



Faculty of Humanities  
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“It is a safety net”  
An exploration of combining two multilingual communication modes:  
Lingua Receptiva and English as a lingua franca

M.A. Intercultural Communication  
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## **Abstract**

In our globalised and interconnected world, multilingualism is omnipresent. Research regarding multilingual communication modes, such as lingua receptiva or English as a lingua franca, is steadily growing. As far as I know, exploring a combination of the two modes has, however, been neglected. Hence, this study compares the use of a combination of lingua receptiva and English as a lingua franca with the use of the separate modes as applied in conversations and as perceived by students. Data were first collected from an experiment in which 10 multilingual higher education students applied lingua receptiva, English as a lingua franca, and a combination of the two in conversations. Secondly, data on students' perceptions were collected from an online survey and a focus group interview. The results demonstrate that students do not follow a single pattern of language use in the combination of lingua receptiva and English as a lingua franca contrary to the two separate modes. Students' perceptions suggest that combining lingua receptiva and English as a lingua franca merges many benefits and evades many challenges of the separate modes, which aligns with their preference of the combination. Due to this effect regarding the benefits and challenges, the study concludes that lingua receptiva and English as a lingua franca can and should be combined.

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## 1. Introduction

Multilingualism is the reality of our world. Being multilingual, here meaning proficient in more than two languages, offers speakers different possibilities to apply and combine their linguistic competencies (ten Thije et al., 2012). Two of these options to communicate will be studied in this research: the use of English as a lingua franca (henceforth ELF) and the use of two languages in lingua receptiva (henceforth LaRa). The former is defined as the application of English by native and non-native speakers while the latter includes different languages being used - one by each interlocutor - to achieve mutual understanding through receptive comprehension (Backus et al., 2013). While selecting a mode to communicate in is arguably no “matter of one-size-fits-all” (Backus et al., 2013, p. 204), the choice of ELF dominates most international domains (Jenkins, 2011). As a consequence, few opportunities for the usage of other multilingual modes, such as LaRa, are left (Steciąg, 2019).

One domain that is “a prototypical ELF scenario” (Smit, 2018, p. 387) is higher education in Europe. Although national languages used to dominate higher education (ten Thije et al., 2012), nowadays English is often the lingua franca not only at institutions in countries whose official language is English (Jenkins & Mauranen, 2019), but even in those where English does not hold an official status (Cenoz & Etxague, 2013). This research is, in fact, an example of ELF’s dominance in this domain. Although I am fluent in three languages and study intercultural communication in a multilingual master’s programme, I still chose to write my thesis in English out of habit.

This brings us to the context of the study, which is the master’s programme itself. It is one of 14 multilingual master’s degrees at Utrecht University that combines Dutch with English or other foreign languages (Utrecht University, n.d.-b). As part of this degree, I took part in an intensive programme which brought students from four universities and with different lingua-cultural backgrounds together. Our default mode of communication was ELF. During one course, we learnt about LaRa and applied it with different language constellations ranging from Spanish and Italian to German and Mandarin. Despite the joy and success (mostly between languages of the same language family) of using the mode during one class, none of the students adopted LaRa for further communication. Instead, everyone,

including myself, reversed back to using ELF. This experience sparked my interest in LaRa, and I began questioning the status-quo of ELF in academic settings with multilingual speakers. When reading about multilingual communication modes in higher education, I noticed an imbalance between abundant research on ELF (e.g., Jenkins, 2011; Komori-Glatz, 2015; Mauranen, 2010; Smit, 2010) and less extensive, yet rapidly growing research on LaRa (e.g., Bles et al., 2014; Härmävaara, 2017; Sağın-Şimşek, 2014; Zeevaert, 2004).

What eventually led to the thesis topic of combining ELF and LaRa was one study by Cenoz and Etxague (2013). They explored a multilingual approach to a non-language bachelor course at the University of the Basque Country (Cenoz & Etxague, 2013). The approach aimed to exploit the full linguistic repertoire of multilingual speakers (the students and the teacher) by using English for teaching materials and as the teacher's language of instruction, whereas 67 students were free to choose their preferred language out of Basque, Spanish, and English for oral and written communication (Cenoz & Etxague, 2013). The results showed that 90% of students enjoyed the multilingual approach, mostly due to its free language choice as indicated by one student: "we can express ourselves freely in the language we feel most comfortable in"<sup>1</sup> (Cenoz & Etxague, 2013, p. 101). While ten Thije et al. (2012) define this case as an example of LaRa, I believe that it could be interpreted as a combination of ELF and LaRa. The authors did not clarify when which language was applied. Still, students choosing to speak English with the teacher who also applies English would be a case of ELF. If the student asked a question in Basque and the teacher replied in English, it would, in turn, be LaRa. This thought inspired the exploration of a combination of ELF and LaRa. Although many scholars (Backus et al., 2013; Hülmbauer, 2014; Rehbein et al., 2012; Steciąg & Majdańska-Wachowicz, 2021) have claimed that ELF and LaRa can and should be combined, as far as I know there is a lack of empirical research. I thus asked myself: "What would a combination of ELF and LaRa look like?" and "Why should ELF and LaRa be combined instead of using either one of them?". These are the two main questions that will be answered by this study. Its results are therefore an addition to literature on

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<sup>1</sup> This is an English translation from the authors since the original quote was in Spanish.

multilingual communication modes and highly relevant for higher education particularly in light of recent findings that both students (Wilkinson & Gabriëls, 2021) and lecturers (Duarte & van der Ploeg, 2019) in the Netherlands possess but do not exploit their full multilingual repertoire.

In the following, the theoretical framework will cover multilingualism, ELF, LaRa, their respective benefits and challenges, and a selection of comparative studies on ELF and LaRa in higher education. Thereafter, the methodology will be described before the results will be presented and discussed to answer the research questions. The thesis will conclude with a summary of the main findings, limitations of the study, and recommendations for future research.

## 2. Theoretical framework

### 2.1. Multilingualism

Multilingualism has been conceptualised in different forms, the main oppositions being *additive* and *inclusive* multilingualism. Originated in European history, *additive* or monolingual multilingualism describes the concept of languages as distinct and separate entities that are attributed to countries as their standard language and whose native speakers are considered the norm (Hüning et al., 2012). As criticism of this approach, *inclusive* multilingualism claims to depict the reality of speakers whose foreign language competencies are incomplete and oriented towards the goal of communicating effectively in the foreign language instead of reaching a clearly defined level of native-speaker standard (Backus et al., 2013). Its theoretical framework comprises five multilingual communicative modes that are applied to achieve understanding in linguistically diverse interactions with potentially restricted levels of proficiency<sup>2</sup>: English as a lingua franca, a regional lingua franca, codeswitching, mediation by translation or interpretation, and lingua receptiva (Backus et al., 2013; ten Thije, 2014). Next, ELF and LaRa will be presented in more detail regarding their respective benefits and challenges, followed by comparative studies of ELF and LaRa in the context of higher education.

### 2.2. English as a lingua franca with its benefits and challenges

ELF implies the use of an English variety as a vehicular language by speakers of different mother tongues (Jenkins, 2011; Seidlhofer, 2011). Current research explicitly includes English native speakers in this definition as they, too, can acquire ELF as a separate form (Jenkins, 2011; Seidlhofer, 2011).

As the current global lingua franca (Jenkins, 2011) and with over 1,3 billion speakers (Szmigiera, 2021), ELF offers individuals a wide range of possibilities to interact with anyone around the world. Apart from its spread, ELF is further characterised by its high prestige (Steciąg, 2019), linguistic flexibility, and tolerance of deviation from normative standard English (Hülmbauer, 2014; Steciąg & Majdańska-Wachowicz, 2021). This deviation is claimed to increase non-native English speakers'

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<sup>2</sup> In this study 'proficiency' will refer to productive (speaking, writing) and receptive (listening, reading) skills.



awareness of the potential pitfalls of one native-level norm (Hülmbauer, 2014). Even when speakers do not comply with the native standard, mutual understanding can still be achieved in ELF (Blees et al., 2014; Mauranen, 2010). In fact, ELF is argued to encourage non-native speakers to communicate regardless of mistakes, misunderstandings, or their English proficiency using creativity, for example, when switching between or borrowing from other languages (Backus et al., 2013; Hülmbauer, 2009; Jenkins, 2011). Hence, Seidlhofer and Hülmbauer (2013) state that ELF can expand linguistic repertoire and maintain multilingual diversity.

ELF cannot be defined by generic features in the traditional notion of a variety: it is a fluid form that is adapted to each situation (Backus et al., 2013; Hülmbauer, 2011; Jenkins, 2011; Seidlhofer, 2011). It concurrently draws from the use of English as a common language and participants' other language skills, rendering them tolerant of ambiguity and capable of connecting unrelated linguistic concepts (Hülmbauer, 2011). Further advantages are its unifying character and its instantaneous application that does not depend on any communicative history, specific linguistic constellations, or geographical restrictions as it is well-known and established around the world (Hülmbauer, 2014).

Yet, being the global default communication mode (Hülmbauer, 2011), ELF is often taken for granted, particularly in intercultural and transnational contexts (Blees & ten Thije, 2015; Hülmbauer, 2014). It is criticised for creating a monolingual dominance (Hülmbauer, 2014) that restricts opportunities to use other communication modes (Steciąg, 2019) and languages (Braunmüller, 2013). In general, its speakers are required to be highly flexible since its linguistic constructions are unpredictable (Hülmbauer, 2014). Moreover, Blees et al. (2014) state that speakers require more effort to achieve mutual intelligibility in ELF interactions than in those of L1, for instance, due to rephrasing as an explication strategy (Mauranen, 2010) or explicit meaning negotiation (Smit, 2010). With regard to non-native speakers of English, it is claimed that neither of the interlocutors can express themselves as easily and clearly with ELF as they would in their first language (Hülmbauer, 2014; van Mulken & Hendriks, 2012). Communication in this mode is thus criticised for its risk of lacking "depth, clarity and significance" (Doyé, 2005, p. 8).

Furthermore, Beerkens (2010) argues that some individuals always have a disadvantage due to the different proficiencies in ELF. Jenkins (2011) reinforces this argument by referring to the persistent native-speaker norm in the world that leaves non-native speakers at a disadvantage in ELF situations, particularly in the field of academia. According to ten Thije et al. (2012), the eventual outcome of this participation barrier for non-native speakers, for instance, in academic publications or conferences, is the decrease in linguistic, cultural, and intellectual diversity.

### **2.3. Lingua receptiva**

Besides ELF, LaRa is another multilingual communicative mode. It is the most recent addition to a long list of concepts (for an overview see ten Thije, 2018) that describe speaker 1 using a different language than speaker 2 while still construing mutual understanding in a conversation (Backus et al., 2013). Although LaRa has a long history, research into this field started merely in the 1950s and focused on the intelligibility between closely related languages, for instance, Nordic languages (Haugen, 1953). Verschik (2012) later coined the distinction between LaRa's language constellations within the same language family, such as those studied by Haugen (1953), as *inherent* and those across language families as *acquired*.

Apart from LaRa, receptive multilingualism is the most recent concept (ten Thije, 2018). As the name suggests, it employs one's receptive competencies of the other's language to create mutual understanding (Rehbein et al., 2012). Both LaRa and receptive multilingualism have been defined as "a mode of multilingual communication in which interactants employ a language and/or a language variety different from their partner's and still understand each other without the help of any additional lingua franca" (Rehbein et al., 2012, pp. 248-249). The two are thus, in fact, related. They comprise the widest range of language constellations as they include *inherent* and *acquired* cases as well as the use of speakers' mother tongues and preferred languages (Blees & ten Thije, 2015). An L1 Dutch speaker who has studied English could therefore, for example, decide to speak English when talking to an L1 French speaker who chooses their mother tongue.

Blees and ten Thije (2015) distinguish between receptive multilingualism as the phenomenon of the communicative mode and LaRa as the competencies used in this mode to achieve mutual understanding. More specifically, LaRa refers to “the ensemble of those *linguistic, mental, interactional* as well as *intercultural competencies* which are *creatively* activated when interlocutors listen to linguistic actions in their ‘passive’ language or variety” (Rehbein et al., 2012, p. 249). Due to this arguably subtle difference, the notions of LaRa and receptive multilingualism are usually referred to as synonyms (Steciąg, 2020). The chosen nomenclature for this study is LaRa.

### **2.3.1. Benefits and challenges of lingua receptiva**

The advantages of LaRa mainly concern the interlocutors. Firstly, ten Thije et al. (2017) claim that everyone “possesses the innate ability to use lingua receptiva” (p. 142) and can therefore learn it more or less easily in cases of *inherent* and *acquired* LaRa, respectively. The motto is: “Learning by doing” (Beerkens, 2010, p. 286). Studies by Beerkens (2010) and Verschik (2012) showed that even if speakers felt initial discomfort when trying LaRa for the first time, they got used to it quickly. Secondly, speakers’ freedom to select a preferred language implies high convenience (Backus et al., 2013), the advantage of not having to think about making mistakes (ten Thije et al., 2017), in addition to easy and precise expression of thoughts (Blees et al., 2014; Rehbein et al., 2012; ten Thije et al., 2017; van Bezooijen & Gooskens, 2007). Beerkens (2010) consequently ascribes fairness to LaRa as it avoids limitations or disadvantages caused by a lack of language skills. When choosing their mother tongue, speakers can, moreover, express their identity (Roelands & ten Thije, 2006), produce utterances without major effort (Blees et al., 2014) and do not have to learn another language to a native-speaker level (Beerkens, 2010). No third language is needed (Hülmbauer, 2014).

In contrast to ELF, LaRa’s clear division of tasks and languages between hearer and speaker allows for stability and predictability (Hülmbauer, 2014). LaRa is argued to offer hearers easy access to foreign language acquisition since learning to comprehend a language is easier than learning to speak it (ten Thije et al., 2017). Hence, LaRa can help interlocutors activate and build their receptive (listening, reading) and productive (speaking, writing) foreign language skills (Rehbein et al., 2012; ten

Thije et al., 2017). Due to LaRa's hearer-oriented nature, Conti and Grin (2008) found that it fosters speakers' attentive and cooperative behaviour towards hearers' potential problems of comprehension. To create mutual understanding in LaRa, speakers can, for instance, take advantage of linguistic similarities, such as cognates (Blees et al., 2014; Hülmbauer, 2014). LaRa is therefore claimed to enhance interlocutors' awareness of their multilingual resources (Blees et al., 2014; Hülmbauer, 2014) and of linguistic and cultural diversity in general (Braunmüller, 2013; Rehbein et al., 2012; ten Thije et al., 2017).

Nevertheless, LaRa entails limitations related to its areas of application and its participants. LaRa has been found to be mostly applied in specific restricted contexts. These are often transnational areas, for instance, the Nordic countries (e.g., Zeevaert, 2004) or multilingual areas, such as Switzerland (e.g., Lüdi, 2013). LaRa has also been proven to be mainly successful in informal settings (Beerkens, 2010). Before using LaRa, its language constellation and interlocutors' respective proficiencies have to be discussed (Hülmbauer, 2014). In everyday communication, this negotiation could be seen as odd and not natural (Braunmüller, 2013). If people do not know about LaRa, they might not even be able or willing to use it (Braunmüller, 2013; Hülmbauer, 2014). According to Blees and ten Thije (2015), the success of LaRa, i.e., the achievement of mutual understanding, is thus dependent on interlocutors' awareness of and commitment to this communication mode. They also stress the importance of speakers' language abilities, awareness of similarities and differences between the used languages, and attitudes towards them (Blees & ten Thije, 2015). Rehbein et al. (2012) emphasise the latter by claiming that negative attitudes towards the language of the other can impede mutual understanding in LaRa.

Apart from these limitations, four risks of using LaRa have been shown. Braunmüller (2013) suggests that *acquired* LaRa entails the risk of losing face as an educated individual since it indirectly reveals the lack of productive skills of the respective language while one is able to understand it to some extent. MacKenzie (2014) and Seidlhofer (2011) further point out LaRa's risk of establishing an imbalance between interlocutors since each of them has to understand a language they are less competent in than their partner. In fact, LaRa's hearer and native-speaker orientation requires a lot of

flexibility from the hearer and “makes it more difficult for participants to step beyond the boundaries of encoded language” (Hülmbauer, 2014, p. 279), respectively. Thirdly, the simultaneous use of two languages in LaRa entails the risk of creating a “‘them and us’ feeling” (MacKenzie, 2014, p. 401) particularly during discussions or negotiations. Lastly, LaRa requires additional cognitive effort and therefore risks needing more time to process hearing one language and speaking in another language, even if the latter is one’s mother tongue (Blees et al., 2014; Rehbein et al., 2012).

#### **2.4. English as a lingua franca and lingua receptiva in comparison**

The previous overview shows that ELF and LaRa entail different benefits and challenges. Still, ELF and LaRa share the aim of creating mutual understanding between speakers of different linguistic-cultural backgrounds (Hülmbauer, 2014). To achieve this aim, interlocutors draw from all their linguistic resources in both modes (Hülmbauer, 2014; Rehbein et al., 2012). These commonalities suggest that a comparison of ELF and LaRa depends on the viewpoint.

As far as I am aware, research comparing ELF and LaRa in the context of higher education is scarce. One angle that was repeatedly chosen by different scholars to compare ELF and LaRa is their effectiveness. van Mulken and Hendriks (2012) compared the two modes in a problem-solving task performed by Dutch and German students who communicated using a written chat. Effectiveness was defined as the number of differences students found in two photos and the number of words they used (van Mulken & Hendriks, 2012). The results found LaRa to be more effective than ELF (van Mulken & Hendriks, 2012). Blees et al. (2014) build on this study with an experiment focused on problem-solving effectiveness of oral ELF and LaRa. Thereby, students could not review messages before sending them or decode written messages (Blees et al., 2014) which is argued to be easier than understanding spoken messages (Lund, 1991). In their experiment, Blees et al. (2014) instructed Dutch and German students to solve a maze task in ELF and in LaRa and judged the effectiveness on how many steps of the assignment were completed. In contrast to findings by van Mulken and Hendriks (2012), the results of Blees et al. (2014) suggested that ELF was more effective than LaRa. However, Blees et al. (2014) concluded that it was students’ language skills in the modes, meaning productive

and receptive skills of English in ELF and receptive skills of the language the other student spoke in LaRa, rather than the actual mode which determined the effectiveness. After the experiment, participants' subjective judgements on the difficulty of solving the task, of understanding, and of speaking to the other in both modes were included, all of which were reported to be more difficult in LaRa than in ELF (Blees et al., 2014). Thus, this study found ELF to be more effective and perceived to be less difficult than LaRa.

In contrast, Steciąg and Majdańska-Wachowicz (2021) found no difference in the effectiveness (defined as the achievement of mutual intelligibility) of ELF and LaRa when applied by Polish and Czech students during an oral negotiation task. Steciąg and Majdańska-Wachowicz (2021) therefore argued that both modes should be implemented and combined in international classrooms. This experiment was, however, arguably less demanding since participants had to discuss leisure activities instead of solving maze tasks. In retrospect, some participants reported feeling more comfortable with LaRa than with ELF during the experiment (Steciąg & Majdańska-Wachowicz, 2021). Yet, no explicit indication is given about how many students mentioned this tendency, limiting the validity of this finding. Another limitation of this study and the one by Blees et al. (2014) is the small sample size of 6 and 16 participants, respectively.

Overall, the results of comparing ELF and LaRa regarding their effectiveness and students' perceptions are inconclusive. The main factors influencing the findings seem to be the complexity of the tasks performed in the studies and participants' productive and receptive language skills.

## **2.5. Gap in literature**

The overview of prior research shows that ELF and LaRa have different benefits and challenges (e.g., Hülmbauer, 2014) and are perceived differently by students (Blees et al., 2014; Steciąg & Majdańska-Wachowicz, 2021). While combining ELF and LaRa has been proposed by many scholars (Backus et al., 2013; Hülmbauer, 2014; Rehbein et al., 2012; Steciąg & Majdańska-Wachowicz, 2021), its exploration has been neglected in empirical research as far as I know.

To fill this gap in literature, this study explores the use of a combination of ELF and LaRa in comparison to the use of ELF and LaRa as separate modes as applied in conversations and as perceived by students with the following research questions (hereafter RQ):

Main RQ: How does the combination of ELF and LaRa compare to ELF and LaRa as separate modes regarding their application in conversations and students' perceptions?

Sub-questions:

RQ 1: How do students use the combination of ELF and LaRa in comparison to ELF and LaRa as separate modes?

RQ 2: How does the combination of ELF and LaRa compare to ELF and LaRa as separate modes regarding their benefits and challenges?

RQ 3: Which communication mode out of ELF, LaRa, and a combination of ELF and LaRa, do students prefer and why?

## **3. Methodology**

### **3.1. Research approach and design**

Due to the explorative stance of this study, a qualitative approach was appropriate to get an insight into the combination of ELF and LaRa compared to ELF and LaRa as separate modes (Dörnyei, 2007). Underlying this approach was the constructivist belief that reality is not discovered, but rather co-constructed through research by participants and the researcher (Braun & Clarke, 2013). To reduce their risk of bias, the researcher applied self-reflexivity (see section 3.7.) along with triangulation of data sources and methods (Dörnyei, 2007). In detail, conversations during a multilingual experiment, an ensuing online survey, and a focus group interview served as data sources, which required different analysis methods - all of which are described in the following.

### **3.2. Participants**

With purposive sampling, 10 multilingual students of the Intercultural Communication Master at Utrecht University were selected to participate in the experiment. Since the programme implements not only ELF but combines it with different languages in separate tracks (Utrecht University, n.d.-a), proficiency in two or more languages (one being English) could be expected from the students. The current cohort was contacted via email with information about the study and the criterion of having some command of either German or French in addition to English. This criterion sampling mirrored the researcher's language skills to ensure accuracy when transcribing and analysing the conversations. Since only five students replied to the email, snowball sampling was implemented as a strategy to find further participants by asking the five to identify suitable peers who were contacted individually (Dörnyei, 2007). Having found a total of 10 participants, the researcher asked all to indicate their mother tongues in addition to productive and receptive skills in other languages in an email. Based on this information, dyads with different language constellations in LaRa were allocated for the experiment as presented in Table 1.



**Table 1***Dyad allocation for the experiment*

Dyad number	Name of participant (pseudonym)	Mother tongue(s)	Language and role in LaRa	Type of LaRa	Self-reported proficiency of language applied in LaRa	Self-reported proficiency of partner's language applied in LaRa
1	Tom	Dutch	English	inherent	C2	C1
	Sophia	German Greek	German		C2	C1
2	Gaia	Italian	English	inherent	C2	None
	Femke	Dutch	German		B2 - productive C1 - receptive	C2
3	Elise	French	French	acquired	C2	None
	Paula	German	German		C2	C1
4	Nina	Slovak French	French	acquired	C2	None
	Lena	German Norwegian	German		C2	C1 - productive C2 - receptive
5	Jack	English	French	acquired	C1	C1
	Anna	Dutch	German		C2	A2 - productive B1 - receptive

**3.3. Dyad allocation**

The experiment depended on participants being able to speak the languages they were instructed to use in ELF, LaRa, and the combination of ELF and LaRa to solve communication tasks. For LaRa, participants were therefore asked to apply a language whose productive skills they rated with a minimum of B2 as shown in Table 1. Based on this language, dyads were formed with the criteria of participants not sharing the same L1 and not knowing each other either at all (dyads 1-3) or well

enough to use terms or expressions that only close friends understand (dyads 4-5). Due to the small number of participants and languages, the results were *inherent* and *acquired* cases of LaRa and different combinations of proficiency levels as displayed in Table 1. Out of five dyads, two represented *inherent* LaRa using English and German (dyads 1,2) and three *acquired* LaRa using French and German (dyads 3-5). Dyads 2, 3, and 4 showed a large, dyad 5 a small, and dyad 1 no gap in participants' receptive skills in the language their partners applied in LaRa.

### **3.4. The experiment**

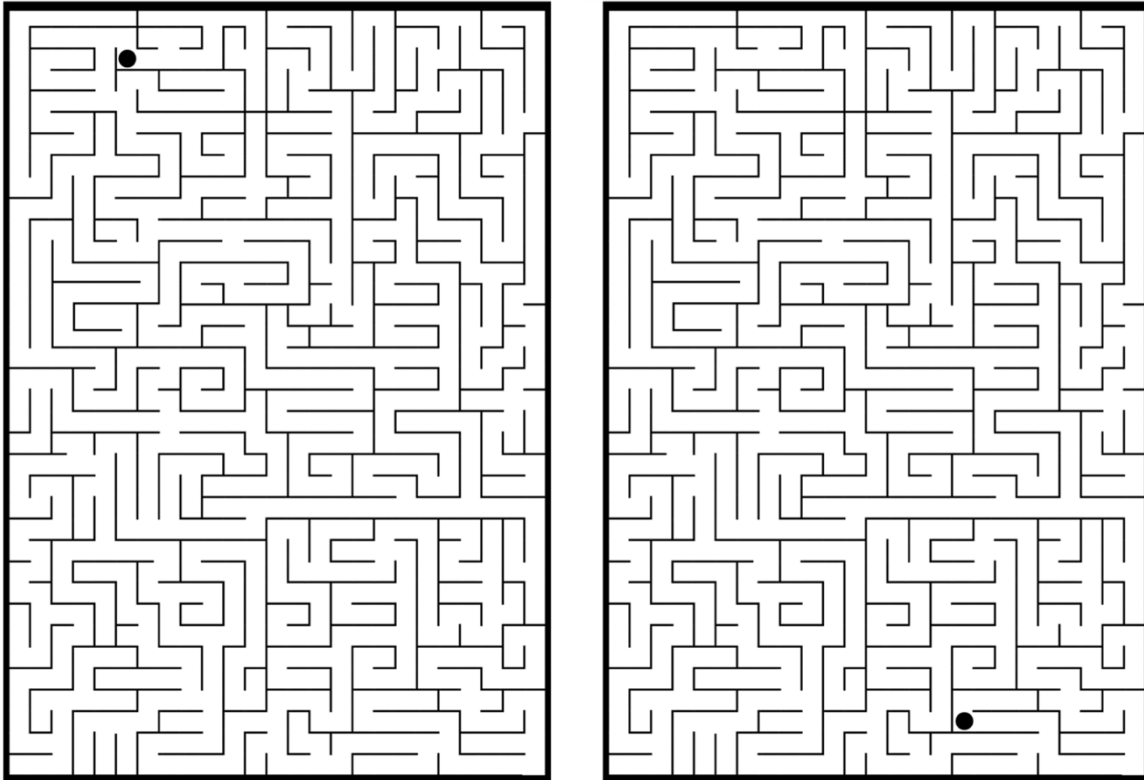
The experiment allowed for a comparable setting to use ELF, LaRa, and a combination of the two. It consisted of two different parts - a maze problem and a debate - which were each performed once in each of the three modes. Since the literature review revealed that the complexity of tasks in former studies influenced the findings, two tasks with different levels of complexity were chosen. The maze problem was similar to the one by Blee et al. (2014) and arguably more complex than the debate which resembled the oral negotiation task by Steciąg and Majdańska-Wachowicz (2021). Both tasks were appropriate to induce semi-spontaneous speech "in which interlocutors produce language freely on a given topic and whose content and form are controlled to a large degree by the nature of the task" (Bulatović et al., 2019, p. 47). After signing a consent form and an information letter, participants received three maze images, and a personalised instruction sheet (see Appendix A). It included explanations of the communication modes but described the combination of ELF and LaRa solely as such to avoid influencing participants' way of combining the modes. Due to participants' different locations, the experiment was conducted online via MS Teams. At the beginning, the researcher introduced herself, answered questions, and set up the recording, but left once the experiments started to create a less face-threatening atmosphere.

In the first part of the experiment, participants dealt with a maze problem which they performed three times - using ELF, LaRa, and a combination of ELF and LaRa - with three different mazes (see Figure 1 for maze 1 and Appendix B for maze 2 and 3) that were retrieved and adapted from an open-source website (James Mazes, 2011a). Depending on participants' roles (follower or

guide), which they had been assigned in their instruction sheet, only their location in the mazes was indicated by a dot as displayed in Figure 1.

**Figure 1**

*Mazes 1 of the follower (left) and the guide (right)*



*Note.* Adapted from James Mazes (2011c)

To ensure equal difficulty of the three mazes, they were pre-tested with two students who did not partake in the study. The first task of the follower was to describe his/her location in the maze to the guide. After 5 minutes, the guide had to lead the follower from the described position to his/her own location within the same time frame. Participants' roles of follower and guide alternated in the three modes and were allocated according to the proficiencies of the languages used in LaRa. Since the guide's understanding of the follower's location description is the prerequisite for his/her instructions, the guides were chosen to be participants with higher receptive skills in their partner's

language (i.e., Femke, Paula, Lena, Anna). In the case of Tom and Sophia, both reported a C1 level. Hence, the decision of Tom being the follower was to mirror the other inherent dyad whose follower spoke English while the guide spoke German.

The second part of the experiment consisted of a 5-minute debate in each mode. The scenario described three separate changes to students' master's programme being proposed by the board: an extension of the programme to two years instead of one, a voluntary instead of obligatory internship, and a postponement of the master thesis to be written after the internship. These topics were created with a thematic focus on the master's programme as it represents a commonality of all participants. It therefore allowed an interesting debate with existing knowledge. To create a natural discussion, participants were asked to express their personal opinions and reach an agreement or compromise. In total, the experiment of each pair lasted approximately 45 minutes, consisting of 30 minutes conducting the maze problem and 15 minutes of discussions.

### **3.5. Data collection**

The data were derived individually from three different sources. Firstly, the audio of each experiment was recorded on the MS Teams platform by deactivating the cameras to eliminate distractions and to create a focus on verbal communication. Simultaneously, the audio was transcribed with the software Otter. As it only recognises English and actual words, each transcript was checked, verbal utterances (e.g., 'erm') added, and all German and French sections were transcribed after the experiments. Jefferson's conventions (Hepburn & Bolden, 2017) were followed for transcription (see Appendix C). Anonymised transcripts of all experiments can be found in Appendix D.

Secondly, survey data were collected by sending participants a link to an online questionnaire after finishing the experiment. The questionnaire was designed with the software Qualtrics. It comprised open-ended and closed-ended questions related to participants' background (name, nationality, mother tongue(s), other language proficiencies, prior experience with the modes) and their perceptions of the modes' benefits, challenges, similarities, and differences during the experiment. At the end of the questionnaire, participants were asked to choose their preferred mode with an

explanation before they could add final comments. The questionnaire with all answers can be found in Appendix E. For ethical reasons, the answers were anonymised but remained verbatim for analysis.

To get more insight into the survey's replies, a focus group interview was conducted with three participants who each reported preferring one of the modes. They were informed about the purpose of expanding their replies and signed a consent form. Following a question guide (see Appendix F), the focus group interview was semi-structured and retrospective meaning that participants' "own survey responses [were used] as the retrospective prompts for further open-ended reflection about what they really meant" (Dörnyei, 2007, p. 171). Since the conversation was held in English, the audio could be fully transcribed with the software Otter and was merely anonymised with pseudonyms. The transcript can be found in Appendix G.

### **3.6. Data analysis**

The experiments' transcripts were analysed to answer how students use the combination of ELF and LaRa in comparison to ELF and LaRa as separate modes in conversations (RQ 1). This analysis was inspired by Auer's framework of sequential code-alternation<sup>3</sup> (1995) as it offers a schema to display language choice with patterns. Auer (1995) marks languages (codes) with letters, speakers with numbers, and a shift in codes with the symbol //. Take, for instance, the following exemplary pattern: A1 A2 A1 A2//B1 A2 B1 A2. It describes how speakers 1 and 2 both use one language A until speaker 1 shifts to language B while speaker 2 continues to speak in A. The framework further distinguishes between discourse- and participant-related code-alternations. According to Auer (1995), the former classifies alternations that redefine the discourse, for example, by indicating a change of topic, whereas the latter reveals something about the participant, such as their language competence. With regard to the exemplary pattern above, the shift of speaker 1 using language B instead of A could therefore either be discourse-related, for example, if he/she introduces a new topic with another language for emphasis or participant-related if he/she is more competent in language B than in A.

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<sup>3</sup> Auer uses code-alternation as an umbrella term that includes code-switching (switch from one language to another) and transfers (insertion of a word/structure from one language to the frame of another).

For the analysis, the transcripts were re-read and colour-coded according to the languages used in the different modes. Ambiguous words, for instance 'okay' were assigned a language based on its pronunciation. The resulting patterns of language choice in each mode were noted and the most dominant sequences<sup>4</sup> were analysed with Auer's framework (1995). Exceptions from the patterns found in LaRa were disregarded while those of the combination were summarised with examples.

To answer RQ 2 about the modes' benefits and challenges and RQ 3 about participants' reasons for preferring one of the modes, students' open-ended survey replies were thematically analysed with the six steps by Braun and Clarke (2006). Replies to the questions regarding the modes' benefits, challenges, similarities, differences, and students' preferred mode were re-read and annotated with first observations (1). Thereafter, the data were manually coded (2), emerging themes were identified (3), reviewed (4), named (5), and supported with exemplary quotes. To enrich the survey's results, the transcript of the focus group was analysed deductively to elicit clarifications of participants' survey answers and additional arguments for the modes' benefits and challenges that were added to the results. Since the focus group comprised only three participants, there were, however, not as many additional arguments as expected. To answer RQ 3 regarding students' preferred communicative mode, the only numerical data retrieved from the survey was presented in a pie-chart. All findings were finally contextualised in relation to prior research (6) in the discussion sections of chapter 4.

### **3.7. Role of the researcher**

The researcher's role is key to this study. While I have used ELF and LaRa, I have never combined them. I did therefore not hold any assumptions about what the combination would look like (RQ 1) and what benefits or challenges the combination would entail (RQ 2). I did, however, believe that students' language proficiencies might have an impact on their preferences regarding the three modes (RQ 3). This assumption influenced the study and was included in the analysis of the results. Apart from analysing the data as the researcher, I shaped this thesis by being the transcriber who "bring[s] their own language ideology to the task" (Roberts, 1997, p. 168) and the moderator of the

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<sup>4</sup> The notions 'sequence' and 'pattern' are used interchangeably.

focus group who steers the conversation (Braun & Clarke, 2013). To summarise, when reading the subsequent results and discussion, one should keep in mind that “the research outcome is ultimately the outcome of the researcher’s subjective interpretation of the data” (Dörnyei, 2007, p. 38).

## 4. Results and discussion

The following chapter is structured according to the three research questions. Relevant findings are presented and discussed in relation to prior research to answer each of the questions separately.

### 4.1. Students' use of the three communication modes

RQ 1: How do students use the combination of ELF and LaRa in comparison to ELF and LaRa as separate modes?

#### 4.1.1. Results of RQ 1

Before looking at students' perception of combining ELF and LaRa, it is crucial to understand how they combined the two modes. When applying the three modes in the experiment, students followed different patterns of language choice. The following sequences describe how two speakers (1 and 2) use and shift (indicated with //) between different languages that are marked with letters (A: English; B: German; C: French).

All ELF conversations resulted in the pattern A1 A2 A1 A2 as shown in the excerpt of dyad 4 (2:23 - 2:35):

- 1      Lena: I'll follow ↑that.
- 2      Nina: A::nd ehm could you explain to me where you are now?
- 3      Lena: Yes.=
- 4      Nina: =Just to be sure.

For the tasks in LaRa, participants predominantly used the pattern A1 B2 A1 B2 or B1 C2 B1 C2 depending on their predetermined language constellation. This sequence mirrors Auer's pattern IIa (1995, p. 125) in which each speaker applies a different language as demonstrated by dyad 3 (13:05 - 13:41):



- 1 Paula: O:h Mann (.) das ist ein weiter Weg ehm (.) ein sehr >langer langer< Weg ((laughter))
- 2 weil (.) ich bin (.) unten rechts.
- 3 Elise: Alo::rs e::hm toi (.) OK d'accord (.) <en bas à droite>,
- 4 Paula: Ja (.) genau (.) also du bist (1.1) eine Linie zweite Linie dritte Linie, =
- 5 Elise: =Oui.

The combination of ELF and LaRa resulted in different sequences of code-alternations. Before starting the relevant tasks, participants discussed which language(s) to use for the combination. Apart from group 5 that used German as a lingua franca, all dyads applied ELF for this meta-discussion. At the end of the combination's tasks, all dyads switched back to ELF and group 5 used German as a lingua franca or LaRa with English and German.

During the tasks, the dominant patterns of the combination reflected either the use of a lingua franca or a variation of LaRa as displayed in Table 2. Dyads 1, 2, 3 (only the first maze task), and 4 (both maze tasks) used ELF with the pattern A1 A2 A1 A2 while dyad 4 applied C1 C2 C1 C2 meaning French as a lingua franca in the debate. Dyads 3 (second task and debate) and 5 chose a variation of LaRa in which German and French were substituted with English, resulting in the two patterns A1 C2 A1 C2 and A1 B2 A1 B2, respectively.

**Table 2**

*Dominant communication modes in the combination of ELF and LaRa*

Dyad	Maze task 1	Maze task 2	Debate
1	ELF	ELF	ELF
2	ELF	ELF	ELF
3	ELF	LaRa (English - French)	LaRa (English - French)
4	ELF	ELF	French as a lingua franca
5	LaRa	LaRa (English - German)	LaRa (English - German)

Apart from these various dominant patterns, the combination comprised exceptions of code- and mode- alternations that are categorised and exemplified in Table 3.

**Table 3**

*Exceptions from dominant patterns in the combination of ELF and LaRa*

Exception	Pattern	Used by dyad(s)	Example
1. Code-alternation within one turn	C1[A1]C1	4, 5	<p>Debate</p> <p>Nina 3:57 Oui oui (.) c'est <u>vrai</u> et surtout j'ai l'impression que le rapport (.) c'est un petit peu comme eh <b>consultancy</b> qu'on a fait un petit peu.</p>
2. Multiple code-alternations within one turn	ABABA1	2	<p>Debate</p> <p>Femke 13:18 I think <b>dass diese eh::m</b> this order <b>ist ja (.) logi-</b> logical.</p>
3. Self-translation	A2 BA1 A2	2, 5	<p>Maze problem</p> <p>Gaia 26:40 And <u>then</u> (.) we're gonna go ↓<u>down</u>.</p> <p>Femke 26:44 Wir springen? <b>Do I have to jump?</b></p> <p>Gaia 26:46 <u>Yes</u> (.) please jump.</p>
4. False start	B1 BA2 B1	5	<p>Maze problem</p> <p>Anna 20:00 Ich überspringe die <u>vertikale</u> Linie oder die <u>horizontale</u>?</p> <p>Jack 20:06 <b>Also das</b> ((laughter)) the first e:h you go over the line (.) and you got the <u>first</u> gap underneath you and you go to the <u>second</u> gap, and it's ↓there. you come down to the: (.) to the you come do:wn to the corner (.) and it's just &gt;it's it's&lt; sitting there.</p> <p>Anna 20:21 In einer Ecke?</p>
			<p>Maze problem</p> <p>Nina 12:25</p>

<p>5. Mode-alternation from ELF to FLF to ELF</p>	<p>A1 A2[C2]A2//C1 C2 C1 CA2//A1 A2</p>	<p>4</p>	<p>O:h and should we mix <u>both</u> or should we choose?=  Lena 12:28 =No: I think we can mix whatever we want (.) so we can just basically (.) <b>si tu veux changer là</b> and then continue in English (.) that's okay.  Nina 12:36 <b>A:h OK (.) alors.</b>  Lena 12:39 Ehm je dois expliquer où je suis,=  Nina 12:49 =Oui.  Lena 12:50 Tu ((unintelligible)) tout en <u>haut</u> ehm (.) dans la troisième ligne (.) tu comptes deux eh (.) <b>so if you count from the bottom top (.) then three lines down</b> ehm and then also in the (.) <b>top left corner sort of</b>  Nina 13:08 <b>Yes.</b>  Lena 13:11 So:: there's like (.) all in the top left there's a line coming down <u>right</u>? On on the right side of that (.)</p>
<p>6. Mode-alternation from LaRa with French and German to LaRa with French and English</p>	<p>C1 B2 C1 B2 C1//A2 C1 A2</p>	<p>3</p>	<p>Maze problem Elise 8:22 <u>Droite</u> (.) tu descends eh (.) droite tu descends (.) <u>gauche</u> (.) tu descends (.) droite tu descends gauche tu descends (.) droite (.) eh ensuite eh donc droite &gt;mais pas complètement&lt; (.) tu <u>descends</u> (.) alors <u>là</u> normalement (.) je verifie juste=  Paula 8:56 =Bei der Kreuzung,  Elise 8:58 Alors <u>là</u> tu vas à gauche (.) &gt;oui c'est ca&lt; (.) donc <u>gauche</u> et tu descends  Paula 9:09 Oka:y,</p>

		<p>Elise 9:10  <u>Gauche</u> (.) tu descends complètement  (.) <u>droite</u> (.) tu montes (.) droite tu  montes (.) gauche tu montes (.)  <u>droite</u></p> <p>Paula 9:34  [&gt;wait wait wait&lt;  <b>I think I was too fast.</b></p> <p>Elise 9:36  Ah mince ((unintelligible))</p> <p>Paula 9:38  <b>Erm (.) so we went completely down  (.) then right (.) then up and then  ↑right (.) then up and then left,</b></p>
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*Note.* Exceptions 1 to 4 were found multiple times in the maze problem and the debate of the mentioned dyads, whereas exceptions 5 and 6 only occurred once in the maze problem.

#### 4.1.2. Discussion of RQ 1

With respect to the question of how students use the combination of ELF and LaRa in comparison to ELF and LaRa as separate modes, it was found that they do not use a single pattern of code-alternation in the tasks of the combination in contrast to dominant sequences of no code-alternation (A1 A2 A1 A2) in ELF and consistent code-alternation (A1 B2 A1 B2) in LaRa. The patterns of ELF and LaRa were therefore consistent and not influenced by the tasks, students' language proficiencies, or the type of LaRa. Another difference were the exceptions from the dominant sequences in the combination which did not occur in ELF and only rarely in LaRa. The exceptional alternations of the combination can be split into those that influenced the following language choice in cases 5 and 6 and those that did not have an impact, such as cases 1-4.

As code-alternations 1 to 4 occurred multiple times in the maze problem and the debate, they were arguably not related to the tasks themselves. The first exception of one code-alternation within one turn (C1[A1]C1) reflects Auer's pattern IV of transfers (1995, p. 126), in which one word is inserted into the frame of the main language. These transfers were found to be words related to their master's programme, such as the courses about "consultancy" and "Identität", or assignments like the

“consultancy proposal”. These transfers are arguably participant-related since students might be used to referring to these names in the languages of the respective courses.

The second example of multiple code-alternations within one turn were participant-related and only used by Femke. The example suggests that she mixed the languages depending on her linguistic competence; whenever she did not know a word in a language, she switched. The filler “eh::m” and the cut-off “logi-“ indicate that she was struggling to find the right words in German, which led her to switch to English multiple times within one turn. The fact that it was only Femke who used this exception could be explained by the level of productive skills in her LaRa language, which was B2 and therefore lower than the C1 and C2 productive skills of all other participants.

The third exception describes one participant repeating their utterance in another language that they know their conversation partner understands, such as Femke’s translation “Wir springen? Do I have to jump?”. This code-alternation could also be interpreted as participant-related since it adapts to the partner’s language proficiency and thereby facilitates mutual understanding (Auer, 1995).

Exception number four is exemplified with Jack starting to speak in German, laughing, and then continuing to speak in English. This exception represents a false start repair at the beginning of a speaker’s turn (Auer, 1995). In this case, the false start is only considered ‘false’ because Jack thought he could not use German in the combination of ELF and LaRa since he spoke English in ELF and French in LaRa. His laughter suggests that he notices his ‘mistake’ and corrects himself by switching to English without any further implications on the conversation.

In contrast, the last two exceptions did alter the language choice of the conversation. Exception number five takes place before dyad 4 uses the combination of ELF and LaRa for the first time. The results showed that before participants applied the combination in the maze task, they all discussed their language choice, which has also been reported for LaRa (Hülmbauer, 2014). These discussions were either explicit, for instance, Anna suggesting that Jack uses English while she speaks German, or implicit as illustrated in the 5<sup>th</sup> exception below (12:25 - 13:11):

1 Nina: O:h and should we mix both or should we choose?=-

- 2       Lena: =No: I think we can mix whatever we want (.) so we can just basically (.) si tu veux  
3               changer là and then continue in English (.) that's okay.
- 4       Nina: A:h OK (.) alors.
- 5       Lena: Ehm je dois expliquer où je suis,=
- 6       Nina: =Oui.
- 7       Lena: Tu ((unintelligible)) tout en haut ehm (.) dans la troisième ligne (.) tu comptes deux  
8               eh (.) so if you count from the bottom top (.) then three lines down ehm and then  
9               also in the (.) top left corner sort of
- 10       Nina: Yes.
- 11       Lena: So:: there's like (.) all in the top left there's a line coming down right? On on the right  
12               side of that (.)

This example shows what Auer calls a language negotiation, in which codes alternate until both interlocutors agree on one (1995). The mode-alternation is thus not affected by the maze task itself but related to the fact that interlocutors negotiate their language choice for the combination. In line 1, the discussion starts with Nina using their shared language English to explicitly ask whether the modes should be mixed or chosen. Lena's turn-internal code-alternation to French (A2[C2]A2) in lines 2 and 3 has the discourse-related function to demonstrate the mix that Nina mentioned. In contrast, the following code-alternations may be linked to speakers' power and preferences and are therefore participant-related. After Lena's example of inserting French, Nina accepts French as the new language of the conversation in lines 4 and 6. Lena, however, switches back from French in line 7 to English in lines 8 and 9 within the next turn. After that, both continue to use ELF for the maze task. Thus, it could be argued that Lena chooses the languages according to her preference and dominates the language negotiation since Nina adopts each language Lena introduces.

The 6<sup>th</sup> exception is analysed at the end of the next section, which focuses on the combination's most dominant language sequences. The patterns of all dyads reflect the use of either one or two modes. Only the *inherent* type of LaRa in dyads 1 and 2 seemed to affect the combination's sequences,

as these dyads used ELF in all tasks while each dyad with *acquired* LaRa applied different patterns in the tasks of the combination. Overall, three of the five dyads predominately applied one mode in all tasks: dyads 1 and 2 used ELF, whereas dyad 5 used a variation of LaRa. Interestingly, the only two *inherent* cases of LaRa (dyad 1,2) opted for ELF in the combination, although mutual intelligibility is more likely in *inherent* LaRa due to the overlap of languages within the same language family (Gooskens, 2019). In dyad 2, Gaia's lacking German proficiency could explain the choice of ELF. Yet, dyad 1 shared the same high receptive skills in their partner's language and still applied ELF. This finding reinforces the dominance of ELF being the global lingua franca (Jenkins, 2011) and the default multilingual communication mode that restricts the use of others (Steciag, 2019).

Contrary to dyads 1 and 2, dyad 5 was instructed to use *acquired* LaRa and mainly applied a variation of LaRa (A1 B2 A1 B2) in all tasks of the combination. Anna used her C1 level German and Jack spoke his mother tongue English instead of French, which he was instructed to use for LaRa. Jack changing from French to English changed the type of LaRa from *acquired* (French - German) to *inherent* (English - German), which allowed for more linguistic commonalities (Gooskens, 2019). *Inherent* LaRa might have been therefore easier, especially since Anna could use her C1 receptive English skills that were equally high as Jack's C1 German instead of her B1 French skills. The gap in receptive skills of the *acquired* form of LaRa confirms the potential imbalance between interlocutors having to understand a language they do not master as fully as their partner in LaRa (MacKenzie, 2014; Seidlhofer, 2011). One could thus argue that the pattern A1 B2 A1 B2 was selected due to Anna's language proficiency. Choosing the language constellation of LaRa freely in the combination allowed Jack to adapt to Anna's receptive skills, which underlines the hearer-oriented nature of LaRa (Rehbein et al., 2012).

Likewise, dyad 3 applied an adapted version of LaRa as Paula substituted German with English while Elise spoke her mother tongue French (A1 C2 A1 C2). Both the former version of LaRa (German - French) and the adapted version (English - French) were *acquired*. However, only the latter for equality in interlocutors' receptive skills as Elise lacked German proficiency but held a C2 level of English that was comparable to Paula's C1 French level. While this finding of adapting LaRa for the combination according to language proficiencies aligns with that of dyad 5, the new LaRa constellation was only

applied in the second maze task and the debate. Before that, dyad 3 predominantly used ELF in the combination. The shift from mainly using ELF in the first maze task to LaRa in the second one reflects the pattern A1 A2 A1 A2//B1 C2 B1 C2 which is the opposite of Auer's pattern IIb: A1 B2 A1 B2 A1//A2 A1 A2 A1) (1995, p. 125). The following excerpt of this pattern presents the shift (4:14 - 5:15):

- 1 Paula: Great thanks for guiding me (.) [makes it easier. ((laughter))
- 2 Elise: [I just wanted to make sure ((laughter))
- 3 and that was a good thing because I wasn't right at first erm (.) so:: I need (.) okay,
- 4 need to figure out how to do this erm (.) you're here. How am I supposed to go, that's
- 5 gonna be fun finding out ((laughter))
- 6 Paula: Ich kann kein Französisch sprechen oder?
- 7 Elise: OK (.) je vais parler un peu francais (.) je regarde le chemin d'abo::rd OK (.)
- 8 je pense que j'ai (.) le début du chemin (.) donc moi je suis plutôt <en bas à
- 9 droite> OK (.) juste pour que tu saches (.) donc (.) de ton point tu vas à droite
- 10 (.) tu descends à droite (.) tu montes (.) OK?
- 11 Paula: Ja.
- 12 Elise: Droite\_(.) tu descends eh et là (.) tu vas à gauche.
- 13 Paula: Okay.
- 14 Elise: Tu descends.

It could be argued that the shift in modes mirrors the shift in tasks during the maze problem. The actual shift, however, is triggered by a misunderstanding. Participants had been using ELF for the first maze task up until Paula asks in German for confirmation that she is not allowed to speak French in line 6. The function of her switch to German could be discourse-related to show that she changes the topic from the maze task to the meta-level of the experiment's instructions (Auer, 1995). Elise, however, thought Paula requested her to speak French as indicated in her reply in line 7 which she utters in French. This misunderstanding is arguably due to Elise's lack of German proficiency.



Interestingly, Paula does not correct her which might be due to her high receptive French skills (C1) that allow her to understand Elise without any problems. Still, when replying she keeps speaking German in lines 11 and 13, re-creating Auer's pattern IIa (B1 C2 B1 C2) of their instructed LaRa language constellation. Being the follower in this maze task might have led Paula to use German since she solely confirmed understanding with short utterances in lines 11 and 13. While the excerpt above showed the shift from ELF to LaRa with French and German, the most dominant pattern for the second maze task and the debate of this dyad was, in fact, LaRa with French and English. The reason for this dominance can be explained with the aid of the 6<sup>th</sup> exception in the extract below (8:22 - 9:38):

- 1 Elise: Droite (.) tu descends eh (.) droite tu descends (.) gauche (.) tu descends (.) droite tu  
 2 descends gauche tu descends (.) droite (.) eh ensuite eh donc droite >mais pas  
 3 complètement< (.) tu descends (.) alors là normalement (.) je verifie juste=  
 4 Paula: =Bei der Kreuzung,  
 5 Elise: Alors là tu vas à gauche (.) >oui c'est ca< (.) donc gauche et tu descends  
 6 Paula: Oka:y,  
 7 Elise: Gauche (.) tu descends complètement (.) droite (.) tu montes (.) droite tu montes (.)  
 8 gauche tu montes (.) [droite  
 9 Paula: [ >wait wait wait<  
 10 I think I was too fast.  
 11 Elise: Ah mince ((unintelligible))  
 12 Paula: Erm (.) so we went completely down (.) then right (.) then up and then ↑right (.) then  
 13 up and then left (.) Erm (.) so we went completely down (.) then right (.) then up and  
 14 then ↑right (.) then up and then left,

This excerpt shows how Paula uses German for short utterances of confirming her location in the maze in line 4 and confirming understanding in line 6. However, she switches to English to express problems, such as being too fast in lines 9 and 10 or having to clarify her position in lines 12 to 14.

Paula knows her partner’s lack of German proficiency might not allow her to understand long explanations. One could argue that this code-alternation is participant-related as it aims at ensuring mutual understanding in specific cases of problems (Auer, 1995). The dominance of the pattern A1 C2 A1 C2 in the second maze task and the debate might therefore be due to the nature of the tasks since more problems occurred when instructions were given, and opinion were discussed.

Just like dyad 3, the fourth pair also included two dominant modes in their combination. They predominantly used ELF in the maze task and French as a lingua franca in the debate. It could be argued that code-alternation, here from using English to French as a lingua franca, was discourse-related as the shift occurred with the change of tasks from describing directions in the maze problem to discussing a topic in the debate (Auer, 1995). Contrary to dyad 3, dyad 4 applied a lingua franca in both parts of the experiment. The use of ELF is no surprise in light of its already mentioned status as the default communication mode particularly in higher education (Jenkins, 2011) which includes this experiment. ELF can, moreover, be interpreted as a “compromise” (Braunmüller, 2013, p. 219) of choosing a third language that was neither Nina’s nor Lena’s mother tongue but that both were highly competent in. French, in turn, was Nina’s mother tongue but was still used as a lingua franca in the debate. A comparison of their self-reported English and French skills in Table 4 suggests that applying either of these languages as a lingua franca allowed both interlocutors equality in proficiency. This could explain their use of French as a lingua franca in addition to ELF.

**Table 4**

*Language proficiency comparison of dyad 4*

Language	Nina’s self-reported skills	Lena’s self-reported skills
English	C1 productive C2 receptive	C2 productive C2 receptive
French	C2 productive C2 receptive	C1 productive C2 receptive

Taken together, these results suggest that students' use of the combination is varied in comparison to the distinct sequences applied in ELF and LaRa. In the combination, students used different exceptions of code-alternations and various sequences of language choice. These patterns reflected the use of lingua francas or variations of LaRa that were either used throughout all tasks or switched for different tasks. The principal factors influencing the choice of patterns were students' language proficiencies for all dyads and the tasks of the experiment for dyad 3 and 4. When reading the next sections about students' perceptions on the modes, one should therefore bear in mind that there is not one but multiple ways of combining ELF and LaRa.

#### 4.2. Benefits and challenges of the three communication modes

RQ 2: How does the combination of ELF and LaRa compare to ELF and LaRa as separate modes regarding their benefits and challenges?

##### 4.2.1. Results of RQ 2

Five themes of benefits and challenges emerged from the survey and the focus group: effectiveness (task completed or not) and efficiency (how fast), enjoying the mode, expressing oneself, effort to create mutual understanding, and equality of interlocutors. Table 5 presents the modes' respective benefits and Table 6 their challenges according to the five themes with exemplary quotes.

**Table 5**

*Benefits of the three communication modes*

Theme	ELF	LaRa	Combination
<b>Effectiveness and efficiency of completing the tasks</b>	Fastest completion due to instant mutual understanding  A: <i>"We even reached the goal of the assignment within 5 minutes."</i>		Completion within time limit  G: <i>"ELF and the Combo were the more effective ones, we found one another every time"</i>

<b>Enjoyment of mode</b>	<p>Comfort due to both partners having similar <u>proficiency level</u></p> <p>A: "My conversation partner had English as a native language and I am also fluent in English, so this felt very natural to me."</p>	<p>Intellectual stimulation and language learning by hearing the other's language in <u>both types of LaRa</u></p> <p>A: "It was also fun to hear some French [...] I think it made my French a tiny little bit better"</p>	<p>Comfort and intellectual stimulation of switching between speaking and hearing different languages</p> <p>L: "I felt at ease and excited when using both EN + FR and mixing back and forth"</p>
<b>Expression</b>	<p>Free and easy expression</p> <p>F: "Easier to explain myself to the other person"</p>	<p>Accurate and flexible expression when using <u>preferred language in both types of LaRa</u></p> <p>T: "We can both talk in the language we are best in, so we can express each other more accurately."</p>	<p>Easy and flexible expression due to switching</p> <p>F: "When you don't come up with a word in language A, you can use language B"</p>
<b>Effort to create mutual understanding</b>	<p>No need for repetitions, focus on word choice, or explanations</p> <p>S: "Communication was effortless"</p>		<p>Switching languages or modes in case of communicative problems</p> <p>T: "English as the standard but switch up to LaRa when the communication does not work. It is a safety net."</p>
<b>Equality of interlocutors</b>	<p>Equality through shared language on a <u>similar level</u></p> <p>E: "It was the language we could both talk beside our mother tongue"</p>		<p>Equality even between <u>non-native and native speakers</u></p> <p>A: "I didn't feel that little bit of inferiority when you're speaking to a native English speaker"</p>

Note. First letters indicate speakers. Underlined words indicate factors influencing benefit/challenge.

**Table 6**

*Challenges of the three communication modes*

Theme	ELF	LaRa	Combination
<b>Effectiveness and efficiency of completing the tasks</b>	<p>Faster speed led to mistakes in the <u>maze problem</u></p> <p>N: "when she spoke English, maybe we went a little bit more</p>	<p>Misunderstandings and more time to understand other language led 4 dyads to not solve <u>maze problem in both types of LaRa</u></p>	<p>More time needed to understand combination of languages</p> <p>T: "I think my brain takes a bit longer than usual to actually interpret everything"</p>

	quickly. So [...] I might get lost on the way”	G: <i>“I could not understand everything that the other was saying, we got lost at one point and I believe I did not find her eventually”</i>	
<b>Enjoyment of mode</b>	<p>Predictability and lost opportunity to exploit full linguistic repertoire due to use of only one language</p> <p>L: <i>“that's in a way kind of disappointing that even though all of us that speak so many languages and that are so open for it, we struggle with actually implementing any of these other modes because it's so natural with English”</i></p>	<p>Difficulty of understanding a language without <u>proficiency in both types of LaRa</u></p> <p>E: <i>“It was very hard for me to understand German, as I have very limited knowledge of the language”</i></p>	<p>Difficulty of understanding combination of languages</p> <p>T: <i>“Sometimes the brain has a hard time understanding everything when languages are spoken in combination with each other.”</i></p>
<b>Expression</b>	<p>Less freedom, easiness, accuracy, and no expression of identity <u>due to not being native speakers</u></p> <p>A: <i>“I am playing a role that is not exactly me, because I need to phrase my sentences in English which is a bit more neutral and politically correct and so, not the way I would naturally say it”</i></p>	<p>Slower speed, clearer enunciation, adaptation of tone of voice, explicit explanations, and conscious choice of vocabulary (e.g., cognates) <u>in both types of LaRa</u></p> <p>L: <i>“I adapted my speed, tone of voice, and also chose different vocabulary to make sure she understands something (Passion statt Leidenschaft)”</i></p>	<p>Difficulty of switching between speaking two languages</p> <p>G: <i>“My partner struggled going back and forth, she expressed dissatisfaction with her performance.”</i></p>
<b>Effort to create mutual understanding</b>		<p>Switch between speaking and hearing different languages, check of mutual understanding <u>in both types of LaRa</u></p> <p>L: <i>“it's also kind of a cognitive effort to hear a language and respond into an in another when</i></p>	

		<i>you're not used to Lara."</i>	
<b>Equality of interlocutors</b>		<p>Inequality in <u>proficiency of partner's language in both types of LaRa</u></p> <p>P: <i>"I could perfectly make sense of her French, but [...] Elise couldn't make sense of hardly any of my German"</i></p>	<p>Inequality when only one speaker switches languages</p> <p>G: <i>"Combo was more difficult for my partner [...] because she had to switch between two languages"</i></p>

*Note.* First letters indicate speakers. Underlined words indicate factors influencing benefit/challenge.

#### 4.2.2. Discussion of RQ 2

To answer the second research question of how the combination of ELF and LaRa compares to ELF and LaRa as separate modes regarding their respective benefits and challenges, each of the results' five themes are compared.

Starting with the effectiveness and efficiency of solving the tasks, the combination incorporates similar benefits as ELF and similar challenges as LaRa. The benefits of the combination's effectiveness are comparable to ELF because all their tasks were completed within the time limit. Yet, in ELF, mutual understanding was achieved instantly, and two groups even declared finishing the tasks before 5 minutes ended, rendering ELF more efficient than the combination.

The nature of the tasks seemed to influence the challenges regarding effectiveness and efficiency since the challenges of ELF and LaRa specifically referred to the maze task. In ELF, mistakes made when communicating too fast in the maze tasks and in LaRa, participants got lost in the maze due to misunderstandings. In general, communication in LaRa and the combination was slower since participants mentioned needing more time to understand the partner's language or mix of languages, respectively. Still, LaRa was not as effective as the combination since four groups did not finish the maze problem within the time limit. This confirms findings by Blees et al. (2014) that ELF is more effective than LaRa because hearing and speaking two different languages in LaRa takes more time. It can thus be argued that the combination is as effective but not as efficient as ELF and more effective and efficient than LaRa.

With regard to students' enjoyment of the modes, the combination fuses the benefits and solves most challenges of ELF and LaRa. The comfort of sharing similar proficiency in ELF and the intellectual stimulation of hearing and using a different language in LaRa were both reported as benefits of the combination, for instance, by Lena: "I felt at ease and excited when using both EN + FR and mixing back and forth." Her comment demonstrates the contrast of comfort and stimulation that is connected to the combination's free language choice allowing interlocutors to apply and switch between shared languages. This benefit is, however, dependent on students' language proficiency which was equally high in English (C2) and French (C1 productive/ C2 receptive) in Lena's case.

When comparing the enjoyment challenges of the three modes, one might argue that combining ELF and LaRa solves their separate issues. Regarding ELF, the findings suggest predictability and lack of exploiting linguistic potential which are contrary to the unpredictability (Hülmbauer, 2014) and expansion of linguistic repertoire (Seidlhofer & Hülmbauer, 2013) found in prior research. The following comments by Lena put these challenges of ELF's dominance as the predicted default mode in a nutshell. She said that it is "in a way kind of disappointing that even though all of [the students] that speak so many languages and that are so open for it, [the students] struggle with actually implementing any of these other modes because it's so natural with English" and even in the multilingual master's programme "the default would be English". By switching between modes and therefore languages in different patterns (see section 4.1.1.), the combination is arguable not predictable and engages interlocutors' full linguistic repertoire contrary to ELF. The main challenge reported for LaRa is interlocutors' difficulties of understanding a language with no receptive skills, which reinforces the factor of language proficiency. By switching to, for instance, a shared language, this challenge can also be bypassed in the combination. Hence, combining ELF and LaRa is arguably as comfortable as ELF and as intellectually stimulating as LaRa at the expense of having to understand the mix of different languages.

Similarly, combining ELF and LaRa incorporated the benefits from each mode and overrides their challenges regarding self-expression. More precisely, ELF's easiness and LaRa's flexibility were reflected in participants' descriptions of expressing oneself in the combination. Combining the two

modes allows speakers to apply and switch preferred languages that they were proficient in, making it “easier to find the right words” (Nina) and flexible since “[w]hen you don’t come up with a word in language A, you can use language B” (Femke). The latter reflects a transfer, in which one word from one language B is taken into the context of the main language A (Auer, 1995). It demonstrates how interlocutors can exploit their competence in all the languages they know, underlining the factor of language proficiency.

With regard to challenges, this research found that non-native speakers are not able to express their true identity in ELF, regardless of their proficiency, as suggested by Anna’s comparison of “playing a role”. This finding is consistent with those of Hülmbauer (2014) and Roelands and ten Thije (2006). The second challenge of ELF’s self-expression was contradictory. Self-expression was reported to be free and easy in the benefits and then negated as a challenge. It is difficult to explain this result but might be related to the source of the negated claim - the focus group. As it took place three weeks after the experiment, the participant might have, for example, changed her mind. Nevertheless, one could argue that mixing in one’s mother tongue in the combination could nullify both challenges of ELF. A comparison of the challenges of the combination and LaRa shows that the former has one, namely the difficulty of switching between languages, while the latter includes different adaptations. Lena gave different examples for these adaptations in LaRa, such as using “Passion” in German as a cognate of the French or English word instead of “Leidenschaft”. While these strategies, such as using cognates, facilitate mutual understanding and increase awareness of linguistic resources (Blees et al., 2014), they can also be interpreted as restricting speakers’ self-expression. Thus, the combination overall allows as free and flexible self-expression as the other modes but entails less challenges.

In terms of effort to create mutual understanding, only the benefits of ELF and the combination were similar. ELF’s benefit of not needing strategies, such as repetitions or explanations, to achieve mutual understanding suggests low effort. ELF was even described as “effortless” by two participants, which contradicts findings from previous studies declaring high effort due to rephrasing (Mauranen, 2010) or meaning negotiation (Smit, 2010). Still, this benefit is comparable to the low effort invested when combining ELF and LaRa. The following comment by Tom describes how dyad 1 dealt with



communicative problems in the combination: “English as the standard but switch up to LaRa when the communication does not work. It is a safety net”. Since LaRa of this dyad consisted of English and German, a switch from ELF to LaRa equals the switch from English to use German. Their strategy could therefore be interpreted as code-alternation or -switching, which describes multiple languages being applied by one speaker, often to repeat or rephrase a word or expression (Backus et al., 2013). Knowing that modes and languages could be switched to bypass communicative problems created a sense of security that is reflected in Tom’s analogy of the “safety net”. This finding indicates that code-switching is applied in the combination of ELF and LaRa to solve communicative problems, which Bahtina-Jantsikene (2013) reported for LaRa and Hülmbauer (2009) for ELF.

In contrast, the study’s findings suggest high cognitive effort to be required in LaRa mainly to switch between speaking and hearing different languages, especially when one is not used to it and when the languages applied are not mother tongues. These results corroborate the findings of Blee et al. (2014) and Rehbein et al. (2012) who declared the need for additional cognitive effort to alternate languages in LaRa, regardless of language proficiencies. It could therefore be claimed that participants who combine ELF and LaRa require as much effort to create mutual understanding as in ELF but less effort than in LaRa.

Regarding interlocutors’ equality, the factor of language proficiency is key. The combination of ELF and LaRa is comparable to the benefit of ELF and the challenge of LaRa. In ELF, participants could benefit from equality in terms of their English proficiency and did not report any related challenges. In comparison, this level of equality was exceeded by the combination as Anna declared that she “didn’t feel that little bit of inferiority when you’re speaking to a native English speaker [Jack]”. From this statement, one can, on the one hand, conclude that non-native English speakers might feel inferior to their native conversation partner in ELF, which reflects Jenkins’ claim of a persistent native-speaker norm in ELF interactions (2011). On the other hand, it could be deduced that combining ELF and LaRa allows interlocutors to feel equal regardless of their language proficiency and native or non-native speaker status. A possible explanation could be participants’ free choice of speaking and switching between languages they feel confident in, such as Anna using her C2 German.

Since there were no benefits reported for LaRa, only its challenge can be compared with the combination. Inequality in receptive proficiency of the partner's language left one participant at a disadvantage in LaRa. While this finding is contrary to Beerkens' claim that LaRa avoids lacking language skills (2010), it may be explained by the fact that LaRa's language constellations were predetermined in the experiments. The combination also entails potential inequality, but in this case, it is related to speech production when only one speaker switches between languages. This would, however, only be a challenge if switching is perceived to be difficult, which it was not for some participants, as mentioned in the paragraph about enjoyment. Hence, the combination's potential for interlocutors' equality is arguably as high as ELF and higher than in LaRa.

In summary, the comparison of the five themes shows that combining ELF and LaRa fuses many benefits and overrides many challenges of the separate modes. It even adds additional benefits. Specific benefits and challenges were influenced by two factors. The first one was the type of tasks, more specifically the maze problem, which created challenges in effectiveness and efficiency of ELF and LaRa. Secondly, benefits and challenges of the modes' enjoyment, interlocutors' self-expression, and their equality mainly depended on the factor of students' language proficiency. Surprisingly, the difference between *inherent* and *acquired* LaRa did not affect its benefits and challenges since they were reported for both types of LaRa.

### **4.3. Students' preferences in communication modes**

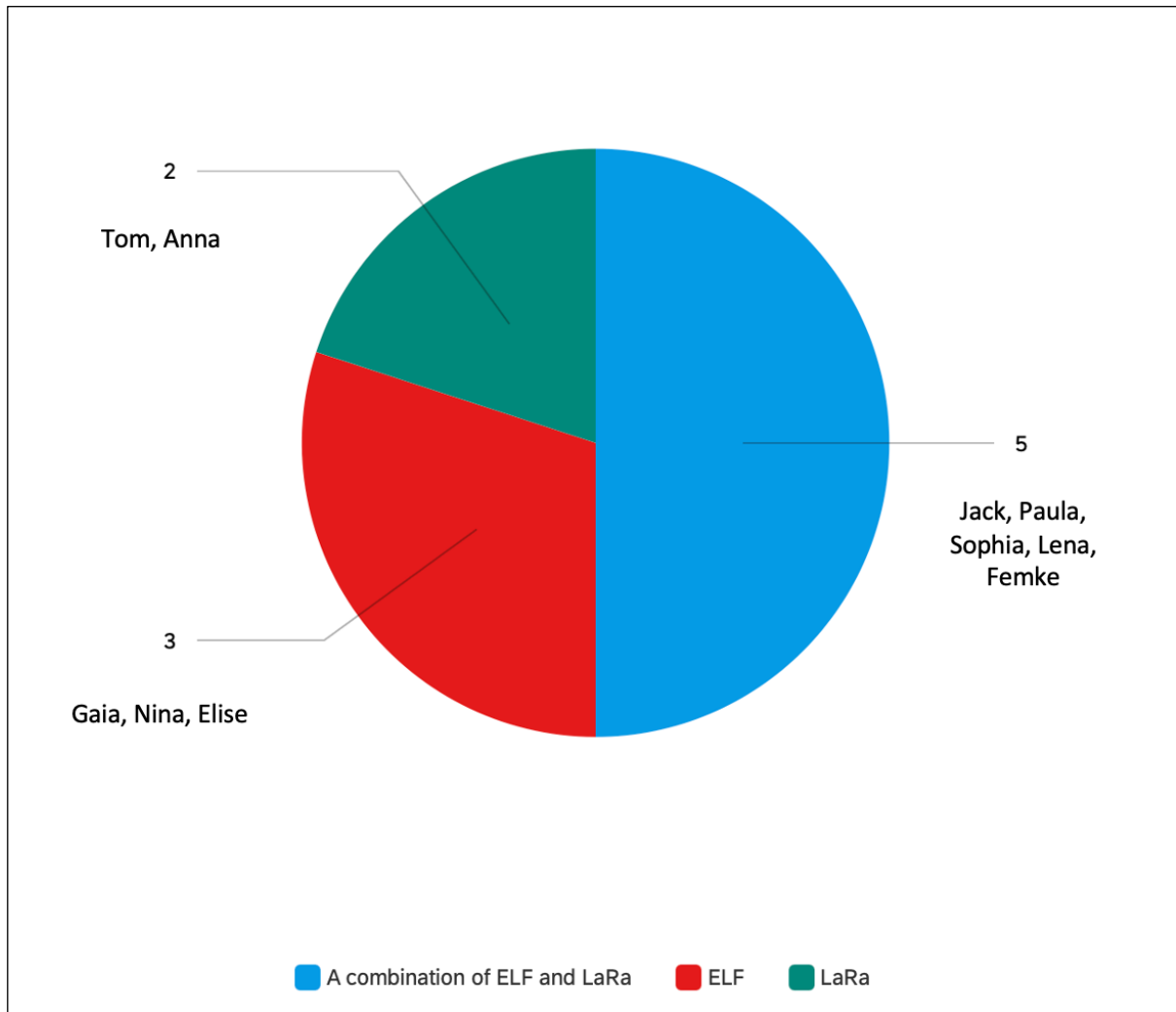
RQ 3: Which communication mode out of ELF, LaRa, and a combination of ELF and LaRa, do students prefer and why?

#### **4.3.1. Results of RQ 3**

The survey's results as displayed in Figure 2 indicate that students had different preferences regarding the three communication modes: half of the participants chose the combination of ELF and LaRa while 3 voted for ELF and 2 for LaRa.

**Figure 2**

*Overview of students' preferences in communication modes*



When explaining their preferences, students' replies revolved around the same four themes of efficiency, enjoying the mode, self-expression, and interlocutors' equality. Table 7 presents students' reasons for choosing their preferred modes with exemplary quotes.

**Table 7**

*Reasons for students' preferences*

Theme	ELF	LaRa	Combination
Efficiency of completing the tasks		High efficiency due to no need for searching words (under condition of equal receptive skills)	

		T: <i>"If we can both understand the language the other speaks, LaRa is way more efficient."</i>	
<b>Enjoyment of mode</b>	Comfort G: <i>"Both partners felt more comfortable"</i> N: <i>"it just felt more natural"</i>		Comfort and excitement of switching between languages (under condition of being used to it)  L: <i>"It is the most fun and most relaxed speaking mode for me."</i>
<b>Expression</b>		Easy word choice and natural expression  T: <i>"No need to search for words or stutter, being able to talk how you always talk is so good for the clarity of the communication."</i>	Easy word choice and natural expression due to switching languages and using L1  S: <i>"I like the combination as it allows me to code switch whenever I am lacking vocabulary. Adding some German expressions that form part of my personality is also a plus."</i>
<b>Equality of interlocutors</b>	Equality in proficiency  N: <i>"It's [English] a second language to both of us"</i>	Equal proficiency as condition  A: <i>"I prefer LaRa, but only if that means that everyone speaks a language that they are just as fluent in or more fluent in than English"</i>	Equality of speakers when using shared languages  P: <i>"It gives more comfort to Elise to express herself in her native language and I can make myself understood in a language she also speak[s]."</i>

Note. First letters indicate the speakers.

#### 4.3.2. Discussion of RQ 3

On the question of participants' preferred communication mode and their reasoning, Figure 2 indicates that the combination was the most popular one while the difference between ELF and LaRa was small. As to the reasons why students chose a mode, its efficiency was only relevant for LaRa, interlocutors' enjoyment and (self-) expression key for the choice of two modes, and participants' equality for all three modes.

With regard to enjoyment, Nina and Gaia feeling most comfortable using ELF contradicts results by Steciąg and Majdańska-Wachowicz (2021) who found students to ascribe more comfort to LaRa than to ELF. Lena, in turn, enjoyed the comfort of switching between languages in the combination of ELF and LaRa. Similarly, Jack and Femke enjoyed the combination, but for opposite reasons. Both did not have experience with the mode and Jack voted for it because it was “exciting and different to normal every day communication” whereas Femke chose it despite its unfamiliarity. In fact, she found it “hard to switch between speaking and hearing the languages”, which is comparable to the initial discomfort participants applying LaRa for the first time described in research by Beerkens (2010) and Verschik (2012). Still, Femke voted for the combination under the condition of being used to it, which suggests that she believes it will get easier by trying it more often - similar to Beerkens’ motto of LaRa: “Learning by doing” (2010, p. 286). This hypothesis should, however, be tested in future research.

High efficiency was only mentioned for LaRa by Tom who explained it with “[n]o need to search for words or stutter”. This example simultaneously reflects the theme of self-expression that was relevant to the choice of LaRa and the combination. For both modes, students valued not searching for words and showing their personality through language like Sophia did in the combination when she was adding “German expressions that form part of [her] personality”. These results corroborate the claims of many researchers that speakers benefit from expressing themselves easily (Blees et al., 2014; Rehbein et al., 2012; ten Thije et al., 2017; van Bezooijen & Gooskens, 2007) and from conveying their identity through their mother tongue in LaRa (Roelands & ten Thije, 2006). It could therefore be argued that these benefits also apply to the combination due to its possibility of choosing preferred languages, such as one’s L1.

It was this possibility of selecting preferred and shared languages that allowed for equality between interlocutors - a key reason for Paula and Lena to choose the combination. Interlocutors’ equality was, in fact, crucial for all three modes. Looking at who voted for ELF and LaRa, one can argue that the small difference between the result is attributed to participants’ (in-) equality in proficiency of their partner’s language. The three students who voted for ELF (Elise, Nina, and Gaia) were those with a large gap, meaning no proficiency in their partner’s language. In contrast, those choosing LaRa

had a small (Anna) or no gap (Tom) in proficiency. Elise voted for ELF with the explanation that she “would have needed a much higher level of German to discuss properly with [her] partner.” This statement suggests that her decision was an act of excluding LaRa and the combination, rather than choosing ELF. It could thus be argued that both interlocutors require a minimum level of the other language, for example, Anna’s B1 receptive skills, to create mutual understanding in LaRa. These results are in accord with Blees and ten Thije (2015) and Blees et al. (2014) who respectively found speakers’ language proficiencies (of their own and their partner’s language) to be crucial for the achievement of mutual understanding and for the effectiveness of solving tasks in LaRa. Tom and Anna’s explanations of selecting LaRa reinforce this minimum requirement since both refer to their votes’ condition of equal receptive and productive language proficiencies, respectively. In her explanation, Anna specifically links the condition to the comparison of English: “I prefer LaRa, but only if that means that everyone speaks a language that they are just as fluent in or more fluent in than English”. From this quote, one could deduce that ELF would be preferred instead of LaRa if the condition was not fulfilled, reinforcing the dominance of ELF yet again (Hülmbauer, 2011).

To sum up, participants’ preferences differed but revolved around the same reasons, namely feeling comfortable using the mode, being able to express oneself as freely and authentically as possible, and feeling equal to their partners. The main underlying factor influencing students’ choice was found to be their proficiencies in the languages they were speaking and hearing.

## 5. Conclusion

The present research aimed at exploring the combination of ELF and LaRa by comparing it to ELF and LaRa as separate modes regarding their application in conversations and students' perceptions. The results suggest that the combination does not follow a single pattern of language use as in ELF and LaRa. Instead, it incorporates different sequences predominately using a lingua franca, LaRa, or a mix of a lingua franca and LaRa. Secondly, it was found that combining ELF and LaRa merges many benefits and evades many challenges of ELF and LaRa as separate modes. In line with this finding, this study has shown that most students prefer the combination over ELF or LaRa for its flexibility in switching between modes. From all three angles of this exploration - the combination's application in conversations, students' perception of benefits and challenges, and students' preferences - students' proficiencies in the language(s) they and their partners applied emerged as a decisive factor. Another aspect that influenced students' patterns of language use and perceptions of benefits and challenges was the type of task performed during the experiment. These insights may be useful for any multilingual speaker and especially those in multilingual settings of higher education. As students are key stakeholders, their preference for combining ELF and LaRa might be included in university settings. It could be worth trying out the combination, for instance, as a mode of instruction or when studying LaRa during the programme of intercultural communication.

The fact that participants knew LaRa through this programme is one of the limitations of this thesis. The small sample size of these students and the restriction to English, German, and French used in this study call for future research with a larger sample that includes more academic disciplines, more languages, and students who do not know LaRa. Future studies could specifically focus on students' proficiency (ideally measured rather than self-assessed) and on the types of tasks. It would, moreover, be interesting to conduct the experiments and the focus group on-site and shortly after one another. To conclude, this thesis shows that ELF and LaRa can and should be combined to take advantage of the benefits of each mode while eliminating their challenges - even if one mode just serves as a safety net.

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## Appendices

### Appendix A: Instruction sheet

## Language experiment about English as a lingua franca, lingua receptiva, and a combination of the two

Thank you for participating in this experiment, *participant's name!*

In the following, the experiment will be explained in detail. Please read the instructions thoroughly and feel free to ask any questions you might have via email or orally before the experiment starts.

The experiment is split into two parts. Part I consists of a maze problem with two tasks and part II is a debate. Each part will be performed using each of the three communication modes, namely English as a lingua franca (ELF), lingua receptiva (LaRa), and a combination of the two. For ELF, you two will both speak English. During all LaRa conversations, **you will use German while your partner will speak French**. A combination of the two modes allows both partners to choose and switch between ELF and LaRa.

You will start with performing part I three times, once in each mode, before moving to part II and the same procedure.

### Part I – Maze problem – 30 minutes in total

Before you start each maze problem, please take a look at the maze, your role (i.e., guide or follower), and your location in it. The mazes and locations differ for each communication mode. The roles of guide and follower alternate in the three modes. Please use the modes and roles as indicated in the following.

**Maze problem 1: Please use ELF. You are the follower.**

**Maze problem 2: Please use LaRa. You are the guide.**

**Maze problem 3: Please use a combination of ELF and LaRa. You are the follower.**

Scenario: Imagine that you two scheduled a meeting at a café. Now the guide is at the café wondering where the follower is and phones him/her.

#### **Task 1**

The follower describes his/her location in the maze to the guide. The guide notes down this location. You have **5 minutes** to complete this task.

#### **Task 2**

Now the guide gives the follower directions to his/her location. The follower follows the instructions. The task is complete when the follower reaches the guide's location, or when the time runs out after **5 minutes**.

### Part II – Debate – 15 minutes in total

Take a short break to close the maps and focus on the next part – a short debate.

Scenario: Imagine that the board of your master's programme Intercultural Communication is planning to change a couple of things.

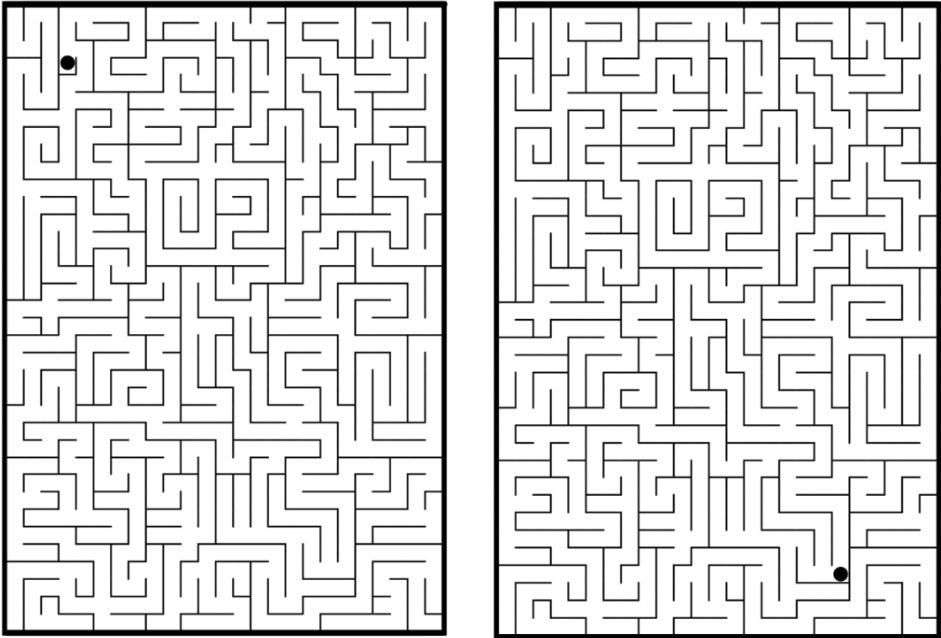
Please discuss the following separate suggestions for a maximum of **5 minutes each**. Give reasons for your opinions and try to reach an agreement or compromise that you could present to the board. Please use the modes and topics as indicated in the following.

1. **Please use ELF** to discuss whether the programme should be extended to last two years instead of one.
2. **Please use LaRa** to discuss whether the internship during the programme should be voluntary instead of compulsory.
3. **Please use a combination of ELF and LaRa** to discuss whether the internship should take place in block 3 and be followed by the master thesis in block 4.

**Appendix B: Maze 2 and 3**

**Figure B1**

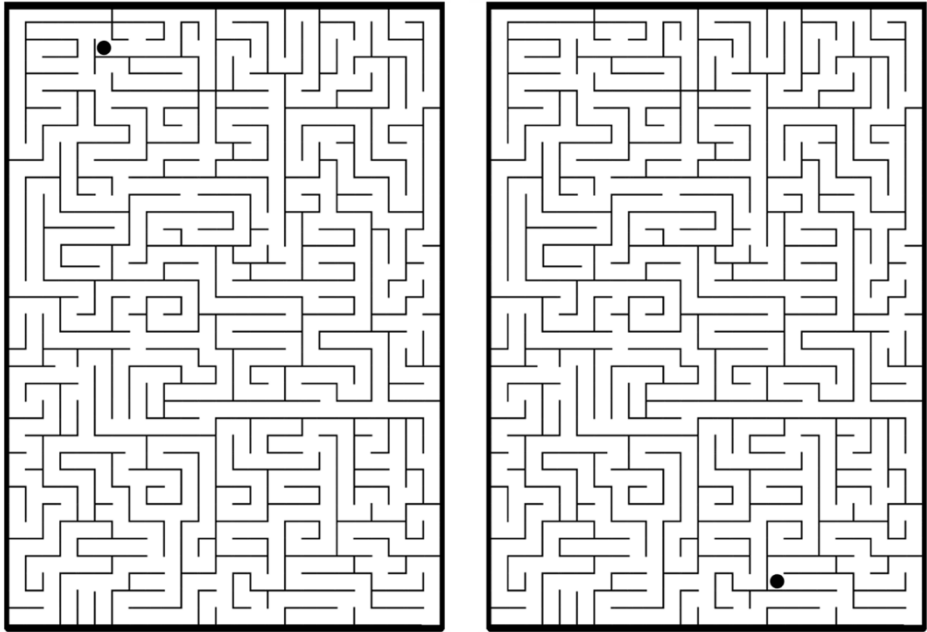
*Mazes 2 of the follower (left) and the guide (right)*



*Note.* Adapted from (James Mazes, 2011d)

**Figure B2**

*Mazes 3 of the follower (left) and the guide (right)*



*Note.* Adapted from (James Mazes, 2011b)



## Appendix C: Transcription conventions

Adapted from Hepburn and Bolden (2017)

### Temporal and sequential relationships:

Overlapping talk	[ xxx ] [ xxx ]
Latching (absence of silence between two turns)	=
Micropause (less than two-tenth of a second)	(.)
Pause (length in seconds)	(1.2)

### Speech delivery and intonation:

Unit-final intonation falling	.
Unit-final intonation slightly rising	,
Unit-final intonation strongly rising	?
Emphasis by increased amplitude of higher pitch (or both)	<u>xxx</u>
Quiet/soft voice	°xxx°
Prolongation of sound	x:xx
Cut-off of sound	xx-
Sharp rise in pitch	↑
Sharp fall in pitch	↓
Higher speed of speech	>xxx<
Lower speed of speech	<xxx>

### Transcriptionist's comments and uncertain hearings:

Transcriptionist's description of events	((xxx))
Laughter	((laughter))
Unintelligible talk	((unintelligible))

## Appendix D: Transcripts of all experiments

### *Dyad 1*

((introduction by researcher))

Tom 0:11

See you (.) okay (.) so now you describe your location ehm (.) you describe your location to me in English and then I will describe mine=

Sophia 0:27

=All right (.) I'll start the timer too.

Tom 0:29

Yeah okay so let's (.) we need to start by finding like a mutual reference point.

Sophia 0:34

Yeah so:: (.) I'm e:h at the top left there's an entrance (.) on the left side.

Tom 0:35

Yeah.

Sophia 0:48

[right?

Tom 0:49

[Yeah.

Sophia 0:50

So: (.) when you (.) go in there (.) and then turn (.) left again.=

Tom 0:58

=Yeah.

Sophia 1:01

And then (.) right.

Tom 1:03

Yeah.

Sophia 1:05

And the:n (.) left again right,

Tom 1:11

Yeah (.) so you make this kind of S shape right?

Sophia 1:14

Yeah exactly (.) like a zig zag.

Tom 1:16

Yeah.

Sophia 1:18

So:: let's see. We went in (.)then (1.5) We turned (.) left (.) right (.) left (.) right and straight ahead.

Tom 1:28

Yeah.

Sophia 1:29

And then you can see almost like a wall on the:: top part of the maze.

Tom 1:35

Yeah.

Sophia 1:36

((laughter)) I don't know how to describe it.

Tom 1:38

Yeah, yeah.

Sophia 1:38

And then there's (.) there's like a cross

Tom 1:42

>wait wait wait the top top< ((unintelligible))

Sophia 1:47

Yeah we're talking top left side and then there's a cross right? Of like (.) maze blocks.

Tom 1:57

A cross ((unintelligible)) and do you mean like a (.) a >cross cross< like a Christian cross?

Sophia 2:04

Yeah. Yeah.

Tom 2:06

I don't (.) I have a cross there (.) but it's eh (.) and is it a cross of the boundaries of the lines of or of from the lines itself?

Sophia 2:18

Lines itself.

Tom 2:20

Oh yeah.

Sophia 2:21

and they're like attached to the (.) border lines of the maze.

Tom 2:26

Yeah, okay I think I got it then. Shall we after we eh (.) like we did the S right?

Sophia 2:34

Yeah.

Tom 2:34

And after the S we can (.) we could go immediately up again right?

Sophia 2:40  
Yeah.

Tom 2:41  
Okay (.) so do I go out because I don't really (.) understand the cross reference.

Sophia 2:47  
>All right all right.< Let me see.

Tom 2:49  
I don't see the cross.

Sophia 2:50  
Maybe (1.0) I can (1.0) describe it in a different way ((laughter))

Tom 2:58  
We start after the ((unintelligible))

Sophia 3:02  
Okay so we're after the s.

Tom 3:04  
Yeah.

Sophia 3:05  
And then you turn (.) left (.) <towards the wall> of the maze towards the top. Yeah. And then (.) you::  
turn right. Just a ↑tiny bit.

Tom 3:22  
Yeah.

Sophia 3:23  
And then write again and you come towards the corner (.) and that's where I am.

Tom 3:36  
I still don't really see (.) is like a t a t shape?

Sophia 3:41  
Yeah it's a T shaped corner.

Tom 3:46  
Okay <I think> I I know where are but=

Sophia 3:49  
=it sounds right.

Tom 3:51  
I'm really unsure because there are a lot of=

Sophia 3:54  
=a lot of T's

Tom 3:54

Yeah. ((laughter)) So are there (.) like where I'm with my cursor right now ehm I can walk (.) to the like the top boundary of the of the maze without touching a wall. It's really close. (.) Or am I in the wrong place?

Sophia 4:15

No, I can imagine that you are more on the right than where I am. (1.7) Because where I am (.) you cannot walk straight ahead without crossing a line.

Tom 4:28

One line or?=  
=

Sophia 4:29

=Yeah one line.

Tom 4:30

>Okay, okay< Then I'm like (.) okay then I (.) ↑ might know where you are but I think that that's the the fun right?

Sophia 4:44

that's the fun yeah.

Tom 4:45

Not knowing whether we are at the same spot ((laughter))

Sophia 4:48

Exactly ((laughter))

Tom 4:50

Do we need to (.) actually take five minutes for this or is it fine if it if we succeed earlier?  
[Because

Sophia 4:57

[I think it's fine (.) we also we're at (.) we have 30 seconds left so I think we: (.) we found each other.

Tom 5:06

Yes yes (.) What's also like a problem that is eh I like I need to solve the maze at the same time as that I need to guide you like it's just trial and error.

Sophia 5:20

Yeah.

Tom 5:21

I also don't know (.) let's just say that if we lose each other (.) then we will just start over again at the point that we all know.

Sophia 5:30

Yeah. Alright (.) so that was exactly five minutes (.) ((timer rings)) Now we continue with te:st (.) two.

Tom 5:44

Yeah and that's me guiding to you me guiding you to me.

Sophia 5:50

Alright, ready?=  
=

Tom 5:52  
=Yes, I'm ready.

Sophia 5:54  
Okay.

Tom 5:56  
We had the S right? Remember the S?

Sophia 5:58  
Yeah.

Tom 5:59  
Go on the (.) to the top right of the s like where you leave the s ehm (.) Then you have the s on your left but you can also go (.) slightly to the right

Sophia 6:13  
yeah

Tom 6:13  
Then you go to the right.

Sophia 6:15  
Mhm

Tom 6:17  
Down ehm (.) and then basically (.) down and then you have like this pathway you need to follow like write down F.

Sophia 6:29  
which is like an (.) like an opposite C?

Tom 6:31  
Yes (.) exactly.

Sophia 6:32  
Okay.

Tom 6:36  
And the::n (.) >wait wait< While I'm describing it (.) I'm also trying to solve it okay wait (.) Do::wn, right (.) And then the first opening you have on your right or, or how you want to see how you want to eh (.) look at it. We go (.) Yeah, we go in there. (.) We go to the left.

Sophia 7:05  
The first opening you said?

Tom 7:06  
Yes.

Sophia 7:09  
[The left?

Tom 7:09

[there you go in.

And then ehm then there's this part above where you're you need to follow like there's no other pathway (.) available, which ehm (.) eventually goes a along the <left border> of the maze. So you're you're if your cursor is in the in the bulk way that's ehm (.) sticking to the left side of the maze. So you go down, down, down eh (1.5) Quite a bit down.

Sophia 7:44

Wait ehm (.) <I think> I lost you.

Tom 7:49

Ri:ght and then I think this is this is fixable because (.) you see the left boundary of the maze right?

Sophia 8:00

Yeah.

Tom 8:01

So at the top (.) the top left ehm you ehm wait ((unintelligible)) you have on the left boundary of the maze you have (.) 123456789 lines which stick out of that boundary.

Sophia 8:27

Yeah.

Tom 8:28

And we are between the first and the second in that (.) little stroke.

Sophia 8:32

Yeah exactly.

Tom 8:33

Okay so you go down all the way towards that second eh (.) towards the second line.

Sophia 8:46

>oh yeah okay okay<

Tom 8:48

And then you (.) then you need to to:: to follow it basically (.) so you follow follow until we (.) there's like this L shaped line boundary where we walk towards then.

Sophia 9:06

Yeah, I might (.) like a short,=

Tom 9:09

=a short turn.

Sophia 9:11

Yeah.

Tom 9:11

>Yeah yeah yeah< So we follow that and follow that (.) and there's really one way we can go.

Sophia 9:21

Until which point?

Tom 9:23  
until the point eh (.) the tiny L that we just talked about (.) directly on the right to that is like (.) upside down L.

Sophia 9:32  
Yeah.

Tom 9:33  
Yeah we go down there you go down you go down there (.) and on the right of that upside down L is like like a weird P maybe?

Sophia 9:47  
Yeah.

Tom 9:48  
Yeah okay (.) so we're we're under that P we're we're just down there (.) and now I need to study the maze.

Sophia 10:02  
So below the weird P?

Tom 10:04  
Yeah yeah directly below the weird P (1.9) I just need to figure out a route because >oh, oh, we're actually close< (.) I think. Okay, so we're gonna go (.) down and then left under that weird P is like (.) a T with the with a really long vertical line.

Sophia 10:34  
Yeah.

Tom 10:34  
Yeah so we're gonna go stand under that vertical line.

Sophia 10:38  
Yeah.

Tom 10:39  
And then we follow it up again and then we follow it down again.

Sophia 10:44  
Yeah completely down? =

Tom 10:46  
=Yeah completely Ye:s. Ye:s completely down And then you can go to the left or to the right, right?

Sophia 10:53  
Yeah.

Tom 10:54  
Right? ((timer rings)) We were so:: close.

Sophia 10:57  
So close? ah man okay that was good.



Tom 11:01  
when you're actually like (.) like doing the experiment (.) I'm actually like really motivated to ((unintelligible)) I want to win.

Sophia 11:11  
No (.) but that was good.

Tom 11:12  
Yeah it's it's really eh (.) hard I mean,

Sophia 11:18  
but interesting but yeah we've managed maze one.

Tom 11:22  
Yeah.

Sophia 11:24  
Let's do maze two:: and now it's (.) LaRa.

Tom 11:31  
Yeah so now I will talk in English or you will talk German right? Now I will guide you to my point and then you will guide me to you Ehm I don't know if I'm allowed to say that I am quite fluent in German So you can just talk how fast you like.

Sophia 11:50  
Ah okay (.) alrighty.

Tom 11:51  
And if I'm (.) if I lose you I will just tell you but hearing or listening with German is quite quite fluent.

Sophia 11:59  
Okay got it so let's okay (.) I'll have a quick look at the maze.

Tom 12:17  
Okay yeah I I think I know how to explain it.

Sophia 12:21  
Okay dann (1.1) du beginnst.

Tom 12:24  
yes. Okay (.) So, you know, what we just did with like the the line sticking out of the left boundary, we'd gone to those?

Sophia 12:34  
Ja.

Tom 12:36  
Let's do that with the top boundary So we have 1234567 line sticking out of that in the maze.

Sophia 12:47  
Ja.

Tom 12:48

And we focus on the second one (.) You can like follow it completed completely down and then the line will form like a cup (.) eh sticking out of the left, but in the middle there's also like a smaller cup to the right.

[smaller like

Sophia 13:09

[Ja ja

Tom 13:11

like literally in that U shape there's my my thing There's my ball.

Sophia 13:19

Okay. ((laughter)) Das ist so in dieser Ecke (.) die so aussieht wie ein umgekehrtes L,

Tom 13:28

Yes Yes >Yeah yeah yeah< Which has it like horizontal line sticking into the second line of the (.) Yeah.

Okay.

Sophia 13:38

Also von der Linie die da von oben kommt.

Tom 13:40

Yes yeah.

Sophia 13:41

Okay Perfekt.

Tom 13:45

So now you eh (.) guide me.

Sophia 13:49

Okay Dann muss ich kurz schauen.

Tom 13:52

Yes take your time (.) Do you have do you have your timer reset?

Sophia 13:58

Ja.

Tom 13:59

Okay, nice.

Sophia 14:08

Okay ich bin bereit (.) Also was wir gerade gemacht haben mit den Linien (.) die aus der großen Mauer heraus schauen.

Tom 14:18

große Mauer is is (.) on the left side?

Sophia 14:21

Die die also die der Rahmen (.) de::s Labyrinths.

Tom 14:28  
Yeah.

Sophia 14:29  
Aber die untere Seite (.) wir waren gerade auf der oberen Seite.

Tom 14:33  
Yeah.

Sophia 14:35  
Okay. Da haben wir, wenn man von links nach rechts (.) geht (.) haben wir eins, zwei, drei, vier, fünf, sechs, sieben Linien (.) die heraussehen. U::nd dann schauen wir uns also wenn du da auf auf die vorletzte Linie (.) auf auf der rechten Seite also die vorletzte die herauschaut aus der Mauer.

Tom 15:03  
Yes.

Sophia 15:04  
Okay. (2.0) Ehm wenn du von dieser Linie nach links gehst (.) und dann geradeaus nach oben

Tom 15:16  
Yes.

Sophia 15:17  
Dann kannst du nach rechts drehen.

Tom 15:19  
Yes.

Sophia 15:21  
Okay?=-

Tom 15:21  
=Yeah.

Sophia 15:22  
Dann musst du nach unten gehen.

Tom 15:24  
Yeah.

Sophia 15:25  
Wieder nach rechts.

Tom 15:27  
Yeah. So so (.) eh down down right?

Sophia 15:30  
Eh ja genau.

Tom 15:34  
Yeah. Yeah, okay.

Sophia 15:37

Und dann (.) ganz nach oben (.) kommst du (.) an eine andere Linie (.) die horizontal liegt. Dann musst du wieder nach rechts (.) ein bisschen (.) dann nach unten (.) und dann triffst du wieder (.) auf eine Linie, das ist ein L.

Tom 15:58

>Yeah, yeah yeah.< I see the L.

Sophia 16:01

Genau, und eigentlich am Ende des Ls (.) bin ich.

Tom 16:05

((unintelligible)) the (.) the horizontal part of the L is a rea::lly rea:lly long line right?

Sophia 16:12

>Genau genau< und das trifft dann auch wieder auf eine (.) vertikale Linie.

Tom 16:17

Yeah, so I followed the whole L

Sophia 16:19

Genau, ja in dieser (.) in dieser Ecke bin ich.

Tom 16:24

I'm not sure if that like (.) you need to (.) I think how we need to do with this as you (.) like describe you (.) where you are, from like ehm (.) with my dot as a starting point.

Sophia 16:44

O::h

Tom 16:44

I think that's how how we should do it

Sophia 16:47

Ich hab das voll vergessen jetzt. Ja.

Tom 16:50

That's also (.) also how we did it the first time right?

Sophia 16:55

>Du hast Recht, du hast Recht.< Ich hab das voll (.) voll vergessen grad.

Tom 17:05

We can just eh (.) I think we can just do it again eh because I must say I already like (.) forgot where you are exactly (.) So ehm because I think Lisa (.) her experiment needs (.) us to do it like this.

Sophia 17:23

Aber wir haben uns ja ehm (1.9) ah doch wir haben uns gefunden oder?

Tom 17:31

Yeah, we we have found each other but we (.) like with the wrong (.) in the wrong way but we could also just leave it like this and then tell Lisa and if she wants us to do to second experiment again then we will do it again.

Sophia 17:44

Ja, aber ich glaub, es ist (.) es ist okay jetzt haben wir auch nicht mehr so viel Zeit, aber (.) ehm ja (.), aber wir können es jetzt ja beim nächsten richtig machen.

Tom 17:56

Okay so maze three then?

Sophia 18:01

Yeah.

Tom 18:03

And now we can basically choose ehm Do you (.) would you like to (.) keep speaking German or do you want to start speaking English?

Sophia 18:13

Ehm maybe a combination (.) I'll see. ((laughter))

Tom 18:21

So no::w (.) you are (.) you tell me where you are right?

Sophia 18:26

Yeah. So:: let me set a timer (.) Okay, so:: let's set like a reference point we begin in the <top left corner>, more or less right? And then (.) there's (.) on the (.) left side, there's two lines sticking out of the top border.

Tom 19:15

Yeah.

Sophia 19:17

So between those two lines.

Tom 19:19

Okay, so on the on the left border (.) between the first two lines.

Sophia 19:25

No eh that's just like left side in general of the maze.

Tom 19:29

[Yeah?

Sophia 19:30

[but top border.

Tom 19:32

Okay in the top border but in the top border there in in total?

Sophia 19:36

Yeah.

Tom 19:36

Five between the first two=

Sophia 19:38  
=between the first two yeah.

Tom 19:40  
Okay.

Sophia 19:41  
So that's our ↑location. A::nd (.) now let me see how I best describe this. So:: if you (.) start from the (.) first line

Tom 19:57  
oh so you are between (.) somewhere between these lines not like directly in the middle?

Sophia 20:01  
Yeah.

Tom 20:02  
Oh (.) okay so it starts from the first line?

Sophia 20:04  
Yeah starts from the first line. (.) A::nd you walk towards (.) the second line.

Tom 20:10  
Yeah.

Sophia 20:11  
Right like straight ahead in that sense

Tom 20:14  
alongside the border?

Sophia 20:15  
alongside the border but then (.) you turn (.) the first one, right. There's like this ↓ entrance.

Tom 20:21  
Yeah. >yeah, yeah, yeah.<

Sophia 20:23  
And in that corner.

Tom 20:26  
yeah?

Sophia 20:27  
Da bin ich.

Tom 20:28  
Okay (.) >okay okay< Yeah, yeah, that's good.

Sophia 20:34  
Okay dann stoppe ich den Timer.

Tom 20:40

Yeah.

Sophia 20:41  
°Okay.° (10.0)

Tom 20:51  
°Let's figure out this maze really quick° (.) Okay, I feel like this maze is not (.) yeah you can okay nevermind so in this corner (.) you are there okay so are you ready?

Sophia 21:28  
Yeah.

Tom 21:29  
Okay nice we go:: (.) wait this maze is really hard.

Sophia 21:37  
So from ehm (.) where you found me, yeah?

Tom 21:40  
Yeah. >yeah, yeah, yeah.< from where I find you yeah that's true Ehm (.) Okay we go up (.) so eh (.) up up until the the (.) horizon- the top border.

Sophia 21:55  
Yeah.

Tom 21:56  
You go to the right (.) all the way towards the second line we talked about.

Sophia 22:01  
Yeah.

Tom 22:02  
We go (.) around this L shaped (.) line and then you:: eh like eh follow a pathway.

Sophia 22:14  
downwards

Tom 22:15  
Downwards yeah and then (.) eh stop when you come through the opening.

Sophia 22:21  
Mhm

Tom 22:22  
And then when you have the opening (.) you can go to the right and to the left or if you want to say (.) up or down but a as you can see down (.) is closed off eventually.

Sophia 22:32  
Yeah.

Tom 22:33  
So we go up. Right (.) Up (.) Right. And there (.) we have a a decision to make because we ehm right now we're in front of the (.) 1234. Line, fourth eh vertical line sticking out of the top boundary

Sophia 22:51  
another L

Tom 22:52  
yeah, another L a::nd we have the possibility possibility to go down a lot (.) like really long way down  
Eh::m I feel like we should do that but I (.) we'll figure out as we go.

Sophia 23:16  
We could try and if if that doesn't work ((unintelligible))

Tom 23:21  
I already made like a pathway, but I'm not sure how to get there (.) yeah, we go all the way down  
(2.0) then a little bit to the left and then down again.

Sophia 23:37  
Yeah.

Tom 23:38  
but not a lot eh just a little bit until we have like three options we can go left right or down again  
ehm (.) <We go left.> So towards the left (.) boundary down again following the pathway (.) until we  
we have the option to go up again.

Sophia 24:00  
Yeah.

Tom 24:01  
We we don't do that. We're just following the the ((unintelligible)) Yeah. And then we go down, right  
(.) then down again. And then we come into like this staircase.

Sophia 24:12  
Yeah Exactly Staircase. ((laughter))

Tom 24:15  
So eh (.) we follow the staircase. Ehm then we can have we have the option to go down again we  
don't do that we follow (.) the original line.

Sophia 24:27  
Okay.

Tom 24:27  
Eh and then we have like the:: pathway we have only one option so down, left, down a a lot down.

Sophia 24:37  
Yeah.

Tom 24:41  
To the right up, right (.) Ehm yeah you follow that (.) until you have multiple options again. You can  
go to the left and then up (.) you can go into the right towards the right side of the maze. We go to  
the right side of the maze (1.5) do::wn and then (.) on your s- the second one on your left we go left

Sophia 25:07  
Yeah.



Tom 25:10

We follow that like C shaped thing eh (.) then we have three options again, down (.) left or right.

Sophia 25:18

Yeah.

Tom 25:19

Go ↑left.

Sophia 25:20

Okay.

Tom 25:21

Up.

Sophia 25:22

So I follow that.

Tom 25:24

left, up (.) left and then (.) you're in like this corner. There you go down all the way and there am I.

Sophia 25:34

Ah in like a closed thing.

Tom 25:36

Yeah, yeah.

Sophia 25:36

Oh, cool. Yeah, got you. ((laughter))

Tom 25:40

Okay

Sophia 25:40

and we have one minute and nine seconds left.

Tom 25:43

Nice.

Sophia 25:44

Perfect. So:: that was it with the mazes, right?

Tom 25:52

Yeah, I think so (.) Yeah.

Sophia 25:56

Cool.

Tom 25:57

Okay.

Sophia 25:59

Now debate. Let me close all the maps (.) I will also set timers (.) ((unintelligible)) for those.

Tom 26:23

Is it okay with you if I run downstairs for a minute and a half to make a copy?

Sophia 26:28

Please, yeah yeah. Go go=

Tom 26:29

=Okay, nice.

((New recording started))

Sophia 0:00

<So, so> first one is okay (.) English okay okay, so what (.) Okay, what's your opinion?

Tom 0:20

So right now (.) we need to discuss whether in the master programme should be two years instead of long right?

Sophia 0:32

Exactly. Yes

Tom 0:33

I really don't think it should be two years instead of one (.) that's my, my opinion because the way I experience it's so far is that it is not enough information to: spread (.) to spread out over two years because what I like with it being one year is that you really go into depth with eh with courses on not a lot of (.) of topics (.) and if you make you may make it two years I think you will discuss way more topics but I don't think it will be as in depth and as intensive as it is now.

Sophia 1:23

Yeah so:: I also like (.) I agree in the sense that for me, for example, the fact that it's just one year was one of the like most attractive things about the masters. On the other hand, now looking back, especially block one and block two, they did feel quite intense and even though I found so many things so interesting, especially the readings. I felt like there wasn't enough time to truly (.) like absorb all the information because we had all those assignments as well so it did feel kind of rushed. But I do think that maybe like a year and a half would be perfect. Like if you if we had just the Theses for the internship as a separate semester, in addition, or something like that. I think two years would be too long, like you said, but maybe like a year and a half

Tom 2:27

isn't the intensity exactly the reason why it shouldn't be a year long like you (.) you said you experienced the first six months and I brought her intensive with not a lot of time I experienced it because you're exactly the same. But I feel in my opinion that most of them is a positive thing (.) like it gives stress. It makes students maybe feel not so good eh twenty-four seven, but you create a kind of work ethic with it, that a master a master's program should like a master's program should be intensive philosophy should be like really high pace yeah °I in my in my opinion°.

Sophia 3:21

Yeah, for sure. I I am like we are all I think also proud of the fact that we managed to do all those things in a short period of time just the only thing was that I would like to enjoy some things a bit more but maybe I can do that after I graduate (.) I'll go back to the readings and read them more thoroughly.

Tom 3:42

It feels really (.) like pressed It's not like you you don't read all the all the academic texts for fun (.) it's just that you need to go with this before tomorrow.

Sophia 4:00

Exactly. Okay. It also (.) I think we learned that we can do so:: much stuff in a short period of time.

Tom 4:07

Yeah, that's amazing. That's cool. That's yeah, if I look back on what I slash we did in the past in the first semester (.) and that's really something that I I'm amazed by him and also sort of proud of (.)

Yeah, that might also be a reason why I don't think it should be two years because then I fall back on the intensity again. It's I think it would make the Master Master a lot less rewarding.

Sophia 4:32

I agree.

Tom 4:33

Because of personal reward like the the paper the graduation paper  
[to get will be to say

Sophia 4:49

[We are double proud.

Tom 4:50

>Yes, yes, exactly<

Sophia 4:53

So yeah, we're we're out of time, but I think we're more or less on the same page,=

Tom 4:57

=or no, yeah, we're checking on the same page.

Sophia 5:01

Okay. Now La::ra (.) discuss whether the internship during the program should be voluntary instead of compulsory.

Tom 5:15

Okay, so now you speak German again, right?

[I

Sophia 5:19

[Ja genau.

Tom 5:22

Do better internship during programs to be voluntary. > No no< I my opinion compulsory is right.

Sophia 5:30

Ja (.) Ja ich finds auch sehr wichtig (.) weil (.) alleine der Prozess sich zu bewerben ist (.) ein sehr wichtiger Teil nach dem Studium (.) finde ich.

Tom 5:47

yeah, it is much about the internship itself as it's about the process of you. putting yourself out there and you know, yeah, and really tried to orient- orientate do an orientation on your work or your possible work field. I think an internship was really helpful with that.

Sophia 6:15

VOLL und man hat (.) man hat einfach die Möglichkeit zu testen was man vielleicht machen will weil viele von uns wissen noch nicht (.) genau was sie machen möchte und das ist halt (.) ein guter Schritt um das auszuprobieren

Tom 6:35

Yeah, and they you all will also learn what's for you and what isn't

Sophia 6:40

Genau (.) aber das einzige war (.) es war schwierig ehm (.) ein Praktikum zu finden (.) was die ganzen Kriterien (.) erfüllt von der Universität, also falls sich dementsprechend die Kriterien etwas ändern könnten (.) weil wenn man zum Beispiel nicht Holländisch spricht (.) sind die Optionen noch geringer (.) in Holland und wenn man dann (.) dann noch so viele Kriterien hat dann hat man nicht so viele Optionen im Endeffekt. Also ich finde es sehr gut, dass wir ein Praktikum machen müssen

Tom 7:31

I really agree with everything you said basically that (.) I think we both agree on the fact that we need to feel like it should be compulsory. But that the:: the:: how you say say there's the aspects that need to be present in your internship can be a bit lighter, like the restrictions maybe (.) how do you say that? the prerequisites? Requirements.

Sophia 7:45

((unintelligible)) Ja.

Tom 7:47

And another thing that I wanted to add is I think if you make an internship voluntary (.) that a lot of students will not do it (.) because in my personal experience, something I need to be forced to do something like this to do actually do it but I also know off myself that (.) I would really like to do it, but if you give me an option I won't do it. So erm (.) that's why I think it should be compulsory, because it makes the people who always choose the easy way out. It mak- It forces them to do something like this and by doing that, you have a big chance of making them realize that they they like doing this or or that they realize that they don't like do doing this (.) so it makes the making it compulsory basically makes the lazy students like me in this case put themselves out there

Sophia 9:09

Ja finde ich auch, dass viele ehm (.) statt ein Praktikum einen ehm (.) normalen Job suchen was sicher auch gut ist aber ein Praktikum ist in dem Sinne besser weil man aktive besser noch lernt. Die Rolle als Praktikant ist ja auch (.) einen Job zu lernen und es ist vielleicht (.) auch nicht so:: viel Druck da wie in einem normalen Job

Tom 9:49

and I think the expectations of you as an intern are lower, which makes that you can make mistakes a lot easier. And by doing that learning  
[in your workfield

Sophia 10:04

[Teil des Prozesses, ja

Tom 10:06

yeah, the entire process. Yeah.

Sophia 10:10

Gut. Wir sind wieder am Ende der Zeit ((laughter))

Tom 10:20

Okay. There's not a lot of discussion going on. We've just agreed=

Sophia 10:22

=just agreed. Okay, now that's have a fight ((laughter))

Tom 10:27

whatever you're saying in the next one I will.

Sophia 10:30

discuss whether the internship should take place in block three and B followed by the master thesis in block four. I have a I have an opinion on that.

Tom 10:46

Okay, goo::d.

Sophia 10:48

I can I can say (.) so:: I was thinking, you know (.) that. The more experience you have, and the more practical experience you have, the more creative and the more ideas you get (.) and input you get to conduct research. Right? That's like that's (.) what I feel.

Tom 11:15

Yeah.

Sophia 11:16

So I do believe that it would have its benefits to do the internship before doing the theses because we can get so: much inspiration from your internship.

Tom 11:21

That's very true. I can eh (.) also really imagine that there are a lot of benefits of doing it the other way around (.) But on the other hand, doing the master thesis first and reading up on academic texts text of like a subject that you find interesting. On the other hand, also ehm (.) gives you like a lot of inspiration, maybe it really helps with finding out what kind of internship you would (.) you would find really interesting because that's exactly what happened with me because ehm (.) during my master thesis when I was writing the proposal, I started to focus on intercultural intercultural competence a lot with relation to exchange students. A::nd, and I grew in that subject (.) I really started to find it really interesting. And I also did not really know what to do with my internship. But now (.) I have had contact with the Utrecht University. I'm gonna do my internship there as like a coordinator for exchange students within a certain program.

Sophia 12:58

That's so coo::l. So like they really tie together.=

Tom 13:01

=Yeah, they would really, really tie together.

Sophia 13:04

AWESOME.

Tom 13:05

So I know I'm quite lucky with that (.) but that's what I meant with doing it this way also, is really a bonus or a benefit to some people's inspiration for their internship.

Sophia 13:26

Yeah, for sure (.) like, but for me, that's the interesting thing. It's like the complete contrary, in your case.

Tom 13:29

[>Yeah. Yeah.< ((laughter))

Sophia 13:30

[Like I'm doing my theses on language attitudes (.) like our linguistics and stuff because that's also what I did in the past. Yeah. But I'm doing my internship at like at the office, or like, people's departments have like a (.) corporate company, it's a combination of different things, but mainly also HR things. And that's the thing that I'm interested in so many things at the same time, whether that's linguistics or also like, HR stuff that (.) for me, like the theses and internship was like to separate to the to try and like get a taste of all my interests (.) kind of and see where that leads me you know?

Tom 14:23

That that's also eh like maybe because we both also have quite (.) opposite e::hm e::hm e::hm (.) Erfahrung what is that? (.) experience with it (.) we can maybe agree that there is not (.) it should not be in block three or in block four but maybe it should be up to the students to to to e::h

Sophia 14:58

Dass sie sich das aussuchen können,=

Tom 15:02

=Yeah, that's what I'm trying to say (.) but I don't know how reachable that is for the university itself. But that would be the perfect situation. I think.

Sophia 15:12

Man kann das vielleicht vorschlagen ((laughter))

Tom 15:31

I could change the system from the inside. ((laughter))

Sophia 15:38

Yeah, okay, five minutes over again (.) and I also see that our meeting is ending soon. Did you get that notification?

Tom 15:48

N::o.

Sophia 15:49

But we went through everything.

Tom 15:51

that's good (.) I think we're done.

**Dyad 2**

((introduction by researcher))

Femke 0:04  
shall I start the timer?

Gaia 0:16  
YES that's (.) that's perfect. Thank you.

Femke 0:18  
Yeah okay (.) I started so I start now with telling you my position right?

Gaia 0:23  
Yes. indeed. Yeah.

Femke 0:26  
Okay (.) so erm (.) when you look at the top left corner you have ehm straight going down the street going right?=  
=

Gaia 0:37  
=Yeah

Femke 0:38  
with the street going right you have two blockings (.) you cannot cross but if you would jump over it,

Gaia 0:48  
Mhm the first one or both of them?

Femke 0:50  
Eh No you would jump ↓down.

Gaia 0:54  
Okay.

Femke 0:54  
Yeah so you would jump do:wn and then yeah actually (.) that is my position. But if Yeah, I can also explain it in (.) yeah if you wouldn't (.) wouldn't be able to jump down,=  
=

Gaia 1:11  
=Yeah.

Femke 1:12  
Then you will go to the right to the top. And then you have a zigzag like an S shape ehm S shape and then you'll be at a (.) how do you say like

Gaia 1:29  
like a crossroads?

Femke 1:30  
Yeah like a crossroads. You can go ↑up.

Gaia 1:34  
Mhm

Femke 1:34

So you go completely up and then to the right again and actually down in that corner (.) That's where I am

Gaia 1:45

<down in that corner> (.) >Okay Okay< I think I know where you are. I'm just gonna explain it again.

Femke 1:51

Yes

Gaia 1:51

Yeah, you're in the upright oh sorry upper left corner of the maze. And erm compared to where the S shape is (.) there's another S on top of it, basically.

Femke 2:07

Yeah

Gaia 2:08

yeah? And you are in front of that s or above that s,

Femke 2:15

EHm I'm actually a bit more above.

Gaia 2:20

Okay °a bit more above°

Femke 2:21

the S also looks a bit like an E.

Gaia 2:24

>Yeah yes yeah<

Femke 2:26

like a curly shaped but then squared erm (.) you actually just erm walk past that a bit more up.

Gaia 2:35

Yeah.

Femke 2:36

Then you'll go to the right and a little bit down.

Gaia 2:40

Right. >Okay Okay< I ↓see. So where the T is?

Femke 2:44

AH yeah.

Gaia 2:45

There's like a sideways T.

Femke 2:48

Yeah, yeah.=



Gaia 2:49

=Okay. So if the five minutes have passed, I can then guide you to my position.

Femke 2:57

Okay yeah (.) we're at over two and a half minutes now.

Gaia 3:01

Okay. Okay. I'm just gonna erm (.) yeah because task one and task two (.) now I need to guide you to my location.

Femke 3:12

Then we'll start with task two now. Let me stop it and then start again and then I'll continue in German right?=-

Gaia 3:23

=NO WAIT we're still using elf because this is still the maze problem one.

Femke 3:28

Okay.

Gaia 3:28

So a second part of the maze is me guiding you to my location in English.

Femke 3:35

Yeah okay.

Gaia 3:36

Yeah so we're gonna (.) ((laughter)) Okay.

[So, from your position,

Femke 3:41

[I'm starting the five minutes again?

Yeah?=-

Gaia 3:43

=perfect. Yeah. Thank you.

Femke 3:47

Yeah.

Gaia 3:49

Okay. so from your position you need to go back closer to that E.

Femke 3:54

Yeah.

Gaia 3:56

Okay. And then from the E you take a left (.) and then you can go down, only down.

Femke 4:08

Ahm okay so I'm moving away from the S shape,

Gaia 4:12

Yeah, I'm away from the S shape towards a little bit towards the right.

Femke 4:17

Yeah.

Gaia 4:17

So a way towards the right and then down the second obligated direction, just do:wn.

Femke 4:23

Yeah.

Gaia 4:24

So once you go down, there's a little shape that looks like a C on the other side.=

Femke 4:31

=Yeah

Gaia 4:32

like an opposite C so you go down that C=

Femke 4:34

=Mhm=

Gaia 4:36

=and then down again.

Femke 4:39

yeah

Gaia 4:40

And then towards the right (.) there's a little hole down in the ground and you can go still down.

Femke 4:48

Yeah

Gaia 4:48

and then once you're there (.) you don't go down again. But you go right towards (.) towards your right.

Femke 4:56

Erm yeah.

Gaia 4:57

Erm you go towards your right (.) and then there's another little hole in the ground.

Femke 5:06

>Yeah yeah< I see that.

Gaia 5:07

And at the crossroads you go left in a little corner and you can only go down.

Femke 5:17

Mhm Yeah.

Gaia 5:19

And then erm you can go left.

Femke 5:25

Mhm <going left>

Gaia 5:27

and then do:wn.

Femke 5:28

Yes.

Gaia 5:29

And then up.

Femke 5:33

So first I go to the right and then up.

Gaia 5:36

You first go to the right and then up a bit (.) this is only a ve:ry small space so you're not doing a lot of distance, but you're doing a lot of ups and downs. ((laughter))

Femke 5:44

>Yeah okay. Yeah yeah<

Gaia 5:46

So now that you're up you go right.=

Femke 5:49

=Yeah.=

Gaia 5:50

=And then you go down a bit [more.

Femke 5:53

[Mhm

Gaia 5:54

And then we have ah (.) an S on the other side but it can also look like an M.

Femke 6:02

>Yeah yeah<

Gaia 6:03

You go a:ll the way down this M until we completed the M.

Femke 6:07

Mhm Yeah.

Gaia 6:09

And then (.) there's a G (.) and the G is kind of like a blindside like you can go anywhere but we're gonna jump (.) so we're gonna jump there's one line at the bottom of the G. We're gonna jump that line and the line down it again. So we're going to do two: two jumps.

Femke 6:31  
<One (.) two> yeah.

Gaia 6:33  
Okay. And now we have another little C,

Femke 6:36  
Yeah

Gaia 6:37  
we complete the C. And then basically (.) there we can either go left or right at the bottom of the C (.) I'm gonna go right.

Femke 6:50  
Yeah

Gaia 6:51  
and there's a really long road (.) until another blind spot.

Femke 6:58  
Mhm

Gaia 6:59  
And that blind spot basically if you: (.) if you jump down the blind spot (.) that's exactly where I am. So that blind spot looks like a little swirl.

Femke 7:08  
Mhm

Gaia 7:09  
But instead of going up in this swirl, I'm going down (.) there's a line and I'm jumping the line.

Femke 7:15  
Mhm

Gaia 7:17  
And I'm in that corner there.

Femke 7:20  
Okay, yeah <in the corner>

Gaia 7:22  
Yeah, so there's like a fat C [and I am

Femke 7:29  
[yeah

Gaia 7:30  
that doesn't look like a C that's my fault ((laughter))

Femke 7:32

Yeah (.) but I get what you mean (.) yeah since they're really on top of each other.

Gaia 7:37

°Yeah exactly.° Yeah, I'm right there. I'm right there on the bottom left corner.

Femke 7:44

Yeah. Okay, well, then I'm where you are.

Gaia 7:47

You're perfect. Okay, now we're done with the if you found me (.) we're done with the maze problem one.=

Femke 7:54

=Yeah, yeah. Well, then we have 45 seconds left now. ((laughter))

Gaia 8:01

Good okay (.) that was fast. It's gonna be a bit more difficult with Lara. But I think we can (.) we can already we could already start if you'd like.

Femke 8:13

Yeah, so that's the second maze right?

Gaia 8:15

Exactly. So second maze (.) and as soon as we start the timer (.) you're gonna speak only German to me,

Femke 8:24

Yeah, okay. That's good. One second I have to cough a bit.

Gaia 8:29

>Take your time< Thank you for warning me but there's no problem if you need to.

Femke 8:35

Yeah, yeah. Yeah, I have had COVID last week. So this [is still

Gaia 8:39

[Oh:: no way

Femke 8:41

I'm fine (.) but I'm only coughing so yeah.

Gaia 8:45

I'm sorry to hear ↓that. It's awful (.) I know.

Femke 8:48

Yeah. Okay well (.) I'll start the timer again. And then I'll continue in German.=

Gaia 8:55

=Yes. Yeah.

Femke 8:56

Okay. Also ich habe die ehm die Timer jetzt angefangen. Also wo bist du?

Gaia 9:06

Okay (.) so I'm going to describe your position to my position to you first.

Femke 9:12

Ja:

Gaia 9:13

it's very close to where you were before as as a follower. So if you go again (.) to that same top left corner,=

Femke 9:25

=Also ja links und oben ja.

Gaia 9:27

Mhm There's a T that goes (.) it's like a sideways T.

Femke 9:34

>Ja ja ja<

Gaia 9:35

Yeah. And then on the right of this (.) of this T there's a long line right?

Femke 9:45

Ja. aber es ist ein bit (.) eh a bit ein bisschen mehr nach unten denke ich. aber ich sehe eine lange straße

Gaia 9:55

Mhm yeah, it's longer than others. >It's not super long< But there's a little square next to that line. There's a little like (.) the line has a little corner next to it (.) very small. So just just on the: (.) on the right of the T.

Femke 10:23

Ja okay. Ich denke dass ich das sehe ja.

Gaia 10:26

Mhm I'm exactly there. I'm exactly in that little corner there.

Femke 10:31

Ja, okay. Ich denke, dass es das ist. Ich werde now (.) eh now jetzt ehm (.) ehm sagen wo ich denke dass du bist. also wir haben die T=

Gaia 10:48

=Yes yes T

Femke 10:49

Ja und um die T ehm läuft ich denke das ist läuft ja (.) und dann kannst du nach links gehen und so ein bisschen nach unten und dann rechts denke ich. Ja.

Gaia 11:14

°Recht. Okay.°=

Femke 11:15

=rechts ja. Ja das ist eine Direktion rechts (.) und dann ein bisschen nach oben und nach unten.

Gaia 11:30

Okay. so a bit towards where I would be

Femke 11:34

Oben und unten sind also Direktionen und (.) also oben ist höher und unten ist nach ↓unten

Gaia 11:47

So above and below basically.

Femke 11:49

JA JA

Gaia 11:50

Okay.

Femke 11:51

Ja wir gehen um die T und dann rechts (.) und dann gehen wir nach oben oder nach unten?

Gaia 12:02

>Okay okay okay I got it< I think I got it.

Femke 12:05

Nein (.) it's a: (.) es ist eine Frage. Ich bin nicht ehm (.) nicht komplett sicher.

Gaia 12:12

Mhm:: Mo:re complex,

Femke 12:15

Yeah. Ein bisschen schwierig ja ((laughter))

Gaia 12:22

Okay. ((laughter))

Femke 12:23

Aber ich denke jetzt dass du ein bisschen mehr nach oben bist (.) und dann ein bisschen mehr nach rechts (.) in eine (.) eine Ecke.

Gaia 12:34

okay. So I went a bit a bit towards (.) >I mean I mean> a G shaped thing (.) basically.

Femke 12:45

Okay. Eine G. Ja okay dann ja (.) ich denke, dass ich das habe. Die G ist wechselt (.) ist spiegelt.

Gaia 13:02

Um, (.) but I okay (.) but I did go to the obligated direction next to T and then I went up and then right [so:

Femke 13:10

[Oh Okay, ja.

Dann hier. Okay dann fange ich hier an (.) dann hier begleitet zu mir (.) ja, ich habe eine Position eine Anfangsposition ich bin nicht komplett sicher dass es deine Position ist aber ich werde versuchen dich zu mitte zu begleiten (.) aber wir haben nicht mehr Zeit mehr.

Gaia 13:53

Oh (.) so are we going to do them (.) Are you counting?

Femke 13:57

Yeah.

Gaia 13:58

Okay so you're counting this was the five minutes.

Femke 14:02

>Ja ja< das ist was ich meine.

Gaia 14:05

>Okay okay okay.< We can then I think we have another five minutes. (.) No, no, sorry. Was this task two already of the maze two or no?

Femke 14:18

Nein. wir fangen jetzt an mit mit die zweite Task.

Gaia 14:24

Okay, then we can go to task two.

Femke 14:26

Ja (.) Okay. Ich werde dich begleiten zu zu mir. Also wir sind in der Ecke (.9 Eine Ecke ist wenn zwei ehm (.) Linien zusammenkommen und du gehst zu rechts.

Gaia 14:45

Mhm yeah ((unintelligible)) I am on the on the left of the maze. I'm not on the right of the maze.

Femke 15:01

Ehm ja, du kannst zu rechts gehen oder nicht?

Gaia 15:13

Ahm wait ((laughter)) right now we are like I am following you to your direction,=

Femke 15:27

=Ja

Gaia 15:28

So: you're describing where you are (.) and you said you're in the right part of the maze right

Femke 15:33

NEIN ich habe gesagt dass du nach rechts gehen sollst.

Gaia 15:36

Okay.

Femke 15:38

Also du musst nach rechts gehen laufen und dann nach oben ↑ja?



Gaia 15:45

Ehm your you're in the UP corner? Or?

Femke 15:56

es ist nicht meine Position (.) es ist deine Position und ich ehm wie du nach mich laufen kannst

Gaia 16:09

Oka:y >I did not understand that<

Femke 16:12

Okay. ((laughter))

Gaia 16:14

But let's just ask (.) I'm gonna ask you a question (.) I view (.) if we: if we divide the maze into four parts (.) so up corner left and right down corners (.) left and right.

Femke 16:28

Ja.

Gaia 16:29

are you up left (.) up right (.) down left (.) down right?

Femke 16:34

<Ich bin unten rechts.>

Gaia 16:37

So down and right.

Femke 16:40

Ja.

Gaia 16:41

okay, we're down and right okay, so within this square, I think it's gonna be easier for me to find you within this square. so down right square okay

Femke 16:53

und du bist links oben und ich bin rechts unten. Wenn du nach rechts läufst, kannst du dann nach oben gehen?

Gaia 17:06

Ehm. >Wait, can you say that again?< A bit slower.

Femke 17:10

Ja. okay.

Gaia 17:10

Sorry.=

Femke 17:12

=Ah nein, kein Problem. Kannst du nach rechts gehen?

Gaia 17:19

Yes, I'm right and downwards. Yeah. So (.) I can start from the downest corner.

Femke 17:27

Ja.

Gaia 17:31

So where the L is (.) there's a little L. I can start from there and you can guide me.

Femke 17:37

Ja. Okay. Um, I think there's two ((unintelligible)) Yeah (.) Ich denke, dass ich deine Position nicht korrekt habe ((laughter))

Gaia 17:54

Okay.

Femke 17:55

Ja. Ah: das letzte kleine L. Es ist eine kleine L.

Gaia 18:04

<Kleine L?> Well, it's actually in the right direction. It's very small, and it's in the bottom right corner.

Femke 18:19

Ah ich habe vergessen, meine Timer zu stellen ((laughter))

Gaia 18:25

Ah okay. >No, don't worry. Don't worry.< We're at 30 minutes in

Femke 18:30

Ich weiß nicht, ob es noch zwei oder drei Minuten sind.=

Gaia 18:33

=we could do three or two (.) we can do a smaller timer.

Femke 18:36

Ja. Okay ich habe jetzt drei Minuten.

Gaia 18:43

that's perfect. Okay.

Femke 18:45

Okay. Um yeah ehm (.) ich denke

Gaia 19:01

I can go ↑up.

Femke 19:03

You can go up. Okay. Du kannst nach oben gehen und auch noch eine andere Direktion oder nur nach oben,

Gaia 19:12

Okay.

Femke 19:14

Nein, das ist eine Frage ((laughter)) Kannst du nur nach oben gehen?

Gaia 19:50

Aha

Femke 19:56

Okay. Nur nach oben.

Gaia 20:14

Is it a big L or a small L?

Femke 20:17

Medium.

Gaia 20:18

°Medium medium° >Okay. Okay. Okay< So there's a medium L. Okay.

Femke 20:27

Haben wir [andere,

Gaia 20:32

[underneath the L?

Femke 20:36

Es gibt ein W.

Gaia 20:40

there's a V okay yeah, I see the V.

Femke 20:43

Ja und auch eine Z,

Gaia 20:55

and the Z and the Z and is the Z? Is the Z kind of in the right direction or is it upside down?

Femke 21:06

Es ehm es stimmt ja. Es ist die gute Direktion.

Gaia 21:10

It's in the right direction. Okay.

Femke 21:13

Mhm ja. Yeah.

Gaia 21:14

Okay. °Yeah, I think I see it.°

Femke 21:16

Ja und du kannst zweimal springen.

Gaia 21:21

I can jump two lines?

Femke 21:24

Ja.

Gaia 21:25

Okay <down or up?>

Femke 21:30

Nein (.) eine Ecke ist (.) eh keine letter.

Gaia 21:35

Like a K?

Femke 21:38

NEIN. Es sind nur zwei Sekunden. okay ((timer rings)) Okay.

Gaia 21:44

Okay. So it's a it's a B?

Femke 21:49

Can I talk English again or no?

Gaia 21:52

>Yes. Yes< So what we're gonna do now is gonna be a combination so whatever you feel most comfortable with=

Femke 21:58

=Okay, yeah, well ehm I think I got your position completely wrong yeah (.) and Ecke is corner so ((laughter))

Gaia 22:08

Oh, oh that's funny actually. I'm really enjoying this like, this is really fun.

Femke 22:13

Yeah, it's it's a big challenge definitely. [And

Gaia 22:18

[It is very challenging yeah

Yeah. But I did this before with Spanish and Italian and I know Spanish and I don't know German, but this is much easier (.) and I don't know why ((laughter))

Okay, so we're gonna jump to maze three.

Femke 22:34

Yeah.

Gaia 22:34

And again I am the guide.

Femke 22:38

Yeah.

Gaia 22:39

And so I'm gonna (.) eh you need to describe to me your location.

Femke 22:44

Yeah. And I'll do a combination of German and English.

Gaia 22:49

Yes, exactly. Yeah.

Femke 22:51

Very well. Okay. Then ich fange an mit the five minutes=

Gaia 22:58

=mhm. Yes.

Femke 23:00

Okay. it starts (.) also ich bin das ist in eine Ecke also corner.

Gaia 23:08

Ecke. Yes. Yes. ((laughter))

Femke 23:12

und das ist links top

Gaia 23:16

Okay, top left.

Femke 23:17

Yeah. ((unintelligible)) ecke es gibt a eh like two swirls.

Gaia 23:26

°Two swirls° yeah?=  
°we're going up°

Femke 23:27

=yeah. Und dann kannst du nach oben gehen, so you're going up .

Gaia 23:32

°we're going up°

Femke 23:32

A::ll the way up. und dann gehst du nach links up again (.) Rechts nach unten (.) und and there's another Ecke (.) Und ich bin in that Ecke.

Gaia 23:47

You're there?

Femke 23:48

Yeah. That's (.) that's my position.

Gaia 23:50

Oh, that's nice. Okay.

Femke 23:52

Yeah.

Gaia 23:53

Okay, so to tell you where I am (.) I mean (.) at the exact opposite.

Femke 23:58

Okay, yeah.

Gaia 23:59

Yeah. So:: the bottom right.

Femke 24:03

<Bottom, right.> Yeah.

Gaia 24:05

in the bottom right when you start (.) there's a little (.) a little rectangle (.) it is pretty long. And it only has a hole.

Femke 24:19

Nur ein Loch. (.) Is it more ↑up?

Gaia 24:27

no it's more ↓down because I was going to guide you from your direction to mine but it's the exact opposite. We may take a while (.) but I'll try okay,=

Femke 24:35

=Yeah.

Gaia 24:36

So from you from where you are?

Femke 24:38

Yes. Ehm Again, bist du in down right oder unten left?

Gaia 24:47

Okay >down right down right< Yeah. So we're gonna go in (.) in a diagonal in the exact opposite direction down.

Femke 24:55

Okay. [Yeah.

Gaia 24:56

[Okay.

So we're gonna do this from your position (.) we have an obligated direction towards the right right?

Femke 25:03

Yeah.

Gaia 25:04

So then we go do::wn.

Femke 25:06

Mhm.

Gaia 25:07

And then we go right again, =

Femke 25:09  
=Ja

Gaia 25:10  
And then up,

Femke 25:11  
Ja nach oben.

Gaia 25:13  
Oben yeah. And then rechts.

Femke 25:15  
Rechts ja.

Gaia 25:17  
And then down until we find another line. So it's like, three stories down (.) basically three little stories.

Femke 25:26  
Ja >eins zwei drei< Ja.

Gaia 25:27  
Yeah. And then we go eh (.) right. And there's a long (.) obligated direction towards down.

Femke 25:34  
Yes, ja. Unten I'm going down.

Gaia 25:38  
Yeah. And then we have a little c and it's a bit long (.) and we go all towards the right. And then we have a blind spot right?

Femke 25:48  
Ja. Ich bin da.

Gaia 25:50  
We jump that blindspot towards the right.

Femke 25:56  
Zu rechts. Ja.=

Gaia 25:58  
=And then we go, we jump another line, and we're inside an s basically.

Femke 26:06  
Ist das nach unten oder nach rechts?

Gaia 26:09  
Eh:: >rechts rechts< right.

Femke 26:11  
Right. Yeah.

Gaia 26:13

Yeah. And we're inside this s and we have [to go

Femke 26:16

[very big S=

Gaia 26:18

=very big S Yeah. We're gonna go towards the right again.

Femke 26:23

Yeah.

Gaia 26:23

Inside the s and then ↓down.

Femke 26:27

°Do::wn°

Gaia 26:29

we're not gonna go all the way inside the S (.) we're gonna stay down. So at the right corner of the S.=

Femke 26:38

=Yeah.

Gaia 26:40

And then (.) we're gonna go ↓down.

Femke 26:44

Wir springen? Do I have to jump?

Gaia 26:46

Yes (.) please jump. Yeah. Sorry. then you jump and you go straight down again until you find another line that you need to jump (.) you jump that line (.) and there's you're in a little blind spot?

Femke 27:00

Yeah.

Gaia 27:01

You jump the line down again.

Femke 27:04

Yeah.

Gaia 27:04

And you go do::wn.

Femke 27:06

Ja ich gehe unten.

Gaia 27:09



And then you jump the line. I'm going in a straight line down because that's exactly where I am (.) down this line.

Femke 27:14

Ja.

Gaia 27:15

So you need to jump from where you are no::w (.)you jump 123456, 6 lines.

Femke 27:22

Wow ((laughter))

Gaia 27:24

yeah ((laughter))

Femke 27:25

two drei vier five a::nd after springe fünf. Do I walk a bit?

Gaia 27:36

Yes. Eh (.) well you jump six and then you walk a bit and then you find me (.) you walk a bit still down the line.=

Femke 27:45

=Okay. Yeah.

Gaia 27:46

And there's a little blind spot. Yeah. And exactly, that's where I am.

Femke 27:51

Okay. Well, that is it.

Gaia 27:55

°that was that was intense.°

Femke 27:57

<Yeah. Yeah.>

Gaia 27:59

Okay, so. Yeah. ((timer rings))

Femke 28:05

Five minutes of task one actually.

Gaia 28:09

Perfect. Amazing. We did well.

Femke 28:11

yeah. Maybe jumping is a bit too easy, but it's okay.

Gaia 28:17

Yeah, jumpin is (.) is the way to do this more quickly. But I imagine that now if we have the debate that's gonna be the tougher time so we can (.) we can we can enjoy not jumping here. This is gonna be harder.

Femke 28:37

Yeah. Okay. Let me get the subjects.

Gaia 28:42

Yes. Yeah.

Femke 28:43

Yeah, I'll have to re-log in in the mail (.) because it logs out automatically.

Gaia 28:51

That's okay. Take your time. Yeah.

((New recording started))

Gaia 0:00

Oh wow.

Femke 0:01

Yeah. in secondary school I had class in it and so yeah

Gaia 0:06

wow, that's lovely. I wish I could tell you you have good German but I don't know German so::

((laughter))

Femke 0:11

that's up to Lisa to tell (.) It's sometimes it's not that good anymore but yeah. My French is really not what it was. So yeah,=

Gaia 0:22

=I understand that. Yeah, I feel like if you leave them for a couple of years you feel like you reverted back to elementary school or something.

Femke 0:30

Yeah, that's always has also to do with ehm that I'm ehm taking the Spanish course now (.) Spanish (.) So ↓yeah. My (.) it's just it got left behind.=

Gaia 0:49

=so you're the perfect person for this experiment. ((laughter))

Femke 0:53

Yeah, I think so. ((laughter)) Okay. Ehm So please discuss the following separate suggestions for a maximum of five minutes each (.) eh give reasons for your opinion and try to reach an agreement or compromise that you could present to the board. Please use the modes and topics indicated in the following. Okay, so I'm again (.) in the first ((unintelligible)) use ELF to discuss whether the program should be extended to two years instead of one. °Okay okay° Erm are you ready? Shall I start the timer?

Gaia 1:35

Yes, I'm ready. Yeah.

Femke 1:37

Okay, so timer started. What do you think?

Gaia 1:42

I personally think it would be nice if it could last two years because erm (.) I'm from Italy (.) and there's like a lot of programs also in French and Spain, that actually last two years. And so: it would be more easily equated to those kinds of titles as well (.) eh even though it's (.) it's attended in a different country. I also understand that one year is good because you're done with it sooner. But I see the pros with the two years position. What do you think?

Femke 2:15

Yeah, I think the same cause what I noticed, especially in this period, and the first period is that things are really feeling like they're cramped into just one year and that we could really use more time and take time more to actually (.) ehm yeah have a better yeah more time (.) more time. Yeah. But I think you can really extend the value of the courses with more time. And another thing is that many internships last, [like

Gaia 3:00

[Yeah

Femke 3:00

[a whole semester. I'm now currently I applied for an internship that lasts six months. So I feel like I have to extend it, although it's just a year. So yeah,

Gaia 3:15

yeah, I totally agree. I'm actually in the same position and to do that, I need to extend my student status for two more months >which again< it's not that big of a deal, but if it were two years, first of all I could (.) I could decide myself when to have the internship and not have it so close to the (.) the thesis writing.

Femke 3:33

yeah

Gaia 3:34

And also it could be six months or longer (.) because some companies want to keep you for a bit longer. And [that's

Femke 3:39

[Yeah

Gaia 3:40

Yeah, I agree with that.

Femke 3:42

Yeah, I feel like many companies think like it's not worth the time or the effort to keep you just for 10 weeks [especially

Gaia 3:53

[yeah

Femke 3:53

bigger organizations or companies (.) they really want (.) yeah, a bit of value out of [the

Gaia 4:01

[absolutely

Femke 4:02

Yeah. And when you're just working there for 10 weeks (.) you've just got to know how everything works, how the system works, how people work, things like that, and then you (.) Yeah, you're actually again done.

Gaia 4:17

Good. Yeah. I agree completely with that (.) I think also that if we have to do work on the: (.) on the record and the research design during those 10 weeks the company already knows that 50% of our time is going to be devoted to something ↑else.

Femke 4:35

Yeah.

Gaia 4:36

And they may be less inclined to keep you for only 10 weeks if that's everything that you're doing.

Femke 4:41

[like five weeks of

Gaia 4:42

[Yeah

Femke 4:43

=working for them. Yeah,

Gaia 4:45

exactly. yeah. It's much less.

Femke 4:47

Yeah, definitely. Yeah. And I also feel like in the first (.) first 10 weeks with the the assignments of looking for a company and interviewing them (.) actually just takes time to find companies that are eager to help you.=

Gaia 5:09

=Yeah.

Femke 5:09

((Unintelligible)) Feel like yeah (.) we also had a few groups who just reached a company that wanted (.) maybe wanted to help them when the first deadline was yeah was due.

Gaia 5:25

°wow wow°

Femke 5:26

Yeah. So:: I can imagine that it's very stressful.

Gaia 5:30

It absolutely is yeah, and especially when you have the possibility, in this case to do it in two years (.) and you know that there's a possibility that this could be a bit less stressful. You're gonna take it. >you're definitely gonna take it<

Femke 5:42

Yeah, and I know that (.) °you know° it's a master's degree and it has to be a value of something but yeah showing that you can work hard in little time. Yeah (.) I I think it's, yeah, the value should not be in [that

Gaia 6:01

[in the timing.

Exactly. I agree with that. Yeah, also considering that I was part of the Eurocampus program, so I missed out on everything that happened on campus and all of the courses that you guys did (.) so it could be an added value if you could stretch it to two years and then have the Eurocampus as only four of the twelve of the (.) ehm Yeah 12 months (.) of 18 months instead of four out of twelve ones.

Femke 6:31

Yeah, yeah, exactly. Okay, well, that's five minutes.

Gaia 6:37

Good. Perfect. Okay.

Femke 6:39

Okay, good.

Gaia 6:40

Wo:w (.) we're good at this.

Femke 6:41

Yeah but now I'm going back to German ((laughter))

Gaia 6:45

Yes. <Okay okay.>

Femke 6:48

Okay (.) please use a combination of elf and lara to discuss whether the internship should be voluntarily instead of compulsory (.) I'm going to cheat very quickly and see what internship is in German ((laughter))

Gaia 7:07

((laughter)) ((unintelligible)) see if it's something with stage in the root.

Femke 7:09

((unintelligible)) Praktikum oh yeah I know that

Gaia 7:13

oh wo:w, oh interesting.

Femke 7:16

Yeah, means like, practical, >practical yeah<

Gaia 7:21

Yeah. It comes from Latin (.) like a Praktikum is like an experiment ((unintelligible)) That's so cool.

Femke 7:27

Yeah. Okay. erm yeah. Ich fange den timer wieder an (.) °Fünf Minuten° Was denkst du hier (.) wenn die Praktikum erm,

Gaia 7:42  
What do I think?

Femke 7:43  
Yeah, yeah ((unintelligible))

Gaia 7:44  
I think it's good that it's compulsory eh (.) because if it was voluntary, they will need to find something else to like (.) give an alternative to and that is just as demanding and as stressful as we already said. And I think it could be quite difficult because unless you ask people to write another thesis or like compulsorily go to an exchange program (.) I think that there's nothing quite as demanding and as professionalizing as an internship. What do you think?

Femke 8:15  
Yeah (.) I think das stimmt. Aber es gibt auch Klassen jetzt das sind Master Programm Klassen (.) Ja ich denke Nicole (.) eine andere Studentin in meiner Thesis Gruppe hat diese Klasse. [und sie

Gaia 8:44  
[Oh is it the master language class?=-

Femke 8:46  
=JA JA.

Gaia 8:48  
Yeah. Okay.

Femke 8:49  
Wenn du ehm bist in dieser master language classes (.) Ehm du,

Gaia 8:57  
I haven't been there.

Femke 9:01  
Und eine andere research ist nicht obligatory.

Gaia 9:07  
Okay.

Femke 9:08  
Ja. Das sind, das gibt andere Manieren für ja (.) dass das research ((unintelligible)) Wow my German is actually very butchered.

Gaia 9:26  
No but eh (.) it is. I don't know if that (.) if that's the reason why I'm understanding you <very, very well> But I think it's fine for eh (.) yeah I understood what you said there.

Femke 9:37  
Es ist ein bisschen eine Kombination aus Deutsch Niederländisch und Friesisch.

Gaia 9:47  
But but that's what languages are (.) they're combinations of each other. So I think yeah I (.) I like to think that for example Dutch is it sounds like the love baby of German and English together.

Femke 10:04

Ja ich denke, dass Deutsch ist mehr strukturiert und Niederländisch ein bisschen mehr alles. Ehm Wir haben Regeln aber die die deutsche Sprache ist mehr strikt. Aber wir ehm (.) ja wie Praktikum ich denke, dass es gut ist, dass ist ehm ja (.) obligatory weil ja in die Universität in die Niederlande es gibt kein Praktikum und ich komme von einer Hauptschule (.) Das ist eine andere Schule und ich habe zweimal ein Praktikum getan und ja es gibt (.) ehm ein Praktikum gibt viel ehm ja Erfahrung in in der Arbeitswelt und ich denke das ist se:hr wichtig ehm und in die Universität du hast das nicht und ich denke, das ist in einer Master eine sehr interessant und wichtiger Deal ist.

Gaia 11:51

so you think that it's interesting that we have the option for it to be voluntary in this master but that you agree that it should also: (.) it should be compulsory?

Femke 12:02

Ja.

Gaia 12:03

>Okay. Okay< And eh how does your Nicole (.) the girl you mentioned, Is she like enjoying the master language courses? Or does she think that she would prefer like an internship or is she not done yet?

Femke 12:18

Ich denke, dass sie ja nein ich denke es nicht, aber ich denke, dass für ihr die ehm die praktikum ist mehr toll denke ich. Ich denke es ist mehr toll weil sie kann ja (.) yeah she can focus more on the research part=

Gaia 12:44

=Yeah

Femke 12:45

she can leave the research part behind and really focus on the work.

Gaia 12:49

yeah. that's actually a good point.

Femke 12:52

Yeah.

Gaia 12:54

Okay. So: number three (.) please use a combination of ELF and LaRa to discuss to discuss whether the internship should take place in block three and be followed by the master thesis in block four.

Femke 13:08

Okay.

Gaia 13:09

Okay.

Femke 13:10

Yeah. ((unintelligible))

Gaia 13:15

So what do you think?

Femke 13:18

I think dass diese eh::m this order ist ja (.) logi- logical.

Gaia 13:27

mhm mhm

Femke 13:28

ehm Because weil ein eh Praktikum like internship (.) company wants to keep you for longer for them (.) that you can work there. Es ist besser dass du kein Thesis schreibst (.) writes. ((laughter))

Gaia 13:42

Yeah, I agree with ↓that. No, it made complete sense. Yeah absolutely agree with that. I don't think that it would be as logical as you said to have the master thesis follow the internship although (.) I mean >no, no< you know what (.) we also would have to write a report before we write our own thesis (.) NO I think it's best. It's best if we learn like and like not learn but practice eh the thesis first and then do the record secondary.

Femke 14:28

Yeah. And also what we said before über die ehm sechs Monaten ehm Praktikum

Gaia 14:44

>yeah six months yeah.<=

Femke 14:46

=yeah but it's yeah (.) when you have like an extended time period you need to (.) it will be better if to if you nich- if you don't write the (.) the thesis afterwards yeah.

Gaia 15:07

Yeah. And imagine if (.) if I imagine that different companies want to take you for different times. So if somebody is finished within three months (.) they can already start the thesis and they would be (.) they would be leaving behind people that have to wait six months or nine months.

Femke 15:22

Yeah, yeah. Or for the teachers it would be very unhandy and not handy because sie haben erm (.) different like schedules differences ((something in Dutch)) Yeah, I completely go out of German now. ((laughter))

Gaia 15:44

((laughter))

Femke 15:45

It was easier with the: (.) with the mazes but I (.) yeah you were talking more so. ((laughter))

Gaia 15:51

Oh, no, I actually think that it's much harder for you than it is for me. So that's why I ended up talking (.) I usually I just talk more because that's (.) that's me. ((laughter)) I talk a lot. But it's also because switching is much harder than just going with one or the other, I think.

Femke 16:07

Ja, ich denke das auch. Ich versuche es but it's difficult.

Gaia 16:15

Do we have more time because if we have more time, [I'd like to like



Femke 16:19  
[two minutes. Yeah.

Gaia 16:22  
Then if you want to do something (.) like if you want to keep talking in German (.) I'll listen happily.

Femke 16:28  
Yeah. Okay erm

Gaia 16:34  
Maybe about any of the topics if there's anything?

Femke 16:38  
Yeah. I'm quite done with this (.) because because we agree.

Gaia 16:44  
Mhm. Yeah, true.

Femke 16:50  
Ich will ein bisschen sprechen über di:e (.) the first (.) Okay, please use ELF to discuss whether the program should be extended to last two years instead of one erm (.) Ja, ich denke jetzt like now dass ich würde extend my (.) my master.

Gaia 17:18  
Okay. Mhm

Femke 17:19  
Ja. ehm weil ich eh bin behind in my (.) my thesis writing.

Gaia 17:26  
Okay same.

Femke 17:27  
Und ich brauche mehr Zeit (.) Erm when you have more time in the in the whole master it would (.) yeah it not wouldn't be (.) feel so cramped and yeah, ich verstehe dass (.) it's useful that you can erm write a thesis in time on (.) zwei monaten in like zehn Wochen

Gaia 17:50  
Oh, agreed

Femke 17:51  
>Yeah, yeah< but I think it should be realistic as well. And I know that in the work fields of (.) like enterprises value that you can do a lot in really short time.

Gaia 18:14  
Yeah, but we're not going to write in our CV (.) ↑oh we succeeded in writing a thesis in three months

Femke 18:25  
No no like it would be nice if we were allowed mo:re time because I'm (.) I completely get you (.) I'm also stressing and I'm also behind so: yeah, yeah okay (.) so I we're ↓done with this.

Gaia 18:38

Yeah. we can call Lisa back if that's okay with you.

Femke 18:42  
Yeah (.) that's good.

Gaia 18:44  
Okay.

### **Dyad 3**

((introduction by researcher))

Paula 0:12  
Yes, thank you. Okay (.) Hi Sophie.

Elise 0:18  
Hi (((laughter)) How are you?

Paula. 0:21  
Good okay. You played it already?

Elise 0:24  
Yeah.

Paula 0:25  
I think I need some guidance because (.) I have opened the maze one thing.

Elise 0:30  
Yeah. Okay. So (.) because for the first one, I'm the guide. What we're going to do is (.) if I'm wrong is that you will tell me where you are, like, basically try to explain your position (.) and then I'm going to try to guide I mean (.) I am the guide (.) right? Yeah (.) I'm the guide and then I'm going to try to get you to where I am (.) eh talking in English. So like (.) I don't know that. The top left corner I'm going to guide you to wherever my position is (.) So yeah.

Paula 0:57  
But I tell you now where I am right?.

Elise 0:59  
yes.

Paula 1:00  
Okay, I'm at the top left corner (.) but not in the very left (.) but it's when you eh (.) when you go on the left top to the right (.) and to the first ehm stick.

Elise 1:15  
Oka::y yeah.

Paula 1:17  
So this is (.) the like, you cannot con- continue anymore. When you now go downwards across this border (.) this is where I am (.) so I am touching the ground there.

Elise 1:29

So you are (.) let me check (.) so there's the top left corner, and then when we go a bit on the right, there's a first like you can keep going. And you're just under that (.) in the angle. Is that right or? =

Paula 1:43

=Yeah. So when you cross this part of go down (.) like straight down and then I (.) I lie on this erm horizontal stick.

Elise 1:51

okay.

Paula 1:52

So next to me on the left is a stick and on the right I have space.

Elise 1:56

Okay, great. Okay, so I'm gonna just see how you can go to my spot (.) eh so first of all, I am on the bottom right (.) so just so you know ((laughter)) So this is going to be a lo:ng way that we're going to go (.) not on the right but on the top (.) because if I'm not wrong we have space (.) okay (.) then you're going to go on the left and go down.

Paula 2:18

Yeah.

Elise 2:19

And you okay (.) °I'm just going to check to make sure that I have a proper way of going° (.) because if I'm stuck at some point hhh wait (.) this is so far.

Paula 2:28

I thought it was something more easy.

Elise 2:34

Okay, I think (.) I think I see y- okay, see (.) so, yeah, you go down and the::n eh (.) you are you know, you have a horizontal line and you go on the right (.) normally you can go right (.) and you go down again. So at this point, you should still (.) kind of like the same ehm (.) Like if you go if you look horizontally, vertically sorry (.) are you still in the same line as you were at the beginning, but just ↓ lower

Paula 2:59

Yes, I see it.

Elise 3:00

And then you go on the right, and you go down on the left, and you go down (.) Okay, oh go::d, I really want to have something to make sure that I'm not doing the wrong way (.) °Okay ehm° and then (.) yeah then you go again on the right. And you go down well (.) there's a little space open.=

Paula 3:01

=Yep.

Elise 3:10

But then you will go on the right. You don't go to the (.) go on the right (.) then you're kind of like almost in the middle ehm and there is (.) I can't tell if I can go here. °This is so far.° I'm sorry. I'm trying to ehm (.) wait here,

Paula 3:46

This (.) it looks like you can (.) it looks like you can go down. I think it looks good.

Elise 3:51

I think yeah, but I want to check because at some point I know that I can get stuck. Okay, wait, I'm going to check (.) again. Okay, wait.

Paula 4:06

I can't see anything. It's going to be impossible. NO ((unintelligible)) my head doesn't work.

Elise 4:15

Well, if I can still go down here (.) Wait. Oh, I think (.) I think I need to know absolutely. Okay. I think I was wrong. When you're in the middle. You know, I told you you're almost in the center (.) and you know you can (.) go either on the left or the right or the set or you can go down. I think you actually have to go left=

Paula 4:38

=so I go back?

Elise 4:40

Yeah, you go back. Sorry about that. And you're going to go oh God I hope I'm not doing this wrong (.) yeah I think this is it. So and I think so you go up in the little like place that you can go in (.) on the left. And then you go left, down and left.

Paula 4:58

>Wait, wait wait< sorry, I've lost you.

Elise 5:00

So (.) there's like, you go back to the to the center.

Paula 5:06

Yeah.

Elise 5:07

Then you go back to where you were before which is on the left.

Paula 5:12

Where I could go down or up or right,

Elise 5:14

Ah wait (.) Okay, well okay, let's go back. Do you see this spot that's (.) like that's almost in the middle and >you can go up, down right, left< It's like pretty open. Do you see this one?  
[It's like

Paula 5:32

[we've been there before?

Elise 5:34

Yeah, technically, that's where I left you but I was not supposed to go there. Okay, do you see the (.) when you're like in, there's like the center parts? Eh like with a vertical line. Okay, like, if you just look at the vertical line in the middle (.) at the top middle, do you see it?

Paula 5:54

I don't know. I feel like I've lost.

Elise 5:59

No, no. Just like that's just (.) to help you find where I am. So you know, there's like the vertical line in the middle like that's in the middle but like in the top middle like when you really look at the the maze fro::m

Paula 6:12

Ah >yeah yeah yeah< Okay.

Elise 6:14

okay, just that when you go down a little bit under that. There is like so there's like a first (.) the line stops at some points (.) there's a thing (.) then it starts again (.) and then it stops again. Okay, yeah.

Paula 6:29

Okay, that yeah, that's where I am.

Elise 6:31

from that point (.) go to the left because I was wrong. You should you shouldn't go to the right go to the left from that point. Okay, then you can go down, right?

Paula 6:39

yeah.

Elise 6:40

Then you go left again. Up.

Paula 6:44

Yeah.

Elise 6:45

left.

Paula 6:46

Okay, good great.

Elise 6:47

down and left. And now technically you're on the (.) like on the left side of the maze, right?

Paula 6:52

Yes, I'm touching the wall.

Elise 6:54

Okay, great. So now you go down (.) completely to the right (.) down again. Yeah left (.) down. Yeah right up=

Paula 7:05

=[right up,

Elise 7:06

[right (.) again,

and then you're gonna go well (.) obviously not in the complete right because you can't keep going (.) but you're gonna go down, left eh right (.) And then that's here. I need to pay attention to where we are going because actually, I don't think we're going to be able to go exactly where I am because it's

too far and we don't have a lot of ↑time (.) but I do want to check (.) if I'm doing the right thing (.) Yes, I'm doing the right thing. So now you're down completely down (.) from that point. Okay. And you enter a place where you can go right but then right you're you get blocked so left, left to go down. After that. Left.

Paula 7:47  
Yeah.

Elise 7:48  
up (.) left (.) Completely down.

Paula 7:54  
Yeah.

Elise 7:55  
Oka::y, and the::n okay, let me check. If I'm not wro::ng. (.) I am. I can't tell (.) Oh, yeah, it's good. Okay, then eh you're going to go on the right (.) down (.) left (.) down

Paula 8:09  
Down

Elise 8:10  
Right. Not completely obviously cause it is blocked, then down (.) right, but not completely. And then down. (.) Left (.) down right.

Paula 8:23  
Wait >wait wait wait< I cannot ah yeah. I'm touching the ground now

Elise 8:30  
yeah. You're at the bottom now. Okay, perfect. So (.) then when you're at the bottom, right (.) up ehm (1.1) And then right again. If you have to, yeah. Then you go down. You touch the ground again. Okay, right (.) up (.) right. And then up and left. Is that right? and technically, you're at the right spot now.

Paula 9:00  
Ah okay.

Elise 9:02  
okay, so, okay, you I think you need to like somehow like show me where you think you are and we can tell if we're (.) I mean, I'm gonna you know what, I think I can maybe I can share my screen to show you (.) eh I don't know if I can do that. But I want to try

Paula 9:15  
or share mine or whatever.

Elise 9:18  
Whichever works. I don't actually know if we can share our screen.

Paula 9:21  
Oh, I just leave my mouse (.) here. I think okay, I just describe to you where you where I am (.) ehm so when you add the bottom right corner

Elise 9:28

yeah

Paula 9:29

there you go left. Then there's one line going up (.) Then there's another line going up. Yeah. And I'm ehm (.) one two the third space above.

Elise 9:41

Yeah (.) Great. Okay, I think we (.) we had a little job. First we were a bit so I'm sorry, because I kind of struggled to see where how it's

Paula 9:49

You're really good. You're really precise. So go on with the next

Elise 9:52

it's gonna be impossible. But yeah, we can ((laughter))

Paula 9:57

It's impossible?

Elise 9:57

I don't speak a word of German. I mean

Paula 9:59

>wait wait< I cannot open the thing (.) What's wrong?

Elise 9:59

You can't open the second maze?

Paula 10:05

I download it. It's a zip file. (.) Oh (.) this is this would be really annoying if it doesn't work. Okay, I'm just entering that thing again ehm to find maze okay maze two (.) I have it. Yeah.

Elise 10:25

Okay. Okay, so this one (.) you are the guide and you speak German and I speak French. This is going to be (.) do you speak French a little bit?

Paula 10:34

Ja, also ich spreche sehr gut (.) also ich spreche French auf C1 also du kannst ganz ehm (.) du kannst dich entspannen.

Elise 10:45

Oh my God. Je parle pas allemand (.) je comprends quelques mots (.) mais c'est tout.

Paula 10:55

Okay, also du musst (.) was musst du wissen? Rechts (.) links (.) kennst du rechts und links?

Elise 11:04

Alors eh (1.0) Rechts c'est la droite.

Paula 11:09

Ja

Elise 11:10

Et links c'est la gauche.

Paula 11:12

Ja (.) und dann musst du noch (.) ho::ch und runter kennen

Elise 11:19

Alors (.) ca veut dire quoi (.) ehm (.) tu peux répéter?

Paula 11:24

HOCH (.) HO:CH

Elise 11:26

C'est eh (.) en haut?

Paula 11:28

Ja (.) und runter [runter

Elise 11:32

C'est un bas.

Paula 11:34

Ja.

Elise 11:35

Okay d'accord ehm (.) donc c'est moi qui doit dire où je suis donc là (.) je suis (.) en haut à (.) à gauche (.) pas très loin de là où t'étais au début ehm alors (.) on va dire que:: eh (.) il y a si tu regardes les lignes verticales (.) Tu vois?

Paula 12:04

Ja.

Elise 12:05

Une première ligne (.) une deuxième (.) et une troisième (.) et la troisième elle forme un angle avec une sorte de carré. Est-ce que tu vois?

Paula 12:20

Sieht das aus wie ein (.) L? wie ein L?

Elise 12:29

L? eh (.) donc il y a trois lignes (.) moi je suis (.) dans l'angle dans le:: (.) sorte de L de la troisième ligne

Paula 12:48

Du bist unten oder?

Elise 12:51

c'est en haut c'est ca?

Paula 12:53

ne unten ist ehm (.) runten ((unintelligible))

Elise 12:55

Attends ((laughter)) je comprends rien



Paula 13:05

O:h Mann (.) das ist ein weiter Weg ehm (.) ein sehr >langer langer< Weg ((laughter)) weil (.) ich bin (.) unten rechts.

Elise 13:19

Alo::rs e::hm toi (.) OK d'accord (.) <en bas à droite>,

Paula 13:24

Ja (.) genau (.) also du bist (1.1) eine Linie zweite Linie dritte Linie, =

Elise 13:38

E: =Oui.

Paula 13:39

Okay du kannst hoch gehen und dann rechts oder?

Elise. 13:42

Eh (.) oui je peux monter e::t monter et après quand je monte (.) aller à droite

Paula 13:46

Perfekt okay ich weiß, wo du bist. Yes. Okay also (.) hoch (.) rechts (.) dann runter aber nicht die erste (.) sondern die zweite

Elise 14:00

Alors eh (.) je monte mais pas complètement? Attends (1.1) est-ce que au début (.) je vais juste en haut (.) ou est-ce que je monte

Paula 14:14

((unintelligible)) also du gehst hoch und dann rechts und dann (.) ehm

Elise 14:23

Je peux monter et toucher le haut (.) tout en haut ou bien monter un tout petit peu (.) et tourner à droite directement.

Paula 14:33

Achso warte (.) du bist nicht (.) du berührst nicht die Linie ganz oben (1.8) die die dicke Linie, die fette Linie (.) fette Linie

Elise 14:45

Je suis (.) la plus grosse ligne ehm bah je peux la toucher (.) mais je suis pas là enfin ((laughter)) ((unintelligible)) si je bouge (.) là pour l'instant (.) je suis en face de la grande grosse ligne

Paula 15:03

Genau, du kannst hoch gehen (.) und jetzt (.) berührst du die Linie oder? Jetzt kannst du sie::: touchen ((laughter))

Elise 15:18

((laughter)) donc est-ce qu'il faut que je monte tout en haut?

Paula 15:19

Ja.

Elise 15:20

D'accord.

Paula 15:21

Aber du kannst nur hoch gehen.

Elise 15:24

Ah oui d'accord (.) après je peux plus bouger (3.2) donc la je monte (.) je tourne à droite puis je descends

Paula 15:43

Ehm ja (.) aber warte (.) ich weiß nämlich nicht (.) wann du runtergehst (.) nämlich warte (1.1) du kannst an drei (.) dreimal runter gehen (.) eins runter (.) zweite runter (.) dritte runter oder?

Elise 16:02

Eh attends (.) alors (.) je peux descendre (.) est-ce que tu as dit (.) tu as parlé de trois.

Paula 16:14

Ehm es gibt drei Wege (.), um runter zu gehen.

Elise 16:24

((unintelligible))

Paula 16:24

Es gibt drei Optionen zum runtergehen.

Elise 16:27

Oui donc trois (.) je peux donc (.) aller a droite (.) descendre (.) ou aller a gauche (.) après eh que je (.) que je suis descendu tout à l'heure.

Paula 16:37

Warte ich muss überlegen hhh was ist der Weg ((unintelligible)) man ist das kompliziert eine ↑ Katastrophe (.) Nein (.) Sackgasse oder (.) oh man falscher Weg hhh Oh Mensch ich hasse Labyrinth (.) Das Problem ist (.) ich kenne das Labyrinth nicht.

Elise 17:18

Ah oui oui.

Paula 17:19

Das Labyrinth ist sehr kompliziert (.) und ich mag keine keine Labyrinth (.) wir sind keine Freunde Labyrinth und ich ((laughter)) ich glaube (.) Mensch ehm was machen wir? Okay, machen wir jetzt einfach irgendwas (.) okay, also du bist (.) in du bist unten und du gehst jetzt hoch und rechts.

Elise 17:57

Mhm oui.

Paula 18:00

und die ehm (.) wenn du in der Mitte bist, gehst du (.) runter (.) die erste runter (.) du hast eins, wo du runtergehen kannst, aber (.) das geht nicht (.) Du hast Option eins und Option zwei runterzugehen (.) und du nimmst Option zwei.

Elise 18:26

Ah attends hhh alors j'arrive pas (.) là est-ce que je suis déjà parti de mon point départ?

Paula 18:42

Ja.

Elise 18:43

okay j'étais en dessus (.) puis j'ai descendu

Paula 18:49

ne ah du bist ho::ch gegangen eigentlich.

Elise 18:53

Je suis quoi?

Paula 18:55

Hoo::ch gegangen? Ich glaube (.) ich glaube das Problem ist, dass ich nicht weiß, wo du bist

Elise 19:05

Oui eh (.) et j'arrive pas à savoir

Paula 19:08

((unintelligible)) Wieviel Zeit haben wir noch? oder wollen wir das Experiment drei machen?  
((laughter)) auch wenn wir es nicht geschafft haben.

Elise 19:32

Sans contexte c'est compliqué parce que (.) j'ai pas le niveau d'allemand (.) clairement.

Paula 19:39

Also ich glaube das Problem ist (.) vor allem (.), dass ich nicht weiß, wo du bist.

Elise 19:44

Oui mais oui mai::s (.) moi j'arrive pas (.) j'ai du mal à comprendre en plus les (.) consignes donc (.) ca n'aide pa::s ((unintelligible)) le prochain (.) en fait (.) c'est quoi?

Paula 20:03

Warte eh (.) ich gucke (.) use a combination of (.) English as a lingua franca and lingua receptiva (.) and I'm following.

Elise 20:16

Ah oui d'accord (.) ca va etre plus simple hhh ((unintelligible)) je me dis eh (.) là ca fait longtemps qu'on a commencé et on arrive absolument pas.

Paula 20:34

Aber gut (.) das ist auch eine (.) das ist auch gut ((laughter))

Elise 20:43

Est-ce que (.) est-ce que si on essaie dans l'autre sens (.) ca peut etre plus simple parce que moi (.) donc

Paula 20:47

Okay okay (.) Ich zeige dir, wo ich bin (.) also ich sage dir, wo ich bin (.) Okay, also ich bin unten rechts.

Elise 20:57

Donc t'es en bas à droite.

Paula 20:59

Ja und dann gehst du:: (.) eine Linie zwei Linien nach links (.) nach links.

Elise 21:08

Eh oui okay.

Paula 21:09

und dann (.) drei Felder nein (.) eins zwei drei vier (.) im vierten Feld bin ich (.) also ich bin (.) vierte Etage

Elise 21:20

alors il y a eh (.) une première ligne une deuxième (.) qui sont verticales (.) c'est ça (.) okay eh après je regarde les lignes horizontales.

Paula 21:37

Genau und von (.) von den horizontalen Linien bin ich (.) in der vierten Etage ((unintelligible)) also die haben ganz wenig Platz nur (.) also die sind ganz dicht beieinander.

Elise 22:00

Est-ce que (.) il y a ehm (.) un premier quand on est sur la troisième ligne (.) il y a un premier angle (.) qui est un peu (.) on peut dire.

Paula 22:13

Was ist ein Rangle?

Elise 22:16

Un angle?

Paula 22:17

Ah un angle (.) ah okay.

Elise 22:20

un coin (.) un angle ehm il y a un premier angle (.) Donc ça fait avec la deuxième ligne (.) horizontale (.) ça c'est la ligne (.) ça veut dire que la ligne verticale et la ligne horizontale font un premier angle (.) ensuite on monte (.) il y a un deuxième angle (1.2) Est-ce que tu es dans cet angle (.) ou est-ce que tu es au-dessus?

Paula 22:51

Oh (.) ehm das war mir zu viel Mathe ((laughter)) siehst du (.) das sieht aus wie ein (.) W wie ein double W also wie ein (.) der Buchstabe W.

Elise 23:08

Oui.

Paula 23:09

Du kannst hoch (.) also ich bin in der Ecke (.) angle (.) rechts (.) und ich kann hoch (.) ich kann hoch gehen und ich kann nach links gehen.

Elise 23:24

Dans l'angle à droite?

Paula 23:26

Ja.

Elise 23:28

Donc (.) mais alors l'angle à droite eh mais de la deuxième ligne?

Paula 23:37

Ne also es gibt (.) erste Etage zweite Etage dritte Etage und ich (.) bin in der vierten Etage

Elise 23:49

<Le quatrième?> Quatrième etage angle à droite

Paula 23:55

Ja genau (.) und ich kann hoch und nach links.

Elise 23:58

Mais je vois pas eh (.) est-ce que:: eh ((unintelligible)) en fait je vois pas l'angle à droite (.) quatrième etage (.) pour moi l'angle est à gauche

Paula 24:13

Es gibt einen angle links und einen (.) rechts und ich bin rechts. Okay, okay (.) anders wir sind unten rechts in der Ecke (.) also Ecke ist angle (.) ich bin in der Ecke unten (.) und ich gehe eine Linie nach oben ja?

Elise 24:37

Okay oui.

Paula 24:39

Und (.) und dann die zweite Linie (.) kommt. Ja?

Elise 24:46

Oui.

Paula 24:47

Und du gehst diese Linie nach links (.) bis zum Ende ((unintelligible)) bis zum Ende (.) und gehst jetzt (.) ehm eine eh jetzt gehst du runter (.) bis zur nächsten Line (.) und da bin ich.

Elise 25:18

Ouais, j'suis pas sure mais bon

Paula 25:21

Aber okay (.) ich glaub wir haben das Problem gut gelöst, auch wenn wir es nicht geschafft haben oder? (((laughter)) ((unintelligible))

Elise 25:31

((laughter)) Est-ce qu'on arrete là parce que:: parce qu'on va pas eh réussir et ca va etre trop long?

Paula 25:40

Ja.

Elise 25:41

okay, do you want to tell me in English where you were? And I feel like (.) if I got it right

Paula 25:45

okay so (.) I just show you the last part that I was showing to you too, when you go eh right bottom corner and then you go up (.) first line, you cross the first line and you stop at the second time (.) go left along this line. So on this line, you go left (.) and then you go on this line down until the first line comes out. And this is the (.) angle where I am (1.1) and I was trying so hard to explain you that I was going down from where I am when it just go down to the (.) bottom line going up first etage second etage troisième quatrième and this was=

Elise 26:27

=the thing is I could understand like the levels (.) and everything but I couldn't get like what you were saying you were in there like a right angle because I couldn't I was just seeing like left angles. That's why I was confused. But okay, I get it. I wasn't too far but there was like the whole like angle thing was (.) okay, and just so we make sure that you've found where I was (.) because I don't know if you got it actually properly in the end but basically (.) you know (.) there's like so if you go on the left, like left, top left, there's like this, like thick line then there's like the first line (.) second line (.) third line. And on the third line there's like a little like kind of like U form I guess and I'm just in here.

Paula 27:09

it doesn't look to me like a U. It looks to me like an L that has fallen down.

Elise 27:14

Yeah, you said I and I could have get it so like but I'm inside of this. If you know what I mean.

Paula 27:18

Ah then I got it right.

Elise 27:21

You got it right? (.) oh that's good okay (((unintelligible)))

Paula 27:27

Okay, nice. So we got the first thing ((laughter))

Elise 27:29

At least we got the beginning of this (.) oh my gosh ((laughter))

Paula 27:31

But then I couldn't figure out myself (.) which of the three paths to go (.) I I didn't know which one.

Elise 27:36

I could tell you were confused and then when I think you got it (.) I was confused as to whether you had been giving me like (1.2) you know ways to go or if you were just figuring out still where to go. So it was like I don't know if I should follow what she is saying ((unintelligible)) But yeah, my level of German is not enough for this sorry ((laughter))

Paula 27:57

I was confused like my level of labyrinths is not enough I guess. ((laughter))

Elise 28:02

Oh my god I'm gonna struggle so hard with this but (.) yeah, sorry ehm (.) and now so now we have (.) the next will be easy.

((New recording started))

Elise 0:00

Your position first so you can do whatever=

Paula 0:04

=so I will just do it in English. So and (.) I'm on the (.) top left corner a::nd you go:: ehm down to the first line (.) then you go (.) along this line (.) but then it goes down and you don't (.) but you don't go down you just (.) skip to the next line to the right. >You jump you jump< So you're on the first line (.) you go along this first line then you jump over this crevice.

Elise 0:39

Oka::y.

Paula 0:40

to the second (.) when there's the- a vertical line going down (.) and then (.) you jump one more time to the right (.) and there's a corner.

Elise 0:53

Wait (.) I don't get it. So when you're talking about the lines at first, are you talking about horizontal lines or vertical lines?

Paula 1:00

I'm talking about: (.) so the first line is a horizontal line and you go this along to the right, and the next (.) two lines are vertical lines that you hop on.

Elise 1:13

Okay, so like (.) I, I start with (.) so there's like the let's say bottom eh top left angle I am from here I go to the right then I go down (.) then I keep like hhh no, I don't know.

Paula 1:32

And we go (.) go first from the bottom (.) left corner. We go (.) We go:: So can you go so when the when you're at the bottom left eh (.) sorry, top it is the top left.

Elise 1:49

Yeah, I was go- gonna say top left.=

Paula 1:52

=Sorry. Okay. I wanted to say top left. So yo- you don't you're not going in the first thing (.) like when in in the top left and the very top left you have just little space (.) but you don't go into the space but you go right of it.

Elise 2:05

Okay, so it's not the first (.) first like ehm (.) let's say like way (.) it's the second one a bit more on the right.

Paula. 2:13

Okay, and from there I can guide you to my place which is (.) you stay touching the line at the top.

Elise. 2:20

Okay.

Paula 2:21

Then you go to the right and the first way where you can go down.=

Elise 2:25  
=Yeah.

Paula 2:26  
you go do:wn.=

Elise 2:27  
=Yeah.

Paula 2:27  
And now you can only go right [and

Elise 2:29  
[yeah

Paula 2:29  
this is where you go (.) so when you go down. This is where I am. So my only option to go is going up and going right.

Elise 2:37  
Okay, yeah. Okay up (.) A::nd I think I get it so (.) you're almost in the center like (.) top center, right? You're kinda like close to the center of the maze. [But in

Paula 2:45  
>No no no< I'm not actually in the centre (.) actually it's in ehm=

Elise 2:52  
like, okay, so what I understood then you tell me (.) so when you have the maze, you have the top part of the maze. Okay? And there is a first line (.) like a vertical line (.) but I'm not going to go in that part (.) like between the thick line and the first line. I don't go here.=

Paula 3:22  
=Yeah.

Elise 3:23  
I go on the right of that.=

Paula 3:25  
=Mhm.

Elise 3:26  
And then I go to the right unti:l (.) and like that's my question. Do I keep going until there's like the vertical line?

Paula 3:34  
>No, no, no< you don't keep going (.) the first way where you can go down, you go down.

Elise 3:39  
>okay that's why that's why I was confused<Okay. So then I go down, then I go to the right (.) Then I go down and [then

Paula 3:46  
[Are you leading me now?



Elise 3:47

NO I've got a question. Do I keep going after this point?

Paula 3:50

No.

Elise 3:51

I go so (.) I go down (.) and then [do I

Paula. 3:54

[and that's where I am. So if I move now up (.) I'm touching (.) the black line. If I go like three- two spaces up, I'm touching the black line.

Elise. 4:01

Okay. And if you go to it (.) then you can go to the right.

Paula 4:08

Yeah.

Elise 4:09

And then like down and right (.) is that it?

Paula 4:12

YES.

Elise 4:12

Okay. Okay. >I think I get it<

Paula 4:14

Great thanks for guiding me (.) [makes it easier. ((laughter))

Elise 4:19

[I just wanted to make sure ((laughter))

and that was a good thing because I wasn't right at first erm (.) so:: I need (.) okay, need to figure out how to do this erm (.) °you're here° How am I supposed to go, that's gonna be fun finding out ((laughter))

Paula 4:25

Ich kann kein Französisch sprechen oder?

Elise 4:45

OK (.) je vais parler un peu francais (.) je regarde le chemin d'abo::rd OK (.) je pense que j'ai (.) le début du chemin (.) donc moi je suis plutôt <en bas à droite> OK (.) juste pour que tu saches (.) donc (.) de ton point tu vas à droite tu descends à droite (.) tu montes (.) OK?

Paula 5:15

Ja.

Elise 5:15

Droite (.) tu descends eh et là (.) tu vas à gauche.

Paula 5:22

Okay.

Elise 5:23  
Tu descends.

Paula 5:24  
=Ja.

Elise 5:25  
Droite (.) Tu montes=

Paula 5:27  
=Ja.

Elise 5:28  
Droites tu descends (.) gauche tu descends gauche tu descends (.) Gauche tu descends ((laughter))  
droite (.) tu montes=

Paula 5:31  
=Super ((laughter))

Elise. 5:32  
droite tu descends droite tu descends (.) eh enfin bon (.) tout ca:: (.) jusqu' à (.) à gauche la grosse  
ligne noire (.) tu vois?

Paula 5:39  
Okay, okay ((unintelligible))

Elise 5:40  
Un peu un serpent on va dire (.) un chemin (.) okay très bien (.) donc là t'es à la ligne eh (.) noire (.)  
donc on va aller (.) à droite et là je vais vérifier ((laughter))

Paula 5:44  
Okay, >warte warte warte< I cannot go right, because I've come I'm coming from the right, right? Ah  
no I can go down and then I can go right. Okay (1.5) This ehm choosing if to go right or to let go (.) go  
left.

Elise 6:01  
oui donc eh I'm gon- gonna I'm just gonna check the way before giving you any other (.) directions  
ehm so okay so (.) Okay (.) <Oka::y Okay> je pense que j'ai (.) le début (.) donc eh là (.) est-ce que (.)  
on va dire que tu es toujours prêt de la ligne noire (.) tu vas à droite (.) tu descends (.) puis droite (.)  
tu descends (.) encore à droite (.) tu descends (.) gauche (.) tu descends droite eh tu:: (.) montes (.)  
tu descends (.) gauche (.) tu descends droite tu montes (.) droite (.) tu descends (.) gauche (.) et là:: (.)  
alors ((unintelligible)) secondes (.) ehm tu descends mais pas complètement

Paula 7:12  
Okay oka::y.

Elise 7:13  
Donc normal [là

Paula. 7:15  
[So I touch the wall on the right.

Elise 7:18

Oui normalement t'es à côté d'une ligne qui va ((unintelligible)) au milieu du:: du la ((unintelligible))

Paula 7:59

Ja.

Elise 8:01

là tu vas ↑monter

Paula 8:03

Okay=

Elise 8:04

=gauche (.) tu montes (.) droite eh gauche mais pas complètement (.) tu montes (.) Là droite mais pas complètement.

Paula 8:20

Oka::y

Elise 8:20

tu descends ensuite.=

Paula 8:21

=Ja.

Elise 8:22

Droite (.) tu descends eh (.) droite tu descends (.) gauche (.) tu descends (.) droite tu descends gauche tu descends (.) droite (.) eh ensuite eh donc droite >mais pas complètement< (.) tu descends (.) alors là normalement (.) je vérifie juste=

Paula 8:56

=Bei der Kreuzung,

Elise 8:58

Alors là tu vas à gauche (.) >oui c'est ça< (.) donc gauche et tu descends

Paula 9:09

Oka:y,

Elise 9:10

Gauche (.) tu descends complètement (.) droite (.) tu montes (.) droite tu montes (.) gauche tu montes (.) [droite

Paula 9:34

[>wait wait wait<

I think I was too fast.

Elise 9:36

Ah mince ((unintelligible))

Paula 9:38

Erm (.) so we went completely down (.) then right (.) then up and then ↑right (.) then up and then left,

Elise. 9:49

Mhm:: OK.

Paula 9:52

Okay. Okay.

Elise 9:54

Donc là tu vas à droite. OK? tu montes (.) ensuite (.) eh je vérifie (.) oui c'est ça tu vas à droite complètement.

Paula. 10:02

Now I'm touching the black ↑wall

Elise. 10:05

exactement (.) Ensuite tu descends eh pas complètement ((unintelligible)) dans le petit coin (.) tu vas presque complètement parce que tu vas aller à gauche (.) mais eh (.) à gauche là où c'est aussi possible de descendre ensuite. OK? ensuite, à gauche (.) OK? Ensuite tu descends.

Paula 10:28

Ja

Elise 10:32

Ensuite (.) tu descends (.) mais pas complètement=

Paula 10:35

=Ja

Elise 10:36

Puis gauche.=

Paula 10:38

=Ja.

Elise 10:38

Puis tu montes (.) Gauche=

Paula 10:42

=Ja.

Elise 10:43

Et après tu descends complètement (.) et <normalement tu y es>

Paula 10:49

Okay ye::s (.) I explain to you in English where I am where I think you led me ehm (.) okay, from the (.) bottom right corner, to the first vertical li::ne (.) We go:: how many (.) it has, so if we say the first (.) so there's no:: (.) Okay, we're starting with the first etage of 12345 and the fifth up there

Elise 11:24

Oui si on compte la ligne noire comme un etage (.) oui

Paula 11:27

Yeah, so we we count them all as an (.) etage an the::n on the right side of the line (.) of the vertical line that I was going up.

Elise 11:32

OUI c'est ca.

Paula 11:33

Great. Wonderful. We've made it

Elise 11:36

Parfait ((laughter))

Paula 11:39

okay, wait we now we have two scenarios (.) wow I'm proud of us (.) This worked really well.

Elise 11:46

it was less complicated than eh (.) me trying to understand German ((laughter))

Paula. 11:55

Okay now we have a scenario which is (.) imagine that you two scheduled a meeting at a cafe. Now the guide is at the cafe wondering where the followers and phones him (.) task one the follower describes his or her location.

Elise 12:10

NO that's what we did °I think°

Paula 12:12

Ah task two (.) oh wait we've had two already sorry eh (.) scenario. Imagine that the board of the master's program is planning to change a couple of things to discuss ea- five minutes each (.) Reasons for the opinio::ns (.) and finally reach an agreement.

Elise 12:36

So the first one we have (.) well, discuss with ELF and (.) whether the program should be extended to last two two years instead of one.

Paula 12:47

Okay, let's go.

Elise 12:48

Well, yeah. Okay, well, I don't know (.) Do you want to begin?

Paula 12:54

Okay, I can begin (.) like for me personally, I can only describe personally why I chose this master's, which is because it's a one year master's program. And I already did a a four years bachelor's so (.) I thought it really (.) perfect to have a one year's master a::nd eh this is my main reason why I would like to (.) stay like this.

Elise 13:16

Yeah, no, I can understand it. I actually (.) I feel like maybe if it was two years, it wouldn't (.) I mean, it would be hard to have enough like interesting classes to fill in with because I think (.) I mean, honestly, I don't have the proper experience since I was not there (.) You know, it was doing like Lisa the Eurocampus on the first like semester (.) semesters. So I don't exactly know (.) how it was going

eh (.) for the first semester but I feel like (.) I think that the length is interesting because there aren't a lot of master's program that are just one year. So:: yeah (.) I think I mean °as you said° like if you have a four year bachelor program before it's also interesting to just have like then you can just have one year and (.) then you do what you want (.) I think it's (.) it's good. Yeah, [I don't actually.

Paula 14:07

[Are there reasons why they should (.)

we should maybe should take into consideration to make it longer? Last semester in block one and two, we were str- stressing out because of group assignments and a:ll the deadlines that we've had and we're thinking (.) we should do it (.) in two years. But I think then we would have been really bored and the challenge was to keep it inside of this little time frame.

Elise 14:30

That's exactly what I was thinking because I (.) I think maybe obviously there could be adjustments and (.) ways to make it maybe a bit less stressful because if everyone felt like it was too much in one year (.) well maybe you know (.) some things should be done. But the::n (.) I think that's also the point of this master's program is that it's an intense program, which is why it's just one year (.) °I think.°

Paula 14:47

Yeah, I agree. >No I agree with this<

Elise. 14:50

So yeah, I think=

Paula 14:57

=Let's keep it at one year. Great.

Elise 15:00

Exactly. You know, I think it's interesting. I feel like we don't have to (.) talk for that long about this because first of all we agree also it's English (.) and we know we (.) we are able to understand each other but (.) the second one could be interesting ((laughter)) je vais pas comprendre grande chose de tes arguments (.) Mais bon eh donc (.) là c'est (.) est-ce que:: il faudrait faire le stage eh comme volontaire et pas obligatoire ehm (.) Je sais pas (.) Je pense que c'est assez important de faire un stage (.) parce que:: ((unintelligible)) pour le future et pour notre:: experience professionnelle (.) après::s eh (.) je peux aussi comprendre qui est pas mal de gens qui:: (.) preferer que ce soit volontaire (.) justement parce que c'est très compliqué de trouver un stage ((unintelligible))

Paula 16:04

Ich finde vor allem zehn Wochen ist nicht lang (.) also zehn ist nicht lang (.) Es ist okay. (.) Es ist machbar ehm (.) zehn Wochen vom Master (.) <das ist nichts>

Elise 16:26

un master sans stage c'est pas bien?

Paula 16:32

Ich finde das Praktikum gut (.) also das Praktikum ist gut.

Elise 16:38

Okay.

Paula 16:41

Und ich finde (.) weil zehn Wochen nicht lange ist (.) finde ich es gut, dass wir das Praktikum machen.

Elise 16:48

Ehm (.) je crois que j'ai compris ((laughter)) je crois (.) mais oui (.) déjà tu as dit que le stage (.) que c'est bien qu'il y a un stage eh (.) et puis t'as parlé de la longueur du stage? (.) j'étais pas sûre ((unintelligible)) par rapport à la longueur (.) tu dit que c'est court?

Paula 17:12

<Es ist perfekt> (.) Ja, es ist perfekt.

Elise 17:14

D'accord (.) Oui, moi je trouve que c'est pas mal ah (.) la seule chose que je trouve un peu compliqué c'est si jamais on veut faire quelque chose (.) parce que moi c'e::st au moment mon problème c'est que (.) après le master je veux faire quelque chose l'année prochaine (.) et je trouve beaucoup de stages qui débordent enfin qui:: (.) c'est trop long en fait et ça c'est un peu compliqué (.) parce que j'ai tellement eh (.) on peut pas commencer le stage très tôt parce qu'on doit aussi finir notre mémoire notre (.) thèse enfin (.) ça c'est un peu compliqué

Paula 17:52

Das Problem sind die Organisationen, die (.) uns Studenten ausbeuten (.) die uns ehm (.) die unsere Zeit haben wollen (.) die (.) wir sind perfekte (.) Studenten und (.) ready zum ↑arbeiten, aber die Organisationen profitieren von uns (.) weil wir gratis sind.

Elise 18:21

Oui ((laughter)) je comprends des mots (.) j'essaie de faire des phrases pour comprendre tout (.) mais oui eh bon l'organisation c'est sûre que c'est n'importe quoi (.) par exemple:: eh tu sais avec le::s (.) les superviseurs enfin (.) je sais pas comme::nt on dit (.) de stage on a reçu un mail hier (.) pour enfin avoir eh (.) notre supervisor (.) c'est un petit peu tard=

Paula 18:51

=Ja finde ich auch ((unintelligible)) also (.) also eh was machen wir? (.) Ich finde es trotzdem gut, dass Praktikum zu machen.

Elise 19:12

C'est bien de faire un stage c'est sûr (.) mais eh mais voilà après oui (.) je pense que oui aussi si c'est plus obligatoire (.) beaucoup de gens ne feront plus de stage.

Paula 19:24

Ja, ich finde, die Universität sollte uns Hilfe geben (.) wir brauchen Hilfe von unseren (.) Supervisoren.

Elise 19:36

Ca veut dire quoi déjà?

Paula 19:37

>HILFE HILFE HILFE<

Elise 19:40

>Oui oui< c'est ça okay

Paula 19:44

Die Uni muss uns Studenten Hilf- helfen.

Elise 19:54

Okay. (laughter) C'est un peu plus simple à comprendre ((laughter)) que les indications dans un labyrinthe eh (.) ensuite (.) discuss whether the internship should take place in block three and be followed by the master's thesis in block four eh (.) Pour moi c'est pas une bonne idée parce que:: (.) déjà que j'ai du mal à trouver un stage (.) parce que justement parfois c'est débordé ce que je disais sur ehm (.) sur ce que je vais faire l'année prochaine (.) si on plus on devait faire le mémoire après le stage (.) je pense que ca serait encore plus compliqué eh (.) oui

Paula 20:35

No, I have the same opinion (.) I find it really practical to at least have (.) the (.) opportu- like the option to do (.) first the (.) like to do the internship and then maybe to even be employed (.) by the organization. So this is a really nice option that the program gives us.

Elise 20:52

Oui et en plus c'est bien de pouvoir eh (.) d'avoir (.) d'être débarrassé entre guillemets (.) eh du:: (.) du mémoire avant (.) le stage (.) parce que si tu dois travailler après le stage (.) t'as toujours pas fini en fait ton master.

Paula 21:11

Yeah. Now you always keep on thinking about the master thesis that you still have to write=

Elise. 21:17

=Voilà alors que la bah (.) au moins ca sera fini e::t (.) c'est mieux

Paula 21:19

No ah yeah, I agree (.) So it's a perfect order where we put first master thesis and then the internship. Great (.) we've agreed on this. Okay (.) Are we done?

Elise. 21:31

I think so. Yeah. <Oh my god> I think we are

Paula 21:35

Wow. This was so intense. I'll turn on my camera again

Elise 21:40

Okay, I think if I turn my camera again (.) I don't know my computer there's at some time I'm going to accidentally leave so I think I don't know if I should.

#### **Dyad 4**

((introduction by researcher))

Nina 0:00

Okay. A:ll right. Okay, so now you're the follower. So you're first explaining to me where you are and then I tell you how I get (.) how you should get to me right?

Lena 0:16

Yeah. >exactly exactly<

Nina 0:17

So (.) can I put the timer up? Ready?

Lena 0:23



Let's go. Okay (.) so I'm in the top part eh (.) like the top (.) border I'd say eh (.) on the rather left side. So actually (.) like you can kind of see:: two lines ehm marking that top corner. So in that section I am sort of the third line (.) And then there is (.) if you started the top left corner and eh (.) kind of go to the right (.) then that there's a line coming down after a few centimeters.

Nina 1:01  
Ye::s.

Lena 1:02  
And I'm right (.) below that line. There's like a little corner=

Nina 1:08  
=Okay. Okay (.) I think I got it. So hhh no::w you just (.) go str- go right from your location until you reach that wall (.) if that makes sense. Then you go (.) Oh, but >Oh, no, no< sorry. That's a dead end. No go back. Sorry. Go back to where you were. Go back to where you were eh (.) And then just go left and up.

Lena 1:43  
Yeah (.) so I have to go directly out?

Nina 1:45  
YES (.) that's right. And then (.) go hhh °but it's hard because° yeah (.)s go down until you reach the wall. Then go a little bit, right (.) and down again. Then a little bit right and down again.

Lena 2:05  
But we do have to go all the way down or (.) because I could also go earlier to right again,

Nina 2:13  
I think so yeah, just go do:wn (.) as much as you can. And now you should be

Lena 2:19  
((unintelligible))

Nina 2:21  
Yeah that's right.

Lena 2:23  
I'll follow ↑that.

Nina 2:24  
A::nd ehm could you explain to me where you are now?

Lena 2:33  
Yes.=

Nina 2:35  
=Just to be sure.

Lena 2:36  
Yeah (.) I'm kind of at the end of this S thingy that I just went down. And basically eh (.) pretty much right below my starting point.

Nina 2:45

Ah: okay.

Lena 2:47

Now I can (.) I can either go kind of like down [or

Nina 2:52

[Yes yeah.

Lena 2:54

I could go down or to the right. Like there's (.) [just basically

Nina 2:57

[Ah no go do::wn.

>Oh, no, no< sorry. Wait, I need to check how (.) no go down (2.1) and then (.) but just a little bit, kind of down (.) and then right until there's, there's an opening there. A small opening bet- I don't know how to explain it (.) but this I'm talking about the 1-234-567-8910 1112 kind of 12th line.

Lena 3:36

Yeah.

Nina 3:37

If it makes sense. And there's an opening in the middle=

Lena 3:41

=yeah I mean 11 and I go down to ↓12.

Nina 3:44

Yes. And then in the middle (.) there is a small opening and you should go there and then go left and do::wn. And like circle that wall. And go right and down and right for a couple of centimeters. >Oh no that's a dead end> Can you see (.) it's a dead end?

Lena 4:08

I will go the way back to the opening where I went ↓down.

Nina 4:13

Yeah, but it's kind of (.) it's not only hard because you don't know where I was hard because I can't see the dead ends. (.) °Yeah, okay. So just go left° (.) left from that 12th line instead of going right (.) Just go left and just circle those walls erm from below (.) and then you should go (.) it forces you to go up a little bit.

Lena 4:44

((unintelligible)) backwards to the top left corner,

Nina 4:47

>No, no, no< just to that point where you were kind of eh (.) we're at the point where you started like do:wn from that. And at first we tried going right but that was a dead end. And so then we went to and now we're going to try to go left if you can see what I mean.

Lena 5:06

O::h but I think left is also a dead end

Nina 5:11

it's not actually (.) it's not.

Lena 5:17  
wait okay (.) wait yeah (.) I think I'm not in the right spot like you are. ((timer rings))

Nina 5:25  
That's it. We're out of time.

Lena 5:28  
So ↑quickly?

Nina 5:30  
We haven't gotten anywhere. That's terrible ((laughter))

Lena 5:33  
Oh my god ((laughter)) That is really, really hard.

Nina 5:38  
It is super hard. <It is super hard.> Okay eh Oka::y, so let's do the other ↑one. maze two. I'm the ↑follower.

Lena 5:48  
I'm the guide but now we also have to switch with the languages right?

Nina 5:52  
Ah oui.

Lena 5:53  
so now we (.) jetzt machen wir LaRa

Nina 5:59  
Okay, moi je vais parler francais mais je parle pas du tout allemand.

Lena 6:04  
Ah gar nicht? °Okay° (((laughter)) Wir schaffen das.

Nina 6:10  
Je suis alors moi d'abord j'explique où je suis (.) je suis eh un, deux, trois la quatrième rangée plus ou moins et il y a une espace de:: (.) U comme ca un U un peu en bas et c'est là que je suis.

Lena 6:24  
Rangées, da bin ich mir jetzt nicht ganz sicher eh (.) bist du links (.) rechts?

Nina 6:30  
Ah oui pardon. Je suis à gauche dans dans le:: (.) dans le dans la partie en haut à gauche (.) et donc si tu pars (.) de la gauche tu comptes quatre rangées je suis dans la quatrième et si tu descends un centimetre il y a d'espace d'un petit U (.) lettre U ((unintelligible)) et c'est là où je suis.

Lena 7:23  
okay das heißt (.) in der (.) Bist du ungefähr in der eins, zwei, drei vierten Reihe? Und dann eins, zwei, drei vierte Zeile auch. Also vier mal vier.

Nina 7:34  
Mhm.

Lena 7:35

Ja okay. Super (.) dann weiß ich es.

Nina 7:37

C'est comme tu faisais un carré en fait (.) un carré et c'est là ou je suis en fait.

Lena 7:39

>Okay okay> Na gut, los geht's ((laughter)) du musst ein ↑kleines bisschen hoch und dann sofort rechts.

Nina 7:53

alors à ↑droite?

Lena 7:56

Ja, also hoch (.) ein bisschen hoch und dann sofort rechts=

Nina 7:59

=Oui mais juste un petit peu en haut (.) c'est ca?

Lena 8:02

Genau, dann rechts und dann runter.

Nina 8:06

Ca veut dire en bas ou en haut? en bas?

Lena 8:10

>Ja ja< und dann nach links (.) okay moment (.) ich muss mal gucken (.) oh oka:y zurück.

Nina 8:32

Okay.=

Lena 8:33

=Ja. also von (.) vom Anfang ganz hoch. Dann nach rechts (.) bis zur Wand runter und dann hier um die um die Wand runter (.) links (.) runter (.) rechts (.) genau dann wieder rechts runter (.) links um diese Wand hier ru::m.

Nina 9:04

Oui je continue.

Lena 9:08

Dann müsstest du jetzt (.) quasi in so eine offenen Kreuzung ankommen (.) du bist quasi zwei (.) zwei Linien sind mit einer Öffnung in der Mitte nach unten=

Nina 9:22

=Ehh hhh attends (.) j'ai descendu et il y a un espace d'escargot (.) comme ca? entours de moi (.) et je sais pas (.) je continue après l'escargot je reviens.

Lena 9:37

Ah:: nein du gehst weiter (.) du gehst weiter nach unten durch die (.) durch die Öffnung=

Nina 9:42

=Ah oui c'est pas possible après l'escargot (.) Okay je reviens et eh (.) là là ((unintelligible)) ce n'est pas un escargot mais c'est une espèce de spirale comme ça et je vais (.) je vais en bas?

Lena 9:42

Eh JA.

Nina 9:42

Avant la spirale je vais en ba::s? (1.1) ah bah non je peux pas je peux pas (.) je pense que je dois revenir en haut entre la spirale et l'escargot je dois aller en haut (.) °je pense°

Lena 10:17

Ja genau, genau einfach wei- nach oben (.) nach oben hier Ehm (.) genau dann einfach dem Weg folgen (.) und dann müsstest jetzt ganz oben ankommen sein oder? ganz oben am Ende vom=

Nina 10:28

=Oui >tout en haut tout en haut<

Lena 10:30

Ja, ja Eh (.) dann nach rechts (.) ja genau (.) runter rechts dann ganz nach unten (.) und dann um die Wand rum und dann musst du ein kleines bisschen ↑hoch,

Nina 10:47

Et là je je (.) il y a des des escaliers comme ça ((unintelligible)) trois marches (.) trois marches et je vais en bas. C'est ça? ((timer rings))) C'est fini.

Lena 11:01

Wo::w. Okay.

Nina 11:06

That was a challenge because I really (.) I'm very surprised that I understood something. I'm very happy I know how to say left and right in German (.) But besides that (.) that was su:per difficult for me.

Lena 11:20

Yeah, I can imagine ((laughter)) but you understood quite a lot of what I said.

Nina 11:27

But well (.) I think that's because I can see it so:: I could look with my eyes or know where to go. So I knew kind of what you we:re (.) going for. So that's why I'm (.) I think that's why I kind of understood=

Lena 11:42

=Yeah, I think it's obvious that I speak French.

Nina 11:45

Yes and I double checked (.) I translated everything I thought I understood and double checked with you every time so ((laughter)) that helped. Okay, and no::w I am the guide again.

Lena 12:01

Yes I'm the follower and we're gonna use a combination of English and German and French.

Nina 12:08

Okay (.) Which which what language would (.) you like to (.) speak?

Lena 12:14

We:ll if you want we can just (.) use primarily English then (.) I guess it doesn't really make sense that I use German [because

Nina 12:23

[yeah, I suppose so=

Lena 12:24

=because you don't (.) you don't understand.

Nina 12:25

O:h and should we mix both or should we choose?=-

Lena 12:28

=No: I think we can mix whatever we want (.) so we can just basically (.) si tu veux changer là and then continue in English (.) that's okay.

Nina 12:36

A:h OK (.) alors.

Lena 12:39

Ehm je dois expliquer où je suis,=

Nina 12:49

=Oui.

Lena 12:49

Tu ((unintelligible)) tout en haut ehm (.) dans la troisième ligne (.) tu comptes deux eh (.) so if you count from the bottom top (.) then three lines down ehm and then also in the (.) top left corner sort of.

Nina 13:08

Yes.

Lena 13:11

So:: there's like (.) all in the top left there's a line coming down right? On on the right side of that (.)

Nina 13:20

Mhm.

Lena 13:21

So you have to go right from that. And then (.) there is (.) not the immediately the opening after the line but the next opening down=

Nina 13:31

=okay so you=

Lena 13:33

=like this little corne::r and that's where I am.

Nina 13:35

Okay, so you're kind of at the corner (.) of that rectangular form on the top (.) on the bottom right. (.) but not no (.) are you on the third (.) row or third line?

Lena 13:53

Third (.) line so third line than 12345 column five (.) sort of.

Nina 14:07

So wait (.) what's the column?

Lena 14:10

the column is is this what's going down. And row or or line is is what's going (.) from left to right.

Nina 14:19

Ah, >Okay. Okay.< So fifth column. 12345. And third row. Is that it?

Lena 14:26

Yeah, yeah. And then there's like this little (.) kind of like a (.) a pipe or like a tunnel that I'm sitting in in that corner.

Nina 14:33

Yes, okay, let me see if we can go from the botto::m. (.) Yeah, I think we can. So take the road (.) that goes (.) down.

Lena 14:51

I can either go up or right=

Nina 14:53

=Yeah that's right. I made the spot too big. So I didn't see. ((laughter)) So: go right, and then circle that wall (.) Go up a little bit, then right (.) Then down (.) then left (.) down (.) Right (.) Up (.) right down (.) a little bit left. There are stairs there (.) Go down, then right up right down. Then there's this maze and you have to go through it (.) To the top left. You touch the (.) the left wall of the picture. Then you go do::wn. Right down right down right (.) then left a little bit down. Right and here. ((unintelligible)) right down (.) left, down (.) right, up, right down (.) [left

Lena 16:01

[a little bit down?

Nina 16:05

I think there's (.) these are all ↓dead ends actually.

Lena 16:10

Yeah. The whole left side is a dead end?

Nina 16:15

Yep. Yeah. >Okay. Okay< So go up. I haven't noticed >up up up up up< and then go right and go through that path in the middle °if you can°.

Lena 16:29

So immediately (.) immediately up,

Nina 16:31

Yeah. And you go down, there's this little maze left, down, left, down, right down, etc. (.) And then you come to this tunnel in the middle (.) Something (.) and then go le:ft. (.) OH shit. I forgot to put the timer this time. ((laughter))

Lena 16:57

It has been going really well. ((laughter)) I guess (.) I guess we're probably close to five minutes now. Okay.

Nina 17:04

I can put one minute and 20 seconds.=

Lena 17:08

=Yeah.

Nina 17:11

Where are we at then? still at the tunnel?

Lena 17:14

After the tunnel I left (.) I went left.

Nina 17:19

Left down (.) right down. Left little stairs two steps (.) down right up two stairs. (1.0) And then go right. Go to your right until the wall (.) then a little bit down, then left and then a long way down. Kind of a lo:ng way down (.) Then right, up, Right, Up. left, up, right. Up, Le- ah right, right until the wall until you reach the the the wall of the picture.

Lena 18:00

Mhm,

Nina 18:02

Then go down (.) and left and down and right (.) down, left (.) a little bit up. You circle the wall. And if you go all the way down until you reach I'm there actually we did it ((laughter)) five minutes we have three seconds to go but eh (.) I think it's five minutes. Okay, we got better actually. [I think we

Lena 18:36

[Yeah, we got better.

Yeah, I think we've communicated less in a (.) kind of discussing what we mean but I think we just figured out like okay, we just need to say every term=

Nina 18:45

=we had like a code (.) and we didn't have to come up with (.) ways to explain because we knew what we were talking about. hhh So:: now debate.

Lena 18:59

Here, take a short break to close the maps and focus on the next part (.) imagine that the board of your master's program intercultural communication is planning to change a couple of things. Please discuss the following separate suggestions for a maximum of five minutes each. Give reasons for your opinions and try to reach an agreement or compromise ((unintelligible))

Nina 19:35

Yeah, okay.

Lena 19:37



Please use ELF to discuss whether the program should be extended to last two years instead of one.

Nina 19:43

Okay (.) are you ready?

Lena 19:46

Okay, yeah. I'm ready (.) are you putting the timer again,

Nina 19:48

Yeah, I'm putting it now (.) Okay. So what do you think?

Lena 19:53

I definitely eh agree. There's a few pros and cons (.) but I think it would be a good idea. Although what I have said so far or thought so far is that I think the perfect length would be one and a half years.

Nina 20:08

Yeah, that's right. I was going for that too. I mean, for me::, honestly, the reason I chose this master (.) was because it lasted only a year because (.) I didn't know exactly what to do (.) after my bachelor's and I needed either (.) sometime a master to help you figure out what other master I could do (.) or to find out that I don't need to master and go to work sooner because I know that (.) I'm not really the academic kind of person. I mean, I'm not eh (.) I'm really like right now I'm (.) I can't wait to finish my studies and go working and then come back in a couple of years if I figure out that I need another master to do something. So ehm but yeah, I mean, it was ((laughter)) quite intense.

Lena 20:59

Yeah, I agree. So I think for me, it also was the reason that I signed up because because (.) I was already working full time and I thought okay, for a year I can do this financially as well ehm (.) But it was way too intense. I feel like I would have loved to actually spend more time on the courses and with the classmates (.) and have a second actual semester and then rather skip the internship and do a full extra semester of thesis.

Nina 21:24

YEAH.

Lena 21:24

I think that would have been so much more (.) comfortable to actually go in depth because now (.) it might have been the reason why also the same as you might have chosen, but I feel like (.) there's so much that I actually didn't learn because there was no time.

Nina 21:36

Yeah. And also, it's hard. (.) I mean, the thesis, I think it's doable even though you don't have much time to do it but (.) I don't think that if I had more time I could do a better work than (.) I will do now °but that's just me° (.) But for the internship, for example, the fact that we only have 10 weeks. It's also hard to find an internship for 10 weeks I feel because all the erm (.) all while scrolling through LinkedIn most of them were for six months or (.) three months, but none were for just a couple of weeks because what do you want to do when in 10 weeks in a company (.) in 10 weeks, they teach you but they teach you how to work there not and you cannot really be an asset after (.) after 10 weeks=

Lena 22:25

=plus you already have such a (.) such limited guidelines sort of on how the internship is supposed to be but you're also supposed to find it in a really short timeframe in which you're actually writing your thesis. And I think that's kind of my biggest criticism for this one year master that everything happens simultaneous (.) so there's never really focused on one thing.

Nina 22:48

Exactly yeah. I was very stressed in January because I thought I was super late on finding an internship (.) and so while we had so many assignments on January and I was always stressing out about the fact that I don't have time to write motivation because I didn't (.) I just didn't have the energy anymore. I really (.) didn't. So there was a lot of stress through the whole thing and eh (.) yeah, and what do you think about the the courses as such, would you like to have more (.) because well we had like maybe six classes right? in total?

Lena 23:19

Yeah, I think six. Yeah (.) Yeah, I think actually erm the amount of courses eh (.) were good. Like maybe there is another course that would have also been interesting. So I think that with the content actually (.) I was super happy. I just feel like (.) that it would never went in depth enough. Because there was no time and because we have so many assignments and presentations and reports. So we spend a lot of classroom time on (.) either giving presentations, listening to presentations or discussing what the teachers actually expect from us and all of those reports that (.) that was kind of a shame because we didn't (.) discussing theory actually with each other and bouncing ideas back and forth (.) That would have been so much more (.) valuable °I think.°

Nina 24:16

Yeah, and it's true also. Yeah, it's good because presentations are great. That's true. But then there was even less time for like eh (.) for the (.) really the content of the theory because then again, the teacher had to explain again (.) what was important in the article like from an academic perspective (.) because as a student you can't really (.) you can say what you found interesting and that's super (.) that's super valuable as well but we didn't (.) like you said (.) we didn't have time to go in depth depth in- (.) into anything.

Lena 24:46

If it would have been two years. Would you not have signed up for this whole master?

Nina 24:52

I don't think so. ((timer rings)) The time is up, but I don't think (.) I mean that the internship and eh (.) the length was kind of the reasons why I wanted to go but at the end it was like (.) the worst thing maybe ((laughter)) because it's so short and it's hard to find an internship so (.) it it turned out completely different than I imagined yeah.

Lena 25:16

Okay. No:w LaRa discussion is going to be interesting ((laughter)) with German and French

Nina 25:29

°whether the internship during the program should be voluntary instead of compulsory° Okay, I'm setting the timer. So yeah, try to tell me (.) what would you (.) Well, first of all, how do you say voluntary in German maybe? And obligatory?

Lena 25:54

Well, ich kann (.) I can say obligorisch.

Nina 25:57

Okay. Ca je vais comprendre. Je vais essayer ((laughter))

Lena 26:04

Ja, also ich finde es sollte freiwillig sein (.) ehm weil manche ehm das vielleicht nicht brauchen oder nicht wollen (.) ehm und wie wir vorhin schon gesagt haben (.) die:: die Zeit ist sehr knapp aber ehm um ein Praktikum zu finden (.) es ist sehr schwierig (.) deswegen finde ich sollte es eigentlich freiwillig sein. Was was findest du denn?

Nina 26:33

J'ai pas compris °je pense° (.) je pense que le dernier mots que tu as dit est étudiant job ((laughter)) et que ca ca (.) ((unintelligible)) Est-ce que tu voulais dire ca en anglais? ((unintelligible)) Moi, enfin (.) oui je (.) peut-etre je dirais que (.) c'est bien que ce soit obligatoire ((unintelligible)) obligatoire pour faire un master plus long pour donner la la possibilité à l'étudiant pour trouver (.) un bon stage parce que là (.) parce que mon rêve (.) c'était de de vraiment faire mon stage en France mais bon enfin (.) c'était difficile hhh donc tous les CVs toutes les motivations que j'ai que j'ai envoyé (.) ba:h (.) soit j'ai pas eu des réponses du tout ou alors c'était des réponses negatives (.) donc c'était vraiment supe:r démotivant et (.) et après enfin avec tous les assignments qu'on a eu en janvier puis eh ((unintelligible)) <se concentrer sur la thèse écrire la mémoire et tout ca> (.) c'est comme si j'avais pas vraiment le temps de toujours écrire des lettres de motivation et CVs (.) c'était toujours (.) c'était pas le plus important mais la chose (.) la chose la plus importante que je devais faire (.) depuis le début de l'année (.) donc c'était toujours un peu si j'ai le temps je le fais (.) donc c'est (.) j'ai jamais fait ((unintelligible)) pas le stage de mes rêves même si maintenant (.) je pense que:: que que je trouverais bien quelque chose qui me plait mai:s (.) c'est toujours faire des compromis en fait (.) c'est vraiment ca donc c'est (.) si (unintelligible) faire un stage serait ((unintelligible)) alors (.) eh plus de temps pour pas faire autant de (.) de compromis.

Lena 27:57

Da bin ich einverstanden. Ich glaube, dass wäre ein guter Kompromiss ehm das es schon eh (.) obligatorisch ist aber mit der Auswahl (.) ob man das sofort und ehm (.) nur zehn Wochen macht oder (.) ob man (.) eh den Master für ein einhalb Jahre macht (.) und dafür ein längeres Praktikum macht. Da hat man dann mehr Freiheit und eh kann tatsächlich (.) langsam suchen und das finden was man wirklich mag (.) wofür man eine Passion hat ehm weil ja (.) ehm sonst macht man nur irgendwas und macht dann sein Praktikum und dann sitzt man in der (.) eh in der Firma und denkt sich nur °och das ist scheiße° ((laughter)) und ich lerne hier nichts und das ist total schade (.) ehm dann verliert man eigentlich nur Zeit (.) eh also das ist ↑vielleicht ein Kompromiss den wir finden können ehm (.) obligorisch JA aber (.) mit mehr Zeit.

Nina 28:53

Oui. je pense que j'ai un peu compris. ((unintelligible)) Si vous le laissez obligatoire (.) alors ((unintelligible)) vraiment une liste (.) ou alors vraiment beaucoup eh (.) enfin donner des (.) bon je sais pas si c'est possible pour cinquante étudiantes d'avoir (.) des stage pour tous les étudiants (.) mais ca en fait serait parfait.

((New recording started))

Nina 0:01

°Whether the internship should take place in block three and be followed by the ah° (.) Je mets le timer alors=

Lena 0:14

J'aime ↑bien cette question.

Nina 0:15

Ca m'a venu à l'esprit (.) peut-être que ca sera peut-être que ca sera plus facile oui ((unintelligible))

Lena 0:30

Je trouve aussi d'une manière ((unintelligible)) j'avais l'idée que imagine ((unintelligible)) à l'invers ehm et tu fais le le stage et ca se passe très bien chez l'entreprise et après tu ((unintelligible)) voilà j'ai pas envie de rater cette chance-là et je vais pas écrire ma these (.) so I think the dropout rates might actually increase.

Nina 0:56

Oui t'as raison (.) c'est vraiment pas (.) c'est vraiment pas le bon plan parce que (.) parce que:: bah tout simplement même mois je pense que je vais avoir un stage plus long (.) et je pense que je ne sais pas il est pas encore sur mais peut-être ils seront ils vont me proposer à travailler après (.) donc eh oui ca sera pas possible si j'avais encore ma thèse à écrire ca serait juste pas possible. Donc eh non >clairement clairement pas> clairement pas.

Lena 1:30

((unintelligible)) master dans ma tête la thèse est la (.) la thèse finale c'est (.) it's the big bang at the end. ((laughter)) C'est bizarre de l'écrire maintenant et de savoir en même temps qu'on a pas fini après=

Nina 1:49

=Oui il faudra écrire encore enfin c'est ((unintelligible)) c'est pas comme si eh (.) c'est pas juste travailler (.) tu dois c'est faire eh des recherches et tout ca et puis écrire un rapport (.) mais c'est combien de mots déjà?

Lena 2:03

six thousand a piece et en plus quatre mille de réflexion.

Nina 2:09

Ah bah VOILÀ. C'est comme une deuxième mémoire en fait (.) <plus ou moins que c'est comme écrire deux mémoires>=

Lena 2:17

=mais en même temps que travailler ((unintelligible)) ((laughter))

Nina 2:22

Oui, c'est enfin je suis désolée mais c'est c'est vraiment comme super rare d'avoir ce type de stage et c'est: je m'imagine vraiment comment pas comment expliquer (.) Oui donc je ne sais pas combien pourcents du temps je devrais travailler sur ma thèse mais personne ne (.) j'ai l'impression que d'après les quelques entretiens d'embauche que j'ai eu ou quand j'ai lu le mission ou le descriptive eh des des entreprises bah justement ils avaient vraiment besoin d'aide quoi enfin ils voulaient un stagiaire parce qu'ils sont débordés (.) ils ont besoin de quelqu'un pour les aider enfin et pas pour eh (.) pour écrire des thèses ca c'est (.) je le sais très bien que ca va être la mort (.) ca sera vraiment le temps les week-ends et le temps extra ou si je demande la permission mais ((unintelligible)) tu as déjà un stage toi?

Lena 3:13

Oui. j'ai trouvé un (.) eh I I got the confirmation last week. Yeah luckily (.) luckily they also wa- were happy with the research thing. (.) Yeah, but it's so difficult and that's also one of the things we discussed earlier that you have to find also something that does research. So I think actually (.) I wouldn't mind having erm like writing a thesis and maybe giving getting even more ECTS points on that. And then only doing for example the internship and the whole reflection thing. I think that

would that absolutely makes sense. ((unintelligible)) ehm but (.) the whole research? There's a lot of work along internships [but

Nina 3:57

[Oui oui

c'est vrai et surtout j'ai l'impression que le rapport (.) c'est un petit peu comme eh consultancy qu'on a fait un petit peu.

Lena 4:05

Mhm.

Nina 4:06

Je me sens toujours pas (.) enfin oui ca c'est plutot bien passé avec le cours qu'on a eu (.) the consultancy proposal et tout ca mais même ((unintelligible)) je le trouvais d'ur et j'ai (.) j'étais pas du tout sure de ce que je faisais mais au moins j'avais les gens de mon groupe alors eh (.) j'avais (.) je pouvais demandé ou le faisez ensemble donc au moins j'étais pas seule mais là t'es vraiment seule (.) je sais pas trop ce que ((unintelligible))

Lena 4:33

Oui et j'ai pas l'impression que: ma recherche sera assez ehm valide et valable que que ca va vraiment aider à l'entreprise (.) je vais bien su:re faire de mon mieux mais (.) qui sait si ca va être assez bien mais (.) mais ↓ bon ((laughter))

Nina 4:49

Ca ca c'est mon problème je me suis avec eh: le consultancy proposal je me suis vraiment mis la pression (.) mais après j'étais là mais c'était juste enfin (.) si ils veulent pas ils veulent pas c'est pas grave en fait (.) il faut vraiment du ((unintelligible)) vraiment ce ((unintelligible)) pas grave c'est pas leur entreprise qui va maintenant crasher à cause de ca ((laughter)) ((timer rings))

Lena 5:20

when she said an hour that I thought like °oh this sounds like a lo° but this was really fun.

Nina 5:25

Right? I'll tell I'll just send Lisa a message (.) <We're done.>

Lena 5:39

It's also it's also nice to kind of talk about these kinds of ((unintelligible)) and everybody discusses them and mentions it bu:t (.) having like this kind of almost structured debate about it (.) It was very nice.

### **Dyad 5**

((introduction by researcher))

Jack 0:18

Right (.) so I'm going to describe my position to you. Is that right for the first one?

Anna 0:30

Yes. I need to know where you are and then I can guide you to me=

Jack 0:34

=Yeah. Okay I'll start because we got fi:ve minutes. °Yes, that's the time° Okay (.) I am (.) okay erm top left corner.=

Anna 0:48

=Yes.=

Jack 0:52

=And then the top left corner so you come down.=

Anna 0:57

=Yep.=

Jack 0:59

=And then you go (.) you follow that (.) up a bit then to the right yeah?

Anna 1:05

WAIT so like the [first

Jack 1:08

[the very top left corner

you come down until you hit the line. Imagine if that was a bowl.=

Anna 1:13

=Yeah.

Jack 1:14

And then you go ↑ up there.

Anna 1:16

Yes.

Jack 1:18

And then to the right (.) up.

Anna 1:21

Left (.) up,

Jack 1:22

°left up° Right. And then stop at the gap.

Anna 1:26

Yes.

Jack 1:27

And then if you go a:ll the way up to the (.) to the line (.) do you see that line that comes down (.) that makes an L shape?

Anna 1:33

An L shape?

Jack 1:34

If you go up to the line where I said stop (.) so if you go up to the top bit.

Anna 1:39

OH YES (.) like a small line.

Jack 1:42

And then you go right to hit the L and then straight down my ball is there.

Anna 1:47

Alright. so you're like erm if you from the top corner, you move left until we can't go further and then you jump down over the line. That's where you are (.) or no?

Jack 2:00

If you're in the top corner=

Anna 2:01

=yes?

Jack 2:02

Yeah you go right until you hit the small line which makes it (.) Do you see that a big L (.) but a big L shape makes you jump the line? And I'm right like a sandwich between the corner?

Anna 2:16

>Yes okay.<

Jack 2:17

Just like (.) it's like a T which is on its side.

Anna 2:20

>Yes yeah.<

Jack 2:22

Then you got the L and I'm just (.) I'm literally in between those two.

Anna 2:26

Yes. Okay. I'm pre:tty far away but we'll get you there.

Jack 2:30

>Okay okay<

Anna 2:32

So wait (.) let me first find the way (.) Are you sick?

Jack 2:44

>No no< I'm thinking about this.

Anna 2:46

Okay ((laughter)) This is complicated. (.) Honestly (.) I haven't found like the way through the maze yet.

Jack 2:58

Okay don't worry.

Anna 3:02

Going to (.) down the way it's all blocked=

Jack 3:19

=Okay um yeah=

Anna 3:21

=this is hard. I'm like (.) all the way on the bottom. I don't know like I don't see my way out too.

Jack 3:29

But do you actually have to guide me like (.) or can you just tell me where it is and I can try and find it,

Anna 3:33

I think I need to guide you but that makes sense cuz I'm like bottom right ish.

Jack 3:42

Okay that's a good start.

Anna 3:45

Yes. But not all the way in the corner (.) but a little bit more to the middle.

Jack 3:51

I think you have to actually go with me.

Anna 3:53

Yeah.

Jack 3:54

I looked at the instructions [so

Anna 3:57

[Well no spoilers yet ((laughter))

Jack 3:59

But yeah a rough idea.

Anna 4:01

I think it starts by like (.) leaving your corner going up?

Jack 4:09

Yeah.=

Anna 4:10

=Left down.=

Jack 4:12

=Yeah.

Anna 4:13

Then a little to left and further ↓down. And then you follow that like (l) little path (.) like the opposite C shape (.) like right down left.

Jack 4:27

>Yeah yeah<

Anna 4:28



down right (.) up to the gap on the bottom and there (.) see it, I think there you go left.

Jack 4:41  
Left?

Anna 4:42  
oh yeah you go down to like through that gap in the bottom,=

Jack 4:46  
=Yeah

Anna 4:46  
And then in the corner (.) you go left (.) then up.

Jack 4:52  
Okay.=

Anna 4:53  
=Left down (.) left and then you're like all the way on the side of the maze.

Jack 4:59  
Okay (.) I'm on the very side now.

Anna 5:00  
Yeah. Can go pretty far down.

Jack 5:03  
Yeah. So there's like (.) quite a big line underneath me.

Anna 5:06  
Yeah now you're like (.) middle left.

Jack 5:09  
>Yeah yeah I've got you okay.<

Anna 5:11  
Great. Okay (.) then you turn right until (.) like (.) you go to the right until you can't go further.

Jack 5:20  
Yeah. and I hit like an L shape line yeah?

Anna 5:25  
A mirrored one.=

Jack 5:26  
=Oh yeah.

Anna 5:28  
You follow like the snake house ((unintelligible))

Jack 5:33  
Yeah.

Anna 5:35

Like down left down right up right. And then you have a gap underneath you.

Jack 5:42

Yeah. I've got a gap here.=

Anna 5:44

=Yes. Down and like around that little dash to the right (.) so yeah down right left down right yeah.

Jack 6:00

I've gone down? >Oh yeah. Then I've got to go back up and over right?<

Anna 6:05

Oh yeah. You could also just jump over that little line. And like crossroads with a gap underneath. And you can also (.) you can turn either way there. And then °Okay, now, let me find the rest of the way for you.° Alright. I think you see it. Okay. Go down through the gap.=

Jack 6:28

=Yeah.

Anna 6:28

then left all the way down.

Jack 6:32

I'm at the very bottom now aren't I?

Anna 6:34

Are you under the right (.) right bottom already?

Jack 6:36

<I think so.>

Anna 6:37

Oh no (.) Okay (.) Then something went ↓wrong.

Jack 6:42

You see (.) if you go to the very bottom (.) you've got the first line and you've got the four lines going up?

Anna 6:51

Oh yes.=

Jack 6:53

=Yeah. ((laughter))

Anna 6:57

So you're like you have this middle part where there's like (.) three roads next to each other are the four lines on the bottom,

Jack 7:06

I've got the four lines going up and the three the three lines you can see very clearly going up the shorter ones. And I'm just to the right of that (.) at the very bottom.

Anna 7:14

Oh. All right. Oh (.) then you're almost where I am.

Jack 7:19

Okay so if I go along up.

Anna 7:23

You go (.) you're like at the bottom right?

Jack 7:26

Yeah not the very bottom here.=

Anna 7:28

Then you go further, right.

Jack 7:31

Yeah.

Anna 7:32

And then you have this upside down L shape?

Jack 7:37

>Yeah yeah.<

Anna 7:38

Go up and right.=

Jack 7:40

=Yeah.

Anna 7:42

Then you go down.=

Jack 7:44

=Yeah.

Anna 7:45

Right. Go fu:rther.=

Jack 7:48

=Yeah.

Anna 7:49

There you go up and right until you're at a crossroads and then it doesn't really make sense to go (.) or right now apparently. °It's hard to explain.° You go until you can go further. And they go up.

Jack 8:08

Yeah.=

Anna 8:09

=And left until you can go further. And that's where I am.

Jack 8:14

O:h >found it.<

Anna 8:16

Do you think so yeah? So now you have like (.) two lines underneath you and there's the border of the maze?

Jack 8:25

<Yeah yeah okay.>

Anna 8:28

And also (.) two lines in the right (.) and there's another border for me.

Jack 8:33

Yep.

Anna 8:34

Awesome.

Jack 8:36

That was hard.

Anna 8:37

Was it within five minutes though?

Jack 8:40

Nearly ((laughter))

Anna 8:45

Yeah I maybe I should also make like (.) put a timer on so I can also see. Yeah all right.

Jack 8:59

Do you speak French?

Anna 9:01

Not really (.) but I should be able to understand some.

Jack 9:07

Yeah.=

Anna 9:09

=Yeah I think I can understand.

Jack 9:12

Alright let's find my second one. Attends (.) I've got to think in French now and German is gonna confuse me.

Anna 9:27

Ganz ehrlich (.) ich habe vergessen was Maze auf Deutsch heißt.

Jack 9:57

Ist es nicht Rätsel oder Labyrinth auf Deutsch?

Anna 10:05

Ja Labyrinth glaube ich. Jetzt muss ich dir erklären wo ich bin ne?

Jack 10:13

Ne:: umgekehrt.

Anna 10:15

Ja aber jetzt soll ich ((unintelligible)) soll ich anfangen? Letztes mal hast du angefangen.

Jack 10:25

oh ja das klappt. ((unintelligible))

Anna 10:28

Sonst muss ich Französisch reden ((laughter))

Jack 10:31

wait t'as raison. Ouais. Okay. Toi >tu commences tu commences.<

Anna 10:37

Ja okay wo ich ↓ bin. Eigentlich ganz in der Nähe von wo du letztes mal warst.

Jack 10:45

Oui donc à gauche?

Anna 10:48

Oben links ja.

Jack 10:49

°Oben links° ((laughter))

Anna 10:52

Wir fangen oben links in der Ecke an.=

Jack 10:55

=Ja. Oui. ((laughter))

Anna 10:58

Ehm dann eh gehen wir runter (.) rechts hoch rechts runter links hoch links und dann nicht ganz runter sondern runter bis zum ersten Weg rechts.

Jack 11:24

La première pas la deuxième? (.) <Eh la première ou la deuxième?>

Anna 11:31

Eh ja eh (.) die das Erste.=

Jack 11:34

=Ouais.

Anna 11:37

Dann ↑ hoch.=

Jack 11:38

=Ouais.

Anna 11:40

Bis es nicht mehr weiter geht.=

Jack 11:41

=Ouais.

Anna 11:42

Rechts wieder hoch.

Jack 11:45

Il faut aller à gauche?

Anna 11:44

dann gehen wir links und dann gibt's ganz unten ehm (.) nur also direkt darunter gibt's so ein kleines Männchen ((laughter))

Jack 11:56

>Non non je vois bien< et tu t'es là? <Est-ce que tu es là?>

Anna 12:02

also ich bin dort.

Jack 12:06

Oui. Je (.) je te trouvais (.) je trouvais eh ta position (.) en fait.

Anna 12:12

[Sehr gut. Okay.

Jack 12:14

[Moi, je vais te guider maintenant. Ca me parait très difficile et je vais trouver une route. Donc attends. Laisse-moi penser pendant (.) quelques instants. Ehm ohlala.

Anna 12:39

Merde ((laughter))

Jack 12:40

Ouais merde ((laughter))

((unintelligible)) C'est pas grave (.) alors (.) à partir de ta position on va en haut (.) jusqu'à la frontière. on va EN HAUT.

Anna 13:03

Ja,

Jack 13:04

Et puis à droite=

Anna 13:06

=Ja.

Jack 13:15

tu descends (.) tu descends donc il y a en haut et descendre (.) d'accord? et puis à gauche.=

Anna 13:28

=Ja.

Jack 13:29

Tu descends et tu vas à droite.=

Anna 13:32

=Ja.

Jack 13:33

En haut (.) c'est l'opposé donc en haut et puis à droite tu descends encore.=

Anna 13:42

=Ja.

Jack 13:43

Gauche (.) en haut (.) gauche et puis tu descends.=

Anna 13:47

=Ja.

Jack 13:47

Et il y a un écart, il ya un eh gap.

Anna 13:53

Ja.

Jack 13:54

Tu descendre puis à droite, tu descends et puis tu vas à gauche. Attends. Je vais en penser pour que je sache la route eh.

Anna 14:18

Aber wenn wir runter gehen, dann gibt's nichts mehr.

Jack 14:22

but (.) AH NON t'as raison mais en fait si on va à droite=

Anna 14:26

=Wir müssen rechts und dann hoch (.) quasi.

Jack 14:30

But what (.) t'as raison tout à fait. Donc on va à droite et puis en haut. C'est très compliqué. ((laughter)) Mais t'as raison (.) si on descends c'est (.) c'est terminé. Donc eh en droite en haut comme tu as dit et puis tu suis la route jusque en haut puisqu'il y a une frontière puisque tu peux plus aller parce que c'est terminé (.) à droite (.) tu descends. Il ya une L (.) Il y a un L à l'inverse. Tu vois ca? et tu descends encore ((laughter))

Anna 15:17

Ja.

Jack 15:19

et puis eh (.) ohlala. Est-ce que tu vois une route? Est-ce que tu peux me guider un peu? ((laughter))

Anna 15:33

Ob ich noch weiter weiß? Also ich weiß nicht wo du bist. Also ich bin gerade quasi die Treppe runter gegangen ne?

Jack 15:44

Non en fait (.)> Okay, okay. Okay. Ca marche. Ca marche.< Et puis eh tu vas un peu à droite et puis en haut encore=

Anna 15:57

=À droite?

Jack 15:58

Il y a une ligne (.) il y a une ligne droite, il y a une ligne à droite, (.) Ouais. il y a une ligne verticale.

Anna 16:07

Ja.

Jack 16:09

Et puis tu tu va en haut.

Anna 16:11

Das waren schon sechs Minuten.

Jack 16:12

Ah okay. ((unintelligible))

Anna 16:18

Okay.

Jack 16:21

Ich war ganz unten in der rechten Ecke. Ich war da, aber es war so:: so weit es war das (.) dieser ehm. Der Unterschied zwischen der Starter position, und der Endposition und ich dachte mir krass wie kann ich das schaffen. Es war unheimlich schwer.

Anna 16:45

Ja, genau.

Jack 16:46

Yeah. Das war ja quasi unmöglich. Ich hätte ganz viel mehr Zeit gebraucht.=

Anna 16:55

=Es war auch nicht ehm viel dass wir einander hätten.

Jack 17:01

Ja. Das kann ich mir nicht vorstellen (.) also innerhalb fünf Minuten das war ganz unmöglich. ↓ Naja. Okay (.) die dritte Aufgabe, was war das? Oh, dann dürfen wir eine Kombination von English lingua franca und ehm=

Anna 17:29

=Yeah und lingua receptiva.

Jack 17:31



Wie war's mit dem Französischen?

Anna 17:32

Ich habe dich verstanden (.) es hat geklappt

Jack 17:38

Darf ich jetzt ein paar Wörter aufklären oder (.) oder ist das verboten?

Anna 17:46

Kannst du machen. Ich glaube dass ich alles richtig verstanden habe.

Jack 17:51

Ja, okay. ↑ En haut ist oben.

Anna 17:54

Ja oder hoch.

Jack 17:56

Ja genau hoch. Yeah ehm Yeah, sauter ist springen in (.) in dem Fall dass ich sage (.) du musst springen oder du musst diese Linie überspringen (.) dann sauter.

Anna 18:12

Was? Das habe ich noch nicht verstanden?

Jack 18:15

Ja. >sauter sauter it's like jump over line< Right okay. Okay, um dann sollen wir weiter mit der dritten Aufgabe machen? °Kombination° Okay. Jetzt bin ich der Follower.

Anna 18:31

Ja dass muss ich zunächst wissen (.) wo du bist und dann. ((unintelligible))

Jack 18:38

Und ja. Soll ich eigentlich dann Französisch sprechen oder?

Anna 18:44

Du kannst auch gerne Englisch reden weil es ist ja deine Sprache.

Jack 18:49

<Das wäre am einfachsten> (.) aber ich weiß nicht ob das die Aufgabe ist.

Anna 18:54

Ich glaube scho:n ((laughter)) Dass wir uns am besten verständigen glaube ich oder? Also ist Deutsch ein bisschen leichter als English, aber English geht eigentlich auch.

Jack 19:11

Okay, dann machen wir auf Deutsch.

Anna 19:13

Ja findest du das leichter? Also beides dann beides auf Deutsch zu reden (.) du kannst auch gerne Englisch reden [und dann

Jack 19:18

[ich darf tatsächlich Deutsch nicht verwenden, weil das ist nicht mein lara=

Anna 19:24

=Genau ja. aber dann kannst du doch Englisch reden und ich Deutsch,

Jack 19:28

Ja denn das das passt mir gut (.) Okay. I'm gonna describe my position right?

Anna 19:39

Yes.

Jack 19:40

Okay, I'm in. This is crazy. If you go top left=

Anna 19:46

=Ja.

Jack 19:47

Jump over the line. Yeah. And you come to the first crossword, you've got the first gap and you go a little bit further=

Anna 20:00

=Ich überspringe die vertikale Linie oder die horizontale?

Jack 20:06

Also das ((laughter)) the first e:h you go over the line (.) and you got the first gap underneath you and you go to the second gap, and it's ↓ there. you come down to the: (.) to the you come do:wn to the corner (.) and it's just >it's it's< sitting there.

Anna 20:21

In einer Ecke?

Jack 20:24

Yeah. So that that the you come down for the gap to the Ecke and it's there.

Anna 20:30

>Yeah all right okay<

Jack 20:34

So yeah (.) where are you?

Anna 20:37

Ja, natürlich wieder ganz rechts unten. °Da ungefähr.°

Jack 20:40

<Of course of course> I feel like it's the whole point of the exercise.

Anna 20:44

Yeah ((laughter)) Ja, also wir gehen weiter. Also für dich rechts und dann runter rechts hoch da gibt's ein F ehm (.) dann daran gehst du einfach vorbei.

Jack 21:13

And when I come down past the F (.) and you say (.) just go past (.) do you want me to go left or right when I hit the line?

Anna 21:19

Well if you go right (.) you can't go further (.) so you have to go left.

Jack 21:29

Ah ne es war die Kombination? It's a combination. >You're right you're right<

Anna 21:33

Yeah. ((unintelligible))

Jack 21:39

Okay yeah.

Anna 21:41

Also dann unterm F gehst du runter (.) dann rechts hoch rechts runter (.) dann die Treppe runter nach links and dann rechts bis zum Plus.=

Jack 21:54

=Ja.

Anna 21:55

Da drumherum und dann so den ganzen Weg nach links folgen=

Jack 22:03

=Yeah to the (.) to the very border.

Anna 22:05

Yeah you know (.) Dann mal weiter gucken also dann gehen wir runter und dann rechts.

Jack 22:16

Ja.

Anna 22:18

Durch das Loch.=

Jack 22:21

=Ah.

Anna 22:22

Dann ehm rechts runter.=

Jack 22:26

=Ja.

Anna 22:27

Dann rechts ehm (.) dann ja dann einfach den Weg folgen also runter (.) unten rechts und dann kannst du noch ehm du könntest weiter hin und her links rechts (.) aber dann gehen wir wieder hoch. Weißt du wo wir jetzt sind?

Jack 22:48

Yeah. >I've got you I've got you.<

Anna 22:49

Wenn wir jetzt die Linie überspringen würden dann wären wieder beim Plus. Da sind wir jetzt ja?

Jack 22:56

Eh, Yeah. So if we if we jumped out to the left we'd be by the plus,

Anna 23:03

YEAH exactly.

Jack 23:04

Your description that was very (.) I'm impressed that was good. Yeah >I'm with you I'm with you.<

Anna 23:11

Okay, wir haben noch eine halbe Minute (.) wir schaffen das glaube ich.

Jack 23:14

>Ne, ne ne.< Because the first one was five minutes for me to describe, I think. And then now you've got you've got a bit more time than that. You've got two and a half minutes.

Anna 23:23

Really?

Jack 23:24

Yeah. Because the first one was for me five minutes to describe my position. And then you've got five minutes to do yours.

Anna 23:29

Oh, okay. Ich habe es verstanden, dass wir gemeinsam fünf Minuten haben.

Jack 23:35

Ehm ne ehm (.) in Gesamtzahl ehm 10 minutes in total.

Anna 23:41

Okay. ((unintelligible)) Dann haben wir glaube ich letztes Mal auch noch mehr Zeit ge- hätten wir mehr Zeit gehabt.

Jack 23:47

Yeah. <Oh. Well. Okay> So we're at the other side of the plus,

Anna 23:51

Yeah. Genau, also dann gehen wir, rechts und dann eh runter und dann folgen wir wieder dem Weg.

Jack 24:01

>yeah yeah<

Anna 24:03

Also ganz schnell gehts dann nach links (.) runter rechts hoch (.) rechts runter links und dann können wir nur warte mal ne wir haben uns verlaufen. >NE HABEN WIR NICHT< Ja, doch ja wir können nirgendwo hin=

Jack 24:20

=I think we have to go back up a bit.

Anna 24:22

Ah, ja, du hast Recht. Aber wir müssen rechts und dann hoch. Dann eine kleine Linie überspringen, weiter ↑ hoch((laughter))

Jack 24:33

Cheated. ((laughter))

Anna 24:35

Ne das dürfen wir. Wir können drumherumlaufen ja (.) Dann noch ein bisschen weiter hoch bis wirklich nicht mehr weiter hoch geht. In diesem umgekehrten T Form sind wir jetzt ja?

Jack 24:38

>yeah I've got you yeah<

Anna 24:51

Und dann ehm ja rechts und da können wir runter weiter nach rechts können wir nicht mehr runter (.) da gibts nichts mehr also in der Mitte durch ein Loch (.) dann wenn wir ganz unten sind, da ehm. Genau da gibt's diese zwei Striche und da wollen wir zwischendurch. Dann links runter rechts und wieder durch ein Loch weiter runter.

Jack 25:26

Yeah (.) I think we're nearly there yeah?

Anna 25:28

Ja. Ehm dann nach links und runter also die Treppe runter (.) und dann hoch und wieder die Treppe runter ((laughter))

Jack 25:38

There's a lot of stairs ((laughter)) °I think our time's up°

Anna 25:44

Wirklich? Oh nein schade ((laughter)) Okay wir waren noch nicht wirklich in der Nähe.

Jack 25:52

Well somewhere near there (.) Yeah okay.

Anna 25:58

Ja (.) ich habe dich auch falsch geführt. Wir hätten [noch

Jack 26:04

[Diese Mal, das war eigentlich ganz gut.

Das war ein bisschen ehm praktischer ((unintelligible))

Anna 26:11

Es hat gut funktioniert.

Jack 26:20

Yeah (.) I think I felt a bit better ehm (.) okay. Dann machen wir weiter mit der Debatte?

Anna 26:32

Ja. Ja (.) also muss ich wieder Englisch reden.

Jack 26:37

Das mehr straightforward. Dieses Mal ist es nur drei Fragen und die Fragen auf verschiedenen Sprachen diskutieren ehm

Anna 26:53

COOL yeah. All right.

Jack 26:54

Es geht ehm (.) ich muss ganz schnell aufs aufs Klo und dann komm sofort zurück.

Anna 26:58

>Ja ja bis gleich<

Jack 28:16

Okay. Da bin ich wieder (.) Okay, okay ((unintelligible)) The second question is going to be hard.

Anna 28:36

Oh, yeah, okay. Yeah, but it's gonna be okay. I do speak like I do understand quite a bit of French I did my secondary school exams in it just I never used it after=

Jack 28:46

=then we'll be fine.

Anna 28:47

Yeah. We'll be okay. I just don't know what an internship is in French. But once [you

Jack 28:54

[Un stage un stage=

Anna 28:57

=Oh okay.

Jack 28:57

like stage in Dutch.

Anna 28:59

Yeah now you say it we probably borrowed that word from French actually (.) °Yeah. Yeah° Stage just sounds like original Dutch words and things like that.

Jack 29:12

Stage but I was gonna say stage ((Dutch pronunciation)) and not stage ((French pronunciation)) that sounds weird=

Anna 29:17

=It would be stage. ((correct Dutch pronunciation))

Jack 29:22

((Speaks in Dutch)) Ah, good. Okay.

((New recording started))

Jack 0:00

to be fair (.) the first block was pretty stressful (.) but now that I've got to my thesis like it's just a completely different story.

Anna 0:11

Yeah true but that's like that's (.) that's a shame I think.

Jack 0:15

But now I have like, obviously the thesis is a lot of work but I have So (stressed) much time, which is great. Like for me to go and do sport and stuff, but like, it doesn't make sense to have a period of JUST doing a thesis because that's not that. ((unintelligible))

Anna 0:31

I think if you have like (.) two years you can have like an internship of six months. In the second year, (.) you can have like (.) a semester writing your thesis and following some extra courses that prepare you for your internship.

Jack 0:46

Yeah (.) or like give it one less course during the first semester and then we'll do (.) we'll do a course during our internship.

Anna 0:54

That could also be quite okay. It would be nice to not like only see your study mates for half a year and then never see them again. [Because I

Jack 1:03

[I mean

even if it was once a week on like a Wednesday afternoon that would be nice to see everyone (.) like you just get cut off pretty easily (.) like straight away.

Anna 1:14

Yeah.

Jack 1:16

But I also think the internship should be during winter (.)not during summer.=

Anna 1:21

=Yeah right because I'm doing it in like an educational organization and they have so many holidays exactly in those 10 weeks that we have an internship.

Jack 1:31

I don't have any holidays (.) I don't get holidays (.) so like my whole summer is gonna be sat in an office and not in the sun which I think kind of ↓sucks.

Anna 1:44

Oh no (.) I want to ask you what kind of internship you're going to do but that's not what the discussion is about. ((laughter))

Jack 1:50

I think (.) I think one year is fine (.) but they should reorganize when the time is right for courses.

Anna 1:57

AGREED. But maybe yeah. What (.) Why do you think one year is fine? Is it too (.) too big of a commitment to sign up for a two year master?

Jack 2:08

For me (.) like I'd have to pay international fees twice over that would be wa::y too much.=

Anna 2:13

=Yeah.

Jack 2:14

Because then you're looking at like (.) over 30 000 euro for two years.

Anna 2:18

>Yeah right yeah yeah.< For me it would be only 4000 years or even 2000 because this year we paid half price,

Jack 2:26

Exactly yeah.

Anna 2:27

It's so unfair.

Jack 2:29

I think like the workload is a lot but it's okay (.) like it's a Master's course so you should be under pressure but they could just (.) like balance it out more.

Anna 2:39

Also (.) the workload was so much for me because I just didn't know what to expect because they changed the story a::ll the time like whilst we were already on the role (.) just all the requirements and stuff that really stressed me out. It wasn't actually the time pressure that was so bad.

Jack 2:58

>Yeah true yeah.< °I don't know I just feel like° we had so much to do in that first couple of (.) this first like two semesters=

Anna 3:07

=you know what also really would have helped? if we just had like (.) a week or so to get to know our study mates before we actually started.

Jack 3:15

YEAH. Or like an actual like event like we go to a bar or something or you ↑know?

Anna 3:24

Yeah (.) normal like bachelor programs have that like a camp or so where you have like some days to get to know each other in the holidays and then the year starts.

Jack 3:35

THAT WOULD BE GOOD.

Anna 3:35

°Maybe because of COVID they didn't have it.°

Jack 3:37

>Yeah true yeah that would be nice.< Also (.) like we could have combined the research with the internship with one of the research in the first block.



Anna 3:48  
True.

Jack 3:49  
Because now I don't really want to do another research project. I mean (.) that's rubbish.

Anna 3:52  
Mhm. Yeah and also in the first book (.) we didn't learn much from it because we just didn't know that much about intercultural communication yet.

Jack 4:02  
We spend more time finding a company that actually like doing anything.

Anna 4:06  
Exactly. Yeah. And also we could only improve the stuff that we handed in ((unintelligible)) because it was rubbish at first because we didn't have time to make something nice.

Jack 4:17  
I handed in some crap (.) oh like (.) they could make the thesis longer and then we'll just like do the internship. I feel like 10,000 words for a master's thesis is a bit of a joke.

Anna 4:31  
Yes. I agree.

Jack 4:34  
OH that's all the time.

Anna 4:36  
Oh, yeah. Nice discussion.

Jack 4:39  
Yeah. I think that's some fair valid points there.

Anna 4:42  
I'll hand it on to the feedback committee. ((laughter))

Jack 4:45  
Yeah (.) actually (.) we should transcribe this and and take out some of my language because it's not great. But ((laughter))

Anna 4:54  
I noticed that because in Dutch you swear (.) you swear in English or you say all the English swearing words when you're speaking in Dutch.

Jack 5:02  
You can't really swear in English well (.) Yeah it's too obvious (.) like he can just say yeah ((laughter)) there's a lot you can't really swear in English like you can in Dutch.

Anna 5:17  
In Dutch with English words to me probably feels the same as when you say like (.) ooh, bloody ((laughter)) No it's fine like to me all the English swearing feels inspiring.

Jack 5:30  
You would have to be like fucking hell of something (.) yeah.

Anna 5:33  
No (.) I like oh fucking hell ((laughter))

Jack 5:35  
Oh for fuck's sake (.) man. You can say that. It's alright but=

Anna 5:40  
=when no adults are around.

Jack 5:43  
Ah I would in my family (.) but not ((unintelligible)) context so.

Anna 5:47  
Yeah, exactly.

Jack 5:49  
Okay. Oh, here we go. La deuxième question (.) est-ce que la stage va être volontaire ou obligatoire?

Anna 6:03  
Mhm gute Frage.

Jack 6:07  
Okay dann (.) donc moi je vais commencer le temps. Est-ce que vous avez un avis? Est-ce que t'as un avis?

Anna 6:16  
Ich glaube (.) also keine Ahnung (.) ich habe noch nie vorher ein Praktikum gemacht weil es immer eh freiwillig war und dann habe ich es nie gemacht also deswegen weiß ich nicht ob es das braucht oder nicht.

Jack 6:43  
Mais parce que tu l'as jamais fait un stage je crois que maintenant il faut que ca soit obligatoire pour que tu le fasses (.) Ehm si c'est facultative (.) si c'est facultative si c'est volontaire les étudiants vont dire: Moi je veux pas faire ca (.) je vais rester à la maison (.) je vais je vais coucher (.) je vais dormir (.) je vais sortir et je vais boire du bières et du vin avec mes amis (((unintelligible))) Quant à moi les stages doit être obligatoires.

Anna 7:24  
Yeah also irgendwie (.) du hast Recht ohne verpflichtetes Praktikum würde ich wahrscheinlich noch ein bisschen mehr Studentenleben leben. Aber das finde ich nicht schlimm (.) man ist ja so kurz jung und man kann das ganze Leben noch arbeiten.

Jack 7:45  
Ja (laughter) T'as quel âge maintenant? Moi, j'ai 22 ans. (.) <Toi, tu as quel âge?>

Anna 7:54  
25 Jahre alt ((laughter))

Jack 7:55

Mai c'est encore jeune donc ehm mais en fait c'est eh un stage pour le résumé (.) pour le CV c'est vraiment impressionnant (.) c'est vraiment un atout (.) c'est un grand avantage d'avoir un stage marqué sur le CV sur le résumé donc pour moi c'est vraiment une partie intégrale (.) c'est vraiment une partie ((unintelligible)) de ce master d'avoir un stage obligatoire. Lorsque j'ai vu le programme je pensais que ce stage ca m'attire (.) ca me donne du volonté d'étudier à la Utrecht parce que je veux qu'il y avoir un stage obligatoire et j'avais envie avant de travailler avant de poser ma candidature pour un vrai job pour un real job j'aimerais bien avoir un stage qui me donne un aperçu dans la vie professionnelle qui me donne un peu d'expérience.

Anna 9:14

JA GENAU (.) weil du dann auch ein bisschen besser weißt was für eine Arbeit du später machen könntest.

Jack 9:22

Même si c'est une expérience mauvaise (.) au moins tu sais que tu veux pas faire ca mais tu veux faire d'autre chose (.) pour moi je vois pas le problème avec un stage mais c'est plutôt je veux que la stage est elue pendant l'hiver et pas pendant l'été.

Anna 9:40

Ja genau=

Jack 9:42

=pas pendant les vacances scolaires. Ca je trouve un peu chiant. ((laughter))

Anna 9:49

Aber du hast dann ein Praktikum (.) das das den ganzen Sommer noch geht,

Jack 9:56

Ouais (.) jusqu' à la fin d'août. Ca c'est cinq mois sans vacances. Et ouais je trouve un peu eh bordel. C'est pas eh (.) c'est pas une ↑ bonne chose.

Anna 10:14

No ((laughter)) Nein. Ja ich hab nur zehn Wochen und darin sind auch noch zwei Wochen Maiferien und noch ein paar Feiertage drin und die letzte Woche sind tatsächlich schon Sommerferien für meine Partikumbetreuerin (.) also das ist eigentlich total wenig (.) aber dann habe ich schon Sommerferien.

Jack 10:45

Tu peux en profiter.

Anna 10:47

Ich muss doch die Stunden irgendwie also irgendwas machen. Ich habe keine Ferien. Dann habe ich auch keine Betreuer. Ja (.) aber das wird schon also im schlimmsten Fall würde ich dann in den Sommerferien noch irgendwas für das Praktikum machen.

Jack 11:07

Yeah ((unintelligible)) ((laughter)) Okay, ca c'est cinq minutes. <Ca fait cinq minutes, okay.>

Anna 11:20

((unintelligible)) ich fand es schwieriger auf Französisch (.) ich achtzig Prozent verstanden hab von was du gesagt hast. [Also

Jack 11:29

[En fait

j'ai vraiment essayé de trouver des mots que tu pourrais comprendre (.) Eh par exemple obligatoire or Like just words that I think you might das du ja gut erkennen könntest (.) oder so  
Wenn die Wörter sich mit französischen oder sich mit deutschen oder mit niederländischen überschneiden dann ja=

Anna 12:02

=>Ja ja das macht es vie::l leichter.<

Jack 12:06

das war mein mein Taktik. Das war mein mein Plan ((laughter)) Yeah, okay. Letzte Frage dann ehm (.) ((unintelligible)) Okay. Now we can discuss this. Oh, dea:r.

Anna 12:27

Oh wir könnten noch ein bisschen weiter darüber reden. ((unintelligible)) Aber du hast gemeint dass du findest dass das Parktikum im Block vier also drei und vier gehen sollte. Und dann noch ein Seminar oder so daneben,

Jack 12:53

Yeah. Exactly.

Anna 12:55

Und wann dann die Masterarbeit?

Jack 13:00

Yeah (.) I mean I if it was up to me with the Masterarbeit I would extend it over block three and four. And make it lo:nger because I think 10,000 words for a Masterarbeit is like (.) it's so little.

Anna 13:12

Ja, das ist das gleiche wie meine Bachelorarbeit.=

Jack 13:15

=Exactly. Yeah (.) I'm like °it's not a lot° I just don't think we can go into that much detail like why? don't make it unlimited (.) but make it like max 20,000 words or something then minimum 10 and give people like a benchmark to set their (.) their work.

Anna 13:32

Ja, ich also die (.) die haben das ganze Masterprogramm so so oft gesagt also man soll kurz schreiben können weil das macht ein guter Akademiker und so aber das können wir doch jetzt. Also jetzt müssen sie nicht mehr so eine knappe Wortzahl geben weil wir jetzt einfach (.) wir können jetzt gut akademisch schreiben (.) dann können wir jetzt auch mehr schreiben. Dann wäre das dann zum Beispiel zwei Tage Praktikum zwei Tage Masterarbeit und einen Tag Seminar?

Jack 14:05

I don't think that's possible because most companies want you in full time, right,

Anna 14:09

AH (.) aber dann gibt's doch überhaupt keine Zeit für (.) für beides.

Jack 14:21

Well, but that's my point about the internship (.) I think it should be in erm Yeah, I like that internship in block three and master thesis in block four (.) or or the internship through winter because that would make sense (.)crap weather but you're inside the office working.

Anna 14:45

So in block two? Aber dann. Also dann in Block zwei habe ich überhaupt noch nicht so viel bringen können. ((laughter))

Jack 14:52

Was?

Anna 14:53

<Da habe ich überhaupt noch nicht so viel über interkulturelle Kommunikation gelernt.> Dann könnte ich noch nicht so viel betragen im Betrieb.

Jack 15:11

Yeah. but I mean (.) I don't (.) Yeah, you could do that (.) We could do the internship and do a research project °which we did anyway° and then like in block three (.) we do like (.) yeah (.) I don't ↓know. That that would be my suggestion that block two we do the internship and then block one. You just do lots of theory that you might need for the internship.

Anna 15:34

Ja. Und diese ganzen dummen praktischen Aufgaben und ich weiß nicht (.) aber ((unintelligible)) das ganze CO2 war das also mit den Forschungsmethoden (.) Da habe ich nichts Neues gelernt. Das habe ich alles schon im Bachelor gelernt und ich weiß nicht wie das für die Anderen war aber da hätten wir ga:nz viel Zeit sparen können und viel mehr Theorie über interkulturelle Kommunikation tatsächlich lernen können.

Jack 16:06

the most I learnt about it in my German course about Identität and=

Anna 16:12

=Das war wirklich spannend (.) das verwende ich jetzt auch alles für die Masterarbeit.

Jack 16:15

Exactly ((unintelligible)) base of doing that=

Anna 16:19

=Und wenn es einfach das gleiche ist wie bei der Bachelorarbeit hat (.) dann mache ich nichts Neues.

Jack 16:23

Yeah (.) Forschungsmethode. I don't really (.) I don't really care. Yeah, and then we can like write the thesis and block three and four but do the courses and block three and then you've got the who::le block four to write your master's thesis with maybe one course that we still see each other or something (.) I don't know like (.) one easier course.

Anna 16:46

Ja (.) einfach oder vielleicht sowas wie eine Masterarbeitsgruppe oder so (.) wo man sich einfach jede Woche trifft und dann kurz darüber reden kann oder so.

Jack 17:00

Yeah like (.) I know we're on different topics but just yeah (.) just some kind of study session that we can all go to (.) and maybe one of the tutors comes along just to give general advice on like the outline or the design of the experiments for example,

Anna 17:16

Oder vielleicht etwas für ehm (.) Arbeitsmarktvorbereitung dass man sein Resume lassen checken lassen kann.

Jack 17:28

It could literally be anything but maybe one week it's Carlo (.) one week it's Debbie (.) one week is Kristi (.) one week it's Emily. ((timer rings)) Yeah, that's five minutes.

Anna 17:39

Oh, nice.

Jack 17:41

Okay, that's us.

Anna 17:46

((laughter)) Wir haben glaube ich Lisa verpasst (.) weil sie war wahrscheinlich so vor 10 Minuten da.

## Appendix E: Survey answers

Q1 - What is your name?

Jack, Elise, Nina, Lena, Paula, Sophia, Tom, Anna, Femke, Gaia

Q2 - What is your nationality?

<i>Jack</i>	British
<i>Elise</i>	French
<i>Nina</i>	Slovak
<i>Lena</i>	German, Norwegian
<i>Paula</i>	German
<i>Sophia</i>	Austrian
<i>Tom</i>	Dutch
<i>Anna</i>	Dutch
<i>Femke</i>	Dutch
<i>Gaia</i>	Italian

Q3 - What is/are your mother tongue(s)?

<i>Jack</i>	English
<i>Elise</i>	French
<i>Nina</i>	Slovak/French
<i>Lena</i>	German, Norwegian
<i>Paula</i>	German
<i>Sophia</i>	German, Greek
<i>Tom</i>	Dutch
<i>Anna</i>	Dutch
<i>Femke</i>	Dutch
<i>Gaia</i>	Italian

Q4 - How would you rate your productive (writing, speaking) and receptive skills (listening, reading) in any additional languages you know according to the Common European Framework of Reference for Languages (A1-C2)?

Participant	Language 1	Language 2	Language 3	Language 4	Language 5
Jack	German Productive: C1 Receptive: C1	French Productive: C1 Receptive: C1	Dutch Productive: B1 Receptive: B1	Spanish Productive: B1 Receptive: B1	
Elise	English Productive: C2 Receptive: C2	Spanish Productive: B2 Receptive: C1			
Nina	English Productive: C1 Receptive: C2.	Spanish Productive: A2 Receptive: B1	Dutch Productive: A1 Receptive: A1		
Lena	English Productive: C2 Receptive: C2	French Productive: C1 Receptive: C2	Dutch Productive: B1 Receptive: B2		
Paula	French Productive: C1 Receptive: C1	Spanish Productive: C1 Receptive: C1	English Productive: C1 Receptive: C1	Italian Productive: A2 Receptive: B1	Dutch Productive: A1 Receptive: B1
Sophia	English Productive: C1 Receptive: C1	Spanish Productive: C1 Receptive: C1			
Tom	English Productive: C2 Receptive: C2	German Productive: C1 Receptive: C1	French Productive: B2 Receptive: B2		
Anna	German Productive: C2 Receptive: C2	English Productive: C2 Receptive: C2	Swedish Productive: B2 Receptive: C1	French Productive: B1 Receptive: A2	
Femke	English Productive: C2 Receptive: C2	German Productive: B2 Receptive: C1	Spanish Productive: B2 Receptive: C1	French Productive: B1 Receptive: B1	Frisian Productive: B1 Receptive: B1



Gaia	English Productive: C2 Receptive: C2	French Productive: A2 Receptive: B1	Spanish Productive: A2 Receptive: B2		
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Q5 - Do you have prior experience with ...? If yes, please elaborate the form (spoken or written, which languages used), frequency (how often), and context (e.g., university, work or free time and with whom).

Participant	ELF	LaRa	A combination of both
Jack	Written spoken at uni	Spoken at Dutch sports clubs	
Elise	Studies, foreign friends, professional environment, social media. (Frequent)	Rare, sometimes with friends, usually French, English and Spanish.	Probably with some foreign friends, rare as well (English, French and Spanish)
Nina	University - spoken and written, everyday, with teachers and classmates	none	
Lena	spoken & written daily at work	Dutch: written daily at work	private life - I try to talk Dutch but often switch to English or listen in Dutch and answer in English
Paula	All the time at uni, basically.	Rarely, but I wished I would use it more often. Sometimes with my Dutch friends, when we agree on it	With Dutch people when I'm the only not native. Then I speak English and they Dutch
Sophia	free time, with friends, university, with teachers, work, with co workers and costumers	at university during seminars	free time, with friends
Tom	A lot of experience, spoken as well as written. In the context of university and free time during my exchange.	Some experience, had a course about it already during which I spoke Dutch and another spoke German. So almost the same as this situation.	Yes, also for that course. Also during day to day conversations with someone who did not speak english very well.
Anna	Pretty often, during the master at university and several times at social events (but not too often in my inner friends circle). And	Only when I'm the one speaking Dutch. Always in what'sapp chat or instagram DM with German friends and also with one native English speaking friend. Also sometimes with German friends that speak Dutch, we	Sometimes when using LaRa with an English speaker, I tend to mix in some English words in my own speaking too. Same goes for when I'm talking in Dutch to a German speaker, I mix in some German. I never use English when I'm using

	often on the streets and in shops etc.	use it face to face. A few times we used it at uni, but almost only if we were instructed to do so (that was also always German-Dutch or English-Dutch). Also I am very steady in keeping to speak the goal language when teaching a language (Dutch or Swedish), then the students sometimes speak English but I always answer in Dutch. Sometimes I also randomly speak Dutch (in NL) or German (in Germany) to someone that addresses me in English, either when they ask me to do so (like at parties), or in situations where you know what you're going to say anyway, like in bars or in shops etc.	LaRa Dutch-German though. Sometimes when I am using ELF with people that I know do speak a bit of Dutch, I use some Dutch words or sayings. This happens in all the situations that I described above for ELF and LaRa, except for in the language learning situations when I am the teacher (at work) or the student (at uni). In educational settings I try to use only language and not mix. In the other aspects of my life I'm not at all strict with that :)
Femke	Study, living abroad (Brussels and Mexico), talking with friends who don't speak Dutch, working in restaurants and costumer service	Exercise in class	none
Gaia	Spoken, written / very often / English / university, free time and work / friends and coworkers	Spoken / rarely / Italian, English, Spanish / university / friends and fellow students	Spoken / rarely but more often than LaRa / free time with friends

Q6 - Did you experience any benefits of using ...? If yes, please elaborate on what these benefits looked like in each part of the experiment.

Participant	ELF	LaRa	A combination of both
Jack	Most time efficient form of communication	intellectually stimulating and fun	Flexibility and dynamic
Elise	Yes, as it was the language we could both talk beside our mother tongue	Not really, it was hard to understand each other	We eventually mostly used ELF, or Paula spoke French to me since she knew the language
Nina	we both speak the language	I was paying more attention	Easier to find the right words
Lena	clear communication	more comfort for Nina? more flexibility in choice of words etc.	that was great, I felt at ease and excited when using both EN + FR and mixing back and forth, I think Emma the same
Paula	Without me speaking English, Elise wouldn't have understood		Perfect situation, but same as ELF for me. Maybe more comfortable for Elise, as it is her mother tongue
Sophia	Communication was effortless.		A combination of both feels the most natural way for me personally so I enjoyed that.
Tom	No need for repetition of utterances, we seemed to understand each other perfectly.	We can both talk in the language we are best in, so we can express each other more accurately.	Able to use English as the standard but switch up to LaRa when the communication does not work. It is a safety net.
Anna	My conversation partner had English as a native language and I am also fluent in English, so this felt very natural to me. There was no need to focus our attention to word choice and much more attention to focus on the content. We even reached the goal of the assignment within 5 minutes.	I liked that I could speak German, which feels a little easier to pronounce for me, and I know that my conversation partner understood me fully. That made it easier for me and not much harder for my conversation partner, I think. It was also fun to hear some French with the opportunity to also have some of it translated to English, I think it made my French a tiny little bit better.	This was the best, because I didn't have to juggle the French and my conversation partner could speak his native language which is nice to listen to. Also, I could speak German, which I find the easiest language next to Dutch, and I didn't feel that little bit of "inferiority" when you're speaking English to a native English speaker.
Femke	Easier to explain myself to the other person		When you don't come up with the correct word in language A, you can use language B
Gaia	Conversation flowed effortlessly, took less	Had the feeling I was understanding German a	Easier than LaRa, since my partner could explain

time, could cheat the maze by jumping lines instead of giving directions	lot more than I expected to	words I didn't understand by also using English
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Q7 - Did you experience any challenges of using ...? If yes, please elaborate on what these challenges looked like in each part of the experiment.

Participant	ELF	LaRa	A combination of both
Jack	Very predictable	Miscommunications	
Elise	/	It was very hard for me to understand German, as I have very limited knowledge of the language, so we really struggle to exchange	/
Nina	It's not the mother tongue of either of us	I don't speak any German - it was hard to understand, always double checking	
Lena	no	Talking German barely worked, that was quite the challenge during the debate. In the maze it was OK, but mainly because we could double check in French	no
Paula	It's the language both of us speak on a similar level	I could perfectly make sense of her French, but it didn't work with me speaking German, Elise couldn't make sense of hardly any of my German	Most comfortable situation for both of us, I think
Sophia		I wanted to make sure my partner understood me so at times I actively tried to speak slower and clearer than I normally would.	
Tom	No challenges.	Had to instantly activate my German knowledge again, so in the beginning I was a bit rusty but it gradually became better.	Sometimes the brain has a hard time understanding everything when languages are spoken in combination with each other. I think my brain takes a bit longer than usual to actually interpret everything.
Anna	I think because we are language students we both really like to use	My conversation partner was pretty fluent in French, but his English and German were	It would have been more natural to use a combination of ELF, DLF

	different languages that we know, so I'd be happy to speak Dutch with my conversation partner who has put in the effort to learn it, and we both like to speak German. To me, speaking English feels a bit superficial, like I am playing a role that is not exactly me, because I need to phrase my sentences in English which is a bit more neutral and politically correct and so, not the way I would naturally say it.	better and I also understood only like 75% of what he said in French, so it felt very unnatural that he had to use that language instead of one of the three languages (English, Dutch, German) that we're both fluent in.	(Dutch as a lingua franca) and GLF (German as a lingua franca). My conversation partner and I got to know each other in a setting where you speak German even though it's not everyone's native language, so that is our default mode. We could have used our respective native languages (English and Dutch) so declare the more complicated sentences.
Femke		Explaining myself explicitly to the other person understood well enough to finish the experiment	Constantly switching between the two languages
Gaia	No challenges	I could not understand everything that the other was saying, we got lost at one point and I believe I did not find her eventually	My partner struggled going back and forth, she expressed dissatisfaction with her performance

Q8 - Did you notice any similarities between the three modes? If yes, please elaborate.

Jack	Basic communication was fine
Elise	Not necessarily
Nina	with the mazes, we used the same vocabulary in all languages
Lena	I tend to switch to English fast, as that's currently my main language. Nina switched to French a lot, as it is hers, and because she knows my French is also very good
Paula	ELF and a combination of both felt similar, as we had the same results of understanding each other
Sophia	They all led to the same results. The communication worked.
Tom	ELF and the combination, because the combination one was basically used as ELF.
Anna	In all the modes, it took some adjusting to not "accidentally" use the "wrong" language for the assignment.
Femke	In the maze experiment, we used similar strategies to find each other (for example, using left, right, up and down or referring to places by describing them as letters)
Gaia	ELF and the Combo were the more effective ones, we found one another every time, because we could just revert to English or use English words if we felt we did not understand

Q9 - Did you notice any differences between the three modes? If yes, please elaborate.

Jack	Efficiency and flow of communication better in ELF and the combination
Elise	Evidently, the easiness of the conversation in ELF, or with the other speaker talking French, the conversation was a lot easier and comfortable.
Nina	When Lena was speaking German she had to talk slowly, using the same words. We could express our thoughts more freely in other modes
Lena	with LaRa I was not really able to hold a conversation because I knew she would not understand any complicated sentences. it was the only mode in which I adapted my speed, tone of voice, and also chose different vocabulary to make sure she understands something (Passion statt Leidenschaft)
Paula	LaRa only works when both have at least some receptive skills. That's why LaRa didn't work in our case
Sophia	LaRa and the combination mode required more explanations than ELF.
Tom	During LaRa we had a lot more confirmation checks I think, we really depended on each other to assure the other one that we understood each other.
Anna	When using ELF, neither of us had to focus on the word choice. In LaRa, it took some cognitive effort to pick words in a second language and listen to the conversation partner speaking a third language, so the conversation task was harder.
Femke	The conversations in ELF and the combination went smoother than the one in LaRa.
Gaia	Combo was more difficult for my partner, conversation did not flow as easily as with the others because she had to switch between two languages. LaRa was more difficult for me (obviously) and less successful

Q10 - Out of the three modes (ELF, LaRa, and their combination) which one do you prefer?

#	Answer	%	Count
1	ELF	30.00%	3
2	LaRa	20.00%	2
3	A combination of both	50.00%	5
	Total	100%	10

Q11 - Please explain your choice.

Jack	Exciting and different to normal every day communication
Elise	Because, as much as I enjoy trying to learn new languages, I would have needed a much higher level of German to discuss properly with my partner.
Nina	It's a second language to both of us and it just felt more natural.
Lena	I like code switching, it is the most fun and most relaxed speaking mode for me. Talking to someone that I know understands other languages too or is comfortable with speaking their own that I understand is very comfortable and prevents me from having to search for words.
Paula	It gives more comfort to Elise to express herself in her native language and I can make myself understood in a language she also speak.
Sophia	I like a combination as it allows me to code switch whenever I am lacking vocabulary. Adding some German expressions that form part of my personality is also a plus.
Tom	If we can both understand the language the other speaks, LaRa is way more efficient. No need to search for words or stutter, being able to talk how you always talk is so good for the clarity of the communication.
Anna	I prefer LaRa, but only if that means that everyone speaks a language that they are just as fluent in or more fluent in than English (so not like in this experiment with French, unless I did it with a native French speaker and I could speak Dutch so I could focus all my attention on understanding the French and not on keeping up the right language myself)
Femke	Although it was hard to switch between speaking and hearing the languages, it was a very rich and interesting debate. I think I am just not used to constantly switch but if I would be, I'd prefer to speak like that.
Gaia	Both partners felt more comfortable and talked more

Q12 - Please add any further comments here.

Nina	It's also the language we used in an academic setting
Lena	Good luck! :)
Paula	As I am very fluent in French, I found it super awkward NOT to be allowed to speak French. I would have enjoyed it more to be able to give her confirmation that I really understand her by responding in the same language
Tom	no further comments
Anna	I liked the research design with the two different types of tasks! Good luck with the thesis :)
Femke	Although my partner in the exercises did not understand German, she managed to comprehend the general things I was saying which is very cool!
Gaia	I felt like I was learning some German thanks to LaRa, or that I knew more than I thought, so it was still very interesting and enjoyable this time, just not as effective (did not always find one another, took more time, less pleasant to both parties -. one understood less, the other did not feel as comfortable in her German as in her English)

## Appendix F: Question guide for focus group interview

1. Welcome and thank you with a short introduction
2. Can I quote your survey responses in front of the other two participants?
3. Nina, you said that a challenge for ELF was that English was not the mother tongue of neither of you. Could you please explain where exactly the challenge lies in that?
4. Nina, you called paying more attention in LaRa a benefit. Could you please elaborate on what you were paying attention on and how that was a benefit?
5. Anna, when talking about differences between the modes you focused on ELF and LaRa: “when using ELF, neither of us had to focus on the word choice. In LaRa, it took some cognitive effort to pick words in a second language and listen to the conversation partner speaking a third language, so the conversation task was harder.” Where would you locate the combination in these differences you mentioned?
6. Lena, you mentioned clear communication as benefit of ELF. Could you please explain what you meant with ‘clear’?
7. Lena, you chose the combination of ELF and LaRa as your preferred mode and in your explanation, you said: “I like code switching, it is the most fun and most relaxed speaking mode for me.” Did you consciously think about this comparison to code-switching?
8. After each question: What do you think about what X has just said?
9. Is there anything you would like to add or say that we haven’t mentioned?



## Appendix G: Focus group interview transcript

((small talk and thank you before the recording started))

Researcher 0:00

I will now start with my questions. So I have kind of two parts. So first of all, I have specific questions for each one, like one of you, and it's about your responses to the survey. So please let me know if you don't want me to refer to your responses if you want this to be completely anonymous because then I can't ask you about it. Is that okay for you if I, for example, if everybody knows what you voted for?

((everyone nods))

okay, perfect. So I'll start with Nina. And you said that as a challenge for elf, you said that it's not the mother tongue of either of you. And I would just wanted to ask you to maybe explain a bit more why exactly is that a challenge? Or where lies the challenge in that?

Nina 0:58

Well, I suppose since. Yeah, it's not our mother tongue. So there will always be this thing of not being able to express ourselves completely freely even though we understand English very well. And so if at least it was the mother tongue of one of us, it would be easier to express like the directions or anything with more concrete words and we'll waste less time trying to find other ways of saying things.

Researcher 1:33

Okay, perfect. That is clear to me. And for Lara, you said that a benefit was that you were paying more attention. Again, similar question, how was that a benefit? And what were you paying attention on?

Nina 1:49

So I was trying very hard to understand something. So Lara is when Lena spoke German and I tried to understand?

Researcher 2:01

Yes, and you were speaking French.

Nina 2:03

So when she spoke English, maybe we went a little bit more quickly. So we might I might get lost on the way because right, left, right, up, down. So the tempo was a bit quicker, whereas in German, we always made sure we double checked I always repeat it to just to make sure that I understood it correctly. So I think they're less mistakes were made or there was less space to make mistakes.

Researcher 2:31

Okay. Is there anything maybe the other two want to add? I'm just going to ask this for every question. In case there's something that I don't know you agree with or disagree with completely.

Lena 2:45

I would agree with the paying more attention and definitely slower. I think that that was a positive thing of the Lara. I would definitely also say at the same time, it's connected to a higher sense of stress, because you're kind of nervous that you're going to not catch the most important things or

you know that if you drift off with your thoughts for a second, you're going to be lost. So yeah, it's kind of good, but it's definitely difficult.

Researcher 3:15

Okay, all right, then we'll move on to it. And you said when I was asking about differences between the different modes, you refer to elf and Lara, I'm just going to read what you said because I'm guessing that you probably don't remember. And you said when using elf neither of us had to focus on the word choice. And in Lara took some cognitive effort to pick the words in a second language, and then listen to the conversation partner speaking a third language, so overall, the task was harder. So now you refer to elf and Laura, where would you put the combination and all of this?

Anna 3:59

think the combination was definitely easier than both other options, but that was I think, because French is like a really hard language for me. And then English is just easier to understand. So in the, I think still think German is easier to speak so yeah.

Researcher 4:28

So in the combination if it was basically French was out, right, so

Anna 4:34

yeah, yeah.

Researcher 4:36

So Gregory spoke English and you spoke German, right?

Anna 4:40

Yeah, yes.

Researcher 4:41

Okay. And in the end, you still picked Lara as your preferred mode. Why? Why is that?

Anna 4:51

Because usually you do that with someone that's like best at the language you're listening to and not better at another language that you're also better at. And Lara would have been English and Dutch probably for me and Gregor, and then I would prefer that over just speaking English all the time or speaking German all the time.

Researcher 5:13

Okay, thank you. And then we've got Lena you first said for elf as a benefit that the communication was clear. Again, please explain to me what does clear exactly mean to you?

Lena 5:30

Whereas in LaRa it's, it's slower. And potentially you might misunderstand what you have to ask again. And in elf it's because all of our English is so good. You'd never have to double check. I guess that would be different in other settings. But especially in ours, it's just immediately like that

Researcher 6:03

Yeah, so maybe as a question for all three of you, would you do you think that the main the main factor in choosing between these modes is your language proficiency?

Nina 6:16

Yes. And also the language proficiency of the the other person. So for example, if I knew that, maybe Anna's English even though my English and my French are comparable, more or less I would choose English because I know that she can understand it better too

Researcher 6:34

So you would focus on like accommodating the other?

Nina 6:42

Definitely, yeah

Lena 6:44

if I can, obviously, like let's say, like, my French is pretty good, but I'm not super used to speaking it anymore. So it always takes me a bit. So in a conversation with Nina when we do Lara, for example, it or the combination that we did it very easily switched to Nina speaking French. I have absolutely no problem with that, but I'm probably going to respond in English. If it would be in France with French a French speaker most likely it would become speaking French with each other and I would accommodate the other because elf with let's say stereotyping here was an average French speaker elf would probably not be very comfortable for neither of us. So definitely, depending on the setting, setting

Researcher 7:36

okay, I'm just thinking of another question. Now, that you said setting so in this I know in the experiment, some of you you you know each other some of you are used to talking in a certain language so it was an experiment, so it was kind of set up. But if you don't know someone, how do you how do you know what their level is? Because sometimes you don't know right? You don't know what other languages they speak.

Nina 8:02

Yeah, that's I mean, that's the thing. I think the first reflex would be to use English. And I always get that from the other side, because I'm not French, but I speak French very well. So people don't expect me to speak French as well as I do. So especially French people. So there's always this yeah, this trying me out phase. And then when they see it's okay, okay, okay. But maybe the first reflex is always to start a conversation in English and then it's a it's always like a no surprise when you see that you share another language with that person, too. And then you would probably switch to that language.

Lena 8:51

Yeah, with settings I think it also depends on where you are and who you're talking to. So, like, if I'm here in the Netherlands, and I want to make, let's say, Okay, I make a phone call and now I have started forcing myself into making that phone call immediately in Dutch. But now for the last three years, I think I started every phone conversation with Is it okay, if I speak English? Are you okay with that checking, checking on that because my Dutch wasn't good enough. And I've had a few situations where the other one was like, Ah, I don't know. And then I did try it in Dutch, which most of the times worked roughly and sometimes it actually switched into Lara. So me speaking English and the other one speaking Dutch, but usually it just depends on where you are in an international setting or like in our masters the default would be English. Until you find out oh, actually you speak German to speak German. So yeah, I think it depends a lot on where you are and what you do.

Researcher 9:59

What do you think Anna?

Anna 10:00

Yeah, I agree. Yeah, I've also heard that you can't really like proof, like prove that you understand the language. So you kind of have to first just speak that language, both of you before someone will keep talking about. Yeah, but I didn't really know a solution for that. It's just like, usually if I want to speak German with someone, I'll just also speak German. And that works. Or I'll make them speak Dutch, but that always makes me feel a bit weird

Researcher 10:40

Yeah, obviously, there's a difference between the speaking part and the understanding part. So let's say I understand Dutch but I don't speak it. So I would actively have to say you can speak Dutch to me, but I'm just going to reply in English or in German if they know German, for example.

Lena 10:57

that's something has done for several years now as well at work. And for a lot of people that that just doesn't work. Like they like it. They start doing that and then they switch into English. Even unconsciously, then sometimes they catch themselves. Saying why am I speaking English now? I can speak Dutch. They know but I think it's also kind of a cognitive effort to hear a language and respond into an in another when you're not used to Lara. That's something I've observed for quite a bit

Anna 11:30

It's like a different skill. Actually, you really have to practice it.

Researcher 11:35

So does that mean

Anna 11:36

it is more comfortable because like when I'm tired I don't feel like speaking a second language, but I'm still pretty much okay with listening to the second language. So

Researcher 11:49

does that mean that you could learn Lara that you could get used to it because you said most people are just not used to it? So let's say you just actively tried to do it often. Do you think that could be an alternative to elf or the combination?

Nina 12:04

Yeah. I was in hospital once and there was this lady and she was Slovak and her husband was French. And so I heard someone because it was there was silence everywhere. So I kind of heard him speaking French and she was answering him in Slovak and it was like, what was that? What's it what's going on? And but she said that he's he understands Slovak perfectly and she understands French perfectly and so they just communicate like that all the time. I've never seen anything like that before, especially because French and Slovak are just completely different languages. So it was very shocking, but it works for them.

Lena 12:41

It's amazing.

Researcher 12:45

That's a cool example. Yeah. Okay, the last kind of part is connected to something that Lena you also said. So you said when you explained why you chose the combination as your preferred mode. You said that I like code switching. It's the most fun and most relaxing, relaxing speaking mode for me. So now my question is first of all to you, but then also to the others. So basically you called the combination of elf and Lara code switching. Was that a conscious thought or how would you define these two things?

Lena 13:28

I the only way that I simply could combine them was code switching because I'm like I don't do a sentence in one language and then the next full sentence in the other language like if I'm, if, let's say a sort of sentence and then I'm lacking a word, or it just comes up in a different language, then I might throw that in and maybe end the sentence in that but it's, if I start the sentence in one, yeah, I don't know. I couldn't. I couldn't do three languages as blocks. So if I have all three languages present, and I know I can use all three it automatically mixes into code switching. Whereas like word here half a sentence there three sentences here. Yeah, I find that very comfortable also in our masters and also in the experiment that I know it's okay. Nobody's gonna freak out. Because I threw in a German word here

Researcher 14:31

What do the other two think? What do you think of this calling the combination code switching?

Nina 14:38

Yeah, I agree. I agree. It's just really mixing all all languages, you know, together. And feeling Yeah, exactly. Very, very comfortable doing it. I think Lena explained it really, really well. I don't think I have anything to add. Yeah.

Anna 15:02

And I think that too actually, yeah

Researcher 15:06

Okay, perfect. Is there anything you would like to add or anything you just thought of you want to say about these? Yeah maybe the experiment in general or like the modes, anything we haven't talked about?

Lena 15:22

I find it kind of interesting and also a little bit sad. I think that we all we all can agree that all of these inclusive modes are actually really nice and like a nice challenge. They are inclusive. But as we've seen in the experiments and also in general like it's always easier with elf. That's, that's in a way kind of disappointing that even though all of us that speak so many languages and that are so open for it, we struggle with actually implementing any of these other modes because it's so natural with English. Yeah. Totally depressing note to say at the end

Nina 16:07

Right, yeah, you're right. And I mean, I've never experienced that. But I hear people that are really, that really want to learn a language and they and finally they managed to they've taken classes. I don't know what and finally they managed to go abroad in a country where that language is spoken, and everyone would speak English to them even though they feel like they've made so much effort and now's the time to really make it better make it perfect. And people when they hear just a slight accent, they would automatically switch to English, which is kind of Yeah, I feel I feel like their motivation was like, so I don't speak the language as well as I think I do. Maybe that comes to mind and yeah, that sad, for for those people. Yeah.

Researcher 16:57

Yeah, so that would be at the like in the case where you already learned the language but what if you're still learning so then you don't even get the chance to?

Nina 17:05

Yeah, yeah.

Researcher 17:08

At uni you said earlier that you use elf but you also have the language tracks right? so you have your different languages do you think that like in at university it could actually be implemented? like we could say I don't know did you have any classes where teachers said you can use like we are only going to speak in French or you can use Lara or I don't know because I wasn't there like I wasn't. I didn't take part in any of those language courses.

Lena 17:40

((unintelligible)) in our German course she was just fully speaking German accidentally sometimes throwing in some Dutch. And for example, one one member of the of the group was that her passive German was really good but active not so much and she had an agreement with the teacher that she can answer in English. That was no problem. Everybody was cool with that. And I guess that it was similar in other courses, but I'm sure

Nina 18:11

Yeah, I mean, I've only had French classes and everyone's French was good enough to follow. The class and actively participate in French so I think everyone was kind of also happy and wanting to take advantage of the opportunity because it's not everyday that you find French, so many French speaking people. So I think it was like everyone's aim to speak as much French as possible. But I remember during our what was the name of the class again with the consultancy thing intercultural consultancy. We had my group had ((professor's name)) but she said that the presentation or whatever we could choose the language we want because it kind of depended on the firm as well. Whether we will give them the report in French or in English and so, that was completely up to us if we wanted to do that presentation we were supposed to do in English or in French and so you you could choose and switch and it wasn't a problem.

Researcher 19:21

But that still means that you had to choose one language and you weren't like mixing the presentation to be multilingual

Nina 19:27

I'm sure she wouldn't mind but yeah. When you chose a language you just received feedback in that language. You're asked to ask questions in that language. So yeah

Researcher 19:36

okay, so is it correct if I summarize that it was basically monolingual whether it was English or another language it was still kind of

Lena 19:44

like overall you can say that the master they were often saying that we should speak in any language we want. But I don't think that the teachers actually lived that in front of us like they were not a good example. They only spoke English actually in all the lectures we had together and they often said feel free to do any language whatsoever. But then if they only speak English, you're gonna mirror that.

Researcher 20:17

Okay, that's very interesting. Okay, I'm going to end with this. Thank you so much for this