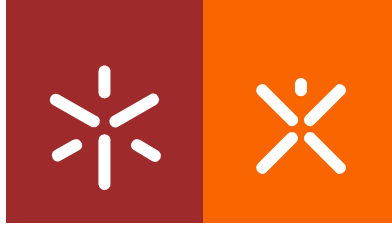




Universidade do Minho
Instituto de Educação

Wen Jing Guo

**Intercultural Mediation at the International
Relations Office of a University**



Universidade do Minho
Instituto de Educação

Wen Jing Guo

Intercultural Mediation at the International Relations Office of a University

Professional Practice Report
Master in Education
Area of Specialization: Mediation and Supervision of
Professional Development

Report under the supervision
Doctor Maria Teresa Machado Vilaça

April 2019

DIREITOS DE AUTOR E CONDIÇÕES DE UTILIZAÇÃO DO TRABALHO POR TERCEIROS

Este é um trabalho académico que pode ser utilizado por terceiros desde que respeitadas as regras e boas práticas internacionalmente aceites, no que concerne aos direitos de autor e direitos conexos.

Assim, o presente trabalho pode ser utilizado nos termos previstos na licença abaixo indicada.

Caso o utilizador necessite de permissão para poder fazer um uso do trabalho em condições não previstas no licenciamento indicado, deverá contactar o autor, através do RepositóriUM da Universidade do Minho.

Licença concedida aos utilizadores deste trabalho



Atribuição-SemDerivações

CC BY-ND

<https://creativecommons.org/licenses/by-nd/4.0/>

ACKNOWLEDGEMENTS

I would like to thank the following individuals and institutions for their contributions to my report. Doctor Teresa Vilaça has been an excellent professor from the time I first met her at my second semester. She was a respectable, responsible and resourceful supervisor who has provided me with valuable guidance in every stage of the writing of this report. Without her enlightening instruction, impressive kindness and patience, I could not have completed my report. Her keen and vigorous academic observation enlightens me not only in this report but also in my future study.

I shall extend my thanks to Professor Maria for all her kindness and help. I would also like to thank all my professors who have helped me to develop the fundamental and essential academic competence.

The internship opportunity I had with SRI was a great chance for learning and professional development. Therefore, I consider myself as a very lucky individual as I was provided with an opportunity to be a part of it. I am also grateful for having a chance to meet so many wonderful people. Bearing in mind previous, I am using this opportunity to express my deepest gratitude and special thanks to Beatriz who in spite of being extraordinarily busy with her duties, took time out to hear, guide and keep me on the correct path and allowing me to carry out my project at their esteemed organization during the training.

I express my deepest thanks to Marcela, for taking part in useful decision and giving necessary advises and guidance, and arranged all facilities to make my internship easier. I choose this moment to acknowledge her contribution gratefully.

And I also wanted to thank all of my classmates; they helped me a lot during my study. They helped me during the group works and gave me some ideas about the study. They are all friendly and kind. Thanks to gave me such a good memories of my university life.

STATEMENT OF INTEGRITY

I hereby declare having conducted this academic work with integrity. I confirm that I have not used plagiarism or any form of undue use of information or falsification of results along the process leading to its elaboration.

I further declare that I have fully acknowledged the Code of Ethical Conduct of the University of Minho.

ABSTRACT

INTERCULTURAL MEDIATION AT THE INTERNATIONAL RELATIONS OFFICE OF A UNIVERSITY

Weng Jing Guo

Professional Practice Report

Master in Education – Mediation and Supervision of Professional Development, Minho University
2018

With the mutual penetration of culture among countries, many students have also developed a strong interest in studying abroad. Chinese students, who come to a Portuguese university to study and live, may face more problems than international students from other European countries, because of cultural differences between China and Europe. The existence of these differences affects all aspects of Chinese students' life and learning. Therefore, this professional practice and research aimed to help to improve the SRI's response to motivate more Chinese students to choose the Green University (simulated name) and to welcome and include them better in the daily life of the university. In that case, intercultural mediation can play a fundamental role, since it appears as one of the primary functions of the educational relationship. First, a document analysis to understand the country of origin, course attended and characteristics of international students (n= 339) at the University under study was used. Then, a semi-structured interview was applied to Chinese students (n= 12) to understand their characteristics, needs, interests and problems in order to enable them to learn and live better in Portugal.

From the results, we found that cultural differences affect Chinese students studying and living in Portugal. Many of them had made some preparations before going abroad, and one part of them who had been studying abroad for many years, do not consider this situation complicated. Most of these students were able to study and live in foreign countries and after encountering problems, they were able to solve their own problems independently. However, in foreign life, their social participation was generally not very high due to language and cultural problems, they were not able to participate in social activities, and it was difficult for them to appreciate the fun of activities. This may be related to the way the Chinese people are active; they all preferred to have fun in small groups of friends and they enjoyed participating in some festivals where they were often able to show enthusiasm and interest. However, there were still many Chinese students who felt that it was very good to organize some outdoor activities in Portugal, not only because they could see beautiful scenery, but also because they could feel the history and culture of the country.

This study is important to let more people to understand the characteristics of Chinese students and to create conditions for them to achieve better academic results and live better in Portugal.

Keywords: Intercultural mediation; mediator; cultural sensitivity; Chinese students; Portugal.

RESUMO

MEDIAÇÃO INTERCULTURAL NUM GABINETE DE RELAÇÕES INTERNACIONAIS DE UMA UNIVERSIDADE

Weng Jing Guo

Relatório de Estágio

Mestrado em Educação – Mediação Educacional e Supervisão na Formação, Universidade do Minho
2019

Com a penetração mútua da cultura entre os países, muitos estudantes desenvolveram também um forte interesse em estudar no exterior. Os estudantes chineses que chegam a uma universidade em Portugal para estudar e viver, podem enfrentar mais problemas do que os estudantes internacionais de outros países europeus por causa das diferenças culturais entre a China e a Europa. A existência dessas diferenças afetam todos os aspectos da vida e da aprendizagem dos estudantes chineses. Assim, esta prática profissional e investigação visou ajudar a melhorar a resposta do SRI para motivar mais alunos Chineses a escolherem a Universidade Verde (nome simulado) e recebê-los e incluí-los melhor na vida diária da universidade. Nesse caso, a mediação intercultural pode desempenhar um papel fundamental, uma vez que aparece como uma das funções primordiais da relação educacional. Primeiro, foi utilizada uma análise documental para compreender o país de origem, curso frequentado e características dos estudantes internacionais (n=339) na Universidade Verde. Em seguida, foi realizada uma entrevista semiestruturada com estudantes chineses (n=12) para compreender as suas características, necessidades, interesses e problemas para os capacitar para aprenderem e viverem melhor em Portugal.

A partir dos resultados obtidos, descobrimos que as diferenças culturais afetam os estudantes chineses que estudam e moram em Portugal. Muitos deles fizeram alguns preparativos antes de vir para o exterior e uma parte deles que estudava no exterior há muitos anos, não considerava essa situação complicada. Muitos destes estudantes eram capazes de estudar e viver em países estrangeiros e, quando encontravam problemas, eram capazes resolver os seus próprios problemas de forma independente. No entanto, na vida no estrangeiro, a sua participação social geralmente não era muito alta devido a problemas linguísticos e culturais, não eram capazes de participar muito em atividades sociais, e era difícil para eles apreciarem a diversão das atividades culturais. Isso pode estar relacionado com a maneira como os chineses são ativos; todos preferiam divertir-se em pequenos grupos de amigos e gostavam de participar em alguns festivais, onde eram frequentemente capazes de mostrar entusiasmo e interesse. No entanto, ainda havia muitos estudantes chineses entrevistados que sentiam que era muito bom organizar algumas atividades ao ar livre em Portugal, não só porque podiam ver belas paisagens, mas também porque podiam sentir a história e cultura do país.

Este estudo é importante porque permitir compreender as características dos estudantes chineses e criar condições para que alcancem melhores rendimentos académicos e vivam melhor em Portugal.

Palavras chave: Mediação intercultural; Mediador; Sensibilidade cultural; Estudantes chineses; Portugal.

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	iii
STATEMENT OF INTEGRITY	iv
ABSTRACT.....	v
RESUMO	vi
LIST OF ACRONYMS	x
LIST OF TABLES	xi
LIST OF FIGURES	xii
CHAPTER I. INTRODUCTION.....	13
1.1. Introduction	13
1.2. Presentation of the professional practice theme.....	13
1.2.1. Context of professional practice.....	13
1.2.2. Current and relevance of the internship	14
1.3. Organization of the report.....	15
CHAPTER II. CONTEXTUAL FRAMEWORK OF THE PROFESSIONAL PRACTICE.....	16
2.1. Introduction	16
2.2. Professional practice framework at the institution	16
2.2.1. Characterization of the International Relations Office of a University	16
2.2.2. Characterization of the participants in professional practice	19
2.2.2.1. Target-students welcomed by SRI the academic year of professional practice	19
2.2.2.2. International Chinese students interviewed	21
2.3. Presentation of the problem and objectives of the intervention and research	22
2.3.1. Importance of professional practice within the area of master's specialization	22
2.3.2. Diagnosis of needs and interests	22
2.3.2.1. My motivations and interests	22
2.3.2.2. Diagnosis of needs.....	23
2.3.3. Research problem and objectives of the intervention and research	24
CHAPTER III. THEORETICAL FRAMEWORK OF THE PROBLEMATIC OF PROFESSIONAL PRACTICE....	26
3.1. Introduction	26

3.2. Intercultural mediation	26
3.3. Intercultural mediators and intercultural competences	29
3.4. Cultural sensitive education and the role of intercultural mediation in the integration of foreign students	30
3.5. Intercultural mediation in China	33
CHAPTER IV. METHODOLOGY	38
4.1. Introduction	38
4.2. General characterization of the intervention and research activities developed	38
4.3. Theoretical basis and presentation of the intervention and research methodology.....	40
4.4. Selection of the method and techniques of data collection	41
4.5. Elaboration and validation of the interview	43
4.6. Data collection	44
4.7. Treatment and analysis of data	45
CHAPTER V. PRESENTATION AND DISCUSSION OF THE RESULTS OF THE INTERVENTION AND RESEARCH	46
5.1. Introduction	46
5.2. Welcoming activities.....	47
5.2.1. The first welcoming activity.....	47
5.2.2. The second welcoming activity	50
5.3. The role of a trainee in intercultural mediation at the International Relation Office of a university	52
5.3.1. Daily routine at the SRI.....	52
5.3.2. Cultural adaptation and translation of some material of the SRI.....	53
5.4. Perceptions of the Chinese international students regarding the Green University.....	59
5.4.1. Perceptions regarding how the Green University's response could be improved to motivate more Chinese students to choose this university	59
5.4.2. Conceptions regarding how the Green University could include Chinese students better in the daily life of the university	64
5.4.3. Discussion of results	68
CHAPTER VI. FINAL CONSIDERATIONS.....	71
6.1. Introduction	71

6.2. Critical analysis of the results and their implications	71
6.3. Impact of the professional practice	72
6.3.1. Impact at personal level	72
6.3.2. Impact at institutional level	73
6.4. Implications for the future	74
REFERENCES	75
APPENDICES	78
APPENDIX 1 – INTERVIEW GUIDE	79
APPENDIX 2 - EXAMPLE OF INTERVIEWS	81

LIST OF ACRONYMS

AULP - Association of Portuguese Language Universities.

BA/BSc - Bachelor of Arts/Bachelor of Science.

CEER - Centre for Studies on Euro-regional.

CGU - Compostela Group of Universities.

CMC - Computer Mediated Communication.

CRUSOE - Council of Rectors of the Universities of South-western Europe.

ECTS - European Computer Trade Show.

EXPERTISSUES - European Institute of Excellence on Tissue Engineering and Regenerative Medicine.

EUA - European University Association.

GUPES - The Global Universities Partnership on Environment for Sustainability.

IM - Instant Messaging

IMFI - Initial, Medial, Final, Isolated.

MA/MSc - Master of Arts/Master of Science.

MBA - Master of Business Administration.

NNS - Non-Native speakers.

PhD - Doctor of Philosophy.

SGroup - Santander Group European Universities Network.

SRI - International Relations Office.

UK - United Kingdom.

LIST OF TABLES

Table 1– Characterization of the students welcoming by SRI the academic year of professional practice	19
Table 2 – Characterization of Chinese students	20
Table 3 – Characterization of the International Chinese students interviewed	21
Table 4 – Planning of the interview guide	44
Table 5 – Propaganda material of the University	54
Table 6 – Information on the university's website	56
Table 7 – Where Chinese international students learn about the Green University	59
Table 8 – Why Chinese international students choose to come to the Green University	60
Table 9 – Preparations Chinese international students made before enter to the Green University	60
Table 10 – Reasons because Chinese international students seek the Green University to attend Bachelor's Degree courses	61
Table 11 – What the Green University can do to motivate more international Chinese students to study there	61
Table 12 – What the Green University can do to improve personal and professional relations with China	62
Table 13 – What the Green University can do to have more Chinese international students	62
Table 14 – Advantages that Chinese international students have in studying in the Green University	63
Table 15 – Disadvantages that Chinese international students have in studying in the Green University	63
Table 16 – What Chinese international students could do to eliminate disadvantages found in studying in the Green University	64
Table 17 – Activities in which Chinese international students use to take part in the Green University	65
Table 18 – Expectations of Chinese international students regarding the Green University	65
Table 19 – What Chinese international students want to learn about the city and the country where the university is	66
Table 20 – What is the involvement of Chinese international students in the social life of the	

university	66
Table 21 – Reasons why Chinese international students are thinking about getting involved in organizing some intercultural activity	67
Table 22–Opinion of Chinese international students about the welcoming activities held by the University	67
Table 23- Opinion of Chinese international students about how the welcoming activities held by the University can be improved in the coming years	68
Table 24 – Opinion of Chinese international students about how Chinese culture can be valued in the intercultural activities of welcoming international students	68

LIST OF FIGURES

Figure 1. Overview of the activities developed during the professional practice	39
---	----

CHAPTER I

INTRODUCTION

1.1. Introduction

This chapter begins with the presentation of the organization of the chapter (1.1) and presents the theme of professional practice in a synthetic way (1.2), contextualizing it in the institution where it was developed (1.2.1), and showing the importance of its accomplishment (1.2.2). Finally, how this report on professional practice is organized is described (1.3).

1.2. Presentation of the professional practice theme

1.2.1. Context of professional practice

This internship of professional practice was included in the 2nd year syllabus Master in Education - Specialization in Mediation and Supervision of Professional Development. This Master Course aims (*Education 2016/2017*, n.d.): to provide a reasoned knowledge which allows to problematize theories and practices of mediation and supervision of professional development in the various contexts of professional intervention; to develop models and conceptual and methodologically appropriate devices to apply in contexts of intervention in training, supervision of professional development and mediation; to develop research methodologies in education adjusted to the study and intervention in processes of mediation and supervision of professional development; and to enable students for the autonomous practice of educational mediation and supervision of professional development.

Taking into account the Master's area of specialization, this internship was developed at The International Relations Office (SRI) of the Green University (simulated name) in the north of Portugal. The SRI of this university is the unit responsible for the operational coordination, monitoring and support of the development of all initiatives related to the internationalization of education, namely in the scope of academic cooperation and mobility (International Relations Services, n.d).

My internship intended to help to improve the SRI's response in integrating Chinese students in the daily life of the university. In this sense, it was included in the intercultural mediation intervention

area, because intercultural mediation is “an active engagement in diversity as a meaning making activity” (Liddicoat & Scarino, 2013, p. 54) that involves interpreting the meaning of diverse others for oneself and for others. This means that intercultural mediation is not solely the resolution of communication problems but also the development of shared understandings between participants in communication (Iriskhanova, Röcklinsberg, Ozolina, & Zaharia, 2004).

In my professional practice, I worked with professionals who are responsible for international students. This is an important area for me because I am an international student and my Master’s area of specialization is mediation. What do most international students need? What do they want? In this respect, I provided some information and advice, translated and adapted critically some promotional materials, participated in some activities to meet international students (some of the students come from China like me), I communicated with them in order to better help them, and I interviewed them to understand their perceptions regarding how to improve the SRI's response to motivate more Chinese students to choose the Green University and to welcome and include them better in the daily life of the university.

1.2.2. Current and relevance of the internship

Being an international student is not easy (Smith & Khawaja, 2011). International students have to overcome the language barrier, they have to adjust to a new educational and a new cultural environment, and they have to establish new social networks (Chen, 1999).

In a world of increasing globalization, individuals are thrust into situations in which they must communicate and solve problems with people from a variety of cultures. Globalization has increased contact between individuals from diverse cultural backgrounds in diplomatic, military, business, organizational, and community settings, bringing with it a heightened occurrence of intercultural conflicts and disputes. Although the issues at stake in these conflicts may be no different from those that occur between individuals from the same culture, intercultural disputes are plagued by additional difficulties stemming from cultural differences in values, norms for communication and stereotypes (Ting-Toomey, 1999, 2004, 2005). Although theories and research enumerating the difficulties associated with intercultural disputes abound, there are few studies that have examined the specific factors that help to facilitate the resolution of these disputes (Salmon, Gelfand, Çelik, Kraus, Wilkenfeld, & Inmam, 2013).

So as an international student, I can better focus on the needs of international students. Because international students came from different countries, cultures and environments, it is

necessary to use different ways to help them to solve their problems. The best way to empower them to face their problems is intercultural mediation. Developing my internship at the SRI was the best place to empower me to better understand this problem, and to develop competences as an intercultural mediator who acts to empower international students to deal with their own intercultural problems.

1.3. Organization of the report

In this first chapter (Chapter I), a brief presentation of the theme of the professional practice (internship) was given.

In the chapter II, the contextual framework of the professional practice is done, referring to the internship placement in the institution (2.2) and the presentation of the problem and objectives of the intervention and research (2.3).

In the chapter III, Theoretical Framework of the Problematic of the Professional Practice, a critical revision on Intercultural mediation (3.2), intercultural mediators and intercultural competences (3.3), cultural sensitive education and the role of intercultural mediation in the integration of foreign students (3.4) and intercultural mediation in China (3.5) are presented.

In chapter IV, the methodological framework of the professional practice is presented along the following six topics: general characterization of the intervention and research activities developed (4.2); theoretical basis and presentation of the intervention and research methodology (4.3); selection of the method and techniques of data collection (4.4); elaboration and validation of the interview (4.5); data collection (4.6); and data treatment and analysis (4.7).

In chapter V, the entire intervention / research process developed throughout the professional practice (curricular internship) is presented. In this chapter I describe my participation in the welcome activities to international students (5.2), my participation in administrative work at the SRI (5.3) and, later, the perceptions of the Chinese international students in relation to the Green University response to Chinese students (5.4).

In VI and final chapter, the final considerations on the work carried out along the professional practice and its implications are made (6.2). At a later stage, I present the impact of the professional practice at personal and institutional level (6.3). To conclude, some implications for the future are presented (6.4).

CHAPTER II

CONTEXTUAL FRAMEWORK OF THE PROFESSIONAL PRACTICE

2.1. Introduction

In order to frame the context of this professional practice in the institution where it was developed (2.2), the characterization of the host institution where it was carried out (2.2.1) and the participants in my professional practice (2.2.2) are characterized.

Subsequently, the problem area is contextualized and the objectives of intervention / research are defined (2.3). For this, after presenting the importance of the internship in the scope of the area of specialization of the masters (2.3.1), the phase of needs diagnosis and the results obtained, as well as my motivations and expectations for this professional practice are presented (2.3.2). Finally, the problem and objectives of the intervention / research are described (2.3.3).

2.2. Professional practice framework at the institution

2.2.1. Characterization of the International Relations Office of a University

The Green University was founded in 1973 and began its academic activity in 1975/76. It is located in two cities in the North of Portugal, a region known for its young and dynamic population, as well as significant economic activity. In its 40 years of life, the Green University combines a strategic vision of innovation and a careful scientific, pedagogical, administrative and financial management.

The Green University's mission (*Mission*, n.d.) is to create, spread and put knowledge into application, with free-thinking and pluralism as its core values. Its goals are to promote higher education and to contribute to shape a model of society based on humanistic principles, in which knowledge, creativity and innovation contribute towards growth, sustainable development, wellbeing and solidarity.

The University offers a wide range of courses corresponding to first, second and third cycles of studies leading to undergraduate (BA/BSc), graduate (MA/MSc) or doctorate (PhD) degrees. Bachelors' degrees (first cycle) have 180 or 240 European Credit Transfer and Accumulation System (ECTS), the equivalent to 3 or 4 years. Integrated masters programmes (courses that combine a bachelor with a

master) have 300 or 360 ECTS, the equivalent to 5 or 6 years. Master programme have 90 and 120 ECTS meaning one year and half and two years respectively, but some have 60 ECTS (1 year). PhD studies (third cycle) have 180 and 240 ECTS, meaning 3 and 4 years of study. All these cycles of studies can be attended on a part-time basis.

In addition to these cycles of studies, the University also provides a large number of courses that do not provide an academic degree, namely specialized training courses at masters and PhD level. The University also offers several short courses and a Preparation Course for Attendance of higher education (mature students over 23 years of age).

The number of the students of the Green University is about 19500 and they are distributed by 11 schools and institutes, namely: School of Sciences, School of Economics and Management, School of Engineering, School of Medicine, Institute of Social Sciences, and Institute of Education among others.

The University has a strong policy for internationalization, which is reflected in the following main lines of action: education, research and innovation, and interaction with the society.

Regarding education, this university interacts with more than 80 countries and 400 universities around the world. The Green University is very active in the recruitment of international students, in mobility programs, in the establishment of degrees in association, and in distance learning, vectors that allow for the internationalization of its educational offer.

In terms of research and innovation, on the one hand, the dynamic participation of the university in partnership with foreign research centres is visible in the publication of various scientific articles in journals with impact factor and, on the other hand, its integration in various international research networks such as, for example, the Campus do Mar - International Campus of Excellence, or the EXPERTISSUES - European Institute of Excellence on Tissue Engineering and Regenerative Medicine, are to be highlighted.

Finally, on the dimension of interaction with the society, there are several lines of action along which the university goes international, namely practices of valorisation of knowledge, or sports and cultural activities that are projected in the international context.

As a reflection of its internationalization policy, the University belongs to several international networks of cooperation, such as, among others: AULP – Association of Portuguese Language Universities; CEER – Centre for Studies on Euro-regional Galicia – North of Portugal; CGU – Compostela Group of Universities; CRUSOE – Council of Rectors of the Universities of South-western Europe; EUA – European University Association; GUPES - The Global Universities Partnership on Environment for

Sustainability; SGroup – Santander Group European Universities Network; and United Nations Global Compact.

SRI, where this internship was carried out, has the following functions:

- a) To coordinate and support all initiatives/actions related to international relations and cooperation of the University within the internationalization of education/academic cooperation and mobility;
- b) To gather and treat information on academic cooperation and mobility programmes/initiatives, respective financing conditions and application procedures;
- c) To disseminate, promote, support, implement and monitor at internal level all initiatives falling under its scope;
- d) To promote contacts and play the intermediary role with the various national and foreign official bodies within its scope of action;
- e) To promote, support, implement and monitor the mobility of national and foreign students, academic and non-academic staff;
- f) To provide information, which is directly related with its scope of action, about the Green University;
- g) To interact and promote the necessary collaboration with the other units of the Green University in order to develop its activities accordingly;
- h) To play the role of information and liaison office of the Green University in the international cooperation networks to which it belongs;
- i) To present itself as an updated information centre regarding the publications on partner higher education institutions and official documents on academic mobility and cooperation programmes/actions.

The work structure of the SRI is as follows: *Outgoing team* who takes care of mobility from the Green University to other institutions; *Incoming team* to take care of mobility from other institutions to the Green University; *Projects*; *Financial*; and *Institutional agreements*, *Networks*, *Summer Schools* and *International weeks*.

2.2.2. Characterization of the participants in professional practice

2.2.2.1. Target-students welcomed by SRI the academic year of professional practice

The international students who arrived this year to the University came from thirty-seven countries and regions; they had a different cultural background; different individual characteristics and different needs. As a trainee at SRI, I joined the team that welcomed this semester these international students and I analysed their age, gender and level of study. Table 1 describes the characterization of these students who were welcomed by SRI this academic year (n=339).

Table 1. Characterization of the students welcoming by SRI academic year of professional practice (n=339)

Country	Age						Sex				The level of studies students are attending at this University									
	18-20		21-30		>31		Male		Female		Bachelor's Degree		Master		Integrated Master		Doctorate		Post-Doc	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Brazil (n=95)	15	16	76	80	4	4	58	61	37	39	70	74	1	1	23	24	1	1		
Spain (n=65)	9	14	56	86			39	60	26	40	47	72	1	1	17	26				
Italy (n=31)	2	6	29	94			16	52	15	48	14	45	4	13	13	41				
Turkey (n=21)	3	14	18	86			14	67	7	33	10	48	1	5	9	42	1	5		
Poland (n=15)	1	7	14	93			4	27	11	73	6	40			9	60				
Germany(n=12)			12	100			9	75	3	25	5	41	2	17	5	41				
Slovakia(n=10)	2	20	8	80			7	70	3	30	3	30			7	70				
France (n=8)	3	37	5	62			2	25	6	75	6	75	1	12.5	1	12.5				
China (n=8)	4	50	4	50			5	62.5	3	37.5	8	100								
Greece (n=6)			6	100			3	50	3	50	6	100								
Lithuania(n=6)	1	17	5	83			1	17	5	83	4	67			2	33				
Albania (n=5)			5	100			3	60	2	40					3	60	2	40		
Cambodia(n=5)	1	20	4	80			4	80	1	20	3	60			2	40				
UK (n=5)	2	40	3	60			3	60	2	40	5	100								
CzechR.(n=4)	1	25	3	75			1	25	3	75	2	50	1	25	1	25				
Colombia(n=4)			3	75	1	25	1	25	3	75			1	25	1	25	2	50		
Belgium (n=4)			4	100			3	75	1	25	1	25	1	25	2	50				
Switzerl.(n=4)			4	100			2	50	2	50			4	100						
India (n=3)			3	100			3	100					3	100						
Hungary (n=3)			3	100			1	33	2	67			3	100						
Bulgaria (n=2)			2	100					2	100	2	100								
Croatia (n=2)			2	100					2	100	2	100								
Romania (n=2)			1	50	1	50			2	100			2	100						
Portugal (n=2)			2	100					2	100	2	100								
Mexico (n=2)			2	100					2	100	2	100								
Australia (n=2)			2	100			2	100							2	100				
Maced. (n=1)			1	100			1	100					1	100						
Angola (n=1)			1	100			1	100					1	100						
Cyprus (n=1)			1	100					1	100			1	100						
NewZeal.(n=1)	1	100							1	100	1	100								
Ukraine (n=1)	1	100							1	100	1	100								
Peru (n=1)					1	100	1	100									1	100		
Iran (n=1)					1	100	1	100									1	100		
Mongolia (n=1)			1	100					1	100					1	100				
Iraq (n=1)			1	100			1	100									1	100		
Kosovo (n=1)			1	100					1	100					1	100				
Bolivia (n=1)					1	100			1	100									1	100
Slovenia (n=1)			1	100					1	100					1	100				

Note: Portugal (students are Portuguese but come from another university for exchange)

In this academic year, the countries with the largest number of students at the Portuguese Green University were Brazil (n=95), Spain (n=65), Italy (n=31), Turkey (n=21), Poland (n=15), Germany (n=12) and Slovakia (n=10). There were seven countries that had at this University among nine to five students, namely France (n=8), China (n=8), Greece (n=6), Lithuania (n=6), Albania (n=5), Cambodia (n=5) and United Kingdom (n=5). There were still twenty-three countries that had among four to one student studying this academic year at this University.

The international students coming from all the above countries had mostly between 21-30 years of age. It was also observed that in most of the countries that had more than five students in this university there were more men than women, as was the case of Cambodia (85%), Germany (75%), Slovakia (70%), Turkey (67%), China (62.5%), Brazil (61%), Spain (60%), Albania (60%), United Kingdom (60%) and Italy (52%). In the international students who come from Greece, half were men and half women. There were still a number of countries where there were more women than men to attend this academic year the Green University, namely Lithuania (83%), France (75%) and Poland (73%).

In relation to the level of studies they were attending at this university, it was possible to group the countries in three groups. In the first group of countries, all students went to the Bachelor's degree (China, Greece and UK). In another group of countries, most of the students came to the Bachelor's degree and there were a smaller percentage of students attending post-graduate studies (Brazil, Spain, France, Lithuania, Cambodia). In the third group of countries, more than half of the students in the Green University were attending postgraduate courses at the master's, integrated master's or doctorate degree levels, as was the case of Italy, Turkey, Poland, Germany and Slovakia.

The Chinese students who came this year to the Green University are characterized in the Table 2.

Table 2. *Characterization of Chinese students*

Characteristics	f	%
<i>Age</i>		
20 years old	4	50
21 years old	3	37
22 years old	1	13
<i>Sex</i>		
Male	5	63
Female	3	37
<i>Level of Studies they are attending at this University</i>		
Bachelor's Degree	8	100

Four of these students were 20, two were 21, and one was 20 years old. The majority were male (63%) and all were attending the Bachelor's Degree.

The analysis of these data gives rise immediately to a set of questions: Why are there many fewer Chinese students than students from other countries studying at this university? Why do Chinese students only attend Bachelor's Degree? Why do not attend other levels of education? Why do more Chinese men than women studying at this university? What can be done to encourage more Chinese women to come to this university? What can be done to encourage more Chinese students to come to different levels of education at this university?

2.2.2.2. International Chinese students interviewed

To deepen the above questions referred to and attain the objectives of this research, an interview was conducted with a convenience sample (McMillan & Schumacher, 1997) of Chinese students, half men and half women, from the university where this professional practice was carried out (Table 3).

Table 3. *Characterization of the International Chinese students interviewed*

Characteristics	Chinese International Students at the Green University												TOTAL
	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	
<i>Sex</i>													
Male	√		√		√		√		√		√		6
Female		√		√		√		√		√		√	6
<i>Age</i>													
19 years old		√	√										2
20 years old					√	√							2
22 years old									√				1
24 years old				√			√	√				√	4
26 years old	√									√	√		3
<i>Course attending at the Green University</i>													
PhD candidate Biological Engineering	√												1
Doctor Biological Engineering				√						√	√		3
Master of International Relations							√						1
Master of Portuguese as a second language								√	√			√	3
Bachelor of Languages and Portuguese Literature		√	√		√	√							4
<i>How long have been studying at the Green University</i>													
< 1 year	√	√	√	√	√	√							6
> 2 years							√	√	√	√	√	√	6

In all the tables elaborated in this report, to refer to the Chinese international students interviewed the letter S was used, and to refer to the number of the interview of these students a number was added to the letter. Thus, the interview of the student 1 was S1, of the student 2, S2, etc.

2.3. Presentation of the problem and objectives of the intervention and research

2.3.1. Importance of professional practice within the area of master's specialization

After studied in the area of Specialization in Mediation and Supervision of Professional Development for one year, I learnt some theoretical knowledge about mediation and about supervision. What is Mediation? What is supervision? In my mind, I only knew theories about them but I didn't know how to use them in the work or how to do better the work by using them.

As I was working at SRI as an international student, I chose to focus my work on intercultural mediation that involves interpreting the meaning of diverse others for oneself and for others. This means that intercultural mediation is not solely the resolution of communication problems but also the development of shared understandings between participants in communication. Therefore, in the area of Specialization in Mediation and Supervision of Professional Development, the Intercultural mediation is a priority area when working with international students.

2.3.2. Diagnosis of needs and interests

2.3.2.1. My motivations and interests

As future expert in the area of Specialization in Mediation and Supervision of Professional Development, after one-year study I always thought about what kind of job I will do in the future. In the second year of the Master's studies, the opportunity to carry out the professional internship at the International Relations Office (SRI) in the area of Intercultural Mediation emerged. This opportunity motivated me a lot because the SRI deals with all kinds of related matters of students and teachers from different countries and I, as a Chinese student also studying here, I knew what Chinese students want and what they need.

Because I am a Chinese international student, I could work together with the SRI team and shared with these professionals my ideas, my culture and my expectations regarding this University and, gave them my critical opinion to increase the inclusion of Chinese students, to motivate the Chinese families and students to study at this Portuguese University and to value the personal and professional relations between our two countries. During my work, I also learnt how to properly handle the problems encountered in my work and understood the contents of the work of the International Relations Department, which provided an alternative way for the future job.

2.3.2.2. Diagnosis of needs

Methodology

The diagnosis of needs was initiated with two meetings involving a key SRI responsible to share my motivations and expectations within this Master's area, and to analyse what kind of the SRI needs this internship could contribute to, also bearing in mind that my country of origin is China. To deepen this diagnosis, I also carried out a document analysis to characterize the International students, with particular emphasis on the Chinese students, with the purpose of understanding what kind of Chinese students were interested in this University.

Furthermore, for about three months (September to November) I made participant observation during my working hours at SRI with the purpose of understanding the needs and motivations of the Chinese students who came this year for the first time to this University. This work also enabled me to develop skills to work in an International Relations Office and apply my knowledge on intercultural mediation in order to create inclusive social networks between different countries.

Results and discussion

According to this holistic needs assessment, we gathered the following evidences in our analysis of the documents produced by the SRI and in the contact with the Chinese students who were at the SRI this academic year and with those who were at the welcoming reception to the new international students:

1. They were interested in new environmental exploration. When international students come here, they want to slowly explore the new environment from the daily life, and discover some interesting and different places.
2. They were interested in learning new knowledge. Although they encountered many problems in the learning process, this did not eliminate their interest in learning new knowledge.
3. They were interested in experiencing new life interest. They wanted to experience different cultures, life and diet in order to understand the Portuguese culture and experience a different culture, namely the ways people enjoy themselves and take up their leisure time.
4. They were little involved in the social life of the university. They did not interact much with colleagues from other countries in the non-formal contexts at the university and, as with other students, they were not very active in the organization and/or participation of intercultural activities.

The characterization of the Chinese students also showed us some interesting data regarding the following aspects:

5. They were poorly informed / motivated to attend courses at this university. There were few Chinese students who came to this university and they attended exclusively the Bachelor's Degree. Therefore, it is necessary to increase the quality of the dissemination of the Bachelor's Degree, Masters, integrated-Masters and doctorate courses in China, as well as the post-doctorate offer of this University.
6. There were gender differences in the access to Chinese students at this University. There were more Chinese men than women studying at this university therefore it is crucial to find solutions to encourage Chinese women to come to this university.

2.3.3. Research problem and objectives of the intervention and research

Considering the relevance of the role of intercultural mediation for social inclusion and the creation of networks between different countries, as well as the needs detected in the Chinese students who attended this University and, the motivations and expectations of the trainee for the aspects considered most relevant in this training in the area of specialization of Mediation and Supervision of Professional Development, the following general objective and specific objectives were established for the curricular internship.

General objective

The general objective of this internship was to help to improve the SRI's response to motivate more Chinese students to choose this university and to welcome and include them better in the daily life of the university.

Specific objectives

To achieve the general objective, the present intervention and research plan seeks to meet the following objectives:

1. To plan and implement activities to welcome Chinese colleagues, valuing their culture, but working in an integrated way with the reception of all colleagues from other countries;
2. To investigate the perceptions of the Chinese international students of this University regarding how the SRI's response could be improved to motivate more Chinese students to choose this university and to welcome and include them better in the daily life of the university.

3. To characterize the support to the international students and, more specifically to the community of Chinese students, of a trainee in intercultural mediation at the International Relation Office at the university, doing administrative work;
4. To make the cultural adaptation of some material that exist in other languages, based on the results of the interview with Chinese students and the critical analysis of the trainee, and translate them to Chinese in order to motivate more Chinese students to choose this university and to welcome and include them better in the daily life of the university.

CHAPTER III

THEORETICAL FRAMEWORK OF THE PROBLEMATIC OF PROFESSIONAL PRACTICE

3.1. Introduction

In this chapter, theoretical framework of the problematic of professional practice, the scope of the intercultural mediation (3.2) and the role of intercultural mediators and intercultural competences (3.3), are discussed. Posteriorly, some studies on sensitive education and the role of intercultural mediation in the integration of foreign students (3.4) and intercultural mediation in China (3.5) are presented.

3.2. Intercultural mediation

Baraldi and Rossi (2011) defined the mediator as a third neutral party in a conflict, with the function of helping the conflicting parties in managing their relationships, or, to be more precise, of coordinating the parties to autonomously find solutions to solve their conflicts; these solutions should satisfy both of them. However, intercultural mediation is not always interpreted as conflict management as intercultural mediators generally employ mediation to improve positive relationships between different cultures (Favaro & Fumagalli, 2005 as cited in Baraldi & Rossi, 2011).

According to a revision carried out by Liddicoat (2016), intercultural mediation can be understood as a problem-solving activity that deals with the lack of communication caused by cultural differences, which means that its process is developed to promote intercultural communication as the ability to handle intercultural problems that result from cultural differences. Intercultural mediation has, therefore, tended to correct problems of intercultural communication and normalize miscommunication. In his perspective, is more productive to think about intercultural mediation as a relational and interpretative activity, where the active engagement in diversity is understood as a meaning making activity that involves interpreting the meaning of diverse others for oneself and for others (Liddicoat & Scarino, 2013).

Larragueta, Rodrigo and Sierra (2013) argue that as educational professionals advocate for a transformative approach to mediation, “examining closely changes in relationships among people to

improve communication and intercultural coexistence and to promote their actions through the development of an intercultural and inclusive education” (p. 919), which means to develop

an educational approach based on the respect and the evaluation of diversity, addressed to each and every member of society as a whole, proposing a model of intervention, formal and informal, holistic, integrated, representing all dimensions of the educational process in order to achieve equal opportunities / results, overcoming racism in its various manifestations, communication and intercultural skills (Daz-Aguado, 1995, as cited in Larragueta et al., 2013, p. 919).

Teachers themselves may be considered potential intercultural mediators, as in their daily work should maintain and support good relationships with all students (Larragueta et al., 2013). According to Baraldi (2009), the only way to know the meaning of cultural diversity is to observe it within communication: when different expectations about values, ways of participating and results emerge in communication, we can say that communication is ‘intercultural. In this perspective, in the area of intercultural mediation, on one hand we intend to examine closely what is essential to face conflicts’ prevention and, on the other hand, to promote the development of values to improve intercultural coexistence, integration and development of an inclusive school.

A theoretical revision of the definition of mediation supplied by Larragueta et al. (2013) shows that one part of researchers reduce intercultural mediation to a simple resolution of conflicts in which the two fighting parties address to an impartial third party, the mediator, to reach a satisfactory agreement, or a form of conflicts’ resolution which basically consists in finding an agreement through dialogue, with the help of an impartial third party. According to these researchers there are other way to conceptualize intercultural mediation, that is “taking into consideration the transformation of social relations and the prevention of conflicts, considering necessary the creation of a space for communication among cultures, so that the new social structures stop to be considered areas of contrast and misunderstanding” (Larragueta et al., 2013, p.919). In this sense, intercultural mediation is defined as

a form of a third neutral party’s intervention among different actors and institutions in social multicultural situations, in which the professionals build union bridges or links among different actors or social partners in order to prevent and / or solve and / or reform potential conflicts and improve communication, with the final goal to work for intercultural coexistence (Giménez Romero, 2002 as cited in Larragueta et al., 2013, p.919).

Reinforcing this concept, intercultural mediation could also be defined as a “professionalized resource, aiming to contribute to the improvement of communication, relationship and integration among people, belonging to one or more cultures or groups, in a common territory” (Carretero Palacios, 2008 as cited in Larragueta et al., 2013, p.919).

According to Larragueta et al. (2013) the action of intercultural mediators in schools is inhibited mainly for three reasons:

- *the lack of a formal and regulated education for mediators and the lack of a clear legislation defining the intercultural mediation in schools.* Legislative gaps governing their actions and their incorporation into the school create uncertainty, distance and even a certain lack of consciousness of class, interfering with the construction of a really inclusive practice to attend the diversity inside the school.
- *the lack of a professional culture characterizing the educational settings.* The perception of professionals working in schools in relation to the professional mediator, is not consider him/her as a partner and resource in the school, but as an external expert acting alone at specific times, quite outside the curriculum and educational project. In this way, they argue that considering the concept of mediation as transformation is an opportunity to improve intercultural mediation in the school setting, facilitating communication lost.
- *the lack of a common, consensual, holistic and integrating project.* Larragueta et al. (2013) observe a widespread interest in multiculturalism as an element to work with in the school, but when they observe closely dynamics and actions with relation to mediation and immigrant pupils' integration they found that it does not exist a common educative project, based on multiculturalism, shared and agreed by different professionals in schools.

According to Six (as cited in Sani, 2015) there are four fundamental characteristics of the intercultural mediation:

- *It is creative.* Because intercultural mediation intends to create new connections, which did not exist before, between people or groups, from which both parties benefit.
- *It is renewing.* Because it allows to improve the existing connections between the mediated parties, connections that had been deteriorated or loosened before the conflict.
- *It is preventive.* In the sense that it foresees and prevents the conflicts that might occur between people or groups
- *It is therapeutic.* Because mediator assists and helps the people and the groups to find solutions and to chose ways out of the conflict.

Six (as cited in Sani, 2015) argues that these four forms of mediation “tend to create or re-create the communication thanks to the intervention of the mediator, whose role is of decisive importance, as he/she acts as a bridge between different cultures. In its broadest meaning,

intercultural mediation can be described as a practice aimed at solving problems due to communication barriers that can be originated from the lack of knowledge of the language and culture of the interlocutor” (p. 2583). Sani (2015) explains that for immigrant people, the parting from the land of origin and from the affective relations, as well as the change of lifestyle and the resulting sense of loneliness, and the lack of certainties and cultural references, can cause strong disorientation and affect negatively the psychological and physical levels, so it is easy to understand

the importance of promoting a valid intervention of mediation that aims, on the one hand, to foster the dialogue among different cultures and, on the other hand, that considers the intrinsic value of the people and of the fact that each individual – independently from one’s own culture - perceives and experiences such changes in a totally subjective way and, therefore, needs an active and participating listening more than methodological and organizational procedures based on the mere knowledge of the culture of origin (Dusi, 2000, as cited in Sani, 2015, p. 2583).

3.3. Intercultural mediators and intercultural competences

According to Lázaro e Martínez (2017) the definition of intercultural mediator is included in the perspective of cultural identity and intercultural education. Liddicoat (2016) based on a literature review argues that intercultural mediators are involved in processes of analysing both the meanings of others constructed within cultural framing and providing those who do not share a cultural framing with the means to understand diverse others, explaining and negotiating cultural phenomena. Therefore, they are positioned between cultures as an interpreter of meanings and can therefore be understood as a practitioner in diversity, in which acts of interpretation and meaning-making are fundamental to communication; that is, mediation involves both analysis and performance (Liddicoat & Scarino, 2013). Liddicoat (2016) argues that an intercultural mediator does not simply have knowledge of, or participate in two cultures, but rather has the interpretive capability to provide to members of one culture the interpretative resources needed to comprehend a text written for another.

The British research regarding the The Year Abroad (YA) (Alred & Byram, 2002), that is a requirement for students of foreign languages to spend one year in one or more foreign countries where the language(s) they are studying are spoken natively, show that students were challenged, generally enjoyed their sojourn, reported extensive cultural learning, and pay attention to the use of language in social exchange and intercultural mediation. Students also described The Year Abroad as a major episode in their lives affecting self-understanding and outlook on life, reported marked changes in self-perception, personal development and maturity, and experienced this year as a process of temporary re-socialization into a foreign culture and its practices and beliefs. In this study, these researchers, reviewing other studies, conceptualized this learning whilst living and working abroad as ‘intercultural

competence', assuming the definition of intercultural competence by Jensen et al. (1995 as cited in Alred & Byram, 2002, p. 340): "the ability to behave appropriately in intercultural situations, the affective and cognitive capacity to establish and maintain intercultural relationships and the ability to stabilize one's self identity while mediating between cultures". The model of intercultural competence used in this study has five elements (Alred & Byram, 2002, p. 340):

The first two are preconditions for (successful) intercultural/ interlingual interaction:

- * attitudes: relativize self and value other; suspend belief in own and disbelief in others' behaviours, beliefs and values;
- * knowledge: of own and others' behaviours, beliefs and values; of how each is seen by other – comparative methods.

The next are the necessary skills:

- * of interpreting and relating 'documents'/'texts' based on existing knowledge and attitudes;
- * of discovering (in own time or in interaction) new behaviours, beliefs and values;
- * of interacting in real time based on other preconditions and skills (this is not the only aim for language and culture teaching).

and in an educational setting:

- *the responsibility of the teacher to develop 'critical cultural awareness' .

Alred and Byram (2002) argue that in order to be an intercultural mediator, the person with these competences needs to give more emphasis to the individual's potential for social action, rather than to these competencies acquired as a consequence of teaching and learning.

In this sense, Lázaro e Martínez (2017) explain that the intercultural mediator is perceived as an active person in the process of integration of migrant or minority culture. According to Sani (2015), the intercultural mediator has the responsibility to assist and facilitate the integration of the immigrant in the host country, to implement intercultural interventions and to tear down the social barriers of exclusion and segregation since the work of the mediator is essentially aimed at promoting the creation of positive relations based on dialogue and confrontation between diversities. This author reinforces that the role of intercultural mediator is to promote behaviour patterns able to contrast the phenomena of exclusion and discrimination and to foster new ways of communicating and new possibilities of understanding. In this sense, the mediator must be able to use a series of educational strategies designed to transmit new value systems and to arouse a broad intercultural sensibility.

3.4. Cultural sensitive education and the role of intercultural mediation in the integration of foreign students

Mecea (2013) argues that it is necessary a cultural sensitive education because experts in the field of Humanities and Technology are enable of managing cultural differences at their workplace, caused by

the lack of culture awareness skills. In her perspective, “cultural awareness and a certain knowhow for tackling cultural differences and integrating them in a harmonious, comprehensive fashion are key issues for professionals from distant corners of the world working together” (Mecea, 2013, p.159).

According to Mecea (2013), the problem covers aspects of everyday cohabitation and co-operation between employees, and the tensions which may arise because of the lack of mutual understanding regarding, for example different work ethics and approaches to professional activities, ethnic or religious particularities, and certain sensitive subjects or themes to be discussed. Therefore it is necessary to start working with cultural sensitive education at the university because

While universities should devote more attention to incorporating such themes in their curriculum offer, let us analyse the benefits of studying in a multicultural university and to see how educating professionals in a culturally inclusive academic environment enhances their abilities to perform in a globalized labour market, while contributing to the elimination of potential conflict sources and consequently fostering international stability. (Mecea, 2013, p. 154)

Lyubovnikova, Napiersky and Vlachopoulos (2015) emphasize the mediating role of intercultural sensitivity. Focused on a literature review, they define intercultural sensitivity as a specific cognitive capability that captures the degree to which an individual takes an active interest in other peoples' cultural backgrounds, perspectives, needs, and how they express themselves. In their perspective, individuals high in intercultural sensitivity are more able to assimilate their behaviour to norms of a new cultural context, are better attuned to the importance of cultural differences, and are more sensitive and empathetic to the perspectives and views held by people from other cultures.

Lyubovnikova et al. (2015), based on the assumptions of Bennett's developmental model of intercultural sensitivity (three ethnocentric stages - denial, defence and minimisation, focused on an individual's cognitive reality of their own culture -, followed by three ethno relative stages - acceptance, adaptation and integration -, focused on how one's own culture is experienced in relation to other cultures with the end goal of successfully acquiring an international perspective), argue that the successful development of intercultural sensitivity lies in building an awareness of one's own culture, recognizing cultural patterns, and learning about patterns of differentiation in other cultures. Therefore, these researchers emphasize reflexivity as a prerequisite for the development of intercultural sensitivity, because in “an intercultural task environment, non-reflective individuals are unlikely to see the need to neither adapt or change their task processes to better align them with culturally dissimilar others, nor recognize the learning potential of working more effectively in intercultural groups” (Lyubovnikova et al., 2015, p. 1700). According to Sani (2015), from an intercultural point of view, mediation has a fundamental role in social integration of foreign citizens and their cultural integration, as explains below:

mediation can be considered a determining factor in social integration policies and is necessary both to allow foreign citizens to exercise their rights and to be able to avail themselves of the same opportunities of the native citizens, and to foster cultural integration through the reciprocal knowledge and the exchange between different cultures. (p. 2582)

According to Sani (2015), a similar increase of the number of foreign students necessarily entails the need to launch an educational policy aimed at fostering the dialogue among different cultures and at promoting the inclusion of immigrant students. In this respect, she emphasises that the educational measures put in use by the Ministry on Education have addressed the issue of mediation not only as a way to foster the reception of foreign students and the school – family relationship, but also as a criterion for the promotion and the development of intercultural education, independently from the presence of foreign students in the schools. According to her, in the school context, the mediator must support the teachers, foster the relationship between the school and the families of the immigrant students, and carry out an orientation activity to give those families the possibility to know and be confident with the educational system. Therefore, she argues that the role of mediator must be to provide students with the necessary information concerning the services offered by the school, to guide and accompany them inside the various school facilities, to translate into their source language the documents, the notices and the various informative materials, as well as to intervene during the meetings with the school staff, in particular with teachers and principals, to foster the interactions and to prevent or mitigate possible conflicts. The mediator must become a reference and an identification model, providing students with moral support to help them to reduce their anxieties and the inevitable initial disorientation, and supporting them during the phase of reception and integration. In this sense, she explains that the mediator must help them to know the rules in force in the new school and to appreciate and accept the culture.

Summing up, Sani (2015) advocates that when requesting a mediation intervention, the school must be aware that the mediator is an important resource and can offer a valid contribution to review and expand the educational syllabus and the didactic programmes, but the mediator cannot replace the teachers for their role and expertise. Finally, the educational system must become aware that the role of the mediator does not have sense if he/she is not accompanied and supported by all those people that, in various ways, take part to the school life itself: from the teachers to the parents and the native and foreign students.

3.5. Intercultural mediation in China

With the rapid development of science and technology, people all over the world live together in the same global village. In the process of globalization, people from different cultural backgrounds are increasingly connected due to different purposes such as economy, politics and culture. This has promoted that more and more Chinese people go abroad to learn, communicate and live in various countries around the world. There are more and more opportunities for Chinese people to contact and interact with people from all over the world. At the same time, people from all over the world are gradually learning more about China and the Chinese. However, in the process of mutual interaction, we will see the collision between different cultures. The way of thinking in her/his life, living habits and behaviours are completely different, so in the process of interaction among different cultures there is an inevitable phenomenon of cultural conflict. How to solve such cultural conflicts? At this time, what we need may be the adoption of intercultural mediation.

Cultural conflicts that often occur in intercultural communication between China and European countries

There are many cultural conflicts that may arise in intercultural communication between China and Europe. Here we present several common conflicts according to Jun Lu (2010).

Privacy conflicts. Generally speaking, Europeans pay more attention to personal privacy and pay attention to personal space. Normally, they do not mention too much about themselves, nor are willing to let others intervene. The Chinese people's awareness of personal privacy is still weak. Most of them like to find a sense of belonging, gather together to pay attention to unity and friendship, and care for each other. Therefore, Chinese people are often willing to listen to others' vicissitudes of life and like to talk to each other. In this sense, there may be some conflicts between the two cultures on the issue of privacy. For example, when Chinese meet for the first time, they may ask each other' age, marital status, children, occupations, and even income, but these are in the eyes of European countries issues that are as a violation of their privacy.

Conflicts in living habits. Chinese people usually rest according to the normal working and sleeping time, but the European people's working and sleeping habits are generally late and more casual. So if Chinese students are sharing a flat, or living in a school dormitory, Chinese students prefer to live with Chinese students. If Chinese students live with students from other countries, there may be some conflicts caused by different living habits.

Conflicts in food and beverage customs. Chinese people have a big difference in diet when compared with people in European countries. Chinese people like to cook food using various spices, cooking methods are more diverse, and they produce a lot of oil smoke. People in European countries generally have a simple cooking method and do not use a lot of oil. Generally, they do not produce a large amount of oil smoke. Chinese people also eat a variety of things and many people in Europe do not eat in the same way, so when people in Europe see Chinese people eat some food they will be shocked. Therefore, when Chinese people eat or cook with Europeans, there will be some conflicts.

Conflicts in learning habits. Chinese students are more accustomed to independent study, exams and self-directed learning. European assessments are sometimes conducted in small groups, and team members are required to work together to complete a course. Many Chinese students have reported that Chinese students have difficulties to become integrated when they work together, and sometimes because of the different ways of doing things, it is easy to create contradictions and conflicts.

Reasons for cultural conflicts

There are many reasons for cultural conflicts between China and Europe. The fundamental reason is that China and Europe have different cultures and different historical backgrounds, which will inevitably lead to differences in people's thoughts and behaviours, and even conflicts. Let us take a closer look at the main reasons according to Jun Lu (2010).

Differences in thinking patterns. Culture affects people's perceptions and understandings of external things. Different countries have different cultures. Therefore, there must be differences in thinking patterns, which is particularly evident between Eastern and Western cultures. The thinking mode of Western culture pays attention to logic and analysis, while the thinking mode of Eastern culture shows intuitional integrity. This is also the characteristic of Chinese traditional cultural thinking. Due to the influence of this traditional culture, Chinese people often pay special attention to intuition and pay attention to understanding.

Code of conduct varies. The specific meaning of the code of conduct refers to the ethical standards and codes of conduct that are accepted by society. In short, it is a norm that tells people what to do and what not to do. When people of different cultural backgrounds interact, a phenomenon that often occurs is to use the behavioural norms of the society in which they are located to determine the rationality of the other party's behaviour. Because of differences in behavioural norms between the two sides, misunderstandings, unpleasantness, and even worse results are often generated.

Different value orientations. People's ability to communicate is generated in the process of socialization and must be linked to values. Each culture has its own unique value system. This system can help people to distinguish between beauty and ugliness, kindness and evil. This is the philosophy of life, moral standards and norms of behaviour. But it cannot be separated from the specific cultural existence. The judgment criteria of each culture are different. Each individual considers his/her own culture good and could consider another culture not so good. However there are rationalities in all cultural systems.

Influence of pragmatic transfer. People's evaluation and interpretation of the phenomena, things and behaviours encountered, are based on culture of individuals. The same is true in intercultural communication. Therefore, it often causes communication barriers. The root cause is that they ignore language. The rules for the use of different languages of culture will be different. The standard norms of a culture can only be explained in its own specific conditions, but it cannot be used to describe another culture. Otherwise, it will lead to the failure of intercultural communication. The underlying reason is people lack sensitivity to social language differences and unconsciously moves language, which can sometimes be very serious.

The role of language in intercultural mediation. An important purpose of human inventing language is to avoid unnecessary conflicts when they can understand each other, so as not to pose a threat to survival. Language has always served as a cultural mediator from the initial invention to the complex existence of today. It plays a very important role in intercultural regulation. Behind the linguistic sign system is a cultural form that bears a common and mutually agreed identity of the human community. The process of learning the language must be in contact with the culture. People's evaluation and interpretation of the phenomena, food and behaviour are based on their own culture. The consequence of not following the cultural norms of language is ambiguity and misunderstanding. This will be a major disaster in the history of language communication. In linguistics, the differences between word meaning and logic combination are discussed. This is a necessary discussion for practical application. Cultural communication itself also depends on the expression of language. When translating text, it can be semantically appropriate. The fit is commendable, because the vocabulary that constitutes the language itself has the ambiguity of the meaning boundary, although the core meaning has the same identity. But language is not a versatile mediator in cultural exchanges; it is a bridge to connect with each other.

For intercultural mediation, language plays a very important role. Based on the culture of both sides and the inconsistency of language, we need to require mediators to have a certain foundation in

language. In mediation, although we can also ask the translator to be present, the mediator's voice, speed of speech and, language expression will all be factors influencing mediation. In intercultural mediation, language is the expression of cultural output, so if the mediator does not understand the language of the mediated parties, then the mediator may not be very clear about the local culture, because language is also part of the culture. In intercultural mediation, if the mediator is not very familiar with the local culture and language of the two parties, it may cause some problems in mediation.

According to Xia Li (2018), the appropriateness of the language is also reflected in the language expression of the communicator. The different orientations of cultural values often lead to very different ways of expressing language. For example, Asians pay attention to the harmony of interpersonal relationships, and strive to avoid conflicts when interacting with people. Therefore, they often adopt gentle and calm communication methods. However, some people from Western countries and even the Far East countries, such as Americans or Israelis, often take active communication methods, sometimes even seemingly aggressive, because they pay more attention to individual rights. Therefore, people from different cultural backgrounds often encounter communication problems in their interactions. In this sense, according to Xia Li (2018), in intercultural mediation the mediator must know how to mediate his or her speech at any time according to the social context and cultural context. The mediator must know when and where, what kind of discourse, and what kind of expression. It is appropriate to adjust interpersonal relations to the best state, so that intercultural mediation can achieve effective goals.

The meaning and manifestation of Chinese mediation culture

According to Xia Li (2018), at present, China's research on mediation culture basically stays in legal justice. In their perspective, people's mediation is regarded as an oriental experience with Chinese characteristics; it combines reasoning and teaching methods and plays a huge role in the process of handling civil disputes. Therefore, it is rarely used in China. However, in today's era, the importance of mediation culture is becoming more and more prominent, showing its unique flexibility and adaptability, and is playing an important role in solving intercultural disputes in the modern era.

China's mediation culture is manifested in two levels Xia Li (2018): external and internal. The external level is characterized by peaceful exchanges and the internal performance is peaceful coexistence.

According to Xia Li (2018), China has maintained the tone of peaceful exchanges with other countries since ancient times, because the basic cultural nature of the ancient Chinese cultural relations with the initiative is peaceful. In Chinese history, foreign religions such as Buddhism, Islam, and Catholicism experienced conflicts when they encountered Chinese native culture, but Chinese people used more forms of debate and argumentation and less violence to achieve tolerance not the opposite. The same is true in contemporary China, because China pursues peaceful exchanges with countries around the world and constantly mediates relations with countries and cultures of various countries to create a harmonious international environment and avoid conflicts. In China, various religious cultures and various national cultures can coexist harmoniously and inclusively, and fewer conflicts occur, because China's mediation culture plays an important role in it.

According to Xia Li (2018), the mediation culture is also manifested in the relationship between the collective and the individual, and between the individuals. When there is a conflict between the collective and the individual, the individual's obedience to the collective cultural concept determines the individual to be the object of mediation. From "individual" to "small collective", to "big collective", to "national", collectivist culture has built a hierarchical system composed of various units. In order to maintain the stability and harmony of superior units, small units must accept appropriate levels of mediation under certain conditions. When there is a conflict between the individual and the individual, both parties must make corresponding compromises and concessions in order to achieve the harmony of the relationship between the two parties, and thus ensure the harmony of the two parties.

CHAPTER IV

METHODOLOGY

4.1. Introduction

In this chapter, the methodological framework of the internship is presented. Firstly, the intervention and research activities carried out in the professional practice are globally described (4.2). Then, the theoretical guideline in which the methodology of intervention and investigation in the professional practice was based is summarized (4.3). Subsequently, the selection of methods and techniques for data collection (4.4), how the interview was elaborated and validated (4.5), and how the collection (4.6) and the data processing were carried out (4.7) are explained.

4.2. General characterization of the intervention and research activities developed

The research design describes the procedures used in the conduction of the study, including when, for whom and under what conditions the data were obtained (McMillan & Schumacher, 1997). The achievement of the objectives proposed for this study, described in section 2.3.3, led to a qualitative research design and to the selection of the qualitative data collection techniques presented below (Figure 1).

The first phase, lasted from September to November 2017, corresponded to my participation in the activities of welcoming international students, the first administrative work activities and the preparation of this Project.

The second phase took place in December 2017 and corresponded to the preparation, validation and application of the interview to reach the second objective of this stage.

The third phase, January and February 2018, aimed, on the one hand, to complete the learning with the accomplishment of administrative work and, on the other hand, to analyse the learning done with the administrative work and the participation in the activities to welcome the international students.

In the 4th phase, from March to June 2018, the Cultural adaptation and translation to Chinese of material to divulge the University and to promote the inclusion of Chinese students at the University was made.

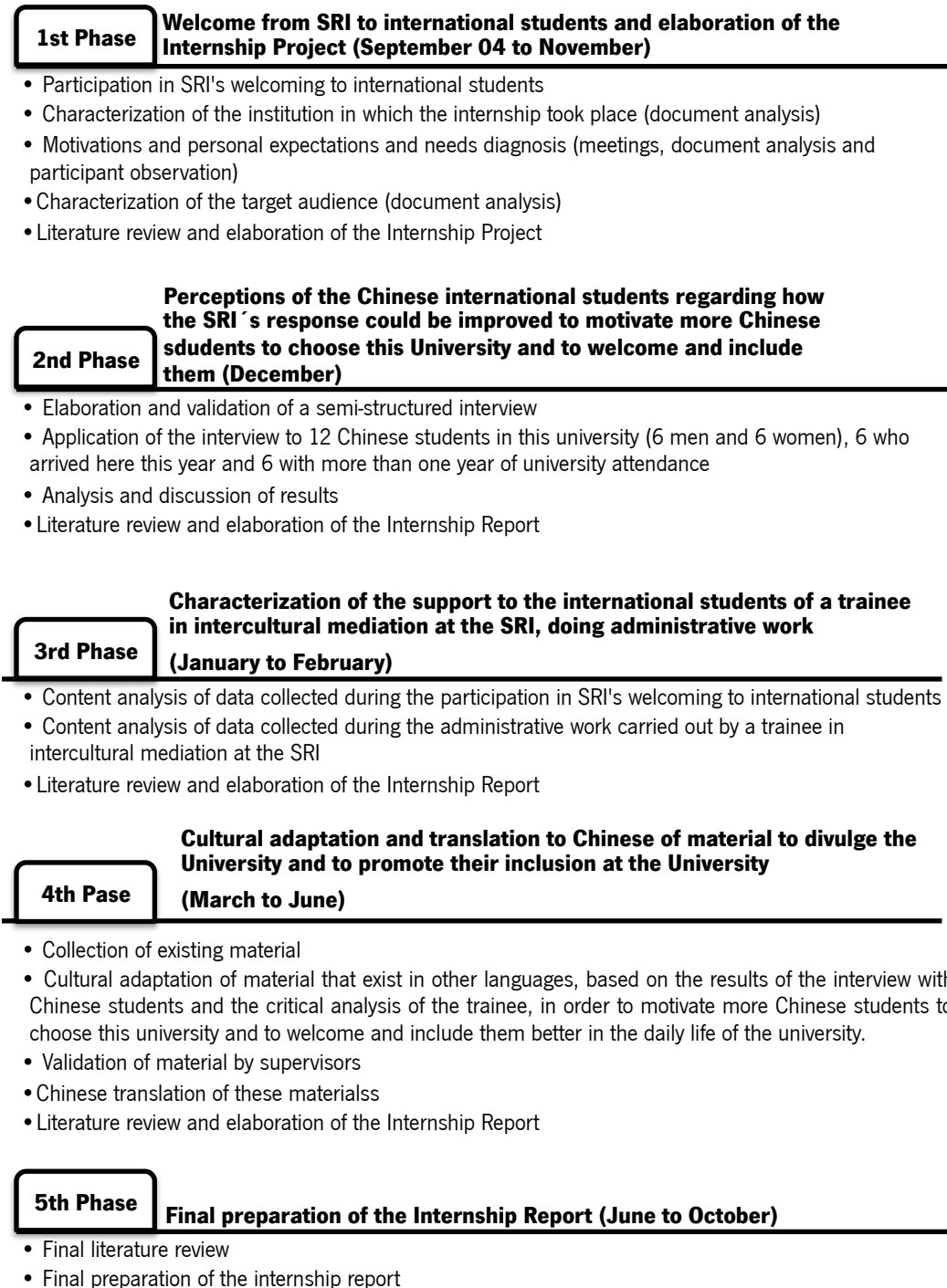


Figure 1. *Overview of the activities developed during the professional practice*

Finally, in the 5th and last phase, the last version of the professional practice report was elaborated according to the guidelines of the Master Course.

4.3. Theoretical basis and presentation of the intervention and research methodology

Professional practice focused on this report was fundamentally based in a certain number of aspects inspired by Larragueta et al. (2013).

First of all, according to Larragueta et al. (2013) although mediation has arisen historically as a conflict resolution process, with a remedial and linear cut which reduces its action to a simple assisted negotiation, the sociological changes of the last decades have opened the way for other authors who explain the principles of mediation from creation / transformation of the places, where the conflict is seen as an opportunity for personal or moral growth, considering communicative relations among cultures for the sake of creating spaces for common, global and intercultural understanding. In their opinion, a spiral path characterizes this mediation process, where they seek the causes of conflicts with the intent that both parties understand what elements can improve their relationships, going beyond a simple search for agreement. However, when analysing the reality of education and mediation, we observe that actions remain largely of remedial cut, more linked to the traditional concept of mediation, inhibiting the possibility to transform relations after the formation of another society (Larragueta et al., 2013).

Secondly, following Larragueta et al. (2013), in order this practice be built around a concept of transformative intercultural mediation, it is necessary to formalize the role of mediator not only in practice but also from the competent authorities, promoting communication spaces between educational professionals and creating structures to organize inclusive projects inside schools. These authors emphasize that the ignorance of the role and functions of the mediator in schools causes some reluctance to consider this figure to an external agent and an expert on time, if not a volunteer who comes to help.

Thirdly and finally, Larragueta et al. (2013) note that the absence of a common and agreed cultural and educational project, attention to diversity in general and attention to immigrant students in specific, remains a specialists' task in the case of the mediator, outside the centre, which act in a timely and remedial way, regardless of the curriculum and teaching and learning process of the teacher. The authors reinforce that this culture and professional action can promote a vision of assimilationist and exclusionist society, in which the other is perceived as a threat rather than as an opportunity to build a truly democratic and inclusive society, recognizing differences as opportunities for improvement and provide all human beings the same conditions to function in society. Therefore, transforming society requires a different view from school, and transform the school is, at first, to transform the culture of the school (Larragueta et al., 2013).

Therefore, based on the literature review and in lessons learnt during the curricular part of this MSc, my intervention as an intercultural mediator in SRI was based on the following assumptions:

- Intercultural mediation was taken as a methodological strategy for developing links of sociability between people from different cultures who study at this university and reside in the same Portuguese territory;
- Intercultural competence was understood in this internship by the ability to communicate successfully with people from other cultures. This skill was present during all the internship and, according to the activities that were carry out was methodologically developed. I assumed as the basis for a successful intercultural communication the links between the emotional competence and intercultural sensitivity;
- In the last phase of this project, the cultural adaptation and translation of material to disseminate information about this University in China, the transnational mediation was understood as the same approach of intercultural mediation, except that it was taken into account the fact that people do not reside in the same territory.

During this professional practice, data collection followed the guidelines of a qualitative study because the intention was to investigate in-depth the motivations and reactions of a selected social group, the Chinese community at this University, towards the SRI's response to motivate more Chinese students to choose this university and to welcome and include them better in the daily life of the university, by listening and analysing their way of expressing themselves in the activities at the University promoted by SRI and participating in a semi-structured interview.

Almeida and Freire (2000) mentioned three principles of qualitative research that reinforce the selection of this paradigm for this research: "1) the primacy of the subjective experience as a source of knowledge; 2) the study of phenomena from the perspective of the other and respecting their frames of reference; and 3) an interest in knowing how people experience and interpret the social world that is interactively constructed" (p. 98). Therefore, during this research it was valued an in-depth understanding of participant conceptions and identification of idiosyncrasies in the problem under study, that was only possible because it was used qualitative methodologies (McMillan & Schumacher, 1997).

4.4. Selection of the method and techniques of data collection

During this professional practice three methods / techniques of data collection were used: participant observation with elaboration of weekly logbooks; document analysis and semi-structured interview.

Participant observation. Participant observation makes possible to assess the participants' reactions in the study, through inferences drawn from the behaviours and attitudes revealed throughout the intervention activities (McMillan, & Schumacher, 1997), in this case, the welcoming activities and the activities carried out in the field of administrative work. Throughout this empirical investigation, participant observation takes the form of active observation, where the observer maximizes her participation, with the purpose of collecting data, assuming her role as a promoter of the welcoming activities or direct attendance of colleagues in the scope of the administrative service.

Weekly logbooks. The logbooks are documents in which professionals describe what is happening in their practices, so their main contribution in relation to the other instruments of observation is that it allows a diachronic reading of events, making possible an analysis of the evolution of the facts. Zabalza (2004) points out two essential characteristics of the logbooks: 1) informative wealth, since a logbook becomes an important document of personal development, since it allows distinguishing between descriptive and reflective-personal; 2) the systematization of the observations collected. During this internship, weekly logbooks were held for all activities carried out at SRI.

Document Analysis. The analysis of documents will refer to the researcher's task of dealing with the information contained in the documents, condensing it, giving it a form that facilitates access to the observer, so that she obtains the maximum information, with the maximum of relevance (Bardin, 1977). In this investigation, the analysis of documents was used to characterize the institution and the international students of this University.

Semi-structured interview. The semi-structured interview was the instrument used to collect the perceptions of Chinese international students, since it was considered at the outset the possibility of finding a great heterogeneity of formations and, according to McMillan and Schumacher (1997), in these conditions will be necessary to choose a technique that meets the respondent's particularities, as in the semi-structured interview. Based on the needs identified in this first phase, it was developed and applied a semi-structured interview to a convenience sample (McMillan & Schumacher, 1997) of the Chinese students of the university, in order to understand how the SRI's response could be improved to motivate more Chinese students to choose this university and to welcome and include them better in the daily life of the university.

This semi-structured interview was preceded in this internship by observation and informal and unstructured interviewing in order to allow me, as a researcher, to develop a keen understanding of the topic of interest necessary for developing relevant and meaningful semi-structured questions. The inclusion of open-ended questions and my training as an interviewer to follow relevant topics that may

stray from the interview guide provided the opportunity for identifying new ways of seeing and understanding the topic at hand, as argued by Cohen and Crabtree (2008). The semi-structured interview was the technique identified as the most adequate to make this diagnosis because semi-structured interviewing is best used when you will not get more than one chance to interview someone (Bernard, 1988). The semi-structured interview guide provided a clear set of instructions for the interviewer and provided reliable, comparable qualitative data.

4.5. Elaboration and validation of the interview

The questions of the interview guide were elaborated to reach the objectives of this investigation, so they were focused on the following dimensions of analysis: i) personal and professional data; ii) perceptions about how the Green University's response could be improved to motivate more Chinese students to choose this university; and iii) conceptions regarding how the Green University could include Chinese students better in the daily life of the university.

After the elaboration of the guide of the interview, an analysis of validity of the content by a Mediation specialist and another specialist in International Relationships was carried out. The experts examined whether the specific objectives of the interview were in line with the objectives and subject matter of the study, but also whether other issues should be added to or deleted and / or reformulated in order to allow the data collection necessary to achieve the research objectives (McMillan & Schumacher, 2010). Two questions were withdrawn because they were not in accordance with the objectives of the investigation. Subsequently, the interview protocol was applied to a subject not participating in the study, with the objective of analysing the adequacy of the language of the questions to the participants in the study. Table 4 identifies the dimensions under analysis and the objectives of the key questions defined for the interview, and relates the different questions to the structuring parts of the interview.

Table 4. *Planning of the interview guide*

Dimensions	Objectives	Questions
Personal and professional characteristics of students	- To identify gender and age	1
	-To characterize the academic situation of students at the Green University	2.1, 2.2
How the Green University's response could be improved to motivate more Chinese students to choose this university	- To identify where students learn about the Green University	3
	-To characterize why students choose to come to the Green University	4
	- To characterize students' perceptions regarding what is necessary to do before enter at the Green university	5
	- To identify students' perceptions on the reasons why Chinese students seek the Green University to attend Bachelor's Degree courses	6
	- To identify students' perceptions regarding strategies to motivate Chinese students to study at the Green University	7
	- To identify students' perceptions regarding strategies to carry out by the Green University to improve personal and professional relations with China	8
	- To identify students' perceptions on what could the Green University do to have more international students	9
	-To characterize students' perceptions regarding the advantages and disadvantages to international students of studying at the Green University	10, 11
	- To characterize students' perceptions regarding how disadvantages to international students of studying at the Green University could be eliminated	12
	How the Green University could include Chinese students better in the daily life of the university	- To identify the activities Chinese students use to take part at the Green university
- To characterize Chinese students' expectations regarding the Green University		14
- To characterize what Chinese students' want to learn about the city and the country while they are at the Green university		15
-To characterize the reasons why Chinese students are involved in the social life at the Green University		16
- To characterize the reasons why Chinese students are thinking about getting involved in organizing intercultural activities		17
- To characterize the opinions of Chinese students regarding the welcoming activities held at the Green University		18
- To characterize the conceptions of Chinese students regarding how the welcoming activities held at the Green University can be improved in the coming years		19
- To characterize the conceptions of Chinese students regarding how Chinese culture can be valued in the intercultural activities of welcoming international students		20

After the data collection, the instrument was drawn up and validated. The final version of the interview guide used in this research was obtained for data collection (Appendix 1).

4.6. Data collection

At the beginning of each interview, the Chinese student to be interviewed was informed about the objectives of the interview, about what is expected of him/her and about the anonymous character of

the data, as well as about the possibility that, at any time during the interview, he/she could give up participating. The interviewee was encouraged to express his/her opinion, without constraints, due to remaining anonymous. After I finished my internship, I returned to China, so I interviewed them one by one through the Internet. I focus not only on the questions, but also on what are their feelings and opinions.

In the Appendix 2 there are four of the transcripts of the interviews conducted in this research as an example.

4.7. Treatment and analysis of data

The treatment of the data obtained in this investigation was carried out taking into account the specific objectives of this study. Thus, given that the interview questions were open questions, a content analysis of the responses was performed in the data treatment. Data were subjected to a qualitative content analysis following the indications of McMillan and Schumaker (2010). That is, categories have been constructed by applying the following principles: exclusion, which means that categories do not overlap; inclusiveness, the categories cover all the elements to be classified; objectivity, categories are interpreted in the same way by all; categories are useful in relation to the elements to be classified. For each question of the interview the relevant segments of the responses were identified and, for each segment, the underlying idea.

CHAPTER V

PRESENTATION AND DISCUSSION OF THE RESULTS OF THE INTERVENTION AND RESEARCH

5.1. Introduction

In this chapter, the entire intervention and research process developed during the professional practice (curricular internship) that was held between October 2017 and June 2018 in an International Relations Office (SRI) of a Portuguese University will be presented. As an international student working at SRI in the area of intercultural mediation in order to respond to the problem of intervention and research initially established, the results will be presented in four sections.

In the second section, after this introduction, (5.2) the activities implemented in SRI to welcome Chinese colleagues, valuing their culture, but working in an integrated way with all colleagues from other countries are presented.

In the third section (5.3), the characterization of the support to the international students and, more specifically to the community of Chinese students, given by the author of this report as a trainee in intercultural mediation at the International Relation Office at the university doing administrative work, and the cultural adaptation and translation of some material that exists in other languages are presented and discussed.

In the fourth section (5.4), the results collected through the application of a semi-structured interview to analyse the perceptions of the Chinese international students of this University regarding how is their opinion about this University and how the University's response could be improved to motivate more Chinese students to choose this university, as well as, what are their conceptions regarding how this University could include Chinese students better in the daily life of the university, are presented and discussed.

5.2. Welcoming activities

My first role in the SRI in the area of intercultural mediation was to prepare and implement two activities to welcoming the international students. The first activity was on September 11, 2017. This activity was for a whole day and welcomed about 250 international students. The second activity was on September 13, 2017 and welcomed about 20 international students. These activities will then be described.

First, the objectives of each activity will be presented. Then, as these activities had a great impact on my learning, I considered pertinent to present my logbook to describe them. Finally, I will present the main results obtained in the activity and my interpretations about them.

5.2.1. The first welcoming activity

Objectives

This activity was planned to let the international students: i) to understand the position, the environment, and the atmosphere at the University; ii) to feel the warm welcome of students and teachers at the University; iii) to understand some of the departments at the University, such as the Education Support Office, Documentation Services, Social Services, Academic Association and so on, so that they can better learn and live in the university; iv) to understand the school's infrastructure, canteen, library location and some basic usage in order they better and faster adapt to the new learning and living environment; to easily understand the city of Braga to let them enjoy learning and living here.

Logbook: A good day

Today is a good day. Today we will welcome more than 250 of international students. I came to the university early in the morning, and when I came there, I found all my colleagues from the SRI. The colleagues prepared all the tables and chairs, and they did all the preparations. They all seemed excited and happy. There were six tables for the reception. Each international student need to sign his / her name and receive a bag and T-shirt at the table. Because the check-in tables were not easy to find, the SRI leader sent several colleagues to greet the international students at the gate of the teaching building and guide them to the check-in tables.

The international students signed and received a bag. All the international students seemed very excited and happy. The colleagues who received the students for the check-in began to work in attendance. At the beginning, the number of international students was relatively small, but the number of people coming to sign began to increase. I was in charge of helping, so when the bag and the brand that I was distributing were not enough, I immediately took on a supply job. All the colleagues were too

busy. Near the time of the start of the first official welcome presentation, students began to arrive at the conference room to sit down. The first meeting started at 10 o'clock. During the first formal welcome meeting, my colleagues and I had a short break. After a busy morning, my colleagues and I looked tired. After a short break, the school cafeteria sent us the Portuguese-style tarts that the students tasted after a while. So my colleagues and I re-positioned the table and placed the tarts on the table, waiting for a while for the meeting to end and the students to come out to taste. After the first welcome meeting, the students came out one after another, and my colleagues and I delivered the tarts to each student's hand. The students had a pleasant time to taste the tarts and a little rest. Immediately after 11 o'clock, the university service centre, student union and other departments gave their presentation to the students.

During the second meeting, my colleagues and I started to clean up the tables and chairs. After cleaning up, some of my colleagues were resting outside. Some of my colleagues and I heard some presentations in the conference room. After the presentation meeting, my colleagues and I led the students to the cafeteria for lunch. Some of us were in charge of taking care of the team leader and the others of the middle of the team. Several colleagues and I were in charge of taking care of the last team.

As the number of students was very large, there was a long line of students in the canteen. The students looked a little tired. However, each of them was neatly in line to fetch the meal. I had lunch with the last colleagues in charge of the team. We all looked tired. Both my colleagues and I felt that the food in the canteen today was not very delicious. Due to excessive number of meals, the offer was a bit insufficient and slow.

After the meal was over, there was plenty of time to rest and spare time, the vast majority of the students and I sat on the stairs outside the canteen to rest, catching sun. The afternoon hikes begin exactly at 2:00 pm, a classmate and I climb the mountain and wait for the students at the entrance of the mountain to distribute questionnaires to the students. The students climbed the hill as a group as they argued answering questionnaire. The students talked to each other and met some new friends during the conversation. My colleague and I arrived at the top of the mountain, distributed water to the students who climbed to the top of the mountain, received the questionnaire that they had filled out. All the students had a free time at the top of the mountain, so my colleagues and I had time to rest. We all sat on the stairs and looked exhausted. At 5 pm, the university's rector gave a formal welcome speech. After the Rector gave his speech, the students took the bus on the hill and the two buses sent them to the front of different campuses respectively. One day's activity is over.

Reflection on the activity

All activities on this day were completed without problems. The morning greeting activities were strained but calm. A large part of these students listened attentively to the presentation and explanations. The students also enjoyed the Portuguese egg pies distributed when they were resting. The lunchtime activities at noon also allowed students to have adequate rest time. In the morning activities, the mountain climbing group, the students said that it was very exciting and they were happy. Many students also met some friends in this activity.

It seems that today's activities were very tense for SRI's colleagues, but very well organized. The person in charge of SRI had a very good ability to control the overall situation. All SRI colleagues were also very efficient. In the activity, almost all the international students found some useful information for them, although they were feeling some excitement and nervousness to be entering in a new environment. Everyone at SRI seemed very pleased with the outcome of the event. During the activity, some students had some questions and asked for advice during the break. However, not all of us knew how to solve these problems. So I questioned myself: Is it possible to allow time for international students to ask the teachers questions? Would this increase the problem-solving efficiency of international students?

This was my first time attending the activities of welcoming international students. The activities of the day were tense but organized. SRI organized these activities several times. As I can see, all of our SRI colleagues were very efficient at work. Everyone knew very well how to prepare and carry out this work. At the same time, I can also understand that it was not easy to welcome international students. It was very tense and took a lot of time. The early preparations required a lot of work and we needed to be aware of the details of each activity at any time.

The teacher in charge thought that due to the large number of students in the first group, it was more difficult to take care of all the students. However, the morning meeting was held smoothly, and the vast majority of the students listened attentively. The lunch at the school canteen at noon was also quiet. Only a few students did not accompany the canteen staff after the meeting. However, the teachers who stayed for the end of the activity met us and take them to the canteen. In the afternoon there were a group climbing activities. As not all students participate, the number of each group was somewhat uneven, some groups were large and some groups were small.

When preparing the questionnaire, since all of them are international students, everyone took the questionnaire in English. When they are behind the team, the questionnaires in English are not enough. The next time we can prepare more questionnaires in English. However, in mountaineering

activities in the afternoon, students were still very excited about group activities and there was a lot of communication between students. Most of the students felt that there was too much free time in the mountains. Many students felt bored by waiting so long for the rector. Next time, we can reduce some free time.

5.2.2. The second welcoming activity

Objectives

With this activity was intended to let the international students: i) to feel the warm welcome of the students and teachers of the University; to understand some Portuguese food culture, taste some Portuguese desserts; to know the location of each college and the location of canteens so that they can study and live better and adapt to the new environment.

Logbook: Welcoming presentation and lots of desserts that many international students have not tasted before

In the second event to welcome the international students, number of students was fewer. There were almost 30 international students. Therefore this day was not so busy in the morning as the first day. In the morning I came to the SRI office and my colleague took me to the classroom where the formal welcome and presentation meeting was held. As soon as I got to the door, I saw all sorts of desserts and hot drinks on a large table in the back of the classroom. So my colleague of the SRI told me that I needed to do some preparatory work in this classroom. I should put the desks in the U format and put on top of each desk a brief presentation of the university and a student brand. Then she left me and went to the door to meet the other colleague of the SRI who was waiting for the arrival of international students.

During the period when I placed the desks, the professor who came to the presentation and I, had a simple greeting to each other. Then she began to prepare the information for the presentation and I continued to display the items on each desk. Immediately afterwards, international students came to the classroom under the guidance of my colleagues. The students look energetic. After all the students were seated, the professor started a welcoming presentation. The presentation went very smoothly, the language spoken by the professors was vivid, and the students listened very carefully. I sat behind the classroom and my colleague sat in front of the classroom. We were also listening to this presentation. After the presentation finish, we came behind the classroom with professors and students and began to enjoy desserts, hot and cold drinks. The variety of deserts was very rich. I saw that there

were lots of desserts that many international students had not tasted before. They thought it was very novel. After tasting, they felt the taste was very good.

After enjoying the dessert break, my colleague, the professor and I led the students to the entrance of the university to take a photo. In the sunshine they all laugh very happy. After the photo was taken, the professor and my colleague returned to the classroom for finishing work. I followed another colleague to lead the students to the library and to each school building, where each student take a photo at the gate of the college where they were study. The weather was very good, had a lot of sunshine. During the visit, the students were very happy.

After visiting the campus, I followed my colleagues to lead the students to have lunch at the university canteen, and we enjoyed the meal. And this half-day activity is over.

Reflection on the activity

Today, for the first time, I listened attentively to the complete presentation meeting. The overall feeling of the professors' language is vivid and the narration is clear. The students listened very carefully. My colleague has been supporting professors in front of the classroom for presentations. The entire presentation was very quiet, everyone at the presentation received some information. The colleagues and professor also seem to be very satisfied with this activity and I feel that it has proceeded smoothly.

This half-day work of welcoming international students proceeded smoothly as the students were only a small group of students, so the activity basically took care of every international students. Throughout the activities, students also learnt about the school's information, culture and infrastructure. During the activities, students also had some understanding of each other, and the overall feeling was good.

The second welcome activity was held in a simple and effective way. In addition to the basic presentation meeting, students were also given a variety of desserts, and all the students enjoyed it. My colleague is a very experienced person who takes the time in preparing and conducting such a job very seriously. She led students to visit the campus and she was also very simple and effective.

The responsible teacher thought the welcoming for international students held very smoothly, because this time the number of students was relatively small. The introductory meeting of school was also relatively brief and the rest of the dessert preparation was more abundant, the students were very happy. After the rest, during the visit of the school, the outdoor weather was very good, with the students walking outdoors to understand each college's location. This activity was conducted very well.

After the visit, leading students to the canteen lunch activity was also very smooth. In short, this event was held very smoothly.

5.3. The role of a trainee in intercultural mediation at the International Relation Office of a university

5.3.1. Daily routine at the SRI

My main job role in the SRI was to translate English promotional materials into Chinese and to translate some information of the school website into Chinese. In addition to these, I will also do some work on international student information such as making a student card, scanning a student card for data retention, preparing for some activities, to do some student information collation, archiving work etc. These activities will be described and discussed bellow.

Logbook: My daily routine at the SRI

On the first day I went to work, the teacher at the International Department told me clearly about some information and website information that I needed to translate. She told me I could translate the web-page information first. So, on the first day of my practice, I started to browse the relevant web-page information I needed to translate. On the second day of the job, I took my notebook and I began by the first page of the relevant information to translate. Everything is going smoothly. In the translation process that followed, for the upcoming international students this semester, I started preparing for welcoming activity. On the first day I started making student brands, and then I placed number plates in each student brand. Then, I collaborated with another teacher to carry out the classification of student bags, and I do all the job of preparing work for welcome international students.

After, I continue the translation work. When I translated the relevant information on the webpage, I started to translate the school's English promotional materials. The brochure is divided into bachelors integrated masters, masters and PhD degrees. In this sense, for a long period of time I carried out the translation work.

Among my colleagues, I also assist the secretary of the International Office in the student card preparation for international students this semester. For the Student card production, first of all, the secretary gave me this semester cards for all international students in order I compare the information in the computer to classify the students in --- campus card and --- campus student card and separate the first letter of the name sort out.

After finishing the sorting work, I started to make the --- International Student Card. First, the student card should be rearranged according to the first letter of the name, and then the sorted good student photo should be posted on the corresponding student card. After completing all the student cards, each student card will be scanned into the computer for archiving.

Reflection on my daily life at SRI

All the administrative work in the international office was successfully completed. In all the problems encountered in the process of completing the activities I sought the help of the relevant teachers. Related teachers were very helpful to me. The administration of the Department of International Office works very smoothly and I learnt a great deal of relevant experience.

Relative teachers were more satisfied with my work. During the classification of student information, I also timely reported to her some small problems encountered and solved some minor problems with the help of the teacher. During the student card making process, due to some international students' writing problems, she was promptly questioned and corrected me with her supervision. In the translation work, the teacher could not conduct corrective examinations because I translated English materials into Chinese. However, during the course of the general inspection, some of the course materials were found forgotten later. So, after she was told me, I promptly started the translation of forgotten information.

Although some minor problems were encountered in the administrative work of the International Office, they were corrected and supplemented promptly under the supervision and guidance of the relevant teachers. Every day of the work I fight smoothly and I think that at the International Office, the administrative work is very meaningful and I acquired a lot of experience.

5.3.2. Cultural adaptation and translation of some material of the SRI

Next the Chinese translation of some material previously only available in Portuguese and English was carried out. Table 5 shows the translation of the university propaganda material. To safeguard the anonymity of the institution some words were erased and these spaces are in grey.

Table 5. Propaganda material of the University

<p>University --- --- Portugal</p> <p>The university of --- was founded in 1973 and began its academic activity in 1975/76. located in two cities, --- and --- in the North of Portugal, a region known for its young and dynamic population, as well as significant economic activity. In his 40 years of life, combining a strategic vision of innovation and a careful scientific, pedagogical, administrative and financial management, --- developed a status of recognition and affirmation: it has been placed among the 100 best universities in the world under 50 years of age and is the best Portuguese university in the top 400 of the Times Higher Education ranking.</p> <p>---, a city with more than 2000 years of history, is known for its baroque churches, splendid eighteenth - century houses, and intricate gardens and parks. Traces of its long life and reflected almost everywhere in the city, namely the Roman Baths of the ---, where ruins of public baths built at the end of the first century are visible; the Church of the ---, one of the first neoclassical buildings of the country; the --- Monastery, whose foundation is prior to nationality; the Cathedral, one of the most important temples of the Portuguese Romanesque; and the ---, once the residence of the Archbishops, which today houses the rectory of the University, the --- Public Library and the District Archive.</p> <p>---, a city of medieval origin, has its roots in the tenth century. Its rich historical past is associated with the foundation of the national identity and the Portuguese language in the twelfth century. In addition to the Historic Centre of ---, a UNESCO World Heritage Site in ---, other monuments reflect the architectural wealth of the city: the Palace of the ---, a manor house of the fifteenth century, whose estate is dated to the seventeenth and eighteenth centuries; the castle, which according to tradition, with the formation of the Portuguese Province would have been the residence of --- and --- and where --- would have been born, and also the Church of St.Francis, built by King Joao I in 1400.</p> <p>1300 Is international students 83 Co Countries of origin of international students 650 Smo students in mobility 250 Pfu partnership with foreign universities 11 Si school and institutes 19500 Ts total of students 12500 Bi bachelor and integrated master students 5000 Ms master students</p>	<p>--- 布拉加 . 吉马良斯 葡萄牙</p> <p>---成立于1973年，其学术活动开始于1975/76。---分别有两个校区，一个位于---，一个位于---这两个城市都位于葡萄牙北部。一个以其年轻而有活力的人口以及重要的经济活动而闻名的地区。在它40年的活动中，结合了创新的战略眼光和细致的科学、教学、行政和财务管理，---取得发展认可和肯定的地位：已被列入世界前100强办学年龄50岁以下最佳大学之中，是泰晤士高等教育世界大学排名中进入前400强的最佳葡萄牙大学。</p> <p>---，一个具有2000多年历史的城市，以著名的巴洛克风格的教堂，华丽的十八世纪的房子，和错综复杂的花园和公园而闻名。它的悠久的生活痕迹，几乎在城市各处，即---的罗马浴场，在一世纪末建造的公共浴室的废墟遗迹是随处可见的；山上仁慈耶稣朝圣所教堂，是葡萄牙首个新古典主义建筑之一；---修道院，其基础建筑是在国家成立之前；大教堂是葡萄牙语罗马式最重要的寺庙之一；---，曾经是大主教的住所，如今作为米尼奥大学的教区，也是布拉加的公共图书馆和地区档案馆。</p> <p>---，一个中世纪起源的城市，其根源在十世纪。它丰富的历史渊源与十二世纪的民族认同和葡萄牙语奠定了基础。此外对---历史中心，在2001年，被联合国教科文组织评为世界文化遗产，其古迹反映城市建筑财富：布拉干萨公爵的宫殿，一个十五世纪的庄园，其地产的日期是在第十七和第十八世纪；其城堡，根据传统，随着葡萄牙省的形成，将成为---和---的居住地，以及是---将出生的地方，圣弗朗西斯教堂，由国王 Joao 一世于 1400 年修建。</p> <p>1300 Is 国际学生 83 Co 国际学生来源国 650 Smo 流动性学生 250 Pfu 与外国大学合作 11 Si 学校和学院 19500 Ts 学生总数 12500 Bi 本科及综合硕士学生 5000 Ms 硕士学位学生</p>
--	--

Table 5. Propaganda material of the University (continuation)

2000 Ps PhD students	2000 Ps 博士学位学生
1300 Le lecturers (96% PhD)	1300 Le 讲师 (96%为博士)
800 As administrative staff	800 As 行政管理人员
74 Pr PhD researchers	74 Pr 博士研究生
32 Ru research unites	32 Ru 研究单位
8 Li libraries	8 Li 图书馆
3 Ca camps	3 Ca 校区
1 St science and technology park	2 St 科技园区
400 Th among the 400 best world universities according to the Times Higher Education 2014 - 2015	401 Th “在 2014 - 2015 年，泰晤士报高等教育中”，被评为 400 所世界最好的大学之一
100 Tu among the 100 best world Universities under 50 years according THE 2014	100 Tu 根据 2014 年调查，是办学年龄 50 年以下 100 所最好的世界大学之一
1 Pu best Portuguese University in the CTWS Leiden Ranking	1 Pu 在 CTWS 莱顿排名中获得最佳葡萄牙大学之称
12 Exc research centers internationally assessed as exceptional or excellent	12 Exc 国际上有 12 个研究中心评为杰出的或优秀的
1344 Ssp Scopus scientific publications (2013)	1345 Ssp 在 Scopus 科学出版物发表 1344 篇文章 (2013)
400 ldp I&D projects	400 ldp 400 个研发项目
1714 Sp ISI/WOS scientific publications (2013)	1714 Sp 在 ISI / WOS 科学出版物发表 1714 篇文章 (2013)
1 Eu best university in the European University Sports Association ranking 2012	1 Eu 2012 年在欧洲大学体育协会排名中获得最佳大学称号
1 Sr suitability report registered in the global reporting initiative 1 st Portugal 2 nd Europe 6 th world	1 Sr 在全球报告倡议中登记的适宜性报告葡萄牙第一欧洲第二世界第六
76,8M€ Dj direct economic impact	76,8M€ Dj 带来的直接经济效益 76.8 百万欧元
4629 lj indirect jobs	4629 lj 带来的间接就业机会 4629 个
40 So spin - offs	41 So 副产品 40 个
30 Py patents/year	30Py 每年发布 30 个专利
6 lu interface units	6lu 接口单元
5200 Sa university social service scholarships	5200 Sa 大学社会服务奖学金
120 Ms university merit scholarships	121 Ms 大学奖学金
50 Sef university social emergency fund scholarships	50 Sef 大学社会紧急基金奖学金
1 Or orchestra	1 Or 一支管弦乐队

Table 6 shows some important information on the university's website for Chinese international students, especially about the courses they may attend. For this reason, it was also selected as an example of the translations carried out within the framework of this professional practice.

Table 6. Information on the university's website

Welcome to the University ---!	欢迎来到---!
The University - - (- - -) is a vibrant young Portuguese university. Founded in 1973, its academic activity started in 1974. There are three campi - - - - located in two charming historical cities - - - - and - - -.	---是一个年轻而充满活力的葡萄牙大学成立于1973年。它的学术活动开始于1974年。这里有三个校区---校区, ---校区和---校区—这三个校区分别位于两座迷人的历史文化名城, ---和---。
As recognition of its quality, the University - - - has risen, year after year, among the top universities in the world in the Times Higher Education 150 Under 50 (THE), i.e. a ranking of the top 150 universities under 50 years old. The University of Minho, is also a front runner in the renowned CWTS Leiden Ranking that measures quality and impact of scientific production worldwide.	作为对其教学质量的认可, ---的排名一直是处于上升的, 一年又一年, 在泰晤士报高等教育办学年龄在50年以下最好大学的世界排名中, 排名在前150强。---也在著名的CWTS莱顿(衡量全球科学制作的质量和影响力)排名上一路领先。
Learn more about our Bachelors and Integrated Masters, Masters and Doctorate courses and please consult the specific information concerning conditions for admission to each degree programme	希望更多的了解我们的学士和综合硕士, 硕士和博士课程, 请查阅有关每一学位课程入学条件的具体信息。
University- - -also provides a Preparation Course for International Students designed for students who have completed upper/secondary education abroad and wish to have preparation before enrolling on a Bachelors and Integrated Masters course.	---还为国际学生提供预备课程, 为在海外就已完成高中毕业的学生提供预备课程, 帮助学生能在入读本科和综合硕士课程之前做好准备。
Here on our website you can find information concerning practical issues with great importance for any student wishing to attend the University of Minho, such as accommodation, food, cost of living and University infrastructure, among other information. Please explore our website and contact us by email if you have questions, comments or concerns	对于希望来---的学生, 学校官网是十分重要的。在我们的网站上, 您可以找到有关实际问题的一些相关信息, 其中包括住宿, 食物, 生活费用和大学基础设施等信息。请浏览我们的网站, 如果您有任何问题, 意见或疑虑, 请通过电子邮件联系我们。
University - - - is a successful and inclusive university, with the open doors to international students, for those seeking a high-quality institution in higher education, deeply embedded in top research, and with a warm interpersonal environment. Come study with us! Follow us on facebook .	---是一所成功的具有包容性的大学, 为国际学生敞开大门, 并为那些寻求高质量的高等教育机构, 希望深入顶级研究的学生提供了一个很好地选择, 并且在这所大学里你能感受到一个温暖的人际关系。 来和我们一起学习吧! 请在 Facebook 上关注我们。
Undergraduate Courses	本科课程
Postgraduate Courses	研究生课程
Did you know that there is a special competition for access and enrolment of the international student in the cycles of studies of Bachelors and Integrated Masters? Can you apply to University - - - as an international student? Yes! If...	你知道国际学生在学士和综合硕士的学习周期中有特殊的竞争和入学机会吗? 你可以申请---作为国际学生吗? 对!如果...
-You do not have Portuguese citizenship; -You are not a citizen of a Member State of the European Union; -You have not been legally living uninterruptedly in Portugal for more than 2 years as of 31 August of the year of application; -You are not on a programme of international mobility coming from a foreign university.	你没有葡萄牙国籍; 你不是欧洲联盟成员国的公民; 截止申请年度8月31日, 在葡萄牙不得连续不断合法居住2年以上; 你不是来自外国大学的国际流动计划。

Table 6. Information on the university's website (continuation)

University - - - also provides a Preparation Course for International Students designed for students who have completed upper/secondary education abroad and wish to have preparation before enrolling on a Bachelors and Integrated Masters course.	---还为国际学生提供预备课程，为在海外就已完成高中毕业的学生提供预备课程，希望帮助学生能在入读本科和综合硕士课程之前做好准备。	
Please explore our website and contact us by <u>email</u> if you have questions, comments or concerns.	请浏览我们的网站，如果您有任何问题，意见或疑虑，请通过电子邮件联系我们。	
Come study with us!	来和我们一起学习吧！	
Undergraduate Courses Booklet 2016	本科课程小册子 2016	
Application dates (2017/2018)	申请日期（2017/2018）	
1st PERIOD FOR APPLICATIONS 第一个申请时间段		
PROCEDURE 步骤	DEADLINES 截止日期	
	Open 开放	Close 截止
Application submission 申请提交	18 jan18.01	22 feb22.02
Official results 官方结果	-	10 mar10.03
Registration and enrollment 注册和报名	20 mar20.03	24 mar24.03
2nd PERIOD FOR APPLICATIONS 第二个申请时间段		
PROCEDURE 步骤	DEADLINES 截止日期	
	Open 开放	Close 截止
Application submission 申请提交	03 apr03.04	26 apr26.04
Entrance examinations at University - - - -入学考试	09 may09.05	12 may12.05
Official results 官方结果	-	19 may19.05
Registration and enrollment 注册和报名	29 may29.05	02 jun02.06
3rd PERIOD FOR APPLICATIONS 第三个申请时间段		
PROCEDURE 步骤	DEADLINES 截止日期	
	Open 开放	Close 截止
Application submission 申请提交	12 jun12.06	12 jul12.07
Entrance examinations at University - - -入学考试	25 jul25.07	28 jul29.07
Official results 官方结果	-	04 aug04.08
Registration and enrolment 注册和报名	14 aug14.08	18 aug18.08

Table 6. Information on the university's website (continuation)

<p>Fees</p> <p>Institute of Arts and Humanities (€4.500/year)*</p> <p>Institute of Education (€4.500/year)*</p> <p>Institute of Social Sciences (€4.500/year)*</p> <p>School of Architecture (€6.500/year)*</p> <p>School of Economics and Management (€4.500/year)*</p> <p>School of Engineering (€6.500/year)*</p> <p>School of Law (€4.500/year)*</p> <p>School of Nursing (€6.500/year)*</p> <p>School of Psychology (€6.500/year)*</p> <p>School of Sciences (€6.500/year)*</p> <p>*Fees for the academic year of 2016/2017</p>	<p>费用</p> <p>艺术与人文学院（每年 4.500 欧元）*</p> <p>教育学院（每年 4.500 欧元）*</p> <p>社会科学研究所（每年 4.500 欧元）*</p> <p>建筑学院（每年 6.500 欧元）*</p> <p>经济与管理学院（每年 4.500 欧元）*</p> <p>工程学院（每年 6.500 欧元）*</p> <p>法学院（每年 4.500 欧元）*</p> <p>护理学院（每年 6.500 欧元）*</p> <p>心理学院（每年 6.500 欧元）*</p> <p>科学学院（每年 6.500 欧元）*</p> <p>* 2016/2017 学年的费用</p>
<p>Postgraduate Courses</p>	<p>研究生课程</p>
<p>The University -- offers a wide range of postgraduate courses that include approximately 100 Master degrees and 50 PhD degrees, spread through its 11 institutes and schools</p>	<p>-- 提供广泛的研究生课程，包括大约 100 个硕士学位和 50 个博士学位，通过其 11 个学院和学校传播。</p>
<p>All these cycles of studies can be attended on a part-time basis.</p>	<p>所有这些学习周期都可以用业余时间来参加。</p>
<p>Please make sure you consult the specific information concerning conditions for admission to each degree programme .</p>	<p>请确保您参考有关每个学位课程入学条件的具体信息。</p>
<p>Please explore our website and contact us by email if you have questions, comments or concerns.</p>	<p>请浏览我们的网站，如果您有任何问题，意见或疑虑，请通过电子邮件联系我们。</p>
<p>Come study with us!</p>	<p>来和我们一起学习吧！</p>

Reflection regarding the translation activity

I had a bit of trouble in this translation activity because the information was split into small separate parts with no direct link, and the information in each part was very important and I could not make a mistake of any part. If I made a mistake of the information, it will let the students feel confused. So after I translated the information, I checked several times to make sure they were all right.

In this activity, I liked to know new information about the university, which I didn't know before. Now I know in detail the information about the university, namely the apply time, the information of different institutes and the tuition fee, and so on. However, I didn't like this kind of activity. It is boring and it cost a lot of time.

This activity consisted on an intercultural translation, because it was not only a translation, it was also necessary to adapt these contents to Chinese cultural environment as the information content of translation should be understood by Chinese students, parents and teachers. I also consider that this translation activity is part of intercultural mediation, because translation has been understood as a form

of mediation work involving a positioning of the translator between two interlocutors who are speakers of different languages and acting to achieve communication where otherwise there would be no shared language (Liddicoat, 2016).

5.4. Perceptions of the Chinese international students regarding the Green University

In order to investigate the perceptions of the Chinese international students regarding how to improve the SRI's response to motivate more Chinese students to choose this university and to welcome and include them better in the daily life of the university I applied a semi-structured interview to twelve Chinese international students from the university under study. Their responses were grouped into two sections: perceptions regarding how the Green University's response could be improved to motivate more Chinese students to choose this university (5.4.1) and conceptions regarding how the Green University could include Chinese students better in the daily life of the university (5.4.2).

5.4.1. Perceptions regarding how the Green University's response could be improved to motivate more Chinese students to choose this university

Chinese international students heard about the Green University at their own university, through their doctoral advisers who worked with researchers at the Green University (n = 2) or through the exchange program of the university (n = 6) (Table 7).

Table7. *Where Chinese international students learn about the Green University*

Where students' learnt about the university	Students interviewed												TOTAL	
	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12		
PhD supervisor recommendation	√			√										2
From the Chinese exchange programme of the university		√	√		√	√				√	√			6
From the study abroad agency							√	√	√				√	4

All Chinese international students at the Green University attending the Master's program heard about this university in the Study Abroad Agency.

These results show the great importance of the collaboration between the researchers of the two countries to promote the exchange of students, and reinforce the importance of the exchange programme and the Study Abroad Agency.

Chinese students chose to come to the Green University to enrich their experiences (n = 4), for the future employment prospect (n = 3), to improve their language skills (n = 4), and to do some preparation for immigration or working abroad (n = 1) (Table 8).

Table 8. *Why Chinese international students choose to come to the Green University*

Reasons	Students interviewed												TOTAL
	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	
Enriching his/her experiences	√			√						√	√		4
Future employment prospects							√		√			√	3
Language skills		√	√		√	√							4
Preparation for immigration and working abroad								√					1

Most of the Chinese students chose to study abroad because they want to learn more knowledge and get more different experiences.

These results show that if the Green University wants to attract more Chinese students it should disseminates in China its different courses, and the opportunities offered to acquire the necessary competences to attend them, in order to let Chinese students to make their own choices. Especially the language course, because most of the Chinese students chose to study in this university to study Portuguese, as was said, for example, by the interviewee 2: "For learning the Portuguese language it is better to go to a Portuguese university to study, it is a very good opportunity for me".

Chinese international students did some preparations before they came to the university, namely, language preparation (n = 6) and academic (n = 4) and fund preparation (n = 2) (Table 9).

Table 9. *Preparations Chinese international students made before enter to the Green University*

What do they prepare	Students interviewed												TOTAL
	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	
Language preparation		√	√		√	√		√	√				6
Academic preparation	√			√						√	√		4
Fund preparation							√					√	2

From these results, for the Chinese international students the most important preparation is the language preparation, as was said, for example, by the interviewee 3 "I already study the Portuguese language in Chinese university for two years, I already study some Portuguese grammar and other knowledge about Portugal".

For the Chinese students studying abroad, the most difficult part is language. They must be proficient in English and have to learn Portuguese, as much as possible, because most of the courses at the university are Portuguese. If they don't know the language, they couldn't understand and learn the knowledge on the class.

The reasons why the Chinese international students seek the Green University to attend Bachelor's degree courses, were the following: some thought they could learn Portuguese in a systematic way (n = 3); some thought the tuition and cost of living are lower than in other European countries (n = 4); some wanted to change the major they were studying in China and learn the major they wanted to learn (n = 3); others thought It is convenient to apply for a master's degree in the future (n = 2) (Table 10).

Table 10. *Reasons because Chinese international students seek the Green University to attend Bachelor's Degree courses*

Reasons	Students interviewed												TOTAL
	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	
Can learn Portuguese in a systematic way		√				√		√					3
Tuition and cost of living are lower than in other European countries	√						√				√	√	4
They can choose to learn the major they want to learn.				√					√	√			3
It is convenient to apply for a master's degree in the future.			√		√								2

These results show that different Chinese international students chose to attend Bachelor's degree course in the Green University for different reasons, but the principal reason was because they thought that the course they attended will help them in the future, as interview 12 explained:

I think that because more and more Chinese students want to study abroad, and now the cost of studying abroad is high, it is difficult to apply. Therefore, more and more students choose to study in small European countries. As a result, the cost is relatively low and it is easier to apply" (Interview 12).

When the interviewees were asked about how the Green University can motivates more international Chinese students to study there, they explained that the university should expanded publicity (n = 3), enhance the visibility of the university (n = 7), and improve university rankings (n = 2) (Table 11).

Table 11. *What the Green University can do to motivate more international Chinese students to study there*

What the University can do	Students interviewed												TOTAL
	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	
Expand publicity		√		√				√					3
Enhance the visibility of the university	√				√	√	√			√	√	√	7
Improve university rankings			√						√				2

From these results, we can see that if the Green University want to motivate more international Chinese students to study there, the university must be well known and the Chinese students thought the Green University is not so much well- known. Therefore, the Green University should do more promotion in China, and let more teachers, students, and parents know information about it, as, for

example, the interviewee 12 said: “Enhance the publicity and awareness of the school and cooperate with Chinese universities to improve the school’s international rankings”.

It was also asked to the interviewees how the Green University could improve personal and professional relations with China. According some interviewees it can be achieved if the Green University provides some internship opportunities for Chinese international students in Portuguese companies (n = 3), internship cooperation with some Portuguese-related companies in China (n = 8), and some professional courses on Portuguese-speaking translation (n = 1) (Table 12).

Table 12. *What the Green University can do to improve personal and professional relations with China*

What the University can do	Students interviewed												TOTAL	
	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12		
Internship cooperation with Chinese companies in Portugal		√							√				√	3
Internship cooperation with some Portuguese-related companies in China	√		√	√	√	√	√			√	√			8
Open some professional courses on Portuguese-speaking translation									√					1

From these results, if the Green University wants to improve personal and professional relations with China, it can cooperate with some Chinese companies in Portugal or some Portuguese - related companies in China, let Chinese students have some internship opportunities to use their professional knowledge, and let them to train and improve their professional knowledge and skills in the company or enterprise as, for example, the interviewee 9 said: “Improve the professional skills and let the students get some professional experiences. For example: do some internship in some company”.

The interviewees also said that the Green University to have more Chinese International students could open more courses in English (n = 2), cooperate with more Chinese universities (n = 1), and conduct university promotion activities in more parts of China (n = 9) (Table 13).

Table 13. *What the Green University can do to have more Chinese international students*

What the University can do	Students interviewed												TOTAL	
	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12		
Open more courses in English							√						√	2
Cooperate with more Chinese universities	√													1
Conducting university promotion activities in more parts of China		√	√	√	√	√		√	√	√	√			9

Almost all Chinese international students believe that the Green University should do more promotion work in China, because in China people know very little about this university. At the same time, if the Green University can provide more courses taught in English, it might attract more Chinese

students to study. For example, the interviewee 9 said: "Improving university rankings and go to Chinese universities to do some promotion".

The Chinese international students thought there are some advantages of studying in the Green University, such as it is easier to apply to study at this university (n = 4), tuition, living expenses are cheaper than other universities (n = 2), the students and teachers here are friendly (n = 2), they can learn Portuguese in a more systematic way (n = 4) (Table 14).

Table 14. *Advantages that Chinese international students have in studying in the Green University*

Advantages	Students interviewed												TOTAL	
	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12		
It is easier to apply to study at this university.							√	√	√				√	4
Tuition, living expenses are cheaper than other universities				√									√	2
The students and teachers here are friendly.	√									√				2
Can learn Portuguese in a more systematic way		√	√		√	√								4

As a result, the Chinese students feel that the advantage of coming to this university is that it is easier to apply to the Green University and they can learn Portuguese systematically at the university, as said the interviewee 8: "I can learn a different culture and different knowledge system". Tuition fees are also cheaper than other universities, and Chinese students also value the friendly environment among university teachers and students.

The Chinese international students said there are some disadvantages of studying in the Green University, such as language problems (n = 4), loneliness in a foreign country (n = 2), dietary differences (n = 1), different learning assessment methods (n = 1), course settings are different (n = 2), inconvenient accommodation (n = 2) (Table 15).

Table 15. *Disadvantages that Chinese international students have in studying in the Green University*

Disadvantages	Students interviewed												TOTAL	
	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12		
Language problem	√			√			√						√	4
Loneliness in a foreign country									√	√				2
Dietary differences												√		1
Learning assessment methods are different								√						1
Course settings are different					√	√								2
Inconvenient accommodation		√	√											2

From these results, the Chinese students feel that the most disadvantage of coming to this university is the language problem, because not all the Chinese international students come to this

university to study Portuguese. Most of them don't know Portuguese, but there were not many course to teach in English. So for the Chinese international students there are not so many courses for them to choose. Other disadvantages referred to, were loneliness in a foreign country, dietary differences, learning assessment methods are different, course settings are different, inconvenient accommodation. For example the interviewee 7 explained:

language problem, it is difficult to understand on the class, because the teacher teach only in Portuguese. I can't understand them at all. Another problem is accommodation dormitory is too far away from the university. Apply for the Visa is also a little difficult.

The Chinese international students could do something to eliminate disadvantages found in studying in the Green University, such as try hard to learn more (n = 3), try to meet some Chinese students studying at this university (n = 4), try to make friends among some local classmates (n = 2), to ask a classmate or teacher for help (n = 3) (Table 16).

Table 16. *What Chinese international students could do to eliminate disadvantages found in studying in the Green University*

How to eliminate the disadvantages	Students interviewed												TOTAL	
	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12		
Try hard to learn more		√			√				√					3
Try to meet some Chinese students studying at this university.	√			√			√			√				4
Try to make friends with some local classmates								√			√			2
Ask a classmate or teacher for help			√			√						√		3

From these results, we can see that the Chinese international students try to eliminate the disadvantages found in studying at the Green University. They must rely on themselves to overcome, they should work harder to learn, to meet new friends, Chinese students or local students, integrate and adapt themselves as much as possible, and that let them live and study here and enjoy a better life. For example, interviewee 6 said: "I think I should work hard to overcome it. About the life problem, just adopt it".

5.4.2. Conceptions regarding how the Green University could include Chinese students better in the daily life of the university

The Chinese international students took part in some activities, such as class activities (n = 3), activities held by SRI (n = 2), and activities held by local Chinese group (n = 4). However, some Chinese international students did not participate in any activities (n = 3) (Table = 17).

Table 17. *Activities in which Chinese international students use to take part in the Green University*

Activities	Students interviewed												TOTAL
	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	
Class activities	√			√						√			3
Activities held by SRI					√	√							2
Activities held by local Chinese group		√						√	√	√			4
Did not participate			√								√	√	3

From these results we can conclude that the Chinese international students will take part in some activities. They like to participate in activities that they are familiar with and are collectively organized, such as class organization activities, and SRI organization activities. They will also participate in some activities held by local Chinese students because these activities allow them to know more Chinese students and they are more convenient to communicate. However, there are still some Chinese students who don't like to participate in activities because they feel that they are not here for a long time. Other students are not willing to spend time in various activities. However, some students take part in the activities, for example the interviewee 5 said: "I take part in some activities, the activities hold by SRI".

The Chinese international students had the following expectations studying in the Green University: successful graduation (n = 5); gain more experience and knowledge (n = 4); learn some useful skills for the future job (n = 3) (Table 18).

Table 18. *Expectations of Chinese international students regarding the Green University*

Expectations	Students interviewed												TOTAL
	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	
Successful graduation		√					√	√	√			√	5
Gain more experience and knowledge	√				√	√					√		4
Learn some useful skills for the future job			√	√						√			3

From these results we can see that almost half of the students had the expectation of successfully graduating from this university. After graduation, getting the diploma was the final result they hoped to achieve. At the same time, other students also hoped to learn some useful knowledge and skills that can be used in future work. For example the interviewee 1 said: "I hope to learn more knowledge and experience here. I hope it will help me in my future career".

The Chinese international students who came to this country and city, wanted to learn the history and building (n = 4), visiting the famous places (n = 5) and try the traditional Portuguese food (n= 3) (Table 19).

Table 19. *What Chinese international students want to learn about the city and the country where the university is*

What they want to learn	Students interviewed												TOTAL	
	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12		
The History and building	√			√				√		√				4
The famous place		√			√	√	√						√	5
The Portuguese traditional food			√							√		√		3

Almost all the Chinese international students come to another county, they want to visit the famous place in this city and country, learn its history and how the country was built, try different food, and feel different culture. For example the interviewee 4 said: "If I have free time, I want to visit all the famous places in Portugal".

The Chinese international students participate in the social life of the university in small group activities with several familiar Chinese student friends (n = 8), live alone most of the time (n = 3), and carry out activities with the roommates who live together (n = 1) (Table 20).

Table 20. *What is the involvement of Chinese international students in the social life of the university*

Type of social involvement	Students interviewed												TOTAL	
	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12		
<i>Small group activities with several familiar Chinese student friends</i>	√	√	√	√	√				√		√		√	8
Live alone most of the time							√			√			√	3
Activities with the roommates who live together								√						1

Judging from these results, the social life of Chinese students in this university is relatively simple. Most of them basically prefer to play with Chinese students who know each other. Basically, they participate in small group activities. In addition to the class time, there is basically a lot of time to be alone, and there are some Chinese students who will play with their roommates. For example the interviewee 9 said: "The degree of participation is not very high, because of language problems, so Chinese students are not very well able to participate in".

The reasons why the Chinese international students were thinking about getting involved in organizing some intercultural activity were the following: is a good way for other countries to know China (n = 5); changing the views of students from other countries on China (n = 4); changing the views of students from other countries on Chinese students (n = 3) (Table 21).

Table 21. *Reasons why Chinese international students are thinking about getting involved in organizing some intercultural activity*

Reasons	Students interviewed												TOTAL	
	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12		
Is a good way for other countries to know China			√		√	√				√			√	5
Changing the views of students from other countries on China	√			√			√				√			4
Changing the views of students from other countries on Chinese students		√							√			√		3

From these results, in fact, many Chinese students have not considered this question. In their opinion, there is not such intercultural activities be held at the university. However, after I asked this question, they felt that this might be a good opportunity for students from other countries to know China, and through such activities it is possible to change the visions of students of other countries regarding the Chinese students. Even in the view of China, they felt that this kind of intercultural activity will be very good; for example the interviewee 1 said: "Yes, I think it is a very good way to let the students here to know more deeply China".

The Chinese international students thought that the welcoming activities held by the Green University were interesting (n = 4), little interesting (n = 2), and not interesting (n = 6) (Table 22).

Table 22. *Opinion of Chinese international students about the welcoming activities held by the University*

Opinion	Students interviewed												TOTAL	
	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12		
Interesting	√						√			√	√			4
Little interesting		√			√									2
Not interesting			√	√		√		√	√				√	6

Based on these results, basically a large part of Chinese students felt that the welcoming event held by the university is not so interesting. According to the interview, some of them are not able to understand the content of the activity so well, because of language problems. Some Chinese students thought that the content of the welcoming event is too much, and it is not very interesting and spend a lot of the time. For example, the interview 1 said: "I don't think it's particularly interesting".

The Chinese international students thought that the university could improve the welcoming activities organizing some tours (n = 3). Nine students didn't have opinion (Table 23).

Table 23. *Opinion of Chinese international students about how the welcoming activities held by the University can be improved in the coming years*

Improvements	Students interviewed												TOTAL
	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	
Organize some tours	√	√				√	√						3
No opinion			√	√	√				√			√	9

From these results, the Chinese students were not very interested in participating in the welcome event, so most of the students did not consider the improvement of this activity. However, some Chinese students who participated, thought that going out to visit the city or climbing the mountain, the outdoor activities, were very good and recommended that the university do more such activities.

The opinions of Chinese international students about how Chinese culture can be valued in the intercultural activities of welcoming international students were the following: I have no idea (n = 7), I never thought about it (n = 5) (Table 24).

Table 24. *Opinion of Chinese international students about how Chinese culture can be valued in the intercultural activities of welcoming international students*

Opinion	Students interviewed												TOTAL
	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	
I have no idea		√	√	√	√	√	√					√	7
I never thought about it	√							√	√	√	√		5

According to the interview results, the Chinese students who were interviewed basically did not consider this question. Some Chinese students thought that doing these activities are not significant, because when they come to this university, they should adapt and learn the culture of this university. And in a welcoming activity, the actual process of each university is almost the same, it is impossible to do a very interesting welcoming activity, however felt that the friendly welcome attitude of the university was fine and it was enough.

5.4.3. Discussion of results

Through these tables, we can clearly understand the needs and interests of Chinese students. The reasons why they chose to come to this university were based on the beautiful environment of the university, low consumption levels, and the kindness of teachers and students. Much more, because Chinese students in this university can learn Portuguese more systematically, they can also apply for master's degree and doctoral degree in the future, and provide more favourable conditions for post-graduation work, immigration, and work abroad.

However, Chinese students studying at this university may face more challenges and difficulties than students from other countries. This is based on the huge differences between Eastern and Western cultures. These Chinese students had problems in learning, living, and eating. For example, the difference in the learning system, the choice of courses, classes, and examination methods were very different from the Chinese learning system, and the teacher cannot help them, they needed to find their own methods to solve their own needs. In the process, some difficulties were encountered, mainly because they had to solve these difficulties themselves. At the end, after they can't handle it, they sought help from the international office or academic service to answer them.

In life, due to differences in living habits, they were not very good at getting along with their roommates from other countries, and they reflected that the student dormitory was very far from the university, and it was very inconvenient to go to the university.

Regarding diet, the Chinese and European diets were also quite different. They hope to cook some food in the place where they lived to improve the situation, but the school dormitory was not allowed. So some students chose to rent a house outside the school to improve their accommodation and diet, but it was not easy to rent a room or apartment near the university.

In terms of social participation, almost all students were not highly engaged. This was also based on cultural differences, and they were not well integrated into activities. Almost all Chinese students were more independent in live and study. When they went out for activities, they also conducted activities in small groups and went with Chinese students. Of course, there was also a Chinese group in the local area that organized some activities on some traditional Chinese holidays. Most Chinese students preferred to participate in this kind of activity. In this kind of activity, Chinese students can recognize more Chinese classmates and friends to eliminate their loneliness in a foreign country.

Almost all of the Chinese students participated in the activities held in the school, but they thought the activities were not very interesting because they were not very involved. Some students felt that the first activity was interesting, but after the first activity they felt it was not interesting any more. Some students thought that to have a visit outside, enjoy the scenery of the city, and cultural buildings were more interesting. There were also a few students who were willing to participate in or organize intercultural activities. They believe that such activities will enable more students from other countries to understand China and change their views on China and Chinese students.

Some of these results were previously found by Smith e Khawaja (2011) when they observed that being an international student is not easy, namely because International students have to

overcome the language barrier, they have to adjust to a new educational and a new cultural environment, and they have to establish new social networks. These evidences are in accordance with this study in the Green University. For international students it will be not easy to study at the Green University but they are able to overcome many difficult situations. This is their choice; they choose to study in another country. Therefore, they think they must be prepared and the new environment should be understood as a kind of learning for them. In the new environment, they will get some growth and progress, but different from other students.

Our results also agree with the study of Chavous (2005) and van Geel e Vedder (2011) when they argue that an inclusive university environment can potentially offer all conditions for optimal contact, where, regardless of their cultural backgrounds, students are treated equally, students are in pursuit of common goals, and there is acquaintance potential and the possibility of institutional support for inter-group interactions. Therefore, based on our results, the good acceptance atmosphere of the Green University is also very important for foreign students. Friendly communication and kindly language are very important for its international students. They may need more help, but at that time, it was very important the help of classmates and teachers. It may not be necessary to organize many activities at times, but the help given in class in the perspective of our interviewees very effective.

CHAPTER VI

FINAL CONSIDERATIONS

6.1. Introduction

This chapter is the final reflection on all the work carried out along the professional practice (academic internship) and its implications (6.2). At a later stage I present the impact of the internship at the personal level (6.3.1) and at the institutional level (6.3.2). To conclude I mean some implications for the future (6.4).

6.2. Critical analysis of the results and their implications

This internship report, aiming at my internship in the SRI, aims to reflect on intercultural mediation by participating in a number of activities and students' interviews that were organized, summarized, and analysed. With this report we can understand some problems caused by the differences between Chinese and European cultures and how to solve them.

It is inconvenient for Chinese students to learn, live and eat in Portugal, as in other European countries. Almost a large number of students came to this university not because they have much information about the university but by recommendation of the school, the agency or the supervisor of the Chinese university.

Some students want studying Portuguese at this university. People, who want to learn the language, think that if they want to learn the language, it is best to study in the country where the language is the mother tongue. With the return of Macao in 1999, more Chinese people have learnt about the country of Portugal because the relationship between China and Macao has become closer. In economic terms, cultural exchanges have also increased, because due to the return of Macao, some enterprises in China and Portugal have also had certain contacts and cooperation. It has also created a number of job demands, and the number of Chinese who want to learn Portuguese has also increased. Therefore, more Chinese people have also come to Portugal to study, work and live.

However, the differences between cultures still exist, so almost every Chinese student studying at this university has encountered different problems. These problems are not only for Chinese students, but also for students who come from other countries as an international student. Through the interview analysis, in fact, Chinese students showed that they are more independent in their studies abroad, and most of them will overcome or solve problems themselves after encountering problems. If they really can't handle it, they will first seek help from Chinese students studying at the same university. Then, after they can't find a solution, they will ask SRI or the academic service for help. Therefore, the problems they encounter in learning are not very big and they can solve them by themselves.

These studies also show that life problems, accommodation problems, eating problems, and loneliness in a foreign country have become more difficult for them to overcome. For example, college dorms are too inconvenient to go to the university, and it is not easy to rent a room near the university.

Familiar friends and family are not around and, also based on cultural differences, most Chinese students do not have high social participation. They are not able to participate in every activity and feel the fun of the activity. Moreover, Chinese students are subjectively based on learning, and they do not seem to like to participate in some social activities. They prefer to go out with small groups with their friends. They are basically some Chinese friends or classmates, because it is easy to communicate with each other and it is more enjoyable.

So we can see some of the problems and reflections brought about by cultural differences. These problems are inevitable. How can we overcome and solve them as much as possible? I believe that after reading this report, everyone will have some thoughts.

6.3. Impact of the professional practice

6.3.1. Impact at personal level

When doing translation work, what I need is to translate English materials into Chinese. The content of the translation is an introduction to the university information on the university website and an introduction to the relevant professional course information. Then, it is some of the promotional materials used by the University for publicity. There are very detailed introductions of university-related information. There is a lot of information, I didn't know much about it before translating this information. The richness and diversity of the relevant professional courses at the university were also unknown to me. To be honest, as an international student, I only know a lot about my major and school, but I don't

know much about other majors at the university. Therefore, when translating these materials, I not only have a more comprehensive understanding of the university, but also improved my English.

When I was engaged in interviews with Chinese students, I learnt more about the needs and interests of Chinese students. Although, as a Chinese student, I know some of the problems what are encountered in my study and life. However, after this interview, I can more clearly understand the interests and needs of other Chinese students. For the interview, I also specially selected 12 Chinese students from different professions, different regions of China, and different majors. From their interviews, we can see the differences between Chinese and European cultures, and in what situations Chinese students may encounter more problems. Through the combing and summarily of these interviews, we can understand some of the problems encountered by Chinese students and the ways to solve them. Through such a report, I hope to solve or improve the situation of some Chinese students, so that they can study more comfortably at this university.

6.3.2. Impact at institutional level

Through a short internship at SRI, I learnt about the work of the entire SRI. The teachers working at SRI are very busy, and their workload is very large and cumbersome, because it takes a lot of time and effort to help international students handle related procedures and questions. Moreover, the doubts and problems of international students are also very fragmented and complicated. Whether it is the teachers who work in the internal contact, or the teachers who do the external contact work, they are all very serious and responsible.

Through this intercultural investigation, we are already aware of the needs and interests of Chinese students. If we want to make some adjustments to meet the needs of Chinese students, some parts are relatively easy, but most of them are difficult, because student work or organization activities are based on the Portuguese culture. From the interviewees' point of view, it is difficult for them to understand, think, adjust, handle the problem, and how the organization can adapt itself to the students of each country. This is unrealistic and not easy. Therefore, from this perspective, if an activity is successful, as long as most students are satisfied.

Thinking about the promotion of this university, in fact, I think it is not enough. According to our results, because Portugal is a small country, its own attraction is not enough. So, if the Green University wants to expand the number and influence of Chinese international students, it needs more publicity and introduction in China, not only regarding the advantages and professional courses of the university,

but also cooperation with more Chinese companies and universities. It is also necessary to do more to promote the advantages of Portugal as a small country.

6.4. Implications for the future

The results of this internship report have certain practical significance. Originally, mediation has a very important role in the real world. However, the number of people engaged in related work in this area is not enough, and the institutional specialization in this work is not enough. In fact, in a diverse school, especially in universities, there are many places where we need to apply this knowledge. The university, as a small society of multicultural conflicts, needs to use Intercultural mediation to deal with or solve related problems.

Through this report, I hope that more people will know about mediation, affirm the role of intercultural mediation, let more people pay attention to mediation, and appreciate the convenience that mediation brings to our lives. It is also hoped that more and more people will join the industry to support and improve related institutions and facilities. In China, we have almost no such institutions, but in our work, we often use relevant knowledge and skills. If this report can let more Chinese people know about this major, it may let more Chinese people know that the skills they used in their daily work is actually a kind of mediation. They may use intercultural mediation more accurately and professionally to resolve conflicts and problems encountered.

I also hope that through this report, the Green University will be able to understand the interests and needs of international students, especially Chinese students. The objective is that the Green University will make easier for Chinese students to study and live at this university. At the same time, this report will also contribute to the Green University to attract more Chinese students to study at this university.

REFERENCES

- Almeida, L., & Freire, T. (2000). *Metodologia da Investigação em Psicologia e Educação*. Braga: Psiquilibrios.
- Alred, G. & Byram, M. (2002). Becoming an Intercultural Mediator: A Longitudinal Study of Residence Abroad. *Journal of Multilingual and Multicultural Development*, 23(5), 339-352.
- Baraldi, C. (Ed.) (2009). *Dialogue in intercultural communities. From an educational point of view*. Amsterdam and Philadelphia: John Benjamins.
- Baraldi, C. & Rossi E. (2011). Promotion of participation and mediation in multicultural classrooms. *Irish Educational Studies*, 30(3): 383–401.
- Bardin, L. (1997). *Análise de Conteúdo*. Lisboa: Edições 70.
- Bernard (1988). *Research Methods in Cultural Anthropology*. Newbury Park, CA: Sage Publications.
- Chavous, T.M. (2005). An Intergroup Contact-Theory Framework for Evaluating Racial Climate on Predominantly White College Campuses. *American Journal of Community Psychology*, 36(3/4), 239-257.
- Chen, C.P. (1999). Common stressors among international college students: research and counseling implications. *Journal of College Counseling*, 2, 49-65.
- Cohen, D., & Crabtree, B. (2008). *Qualitative Research Guidelines Project*. Retrieved from <http://www.qualres.org/HomeSemi-3629.html>
- Education (Master's), 2016/2017 (s.d.). Retrieved from https://www.uminho.pt/en/education/educational-offer/_layouts/15/uminho.portalum.ui/pages/catalogocursodetail.aspx?itemid=2050&catid=7
- Huang, L. (2018). *Communication between Chinese students and German university teachers in academic settings*. (Non-published Doctorate Thesis), Justus-Liebig-Universität Gießen, Germany.
- International relations services (n.d). Retrieved from <http://www.sri.uminho.pt/Default.aspx?tabid=20&pageid=240&lang=eng>
- Iriskhanova, K., Röcklinsberg, C., Ozolina, O., & Zaharia, I.A. (2004). L'empathie comme élément de la médiation culturelle [Empathy as an element of cultural mediation]. In G. Zarate, A. Gohard-Radenkovic, D. Lussier & H. Penz (Eds.), *La médiation culturelle et didactique des langues [Cultural mediation and language teaching]* (pp. 109–142). Strasbourg: Council of Europe Publishing.

- Jun, L. (2010). *Intercultural Communication and the Conflict between Chinese and Western Cultures*. Retrieved from <https://wenku.baidu.com/view/ade1bc28af45b307e8719796>
- Larragueta, S.F., Roderigo, M., Sierra, J.F. (2013). Marga, an intercultural mediator in a secondary education institute of Almeria. *Procedia - Social and Behavioral Sciences*, 116, 918-923
- Lázaro, A.M.S & Alfonso García Martínez, A.G. (2017). Intercultural education. A project of attention to diversity from the performing arts. *Procedia - Social and Behavioral Sciences*, 237, 856 – 862.
- Liddicoat, A.J. (2016). Intercultural mediation, intercultural communication and translation. *Perspectives Studies in Translatology*, 24(6), 354-364.
- Liddicoat, A.J., & Scarino, A. (2013). *Intercultural language teaching and learning*. Chichester: Wiley-Blackwell.
- Lyubovnikova, J., Napiersky, U., & Vlachopoulos, P. (2015). How are task reflexivity and intercultural sensitivity related to the academic performance of MBA students? *Studies in Higher Education*, 40(9), 1694-1714.
- McMillan, J., & Schumacher, S. (1997). *Research In Education. A Conceptual Introduction* (Fourth Edition). United States of America: Allyn & Bacon.
- Mecea, M. (2013). Training in intercultural mediation in a multicultural university. Contributions for fostering international stability. *IFAC SWIIS*, June (6-8), 153-158.
- Mission (n.d.). Retrieved from <https://www.uminho.pt/EN/uminho/institutional-information/Pages/Mission.aspx>
- Salmon, E.D., Gelfand, M.J., Çelik, A.B., Kraus, S., Wilkenfeld, J., & Inmam, M. (2013). Cultural contingencies of mediation: Effectiveness of mediator styles in intercultural disputes. *Journal of Organizational Behavior*, J. Organiz. Behav, 34, 887–909.
- Sani, S. (2015). The role of intercultural mediation in the integration of foreign students. *Procedia - Social and Behavioral Sciences*, 191, 2582 – 2584.
- Smith, R. A., & Khawaja, N. G. (2011). A review of acculturation experiences of international students. *International Journal of Intercultural Relations*, 35, 699-713. doi:10.1016/j.ijintrel.2011.08.004
- The information of the International relations services (n.d.). Retrieved from <https://www.uminho.pt/EN/education/support-for-students/international-relations-services>.
- Ting-Toomey, S. (1999). *Communicating across cultures*. New York: Guilford.

- Ting-Toomey, S. (2004). Translating conflict face-negotiation theory into practice. In D. Landis, J. Bennett, & M. Bennett (Eds.), *Handbook of intercultural training* (pp. 217-248). Thousand Oaks, CA: Sage Publications.
- Ting-Toomey, S. (2005). The matrix of face: An updated face-negotiation theory. In W. B. Gudykunst (Ed.), *Theorizing about intercultural communication* (pp. 71-92). Thousand Oaks, CA: Sage Publications.
- Van Geel, M., & Vedder, P. (2011). The role of family obligations and school adjustment in explaining the immigrant paradox. *Journal of Youth and Adolescence*, 40, 187-196.
- Xia, L. (2018). Analysis of the characteristics of Chinese mediation culture and its significance of intercultural communication.
- Zabalza, M. (2004). *Diários de aula. Contributo para o estudo dos dilemas práticos dos professores*. Porto: Porto Editora.

APPENDICES

APPENDIX 1 – INTERVIEW GUIDE

INTERVIEW INTERNATIONAL STUDENTS

Introduction: This interview is being carried out in the ambit of the Master's degree in Education in the specialization area of Mediation and Supervision of Professional Development. The objective of the interview is to know what the Chinese international students think and feel about the Green University and how the Green University's response could be improved to motivate more Chinese students to choose this university and to welcome them better in the daily life of the university. **The interview is anonymous.** The data will be treated anonymously so that no one ever knows what you have answered.

If you allow this interview to be recorded to facilitate its analysis, after transcribing the data the recording file will be destroyed.

Thank you so much for your cooperation!

I. Personal and professional data

1. (Register the sex) How old are you?
2. What is your academic background?
 - 2.1. What Course and Curricular Units are you attending at the Green University?
 - 2.2. How long have you been studying at this university?

II. Perceptions regarding how the Green University's response could be improved to motivate more Chinese students to choose this university

3. Where did you learn about this University?
4. Why did you choose to come to this University?
5. What preparations have you made before you enter at this university?
6. In your opinion, why do Chinese students seek this university to attend Bachelor's Degree courses?
7. How can the University of Minho motivates Chinese students to study at this university?
8. How can this university improve personal and professional relations with China?
9. In your opinion, what could the Green University do to have more international students?
10. What advantages do international students have in studying in the Green University?
11. Do they have any disadvantages? (If yes) Which ones?

12. How could these disadvantages be eliminated?

III. Conceptions regarding how the Green University could include Chinese students better in the daily life of the university

13. Do you use to take part in any activities at this university? (If yes) In what activities?

14. What are your expectations regarding the Green University?

15. What do you want to learn about the city and the country while you are at this university?

16. What is your degree of involvement in the social life of the university? Why?

17. Are you thinking about getting involved in organizing some intercultural activity? Why?

18. What do you think about the welcoming activities held at the University?

19. How can these activities be improved in the coming years?

20. How can Chinese culture be valued in the intercultural activities of welcoming international students?

APPENDIX 2 - EXAMPLE OF INTERVIEWS

INTERVIEWEE # 1 - International student

- Interviewer: (Register the sex) How old are you?
Interviewee # 1: Male, 26
Interviewer: What Course and Curricular Units are you attending at the Green University?
Interviewee # 1: Biological Engineering, Joint - training PhD Candidate
Interviewer: How long have you been studying at this university?
Interviewee # 1: Under 1 year
Interviewer: Where did you learn about this University?
Interviewee # 1: PhD supervisor recommendation
Interviewer: 4. Why did you choose to come to this University?
Interviewee # 1: My PhD supervisor in China and the PhD supervisor of the Green University know each other and have some cooperation, so my PhD supervisor in China recommended me to do the research and study here.
Interviewer: What preparations have you made before you enter at this university?
Interviewee # 1: I already study and do some research in China with my PhD supervisor, I brought some books and papers. Learn some expressions of daily English.
Interviewer: In your opinion, why do Chinese students seek this university to attend Bachelor's Degree courses?
Interviewee # 1: I don't know
Interviewer: How can the Green University motivates Chinese students to study at this university?
Interviewee # 1: Perhaps strengthen the cooperation with the Chinese universities, and make more introduction in China.
Interviewer: How can this university improve personal and professional relations with China?
Interviewee # 1: I think it is enough
Interviewer: In your opinion, what could the University of Minho do to have more international students?
Interviewee # 1: Improve university rankings and go to Chinese universities to do some promotion.
Interviewer: What advantages do international students have in studying in the University of Minho?
Interviewee # 1: To do research here at the university, one is the accumulation of experience, and the other is the strengthening of the ability to use language. The experience of doing research abroad is very important for the future work.
Interviewer: Do they have any disadvantages? (If yes) Which ones?
Interviewee # 1: Disadvantage is language, sometimes it is a little difficult to understand all the words, and a little difficult to express.
Interviewer: How could these disadvantages be eliminated?
Interviewee # 1: I think I should work hard to overcome it.
Interviewer: Do you use to take part in any activities at this university? (If yes) In what activities?
Interviewee # 1: Yes, I take part in some activities with my classmates.
Interviewer: What are your expectations regarding the Green University?
Interviewee # 1: I hope to learn more knowledge by accumulating, and learn more experience here.
Interviewer: What do you want to learn about the city and the country while you are at this university?
Interviewee # 1: The culture here and the food, and the beautiful view.
Interviewer: What is your degree of involvement in the social life of the university? Why?
Interviewee # 1: Occasionally take part in the activities of some classes.
Interviewer: Are you thinking about getting involved in organizing some intercultural activity? Why?
Interviewee # 1: Yes, I think it is a very good way to let the students here know China more.
Interviewer: What do you think about the welcoming activities held by the University?
Interviewee # 1: I am not attend the welcoming activity.
Interviewer: How can these activities be improved in the coming years?
Interviewee # 1: I don't know.
Interviewer: How can Chinese culture be valued in the intercultural activities of welcoming international students?
Interviewee # 1: I don't know.

INTERVIEWEE # 2 - International student

- Interviewer: (Register the sex) How old are you?
Interviewee # 2: Female, 19
- Interviewer: What Course and Curricular Units are you attending at the Green University?
Interviewee # 2: Bachelor of Languages and Portuguese Literature
- Interviewer: How long have you been studying at this university?
Interviewee # 2: Under 1 year
- Interviewer: Where did you learn about this University?
Interviewee # 2: From the Chinese university where I study
- Interviewer: Why did you choose to come to this University?
Interviewee # 2: For learning the Portuguese language, it is better to go to a Portuguese university to study, It is a very good opportunity for me .
- Interviewer: What preparations have you made before you enter at this university?
Interviewee # 2: I already study the Portuguese language in Chinese university for two years, I already study some Portuguese grammar and other knowledge of Portuguese.
- Interviewer: In your opinion, why do Chinese students seek this university to attend Bachelor's Degree courses?
Interviewee # 2: Because It is a good university to study Portuguese.
- Interviewer: How can the Green University motivates Chinese students to study at this university?
Interviewee # 2: Perhaps strengthen the cooperation with the Chinese universities, and make more introduction in Chinese university.
- Interviewer: How can this university improve personal and professional relations with China?
Interviewee # 2: I don't kown, I didn't think about it.
- Interviewer: In your opinion, what could the University of Minho do to have more international students?
Interviewee # 2: Improve university rankings and go to Chinese universities to do some introduction.
- Interviewer: What advantages do international students have in studying in the University of Minho?
Interviewee # 2: Because my major is Portuguese, so it is a good opportunity to study in an Portuguese university, and the university of Minho is a good university to study.
- Interviewer: Do they have any disadvantages? (If yes) Which ones?
Interviewee # 2: Disadvantage is language, it is difficult to understand when I was have the class, because the teacher teach only by Portuguese. I can't understand them all.
- Interviewer: How could these disadvantages be eliminated?
Interviewee # 2: I think I should work hard to overcome it.
- Interviewer: Do you use to take part in any activities at this university? (If yes) In what activities?
Interviewee # 2: Almost not take part in any activities.
- Interviewer: What are your expectations regarding the Green University?
Interviewee # 2: I hope to learn more knowledge by accumulating, and learn more experience here.
- Interviewer: What do you want to learn about the city and the country while you are at this university?
Interviewee # 2: The famous places, the culture, the food.
- Interviewer: What is your degree of involvement in the social life of the university? Why?
Interviewee # 2: I only go out with my classmate or my Chinese friend.
- Interviewer: Are you thinking about getting involved in organizing some intercultural activity? Why?
Interviewee # 2: Yes, I think it is a very good way to let the students here know China more.
- Interviewer: What do you think about the welcoming activities held by the University?
Interviewee # 2: I am not attend the welcoming activity
- Interviewer: How can these activities be improved in the coming years?
Interviewee # 2: I don't know.
- Interviewer: How can Chinese culture be valued in the intercultural activities of welcoming international students?
Interviewee # 2: I don't know

INTERVIEWEE # 11 - International student

- Interviewer: (Register the sex) How old are you?
Interviewee # 11: Male, 26
- Interviewer: What Course and Curricular Units are you attending at the Green University?
Interviewee # 11: Doctor of biological engineering
- Interviewer: How long have you been studying at this university?
Interviewee # 11: Over 2 years
- Interviewer: Where did you learn about this University?
Interviewee # 11: From the university exchange programme
- Interviewer: Why did you choose to come to this University?
Interviewee # 11: Because my university has this exchange programme, it is convenient for me to choose this university.
- Interviewer: What preparations have you made before you enter at this university?
Interviewee # 11: I prepared many materials to apply for a visa, and Strengthened my English vocabulary, prepared some professional papers and material.
- Interviewer: In your opinion, why do Chinese students seek this university to attend Bachelor's Degree courses?
Interviewee # 11: I think it is because this university has some cooperation with some Chinese universities, more and more Chinese students know this university and the Chinese students want to go abroad it is a good choice.
- Interviewer: How can the Green University motivates Chinese students to study at this university?
Interviewee # 11: Perhaps strengthen the cooperation with the Chinese universities, and make more promotion in Chinese universities, improve ranking.
- Interviewer: How can this university improve personal and professional relations with China?
Interviewee # 11: I think in my area it is enough to improve my personal and professional, and when I go back to China it will be very useful.
- Interviewer: In your opinion, what could the University of Minho do to have more international students?
Interviewee # 11: Improve university ranking and go to Chinese universities to do some promotion.
- Interviewer: What advantages do international students have in studying in the University of Minho?
Interviewee # 11: I can learn the different culture and different knowledge system.
- Interviewer: Do they have any disadvantages? (If yes) Which ones?
Interviewee # 11: For me the biggest problem will be apply for visa, if I want to renewal of my visa, it will have many problem and I must wait for very long time.
- Interviewer: How could these disadvantages be eliminated?
Interviewee # 11: I don't know.
- Interviewer: Do you use to take part in any activities at this university? (If yes) In what activities?
Interviewee # 11: Yes! Some activities with my classmates, go out with my Chinese friends.
- Interviewer: What are your expectations regarding the Green University?
Interviewee # 11: I hope to finish my doctor research successfully.
- Interviewer: What do you want to learn about the city and the country while you are at this university?
Interviewee # 11: If I have a free time, I want to visit all the famous places in Portugal. And know the culture and customs here.
- Interviewer: What is your degree of involvement in the social life of the university? Why?
Interviewee # 11: Not very often. but if I have a time, I will participate. Because I am busy with my doctor research.
- Interviewer: Are you thinking about getting involved in organizing some intercultural activity? Why?
Interviewee # 11: Yes, I think it will be very interesting. And it is a good way to let the Portuguese students know China.
- Interviewer: What do you think about the welcoming activities held by the University?
Interviewee # 11: I think it is interesting.
- Interviewer: How can these activities be improved in the coming years?
Interviewee # 11: I don't know.
- Interviewer: How can Chinese culture be valued in the intercultural activities of welcoming international students?
Interviewee # 11: I don't know.

INTERVIEWEE # 12 - International student

- Interviewer: (Register the sex) How old are you?
Interviewee # 12: Female, 24
Interviewer: What Course and Curricular Units are you attending at the Green University?
Interviewee # 12: Master of Portuguese language
Interviewer: How long have you been studying at this university?
Interviewee # 12: Over 2 years
Interviewer: Where did you learn about this University?
Interviewee # 12: From the study abroad agency.
Interviewer: Why did you choose to come to this University?
Interviewee # 12: Because I want to study abroad, the study abroad agency recommended me to study here.
Interviewer: What preparations have you made before you enter at this university?
Interviewee # 12: I took an online Portuguese course and learned the vocabulary and expressions of Portuguese.
Interviewer: In your opinion, why do Chinese students seek this university to attend Bachelor's Degree courses?
Interviewee # 12: I think that because more and more Chinese students want to study abroad, and now the cost of studying abroad is high, it is difficult to apply. Therefore, more and more students choose to study in small European countries. As a result, the cost is relatively low and it is easier to apply.
Interviewer: How can the Green University motivates Chinese students to study at this university?
Interviewee # 12: Enhance the publicity and awareness of the school and cooperate with Chinese universities to improve the school's international rankings.
Interviewer: How can this university improve personal and professional relations with China?
Interviewee # 12: May be pay more attention to the study of professional skills and knowledge in curriculum design.
Interviewer: In your opinion, what could the University of Minho do to have more international students?
Interviewee # 12: Improve the ranking of university, go to Chinese universities to promote and raise awareness.
Interviewer: What advantages do international students have in studying in the University of Minho?
Interviewee # 12: I can learn Portuguese more systematically, professionally and accurately.
Interviewer: Do they have any disadvantages? (If yes) Which ones?
Interviewee # 12: The disadvantage is language, all the teachers teach the class by Portuguese, it will be very difficult to understand. Another one is Preparing application materials is very complicated and difficult.
Interviewer: How could these disadvantages be eliminated?
Interviewee # 12: I should overcome it by myself or ask for a help with my Chinese friends.
Interviewer: Do you use to take part in any activities at this university? (If yes) In what activities?
Interviewee # 12: No.
Interviewer: What are your expectations regarding the Green University?
Interviewee # 12: I hope I can get my degree successfully.
Interviewer: What do you want to learn about the city and the country while you are at this university?
Interviewee # 12: If I have a free time, I want to visit all the famous places in Portugal.
Interviewer: What is your degree of involvement in the social life of the university? Why?
Interviewee # 12: Not very often. Because I don't think it is very interesting.
Interviewer: Are you thinking about getting involved in organizing some intercultural activity? Why?
Interviewee # 12: No. I just want to study here, I don't want to do other thing.
Interviewer: What do you think about the welcoming activities held by the University?
Interviewee # 12: No. I didn't attend the welcoming activities.
Interviewer: How can these activities be improved in the coming years?
Interviewee # 12: I don't know.
Interviewer: How can Chinese culture be valued in the intercultural activities of welcoming international students?
Interviewee # 12: I don't know.