

Analysing intercultural discourse in an institutional setting:
intercultural communication between Utrecht University's
international officers and international students

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Abstract

This BA thesis was part of the USO project *Intercultural Competence for the UU*. Its objective was to contribute to this project by making recommendations about intercultural communication in an institutional setting for the staff training programmes. From the short advice conversations that were recorded, and where the base of this thesis lies, it became clear that intercultural competences play a minor supportive role in short conversations. However, the institutional setting of the university appeared to have problematic areas which were found in the use of institutional key words, procedural key words and talking about e-mails. Solving these problems will drop the institutional barrier to counselling and advice conversations and aid intercultural communication between international office staff and international students.

Table of contents

	Abstract	2
	Table of contents	3
1.	Introduction	4
2.	Theoretical background	4
	2.1 Intercultural communication	4
	2.2. Approach	5
	2.3 Institutional communication	6
	2.4 Compound effect	7
3.	Research question	8
4.	Methodology	9
5.	Analysis	12
	5.1 Institutional problem areas	12
	5.1.1. Institutional key words	15
	5.1.2. Procedural key words	19
	5.1.3. Multimodality: talking about e-mails	21
	5.2 Intercultural communication: problem areas	25
	5.3 Compound effect	28
6.	Discussion	28
7.	Conclusion	34
8.	References	35
9.	Appendices	37
	9.1 Appendix A: consent forms	37
	9.2 Appendix B: e-mails	40

1. Introduction

Interculturality is high on the agenda of Utrecht University. According to the university's Strategic Plan 2016-2020, the university expects fewer Dutch students and predicts that there will be a higher global demand for higher education in the future. That is why they emphasise internationalisation in their Strategic Plan 2016-2020. To meet the higher global demand for higher education, the staff needs to be trained in intercultural skills and linguistic skills in order to be able to serve the international community in the best possible way. As part of this, the university has started the USO project *Intercultural Competence for the UU* in 2016, a project that has the goal to make the expertise on intercultural competences more accessible (Ten Thijs 2017). One of the aims of the project is professionalisation of supporting staff at international offices through offering a specific intercultural training programme. This training programme is under continuous improvement. This thesis will contribute to the project by investigating and identifying what kind of problems the international office staff has regarding intercultural communication in an institutional setting based on recorded conversations between the international office staff and international students. By doing this recommendations can be made for the training programme. Next to that, this thesis will also make a contribution to existing literature by describing and defining the notion of procedural keywords. The definition will be provided as part of the analysis.

2. Theoretical background

2.1. Intercultural communication

Zhu (2014) argues that intercultural communication “has yet to convince many of its critics of its theoretical coherence and practical value” (p. 220). This is because of the multidisciplinary and interdisciplinary nature of the field. Zhu (2014) has defined three broad categories: identification and interpretation of cultural differences; interplay between cultural differences and language use; and impact of intercultural structures. The current project fits in the second

category. More specifically, the definition of intercultural competence as defined by the Council of Europe (2014:17) will be used, because this is the definition that Utrecht University uses and trains their international office staff in. The Council of Europe defines intercultural competence as follows: Intercultural Competence “is a combination of attitudes, knowledge, understanding and skills applied through action which enables one, either singly or together with others, to: understand and respect people who are perceived to have different cultural affiliations from oneself; respond appropriately, effectively and respectfully when interacting and communicating with such people; establish positive and constructive relationships with such people; understand oneself and one’s own multiple cultural affiliations through encounters with cultural ‘difference’” (2014 p. 16-17). Davis (2005) argues the acquisition of intercultural competence is important to keep up with world globalisation. Becoming a global citizen means understanding a variety of different cultures. In order to prepare for that, intercultural competences need to be acquired (Davis 2005). Since Utrecht university expects a global demand for higher education and therefore more international students it is important to make sure intercultural competences are intertwined throughout the university.

2.2. Approach

One of the problems in intercultural communication is that of assessing interculturality. Koole and Ten Thije (1994) warn against one-sided interpretations of intercultural communication research. These pitfalls are described as *minimum object* and *maximum interpretation* (Koole and Ten Thije 1994). *Minimum object* means the scope of the research is too broad which reduces the general phenomenon to the object of research making them identical, and *maximum interpretation* means that too many aspects in communication are attributed to cultural influence. Moreover, there has been a focus on misunderstandings rather than understanding within intercultural communication (Bührig and Ten Thije 2006). That is why

this study will focus on making specific recommendations regarding intercultural competences rather than address misunderstandings. Therefore the study will be situated in the functional pragmatic approach. Messelink and Ten Thije describe this approach as a linguistic “reconstruction of intercultural success in interaction” through analysis of reaction to patterns (2012 p. 83). These patterns are culturally dependent and are made up of collective responses to collective problems within a culture. To avoid a *minimum object* approach (Koole and Ten Thije 1994), wherein the focus would lie on intercultural communication only, it is important to take into account the institutional setting.

2.3. Institutional communication

Not all problems in conversations between international office staff and international students are due to intercultural communication. There are also those that originate because of the institutional nature wherein the conversation takes place. Becker-Mrotzek (2001) defines three types of institutional discourses: conversations where data are gathered from the student (*Datenerhebungsgespräche*); oppositional conversations (*Widerspruchsgespräche*); and counselling or other conversations related to advice (*Beratungsgespräche*). Every type of institutional discourse influences intercultural communication in its own way. Within the current project all conversations are identified as *Beratungsgespräche*. Porila and Ten Thije (2008) describe the nature of these counselling or advice-related conversations as highly regulated, controlled and formalised. All of this takes place within fixed regulations and procedures that have a clear hierarchy. The rigidity of these structures is consolidated through the advisor having the upper hand (Porila & Ten Thije 2008). They know more than the person they are giving advice to. Porila and Ten Thije (2008) distinguish two roles in an institutional setting: ‘clients’ and ‘agents’. Agents occupy a position wherein they are qualified, have institutional experience and solve every problem through the same procedure. Clients, however, only have their problem and non-professional knowledge about the

institution (Porila & Ten Thije 2008). Rost-Roth (2006) calls students seekers of advice and sees staff as having the role of advisers. In the institutional context of Utrecht University in this thesis, international students are regarded as clients and international officers are agents. According to Rost-Roth (2006) agents and clients do not always share the same common knowledge or goals. The conversational pattern that can be identified between agents and clients is described by Rost-Roth (2006) as: “opening; presentation of problems; development of a solution; proposal of a solution; processing of the proposal; closing”(p. 235).

2.4. Compound effect

Rost-Roth (2006) argues that when intercultural communication takes place in an institutional setting, there will be more problems because when intercultural and institutional problems coincide they strengthen each other and create a compound effect. Rost-Roth (2006) identifies four types of communication problems:

- (1) General problems occurring in any conversation
- (2) Problems in an institutional setting
- (3) Problems due to differences in linguistic competence
- (4) Problems due to culture

The combination of (2) and (4) is relevant for this research. Problems will arise quicker because institutional interactions have a culture-specific sequential pattern and notion of realisation of pattern segments. This results in problems related to conversational roles and cooperation expectations, for example, when students accept a proposal which they actually do not understand or will not be able to fulfil, or when students have different notion of a certain concept than the adviser does (Rost-Roth 2006).

3. Research question

The USO project so far has focused on improving international office staff training based on interviews with the staff, which is what MA student Philine Korver wrote her thesis about in 2017. Her MA thesis was called “Hoe kan ik je helpen? Interculturele competenties van ondersteunend personeel in studenthulpgesprekken aan de Universiteit Utrecht” [How can I help you? Intercultural competences of support staff in student counselling sessions at Utrecht University] (Philine Korver 2017). Korver (2017) discussed that the problem with advice for staff based on interviews with staff is that by assessing their intercultural competences in that way it is only known how the staff think they are doing, as seen from their side. What is missing is information on how the staff actually handles encounters with international students in their everyday work. That is why recordings are needed to find patterns in their interactions. Assessing their competences through recordings would form a more observationally valid and empirical basis to improve their training. Analysing these recordings would also contribute to develop the expertise on intercultural competence skills within the USO project. This leads to the following research question:

How can the current intercultural communication strategies that employees of the international office use in spoken communication with international students be improved?

Since the recorded conversations are of intercultural communication in an institutional setting, there are two sub questions. These relate to Rost-Roth's (2006) different types of problems.

- (1) Which potential problem areas regarding institutional procedures can be identified in *Beratungsgespräche* between international officers and international students due to the institutional setting?
- (2) Which potential problem areas related to the staff's intercultural competences can be identified in *Beratungsgespräche* between international officers and international students?

While certain areas in intercultural and institutional communication can certainly be problematic, the focus in this thesis on the way in which problematic areas need improvements and not on the misunderstandings themselves. In the next chapter, the methods to discover these problem areas will be described.

4. Methodology

This study applied discourse analysis on international and institutional discourse to conversations between international students and international office staff recorded on the UU Orientation Day on February 3, 2018. International discourse analysis consists of an analysis of authentic linguistic expressions made in face-to-face interactions, to improve intercultural understanding (Ehlich & Ten Thije 2010). The focus within intercultural linguistic expressions was on employing intercultural competences in conversation as described by the Council of Europe (2014: 17). Firstly, there are ten skills that could be observed in international conversations at the UU Orientation Day through discourse analysis. These intercultural competence skills were described by the Council of Europe (2014: 17) as follows: multiperspectivity; inquiry; interpreting and relating to culture; empathy; cognitive flexibility; evaluating and judging cultural beliefs; adapting to new intercultural environments; linguistic, sociolinguistic and discourse skills; plurilingual skills; and acting as a mediator. However, when a skill could not be observed it did not necessarily imply that a person did not possess it. This differed in each case and was elaborated on. Secondly, student participants filled in personal information on a consent form (see Appendix A) regarding their age, sex, nationality, native language(s) and number of study-related experiences abroad. Thirdly, an institutional ethnographic approach was used to describe the order of events (DeVault & McCoy 2011).

On February 3, 2018 at the UU Orientation Day conversations between the international office staff and international students were recorded with the purpose of

analysing the staff's intercultural skills in an institutional setting. The international students were on exchange or starting their master's degrees programs in February. The content of the conversations that were recorded were questions at the desks residence permit and city registration, and student services. Other information desks from the international office that were not on the recordings were: general question desk; admissions office & financial aid; university wide exchange; and humanities specific questions.

The participants were chosen by convenience sampling because both staff and students could decide whether they wanted to be recorded or not and students could walk in anytime, making every conversation natural. Every participant signed a consent form. For the consent forms, see Appendix A. There were three members of staff that were willing to have their recordings analysed: one male and two female members, with Dutch as a native language except for one female, with Spanish as her native language. On the student participant form there was a small questionnaire, which was used for the interpretation of the transcription data. This personal information is in Table 1.

Table 1 – Student participant information

Recording number	Nationality	Age	Sex	Native language	Times abroad	Recording duration (min. sec)
1	American	21	M	English	2	2.21
2	Japanese	20	F	Japanese	5	5.37
3	Italian	21	M	Italian	1	1.26
4	Italian	24	M	Italian	4	1.09
5	Turkish	21	M	Turkish	6	2.48
6.1*	Portuguese	22	F	Portuguese	1	6.41
6.2*	Portuguese	23	F	Portuguese	1	6.41
7	Colombian	26	F	Spanish	2	5.19
8	Czech	25	M	Czech	2	2.22

* = these students asked a question together, and had the conversation together with one staff member

The data recorded at this event was transcribed using the EXMARaLDA Partitur-Editor, and the transcription convention used was HIAT. HIAT was used because this is the predominantly used convention in functional-pragmatic discourse analysis. Not all

conventions were used as only a rough transcription was needed, and the ones that were used were in accordance with all other transcriptions used in the USO project to which these transcriptions belonged. Relevant recordings were singled out and highlighted using a more elaborate transcription. The conventions can be found in Table 2 below.

Table 2 – Transcription conventions

convention	meaning
CAPITAL LETTERS	words that are emphasised or spoken louder by the speaker
°word °	when the speaker speaks softer
()	unintelligible when left blank, or a good guess between the brackets
(())	for laughing, sniffing etc
(.)	for a pause shorter than 0.3 seconds
(0.4)	for a pause of 0.4 seconds or longer
:::	prolonging of syllable

The parts taken from the transcripts were coded and numbered. IO means international officer and STU means student. The numbers correspond with their indication in the transcription, such as STU1, STU2. Each transcript has a number in order of presentation (Transcript 1, transcript 2 etc.), followed by the original code of the transcript, followed by the line numbers. For example: Transcript 1 [OD-1-M1-INT-EN: 2-7]. Between brackets is the code that is used to identify each recording, which varies per transcript. OD means Orientation Day, 1 (or another number) is the number of the recording, M1 (or another number) is the number of the international officer, INT means international conversation and EN that the conversation was conducted in English. The number after English are the lines in the transcript.

Analysis of the material was done by searching for, categorising, and providing examples of staff using intercultural competence skills as described by the Council of Europe (2014: 17) as well as by looking for problem areas within an institutional framework. Although communication problems were detected in both of these areas, successful

interactions were also highlighted to indicate a starting point from which recommendations were to be made for the teacher trainings.

Some problems arose during the recording session. One was that some of the staff did not want to be recorded because they indicated they were nervous. Then there was background noise and sometimes students already asked their first question to the staff member before it was possible to ask permission to record so it seemed better not to interrupt since the students already have to speak in English, which was a second language to all but one participating students as well as the staff, and had specific questions in mind. Lastly, some students had difficulty answering the last question on the questionnaire because not all of them understood the term 'abroad'.

5. Analysis

In this section an analysis of the transcripts will be made, by selecting pieces of the transcripts and pointing out problematic areas as well as successful interactions. These areas can be divided into three groups. The first area relates to institutional communication, the second to intercultural communication and the third to compound effects of both. Highlighted fragments are from several different transcripts.

5.1. Institutional problem areas

From the eight transcripts that were made, several problems that originate in an institutional setting have been discovered. First the focus will be on these problems areas because they were easily detected and could not be neglected since they caused significant problems in the conversations. Moreover, these problems are not necessarily seen as misunderstandings, but rather speech acts that cause non-understanding or that make the answer to the question asked unclear or cumbersome. These problem areas relate to the use of institutional key words, and the use of words that express modality. Another problem has to do with talking about e-mails, where it is crucial to understand these institutional words and

words that express modality, making the conversations more difficult. The one thing that worked very well was that at the day of recording, as described in the methodology section, the international office was split up in several specialised sections. This directed students with specific questions to a specific desk, making it easier for the international officer to answer the questions more elaborately without having to take time to figure out the topic of the question or the need to explain five different things at the same time.

Before analysing institutional problem areas, it is necessary to discuss a timeline which maps out what arrangements international students have to make when they come to study at Utrecht University. The reason for this is that several institutional problems have to do with following this timeline. For the sake of this analysis, only the stages that were discussed in the recordings are described. This regards applying for a residence permit and/or entry visa including providing biometric data, registering with a city, opening a bank account and buying an OV-card. What is described below is based on the e-mails that were sent to the students, the UU webpage “Exchange and visiting students: Arriving and living” (2018) and observations made on the day of recording. For the e-mails that instructed students to register with the city, how to provide biometric data, and get a residence permit card see Appendix B.

1. **Before arrival.** Before students arrive, the university has to submit the students’ application to the Dutch Immigration Services. Depending on the country of origin, some students have to get an entry visa (MVV in Dutch) in their home country. An entry visa is a sticker in a passport issued by the Dutch Embassy or Consulate in the home country.
2. **After arrival: residence permit.** Depending on the country of origin, the student first has to apply for a residence permit card. This step does not apply for students who are from the European Union. It depends on the country of origin whether students have to apply for an entry visa and/or a residence permit. A residence permit card shows that

you legally reside in the Netherlands. To apply for a residence permit, students have to make two appointments with the Immigration and Naturalisation Service (IND). At the first appointment, they will have to provide the IND with their biometric data. This includes, a photograph, a signature and fingerprints. The picture will be made at the IND. Then the data is processed into a residence permit card, which the students will have to pick up at a later appointment. To be able to pick up the permit, students have to bring their valid passport. Although the residence permit and/or entry visa state that you legally reside in the Netherlands, it is necessary to register with the municipality the student is going to be living in separately.

3. **City registration.** Having a residence permit and/or entry visa is a precondition for registering with the city. To register, the student has to go to the town hall of the city or village. However, first the student needs to make an appointment online. Then at the appointment the student can register at the registration desk.
4. In order to **open a bank account**, it is necessary to be registered with the city. However, it is possible to bring proof later. This means that city registration and opening a bank account are interchangeable steps. The student can go to the bank without an appointment and the bank will deal with it from there on.
5. The last step is **buying an OV-card**. This actually can be done anytime, since it is not necessary to show any identification or have a Dutch bank account. An OV-card can be bought at any station. However, it might be cheaper to buy it with a Dutch bank account since there will not be transaction fees, especially from overseas students with a different currency. Moreover, to be able to buy anything online, including an OV-card, from a Dutch website, it is usually only possible to do it with a Dutch bank account.

5.1.1. Institutional key words

The first problem area in institutional communication is the use of institutional key words.

According to Koole and Ten Thije (1994) institutional key words represent shared knowledge of institutional staff. In order to understand a word like this, specific institutional knowledge is required. This knowledge can only be acquired within the institutional community.

Institutional key words are words such as *residence permit*, *city registration*, *rental contract*, *biometric data* et cetera. The terms *residence permit* and *city registration* were the most confusing, though both very important for international students. The distinction between the two is that a residence permit is what you need to live in the country, and then you have to register with the city of choice to be allowed to live there as well. Below some examples will be highlighted. Transcript codes are show below the segments.

The first example is taken from Figure 1. The student asks whether the residence permit and city registration are two different steps: “so those are two different steps?”. After talking for a while about making appointments, the IO here has made it clear that city registration and applying for a residence permit are two different things “they’re two different steps, yeah”. Later, in the same conversation it is of crucial importance that the IO uses the word ‘identity card’ to refer to ‘residence permit card’: “and, that’s basically your identity card for the entire duration of your stay here...”. The student nods, indicating that he has now understood.

[13]

	..	26 [01:14.8]	27 [01:16.0]	28 [01:18.0]
IO [v]	second		they're two different steps, yeah	e::hm second
STU [v]		so those are two different steps? ()		

Figure 1 (Transcript 1) [OD-1-M1-INT-EN: 13]

[20]

		42 [01:49.6]	43 [01:53.0]	44 [01:53.4]
IO [v]	e:::hm	where you can pick up you residence permit card		and, that's basically
STU [v]				°allright°

[21]

..	45 [01:56.6]	46 [01:58.0]	47 [01:59.0]
IO [v]	your identity card for the entire duration of your stay here in the netherlands		
STU [v]	((nods))		that

Transcript 1 [OD-1-M1-INT-EN: 20-21]

Another student has great difficulty understanding the concept. In figure 2 a student wants to open a bank account and register with the city. The IO tells her she needs to apply for a residence permit as well but that it does not matter whether she registers with the city or opens a bank account first. The IO does not provide different words for ‘city registration’ and ‘residence permit’, but says “so eh the city registration is, is basically what allows you to e::h, e::h, e::h, to live in the city of Utrecht, and the residence permit allows you to stay in the Netherlands as a country”. He does, however, not elaborate on the exact definition. The student responds by saying: “ah, city and country”. However it becomes clear that the student still does understand the difference between these concepts and these key words keep forming a problem area for her. Later on in the conversation the student asks: “can I go to registration, (.) registration and permit at the same time?”. This indicates that the two concepts are still not clear to her.

[29]

..	59 [03:05.3]
IO [v]	the address details
STU [v]	aaaah (.) i i i'll make an appointment but i () for registration

[30]

..	60 [03:17.0]
IO [v]	e::h no, they're
STU [v]	permit, registration permit and e::h city registration is the same thing?

[31]

..	61 [03:19.0]	62 [03:21.2]	63 [03:21.9]
IO [v]	two different things (.) e:::hm they are linked	(.) it's no problem, i mean it, °it'	
STU [v]	((laughs)) sorry		

[32]

..	64 [03:25.9]	65 [03:31.3]
IO [v]	s eh ()° so eh the city registration is, is basically what allows you to e::h, e::h e::h to	

[33]
 .. 66 [03:32.7] 67 [03:33.6*] 68 [03:33.7] 69 [03:34.5]
IO [v] live in the city of Utrecht and e:h the residence permit allows you to stay
STU [v] ((nods)) jaa

[34]
 .. 70 [03:39.4] 71 [03:40.0] 72 [03:40.7] 73 [03:41.9] 74 [03:43.3]
IO [v] in the Netherlands as a country (.) e::hm ja, basically,
STU [v] aah city and country ((laughs))

Figure 2 (Transcript 2) [OD-2-M1-INT-EN: 29-34]

[40]
 .. 84 [04:14.1] 85 [04:14.9] 86 [04:14.9]
IO [v] okay, yeah
STU [v] week e::h i made an appointment (1.0) e::h can i go to the registration (.)

[41]
 .. 87 [04:22.5]
IO [v] e:::hm no, because the, the residence permit
STU [v] registration and permit at the same time?

[42]
 .. 88 [04:28.4] 89 [04:30.0] 90 [04:32.0] 91 [04:33.2]
IO [v] and city registration are in two different offices ((laughs) so eh (.) e::h so, so no,
STU [v] ((laughs)) ((laughs)) eh

Figure 2 (Transcript 2) [OD-2-M1-INT-EN: 40-42]

In figure 3 in the following example, the difference between a residence permit and city registration also does not become clear. In the beginning the student already switches the concepts around: “.. some information about e:h residence, well actually not residence permit, but e:h city registrations”. The student wants to know about city registration, and the conversation ends in getting a residence permit while the entire conversation was about city registration. The IO concludes by saying: “you’re a student, () a residence permit, so that’s then the only thing you need”.

[2]
 ..
STU [v] some information about e:h residence, well actually not residence permit, but e:h city

[3]
 .. 3 [00:16.4] 4 [00:16.9]
IO [v] hm-hm
STU [v] registration i'm gonna move to ZEIST soon, to today, so i wanna bring, where

Figure 3 (Transcript 3) [OD-8-M3-INT-EN: 2-3]

[17]	..	28 [01:50.8]29 [01:51.2]	30 [01:53.8]31 [01:54.6]
IO [v]	((laughs))	and your, what nationality (.) are you?	you're czech, so you
STU [v]	right		czech

[18]	..	32 [01:57.0]33 [01:57.4]
IO [v]	you're a student, so ()	a residence permit, so that's than the only thing you need,
STU [v]	yes	

Figure 3 (Transcript 3) [OD-8-M3-INT-EN: 17-18]

Another institutional key-word is *biometric data*. An e-mail has been sent about it to the international students, saying that *biometric data* includes a facial photograph, a signature and fingerprints. For the e-mail see Appendix B. However, what *biometric data* includes, is never explicitly stated in the advice given to students, except for one occasion where nothing is mentioned about a signature. Instead this key word is repeated several times. The following example is shown in figure 4. Here, the IO also indicates that “provide your biometric data and to pick up your residence permit”, which would mean that those two things can be done at the same time, while these are actually two separate things. Providing your biometric data is a precondition for picking up your residence permit card.

[45]	..	93 [04:47.1]
IO [v]	the IND front office e:::hm which is e:::hm (.) e:h in °the city centre°, e:::hm to e:::h	

[46]	..	94 [04:55.5]	95 [04:56.1]96 [04:56.3]97 [04:58.2]
IO [v]	provide your biometric data and to pick up your residence permit (1.6)	and e:::h,	
STU [v]	jaa-jaa	okay	

[47]	..	98 [05:03.4]	99 [05:04.1]
IO [v]	e:::hm there is, in the biometrics data e-mail also includes a MAP	where,	
STU [v]		((nods)) yeah yeah, yeah	

[48]	..	100 [05:06.1]
IO [v]	where the office °is° e:::hm, so (.) the biometric data, you, either, it's either this	
STU [v]		

Figure 4 (Transcript 2) [OD-2-M1-INT-EN: 45-48]

In the following example taken in figure 5 the same IO does actually give this precondition to another student: “take your passport picture, they take your fingerprints, and then they process that into a residence permit card”. “they”, in this case is the IND front office. IND is the Immigration and Naturalisation Service. What this is, however, is not explained and only the abbreviation is used by every IO. This means that there is an assumption that the international students know this institutional key word, because the students received an e-mail about biometric data wherein the full expression was used. This did not lead to any problems, but it could pose difficulties in the future.

[17]	..	35 [01:35.0]	36 [01:35.8]
IO [v]	take your	passport picture,	they take your fingerprints, and then they process that
STU [v]		((nods))	

[18]	..	37 [01:39.8]	38 [01:40.4]
IO [v]	into a residence permit card (0.7)	and e:::h that's the second appointment and that	
STU [v]		((nods))	

Figure 5 (Transcript 1) [OD-1-M1-INT-EN: 17-18]

5.1.2. [Procedural keywords](#)

The second problematic area observed in institutional communication is the use of procedural keywords. These are words such as *eventually*, *probably*, *eligible* and *mandatory*. Some of these words express modality. According to the Oxford Dictionary of English Grammar (2014) modality can be expressed in three ways. There are different kinds of modality: concerning the speaker’s judgement, obligation, and dynamic modality which regards modal verbs. Procedural key words are words that signify the context of the speech act. They can determine likelihood, express modality or signify an exchange such as the word *to receive*. When these words are not understood problems arise, because these are key words to understand the terms to and boundaries of the explained procedures.

mandatory :

In figure 6, the student does not understand the word ‘mandatory’. She asks: “mandatory?”, followed by the IO nodding and saying “yep”. After this section she quickly switches the subject. The IO does not provide a synonym.

[23]

	..	44 [02:19.9]	45 [02:20.2]
IO [v]	for everything (.)	and e::h	the city registration is MANDatory because of the
STU [v]		((nods))	

[24]

	..	46 [02:27.5]	47 [02:29.0]	48 [02:30.6]	49 [02:32.6]
IO [v]	e::h (.)	residence permit you will also receive		((nods))	yep
STU [v]		mandatory?		oooooh(0.5)	so

Figure 6 (Transcript 2): [OD-2-M1-INT-EN: 23-24]

eventually:

In figure 7 below the IO has been explaining that it does not matter whether one opens a bank account or registers with the city first: “you do have to register with the city eventually”. It is possible to open a bank account and then to provide the registration number later on. The word ‘eventually’ is essential here because it signals that the student does have to do the registration in order for the opening of the bank account to be successful. Before this section the IO has been explaining this, but until he used the word ‘eventually’ the student did not understand his intentions.

[18]

	..	35 [01:51.3]	36 [01:52.5]
IO [v]		(1.0)	e::h no, but you, but you do have
STU [v]	be °registrated to make (a bank account)°	(1.0)	

[19]

	..	37 [01:58.0]
IO [v]	to register with the city eventually but, when opening a bank account you e::h do not	

Figure 7 (Transcript 2): [OD-2-M1-INT-EN: 18-19]

eligible:

In figure 8, The word ‘eligible’ here signals that it is a precondition: “in order to be eligible to have your residence permit”. This is key to the procedure of applying for a residence permit.

[12]

	..	24 [01:12.3]	25 [01:13.0]
IO [v]	do in order to be eligible to have your residence permit		and that's the
STU [v]			aaah, okay

Figure 8 (Transcript 1) : [OD-1-M1-INT-EN: 12]

Another instance is shown in figure 9: “to be eligible for your residence permit you need to register with the city as WELL”:

[35]

IO [v]	°basically° and they are linked so in order to e::h (.) to be eligible for your residence
---------------	---

[36]

	..	75 [03:51.9]
IO [v]	permit you need to register with the city as WELL (.) e:::hm, (.) but then you will	

Figure 9 (Transcript 2): [OD-2-M1-INT-EN: 35-36]

to receive something

In figure 10, the student is confused about the word ‘received’: “((frowns)) I received?”.

Later, when the IO indicates where the e-mails should have been received, the student understands.

[8]

	..	23 [00:29.9]	24 [00:30.4]
IO [v]	those two things you have to do (.) e:::hm your residence permit, you received		
STU [v]	that's what		

[9]

IO [v]	last friday, two ((signs 2)) e-mails, one ((signs 1)) about picking up your residence
---------------	---

[10]

	..	25 [00:40.1]	26 [00:41.0]
IO [v]	permit, and one ((signs 2)) about city registration		in your UU e-
STU [v]		((frowns)) i received?	

Figure 10 (Transcript 4) [OD-5-M3-INT-EN: 8-10]

5.1.3. [Multimodality: talking about e-mails](#)

This leads to the final institutional problem area, discussing e-mails. Several separate e-mails regarding city registration, residence permits, biometric data, a tuberculosis test and others have been sent out to the international students before the Orientation Day. All IO’s assume the students have read these e-mails and that there should be no problems with them. One

officer said that he thinks that students only need to feel sure about themselves and he thought that they only come to ask for confirmation. However, as the following examples will describe, this is not the case. Moreover, none of the e-mails discussed in the following examples are shown to the students, even though all IO's have been provided with a laptop.

In figure 11, the IO states that the student should have received a couple of e-mails on his student e-mail address, meaning the UU e-mail address: “probably received a couple of e-mails from us on your student’s e-mail address [sic]”. The student confirms he has seen the e-mails by nodding. However, it does not become clear whether he has understood since his questions are all about the content of the e-mails. The IO also says “a couple of e-mails”, but does not specifically name them, though he does refer to them: “second thing is the residence permit e::h you received an e-mail with e::h the time slots”.

[3]

	6 [00:15.3]	7 [00:16.0]
IO [v]	e::h probably received a couple of e-mails from us on your student's e-mail address	
STU [v]	((nods))	

Figure 11 (Transcript 1): [OD-1-M1-INT-EN: 3]

[13]

	26 [01:14.8]	27 [01:16.0]	28 [01:18.0]
IO [v]	second	they're two different steps, yeah e::hm second	
STU [v]	so those are two different steps? ()		

[14]

	29 [01:21.0]	30 [01:22.0]
IO [v]	thing is the residence permit e::h you received an e-mail with e::h the time slots, you	
STU [v]	((nods))	

Figure 11 (Transcript 1): [OD-1-M1-INT-EN : 13-14]

In the following case in figure 12, the student is told about an e-mail regarding city registration, and that she has to look there for an appointment: “we sent you an e-mail about the city registration, e::hm () just follow the instructions there, make an appointment” . However, in the rest of the conversation it appears that she does not know the difference between city registration and a residence permit: “registration permit and e::h city registration is the same thing?”. Referring to this e-mail therefore, is crucial because at the beginning the student indicated that she does not know how to register, which likely means she has not seen

or not comprehended the e-mail that is discussed. Later, in the same conversation the IO refers to e-mails again, but it is not clear which one and he does not show it: “eh depending on the e-mail you received”. This whole conversation relies on the e-mails. A compound effect is created because of the non-understanding of institutional key words and procedural key words.

[9]

..	20 [00:50.0]
IO [v]	have to do either of the two first so you can (.) e::h we sent you an e-mail about the

[10]

21 [00:51.5]	22 [00:52.3]
IO [v]	city registration, e::hm (.) just follow the instructions there, make an appointment and
STU [v]	((nods))

Figure 12 (Transcript 2): [OD-2-M1-INT-EN: 9-10]

[27]

..	54 [02:51.9]	55 [02:55.0]	56 [02:55.7]
IO [v]	and that's e::h right next to the central station (.) but e::h in the e::h e-mail		
STU [v]	°city hall° ((grabs phone))	oh	

[28]

..	57 [03:00.8]	58 [03:01.6]
IO [v]	we sent you:: last week we sent it to your student's, your (.) e::hm you'll also find	
STU [v]	yeeee	

[29]

..	59 [03:05.3]
IO [v]	the address details
STU [v]	aaaah (.) i i i'll make an appointment but i () for registration

[30]

..	60 [03:17.0]
IO [v]	e::h no, they're
STU [v]	permit, registration permit and e::h city registration is the same thing?

Figure 12 (Transcript 2) [OD-2-M1-INT-EN: 27-30]

[49]

..	
IO [v]	tuesday or this wednesday, you (0.5) e::h depending on the e-mail you received

Figure 12 (Transcript 2) [OD-2-M1-INT-EN: 49]

Below is another example in figure 13. Reading the e-mails is important to get registered and to get the residence permit. In this case the student does understand the residence permit – city registration distinction, but this conversation would have been much

shorter had he seen the e-mail. First the IO says the students should have received two e-mails: “last Friday, two ((signs 2)) e-mails, one ((signs 1)) about picking up your residence permit, and one ((signs 2)) about city registration”. The student indicates he has not checked: “I haven’t checked”. The conversation ends by the IO saying all information should be in the e-mail, making this entire conversation unnecessary: “so all information is in the e-mail, if it’s not clear you can e-mail us”.

[9]

..	
IO [v]	last friday, two ((signs 2)) e-mails, one ((signs 1)) about picking up your residence

[10]

..	25 [00:40.1]	26 [00:41.0]
IO [v]	permit, and one ((signs 2)) about city registration	in your UU e-
STU [v]		((frowns)) i received?

[11]

..	27 [00:44.1]	28 [00:45.0]	29 [00:45.5]
IO [v]	mail address, your student e-mail	address, probably you're only checking your	
STU [v]		ooh, right	i haven't checked

Figure 13 (Transcript 4) [OD-5-M3-INT-EN: 9-11]

[32]

81 [02:22.5]	82 [02:23.3]	83 [02:25.8]	84 [02:26.6]
IO [v]	yeah? so all information is e-mail ()		if it's not clear you
STU [v]	allright, thank you		in the mail, so

[33]

..	85 [02:28.5]	86 [02:30.9]	87 [02:32.6]
IO [v]	can e-mail us ()	okay, well good luck	
STU [v]	thank your, ja, thank you all ((gets all his papers together))	thank you	

Figure 13 (Transcript 4) [OD-5-M3-INT-EN: 32-33]

5.2 Intercultural communication: problem areas

From the eight transcripts that were made, not many instances of the use of intercultural competences could be detected. This is probably because the conversations were short and about specific questions wherein the institutional part seemed to play a major role whereas the intercultural setting only played a minor role. Below are a couple of instances where intercultural competences were used successfully. What is missing will be elaborated later.

In the first example in figure 14 there are two girls from Portugal who want to purchase an OV-card but find it rather expensive. The IO proposes riding a bike: “come by bike”. The example illustrates the IO’s intercultural skill called empathy, because the IO can relate to how scared the student may feel. By providing an example of her own, she calms the student. She says: “I come from Mexico, and I NEVER felt so safe in my LIFE here”. In the end, after eventually deciding to buy an OV-card anyway, the student returns to the subject by describing the cycling workshop she took at the Orientation Day and saying she wants to rent a bike, and then says: “so thank you so much for your help”.

[11]	26 [00:58.9]	27 [00:59.8]	28 [01:01.8]	29 [01:03.2]
IO [v]	yes		come by bike (.)	
STU1 [v]	i would be going to come by bus i think (1.0)		((laughs)) i'm only	
[12]	..	30 [01:06.5]	31 [01:07.1]	
IO [v]	((smiles))			
STU1 [v]	afraid of the, the forest °path° you know (.) at night, only at night, on the mornings it			
[13]	..	32 [01:10.4]	33 [01:10.7*]	34 [01:12.8]
IO [v]	have you heard horrible tales?			
STU1 [v]	's okay but ()		not really, just e:h i'm really afraid of	
[14]	..		35 [01:20.6]	36 [01:21.9]
IO [v]			it's very safe	and i
STU1 [v]	the night and () going into the woods, and in the cities ()		really?	

[15]

	..	38 [01:25.6]	39 [01:26.9]	40 [01:31.0]	41 [01:31.8]
IO [v]		come from mexico and i NEVER felt so safe in my LIFE here, ()			it's
STU1 [v]			()		()
STU2 [v]			((smiles))		

Figure 14 (Transcript 5): [OD-6-M2-INT-EN: 11-15]

[60]

	..	144 [05:38.9]	145 [05:40.0]		146 [05:43.9]
IO [v]		and e:h oh bye bye			have you
STU1 [v]			((laughs)) i need to get more (.) practice ((stands up))		
STU2 [v]		((leaves))			

[61]

	..	147 [05:45.9]		148 [05:48.6]	
IO [v]		seen the ones downstairs?		oooh	
STU1 [v]			no, e:h i didn't want to race, first i was	afraid of the back,	

[62]

	149 [05:49.6]		150 [05:53.5]		
IO [v]			yeah, you wanna rent		
STU1 [v]		of the back pedal, now i tried it and i want the back pedal use			

[63]

	..	151 [05:54.6]		152 [05:58.5]	153 [05:59.1]
IO [v]		it?		uh-huh	
STU1 [v]		yeah yeah, it's cheaper because it's like for students 12 month		12 euros per	

[64]

	..				
STU1 [v]		month, and if something happens, the bike they fix it so, and, as we are staying			

[65]

	..				
STU1 [v]		here for five months, e:h a bike, she, wanted one and it was 95 on second hand			

[66]

	154 [06:11.8]		155 [06:17.8]	156 [06:19.0]	
IO [v]			allright		
STU1 [v]		so it's cheaper to::: to rent, and then i don't want to resell it then, so		so unless	

[67]

	..				
STU1 [v]		you should to, to take care of in the end, so thank you so much for your help			

Figure 14 (Transcript 5): [OD-6-M2-INT-EN: 60-67]

In another conversation, that unfortunately was not recorded, the same IO found out that the student she was speaking to had Spanish as a native language. She immediately

switched and handled the conversation in Spanish, much to the student's delight. This intercultural competence is called plurilingual skills.

There is one conversation in which intercultural competences are neglected, as shown in figure 15. It is not clear whether this can be attributed due to the lack of intercultural understanding or that the IO just was not paying attention or asking a standard question. However, the student could feel neglected because of this or it could show that the IO does not show the skill 'inquiry', described by the Council of Europe as "discovering information about other cultural affiliations and perspectives" (2014 p. 20). She talks about how in Japan, she was told about waiting time to open a bank account: "in Japan i:: chose, it takes (.) a week or two weeks (.)". Less than a minute later, the IO asks her: "where are you from?". He does not pay any attention to how it might be different opening a bank account in Japan and what waiting time means to people living in Japan as to get a feeling about what the student is used to. Other international officers were also observed asking the standard "where are you from?" question.

[16]	..	30 [01:34.0]	31 [01:36.1]
IO [v]	e::h allow you to provide them with that number later, so e::h (2.0)		
STU [v]		((smiles))	in Japan, i::
[17]	..	32 [01:41.9]	33 [01:43.1] 34 [01:44.3]
IO [v]		yeah	yeah
STU [v]	chose, it takes (.) a week or two weeks (.)	oooooh	oh maybe i don't (.) have to, to
[21]	..	41 [02:09.0]	42 [02:12.5] 43 [02:13.7]
IO [v]	that you do (.) °both° e::::hm because u:h where are you from?		Japan (.) okay
STU [v]			°Japan°

Figure 15 (Transcript 2): [OD-2-M1-INT-EN: 16-17, 21]

5.3 Compound effect

According to Rost-Roth (2006) a compound effect of institutional interactions in an intercultural setting will occur quicker because of the culture-specific sequential pattern and the realisation of pattern segments. This results into problems related to conversational roles and cooperation expectations (Rost-Roth 2006). In this study, however, there are problem areas but it was not observed that this is due to cultural or institutional specific patterns. Neither were there problems for conversational roles or cooperation expectations. These problem areas also do not create a compound effect because the institutional part is of major importance here and intercultural communication is not observed to play a significant role. The intercultural skills in the section above, however do aid the conversation. In the case of transcript 5 above, for example the student did feel like the IO had been a great help due to talking about cycling in the Netherlands and showing empathy to the student. On the other side, the explanation of procedural key words and institutional key words cannot always be aided by intercultural competence. This is just a matter of employing conversational techniques that could support institutional communication. This does not mean that intercultural competence is not important, but that in this case the conversations were too short and too narrow. The longest conversation only took about 6 minutes, and that one was not about city registration or residence permits. The way in which conversational techniques aiding institutional communication and intercultural competence skills can be employed will be discussed in the recommendations section.

6. Discussion

In previous research it became clear that intercultural competence skills help solving problems in intercultural communication. Korver (2017) proposed that international officers should be recorded in order to find out their real intercultural competences instead of their self-reported ones. Whilst transcribing the recordings, it became apparent that intercultural

competences were not easy to point out nor did they play a major role. This was also partly due to the advice sessions at the orientation day being much shorter than the counselling sessions Korver talked about.

Koole and Ten Thije (1994) warned against *minimum object* and *maximum interpretation*. To avoid a minimum object approach, the scope of research was narrowed down from intercultural communication in general to the specific intercultural communication within an institutional setting recorded on one single day at Utrecht University. To avoid a maximum interpretation, not all problem areas were attributed to culture differences. As matter of fact, culture appeared to play a minor role. In order to make sure the focus was not only on misunderstandings, this study was situated in the functional pragmatic approach. In the intercultural communication section, positive examples were given of intercultural success in interaction.

All conversations were *Beratungsgespräche*, and the distinction between clients and advisors became clear. The international officers possessed more institutional knowledge such as institutional key words, procedural keywords and the e-mails that were sent. They are qualified and have institutional experience. Although Porila and Ten Thije (2008) also described that advisors would solve every problem through the same procedure this was not the case. No clear line in explaining what needs to be taken care of when was found and the e-mails were not shown to aid conversation.

Then Rost-Roth (2006) argues that when intercultural communication takes place in an institutional setting, a compound effect would be created. However, this was not found because intercultural communication did not form a visible or audible barrier in the conversations between international office staff and the international students.

Based on the analysis and its findings recommendations can be made based on the

answers to the research questions. In order to do this the sub questions will be answered first followed by the answer to the main research question in the form of recommendations.

- (1) Which potential problem areas regarding institutional procedures can be identified in *Beratungsgespräche* between international officers and international students due to the institutional setting?

The problem areas that could be identified resulting from an institutional setting were the use of institutional key words, the use of procedural key words and the way e-mails were talked about and made assumptions about in conversations with international students.

- (2) Which potential problem areas related to the staff's intercultural competences can be identified in *Beratungsgespräche* between international officers and international students?

No potential problem areas were found regarding intercultural competences. The staff appeared to support the students and the conversation through showing their interest in the students and empathising with them. One of the IO's switched from English to Spanish whilst explaining how to get around in Utrecht. The only thing that might be a problem in the future is asking "Where are you from?" with the intention of finding out a students' nationality without the consideration that it might cause discomfort to think about this when a student does not identify with a certain country or place. Since the intercultural competences played a supportive role, every intercultural competence skill that was found had a positive effect on the conversations. A potential problem area could only be identified when the intercultural competence skills would either play a more major role or when they would not be used at all.

The main research question was: *How can the current intercultural communication strategies that employees of the international office use in spoken communication with international students be improved?*

First of all, it is important to make it clear that in order for intercultural communication strategies to be successful, the institutional layer has been addressed. This means that by employing the following recommendations regarding institutional ‘talk’, it will make it easier for intercultural communication to take place. In other words, when there is a clear line in the explanation without institutional problems, students will feel more at ease and a large barrier has already been lifted. To make sure this happens the following is recommended:

- IO staff should be aware of the use of institutional key words, use the same definition and be able to describe these definitions in other words
- IO staff should check whether students have understood (the difference between) institutional key words by using comprehension checks
- IO staff should be made aware of the fact that they are a dynamic entity within or surrounded by other institutions
- To make sure procedural key words as well as institutional key words are understood, it would be useful to use or develop a timeline regarding what needs to happen before and after the student’s arrival. Then this timeline could be used as a placemat at the Orientation Day or other counselling sessions to check where the student is in the timeline and if steps are missing.
- IO staff can ask the students whether the e-mails have arrived and whether they have read the e-mails before the actual conversation takes place. In an advisor position, this makes it easier to know what information the client already does or does not possess.
- It is also important for the advisors to be aware of their own assumptions regarding the client’s knowledge and to test these assumptions.

- E-mails and other websites that are talked about can be shown on a laptop to the student, especially when a student has not read it yet. Always show what you are referring to. Then it will not be necessary to give description of the whole thing.

Then, when institutional communication is secured some recommendations can also be taken into account regarding intercultural competences. These are the following:

- When a student is anxious about something, try giving an example of yourself or a similar student
- If possible, it would be good if staff who speak other languages than Dutch or English also employ these languages in advising international students. Perhaps they could wear small badges with their name and country flags of the languages they speak on it at the Orientation Day.
- Staff could be made aware that they do not always have to focus on the cultural aspect in short conversations, and that not every non-understanding or misunderstanding is related to cultural barriers. Their trainings could involve Zhu (2014) and Rost-Roth (2006) to create this awareness.
- Zhu (2014) recommends the use of critical incidents to support a variety of purposes. They are descriptions of events in interaction involving people from different cultures, in which there is a problem area related to culture. For more information see Zhu (2014 p. 161-3).

All the recommendations above were made with care and are based on the context of the UU Orientation Day on February 3, 2018. This leads to some limitations. One of them is that there was a small sample of eight recordings of which five were used for the analysis. Making a thorough analysis costs a significant amount of time and the transcripts could be analysed on a deeper underlying structure of communicative patterns that has not been reached in this study. A larger corpus would be necessary to make stronger generalisations.

Intercultural communication is also a relatively young and interdisciplinary field, which led to borrowing of many different approaches and theories such as functional pragmatic approach, discourse analysis of international and institutional discourse, interpretation of intercultural competences as described by the Council of Europe which is a compositional model of culture, institutional ethnography, minimum object and maximum interpretation, and several works in institutional communication. However, this also led to a rich interpretation of the material. Because of this, for future research it is recommended to narrow this down or set up a larger research project. Most important is to avoid a *minimum object* and *maximum orientation* approach. In the future, similar projects and larger projects are needed to develop the field of intercultural communication. Therefore, a mixed-methods approach is needed as well to make stronger generalisations. Future research could look into how to employ recommendations and develop teacher-, staff-, and student trainings in the field of intercultural communication. Then these trainings could be assessed and further developed. A combination of observations of what teachers teach, and what teachers are taught in their trainings as well as reflections on critical incidents from students could be bundled to develop trainings in the best possible way. Also, more recordings of intercultural encounters in an institutional setting are needed to help build the corpus. In this study it was difficult to find staff willing to participate in the recordings. Staff should be encouraged by their employees and colleagues to be recorded and be made aware that the focus is on their successes and not on their mistakes. Even a failure is an opportunity to learn.

7. Conclusion

This study was created as a modest follow-up to Korver's MA thesis. By recording international office staff and observing them it was possible to analyse their actual encounters and conversations with international students. It appeared that in short conversations, shorter than 7 minutes, the institutional setting of the conversation is more significant than the intercultural communication. However, this does not mean that intercultural communication is not important. It is necessary to look at it in its context, and that is why institutional ethnography was incorporated in this study. Current intercultural communication strategies that employees of the international office use in spoken communication with international students can be improved by researching real-life conversations and employing these into trainings. All recommendations that were made can be used for the development of the training programme for international office staff within the USO project *Intercultural competences for the UU*. All of them are result of the analysis. Some of the recordings are also going to be used in the staff training programmes.

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Appendix A: consent forms [student]

RESEARCH CONSENT FORM

USO-project 'Intercultural Competence for Utrecht University'(ICUU)

Intercultural competence is becoming a key concept in the modern globalized educational system. The ICUU project aims to enhance intercultural (communicative) competences for students, lecturers and other university staff (e.g. International Office and Student Desk employees). More research studies are needed to do so.

This is why the research team wants to make video recordings of different conversations, with people from different backgrounds, taking place at these information Desks. The data will be analysed and the research results will be used as input for an awareness training on Intercultural Competencies for International Office, Student Desk and HR employees of Utrecht University.

Therefore signing this form of consent you give the research team permission to:

- Make a (video) recording of your conversation with the International Office/Student Desk employee.
- Let the research team use your (video) recordings as input for an awareness training on Intercultural Competence that will be offered to the International Office/Student Desk employees.
- Send you a short questionnaire (5 questions) by e-mail on how you have experienced the conversation and if you were satisfied or not. If so, please leave your e-mail below.

To protect your privacy, personal information and your name will never be used in the dissemination of the research.

More information about the ICUU project?

Please contact Karen Schoutsen (k.e.schoutsen@uu.nl).

CONSENT FORM

By signing this document you will consent to the research team's further use of the material gathered in this project, always protecting your privacy.

I, _____ [your full name] do hereby give permission to the researchers' team to use the project material provided (recordings) for research and dissemination purposes, always protecting your privacy.

Would you allow the research team to use video fragments during the training? Yes No

Signature:

Date:

To gain more insight in both perspectives, International Office/Student Desk employees **and** students, we would like to ask you to fill in your e-mail address so we can send you a short questionnaire (5 questions) to evaluate the conversation just recorded. E-mail address:

Please answer the following questions.

How old are you?

(Circle one) I am: Male / Female / Other

Which university are you from?

What is your native language?

How many times have you been abroad?

[staff]

RESEARCH CONSENT FORM

USO-project 'Intercultural Competence for Utrecht University'(ICUU)

Intercultural competence is becoming a key concept in the modern globalized educational system. The ICUU project aims to enhance intercultural (communicative) competences for students, lecturers and other university staff (e.g. International Office and Student Desk employees). More research studies are needed to do so.

This is why the research team wants to make video recordings of different conversations, with people from different backgrounds, taking place at these information Desks. The data will be analysed and the research results will be used as input for an awareness training on Intercultural Competencies for International Office, Student Desk and HR employees of Utrecht University.

Therefore signing this form of consent you give the research team permission to:

- Make a (video) recording of your conversation with students coming to your desk.
- Let the research team use your (video) recordings as input for an awareness training on Intercultural Competence that will be offered to International Office/Student Desk/HR employees. The team will consult you in choosing certain fragments.

To protect your privacy, personal information and your name will never be used in the dissemination of the research and the execution of the awareness training.

More information about the ICUU project?

Please contact Karen Schoutsen (k.e.schoutsen@uu.nl) or Jan ten Thije (j.d.tenthije@uu.nl).

CONSENT FORM

By signing this document you will consent to the research team's further use of the material gathered in this project, always protecting your privacy.


I, _____ [your full name] do hereby give permission to the researchers' team to use the project material provided (recordings) for research and dissemination purposes, always protecting your privacy.

Would you allow the research team after consultation to use video fragments during the training? Yes No

Signature:

Date:

Appendix B: e-mails



Utrecht University

INTERNATIONAL OFFICE

Biometric Data

Your UU adventure starts here!

Dear student,

To issue a residence permit card, the Immigration and Naturalisation Service (IND) must have your so-called biometric data: your facial photograph, signature and fingerprints.

Students who have applied for their residence permit are therefore required to visit the IND Front Office to have a passport photo made, their fingerprints taken, and to record their signature.

You are expected to visit the IND Front Office in Utrecht on the following date:

Tuesday, February 6 10:00 - 12:00 hrs & 13:00 - 15:00 hrs

The address is: IND Front Office, Bergstraat 58, Utrecht

After providing biometric data, your residence permit card will be produced. The card will become available for pickup at the end of February. You will be informed about the exact dates in a separate email.

Please bring your valid passport when visiting the IND Front Office!

We look forward to seeing you at the Orientation Day!

Tot snel! (See you soon!)

Mr. Tim Jenner
Ms. Wendy Holwerda
Mr. Hans van Hemert
Ms. May Lenssen
Ms. Annick Pin

International Office
Visa department
Utrecht University

Questions?
International Office
Student Services
Heidelberglaan 6
3584 CS Utrecht
(Open from 10:00 to 16:00)

I. www.qdesk.uu.nl/English
E. admissionsoffice@uu.nl
T. +31 (0)30-253 7000



Utrecht University

INTERNATIONAL OFFICE

Residence permit Pick-up

Your UU adventure
starts here!

Dear student,

Previously you were required to provide your biometric data to make your residence permit card.

If you have done so the IND is currently producing your residence permit card and making it available for pickup at their front office.

They have kindly requested us to let you know you can pick up the residence permit card on one of the following dates:

Tuesday, February 27 10:00 - 12:00 hrs
Wednesday, February 28 13:00 - 15:00 hrs

The address is: IND Front Office, Bergstraat 58, Utrecht

Please bring your valid passport with you!

Tot snel! (See you soon!)

Mr. Tim Jenner
Ms. Wendy Holwerda
Mr. Hans van Hemert
Ms. May Lenssen

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Utrecht University

INTERNATIONAL OFFICE

City Registration

Your UU adventure
starts here!

Dear student,

When you're staying in Utrecht for 4 months or more it is **MANDATORY** to register with the Municipality.

To handle your registration the Municipality opens a special registration desk for international students, complete with online appointment module.

The registration desk will be open from February 1st until February 28th. It is now possible to make an appointment. We recommend you make an appointment as soon as you can.

Students who need a residence permit or are applying for a Working Holiday Scheme are asked to bring proof of legal residence to their appointment. If you're a student who has applied for a residence permit we provide the Municipality with this information and you won't need to bring proof. If you're applying for a Working Holiday Scheme, please bring your filled out WHS application form with you to the appointment. We'll send you the form by email before the Orientation Day.

Click this button and make an appointment: [Register with the city of Utrecht](#)
(Note: On the opening page of the appointment module (Step 1/5) please choose "1" behind "Aantal", then click "Volgende". On the next page (Step 3/5) you can choose a date and time)

The above doesn't apply to you if you do not live in the city of Utrecht. Students who do not live in the city of Utrecht (e.g. Nieuwegein, Zeist, De Bilt, or elsewhere) must register at the town hall of their community themselves.

Kind regards,

UU International Office

Questions?
International Office
Student Services
Heidelberglaan 6
3584 CS Utrecht
(Open from 10:00 to 16:00)

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