

**Plurilingual orientations to perceived linguistic asymmetry in
NS/NNS interactions**

A conversation analytic study of native speaker repair strategies

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Abstract

Existing research into plurilingual competence is primarily concerned with understanding speaker attitudes, language acquisition and developing measurement instruments such as the plurilingual and pluricultural competence (PPC) scale (Galante, 2020). Due to an absence of Conversation Analysis (CA) studies into the phenomenon of individual plurilingualism, little is known about its interactional consequences or its manifestation in conversational activities. This research explores the relationship between plurilingualism and conversational repair, an activity that can be enacted on one's own talk (self-repair) or on the talk of another (other-repair). Schlegelhoff et al. (1977) note that the face-threatening nature of repair gives rise to a preference for self-repair in almost all contexts. However, Norrick (1991) finds that certain speaker dynamics – such as those in teacher/student or native/non-native speaker configurations – can disrupt this organization of repair. This study takes 11 conversations between native and non-native speakers of English as its CA corpus, where the 11 native speakers represent varied PPC scores. The study looks for evidence of repair preferences indexing speaker orientations to linguistic power asymmetries. Analysis reveals that both more and less plurilingual native speakers display a preference for self-repair in conversations with non-native speakers, although native speakers who score higher on the PPC scale tend to orient to the NNS status of their interlocutor and employ a pedagogical stance more readily than those who score lower on the PPC scale.

Keywords: Conversation analysis, repair, native/non-native interaction, plurilingualism, self- vs. other-repair

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1 Introduction

Conversations between native speakers (NS) and non-native speakers (NNS) of a given language have frequently been taken as the unit of study in conversation analysis research. Interest in this particular speaker configuration lies not only in the prevalence of NS/NNS interactions in an era of rapid globalisation, but often in the inherent asymmetry at the heart of the interaction: the asymmetry of speakers' linguistic repertoires. As such, it has traditionally been common to see speakers positioned as incompetent (NNS) versus competent (NS) interlocutor, particularly in the context of second language acquisition (SLA) research that tends to monolingual, native speaker norms. However, the application of Hymes' (1972) sociolinguistic perspective gives rise to a new conceptualisation of both NNS and NS as competent social actors with diverse communicative repertoires that they draw on to participate in equally diverse interactions (Galante, 2020). Such a rethinking allows research to escape “the inadequacy of rigid dichotomies” (centre/periphery, coloniser/colonised, NS/NNS) that globalisation is often accused of reinforcing (Mudimbe-Boyi, 2012, p. xiii). This dynamic approach to identity is increasingly taken up by researchers to investigate the ways in which certain aspects of speaker identities become relevant through talk (Bolden, 2012; Dings, 2012; Kurhila, 2001; Tudini & Liddicoat, 2013).

One aspect of identity that is yet to be explored in terms of its interactional relevance is the linguistic profile of any given interlocutor, particularly that of the NS. While the NNS in any interaction is by definition plurilingual, the language skills of the NS are not taken into account. Yet, these skills are highly likely to be relevant in the unfolding of interaction, particularly in light of the definition of plurilingual competence, which is “the ability to use languages for the purposes of communication and to take part in intercultural interaction” (Council of Europe, 2001, p. 168). Here, a distinction is made between multilingualism and plurilingualism, where multilingualism describes the social norm and plurilingualism

individual use of two or more languages (Galante, 2020). Canagarajah (2009), whose work centres on multilingual South Asian communities, suggests that plurilingual communication is characterised by flexibility, unpredictably and cooperation. In practice this can involve the use of the *let it pass* principle or the mutual adoption of ungrammatical forms, which the plurilingual employs to ensure the smooth continuation of conversation, rather than correct the other's speech according to a set of norms. The possession of plurilingual competence may therefore mark the NS orientation to the non-native status of their interlocutor, as manifested in conversational activities such as repair.

Repair is a strategy used to deal with problems in speaking, hearing and understanding and thereby ensure mutual understanding (Schleghoff et al., 1977). As a conversational activity, it plays an important role in revealing asymmetries in conversation, through the forms that it takes. While Schleghoff et al. (1977) find a preference for repair enacted by the speaker herself (self-repair) in conversations between native speakers, Norrick (1991) finds that asymmetric relationships, such as parent-child, teacher-student and NS-NNS, do not consistently exhibit this preference; other-repair occurs in such contexts “without any marking of its dispreferred status” (Kurhila, 2001, p. 1087). As such, repair patterns are likely to display speaker orientations to the NS/NNS dynamic. Indeed, the relationship between repair and NS/NNS identities has been explored in several studies; Dings' (2012) longitudinal study of a Spanish NS and NNS reveals an evolving relationship between correction patterns and speaker orientation to novice/expert identities in conversation, over the course of the NNS' stay abroad. Similarly, Kurhila (2001) considers whether repair patterns are a function of asymmetrical language repertoires in NS/NNS interactions. This study examines the degree to which repair patterns are a function of plurilingual competence and the degree to which they render the asymmetry of NS/NNS interactions relevant in online video conversations between NS and NNS participants in English. This relevance may be revealed through the use of different kinds

of repair, in particular self-repair versus other-repair. The research question and sub questions are therefore as follows:

To what extent is the linguistic asymmetry of NS/NNS interactions more or less relevant when the NS is more or less plurilingual?

- I. To what extent do more and less plurilingual native speakers prefer self-repair over other-repair in NS/NNS interactions?*
- II. How do more and less plurilingual native speakers respectively use repair strategies to achieve mutual understanding in NS/NNS interactions?*
- III. To what extent does this use of repair strategies reveal an orientation to the linguistic asymmetry of NS/NNS interactions?*

The study finds that while both more and less plurilingual native speakers display a preference for self-repair in conversations with non-native speakers, native speakers with greater plurilingual competence tend to orient to the NNS status of their interlocutor and to employ a pedagogical stance to a greater extent than those who score lower on the plurilingual competence scale.

2 Theoretical Framework

The following chapter draws on literature related to social action theories of language, repair and (plurilingual) communicative competence to build a theoretical framework for the research project.

2.1 Beyond NS/NNS labels: social actors with plural identities

The categories NS and NNS are increasingly being challenged in SLA research. Liddicoat (2016) concludes that the NS is in fact an ideological product whose political consequences shape interactions by marking out speakers in terms of their legitimacy as

language users, where the NNS is perceived to be a less legitimate language user. The notion of legitimacy is closely related to the native speaker norms upon which language teaching is often based. That language learners (L2s) should aim to communicate in the target language like a native speaker is commonly taken as the default goal, yet this has come to be seen as an ideology with sometimes negative consequences for language learning (Cook, 1999). Cook (1999) argues that L2 learners “should be considered as speakers in their own right”, rather than “approximations to monolingual native speakers”, with the consequence that students, teachers and other interactants will have a positive image of L2 users, rather than perceiving them as “failed native speakers” (p. 185).

To this end, Firth and Wagner (1997) call for a richer conceptualisation of interlocutor identities, one that does not simply position the NNS as a defective communicator through implicit reference to native speaker norms. Indeed, in another context using a different vehicular language, the roles of NS and NNS could be reversed, and the former NS labelled the defective communicator. Instead, research should leave room for different identities (such as gender, age and nationality) or more complex linguistic identities (such as plurilingual ones) to become relevant throughout the interaction, as two interlocutors seek to achieve mutual understanding. This approach allows researchers to employ useful labels, without applying *a priori* assumptions about their importance in the unfolding of interaction. In Tudini and Liddicoat (2013), for example, interactants are shown to take up the position of expert and novice at different points in conversation. Here, the labels novice and NNS tend to be equated, as are expert and NS, yet there are opportunities for both NS and NNS to assume the role of expert and novice in relation to certain discussion content or through the use of another language. The NNS is, for example, likely to have expertise on certain topics of which the NS has less knowledge. If these topics are broached in conversation, the NNS emerges as expert

at this point in interaction. In this way it can be seen that functional labels such as novice and expert allow for a dynamic, flexible approach to speaker identity.

This movement away from *a priori* categorisation here represents a refocusing on the way in which two interlocutors co-construct meaning in interaction, as social actors. In line with theories of language as social action, the criteria for evaluating language is not seen to be grammaticality, but the degree to which situational requirements are met (Holtgraves, 2013). As social actors, interactants must “know how to translate their intentions into linguistic actions in a particular conversational and social context” (Holtgraves, 2013, p. 180). These actions can thus be characterised as “contributions to a joint enterprise”, which are necessarily based upon shared assumptions and mental modelling of the other’s contributions (Levinson, 2012). The degree to which participants are able to contribute to this enterprise successfully is conceptualised as communicative competence in various models (Canale & Swain, 1980; Hymes, 1992). Canale and Swain (1980) originally defined a three-dimensional model of communicative competence, which includes grammatical competence, sociolinguistic competence and strategic competence. While grammatical competence is understood to include knowledge of lexical items, morphology, syntax, semantics and phonology, sociolinguistic competence is concerned with sociocultural rules and rules governing discourse. Strategic competence allows speakers to deal with communication breakdown or threats to mutual understanding. Revisions and new iterations of this model exist, but its relevance here remains the same: the interactant, whether NS or NNS, is a social actor possessing various competences, which she can employ at different points in conversation as they are required and become relevant.

2.2 From cooperative, monolingual expert to plurilingual actor: NS in action

Plurilingual and pluricultural competence (PPC) is a particular portfolio of communicative competences defined in the Council of Europe's (2001) exposition of the Common European Framework of Reference (CEFR) as follows:

Plurilingual and pluricultural competence refers to the ability to use languages for the purposes of communication and to take part in intercultural interaction, where a person, viewed as a social agent, has proficiency, of varying degrees, in several languages and experience of several cultures. This is not seen as the superposition or juxtaposition of distinct competences, but rather as the existence of a complex or even composite competence on which the user may draw. (p. 168)

Following this definition, PPC can be conceptualised as a “multi-dimensional, dynamic and evolving set of continuous variations” (Coste et al., 2009, p. 17), rather than as a fixed category. Jessner (1999) argues that the dynamic nature of plurilingual proficiency is largely related to the metalinguistic awareness of plurilingual speakers, which plays a “central and facilitating role” in acquiring and performing a second or third language (p. 207). This awareness allows them to reflect on their own language use and make comparisons between different language systems.

Based on the above definition, the notion of PPC is highly likely to be relevant to the multilingual, intercultural interactions between NS and NNS. However, while the NS and NNS are, by default, defined by their linguistic capability, this is solely in relation to the vehicular language, which in this study is English. While the NNS is, by definition, plurilingual, the same cannot necessarily be said for the NS, who tends to be characterised as a cooperative, monolingual expert (Firth & Wagner, 1997). The relationship between bilingualism, multilingualism, semilingualism, language loss and the concept of NS is ignored for the most part (Firth and Wagner, 1997). Yet, the possession of PPC is likely to influence the behaviour

of the NS, and the degree to which she can employ her linguistic capital with regard for the situation and interlocutor (Coste et al., 2009).

The consequences of PPC for interaction remain largely unexplored, with some exceptions. Galante (2020) suggests that PPC manifests itself in practices such as translanguaging, intercomprehension and language comparison, which are used with sensitivity to socio-cultural context. Canagarajah (2009) identifies six characteristics of plurilingual communication in English: retention of linguistic distinctiveness, co-construction of intersubjective norms, communication through hybrid codes, consensus-oriented and supportive communication, exploitation of ecology for meaning making, interconnection of language use and language learning. The relative absence of studies investigating plurilingual competence through the lens of Conversation Analysis leaves a gap in knowledge about the concrete interactional consequences of individual plurilingual competence at the level of turn-taking, in repair sequences, for example. However, three of Canagarajah's (2009) characteristics may indicate how repair is constructed by plurilingual individuals, specifically native speakers in conversation with non-native speakers.

The first of these is the consensus-oriented and supportive nature of communication, which is the result of a "more accommodating and less agonistic" approach, according to Canagarajah (2009, p. 19). The *let it pass* principle is illustrative of this approach, which plurilinguals employ to move on with a conversation rather than correct an incorrect or unintelligible item. The second characteristic of note is the interconnection of language learning and language use from a plurilingual perspective, which renders every interaction a learning opportunity. As such, the question is raised of whether the plurilingual NS employs strategies such as repair as pedagogical tools in conversations with NNS. Finally, the retention of linguistic distinctiveness in conversation means that plurilingual individuals are open to redefining what is perceived as an error. It is highly likely that such an approach would have

an impact on repair strategies. This study will investigate the degree to which plurilingual competence impacts the use of repair preferences among native speakers and the degree to which these patterns reveal an orientation to the linguistic asymmetry of the interaction.

2.3 A window onto linguistic (a)symmetry: the preference for self-repair

The asymmetry of exolingual communication (or communication involving speakers with different language repertoires) can become “interactionally salient” as a result of certain activities enacted by the participants (Kurhila, 2001, p. 1084). One such activity is repair, which is a conversational activity that serves to resolve problems in speaking, hearing and understanding in interaction (Schlegelhoff et al., 1977). Given the model of the ideal native communicator within which language teaching has developed, deviations from native-speaker norms are likely to be seen as potential problems in communication (Coste et al., 2009). As such, it is to be expected that two speakers with different linguistic and cultural profiles will rely on repair strategies to ensure that potential trouble in understanding does not impede mutual comprehension. As Bolden (2012) puts it, conversational repair “addresses problems of intersubjectivity, including those that may be rooted in cultural and linguistic differences” (p. 101). An example of repair is presented in extract (1), taken from a conversation between NS-9 and NNS-9.¹ They are talking about their upcoming internships. NNS-9 initiates repair using the word *sorry*, indicating that she does not understand the question posed by NS-9. NS-9 rephrases, thus enacting repair. Arrows are used to indicate the lines of interest, in this case the trouble source, repair initiation and repair solution.

(1) CONV-9, Internship

¹ A glossary of transcription symbols can be found in Appendix A.

- 252 NNS-9 I have to do internship in the morning, like in the day and do my thesis
 253 at night.(h)
- 254 → NS-9 Did you just did the company just say like, did you (.) apply for a
 255 position that was starting on a certain date?
- 256 → NNS-9 U:h sorry [re I don't]
- 257 → NS-9 [Or how] come how come you're starting so early?
- 258 NNS-9 Because (.) I just don't want them to wait for a long time. Otherwise,
 259 they will probably give this position to other people.

NNS-9 uses an open class repair initiator to indicate that she does not understand. An open class repair initiator (in contrast to a restricted repair initiator) is “not specific about the kind of trouble their speaker experiences” and as such, the interlocutor, NS-9, must interpret the cause of trouble in order to provide a solution that repairs this problem (Bolden, 2012, p. 101). In this case, she perceives the phrasing of her original question to be the problem and therefore rephrases, using a more concise formulation that she hopes will be easier for NNS-9 to understand. In this way, perception of the source of trouble reveals speaker orientations to one another and to interpersonal dynamics. For example, if a speaker perceives trouble to be related to limited linguistic competence, the speaker might provide alternatives to technical vocabulary or paraphrase in simple language, thus showing an orientation to the novice status of their interlocutor (Bolden, 2012).

In any interaction (including NS/NS interactions), trouble sources can be attributed to a range of factors. According to Günthner and Luckmann (2000), communicative problems arise when knowledge is unequally distributed between participants. This can be general knowledge or genre-related knowledge, where general knowledge is defined as knowledge about “physical and social reality”, while genre-related knowledge relates to how language is used in certain situations (p. 9). Genre-related knowledge concerns everything from understanding table manners to knowing “the meaning of words or the rules regulating their employment in different communicative situations” (Günthner & Luckmann, 2000, p. 5). In

this study, trouble sources are conceptualised in accordance with Kaur (2011) who defines four categories: performance-related, language-related, ambiguity and gaps in world knowledge. While performance-related trouble is the result of mishearing or slips of the tongue, for example, language-related trouble relates to speakers' knowledge or use of lexical items or grammar in the vehicular language. Ambiguity is the result of "a lack of explicitness on the part of the speaker" and gaps in world knowledge relate to content rather than linguistic features (Kaur, 2011, p. 105). Speaker perception of the source of trouble will dictate the way that they initiate and enact repair. In extract (1), for example, NNS-9 uses an open class repair initiator to initiate repair.

Although it may be necessary to enact repair in order to ensure continued mutual understanding, repair can be a highly face-threatening activity when enacted by one speaker on another. Face is defined as "the public self-image that every member wants to claim for himself" and losing it can be humiliating for speakers (Brown & Levinson, 1987, p. 61). The act of repair threatens participants' image, as it "entails a judgement by one participant about a gap in the other's speaking ability or world-knowledge" (Norrick, 1991, p. 80). Indeed, in some cases speakers may choose not to enact repair for this reason, even if there is hearable error (Schlegelhoff et al., 1977). The degree to which this activity is face-threatening thus depends largely on the involvement of each speaker in the activity. The process of enacting repair comprises two stages: initiation and completion. At each stage, there is the possibility that each interlocutor takes up the work of repair. As such, a distinction is drawn between self-initiated and other-initiated repair and self-completed and other-completed repair, resulting in four repair categories: self-initiated self-repair, other-initiated self-repair, self-initiated other-repair and other-initiated other-repair.

2.3.1 Self-initiated self-repair (SISR)

In the case of self-initiated, self-completed repair, the speaker both identifies and resolves the potential problem in communication, as they “monitor their own talk for potential sources of mis- or non-understanding” (Bolden, 2012, p. 102). This type of repair is illustrated in extract (2). NS-2 corrects her use of the word *actor* by replacing it with *actress*.

(2) CONV-2, Actress

- | | | |
|-----|-------|---|
| 251 | NS-2 | So wha:t did you want to be when you grew up and what do you |
| 252 | | want to be now? That's a nice one. |
| 253 | NNS-2 | (1.1) I don't know. (h) |
| 254 | NS-2 | You don't know? Yeah. That's fair enough. |
| 255 | NNS-2 | I think like a racecar driver (h). And and now I I don't know. And <u>you</u> ? |
| 256 | NS-2 | What did I want to be? (0.6) I wanted to be: I think for a while I wanted |
| 257 | → | to be an actor, (.) or an actress rather. |

In this case, the speaker, NS-2, identifies and enacts repair herself, in the same turn, such that repair is accomplished without “emerging to the conversational surface” (Schlegelhoff et al., 1977, p. 86). That is to say, the flow of talk is hardly disrupted by the repair activity, in part due to the fact that one speaker, NNS-2, does not orient to the repair at all. Self-repair tends to be initiated in three main positions: in the same turn as the trouble source (as is the case here), in the turn’s transition space (the point at which the turn could be completed) or in the third turn to the trouble source (the turn the follows that which is subsequent to the trouble source) (Schlegelhoff et al., 1977).

2.3.2 *Other-initiated self-repair (OISR)*

In other cases, the trouble in talk may be identified by another speaker but left to be corrected by the speaker herself, as in extract (1). Here, both speakers are at some point oriented to the repair process, with NS-9 initiating the repair sequence and NNS-9, enacting it. Although repair cannot be said to disrupt talk here, it does come closer to the conversational surface than in extract (2) by involving both speakers. Other-repair is almost always initiated in the turn

subsequent to the trouble-source turn (Schleghoff et al., 1977). Speakers use a variety of devices to initiate other-repair, of which open-class and restricted repair initiators comprise two categories. Speakers may also use repetition or partial repetition to initiate repair, or employ phrases such as *You mean* to indicate an understanding check or offer a possible interpretation of the previous turn (Schleghoff et al., 1977).

2.3.3 *Self-initiated other-repair (SIOR)*

In extract (3) this pattern is reversed, with the speaker (NNS-6) identifying potential trouble in her own talk and signalling this to her interlocutor (NS-6) through a question. In the turns that follow, NS-6 provides several possible repair solutions, finally landing on one that is acceptable in line 494.

(3) CONV-6, James Corden

- 476 NNS-6 Yeah like I'm so into (.) Korean culture too well now less but I was
477 into it a lot. Like 2018 I started (.) you know, BTS?
- 478 NS-6 I do know BTS yes. (h)
- 479 NNS-6 So 2018 they went to Ellen Show I loved watching the The Ellen Show
480 in USA. (.) So they were the [guests]
- 481 NS-6 [The] Ellen Show. O:h yeah, they were weren't they. I've see I've seen
482 them on Jonathan Ross in England (2.5) Yeah, they did.
- 483 NNS-6 They also love going to England. Like how was the show? They were
484 → doing the Jimmy::?
- 485 → NS-6 Jimmy Kimmel were they on that? That's American.
- 486 NNS-6 No, the other guy like the one that made the cuts movie musical.
- 487 NS-6 Jonathan [Ross?]
- 488 NNS-6 [James]
- 489 NS-6 Oh James Corden?
- 490 NNS-6 (.) Maybe? I don't know. There are so many Jimmys and James in the
491 TV reali like TV shows. (h)
- 492 NS-6 Oh the carpool karaoke:?
- 493 NNS-6 Yeah. Tha that one. That guy?
- 494 NS-6 Yeah, that's James Corden.

In this extract, repair becomes the main business of talk, as both speakers are oriented to its occurrence and put previous conversation on hold in order to complete repair.

2.3.4 *Other-initiated other-repair (OIOR)*

Finally, the category of repair with the greatest face-threatening potential is that which is both initiated and completed by the other speaker. In extract (4) when NS-2 perceives NNS-2's sentence to be unfinished, she finishes it herself in the next turn, thus offering a solution without request. NNS-2 accepts this solution in line 155.

(4) CONV-2, End in sight

- | | | |
|-----|---------|--|
| 149 | NNS-2 | Yeah, I don't know. I think it's also because there is a vaccine now. |
| 150 | | And it's just like, yeah, we kind of have to sit (0.8) sit until everybody |
| 151 | | is vaccinated or something. |
| 152 | NS-2 | Yeah. |
| 153 | → NNS-2 | So it's kind of that there is kind of an end in |
| 154 | → NS-2 | (.) there's an end in sight [for sure] |
| 155 | NNS-2 | Yeah, yeah, maybe (h) |

Extracts (3) and (4) demonstrate how expert/novice dynamics are made relevant through other-repair in particular, as speakers draw on the linguistic or other content knowledge expertise of one speaker to resolve potential problems in understanding that stem from the novice status of the other. Schlegelhoff et al. (1977) find that other-repair is dispreferred by speakers, who demonstrate a consistent preference for self-repair in all instances, regardless of whether repair is initiated by the speaker or her interlocutor. However, orientation to expert/novice statuses may render other-repair less face-threatening and have the consequence that other-repair initiated and/or enacted here is less uncommon than in another context, such as in NS/NS interaction. Norrick (1991) finds, for example, that the NS' ability to use her particular set of linguistic resources to the advantage of mutual understanding may be grounds for her to enact other-repair on the NNS. In Norrick's words (1991), "other-correction usually

serves to balance out any differences in background knowledge, and so furthers understanding, the interaction, and progress toward the common goal” (p. 80). The organisation of repair may therefore be different when asymmetries between interlocutors become relevant, varying according to how interlocutors perceive their respective roles in an interaction.

Norrick (1991) finds that other-repair by NS on NNS can be enacted in the spirit of power or of solidarity. It is likely that this spirit will have an impact on the degree of face threat and will be visible in the repair solution offered. Other-repair may, for example, be less threatening if it is modulated, embedded or minimal. Modulated repair solutions may be provided in question format as in extract (3), where the repair is marked with uncertainty, offered as one possible solution (Schlegelhoff et al., 1977). This question format may also be used to check understanding, or as a guess. Furthermore, the degree to which repair is exposed or embedded can have an impact on its face-threatening nature (Jefferson, 1987). Extract (3) is a good example of exposed correction, where repair has become the main interactional business while previous conversation is put on hold or discontinued (Jefferson, 1987). By contrast, speakers can also embed other-repair in their talk without discontinuing the talk in progress. Finally, speakers can choose to provide minimal or non-minimal repair solutions, which may indicate their orientation to a NS/NNS dynamic. While minimal repair solutions simply provide the needed information through repetition, for example, non-minimal solutions not only serve to provide the specific repair needed, but also offer additional information (Kurhila, 2001). The speaker might, for example, make a metalinguistic commentary, explaining the reason for the repair, or perhaps reformulate the entirety of the previous utterance (rather than the problematic word alone) in line with native speaker norms. Non-minimal solutions can be found the parent/child, teacher/student and NS/NNS conversations analysed by Norrick (1991), who points to the “pedagogical tendencies” that non-minimal other-repair can reveal (p. 71). This pedagogical stance may allow NS to enact repair without modulation, as Dings (2012) finds:

If an imbalance in background knowledge or language ability is perceived, the more competent speaker may adopt a somewhat pedagogical stance and perform other corrections with few or no mitigating moves, a stance that is accepted by both interactants as a way to help the less-competent speaker reach higher levels of competence. (p. 1504)

In summary, this study conceptualises both native and non-native speakers as social actors with different portfolios of communicative competence, both of whom have the potential to be experts and to exhibit plurilingual competence in interaction. They may each initiate and enact repair on themselves or their interlocutor in order to solve communication problems related to performance, language, ambiguity or gaps in world knowledge. Depending on how repair is constructed and modulated, it can be more or less face-threatening and reveal orientations to NS and NNS statuses. This framework will be used to explore the extent to which the linguistic asymmetry of NS/NNS interactions is more or less relevant when the NS is more or less plurilingual.

3 Data and method

In the following section the data collection method and analysis are outlined. In order to answer the research questions, it was necessary to examine real interactions between native and non-native speakers of English, which were analysed using the framework of conversation analysis (CA) (Schegloff et al., 1974).

3.1 Participants

3.1.1 Recruitment and profiling

Participants were recruited on the basis of a convenience and snowball sampling strategy, relying on willing participants from the researcher's personal and academic network

to sign up and recruit further participants (Dörnyei, 2007). Such a strategy is appropriate for this kind of qualitative study, which seeks to glean “rich and varied insights into the phenomenon under investigation” – in this case plurilingual orientations to perceived linguistic asymmetry in NS/NNS interactions – rather than measure the degree to which the sample is representative of a population (Dörnyei, 2007).

Upon signing up for the study, all participants were asked to complete an electronic consent form and questionnaire relating to their linguistic profile.² For native speakers, this included 22 questions measuring plurilingual and pluricultural competence (PPC) taken from Galante’s (2020) validated PPC scale. The scale contains 22 items relating to individuals’ linguistic and cultural attitudes, specifically their flexible and creative use of language and cross-cultural awareness. Examples of items relating to each of these themes (language and culture) include *When talking to someone who knows the same languages as I do, I feel comfortable switching between one language to another language* and *It’s difficult for me to accept cultural differences when talking to people from different cultural backgrounds*. Individuals use a 4-point Likert scale to indicate whether they strongly disagree, somewhat disagree, somewhat agree or strongly agree with each item. The scale as a whole measures a single construct connecting language and culture, as theorised in the Common European Reference Framework (CEFR) by the Council of Europe (2001). Galante (2020) explains the meaning of the scale and PPC scores as follows:

Individuals with high PPC levels are able to use language according to the social situation, overcome breakdown in communication through the use of different languages, be aware of ‘otherness,’ identify similarities and differences among cultures,

² The exemplar consent form and questionnaire can be found in Appendix B.

understand different cultural practices and norms, and use language in a sociolinguistically appropriate manner, including mixing languages or alternating them at the discourse level. (p. 5)

By quantifying this competence, the researcher was able to consider how PPC impacts orientations to linguistic asymmetry in NS/NNS interactions and thus answer the RQ.

3.1.3 Profiles

A total of 21 participants took part in the study, comprising 11 native English speakers and 10 non-native English speakers. For the purposes of this study and in the interests of collecting a sufficiently large sample, the variety of English spoken by the native speaker was not specified, nor the mother tongue of the non-native speaker. It was however important to recruit NS participants with a range of PPC scores in order to answer the research questions. Among the NS participants, PPC scores ranged from 2.82 to 3.82, with a mean of 3.31 (SD=.33). Given that the scale ranges from 1 to 4, this mean can be considered to be high. That is to say, NS participants had relatively high PPC. A summary of NS profiles can be found in Table 1, arranged in order of PPC score.

Table 1: Participants: Native speakers

| Participant | PPC score |
|--------------------|------------------|
| NS-1 | 2.82 |
| NS-2 | 2.86 |
| NS-3 | 2.91 |
| NS-4 | 3.23 |
| NS-5 | 3.27 |
| NS-6 | 3.36 |
| NS-7 | 3.45 |
| NS-8 | 3.50 |
| NS-9 | 3.55 |
| NS-10 | 3.64 |
| NS-11 | 3.82 |

3.2 Procedure

Each native speaker was matched with a non-native speaker for a conversation. One non-native speaker took part in two conversations with two different native speakers and is referred to as NNS-8 and NNS-9 in CONV-8 and CONV-9 respectively. Matches were made on the basis of individual availability but were otherwise randomly determined. Conversations lasted between 26:23 and 56:49 minutes.³

Conversations took place via video conferencing software, Microsoft Teams and Zoom. The researcher joined for the first few minutes of each call to introduce participants to one another and to explain what was expected of them. They were aware that the study concerned interactions between native and non-native speakers of English but were not informed of the particular focus of analyses. The researcher provided participants with prompts that they could discuss to stimulate conversation, but participants were also free to ignore these prompts and choose their own topics of conversation.⁴ They were advised to speak for approximately 30 minutes although the length of conversations varied as described above. Before leaving the meeting, the researcher started the recording, which ended automatically when the two participants left the meeting.

3.3 Data analysis

3.3.1 *Initial transcription and coding for repair*

The conversations were transcribed in the first instance using the transcription software otter.ai up to a maximum of 30 minutes, due to the tight timeline of the research project. The

³ A list of conversations can be found in Appendix C.

⁴ The list of prompts can be found in Appendix D.

initial output was reviewed and corrected for obvious errors.⁵ In order to identify moments of interest in the conversations, the researcher reviewed the transcripts making notes on the interaction and highlighting all instances of repair. Based on these initial findings and using Nvivo to code the transcripts, repair extracts were categorised as examples of self or other-initiated repair and self or other-completed repair. Furthermore, the researcher collected extracts where repair could have occurred but did not.

3.3.3 Frequency analysis of repair

Using the output from Nvivo, the number of instances of each repair category were counted for both native and non-native speakers in each conversation. These quantitative results were compiled and presented in two frequency tables: one summarising the results for NS and NNS and another showing the breakdown for each conversation. Using the tables, repair category frequencies were compared for NS and NNS speakers and for more and less plurilingual native speakers. Due to the time and space constraints of this 10-week study, no further statistical analysis was conducted.

3.3.4 Final transcription and analysis of repair extracts

The researcher then selected interesting repair extracts from each category to analyse using the framework of CA. CA is the “the description and explication of the competences that ordinary speakers use and rely on in participating in intelligible, socially organized interaction” (Heritage & Atkinson, 1985). CA researchers study naturally occurring interactions at the level of participants’ turns and lexical choices, using recordings and transcripts as object of analysis. The aim is to understand the organisation of human interaction (Schegloff et al., 1974). Once

⁵ A transcript of each conversation can be found in Appendix E.

the key repair extracts were identified, these were transcribed in detail according to Jefferson's (2004) transcription system to illustrate overlapping talk and pauses, among other features.⁶ Each sequence was analysed on a turn by turn basis, in accordance with Schlegelhoff et al. (1974). This systematic approach allowed the researcher to analyse the relationship between each turn and the distribution of turns among speakers involved in the interaction. It provided a detailed picture of when and how repair was (or was not) enacted and thus the degree to which linguistic asymmetry was indexed by means of this conversational activity in the interactions studied.

The qualitative data was also triangulated with the PPC scores of NS participants in order to determine the degree to which PPC affects the frequency of certain repair patterns and their structure.

4 Results and Discussion

In the following chapter the results of the research will be outlined and discussed in relation to the theoretical framework. First, the quantitative results and analysis are presented in order to determine whether there is a preference for self-repair in the conversations. Some extracts are included here to support the findings. This is followed by the qualitative results and the analysis of illustrative examples of repair, through which speaker orientations to linguistic asymmetry can be evaluated. Both quantitative and qualitative findings are considered with respect to the PPC scores of NS participants in order to determine whether there is a quantitative or qualitative difference between more and less plurilingual NS participants in their use of self and other-repair strategies.

⁶ A list of the transcription symbols used can be found in Appendix A.

4.1 Quantitative findings: Repair frequency and PPC

4.1.1 Preference for self-repair

In order to determine whether speakers in these 11 conversations exhibited a preference for self-repair, all instances of repair were counted and categorised based on who initiated and completed the repair and with respect to their NS or NNS status. The results of this quantitative analysis are summarised in Table 2.

Table 2: Summary Repair Frequency Table

| | Self-repair | | | Other-repair | | |
|-------|-------------|------|-------|--------------|------|-------|
| | SISR | OISR | TOTAL | SIOR | OIOR | TOTAL |
| NS | 191 | 24 | 215 | 0 | 10 | 10 |
| NNS | 136 | 5 | 141 | 6 | 7 | 13 |
| TOTAL | 279 | 29 | 356 | 6 | 15 | 23 |

In summary, it is clear to see that self-repair is preferred over other-repair in these conversations. In particular, repair initiated and completed by the speaker herself (SISR) is by far the most common found in analysis of these interactions for both native and non-native speakers. For native speakers, the second most common repair strategy was other-initiated self-repair (OISR), while for non-native speakers other-repair (both SIOR and OIOR) was more common than OISR. There were no instances of SIOR found for native speakers.

These overall findings are consistent with those of Schlegelhoff et al. (1977), who maintain that self-repair and other-repair are not structurally equivalent, but rather that self-repair is preferred over other-repair. However, a closer look at the data with regard to the native and non-native status of the speaker reveals three patterns of interest. First of all, native speakers corrected themselves more often than non-native speakers. This may run contrary to expectations, given that the NS is the linguistic expert in this context. However, as the linguistic

expert, the NS is also able to monitor her speech more closely for mistakes (Bolden, 2012) and to correct these herself, without other input.

Second of all, none of the 11 NS participants initiated repair that was completed by their NNS counterpart (SIOR), while there were six instances of this for the NNS. NNS SIOR often takes the form of cooperative word searches, as in extract (5). NNS-1 and NS-1 are discussing COVID-19 vaccination programmes in different countries. NNS-1 co-opts the support of NS-1 to check if she is using the right word in line 290. NS-1 confirms in line 291.

(5) CONV-1, Vaccine shortage

287 NNS-1 Oh, yeah, that must be scary. But may maybe because you're not um
288 (.) oh let me look up for this word, because I didn't know this. But I I
289 heard I read that they were doing the same in the Netherlands
290 → because they were (1.6) ah (2.5) shortage? Is [that a word?]
291 → NS-1 [Yeah] I think
292 NNS-1 Yeah they were shortage on vaccines.

This repair sequence, SIOR, helps to explain the absence of NS SIOR. It reflects speakers' mutual orientation to the expert-novice dynamic that is found in NS/NNS interactions (Dings, 2012; Tudini & Liddicoat, 2013). NNS-1 draws on the expert linguistic skills of the NS to finish her sentence and thus positions herself as the novice at this moment in the interaction. Reversing the roles in extract (5) would create an unlikely sequence: the NS asking the NNS whether *shortage* is a word. The absence of NS SIOR thus becomes comprehensible. The NS either never needs help finding words or finishing sentences, due to expert language skills, or, if she does, she does not ask the NNS for help as she perceives her interlocutor to have inferior or novice language skills. What is more, as Norrick (1991) finds, the degree of face-threat implied by repair, changes when speaker roles are reversed. While it is acceptable for the NNS to signal a gap in her own linguistic knowledge and for the NS to acknowledge this gap by offering a solution, the reverse would imply a greater face-threat. SIOR for the NS

is thus dispreferred, as evidenced by the frequency findings, in line with the preference organisation found by Schlegelhoff et al. (1977).

The second finding of interest relates to other-initiation: non-native speakers were far more likely to initiate repair on native speakers than native speakers on non-native speakers. Consistent with Schlegelhoff et al. (1977), native speakers then tended to enact repair themselves, rather than the non-native speakers enacting other-repair. This results in OISR. By contrast, when native speakers did initiate repair on non-native speakers, they also tended to enact other-repair on the NNS, rather than the NNS enacting self-repair. This results in OIOR. A closer look at the data may explain why this is the case. An example of NS OISR is presented in extract (6). NS-8 and NNS-8 are talking about their university education.

(6) CONV-8, Bachelor's

- 176 → NS-8 I see. I see. No fair enough. So where did you do your bachelor's?
177 → NNS-8 You mean, my major o:r?
178 → NS-8 Um so (.) ah, well, I guess because so for us the bachelor's is kind of
179 the first three years after sixth form. So from like 18 to 21 years old
180 (1.7). So the first yeah university basically.
181 → NNS-8 Yes. So my bachelor? I (.) I don't quite understand, but bachelor's
182 bachelor's university, right?
183 → NS-8 Uh no so the bachelor's is the is the qualification. So you have your
184 bachelor's degree. And then once you've done a bachelor's, you can
185 then do a master's degree.
186 NNS-8 Yeah.
187 NS-8 So if you if you like, so what you and Evie are doing at the moment
188 would be a master's degree.
189 NNS-8 Yes.
190 NS-8 And then what (.) whereas what Evie and I did (.) for sort of four years,
191 the four years we were at university, is the the bachelor's degree.
192 NNS-8 Yeah, yeah. (0.8) Yeah. Okay. my bachelor in China. I was studying
193 English, (.) actually, most of the slike mostly:, it's about lit lit literature.
194 Okay. And also translation the linguistic too some language thing.

This OISR pattern helps to explain the frequency findings for NS OISR and NNS OIOR. Extract (6) reveals an orientation to expert-novice roles at this point in the interaction, as NS-8 employs linguistic or cultural expertise to help NNS-8. Similarly, when NS participants indicated trouble in NNS talk, they tended to solve it themselves rather than let the NNS do so. This results in NNS OIOR. The same explanation can be used: the NS employs linguistic or cultural expertise that she believes the NNS to be lacking.

The initial frequency findings support the assertion of Schlegelhoff et al. (1977) that speakers prefer to self-repair and that the occurrence of other-repair is highly constrained. Despite the asymmetry in participants' linguistic repertoires, other-repair remains a face-threatening act that speakers tend to avoid. Nonetheless, there are several points in conversation when this threat to face is deemed less important than the threat to mutual understanding, at which point other-initiation and other-repair become acceptable and an expert-novice dynamic between NS and NNS emerges. This is consistent with Norrick (1991), who argues that “a perceived asymmetry in responsibility for correctness and ability to achieve it overrides the usual organization of corrections” (p. 63).

4.1.2 Relationship between PPC and repair preferences

It then remained to be seen whether plurilingual and plurilingual competence (PPC) influences NS repair preferences. It was therefore necessary to consider how the frequency of each repair category varied between each of the 11 conversations. In this way, it was possible to see if speakers with different PPC scores exhibited different repair preferences. The results of this further categorisation are presented in Table 3. It is important to restate that conversations with a higher number represent a NS with a higher PPC score; that is to say, NS-8 from CONV-8 has a higher PPC score than NS-7 in CONV-7.

Table 3: Detailed Repair Frequency Table

| Conversation | NS | | NNS | | Both | TOTAL |
|--------------|----|----|-----|----|------|-------|
| | SR | OR | SR | OR | IR | |
| CONV-1 | 24 | 2 | 20 | 1 | 2 | 49 |
| CONV-2 | 28 | 2 | 8 | 3 | 1 | 42 |
| CONV-3 | 5 | 0 | 19 | 1 | 1 | 26 |
| CONV-4 | 12 | 0 | 7 | 0 | 0 | 19 |
| CONV-5 | 10 | 0 | 10 | 0 | 0 | 20 |
| CONV-6 | 18 | 2 | 23 | 2 | 0 | 45 |
| CONV-7 | 25 | 0 | 4 | 2 | 0 | 31 |
| CONV-8 | 28 | 1 | 11 | 1 | 0 | 41 |
| CONV-9 | 18 | 1 | 6 | 2 | 0 | 27 |
| CONV-10 | 15 | 1 | 17 | 0 | 0 | 33 |
| CONV-11 | 32 | 1 | 16 | 1 | 0 | 50 |

In summary, the frequency of self- and other-repair instances (individually and combined) does not seem to be connected to PPC in these conversations. The repair categories that were found to be the least frequent – NS OR and NNS OR – tended to have a low frequency in all conversations.

This suggests that the face-threatening nature of other-repair is always pertinent, regardless of whether the NS has a high or low PPC score. Canagarajah's (2009) suggestion that the *let it pass* principle is more likely to be used by plurilinguals is not supported by the quantitative data here; the frequencies suggest that both more and less plurilingual native speakers prefer to move on with a conversation instead of correcting an incorrect or unintelligible item. The frequency findings suggest that PPC does not interfere with the preference for self-repair. Taken alone, the results do not indicate any relationship between PPC and repair construction, at the level of self- and other-initiation and completion. However, the quantitative results provide limited information about the way in which repair is initiated and completed by speakers. While both more and less plurilingual native speakers may both prefer self-repair, the way in which they initiate and enact repair, or the way in which they employ their varied linguistic capital, may be different.

4.2 Qualitative findings: Repair turns and PPC

Repair took many forms in these 11 conversations. In order to determine the degree to which individual repair instances render linguistic asymmetry relevant, a selection of illustrative OISR, SIOR and OIOR repair extracts will be presented, as these repair categories reveal interpersonal dynamics (in contrast to the solo activity of SISR). The examples are analysed with respect to the type of trouble source (performance-related, language-related, ambiguity, gaps in world knowledge), choice of repair initiators and repair solution modulation, in order to establish how asymmetries are exposed. Examples are given for both native and non-native speakers where possible and for native speakers with higher and lower PPC scores.

4.2.1 OISR

Other-initiated, self-repair took place in both directions, with both NS and NNS participants initiating repair at times to ask for clarification or repetition of a word or phrase. Sometimes these were initiated by open-class repair initiators such as *What?* or *Sorry?* and other times using a restricted repair initiator to precisely locate the trouble source. Both NS and NNS participants initiated repair due to ambiguity, gaps in world knowledge and language-related and performance-related trouble, although NNS participants initiated repair more frequently on the basis of language-related misunderstanding than their NS counterparts.

In extract (7), NS-5 and NNS-5 are discussing cities in the Netherlands. When NNS-5 mentions a place name, NS-5 does not hear it due to overlapping talk, a kind of performance-related trouble. NS-5 initiates repair with a restricted initiator, clearly indicating that NNS-5 should repeat the place name *Breda*. NNS-5 repeats the original trouble source and adds additional information (*where I am now*). NS-5 accepts the repair in line 423.

(7) CONV-5, Breda

417 NS-5 But I think that's mainly it. But yeah (.) I was in that place in Sint-
 418 Michielsgestel twice, and Den Bosch as well because its right next to
 419 it but=
 420 → NNS-5 =A:h yeah Den Bosch is nice (.) I think. [It's close to Breda]
 421 → NS-5 [It's really ()]. Close to what?
 422 → NNS-5 Close to Breda (.) like where I am now.
 423 NS-5 Okay. Yeah. It's really pretty.

While the overlapping talk seems to be the cause of trouble here, NNS-5's non-minimal repair solution indicates an orientation to another potential source of trouble: a lack of knowledge of the geography of the Netherlands on the part of NS-5. Thus, in this particular extract, linguistic asymmetry in English is not relevant, but rather asymmetry in another kind of knowledge that positions the NS as novice and the NNS as expert. In this way, through the activity of repair, participants orient to a novice-expert dynamic that is not structured around the linguistic asymmetry as might be expected (Tudini & Liddicoat, 2013). Not only does NNS-5 draw on content expertise, but also upon strategic communicative competences which allow her to meet situational requirements through her language use, in this case to deal with potential misunderstanding by providing contextual information (Canale & Swain, 1980; Holtgraves, 2013). The plural and dynamic nature of speaker identities thus comes to the fore (Firth & Wagner, 1997).

It is to be expected that repair dynamics and implications change depending on which speaker enacts repair. In extract (8), NNS-1 and NS-1 are discussing education and careers. NNS-1 uses a restricted repair initiator to locate a trouble source in the talk of NS-1. The restricted repair initiator (*A what?*) in line 68 precisely locates the trouble source as the words *vague job*. NS-1 provides a minimal repair solution immediately, repeating the original utterance in the turn subsequent to the repair initiation.

(8) CONV-1, A very vague job

- 66 NNS-1 [Oh ok ()]. And what are you working on?
 67 → NS-1 Um, I am, it's a very vague job (h)
 68 → NNS-1 A what?
 69 → NS-1 A very va:gue job
 70 NNS-1 Oh

The repair solution – repetition of the trouble source – suggests that NS-1 understands the trouble to be one of hearing (performance related), rather than linguistic understanding. Indeed, this repair solution would not be out of place in an NS/NS interaction between speakers with the same mother tongue and cultural background. On the other hand, a speaker displaying an orientation to language-related trouble might enact repair by means of reformulation or offer a non-minimal solution to explain the meaning of the word *vague*, for example. This would also imply a pedagogical stance, which Canagarajah (2009) cites as a characteristic of plurilingual communication. However, NS-1, the NS participant with the lowest PPC score, does not reveal any orientation to the linguistic novice status of the NNS through her repair activity, nor broader metalinguistic awareness (Jessner, 1999). Either NS-1 does not perceive this trouble source to be related to the novice linguistic status of her interlocutor, or she chooses not to orient to this asymmetry, likely due to the threat to face that this orientation would imply.

Another example of OISR can be found in extract (9), which follows a discussion about baking between NNS-6 and NS-6. NNS-6 initiates repair in line 148 in the form of a question and NS-6 goes on to provide several possible solutions in the lines that follow, in order to allow conversation to continue.

(9) CONV-6, Pancake Day

- 147 → NS-6 They look so: nice, so fluffy. (h) Did you have Pancake Day last week?
 148 → NNS-6 Mmhm like uh wait, pancake here? You say?
 149 → NS-6 You know do you have Pancake Day Mardi Gras?
 150 NNS-6 Oh, day? No, you do a Pancake Day?

151 NS-6 Yeah. (h) Oh my god it's the best day of the year.
 152 NNS-6 Wha: (h)
 153 NS-6 Shrove Tuesday?
 154 NNS-6 [Really?]
 155 NS-6 [() in Ma]rch. Yeah, I think it's the same as Mardi Gras. And you, you
 156 just have like, pancakes because it's before Lent. (.) You know, like the
 157 40 days until Easter?

The trouble source here seems to be a cultural one, namely the concept of Pancake Day. The initial response of NS-6 in line 149 implies that the trouble source might be language related, as she provides an alternative (French) name for this traditional day – *Mardi Gras* – in case NNS-6 is more familiar with this term. She also tries to use an alternative English name for Pancake Day in line 153. When it becomes clear that this is not the case, NS-6 goes on to add further explanation in line 155 and reveals an orientation to the asymmetry in cultural or general knowledge repertoires that provoke this misunderstanding. Once again, the repair pattern reveals an orientation to expert-novice roles, as the NS employs cultural expertise to help the NNS, as NS-8 did to help NNS-8 in extract (2) and NNS-5 did to help NS-5 in extract (3). What is more, NS-6, who scores relatively high on the PPC scale, makes an easy movement between *Pancake Day* and *Mardi Gras* which is reminiscent of the hybrid codes and translanguaging used by plurilingual speakers, according to Canagarajah (2009) and Galante (2020) respectively.

Considering these two examples of OISR from CONV-1 and CONV-6, it can be seen that the NS-6 employs her linguistic and cultural resources more extensively to enact repair than NS-1, who has a lower PPC score. To be precise, NS-6 draws on a linguistic repertoire that includes both French and English, offering three terms to describe the same concept and an extended explanation when these are not understood by her interlocutor. Meanwhile, NS-1 does not employ new resources enact repair, simply repeating the trouble source in English when NNS-1 signals misunderstanding. As a result, extract (9) from CONV-6 reveals an

orientation to asymmetry that extract (8) from CONV-1 does not. This symmetry can best be characterized as cultural, rather than linguistic, in that the trouble source is a gap in world knowledge between NS-6 and NNS-6, where NS-6 is the cultural expert at this point in the interaction. The same pattern of OISR is found in extract (6) from CONV-8, whose NS participant has a relatively high PPC score and extends her linguistic resources to enact repair. This repair construction seems to belong to more plurilingual native speakers in this study. However, it is important to note that the repair solution provided by NS-1 in extract (8) - – repetition of the trouble source – is not exclusive to NS participants with lower PPC scores, but is also found in CONV-4, CONV-6 and CONV-7.

4.2.2 SIOR

Self-initiated other-repair was only enacted on NNS talk, never upon NS talk. The trouble sources were mostly language related, with one case being the result of a gap in world knowledge.

In extract (10), NS-8 and NNS-8 are discussing travel in Europe. There are two instances of repair. The first of these is other-initiated by NNS-8 in line 101. NNS-8 uses the words *You mean* to mark this turn as an understanding check; rather than assert other-correction, she offers up this information for acceptance or rejection and NNS-8 accepts (Schlegelhoff et al., 1977). The SIOR begins in line 104. NNS-8 offers up two nouns (*Germany* and *German*) and asks NS-8 which of the two can fill the slot; NS-8 offers a solution in the very next turn.

(10) CONV-8, Germany or German?

- 99 NS-8 Definitely. Ye:ah yeah. (.) It's definitely worth doing. Are there any
100 places in particular you want to visit?
- 101 NNS-8 You mean which country?
- 102 NS-8 Yeah, yeah.
- 103 NNS-8 Yeah. Actual actually a lot (.) like Italy. And also Denmark, maybe
104 → German, Ger Germany or [German?]
- 105 → NS-8 [Ge] Germany. Germany is the country.
- 106 NNS-8 Ger[many]
- 107 NS-8 [Yeah yeah] (h)
- 108 NNS-8 And I'm not su:re. But I but now we we cannot go anywhere.

NNS-8 initiates repair by formulating a question. By monitoring her own talk, she anticipates the potential misunderstanding that could occur if she uses the wrong word and therefore initiates repair. The linguistic nature of her question reveals an orientation to the linguistic expertise of NS-8 and renders the linguistic asymmetry relevant (Kaur, 2011; Tudini & Liddicoat, 2013). This dynamic is reinforced by the response of NS-8: rather than provide the minimal answer – which would simply be *Germany* – she explains why this is the right noun to use, demonstrating her own metalinguistic awareness, a characteristic of plurilingual speakers (Jessner, 1999). The activity of repair, which is exposed here, thus becomes a teaching opportunity, as NS-8 “assumes a pedagogical stance”, as do teachers, parents and native speakers in Norrick’s (1991, p. 63) findings. This has the potential to be a highly face-threatening act, implying judgement about the speaking ability or world knowledge of the other speaker. However, the perceived asymmetry in linguistic repertoires renders the dynamic acceptable to both speakers. NS-8 is understood to enjoy more extensive linguistic competences in English and may therefore use her particular set of linguistic resources to deal with the gap in knowledge, thus contributing to the common goal of mutual understanding. This instance of SIOR both relies on and reproduces an asymmetrical relationship between NS and NNS, where the NS is positioned as expert and the NNS as novice. Challenging this

asymmetry seems impossible in relation to a language-related trouble source; as the frequency findings show in 4.1.1, NS participants never have recourse to their NNS interlocutor for linguistic support for reasons of face-threat, lack of need and perception of their interlocutor as a linguistic novice.

In extract (11), NNS-2 describes his experience of post-travel quarantine. He is looking for the word *basement* and initiates repair through a question, with the words *How you call it*. NS-2 provides the solution in the very next turn.

(11) CONV-2, Basement

- | | | |
|-----|--------|--|
| 190 | NS-2 | Oh how was <u>that</u> ? |
| 191 | NNS-2 | Yeah, it was (h) boring (h). Yeah I could use one one toi we have one |
| 192 | | spare toilet could use this and shower in our (.) yeah how you call it |
| 193 | → | the in the house like very down? |
| 194 | → NS-2 | Oh (h) very dow like the basement kind of [thing] |
| 195 | NNS-2 | [Yeah.] In the basement we have like this (.) this shower when you're |
| 196 | | working in the garden, and you don't want to go into the real |

Once again, the repair requested and offered is language-related, revealing the NS and NNS status of each speaker clearly. By contrast to extract (10), in which the enactment of other-repair is exposed, other-repair in extract (11) is embedded in the talk of NS-2 between laughter, a repetition of *very down* and the modulation *kind of thing*. In this way other-repair is not asserted and does not become the interactional business. Nonetheless, NNS-2 accepts the solution by saying *Yeah* and taking up the word *basement* in his next turn. The result is that NNS-2, whose speech has been the object of other-repair, shows a clearer orientation to the activity of repair than NS-2 who provides the repair solution. This is no surprise when the preference for self-repair is considered (Schlegelhoff et al., 1977); speakers can more comfortably orient to gaps in their own knowledge than in the knowledge of their interlocutor.

Considering these examples of SIOR from CONV-8 and CONV-2, it can be seen that NS-8 displays a clearer orientation to the activity of repair than does NS-2, who has a lower

PPC score. In both extracts, the trouble source is language related, however, NS-8 is more clearly concerned with this activity as a language-learning opportunity than NS-2, in line with Canagarajah's (2009) finding that language learning and use are tightly connected from a plurilingual perspective. It seems that speakers, specifically native speakers, who adopt a pedagogical stance consider the opportunity for language learning to be more important than the possible threat to face that other-repair implies.

4.2.3 OIOR

Other-initiated other-repair is enacted by both NS and NNS participants in the 11 conversations, although more frequently by NS upon NNS than vice versa. Trouble sources are mostly language related. NS participants tend to enact language-related OIOR to provide the NNS with a missing a word, while NNS participants tend to rephrase the talk of the NS to clarify or make it simpler. Some trouble sources are the result of ambiguity or gaps in world knowledge

In extract (12), when NS-6 mishears NNS-6 and repeats the name of an actor incorrectly, NNS-6 corrects her by providing the right name.

(12) CONV-6, Toby Maguire

- | | | |
|-----|---------|--|
| 393 | NS-6 | Which one do you prefer Marvel or DC? (2.1) Big question. |
| 394 | NNS-6 | Like I cannot choose because sometimes like you know, when I was |
| 395 | | little I started seeing the (.) the <u>old</u> Spider Man movies and I loved |
| 396 | | like the Tob:y Maguire, the actor and [that was] |
| 397 | → NS-6 | [I don't know]. (0.9) Honestly, I'm so bad. Tommy Ma:guire. Spider |
| 398 | | Man. [Oh <u>Toby</u> Maguire] |
| 399 | → NNS-6 | [Toby Toby] |
| 400 | NS-6 | Oh, I have seen him I do know who that is |

It is not clear whether NS-6 mishears the name Toby due to the way that NNS-6 pronounces it or due to simply mishearing. If either actor perceives the trouble to be a result of NNS-6's pronunciation, then the repair solution in line 399 can be categorised as self-repair in

the third turn to the trouble source, as NNS-6 corrects her own speech. In any case, the repair also exposes an asymmetry in world knowledge, as NS-6 is not familiar with this actor. By contrast to SIOR extracts (10) and (11), this moment in interaction positions NNS as expert and NS as novice and in this way brings the dynamic and multifaceted nature of speaker identity to the fore (Firth & Wagner, 1997). While language-related trouble is closely tied to a particular speaker dynamic (NS /NNS, competent/incompetent) in this data, trouble related to mismatched world knowledge can provoke new dynamics and see all speakers, whether NS or NNS, occupy a position of power.

In extract (13), NS-3 and NNS-3 are talking about Dutch pronunciation and have just discussed the sound of the letter *g*.

(13) CONV-3, Dutch pronunciation

- 203 → NNS-3 [is] (.) amazing (h). And also (.) the the o:w, ow, ow, I I can't
 204 → NS-3 Ow (1.7) oh
 205 NNS-3 Yeah=
 206 NS-3 =Like that yeah
 207 NNS-3 Yeah. I can't do that

The repair solution offered by NS-3 in line 327 is provided without clear initiation from NNS-3. That said, NS-3 may understand NNS-3's uncertainty as an invitation to enact repair. NS-3 tests out two solutions, two possible pronunciation options for the Dutch vowel combination *ui*. NNS-3 accepts one of these solutions – it is not clear which – in the following turn.

This repair example is particularly interesting because it involves a language other than English and the solution provider (the NS) expresses uncertainty about the repair itself; it is unique in this regard. This combination of factors has an interesting effect: the asymmetry is seemingly collapsed as both speakers reveal themselves to be novice Dutch speakers. Unlike

extracts (10) and (11), for example, the NNS does not defer to the linguistic authority of the NS and does not directly co-opt her support. This may reveal something about NNS-3's perception of NS-3's competences in Dutch: he does not expect her to be able to provide a repair solution, as she is, as far as he knows, a non-native, beginner like him. The repair solution NS-3 does provide is offered in a spirit of solidarity identified by Norrick (1991) and contributes to a highly collaborative repair sequence, as both speakers work together to make meaning on equal terms.

In extract (14), NS-7 and NNS-7 discuss future travel plans. NS-7 offers an alternative, in this case a downgrade of what NNS-7 has just said. NNS-7 accepts this downgrade in the following line.

(14) CONV-7, Australia

- | | | |
|-----|--------|---|
| 344 | NS-7 | Where are you gonna go next, then? |
| 345 | NNS-7 | Wherever the:y hire me? |
| 346 | NS-7 | Yeah, exactly (h) |
| 347 | NNS-7 | I mean, like, dream wise, I would love to go to Australia or |
| 348 | | something. But I know it's like, impossible. Like not impossible, but |
| 349 | → | (0.5) really difficult. |
| 350 | → NS-7 | More difficult. |
| 351 | NNS-7 | Yeah. But just something in Europe is fine. |

Orientation to the activity of repair is minimal in this example. This is clear in the way that NNS-7 continues the conversation immediately after accepting repair in line 350. There does not seem to be any real threat to mutual understanding here, but NS-7 offers a repair solution nonetheless. Perhaps she takes the hesitation in line 348 as an indication that NNS-7 is uncertain of her next words and therefore tries to offer support by providing an alternative. The repair may also serve as a form of agreement, as the phrases *really difficult* and *more difficult* are so similar that it is almost a case of repetition. The dynamics between the speakers are not very clear. Neither symmetries in language nor in world knowledge emerge here, in a

sequence that would equally be unsurprising in NS/NS interactions. It shows that the conversational activity of repair does not necessarily reveal asymmetries between speakers.

In these conversations, OIOR emerges as a site where different kinds of expertise can be demonstrated, such as content expertise and expertise in languages other than English. Furthermore, in extracts (13) and (14) OIOR is not highly face-threatening; in extract (13) it creates an opportunity for participant collaboration, while in extract (14) OIOR hardly comes to the conversational surface. In this way, OIOR does not emerge as the disruptive force that might be expected in these interactions. NS PPC score does not seem to have an influence on the use of OIOR in these conversations.

4.2.4 *Incomplete repair*

Finally, there were four instances of incomplete repair found in these conversations. These were occasions when repair seemed to be initiated or required but was not completed.

In extract (15), NNS-3 struggles to finish his sentence. His question formulation indicates repair initiation, however NS-3 does not offer a solution. The word *whatever* indicates that NNS-3 has given up on this repair initiation.

(15) CONV-, Other way around

| | | |
|-----|-------|---|
| 185 | NNS-3 | Nah yeah no. I I think if you go at it, like, seriously, you, you |
| 186 | | probably (.) have an easier time to learn that. Um um bu:t yeah, it's |
| 187 | | still distinct enough so that (.) that it's Yeah, you wouldn't get it like, |
| 188 | | from the begin be- yeah from the start. What I heard often, though is |
| 189 | | that um that the other way around is um is it is (.) or in the other way |
| 190 | → | (1.2) um around? Uh whatever |
| 191 | NS-3 | Hm |
| 192 | NNS-3 | Um it is easier to understand German (.) fro:m Dutch ears [um] |
| 193 | NS-3 | [Oh okay]= |
| 194 | NNS-3 | =than it is to understand Dutch from from from Germany |

The absence of repair can be interpreted as NS-3 not noticing the initiation, not knowing how to solve it, or (more likely) *letting it pass*. That is to say, NS-3 chooses to continue with the conversation rather than interrupt talk with the activity of repair. Yet the need for repair has already interrupted the flow of conversation and repair enacted sooner would allow conversation to continue more quickly. Instead then, this can be interpreted as an aversion on the part of NS-3 to enact repair. Given that such an SIOR would reveal a clear orientation to the linguistic expertise of NS-3 and the relative novice status of NNS-3, NS-3 may actively choose not to repair the speech of her interlocutor in order not to highlight the linguistic asymmetry.

In total, there are four instances of incomplete repair in these conversations, all of which, if complete, would result in SIOR on the basis of language-related trouble on the part of the NNS. All four instances are found in CONV-1, CONV-2 and CONV-3, in which the native speakers have the lowest three PPC scores. Therefore, in these conversations, aversion to enacting repair is a characteristic of native speakers with lower PPC scores.

5 Conclusion

This study sets out to explore the degree to which plurilingual and pluricultural competence impacts the organisation of repair in interactions between native and non-native English speakers, and the degree to which this organisation exposes linguistic asymmetries between speakers. According to Schlegelhoff et al. (1977), speakers in any interaction will demonstrate a preference for self-repair over other-repair, which can be highly face-threatening in nature. Norrick (1991) caveats this finding with the contention that certain asymmetric or expert/novice dynamics, such as the NS/NNS dynamic, render other-repair more acceptable to speakers at certain points in interaction. As such, repair patterns can reveal asymmetries in interactions. The data showed a strong overall preference for self-repair over other-repair in all

conversations, involving native speakers with varied PPC scores. This suggests that PPC does not interfere with the preference for self-repair. When other-repair did occur, it was more commonly enacted on non-native speakers than on native speakers, implying a speaker orientation to the linguistic expert/novice dynamic. In summary, both more and less plurilingual native speakers preferred self-repair over other-repair, although both set aside this preference at points where the threat to mutual understanding outweighed the dispreference for other-repair.

The interactional consequences of higher and lower PPC scores for repair were considered in relation to Canagarajah (2009), who finds that plurilinguals experience language use and language learning as tightly connected and are more accommodating in their communication and flexible about what they perceive as error. The former (the connection between language use and learning) was observed in the repair patterns employed by more plurilingual native speakers; native speakers with high PPC scores were more likely to take advantage of trouble sources and repair opportunities to explain language use to their non-native counterpart, thus revealing a pedagogical orientation to the asymmetric language dynamic. Meanwhile, use of the *let it pass* principle, which is used to ensure the smooth continuation of conversation rather than disrupt conversation with repair, was most evident in three cases where the non-native speaker needed or explicitly initiated repair. This resulted in incomplete repair. These cases were in conversations with the three native speakers who scored lowest on the PPC scale. In summary, highly plurilingual native speakers were associated with a pedagogical attitude to repair, while the least plurilingual native speakers were seen to seek conversational harmony rather than enact other-repair. In this way, it can be seen that the face threatening nature of other-repair has a different quality or consequence in conversations with more or less plurilingual native speakers; it is more consequential for the organisation of repair in conversations with less plurilingual native speakers.

This study goes some way to shedding light on the interactional consequences of plurilingual competence, on which conversation analytic research has hitherto been limited. The findings translate plurilingual attitudes theorised by Canagarajah (2009) and Jessner (1999) among others into turn-by-turn activities, specifically in relation to repair. They also provide further evidence for the preference for self-repair in all conversations (Schlegelhoff et al., 1977), while also supporting Norrick's (1991) finding that asymmetrical power dynamics between speakers can alter this preference at certain points in conversation. Finally, the study demonstrates that linguistic asymmetry does not always disrupt conversation, but rather is only oriented to when it is relevant for the unfolding of interaction (Kurhila, 2001). In the context of the field of intercultural communication, this is an important reminder that communication across languages and cultures is more often about understanding rather than misunderstanding.

It is necessary to further explore the interactional consequences of plurilingual competence for repair and other conversational activities. Further research should examine a larger sample of conversations and use advanced statistical methods to analyse frequency findings, in order to reveal hidden relationships in the data. Studies may also follow a more semi-experimental structure allowing for greater control over participant linguistic profiles. In this study, the English proficiency of non-native speakers varied although proficiency was mostly very high. This may affect the frequency and type of repair instances that occur. Furthermore, all conversations were virtual due to the global COVID-19 pandemic. Research on virtual interactions, particularly using the CA framework, is limited. The field would benefit from further studies into this widespread form of communication, which may have different characteristics compared to face-to-face communication. Finally, further research should explore the consequences of plurilingual approaches to repair and other conversational activities on the non-native speaker. The perspective of non-native speakers was not given much attention in this study and as such it would be interesting to include interviews with non-

native interactants to understand how they experience pedagogical and *let it pass* approaches to repair, for example.

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Appendices

Appendix A: Transcription Symbols Glossary (Jefferson, 2004)

- [*A left bracket* indicates the point of overlap onset.
-] *A right bracket* indicates the point at which two overlapping utterances end.
- = *Equal signs* indicate no break or gap.
- (0.0) *Numbers in parentheses* indicate elapsed time by tenths of seconds.
- (.) *A dot in parentheses* indicates a brief interval (\pm a tenth of a second) within or between utterances.
- *Underscoring* indicates some form of stress, via pitch and/or amplitude.
- :: *Colons* indicate prolongation of the immediately prior sound. The longer the colon row, the longer the prolongation.
- (h) *Parenthesized 'h'* indicates plosiveness. This can be associate with laughter, crying, breathlessness, etc.
- () *Empty parentheses* indicate that the transcriber was unable to get what was said.
- ? *A question mark* indicates rising intonation

MA Thesis Intercultural interactions between native and non-native English speakers

Start of Block: Introduction

Sign up for a conversation!

Interested in meeting new people? Understanding different perspectives? Learning about other cultures? Simply want to chat?

The pandemic presents us with fewer opportunities to meet new people and have conversations beyond our immediate circle. Many people have felt very isolated and many have sought out new, creative ways to make social contact with friends and strangers near and far. Virtual tools can make it incredibly easy and less intimidating to meet people we do not know, who live in different parts of the world and who have different life experiences.

And I want to make the most of that!

As part of a study in intercultural communication, I will be matching native and non-native English speakers to have a conversation (in English) for around 30 minutes on Microsoft Teams. I will provide you with a set of prompts that you can use to guide your conversation, or you are free to discuss whatever you like. Matches will be made at random, based on availability and your native language. Anyone with conversational proficiency in English is invited to join! Apart from that, I only ask that you bring an open mind and sense of curiosity.

What to expect? 1. Once I have matched you to another participant based on your availability and native language, I will send you a calendar invitation and Microsoft Teams for the call, as well as some conversation prompts. 2. I will join you both for the beginning

of the call to introduce you to one another, to the study and to answer any questions that you may have. 3. I will then start the recording and leave you both to your conversation.

4. The conversation should last for approximately 30 minutes but can be shorter or longer if you prefer. You can simply leave the call when you are finished. 5. That's it! It's up to you if you choose to stay in touch with your conversation partner and there is no obligation to do so.

If you like the sound of it, please complete the following survey to register your interest. It should take about 5 minutes. You are first asked to provide consent, before completing a short questionnaire relating to your linguistic profile. Once completed, I will be in touch to connect you with another participant. Thank you for your interest!

End of Block: Introduction

Start of Block: Consent

Information and Consent Form

Background and purpose of the study

The study is carried out by a Master's student from Utrecht University, investigating intercultural interactions between native and non-native speakers of English. The study is part of a Master's thesis.

How will the study be carried out?

You will participate in a conversation of around 30 minutes with another participant in the study. Conversation partners are matched such that a native English speaker meets with a non-native speaker. There is no expectation regarding the content of conversations. The conversation will take place on Microsoft Teams and both video and audio will be recorded.

What is expected of participants?

You are invited to take part in a virtual conversation (via Microsoft Teams) of 30 minutes or

more with one other participant. During the conversation you are free to discuss any topics of interest. The conversation should last for at least 30 minutes but can also be longer or shorter as suits you. You are free to leave the meeting at any time, without any explanation or negative consequences. You are free to share as much or as little information with your conversation partner as you like.

Possible advantages and disadvantages of the study

There are no direct advantages to taking part in this study. However, your participation and data will contribute to a study in intercultural communication, which explores interactions between native and non-native English speakers. Possible disadvantages include the time that you are asked to dedicate to the conversation. Furthermore, the researcher is not responsible for the content of conversations and the behaviour or opinions of your conversation partner during the conversation. Matches will be made at random. However, you are free to leave the conversation and study at any time, without any explanation or negative consequences.

Voluntary participation

Participation in this study is voluntary. You can end your participation in the study at any time, without any explanation and without any negative consequences. If you end your participation, we will use the data collected up to that point, unless you explicitly inform us otherwise.

Data collection

As part of the study and in case of follow-up research, the researcher will collect some of your personal data, including contact details, a description of the languages that you speak and a video recording of your conversation. In accordance with the guidelines provided by the VSNU Association of Universities in the Netherlands, the researcher is required to keep the research data for at least 10 years. The raw data, including recordings, language description and contact details will only be accessible by the researcher herself. Anonymous

transcriptions of the conversations will form part of the thesis and will therefore be publicly accessible. By taking part in this study, you agree to the collection and treatment of your data as described here.

Reimbursement

No reimbursement is provided for your participation.

Complaints procedure

If you would like to submit a complaint about the study, please contact the thesis supervisor at a.m.micklos@uu.nl.

Further information

For more information about the study now and throughout the research process, do not hesitate to contact the researcher, Evelyn Henderson-Child, by email at e.m.f.henderson-child@students.uu.nl or by phone on +447530071737.

I confirm: that I have been satisfactorily informed about the study via the information letter; that I have been given the opportunity to ask questions about the study and that any questions I may have asked have been satisfactorily answered; that I have had the opportunity to carefully consider my participation in this study; that I am voluntarily participating. I agree that: the data collected will be obtained for scientific purposes and retained as stated in the information letter; video and/or audio recordings may also be made for scientific purposes. I understand that: I have the right to withdraw my consent for the use of data, as stated in the information letter.

Yes (1)

No (2)

End of Block: Consent

Start of Block: English Proficiency

Thank you for taking part in this study!

Please provide a few personal details and fill out a short questionnaire. This should take around 5 minutes to complete.

English Do you have conversational proficiency (or higher) in English?

Yes (1)

No (2)

End of Block: English Proficiency

Start of Block: Participant Details

Name What is your full name?



Email What is your email address?

Phone number What is your phone number? Please include the country code.



Age How old are you?

EN NS? Is English your native language (or one of your native languages)?

Yes (1)

No (2)

Display This Question:

If Is English your native language (or one of your native languages)? = No

Native lang What is your native language(s)?

L2s Do you speak any languages other than your native language? Please list these below, regardless of your proficiency in each.

End of Block: Participant Details

Start of Block: PPC

PPC Lastly, please complete the questionnaire below.

| | Strongly disagree (1) | Somewhat disagree (2) | Somewhat agree (3) | Strongly agree (4) |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. When talking to someone who knows the same languages as I do, I feel comfortable switching between one language to another language. (1) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. I do not accept different cultural values when talking to people from other cultural backgrounds. (2) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. When speaking in one language, I may use words of another language in the same sentence to make it easier to communicate. (3) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. I never make adjustments in my communication style if the person I am talking to comes from a different cultural background. (4) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

5. I can use the knowledge I have in one language to understand the same topic in another language. (5)

6. When communicating with people from different cultural backgrounds, I make adjustments in my communication style (if necessary) when talking to them. (6)

7. I speak at least two languages, but I can also understand some words and expressions in other languages. (7)

8. I can identify common behaviours from my cultural background and explain them to someone from another cultural background. (8)

9. When talking to someone who knows the same languages as I do, we should communicate in one language only. (9)

10. People from other cultural backgrounds should behave like me so we can understand each other. (10)

11. When talking to someone who knows the same languages as I do, I do not feel comfortable mixing two (or more) languages in conversation. (11)

12. I understand there are differences between cultures and that what can be considered 'strange' to one person may be considered 'normal' to another. (12)

13. I do not feel comfortable discussing differences in cultural values when talking to people from different cultural backgrounds. (13)

14. When speaking in one language, I may use a word or expression in another language to better explain a concept or idea. (14)

15. Because I am aware of different cultures, it's easy for me to accept different values and behaviours from people who come from other cultural backgrounds. (15)

16. When learning about a new topic, I never use more than one language. (16)

17. I must have similar values and beliefs as a person from another cultural background so we can understand each other. (17)

18. Because I speak two languages (or more), I can learn a new language more easily. (18)

19. When communicating with people from other cultural backgrounds, I do not try to explain if they misunderstand what I mean. (19)

20. I can recognise some languages if they are similar to the languages that know. (20)

21. If I am talking to someone who can speak the same languages as I do, we should both speak in one language only and not mix languages. (21)

22. I know there are differences in behaviours between cultures. (22)

Appendix C: List of Conversations

| Conversation | NS | NNS | Duration |
|--------------|-------|--------|----------|
| CONV-1 | NS-1 | NNS-1 | 50:28:00 |
| CONV-2 | NS-2 | NNS-2 | 31:09:00 |
| CONV-3 | NS-3 | NNS-3 | 55:49:00 |
| CONV-4 | NS-4 | NNS-4 | 29:36:00 |
| CONV-5 | NS-5 | NNS-5 | 38:56:00 |
| CONV-6 | NS-6 | NNS-6 | 46:47:00 |
| CONV-7 | NS-7 | NNS-7 | 35:33:00 |
| CONV-8 | NS-8 | NNS-8 | 33:35:00 |
| CONV-9 | NS-9 | NNS-9 | 26:23:00 |
| CONV-10 | NS-10 | NNS-10 | 36:36:00 |
| CONV-11 | NS-11 | NNS-11 | 32:16:00 |

Appendix D: Optional Conversation Prompts

1. What are you most looking forward to doing as we move out of the pandemic?
2. How have you stayed creative during lockdown?
3. What was the highlight of your week?
4. What did you want to be when you grew up? And now?
5. What is the weirdest object that you have in your room right now? What is its story?
6. What do you do to connect with your local community?
7. Where do you feel that you belong most?

Appendix E: Transcripts

| | | | | |
|----|-------|----|-------|---|
| | | 37 | NNS-1 | Oh, s--. You know, this this is a conversation about language. Like, it's so ha--hard for me to uh catch the British a--accent. So sometimes I just don't, I don't get it. But you did say old right? Im 27. |
| | | 38 | NNS-1 | You're 27. Im 24. Last weekend. |
| | | 39 | NNS-1 | Oh, happy birthday. You're so young. |
| | | 40 | NNS-1 | It's not that [much ()] |
| | | 41 | NNS-1 | [And you're already working, right? Or are you studying also?] |
| | | 42 | NNS-1 | Yeah, I'm just working. So I started a year and a half ago. Um, so yeah. |
| | | 43 | NS-1 | Are you studying then or? |
| | | 44 | NS-1 | Yes, Yeah. I'm like 27 and I have barely work, like, a couple months before. Well, yeah. And and I just start a master two year master at Utrecht University. |
| | | 45 | NNS-1 | Oh, [amazing] |
| | | 46 | NNS-1 | [So yeah], I have a long way to go before I start working. I think like 30 and no work experience. |
| | | 47 | NNS-1 | That's definitely the right way to do it. Like, I think just take it on for as long as you can, right? Like studying. [()] |
| | | 48 | NS-1 | [Yes], I thought it would be more fun. But now I feel like I want to do something like I want to work already. Like I'm I'm just learning and receiving things all the time. But I I cannot do things. |
| | | 49 | NS-1 | So what are you studying? |
| 1 | NS-1 | 50 | NNS-1 | Uh my master is in methodology and statistics for social, biomedical and behavioural science. That's quite of a long name but methodology and statistics [()]. |
| 2 | NNS-1 | 51 | NNS-1 | [Oh that's really cool]. So [what was you--] |
| 3 | NS-1 | 52 | NS-1 | [Yeah well] I did my, hm? |
| 4 | NS-1 | 53 | NS-1 | You go, you go |
| 5 | NS-1 | 54 | NNS-1 | Oh sorry, I did my bachelor's in sociology here in Chile. |
| 6 | NS-1 | 55 | NS-1 | Oh okay, that was my question. So that's [good] |
| 7 | NNS-1 | 56 | NNS-1 | [Oh ok ()]. And what are you working on? |
| 8 | NS-1 | 57 | NS-1 | Um, I am, it's a very vague job (h) |
| 9 | NS-1 | 58 | NNS-1 | A what? |
| 10 | NNS-1 | 59 | NS-1 | A very vague job. |
| 11 | NS-1 | 60 | NS-1 | Oh |
| 12 | NS-1 | 61 | NS-1 | I'm a, I do--. I never know how to explain--. you know, it's one of those jobs you're like, try to explain it to your like grandparents and they have like, no clue what it is you do? Um Im Im I work for Ernst and Young as a like business consultant. So like, we do like change management, communications. Um, like help companies who are transforming to keep their staff happy while they transform. |
| 13 | NS-1 | 62 | NS-1 | |
| 14 | NS-1 | 63 | NS-1 | |
| 15 | NS-1 | 64 | NNS-1 | |
| 16 | NNS-1 | 65 | NS-1 | |
| 17 | NS-1 | 66 | NNS-1 | |
| 18 | NS-1 | 67 | NS-1 | |
| 19 | NNS-1 | 68 | NS-1 | |
| 20 | NS-1 | 69 | NS-1 | |
| 21 | NNS-1 | 70 | NS-1 | |
| 22 | NS-1 | 71 | NS-1 | |
| 23 | NNS-1 | 72 | NS-1 | |
| 24 | NNS-1 | 73 | NS-1 | |
| 25 | NS-1 | 74 | NS-1 | |
| 26 | NNS-1 | 75 | NS-1 | |
| 27 | NS-1 | 76 | NS-1 | |
| 28 | NNS-1 | | | |
| 29 | NS-1 | | | |
| 30 | NNS-1 | | | |
| 31 | NS-1 | | | |
| 32 | NNS-1 | | | |
| 33 | NS-1 | | | |
| 34 | NNS-1 | | | |
| 35 | NNS-1 | | | |
| 36 | NS-1 | | | |

77 NNS-1 Okay
78 NS-1 Yeah
79 NNS-1 Yeah business consultant work. Like I can get an idea for, from
80 NS-1 But yeah, it's like, a really, cause it's, the job changes, like every time
81 you get a different like project. So it's really hard even doing it to say
82 what the job is, if that makes sense, but that's nice in that I get bored
83 really easily.
84 NNS-1 Oh, that's good for you then. Oh, yeah, yeah, I can imagine. So do you
85 like it?
86 NS-1 [Hm]
87 NNS-1 [That's good].
88 Yeah, I do really like it. Um I kind of fell into it. Like, I didn't know
89 what I wanted to do. And it seemed to be what everyone applied for,
90 when they didn't know what they wanted to do.
91 NNS-1 And what was your bachelor's in? Was it economics or something
92 related? No, nothing at all?
93 NS-1 I did architecture. Um, yeah, so really random. Like (). Yeah, cause I
94 like, liked art at school, and like, design technology and stuff, anything
95 like that. But then quite liked maths, as well. And I was like, Well,
96 what subject is kind of both? And it was the only thing that was both.
97 So I was like, Okay, I'll do that. And I really liked it. Um, but the
98 careers a bit like, a bit rubbish really, like you don't really do much
99 until you're really old. Often. And I was like a bit impatient.
100 NNS-1 Are you planning to do something with architecture later? No?
101 NS-1 Design my own house.
102 NNS-1 Oh, that would be nice. Like, finally playing the Sims but in real life?
103 NS-1 Yeah. Oh my god. That's the best bit of the Sims. I um yeah I tried to
104 download it in um lockdown one, because you know this time last
105 year, but I got really confused about how to down-. [like]
106 NNS-1 [Ah me] too I had never downloaded by myself. I always have to ask
107 someone else to do it. Like, I'm just about to buy it because I don't
108 know how to like, No, I don't know.
109 NS-1 Yeah, it's on that weird like, EA portal thing, right? Like, Origin
110 online, something like that. And I just want to like buy a disk and like,
111 put a disk in my lap[top]
112 NNS-1 [Yeah], I feel the same. I have never played Sims 4 because of that.
113 NS-1 No same. I played Sims 2, cause--
114 NNS-1 I never played that. I just played like 1 and 3. But I heard that the 2 is
115 like the most fun and then the one that has more expansions. And you
116 can have like pets. I I don't know that.
117 NS-1 I had, I had loads of expansion packs. I had like H&M like clothes. So
118 they all looked really stylish and I had yeah like pets. And I had like

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160 NNS-1
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cafe or like, business or something, so they had like, yeah, they like
made a cafe.
Ah that's great. And perfect for lockdown, like to have a virtual life
instead of a real one.
Yeah, so my replacement. It was really nice was really childish. But
for Christmas, I got um like a Nintendo Switch. So I've been playing
Animal Crossing, which [is very]
[What's that] game?
Animal Crossing. So you like, you have an island, and you build like,
you have your house and you like, collect fruit and sell it. And then
like get a bigger house. And like plant flowers. It's really nice. It's
really soothing. I really recommend, um.
Oh, yeah, yeah, I don't know about that one
It's really good. Um good way to waste time. So you're you haven't
gone back to Utrecht this year then? Are you, cause--
No I have I haven't been there for my master. Like I was there once. In
17 a different thing. I was on exchange then. And I started last
September from Chile and I've been here since then. But I'm moving in
a couple of weeks.
That's so exciting. [O]
[Yes] Yes, I'm excited. And I'm so sick of this schedule, because I'm
I'm having classes at at 6am because of the different time the time
difference.
Yeah
So yeah, I I don't want that anymore.
That's so difficult
I'm glad that I'm moving.
That's so, that's so. Do you know who you're gonna live with? Or
No, no, not yet because I found a room and it's a subset so I have
only met the girl that I'm subletting the room, but I haven't met the
housemates yet like she said she could ask me to add me to the to the
group on the house, but I don't really like WhatsApp groups. So I'm
gonna wait till I'm there to know them and maybe be on the group if
it's necessary. But like, I have to a lot of thing to arrange here. So I
don't want to be like in the group when they're, they are asking me
things. There'll be time to know them.
Yeah, no, that makes sense. Cause I think, like we had WhatsApp
groups when we started at work. And it's all these people like, talking
about, like, really random things. And you feel, I always felt like left
out, because I don't want to like write in it. Because they [don't know,
and I'm like]
[Yeah, there's], the work group on WhatsApp is kind of an
unnecessary thing, I believe. Emails are just fine.

| | | | | | |
|-----|-------|---|-----|-------|--|
| 162 | NS-1 | Yeah, definitely. Yeah. We we've started a work like steps challenge | 204 | NS-1 | I know, I'm like, I'm gonna get up at 6am tomorrow. And just walk the |
| 163 | | this week. And it's, we get a pr— and it's like a two week long | 205 | | whole day. |
| 164 | | competition. And whoever does the most steps over the two weeks gets | 206 | NNS-1 | You have to do it. Like the prize is good, right? |
| 165 | | like a 50 pound Amazon voucher. And like, we're getting really | 207 | NS-1 | It's quite a good prize. Yeah, like. |
| 166 | | competitive. [O] | 208 | NNS-1 | But it sounds so fun. Actually, I would like to I would like to have a |
| 167 | NNS-1 | With steps] you mean like walking, right?] | 209 | | competition like that sometime in the future. |
| 168 | NS-1 | [Yeah]. Yeah [yeah yeah] | 210 | NS-1 | Right? Often, you know, you wake up like I don't at least you know, |
| 169 | NNS-1 | [But we're in lockdown]. How can how can you even w—[work walk, | 211 | | wake up, go into, like, this is my like, little office at home, stay here |
| 170 | | for so long for that? | 212 | | till like eight o'clock at night. Have tea, watch Netflix. Go to bed. |
| 171 | NS-1 | You're allowed to exercise. So I've been walking like all day, well not | 213 | | Because it's dark. And then I've done like 1000 steps all day, just like |
| 172 | | all day. Well often you know I was walking. And um I went for yes, | 214 | | in the house. So it's really good. Like, all the statistics, you know, you |
| 173 | | we're allowed to go f—the rules in England at the moment, or you're | 215 | | get on your phone. It's like you've walked 100% more this week than |
| 174 | | allowed to meet up with like one other person for exercise. So I saw | 216 | | last week. |
| 175 | | my friend for like, the first time this year, and we went for a walk. And | 217 | NNS-1 | Yeah, and you're gonna lose weight and [everything] |
| 176 | | I was like, dragging her along. I was like, come on, Abby. We've got to | 218 | NS-1 | [I know]. Glow up ready for um end of lockdown whenever that is, |
| 177 | | keep going, um. | 219 | | who knows. |
| 178 | NNS-1 | And how long can you do that? Like exercising for like, wha—[wha— | 220 | NNS-1 | Oh, yeah, I don't know. |
| 179 | | uh whatever time you want, or like an hour or something? | 221 | NS-1 | What um, what are the restrictions where you are? |
| 180 | NS-1 | Well, it's it's once a day, but they don't. I don't think there's a time | 222 | NNS-1 | Well right now I live in Santiago like the the capital and well right |
| 181 | | limit. And I think you're not meant to go further than, like five miles | 223 | | now, let me think because I've never keep up with the I rarely go out |
| 182 | | from your house. | 224 | | some sometimes. So I don't really keep the track of what can we do or |
| 183 | NNS-1 | [Hm] | 225 | | not. But I think that we can go out now like freely from till like a |
| 184 | NS-1 | [But that's quite far, right? Like a diam— I don't know circumference | 226 | | couple of weeks ago when we were only allowed to go out from during |
| 185 | | or whatever. | 227 | | the weekend, no during the week, and on the weekend we had |
| 186 | NNS-1 | Yeah | 228 | | lockdown which was pretty strange like people can only put they can |
| 187 | NS-1 | That's quite, radius, that's quite far. Um, so, but people are definitely | 229 | | only work during the week but not go out on a weekend like to walk to |
| 188 | | breaking it. Like from work because this one boy did 44,000 steps | 230 | | a park or something, [uh but] |
| 189 | | today. 44,000. And I don't under[stand how he did it] | 231 | NS-1 | [You're not allowed out at all?] |
| 190 | NNS-1 | [Wow]. Maybe he just walks around the block of his house. | 232 | | Uh no schools has been close since like forever. But now there's a l— |
| 191 | NS-1 | It's cra[zy] | 233 | NNS-1 | they're like di—discussing that because you know hear in Chile school |
| 192 | NNS-1 | [That] will be so boring. [Yeah] | 234 | | starts in March. And so there's like some government people that want |
| 193 | NS-1 | [It] it like the app says how many steps and how far, and the distance is | 235 | | to reopen school reopen school no matter what. But people don't want |
| 194 | | like, 26,000, like 26 kilometers. That's so far. I don't know how he's | 236 | | to go professors don't want to attend of course. So I don't know what's |
| 195 | | done it. So I was, I— | 237 | | gonna happen with that. But for n—for at least here in Santiago we're |
| 196 | NNS-1 | Do you think he's cheating? | 238 | | like, allowed to go everywhere, but there's some other O that have has |
| 197 | NS-1 | I need to work out how he's cheating. Because I'm scandalized. | 239 | | all the restrictions. But I don't know them. I have no idea. There's one I |
| 198 | | Because I'm looking at this app. And I'm like, this, this man boy, | 240 | | think there's one in the whole country that is in full lockdown. And |
| 199 | | whatever, Jack. I don't even know him. But I hate him. Because he's | 241 | | maybe some others um |
| 200 | | gone so far. And I, me and my friend did 20,000 steps. And I was like, | 242 | NS-1 | Oh so yours is different in like each like region? |
| 201 | | you know, I must have caught up because I was already ahead before | 243 | NNS-1 | Yeah. |
| 202 | | he did his marathon today. And he then just did more. | 244 | NS-1 | [Kay] |
| 203 | NNS-1 | Oh my god, you're gonna have to fight him. | 245 | NNS-1 | [Yeah] also because like Chile is so long so everything happens in |
| | | | 246 | | every region is like completely different. So yeah, they have they have |
| | | | 247 | | to see locally. |

248 NS-1 We kind of had that, like last year because Scotland, Wales and
249 England and like Northern Ireland, so like the bits of the UK are all
250 doing like different things.
251 NNS-1 Hm
252 NS-1 Which was, felt really random. Because it was such a small country,
253 right? So it's strange in such a small country to have such variance in
254 when the schools are open and stuff
255 Really, is it so small?
256 NS-1 Yeah I think UK is quite small.
257 NNS-1 Oh, I have the idea that is this like this big island.
258 NS-1 Quite small. It's sm[aller than]
259 NNS-1 [But maybe it's not so big]
260 NS-1 No, it's just I don't know we've had a lot of deaths compared to how
261 small we are, god.
262 NNS-1 Ah. A lot of deaths you [said?]
263 NS-1 [Yeah like], yeah, from COVID. We've done really badly I think as a
264 country.
265 NNS-1 Yeah. And how are you doing with with vaccines?
266 NS-1 That's going really well. My dad's been vaccinated.
267 NNS-1 Oh, that's so good. Is he very old, or?
268 NS-1 I think it was a mistake. I don't know. Yeah, I um, really, strange. Yeah
269 my dad and stepmum have been vaccinated. They're only 53 and 54.
270 And they have no like, health conditions at all. They just got like their
271 doctor just invited them. And they were like, yeah, okay, cool, we'll
272 come.
273 NNS-1 Ah that's so nice. Did they all did they uh get to receive the second
274 dosis yet?
275 NS-1 No, that's the thing. So the country is doing really well, like 18 million.
276 So like, one in three adults have had the first vaccine. So like, amazing,
277 like, wow
278 NNS-1 Yeah
279 NS-1 But they're like, trying to leave the second one longer than they should.
280 NNS-1 Ah
281 NS-1 Which has been a big like scandal, because it's meant to be I don't
282 know how long it's meant to be maybe like, is it four weeks? I don't
283 know.
284 NNS-1 Yeah, I think it was like three or four. Yeah,
285 NS-1 That sounds familiar. But they're apparently the maximum is like 12
286 weeks. So they're leaving it 12 weeks for everyone.

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328 NS-1

Oh, yeah, that must be scary. But may maybe because you're not um ()
oh let me look up for this word, because I didn't know this. But I I
heard I read that they were doing the same in the Netherlands because
they were (1.6) ah (2.5) shortage? Is [that a word?]
[Yeah] I think
Yeah they were shortage on vaccines. So they were they started to put
like, the second dosis, like first, like using all the storage they have and
wait for the second dosis to arrive at some point.
I think we've got loads of vaccines, like an obscene amount. I think the
government just bought pre ordered loads before they were safe, like
[Oh]
[and] then fingers crossed.
Ah so you're not short of in vaccines?
We're not short but I think the thinking is that one dose like more
people having one dose is better than less people having two doses,
right? Because
Ah
after one dose you're like 70% protected then after two days is you're
90% protected so it's better to have loads of people 70% than half that
number 90%. Is what th[ey're s-]
[Oh] and the and the they'd rather to extend the time for the second
dosis? Like till you have all in one dose or something like that?
No, as in, I think they just want to get more people Poor, semi
protected, and then get round to doing the second lot, eventually. But I
don't really trust the government [O]
[Yeah], I think none of us trust our government nowadays. Because
that's so strange, I thought that you get like the whatever percentage of
protection that you have after the second dose, like
Oh [no]
[I] didn't know that you can get like half with one dose or something.
Yeah, yeah. So, I mean, hopefully, it'll work, but
Yeah, let's hope it worked.
Yeah and how about how about in Chile? Is it, are they do they have
any vaccines yet? How's that going? Or
Yeah, it's going like surprise, surprisingly well. Because during the
whole last year, like government doing everything wrong, like
everything, even even these years, because the thing I was toling
telling you about about not not going out on weekends, and stuff like
that, that are pretty weird. But now with vaccines, they have done it
pretty well. You know, it's a small country, like in population, we're
like 17, 18 million. And we already have like, more than three people
vaccine, 3 million people vaccinated with a with the first dose at least.

329 So that is actually pretty well, we we are all very suspect on how are
330 they doing it? Because it's not it's not normal, that they doing
331 something well.

332 We're this, we're complete-, it sounds very similar to like, we're like,
333 right? Because there was drama in the UK, because the government
334 promised that we could have like six days of Christmas, like without
335 any, you could like, see two other families or something. And we were
336 all surprised. We're like, wow, like, you can go to two other people's
337 houses. And stay there for Chris-, like, okay, and like everyone [made]
338 [Yeah] that's, that's a little risky.

339 So risky. But we were like, okay, like, we'll make plans, like I was
340 going to go, like, stay at my dad's. And I was like, oh, that'd be nice. I
341 haven't seen him for ages. Like, cool. And then, like, the weekend
342 before Christmas, they were like, um we take it back. You can't do
343 that. And then everyone was so angry.

344 Yeah, like, thank you very much. Why did you even said it? Ah how
345 annoying

346 Yeah, that's thing and it caused loads of problems, right? Because
347 everyone suddenly got on a train, like that night to go home, sort of
348 thing. Like, while it was still okay that day, kind of, they all traveled
349 home. And then, and then the numbers went really bad like after
350 Christmas.

351 Yeah and how is it now? Is it going down?
352 Going down. Um, I think like, three weeks ago, something like 12,000
353 people died every day. And now it's like 300 die every day. Still quite
354 bad.

355 Oh how many people live there in the UK?
356 I think it's like 70 million.

357 Okay, okay, that's big, because those numbers that really scares me
358 like when people when more than 100 people die here, that's chaos,
359 like crisis chaos. Everything is horrible. But more than 100 I I never
360 heard here. So when I hear from other places, maybe I hope they're
361 really big countries. Otherwise, it's really really bad.

362 Not 12,000 died. 1200 died. I got my decimal point wrong.
363 () you know, maybe you said it wrong, but I thought of 1200
364 Yeah, that's, okay, that's what I meant.
365 Yeah. I don't know why I maybe I look it wrong. But that's what I
366 thought

367 That worked well. That's a good, that's a good language thing for Evie
368 to pick up on (). Hi Evie. Oh dear, that's so exciting that you're moving
369 though. That'll be um like a nice change [to-]
370 [Yeah] also because I live with my family here and I share room with
371 my sister and I love them all very much. But I could use my own

372 space, you know. And also because I like the Netherlands and like I
373 want to go there I want to work I want to stay there for fee-, for many
374 years after my studies if I can. So I have already met people like my
375 classmates. I already have friends I would like to meet them to to do
376 so.

377 It's so weird right
378 You know
379 You've [met ()]

380 [Also] my mom is so strict-. Ah si yeah I met em. You know you saw
381 you saw the news, I don't, it was in the news, at least here that uh you
382 don't have to clean your groceries anymore because COVID doesn't
383 doesn't, I don't know the word for this, but you don't get COVID from
384 Yeah

385 Yeah. But so we told my mom, me and my siblings. And she was
386 like no high probabilities or low probability it's the same for me. So
387 we're cleaning everything. So we still have to clean. Like, instead of
388 being happy that we don't have to clean things anymore. She's like, no
389 we're keeping we're cleaning things till the end of days.

390 Yeah you hear so many funny stories]
391 [No] [al]dy, no

392 We did that maybe once. And then we were like, ah
393 What you you you clean your groceries only once?
394 Yeah, we did it once. And then we were like, that was a lot of effort,
395 we're not gonna do that again.

396 Yes, and if you touch something like you have to stay like this for
397 hours until you wash your hands, and with your clothes like, oh, it's
398 really crazy. You can not live like that.
399 I know it's it's really stressful. When yeah the thing is I don't really go
400 many places to, [yeah]

401 [Do] you live with someone because your door just opened. So
402 yeah, that's scary

403 That's my cat. Oh, you can meet my cat. () go.
404 Hi.
405 She let's herself into the room. Say hello.
406 Hi
407 Hello.
408 What's her name?
409 She's called Carrie. Carrie the cat. She um, she so she can just push the
410 door. Like, open. Um, and when I'm at work and have like an
411 important adult like business meeting, she just opens the door. Start

412 starts walking up and down and I'm like oh my god. So embarrassed, like
413 down.
414 But everybody loves to see other pets in the screens. Like a moment of
415 ah, hi. That's kind of nice.
416 Yeah, cats and babies. I am I really enjoy. And dogs, you know, like ()
417 there you go. But—
418 Yeah like I have those in real life, but I like to see them on screen.
419 She um at the weekend. She sits outside the door in the hallway
420 waiting for me to like, come to work. And she's like, where are you,
421 [redacted]? You're late for work sort of thing at 9am. I'm like, Carrie, it's
422 the weekend, like having a lie-in?
423 Do you actually talk to her?
424 I'm at that stage of lockdown now.
425 It's been too much.
426 But yeah, I um I live with my mom. So yeah, I'm also trying to well
427 gonna move out in the summer.
428 Oh, you're already plan it?
429 Yeah, I'm hoping to move to London. Because most of my friends are
430 there. Um [and—]
431 [And your] work?
432 It's fine. It's um, the company's like, quite like international and has
433 offices in like most major cities. So it has a big office in London. So
434 I'm just applying to transfer. And even if they say no, it's not a problem
435 where I live, because everything is going to be like on—not everything,
436 but a lot will be like online.
437 Ah so it doesn't really matter.
438 [Yeah]
439 [Oh] that's nice, then are you going to move with friends? Or [alone?]
440 [So it] all depends on people's like contracts and stuff. I guess if their
441 like, houses, and like one of my best friends. She's just finished her
442 master's. And she is applying for jobs, and really struggling at the
443 moment to get one. But if she does get one in London, like we'll live
444 together, like for [sure]
445 [Oh] that will be fun.
446 Whenever she gets through to like the final round of a job interview,
447 we get really excited. And we're like, oh my god, we can live together
448 and have dinner parties and house parties and go for breakfast and
449 [decorate ()]
450 [Oh that's so nice]
451 And then she like doesn't get the job. And then we're like, oh

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No oh, I hope she'll get something soon. Are you gonna take the cat with you?
I don't think my mom would let me.
Oh, it's a family cat.
Well, technically, she's mine. But I did get her when I was like 11. So I don't think um she'll want to lose hi—want to lose her sort of thing as company. When um when I abandon her to
Yeah, right. Especially if you're leaving her alone. She will need some more company.
I say this and she's like, oh, you're abandoning me and I'm like, do you really want me to live here forever? Like, do you ever want grandchildren? Like, I'm not going to meet a man in this town? Like
Where are you going to find a good husband better than in London?

| CONV-2 | | |
|--------|-------|---|
| 1 | NNS-2 | So, |
| 2 | NS-2 | Hel[lo] |
| 3 | NNS-2 | [Hi], hello. |
| 4 | NS-2 | How are you? |
| 5 | NNS-2 | I'm good and you? |
| 6 | NS-2 | Yeah. Good. Thank you. I yeah, this is exciting. How do you shall we |
| 7 | | start how do you know Eyre? Maybe that's like a better place [to start |
| 8 | | from]. |
| 9 | NNS-2 | [Yeah yeah maybe]. Yeah. Me and Evelyn we studied together in |
| 10 | | Utrecht. Yeah, that's that's kind of where I know her from. And you? |
| 11 | NS-2 | Nice. I know from Cambridge. So we studied together at Cambridge. We |
| 12 | | were in the same college. And yeah, it was lovely. It was really nice. Are |
| 13 | | you on the course with her? |
| 14 | NNS-2 | Yeah, we are in the same study overall. And we had a few courses where |
| 15 | | we were paired in the same groups. Yeah. Did you also study then |
| 16 | | German and French? Like |
| 17 | NS-2 | No, I didn't study German and French. So I'm not as not I am not as |
| 18 | | talented as Eyre at all. No, I studied biological anthropology. So but we |
| 19 | | were in the same like college system. So we we like lived in the same |
| 20 | | place basically. |
| 21 | NNS-2 | Yeah cool. |
| 22 | NS-2 | So I don't know any other languages other than Welsh and English, |
| 23 | | which is not useful at all |
| 24 | NNS-2 | I mean, English is useful, like for this study. |
| 25 | NS-2 | Exactly. Exactly. Where are you from then? |
| 26 | NNS-2 | I'm from Germany. |
| 27 | NS-2 | You're from Germany. Whereabouts? |
| 28 | NNS-2 | It's North Rhine-Westphalia. I'm from a little village there. I think like |
| 29 | | the next bigger city you might know is Cologne then? |
| 30 | NS-2 | Ah, yeah yeah. |
| 31 | NNS-2 | And you? |
| 32 | NS-2 | I'm from Wales, which is like, do you know, it's kind of like not England. |
| 33 | | But [it's ()] |
| 34 | NNS-2 | [Yeah] no I [I know] |
| 35 | NS-2 | [Okay] good. Some people are like, I didn't know it was a country. |
| 36 | NNS-2 | Yeah |
| 37 | NS-2 | So yeah, that's where I'm from. It's like very, very also from a little |
| 38 | | village like far away from anything else. |
| 39 | NNS-2 | Are you there right now are where you? |
| 40 | NS-2 | No, so I live in London now. So I live in West London at the |
| 41 | | moment. So just waiting until the lockdown ends really |
| 42 | NNS-2 | Ah yeah |
| 43 | NS-2 | Oh is () is my Wi Fi okay? Can you hear me alright? |
| 44 | NNS-2 | Uh yeah, I can I can hear you, you were a bit slowing down. But it's |
| 45 | | alright again. |
| 46 | NS-2 | Okay. Let's hope so. We'll keep a keep an eye on that. So you're in my |
| 47 | | sister used to live in Utrecht. |
| 48 | NNS-2 | Oh, cool. |
| 49 | NS-2 | Yeah. |
| 50 | NNS-2 | Did she study there? Or just for work? |
| 51 | NS-2 | She her boyfriend studied there. He did I think the animation master's |
| 52 | | like it's quite creative () I don't really know. But yeah, so she moved over |
| 53 | | there to live with him for a year. But yeah, she's back in back in um |
| 54 | | Wales now. But yeah. How are you enjoying it so far? |
| 55 | NNS-2 | The master's program you mean? |
| 56 | NS-2 | Yeah, yeah. |
| 57 | | Oh, yeah it's it's great. I mean, it's, it's a bit weird, because it's only one |
| 58 | | year, we don't get to really know each other. And we only had our |
| 59 | | courses for the first semester and second semester is just thesis an |
| 60 | | internship so you don't meet any new people again. So yeah, it's kind of |
| 61 | | already over to [meet new people] |
| 62 | NS-2 | [Oh my god yeah] no. It must go so quickly. |
| 63 | NNS-2 | Yeah, but yeah, it's it's the programme's great. And what are you doing in |
| 64 | | London? Are you studying there or working? |
| 65 | NS-2 | No, I'm working. I work as a as a consultant for like a brand consultancy. |
| 66 | NNS-2 | Ah cool. |
| 67 | NS-2 | Nowhere near as exciting as what you're doing. But um yeah it's really |
| 68 | | nic. |
| 69 | NNS-2 | No, I mean, that's kind of what a lot of people will do also, after we |
| 70 | | finish our studies, I think. |
| 71 | NS-2 | Yeah, exactly. Is that what you want to be doing after you [()?] |
| 72 | NNS-2 | [Uh] I don't know. I'm currently looking for internships. And I'm looking |
| 73 | | all over the place like, also PR marketing, but it's, I think now with |
| 74 | | Corona and everything. It's, for me, it's quite a struggle to find |
| 75 | | something. |
| 76 | NS-2 | I mean, not gonna fight the () is hiring in Germany, so I can send you the |
| 77 | | link if you wanted. |
| 78 | NNS-2 | Uh [I'm sorry] |

| | | | | | |
|-----|-------|---|-----|-------|--|
| 79 | NS-2 | [It's like a marketing cam]. Oh can you not hear me? | 119 | NS-2 | Okay |
| 80 | NNS-2 | I'm sorry could you repeat this from from where you started? It, they | 120 | NNS-2 | Because everybody's kind of Yeah, why should I sit my student room |
| 81 | NS-2 | Oh did the network go out? [Sorry] | 121 | | right now? I can work for university from home so a lot of people are |
| 82 | NNS-2 | [Yeah] | 122 | | here we because it's little town we can walk into the woods or just meet |
| 83 | NS-2 | Can you hear me now? | 123 | | up? It's Yeah, so just I don't know, but hanging out with friends. Mostly |
| 84 | NNS-2 | Yeah, yeah. | 124 | | outside of course. And |
| 85 | NS-2 | Okay, perfect. I was just gonna say the place that I work for has an office | 125 | NS-2 | Yeah |
| 86 | | in Germany. So if you want a marketing consultancy internship | 126 | NNS-2 | I don't know. Just trying to sometimes act like it's normal then we see |
| 87 | NNS-2 | Im, I'm thankful for every hint I get, so yeah please thank you | 127 | | each other in a parking space. |
| 88 | NS-2 | I can send you the link if you want. Yeah, I mean, you got to help people | 128 | NS-2 | Yeah, just like sitting outside and it's freezing and you're like this is |
| 89 | | out in a pandemic [don't you?] | 129 | | normal [this is fine] |
| 90 | NNS-2 | [Yeah]. So how are you living in the pan the pandemic? What are you | 130 | NNS-2 | [This is totally fine] |
| 91 | | doing to to keep fresh in that? | 131 | NS-2 | So true. So true. I really what's the what's the like what are the |
| 92 | NS-2 | To keep same. Um I've been doing a lot of like buying myself really | 132 | | restrictions like in Germany? What How has it been? |
| 93 | | expensive like food. Like going into like the fancy supermarkets in the | 133 | NNS-2 | I don't really know how to summarize everything. But there's nothing |
| 94 | | UK, which I like you I can't like sustain at all. Oh can you hear me sorry. | 134 | | much you can do. You can visit I think you can visit the another |
| 95 | | My network is being a bit funny. | 135 | | household but only like with one person. And otherwise most like fun |
| 96 | NNS-2 | [Yeah] | 136 | | things are closed restaurants are closed. |
| 97 | NS-2 | [Im] just gonna talking and then. Yeah you can hear me? | 137 | NS-2 | Yeah |
| 98 | NNS-2 | Yeah yeah, sometimes it's a bit slow but then it starts working normal | 138 | NNS-2 | Kind of everything is closed. And in and in England? I heard Boris wants |
| 99 | | again. So I hear everything at least. | 139 | | to open everything till June or July? |
| 100 | NS-2 | I might just switch really quick to my hotspot. And then and then | 140 | NS-2 | Boris wants to open everything. So hopefully, the schools are opening |
| 101 | | hopefully that will be better. Here we are, it's gonna come, is it gonna | 141 | | next week. So it was like a pretty strict lock it's been we've been in like |
| 102 | | work? Is it gonna work? I'm back. Is that better? | 142 | | pretty strict lockdown now since like January. Oh, no. It's just bit before. |
| 103 | NNS-2 | Yeah, I think so. | 143 | | Yeah, since January. So like literally no social contact allowed, like no |
| 104 | NS-2 | Okay | 144 | | shops open other than food shops. So it's been, it's been I've actually |
| 105 | NNS-2 | Great. | 145 | | found like this lockdown. Because we have we obviously had the main |
| 106 | NS-2 | Is that actually better? | 146 | | one in March. I found this one a little bit easier to deal with. I don't know |
| 107 | NNS-2 | Yeah, I hope so. Let's try. | 147 | | why, like everyone else feels like it's been the opposite way around for |
| 108 | NS-2 | Good. Okay, fine. What was I saying? How am I surviving in the | 148 | | everyone else. |
| 109 | | pandemic. So I am going to fancy supermarkets and buying the really | 149 | NNS-2 | Yeah, I don't know. I think it's also because there is a vaccine now. And |
| 110 | | expensive like avocados and stuff and being like, I'm gonna make myself | 150 | | it's just like, yeah, we kind of have to sit (0.8) sit until everybody is |
| 111 | | a yummy, yummy dinner. So yeah, going for lots of walks and things. | 151 | | vaccinated or something. |
| 112 | | But yeah, trying to keep sane what about you? | 152 | NS-2 | Yeah. |
| 113 | NNS-2 | Yeah, I don't know. We, I'm just trying to kind of not think what is | 153 | NNS-2 | So it's kind of that there is kind of an end in |
| 114 | | outside there and king try to calm calm down with working on the | 154 | NS-2 | (.) there's an end in sight [for sure] |
| 115 | | university stuff. | 155 | NNS-2 | Yeah, yeah, maybe (h) |
| 116 | NS-2 | Yeah | 156 | NS-2 | So what are you most looking forward to when you're out? That's one of |
| 117 | NNS-2 | Yeah, but but I'm at home with my parents. So a lot of my friends are | 157 | | Evic's questions. |
| 118 | | home here too. | 158 | NNS-2 | Yes. That's right. I don't I don't really know. I think it depends when it is. |
| | | | 159 | | When it's gonna be the summer then of course I think I want to go to the |
| | | | 160 | | beach. |

| | | | | | |
|-----|-------|--|-----|-------|--|
| 161 | NS-2 | [Yeah] | 202 | NS-2 | Where? I don't know how No. I have literally have no idea. It was just one one day. My boyfriend actually like his sense of taste and smell went a bit funny. And then I was like, Oh, you should probably get tested. And then I should probably get tested too. So yeah, I actually had no symptoms whatsoever. So that was lucky. But |
| 162 | NNS-2 | [On something] like that. And you? | 203 | | Does your boyfriend got his smell and taste back? Because I heard a lot of people don't. |
| 163 | NS-2 | Oh, when it's over. I think maybe just going abroad and like booking like having like a proper holiday because I mean, at work they're telling us that we have to like we have to book holidays and we have to like take time off but I've been finding it like really difficult to like switch off because I literally have nowhere to go. So I'm looking forward for like a proper, like good long getaway break. That's like [beach yeah] | 204 | | Yeah, no, he's got it back. It's definitely not the same as it was like, it's definitely like not as good as before. I think is what he says. But hopefully, there are ways to get it back. I think apparently, if you like, I don't know, drink a lot of lemon juice or something like shock your shock your system. |
| 164 | | | 205 | | Oh yeah it's true. |
| 165 | | | 206 | | True. It's true. Let's just shall we have a look at one of Evie's questions as well? |
| 166 | | | 207 | NNS-2 | Let's try to talk about something that is not COVID related. |
| 167 | | | 208 | | Yeah, let's do that. |
| 168 | | | 209 | NS-2 | Okay, what's the weirdest object that you have in your room right now? |
| 169 | NNS-2 | [That's true] | 210 | | Oh, good question. Um, I have a hat that says finance on it. Which my family, I'll just go find it one for you one second let me just get it. My family really think it's the funniest thing ever. And to be fair, I got it as a joke. And everyone kind of knows I got it as a joke. But it is one of those things that it's also like bright yellow as well. |
| 170 | NS-2 | Yeah, and I don't have like any yeah, you know, I can like leave my house freely. | 211 | | Oh no. That is super funny. |
| 171 | | | 212 | | It's cool isn't it? It's cool. The joke is and Evie will tell you this is that like we both did finance together in we actually had a course together together once for management. And the funny thing is, is that when we both did finance we had well I mean, at least I had absolutely no idea what was going on. Yeah, that's me. What about you? What's the weirdest item you have in your room? |
| 172 | NNS-2 | Yeah. Oh oh yeah. And one thing I really was am looking for is like, meeting with a lot of friends in one place. | 213 | | Actually, this is like my mum's working room. And actually she has also like a hat collection here in this pack. |
| 173 | | | 214 | NNS-2 | A pile of hats. [Not just a hat] |
| 174 | NS-2 | Yeah | 215 | NS-2 | [Yeah. Like all] these different |
| 174 | NS-2 | Yeah | 216 | | Oh my goodness. They're ama-, well, I just tried a hat on you should try also try a hat on no? Like you should |
| 175 | NNS-2 | In a closed room, and | 217 | | I\§germeister hat in orange. |
| 176 | NS-2 | Yeah, in a cl and like being really close [to people] | 218 | NS-2 | What does it say? I\§germeister? |
| 177 | NNS-2 | [Yeah] being like drunk and hugging everybody. | 219 | NNS-2 | Yeah. |
| 178 | NS-2 | Yeah, for sure. I think that's like, I'm just excited also like not to feel like not to, like feel scared that I'm gonna infect anyone, do you know what I mean? Like I've already had I already had Corona. So I kind of don't feel stressed about it anymore. But when I didn't have it, I was so afraid of like, you know, accidentally infecting someone or like, you know, but I feel like that release of the anxiety of like, Oh | 220 | NS-2 | That's amazing. I love that your mum has a hat with the Jagermeister thing on it. |
| 179 | | | 221 | | Yeah, I I don't know she it's definitely not for normal days but |
| 180 | | | 222 | | |
| 181 | | | 223 | | |
| 182 | | | 224 | | |
| 183 | | | 225 | NNS-2 | |
| 184 | NNS-2 | Yeah | 226 | NS-2 | |
| 185 | NS-2 | I can't () anyone will be so nice. | 227 | | |
| 186 | NNS-2 | So true. Yeah, yeah, I'm living with my parents, as I said, and they are both in a risk group. So I I always am very careful. And like when I came from, from Utrecht for yeah Christmas, I'm here since Christmas. I went to kind of quara quarantine in my own room for 10 14 days. | 228 | | |
| 187 | | | 229 | | |
| 188 | | | 230 | | |
| 189 | | | 231 | | |
| 190 | NS-2 | Oh how was that? | 232 | NNS-2 | |
| 191 | NNS-2 | Yeah, it was (h) boring (h). Yeah I could use one one toi we have one spare toilet could use this and shower in our (.) yeah how you call it the in the house like very down? | 233 | | |
| 192 | | | 234 | NS-2 | |
| 193 | | | 235 | NNS-2 | |
| 194 | NS-2 | Oh (h) very dow like the basement kind of [fingh] | 236 | NS-2 | |
| 195 | NNS-2 | [Yeah.] In the basement we have like this (.) this shower when you're working in the garden, and you don't want to go into the real | 237 | | |
| 196 | | | 238 | NNS-2 | |
| 197 | NS-2 | Oh, oh my gosh. Yeah, it gets really weird. Like we I had to quarantine as well, after I like, obviously got COVID and I, I after like the time was up and I went outside again. I was like, oh, too much light. I can't deal with it. | 239 | NS-2 | |
| 198 | | | 240 | NNS-2 | |
| 199 | | | 241 | NS-2 | |
| 200 | | | 242 | | |
| 201 | NNS-2 | Do you know, where you get got infected? | 243 | NNS-2 | |

| | | | | | |
|-----|-------|---|-----|-------|---|
| 244 | NS-2 | That's amazing. That's so nice. Yeah. I love I love a good heart. I actually do wear this out to be honest with you. So this is for normal days for me. | 288 | NS-2 | (O) too. I know, but I'm actually moving house soon. I'm moving house. Just because I think we I live with my two friends from uni. So Evee knows them too. But I live with them. And we both we all were kind of like, Oh, we've been in this house a little bit too much this year. I think we need to change of scene. So we're going to move house and our new house has like a balcony. I'm excited for that that will be fun too. |
| 245 | | | 289 | | Is it hard to find, like new rooms and houses in London? I can imagine. |
| 246 | NNS-2 | When it comes to marketing, like today, I get my finance hat on. | 290 | | It's hard there it is really easy to find, but it's very, they're really easy to find and when you but when you find like a really nice one, like one that you really, really want, you have to really fight for it. You have to like you, they're like the estate agent, you have to go up to them and be like, I really want this house and you have to put an offer in before anyone else and like you have to you just have to move really really quickly. So I only saw the flat yesterday. And like now we've put an offer in and like we have like do you know what I mean like it moves very quickly. |
| 247 | NS-2 | Exactly. And then I have people ask me questions about finance. And I'm like, oo good question. I don't know. That's funny. Um, let's do another non Corona question then. | 291 | | Yeah. |
| 248 | | | 292 | | You have to fight for it. It's like have you watched Selling Sunset on Netflix? |
| 249 | | | 293 | | No no |
| 250 | NNS-2 | Yes. | 294 | NNS-2 | If it watch it and then it's a bit like that. But not as expensive. |
| 251 | NS-2 | So what did you want to be when you grew up and what do you want to be now? That's a nice one | 295 | NS-2 | So do you do you live inside like really inside London or like outside? I am not that familiar with London's geostucture. |
| 252 | | | 296 | | To be honest with you, neither am I. But so I live like I would say I live like quite in London. And I live like on the west of it at the moment. So in like Chelsea and Kensington. I live in that bit. But I'm moving to town like even further in now. |
| 253 | NNS-2 | (1.1) I don't know (h) | 297 | | Cool. |
| 254 | NS-2 | You don't know? Yeah. That's fair enough. | 298 | | Yeah. And like closer to the river as well. So that will be fun. |
| 255 | NNS-2 | I think like a racecar driver (h). And and now I I don't know. And you? | 299 | | That's cool! |
| 256 | NS-2 | What did I want to be? (0.6) I wanted to be I think for a while I wanted to be an actor. (.) or an actress rather. And then I didn't And then I kind of was like, that's a bit too hard. Don't want to do that. And then after that, I think I wanted to be a scientist, like I wanted to go and like work in a lab. And then I wanted as everyone always wants to do, they want to be like a documentary maker, everyone. I feel like everyone has that on their bucket list of like a thing that you wanna be. And now, I'm pretty happy with what I'm doing right now. But I think I do want to do like a course in like, floristry, or something like learning to be like a flower arranger. I feel like that would be fun. | 300 | | Yeah. Have you ever been to London before? |
| 257 | | | 301 | | Yeah, I've been there one time with my with my grammar school. We had we had this course English American history, I think. And then like in the end of the course we could go to London with the b with bus v via the ferry for for 2 days, I think |
| 258 | | | 302 | NNS-2 | Yeah. Wait, you drove you drove? How long did it take to drive from Germany for? |
| 259 | | | 303 | | I don't know, like, from where I live? I don't remember. But no, it was also overnight and everybody was super tired in the end. |
| 260 | | | 304 | NS-2 | Yeah, I can imagine. It's really my school did that once too when we drove to Italy, we drove from Wales to Italy. And it it took us like 27 hours, I think. And it was grim. It was horrible. |
| 261 | | | 305 | | Yes. Yeah, it was always when when schools drive, like with these buses in the beginning, it's like super nice with your friends. And then after two |
| 262 | | | 306 | NNS-2 | |
| 263 | | | 307 | NS-2 | |
| 264 | | | 308 | NNS-2 | |
| 265 | | | 309 | | |
| 266 | NNS-2 | Oh that's cool. Yeah. I was thinking also, now because it's not directly Corona related. Like, I was thinking about, like jobs that that have nothing to do with like, all the communication stuff and internet. So I thought about also kind of learning like carpentry, like, woods and stuff. Because here at home, like little little village, so most people don't study, they just go to work directly. And I thought maybe doing this after this master's, but then I thought | 310 | NS-2 | |
| 267 | | | 311 | | |
| 268 | | | 312 | | |
| 269 | | | 313 | | |
| 270 | | | 314 | NNS-2 | |
| 271 | | | 315 | NS-2 | |
| 272 | | | 316 | NNS-2 | |
| 273 | NS-2 | That's amazing. You should and then you can make all your own furniture. That sounds fun. | 317 | NS-2 | |
| 274 | | | 318 | | |
| 275 | NNS-2 | I don't know. I mean, but I was thinking about the same like doing like little how you call it? Like, handy hobby next to next to your real things, just to calm down. | 319 | NNS-2 | |
| 276 | | | 320 | | |
| 277 | | | 321 | | |
| 278 | NS-2 | Just to calm down, like things that have nothing to do with like, a laptop or a computer. Or like a big Yeah, like, I think, yeah, like floristry or something like gardening. I think would be fun too, like a landscape gardener. That would be fun. | 322 | NS-2 | |
| 279 | | | 323 | | |
| 280 | | | 324 | NNS-2 | |
| 281 | | | 325 | | |
| 282 | NNS-2 | Do you work from home right now? | 326 | | |
| 283 | NS-2 | Yeah, I work. I mean, I haven't been back to the office in a year now. I exclusively work from home. But yeah. | 327 | NS-2 | |
| 284 | | | 328 | | |
| 285 | NNS-2 | So you kind of sit like, like me for your fr in front of your laptop. First eight hours for work. And then then the fun hours come on way to watch Netflix. | 329 | NNS-2 | |
| 286 | | | 330 | | |
| 287 | | | | | |

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|-----|-------|--|-----|-------|--|
| 331 | | hours, everybody kind of sleeping. But just like with the head against the window it was super uncomfortable. | 372 | NS-2 | It's one of those things that can you hear me now? |
| 332 | | | 373 | NNS-2 | Yeah, I can hear you. |
| 333 | NS-2 | I'm so glad I never have to do that again. Like, what what schools put you through horrible. That's nice. Oh, let's go to another question shall we? | 374 | NS-2 | Being a little bit annoying. My internet today. It always happens on meetings and I'm just about to, like, get to the point of what I wanted to say. And it's very annoying. It's very annoying. Um, have you like booked any holidays or anything? Like are you looking Are you gonna okay in Germany like can go on holidays places? |
| 334 | | | 375 | | |
| 335 | | | 376 | | |
| 336 | NNS-2 | Yes. | 377 | | |
| 337 | NS-2 | Okay, so how what do you do to connect with your local community? Oh | 378 | | |
| 338 | | Eve that's a very civically minded question. Honest I'm gonna answer that and say nothing. I pay my taxes. I leave it at that. | 379 | NNS-2 | Yeah, I think you can, but not like really holidays. It's more like camping. I think. Yeah. But yeah, no, I haven't booked anything. But a friend of mine he drives like, like a van. Kind of. So sometimes we decide just to to to go somewhere. Not not that far away and spend a weekend there. |
| 339 | | Oh, I mean, it's my own town here where I grew up. So I know everybody so I don't have to be in contact with them. | 380 | | |
| 340 | NNS-2 | | 381 | | |
| 341 | | You know everyone. So you just you say hello to them is what you do. | 382 | | |
| 342 | NS-2 | | 383 | | |
| 343 | NNS-2 | Yes. When when I go to the supermarket I say hello. Hi. I'm here. | 384 | NS-2 | Oh, that sounds nice. Sounds really nice. |
| 344 | NS-2 | Thank you. So wait, so do you know like everyone in your town then? | 385 | NNS-2 | Yeah it can be. And you? |
| 345 | NNS-2 | Yes, of course. Yeah. | 386 | NS-2 | We're not allowed to book holidays just yet. But I do like the idea of like getting a van and stuff do you like and like going like hiking. That would be fun. But I can't drive so. I would probably need someone else to drive it for me. |
| 346 | NS-2 | Really? | 387 | | |
| 347 | NNS-2 | Yeah. I mean, it's it's really small. The town it's like, I think like 1000 people or so. | 388 | | |
| 348 | | | 389 | | |
| 349 | NS-2 | Oh, that's amazing. I so I come from like, a similar place where I would say, I know, like most people, but there are still people that I like, see, and don't know. But it's like, like, as you said, like going to the supermarket. You're like, hello. | 390 | NNS-2 | You can't wha, drive? |
| 350 | | | 391 | NS-2 | No, I mean, I can I can drive. |
| 351 | | | 392 | NNS-2 | Oh, you don't have a license you mean? |
| 352 | | | 393 | NS-2 | Can you hear me? |
| 353 | NNS-2 | Yeah. Yeah, but I mean, it's always like, if even if you don't know the person directly, you probably know the cousin or the aunt or somebody. | 394 | NNS-2 | Yes. |
| 354 | | | 395 | NS-2 | Yeah, no, I failed. I failed my test twice. So I can drive. I just can't pass the test |
| 355 | NS-2 | Oh, my God, that's amazing. Yeah. | 396 | | |
| 356 | NNS-2 | It's horrible though | 397 | NNS-2 | Yeah, okay. |
| 357 | NS-2 | Yeah, no. And then when people have you ever had like friends from like, out of town, like uni friends or something to come and stay, and you're like, you say hello to people. And they're like, Who's that? And you're like, Oh, that's blah blah blah blah cousin's sister. | 398 | NS-2 | Hard, you know, it's too hard. |
| 358 | | | 399 | NNS-2 | Sorry, you are away again. |
| 359 | | | 400 | NS-2 | Oh, my Internet's gone a bit funny. |
| 360 | | | 401 | NNS-2 | I mean, I can hear you know, again, but could you repeat please would you say? |
| 361 | NNS-2 | Yeah, I used to play volleyball with him in second grade. But then he stopped now he's dating the cousin of my friends of this. | 402 | | |
| 362 | | | 403 | NS-2 | Oh, I just said that my I can drive. I'm just I just can't pass the test. |
| 363 | NS-2 | That's amazing. Yeah. The ties they go way back. That's so funny. That's so funny. Yeah, sometimes it does get a bit too much like when I'm like, you can't you literally can't get away from anyone you like. | 404 | NNS-2 | The driving test or like the rules tests that you do by? |
| 364 | | | 405 | NS-2 | I gonna move like closer to the Wi-Fi, then |
| 365 | | | 406 | NNS-2 | Okay |
| 366 | NNS-2 | Yeah. Yeah, no. And also like rumors, they they spread like super quick here. Hello? This my internet or? | 407 | NS-2 | I'm just gonna move to see if that helps anything. I'm just gonna move you get a tour of my house as well. Going upstairs. Let me know if that gets a bit better. That better? |
| 367 | | | 408 | | |
| 368 | NS-2 | No I think it's Can you hear me? | 409 | | |
| 369 | NNS-2 | Yeah. I can hear you again. | 410 | NNS-2 | Yeah, now, I can hear again. |
| 370 | NS-2 | Sorry. I think it was my internet. Sorry. | 411 | NS-2 | Yeah. Oh, but now. So yeah. It's that better? |
| 371 | NNS-2 | No. | | | |

| | | | | | |
|-----|-------|---|-----|-------|---|
| 412 | NNS-2 | Yeah, I think so. | 454 | NNS-2 | Yeah, now again. |
| 413 | NS-2 | Okay, cool. So yeah, I've failed my test. But and I but I passed the theory test. So I did I did do that one. | 455 | NS-2 | Oh, I just said is that anywhere in particular that you want to go first? |
| 414 | | | 456 | NNS-2 | Hmm. Yeah, I was thinking about like, Denmark, Sweden or Norway. I heard it should be super, super nice there. And I've never been there. |
| 415 | NNS-2 | Okay. | 457 | | Yeah, I thought there. Yeah. Do you have any special plans in Europe? |
| 416 | NS-2 | But there's no point in having a car in London. Really. | 458 | | Um not particularly. I really would like to maybe like, over the summer go and work in Lisbon potentially just for a while and kind of like stay there just because it's the same timezone as the UK as well. So I think that makes that makes it easier and it's really nice. So yeah, I think that's what I want to do for now. And then, you know, see more of the world really. |
| 417 | NNS-2 | Yeah, I can get that. | 459 | NS-2 | |
| 418 | NS-2 | Yeah. Yeah, for sure. Um my Wi Fi is not being cooperative. Can you hear me? | 460 | | |
| 419 | | | 461 | | |
| 420 | NNS-2 | Yes. Yes, I can hear you now again. | 462 | | |
| 421 | NS-2 | Okay. | 463 | | |
| 422 | NNS-2 | So like, how long you live in London now? | 464 | | |
| 423 | NS-2 | So I've lived in London for about a year and a year and a half. Yeah, so moved in and set before the pandemic, not just before the pandemic, but a few months before the pandemic and lived here for a while. And then, Yeah, so it was about a year and a half. I went back home quite a lot during kind of like the first lockdown and stuff just to, you know, be in nature and not be in London, because there was no point in being here. But I came back in February, because it was the kind of time where things started to look a bit more positive in the UK. And I was like, maybe I'll go back. | 465 | NNS-2 | Yeah, that's true. |
| 424 | | | | | |
| 425 | | | | | |
| 426 | | | | | |
| 427 | | | | | |
| 428 | | | | | |
| 429 | | | | | |
| 430 | | | | | |
| 431 | | | | | |
| 432 | NNS-2 | So do you want to stay in London for long? How is it to live there? I mean, yeah, if you probably lived most of time, locked down in COVID times. But do you like the city? | | | |
| 433 | | | | | |
| 434 | | | | | |
| 435 | NS-2 | Yeah, it's really nice. It's nice to live here. When it's like when you can do stuff in London, like there's no better place to be really, it's like you have all the these amazing restaurants and like shops and everything. And it's really beautiful. When there is lockdown like there is like, less fun has its benefits. So not really sure how long I'll stay here for but it's the place to be for like the job I do really at the moment. Where about do you want to live anywhere else in the world? | | | |
| 436 | | | | | |
| 437 | | | | | |
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| 439 | | | | | |
| 440 | | | | | |
| 441 | | | | | |
| 442 | NNS-2 | Oh, yeah. I think my plan was to after the master thesis. Hopefully it kind of falls in the same place when COVID will end end of this year. And then I just wanted to kind of not travel through Europe, but kind of work there a bit work there a bit because I realized now also with the studies that I mostly just know Germany and Netherlands from Europe, the rest just like some little vacation but not real. So I thought yeah, maybe maybe just working there a bit working there a bit | | | |
| 443 | | | | | |
| 444 | | | | | |
| 445 | | | | | |
| 446 | | | | | |
| 447 | | | | | |
| 448 | | | | | |
| 449 | NS-2 | Oh fun. Where is there anywhere in particular? | | | |
| 450 | NNS-2 | Yes, I | | | |
| 451 | NS-2 | That you want to work? | | | |
| 452 | NNS-2 | Sorry. | | | |
| 453 | NS-2 | Can you hear me? | | | |

CONV-3

| | | | | | |
|----|-------|---|----|-------|--|
| 1 | NNS-3 | Alright. So, um, yeah, I didn't prepare anything for for this | 41 | | Because my town is pretty small. Yeah, and which, which city in |
| 2 | | conversation because I thought this is probably gonna be more | 42 | | Germany, you from? |
| 3 | | lighthearted, unstructured anyway. | 43 | NNS-3 | Uh Frankfurt? |
| 4 | NS-3 | Yeah. | 44 | NS-3 | Okay. |
| 5 | NNS-3 | Um, so. So [REDACTED] I suppose that's a fairly English name I [REDACTED] | 45 | NNS-3 | Do you do you know that place? |
| 6 | | even [REDACTED]. Okay. I suppose you are then you are native | 46 | NS-3 | I went to the airport I think |
| 7 | | speaker, right? | 47 | NNS-3 | Like so many |
| 8 | NS-3 | Yes, I'm from the US. I don't have an English background actually. | 48 | NS-3 | Yeah |
| 9 | | Even though my name is very English. But yeah. | 49 | NNS-3 | Yeah, it's, it has become the largest airport in in Europe. Now that |
| 10 | NNS-3 | What's, what's your background then. | 50 | | there is no, no uh Great Britain anymore. In Europe. Yeah. So many |
| 11 | NS-3 | Um Irish, Swedish and Finnish. | 51 | | people have seen Frankfurt from yeah from from its airport, but |
| 12 | NNS-3 | Yeah, that's quite a lot. | 52 | | haven't gotten the chance to actually see the inner city which is also |
| 13 | NS-3 | It's like a it's northern European. Yeah. | 53 | | quite quite interesting or nice. I'd say. Because it's pretty Metropolitan |
| 14 | NNS-3 | I see. Do do you speak any of these uh these these languages? | 54 | | view or yeah. Compared to the rest of Germany. [Like um] |
| 15 | NS-3 | No, um in German. I mean, I learned German in college. And now I'm | 55 | NS-3 | [Yeah]. |
| 16 | | learning Dutch a bit now. Because I'm in the Netherlands. Are you in | 56 | NNS-3 | Do you have do you have the chance to to visit Germany once or? |
| 17 | | the Netherlands as well? | 57 | NS-3 | Yeah, um, very limited amount of times. I went to Cologne for two |
| 18 | NNS-3 | Yeah. Yeah. I'm also in the Netherlands. Yeah. Moved here uh I | 58 | | days and Berlin for two days and that was it. |
| 19 | | moved here one and a half years ago | 59 | NNS-3 | [Yes] |
| 20 | NS-3 | Okay | 60 | NS-3 | [Which is] a shame since I had, I studied it for a few years in college. |
| 21 | NNS-3 | About one and a half years. So, um yeah, I was also kind of trying to | 61 | | So I'd love to like get there for a longer time and actually practice |
| 22 | | learn English. Uh Dutch sorry. Um but yeah, the pandemic makes it | 62 | | speaking it more. |
| 23 | | pretty hard to to actually do so, right? | 63 | NNS-3 | Mm, yeah, yeah. I think yeah. Uh. I have the same feeling with |
| 24 | NS-3 | Yeah, definitely. | 64 | | Spanish. I've learned |
| 25 | NNS-3 | Or get— | 65 | NS-3 | Hm |
| 26 | NS-3 | And it's [REDACTED]? Is that how you say it? | 66 | NNS-3 | Spanish in in a in high school and middle school, um, but never got |
| 27 | | I uh yeah. Yeah, that's, that's, yeah, that's how many people just just | 67 | | the chance to actually use it. Um. But what a, um uh, how do, um, |
| 28 | NNS-3 | call it. Um so it's, it's actually a Yoruba name and it is yeah, it is | 68 | | how long have you been in in in Europe then? Like, uh |
| 29 | | probably pronounced very differently. But I don't speak Yoruba. So | 69 | NS-3 | I moved um, I just moved to the Netherlands, this past August. |
| 30 | | uh so I'm the worst person to ask how the exact pronunciation goes. | 70 | NNS-3 | Mhm |
| 31 | | Yeah, I I my native my native language is actually German, so. | 71 | NS-3 | But in 2018, I did a semester long exchange program in Utrecht. |
| 32 | NS-3 | Oh, okay. | 72 | NNS-3 | Mm |
| 33 | NNS-3 | Yeah. | 73 | NS-3 | So that that was my first time in the Netherlands how I really got to |
| 34 | NS-3 | Did you grow up in Germany then? | 74 | | know it. And then I met my boyfriend, and he's Dutch. So between |
| 35 | NNS-3 | Yeah, yeah. Yeah. I grew up there. Graduated there. Yeah I'm, I'm | 75 | NS-3 | that and wanting to do my master's, I've come back here now. |
| 36 | | culturally more prime to German culture. I'd say. Yeah. So where in | 76 | NNS-3 | Ah I see [I see] |
| 37 | | the in in the States did you did you grow up grow up? | 77 | NS-3 | [Yeah] |
| 38 | NS-3 | Yeah I grew up in Massachusetts. So in the northeast, um really close | 78 | NNS-3 | Um what what do you think about Europe? In in in general, like, that's |
| 39 | | to Boston. Sorry there's an alarm going off. Um yeah, and then I went | 79 | | always the most interesting part of of traveling right? To |
| 40 | | to I did my bachelor's in Boston. So I usually just say I'm from there. | 80 | NS-3 | Yeah |

81 NNS-3 to actually seeing those subtle uh cultural differences.

82 NS-3 Yeah, so that's been really sad lately, with the pandemic that I can't

83 travel at all. Um, I did a little bit. A few years ago, when I was here.

84 Um, I first visited Europe, uh, in high school, we had a one week

85 exchange program to Denmark. And then I was obsessed with

86 Denmark for a while. And then it just kind of yeah, transformed into

87 like this interest in going to Europe in general. I knew that I wanted to

88 live there, anywhere at least for a few years.

89 NNS-3 Hm

90 NS-3 So I guess I'm doing that now. And yeah, I think going to Denmark

91 kind of pushed me to learn German, in a way, I just thought, oh, like

92 Germanic language. No one really teaches Danish in the US so

93 thought that was ().

94 NNS-3 Yeah ok I see yeah that makes sense.

95 NS-3 Yeah. Yeah. Have you uh have you ever been to the US?

96 NNS-3 No, unfortunately not. There was a chance a couple of years ago, but

97 that didn't work out. Um. But, yeah. Like, um, I I I feel like I lost my,

98 my interest in going to the US. Um. I I I think it's very similar to to

99 Europe, and it doesn't intrigue me that that much. Yeah. Also, to be

100 honest, the the these um these issues with with racism are also

101 not very appealing to me. Um.

102 NS-3 Yeah, definitely.

103 NNS-3 Especially after these Black Lives Matter um uh issues. Um I thought,

104 okay, maybe maybe it's just maybe I should look into other directions

105 first. Um, yeah. So, but eventually I will probably visit the States. But

106 I mean, where would you start even right? There's so many

107 there are so many places to, to see.

108 NS-3 I know I'm not even the best person to ask because I haven't been off

109 of the East Coast of the US so I haven't seen like, California or Texas,

110 like big states that so many people visit so I have no idea. Yeah is

111 there another country that you would love to travel to?

112 NNS-3 At the moment I'm quite interested in in the Asian countries. Which is

113 strange. Because I just said that I wanted to learn Spanish more. So I

114 should actually look to Latin America, but I've been to to China for

115 for two months. That was my longest trip so far. And I kind of

116 enjoyed it there. Um I believe that other places in Asia might be

117 similarly interesting. Yeah. [Um]

118 NS-3 [Yeah] did you speak Chinese at all when you were in China?

119 NNS-3 Nah, nah. Um, it is it is way too difficult to learn, in such a short

120 amount of time, yes, I've met someone who was able to, to kind of

121 have like, just small conversations with taxi drivers um after nine

122 months, but the Chinese language is just very, very complex, um that

123 they not only have like the the written sign language, but also the

124 spoken language. And that spoken language is also like very um

125 accentuated because they they the tonality of how you how you speak

126 127

128 NS-3

129 130

131 132

133 NNS-3

134 NS-3

135 136

137 NNS-3

138 139

140 NS-3

141 142

143 NS-3

144 145

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148 149

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152 153

154 NNS-3

155 NS-3

156 NNS-3

157 158

159 NS-3

160 NNS-3

161 162

163 NS-3

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166 NNS-3

167 NS-3

168 NNS-3

169

certain syllables also plays um plays a role in in its meaning. So, um, yeah, that's way too much for yeah for two months. Definitely.

Yeah, I actually, I studied Chinese in high school. And then it was only in high school. So I've completely forgotten it now. I think I just kind of knew I probably wasn't going to visit China at all in the near future. I don't know, for some reason I just started, like, starting to learn German. So then.

Ah I see

Yeah, but now when I look back, I think, Oh, I should have stuck with that. That would have been so cool to speak Chinese. But my my speaking wasn't very good. So I don't know how far I would have gotten with it.

I see. Yeah. Yeah, I guess the language will become more and more kind of impor—or at least Mandarin will become quite important in the future. So uh unlike German, I'd say. Well, I mean, how far did you get with uh um? How far did you get with with German anyway? Like, can can you still speak it?

Yeah. I did it for four years in college. But then I never lived in Germany. I was only using it in the classroom. And then I took a year break before starting my master's program. And in the program, you have to be multilingual. So take classes and languages besides English. So then I did German and once I got to that class, and I was with a bunch of native speakers. I thought, okay, maybe my speaking isn't that good. So it's a little intimidating. Yeah. I could definitely speak more while I was still in class, kind of doing it every day. But lately, it hasn't been great. If I maybe if I just started speaking it constantly, for a few days. But now, if I tried to speak German, and then if I try to speak Dutch after I just mix up the languages, so

Oh, [yeah]

[O of] focusing on Dutch.

I can, I can imagine. Like, th th those two languages are in fact, very, very similar. Um, yeah from, from a, from from a German perspective. That sounds kinda kind of like German, but just in a very silly way.

Yeah

Um and I can imagine that from from a non German perspective, it must be like, just like two two very, very similar languages that that are hard to discern, right? Um yeah. Be[cause]

[Yeah] have you um

Hm?

Oh, I was gonna say have you been learning Dutch at all? Or [how's that going for you?]

[Uh] uh I I tried some Duolingo stuff. In a way. Um, but I wouldn't say like I seriously started learning, learning Dutch maybe I should

170 have used some of the corona times to to try but again, like, I think I
 171 understand. I I get it well enough to, to actually sss solidify it only by
 172 by actually interacting with Dutch people speaking with them in
 173 Dutch. And that's, that's currently very hard. And because I can, I can
 174 read it on more more or less like um simple sentences. I typically get
 175 the get the gist of it because um the the word for words are very, very
 176 similar. And the the grammar, also, although there's some subtle
 177 differences. I think I'm even getting better in listening to to Dutch, but
 178 it takes, it still takes like a stupid amount of concentration. And
 179 speaking is also still quite difficult. Yeah so, yeah, that's my current
 180 level. It's not very far. It's and it's heavily reliant on on my, on my, on
 181 my speaking skills in German.

182 NS-3 Mm yeah, it's so interesting from someone who is not a native
 183 speaker, German or Dutch, like, I would think, oh, they're so similar
 184 must be so easy for people to just learn the other one.

185 NNS-3 Nah yeah no. I think if you go at it, like, seriously, you, you
 186 probably (.) have an easier time to learn that. Um um but: yeah, it's
 187 still distinct enough so that (.) that it's Yeah, you wouldn't get it like,
 188 from the begin be yeah from the start. What I heard often, though is
 189 that um that the other way around is um is it is (.) or in the other way
 190 (1.2) um around? Uh whatever

191 NS-3 Hm

192 NNS-3 Um it is easier to understand German (.) from Dutch ears [um]

193 NS-3 [Oh okay]=

194 =than it is to understand Dutch from from from Germany, yes. And
 195 that's probably because, because the way we pronounce it in syllables
 196 and and and words is probably more more um uh, strict. Like, we
 197 don't do any fancy thing with, with our, with our language, maybe the
 198 S C H is something a bit difficult. But other than that the Dutch
 199 language has many more like idiosyncrasies that that are hard to to
 200 grasp. Especially when when you when you listen to it, especially the
 201 G

202 NS-3 [yeah]

203 NNS-3 [is] (.) amazing (h). And also (.) the the o:w, ow, I I can't

204 NS-3 Ow (1.7) oh

205 NNS-3 Yeah=
 206 NS-3 =Like that yeah

207 NNS-3 Yeah, I can't do that. Um, yeah. Um, but yeah, typically, when, when
 208 someone speaks, uh a Dutch person speaks with me and um some
 209 English word is is missing. I would, I would tell them to just say it in
 210 in Dutch in most of the cases I recognize the the word.

211 NS-3 Have you ever had cases where you would start speaking Dutch to
 212 someone, but then they switch into English?

213 NNS-3 Oh, yeah. Yeah, definitely. Yeah, definitely. Which is also not not
 214 very useful. I'd say. For for a Dutch learner um yeah. Um but I
 215 suppose you did did you have that experience once?

216 NS-3 Yeah, definitely. I'm, I'm actually writing my thesis on Americans'
 217 experience with language in the Netherlands. So I'm coming from a
 218 monolingual English speaking perspective, being put in like a
 219 multilingual context. But then, on the, at the same time, the
 220 Netherlands has is known to have really high English proficiency. So
 221 like, what kind of interactions do people have then? And I've also
 222 been told by so many people, even when I came here three three years
 223 ago, that if you start speaking Dutch to someone, and if it doesn't
 224 sound great, or if they hear an accent, they'll just switch to English
 225 anyways. Then I've kind of thought like, oh, why even bother. So
 226 usually, unless it's like the really simple interactions at the grocery
 227 store, I usually just start in English, because then I'm scared people
 228 are going to just switch into it anyways. So I feel like I'm saving them
 229 the trouble. But I'm working on it more now. I'm trying to actually
 230 initiate conversations in Dutch. Like to get better at it.

231 NNS-3 Okay. Yeah. Okay. Yeah, it's, I find it a bit yeah unfortunate, like,
 232 because in in that way, they they're not really promo promoting their
 233 language like I've also heard, like, why even bother learning Dutch
 234 from from Dutch people that I've met? Where I think, why not I'm
 235 living in the country, right. And getting the one one of the most
 236 important ways to to kind of interact with with a culture in in a deep
 237 way is to learn its language in order to be able to communicate
 238 effectively and under understand the the people around you. So, I
 239 always find it weird when people say okay, that is not like, I know,
 240 Dutch isn't the most important language in the in the world. But um I
 241 I do think it's still worth it for for the for the experience of being in in
 242 the Netherlands to to actually learn, learn learn the language, and
 243 many Dutch don't don't seem to support that out of out of the gate.
 244 Only if you kind of asked for it and request it.

245 NS-3 Yeah. Yeah, I've heard a lot of different stories as I've been
 246 interviewing people for my thesis. But yeah, there's always these two
 247 different sides, like, on the one hand, sometimes they'll get comments
 248 from Dutch people like, Oh, you live here. Why don't you speak
 249 Dutch? But then they're like, because you don't let me practice it.

250 NNS-3 Yeah, yeah, that's that's kind of that's kind of the the thing, right? I
 251 think that this essentially captures this experience. Um, yeah. So
 252 how's how's your thesis going then? How many people have you
 253 interviewed?

254 NS-3 Yeah, it's been going pretty well, actually. I've interviewed eight
 255 people so far. And yeah, they've all had very different experiences,
 256 some have been here for over 20 years. Some just came in the past
 257 year. Everyone is working on is either working on learning Dutch or
 258 just fluent by now I actually had someone yesterday, who's been here
 259 for like seven years. And they said during the interview, like, oh,
 260 sorry, I'm actually having trouble switching back to English. She

| | | | | | |
|-----|-------|--|-----|-------|---|
| 261 | | seemed to be really integrated with the Dutch language, which is | 304 | NS-3 | Yeah. |
| 262 | | funny, because that was so different than my other ones for like, you | 305 | NNS-3 | Um yeah. And I also tend to not rush myself with setting a very |
| 263 | | could clearly tell like, they're American. They had like, Dutch times | 306 | | specific target. Yeah. |
| 264 | | and they had English times. So yeah, it's been interesting. And what | 307 | NS-3 | Yeah, I think my my plan is, once I graduate, just to take whatever the |
| 265 | | um are you a student as well? Or are you working here? | 308 | | job wants to actually hire me. |
| 266 | NNS-3 | I'm a student as well. Um I study artificial intelligence. | 309 | NNS-3 | Yeah yeah actually. |
| 267 | NS-3 | Oh cool | 310 | NS-3 | Cause I feel like I don't really know what my skills are yet. Or what I |
| 268 | NNS-3 | Yeah, yeah. It's it's a it's a hot topic right now | 311 | | can do? But we'll find out. |
| 269 | NS-3 | Yeah. | 312 | NNS-3 | I'm pretty sure there there might be quite a lot of jobs in the business |
| 270 | NNS-3 | Yeah. I've been studying since since Oct October, no September | 313 | | administration um in in private companies. I don't know what do you |
| 271 | | 2019. Which was kind of a bit of a departure of what I did in my | 314 | | what do you think about the private sector? But there is definitely |
| 272 | | undergrad. Um yeah, which was business informatics isn't it doesn't | 315 | | there are definitely places for for people who are well studied |
| 273 | | sound like that that much of a departure but it is it definitely is more | 316 | | communications or something related to communications. Yeah, |
| 274 | | computer sciencey right now than the ba uh the business informatics | 317 | | because there is always like, internal and external communication in |
| 275 | | courses that I have like them. Yeah. So [and now] | 318 | | general in a in especially for large companies these divisions tend to |
| 276 | NS-3 | [0] | 319 | | to to be pretty, pretty large. Anyway. |
| 277 | NNS-3 | Hub? | 320 | NS-3 | Not super passionate about that area. But if it's the only job available, |
| 278 | | Oh I was, sorry. I was just gonna say what do you plan to do with that | 321 | | I'll go for it. |
| 279 | NS-3 | are you going to be like like a computer engineer or like, software | 322 | NNS-3 | Yeah, no one no one really is super passionate about greedy |
| 280 | | programmer, like what do you plan on doing with that? | 323 | | corporations and stuff but it pays |
| 281 | NNS-3 | I think I would even call myself already a software programmer, I I | 324 | NS-3 | Yeah |
| 282 | | had some professional experience outside of uni. Before I | 325 | NNS-3 | Your rent |
| 283 | | started my master's thesis, I was working for 3 3 years for the Robert | 326 | NS-3 | True, you need money |
| 284 | | Bosch company. | 327 | NNS-3 | Yeah Yeah, like um I also didn't necessarily wanted to work for for |
| 285 | NS-3 | Oh okay | 328 | | last company like like Bosch. From my, from Yeah, from my political |
| 286 | NNS-3 | Um um and there I was also some sort of oft soft software engineer, | 329 | | kind of ideology. But if I hadn't done that, I wouldn't be able to study |
| 287 | | software developer in a way. So wh what I w want to do next is more | 330 | | now for instance. Because, yeah, education is kind of expensive. |
| 288 | | of a question whether I want to go back. I'm not sure about that. | 331 | NS-3 | Yeah |
| 289 | | Because I feel like research is also quite an interesting field to | | | |
| 290 | | explore. Not for ever, but at least for the duration of a PhD. Hmm. | | | |
| 291 | | Yeah I guess in yeah, in general, it will rather go into the engineering | | | |
| 292 | | or practical science like di direction. Yeah. Yeah, probably. Well I | | | |
| 293 | | don't know. What what do you wha do you do you have a plan? Do | | | |
| 294 | | you have like a specific thing in mind? | | | |
| 295 | NS-3 | No, not really. My program's only a year long. I'm halfway through it. | | | |
| 296 | | I have no idea what kind of job I want to look for even. Maybe | | | |
| 297 | | teaching English at some point. | | | |
| 298 | NNS-3 | Okay | | | |
| 299 | NS-3 | But yeah, I think something to do with education. Maybe go for PhD | | | |
| 300 | | at some point. And just go further into intercultural communication. | | | |
| 301 | | That's the program I'm doing now. Yeah, no idea really. | | | |
| 302 | NNS-3 | Well ok um I mean, yeah, we we are we are both probably still far | | | |
| 303 | | away from from having to make this decision anyway? Far a way, far. | | | |

CONV-4

| | | | | | |
|----|-------|--|----|-------|--|
| 1 | NS-4 | [Bye Evie] | 38 | NNS-4 | Oh, nice. So how long will you be staying there then? |
| 2 | NNS-4 | Okay, bye. But hi, yeah, hello. | 39 | NS-4 | We just extended it today. We're just talking about extending it like two |
| 3 | NS-4 | Hi. I'd be so happy to be speaking in French right now. But I'm also | 40 | | days. Just because it's like really intense to be with family kind of |
| 4 | | happy to speak in English. | 41 | | somewhat indefinitely. |
| 5 | NNS-4 | Oh, I might I might be able to understand it a little bit. | 42 | NNS-4 | Yeah. |
| 6 | NS-4 | Yeah. | 43 | NS-4 | And how about you? Um, where where are you from? |
| 7 | NNS-4 | So we can try. But I'm not I'm not very good in speaking French. | 44 | NNS-4 | Yeah, I'm from the Netherlands. And yeah, yeah, I recently Well, this |
| 8 | NS-4 | Oh, what what language do you speak? | 45 | | year, I moved to a, I don't know how well you know, the Netherlands. |
| 9 | NNS-4 | Dutch | 46 | | But this year, I moved to Utrecht |
| 10 | NS-4 | Dutch. Oh, my goodness. How do you know Evie? | 47 | NS-4 | Oh okay. Yeah. And one of our friends lived in Utrecht for a while Evie |
| 11 | NNS-4 | Sorry? | 48 | | my friend. Really? |
| 12 | NS-4 | How do you know Evie? | 49 | NNS-4 | [Oh, nice] |
| 13 | NNS-4 | Oh, um, yeah, we are in the same master program. | 50 | NS-4 | [Yeah] |
| 14 | NS-4 | Wow. Okay. | 51 | NNS-4 | So have you seen Utrecht before? |
| 15 | NNS-4 | [Yeah] | 52 | NS-4 | No |
| 16 | NS-4 | [That's great] | 53 | NNS-4 | No? |
| 17 | NNS-4 | Oh, and how do you know her? | 54 | NS-4 | I've never been. |
| 18 | NS-4 | I know her fr—through one of my friends from university. So we met | 55 | NNS-4 | Yeah. |
| 19 | | the year after I graduated when we were living in Paris, and I thought | 56 | NS-4 | Do you have any family there? |
| 20 | | you were French because [REDACTED] like with accent aigu is like yeah | 57 | NNS-4 | Uh, yeah, my sister lives here as well. So that's really nice. |
| 21 | NNS-4 | Yeah, it is French | 58 | NS-4 | [Oh that's great] |
| 22 | NS-4 | Yeah. | 59 | NNS-4 | [Uh but] I used to live in the north of the country in Groningen. |
| 23 | NNS-4 | Oh, that's nice. But how do you end up in California? Because Evelyn | 60 | NS-4 | [OK] |
| 24 | | toy told me that you're in California. | 61 | NNS-4 | [And] so I used to visit my sister here, but now it's so much easier since |
| 25 | NS-4 | Yeah. I um so my dad is French. But I have I was born in in Los Angeles | 62 | NS-4 | we don't live that far away from each other again, so that's really nice. |
| 26 | | and live here. So now we're, we're in I don't know what were you on the | 63 | NS-4 | Right. Did you think about living together? Or are you happy to be living |
| 27 | | call yet? When we when I was just showing the view? | 64 | | apart? |
| 28 | NNS-4 | Oh, no, I didn't see the view. | 65 | NNS-4 | Oh, no, I'm happy to live my own. |
| 29 | NS-4 | I'll have to show you. We're in Palm Springs, which is just south of Los | 66 | NS-4 | Yeah. |
| 30 | | Angeles. So it looks like that. | 67 | NNS-4 | Well, I live with mine other people here. |
| 31 | NNS-4 | Wow. Looks so nice. | 68 | NS-4 | Wow. |
| 32 | NS-4 | Yeah. We we've been living with so me is we is my fiance and I've been | 69 | NNS-4 | That's also really nice. And we were put together at random through sort |
| 33 | | living with my parents since COVID. Well, not since COVID started. | 70 | | of a housing program. But it worked out really well somehow. But it's it's |
| 34 | | We went back to England for a little while. But we've been here now | 71 | | so nice, because everyone is really different. And |
| 35 | | since January. And we really needed a break. | 72 | NS-4 | Have you been how long have you been together? |
| 36 | NNS-4 | Oh, yeah. | 73 | NNS-4 | Sorry? [Oh] |
| 37 | NS-4 | So we we just came to Palm Springs for a few days. | 74 | NS-4 | [With] all your roommates |
| | | | 75 | NNS-4 | Oh, yeah. I lived here since September [2020] |

76 NS-4 [Okay]

77 NNS-4 Yeah

78 NS-4 Got it

79 NNS-4 Yeah, but—

80 NS-4 That's amazing. I think that's just being with so many people. If it makes

81 I don't know, it just seems like it kind of it gives you an opportunity to

82 like make real connections and like real friendships. Other than yeah. Oh,

83 that's so cool.

84 NNS-4 And also some of them really like baking. So this [0]

85 NS-4 [Really?]

86 NNS-4 Yeah, now here's it's 9pm and two housemates, they made cinnamon

87 rolls so that was really nice.

88 NS-4 Oh my god. Do you have one right now? I'm like obsessed with

89 cinnamon rolls.

90 NNS-4 I can I can check if I if they're still in the kitchen. If you want I can show.

91 One sec.

92 NS-4 Oh wait, my mom's calling me. Let me just reject her call

93 NNS-4 Oh, oh, I hope she don't Oh, yeah. Oh, it's almost gone.

94 NS-4 There we go.

95 NNS-4 Can you see it?

96 NS-4 Oh, they're so pretty.

97 NNS-4 Yeah, they're really good [uh yeah]

98 NS-4 [That's amazing]

99 NNS-4 But where are you living right now then? Or

100 NS-4 So right now we're kind of living in Los Angeles with my parents. Here.

101 I'm just gonna go. Do you mind if I'm walking and talking?

102 NNS-4 Yeah, no worries. Yeah, it's fine.

103 NS-4 I have a bad back. So the longer I sit down I feel like it's awful. But um,

104 yeah. So we're, we're living with my parents right now. And but we're

105 renting an apartment in London, or not in London. Now we moved to

106 Cambridge. So it's kind of like, just a classic kind of COVID disaster,

107 where, you know, you have all of your plans and everything that you've

108 arranged, and then everything is just totally thrown up in the air. But we

109 don't really want to we don't really want to get a place in Los Angeles,

110 because my family's here. My fiance, works in Cambridge, but he's

111 remote. So he doesn't really have to be there. But he does have to keep an

112 address there. And so, yeah, so we're just kind of trying to, you know,

113 roll with the punches.

114 NNS-4 Yeah. Well, what did you already were you already able to move to

115 Cambridge? Or you just have sort of half of your stuff there and half of

116 your stuff in Cambridge?

117 NS-4 That's exactly it. I'm doing a master's in Washington, DC right now. And

118 we just basically packed up as many of my things as I could in a few

119 days. And I brought them to Washington, DC. I left some in DC I brought

120 some to LA. And then most of our things are in Cambridge. I think it's a

121 good opportunity to try to learn how to be zen, which is something I'm

122 not very good at.

123 NNS-4 Oh, wow, it sounds so chaotic.

124 NS-4 Yeah. What was it like for you moving in the middle of COVID? Did

125 you move from the north to Utrecht during, like during COVID? Or had

126 you already kind of moved away from home and you were just

127 somewhere else?

128 NNS-4 Um, well, it also was kind of complicated, because last year, or in what

129 was it? Or in November 2019? If I'm yeah. Then I started traveling. So

130 oh, well, I used to live in Groningen with other students. And but then I

131 wanted a gap year and travel and to see everything.

132 NS-4 Yeah.

133 NS-4 So I quit my house there. And well started living at my parents, but I

134 wasn't really there. So I went traveling, and then I had to come back in

135 March. Just in time, luckily, it was really nice. And then suddenly, I was

136 just at my parents house all the time. And in lockdown, as well. So it was

137 just so yeah, I was used to really being free and do whatever I want. And

138 anything's possible to yeah, well to the backyard.

139 NS-4 And how was it moving home?

140 NNS-4 Oh, well, it was, it was nice that I had a place where it could just

141 immediately stay there. And it was nice to be at one place for a while

142 after the traveling. But it also was a little bit too much time with my

143 parents.

144 NS-4 A little too much quality time.

145 NNS-4 Yeah but also really nice to get to know them a little bit a different way

146 than I'm used to.

147 NS-4 Yeah

148 NNS-4 We're more talks with them and see what they actually do in a day and

149 yeah, in yeah, that was also fine. But then I just started looking for a

150 room in May also got my old job back. Because it's it's in the small

151 village and I just worked in a organic shop.

152 NS-4 Oh, wow.

153 NNS-4 It was really nice. And all just it just felt like high school again or

154 something because yeah, I just lived in my parents. I had the exact same

155 job. But there were so many people there that I just I already knew them.

156 So it really felt yeah, like the old days or something.

157 NS-4 Yeah

158 NNS-4 Yeah.

159 NS-4 When was the last time you've lived at home before that happened?

| | | | | | |
|-----|-------|---|-----|-------|---|
| 160 | NNS-4 | Um, when I was 19. | 204 | NNS-4 | Yeah, yeah, sure. Go ahead. |
| 161 | NS-4 | When you were 19. | 205 | NS-4 | So, um, when you when you moved back home, did your sister go too or was your sister able to stay in Utrecht? |
| 162 | NNS-4 | And now I'm 23. | 206 | NNS-4 | No, my sister was able to stay in Utrecht. |
| 163 | NS-4 | Yeah, it is it's like, it's funny because I feel like, I just turned 26. And it's like, we're still in the age group where it kind of feels okay. Like my fiancée was saying, I did not picture myself being 34 and living with my girlfriend's parents. You know, it's like, but there's kind of just enough, I think the people it's really hard for us, like, who have just finished university. I talked to a friend who's um she just turned 21 and finished university and then all of a sudden had to move back home. Like, right when you're expecting to kind of take your first step. So I think we're really lucky that, you know, we had a year or two to kind of adjust before going back. | 207 | NNS-4 | Okay. |
| 164 | | | 208 | NS-4 | I think she Well, it just I don't know how it went for you but it was just really sudden and |
| 165 | | | 209 | NNS-4 | Yeah, that when we think of March when we all remember where we were. |
| 166 | | | 210 | NNS-4 | Yeah well, she she lives with 12 housemates. So it also would be kind of a risk to go back. |
| 167 | | | 211 | NS-4 | Right |
| 168 | | | 212 | NS-4 | To yeah to my parents. Just pick your order. I will be quiet. |
| 169 | | | 213 | NNS-4 | Right. Boy. So what are you looking forward to? After after COVID? |
| 170 | | | 214 | NNS-4 | Oh, I guess just hugging people. |
| 171 | | | 215 | NS-4 | Yeah. |
| 172 | | | 216 | NNS-4 | When meeting them. That would be nice. |
| 173 | NNS-4 | Wow. But I was just curious. How did you meet your fiancée? or how are you already married? | 217 | NNS-4 | [Yeah] |
| 174 | | | 218 | NS-4 | [Uh] and traveling. I guess. But mostly hugging people and just the normal stuff. Or, yeah, that's just eating together. And music. Concerts would be really nice. Yeah. |
| 175 | NS-4 | Yeah, we're still engaged. We're | 219 | NS-4 | Yeah. It's so funny. I love your point about normal stuff. Just being able to do normal stuff. I think that's true. And I think about like, the really dramatic things. Well, you know, travels always kind of been complicated. It always will kind of be complicated, but the idea of, of just being able to like hug people and kind of feel normal I think that's |
| 176 | NNS-4 | Oh, yes sorry | 220 | NS-4 | Im also I've always been like a really touchy person. And, and also just like making eye contact with people is something that's really important. So I'm really looking forward to not needing to like guess eye contact looking at computer screens. |
| 177 | NS-4 | We met at a conference in Paris. It was actually right around the time that I met Evie. And, and she and the friend who introduced us and another friend would have dinner every week. And, and his name is | 221 | NS-4 | Yeah. Also, I don't know if you have the same but if someone is wearing their mask and you meet them in real life, I feel so awkward. |
| 178 | | | 222 | NNS-4 | [Yeah] |
| 179 | | | 223 | NNS-4 | [Even] if I know them. I'm just don't really sure what they what their expression is [and ()] |
| 180 | | | 224 | NS-4 | [Totally] |
| 181 | NNS-4 | Oh nice | 225 | NS-4 | Yeah |
| 182 | NS-4 | And yeah, and it was really fun. And so we became writing buddies and like, would meet up once a week. And then I had Thanksgiving with EV and the other friend and they were like, invite, you should really invite him. And we invited him over for dinner. And it was like, it wasn't too awkward. It was like nice. And then at the end, they all conspired to leave really early at the same time. So he and I would be alone. And then he got totally self conscious and thought that like somehow he had forgotten himself and stayed too long. And it was awkward. He's like, oh, okay, I gotta go by. | 226 | NS-4 | I notice it all the time that I'm like smiling in my mask, but then thank you, if I'm not smiling enough then I end up in a situation where I'm like, no one can tell because I'm just like, |
| 183 | | | 227 | NS-4 | Yeah. Yeah, exactly. But what are you getting for lunch? |
| 184 | | | 228 | NS-4 | |
| 185 | | | 229 | NS-4 | |
| 186 | | | 230 | NS-4 | |
| 187 | | | 231 | NS-4 | |
| 188 | | | 232 | NS-4 | |
| 189 | | | 233 | NS-4 | |
| 190 | | | 234 | NS-4 | |
| 191 | NNS-4 | Oh, that's so nice. | 235 | NS-4 | |
| 192 | NS-4 | Yeah, but it's it's worked out well, because he, he's Canadian. So kind of the North American thing we have in common. And then, and then we've been able to go he works in England so I went to law school in England. | 236 | NS-4 | |
| 193 | | | 237 | NS-4 | |
| 194 | | | 238 | NS-4 | |
| 195 | | | 239 | NS-4 | |
| 196 | | | 240 | NS-4 | |
| 197 | NNS-4 | Wow so you already lived in Paris, in the UK. And now in the US. | 241 | NS-4 | |
| 198 | NS-4 | In the US yeah, I feel super foreign. It's like, it's very strange to be back. | 242 | NS-4 | |
| 199 | | | 243 | NS-4 | |
| 200 | | | 244 | NNS-4 | |
| 201 | NNS-4 | At least like just walking around, because I spent my whole adult life kind of outside of it. So | | | |
| 202 | NS-4 | Yeah | | | |
| 203 | | It's a it's a really strange experience coming back, especially when it's such a distinct culture. Okay okay. We're just walking in to get lunch. | | | |

245 NS-4 I don't know yet because I have to scan to see the menu. But I think that
246 I'm probably gonna get a salad or an eggs benedict. I never ever drink. I
247 drink very little. I'm very rarely but yesterday I had a margarita and like
248 about half a bottle of wine.

249 NNS-4 Oh nice
250 NS-4 I need a recovery breakfast
251 NNS-4 So very healthy
252 NS-4 Yeah
253 NNS-4 Probably
254 NS-4 Exactly.
255 NNS-4 Ah [nice]
256 NS-4 [Have] you been able to go out in Utrecht?
257 NNS-4 Um, well, in the, in the summer, everything was really open. So then also
258 the cafes and restaurants were open. But then you were able to sit down
259 at one at one at night. And drink and I was already feeling like going out.
260 And also just small parties, at people's their hou people their houses, so
261 maybe with two or three people and then you have a little party. Oh, and
262 of course, we organize our own parties here at with with our nine
263 roommates. So that's really [nice]
264 NS-4 Oh that's nice. Perfect time to have so many roommates [it's like ()]
265 NNS-4 [Yeah], it's really nice. We organized the Christmas market already. And
266 it was so nice. Everybody was making food and we had just the
267 Christmas market music on and we did a (). I don't know if you know it's
268 like
269 NS-4 Yeah, of course. Yeah.
270 NNS-4 Yeah. Soon we also going to have Easter Easter breakfast or something.
271 So yeah, we try to make the most out of it. But the how's do you have
272 still are going to parties or is there still something that you can do at
273 night?
274 NS-4 Yeah, well, we're restaurants are open here because they can be outdoor
275 because of the weather. So that's, that's been really good. That's been
276 really helpful and like to feel kind of safe doing it. But there's not too
277 much to do besides going out to restaurants. I think just because so many
278 activities kind of require you to be inside so I miss movies. That's
279 something that I'm really gonna
280 NNS-4 Oh, yeah.
281 NS-4 like if they ever open again.
282 NNS-4 That's so nice
283 NS-4 I'd love to go to a movie.
284 NNS-4 Yeah

285 NS-4
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289 NNS-4
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323 NNS-4

But I think it's just been nice even though it's kind of stressful to be with
parents. It's kind of nice to like, at least when they are four people you
can be like, let's have a themed dinner night, let's have a this or that.
Yeah.
Exactly. Oh, that's so nice.
Yeah. Okay. I think so, do you think have we satisfied the talking
requirement cuz I could literally talk to you for two hours. I would love
to see you if I ever come to Utrecht. But then I also am getting death
stares from [redacted]
Oh
Who is waiting to eat
Yeah, no, no worries. Yeah, I think it's fine.
[Yeah]
[She said] we could stop whenever we wanted. So yeah, have a nice
dinner
Imagine if we'd gotten into a fight and had it last like 10 seconds.
Sorry?
I said, imagine if we'd gotten into a fight 10 seconds into the
conversation and could only last 10 seconds that would have given her
something to write about.
Yeah. I should have started with a controvo controversial topics maybe
Yeah, as long as you don't love President Donald Trump
[No]
[I think] that will be (). No fight there.
No. But yeah, enjoy your lunch.
Thank you so much. It was so nice getting to talk to you [EsmV@c]
[Yeah] really nice.
I wish if we were still in Europe, I feel like I should come visit Evie and
[()]
[Yeah]
And go and have like lunch or dinner
Sorry, I cannot hear you [the last]
[Maybe]
But it would be really nice to have lunch or dinner or just a coffee or
something.
All right. It's been so nice chatting with y I hope you have a nice. Oh, I
said I said if we could still do that well maybe if we if we come to
Utrecht () have to stay in touch
I cannot hear the last thing.

324 NS-4 Oh no. Can you hear me now?
 325 NNS-4 Yeah.
 326 NS-4 Oh great. I was just saying if you ever come to Los Angeles or we ever
 327 go to Utrecht we have to stay in touch it'd be so fun if Eve's still there
 328 we can all get dinner. [And make cinnamon rolls]
 329 NNS-4 [That would be so fun]. Yeah, yeah I would be up for that I think Evelyn
 330 can send my phone number or something
 331 NS-4 Amazing. Oh, that would be really fun. I've never been to Utrecht and
 332 have you ever been to the US?
 333 NNS-4 No, never.
 334 NS-4 Okay, we have to let me go we're kind of bouncing around all over the
 335 place. So if you go anywhere, just let me know.
 336 NNS-4 Yeah, well for now that I cannot go anywhere except the Netherlands.
 337 But yeah, that would be nice.
 338 NS-4 Yeah [O]
 339 NNS-4 [OK have a nice dinner] Bye nice to meet you.
 340 NS-4 Thank you so much. It was nice to () bye.

CONV-5

1 NNS-5 So hi
 2 NS-5 So [redacted] is that how you pronounce it?
 3 NNS-5 Yeah, [redacted], it's Dutch
 4 NS-5 Awesome. So how do you know, Eve?
 5 NNS-5 Um I know her from the honors program I don't know if you know, she's
 6 doing this thing called Young Innovators.
 7 NS-5 Okay, I vaguely heard about it, but I'm not quite sure what it is.
 8 NNS-5 Me neither. It's very vague. So it's like this extra kind, of course where
 9 you can sign up for and it's all about innovation. But then it's a bit I don't
 10 know, maybe alternative or a bit spiritual even. It's talking a lot about self
 11 reflection. And like, how, what do you want to change in the world and
 12 yeah we have to make teams and I'm with Eve in a team, and we're
 13 looking to or we're I think we will research a little bit like how we will
 14 get people out of their social bubble.
 15 NS-5 Okay
 16 NNS-5 I think that's what our themes so more like Social Innovation kind of
 17 thing. But actually it's a super vague program, but it's really nice.
 18 NS-5 Okay, very cool.
 19 NNS-5 Yeah. So [and]
 20 NS-5 [O] go ahead
 21 NNS-5 I also know her from clarinet actually, because we both play the clarinet,
 22 and we've been playing duets together
 23 NS-5 Okay, nice. So did you know each other during your bachelor's as well,
 24 then or was it just this year?
 25 NNS-5 No, just actually since a few months I seen her online first, and then I
 26 heard that she also played the clarinet. And then we decided to meet for
 27 our duet evenings. So that's been really nice.
 28 NS-5 Nice. I'm guessing in person then.
 29 NNS-5 Yeah.
 30 NS-5 Cool.
 31 NNS-5 Yeah. Online clarinet doesn't sound that nice.
 32 NS-5 Yeah, must be terrible. I have a I know someone who's a music teacher,
 33 and she's had to do it online with like kids. And yeah, music online.
 34 Sounds pretty terrible.
 35 NNS-5 And what about you? How do you know her?
 36 NS-5 So we're in the same master's program. And I don't know if she told you
 37 a little bit about it. You know, intercultural communication master's.
 38 And so we had a class together. And we actually did a paper together a
 39 final project for a class with her and this other girl in our French class. So

| | | | | | |
|----|-------|--|-----|-------|---|
| 40 | | we've only met online, but we got to know each other a little bit through | 84 | | |
| 41 | | through that project. | 85 | NNS-5 | Cool |
| 42 | NNS-5 | Ah that's nice. So you also have to work on your thesis now then? | 86 | NS-5 | Yeah |
| 43 | NS-5 | Yeah. | 87 | NNS-5 | I actually took a course in intercultural communication when I was in Sweden, I studied abroad in Lund, I don't know if you know Lund it's very small. But then I think it sounds very cool but what I found a little in that course was that it was quite generalizing about it is mostly focused on business. I don't know if you guys also have that but like if you want to do business, for example with Japanese people, where should you I don't know be mindful about? And I felt, I'm trained as an anthropologist, I'm very much like I don't know focused on the like small groups and representing like minorities, and also acknowledging all the differences and not generalizing at all. So I think then in that course, on intercultural communication, it was so like generalizing, okay, if you speak with Asian people in general, you should like, they're I don't know, less direct or whatever. So I was wondering like, how do you guys work with these this like dilemma of generalization versus I don't know acknowledging like all the specifics of any culture? |
| 44 | NNS-5 | What are you doing? | 88 | | |
| 45 | NS-5 | It's so I'm doing I'm not having to do interviews or questionnaires or anything. But basically, one of the things we studied, actually, so the thesis I'm doing is kind of like an extended version of the research project that I did with Evie in my class. So we basically studied what it's like, when you communicate, when a native person communicates with a non native person, they have like a term for that type of communication. And so with Evie and another partner, we kind of analyzed that through TV interviews, when non native speakers take a French interview on TV. And so I'm basically doing that, but you know, on a larger extent, | 89 | | |
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| 52 | | | 96 | | |
| 53 | | | 97 | | |
| 54 | NNS-5 | Oh interesting. And watching all these interviews, on like, whatever topic? | 98 | | |
| 55 | | | 99 | | |
| 56 | NS-5 | yeah, pretty much, you know, have to define like, specific criteria and all that to choose the interviews, but basically, it's either interviews in English with non native English speakers or in French with non native French speakers. And yeah, so you know, I get to watch Bradley Cooper speak French, and, you know, a bunch of entertaining ones. And then I kind of try to find, like, the strategies that they actually use so like code switching, stuff like that. I don't know if that speaks to you. But you [know] | 100 | | |
| 57 | | | 101 | NS-5 | Yeah, interesting. So basically, our program is like the complete opposite of that strength of that spectrum. So the first Yeah, the first term we ever learned was like essentialism. And basically, that's you know essentialising you know, one country to a culture, and they do everything so that we don't think that way. So for instance, even if one of us wanted to do a thesis on, you know, how do like Russian people greet Italians differently or something, they'd say, you can't do that. It's essentialistic, you have to do something else. So |
| 58 | | | 102 | | |
| 59 | | | 103 | | |
| 60 | | | 104 | | |
| 61 | | | 105 | | |
| 62 | | | 106 | | |
| 63 | | | 107 | | |
| 64 | NNS-5 | [No] | 108 | NNS-5 | Ah that's good |
| 65 | NS-5 | It's when you like, take a word from another language than the language you're speaking in. And yeah, there's different little strategies, but that's [basically what I'm doing] | 109 | | |
| 66 | | | 110 | NS-5 | Yeah, basically, it is really good. Yeah, it makes it a little challenging because, uh, you know, sometimes like, a part of me wants to acknowledge that there are some trends in a country and some trends in another without saying that everyone does that. And even that, it's like, a really difficult line to play with, because they're really, really against it. But it's obviously much better to be on, you know, that end of the spectrum than generalizing a bunch. |
| 67 | | | 111 | | |
| 68 | NNS-5 | [That's so interesting]. And also, it's must be fun to just watch all these interviews, and also learn about like, the content and analyze it, like, language wise. | 112 | | |
| 69 | | | 113 | | |
| 70 | | | 114 | | |
| 71 | NS-5 | Yeah, it is. Yeah, I haven't started yet. So but I'm gonna start basically, today actually watching all the interviews. So that's definitely gonna be the most fun part of the of the thesis. | 115 | | |
| 72 | | | 116 | | |
| 73 | | | 117 | NNS-5 | Yeah. But I can understand that sometimes. Like, if you want to have a valuable result, sometimes you would need to I don't know make a bigger statement on a population. Right? |
| 74 | NNS-5 | So will you then transcribe it or, and then analyze it, or how will you do this analysis, | 118 | | |
| 75 | | | 119 | | |
| 76 | NS-5 | I'm not going to transcribe all of it because we only have 10 weeks, which is kind of intimidating. And you know, I'm going to have probably like three hours of interviews or something like that, or a little bit more. So I'm just gonna, I'm gonna watch them and like record which strategies are being used, and how many times they're being used to have a bit of an overview. And then I'll do like a qualitative part where I analyze specific parts and I'll transcribe those but that'll be just a small part of the of all the interviews | 120 | NS-5 | Yeah. |
| 77 | | | 121 | NNS-5 | Otherwise, you can never really make any statements. |
| 78 | | | 122 | NS-5 | Yeah. Oh, yeah, for me, like, the big shock was that I, so basically, I'm half French, half American, I have a parent from each place. And I read this book A while back that my parents suggested, which was analyzing cultural differences between French people and American people, and especially like the real, really subtle things that you don't think about different little ways of thinking. And so that got me super interested in this kind of thing. And, like I came in, and basically, you know, according to my master's, that book is super problematic, and, you know, |
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130 kind of not valid, and I talked to one of my French teachers about it, and
 131 she knew the book, and she said, she kind of like agreed that, you know,
 132 it was a good book, and that it was really interesting, but that the
 133 program coordinator, like would not be okay with that. So, that's like, in
 134 that sense, sometimes, I think maybe they push it a tiny bit too far.
 135 Because, you know, kind of takes away from any pattern you can see, but
 136 Yeah
 137 NNS-5
 138 It's definitely a big problem to generalize a lot. So, yeah, do you
 139 remember a little bit some of the things that they said or some of the
 140 ways in which they you know, generalized in that course?
 141 NNS-5
 142 I think it was about this key things like greeting like you said, and also
 143 power like hierarchies. If you should be very, like it was like, okay,
 144 Scandinavia and like West Europe, you shouldn't you don't have to be so
 145 careful with hierarchies, you can, I don't know, speak a bit more informal
 146 with bosses than I don't know more hierarch, hierarchical cultures. Or,
 147 and I think it was also about like, individualism versus collectivism, or
 (J)ism. And I don't know all this, like, they really made it dichotomies.
 And I think there's also this big study, right, I think, was it Hofstede?
 Yeah
 NS-5
 148 I think that's, yeah we also got that one
 149 NNS-5
 150 Okay. So did you like the course still or?
 151 NS-5
 152 Yeah, I think the topic is super interesting. So I think I can really
 understand like why you should do a master like that
 153 Yeah.
 NS-5
 154 Um [yeah]
 NNS-5
 155 [And] so, you're, are you in a master's degree right now or the bachelor's
 156 or?
 NS-5
 157 No I'm doing a research master in religious studies. So it's a bit [of a
 158 different ()]
 NNS-5
 159 [Oh ok interesting. Is it the oh, wow okay, so um, so my girlfriend
 160 actually, she's American as well, but she's going next year to Utrecht to
 161 do the research master's in religion
 NNS-5
 162 Really?
 NS-5
 163 As well yeah. So I'm guessing it's the one you're doing right now,
 164 actually.
 NNS-5
 165 Yeah. Yeah I think there's this applied one. And there's a research one, so
 166 I think if she wants to do the research one and it's like two years, right?
 NS-5
 167 Yeah.
 NNS-5
 168 Yeah.
 NS-5
 169 Is that the one you're so you're doing the two years one as [well?]
 170 [Yeah]
 NNS-5

171 NS-5
 172 Okay, cool. How do you like it?
 173 NS-5
 174 It's great. Really. I think I was a bit afraid, like in the beginning with all
 175 these online courses and about like, I think doubts about the quality of
 176 the teaching with it being online, but I think they're doing like the best
 177 they can. And I think the whole program is, is really great. Like it's, it's
 178 super personal. So I think the groups are fairly small. I think we have the
 179 smallest year until now, which is like six persons. So it's really really
 180 personal. And I think that's Yeah, like everything is kind of like a
 181 seminar, you don't really have any lectures. And yeah, I think I'm
 182 learning so much, because you really have to prepare very well. And then
 183 you have like the three or four hour sessions where you would just I don't
 184 know get questions where you have to be engaged. We debate a lot, you
 185 have to participate in like conferences. And I mean, if she's interested in
 186 pursuing also an academic career, then it's especially like, perfect, I
 187 think they really focus on I don't know how to do research and all these
 188 issues and to maybe situate you a little bit in this research community,
 189 also in Utrecht, but I think in the whole of the Netherlands. So we also
 190 have courses with with Amsterdam University, for example. And the
 191 teachers are just so nice. They're all super friendly. So, I mean, yeah, I
 192 think it is like the quality program is great, I think, yeah, there of course,
 193 I have some critiques on like, sometimes the workload is a bit too much.
 194 Some courses aren't very well organized. But yeah, I mean, you always
 195 have this kind of stuff. But if you like if she wants to call with me for for
 a bit to ask for insights, or experiences, then she's totally free to contact
 me.
 NS-5
 196 Yeah, that would be super nice. Actually, if you don't mind, I'll you
 197 know, give her your email. And that'd be super great if you have a little
 198 bit of time.
 NNS-5
 199 [Of course]
 NS-5
 200 [Well] so are you in your first year or your second year?
 201 NNS-5
 202 First year
 NS-5
 203 Okay. So yeah, you'll probably meet her next year then actually, that's
 204 quite a coincidence.
 NNS-5
 205 That's [cool]
 NS-5
 206 [Cool] yeah, definitely I'll put her in touch with you then. But yeah, so
 207 yeah, she definitely does want an academic career. So I'm curious, is that
 208 what you want as well? Or are you not sure?
 NNS-5
 209 I'm not sure. I think I started the master not like thinking like, I don't
 210 want to do a PhD. I think I want to do more like applied stuff. But now I
 211 think because of the master they really lure you kind of into this research
 212 community. And it's actually really fun. A very friendly environment.
 213 And yes, I think now maybe I will just do a PhD. And then I think I
 214 might want to do research, but then maybe even more in applied settings
 215 too like, for example, for the UN or anything like that. But then Yeah,
 216 actually, I don't know yet. I'm a bit confused about it. But if she Yeah, if
 she's into academic career then yeah, it's perfect, I think is one of the best

| | | | | | |
|-----|-------|--|-----|-------|--|
| 217 | | master programs in this area. In Europe, even I think it's very famous | 260 | NS-5 | So what is your plan for next year, are you also applying for jobs? Or? |
| 218 | | also, like, if you say, for example, in Germany, that you're studying in | 261 | NNS-5 | No, I think I'm actually going to do another master's program. And so |
| 219 | | Utrecht like with a specific professor, she's got big admirers. And she's | 262 | | originally, I did my bachelor's in like Political Science and International |
| 220 | | like, a really big professor of religious studies. And she's known all over | 263 | | Relations. And I'm going to do a master's program at a school in Paris in |
| 221 | | the world. And she chairs this program. So I think it's really like, it's | 264 | | in that field, so |
| 222 | | something if you got in here. | 265 | NNS-5 | Cool |
| 223 | NS-5 | Wow that's really cool. Awesome. So I know a little bit about the | 266 | | Yeah, I don't know I didn't feel I don't feel quite ready for the real world |
| 224 | | program because you know, she's told me about it. But uh, are you going | 267 | NS-5 | yet for a job and still really don't know what I want to do so. So yeah, I'm |
| 225 | | to do a study abroad then? Or something or an internship or something | 268 | | gonna do another master's in France. And and yeah, we'll see after that, |
| 226 | | next next year? | 269 | | but |
| 227 | NNS-5 | Yeah, I have to decide now. So I'm in doubt, I think I want to apply for | 270 | NNS-5 | Wow, so you're quite internationally oriented, then. |
| 228 | | internship at European Agency for Fundamental Rights. They have like | 271 | | A little bit. Yeah, I mean, it's definitely the stuff that interests me. And I |
| 229 | | this research internships in Vienna, on for example, anti semitism or so | 272 | NS-5 | grew up a little bit between France and the US. So I don't know where it's |
| 230 | | and I think that would be really interesting or the other option would be | 273 | | gonna lead me. But it's definitely shaping me a little bit. |
| 231 | | to do fieldwork like anthropological fieldwork as research and then | 274 | NNS-5 | Yeah so you said that, like, there is small like differences between like a |
| 232 | | maybe also go abroad. | 275 | | French and US mindset that you maybe also encountered like with your |
| 233 | NS-5 | Yeah | 276 | | mom and dad, like, what kind of things did you recognize in the book, |
| 234 | NNS-5 | I have to make up my mind. | 277 | | for example? |
| 235 | NS-5 | Must be a lot of pressure. Yeah. That's very cool that you got to do that, | 278 | NS-5 | So for instance, in the book, like, the whole idea of the book was to look |
| 236 | | though. | 279 | | at when, you know, there were misunderstandings between people from |
| 237 | NNS-5 | Yeah, I think it's so nice that you have like two years because you're | 280 | | each culture and like, what way of thinking provoked that So, for |
| 238 | | master's one year right? | 281 | | example, when you go to like someone's house in the US, like, people |
| 239 | NS-5 | Yeah, I was actually gonna say I'm a little bit jealous, because, uh, yeah, | 282 | | will go to the fridge and grab a beer. And in France, like the fridge is, |
| 240 | | I think the master that I'm doing would be really, really cool if it was a | 283 | | you know, completely private space, you would never just go in and grab |
| 241 | | two year program, because it's amazing that we do all this in one year. | 284 | | something there. Even, you know, my friends who I've known for years |
| 242 | | But you know, it's only one semester of classes, then it's one block for | 285 | | and years, I'll still ask them if I can, you know, take a beer from the |
| 243 | | the thesis and one block for an internship. But, you know, if we could | 286 | | fridge. And, you know, they'll kind of unpack that. So basically, the |
| 244 | | have an internship for maybe a semester and you know, it would be such | 287 | | mentality in the US would be that would be that you're saving your hosts |
| 245 | | a good master's to have a study abroad in because, you know, you can | 288 | | trouble from like, having to go to the fridge himself. So you're doing him |
| 246 | | improve a language by going somewhere else and everything and | 289 | | a favor by getting the beer yourself, instead of like, asking him to go and |
| 247 | NNS-5 | Yeah | 290 | | get you a beer. Whereas in France, you know, the fridge is a complete |
| 248 | NS-5 | But [yeah] | 291 | | private space. And if you open it, especially without permission, like it's |
| 249 | NNS-5 | [Yeah] it's so short, one year I mean, it's flees the time flies anyway, but | 292 | | an invasion of your private space, so |
| 250 | | if you just had one semester courses, I think, yeah | 293 | NNS-5 | That's so interesting |
| 251 | NS-5 | Yeah, it's crazy short. | 294 | NS-5 | It's really cool. Yeah, so it's, you know, it's a bunch of different chapters, |
| 252 | NNS-5 | So are you now in Utrecht or are you in US? | 295 | | like that there's like family, friendship and everything. Because originally |
| 253 | NS-5 | I'm not I'm in the US right now. Yeah. Yeah, no, I haven't actually | 296 | | I was thinking I could do my master's thesis on you know, something like |
| 254 | | been to Utrecht this year at all so | 297 | | that that wasn't done even though it might have been maybe a little hard |
| 255 | NNS-5 | Weird right | 298 | | But yeah, I mean, it would have been very anthropological actually. |
| 256 | NS-5 | It's quite weird. Yeah, I mean, yeah, I'll probably come visit next year if, | 299 | | That's kind of what it is. Well, it's an ethnography book, which I don't |
| 257 | | since my girlfriend will be there. But yeah, so far, I've been to the | 300 | | know if that speaks to you a little bit as well but |
| 258 | | Netherlands a few times. But I've never been to Utrecht not even once, | 301 | NNS-5 | Yeah |
| 259 | | which is kind of sad a bit. | 302 | NS-5 | Yeah, so that's the kind of thing that I find really super interesting. |
| 259 | | | 303 | NNS-5 | Wow. Yeah I think also in the intercultural communication class uh we |
| | | | 304 | | talked about like the your private space and how big the circle is like |

| | | | | | |
|-----|-------|---|-----|-------|---|
| 305 | | around you. For example, like of like distance you have to keep with | 350 | | in, in France, like, the trend was more that if you're in a small space with |
| 306 | | someone else for example, and I think there's this like stereotypical | 351 | | someone, and you like, look at them, or smile at them, like it kind of |
| 307 | | image of for example, Swedes, that they would also always like wait in on | 352 | | breaks an ice and makes it weird. Whereas if you just like, Don't look at |
| 308 | | a bus stop like in line and then also with like a metre between each | 353 | | each other, it's more like normal, you know, you're just kind of sharing |
| 309 | | person for example, and then I don't know somewhere else would just be | 354 | | that space. But |
| 310 | | like back together like maybe in south Europe or so. | 355 | | Yeah |
| 311 | NS-5 | Yeah | 356 | NS-5 | It'd be like, really weird to like, you know, kind of break that barrier and, |
| 312 | NNS-5 | So I think that that kind of things are so interesting and I think we also | 357 | | you know, establish a kind of like, contact. |
| 313 | | talked about how in the US like the circle of people that you call friends | 358 | NNS-5 | Yeah, yeah that's interesting. But I guess I think you're right, like, it's, it |
| 314 | | are very, is very big so you would make friends or you make friends quite | 359 | | can really make it awkward when you make contact with that person, |
| 315 | | fast but then in Germany for example, like the circle is much smaller and | 360 | | when you're too close to each other. And you don't, it's not like, |
| 316 | | you would like if you're once you're friends with someone you really are | 361 | | necessarily, like you're in the queue or so. And it's like a bit unwanted |
| 317 | | friends but you it takes a long time to become a friend yeah if you know | 362 | | closeness. But on the other hand, I think, at least in Holland, like there |
| 318 | | what I mean? | 363 | | are always regional differences. So for example, when I came from |
| 319 | NS-5 | Yeah, completely. Yeah. Those yeah they unpack that a little bit too | 364 | | Utrecht, yesterday, and I'm in Breda, which is in the south |
| 320 | | because I think in France, but I think in Europe a lot they'll think that you | 365 | NS-5 | Ok |
| 321 | | know, Americans are kind of fake because you know, they act so like | 366 | | Where my parents live. And I think it's such a big difference. Like, it's |
| 322 | | nice and everything to people but it seems superficial. And they call | 367 | NNS-5 | just really more maybe 45 minutes by car away from Utrecht. But still, |
| 323 | | people friends super easily. Whereas Yeah, Germany, France, probably | 368 | | it's really nice. People say hi to you. And it's such, like people chit chat |
| 324 | | the Netherlands as well. It's | 369 | | with you. People really, like make contact, acknowledge your presence |
| 325 | NNS-5 | Yeah | 370 | | while in Utrecht I think you feel that you really feel like a stranger to |
| 326 | NS-5 | In general, it's you know, a lot more. Yeah, if your friends you're friends, | 371 | | everyone it's way more impersonal. You know, it's not even that big of a |
| 327 | | but you don't call someone you met a couple times like a friend. | 372 | | city. So I think yeah |
| 328 | NNS-5 | No that's true. But is it superficial? Like because I think I feel the same a | 373 | NS-5 | That's super interesting to me that the Netherlands has so many |
| 329 | | bit with these, like Americans that they're so like a bit extra like over | 374 | | differences for such a small country. But I had heard that yeah, that if |
| 330 | | friendly, maybe? | 375 | | you drive, yeah, 15 20 minutes, you'll have a different a bunch of |
| 331 | NS-5 | Yeah, I mean, it definitely is and I don't know I like Personally, I get | 376 | | different cultural norms. |
| 332 | | caught in between because sometimes I think that it's way too extra and | 377 | NNS-5 | Really, it's also with like looks and stuff. I was talking to a friend. And |
| 333 | | it's kind of weird to be like that friendly. Especially when like the | 378 | | he comes from like, the east, Yeah east it's still (). And but he's coming |
| 334 | | character the person seems a little bit annoying and you know, you just | 379 | | from like a small village like rural place. And then when he was in high |
| 335 | | don't want them to be like, giving you all this warmth, but at the same | 380 | | school, it was kind of hip for guys to have like this, like earring, like |
| 336 | | time like in France anyway people are really like cold and kind of rude | 381 | | gold, or black diamond earring. Whereas in my high school, if he would |
| 337 | | sometimes. And I kind of miss like, people just being friendly to | 382 | | have wear worn that then it would be it would be so weird and a bit like, |
| 338 | | strangers in a way. So | 383 | | emo kind of () person. And so it was very funny that he told me the story |
| 339 | NNS-5 | Yeah | 384 | | that when he came to Utrecht to study and he was wearing like his |
| 340 | NS-5 | Yeah I don't know | 385 | | earring and he thought he was super cool. And then in Utrecht like all |
| 341 | NNS-5 | That's a really nice side I think. You would like always, like have a chit | 386 | | these people [starring like] |
| 342 | | chat with everyone. | 387 | NS-5 | [Oh no] |
| 343 | NS-5 | Yeah, yeah, definitely. Yeah, one other thing I remember that was kind | 388 | NNS-5 | Who are you? What are [you doing?] |
| 344 | | of interesting from the book was they talked about like smiling to people | 389 | NS-5 | [That's really funny] |
| 345 | | like in the US people kind of smile to each other. And so for instance, if | 390 | NNS-5 | And he really had to take it off when he was going to work like his work |
| 346 | | you're like stuck in line somewhere and you're kind of close together or | 391 | | his boss, like his part time job boss requested that he would take it off |
| 347 | | in an elevator, like in the US people will kind of like, maybe even say hi, | 392 | | cause it was so unprofessional. |
| 348 | | but at least like look at each other and kind of smile to like, acknowledge | 393 | NS-5 | Interesting |
| 349 | | that, you know, you're kind of there together. But there yeah, it said that | | | |

| | | | | | |
|-----|-------|---|-----|-------|---|
| 394 | NNS-5 | Yeah | 435 | NNS-5 | Yeah, I did my high school here, but then I also I've lived I've moved |
| 395 | NS-5 | Yeah, like in France, it's so much bigger and you know, there's obviously | 436 | | quite a lot. So I have also lived more in the East and in Utrecht or close |
| 396 | | some cultural differences and everything but yeah, it's not like the | 437 | | to Utrecht and now. Yeah, and then Breda and now back in Utrecht. |
| 397 | | Netherlands. Like I feel like the even the French that people speak is | 438 | NS-5 | Okay, gotcha. |
| 398 | | pretty similar for such a big country. Compared to the Netherlands where | 439 | NNS-5 | Yeah, I'm a bit curious about what is behind you in it's like a necklace? |
| 399 | | I hear there's even a lot of accents. | 440 | NS-5 | Yeah so that's ac I'm at my girlfriend's right now. And so that's her |
| 400 | NNS-5 | Yeah. [Where have you] | 441 | | decorations. It's like little paper things. So yeah, I wouldn't tell her these |
| 401 | NS-5 | [Even in the village]. Go ahead. Sorry. | 442 | | are not my favorite decorations of the apartment. My things are more the |
| 402 | NNS-5 | Where have you been in Holland before? | 443 | | little plants. |
| 403 | NS-5 | Do you know the village Sint-Michiëlsgeest? It's in the south [actually] | 444 | NNS-5 | Oh, cute. So where are you in the US? |
| 404 | NNS-5 | [Yeah] uh huh | 445 | NS-5 | In Ohio. Have you heard of it or? |
| 405 | NS-5 | I went there. So so one of my closest friends from the Netherlands lives | 446 | NNS-5 | I heard yeah heard |
| 406 | | there, which is really random. Have you been there? | 447 | NS-5 | Yeah, it's, I mean it's, it's a little bit middle of nowhere. But it's where |
| 407 | NNS-5 | No. I think it's very small right? | 448 | | yeah, so it's where she lives. And my mom lives also about an hour away |
| 408 | NS-5 | Yeah, it's sulper small yeah! | 449 | | from where I am right now. And I have a few friends because I went to |
| 409 | NNS-5 | [Yeah I just ()]. Close to Belgium. | 450 | | high school here for a few years. And also did my bachelor's degree in |
| 410 | NS-5 | Uh maybe I didn't, I didn't think so. Yeah, maybe it is, haven't looked on | 451 | | this state. So it's kind of my second home in general, this state. |
| 411 | | it in a map in a while. But so I went there. I went to Amsterdam a few | 452 | NNS-5 | And and where did you grow up then or like your primary school? |
| 412 | | times. Because my sister lived there for about a year actually. I went to | 453 | NS-5 | So it was mostly in Toulouse in the south of France. That's where I grew |
| 413 | | then I went to you know, Leiden for an afternoon I went to The Hague | 454 | | up for most of my life. And then when I was like around 10, my mom |
| 414 | | for like, you know, just an evening. And I was in Rotterdam same for | 455 | | moved to the US. And so then I started going back and forth, pretty |
| 415 | | just like an afternoon. | 456 | | much. |
| 416 | NNS-5 | Yeah | 457 | NNS-5 | So your dad stayed in Toulouse? |
| 417 | NS-5 | But I think that's mainly it. But yeah () I was in that place in Sint- | 458 | NS-5 | Yeah, exactly. And my mom has been here, so |
| 418 | | Michiëlsgeest twice () and Den Bosch as well because it's right next to it | 459 | NNS-5 | Yeah. But what do you think about the US when you came there for the |
| 419 | | but= | 460 | | first time? |
| 420 | NNS-5 | =Ah yeah Den Bosch is nice () I think. [It's close to Breda] | 461 | NS-5 | I mean, I had been a lot of times, because I have I still had half my |
| 421 | NS-5 | [It's really ()]. Close to what? | 462 | | family here. So I would come a lot in the summers and everything. But I |
| 422 | NNS-5 | Close to Breda like where I am now. | 463 | | mean, the first thing when I first came, I loved school so much, because I |
| 423 | NS-5 | Okay. Yeah. It's really pretty. Yeah. I liked it a lot. Yeah, he taught me | 464 | | don't know how it is in Holland. But uh, in France, it's really traditional. |
| 424 | | some Southern cultures. Some little things he told me I should say | 465 | | And I don't know. Yeah, you know, like we'd copy from the chalkboard, |
| 425 | | houde to say goodbye to people. So I started doing that and people | 466 | | the lessons and strict Yeah, like a big hierarchy between the teachers and |
| 426 | | looked at me weird in the north. | 467 | | the students. And in the US, it was so much more relaxing. And you |
| 427 | NNS-5 | Yeah that's really true. Like, it's really funny when I'm like taking the bus | 468 | | know, there was a better relationship with teachers. There was kind of |
| 428 | | from Utrecht to Breda. And then like, sometimes, I forget that I'm in | 469 | | more games in class and everything. So at first, I loved it in that sense. |
| 429 | | Utrecht again. So you cannot say houde to the busdriver but when you | 470 | | But yeah, I think the more I live here, the more French I feel, to be |
| 430 | | go down like you should say houde to the busdrivers | 471 | | honest. |
| 431 | NS-5 | Yeah | 472 | NNS-5 | Yeah? |
| 432 | NNS-5 | It's yeah it's interesting. Such a big difference. | 473 | NS-5 | Yeah, it's all the lot of little cultural differences that make it that I don't |
| 433 | NS-5 | That's funny so right now where you are that's where you're from in the | 474 | | know it's a home and I feel really good here. But I do feel a little more |
| 434 | | in the south? | 475 | | comfortable in France, I think. But, yeah, I don't know. It's a big question |
| | | | 476 | | to answer like that. There's definitely a lot of flavors to it. But |

477 NNS-5 Yeah, actually, I've heard it a lot before from like, internationals or exats,
 478 that you feel like maybe at first you feel I don't know, it's kind of
 479 exciting, and you feel nice at the new place. But then when you really are
 480 trying to integrate for example, then I think it never really, like your
 481 French part would never really leave you right? I think it's always a bit
 482 and maybe probably when you're in France, you maybe feel a bit too
 483 American.

484 NNS-5 A little bit, yeah, I definitely feel more American in France than I do like
 485 when I'm in the US, but yeah, that's true. And like, I still feel like I
 486 integrated here a lot. Because, you know, I made you know, real
 487 American friends and everything. And you know, I do feel a bit
 488 American but it's, it's more like little details that seem really important to
 489 me that you know, come from more my French side that I have a hard
 490 time here with. So many examples, but yeah, the way people treat food,
 491 for instance, and like meals, and you know, even the way that people like
 492 hang out, like I don't know, like in France in high school, you know,
 493 more going to cafes, and you know, the way that people partied and stuff
 494 like that felt better, whereas in the US it was more yeah, like people go to
 495 shopping malls sometimes. And, you know, that's like something I don't
 496 really get. They yeah, the way people sit around a meal, for instance, I
 497 don't know, when I was in high school, like at lunch, I would people
 498 would kind of eat and they would leave the table before you were done.
 499 Which was something that I was really shocked me. Whereas like in
 500 France, you know, y'all go to the cafeteria together, you stay until the last
 501 person is done. It's more a longer moment to kind of sit and hang out
 502 together. And in the US it was really rushed. And, you know, it's one
 503 little example among many. There's a lot of little things like that, that
 504 interesting. And also the partying? So what was different in the partying?
 505 It's, I don't know, I mean, the way people drink is definitely a lot
 506 different. It's very different. Maybe, you know, you've probably heard
 507 that but how Americans usually it's, yeah, they drink a ton a ton a ton.

CONV-6

1 NS-6 I'm confused, does Evie stay? Does Evie go?
 2 NNS-6 I don't know.
 3 NS-6 I don't know either. Oh, she's gone. Okay.
 4 NNS-6 She will just record it and then see it again. I think.
 5 NS-6 Oh I see. I understand. Cool. So where where are you? Are you?
 6 NNS-6 Where am I? I'm [in a room]
 7 NS-6 [Yeah]
 8 NNS-6 in Utrecht.
 9 NS-6 Are you studying there?
 10 NNS-6 Yes. Like I come from Spain but now I'm doing a master's hearing in
 11 Utrecht and just, like I could have done everything online but I have the
 12 research project and that has to be like in the lab here. So [that's why I
 13 came].
 14 NS-6 [Oh ok]. So you doing seiceny something?
 15 NNS-6 Yeah, regenerative medicine and [technology ()]
 16 NS-6 [Oh cool]. So what did you do for your undergraduate?
 17 NNS-6 I need biotech. Biotechnology. In Madrid, yeah.
 18 NS-6 In Madrid, ah so cool. That's so much fun. So was that four years [or
 19 three?]
 20 NNS-6 [Mhmhm]. Four years biotech and now two years master's and then who
 21 knows what I will [do]
 22 NS-6 [Yeah I know]. Big question mark. But I feel like with something like
 23 biotech, there's so much like, it's not like you're limiting yourself, right?
 24 NNS-6 Yeah, that's it. But like now with regenerative medicine master's, I am
 25 kind of limiting myself into what, what I liked during the bachelor's.
 26 Yeah.
 27 NS-6 That's good. That's good that you found something that you could really
 28 kind of like, hone in on I think
 29 NNS-6 Yeah it's like, you never really know what you want to do. But then it's
 30 like, I like this more than the other things. So let's try if it goes well, you
 31 know.
 32 NS-6 Yeah, that's true. That's true. Yeah. I've learned from what you don't like
 33 as much as what you do.
 34 NNS-6 And you what do you do or study? Or
 35 NS-6 S—so I finished studying. So I finished I graduated from university in
 36 June 2019. And now I work so I'm in London. I live and work in
 37 London. I work in advertising.
 38 NNS-6 N[ice]

| | | | | | |
|----|-------|--|-----|-------|---|
| 39 | NS-6 | [So] yeah, I did. Um, I did French and German for my undergraduate. | 79 | NNS-6 | in February. Well 29th January, I arrived here. |
| 40 | | Um, yeah, not [really using that now] | 80 | NS-6 | Nice. Good memory. And are you living in like a flat or like who do you |
| 41 | NNS-6 | [Like French] and German. Like that's a career? You like you study | 81 | | live with? |
| 42 | | French and German, all the culture or literature or— | 82 | NNS-6 | Like I'm, yes, it's like a three room flat. Then we have the kitchen in |
| 43 | NS-6 | Yeah, kind of. I think in the UK degrees are a bit more like um they're a | 83 | | common and the bathroom. And it's good. Like it's a big room. |
| 44 | | bit more like academic and a bit less. Like a bit less like job focused. I | 84 | NS-6 | Oh that's nice. That's really big. Is that your bedroom? |
| 45 | | think. Like, often like, like in France, a lot of people study like Business | 85 | NNS-6 | Mhm. Well no, my [bedroom is that wall] |
| 46 | | and Commerce, whereas in the UK, that's quite strange. You'd study like, | 86 | NS-6 | [Cool]. |
| 47 | | English or philosophy or like do you know what I mean? It's a bit weird | 87 | NNS-6 | My bedroom is big but my bed. It's a little one |
| 48 | NNS-6 | Yes | 88 | NS-6 | Ah yes, I understand. |
| 49 | NS-6 | Yeah | 89 | NNS-6 | Sorry |
| 50 | NNS-6 | Well then the master's are more focused. Like, I also search to do my | 90 | | It's ok, a little bit of a tour. I like it. I like it. So um, I was gonna look at |
| 51 | | master's. They're like in London University. And yes, Nottingham or the | 91 | NS-6 | Evie's prompts see what she wants us to talk about. Oo, what are you |
| 52 | | and the | 92 | | most looking forward to doing as we move out of the pandemic? That's a |
| 53 | NS-6 | Oh yes | 93 | | good question. |
| 54 | NNS-6 | master's in regenerative medicine, and you do this and this | 94 | NNS-6 | Mhm. I want to travel like now I'm here and I would like to go back to |
| 55 | NS-6 | Mhm | 95 | | home like no in April, but it's not gonna be possible because yeah, the |
| 56 | NNS-6 | Yeah, all[tho—] | 96 | | flight is only 20 euros to Madrid from Amsterdam, but I have to pay the |
| 57 | NS-6 | [And then there] wasn't really anything that you found interesting? | 97 | | PCR. I have to pay the [()]. |
| 58 | NNS-6 | And how did you find out this project, like? | 98 | NS-6 | [Oh that's like 200 pounds] |
| 59 | NS-6 | I'm actually full disclosure, I'm good friends with Evelyn | 99 | NNS-6 | and that's like 120 euros to go to Madrid 120 to come back and |
| 60 | NNS-6 | Aha [ok] | 100 | NS-6 | Yeah |
| 61 | NS-6 | [()] a good friend of mine. We were at school and university together. So | 101 | NNS-6 | No money. |
| 62 | | I know her quite well. Yeah, that's how I found out. And you? | 102 | NS-6 | That's too much |
| 63 | NNS-6 | Me? Because she like we're doing a project together. Here in Utrecht. | 103 | NNS-6 | I just want to travel to my h[ouse] |
| 64 | | Like a ChangeU project ab[out] | 104 | NS-6 | [So annoying] |
| 65 | NS-6 | [Oh yeah] | 105 | NNS-6 | To different countries, because I have friends like international friends, I |
| 66 | NNS-6 | sustainability and stuff, that. Yeah, we have to finish tomorrow. And I | 106 | | have to go to Paris, to Russia, to Korea. |
| 67 | | had a lot of like an assignment and I didn't do like and it's full of work | 107 | NS-6 | Yeah, |
| 68 | | today. But yeah, from [there] | 108 | NNS-6 | I need to do that. I couldn't this summer, I was like, at home all the [time] |
| 69 | NS-6 | [()] said that cause she's recording us] | 109 | NS-6 | [You were] in in Spain? |
| 70 | NNS-6 | So, I will do it Evelyn, don't worry. We'll get it. Yeah, and then she sent | 110 | NNS-6 | Mhm. And you? What do you wanna do? |
| 71 | | like the link like she was doing this, like, okay, let's try, I'm open to do | 111 | NS-6 | To see my friends. Like do you know what I mean? Cause like cause the |
| 72 | | different things. Like I've been in lockdown so many times and doing | 112 | | I don't know what the lockdowns like, cause you're allowed to go to |
| 73 | | nothing, so just do everything you can. | 113 | | people's houses, but we're not. So I can't go into my friends' houses. I |
| 74 | NS-6 | Have you been in Utrecht since the first lockdown in March? | 114 | | can't go into my office to work like I'm just sick of just like |
| 75 | NNS-6 | No, like I was in my bachelor's then. So I couldn't start my master's in | 115 | NNS-6 | Oh |
| 76 | | September because of Corona. I couldn't finish my bachelor's till October | 116 | NS-6 | Not not really seeing many people? So I think I'm just excited to just like, |
| 77 | | this year. So I just came [here] | 117 | | be able to be a bit more relaxed in general. I think that'll be really nice. |
| 78 | NS-6 | [Oh okay] | | | |

| | | | | | |
|-----|-------|--|-----|-------|--|
| 118 | | But then also like, yeah, chat, just not having to think about everything. I | 155 | NS-6 | [O] in Ma[j]eh. Yeah, I think it's the same as Mardi Gras. And you, you |
| 119 | | think not having to really plan everything like things to be more | 156 | NS-6 | just have like, pancakes because it's before Lent. (.) You know, like the |
| 120 | | spontaneous. I think it will be nice. Yeah. Sorry I've got a cake in the | 157 | NS-6 | 40 days until Easter? |
| 121 | | oven. So I just [need to finish O] | 158 | NNS-6 | Yes. |
| 122 | NNS-6 | [Oh yeah go go] | 159 | NS-6 | Yeah. And so you have to eat all your like fatty sugary foods. And then |
| 123 | NS-6 | I did not do my timings well today. I'm so sorry. | 160 | NS-6 | for forty days. You're supposed to fast like Jesus did. Ready for Easter. |
| 124 | NNS-6 | What kind of cake? | 161 | NNS-6 | Oh my god. So which day of March did you say? |
| 125 | NS-6 | It's a coffee and walnut cake in fact. | 162 | NS-6 | Did I say March? I meant February. It was um last Tuesday. So it was the |
| 126 | NNS-6 | Coffee cake? | 163 | NS-6 | 16 th |
| 127 | NS-6 | Have you not had coffee cake before? | 164 | NNS-6 | Fuck |
| 128 | NNS-6 | Ever. Never ever. | 165 | NS-6 | It's a good day. |
| 129 | NS-6 | Oh. But I'm a bit worried because it's supposed to be for pudding after | 166 | NNS-6 | Yeah, that's cool. For next time. [I will O] do pancakes] |
| 130 | | dinner later. But if there's coffee in it, I don't think we'll go to bed. | 167 | NS-6 | [Yeah next year] |
| 131 | NNS-6 | Oh y[eah] | 168 | NNS-6 | We'll we have been doing pancakes here a lot because like I started the |
| 132 | NS-6 | [So] it will keep us up. Right? | 169 | NS-6 | um like in February. So they do like kick-off weeks with like, it was |
| 133 | NNS-6 | Yeah. | 170 | NS-6 | online everything but we did like pancakes online course |
| 134 | NS-6 | Oo, not quite done yet. [Um] | 171 | NS-6 | Oh [that's so cute] |
| 135 | NNS-6 | [I] like making cakes. Like during the pandemic I started last April to do | 172 | NNS-6 | [And also] like I have a Russian flatmate so she did blinis which are like |
| 136 | | cakes like cheesecakes different cheesecakes carrot cakes. Chocolate | 173 | NS-6 | Russian pancakes like super I don't know spongy and yeah super cool. |
| 137 | | cakes. | 174 | NS-6 | Are they small? |
| 138 | NS-6 | Have you ever done a baked cheesecake or do you always do the ones | 175 | NNS-6 | No, like I always thought blinis were small because I bought them like in |
| 139 | | where [you O] | 176 | NS-6 | Spain like this. |
| 140 | NNS-6 | [Yes I] have done different ones the one without baking the one with egg | 177 | NS-6 | Yeah, me [too. I think camp ^v @s] |
| 141 | | baking. The Chinese well the Japanese one the version that's super fluffy. | 178 | NNS-6 | [But they're not] small. They can be like super big. And it's super cool. |
| 142 | NS-6 | Oh yeah. Yeah, they're cool. Have you made the Japanese pancakes as | 179 | NS-6 | Because they're super spongy and with O |
| 143 | | [well?] | 180 | NS-6 | Have you had those Dutch ones? What are they called, the skopjes? Little |
| 144 | NNS-6 | [Mm]hm too | 181 | NS-6 | Dutch pancakes in Holland? |
| 145 | NS-6 | Are they [nice?] | 182 | NNS-6 | Ay no. That's pancakes? |
| 146 | NNS-6 | [O that ones too] | 183 | NS-6 | Yeah Dutch pancakes. They're like, can I send a picture in the chat? |
| 147 | NS-6 | They look so nice, so: fluffy. (h) Did you have Pancake Day last week? | 184 | NNS-6 | I've had like Dutch like waffles like they're weird cookies like waffles. |
| 148 | NNS-6 | Mhm like uh wait, pancake here? You say? | 185 | NS-6 | But not pancakes. |
| 149 | NS-6 | You know do you have Pancake Day Mardi Gras? | 186 | NS-6 | Oh what are they called? Oh, no, they're called poffertjes or something. |
| 150 | NNS-6 | Oh, day? No, you do a Pancake Day? | 187 | NS-6 | I'll send you a picture. They are so nice. And maybe when you're not |
| 151 | NS-6 | Yeah. (h) Oh my god it's the best day of the year. | 188 | NS-6 | lockdown anymore that could be what you're looking forward to because |
| 152 | NNS-6 | What: (h) | 189 | NS-6 | frankly they are delicious. |
| 153 | NS-6 | Shrove Tuesday? | 190 | NNS-6 | I want to go everywhere but like there are no bars open no restaurants |
| 154 | NNS-6 | [Really?] | 191 | NS-6 | open to be inside. No shops open to buy clothes like that or I don't know. |
| | | | 192 | NS-6 | Yeah, how is the curfew? Is that really hard? |
| | | | 193 | NNS-6 | I mean, you know, I am full of courses, so I don't really feel it that much. |
| | | | 194 | NNS-6 | Because I'm full of work] |

| | | | | | | |
|-----|-------|---|-----|-------|---|---|
| 195 | NS-6 | [Oh] | 236 | | | |
| 196 | NNS-6 | But yeah, like you have to be at nine at home. And supposedly only one person can come to your house per day. But we have here like three people and () sleeping and it's okay. | 237 | | | rubbish Wi-Fi problems and everyone's always on mute by accident and all of that good stuff. We'll never learn will we. |
| 197 | | | 238 | NNS-6 | True. Oh you have your cake now done? | |
| 198 | | | 239 | NS-6 | No still not done still not done. Really sad. I will I'm taking it to my brother's house cause it's his birthday. | |
| 199 | NS-6 | I'll be emailing the police. And telling them. Yeah, we have this rule where you're only allowed to leave your house to exercise and you're only allowed to meet a friend for exercise. But it's like, does going for a drink of coffee count as exercise? I don't know. | 240 | | | |
| 200 | | | 241 | NNS-6 | Oh cute. I want like we have a birthday here. Like one of my flatmates the eighth of March. And maybe I do also like a cake for her or something. That she's gonna be here the whole day. So I cannot do it like a surprise. It's just gonna be surprise I'm making a cake! | |
| 201 | | | 242 | | | |
| 202 | | | 243 | | | |
| 203 | NNS-6 | Yeah we can do that. We can like exercise outside with more people no so it's like cool. But | 244 | | | Or maybe you say it's for something else? You be like oh, I'm making a cake for my sustainability group. |
| 204 | | | 245 | NS-6 | | |
| 205 | NS-6 | Yeah. | 246 | | | |
| 206 | NNS-6 | And like you know, having a good flatmates like that was thank God like, perfect! | 247 | NNS-6 | We have been the same kickoff like team the same course one of them it's like no way. | |
| 207 | | | 248 | | | |
| 208 | NS-6 | [Yeah] | 249 | NS-6 | Goodness sake you need to think of a good lie. I don't know what would be a good lie. | |
| 209 | NNS-6 | because we can exercise together cook together, like have fun together. | 250 | | | |
| 210 | | But if I [wasn't] | 251 | NNS-6 | Just like I'm taking these out like where? You don't have any other well yeah, I know some people but not that much so that I can take them a cake. You know, bring them a cake. | |
| 211 | NS-6 | [exactly] | 252 | | | |
| 212 | NNS-6 | alone, with people that don't communicate and they're in their rooms like this, I would be like dying of like [what ()] | 253 | | | |
| 213 | | | 254 | NS-6 | Yeah, totally. | |
| 214 | NS-6 | [Yeah that would be so tricky]. I think also what's really interesting is like, having to have like an agreement between your house because like some people are really strict and some people are really want to break the rules. And it's like, trying to work out what everyone's comfortable with is [quite hard] | 255 | NNS-6 | So, whatever. I will just make her a cake like surprise! | |
| 215 | | | 256 | NS-6 | [Yeah] | |
| 216 | | | 257 | NNS-6 | [Eggs] for you and flower | |
| 217 | | | 258 | NS-6 | Clever. She'll never know. Have you had a birthday in lockdown? | |
| 218 | | | 259 | NNS-6 | What what? | |
| 219 | NNS-6 | [Yeah] | 260 | NS-6 | Have you had a birthday in lockdown? Like, | |
| 220 | NS-6 | Because sometimes someone will be like, no, we're not we're not breaking any of the rules. It's like oh, it's all we all share the house. | 261 | NNS-6 | Of course like, I think if you were born from now until the 11th of March. You're the only one that didn't you know. | |
| 221 | | | 262 | | | |
| 222 | NNS-6 | Yeah, like one of my flatmates say so can my boyfriend come today? I was like yeah, then can one of my friends come? Yeah let's have a party whatever, it's like yeah ok everyone agrees. | 263 | NS-6 | Oh, yeah, that's true. | |
| 223 | | | 264 | NNS-6 | So yeah I had it like in October | |
| 224 | | | 265 | NS-6 | Oh that was kind of okay, right? Was kind of | |
| 225 | NS-6 | [Yeah] | 266 | NNS-6 | Yeah like kind of I could meet some people but like I could only have like four people at home like we could only be six and I had already like my brother here. | |
| 226 | NNS-6 | [Oh] you sent I see the chat like an orange icon wait the pancake. Oh, oh, they're super like tiny and oh they're so cute. I wanna try that. Oh, no, you froze. Come back. Do you hear me? You froze, no I I see you [yeah] | 267 | | | |
| 227 | | | 268 | | | |
| 228 | | | 269 | NS-6 | Oh | |
| 229 | | | 270 | NNS-6 | It was okay like I could meet someone so I met with some people one day. Some others the other day and we could be til 12 outside so that [was cool] | |
| 230 | NS-6 | [I'm] back. My internet went I think. | 271 | | | |
| 231 | NNS-6 | Probably [it's me] | 272 | | | |
| 232 | NS-6 | [Sorry] | 273 | NS-6 | [You had more] birthdays. You have two birthdays in lockdown. | |
| 233 | NNS-6 | I don't know. Sometimes the Wi-Fi goes away and then it comes back. | 274 | NNS-6 | Yeah. I had [different meetings] | |
| 234 | NS-6 | Yeah everyone seems to have shit I think it's funny that we've all been working from home for what like nearly a year and everyone still has | 275 | NS-6 | [So you can see all your friends separately] | |

276 NNS-6 Happy Birthday Happy Birthday, like four times Happy birthday I think.

277 NS-6 That's so nice.

278 NNS-6 But you know we love here partying, or at least I love partying. And I

279 wanted to go out in Madrid just to be till I don't know five outside

280 partying having fun. And I couldn't do that.

281 NS-6 But it doesn't really have a lock down, does it?

282 NNS-6 Yeah, it has. But now it's til, like, from 11 till 11pm till 6am they cannot

283 go out.

284 NS-6 But restaurants and stuff are open, aren't they?

285 NNS-6 Oh, they open, yeah.

286 NS-6 Yeah.

287 NNS-6 Like restaurants are open shops are open. But like until like no well now

288 until ten because or 930 or when they want to close because lockdown

289 it's like it starts the curfew at 11. But before it was like at ten so they

290 some didn't open, like in the evening or I don't know. But it's more

291 relaxed than here]

292 NS-6 [Oh I see what you mean]

293 NNS-6 So now I think you and I don't have shops or bars. Or restaurants like

294 fuck.

295 NS-6 Some countries have got it so lucky haven't they.

296 NNS-6 Hm

297 NS-6 Yeah. Bad luck I think. We've had it really bad here. So we've had like,

298 nothing open for ages. It's just so boring. Yeah, but like I have friends in

299 well they're not in Lo—in London is Nottingham Birmingham, well

300 maybe because they're in uni residences. Like they're just partying. Like

301 what are you doing?

302 NNS-6 No way. Notti—yeah Nottingham I don't think I've been there. Do you

303 have lots of friends in Nottingham?

304 NNS-6 Wha—you froze what did you say?

305 NS-6 Oh, sorry. I said do you have lots of friends living in Nottingham? Or

306 wh—like where in the UK are your friends?

307 NNS-6 No like sh she one of them is in like they're from London but one of them

308 is studying in Nottingham. And one of them she's studying in

309 Birmingham.

310 NS-6 Oh cool. That's so nice.

311 NNS-6 Well I have another one in London but she is like Dude, like she's at

312 home like okay, working and studying from home. () her boyfriend all

313 the time. It's like okay, stop.

314 NS-6 That's so funny. Yeah yeah. In a way uni students have it quite lucky

315 because they get to live with loads of people in those big residences.

136 NNS-6 Yeah

317 NS-6 Kind of cool. But then you're kind of stuck with them.

318 NNS-6 Like this is not a residence but like you know, we get old buildings with

319 different flats with different like students so it's kind of like a residence

320 too

321 NS-6 Yeah

322 NNS-6 It's nice you go to buy something and you see a lot of people or just just

323 say hello to your neighbors and start talking then go I don't know. At

324 least they can meet people and socialize a little bit.

325 NS-6 Yeah. Do you have do you have like other hobbies that you do to fill

326 your time like apart from studying Do you like I don't know do you go

327 for cycles like walks runs?

328 NNS-6 Oh my god, it's so funny because you froze and then you speak [super

329 super super]

330 NS-6 [oh I keep freezing sorry]

331 NNS-6 like rapid but I understood like hobbies yeah

332 NS-6 Yeah, () how you've been killing your time.

333 NNS-6 Like here I just for example, watch different series that I am following

334 with my boyfriend like there's an app that's Treturn so we can share the

335 screen whilst [we're]

336 NS-6 [Yeah] that's nice. [What have you been watching?]

337 NNS-6 [Also like]—Um I'm watching Attack on Tiam that is the final season

338 now. You don't know. Like it's anime.

339 NS-6 Anime oh cool, no.

340 NNS-6 It's cool. If you didn't watch it, watch it like Attack on Tiam

341 Attack on Tiam. Ok I'm gonna write it down.

342 NNS-6 Shin shingi I don't know the name in Japanese shingi to something

343 Oh it's ah it's a lot of series. It's very cool.

344 NNS-6 And if you make like a profile like you can see FL v Anime and that's for

345 like illegal page like for free but if you want it to be like legal their on so

346 in another page like what streaming it for free but legally

347 NS-6 Yeah

348 NNS-6 So I don't remember the name of that one like I'm always trying to go

349 inside of that page but if you wanted you know the on Sundays they put a

350 new episode, but it collapses because everyone wants to watch the

351 episode so you can never see it

352 NS-6 Oh that's so bad that's that was football streaming websites that always

353 get caught out cause people just [pile onto them ()]

354 NNS-6 [Yes I think okay]

355 NS-6 Huh?

| | | | | | |
|-----|-------|---|-----|-------|---|
| 356 | NNS-6 | I think I remember the name think that's like the website that the stream | 397 | NS-6 | [I don't know]. (0.9) Honestly, I'm so bad. Tommy Maguire. Spider |
| 357 | | said | 398 | | Man. [Oh <u>Toby Maguire</u>] |
| 358 | NS-6 | Selectavision. | 399 | NNS-6 | [Toby Toby] |
| 359 | NNS-6 | But maybe like it's not for you because the subtitles are in Spanish, but I | 400 | NS-6 | Oh, [I have seen him I do know who that is] |
| 360 | | don't know if they have them in English, you know? So if you're gonna | 401 | NNS-6 | The way he acts and I don't know it was super cool the movies. And then |
| 361 | | watch Attack on Tian then it's everything in Japanese and subtitles in | 402 | | I started watch do you know? Which one was like the first ones? I don't |
| 362 | | Spanish You won't understand that. | 403 | | know. Maybe when Iron Man came. And I loved the first movie of Iron |
| 363 | NS-6 | Can't lie to you this website looks very Spanish. Love some Spanish. | 404 | | Man. And with Robert Downey Jr. And |
| 364 | | Cool though. | 405 | NS-6 | Iron Man, I think I've seen Iron Man actually. |
| 365 | NNS-6 | Yeah, but maybe like there are others like in English [French ()] | 406 | NNS-6 | Everyone has seen Iron Man. |
| 366 | NS-6 | [Yep maybe] | 407 | NS-6 | Yeah, I think I'd see it my friend's birthday party when I was really little. |
| 367 | NNS-6 | You just have to search for them. | 408 | NNS-6 | Yeah, like it's super cool. The soundtrack like it's like onpoint in this |
| 368 | NS-6 | Interesting so does your boyfriend like anime as well? | 409 | | movie and everything. I don't know, I love it. |
| 369 | NNS-6 | Like, we're like, he isn't that much into anime, but one of his brothers is | 410 | NS-6 | Yeah. |
| 370 | | so like we started he said, like, you do have to watch this and like I loved | 411 | NNS-6 | Yeah. Like it's a genius playboy that's millionaire just like, okay, I want |
| 371 | | Naruto or of these different series. And he also watched some of them | 412 | | to be a genius that a millionaire and I don't know. And then be a |
| 372 | | like one piece he loved it he was like, Okay, let's try. And we watched | 413 | | superhero create my own suit. |
| 373 | | the first episode with his brothers. Like, oh, nice. And the next one. And | 414 | NS-6 | Origin story |
| 374 | | the next one. | 415 | NNS-6 | Be a superhero that would be like, crazy. So just, I followed him and |
| 375 | NS-6 | Yeah. That's always how it is isn't it? | 416 | | then, you know, they're all the superheroes are super, like, I don't know |
| 376 | NNS-6 | Yeah, so we watched that. And like other series like also just a one. Like, | 417 | | handsome and tall. And muscular. Like, I have to say this. Did you see |
| 377 | | he loves Marvel movies. And okay, he has now one of the Scarlet Witch | 418 | | Thor, like, Christian, Chris Hemsworth is just like |
| 378 | | and VCM that's like a series you're putting playing in Disney Plus. So | 419 | NS-6 | I don't know who that is. Honestly, Chris Hemsworth. Oh I have seen |
| 379 | | we're watching that one too | 420 | | him before. Thor. Oh, that looks like Game of Thrones or something |
| 380 | NS-6 | Disney Plus, yeah, that that came out recently didn't it. I've not been on it | 421 | | their like costumes. Isn't it? |
| 381 | | yet. | 422 | NNS-6 | He's like a Viking more like, |
| 382 | NNS-6 | No? | 423 | NS-6 | A viking, makes sense Thor, figures. All are they all connected all the |
| 383 | NS-6 | No. Quite cool though. There's loads of stuff on there. Is it like original | 424 | | stories? |
| 384 | | stuff? Just [for Disney Plus?] | 425 | NNS-6 | Yeah, like at the end they all connect like it's like that's the cool part of |
| 385 | NNS-6 | [Yeah I mean it's] all like they have all these different Disney movies and | 426 | | the whole story. Like Thor has his own movie and a second movie, but |
| 386 | | series, but it's not only Disney they also have like made agreements with | 427 | | then it connects with Captain America and () but it's also super cute. So I |
| 387 | | Pixar. And also with like a lot of different cartoon movies and series they | 428 | | also watch Captain America. |
| 388 | | have and now with Marvel too. | 429 | NS-6 | Yeah, it'd be rude not to. |
| 389 | NS-6 | Marvel ok I've never seen Marvel or DC or any of those films. | 430 | NNS-6 | No but they're like cool movies. If they're cool action movies like you |
| 390 | NNS-6 | Really?' | 431 | | don't really I don't know sense time passing when you're watching the |
| 391 | NS-6 | I'm not really, yeah, | 432 | | movie or don't sleep on it. |
| 392 | NNS-6 | Oh I love them. | 433 | NS-6 | Sleep when you're watching a movie, that's good, that's a good review. |
| 393 | NS-6 | Which one do you prefer Marvel or DC? (2.1) Big question. | 434 | NNS-6 | No when it's like I am and you play a movie and you don't fall asleep, |
| 394 | NNS-6 | Like I cannot choose because sometimes like you know, when I was little | 435 | | that's a good movie. |
| 395 | | I started seeing the (.) the old Spider Man movies and I loved like the | | | |
| 396 | | Toby Maguire, the actor and [that was] | | | |

| | | | | | |
|-----|-------|---|-----|-------|--|
| 436 | NS-6 | That's true. I'm more I more watch like short form content. So I watch like, YouTube videos for like hours on end. But it'd be like, lots of shorter videos all the time. I like that I like having the choice. | 478 | NS-6 | I do know BTS yes (h) |
| 437 | | | 479 | NNS-6 | So 2018 they went to Ellen Show I loved watching the The Ellen Show in USA. (.) So they were the [guests] |
| 438 | | | 480 | | |
| 439 | NNS-6 | (.) watch YouTube. There are like Spanish youtubers and I sometimes like watch them. Well, now everyone has like moved from YouTube to Twitch, you know, the other platform. | 481 | NS-6 | [The] Ellen Show. Oh yeah, they were weren't they. I've see I've seen them on Jonathan Ross in England (2:5) Yeah, they did. |
| 440 | | | 482 | | They also love going to England. Like how was the show? They were doing the Jimmy...? |
| 441 | | | 483 | NNS-6 | Jimmy Kimmel were they on that? That's American. |
| 442 | NS-6 | Oh Twitch | 484 | | No, the other guy like the one that made the cuts movie musical. |
| 443 | NNS-6 | But they still have the YouTube channels, and they just upload what they do on Twitch to YouTube. So I watch it there. | 485 | NS-6 | [James] |
| 444 | | | 486 | NNS-6 | Oh James Corden? |
| 445 | NS-6 | Clever. Yeah, I don't quite understand Twitch. I think it's slightly for like, slightly younger, like [or like people that like Minecraft] | 487 | NS-6 | (.) Maybe? I don't know. There are so many Jimmys and James in the TV reall like TV shows (h) |
| 446 | | | 488 | NNS-6 | Oh the carpool karaoke:? |
| 447 | NNS-6 | [Well, it depends] Yeah, but not only for that, like, we have different streamers that also do, I don't know, different kinds of content. Also, you can buy I don't know bake cakes and stuff and they do it on Twitch. Also, they make like how they say, parodies of reality shows? [Like] | 489 | NS-6 | Yeah. Tha that one. That guy? |
| 448 | | | 490 | NNS-6 | Yeah, that's James Corden. |
| 449 | | | 491 | NNS-6 | Ah so. He also loves do you mean one of the members. It's so funny. |
| 450 | | | 492 | NS-6 | Oh really? |
| 451 | NS-6 | [Yeah parodies yeah] | 493 | NNS-6 | Do they speak English BTS? They don't do they? |
| 452 | NNS-6 | Reality shows about I don't know meeting for the first time other people so they make like parodies of that stuff in between streamers. And it's like funny, too. | 494 | NS-6 | Now now they start speaking more, but only one of them knew how to speak English. And the other ones were like, no. But like, they then like, the first year in 2018. They didn't know them, in the interviews of 2019. You see, like, they know, like they understand but they cannot speak fluently. So they just like stay like this. And sometimes it's like, they want to speak but they don't do it because they don't know how to speak properly and they don't wanna, you know, mess up in TV. But now sometimes they open their mouth and say something like, Oh, you know, you're understanding. Yeah, |
| 453 | NS-6 | Yeah. So many possibilities out there for content that people would just watch anything these days. | 495 | NNS-6 | it'd be funny if one of them could speak English the whole time. It was like a joke. Like, |
| 454 | | | 496 | NS-6 | Oh, my God. Like, my mobile phone is vibrating alert. It's like, Okay, stop it. I had to know I don't know. Why is this like, you know, the same people and Instagrams, like, sends a message and it vibrates a lot. Since another one gives a breeze like stop it contagious. notify me one time that every message is I think |
| 455 | | | 497 | NNS-6 | the worst one is WhatsApp, the whatsapp group chat. It's like, messages in the group chat tell me that there's 25 messages in the group that don't show me every single one. |
| 456 | NS-6 | Yeah. So many possibilities out there for content that people would just watch anything these days. | 498 | NS-6 | |
| 457 | NNS-6 | Mhmm true | 499 | NNS-6 | |
| 458 | NS-6 | Yeah, I don't know. I sometimes watch, like, you know, like, video bloggers like bloggers, and they just, like, show you what they're doing in a day. And they get like a million views. And I'm like, all they've done it's gone to the shop. Like h-how is that? | 500 | | |
| 459 | | | 501 | | |
| 460 | | | 502 | | |
| 461 | | | 503 | | |
| 462 | NNS-6 | I don't know it's crazy. You know, there's like, this funny streamer that's called eBuy that he just says like, opens the stream in Twitch. And they start saying, okay, like I'm hungry. But I started a diet so we're gonna watch videos, videos of Mexican cooks making super good barbecue. He just watched the video and reacts to it and then he uploads that to YouTube and it has like 5 million views. It's like why | 504 | | |
| 463 | | | 505 | | |
| 464 | | | 506 | | |
| 465 | | | 507 | | |
| 466 | | | 508 | NS-6 | |
| 467 | NS-6 | It's so weird. That's like those Korean YouTubebers that do mukbang. Have you watched that? | 509 | | |
| 468 | | | 510 | NNS-6 | |
| 469 | | | 511 | | |
| 470 | NNS-6 | No. What's that? | 512 | | |
| 471 | NS-6 | Mukbang is Korean for like, watch eat or something. And it's like that you [just watch people eating food] | 513 | | |
| 472 | | | 514 | | |
| 473 | NNS-6 | [Ah yeah mukbang]. Yeah. | 515 | NS-6 | |
| 474 | NS-6 | So weird. And they get they order like loads of food and just sit there and eat it for like 45 minutes. | 516 | | |
| 475 | | | 517 | | |
| 476 | NNS-6 | Yeah like I'm so into (.) Korean culture too well now less but I was into it a lot. Like 2018 I started (.) you know, BTS? | | | |
| 477 | | | | | |

CONV-7

| | | | | | |
|----|-------|---|----|-------|---|
| 1 | NS-7 | Okay. I'm just checking to see if the recording looks like it's still working. Right? | 39 | NNS-7 | Nice. |
| 2 | NNS-7 | Yes. It's still working. Six minutes. | 40 | NS-7 | Yeah. Yeah, he does, he does, I tease he I tease him he goes rocks. And then he's like, actually, he's like, I do a lot more than just rocks. We do stuff with analyzing sediment and volcanoes and you know, life science stuff so it's cool. |
| 3 | NS-7 | Okay. Perfect. Hello. | 41 | NNS-7 | Yeah. Well, I do more like, I don't know, chemistry of water or something like this, or nutrient cycle or even microbes in the sea. |
| 4 | NNS-7 | Hey. So, well, where are you from? And what do you do? I mean, it guess it's the first question. | 42 | NS-7 | Yeah. |
| 5 | NS-7 | Yeah. Actually. She sent those questions since she, I'm gonna just pull them up. So I have them. I am from the US originally, but living here in the Netherlands. And I'm a current master student studying intercultural communication. | 43 | NNS-7 | Between biology and geology. I guess. |
| 6 | NS-7 | Oh, nice. Nice. Where you from in the US? | 44 | NS-7 | Yeah. Cool. That's exciting. Um. |
| 7 | NS-7 | Uhm I'm from Minnesota originally. | 45 | NNS-7 | Yeah. |
| 8 | NNS-7 | Wh-That's in the north, right. | 46 | NS-7 | What else? Do you want to talk about [0] |
| 9 | NS-7 | Yeah. It's Minneapolis. Yeah. | 47 | NNS-7 | [Do you] do you know Evelyn personally? Or did you just find uh how did you find out how do you find out about this? |
| 10 | NNS-7 | Yeah. I know the name but I have no idea where. | 48 | NS-7 | Oh, um, well, I do know her personally, because we're in the same program. So I just Oh, not I mean, I've never met her in person. I've only talked to her on the computer because of Corona. But we're in the same program. So she reached out, we have like a big whatsapp group. She reached out and she said, Hey, I need people to you know, help with this for my thesis. Who could help? And I said, I'll do it. |
| 11 | NS-7 | No worries. Um, I, I, it's so funny. Like, sometimes people they know exactly where it is. And then when I tell them like, Oh, yeah, it's a North like in the middle. They're like, No, no, no, like, I know where it is. Like, you don't have to, like Tell me. But it's so it's a it's sometimes on the other side. Sometimes people have no idea. And the US is a big country, so I take no offence. | 49 | NNS-7 | Oh nice. Oh, so you doing your thesis as well then? |
| 12 | NS-7 | Yeah. Like, I've never been to Minnesota, so I have no idea. | 50 | NS-7 | Yeah |
| 13 | NNS-7 | Yeah exactly. Where are you from? | 51 | NNS-7 | Oh, what are you doing it about? |
| 14 | NS-7 | I'm from Switzerland. Oh, cool. Nice. I'm Swiss half Vietnamese, actually. | 52 | NS-7 | Um, I'm working on my thesis. And mine is different from hers. I am writing a thesis on the communicative strategies of tourism boards around the world. And their communication around COVID-19. Actually |
| 15 | NNS-7 | Okay. You're originally Vietnamese? Is that what you said? | 53 | NS-7 | Oh |
| 16 | NS-7 | No, no, my mom is Vietnamese and my dad is Swiss. But I was born in Switzerland. | 54 | NNS-7 | Because I think it's really interesting. And I and obviously, like, around the world, everybody communicated different about COVID-19. And if it was safe to travel, if it wasn't safe, how to do it, how not to do it. And I I'm looking into the differences and the cultural differences and why that may have happened. So yeah, it's it's kind of |
| 17 | NS-7 | Oh, I guess. | 55 | NS-7 | So like, for example, Dubai accepted everyone during Christmas and the Netherlands is just like pushing everyone away, or [something like that?] |
| 18 | NNS-7 | I guess, yeah. And then are you living in the Netherlands? Or are you— | 56 | NS-7 | [Yeah, exactly]. And I wanted to and I and then, like Ireland, for example, if I look at some of their information, they don't even acknowledge COVID-19 in their communication. They just talk about, like, when we are all together again, you know, we know we're all staying home right now, but they don't actually ever say COVID-19 pandemic. So I'm looking into how people talked about it and why. Yeah, and like, Why why like Dubai is letting everybody in. But then like, why the Netherlands is so strict? So, yeah, it's, it's, it's kind of it's interesting. It's a little complicated right now, but I'll get there. |
| 19 | NS-7 | Yeah. Yeah. Kind of geology, let's say. | 57 | NNS-7 | |
| 20 | NS-7 | My uncle is a he's a professor of geology. Actually. | 58 | NS-7 | |
| 21 | NNS-7 | | 59 | NS-7 | |
| 22 | NS-7 | | 60 | NS-7 | |
| 23 | NNS-7 | | 61 | NNS-7 | |
| 24 | NS-7 | | 62 | NS-7 | |
| 25 | NNS-7 | | 63 | NS-7 | |
| 26 | NS-7 | | 64 | NNS-7 | |
| 27 | NNS-7 | | 65 | NS-7 | |
| 28 | NS-7 | | 66 | NS-7 | |
| 29 | NNS-7 | | 67 | NS-7 | |
| 30 | NS-7 | | 68 | NS-7 | |
| 31 | NNS-7 | | 69 | NS-7 | |
| 32 | NS-7 | | 70 | NS-7 | |
| 33 | NNS-7 | | 71 | NS-7 | |
| 34 | NS-7 | | 72 | NS-7 | |
| 35 | NNS-7 | | 73 | NS-7 | |
| 36 | NS-7 | | 74 | NS-7 | |
| 37 | NNS-7 | | 75 | NS-7 | |
| 38 | NS-7 | | 76 | NS-7 | |
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| | | | 81 | NS-7 | |

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|-----|-------|---|-----|-------|---|
| 82 | NNS-7 | But is it, is it a one year master or two years master your doing? | 121 | NS-7 | Um, my, actually, I have family who live here. So I grew up coming |
| 83 | NS-7 | It's one year. Yeah. | 122 | | here, you know, once a year or so for vacation to see family. So I feel |
| 84 | NNS-7 | Ah ok, so it's really short. Oh, okay. That's | 123 | | pretty connected. And I feel like I can learn the language easier because |
| 85 | NS-7 | Super short. Yeah. And, and, for me, I worked first in the US. And then I | 124 | | I've heard it more than other languages. I like the work-life balance. I like |
| 86 | | took time off to do this program. And then I want to keep working here | 125 | | that it's international. So yeah, for for me, that's kind of why I decided. |
| 87 | | after. So, for me, it was good that it was one year, I felt that it was a nice, | 126 | | So how, how did you end up wanting to study here? I'm curious. |
| 88 | | quick, professional program. So, yeah. | 127 | NNS-7 | Well, I don't have any family here. So it was just a random decision. Like |
| 89 | NNS-7 | Do you know what you want to do here after that? | 128 | | I looked at different master's in Europe and applied to different ones. |
| 90 | NS-7 | Yeah, um, I worked in public relations and advertising first. So erm I | 129 | NS-7 | Yeah. |
| 91 | | want to continue that career here. And we'll see hopefully. | 130 | NNS-7 | And then they accepted me here. So I was like, yeah it sounds like a nice |
| 92 | NNS-7 | is it not difficult? I mean, do you speak Dutch or not at all? | 131 | | country to study. |
| 93 | NS-7 | Um, I don't speak Dutch, actually. I'm learning and taking lessons. And I | 132 | NS-7 | Yeah. Totally. |
| 94 | | would say, honestly, I thought it was going to be extremely difficult. But | 133 | NNS-7 | Yeah. No, it's really nice, so far. I really like it. |
| 95 | | I'm actually in talks with like, three different companies right now. | 134 | NS-7 | Other than like, COVID. |
| 96 | NNS-7 | [Oh ok] | 135 | NNS-7 | Yeah, but even with COVID like, it doesn't affect me so much. Like I'm |
| 97 | NS-7 | [So] yeah, so it's so interesting, because I thought it was going to be very | 136 | | living in this student building. So I have like five flatmates. We know all |
| 98 | | difficult. But so far, it's kind of like, Oh, okay. Alright. Like, let's just see | 137 | | the neighbours. We hang out a lot. |
| 99 | | what happens. So, But I want to learn Dutch. I'm taking lessons. I'm | 138 | NS-7 | That's [great] |
| 100 | | starting actually starting more intensive lessons next week. So yeah, I | 139 | NNS-7 | [And then I] have like a small job in Domino's Pizza. |
| 101 | | think if I live here, I need to learn the language. | 140 | NS-7 | Oh, nice. |
| 102 | NNS-7 | Yeah, for sure. And actually, but I don't know, in my case, I notice a lot | 141 | NNS-7 | And yeah, so I mean, like, I still have a life. |
| 103 | | of companies, they require Dutch. | 142 | NS-7 | Yeah, you're still like living and doing stuff |
| 104 | NS-7 | Yep. | 143 | NNS-7 | [Yeah, and the] |
| 105 | NNS-7 | So even though it's kind of scientific, so I was kind of surprised. | 144 | NS-7 | [So the cur]few didn't affect you so much? That's good. |
| 106 | NS-7 | Yeah. For me, it's like 50/50. Seems like sometimes they'll say English | 145 | NNS-7 | Yeah. And then the gym was open till December. So it was, I could still |
| 107 | | and Dutch. And then sometimes they'll say, if it's international company, | 146 | | do sport. So it was really fine, actually. |
| 108 | | we all speak English at the office. It doesn't matter. So I think it | 147 | NS-7 | Yeah. Okay. That's good. I'm glad to hear that. |
| 109 | | depends on what you do too | 148 | NNS-7 | [Yeah] |
| 110 | NNS-7 | So you don't want to go back to the US? | 149 | NS-7 | [I feel] it would be so hard to like, I feel like it can be so hard for some |
| 111 | NS-7 | Not for now. No. | 150 | | people, you know, because some people are living like alone. And you |
| 112 | NNS-7 | Ok, do you like it [here?] | 151 | | know, it's just challenging, you know, it's hard to make friends. It's hard |
| 113 | NS-7 | [Yeah] yeah. I had been wanting to move here for a couple of years. | 152 | | to do stuff. So that makes me happy to hear that. |
| 114 | NNS-7 | Oh a couple of years, [oh ok wow] | 153 | NNS-7 | Are you do you live in a studio or do you live in a shared flat? |
| 115 | NS-7 | [Yeah] like three years. So I was I was pretty sure I wanted to make this | 154 | NS-7 | No, I live, um, I, um I live actually not in Utrecht. I live about 20 minutes |
| 116 | | happen. So um COVID messed up my plans a little bit. But um, I'm | 155 | | in Maarn. It's a small village, um, and it was a family friend who needed |
| 117 | | getting here slowly but surely. | 156 | | to rent out his mother's home before it gets knocked down at the end of |
| 118 | NNS-7 | But why the Netherlands? | 157 | | this year, so I'm living here. So I live like in a like an old old lady Dutch |
| 119 | NS-7 | Sorry? | 158 | | house for for now. So yeah. |
| 120 | NNS-7 | Why the—, why the Netherlands? | 159 | NNS-7 | Oh, that's so cool. You have the whole house for yourself? |
| | | | 160 | NS-7 | Yeah, I do, which is really crazy. |

| | | | | | |
|-----|-------|---|-----|-------|--|
| 161 | NNS-7 | [Wow] | 205 | | |
| 162 | NS-7 | [And] it ended up being cheaper for me then then getting a flat in Utrecht. So I was like, okay, done. | 206 | | |
| 163 | | | 207 | | |
| 164 | NNS-7 | That's pretty cool. | 208 | | |
| 165 | NS-7 | Yeah, cuz I was looking at places in Utrecht and they were all like much more money per month for a smaller place, you know. So then for this it was like, oh, okay I have to 'm 20 minutes away on the train, but I have more space and I pay less money and it's nice like [I like] | 209 | NNS-7 | for you know, just your life. And then when you want to exercise, your choice is to bike more. I think it's kind of weird. I'm like, why wouldn't you do another thing like go to the gym? Or do yoga or lift weights? Like something else? |
| 167 | | | 210 | | They definitely like their bikes. But something nice is that they have nice bike lanes. So if you like I guess it's nice to cycle. |
| 168 | | | 211 | NS-7 | Yeah |
| 169 | NNS-7 | [Everything is] online so it doesn't matter if you don't take the train even that often. | 212 | NNS-7 | Yeah, actually, it's really flat. So, I mean, when you train, you just go super far away, but you don't really see any mountain. It's kind of a strange. |
| 170 | | | 213 | | |
| 171 | NS-7 | Exactly. I was like I thought initially like it might be might be annoying if I have to take the train a bunch, but I haven't been going at all. I've been here. I'm like, every single class I've had has been online, so I'm like, whatever. But yeah, I mean, um, it's nice. Like the, it's this village is surrounded by a lot of nature preserves and woods and really like big parks and woods. And I like I really like like hiking and being in nature. | 214 | | |
| 172 | | | 215 | NS-7 | Yeah, totally. Totally. |
| 173 | | | 216 | NNS-7 | I really like the biking culture. I think it's really, really cool. |
| 174 | | | 217 | NS-7 | I do too. Yeah. And I'm not the best biker. I'm trying to improve while I'm here. Like I can bike. I'm fine. I know how to bike. But starting and stopping is like I'm just a little like, you know, I'm just not that good yet. |
| 175 | | | 218 | | So |
| 176 | | | 219 | | |
| 177 | | | 220 | | |
| 178 | NNS-7 | [But] hiking in the Netherlands doesn't really exist. | 221 | NNS-7 | Do you have the bike where you know, you have to pedal backwards to stop? |
| 179 | | | 222 | | |
| 180 | NS-7 | I know. I like to go hiking in nature. But I, I do enjoy it. Like there's actually big trees here. So that's like, Oh, that's nice look at the big trees. | 223 | NS-7 | No I don't fortunately, I have I have the hand[brakes] |
| 181 | | | 224 | NNS-7 | [Handbrakes] oh yeah |
| 182 | NNS-7 | But they're really funny. Definitely when there was the snow they really went hiking with the hiking boots. And the sticks and it was so funny. | 225 | NS-7 | [Yeah] |
| 183 | | | 226 | NNS-7 | [It was] difficult at the beginning with the backward pedaling. |
| 184 | NS-7 | It was so funny. Like I have some family friends and they they'll we'll go wandelen. We'll go walking together. And I just wear like my trainers, you know, like, and they come with like hiking boots. And they're like, yeah, here, here's the hiking boots. And you know, we're gonna go well, you know, lekker wandelen. And I'm like, but it's like flat. Why do you need hiking boots, you're not hiking up a mountain. You're not hiking in the like deep woods. This is just like a cute little park. | 227 | NS-7 | Yeah, but my and my bike is like, my bike is older than me. My bike is like from the 1970s. Like, it's all brown. And I bought brown bags with it. And it looks like and it says like Gazelle, which is like that popular brand, but it's like very vintage. |
| 185 | | | 228 | | |
| 186 | | | 229 | | |
| 187 | | | 230 | | |
| 188 | | | 231 | NNS-7 | That's cool. |
| 189 | | | 232 | NS-7 | I like it though because I was like, whatever. I mean, it was cheap. And if it gets stolen then I'll feel less bad about it versus some really [expensive bike]. |
| 190 | | | 233 | | |
| 191 | NNS-7 | In the forest next to the campus they also do mountain biking, which is really funny because it's just a flat forest. And they are they have like the equipment and everything like super professional and really good bikes. | 234 | | [Oh my bike] got stolen after the first week when I got here. |
| 192 | | | 235 | NNS-7 | Oh no where would it where did it get stolen? |
| 193 | | | 236 | NS-7 | Oh, in the city center at night. |
| 194 | NS-7 | Yeah | 237 | NNS-7 | Yeah. It happens |
| 195 | NNS-7 | They go like crazy, but it's flat and they still get like a lot of mud on them. I don't understand how it's really [funny]. | 238 | NS-7 | Yeah |
| 196 | | | 239 | NNS-7 | So then what did you have to walk home then? |
| 197 | NS-7 | [Yeah]. Probably cause it rains a lot, but it's always muddy or something. I don't know. | 240 | NS-7 | Oh no I think I took the bus. But I ended up with a new bike next week. |
| 198 | | | 241 | NNS-7 | What do you want to do? |
| 199 | NNS-7 | Yeah, I guess. But like, how do you do mountain biking when there is no mountain? | 242 | | Have to do what you have to do |
| 200 | | | 243 | NS-7 | But don't you feel a bit lonely in the big house by yourself? |
| 201 | NS-7 | Exactly. Just road biking. That's it. That's something that I think is so funny. Because Dutch people, they bike a lot, right? And it's nice, it's healthy. It's a good way to get around. But then I see sometimes I'll see people and they're biking for sport. So I'm like you're biking already a lot | 244 | NNS-7 | |
| 202 | | | | | |
| 203 | | | | | |
| 204 | | | | | |

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|-----|-------|---|-----|-------|---|
| 245 | NS-7 | Yeah, definitely. Yeah, I would be lying if I said oh, no, it's fine. Um I | 287 | NS-7 | Yeah. What's hard on people socially, don't you think like, like you you |
| 246 | | originally I had my husband here for a couple of months, I'm married, | 288 | | found your group you have like your flammies and your neighbors. So it |
| 247 | | actually. And I'm trying to get him to come here and live legally with me | 289 | | sounds like you have like a good international [group]. |
| 248 | | once I can figure that out for him. And so I, he was here with me. But | 290 | NNS-7 | [Yeah] I'm really lucky. Like, I meet a lot of people every day, to be |
| 249 | | then now he's back in the US. So I'm alone. But I have some family | 291 | | honest. So I'm really not missing. But I see my friends back home and |
| 250 | | friends who live down the street, and they check in on me. And then I'm | 292 | | really it's a bit sad and they live with their families. So it's also not that |
| 251 | | making a point. There's like a few people who I meet up with, in my | 293 | | fun. |
| 252 | | program, who I've become friends with. So and I'm trying to make plans, | 294 | NS-7 | Yep. |
| 253 | | you know, like, I'll probably see people like twice a week or something. | 295 | NNS-7 | And they don't see anyone. They're just in the room the whole day. |
| 254 | NNS-7 | Pretty nice. | 296 | NS-7 | Yep. |
| 255 | NS-7 | Yeah, once or twice a week. Yeah. But it's weird. Like, I'll go days not | 297 | NNS-7 | So yeah. |
| 256 | | seeing people, you know, which, but I mean, I'm like working on my | 298 | NS-7 | Yeah, so let's hope stuff gets figured out. |
| 257 | | thesis and busy and I'm interviewing and I'm trying to make the best of | 299 | NNS-7 | Yeah. |
| 258 | | the situation. Because, yeah, you know, it is what it is. And I don't know, | 300 | NS-7 | God |
| 259 | | I wish that the situation could be different. And we wouldn't have | 301 | NNS-7 | On the bright side, you can still go outside, so last weekend we went to |
| 260 | | COVID. But it is what it is. I guess. So. Yeah. | 302 | | the beach. It was really nice. |
| 261 | NNS-7 | Yeah you can't change it. So yeah. | 303 | NS-7 | That's true. Oh, what do you went to the beach? Did you go? Where did |
| 262 | NS-7 | Yeah. Yeah. I've had like a lot of moments where I've been like, Oh, this | 304 | | you go? |
| 263 | | is so horrible. This is just terrible. I'm so sad. But I've had to, like, kind | 305 | NNS-7 | I went to the beach in The Hague. |
| 264 | | of accept it. And, you know | 306 | NS-7 | Oh, isn't it beautiful. It's just lovely. |
| 265 | NNS-7 | Yeah | 307 | NNS-7 | It's well, it's okay. I mean, it's a Dutch beach. But yeah, it was full of |
| 266 | NS-7 | You know, because we have to. | 308 | | people like it was incredible. Like, there was no COVID there. I was also |
| 267 | NNS-7 | So I think it's difficult because it's getting long. It's been a year now. So | 309 | | kinda shocked because just like everyone chilling like it was summer |
| 268 | | people are getting a bit tired. | 310 | | people sun bathing. Eating on the beach. It was really nice. |
| 269 | NS-7 | Yeah. And obviously, like in the US, I'm sure you've read like, it was like | 311 | NS-7 | Yeah. Yeah. I like I like that beach. I think it's I think it's nice. I haven't I |
| 270 | | really crazy. And there was a lot of with with the former president. | 312 | | went there in 2018 because I was I was visiting. Yeah, in 2018. And it |
| 271 | NNS-7 | Yeah, but I think today you reached half a million death, which is like, | 313 | | was really nice I thought so. |
| 272 | | the largest of the world. | 314 | NNS-7 | I went to the one in the one in Harlem. I found it better actually. |
| 273 | NS-7 | Yeah, it is. It's really insane. And what's so interesting is there's such like | 315 | NS-7 | Oh really? I've never been to that one. I should look I should look go |
| 274 | | a divide between people who, like believe in the facts and people who | 316 | | there. |
| 275 | | don't. And what, what, what is starting to get hard is I do have I have | 317 | NNS-7 | The one in Harlem is really cool. And there is also like, behind is like a |
| 276 | | friends back in the States, who, because there's so much fear of people | 318 | | lot of dunes like a national park I think with dunes. That was really fun, |
| 277 | | like not following the rules, my friends have, like, over compensated, and | 319 | | too. |
| 278 | | now they're extremely strict. Like, you don't see anyone don't leave the | 320 | NS-7 | Oh, cool. Nice. Well, um, I'm looking at a couple of these questions |
| 279 | | house. Like don't even do anything at all. Always wear a mask all the | 321 | | because I feel like we might need to answer some of them. Um, where do |
| 280 | | time. Everything. | 322 | | you feel that you belong the most? |
| 281 | NNS-7 | Yeah. | 323 | NNS-7 | I still think Switzerland a bit. I mean for sure. Yeah. Like, I don't miss it. |
| 282 | NS-7 | And so that's like, almost a little too much. I think, you know, and it's | 324 | | And when people ask me like, I'm like, Yeah, I can speak English to |
| 283 | | getting hard for them to for doing that for a whole year. I think it's | 325 | | while day I don't really care. But every time I go back, and I just arrived |
| 284 | | getting really tiring. So | 326 | | in my city, and it's just like, I know everything. |
| 285 | NNS-7 | Yeah. I think during the first lockdown, a lot of people were much more | 327 | NS-7 | Yeah. |
| 286 | | strict. But now everyone kinda got loose because it's too much. | | | |

| | | | | |
|-----|-------|--|-----|--|
| 328 | NNS-7 | And it's just that feeling that the Okay, maybe that's still like, somehow | 368 | always extreme. It's never comfortable. So then now like this weather I |
| 329 | | my place and I can talk to everyone and I know everyone I know the | 369 | like almost more because it's more just like. For me for me. |
| 330 | | accent of everyone. I know what they're talking about. I know what's | 370 | But still really foggy and rainy a lot. Yeah. But the temperature is fine. |
| 331 | | going on. | 371 | Like yeah, it's okay. |
| 332 | NS-7 | Yeah. | 372 | Yeah, definitely foggy and rainy. Yep. |
| 333 | NNS-7 | And sometimes I really like my life in the Netherlands. But in the end, I | 373 | So where is the place where you feel like you belong the most? What is |
| 334 | | don't have many Dutch friends. So I'm not so integrated somehow. I'm | 374 | the question? I don't have them. Yeah. |
| 335 | | still in that bubble, so. | 375 | Um I don't know. I've always been really caught between cultures |
| 336 | NS-7 | Yeah, in the international student bubble. Yeah. Mm hmm. | 376 | because I grew up in the US. But most Americans soon as they hear my |
| 337 | NNS-7 | Yeah. | 377 | name, they're always like, Where are you really from? And then I have to |
| 338 | NS-7 | Nice. So then, do you think when your program is done, you'll you'll | 378 | explain, like, Well, I'm not really American. And like, I'm Dutch and my |
| 339 | | head back to Switzerland? | 379 | mom's Icelandic and like, I have an unusual name due to my background. |
| 340 | NNS-7 | No no no like I don't want to. | 380 | Oh, your mom is Icelandic and your dad is Dutch? |
| 341 | NS-7 | Don't want to? | 381 | Yeah. |
| 342 | NNS-7 | I mean Switzerland is nice, but it's a bit boring. And like, I'm young, so I | 382 | Oh, that's really cool. |
| 343 | | think if I have the opportunity to see something else, I will. | 383 | Yeah, yeah, they, my mother grew up half in America and half in Ice a |
| 344 | NS-7 | Where are you gonna go next, then? | 384 | few years in Iceland as a kid. And then after college, she moved to |
| 345 | NNS-7 | Whenever the y, hire me? | 385 | Iceland for what she thought would be a year. And then she met my dad |
| 346 | NS-7 | Yeah, exactly (h) | 386 | because my dad had taken a job there. So they, they lived in Iceland, and |
| 347 | NNS-7 | I mean, like, dream wise, I would love to go to Australia or something. | 387 | then they moved to Holland. They lived here for two years, had me and |
| 348 | | But I know it's like, impossible. Like not impossible, but (0.5) really | 388 | then moved back to the States when I was a baby. |
| 349 | | difficult. | 389 | So you were born in the Netherlands, actually? |
| 350 | NS-7 | More difficult. | 390 | But I only lived here for like six weeks. And then I moved. |
| 351 | NNS-7 | Yeah. But just something in Europe is fine. | 391 | Okay. |
| 352 | NS-7 | Yeah. That'd be so beautiful, though. Oh, amazing. | 392 | Yeah. So like, I'm, I it's interesting, because I feel caught between the |
| 353 | NNS-7 | What? | 393 | two cultures a little bit because it's like, yeah, in America, people are |
| 354 | NS-7 | That'd be so beautiful and amazing. To do, I think, go work in Australia. | 394 | like, well, you're not really American. I get that all the time. And I'm |
| 355 | NNS-7 | Yeah. Yeah. | 395 | like, Okay, thank you. But then, also people are like, well, you're |
| 356 | NS-7 | I mean Southern Europe too right I mean Spain's beautiful, whatever. But | 396 | American. And I'm like, Yeah, that's true. I am, you know, you're not |
| 357 | NNS-7 | Yeah but Australia is different. And I don't want to see bad weather | 397 | really Dutch but you're like a little Dutch. So I feel kind of stuck between |
| 358 | | any more. Especially after this Netherlands year so | 398 | the two and I think I'll probably always feel that way. |
| 359 | NS-7 | Yeah, I understand. Yeah. Where I'm from in Minnesota, we have like | 399 | Well, if you mix I guess it's something that happens. I mean, you can see |
| 360 | | extremes. So we have very cold winters. Like right now in Minnesota. | 400 | on my face I'm not like, completely white or Caucasian or whatever. So |
| 361 | | Let me check my phone. I'm gonna check my phone and look up what | 401 | for people here I don't really maybe belong here. But then when if I go to |
| 362 | | what temperature it is. It is two degrees Celsius at the moment. | 402 | Vietnam, then people are like, Oh, you look super European. |
| 363 | NNS-7 | It's okay. | 403 | Yeah, you look [0] |
| 364 | NS-7 | Yeah, so that's a little warmer than it has been. But it's so it's really cold | 404 | [0] |
| 365 | | and we get a lot of snow in the winter. But then in the summer, it's really | 405 | Yeah. |
| 366 | | hot. So very warm, like shorts and T shirts and you're sweating. So we | 406 | You don't speak any Dutch or any Icelandic do you? |
| 367 | | get everything. So I'm used I grew up in bad weather kind of like it's | 407 | Um, I speak probably I speak Dutch level of a small child, pretty much. |
| | | | 408 | Um, yeah, that that's that's the level that I'm at. My dad when we moved |
| | | | 409 | to the US, my dad believed that we should only speak English in the |

| | | | | | |
|-----|-------|--|-----|-------|--|
| 410 | | house. So that's what we did. So I don't agree with the decision, but it is what it is. | 450 | NS-7 | Yeah but I wonder maybe the contact lenses maybe they like like, you know, oh, because there's no gravity. So I don't know. I don't know if that matters. |
| 411 | | | 451 | | |
| 412 | NNS-7 | Yeah, I mean, [yeah] | 452 | | Water inside your eye |
| 413 | NS-7 | [Yeah] yeah. So now I'm coming back and I'm trying to learn later in life. But, yeah. So, um, yeah, but that's why I like doing this program because it's really like, America is very, like mono culture. It's changing, but especially like, where I grew up, like everybody is kind of the same. And so I really like being able to talk with people from all over the place. | 453 | NNS-7 | Okay |
| 414 | | | 454 | NS-7 | But I think Yeah, probably when you open with the little water the water will just run out and your contact lens will just like fly away. Yeah, so probably that's the reason that's not you know, now you can get the operation so maybe you should get operated. You don't. It's okay. |
| 415 | | | 455 | NNS-7 | Yeah. |
| 416 | | | 456 | | [But yeah I've no idea] |
| 417 | | | 457 | | [My husband] got that. The la the laser eye surgery LASIK? He loved it. But he said, Yeah, he got it when he was 22 best decision he ever made, he says. |
| 418 | | | 458 | | And you don't want to do it? |
| 419 | | | 459 | NS-7 | No, I'm too scared. Are you would you do it? |
| 420 | | | 460 | NS-7 | No. |
| 421 | NNS-7 | [No but] I know we're not so many. Like, I met one other Swiss. | 461 | NNS-7 | He told me Okay, this is so gross. He told me he could smell his eyeball burning when they put the laser in. |
| 422 | NS-7 | Yeah. | 462 | NS-7 | Oh my god. |
| 423 | NNS-7 | I think in the whole year. So yeah, a small country. | 463 | | That's disgusting. I can't do it. |
| 424 | NS-7 | Yeah, totally. So. Cool. What else? We have a few more minutes, right. We need to do 30 minutes? | 464 | NNS-7 | Yeah, but then. On the other hand, you have like a lifetime without glasses. |
| 425 | | | 465 | NS-7 | Yeah, that's true. Yeah. Yeah, that's true. Ah pros and cons. Well, I when I was a kid, I went through like a lot of phases. At one point, I wanted to be a teacher, and then a ballerina. And then a geologist randomly. Yeah, that's cuz like my uncle was a geologist. I liked science. I don't know. |
| 426 | NNS-7 | Yeah, so maybe like five more minutes I think. | 466 | NS-7 | Changed your mind really quick. |
| 427 | NS-7 | Okay. Um, what did you want to be when you grow up versus now? | 467 | NNS-7 | I did. I change my mind quite a bit. So that's why I like to work in like communications and marketing because I get to like, learn about a lot of stuff and talk about a lot of different things. So maybe that's how I found my path is because I'm all over the place. |
| 428 | NNS-7 | When I was a kid, I wanted to be an astronaut. | 468 | NS-7 | Yeah, yeah. So cool. That's pretty cool. Yeah. Ready? For your uncle is a geologist in not in the US than |
| 429 | NS-7 | Oh, that's cool. | 469 | NNS-7 | Yeah, yeah. Uh huh. He teaches at us North Dakota State University. He is the head of the geology and geoscience department. |
| 430 | NNS-7 | I really, I was, I was reading all the space books and everything. Yeah. And then when I was, I don't know, nine or 10, I got glasses. And you know, you can't really be an astronaut if you have glasses. And then it was the end of my dream. | 470 | NS-7 | Nice. It's |
| 431 | | | 471 | NNS-7 | nice. It's the highest ranking, isn't it? |
| 432 | | | 472 | | |
| 433 | | | 473 | NS-7 | |
| 434 | NS-7 | That's so sad. | 474 | | |
| 435 | NNS-7 | Like, you know, last week, the European Space Agency, they started a new hiring campaign to hire new astronauts. I was looking at like, oh | 475 | | |
| 436 | | | 476 | | |
| 437 | NS-7 | Maybe maybe it's [time for me] | 477 | NNS-7 | |
| 438 | | | 478 | | |
| 439 | NNS-7 | [Uh no no] I'm, like, you need like three years of research experience and blah, blah, blah, and a lot of requirements. But yeah, it's nice. I still look up what's going on in that field | 479 | NS-7 | |
| 440 | | | 480 | | |
| 441 | NS-7 | Yeah. I didn't know that you needed to not have glasses. I also got glasses when I was nine years old. I'm wearing contact lenses. I did not know that. That that excludes you from becoming an astronaut | 481 | | |
| 442 | | | 482 | NNS-7 | |
| 443 | | | 483 | | |
| 444 | NNS-7 | Well, now I don't know. But before for sure you needed perfect eyesight. Also, because you needed to like pilot stuff. And to be a pilot you need perfect eyesight. And I mean, if you lose your glasses in space, it's kind of shit. | 484 | NS-7 | |
| 445 | | | 485 | | |
| 446 | | | 486 | | |
| 447 | | | 487 | NNS-7 | |
| 448 | NS-7 | Yeah totally. | | | |
| 449 | NNS-7 | Or your contact lenses so I guess it's not really convenient. Maybe. | | | |

CONV-8

| | | | | | |
|----|-------|---|----|-------|--|
| 1 | NS-8 | Hi. Can you hear me alright? | 37 | NS-8 | Bi-bit of a shame. Bit of a shame. But hey ho. |
| 2 | NNS-8 | Yeah. I can hear you. | 38 | NNS-8 | Yeah. |
| 3 | NS-8 | Perfect. Perfect. Great. So it's [REDACTED]? Is that right? | 39 | NS-8 | Do you speak any other languages? |
| 4 | NNS-8 | Yeah, yeah. [REDACTED] | 40 | NNS-8 | English |
| 5 | NS-8 | [REDACTED] Okay, perfect perfect. Yes. Um my name is [REDACTED]. Yeah. How's um how's life? | 41 | NS-8 | Of course, of course. [English] |
| 6 | | | 42 | NNS-8 | [And I can] also speak a little bit Japanese, but [just] |
| 7 | NNS-8 | Yeah. Um what shall we talk? | 43 | NS-8 | [Ah okay] |
| 8 | NS-8 | Yeah, yeah, no of course. So right now, wh where are you in the where | 44 | NNS-8 | Basically, I just forgot most of them. Because I learned Japanese when I |
| 9 | | are you in the world? | 45 | NS-8 | was in my bachelor University, but just very basic thing, but I haven't |
| 10 | NNS-8 | In the Netherlands. Utrecht. | 46 | NS-8 | speak Japanese I haven't learned Japanese for like two years. So just |
| 11 | NS-8 | Ah okay. Okay. Nice. So same place as Evelyn. | 47 | NS-8 | forgot those things. |
| 12 | NNS-8 | Yeah, yeah. We're in the same master. | 48 | NS-8 | Yeah, no, that's fair enough. I think with languages it's, it's so hard that |
| 13 | NS-8 | Ah okay, you're studying the same the same course. | 49 | NS-8 | you have to really keep them keep them up. Otherwise, it's so easy to |
| 14 | NNS-8 | Yeah, yeah. | 50 | NNS-8 | lose them. |
| 15 | NS-8 | Right. Oh, nice. And are you originally from the Netherlands? | 51 | NNS-8 | Yeah. Yeah. And especially you don't have the environment like you |
| 16 | NNS-8 | No, I from China. And I just uh study here. Take the master program. | 52 | NS-8 | don't speak you can you don't speak those language to other people. So |
| 17 | NS-8 | Ah okay. Okay. Sweet. So, I assume Chinese is it Mandarin or Cantonese | 53 | NS-8 | you just forgot it easily. |
| 18 | | y--your first language? | 54 | NS-8 | Yeah. So true. So true. So I um well, I studied languages with Evrie at |
| 19 | NNS-8 | Mandarin. I cannot speak Cantonese. | 55 | NS-8 | Cambridge to start off with and then we both did management in our last |
| 20 | NS-8 | Ah okay, fair enough. Fair enough. Nice. That's cool. Where are you | 56 | NS-8 | year. But it's been. So I studied French and Italian were my languages, |
| 21 | | from in China? | 57 | NS-8 | but I haven't done French in so long. So I would say, yeah, I've lost a lot |
| 22 | NNS-8 | It's also from the south part of China, but just not the place that they | 58 | NS-8 | of my French. |
| 23 | | speak Cantonese. | 59 | NNS-8 | So you can speak Italian as well? Like do you use it a lot? |
| 24 | NS-8 | Okay fair en[ough] | 60 | NS-8 | Yes. So with Italian so I told you about my mum. My dad is actually |
| 25 | NNS-8 | But quite close | 61 | NS-8 | Italian. So I have a lot of Italian family. And then my boyfriend is also |
| 26 | NS-8 | Fair, fair. That's cool. My, my mum is part Chinese. | 62 | NS-8 | Italian. So we speak in Italian. So yes, I use my Italian much more than |
| 27 | NNS-8 | [Oh] | 63 | NS-8 | my French. |
| 28 | NS-8 | [So] her my grandfather was from Hong Kong. And my grandmother | 64 | NNS-8 | Are you in where are you now in England or in Italy? |
| 29 | | was half Chinese and half Scottish. | 65 | NS-8 | I'm in England right now. So I'm in Cambridge, which is where I was |
| 30 | NNS-8 | Oh, that's cool. But then can you speak Cantonese? | 66 | NS-8 | where I was born actually and grew up. But I'm here right now because |
| 31 | NS-8 | No, unfortunately, so my mom my mom doesn't speak it either. She only | 67 | NS-8 | of lockdown and things I'm working from home. But otherwise I would |
| 32 | | speaks English. She was actually born in in Jamaica. And she grew up in | 68 | NS-8 | usually be in in London, which is where I work. |
| 33 | | Jamaica. | 69 | NNS-8 | Oh, that's cool. |
| 34 | NNS-8 | Oh, but does she speak Cantonese as well? Or? [No?] | 70 | NS-8 | And how are you finding the course in Utrecht? |
| 35 | NS-8 | [No], unfortunately not. So only only English. | 71 | NNS-8 | Just I just found it in the like, how should I say? Like, when when was |
| 36 | NNS-8 | Oh, yeah. | 72 | NS-8 | like Google, like which university that I should apply for and I just found |
| | | | 73 | NS-8 | this master program and I found it was very interesting and, and it also |
| | | | 74 | NS-8 | require internship as part of your, like requirement for the full |
| | | | 75 | NS-8 | graduation. So I think internship, it's quite important for me, so I applied |
| | | | 76 | NS-8 | for this master. |
| | | | 77 | NS-8 | Oh okay, great. And do you know what you'll be doing for your |
| | | | 78 | NS-8 | internship? |

| | | | | | |
|-----|-------|--|-----|-------|---|
| 79 | NNS-8 | Yeah, I, I found internship at the Schiphol Airport | 119 | | when you're working from home, like your, your days are your days kind |
| 80 | NS-8 | Oh okay | 120 | | of bleed into your, your leisure time, so it's hard to separate work and |
| 81 | NNS-8 | Yeah. And I was doing the Chinese social media operation. Yeah. So that | 121 | | play if you like. That kind of [O] |
| 82 | | was my internship and but it starts from March. It hasn't start yet. | 122 | NNS-8 | [Yeah true]. Yeah in Netherlands they only allowed to open the the |
| 83 | NS-8 | Okay. Okay. That'll be good. Exciting. Yeah. And, yes, so you've been | 123 | | supermarket and also restaurant just for take out. |
| 84 | | you haven't been living in Utrecht for that long then just for just for the | 124 | NS-8 | Yeah, yeah, exactly. It's very similar here. It's very similar. But I've also |
| 85 | | master's Course? That's why you moved, or were you in the Netherlands | 125 | | seen some nice, some nice videos of the, the river is it in a Utrecht |
| 86 | | before? | 126 | | that's frozen over and people have gone skating and things. Yeah. Have |
| 87 | NNS-8 | No, it was my first time in the Europe actually, like it was my first time | 127 | | you done that? |
| 88 | | go abroad. | 128 | NNS-8 | No, I don't know how to skate. But I saw the people like, skate on the ice |
| 89 | NS-8 | Oh okay. Well, that's very exciting, actually. Yeah. | 129 | | it's cool. Yeah, it's, it's, and it's snows it's snows for like, two days, like |
| 90 | NNS-8 | Yeah | 130 | | two days long and everything. The river frozen. Yeah. |
| 91 | NS-8 | It's a shame that it's in the midst of a pandemic, and everything is closed. | 131 | | Nice. Yeah. No it looks really nice. I mean, that doesn't happen it |
| 92 | | And, you know, it's kind of difficult, but otherwise must be must be | 132 | | certainly doesn't happen here. So it's something very kind of |
| 93 | | exciting. | 133 | | characteristic I feel. Which is nice. |
| 94 | NNS-8 | Yeah, yeah, that's true. I think if if we don't have lockdown, I probably | 134 | | Yeah. |
| 95 | | just travel to other countries in Europe | 135 | NS-8 | Great, and in terms of your family, then do you have siblings? |
| 96 | NS-8 | [definitely] | 136 | NNS-8 | No, I'm the only child. |
| 97 | NNS-8 | [because it's] just very easy to travel to other countries when I was in | 137 | NS-8 | Yeah, me [too me too] |
| 98 | | Europe | 138 | NNS-8 | [Yeah one child] policy [in China] |
| 99 | NS-8 | Definitely. Yeah yeah. (.) It's definitely worth doing. Are there any | 139 | NS-8 | [Of course] of course. Yeah no it's interesting. So no, but I guess if you're |
| 100 | | places in particular you want to visit? | 140 | | yes, because my, my godmother is Chinese and she was living in Beijing, |
| 101 | NNS-8 | You mean which country? | 141 | | and I have two godsiblings, if you like a godbrother and a godsisiter |
| 102 | NS-8 | Yeah, yeah. | 142 | NNS-8 | Yeah |
| 103 | NNS-8 | Yeah. Actual actually a lot (.) like Italy. And also Denmark, maybe | 143 | NS-8 | But the fact that they're two of them, but of course, well, now I think they |
| 104 | | German, Ger Germany or [German?] | 144 | | were born in the UK. So that would explain it. I suppose. That kind of |
| 105 | NS-8 | [Gel] Germany. Germany is the country. | 145 | | would be why right? Yeah. Ah [so you] |
| 106 | NNS-8 | Ger[many] | 146 | NNS-8 | [So you]—?Mhmh [yeah] |
| 107 | NS-8 | [Yeah yeah] (h) | 147 | NS-8 | [No] sorry tell me. |
| 108 | NNS-8 | And I'm not sure. But I but now we we cannot go anywhere. | 148 | NNS-8 | So so you've got godmother or godfather in Beijing? |
| 109 | NS-8 | No, unfortunately, it's a shame. But I don't know what it's like in in the | 149 | NS-8 | So she was in Beijing. And I think she I don't know if she is originally |
| 110 | | Netherlands right now. But yesterday, our Prime Minister announced a | 150 | | from Beijing specifically, but she is she is from China. And they were all |
| 111 | | roadnap to getting back to normal. So we kind of have four stages of the | 151 | | living in so first, they were living here in Cambridge as a family, then |
| 112 | | country opening up and I think the earliest basically that would be back | 152 | | they all moved to Beijing together. But now they're back here. |
| 113 | | to normal is in the summer. | 153 | NNS-8 | [Oh] |
| 114 | NNS-8 | Yeah. | 154 | NS-8 | [So yes]. They were in Beijing for a time. And I know my so my |
| 115 | NS-8 | So yeah. | 155 | | godsisiter, she's, she's like, our age is missing certain aspects, I think, |
| 116 | NNS-8 | Yeah, I hope. I hope everything can back to normal in summer. | 156 | | especially as things sound like they're pretty much back to normal in a lot |
| 117 | NS-8 | Yes, yes. Definitely. It's been a It's been a long a long while of kind of | 157 | | of places in China at the moment. Right? |
| 118 | | Yeah, the same, the same thing not being able to go anywhere. And then | 158 | NNS-8 | Yeah. Yeah. And I kind of just have admire my friends in China, they |
| | | | 159 | | can travel to another place. |

| | | | | | |
|-----|-------|---|-----|-------|---|
| 160 | NS-8 | Yeah. | 199 | NS-8 | Yeah, that's right. With Evie |
| 161 | NNS-8 | And meet friends, and go to the theaters movie. See the movies. | 200 | NNS-8 | That's cool |
| 162 | NS-8 | Yeah, of course. [Yeah] | 201 | NS-8 | Yeah, it's it's I suppose. It's interesting when you think I've spent all my life in Cambridge basically apart from my year abroad. So luckily with doing languages I did have a year working actually in in Italy. But otherwise, apart from that I spent the first year 20 21 years if you like living in Cambridge. But yeah, it's a nice it's a nice city. Nice part of the world. Have you ever been to Cambridge? |
| 163 | NNS-8 | [Yeah] | 202 | | |
| 164 | NS-8 | It's true. It's, it's different here. And you so your parents are both in at home still? | 203 | | |
| 165 | | | 204 | | |
| 166 | NNS-8 | Yeah, they both in China. | 205 | | |
| 167 | NS-8 | Yes. And when was the last time you saw them? | 206 | | |
| 168 | NNS-8 | Probably six months ago. | 207 | NNS-8 | No |
| 169 | NS-8 | Okay. | 208 | NS-8 | No, because you still need to travel don't you cause you haven't done any yeah. Is that is that one of the places on your list? |
| 170 | NNS-8 | I haven't sold them for quite a long time. Yeah. | 209 | | |
| 171 | NS-8 | Yeah. Does it feel like a long time? Or has it gone by quite quickly? | 210 | NNS-8 | But I never like maybe in the future, I will travel to British or something. But for now, it is not in my list, actually. |
| 172 | NNS-8 | I feel it's a long time. Because usually I like even when I was in the, in the bachelor university, I can visit them like, every summer holiday and winter holiday. But now I probably stay here for one year and not go back. So it's quite a long time. | 211 | | |
| 173 | | | 212 | NS-8 | Yeah, fair enough fair en[ough] |
| 174 | | | 213 | NNS-8 | [Yeah] |
| 175 | | | 214 | NS-8 | It's one of the Yeah, it's certainly a nice a nice city to visit. But is it a city? Good question. |
| 176 | NS-8 | I see. I see. No fair enough. So where did you do your bachelor's? | 215 | | |
| 177 | NNS-8 | You mean, my major o:r? | 216 | NNS-8 | Yeah because when when you talk about the Cambridge the the thing that come up first is Cambridge University. Right? |
| 178 | NS-8 | Um so () ah, well, I guess because so for us the bachelor's is kind of the first three years after sixth form. So from like 18 to 21 years old (1.7). So the first yeah university basically. | 217 | | |
| 179 | | | 218 | NS-8 | Yeah of course. Yeah. I'm just wondering about the difference between city and town. |
| 180 | | | 219 | | |
| 181 | NNS-8 | Yes. So my bachelor? I () I don't quite understand, but bachelor's bachelor's University, right? | 220 | NNS-8 | Yeah |
| 182 | | | 221 | NS-8 | I think it Cambridge is a university is a town not a city. But I don't know what the official, I think, but I didn't know what the official definition of a city is. It's something to do with like having a having a some sort of church? I don't know. We'll have to look it up. I'm not sure. But yeah no it's it's a nice, it's a nice place to visit and especially in the summer. They have it has some very pretty buildings, and then you can go punting on the river as well. Yeah. |
| 183 | NS-8 | Uh no so the bachelor's is the is the qualification. So you have your bachelor's degree. And then once you've done a bachelor's, you can then do a master's degree. | 222 | | |
| 184 | | | 223 | | |
| 185 | | | 224 | | |
| 186 | NNS-8 | Yeah. | 225 | | |
| 187 | NS-8 | So if you if you like, so what you and Evie are doing at the moment would be a master's degree. | 226 | | |
| 188 | | | 227 | | |
| 189 | NNS-8 | Yes. | 228 | NNS-8 | Yeah. Most of the people who are there are student like, when you go to the streets in the Cambridge you can see, like, you can guess that they're the students or? |
| 190 | NS-8 | And then what () whereas what Evie and I did () for sort of four years, the four years we were at university, is the the bachelor's degree | 229 | | |
| 191 | | | 230 | | |
| 192 | NNS-8 | Yeah, yeah. (0.8) Yeah. Okay. my bachelor in China. I was studying English, () actually, most of the slike mostly, it's about lit lit literature. Okay. And also translation the linguistic too some language thing. | 231 | NS-8 | Yeah, so I mean, usually, particularly during term times, it's very busy with, with students, and in a normal year, it'd probably be busier. But obviously this year with the, with the pandemic, I think it's relatively relatively quiet. But, yeah, you can you can sort of tell when, when the students are around, and even now, when I walk through town, I feel like I can tell who the students are. They just have like a vibe to them. But, yes, and also, Cambridge tends to be very busy with tourists, of course, in a normal year. And in the summer, yeah. You got a lot of people coming over from language schools and that sort of thing. |
| 193 | | | 232 | | |
| 194 | | | 233 | | |
| 195 | NS-8 | Okay, cool. And, yeah, so, specifically, the English language? | 234 | | |
| 196 | NNS-8 | Yeah. | 235 | | |
| 197 | NS-8 | Okay, nice. Nice. Yeah. Good. | 236 | | |
| 198 | NNS-8 | And what you graduated from Cambridge, right? | 237 | | |
| | | | 238 | | |
| | | | 239 | | |
| | | | 240 | NNS-8 | Yeah. |
| | | | 241 | NS-8 | Yeah. But, yeah. I would recommend it as a place to check out. |

| | | | | | |
|-----|-------|--|-----|-------|--|
| 242 | NNS-8 | Yeah, I will. I will in the future. If I have opportunity to visit England or British. | 284 | NNS-8 | Yeah |
| 243 | | | 285 | NS-8 | Yeah? |
| 244 | NS-8 | Yeah. At some point at some point. I'm sure. Exactly. Ah, so what are what are your plans? Sort of after the master's then? | 286 | NNS-8 | I use it for every meal. Like every () |
| 245 | | | 287 | NS-8 | That's fair enough. Well, there you go. It's just it's a it's a staple ingredient. It has to be [there] |
| 246 | NNS-8 | Yeah, I plan to find a full time job in the Netherlands. And okay, properly work here for three years? Yeah. Two or three years and then just go back to China? Maybe? I'm not sure. | 288 | | |
| 247 | | | 289 | NNS-8 | [Yeah] Yeah it's kind of like salt. You will put salt in the in the meal and we will also put the MSG. |
| 248 | | | 290 | | |
| 249 | NS-8 | No. Okay. Nice. Nice. Do you know what sort of what sort of job you'd like? | 291 | NS-8 | There you go. Yeah. No, that's good. That's good. So are you where are you right now? Are you in? Are you in a flat? Or are you sharing with other people? What's the in terms of [living?] |
| 250 | | | 292 | | |
| 251 | NNS-8 | No. Because I don't have too many or too much working experience. Yeah, I'm still trying to find if there is anything that I'm interested in. | 293 | | |
| 252 | | | 294 | NNS-8 | [I think] it's a flat, but I have one of the room like I like four of us just live in the same flat. |
| 253 | NS-8 | Yeah. No, that's fair enough. I think. Obviously, you have, you have the language skills. So yeah, maybe you'll find something that makes use of both English and Chinese. Who knows? | 295 | | |
| 254 | | | 296 | NS-8 | Okay. Okay. And so you rent, you rent a room and you have like a shared kitchen and communal area? |
| 255 | | | 297 | | |
| 256 | NNS-8 | Yeah, I was planning to. I'm planning to try to find some, like job related to Chinese market or something. | 298 | NNS-8 | Yeah. |
| 257 | | | 299 | NS-8 | Yeah. Nice. Four of you are you all are you on the same course? Or is it just four four of you at random or? |
| 258 | NS-8 | Yeah, that would be good. That'd be good. I think. Yeah, it's often hard to know, isn't it? What yeah, what to do. Work wise, job wise. I know. I sort of kind of fell into what I'm doing now. So I'm working in recruitment in executive search. And I basically recruit people into front office banking roles. So people like you, you know, your traders and sales people like JP Morgan and Citibank and all these other | 300 | | |
| 259 | | | 301 | NNS-8 | Sorry? |
| 260 | | | 302 | NS-8 | Living in the flat? Is it four of you from the same course or? |
| 261 | | | 303 | NNS-8 | No no. Just randomly |
| 262 | | | 304 | NS-8 | Okay. |
| 263 | | | 305 | NNS-8 | Yes because we all rent the room in a website |
| 264 | NNS-8 | Yeah | 306 | NS-8 | Okay |
| 265 | NS-8 | investment banks. So it's, and at no point in my life did I say, Oh, you know what, I really want to be a recruiter when I'm older. But it's just one of those things you kind of fall into. | 307 | NNS-8 | And yeah. It just randomly have those flat flatmates |
| 266 | | | 308 | NS-8 | Okay, I see. Nice. And do you get on well? |
| 267 | | | 309 | NNS-8 | Yeah, I think so. But we but we don't talk a lot actually. Just we only met each other in the kitchen and just very, like polite and say hi. |
| 268 | NNS-8 | Yeah. Sometimes it just happens. | 310 | | |
| 269 | NS-8 | Exactly. Exactly. Like an opportunity presents itself and then you just, yeah, go for it. see where it takes you. | 311 | NS-8 | I see. Yeah, that's fair enough. I think. Yeah, obviously if you haven't met before, and you're just in the same space and then especially with with the virus, maybe people are being extra cautious. I don't know about interacting. I don't know. Yeah. |
| 270 | | | 312 | | |
| 271 | NNS-8 | Yeah. | 313 | | |
| 272 | NS-8 | Good. good. Yeah. Nice. And so is there anything you miss about China? About home? | 314 | NNS-8 | Yeah, I think we just don't have like something in common. I think that's why we don't have like same topic, or like, we don't talk a lot |
| 273 | | | 315 | | |
| 274 | NNS-8 | I think Chinese foods like special Chinese food, because I cannot find it here. Yeah, yeah. And I can now Oh, there I can find some way to cook but it still doesn't. It still didn't taste like the o the original. | 316 | NS-8 | No, fair enough. What sort of things then do you like? Do you like doing sort of outside of, of uni and languages? What are your interests? |
| 275 | | | 317 | | |
| 276 | | | 318 | | |
| 277 | NS-8 | Yeah, no Chinese Chinese cuisine is really good. Like Chinese food is so popular here. But it's probably not as good as obviously the authentic | 319 | NNS-8 | What? Sorry, I don't quite understand. |
| 278 | | | 320 | NS-8 | Oh, so like what are your interests and hobbies? |
| 279 | NNS-8 | [Yeah] | 321 | NNS-8 | Oh, I think one of my hobbies running, and I also like drawing I have drawn for, like, a long time when since when I was a kid. |
| 280 | NS-8 | [Chinese food] you get in China, I'm sure. But yeah, one of my flatmates she absolutely she absolutely loves Chinese. And every time she gets a takeaway, it's always Chinese. She loves MSG. Can't get enough of MSG. Do you ever when you cook, do you use MSG? Or is that just | 322 | | |
| 281 | | | | | |
| 282 | | | | | |
| 283 | | | | | |

323 NS-8 Oh, amazing. So I imagine you're very good then.

324 NNS-8 Yeah I was good yeah

325 NS-8 That's good. Do you have anything you can show me?

326 NNS-8 No, because I don't. I don't I don't brought too much thing here my drawing in my home.

327 NS-8 Ah, okay, so you don't you don't just you haven't been drawing in Utrecht?

328 NS-8 Yeah. Because I don't have those tools those stuff for drawing.

329 NNS-8 Ah, okay.

330 NS-8 I didn't bring them with me.

331 NNS-8 Ah, that's a shame. So what do you what kind of things do you like to draw?

332 NS-8 Animals plants, like, just not human beings. Because it's hard to draw draw humans for me. I cannot get like, I don't know how to explain it. It's hard to get their eyes or their the feeling is quite hard for me to. But it's okay to draw some cartoon human beings.

333 NNS-8 Yeah, well no that's I think, you know, everybody I guess every artist kind of has what they're what they're best at. And yeah, I can imagine it's not easy drawing to draw humans and capture that expression

334 NS-8 Yeah

335 NNS-8 As you say. Yeah. Yeah. No I have a couple of friends who, who are very keen artists. I think they also started selling their work. So one of them

336 NS-8 That's cool

337 NNS-8 Yeah, one of them actually. Well, I don't know. Do you have Instagram? You can check.

338 NS-8 [Yeah]

339 NS-8 [You can] check them out. Do you have your phone in front of you?

340 NNS-8 Yeah, actually, I'm using my phone to

341 NS-8 Oh of course so if I tell you if if you look at if you search Alife, spelt A L F I E

342 NNS-8 A L F I E?

343 NS-8 And then uh C A I N E

344 NNS-8 C A, Alife I think, oh I found

345 NS-8 Have you found him? Yes. And his his his profile picture is like his he's got a pink face, basically. And blue hair?

346 NNS-8 Yeah

347 NS-8 Is that what you're [looking at?]

348 NNS-8 [Yeah]

362 NS-8 And it says artist, artist songwriter Cambridge University

363 NNS-8 Yeah

364 NS-8 Okay. So you can look at his you can see some of his stuff so

365 NNS-8 Yeah, it's cool.

366 NS-8 And some of these artworks are massive. And yeah, he started doing commissions and things. So but as you can see, he is very much focused on kind of, so he studied architecture, so it makes sense. He

367 NNS-8 [Yeah]

368 NS-8 [He likes] drawing these kind of interior spaces and that sort [of thing]

369 NNS-8 [I can tell] yeah. So he's a friend.

370 NS-8 Yeah, exactly. Exactly. He's a friend from uni.

371 NNS-8 Cool. Yeah, I kind of like her or his style.

372 NS-8 Yeah, it's very bright. Lots of bright colors, isn't it?

373 NNS-8 Yeah. Yeah.

374 NS-8 It's quite nice to see. Doo doo doo. Lovely. Do you have Do you have Instagram?

375 NS-8 Yeah, I have. Sorry?

376 NNS-8 Yeah. No, I said you must do obviously because you managed to search so

377 NS-8 Yeah. I've followed him.

378 NS-8 Oh, you did? If I search what's I might can I search you?

379 NNS-8 Yeah, I think you can. And it's I V Y

380 NS-8 I V Y

381 NS-8 Dot

382 NNS-8 Yeah.

383 NS-8 It's a it's a bunny.

384 NS-8 Oh, yes. Okay. I see. I see. There we go. I was gonna see if you had any of your artwork on.

385 NNS-8 Yeah, I have one. Only one I have to find a nice with all the with all the animals.

386 NS-8

387 NS-8

388 NS-8

389 NS-8

390 NNS-8

391 NS-8

CONV-9

| | | | | | |
|----|-------|--|----|-------|--|
| 1 | NNS-9 | Hi. | 36 | NNS-9 | Yeah. Okay. But ah they don't like to How should I say they don't like to |
| 2 | NS-9 | There we go. Hi. Did she say that this was your second conversation | 37 | | conduct interview in English, which means I have to do that in Chinese |
| 3 | | already? | 38 | | and have to translate? |
| 4 | NNS-9 | Yeah, yeah. | 39 | NS-9 | Yeah, that's quite a lot of work. Kind of like adds a whole other step to |
| 5 | NS-9 | Nice | 40 | | your whole methods? And yeah. |
| 6 | NNS-9 | The first one with I think she's Evelyn's friend. | 41 | NNS-9 | Yeah. So what's your thesis topic? |
| 7 | NS-9 | Okay. | 42 | NS-9 | My thesis topic is about the University Council, and that they're using |
| 8 | NNS-9 | Yeah, she's from Britain or something. Cam[bridge] | 43 | | trying to use Luisteraal um in their meetings. So I've been watching |
| 9 | NS-9 | Yeah | 44 | | loads of meetings over the last couple of weeks, and kind of like, it's |
| 10 | NNS-9 | Yeah I Cambridge. | 45 | | discourse analysis, I have to like, make observation notes. And then in a |
| 11 | NS-9 | Nice. Nice. And did it go was it just like a general conversation? | 46 | | couple of weeks, I'm going to do kind of feedback interviews. So I'm |
| 12 | NNS-9 | Yeah, just general conversation cuz Sure, like, some hobbies or | 47 | | going to like, take rich points from the meetings and then discuss them |
| 13 | | something? | 48 | | with the members and ask like, yeah, did you understand what was going |
| 14 | NS-9 | Yeah. Nice. It's kind of like speed dating. You know, like just talking | 49 | | on here? That kind of thing. But at the minute, it's just getting through |
| 15 | | about the things that you like to do. And [stuff like that]. | 50 | | the meetings, and they're really long, and they're like, super serious. So it |
| 16 | NNS-9 | [Yeah] basically, something like that. | 51 | | takes quite a lot of concentration to get through [them but]. |
| 17 | NS-9 | How is your day today? | 52 | NNS-9 | [Yeah] that's true. |
| 18 | NNS-9 | Oh, it's good. I did a interview today just for my thesis. Yeah. | 53 | NS-9 | It's okay, so far. I can't believe we're in week four though. |
| 19 | NS-9 | Nice. | 54 | NNS-9 | Sorry? I mean, do you think you have enough time to, like, collect those |
| 20 | NNS-9 | Yeah | 55 | | data and analyze them? |
| 21 | NS-9 | Yeah. What's your thesis about? | 56 | NS-9 | Yeah. Well, I think so. I don't know if I'm going to be able to watch all of |
| 22 | NNS-9 | Oh, yeah. My the it's about the cultural adaptation of Chinese student in | 57 | | the meetings and like, have in depth analysis of them all. I need to ask |
| 23 | | the Netherlands. | 58 | | my supervisor about that tomorrow. Because 10 weeks is pretty short. |
| 24 | NS-9 | Oh, interesting. | 59 | NNS-9 | Yeah, I feel the same. |
| 25 | NNS-9 | Yeah | 60 | NS-9 | Yeah, it's more of like a project rather than, like a thesis. So I don't know. |
| 26 | NS-9 | That's really cool. So then have you been interviewing, like, other | 61 | | We'll see. We'll see. |
| 27 | | international students who are in at Utrecht University? Or is that your | 62 | NNS-9 | Yeah, because I also, I feel like the times quite how should I say intense? |
| 28 | | participants? | 63 | | Yeah. Just because I also need to do the qualitative research, just do a |
| 29 | NNS-9 | I just interviewing Chinese inter[national students] | 64 | NS-9 | very simple survey or something. |
| 30 | NS-9 | [Yeah] But that must be like, do you know a lot of people who you | 65 | | Yeah. |
| 31 | | could immediately ask like, Can I please interview [you?] | 66 | NNS-9 | And I feel like collecting data from interview is spent a lot of time and |
| 32 | NNS-9 | Yeah, yeah, actually, I didn't know too much. Actually, I only know, like, | 67 | | I'm not sure whether I yeah kind of regret that I use mixed methods. |
| 33 | | three. Something, but because I know them that they also know other. | 68 | NS-9 | I know it is, it is such a short time to do it all. And then I think back to |
| 34 | NS-9 | Yeah. Yeah, that's quite handy. Oh, and did it go okay. Was it [a good | 69 | | like, the projects that we did in block one and block two, but we were |
| 35 | | interview?] | 70 | | always in a group for those. So then when it came to like, deciding what I |
| | | | 71 | | was going to do for my thesis, I was thinking about those and like, Oh, |
| | | | 72 | | that was easy. We did like two three interviews. And then we did a |
| | | | 73 | | survey, like forgetting that there were three other people working on it as |
| | | | 74 | | well. And now you're doing all by yourself. |
| | | | 75 | NNS-9 | Yeah |
| | | | 76 | NS-9 | So it is a lot of work. |
| | | | 77 | | |
| | | | 78 | | |

79 [REDACTED]

80 [REDACTED]

81 [REDACTED]

82 [REDACTED]

83 [REDACTED]

84 [REDACTED]

85 [REDACTED]

86 [REDACTED]

87 [REDACTED]

88 [REDACTED]

89 [REDACTED]

90 [REDACTED]

91 [REDACTED]

92 [REDACTED]

93 [REDACTED]

94 [REDACTED]

95 [REDACTED]

96 [REDACTED]

97 [REDACTED]

98 [REDACTED]

99 [REDACTED]

100 [REDACTED]

101 [REDACTED]

102 [REDACTED]

103 [REDACTED]

104 [REDACTED]

105 [REDACTED]

106 NNS-9 Yeah. So how was your day?

107 NS-9 Yeah, it was okay. Monday's are quite like, there's always so many things

108 to do like answering emails and getting stuff ready for the week. And I

109 always have things to, I always seem to have things to organize on a

110 Monday. And then before I knew it's five o'clock, and I try not to do

111 work after five, like, cuz we're working on a screen all day. I like to just

112 close my laptop over at 5. And then five, five o'clock comes round and so

113 quickly, and I'm like, Oh, I didn't get enough done today. But I think

114 today was okay. I've watched a meeting this morning. And then I had

115 lunch. Did some more stuff after it was such a nice day. So I went for a

116 walk as well. Seems like a waste to not go outside when it's actually

117 sunny.

118 NNS-9 Yeah

119 NS-9 Yeah.

120 NNS-9 Did you attend the like the thesis group? Like, every the how should I

121 say the [do you know]

122 NS-9 [the like the 9am and 5pm?]

123 NNS-9 Yeah, yeah, yeah, yeah.

124 NS-9 Yeah I went the first week, which was like two weeks ago. And then last

125 week, I had a different meeting. So I couldn't go. And then this this

126 morning, I went for a run. And I just forgot about it. And I wasn't back at

127 nine. So I just have been a bit bad. I think Monday was the wrong day.

128 For me, I thought it would be really good because it would like get me in

129 the zone. But then I just have other been doing other things. What about

130 you?

131 NNS-9 I totally forget that we have that. Because when I just wake up it's like,

132 half past nine.

133 NS-9 And then [it's too late already]

134 NNS-9 [I totally forgot we have] Yeah.

135 NS-9 Yeah. The very first week that I went, like the first time that we did it. I

136 also forgot that we were meeting again at five. And then it was like, half

137 six. And I was like, oh, I was meant to meet up at the end of the day

138 again. I'm a bit forgetful.

139 NNS-9 Yeah, I don't know. Like, how many people attend this morning

140 NS-9 No, I don't know, either. I'm not too sure.

141 NNS-9 Yeah.

142 NS-9 Where have you been working? Do you just work in your room? Or?

143 NNS-9 Yeah, if I can book the room in the library. Usually, I went to the library

144 because I just found I cannot focus so in my room, it's just I feel like so

145 many distraction, [in my room]

146 NS-9 [Yeah]. And do you go to the there's a library at the withof isn't there? Or

147 do you go to the city center one?

148 NNS-9 Ah, in the Science Park do you know, there's a library in the science

149 park?

150 NS-9 Okay, nice

151 NNS-9 Yeah.

152 NS-9 I've never been to the library before. I always just work at home. But

153 that's a good I think I will try and book just for a change of scenery.

154 NNS-9 Yeah, yeah.

155 NS-9 Yeah.

156 NNS-9 And I heard the like, the library in the city center. It's quite nice.

157 NS-9 [Yeah]

158 NNS-9 [Although I've never] been there before.

| | | | | |
|-----|-------|---|-----|--|
| 159 | NS-9 | Yeah. I've walked past it a couple of times. Yeah. It looks nice. And it is | 198 | yeah, he's doing a master's as well. So I think that we kind of what you |
| 160 | | pretty central. So it'd be nice to go for a day. Yeah. | 199 | were saying like we work nine to five and can be efficient, because the |
| 161 | NNS-9 | Yeah. | 200 | other person is also working, which is quite good. Because I think if he |
| 162 | NS-9 | Is there ever anyone else like from our master's and you go to the library | 201 | was doing something else, I would just be so distracted and find it hard to |
| 163 | | together? | 202 | work. |
| 164 | NNS-9 | Do you know Marilu and Marie Carmen? | 203 | Yeah. |
| 165 | NS-9 | Mhm | 204 | Yeah. It's quite nice having someone who's like on the same schedule as |
| 166 | NNS-9 | The Italian girls. We didn't go to the library. But sometimes I went to | 205 | you. |
| 167 | | their place because they they leave quite close. | 206 | Yeah, that's true. You can like, push each other. |
| 168 | NS-9 | Oh, nice. | 207 | Yeah. And then like, have a lunch break together and stuff like that |
| 169 | NNS-9 | Yeah. And just study together. | 208 | Yeah, that's true. It's quite nice. |
| 170 | NS-9 | Yeah. | 209 | Yeah. So have you got any exciting plans coming up or things you're |
| 171 | NNS-9 | I just found that when you study with other people, you be more | 210 | doing? |
| 172 | | efficient. | 211 | Not really. I have another interview tonight with another Chinese |
| 173 | NS-9 | Yeah. Yeah. Like, you can Get it's like school like you're in a classroom. | 212 | student. Yeah. And also, tomorrow. I also have another interview. I |
| 174 | | So you're there to work. Yeah, that's nice. Oh, that's nice that you live | 213 | tomorrow I have two interviews, I guess. Yeah. And after tomorrow, I |
| 175 | | close to them as well as did you live in one of those like student | 214 | think I think I already got enough. Enough data. Because in total, I have |
| 176 | | accommodation blocks? | 215 | eight. I think [that's enough] |
| 177 | NNS-9 | Yeah. Do you know the [redacted]? | 216 | [That's a lot] |
| 178 | NS-9 | Yeah | 217 | Yeah, that's a lot. |
| 179 | NNS-9 | Yeah I live here. Yeah. | 218 | Yeah. That's good that you're so far through data collection. |
| 180 | NS-9 | Yeah, nice. What's it like? | 219 | Yeah, but I just feel like I don't have enough time. For the, for this thesis, |
| 181 | NNS-9 | You mean my place or their place? | 220 | I feel I have a lot of work to do. Now I have to transcribe or something, |
| 182 | NS-9 | Like living in a because I don't I just live in a flat. So what's like the | 221 | it's quite a lot. |
| 183 | | student accommodation like? | 222 | And then you also it's really hard because you don't want to spend all day |
| 184 | NNS-9 | Yeah, actually my place is quite kind of like a flat but we have like our | 223 | every day on your thesis, because then my work gets slower. If I get like, |
| 185 | | own room but we share the kitchen and some the public space. | 224 | bored of it. I would prefer to do like, shorter, like more compacted days. |
| 186 | NS-9 | Yeah, yeah | 225 | So I'd prefer to work four days of the week, because then the last three |
| 187 | NNS-9 | Yeah. | 226 | days, I just can't be bothered. But then you're also like, oh, I've got so |
| 188 | NS-9 | It must be nice like because if you're moving here as an international, | 227 | much to do. I should really be working and but then that just makes you |
| 189 | | then you might not know anyone. It's nice to be like thrown straight into | 228 | more tired. And |
| 190 | | a group of people almost because you live with them. | 229 | Yeah |
| 191 | NNS-9 | Yeah | 230 | not really do that good work. It's hard. |
| 192 | NS-9 | Good way to meet people. | 231 | Yeah, I feel the same. |
| 193 | NNS-9 | Yeah, that's true. | 232 | Yeah, |
| 194 | NS-9 | Yeah. | 233 | Yeah. I just like I want to finish my thesis as soon as possible, because I |
| 195 | NNS-9 | So you live with your boyfriend? | 234 | actually have a internship at the end of next month. So I just want to |
| 196 | NS-9 | Yeah. And we just live in a flat. Like we just looked through housing | 235 | finish my thesis, like, the whole jobs of my thesis before the internship, |
| 197 | | agencies and things before we came here and found one that we liked. So | 236 | Yeah, yeah. So you're starting your internship in April? |
| | | | 237 | Actually, is the end of March. |
| | | | 238 | Ah end of March? [Ah okay] |

| | | | | | | |
|-----|-------|--|-----|-------|--|--|
| 239 | NNS-9 | [Oh, yeah] Oh, oh, [()] | 278 | | | |
| 240 | NS-9 | [It's the end of this month] | 279 | | | try to find some full time job. And as and once I find the job, I can just leave. |
| 241 | NNS-9 | Oh I thought today, it's February. | 280 | NS-9 | Yeah | Yeah |
| 242 | NS-9 | Oh, no. Oh, no, don't worry. March is nice and long. It's got 31 31 days doesn't it? So you've got a proper whole month until you have to start | 281 | NNS-9 | For that full time job. Yeah. | For that full time job. Yeah. |
| 243 | | | 282 | NS-9 | That's quite nice. | That's quite nice. |
| 244 | NNS-9 | Yeah, but actually, I start my internship on 22 March | 283 | NNS-9 | Yeah, yes. | Yeah, yes. |
| 245 | NS-9 | Okay. | 284 | NS-9 | It seems like a good, good, good deal. | It seems like a good, good, good deal. |
| 246 | NNS-9 | Yeah which means oh my god which means I only have three, three weeks | 285 | NNS-9 | Yeah. | Yeah. |
| 247 | | | 286 | NS-9 | Oh, that's a really cool one I haven't heard of I didn't even think about Schiphol, but obviously, there's gonna be like, definitely ICC related things, because there's people coming from all over the world. | Oh, that's a really cool one I haven't heard of I didn't even think about Schiphol, but obviously, there's gonna be like, definitely ICC related things, because there's people coming from all over the world. |
| 248 | NS-9 | Three weeks. Yeah. But you'll be okay. And you'll be able to work in the evenings if you need to. | 287 | | | |
| 249 | | | 288 | | | |
| 250 | NNS-9 | Yeah, but that will be tiring. | 289 | NNS-9 | Yeah. At the very beginning, I try to find something related to our, like, intercultural communication. But yeah, it's quite hard. Actually, | Yeah. At the very beginning, I try to find something related to our, like, intercultural communication. But yeah, it's quite hard. Actually, |
| 251 | NS-9 | Yeah. | 290 | | | |
| 252 | NNS-9 | I have to do internship in the morning, like in the day and do my thesis at night (h) | 291 | NS-9 | It's quite hard to find something like specifically related. I feel like you have to look for the links yourself. | It's quite hard to find something like specifically related. I feel like you have to look for the links yourself. |
| 253 | | | 292 | | | |
| 254 | NS-9 | Did you just did the company just say like, did you () apply for a position that was starting on a certain date? | 293 | NNS-9 | Yeah, yeah. Yeah, it's, how should I say do you feel like our, our ICC is I don't know. It's not very specific, or something? Just quite general, when you want to use your major to find a job. | Yeah, yeah. Yeah, it's, how should I say do you feel like our, our ICC is I don't know. It's not very specific, or something? Just quite general, when you want to use your major to find a job. |
| 255 | | | 294 | | | |
| 256 | NNS-9 | Uh sorry [re I don't] | 295 | | | |
| 257 | NS-9 | [Or how] come how come you're starting so early? | 296 | NS-9 | Yeah, I know. You mean, I think it's because we've covered so many things in block one and block two. And so we really were getting like an overview of all of the like, methods that you could use in research and things like that, which is what makes it seem more general. I personally preferred that because I still didn't really know exactly what I wanted to like, specify. | Yeah, I know. You mean, I think it's because we've covered so many things in block one and block two. And so we really were getting like an overview of all of the like, methods that you could use in research and things like that, which is what makes it seem more general. I personally preferred that because I still didn't really know exactly what I wanted to like, specify. |
| 258 | NNS-9 | Because () I just don't want them to wait for a long time. Otherwise, they will probably give this position to other people. | 297 | | | |
| 259 | | | 298 | | | |
| 260 | NS-9 | Yeah. Okay, I get you. Where is your internship? | 299 | | | |
| 261 | NNS-9 | Schiphol the airport? | 300 | | | |
| 262 | NS-9 | Oh fun, that's really cool. And what kind of like, is the name of the role that you'll be doing or what tasks will you be doing? | 301 | | | |
| 263 | | | 302 | NNS-9 | Yeah, me too actually. | Yeah, me too actually. |
| 264 | NNS-9 | Basically what I'm doing is the social media Chinese social media operation. Yeah. Just help them create some content or something. | 303 | NS-9 | Yeah. And I'm quite glad that we've got like a wide range of topics to study. But yeah, no, it is kind of hard then like when people ask Okay, like, so what do you do? What kind of job can you do? And you're like, I could actually do so many different things. But I guess that comes with its pros as well. | Yeah. And I'm quite glad that we've got like a wide range of topics to study. But yeah, no, it is kind of hard then like when people ask Okay, like, so what do you do? What kind of job can you do? And you're like, I could actually do so many different things. But I guess that comes with its pros as well. |
| 265 | | | 304 | | | |
| 266 | NS-9 | Yeah. Wow, that's gonna be really cool I think. | 305 | | | |
| 267 | NNS-9 | I still, I still find it's quite, I don't know, because I have to do internship and the thesis at the same time. I feel stressful now. Yes, stressful now, | 306 | | | |
| 268 | | | 307 | | | |
| 269 | NS-9 | But it'll only be like four weeks max. And I think you'll have the bulk of your thesis written by the time that you start. So it'll just be like redefining and stuff like that. Which is, you know, you'll have most of it behind you. So you'll be okay. | 308 | NNS-9 | Yeah, yes. Yes. | Yeah, yes. Yes. |
| 270 | | | 309 | NS-9 | Yeah. But that's nice. That means that you'll definitely be staying here for the next Ave you hoping to find a job here after? | Yeah. But that's nice. That means that you'll definitely be staying here for the next Ave you hoping to find a job here after? |
| 271 | | | 310 | | | |
| 272 | NNS-9 | Yeah, I hope so. | 311 | NNS-9 | Yeah, I think I will like to try to find a job here. | Yeah, I think I will like to try to find a job here. |
| 273 | NS-9 | Yeah, you will, you will. And then how long are you doing your internship for? | 312 | NS-9 | Nice. That's exciting. | Nice. That's exciting. |
| 274 | | | 313 | NNS-9 | Yeah. So what shall we talk about now? | Yeah. So what shall we talk about now? |
| 275 | | | 314 | NS-9 | Yeah, let's pull up one of the prompts. Let's see. | Yeah, let's pull up one of the prompts. Let's see. |
| 276 | NNS-9 | They say at least six months. Actually, in the contract. They say I can work for them to the end of this this year. And but after six months, I can | 315 | NNS-9 | Yeah. | Yeah. |
| 277 | | | 316 | NS-9 | How have you stayed creative during lockdown is one of them. Have you picked up any lockdown hobbies picked up any lockdown hobbies or? | How have you stayed creative during lockdown is one of them. Have you picked up any lockdown hobbies picked up any lockdown hobbies or? |
| | | | 317 | | | |
| | | | 318 | NNS-9 | Not really. Did you? | Not really. Did you? |

319 NS-9 Um, the first lockdown we were in a lockdown like, from March until
320 June I think I did so much in that lockdown. I keep looking back at it like
321 wow, you were so productive. And I like did exercise all the time. And I
322 baked loads and I went walking loads and I was just always in the garden
323 and then from then on, it's just kind of like gone downhill. But I feel like
324 with this new weather, I've become more like getting outside a lot more. I
325 kind of started painting in the last lockdown as well, but that also kind of
326 fizzled out. I find it hard sometimes to like really hold on to a hobby.

327 NNS-9 Yeah. I don't I don't think I have like, have any hobbies during the
328 lockdown. Yeah, but many of my friends they, they and also my parents
329 they found their like fall in love with cooking.

330 NS-9 Yeah. I know cooking was kind of because the supermarket was the only
331 place that you were allowed to go to. So then cooking became a really
332 big thing we used to have like we all sat down like my whole family
333 meeting to decide what we were going to eat for the week. Everybody
334 got to put whatever they whatever food and snacks they wanted on the
335 shopping list. [And then we look it in turns to go]

336 NNS-9 [That's quite cool]

337 NS-9 Yeah. Crazy time.

338 NS-9 But that's cool. Like everyone can just just find what they want to eat this
339 whole week.

340 NS-9 Yeah, yeah, it was nice. And everyone was happy with what we had.
341 There were no arguments about dinner.

342 NNS-9 Yeah.

343 NS-9 Do you cook for yourself? A lot now.

344 NNS-9 Now yes. I basically cook like every meal by myself. Yeah. And I also
345 learn like trying new dishes while living here.

346 NS-9 Yeah, that's fun. You can buy different stuff in the supermarkets here as
347 well.

348 NNS-9 Yeah, yeah

349 NS-9 Experiment.

350 NNS-9 But the problem is like sometimes I don't know Dutch. So I just guessing
351 this is what I want.

352 NS-9 Yeah. I know, even I find that really hard sometimes as well. And I do
353 speak Dutch. But sometimes I'm just looking at the ingredients. And I'm
354 like, I have no idea what it is what this is, I just accidentally buy the
355 wrong thing. Because I was doing it like purely off what it looks like,
356 instead of reading the small print. Yeah. It's always going to the
357 supermarket when you move somewhere new is like a real orientation
358 process. You have to really get used to it.

359 NNS-9 Yeah. But I quite like like going to the supermarket even though I didn't
360 buy too much thing. I just like spend time to look every products in the in
361 the shelf.

362 NS-9 It's kind of like a museum.
363 NNS-9 Yeah.
364 NS-9 Yeah, we have to do a food shop tomorrow. So that will be one of my
365 things on my to do list. Have you got when's your thesis meeting during
366 the week? Have you got like a set day? And time when you have a
367 meeting? Or?

368 NNS-9 You mean like, ah, you mean the like the group?
369 NS-9 Yeah.
370 NNS-9 The thesis group?
371 NS-9 Yeah.
372 NNS-9 We have a meeting every Wednesday, but not this week. Because they
373 decided to give us time to collect those data this [week]
374 [Yeah] Yeah.
375 NS-9 But basically every Wednesday.
376 NS-9 Nice. And then your group it's like you meet all together?
377 [redacted]
378 [redacted]

379 NS-9 Okay. Yeah.
380 NNS-9 Yeah.
381 NS-9 And then you do everything together. That's quite nice.
382 NNS-9 Yeah. Yes.
383 NS-9 So how many people in your group or your thesis group?
384 NNS-9 There's four of us.
385 [redacted]
386 NNS-9 Oh, yeah.
387 [redacted] And we do it like a group. So our mine's tomorrow
388 morning from it starts at 10 I think it is. And then we all like kind of take
389 it in turns. We all like read each other's work, like in a circle and give
390 feedback on it. So you get like student feedback and which is quite good.
391 Yeah.
392 NNS-9 Yeah. And we do the same actually.
393 NS-9 Yeah. It's a good way to do it.
394 NNS-9 Yeah. And kind of like force you to hand in like one part of your thesis.
395 NS-9 Yeah, exactly. Have something written. I usually always leave it till the
396 Monday to write and then I have the worst Mondays ever cause I'm
397 stressed and have to write. So last week, I wrote it on Wednesday. And
398 then I was just smug the rest of the week because I knew I had my bit all
399 ready to go.

400 NNS-9 Yeah, that's quite good. Because usually I feel like it takes me a long
 401 time to write those part just because I'm not a native speaker. It is quite
 402 hard for me to
 403 [Yeah]
 404 [To come up] with those words.
 405 NNS-9 Yeah, essay writing is really difficult. I did the Dutch course in block one
 406 and I had only ever like spoken Dutch before, I'd never did any like seh
 407 learnt it in school or any writing or anything. And then I had to write
 408 essays. And I have no idea what essay phrases are or it's really difficult to
 409 get your head around. And then you can't just get into flow of typing
 410 because you have to think about everything so hard. Yeah.
 411 NNS-9 Yeah, that's true. Yeah.
 412 NS-9 It's good. It's good learning it's a good skill.
 413 NS-9 So it's five half past five almost.
 414 NS-9 Yeah, I think we're almost at our half an hour.
 415 NNS-9 I think Evelyn just probably just got enough data.
 416 NS-9 Yeah.
 417 NNS-9 Yeah.
 418 NS-9 Probably. Well, it was really nice chatting to you.
 419 NNS-9 Yeah, me too.
 420 NS-9 And good luck with your interviews over the next few days and good
 421 luck with your thesis. [You can do it]
 422 NNS-9 [Yeah you too]
 423 NS-9 Thank you. I'll see you soon.
 424 NNS-9 Yeah. Have a nice evening.
 425 NS-9 Bye.
 426 NNS-9 Thank you you too, bye.
 427 NS-9 Bye.

CONV-10

1 NS-10 Right let's see if this works. Hello, how are you? So you said something
 2 busy happened yesterday?
 3 NNS-10 Ah yeah, yesterday, I was just working on my interviews, preparing for
 4 the interviews for my research as well, and transcribing and as always, if
 5 I get into it too much I stay awake until like, three.
 6 NS-10 Yeah (). Are you doing the same master's then that Evelyn's doing? The
 7 intercultural communication?
 8 NNS-10 Yes.
 9 NS-10 Ah okay
 10 NNS-10 Yes [O]
 11 NS-10 [And what's your your] research about?
 12 NNS-10 My research? Um I investigate the meetings of one organization. So
 13 they're happen in Russian language, and they happen in English. While
 14 everyone else is not English speaker, they're not like American or
 15 English. So it's like English as a lingua franca. So I investigate how they
 16 speak on those two languages, especially the Russian speakers that take
 17 part there, and then do the interviews with them as well, to see the
 18 differences between how much they express themselves in Russian
 19 language, for example, and how much they express themselves in
 20 English. And then also ask about their perception.
 21 NS-10 Yeah. So are you Russian?
 22 NNS-10 Uh yeah
 23 NS-10 Cool. Yeah. And how did you like get into interested in that kind of
 24 thing? The sort of communication between cultures ()?
 25 NNS-10 You mean for the, for the research? Or
 26 NS-10 Also how why did you end up doing that master's?
 27 NNS-10 Ah the master's. Um, I've been doing bachelor's in International
 28 Relations at first. And yeah, I've dived in some areas of management as
 29 well, because my university was kind of majoring in Business. And,
 30 yeah, I had diplomacy courses everything. And then the next year, I took
 31 as a business management confirmation. So I had to confirm that I have
 32 this degree as well. And when I was combining both, I also had news,
 33 new media communication, and overall general communication, and I
 34 got involved into Sietar, which is association of the trainees, and teachers
 35 and yeah, consultants. So it was very interesting for me to see what they
 36 do. And then yeah, I was searching for the program that combines theory
 37 and practice. Because I really wanted make it more practical. And yeah, I
 38 wanted something that involves management, but not just business
 39 problem, which in this case, is linguistics also a lot about education and
 40 teaching.
 41 NS-10 Oh that sounds interesting.
 42 NNS-10 How about you?

| | | | | | |
|----|--------|---|-----|--------|---|
| 43 | NS-10 | So I'm doing a master's as well. Um in the UK but in film studies. So I studied languages before I did French and Spanish at University. I'm at the same university now. Studying film. Yeah. | 84 | NS-10 | Sorry? |
| 44 | | | 85 | NNS-10 | Uh how it's going now with restrictions and stuff? |
| 45 | | | 86 | NS-10 | Um they're pretty strict at the moment. It looks like things are they've said when trying to change a roadmap of the dates when things will start to open up again. So hopefully, it won't be too long before we can start doing more things. What about you? What about the Netherlands? I know, it's always been a bit more relaxed there. |
| 46 | NNS-10 | That's interesting. | 87 | | |
| 47 | NS-10 | Yeah, your course sounds really interesting. I was speaking to Evelyn about it and it sounds really good. | 88 | | |
| 48 | | | 89 | | |
| 49 | NNS-10 | Yeah, it was a bit unexpected that it looks like it because I like I used to different programs, different setups. And here was just a very intense year to be honest. Like, two blocks of courses with lots of also preliminary research as well. And then thesis right now, which keeps changing and like two supervisors keep like annoy's annoying you and then internship straight away. | 90 | | |
| 50 | | | 91 | NNS-10 | Yeah, um, it was it's still a lockdown. Which means shops are closed just like food and pharmacies open restaurants, only for takeaway. And a curfew from nine to 0430. |
| 51 | | | 92 | | |
| 52 | | | 93 | | |
| 53 | | | 94 | NS-10 | What's that like? |
| 54 | | | 95 | | |
| 55 | NS-10 | Yeah, did you live in the Netherlands before or is this the first time you lived there? | 96 | NNS-10 | To be honest, I don't even feel it. Because if they put the curfew at six, then yes, a lot of people are just screwed. But nine, it's not really problematic. |
| 56 | | | 97 | | |
| 57 | NNS-10 | is the first time I've been living for five years in Switzerland, so when I was when I was studying and now, I moved to Netherlands for master's and Yeah, probably at least a little bit for work. | 98 | NS-10 | Yeah. |
| 58 | | | 99 | NNS-10 | But yeah, it's very quiet. But once I was traveling back from my family, friends house, and it was around nine already, but a lot of people were outside. I was like okay, this is this is not how the law works. But- |
| 59 | NS-10 | So have you been learning different languages then? Have you started learning Dutch now? | 100 | | |
| 60 | | | 101 | | |
| 61 | NS-10 | I was I was trying. I was trying to learn Dutch. And I am trying to learn Dutch actually, some words are more or less understandable. | 102 | NS-10 | I suppose it's a it's a hard thing to enforce, isn't it? To sort of make everyone actually stay at home you can kind of set it and hope that most people do but you can't then go around policing everyone and sending them all home that would be really difficult. |
| 62 | NNS-10 | I guess you can get by with English though, as well in the Netherlands, can't you? | 103 | | |
| 63 | | | 104 | | |
| 64 | NS-10 | Yeah, you can. It's easy. People can easily switch. Like except older, older people. But yeah, sometimes it's interesting to say something in Dutch. | 105 | | |
| 65 | | | 106 | NNS-10 | Yeah. But they they earn they would earn a lot of money by fining like this. |
| 66 | NNS-10 | Sure. | 107 | | |
| 67 | | | 108 | NS-10 | I'm sure, yeah. What's the situation like in Russia at the moment? |
| 68 | NS-10 | Yeah. How many languages do you speak? | 109 | NNS-10 | Nothing. Literally nothing. I would say literally nothing because they wear masks. And that's it. Like they just wear masks. Everything else is like a normal life. Yeah, sometimes they're like, Yeah, please keep a little bit of distance if you come to the restaurant, but they celebrate in the restaurant with groups of people. It's nothing. A lot of people do vaccinations, of course. Yeah. It's weird. It's really weird. But yeah, for a long time, they, like didn't really restrict it. But yeah, the cases probably going better than here, we'll say. |
| 69 | | | 110 | | |
| 70 | NNS-10 | Ok in the south? | 111 | | |
| 71 | NS-10 | It's 100 kilometers east from Moscow. So it's Yeah, we have our own culture as well. | 112 | NS-10 | Oh interesting |
| 72 | | | 113 | | |
| 73 | NNS-10 | Yeah | 114 | NNS-10 | Presumably you haven't been able to go home for while? |
| 74 | | | 115 | | |
| 75 | NS-10 | A little bit different from Russian. But I mean Russia is very diverse. And you Where are you from? | 116 | NS-10 | Yeah |
| 76 | NNS-10 | Yeah | 117 | | |
| 77 | | | 118 | NNS-10 | I can. I just don't want to. I'm being honest. Uh yeah, it's easy, actually, right now as they changed that I need to do the test before going there. But you it used to be when you arrive, you do the test within three days and send it to the government. Yeah. I can I actually going to on Sunday Oh really? |
| 78 | NS-10 | Yeah | 119 | NS-10 | Yeah |
| 79 | NNS-10 | Yeah | 120 | | |
| 80 | | | 121 | | |
| 81 | NS-10 | Yeah | 122 | | |
| 82 | | | 123 | | |
| 83 | NNS-10 | Yeah | 124 | NS-10 | Oh really? |
| | | | 125 | NNS-10 | Yeah |

126 NS-10 Oh nice

127 NNS-10 Yeah. Have you been able to see a lot of close people of yours?

128 NS-10 Not really, because I'm at university in Cambridge, but I had to come home, well I came home at Christmas, and then we weren't allowed to go back to university. So I've been at home with my mom since December.

129 Um, so all of my friends have been well all over the country, they're all they're kind of their family homes. Um so it's not been a particularly sociable time. But there's, we're all we're allowed to do is go for a walk with one person, we're not allowed anyone to our house or anything. So, um, you can kind of do that every now and then. But it's not it's not like a normal social life.

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137 NNS-10 Yeah it is not. Oh my god I'm sorry.

138 NS-10 It's quite because our lockdown now it's quite strict. But yeah I don't know. What are you kind of looking forward to when things get more normal? Is there anything in particular you've been waiting to do?

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141 NNS-10 Oh, that's a good question. I mean, for sure I'm looking forward to see how, hopefully, if it's will be easier to travel. That's one of the main things this is for sure would be easier for me to travel to Switzerland. To see my boyfriend. Then yeah. A lot of things, that concern of like meeting people. I would say. Yeah. North- I would love for sure I'm not looking forward to like, very big public places, because I still have this tension.

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148 NS-10 Yeah crowds I think.

149 NNS-10 Yeah.

150 NS-10 Funny to think about the things that a year ago seemed so normal. And like how we'd go to sort of parties, or whatever and there'd be so many people that we didn't know in such a small space. It's so strange to think about it now. It feels so scary doesn't it?

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152

153

154 NNS-10 Yeah

155 NS-10 Weird

156 NNS-10 Yeah, exactly that's what I imagine. Like I imagine yeah, imagine for example, a party and then how usually have this like everyone sweats. Everyone is like jumping on each other. Right now, I imagine myself standing there like no don't.

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160 NS-10 Asking everyone where they've been. Yeah. I want to know whether that will ever come back. It's hard it's hard to imagine it, isn't it? Like I can't I can't see that coming back within a year. I think it'll take much longer for people to be comfortable doing that. And by then there will probably be another pandemic anyway. Yeah, it's a strange thing and there's so many people sort of thinking that normality will return. I don't see it like that.

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166 NNS-10 Yeah I don't believe this, to be honest, it will be another for me, it will be like another level of normality. It will be a different normality with time but not gonna be like usual. I mean, if I talk about like the parties, I think some countries do have them. Just even now, but some, some I think,

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NS-10 especially looking at the political way how people are dealing with it, that Israel could come to that, again, they're opening up everything for people with green card, which means vaccination. And I was thinking that at some point, actually, that they would like create this thing that in the club you can go and party but you have to have a green card to enter.

NS-10 What do you think about that?

NNS-10 I know if it happens, it's gonna be a mess, because a lot of people will be like, discrimination, what if people can't afford it? Yeah, a lot of stuff like that. A lot of fighting on the social level. But for me, I think it's clever.

NS-10 Yeah

NNS-10 It's, it's clever. And then people kind of I don't know, could evaluate how important it is to stay healthy and not be exposed?

NS-10 Yeah, it's difficult, isn't it because you know you might end up with people having fake cards

Oh, yes

You know, there's so many things that could go wrong with it. But then that's the same with any kind of, you know, like, people have to show some kind of ID to prove their age to go to a club for example don't they. So it's only one other form of identification, but then I don't know there's something there's something a bit strange about that I think as an idea, but I can't think of any other alternative as a way of doing it. Sort hard to think of any, any way that it can work. I suppose I suppose if the vaccine is always optional it's never obligatory, then people you can't then make people not let people do things, because they don't have a vaccine because it's a choice rather than an obligation, so I suppose it's a really difficult one to weigh up.

Yeah yeah that's very true. I didn't look at that this way.

I'm sure, I'm sure once I have that card in my hand I'll feel differently.

Yeah. Have you considered to do the vaccination?

Well in this country you can't really um [0]

[Ah you have to do it]

Um, um, so they're apparently on they're doing really, they're doing it really quickly here. Um they started quite early so we have I think at the moment, they're doing vulnerable adults. So they've done most old people, now they're doing people over the age of 16, who are vulnerable. So actually my mom is having her one today. Which is good. Yeah, I don't think we'll get it until probably June or something June or July. Um they've promised that everyone will have it by the end of July in this country. So yeah, I I'll definitely will get it when I'm allowed to. What about you?

I decided to not take it. I mean, in Russia, we are basically we can do it. At any point, you just need to schedule it. Like any, any person, just goes and plans the first and second vaccination because it's in two But yeah, I

214 for now, I kind of wait a little bit. Maybe I will do it later. But for
215 now I decided to not to because there are a lot of long term, long term un-
216 expected or not discovered consequences or effects, let's say.
217 Especially, I would say on the woman body that I just for now I don't
218 want to risk it.

219 NS-10 Is there like are there particular vaccines? Because there were so many
220 are there particular vaccines that you feel more confident about than
221 others?
222 NNS-10 I don't feel comfortable about Sputnik
223 Ok yeah
224 NS-10 Because it's, it's kind of made out of the dead cells of Coronavirus and
225 the way it's created there's a big question whether it can cause cancer in
226 the long run, or can like, play back a little bit. Actually, maybe the same,
227 the same with every single vaccine, but I thought Pfizer is okay.

228 NS-10 And is that something you've always had doubts about or is it a new
229 thing since Coronavirus has been around but you sort of have doubts
230 about vaccines have you always had those doubts?
231 NNS-10 I never doubted vaccination to be honest I've like yeah, do you need a
232 vacc vaccine me? Yeah, please go ahead. Like it was so easy. But I don't
233 know why. Like with Corona just it's changed a little bit. I just don't don't
234 feel safe right now to learn. Maybe later, yes. Because there will be I feel
235 like at some point, it could be like there's the option to have to do it. But
236 yeah. And also because like I understand my parents doing it because
237 they're around si- 50s. And yeah, their health is weak. But for me, it's
238 like, I know that if I get it accidentally I can I can get through it. So yeah.
239 NS-10 I think um I mean while it's still a choice () in an informed way
240 Yeah
241 NNS-10 What have you got planned for the rest of the day?
242 Yeah. I had my in, I have to have my meeting again to record for, for the
243 organization. And to work on work on this article cha- part of my
244 research and prep for the interviews. So fun, and dinner with friends.
245 Yeah how about you?
246 NS-10 I am working on an essay at the moment so I've got some reading to do.
247 But I'm moving house tomorrow so I've got some packing to do as well
248 Oh where are you moving?
249 NNS-10 No, not very far, just into a town nearby.
250 NS-10 Ah
251 NNS-10 It's been a stressful process.
252 NS-10 Oh I can imagine
253 NS-10 It's nice to get change of you know I've been in having been in the same
254 place throughout the lockdown it'll be nice to be in a different place
255 maybe it'll rejuvenate my brain.

256 NNS-10 Yeah for sure. Have you been in quarantine?
257 NS-10 I had two about two months ago I had because I went to the pub with a
258 friend and then the next day she tested positive. So I had to or two days
259 later, so I had to do two weeks of self-isolation. But I didn't get any
260 symptoms and I don't think I got it from her. So it was fine in the end, but
261 it was a bit of a pain. What about you have you had to do that?
262 NS-10 Yeah, I think like five times
263 NS-10 Oh really?
264 NNS-10 Already, yeah
265 NS-10 From thinking you had it or from coming into contact with people?
266 From traveling. I had to yeah, when I came from Russia here when I
267 came to Switzerland, actually from Switzerland because at that point, I
268 was lucky. From Switzerland then when I went to, from Russia, again,
269 came back from Russia, because I went to for Christmas. And yeah.
270 Yeah. It's all like this.
271 NS-10 How did you find it? Did you get used to it every time or was it still hard
272 every time?
273 NNS-10 No, this time was just, it's okay. I feel like it's a normal thing. Also, here
274 it's less restricted than other countries. I think. Because you literally, it
275 says 10 days, but as always, they say you should not you have to or yeah.
276 So if you need groceries, you can go and pick it up. Of course like avoid
277 public and stuff. But you can still do some stuff if you really need to. But
278 more of a like a soe- individual responsibility, let's say.
279 NS-10 Yeah, here it's kind of it's a bit well they're stricter in the way they
280 speak about it. They say like you have to but then they don't police it at
281 all, especially people arriving from abroad. Like they've only just
282 introduced the thing of you know you arrive on a plane and you go in a
283 hotel for two weeks. That's new. Um whereas other countries had that a
284 long time ago. So yeah when I had to self-isolate in my house in
285 Cambridge, which has a little courtyard instead of a garden, and that was
286 the only outside space I could go in. So I was kind of like () sunlight () so
287 I was quite glad when that was over. I think the bigger the space the
288 easier it is, isn't it?
289 NNS-10 For me it's like I just open the open the window and put my head outside.
290 And like yes, I'm outside
291 NS-10 Yeah, yeah, well it'll be nice when these things are a distant memory,
292 and we don't have to think about quarantining ever again.
293 NNS-10 Yeah, yeah. Yeah, but this master's and distance. It's a little bit difficult
294 because yeah, you you see the people, you recognize the faces even in
295 the chat sometimes. But you don't like you don't develop the connection
296 that usually you do.
297 NS-10 Yeah. The thing I found the weirdest is um never know how tall people
298 are. Because you can only see them on on the zoom screen. So I when I
299 was in Cambridge, because everyone was in Cambridge but all our

300 teaching was online, there were a couple of people I had only seen online
301 I'd only seen this of their body. So then I bump into them in the street and
302 they were sort of taller than I thought they were or fatter or thinner or
303 something. It was quite funny sort of, you know, having met someone
304 online, and only ever communicating with them online to then suddenly
305 be like struck with the fact that they were real

306 NNS-10 Yeah
307 NS-10 That's really weird
308 NNS-10 Yeah that's true
309 NS-10 Like, there's 30 people on my course and I've met about seven of them.
310 Then the other the other 23 I may never meet, they'll always be like, sort
311 of just a computer screen to me which is really weird
312 NNS-10 Yeah, it is. It is.
313 NS-10 () real life. But you'd probably like you say you'll never meet with them
314 and () connect with them
315 NNS-10 Yeah. Yeah, I was even thinking of like on my side if the master's would
316 go as regular and we would physically meet for all the classes. I mean, I
317 don't know how my French course will go because my master's are
318 partially in English, partially in French. So I haven't studied on French
319 before long at all. So it was difficult you even though it was online so
320 and with people, I think we would meet more and probably could, would
321 connect differently with others. Like you would develop some kind of
322 people might be actually not what you have right now. This would be
323 totally different.

324 NS-10 Yeah. How have you found the French element? Did you so did you
325 learn French when you were in Switzerland or did you learn it before?
326 NNS-10 Yeah. I've learned it was throughout my life let's say, starting from
327 school. But it didn't really go well. Because our Russian system doesn't
328 really treat it as a language more like a course that you need to complete
329 tasks. And here you go. Yeah. And yeah, I learned it in Fr-, oh my god in
330 Switzerland, and took some courses separately also from the university.
331 And it was more more helpful, I would say, but they still had like a fairly
332 intermediate like I would understand and takes me hard to write. I was
333 very worried at the beginning but the problem just like yeah, don't worry
334 about it will go easily. And it does, like it does.

335 NS-10 Yeah. Yeah. And what's it like doing your your thesis working between
336 Russian and English? Is that, I suppose it must be it must be quite easy
337 for you.
338 NNS-10 Yeah, that that's yeah that is easy. Like, especially if I'm transcribing
339 Russian not really trying to write academic paper on it. Because I haven't
340 written academic paper in Russian for like, a very long time already.
341 Even if I talk in Russian about something scientific or anything I cannot
342 like it's very difficult to find the right words. Yeah, so it sounds weird
343 because it's my native language. And I still can like switch easily to it
344 and I can still speak but when it comes to terminology, let's take the

345 sustainability, diversity and inclusion, I don't know. Something. Yeah
346 some other exploits or something like that you need to take a lot of other
347 words to explain this. There is no terminology. Yeah. Yeah, but I used to
348 also have to always switch from English to Russian to translate for my
349 dad at work. And, yeah, it's, it's okay. I don't even feel it feels like two
350 languages toge together.
351 NS-10 It's interesting though that you didn't, you didn't learn the kind of
352 academic it just doesn't. That's funny, it's a funny thing to not, because
353 that sort of makes you feel strange when you when you cry, because it
354 made you feel less rational when you speak. And you sort of if you can't
355 produce that kind of language. How'd you feel about that?

CONV-11

| | | | |
|----|--------|--|----|
| 1 | NNS-11 | All right. How do you know each other? Like how [do you] | 42 |
| 2 | NS-11 | [Um E]vic and I met, we were both living in Paris. So she was doing she | 43 |
| 3 | | was doing a program abroad, and I had a government research grant. So I | 44 |
| 4 | | was studying the French prison system. And we met, h,Ä, god, but that | 45 |
| 5 | | still doesn't explain how we met because we were in totally different | 46 |
| 6 | | worlds. I suppose we had mutual friends who introduced us, and we hit it | 47 |
| 7 | | off. And we all started having these like weekly dinner parties. So | 48 |
| 8 | NNS-11 | Oh that's so nice. Yeah. | 49 |
| 9 | NS-11 | What about you? | 50 |
| 10 | NNS-11 | Yeah, we study together actually. We only ever met each other like, | 51 |
| 11 | | physically once. Hmm. And now it's all just been online, which is a bit | 52 |
| 12 | | strange, actually. | 53 |
| 13 | NS-11 | Yeah, it's funny, isn't it? | 54 |
| 14 | NNS-11 | Yeah. But you're not. You're not in Paris anymore? I guess. | 55 |
| 15 | NS-11 | No, sa,Ä well, I mean, not sadly. I chose to leave, but I loved Paris. I | 56 |
| 16 | | live in New York now. I'm originally from California. So I, I work here. I | 57 |
| 17 | | live here. I may be moving again in the Fall, because I'll be starting law | 58 |
| 18 | | school. But for now, I'm in New York. So | 59 |
| 19 | NNS-11 | That's really cool. | 60 |
| 20 | NS-11 | And what about you? So now you're living in Utrecht or living in | 61 |
| 21 | | a different part of the Netherlands? | 62 |
| 22 | NNS-11 | No, I'm in in Utrecht. I'm originally from Germany. | 63 |
| 23 | NS-11 | Okay. | 64 |
| 24 | NNS-11 | And yeah, I just moved here to do my master's. I've never like, I've never | 65 |
| 25 | | been here before before I moved here. But it's actually really nice. | 66 |
| 26 | NS-11 | Yeah | 67 |
| 27 | NNS-11 | It's really sunny right now. It's been strange because we had like, proper | 68 |
| 28 | | winter a week ago. Yeah, like, all the canals were frozen. So you could | 69 |
| 29 | | go ice skating. | 70 |
| 30 | NS-11 | Oh, that's so nice. | 71 |
| 31 | NNS-11 | Yeah. | 72 |
| 32 | NS-11 | Yeah, I lived in the Netherlands. Actually, after I left Paris, I was in The | 73 |
| 33 | | Hague for six months. And I also I visited Amsterdam once, but I hadn't | 74 |
| 34 | | really spent much time there. And it's such a nice place. It's like, it's the | 75 |
| 35 | | kind of place there were so many expats in The Hague, and I could | 76 |
| 36 | | totally understand like wanting to go there. I mean, what a great place to | 77 |
| 37 | | live have a family it's a competent government, which is like quite a | 78 |
| 38 | | foreign concept to me as an American. But it's like a very well organized | 79 |
| 39 | | and really pleasant country. I've always enjoyed my time there. So | 80 |
| 40 | NNS-11 | yeah, I feel like people are also really friendly. I don't know if that's just | 81 |
| 41 | | me coming from Germany and sometimes I remember I went home over | 82 |
| | | | 83 |
| | | | 84 |
| | | | 85 |

Christmas. I just got onto the on the train. And then these two people were like checking your tickets and they were like, kind of shouting at people that didn't have the tickets ready or their mask on properly. And I was like, Oh, no, I'm going back now to Germany, this is how it's gonna be.

What part of Germany are you from?

I'm from Frankfurt. So quite center ish. Have you been to Germany?

I have. Yeah, I years ago I studied abroad in Strasbourg. So I flew out of Frankfurt many times, and I spent a weekend there for the Christmas market.

Oh

So beautiful, I really enjoyed it. I What else did I do while I was there? I went to the top of a very tall tower.

Yeah Main Tower. Yeah.

I, I liked Germany a lot. I just watched a series on Netflix that was part of it was shot in Berlin. And I was like, oh, I miss Berlin. And they had like a nightclub. And I was like, God, when's the next time I'll be in a Berlin nightclub? I'll be years you know. But But yeah, it was just, it's a very, it's such a lively city. And it's, it makes me sad. I guess New York could be considered a lively city too. But it just makes me sad to think of like, the state of the world right now. And how many cities are just an awful shape? You know?

Yeah, definitely. Yeah. I actually went to Berlin last summer. And it was just, I had been there several times because I have friends there and it's just so different. And then also, I went to I went to Hamburg, which is close to Berlin. And it was the same thing, like a friend of mine came to visit me and I tried to show him around and like, so you could experience everything, but it was like, well, there's not much we can do actually just like hang around outside, I guess.

Sit in parks and all that. Yeah, exactly.

Yeah. So but had you have you before you move to New York had you been there before?

I had, I visited it a few times. My dad is from here and like I lived on the east coast. Um, I never really liked it until I moved. It's like a very busy, chaotic city, but it's grown on me after. I would say it like the year mark. I was like, oh it's, I started to get used to it. Um, quite frankly, the fact that we don't have crowds anymore because of COVID is that's like the one upside is that the streets aren't clogged with people, people aren't always shoving you and running into you. So, it's been it's been kind of calm, which I have to say I've liked but um, but that's obviously No, that won't last forever. And that's also, you know, the spirit of New York. So I definitely I won't say forever because I don't like to live in a frenetic wild environment with like, kind of, as you said, like the people shouting on the train. Like everyone's always shouting here for no reason. Yeah.

86 NNS-11 Yeah, actually, I have one friend from New York, and she was always
87 shouting, yes.
88 NS-11 If you're, you know, if you live here for a while, I think it rubs off on
89 you.
90 NNS-11 Yeah. I've never actually been, I've never been to the US. But uh, yeah, I
91 can imagine Berlin is already too big. For me. It's just like, it's always
92 something going on. It's always loud. And it's always there, which is
93 actually nice. It's really, I feel like it's a nice atmosphere, but that you
94 basically can do something at all times.
95 NS-11 Yeah.
96 NNS-11 But it's also like, very exhausting.
97 NS-11 Oh, yeah. I mean, Berlin, never nothing closes like people be out until
98 8am. Whereas in most cities in the US, there is like bars and clubs close
99 at 234 am like a few places will be open till 5am. But you don't have the
100 culture of like, party all night until noon The next day, which is, which is
101 quite unique. So yeah there I don't know why. I think in general, the
102 places close earlier here. But
103 NS-11 Yeah. And you said you were maybe thinking about doing your law
104 degree afterwards. Where would you go?
105 NS-11 I've applied. So now I'm waiting to hear back so I could go I applied all
106 over the country. So I could stay in New York, I might go back to
107 California. I might go somewhere else in the East Coast. I have I'm not
108 sure yet. It'll be a few months before I know. But I'll be somewhere
109 somewhere this fall.
110 NNS-11 That's pretty cool, though.
111 NS-11 So is your are you doing the same degree as Evie?
112 NNS-11 Yeah.
113 NS-11 Okay, so is this are you finishing up now? Or do you have another
114 semester left?
115 NNS-11 Well, we, we are currently writing our thesis and then we will be done.
116 At the end of April, and then we do an internship. And then we were like,
117 done done and
118 NS-11 Right.
119 NNS-11 Yeah. It's a bit scary.
120 NS-11 Yeah.
121 NNS-11 Yeah. Because like, I don't know where I will go as well. Like, I think
122 about staying here, maybe, but also could go to Belgium, or I used to live
123 in Ireland. I'm also thinking about going back there.
124 NS-11 Ah okay
125 NNS-11 Yeah.
126 NS-11 Where did you live in Ireland.

127 NNS-11 in Dublin
128 NS-11 I've visited Dublin, oh it's so beautiful. And the beauty of being an EU
129 citizen is you have all of these countries open to you. And, um, although.
130 Well I mean I was gonna say now obviously things are different in the
131 UK, but I don't know how have they like, hardened kind of the rules
132 around visa access now for EU citizens?
133 NNS-11 Yeah, it's a bit like for, you know, a US American would move to
134 Ireland. I think you need to, like, if you wanted to live there permanently,
135 I think it would for like a work visa, you would have to earn \$30,000 a
136 year and I think it's the same in the UK. Now. It's like 20 I had a look at
137 the other day because I was thinking about, like, move to Scotland. Yeah,
138 it'd be nice, but I will also have to earn like 26,000 pounds. And
139 NS-11 I, I can't believe that happened because it took them so long. And it was
140 so obvious that like, everyone, it seemed everyone kind of regretted it.
141 And I was just like, you know, maybe they'll just back out of it because
142 they kept having like the I remember it like the New York Times
143 headlines would be like, we're on the we're approaching like we're they're
144 finally going to do it like they're gonna sign the paperwork, and they're
145 going to finalize and that was like, No, they don't do it. They keep
146 pushing it off. And in my head I was like, maybe they just won't do it.
147 But they did it.
148 NNS-11 Actually, so my ex boyfriend is English and I wrote know that his family
149 a lot of them actually voted for Brexit. He he voted like he lived in
150 Germany as well. And so he voted obviously against it, but like, yeah, it's
151 family, you know, I think just will be a good thing, but I don't think they
152 really knew what it was gonna happen. So
153 NS-11 Right. Yeah, cause people talk about like a similar thing in the US, which
154 is like secession. So California and Texas are two states that talk about
155 seceding, which would basically, I mean, it hasn't happened. So like, no
156 one really. Exactly. Just like with Brexit, no one knows what it would
157 look like. But it would entail being its own nation and leaving the US.
158 NNS-11 Really?
159 NS-11 Yeah. I'm from California. And we talked about doing it just because we
160 have such a strong economy, like, you know, the fifth strongest in the
161 world, just our state. And we're so liberal, and we want nothing to do
162 with places like Texas and Louisiana. And then Texas is so conservative,
163 and they think that they have their own kind of philosophy, and that they
164 could just kind of do things on their own. But in both of those cases, like,
165 I always say, oh, it'd never happened. But I'd be kind of nervous if it
166 actually got on a ballot and people went to vote. And what happened,
167 like, it might be a similar situation to Brexit, where people are just kind
168 of like, oh, screw it. Let's give this a shot. And look what happened. So
169 NNS-11 that would be so weird. I've never heard about this, actually.
170 NS-11 Yeah, it's never I don't think it's I don't know much about Texas, but in
171 California, it hasn't actually, like, made it to a ballot. So you first need to
172 get enough, like preliminary support from citizens and from the

173 legislature. But it's definitely like a fringe movement. But I don't know,
 174 it's, it's kind of funny to me, because I love California. And I think
 175 California deserves to be its own country, but I'm biased. So
 176 Yeah. I was actually gonna go to the US last year, but I couldn't.
 177 COVID got in the way?
 178 Yeah. Maybe next year? See, depending on where I will go.
 179 Right. Right, definitely. And so are you finished with school after this?
 180 Are you thinking of going back at some point?
 181 I'm actually thinking about doing my PhD. I would really like that. But I
 182 also know that I should probably get a job first and some experience and
 183 yeah, but that's like, even like that PhD actually sounds pretty cool, then I
 184 would have a doctor's title. But yeah.
 185 What would your PhD what would you focus on? Do you think?
 186 It would either be like very kind of nerdy and go, I would go into
 187 linguistics. I'm like, I don't really have like, a Evelyn and I obviously are
 188 doing intercultural communication. So I think so right now I'm focusing
 189 a lot on I'm writing my thesis about it, and I will do my internship about
 190 it, and kind of education and refugees and like, how you can change the
 191 like, the educational system to adapt to the needs they have. So it would
 192 be interesting to kind of do a PhD about that. I don't really know how
 193 that would look like, but something like that.
 194 That's really that's wonderful that I mean, what an important area of
 195 research. That's right.
 196 Yeah. Yeah, very interesting. Yeah,
 197 the nice thing too, is because you're doing a master's then the PhD would
 198 be shorter, probably right? Because you'd have these courses, if it's
 199 similar enough to what you'd be studying, then hopefully would take
 200 maybe a little less time.
 201 I don't know, like, I think I'm here in the Netherlands, I have the system
 202 that you can kind of if there's already a project, if it already exists, you
 203 can join it and then you get more or less employed like, like, you do a
 204 full time job. But you can do any PhD at the same time, which would be
 205 nice, because you get to get paid for it. But I think it would still take like
 206 about four years.
 207 Yeah, that's a nice () though. You can do it while also working.
 208 Yeah. Yeah. Now, I wouldn't want to just study and you know, have to
 209 find a job but at the same time, I guess it would be stressful.
 210 Yeah
 211 I know that a friend of mine, she Well, she's from Connecticut, and she
 212 was accepted like she was accepted into Harvard to do a PhD. Wow.
 213 Yeah, she couldn't. She said I don't think she's gonna do it because it's
 214 just so expensive.

215 NS-11 Yeah. Yeah. I can imagine Yeah, it depending on funding here in the US
 216 for PhDs, takes forever. It's expensive and and depending on what field
 217 you're going into, you know, if you have all this debt, you have to be able
 218 to and that's that's an kind of added source of stress. So But Harvard,
 219 that's impressive. Good for just getting such an accomplishment.
 220 She was told Well, she she thinks she was 23. It was last year. Yeah.
 221 Wow.
 222 Yeah. Yeah. But yeah, just Yeah. Like you said, it's just, she already has
 223 so much debt. So yeah.
 224 Yeah, that's why I have a handful of friends who, who've been hanging
 225 out, we're going to Europe for a master's like we've done with the debt
 226 and then go somewhere that's more reasonably priced. I have some
 227 friends who went to Copenhagen, and a few who decided to do their law
 228 degrees in the UK, just because good solid school system and a lot less
 229 expensive. So. So I get it, you know, I had about maybe staying because
 230 I love France and I speak French. And for a while, I was like, oh, maybe
 231 I'll maybe I'll stay here. You know, it's the I think there's like a certain
 232 appeal to expat life. But then over time, I realized I didn't want to be that
 233 far away from my family. I have no family in Europe, and I had some
 234 friends. But I think like the nature of the friendships you make,
 235 especially when you're living somewhere temporarily, it tends to be with
 236 a lot of the other expats. So it's like everyone is kind of coming and
 237 going. So in the end, I decided not to but there was there was a time
 238 where I was like, Oh, I could see myself like so been, you know, having
 239 that that experience. So
 240 You could always still do it like after your degree then or even maybe
 241 like an exchange, you
 242 A lot of places have exchange years at the law schools I'm looking at are
 243 probably not a full year, but maybe a semester, which really appeals to
 244 me. I'm not sure if I could make it work with my because my area of
 245 specialization is jails and prisons. And I had my time in France, where I
 246 was studying the French prison system that like, it's really not a very
 247 international kind of career. So I'd have to pretty compelling argument
 248 that isn't just like, I love Paris for me to go back. But it's but it's possible.
 249 If I couldn't think of an angle that would make studying the French
 250 prison system a second time relevant to my law degree I, I would do it in
 251 a heartbeat. And I might have the chance,
 252 you could then focus on French expats in the US who have some who
 253 need a lawyer and how likely is
 254 we do I in my current job where I work for a public defender's office.
 255 And so we represent people who are accused of crimes and can't afford a
 256 lawyer. And we actually I do have a lot of French speaking clients, and I
 257 am able to do some translation work in my current position. But I think
 258 that's fairly unusual. Just because New York is such a huge city. And we
 259 have, it's a lot more multicultural than a lot of places than US. But like, if
 260 I was in California, you know, I don't think we'd have any French
 261 speakers in an office like mine, it would probably be it's much more

| | | | | | |
|-----|--------|---|-----|--------|--|
| 262 | | Spanish speaking in California. But, um, but yeah, there's, it's interesting, | 308 | NS-11 | Or like how some, like famous singer is on tour and they need someone |
| 263 | | there's a way to kind of, I've been able to work in a lot of different | 309 | | to help them out when they're doing their like, Asian or European leg of |
| 264 | | interests of mine, and to my work, which is really nice. So | 310 | | the tour. Like that's really, really cool for people who are talented enough |
| 265 | | that's cool. And how was it? I guess you have to learn like, what you said | 311 | | to do it. So |
| 266 | NNS-11 | you like, do you know, you speak French. So did you have to learn like | 312 | NNS-11 | I think sometimes you just have to then translate some slang or like, |
| 267 | | the law terminology? | 313 | | yeah, where swear someone you don't want to swear? |
| 268 | NS-11 | um, I that was something I really focused on. While I was there, I've | 314 | NS-11 | Yeah, it probably gets you in some sticky situations. But |
| 269 | | spoken French I started studying it when I was very young. So I have a | 315 | NNS-11 | Yeah, definitely. Yeah. But I, we did have a few lectures then from like, |
| 270 | | really good understanding of the language, but that I did have to pick up | 316 | | professional interpreters. And they just told us that like, basically, you |
| 271 | | a lot of like technical terms about like sentencing for people and jails and | 317 | | don't have a private life anymore. Because for every like let's say you're |
| 272 | | prisons and appeals and things like that. But so that was like, definitely | 318 | | translating a like a speech, a live speech, and then you have to learn like |
| 273 | | some specialized vocabulary that I that I picked up on. But fortunately, I | 319 | | a pile of vocabulary, just like terminology. And then on top of that, you |
| 274 | | didn't have to actually learn the French legal system, which is so | 320 | | probably have to read into the topic what it is about, because you kind of |
| 275 | | different, and would have been like, beyond the scope of what I was able | 321 | | need to understand that and it's just like, takes so much preparation time |
| 276 | | to do. So I still like it would that that would be interesting to actually, | 322 | | that. Yeah |
| 277 | | you know, get a sense of the differences because of course, it's quite | 323 | NS-11 | Yeah. |
| 278 | | different from the way we do things or but um, but in terms of like, I | 324 | NNS-11 | Don't have private life. |
| 279 | | have like the basic nuts and bolts down now which is nice. So | 325 | NS-11 | True. It's very, it sounds all consuming. Definitely. |
| 280 | NNS-11 | That is so cool. Because I so I studied it is my bachelor's I did translation | 326 | NNS-11 | But I feel like it. Yeah. It's definitely cool. |
| 281 | | and I did have some law courses and then we also did like a few like EU | 327 | NS-11 | Yeah. |
| 282 | | regulations where you it's always the same terminology. You just have to | 328 | NNS-11 | I was looking at the questions Evelyn |
| 283 | | find the right word. There's always like the right word. You can't just | 329 | NS-11 | Oh yeah the prompts. |
| 284 | | make something up or like, make it sound good. Always just one word, | 330 | NNS-11 | Yeah. |
| 285 | | which is always so difficult sometimes. You like Yeah. Yeah. Yeah. | 331 | NS-11 | Oh, it's actually it's funny, because I when he first sent this to me, um, so |
| 286 | NS-11 | That's so cool you did translation. I know Evie speak so many languages | 332 | | I told her, I was like, oh, like something crazy happened to me today. |
| 287 | | as well, and I am. I mean, I could never do like, I don't speak any other | 333 | | And like, I could say, it was the highlight of my week. But of course, that |
| 288 | | languages, just French and English for me. But I remember, I visited a | 334 | | was like two weeks ago, and I forgot what it was. |
| 289 | | few like courts and like EU institutions and like, it was interesting seeing | 335 | NNS-11 | Like, highlight of my week? I don't know. Like, right now, it's just we |
| 290 | | for, you know, for the ones that that every party country has to have live | 336 | | finished all of our classes. Right now. It's really just a thesis. So I'm just |
| 291 | | translation. And it was so cool seeing the translation room. And like 20 | 337 | | sitting here trying to motivate myself with Yeah, trying to keep a |
| 292 | | translators like furiously listening and scribbling stuff, like it's really | 338 | | structure but it's kind of hard. |
| 293 | | cool. So I love that I, in a different world, in a different lifetime, I would | 339 | NS-11 | Yeah, I had I had a final report for my research grant that I had in Paris, |
| 294 | | have loved to be a translator had I like grown up speaking a bunch of | 340 | | and it was just like, I literally, it's so weird, having no one overseeing you |
| 295 | | languages, but | 341 | | whatsoever and just trying to force yourself I was like, Okay, what do I |
| 296 | NNS-11 | It's so hard, like, I mainly did like written translation. But I did do | 342 | | do from 9am to 5pm Today when it's very almost like lonely in some |
| 297 | | interpreting that as well. Like I tried it. No, I just try that. But there were | 343 | | ways, because it's just |
| 298 | | other people in my class, and they were just like, there were so good. | 344 | NNS-11 | Yeah |
| 299 | | They could just immediately switch from one language to another in like, | 345 | NS-11 | Yeah, like it's not collaborative. It's just well maybe yours is I don't know |
| 300 | | seconds and not even think about it. And I mean, I can do that with | 346 | | the extent to which your thesis involves like working with others but it |
| 301 | | English. But it's still, especially if it's such a specialized topic, you just | 347 | | tends to be very isolating. So yeah, again, the thing I always did which |
| 302 | | don't know how to do it. Yeah, but it's pretty cool. | 348 | | maybe doesn't apply as much during COVID is I would always go work |
| 303 | NS-11 | And it gets to like, I feel like that it lends itself to really interesting, like | 349 | NNS-11 | at cafes for part of the day. Well are things open right now in the |
| 304 | | consulting opportunities, like, you know, celebrities and politicians who | | | |
| 305 | | are traveling like in that it would be really cool to be like, the right hand | | | |
| 306 | | man to like, you know, if Barack Obama's visiting | | | |
| 307 | NNS-11 | Yeah | | | |

350 Netherlands? I knew they were locked down pretty hard for a while.

351 What a bummer.

352 NNS-11 Everything is closed like the supermarket is open and pharmacies but

353 yeah, cafes are closed restaurants are closed I think shops are gonna open

354 again but only to like pick up or you have to reserve your spot even to

355 like go clothes shopping and like reserve a spot before I think but Yeah, I

356 do. I do live with three other people which is nice. So sometimes we sit

357 in a living room together like drinking coffee and like playing some

358 music and all working so this feel a bit like a coffee shop.

359 That's Yeah, it's like a do it yourself coffee shop. Yeah.

360 NNS-11 But I do this a lot. Yeah, that's why I was because Evelyn asked like a lot

361 of like from our we have like a WhatsApp group of from the master's

362 and asked us if anyone was interested. That will break up my day that

363 will be good to do

364 NS-11 Literally having a single activity in a day.

365 NNS-11 Yeah.

366 Great, cool. Um, yeah, I think it is, at least on the plus side, like the

367 canals never close, like the canals are so beautiful. And that's to me was

368 one of my favorite parts of living in the Netherlands. Do you bike? Do

369 you bike a lot or No? Okay. I'm like, I'm incompetent. I'm the only

370 person who like lived in the Netherlands who never biked I'm such a

371 terrible cyclist. My whole life I always have been it was so embarrassing.

372 So I walked a lot and I took the what they didn't call the metro there but

373 like the train, they had like a really solid train sys I mean, I'm sure every

374 city does, but like, you know, the Hague had a really good train light rail

375 kind of system. But I was always just like, that's how I knew I wasn't

376 meant to stay in the Netherlands. Like, it's not just like, it's not gonna

377 work. You know?

378 NNS-11 It's hard. Like even for me, I do like biking, but it's like, it's always so

379 windy. And then you just everyone, like everyone always cycles past me.

380 And they're so quick.

381 NS-11 Right?

382 I'm just, I'm just like, how, just like all the wind in my face. I'm like,

383 cycling so hard. I'm just trying but yeah, it's

384 NS-11 Yeah. You know, it's, it's they are they're good. Some of them are. It's I

385 mean, it helps when you start when you're like two, you know, have their

386 kids up cycling at such a young age, it becomes second nature but but I

387 remember I saw I was only living there for six months. And I saw like

388 before my eyes at least three bike accidents. And they were all pretty

389 minor. But I remember thinking I was like, these people are probably

390 very competent. Like, what am I doing? Like, what do I think I'm biking

391 around like I? I didn't do it that often because it just scared me. But um,

392 yeah, but good for you getting out there. It's a good form of exercise too,

393 especially nowadays. It's like, I just walk everywhere and try to do yoga

394 in my room. And that's about it.

395 NNS-11 That's what I do yesterday. But yeah, I'm just like, tried. I'm just like,

396 faking that. I'm really confident on my bike. And I'm like, yeah, I'm like

397 a Dutch person I can totally.

398 NS-11 Totally Yeah. I'm sure you pass as a Dutch cyclist. I would buy it.

399 NNS-11 Oh, like my flatmates. I moved into this house a month ago. I guess now.

400 Yeah. Yeah, I moved from my old place. And the people I live with now

401 they're really active and like they love cycling. They're all international.

402 So there's one other German one French girl and an English guy. And

403 like on the weekends, sometimes they take bike trips, like for to another

404 Dutch city. Like they went to Amsterdam by bike from Utrecht, which

405 takes like two hours each time and so like Have a nice day.

406 NS-11 Yeah, some people really do. Yeah, I think Evie she's like, Oh, yeah, I'm

407 gonna go on a bike trip in The Hague. And I was like, God, I'm I'm not

408 doing that but like, it wouldn't be me. But I you know, and that's great for

409 people who can have that level of talent in biking that level of talent.

410 NNS-11 Yeah, currently I still blame that on my bike because it's not the best

411 bought it from like, someone like eBay basically. Then just No, I can't

412 like, you know, the bike is so bad.

413 NS-11 Yeah, that's, it's, there's, there's so many bikes, and then I forget what the

414 like ratio is of bikes to people, but there's so many bikes in that country.

415 And they're, and they're always getting stolen and getting resold and it's

416 just like a very live market. I remember, like, every time I visited

417 Amsterdam, because I would go you know, all of my like friends and

418 family would want to go to Amsterdam. So that's the big city. And we

419 would go on like little tours and like walking visits and stuff. And they

420 always told us that like, I forget how many it's like 50,000 bikes are

421 thrown into the canals every year in Amsterdam. It's like such a high

422 number.

423 NNS-11 Really wow

424 Think it's that range but it's like, as people who are drunk throw their

425 friends bikes in as a joke, people do it to vandalize things, but like bikes

426 are always getting thrown into the canal. And I forget what the exact

427 figure is that I remember on every tour, they would tell us about all the

428 bikes that get thrown in the canals. So you know like buying a cheaper

429 bike is probably a good idea, you know? Cuz

430 NNS-11 It hasn't got stolen so far.

431 NS-11 That's great.

432 NNS-11 One thing I was really surprised by is like, whether there's like an

433 underground parking space at the Central Station, which is basically like

434 a car park, but bikes. And it's so biggest in the world. I think I've heard.