Intercultural communication of the international officers of Utrecht University

An interaction analysis of conversations of international officers with local and international students

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Summary

This thesis reports on a study on intercultural communication between international officers and students at Utrecht University. Utrecht University started the Intercultural Competence for Utrecht University project, which aims to advance intercultural competences of students, teachers and staff. An important aspect of this project is professionalization of the international office staff, study points and study advisers through intercultural training. This thesis aims to contribute to this training by analyzing the institutional interaction between international officers and local and international students. This interaction was recorded and subsequently transcribed. To investigate this interaction, a functional pragmatic approach was used and speech action patterns of different institutional purposes were reconstructed. Two institutional purposes were analyzed; the legitimation of an institutional position pattern and the counselling pattern. Three phases were identified in the analysis of the counselling pattern for international offices to give correct advice; authorization, verification and classification. A comparison of the conversations with the local and international students showed that the steps of these phases were more often skipped in the conversations with the local students. This can be explained by considering that the international officers might overlook cultural differences between them and the local students because they are from the same country. Altogether, these findings suggest that the intercultural awareness trainings should start with an explanation of the structural organization of the institutional patterns and take a dynamic viewpoint on culture by not only focusing on interaction with international students, but also on interaction with local students.

Foreword

The topic of communication at the International Office touched me personally since I have experienced firsthand how important this can be for students, so I was quite motivated when I wrote this thesis. I even ended up enjoying transcribing. Nevertheless, writing my thesis took longer than I expected. This thesis could not have been finalized without the support of many great people around me. First and foremost, I would like to thank dr. Jan ten Thije. Thanks to Jan, I was able to participate in Eurocampus in Urbino, Italy. During this intensive course of three months, I had the opportunity to receive classes from professors from all over the world together with students from all over the world. This experience has taught me countless lessons on both professional and personal level. I also want to thank Jan for his inexhaustible enthusiasm, his great sense of humor, his excellent advice and many '*rich points*'.

By participating in Eurocampus, I got to experience the exchange procedure that students go through when they decide to study abroad, both as a local student in Utrecht and as an international student in Urbino. Eurocampus also brought me my lifelong friends; Elef and Estelle. I want to thank them for their support during these months writing my thesis. They have advised me countless times and kept me company at the library. Finally, I would like to thank the international officers and students for agreeing with the recording of their conversations.

I found the process of writing my thesis interesting and informative. I hope my contributions will be found to be useful and valuable for the intercultural awareness training of the ICUU-project.

Table of Contents

1. Introduction

For the academic year 2017-2018, almost 90,000 international students came to the Netherlands for a degree in higher education. 2,499 of these international students chose Utrecht University (Nuffic, 2017). Utrecht University strongly encourages its students to study abroad by offering exchange opportunities and structured mobility (Utrecht University, 2016). These outgoing local students and incoming international students are supported by the international officers (IOers) of Utrecht University and therefore have an important role for these students.

I have encountered the importance of the help of IOers when I studied at another Dutch University. During my bachelor degree I went on exchange in Shanghai. Before my mobility period I consulted an IOer of my home institution, but she advised me incorrectly. Because of her inaccurate advice, I ended up spending an extra year on my bachelor. Thus, I have personally experienced the large influence the advice of IOers can have on students and their education. It is of high importance that the IOers are aware of the rules of the institution and the specific situation of the student so that they can advise them correctly.

The current study investigates counselling sessions of IOers with local and international students at Utrecht University. The institutional structure of the interaction will be analyzed by developing speech action patterns of the different institutional purposes. The two purposes that will be analyzed are legitimation of an institutional position and counselling. After laying down the institutional structure, the intercultural factors that influence the institutional interaction will be discussed.

In order to investigate these institutional and intercultural structures, this thesis has been structured as follows: first a contextualization will be given of internationalization of higher education and internationalization at Utrecht University. In this chapter, the organizational features of the International Office and the exchange procedure at Utrecht University will be discussed in order to enable the reader to situate the analysis in the institutional framework. In the theoretical framework, a literature review on institutional communication, functional pragmatics, agent-client communication, sub-patterns of counselling conversations, English as a Lingua Franca, intercultural communication and intercultural competence will be given and the research questions will be presented. Subsequently, the methodology, corpus and pitfalls of the research will be described. Next, the results of the analysis of the two speech action patterns and the intercultural factors will be given. Finally, a conclusion and a discussion of these results will be presented.

2. Context

Before going into the relevant literature, it is important to establish the context of the study. The current study focuses on a specific institutional interaction and therefore the institution's role in the given setting needs to be taken into account. Thus, the organizational procedures that are relevant for the interaction need to be reconstructed. This chapter begins by addressing the internationalization of higher education (2.1) and discusses the ICUU-project (2.2). Then, the organizational features of the International Office of Utrecht University will be described, including the institutional actions the local and international students have to undertake (2.3).

2.1 Internationalization of Higher Education

"Before, the events that took place in the world were not linked. Now, they are all dependent on each other" Polybius, 2nd century BC (as cited in Huwart & Verdier, 2013). Many scholarly articles and theses that concern internationalization start by stating how recent developments have led the world to become a global village. There seems to be a widespread feeling that globalization is a relatively recent trend (Keohane & Nye, 2000). However, the above stated quote by a Greek historian Polybius clearly shows that globalization is not something new. Globalization is a phenomenon with ancient roots and there have been international elements in higher education dating back to medieval times (Altbach, 2015).

There are several factors and motives that influence universities' and students' decisions to recruit students and go abroad respectively. Bodycott (2012) lays down motives for governments and institutions to recruit international students. According to Bodycott (2012), the motives for universities to attract international students can be economic advantages. However, socio-cultural and intercultural exposure for staff and students can be a motive in deciding to recruit international students as well. International students can be seen as a source of skills and academic talent. If the international students stay in the host society they provide a pool of graduates. This pool can compensate a brain drain and, additionally, ensure a larger number of highly capably future workforce.

Motives of students to study abroad have been researched extensively. The decision-making processes of the students have changed a great amount in the last few decades and are always affected by social forces. A model that can be used to explain students' decision processes for seeking overseas studies is the push-and-pull model. 'Push' factors in this model operate within a home country and can be of economic, social and political nature. 'Pull'

factors refer to factors that make a host country or institution attractive to the international students (Bodycott, 2012). Dutch higher education has a high position in the international rankings of universities and came in 6th in the top 10 of most international student populations (OECD, 2017). During academic year 2017-2018, 89,947 internationally mobile students from 162 different nationalities study in Dutch higher education. 14,8% of all new enrolments for study programs came from international students (Nuffic, 2017).

2.2 The ICUU-project

Utrecht University (UU) was ranked 68th in the World University Rankings 2018 (Times Higher Education, 2017). UU offers over 200 courses in English which are open to exchange students. In the strategic plan of UU for the years 2016-2020, it is stated that one of the missions of the UU is to create a divers and international community by increasing the number of incoming international students and advancing the intercultural skills of students, teachers and staff (Utrecht University, 2016). In order to work towards these goals, UU started the Intercultural Competence for Utrecht University (ICUU) project.

The ICUU-project is aimed at advancing intercultural competences of students, teachers and support staff. The ICUU-project focuses on improving collaboration between various intercultural communication experts, increasing the visibility of courses offered at the UU that concern intercultural communication and the professionalization of teachers and support staff. The current research is written to support a subproject of the ICUU-project. This subproject aims for professionalization of the staff of the international office, study points and study advisers through intercultural training. The awareness training will be based on authentic interaction data. The analysis of the current research aims to contribute to this training by investigating the institutional interaction of the IOers and students. Korver (2017) investigated intercultural competences of Utrecht University staff by organizing focus groups in which the staff talked about misunderstandings they have when talking to international students. The results of this research show that most misunderstandings that the IOers experience are caused by institutional or linguistic differences, rather than because of a lack in intercultural competences of the IOers. However, in her master thesis, Korver (2017) writes that her research is based on interpretations of the staff themselves and thus there should be research done using authentic interactions in order to get a complete picture. The current research aims at filling this gap by analyzing authentic conversations at the international office between students and IOers.

2.3 The International Office of Utrecht University

The International Office is a starting point for orientation for UU students who wish to study abroad and international students who wish to study in Utrecht. The IOers provide information and guidance for both incoming and outgoing students by telephone, e-mail or face-to-face counselling sessions. The International Office of UU consists of the university wide International Office and the faculty International Offices. The university wide International Office administers the university wide exchange agreements; these are open to students in all departments. UU has 103 university wide partners. The university wide International Office can be divided into three departments for three different geographic regions. There is one contact person for the department Asia, Europe, South Africa and Middle East, one contact person for North America and one contact person for Australia, New Zealand and Latin America. Students can come to their walk-in office hours for conversations of a maximum of five minutes or make an appointment to see the contact persons during office hours for more complicated questions that take longer to discuss. The organogram of the university wide international office can be seen in Figure 1 below.
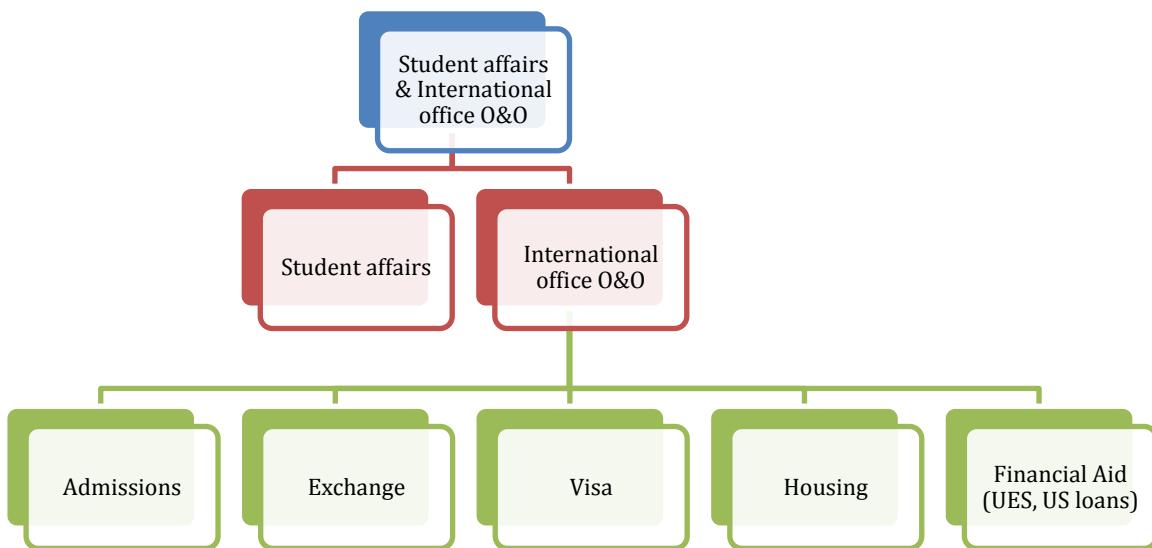
Figure 1. Organogram of the University wide International Office of Utrecht University.

In addition to the university wide office, there are seven faculty International Offices: Geosciences, Humanities, Law, Economics and Governance, Medicine, Science, Social and Behavioral Sciences and Veterinary Sciences. There are two honors colleges: University

College Utrecht and University College Roosevelt in Middelburg. The faculty agreements are open to students from the university or faculty the agreement was signed with.

2.4 A Reconstruction of the Exchange Procedure

Students can contact the IOers at different stages of their exchange. Since this influences the interaction of the IOers and the students, it is of importance to reconstruct the institutional actions of the local and international students. The goal of this reconstruction is to gain understanding of the steps students have to take and the role the IOers have in this process. The following section is an action line of these steps of *outgoing local students* that are relevant for the analyzed interaction:

1. Orientation

1. Orientation:

Students who are interested in studying at a foreign university can visit the website of UU, visit the International Office or come to information meetings for information on destinations and application procedures. Students have to make a top three of destinations where they would like to study.

2. Application

2. Application:

After orientation the student can officially register by submitting a motivation letter, a CV, a financial plan and a study plan on Osiris. Students that wish to apply for an Erasmus+ grant need to submit a Learning Agreement. This is a contract between the student, UU and the host university that states the courses which the students intends to study during exchange.

3. Mobility period

3. During the mobility period:

During the mobility period, local students do not have any face-to-face contact with the International Office. However, if they have any questions regarding UU regulations during their mobility period, they can email or call the IOers.

4. Contact on return:

When students have returned home, they need to ensure that their credits will be transferred to UU by asking for approval by the Examination Committee of their department.

4. Return

The following section is an action line of these steps of *incoming international students* that are relevant for the analyzed interaction:

1. Orientation

1. Orientation:

After being nominated by their home universities, the international students' applications are forwarded by the respective faculty or department for official acceptance.

2. Application

2. Application:

Students that wish to apply for an Erasmus+ grant for their period at Utrecht University need to submit a Learning Agreement to their home institution.

3. Mobility period

3. Mobility period:

Once the international students have arrived, there are some important steps they have to take. They have to attend Orientation day at UU. They have to take some administrative steps such as: obtaining a residence permit, city registration, opening a bank account and buying a public transport card. Important documents such as the Learning Agreement and the Certificate of Stay need to be signed by the UU international office. If the students have any questions regarding these steps or other UU regulations or facilities, they can contact the International Office.

4. Return

4. Contact on return: when the international students have returned to their home institutions, they will not have to contact the UU international office much. The students have to hand in their Certificate of Stay at their home institution.

From the action lines above, it becomes clear that there is a difference in the periods of the exchange procedure in which the interaction takes place between the international and the local students. The international students mostly interact with the IOers *during* their exchange, whereas the Dutch students interact with them *before* and *after* their exchange abroad. This difference is further clarified in Figure 2.

Before	During	After
Dutch students visit the UU international office *before* their exchange abroad	**International** students visit the UU international office *during* their exchange in Utrecht	**Dutch** students visit the UU international office *after* their exchange abroad

Figure 2. The different periods of the exchange procedure in which the interaction takes place.

In this chapter, the context of the study was established. The fact that UU has a high position in the international rankings of universities and that it offers a great number of courses for exchange students makes it attractive to international students. Therefore, UU started the ICUU-project in order to advance intercultural competences of students and staff. The International Office of UU is an important contact point for both international and local students and thus the intercultural competences of the IOers are of importance. The exchange procedure shows that local students mainly contact the International Office before their exchange (orientation and application) and after their exchange. The international students mainly contact the International Office during their exchange for administrative issues. It is of importance to keep this exchange procedure in mind when analyzing the interaction of the IOers and the students. Now that the context has been established, the following chapter will present the theoretical framework. A brief description of literature on institutional interaction, functional pragmatics and intercultural communication will be discussed.

3. Theoretical Framework

3.1 The Institutional Setting

Heritage (2004) noted two views of the relationship between interaction and its institutional context; the bucket theory and the yellow brick road theory. The traditional view is the bucket theory, which depicts the institution as a fixed container which holds the interaction comparable to how a bucket holds water. Many scholars (Gardner, 2004; Hall & Slembrouck, 2009; Heritage, 2004) have challenged the bucket theory. These scholars argue that the bucket theory assumes that interaction adjusts to an unchangeable institutional context. After all, the shape of a bucket does not change because of the water it contains. However, Heritage and Clayman (2011) state that institutional context is never independent of actions. The social circumstances in which people are placed are continuously altered as they are the project and the product of the interlocutors' actions. The alternative theory that Heritage and Clayman (2011) propose is the yellow brick road theory; this theory depicts institutions like a road which forms while it is walked. In a similar manner, the institutional context is always affected by its constituent interaction.

This view is supported by Ariminen (2016), who writes that from a conversation analytic perspective, the institutional context is "an achievement between participants in interaction" (p.34). This means that the context is dynamic and cannot be treated as determined in advance. Arminen (2016) demonstrates this view with Figure 3, in which the context (C) is inherently locally produced by the participants (A and B).
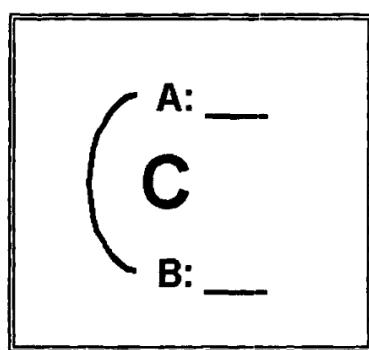
Figure 3. Interactional Achievement of Context. Reprinted from *Institutional Interaction. Studies of Talk at Work* (p.34), by I. Arminen, 2016, New York, NY: Routledge.

According to Heritage (2004), institutional talk has three basic characteristics:

1. The interaction involves participants in specific goal orientations that are tied to their institution-relevant identities. In the case of the current study, these institution-relevant identities are those of the students and IOers. The international office employee is the gatekeeper and has more power than the student. This agent-client relationship will be further discussed in chapter 3.3.
2. The interaction involves special constraints on what will be treated as allowable contributions to the business at hand. In the Code of Conduct of Utrecht University, it is written that respect must be central in interactions of students and employees of UU and that this is expressed in the style and tone in face-to-face communication.
3. The interaction involves special inferences that are particular to specific contexts. This element refers to procedures that are carried out in the institutional context. An example of such a procedure is when the IOer signs a document which constitutes that the IOer confirms the accuracy of the information in the document and agrees to the articles and stipulations thereof.

These characteristics of institutional communication is reflected in functional pragmatic research into language use in institutions. Functional pragmatic analysis of institutional communication is focused on agents, clients, institutional purposes and institutional knowledge (Redder, 2008). The functional pragmatic approach can be useful for the reconstruction of institutional talk and will be further discussed in the next section.

3.2 Functional Pragmatics and speech action patterns
The functional pragmatic approach of discourse analysis is an approach which seeks to reconstruct the activities interactants perform. This reconstruction is based on the social structure of discourse, the verbalization of discourse and mental activities and knowledge structures. Institutional interaction can be analyzed by means of speech action patterns. According to Koole and Ten Thije (1994), speech actions include activity of the speaker as well as activity of the hearer. Thus, speech actions comprise a *speech action pattern*. In order to reconstruct institutional interaction, speech action patterns can be made based on sequences of speech actions and mental activities aimed at specific institutional purposes. In order to reconstruct the speech action patterns, a study by Bührig (2005) was followed. According to Bührig (2005), after the recording and documentation of linguistic data, an identification and characterization of steps of action follows. This reveals how and in which form the speech

situation gradually changes with regard to the realization of a purpose. In order to identify these speech actions, Bührig (2005) advises to answer the following questions:

- Which prerequisites exist internally and externally?
- Which interactional prerequisites have to be fulfilled by the hearer?
- What does the speaker do with a linguistic action?
- How is the hearer affected through the linguistic action?
- What knowledge does the speaker have about the situation, about the hearer and about the knowledge of the hearer and its transformation?
- What knowledge does the speaker have to verbalize or express in order to successfully perform the speech action?

In addition, Bührig (2005) states that speech action patterns consist of pattern positions that represent single activities that contribute to the achievement of a certain institutional purpose. In cases of more complex forms of linguistic, the deep structure is divided into phases as well. In this study, one speech action pattern that has the purpose of legitimation of an institutional position (chapter 5: the legitimation of an institutional position pattern) will be discussed and one speech action pattern that has the purpose of transfer of institutional knowledge and advice (chapter 6: the counselling pattern).

3.3 Agent-Client Interaction

Functional pragmatic research into language use in institutions focuses on agent-client discourse. As mentioned above, the IOers and students hold institution-relevant position. This agent-client relationship constitutes the interaction. The institutional interaction between the IOers and the students can be considered as expert-laypeople communication. Expert-laypeople communication (ELC) is defined by Bromme, Jucks and Rambow (2004) as communication which is characterized by systematic knowledge asymmetry between the speakers. In this type of situation, one of the speakers is the expert. This means that he/she has discipline-based expertise which has been deepened through relevant experience. The other speaker is the layman, he/she does not have such training and professional experience. Classic examples of ELC in this sense are when a doctor diagnoses a patient or when a system administrator helps a colleague with computer problems. This systematic divergence in knowledge between the interlocutors is the main criterion of ELC. However, the roles of the expert and layman are constantly negotiated and affirmed during the conversation and the interlocutors can switch roles. For example, if the patient has much more knowledge about his body, pain experiences and medical history, the patient can be the expert. In the institutional

setting of the IOers and the students, the students have more knowledge about their personal study-progress. However, the IOer has more knowledge about the procedures and rules of the institution and is regarded the expert or advisor in the specific institutional context since the IOer is the agent of the institution.

These knowledge asymmetries and unequal cognitive frames of reference of agents and clients are often not recognized by the interactants themselves. Misunderstandings or difficulties in agent-client communication are therefore often caused by a lack of common ground. To enlarge this common ground, interactants can alternate perspectives by anticipating each other's knowledge, perception habits and attitudes and adjusting their own communication style to this. According to Rosenberg (2012), when the agent and client also come from different linguistic and cultural backgrounds, this might reduce the common ground further. Rosenberg (2012) studied conversations between immigrants and officials in public administration and the results of this study show that knowledge divergences in linguistic, cultural and institutional knowledge can result in misunderstandings even when the interactants speak the same first language.

3.4 The Structural Organization of Counselling Sessions

An important dimension that distinguishes institutional talk from ordinary conversation is the overall structural organization of the interaction (Drew & Heritage, 1992). In institutional interactions, the overall task of the talk involves recurrent phases of activity. The types of phases are dependent on the specific tasks. Each phase involves a pursuit of a sub-goal within the overall purpose of the interaction. When establishing the structure of institutional interaction, goal- or task-oriented sections which the interlocutors co-construct and identify as relevant are determined. Porila and Ten Thije (2008) argue that consultation talks are usually based on a generalizable structure and list different sub-patterns which are used. This structure is depicted in Table 1 below.

Table 1. Phases of consultation talks.

Phase	Description
Situation opening	The first pattern usually includes a greeting. This phase involves the mutual introduction or identification of the client, the discussion of the timeframe, and the clarification of whether the agent is the right person to contact.

Clarification of the problem	Now, through specific statements and narratives, the client gives information about his concerns, and the authorities ask questions to clarify relevant details. Through statements such as "So, my questions is ..." the client can ask the agent for solution participation.
Developing a problem view	In this subpattern, the already described concern of the client is reformulated into a standard administration problem. The agent describes the authority's interpretation of the issue, which may differ from the client's interpretation.
Solution development	In this phase, the agent develops solutions that the client examines and accepts or rejects. The purpose is only successfully retained when the client indicates that he wants to accept the suggested solutions. If this is not the case, the phase can be run again.
Situation resolution	If a suitable solution has been found - but even if no solution has been accepted - the client will be grateful and appreciative of the consultant's service. This signals the end of the conversation. The consultant can consequently signal the situation resolution and the participants say goodbye.

3.5 English as a Lingua Franca

International students often use a lingua franca to communicate with each other or university staff, which is usually English. The use of English as a Lingua franca (ELF) is often defined as the use of English in linguistic contact between speakers who do not share the same first language (Jenkins, 2006). ELF communication differs from many other modes of communication in the sense that each speaker brings his or her own individual cultural and linguistic background to the conversation. The English language is flexible in its functionality and is deployed in several domains. The number of non-native speakers of English is almost three times as big as the number of native speakers (House, 2003). ELF has full linguistic and functional capacities and is not just a restricted language that can only be used for a certain

goal. Mutual understanding can be accomplished in ELF-conversations, even when speakers do not adhere to norms of their mother tongues (Blees, Mak & Ten Thije, 2014).

ELF-speakers are aware of the fact that they have different cultural and linguistic backgrounds and use different strategies to achieve mutual understanding. Speakers are often insecure about their own skills in the language they use as a lingua franca, which results in a unique set of rules for the interaction in ELF-conversations. When interlocutors with different cultural backgrounds interact, an interculture is sometimes created. An interculture can also be seen as a third culture. The communicative behavior of the speaker in this interculture is a reflection of cultural norms, individual phases in their interlanguage with specific characteristics, and the result of accommodating with interlocutors (Meierkord, 2013). According to Koole and Ten Thije (2001), this results in an interculture that is characterized by participants' orientation to shared understanding.

3.6 Intercultural Communication

In order to understand the concept of intercultural communication (ICC), it is helpful to first establish a concept of culture. Culture is widely misunderstood as nation- or ethnicity-based. Often, when people refer to 'culture', they refer to an imagined community (Anderson, 2006). People imagine themselves and others as group members of groups that are too large for the members to ever know all the other group members (i.e. 'Dutch culture'). Assuming that groups of people can be clearly delimited brings forward the essentialist presupposition of inter-national diversity as well as intra-national homogeneity (Cole & Meadows, 2013). In contrast to these essentialist ideas of culture, Piller (2012) argues that culture is constructed discursively. This contrast between static, essentialist ideas of culture and more dynamic, discursively constructed ideas of culture is reflected in the different definitions of ICC in literature.

According to Ten Thije (2016), three definitions of ICC can be distinguished varying from broad to narrow. The traditional definition sees ICC as all communication between people with different linguistic or cultural backgrounds (i.e. Hofstede, 1980). Within this static definition, misunderstandings are often explained by referring to cultural differences only. Piller (2012) refers to this static definition as "having a culture". The pitfall of this static definition of ICC is that when culture is seen as an internally homogeneous entity, culture is essentialized. Piller (2012) notes that basing research in ICC on a range of a priori assumptions about culture and language can only be avoided by commitment to studying language, culture and communication in context. A second definition proposes that ICC is

communication in which these differences are made *relevant* (i.e. Spencer-Oatey & Franklin, 2009). This definition allows for the theory that people are able to be members of many groups or cultures and therefore everybody is multicultural. In this way, culture depends on context. The third and most narrow definition states that ICC encompasses a change of behavior as a consequence of intercultural interaction. This means that at least one of the interactants restructure their mental processes and produce critical reflection (Rehbein, 2006).

Static, essentialist research is often focused on misunderstandings between people with different cultural backgrounds. From the dynamic point of view, power struggles and competing ideas are more often an issue than misunderstandings. Intercultural communication might therefore be seen as communication which is different from monolingual communication and does not necessarily include misunderstanding. Instead of focusing on misunderstandings, the current study is aimed at exploring, describing and analyzing institutional and intercultural patterns underlying the interaction. The way in which the study attempts to avoid a focus on misunderstandings is described in chapter 4.7.

3.7 Intercultural Competence

A growing body of literature recognizes the importance of intercultural competence and it is currently one of the most central themes of research in intercultural communication. In order to understand the meaning of the term intercultural competence, it is useful to explore the term 'competence' as used in (socio)linguistics since competence in communication in general is an important component of intercultural competence. In the 1960s, a much-disputed subject within the field of linguistics was the concept of communicative competence (CC). The anthropological linguist Dell Hymes (1972) first introduced CC in response to theories of the linguist Noam Chomsky (1965). Chomsky (1965) made a distinction between competence and performance. According to Chomsky (1965), competence includes the language structure and its acquisition and performance includes the actual use of language in concrete situations. This means social factors and the manner in which language is used were disregarded in his definition of competence. Hymes (1972) challenged this purely linguistic competence with his concept of CC by adding a sociolinguistic perspective and stating that language is not context-free. This means that CC also entails the ability to use language appropriately, in addition to grammatical competence (Aguilar, 2008). In line with this interactional point of view on competence, the term intercultural competence (IC) as used throughout this thesis refers to competences needed for interactional dynamics. The definition of IC that is held by the ICUU-project and used for this thesis is the definition that is stated by Huber and Reynolds

(2014) in a document published by the Council of Europe. Huber and Reynolds (2014) state that IC is "a combination of attitudes, knowledge, understanding and skills applied through action which enables one, either singly or together with others, to:

- understand and respect people who are perceived to have different cultural affiliations from oneself;
- respond appropriately, effectively and respectfully when interacting and communicating with such people;
- establish positive and constructive relationships with such people;
- understand oneself and one's own multiple cultural affiliations through encounters with cultural 'difference'" (pp.16-17).

"Competence, like truth, beauty and contact lenses, is in the eye of the beholder."
(Peter, 1969, p.43).

Intercultural competence is often measured with self-assessment through questionnaires which participants complete before and after a period abroad. However, this type of assessment instrument rarely shows a high degree of validity and reliability since this measurement is rather subjective and includes a high risk of receiving socially desired answers. The investigator conducts the assessment and interprets the results, which makes the results even more subjective (Spencer-Oatey & Franklin, 2009). In addition, participants might assess themselves in a more negative way after their time abroad if they have become more aware of the pitfalls, even though their intercultural competences might have increased.

In conclusion, literature shows that institutional communication is characterized by agent-client interaction. This interaction can be analyzed by using a functional pragmatic approach and reconstructing speech action patterns. These patterns can be made up of different phases which involve a pursuit of a sub-goal within the overall purpose of the interaction. Therefore, this study attempts to describe the interaction between international officers and students by reconstructing institutional patterns and their phases. The intercultural character of the interaction is not found by focusing on misunderstandings, but by investigating how ELF communication differs from monolingual communication. Before presenting the methodology, which has been used to do so, the research questions will be presented.

3.8 Research Questions

The main question of this research is:

How can institutional and intercultural interaction between international officers and students be described?

In order to answer this research question, the following subquestions have to be answered:

1. How can the pattern of legitimation of an institutional position be reconstructed?
2. How can the pattern of counselling be reconstructed?
3. What are the intercultural characteristics of the realization of these institutional patterns?

<center>**4. Method**</center>

4.1 Research Design

Communication between the IOers and the students at Utrecht University can be seen as an interface between institutional and everyday communication. This interaction between *agents* and *clients* secondarily also takes place in an intercultural context. In order to analyze the institutional and intercultural structures underlying the interaction, both Dutch conversations with local students and English conversations with international students were analyzed. First, the institutional structures underlying all conversations were reconstructed using a functional pragmatic approach. Subsequently, the intercultural context was analyzed by comparing the Dutch and English conversations. Bührig and Ten Thije (2006) argue that institutional structures should be distinguished from intercultural ones. In fact, for a holistic approach a study should include monocultural data, in addition to intercultural data (Rosenberg, 2012). Thus, Dutch conversations were also analyzed in addition to the English conversations.

The analyzed conversations were recorded at three different faculties: Humanities (Geesteswetenschappen, GW), Science (Bètawetenschappen, SC) and Law, Economics and Governance (Recht, Economie, Bestuur en Organisatie, RB). The Utrecht University ethics committee granted permission to record the counseling conversations and use the materials for this study. They were recorded with a video camera and subsequently transcribed using the transcription tool EXMARaLDA (Schmidt & Wörner, 2009). The students received a short explanation about the project and were asked for permission to record them. If they gave permission, they were asked to sign a form. When they were fully completed, the forms were checked and the video camera was turned on.

4.2 Corpus

The main corpus consists of 41 conversations, the total duration of these conversations is 279 minutes. Table 2 below presents information on the language of the conversations of the main corpus and the faculties where the conversations took place.

Table 2. The distribution of the main corpus across the faculties.

	English	**Dutch**	*Total*
Science	8	8	*16*
Humanities	5	6	*11*

Law, Economics and governance	6	6	*12*
Veterinary Medicine	2		*2*
Total	*21*	*20*	*41*

Due to the limited amount of time for the research, the researchers chose to analyze a subcorpus of 18 conversations with a total duration of 191 minutes and 7 seconds. These conversations were transcribed by three students of the master Intercultural Communication at Utrecht University as part of their master thesis research (Estelle Roijmans, Raphaela Brücklmeier and Amy Cheung). The transcripts which are explicitely mentioned in this thesis can be found in appendix 1-8. The conversations of the subcorpus were selected by looking at the language, date and faculties in order to create an adequate representation of the main corpus. This means a fair distribution of Dutch and English conversations and conversations of international offices from different faculties. Table 3 presents information on the conversations of the subcorpus. The codes used to name the conversations and the transcripts are composed of the following elements: the names of the faculties, the language, the categories of the interactional purposes (these will be explained in chapter 5) and the period of exchange.

Legend:

Faculties: SC = Science, GW = Humanities, RB = Law, Economics and Governance

Type of student: INT = international, LOC = local

Language: EN = English, NL = Dutch

Category: C = counselling, L= legitimation of an institutional position

The period of exchange: B = before the mobility period, D = during the mobility period, A = after the mobility period

Table 3. The subcorpus.

Code	Date	Duration	Language	Category	Period
IOSC-G1-LOC-NL	16/11/2017	21:41	Dutch	C	B
IOSC-G2-LOC-NL	16/11/2017	15:26	Dutch	C	B
IOSC-G3-LOC-NL	16/11/2017	20:19	Dutch	C	B
IOSC-G4-INT-EN	17/11/2017	20:16	English	C + L	D

IOSC-1-M1-INT-EN	06/02/2018	04:56	English	L	D
IOSC-2-M1-INT-EN	06/02/2018	04:18	English	L	D
IOSC-3-M1-LOC-NL	06/02/2018	04:25	Dutch	L	B
IOSC-5-M1-LOC-NL	06/02/2018	55:00	Dutch	C	B
IOSC-7-M1-INT-EN	08/02/2018	06:31	English	C + L	D
IOSC-8-M1-INT-EN	08/02/2018	05:01	English	C	D
IOSC-9-M1-INT-EN	08/02/2018	06:45	English	C	D
IOGW-4-M1-INT-EN	08/02/2018	02:07	English	L	D
IOGW-6-M1-INT-EN	09/02/2018	01:20	English	L	D
IOGW-7-M1-LOC-NL	12/02/2018	02:35	Dutch	L	A
IORB-1-M1-INT-EN	07/02/2018	05:35	English	C	D
IORB-2-M1-INT-EN	07/02/2018	05:50	English	C	D
IORB-9-M2-INT-EN	12/02/2018	03:32	English	C	D
IORB-10-M2-LOC-NL	12/02/2018	05:30	Dutch	C	A
Total: 18 transcripts		**191:07**	**English: 11** **Dutch: 7**	**L: 11** **C: 10**	

4.3 Transcription Notation

The transcription notation by Jefferson (2004) was chosen as the method of transcription in order to reduce the influence of premeditated ideas. Using this implies that the data is analyzed as it is, rather than interpreted beforehand by the researcher using sociological or psychological information. The data has to speak for itself. The identities and meaning of the participants and their utterances are allowed to emerge from the interaction while avoiding the effect of prior bias as much as possible. The recordings were carefully transcribed according to specific conventions which were developed by Gail Jefferson (Jefferson, 2004). This *transcription notation* is designed to reveal speech actions of interlocutors and helps to uncover the structure of the conversation. Due to time limitations, not all conventions written down by Jefferson (2004) were used while transcribing the data. A selection of conventions was made based on relevance for the analysis. An overview of the selected conventions that were chosen is depicted below in Table 4.

Table 4. Transcription symbols

(0.0)	Numbers in parentheses indicate elapsed time by tenths of seconds
(.)	A dot in parentheses indicates a brief interval (less than 0.3 seconds) within or between utterances.
↑↓	Arrows indicate shifts into especially high or low pitch
,	A comma indicates a temporary rise or fall in intonation.
WORD	Upper case indicates especially loud sounds relative to the surrounding talk.
∘word∘	Degree signs bracketing an utterance or utterance-part indicates that the sounds are softer than the surrounding talk.
> <	Right/left carats bracketing an utterance or utterance-part indicate that the bracketed material is speeded up, compared to the surrounding talk.
< >	Left/right carats bracketing an utterance or utterance-part indicate that the bracketed material is slowed down, compared to the surrounding talk.
( )	Empty parentheses indicate that the transcriber was unable to get what was said. The length of the parenthesized space reflects the length of the ungotten talk.
(word)	Parenthesized words and speaker designations are especially dubious.
(( ))	Doubled parentheses contain transcriber's descriptions. These are mostly used to transcribe laughter.
::	Colons indicate prolongation of the immediately prior sound. The longer the colon row, the longer the prolongation.
?	A question mark indicates a rising pitch like that of an interrogative sentence, even when the utterance is not an interrogative sentence.
/	When a speaker makes a repair.

Note. Jefferson, G. (2004). Glossary of transcript symbols with an introduction. *Pragmatics and Beyond New Series*, *125*, 13-34. Pages 24-31.

4.4 Pitfalls in Intercultural Research

Two pitfalls of intercultural studies mentioned by Koole and Ten Thije (1994) are 'minimal object' and 'maximum interpretation'. Minimal object arises when research is solely focused on misunderstandings. Instead of taking misunderstandings as a first starting point, the analysis of this study is focused on institutional and intercultural processes. The pitfall of

maximum interpretation emerges when phenomena that arise in studies are explained solely by interculturality. In order to avoid maximum interpretation, an overinterpretation of intercultural factors needs to be abstained from. Therefore, organizational and institutional structures cannot be disregarded. Hence, the institutional factors are taken as a first starting point in the study, before intercultural factors are investigated. This means that the analysis starts with the institutional structures that can be of relevance for the explanation of the results. Therefore, the positions people have within the institutional setting are taken into account in order to avoid drawing conclusions about cultural influences too quickly.

Maximum interpretation also refers to the high risk that analysis is conducted from the cultural viewpoint of the researcher and therefore might be culturally biased. Spencer-Oatey and Franklin (2009) propose an approach to avoid the effect of the researcher's own cultural background; decentering. To decenter means to move away from one's own perspective in order to allow for various cultural perspective. Hence, in order to increase the validity of the analysis, an ethnocentric interpretation must be avoided by decentering. The intercultural analysis was done using the Jefferson transcription notation (Jefferson, 2004) in order to reveal the underlying structure and systematic patterns. During the analysis, the interaction itself (what is actually said by the participants) was considered as 'purely' as possible rather than interpreted subjectively. The researcher is aware that one's own bias could affect the analysis of the corpus. The researcher has experienced being an incoming student abroad and an outgoing student at Utrecht University, this plays a role in the process of transcribing and analyzing the interaction.

4.5 Observer's Paradox

The interaction of the IOers with the students was recorded with a video camera. This allowed for a greater comprehension of the conversations, since non-verbal communication made understanding the verbal communication easier. However, recording the interaction in this way also has a disadvantage. It made the participants aware of the fact that they were being observed. Labov (1972) described this issue with the term *observer's paradox*: "To obtain the data most important for linguistic theory, we have to observe how people speak when they are not being observed" (p.113). In some conversations, the interactants referred to the camera and thus made it clear that they were influenced by the presence of the camera. Transcript 1 is an example of such a reference.

Transcript 1: [IOSC-1-M1-INT-EN: 4-10]

IO: international officer

STU: international student

[2]

	4 [00:32.2]
IO [v]	thank ↑you. I just need to write these down as well (10.6)
STU [v]	so its the research team

[3]

	5 [00:38.1]
IO [v]	well we are
STU [v]	here ín the school that's doing research between how do you say e::hm

[4]

	6 [00:43.2]7 [00:43.8]
IO [v]	eh::m/ they are working on setting up a training for eh employees to be eh
STU [v]	uhuh

[5]

	8 [00:48.7] 9 [00:48.2•] 10 [00:50.9]11 [00:51.5]
IO [v]	more culturally aware of things, and for that they need sheetings
STU [v]	yeah okay (xxx)

In Transcript 1 above, the IOer describes the ICUU project to the student and explains that it is set up in order to improve their intercultural awareness (S5, S7). This shows that the IOer is aware of the fact that her intercultural competences will be analyzed. This could affect the way the IOers interact with the students while they were recorded. This effect was taken into account when the data was analyzed. In order to reduce the effect of the observer's paradox, the researcher made sure she was aware of this effect and reflected on it during the analysis.

The next chapters will discuss the results of the research in the order of the research questions. Chapter 5 will discuss the question 'How can the pattern of legitimation of an institutional position be reconstructed?'. Chapter 6 will discuss the question 'How can the pattern of counselling be reconstructed?'. Chapter 7 will discuss the question 'What are the intercultural characteristics of the realization of these institutional patterns?'.

5. The Legitimation of an Institutional Position Pattern

The conversations of the sub corpus (Table 3 above) were categorized based on the institutional purposes of the conversations. The two main categories that arose from the analysis are legitimation of an institutional position and counselling sessions. Some conversations fall into several categories because they incorporated both a legitimation of an institutional position and counselling. From the eighteen conversations of the sub corpus, eleven conversations involve a legitimation of an institutional position. A flow chart was made of the reconstruction of the legitimation of an institutional position pattern, based on the methodology of Rehbein (2006). The institutional purpose of this speech action pattern is for the IOer to sign a document of the student and therefore legitimizing the student's position at Utrecht University. In this chapter, a description and an analysis of this pattern will be given.

Figure 4 below represents the structure of the speech action pattern of legitimation of an institutional position interactions. The flow chart does not represent the order of the utterances in actual interaction. It represents the speech actions and mental activities of the IOer and the student in separate columns. The IOer is the agent and the student is the client in this context.

The starting position of the pattern is position (1), which isthe first position with which the flow of the pattern starts. In (1), the student mentally formulates his request. This results in (2), in this pattern position the student verbally formulates his request and asks the IOer to sign a document. The IOer then reaches a decision point (3) where he has to evaluate the request by deciding whether he has the authority to sign the document. A negative judgement leads to a redirection of the IOer because the IOer is not the right person to sign the specific document. In this case, the IOer refers the student to a different agent of the institution in (4). This brings the pattern to decision point (5), which is where the student considers the acceptance of the redirection. If the redirection is not accepted, the request can be reformulated. If the redirection is accepted by the student, the pattern stops at (6) and this ends the pattern unsuccessfully. A positive judgement of the authorization leads to decision point (7), which is where the IOer verifies the document. When the IOer checks the document and does not agree with some of the data, he proposes an alteration in (8). The student consequently has to decide whether he agrees with this alteration proposition in (9). If the student does not agree, this leads to (10) and ends the pattern unsuccessfully. If the student agrees with the proposition, he verbally accepts the proposition in (11). This leads to a mental intention to alterate the document in (12) and an alteration of the document in (13).

When both authorization and verification are evaluated positively by the IOer, this leads to (14), which is where the IOer mentally decides to sign the document. This means that the IOer verbally promises to sign the document in (15), and signs the document in (16). This ends the pattern successfully since the purpose of the pattern is attained.
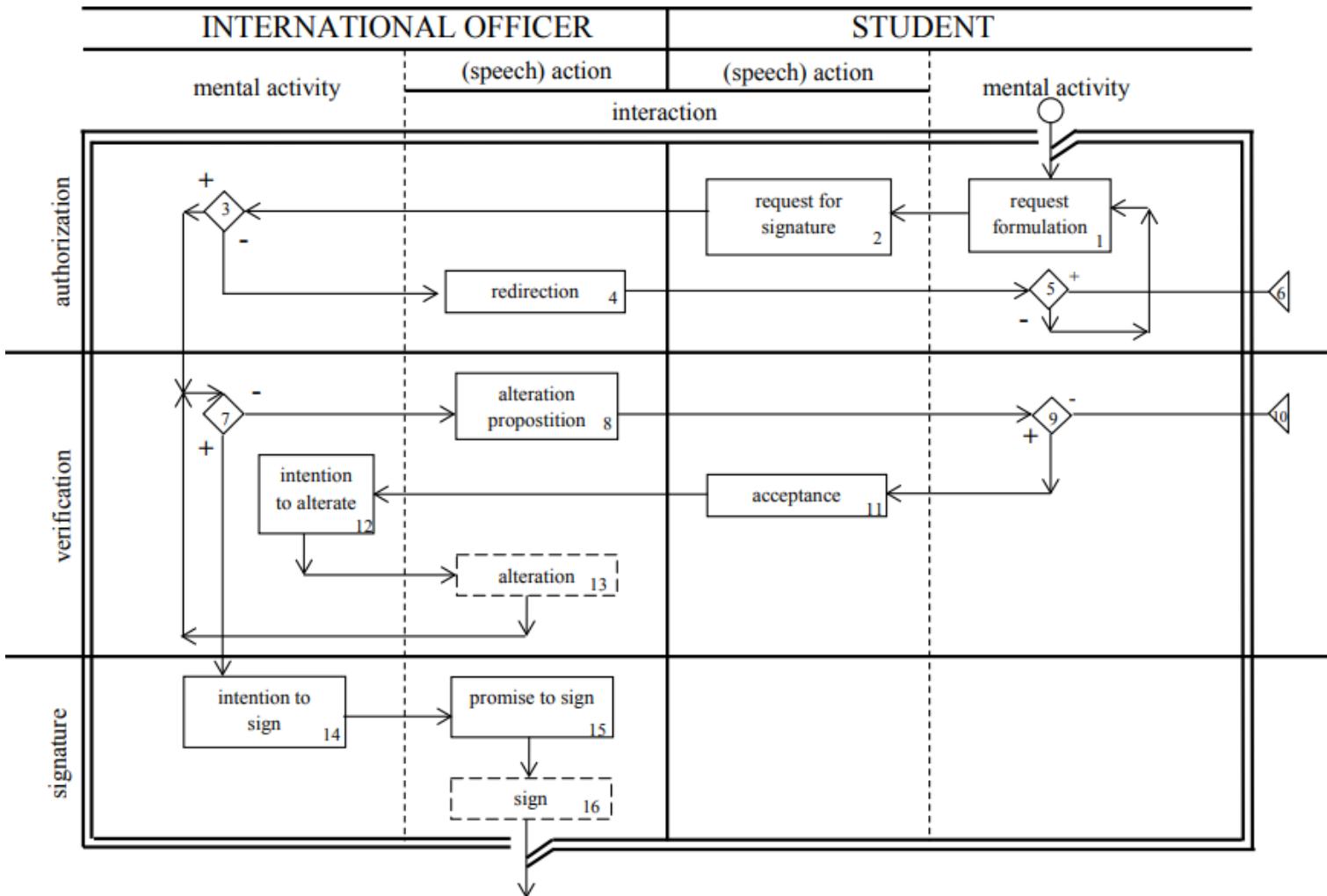
Figure 4. The legitimation of an institutional position pattern.

Legend:
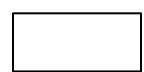
☐ speech action or mental pattern position   ◇ decision point
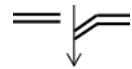
⬚ action   exit

The pattern positions:

1. Mental formulation of the request by the student
2. Speech action: formulation of the request by the student
3. Decision point: authorization by the IOer
4. Speech action: redirection by the IOer
5. Decision point: acceptance or rejection of the redirection by the student
6. Rejection of the direction by the student, this ends the pattern

7. Decision point: verification by the IOer
8. Speech action: proposition for an alteration of content by the IOer
9. Decision point: acceptance or rejection of the alteration proposition by the student
10. Rejection of the alteration proposition by the student, this ends the pattern
11. Speech action: acceptance of the alteration proposition by the student
12. Mental intention to alterate by the IOer
13. Action: alteration of the content of the document by the IOer

14. Mental intention to sign the document by the IOer
15. Speech action: the IOer promises to sign the document
16. Action: the IOer signs the document

The legitimation of an institutional position pattern will now be clarified using examples from the transcripts that were analyzed in the process of reconstructing the speech action pattern. The chosen transcripts illustrate different varieties of possibilities of routes within the pattern that the conversations can take.

5.1 *The Basic Case of the Legitimation of an institutional position Pattern*
Transcript 2 below is an example of a conversation in which the IOer decides she is authorized to sign the document and that the information stated in the document is correct, thus she accepts the document and signs it. This is an example of a basic case of the pattern.

Transcript 2: [IOGW-6-M1-INT-EN: 3-5]
IO: international officer
STU: international student

[1]

	0 [00:00.0] 1 [00:01.7] 2 [00:02.3]	3 [00:04.1]
IO [v]	↑ye:::s. so, what is you question.	
STU [v]		↑ehm I'd like to get my confirmation of

[2]

	..	4 [00:06.4]	5 [00:07.2]	6 [00:08.1] 7 [00:08.3] 8 [00:08.7*]	9 [00:15.7]
IO [v]		↑yes.	of course. (.)	thank you very ↑much. (6.)((mumbles))	
STU [v]	↓arrival signed please.		(thank you:)		

The student verbally formulates her request for a signature by saying "I'd like to get my confirmation of arrival signed please" (S3). This is an example of pattern position (2) of the speech action pattern, where the student verbally requests a signature from the IOer. This is accepted by the IOer, who says "Yes. Of course" (S4, S5). The IOer has decided that she is authorized and that the information in the document is correct. By saying "Yes. Of course", the IOer verbally promises to sign the document, this is an example of pattern position (15). After S9, the IOer comes to pattern position (16) and signs the document. This is the minimal successful traversal of the legitimation of an institutional position pattern.

Transcript 3 below is a section from the same conversation as transcript 2. Transcript 3 is an example of a request by the IOer for a request for a signature by the student.

Transcript 3: [IOGW-6-M1-INT-EN: 15-30]

IO: international officer

STU: international student

[5]

	15 [00:59.7]	16 [01:01.0]	17 [01:01.4]	18 [01:02.0]	19 [01:02.6]
IO [v]	↑YE:S. (.) THAT one is for ↑you:.			OTHER documents that I need to	
STU [v]			thank ↑you that's great hh.		

[6]

	..	20 [01:04.3]	21 [01:04.6*]	22 [01:05.2]	23 [01:05.4*]	24 [01:05.9]
IO [v]	sign for you?			not	at ( )?	
STU [v]		°e:h	no ac	tually°.>I came in< earlier with some documents and I forgot		

[7]

	..	25 [01:07.9]	26 [01:08.5*]	27 [01:10.2*]
IO [v]		AH okay well	>this one is< probably important	for your home
STU [v]	to do this ↓one so this is ((laughs)).			yea::h I don't

[8]

	..	28 [01:11.8]	29 [01:12.6*]	30 [01:13.7]	31 [01:14.5]	32 [01:15.3]
IO [v]	university.		AH well that/ that's	important.		
STU [v]	get my grant	unless I do it so ((laughs)) thank you.			yeah ((laughs)).	>thank

The IOer hands over the signed document and verbally offers the student the document by saying "THAT one is for you" (S15, S16, S17). This is verbally accepted by the student, who says "thank you that's great" (S17, S18). The IOer then asks the student whether there are any other documents that she needs to sign (S19). This is considered a request for a request for a signature.

5.2 *Redirection*

Transcript 4: [IOSC-3-M1-LOC-NL: 10-19]
IO: international officer
STU: local student

[2]

	10 [00:35.7]	11 [00:38.3]
IO [v]		ja maar die↑ moet je inleveren
STU [v]	(misschien nog wel) een research application form↑.	

[3]

	.. 12 [00:40.8]	13 [00:42.1]14 [00:42.6]	15 [00:45.0]
IO [v]	bij het studiepunt↑.	u:::h en die mag ik pas tekenen als	DIE akkoord is van de
STU [v]	o:::h ja.	deze.	((laughs))

[4]

	16 [00:46.9]	17 [00:48.8]18 [00:49.2]	19 [00:50.4]
IO [v]	u:::h examencommissie↑	en DIE moet getekend	worden door (xx) en
STU [v]	okay.	hè.	(dan leg ik het weg)

Transcript 4 is an example of a redirection, pattern position (4). The IOer refers to agents of the institution since she is not the correct person to sign these specific documents (S11, S12, S14, S15, S16, S18, S19). The IOer tells the student that she needs to hand in a document at the Student Desk (studiepunt) (S11, S12), a second document first needs to be signed by the Examination Committee (S14, S15, S16) and that a third document needs to be signed by a different colleague (S18, S19). This is accepted by the student by saying 'then I will put it away' (S19), which is an example of pattern position (6). This ends the pattern and makes room for a new pattern. The purpose of the pattern is not attained since the documents are not signed by the IOer.

5.3 *Alteration*

Transcript 5 is an example of an alteration of content in the document that needs to be signed by the IOer.

Transcript 5: [IOSC-2-M1-INT-EN: 2-14]
IO: international officer
STU: international student

[3]

		2 [00:19.4]	3 [00:23.8]
IO [v]	impression but your impression as well. yeah? okay (.) e:h now your question.		
STU [v]			I just

[4]

		4 [00:26.8] 5 [00:27.3]	6 [00:31.0]	7 [00:33.1*]
IO [v]		yeah	well. e::hm	
STU [v]	need to have your sign that I'm	enrolled (3.4)		actually it is yesterday.

[5]

	8 [00:34.3]	9 [00:40.7]
IO [v]	when/ were you at the introduction at the general orientation on saturday?	
STU [v]	but	yes I

[6]

	10 [00:41.6]	11 [00:48.1]
IO [v]	yes? well that is the first mandatory eh:::m day of your studies here.	
STU [v]	was	a:::h

[7]

	12 [00:48.6]
IO [v]	so the sixth is e:::h today but I think it was saturday, it was the third. so::: can I
STU [v]	

[8]

	13 [00:58.9]	14 [01:00.3]
IO [v]	change that?	well. it depends on <your u:::h
STU [v]	yes I think it doesn't matter (1.4)	

The student verbally requests the signature by saying "I just need to have your sign that I'm enrolled" (S3, S5) which is another example of pattern position (2). The IOer is the correct agent of the institution to sign the specific document, so the authorization phase is run through successfully and this brings the interactants to pattern position (7). The document cannot be signed the way it is handed in by the student. The student filled in the date of the day before the conversation as the first day of his studies in Utrecht, but the IOer tells him that the introduction day should be noted as the first day of his studies in the document (S10). This brings the IOer to an alteration proposition (pattern position 8). The IOer proposes a change of content by asking "so can I change that?" (S12). This is accepted by the student, who says

"yes I think it doesn't matter" (S13), which is an example of pattern position (11). This leads the IOer to change the date in the document (pattern position 13) and sign the document (pattern position 16). This ends the pattern successfully.

In this chapter, the legitimation of an institutional position pattern has been reconstructed. The purpose of this interaction is for the IOer to sign a document of the student in order to legitimate the student's position at Utrecht University. The analysis of the transcripts show that this pattern consists of three phases; authorization, verification and signature. During the authorization phase, the IOer decides whether he is the right agent of the institution to sign the document. During the verification phase, the IOer decides whether the information in the document is correct. When both authorization and verification have taken place, the IOer can sign the document. Thus, these two phases have to be run through successfully for the document to be signed, like in the basic case of the pattern. The basic case is the most efficient manner of realizing the institutional purpose of legitimation of an institutional position.

6. The Counselling Pattern

From the main corpus, ten conversations involved the institutional purpose of counselling. Based on these conversations, a reconstruction of the counselling pattern was made. In this chapter, a description and analysis of this flow chart will be given. Figure 5 below represents the structure of the counselling pattern in advising interactions of the IOers and students. The horizontal thicker lines in the pattern divide the different phases which arose from the analysis. The different speech, mental and non-verbal actions of the pattern are reconstructed from the transcripts and described below per phase.

mental activity	(speech) action	(speech) action	mental activity

interaction

authorization

request formulation $_1$

request for advice request $_2$

request formulation $_3$

5   +   −

advice request $_4$

leaves $_{10}$

departure announcement $_9$

rejection of request $_6$

7   −   +

8

18

verification

elaboration $_{17}$

search for information $_{14}$

11   −   +

request for information $_{13}$

elaboration formulation $_{16}$

assignment to (re)consider $_{12}$

15   −   +

classification

actualization of knowledge $_{24}$

request for information $_{23}$

request formulation $_{22}$

classification $_{19}$

reformulation of problem $_{20}$

21   −   +

confirmation $_{25}$

26

advice

solution development $_{27}$

advice $_{28}$

29   +   −

elaboration $_{31}$

request for clarification $_{30}$

32   −   +

34

acceptance $_{33}$

check understanding $_{35}$

36   −   +

conclusion formulation $_{38}$

confirmation $_{37}$

advice conclusion $_{39}$

Figure 5. The counselling pattern.

The pattern positions:

1. Mental formulation of the request for a request by the IOer
2. Speech action: verbal formulation of the request for a request by the IOer
3. Mental formulation of the request for advice by the student
4. Speech action: verbal formulation of the request for advice by the student
5. Decision point: authorization by the IOer
6. Speech action: rejection of the advice request by the IOer
7. Decision point: evaluation of the rejection of the IOer by the student
8. Decision point: the student decides whether he will start a new pattern or end the conversation and leave the room
9. Speech action: departure announcement by the student
10. Non-verbal action: the student leaves, the pattern ends

11. Decision point: verification of the advice request by the IOer
12. Speech action: the IOer orders the student to consider the request more elaborately
13. Speech action: the IOer requests more information from the student
14. Non-verbal action: search for written information by the IOer
15. Decision point: evaluation of the order to elaborate by the student
16. Mental formulation of the elaboration by the student
17. Speech action: verbal elaboration by the student
18. Decision point: authorization by the IOer

19. Classification of the problem within the institutional framework by the IOer
20. Speech action: reformulation of the problem by the IOer
21. Decision point: evaluation of the reformulation by the student
22. Mental formulation of a request by the student
23. Verbal request for information by the student
24. Actualization of knowledge by the IOer
25. Speech action: confirmation by the student
26. Decision point: evaluation of the classification by the IOer

27. Solution development by the IOer
28. Speech action: advice from the IOer
29. Decision point: comprehension check by the student

30. Speech action: request for clarification by the student

31. Speech action: elaboration on the advice by the IOer

32. Decision point: evaluation of the advice by the student

33. Speech action: acceptance of the advice by the student

34. Decision point: comprehension evaluation by the IOer

35. Speech action: comprehension check by the IOer

36. Decision point: comprehension check by the student

37. Speech action: the student confirms his comprehension

38. Mental formulation of the advice conclusion by the IOer

39. Speech action: advice conclusion by the IOer

The counselling pattern will be analyzed further by illustrating the different phases with examples. Each phase will be discussed using sections from different conversations. The starting position of the pattern is either position (1) or (3), depending on whether the IOer or the student starts the pattern. The flow chart can start with the student mentally formulating his request for advice (3) or with the IOer asking the student whether he has a request for advice (1 and 2). In (4), the student verbally formulates his request for advice. This is often done in the form of storytelling.

5.2.1 *Authorization*
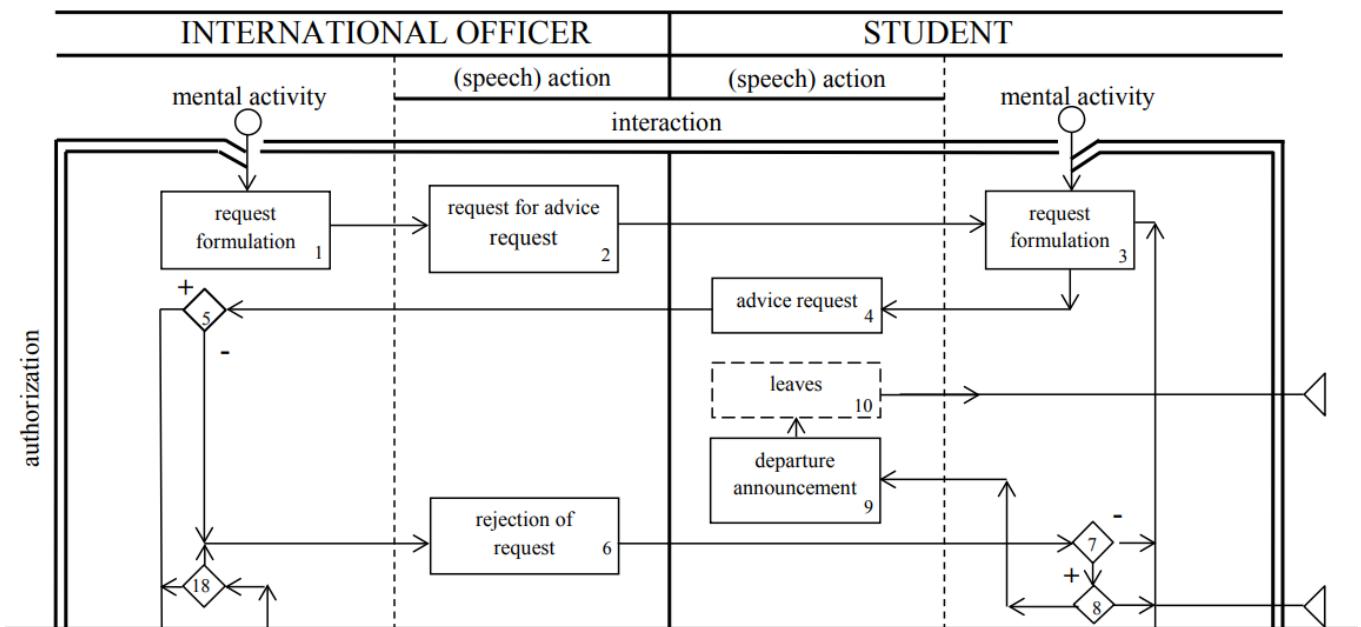
Figure 5A. The authorization phase of the counselling pattern.

The first phase is authorization. Pattern position (5) depicts a decision point in which the IOer decides whether the student has come to the right agent of the institution. If the IOer decides the student has not come to the right person for the specific request, this results into a rejection of the request and possibly in a redirection to a different agent of the institution (6). This rejection then brings the student to decision point (7). If the student does not agree, he can reformulate his request for advice, which restarts the pattern. If the student decides to agree with this judgement, this brings the student to pattern position (8). This is where the student can decide to accept the judgement and start a new pattern. The counselling pattern then ends unsuccessfully. The student can also decide that he does not have any other requests and he can verbally announce a departure (9) and leave (10). If the IOer decides that he is authorized to advice on the given situation, the IOer comes to decision point (11).

The authorization phase is illustrated in Transcript 6, which is part of a conversation of two Dutch students and two IOers. The students are still orienting and have not yet decided what the destination will be of their exchanges.

Transcript 6: [IOSC-G2-LOC-NL: 259-264]
IO1: international officer
STU 2: local student

[151]

	259 [13:24.9]
IO1 [v]	kun je/ wij kunnen ook even kijken of wij uh (weten) en u:::hm wat ook nog (xxx) is

[152]

	260 [13:28.5]
IO1 [v]	al je buiten Europa weg wil↑ uh bij het universiteitsbrede u:::h international office

[153]

	261 [13:34.6]
IO1 [v]	hebben ze ook u:::h spreekuur↑ want u:::hm de mensen die daar werken hebben

[154]

	262 [13:39.1]
IO1 [v]	allemaal een soort specialisme. dus als je naar/ naar Amerika gaat of naar Australië

[155]

	263 [13:45.4]	264 [13:46.9]
IO1 [v]	dan kan je bij die persoon alle vragen stellen. over die universiteiten.	ja.
STU2 [v]		(xxx)

The two students have come to the international office of the science faculty and are speaking to two IOers from this specific desk. In the first part of the conversation, the IOers give advice about the orientation phase and exchange application procedures. Towards the end of the conversation, one of the student asks for advice on the length of the period abroad. One IOer (IO1) tells the students that if they want to go to a destination outside of Europe, they should contact the university wide international office because there are IOers with knowledge on specific destinations at the university wide international office that can give advice on those specific universities (S592, S260, S261, S262, S263). This is an example of pattern position (6), since the IOer rejects this specific advice request and redirect the students to the university wide office, implying that she is not the right agent.

Transcript 7 is another example of the authorization phase of the counselling pattern. Two international students ask for more information about the program of the study economics and business economics. They are asking for information from the two IOers at a building which according to the IOers is regarded as a 'law building'.

Transcript 7: [IORB-9-M2-INT-EN: 23-37]

IO1: international officer 1

STU1: international student 1

STU2: international student 2

[7]

	23 [00:32.5]
IO1 [v]	↓nice to (.) eh walk around there:, check out the buildings:. e:hm there's a student

[8]

	24 [00:34.3]25 [00:34.7*]		26 [00:36.4]27 [00:36.9]
IO1 [v]	desk for espe	cially for economics there as ↑well. be	cause eh I'm from the
STU1 [v]	↓hhm.		hhm.

[9]

	28 [00:39.3]	29 [00:41.9]
IO1 [v]	international ↑office ↓but. we MAINLY deal <with exchange students>	instead
STU1 [v]		okay.

[10]

	30 [00:42.3]	31 [00:43.0*]	32 [00:43.6]33 [00:44.0]34 [00:45.5]
IO1 [v]	of (.) degree stud↓ents.		e:::hm. and the student desk e:h of ecoNO↑MICS.
STU1 [v]		yeah.	
STU2 [v]		o::h.	

[11]

	35 [00:49.1]36 [00:49.5]	37 [00:51.7]
IO1 [v]	ehm. well they can (.) give you more information about	application for the e::h.
STU1 [v]		the pro↑gra:m yeah.

The students and IOers are talking about brochures with information concerning a specific study program. One IOer (noted above as IO1) tries to convey to the students that there is a student desk specifically for information on the study program (S23, S24, S34, S36, S37) and that the international office desk is a student desk for information about exchanges (S27, S28, S29, S30). This can be seen as a rejection of the advice request (pattern position 6) as a result of a negative authorization check (pattern position 5). Even though the student seems to understand and accept the rejection, further in the conversation the IOer needs to refer to the different agent again, as can be seen in Transcript 8 below.

Transcript 8: [IORB-9-M2-INT-EN: 105-117]

IO1 : international officer 1

IO2 : international officer 2

STU1 : international student 1

STU 2 : international student 2

[30]

	105 [02:52.8]
IO1 [v]	new bachelor e::h folders?
IO2 [v]	oh well not HERE/ so the/ I think if you go to/ tomorrow

[31]

	106 [02:56.3] 107 [02:56.8]	108 [02:58.2]	109 [02:59.1]
IO1 [v]	↑o::h	they might have them over there.	
IO2 [v]	to the eh e::hm CAMpus maybe ↓there:.		
STU1 [v]			↓right. so they

[32]

	111 [03:00.6*] 112 [03:01.0]
IO1 [v]	↓yeah:. because this building is regarded as a
STU1 [v]	have more information for the pro↓gram.

[33]

	113 [03:04.0]114 [03:04.3]115 [03:04.5*] 116 [03:05.2]	117 [03:05.9]118 [03:06.7]
IO1 [v]	↑law buil↑ding. so. yeah ((laughs)) ↓no (.). >if you walk
IO2 [v]	((laughs))
STU1 [v]	we had NO idea ((laughs)).
STU2 [v]	yeah ((laughs)).

The IOers try to convey that the students cannot get brochures with study program information at the international office and that they need to go to the campus (S105, S106, S107, S108, S109). This is explained by them by telling the students that the building of the international office desk is located inside a building that belongs to the law faculty (S112, S114). This is the second realization of pattern position (6). After this second redirection, the IOers give the students directions to the other building and the students close the conversation. This means the students evaluated and accepted the redirection in pattern position (7), announced their department in pattern position (9) and left in pattern position (10).

5.2.2 Verification of the advice request
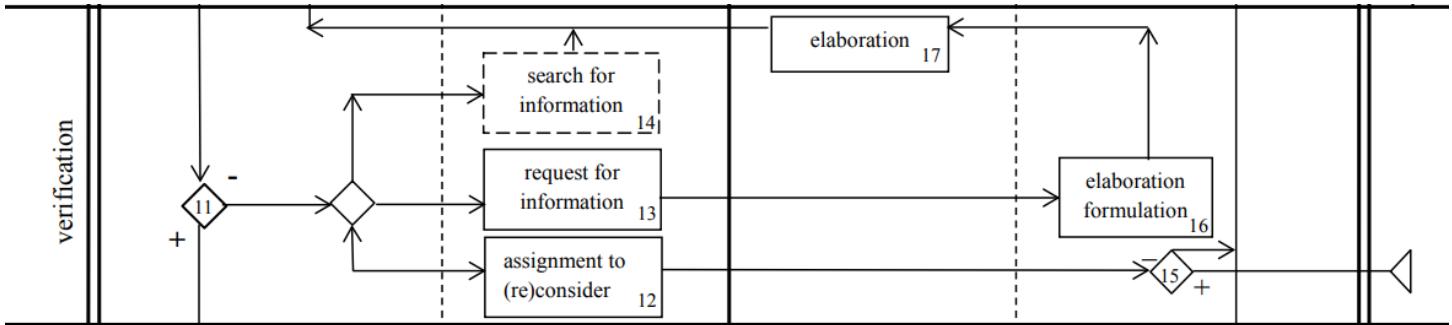
Figure 5B. The verification phase of the counselling pattern.

Decision point (11) brings the pattern to the next phase; verification of the advice request. This is where the IOer decides whether he has enough information about the student's situation in order to advise the student. If this is negatively evaluated by the IOer, he can do three things. The IOer can search for the missing information in (14). The IOer can also request more information from the student in (13). The student then mentally formulates an answer to the specific question of the IOer by actualizing his knowledge in (16) and elaborates on the request for information in (17). The third option of the IOer in the verification phase is to order the student to take time to consider his exact plans and come back when they have specified their plans so that the IOer can give them advice in pattern position (12). This brings the student to decision point (15), if the student accepts the order this ends the pattern unsuccessfully. If the student does not agree, he can choose to reformulate his advice request again in (3). Depending on the answer the student gives or the information the IOer finds, the IOer again decides whether he is still authorized to advise on the situation in (18) and whether he has enough information to advise the student in (11).

Transcript 9 is an example of pattern position (12) of the verification phase. In this case, the IOer tells the student to reconsider his exact plans so that the IOers can give a more relevant advice.

Transcript 9: [IOSC-G1-LOC-NL: 224 - 225]
IO1: international officer 1
STU: local student

[190]

	222 [19:17.1]	223 [19:18.6] 224 [19:19.2]
IO1 [v]	maken. OKE.	ja.
STU [v]	ja, heel erg bedankt in ieder geval.	(ja ik zal hier nog even naar

[191]

	225 [19:21.7]
IO1 [v]	ja, als je wat meer een beeld hebt van je vakken dan kan je hier altijd weer
STU [v]	kijken)

[192]

	226 [19:29.2]
IO1 [v]	langs komen als je nog meer vragen hebt.
STU [v]	eh kan ik anders ook een e-mailadres

In the transcript above, the IOer tells the student that he can come back when he has a better picture of the courses that he wants to take abroad (S225, pattern position 12). Later in the conversation this is accepted by the student and he promises to send an e-mail to the IOers (pattern position 15).

Transcript 10 is another example of the verification phase. In this specific case, the verification step was skipped in the beginning of the conversation. This caused for misunderstanding. In the end of the conversation, after seventeen minutes, the IOers find out that the student cannot apply for an exchange during the semester which he chose. Thus, because the verification went wrong in the beginning of the pattern, the classification of the situation within the institutional framework was incorrect. Because of this faulty classification, the IOers also gave irrelevant advice for the specific situation of the student.

Transcript 10: [IOSC-G1-LOC-NL: 180 - 191]
IO1: international officer 1
IO1: international officer 2
STU: local student

[160]

	180 [16:52.2]
IO1 [v]	u:::h is dat een voorwaarde ik weet effe niet meer uit
STU [v]	die hebben voordat je gaat? (ik denk wel dat het moet lukken)

[161]

	181 [16:58.7] 182 [16:59.1] 183 [16:59.4]
IO1 [v]	mijn hoofd dat je zestig ECTS hebt voordat je weggaat? ja he. ja.
IO2 [v]	ja.
STU [v]	oh oke.

[162]

	184 [17:00.9]
STU [v]	dus dan moet ik wel dit jaar meteen mn P halen maar dat is geen probleem denk ik

[163]

	185 [17:04.6]	186 [17:05.9]	187 [17:07.5]
IO1 [v]	nee nee dat weet jij hoe uh hoe je ervoor staat
IO2 [v]	en je kan dan pas in het tweede
STU [v]	((laughs)).	dat hoop ik ((laughs))

[164]

	188 [17:14.0]
IO1 [v]	
IO2 [v]	semester gaan want je meld je dus nu aan, maar je hebt nu geen u:::h zestig ECTS
STU [v]	o:::h oke oh dan ik

[165]

	189 [17:17.2]	190 [17:20.0*]	191 [17:21.3]
IO1 [v]	o:::h oke.
IO2 [v]	dus op z'n vroegst wij kunnen dat pas in de zomer checken natuurlijk.
STU [v]	dan dus sowieso pas in tweeduizend uh da's waar. oke dus dan is

The IOer tells the student that he cannot leave for exchange during the first semester of the year since he would have to apply now, but he does not have 60 credits yet at the time of the conversation (S187, S188, S189, S190). Therefore, he can only apply for the second semester. This means that all the deadlines and procedures that they discussed until then are not relevant for the student. Thus, because the IOers did not verify the advice request in pattern position (11), the advice request was incorrectly classified in pattern position (19). This led to quite some delay in correct advice, which was only given after 17 minutes.

5.2.3 *Classification*
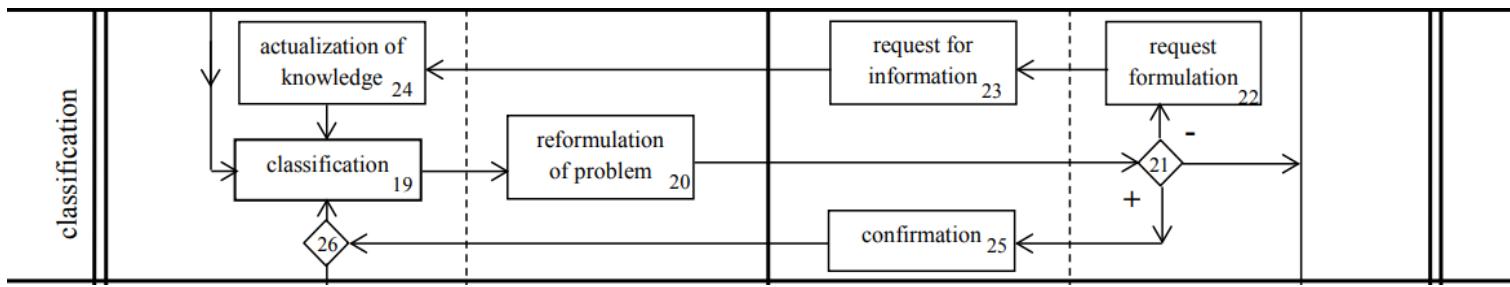
Figure 5C. The classification phase of the counselling pattern.

If the verification of the advice request is positively evaluated, this brings the pattern to the next phase; classification. The IOer classifies the request for advice of the student within the institutional framework and the institutional procedures in (19). This means that the IOer links the story of the student to a specific point in the action line regarding the execution of an exchange, which is outlined above in chapter 2.4. This results in a reformulation of the problem of the student by the advisor in (20). This reformulation is subsequently judged by the student in decision point (21). If the student does not agree with the reformulation, he can mentally formulate his problem again in (3). If the student has any questions in response to the reformulation, this leads the student to (22), where the student mentally formulates a request for information and then verbally requests the information in (23). The IOer then retrieves relevant knowledge in (24) and again classifies the request within the institutional framework in (19). If the student positively evaluates the reformulation made by the IOer, the student confirms the reclassification verbally in (25). This leads the IOer to decision point (26), where he decides whether the classification succeeded.

5.2.4 *Advice*
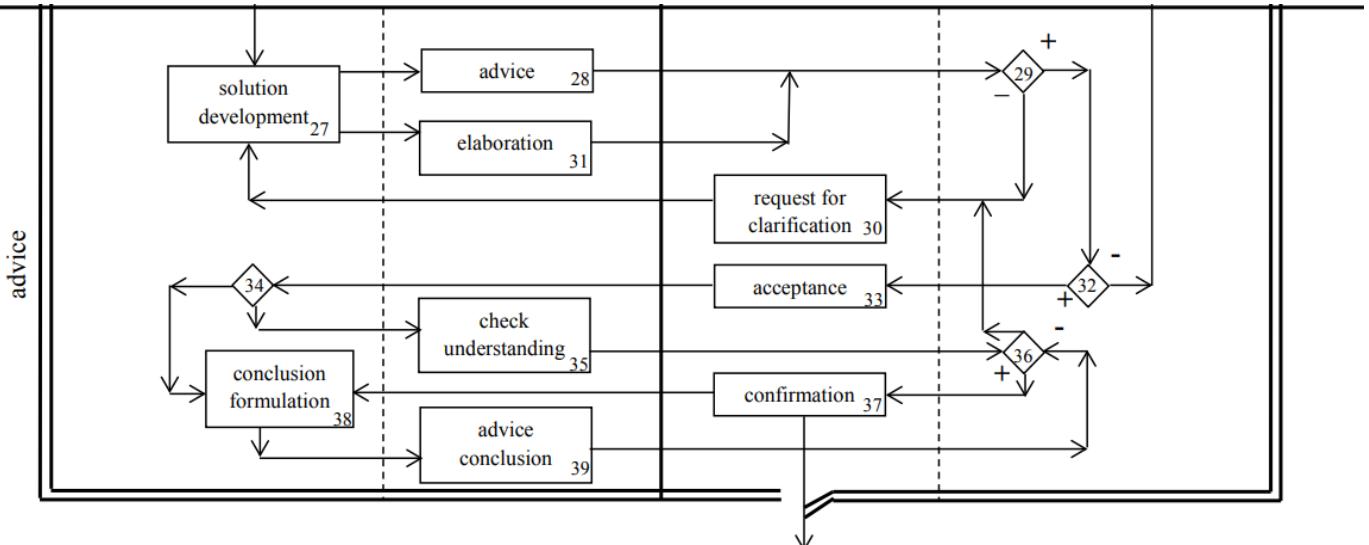
Figure 5D. The advice phase of the counselling pattern.

If the classification succeeds, this leads the IOer to pattern position (27) where the IOer starts to develop a suitable solution for the problem. The solution development by the IOer results into an advice from the IOer in (28). This advice is based on the assumptions that the IOer is authorized, has correctly verified the amount of information he has about the specific situation and has accurately classified the situation within the institutional framework. The advice brings the pattern to decision point (29), where the student decides whether he fully understands the advice. If the student needs more information, he verbally requests this in (30) and the IOer elaborates in (31). If the student decides that he understands the advice, this brings the student to decision point (32), where the advice is evaluated by the student. This is where the student decides whether the advice is relevant for his situation. If this results in a negative judgement, the student can start again at pattern position (3). If the student accepts the advice, he verbally formulates his acceptance of the advice in (33). This brings the IOer to decision point (34), where he has to consider whether the student fully understands the advice. If the IOer doubts whether the student completely comprehends the advice, he can check the understanding of the student in (35). This leads the student to decision point (36), which is where the student again considers his own comprehension of the advice. If the check by the IOer has led the student to doubt his understanding of the advice, he can request more information again in (30). If the student decides that he fully understands the advice, he confirms this in (37). If the IOer decides that the student comprehends the advice in (34) or if the student confirms his comprehension in (37), the IOer can mentally formulate an advice conclusion in (38) and verbally conclude in (39).

This means the purpose of the pattern is attained and this ends the pattern successfully. This makes room for a new pattern. For example, the IOer can ask whether the student has any other questions, which starts the pattern again in (1). Chapter 7 will further elaborate on such requests for an advice request (pattern position 2). The student can also initiate a new request for advice in (3).

This chapter discussed the reconstruction of the counselling pattern. The results of the analysis show that the counselling pattern consists of four phases: authorization, verification, classification and advice. The advice that IOers give is based on the assumptions that the IOer is authorized, has correctly verified the amount of information about the situation and has accurately classified the situation within the institutional framework. However, the results show that the first three phases are often incorrectly assessed. This can lead to incorrect advice. Therefore, it is of importance that the IOers are aware of the different steps they have to take for a smooth traversal of the pattern and correct advice. This applies to the ELF conversations as well as the Dutch conversations.

7. The Intercultural Characteristics of the Interaction

The influence of intercultural factors will be analyzed in this chapter based on a comparison of the conversations with the local and international students and the traversal of the pattern.

When comparing the Dutch and English conversations, a difference in traversal of the counselling pattern comes forward. This difference is illustrated in Table 5. A partial traversal of the pattern means that the phases are run through incorrectly. This occurred in 4 of the 7 Dutch conversations and did not occur in the ELF conversations. A repetitive traversal of the pattern means that the pattern has been run through correctly, yet the IOers keep giving the same advice. This occurred 8 times in the 11 analyzed ELF conversations and once in the 7 Dutch conversations.

Table 5. The traversal of the patterns in the Dutch and English conversations.

Language	A partial traversal of the pattern	Repetitive traversal of the pattern
Dutch	4	0
English	1	8

In the Dutch conversations, the pattern is often partially or minimally traversed. Crucial steps such as authorization and verification of the advice request are often left out of the interaction. The analysis shows that this can cause a wrong classification of the advice request and thus also an irrelevant advice for the specific request. For example, when an IOer does not ask a student whether he is a graduate student or undergraduate student, the advice that follows is based on an incorrect classification. Thus, in this situation, a partial traversal of the pattern leads to incorrect advice.

In contrast, the traversal of the patterns within the analyzed ELF conversations is much more extensive, often even repetitive. The different phases are often traversed multiple times. Even though all phases have been traversed and the international students received relevant advice, the IOers offer more unsolicited advice. This might be caused by the difference in the agent-client relationship of the IOers and the local and international students. What comes forward when comparing the Dutch and English conversations, is that the agent-client relationship of the IOers and students differs greatly. More specifically, the attitude of the IOers towards the international students in the analyzed interaction appears to be different

from the attitude towards the Dutch students. The IOers interact in a more hospitable and courteous manner with the international students, compared to the way in which they interact with the Dutch students. This manifests itself in more small talk, more explanation and more perspectivation. The ELF conversations show advice requests from IOers more often (pattern position 2 of the counselling pattern). In other words, the IOers offer their advice on their own initiative without the student asking for it. This occurred more in the ELF conversations than in the Dutch conversations. In the 7 analyzed Dutch conversations, the request for an advice request occurred 5 times. In the 11 analyzed ELF conversations, it occurred 25 times. Transcript 11 is an example of such a request for a request.

Transcript 11: [IOSC-7-M1-INT-EN: 47-48]

IO: international officer

STU: international student

[31]

| IO [v] | further information on that (0,5) but as you missed out on the introduction (.) I just |

[32]

| IO [v] | want to make sure that eh you understand (0,4) where you are (.) your classes (0,4) |

[33]

48 [04:21:2]

| STU [v] | | oh: (.) |
| IO [v] | whether you have any questions just to make sure that you are okay (.) now. | |

In the conversation of Transcript 11, the IOer has advised the student on his specific problem. After giving the advice, the IOer tells the student that she wants to make sure that he is okay and asks if he has any questions (S47). In this conversation, the request for an advice request occurs twice.

There is a distinctive discrepancy between the agent-client relationship of the IOers with the Dutch and the international students. Nevertheless, this cannot be exclusively ascribed to intercultural factors. The institutional setting influences the manner in which the IOers position themselves as well. As explained in chapter 2.4, the role the IOers have in the

exchange procedure differs greatly. The international students mostly interact with the IOers *during* their exchange, whereas the Dutch students interact with them *before* and *after* their exchange abroad. Thus, the IOers serve as hosts towards the international students, which can explain why they are more hospitable towards them. In contrast, the IOers provide a service as agents of the home institution for the Dutch students.

The reconstruction of the institutional patterns made it possible to analyze intercultural characteristics of the interaction. This chapter discussed intercultural characteristics of the realization of the patterns. The analysis shows that the realization of the patterns in the ELF conversations was often repetitive, whereas the analyzed patterns in the Dutch conversations were often only partially traversed. This can be caused by the difference in the agent-client relationship of the IOers and the local and international students. The IOers are more hospitable towards the international students, which manifests itself in more requests for advice requests by the IOers. This can be explained by taking the institutional context into account. The IOers serve as hosts towards the international students, whereas they provide a service as agents of the home institution for the Dutch students.

8. Conclusion

This thesis reported on a study of the communication in counselling conversations at Utrecht University between IOers and students. Two main speech action patterns have been reconstructed through a functional pragmatic approach. These speech action patterns do not represent a conversation from beginning to end, they represent speech actions and mental activities that are deployed by the interactants for specific institutional purposes. The speech action patterns represent the underlying action structure. A comparison was made of the traversal of the pattern of local and international students. The answer to the research question of this thesis, "*How can institutional and intercultural interaction between international officers and students be described?"*, will arise from the answers to its sub questions, discussed in the next sections.

How can the pattern of legitimation of an institutional position be reconstructed?
The first institutional purpose that was identified is legitimation of an institutional position. The purpose of this interaction is for the IOer to sign a document of the student in order to legitimate the student's position at Utrecht University. The pattern consists of three phases: authorization, verification and signing the document. During the authorization phase, the IOer decides whether the student has come to the right agent of the institution for a signature. During the verification phase, the IOer checks the information in the document. If the IOer is both authorized to sign the document and has verified the information, this brings the pattern to the last phase and the IOer to sign the document. The basic case of the pattern is the most efficient manner of realizing the institutional purpose of legitimation of an institutional position.

How can the pattern of counselling be reconstructed?
The second institutional purpose which was identified is counselling. The results of the analysis show that the counselling pattern consists of four phases:

1. Authorization. In this phase, the IOer decides whether the student has come to the right agent of the institution for the specific advice request. If not, the IOer refers to a different agent and the pattern of that specific advice request ends unsuccessfully. If the IOer decides that the student has come to the right agent, the pattern moves to the next phase;

2. Verification. In this phase, the IOers decides if there is enough information about the student's situation in order to advice the student. If this is not the case, more

information can be searched for or requested from the student. Another option is to tell the student to take more time for considering the plans that had been made. The third option can lead to an unsuccessful end to the pattern. If the international student has verified the advice request, this leads to the next phase;

3. Classification. During this phase, the IOer classifies the request within the institutional framework and the institutional procedures. This results in a reformulation of the advice request into a problem that the IOer can advise on using his institutional knowledge, which brings the pattern to the next phase;

4. Advice. Once the IOer has retrieved relevant institutional knowledge, he can develop relevant solution by formulation an advice.

This advice is based on the assumptions that the IOer is authorized, has correctly verified the amount of information about the situation and has accurately classified the situation within the institutional framework. However, the results of the study show that the first three phases are often not run through correctly. If this happens, this can lead to an irrelevant or incorrect advice for the specific situation of the student. This can lead to misunderstandings or inefficient communication.

What are the intercultural characteristics of the realization of these institutional patterns?
The reconstruction of the institutional patterns made it possible to analyze intercultural characteristics of the interaction. A comparison of the realization of these patterns in the Dutch and English conversations shows that the different steps are most often skipped in the Dutch conversations. In the majority of the analyzed Dutch conversations, the IOers give irrelevant advice, only to find out towards the end of the pattern that they are not authorized or that they incorrectly verified the advice request. This result is in line with Rosenberg (2012), who stated that knowledge divergences regarding cultural and institutional knowledge result in difficulties of understanding, even if the interactants speak the same mother tongue.

The analysis shows that the IOers interact in a more hospitable and courteous manner with the international students, compared to the way in which they interact with the Dutch students. This leads to more requests for advice requests in the ELF conversations. This can be explained by the fact that ELF-speakers create an interculture in which they are oriented towards mutual understanding (Koole and Ten Thije, 2001). This difference in traversal of the pattern can also be explained by taking a dynamic viewpoint on intercultural communication. Rather than limiting intercultural communication to communication between people with different linguistic or ethnic backgrounds, the results of this study show that there are some

large differences in institutional backgrounds that make this type of communication intercultural. When one sees the institutional background of the students and IOers as cultural backgrounds, it becomes easier to explain the knowledge divergences that arise in the conversations. The IOers have a different role in the exchange procedure of the international students than in that of the local students. The international students visit the UU international office *during* their exchange in Utrecht. Therefore, the IOers serve as hosts towards them. The Dutch students only come to the UU international office when they are in the orientation phase or when they have returned home after the mobility period. Therefore, the IOers serve as agents of their home institution. When this cultural difference between the Dutch students and the IOers is overlooked or ignored, this can lead to misunderstanding.

In conclusion, the reconstruction of the institutional patterns provides insight into the underlying action structures of the institutional interaction. This can enable the IOers to become aware of institutional patterns that have become so self-evident to them that they have taken them for granted. If IOers become more aware of the importance of traversing the different phases in order to give correct advice, interactions with students can be optimized. The institutional patterns should thus be taken as a starting point for the training of the IOers. If one only sees interaction between people from different countries as intercultural communication, the danger of overlooking knowledge divergences when interacting with people from the same country is bigger. Thus, the intercultural awareness training should also be focused on interaction with local students. More knowledge on the institutional patterns can optimize interaction with both international and local students. Practical implications for the training can be found in chapter 10.

9. Discussion

This study has some limitations. Firstly, the initial starting point of this study was to compare the conversations of the IOers with the international and Dutch students. However, the institutional context of the conversations turned out to be vastly different. The interactions take place during completely different phases of their exchange period and focus on completely different subjects. The relationship the students have with the IOers also differs greatly depending on whether the IOer is from their home institution or host institution. Therefore, one cannot compare the interactions and draw conclusions about intercultural influences only. Thus, the initial idea to compare the Dutch and English conversations in order to make conclusions about the influence of intercultural factors proved to be invalid.

Another limitation of the research is the observer's paradox. It became clear from the transcripts that the IOers were aware of the fact that they were being recorded. More importantly, the transcripts showed that the IOers were aware of the fact that the analysis of the recordings would be used for intercultural awareness trainings. This could have affected the way in which they behaved towards the international students. This can explain the large difference in the agent-client relationship they expressed towards the local and international students. However, as explained in the methods chapter, it is impossible to investigate the interaction without the presence of the investigator in some form. The researcher did reflect on and was aware of the effects it could have while analyzing the data.

Due to time limitations, this research did not investigate the manner in which students get informed on going on an exchange abroad. Future research could investigate how to improve the dissemination of knowledge on the exchange procedure. This research is needed in order to reduce the knowledge asymmetry between the IOers and the students. This research can be focused on the website interface, the amount of information on the website or how information is transferred verbally to students.

10. Recommendations

Irrelevant advice and inefficient communication in conversations between IOers and international and local students should be avoided as much as possible. In order to do this, the IOers can keep a form by their side at all times that reminds them to check all steps that lead to correct advice. Questions the IOers should ask themselves during an interaction with international or local students that involves the legitimation of an institutional position are:

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1. Am I the right agent of Utrecht University to sign this document?
2. Is the information in the document correct?
   → If the answer to all questions is yes, sign the document!

Questions that IOers should ask themselves during an interaction with international or local students that involves counselling are:

---

1. Am I the right agent of Utrecht University to advise on this issue?
2. Do I have enough information on the issue (including information on the student's study program and study progress)?
3. Have I classified the issue correctly within the institutional framework of the exchange procedure?
   → If the answer to all questions is yes, advise the student!

In addition to the institutional action structure, the IOers should be made aware of the asymmetries in knowledge between the IOers and the students. Rather than assuming that the Dutch students have a certain amount of institutional knowledge, the IOers should be made aware that the information such as deadlines and rules are often not clear to these students. These knowledge asymmetries can also be reduced by adapting the information on the UU website on the exchange procedure in order to improve knowledge dissemination.

In order to achieve the steps above, it is recommended that the intercultural awareness training includes the institutional structure of the conversations between the IOers and the local and international students, so the IOers become aware of the different phases in these conversations. In addition, the IOers should be aware that there are not only intercultural factors and knowledge divergences that play a role in the conversations with international

students, but also with the Dutch students. The training should therefore not only be focused on international students, but also on local students. Finally, the intercultural awareness training should be given by taking a dynamic viewpoint of culture in mind.

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Appendix 1: IOSC-1-M1-INT-EN

IO
    Sex: f

STU
    Sex: m

[1]

	0 [00:00.0] 1 [00:03.8]	2 [00:15.9]	3 [00:17.5]
IO [v]			yes that's fine
STU [v]	<toda:::y is eh::::: the sixth of Feburary no? (7.0) is that okay?		

[2]

	..	4 [00:32.2]
IO [v]	thank ↑you. I just need to write these down as well (10.6)	
STU [v]		so its the research team

[3]

	..	5 [00:38.1]
IO [v]		well we are
STU [v]	here in the school that's doing research between how do you say e::hm	

[4]

	..	6 [00:43.2] 7 [00:43.8]
IO [v]	eh::m/ they are working on setting up a training	for eh employees to be eh
STU [v]		uhuh

[5]

	..	8 [00:48.7]	9 [00:48.2*]	10 [00:50.9] 11 [00:51.5]
IO [v]	more culturally	aware of things,		and for that they need sheetings
STU [v]		yeah okay	(xxx)	

[6]

	..
IO [v]	o::f interactions between international offices and students. so ehm (1.5) and there
STU [v]	

[7]

	..
IO [v]	was some paperwork involved so I <need to put these in writ↑ing. eh: for which
STU [v]	

[8]

	12 [01:10.2]		13 [01:16.1]	14 [01:18.2]	15 [01:18.9]
IO [v]	<university?		e::hm Swedish?		is that your
STU [v]	it's (xxx) University ( ) (4.2)			yeah	

[9]

	16 [01:21.1]	17 [01:21.6]	18 [01:23.7]	19 [01:25.8]
IO [v]	nationality as well?	yes? (1.3)	yeah I KNOW I'm ( ) in Sweden	
STU [v]	yes			no no no no of

[10]

	20 [01:26.9]	21 [01:38.0]	22 [01:40.7]
IO [v]	but I didn't know (.) e::hm (11.1)	and I just want to hand it in, signed	
STU [v]	course		<yeah

[11]

	..
IO [v]	
STU [v]	exactly so:::. these are basic uniform pages eh:::m so this is where we want to sign.

[12]

23 [01:50.9]	24 [01:51.7]	25 [01:52.8]
IO [v] yeah		but I: need to look at them before I can sign them
STU [v]	international (xxx) so	ja ja ja

[13]

	..	27 [02:00.9]
IO [v]		just to make sure everything is okay. ehm I'm sure that you changed your
STU [v]	(1.4)	

[14]

	..	28 [02:08.3]	29 [02:08.9]
IO [v]	courses in osiris and that it's all fine	yeah? okay. any questions about that?	
STU [v]		yeah yeah	

[15]

30 [02:11.9]		31 [02:16.3]	32 [02:16.9]
IO [v]		okay	
STU [v] eh:: no I just eh I'm having this one the first time now so		I'm looking forward	

[16]

	..	33 [02:18.7]		34 [02:20.8]	35 [02:21.0]	36 [02:21.1]		37 [02:23.0]		38 [02:23.3]
IO [v]		is it going to be today?			yeah?			okay so it's fine		
STU [v]	to it ( )				yeah		(xxx) actually			yeah so it's

[17]

	..		39 [02:33.7]
IO [v]			
STU [v]	my first lecture here (1.7) so quite excited about that (5.6) what I felt when I was		

[18]

	..
STU [v]	choosing courses was that, the course descript↑ions maybe all the courses summaries

[19]

	..
STU [v]	were/ weren't often that explainable so I don't really (1.2) know what to expect, you

[20]

	..		40 [02:51.3]
IO [v]			well you know. by. later today
STU [v]	know in some courses, so that's going to be fun.		

[21]

	..	41 [02:56.9]		42 [02:58.3]	43 [03:00.0]
IO [v]	whether it is going to be			I don't think I need to complete this	
STU [v]		yeah yeah it's okay just		no this is just between me	

[22]

	..	44 [03:02.4]	45 [03:02.5]
IO [v]	hè		and did you have a certificate of stay? of your home university?
STU [v]	and home university		

[23]

	46 [03:06.7]	47 [03:07.8]		48 [03:10.6]	49 [03:12.0]
IO [v]		cause some because some universities do that			e::hm did you check
STU [v]	e::hhhm			okay no:::	

[24]

	..	50 [03:15.1]	51 [03:18.9]52 [03:20.7]
IO [v]	with your university whether you need that and ehh if so		no no no it's it
STU [v]		yea:h is that an EU thing?	okay

[25]

	53 [03:21.5]54 [03:31.9]
IO [v]	's a university thing e::hm e:hm and we (.) as Utrecht University if students go
STU [v]	okay

[26]

	..
IO [v]	abroad have decided not to do that because it's you know corporated in the learning
STU [v]	

[27]

	..	55 [03:32.5]56 [03:36.3]
IO [v]	agreement but there are other universities who do use that	so:: you check with your (
STU [v]		okay I'm going to check

[28]

	..	57 [03:39.0]
IO [v]	) (.) yeah. e::h it just says I started e::h on Friday and I'll finish sometime later.	
STU [v]	the	yes of

[29]

	..	59 [03:48.0]	60 [03:52.3]	61 [03:52.9*]
IO [v]		okay. e:::hm (1.5) any other questions?		no? yeah?
STU [v]	course I will check that		no I think	not thank

[30]

	..	62 [03:58.1]
IO [v]		e:::h I have to ask
STU [v]	you very much for this (.) this was very fun (.) I hope it e:hm ( )	

[31]

	..	63 [04:03.6]	64 [04:04.6]
IO [v]	e:::h did you understand my questions?		and were you aware of that I
STU [v]		I did yes.	I did

[32]

	65 [04:08.9]	66 [04:12.4]	67 [04:14.0]
IO [v]	understood your questions?	okay (.)	was the
STU [v]	e::hm yes I think we both understand each other		

[33]

	68 [04:16.8]	69 [04:18.8]
IO [v]	aim accomplished? (1.1)	and how would you rate <the eh e:hm
STU [v]	yes of course (.) yes	

[34]

	70 [04:25.2]
IO [v]	conversation. e:hm between e:hm zero and ten
STU [v]	very good probably e:hm four or

[35]

	71 [04:29.1]	72 [04:30.6]	73 [04:32.6]
IO [v]	oh well that's.	((stutters)) uh no decimal so zero to ten.
STU [v]	something.	or what is it zero to

[36]

	74 [04:38.4]	75 [04:40.2]	76 [04:42.5]
IO [v]	so a four is a negative	okay good (.) and do you have any
STU [v]	so eh eight nine perhaps? yeah?	

[37]

	77 [04:44.0] 78 [04:45.1]
IO [v]	comments	yeah ((laughs)) I'm sorry
STU [v]	really not really not at all of course (.) it was a short conversations so no

[38]

	79 [04:46.7] 80 [04:50.7]	81 [04:52.5] 82 [04:53.0]	83 [04:53.5]
IO [v]	yeah (.) okay good (.) then we'll finish it yeah?		
STU [v]	comments.	yes of course. okay great	

[39]

84 [04:55.4]

Appendix 2: IOGW-6-M1-INT-EN

IO

    Sex: f
    Languages used: eng
    L1: nld

STU

    Sex: f
    Languages used: eng

[1]

	0 [00:00.0] 1 [00:01.7]	2 [00:02.3]		3 [00:04.1]
IO [v]	↑ye:::s. so, what is you question.			
STU [v]				↑ehm I'd like to get my confirmation of

[2]

	..	4 [00:06.4]	5 [00:07.2]	6 [00:08.1] 7 [00:08.3] 8 [00:08.7*]	9 [00:15.7]
IO [v]		↑yes.	of course. (.)	thank you very ↑much. (6.) ((mumbles))	
STU [v]	↓arrival signed please.		(thank you:)		

[3]

	..	10 [00:21.1]	11 [00:47.0]
IO [v]	(4.0) ((mumbles)) (20.0) there's not muh ta/ non ((laughs)) <not much talking>		

[4]

	..	12 [00:49.5]	13 [00:53.9]	14 [00:55.9]
IO [v]	((laughs)) right ↓now ((laughs)).		°e::::hm let me see°. ((mumbles)) ((types))	
STU [v]		yeah ((laughs)). (3.32)		

[5]

	15 [00:59.7]	16 [01:01.0]	17 [01:01.4]	18 [01:02.0]	19 [01:02.6]
IO [v]	↑YE:S. (.) THAT one is for ↑you:.			OTHER documents that I need to	
STU [v]		thank ↑you that's great hh.			

[6]

	..	20 [01:04.3] 21 [01:04.6*] 22 [01:05.2] 23 [01:05.4*]	24 [01:05.9]
IO [v]	sign for you?	not at ( )?	
STU [v]	°e:h no ac tually°. >I came in< earlier with some documents and I forgot		

[7]

	..	25 [01:07.9]	26 [01:08.5*]	27 [01:10.2*]
IO [v]		AH okay well	>this one is< probably important	for your home
STU [v]	to do this ↓one so this is ((laughs)).			yea::h I don't

[8]

..		28 [01:11.8]	29 [01:12.6*]		30 [01:13.7]	31 [01:14.5]	32 [01:15.3]
IO [v]	university.		AH well that/ that's		important.		
STU [v]	get my grant	unless I do	it so ((laughs)) thank you.			yeah ((laughs)). >thank

[9]

..		33 [01:16.1]		34 [01:18.1]	
IO [v]		>have nice day<, goodbye.			
STU [v]	you very much<.	have a nice day, good↑bye:.			

IO

Sex: f
Languages used: nld

STU

Sex: f
Languages used: nld

[1]

	0 [00:00.0]1 [00:00.0]2 [00:00.7]3 [00:01.4]	4 [00:01.8]5 [00:28.5]	6 [00:29.0]7 [00:29.9]	8 [00:31.0]9 [00:34.4]
IO [v]	ja.		okay. dankjewel.	
STU [v]	(xxx) • okay. •	• okay. •		even kijke:::n

[2]

	10 [00:35.7]	11 [00:38.3]
IO [v]		ja maar die↑ moet je inleveren
STU [v]	(misschien nog wel) een research application form↑.	

[3]

	.. 12 [00:40.8]	13 [00:42.1]14 [00:42.6]	15 [00:45.0]
IO [v]	bij het studiepunt↑.	u:::h en die mag ik pas tekenen als	DIE akkoord is van de
STU [v]	o:::h ja.	deze.	((laughs))

[4]

	16 [00:46.9]	17 [00:48.8]18 [00:49.2]	19 [00:50.4]
IO [v]	u:::h examencommissie↑	en DIE moet getekend	worden door (xx) en
STU [v]	okay.	hè.	(dan leg ik het weg)

[5]

	..	20 [00:54.2]21 [00:54.7]	22 [00:55.5]
IO [v]	die is er vandaag NIET	die is/	
STU [v]		(ik weet nog wel)	(Iris Caris) zei dat ik naar het science

[6]

	..	23 [00:58.4]	24 [00:59.2]	25 [00:59.7*]
IO [v]		ja, dat klopt.	normaliter zou ze er ook zijn maar ze is	
STU [v]	international office moest.		((laughs))	

[7]

	.. 26 [01:01.3]27 [01:02.3*]28 [01:03.0]	29 [01:03.7*]	30 [01:05.0] 31 [01:06.2]
IO [v]	ziek. ((lau ghs)) en daar kan	ik/ kan ik niks aan doen. dus i/	JA dit is echt heel
STU [v]	okay.	o:::h↓	

[8]

	..	32 [01:09.3]	33 [01:10.6]
IO [v]	vervelend maar ik kan (.) IK KAN	d/ dr niks mee↑	
STU [v]		niks doen.	okay maar ik kan zo even langs

[9]

	..	34 [01:12.6]	35 [01:14.2]	36 [01:14.5]	37 [01:15.1]
IO [v]			ja	studiepunt.	en wat ik heb
STU [v]	u:::h want dit moet gewoon langs studiepunt↓.			o:::h	kay.

[10]

	..
IO [v]	begrepen is dat ze eigenlijk een getekend exemplaard van die >word placement
STU [v]	

[11]

	..	38 [01:21.5]
IO [v]	agreement< willen hebben↑. maar die kan ik nog niet tekenen want (Iris) (.) is er	
STU [v]		

[12]

	..	39 [01:24.5]	40 [01:24.9]	41 [01:26.0]	42 [01:27.8]
IO [v]	niet. Iris		tekent die altijd.	oh die heb je wel ondertekend okay.	nou dan kan je em
STU [v]			ja die heb ik wel.	die is wel ondertekend door Iris ja.	

[13]

	..	43 [01:28.9]	44 [01:29.3]
IO [v]	inleveren.		en DAN u:::h vraag ik je om (.) je buitenland aanvraag in Osiris te
STU [v]		ja.	

[14]

	..	45 [01:35.1]	46 [01:35.6]	47 [01:36.8*]	48 [01:37.6]	49 [01:38.6]	50 [01:39.4]	51 [01:40.1]
IO [v]	zetten?		u:::hm en dan kan ik die	weer tekenen.		ja?		denk
STU [v]		ja.		o:::h okay.	dan u:::h.			

[15]

	..	52 [01:43.2]	53 [01:43.7*]
IO [v]	ik dat dat v/ dan kom ik volgende week terug of zo ((laughs)) m/ m/	ja↑.	
STU [v]			eind van deze

[16]

	54 [01:44.4]	55 [01:44.8]	56 [01:45.6]	57 [01:46.9]
IO [v]		ja.	da weet ik ook nie↓.	
STU [v]	week. ik weet niet hoe lang dit gaat duren.			dus ik kan even langs

[17]

58 [01:48.3]	59 [01:48.5]	60 [01:48.7]	61 [01:50.0]	62 [01:51.8]
IO [v] ja.			sorry maar IK de/ d/ de:::r is afgesproken dat ik eerst	
STU [v] studiepunt.		nou, okay.	((laughs)) (hoe verzin je het)	

[18]

..		63 [01:53.0]	64 [01:56.0]	65 [01:56.6]
IO [v]	toestemming moet ZIEN van de examencommissie↑		voordat ik formulieren ga	
STU [v]				ja.

[19]

66 [01:56.8]	67 [01:57.5]		68 [01:59.0]	69 [01:59.5]
IO [v]	tekenen en dat is op zich ook wel logisch↑.		als je geen toestemming krijgt↑	
STU [v]			ja.	

[20]

70 [02:01.3]			71 [02:05.0]	72 [02:05.5]
IO [v]	dan↑ zijn alle andere formulieren ook niet van toepassing.		dus (.) vandaar.	
STU [v]			((laughs))	

[21]

73 [02:06.5]	74 [02:07.1]	75 [02:07.7]	76 [02:09.0]	77 [02:10.2]	78 [02:11.0]
IO [v]	ja?	WANneer ga je?		eh/ e/ en/ u:::hm (.) waar ga	
STU [v] okay.			u:::h twee april↓.	of ja dan u:::h begin ik.	

[22]

..	79 [02:11.6]	80 [02:14.2]	81 [02:14.5]	82 [02:16.0]	83 [02:16.9]	84 [02:16.7]
IO [v]	je heen?			okay↑.	en mag ik even	
STU [v]		u:::h Engeland Manchester (x) Oxford.				

[23]

..		85 [02:19.8]	86 [02:21.0]	87 [02:21.2]	88 [02:22.6]	89 [02:23.8]
IO [v]	vrage:::n waar↑ in uh Manchester is dat de universiteit? of				
STU [v]			nee het is uh een bedrijf. u:::h (xxx)			

[24]

	90 [02:23.8]	91 [02:25.1]	92 [02:27.7] 93 [02:28.9]
IO [v]	en krijg j:::e↑	krijg je een u:::hm een allowance?	hoe noem je dat een
STU [v]	daar ga ik onderzoek doen.		nee.

[25]

	..	94 [02:29.2] 95 [02:29.3]	96 [02:30.2] 97 [02:30.5] 98 [02:31.2] 99 [02:31.5]
IO [v]	stagevergoeding?	ik krijg helemaal niks.	u:::h want dan kun je dus
STU [v]		nee? okay↑	

[26]

	..	100 [02:33.8]	101 [02:34.3] 102 [02:35.2]
IO [v]	ook nog in aanmerking komen voor de Erasmus beurs↓.		
STU [v]		ja die ik heb ik ook uh getekend.	maar die kon ik dus

[27]

	..	103 [02:38.7]	104 [02:39.3]
IO [v]		KLOPT.	maar ik weet niet
STU [v]	ook pas invullen als u:::h alles in Osiris staat ((laughs)).		

[28]

	..	105 [02:41.7] 106 [02:43.0]
IO [v]	welke handtekeningen je daar op hebt staan?	ja maar van de sending
STU [v]		alles volgens mij ((laughs)).

[29]

	107 [02:43.7]	108 [02:45.7] 109 [02:46.5] 110 [02:47.3] 111 [02:52.2]	112 [02:52.7]
IO [v]	institution?	wie. ja.	
STU [v]		ja. ook. u:::hm pfff mijn (.) projectbegeleider? volgens mij?	

[30]

	113 [02:52.6] 114 [02:53.0]	115 [02:54.2] 116 [02:54.6]	117 [02:55.8]
IO [v]	en dat is dus niet goed↑.	dat moeten wij zijn↑.	omdat u:::h men bij
STU [v]		oh↓.	

[31]

	..	118 [02:58.7] 119 [02:59.5]	120 [03:00.0] 121 [03:02.0]
IO [v]	centraal↑ centraal u:::h betaalt de beurs uit↑.	en die willen dat de international	
STU [v]		oh↑.	

[32]

	122 [03:06.1]
IO [v]	officers ervan op de hoogte zijn. en dus moeten wij u:::h die formulieren

[33]

	123 [03:09.2] 124 [03:10.2]
IO [v]	ondertekenen. dus HEB je het laten ondertekenen door iemand anders↑.

[34]

	125 [03:13.4] 126 [03:13.7] 127 [03:15.4]
IO [v]	dan het international office↑
STU [v]	misschien dat (Iris Caris) (erop) heeft getekend maar dat weet ik

[35]

	128 [03:17.1] 129 [03:17.6] 130 [03:18.0] 131 [03:18.6] 132 [03:19.0] 133 [03:19.0] 134 [03:19.8]
IO [v]	ja, moe je het even ↓nakijken. en anders moe je die ook nog even
STU [v]	niet zeker. even kijken ja. (heb ik nu niet bij me) ja.

[36]

	136 [03:21.5] 137 [03:22.7] 138 [03:22.8] 139 [03:25.3]
IO [v]	meenemen dat we het hier opnieuw even ondertekenen. ↓o↑kay ((laughs))
STU [v]	ja volgende keer neem ik wel gewoon alles mee ((laughs))

[37]

	140 [03:26.5] 141 [03:27.0] 142 [03:28.4] 143 [03:29.4] 144 [03:29.9] 145 [03:30.7] 146 [03:32.0] 147 [03:31.9]
IO [v]	en:::: •e:::hj::::ah• weet ↑je
STU [v]	het is ZO veel papierwerk dat is echt ((laughs))

[38]

	148 [03:32.7] 149 [03:33.2] 150 [03:34.6] 151 [03:35.4] 152 [03:38.0]
IO [v]	dit is nu even veel papier↑werk maar daarna zit je in Engeland en dan heb je daar ook
STU [v]	((laughs)) ja.

[39]

	153 [03:38.5] 154 [03:39.7] 155 [03:40.2] 156 [03:42.4] 157 [03:42.7] 158 [03:42.7]
IO [v]	geen last meer van. en voor de beurs moet je wel iets ↑doen. maar je
STU [v]	ja.

[40]

		159 [03:43.0]	160 [03:47.0]
IO [v]	krijgt er ook een mooi bedrag voor en het is vrij simpel te krijgen dus		
STU [v]			

[41]

161 [03:47.2]	162 [03:47.5]	163 [03:47.6]	164 [03:48.6]	165 [03:48.9]
IO [v]	dan denk ik ja (mtf:)	het is u::hm (.) uh hoe zeg je dat u:::h een		
STU [v]	ja.			

[42]

..	166 [03:52.5]	167 [03:54.5]	168 [03:54.8]	169 [03:56.1]	170 [03:57.4]
IO [v]	voor↑deel met een klein na↓deel.	VIND IK in mijn beleving ja.			
STU [v]		okay (.) ja.			

[43]

171 [03:57.7]		172 [04:03.2]	173 [04:05.4]
IO [v]	je zult zien in het buitenland kan uh uhm uh bureaucratie erger zijn.	↑ja.	
STU [v]		((laughs))	

[44]

174 [04:06.0]	175 [04:07.1]	176 [04:07.3]	177 [04:07.6]	178 [04:08.2]	179 [04:08.9]	180 [04:09.9]	181 [04:10.2]
IO [v]	uh::m ja.	ik u:h moet het hier even bij laten.						
STU [v]	(tl) (dat snap ik wel).	ja.						

[45]

182 [04:10.3]	183 [04:10.6]	184 [04:10.6]	185 [04:11.0]	186 [04:11.4]	187 [04:12.0]	188 [04:12.6]
IO [v]	ja?	okay. u::hm ja der wordt nog gevraagd uhm				
STU [v]	okay.					

[46]

..	189 [04:17.1]	190 [04:18.4]	191 [04:18.7]	192 [04:20.1]	193 [04:20.6]	194 [04:21.1]
IO [v]	(.) u::h is het doel bereikt. NEE HÈ ((laughs))					
STU [v]	((laughs)) (dit gebeurt dus al meteen)					

[47]

195 [04:21.8]	196 [04:23.8]
IO [v]	ja. sorry.

Appendix 4: IOSC-2-M1-INT-EN

IO

Sex: f
Languages used: eng

STU

Sex: m
Languages used: eng

[1]

0 [00:00.0] 1 [00:07.3]

IO [v]	okay (.) afterwards you will get e:::h questioned whether you e:h/ what your

[2]

..

IO [v]	impression was of the conversation. just to make sure that it is not only my

[3]

.. 2 [00:19.4] 3 [00:23.8]

IO [v]	impression but your impression as well. yeah? okay (.) e:h now your question.
STU [v]	I just

[4]

.. 4 [00:26.8] 5 [00:27.3] 6 [00:31.0] 7 [00:33.1*]

IO [v]	yeah well. e::hm
STU [v]	need to have your sign that I'm enrolled (3.4) actually it is yesterday.

[5]

.. 8 [00:34.3] 9 [00:40.7]

IO [v]	when/ were you at the introduction at the general orientation on saturday?
STU [v]	but yes I

[6]

.. 10 [00:41.6] 11 [00:48.1]

IO [v]	yes? well that is the first mandatory eh:::m day of your studies here.
STU [v]	was a:::h

[7]

12 [00:48.6]

IO [v]	so the sixth is e:::h today but I think it was saturday, it was the third. so::: can I
STU [v]	

[8]

	..	13 [00:58.9]	14 [01:00.3]
IO [v]	change that?		well. it depends on <your u:::h
STU [v]		yes I think it doesn't matter (1.4)	

[9]

	..	15 [01:03.5]	16 [01:17.8]	17 [01:19.5]	18 [01:22.4]
IO [v]	scholarship.		yes	here you are.	e:::hm I just
STU [v]		okay (12.0) what's this stamp (xxx) ((laughs))			

[10]

	..	19 [01:39.5]	20 [01:41.8]
IO [v]	need to record what I've just done (13.3)	do you have any other questions?	
STU [v]			n:::o I

[11]

	..	21 [01:44.5]	22 [01:45.4]
IO [v]		yeah?	
STU [v]	think that's it	e:::hm I have a short question maybe. there's something like a

[12]

	..	23 [01:51.9]
IO [v]		I get so many questions about that e:::hm
STU [v]	discount for public transport here. no?	

[13]

	24 [01:55.2]	25 [01:57.5]
IO [v]		yeah I know e:::h we have a crazy system.
STU [v]	we have that in Germany a lot so ((laughs)	

[14]

	..
IO [v]	eh:::m we have e:::hm a study finance and including that study finance, which is

[15]

	..
IO [v]	given by the government to the Dutch students is included a discount for public

[16]

	..
IO [v]	transport but because it's included in the::: study finance I cannot offer it to exchange

[17]

	..	26 [02:22.4]	27 [02:24.5]
IO [v]	students		so I am sorry but I haven't got it and
STU [v]		cause I have no study finance ((laughs))	

[18]

	..	28 [02:30.3]	29 [02:33.1]
IO [v]	I cannot offer it to you but do you/		right. that
STU [v]		((laughs)) no problem I have a bicycle ((laughs))	

[19]

	..	30 [02:35.7]
IO [v]	was the second question I was going to ask and ehm.	
STU [v]		and I have a room in the city so

[20]

	..	31 [02:38.2]	32 [02:41.8]
IO [v]	okay yes but if you have classes here you have to commute hè.		
STU [v]	that's perfect		yes

[21]

	33 [02:42.4]	34 [02:49.9]	35 [02:52.0]
IO [v]	but that eh/ it is okay but ehm. (1.5) e:::hm. housing? (0.7)		okay is it
STU [v]		I am (xxx)	

[22]

	..	36 [02:53.2]	37 [02:53.7]	38 [02:54.0]
IO [v]	okay?		yeah?	
STU [v]		it's perfect yes.	I found a room with this roommate he is a pretty cool guy.	

[23]

	39 [02:57.0]	40 [02:57.0]	41 [02:58.0]	42 [02:59.1]	43 [03:00.2]	44 [03:02.2]
IO [v]	okay.		okay.		and when do you start your studies	today?
STU [v]		from Portugal.		(xxx)		e:::hm.

[24]

	..
IO [v]	oh yesterday already. okay. and was it. ↓clear and was every- could you find the
STU [v]	yesterday

79

[25]

	46 [03:09.8] 47 [03:10.3]
IO [v]	rooms? did you yeah?
STU [v]	yes I could find the room. I met a nice guy he told me about the

[26]

	..
IO [v]	
STU [v]	public transport thing (xxx) he wanted to ask me something different/ something

[27]

	48 [03:13.7] 49 [03:19.5] 50 [03:24.3]
IO [v]	yeah you weren't at the mandatory faculty introduction on friday correct?
STU [v]	else so:: no I

[28]

	.. 51 [03:25.1]
IO [v]	no. e:h we'll send this week the power↓point of that presentation and together
STU [v]	wasn't

[29]

	..
IO [v]	with the powerpoint of the e:::h the student who was ↑there, and she has given a lot
STU [v]	

[30]

	.. 52 [03:40.2] 53 [03:40.9]
IO [v]	of information on the public transport. so::: that might be making it. yeah that
STU [v]	(xxx)

[31]

	.. 54 [03:44.8] 55 [03:45.7] 56 [03:46.2]
IO [v]	might be making it a bit easier. yeah? anything ↓else no? okay. well ehm
STU [v]	no

[32]

	57 [03:47.8] 58 [03:48.7] 59 [03:49.8] 60 [03:50.5]
IO [v]	thi/ this is okay and e:::hm I'll send you later on the
STU [v]	thank you a lot it's better

[33]

IO [v]	powerpoint but it may be towards the end of the week. it depends on the workload.
STU [v]	

[34]

	61 [03:58.1]	62 [03:59.6]	63 [04:04.3]
IO [v]	yeah?	okay. you will get a e:h a short question regarding this	
STU [v]	that's all right.	hmhm	

[35]

IO [v]	conversation we had and you have to explain what wha/ went on and how you felt it
STU [v]	

[36]

	64 [04:04.9*]
IO [v]	went. just for your information that you will get it. yeah?
STU [v]	

Appendix 5: IOSC-G2-LOC-NL

IO1

    Sex: f
    Languages used: nld
    L1: nld
    L2: eng

STU1

    Sex: m
    Languages used: nld

STU2

    Sex: f
    Languages used: nld

IO2

    Sex: f
    Languages used: nld
    L1: nld
    L2: eng

[1]

	0 [00:00.0]1 [00:05.8]
STU1 [v]	u:::hm (.) wij zijn allebei master studenten↑ master business informatics (.)

[2]

	..	2 [00:13.6]
STU2 [v]		ja.
STU1 [v]	e:::n uh zij luistert gewoon even	mee omdat zij ook geinteresseerd in buitenland

[3]

	3 [00:15.4]	4 [00:16.0]	5 [00:18.3]
IO1 [v]	oh okay.	leuk ja.	
STU2 [v]		(xxx)	
STU1 [v]	studeren↓		ja en ik had begrepen dat dat wel eigenlijk alleen maar mogelijk

[4]

	..
STU1 [v]	was voor volgend jaar dan weer↑ omdat voor één december de deadline ligt voor

[5]

	..	6 [00:24.7]7 [00:25.2]
IO1 [v]		ja.
STU1 [v]	tweeduizend achttien tweeduizend negentien	u:::hm en nou had ik in mijn

[6]

	..
STU1 [v]	studieplan gezet o::m (.) komend jaar dus het tweede jaar van mijn master het eerste

[7]

	..	8 [00:34.3]	9 [00:34.6]
IO1 [v]			ja.
STU1 [v]	semester te gaan↑ semester is een half jaar he? dus		de eerste twee blokken

[8]

	..	10 [00:36.0]
STU1 [v]	zeg maar. u:::hm e:::n ik had daar al wat een en ander voor (.) gemaakt↑ qua

[9]

	..
STU1 [v]	documenten↑ u:::hm en ik begreep ook dat je dat moet laten ondertekenen

[10]

	..	11 [00:49.6]	12 [00:51.5]
IO1 [v]		uhm over welke heb je het precies?	
STU1 [v]	uiteindelijk hier of (ten minste xxx)		nou ik heb in ieder geval

[11]

	13 [00:52.4]	14 [00:53.7]	15 [00:56.9]	16 [00:59.3]
IO1 [v]	study plan of uh		want je study plan uh	
STU1 [v]	u:::h	•ik had ook een study plan ja.•		

[12]

	..
IO1 [v]	bespreek je met je studieadviseur? of de coördinator van je programma (.) u:::h en

[13]

	..	17 [01:08.9]	18 [01:10.3*]	19 [01:13.2]
IO1 [v]	die mag em dan ook ondertekenen ik	weet niet of uh	of dat duidelijk was.	
STU1 [v]		okay.	okay.	u:::hm

[14]

	..	20 [01:17.4]
IO1 [v]		ja bij je
STU1 [v]	nou ik wist niet of dat inderdaad hier moest of bij u:::h bij mijn coordinator (ik weet	

[15]

	..	21 [01:19.1]	22 [01:21.5]
IO1 [v]	coördinator.		ja.
STU2 [v]		Slinger.	
STU1 [v]	niet) wie onze coördinator dan	is, is dat dan Slinger zelf gewoon? okay. u:::h (.)	

[16]

	..	23 [01:23.9]	24 [01:28.6]25 [01:29.1]
IO1 [v]			hhm.
STU1 [v]	okay. u:::h (.) en ik heb dus nou ik heb dit als studieplan ge/ opgezet.		en ik

[17]

	..
STU1 [v]	heb een uh financial plan gemaakt en u::h en ook see/ een uh application letter.

[18]

	26 [01:35.4]	27 [01:37.6]28 [01:39.1]	29 [01:41.1]
IO1 [v]	okay, een motivatie bedoel je.	ja. dan ben je al een heel eind.	
STU1 [v]		ja, ja.	wat is dan de

[19]

	..	30 [01:43.1]31 [01:44.6]
IO1 [v]		u:::h als je al je documenten compleet hebt dan kun je u:::h
STU1 [v]	volgende stap.	

[20]

	..	32 [01:52.7]
IO1 [v]	dan is volgens mij de volgende stap dat je een aanvraag in Osiris doet.	toch? dat

[21]

	..	33 [01:55.6]
IO1 [v]	gaat via Osiris ja. en dan kan je dit uploaden en dan u:::h kunnen wij het ook zien↑	
STU1 [v]		okay.

[22]

	..	34 [02:03.0]
IO1 [v]	en op een gegeven moment kunnen we het dan in behandeling nemen.	
STU1 [v]		okay en/ en

[23]

STU1 [v]	hoe snel hoor je daar (.) dan weer meer over want omdat ove/ het is pas over (.)

[24]

35 [02:10.6]36 [02:11.6]

IO1 [v]	hhm.
STU1 [v]	over ja iets minder dan een jaar↑. •over• tien maanden of zo gaat het

[25]

STU1 [v]	allemaal pas in maar je wil wel van te voren al een hoop kunnen weten natuurlijk

[26]

37 [02:16.9]

IO1 [v]	ja↑
STU1 [v]	als je (.) naar het buitenland gaat en ik vraag me ook af hoe dat (.) hoe dat dan

[27]

38 [02:21.9]   39 [02:22.7]40 [02:23.4]

IO1 [v]	ja daarna u:::hm hoe snel hoor je of je (.)
STU1 [v]	verder gaat qua housing enzo (xx) ja.

[28]

41 [02:28.3]

IO1 [v]	((laughs)) geselecteerd bent? (een paar weken of)
IO2 [v]	nou allereerst wachten we de deadline natuurlijk af↑

[29]

IO1 [v]	
IO2 [v]	één december↑ dus daar zijn we wel één à twee weken mee bezig om al die

[30]

IO1 [v]	
IO2 [v]	aanvragen te bekijken uh dan heeft u:::hm de aanvragen die via universiteitsbrede

[31]

IO1 [v]	..
IO2 [v]	aanvragen overeenkomsten gaan die worden doorgezet naar het centrale

[32]

IO1 [v]	..
IO2 [v]	international office, die gaat verder met die aanvraag want het is hun overeenkomst.

[33]

	..	42 [02:55.7]
IO1 [v]		
STU1 [v]		en wat is het verschil?
IO2 [v]	gaat het om een bèta overeenkomst dan blijft ie bij ons, u:::h

[34]

	43 [02:56.8]	44 [02:58.1]
IO1 [v]	want waar wil je naartoe?	
STU1 [v]		ik wil naar een/ wa/ waarschijnlijk (xx) Zweden of

[35]

	..	45 [03:03.6] 46 [03:04.7]
STU1 [v]	Denemarken dat zijn de twee u:::h landen waar ik	u:::h (x)
IO2 [v]		ja, nou je hebt twee soorten

[36]

IO2 [v]	..
	overeenkomsten↑ dat zijn de bèta overeenkomsten of de centrale overeenkomsten,

[37]

IO2 [v]	..
	deze zijn de centrale en als je dan praat over Denemarken dan heb je het over

[38]

IO2 [v]	..
	Aarhus en Zweden (.) hebben ze niks en praat je over bèta (.) dan zal ik even het

[39]

	.. 47 [03:26.0]
STU1 [v]	want ik dat zal dat zullen dan wel de (xx) bijvoorbeeld Lund university
IO2 [v]	formulier erbij pakken↑.

[40]

	.. 48 [03:32.6] 49 [03:33.4] 50 [03:33.9]
IO1 [v]	dat zijn
STU1 [v]	Kopenhagen University en Stockholm university. dat zijn dan de keuzes u:::h
IO2 [v]	ja, dat zijn dat zijn de

[41]

	.. 51 [03:35.8] 52 [03:37.5] 53 [03:40.9]
IO1 [v]	dan je keuzes, okay
STU1 [v]	
IO2 [v]	bèta dat zijn de bèta overeenkomsten↑ dus (.) dan blijft ie bij

[42]

	..
IO2 [v]	ons u:::h dan gaan wij kijken of dat mogelijk is↑ zal deze nog even aan jullie eh

[43]

	.. 54 [03:51.4] 55 [03:54.3]
IO1 [v]	ja.
STU2 [v]	oh dat is beter.
IO2 [v]	geven en ik leg em even hier neer (xxx) misschien meer (van achter komen)

[44]

	56 [03:55.9] 57 [03:57.1] 58 [04:01.8]
IO1 [v]	u:::hm dan nog even kijken waar je onder valt ik denk (dat deze xxx)
STU2 [v]	ja dankje. en dat is

[45]

	.. 59 [04:03.1]
STU2 [v]	allemaal beta toch.
IO2 [v]	ja dis allemaal bèta (.) en u:::hm op het moment dat je aanvraag

[46]

	.. 60 [04:09.5]
STU1 [v]	(xxx)
IO2 [v]	akkoord is dan gaan we kijken of er voldoende u:::h plaatsen zijn voor de studenten

[47]

STU1 [v]
IO2 [v]   die zich hebben aangemeld? mocht daar nog een u:::h te veel studenten zijn dan

[48]

                                                          61 [04:23.8*]

STU1 [v]
IO2 [v]   gaan we allereerst even checken bij de partner of het mogelijk is om dat uit te

[49]

STU1 [v]
IO2 [v]   breiden (.) dan word je genomineerd en de nominatie periode bij de buitenlandse

[50]

STU1 [v]
IO2 [v]   partner is van belang, dat is meestal ergens in maart april dus tussen december en

[51]

STU1 [v]
IO2 [v]   maart april blijft het stil je krijg wel te horen van nou we hebben je aanvraag u:::h

[52]

STU1 [v]
IO2 [v]   ontvangen u:::h je kan in principe geplaatst worden maar we moeten dan afwachten

[53]

STU1 [v]
IO2 [v]   totdat we je kunnen nomineren↑ en daarvoor is de buitenlandse universiteit van

[54]

STU1 [v]
IO2 [v]   belang dan geven wij de gegevens aan hun door↑ en dan word je gevraagd om

[55]

STU1 [v]	
IO2 [v]	gegevens van jezelf aan te reiken zoals een transcript of records he een cijferlijst

[56]

62 [05:07.0]

STU1 [v]	
IO2 [v]	o:::f u:::hm je interesses de vakken die je zou willen doen enzovoort. dus vanaf

[57]

IO2 [v]	december tot en met (.) maart april krijg je wel van ons eventueel te horen wat er

[58]

63 [05:17.6]

STU2 [v]	en als je aanvraag dan wordt
IO2 [v]	mee gebeurt, maar het zal daarna even stil blijven.

[59]

64 [05:21.3]

STU2 [v]	afgekeurd? kun je het opnieuw indienen of
IO2 [v]	ja. daar is een bepaalde termijn voor om

[60]

IO2 [v]	dat te doen je hebt u:::h de mogelijkheid om drie keuzes op te geven je MOET er

[61]

65 [05:33.1]   66 [05:37.1]

STU2 [v]	okay. (xx)
IO2 [v]	twee in Osiris zetten en uh na de eerste keuze MOCHT dat niet mogelijk zijn krijg

[62]

STU2 [v]	
IO2 [v]	je bericht daarvan en wordt er verteld hoe veel tijd je hebt om de tweede keuze of

[63]

	.. 67 [05:45.8]
STU2 [v]	
IO2 [v]	de derde keuze te doen je hoeft alleen de EERSTE keuze maar uit te werken dus dat

[64]

	.. 68 [05:49.3]	69 [05:51.1*]	70 [05:53.2]71 [05:54.5]
STU2 [v]	(xxx) okay.	ja.	
STU1 [v]			okay u:::h dat is
IO2 [v]	scheelt. al die formulieren ja.	is alleen de eerste keuze.	

[65]

	.. 72 [05:56.8]73 [05:57.9]
STU1 [v]	helder↑ u:::hm (.) dan heb je het nog over financiën↑ u:::h ik ga ervan uit dat

[66]

	.. 74 [06:04.5]75 [06:04.9]
IO1 [v]	hhm↑.
STU1 [v]	ik een Erasmus beurs (.) zou kunnen krijgen↑ u:::hm hoe is/ hoe gaat dat in

[67]

	.. 76 [06:06.5]
STU1 [v]	zijn werk/ moet je daar dan uh ook per december al gelijk achteraan gaan of wat is

[68]

	.. 77 [06:11.9*]
IO1 [v]	u:::h nee op een gegeven moment uh als je zeker weet waar je naartoe gaat
STU1 [v]	dan daar voor (xxx)

[69]

	..
IO1 [v]	u::h dan uh kan je op een gegeven moment in Osiris ook een aanvraag doen voor
STU1 [v]	

[70]

	.. 78 [06:21.0]
IO1 [v]	de Erasmus beurs↑ u:::h en dan krijg je vanzelf instructies wat je allemaal moet
STU1 [v]	

[71]

	79 [06:25.3]	80 [06:27.3]
IO1 [v]	doen. invullen aanleveren. u:::h en dan op een gegeven moment krijg je bericht dat	

[72]

	81 [06:31.9]	82 [06:33.9]	83 [06:35.0]
IO1 [v]	ie toegekend is↑ u:::hm wat was je vraag precies? hoe dat in z'n werk gaat?		
STU1 [v]			ja en

[73]

	..
STU1 [v]	wanneer je daarmee moet beginnen en hoe groot de kansen zijn dat je daar uh

[74]

	84 [06:41.3]
STU1 [v]	inderdaad ook daadwerkelijk vanuit mag gaan dat je die krijgt. want ik heb nu in

[75]

	85 [06:44.9]
IO1 [v]	ja.
STU1 [v]	mn fi/ financial plan wel ben ik er wel vanuit gegaan dat ik recht heb op die beurs↑

[76]

	86 [06:46.8]
IO1 [v]	ja hij wordt eigenlijk altijd toegekend tenzij der iets heel raars aan de
STU1 [v]	(maar het)

[77]

	87 [06:53.9]
IO1 [v]	hand is waardoor je er geen recht op hebt maar u:::hm u:::hm iedereen die em

[78]

	88 [06:56.3]
IO1 [v]	aanvraagt krijg em eigenlijk ook↑ u:::h heb je gelezen over (.) u:::hm de restricties↑

[79]

	89 [07:02.5]
IO1 [v]	die der tegenwoordig op staan (xxx) dat je niet meer v/ altijd voor de hele periode

[80]

	..	90 [07:06.8]	91 [07:07.4]
IO1 [v]	een beurs krijgt.	u:::h dat staat ergens op de website kan ik zo wel heel even
STU1 [v]		okay.

[81]

	..	92 [07:10.9]	93 [07:12.7]
IO1 [v]	aan jullie laten zien↑		e:::n je moet
STU2 [v]		maar moet je het voor één december aanvragen of (xxx)

[82]

	..	94 [07:14.5*]	95 [07:15.1*] 96 [07:15.4]	97 [07:18.3]
IO1 [v]	het u:::h >nee nee ne::e<	nee die Erasmus beurs die deadline is u:::h dat is voor
STU2 [v]	oh.

[83]

	..	98 [07:19.4*] 99 [07:20.0]	100 [07:21.7]
IO1 [v]	je aan vraag↑ om naar het buitenland te gaan↑ en u:::hm je Erasmus beurs uh vraag
STU2 [v]	ja.

[84]

	..	101 [07:26.0]	102 [07:27.1]
IO1 [v]	je pas in een later stadi um aan.
STU2 [v]	oh okay.
IO2 [v]	je vraagt em eigenlijk pas aan als je WEET dat je

[85]

	..	103 [07:30.0]	104 [07:31.3]	105 [07:33.4] 106 [07:33.9]
IO1 [v]	ja.		ja.
STU2 [v]		ja.	okay.
IO2 [v]	bij de universiteit waar je naartoe wil gaan geaccepteerd bent. dus dat is pas

[86]

	..	107 [07:35.4]	108 [07:37.8*]
STU1 [v]	oh ja.
IO2 [v]	veel later. als wij je nomineren in maart april↑ dan ga jij het proces in om je

[87]

	..	109 [07:43.1]	110 [07:45.2]
IO1 [v]			u:::hm
IO2 [v]	documenten aan hun op te geven↑ en op geven moment krijg je een bericht je dat je

92

[88]

	..	111 [07:47.5]		112 [07:50.0]	113 [07:50.7]	114 [07:51.2]
IO1 [v]		kan je Googlen UU Erasmus?		oh ja.		
STU1 [v]				nee dat (xx)		
IO2 [v]	bent geaccepteerd bij hun. DAN ga je met de Erasmus			plus aanvraag	ja?	

[89]

	115 [07:51.8]	116 [07:52.8]	117 [07:53.6]	118 [07:54.6*]	119 [07:55.0]	120 [07:56.4]	121 [07:58.5]
IO1 [v]			u:::h is het een touch	screen? okay ((laughs))		u:::hm	
STU2 [v]	ja, duidelijk.						
STU1 [v]				ja.			

[90]

	122 [08:00.0]	123 [08:06.6]	124 [08:07.2]	125 [08:08.1]	126 [08:09.3]	127 [08:09.7]	128 [08:12.4]
IO1 [v]	kijk.		oh sorry.		staat hier (.) u:::hm		
STU1 [v]							wacht hier ben ik denk

[91]

	..	129 [08:14.0]		130 [08:15.4]	131 [08:16.0]	132 [08:16.9]
IO1 [v]		ja? okay dus dat weet je.		en dan heb je nou ja als		
STU1 [v]	ik wel trouwens geweest ja ja.					

[92]

	..
IO1 [v]	je daar rekening mee kunt houden in j:::e financiale plan↑ dan is dat verder niet erg

[93]

	..	133 [08:22.6]
IO1 [v]	hoor↑. dat is wel belangrijk om te weten dat als je bijvoorbeeld zes maanden gaat	

[94]

	..	134 [08:27.3]		135 [08:31.3]	136 [08:31.7]
IO1 [v]	u:::h dat dat je niet voor de volle zes maanden een beurs krijgt.				
STU1 [v]				ja.	want ik had

[95]

	..	137 [08:34.8]	138 [08:36.4]
STU1 [v]	begrepen dat meestal mensen die een half jaar dus een een semester willen meer		

[96]

| STU1 [v] | kans maken op een (.) internationale ze/zeg maar op e/ op u:::h op in het buitenland |

[97]

139 [08:43.5]

| IO1 [v] | u:::h JA↑. |
| STU1 [v] | studeren als je maar één blok gaat. uh (wa/ waarvoor) ik hoef niet per se een half |

[98]

140 [08:45.6]   141 [08:47.6]   142 [08:50.9]

| IO1 [v] | hoef je |
| STU1 [v] | jaar maar (.) u:::h want ik qua s/ qua punten zou ik maar u::h vijftien punten |

[99]

143 [08:54.2]

| IO1 [v] | misschien maar/ |
| STU1 [v] | VIJFTIEN EC u::h nog in het buitenland kunnen doen omdat je maar ja je kan |

[100]

144 [08:55.6]   145 [08:57.7]

| STU1 [v] | maar uh ik kan pas in volgend studiejaar↑ en in volgend studiejaar heb je maar |

[101]

146 [09:01.2]

| IO1 [v] | ja dat heeft ook inderdaad te maken |
| STU1 [v] | vijftien ec vrije ruimte en verder master thesis (xxx) |

[102]

| IO1 [v] | Erasmus heeft ook te maken met hoeveel punten je gaat halen in het buitenland |

[103]

| IO1 [v] | want volgens mij willen ze dat je u:::h inderdaad uh zes maanden lang dan |

[104]

148 [09:12.7]

| IO1 [v] | weggaat↑ uh of in elk geval tweeëntwintig en een half ECTS of meer behaald. |

[105]

149 [09:16.6]

IO1 [v] en als je minder haalt dan u:::h uh voldoen je niet aan de eisen, volgens mij is dat

[106]

150 [09:24.8]

IO1 [v] een van de eisen u:::h om een Erasmus beurs te kunnen krijgen. ik weet niet of dat

[107]

151 [09:28.3]   152 [09:30.3] 153 [09:33.1] 154 [09:33.6]

IO1 [v] ook ergens gespecificeerd staat. hier, bij conditions.   ja.
STU1 [v]   >ohja<.

[108]

156 [09:35.8]   157 [09:37.3]   158 [09:38.9*]

IO1 [v]   ja staat minimaal vijftien
STU2 [v] volgens mij (ook tweeëntwintig of niet)   dat zijn dus drie vakken toch.
STU1 [v]

[109]

159 [09:40.6]   160 [09:43.8]

IO1 [v] oh maar dat is in een trimester system en dit is e:::h komt niet zo heel veel voor.

[110]

161 [09:45.5]   162 [09:46.4]   163 [09:48.4] 164 [09:50.2]

IO1 [v] sorry wat zei je?   ja.
STU2 [v]   nee maar dit zijn drie vakken denk ik. denk ik.
STU1 [v]   ja dat zijn drie

[111]

165 [09:52.5]

IO1 [v]   ja en dat meestal haal je dat ook niet in één blok (xxx) vijftien ECTS in
STU1 [v] vakken hè?

[112]

166 [09:58.6] 167 [10:00.0]   168 [10:01.5]

IO1 [v] één blok. u:::h dus dan zit je eigenlijk al in (het xxx)
STU2 [v]   maar als je nu de beurs niet per se
STU1 [v]   precies. daarom uh (is het eigenlijk wel)

[113]

	..	169 [10:06.1]
IO1 [v]		als je (.) niet/ nee als je niet afhankelijk bent
STU2 [v]	hoeft (kun je die dan wel toerekenen)	
STU1 [v]		

[114]

	..	170 [10:11.1*]171 [10:11.5]172 [10:11.9]
IO1 [v]	van de beurs dan kan je ook voor korter gaan.	ja, maar dat u:::h moet je
STU2 [v]		ja? okay.

[115]

	..	173 [10:15.6]174 [10:15.9]	175 [10:16.9]176 [10:19.3]177 [10:20.1]
IO1 [v]	even goed bedenken	en aangeven.	
STU2 [v]		ja.	
STU1 [v]			okay. zijn er verder nog dingen

[116]

	..
STU1 [v]	waar je moet op letten voordat je je aanvraag (.) voordat ik me aanvraag verder ga

[117]

	..	178 [10:25.7]179 [10:26.8]180 [10:29.8]
IO1 [v]		u:::hm. even denken↑ ja het ligt er heel erg aan waar je graag
STU1 [v]	afronden.	

[118]

	..	181 [10:34.3]
IO1 [v]	naartoe wil en waarom. u:::h dat zou je in je motivatiebrief aan kunnen geven want	

[119]

	..
IO1 [v]	dat helpt wel altijd als je heel goed aangeeft waarom je echt per se naar die

[120]

	..	182 [10:45.5]	183 [10:48.2*]
IO1 [v]	universiteit wil. en niet een verhaal opschrijft over ik wil heel graag reizen en alles		
STU2 [v]			

[121]

	..	184 [10:50.6] 185 [10:52.2]
IO1 [v]	van de wereld zien enzo want dat wil iedereen.	u:::hm↑ja en verder, op een
STU2 [v]	((laughs))	

[122]

	..
IO1 [v]	gegeven moment moet je bepaalde dingen gaan regelen zoals huisvestiging enzo.

[123]

	186 [10:56.8]	187 [11:00.1]
IO1 [v]	maar dat kan ook pas als je al geaccepteerd bent.	u:::hm en dat is in sommige steden

[124]

	..	188 [11:04.0] 189 [11:06.0]	190 [11:08.0]
IO1 [v]	heel moeilijk↑ u:::hm	ja nee even denken↑	ant waar zat jij aan te denken, dingen

[125]

	..	191 [11:11.1]	192 [11:13.1]
IO1 [v]	om op te letten.	waar je rekening mee moet houden.	
STU1 [v]		ja precies inderdaad	ja misschien u:::h uh ja

[126]

	..	193 [11:15.4]	194 [11:17.4] 195 [11:18.0]
IO1 [v]		ja.	ja Scandi navië
STU1 [v]	financiën sowieso	maar dat staat ook in het plan natuurlijk.	u:::hm

[127]

	..
IO1 [v]	is volgens mij wel wat duurder maar daar wordt ook rekening mee gehouden dan
STU1 [v]	(huisvestiging)

[128]

	..	197 [11:23.3*] 198 [11:24.2]	199 [11:26.2]
IO1 [v]	met de hoogte van je beurs↑ u:::h in die duurdere landen↑.	u:::hm ja en in sommige	
STU1 [v]			

[129]

	200 [11:30.8]
IO1 [v]	steden is huisvesting heel uh MOEILIJK maar dat staat/ want je had denk ik al wel

[130]

	201 [11:34.7]	202 [11:35.1]	203 [11:35.4]
IO1 [v]	de bestemmingen pagina ook gezien?	ja.	
STU1 [v]		ja.	ja daar staat wel wat op voor

[131]

	204 [11:36.8]	205 [11:38.9]	206 [11:40.1]
IO1 [v]			nee soms dat ligt een beetje
STU1 [v]	de niet voor elke universiteit staat even veel informatie	u:::h op de pagina's helaas.	

[132]

	207 [11:44.1*]	208 [11:44.2]
IO1 [v]	aan ook hoeveel informatie er op de website te vinden is.	per universiteit.
STU1 [v]	ja.	• okay ja •

[133]

	209 [11:46.2] 210 [11:47.3] 211 [11:49.3]
IO1 [v]	u:::hm ja? nou ja dat kan een van de moeilijkste dingen zijn, huisvesting

[134]

	212 [11:53.8] 213 [11:54.5]	214 [11:56.0]
IO1 [v]	vinden dus u:::h daar moet je wel op voorbereid zijn.	en het hoeft overal zo
STU1 [v]	ja.	

[135]

	215 [11:57.5]	216 [11:59.0] 217 [11:59.3]
IO1 [v]	te zijn. het kan ook heel makkelijk zijn	in sommige plekken waar bijna niemand
STU2 [v]	hm.	hhm.

[136]

	218 [12:02.1]	219 [12:02.8] 220 [12:03.2] 221 [12:03.6] 222 [12:05.1] 223 [12:07.0]
IO1 [v]	naartoe gaat	ja. u:::h
STU2 [v]	((laughs))	maar je (doet ook zelf een
STU1 [v]	ja.	okay.

[137]

	224 [12:10.6]	225 [12:12.9]
IO1 [v]	u:::hm nee deze lijst niet u:::h. uh want dit zijn	
STU2 [v]	lijstje met dat) buiten Europa of niet?	

[138]

	..	226 [12:15.4]	227 [12:16.7*]	228 [12:17.4]
IO1 [v]	als onze eigenl/ dit is van bèta↑	facultair↑	en wij hebben alleen maar in Europa	
STU2 [v]			ja.	

[139]

	229 [12:19.0]	230 [12:20.3]	231 [12:23.0]
IO1 [v]	uh partners↑ u:::hm maar als je buiten Europa weg wil↑ dan kom je ook automatisch		
STU2 [v]	(okay)		

[140]

	..	232 [12:28.0]	233 [12:28.5]
IO1 [v]	bij de uh uh universiteitsbrede contracten↑.	u:::h en dan ga je dus niet met je	
STU2 [v]		ja.	

[141]

	..	234 [12:31.4]	235 [12:31.7]	236 [12:33.4*]	237 [12:34.0]
IO1 [v]	departement weg↑	maar uhm overkoepe	lend.	en die sta/ die	
STU2 [v]		ja.		hhm.	

[142]

	..	238 [12:37.6*]	239 [12:39.1]
IO1 [v]	bestemmingen staan ook op de website	van de bestemmingen.	maar dan kan je
STU2 [v]		hm ja.	

[143]

	..	240 [12:41.8]
IO1 [v]	aanvinken UU breed. en dan heb je u:::h andere afstemmingen in/ ook in het mb/	

[144]

	..	241 [12:48.0]	242 [12:48.8]	243 [12:50.7*]
IO1 [v]	buitenland buiten Europa.			
STU2 [v]			en dan kun je ook tien wek/ weken weggaan).	
[v]				((telephone

[145]

	..	244 [12:51.5]	245 [12:52.7]	246 [12:55.1]	247 [12:55.5]
IO1 [v]	u:::hm ja dat ligt er een beetje aan waar je naartoe wil↑	ik weet niet u:::hm zij			
STU2 [v]					
IO2 [v]	((answers telephone))				
[v]	rings))				

[146]

IO1 [v]	hebben soms ook voorwaardens van hoe lang ze willen dat een student komt.

[147]

248 [12:59.6] 249 [13:00.3] 250 [13:01.1]   251 [13:03.1] 252 [13:04.2] 253 [13:04.9]

IO1 [v]	dus u:::h	niet? ook
STU2 [v]	ja. nou dat kon ik niet op de website vinden.	

[148]

254 [13:05.1]   255 [13:06.7]   256 [13:08.9]

IO1 [v]	niet bij de bestemmingen?	ja soms moet je
STU2 [v]	(wel bij de universiteit dus) maar wel die links maar niet u:::h hoe hoe (xxx)	

[149]

IO1 [v]	echt ontzettend goed zoeken om uh bepaalde specifieke informatie u::h te
STU2 [v]	

[150]

257 [13:15.7] 258 [13:17.7]

IO1 [v]	achterhalen. maar als je een u:::h (.) een universiteit in gedachte hebt dan
STU2 [v]	

[151]

259 [13:24.9]

IO1 [v]	kun je/ wij kunnen ook even kijken of wij uh (weten) en u:::hm wat ook nog (xxx) is

[152]

260 [13:28.5]

IO1 [v]	al je buiten Europa weg wil↑ uh bij het universiteitsbrede u:::h international office

[153]

261 [13:34.6]

IO1 [v]	hebben ze ook u:::h spreekuur↑ want u:::hm de mensen die daar werken hebben

[154]

262 [13:39.1]

IO1 [v]	allemaal een soort specialisme. dus als je naar/ naar Amerika gaat of naar Autstralië

[155]

	..	263 [13:45.4]	264 [13:46.9]
IO1 [v]	dan kan je bij die persoon alle vragen stellen. over die universiteiten.		ja.
STU2 [v]			(xxx)

[156]

	..266 [13:48.9]	267 [13:54.0]
IO1 [v]		ja.
STU1 [v]	okay dus deze handtekeninge::::n moet bij m'n u:::h studieadviseur vragen↑	

[157]

	268 [13:54.4]
IO1 [v]	
STU1 [v]	u:::h ja ver/ verder ook geen handtekeningen volgens mij voor de eerste (.) voor de

[158]

	..	269 [14:00.4]	270 [14:02.4]	271 [14:04.0]
IO1 [v]			u:::h nee.	
STU1 [v]	eerste inschrijving:::en↑ te halen (.) als ik het goed begrepen heb.			okay.

[159]

	272 [14:04.9]
STU1 [v]	nou dan ga ik dit afronden en dan komende week ergens u:::h (.) die

[160]

	..	273 [14:11.0]274 [14:11.5]	275 [14:13.2]
IO1 [v]		ja↑.	ja↑.
STU1 [v]	handtekeningen vergaren en u:::h	(xxx) denk ik, ik denk dat dat

[161]

	276 [14:13.8]	277 [14:15.9]
IO1 [v]		NEE nou ja je hebt het al.
STU1 [v]	dat deze/ volgens mij is het niet heel veel meer dan dat.	

[162]

	278 [14:17.1]	279 [14:20.4]
IO1 [v]	je hebt al heel veel, sommigen moeten er nu nog aan beginnen ((laughs)). u:::hm ja

[163]

	..
IO1 [v]	als je (.) als je heel duidelijk weet waar je naartoe wil dat is meestal al (.) dat is al

[164]

	280 [14:30.8]
IO1 [v]	dat gene waar de studenten vaak het langste over na moeten denken↑. en de vakken

[165]

	281 [14:35.7]
IO1 [v]	die ze daar willen volgen maar dat is (xx) ja dat is vrije keuze. dus ja dan kan je je

[166]

	282 [14:38.3] 283 [14:39.2]	284 [14:40.8]
IO1 [v]	aanvraag indienen.	dus als je je
STU1 [v]	okay. dan u:::h weet ik voldoende, dankjewel↑.	

[167]

IO1 [v] aanvraag ingediend hebt meestal wijst het zich daarna redelijk vanzelf opweg van

[168]

IO1 [v] onze instructies over wat je allemaal moet doen en ook wanneer je je Erasmus beurs

[169]

	285 [14:52.7]	286 [14:54.3*] 287 [14:54.7]
IO1 [v]	kan aanvragen dus dat u:::h ik/ wil je/ willen jullie dit mee nemen?	
STU2 [v]		JA. ja (x) dit

[170]

	288 [14:55.3]	289 [14:57.3] 290 [14:57.9]
IO1 [v]		okay. u:::h ja je
STU2 [v]	meenemen	
STU1 [v]	ja voor mij hoeft dat niet dat heb ik niet meer nodig.	

[171]

	291 [15:03.3]
IO1 [v]	mag altijd hier binnen loopt of mailen als je nog vragen hebt. dat is geen probleem.

[172]

	292 [15:05.3] 293 [15:05.9] 294 [15:07.0] 295 [15:07.8] 296 [15:16.6]	297 [15:17.0*] 298 [15:17.3]	299 [15:18.4]
IO1 [v]	ja↑.	JA.	ja succes. ja fijne middag.
STU2 [v]	(xxx)		
STU1 [v]	okay. nou hartelijk bedankt.		

[173]

	300 [15:19.6]	301 [15:20.3]	302 [15:20.9]	303 [15:22.4*]	304 [15:22.7]	305 [15:24.1]
IO1 [v]		ja↑.		ja.		DOEI↑
STU2 [v]	dankjewel. (xx)					
STU1 [v]			en wij spreken elkaar u:::h (xx)	u:::h	okay. HOIHOI.	

[174]

	306 [15:25.2]

IO1

    Sex: f
    Languages used: eng
    L1: nld

IO2

    Sex: f
    Languages used: eng
    L1: nld

STU1

    Sex: m
    Languages used: eng

STU2

    Sex: m
    Languages used: eng

[1]

	0 [00:00.0] 1 [00:00.0] 2 [00:00.9]	3 [00:03.5]		4 [00:06.1]
IO1 [v]		okay. (1.8) ↓h:m it's like a scene from a movie like this ↑hè.		
STU1 [v]	yeah I think ( )			ah.

[2]

	5 [00:07.1] 6 [00:07.7]	7 [00:08.0]	8 [00:10.0]	9 [00:10.6]	10 [00:11.4]
IO1 [v]	is it/	yeah? oh yeah move it < if it's not	correct>.		okay
STU1 [v]	maybe.		okay that's	perfect I think.	

[3]

	..	11 [00:11.9*] 12 [00:12.4]	13 [00:13.7]	14 [00:14.2]
IO1 [v]	((laughs)).	thank you so ↑much.		I have my own cameraman
STU1 [v]		yeah.	>oh yeah of course.<	

[4]

	..	15 [00:16.6] 16 [00:17.3]
IO1 [v]	↓now. (1.3)	so you wanna study eh >economics and business econo↓mics<.
STU1 [v]		↓s:o.

[5]

	17 [00:20.1]	18 [00:20.6]	19 [00:20.9*]	20 [00:21.8]	21 [00:22.2]
IO1 [v]		RIGHT?		°>okay<°. so th:e e:::h e:h/ the	
STU1 [v]	yeah ↑economics and	>business econo↓mics<.			

[6]

	22 [00:27.6]
IO1 [v]	CAMpus of e::hm >eh< economics and business econo↑mics. I think it would be

[7]

	23 [00:32.5]
IO1 [v]	↓nice to (.) eh walk around there:, check out the buildings:. e:hm there's a student

[8]

	24 [00:34.3] 25 [00:34.7*]	26 [00:36.4] 27 [00:36.9]
IO1 [v]	desk for espe cially for economics there as ↑well. be	cause eh I'm from the
STU1 [v]	↓hhm.	hhm.

[9]

	28 [00:39.3]	29 [00:41.9]
IO1 [v]	international ↑office ↓but. we MAINLY deal <with exchange students> instead	
STU1 [v]		okay.

[10]

	30 [00:42.3] 31 [00:43.0*] 32 [00:43.6] 33 [00:44.0] 34 [00:45.5]
IO1 [v]	of (.) degree stud↓ents. e:::hm. and the student desk e:h of ecoNO↑MICS.
STU1 [v]	yeah.
STU2 [v]	o::h.

[11]

	35 [00:49.1] 36 [00:49.5] 37 [00:51.7]
IO1 [v]	ehm. well they can (.) give you more information about application for the e::h.
STU1 [v]	the pro↑gra:m yeah.

[12]

	38 [00:53.3] 39 [00:54.5] 40 [00:58.3]
IO1 [v]	yeah for the pro↑gram. let me check (.) if I can guide you ↑there:. hmhmh↑mh:

[13]

	41 [01:00.9] 42 [01:09.3] 43 [01:11.8]
IO1 [v]	((mumbles and types)) °international campus Utrecht, okay.° °I can now° (3.1) you

[14]

	45 [01:21.3] 46 [01:23.3]
IO1 [v]	can check with ↑me on e:hm the little screen over ↑there. e:::hm. ah so this is

[15]

	..	47 [01:24.7]	48 [01:26.7]	49 [01:28.8]
IO1 [v]	where we are ↑NOW.	e:::hm (1.4)	THIS is where you (.) where the campus for (.)
STU1 [v]	hhm. (1.2)		
STU2 [v]	hhm.		

[16]

	..	50 [01:34.0]	51 [01:34.5*]	52 [01:35.3]	53 [01:35.7]
IO1 [v]	eh the economics department is.	Utrecht school of.		yeah.	>University
STU1 [v]		University college Utrecht.			

[17]

	..	54 [01:37.3]	55 [01:38.5]	56 [01:39.5]	57 [01:41.5]
IO1 [v]	college Utrecht, yeah.<	it 's on the SAME campus.		en e:::h.	but I ↑THINK (.)
STU1 [v]				okay.	

[18]

	..	58 [01:46.7]	59 [01:54.0]	60 [01:54.4]
IO1 [v]	e::hm. (2.7) °contact° ((types))		Utrecht university school of econo↑mics.	
STU1 [v]		°right°.		

[19]

	61 [01:56.4]	62 [02:03.0]	63 [02:04.7]
IO1 [v]	((mumbles)) okay so they are OP↓EN. eh from NINE in the morning till four in the		

[20]

	64 [02:07.5]	65 [02:08.4]	66 [02:08.7]	67 [02:09.1]	68 [02:09.5]	69 [02:09.7]
IO1 [v]	afternoon.	so/			yeah	then it's closed right now.
STU1 [v]	four in the afternoon.	theyre	closed now.		yeah.	
STU2 [v]				it's closed now.		

[21]

	70 [02:10.9]	71 [02:14.1]
IO1 [v]	but this is the e:::h this is the ↑( ) is over >there as ↑well<. so (.) if you eh wanna	

[22]

	..	72 [02:18.7]	73 [02:19.3]
IO1 [v]	go there tomorrow you could just drop ↓by.		so (Vera) has been very nice to
STU1 [v]		okay.	

[23]

	..	74 [02:24.3]	75 [02:24.6]	76 [02:26.1*]
IO1 [v]	p/ pick up some e:::h brochures?			
IO2 [v]		yes.	only ↑THESE are from	eh the
STU1 [v]				°↑thank you.°

[24]

	..	78 [02:27.9]	79 [02:30.0]	80 [02:30.4]
IO2 [v]	<MASter> program. so/ and this is like a general?	but these	are from the ma↓ster.
STU1 [v]		hhm.	

[25]

	81 [02:31.3]	82 [02:32.8*]	83 [02:33.3]	84 [02:34.3]	85 [02:34.6]
IO2 [v]	and they >didn't have any< (.) <bachelor>.			yes.
STU1 [v]		and this is all	bachelors, right?	oh this is the/ like
STU2 [v]			°bachelors°.	

[26]

	86 [02:35.3*]	87 [02:35.5]	88 [02:36.0]	89 [02:37.1*]	90 [02:37.3]	91 [02:38.8]	92 [02:40.2]
IO1 [v]				↑ja.			
IO2 [v]	yeah.		it's the general and	eh.		eh let's ↑see. I think there's (.) °these
STU1 [v]	the	GEneral.				
STU2 [v]		°((mum bles))°				

[27]

	..	93 [02:41.9]	94 [02:42.4*]	95 [02:42.7]	96 [02:43.3]
IO2 [v]	ones are from economics°.		so they/		I can give you
STU1 [v]		OKAY yeah so		they have all the pro	grams yeah.

[28]

	..	97 [02:44.0]	98 [02:45.1]	99 [02:45.7]	100 [02:47.0]
IO2 [v]	the ( ) from the mas↑ters. °if you are°.			
STU1 [v]			↑sure yeah.	we actually have a
STU2 [v]			°bachelor students°.	

[29]

	..	101 [02:48.6]	102 [02:49.8]	103 [02:50.1*]	104 [02:50.4]
IO1 [v]			↑so	will there be
IO2 [v]		↓yes.	okay	GREAT.
STU1 [v]	friend who is interested in	coming to do masters so.		

[30]

	..	105 [02:52.8]
IO1 [v]	new bachelor e::h folders?	
IO2 [v]		oh well not HERE/ so the/ I think if you go to/ tomorrow

[31]

	..	106 [02:56.3]107 [02:56.8]	108 [02:58.2]	109 [02:59.1]
IO1 [v]		↑o::h	they might have them over there.	
IO2 [v]	to the eh e::hm	CAMpus maybe ↓there:.		
STU1 [v]				↓right. so they

[32]

	..	111 [03:00.6*]	112 [03:01.0]
IO1 [v]		↓yeah:.	because this building is regarded as a
STU1 [v]	have more information for the	pro↓gram.	

[33]

	..	113 [03:04.0]114 [03:04.3]115 [03:04.5*]	116 [03:05.2]	117 [03:05.9]118 [03:06.7]
IO1 [v]	↑law buil↑ding.	so.	yeah ((laughs)) ↓no (.). >if you walk	
IO2 [v]			((laughs))	
STU1 [v]		we had NO idea ((laughs)).		
STU2 [v]			yeah ((laughs)).	

[34]

	..	119 [03:09.8]
IO1 [v]	around< ↑here and you look at all the buil↑dings you see the ↓plex	e::h on the
STU1 [v]		right, yeah.

[35]

	120 [03:10.5]	121 [03:12.0]122 [03:12.4]	123 [03:14.0*]
IO1 [v]	side with the: l/ >university	logo<. there's SO much buildings from	the university.
STU1 [v]		°yeah°.	it's so beautiful.

[36]

	..124 [03:14.8]	125 [03:16.4]	126 [03:17.8]127 [03:18.4]128 [03:19.0]
IO1 [v]	yeah.	ah I can ima↑gine.	↑yeah. well, very nice to
STU1 [v]	I was so distracted by the: e:h/ the shiny things.	yeah.	

[37]

	..	129 [03:21.0]	130 [03:21.2]	131 [03:21.7]		132 [03:23.0]	133 [03:23.3]
IO1 [v]	study ↓here.		>yeah?<.			yeah?	
IO2 [v]			((laughs))				YES,
STU1 [v]		>↑yeah<.		well hopefully I'll come here:.			(we'll see).

[38]

	..	134 [03:24.0]		135 [03:24.7]	136 [03:25.2]		137 [03:25.8]
IO1 [v]					so nice		that you dropped
IO2 [v]	hopefully.			((laughs))			
STU1 [v]		thank you SO much.					
STU2 [v]		hope ((laughs)).			>thank you very much<.		

[39]

	..	138 [03:26.7]		139 [03:27.5]	140 [03:28.2]	141 [03:28.8]	
IO1 [v]	by:?				((laughs))		
IO2 [v]				hey good luck.	good luck.	((laughs))	
STU1 [v]		thank you for the		information.			
STU2 [v]		>you were very help↑ful<.				>have a nice ↑day<.	

[40]

	142 [03:29.5]	143 [03:29.9]		144 [03:30.6]	145 [03:31.2]	146 [03:31.9]	
IO1 [v]		have a great da:y.	bye bye.				
IO2 [v]			bye bye.				
STU1 [v]		bye bye::.			bye bye:.		
STU2 [v]	thank you.		bye bye.				

IO1

    Sex: f
    Languages used: nld
    L1: nld
    L2: eng

    <u>User defined attributes:</u>
    New1:

IO2

    Sex: f
    Languages used: nld
    L1: nld
    L2: eng

STU

    Sex: m
    Languages used: nld
    L1: nld
    L2: eng

[1]

	0 [00:00.0] 1 [00:02.0] 2 [01:28.4]	3 [01:29.8]
IO1 [v]	wat is je vra((laughs))ag?	
STU [v]		e:::hm↑ ik ben gister bij een↓ (.) u:::h (0.5)

[2]

	..	4 [01:37.6]
IO1 [v]		oh↑ bij e:::h
STU [v]	>algemene< (1.15) >presetatie< geweest? u:::h (buitenonderwijzing)?	

[3]

	..	5 [01:41.1*]	6 [01:42.1]
IO1 [v]	het uh uh >overkoepelende< internatio nal office. oke↓ ja?		
STU [v]		ja.	want ik e:::h ja ik wou ik wou ik

[4]

	..
IO1 [v]	
STU [v]	e:::h (0.6) was (.) pas laat bedacht dat ik eh misschien eh (naar het buitenland) wilde.

[5]

	7 [01:47.5] 8 [01:47.9]	9 [01:49.9]	10 [01:51.7]
IO1 [v]	ja.	oke goed dat je bent gegaan in	elk geval.
STU [v]	dus en dit was het laatste dat nog kon.		ja↑ ik

[6]

	..	11 [01:53.0]	12 [01:54.0]	13 [01:56.0]	14 [01:57.0]
IO1 [v]		ja.		((laughs)) ja.	
STU [v]	denk ik ga toch nog effe	kijken. niet geschoten is altijd mis↑		en eh ik	

[7]

	..
STU [v]	had nog wat vragen want eh (2.2) ● hm even denken (wat ik precies wilde vragen)●

[8]

	..	15 [02:03.7]	16 [02:04.8]
IO1 [v]		ja↑	
STU [v]	((laughs)).	ehm in HOEVERRE ehm ze zeiden dat er verschil is tussen je	

[9]

	..	17 [02:10.9]	18 [02:11.2*]
IO1 [v]		ja?	de contracten? ja.
STU [v]	fac/te/te eh facultair en de overkoepelende?	en ik vroeg mij af uhm ik had dus	

[10]

	..	19 [02:15.3]	20 [02:17.3]
IO1 [v]		ja↑ oh leuk. leuke stad.	
STU [v]	gekeken en ik wil graag naar Glasgow↑	en uh >dat maar dat<	

[11]

	..	21 [02:20.4]	22 [02:21.3]
IO1 [v]		ja?	
STU [v]	is via de universiteit↑	uh ik doe uh de opleiding mls ik zit nu in het eerste	

[12]

	..	23 [02:24.6]	24 [02:25.1]
IO1 [v]		ja↑	
STU [v]	jaar↑	alleen het stomme is dat het uh van de faculteit uh scheikunde is (.) dus	

[13]

	..
STU [v]	ik vroeg mij af hoe dat nou precies zit met (.) uhm kan ik mij daar dan wel of niet

[14]

	25 [02:36.0]
IO1 [v]	ja.
STU [v]	voor aanmelden ik ben ingeschreven in scheikunde op de mls en ik uh zit ook bij de

[15]

	26 [02:39.0]
IO1 [v]	want mls is uh valt een beetje over scheikunde en biologie he?
STU [v]	proton enzo alleen uh (mag ik dan) een uh ja (.) beetje scheikunde en biologie ja.

[16]

27 [02:45.5]
IO1 [v]	u:::hm weet jij hoe precies zit als je mls studeert mag je dan ook op scheikunde

[17]

	28 [02:51.3]
IO1 [v]	contracten?
IO2 [v]	hangt van de achtergrond van de student af (.) ik eh maak even (.) even

[18]

	29 [03:02.0]	30 [03:10.3]
IO1 [v]	want eh	uh want MLS is een
IO2 [v]	het overzicht van de de partners dat je dat kunt nakijken?	

[19]

	31 [03:12.5]	32 [03:15.7]
IO1 [v]	master? of een bachelor ja.	u:::h
IO2 [v]		ja nee dan heb je OF
STU [v]	nee nee het is een bachelor eerste jaar bachelor	

[20]

	33 [03:18.3]	34 [03:21.5]
IO1 [v]		
IO2 [v]	BIOLOGIE of scheikunde als achtergrond.	oke geen
STU [v]	ja en ik heb/ ja en ik heb via/ via scheikunde ingeschreven.	

[21]

	35 [03:23.5]36 [03:24.8]
IO1 [v]	oke. h:::m
IO2 [v]	enkel probleem. want ik zit ja ik zit ook bij proton enzo dus in principe (.)

[22]

IO1 [v]	
IO2 [v]	alleen ik weet dus niet hoe dat dan precies zit met (.) uh (xxx) of ik dan ook de

[23]

37 [03:40.9]

IO1 [v]	u:::hm je kan in
IO2 [v]	vakken kan volgen die ik ●anders zou willen volgen die ik wil● (x)

[24]

IO1 [v]	elk geval met ons scheikunde contract uh daar naartoe? want je had er ook een

[25]

38 [03:50.6]   39 [03:52.6]

IO1 [v]	gezien die overkoepelend was een eh contract met Glasgow die
STU [v]	uhm hoe bedoel je?

[26]

40 [03:55.3]   41 [03:57.7]   42 [03:58.6]

IO1 [v]	overkoepelend is bij/ nee oh ik dacht dat je dat net zei sorry. UH nee oke dat
STU [v]	volgens mij niet. nee sorry nee.

[27]

43 [04:00.9]

IO1 [v]	contract klopt dan in elk geval?
STU [v]	nee dat was een beetje het ding dat het alleen maar via scheikunde

[28]

44 [04:04.6]

IO1 [v]	ja. ja dus dat is dan geen probleem. en je wil weten of je daar dan uh
STU [v]	kon (niet via) (maar dat is dan niet erg)

[29]

45 [04:11.4]46 [04:11.8]

IO1 [v]	de vakken kan volgen want e:::hm (.) als je op een scheikunde contract
STU [v]	ja

[30]

	..	47 [04:17.4]
IO1 [v]	weggaat dan moet je daar inderdaad	scheikunde vakken volgen u:::hm en je zou dan
STU [v]		>scheikunde vakken ja<

[31]

	..	
IO1 [v]	even kunnen kijken wat ze in de aanbieding hebben daar. uh ik weet niet of je al bij	
STU [v]		

[32]

	..	48 [04:29.1]
IO1 [v]	de bestemmingen had gezien? dat je kan doorklikken vaak	naar
STU [v]		ja ik had al wel u:::hm

[33]

	..	49 [04:34.5*]
IO1 [v]		ja
STU [v]	gekeken en ehm (.) je kan dan doorklikken naar corsussen	op de Glasgow eh website

[34]

	..	50 [04:38.8*]
IO1 [v]		ja
STU [v]	heb ik ingetypt van eh dat ik ja scheikunde doe	alleen ik vond het toch wel een

[35]

	..	
IO1 [v]		
STU [v]	beetje (.) vaag van wat nou precies overeenkomt met wat wij hier (dus) omdat mijn	

[36]

	..	51 [04:47.2]	52 [04:49.6]
IO1 [v]		ja	ja
STU [v]	programma best wel interfacultulair is	dus ik doe en biologie en scheikunde	

[37]

	53 [04:50.4]	54 [04:54.0]
IO1 [v]		maar kon je
STU [v]	ik vroeg me af in hoeverre dat overeenkomt (dus ik kan wel effe kijken)	

[38]

IO1 [v]	ook naar de inhoud van de vakken? kon je dat een beetje lezen want dan kan je

[39]

	..	55 [05:01.6]	56 [05:02.8]
IO1 [v]	misschien wel vergelijken e:::hm		met de vakken die je hier nog
STU [v]		ja dat (in principe ja)	

[40]

	..	57 [05:05.2]	58 [05:10.0*]
IO1 [v]	moet volgen want		u:::hm want wat
IO2 [v]	hee (er vindt hier een gesprek plaats met een student xxx)		
STU [v]			

[41]

	..
IO1 [v]	voor vakken moet je nog volgen? moet je ook nog verplichte vakken volgen of wil je
IO2 [v]	
STU [v]	

[42]

	..	59 [05:17.5]	60 [05:19.0]	61 [05:25.1]
IO1 [v]	je profilerings/ eh/ ruimte			want je zou even bijvoorbeeld bij
IO2 [v]				
STU [v]		ik ga even kijken		

[43]

	..	62 [05:29.2]
IO1 [v]	je studieadvisuer langs kunnen gaan dan kan je met hem eh of haar	
STU [v]		ja die zit hier verderop de

[44]

	..	63 [05:32.8]
IO1 [v]		marije ja
STU [v]	gang maar die was er niet er stond dat er vandaag wel (xxx) ja dat ze donderdag ehm	

[45]

	64 [05:35.0*]
IO1 [v]	o:::h
STU [v]	(xxx) ik zag dr alleen nu niet zitten dus ik ben/ daarom ben ik eerst maar hier naartoe

[46]

	65 [05:45.3]
IO1 [v]	ja
STU [v]	gegaan. uh kijk ik wil in jaar twee (.) OF jaar drie dus dat ligt er nog iets aan

[47]

66 [05:45.9]

STU [v]	alleen in jaar twee heb ik het in het eerste semester twee v/ u:::h ja twee verplichte

[48]

STU [v]	vakken volgens mij? (even kijken hier) uh cellen en weefsel en moleculen en

[49]

STU [v]	biofysische biochemische ce/ eh/ techniek en volgens mij zijn dit u:::hm (.) biologie

[50]

67 [06:02.9]

IO1 [v]	oh oke
STU [v]	vakken (als ik het goed bekijk) en dat is een beetje mijn (.) concern (xxx) (.) of ik

[51]

68 [06:09.6]　　　　　　　　　　69 [06:11.4] 70 [06:12.3] 71 [06:13.2]

IO1 [v]	of je die vakken ook daar kan doen	h:::m (2.4) ja dat zouden we
STU [v]	dan	ja

[52]

IO1 [v]	misschien even na moeten vragen hoe zij daarmee omgaan uh of ze daar echt heel

[53]

72 [06:25.0]

IO1 [v]	strict in zijn en dat echt alleen maar scheikunde vakken mogen zijn
STU [v]	die blauwe

[54]

73 [06:27.8]

IO1 [v]	oke
STU [v]	dingen zijn dan de ehm scheikunde vakken? dan zou ik in het tweede semester zou ik

[55]

IO1 [v]	
STU [v]	allebei de scheikunde vakken kunnen kiezen (.) ja iets of iets wat overeen komt

[56]

74 [06:34.8]

IO1 [v]	ja want want je wilt dan ook in die periode weg u:::hm want als je deze vakken niet

[57]

..   75 [06:44.7]

IO1 [v]	kan volgen of iets vergelijkbaars daar	dan moet je ze daarna doen of zo ja ik snap het
STU [v]		ja dan (.) ja (dan krijg ik geen studiepunten)

[58]

IO1 [v]	uhm het is sowieso altijd wel een beetje lastig om uh vakken in het buitenland te
STU [v]	

[59]

IO1 [v]	volgen die je wil gebruiken uh als vervanging voor verplichte vakken? dus dat moet
STU [v]	

[60]

IO1 [v]	je altijd heel goed afkaarten ook met de examencommissie (.) uh dat je niet
STU [v]	

[61]

76 [07:05.4]

IO1 [v]	terugkomt en dan	blijkt uh dat het niet voldoet en dat je ze niet mag gebruiken
STU [v]		nee

[62]

77 [07:15.9*]

IO1 [v]	U:::HM (.) ja en deze en hiervoor zou je dus kunnen wel inschrijven voor de	vakken
STU [v]		ik denk

[63]

IO1 [v]	dan hoef je
STU [v]	het wel effe kijken er zijn (hier master xxx) volgens mij hadden ze wel zoiets en

[64]

78 [07:23.9]

IO1 [v]	ja
STU [v]	organische (gmo zeg maar) ook wel dus dat ja dat is dan organic (xxx) en (xxx) dus

[65]

79 [07:30.4*]

IO1 [v]	ja U:::HM zouden wij dat kunnen vragen of weet jij dat nu
STU [v]	in principe kan ik die wel volgen

[66]

80 [07:40.3] 81 [07:40.9]

IO1 [v]	misschien al of uh want hij moet ook biologie vakken doen of dat mogelijk
IO2 [v]	ja
STU [v]	

[67]

82 [07:45.1]

IO1 [v]	zou zijn daar? bij Glasgow? of
IO2 [v]	uhm dat hangt van de overeenkomst af u:::hm meestal

[68]

IO2 [v]	zit er een beperking aan het v/ aantal vakken wat je buiten het contract zou willen

[69]

IO2 [v]	doen uh en dat is aan de ontvangende universiteit. hebben zij een biologie depart/

[70]

IO2 [v]	departement en valt dat binnen zeg beta dan zou dat heel goed mogelijk zijn dan valt

[71]

	..	83 [08:09.9]	84 [08:12.2]
IO1 [v]		dus dat zouden we even na moeten vragen?	
IO2 [v]	dat buiten de		ja maar ik denk dat dat eigenlijk meer

[72]

	..	
IO2 [v]	op de weg van de student is u:::h want HIJ moet kijken naar welke vakken die wil	

[73]

	..	85 [08:21.0]
IO1 [v]		ja dat zijn we nu net aan het doen ja.
IO2 [v]	gaan doen. hij moet dus ook kijken wat er mogelijk is en daar staat vast wel iets van	

[74]

	..	86 [08:30.7]	87 [08:32.9]
IO1 [v]		maar dat maar hhh	wij zijn net even aan het kijken naar
IO2 [v]	op de website bij Glasgow		ja?

[75]

	..	88 [08:36.4]
IO1 [v]	welke vakken hij nog moet volgen ja	
IO2 [v]		
STU [v]		want ik kan nog ja ik kan wel sch/ eh scheikunde vakken daar

[76]

	..	
IO1 [v]		
IO2 [v]		
STU [v]	ook volgen alleen ik heb een paar verplichte vakken niet en (daar zou) biologie zijn	

[77]

	89 [08:44.4*]	
IO1 [v]		
IO2 [v]	ja	
STU [v]	(xxx) en ik had al gekeken op de website en die vallen volgens mij niet onder de	

[78]

	..	90 [08:49.5]
IO1 [v]		
IO2 [v]		ja
STU [v]	chemistry department is het dan nog wel mogelijk dat ik die vakken kan volgen of is	

[79]

	91 [08:51.8]
IO1 [v]	
IO2 [v]	ja wat ik/ wat ik net zei der zit een beperking aan aan het aantal vakken
STU [v]	dat dan (van te)

[80]

	92 [08:55.7*]
IO1 [v]	ja maar de vraag is eigenlijk hoe kom je erachter of dat kan. kunnen we zou je het
IO2 [v]	wat je daar buiten mag doen
STU [v]	

[81]

	93 [09:02.1]	94 [09:07.4]
IO1 [v]	kunnen vragen of? of	
IO2 [v]	j:::ja maar staat dat niet op de website? meestal staat er	wel iets
STU [v]		ik heb het

[82]

	95 [09:10.0]
IO1 [v]	
IO2 [v]	van op de website oke
STU [v]	niet zien staan ik kan nog wel even kijken denk ik ik heb het linkje nog open staan

[83]

	96 [09:11.1]	97 [09:16.6]
IO1 [v]	en u:::hm (.) in een andere periode op exchange gaan zou dat kunnen of	heb je dan
STU [v]		dat is

[84]

	98 [09:18.3]
IO1 [v]	hetzelfde probleem met de (verplichte vakken)
STU [v]	(dan is het) dat was misschien ook nog wel een van de

[85]

	..
IO1 [v]	
STU [v]	overwegingen die ik kan nemen dat ik dan misschien in de tweede uhm (.) semester

[86]

	99 [09:26.4]	100 [09:26.7*]	101 [09:28.7]	102 [09:29.3]
IO1 [v]	h	hm.		ja.
STU [v]	ga	dus vanaf februari of zo.		en dan zou het denk ik wel kunnen want

[87]

STU [v]	(.) volgens mij is dit van (zijlijn) dus staat er toevallig (evolutietheorie) volgens mij

[88]

	103 [09:37.5]	104 [09:38.7]
IO1 [v]	oke.	
STU [v]	kan je hier ook gewoon vrij van kiezen	maar dat wilde ik eigenlijk bespreken

[89]

	105 [09:40.5]	106 [09:42.6*]	107 [09:43.4]
IO1 [v]	ja ja	nee.	u:::hm ja het lijkt
STU [v]	met m'n studentadviseur maar die was er nu niet	dus (moet even)	

[90]

IO1 [v]	me uh een goed idee als je inderdaad even met haar gaat bespreken wat voor ruimte

[91]

IO1 [v]	je allemaal hebt om uh vakken te kiezen u:::hm en dan kun je misschien daarna even

[92]

IO1 [v]	op de website van Glasgow nog kijken hoe dat zit met die/ uh dat vakaanbod en

[93]

	108 [10:00.3]
IO1 [v]	hoe strict ze dan zijn
STU [v]	ja even kijken dit is dan die website (.) die uh dit is waren de courses van chemistry

[94]

IO1 [v]	
STU [v]	en dan heb je dus uh bijvoorbeeld hier heb je dan uh organic chemistry three ik denk

[95]

IO1 [v]	
STU [v]	dat die het meeste overeenkomt met twee bij ons denk ik (.) ik weet het niet (xxx) of

[96]

109 [10:21.4]

IO1 [v]	ja, kan je
STU [v]	twee gewoon dat het gewoon hetzelfde is (.) dus drie heeft ie wel gewoon (dus je kan

[97]

IO1 [v]	daar op klikken? dat je dan een soort vakinhoud uh vakbeschrijving krijgt want dan
STU [v]	die kan ik sowieso wel doen)

[98]

110 [10:29.0]

IO1 [v]	kan je het echt goed vergelijken. dan zou je het ook aan de examencommissie
STU [v]	

[99]

IO1 [v]	kunnen voorleggen van kijk dit vak wil ik daar volgen dan (.) zou ik daarmee uh dit

[100]

IO1 [v]	vak hier kunnen vervangen (.) want dan vragen ze meestal dit of de beschrijving en

[101]

111 [10:47.3]112 [10:55.9]

IO1 [v]	wat voor boeken d'r gebruikt worden.
STU [v]	uh ja er staat uhm (.) visiting students

[102]

113 [11:03.3]

IO1 [v]	dat is dat is u:::h de ingangseisen
STU [v]	should have succesful coverage (and completed xx hm) JA dat is dat is dan (.) dat

[103]

IO1 [v]	
STU [v]	zijn dan uh dat je een soortgelijke (.) maar er staat niet echt bij wat dat dan precies of

[104]

IO1 [v]	
STU [v]	het nou hetzelfde is (als) er staat alleen wel bij dus dat het uhh SCQF (xx) is

[105]

	114 [11:22.4]	115 [11:24.6]
IO1 [v]	weet jij wat dat betekend?	
STU [v]	misschien is dat kan ik dat vergelijken of zo.	weet ik niet

[106]

	116 [11:26.1]
IO1 [v]	((laughs))
STU [v]	precies maar ik denk dat het ik denk dat de inhoud van het vak (wat) voor niveau het

[107]

IO1 [v]	
STU [v]	is en als als je dat misschien kan je dat wel vergelijken met (xx) ik weet alleen niet of

[108]

	117 [11:37.3]
IO1 [v]	nee het komt mij niet bekend voor
STU [v]	het bij Nederland hetzelfde uhm systeem werken

[109]

	118 [11:39.2]
IO1 [v]	maar u:::hm nee je moet in elk geval goed opletten of je aan de ingangseisen voldoet
STU [v]	nee dus nee dus nee

[110]

IO1 [v]	(en of er dan) speciale informatie bijstaat dat het wel of juist niet uh toegankelijk is
STU [v]	

123

[111]

IO1 [v]	voor exchange studenten e:::n u:::h je moet denk ik vooral even overleggen met je
STU [v]	

[112]

IO1 [v]	studieadviseur en als je verplichte vakken wil vervangen dan moet je dat ook even
STU [v]	

[113]

IO1 [v]	voorleggen aan de examencommissie en die vragen dan wel op uh wat voor
STU [v]	

[114]

119 [12:09.1]120 [12:10.9]

IO1 [v]	informatie ze nodig hebben en als je dat weet dan kan je ook gaan kijken
STU [v]	oke.

[115]

121 [12:14.6]

IO1 [v]	wat realistisch is of je in die eerste of tweede semester weg kan
STU [v]	(xx) ja of dan misschien in jaar drie maar omdat (x

[116]

122 [12:19.2] 123 [12:22.4]

IO1 [v]	ja dat dacht ik ook al ja.
STU [v]	xx) omdat je dan misschien ook iets meer ruimte hebt qua profilering dus.

[117]

124 [12:22.8]

IO1 [v]	ja dan ben je wat vrijer inderdaad.
STU [v]	en ik had ook gezien dat (x website x) dat e:::h iemand die naar Glasgow was

[118]

IO1 [v]	
STU [v]	geweest die had eh opgeschreven die was in het derde jaar gegaan, maar die deed

[119]

		125 [12:32.7]	126 [12:33.4]
IO1 [v]		o:::h oke.	
STU [v]	wel scheikunde en geen mls dus.	maar dat is ook wel makkelijker dan nog

[120]

	127 [12:35.6]		128 [12:37.9]	129 [12:38.2]
IO1 [v]	ja dat je jezelf wat meer ruimte geeft.			ja.
STU [v]	dus (xx)		ja	want ik heb nu ook nog maar twee

[121]

	130 [12:40.6]	131 [12:42.1]	132 [12:42.9]
IO1 [v]	ja precies dat is wel uh		ja. en uhm kon je ook,
STU [v]	weken om (.) (xx)	dat is wel heel veel werk.	

[122]

IO1 [v]	want je had nu een lijst met allemaal scheikunde vakken, maar kon je ook biologie

[123]

	133 [12:48.8*]	134 [12:51.0]
IO1 [v]	vinden?	want dan zou je daar ook even bij
STU [v]	u:::h ja ik kon ze wel vinden ik zal effe zoeken.	

[124]

		135 [12:54.5]	136 [12:54.9]	137 [12:57.5*]
IO1 [v]	kunnen kijken.	en als je twijfelt of u:::h		(.) of je die mag volgen
STU [v]		u:::h	(xx)	biologie/ biomedische u:::hm

[125]

		138 [13:07.0]
IO1 [v]		nee.
STU [v]	wetenschappen dan? en dit zijn allemaal gewoon uh functionele (xx)	maar er

[126]

	140 [13:09.6]
IO1 [v]	want zat er een vak/ staat er een vak tussen waarvan je
STU [v]	zitten wel gewoon u:::hm.

[127]

	..	141 [13:16.4]
IO1 [v]	van dacht oh dat zou misschien dat een/ die twee verplichte vakken kunnen?	
STU [v]		u:::hm.

[128]

	142 [13:17.2]	143 [13:20.2]	144 [13:22.0]
IO1 [v]	(twee eentje doen zeg maar) (.)		want je zou
STU [v]		ik zal even kijken wat er (xx) was	dan heb je weefsel

[129]

	..	145 [13:24.5]146 [13:25.1]	147 [13:29.8]	148 [13:31.9]
IO1 [v]		ja.	(xx ik weet niet	of je)
STU [v]	en biologie.	dus dan zou je iets van e:::hm (.)		ja hier heb je

[130]

	..
IO1 [v]	
STU [v]	(xx dat zou dan denk ik over een xxx) (.) oh/ u:::hm (.) dit is cellen en weefsel dus.

[131]

	149 [13:40.7]150 [13:41.6]
IO1 [v]	ja.
STU [v]	maar ja dat (.) aangezien als je zo drukt niet echt een duidelijke omschrij/ ja

[132]

	..
STU [v]	er staat wel een omschrijving maar (nou ja is dit) wel een omschrijving? (.) nou dat

[133]

	..
STU [v]	zou ik dan moeten vergelijken met misschien (wat er) staat bij die twee vakken.

[134]

	151 [13:59.5]
IO1 [v]	ja. en je zou het ook nog even kunnen vragen bijvoorbeeld aan de docenten hier van

[135]

	.. 152 [14:04.5]
IO1 [v]	eh (.) van de examencommissie van heb je het idee dat dit wel inhoudelijk
STU [v]	oh ja van de

[136]

IO1 [v]	overeenkomt en je zou even contact op kunnen nemen met Glasgow om te vragen of
STU [v]	

[137]

	153 [14:14.2]	154 [14:17.1]
IO1 [v]	je dan eh (x) die vakken zou mogen volgen.	maar als je voor jezelf in elk geval een
STU [v]	hhm.	

[138]

IO1 [v]	beetje een plan hebt van eh welke vakken welke periode dan eh kun je daarna uh nou

[139]

IO1 [v]	ja dan zou je weer hier langs kunnen komen als dat nodig is of je kan je meteen

[140]

	155 [14:34.4]	156 [14:36.6] 157 [14:37.2]
IO1 [v]	aanmelden.	ja.
STU [v]	oke dan had ik nog een vraag	want dit is dan meer over Glasgow

[141]

STU [v]	alleen e:::hm ik moet ook nog twee of een/ of minimaal een volgens mij tweede keus

[142]

	158 [14:45.9]	159 [14:46.7]
IO1 [v]	ja dat klopt.	
STU [v]	hebben dacht ik.	alleen daar had ik niet ja nog niet heel erg over

[143]

STU [v]	nagedacht en ik vroeg me af uh wat zijn allemaal de opties vanuit ja ik had al wel

[144]

	160 [14:53.6]	161 [14:54.7] 162 [14:55.4*]
IO1 [v]	voor scheikunde bedoel je.	u:::hm dit is een lijstje (.)
STU [v]	een beetje gekeken dus.	ja (xxx)

[145]

	..	163 [15:02.0]
IO1 [v]	dit zijn al onze contacten op scheikunde gebied en dit zijn dan de (xx) universiteiten.	
STU [v]		oke.

[146]

	..	164 [15:07.4]165 [15:29.9]	166 [15:31.8]167 [15:32.2]
IO1 [v]		dus je mag deze meenemen als je wil.	ten minste, dat klopt toch (.)
STU [v]			ja da's misschien wel handig dan ik

[147]

	..	168 [15:36.0*]	169 [15:37.2]	170 [15:39.1]
IO1 [v]	deze is toch om mee te nemen ja.			ja da's
IO2 [v]		ja hoor ja.		
STU [v]			dan wil ik die ook nog wel effe bekijken.	

[148]

	171 [15:39.7]
IO1 [v]	wel handig
STU [v]	want ik (xxx) vroeg ik me dus af, omdat ik dus die mls doe kan ik dan ook via

[149]

	..	172 [15:46.8]	173 [15:47.6]174 [15:48.0]
IO1 [v]		contract?	u:::h
STU [v]	biologie nog inschrijven of naar een biologie u:::hm.	ja.	want dan

[150]

	175 [15:49.1*]	176 [15:53.9]
IO1 [v]	ja.	h:::m ja dat ligt denk ik echt aan de
STU [v]	zou ik misschien naar Ierland kunnen of zo.	

[151]

	..
IO1 [v]	universiteit en hoe flexibel ze daarin zijn ja dus uh als je iets hebt waarvan je denkt

[152]

	..
IO1 [v]	oh dat lijkt me interessant dan kan ik dat wel voor je uh uitzoeken maar (.) in

[153]

IO1 [v]	principe kan het niet tenzij zij zeggen dat het geen probleem is maar dat ik nu van te

[154]

177 [16:16.3]

IO1 [v]	voren niet zeggen.
STU [v]	oke u:::h ja want ik had nu zelf al twee andere opties dan die ik

[155]

STU [v]	misschien wilde was dan dat waren dan universiteiten waren Hull en uh Malta.

[156]

178 [16:27.6]

IO1 [v]	oke u:::hm ja dat zou kunnen maar dan zou je denk ik eigenlijk alleen maar in je

[157]

179 [16:38.7]

IO1 [v]	derde jaar weg kunnen want universiteit (wijdt) u:::hm
STU [v]	die heeft een minimaal aantal

[158]

STU [v]	punten of (x) heb je ook nog (xx) moet je dat was ook iets dat was ook nog een vraag

[159]

STU [v]	want moet je al je zestig u:::h ECTs hebben voordat je zestig studiepunten moet je

[160]

180 [16:52.2]

IO1 [v]	u:::h is dat een voorwaarde ik weet effe niet meer uit
STU [v]	die hebben voordat je gaat? (ik denk wel dat het moet lukken)

[161]

181 [16:58.7] 182 [16:59.1] 183 [16:59.4]

IO1 [v]	mijn hoofd dat je zestig ECTS hebt voordat je weggaat?	ja he.	ja.
IO2 [v]		ja.	ja.
STU [v]			oh oke.

[162]

	184 [17:00.9]
STU [v]	dus dan moet ik wel dit jaar meteen mn P halen maar dat is geen probleem denk ik

[163]

	..	185 [17:04.6]	186 [17:05.9]	187 [17:07.5]
IO1 [v]		nee nee dat weet jij hoe	uh hoe je ervoor staat	
IO2 [v]				en je kan dan pas in het tweede
STU [v]	((laughs)).		dat hoop ik ((laughs))	

[164]

	..	188 [17:14.0]
IO1 [v]		
IO2 [v]	semester gaan want je meld je dus nu aan, maar je hebt nu geen	u:::h zestig ECTS
STU [v]		o:::h oke oh dan ik

[165]

	..	189 [17:17.2]	190 [17:20.0*]	191 [17:21.3]
IO1 [v]		o:::h oke.		
IO2 [v]	dus op z'n vroegst	wij kunnen dat pas in de zomer checken	natuurlijk.	
STU [v]	dan dus sowieso	pas in tweeduizend uh		da's waar. oke dus dan is

[166]

	..	192 [17:24.1]
IO1 [v]		dan is dit eerste semester geen optie
STU [v]	het eigenlijk is het helemaal geen dan is het	sowieso al (xxx vakken) nee dat maakt

[167]

	..	193 [17:28.4]	194 [17:29.1]
IO1 [v]	meer nee.	ja.	ja en universiteitsbreed dat kan ook natuurlijk
STU [v]	het dan ook wel weer simpel.		

[168]

	..	195 [17:37.0]
IO1 [v]	altijd maar dan u:::h kan het zo zijn dat je niet specifiek bij biolofie of uh	
STU [v]		ja.

[169]

	..
IO1 [v]	scheikunde vakken kunt volgen dus dan moet je ervan uit gaan dat het misschien
STU [v]	

[170]

	..	196 [17:43.7]
IO1 [v]	meer in je vrije ruimte vakken zijn.	
STU [v]		o:::h oke ja ik dacht van dan kan je misschien

[171]

	197 [17:45.9]
IO1 [v]	(ook wel)
STU [v]	eerst (misschien omdat ik dacht) misschien is het dan makkelijker om van biologie

[172]

	..	198 [17:49.7]
IO1 [v]		ja dat/ dat zou kunnen hoor maar dan moet je even uh als je een
STU [v]	en van scheikunde te volgen omdat je dan (xxx).	

[173]

	..
IO1 [v]	bestemming op het oog hebt moet je even op de website bij die bestemming kijken
STU [v]	

[174]

	..
IO1 [v]	welke vakken welke departementen er allemaal open staan want dat is ook per
STU [v]	

[175]

	..	199 [18:01.8]
IO1 [v]	universiteit anders. en als daar dan s/ uh biologie bij staat dan kan jij daar natuurlijk	
STU [v]	en (ik wil eigenlijk xx).	

[176]

	200 [18:07.3*]	201 [18:10.9]
IO1 [v]	uh voel je niet gebonden aan een s/ een specifiek departement.	
STU [v]	ja.	ja, maar ik wil wel

[177]

	..	202 [18:14.1]	203 [18:16.3]
IO1 [v]		ja snap ik ja.	
STU [v]	eigenlijk gewoon het liefste gewoon naar Glasgow (xxx)		daar/ daardoor wil/

[178]

		204 [18:18.7]205 [18:19.4]
IO1 [v]		ja u:::hm ja nou ja dit uh moet je zeker dan
STU [v]	was ik ook pas gaan kijken (eerst).	(xx)

[179]

	..
IO1 [v]	op uh nummer één houden alleen uh die tweede en derde keuze u:::hm moet je niet
STU [v]	

[180]

	206 [18:31.2]
IO1 [v]	zomaar iets kiezen want stel dat je alleen maar naar je tweede keus kan en je hebt
STU [v]	nee nee dat is ook zo.

[181]

	207 [18:37.9]
IO1 [v]	daar zomaar iets ingevuld dan zou dat zonde zijn. u:::hm maar volgens mij meestal
STU [v]	

[182]

		208 [18:41.7]209 [18:42.0]		210 [18:43.7]211 [18:44.3]
IO1 [v]	hebben wij geen selectie he?		nee met onze contracten.	want we
IO2 [v]		nee.		
STU [v]				oke. (xx)

[183]

		212 [18:48.0]213 [18:49.0*]
IO1 [v]	hebben genoeg plaats voor iedereen die zich aanmeldt meestal.	ja.
IO2 [v]		(ja).
STU [v]		dan (xx)

[184]

	214 [18:51.1]
IO1 [v]	u:::hm ja.
STU [v]	oke uhm ik ga kijken of ik nog uh bij mijn studieadviseur nog naar binnen kan of zo

[185]

	215 [18:58.5]
IO1 [v]	ja, je kan ook online een
STU [v]	misschien is ze (xx) misschien is ze met pauze of zo. (xx)

[186]

	..	216 [19:01.9]
IO1 [v]	afspraak maken, ik weet niet of je dat al eens	gezien hebt.
STU [v]		ja nee ik het had wel gekeken alleen ja

[187]

	..	217 [19:05.5]218 [19:06.0]
IO1 [v]	nee.	
STU [v]	voor nu kon het niet dus.	maar ja ze staat dat ze er iedere donderdag is dus ik

[188]

	..	219 [19:09.3]
IO1 [v]		ja nouja misschien wie weet kom je dr tegen of kan je
STU [v]	dacht als ik toch hier langs ga	(xxx)

[189]

	..	220 [19:13.3]	221 [19:14.4]
IO1 [v]	effe wachten op de gang.		en anders kan je een afspraak
STU [v]		ja ik (ga nu zo wel effe	xxx)

[190]

	..	222 [19:17.1]	223 [19:18.6]224 [19:19.2]
IO1 [v]	maken. OKE.		ja.
STU [v]		ja, heel erg bedankt in ieder geval.	(ja ik zal hier nog even naar

[191]

	..	225 [19:21.7]
IO1 [v]	ja, als je wat meer een beeld hebt van je vakken dan kan je hier altijd weer	
STU [v]	kijken)	

[192]

	..	226 [19:29.2]
IO1 [v]	langs komen als je nog meer vragen hebt.	
STU [v]		eh kan ik anders ook een e-mailadres

[193]

	..	227 [19:31.6]	228 [19:34.5]229 [19:39.2]
IO1 [v]		ja hoor u:::h ik schrijf het wel even op.	oeps.
STU [v]	krijgen? of wat ik kan	mailen (xx)	

[194]

	..231 [19:41.9]		232 [19:45.8]	
IO1 [v]			ja	dat
STU [v]	dat was ook nog zo want die anderen hadden wel volgens mij loting.			uh

[195]

	..	
IO1 [v]	komt omdat uh universiteitsbrede bestemmingen vaak uh minder plaatsen hebben	
STU [v]		

[196]

	..	234 [19:55.8]
IO1 [v]	dan dat er studenten naar die bestemming toe willen.	
STU [v]		(xx daar willen xx naartoe) natuurlijk.

[197]

	235 [19:58.1]236 [19:59.3]	
IO1 [v]	ja ja.	
STU [v]		maar is het dan handig om die uh want als ik die als tweede keuze neem dan

[198]

	..	237 [20:05.0]	238 [20:06.4]
IO1 [v]		zou kunnen.	tis ook niet bij alle
STU [v]	is die misschien al vol geloot (als ik em dan niet heb)		

[199]

	..	
IO1 [v]	bestemmingen zo hoor maar der zijn gewoon sommige bestemmingen zijn heel	

[200]

	..	
IO1 [v]	populair Amerika Australië uh (.) ik weet niet dat zijn er een paar die ik uit mijn	

[201]

	..	239 [20:17.2]240 [20:18.7]
IO1 [v]	hoofd weet.	
STU [v]		oke ik uh zal deze (.) ik zal misschien nog wel een mailtje

[202]

	..	241 [20:23.5]	242 [20:24.9]
IO1 [v]		ja. da's goed.	ja,
STU [v]	sturen als ik (xxx) en anders kom ik nog wel even langs.	ja (xx)	

[203]

	..	244 [20:30.0]245 [20:31.0]	246 [20:33.2]	247 [20:33.9]
IO1 [v]	succes (xxx)			ja.
IO2 [v]		je weet dat de deadline voor aan melden één december	is he?	
STU [v]			één december.	

[204]

	248 [20:34.6]249 [20:35.4]	250 [20:38.9]
IO2 [v]	ja oke.	het kan zijn dat als jij zegt van ik heb
STU [v]	ja dat is ook wel waarom ik hier (xxx)	

[205]

	..
IO2 [v]	toch voorkeur voor een beta bestemming u:::hm en je gaat toch in het tweede

[206]

	..
IO2 [v]	semester dat je dan weer als het systeem open gesteld wordt, dat zal echt zijn in

[207]

	..
IO2 [v]	februari maart, dat je dan je aanmelding doet dat dat dat kan ook dan is afhankelijk

[208]

	..
IO2 [v]	dus of er nog plaats is en bij universiteitsbrede bestemmingen is dat lastiger dan bij
STU [v]	o:::h ja

[209]

	..	252 [21:05.0]	253 [21:07.4*]254 [21:07.6]
IO2 [v]	de beta bestemmingen.		ja.
STU [v]	omdat die dan al	oh dat ik in een soort her de herinschrijving of.	oke, dat

[210]

	..	255 [21:09.0*]	256 [21:09.8]
IO2 [v]		ja.	
STU [v]	kan ik ook nog	overwegen. ik zal sowieso wel nu alvast een motivatie gaan	

[211]

	..	257 [21:12.5]258 [21:13.2]
IO2 [v]		ja.
STU [v]	schrijven en dat soort dingen.	maar u:::hm die zestig dat is zeker weten

[212]

	..	259 [21:17.2]
IO2 [v]		ja ja.
STU [v]	verplicht dat is die uh	zestig studiepunten dus je kan sowieso niet in het eerste se

[213]

	260 [21:19.9*]261 [21:20.3]
IO2 [v]	nee.
STU [v]	mester. oke dat is wel belangerijk dat ik dat weet (.) ja dan moet ik wel in het

[214]

	..	262 [21:25.0]263 [21:25.4]	264 [21:26.5]265 [21:27.0*]266 [21:27.9]
IO1 [v]			oke, succes.
IO2 [v]		ja.	succes.
STU [v]	tweede semester gaan.	oke, nou heel erg bedankt.	

[215]

	..	267 [21:28.4]268 [21:30.4]
IO2 [v]		da:::ag.
STU [v]	dankuwel.	

STU
    Sex: m
    Languages used: eng
    L1: por
    L2: eng

IO
    Sex: f
    Languages used: eng
    L1: nld

[1]

0 [00:00.1] 1 [01:26.4]

| STU [v] | fff   you you write the dates in this format here (.) like eh day (.) month (.) year (.) |

[2]

.. 2 [01:30.6]   3 [01:31.6] 4 [01:32.1] 5 [01:32.7]   6 [01:33.3] 7 [01:33.7]   8 [01:34.8]

| STU [v] | as well? okay.   'cause   yeah   yeah (.) we do the same |
| IO [v] | yes yes   (0,7) that's easier he? if if we use the same |

[3]

..

| STU [v] | in our country but eh: sometimes (0,6) people get al/ a little bit confused >( ) (with |

[4]

.. 9 [01:40.8]   10 [01:45.8]

| STU [v] | this)<   ah: sure (.) ah (0,7) |
| IO [v] | eh:: i need to ask you eh: from which university you are? (.) |

[5]

.. 11 [01:52.4]

| STU [v] | I'm from Institute Priortechnique in Portugal (1,6) |
| IO [v] | Is it Lissabon? (0,4) Lisbon? (0,5) |

[6]

12 [01:54.5]   13 [01:55.3]   14 [01:56.3]

| STU [v] | Yeah it's Lisbon   >if you want< i can: eh spell it for you↑ I don't know↑ |
| IO [v] | Yeah↑ (0,7) |

[7]

15 [01:58.7]   16 [02:01.1]   17 [02:01.8]

| STU [v] | okay okay you you can just write down University of |
| IO [v] | no (.) I'll (.) look it up (.) eh: later |

[8]

	..	18 [02:07.7]
STU [v]	Lisbon because eh: we actually belong <to> (.) the University of Lisbon (0,7)	
IO [v]		°okay°

[9]

	..	19 [02:12.3]	20 [02:12.9]
STU [v]		yes	
IO [v]	(0,6) eh and your background (.) you're Portugese (.) nationality (.)	correct? (0,7) and	

[10]

	..	21 [02:16.4]	22 [02:19.2]
STU [v]			oh ah, so ah me
IO [v]	then I/I'll do the name later. okay what can I do (.) to (.) help you?		

[11]

	..	23 [02:21.5] 24 [02:21.9]	25 [02:24.5]
STU [v]	and my friend who is just	outside (.) we missed the first orientation day↑	
IO [v]		yeah	yes

[12]

	26 [02:24.8]	27 [02:25.5] 28 [02:25.9]
STU [v]	I sent you an email↑	uhm: (0,5) so then you sent us another email so I guess
IO [v]		ja

[13]

	..	29 [02:31.6]
STU [v]	we should come here to sign some papers	
IO [v]		yeah↓ (.) you normally have (.) we/ I/I/I

[14]

	..	30 [02:36.7] 31 [02:37.0]
STU [v]		yes
IO [v]	already have your learning agreement so that's fine↑	probably↑ (0,6) eh:::

[15]

	32 [02:38.4]	33 [02:39.3]	34 [02:40.2] 35 [02:40.9]	36 [02:42.1]	37 [02:42.7]
STU [v]	yeah I sent it		ehm I/ also you sent it/	back to me	signed so I think it's f:
IO [v]		yeah? okay↑	ehm::	>but it's no/<	ja

[16]

	.. 39 [02:44.2]	40 [02:48.5]
STU [v]		yeah
IO [v]	okay that's ehm/m cause I'd like to have that finished before you come here. be

[17]

	41 [02:49.0]	42 [02:53.8]
STU [v]		oh yeah yeah
IO [v]	cause otherwise I'll/ I/I have to keep eh reminding myself what (.) which

[18]

	.. 43 [02:54.4]
STU [v]	((laughs))
IO [v]	student HASN'T done that and which student (.) HAS done it and that's

[19]

	..
IO [v]	complicated if you have so many students so I'd like to do that beforehand↑ (0,7)

[20]

	44 [03:02.5]
IO [v]	eh but normally your university (.) eh:: checks/ check it with your university (.) they

[21]

	..
IO [v]	need a certificate of stay↑ (0,4) eh: e/ex eh:: confirming that you have started on a

[22]

	..
IO [v]	particular date (0,5) and that eh we:: eh::/ and that you might eh leave eh at a

[23]

	.. 45 [03:24.3]
IO [v]	particular date as well so check with your university whether you <need> that

[24]

	.. 46 [03:28.1]
STU [v]	alright they ↑didn't ask me for anything but I'll check that↓
IO [v]	because I'm not sure

[25]

47 [03:30.5]

IO [v] okay↑ (.) eh I will send you (0,5) I/ I hope to do that this week but I'm not sure

[26]

..

IO [v] because it is rather busy (0,4) eh:: all the/ all students the Powerpoint presentation of

[27]

..

IO [v] my:: introduction on Friday↑ so you will have the information (.) and also the:

[28]

..

IO [v] information of the exchange student who: already (.) has been here↑ for a couple of

[29]

..

IO [v] months (.) and she gives a lot of information also on public transport↑ which is

[30]

..

IO [v] sometimes difficult for you↑ so I'll send that to you as well↑ so that you have (.)

[31]

IO [v]	further information on that (0,5) but as you missed out on the introduction (.) I just

[32]

IO [v]	want to make sure that eh you understand (0,4) where you are (.) your classes (0,4)

[33]

48 [04:21.2]

STU [v]	oh: (.)
IO [v]	whether you have any questions just to make sure that you are okay (.) now.

[34]

49 [04:23.9]50 [04:24.2]　　　　　　　　51 [04:26.1]52 [04:26.4]

STU [v]	until now it's been okay yeah　　　　because I I live real eh near by (.)　　at ( )
IO [v]	yeah?　　　　　　　　　yeah↑

[35]

53 [04:27.1]54 [04:27.5]　　　　　　　　　　　55 [04:30.3]56 [04:30.7]

STU [v]	so　　　I just google every: building I have to go so　　　I haven't missed any class (.)
IO [v]	yeah↑　　　　　　　　　　　　　　　　yeah

[36]

57 [04:32.8]58 [04:32.8*] 59 [04:33.6]　　　　　　　　　60 [04:37.8]

STU [v]	it's fine↓　　　for now　　　　　　　　　　　oh yeah
IO [v]	g↑ood　　　and your/ you have eh also (.) my UU app on the schedule

[37]

61 [04:38.4]　　　　　　　　　62 [04:40.9]63 [04:41.2]

STU [v]	yeah　　　　　　　　　　　　yes
IO [v]	you're doing (0,4) and that is clear too?　　ja? (.) okay↓ (.) eh::m (0,4)

[38]

64 [04:46.1]65 [04:46.4]

STU [v]	yeahb
IO [v]	housing is eh also okay↑　　　ja? (.) eh:: classes are okay. eh:: did you go to the

[39]

66 [04:53.1]67 [04:53.5]

STU [v]	yes
IO [v]	general orientation on Saturday?　　　okay↓ (.) so you got a lot of information on

[40]

	68 [04:56.5]	69 [04:57.9]
STU [v]	°yes yes yes yes° (0,6)	
IO [v]	that as well↓	have you any questions (.) right now (.) <with>

[41]

	70 [05:04.6] 71 [05:05.2]
STU [v]	e:::h (.) I sent you an email
IO [v]	either <your> study program <or> anything else you might

[42]

	..
STU [v]	about eh (.) a thing about ehm: (.) cause e/i/it says on Blackboard that I'm not eh/eh

[43]

	72 [05:12.9] 73 [05:13.4]	74 [05:15.3] 75 [05:15.7]
STU [v]	enrolled eh in a/any courses	but eh (.) you told me to ask my professor so that'
IO [v]	yes	ja

[44]

	76 [05:16.3] 77 [05:16.6] 78 [05:17.3]
STU [v]	s what I'm gonna do ((laughs)) so
IO [v]	ja okay cause NOT everybody works with (.)

[45]

	..
IO [v]	Blackboard (.) SO eh: it depends on the instructor so you have to check whether it is

[46]

	..
IO [v]	on Blackboard and (0,6) you have a valid registration because you can (.) show it but

[47]

	..
IO [v]	sometimes (0,4) exchange students eh (.) sometimes the:: instructor has to do

[48]

	..
IO [v]	something else (0,4) I don't know↑ I don't know whether he ↑works with Blackboard

[49]

	79 [05:40.5]
STU [v]	I/ probably he doesn't
IO [v]	and I don't know whether he has to that but you have to check

[50]

	80 [05:44.2] 81 [05:44.5]
STU [v]	cause eh I/I only have two courses this block I've talked to one of the
IO [v]	ja

[51]

	82 [05:46.2] 83 [05:46.5] 84 [05:47.2] 85 [05:48.2]
STU [v]	professors he says he never uses Blackboard↑ (0,4) and he said ninety percent of eh
IO [v]	yeah no (.) okay↓

[52]

	86 [05:52.2]87 [05:52.6] 88 [05:53.5]89 [05:53.8]
STU [v]	(.) professors from campus Science don't use it (.) so (.) ja today I'm
IO [v]	ja? ja

[53]

	90 [05:55.4]91 [05:55.8] 92 [05:56.6] 93 [05:57.0]
STU [v]	gonna talk to the other one but I think I'm fine (.) I think↓ they just don't use
IO [v]	ja okay

[54]

94 [05:58.0] 95 [05:58.4]96 [05:59.1] 97 [06:00.2]	
STU [v]	Blackboard (0,6) eh:: (.) no you don't need me to sign any any
IO [v]	okay anything else? (0,4)

[55]

	98 [06:03.8] 99 [06:06.2]
STU [v]	documents then (1,0) okay only with the/ all we have to check okay
IO [v]	eh: (0,5) no↑ no↑ you have to check whether (0,4) yeah

[56]

100 [06:08.1] 101 [06:08.7] 102 [06:09.1]103 [06:10.1]	
STU [v]	okay I can come here ehm:: every Tuesday and Thursday
IO [v]	yeah (0,4) that's all ja?

[57]

	..	104 [06:14.7]	105 [06:15.1]
STU [v]	between 11 and (0,4) 12, >is that	correct?<	
IO [v]		ja↓ (.)	and if you have a class↑ if you can't make

[58]

	..
IO [v]	it at time (.) just come by or eh: eh: try to make an appointment but just (.) specify

[59]

	..	106 [06:26.6]	107 [06:28.0]	108 [06:29.1]
STU [v]		okay (.) thank you so much		
IO [v]	which date (.) and which time↓ so I I	know whether/ ja?	(0,8) okay.	