgraduate students and students from other countries (including both English native speakers and foreign students who do not speak English natively (except Chinese)). After the actual conversation recordings, I conducted two types of interviews. One was done immediately after each recording and another was done when conversation transcriptions were finished. The interviews were used to gain more precise information about how the real intercultural interactions were going on.

3.2.1 questionnaire

I first sent the questionnaires to ten of my Chinese postgraduate friends to fill out. They studied different majors in the University of Edinburgh. Then, I gave two questionnaires to each of these ten friends. I told them the questionnaire participant selection requirements and asked them to distribute the questionnaire to other Chinese postgraduate students they knew who met the requirements. Four more questionnaires were collected in Mayfield Salisbury church when I was invited by one of Chinese Christian friends to attend their activities. Concerning the other six informants, I found them in the study areas of the main library of Edinburgh University. I approached to the students who looked like Chinese. After confirming their nationalities, I told them that I was doing a dissertation project and asked them whether they were willing to join in my study. When they consented to help me, I confirmed further whether or not they met the questionnaire selection requirements. If they met the participant selection requirements, I gave them one questionnaire to fill out. In all, I collected 40 questionnaires, 20 each for male and female postgraduate students.

The questionnaire in conducted in English and is composed of both open and closed questions (A sample questionnaire is included in appendix). There are mainly two questions that I want to figure out in the questionnaire. The first one regards the social friendship networks of Chinese postgraduate students. The other one regards Chinese postgraduate students' own perceptions on intercultural communication.

As far as social networks is concerned, I reconstructed the social scores measurement used by Milroy (1987) in her Belfast study. Milroy's (1987) study, which examined the relationship between the language used in community and individual speaker's social networks, constructed a "network strength scale" to measure individual's social networks (Milroy's, 1987: 139). The "network strength scale" in Milroy's (1987) study is a six-point one which goes from zero to five, and is constructed on the basis

of multiplexity and density of individual's networks (Milroy, 1987: 139). The following are the five conditions which are taken to be the indicators of multiplexity and density:

1. "Membership of a high-density, territorially based cluster" (Milory, 1987:141).
2. "Having substantial ties of kinship in the neighbourhood. (More than one household, in addition to his own nuclear family.)" (Milory, 1987:141)
3. "Working at the same place as at least two others from the same area" (Milory, 1987:142).
4. "The same place of work as at least two others of the same sex from the area" (Milory, 1987:142)
5. "Voluntary association with workmates in leisure hours. This applies in practice only when conditions three and four are satisfied" (Milroy, 1987:142).

Condition one is an indicator of density, while the other four conditions are all indicators of multiplexity (Milroy, 1987: 142). In Milroy's (1987) study, one point is assigned to the participant if he/she fulfils each of the above five conditions. The higher the network scores are, the higher proportions of individual's interactions with the local community are (Milroy, 1987:142). However, in contrast to Milroy's Belfast study (1987), I revised these five conditions according to the real situation of Chinese overseas students. In this project, I ignored the problem of density, since all the participants were new to the UK, their social networks were likely not dense at all. Therefore, I designed eight questions to measure multiplexity of students' social networks. These questions are related to all aspects of Chinese students' social life, including their friends, class, accommodation, kinship and work. The eight questions in my project are:

1. Are you a member in university social societies? (e.g. University Students' Association, University Sports Union)
2. Who do you share accommodation with?

3. Who are the majority of students in your class?

4. If there are any Chinese students in your classes, how many are of the same sex as you?

5. How many friends do you have in Edinburgh?

6. Who do you voluntarily associate with in leisure hours?

7. Do you have a job in Edinburgh?

8. Do you have any relatives in Edinburgh?

Each of the above 8 questions includes two sub-questions. The first sub-question is: if your answer is "yes" to the question, how many of them are (a) Chinese students (b) Students from English-speaking countries (c) Foreign students who do not speak English natively (except Chinese). The second sub-question is: how much English they speak, for example, "How much English do you speak in the university social societies?" and "How much English do you speak in the accommodation?".

These eight questions are worth 1 point each. Therefore, the network scale in my project is a nine-point scale which goes from zero to eight. Since there were two sub-questions in each question, I decided to divide one point into two. That means each of the two sub-questions is worth 0.5 points. The criteria for the assignment of points to these two sub-questions are respectively: (1) their answers to the question must contain Chinese students and the number of Chinese students has to more than two (2) English they speak have to less than 50%. Take question number two—"Who do you share accommodation with?" as an example. If the participant's answer to the first sub-question is that they share accommodation with Chinese and the number of Chinese is more than two, he or she will be assigned 0.5 points. If the participant's answer to the second sub-question is that they speak less than 50% of English in the accommodation, he or she will be assigned another 0.5 points. The 'No' answer results in 0 points. The higher scores the participant gets, the more interactions he or she have with Chinese students.

As regards the second question that I want to find out in the questionnaire—Chinese postgraduate students' own perceptions on intercultural communication, questions concerning their intercultural communicative competence and perceived difficulties were asked. For example, "Compared with your English level when you were in China, what do you think of your English communicative competence after one-year abroad study?" and "do you find difficulties when you communicate with students from English-speaking countries/ foreign students who do not speak English natively (except Chinese)? If yes, what do you think are the reasons for the difficulties?"

Other questions, such as students' perceptions on the education of intercultural communication in China and their nationality preference in intercultural encounters were also mentioned in the questionnaire. As regards what questions were asked, please refer to the sample questionnaire in appendix.

3.2.2 recording

There are two important criterions in selecting participants to take part in the actual conversation recordings. First of all, as West et al. (1997) suggested, gender and discourse have been recognized as a field which was full of inquiry and leaps and bounds since 1970s (West et al, 1997: 119). Therefore, in order not to contain too much variables in this project, I decided to counteract any bias caused by gender by choosing all the female participants to take part in the recording. Secondly, since the density and multiplexity of social network will influence people's way of speaking (Milroy's, 1987), none of the chosen participants are friends or shared a social network between each other.

Concerning the selection of recording participants, I firstly chose 6 Chinese female postgraduate students from those students who had already filled out the questionnaire and had consented to take part in the recording. Then, I asked 2 participants from the linguistics department whether they could help me do a recording. One came from Greece and the other came from the UK. I asked them whether they could help me do

a recording. Both of them consented. At the same time, I sent an email with my recording requirements to the postgraduate mailing list from School of Philosophy, Psychology and Language Sciences. From all the email replies, I chose another 4 female participants from other cultures. Two of them come from the UK, and the other two come from Germany and Korea respectively. All these 6 participants are between 20 and 30. I divided these 6 participants into 2 groups: the native English speakers and the foreign students who do not speak English natively (except Chinese). Then I randomly matched them with 6 female Chinese postgraduate students. Moreover, I confirmed that they shared no social network with each other before the recording.

Each recording lasted about 30-35 minutes. I was not presenting during the actual conversation. I showed the two participants into a room; put a recording pen between them and announced some basic information about the recording. I told them "This conversation recording is a free talk, you can talk anything you want and there is no limit on topics. So you don't have to be nervous. Just take this conversation recording as an opportunity to make new friends. The recordings will last 30-35 minutes, I will not attend the recording and I will be back when time is up". After settling down these pre-recording issues, I left the room and let the two participants start their conversation.

3.2.3 Interview

When 30-35 minutes passed, I returned to the room and conducted a short interview with both of the participants. In order to let the participants express their feelings more freely, when interviewing one participant, I asked the other participant to wait outside for a while. Some questions regarding their thoughts and feelings about the conversation were asked, for example, "How did you feel about this conversation?" "Do you have difficulty in communicating with each other?" "Is there any miscommunication in your conversation?"

Another retrospective interview was done again after I finished transcribing all the conversations. At this time, I picked up some miscommunication examples taken place in each conversation, invited the participants to re-listen to their recordings and asked them to review what happened during that time and what were the causes of these miscommunication.

In addition, in order to get more clear information about Chinese students' intercultural communication, I interviewed all the Chinese participants in Chinese. For a list of question guidelines, please refer to appendix.

The discourse analysis results of the recordings are compared with the results of questionnaires in the aspect of perceived communication problems. This analysis is able to reveal the difference between perceived and real communication problems. On the one hand, I can find out that whether the perceived intercultural communication problems mentioned by Chinese postgraduate students really happen in the actual communication; on the other hand, I can find out whether there are any other unrealized problems happen in the real intercultural communications.

4. Results and Discussion

4.1   The results of questionnaires

4.1.1 Chinese postgraduate students' social networks scores

According to the 'network strength scale' and analysis methodology I presented earlier, social networks scores of each participant were counted. Table 1 shows the mean of Chinese postgraduate students' social networks scores. From the table below we can see that there is no great gender difference in the social networks scores. The average score of male participants is 3.6 points, while the female group is 3.9 points. In addition, we can find that the mean of both groups' social networks scores are below 4.5 points—the mean of the nine-point 'network strength scale', which indicates that the social interactions between Chinese postgraduate students and their compatriots are not too frequent.

Table 1   The mean of Chinese postgraduate students' social networks scores

	Mean of social networks scores
Male	3.6
Female	3.9
Total	3.75

This result is not quite consistent with my initial observation and the findings of the previous studies on social friendship networks of foreign students (e.g. Bochner et al., 1977; Furnham and Alibhai, 1985), in which the social networks of foreign students is primarily a 'mono-cultural' one. In this project, the analysis result suggests that Chinese postgraduate students do have frequent contacts with students from other cultures. In my point of view, there might be two reasons for this result.

First of all, since more and more Chinese students have already realized the importance of English in their future life and career, they have all tried their best in

order to learn English well and make contact in English networks. Chinese overseas students in English-speaking countries, who have already got better English learning environment than those students at home, would definitely cherish this English-speaking environment and make use of it as fully as possible. Moreover, with globalization, successful communication with people from other cultures (not only the English-speaking countries) is of great importance as well (Xiao and Petraki, 2007: 3). Just as Xiao and Petraki (2007) pointed out, besides the purpose of improving their English competence, another important reason why Chinese students choose to study abroad is to improve their communicative ability with people from other cultures (Xiao and Petraki, 2007: 1). The British universities, which contain students from all over the world, would definitely provide many opportunities for Chinese students to communicate with students from diverse cultures.

The second possible reason might be closely related to the nature of the subjects of my project—postgraduate students. As Holmes (2005) revealed in her study, compared with Chinese undergraduate students, Chinese postgraduate students had more life experience and confidence and they were more willing to engage in the research interview (Holmes, 2005:299). This suggests that Chinese postgraduate students are more active in interacting with people from outside world. From the two reasons given above, it might be understandable why Chinese postgraduate students have frequent interactions with students from other cultures.

However, we have to recognize at the same time that the range between the mean of each group's social networks scores and the mean of network scale (4.5 points) is not very large. In other words, it means that the intercultural interactions between Chinese students and students from other countries are not so frequent that they totally avoid the interaction with their compatriots. This is supported by the fact that, when asked with whom they are voluntarily associated in the leisure times, a majority of participants (80%) answered that they would still prefer to interact with Chinese students. This might because of Chinese students' psychological needs. As Bochner et

al. (1977) argued, the reason why foreign students contact frequently with other compatriots was to express their feelings, rehearse and express their ethnic and cultural values (Bochner et al. 1977: 291).

In all, on the one hand, Chinese postgraduate students are active in involving in English networks and communicating with students from other countries in order to improve their English communicative competence. On the other hand, they still maintain close interactions with their compatriots in order to share the innermost feeling.

4.1.2 Chinese postgraduate students' intercultural communicative competence after one-year abroad study

The second research question of my project is about Chinese students' intercultural communicative competence. Kim (1986) explained one's out-group communication competence by using a personal network approach. As Kim (1986) assumed that the nature of people's social networks would reflect and influence their out-group communication competence (Kim, 1986: 92). According to Kim (1986), if someone's personal network consisted primarily of the members from the same community; he or she was likely to be less competent in communicating with people from other communities (Kim, 1986:93). In other words, the more interactions people have with their compatriots, the less out-group communication competence he/she would get.

In the above analysis of Chinese postgraduate students' social networks scores, we found that in the past one-year abroad study, the degree of Chinese postgraduate students' interactions with students from other cultures was higher than the degree of Chinese students' interactions with the compatriots, though the range was small. In this case, it might be reasonable to assume that Chinese students should make some improvement in their intercultural communication competence after one-year abroad study.

Table 2 below shows students' own evaluations on their English communicative competence after one-year study in the University of Edinburgh. From this table we can observe that about 20% of students think, compared with their English ability when they were in China, their English communicative competence have been improved greatly during the past one year. More than half of students (68%) think that they made some improvements in their English communicative competences. In other words, a majority of students (88%) have made a positive evaluation on their English communicative competence after one-year abroad study.

Table 2   Chinese students' own perceptions on their English communicative competence after one-year abroad study

	Great improvements	Some improvements	Not too much improvements	No improvement at all
Male	5 (25%)	13 (65%)	1 (5%)	1 (5%)
Female	3 (15%)	14 (70%)	3 (15%)	0 (0%)
Total	8 (20%)	27 (68%)	4 (10%)	1 (2%)

This result of Chinese students' own evaluations on their communicative competence generally verified the previous assumption about the relationship between communicative competence and social networks scores. In order to study in detail about the consistence between Chinese students' communicative competence evaluations and their social networks scores, I did an individual comparison between them. Through this detailed study of individual comparison, it was found that students' own evaluations on communicative competence were in accordance with students' social network scores to a large extent.

Table 3 The individual comparison between Chinese students' social networks scores and their own evaluations on communicative competence after one-year abroad study

Social Networks scores	The total number of participants who get this scores	Their own evaluations on communicative competence
6.0	2	Some improvement (2)
5.0	5	Not too much improvement (1)
		Some improvement (2)
		Great improvement (2)
4.5	8	Not too much improvement (1)
		Some improvement (6)
		Great improvement (1)
4.0	7	No improvement at all (1)
		Not too much improvement (1)
		Some improvement (1)
		Great improvement (4)
3.5	4	Some improvement (2)
		Great improvement (2)
3.0	6	Some improvement (5)
		Great improvement (1)
2.5	3	***Not too much improvement (1)***
		Some improvement (2)
2.0	4	Some improvement (3)
		Great improvement (1)
1.5	1	Some improvement (1)

Note: number in the bracket () is the number of participants who make this type of evaluation. For example, some improvement (2) means, there are two participants with this score think that their communicative competence make some improvement after one-year abroad study.

From the table 3 above, we can see that 4 points and 4.5 points are the two scores that participants usually get. And the social networks scores of a majority of participants (75%) are within the range between 2 points and 4.5 points. This again demonstrates that both students from other cultures and compatriots play an important role in Chinese students' social friendship networks.

In addition, among the 32 students who got the scores between 2 points and 4.5 points, most of them (88%) answered that they've made at least some improvements during one-year abroad study. This result is understandable, because theoretically speaking, the lower networks scores the Chinese participant gets, the less interactions he/she has with the compatriots, then, the higher possibility that he/she would improve his/her English communicative competence. There are, however, some cases that people who got the same social networks scores have different evaluations on their communicative competence. Take 4.5 points as an example, 6 out of 8 students who got this score thought that they made some improvement on communicative competence, while there is one female student who got this score thought that she made great improvement, and another female student thought she made not too much improvement. One possible reason for this inconsistency might be related with the criteria I used for assigning points to the second sub-question—how much English they speak. When I assigned 0.5 points to students on this sub-question, I ignored the exact amount of English they speak. The criteria I used is that as long as Chinese students speak less than 50% of English, they would be assigned 0.5 points. This criterion might be one of the shortcomings of my project and might cause this inconsistency, since different students might speak different amount of English in different context. And because of this amount difference, the degree of their improvement of English communicative competence might vary accordingly. In addition, different students have different personalities, some students are more optimistic, while others are more pessimistic, so they might have different standard on their own evaluations. Despite these minor inconsistencies, we can see that a majority of students' own evaluations on communicative competence were in accordance with their social networks scores.

Among 40 participants, only one exceptional case of male participants (see Table3 above in bold) was found in which his communicative competence evaluation was abnormally inconsistent with his social networks scores. The male participant got 2.5 points in the social network scores measurement. Theoretically speaking, this

participant should be supposed to make at least some improvement in his communicative competence, while he reported that he didn't make too much improvement in the past one year. We don't know the reason why he made negative evaluations on his English communicative competence. It might because he has a strictly high standard on his English level; or it might because his English communicative competence has already reached a certain level before they came to the UK.

Though there is one exceptional case, it is generally true that the more interactions students make with students from other cultures, the greater improvement they would make in their intercultural communication competence. Therefore, in order to make more improvements in intercultural communication competence, Chinese overseas students should be encouraged to interact more with students from other cultures.

4.1.3 The difficulties that Chinese postgraduate students think they have in the intercultural communication

4.1.3.1 General situation about Chinese students' intercultural communication difficulties

From the above discussion, we can see that many Chinese postgraduate students in the University of Edinburgh have made frequent contacts in English networks and have made at least some improvements in their intercultural communication competence. However, most of them still admitted that they had difficulties in communicating with students from other cultures.

Table 4 below shows the general situation of Chinese postgraduate students' intercultural communication difficulties. Looking at the table 4, we observe that more than half of students (53%) have difficulties in communicating with both students from English speaking countries and foreign students who do not speak English

natively (except Chinese). 22% of students experienced communication difficulties only with English native speakers but not with foreign students who do not speak English natively(except Chinese), while another 22% of students reported that they only have difficulties in communicating with foreign students who do not speak English (except Chinese) but not with English native speakers. Only one female student answered that she had no difficulties in communicating with either English native speakers or foreign students who do not speak English natively (except Chinese)

Table 4   General situation about Chinese postgraduate students' intercultural communication difficulties

	Have difficulties in communicating with both A and B	Have difficulties in communicating with A, but no difficulties with B	Have difficulties in communicating with B, but no difficulties with A	Have no difficulties in communicating with both A and B
Male	12 (60%)	2 (10%)	6 (30%)	0 (0%)
Female	9 (45%)	7 (35%)	3 (15%)	1 (5%)
Total	21(53%)	9 (22%)	9 (22%)	1 (3%)

Note: A= students from Englgish speaking countries

B= foreign students who do not speak English natively (except Chinese)

There are some differences in Chinese students' communication difficulties. For example, some students may only have communication difficulties with students from English speaking countries, while other students may only with foreign students who do not speak English natively (except Chinese); and other students may not only have difficulties in communicating with students from English-speaking countries but also with foreign students who do not speak English natively (except Chinese). However, it can be observed that a high percentage of students (97%) have communication

difficulties in communicating with students from other cultures, either with English native speakers or with other foreign students who do not speak English natively (except Chinese). In the following part, those specific communication problems perceived by Chinese postgraduate students will be discussed.

4.1.3.2 Perceived problems in Chinese students' intercultural communication

Just as Bremer (1996: 37) pointed out, the analysis of communication problems can be guided by two different yet closely related questions. One is "what was not understood?" and the other is "why was it not understood?" (Bremer, 1996: 37-38). In other words, one question focuses on the descriptions of what specific communication difficulties are, and the other question focuses on the reasons for communication difficulties. In principle, every answer to the question of "what was not understood" can also be interpreted as a "cause" of communication difficulty (Bremer, 1996: 38). In the questionnaire, the open question I asked was "what are the reasons for communication difficulties?" The participants provided a variety of answers, some reported specific communication problems, while others reported reasons for communication problems. Since answers to these two questions are closely related to each other, I have phrased their answers differently in order to get more precise answers to this question.

In addition, when I setting up the questionnaire questions, I wanted to find out whether or not the Chinese students' communication with English native speakers is different from the one with foreign students who do not speak English natively (except Chinese). Thus, when I asked the reasons for intercultural communication difficulties, I divided it into two sub-questions: (a) "If you have difficulty in communicating with students from English-speaking countries, what you think are some of the reasons?" (b) "If you have difficulty in communicating with foreign students who do not speak English natively (except Chinese), what do you think are

some of the reasons?" Underneath, I wrote a further instruction: if your answers to (b) are the same as the answers to (a), please ignore question (b).

After examining the answers to this question in questionnaires, I've found that, in all the answers of those students (53%) who reported that they had difficulties in communicating with both English native speakers and foreign students who do not speak English natively (except Chinese), it was the same reasons that caused communication difficulties. In other words, regardless of the conversation partners (either students from English-speaking countries or foreign students who do not speak English natively), these 53% students thought that they came across the same problems in the intercultural communication.

Therefore, when I dealt with the answers regarding perceived problems in questionnaires, I summarized all the answers provided to this question, either it was provided to sub-question (a) or sub-question (b). Moreover, I categorized some answers into the same type if they expressed a similar meaning.

Figure 1 below presents the problems that Chinese students think they have in the intercultural communication. It can be observed from Figure 1 that there are mainly seven perceived communication problems reported by Chinese postgraduate students:

(1) Students' own perceived low spoken proficiency
Students' own perceived low spoken proficiency is considered as the most common problem for Chinese students in intercultural encounters. Some spoken language problems reported by Chinese students are, for example, poor pronunciation, poor grammatical structure and lack of vocabulary to express their ideas. One of the female participants shared a miscommunication experience caused by her pronunciation. When she first came to the UK, she went to a shop to order latte, but the assistant gave her a cup of tea instead. This kind of event happened several times until she

realized that she had the wrong pronunciation for this word. Other similar miscommunication experiences were also provided by other participants.

Figure 1　Chinese students' perceived problems in intercultural communication
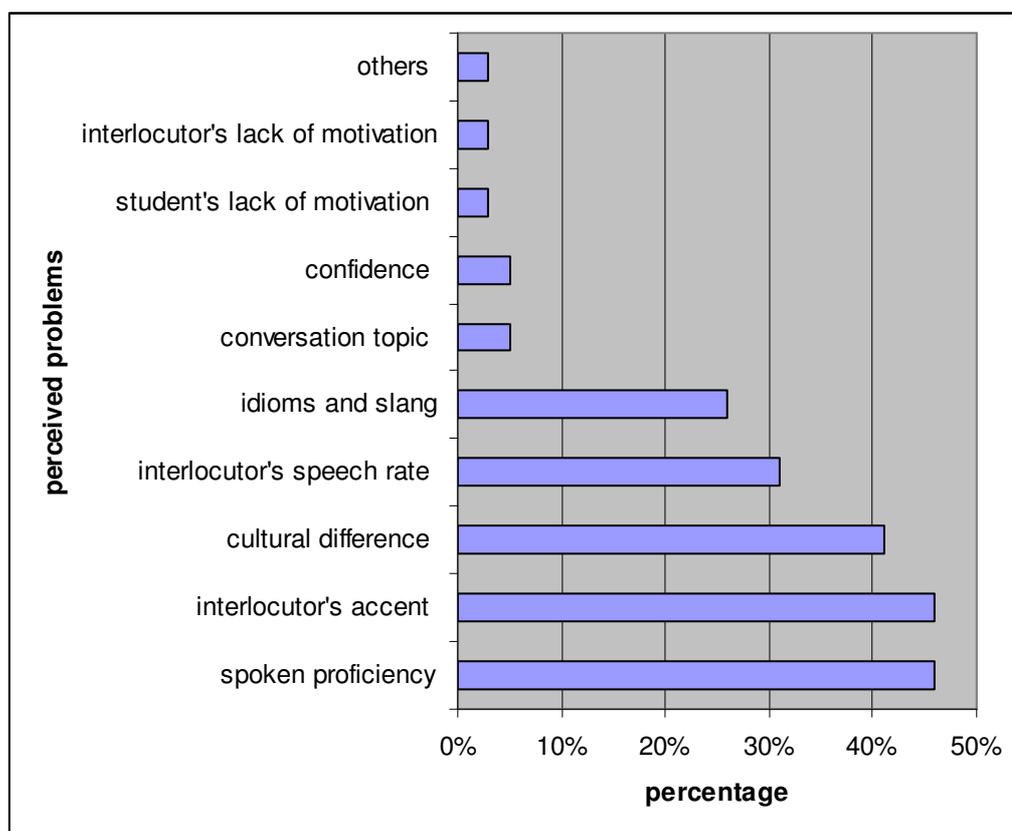
(2) The interlocutor's accent

The interlocutor's accent is regarded as an equally most common problem in intercultural communication as the problem of students' spoken proficiency. A majority of Chinese participants reported that the accent of interlocutor was another important factor contributing to intercultural communication difficulties. They answered that, the different accents of English they heard in the UK were quite different from the English they learnt when they were in China. They suggested that most of the English in textbook tapes, English radio programs (for example, BBC and VOA), movies, and TV series they heard in China were Received Pronunciation or Standard American or British accented speech. There were few opportunities for them to hear English with different accents. So after they came to the UK, it took them

some time to get used to the interlocutor's accent at the beginning of conversation. Sometimes the accent of interlocutor was too strong to understand.

(3) The problem of cultural difference

The third important intercultural communication difficulty pointed out by Chinese students is cultural difference. Some students reported that, because of cultural differences, they can not follow the interlocutor's logic when discussing problems with students from other cultures. At other times, the difference of opinion is too strong.

(4) The interlocutor's fast speech rate

The interlocutor's fast speech rate is the fourth most common problem that Chinese students acknowledged in intercultural communication. They reported that the speech rates they heard in the UK were generally faster than those they heard when they were in China. Sometimes the interlocutor's speech rate was too fast to follow.

(5) The usage of idioms and slang

Some Chinese students recognized the usage of idioms and slang as one of the communication difficulties in intercultural interactions. They pointed out the usage of idioms and slang posed some understanding difficulties in the communication.

(6) The limitation of conversation topics

Limitation of conversation topics in intercultural communication is another common problem reported by Chinese students. One female participant answered that it was difficult to find a suitable topic in the communication with students from other cultures. More importantly, she didn't know which topic would raise the interlocutor's interests. Another male participant pointed out a similar problem. He reported, when he interacted with students from other cultures, the conversation was only on the surface level and would not go into a deeper level, especially when the topics were difficult or unfamiliar ones. This problem was also reflected in the

answers to the open question in the questionnaire—"what kind of topics are often discussed in intercultural communication?". Most Chinese students provided the answers like academic study, social activity in leisure hours, food, and weather. As suggested by Xiao and Petraki (2007), topics such as study, activities, films and travelling belonged to "safe" topics (Xiao and Petraki, 2007: 6). This shows that, a majority of Chinese students are likely to choose topics which are comparatively safe and not too difficult when interacting with students from other cultures. This "safe" approach to conversation might severely limit the topics that students use.

(7) Some psychological problems

A small number of students reported some other problems, such as a lack of confidence and motivation to communicate with students from other countries and the interlocutor's unwillingness to communicate. One of the female participants reported that she felt less confident when she spoke to students from English speaking country. Another male participant made a similar point that he didn't like to talk to students from English speaking countries because of his own low spoken proficiency. One female participant even reported that sometimes she felt that students from other cultures did not like to communicate with Chinese students whose spoken English was not good enough. These problems are all related to psychological problems to some extent.

Though those psychological problems perceived by Chinese students are quite important and interesting in the studies of intercultural communication, they are beyond the study scope of this project. Therefore, in the following chapter, I will only focus on the first six perceived problems presented above and find out which ones are the real problems in actual conversations.

4.2 The discourse analysis results of recordings

As Tzanne (2000) stated, studies on cross-cultural miscommunication have played an important role in our understanding of the nature of communication difficulties between people with different cultural background (Tzanne, 2000: 7). Therefore, in order to examine students' perceived difficulties in intercultural encounters thoroughly; we have to know more about miscommunication.

There have been various answers concerning what can be counted as miscommunication in intercultural discourses (Tzanne, 2000: 18). In this project, I adopted Tzanne's (2000) definition on miscommunication, which states that a misunderstanding is "a mismatch between the speaker's intended meaning and the hearer's understanding of this meaning in the particular context of interaction" (Tzanne, 2000: 34). In other words, the miscommunication could either be a communication breakdown recognized by the participants themselves, or an unrealized communication difficulty with apparent inconsistency between the speaker's communicative intentions and the hearer's understandings (Tzanne, 2000: 19).

In the following parts, I will study the miscommunications that occurred in the 6 recordings and examine whether the above 6 perceived communication problems really happen in the actual conversations. Then, the results of questionnaires and the discourse analysis results of recordings on intercultural communication problems will be compared and discussed.

4.2.1 Difficulties Chinese postgraduate students come across in the real intercultural communications

(1) Chinese students' own perceived low spoken proficiency

In the 6 actual conversation recordings, it was found that Chinese students' spoken English competence was an important factor which influenced their intercultural

communications. Some spoken proficiency problems mentioned by Chinese postgraduate students in questionnaires were found in the actual conversations. The main problems were: Chinese students' pronunciation and accuracy in their expressions. The followings are two miscommunication examples caused by Chinese student's own spoken proficiency. One is caused by the pronunciation of Chinese student, and the other is by Chinese student's incorrect grammatical structure.

Excerpt 1　(R= the Greek participant　L= the Chinese participant)

R: Are you thinking about going back to china for holidays?

L: Yeah, actually I, I spend a long time, spend a lot time for me to go back to china, maybe I go to, go back to China in December or the end of November=

R: =En=

L: =I will never try to spend my spring festival in foreign countries any more

R: I don't understand

L: Spring festival, it's just like, like the Christmas in, in Europe=

R: =Ah, ok=

L: =The biggest festival in China

R: How do you call it?

L: Spring festival

R: Spring festival

L: Yes, spring festival, it also means the New Year in China

R: Ah, the New Year, yes, I know

L: Yeah, the Chinese New Year

In the above example, the two participants negotiated the meaning of 'spring festival' for several times. The Greek participant didn't catch the word 'spring festival' until she specifically asked the Chinese participant "How do you call it?". Reason for this miscommunication was obtained in the retrospective interview after I transcribed the recording. The Greek participant explained that the reason why she didn't understand

what the Chinese participant was talking about at the very beginning was because of Chinese student's unclear pronunciation of 'spring festival'.

Another miscommunication example was found in the conversation between this Chinese participant and the Greek participant. The following is the excerpt of their conversation:

Excerpt 2   (R= the Greek participant   L= the Chinese participant)

R: I have very few, very few Greek friends, most of them are foreigners, and eventually, I don't think language makes places so much importance and makes difference

(hunh-heh)

L: So except for languages?

R: Em?

L: You don't think language is a block, or so something limit you communicate?

R: Sorry I don't understand

L: Er, I mean, you just said language is not a limitation for you to communicate with your friends

R: No, it's not

L: Ur hum, Great

In the above example, it is the Chinese student's inaccurate expression that leads to the miscommunication. The expression of "so except for languages?" didn't make any sense in the sentence. The reason why the Chinese participant composed such a sentence was unclear. However, this example suggests that, the low spoken competence is a real barrier which impedes Chinese students' intercultural communication.

(2) The interlocutor's accent

The second commonest perceived communication problem—the problem of interlocutor's accent as a factor influencing intercultural communication was also found in the actual conversation recordings. However, this problem was not as common as it was reported in questionnaires. Four Chinese participants answered that, though the interlocutor's English was not Received Pronunciation, it did not affect their understandings too much.

In all of the three conversations with English native speakers, no Chinese students reported the problem of accent. This might be one of the plausible reasons to explain why 22% of students only have difficulties with foreign students who do not speak English natively (except Chinese), but have no difficulty in communicating with students from English-speaking countries. In the three conversations with foreign students who do not speak English natively (except Chinese), two out of three conversations the Chinese students reported that the interlocutor's accent caused some communication difficulties during the interaction. One of these two conversations is with a Korean student, and the other is with a Greek student. The following is one of the miscommunication examples, reported by the Chinese participant, which are caused by the interlocutor's accent. This conversation took place between the Chinese student and the Korean student:

Excerpt 3 (H= the Korean participant, L= the Chinese participant)

L: Do you think they need people now?

H: Yes, because I quit, because I quit, I am serious, I think they might have put advertisement on jobcentre plus, do you know where?

L: Yes, near Starbucks, is there?

H: I mean, er, there is a kind of, er, or, what I can say, there is kind of center, where, which is, a kind of called, managed by this government, government here, called jobcentre plus, and there is where you have to start your job searching=

L: =Alright=

H: =If you are really interested in working, yeah, and I, so many people just put their advertisement

In the interview after recording, the Chinese participant reported that the pronunciation of the Korean participant had some influences on her understanding. She gave the miscommunication example of 'jobcentre plus'. She pointed out, when the Korean participant said 'jobcentre plus', she thought it might be a name of some place near the working place that the Korean participant mentioned previously. After the explanation of the Korean participant, she finally realized that it was the place for job hunting. In short, the problem of interlocutor's accent perceived by Chinese students is a real communication problem hinders the efficient intercultural communication.

(3) The problem of cultural difference
The problem of cultural difference was found as well in actual intercultural interactions. One miscommunication caused by cultural differences in conversational style was found between a Chinese participant and a British participant. The following is the excerpt of their conversation:

Excerpt 4   (C= the English participant, Y= the Chinese participant)
C: Coz some people think, that, in Christianity, you have to do this, that, that, that, that, then, you will be a good person=
Y: =Yeah=
C: =And god will like you=
Y: =Yeah=
C: =But it's not, it is not really like that, it's more that, God has shown us his love, by sending his son to earth, to die, and then, because of that, we want to do good things, so it's the other way around where people think we are
Y: So, it's, it's just about helping people, helping
C: Well, it is not, helping people, helping people is one of the consequences=

Y: =Ah=

C: = But it's not, that's not mostly about, so, what's mostly about is, is about, God and us, and then, because of that relationship, that has an effect on that relationship with other people, does that make sense?

Y: Yeah

C: Yeah, ok.

Y: Yeah, Yeah

Different behaviour in oral communication between cultures resulted in the miscommunication in this example. Previous studies (e.g. Holmes, 2005) showed that Chinese students' interpersonal communication style was different from the one of westerner students. Chinese students were more likely to avoid confronting the other speakers directly in order to keep the harmonious relationship between the conversational partners, while westerners students tended to express their views directly (Holmes, 2005: 293). In this example, miscommunication occurred as a result of this conversation style difference. The Chinese participant's reluctance to confront her conversational partner and her unwillingness to negotiate the meaning resulted in this unsuccessful communication. From the answer "yeah" of the Chinese participant, it seems that the Chinese participant understand what the English native speaker talking about. However, in the retrospective interview, the Chinese participant reported that, she still didn't quite understand what Christianity was in the end. On the other hand, the English native speaker said that, she was not quite sure whether or not the Chinese student really understood her explanations. She pointed out, though the Chinese student answered "yeah" as a kind of positive and supportive responsive, she felt that the Chinese student still had some doubts. This example suggests that, cultural difference is one of the factors which cause miscommunication in actual intercultural communication.

(4) The interlocutor's fast speech rate

The perceived problem of fast speech rate of the interlocutor in questionnaires was not found in the actual intercultural communication. In the interviews after recordings, I asked the three Chinese participants who communicated with English native speakers about the speech rate of the interlocutor, all of them answered that the interlocutor's speech rate was not too fast and was within the acceptable range.

(5) The usage of idioms and slang

Concerning the problem of the usage of idioms and slang, no idioms or slang were found in the six conversation recordings, let alone the communication problem caused by the usage of idioms and slang. Moreover, in the interviews after recordings, all of the three English native speakers reported that they would randomly use idioms and slang when they communicated with the non-native speakers. In particular, one of the English native speakers mentioned that she would not use idioms or slang in the interactions with the newly arrived foreign students who do not speak English natively. Because she thought that most of the foreign students would not stay in the UK too long, she assumed that they did not have to learn many idioms and slang.

(6) The limitation of conversation topic

The problem of the limitation of conversation topic was found to be real. Most of the conversation topics in the six actual conversation recordings were limited within the "safe" ones (Xiao and Petraki, 2007: 6). Academic studies, leisure lives and travelling were the most frequently discussed topics. When the Chinese participants talked about those safe topics or some topics they were familiar with, the conversation went on comparatively smoothly and fewer miscommunications were found. However, when the conversation came to some unfamiliar or difficult topics, the interaction became more difficult. For example, there is one conversation, in which the two participants talked about religion. The English native speaker is a Christian, while the Chinese participant is not and has little knowledge about Christianity. Though the English native speaker tried to explain what Christianity is to the Chinese participant several

times, the communication result was not quite satisfactory and efficient. The following is the excerpt of their conversation recording:

Excerpt 5   (C= the English participant, Y= the Chinese participant)

Y: I think the good thing about it, is, is related to charity

C: Well, yeah, it can, that's one of the ways, in which, em, it's, it's, it's coz, it's all about a relationship with god=

Y: =Em=

C: =But, one of the ways, in which, we, I think that we need to own our god is by helping other people, so we don't help other people to set the god like us, God likes us, and because he likes us, we just have to help people, does that make sense?

Y: Help? because?

C: Coz some people think, that, in Christianity, you have to do this, that, that, that, that, then, you will be a good person=

Y: =Yeah=

C: =And god will like you=

Y: =Yeah=

C: =But it's not, it is not really like that, it's more that, God has shown us his love, by sending his son to earth, to die, and then, because of that, we want to do good things, so it's the other way around where people think we are

Y: So, it's, it's just about helping people, helping

C: Well, it is not, helping people, helping people is one of the consequences

The above excerpt is about English native speaker's attempt to correct the Chinese participant's ideas on Christianity. From the excerpt we can see that, the English native speaker's first attempt was clearly failed shown by Chinese participant's words "help? because?". The Chinese participant didn't follow the English native speaker at all. Then, the English native speaker explained the points in another way. Unfortunately, the Chinese participant still didn't get the key points. After that, the English native speaker made her final attempt to explain the idea more clearly. In the

retrospective interview after recording, the Chinese participant contributed this communication difficulty to the shortage of background knowledge about religion—one aspect of culture. Therefore, conversation topic, especially the Chinese students' limit choice of topic is a real communication problem.

4.3 The comparison between results of questionnaires and discourse analysis results of recordings on intercultural communication problems

After studying the problems occurred in the actual conversations with reference to the six perceived communication problems reported in the questionnaires, we can sum up that the problem of Chinese students' language proficiency and the problem of culture are two major groups of communication problems in Chinese students' intercultural communication.

First of all, we can observe that four out of six perceived communication problems were real. They are: the problem of Chinese students' perceived low spoken proficiency; the interlocutor's accent; the problem of cultural difference and the limitation of conversation topic. In fact, these four perceived problems can be summarized into two major groups of communication problems: the problem of Chinese students' language proficiency and the problem of culture:

(1) The problem of Chinese students' language proficiency

The problem of Chinese students' perceived low spoken proficiency and the interlocutor's accent can be summarized into the same major group of communication problem—the problem of Chinese students' language proficiency.

It is obvious that spoken proficiency is one of the most important components of language proficiency. Therefore, the problem of spoken proficiency should be one part of the overall language proficiency problem.

Then, the problem of the interlocutor's accent can also be interpreted as the problem of Chinese students' language proficiency. As Xiao and Petraki (2007) pointed out, with the global spread of English, it might be inevitable that we will encounter different variety of English in the process of intercultural communication with people from other countries (Xiao and Petraki, 2007:8). Therefore, Xiao and Petraki (2007) argued that "English language proficiency not only means one can understand the English native speakers' speech, but also the varieties of English used by the majority of non-native speakers" (Xiao and Petraki, 2007: 8). In other words, the reason why the problem of the interlocutor's accent posed a barrier in intercultural communication can be understood as the result of the problem of Chinese students' own low language proficiency.

(2) The problem of culture

The problem of cultural difference and the limitation of conversation topics can be summed up as another major group of problem—the problem of culture.

"Culture is an integrated system" (Samovar and Porter, 2004: 44 cited in Xiao and Petraki, 2007: 6). Scollon (1995) defines culture as "any of the customs, worldview, language, kinship system, social organization, and other taken-for-granted day-to-day practices of a people which set that group apart as a distinctive group" (Scollon, 1995: 126). Therefore, 'culture' contains many different aspects of society, for example, history, language, customs and social systems (Xiao and Petraki, 2007: 6).

The problem of cultural difference undoubtedly belongs to the major group of the problem of culture. It is not likely that people from any different two cultures would behave completely different from each other in intercultural discourse (Scollon, 1995: 163). However, as discussed previously, cultural difference plays an important role in intercultural encounter and it is quite easy for people from different cultural background to have a miscommunication (Gareis, 2000: 70).

The problem of Chinese students' limited choice of conversation topics in intercultural interaction has a close relationship with the problem of culture as well. In Xiao and Petraki (2007)'s study, all the participants contributed the limitation of conversation topic to their little knowledge about other cultures (Xiao and Petraki, 2007: 6). As Xiao and Petraki (2007) suggested, without sufficient knowledge about culture, even if Chinese students have certain language proficiency, they would not be able to discuss some more serious or difficult topics in intercultural conversation (Xiao and Petraki, 2007: 6). Therefore, cultural knowledge plays some role in Chinese students' conversation topic choosing. To some extent, it is true that once Chinese students have a better idea about the interlocutor's culture, they can involve in intercultural interaction more freely and easily.

Secondly, there are two perceived communication problems were not found in the actual communication. There are: the interlocutor's fast speech rate and the usage of idioms and slang. In fact, whether or not these two perceived communication problems are real problems has much to do with the problem of Chinese students' language proficiency.

Concerning the perceived problem of the interlocutor's fast speech rate, whether it is a real problem in intercultural communication depends on the language proficiency of Chinese students to a large extent. First of all, it could be difficult to define how fast the interlocutor's speech rate can be called 'fast' in the real intercultural communication. Different students with different language proficiency may have different evaluation on the interlocutor's speech rate. It might be possible that, the speech rate which is fast for some students is completely acceptable for other students. Also, a similar idea was obtained in the interviews after recordings. I asked the three English native speakers in the interview whether they accommodated their speech to the Chinese students by trying to speak more slowly or by using simple words. All of them answered that they didn't know whether or not they really accommodated to their Chinese conversational partners. However, they all admitted that, their

conversations with non-native speakers were different from ones with a native speaker. One of the English native speakers reported that her speech rate varied depending on the English competence of the interlocutor. She said that, at the very beginning of her conversation with a non-native speaker, she would use her normal speech rate. However, if the non-native speaker had difficulties in understanding what she was talking about, she would realize that she may speak too fast or use some complicated words. Then, she would slow down the speed or use another way of expression. Therefore, the problem of the interlocutor's fast speech rate perceived by Chinese students in intercultural communication is the problem of language proficiency in nature.

With regards to the usage of idioms and slang, in fact, the result of no finding of idioms and slang was verified by many previous studies (e.g. Long, 1983) concerning native speakers and non-native speakers interactions. As pointed out by Long (1983), native speakers tended to use a 'simplified' variety of their language, for example, less complex sentence structures and avoidance of idiomatic expressions, when they addressed the non-native speakers (Long, 1983: 126).Therefore, it is understandable that there is no occurrence of usage of idioms and slang in the actual conversations. One possible reason why many students perceived it as a communication problem might be that, the students misunderstood the vocabulary they didn't understand as the idiom. For example, one female participant provided her miscommunication experience caused by the "so-called" idioms in the questionnaire. The event happened in a café. The participant's friend, an English native speaker, asked her "what's the highlight of this year?" She thought that her friend asked her something about the scenery she enjoyed most in a year. In the further explanation, she attributed this communication failure to the usage of idioms. In fact, it is the word 'highlight' rather than the idiom that caused the miscommunication. Therefore, it might be possible that students didn't separate the unfamiliar words from the idioms. In this case, it is not the idioms, but students' own insufficient language proficiency, especially their limited vocabulary that contributes to communication problems.

In short, whether or not the interlocutor's speech rate and the usage of idioms and slang pose communication difficulties depends more on students' own language proficiency than the other problems. In fact, these two perceived problems are the problem of Chinese students' language proficiency in nature.

To sum up, all the perceived problems reported by Chinese students, no matter whether or not they were found in actual intercultural communication, are actually connected with two major groups of communication problems—the problem of Chinese students' language proficiency and the problem of culture.

This result was consistent with the finding of Gareis's (2000) study on the factors influencing overseas students' friendship formation. As Gareis (2000) pointed out, a lack of awareness of cultural background difference and overseas students' own low communicative competence were two of the key obstacles preventing the efficiency communication and international friendship formation (Gareis, 2000: 70-73). It is now understandable that why some Chinese students have difficulty in making friends with students from other cultures.

4.4 Implications for China's English Language Teaching

In fact, the communication problems discussed above revealed some shortcomings of China's English Language Teaching. And it reminded us to pay more attention to English teaching in China, especially, intercultural communication teaching.

First of all, the root of the problem of language proficiency has something to do with traditional English teaching methods in China. As pointed out by Stephens (1997), the most common classroom activities in traditional English class in China were: reading, writing, grammar and translation (Stephens, 1997: 122). None of those activities paid too much attention on fostering students' communicative competence. Though the importance of spoken English has been realized in recent years, the effects of some

teaching methods which emphasized the spoken language were still limited to some extent by the traditional English education process and English level of the teacher (Stephens, 1997:122).

Furthermore, shortage of intercultural communication knowledge is another shortcoming in China's English teaching education. This idea was obtained in the questionnaires. Most of 40 participants (90%) agreed that the intercultural communication education was important and the knowledge of intercultural communication skills should be contained in China English language teaching. They suggested that learning intercultural communication knowledge was helpful for Chinese students to communicate effectively with people from other cultures. In particular, it was useful for Chinese overseas students. On the one hand, intercultural communication knowledge would be helpful for overseas students to reduce the amount of intercultural miscommunication; on the other hand, it would help them to adjust to the new environment and make new friends from other cultures more easily. However, when asking how they evaluate the teaching of intercultural communication knowledge in China in questionnaires, most of Chinese participants' answers were negative.

Table 5 below shows participants' evaluations on the education of intercultural communication in China. From this table we can see that 50% of students think their intercultural communication knowledge learnt in China is not enough. 33% of students think the knowledge is far from enough. There are even 7% of students think that they had learnt no intercultural knowledge at all. In other words, more than half of the Chinese students (90%) think that the intercultural communication knowledge they learnt when they were in China can not fully meet their communicative needs during their abroad study.

Table 5   Participants' ideas on intercultural communication knowledge that they have learnt in China

	Enough	Not enough	Far from enough	No knowledge at all
Male	5%	60%	25%	10%
Female	15%	40%	40%	5%
Total	10%	50%	33%	7%

These 40 participants' answers may be influenced by some factors, such as the university where they had studied for their bachelor's degrees, the major they had studied and their own motivations to learn English. However, their evaluations may reflect to some extent that China's English language teaching, especially the intercultural communication education in China is not quite satisfactory.

Therefore, improving Chinese students' language proficiency, especially their intercultural communicative competence and broadening Chinese students' cultural knowledge should be placed more focus in China English language teaching. In the next part, some recommendations will be given based on communication difficulties discussed previously.

4.4.1 Recommendations for China's English Language Teaching

According to the communication problems presented in the previous sections, three specific recommendations are provided here.

The most important thing is to change the focus of English Language Teaching in China. Many studies (e.g. Stephens, 1997; Xiao and Petraki, 2007) concerning English Language Teaching in China pointed out that China's English Language Teachnig has long been exam-oriented and paid too much attention on reading, writing and grammar. Many Chinese students who can get a high mark in exams may

not be able to communicate with foreigners effectively (Xiao and Petraki, 2007: 11). Therefore, in future English Language Teaching in China, spoken language should become an important part in official curriculum design. For example, spoken language competence could be one of the important criteria in evaluating students' language proficiency in the exams. This would become one of the driving forces for Chinese students to practice their spoken English. Moreover, classroom activities should not only include reading and writing but also speaking. Teachers should try to engage students' interest to speak English in class as much as possible.

In addition to the training of students' spoken language competence, more knowledge about different cultures should be imparted in China's English Language Teaching, for instance, customs, religion, social systems and education systems. What's more, as previously discussed, because of globalization, contacts with people from diverse cultures are increasing dramatically. Therefore, not only that information of English-speaking countries should be taught, but also those of non-English speaking countries. The mastery of these knowledge would provide more potential topics for Chinese students to choose when they communicating with people from other cultures. More importantly, if students know more background knowledge about interlocutor's country, the intercultural communication would become much easier.

Last but not least, Chinese students should be encouraged to contact more foreigners. To be specific, Chinese students should not only communicate with English native speakers, but also with non-native English speakers. In this way, they can not only get familiar with varieties of English, but also with different speech rate.

To sum up, in order to improve the English teaching situation in China, especially intercultural communication teaching, both Chinese educational institutions and the English teachers and students at these institutions should work together.

The result also gives some implications for those students who are planning to study abroad. They have to make solid preparation on improving their language proficiency and cultural knowledge while they are in China. The ability of these two aspects would play an extremely important role in their overseas study and life. Better intercultural communicative competence and sufficient knowledge about different cultures would definitely reduce potential intercultural miscommunication and make their intercultural communication efficient. Moreover, it would provide more opportunities for them to make friends from other cultures.

5. Conclusion

There have some limitations in this project. First of all, the number of participants for questionnaires is not large enough. More data should be collected in further study in order to get a more comprehensive picture of Chinese postgraduate students' social networks and intercultural communication status. Secondly, as I explained previously, the method I used to measure the amount of English Chinese students speak is a little bit general, so it might influence the accuracy of the measurement of Chinese students' social networks scores. More detailed examination should be done in the future studies. Thirdly, Chinese some factors, such as Chinese students' personality, background and other psychological problems are not considered in the project. These problems might have some influences on Chinese students' intercultural communication. Finally, the intercultural interactions in the recordings might not be exactly the same as those intercultural encounters which naturally occur. The participants' performance might be influenced by the recording environment. Moreover, since I didn't attend the recorded conversations, there might be some non-verbal communications missing.

In spite of these difficulties, impressive results have been found. The results in my project suggested that social friendship networks played an important role in Chinese students' communicative competence. It is generally true that the more involvement in English network, the more improvement would Chinese students make on English communicative competence. It was found that Chinese postgraduate students were actively involving in English networks. The lower mean of social networks scores of Chinese postgraduate students implied that Chinese postgraduate students had more frequent contacts with students from other cultures than contacts with other compatriots. In addition, it might because of these frequent interactions with students from other cultures in one-year abroad study, a majority of Chinese students evaluated positively on their intercultural communication competence. As high as 88% of

Chinese students reported that they have made at least some improvement in their intercultural communicative competence.

However, when examining closer on Chinese students' social networks scores, we can observe at the same time that the contacts between Chinese students and their compatriots still play an important role in Chinese students' social friendship networks. Furthermore, 97% of Chinese students reported that, though their English competence was improved through one-year abroad study, they still had difficulties in communicating with students from other cultures.

By comparing the perceived communication problems in questionnaires and the discourse analysis results of six actual conversation recordings, it was found that the problem of Chinese students' language proficiency and the problem of culture were two major groups of communication problems which blocked successful communication between Chinese students and students from other countries. It was also verified that these two major communication problems were important factors influencing international friendship formation.

The finding of these communication difficulties not only indicated the shortcomings of China's English education, but also raised our awareness of the importance of intercultural communication education as a part of English teaching in China. It called for the improvement of China's English language teaching, for example, more emphasis should be placed on fostering students' language proficiency and imparting of cultural knowledge.

In conclusion, for Chinese students, especially for those students who will study abroad, better preparations should be made on improving their language proficiency and broadening the cultural knowledge. In this way, they can not only get used to the new learning environment in the shortest time, but also make friends with students from all over world as many as possible.

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APPENDIX A

QUESTIONNAIRE

I am a postgraduate student in Applied Linguistics at the University of Edinburgh. I am undertaking dissertation research on intercultural communication among Chinese postgraduate students at Edinburgh University. This questionnaire is one part of my dissertation. I would be grateful if you could take a few minutes to fill in the questionnaire. Your responses will be anonymous and entirely confidential. Thank you very much for your cooperation.

Note:

The subjects of the research are one-year Chinese postgraduates who have never left China before they came to the University of Edinburgh. Those Chinese students who have ever received education outside China or those students who have ever lived outside China are excluded from the study.

☐ **Male** ☐ **Female**

1. For how long have you learnt English? _____

2. Are you a member in university social societies? (eg. University Students' Association, University Sports Union)

☐ YES ☐ NO

If yes, please answer questions (a)-(c), if no, please skip to question (3).

(a)Are there any Chinese students in the association?

☐ YES ☐ NO   if yes, how many? _____ (estimates are fine)

(b)Are there any foreign students who do not speak English natively (except Chinese) in the association?
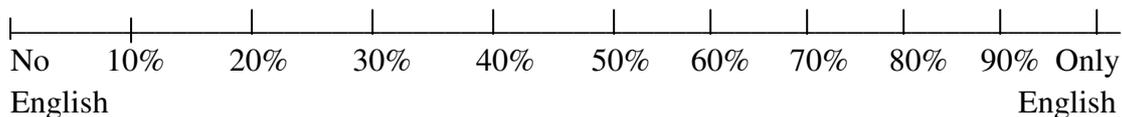
☐ YES ☐ NO   if yes, how many? _____ (estimates are fine)

(c)Are there any students from English-speaking countries in the association?

☐ YES ☐ NO if yes, how many? _____ (estimates are fine)

How much English do you speak in the university social society? (Please circle the percentage)

No   10%   20%   30%   40%   50%   60%   70%   80%   90%   Only
English   English

3. Do you share accommodation with: (Tick as many responses as you think appropriate)

a. Chinese?

☐ YES ☐ NO if yes, how many? _____

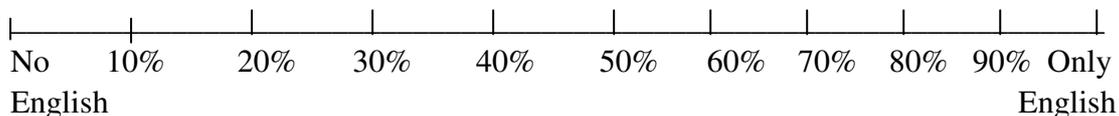b. Foreigners who do not speak English natively (except Chinese)?

☐ YES ☐ NO if yes, how many? _____

c. English native speakers?

☐ YES ☐ NO if yes, how many? _____

How much English do you speak in the accommodation? (Please circle the percentage)

No   10%   20%   30%   40%   50%   60%   70%   80%   90%   Only
English   English

4. The majority of students in your class are:

a. Chinese students

b. Foreign students who do not speak English natively (except Chinese)

c. Students from English-speaking countries

How much English do you speak in the class? (Please circle the percentage)

No   10%   20%   30%   40%   50%   60%   70%   80%   90%   Only
English   English
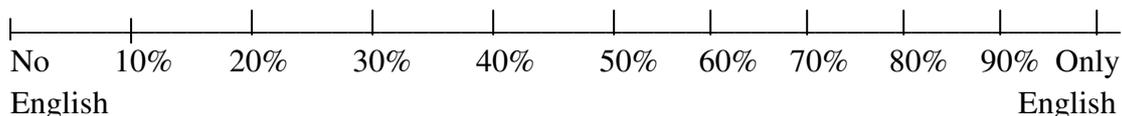
5. If there are any Chinese students in your classes, how many are of the same sex as you? _____ (estimates are fine)

6. Who do you voluntarily associate with in leisure hours?

a. Chinese

b. Foreigners who do not speak English natively (except Chinese)

c. English native speakers

How much English do you speak in leisure hours? (Please circle the percentage)

| | | | | | | | | | | |
|No|10%|20%|30%|40%|50%|60%|70%|80%|90%|Only|
English   English

7. How many friends do you have in Edinburgh who is:

a. Chinese?   _____ (estimates are fine)

b.Foreigners who do not speak English natively (except Chinese)?   _____

(estimates are fine)

c. English native speakers?   _____ (estimates are fine)

How much English do you speak with your friends? (Please circle the percentage)

| | | | | | | | | | | |
|No|10%|20%|30%|40%|50%|60%|70%|80%|90%|Only|
English   English
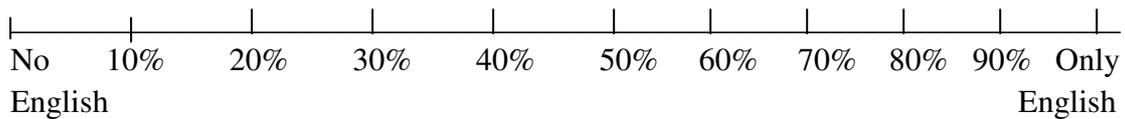
8. Do you have a job in Edinburgh?

☐ YES   ☐ NO

If yes, please answer questions (a)-(c), if no, please skip to question (9).

(a) Are there any Chinese in the workplace?

☐ YES   ☐ NO   if yes, how many? _____ (estimates are fine)

(b) Are there any foreigners who do not speak English natively (except Chinese) in

the workplace?

☐ YES   ☐ NO   if yes, how many? _____ (estimates are fine)

(c) Are there any English native speakers in the workplace?

☐ YES   ☐ NO   if yes, how many? _____ (estimates are fine)

How much English do you speak in the workplace? (Please circle the percentage)

| | | | | | | | | | | |
|No|10%|20%|30%|40%|50%|60%|70%|80%|90%|Only|
English   English
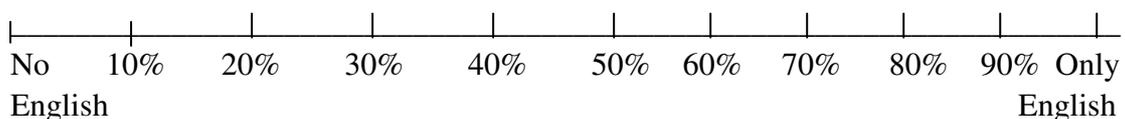
9. Do you have any relatives in Edinburgh?

☐ YES   ☐ NO

If yes, how many? _____

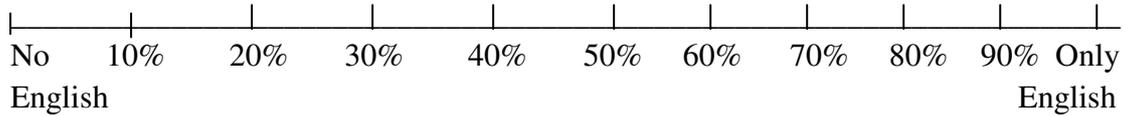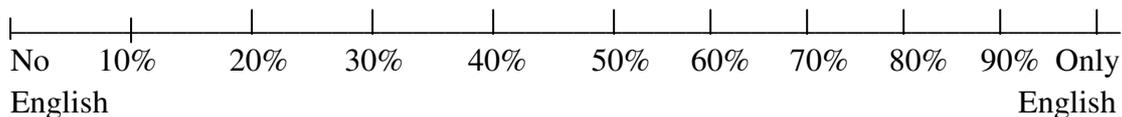How much English do you speak with your relatives? (Please circle the percentage)

No   10%   20%   30%   40%   50%   60%   70%   80%   90% Only
English   English

10.

a. When you talk to the students from English speaking countries, what kind of topics do you often discuss with them? (Please state top 3 frequently discussed topics)	b. When you talk to foreign students who do not speak English natively (except Chinese), what kind of topic do you often discuss with them? **NOTE**: If your answers are the same as the answers to (a), please ignore this question. If not, please state top 3 frequently discussed topics.

11.

a. Have you ever experienced any miscommunications when you communicated with students from English-speaking countries? ☐ YES ☐ NO	b. Have you ever experienced any miscommunications when you communicated with foreign students who do not speak English natively (except Chinese)?

If yes, how did you feel after experiencing the miscommunication? And what did you do?	YES ☐ NO ☐
	If yes, how did you feel after experiencing the miscommunication? And what did you do?
	NOTE: if your answers are the same as the answers to (a), please ignore this question. If not, please write down your answers.

If possible, can you give some examples of miscommunication you have ever experienced? (the example could be either with English native speakers or with non-English native speakers (except Chinese)).

_____

_____

_____

_____

_____

12.

| a. Do you find difficulties when you communicate with students from English-speaking countries? YES ☐   NO ☐ If yes, what do you think are the reasons for the difficulties? (Please state top 3 | b. Do you find difficulties when you communicate with foreign students who do not speak English natively (except Chinese)? YES ☐   NO ☐ If yes, what do you think are the reasons |

important reasons in your point of view)	for the difficulties? (please state top 3 important reasons in your point of view) **NOTE**: if your answers are the same as the answers to (a), please ignore this question. If not, please write down your answers.

13. Do you have any nationality preference when you communicate with the students who are not Chinese?

☐ Yes ☐ No

If yes, please state your top 3 preferable choices and explain the reasons.

_____

_____

_____

_____

14. Compared with your English level when you were in China, what do you think of your English communicative competence now after one-year abroad study? ☐

☐ great improvements ☐ some improvements ☐ not too much improvement

no improvement at all

15. What do you think of your intercultural communication knowledge that you've learnt when you were in China?

☐ enough ☐ not enough ☐ far from enough ☐ no knowledge at all

16. Do you think intercultural communication is important and should be part of English teaching in China?

☐ Yes ☐ No

If yes, why? Moreover, please state specifically what should be taught.

_____

_____

If no, why not?

_____

_____

If you have any further problems or comments on the above questions, please write them down in the space below:

_____

_____

Thank you very much for your help. Would you be willing to take part in a conversation recording? If yes, please leave your email or telephone number.

Name:

Email:

Telephone:

APPENDIX B

TRANSCRIPTION

Transcribing Conventions:

I followed Gail Jefferson's transcript techniques and symbols. The meanings of these symbols are as following:

(1) Equal signs = : it is used to indicate that a next speaker starts at precisely at the same time when the current speaker finished his/her utterance

(2) Punctuation marks ? : it is not used for grammar, but used for the rising tone

(3) Single parentheses encasing the symbol of ** (**) : it is used to indicate that something was heard, but the transcriber is not sure what exactly it is

(4) Numbers encased in parentheses (2) : it is used to indicate the duration of pause, for example, (2), it means it is a two-second pause

(5) Laughter particles: hunh-heh : it is used to indicate the laughter

(6) Capital letters VERY : it is used to indicate that the increased loudness of the utterance, for example, VERY, it means the interlocutor pronounce this word much louder than other words

Note: the excerpts in bold in the following transcriptions are miscommunication examples in the conversation recordings.

Recording Transcriptions

Recording 1 (Greek—Chinese)

The Greek participant=R

The Chinese participant=L

R: So, Lin, where are you from?

L: China, and from the same province with Becky

R: Ah, really?

L: And it's very lucky, that my sister and Becky, the classmate, when they are in the university and now, Becky and I are flatmate

R: Ah? You are flat mates

L: Yeah

R: Ah, great, em, so, did you know each other from china

L: Yeah, We have met once in china before we went, went to UK.

R: Yes, ok.

L: It's last year, au, August, I think

R: So you just met before, and came here together

L: Yeah, actually, the, er, it's two days after Becky came here, I arrived here

R: Em

L: So are you alone to UK?

R: You mean if I have a flatmate?

L: yeah

R: Yes, I have. My flatmate is (**) and we met here

L: Great

R: I met her accidentally

L: Accidentally

R: Yes

(hunh-heh)

L: Life is full of accidents

R: Yeah, and we are very nice together

L: Yeah

R: So it's fine

L: There are three Greek girls in our, in my class

R: There is what?

L: Three Greek, Greece girls

R: Ah, yes

R: Really?

L: Yeah

R: What are you studying?

L: MSc in management

R: Ah, management

L: Yeah, We always consider they are very beautiful

R: No

(hunh-heh)

L: Yeah, I think so

R: Really

L: Yeah, especially one girl named Erini

R: Erini?

L: Yeah, do you know her?

R: No, I just

L: Almost all the classmates consider her to be the, the NO one beauty in our class

R: Oh, really?

(hunh-heh)

R: How many are you? How many classmates?

L: Em, forty-five to fifty, I am not very sure

R: Really?

L: Yeah, yeah

R: So many

L: A very big class, I think it is quite different, different from the class, like yours

R: Yeah, because we only fourteen

L: Yeah, I know, but in the management school, you know, almost every class has, has such size

R: Really? Oh, it's big

L: And I know one of my flat mate majored in economic, they are, they have eighty, yeah, almost eighty classmates

R: Eighty classmates

L: Yeah,

R: Oh, my god

R: Masters?

L: Masters

R: EIGHTY

R: Woo, huge

R: Is it only one year most (**)

L: Sorry?

R: Is it one year?

L: Yeah, it's one year

R: Taught course

L: Yeah, taught course

R: Do you like it?

L: Er, hard to say, I think

 (hunh-heh)

L: It's, not so good as I expected, maybe it is my reason, not only the reason from the university, coz my bachelor degree is finance, and some courses I have learnt before=

R: =Ur hm

L: So I don't think there is so much challenges for me=

R: =Ur hm=

L: =And also, also I think the Chinese students in the class is too much=

R: =yes=

L:=And sometimes, it limits, limit the opportunities to communicate with foreigners

R: So, you, you want to, first of all, to learn more things=

L: =yeah=

R: =Apart from your bachelor's degree=

L: =yeah, sure=

R: =And since you have done courses in finance

L: = em

R: = It was not that interesting

(hunh-heh)

L: It's interesting, but to learn interesting twice times is not so, so good

R: Second was that you want to meet foreigner, people from other countries, but you didn't have enough opportunities, because most of you are Chinese

L: Yeah, sometimes, I think it is also the reason from every, every people, sometimes, I, maybe everybody put herself to a equal, no, that's not equal, the same identity, the same, the, the people who with, who have the same background, or the same opportunity or something like that, you always get friends with them easier

R: Yes

L: So

R: So which do you prefer

L: You mean?

R: Having friends with same background or from different grounds

L: Maybe more prefer to same backgrounds.

R: Same

L: Yeah

R: You feel more comfortable

L: Maybe, and much more easier to communicate

R: It is, but it doesn't mean you can not have friend from other countries=

L: =yeah

R: =my friends here are foreigners

L: Uh, hum, I know

R: I have very few, very few Greek friends, most of them are foreigners, and eventually, I don't think the language makes places so much importance and makes difference, I think

(hunh-heh)

L: so except for languages?

R: Em?

L: You don't think language is a block, or so something limit you communicate?

R: Sorry, I don't understand

L: Er, I mean, you just said language is not a limitation for you to communicate with your friends

R: No, it's not

L: Ur hum, Great

R: I mean, we do have a miscommunication, English, we speak English, but if we don't know English, we would not be able to communicate, me, speak Greek, and my flat mate, for instance, speak (**), it would be impossible, but we speak English, so, It's a, ok

L: How is your dissertation going

R: My dissertation is going well, but it still needs a lot of work

L: Sure

R: Yes, I've collected data, I think I have more than enough, which it good, but now, I have to transcribe some of them, and I have to transcribe more, it take a long time, to transcribe, for One hour recording takes me ten hours.

L: ten hours?

R: With the translation

L: Oh, I got it

R: Yeah, with everything, because it is ready to put it in your dissertation

L: I have the same question, the same problem as you

R: Yeah

L: I try, to do interviews, I think I have to make the interviews in Chinese, because, the, I decided to interview two human resources man, managers in China, so I don't think English, I think they can speak English, but maybe, maybe Chinese could be more, more easier for us to communicate, and then maybe I have to transcribe them into English and write it down

R: You know, it takes time, I am here, I am writing down, the conversation, with pauses, with everything, and then I have to type it

L: Yeah, it is a lot of time

R: Yeah, yeah, it is so much time, it is very hard

L: Yeah

R: But I like it, so

L: You like it?

R: Yeah, yeah, I like it very much, you know, I wish I have more time to transcribe more thing, and more data, but I can not, I have to choose, because I like and enjoy

L: That' great

R: Yeah, that's cool, that's cool

R: So what will you do when you finish, the master?

L: Finish the master, Er, I haven't decided, but there are some choices, maybe I will try to find a job here, although it is quite difficult, I will try, and also if I decided to live in UK for one or two years more=

R: =Ur, hum=

L: =I will try to get a qualification, it is not a degree, but a qualification in management accounting=

R: =Ur, hum

R: Er, like what?

L: Like, er,

(hunh-heh)

L: It is a qualification included 3 level exams=

R: =Ah=

L: =It contains 14, 14 exams, you have to pass one level, just step by step, and now I got exemption for 4 exams in the first level, and then, I need to finish the last exam in the first level before, before September first=

R: =Ur, hum=

L: =Then I have the eligible to apply for the other exams in second level , so it takes at least one year and a half

R: So you need to take these exams in order to find a job

L: No, it is not ne, I can find a job before the exams, without the qualification, but if I got this qualification, I pass all the exams, it is very useful for me to get the job

R: You would be more qualified

L: Yeah, and they would consider me more professional, but it takes me time, efforts and also the money

R: yeah, but that's cool, because you have better qualified than someone else, and you would get more chances to get a better job

L: yeah

R: It's good, so maybe you could stay here, in the UK?

L: Yeah, in the UK

R: What about PhD

L: PhD?

R: Yes, Are you interested in

L: Phd, Er, I've thought it before, but I gave it up.

R: You gave it up

L: At first, I think It's good, it gives you 3-5 years to think, to do the research, but for the courses related to business and management, it's very hard to get the funding=

R: =Em=

L: =If I don't have the funding, I don't think my family can support me for such a long time

R: Ah, me too, me too

L: This is the first problem, and the second problem, I don't think PhD suit me

R: You don't like it

L: Not like, not don't like it, but, em

(3 seconds)

L: I have decided, I have a career development, I have designed it, it is not the same as my designer

R: Ah, I see

L: So how about you?

R: I would like to do a PhD, here, but like you, I can't do it without funding, since I haven't applied for a funding yet, I think I will go back to Greece, make applications

L: ah, so you would like to do a PhD in Greece

R: I could do a PhD in Greece, but I would like to do it here, in order to get the funding, I need time

L: Yeah, I know

R: So I think I will go back to Greece, unless I find a job, if I find a job here, I could stay, in Edinburgh, and make my applications for funding

L: Ah, I got it

R: yeah, if not, I will go back to Greece, coz here, it's like very expensive, you know, without a job, I can not live, but if I go back to Greece, I could stay with my parents.

L: I know

R: You know how it goes, but if I stay here, I will find a job, a good job, so it depends, it depends, but I would like do a PhD, whenever I decide what I want to do

(henh-heh)

R: For that, I need time, I need read, think what I want to do, write a good proposal

R: Yeah

L: All these things times, I should have to start much earlier, in December, I mean, but in December, I didn't even know what I will to do for my master dissertation

L: I know

R: Let alone for a PhD, it is so difficult

L: Time is too limited for you?

R: Time is very limited, all this year, I can't even think how it passed, I mean it passed so quickly

L: I have the same feeling

R: Yeah, you don't realize how quickly time passes

L: Yeah, so you will apply for PhD in next year

R: I think I will

L: Yeah

R: I think I will, I think I will

L: Good luck

R: Thank you. You too, the exams

L: Yeah, Thank you

R: Are you thinking about going back to china for holidays?

L: Yeah, Actually I, I spend a long time; spend a lot time for me to go back to china, maybe I go to, go back to China in December or the end of November=

R: =Em=

L: =I will never try to spend my spring festival in foreign countries any more

R: I don't understand

L: Spring festival, it's just like, like the Christmas in, in Europe=

R: =Ah, ok=

L: =The biggest festival in china

R: How do you call it?

L: Spring festival

R: Spring festival

L: Yes, spring festival, it also means the New Year in China

R: Ah, the New Year, yes, I know

L: Yeah, the Chinese New Year

R: The Chinese New Year, I know

R: You won't spend it here

L: Sure

R: Of course, it's different, here, you can not celebrate it in the same way as in your country

L: Actually this year, we spent a very nice spring festival in Edinburgh with my class, my friends and also with Becky, but it is a little bit different for me, maybe my relate, my parents are not here

R: Yes, You miss you parents?

L: Yeah, I missed them a lot.

(2 seconds)

L: I try to hide my missing, my miss to my parents, but I think I really miss them

R: Yeah, but don't think like this now, because, you know, you are here, you have friends, you are meeting people, you have you are doing something very interesting, you will like your parents forever

L: I know

R: Enjoy

(hunh-heh)

R: Here is very nice

L: Yeah

R: I know, because I lived with my parents until I came here, and I never lived alone

L: Oh, really?

R: Yeah, because I studied in my hometown, and I lived in my parents' house, but I don't miss them too much, I mean , ok , there are times when I missed them, but I am here, I can live without them, you know

L: Great, I think we need to grow up

R: Yes, I think we do need to grow up, and that's a huge step we did all of us, because we leave our countries, and came to a non-known place, and the language which is not our native language

L: Yeah

R: That's an obstacle, in many ways, but I think we will do well, what we do is eventually great

L: Eventually

R: Yeah, eventually

L: So what kind of job do you want to find in Edinburgh if you want to apply

R: Em, I have no idea. To tell you a truth, I could be a teacher=

L: =Ah, that's great=

R:=Because I've been a teacher in Greece, so I could do that, that would be interesting, or I could work as a linguist, some firm, public relations, I don't know, media, I have no idea, I have applied for a manager assistant, I don't know

(hunh-heh)

L: Have you begin to apply?

R: Er?

L: Have you started your application

R: Yeah, through internet

L: Yeah, through internet

R: You know from career service

L: Yeah

R: Let's see

L; Um?

R: Let's see, we don't know what will happen, I might find a job, I might not, I might go back

(hunh-heh)

L: Almost one year master degree, er, sorry, the international student have the same options

R: Yes, exactly, and many students stay here longer

L: Yeah

(2 second)

R: Because, you know, it's a chance, even, even if I don't do a PhD=

L: =Ur hum=

R: =It's a very interesting to get a job here, it's, it's an experience

L: And the foreign working experience is very useful

R: Exactly

L: In your career

R: Exactly, exactly

L: But the problem is, it is not easy for the foreigners to get a job here

R: No

L: Yeah, so in my class, there are about 23 Chinese students, almost 15, not only 15, 18 people try to go back to china. maybe because there are so many opportunities in china, and if we go back to china, we have the advantages, such, not only in the professional area, but also in the language area, almost all the business job, finance and management job need English

R: I see

L: But if we just want to find a job in Edinburgh, in UK, the advantages is so limited, and almost, sometimes disadvantages is greater than the advantage

R: Yes, In Greece it is a very difficult to find a job

L: Oh, really?

R: Yes, it is, so I think the opportunities here are more

L: Oh, that's great

R: Yes, we had huge problems, and employment is, very huge problem for Greece.

(3 seconds)

R: Especially to become a teacher, it is very difficult, you have to pass the exam, and have credits in order to be employed by the government, you have credits if you have previous employment, or if you are married, if you have children

L: There could be harder

R: Of course, because I am not married, I don't have children, I have no working experience apart from, I mean, I have the working experience as a private teacher, not in a public school, you should have, you should have a work experience in public school

L: Ah, I know

R: I worked in a public school for six months, which is nothing

L: Six month is nothing, why

R: Because it is nothing when compared with people who have working in public school for five year

L: Ah, I know

R: They could gain many, many more credits

L: But, at least six months is much better than none

R: Yes, of course, of course, six months is, I taught English terminology for motor engineers

L: Motor engineers?

R: Yes

L: What's that

R: Er, people who design cars and engines, they learn English, and I have to teach them the terminology=

L: =Ah=

R: the car, the engine, and you know nothing, of course, how could I know, you know, I have to learn them first, and then teach them, it was amazing, the first day I went there, I said, there were 19 students, all of them boys

L: Boys?

R: Yes, Of course, motor engineers

L: Yes, I know

R: I went there, listen, the only thing I know about the car is bring the key and start the engine, I can only drive nothing else, all the others, the engine, how it works, the (**), all these things I know nothing about them, you have to teach me first, where is each part, and then I will teach you English

L: That's great, it's a business, it was an exchange

R: Yeah, it was funny, it was nice, it was nice

L: I think all the boys like you

R: Oh my god, it was horrible, Not all, but, many, and we are almost at the same age, because, that year I was 25, they were from 18 to 24, 24 and 25, is very close, some of them wanted to address me with my first name

L: Ah

R: And I said no, because, you know

L: I am the teacher

R: You need have a (**) to create some boundaries, or something, (**), and I said, no, no, no, you have to call me with my last name, but we were very close, you know, we talked a lot, we laughed, during class, it was very nice, because no one want to learn English

L: Oh my god

R: yes, (**), They are very (**), especially, motor engineers, it's least interest for them, they are interested in engines, how they work, blabla, but English, no, they didn't like, so I have motivated them, and I tried, tried, tried so much to motivate them and make them interested. I created the very friendly atmosphere in order to teach them at least something

L: Em

R: It was very difficult

L: I had the same feeling, ah, when I was in the second year, yes, in the second year of my university I did a part-time in the private teacher, I taught a four years, four years girl to learn the piano, it's just a start from the very beginning, she know, she knows nothing about music but piano, and er, before I came to her home, I just prepare some knowledge, very easy knowledge, I just try to taught him, to her, just use the children's language, when I saw her, I think I am totally wrong, she can't, she just can't concentrate herself to what I said, so I have to change my teaching style, I, I just try to, tell, told story to him, to her, use the snow white, and the, yeah, just something like that

R: Really?

L: Yeah, and just tell them that, you see, the figures is just like the small, small little, how to say it? the snow white and seven ?

R: Dwarfs

L: Drafts

R: Dwarfs

L: Drafts, you see the five figures is, is the five drafts, you have to know them, which one to wake up, you decide which draft should wake up

R: Yeah, it's nice

L: And I also have to motive them with Apple or something like that

R: How old are they

L: Four, er, four years old

R: Four?

L: Yeah, just a little girl

R: Yeah, I, I worked with very young children=

L: =Em=

R: =Four or five years old, you have to extremely crazy

L: Yeah

R: And imagination, oh my god, they are very funny, but you have to be very crazy, during the class, because they are absolutely (**), it's very difficult to follow, you

have to attract their attention all the time, and their interest, and that's very hard, but they are extremely funny, I mean, they came up with the most amazing things, so funny, questions all the time, I don't know did they ask you, did she ask you, it was a girl or a boy?

L: A girl

R: A girl, did she ask you if you are married

L: Yeah,

R: Things like that

L: Do you have the boyfriend

R: Yes, Yes, of course, they asked me all the time, are you married? no, where do you live? I live with my parents, so many questions, about everything

L: Children are angels

R: Sorry

L: Children are angels

R: Em, yes, they are amazing, and questions all the times

L: So do you want to have a child in the future, in the long future

R: In the very long future

L: yes, in the VERY LOGN future.

R: Yeah, I would like.

L: That's great

R: You?

L: Me too, I think

R: I haven't met anyone who doesn't want

L: Oh, really? there are some friends around me, they don't want to have , they don't want to have children ever

R: How old are they

L: Almost the same age as me, maybe a little bit older than me, about twenty-four, or twenty-five, I think, they think the children is

R: Are you twenty-five? or

L: No, no, I am twenty-two, twenty-three

R: Twenty-two, twenty-two to twenty-three, you are too young, wait until they are twenty-eight, or twenty-nine, things will change, they would be crazy for children

L: Oh, really?

R: Of course, they are biological clock start taking

L: When they saw all the friends around them, they all, they all have their children, they are so lovely, maybe they will begin to think about it, to have a child

R: Yeah, I think so, very few people don't want to have children

L: You mean well?

R: Very few people

L: Very few

R: Very few people don't want, yes, at this age, no one wants, I didn't want to have a child as well at twenty-two, of course, but I don't want a children even now

L: In the future?

R: And I am Twenty-six, yes, but I think around thirty, I would like

L: Thirty

(2 seconds)

L: My mother bought me when she was twenty-four years old, I think I can't imagine if I have a baby in twenty-four

R: No, no, no, no no, it's not for us, no, this is not for us, my mum married when she was twenty-four

L: Twenty-four

R: But she gave birth to me when she was 30, because she couldn't have baby, and it took her some years, but still she got married when she was 23 or 24, and my dad was 26, my dad was like me, it's amazing, I, I don't even think about getting married, My mother was married two year younger than me

L: Yeah, I know

R: It's amazing

(2 seconds)

R: Different times

L: Yeah, different times, but we still have some classmates or friends who have already getting married

R: Yes, yes, classmates from school

L: Yes

R: Yeah, yeah, I do, I do, my best friend is getting married actually, in August

L: Woo

R: Yeah, she is getting married in August, she is 27, she is one year older than me, she is getting married now, and I have 6, 7 classmates

L: Have married?

R: Yeah, and they have children as well

L: Woo

R: Yeah

(3 seconds)

R: But from 24, I think, you can start

L: Think about it

R: and if you have a longer relationship, you could do it, and if you have a job, and if you are ready, and if you like, many if

L: But now, everything is unsure

R: Yes, but it doesn't mean, er

L: yeah,

(4 seconds)

L: I think we still have time

Recording 2 (German—Chinese)

The German participant=S

The Chinese participant=K

K: What are you studying

S: I'm doing psychology

K: I am doing economics

S: Oh, okay

K: Yeah, yeah, you are undergraduate or?

S: Er, er, I'm doing a master

K: Alright, I'm doing master too, as well

S: Er, so is this your project, dissertation project as well?

K: No, no, no, it's, she's project and we need to do an interview, she is my flat mates.

S: Oh, ok.

K: Yeah, yeah, so we just relax and talk about anything that you want

S: Ok

S: So where do you live in Edinburgh

K: Er, 16, Oxford Street, its not, not far from here

S: Oh, ok

K: Pollock halls

S: Oh, Pollock halls

K: Yeah, yeah

S: So how many, how many people are sharing the, the flat

K: Er, officially that would be four of us

S: You mean not officially

(hunh-heh)

K: Yeah, sometimes, you know, friends will come, and living in the room and share my bed with friends

S: Er, so how long have you been in the UK?

K: Er, last September

S: Why did you pick Scotland

K: I don't know

(hunh-heh)

K: It's just, er, this city, you know, it's a, a little bit famous in china

S: Yeah

K: Yeah, but not this university

S: Yeah

K: But Edinburgh city, it's a tourist city, and it's quiet peaceful

S: Yeah, that's true

K: Yeah, not like London or other city

S: Yeah, yeah, it's true, but it's very cold here

K: Yeah, but I came from a very cold hometown

(hunh-heh)

S: Yeah, ok, ok, I got here and my, cold all day and my figures is not (**)

K: Yeah, yeah, yeah, it's just don't like a summer

S: No, no, no, but today is very nice for the first time in ages, so may be now this summer is picking up the (**), and give us all hope

K: So how long you have been here?

S: Er, I'm in Edinburgh since September, and, er, but , I did my undergraduate in London, before, so er, that's my fourth year in England

K: Alright, that's why your English is so good

(hunh-heh)

S: Yeah, a little bit practice it would be good

K: Yeah, yeah, just a little bit a, a, American accent

S: Yeah, I know, I know, I think that's all the films I watch, like all the American cinema (**) with my accent in the end of the day

K: It is a good way to practice English?

S: I mean, it's a very pleasant way, I, I'm quiet a film fan, so

K: Yeah

S: And it's great, you go to cinema, for 2 hours you just shut out the world, and you see some stupid hero on the screen, which make you really happy

K: Yeah, I watched some films, but they are some Chinese characters=

S: =Yeah

K: Subtitle, so it can not help

(hunh-heh)

S: Yeah, so where did you learn English?

K: Er, you mean how long? or?

S: Yeah

K: Er, 7 years in writing

S: Yeah

K: Not so many years speaking English=

S: =Yeah=

K: =Because the environment in China, you have to pass the exams in writing, so in speaking is not very good

S: So how did you find it when you come here, like, was it difficult for you?

K: Not, not so difficult, I like learning English, but sometimes, you know, the vocabulary is the biggest problem, sometime one, some people speak very fast and some strange words there, I can't catch them

S: Yeah, so, so, when you finish in September, what you gonna do

K: Er, I expected to find a job here, yeah, maybe in some business companies

S: What, what kind of role are you looking for

K: Er, Um, auditing

S: Auditing

K: Yeah, a little bit like accounting

S: Yeah

K: Yeah, but not so exactly, or sales, some things, something just related to business, that's ok

S: Yeah

K: Yeah, because I'm doing economics

S: Yeah, are there many like, positions, like that, available here? is there, like, a lot of business, in Edinburgh?

K: Yeah, there be, I know there is a company KPMG?

S: Yeah, KPMG is here?

K: Yeah, yeah, they have a office here

S: Yeah

K: Yeah, if you got a position in London, and you ask for them to stay here in Edinburgh=

S: =Yeah=

K: = They will send you here to make the requirement

S: Yeah, ok, so, do you, are you going to get first for your masters?

K: Yeah

(hunh-heh)

S: Oh, well, congratulations, that's great

K: Er, I still doing the dissertation things

S: Yeah, ok, but, we'll know if it's gonna be or not

K: Yeah, I survived from the nine exams here

S: Yeah

K: On economics, we have nine exams, in April

S: Yeah

K: Nine people fail, it's a pity, some of them can do the dissertation, I don't know why

S: Yeah, yeah, people get through, I don't know

S: So you don't want to go back home

K: Er, after 3 years, ill go back home, definitely I'll go back home

(hunh-heh)

S: Do you like it here?

K: Yeah, I quite like it, because I like traveling, yes, the things here is beautiful, more beautiful in China, than in China

S: Really?

K: China, a lot of people there, but, the air is not very fresh

S: Yeah

K: But some cities, just like Bejing and Shanghai, they are quite like here, in my home town, its like a remote area of china, so some dessert there

S: Ok

K: But quite good, I mean, staying at home, more familiar environment I can be

S: So do you have some brothers and sisters?

K: No, I'm only child

S: Un,   your   parents   must   miss   you

K: Yeah

S: You've just said that, one day, I'm going to Edinburgh doing masters, so see you in 4 years

K: Yeah, yeah

(hunh-heh)

K: I plan it's 2 years, so

S: Ah

K: They are well prepared

K: That's a, that's a one child policy in china, do you know that?

S: Oh, yeah, I heard of it, but I thought it wouldn't exist any more

K: No no, quite, quite strict, strict.

S: It STILL?

K: Yes, but, I heard of that, after, after I don't know the exact time, but after some time, if two, if both two of you are under child policy=

S: =yeah=

K: = If you two be a couple, you can have 2 children

S: Ah

K: Two children, that's the limit.

S: Ok, I thought, it was long, like the (**), but I don't know , I don't know much about china, to be honest, shame on me for that, but

K: You should go there and have a look

(hunh-heh)

S: Yes, I should, I should

K: Yes, the Great Wall

S: Yes, but

K: You are, because of some reasons?

S: Oh, no, I just, well, I'm, I'm usually very scared of things, just in general, I am always afraid

K: Alright

S: And, I mean, I don't think, I am actually, left European continent, I feel quite safe here

(hunh-heh)

S: When I got to England, I found it was very strange here, and very exhausting, and I can't speak English, more or less at all, er, I learnt English in school for a few years, but it was very bad English, so when I got here, I didn't understand their words, I couldn't make a joke, I couldn't tell a story and I didn't get what people said, and I was always like, what? what? can you repeat that

K: Yes

S: It's really exhausting and the food over here was terrible, like compare to my, to German, ok, food is crap, I didn't understand any more, and I lived in a very not nice room, in a not nice

K: It's a home stay?

S: Yes?

K: Is it a home stay, or?

S: No, no, it was an university accommodation

K: Alright

S: And it wasn't right, and I was just really unhappy, this is, this is not nice here, so why did I going to that? So, yeah, I think, I did a little of culture shock from that, since then, I, sort of, I become friends with England, but it increases me the fear of new country in a way, because, this gonna be REALLY hard to go there

K: Ur hum

S: So, I'm, I'm not to choose adventure these days, but my plan is eventually traveling, and see different place

K: Ok, so you are here with not very good English, but then after

S: Well, then, after FOUR years, I should be able to do that, shouldn't I? I always, like, when I go back home, people say, do you speak proper English by now? I said, I 've been living there for four years, if I wouldn't, that would be REALLY bad, but, (**)

K: Yeah, yeah, I think maybe friends is very good way to a

S: Yeah

K: To communicate

S: Yeah, helps a lot, I didn't make friends though, because I didn't understand them, so=

K: =So you just watch films?

S: Yeah, I was watching films, I was reading books, I was very good on my own, I spent a lot of time on my own, just reading and watching films and counting the days, until there were holidays, and

(hunh-heh)

S: Just stuff like that, so, that was good.

K: Ok, I will try that

K: Because, you know, lots of Chinese people, they spent years with Chinese people, or by them own, I don't know, they can't speak a, very decent English

S: Yeah

K: So that's the problem, that's why doing this, I think

(hunh-heh)

K: Yeah, so have you met a lot of English people or Scottish people over here?

S: Yeah, some, just some classmates

K: Yeah

S: Some people in church, all the people there are very kind, they talk to you, and they are patient

(hunh-heh)

K: Even if you don't understand what they are talking about, they talking to you, keeping talking to you

(hunh-heh)

K: That's good

S: So have you been traveling in Europe

K: Yeah, I went to Switzerland last September, last, December

S: Where in Switzerland, are you go to

K: Er, six cities, I think

S: Woo, ok

K: Yeah, yeah, in nine days, because we drove our own cars

S: Yeah

K: Anyway, from one city to another

S: Yeah, and I don't know the name, how to pronounce it, zui?

S: I suppose Zurich

K: Zurich, yeah, yeah

S: Bern?

K: yeah, berm, that's Bern? I thought it's berm, Geneva

S: Geneva

K: Luzon

S: Luzon

K: yeah, I got it

S: I don't know any, like Switzerland is so small, I don't know it even have 6 proper cities

K: Yes, yes

S: Quite a lot, but Bern is very small, for example, I don't know it has many people, Zurich is the biggest city

K: I prefer Bern

S: I've never been to Bern, I have been to Zurich for couple of times, and, and to Geneva, to a couple of them, but I have never been to Bern

K: And you can speak Germany there

S: Yeah, you can

K: Germany and French, when we were there, every time we entered a city, I asked them, do you speak Germany or French, because confused which language you speak, alright, they would be very, exacting way, ask what kind of language are you speak, and then, they started to speak French or Germany, I don't understand, I just want to ask

S: So did you just fly to Switzerland, and rent a car or?

K: Yeah, yeah

S: Oh well, that's cool, how many people did you go with?

K: Four of them

S: Where did you stay?

K: Er, in hostels, in hostels, it's nice, not so expensive like here, just 13 Switzerland Franc, not so expensive

S: Switzerland, in comparison to the rent of Europe, it's very expensive, ok, within England, nothing can compete easily in terms of money, but, Er, Switzerland is nice, have you been to Italy

K: No, I plan to go there

S: You need to, Italy is the best country in Europe

K: Really?

S: It's my favorite country, its warm, the beach is the great culture, like great (**) and they have plants, just smells different

K: Ah

S: Because it s so southern and food is just AMAZING

K: Really?

S: Yes

K: Not just pizza and

S: Well, they do pizza, but they do REAL pizza

K: Alright

S: Not like, the stuff you got here, well you think, it's not that, oh, there was another thing, like the Germans, they have, the Germans always travel to Italy, for holiday, so we have quite a lot of Italian restaurants and we have very good Italian restaurants, so if you eat in German, Italian, it actually tastes as it was properly

K: Really?

S: So I moved to the UK, and I went to, my first meal, I went to eat Italian food, and that was not Italian food, they has nothing to do with the kind of pizza, I am used to, like very thin, and, bottom thin with very little on top and very crisp and cross

K: Yeah

S: And in the UK, you get this thick over

K: Pizza Hut

S: Yes, and I was like, NONONO, it was not what I want to ,so I got really frustrated with that, no matter where you go in England, like, even if you go to expensive Italian restaurant, and it was just not very good, like, not comparison to what they done there , Italy is so cheap, like, you pay, so little money for, it normally got food and great coffee, (**) and you need four cups of coffee a day, and I REALLY LOVE Italy

K: Oh, really?

K: There is a Italian restaurant on the princess street, you know?

S: I might haven't try that one yet, but it was, where was it that day, I don't know, Friday? I was hungry, I was in a uni, exactly, I was in the uni, it was like, it was nine o'clock in the evening, and I was starving, and I said, come on, let's go and grab something to eat, I am starving, and the guy who was with me, it's like, oh, yeah, let's go to corner, I know a Pizza place, and you knew already that was not a good idea, Pizza, please, in Scotland

(hunh-heh)

S: And then, we walked out, it was exactly (**), we both walked out and, we'll.be sick now, great, let's go to drink, try to understand, but, yeah, no, I recommend Italy, that's probably the best of Europe

K: Ok, I will go there maybe, next year, because I plan to take my parents here next year

S: Oh, yeah

K: Yeah

S: So they haven't been here before?

K: No, no

S: Did u go home?

K: No, no

S: You will not go

K: no, I think if I went home, I will not come back, maybe

S: Really, why?

K: I think so, that's, you know, after your graduation from the masters, you have to find a job, after you have a job, you can not travel around as you want

S: No, no, but you can go home on holidays or something, I mean, two weeks or like

K: Yeah, of course, I have no money pay for the fla, flight

S: Yeah

K: I am already get used to go back home per year, this's what I was doing when I was undergraduate, I was not so often go home

S: Yeah, where were you do your undergraduate?

K: Er, a university called Sichuan University, you don't know that words

S: Yeah

K: In the middle part of China, and my home in the northwest of China, it will takes me three days by train to go back home

S: You couldn't fly?

K: Yeah, I can, I can fly, almost 3 hours

S: Yeah, ok

K: So, I think, I don't want to spend a holiday at home, for a whole summer, you know, three months, no, no, no, two months

S: Yeah

K: I just stay at home, and meet some friends, eating, playing and travel around other cities in China

S: Yeah, so how do your parents deal with this, like, were they complain? Or they would come home, or they want to see you, or?

K: No, they encourage me to stay here

S: Ok

K: Because they know finally I will go back

(hunh-heh)

K: That's the bottom line

S: So do you have a scholarship

K: No, no, I pay for myself

S: That must be pretty much expensive, because you were overseas

K: VERY expensive, I think, three times more than you

S: Something like that, yeah

K: You pay three thousand, I pay nine thousand

S: No, I paid four thousand

K: Four?

S: Yeah, but it doesn't mean, well, yeah

K: Oh

S: Did you take a loan or?

K: No, no, my parent pay for that, so that's why, I shall take them here and pay for them by myself, and I am doing a part time job here to earn some money

S: What do you do?

K: In the Pollock hall, it's a housekeeper

S: Oh, how does that pay, a lot?

K: Er, its much higher than the job outside, it's six point four one

S: Oh, well, that's not bad

K: Yeah, yeah, not so bad, a lot of people went there and got a job, because of the higher pay

S: So, so when you invite them, you will pay for the flights and to come over?

K: Yeah

S: That would not be expensive

(hunh-heh)

K: That's why I have to find a job, find a

S: So when is the dissertation deadline

K: Er, twentieth, twentieth of August

S: Yeah, so by the end of August, you will done

K: Yeah

S: What will you do after that?

K: I will go to London, to live in my friends' house, maybe one or two months and apply for a job there, that would be a lot of

S: So you gonna apply in London and then ask for a transfer to Edinburgh

K: Actually, I don't mind, which part I stay, some other parts of this country, that's ok, but if they sent me back to Edinburgh, that would be fantastic

S: Yeah

K: I don't mind

S: So, if, if they say, they need you to stay in London, you would stay in London as well

K: Yeah

S: Ah, yeah, ok

K: But London, so expensive, so expensive

S: Yeah, but it's a , I am going back to London in September, and I really like it , it's a mass city , its all, ok, I mean , I do like Edinburgh city, it's really nice, it's really nice city , but a little bit boring

(hunh-heh)

K: I know you will say this, because of people say this

S: Well, I , I really, but, Edinburgh is so much more about life, it's (**) it's dangerous, it's dirty, and it's (**), yes, it's expensive, yes, they are (**) industry, and yes, it's , and yes, you will live in a shit wall, some one far outside city, because we are kind of poor to afford to live in the center, but, I really want to do this, but I really looking forward to going to London

K: Yeah, but now, there were terrorists there

S: Oh yeah, that is well what I mean

K: You don't care

S: They were in Glasgow as well, so it's not exactly that Scotland is safe, and (**), so it should be fine

K: Yes, people here are shocked, terrorists come here

S: Yeah, I know, they are a bit of (**), all against the war, Scottish, and now, the terrorists came here, they have nothing to do with these, but, yeah

K: I have never been to London before, just I transfer my plane there, in Heathrow

S: You, you gonna have a lot of fun, and make sure you buy a (**) card very early, traveling is very expensive in London

K: Yeah

S: Make tube and trains traveling, but you can't do it without, because it too big, so

K: yeah

S: But where you gonna apply for KPMG?

K: KPMG? yeah, I don't know whether I can get there, I will try

S: What else will you try?

K: Er, some companies, like small business companies, I didn't do these now, but, just surfing on the internet, or small companies, because you know, we can't easily to get a job here, because we are international students, some big companies wouldn't offer you a good very position, if u didn't have some experience, so I just have to work here in some small companies, and earn some experience, and apply for a better one, that's my plan, I don't know whether I can realize it

(hunh-heh)

S: Do you do you, have did you deal with a visa

K: I have applied for the fresh talent you know that?

S: Yeah

K: It's 2 years after my visa expire next January, just 2 years

S: Ok

K: You don't need a visa here?

S: No, no, we, I don't, no, no, I'm doing a PHD in London

K: Alright

Recording 3 (Korea—Chinese)

The Korean participant=H

The Chinese participant=L

H: Nice to meet you.

L: Nice to meet you too, my name is Lin

H: Lin, my name is Hae-sung

L: Hae-sung

H: Hae-sung

L: Ah, how to write it in?

H: I think I can show you like, in Chinese, Chinese is my second language

L: Ah, I like your skirt

H: Ah, thank you

(hunh-heh)

H: Where part of China are you from?

L: From northern part of China

H: Northern part of China

L: Yeah, do you know Qingdao

H: Qingdao, yes, yes, I know where it is

L: That's where, where I live

H: Is it cold there?

L: Em, in winter

H: In winter, yeah, I

L: I heard there are a lot of students, Chinese students who want to study in Korea, they go from Qingdao, by ship

H: By ship

L: By ship, then cross the sea, and then, you get to the Korea

H: So it's really in the middle of the continent, or on the sea area

L: Sea area

H: Ah, sea area, yeah, yeah, yeah

L: That day I was watching a Korea series

H: A Korea series

L: Yes

H: A lot of people are talking about Korean singers, Korean film, series

L: I was so, so frustrated in writing things, so I got to, I think, watch TV=

H: =Watch TV, yeah=

L:=Films can relax, so I watch my love is lisansu

H: My love?

L: My love, lisansu

H: My love, lisansm

L: My love, lisansu, do you know that Korean TV series, it's a Korea girl, she can bake really good cakes.

H: Ah, I know, I know, San-sung, San-sung

L: Yeah, yeah, yeah, yeah, yeah

H: Yeah, something happened in the restaurant, the boy comes from a really good family, who is running the restaurant, the girl is a kind of chef, making cakes, or something

L: Yeah

H: Yeah, that's a good one

L: Her boyfriend's girlfriend, her ex-girlfriend is really beautiful

H: Really? I think she looks a kind of artificial, because I can see that she has done the plastic surgery

L: Really?

H: She has the very typical face of the girl who underwent the plastic surgery, that was my impression.

L: Ah, you can, you can see it through

H: She doesn't look like natural, because she is used to be a singer, and I think if you compare her picture when she was a singer and her picture was taken recently, you can just see the difference, she looks very artificial

L: She was different

H: She was very different

L: And the san-sung girl, she looks very natural

H: Yeah, I think she, yeah, she is, actually she put on some weight intentionally in order to play that role, actually she is not that kind of (**)

L: I thought that might be artificial extra weight

H: She must eat a lot of chocolate

L: Em, it's so sacrificing

H: Yeah, kind of, kind of, for her job anyway, yeah

L: Yeah

L: So=

H: =so=

L: =Do you learn Chinese language in school

H: In Korea?

L: Yeah

H: I, well, for the Chinese letter, for the Chinese writing systems, it's changed according to the government policy, because there are kind of two group of people, who proposed to use Chinese letter in our daily life, because so many Korean are from, like Chinese, but the other party of people are claiming is that, because we have already had our own writing system, so we don't really need to use the complicated Chinese letters at all, so, but when I was school, the people who are in the second party was a kind of dominant, I didn't really learn Chinese letter, but I learnt Chinese language as my second foreign language when I was at high school, but I forget everything, forget everything

L: I think after graduation, I will learn Korean language

H: Ah, ok, the writing system is very easy, but the spoken language is REALLY, REALLY difficult

L: Yeah, yeah, yeah, I might not pronounce good since I didn't learn it from, chil, childhood

H: Writing system is really easy, but, coz I think there are so many different ways to make because in Chinese, (**), but that's not the case in Korean, so it's really complicated

L: So you are also study master

H: No, I finished, I graduated last year

L: Ah, ah

H: So you are doing master here

L: Yeah, master

H: So what kind of

L: Er, something about language, yeah

H: Language

L: The same major as

H: Really, applied linguistics?

L: Yeah, you know, you know her? she is, she is your friend?

H: Er, no, I just got the email about her study from my friend's friend

L: Yes, yes

H: I did developmental linguistic last year

L: Really? that's very difficult

H: It's tough, it's very tough

L: Yeah, I think yours are tougher than applied linguistics

H: It was hard, yeah, it was really hard, but I have no idea about, applied linguistics, or like sociolinguistics

L: We have some lessons, like phonetics with the developmental linguistic students, I think they learn a lot about how mind

H: Yeah, (**), so it's not that practical, so it's hard to find a job after graduation (hunh-heh)

L: So you are working, working?

H: I, I, because I didn't went, I couldn't study PhD right after my master degree, coz I was too tired, I have to take some break before I study PhD, so

L: I can't after graduate

H: Yes, yes, I think it's not good

L: I think I have to take a rest at least two whole months

H: Yeah, yeah, I think it's

L: So what's the job are you doing

H: I was working in a restaurant until last week, but now

L: You quit

H: Yes, I quit, I quit on the last Tuesday, and now, I am working in the university for my master's supervisor, for my ex-supervisor

L: Oh, good, so it is an assistant job

H: Kind of, it is not, not something very significant, (***)

L: Yeah, yeah, yeah

H: The problem is, when I was working in the restaurant, all the food, coffee and even the wine is free, but now, I am living with my friends, who are in the school, so, and the food is not free anymore, so I have to spend a lot of money

L: But it's gonna (**), studing atmosphere, the university atmosphere is really good

H: It's really, it's really, different from last year, it's very different

L: Yeah, yeah, alright

H: Coz last year, a group of people were practically sleeping in the lab, and I was one of them, so it does like a group of people study together, and the lab was always crowed and messy, but I was really surprised when I just came to the lab a few days ago, coz it does it was so quite

L: Alright, may be, when started, it's in May or? because since May, people are having a rest after the exam, since the exam is finished in the middle of May, so after the middle of May, everyone just go home, not study in the lab

H: Oh, but you should write your dissertation

L: Yeah, dissertation, still people write at home

H: Yeah, I think people are just at home

L: Yeah, read other books at home

H: It can be really better if nobody disturbs you, but it does very fun for me to be in the lab with my friend, coz we just take here overnight

L: Do you know there is a board there, a white board, there are some people write something there, it's 2 pm , and we are, we are still studying here

H: Ok, that's good, so did you do your undergraduate study in China

L Yes, yes, something like English

H: Yeah, I think people in linguistic department usually do some like English language or

L: Mine is not, very, very English, it has international business

H: international business?

L: Yeah, even international business, like, education method, some of them, some of them are just a waste

H: Just a waste

(hunh-heh)

L: I forgot, lot of things

H: So how long did you have to, have to spend

L: 4 years for undergraduate

H: 4 years, the same

L: And for master is a, at least 2 year

H: Yeah, I think it's the same in Korea

L: And for PhD, you have much longer time depend on the supervisor, Er, I heard from my friend from Taiwan, their PhD system is like, when you can not graduate at PhD, the last year, you just start from the beginning, you start from the first year, her friend is a PhD, and have already studies eighteen years

H: EIGHTEEN

L: PhD

H: Eighteen years, it's ridiculous, so don't you miss your home? have you been home since you came here

L: No, I miss my home, but I still want to stay here for a while, so It's kind of complex

H: I think for me, I really miss the food in Korean, but I think for Chinese, there are so many Chinese takeaways, so I was wondering whether the Chinese food here is actually the same as the Chinese food in China.

L: No

H: No, no, I guess so

L: No, especially, here, the food is, is more southern

H: Oh

L: Yeah, lots of them are southern part food

H: That's interesting

L: You know China is so big, even northern, southern, eastern, westerner, all kind of food, even some of them , like here, are westernized, but I guess some of them are good

H: Yeah

L: Do you, have you been to Yang Yang Hong Kong

H: Where is it, where is it, give me the information

L: Near Tesco

H: Near Tesco

L: There is a bar called Southsider, just beside it

H: I will try it

L: My neighbor, from Hong Kong, she recommended it to me, she said it's very Hong Kong food

H: Very Hong Kong food, ok, I will try, actually I had some Chinese food, it's from dragon away, do you know where it is?

L: Yes, yes

H: Yeah, I can definitely tell that Chinese food in Korea is very different from Chinese food here, and I like Chinese food here very much, yeah

L: Have you actually, actually been to China

H: No, it's a shame, but I really want to go

L: Yeah, it's so near

H: Yeah, it's very near, but the problem is which part of china I should start, it's too huge

L: You can actually start from Qingdao

H: Qingdao

L: Because, next year, yeah, next year, 2008, the surfing is there, so you can see the Olympic Games and visit the city

H: Ah, I, I really want to visit China, yeah

L: I really want to (***)

H: Someday, I will

(2 seconds)

H: Hongkong, I will remember that, thank you for your information, coz I will leave Edinburgh on august 1st, and I am going home, for the summer, before that, I really want to try different things in Edinburgh. so, good to know

L: So how many years do you plan to stay here?

H: Here, er, I am, actually, leaving Edinburgh, I've been here for two years, I am going to home, and then, I am back to the UK for PhD

L: What you gonna study, developmental linguistics?

H: Actually I will do phonetics

L: Ah, phonetics

H: Yeah, but I don't really know what I am going to do, I have to think about it

L: Originally, I, I don't, I didn't want to study linguistics, I'm interested in literature

H: Literature

L: Yes, but at home, my friends and my teachers are all not agree about this

H: What's the reason

L: How can you a Chinese to study English literature

H: Which means, that really doesn't make sense to people who is not a native speaker to study literature

L: Yes, yes

L: They say, you see, lot of a English people are studying here, when they read, the traditional Chinese literature, do you think they are, do you think they can understand, so I think, ah, I might not be able to understand traditional literature

H: I think you can have your own perspective

L: Yeah, yeah, yeah, and then, they give me another reason, this is you gonna read a lot, literature, so many you gonna read novels, like, works by famous people, so you gonna read a lot, so you just read another major

H: But I like, I like literature, because I just like reading, I also did, my major for my undergraduate courses is about English language and literature, so it's doesn't really like linguistics, I like to read books very much, but I don't want to analyze it, you know what I mean, literature is hard, yeah, yeah

(4 seconds)

L: How about Korean literature

H: Korean literature

L: Do you like it

H: Yeah, I like it very much, I think it is a shame, because it is impossible to translate the Korean into English in a proper way, and of course, it is hard to translate one language into another, but I think it's more (**) the case of translate French to English, or translate German into English, so I think it is a shame that the Korean literature is not internationally well-known, but we do have really excellent pieces of work, yes, I like it very much, En

L: En

L: Yeah, I know more English literature than Chinese literature.

H: Yeah, yeah. yeah, the shame, the shame, the Korea, and I, and I like a kind of traditional tales, or a kind of superstition stories about how, for example, about how your country was established, the very, very old ancient, the most exciting part is that a bear become a girl, like a (**), eating only garlic, because she only wants to be a human, I really like that kind of story

L: It's so funny

H: Yes, it's funny, is there any kind of traditional tales in China

L: Traditional tale of China

L: I like the legend

H: Yes, the legend, that's the word

L: Yes, and the writers write a lot of story about fox, the fox becomes a beautiful woman

H: The fox, yeah, ok

L: The fox becomes a beautiful woman, they become a beautiful, some women are beautiful outside, because they are fox, actually they are changing from a fox, so they eat human

H: So is the fox that something with nine tails or something?

L: Nine tails, no, no

H: No, not necessarily

L: Yes, and some fox are good, they are really good fox

H: Good fox, ok

L: Yeah, so they fall in love with human

H: Ah, that's interesting, that's interesting, yes, I like that kind of stories

H: So do you like to stay here

L: Yeah, yeah, yeah, yeah, a lot, lots of friends here, so, last term, it's pretty tough, we didn't get lots of time together, this term, it's like, we got a lot time, reunion once a week, so

H: Ok, that's cool

L: Yeah, yeah, so we party a lot this term

H: That's good, that's good, so have you done many tourists, like this stuff in Edinburgh? coz when I was at school, I couldn't really do anything

L: I did, I did some, but I didn't find a lot of place here. (**) I didn't spend a lot of time in the traveling. I prefer to go to other places, in, and maybe to England.

H: To England

L: En

H: Have you been to highland

L: Highland, not yet

L: That's the first place you have to try, you should work hard first in August, first of all, and then it would be the best time to travel highland

L: So have you traveled a lot of place here

H: No, the problem is that, I think it actually cost much more to travel in Britain than going out the European continent

L: Really?

H: yes, if you think about the flight and accommodation=

L: =Yeah, yeah=

H: =It is cheaper to go out, of course, it is cheaper to stay in Britain, if you just travel for two or three days, but if this gonna be something like a week, I think it is cheaper to go out, it can be cheaper

L: But if you go out, there is flight money and hotel money

H: Yeah, the problem is the transportation fee and the accommodation fee is more expensive in Britain, because it is like 18 pounds per night in Britain, but it is 18 euro there

L: Where, where have you been to other, other European countries

H: When I was doing master here, I went to Paris for Christmas, I went to Belgium for Easter

L: Ar, Belgium

H: And to Switzerland for summer holiday, for summer holiday, when I was writing my dissertation, but it's really good, it's really good

L: Which country do you recommend

H: Woo, all the places are just good

L: Yeah, one of my friends, she went to Czech, Czech Republic

H: Ah, Czech, I've been Prague once, it's a lovely place, it's good

L: Maybe I will go to Spain

H: Spain

L: Yes, after my dissertation

H: still sounds nice, may be quite hard there

L: Yeah, but, yeah, we have to watch up the pockets, coz there are too many thieves

H: Yeah, yeah, coz I also traveled in Barcelona three or four year ago, and at that time, I was told the same thing, it's really dangerous and be careful, but I didn't get the impressions that it's really dangerous in Spain

L: Ah

H: Yeah, it should be fine, but it was really dangerous in Italy actually, but Spain should be ok, I think

L: So you didn't lost a lot of thing?

H: Er

L: you didn't lost a lot of things

H: It was interesting, it's a one of the (**), we could lock the door, so before we went to bed, I made sure that I lock the door, but when we woke up, the door was open, and there are six people, one of people were not here, so I was wondering whether he was the thief, or he just opened the door during the time the thief come , I didn't really lost too much things, my passport, my money I was, I put them in a separate bag, and I hold them and sleep (**)

L: Yeah

L: My, my accommodation, is a university accommodation, they have these window cleaner, they come once a year, when they come, came to my flat, they stolen my MP3

H: In China?

L: No, no, no, here

H:Here?ohmygod

L: They steal my MP3 in the common room, they also sto, stole the remote controller for TV, you know, without controller, we can watch only one channel, you know, stole the controller

H: which accommodation are you living?

L: It's near Tesco place

H: Ah, rich mood place

L: No, near rich mood place

H: Coz I lived in Mylne's court, do you know where the, is, is on the Royal Mile?

L: Yeah, yeah, and the view is good

H: Yes, yes

L: The elevator

H: Er?

L: The elevator

H: The lift

L: Yeah, the lift in MC, Mylne's court, right? it's really scared

H: Yeah, I didn't like it very much, but, yeah, I didn't like it

L: I went to my friend, yeah, my friend lived there, they had let us to party there, so everyone, stand on the elevator, it's like earthquake, so shaky

H: Oh, yes, yes, it is, because it's an old building, and the corridors is, just like maze, it's quite funny that, you can not see anyone in the corridor, but sometimes you can hear the sound, you know, it means, it's kind of weird, yeah, it's ok, it's ok

L: (***) it used to be a prison a hundred of years ago

H: Yeah, yeah, I heard so

(4 seconds)

H: What do you usually do in your free time here

L: Em., I go to the gem, do you go to the gem?

H: No, I am so lazy

L: I didn't go to the gem these days, maybe in the week, I will swim

H: Ok, that sounds good

L: I don't know, coz when I was doing a master here, I didn't really have any time to do something different at all, we were just busy, so, I think I and my course mates were just like living in this Adam Ferguson building for the whole day, when I have time, I just go to the common room to have a cup of tea, and that's all

L: So you just living in the building

H: Yeah, yeah, I was living in the building with my friends, sometimes (**)

L: So is there any Korean students study developmental linguistics

H: Em, last year?

L: Em

H: No, I was the only, and there was one Chinese student, I used to remember where he is from, but I forgot, he is back to china now

L: What do you usually do in your free time

H: Nowadays?

L: Yes

H: Nowadays, I've got lots of free time, I walking around and go out to eat and yeah, it is just like walking around the city, so

H: Have you go to botanic garden, Royal Botanic Garden

L: Em, last summer, em

(hunh-heh)

H: What's your plan after, after finish your dissertation, master, or whatever

L: Yeah, yeah, I also want to find a job, like working in a restaurant

H: Yeah, that was quite fun. I was really lucky, I could work in a traditional Scottish restaurant

L: Oh, where is that?

H: It's on the royal mile; it is just at the heart of royal mile

L: What's the name of it?

H: Jackson's,

L: Jackson's

H: It's just opposite to Starbucks. It is really a good experience, I think, I think, it is good, I think for you, I think it would not be difficult for you to find a job in Chinese restaurant

L: Yeah, yeah, yeah

H: Because they are so many, and they tend to employ Chinese people, I think it's good, and I think it can be easier for you as well, but you will learn a lot of different things if you are working in a Scottish restaurant

L: Yes, yes, yes

H: So when I began to came there, I don't even how to open the wine bottle and what kind of food they usually have, but now I am quite good at it

L: Ah, they will teach you at the very beginning

H: Yes, yes, so that's really a big progress, yes, yes, and I can try different kinds of Scottish food, which is really nice

L: Do you think they need people now?

H:Yes, because I quit, because I quit, I am serious. I think they might put advertisement on jobcenter plus. Do you know where?

L: Near Starbucks, is there?

H: I mean, there is a kind of, er, or, what I can say, there is a kind of center, where, which is, a kind of called, managed by this government, government here, and its called jobcenter plus. And there is where you start your job searching=

L: =Alright=

H:=If you really interested in working, yeah, and I, so many people put their advertisement

L: Where is that?

H: You can just do on the internet as well, you can just type, Google, you can just Google, you can also just type Jobcenter

L: Jobcenter, yeah

H: Jobcenter plus Edinburgh

L: Alright

H: It's really good to know this kind of information

L: Yes, yes, yes, yeah, my friend is just go through the sage, on my

H: Sage, yeah.

L: It is not very lots of job there

H: Yeah, yeah, that's true, that's true, and there is a kind of training courses for graduate students, which is not necessarily practical

L: Yeah, yeah

H: ok

L: Coz I prefer to work in the Scottish restaurant

H: That was really, really, really practical, it does really hard, it does hard, but I enjoyed it very much

Recording 4 (British 1 —Chinese)

C= The British participant

Y= The Chinese participant

Y: A little nervous

(hunh-heh)

C: Sorry?

Y: A little nervous

C: Yes, just as she said, we just talk anyway

Y: And let's start by names, what are you studying here

C: My name is Cara, and I am studying psylinguistics

Y: Oh, is the same major as jianjun?

C: Em, not quite, Em, coz, she is doing applied linguistics, I don't know, I am doing, is the psychology of, how the brain understands language, that's sort of what I am doing

Y: Um

C: What about you, what are you doing

Y: Em, I am, I am studying economics

C: Ok

Y: Are you a postgraduate

C: Yes, I am

Y: Me too

(hunh-heh)

C: Where did you do your first degree

Y: Finance

C: Ok

Y: But now, it's more mathematically

C: Ok

Y: So it's very hard for me this year

C: I found that too, when I arrived, coz=

Y: =When did you arrive here

C: I arrived in September

Y: Ah

C: Coz it was, I did psychology as an undergraduate, the psychology and the music, the psychology, then, here, it was, it was psycholinguistics, so I didn't have, I had the psychology knowledge, but I didn't really have the linguistic knowledge, and some of my friends have done linguistics, so they have the linguistics, but not the psychology, but that was good, cause that we can help each other

Y: Yes

Y: Because in china, we studied finance, but it's, we, we didn't study much mathematics and it's very, superfi..superficial?

C: Yes, superficial

Y: It's very superficial in undergraduate, but now, we have to do many models and theories, so it's very hard for me, and I, I found the classmate from England, or if they studied in UK, then, they, they are very good at, so it's quite hard, yes

C: Do they help, do they help you?

Y: Yes, they help me a lot

C: Yeah, that's nice

Y: You did music?

C: It's called a joint honorary degree, so I did 60% of music and 60% of psychology degrees

Y: Oh, it was not related

C: Well, oh, see

(hunh-heh)

C: Next year, I will do a PhD in psychology of music

Y: Oh

C: And, and coz what I am interested in is how we interpret noise, because Language is just a noise, isn't it? really

Y: Yeah

C: And then music is just a noise, so how do we understand that music is more than just noise

Y: It sounds very

(hunh-heh)

Y: Language is a noise is true for a foreigner, for the people who do not understand, but music is a noise, maybe, it is, like, maybe you study how music can influence people mind

C: Kind of, what I, what I want to do, is look at, the link between language and music, and anticipation, and I am gonna doing study with brainwaves, you put electricity on the (**) and then you record electricity, and then you see, whether there are more electricity when you don't expect something than you do expect something

Y: Oh, it's interesting

(hunh-heh)

Y: Last week, I did a experiment, it's related to psycholog, psycholo, psychology

C: Yes

Y: And they gave me, er, there is, there is a computer there, and there is a, there is a, on the screen, there is a dot, some black dot=

 C: =ok=

Y: =And in different place, and then it disappeared two times, there are an interval before the two times; and then you have to remember where the dot is, and then, during that, during that between, there are two there is three tasks, one of them is, you have to type, you have to type something, the other one is to see some pictures, or something, I find it's very, very hard, I think it is an experiment about memory or something

C: Probably

Y: That's interesting

C: So you are writing your dissertation at the moment

Y: Yeah

C: Ok, so how is it going, is it ok?

Y: Rr, I am, yes, ok, but I contacted my supervisor, but he didn't reply me, so

C: Oh

Y: Now, I am just finding some data, and something

C: Ok

Y: Hope I can finish

Y: And you will study PhD next year?

C: Yeah, hopefully

Y: Oh, this year, September

C: Yeah, September, yeah, but I should be here (**) about funding this week, after this week, I will for sure, whether I am doing it or not

Y: It's still in Edinburgh?

C: No, it's in Leeds, it's where I studied my first degree, do you know where Leeds is?

Y: Yeah, yeah, yeah, I've never been there

C: It's not that exciting, it's ok

Y: It is beautiful than Edinburgh?

C: Edinburgh is more beautiful than Leeds, yeah, yeah, definitely, Leeds doesn't really have all the big architecture, or that kind of stuff, it's not new as Edinburgh

Y: Are you a, where? where? what's your nationality, er, where do you come from

C: Well, my nationality is British, Er, I was born in the south of England, and I grow up there until I was six, and then my parents moved to France when I was six years old

Y: So you moved to France?

C: Yeah, so I moved with them

Y: And stay there for some years

C: Yeah, most, well, my parents are still stay in France, so when I go home for holidays, I went to France

Y: Now, they were still in France?

C: Yeah

Y: Oh, when did you come back here?

C: I came back here at the beginning of my undergraduate, so four years ago now, nearly four years, but we always just come back to England as a family, to see our family, to see our grandparents here

Y: So your grandparents are here?

C: Em, yeah

Y: Do you want to stay here after PhD?

C: Yeah

Y: So you love more here than France

C: I think, I am very attached to the UK, because when you grow up in a country which is not your own, you idealized your own country, I think, so, whenever people horrible in France, say, oh, people come from England, and whenever we came back to stay, with my families, or my dad went to churches, so we stay with church people, everybody is always very nice, you can think that every people in England is nice, which isn't t always true, but I prefer it here than France

C: How about you? what you gonna do when you finish your masters?

Y: Er, maybe, maybe, I will find a job, try to find a job here

C: Yeah, ok

Y: But I don't know, what, will happen after that, I, I, I don't know, I am not sure whether I can find a job, maybe, gap year, I don't know, I really want to go to London

C: Have you been to London? or you just been here

Y: No, I only been Edinburgh and Glasgow, in UK, but I will go to Plymouth, next, this month

C: Ok

Y: My mother come, come to Plymouth for conference, but only for three days

C: That's a nice thing, catch up

Y: That's a very small city

C: Yes

Y: I think it is very strange feeling, to see your parents here, in a foreign country

C: One of friends from University, she came to stay with in France, (**), she found it was strange because I was speaking French, and she wasn't get used to it, and then, I went to church with her, and because she were there, I was speaking English, so all the French people in the church thought it was strange that I was speaking English, so everybody was confused, yeah, it is, the whole thing is, seeing somebody in a context is different to the context that you know the man, so you know you back home, and when she comes here, then, they say, transporting a bit of that world into here, but it doesn't quite fit

Y: Yeah, yeah, yeah

C: So what's your mother, you did say that she is coming for a conference

Y: She is doing a project, I don't know, I don't know, I don't know about that, they are, my parents are engineers, they always have projects, so they go to different places and conferences

C: Ok

Y: So they always traveling

C: That's nice

Y: I hope, if I can find a job like that, I would be very, very happy, because I think, it's interesting to go to different places

C: Em, definitely

Y: Yeah

C: You have to get this job with a big businessman, since you (**), go that, go that, go that, I will sit in my lab, processing my information

(hunh-heh)

(4 seconds)

C: Do you have any brothers or sisters?

Y: No

C: No, ok

Y: You have many?

C: I have one brother and one sister, and they are twins

Y: Oh, they are older

C: They are both younger, well, they are twins, they are 21

Y: I only have cousins

C: Ok

Y: But it's so common in China, you know

C: No, I know

Y: But I don't like it, I hope I had brothers, I think it's very, I mean, maybe because of the politics or something, I think, I think my generation in china, all the people are the same, they have the same education, and they have the same family, because they are all the only child, so the opinions, and everything are the same, because they are the only child, their parents put a lot of efforts on them

C: Yeah

Y: And we all got big pressure

C: It would be difficult sometimes

Y: Em, yeah, but my cousins, some of them have brothers, sisters, and they help each other, I,I, I think, it's very good, they know how to care each other, brothers, no, no, I mean how to take care of them

C: Yeah, but then, at the same time, my own is only two years younger than me, so I don't really know, I know how to take care of them, but I don't know how to take care

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of people who are younger than them, coz, some people, some of my friends had brothers and sisters that were five, six, seven years younger than them, and then, they are kind of, they help their parents to take care of them from the very beginning, while I was not, coz I was just too small

(4 seconds)

(hunh-heh)

C: Oh, en, what's the main religion are you come from?

Y: Er, City?

C: yeah

Y: Which city?

C: Oh, no, no, no, the religion

Y: Oh, religion

C: Which religion are you from? no?

Y: No

C: No religion?

C: No, I am sorry

C: Well, that's ok

Y: You are a Christian?

C: Yes

Y: I've been to church for three, three time, after I came here, some of friends are Christian, and they, they take me there, but I didn't go there a lot, and they give me the bible, but I didn't read it

C: So their own book, their own book

Y: I think the good thing about it, is, is related to charity

C: well, yeah, it can, that's one of the ways, in which, em, it's, it's, it's coz, it's all about a relationship with god=

Y:=Em=

C:=But, one of the ways, in which, we, I think that we need to own our god is by helping other people, so we don't help other people to set the god like us, God

likes us, and because he likes us, we just have to help people, does that make sense

Y: Help? because?

C: Coz some people think, that, in Christianity, you have to do this, that, that, that, that, then, you will be a good person=

 Y: =yeah=

C: =and god will like you=

Y: =yeah=

C:= But it's not, it is not really like that, it's more that, God has shown us his love, by sending his son to earth, to die, and then, because of that, we want to do good things, so it's the other way around where people think we are

Y: So, it's, it's just about helping people, helping

C: Well, it is not. Helping people, helping people is one of the consequences=

Y: =Ah=

C: =But it's not, that's not mostly about, so, what's mostly about is, is about, God and us, and then, because of that relationship, that has an effect on that relationship with other people, does that make sense?

Y: Yeah

C: Yeah, ok

Y: Yeah, yeah, one of my friends, he is a Christian, there is a poster in his room, and it's writing, love, love everyone, something like that, love each one, it's about loving people, helping people

C: I guess, it's, it's only because of that, that's what God did (**), basically, we, we were bad, coz god made us, do you know what Christianity is about? the main story

Y: Yes, I, I know, a little

C: A little, ok, basically, god created, god created us, he created the world, and because he created us, then we were supposed to own him, because he made us, but we decided to own ourselves to reject him, that's what main problem it is, that, that' what they call sin

Y: Call sim?

C: Sin

Y: Oh

C: And then, yes, so we are bad, and then, but God still love us, he loved us so much that he send his only son, that's Jesus

Y: Oh, Jesus

C: Jesus is the son of god, and god sent Jesus, to the earth, to die instead of us because we are supposed to die, coz that was (**), but Jesus like us

Y: But Jesus die for us.

C: So Jesus died instead of us, which means that we can be put back in a relationship with god. If you imagine, that's me, and with (**) all my badness, then, that's Jesus, he came to the earth, he is a kind of did that, and he took everything, and now I am clean, and I can have a relationship with god, and because Jesus, he died with all that sin, and rise again from the dead, so it means he will not dead any more. That shows that he conquered sin. Ok, that's what Christianity is, and so, God promised, promised us that we can go to heaven and live forever with him. If we accept that fact that we can only live forever with him, because what Jesus did, ok, that's what Christianity is

Y: Woo, woo

C: Yeah

Y: And some people, only, I know, last summer, I went to church, there is a people, she is learning, she is learning, her major here in Edinburgh University is about this religion, it's, about this Christianity, it must be, many, I mean it's very deep

C: Yeah, it is, but that's the beauty, it's very deep, but it is very simple, at the same time that's the beauty of it, so child can understand it, that child can become a Christian, but at the same time, as that child grows older, when she reaches her 70th, she is still exploring more and more amazing things

Y: Yeah

C: Ok, that's what Christian is about?

Y: Thank you for telling me

C: Sorry?

Y: Thank you for telling me this

C: That' ok

(hunh-heh)

(2 seconds)

Y: Which city do you like most in the UK?

C: In UK, er, I really don't know, I've got many friends in Leeds

Y: Leeds

C: yes, that's what I involved in with, and I've got involved in the church in Leeds as well, but Edinburgh is more beautiful, and it has more culture, so I love Edinburgh as well, so what about you, which do you prefer, Edinburgh or Glasgow

Y: Yeah, I like Edinburgh more.

C: Yeah

Y: Glasgow is a little dangerous, I mean, you, you know, the car, the terror

C: Yeah, the terrorist

Y: Terrorist before, and Edinburgh has some carton hill, I mean, there are many good things here, I think it's better than Glasgow, I don't like the subway, I , Sometimes, I like the city which is not very commercial, (**) yeah, like, when I , I went to Switzerland about Christmas. I like the small cities, like Rosanne?

C: Yeah, Rosanne

Y: And Ruzen

C: I haven't been there

Y: Yeah, but, I mean, I don't like, like, Geneva, I think , because it' s a big city, a commercial city , so, I am, a little dirty, it's too crowed, so I like small city

C: Have you been, have you been to St.andrews?

Y: No, it's said that it's very beautiful

C: It's a nice place, you should go there

Y: Yeah, it's a nice place

C: It's quite small as well, but it's got a beautiful beach

Y: Yeah

C: It's got a nice, kind of nice just like quite a Scottish beach town, it's very strange, it's quite nice, you can get there on the train, it's quite (**)

Y: Maybe on bus

C: Yeah, maybe bus as well

Y: Yes, I will be there, I will go there

C: Yes, it's a good place

Y: But for the young people, if you want to work or something

C: It's got, It's got a university there, so there are a lot of students, and yeah, mixed with students, yeah, old people, yes, I don't know, but, but it looks like, it looks like a very prestigious place to go, but it is quite small at the same time. It's very strange, it was nice

Y: Edinburgh is a city for traveling, Edinburgh is a tour, tourist city, when I was a undergraduate students, I studies in chengdu, in China, in the western, in the westeast, em, west

C: Ok

Y: West of China , and that city is for traveling too, yeah, it's a city very relax, and it's a very good food, around the city, there are many mountains, or some good place to travel, yeah, I always choose a city which is very good for the traveling, yeah

C: You said it had some best food, so what was the best food

Y: The best food is hot pot

C: Hot pot? what's in it

Y: A, spice

C: Spice

Y: Spice, have you eat hot pot here?

C: I don't think so

 Y: Spice water, spice and it's red

C: Ok

Y: And, you put vegetable and everything you like in it

C: Woo, nice

Y: You boil it, and take them out, and you, you dig, put it into very spicy sauce, and eat them, it's very, very, how to say, because it's very spicy and it's good, because in the west of china, it's very wet, so if you eat a lot of spice, it's good for your health, healthy and delicious

(hunh-heh)

C: That's good

Y: I like them very much, and then it's not expensive, because, there is a steak, a little steak, and then they put it in the pot, steak is like one pounds, one pounds

C: Ok

Y: One pounds a steak

C: Yeah

Y: So it's very cheap

C: That's good

Y: I like it very much. I miss it, and it's good because if you have hot pot, you have to share with your friends, so it brings you together

C: Ah, that's nice, one of my classmates last year and her parents come from Hong Kong, and I went to stay her house, and they made lot of Chinese food

Y: Ah, do you like it?

C: Yes, it was good, it was good, they put it all in the middle of on the table, and we all have chopsticks, and karen's dad, said "cara, have a fork, because otherwise you won't have anything, all the kids took too quick for you ".

Y: It's very hard to use it, I am not good at using

C: Really?

Y: Yeah, I don't like it

C: Coz my old classmate, my friend, she is cooking everything with chopsticks, because she thinks it's very practical, but I just, but it's fine, it's fine, once you got the point

(4 seconds)

C: What else we can do

(hunh-heh)

C: So have you got any exciting plans for the summer?

Y: I, I am doing a housekeeper as Pollock hall on weekends, because I don't have any money any more, I have to, and the dissertation, and you?

C: I've got some friends that will get married, on 21 of July, so, I am gonna to go that wedding, but after that, dissertation, that would be nice

Y: En, I have some friends getting married too, no, they have already get married, so, I don't know, I think it's, I think it's not very common this age to get married

C: Yeah, I don't know, it depends, there are few people in UK get married at my age, 22, 23, I guess quite a lot of them are Christians, so maybe Christians are getting married a little bit younger, yeah

(2 second)

C: It's gonna, it's gonna be a good wedding, it's gonna be funny, the guy and the girl getting married, the bride is from China, he is England, but he did Chinese in the uni, and he spent a few year in China, and then worked back here

Y: The girl is Chinese?

C: En, yeah

C: Yeah, her parents would come over, and, yet, it's good, it's exciting, so there, I had two weddings last summer, and I have three this year, yeah, it's good

Y: The last wedding I attended is my cousin's, no, no, no, it's my uncle, my uncles' wedding, it's ten years' earlier

C: Ok

C: What's strange with the ones last summer, and would be the same this year, is that, the wedding I went to before that, I was the daughter of someone's friend, does that make sense? I was, I was going because my parents were invited, while for this one, it was me that was invited, and most, lots of the people there were the same age as me, while as before, you were the adults and then Children, so that was quite strange, that was nice

C: And I think I am gonna be a bride's mate in this December

Y: Bride's mate?

C: Do you know what bride's mate is? It's, when the girl getting married, she asks, like, if you are the best friends, to be with her on the wedding day, and come to look after her and do things, so I am one of them

(hunh-heh)

Y: And standing beside?

C: Yeah, if something needs doing, then you'll just do it, but generally just standing beside prettily and smile

Y: I know. I know, and there is a, yeah, it's called bride, what does it called?

C: The bride is the girl getting married, and it's bride's mate

Y: Oh, the bride's mate, and the same for the man, for the husband?

C: On the wedding, he's called the groom, he has, what they call, the best man,

Y: Yeah, the best man.

C: Yeah, so the best man does the speeches and organizes people, basically the best man does a lot on the wedding day, while the bride's mate just stand, yeah, it's gonna be, it's gonna be good fun

Y: The best man has to give the speech, to toast

C: Yeah

Y: So there is a movie called, wedding? wedding? wedding?

C: Wedding days?

Y: No, no, no, it's about two people, two men, and they always go to weddings, and they, they pretended to be the relative or friends of the

C: Oh, Wedding crash, something like that, is it? was it good?

Y: It's very interesting, and the ending is very surprised

C: Ok

Y: Yes, it's a good movie, and it's about weddings, it's very funny, and I laughed a lot.

Recording 5 (British 2 —Chinese)

A=the British participant

L=the Chinese participant

A: Ok, let's start with where we are from, so where are you from?

L:I am from China

A: China, Which part?

L: East part of China

A: East part

L: Yeah, ok, have you been to china before?

A: No, I haven't, no, no, it's nice to go, it is a big city? or

L: No, it is medium sized city, yeah, and it is quite near the (**)

A: But it is big compared here though

L: Yeah

A: Yeah, definitely

(hunh-heh)

A: Yeah, that' nice

L: So where are you from?

A: I am from south of England, which is, which is, it's about 2 hours from London, but it is on coast as well, it's next to sea, and got a big harbour, not much, industry, (**), it's a residential place, yeah, it's nice, I didn't live there, I only live there when I was 7, and then move to the Scotland, to the highland, pass (**), you know?

L: Yeah, yeah, I know

A: Yeah, you've been there? yeah?

L: Yeah

A: And then, lived there until I was 15. and then, And then, moved back, down to south again, but to this time, which is even further way from London, but still on the coast , so, I am

L: Yeah, it seems, you know, have no influence of this Scottish accent

A: No, I did, when I was 15, when I left, I did have the Scottish, Scot's accent but lost it quite quickly, coz it's quite easily to speak with English accent

A: Have you, is this your first time to in UK or?

L: yeah, it is my first time

A: yeah, see, good English, did you study English in china?

L: yeah, I studied English in china for, for 12 years.

A: Woo, that's a lot, that's good, and **did you do university, did you do undergraduates**

L: I did major in English in the university, so, I should speak(**)

A: No, you speak quite well

L: Thank you

A: Woo, that's cool, woo, so

(hunh-heh)

L: I, I, your name is Amy, right?

A: Yes

L: I got surprise, because I have a friend, her English is Amy

A: oh, oh, that's nice, what's her Chinese name?

L: Er, her Chinese name is, er, sorry, I used to call her English name

A: Yes, yes, lots of girls, in our class, have, in our class, have two

L: And she is doing the MBA program

A: Alright, ok, yeah, yeah, ok,

L: But I can't, YiLi, something like that?

A: You've just met her this year or?

L: Yeah, yeah, this year

A: Ok, and, what, and what's she studying, the MBA?

L: No, I am doing linguistics

A: ok, so how is it, how is this can help?

L: This is for my classmate's dissertation, and she is going to look at the intercultural communication between Chinese students and native speakers, yeah

A: Gosh, this would be difficult

L: Yes, I think so

A: And yeah, what you are doing?

L: I will do the, the, the, I will look at the advertisement, and I will look at the luxury advertisement and necessity, ad, advertisement=

A: =Sounds good=

L: =and compare the linguistic difference=

A: =That's good, that sounds interesting

L: Also I need some informants to help me, so

A: oh, nice, so what sort of information do you need

L: Because I am a non, a non-, a non-native speakers=

A:=Yeah=

L: =So there is some cultures, some linguistic diverse which is quite difficult for me to understand that, so I need, you know, informants to help me to interpret the message in advertisements I need to find some people

A: Alright, ok

L: If you like

A: Because, well, it depends on how long it takes, yeah

L: Yeah, yeah, but you will get paid

A: Yeah, you put me on the record now, you've got me on tape

L: It won't take long, it won't take as long as half an hour

A: No, what, what are you looking at, like companies, luxury goods companies, like luxury retail shops, are you looking at

L: I will look at the advertising, luxury advertising and necessity advertising

A: Ok

L: I am going to compare the differences, between the two types

A: Yeah, it sounds good

L: Yeah, it sounds fascinating

A: Have to be, be comparing within Britain, the luxury goods, luxury advertising, did you see discount, or? What, what you gonna compare in the luxury goods, advertising two

L: I will look the linguistics, language, the language parts

A: Alright

L: Not the

A: Not the comparison between the types

L: Yeah, yeah, yeah, yeah

A: Just in the UK?

L: I will not limit the countries, I just limit the types, as long as it is a necessity advertisement, as long as it is a luxury advertisement, I will just take it.

A: Ok, that's good, gosh, yeah, I've just had an, an interview where I had to analyze the accounts of Hyundai department stores, which is a Luxury goods Department store in south Korea

L: What?

A: You know Hyundai?

L: Hyundai?

A: Hyundai, yes

L: oh, yeah, I know, it's a automobile company

A: yes, there also like, a big, there are a big, there have lot of different parts, different tribe systems, tribe?

L: tribe? It's a, you mean, it's a Korea

A: yeah, yeah, family company

L: yeah, yeah, yeah, I know that company

A: so they have, they have luxury goods=

L:=Yeah=

A: =Department store=

L: =Yeah=

A: =Which only sold like, (word) Gucci, you know, things like that,

L: yeah, yeah, yeah

A: and they also have cars, and investment banking, and everything and I will just look at those, then, compare it with other competitors in south Korea, which are, luxury goods is a lotte,

L: lotty

A: lotte, l-o-t-t-e

L: oh, oh, lotte, I know

A: And shinsugai

L: Shinsugai? how to spell,

A: Shing , it's got 'g' somewhere

L: What kind of products does they do?

A: They do luxury goods, they are department store, in south Korea, they are run by Sam sum

L: Ah, Sam sum

A: and they do luxury goods and discounts goods as well, so a little bit different

L: Yeah, it sounds quite interesting

A: yeah, it was good, yeah

L: so what will you look at?

A: I will connect their growth potential in future for development of Korea, and they also want to go to Beijing, so,

L: yeah, it was interesting

A: yeah, it was good, yeah, so I still (**) and wait to see how long it went, but, yes, there are luxury goods everywhere, and there are all the different, do you have, is it popular in China? it have brands

L: Definitely

A: Yeah, more serious than here?

L: Yes, more than here, it's a growing, you know tendency in China, a lot of luxury brands, lots of luxury goods came into China, and they made a lot of, big profits, people got crazy, in China (**)

A: So it was because it associated with America, or just because it associated with, like money, being rich, or? is it, the American or Italian designers, or is it how I love you are

L: I think both, it depends on people, some people, I have this one, oh, they can show status, my power, my image, my taste

A: Yeah, it's like here, really, in terms of, it depends, coz some people buy the really expensive products, but they don't buy, like, they have two different product ranges, one of them have a label on it, which is very clear, and the other ones don't, and sometimes, people have more money buy the ones they don't have label on it here. Because it's a statement, in terms of I can afford it, but I don't want to let you to know, you know, I don't care what you think, but then people who can only just afford it, or buy the one with label unusually. So, you know, it just like, look like what I afford, look like what I buy, my fashion sense, and things, you know, so, it is quite interesting how it works

L: Yeah

A: Yeah, that would be really good, so it's just the language, or you look at music or sounds, if I involve the music and sounds, it would involve a lot of things, I need to read a lot, It will make my dissertation very demanding

A: Yeah

L: So I need to limit

A: Yes, limit is good, it's good to answer one question and do it well

L: But it's very interesting, if you look at other aspects, like pictures, designs, you know, or something, it can help a lot, but it, it will involve me to read a lot, so

A: Yeah, you will look at, just cloth, or bags, like, it is, coz clothes is just like perfume or make-up, really expensive cosmetic as well

L: I will look at everything, as long as it is luxury, but my quest, my problem is, is find some, because luxury is, is a changing concept.

A: Yep

L: It is a luxury, but, for some people, it is not a luxury, and it also changes with time goes on, so

A: Yeah, yeah, it does, it does, and its association as well, like, like, em, some celebrities are associated with luxury, if they become, they received bad publicity then, their association will be dropped, they don't want to be associated with them, so, like, it's quite difficult to, you have to know, like, say, for example, Victoria beckham, you know, she is just a normal person, normal girl, and then spicy girls, something, are they big in China? They are big in china?

L: Of course

A: Crazy, and then, she married David Backhem, and stuff, kind of (**) up in the world, but now, she is half respected and half kind of ridiculous as well, so she is got her own product line, but all the designers want her to wear their clothes, as well, because they know, ok, in the papers, they don't know if actually, if people, general people wear it, because she wear it, or because of the label, so it is hard to know, it's difficult, yeah, it's got with association, that would be interesting, that would be good, that would be really good

L: So will you look at luxury from the, from the economic point of view?

L: Myself, I look at, probably a couple of ways, so, there is, it's the, it's the achievements side of it, you can buy it, and afford it, and

A: Psychological parts

L: yeah, you've got a decent job, and you can afford buy nice clothes and nice bags and things, you know, but I wouldn't, I wouldn't, you know, you sound wrong range, they have all different ranges, some of them got a YSL, a logo, really like, some don't, you have to check the squares, so probably, I buy the squares, I never buy, you know, or I buy the one which is noticeable, if I would gonna spent 700 pounds on a bag, if I was, if I have enough money, then I go with that kind of route, so it would be the style and quality, and you know people know what bag it is, you don't need for everybody to know what that bag is, so that would probably be my thing, and I would definitely buy, I don't, for me, the, it would be the quality on cut of suits, I buy for the cut, the tailoring on the suit, how well it is being made rather than, coz, you know, anyone can see the label anyway, on the back, on the inside

L: Yeah

A: So I would buy it for that rather than, while my brother, my big brother, he is just a brand name junky, he loves it, everything, everything, and he doesn't go like, oh, do you like my suits, he is like, oh, do you like my Gucci, or do you like whatever, and all his suits and things, it's always, he calls it by its brand name, he doesn't care how well it looks like, it looks awful, but he is wearing it, because fashionable or expensive

L: Alover of brand

A: Yes, yes, coz, he is, he is a businessman, he makes his own money, he is self-employed, so I think he (**) his money a lot, and he like people, it's like wearing jewels, he is a man, and he wears posh clothes, and that's his ways of announcing to the world that he is done well, but I think it's silly, but it's up to him

L: Also I think, it is much more related with his work, his job, he need to see people, he need to

A: Yeah, he is, he is got, yeah, well, he has had (**), you know, he works, he grows trees for Christmas, so, his work is quite, well, he doesn't, he wears jeans or something when he work, but when he went to meet people, depending on the situation, he either want to look well-off and impress them, or look poor, because he wants them to pay him, I mean, pay at one time, I mean, I need the money, so, yes, it

really depends on, but impress the lady, that's his biggest intention, it's just show off all the girls, that what he wants, yeah, it's terrible, where we go, it's alright

L: I have a friend , you know, he is quite similar to your brother

A: He is in China?

L: Yeah, in China, and he is doing business

A: It's global

L: Yeah, it's a global phenomenon

(hunh-heh)

A: He does business, does he?

L: Yeah, yeah, yeah, so there is a lot of occasions he needs to show off his wealth, and also a lot of occasions that he needs to ask the money back, so, so he will change, you know, his dressing style, so it's quite interesting

A: Yeah, yeah, so, how, like in china, before, like, before sale of western shops or Italian dress maker come, how did you, did you show off then, was it popular to do that or, because of the communism

L: You mean the political reason?

A: So everybody is even, and

L: I think 40 years ago, 40 years also everybody is even, wear the same colour of clothes

A: Woo, same material

L: Same material, yeah, if you wear something special, you will be labelled as capitalist, something like that, and you will be mocked, and you will be looked down up, so there is a high pressure, but after in 1980s, 1980s

A: Yeah

L: Yeah, 1980s, you know, dexiaoping=

A: =Yep=

L: =The famous leader in China, he made some innovations=

A: =Yep

L: And he said that, we need to develop economy and we need to encourage the individual, the individualist

A: Yeah, make money and own ship, something like that

L: So the atmosphere is reduced, but still, there is still something exist

A: Really?

L: Yeah

A: It was like your parents generation, so if they were all going out, go to, maybe a family party, would your, would your parents dress very humble

L: Er, er

A: You know, very, not very expensively, is it different now, do they wear what they want

L: Now, it is different, now it's different, now people, they can wear what they can afford

A: Yeah, yeah

L: Yeah, they can just wear what they can afford, but I mean just the style=

A: =Yeah=

L: =In china, you can find everybody dress similar, if you just, for example, in during summer, or during spring, here, you will find people dress, you know , whatever they like, some t-shirt, some skirts or some overcoats, but in china, everybody is just dress the same kind of clothes

A: What do they wear

L: In spring, we just wear, you know, some blouses or overcoats, but if we just dress skirted, you will be, you know, you will be looked at people over a hundred times in the street

A: Yeah, yes

L: Which will make you very uncomfortable

A: Yeah, yeah, you got noticed

L: Yeah

A: It can be noticed quickly

L: Yeah, yeah

A: Woo, that sounds good, that sounds interesting, so is it the same for the boys as well? like did man all dress or it was just girls for fashion, in spring

L: It's more special in girls', but for boys', yeah they still have such kind of pressure

A: Yeah

L: To be a kind of uniform, but not exactly the same

A: Yeah

L: Yeah, but you can not go too far from the

A: From the norm

L: The norm

A: Woo, gosh, coz you see some pictures, in some magazines of people from China, with brown hair, make up, and things, a bit like Japan, you know, like in Tokyo

L: No, that's not the reality,

A: No? so it's just for the photos

L: Yeah

A: Yeah, gosh, it was really difficult, so what's the strange coming here, was it how you thought it would be, Edinburgh

L: I didn't feel quite shocked, but I still feel some difference compared with at home

A: Yeah

L: I like here

A: Yeah?

L: Yeah, yes, I like here, you can enjoy, you know, what you would like to do and it's kind of very big freedom

A: Yeah, cool, you know, I, was it, was it, do you find food is difficult here

L: No

A: No? it's good

L: Yeah, I like the food here, yeah, I love to cook some food here, before I came here, someone told me, oh, the food in Britain are terrible

A: Yeah, it can be

L: So I've got very, you know, very low expectation for the food here, and when I came here, I found, oh, I can buy anything I like, I can buy I can do Chinese cooking style

A: Yeah, it's quite like supermarket

L: Yeah, I can also buy something in Tesco, or some supermarket, it's quite convenient, I've never like miss food at home

A: No, no, so what's it like, in terms of, in your home city, other, like the buildings are all very different from here

L: Yeah, yeah

A: The architectures all different, so do you have big tall buildings, like skyscrapers, or?

L: Yeah

A: Yeah? so it must be very small here then, there is no big

L: We have, in my hometown; we have highest building, like 40? 40 stories,

A: Woo, high, very high

L: In shanghai, they got eighty-eight or a hundred eight, I can't remember, but it's very, very, very high

A: A lot

L: Yes, a lot of skyscrapers in shanghai, and the style is quite different

A: Yeah

L: Yeah, the colour of the building in China are quite colourful

A: Ok

L: Yeah, white, red, blue, anything

A: Quite nice though, a big variety, not just grey

L: But here is grey

A: Yeah, yeah, but royal mile is quite colourful street, it has all different types of buildings, coz they all from different centuries, you know, they are very old

L: But I like the style here, before I came here, I Google internet and find a picture of Edinburgh, I said, oh my god, it looks like very old, you know

A: Yes, it's very old

L:I just think, woo, I can't imagine I will be there for one year. It will make me very depressing because of the colour, but when I arrived here, I like the colour more and more

A: Yes, it's nice, it can be grey, sometimes, coz it's not too much sun and the sky is, the sky is not blue quite often , so a lot of cloud, yeah, I like it here, it's good, have you been to highland yet?

L: No

A: You should go, have a look. Coz there are a lot of hedger, which is, do you know hedger? it's a kind of plant, it's purple, grows on all the mountains in the field (**)

L: I have a friend, they came to, they went to, they went there, they took photos, yeah, they looks gorgeous

A: Yes, it's nice, it depends, sometimes, it can also looks very grey and brown, but when (**) out, which is, I think it's at the beginning of the year?

L: Which, which season

A: I think is, yeah, I can't remember, I can't remember, if it is autumn or spring? Coz I know they burn it, every year they burnt the (**), sacrifice the fields

L: I think maybe is autumn

A: Yeah, because they burnt it or?

L: Yeah, burnt

A: Yeah, yeah, I can't remember, probably, autumn, coz over the winter they put and moved, but it all purple and it's quite pretty, yeah, that's nice, and it's got really high, it's normally, a plant is like this big, but they can grow like, up to waist, and in the fields, they've never got bans, it grows very high, it's cool

L: It's quite interesting

A: What did you say?

L: I mean it's quite interesting, I am really looking forward to be there.

A: Yeah, yeah, are you, are you here, or are you going back to China in September or straight away?

L: Yes, I have already booked the air ticket

A: When will you fly?

L: July 6th, oh, September, September 6th

A: September, so you can travel a little bit

L: Yeah, yeah, yeah

A: You should have a look around

L: Yeah

A: You can go there in a day and back, or maybe two days, maybe stay one night there

L: I, I, I told that there were some travel agency

A: Yeah

L: Yeah, you can travel with them, three days, they told me

A: Yeah, yeah, all different sorts of times and tours, yeah, you should go down, you know where Waverley station is

L: Yeah, yeah, I know

A: so there is a travel agent, er, there is a tourist information above it, just going there and then tell all your different tours, they are available, coz some have better buses than others, bigger area and air-conditioning. It's good, you have to look definitely and go to the Island sky, if you are not been

L: Ah, the sky?

A: Yes, it's pretty

L: We've planned, during the, at the beginning of this month, but because of the weather, we cancelled

A: Yeah, yeah, sky, coz, is on the west coast, it rains a lot and it's very cloudy, because there are a lot of heels, so the clouds collected over the heels, and so you have to go there when it's sunny, but maybe July would be nice, good beaches and something, quite small though, only need one day

L: So what's your plan after your graduation

A: I want to going to investment, like fund investment, so invest people's money into the stock market, and

L: Oh, are you doing finance?

A: No, I am not, I am doing international business and emergency market, so it's done something on China and east of Europe also, but I took all finance modules, coz I want to pursue finance in the end

L: There are a lot of Chinese students doing finance

A: Yep, and on my courses, we have twenty-four, majority, Chinese, South Korea and Taiwanese, yeah, it's good, it's good diversity, lots of different people (**) I am got a, I really want to get a job by September, you know, like getting a secure, that would be nice, (**), lots of people want to do this job, coz you get paid a lot, in Edinburgh, it's very good hours, you work, like eight am until six, which is good. While in London, you'd be up, out of bed, like five, and travelling into the city and take an hour, and you get to work, maybe half past seven, eight o'clock, and then you work until about seven o'clock, eight o'clock at night, or longer if you've got a big project, and then you travel home, you know, so it's a long (**), it's lots of competition in Edinburgh, people from London, who want to move out, so some of the interviews I've been to, there have, I am competing against people who have maybe two years of working experience in London, and they hey want to get out of London and come to Edinburgh, for easier=

L: =life=

A: =life, so they obviously much more experienced than I am, since I've had no such kind of experience, so it's really hard, but the bonus, the good side is that, the employers are very nervous about employing people from London, because they spent, it's three years training, three years of exams, and then they employ you forever, you know, full-time, employ permanently after that, if you pass, they worried that a lot of people would just come to Edinburgh for train and go back to London, coz the money, they salary is the twice, so few (**)in Edinburgh and then go back and make more money, they are very panic about people leaving

L: Is that the bonus?

A: It's good, it's good, because I want to stay here, I've lived here for seven years, so they

L: I am sure you will have no problem

A: (**) and find out tomorrow, if so, fingers cross,

L: Good luck

A: Yeah, thank you, did you do this in China, did you do this in China, finger crossed?

L: yes, yes

A: I was wondering whether I was like a King prawn, do you know what like King Prawn

L: I, I, I don't know

A: that's funny

L: Maybe   from   US?

A: Yeah, maybe, I don't know, I don't know how old it is, how long people have been doing this

L: It's interesting

A: Yeah, sounds good

L: So it sounds like, Edinburgh is like, no, London is like shanghai in china

A: Yeah, very, very, very, very busy

L: Yeah, very busy, I have a friend, she works in shanghai, and she has to get up earlier at six thirty am, she has to take a subway bus, you know, for half an hour, for one hour and a half

A: Ah, that's a lot, that's a lot

L: So everyday, she need to on the way three hours

A: Difficult, er,?

L: Yes, it's quite difficult

A: Yeah, how, how is it for women in jobs? Jobs and business are they considered to be for the men, or women can compete as well in those jobs

L: Woman can compete

A: Yeah

L: But you know, if you are not married, if you didn't, haven't delivered baby, the, the, the, if your competitor, you know, you have on the same level, they will still, you know choose the male

A: Yeah, yeah, gosh, coz here, the jobs I am going, I am applying for, I was the only girl, they were 10 people, there were 11 people interviewed, 10 men and me , so and they were asking me in the interview, like, you will be one of the few women here, will you, will you be ok, I said It's gonna be fine, but, they really don't take woman, at all, like hardly ever, I mean, mainly because, women tend to not to apply for this

particular job, or if they do apply , they don't really know what it is, so they kind of ,

we have to write a essay, on what we think of the job is , and why we wanna to do it,

and anything, and I was speaking to the woman from HR, Human resources, and she

said, lot of people just didn't know what fund investment was, coz it was different

from investment banking, because it was not training, it's long-term investments,

patience and things, you know, she just said I was the only person of all the girls who

actually know what it was, the criterion was the same whether you are a male or

female, if you didn't know what it is, you won't be got through, all the girls just

chopped off, this is rubbish, you can (**) from the internet , 250 people, that was

L: 250

A: There were 11 people got through, and then, another two stages after that, so it's
quite hard.

L: So tomorrow you will your

A: So I had my final stage on Friday, I had it, so I am waiting now, but today, they are
interviewing more people, I think, that's 6 people left, like, me and five people, and
then,

L: How many people they will recruit?

A: Well, it depends, they said 3, but they might, if they said they like all of them, they
will take more (**) ,yeah, we'll save, it's quite competitive, it's hard, it's really hard

A: What do you want to do, what you will do when you go back to China?

L: I would be an English teacher in China

A: ok, teaching English?

L: teaching English, yeah, before I came here, I was a teacher, I keep, I kept my job.

A: Ok, oh, that's good, have a break and learn lots of things over here

L: After I go back, I will continue my job

A: That's brilliant, that's really good, coz you have very clear accent, very easy to
listen to

L: Thank you

A: Some people have very strong Chinese accent when they come here, you know,
which depends on where they are from, doesn't it?

L: Yeah, depends on which part he is from, how to say? in different provinces, they have different accent

A: Yeah, yes, like here, things got quite different in English

L: I went to see a, a, a (**), play (**), it is about, the title is about, the title is "Monk"

A: right

L: And they, the characters, all the characters, they spoke, speak in, in Glasgow accent

A: Glaswegian, it's difficult, so you have listen how to (**)

L: Yeah, I got lost, from the very beginning to the end.

A: It's very, very strong dialect in Glasgow

L: Yeah, it's quite interesting

A: Yeah, yeah, it's quite tough, it's really hard

Recording 6 (British 3—Chinese)

The British participant= A

The Chinese participant=W

A: Hi

W: Hi

A: I am Anna

W: Amanda?

A: Amanda

W: Hi, my name is wei di, you can call me wendy, because westerners not say Chinese name correctly, so just wendy, ok?

A: Ok, yeah, Chinese people always come, come up with English name for that reason, and I say, no, that's not your name, tell me your name, whatever they do, and then, ok, I can't say that, whatever, you are right

W: Actually my name is not very difficult for westerner to pronounce, it's weidi

A: Weidi, that's not too bad, not too difficult

W: So you are her classmate or?

L: No, I am in linguistics, but I am a PhD student, and she, she saw me in the lab, so

W: You are so kind, very help

A: I do experiment as well, so, I know, from, from that side

W: Yeah, I can understand, this is where you always have classes?

A: No, this is, this is a different school, I think, this is the social political (**), I think, I've never been here

W: They don't have blackboard here

A: No, no, it's just a common, for coffee, and chatting, for the postgraduates, not actually for class, I think, but, I didn't (**) is here

W: It's a lovely place as well

A: Yeah, it's not bad, we've got one as well, but staffs as well, (**), this is just for postgraduates, got lots of deadlines

W: Deadlines

(hunh-heh)

W: So where are you from

A: I am from Nottingham

W: Nottingham

A: Yes, in the middle, middle of England

W: Good place, my boyfriend is gone to Nottingham next year, got his doctor degrees

A: Nottingham university or?

W: Yes

A: These two, that's why I ask

W: I've never been before, I've just been UK for a couple of months

A: Ok, and you come for study or?

W: Yes, for my, for my master degree, I studied in management school.

A: Alright

W: Rubbish

A: Really?

W: I don't, I don't feel I studied a lot as I have expected before I came here, because the program has just started two years ago, and I don't think the courses, very well, the young course

A: Ok

W: Anyway, it's not bad being here for one year

A: Yeah, yeah, I've got, when I did my masters, I was the first year of that course, and there were many courses that were relevant, that's because you could also take ones from related degree, so lot of masters in linguistics, so there were some core ones that you have to take, and then, you can choose whatever as you like, and there is very little that is actually relevant to my, to my degree, you know, so I have to take those course which didn't really have much to do with it, (**), it's better now, because they had few years to develop the new ones

W: Are you here for taught course or?

A: Now, I am doing research, but I was doing my masters and my undergraduate here as well, so I've done, I've done it all

W: Woo, you must be very, abil, very busy

A: Well, long time ago, not now, so I graduated with my undergraduate in 2003, and then, I studied my masters the next year, and then 2004, I studied my PhD

W: Woo

A: Yeah

W: So what's your plan for future?

A: Well, to try to kick out my supervisor and ask her to get her job, no it's very little, I want to get academic job, but there is very little, I have to find, so, (**), I have to do something else in my life

W: Still feel a little bit strange

A: It does, isn't it, yeah

(hunh-heh)

W: I've never done that before, and I was also asked to do her questionnaire, she is got a lot of questionnaire to do

(2 seconds)

A: So what, what brings you to Edinburgh? why Edinburgh?

W: Actually, I've applied for a lot of university, including Nottingham, but I was rejected

A: Oh, no

W: Yeah, and I also got the offer from Birmingham, they are not as good as Edinburgh University

A: Yes, yes

W: And I think Scotland is also a very beautiful place

A: There are so much usually better than this year , I should defend it, it's not that good, but this year is awful, so, it's not always like that, we don't always have (**) June

A: Did you see that yesterday?

W: Yes, yes

A: It's CRAZY

W: Yeah, I've never seen that when I was in China, I came from middle part of China, the weather there is so so

A: Ok

W: Uncomfortable silence

(hunh-heh)

A: What you are planning to do after your masters

W: Actually, I am trying to find a job here, although it is not easy for us

A: No, no

W: Because of the work permit thing

A: Yeah

W: Anyway, I will still trying, I hope

A: If you are graduating in Scotland, I don't know weather it is the same for master courses, but certainly for undergraduate, this is fresh talent (**), when you can apply for 3-year visa without hunting a job

W: Yeah, we can apply for that as well, I, I don't know, because my visa expires on January of 2008, so if I can not find a job before that=

A: =yeah=

W: =I would just go back to china

A: Ok, some, some companies might prefer you if you don't need to worry about work permit, but that

W: I will just trying, but I don't know, if I can not find a job, I will just go around Europe and go back to China

A: Just sounds an attempting, isn't it, possibly, (**) if I finish my PhD, I don't care about work, I'm off, just go travelling for a while, it's so hard work, by the end, you just, the last thing you want to do is start working, you just need a break

W: You really love university, don't you?

A: Yeah, I do, I do

W: You go for your doctor's degree, woo, I've never thought about it, I just don't want to stay on campus

A: It's getting a bit, I am certainly feeling older and older, because, of course, you have so many young people around you, like nineteen, eighteen years old.

W: But you look so young, you looks like

A: Not that young

(hunh-heh)

W: (**) maybe your wearing is

A: I certainly got some grey hairs, (**), but I wouldn't, I couldn't work, if I was working for a company, then I, my efforts would be for somebody else to make money, and that, that wouldn't really appeal to me, whereas if you were working in the university, you are kind of, as a researcher, you are kind of self-employed, because although the university is paying you, everything you do is completely under your own name, like when you publish articles and such stuff, in that respect, it comes directly to you, it is not (**) in the company, so in that respect, it's kind of, it would motive you more, because you are working for yourself in that one

W: And you are interested in your area

A: Yeah, and that helps

W: Which is it?

A: Second language acquisition, looking at helping people learn second language, what kind of rules you acquire, which ones you need to be taught

W: Yes, English is my second language, I've been learnt it for like ten year

A: woo, you are really good

W: But I still have a lot of difficulties in communicating with natives, Er, when I first came here in Edinburgh, woo, it's horrible, I don't know what they are talking about, coz they speak with very strong accent

A: Yeah, yeah, I mean, when I first came, the, particularly the working class people, I can not understand them at all, I am a native speaker, you know, it's just such a different accent, everyone is struggling with it, and I've been here for years, so quite used to it

W: Yeah, I think I am doing better now, some people are really kind, seeing that you are not a native speaker, and they will talk very slowly, and try to not to speak in a very strong accent

A: I am always told that I speak really fast, I don't know how many strong accent, but I am incapable of slowing down

W: Yeah, that's, when we were in China, we almost taught with American accents, all the video tapes, movies, tapes you listened to in class, most of them are American, so when I came here, still not very comfortable to, to understand, anyway, making progress now

A: Good

W: And once, when I talked to my host family, it was, she was a kind lady who used to working in the University of Edinburgh, and a girl, who is, who was gone with me, she is planning to go to America, and when she was talking about America, the host family, Oh, America, the accent there is horrible, how can you be there

A: It's the old (**) you get used to

W: Yeah, I feel

A: I found it is quite known, because we can understand actually everything they say, like, he says, (**), we hear it a lot, but they can not understand us, because they were not getting the same exposure to the British English

W: When I talked to American, they think that the British accent is, is charming.

A: They love the accent, yeah, but they don't always understand what we say

W: Maybe because they don't understand, so that's

A: Yeah, probably that's might be, yeah, yeah

W: And also the Indian accent, sometimes I go to a corner ship in the street, and I want to buy something, I don't understand them, they said, Woo, I am speaking English

(hunh-heh)

A: Yeah (**)

W: Anyway, sometimes it's funny, you know

A: And (**) similar, my third year of my undergraduate, I went to Germany, I speak German as a second language, and in the summer before my courses started, I worked in a hotel in (**), and the accent there is COMPLETELY different, just like a STRONG Glaswegian compared to American or something, is and I didn't understand ANYTHING at all, I was COMPLETELY lost

W: How can you just survive

(hunh-heh)

A: Er, some of my colleagues were other foreigners, I can understand them, but the extra people from the area, I can't understand, so I, I tried to work much with foreigners as much as I could, so anybody else had a mind for me

A: Luckily, that kind of work is quite physical, like, in the kitchens, or, you know, one week I was working in the kitchen, next week I was cleaning the bedrooms, something, it's all quite physical, you didn't need to speak too much, and then, I went to the university that was (**), which is a COMPLETELY different area, that I could understand, I got there, Oh, my god, that wasn't me, that was them, I thought my German was rubbish, but it was them, It got much better, luckily, I went to university, a place I can understand, because that was, that you need to listen

W: Yeah, how long have been there?

A: In total, I was stayed there a year

W: Just for one year

A: Yeah, it's just kind of exchange in the middle of my degree, so that's counted what I did here

W: I know some German students, ah, they are really smart, some of them studied the Chinese program, they can speak Chinese very well, because, I, when I asked how long did they study this language, they said, just one year, or just two year, or just one year and a half, I've planned to study English for like, more than ten year

A: But, well, they would probably pretty much better in languages than we would be, everybody is better than we are at languages

W: I don't know why, maybe the education system in china is different from where , where we have here, so I think, the research she is studying, I don't know her English name

A: Becky

W: Becky

A: What's her Chinese name?

W: jianjun

A: jianjun, ok

(Hunh-heh)

W: That one is very difficult, jianjun, so I think, her research is really valuable, because she is doing something to improve the teaching skills on the teachers in china

A: Ok

W: Yeah, most of Chinese students who came here have learnt English for more than ten year, or even 15 years, but they still have a lot difficulties, so I think maybe there are some problems with education systems

A: I think, maybe, I mean, I don't know the education system there, but, pos, possibly, some of this, if your teachers are also non-native speakers, you are limited by what they know, for instance, if you have, if you are always being taught by a non-native speaker, they will have a foreign accent, so they are going to be exposed properly too,

a native accent, but then you also need someone who understand your own language to teach you, because if you are trying to learn the grammar, and the person teaching you doesn't really understand it, because it's (**) native language, so whichever way you are going to go, it is probably one way or another

M: I think the problem is, when we were in China, we were always taught grammars, the sentences, the patterns, it's kind of things and we have an exam, it's like, they give you a passage to read, the passage contains a lot of very long sentences, they want you to understand what's talking about, but people do not talk like that, you know

A: Ok, so it's more written than spoken

W: Yeah, so, though we learnt English for more than 10 year, we know a lot of words, but we don't, don't know how to use it in daily life, so that's the problem, and we don't teach any, you know, something related to culture or customs or religion, nothing about that, we just learn English, so when we meet the natives, we don't know what to talk about, we can not find the topics, we just know that they like to talk about the weather , it's fine, isn't it? Oh, yes, over

A: Yeah

W: Nothing about religion, nothing about culture

A: I suppose, a lot of that, I had a statistic (**) a wild guy, that, more, a, a majority of conversation of English, neither of the people, a native speakers, that it's just, it's just a people, which maybe, Chinese people, and Spanish people, and whatever, and the language they have in common is English, so in that respect, maybe you are not taught the culture, because it's not necessarily being, you are not necessarily learning English to talk to native speakers

W: Yeah

A: But, but, so I don't know, it's more international than

W: Yeah, it's more international in universities, my program, there are like, 24 are Chinese students, and only one is from Britain, the rest of them are from all the world, most of them are westerners, they are from Europe

A: Ok

W: Anyway, I still feel it is not very easy for us to communicate with them, sometimes, it's not easy to find a topic, you know, uncomfortable silence

A: Yes, yes, I know, you mean

W: Even though we go to the pub together, all we talked about is assignments, projects, jobs, nothing funny at all, I don't know why, cultural difference?

A: Also, that's what you've got in common, then that's the way you are going to start, some, the people in my office, I, most of conversation we have are about work as well, we are all European, and most of them are British, and so that's not cultural difference so much, that's just, that's just the subject we have in common, we have to start socialization, but we were so busy, because we are PhD students, so we don't have time to get to know each other in any other way

W: But you know, when you go to the new place, you meet new people, you really want to make new friends

A: Yeah, exactly, I guess, that's the difference with me as well, I've been here for so long, I have lot of friends before I, I met these people, so it doesn't really bother me

W: Yeah, and you go to your undergraduate here, sometimes, it's easier to talk to unders, because they are open-minded, or they are not too serious

A: Yes, that's true, they don't really often talk about their courses when they were undergraduates, they don't care

(3 seconds)

A: My brother-in-law is an undergraduate, he's just finished his first year, and I was teaching one of his friends, it was quite strange

(hunh-heh)

W: Well, he can say, well my sister is a teacher

T: Yes, but, I was just a tutor, I wasn't really doing teaching, it was just tutorial, but that was just quite strange, when, hello, I've seen you before

(hunh-heh)

W: It's good.

A: If you are not doing well, it's gonna back to you, which is not good

W: Yeah

A: This guy didn't turn up very often, because it's 10 o'clock in the mornings, and he was on the sports team with my brother-in-law at 9 before, and then he often go to the pubs after the games, and then, he never got up in the morning, so I didn't see him quite often

W: Some of the students never come to the class

A: Yeah, it's, it's strange, if, if you've paid so much for the courses, ok, we paid less than you, but we certainly paid for it, then, surely, you would to go,

W: Yeah, if you don't come to the class, why you come to the university

A: Yeah, why bother, it's cheaper to just take a holiday and travel for you, if that's what you want to do

W: Their parents are very (**)

A: And then there are (**) staff available as well, if you (**) read it rather than come to the classes, and you've got a lot of information, it's cheaper to join a library again, you will not, but you will not get the certificate, mostly it's for this certificate

(3 seconds)

W: And PhD degree, er, there is a lady in my flat, she is coming from African, and she is doing her PhD here as well, she is really busy, she got up at like seven every morning, and goes to her lab before nine, and comes back around ten o'clock, everyday

A: Yeah, in the first year, I didn't do very much at all, second year, I did normally, and now, I am it's my third, and now, and now, I am doing that kind of thing, if I did this earlier on, there would be ok, but I didn't

W: But this is her first year

A: That's impressive, that's very impressive

W: She is doing something like, about health, community health, or something, I don't know, she has a sponsor, (**) students from other countries with sponsors, I don't see they are really hard working, except the African lady

A: She must love it

W: Yeah, but it's boring, you know, everyday you just repeat what you have done yesterday, I've never seen her do anything else, just reading, reading, reading and reading

(hunh-heh)

(4seconds)

W: Have you been to other countries, besides German

A: I've been mainly Europe, I've been to most of west Europe, I went to Beijing once

W: Beijing

A: My best friend from school did German in Chinese University, so

W: Why?

A: She is part Chinese, and she wanted to do French in Chinese, because she would like French, but she got better degree at school in German, so they didn't take her for French if she (**) German, she hate German, she did anything (**), I am not sure, maybe the university didn't offer Chinese on its own, sometimes, some courses you have to do with something else, maybe that was why, otherwise, why she didn't just do Chinese, that would make more sense

W: Yeah

A: Anyway, as she had a year in Beijing as part of her courses, and I went to visit her for a week

W: Beijing

(hunh-heh)

A: And I've been to South Africa as well

W: South Africa, woo

A: That's great

W: That's my dreamy place, I really want to go there to see, there (**) too much old stories about there, it seems it was not that peaceful

A: It was, I was not in a group, is there any place I've been to, it's everything go to my own

W: Woo

A: In China, the problem you can not read everything, so you get lost VERY VERY easily, but it's not, I didn't feel unsafe there just lost, whereas, in South Africa, I wouldn't feel safe on my own, when I was, when I went to the airport in Beijing at the end, my friend had an exam, so she couldn't come with me , so I have to get a taxi myself, and then, after I got a taxi, I realized I didn't know how to say airport, and I patched my guidebook, usually, when I needed something, and she had exams or classes, and I would just find the phrase's point, but this time, she was, I patched the book, and she was not there, so I got the tax , I thought, what would I do, and I went around like this, hope him understand I need to go to the airport

W: What, the taxi driver

(hunh-heh)

A: That's the only place I had that problem

W: Yeah, but, I think, some, most of the Chinese have learnt English, because it was a compulsory course in primary school and junior middle school, they speak very simple English

(hunh-heh)

A: Maybe I should try to saying it, but they didn't, it didn't occur to me, partly because, I, I didn't know everybody has to learn it, and because my friends spoken Chinese, she always speak to people in Chinese, so I've never thought that people understand it, you see what I mean

W: Woo, she is really great, because I know Chinese is difficult

A: Yeah, she knew some Cantonese at home, but she learnt mandarin at university

W: Cantonese, Cantonese is even harder than Chinese

A: I don't know how similar they are, I don't know if that helps so if there are completely different

W: No, completely different, I can not understand Cantonese

A: She used to find it quite funny, because, she, like in pubs and cafes, if there were Cantonese people there, as well, they will be talking, you know, assuming nobody could them, but my friend could understand

W: Really? she is really great

A: Because she has that at home, her mom spoke Cantonese, she learnt some of it as a child, while Mandarin she learnt it as an adult, but Cantonese, she learnt it as a child, yeah, so she would be translating for everybody else

W: Woo, it's great, if you want to find a job here, Edinburgh, in a Chinese company, You've got speak Cantonese, they don't understand mandarin

(2 seconds)

A: Are they more or just those two?

W: er, you mean dialects in China?

A: Yes, yes

W: yeah, there are a lot of dialects in China

A: Because we just hear about these two, and we think, it's a big country, there are probably more

W: Yeah, a lot of, but most of them are similar to mandarin, so it's not difficult to understand, just a few words, maybe there have difference, but Cantonese and Mandarin are totally different, they even have own characters, they use different characters, the written language is different from Mandarin

A: I don't know whether she can write Cantonese, like I said, she learnt it as a child, possibly, she can't

W: She is like BBC, British born in Chinese

A: I am sure, she is really confusing, I've never quite understood, the people she is living, her parents are in Britain, I am not sure, if they are her real parents or not, I think they might have other relatives, but, grandmother or something, I am not sure, I don't know, but she told me that she brought up in Britain, I thought she might be born in Hong Kong, it was so confusing, I couldn't understand, and most of Chinese names are quite forgetting as well, so it wouldn't help

W: Is it common that people in Britain talk about their families, family members, is it a welcome topic or not?

A: I am not sure; I think I do more than most people, I, when I am having a conversation with my mum, I always come up, it seems that that doesn't happen to other people, my mum, other people don't do, and a lot of people that I've known for

years, but I haven't known weather they have brothers or sisters, things, but probably, it is not common

W: But in China, we talked about that a lot, so I came here, I don't know whether this is a proper topic or not, some people think it's too private

A: No, I don't think it's private, I am not sure what we don't, I wouldn't found that anybody ask, it's just, possibly when you, when you go to university, when you leave home, you want, at that day, you want to be seen as so grown-up and independent, you don't want to keep talking about them, you know, that makes you seem too younger, I really don't know, but it's not

W: Yeah, that's a good reason

A: Yeah, but it's not as private, something else (**)

W: What kinds of topics are not very welcomed by westerners, like money thing, salary

A: Yeah

W: Age, anything else? Just think in case (**)

A: One thing that people do seem to ask about, is their house, It's ok to ask how much it was, but you don't ask how much money they earn, there are so many questions (**) I am not sure, that's the main one, I don't know, it's hard to think, unless you, because it's going to (**) on conversation, I suppose

W: Yeah

(3 seconds)

W: Can not think of any other

A: Yes

(3 seconds)

W: It's common you ask about a person's age, and how much they earn in China

A: Yeah, when I was younger, the age is a question, that is fine, but as you getting a bit older, it starts to become

W: Yeah, something crazy

A: Yeah, somewhere 25, or something, it starts to become a bad question, when you are younger, it's ok

(4 seconds)

W: Em, is marriage, religion thing not?

A: That's, that's ok

Interview Transcriptions

Recording 1 (Greek—Chinese)

Questions for the Greek participant:

Interview after recording:

(a) How do you feel about the conversation with L?

(b) Do you have any difficulties in communicating with L?

(c) Is there any miscommunication in your communication?

Retrospective interview:

 (a) What's the reason for the misunderstanding of 'spring festival'?

 (b) Do you think, when L asked you questions, like "will you have a child" is a question too personal?

Questions for the Chinese participant:

Interview after recording:

(a) 你如何看待你和R的交流？你在和他交流中有困难吗？

Translation: How do you think of your communication with R? Do you have any difficulties in communicating with R?

(b) 有没有miscommunication 你们的交流？

Translation: Is there any communication in your conversation with R?

(c)

Translation: Do you think she has some accents? If so, will it affect your

understanding or communication?

(d)

Translation: When you talk to foreigner, what kind of topics you usually talk?

(e)

Translation: Why do you think that it is difficult for us to make friends with people

from other cultures?

Retrospectively interview:

spring festival

Translation: Why did you think she can not understand your culture details?

Translation: There were several places that R asked you to repeat，or she said，she

can not understand，so what do you think were the reasons for this communication

difficulties?

Recording 2 (German—Chinese)

Questions for the German participant:

After the recording:

(a) How do you feel about the conversation with K?

(b) Do you have any difficulties in communicating with K?

(c) Is there any miscommunication in your communication?

Retrospective recording:

(a) When you talked to K, you asked one question "where did you learn English?", at

this time, K didn't catch up your points, and asked you "you mean, how long or ?", so

why didn't you correct her?

 (b) You told me last time, there were few Chinese students in your social friendship

Networks, so why does this happen? I mean what factors you think that blocks the friendship formation between Chinese students and foreign students (like you), do you think the problem of language proficiency is one of the factor influencing students from different cultures to make friends with each other? and what about the factor of cultural difference?

Questions for the Chinese participant:

After these readings:

(a) 你觉得你和S的交流怎么样?

Translation: How do you think of your communication with S? Do you have any difficulties in communicating with S?

(b) 有没有miscommunication 的情况?

Translation: Is there any miscommunication in your conversation with S?

(c) 她说话有没有口音?

Translation: Do you think she has some accents? If so, will it affect your understanding or communication?

(d) 你们通常谈什么话题?

Translation: When you chat together, what kind of topics you usually talk?

(e) 你觉得为什么我们很难和别的文化的人交友?

Translation: Why do you think that it is difficult for us to make friends with people from other cultures?

Retrospective readings:

(a) 在你和S的对话中很少发现miscommunication，是因为她是non-native 还是native? 如果你和native对话呢?

Few miscommunications was found in your conversation with S，why？Because she is a non-native speaker or？How about your conversation with native speakers？

Recording 3 (Korea—Chinese)

Questions for the Korean participant:

After the recording:

(a) How do you feel about the conversation with L?

(b) Do you have any difficulties in communicating with L?

(c)Is there any miscommunication in your communications?

Retrospective recording:

(a) The question is, after the Chinese participant explained the legend of fox, do you really understand them? why did you mention nine-tail fox? i mean, is nine-tail fox a cultural thing related to Korea? What do you think are the reasons contributing to this misunderstanding?

(b) Do you think the problem of language proficiency is one of the factors influencing students from different cultures to make friends with each other? and what about the factor of cultural difference?

Questions for the Chinese participant:

After the recording:

(a)

Translation: How do you think of your communication with H? Do you have any difficulties in communicating with H?

(b) miscommunication

Translation: Is there any miscommunication in your conversation with H?

(c)

Translation: Do you think she has some accents? If so, will it affect your understanding or communication?

(d)

Translation: ...of topics you usually talk?

(e)

Translation: Why do you think that it is difficult for us to make friends with people from other cultures?

Retrospective recording: ...non-native ... native non-native ...

Except the problem of accent you mentioned last time, your communication with H was a successful one, so do you think it partly because the conversational partner is a non-native? Is there any difference in your communication with native speakers and and the one with non-native speakers

Recording 4 (British 1—Chinese)

Questions for the British participant:

After the recording:

(a) How about your communication with Y?

(b) Is there any miscommunication in your conversation?

(c) When you communicate with non-native speakers, will you accommodate to them, I mean, whether you will slow down your speed and use some simple words?

(d) Some Chinese student said that some of the communication problems are caused by the usage of idioms and slang, so when you communicate with a non-native speaker, will you use this?

Retrospective recording:

(a) In the first part, you asked the religion of the Chinese participant, but the Chinese participant misunderstood it as region, why you correct her this time? I mean, you told me last time that there were some miscommunication in your conversation with Y, for

example, you asked her "where did you do your first degree?", she answered that, she studied finance, but you didn't correct her, so why you corrected her this time?

(b) You've explained what Christianity was to the Chinese participant several times in the recording, but it seems that this communication was not a successful one, so how did you feel at that time?

(c)But you've explained several times, it's still failed, so did you feel any impatient?

(d)Have you realized that the Chinese students answered "yeah" a lot, so do you think that the Chinese participant really understand what you are talking about? How do you think of her answer of "yeah"?

(e)Do you think the answer of "yeah" is a kind of cultural difference? because most of Chinese answered "yeah" as a positive answer, but actually they don't understand.

(f)Do you think the problem of language proficiency is one of the factors that blocks Chinese students making friends with students from other cultures?

Questions for the Chinese participant:

After the recording,

(a)

Translation: How do you think of your communication with C? Do you have any difficulties in communicating with R?

(b) The miscommunication

Translation: Is there any miscommunication in your conversation with C?

(c)

Translation: Do you think she has some accents? If so, will it affect your understanding of her speech?

(d) accommodate

Translation: Do you think her speech rate is fast do you feel that she is doing accommodating intentionally?

(e)

Translation: When you talk to a foreigner, what kind of topics you usually talk?

(f)

Translation: Why do you think that it is difficult for us to make friends with people from other cultures?

Retrospective recording:

(a)

religion

Translation: When you communicated with C，you always answer 'yeah' as a kind of supportive answer, so when the English participant explained what Christianity is to you, did you really understand what he say?

(b)

Translation: Why you didn't ask questions when you actually have some difficulty in understanding other people's words?

Recording 5 (British 2—Chinese)

Questions for the British participant:

After the recording:

(a) Do you have any difficulties in communicating with L?

(b)Is there any miscommunication in your conversation?

(c) When you talk to a non-native speaker, will you accommodate to them, I mean, whether you will slow down your speed and use some simple words?

(d) Some Chinese student said that some of the communication problems are caused by the usage of idioms and slang, so when you communicate with a non-native speaker, will you use this?

Retrospective recording:

(a) In the recording, you asked the Chinese participant whether her friend is studying MBA, but she answered her own major, so why didn't you correct her?

(b) Do you think the problem of language proficiency is one of the factors influencing students from different cultures to make friends with each other? and what about the factor of cultural difference?

Questions for the Chinese participant:

After the speaking:

(a) 你觉得你和A交流怎么样？你和A交流有困难吗？

Translation: How do you think of your communication with A? Do you have any difficulties in communicating with A?

(b) 在你和A的谈话中有误解 miscommunication 的情况吗？

Translation: Is there any miscommunication in your conversation with A?

(c) 你觉得她有口音吗？如果有，它会影响你对她的理解吗？

Translation: Do you think she has some accents? If so, will it affect your understanding of what she said?

(d) 你觉得她的语速快吗？你感觉她在做 accommodate 吗？

Translation: Do you think her speech rate is fast？do you feel that she is doing accommodation intentionally？

(e) 你和她谈话的时候，你们通常聊些什么话题？

Translation: When you talk to her, what kind of topics you usually talk?

(f) 你觉得为什么我们很难和其他文化的人交朋友？

Translation: Why do you think that it is difficult for us to make friends with people from other cultures?

Retrospectively recalling:

(a) 我发现你和A之间很少有误解，很多学生提到的一些问题，比如习语的使用和语速快，在你们的谈话中没有发现，所以你觉得A的……

Translation: I've found that, there were few miscommunication between A and you. Some problems mentioned by most of students, for example, the usage of idioms and fast speech rate were not found in your conversation, so do you think that A's

avoidance of the usage of idioms or trying to slow down is one of the reasons why your communication was successful?

Recording 6 (British 3—Chinese)

Questions for the British participant:

After the recording:

(a) Do you have any difficulties in communicating with W?

(b)Is there any miscommunication in your conversation?

(c) When you talk to a non-native speaker, will you accommodate to them, I mean, whether you will slow down your speed and use some simple words?

(d) Some Chinese student said that some of the communication problems are caused by the usage of idioms and slang, so when you communicate with a non-native speaker, will you use this?

Retrospective recording:

(a) At the very beginning of the conversation, W called you with a wrong name? Did you realize it? Why you didn't point it out?

(b)You said in your previous interviews that you would rarely use idioms and slang when you communicate with a non-native speaker, so could you explain why? Is there anything related with the interlocutor's language proficiency? I mean, if the interlocutor's language proficiency is higher, will you use comparatively more idioms and slang?

(c)I've found that a lack of conversation topic was one of the most important problems in your conversation with W, there were several times that you two had long silence, and W herself mentioned this problem as well, she said 'uncomfortable silence' twice, so how did you feel when you were hearing this? Did you feel some kind of uncomfortable or embarrassing when you heard these words?

Questions for the Chinese participant:

After the recording ...

(a) ...

Translation: How do you think of your communication with A? Do you have any difficulties in communicating with A?

(b) ... miscommunication ...

Translation: Is there any miscommunication in your conversation with A?

(c) ...

Translation: Do you think she has some accents? If so, will it affect your understanding of her information?

(d) ... accommodate ...

Translation: Do you think her speech rate is fast ? do you feel that she is doing accommodation intentionally?

(e) ...

Translation: ... what kind of topics you usually talk?

(f) ...

Translation: Why do you think that it is difficult for us to make friends with people from other cultures?

Retrospective account:

(a) ... miscommunication ... silence, ...

I've found that, though, there were few miscommunication in your conversation with A, the conversation topics between you were really limited, there were several times that you two had some long silence, what do you think of the reasons?