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Nonverbal Communication & Rapport in Online Intercultural Conversations

THE IMPACT OF NONVERBAL COMMUNICATION ON THE CREATION OF
RAPPORT IN COMPUTER-MEDIATED INTERCULTURAL ENCOUNTERS

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Master thesis Intercultural Communication (2021 – 2022)

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Date of submission: 11-06-2022

Abstract

This thesis analyzes how nonverbal communication supports the creation of interpersonal relationships in intercultural computer-mediated conversations (CMC). For this purpose, six conversations of each two participants with different cultural background were observed, with a focus on their nonverbal behavior in relation to rapport and communicative strategies. Subsequently, the participants were interviewed following the Interpersonal Process Recall (IPR) method, to gain insights into their individual perceptions of the conversations, the observed nonverbal elements (NVEs) and the creation of rapport between the interlocutors. The analysis showed that NVEs were regularly used to support communicative strategies, as well as moments of trust and intimacy, thus supporting the creation of interpersonal relationships. While the relevancy of nonverbal behavior on the creation of rapport could be observed overall and situation-specifically, due to the significant impact of context, multifunctionality, and individual behavior, generalizations concerning single NVEs could not be established.

Keywords: Intercultural communication, nonverbal communication, rapport, interpersonal relationships, computer-mediated communication, communication strategies, successful communication, interpersonal process recall

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1. Introduction

The recent challenges of the COVID-19 pandemic have been accompanied by a phenomenon unprecedented in previous pandemics: a drastic switch of our communication channels from face-to-face towards online channels, such as social media or communication tools like Teams or Zoom. The field of intercultural communication (ICC) has been largely defined by the increased mobility of the world's population and seemingly obscuring borders over the last decades, resulting in a large array of research on cross-cultural face-to-face encounters, and on the required intercultural competences for a successful conversation in such a setting (Avgousti, 2018, Manço, 2000, van der Kroon et al., 2015, ten Thije, 2020). The topic of computer-mediated communication, which had only just started getting traction within ICC, suddenly became the central communication mode of the global population (Meier et al., 2021). While a crucial factor of successful intercultural communication is to be "developing relationships with people from a different cultural background" (van der Kroon et al., 2015, p.22), it is especially challenging in computer-mediated communication (CMC). The virtual setting implies a feeling of distance, which can even lead to CMC exhaustion – the mental fatigue of experiencing more online than face-to-face conversations (Nadler, 2020). Nonetheless, as Avgousti's (2018) study shows, interactions with interlocutors from other cultural and linguistic backgrounds via online tools also have proven to be a successful and valuable tool for eliminating stereotypes and improving intercultural sensitivity. It is thus important to look at how we can build personal relationships despite the challenges of computer-mediated conversations.

An important element contributing to the creation of interpersonal relationships is our nonverbal behavior. As Tetenov (2019) points out, it involves a myriad of information, yet often goes unnoticed. According to Denham's & Onwuegbuzie's study (2013, p.671), paralingual and facial expressions communicate "93% of people's feelings and attitudes", thus playing an undisputable role in conveying one's feelings, and building relationships with conversation partners on the emotional plane. Additionally, nonverbal communication should not be underestimated in its relevance as a strategy to convey meaning and to avoid misunderstandings (Spencer-Oatey & Franklin, 2009, Harris & Rosenthal, 2005). Like in the interactions, nonverbal communication is often overlooked also in research itself (Denham & Onwuegbuzie, 2013), despite its crucial role. Researchers have therefore called out the need for more cross-cultural research on nonverbal communication in applied settings (Matsumoto & Hee Yoo, 2005, Denham & Onwuegbuzie, 2013, Cole, 2019, Tetenov, 2019). Hence, this dissertation will focus on nonverbal communication in intercultural CMC, a contemporarily highly relevant yet not thoroughly researched combination, to provide insights on the impact of nonverbal elements (NVEs) on building connections between people of different cultures.

With technology influencing our use and perception of communication, we can assume that we also adapt our use of nonverbal communication in computer-mediated conversations to those technological challenges. Considering that nonverbal cues are already used for multiple purposes such as to convey emotions and meaning, or to build relationships, the added complexity of ICC and CMC can pose a challenge for interlocutors. However, as mutual understanding and successful interactions are primary goals in intercultural encounters (see 2.2 Successful communication), understanding the factors contributing to these goals, including nonverbal cues, is crucial for anyone engaging in intercultural conversations. For this purpose, we will first investigate which nonverbal communicative elements can be observed in online intercultural encounters. Next, to understand why and how they are used we will investigate to what extent these nonverbal communicative elements facilitate interpersonal relationships (hereon referred to as 'rapport', see 2.3 Establishing rapport) between the interlocutors and which role they play in the application of communication strategies. To summarize, the following main research question and its two sub questions will be used as guidance for this dissertation:

Research question: How do nonverbal elements function as a communicative strategy in the contribution to a feeling of rapport in computer-mediated intercultural encounters?

Sub question 1: Which nonverbal communicative elements can be observed in computer-mediated intercultural encounters?

Sub question 2: To what extent do these nonverbal communicative elements facilitate a feeling of rapport towards the interlocutor?

Towards this end, a case study will be conducted including ethnographic observations of nonverbal communication in intercultural pair conversations, followed by a qualitative analysis. This qualitative approach allows for a focus on the emotional aspect of the conversations, which is crucial for drawing conclusions on interpersonal relationships. The observed conversations will be combined with individual interviews following the IPR approach (Interpersonal Process Recall), with the goal of providing agency to the participants in the interpretation of the observed speech phenomena (Djenar, 2019).

In the following chapter (chapter 2) we will first establish the theoretical framework in which we are moving, with a focus on correlations between nonverbal communication, rapport, and communicative strategies in intercultural conversations. Then, the methodological approach will be outlined in chapter 3, providing justifications and details of the qualitative research approach as well as of the resulting corpus. In chapter 4 an in-depth analysis of the case study will be presented, providing

insights into the observed NVEs as well as the participants' assessments. Last, the results presented in chapter 4 will be summarized and discussed in chapter 5 with the goal of providing answers to the research questions presented in this introduction and will be concluded with a presentation of limitations and suggestions for further research.

2. Theoretical framework

2.1. Intercultural communication

Given the complexity, individuality, and diversity of the researched elements such as personal emotional assessment, nonverbal habits, or cultural diversity, a non-essentialist frame to this research is crucial. Non-essentialism acknowledges the “huge diversity within (...) cultures” themselves (Holliday, 2016, p.319), and views culture as a “non-static notion” (Avgousti, 2018, p.21), as opposed to the widespread perspective of cultures as unchanging separate blocks (Holliday, 2016). By adopting such a flexible paradigm we can focus on understanding the individual instead of falling in the pitfall of stereotyping or generalizing, and thus can help us gaining translingual and transcultural competence (Avgousti, 2018).

In terms of intercultural communication (ICC), there is an ongoing search for an improved definition within the academic field, mirroring the versatility of both the term and the concept. Without diving deeper into the continuous discussion, we will adapt the following definitions as they have been widely accepted and mirror the non-essentialist approach of this research: according to Manço (2000), ICC takes place when different cultures mix or engage with each other in a positive manner. An important result of such contact is the gain of individual competences and traits of other cultures. A similar view can be found in ten Thije's (2020) definition of ICC, according to whom such contact requires a critical reflection of at least one participant, resulting in a change of the interactant(s) thinking and/or acting (ten Thije, 2020). Spencer-Oatey & Franklin (2009) adopt a more flexible definition, arguing that intercultural communication happens whenever the interlocutors recognize that the cultural distance has an impact on the interaction. Especially Spencer-Oatey & Franklin's viewpoint will be observed in the conducted case study, as all participants are aware of cultural differences characterizing the interactions.

Before looking into communicative strategies and nonverbal communication, a central topic within intercultural and multilingual communication that needs to be reviewed is the modes in which such interactions can be conducted: intercultural conversations are often exolingual, meaning neither or at least one participant is not speaking their native language (Backus et al., 2013). Following Py (1989), the degree of the participants' proficiency in the chosen language can vary, but it can be assumed that there is always a certain amount of imbalance. To provide speakers in an exolingual conversation more equality in communication, Backus et al. (2013) propose a range of inclusive modes, such as English as Lingua Franca, Regional Lingua Francas, Lingua Receptiva, or Codeswitching. However, as they point out, a successful application of most of these modes requires skills in meta-communication and preliminary discussions about which linguistic mode to apply to the current setting. This case study

was conducted exclusively using English as Lingua Franca (ELF), due to all participants self-indicating a high level of English. The use of ELF was thus an evident mean to allow for a linguistically unobstructed interaction between the participants.

2.2. Successful communication

Regardless of the chosen linguistic mode, the primary goal and result of any (successful) communicative act is mutual understanding. In her revised version of Jakobson's (1960) model of communication Kerbrat-Orecchioni (1980, p.19) visualizes how the encoding and decoding of a message is influenced by the sender's and receiver's (para-)linguistic and cultural competences, therefore accounting for the possibility of differences in the interpretation of the message's meaning. Nonetheless, misinterpretation or cultural contradictions can also have a positive outcome, as was established initially by Allport's (1954) contact-hypothesis, claiming that direct contact between cultures will have a positive effect on mutual understanding and perception of one another. In line with this view, Michael Agar (1996) coined the term 'rich points', a term for (non-)verbal expressions of another culture which are first puzzling but then considered points of learning by the person experiencing the rich point (Avgousti, 2018, Agar, 1996). Positive outcomes as well as rich points will emerge during the conducted experiment as well.

Simultaneously, more than mere contact or interest in overcoming rich points is needed to create learning and a positive perception. Intercultural competence is required, which can be defined as "the ability to communicate effectively and appropriately in intercultural situations based on one's intercultural knowledge, skills and attitudes" (Deardorff, 2004 [unpublished dissertation], as cited in Deardorff, 2006, p.247 f.). Other definitions involve factors such as the ability to manage cultural diversity in a positive and validating way (Manço, 2000); as well as factors listed by Byram (1997, as cited by Deardorff, 2006, p.247) such as, amongst others, "skills to interpret and relate; (...) valuing others' values, beliefs, and behaviors". While knowledge about the other culture(s) and an openminded attitude might be inherent to many actors in intercultural situations, learning these intercultural *skills* for navigating such complex situations is crucial. Such a skill set can help preventing or navigating misinterpretations and misunderstandings, as will be observed in the conducted case study.

The causes of misunderstandings can be phonetic, semantic, or conversational (e.g., a reaction considered incorrect by implicit cultural norms) (Yanaprasart, 2003), and immediate reactions to misunderstandings can range from implicit signals such as hesitations or interrupted sentences to explicit mentions (metacommunication) of the misunderstanding. Unresolved, they can lead to

interlocutors dropping the topic or the conversation entirely (Nanthasilp, 2004), consequently leading to a failed communicative situation, or a disruption of personal relationships (Yanaprasart, 2003, p.83). In the case of misunderstandings due to cultural norms they might lead to generalizations or reinforce “stereotypical and ethnocentric attitudes” (Avgousti, 2018, p.24). In the conducted conversations, dropped topics, hesitations, meta-communication, and interruptions do occur due to misunderstandings, however no risk of stereotyping could be observed.

Concerning the skills and tools useful for overcoming or preventing misunderstandings as well as succeeding in the communicative goals, ample research on linguistic and (inter)cultural communication strategies has been conducted. Nanthasilp (2004) names a multitude of common communicative strategies, such as:

- simplification (of the used vocabulary or the communicative goal),
- reformulating and repetition (of one’s own or the other’s utterances),
- use of nonverbal communication ((in-)voluntary use of facial expressions and gestures to support the verbal utterances),
- non-communication (silence or sudden change of subject),
- metacommunication (explicit discussion of misunderstanding or uncertainty),
- code-switching (borrowing of words or expressions of another language),
- etc.

Application of these strategies can prevent losing or help bringing back a ‘common ground’ needed for a successful interaction. Another strategy for reaching common ground in intercultural conversations is ‘threading’, a non-essentialist approach presented by Holliday (2016). When ‘threading’, interlocutors try to let the conversation revolve around points they personally might have in common with each other, rather than focusing on national, cultural, or linguistic differences. With this approach, negative or essentialist pitfalls such as an ‘us vs. them’ perspective can be avoided, and a deeper personal relationship can be established. Lastly, and strongly represented in this study, is the use of backchannelling to signal active listening and understanding, through phatic markers such as the affirmative utterances ‘mhm’ or ‘yeah’ (Spencer Oatey & Franklin, 2009, p.86). As will become apparent later (2.3 Establishing rapport and 2.4 Nonverbal communication), these strategies are closely linked to factors contributing to the building of rapport and can be found in nonverbal communication.

Next to the prevention and management of misunderstandings, other factors are required for a conversation to be assessed as positive and successful from both sides, such as a valuable outcome (Manço, 2000), the previously mentioned ‘common ground’ or shared understanding of reality (van

der Kroon et al., 2015), a continuous conversation (Nanthasilp, 2004), or the creation of human relationships (Byram, 1997, as cited by Avgousti, 2018, and van der Kroon et al., 2015). Penz (2003) provides a valuable summary of the required factors: both sides are to develop “positive feelings towards interactions”, (Penz, 2003, p.231) with the other, the tasks at hand are to be accomplished efficiently, and the interaction must not increase experiences of stress. Additional optional factors include, among others, increased shared knowledge, adjusting one’s communication patterns, or finding common ground (see also Goebel, 2017). The list of Penz’s factors for successful communication will be drawn upon during the analysis and discussion of the following case study:

- task accomplished,
- positive feelings towards future interactions developed by both sides,
- no increase of stress experienced,
- increased shared knowledge,
- adjusted communication patterns,
- common ground established.

Whether the task at hand was accomplished can for the most part be either quantified or rationally observed, as will be examined in chapter 4.2 Successful interactions. However, for the most part the definition of successful conversations involves *interpersonal* factors, which are inherently more difficult to assess, especially from a third-party perspective. For this reason, the participants in this case study were interviewed and asked to analyze the moments of the conversations involving interpersonal aspects, which will be examined in the chapters 4.3, 4.4, 4.5, and 4.6. For this purpose, it is crucial to keep the correlation between a successful conversation and the creation of interpersonal relationships in mind, specifically rapport (see 2.3 below).

2.3. Establishing rapport

The common factor in most aspects relevant for a successful conversation is thus the creation of interpersonal relationships and rapport. Djenar (2019) considers rapport as a “moment-by-moment process of trust building” (Djenar, 2019, p.164). Other researchers compare rapport to closeness (Cole, 2019), intimacy (Zentz, 2019, p.47), or “people’s subjective perceptions of (dis)harmony” (Spencer-Oatey & Franklin, 2009, p.102). As its broad definition allows for an unrestricted and honest data collection from research participants (Jorgenson, 1992, p.148), rapport is frequently central to interpersonal communication research and will also play a central role in the interviews conducted in this case study (see 3.4 Interpersonal Process Recall).

Rapport can be created through a variety of (un)conscious actions and utterances. Cole (2019) and Djenar (2019) both discuss in detail the elements they have found in their research to be leading to rapport, closeness, connection, and intimacy, with the most relevant ones being:

- Rhythmic patterning and phonetic empathy (matching the other's speaking rhythm and tone of voice) (Cole, 2019).
- Mirroring content and pitch (discussing the same content or in the same pitch as the other) (Cole, 2019).
- Adaptation to the other's perspective (Cole, 2019).
- Convergent alignment (repeating the other's evaluation of a subject) (Djenar, 2019).
- Social acts (such as offering information or help) (Djenar, 2019).
- Recognitionals (referring to a person all speakers might know to create a shared object of attention or common ground) (Djenar, 2019).
- Repetition and imitation (of the other's or one's own utterances) (Cole, 2019, Djenar, 2019).
- Verbal reassurance and active listening (e.g. through utterances such as 'oh', 'yes', 'mhm') (Cole, 2019, Djenar, 2019).
- Laughter / shared laughter (Cole, 2019, Djenar, 2019).

For Spencer-Oatey & Franklin (2009, p.102), the creation of rapport requires specific skills, such as 'stylistic flexibility', meaning the ability to apply a range of strategies relevant to the situational context, or 'social attuning', by using paralinguistic and nonverbal elements (e.g. intonation, silences, direct eye contact or body language) to evaluate the other's emotions or interpretation of their social behavior ("how his/her behaviour is being evaluated from a relational point of view", Spencer-Oatey & Franklin, 2009, p.102). These skills correspond to one of the factors required for a successful intercultural communication, that is adjusting one's communication patterns. Interestingly, many of these rapport creating factors are nonverbal elements, which allows us in this case study to draw direct correlations between the use of certain nonverbal communication and the creation of rapport.

2.4. Nonverbal communication

Comparing the previously discussed elements of rapport as well as the strategies applicable to prevent misunderstandings and to achieve successful communication, it becomes apparent that their elements overlap notably. Repetition or imitation, silences, laughter, backchannelling, or gestures and facial expression, to name a few, appear in both concepts. What many of these elements have in common is their nonverbal characteristic. Nonverbal communication plays a salient role for the transportation of emotion and our understanding of an interlocutor's intention. However, research

rarely mentions *how* or *why* specific nonverbal elements have the acclaimed impact. Within this case study, I will examine the present nonverbal elements within moments of interaction and during the application of communicative strategies, to provide an answer to function and impact of NVEs on rapport within those moments.

Interlocutors are often unaware of the nonverbal part of communication due to its subconscious characteristics and its cultural complexity (Tetenov, 2019, Spencer-Oatey & Franklin, 2009), although they play a vital role in our evaluation of the sent message as well as in our perception and expression of intimacy and engagement (Harris & Rosenthal, 2005, Tetenov, 2019). Additionally, nonverbal cues can (sub)consciously strengthen or weaken the verbal message depending on the degree of congruence of the verbal and nonverbal message. For instance, if the speaker's body language displays the opposite of the spoken message, the message's effect might be reduced (Tetenov, 2019, p.20). Researchers rarely take nonverbal communication into account in their studies due to its complexity in analysis and display of data (Denham & Onwuegbuzie, 2013, Cole, 2019). Nonverbal communicative elements can be summarized as "communication without linguistic content" (Marcinowicz, Konstantynowicz, and Godlewski, 2010, as cited in Tetenov, 2019, p.20). In the existing research, most studies focus on specific aspects of nonverbal communication. Laver (1999, p.2434) divides them into the lesser studied 'extralinguistic' features, such as hair- or fashion style, and the more prominent 'paralinguistic' features, including "gesture, facial expression, eye-contact and gaze-direction, body orientation, posture, proximity, physical contact, and the audible features of tone of voice and non-linguistic vocal signals with specific communicative meanings" (Laver, 1999, p.2434). Denham & Onwuegbuzie (2013, p.672) outline Gorden's (1980) nonverbal typology as: "kinesics (e.g., behaviors reflected by body displacements and postures), proxemics (e.g., behaviors denoting special relationships of the interviewees/interviewers), chronemics (e.g., temporal speech markers such as gaps, silences, and hesitations), and paralinguistics (e.g., behaviors linked to tenor, strength, or emotive color of the vocal expression)" (Denham & Onwuegbuzie, 2013, p.672). As Laver's list is rather extensive but lacks conclusive categorization, I will draw on Denham & Onwuegbuzie's categories (kinesics, proxemics, chronemixs, and 'paralinguistics' or vocal behavior) while adding the categories and elements relevant to this study and to the context of CMC (facial behavior, gaze behavior, hand behavior), resulting in the following categorization:

- Proxemics (proximity, physical contact, behaviors displaying special relationships),
- Vocal behavior (tenor, strength, emotive color of voice),
- Kinesics (body displacement, body orientation, posture, upper body movements),
- Chronemics (time, gaps, silences, hesitations),
- Facial behavior (facial expressions),

- Gaze behavior (eye contact, eye movement, eye direction),
- Hand behavior (gestures, hand movements).

Despite vocal behavior being a salient part of nonverbal communication, especially in the use of conveying emotions, it is technically the most difficult to observe and to put in writing. Due to the limitations of this research, it will not provide useful results and thus not be discussed in the following case study (see Harrigan, 2013, p.40). As proxemics either involve factors not represented in an online setting such as physical contact or equals elements of rapport ('behaviors displaying special relationships'), proxemics will neither be discussed in this case study. The few examples of proximity, such as moving closer to the camera, will be grouped into Kinesics. Albeit in a limited way due to the online setting, Kinesics can indeed be observed, mostly as head movements. Chronemics, as well as Facial, Gaze, and Hand behavior will be examined more in-depth:

Chronemics encompasses the factor 'time' (Key, 1982, p.6), including "temporal speech markers" (Denham & Onwuegbuzie, 2013, p.672) such as silences or hesitations, but also response time or speed of conversation. Researching the absence of communication might feel counterintuitive, but as previous research has shown, silences are "both purposeful and meaningful in reaffirming" perspectives and meaning (Mazzei, 2008, as quoted by Denham & Onwuegbuzie, 2013, p.672). In this study, we will focus on silences, hesitations, and the stretching of utterances, and put them in relation to misunderstandings, the success of the conversation, and the participants' perception. Additionally, to gain insight into response time and the flow of conversation, the amount of turns and spoken words will be compared between the different conversations, as these can give a picture of the conversation 'flow' without having to go to the length of an in-depth analysis of overlapping turns and response time between each single turn.

In terms of Facial behavior, we will focus on the most obvious expressions or muscular movements that seem to either express an emotion or serve a communicative function. A better understanding of facial expressions can improve intercultural sensitivity (Avgousti, 2018), as they can be a challenge considering the wide range of norms and habits in expressing and judging facial expressions and emotions throughout cultures (Matsumoto & Hwang, 2013, p.104, p.107). However, psychological studies have shown that certain facial expressions, despite potential cultural differences in how to judge them, are shared by people globally (Matsumoto & Hwang, 2013, p.109). Specific examples include: „raised brows in surprise, lowered drawn brows in anger (Ekman and Friesen 1977); blinking in anxiety (Harrigan and O'Connell 1996), and decreased gaze in embarrassment (Edlemann and Hampson 1979)" (Harrigan, 2013, p.48).

A part of facial expression and crucial to communication is Gaze behavior, which can be used as orientation for turn switches between the speakers, or to show (lack or presence of) interest, and emotions (Harrigan, 2013, p.47). Especially in online conversations gaze behavior is an interesting element, as the lack of body language might lead to a stronger focus on gaze behavior. At the same time, technical issues or settings (such as a camera placed at the side of a screen) prevent participants from using their interlocutors gaze behavior as orienting element. Gaze behavior that can be observed in an online setting includes eye direction, such as looking up, down, or sideways. Eye contact between interlocutors cannot be directly confirmed, as it is not visible whether a participant is directing their gaze at the camera, at the other's image, or one's own. However, central gaze can be assumed to be related to looking 'at each other', and increased eye contact often "is perceived as positive and is linked with rapport, respect, empathy, and genuineness" (Tetenov, 2019, p.5). Equally, averted gaze can give other communicative signals, such as reflecting on a topic or being distracted by other objects around. While we therefore can draw some conclusions based on centralized or averted gaze, it is important to keep in mind cultural differences regarding this topic. As will be pointed out by one of the (non-European) participants, the meaning of direct eye contact can vary in different cultures.

Another important nonverbal element that conveys meaning beyond linguistic utterances are hand gestures (Denham & Onwuegbuzie, 2013, p.671). Gestures can have multiple meanings, depend on context (Tetenov, 2019, p.14), and are heavily influenced by individual preferences and cultural background (Riggio & Feldman, 2005). Most people are familiar with cultural guidelines on 'how to' gesture in specific cultures, but as my approach is a non-essentialist one and the focus is on how nonverbal elements can support the creation of rapport in intercultural encounters, we will analyze the applied hand behavior with a functional approach, not on *what* it is, but to find out *why* it was used. An example of this approach is Lang-Ezekiel's study, which showed an emphasis of the usage of gestures in exolingual communication (Lang-Ezekiel, 2021, pp.46f.), e.g., when the research subjects lacked semantic knowledge and used gestures as a support to bring their message across.

To summarize, while nonverbal communication plays a significant role in conveying a verbal message, and in creating relationships (Tetenov, 2019, p.6, p. 24, and Avgousti, 2018, p.3), it is highly individual and contextual, and is therefore prone to be misunderstood (Riggio & Feldman, 2005). Additionally, and apparent in the subsequent study, NVEs are multifunctional: they can express emotions, display attitudes, or serve communicative functions, such as attention, turn taking, or agreement. For instance, raised eyebrows might show surprise, display attention, or be used as emphasis of the conveyed meaning (Otsuka & Tsumori, 2020). The use and interpretation of NVEs might differ depending on other variables such as age, gender, cultural background, setting (such as online), or hierarchical differences. While correlations with these variables cannot be examined in this case study

due to its limited scope and its focus on specific moments of rapport, it is important to keep in mind the array of factors influencing our use and interpretation of nonverbal communication.

In this theoretical framework we have so far established the close ties and correlations between successful communication, communicative strategies, the creation of rapport, and nonverbal communication in ICC. In addition to this complex frame, the versatility and multifunctionality of NVEs might appear as a challenge for an unequivocal interpretation and analysis. However, the multifunctionality of NVEs also allows for a flexible interpretation. The conducted conversations provide an example of Habermas' (1997) discourse on communicative action, in which he argues that with the goal of a successful conversation we are inclined to positively interpret the other's actions. As we will observe in this case study, the fact that NVEs are open for interpretation paired with the will of succeeding in the conversation can indeed lead to the positive interpretation of NVEs, in line with Habermas' view.

3. Corpus & Method

3.1. A qualitative analysis of online interactions

To provide answers to the research question “How do nonverbal elements function as a communicative strategy and how do they contribute to a feeling of rapport in online intercultural encounters?” a case study has been conducted, in which conversations were ethnographically observed and the collected data subsequently was analyzed qualitatively (Dörnyei, 2007). To provide richer data and more insights into the results of the conversations, interviews with each participant were conducted and analyzed qualitatively as well, an approach “especially appropriate when seeking a detailed description and understanding of the complexities of interactions between people and their experiences” (Tetenov, 2019, p.15). The conversations took place via the online meeting platform ‘Teams’, to create the desired scenario of CMC: the online setting allowed for a simple and high-quality recording of the conducted conversations and prevented complications due to potential COVID restrictions. As van der Kroon et al. (2015) point out, the technical preconditions should be of a high enough standard to not disturb mutual understanding. Given the restrictions of quality and angles of web cameras, however, and the fact that most participants either forgot or were not able to provide a full upper body frame, most conversations displayed mainly the face down until the shoulders or the chest. The use of gestures visible in the recordings varies for this reason, leading to limits as to how much gestures and body movements can be analyzed (see 3.5 Transcription and coding). While this might appear as a limitation, it is a real representation of online communication and thus renders the outcome more valuable in terms of future research or application in settings outside of this case study.

3.2. The participants

Considering the intercultural aspect of this research, it is crucial for the case study to involve participants of different cultural backgrounds. For this purpose, three target groups were defined and approached: first, the Inclusion program at the University of Utrecht (UU), consisting of students enrolled at the university as well as refugees residing in the Netherlands and participating in courses at the university. Second, students of the Master’s program Intercultural Communication at UU, including a large range of both Dutch and international students. Both groups were approached via email and WhatsApp and invited to fill in a short survey to confirm their participation and availability, as well as basic personal information (see 8.2 Interview questions). Lastly, they were asked to share the survey with friends and acquaintances within the third targeted group, the Expat community. The aim of approaching these three international groups was to guarantee an intercultural setting, appropriate for the experiment, as well as to avoid a Eurocentric or hegemonial bias within the study. As a result of contacting the chosen international groups, 6 responses were collected thus meeting

the required amount for providing valuable data for a qualitative analysis (Dörnyei, 2007). The goal of an intercultural set-up was achieved, as the signed-up participants consisted of the desired variety of nationalities: Germany, the Netherlands, Ethiopia, Greece, Italy, and Syria are the indicated nationalities of the participants (see Table 1 below).

Participant	Nationality	Membership	Gender	Age
P1	Netherlands	ICC student	Female	22
P2	Germany	ICC student + Inclusion member	Female	28
P3	Ethiopia	Inclusion member	Male	33
P4	Greece	Expat	Male	32
P5	Italy	ICC student	Female	23
P6	Syria	Inclusion member	Male	39

Table 1. Variables per participant

Age and gender were included in the preliminary data collection, as they can be valuable factors of interest to examine in similar future research. However, they were not used for the matching of participants nor considered during the analysis due to the limited data set and the study's focus on intercultural communication.

Once their participation was confirmed, the participants were asked to fill in a consent form agreeing to the recording and anonymized processing of their data. To prevent bias, the participants were informed that the researched topic focuses on communication strategies in intercultural encounters, purposefully disclosing information on nonverbal elements. At the end of the case study, each participant received full insight into the researched topic.

3.3. Pair conversations

First, interactions between each two participants respectively were recorded and subsequently ethnographically observed with a focus on NVEs. Three variables were used to establish the pairs: nationality, level of familiarity, and membership of the approached group, with the goal of creating the biggest possible variety in the conversation set-up. The six participants were assigned to each two of the total six pair conversations (see Table 2). Considering the non-essentialist paradigm this research is following, the participants' nationalities were not used during the analysis to explain differences in the use or interpretation of the discussed NVEs, unless specifically done so by the participants themselves.

Pair	Participants	Level of familiarity	Nationalities
Pair 1	P1 + P2	Acquainted prior to research	Netherlands + Germany
Pair 2	P3 + P4	First encounter	Ethiopia + Greece
Pair 3	P1 + P3	First encounter	Netherlands + Ethiopia
Pair 4	P5 + P6	First encounter	Italy + Syria
Pair 5	P5 + P6	Second encounter	Italy + Syria
Pair 6	P2 + P4	Friends prior to research	Germany + Greece

Table 2. Participant distribution per conversation pair

As Cole (2019, referring to Briggs, 1986) outlines, the level of familiarity can play an important role in the creation of common ground and interpersonal relationships. In this case study, three pairs (Pairs 2, 3, and 4) did not know each other at all and had their first encounter with each other. Pair 4 repeated their conversation (Pair 5), thus in the second conversation knowing each other at an acquaintance level similar to Pair 1, consisting of two ICC students with little previous contact. Pair 6 indicated to be friends prior to the research. Thus, three pairs had their first encounter within the research (Pairs 2, 3, 4), two pairs (Pair 1, 5) were acquainted with each other, and one pair had a deeper knowledge of each other (Pair 6). Pairs 1, 5, and 6 therefore additionally serve as control groups to see whether the use of and response to nonverbal elements differs from the pairs undergoing a first encounter with each other.

Each conversation consisted of a 15-minutes discussion between the two participants. They were instructed upfront to discuss any topic of their choice. To provide additional options, all pairs received a list of suggested topics (8.3 Suggested topics). At the start of each conversation, the participants were informed of the session being recorded, received an introduction of the experiment, and were asked to position themselves in front of the camera to include their upper bodies in the frame as much as possible. During their discussion the participants were left alone, followed by a short check-in at the end. The goal of the free range of conversation was to allow for a natural process of getting to know each other, and to not influence the creation of rapport between the participants. For the same reason, only generic conversation topics were provided and merely suggested, but not enforced as points of conversation.

3.4. Interpersonal Process Recall

To go beyond a mere observational analysis, this case study includes a research method primarily applied in the field of psychotherapy (therapist-client relationships), called 'Interpersonal Process Recall' (IPR) (see Janusz & Peräkylä, 2021, and Tetenov, 2019). Despite being borrowed from a different field, the approach efficiently matches the frame of this case study as it was originally designed for "the study of complex, interactive contexts characterized by novelty and uncertainty" (Janusz & Peräkylä, 2021, p.429). Based on interviews, the method aims at accessing and describing "the moment-by-moment experiences of participants in interactions" (Janusz & Peräkylä, 2021, p.429). In her research about the impact of nonverbal communication on conversations between therapist supervisors and their students, Tetenov (2019) successfully applied the IPR method to collect her research participants' experiences and interpretations of nonverbal utterances, providing her with an accurate view on what the participants perceived consciously but had not explicitly discussed during those sessions (Tetenov, 2019, p.14, p.17, p.60). While her focus lied on the hierarchical differences within a US-American psychotherapeutic context, the IPR approach will be applied in this case study in an ICC context, presumably without the influence of hierarchical differences between the participants. Goal of this approach in my case study is to gather impressions of the participants' awareness as well as perception of NVEs, communicative strategies, and of potentially established rapport.

An IPR session is usually conducted within 48 hours of the previously recorded conversation; in this study, all IPR interviews were held on the same day of the pair conversation. During the session, the recorded conversation is played back and watched by both the researcher and the interviewee. The participants are requested to recall, to the best of their ability, their internal thoughts, perceptions, feelings, or sensations that occurred to them during the conversation. Researcher and participant can comment on segments of the conversation at any time and elicit a pause in the video (Janusz & Peräkylä, 2021, and Tetenov, 2019). As both researchers elaborate, the interviewer should support the participant by asking open-ended questions and by pointing into the direction of internal processes, to avoid a focus on the content of the conversation (Janusz & Peräkylä, 2021, p.437, and Tetenov, 2019, p.61).

Same as the pair conversations, the IPR-interviews were conducted via Teams and recorded as well, albeit only to gather the audio of the interview as the focus of these interviews is the assessment of the participants and not to gather more examples of nonverbal communication. Each interview started with a few semi-structured questions (Briggs, 1999) on the participant's perception of the quality of the conversation, including potential follow-up questions, if relevant (see 8.2. Interview questions). Subsequently, the recall process was started by rewatching the recorded conversation

through a shared screen. In accordance with the IPR method, the participants were asked during the session to point out any (non)verbal utterances that they could recall having triggered an emotional response in that given moment. If I noticed an interesting interaction or nonverbal element, I would ask questions on those as well, such as ‘How did this reaction feel to you?’ or ‘Did you notice the participant nodding frequently in the last few seconds?’ (8.2 Interview questions). At the end of the session, the participants were asked to evaluate the conversation again; after the second interview (and second pair conversation), they were also asked to compare the two conversations. Each interview lasted around 30 minutes, including around 15 minutes of rewatching the pair conversation.

3.5. Transcription and coding

To allow for an analysis of the NVEs and their perception by the participants, the collected data of the pair conversations was transcribed in a multimodal transcription, which typically includes not only verbal utterances but also other factors such as body language, gestures, media, or other visuals (Avgousti, 2018). As a starting point, all verbal utterances were transcribed automatically using the online tool Otter.ai. In the following step, manual corrections of these transcriptions were conducted. As the focus of the research lies on NVEs, only a small set of transcription conventions based on common conventions (Zentz, 2019, Djenar, 2019, Helm & Dooly, 2017) was applied to the verbal utterances, see Table 3. Transcription conventions below.

Symbol	Meaning
.	end of sentence or utterance, intonation declining
?	end of question or utterance, intonation increasing
#	short hesitation (less than 1 second)
#2	hesitation of 2 seconds
-	the speaker started a word and interrupted themselves
:	stretched utterance (i.e. Speaker saying "uhmmmm" = uhm:)
[laughter]	laughing or chuckling
[inaudible]	the omitted utterance could not be understood
[redacted]	Personal information such as names or places were replaced with [redacted]

Table 3. Transcription conventions

As only the pair conversations were analyzed for NVEs, multimodal transcriptions as well as the application of the transcription conventions were applied only to those. After a preliminary transcription via Otter.ai of the audio of the interviews, these preliminary texts were corrected manually, resulting in a final corpus consisting of the multimodal transcriptions of six pair conversations of 15 minutes each (8.9 Transcriptions – pair conversations), as well as the verbal transcriptions of 12 individual interviews of 30 minutes each (8.16 Transcriptions – individual interviews).

For nonverbal utterances, a free approach to coding was chosen, due to the wide array of existing nonverbal transcriptions. Suggestions such as from CASE (2017) to keep a code close to a neutral form of the verb describing the NVE (e.g., shaking the head: 'shake') were used as a guideline, but adapted when needed to create a certain level of consistency, e.g. 'BU' for brows up (pulling both eyebrows up) and 'BD' for brows down (frowning), or 'ES' / 'EU' for eyes side and eyes up to indicate gaze direction. As Helm & Dooly (2017) point out, a challenge of including nonverbal communication in multimodal transcriptions is the readability of such transcripts: if a transcript is to remain accessible, it will be near to impossible to include all observable NVEs. For this reason and due to its time-consuming process, thorough facial coding (Harrigan, 2013) was not applied. During the transcription, the focus was put on clearly visible elements which were estimated to have potential in either carrying a communicative function or of being interpreted as such (CASE, 2017). This approach is in line with Helm & Dooly's (2017) evaluation of the transcription process already being a form of analysis; I am aware that this subsequently influences the characteristics of the collected data and in turn its analysis.

Subsequently, the emerged NVEs were divided into the categories relevant for CMC (see 2.4 Nonverbal communication). Furthermore, an additional category next to the nonverbal categories emerged during the coding process, as it became apparent that the elements of verbal reassurance and backchannelling had a notable impact on the observed conversations. Elements such as 'yeah', 'yes', 'mhm', 'ah' and 'oh' were thus grouped into the category 'Phatic markers'. Phatic markers are linguistic elements with little communicative information, but used for signaling attention and backchannelling (Pinto de Lima, 2002), to strengthen the interlocutors' relationship (Rustinar et al., 2020), and thus relevant to this study. The final categories used for coding NVEs (and Phatic markers, from hereon included in NVEs) are as follows:

- Kinesics (body displacement, body orientation, posture, upper body movements),
- Chronemics (time, gaps, silences, hesitations),
- Facial behavior (facial expressions),
- Gaze behavior (eye-contact, eye-movement, eye direction),
- Hand behavior (gestures, hand movements),
- Phatic markers (verbal reassurance, backchannelling).

A full overview of nonverbal codes and their categories can be found in the table below:

code	Nonverbal elements	Nonverbal category
#	# hesitation / #2 silence of two seconds	chronemics
uhm:	stretched hesitation utterances	chronemics
uh/uhm	filler / hesitation	chronemics
smile	smiling	facial behavior
BU	raising eyebrows (brows up)	facial behavior
BD	frown (brows down)	facial behavior
O	open mouth (form an O)	facial behavior
ee	open mouth (form a square)	facial behavior
L	bite lips	facial behavior
M	frown (lips down)	facial behavior
narr	narrow eyes (focus)	facial behavior
disg	pull up nostrils	facial behavior
ER	eye rolling	gaze behavior
ES	look to the side / away	gaze behavior
EU / EUS	looking up (eyes up) / looking up + to the side	gaze behavior
ED / EDS	looking down (eyes down) / looking down + to the side	gaze behavior
BL	blink longer	gaze behavior
"word"	make quotation marks around a word with fingers	hand behavior
& / &1 / &2 ...	count / hold up 1 finger / hold up 2 fingers	hand behavior
_me	touch chest	hand behavior
°	touch lips	hand behavior
arms up	raise both arms high up in the air, side to side	hand behavior
bal	hands: mimicking a scale (flat hands moving up and down)	hand behavior
big	hold thumb and index wide apart to show 'a lot'	hand behavior
block	hold one hand flat at the side, like a wall/block	hand behavior
circ	circle movements w/ both hands	hand behavior
cross	cross arms in front of chest	hand behavior
def	hold flat hands defensively away from body / towards screen	hand behavior
ear	touch ear / hold hand behind ear	hand behavior
fidg	play with fingers	hand behavior
fing tip	finger tips touching	hand behavior
fist	make a fist	hand behavior
frame	paint frame with fingers (move index fingers in square or circle)	hand behavior
hair	run through hair	hand behavior
hi	waving (greeting)	hand behavior
mim	mimick content with hands, e.g. mim flat (mimick flat surface)	hand behavior
pray	hold hands flat together	hand behavior
pt you/ me/ side/ up/ down	pointing at screen / self / sideways / up / down	hand behavior
rest	rest head on hand / fingers	hand behavior

rub	rub hands together	hand behavior
's	scratch head / face	hand behavior
thb O	circle with thumb and index	hand behavior
thb up	thumbs up	hand behavior
tiny	index + thumb close together, almost touching mimick tiny amount	hand behavior
wave	wave once (side to side)	hand behavior
win	make fist and pull down elbow, winning pose	hand behavior
nod	nodding (up and down)	kinesics
pull	pull shoulders up	kinesics
shake	shake head	kinesics
rock	rocking upper body side to side	kinesics
()	move head to rythm of utterances	kinesics
/	tilt/nod head side to side	kinesics
mv cl	move close to camera	kinesics
mv aw	move away from the camera	kinesics
Mh / Mhm	approval / filler	phatic markers
Oh	surprise / filler	phatic markers
Ah	surprise / filler	phatic markers
yes	agreement / filler	phatic markers
yeah	agreement / filler	phatic markers

Table 4. Transcription codes: nonverbal utterances

In preparation of the data analysis, the assessments of the individual IPR interviews (8.16 Transcriptions – individual interviews) were matched with the turns of the Pair conversations they referred to, by copying the specific IPR turns next to the turns that are being discussed (for instance, Participant 1 explains during the interview how she felt in turn 25 of pair conversation 1; this assessment is copied into Pair 1, next to T25). Subsequently, these assessments were shortened for readability and categorized primarily into recurring themes assessed by the participants (such as reflection, emphasizing, active listening, technical issues, laughter). These basic categories were then aligned with the previously discussed communicative strategies and factors of rapport, resulting in a final list of assessment categories:

- Emphasis
- Active listening
- Focus & reflection
- Recognitionals
- Shared experience
- Reformulation & simplification
- Technical issues
- Non-communication

- Hesitation & disruptions
- Social acts
- Shared laughter
- Intimacy
- Other

The categories were added to the multimodal transcription tables, in which all verbal utterances were formatted in bold for readability, and nonverbal utterances in italics. To allow for all NVEs to be coded directly below their simultaneous verbal utterance, any turn needing more space than one line was split into several lines. If possible, sentences were separated based on subordinate clauses. For each (non)verbal utterance, the speaker code (e.g., P1 for Participant 1, P2 for Participant 2, etc.) was added next to each line. Timestamps were added to each beginning of a turn (8.9 Transcriptions – pair conversations). In the following analysis, the turns will be referred to in the following way:

“Pair 1_T26” stands for Turn 26 of pair conversation 1.

“IPR 1-P2_T49” stands for IPR interview for pair conversation 1 (IPR 1), with Participant 2 (P2), and Turn 49 (T49).

In the appended transcriptions, the assessments and pair turns are cross-linked: If you as reader consult the multimodal transcription of Pair 1 (8.10 Transcription pair 1), Turn 49, you will find the relevant IPR turns next to it (in this example IPR 1-P2_T49) and vice versa: Turn 49 in 8.18 Transcription IPR 1-P2) refers back to Pair 1_T26.

With the help of a data analysis in MS Excel, a first distinction could be made between frequently appearing codes and those rarely used, both overall and per pair conversation (see 4.1 Observed nonverbal elements). Due to the large amount of collected NVEs and moments of interest, the subsequent analysis focused primarily on the moments that were pointed out and assessed by the participants, either due to them offering remarks or me requesting information, as well as a small selection of moments or interactions that stood out to me during the transcription.

4. Results & Analysis

To answer the main research question of how nonverbal elements contribute to a feeling of rapport in computer-mediated intercultural encounters, we will examine the overall success of the conversations, the observed NVEs, and their function or impact within specific moments of the conversations that either stood out or were assessed by the participants during the IPR interviews. Last, we will investigate the role these observed NVEs played in the use of communicative strategies and the creation of rapport between the participants; as previously discussed, the concepts of success, strategies and rapport are closely related and will show direct correlations in the examined conversations.

4.1. Observed nonverbal elements

Before analyzing the intention, meaning, or interpretation of any of these NVEs, we will first examine which elements could be observed at all, and draw conclusions on how those relate to the intercultural online setting. The nature of the online conversations is mirrored in the array of observed NVEs per category. For instance, major Kinesics such as full body language are naturally excluded, resulting in only a few elements prevalent (mainly head movements). Gaze behavior, such as direct eye contact, cannot be confirmed with certainty within a computer-mediated conversation due to web camera positions and is therefore mainly represented by sideways or up-/downwards gaze. The full list of NVEs, their meaning and category can be found in 8.5 Transcription codes: nonverbal utterances. Figure 1 below displays the distribution of the 59 NVEs observed at least once, per category (chronemics, facial, gaze, and hand behavior, kinesics, and verbal). The unequal distribution visualizes the reduced presence of Kinesics in CMC, and the versatility of hand behavior.

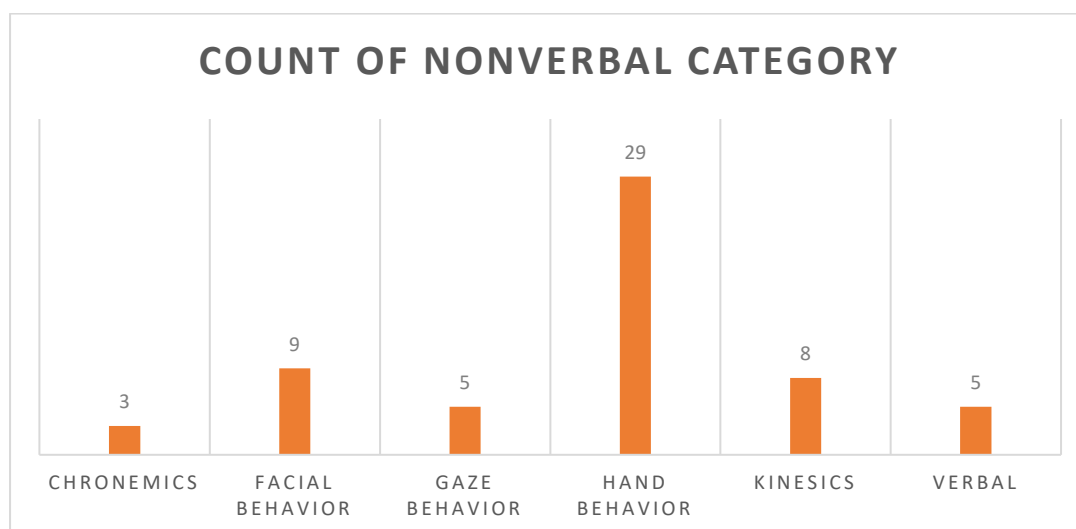


Figure 1 Observed NVEs per nonverbal category

Of these 59 NVEs, the total count of observed elements in the conducted conversations amounts to 7676. Within the given categories, certain NVEs can clearly be observed more frequently than others. The sunburst chart below provides an overview of all elements per category. For this purpose, the total count of each NVE in all conversations was taken and sorted by frequency within each category. The inner ring represents the categories, with the size of their section representing their frequency. The outer ring displays the count of the (most frequent) NVEs per category, again with size correlating with frequency. Due to its size and large set of data, not all NVEs are displayed in the chart. A more detailed view of the chart can be found in Figure 4 (in Appendix 8.8).

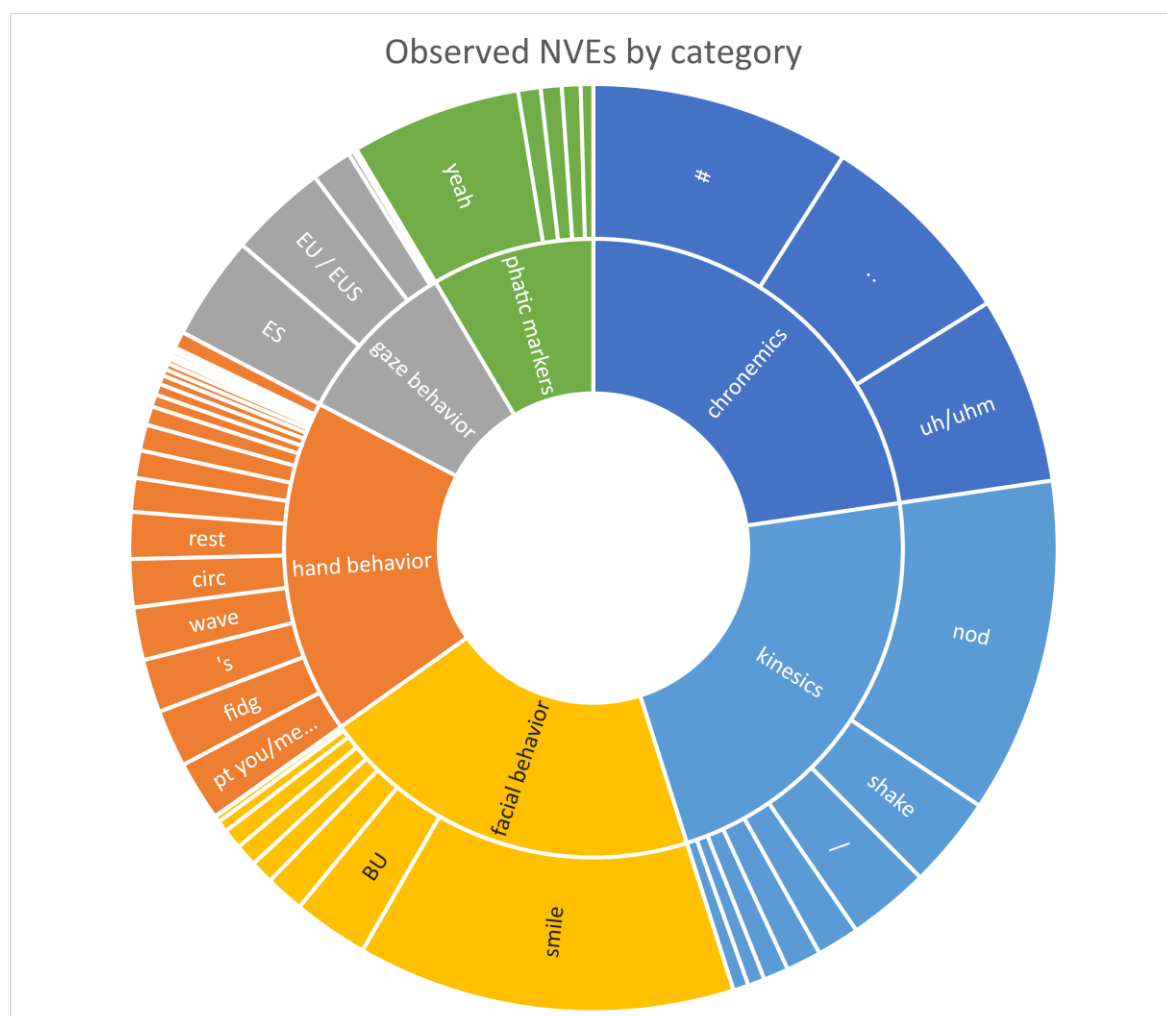


Figure 2 Observed NVEs by category (overview)

The most frequently used NVEs of the category Kinesics are all head movements (nodding, shaking, tilting, or moving the head to the rhythm of one's utterances), with nodding being the most frequently used within Kinesics, and the second most frequent NVE overall. As previously discussed (see 2.4), these multifunctional and highly contextual NVEs serve as example of the complexity in the interpretation of nonverbal communication: In this case study, head shaking ('shake') appears to

rarely express disagreement, but seems to mostly be used by the speaker to emphasize their message, as hesitation or during self-correction; nodding ('nod') appears to show rather attention (active listening), than to express agreement. Both these use cases can be observed in Pair 4_T26:

Turn	Time	P	Utterances	Verbal
26	1:41	P6	for quite a short time. And I remember that I didn't cope we- uh well,	Verbal
26		P6	<i>EU</i> <i>shake</i> -cross:	Nonverbal
26		P5	-smile: ES	Nonverbal
26		P6	with living in London. I didn't- I- I wasn't enjoying it. I don't know	Verbal
26		P6	<i>pt me pt you</i> <i>shake</i> <i>shake</i>	Nonverbal
26		P5	<i>nod</i> <i>nod</i>	Nonverbal
26		P6	it's the place itself or, or it is now how I changed	Verbal
26		P5	<i>BL nod</i>	Nonverbal
26		P6	how I evolved to: to- to perceive things differently?	Verbal
26		P6	's	Nonverbal
26		P5	<i>nod</i>	Nonverbal

Table 5. Example 1

In the table above, as in some following tables, blue highlights are added to emphasize the analyzed elements. If no highlights are added, the entire table is of interest. Within Facial behavior, as well as overall, smiling ('smile') is the most frequently applied NVE (see Figure 2 above). It also was reported to have a multitude of functions, such as displaying happiness (Pair 6_T51), encouragement (Pair 5_T35), embarrassment (Pair 1_T17), attention (Pair 1_T115), or understanding (Pair 3_T30). Its frequency and the mentioned examples suggest that smiling is a salient NVE in intercultural online conversations, to show attention, encouragement, and emotion, thus supporting the conversation goals and leading to rapport.

Of the category Hand behavior, the most prominent NVEs can be distinguished by their functional direction: While some NVEs are directed outwards, e.g. reportedly to support or emphasize the sent message (pointing at the screen, making circular hand movements, or waving from one side to the other), others were assessed to have an inwards function to help the interlocutor focusing or listening, such as playing with one's fingers ('fidgeting'), resting the head in the hand ('rest'), or touching and scratching the face or head ('s') (see 4.3.3 Focus & Reflection). The function of the observed gaze behavior is mostly similar, with looking up or to the side ('ES', 'EU', 'EUS') being assessed as a normally involuntary action signaling reflection (e.g., Pair 3_T29).

All observed chronemic elements appear frequently, such as hesitations and silences ('#'), stretching of utterances (':'), or hesitation fillers ('uh/uhm'); their meaning and impact on the conversation will be discussed further in 4.5 Non-communication.

As can be seen in Figure 3 below, there are notable differences between the participants in terms of using NVEs. The figure displays the total amount of observed NVEs per participant, sorted by pair conversation.

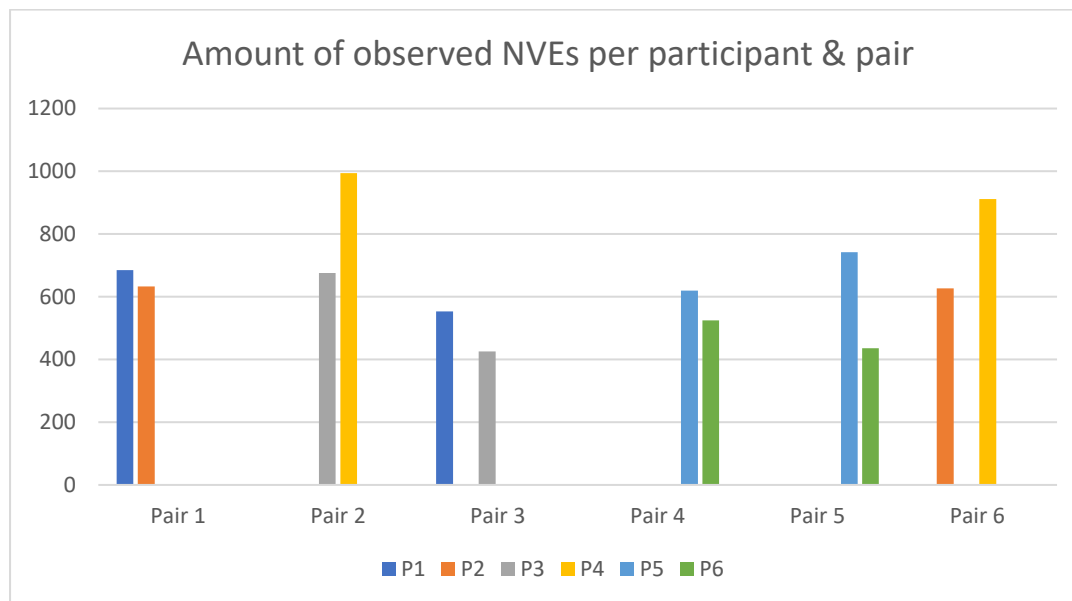


Figure 3 Total amount of observed NVEs per participant

First, what this data suggests is little difference of observed amount of NVEs between the groups with some level of familiarity (Pairs 1, 5, 6) and the first encounter pairs (Pairs 2, 3, 4). However, more prominently visible here is the previously discussed influence of individual habits on nonverbal communication (2.4 Nonverbal communication). Participant 4 (P4, yellow) and Participant 6 (P6, green) are the biggest outliers, suggesting individual habits: Both participants confirmed their generally high (P4) and low (P6) usage of nonverbal communication during our interviews (IPR 1-P1_T19-22, IPR 2-P4_T22-23). We can also assume correlations between an increase of NVEs in successful interactions as well as a decrease in conversations assessed as less successful or positive: Both Participant 1 and Participant 3 show a reduced usage of NVEs in their second conversation (Pair 3). They reported an increase of difficulties, like Participant 6 in Pair 5, who also showed a decrease of NVEs – contrary to Participant 5, who assessed the Pair 5 conversation positively in the start of the IPR interview (IPR 5-P5_T2-8) and even shows an increase of NVEs. Only when confronted with rewatching the conversation, Participant 5 noticed difficulties in the flow of conversation and recalled struggling with keeping the conversational flow going (IPR 5-P5_T72). It can be argued that this discrepancy is in line with the previously discussed argumentation of Habermas (1997, see 2.4), according to which Participant 5's wish for a positive conversation leads to a positive interpretation of the interaction and its NVEs. Only when forced to, this positive interpretation is (slightly) corrected.

4.2. Successful interactions

Before looking at the role the individual NVEs played in the creation of rapport as well as for the success of the conversations, we will discuss more in-depth to which degree the conversations can be deemed successful, following Penz's (2003) factors of success:

- task accomplished,
- positive feelings towards future interactions developed by both sides,
- no increase of stress experienced,
- increased shared knowledge,
- adjusted communication patterns,
- common ground established.

We will first investigate the factor of the task at hand being achieved and compare the general observations with the participants' overall assessment of the interaction. As the task was purposefully set as relatively simple, that is to hold a conversation for 15 minutes about any topic of their choosing, all pairs achieved this goal at least to a certain degree. Pair 3 and Pair 5 showed some struggles in attaining this goal: Participant 3 attended pair conversation 3 with his mobile phone from a train station, resulting in sound issues and a reduced quality of his video, due to which Participant 1 reported problems in mutual understanding (IPR 3-P1_T2); in 4.4 Reformulation & simplification we will examine how this led to an increase of hesitations and in Participant 1 simplifying the communicative goal. Participant 6 (IPR 5-P6_T5) self-reported fatigue prior to the conversation and showed struggles with maintaining the conversation, impacting Participant 5's behavior and resulting in Pair 5 (Participant 5) being the only Pair to consult the suggested topics. While the most frequent NVEs for Pair 3 and 5 barely differ from those of the other pair conversations (see table in 8.7 Count of NVEs by pair conversation), Figure 3 above does show a correlation between positive assessment and the amount of observable NVEs.

Nonetheless, both these pairs display a success in intercultural communication: Pair 3 discusses several rich points (Pair 3_T89, IPR 3-P3_T63-66), and includes a meta-discussion about conversations with strangers, which was assessed by Participant 3 to have created more common ground and a relaxed atmosphere (IPR 3- P3_T69-74). Participant 1 displayed intercultural reflection by expressing concern that the sound issues might be interpreted by Participant 3 as issues in mutual understanding or differences in language and culture, although the issue at hand was a technical one (IPR 3-P1_T4). Participant 6 determined the experiment to be a "discovery experience" (IPR 5-P6_T74) and "enlightening" (IPR 4-P6_T94).

These positive assessments are also visible in the others' general assessments, in which they assigned attributes such as positive, relaxed, nice, easygoing, or interesting to their conversations, therefore confirming Penz's (2003) factor of developing positive feelings towards interactions with each other. Concerning the experience of stress, apart from the already mentioned problems in Pair 3 & Pair 5, most participants said to have experienced no stress at all, or only a small amount in the beginning of the conversations, which they attributed to be normal in conversations with strangers or in the beginning of a conversation.

After having gained an overview of the overall success of the interactions, it is crucial to get insights into the individuals' perception of rapport towards each other to answer the research question. In the following sub-chapters, we will thus examine the specific moments of the conversations that were assessed by the participants during their IPR interviews, by looking at the remaining factors of successful communications: increased shared knowledge, adjusted communication patterns, and common ground (chapters 4.3, 4.4, 4.5, 4.6). In those assessments, it is impossible (and not expedient) to strictly separate verbal and nonverbal communication, as the chosen interactions often involve both verbal and nonverbal utterances or strategies. Nonetheless, the focus of the analysis will lie on the function or impact of the present NVEs.

4.3. Shared knowledge

To reach a shared set of knowledge and to be able to discuss specific topics successfully with each other, first and foremost, mutual understanding must be achieved – thus making sure we understand each other and prevent misunderstandings. Communicative strategies to reach this goal include backchannelling and displaying active listening, gestures, and other nonverbal communication to emphasize and support the messages we send, as well as threading, i.e., finding common denominators to discuss (Spencer Oatey & Franklin, 2009, Holliday, 2016, Nanthasilp, 2004). Within theories of Rapport, these factors are reflected in active listening, recognitionals, or sharing experiences. The conducted experiments display an array of examples of these factors, of which we will analyze a selection and point out the present NVEs.

4.3.1. Emphasis

Emphasis of the content appeared frequently throughout all conversations and was thoroughly assessed by the participants during the IPR interviews. In existing research, nonverbal emphasis is commonly assigned to gestures, however this experiment showed that also other kinesics or facial behavior can be used for this purpose, such as Participant 5 regularly tilting her head (Pair 4_T97) or

Participant 1 lifting her eyebrows (Pair 3_T72). Using such NVEs as support of the message can be intentional (see IPR 3-P1_T47-48), but also unconscious (Tetenov, 2019). In the latter case, participants often only got aware of their own nonverbal communication and their implicit function during the IPR, such as Participant 1 in IPR 1-P1_T33-35, or IPR 1-P1_T53, becoming aware of moving her head in the rhythm of her utterance and assessing it as a function of quoting someone else (see below). Participant 2 reacts to Participant 1's utterances with elements of active listening and understanding (nodding and smiling):

Turn	Time	P	Utterances	Utterance
45	03:33	P1	it, she said like, Okay: I wanted to do interviews. And she said,	Verbal
45		P1	<i>pt me</i> <i>BU</i>	Nonverbal
45		P2	<i>nod</i> <i>nod</i>	Nonverbal
45		P1	Well, that's fine. #1 Though with interviews on my topic. It's quite subjective.	Verbal
45		P2	<i>nod</i> <i>nod</i>	Nonverbal
45		P1	# So # you're not having any facts, and you have to test it? So she said,	Verbal
45		P1	:()- -():	Nonverbal
45		P2	<i>nod</i> <i>ES</i> <i>nod</i> <i>nod</i>	Nonverbal
45		P1	Okay, I also actually want you to do then #1 observations. uhm,	Verbal
45		P1	:()- -(): <i>wave</i>	Nonverbal
45		P2	<i>Nod</i>	Nonverbal
81	05:53	P1	She said, Well: I do want you to do it, because:	Verbal
81		P1	<i>BU</i> :()- -():	Nonverbal
81		P1	it's nice to have a transcription key, and it was like, Oh, #	Verbal
81		P1	<i>rest</i>	Nonverbal
81		P2	:smile-	Nonverbal

Table 6. Example 2

Another example of unconscious nonverbal emphasis is Participant 5 in Pair 4 (Pair 4_T124), acknowledging an increase of gestures when telling a story but not aware of any specific function thereof. Similarly, Participant 1 and Participant 4 both self-reported gesturing a lot in general, to help people understand (IPR 1-P1_T19-22) or as a habit from public speaking (IPR 2-P4_T22-23). Interestingly, Participant 4 does not believe an increase of gesture helps others understand or engage more, which is contradicted by Participant 3 evaluating Participant 4's body language as positive and understandable (IPR 2-P3_T19-24) and as a sign of passion about the topic (IPR 2-P3_T56-59), providing another noteworthy example of the multifunctionality of NVEs. For Participant 4, intensive gesturing is intrinsic behavior with no outward function. Nonetheless, it is perceived differently by the

other, showing how vastly the intention and interpretation of nonverbal cues can differ, yet possibly (as in this case) support a positive interaction.

In Pair 5, emphasis via NVEs can only be observed rarely (Pair 5_T41-56: ES, M, pt side, wave) and was not assessed by the participants. This is reflecting Participant 6's self-reported tiredness, thus reducing his (non)verbal communication, which was in turn reported by Participant 5 to increase difficulties in interpreting his actions (IPR 5-P5_T59, IPR 5-P5_T80). Participant 5's reduced emphasis through NVE's could be an indicator of her adapted goal of the conversation, trying to focus on keeping the conversation going ("I just wanted to make conversation", IPR 5-P5_T59).

4.3.2. Active listening & backchannelling

Verbal reassurance and active listening is usually described to be displayed e.g., through utterances such as 'oh', 'yes', 'mhm' (phatic markers). However, as Participant 2 points out (IPR 1-P2_T75), even such short utterances can be disturbing in an online setting in case of a bad internet connection, which is why she often resorts to nodding instead of verbal reassurance to display active listening. In these experiments, we can see a lot of both verbal reassurance ('yeah', 'yes', 'mhm'), smiling, as well as nodding or resting the chin on the hand (see Figure 2 Observed NVEs by category), signaling active listening, understanding, or engagement (e.g., Pair 2_T144, Pair 2_T126, Pair 4_T122, Pair 5_T77-78).

How salient the role of signaling active listening is becomes apparent in Pair 5, in which the dynamic of the conversation changed drastically once a topic of shared interest was found:

Turn	Time	P	Utterances	Type of utterance
111	12:36	P6	Actually, in Utrecht the bikes are really uh: aggressive like	Verbal
111		P6	<i>mv cl</i>	<i>Nonverbal</i>
111		P5	<i>:smile-</i>	<i>Nonverbal</i>
112	12:40	P5	yeah	Verbal
112		P5	<i>-smile- nod</i>	<i>Nonverbal</i>
112		P6	<i>-smile-</i>	<i>Nonverbal</i>
113	12:40	P6	I feel that they are like- go very quick. And they expect you to-	Verbal
113		P6	<i>-smile: shake</i>	<i>Nonverbal</i>
113		P5	<i>-smile- shake</i>	<i>Nonverbal</i>
114	12:43	P5	Very crazy!	Verbal
114		P5	<i>-smile- shake</i>	<i>Nonverbal</i>
114		P6	<i>smile</i>	<i>Nonverbal</i>

Table 7. Example 3

By smiling, moving closer, shaking the head, and pulling up eyebrows, both Participant 5 and Participant 6 display attention and engagement, which continued from this interaction until the end of the conversation (IPR 5-P5_T71-72). Within Pair 1, Participant 1 (IPR 1-P1_T63-64) assesses her

reaction to Participant 2 saying yes and nodding as 'hyping each other up': "(...) because she agrees and then I agree and I smile even more".

As we already examined in the case of an emphatic function, the intended function and its interpretation can differ in the case of elements attributed to active listening. For instance, in Pair 2_T65-74, Participant 3 rests his chin on his hand to signal attention and listening to the other (IPR 2-P3_T31-33). Participant 4 interpreted this NVE as Participant 3 processing of and reflecting on the provided information (IPR 2-P4_T26-27). In this case, the outward function of Participant 3's NVE was interpreted by Participant 4 as having an inward function. Although the interpretation differs here again from its intended function, the NVE leads nonetheless to the intended result of Participant 4 being assured of Participant 3's (passive) involvement in the interaction.

4.3.3. Focus & Reflection

As we can see from the example of Participant 3 resting his chin on his hand (Pair 2_T65-74), a function of NVEs to discuss is focus, or reflection on the interlocutor's speech. It can be a sign of establishing rapport, as it can be understood as a desire to understand the other and of wanting to be understood (in case of reflection on how to express a thought or emotion). NVEs displaying focus or reflection were highly individual in this experiment, with elements reported being biting lips (IPR 1-P1_T42), running hands through the hair (IPR 1-P1_T54-56), scratching the head or neck (IPR 4-P5_T87-88), or fidgeting and playing with the fingers (IPR 2-P4_T53). An NVE that all participants reported and displayed throughout all conversations, however, was looking sideways and/or up as a sign of reflection.

The above mentioned NVEs could, depending on the situational context, also be signals of distraction or disinterest. Remarkably, none of the participants interpreted the other's or reported their own nonverbal behavior as signs of distraction. This positive perception falls in line with the previously discussed motivation for a positive and successful interaction, which appears to incline the participants both toward putting in the effort to reach that goal (by focusing on the conversation) and to interpret the other's nonverbal behavior as focus or reflection instead of distraction.

Last, it is important to note that nonverbal behavior with a different function can implicitly be seen as a sign of focus. Participant 2 in Pair 6 (Pair 6_T181), in which she appears to display active listening in the form of nodding and moving closer, reported later (IPR 6-P2_T135-136) that her nonverbal behavior indeed had the function of active listening, which she interpreted as a sign of her being fully focused on the conversation and having forgotten about the experiment setting.

4.3.4. Recognitionals

Recognitionals emerged mainly in the pairs with little or no familiarity, such as in Pair 3 (T10-11 and T15-18), in which the participants referred to the one common denominator they have:

Turn	Time	P	Utterances	Utterance
10	00:34	P1	yeah I'm volunteering too. So how do you know uh Camilla?	Verbal
10		P1	<i>nod mv aw</i>	Nonverbal
10		P3	<i>Smile</i>	Nonverbal
11	00:37	P3	uhm I know, Camilla by uh: she was looking for someone	Verbal
11		P3	<i>ES ES</i>	Nonverbal
11		P1	<i>mv cl</i> <i>hair</i>	Nonverbal
11		P3	to volunteer or to participate # uh in her research #1 and uh, I think uh	Verbal
11		P3	<i>() () /</i>	Nonverbal
11		P1	<i>:rest- nod</i>	Nonverbal
15	01:22	P3	And, and you? How do you two know each other?	Verbal
15		P3	<i>Smile</i>	Nonverbal
16	01:25	P1	I'm uh:, I'm in the same Master's program as Camilla.	Verbal
16		P1	<i>:°-</i>	Nonverbal
17	01:29	P3	Uhm	Verbal
17		P3	<i>nod</i>	Nonverbal
17		P1	<i>-°-</i>	Nonverbal
18	01:31	P1	yeah. So uh: she already participated in my study:.	Verbal
18		P1	<i>-°-</i>	Nonverbal
18		P1	And now it's like, well, I can return the favor, so I will participate in yours.	Verbal
18		P1	<i>-°: :smile-</i>	Nonverbal
18		P3	<i>smile :smile-</i>	Nonverbal

Table 8. Example 4

In Pair 3_T11, Participant 1 moves closer ('mv cl') when Participant 3 starts explaining his relation to me and shows signs of focus and active listening ('hair', 'rest', 'nod'). In T15, Participant 3 smiles when asking about the recognitional, and both smile at each other at the end of that interaction (Pair 3_T18), presumably displaying a moment of increased trust and intimacy (Zentz, 2019). In Pair 1 (Pair 1_T5-8, Table 9), Participant 1 also attempts a recognitional by referring to fellow students, but Participant 2 reported a semantic misunderstanding of Participant 1's question (IPR 1-P2_T26, T28), and also struggles after a reformulation of the question. Participant 1 interpreted the misunderstanding as technical issues on Participant 2's side (IPR-P1_T19-20). Regardless of the different interpretation of its cause, the misunderstanding prevented the recognitional from leading to the desired effect: the NVEs do not display any creation of rapport, and in Turn 9 the conversation moves away from the topic.

Turn	Time	P	Utterances	
5	00:23	P1	What group did you do it?	Verbal
6	00:25	P2	#3 Sorry? what?	Verbal
7		P2	BU mv cl	Nonverbal
7	00:29	P1	In what team did you do it?	Verbal
7		P1	hair wave	Nonverbal
8	00:30	P2	# uhm: It was with [redacted: name], but also just in Teams.	Verbal
8		P2	:EUS- -EUS:	Nonverbal

Table 9. Example 5

4.3.5. Shared experience

As observed in the use of recognitionals, we can observe the participants regularly referring to shared experiences, or so-called threading (Holliday, 2016). Most of these interactions are accompanied by either or both participants smiling and laughing. In Pair 2, Participant 4 relates to Participant 3's heritage, resulting in an overall increase of nods and smiles on both sides:

Turn	Time	P	Utterances	Utterance
76	05:14	P4	In Johannesburg yes yes yes. yes. But actually, I've had uh: many opportunities	Verbal
76		P4	-smile- nod ES EU BU :circ-	Nonverbal
76		P3	-fidg: nod	Nonverbal
76		P4	to enjoy Ethiopian cuisine? And I have to say:,	Verbal
76		P4	-smile- -circ-	Nonverbal
76		P3	nod	Nonverbal
76		P4	you guys know how to make spicy food and you do it well # uh:.	Verbal
76		P4	-smile- -circ: rub	Nonverbal
76		P3	nod smile	Nonverbal
77	05:27	P3	[laughter]	Verbal
77		P3	Nod	Nonverbal
77		P4	-smile-	Nonverbal
78	05:27	P4	yeah. # So very, very, [laughter] that was a very nice experience.	Verbal
78		P4	-smile- :fidg-	Nonverbal
78		P3	:smile- nod	Nonverbal

Table 10. Example 6

Similarly, Participant 1 and Participant 3 display an increase of smiling and laughing when Participant 3 addresses the situation of conversing with a stranger (Pair 3_T81-85). As Participant 3 indicated (IPR 3-P3_T69-74), this interaction created a more relaxed environment. Also, in Pair 4 (T54) Pair 5 (T93) and Pair 6 (T104), discussing shared experiences were reported to have increased happiness and intimacy, resulting in engaging NVEs such as smiling and moving closer (IPR 4-P5_T57, IPR 5-P6_T64-65, IPR 6-P2_T93-96).

As this section has shown, in all Pair conversations mutual understanding has been reached to a certain degree, and a significant amount of shared knowledge and experience has been created,

supported by a variety of NVEs, with the most prominent ones being smiling, nodding, moving closer, next to several other ones. Backed up by the participants' assessment, we can safely assume that these situations contributed to the creation of rapport.

4.4. Reformulation & simplification

In the case of misunderstandings or other disruptions, we can observe the participants applying communicative strategies outlined in 2.2 Successful communication, such as reformulating their utterances or simplifying either their utterances or, if needed, their communicative goals. Additionally, as the experiment was exposed to technical issues such as a disrupted internet connection or a delay in audio and/or video due to the online setting, we will look specifically at those incidents to see how the participants handled them, to determine whether the present NVEs reflect the success of the applied strategies or are themselves used as strategies.

As the following example shows, in the case of misunderstandings, NVEs can be used to support and shorten the strategy applied; Participant 5 describes the ocean ('water') in her home country as not clean (Pair 4_T99), leading to the following interaction:

Turn	Time	P	Utterances					
100	9:15	P6	the weather is not that clean. You mean polluted?					Verbal
100		P6	-fidg-		nod			Nonverbal
100		P5		nod				Nonverbal
101	9:18	P5	Like # the sea. It's very-					Verbal
101		P5	shake mim flat					Nonverbal
102	9:21	P6	Ah:					Verbal
102		P6	O mv aw					Nonverbal
103	9:22	P5	yeah. When I was younger, I used to go to Sardinia, # like the: yeah to go					Verbal
103		P5	EU	pt down		smile		Nonverbal
103		P6				smile	nod	Nonverbal

Table 11. Example 7

When Participant 5 recognizes the misunderstanding after Participant 6's clarifying question (T100), she shakes her head, and mimics the flat sea with her hand (T101). Participant 6's reaction in T102 shows both verbally and nonverbally the clarification of the misunderstanding (a stretched 'Ah', moving away from the screen with a slightly open mouth), to which Participant 5 interrupts her further explanation (T101) and confirms 'yeah' in T103. It can be assumed that thanks to the expressive use of NVEs here, the misunderstanding could be solved successfully within only a few seconds.

As mentioned previously, due to the set-up and low technical quality, Participant 1 struggled with understanding the sound of Participant 3. For this reason, we can observe a few examples (e.g., Pair 3_T56, Pair 3_T77) in which she decided to reduce (simplify) her communicative goal and to ensure

mutual understanding either by repeating or improvising. For Pair 3_T89-92, Participant 1 mentioned not being able to hear her partner at all in that moment, leading her to adopt a simplified strategy of only focusing “on the words that you can find” (IPR 3-P1_T55). Visible in the NVEs this example is Participant 1 moving from not understanding visible in a reduced application of NVEs and a neutral face to showing a sign of understanding (‘/’, tilting her head) and nodding when being engaged again, shortly before changing the conversation topic and displaying more NVEs again:

Turn	Time	P	Utterances	
89	12:33	P3	Mos- most of them. And the eye contact also:	Verbal
89		P3	<i>nod nod</i>	Nonverbal
89		P1	<i>hair</i>	Nonverbal
89		P3	without looking in the eyes # nobody listens to you here [laughter] I think.	Verbal
89		P3	<i>smile</i>	Nonverbal
90	12:42	P1	yeah.	Verbal
91	12:43	P3	I- I've observed that. uh: You have to look the guy in the eyes.	Verbal
91		P3	<i>ES smile</i>	Nonverbal
91		P1	<i>nod</i>	Nonverbal
91		P3	but you are not- in our culture uh it's a bit different.	Verbal
91		P1	/	Nonverbal
91		P3	You look uh: anywhere. You don't uhm #1 you don't have to	Verbal
91		P3	<i>ES ES</i>	Nonverbal
91		P1	<i>nod</i>	Nonverbal
91		P3	look in the eyes. But one time uh-	Verbal
91		P3	<i>ES</i>	Nonverbal
92	12:58	P1	So wha- So what is your culture then? So: where are you from, actually?	Verbal
92		P1	<i>pt you °</i>	Nonverbal
93	13:02	P3	uh I'm from Ethiopia.	Verbal
94	13:05	P1	Ah okay! Interesting. How did you get here? [laughter]	Verbal
94		P1	<i>BU mv aw :smile-</i>	Nonverbal
94		P3	<i>shake smile</i>	Nonverbal

Table 12. Example 8

Other observed solutions to technical disturbances include, among others, an increase of content-emphasizing gestures (IPR 1 -P1_T19-20), or apologizing and clarifying turn-taking such as in Pair 6_T119:

Turn	Time	P	Utterances	
120	8:31	P2	And then you-	Verbal
121	8:31	P4	But you just have to-	Verbal
122	8:32	P2	And then you- #2 Ah sorry. yeah?	Verbal
122		P2	<i>Def</i>	Nonverbal
122		P4	<i>BU</i>	Nonverbal
123	8:35	P4	yeah you just cannot go on rush hour. So: if you really	Verbal
123		P4	<i>shake BU</i>	Nonverbal
123		P2	<i>mv aw nod</i>	Nonverbal

Table 13. Example 9

For this example, Participant 2 reported annoyance about the technical issues. Generally noticeable in this interaction is the lack of smiling or signals of active listening. Nonetheless, Participant 2 reacts quickly to the disturbance and assigns the turn to Participant 4, by apologizing ('Ah sorry') while holding up her hands defensively ('def'), and implicitly asking Participant 4 to continue by uttering 'yeah?'. While Participant 4 takes the turn without further addressing it, this interaction appears to lay the groundwork for a moment of rapport later, when the interruptions are explicitly addressed between the two participants from Pair 6_T207 on (see also IPR 6-P4_T54):

Turn	Time	P	Utterances	
207	14:06	P4	yeah, you know what, I think what I would like, and I'm starting-,	Verbal
207		P4		Nonverbal
207		P2	's	Nonverbal
207		P4	did I- #1 I- did I stop you? You were talking I'm sorry.	Verbal
207		P4	shake mim flat mim flat _me	Nonverbal
208	14:15	P2	No, no. It's fine.	Verbal
208		P2	M shake :smile-	Nonverbal
208		P4	Nod	Nonverbal
209	14:17	P4	Okay. Sorry about that though. I- I do that a lot.	Verbal
209		P4	ED _me block smile BU def	Nonverbal
209		P2	-smile-	Nonverbal

Table 14. Example 10

Neither of the participants address the previous interruption directly, it is mentioned indirectly though ('I do that a lot'), and both Participant 4's apology and Participant 2's reaction are accompanied by an array of NVEs, such as smiling, or holding the hand to the chest ('_me').

4.5. Non-communication

In general, non-communication such as dropping the discussed topic or long silences are considered a disruption or failure of the communication and can be an indicator for misunderstandings or lack of familiarity between the interlocutors or with the setting (Yanaprasart, 2003, Helm & Dooly, 2017). However, in computer-mediated communication silences, non-communication, or hesitations can have many other reasons and can even be a reasonable strategy. As Helm & Dooly (2017) point out, silences can reflect technical issues, which can be observed e.g., in Pair 3_T45: Due to the audio issues, Participant 1 does not clearly understand Participant 3 and therefore leans back ('mv aw') and stays silent during Participant 3's hesitation ('#'). Participant 1 used kinesics & chronemics as a strategy to signal her needing more time to process the provided information and to encourage Participant 3 to

continue talking (IPR 3-P1_T33-34), a strategy that works in her favor as it incites Participant 3 to ask a follow-up question, engaging Participant 1 again ('mv cl'):

Turn	Time	P	Utterances	
45		P3	I will do that I will study. # And you: Are you studying in uh Utrecht right?	Verbal
45		P3		BD Nonverbal
45		P1	mv aw / mv cl	Nonverbal

Table 15. Example 11

Hesitations can also be a signal of insecurity or discomfort, which can be seen in the following example, in which Participant 5 reacts to Participant 6's reduced response by suggesting different topics of conversation (in which she succeeds at the end of the turn, see Pair 5_T89) (IPR 5-P5_T62); her use of hesitation markers, such as 'uhm', 'clicks tongue', '#', tilting her head ('/') and stretched utterances (':'), as well as of avoiding gaze behavior such as 'ES' however suggests discomfort during the turn.

Turn	Time	P	Utterances	
88	10:15	P5	uhm: [clicks tongue] I like s- so many things # actually. I used to: draw?	Verbal
88		P5	EU -smile: ES ES /	Nonverbal
88		P6	/ smile	Nonverbal
88		P5	A lot # to do: digital drawings. But now I stopped. [clicks tongue]	Verbal
88		P5	/ ES	Nonverbal
88		P6	BU nod smile	Nonverbal
88		P5	I also like to read, but now I stopped [laughter] because of uni it's quite busy.	Verbal
88		P5	nod / pt down smile rub shake	Nonverbal
88		P6	/ smile	Nonverbal
88		P5	# So: I don't really have that much time to read. And I also like: # video games?	Verbal
88		P5	fidg ES /	Nonverbal
88		P5	#1 I mean, not an expert. I just have a few video games #	Verbal
88		P5	ES / wave 's hair	Nonverbal

Table 16. Example 12

While we generally connect discomfort with silences, the conducted experiments indicate that only the quality of or emotion behind those hesitations give reason to a negative perception, contrary to the amount of chronemics. The table below (Table 17) gives an overview of number of turns, counted chronemics overall and per NVE (hesitations '#', stretching of utterances ':', hesitation markers 'uh / uhm'), as well as spoken words:

	Pair 1	Pair 2	Pair 3	Pair 4	Pair 5	Pair 6
Turns	238	264	99	156	136	230
Number of words	2432	2589	1935	2165	2174	2700
Chronemics (total)	275	410	296	220	273	266
#	139	95	73	111	165	110
:	86	140	82	68	72	98
uh/uhm	50	175	141	41	36	58

Table 17. Turns vs. Chronemics

This overview gives indications for the speed and quality of each conversation, e.g., with Pair 1, 2, and 6 displaying a high number of turns and of spoken words, suggesting a fast flow of conversation. At the same time, e.g., Pair 2 has the highest outlier in chronemics (namely in hesitation markers 'uh/uhm'), or Pair 1 accounting for a relatively high number of hesitations despite being assessed as a very positive conversation (IPR 1-P1_T5), and specifically by Participant 2 as: "there weren't big, uncomfortable pauses or anything" (IPR 1-P2_T11).

As this short selection of examples shows, silences and hesitations can have a multitude of motivations and outcomes, and encompasses meaning, emotion, and (dis)connection with our conversation partners.

4.6. Moments of Rapport

In many of the examples investigated in the previous sections, we can assume moments of intimacy, trust, or harmony (e.g., Table 6, Table 7, Table 8, Table 10, Table 14, Table 15). We will now examine other more explicit actions and moments in which we can observe the creation of rapport, such as social acts, shared laughter, and intimacy. Shared laughter and smiling can be observed throughout the experiment and are frequently assessed by the participants as being either the reaction to a positive or funny experience, or as leading to a comfortable and relaxed environment (i.a., Pair 1_T40-41, Pair 3_T52, Pair 5_T53, Pair 6_T5, T50). Social acts on the other hand are more explicit actions, as we can observe in Pair 1, in which both participants report an increase of happiness and engagement in the interaction after Participant 2's social act of offering help:

Turn	Time	P	Utterances	
83	06:01	P1	Where am I gonna get this time from? [laughter]	Verbal
83		P1	:smile- shake shake -smile:	Nonverbal
84	06:03	P2	[laughter] But: uhm we also- what we used is otter.ai.	Verbal
84		P2	:pt up- -pt up:	Nonverbal
84		P2	There, you can also- wait, I'm gonna type it in the chat	Verbal
84		P1	mv cl ED	Nonverbal
85	06:10	P1	Ya, thanks.	Verbal
85		P1	:ED-	Nonverbal

Table 18. Example 13

After offering the information, Participant 2 reacts to Participant 1 typing down her tip (Participant 1 moving closer and lowering her gaze in Pair 1_T84), by offering to type it herself. After a discussion of the program Otter itself, we can observe a significant increase of smiling and laughter in the following section:

Turn	Time	P	Utterances	
97	06:42	P1	Thanks!	Verbal
97		P1	smile	Nonverbal
98	06:43	P2	yeah,	Verbal
98		P2	mv cl	Nonverbal
99	06:44	P1	this could really	Verbal
99		P1	smile []	Nonverbal
100	06:45	P2	You're welcome	Verbal
100		P2	smile	Nonverbal
101	06:45	P1	save me some time! [laughter]	Verbal
101		P1	[] smile	Nonverbal
102	06:48	P2	[laughter] hopefully	Verbal
102		P2	smile	Nonverbal
102		P1	:smile-	Nonverbal

Table 19. Example 14

Participant 2 (IPR 1-P2_T80-81) not only reported being glad to have helped Participant 1, but also that this interaction made her feel more at ease and to focus fully on the conversation. A social act of a different kind can be observed in Pair 6 (T201), in which Participant 4 tones down his actual opinion to avoid a disruption of the conversation: "I can't be hardcore not wanting to go back to the office so as you can see I'm creating an environment of inclusion" (IPR 6-P4_T70). Participant 4's 'dishonesty' is reflected in his nonverbal communication, with a significant reduction in gestures, and his gaze being directed downwards during the turn, thus being an example of incongruence between the verbal and nonverbal message (Tetenov, 2019). Nonetheless, Participant 4's strategy succeeds in the following turns, in which Participant 2 is able to share her personal opinion (Pair 6_T202).

Nonverbal immediacy (Harris & Rosenthal, 2005) in the form of intimacy (Zentz, 2019) can be observed in Pair 2, which starts with Participant 3 calling Participant 4 his 'friend' (Turn 1), despite this being their first encounter. Although this can be assumed to be merely a friendly or polite term of address, it marks the start of an increase of trust and intimacy between the participants throughout the conversation: in T92, Participant 4 makes a joke, which is followed by both Participant 3 and Participant 4 laughing, and then smiling consistently for 5 turns. Additionally, Participant 4 calls Participant 3 his 'friend' in T94; at the end of the conversation, both express willingness to continue the conversation despite me showing up and do so for another minute, accompanied by mutual smiling and nodding (T241-256). Similarly, Participant 5 reports an increase of intimacy when

Participant 6 displays a trunk lean (moving closer, see Tetenov, 2019) in Pair 4_T99, which she sees as a step in being more relaxed with each other and overcoming being strangers (IPR 4-P5_T79-80).

After having examined multiple incidents of communicative strategies and creation of rapport, we will discuss in the following chapter which conclusions we can draw concerning the role of nonverbal communication within those moments, to determine whether they indeed serve a strategical function in establishing rapport in computer-mediated intercultural encounters.

5. Discussion

Departing from the assumption that our nonverbal communication differs in computer-mediated conversations yet plays a crucial role for the creation of interpersonal relationships (see 1. Introduction), the research questions below guided this thesis:

Research question: How do nonverbal elements function as a communicative strategy in the contribution to a feeling of rapport in computer-mediated intercultural encounters?

Sub question 1: Which nonverbal communicative elements can be observed in computer-mediated intercultural encounters?

Sub question 2: To what extent do these nonverbal communicative elements facilitate a feeling of rapport towards the interlocutor?

For this purpose, I conducted a case study with six participants from six different nationalities as well as different backgrounds: the Expat community in Utrecht, students from the ICC master program at the University of Utrecht, and members of the refugee/student program Inclusion (see 3.2). After six conversations of each two participants (see 3.1), I conducted individual interviews with all participants following the Interpersonal Process Recall (IPR) method, to gather information on how they perceived the conversations and their partner's as well as their own (nonverbal) behavior (see 3.4). The pair conversations were transcribed into a multimodal transcription (see 3.5); based on the transcriptions as well as the participants' assessments, a qualitative analysis was conducted to first get insights into which nonverbal communicative elements can be observed in online intercultural encounters (sub question 1), to what extent these NVEs facilitate a feeling of rapport towards the interlocutor (sub question 2), and lastly to the main research question (see above).

5.1. Discussion of the research questions

Sub question 1: Which nonverbal communicative elements can be observed in computer-mediated intercultural encounters?

As was outlined in chapter 4.2, it could be established that the conversations were overall successful. Based on the subsequent participant interviews, we conclude that the conversations did not create any (remarkable) feeling of stress to the participants; in contrast, they created positive feelings between participants. These positive assessments are reflected in the most outstanding observed NVE 'smiling' (see Appendix 8.6). Per category, the most prominent NVEs that could be observed were smiling (facial behavior), nodding (kinesics), looking to the side (gaze behavior), short hesitations (chronemics), and

saying 'yeah' (Phatic markers) (see 4.1). The full list including their frequency (see Appendix 8.6) directly display how the online setting influences nonverbal communication: observable body language is reduced to gestures and head movements, and in case of technical disturbances NVEs such as nodding, or smiling are used increasingly to display active listening instead of through vocal utterances (IPR 1-P2_T75). Generally, individual habits play a crucial role in nonverbal behavior, as could be observed for instance with Participant 1 and Participant 4 (IPR 1-P1_T19-22, IPR 2-P4_T22-23).

With regards to familiarity, only minor differences could be observed between Pair 6 (Participant 2 and Participant 4, highest level of familiarity) and Pairs 2, 3, and 4 (first encounters) concerning nonverbal behavior in moments of trust building or intimacy, such as a slight increase of shared laughter and smiling compared to the first encounter pairs. However, both Participant 2 and Participant 4 assessed their conversation to be slightly easier and more relaxed than with a stranger (IPR 6-P2_T8, IPR 6-P4_T97). The similarities between these Pairs could be interpreted as another argument for the successful creation of interpersonal relationships between the participants of the first encounter pairs, an argument that got confirmed by the less successful interactions: Several examples showed that an increase of nonverbal behavior can be associated with a positively assessed interaction, and vice versa a decrease of nonverbal behavior with a more negatively assessed interaction. The latter was confirmed by Participant 5, who reported difficulties in interpreting Participant 6's actions due to his lack of (non)verbal communication (IPR 5-P5_T59, IPR 5-P5_T80). In Figure 3 we could see an overall decrease of counted NVEs for Pair 3 and for Participant 6 in Pair 5, and Table 13 and Table 16 serve as specific examples of reduced nonverbal behavior during moments of insecurity or lack of understanding. On the other hand, Table 11 and Table 14 provided examples of the expressive use of NVEs accelerating mutual understanding and the creation of rapport. This finding even extends to the use of NVEs without any functional intention, such as the example of Participant 4 only gesturing intensively due to individual habits, and Participant 3 interpreting it as helpful and a sign of engagement (see 4.3.1). As was shown in chapter 4.5 Non-communication, it is important to note that an increase of chronemics, such as hesitations, stretched utterances, or silences, are neither equal to the absence of (non)verbal communication nor equal to difficulties in the communication flow. The quality or emotion behind those hesitation appear to be the most important factors for their perception. For instance, pair conversation 2 showed that despite a high presence of counted chronemic NVEs, the conversation was perceived highly positive (see Table 17).

Sub question 2: To what extent do these nonverbal communicative elements facilitate a feeling of rapport towards the interlocutor?

It could be determined that during the conversations, multiple moments of intimacy, trust, and building of a relationship occurred (see 4.6). The participants managed to create a shared set of knowledge and experiences (see 4.3), which was supported by verbal acts such as recognitionals, social acts, or offers of intimacy such as calling each other 'friend' (Pair 2_T1, T94). The NVEs most prominent in the moments creating rapport, shared experiences, or other intimacy creating interactions were, similar to the overall most frequent NVEs, smiling, nodding, and moving closer. In terms of the influence of NVEs on these moments, it could be observed that their use played a supportive role, as was stated for instance by Participant 1 (IPR 1-P1_T64): "Yeah, I think you're, like broadly said, hype each other up because she agrees and, and then I agree and I smile even more?", or could be observed in participants displaying acts of active listening or while mutually solving misunderstandings (see Example 7). Next to the selection of NVEs, the above discussed presence or absence of NVEs is an important factor not only for a successful conversation, but also for the creation of rapport. As was shown in 4.4 and 4.5 concerning Pairs 3 and 5), absence or a strong decrease of nonverbal behavior led to difficulties in mutual understanding or in interpreting the other's message (IPR 3-P1_T55, IPR 5-P5_T59, IPR 5-P5_T80). Contrastingly, an increased presence supported mutual understanding, helped solve misunderstandings, and was frequently associated with passion, support, and engagement (IPR 2-P3_T56-59, IPR 4-P5_T57, IPR 6-P2_T93-96). Especially the overall more successful pair conversations 1, 2, 4, and 6 (see also Figure 3) are an example of this correlation.

Although this case study did show clear correlations between some of the observed NVEs on the creation of rapport between the participants (smiling, nodding, moving closer, etc.), the observations also confirmed previous research on the multifunctional and contextual nature of nonverbal communication, thus not allowing for generalizations concerning specific NVEs (Otsuka & Tsumori, 2020, Riggio & Feldmann, 2005). However, the ambiguity of nonverbal communication also showed to be a favorable factor in these intercultural conversations. As the participants all showed interest in achieving the communicative goal of a – more or less pleasant – continuous conversation of 15 minutes with a stranger, it could be observed that they brought a positive predisposition concerning the interpretation of the other's behavior. Especially Pair 2 serves as example for the positive bias leading to rapport, with multiple moments of intimacy such as calling each other 'friend' or relating to each other's heritages. The multifunctionality of NVEs even allowed for differences in intention and interpretation and still led to a communicative success, such as the functionality of Participant 4's pronounced hand behavior.

Research question: How do nonverbal elements function as a communicative strategy in the contribution to a feeling of rapport in computer-mediated intercultural encounters?

While we could establish that in specific contexts certain NVEs and in general an increased presence of NVEs supported the creation of rapport as well as reaching the goal of a successful interaction, it is to be argued whether they also served as a communicative strategy. As previously shown, there are multiple examples both for NVEs applied intentionally with a communicative function, and unintentionally or without intended communicative function. Often, regardless of the intended function or not, nonverbal cues were interpreted by the interlocutor to have a specific function. Examples include Participant 1 using more gestures to help Participant 2 understand (IPR 1 -P1_T19-20) or Participant 2 changing her backchannelling behavior from verbal to nonverbal (IPR 1-P2_T75), displaying intercultural competence of these participants (ten Thije, 2020) as well as awareness about the communicative strategies applied by them. Participant 4 displayed the same “strategy” as Participant 1 of strongly emphasizing the verbal content through gestures, yet not with the explicit intention of increasing mutual understanding (IPR 2-P4_T22-23). As the previous discussion has shown, NVEs do indeed appear to function as a communicative strategy in the contribution to a feeling of rapport in computer-mediated intercultural encounters, but do so often independently of an intended function, or might be interpreted differently than the intended function (if present). Nonetheless, an increased presence of nonverbal behavior can be assumed to both be the result of and lead to a feeling of rapport in the examined setting.

5.2. Limitations & suggestions for further research

Before providing an answer to the main research question and concluding this thesis, it is important to note that the nature of the experiment itself, my presence as a researcher, as well as my interpretation of the observed interactions and NVEs influence the outcome of this research. The chosen methods resulted in some other limitations, with the most important one being the time-consuming process of transcribing nonverbal communication. As Cole (2019) and Denham & Onwuegbuzie (2013) point out, researchers tend to avoid the analysis of meta- and nonverbal communication for its arduous process. For this reason, it was impossible to transcribe the pair conversations before conducting the IPR interviews, resulting in moments of interest not being discussed in those interviews as I only became aware of them while transcribing.

It is equally important to be aware of the impact the IPR approach had on the participants. While the process provided invaluable input from the participants, it can be confronting and put them into a position of vulnerability (Tetenov, 2019), a fact that Participant 2 confirmed several times. Participant

2 also mentioned after the second conversation that knowing we will rewatch this conversation made her self-aware for the first part of the conversation, possibly influencing her behavior (IPR 6-P2_T18-20). Another challenge of the IPR process is that for some participants or in some moments, it was difficult to remember or share their emotions, which occasionally led me to ask guided questions, such as in the following example (IPR 5-P6_T64-55):

Turn	Speaker	Speech
64	CW	Here you seem a little bit more interested than in the previous topic. I don't remember what it was. But yeah. Was that the dancing?
65	P6	Yeah, because I love dancing and dancing is a cheerful topic to talk about.
66	CW	Yeah. Yeah, indeed. Okay, nice.

Table 20. Example 15

This tendency is known within the research of rapport to prevent participants from formulating unbiased answers and can therefore limit the data collection (Djenar, 2019), but did not occur frequently enough to present a notable limitation to the study.

The online setting – despite its desired frame – also provided some limitations or impacted the research. Although negligible, the connection quality had an impact on the research. For instance, Participant 2's internet connection resulted in her image being frozen from time to time, reducing the amount of observable NVEs both for me and her conversation partners. In other occasions, it could lead to such severely interruptions and overlapping turns that the participants had to result to a metacommunicative strategy of discussing online settings and interruptions (Pair 6_T205-213).

Finally, despite its limited scope this case study provides valuable indications as well as groundwork for further research: with a larger sample of interactions and technically more advanced resources (Harrigan, 2013), the impact of individual habits can be reduced and other factors such as vocal behavior (e.g., pitch mirroring) or turn taking (e.g., overlapping turns) can be examined for their influence on the quality of computer-mediated conversations. Additionally, the experiments should be conducted in face-to-face conversations as well, to provide points of comparison and therefore clearer insights into the impact of the online setting. With regards to the IPR method, a larger sample could also provide insights into the variables that were collected but not further considered in the analysis, such as age or gender differences, cultural background, or group membership. For instance, these variables could be of interest regarding self-reflection of intercultural skills, as it appeared during the IPR interviews that the three ICC students (all female & below 30, and Dutch, German, Italian) appeared to be more reflective and offered more information to me regarding their behavior than the male participants.

6. Conclusion

In a world increasingly global and online, especially since the COVID-19 pandemic, we are forced to adapt to a new, mainly digital environment and find ways in which to create connections with our conversation partners, across cultures and within a limited computer-mediated setting (Meier et al., 2021). This study attempted to detect how we manage to create positive relationships and successful interactions with the help of nonverbal elements (NVEs), in the lights of communicative challenges such as interculturality, unfamiliarity, and restrictions of online settings.

It can be concluded that in the observed intercultural computer-mediated conversations, nonverbal behavior successfully supported the communicative strategies applied by the participants and were present during moments in which rapport was created between them. In some situations, NVEs not only had a supportive function, but were the reason for perceived intimacy or trust. It could be concluded that an increased use of NVEs was connected to moments of perceived rapport. Similarly, it could be observed that the absence of nonverbal behavior was a reaction to *and* perpetuated the likelihood of disruptions and difficulties in communication. In terms of NVEs being used as strategy, the experiments showed mixed results. Both if applied intentionally or unconsciously, if the interlocutor perceived the nonverbal behavior, it was regularly interpreted in a positive way. It can be argued that in the observed setting, the participants' goal is that of a successful conversation, thus making them inclined to interpret their interlocutor's behavior positively regardless of the (sometimes different) actual intent behind them. It can therefore be concluded that an overall increase of applying nonverbal behavior, especially in an intercultural and computer-mediated setting, is favorable for reaching the goal of a positive interaction and the creation of rapport.

While this case study has shown the complexity of nonverbal communication in terms of its multifunctional, contextual, and individual characteristics, as well as the ambiguity of its intentional use, it has proven to be an important factor in reaching the goal of interpersonal relationships and successful communication in computer-mediated conversations.

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8. Appendices

8.1. Questionnaire

The following questions were asked before participation.

1. What is your first name?
2. How old are you?
3. What is your gender?
4. What is your country of origin?
5. For how long have you been living in the Netherlands?
6. What is your level of competence in English?
7. What is your level of competence in Dutch?
8. Please fill in the time slot of your availability. Each meeting will take 30 min. There will be max. 4 meetings for you in total.
9. Comments? Let me know!
10. If you would like to receive the study results at the end of the research, please provide your email address. Your email address same as all other personal details will be coded for the duration of the study and deleted once the research is completed.

8.2. Interview questions (IPR)

The following semi-structured questions were asked during the individual interviews.

Evaluating the conversation before rewatching

1. How would you evaluate the conversation? What felt positive/negative?
2. Did you experience any feeling of stress? If yes, in which moment(s)?
3. Did you struggle with explaining something? If yes, what did you do?
4. Did you notice your buddy struggling with explaining something? If yes, what did you do?
5. Did you encounter any misunderstandings between each other? If yes, please elaborate.
6. What did you do when you noticed a misunderstanding?

Evaluating the conversation while rewatching

1. Let's rewatch the conversation on my laptop. Please focus on: facial expression, gestures, body language of your partner and yourself.
2. If any of these nonverbal elements or something your partner said created an emotion in you, please point this out to me and tell me to press pause if you want.

3. Example: Your partner laughed after you stuttered/struggled to find a word/expressed insecurity. Your partner's laughter made you feel nervous/angry/insecure/understood/happy/connected.
4. I don't see your hands, are you doing anything with them at that moment. If yes, was there an intention behind that, or any other reason why you moved your hands in the way you describe them?
5. I see you (making a gesture / facial expression). Was there a reason you did this? How did you feel?

Final remarks

1. Would you like to share anything else relating to how the conversation felt for you, to your relationship with your buddy, or to nonverbal communication?
2. Would you like to share anything else relating to the study or our interview?
3. How would you compare the first and the second conversation?

8.3. Suggested topics

The following questions were provided during each group meeting to the participants as optional conversation topics. All participants were invited to discuss any topic they would like, or to follow the below questions.

1. What did you do last weekend?
2. Do you have plans for the upcoming days?
3. Why are you living in Utrecht? What do you like about it?
4. Do you have a hobby you are passionate about?
5. Did you grow up on the countryside / in a city? What did you like about it?
6. What is a happy memory you have?
7. What did you believe in as a kid that you now know is wrong?
8. What is a food in your home country that you love? How do you make that dish?
9. If money wouldn't matter, what would you do with your life?
10. Who would you meet for lunch if you could pick anyone?
11. Would you rather time-travel 10 years into the future or 100 year into the past?

8.4. Transcription conventions: verbal utterances

Symbol	Meaning
.	end of sentence or utterance, intonation declining
?	end of question or utterance, intonation increasing
#	short hesitation (less than 1 second)
#2	hesitation of 2 seconds
-	the speaker started a word and interrupted themselves
:	stretched utterance (i.e. Speaker saying "uhmmmm" = uhm:)
[laughter]	laughing or chuckling
[inaudible]	the omitted utterance could not be understood
[redacted]	Personal information such as names or places were replaced with [redacted]

8.5. Transcription codes: nonverbal utterances

code	Nonverbal elements	Nonverbal category
#	# hesitation / #2 silence of two seconds	chronemics
uhm:	stretched hesitation utterances	chronemics
uh/uhm	filler / hesitation	chronemics
smile	smiling	facial behavior
BU	raising eyebrows (brows up)	facial behavior
BD	frown (brows down)	facial behavior
O	open mouth (form an O)	facial behavior
ee	open mouth (form a square)	facial behavior
L	bite lips	facial behavior
M	frown (lips down)	facial behavior
narr	narrow eyes (focus)	facial behavior
disg	pull up nostrils	facial behavior
ER	eye rolling	gaze behavior
ES	look to the side / away	gaze behavior
EU / EUS	looking up (eyes up) / looking up + to the side	gaze behavior
ED / EDS	looking down (eyes down) / looking down + to the side	gaze behavior
BL	blink longer	gaze behavior
"word"	make quotation marks around a word with fingers	hand behavior
& / &1 / &2 ...	count / hold up 1 finger / hold up 2 fingers	hand behavior
_me	touch chest	hand behavior
°	touch lips	hand behavior
arms up	raise both arms high up in the air, side to side	hand behavior
bal	hands: mimicking a scale (flat hands moving up and down)	hand behavior
big	hold thumb and index wide apart to show 'a lot'	hand behavior
block	hold one hand flat at the side, like a wall/block	hand behavior
circ	circle movements w/ both hands	hand behavior

cross	cross arms in front of chest	hand behavior
def	hold flat hands defensively away from body / towards screen	hand behavior
ear	touch ear / hold hand behind ear	hand behavior
fidg	play with fingers	hand behavior
finger tip	finger tips touching	hand behavior
fist	make a fist	hand behavior
frame	paint frame with fingers (move index fingers in square or circle)	hand behavior
hair	run through hair	hand behavior
hi	waving (greeting)	hand behavior
mim	mimick content with hands, e.g. mim flat (mimick flat surface)	hand behavior
pray	hold hands flat together	hand behavior
pt you/ me/ side/ up/ down	pointing at screen / self / sideways / up / down	hand behavior
rest	rest head on hand / fingers	hand behavior
rub	rub hands together	hand behavior
's	scratch head / face	hand behavior
thb O	circle with thumb and index	hand behavior
thb up	thumbs up	hand behavior
tiny	index + thumb close together, almost touchingmimick tiny amount	hand behavior
wave	wave once (side to side)	hand behavior
win	make fist and pull down elbow, winning pose	hand behavior
nod	nodding (up and down)	kinesics
pull	pull shoulders up	kinesics
shake	shake head	kinesics
rock	rocking upper body side to side	kinesics
()	move head to rythm of utterances	kinesics
/	tilt/nod head side to side	kinesics
mv cl	move close to camera	kinesics
mv aw	move away from the camera	kinesics
Mh / Mhm	approval / filler	phatic markers
Oh	surprise / filler	phatic markers
Ah	surprise / filler	phatic markers
yes	agreement / filler	phatic markers
yeah	agreement / filler	phatic markers

8.6. Count of NVEs (total)

The following table displays the number of each NVE counted for each pair conversation, sorted by total frequency (SUM, most right column).

CATEGORY	NVE	PAIR 1	PAIR 2	PAIR 3	PAIR 4	PAIR 5	PAIR 6	SUM
FACIAL BEHAVIOR	smile	161	238	145	169	137	161	1011
KINESICS	nod	182	166	110	155	124	161	898
CHRONEMICS	#	139	95	73	111	165	110	693
CHRONEMICS	:	86	140	82	68	72	98	546
CHRONEMICS	uh/uhm	50	175	141	41	36	58	501
PHATIC MARKERS	yeah	100	70	51	63	50	121	455
GAZE BEHAVIOR	ES	28	22	73	32	70	54	279
GAZE BEHAVIOR	EU / EUS	42	40	16	53	50	61	262
KINESICS	shake	27	28	30	52	52	56	245
KINESICS	/	11	19	38	41	55	55	219
FACIAL BEHAVIOR	BU	57	36	29	21	21	38	202
HAND BEHAVIOR	pt you/me/ side/up/down	28	48	6	20	24	33	159
HAND BEHAVIOR	fidg	0	137	1	4	4	8	154
HAND BEHAVIOR	's	12	72	3	19	20	16	142
HAND BEHAVIOR	wave	19	17	10	19	27	49	141
HAND BEHAVIOR	circ	14	56	8	14	16	20	128
HAND BEHAVIOR	rest	53	15	20	11	15	11	125
KINESICS	()	20	12	16	15	22	29	114
GAZE BEHAVIOR	ED / EDS	20	18	6	5	36	23	108
FACIAL BEHAVIOR	BD	29	8	13	10	5	39	104
KINESICS	mv cl	22	5	15	19	14	19	94
HAND BEHAVIOR	cross	0	0	0	19	4	67	90
HAND BEHAVIOR	bal	3	28	0	16	8	19	74
HAND BEHAVIOR	mim	15	16	0	14	9	15	69
KINESICS	mv aw	20	3	16	12	13	3	67
FACIAL BEHAVIOR	M	1	0	2	8	21	31	63

PHATIC MARKERS	Mh / Mhm	10	29	2	6	5	8	60
FACIAL BEHAVIOR	L	18	9	3	9	3	17	59
PHATIC MARKERS	yes	10	7	6	9	13	11	56
FACIAL BEHAVIOR	O	13	7	3	14	7	9	53
HAND BEHAVIOR	°	32	0	10	2	0	6	50
PHATIC MARKERS	Oh	9	15	3	9	5	9	50
KINESICS	pull	11	3	0	3	7	21	45
KINESICS	rock	1	25	1	7	3	4	41
PHATIC MARKERS	Ah	10	5	4	4	4	7	34
HAND BEHAVIOR	rub	0	13	0	0	5	15	33
FACIAL BEHAVIOR	narr	5	0	3	2	7	14	31
HAND BEHAVIOR	hair	10	0	12	5	2	1	30
HAND BEHAVIOR	def	0	7	1	5	2	9	24
HAND BEHAVIOR	hi	3	3	3	3	3	3	18
FACIAL BEHAVIOR	ee	3	1	0	8	1	3	16
HAND BEHAVIOR	& / &1 / &2 ...	0	1	0	8	4	3	16
GAZE BEHAVIOR	BL	2	6	0	2	1	3	14
HAND BEHAVIOR	_me	0	5	1	1	2	4	13
HAND BEHAVIOR	ear	0	7	2	0	2	0	11
HAND BEHAVIOR	frame	2	3	0	3	3	0	11
HAND BEHAVIOR	tiny	0	10	0	0	1	0	11
GAZE BEHAVIOR	ER	6	0	1	1	1	1	10
HAND BEHAVIOR	block	0	2	0	1	2	5	10
HAND BEHAVIOR	"word"	0	1	0	2	2	3	8
HAND BEHAVIOR	pray	0	0	0	0	0	7	7
HAND BEHAVIOR	arms up	0	0	0	0	0	6	6

HAND BEHAVIOR	thb up	1	1	0	0	1	1	4
HAND BEHAVIOR	big	0	0	0	1	2	0	3
HAND BEHAVIOR	win	0	1	1	0	0	1	3
FACIAL BEHAVIOR	disg	0	0	0	2	0	0	2
HAND BEHAVIOR	fist	0	0	0	1	1	0	2
HAND BEHAVIOR	fing tip	0	1	0	0	0	0	1
HAND BEHAVIOR	thb O	0	0	0	1	0	0	1

8.7. Count of NVEs by pair conversation

The table below displays the observed NVEs by pair conversation, sorted by their frequency per pair.

NVE	Pair 1	NVE	Pair 2	NVE	Pair 3	NVE	Pair 4	NVE	Pair 5	NVE	Pair 6
nod	181	smile	238	smile	145	smile	169	#	165	nod	168
smile	160	uh/uhm	175	uh/uhm	141	nod	155	smile	137	smile	161
#	139	nod	166	nod	110	#	111	nod	124	yeah	121
yeah	100	:	140	:	82	:	68	:	72	#	110
:	85	fidg	137	#	73	yeah	63	ES	70	:	98
BU	57	's	97	ES	73	EU / EUS	53	/	55	cross	67
rest	53	#	95	yeah	51	shake	52	shake	52	EU / EUS	61
uh/uhm	50	yeah	70	/	38	uh/uhm	41	yeah	50	uh/uhm	58
EU / EUS	42	circ	56	shake	30	/	41	EU / EUS	50	shake	56
°	32	pt you/ me/ side / up/down	48	BU	29	ES	32	uh/uhm	36	/	55
ES	28	EU / EUS	40	rest	20	BU	21	ED / EDS	36	ES	54
pt you/ me/ side/ up/ down	28	hi	40	EU / EUS	16	pt you/ me/ side/ up/ down	20	wave	27	wave	49
shake	27	BU	36	()	16	's	19	pt you/ me/ side/ up/ down	24	BD	39
BD	27	Mh / Mhm	29	mv aw	16	wave	19	()	22	BU	38
mv cl	22	ear	29	mv cl	15	mv cl	19	BU	21	pt you/ me/	33

										side/ up/ down	
ED / EDS	20	shake	28	BD	13	cross	19	M	21	M	31
mv aw	20	bal	28	hair	12	bal	16	's	20	()	29
wave	19	rock	25	wave	10	()	15	circ	16	ED / EDS	23
L	18	ES	22	°	10	O	14	rest	15	pull	21
()	17	/	19	circ	8	mim	13	mv cl	14	circ	20
mim	15	ED / EDS	18	pt you/ me/ side/ up/ down	6	circ	12	mv aw	13	mv cl	19
circ	14	wave	17	ED / EDS	6	mv aw	12	yes	13	bal	19
O	13	mim	16	yes	6	rest	11	mim	9	L	17
's	12	rest	15	Ah	4	BD	10	bal	8	's	16
/	11	Oh	15	's	3	L	9	O	7	rub	15
pull	11	rub	13	L	3	yes	9	pull	7	narr	14
Mh / Mhm	10	()	12	O	3	Oh	9	narr	7	mim	13
yes	10	tiny	10	Oh	3	M	8	BD	5	rest	11
Ah	10	L	9	M	2	ee	8	Mh / Mhm	5	yes	11
Oh	9	BD	8	Mh / Mhm	2	& / &1 / &2 ...	8	Oh	5	O	9
hair	9	yes	7	ear	2	rock	7	rub	5	Oh	9
ER	6	O	7	narr	2	Mh / Mhm	6	fidg	4	def	9
narr	5	def	7	fidg	1	ED / EDS	5	cross	4	fidg	8
bal	3	BL	6	rock	1	hair	5	Ah	4	Mh / Mhm	8
hi	3	mv cl	5	def	1	def	5	& / &1 / &2 ...	4	Ah	7
ee	3	Ah	5	_me	1	fidg	4	L	3	pray	7
BL	2	_me	5	ER	1	Ah	4	rock	3	°	6
frame	2	mv aw	3	win	1	pull	3	frame	3	arms up	6
M	1	pull	3	cross	0	frame	3	ear	2	block	5
thb up	1	frame	3	bal	0	°	2	hair	2	rock	4
fidg	0	block	2	mim	0	narr	2	def	2	_me	4
cross	0	ee	1	pull	0	BL	2	_me	2	mv aw	3
rock	0	& / &1 / &2 ...	1	hi	0	"word"	2	block	2	ee	3
ear	0	"word"	1	rub	0	disg	2	"word"	2	& / &1 / &2 ...	3
rub	0	thb up	1	ee	0	_me	1	big	2	BL	3
def	0	win	1	& / &1 / &2 ...	0	ER	1	ee	1	"word"	3
& / &1 / &2 ...	0	fing tip	1	BL	0	block	1	BL	1	hair	1
_me	0	cross	0	frame	0	big	1	tiny	1	ER	1

tiny	0	M	0	tiny	0	fist	1	ER	1	thb up	1
block	0	°	0	block	0	thb O	1	thb up	1	win	1
"word"	0	narr	0	"word"	0	hi	0	fist	1	hi	0
pray	0	hair	0	pray	0	ear	0	°	0	ear	0
arms up	0	ER	0	arms up	0	rub	0	hi	0	frame	0
big	0	pray	0	thb up	0	tiny	0	pray	0	tiny	0
win	0	arms up	0	big	0	pray	0	arms up	0	big	0
disg	0	big	0	disg	0	arms up	0	win	0	disg	0
fist	0	disg	0	fist	0	thb up	0	disg	0	fist	0
fing tip	0	fist	0	fing tip	0	win	0	fing tip	0	fing tip	0
thb O	0	thb O	0	thb O	0	fing tip	0	thb O	0	thb O	0

8.8. Count of NVEs per category

The following table displays the number of each NVE counted in total, sorted by their respective category. This data set is the base for the sunburst chart (Figure 2 Observed NVEs by category, below).

CATEGORY	NVE	SUM
CHRONEMICS	#	693
CHRONEMICS	:	546
CHRONEMICS	uh/uhm	501
FACIAL BEHAVIOR	smile	1011
FACIAL BEHAVIOR	BU	202
FACIAL BEHAVIOR	BD	104
FACIAL BEHAVIOR	M	63
FACIAL BEHAVIOR	L	59
FACIAL BEHAVIOR	O	53
FACIAL BEHAVIOR	narr	31
FACIAL BEHAVIOR	ee	16
FACIAL BEHAVIOR	disg	2
GAZE BEHAVIOR	ES	279
GAZE BEHAVIOR	EU / EUS	262
GAZE BEHAVIOR	ED / EDS	108
GAZE BEHAVIOR	BL	14
GAZE BEHAVIOR	ER	10
HAND BEHAVIOR	's	142
HAND BEHAVIOR	pt	159
HAND BEHAVIOR	you/me/side/up/down	
HAND BEHAVIOR	fidg	154
HAND BEHAVIOR	wave	141
HAND BEHAVIOR	circ	128
HAND BEHAVIOR	rest	125
HAND BEHAVIOR	cross	90
HAND BEHAVIOR	bal	74
HAND BEHAVIOR	mim	69
HAND BEHAVIOR	°	50
HAND BEHAVIOR	hi	18

HAND BEHAVIOR	ear	11
HAND BEHAVIOR	rub	33
HAND BEHAVIOR	hair	30
HAND BEHAVIOR	def	24
HAND BEHAVIOR	& / &1 / &2 ...	16
HAND BEHAVIOR	_me	13
HAND BEHAVIOR	frame	11
HAND BEHAVIOR	tiny	11
HAND BEHAVIOR	block	10
HAND BEHAVIOR	"word"	8
HAND BEHAVIOR	pray	7
HAND BEHAVIOR	arms up	6
HAND BEHAVIOR	thb up	4
HAND BEHAVIOR	big	3
HAND BEHAVIOR	win	3
HAND BEHAVIOR	fist	2
HAND BEHAVIOR	fing tip	1
HAND BEHAVIOR	thb O	1
KINESICS	nod	898
KINESICS	shake	245
KINESICS	/	219
KINESICS	()	114
KINESICS	mv cl	94
KINESICS	mv aw	67
KINESICS	pull	45
KINESICS	rock	41
PHATIC MARKERS	yeah	455
PHATIC MARKERS	Mh / Mhm	60
PHATIC MARKERS	yes	56
PHATIC MARKERS	Oh	50
PHATIC MARKERS	Ah	34

Due to its size and large set of data, not all NVE labels fit the chart. The missing NVEs can be found in the table above. For instance: in category Hand behavior, the NVE following 'def' (defensive) is not visible in the chart. Following the table above, the subsequent NVE after 'def' is '&' (counting).

Observed NVEs per category

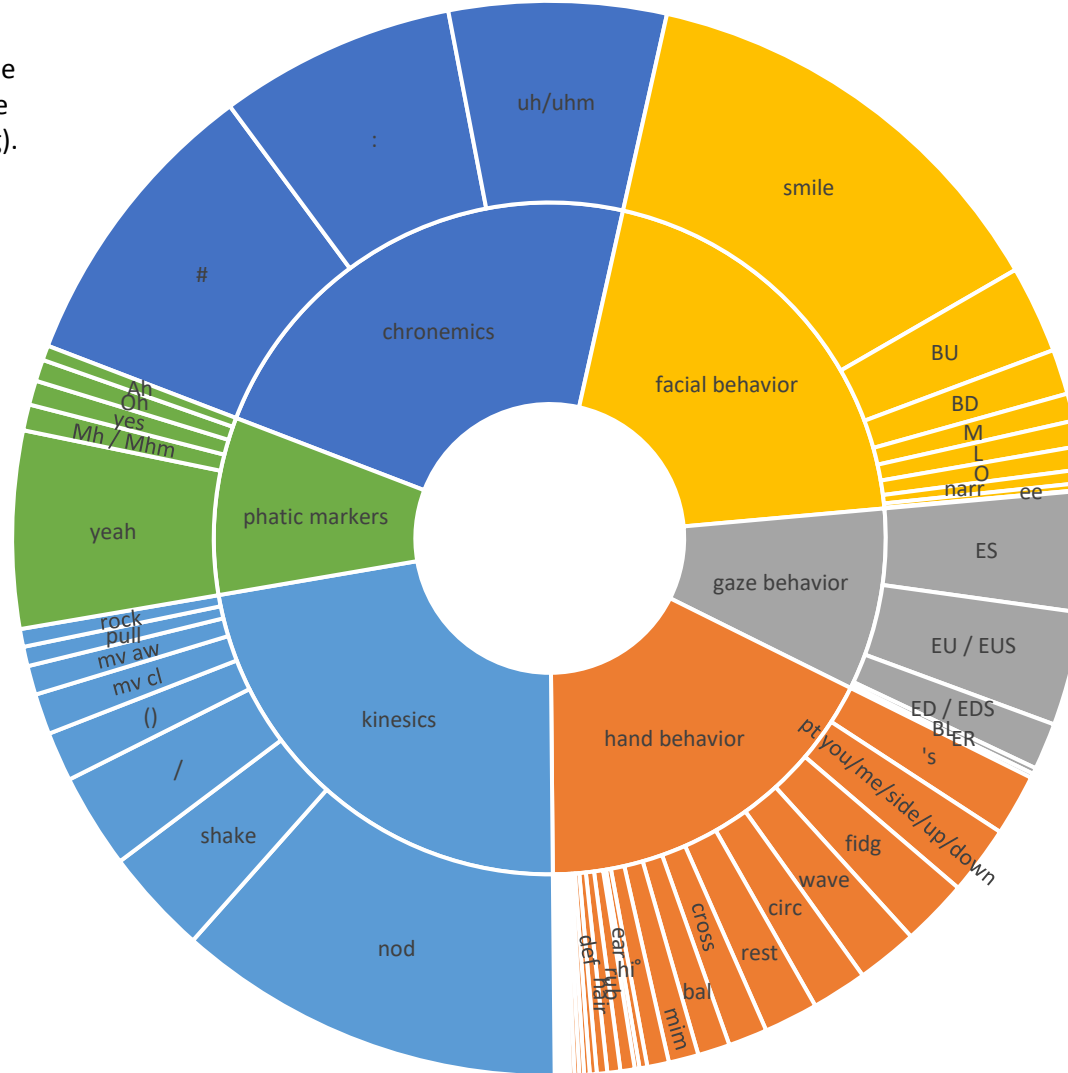


Figure 4 Observed NVEs per category (extensive)

8.9. Transcriptions – pair conversations

The IPR assessments and their categories were added to the multimodal transcription tables, in which additionally all verbal utterances were formatted in bold for readability, and nonverbal utterances in italics. To allow for all nonverbal elements to be coded directly below their simultaneous verbal utterance, any turn needing more space than one line was split into several lines. If possible, sentences were separated based on subordinate clauses. For each (non)verbal utterance, the speaker code (e.g., P1 for Participant 1, P2 for Participant 2, etc.) was added next to each line. Timestamps were added to each beginning of a turn.

8.10. Transcription pair 1

Turn	Time	P	Utterances	Type of utterance	IPR-turn	IPR assessment	Category
1	00:02	P1	I do:? let's see whether it works? It should be red, right? #1 Ah!	Verbal			
1		<i>P1</i>	<i>:rest</i>	<i>rest:</i>	<i>Nonverbal</i>		
1		<i>P2</i>		<i>nod</i>	<i>Nonverbal</i>		
2	00:08	P2	yeah:	Verbal			
2		<i>P2</i>	<i>nod</i>	<i>Nonverbal</i>			
3	00:08	P1	Okay. I see.	Verbal			
3		<i>P1</i>	<i>mv aw</i>	<i>Nonverbal</i>			
4	00:09	P2	That's, that's so weird when we had the: uhm conversation with our uhm: uhm	Verbal			
4		<i>P2</i>		<i>:EUS- -EUS:</i>	<i>Nonverbal</i>		
4		<i>P1</i>		<i>:L- -L:</i>	<i>Nonverbal</i>		
4		P2	s-supervisor from the company we were working with # uh:	Verbal			
4		<i>P1</i>		<i>:nod- -nod:</i>	<i>Nonverbal</i>		
4		P2	we cou- we also didn't have a recording button. # super strange.	Verbal			
4		<i>P2</i>		<i>ES</i>	<i>Nonverbal</i>		
5	00:23	P1	What group did you do it?	Verbal	P2_T26,T28	P2: misunderstanding/confusion	Reformulation, Recognitional

						(group, team, why does P1 need this information). CW: strategy applied is asking again, only worked semi. Strategy and result visible in NVEs (BU + mv cl + EUS).	
6	00:25	P2	#3 Sorry? what?	Verbal	P2_T26,T28		Reformulate
7		P2	BU mv cl	Nonverbal	P2_T26,T28		Reformulate
7	00:29	P1	In what team did you do it?	Verbal	P2_T26,T28		Reformulate, Recognitional
7		P1	hair wave	Nonverbal	P2_T26,T28		Reformulate, Recognitional
8	00:30	P2	# uhm: It was with [redacted: name], but also just in Teams.	Verbal			
8		P2	:EUS- -EUS:	Nonverbal			
9	00:36	P1	Because I know that when you uhm: uhm # create a team yourself,	Verbal	P1_T19-20	bad connection of P2. Result: P2 lagging behind, no disturbance of conversation. Strategy: P1 increases gestures, waves more, mimicks ticking box	Techn., emphasis
9		P1	EU :circ- -circ:	Nonverbal	P1_T19-20		Techn., emphasis
9		P2	mv aw mv cl	Nonverbal	P1_T19-20		Techn., emphasis
9		P1	you can actually allow people to record and like, share everything yourself,	Verbal	P1_T19-20		Techn., emphasis
9		P1	pt you circ BU	Nonverbal	P1_T19-20		Techn., emphasis
9		P2	nod EUS nod	Nonverbal	P1_T19-20, P2_T35-37	Intentional NVE: slow and big nodding. Reason: P2 now understood,	active listening

						misunderstanding/confusion of T5 is solved.	
9		P1	because I did it for my thesis too. But when the teachers have created it,	Verbal	P1_T19-20		Techn., emphasis
9		P2	ES O	Nonverbal	P1_T19-20, P2_T35-37		active listening, Techn., emphasis
9		P1	they have like	Verbal	P1_T19-20		Techn., emphasis
10	00:52	P2	Ah	Verbal	P1_T19-20		Techn., emphasis
10		P2	S nod	Nonverbal	P1_T19-20		Techn., emphasis
11	00:52	P1	not ticked the box to # allow us to record it. Not every one of them. So	Verbal	P1_T19-20		Techn., emphasis
11		P1	tick pull	Nonverbal	P1_T19-20		Techn., emphasis
12	00:57	P2	Oh:	Verbal	P1_T19-20		Techn., emphasis
12		P2	EUS	Nonverbal	P1_T19-20		Techn., emphasis
13	00:57	P1	could be that you were in those groups, #1 they didn't give us any permission,	Verbal	P1_T19-20		Techn., emphasis
13		P1	shake mv cl	Nonverbal	P1_T19-20		Techn., emphasis
13		P2	nod nod	Nonverbal	P1_T19-20		Techn., emphasis
13		P1	so.	Verbal	P1_T19-20		Techn., emphasis
13		P1	:rest-	Nonverbal	P1_T19-20		Techn., emphasis

14	01:03	P2	Okay, s-so only when you reco- when you create the team	Verbal	P1_T19-20		Techn., emphasis
14		P1	<i>-rest-</i>	<i>Nonverbal</i>	P1_T19-20		Techn., emphasis
14		P2	and then allow people then it works, okay.	Verbal	P1_T19-20		Techn., emphasis
14		P2	's <i>EUS</i>	<i>Nonverbal</i>	P1_T19-20		Techn., emphasis
15	01:09	P1	yeah, it uh- it allows # automatically? because I haven't ticked anything.	Verbal	P1_T19-20		Techn., emphasis
15		P1	<i>-rest: mv aw BU</i>	<i>Nonverbal</i>	P1_T19-20		Techn., emphasis
15		P1	But I think the teachers have to like, consciously tick the box.	Verbal	P1_T19-20		Techn., emphasis
15		P1	<i>mim tick</i>	<i>Nonverbal</i>	P1_T19-20		Techn., emphasis
15		P2	<i>nod nod</i>	<i>Nonverbal</i>	P1_T19-20		Techn., emphasis
15		P1	Okay, we don't want students to # record this.	Verbal	P1_T19-20		Techn., emphasis
15		P1	<i>wave</i>	<i>Nonverbal</i>	P1_T19-20		Techn., emphasis
15		P2	<i>EUS</i>	<i>Nonverbal</i>	P1_T19-20		Techn., emphasis
15		P1	If we do, then we do it ourselves.	Verbal	P1_T19-20		Techn., emphasis
16	01:22	P2	Mh, okay.	Verbal			
16		P2	<i>nod nod</i>	<i>Nonverbal</i>			
17	01:22	P1	# uhm let's see whether I can find the form. I thought I downloaded it,	Verbal			
17		P1	<i>BD</i>	<i>Nonverbal</i>			
17		P2	<i>ES :s- -s:</i>	<i>Nonverbal</i>	P2_T39-42	Problem: misunderstanding/confusion	Non- communication

						(form?). Strategy: ignoring, changing topic. CW: confusion/embarrassment visible in NVEs (ES + 'h), and # before changing topic	
17		P1	but it's gone [laughter].	Verbal			
17		P1	smile	Nonverbal			
17		P2	smile	Nonverbal	P2_T39-42		Non-communication
18	01:29	P2	# [laughter] uhm: have you- you've also done experiments, right?	Verbal	P1_T25, P2_T39-42	Intentional NVE: smiling in T19. Reason: P2 knew about her experiments, common ground made P1 happy. CW: no real smile visible, half hidden behind P1's hand.	Shared experience
18		P2	EUS mv cl	Nonverbal	P1_T25		Shared experience
18		P1	:°-	Nonverbal	P1_T25		Shared experience
19	01:34	P1	# uhm, yeah!	Verbal	P1_T25		Shared experience
19		P1	nod -°:	Nonverbal	P1_T25		Shared experience
20	01:36	P2	# How was that?	Verbal			
20		P2	:smile-	Nonverbal			
20		P1	:°- -°:	Nonverbal			
21	01:38	P1	# 1 Sorry?	Verbal			
21		P1	BU mv cl	Nonverbal			
21		P2	-smile:	Nonverbal			
22	01:41	P2	How did that go?	Verbal	P2_T44-46	Problem: bad connection. Result: Interrupting each other & not hearing the	Techn.

						other. Strategy: repeating the question. CW: smiles during repetition	
22		P2	:smile- -smile:	Nonverbal	P2_T44-46		Techn.
22		P1	nod mv aw	Nonverbal			
23	01:42	P1	It actually: went #1 quite well. It wasn't	Verbal			
23		P1	nod mv cl	Nonverbal			
23		P2	nod nod	Nonverbal			
24	01:46	P2	Nice	Verbal			
25	01:47	P1	it was different than I've been doing in my Bachelor's,	Verbal			
25		P1	:ER- -ER:	Nonverbal			
25		P1	because # then I did a experimental survey. And now:	Verbal			
25		P1	smile BU	Nonverbal			
25		P2	nod :L- -L:	Nonverbal			
25		P1	I did like # face to face: experiments. So- it's actually really nice,	Verbal			
25		P1	:mim- -mim: smile	Nonverbal			
25		P2	:nod- -nod:	Nonverbal			
25		P1	because I had to look everything back and couldn't be there	Verbal			
25		P1	BU	Nonverbal			
25		P2	:nod- -nod:	Nonverbal			
25		P1	just like Camilla has this now. # But it was actually really funny	Verbal			
25		P1	pt you :smile-	Nonverbal			
25		P2	:smile- -smile:	Nonverbal			
25		P1	to listen to all these conversations. [laughter]	Verbal			
25		P1	-smile-	Nonverbal			
26	02:07	P2	[laughter] yeah: I can imagine. yeah, I was also gonna do interviews.	Verbal			
26		P1	-smile: :rest-	Nonverbal			
26		P2	EUS smile :smile- -smile:	Nonverbal			
26		P2	But now I changed. I'm gonna do a survey now. But I'm: a bit behind.	Verbal			

26		P1	-rest- <i>nod</i>	Nonverbal	P2_T49	Unintentional NVE: rocking, pulling, moving. Reason: maybe because P2 is nervous; still conscious about experiment situation. Improves later.	Focus & Reflection
26		P2	<i>() rock ()</i>	Nonverbal			
26		P2	I had to- I had to switch supervisors. Like my first supervisor, she just stopped.	Verbal			
26		P2	<i>EUS () pull BU</i>	Nonverbal			
26		P1	-rest-	Nonverbal			
26		P2	She left university.	Verbal			
26		P1	-rest-	Nonverbal			
27	02:22	P1	# Oh, wow, who was she?	Verbal			
27		P1	-rest-	Nonverbal			
27		P1	<i>BU BD</i>	Nonverbal			
28	02:24	P2	So: I got- # uhm it was [redacted: name].	Verbal			
28		P2	<i>EUS</i>	Nonverbal			
28		P1	<i>BU hi -rest:</i>	Nonverbal	CW	CW: due to interrupting; signalling ok go on	Techn.
29	02:27	P1	#1 Hm	Verbal			
29		P1	<i>mv aw °</i>	Nonverbal			
29		P2	<i>L</i>	Nonverbal			
30	02:29	P2	I don't know # if you know her. I didn't know her before, either.	Verbal			
30		P2	<i>mv aw mv cl EUS</i>	Nonverbal			
30		P1	<i>:° shake</i>	Nonverbal			
30		P2	But um:, now I have [redacted: name]? the German uhm teacher.	Verbal			
30		P1	<i>M mv aw -°:</i>	Nonverbal			
31	02:36	P1	Uh, hm sorry.	Verbal			
31		P1	<i>shake mv cl</i>	Nonverbal			
31		P2	<i>/</i>	Nonverbal			
32	02:38	P2	But yeah, that's why everything's now much later. And I had to like, uhm: #	Verbal			

32		P2	:ES-	Nonverbal			
32		P2	change my topic a bit and, uh yeah.	Verbal			
32		P2	-ES:	Nonverbal			
32		P1	nod	Nonverbal			
32		P2	# Now I hope I can send out surveys next week or something.	Verbal			
32		P2	:EUS- -EUS: G	Nonverbal			
32		P1	nod	Nonverbal			
33	02:51	P1	But it was-	Verbal			
33		P1	shake	Nonverbal			
34	02:51	P2	But yeah	Verbal			
34		P2	BU	Nonverbal			
35	02:52	P1	you were [inaudible] right.	Verbal			
35		P1	:° -°:	Nonverbal			
36	02:53	P2	Hm? Sorry?	Verbal			
36		P2	mv cl	Nonverbal			
37	02:54	P1	It was approved for the rest right now.	Verbal			
37		P1	wave :rest- -rest:	Nonverbal			
37		P2	mv aw	Nonverbal			
38	02:57	P2	Well: # we're gonna we're gonna talk about the proposal again tomorrow.	Verbal			
38		P2	nod EUS nod BU nod	Nonverbal			
38		P1	:° -°: nod	Nonverbal			
38		P2	So I'm kind of still on the proposal	Verbal			
38		P1	mv aw nod °	Nonverbal			
39	03:03	P1	Okay	Verbal			
39		P1	nod	Nonverbal			
40	03:03	P2	and yeah doing everything at the same time a bit [laughter]. #1 yeah.	Verbal			
40		P2	smile smile mv aw	Nonverbal			
40		P1	:rest- mv cl smile	Nonverbal	P1_T28	Intentional NVE: smiling. Reason: happiness, positive experience	Shared laughter

40		P2	#1 But uh you were super early, right? With your # experiments. Very good.	Verbal			
40		<i>P2</i>	<i>smile mv cl :smile- thb up</i>	<i>Nonverbal</i>	P1_T29-31	Intentional NVE: thb up by P2. Reaction: P1 did not perceive it	Other
40		<i>P1</i>	<i>-rest:</i>	<i>Nonverbal</i>			
41	03:13	P1	yeah, I was because I- I kinda had to # first of all,	Verbal			
41		<i>P1</i>	<i>BU :smile- mv aw</i>	<i>Nonverbal</i>	P1_T28		Shared laughter
41		<i>P2</i>	<i>-smile:</i>	<i>Nonverbal</i>			
41		P1	because I: was going on holiday last week. Uh, so I went skiing. # uhm	Verbal			
41		<i>P1</i>	<i>/ -smile:</i>	<i>Nonverbal</i>	P1_T28		Shared laughter
41		<i>P2</i>	<i>O :nod- -nod: smile</i>	<i>Nonverbal</i>			
42	03:22	P2	yeah	Verbal			
42		<i>P2</i>	<i>smile</i>	<i>Nonverbal</i>			
43	03:22	P1	#1 So I had to work in: yeah, # work a bit ahead.	Verbal			
43		<i>P1</i>	<i>ER pull</i>	<i>Nonverbal</i>			
43		<i>P2</i>	<i>L nod nod</i>	<i>Nonverbal</i>			
43		P1	But also, uhm: because uh my supervisor is [redacted: name]?	Verbal			
43		<i>P1</i>	<i>:ED- -ED: pt me</i>	<i>Nonverbal</i>			
43		<i>P2</i>	<i>nod</i>	<i>Nonverbal</i>			
43		P1	and when we were discussing	Verbal			
44	03:33	P2	Ah	Verbal			
44		<i>P2</i>	<i>O nod</i>	<i>Nonverbal</i>			
45	03:33	P1	it, she said like, Okay: I wanted to do interviews. And she said,	Verbal			
45		<i>P1</i>	<i>pt me BU</i>	<i>Nonverbal</i>			
45		<i>P2</i>	<i>nod nod</i>	<i>Nonverbal</i>			
45		P1	Well, that's fine. #1 Though with interviews on my topic. It's quite subjective.	Verbal			
45		<i>P2</i>	<i>nod nod</i>	<i>Nonverbal</i>			
45		P1	# So # you're not having any facts, and you have to test it? So she said,	Verbal			

45		P1	:()- ():	-	Nonverbal	P1_T33-35	Unintentional NVE: (). Reason: used as signal for quoting/mimicking others	Emphasis
45		P2	nod	ES	nod	nod	Nonverbal	
45		P1	Okay, I also actually want you to do then #1 observations. uhm,			Verbal		
45		P1	:()-	-():	wave		P1_T33-35	Emphasis
45		P2	nod			Nonverbal		
46	03:54	P2	Mhm:			Verbal		
46		P2	:nod- -nod:			Nonverbal		
47	03:55	P1	So the experiment			Verbal		
47		P1	wave			Nonverbal		
48	03:56	P2	Okay			Verbal		
49	03:56	P1	to check whether what they say is in line with #1 uh			Verbal		
49		P1	:bal-			-bal:	Nonverbal	
49		P2	nod			Nonverbal		
49		P1	what they do how they behave.			Verbal		
49		P2	nod nod			Nonverbal		
50	04:04	P2	#1 Mh:			Verbal		
51	04:04	P1	So: that was more than- than I expected, because I was also planning on doing			Verbal		
51		P1	ES	smile	()		Nonverbal	
51		P2	nod		nod	smile	Nonverbal	
51		P1	a survey, which you probably have seen as well. [laughter]			Verbal		
51		P1	:smile- wave			hair	Nonverbal	
51		P2	L	smile	nod		Nonverbal	
52	04:13	P2	yeah, yeah yeah yeah. I filled it in. yeah. True.			Verbal		
52		P2	:nod- smile	pt up	EUS	-nod:	Nonverbal	
52		P1	-smile: :hair-			-hair:	Nonverbal	
53	04:16	P1	And uhm: #1 it's not as big of a survey, but you do have to, like work it out.			Verbal		
53		P1	-smile:	circ	pt side	circ	Nonverbal	
53		P2	nod			:nod- -nod:	Nonverbal	

53		P1	And [inaudible]	Verbal			
53		<i>P1</i>	<i>pull mim</i>	<i>Nonverbal</i>			
54	04:23	P2	yeah: [inaudible]	Verbal			
54		<i>P2</i>	<i>: nod :</i>	<i>Nonverbal</i>			
55	04:23	P1	first of all, and then the SPSS part is horrible. So, [laughter]	Verbal			
55		<i>P1</i>	<i>circ smile</i>	<i>Nonverbal</i>			
55		<i>P2</i>	<i>smile nod</i>	<i>Nonverbal</i>			
56	04:27	P2	yeah, I'm also not really looking forward to that.	Verbal			
56		<i>P2</i>	<i>:smile-</i>	<i>Nonverbal</i>			
56		<i>P1</i>	<i>:smile-</i>	<i>Nonverbal</i>			
57	04:30	P1	[laughter]	Verbal			
57		<i>P1</i>	<i>-smile-</i>	<i>Nonverbal</i>			
57		<i>P2</i>	<i>-smile-</i>	<i>Nonverbal</i>			
58	04:30	P2	So, yeah. [laughter]	Verbal			
58		<i>P2</i>	<i>-smile-</i>	<i>Nonverbal</i>			
58		<i>P1</i>	<i>-smile:</i>	<i>Nonverbal</i>			
59	04:31	P1	Well, I asked her and I said, Okay, so what are you expecting of me because	Verbal			
59		<i>P1</i>	<i>() :BU- -BU:</i>	<i>Nonverbal</i>			
59		<i>P2</i>	<i>-smile: nod</i>	<i>Nonverbal</i>			
59		P1	# I'm not really well with it. And she's neither so # she cannot	Verbal			
59		<i>P1</i>	<i>BU shake</i>	<i>Nonverbal</i>			
59		<i>P2</i>	<i>:nod- -nod: smile</i>	<i>Nonverbal</i>			
60	04:40	P2	Oh.	Verbal			
60		<i>P2</i>	<i>O</i>	<i>Nonverbal</i>			
61	04:40	P1	really help me. But	Verbal			
62	04:41	P2	yeah	Verbal			
63	04:42	P1	I said is like # just frequencies and correlations enough because #	Verbal			
63		<i>P1</i>	<i>circ wave</i>	<i>Nonverbal</i>	P1_T38-39	Intentional NVE: wave. Reason: emphasis, making a	Emphasis

						point. Comment P1: stricter than usual.	
63		P2		<i>nod</i>	Nonverbal		
63		P1	I can manage to do that. And she said, yeah, I just want you to do		Verbal		
63		P1	<i>nod</i>	<i>nod</i>	Nonverbal		
63		P2	<i>nod</i>	<i>nod</i>	Nonverbal		
63		P1	a few # uh correlations and I mean frequencies for the participants and		Verbal		
63		P2	<i>nod</i>		Nonverbal		
63		P1	# that's fine. So		Verbal		
63		P1	<i>nod</i>		Nonverbal		
63		P2	<i>nod</i>	<i>smile</i>	Nonverbal		
64	04:56	P2	okay		Verbal		
64		P2	<i>smile EUS</i>		Nonverbal		
64		P1	<i>smile</i>		Nonverbal		
65	04:57	P1	I can do that		Verbal		
65		P1	<i>smile</i>		Nonverbal		
66	04:57	P2	yeah #		Verbal		
66		P2	<i>smile</i>		Nonverbal		
67	04:58	P1	[laughter]		Verbal		
68	04:58	P2	and yeah, I hope that will be enough for me too.		Verbal		
68		P2	<i>:EUS-</i>	<i>-EUS:</i>	Nonverbal	P2_T68-69	Intentional NVE: EUS. Reason: Sound of passing car. Emotion: fear that it will disturb the online conversation.
68		P1	<i>:smile-</i>	<i>-smile:</i>	Nonverbal		
68		P2	I was also first gonna do interviews and a survey.		Verbal		
68		P2	<i>:shake-</i>	<i>-shake:</i>	Nonverbal		
68		P1	<i>nod</i>		Nonverbal		
68		P2	And it's just # it's also a lot to do		Verbal		

68		P1	:L- -L:	Nonverbal	P1_T42	Unintentional NVE: biting lips. Reason: focussing on interlocutor's speech.	Focus & Reflection
68		P2	shake :pt me :	Nonverbal			
69	04:57	P1	yeah!	Verbal			
69		P1	nod	Nonverbal	P1_T38-39	Unintentional NVE: nodding. Reason: Agreement to T68 ("it's also a lot to do"), same experience	active listening
70	05:07	P2	like if you want to also transcribe the interviews later?	Verbal			
70		P2	:pt me :	Nonverbal			
70		P1	:nod- -nod:	Nonverbal			
70		P2	And #uhm yeah #it's just a lot.	Verbal			
70		P2	nod nod	Nonverbal			
71	05:14	P1	yeah, it is. And then # after transcribing, you have to code.	Verbal			
71		P1	nod BU :()- (-):	Nonverbal			
71		P2	nod	Nonverbal			
72	05:18	P2	#1 yes.	Verbal			
72		P2	nod	Nonverbal			
73	05:20	P1	So I did find this program. #1 It's called Temi. And I think we used it for:	Verbal			
73		P1	BU :pt side- -pt side: :BD-	Nonverbal			
73		P2	nod	Nonverbal			
73		P1	uhm multilingualism or plurilingualism. And	Verbal			
73		P1	-BD: wave ES 's	Nonverbal	P1_T45	Unintentional NVE: ES. Reason: reflecting	Focus & Reflection
73		P2	EUS	Nonverbal			
74	05:31	P2	Mhm	Verbal			
74		P2	nod	Nonverbal			
75	05:31	P1	uh ehm # you can fill in your, your email. And:	Verbal			
75		P1	circ	Nonverbal			
76	05:36	P2	Huh	Verbal			

76		P2	<i>O nod</i>	<i>Nonverbal</i>			
77	05:37	P1	once you can do it for free, and there's no limit to the: time of the video.	Verbal			
77		P1	<i>pt up</i> <i>circ</i> <i>circ</i>	<i>Nonverbal</i>			
77		P2	<i>BU</i>	<i>Nonverbal</i>			
78	05:41	P2	#1 Ah:	Verbal			
79	05:42	P1	So my interviews, I could do it that way. But now: I thought	Verbal			
79		P1	<i>:smile-</i>	<i>Nonverbal</i>			
79		P2	<i>:nod-</i> <i>-nod:</i>	<i>Nonverbal</i>			
79		P1	I didn't have to transcribe my observations,	Verbal			
79		P1	<i>-smile:</i>	<i>Nonverbal</i>			
79		P2	<i>:nod-</i> <i>-nod:</i>	<i>Nonverbal</i>			
79		P1	because it's like two hundred and forty minutes in total.	Verbal			
79		P2	<i>BU</i>	<i>Nonverbal</i>			
80	05:51	P2	#1 Whoa.	Verbal			
80		P2	<i>BU</i>	<i>Nonverbal</i>			
81	05:53	P1	She said, Well: I do want you to do it, because:	Verbal			
81		P1	<i>BU :()-</i> <i>-():</i>	<i>Nonverbal</i>	P1_T53	Unintentional NVE: (). Reason: quoting / mimicking others.	Emphasis
81		P1	it's nice to have a transcription key, and it was like, Oh, #	Verbal			
81		P1	<i>rest</i>	<i>Nonverbal</i>			
81		P2	<i>:smile-</i>	<i>Nonverbal</i>			
82	06:00	P2	Fuck	Verbal			
82		P2	<i>-smile:</i>	<i>Nonverbal</i>			
83	06:01	P1	Where am I gonna get this time from? [laughter]	Verbal			
83		P1	<i>:smile- shake</i> <i>shake</i> <i>-smile:</i>	<i>Nonverbal</i>			
84	06:03	P2	[laughter] But: uhm we also- what we used is otter.ai.	Verbal	P2_T80-81		Social act
84		P2	<i>:pt up-</i> <i>-pt up:</i>	<i>Nonverbal</i>			
84		P2	There, you can also- wait, I'm gonna type it in the chat	Verbal			

84		P1	<i>mv cl ED</i>	Nonverbal	CW	CW: P2 sees that P1 starts typing (NVE: mv cl + ED) and offers help herself? (social act)	Social act
85	06:10	P1	Ya, thanks.	Verbal			
85		P1	<i>:ED-</i>	Nonverbal			
86	06:11	P2	There you can also uhm put in # uh- I don't know if you can # upload a video	Verbal			
86		P2	<i>-ED-</i>	Nonverbal			
86		P1	<i>-ED-</i>	Nonverbal			
86		P2	but for sure: sound. Otter.i	Verbal			
86		P2	<i>-ED:</i>	Nonverbal			
86		P1	<i>-ED:</i>	Nonverbal			
87	06:14	P1	I mean: yeah, Otter?	Verbal	P2_T80-81	P2 happy that her social act (offering Otter) helped P1. CW: Building of rapport here.	Social act
88	06:23	P2	yeah, maybe try that one.	Verbal			
89		P1	<i>:ED-</i>	Nonverbal			
89	06:25	P1	And it's free?	Verbal			
89		P1	<i>-ED-</i>	Nonverbal			
90	06:26	P2	yeah #1. yeah, it's free. I- I think you can also do multiple uhm # transcriptions.	Verbal	P2_T84	P2 recognizes: no longer selfconscious about experiment, focused only on the conversation now.	Social act, Focus & Reflection
90		P2	<i>:nod- -nod: ES</i>	Nonverbal			
90		P1	<i>-ED: narr</i>	Nonverbal			
90		P2	It's not perfect. The outcome, you might have to adjust but # you have a text	Verbal			
90		P2	<i>:()- wave -():</i>	Nonverbal			
91	06:36	P1	That's better	Verbal			
91		P1	<i>pull shake</i>	Nonverbal			
92	06:37	P2	So	Verbal			

92		P2	//	Nonverbal		
93	06:37	P1	cause it depends on, like dialects. And and	Verbal		
93		P1	:mim- -mim: 's	Nonverbal		
93		P2	pull	Nonverbal		
94	06:40	P2	yes!	Verbal		
94		P2	nod	Nonverbal		
95	06:40	P1	And so why does [inaudible]	Verbal		
95		P1	ES BD	Nonverbal		
96	06:42	P2	Exactly	Verbal		
97	06:42	P1	Thanks!	Verbal		
97		P1	smile	Nonverbal		
98	06:43	P2	yeah,	Verbal		
98		P2	mv cl	Nonverbal		
99	06:44	P1	this could really	Verbal		
99		P1	smile []	Nonverbal		
100	06:45	P2	You're welcome	Verbal		
100		P2	smile	Nonverbal		
101	06:45	P1	save me some time! [laughter]	Verbal		
101		P1	[] smile	Nonverbal		
102	06:48	P2	[laughter] hopefully	Verbal		
102		P2	smile	Nonverbal		
102		P1	:smile-	Nonverbal		
103	06:49	P1	#1 Camilla's experiment	Verbal		
103		P1	-smile:	Nonverbal		
104	06:51	P2	uhm	Verbal		
104		P2	smile	Nonverbal		
105	06:51	P1	is already useful for me.	Verbal		
105		P1	pt me	Nonverbal		
105		P2	smile	Nonverbal		
106	06:54	P2	yes [laughter]. # yeah, that's good. #1 Ugh yeah, I was also asked,	Verbal		

106		P2	:smile- -smile: EUS	Nonverbal		
106		P1	:smile- hair :rest-	Nonverbal		
106		P2	Did you see the message of Lisa: in the: uhm # in the	Verbal		
106		P1	-smile: ED	Nonverbal		
107	07:03	P1	yeah	Verbal		
107		P1	-rest- nod	Nonverbal		
108	07:03	P2	ICC group? And she also- she texted me perso- personally now:,	Verbal		
108		P2	ES	Nonverbal		
108		P1	-rest- nod hair	Nonverbal		
108		P2	because we're also- we had the uh: same supervisor first. So I talked to her	Verbal		
108		P2	EUS	Nonverbal		
108		P1	-rest-	Nonverbal		
108		P2	on teams uhm. # And- but I'm like, I'm so stressed with work and thesis	Verbal		
108		P2	EUS ES :smile-	Nonverbal		
108		P1	-rest- nod	Nonverbal		
108		P2	right now. And # I don't feel like doing- # joining another experiment.	Verbal		
108		P2	EUS -smile:	Nonverbal		
108		P1	-rest- shake	Nonverbal		
108		P2	But I don't know. I also feel # sorry for her	Verbal		
108		P2	BU	Nonverbal		
108		P1	shake -rest: mv aw	Nonverbal		
108		P2	if she's not finding more participants. And # I don't know. I'll see.	Verbal		
108		P1	mv cl :rest-	Nonverbal		
109	07:28	P1	# I think she's getting there. She's now under my supervisor as well.	Verbal		
109		P1	-rest: wave smile	Nonverbal		
110	07:33	P2	Ah Okay.	Verbal		
110		P2	smile	Nonverbal		
110		P1	hair	Nonverbal		
111	07:34	P1	But uhm: I think she's still searching for a few:. I thought it was Spanish,	Verbal		

111		P1	:°-	-°: :BD-	Nonverbal	P1_T60-62	Unintentional NVE: frowning (BD). Reason: reflecting (in this case), sometimes without reason.	Focus & Reflection
111		P2	L	L	nod	Nonverbal	P1_T63-64	Intentional NVE: nodding + smiling. Result: hyping each other up ("she agrees and then I agree and I smile even more")
111		P1	German. And: something else. She asked # me # well, us too,			Verbal		
111		P1	-BD:	pt me	circ	Nonverbal	P1_T60-62	Focus & Reflection
111		P2	nod	mv aw	nod mv cl	Nonverbal	P1_T63-64	active listening
111		P1	but I think she's more looking for natives rather than #1			Verbal		
111		P1	:BD-	-BD:		Nonverbal	P1_T60-62	Focus & Reflection
111		P2	nod			Nonverbal	P1_T63-64	active listening
111		P1	because I can speak Spanish, but # mh: I'm not a native# uhm:.			Verbal		
111		P1	ER			Nonverbal		
111		P2	nod	smile		Nonverbal	P1_T63-64	active listening
112	07:52	P2	yeah. yeah			Verbal		
112		P2	nod	nod		Nonverbal	P1_T63-64	active listening
112		P1	:/-	-/:		Nonverbal		
113	07:53	P1	And I actually want #2 I'm just			Verbal		
114	07:56	P2	yeah			Verbal		
114		P2	nod			Nonverbal	P1_T63-64	active listening
115	07:56	P1	busy still. And I'm also			Verbal		
115		P1	:smile-			Nonverbal	P1_T63-64	active listening
115		P2	smile			Nonverbal	P1_T63-64	active listening
116	07:59	P2	[laughter]			Verbal		
117	07:59	P1	doing this experiment. So:			Verbal		

117		P1	<i>-smile- pt down</i>	Nonverbal		
117		P2	<i>:smile- nod nod</i>	Nonverbal		
118	08:01	P2	yeah	Verbal		
118		P2	<i>-smile-</i>	Nonverbal		
118		P1	<i>-smile-</i>	Nonverbal		
119	08:01	P1	yes. I was like, Okay, take it easy, because I cannot take too much.	Verbal		
119		P1	<i>-smile- pt me</i>	Nonverbal		
119		P2	<i>-smile-</i>	Nonverbal		
120	08:05	P2	yeah, yeah.	Verbal		
120		P2	<i>-smile-</i>	Nonverbal		
120		P1	<i>-smile-</i>	Nonverbal		
121	08:06	P1	And uh # Well, Camilla participated in my study, and I was like, well,	Verbal		
121		P1	<i>-smile: BU pt me</i>	Nonverbal		
121		P2	<i>-smile-</i>	Nonverbal		
121		P1	at least- the least thing I can do is return the favor.	Verbal		
121		P1	<i>BU</i>	Nonverbal		
121		P2	<i>-smile:</i>	Nonverbal		
122	08:13	P2	yeah, sure. I get that, # yeah.	Verbal		
123	08:15	P1	So uh:	Verbal		
124	08:16	P2	but I mean,	Verbal		
125	08:16	P1	yeah	Verbal		
125		P1	<i>pull</i>	Nonverbal		
126	08:17	P2	I mean, even if it's just an hour of time, it's still # something on your mind:.	Verbal		
126		P2	<i>:EUS- -EUS: :smile-</i>	Nonverbal		
126		P1	<i>:ED- -ED: :°-</i>	Nonverbal		
126		P2	That's kind of stressing. And yeah #2 so yeah, I'll see, maybe.	Verbal		
126		P2	<i>:smile- -smile:</i>	Nonverbal		
126		P1	<i>-°- nod</i>	Nonverbal		
127	08:26	P1	She'll find people. I mean, what I did, too,	Verbal		

127		P1	-°: mv cl	Nonverbal		
127		P1	when I didn't get enough I just # was messaging people # uhm:.	Verbal		
127		P1	shake wave rest	Nonverbal		
127		P2	nod	Nonverbal		
128	08:33	P2	yeah.	Verbal		
128		P2	nod	Nonverbal		
129	08:34	P1	[inaudible] and it helps. # There will always be	Verbal		
129		P1	BU shake	Nonverbal		
129		P2	nod nod L	Nonverbal		
130	08:36	P2	yeah	Verbal		
130		P2	nod	Nonverbal		
131	08:36	P1	someone that responds in the end, # and otherwise,	Verbal		
131		P1	:pt side-	Nonverbal		
131		P2	nod	Nonverbal		
131		P1	letting the supervisor send an email also helps # uhm:.	Verbal		
131		P1	-pt side: narr	Nonverbal		
132	08:43	P2	Mhm.	Verbal		
132		P2	nod	Nonverbal		
133	08:43	P1	So our supervisor is not that useful now. [laughter]	Verbal		
133		P1	:BD- /:smile- -BD:	Nonverbal		
134	08:48	P2	[laughter]	Verbal		
134		P1	-smile-	Nonverbal		
135	08:48	P1	She has # uh family health issues.	Verbal		
135		P1	rest -smile:	Nonverbal		
135		P2	:smile- -smile:	Nonverbal		
136	08:51	P2	# Oh: shit.	Verbal		
136		P1	nod	Nonverbal		
137	08:54	P1	yeah. So: uhm for a week now: she has been nonresponsive not in the office.	Verbal		
137		P1	: 's- -'s:	Nonverbal		

138	08:59	P2	Ah:	Verbal			
138		P2	<i>O nod</i>	<i>Nonverbal</i>			
139	09:00	P1	And everyone is rating (?) for feedback, or: #1 time to see her or:	Verbal			
139		P1	<i>wave BU pt side</i>	<i>Nonverbal</i>			
139		P2	<i>nod nod</i>	<i>Nonverbal</i>			
139		P1	approval to go on, be-	Verbal			
139		P1	<i>BU wave wave</i>	<i>Nonverbal</i>			
140	09:08	P2	yeah:	Verbal			
140		P2	<i>nod</i>	<i>Nonverbal</i>			
141	09:09	P1	For example I and Lisa, we both have interview questions.	Verbal			
141		P1	<i>pull pt me</i>	<i>Nonverbal</i>			
141		P2	<i>nod</i>	<i>Nonverbal</i>			
141		P1	But before doing the interview, you have to get the questions approved.	Verbal			
141		P1	<i>circ</i>	<i>Nonverbal</i>			
141		P2	<i>nod nod nod</i>	<i>Nonverbal</i>			
142	09:16	P2	yes.	Verbal			
142		P2	<i>nod</i>	<i>Nonverbal</i>			
143	09:17	P1	And now	Verbal			
143		P1	<i>:smile-</i>	<i>Nonverbal</i>			
144	09:18	P2	yeah	Verbal			
144		P1	<i>-smile-</i>	<i>Nonverbal</i>			
145	09:18	P1	we can't. [laughter] So: yeah.	Verbal			
145		P1	<i>-smile- :hair- ER</i>	<i>Nonverbal</i>	P1_T67-68	Unintentional NVE: run through or play with hair. Reason: Distraction, focussing less on other, calming.	Focus & Reflection
145		P2	<i>:smile- -smile:</i>	<i>Nonverbal</i>			
146	09:20	P2	#2 Okay, well, maybe good that you # that you were a bit ahead, # at least	Verbal			
146		P2	<i>EUS BU</i>	<i>Nonverbal</i>			

						shared experience with university.	
154		P2	So # and now she postponed again from Tuesday to Thursday.	Verbal			
154		<i>P2</i>	<i>:()- bal 's -():</i>	<i>Nonverbal</i>	P2_T97-100	NVE: () / rocking side to side. Question: intentional? Answer: no, NVE did not happen.	Other
154		<i>P1</i>	<i>-BD- O mv aw</i>	<i>Nonverbal</i>	P1_T71		Shared experience
154		P2	So # well now I'm gonna see her tomorrow.	Verbal			
154		<i>P1</i>	<i>-BD-</i>	<i>Nonverbal</i>	P1_T71		Shared experience
155	09:59	P1	That I think is very weird because # carnival's actually not a thing at university.	Verbal			
155		<i>P1</i>	<i>wave nod -BD:</i>	<i>Nonverbal</i>	P1_T71		Shared experience
155		P1	I mean, I went, but	Verbal			
155		<i>P1</i>	<i>pt me nod</i>	<i>Nonverbal</i>			
155		<i>P2</i>	<i>nod mv aw</i>	<i>Nonverbal</i>			
156	10:05	P2	Mhm, yeah	Verbal			
156		<i>P2</i>	<i>nod</i>	<i>Nonverbal</i>			
157	10:05	P1	that was simply because I knew it's thesis time and I can manage it myself.	Verbal			
157		<i>P1</i>	<i>circ</i>	<i>Nonverbal</i>			
158	10:09	P2	# yeah	Verbal			
159	10:10	P1	But yeah, teachers [inaudible] a break.	Verbal			
159		<i>P1</i>	<i>:°-</i>	<i>Nonverbal</i>			
159		<i>P2</i>	<i>EUS</i>	<i>Nonverbal</i>			
160	10:13	P2	Well, she said: she has # uhm kids, and # they're proba-	Verbal			
160		<i>P2</i>	<i>:ES- -ES: shake</i>	<i>Nonverbal</i>			
160		<i>P1</i>	<i>-°-</i>	<i>Nonverbal</i>			
160		P2	it was probably: holiday for them. Maybe that's why [inaudible].	Verbal			
160		<i>P2</i>	<i>pull</i>	<i>Nonverbal</i>			

160		P1	-°- <i>BU nod</i>	Nonverbal			
161	10:19	P1	yeah, probably. yeah.	Verbal			
161		P1	-°- <i>nod</i>	Nonverbal			
161		P2	<i>nod</i>	Nonverbal			
162	10:21	P2	Mh	Verbal			
162		P2	<i>nod</i>	Nonverbal			
162		P1	-°-	Nonverbal			
163	10:22	P1	They said- then I hope she w- she will respond this week. [laughter]	Verbal			
163		P1	<i>wave -°: :rest- :smile-</i>	Nonverbal			
164	10:25	P2	# yeah: yeah. Tomorrow we have an appointment. So # we'll see.	Verbal			
164		P2	<i>:ee- -ee:</i>	Nonverbal			
164		P1	<i>-rest- -smile: nod</i>	Nonverbal			
165	10:29	P1	yeah	Verbal			
165		P1	<i>-rest-</i>	Nonverbal			
166	10:30	P2	then I fully # go on, because I'm still struggling like with	Verbal			
166		P2	<i>nod EUS</i>	Nonverbal			
166		P1	<i>-rest-</i>	Nonverbal			
166		P2	# getting the theory: and method in line: And # I don't know, I'll see.	Verbal	P1_T74-75, P2_T102-105	Problem: running out of conversation topic. Consequence: Silences and fillers. Strategy: look for suggested topics. Spontaneous solution: came up with new topic. P2: tiny bit stressful, but barely, as P1 quickly found new topic.	Hesitation & disruptions
166		P2	<i>:/- -/:</i>	Nonverbal	P1_T74-75, P2_T102-105		Hesitation & disruptions

166		P1	-rest- nod	Nonverbal	P1_T74-75, P2_T102-105		Hesitation & disruptions
167	10:38	P1	yeah.	Verbal	P1_T74-75, P2_T102-105		Hesitation & disruptions
167		P1	-rest- nod	Nonverbal	P1_T74-75, P2_T102-105		Hesitation & disruptions
168	10:39	P2	#2 yeah.	Verbal	P1_T74-75, P2_T102-105		Hesitation & disruptions
168		P1	-rest-	Nonverbal	P1_T74-75, P2_T102-105		Hesitation & disruptions
169	10:45	P1	Mh:	Verbal	P1_T74-75, P2_T102-105		Hesitation & disruptions
169		P1	-rest-	Nonverbal	P1_T74-75, P2_T102-105		Hesitation & disruptions
170	10:45	P2	#1 Mh	Verbal	P1_T74-75, P2_T102-105		Hesitation & disruptions
170		P2	L	Nonverbal	P1_T74-75, P2_T102-105		Hesitation & disruptions
170		P1	-rest-	Nonverbal	P1_T74-75, P2_T102-105		Hesitation & disruptions
171	10:45	P1	but then again, # every now and then we need to just # lay back [laughter].	Verbal	P1_T74-75, P2_T102-105		Hesitation & disruptions

171		P1	-rest: smile :()- -(): mv aw smile	Nonverbal	P1_T74-75, P2_T102-105		Hesitation & disruptions
171		P2	nod nod	Nonverbal	P1_T74-75, P2_T102-105		Hesitation & disruptions
171		P1	And just	Verbal			
171		P1	smile	Nonverbal			
172	10:51	P2	yes	Verbal			
172		P2	smile	Nonverbal			
173	10:51	P1	[inaudible] as well, this weekend, I just did nothing.	Verbal			
173		P1	hi :smile- ED	Nonverbal			
173		P2	:smile-	Nonverbal			
173		P1	I was like, I'm done. [laughter]	Verbal			
173		P1	-smile- mv cl	Nonverbal			
173		P2	-smile:	Nonverbal			
174	10:56	P2	yeah, I also took two or three days off this weekend, yeah. So: but this week #	Verbal			
174		P2	EUS	Nonverbal			
174		P1	:rest- -smile: nod	Nonverbal			
174		P2	I'm kind of back in the- I'm more motivated this week again, last week wasn't	Verbal			
174		P2	shake	Nonverbal			
174		P1	-rest-	Nonverbal			
175	11:05	P1	That's good	Verbal			
175		P1	-rest- nod	Nonverbal			
176	11:05	P2	my week at all [laughter]	Verbal			
177	11:07	P1	So you didn't go like for a ski: break or: or Carnival celebrations.	Verbal			
177		P1	-rest: shake :rest-	Nonverbal			
177		P2	smile	Nonverbal			
178	11:14	P2	No, that not. Well, I went to the beach like for one night because	Verbal			
178		P1	-rest- nod	Nonverbal			

179	11:17	P1	Ah!	Verbal			
179		P1	-rest- BU	Nonverbal			
180	11:17	P2	a friend from- a friend from Germany # she was- she was there for three days.	Verbal			
180		P2	BU :ES- -ES:	Nonverbal			
180		P1	-rest-	Nonverbal			
180		P2	And I joined her the last night # in her hotel. So: uh in Dobbenburg.	Verbal			
180		P1	-rest: nod :- nod	Nonverbal			
181	11:26	P1	Ah!	Verbal			
181		P1	-°- BU nod	Nonverbal			
182	11:27	P2	I don't know if you know that, in [inaudible]	Verbal			
182		P1	-°: mv aw nod	Nonverbal			
183	11:29	P1	yeah!	Verbal			
183		P1	nod mv cl	Nonverbal			
184	11:30	P2	it was super crowded because it was the carnival weekend.	Verbal			
184		P1	:/- -/:	Nonverbal			
185	11:33	P1	Mhm.	Verbal			
185		P1	nod	Nonverbal			
186	11:33	P2	So it was #1 very crowded, but uhm still nice # to get to see the beach.	Verbal			
186		P2	smile EUS smile	Nonverbal			
186		P1	nod	Nonverbal			
186		P2	That was: that was nice.	Verbal			
186		P2	nod	Nonverbal			
187	11:39	P1	yeah and the weather was amazing. So	Verbal			
187		P1	BU shake	Nonverbal			
188	11:41	P2	yes! the weather was perfect. It's just going on like that. I love it. [laughter]	Verbal			
188		P2	BU :smile-	Nonverbal	P2_T107-111	Positive, fun conversation (weather, free time). Consequence: more energetic, happy, increased	Shared experience

						use of gestures (turn 188-210)
188		P1	nod	Nonverbal		
189	11:46	P1	yeah! I love it too. I mean, I actually came back from Austria	Verbal		
189		P1	nod EU pt down	Nonverbal		
189		P2	-smile: nod	Nonverbal		
189		P1	and it was like #1 okay: still sunny,	Verbal		
189		P1	:BD- -BD:	Nonverbal		
189		P2	nod nod	Nonverbal		
189		P1	but it felt like it was cooler here even, than in Austria,	Verbal		
189		P1	:BU- ()	Nonverbal		
190	11:55	P2	Ah!	Verbal		
190		P2	BU	Nonverbal		
190		P1	-BU-	Nonverbal		
191	11:55	P1	Even though there there was like a lot of snow. But there	Verbal		
191		P1	shake -BU:	Nonverbal		
191		P2	nod	Nonverbal		
192	11:58	P2	Oh wow	Verbal		
193	11:58	P1	was so much sun because the week before it had been snowing all over.	Verbal		
193		P1	ER nod mim mim	Nonverbal		
193		P2	nod	Nonverbal		
193		P1	And then	Verbal		
193		P1	shake	Nonverbal		
193		P2	nod	Nonverbal		
194	12:04	P2	yeah	Verbal		
195	12:04	P1	the week that I was there # it was just sunny.	Verbal		
195		P1	BU circ	Nonverbal		
195		P1	uhm I even got a- like a little tan on my face. It's not visible. [laughter]	Verbal		
195		P1	pt me pt me :smile-	Nonverbal		
195		P2	smile	Nonverbal		

196	12:10	P2	Oh [laughter] But that's super cool.	Verbal			
196		<i>P2</i>	<i>smile smile</i>	<i>Nonverbal</i>			
196		<i>P1</i>	<i>-smile- hi :rest-</i>	<i>Nonverbal</i>			
196		P2	Then you were also very lucky with the weather.	Verbal			
196		<i>P2</i>	<i>nod</i>	<i>Nonverbal</i>			
196		<i>P1</i>	<i>-smile- -rest- nod</i>	<i>Nonverbal</i>			
197	12:16	P1	yeah.	Verbal			
197		<i>P1</i>	<i>nod -rest:</i>	<i>Nonverbal</i>			
198	12:17	P2	I mean, the week before that was just horrible, like the wind	Verbal			
198		<i>P2</i>	<i>:EUS- -EUS:</i>	<i>Nonverbal</i>			
198		<i>P1</i>	<i>'s ° nod</i>	<i>Nonverbal</i>			
199	12:20	P1	yeah	Verbal			
199		<i>P1</i>	<i>nod</i>	<i>Nonverbal</i>			
200	12:20	P2	and storm and [scoffs]	Verbal			
200		<i>P2</i>	<i>smile</i>	<i>Nonverbal</i>			
201	12:22	P1	depressive	Verbal			
201		<i>P1</i>	<i>:smile-</i>	<i>Nonverbal</i>			
202	12:23	P2	like #1 yeah two of our neighbors lost their windows like the windows fell off.	Verbal			
202		<i>P2</i>	<i>:BU- -BU: wave</i>	<i>Nonverbal</i>			
202		<i>P1</i>	<i>-smile: :O BU-</i>	<i>Nonverbal</i>	CW	CW: P1 keeps mouth open, P2 reacts to it with smile in 204, then P1 stops	Shared laughter
203	12:28	P1	Their windows?	Verbal			
203		<i>P1</i>	<i>-O BU-</i>	<i>Nonverbal</i>			
204	12:28	P2	Because they open to the outside. yes, they open to the outside:	Verbal			
204		<i>P2</i>	<i>mim BU mim open</i>	<i>Nonverbal</i>			
204		<i>P1</i>	<i>-O BU-</i>	<i>Nonverbal</i>			
204		P2	and they were open.	Verbal			
204		<i>P2</i>	<i>smile</i>	<i>Nonverbal</i>			
204		<i>P1</i>	<i>-O BU-</i>	<i>Nonverbal</i>			

204		P2	And then one of the- like the window fell down. [laughter]	Verbal			
204		<i>P2</i>	<i>:smile-</i>	<i>Nonverbal</i>			
204		<i>P1</i>	<i>-O BU:</i>	<i>Nonverbal</i>	P1_T78	Emotion: surprise. NVE: Open mouth	Shared laughter
205	12:36	P1	Wow, # I've heard like of of roofs: # getting off houses but # didn't know about	Verbal			
205		<i>P1</i>	<i>:smile-</i>	<i>Nonverbal</i>			
205		<i>P2</i>	<i>-smile:</i>	<i>Nonverbal</i>			
206	12:43	P2	yeah [laughter]	Verbal			
206		<i>P2</i>	<i>nod</i>	<i>Nonverbal</i>			
206		<i>P1</i>	<i>-smile-</i>	<i>Nonverbal</i>			
207	12:43	P1	Like windows. But yeah, makes sense. If they go if they open [inaudible]?	Verbal			
207		<i>P1</i>	<i>-smile- nod mim :s-</i>	<i>Nonverbal</i>			
208	12:47	P2	yeah	Verbal			
208		<i>P2</i>	<i>smile</i>	<i>Nonverbal</i>			
208		<i>P1</i>	<i>-smile- -'s-</i>	<i>Nonverbal</i>			
209	12:48	P1	Huh	Verbal			
209		<i>P1</i>	<i>-smile: :ED-</i>	<i>Nonverbal</i>			
210	12:48	P2	yeah. #2 yeah, it's crazy.	Verbal	P2_T107-111	Positive, fun conversation (weather, free time). Consequence: more energetic, happy, increased use of gestures (turn 188-210)	Shared experience
210		<i>P2</i>	<i>shake</i>	<i>Nonverbal</i>			
210		<i>P1</i>	<i>-ED- -'s:</i>	<i>Nonverbal</i>			
211	12:52	P1	I think there's a lot of costs due to the storm.	Verbal			
211		<i>P1</i>	<i>-ED: BU</i>	<i>Nonverbal</i>			
212	12:54	P2	#1 yeah, # yeah, probably. # It's kinda intense.	Verbal			
212		<i>P2</i>	<i>BU nod BU ES</i>	<i>Nonverbal</i>			
212		<i>P1</i>	<i>nod ED ED</i>	<i>Nonverbal</i>			

213	13:00	P1	I mean: thinking of the fact that you're just # for example,	Verbal			
213		P1	<i>pull shake</i>	Nonverbal			
213		P1	walking the dogs and then # suddenly	Verbal			
213		P1	<i>mv cl smile</i>	Nonverbal			
214	13:06	P2	yes [laughter]	Verbal			
215	13:06	P1	a roof # yeah how do you call those?	Verbal			
215		P1	<i>mim mim BD :smile- :frame-</i>	Nonverbal			
215		P2	<i>:smile- -smile:</i>	Nonverbal			
216	13:08	P2	uhm:	Verbal			
216		P2	<i>EUS</i>	Nonverbal			
216		P1	<i>-smile- -frame:</i>	Nonverbal			
217	13:11	P1	#1 falls on your head? [inaudible]	Verbal			
217		P1	<i>-smile- :mim- -mim:</i>	Nonverbal	P2_T113-116	Problem: talking at the same time, P2's speech gets swallowed. Consequence: still mutual understanding, both are sure the other understood. CW: enough rapport created that they assume mutual understanding? P2 nodded during lost speech, P1 assumes it as confirmation?	active listening
217		P2	<i>nod BL- -BL: nod</i>	Nonverbal			
218	13:15	P2	yeah. yeah. I don't know. Someone- didn't someone die in Amsterdam?	Verbal			
218		P2	<i>nod EUS</i>	Nonverbal			
218		P1	<i>mv aw :°- -°: mv cl -smile: :rest-</i>	Nonverbal			
218		P2	also got hit by a tree or something. I think?	Verbal			
218		P2	<i>:BD- -BD:</i>	Nonverbal			
218		P1	<i>-rest-</i>	Nonverbal			
219	13:24	P1	There # actually what I heard so far is that there was two- #	Verbal			

219		P1	BU -rest: nod BU narr ES :BD-	Nonverbal		
219		P1	that two people died due to the storm.	Verbal		
219		P1	-BD-	Nonverbal		
220	13:31	P2	yeah. # yeah, true.	Verbal		
220		P2	nod EUS nod	Nonverbal		
220		P1	-BD-	Nonverbal		
221	13:34	P1	And yeah, but when I saw videos of Amsterdam, I was like, wow:	Verbal		
221		P1	-BD: :BU- narr	Nonverbal		
221		P2	nod	Nonverbal		
221		P1	there was a lot of	Verbal		
221		P1	shake -BU:	Nonverbal		
221		P2	smile	Nonverbal		
222	13:39	P2	yeah [laughter]	Verbal		
223	13:39	P1	trees falling there.	Verbal		
223		P1	:smile-	Nonverbal		
224	13:41	P2	yes. #1 yeah. yeah. A friend of mine also the- uhm in front of his house.	Verbal		
224		P2	nod :smile- -smile: EUS	Nonverbal		
224		P1	:rest- -smile:	Nonverbal		
224		P2	Also a car got totally # crashed by a by a tree	Verbal		
224		P2	:smile- -smile:	Nonverbal		
224		P1	BD ee	Nonverbal		
225	13:49	P1	Oh but then it's just gone.	Verbal		
225		P1	wave :shake- pull	Nonverbal		
226	13:51	P2	yeah,	Verbal		
226		P2	smile	Nonverbal		
226		P1	-shake- °	Nonverbal		
227	13:52	P1	they won't be able to repair it. So.	Verbal		
227		P2	:smile-	Nonverbal		
227		P1	-shake- wave °	Nonverbal		
228	13:55	P2	No, probably not. [laughter] yeah it's really sad yeah.	Verbal		

228		P2	-smile:	Nonverbal		
228		P1	O ESD	Nonverbal		
229	13:59	P1	It is. #1 Hm.	Verbal		
229		P1	nod	Nonverbal		
229		P2	ES	Nonverbal		
230	14:03	P2	#2 Okay: whoa, time's up already.	Verbal		
230		P2	mv cl	Nonverbal		
230		P1	ES	Nonverbal		
231	14:06	P1	Now 15 minutes, is actually not that long.	Verbal		
231		P1	:BD-	Nonverbal		
232	14:09	P2	No, it's fine	Verbal		
232		P1	-BD:	Nonverbal		
233	14:10	P1	I just thought she said like 50 yeah. [laughter]	Verbal		
233		P1	:smile-	Nonverbal		
234	14:13	P2	Oh, wow no. [laughter] # Well, I remember that before she texted-	Verbal		
234		P2	smile mv aw pt you EUS	Nonverbal		
234		P1	-smile-	Nonverbal		
234		P2	or in her email it says 15. So I wasn't- yeah.	Verbal		
234		P2	:smile-	Nonverbal		
234		P1	-smile:	Nonverbal		
235	14:21	P1	yeah	Verbal		
235		P1	nod	Nonverbal		
235		P2	-smile-	Nonverbal		
236	14:21	P2	50 would be a lot. [laughter]	Verbal		
236		P2	-smile: mv aw	Nonverbal		
237	14:23	P1	Let's just stop this recording: so that it saves.	Verbal		
237		P2	mv cl	Nonverbal		
238	14:27	P2	yeah.	Verbal		
238		P2	ES	Nonverbal		

8.11. Transcription pair 2

Turn	Time	P	Utterances	Type of utterance	IPR-turn	IPR assessment	Category
1	00:14	P3	So: my friend, how are you? [laughter]	Verbal			Intimacy
1		P3	:smile-	Nonverbal			
1		P4	:rub-	Nonverbal	CW	CW: transcribed all the fidgeting although it doesn't seem to have a communicative function. But: seems to correspond to how focused P4 is	Focus & Reflection
1		P4	:smile-	Nonverbal			
2	00:16	P4	Hello! uh nice to meet you. I- I realized through this exchange	Verbal			
2		P3	-smile-	Nonverbal			
2		P4	-rub: :circ-	Nonverbal			
2		P4	-smile-	Nonverbal			
2		P4	that we still hadn't exchanged our names.	Verbal			
2		P4	-smile- -circ:	Nonverbal			
3	00:22	P3	yeah, thanks.	Verbal			
3		P3	nod -smile:	Nonverbal			
3		P4	-smile-	Nonverbal			
4	00:23	P4	My name is- My name is [redacted: name],	Verbal			
4		P4	-smile-	Nonverbal			
4		P4	_me pt you	Nonverbal			
5	00:25	P3	[redacted: name] okay, and where are you from?	Verbal			
5		P4	's -smile:	Nonverbal			
6	00:27	P4	I'm from Greece.	Verbal			
6		P4	smile BU nod :fidg-	Nonverbal			
7	00:28	P3	Oh Greece, yeah.	Verbal			

7		P3	:()- (-):	Nonverbal		
7		P4	-fidg-	Nonverbal		
8	00:29	P4	How about you?	Verbal		
8		P4	-fidg- smile	Nonverbal		
9	00:30	P3	uh my name is [redacted: name] # uhm:	Verbal		
9		P3	/	Nonverbal		
9		P4	-fidg- smile	Nonverbal		
10	00:33	P4	[redacted: name], nice	Verbal		
10		P4	BL nod	Nonverbal		
10		P4	-fidg- smile	Nonverbal		
11	00:34	P3	yeah I'm # from from Ethiopia, and eh,	Verbal		
11		P3	ED smile	Nonverbal		
11		P4	-fidg-	Nonverbal		
12	00:37	P4	Oh nice!	Verbal		
12		P4	-fidg- nod	Nonverbal		
13	00:39	P3	I'm eh: 33: years old [laughter]	Verbal		
13		P3	() :smile-	Nonverbal		
13		P4	-fidg-	Nonverbal		
14	00:41	P4	Oh, well, # exactly the same.	Verbal		
14		P3	-smile-	Nonverbal		
14		P4	-fidg- shake pt you	Nonverbal		
15	00:43	P3	Really? [laughter]	Verbal		
15		P3	()	Nonverbal		
15		P3	-smile-	Nonverbal		
15		P4	-fidg-	Nonverbal		
16	00:43	P4	My birthday. My birthday is on Saturday. But I will turn 33	Verbal		
16		P3	-smile-	Nonverbal		
16		P4	-fidg- pt you BU pt you :smile-	Nonverbal		
17	00:48	P3	Oh:!	Verbal		
17		P3	-smile-	Nonverbal		

17		P3	/	Nonverbal		
17		P4	-fidg:	Nonverbal		
18	00:49	P4	yes,	Verbal		
18		P3	-smile-	Nonverbal		
18		P4	-smile-	Nonverbal		
19	00:49	P3	Oh that's good.	Verbal		
19		P3	-smile-	Nonverbal		
19		P4	-smile-	Nonverbal		
20	00:50	P4	And where do you live?	Verbal		
20		P3	-smile-	Nonverbal		
20		P4	-smile-	Nonverbal		
21	00:50	P3	Congratulations, with your birthday. Chrm #1 uh I'm living now currently,	Verbal		
21		P3	-smile- -smile: EU	Nonverbal		
21		P4	-smile- L	Nonverbal		
21		P3	I'm uh in uh: for a [redacted: city] a city called [redacted] in Fries- Friesland?	Verbal		
21		P3	:rock-	Nonverbal		
21		P4	-smile:	Nonverbal		
22	01:00	P4	Oh: right.	Verbal		
22		P4	BU O	Nonverbal		
22		P3	-rock-	Nonverbal		
23	01:01	P3	uh In the northern part of uh: Netherlands, I think.	Verbal		
23		P3	-rock:	Nonverbal		
23		P4	:fidg- smile	Nonverbal		
24	01:05	P4	Oh, nice.	Verbal		
24		P4	-fidg- EUS	Nonverbal		
25	01:06	P3	uh: # I'm living there for: # for some time, but uh # uh: because uhm #	Verbal		
25		P3	:smile- -smile: ES wave	Nonverbal		
25		P4	-fidg-	Nonverbal		
25		P3	it's closer to Utrecht I come uh: to Den Haag # to stay with family uh	Verbal		
25		P4	-fidg-	Nonverbal		

25		P3	until uh # I finished the course.	Verbal			
25		<i>P4</i>	<i>-fidg- O</i>	<i>Nonverbal</i>			
26	01:19	P4	Oh, nice. So # you have more family in the Netherlands?	Verbal			
26		<i>P4</i>	<i>-fidg- O nod wave</i>	<i>Nonverbal</i>			
26		P4	Or: you said you've lived here for quite some time?	Verbal			
26		<i>P4</i>	<i>-fidg- pt side</i>	<i>Nonverbal</i>			
27	01:26	P3	uhm: yeah, for me, I'm just uh:, I just arrived here uh six months ago.	Verbal			
27		<i>P4</i>	<i>-fidg:</i>	<i>Nonverbal</i>			
28	01:31	P4	Okay.	Verbal			
28		<i>P4</i>	<i>BL nod</i>	<i>Nonverbal</i>			
29	01:31	P3	Nah but my family was living here: for uh quite a long time.	Verbal			
29		<i>P4</i>	<i>nod</i>	<i>Nonverbal</i>			
30	01:36	P4	Oh. #1 And- and how about you? What, wh- why? I mean,	Verbal			
30		<i>P4</i>	<i>smile mv cl / BL pt down</i>	<i>Nonverbal</i>			
30		<i>P4</i>	<i>mv aw</i>	<i>Nonverbal</i>			
30		<i>P3</i>	<i>nod :smile- -smile:</i>	<i>Nonverbal</i>			
30		P4	how come you came now and not earlier? What were you doing before?	Verbal			
30		<i>P4</i>	<i>pt down pt side 's</i>	<i>Nonverbal</i>			
31	01:46	P3	# uh: before uh I was doing uh # in my country:,	Verbal			
31		P3	I uh uh completed my: education about 10 years ago-	Verbal			
31		<i>P3</i>	<i>rock BU</i>	<i>Nonverbal</i>			
32	01:54	P4	Okay	Verbal			
32		<i>P4</i>	<i>BU nod</i>	<i>Nonverbal</i>			
33	01:54	P3	namely my Bachelor's I uh completed my Bachelor's 10 years ago.	Verbal			
33		<i>P3</i>	<i>:rock-</i>	<i>Nonverbal</i>			
33		<i>P4</i>	<i>BL nod nod</i>	<i>Nonverbal</i>			
33		P3	And I was in uh private work in my private uh # uh: # business.	Verbal			
33		<i>P3</i>	<i>BD -rock:</i>	<i>Nonverbal</i>			
34	02:04	P4	Okay	Verbal			
34		<i>P4</i>	<i>BL nod</i>	<i>Nonverbal</i>			

35	02:05	P3	And uhm: # uh recently;, in this eh two years #1 uhm:	Verbal			
35		P3	:rock-	Nonverbal	P4_T18-19	P4 did not perceive P3 rocking / moving his body	Other
35		P4	:fidg-	Nonverbal			
35		P3	our country's not doing good uh is not okay. There's a war.	Verbal			
35		P3	-rock-	Nonverbal	P4_T18-19		Other
35		P4	-fidg-	Nonverbal			
36	02:15	P4	Ah, right.	Verbal			
36		P3	-rock-	Nonverbal	P4_T18-19		Other
36		P4	-fidg- nod	Nonverbal			
37	02:16	P3	And uh: because of that war, uh I uh I fled my country.	Verbal			
37		P3	-rock- shake	Nonverbal	P4_T18-19		Other
37		P4	-fidg- ED ED	Nonverbal			
37		P3	And uh I'm # I'm here for about uh I'm in Europe for about two years.	Verbal			
37		P3	smile	Nonverbal	CW	CW: sad smile	Other
37		P4	-fidg-	Nonverbal			
38	02:26	P4	I understand. #1 Wow. It, it it must feel #uh surreal to see that uh:	Verbal			
38		P4	:EUS- -EUS: :smile- -fidg:	Nonverbal			
38		P3	nod mv cl :smile-	Nonverbal			
38		P4	Europe is waking up to: uh the news of war.	Verbal			
38		P4	:circ- -smile-	Nonverbal			
38		P3	-smile-	Nonverbal			
39	02:38	P3	yeah [laughter]	Verbal			
39		P3	-smile-	Nonverbal			
39		P4	-smile- -circ-	Nonverbal			
40	02:38	P4	while, obviously, you have lived through that yourself.	Verbal			
40		P4	-smile- -circ:	Nonverbal			
40		P3	-smile-	Nonverbal			
41	02:43	P3	yeah, yeah [laughter]	Verbal			
41		P3	-smile- /	Nonverbal			

41		P4	-smile-	Nonverbal		
42	02:45	P4	yeah. Ha- how how do you feel about that? You know,	Verbal		
42		P4	:pt you (rhythm)- -smile:	Nonverbal		
42		P3	-smile-	Nonverbal		
42		P4	like hearing how people now react to the news of a war	Verbal		
42		P4	-pt you: :circ-	Nonverbal		
42		P3	-smile- nod nod -smile:	Nonverbal		
42		P4	in a country not so far away. But you've practically fled a country that had war.	Verbal		
42		P4	/ -circ:	Nonverbal		
42		P3	nod nod	Nonverbal		
43	02:59	P3	Mhm.	Verbal		
43		P3	nod	Nonverbal		
44	02:59	P4	So ha- ha- how, yeah how do you respond to things like that happening?	Verbal		
44		P4	circ fidg circ	Nonverbal		
45	03:04	P3	uhm: for uh for me, I- I'm just looking for uh: asylum here in Europe,	Verbal		
45		P3	BU	Nonverbal		
45		P4	's smile :fidg-	Nonverbal		
45		P3	because there's war in my country.	Verbal		
45		P4	-fidg- BL nod	Nonverbal		
46	03:13	P4	yeah.	Verbal		
46		P4	-fidg- nod	Nonverbal		
47	03:13	P3	uh: and uh tha- that's been actually in uh, in the asyl I was living in	Verbal		
47		P3	ED ED ED :rock-	Nonverbal		
47		P4	-fidg- EU	Nonverbal		
47		P3	in the camp? This was the issue. This was the topic. Most of the time,	Verbal		
47		P3	-rock- () BU	Nonverbal		
47		P4	-fidg- nod :BU-	Nonverbal		

48	03:24	P4	Oh	Verbal			
48		P4	-fidg + BU- O	Nonverbal			
48		P3	-rock-	Nonverbal			
49	03:24	P3	this is the topic right now. # And uhm #1 they're saying,	Verbal			
49		P3	-rock-	Nonverbal			
49		P4	-fidg + BU-	Nonverbal			
49		P3	what are we going to do if there's war? We fled the country,	Verbal			
49		P3	-rock- BU	Nonverbal			
49		P4	-fidg + BU- nod	Nonverbal			
49		P3	we fled our country, because there's a war? And uh what if uh: there's uh,	Verbal			
49		P3	-rock-:	Nonverbal			
49		P4	-fidg- -BU: ED	Nonverbal			
49		P3	# we are, wh- what if there is war here, also?	Verbal			
49		P3	wave ES	Nonverbal			
49		P4	-fidg-	Nonverbal			
50	03:42	P4	yeah	Verbal			
50		P4	-fidg- nod	Nonverbal			
51	03:42	P3	in the place where we are living? What are we gonna do	Verbal			
51		P4	-fidg-	Nonverbal			
51		P3	where are we gonna go? [laughter] Everybody was saying that and uh.	Verbal			
51		P3	:smile-	Nonverbal			
51		P4	-fidg- :smile-	Nonverbal	CW	CW: smile as response to P3's smile?	Shared laughter
51		P3	uh: but uh for me, I believe that, uhm # uh unlike Africa, uh in Europe,	Verbal			
51		P3	ED EUS	Nonverbal			
51		P4	-fidg- -smile:	Nonverbal			
51		P3	they can handle uh conflicts, they can handle uh opposite ideas.	Verbal			
51		P4	-fidg- nod nod	Nonverbal			
52	03:59	P4	yeah	Verbal			
52		P4	-fidg-	Nonverbal			

53	03:59	P3	By discussions.	Verbal			
53		<i>P3</i>	<i>nod</i>	<i>Nonverbal</i>			
53		<i>P4</i>	<i>-fidg- nod</i>	<i>Nonverbal</i>			
54	04:01	P4	yeah,	Verbal			
54		<i>P4</i>	<i>-fidg-</i>	<i>Nonverbal</i>			
55	04:01	P3	And uh I guess.	Verbal			
55		<i>P3</i>	<i>nod</i>	<i>Nonverbal</i>			
55		<i>P4</i>	<i>-fidg- :smile-</i>	<i>Nonverbal</i>			
56	04:04	P4	Let's- let's really hope so right? Because this	Verbal			
56		<i>P4</i>	<i>-smile- -fidg:</i>	<i>Nonverbal</i>			
56		<i>P3</i>	<i>ED nod :smile-</i>	<i>Nonverbal</i>			
57	04:07	P3	yeah	Verbal			
57		<i>P3</i>	<i>nod</i>	<i>Nonverbal</i>			
57		<i>P3</i>	<i>-smile-</i>	<i>Nonverbal</i>			
57		<i>P4</i>	<i>-smile-</i>	<i>Nonverbal</i>			
58	04:07	P4	seems like the world is against someone who doesn't listen to reason.	Verbal			
58		<i>P4</i>	<i>-smile- :mim ball- -mim ball:</i>	<i>Nonverbal</i>			
58		<i>P4</i>	<i>:()- -():</i>	<i>Nonverbal</i>			
58		<i>P3</i>	<i>-smile: nod</i>	<i>Nonverbal</i>			
58		P4	And uh:, yeah, but I- I'm also hoping very much that uh:	Verbal			
58		<i>P4</i>	<i>-smile- BU :def- -def: 's</i>	<i>Nonverbal</i>			
58		<i>P3</i>	<i>nod</i>	<i>Nonverbal</i>			
58		P4	something good comes out of this	Verbal			
58		<i>P4</i>	<i>-smile- circ</i>	<i>Nonverbal</i>			
58		<i>P3</i>	<i>nod BU</i>	<i>Nonverbal</i>			
58		P4	because I don't think any war will be good for anyone.	Verbal			
58		<i>P4</i>	<i>-smile: shake</i>	<i>Nonverbal</i>			
58		<i>P3</i>	<i>BU</i>	<i>Nonverbal</i>			
59	04:22	P3	Exactly.	Verbal			
59		<i>P3</i>	<i>nod</i>	<i>Nonverbal</i>			

60	04:23	P4	Of course, a- a war is already happening there. But uh yeah I- I really hope	Verbal			
60		P4	<i>shake</i> <i>circ</i>	Nonverbal			
60		P3	<i>:nod-</i> <i>-nod:</i>	Nonverbal			
60		P4	it doesn't magnify:. And you know, all these different countries start coming in	Verbal			
60		P4	<i>shake</i> <i>:mim ball-</i> <i>-mim ball:</i> <i>smile</i>	Nonverbal			
60		P4	and you have the USA and then suddenly everyone is trying to show power.	Verbal			
60		P4	<i>:smile-</i> <i>:bal-</i> <i>-bal:</i>	Nonverbal			
60		P3	<i>nod</i> <i>:smile-</i>	Nonverbal			
61	04:36	P3	Mhm.	Verbal			
61		P3	<i>nod</i>	Nonverbal			
61		P3	<i>-smile-</i>	Nonverbal			
61		P4	<i>-smile-</i>	Nonverbal			
62	04:35	P4	uh: yeah, that would be: that would be very bad.	Verbal			
62		P4	<i>-smile:</i> <i>'s</i>	Nonverbal			
62		P3	<i>-smile-</i>	Nonverbal			
63	04:36	P3	Mhm.	Verbal			
63		P3	<i>-smile-</i>	Nonverbal			
64	04:39	P4	Suddenly, I think a- a war would would come a lot closer	Verbal			
64		P4	<i>pt up</i> <i>pt up</i> <i>tiny</i>	Nonverbal			
64		P3	<i>-smile-</i>	Nonverbal			
64		P4	than we uh: # than we ever had as Europeans.	Verbal	CW	CW: throughout this passage, P4 too is half smiling (similar to P3 throughout the conversation)	shared laughter
64		P4	<i>tiny</i> <i>EDS</i>	Nonverbal			

64		P3	<i>-smile-</i> <i>nod nod</i>	Nonverbal			
65	04:48	P3	yeah	Verbal			
65		P3	<i>-smile:</i>	Nonverbal			
65		P3	<i>:rest-</i>	Nonverbal	P3_T31-33	Intentional? NVE: rest head on hand. Function: display attention, "I'm listening to you".	active listening
66	04:48	P4	uhm. I've lived- I've lived in uhm: # some other countries in the world	Verbal	P4_T26-27	Perception of NVE: rest head on hand: did not consciously perceive it during conversation, but assesses it as processing information. CW: Compare to P3_T31-33, not the same but similar. Success.	Focus & reflection
66		P3	<i>-rest-</i>	Nonverbal	P3_T31-33, P4_T26-27		active listening
66		P4	<i>wave ES</i>	Nonverbal			
66		P4	in the past, I've lived in Saudi Arabia. # uh: an- and there actually	Verbal			
66		P4	<i>pt you BU</i>	Nonverbal			
66		P3	<i>-rest-</i>	Nonverbal	P3_T31-33, P4_T26-27		
66		P4	I had met a lot of Ethiopians. #uhm:	Verbal			
66		P3	<i>-rest- nod</i>	Nonverbal	P3_T31-33, P4_T26-27		active listening
67	05:00	P3	In Saudi Arabia?	Verbal			
67		P3	<i>BU</i>	Nonverbal			
67		P3	<i>-rest-</i>	Nonverbal	P3_T31-33, P4_T26-27		active listening
68	05:01	P4	yes, in Saudi Arabia.	Verbal			
68		P4	<i>nod nod</i>	Nonverbal			

68		P3	-rest- nod	Nonverbal	P3_T31-33, P4_T26-27		active listening
69	05:02	P3	Mhm.	Verbal			
69		P3	nod	Nonverbal			
69		P3	-rest-	Nonverbal	P3_T31-33, P4_T26-27		active listening
70	05:03	P4	uhm: And I uh I've also lived in, in South Africa?	Verbal			
70		P4	ED ED	Nonverbal			
70		P3	-rest-	Nonverbal	P3_T31-33, P4_T26-27		active listening
71	05:07	P3	Mhm	Verbal			
71		P3	-rest-	Nonverbal	P3_T31-33, P4_T26-27		active listening
71		P3	nod	Nonverbal			
72	05:07	P4	# uh for a little bit of time?	Verbal			
72		P4	EUS :fidg-	Nonverbal			
72		P3	-rest-	Nonverbal	P3_T31-33, P4_T26-27		active listening
73	05:11	P3	Mh. Mhm.	Verbal			
73		P3	-rest- nod	Nonverbal	P3_T31-33, P4_T26-27		active listening
73		P4	-fidg- EUS	Nonverbal			
74	05:11	P4	uhm # So I've had-	Verbal			
74		P4	-fidg- EUS :smile-	Nonverbal			
74		P3	BD -rest:	Nonverbal	P3_T31-33, P4_T26-27		active listening
75	05:13	P3	in Johannesburg or?	Verbal			
75		P3	:fidg-	Nonverbal			
75		P4	-fidg- -smile-	Nonverbal			
76	05:14	P4	In Johannesburg yes yes yes. yes. But actually, I've had uh: many opportunities	Verbal			

76		P4	-smile- nod ES EU BU :circ-	Nonverbal			
76		P3	-fidg: nod	Nonverbal			
76		P4	to enjoy Ethiopian cuisine? And I have to say,	Verbal			Shared experience
76		P4	-smile- -circ-	Nonverbal			
76		P3	nod	Nonverbal			
76		P4	you guys know how to make spicy food and you do it well # uh:	Verbal			
76		P4	-smile- -circ: rub	Nonverbal	CW	rubs hands like clapping, or like mh delicious?	other
76		P3	nod smile	Nonverbal			
77	05:27	P3	[laughter]	Verbal			
77		P3	nod	Nonverbal			
77		P4	-smile-	Nonverbal			
78	05:27	P4	yeah. # So very, very, [laughter] that was a very nice experience.	Verbal			Shared experience
78		P4	-smile- :fidg-	Nonverbal			
78		P3	:smile- nod	Nonverbal			
79	05:33	P3	uh so uh how was your ba- background uhm? How was your experience	Verbal			
79		P3	EU -smile:	Nonverbal			
79		P4	-fidg- -smile:	Nonverbal			
79		P3	ba- back home? Your educational experience uh back home in Greece?	Verbal			
79		P3	/	Nonverbal			
79		P4	-fidg-	Nonverbal			
80	05:40	P4	uhm actually, kind of similar to your case, I got my bachelor's degree	Verbal			
80		P4	-fidg: :pt you-	Nonverbal			
80		P4	around uh: #2 say: 10, 11 years ago no, actually, 10 years ago uh: in 2012,	Verbal			
80		P4	wink EU ES -pt you:	Nonverbal			
80		P3	nod nod	Nonverbal			
80		P4	I studied uh Finance? # And: uh: then I came to the Netherlands	Verbal			
80		P4	circ :EU- -EU:	Nonverbal			

80		P4	:fidg-	Nonverbal			
80		P3	nod	Nonverbal			
80		P4	to: to do a Master's and completely changed my career	Verbal			
80		P4	-fidg: pt side	Nonverbal			
80		P3	:BD + nod-	Nonverbal			
80		P4	from Finance to Data Science and do more # development and tech.	Verbal			
80		P4	:pt side- -pt side:	Nonverbal			
80		P3	-nod + BD:	Nonverbal			
80		P4	uhm: but yeah, it's a # it's a very nice country uhm:.	Verbal			
80		P4	pt side	Nonverbal			
80		P3	mv cl	Nonverbal			
80		P4	The Netherlands is # uh I really like it. and uh-	Verbal			
80		P4	ES mim ball :fidg- ED	Nonverbal			
80		P3	smile	Nonverbal			
81	05:47	P3	So how long have you been staying in Netherlands?	Verbal			
81		P4	-fidg-	Nonverbal			
82	06:18	P4	I've been in the Netherlands since August of 2018. So close to: four years.	Verbal			
82		P4	-fidg: rest ES	Nonverbal			
83	06:25	P3	# Mhm four years. So	Verbal	CW	CW: in this whole conversation, turn taking goes very fast, there is little overlap but it switches quickly. Many turns as well, sign for a good conversation?	Non-communication
83		P3	nod nod	Nonverbal			
84	06:26	P4	yeah close to four years uhm:	Verbal			
84		P4	EU :smile-	Nonverbal			
85	06:29	P3	I guess you speak the language also. The Dutch language.	Verbal	P3_T35-37	P3 did not give him any look	shared laughter

85		P3	:smile-	Nonverbal	P4_T30-31	P3 did not give him any look, but in T85 made the assumption of P4 speaking the language. Emotion? Embarrassment? Reaction: Making a joke (T92)	shared laughter
85		P4	-smile-	Nonverbal			
86	06:31	P4	uh: I was- I was almost sure you would ask that.	Verbal			
86		P4	-smile- ES	Nonverbal			
86		P3	-smile-	Nonverbal			
87	06:35	P3	[laughter]	Verbal			
87		P3	-smile-	Nonverbal			
87		P4	-smile-	Nonverbal			
88	06:35	P4	And I- and I have to, and I have to disappoint you there. [laughter]	Verbal	CW	CW: uncomfortable laugh?	other
88		P4	-smile- pull ES	Nonverbal			
88		P3	-smile-	Nonverbal			
89	06:39	P3	[laughter]	Verbal			
89		P3	-smile-	Nonverbal			
89		P4	-smile-	Nonverbal			
90	06:39	P4	[coughs] But then- then that leaves the responsibility upon you	Verbal			
90		P4	-smile- :pt you-	Nonverbal			
90		P3	-smile-	Nonverbal			
90		P4	to learn the language	Verbal			
90		P4	-smile- -pt you-	Nonverbal			
90		P3	-smile-	Nonverbal			
91	06:47	P3	Aha	Verbal			
91		P3	-smile-	Nonverbal			
91		P3	nod	Nonverbal			
92	06:47	P4	uh in under 4 years, because apparently, I haven't done it. [laughter]	Verbal			
92		P4	-smile- block	Nonverbal			
92		P3	-smile- nod	Nonverbal			

92		P4	And you gave me the look.	Verbal	P3_T35-37	P3 did not give him any look	shared laughter
92		<i>P4</i>	<i>-smile- pt you</i>	<i>Nonverbal</i>	P4_T30-31	P3 did not give him any look, but in T85 made the assumption of P4 speaking the language. Emotion? Embarrassment? Reaction: Making a joke (T92)	shared laughter, intimacy
92		<i>P3</i>	<i>-smile-</i>	<i>Nonverbal</i>			
93	06:54	P3	[laughter]	Verbal			
93		<i>P3</i>	<i>-smile-</i>	<i>Nonverbal</i>			
93		<i>P4</i>	<i>-smile-</i>	<i>Nonverbal</i>			
94	06:55	P4	So [laughter] so it is on you now, my friend.	Verbal	CW	CW: first time calling my friend?	intimacy
94		<i>P4</i>	<i>-smile- pt you</i>	<i>Nonverbal</i>			
94		<i>P3</i>	<i>-smile-</i>	<i>Nonverbal</i>			
95	06:58	P3	Wh- why do you think is eh is uh most people in Netherlands live in uh	Verbal			
95		<i>P3</i>	<i>/ -smile:</i>	<i>Nonverbal</i>			
95		<i>P4</i>	<i>-smile- EU :fidg-</i>	<i>Nonverbal</i>			
95		P3	for so- for quite so long? They don't learn the language.	Verbal			
95		<i>P4</i>	<i>-fidg- -smile:</i>	<i>Nonverbal</i>			
96	07:07	P4	yeah	Verbal			
96		<i>P4</i>	<i>-fidg-</i>	<i>Nonverbal</i>			
97	07:07	P3	uh most cases I've- I've observed that. Why do you think is the reason?	Verbal			
97		<i>P3</i>	<i>/</i>	<i>Nonverbal</i>			
97		<i>P4</i>	<i>-fidg: EU 's 's</i>	<i>Nonverbal</i>			
98	07:11	P4	uhm: # there are many reasons that I have at least observed. # uhm:	Verbal	CW	CW: not a full smile, but P3 keeps a 'friendly' expression throughout most of the conversation. Lighting makes it partially difficult to see his face, but that friendly (half	other

						smile) makes up for a lot of it, also for the "lack" of nonverbal communication)	
98		P4	's	:mim ball- smile	Nonverbal		
98		P4	one of the reasons is, # for many people # like myself, it is not mandatory		Verbal		
98		P4		-mim ball: _me circ	Nonverbal		
98		P3		nod	Nonverbal		
98		P4	to learn the language like # no one is forcing you to: because		Verbal		
98		P4		circ circ pt side	Nonverbal		
98		P3		nod nod	Nonverbal		
98		P4	everyone works in English. Sometimes even your job can be fully in English		Verbal		
98		P4		& circ :fidg-	Nonverbal		
98		P3		nod nod	Nonverbal		
98		P4	like myself. So # life is easy, even without Dutch.		Verbal		
98		P4		-fidg: "life" mim ball	Nonverbal		
98		P3		nod	Nonverbal		
99	07:35	P3	Mhm.		Verbal		
99		P3		nod	Nonverbal		
100	07:36	P4	And then the other reason is # that we- it's not the case for me,		Verbal		
100		P4		:BU- pt side _me shake -BU:	Nonverbal		
100		P4	because I have honestly not tried to learn.		Verbal		
100		P4		def circ	Nonverbal		
100		P3		nod	Nonverbal		
101	07:43	P3	Mh		Verbal		
102	07:44	P4	But what I hear a lot, and what I have observed is that a lot of people		Verbal		
102		P4		circ circ rub	Nonverbal		
102		P4	who try to learn Dutch, the Dutch people don't have the patience to		Verbal		
102		P4		fing tip circ circ pt you	Nonverbal		

103	07:52	P3	Mhm.	Verbal			
103		P4	<i>circ</i>	Nonverbal			
104	07:52	P4	teach them Dutch and because they speak English, and it's so easy to them	Verbal			
104		P4	<i>circ</i> <i>shake</i> <i>circ</i>	Nonverbal			
104		P3	<i>nod</i>	Nonverbal			
104		P4	they're like, okay, okay, okay, let's just say it in English.	Verbal			
104		P4	<i>def</i> <i>nod</i> <i>def</i>	Nonverbal			
104		P3	<i>:nod-</i>	Nonverbal			
105	07:57	P3	Mhm, yeah.	Verbal			
105		P3	<i>-nod:</i>	Nonverbal	P3_T39-40	Intentional NVE: nodding. Reason: understanding + sharing the same experience. Intentional NVE: smiling and laughing. Reason: sharing the same experience.	shared knowledge
106	07:58	P4	And you know, that, that	Verbal			
106		P4	<i>:smile-</i> <i>circ</i>	Nonverbal			
106		P3	<i>:smile-</i>	Nonverbal	P3_T39-40		shared knowledge
107	08:00	P3	[laughter]	Verbal			
107		P3	<i>-smile-</i>	Nonverbal			
107		P4	<i>-smile-</i>	Nonverbal			
108	08:00	P4	kind of like solves the problem. Whereas # you're not trying	Verbal			
108		P4	<i>-smile-</i> <i>circ</i>	Nonverbal			
108		P3	<i>-smile-</i> <i>nod</i>	Nonverbal	P3_T39-40		shared knowledge
108		P4	to solve a problem. You're trying to learn a language. uh # but I hear	Verbal			
108		P4	<i>-smile-</i> <i>:fdg-</i>	Nonverbal			
108		P3	<i>-smile-</i>	Nonverbal	P3_T39-40		shared knowledge

108		P4	it's kind- it's, it's kinda hard. uh: but it's- it's not my problem yet,	Verbal			
108		<i>P4</i>	<i>-fidg: ED -smile: def</i>	<i>Nonverbal</i>			
108		<i>P3</i>	<i>-smile: nod</i>	<i>Nonverbal</i>	P3_T39-40		shared knowledge
108		P4	because I haven't put an honest effort into it.	Verbal			
108		<i>P4</i>	<i>smile _me circ</i>	<i>Nonverbal</i>			
108		<i>P3</i>	<i>nod</i>	<i>Nonverbal</i>	P3_T39-40		shared knowledge
108		P4	So I cannot tell you that, you know, I tried:	Verbal			
108		<i>P4</i>	<i>:smile- def wave</i>	<i>Nonverbal</i>			
108		<i>P3</i>	<i>:smile-</i>	<i>Nonverbal</i>			
109	08:18	P3	[laughter]	Verbal			
109		<i>P3</i>	<i>-smile-</i>	<i>Nonverbal</i>			
109		<i>P4</i>	<i>-smile-</i>	<i>Nonverbal</i>			
110	08:18	P4	and they won't let me. Well, yeah.	Verbal			
110		<i>P3</i>	<i>-smile-</i>	<i>Nonverbal</i>			
110		<i>P4</i>	<i>-smile- circ :fidg-</i>	<i>Nonverbal</i>			
111	08:20	P3	But uh: the usual excuse is that uh: # that what I hear from most people, the:	Verbal			
111		<i>P3</i>	<i>/ -smile: mim</i>	<i>Nonverbal</i>			
111		<i>P4</i>	<i>-smile- -fidg-</i>	<i>Nonverbal</i>			
112	08:26	P4	yeah?	Verbal			
112		<i>P4</i>	<i>-smile- -fidg-</i>	<i>Nonverbal</i>			
113	08:27	P3	excuse they make is that # Ah: since we get uhm: eh all of the	Verbal			
113		<i>P3</i>	<i>shake</i>	<i>Nonverbal</i>			
113		<i>P4</i>	<i>-smile- -fidg- nod ES</i>	<i>Nonverbal</i>			
113		P3	all what we want in English,	Verbal			
113		<i>P4</i>	<i>-smile- -fidg-</i>	<i>Nonverbal</i>			
114	08:34	P4	yeah!	Verbal			
114		<i>P4</i>	<i>-smile- -fidg-</i>	<i>Nonverbal</i>			
115	08:34	P3	what's the need for: uh: studying Dutch they say. And uh # anyway,	Verbal			

115		P3	<i>shake</i> <i>smile</i> <i>shake</i>	Nonverbal		
115		P4	<i>-smile-</i> <i>nod</i> <i>-fdg:</i>	Nonverbal		
115		P3	anybody can listen us in English. uh: # Dutch people can speak English.	Verbal		
115		P4	<i>-smile-</i> <i>mv cl</i>	Nonverbal		
115		P3	So # uh: why would- that's the: that's the actually, for for me,	Verbal		
115		P3	<i>BU</i> <i>shake</i> <i>pt me</i>	Nonverbal		
115		P4	<i>-smile:</i>	Nonverbal		
115		P3	the reason is: uh like yours. uh, I did not try.	Verbal		
115		P3	<i>EUS</i> <i>shake</i>	Nonverbal		
116	08:53	P4	yeah	Verbal		
116		P4	<i>smile ES</i>	Nonverbal		
117	08:53	P3	I didn't push it uh	Verbal		
117		P3	<i>circ</i>	Nonverbal		
118	08:54	P4	yeah	Verbal		
118		P4	<i>smile ES</i>	Nonverbal		
119	08:55	P3	to learn. [laughter]	Verbal		
119		P3	<i>shake</i> <i>smile</i>	Nonverbal		
120	08:56	P4	I mean, you've been here just for six months, right?	Verbal		
120		P4	<i>:smile-</i> <i>BU</i>	Nonverbal		
121	08:58	P3	yeah, I've been here for for six months.	Verbal		
121		P3	<i>mv aw</i>	Nonverbal		
121		P4	<i>-smile-</i>	Nonverbal		
122	09:00	P4	Okay	Verbal		
122		P4	<i>-smile- mv aw</i>	Nonverbal		
123	09:01	P3	I only know the very basics.	Verbal		
123		P3	<i>:tiny-</i> <i>-tiny:</i>	Nonverbal		
123		P4	<i>-smile- EUS</i>	Nonverbal		
124	09:03	P4	Okay, so it I mean, you're still excused you're still new.	Verbal		
124		P4	<i>-smile- mv cl</i> <i>bal</i> <i>bal</i>	Nonverbal		
124		P3	<i>:smile-</i>	Nonverbal		

125	09:07	P3	[laughter]	Verbal	P4_T34-35	P3's NVE laughter is not awkward.	shared laughter
125		P3	-smile-	Nonverbal			
125		P4	-smile-	Nonverbal			
126	09:07	P4	Breaking it in. How about your family that's lived here for years?	Verbal			
126		P4	-smile: circ pt you	Nonverbal			
126		P3	-smile- nod nod	Nonverbal	CW	CW: P3 sometimes uses nods to show he's listening, or as here to show he understood	active listening
126		P4	uh: do they speak good Dutch?	Verbal			
126		P4	:fidg- ES	Nonverbal			
126		P3	-smile:	Nonverbal			
127	09:13	P3	uh yeah, it's actually it's my mother: who's been here for: about 25 years?	Verbal			
127		P3	EU EUS EU BD BU	Nonverbal	CW	CW: doubtful	Focus & Reflection
127		P4	-fidg-	Nonverbal			
128	09:18	P4	Oh: impressive.	Verbal			
128		P4	O nod -fidg:	Nonverbal			
129	09:20	P3	And uh: #1 my sister and my brother were born here.	Verbal			
129		P3	ES	Nonverbal			
129		P4	nod O BU	Nonverbal			
130	09:25	P4	Oh nice	Verbal			
131	09:26	P3	and uh: # their mother tongue is Dutch actually my brother	Verbal			
131		P3	:()- (-):	Nonverbal			
131		P4	nod 's	Nonverbal			
132	09:29	P4	okay	Verbal			
132		P4	nod	Nonverbal			
133	09:29	P3	and my sister.	Verbal			
134	09:30	P4	Okay, ah okay	Verbal			
134		P4	's EUS nod	Nonverbal			

135	09:31	P3	My mother she speaks uh: she speaks Dutch also She speaks Dutch yeah	Verbal			
135		P3	<i>EU shake</i>	Nonverbal			
135		P4	<i>nod nod</i>	Nonverbal			
136	09:35	P4	nice. Nice. That's very nice. yeah yeah	Verbal			
136		P4	<i>:smile- nod nod</i>	Nonverbal			
136		P3	<i>:smile- nod</i>	Nonverbal			
137	09:38	P3	But yeah, I don't know when she uh: when she started to learn?	Verbal			
137		P3	<i>-smile- EU</i>	Nonverbal			
137		P4	<i>-smile: L L</i>	Nonverbal			
137		P3	because it's [laughter] it's 25 years.	Verbal			
137		P3	<i>-smile-</i>	Nonverbal			
138	09:46	P4	yeah, of course. Of course. After this time. It's all just, it's all just a mix.	Verbal			
138		P4	<i>nod :smile- circ</i>	Nonverbal			
138		P3	<i>-smile- nod</i>	Nonverbal			
139	09:49	P3	yeah it's obvious. yeah. [laughter]	Verbal			
139		P3	<i>-smile- nod</i>	Nonverbal			
139		P4	<i>-smile-</i>	Nonverbal			
140	09:50	P4	yeah, yeah yeah. That's impressive. My- my mother also moved uhm.	Verbal			
140		P4	<i>EUS -smile: pt down</i>	Nonverbal			
140		P3	<i>-smile:</i>	Nonverbal			
140		P4	My mother is Lebanese.	Verbal	CW	CW: shakes head as sign of 'i didn't explain that yet'?	emphasis
140		P4	<i>shake circ</i>	Nonverbal			
141	09:56	P3	Mhm.	Verbal			
142	09:57	P4	She moved from Lebanon to Greece. uhm	Verbal			
142		P4	<i>wave wave</i>	Nonverbal			
143	09:59	P3	Okay.	Verbal			
143		P3	<i>nod</i>	Nonverbal			
144	09:59	P4	uh: when, you know, she got married with my father, and # they had children.	Verbal			

144		P4	<i>circ</i>	<i>circ</i>	Nonverbal				
			's						
144		P3		<i>nod</i>	<i>nod</i>	Nonverbal	CW	CW: "I'm listening"	active listening
144		P4	uhm: uh # and # my mother went to Greece without speaking any, any Greek.			Verbal			
144		P4	<i>:shake-</i>	<i>circ</i>	<i>circ</i>	Nonverbal			
144		P3	<i>nod</i>			Nonverbal			
144		P4	But, of course, she has been now in Greece for: you know, 35, 40 years.			Verbal			
144		P4	<i>circ</i>	<i>-shake:</i>	<i>circ</i>	Nonverbal			
144		P3	<i>[picks up laptop and moves it to a different spot in the room]</i>			Nonverbal	P3_T43-44	Intention: finding a spot with better lighting. CW: Social act?	social act
145	10:17	P3	Mhm.			Verbal			
146	10:17	P4	So now of course, it's: she's speaks the language like any other.			Verbal			
146		P4	<i>:smile-</i>	<i>circ</i>		Nonverbal			
146		P3	<i>[puts laptop back down at original spot]</i>			Nonverbal			
147	10:21	P3	Mhm.			Verbal			
147		P4	<i>-smile-</i>			Nonverbal			
148	10:22	P4	But it- it is impressive to think # that you know, you go from struggling			Verbal			
148		P4	<i>-smile-</i>	<i>pt you</i>	<i>tiny pt side</i>	Nonverbal			
148		P4	in a language to: not even realizing			Verbal			
148		P4	<i>-smile-</i>	<i>pt you pt me</i>		Nonverbal			
148		P4	when you couldn't speak the language after all these years.			Verbal			
148		P4	<i>-smile-</i>	's	<i>wave</i>	Nonverbal			
148		P3	<i>:smile-</i>			Nonverbal			
149	10:33	P3	yeah			Verbal			
149		P3	<i>-smile-</i>			Nonverbal			
149		P4	<i>-smile-</i>			Nonverbal			
150	10:33	P4	And it's impressive.			Verbal			
150		P4	<i>-smile-</i>	<i>rub</i>		Nonverbal			

150		P3	-smile- BU	Nonverbal		
151	10:34	P3	And your father is from Lebanon to or?	Verbal		
151		P3	-smile: rock	Nonverbal		
151		P4	-smile: :fidg-	Nonverbal		
152	10:37	P4	No, no my father is Greek, but	Verbal		
152		P4	-fidg-	Nonverbal		
153	10:39	P3	Oke	Verbal		
153		P3	nod	Nonverbal		
153		P4	ED	Nonverbal		
154	10:39	P4	his parents were uh refugees. # uhm: so my father was born in Syria?	Verbal		
154		P4	mim ball BU :ES- pt side	Nonverbal		
155	10:45	P3	Mhm	Verbal		
155		P4	-ES:	Nonverbal		
156	10:45	P4	And he was raised in Lebanon	Verbal		
156		P4	pt side	Nonverbal		
157	10:47	P3	In Lebanon	Verbal		
157		P3	nod	Nonverbal		
158	10:47	P4	when they had fled Greece. # uhm and they eh they landed there. # yeah.	Verbal		
158		P4	pt side :fidg- EU	Nonverbal		
159	10:52	P3	So uh: how- how did you see the: your experience in Utrecht?	Verbal		
159		P3	:rock- /	Nonverbal		
159		P4	-fidg-	Nonverbal		
159		P3	You're studying in Utrecht, right?	Verbal		
159		P3	BU -rock:	Nonverbal		
159		P4	-fidg- BU	Nonverbal		
160	10:59	P4	I've: I've finished my studies in Tilburg, # and I am now working in Utrecht.	Verbal		
160		P4	-fidg- EUS ()	Nonverbal		
161	11:04	P3	uhuh. ah.	Verbal		
161		P3	nod	Nonverbal		

161		P4	-fidg-	Nonverbal			
162	11:05	P4	yeah. uh:	Verbal			
162		P4	-fidg- ES	Nonverbal			
163	11:06	P3	So what do you do in Utrecht?	Verbal	P3_T47-54, P4_T37-40	Problem: Misunderstanding (do in/love Utrecht). P3: No strategy commented. CW: P3 seems to just go with it. NVE: smiling of P3. P4: did not realize it during the conversation, only now during watching.	non-communication
163		P4	-fidg-	Nonverbal			
164	11:08	P4	I love Utrecht. I really like it.	Verbal			
164		P4	-fidg- / smile	Nonverbal			
164		P3	:smile-	Nonverbal	P3_T47-54		non-communication
165	11:11	P3	[laughter]	Verbal	P3_T47-54		non-communication
165		P3	-smile-	Nonverbal	P3_T47-54		non-communication
166	11:11	P4	It's a beautiful, beautiful city. uh: it's big enough, but also small enough	Verbal			
166		P4	-fidg: circ tiny tiny	Nonverbal			
166		P3	-smile- nod	Nonverbal			
166		P4	# uhm: uh: It's clean. It doesn't have as many tourists as you will see in # uh	Verbal			
166		P4	circ circ bal	Nonverbal			
166		P3	-smile: nod	Nonverbal			
167	11:22	P3	yeah	Verbal			
167		P3	nod	Nonverbal			
168	11:22	P4	in Amsterdam. And it's really beautiful. You know, it's uhm:,	Verbal			
168		P4	bal circ rub EUS	Nonverbal			

168		P3	<i>nod</i>	<i>nod</i>	Nonverbal			
168		P4	it- it has the architecture that you will see in Amsterdam, but at the same time,		Verbal			
168		P4	<i>BD</i>	<i>mim ball</i>	Nonverbal			
168		P3	<i>nod</i>		Nonverbal			
168		P4	it's- it's small enough for you to like walking around.		Verbal			
168		P4	<i>circ</i>	<i>circ</i>	Nonverbal			
168		P3	<i>nod</i>		Nonverbal			
169	11:33	P3	yeah exactly.		Verbal			
169		P3	<i>nod</i>		Nonverbal			
169		P4	's		Nonverbal			
170	11:35	P4	And yeah, I- I really like it. I came here and I started living here.		Verbal			
170		P4	<i>shake</i>	's	<i>wave</i>	<i>wave</i>	Nonverbal	
170		P4	Even when I wasn't studying in Utrecht.		Verbal			
170		P4	<i>pt down</i>		Nonverbal			
171	11:40	P3	Mhm		Verbal			
172	11:41	P4	Even when I was working in Amsterdam,		Verbal			
172		P4	<i>shake</i>	<i>pt down</i>		Nonverbal		
172		P4	I lived here because it's so close with uh public transportation.		Verbal			
172		P4	<i>shake</i>	<i>circ</i>	<i>rub</i>	<i>EUS</i>	Nonverbal	
172		P3	<i>nod</i>		<i>nod</i>	Nonverbal		
173	11:46	P3	Mhm		Verbal			
174	11:48	P4	And yeah, if you: if you ever think of- of moving to: if you ever		Verbal			
174		P4	<i>smile</i>	<i>mim ball</i>	<i>mim ball</i>		Nonverbal	
174		P4	think of moving somewhere, I mean, Utrecht is a really really nice place to be.		Verbal			
174		P4	<i>:smile-</i>	<i>:bal-</i>	-	Nonverbal		
174		P3	<i>smile</i>		Nonverbal			
175	11:55	P3	yeah:		Verbal			

175		P3	/	Nonverbal	CW	CW: P3 showing signs of doubt, t175-179	Focus & Reflection
175		P4	-smile-	Nonverbal			
176	11:55	P4	uh:	Verbal			
176		P4	_me	Nonverbal			
177	11:55	P3	Also Utrecht it looks very busy # uh: a busy city.	Verbal			
177		P3	:(-)-(-):	Nonverbal			
178	12:00	P4	It is! It is a busy city, but uh you can get away from: # the-	Verbal			
178		P4	ES frame	Nonverbal			
178		P3	EDS	Nonverbal			
178		P4	the very busy hotspot, just you know, two minutes walking #	Verbal			
178		P4	mim ball frame	Nonverbal			
178		P3	nod nod	Nonverbal			
179	12:10	P3	Mhm	Verbal			
180	12:10	P4	from the: Utrecht Centraal because that's- it's very busy	Verbal			
180		P4	mim ball circ EUS	Nonverbal			
180		P3	nod	Nonverbal			
180		P4	because uh Utrecht is connected to the whole of Europe # by train.	Verbal			
180		P4	pt down frame	Nonverbal			
180		P3	nod	Nonverbal			
181	12:17	P3	Mhm	Verbal			
182	12:17	P4	So a lot of people either come in or through or	Verbal			
182		P4	circ pt down pt side	Nonverbal			
183	12:21	P3	yeah mhm	Verbal			
183		P3	BU nod	Nonverbal			
184	12:21	P4	leave Utrecht # so: yeah, it is- uhm: uh: it's: it's actually	Verbal			
184		P4	wave EUS nod	Nonverbal			
184		P3	nod EUS BD	Nonverbal			
184		P4	a very # famous hotspot for expats.	Verbal			
184		P4	EUS nod	Nonverbal			

185	12:29	P3	Mhm	Verbal			
185		P3	nod	Nonverbal			
186	12:29	P4	There's a lot of people that exclusively work in Amsterdam,	Verbal			
186		P4	pt up wave	Nonverbal			
186		P3	:nod-	Nonverbal			
186		P4	but choose to live in Utrecht because it's very close or with the car. uhm:	Verbal			
186		P4	pt down pt side wave	Nonverbal	CW	CW: whole Utrecht section P4 uses a lot of supportive signaling, and is talking a lot. Easier to follow	emphasis
186		P3	-nod:	Nonverbal			
187	12:36	P3	Mhm	Verbal			
188	12:37	P4	But also because of # how nice it is and how: quiet it can be.	Verbal			
188		P4	wave :smile- circ -smile:	Nonverbal			
188		P4	uhm: it's a really nice place. I don't know, # do you- do you come a lot?	Verbal			
188		P4	:fidg- EUS block bal	Nonverbal			
188		P4	I don't know with the course? how it is but uh:	Verbal			
188		P4	-fidg- shake	Nonverbal	CW	CW: shake as in not knowing	emphasis
188		P3	:rock- -rock:	Nonverbal			
189	12:49	P3	yeah I come about uh: three, three days a week?	Verbal			
189		P4	-fidg-	Nonverbal			
190	12:52	P4	Three days a week. Okay.	Verbal			
190		P4	-fidg- nod	Nonverbal			
191	12:53	P3	Yea- yeah. At least- at least two wee- two weeks.	Verbal			
191		P3	/ /	Nonverbal			
191		P4	-fidg- nod	Nonverbal			
192	12:57	P4	Okay. That's nice. And how do you like it as someone who doesn't live in Utrecht.	Verbal			
192		P4	-fidg- shake wave	Nonverbal			

193	13:01	P3	yeah, it's very: uh good.	Verbal			
193		<i>P4</i>	<i>-fidg-</i>	<i>Nonverbal</i>			
194	13:03	P4	Mhm	Verbal			
194		<i>P4</i>	<i>-fidg- nod</i>	<i>Nonverbal</i>			
195	13:03	P3	Most of you see uh: people of your age?	Verbal			
195		<i>P3</i>	<i>ES</i>	<i>Nonverbal</i>			
195		<i>P4</i>	<i>-fidg-</i>	<i>Nonverbal</i>			
196	13:06	P4	yeah?	Verbal			
196		<i>P4</i>	<i>-fidg- nod</i>	<i>Nonverbal</i>			
197	13:06	P3	middle uh: aged people.	Verbal			
197		<i>P4</i>	<i>-fidg-</i>	<i>Nonverbal</i>			
198	13:08	P4	Mhm	Verbal			
198		<i>P4</i>	<i>-fidg- nod</i>	<i>Nonverbal</i>			
199	13:08	P3	uh: # Because it's a: #1 it's a city of studies. And I think	Verbal			
199		<i>P3</i>	<i>ED</i> <i>BD</i> <i>BU</i>	<i>Nonverbal</i>			
199		<i>P4</i>	<i>-fidg-</i>	<i>Nonverbal</i>			
200	13:14	P4	Mhm	Verbal			
200		<i>P4</i>	<i>-fidg- nod</i>	<i>Nonverbal</i>			
201	13:14	P3	it's a city of universities.	Verbal			
201		<i>P3</i>	<i>BU</i>	<i>Nonverbal</i>			
201		<i>P4</i>	<i>-fidg-</i>	<i>Nonverbal</i>			
202	13:16	P4	yeah	Verbal			
202		<i>P4</i>	<i>-fidg- nod</i>	<i>Nonverbal</i>			
203	13:16	P3	And uh: the universities are uh: very big. And uh: # I've seen a lot of youths.	Verbal			
203		<i>P3</i>	<i>shake</i> <i>ED</i> <i>/</i>	<i>Nonverbal</i>			
203		<i>P4</i>	<i>-fidg-</i> <i>nod</i>	<i>Nonverbal</i>			
204	13:23	P4	yeah	Verbal			
204		<i>P4</i>	<i>-fidg- nod</i>	<i>Nonverbal</i>			
205	13:24	P3	It's a city of the youth.	Verbal			

205		P3	<i>smile</i>	Nonverbal			
205		P4	<i>-fidg- nod</i>	Nonverbal			
206	13:25	P4	True.	Verbal			
206		P4	<i>-fidg- nod</i>	Nonverbal			
207	13:26	P3	And uh:	Verbal			
207		P4	<i>-fidg-</i>	Nonverbal			
208	13:26	P4	Very true.	Verbal			
208		P4	<i>-fidg- nod</i>	Nonverbal			
209	13:27	P3	And uh one time I've observed that uh in the train station # also.	Verbal			
209		P4	<i>-fidg-</i>	Nonverbal			
209		P3	It's the- it's the I think it's the busiest in Netherlands.	Verbal			
209		P3	<i>EUS</i>	Nonverbal			
209		P4	<i>-fidg-</i>	Nonverbal			
210	13:33	P4	Mhm	Verbal			
210		P4	<i>-fidg- nod</i>	Nonverbal			
211	13:34	P3	I see it very crowded, # and uh: #2 it's a # busy city, and I like it very much	Verbal			
211		P3	<i>/ shake</i>	Nonverbal			
211		P4	<i>-fidg- nod</i>	Nonverbal			
211		P3	and uh # also the Ut- Utrecht University is very good also this	Verbal			
211		P3	<i>EUS pull</i>	Nonverbal			
211		P4	<i>-fidg-</i>	Nonverbal			
212	13:45	P4	yeah	Verbal			
212		P4	<i>-fidg- nod</i>	Nonverbal			
213	13:46	P3	Lot's of faculties # and uh # it's big enough.	Verbal			
213		P3	<i>shake</i>	Nonverbal	CW	CW: contradicting nv vs. v?	other
213		P4	<i>-fidg-</i>	Nonverbal			
214	13:49	P4	yeah, yeah true. True. True. It has all of that stuff. Ah I mean,	Verbal			
214		P4	<i>nod EUS -fidg: bal</i>	Nonverbal			
214		P3	<i>smile nod</i>	Nonverbal			
214		P4	that's wh- that's why I don't really have to sell it much you know,	Verbal			

214		P4	:bal-	Nonverbal		
214		P4	Utrecht has all of those things and more.	Verbal		
214		P4	smile -bal:	Nonverbal		
215	13:57	P3	yeah [laughter]	Verbal		
215		P3	nod smile	Nonverbal		
216	13:57	P4	It's really nice. It's really complete. #	Verbal		
216		P4	:smile- circ rub	Nonverbal		
217	13:59	P3	yeah	Verbal		
217		P3	nod smile	Nonverbal		
217		P4	-smile-	Nonverbal		
218	13:59	P4	And uh: # uh it has this very distinct difference with Amsterdam, that it-	Verbal		
218		P4	-smile- :tiny-	Nonverbal		
219	14:04	P3	yeah	Verbal		
219		P3	nod	Nonverbal		
219		P4	-smile- -tiny-	Nonverbal		
220	14:04	P4	it's very busy? but it's not that busy.	Verbal		
220		P4	-smile- -tiny:	Nonverbal		
221	14:07	P3	yeah	Verbal		
221		P4	-smile-	Nonverbal		
222	14:07	P4	So: y- you know [inaudible]	Verbal		
222		P4	-smile- bal	Nonverbal		
222		P3	smile	Nonverbal		
223	14:09	P3	What do you study in uh, in Netherlands?	Verbal		
223		P4	-smile- :fidg-	Nonverbal		
224	14:12	P4	uh # Data science.	Verbal		
224		P4	-fidg- -smile:	Nonverbal		
225	14:14	P3	# Data science? okay.	Verbal		
225		P3	BU	Nonverbal		
225		P4	-fidg-	Nonverbal		
226	14:16	P4	yes.	Verbal		

226		P4	-fidg- nod	Nonverbal		
227	14:16	P3	Oh, that's good.	Verbal		
227		P3	nod	Nonverbal		
227		P4	-fidg-	Nonverbal		
228	14:17	P4	yeah.	Verbal		
228		P4	-fidg-	Nonverbal		
229	14:19	P3	# uh:	Verbal		
229		P4	-fidg-	Nonverbal		
230	14:19	P4	uhm:	Verbal		
230		P4	-fidg- EUS	Nonverbal		
231	14:20	P3	So currently are not studying in Utrecht University?	Verbal		
231		P3	:rock-	Nonverbal		
231		P4	-fidg:	Nonverbal		
232	14:22	P4	No, no, no, no currently, I'm not uh: studying.	Verbal		
232		P4	BU 's	Nonverbal		
232		P3	nod -rock:	Nonverbal		
232		P4	I got connected to this study through a friend.	Verbal		
232		P4	pt you circ	Nonverbal		
233	14:27	P3	Oh	Verbal		
233		P3	O nod	Nonverbal		
234	14:29	P4	uhm: And yeah, I was like, why not do it? uhm: But no, no currently,	Verbal		
234		P4	wave	Nonverbal		
234		P3	nod	Nonverbal		
234		P4	I'm not studying at the Utrecht University. I studied uh # Data science	Verbal		
234		P4	:rub-	Nonverbal		
234		P4	and I'm uh: I'm actually working now. I work at Rabobank.	Verbal		
234		P4	-rub- nod nod	Nonverbal		
234		P3	nod	Nonverbal		
235	14:39	P3	Oh, that's good.	Verbal		
235		P3	/	Nonverbal		

235		P4	-rub-	Nonverbal			
236	14:40	P4	yeah	Verbal			
236		P4	-rub: nod	Nonverbal			
237	14:40	P3	So uh: how do you see the uhm: uh if you- if someone studies	Verbal			
237		P3	ES	Nonverbal			
237		P3	in Utrecht University #	Verbal			
238	14:47	P4	Mhm	Verbal			
238		P4	BU nod	Nonverbal			
238		C W	[enters the Teams meeting, on mute]	Nonverbal			
239	14:48	P3	what- what's his future looks like # in Netherlands actually	Verbal			
239		P3	:rock-	Nonverbal			
239		P3	in the career- in his career, and in the-	Verbal			
239		P3	-rock: smile	Nonverbal			
239		P4	ES	Nonverbal			
240	14:55	P4	# Are you cutting us off the conversation?	Verbal			Intimacy
240		P4	ES	Nonverbal			
240		P3	:smile-	Nonverbal			
241	14:58	C W	If you wanna continue go ahead [laughter]	Verbal			
241		P3	-smile-	Nonverbal			
242	15:00	P4	Of course, I'll continue!	Verbal	CW	CW: good sign for conversation, didn't want to leave it unfinished. Positive nonverbal response by P3	Intimacy
242		P3	-smile- nod	Nonverbal			
242		P4	smile 's	Nonverbal			
243	15:01	P3	[laughter]	Verbal			
243		P3	-smile-	Nonverbal			
244	15:01	P4	I- I think that uh Utrecht University is one of the best universities	Verbal			
244		P3	-smile: nod	Nonverbal			

244		P4	:fidg-	Nonverbal			
244		P4	in the Netherlands. So: uh I think it's a very good asset to have in your CV. So	Verbal			
244		P4	-fidg-	Nonverbal			
245	15:10	P3	Mhm	Verbal			
245		P3	nod	Nonverbal			
245		P4	-fidg-	Nonverbal			
246	15:10	P4	and uh most of the people that I know and as you said,	Verbal			
246		P4	-fidg- shake pt you	Nonverbal			
246		P4	Utrecht University has amazing faculties. So #1 uh: I think you know,	Verbal			
246		P4	-fidg- EUS shake	Nonverbal			
246		P4	it's what you make of it, right? You:	Verbal			
246		P4	-fidg:	Nonverbal			
247	15:19	P3	Mhm	Verbal			
247		P3	nod	Nonverbal			
248	15:19	P4	You can study: but you can just be present and not do much with it.	Verbal			
248		P4	circ	Nonverbal			
248		P4	But uh: I think if you chase after it, which I- I think you're doing like	Verbal			
248		P4	circ wave 's	Nonverbal			
248		P3	nod	Nonverbal	CW	CW: P3 is confirming	rapport
248		P4	if you chase after it, I think you'll uh # have a bright future ahead of you.	Verbal			
248		P4	nod smile rub	Nonverbal			
249	15:31	P3	Aha	Verbal			
249		P3	nod	Nonverbal			
250	15:31	P4	yeah.	Verbal			
250		P3	smile	Nonverbal			
250		P4	smile nod	Nonverbal			
251	15:32	P3	yeah	Verbal			
252	15:33	P4	And I wish you all the best man and good luck	Verbal			
252		P4	BU smile thb up	Nonverbal			

252		P3	:smile- /	Nonverbal		
253	15:34	P3	[laughter]	Verbal		
253		P3	-smile-	Nonverbal		
254	15:34	P4	Genuinely.	Verbal		
254		P4	shake	Nonverbal		
254		P3	-smile-	Nonverbal		
255	15:35	P3	Thank you. Thank you very much my friend. Thank you very much.	Verbal		
255		P3	-smile:	Nonverbal		
255		P4	smile nod	Nonverbal		
256	15:38	P4	It was a very nice conversation. Did we uh: pass the test?	Verbal		
256		P4	smile mim ball	Nonverbal		
256		P3	smile fdg smile	Nonverbal		
257	15:42	C W	You passed the test [laughter]	Verbal		
257		P4	smile	Nonverbal		
258	15:43	P3	[laughter]	Verbal		
258		P3	smile	Nonverbal		
258		P4	smile	Nonverbal		
259	15:43	C W	I have not rewatched it yet, but [laughter]	Verbal		
259		P4	smile	Nonverbal		
260	15:47	P4	Okay # Well it was interesting. Enjoy it.	Verbal		
260		P4	smile smile	Nonverbal		
260		P3	smile	Nonverbal		
261	15:49	P3	yeah. [laughter]	Verbal		
261		P3	smile nod	Nonverbal		
261		P4	smile	Nonverbal		
262	15:49	C W	Very nice	Verbal		
262		P4	smile	Nonverbal		

263	15:50	P3	It was a conversation was actually good. It was interesting.	Verbal			
263		<i>P3</i>	<i>/</i>	<i>nod</i>	<i>pull nod</i>	<i>Nonverbal</i>	
263		<i>P4</i>	<i>smile</i>			<i>Nonverbal</i>	
264	15:54	P4	yeah.	Verbal			
264		<i>P4</i>	<i>smile nod</i>			<i>Nonverbal</i>	
264		<i>P3</i>	<i>smile</i>			<i>Nonverbal</i>	

8.12. Transcription pair 3

Turn	Time	P	Utterances	Type of utterance	IPR-turn	IPR assessment	Category
1	00:10	P3	Hi, how are you? [laughter]	Verbal			
1		P3	<i>smile</i>	Nonverbal	CW	CW: P3 is with his phone in a train station. Will be moving his camera a lot, only transcribing it in case sth relevant happens. Else: very much camera or body displacement, unclear if communicative or not. Also camera angle often hides part of his face (chin / mouth), makes it harder to see.	other
2	00:11	P1	I'm good. How are you? [laughter]	Verbal			
2		P1	<i>:smile- mv cl</i>	Nonverbal			
2		P3	<i>smile</i>	Nonverbal			
3	00:13	P3	I'm doing good. And wha- what's your name?	Verbal			
3		P3	<i>smile</i>	Nonverbal			
3		P1	<i>-smile- mv aw</i>	Nonverbal			
4	00:15	P1	My name is [redacted: name].	Verbal			
4		P1	<i>mv cl</i>	Nonverbal			
4		P1	<i>-smile-</i>	Nonverbal			
5	00:16	P3	uh: [redacted: name pronounced incorrectly].	Verbal			
5		P1	<i>-smile- 's</i>	Nonverbal			
6	00:21	P1	yes [laughter].	Verbal			
6		P1	<i>-smile- hair</i>	Nonverbal			

7	00:23	P3	All right, my name is [redacted: name].	Verbal			
7		<i>P3</i>	<i>smile smile</i>	<i>Nonverbal</i>			
7		<i>P1</i>	<i>-smile- nod</i>	<i>Nonverbal</i>			
7		P3	And uhm uh you're volunteering here too right? Like me.	Verbal			
7		<i>P3</i>	<i>() ()</i>	<i>Nonverbal</i>			
7		<i>P1</i>	<i>-smile:</i>	<i>Nonverbal</i>			
8	00:31	P1	Sorry?	Verbal			
8		<i>P1</i>	<i>ear mv cl</i>	<i>Nonverbal</i>	CW	first time she can't understand	Reformulation & simplification
9	00:32	P3	You're volunteering:?	Verbal			
9		<i>P3</i>	<i>/</i>	<i>Nonverbal</i>			
10	00:34	P1	yeah I'm volunteering too. So how do you know uh Camilla?	Verbal			Recognitionals
10		<i>P1</i>	<i>nod mv aw [moves around to open the door]</i>	<i>Nonverbal</i>			
10		<i>P3</i>	<i>smile</i>	<i>Nonverbal</i>			
11	00:37	P3	uhm I know, Camilla by uh: she was looking for someone	Verbal			Recognitionals
11		<i>P3</i>	<i>ES ES</i>	<i>Nonverbal</i>			
11		<i>P1</i>	<i>mv cl hair</i>	<i>Nonverbal</i>			
11		P3	to volunteer or to participate # uh in her research #1 and uh, I think uh	Verbal			
11		<i>P3</i>	<i>() () /</i>	<i>Nonverbal</i>			
11		<i>P1</i>	<i>:rest- nod</i>	<i>Nonverbal</i>			
11		P3	she was she: just called the uh Inclusion team.	Verbal			
11		<i>P3</i>	<i>EUS EUS nod</i>	<i>Nonverbal</i>			
11		<i>P1</i>	<i>-rest-</i>	<i>Nonverbal</i>			
11		P3	And the Inclusion team just uh emailed us uh who wants to participate	Verbal			
11		<i>P3</i>	<i>/ ES () ES</i>	<i>Nonverbal</i>			
11		<i>P1</i>	<i>-rest-</i>	<i>Nonverbal</i>			
11		P3	in this meeting in this uh research? And then I volunteered, and uh uh	Verbal			
11		<i>P3</i>	<i>/ / ES smile</i>	<i>Nonverbal</i>			
11		<i>P1</i>	<i>-rest- nod</i>	<i>Nonverbal</i>			
11		P3	I emailed her personally she emailed me. And that's how we met.	Verbal			

11		P3	/ /	Nonverbal			
11		P1	-rest-	Nonverbal			
12	00:45	P1	Ha so you didn't really know each other beforehand.	Verbal			Recognitionals
12		P1	-rest: smile mv aw mv cl	Nonverbal			
12		P3	ES	Nonverbal			
13	01:14	P3	Ah, yeah! We didn't know each other before. We know, just a week ago.	Verbal			
13		P3	ES ES /	Nonverbal			
13		P1	:rest- -rest:	Nonverbal	CW	P1 seems to be moving back and forth more this meeting, is she restless?	Focus & Reflection
14	01:20	P1	Okay. Nice.	Verbal			
14		P1	smile ES	Nonverbal			
14		P3	smile	Nonverbal			
15	01:22	P3	And, and you? How do you two know each other?	Verbal			Recognitionals
15		P3	smile	Nonverbal			Recognitionals
16	01:25	P1	I'm uh:, I'm in the same Master's program as Camilla.	Verbal			Recognitionals
16		P1	:°-	Nonverbal			
17	01:29	P3	uhm	Verbal			
17		P3	nod	Nonverbal			
17		P1	-°-	Nonverbal			
18	01:31	P1	yeah. So uh: she already participated in my study:.	Verbal			
18		P1	-°-	Nonverbal			
18		P1	And now it's like, well, I can return the favor, so I will participate in yours.	Verbal			Recognitionals
18		P1	-°: :smile-	Nonverbal			
18		P3	smile :smile-	Nonverbal			
19	01:40	P3	Ah [laughter]	Verbal			
19		P3	-smile-	Nonverbal			
19		P1	-smile-	Nonverbal			
20	01:41	P1	So yeah. [laughter]	Verbal			

20		P1	-smile- BU	Nonverbal		
20		P3	-smile-	Nonverbal		
21	01:43	P3	So uh wha- what are you studying now?	Verbal		
21		P1	-smile:	Nonverbal		
21		P3	-smile:	Nonverbal		
22	01:47	P1	# What or where?	Verbal		
22		P1	BU mv cl	Nonverbal		
23	01:49	P3	uh you're - where and what? yeah.	Verbal		
23		P3	nod	Nonverbal		
24	01:51	P1	Oh, yeah. [laughter] So uh the study is intercultural communication.	Verbal		
24		P1	nod :smile- mv aw mv cl	Nonverbal		
24		P3	smile smile	Nonverbal		
24		P1	So basically, # uhm: it's all about communicating with people	Verbal		
24		P1	EUS -smile: shake BU	Nonverbal		
24		P3	EUS	Nonverbal		
24		P1	from different cultural backgrounds or nationalities,	Verbal		
24		P1	shake shake	Nonverbal		
24		P3	ES nod	Nonverbal		
24		P1	but also within nationality there's # so many differences between people,	Verbal		
24		P1	pt me circ shake mv aw	Nonverbal		
24		P3	nod ES EUS	Nonverbal		
24		P1	so, yeah. Being able to communicate with anyone is actually you know	Verbal		
24		P1	shake shake BU smile	Nonverbal		
24		P1	[laughter], the goal. uhm: #1 yeah, so also, in Utrecht,	Verbal		
24		P1	BU	Nonverbal		
24		P3	smile	Nonverbal		
24		P1	but uh the last # half year, I think, has been from home. So # I'm,	Verbal		
24		P1	ES / / BU	Nonverbal		
24		P3	smile	Nonverbal		
24		P1	I live in my Brabant. And uhm: if you know that	Verbal		

24		P1	:/- -/: smile	Nonverbal			
24		P1	in the South of the Netherlands? And uhm # yeah, I'm studying from there.	Verbal			
24		P1	pt side 's smile	Nonverbal	CW	insecure about him knowing brabant?	other
25	02:32	P3	You're studying from home?	Verbal			
25		P3	ES /	Nonverbal	CW	P3 barely moves or shows facial expression	other
26	02:33	P1	yeah, yeah.	Verbal			
26		P1	nod nod	Nonverbal			
27	02:34	P3	[inaudible] So uh is it still uh online or: # I think off now?	Verbal			
27		P3	ES BD	Nonverbal			
27		P1	mv aw ES	Nonverbal			
28	02:43	P1	yeah, there's # uhm a lot online, but we're writing our theses now so	Verbal			
28		P1	ES BD	Nonverbal			
28		P3	BD	Nonverbal			
28		P1	uhm I think that a lot of people actually can go to university to the campus.	Verbal			
28		P1	pt side	Nonverbal			
28		P1	But uhm for us, well, there's no use in going because	Verbal			
28		P1	wave hair	Nonverbal			
28		P3	nod	Nonverbal			
28		P1	we don't have class now. uhm: , yeah, so basically, I'm doing everything	Verbal			
28		P1	BU :smile-	Nonverbal			
28		P3	nod :smile-	Nonverbal			
28		P1	from home now and calling people via Teams. So- so what about you?	Verbal			
28		P1	-smile- BU BD shake	Nonverbal			
28		P3	-smile- nod ES -smile:	Nonverbal			
28		P1	Are you studying or:?	Verbal			
28		P1	shake -smile:	Nonverbal			
29	03:07	P3	uhm: now I'm just taking one course in uh Utrecht university.	Verbal			

29		P3	ES / ES	Nonverbal			Focus & reflection
29		P1	nod nod	Nonverbal	P3_T28-34	Perception of P1's NVEs: smiling and nodding: sign of understanding, signal to continue. CW: compare with P1_T19-22, she did actually not understand, but maybe she wanted indeed to give the signal ok go on?	active listening
29		P3	uh: I- I just uh found uh an interesting course uh:. I actually I graduated	Verbal			Focus & reflection
29		P3	/ ES	Nonverbal			
29		P1	nod	Nonverbal	P3_T28-34		active listening
29		P3	a long time ago in my- back home in my country, I'm from Ethiopia.	Verbal			
29		P3	And uh: I was looking for something for something to study.	Verbal			
29		P1	/ :L- nod	Nonverbal	P3_T28-34		active listening
29		P3	And uh I was looking # and I uh just came up through: uh:	Verbal			
29		P1	-L-	Nonverbal			
29		P3	the Inclusion program. And they were giving one course uhm #1 based on	Verbal			
29		P3	()	Nonverbal	P3_T41-42	Unintentional? NVE: () and ES. Reason: reflecting, trying to remember.	Focus & Reflection
29		P1	-L: nod mv aw :rest-	Nonverbal	P1_T19-22	Intentional NVE: rest head on hand. Reason: difficulties understanding / hearing. NVE helps to focus. P1 does not hear much of T29. CW: biting lips and BD are sign of that too?	Focus & Reflection
29		P3	the capacity, or maybe [inaudible] and uh there were interesting courses in	Verbal			

29		P3	/ ES ES	Nonverbal	P3_T41-42		Focus & Reflection
29		P1	-rest- nod	Nonverbal	P1_T19-22		Focus & Reflection
29		P3	I chose to study there just a three months course. One Bachelor course.	Verbal			
29		P1	-rest- nod	Nonverbal	P1_T19-22		Focus & Reflection
29		P3	Bachelor student. uh: and it's interesting. I like Utrecht very much.	Verbal			
29		P3	smile /	Nonverbal			
29		P1	-rest: :°- nod	Nonverbal	P1_T19-22		Focus & Reflection
29		P3	It's a, it's a good city. #2 [inaudible]	Verbal			
29		P3	smile	Nonverbal			
29		P1	BD -°: smile mv aw	Nonverbal	P1_T19-22		Focus & Reflection
30	04:03	P1	yes it's, it's less crowded than Amsterdam, right?	Verbal			
30		P1	smile mv cl :°-	Nonverbal	P1_T27-30	Intentional NVE: smiling. Reason: mutual understanding after disruption in T29. Common ground achieved. Annoyance of T29 is over.	active listening, shared knowledge
30		P3	smile	Nonverbal	P1_T27-30		active listening
31	04:08	P3	uh: Amsterdam actually, I don't know it very much?	Verbal			
31		P3	nod EUS BU	Nonverbal			
31		P1	-°- nod	Nonverbal			
31		P3	I only know the airports uh: [inaudible]	Verbal			
31		P3	smile	Nonverbal			
32	04:15	P1	[laughter] so you haven't been there yet?	Verbal			
32		P1	:smile- -°: mv aw	Nonverbal			
32		P3	-smile-	Nonverbal			

33	04:18	P3	yeah, I haven't been there yet. But I wish to: visit uh Amsterdam	Verbal			
33		P3	-smile: ES	Nonverbal			
33		P1	-smile: :rest- nod	Nonverbal			
33		P3	because I'm Netherlands only six months now.	Verbal			
34	04:26	P1	You are here already six months?	Verbal			
34		P1	-rest: BU mv aw	Nonverbal			
35	04:28	P3	yeah uh [inaudible].	Verbal			
35		P1	[moves to close the window blinds]	Nonverbal	CW	P1 seems indeed quite restless, or bored? Also doesn't gesture or smile as much as in Pair 1	Focus & Reflection
36	04:31	P1	And are you planning on staying for longer? Or?	Verbal			
36		P1	mv cl :rest-	Nonverbal			
37	04:34	P3	uh: yeah, my family uh: are staying here.	Verbal			
37		P3	ES ()	Nonverbal			
37		P3	My uh mother and sister, brother. They were staying for so long.	Verbal			
37		P1	-rest: nod hair	Nonverbal			
37		P3	And uh I came here uh to stay for for a while for some time.	Verbal			
37		P3	/	Nonverbal			
37		P1	mv cl nod	Nonverbal			
38	04:48	P1	yeah.	Verbal			
38		P1	nod	Nonverbal			
39	04:49	P3	Maybe for a year or two. Like that.	Verbal			
39		P3	/ smile	Nonverbal			
39		P1	/	Nonverbal			
40	04:52	P1	So uh what are your plans when you finish the course?	Verbal			
40		P1	smile	Nonverbal			
41	04:55	P3	uh: my plan:? uh I will be looking for a Master's program-	Verbal			
41		P3	EUS / /	Nonverbal			
41		P1	nod	Nonverbal			

42	05:02	P1	Mhm.	Verbal			
42		P1	nod	Nonverbal			
43	05:02	P3	#3 Or uh if interesting I will be looking for uh: a certificate	Verbal			
43		P3	ES / ()	Nonverbal			
43		P1	hair	Nonverbal			
43		P3	which can help me for work.	Verbal			
43		P1	nod nod	Nonverbal			
44	05:12	P1	yeah.	Verbal			
44		P1	nod	Nonverbal			
45	05:12	P3	uhm for my CV, uh which can # make my uh my CV look uh attractive.	Verbal			
45		P1	narr nod smile	Nonverbal			
45		P3	I will do that I will study. # And you:? Are you studying in uh Utrecht right?	Verbal			
45		P3	BD	Nonverbal			
45		P1	mv aw / mv cl	Nonverbal	P1_T33-34	Intentional NVE: lean back + #. Reason: P1 hopes P3 will keep talking, needs more time processing information.	Non-communication
46	05:26	P1	yeah. yeah, it's my Master's now. So: uh after this # school year	Verbal			
46		P1	nod ES	Nonverbal			
46		P1	I will be done. #1 uhm: , but after: writing my thesis, I will have to: do	Verbal			
46		P1	ES () ER	Nonverbal	CW	P1 often ES when thinking	Focus & Reflection
46		P1	an internship as well. uhm: , and I hope to be able to stay there.	Verbal			
46		P1	BU smile ()	Nonverbal			
46		P1	So that I just have a job when I uh when I finished. yeah.	Verbal			
46		P1	shake smile	Nonverbal			
46		P3	smile	Nonverbal			
47	05:45	P3	uh can you explain to me uh: ... [inaudible] uh: because-	Verbal			
47		P3	I ask you sorry because your English uh: your English is uh like	Verbal			
47		P3	ES smile	Nonverbal			

47		P1	<i>mv cl</i>	Nonverbal		
47		P3	American or American English I think?	Verbal		
47		P3	<i>smile</i>	Nonverbal		
47		P1	<i>:smile-</i>	Nonverbal		
48	06:01	P1	Sorry, I- I cannot really hear you?	Verbal		
48		P1	<i>-smile- ear hair :rest-</i>	Nonverbal		
49	06:04	P3	Your English is different from uh: # the Dutch people. And uhm are-	Verbal		
49		P1	<i>-smile- -rest-</i>	Nonverbal		
50	06:08	P1	[laughter]	Verbal		
50		P1	<i>-smile- -rest-</i>	Nonverbal		
51	06:08	P3	you not from the Netherlands? [laughter]	Verbal		
51		P3	<i>:smile-</i>	Nonverbal		
51		P1	<i>-smile- -rest: mv aw</i>	Nonverbal		
52	06:12	P1	Well, I don't know I # I've been speaking English for a long time, but #1 mh:	Verbal		
52		P1	<i>-smile- ES hair mv cl fidg</i>	Nonverbal		
52		P3	<i>-smile:</i>	Nonverbal		
52		P1	I think there's some Dutch people that just have a real Dutch accent?	Verbal		
52		P1	<i>-smile:</i>	Nonverbal		
52		P3	<i>nod nod</i>	Nonverbal		
52		P1	uhm: #2 I think I try: not to have a Dutch accent because I really don't like it.	Verbal		
52		P1	<i>ES shake</i>	Nonverbal		
52		P3	<i>smile nod</i>	Nonverbal		
52		P1	uhm: , but it's also not really- Sometimes it's more American,	Verbal		
52		P1	<i>smile ES shake circ wave</i>	Nonverbal		
52		P3	<i>smile</i>	Nonverbal		
52		P1	sometimes it's more British, but # I feel like as long as it's not-	Verbal		
52		P1	<i>BU BU () ()</i>	Nonverbal		
52		P3	<i>smile nod</i>	Nonverbal		

52		P1	as long as my accent is not Dutch # that's fine. [laughter]	Verbal	P3_T55-60	Emotion: both are happy. NVE: smiling. Reason: funny interaction ('misinterpretation' of P1's accent). Result: put the conversation at ease.	shared laughter
52		<i>P1</i>	<i>smile</i>	<i>Nonverbal</i>	P3_T55-60		shared laughter
52		<i>P3</i>	<i>smile</i>	<i>Nonverbal</i>	P3_T55-60		shared laughter
53	06:40	P3	So you- you're you're raised here? You grew up in Netherlands.	Verbal			
54	06:44	P1	yeah, yeah yeah, I was born here. Yep.	Verbal			
54		<i>P1</i>	<i>nod nod hair</i>	<i>Nonverbal</i>			
55	06:47	P3	Oh, oh# That's good. You live in Utrecht?	Verbal			
55		<i>P1</i>	<i>nod</i>	<i>Nonverbal</i>			
56	06:52	P1	uh: No. No, no. I- I live near Eindhoven?	Verbal			
56		<i>P1</i>	<i>EUS shake ES / BD</i>	<i>Nonverbal</i>	P1_T37-38	P3 repeats the same question covered in T24. Emotion: neutral / defeated? Goal: make him understand.	Reformulation & simplification
57	06:58	P3	Eindhoven?	Verbal			
57		<i>P3</i>	<i>BU</i>	<i>Nonverbal</i>			
58	06:58	P1	If you know, yeah.	Verbal			
58		<i>P1</i>	<i>BU smile</i>	<i>Nonverbal</i>			
59	07:00	P3	Aha, okay. yeah. Big City. I know that.	Verbal			
59		<i>P3</i>	<i>nod :smile-</i>	<i>Nonverbal</i>			
59		<i>P1</i>	<i>:smile-</i>	<i>Nonverbal</i>			
60	07:02	P1	yeah. [laughter] I thought let's mention when that's, [laughter] like y-	Verbal			
60		<i>P1</i>	<i>-smile- nod circ mv aw</i>	<i>Nonverbal</i>			
60		<i>P3</i>	<i>-smile-</i>	<i>Nonverbal</i>			
60		P1	most people know # Eindhoven. yeah, and there's also an airport there.	Verbal			
60		<i>P1</i>	<i>-smile- BU nod</i>	<i>Nonverbal</i>			
60		<i>P3</i>	<i>-smile-</i>	<i>Nonverbal</i>			

61	07:10	P3	Wow. Exactly. yeah.	Verbal			
61		<i>P3</i>	<i>-smile:</i>	<i>Nonverbal</i>			
61		<i>P1</i>	<i>-smile- nod</i>	<i>Nonverbal</i>	CW	CW: why Wow? Strange	other
62	07:11	P1	yeah.	Verbal			
62		<i>P1</i>	<i>-smile: ED</i>	<i>Nonverbal</i>			
63	07:12	P3	So	Verbal			
63		<i>P3</i>	<i>ES</i>	<i>Nonverbal</i>			
64	07:13	P1	Where do you come from?	Verbal			
65	07:15	P3	I didn't see the airport. But uhm there's an airport, right?	Verbal			
66	07:19	P1	yeah, yeah yeah.	Verbal			
66		<i>P1</i>	<i>BU nod</i>	<i>Nonverbal</i>	CW	CW: seems annoyed	other
66		<i>P3</i>	<i>ES</i>	<i>Nonverbal</i>			
67	07:21	P3	Well, the city, it's uh very big. I've seen it.	Verbal			
67		<i>P3</i>	<i>ES</i>	<i>Nonverbal</i>			
67		<i>P1</i>	<i>ED</i>	<i>Nonverbal</i>			
67		P3	And uhm #2 it's uh it looks very interesting to [inaudible].	Verbal			
67		<i>P3</i>	<i>smile</i>	<i>Nonverbal</i>	CW	boring small talk, going very slow	non-communication
68	07:30	P1	I- # It's a nice city. It's not like Utrecht but # it's, # it's okay.	Verbal			
68		<i>P1</i>	<i>nod EU / nod smile</i>	<i>Nonverbal</i>	CW	not excited about Eindhoven	other
68		<i>P3</i>	<i>nod</i>	<i>Nonverbal</i>			
68		P1	You can also study there. [laughter]	Verbal			
68		<i>P1</i>	<i>smile</i>	<i>Nonverbal</i>			
69	07:37	P3	[laughter] So you: # you come uh for for your studies to Utrecht from uh:	Verbal			
69		<i>P3</i>	<i>BU</i>	<i>Nonverbal</i>			
69		<i>P1</i>	<i>O</i>	<i>Nonverbal</i>			
69		P3	you travel from Eindhoven or?	Verbal			
69		<i>P3</i>	<i>BD</i>	<i>Nonverbal</i>			
69		<i>P1</i>	<i>nod</i>	<i>Nonverbal</i>			
70	07:39	P1	yeah, yeah. By train.	Verbal			

70		P1	<i>nod</i>		Nonverbal			
71	07:47	P3	By train you come almost every: everyday? It's gonna be like that I [inaudible].		Verbal			
72	07:53	P1	When we: # when we were able to go to uni? Y-yes. But # I think in a master's,		Verbal	CW	P1 seems annoyed? Had this topic earlier. Less smiling, more time between gestures and answers. And when not smiling, face is more frozen/neutral	other
72		P1	<i>narr / nod ES ES</i>		Nonverbal			emphasis
72		P3	<i>nod</i>		Nonverbal			
72		P1	it's not uhm # a full time on campus. So there's a lot of self study.		Verbal			
72		P1	<i>BD BU ED ED</i>		Nonverbal	CW	P1 often uses BU to emphasize	emphasis
72		P3	<i>ES nod ES</i>		Nonverbal			
72		P1	So I think I went like three times a week, to Utrecht. And the other two days		Verbal			
72		P1	<i>BD shake</i>		Nonverbal			
72		P1	I just had- I studied from home? because we didn't have class # uhm: .		Verbal			
72		P1	<i>shake M ES</i>		Nonverbal			
72		P3	<i>nod nod nod</i>		Nonverbal			
72		P1	But sometimes I do meet with friends in Utrecht, of course,		Verbal			
72		P1	<i>shake BU</i>		Nonverbal			
72		P1	because I have some international friends. And they live in Utrecht.		Verbal			
72		P1	<i>wave /</i>		Nonverbal			
72		P1	So it's easier for me to go there. Because I have public transport card.		Verbal			
72		P1	<i>() () wave</i>		Nonverbal			
72		P1	uhm: and they don't.		Verbal			
72		P1	<i>hair ES ES</i>		Nonverbal			
72		P3	<i>nod</i>		Nonverbal			

73	08:27	P3	[inaudible] So:? How do- how is-	Verbal			
73		P3	when are you finished with your uh # first your Master's now.	Verbal			
74	08:40	P1	#1 Sorry?	Verbal	P3_T63-66	Rich point! To P3, people asking "Sorry?" when not understanding was a point of learning. P3 used to think he is being misunderstood / is annoying the other. To him feels like expression of shock, louder than he is used to. Now is getting used to that, knows what is expected of him (repetition).	other
74		P1	/ mv cl	Nonverbal			
75	08:42	P3	How much time is left for you: uhm? To complete your Master's?	Verbal			
75		P3	ES	Nonverbal			
76	08:45	P1	Oh, how long? uhm: puh! I think it's gonna be until: # July?	Verbal			
76		P1	O BU :EUS- -EUS: BD ES nod	Nonverbal			
76		P1	if I'm not mistaken if everything goes well, of course because well,	Verbal			
76		P1	nod :smile-	Nonverbal			
76		P3	ES smile	Nonverbal			
76		P1	I have to pass everything. But when that's the case, then yeah,	Verbal			
76		P1	-smile: nod	Nonverbal			
76		P3	nod	Nonverbal			
76		P1	I think I'll graduate in July.	Verbal			
76		P1	nod	Nonverbal			
77	09:02	P3	July ah. So: you plan to: to continue for your PhD or: you plan to go for work?	Verbal	P1_T41-44	Misunderstanding: P1 thought P3 said Bachelor, only heard correctly in interview. Reaction: confusion. Strategy: improvise. CW: success,	Reformulation & simplification

						although it shows that at this point P1 already has given up on creating mutual understanding. Goal has been reduced to keeping the conversation going. Confusion visible in absence of NVE and in ES.	
77		P3	ES / ES / smile	Nonverbal			
78	09:12	P1	uhm I- I'm definitely planning for work now. I feel like I'm really young?	Verbal			
78		P1	ES :smile- -smile: ES BD	Nonverbal	P1_T41-44		Reformulation & simplification
78		P3	:smile-	Nonverbal			
78		P1	to start working. But I also wouldn't know what to study # after this. I mean,	Verbal			
78		P1	shake ES	Nonverbal			
78		P3	-smile: nod	Nonverbal			
78		P1	I finished a bachelor and a master and normally #1 that's yeah,	Verbal			
78		P1	BU	Nonverbal			
78		P3	nod nod EUS	Nonverbal			
78		P1	where most people go to work so I could have done another master but #	Verbal			
78		P1	shake M	Nonverbal			
78		P3	nod nod	Nonverbal			
78		P1	there's not really one that I'm yeah, # that speaks to me,	Verbal			
78		P1	shake ED	Nonverbal			
78		P1	so better start working and then maybe from # yeah, from within	Verbal			
78		P1	shake wave smile shake wave	Nonverbal			
78		P1	the working field I can always uh: do courses or whatever. yeah.	Verbal			
78		P1	shake circ nod	Nonverbal			
78		P3	nod	Nonverbal			

79	09:49	P3	[inaudible] So how do you see the: # research?	Verbal	CW	sudden change of topic	non-communication
79		P3	/ smile	Nonverbal			
79		P3	Camilla's research? [inaudible] [laughter]	Verbal			
79		P3	smile	Nonverbal			
79		P1	O smile mv aw	Nonverbal			
80	09:58	P1	Well, the thing is, I cannot really judge it, because she said,	Verbal			
80		P1	:smile- ES	Nonverbal			
80		P3	:smile-	Nonverbal			
80		P1	I cannot tell you too much. So, uhm: , if I'd had to guess it's	Verbal			
80		P1	/ / -smile:	Nonverbal			
80		P3	nod -smile:	Nonverbal			
80		P1	it's about gestures, like the gestures that you use during uhm:	Verbal			
80		P1	rock circ wave ES	Nonverbal			
80		P3	ES ES nod ES nod	Nonverbal			
80		P1	during a conversation. And I think especially in a uhm in international	Verbal			
80		P1	wave	Nonverbal			
80		P1	conversation, because I don't think that she would put me	Verbal			
80		P1	shake pt me	Nonverbal			
80		P3	nod nod	Nonverbal			
80		P1	in a conversation with a Dutch person? #1 uh because it's different.	Verbal			
80		P1	circ hair	Nonverbal			
80		P3	nod	Nonverbal			
80		P1	So you also have, yeah, you might behave differently. But uhm # yeah,	Verbal			
80		P1	wave shake ED	Nonverbal			
80		P3	nod ES smile	Nonverbal			
80		P1	I'm curious to know what she actually is researching.	Verbal			
80		P1	:smile-	Nonverbal			
80		P3	:smile-	Nonverbal			
80		P1	But I think in the end, she will tell us.	Verbal			

80		P1	-smile- nod	Nonverbal			
80		P3	-smile-	Nonverbal			
81	10:36	P3	#2 It uh so did you find uhm: #1 uh a conversation with a stranger?	Verbal	P3_T69-74	P3 addresses the 'stressful' situation (metacommunication). Topic: being strangers. Result: both are more relaxed now.	shared experience
81		P3	-smile:	Nonverbal			
81		P1	-smile:	Nonverbal			
81		P3	Is it difficult, or?	Verbal			
81		P3	smile	Nonverbal			
82	10:44	P1	Mh I think, I think most of the time in the beginning, it's like, okay,	Verbal			
82		P1	ES EU EUS smile () BD	Nonverbal			
82		P3	smile	Nonverbal			
82		P1	I don't know the person. So where are we gonna talk about	Verbal			
82		P1	() circ smile	Nonverbal			
82		P3	:smile- -smile:	Nonverbal			
82		P1	but # it also depends on the person. Like if you can mutually	Verbal			
82		P1	shake shake circ	Nonverbal			
82		P3	ES	Nonverbal			
82		P1	ask each other questions, it's not that big of a problem. There's always	Verbal			
82		P1	shake	Nonverbal			
83	11:00	P3	yeah	Verbal			
84	11:00	P1	something to ask right? [laughter] #4 How do you feel about that?	Verbal			
84		P1	shake :smile-	Nonverbal			
84		P3	smile	Nonverbal			
85	11:06	P3	yeah for most people # uhm, talking with stranger, and having a conversation	Verbal			
85		P3	:ES-	Nonverbal			
85		P1	-smile:	Nonverbal			
85		P3	for uh: with a stranger. It's sometimes uhm a: bit difficult I think.	Verbal			

85		P3	-ES:	Nonverbal			
85		P1	nod nod	Nonverbal			
85		P3	#2 uh because uhm # especially if they're from different culture,	Verbal	CW	CW: interesting that he says that. He is also the one that points out cultural differences. Biggest culture gap for him? Trying to create common ground by being vulnerable and sharing personal information?	Rapport
85		P3	ES	Nonverbal			
85		P3	# they don't know how to: how to approach uh: without uhm # by uh	Verbal			
85		P1	nod ES	Nonverbal	CW	P1 is she agreeing? Nodding very little. (see t86, no)	non-communication
85		P3	ES ES ES	Nonverbal			
85		P3	# by speaking kind and nice. In most cultures. And uhm: # uh in general,	Verbal			
85		P3	it's uh kind of scary I think [laughter].	Verbal			
85		P3	:smile-	Nonverbal			
86	11:42	P1	yeah, may- #1 eh scary, wouldn't- for me at least not being the good word	Verbal			
86		P1	EUS mv aw _me EUS smile	Nonverbal			
86		P3	-smile:	Nonverbal	CW	P3 stops smiling when she dismisses his feeling	disruption
86		P1	but like, maybe a little awkward. But # I think also,	Verbal			
86		P1	nod nod	Nonverbal			
86		P3	ES nod	Nonverbal			
86		P1	because my studies is intercultural communication, uhm # uhm: #	Verbal			
86		P1	BU pt me BU ES	Nonverbal	P1_T47-48	Intentional NVE: gesturing (wave + pt me). Function: emphasis. CW: feels like more gestures now to P1	emphasis

						due to difficulties in Pair 3, but is not as much compared to other pairs.	
86		P3	<i>nod</i>	Nonverbal			
86		P1	I'm quite open to anyone. So it doesn't really matter where someone's from.	Verbal			
86		P1	<i>shake shake</i>	Nonverbal	CW	P1 often shakes head contradicting to her utterances. Used as emphasis?	emphasis
86		P3	<i>nod nod smile</i>	Nonverbal			
86		P1	I mean, that's what I focus on is being able to communicate with anyone,	Verbal			
86		P1	<i>:smile- BU wave</i>	Nonverbal	P1_T47-48		emphasis
86		P3	<i>smile</i>	Nonverbal			
86		P1	no matter where you're from. So yeah. [laughter]	Verbal			
86		P1	<i>-smile- 's hair</i>	Nonverbal	CW	nervous?	other
86		P3	<i>smile nod</i>	Nonverbal			
87	12:05	P3	yeah, that's, that's one of the good things the best thing uh actual uh.	Verbal			
87		P1	<i>-smile:</i>	Nonverbal			
87		P3	For me, the best thing about Dutch people is that they openly: uh #	Verbal			
87		P1	<i>smile</i>	Nonverbal			
87		P3	they have open conversations. They are open for conversations,	Verbal			
87		P1	<i>nod nod</i>	Nonverbal	P1_T51	Emotion: uncomfortable. Reason: disagreeing. CW: visible in absence of NVEs, nodding, defensive hands.	disruption
87		P3	and uh they talk kindly. # uhm:	Verbal			
87		P3	And uh # that's what's interesting about Dutch people, and-	Verbal			
87		P1	<i>nod</i>	Nonverbal	P1_T51		disruption
88	12:29	P1	Most of them, but not all of them tho- [laughter]	Verbal			
88		P1	<i>def smile BU</i>	Nonverbal	P1_T51		disruption
88		P3	<i>smile nod</i>	Nonverbal			

89	12:33	P3	Mos- most of them. And the eye contact also:	Verbal	P3_T76-80	Rich point! To P3, Dutch people hold direct eye contact when speaking, even follow his gaze / block it when he looks away.	Success
89		P3	<i>nod nod</i>	<i>Nonverbal</i>			
89		P1	<i>hair</i>	<i>Nonverbal</i>	P1_T52-55	Assessment: did not hear/understand T89-91 at all. Strategy: "Just focus on the words that you can find." Result: works in T92. CW: simplification of goal. NVEs: reduced, less smiling. P1 neutral face, doesn't agree? Not interested?; P1 seems to lose track; tilts head when she hears a word she can build up on. nods when she starts being engaged again (because she found a point of conversation to continue with?)	Reformulation & simplification
89		P3	without looking in the eyes # nobody listens to you here [laughter] I think.	Verbal			
89		P3	<i>smile</i>	<i>Nonverbal</i>			
90	12:42	P1	yeah.	Verbal	P1_T52-55	CW: just says yeah without meaning?	active listening
91	12:43	P3	I- I've observed that. uh: You have to look the guy in the eyes.	Verbal			
91		P3	<i>ES smile</i>	<i>Nonverbal</i>			
91		P1	<i>nod</i>	<i>Nonverbal</i>	P1_T52-55		Reformulation & simplification
91		P3	but you are not- in our culture uh it's a bit different.	Verbal			

91		P1	/	Nonverbal	P1_T52-55		Reformulation & simplification
91		P3	You look uh: anywhere. You don't uhm #1 you don't have to	Verbal			
91		P3	ES ES	Nonverbal			
91		P1	nod	Nonverbal	P1_T52-55		Reformulation & simplification
91		P3	look in the eyes. But one time uh-	Verbal			
91		P3	ES	Nonverbal			
92	12:58	P1	So wha- So what is your culture then? So: where are you from, actually?	Verbal			
92		P1	pt you °	Nonverbal			
93	13:02	P3	uh I'm from Ethiopia.	Verbal			
94	13:05	P1	Ah okay! Interesting. How did you get here? [laughter]	Verbal			
94		P1	BU mv aw :smile- shake	Nonverbal			
94		P3	smile	Nonverbal			
95	13:11	P3	My mother: uh came here 25 years ago. #1 uh she lives here for 25 years	Verbal			
95		P3	narr	Nonverbal	CW	thinking	Focus & Reflection
95		P1	nod nod BU	Nonverbal			
95		P3	and my brother and sister were born here. And uhm: uh finally: uh,	Verbal			
95		P1	BU nod	Nonverbal			
95		P3	I was uh studying in uh Ethiopia in Addis Ababa. I was raised up	Verbal			
95		P1	nod	Nonverbal	CW	t95 takes a long time, P3 is speaking slowly. P1 seems to lose track again. Only nodding inbetween, else neutral face	Focus & Reflection
95		P3	in Addis Ababa and uh I do my bachelor:- I did my bachelor and uh #	Verbal			
95		P1	nod ES	Nonverbal			
95		P3	also some reading courses for Master's and uh # at Addis Ababa's university	Verbal			
95		P1	nod	Nonverbal			

95		P3	and finally now # the country now country is not good in general,	Verbal			
95		P3	uh there is a war: in Ethiopia? [inaudible] a war actually. And	Verbal			
95		<i>P1</i>	<i>nod</i>	<i>Nonverbal</i>	CW	no empathetic response. P1 tired?	other
95		P3	until the war ends I came to stay with my uh parents with my # brothers.	Verbal			
95		<i>P3</i>	<i>smile</i>	<i>Nonverbal</i>			
95		<i>P1</i>	<i>nod nod</i>	<i>Nonverbal</i>			
96	13:56	P1	yeah. yeah, I understand. Do you like it here?	Verbal			
96		<i>P1</i>	<i>smile / smile nod mv cl</i>	<i>Nonverbal</i>			
97	14:00	P3	yeah, it looks- it's very good here. Actually.	Verbal			
97		<i>P3</i>	<i>/</i>	<i>Nonverbal</i>	CW	hesitant	other
97		<i>P1</i>	<i>:smile-</i>	<i>Nonverbal</i>			
98	14:03	P1	Did you have to [inaudible]?	Verbal			
98		<i>P1</i>	<i>-smile-</i>	<i>Nonverbal</i>			
98		<i>P3</i>	<i>smile</i>	<i>Nonverbal</i>			
99	14:06	P3	There's a lot of opportunity. Education. uh: And uh #1 the people are	Verbal			
99		<i>P3</i>	<i>ES</i>	<i>Nonverbal</i>			
99		<i>P1</i>	<i>-smile: nod</i>	<i>Nonverbal</i>			
99		P3	more welcoming here. And that's why I uh like it very much. [inaudible]	Verbal			
99		<i>P3</i>	<i>smile</i>	<i>Nonverbal</i>			
99		<i>P1</i>	<i>nod smile</i>	<i>Nonverbal</i>			
99		<i>C W</i>	<i>[enters the conversation]</i>	<i>Nonverbal</i>			

8.13. Transcription pair 4

Turn	Time	P	Utterances	Type of utterance	IPR-turn	IPR assessment	Category
1	0:10	P5	Okay: # [redacted: name]?	Verbal			
1		P5	:smile- thb O	Nonverbal			
1		P6	:smile-	Nonverbal			
2	0:11	P6	yeah	Verbal			
2		P6	-smile-	Nonverbal			
2		P5	-smile-	Nonverbal			
3	0:12	P5	I'm pronouncing it right?	Verbal			
3		P5	-smile-	Nonverbal			
3		P6	-smile-	Nonverbal			
4	0:14	P6	yeah, super right.	Verbal			
4		P6	-smile- nod ED	Nonverbal			
4		P5	-smile-	Nonverbal			
5	0:15	P5	Okay [laughter]. uhm: where are you from?	Verbal	P6_T16-18	Creation of rapport: P5 reminds P6 of close friend when laughing. CW: lots of smiling, and soon jokes	other
5		P5	-smile- nod	Nonverbal			
5		P6	-smile- /	Nonverbal			
6	0:20	P6	uh: Utrecht I guess.	Verbal			
6		P6	-smile- /	Nonverbal			
6		P5	-smile-	Nonverbal			
7	0:22	P5	Oh: so you're Dutch?	Verbal			
7		P5	O BU	Nonverbal	P5_T21-22	Misunderstanding: living/being in Utrecht. Stretches over several turns. Strategy: Asking clarification	Reformulation & simplification

							questions. NVEs: surprise (P5) and engagement (P5, mv cl), indicates willingness to fix it?	
7		P5	-smile-		Nonverbal			
7		P6	-smile-		Nonverbal			
8	0:23	P6	# No?		Verbal			
8		P6	-smile- mv cl		Nonverbal	P5_T21-22		Reformulation & simplification
8		P5	-smile-		Nonverbal			
9	0:25	P5	Okay.		Verbal			
9		P5	-smile- nod		Nonverbal			
9		P6	-smile-		Nonverbal			
10	0:26	P6	#1 Do you think I'm Dutch? I- I would [inaudible].		Verbal			
10		P6	-smile- pt me BU		Nonverbal			
10		P5	-smile-		Nonverbal			
11	0:29	P5	No: I- [laughter] in general		Verbal			
11		P5	-smile- pull mv aw		Nonverbal	CW	uncomfortable?	disruption
11		P6	-smile- mv aw		Nonverbal			
12	0:32	P6	Where do you think I'm from?		Verbal			
12		P6	-smile-		Nonverbal			
12		P5	-smile- mv cl		Nonverbal			
13	0:33	P5	# uhm: # Germany? # Maybe?		Verbal			
13		P5	-smile-		Nonverbal			
13		P6	-smile:		Nonverbal			
14	0:37	P6	No.		Verbal			
14		P6	ES shake		Nonverbal			
14		P5	-smile-		Nonverbal			
15	0:37	P5	#3 Then I have no idea. [laughter]		Verbal			
15		P5	EUS		Nonverbal			
15		P5	-smile-		Nonverbal			

15		P6	:smile-	Nonverbal			
16	0:42	P6	[laughter] yeah, I'm- I'm from Syria.	Verbal			
16		P6	-smile- nod	Nonverbal			
16		P5	-smile-	Nonverbal			
17	0:46	P5	Oh, from Syria. Okay. And for how long have you been living here in Utrecht?	Verbal	P5_T21-22		Reformulation & simplification
17		P5	O BU nod pt down -smile:	Nonverbal			
17		P6	nod -smile: EU	Nonverbal			
18	0:50	P6	# uh: actually, I'm not in Utrecht.	Verbal	P5_T21-22		Reformulation & simplification
18		P6	shake	Nonverbal			
18		P5	/	Nonverbal			
19	0:54	P5	Okay.	Verbal			
19		P5	nod	Nonverbal	P6_T20-23	Perception of P5's NVE: nodding: listening, interested	active listening
20	0:54	P6	I'm studying at Utrecht University. I'm uh: # I have been here since October,	Verbal	P5_T21-22	CW: clarification. Studying, not living	Reformulation & simplification
20		P6	/ ER	Nonverbal			
20		P5	nod nod	Nonverbal	P6_T20-23		active listening
20		P6	uh last year. So # almost five months.	Verbal			
20		P5	nod nod	Nonverbal	P6_T20-23		active listening
21	1:02	P5	#1 yeah	Verbal			
21		P5	nod	Nonverbal	P6_T20-23		active listening
22	1:05	P6	yeah. Mainly living between [inaudible] and Amsterdam, and	Verbal			
22		P6	/ /	Nonverbal			
22		P5	nod	Nonverbal			
22		P6	in the [inaudible] area. I'm- I'm currently I'm at my cousin's	Verbal			
22		P6	/ :cross-	Nonverbal			
22		P6	# uh: in [redacted], if you hear about it.	Verbal			

22		P6	-cross- shake	Nonverbal	CW	shake because he assumes she doesn't know it?	emphasis
23	1:18	P5	# Okay. Oh, wait. And do you like it so far living here?	Verbal			
23		P5	nod ES [reaches to change setting on computer]	Nonverbal			
23		P5	/ shake	Nonverbal			
23		P6	-cross-	Nonverbal			
24	1:23	P6	#3 yes, yes, indeed. #1 yeah actually, my experience with Europe.	Verbal	P5_T29-30	NVE: hesitation. Perceived by P5 as: deep reflection, careful with phrasing. CW: perceived as honesty?	Focus & Reflection
24		P6	-cross- 's ES EUS 's EU	Nonverbal	P6_T26-29	NVE: hesitation, scratching. Reason: mixed feelings, unsure how to express them. CW: matches P5's perception	hesitation
24		P5	nod smile	Nonverbal			
24		P6	[clicks tongue] Last time I- I li- lived in Europe was like in 2006.	Verbal			
24		P6	-cross- 's	Nonverbal			
24		P5	nod smile nod	Nonverbal			
24		P6	I lived in London	Verbal			
24		P6	-cross-	Nonverbal			
25	1:40	P5	Oh!	Verbal			
25		P5	nod :smile-	Nonverbal			
25		P6	-cross-	Nonverbal			
26	1:41	P6	for quite a short time. And I remember that I didn't cope we- uh well,	Verbal			
26		P6	EU shake -cross:	Nonverbal			
26		P5	-smile: ES	Nonverbal			
26		P6	with living in London. I didn't- I- I wasn't enjoying it. I don't know	Verbal			
26		P6	pt me pt you shake shake	Nonverbal			Emphasis
26		P5	nod nod	Nonverbal			Active listening
26		P6	it's the place itself or, or it is now how I changed	Verbal			
26		P5	BL nod	Nonverbal			

26		P6	how I evolved to: to- to perceive things differently?	Verbal			
26		<i>P6</i>	's	<i>Nonverbal</i>			
26		<i>P5</i>	<i>nod</i>	<i>Nonverbal</i>			Active listening
27	1:58	P5	Mhm	Verbal			
27		<i>P5</i>	<i>nod</i>	<i>Nonverbal</i>			
28	1:59	P6	So so far: uh: yeah! so good.	Verbal			
28		<i>P6</i>	<i>ES nod</i>	<i>Nonverbal</i>			
29	2:03	P5	yeah, here in Utrecht is nice. I've been visiting- I visited London years ago,	Verbal			
29		<i>P5</i>	<i>nod ES narr wave 's</i>	<i>Nonverbal</i>	P5_T33-34	Unintentional? NVE: 's (playing with chin, touching face). Reason: reflecting. Also mimicking P6 reflecting by looking ES?	Focus & Reflection
29		P5	I think last time was six or seven years ago. But yeah, I always thought	Verbal			
29		<i>P5</i>	<i>shake :disg-</i>	<i>Nonverbal</i>			
29		P5	I didn't want to live there just for visiting. I don't know somehow.	Verbal			
29		<i>P5</i>	<i>shake shake -disg:</i>	<i>Nonverbal</i>			
29		<i>P6</i>	<i>ES</i>	<i>Nonverbal</i>			
29		P5	Doesn't seem like #1 I will fit # in there. But here-	Verbal			
29		<i>P5</i>	<i>/ ES</i>	<i>Nonverbal</i>			
30	2:22	P6	Right?	Verbal			
30		<i>P6</i>	<i>ee 's</i>	<i>Nonverbal</i>			
31	2:23	P5	I don't know there's so many people, London is huge. [clicks tongue]	Verbal			
31		<i>P5</i>	<i>shake BU shake BU</i>	<i>Nonverbal</i>			
31		<i>P6</i>	<i>:cross-</i>	<i>Nonverbal</i>			
31		P5	I'm not used to live in big cities. # uhm: So here in Utrecht it's nice	Verbal			
31		<i>P5</i>	<i>mim ball</i>	<i>Nonverbal</i>			
31		<i>P6</i>	<i>-cross- EU EU</i>	<i>Nonverbal</i>			
31		P5	because everything is so close:. uh: It's a small city. So # I think	Verbal			
31		<i>P5</i>	<i>mim ball ES</i>	<i>Nonverbal</i>			

31		P6	-cross:	Nonverbal			
32	2:37	P6	Ah	Verbal			
32		P6	/	Nonverbal			
33	2:38	P5	that's the main reason why I wouldn't live in London.	Verbal			
33		P5	shake EUS	Nonverbal			
33		P6	nod EUS	Nonverbal			
33		P5	But # yeah, big cities in general.	Verbal			
33		P5	shake shake	Nonverbal	CW	P5 does lots of shaking her head to support her point of disliking London or big cities	emphasis
33		P6	/ EUS	Nonverbal			
34	2:46	P6	yeah I- I'm visiting Utrecht like every week I thought it's a big city isn't it?	Verbal			
34		P6	/ EU BD	Nonverbal			
34		P5	nod nod	Nonverbal	CW	nod as listening	active listening
35	2:52	P5	# Mh: Not too much. I- # like where I live at least where I live with the bike	Verbal			
35		P5	EUS/ pull _me	Nonverbal			
35		P5	I can reach the center in 10 minutes and everything is basically there.	Verbal			
35		P5	pt side pt side mim ball	Nonverbal			
35		P6	nod M	Nonverbal			
36	3:01	P6	Mh	Verbal			
37	3:02	P5	So: # yeah you can walk a lot there's no need at all to use public transportation	Verbal			
37		P5	ES / /	Nonverbal			
37		P5	unless you're going # in province uhm: # but yeah they're pretty expensive	Verbal			
37		P5	circ circ EUS	Nonverbal	P5_T45-49	NVE: circular hand movements. Function: show it's 'away' (emphasis/clarification of message).	emphasis
37		P6	nod	Nonverbal			

37		P5	the transports so [laughter] we tend to bike a lot here.	Verbal			
37		<i>P5</i>	<i>smile</i>	<i>Nonverbal</i>			
37		<i>P6</i>	/	<i>Nonverbal</i>			
38	3:18	P6	So maybe relatively compared to London or to big cities #	Verbal			
38		<i>P6</i>	<i>() () ()</i>	<i>Nonverbal</i>			
38		P6	Utrecht is a small city right?	Verbal			
38		<i>P6</i>	<i>ES</i>	<i>Nonverbal</i>			
38		<i>P5</i>	<i>nod</i>	<i>Nonverbal</i>			
39	3:23	P5	yeah. Also Amsterdam is bigger, way bigger. # So: yeah Utrecht is very small.	Verbal			
39		<i>P5</i>	<i>nod nod shake</i>	<i>Nonverbal</i>			
39		<i>P6</i>	<i>ES nod</i>	<i>Nonverbal</i>	CW	P6 does ES when thinking, before approving	Focus & Reflection
39		P5	#2 uh yeah, I'm- I'm from Italy, and I live in a small city.	Verbal			
39		<i>P6</i>	<i>ES</i>	<i>Nonverbal</i>			
39		P5	So maybe that's why I prefer # smaller cities than bigger ones.	Verbal			
39		<i>P5</i>	<i>smile</i>	<i>Nonverbal</i>			
39		<i>P6</i>	<i>smile :cross-</i>	<i>Nonverbal</i>			
40	3:40	P6	So you're not Dutch?	Verbal	P5_T51-54	Creation of rapport: New misunderstanding related to misunderstanding of T7. Provides clarification for previous MU, turns comical (connected to previous joke). NVE: 's scratch neck, for P3 sign of enjoying the moment. CW: Outcome: more understanding, common ground, and happiness (NVE: both are smiling and laughing).	shared experience, shared laughter

40		P6	<i>BU smile</i>	<i>Nonverbal</i>	CW	cheeky smile	shared experience, shared laughter
40		P6	<i>-cross-</i>	<i>Nonverbal</i>			
41	3:42	P5	No, I'm not Dutch [laughter]	Verbal	P5_T51-54		shared experience, shared laughter
41		P5	<i>BU smile shake pt up</i>	<i>Nonverbal</i>	P5_T51-54		shared experience, shared laughter
41		P6	<i>ES -cross:</i>	<i>Nonverbal</i>			
42	3:44	P6	# That's why you thought I'm Dutch. [laughter]	Verbal	P5_T51-54, P6_T49-50	Creation of rapport: fun moment.	shared experience, shared laughter
42		P6	<i>ES smile pt me mv cl</i>	<i>Nonverbal</i>	P5_T51-54		shared experience, shared laughter
42		P5	<i>smile</i>	<i>Nonverbal</i>	P5_T51-54		shared experience, shared laughter
43	3:45	P5	[laughter] But I wish I knew some Dutch. But I don't. So-	Verbal	P5_T51-54		shared experience, shared laughter
43		P5	<i>'s :rest-</i>	<i>Nonverbal</i>	P5_T51-54		shared experience, shared laughter
43		P6	<i>mv aw smile 's ES :smile-</i>	<i>Nonverbal</i>	P5_T51-54		shared experience, shared laughter
44	3:49	P6	# How long have you been here?	Verbal			
44		P6	<i>-smile-</i>	<i>Nonverbal</i>			
44		P5	<i>-rest-</i>	<i>Nonverbal</i>			

45	3:56	P5	Since August. So: # seven, eight months now? #2	Verbal			
45		P5	-rest- BU EUS () () nod	Nonverbal			
45		P6	ES -smile: nod	Nonverbal			
45		P5	Seems- seems more # than seven months but # yeah, since August.	Verbal			
45		P5	shake -rest:	Nonverbal			
45		P6	shake smile	Nonverbal			
46	4:06	P6	But you can- you- you're going to visit uh: Italy?	Verbal			
46		P6	/ /	Nonverbal			
47	4:10	P5	yes. I went	Verbal			
47		P5	EU	Nonverbal			
48	4:11	P6	[inaudible]	Verbal			
49	4:12	P5	in November for four days and then: I spent almost the entire February	Verbal			
49		P5	ED wave frame	Nonverbal			
49		P5	# in Italy. # I wa- I was supposed to spend their two weeks but then uh	Verbal			
49		P6	nod ES mv cl smile	Nonverbal			
49		P5	they kept delaying my flight so I came back here [inaudible]	Verbal			
49		P5	circ	Nonverbal			
49		P6	smile	Nonverbal			
50	4:26	P6	Which- which part of Italy?	Verbal			
50		P6	mv cl mv aw smile	Nonverbal			
51	4:29	P5	Rome.	Verbal			
51		P5	BU	Nonverbal			
52	4:30	P6	Oh nice.	Verbal			
52		P6	BU nod	Nonverbal			
53	4:32	P5	[inaudible] yeah.	Verbal			
53		P5	:smile- nod	Nonverbal			
54	4:33	P6	I actually- actually when I- now when you say Italy what I remember-	Verbal			
54		P6	mv cl ES smile	Nonverbal	P6_T52-53	Unintentional NVE: mv closer. Possible reason:	other

						sharing a personal activity. CW: counts as creation of rapport?	
54		P5	-smile- nod	Nonverbal			
54		P6	I remember an animation movie Disney movie that I like too much	Verbal			
54		P6	:smile-	Nonverbal			
54		P5	-smile- nod nod	Nonverbal			
54		P6	recent one like Luca. I don't know.	Verbal	P5_T57	Creation of rapport: Sharing common ground, happiness. Comment NVEs: smiling and nodding.	shared experience
54		P5	-smile- nod /O	Nonverbal	P5_T57		shared experience
54		P6	-smile- nod	Nonverbal	P5_T57		shared experience
55	4:45	P5	Luca: ! yes. I loved it [laughter].	Verbal	P5_T57		shared experience
55		P6	smile- shake mv aw	Nonverbal	P5_T57		shared experience
55		P5	-smile- nod	Nonverbal	P5_T57		shared experience
56	4:47	P6	yeah, I love the movie and I love the city.	Verbal	P5_T57		shared experience
56		P6	-smile: mim ball	Nonverbal	P5_T57		shared experience
56		P5	-smile- nod	Nonverbal	P5_T57		shared experience
56		P6	They lived and it's it's a real city, I think right? But I don't remember	Verbal			
56		P6	shake wave	Nonverbal			
56		P5	-smile: 's	Nonverbal			
57	4:53	P5	It's-	Verbal			
57		P5	EUS	Nonverbal			

58	4:53	P6	the name.	Verbal			
58		P6	<i>smile</i>	<i>Nonverbal</i>			
59	4:54	P5	It's not a real city # Porto Rosso it's # invented but # uhm	Verbal			
59		P5	<i>def def</i>	<i>Nonverbal</i>			
59		P6	<i>O</i>	<i>Nonverbal</i>			
59		P5	the setting is similar to: the Italian cities in the North. So #1	Verbal			
59		P5	<i>circ</i>	<i>Nonverbal</i>			
59		P6	<i>nod EUS nod</i>	<i>Nonverbal</i>			
60	5:04	P6	Ah	Verbal			
60		P6	<i>nod</i>	<i>Nonverbal</i>			
61	5:06	P5	yeah, but- was very nice. I loved it.	Verbal			
61		P5	<i>wave :smile-</i>	<i>Nonverbal</i>			
61		P6	<i>smile nod</i>	<i>Nonverbal</i>			
61		P5	I watched it like six or seven times. [laughter]	Verbal			
61		P5	<i>-smile- nod nod</i>	<i>Nonverbal</i>			
62	5:11	P6	yeah, yeah # me too. [laughter]	Verbal			
62		P5	<i>-smile- nod</i>	<i>Nonverbal</i>	CW	bonding moment	shared experience
62		P6	<i>nod smile 's</i>	<i>Nonverbal</i>			
63	5:14	P5	It's so cute. # But yeah. Let's say that the gestures are # a bit accentuated or	Verbal			
63		P5	<i>-smile- 's circ "accentuated"</i>	<i>Nonverbal</i>			
63		P6	<i>smile</i>	<i>Nonverbal</i>			
63		P5	a bit too much, but it's- it was so nice to be represented [laughter] finally in a-	Verbal			
63		P5	<i>-smile- "too much" shake shake</i>	<i>Nonverbal</i>			
63		P6	<i>:smile-</i>	<i>Nonverbal</i>			
64	5:25	P6	[laughter]	Verbal			
64		P6	<i>-smile-</i>	<i>Nonverbal</i>			
64		P5	<i>-smile-</i>	<i>Nonverbal</i>			
65	5:27	P5	yeah, in a movie. A Disney Pixar movie.	Verbal			

65		P5	-smile- /	Nonverbal			
65		P6	-smile- EU	Nonverbal			
66	5:30	P6	yeah. # And is it- the Vespa thing is it- is it like the culture of Vespa	Verbal			
66		P6	smile mim ball mv cl	Nonverbal			
66		P5	-smile:	Nonverbal			
66		P6	is really # like this way uhm in Italy?	Verbal			
66		P6	's :rest-	Nonverbal			
66		P5	nod	Nonverbal			
67	5:39	P5	uhm: You mean like # the uhm: # the setting in general or just the:	Verbal	P5_T60-64, P6_T60-66	Misunderstanding: P5 does not hear/understand the word Vespa. Strategy: paraphrasing (T67), unsuccessful. P6 paraphrases too, outcome: partial understanding of P5 in T69. Correct word, but incorrect context.	Reformulation & simplification
67		P5	EU EUS circ rock	Nonverbal			
67		P6	-rest- smile	Nonverbal			
68	5:46	P6	The Vespa itself? You understand uh: a motorcycle?	Verbal			
68		P6	-rest: pt side mv aw wave 's	Nonverbal			
68		P5	rock O /	Nonverbal			
69	5:50	P5	No. Well, I think there are some. uhm: But yeah, with bigger prices, I guess.	Verbal	P5_T60-64		Reformulation & simplification
69		P5	EU nod rock smile	Nonverbal			
69		P6	smile	Nonverbal			
70	5:57	P6	yeah I thought af- after I've seen the movie, I thought maybe like the Vespa is	Verbal			
70		P6	mv cl EUS	Nonverbal			
70		P5	smile rock	Nonverbal			
70		P6	# uh: in Italy is like bicycles in Amsterdam. Or uhm	Verbal			
70		P6	mv aw	Nonverbal			

70		P5	<i>nod</i> <i>EU</i>	<i>Nonverbal</i>			
71	6:08	P5	No: no, we don't. We don't have bicycles at all. Maybe more	Verbal	P6_T68-69	Misunderstanding: P5 misunderstood question, but neither P5 or P6 noticed during the conversation. P6 realized during interview.	disruption
71		P5	<i>EU</i> <i>EU</i> <i>ES</i>	<i>Nonverbal</i>	CW	they keep misunderstanding each other, but it still somehow works out	disruption
71		P6	<i>shake</i> <i>smile</i>	<i>Nonverbal</i>			
71		P5	in the North of Italy? But in- in the center we cannot bike because #	Verbal			
71		P5	<i>pt up</i> / <i>shake</i> <i>shake</i>	<i>Nonverbal</i>			
71		P6	<i>:cross-</i> <i>smile</i>	<i>Nonverbal</i>	CW	cross because she again misunderstood?	disruption
71		P5	there are a lot of holes in the streets. [laughter] It's not like # the streets here	Verbal			
71		P5	<i>frame</i> <i>:smile-</i> <i>mim</i> <i>flat</i>	<i>Nonverbal</i>			
71		P6	<i>nod</i> <i>smile</i> <i>O</i>	<i>Nonverbal</i>			
71		P5	in the Netherlands that are very flat. So: in Rome, it would be impossible	Verbal			
71		P5	<i>-smile-</i> <i>mim flat</i> <i>rock</i>	<i>Nonverbal</i>			
71		P6	<i>nod</i>	<i>Nonverbal</i>			
71		P5	but in northern Italy, I think yes, they- they do bike more. # uhm: and	Verbal			
71		P5	<i>-smile-</i> <i>rock</i> <i>narr</i> <i>ES</i>	<i>Nonverbal</i>			
71		P6	<i>ED</i> <i>nod</i>	<i>Nonverbal</i>			
71		P5	I don't know about the: this races where they use	Verbal			
71		P5	<i>-smile-</i> <i>wave</i> <i>wave</i>	<i>Nonverbal</i>			
71		P6	/ <i>smile</i>	<i>Nonverbal</i>			
71		P5	both the motorcycle or bikes, but # it would be nice.	Verbal			
71		P5	<i>-smile-</i>	<i>Nonverbal</i>			
72	6:42	P6	yeah	Verbal			

72		P5	-smile-	Nonverbal			
72		P6	smile BU	Nonverbal			
73	6:43	P5	Now that I know how to bike. [laughter]	Verbal			
73		P5	-smile- pt up	Nonverbal			
73		P6	:smile-	Nonverbal			
74	6:47	P6	[laughter] And- I love- I love Italian food.	Verbal			
74		P6	-smile-	Nonverbal	CW	P6 has to change subject? After all the misunderstandings	disruption
74		P5	nod	Nonverbal			
74		P6	Actually, I blame Italian food whenever I gain weight.	Verbal			
74		P6	shake -smile: :smile-	Nonverbal	CW	cheeky smile	shared laughter
74		P5	nod nod	Nonverbal			
75	6:53	P5	yeah, I- I miss the food honestly. How easy it was to get it [laughter].	Verbal			
75		P5	EUS circ	Nonverbal			
75		P6	-smile-	Nonverbal			
75		P5	But # yeah, here I have to cook by myself. But have you been to Italy?	Verbal			
75		P6	-smile: mv cl	Nonverbal			
76	7:03	P6	No, not really.	Verbal			
76		P6	smile shake	Nonverbal			
77	7:04	P5	No, never. Oh, you have to! [laughter]	Verbal			
77		P5	shake pt you	Nonverbal			
78	7:06	P6	I- I would love to do it in summertime.	Verbal			
78		P6	nod	Nonverbal			
78		P5	nod	Nonverbal			
79	7:09	P5	yeah. Maybe spring is better. Because in summer is super hot. # The weather.	Verbal			
79		P5	nod EU shake	Nonverbal	CW	offering more information, social act?	social act
79		P6	BU EU ES	Nonverbal	CW	surprise	other
80	7:16	P6	Super hot is like, # how many degrees are we talking about?	Verbal			

80		P6	/ ee	Nonverbal			
81	7:21	P5	This year # just in Rome? It was about 40 degrees.	Verbal			
81		P5	ee &4	Nonverbal			
81		P6	O O mv cl	Nonverbal			
82	7:25	P6	Oh, really?	Verbal			
82		P5	hand behavior	Nonverbal			
82		P6	mv cl	Nonverbal			
83	7:26	P5	yeah.	Verbal			
83		P5	nod	Nonverbal			
84	7:27	P6	In Europe, 40?	Verbal			
84		P6	BD	Nonverbal	P5_T73-74	P5: P6 not surprised, but impressed.	other
85	7:29	P5	In general it's like 30:, 32. But this year was # strong. [laughter]	Verbal			
85		P5	EU () () fist	Nonverbal			
85		P6	smile ES smile	Nonverbal			
85		P5	And # in the South was even worse. So: # maybe spring is a bit better.	Verbal			
85		P5	nod shake wave	Nonverbal			
85		P6	EUS 's	Nonverbal			
86	7:41	P6	yeah that's a good idea. Whe- when you said # when you said uh:	Verbal			
86		P6	BU nod	Nonverbal			
86		P5	nod	Nonverbal			
86		P6	it- it is too hot. I thought maybe like 30 you will consider that too	Verbal			
86		P6	BL	Nonverbal			
86		P5	:smile-	Nonverbal			
87	7:50	P5	[laughter]	Verbal			
87		P5	-smile-	Nonverbal			
87		P6	smile	Nonverbal			
88	7:50	P6	hot. Because- because in my life I lived uh: some time in Dubai.	Verbal			
88		P5	nod -smile: :smile- nod	Nonverbal			
88		P6	smile mv cl pt me shake	Nonverbal			

89	7:54	P5	Aha	Verbal			
89		P5	<i>-smile:</i>	<i>Nonverbal</i>			
90	7:55	P6	And Dubai is like 45	Verbal			
90		P6	<i>shake</i>	<i>Nonverbal</i>	CW	disbelief	other
90		P5	<i>BU nod</i>	<i>Nonverbal</i>			
91	7:57	P5	yeah	Verbal			
91		P5	<i>nod</i>	<i>Nonverbal</i>			
92	7:57	P6	or sometimes 47.	Verbal			
93	7:59	P5	yeah, I can't imagine today.	Verbal			
94	8:01	P6	yeah.	Verbal			
94		P6	<i>nod smile</i>	<i>Nonverbal</i>			
95	8:02	P5	This summer. How: hot was there? If in Rome it was already 40 degrees.	Verbal			
95		P5	<i>/ / pt side</i>	<i>Nonverbal</i>			
95		P6	<i>nod smile</i>	<i>Nonverbal</i>			
95		P5	Because #1 yeah, it was crazy. [clicks tongue] And when I came here,	Verbal			
95		P5	<i>shake 's pt side</i>	<i>Nonverbal</i>			
95		P6	<i>nod</i>	<i>Nonverbal</i>			
95		P5	I was so relieved because the weather was more chill and- yeah, because	Verbal			
95		P5	<i>circ circ ES</i>	<i>Nonverbal</i>			
95		P6	<i>nod</i>	<i>Nonverbal</i>			
95		P5	I suffered the heat a lot. So I spent the entire summer at home	Verbal			
95		P5	<i>wave</i>	<i>Nonverbal</i>			
95		P5	with my uhm [inaudible] heating system. Well, how is that called?	Verbal			
95		P5	<i>frame ES ° hair</i>	<i>Nonverbal</i>			
95		P6	<i>smile</i>	<i>Nonverbal</i>			
96	8:26	P6	Air conditioner. AC	Verbal			
96		P6	<i>ED</i>	<i>Nonverbal</i>			
97	8:27	P5	yes. # uhm: Dying in my bed because it was too hot to leave. [laughter]	Verbal			
97		P5	<i>nod hair EU smile</i>	<i>Nonverbal</i>			

97		P6	/ smile smile	Nonverbal	CW	does he find her cute? (innocent)	other
97		P5	So yeah, definitely too much. In general it's 30, 32 degrees. But #1 maybe	Verbal			
97		P5	/ wave	Nonverbal	CW	P5 often tilts her head as emphasis	emphasis
97		P6	EU M nod	Nonverbal	CW	moderately impressed	other
97		P5	spring is better. You can enjoy everything more otherwise you- yeah.	Verbal			
97		P5	smile shake ES	Nonverbal			
97		P6	nod	Nonverbal			
98	8:44	P6	# And uh: I'm- I'm not that good in: # geography is Rome on the beach?	Verbal			
98		P6	EU EU	Nonverbal			
98		P5	nod	Nonverbal			
98		P6	Is it a coastal city?	Verbal			
98		P5	EUS	Nonverbal			
99	8:53	P5	It's quite close. uhm: For example, from where I live, there are several areas. #	Verbal			
99		P5	pt side pt side circ	Nonverbal			
99		P5	So one is like 30 minutes by car. Another one is one hour and a half.	Verbal			
99		P5	wave wave circ ()	Nonverbal			
99		P6	nod mv cl :fidg-	Nonverbal	P5_T79-80	NVE: mv cl (P6). Interpretation: conversation is more relaxed. Overcoming being strangers, overcoming starting to talk with a random topic.	intimacy
99		P5	So it really depends. But the water is not that clean.	Verbal			
99		P5	/ block	Nonverbal			
99		P6	-fidg- EU	Nonverbal			
99		P5	So # the more you go to the south, the more- it's a bit better. # So	Verbal			
99		P5	nod nod smile	Nonverbal			
99		P6	-fidg- EU	Nonverbal			

100	9:15	P6	the weather is not that clean. You mean polluted?	Verbal	P6_T79-81	Misunderstanding due to P5's pronunciation: weather instead of water. Strategy P5 (T101): paraphrasing. Success.	Reformulation & simplification
100		P6	<i>-fdg- nod</i>	<i>Nonverbal</i>			
100		P5	<i>nod</i>	<i>Nonverbal</i>			
101	9:18	P5	Like # the sea. It's very-	Verbal			
101		P5	<i>shake mim flat</i>	<i>Nonverbal</i>			
102	9:21	P6	Ah:	Verbal			
102		P6	<i>O mv aw</i>	<i>Nonverbal</i>			
103	9:22	P5	yeah. When I was younger, I used to go to Sardinia, # like the: yeah to go	Verbal			
103		P5	<i>EU pt down smile</i>	<i>Nonverbal</i>			
103		P6	<i>smile nod</i>	<i>Nonverbal</i>			
104	9:28	P6	yeah yeah	Verbal			
104		P5	<i>smile</i>	<i>Nonverbal</i>			
104		P6	<i>nod</i>	<i>Nonverbal</i>			
105	9:28	P5	to the sea. And it was the water was like crystal was so transparent	Verbal			
105		P5	<i>smile mim</i>	<i>Nonverbal</i>			
105		P6	<i>smile</i>	<i>Nonverbal</i>			
105		P5	that when I got back to Rome, it was so green. yeah, that now #	Verbal			
105		P5	<i>smile flat</i>	<i>Nonverbal</i>			
105		P6	<i>smile BD ee</i>	<i>Nonverbal</i>			
105		P5	I don't really like to go to the beach anymore. Everybody does swimming pool.	Verbal			
105		P5	<i>-smile- pt up</i>	<i>Nonverbal</i>			
105		P6	<i>EUS ee</i>	<i>Nonverbal</i>			
106	9:41	P6	Is it really polluted or it's only green?	Verbal			
106		P6	<i>mv cl shake</i>	<i>Nonverbal</i>			
106		P5	<i>-smile:</i>	<i>Nonverbal</i>			

107	9:45	P5	#1 Also polluted a bit. yeah.	Verbal			
107		P5	nod	Nonverbal			
108	9:48	P6	How- How about the smell?	Verbal			
108		P6	ee	Nonverbal	P5_T83-84	NVE: ee, P5: Not perceived during conversation.	other
109	9:49	P5	# The smell is okay. It's just that the water is very dirty. [laughter]	Verbal			
109		P5	EU shake smile	Nonverbal	P6_T83-84	P6: perceived emotion: embarrassment of P5. Does not attribute guilt to P5.	other
109		P6	ee	Nonverbal	CW	disgusted	other
109		P5	So: # like you can't even see your feet. If you're standing. So # it's very	Verbal			
109		P5	pull	Nonverbal	P6_T83-84		other
109		P6	nod smile BD smile	Nonverbal			
109		P5	[laughter] it's super green. It's terrible. #1 I really enjoy going to the sea #	Verbal			
109		P5	flat 's	Nonverbal	P6_T83-84		other
109		P6	nod nod smile	Nonverbal	CW	he is very calm and doesn't seem to move or gesture much, but he is quite engaged at the same time and reacts to most things that she says, often with a (cheeky) smile, like she slightly amuses him	other
109		P5	and not swimming there. # Because it's- it's fresh but #1 but yeah.	Verbal			
109		P5	/	Nonverbal			
109		P6	smile smile	Nonverbal			
109		P5	And # for how long have you been living in Dubai? I've never been there.	Verbal			
109		P5	smile	Nonverbal			
109		P6	EU	Nonverbal			

110	10:19	P6	I- I lived in Dubai- I was actually living uh: in Saudi Arabia	Verbal			
110		P6	EU	Nonverbal			
110		P5	nod	Nonverbal			
111	10:27	P5	okay	Verbal			
112	10:28	P6	most of the time was in Saudi but I used to go to Dubai- for sometimes for	Verbal			
112		P6	circ wave wave	Nonverbal			
112		P5	nod nod	Nonverbal			
112		P6	one month sometimes for more. That was for business, for work.	Verbal			
112		P6	mv cl mv aw nod EU	Nonverbal			
112		P5	nod nod	Nonverbal			
113	10:36	P5	Okay.	Verbal			
113		P5	nod	Nonverbal			
113		P6	EU	Nonverbal			
114	10:37	P6	So: uh: if you say how long like that the longest period	Verbal			
114		P6	// EU	Nonverbal			
114		P5	nod	Nonverbal			
114		P6	I stayed in Dubai was uh # two months and a half almost.	Verbal			
114		P6	mv cl mv aw nod	Nonverbal			
115	10:47	P5	Two months and a half. And did you liked it there or?	Verbal			
115		P5	nod EU /	Nonverbal	CW	tilt head as questionmark	emphasis
115		P6	nod nod	Nonverbal			
116	10:51	P6	#2 A- Actually, I will say: just # what as- as what you said about London	Verbal			
116		P6	/ ES BD	Nonverbal			
116		P5	nod	Nonverbal	CW	nod as encouragement?	active listening

116		P6	that I would love to visit Dubai but I don't want to live there	Verbal			
116		<i>P6</i>	<i>shake /</i>	<i>Nonverbal</i>			
116		<i>P5</i>	<i>nod nod</i>	<i>Nonverbal</i>			
117	11:04	P5	Live there. yeah-	Verbal			
117		<i>P5</i>	<i>ES</i>	<i>Nonverbal</i>			
118	11:06	P6	Too- too artificial	Verbal			
118		<i>P6</i>	<i>shake</i>	<i>Nonverbal</i>			
119	11:08	P5	Mh, yes. I have a friend who worked there for- # as a flight attendant	Verbal			
119		<i>P5</i>	<i>nod M nod wave</i>	<i>Nonverbal</i>			
119		<i>P6</i>	<i>nod</i>	<i>Nonverbal</i>			
119		P5	for quite a long time. And she said she wouldn't go back # and live there	Verbal			
119		<i>P5</i>	<i>shake smile</i>	<i>Nonverbal</i>			
119		P5	also because there's a lot of differences between super rich and super poor,	Verbal			
119		<i>P5</i>	<i>rock bal bal bal</i>	<i>Nonverbal</i>			
119		<i>P6</i>	<i>nod nod</i>	<i>Nonverbal</i>	P6_T86	Intentional NVE: nodding. Reason: strong agreement	active listening
119		P5	though it really depends on where you're living.	Verbal			
119		<i>P5</i>	<i>'s</i>	<i>Nonverbal</i>	P5_T87-88	NVE: 's, unintentional. Function: remembering	Focus & Reflection
119		<i>P6</i>	<i>nod nod</i>	<i>Nonverbal</i>			
120	11:28	P6	# Exactly.	Verbal			
120		<i>P6</i>	<i>mv cl mv aw</i>	<i>Nonverbal</i>			
121	11:30	P5	But yeah- I want to visit but-	Verbal			
122	11:33	P6	Actually I think if somebody is going to Dubai and is willing to- to spend	Verbal			

122		P6	<i>mv cl</i>		Nonverbal			
122		P5	<i>nod</i>		Nonverbal	CW	nod as listening	active listening
122		P6	like 10,000 Euro a week #1 this- this much money # and you might feel that		Verbal			
122		P6	<i>() () big mim ball def</i>		Nonverbal			
122		P5	<i>nod ee smile</i>		Nonverbal			
122		P6	there is # more people other people who are spending this in one hour.		Verbal			
122		P6	<i>wave shake &1</i>		Nonverbal			
122		P5	<i>nod nod</i>		Nonverbal			
123	11:53	P5	oh my god		Verbal			
123		P5	<i>O /smile</i>		Nonverbal			
123		P6	<i>smile</i>		Nonverbal			
124	11:54	P6	you got me how- how different it is, the contrast?		Verbal			
124		P6	<i>bal bal nod</i>		Nonverbal	P5_T90, P6_T87-92	Perceived: NVE increased gesturing by P6. Confirmed by P6, no reason behind it.	emphasis
124		P5	<i>smile</i>		Nonverbal			
125	11:58	P5	yeah it's way too much.		Verbal			
125		P5	<i>nod M ED</i>		Nonverbal			
126	11:59	P6	yeah # they say like every: all the: # famous people are-		Verbal			
126		P5	<i>nod smile</i>		Nonverbal			
126		P6	they have their yacht there, the villas: like Will Smith I think and		Verbal			
126		P6	<i>() () BD shake</i>		Nonverbal			
126		P5	<i>smile nod nod</i>		Nonverbal			
127	11:59	P5	Mhm		Verbal			
127		P5	<i>nod</i>		Nonverbal			

128	12:13	P6	Cristiano Ronaldo.	Verbal			
128		P6	<i>smile shake M</i>	<i>Nonverbal</i>			
129	12:15	P5	yeah: but they're famous famous. [laughter]	Verbal			
129		P5	<i>/ smile</i>	<i>Nonverbal</i>			
130	12:17	P6	[laughter]	Verbal			
130		P6	<i>smile</i>	<i>Nonverbal</i>			
130		P5	<i>smile</i>	<i>Nonverbal</i>			
131	12:18	P5	There I would be poor, [laughter] extremely poor. So [laughter]	Verbal			
131		P5	<i>hair def °</i>	<i>Nonverbal</i>			
131		P6	<i>L L EUS</i>	<i>Nonverbal</i>			
132	12:23	P6	yeah, exactly. Actually, this is what I- I- I feel when I go to Dubai.	Verbal			
132		P6	<i>BD nod smile wave</i>	<i>Nonverbal</i>			
132		P5	<i>nod smile nod</i>	<i>Nonverbal</i>			
132		P6	When I used to go to Dubai I felt this way.	Verbal			
132		P6	<i>smile wave</i>	<i>Nonverbal</i>	CW	wave as in 'the past'	emphasis
133	12:30	P5	#2 yeah	Verbal			
133		P5	<i>ES nod</i>	<i>Nonverbal</i>			
134	12:33	P6	But the difference is- is very obvious. Like, there is people	Verbal			
134		P6	<i>bal shake def</i>	<i>Nonverbal</i>			
134		P5	<i>nod nod M</i>	<i>Nonverbal</i>			
134		P6	who are living like # 12 in one room and there is one person	Verbal			
134		P6	<i>&1 &1</i>	<i>Nonverbal</i>			
134		P5	<i>nod</i>	<i>Nonverbal</i>			
134		P6	who's living in a villa:. Jumeirah, this [inaudible] one.	Verbal			

134		P6	<i>mim ball mim ball</i>	Nonverbal		
134		P5	<i>nod</i>	Nonverbal		
135	12:44	P5	yeah.	Verbal		
135		P5	<i>circ</i>	Nonverbal		
136	12:45	P6	# And it's too- too artificial.	Verbal		
137	12:48	P5	# It's way too expensive. So # unless you have the money # to: to go there,	Verbal		
137		P5	<i>shake</i>	Nonverbal		
137		P6	<i>EU :cross-</i>	Nonverbal		
137		P5	and at least to enjoy the life a bit, you know, #1 I guess.	Verbal		
137		P5	<i>'s :rest-</i>	Nonverbal		
137		P6	<i>EU nod M</i>	Nonverbal		
138	13:00	P6	#1 yeah: And there, what they, uh: what they they was marketing this year.	Verbal		
138		P6	<i>-cross: mv cl mv aw</i>	Nonverbal		
138		P5	<i>-rest-</i>	Nonverbal		
138		P6	# I see- I've seen on TV, that it's the: most beautiful winter on Earth.	Verbal		
138		P6	<i>wave ()</i>	Nonverbal		
138		P5	<i>-rest- nod nod</i>	Nonverbal		
139	13:16	P5	Oh:	Verbal		
139		P5	<i>O -rest: smile</i>	Nonverbal		
140	13:18	P6	And it is in a way yes. It is when you go there between like	Verbal		
140		P6	<i>() () nod BU</i>	Nonverbal		
140		P5	<i>nod</i>	Nonverbal		
140		P6	November until February. I think # it's like spring here in Europe.	Verbal		
140		P6	<i>M nod</i>	Nonverbal		
140		P5	<i>nod</i>	Nonverbal		

141	13:28	P5	Oh:	Verbal			
141		P5	<i>O smile</i>	<i>Nonverbal</i>			
142	13:29	P6	You can uh so people go to the beach:. And yeah and Dubai-	Verbal			
142		P6	<i>shake shake BD</i>	<i>Nonverbal</i>			
142		P5	<i>/ nod smile</i>	<i>Nonverbal</i>			
142		P6	I think in Dubai you never buy uh: like, uh you don't need a jacket or a sweater.	Verbal			
142		P6	<i>BD shake</i>	<i>Nonverbal</i>			
142		P5	<i>nod</i>	<i>Nonverbal</i>			
142		P6	Like #it's always like a T-Shirt.	Verbal			
142		P6	<i>shake</i>	<i>Nonverbal</i>			
142		P5	<i>BU EUS O smile</i>	<i>Nonverbal</i>			
143	13:42	P5	Damn: I love that. [laughter] yeah, that's- # that's amazing. #	Verbal			
143		P5	<i>smile 's</i>	<i>Nonverbal</i>			
143		P6	<i>nod EU</i>	<i>Nonverbal</i>			
143		P5	Well, here I have to wear a jacket, a T-Shirt. [laughter]	Verbal			
143		P5	<i>smile & & &</i>	<i>Nonverbal</i>			
143		P6	<i>smile nod</i>	<i>Nonverbal</i>			
143		P5	A lot of things and then it's like building up.	Verbal			
143		P5	<i>& mim ball smile</i>	<i>Nonverbal</i>			
143		P6	<i>smile</i>	<i>Nonverbal</i>			
144	13:55	P6	yeah, two days ago, we were in Utrecht. I was uh with some friends.	Verbal			
144		P6	<i>smile</i>	<i>Nonverbal</i>			
144		P5	<i>smile nod smile nod [ties hair-</i>	<i>Nonverbal</i>			
144		P6	We were like taking a tour. uh and it was kind of hot. Like it was sunny.	Verbal			
144		P6	<i>circ</i>	<i>Nonverbal</i>			
144		P5	<i>BU</i>	<i>Nonverbal</i>			

145	14:05	P5	yes, this week has been sunny. [inaudible]	Verbal			
145		P5	BU EU	Nonverbal			
146	14:07	P6	yeah, very nice for that. yeah. But- but-	Verbal			
146		P6	shake smile nod	Nonverbal			
147	14:10	P5	Today it's a bit cloudy. But.	Verbal			
147		P6	ES	Nonverbal			
148	14:13	P6	yeah, here also. It's actually tomorrow- tomorrow I'll be in Utrecht # uh:	Verbal			
148		P6	ES smile	Nonverbal			
148		P6	Not tomorrow.	Verbal			
148		P6	BD	Nonverbal	CW	doubt	reflection
149	14:19	P5	Tomorrow?	Verbal			
150	14:19	P6	Wednesday.	Verbal			
150		P6	BU	Nonverbal	CW	correction	other
150		P5	-ties hair]	Nonverbal			
151	14:21	P5	We- [inaudible]	Verbal			
151		P5	nod pt down	Nonverbal			
151		P6	nod	Nonverbal			
152	14:22	P6	So what do you study by the way?	Verbal			
153	14:24	P5	I study with Camilla # Intercultural communication. So: # yeah,	Verbal			
153		P5	smile	Nonverbal			
153		P6	BU :cross-	Nonverbal			

153		P5	it's- it's a one year Master. So it's very tight.	Verbal		
153		<i>P5</i>	<i>EUS</i>	<i>Nonverbal</i>		
153		<i>P6</i>	<i>-cross: L</i>	<i>Nonverbal</i>		
153		P5	# And now we are in the process of writing our thesis, and some have to be	Verbal		
153		<i>P6</i>	<i>L L</i>	<i>Nonverbal</i>		
153		P5	uhm with interviews: like # qualitative and quantitative data,	Verbal		
153		<i>P5</i>	<i>/ / /</i>	<i>Nonverbal</i>		
153		<i>P6</i>	<i>L ES L BU nod</i>	<i>Nonverbal</i>		
153		<i>C</i> <i>W</i>	<i>[Camilla enters the conversation]</i>	<i>Nonverbal</i>		
153		P5	mine is more like an analysis of # a text because I took translation. So	Verbal		
153		<i>P5</i>	<i>mim ball</i>	<i>Nonverbal</i>		
153		<i>P6</i>	<i>nod nod nod</i>	<i>Nonverbal</i>		
154	14:49	P6	Mhm	Verbal		
154		<i>P6</i>	<i>nod</i>	<i>Nonverbal</i>		
155	14:49	P5	a bit different. Hey Camilla!	Verbal		
155		<i>P5</i>	<i>smile</i>	<i>Nonverbal</i>		
155		<i>P6</i>	<i>nod shake smile</i>	<i>Nonverbal</i>		
156	14:51	P6	Looks like- Hi Camilla!	Verbal		
156		<i>P6</i>	<i>smile</i>	<i>Nonverbal</i>		
156		<i>P5</i>	<i>smile</i>	<i>Nonverbal</i>		

8.14. Transcription pair 5

Turn	Time	P	Utterances	Type of utterance	IPR-turn	IPR assessment	Category
1	0:03	P6	yeah: how are you? [laughter]	Verbal			
1		P6	smile	Nonverbal			
1		P5	smile	Nonverbal			
2	0:06	P5	I'm: I'm a bit tired because tonight I didn't sleep that much, but I'm good.	Verbal			
2		P5	/ wave	Nonverbal			
2		P5	Today I will be staying at home. So #1 nothing # crazy. And you?	Verbal			
2		P5	pull	Nonverbal			
3	0:16	P6	# Same for me actually, I: uh I didn't sleep early yesterday.	Verbal			
3		P6	ES/ ES BU nod	Nonverbal			
3		P5	nod :rest- nod	Nonverbal			
3		P6	Usually I sleep early. So # [clicks tongue]	Verbal			
3		P6	mv aw ee mv cl	Nonverbal	CW	"embarrassed"?	other
3		P5	-rest-	Nonverbal			
4	0:23	P5	Oh why?	Verbal			
4		P5	-rest-	Nonverbal			
5	0:23	P6	Ah actually I was speaking to a friend I haven't spoke to for a long time.	Verbal			
5		P6	O BU narr	Nonverbal			
5		P5	-rest: nod nod	Nonverbal			
5		P6	#2 That's why. [clicks tongue] I stayed up #1	Verbal			
5		P6	's nod EDS	Nonverbal			
5		P5	nod	Nonverbal			
6	0:35	P5	[inaudible]	Verbal			
6		P5	/ smile	Nonverbal			
7	0:35	P6	[inaudible] And she's in a different timezone.	Verbal			
7		P6	/	Nonverbal			

7		P5	<i>smile</i>	Nonverbal			
8	0:38	P5	Ah: okay	Verbal			
8		P5	<i>O nod</i>	Nonverbal			
8		P6	<i>smile</i>	Nonverbal			
9	0:39	P6	That's why uh	Verbal			
9		P6	<i>rock</i>	Nonverbal			
9		P5	<i>nod</i>	Nonverbal			
10	0:40	P5	So you stayed up late - # yeah, stayed up late	Verbal			
10		P6	<i>nod</i>	Nonverbal			
11	0:43	P6	yeah	Verbal			
11		P6	<i>nod</i>	Nonverbal			
12	0:43	P5	uh for your friend.	Verbal			
12		P5	<i>nod</i>	Nonverbal			
12		P6	<i>ES</i>	Nonverbal			
13	0:45	P6	yeah	Verbal			
13		P6	<i>BD</i>	Nonverbal			
14	0:45	P5	yeah, I also went to sleep like at 1am? But then: my: roommate always	Verbal			
14		P5	<i>'s ES</i>	Nonverbal			
14		P6	<i>smile mv aw</i>	Nonverbal			
14		P5	wake up like at six, seven makes a lot of noise. So even if I had to wake up	Verbal			
14		P5	<i>shake wave () () EU</i>	Nonverbal			
14		P6	<i>mv cl smile</i>	Nonverbal			
14		P5	like # around eight, # uh I woke up quite early. But yeah, # that's fine as well	Verbal			
14		P5	<i>smile shake EUS pull</i>	Nonverbal	CW	annoyed EUS	other
14		P6	<i>smile</i>	Nonverbal			
14		P5	[laughter] # he: # he goes to the office. [clicks tongue] So that's why:	Verbal			
14		P5	<i>pull</i>	Nonverbal			
14		P6	<i>smile EUS</i>	Nonverbal			
15	1:04	P6	yeah	Verbal			

15		P6	/ smile	Nonverbal			
16	1:04	P5	he #1 wakes up at that time.	Verbal			
16		P5	ES	Nonverbal			
16		P6	EUS mv aw	Nonverbal			
17	1:08	P6	#2 But you- uh: like you have uh: #2 you have your own alarm system.	Verbal			
17		P6	EUS	Nonverbal			
17		P5	nod smile	Nonverbal			
17		P6	So it's good to wake up early. [laughter]	Verbal			
17		P6	nod :smile-	Nonverbal			
17		P5	smile nod	Nonverbal			
18	1:17	P5	yeah, I- I have # three alarms # actually [laughter]. Two of them wake me up.	Verbal	P6_T16-20	Misunderstanding by P5. No strategy applied. Reason: too tired. Outcome: conversation continues.	non-communication
18		P6	-smile-	Nonverbal			
18		P6	shake	Nonverbal			
18		P5	smile ES nod &3 smile def	Nonverbal			
18		P5	And the last one is the five minutes I can spend on bed before # actually:	Verbal			
18		P5	wave &5 circ ES smile ()	Nonverbal			
18		P6	-smile:	Nonverbal			
18		P5	waking up and # getting up and doing stuff. I usually woke up at seven:?	Verbal			
18		P5	() shake ()	Nonverbal	CW	CW: also analyze for connection between stretched words (:) and head movements	hesitation
18		P6	nod EUS	Nonverbal			
18		P5	But # these days, it's so hard. I'm just super tired	Verbal			
18		P5	ES shake shake shake	Nonverbal	P5_T12-14	Perception of P5's and P6's body language: relaxed. P5's NVEs (gestures, scratching): no purpose.	other

18		P5	because I also started working. # uhm # So yeah, I think that's	Verbal	P5_T15	Creation of rapport: "mental wrap up of what we had to tell each other"	other
18		P5	ES	Nonverbal			
18		P5	the main reason because I'm not used to it anymore	Verbal			
18		P5	ED	Nonverbal			
18		P5	and [clicks tongue] uh: yeah	Verbal			
18		P5	ED	Nonverbal			
19	1:48	P6	You started working?	Verbal			
19		P6	mv cl	Nonverbal	P6_T22-25	Intentional? NVE: mv closer, /, nodding. Reason: engaging.	active listening
20	1:50	P5	yes, I work at Primark	Verbal			
20		P5	nod	Nonverbal			
20		P6	/	Nonverbal	P6_T22-25		active listening
21	1:51	P6	# Ah	Verbal			
21		P6	/ nod	Nonverbal	P6_T22-25		active listening
22	1:52	P5	in the centre of Utrecht. #1 But it's mainly during the weekends:.	Verbal			
22		P5	nod ES ES	Nonverbal			
22		P5	And I: always do the evening shifts. So: I always wake up late in the morning,	Verbal			
22		P5	ES frame	Nonverbal			
22		P5	and I go to work and the next day is the same thing. #2	Verbal			
22		P5	frame smile	Nonverbal			
22		P6	smile nod smile mv aw	Nonverbal			
22		P5	I have to change routine [laughter]. #2 And uhm: do you also study: # or work?	Verbal	P5_T18-20	NVE: hesitation of P6. Perception: P6 is less talkative today. Result: P5 is left with asking questions. But: less tension, relaxed.	hesitation
22		P5	/M M /	Nonverbal			

22		P6	<i>smile</i>	Nonverbal			
23	2:16	P6	I'm uh: I'm studying- currently, I'm doing a coaching course with the University	Verbal	P6_T27-32	NVE: hesitation of P6. Reason: uncomfortable topic (career). Emotion: uncomfortable.	hesitation
23		P6	<i>ES pull</i>	Nonverbal			
23		P5	<i>nod</i>	Nonverbal			
24	2:22	P5	Okay	Verbal			
24		P5	<i>nod</i>	Nonverbal			
25	2:22	P6	of Utrecht. My work usually is online like I do: uh web development	Verbal	P6_T27-32		hesitation
25		P6	<i>EUS mv cl ()</i>	Nonverbal	CW	mv cl because engaged?	active listening
25		P5	<i>ES [drinks from cup]</i>	Nonverbal			
26	2:30	P5	Mh	Verbal			
26		P5	<i>nod</i>	Nonverbal			
27	2:30	P6	[inaudible] yeah.	Verbal			
27		P6	<i>mv aw ED</i>	Nonverbal			
27		P5	<i>nod</i>	Nonverbal			
28	2:32	P5	#1 Do you like it? Like # this job?	Verbal	P5_T18-20		hesitation
28		P5	<i>:rest-</i>	Nonverbal			
28		P6	<i>nod</i>	Nonverbal			
29	2:37	P6	#5 Actually, my [inaudible] experience has been in IT.	Verbal	P5_T18-20,P6_T27-32		hesitation
29		P6	<i>mv cl</i>	Nonverbal			
29		P5	<i>nod -rest:</i>	Nonverbal			
30	2:45	P5	Mhm	Verbal			
30		P5	<i>nod</i>	Nonverbal			
31	2:47	P6	And I like it. But uhm: recently I'm thinking that #3 maybe working in:	Verbal			
31		P6	<i>nod mv aw</i>	Nonverbal			
31		P6	uh uh: like a job that's more- that has more uh communication like	Verbal			
31		P6	<i>circ ES circ</i>	Nonverbal			

31		P5	:/-	<i>nod</i>	:/-	<i>nod</i>	Nonverbal			
31		P6	with really human not- not always online or not always with the IT systems.				Verbal			
31		P6	<i>_me</i>	<i>ED</i>	<i>mv cl</i>	Nonverbal				
31		P5	<i>nod</i>	<i>nod</i>		Nonverbal				
32	3:09	P5	yeah				Verbal			
32		P5	<i>ES M</i>				Nonverbal			
32		P6	<i>nod</i>				Nonverbal			
33	3:11	P6	This interests me more.				Verbal			
33		P6	<i>nod ES</i>				Nonverbal			
34	3:15	P5	#2 Mh okay				Verbal			
34		P5	<i>nod ED EU</i>				Nonverbal			
34		P6	<i>ES</i>				Nonverbal			
35	3:16	P6	Or- or maybe this is a reaction after the # Corona period. # Not sure yet.				Verbal			
35		P6	<i>ED</i>	<i>smile /</i>	<i>smile</i>	Nonverbal				
35		P5	<i>EUS</i>	<i>smile</i>	<i>EUS M</i>	Nonverbal	CW	P5 seems impatient the last couple of turns	Focus & Reflection	
36	3:22	P5	yeah especially because # people are still working online:.				Verbal			
36		P5	<i>EDS ES</i>				Nonverbal			
36		P6	<i>'s :fidg-</i>				Nonverbal			
36		P5	Not everyone is going to the office. Like it's # taking # so long to:				Verbal			
36		P5	<i>'s</i>				Nonverbal	P5_T23-25	Perception: P5 is gesturing less, P6 is moving more. Possible retrospective interpretation by P5: P5 is more relaxed, P6 is more tense.	other
36		P6	<i>-fidg-</i>				Nonverbal			
36		P5	be fully in person again? So: # I get that's the problem. # I- I prefer like a job:				Verbal			
36		P5	<i>mim ball</i>	<i>ED</i>	<i>narr</i>	Nonverbal	CW	narr as - let me be honest?	other	

36		P6	-fidg:	Nonverbal			
36		P5	that has to do with people in person than online, because then you stay	Verbal			
36		P5	pt me	Nonverbal			
36		P6	nod	Nonverbal			
36		P5	at home too much, or # I don't know in the office too much. #1 So no I get it. #	Verbal			
36		P5	EU shake () ES ED	Nonverbal			
36		P6	nod ED	Nonverbal			
36		P5	But I mean you're getting experience. So # this nice, yeah,	Verbal			
36		P5	nod	Nonverbal			
36		P6	EU // M	Nonverbal	CW	doubtful	Focus & Reflection
36		P5	and you can change whenever you want.	Verbal			
36		P6	nod	Nonverbal			
37	3:59	P6	# yeah	Verbal			
37		P6	BU ES nod	Nonverbal			
37		P5	ED	Nonverbal			
38	3:59	P5	#1 I feel like	Verbal	P6_T35-37	P5 & P6 talking at the same time. Not related to technical issues. No other explanation given.	interruption
38		P5	EUS nod	Nonverbal			
38		P6	BU	Nonverbal			
39	3:59	P6	and uh	Verbal	P6_T35-37		interruption
39		P6	EUS	Nonverbal			
40	3:59	P5	there are # a lot of opportunities here.	Verbal	P6_T35-37		interruption
41	4:02	P6	#1 And uh: uh: #2 about Corona, like # I see in the news	Verbal			
41		P6	ES mv aw	Nonverbal			
41		P5	ES /nod nod	Nonverbal			
41		P6	that in China there is # like # they are struggling again.	Verbal			
41		P6	shake ES M	Nonverbal	CW	unhappy	emphasis
41		P5	M nod	Nonverbal			

42	4:17	P5	yeah but also, in my country in Italy, there are a lot of cases every day: #	Verbal			
42		P5	<i>shake</i>	<i>Nonverbal</i>			
42		P6	<i>ES</i>	<i>Nonverbal</i>			
42		P5	even more than: # like a few months ago, # when we had to lock down here.	Verbal			
42		P5	<i>shake</i> <i>narr</i> <i>L</i>	<i>Nonverbal</i>	CW	shake in disbelief	emphasis
43	4:26	P6	#1 And is- is there a lockdown?	Verbal			
44	4:30	P5	# No there was here in Utrecht in the Netherlands in: # December.	Verbal	P6_T39-40	Misunderstanding by P5. No strategy applied. CW: outcome annoyance from P6?	non-communication
44		P5	<i>EUS</i> <i>shake</i> <i>M ES</i>	<i>Nonverbal</i>	CW	M ES - nachdenken	Focus & Reflection
44		P5	It lasted just # two weeks.	Verbal			
44		P5	<i>shake</i>	<i>Nonverbal</i>			
45	4:40	P6	yeah, yeah # I was here. I'm asking	Verbal	P6_T39-40		non-communication
45		P6	<i>nod</i>	<i>Nonverbal</i>	P6_T39-40	CW: annoyed	non-communication
46	4:42	P5	yes	Verbal			
46		P5	<i>nod</i>	<i>Nonverbal</i>			
47	4:42	P6	about Italy.	Verbal	P6_T39-40		non-communication
48	4:44	P5	No in Italy # there wasn't a lockdown, but when we had the lockdown	Verbal	P6_T39-40		non-communication
48		P5	<i>shake</i> <i>pt down</i>	<i>Nonverbal</i>	P5_T28-29	Unintentional NVE: moving and gesturing. Reason: Struggling with explaining her point.	other
48		P5	here in the Netherlands, in Italy, the cases were not that much.	Verbal			
48		P5	<i>pt down</i> <i>wave</i>	<i>Nonverbal</i>			

48		P5	And now it's worse than when we had the lockdown here #1 in Italy.	Verbal			
48		<i>P5</i>	<i>BU nod pt side</i>	<i>Nonverbal</i>	CW	emphasis	emphasis
48		P5	[clicks tongue] The cases are racing again also, I heard a bit in Germany,	Verbal			
48		<i>P5</i>	<i>ED 's</i>	<i>Nonverbal</i>			
48		<i>P6</i>	<i>EU EUS nod</i>	<i>Nonverbal</i>			
48		P5	but # it should be a little bit better now it- # Like,	Verbal			
48		<i>P5</i>	<i>EUS BD</i>	<i>Nonverbal</i>			
48		<i>P6</i>	<i>/</i>	<i>Nonverbal</i>	CW	listening	active listening
49	5:06	P6	Mhm	Verbal			
50	5:06	P5	Corona shouldn't be super strong as it used to be and we also have [inaudible],	Verbal			
50		<i>P6</i>	<i>nod</i>	<i>Nonverbal</i>			
50		P5	I do # three vaccines. So	Verbal			
50		<i>P5</i>	<i>smile nod</i>	<i>Nonverbal</i>			
50		<i>P6</i>	<i>smile</i>	<i>Nonverbal</i>			
51	5:16	P6	I have my vaccines also three shots.	Verbal			
51		<i>P6</i>	<i>smile</i>	<i>Nonverbal</i>			
51		<i>P5</i>	<i>nod thb up</i>	<i>Nonverbal</i>			
52	5:18	P5	I- [laughter]	Verbal			
52		<i>P5</i>	<i>M nod :smile-</i>	<i>Nonverbal</i>	CW	approval	active listening
53	5:19	P6	But actually, after I- after I did the third shot, the- the booster	Verbal	P6_T42-45	Conversation more relaxed. Possible reason: more generic topics. (Covid vaccines). CW: more shared laughter in this section.	shared laughter
53		<i>P6</i>	<i>mv cl mv aw</i>	<i>Nonverbal</i>	CW	mv cl when he starts talking, to get attention?	active listening
53		<i>P5</i>	<i>-smile- nod nod</i>	<i>Nonverbal</i>			
53		P6	# they: they stopped asking for it whenever you're going to	Verbal			
53		<i>P5</i>	<i>-smile-</i>	<i>Nonverbal</i>			
54	5:28	P5	yes!	Verbal			

54		P5	-smile- nod	Nonverbal			
55	5:29	P6	a bar or [inaudible]. like when we go [inaudible] I said	Verbal			
55		P6	shake &1 smile	Nonverbal	P6_T42-45		shared laughter
55		P5	-smile- BU nod nod	Nonverbal	CW	funny desparation	shared laughter
55		P6	I shouldn't have taken it. [laughter].	Verbal			
55		P6	smile	Nonverbal			
55		P5	-smile- nod	Nonverbal			
56	5:33	P5	yeah, I mean, I- I took it? I took it here # uhm: two weeks before going back	Verbal			
56		P5	/ 's -smile: ES pt side	Nonverbal			
56		P5	to Italy in February. [clicks tongue] Because in Italy, it was mandatory	Verbal			
56		P5	wave	Nonverbal	CW	emphasis	emphasis
56		P6	nod 's	Nonverbal			
56		P5	to have the third vaccine shot, they would ask it everywhere.	Verbal	P6_T42-45		shared laughter
56		P5	circ 's	Nonverbal			
56		P6	yawn	Nonverbal			
56		P5	And I also did uhm: a Corona test, but the: rapid one. #	Verbal			
56		P5	And when I arrived at the airport, the: uhm flight atte- attendant was like,	Verbal			
56		P5	pt down ()	Nonverbal			
56		P5	Oh, it's fine. Don't worry. And you don't have to show me anything.	Verbal			
56		P5	wave wave :smile-	Nonverbal			
56		P6	:smile-	Nonverbal			
56		P5	So I paid for the test.	Verbal	P6_T42-45		shared laughter
56		P5	-smile- circ	Nonverbal			
56		P6	-smile-	Nonverbal			
57	5:45	P6	[laughter]	Verbal			
57		P6	-smile-	Nonverbal			
57		P5	-smile-	Nonverbal			
58	5:46	P5	I did the booster. And # it was useless [laughter] So: #	Verbal			
58		P6	-smile: L ES	Nonverbal			
58		P5	-smile- pt down def ES ED	Nonverbal			

58		P5	but they do basically whatever they want. It really depends.	Verbal			
58		P5	ED -smile:	Nonverbal			
58		P6	's	Nonverbal			
58		P5	Like who you get at the moment # that you have to do the check in, I guess.	Verbal	P6_T42-45		shared laughter
58		P6	smile nod	Nonverbal			
58		P5	pt down ES /	Nonverbal			
59	6:15	P6	#1 yeah. And uh now I feel that the world is more #2 more busy # with the war.	Verbal	P6_T48	Perception: negative energy. Reason: tragic conversation topics (covid, war, etc.).	disruption
59		P6	nod EUS 's ED	Nonverbal			
59		P5	[drinks from cup] ES ES nod	Nonverbal			
60	6:22	P5	# yeah, that's # th- the worst I guess # now. #1 I don't think they are	Verbal	P5_T35-36, P6_T48	P6's NVE: hesitation. Perceived reason: difficult topic. Result: increased stress & pressure on P5 to run the conversation.	hesitation
60		P5	EU 's shake	Nonverbal	P5_T32-34	Emotion: anxious, stressed. Not aware of it during, but now. Reason: Uncomfortable and unfamiliar topic.	other
60		P5	focusing on COVID that much anymore, especially # if there's not that much	Verbal	P5_T35-36		hesitation
60		P5	narr ES ER	Nonverbal	P5_T32-34	CW: disapproval	disruption
60		P5	of people that is getting hospitalized? #1 So if it's something that # like you	Verbal	P5_T35-36		hesitation
60		P5	ES () ()	Nonverbal	P5_T32-34		disruption
60		P5	# just have to quarantine: # then it's just the cases rising. #1 But yeah,	Verbal	P5_T35-36		hesitation
60		P5	() M shake / ES ES	Nonverbal	P5_T32-34		disruption

60		P5	the war is # tragic # a- at this moment #1 so they're focusing on that	Verbal	P5_T35-36		hesitation
60		P5	<i>ES shake</i>	Nonverbal	P5_T32-34	CW: barely any reaction from P6, not super happy about flow of conversation or too tired to engage?	hesitation, non-communication
60		P6	<i>nod</i>	Nonverbal			
60		P5	which is completely # right.	Verbal	P5_T35-36		hesitation
60		P5	<i>/ wave shake</i>	Nonverbal	P5_T32-34		disruption
61	6:57	P6	#2 yeah: [clicks tongue]	Verbal	P5_T35-36		hesitation
61		P6	<i>EUS ES nod BU</i>	Nonverbal			
61		P5	<i>:rest-</i>	Nonverbal			
62	7:03	P5	Tough times.	Verbal	P5_T35-36		hesitation
62		P5	<i>-rest- EDS</i>	Nonverbal			
63	7:04	P6	I hope it ends.	Verbal			
63		P6	<i>smile ED</i>	Nonverbal			
63		P5	<i>-rest-</i>	Nonverbal			
64	7:06	P5	yeah #1 I really hope.	Verbal			
64		P6	<i>ED</i>	Nonverbal			
64		P5	<i>-rest: ED</i>	Nonverbal			
65	7:09	P6	And: yesterday in the news, they said like # they are- they have like a meeting	Verbal			
65		P6	<i>EUS EUS</i>	Nonverbal			
65		P5	<i>/ ED</i>	Nonverbal			
65		P6	between Putin and [inaudible] Zelensky and- under negotiation	Verbal			
65		P6	<i>() ()</i>	Nonverbal			
65		P5	<i>nod</i>	Nonverbal			
66	7:20	P5	Ah yes	Verbal			
66		P5	<i>EU</i>	Nonverbal			
66		P6	<i>EUS</i>	Nonverbal			
67	7:20	P6	and they said that the negotiations are going well.	Verbal			
67		P6	<i>M//</i>	Nonverbal	CW	doubtful	reflection

68	7:23	P5	# Are going well or not?	Verbal			
68		P5	BU nod shake	Nonverbal			
68		P6	ES	Nonverbal			
69	7:27	P6	Are going well.	Verbal			
69		P6	nod ()	Nonverbal			
70	7:28	P5	Are going well!	Verbal			
70		P5	O nod	Nonverbal			
71	7:28	P6	They are having a second day today maybe so # since they have like a second	Verbal			
71		P6	BD shake EUS wave	Nonverbal	CW	P6 often looks up continuously while talking, maybe to focus? Or similar to P3, eye contact less relevant?	Focus & Reflection
71		P6	episode, which means it- they have like a common vision I think # hopefully.	Verbal			
71		P6	wave M pull BU	Nonverbal			
71		P5	M ED nod ES	Nonverbal			
72	7:39	P5	I- I really hope so. #1 yeah #2 yeah that's- that's very sad that it-	Verbal	P5_T39-41	Intentional? NVEs: hesitations and ES. Reason: uncomfortable topic, P5 wants to switch topic but does not want to do so abruptly.	hesitation
72		P5	ES	Nonverbal	P5_T39-41		hesitation
72		P6	ED pull M	Nonverbal			
72		P5	during these times: #2 I mean # Ukraine is not the only country that	Verbal	P5_T39-41		hesitation
72		P5	ES shake ES () ()	Nonverbal	P5_T39-41		hesitation
72		P6	smile	Nonverbal			
72		P5	has a war right now I guess. Unfortunately.	Verbal			
72		P5	/	Nonverbal			

72		P5	Also other countries are experience that but: # yeah, it's very tragic.	Verbal	P5_T39-41		hesitation
72		P5	circ 's ES	Nonverbal	P5_T39-41		hesitation
72		P5	And I think that # the reason why- # also yes, it's a war but #	Verbal	P5_T39-41		hesitation
72		P5	ES ED shake wave shake :rest-	Nonverbal	P5_T39-41		hesitation
72		P5	it got more attention is because it was in Europe #1 So:	Verbal	P5_T39-41		hesitation
72		P5	-rest- ES	Nonverbal	P5_T39-41		hesitation
72		P6	EUS / M	Nonverbal	CW	thinking/disagreeing	reflection
73	8:10	P6	#1 I think it has more attention also not because it's only in Europe because	Verbal	P5_T44-50	P6's NVE: hesitation. Perceived reason: tired? Outcome: slightly increased stress, more pressure on P5 to steer conversation.	hesitation
73		P5	-rest: ES nod	Nonverbal			
73		P6	it's very obvious that's like # a strong # entity is going over another # like	Verbal	P5_T44-50		hesitation
73		P6	mim ball mim ball	Nonverbal			
73		P5	[drinks from cup] nod nod	Nonverbal			
74	8:25	P5	yeah	Verbal			
75	8:25	P6	the other wars in the Middle East maybe there is a debate like # it is a civil war	Verbal	P5_T44-50		hesitation
75		P6	wave bal circ wave	Nonverbal			
75		P5	M nod	Nonverbal			
75		P6	there is a opposition and there is a government and	Verbal			
75		P6	wave wave	Nonverbal			
75		P5	nod	Nonverbal			
76	8:35	P5	yeah, but still	Verbal			
76		P5	ES shake	Nonverbal	CW	disagreeing	disruption
77	8:36	P6	but this- this ressembles really: #4 a party is trying to take over	Verbal	P5_T44-50		hesitation
77		P6	tiny fists ES shake mim ball circ	Nonverbal			
77		P5	nod nod	Nonverbal	CW	P5 nodding when he finds the word again after a long pause	active listening

77		P6	another party like without any	Verbal			
77		<i>P6</i>	<i>block mv cl</i>	<i>Nonverbal</i>			
77		<i>P5</i>	<i>M ES</i>	<i>Nonverbal</i>			
78	8:48	P5	No, but I mean a war is a war. So I think that everyone should get	Verbal			
78		<i>P5</i>	<i>() () EUS</i>	<i>Nonverbal</i>			
78		<i>P6</i>	<i>ED nod ED</i>	<i>Nonverbal</i>			
78		P5	the same treatment. I don't know if you heard what's going on basically	Verbal			
78		<i>P6</i>	<i>BU</i>	<i>Nonverbal</i>	CW	attentive	active listening
78		P5	in TVs that they spread false informations or uh	Verbal			
78		<i>P5</i>	<i>wave 's</i>	<i>Nonverbal</i>			
78		P5	some interviewee are quite racist towards also # other countries	Verbal			
78		<i>P6</i>	<i>'s</i>	<i>Nonverbal</i>			
78		<i>P5</i>	<i>rest hair</i>	<i>Nonverbal</i>			
78		P5	that are experiencing the war # that they say that Ukraine needs to	Verbal			
78		<i>P5</i>	<i>:()-</i>	<i>Nonverbal</i>			
78		<i>P6</i>	<i>ES narr</i>	<i>Nonverbal</i>			
78		P5	get more attention: it's more important because of religion:.	Verbal	CW	CW: this turn she's rambling on and keeps making breaks and conversation markers like tongue clicking. No answer from P6, so she decides to check the suggested topics in turn 80	non-communication
78		<i>P5</i>	<i>circ circ -():</i>	<i>Nonverbal</i>			
78		<i>P6</i>	<i>'s smile</i>	<i>Nonverbal</i>			
78		P5	And all of this stuff. So #1 [clicks tongue] yeah, I was referring mainly to-	Verbal			
78		<i>P5</i>	<i>ES</i>	<i>Nonverbal</i>			
78		<i>P6</i>	<i>smile smile nod</i>	<i>Nonverbal</i>			
78		P5	to that. # But I really hope it stops soon because #1 it's- it's not good.	Verbal			
78		<i>P5</i>	<i>rest ED shake shake ED shake</i>	<i>Nonverbal</i>	CW	she often looks to the side, and not at the screen,	disruption

						missing his reactions. Maybe there would be less misunderstanding if she would watch the other more?	
78		P6	ES	Nonverbal	CW	he seems friendly and attentive, but not interested in the topic	other
78		P5	# Definitely. #2 yeah.	Verbal			
78		P5	ES	Nonverbal			
78		P6	nod	Nonverbal			
79	9:31	P6	yeah: I hope so.	Verbal			
79		P6	nod ED	Nonverbal			
79		P5	ES	Nonverbal			
80	9:32	P5	#2 But yeah #1 Let's see also what Camilla # wants us to talk about # [laughter].	Verbal	P5_T53-54	Problem: In need of a new topic, silences. Strategy: make use of provided topics. Reason: Wish for inspiration, did not want to lose face (again), as P5 already asked the same question in T22 as was answered the day before. Outcome: success. CW: success visible in increased NVE smiling.	hesitation, reformulation
80		P5	smile	Nonverbal	P6_T57-62	Problem: awkward silence. P6 unsure what to discuss. Consequence: P5 consulted suggested topics. Outcome: P6 feels relief. Success.	hesitation, reformulation
80		P6	M /smile	Nonverbal			

80		P5	# Do you have plans for the upcoming days:? # Oh this one!	Verbal			
80		<i>P5</i>	<i>:smile-</i>	<i>Nonverbal</i>			
80		<i>P6</i>	<i>mv aw smile ED</i>	<i>Nonverbal</i>			
80		P5	Do you have a hobby you are passionate about?	Verbal			
80		<i>P5</i>	<i>-smile-</i>	<i>Nonverbal</i>			
80		<i>P6</i>	<i>smile</i>	<i>Nonverbal</i>			
81	9:49	P6	# I like basketball.	Verbal	P5_T57-59	Disruption of rapport? P6 does not offer more information or follow-up questions. Goal of P5: "I just wanted to make conversation". No perceived increase of stress regardless. CW: lack of social acts?	social act
81		<i>P6</i>	<i>EU</i>	<i>Nonverbal</i>			
81		<i>P5</i>	<i>-smile-</i>	<i>Nonverbal</i>			
82	9:52	P5	Mh	Verbal			
82		<i>P5</i>	<i>-smile-</i>	<i>Nonverbal</i>			
82		<i>P5</i>	<i>/ nod</i>	<i>Nonverbal</i>			
83	9:52	P6	# yeah.	Verbal			
83		<i>P6</i>	<i>nod EUS</i>	<i>Nonverbal</i>			
83		<i>P5</i>	<i>-smile: nod</i>	<i>Nonverbal</i>			
84	9:55	P5	# Nice. Do you practice it? Like do you: go during the weekdays or:	Verbal			
84		<i>P5</i>	<i>nod wave ES</i>	<i>Nonverbal</i>			
84		<i>P6</i>	<i>smile</i>	<i>Nonverbal</i>			
84		P5	just sometimes with friends?	Verbal			
84		<i>P5</i>	<i>rub</i>	<i>Nonverbal</i>			
84		<i>P6</i>	<i>BD shake</i>	<i>Nonverbal</i>			
85	10:04	P6	Sometimes with friends whe- whenever it suits everyone.	Verbal			
85		<i>P6</i>	<i>circ shake</i>	<i>Nonverbal</i>			

85		P5	/ nod :smile-	Nonverbal			
85		P6	And this is very rare. I also do- I play ping pong.	Verbal			
85		P6	smile nod	Nonverbal			
85		P5	-smile- nod -smile:	Nonverbal			
86	10:11	P5	Oh: nice!	Verbal			
86		P5	nod smile	Nonverbal			
86		P6	nod	Nonverbal			
87	10:12	P6	I'm good at that. yeah I love that also. How about you?	Verbal			Non-communication
87		P5	:smile- nod	Nonverbal			
88	10:15	P5	uhm: [clicks tongue] I like s- so many things # actually. I used to: draw?	Verbal	P5_T62		Non-communication
88		P5	EU -smile: ES ES /	Nonverbal			
88		P6	/ smile	Nonverbal			
88		P5	A lot # to do: digital drawings. But now I stopped. [clicks tongue]	Verbal	P5_T62		Non-communication
88		P5	/ ES	Nonverbal			
88		P6	BU nod smile	Nonverbal	CW	impressed	other
88		P5	I also like to read, but now I stopped [laughter] because of uni it's quite busy.	Verbal			
88		P5	nod / pt down smile rub shake	Nonverbal			
88		P6	/ smile	Nonverbal			
88		P5	# So: I don't really have that much time to read. And I also like: # video games?	Verbal			
88		P5	fidg ES /	Nonverbal	CW	he's not moving at all	non-communication
88		P5	#1 I mean, not an expert. I just have a few video games #	Verbal	P5_T62	Intentional NVE: hesitation. Reason: Reaction to P6's silence. Emotion: Insecurity (keep talking or change topic?). CW: Visible in P5	non-communication

						doing ES, and nervous acts like 's and hair, P6 not moving at all.	
88		P5	ES/ wave 's hair	Nonverbal			
88		P5	because they are very expensive [laughter]. But uhm: # yeah.	Verbal	P5_T62		non-communication
88		P5	ES smile ES	Nonverbal			
88		P6	smile	Nonverbal			
88		P5	#1 I also like to go out with friends:. # I used to be a dancer	Verbal	P5_T62		non-communication
88		P5	ES pt you ear	Nonverbal			
89	10:52	P6	# ah!	Verbal			
89		P6	/ BU	Nonverbal			
90	10:52	P5	for 12 years, but then I had to stop.	Verbal			
90		P5	/ EU smile	Nonverbal			
91	10:55	P6	What- What dance?	Verbal			
92	10:57	P5	Mod- I did classic dance for three years when I was very young. #	Verbal			
92		P5	nod / EU pt side wave BD ES	Nonverbal			
92		P6	M nod nod	Nonverbal	CW	impressed	other
92		P5	And then I did # modern dance # until: basically the end #1 So for:	Verbal			
92		P5	shake circ circ circ M narr M	Nonverbal			
93	11:09	P6	And you- and you stopped dancing now?	Verbal	P6_T64-65	Happiness about topic, engaging.	shared experience
93		P6	mv cl smile	Nonverbal	P5_T65-66	No perception of P6's body language. CW: P6 seems engaged and interested (mv cl and smiling)	active listening

94	11:11	P5	uh I stopped dancing a few years ago, because uh school was getting	Verbal			
94		P6	EUS nod	Nonverbal	P6_T64-65		shared experience
94		P5	:cross- smile /	Nonverbal			
94		P5	super busy. And I- I # since I was dancing professionally,	Verbal			
94		P5	/ "profe"	Nonverbal			
94		P6	-cross- ED /	Nonverbal			
94		P5	we also had competitions: and # I didn't have much time anymore.	Verbal			
94		P5	() () /EUS	Nonverbal			
94		P6	-cross-	Nonverbal			
94		P5	And also because it was getting uh more expensive.	Verbal			
94		P5	nod nod	Nonverbal			
94		P6	-cross: mv cl rub	Nonverbal	P6_T64-65		shared experience
94		P5	So I had to quit #1 because of	Verbal			
94		P5	shake EUS	Nonverbal			
94		P6	rub EU smile	Nonverbal	P6_T64-65		shared experience
95	11:35	P6	But still	Verbal	P6_T64-65		shared experience
95		P6	pt you	Nonverbal			
96	11:35	P5	[inaudible]	Verbal			
97	11:35	P6	now you dance for fun, right?	Verbal			
97		P6	smile pt you	Nonverbal			
97		P5	smile	Nonverbal			
98	11:38	P5	Sometimes yes [laughter].	Verbal			
98		P5	smile / /	Nonverbal			

98		P6	<i>smile /</i>	Nonverbal			
99	11:39	P6	yeah. That's- that's	Verbal			
99		P6	<i>nod smile shake</i>	Nonverbal			
99		P5	<i>smile</i>	Nonverbal			
100	11:40	P5	I used to do it more # now not that much anymore, but #	Verbal			
100		P5	<i>EUS shake ES 's</i>	Nonverbal			
100		P6	<i>rub smile</i>	Nonverbal			
100		P5	it will always be: # a part of myself. I really wanted to do: uh roller skating.	Verbal			
100		P5	<i>_me pt you nod</i>	Nonverbal			
100		P6	<i>/</i>	Nonverbal			
101	11:50	P6	#2 yeah.	Verbal	P5_T69	Problem: P6's NVE: hesitation. Strategy: keep talking, despite lack of reaction. CW: Would be disruption of rapport creation, but P5 is too focused on not losing face, so not aware of it during the conversation?	non-communication
101		P6	<i>EUS nod</i>	Nonverbal	CW	bored?	other
102	11:53	P5	yeah. I have the skates at home in Italy.	Verbal	P5_T69		non-communication
102		P5	<i>EUS /</i>	Nonverbal			
102		P5	uhm: I want to bring them here [laughter].	Verbal	P5_T69		non-communication
102		P6	<i>EUS mv aw</i>	Nonverbal			
102		P5	<i>/ES pt down</i>	Nonverbal			
103	12:00	P6	And it's suitable in- in # the Netherlands # to do roller skating.	Verbal			
103		P6	<i>mv cl</i>	Nonverbal			

103		P5	:smile-	Nonverbal			
104	12:05	P5	Why?	Verbal			
104		P5	-smile- /	Nonverbal			
105	12:05	P6	yeah because uh you will use- it's like # you will use the same lanes of bikes.	Verbal			
105		P6	<i>EUS</i> <i>big</i> <i>big</i>	Nonverbal			
105		P5	<i>-smile:</i>	Nonverbal			
106	12:12	P5	yeah: I wouldn't go there. I live behind a park. uhm: So I will # just go there.	Verbal			
106		P5	<i>EU</i> <i>pt down</i> / <i>wave</i> <i>shake</i>	Nonverbal			
106		P5	And uhm yeah, but I- I wouldn't go in the # bike- uh how is that called? Lane?	Verbal			
106		P5	<i>smile</i> <i>pt side</i> <i>mim line</i>	Nonverbal			
106		P6	<i>narr</i>	Nonverbal			
107	12:26	P6	Lane. yeah.	Verbal			
107		P6	<i>nod</i>	Nonverbal			
108	12:27	P5	yes. [laughter] Because they will probably kill me [laughter] in the meantime.	Verbal			
108		P5	:smile- <i>pt up</i>	Nonverbal			
108		P6	<i>smile</i> <i>smile</i> <i>mv aw</i>	Nonverbal			
108		P5	# But yeah, just for fun sometimes.	Verbal			
108		P5	<i>ear</i> <i>-smile:</i>	Nonverbal			
108		P6	<i>smile</i>	Nonverbal			
109	12:34	P6	Actua-	Verbal			

110	12:34	P5	Because yeah,	Verbal			
111	12:36	P6	Actually, in Utrecht the bikes are really uh: aggressive like	Verbal	P5_T71-72	From here to end: P5 perceives P6 'fully part of the conversation'. Topic and flow is more positive and easier. CW: compare the last part vs the rest on hesitations/stress markers vs. smiling/nodding?	active listening
111		P6	<i>mv cl</i>	<i>:smile-</i>	<i>Nonverbal</i>		
111		P5		<i>:smile- BU</i>	<i>Nonverbal</i>		
112	12:40	P5	yeah	Verbal			
112		P5	<i>-smile- nod</i>	<i>Nonverbal</i>			
112		P6	<i>-smile-</i>	<i>Nonverbal</i>			
113	12:40	P6	I feel that they are like- go very quick. And they expect you to-	Verbal			
113		P6		<i>-smile: shake</i>	<i>Nonverbal</i>		
113		P5	<i>-smile- shake</i>	<i>Nonverbal</i>			
114	12:43	P5	Very crazy!	Verbal			
114		P5	<i>-smile- shake</i>	<i>Nonverbal</i>			
114		P6	<i>smile</i>	<i>Nonverbal</i>			
115	12:45	P6	I was telling my friend the other day that the difference	Verbal			
115		P6		<i>pt back 's pt side</i>	<i>Nonverbal</i>		
115		P5	<i>-smile- BU nod nod</i>	<i>Nonverbal</i>			
115		P6	between Amsterdam and Utrecht-	Verbal			
115		P6	<i>pt side pt side</i>	<i>Nonverbal</i>			
115		P5	<i>-smile- nod</i>	<i>Nonverbal</i>			

116	12:49	P5	yes!	Verbal			
116		P5	-smile- nod	Nonverbal			
117	12:49	P6	in Amsterdam they know that you might be a tourist so you don't know the-	Verbal			
117		P6	pt you smile	Nonverbal			
117		P5	nod nod -smile:	Nonverbal			
117		P6	how- how serious [inaudible].	Verbal			
117		P6	smile	Nonverbal			
117		P5	nod	Nonverbal			
118	12:54	P5	yes, in Amsterdam is even worse. I remember when I went there # uh	Verbal	P6_T68-69	P6 did not perceive the misunderstanding here, did not alter the conversation flow.	other
118		P5	EU ED	Nonverbal			
118		P6	ED smile / smile	Nonverbal			
118		P5	when was that? In August or September? With a friend of mine.	Verbal			
118		P5	ES shake	Nonverbal			
118		P6	mv aw	Nonverbal			
118		P5	And there were so many tourists # that they couldn't bike and	Verbal			
118		P5	mim ball :smile- BU	Nonverbal			
118		P5	they were constantly ringing the bell on the bike because people were always	Verbal			
118		P5	-smile- mim ring bell	Nonverbal			
118		P6	smile	Nonverbal			
118		P5	standing- I was like # I will never bike here. It's so frustrating [laughter].	Verbal			
118		P5	-smile- block shake shake shake	Nonverbal			
118		P6	smile 's mv cl :smile-	Nonverbal			
119	13:15	P6	[laughter]	Verbal			
119		P6	-smile:	Nonverbal			
119		P5	shake -smile:	Nonverbal			

120	13:16	P5	yeah, they're crazy. They go super fast and one day an old lady #	Verbal			
120		P6	<i>nod</i>	<i>Nonverbal</i>			
120		P5	<i>&1 pt side</i>	<i>Nonverbal</i>			
120		P5	literally was # like flash. And I was like-	Verbal			
120		P6	<i>:smile-</i>	<i>Nonverbal</i>			
120		P5	<i>BU wave wave smile EUS pull</i>	<i>Nonverbal</i>			
121	13:23	P6	[laughter]	Verbal			
121		P6	<i>-smile-</i>	<i>Nonverbal</i>			
121		P5	<i>smile</i>	<i>Nonverbal</i>			
122	13:25	P5	what's up with those guys?	Verbal			
122		P5	<i>smile shake</i>	<i>Nonverbal</i>			
122		P6	<i>-smile:</i>	<i>Nonverbal</i>			
123	13:27	P6	And, and here they have this ebike concept. Do you- do you know that?	Verbal			
123		P6	<i>nod nod</i>	<i>Nonverbal</i>			
124	13:31	P5	No! What's that?	Verbal			
124		P5	<i>shake /</i>	<i>Nonverbal</i>			
125	13:33	P6	The ebike is not a- an electrical bike and it's not a norma- normal bike.	Verbal			
125		P6	<i>wave wave mv cl wave</i>	<i>Nonverbal</i>			
125		P5	<i>nod nod O</i>	<i>Nonverbal</i>			
125		P6	It- it- it's a bike that helps you paddle # that's it.	Verbal			
125		P6	<i>circ circ</i>	<i>Nonverbal</i>			
125		P5	<i>O EUS O</i>	<i>Nonverbal</i>			
126	13:42	P5	Oh yes, I know that!	Verbal			
126		P5	<i>BU</i>	<i>Nonverbal</i>			

127	13:43	P6	You have to paddle # but paddling is very easy so it's very easy to be quick.	Verbal			
127		P6	<i>mim paddle mim paddle</i>	Nonverbal			
127		P5	<i>BU O</i>	Nonverbal			
128	13:47	P5	I want that [laughter]	Verbal			
128		P5	<i>smile EUS /</i>	Nonverbal			
128		P6	<i>smile</i>	Nonverbal			
129	13:49	P6	yeah: # and they are	Verbal			
129		P6	<i>smile nod EUS</i>	Nonverbal			
130	13:51	P5	nice	Verbal			
130		P5	<i>shake</i>	Nonverbal	CW	impressed	other
131	13:51	P6	they are pretty expensive like 2000 Euro	Verbal			
131		P6	<i>nod nod rock</i>	Nonverbal			
132	13:54	P5	yeah	Verbal			
132		P5	<i>nod</i>	Nonverbal			
133	13:54	P6	like	Verbal			
133		P6	<i>rock</i>	Nonverbal			
134	13:56	P5	2000 is still okay I guess for an electric bike because # [clicks tongue]	Verbal			
134		P5	<i>ES smile bal ES</i>	Nonverbal			
134		P6	<i>BL BU // BU</i>	Nonverbal	CW	disagreeing	disruption
134		P5	when I went bike shopping here there were new ones but simple bikes	Verbal			
134		P5	<i>"bike" shake wave</i>	Nonverbal			
134		P5	no electricity: no nothing and they were the same price pretty much #1 so:	Verbal			
134		P5	<i>wave bal</i>	Nonverbal			

134		P6	<i>nod</i>	Nonverbal			
135	14:11	P6	And did you end up buying one or no?	Verbal			
135		P6	<i>shake smile mv aw</i>	Nonverbal			
136	14:14	P5	yes, I got a new one but for a very good # price. Because # the others-	Verbal			
136		P5	<i>EU nod EU smile ED</i>	Nonverbal			
136		P5	the secondhand ones were # very broken [laughter]. Like old: and # yeah,	Verbal			
136		P5	<i>ED smile shake</i>	Nonverbal			
136		P6	<i>smile 's</i>	Nonverbal			
136		P5	I was like Okay, since I am not really a pro with biking- oh! Hey Camilla! [laughter]	Verbal			
136		P6	<i>nod smile BU</i>	Nonverbal			
136		P5	<i>shake smile</i>	Nonverbal			

8.15. Transcription pair 6

Turn	Time	P	Utterances	Type of utterance	IPR-turn	IPR assessment	Category
1	0:47	P4	Hallo, Gluten Tag:	Verbal			
1		P4	:smile- fidg	Nonverbal			
1		P2	:smile-	Nonverbal			
2	0:49	P2	Hallo:	Verbal			
2		P2	-smile-	Nonverbal			
2		P4	-smile-	Nonverbal			
3	0:51	P4	How are you?	Verbal			
3		P4	-smile: ED	Nonverbal			
3		P2	EUS -smile:	Nonverbal			
4	0:52	P2	I'm- # I'm okay. I'm good.	Verbal			
4		P2	/	Nonverbal			
5	0:56	P4	Do we have to state our names for the record?	Verbal			
5		P4	Even though we know each other [laughter]?	Verbal			
5		P4	smile	Nonverbal	P2_T29-30	Fun, both happy.	shared laughter
5		P2	:smile-	Nonverbal	P2_T29-30		shared laughter
6	1:01	P2	I don't think so:	Verbal			
6		P2	-smile-	Nonverbal			
7	1:02	P4	Okay	Verbal			
7		P2	-smile:	Nonverbal			
8	1:03	P2	Is this your first- Is this your first time? [laughter]	Verbal	P2_T32-33	Comfortable, fun.	shared laughter
8		P2	BU :smile-	Nonverbal	P2_T32-33		shared laughter
9	1:06	P4	uh: It- it's actually not my first time I am rather experienced.	Verbal	P2_T32-33		shared laughter
9		P4	ED BU / smile	Nonverbal	P2_T32-33		shared laughter
9		P2	-smile-	Nonverbal	P2_T32-33		shared laughter
9		P4	Well, no, once before. uhm:	Verbal			

9		P4	wave ES	Nonverbal			
9		P2	-smile- nod	Nonverbal			
10	1:12	P2	Okay	Verbal			
10		P2	-smile- nod	Nonverbal			
11	1:12	P4	yes, I had a very nice conversation # with # uhm: # ugh I'm so ashamed.	Verbal	P2_T32-33, P4_T15-16	Comfortable.	shared laughter
11		P4	BU BL / smile ES	Nonverbal			
11		P2	-smile:	Nonverbal			
11		P4	I'm so bad with names, you know? For me to remember names # I have to	Verbal			
11		P4	def def mim ball	Nonverbal			
11		P2	/	Nonverbal			
11		P4	associate someone with: something that has actually happened in my life.	Verbal			
11		P4	mim ball ES circ	Nonverbal			
11		P2	M EUS	Nonverbal			
12	1:28	P2	Mh I see	Verbal			
12		P2	EUS	Nonverbal			
13	1:28	P4	It's very hard for me to remember names in the beginning	Verbal			
13		P4	def pray	Nonverbal			
13		P2	nod	Nonverbal			
13		P4	when I first meet people. uhm: So yeah, # I didn't have a problem with you.	Verbal			
13		P4	def ES	Nonverbal			
13		P2	L nod	Nonverbal			
14	1:37	P2	Was it [P1]?	Verbal			
14		P2	narr /	Nonverbal			
15	1:37	P4	# Sorry?	Verbal			
15		P4	BD	Nonverbal	CW	confused because she didn't react to his comment or because he doesn't know the name	disruption
16	1:40	P2	Was it [P1]? # Dutch girl.	Verbal			

16		P4	<i>EUS</i>	<i>Nonverbal</i>			
17	1:42	P4	No, no, it was I think an Ethiopian guy?	Verbal			
17		P4	<i>BU BD mv cl</i>	<i>Nonverbal</i>			
17		P2	<i>L</i>	<i>Nonverbal</i>			
18	1:47	P2	Ah! Okay, from the Inclusion: # program, right? Probably.	Verbal			
18		P2	<i>nod</i>	<i>Nonverbal</i>	CW	P2 is trying to create rapport here, and to offer information	social act
19	1:50	P4	I th- I think so. I think yeah: But I think he was studying also in Utrecht.	Verbal			
19		P4	<i>BD nod</i>	<i>Nonverbal</i>			
19		P2	<i>nod</i>	<i>Nonverbal</i>			
20	1:57	P2	Ah: ok	Verbal			
21	1:58	P4	I'm not, I'm- ah: I can't remember the details.	Verbal			
21		P4	<i>BL BD 's shake</i>	<i>Nonverbal</i>			
22	2:00	P2	yeah, doesn't matter.	Verbal			
22		P4	<i>arms up</i>	<i>Nonverbal</i>	P2_T35-39	P4's NVE: arms up. Perception: P4 is comfortable.	other
23	2:01	P4	It's fine, regardless, how are you?	Verbal			
23		P4	<i>rub smile /</i>	<i>Nonverbal</i>	CW	affectionate	other
23		P2	<i>rock smile</i>	<i>Nonverbal</i>			
24	2:03	P2	uhm well, I'm good. I'm a bit stressed.	Verbal			
24		P2	<i>ES BU</i>	<i>Nonverbal</i>			
24		P4	<i>rub smile</i>	<i>Nonverbal</i>			
24		P2	uhm: with everything but I found an internship.	Verbal			
24		P2	<i>ES</i>	<i>Nonverbal</i>			
25	2:09	P4	You did?	Verbal			
25		P4	<i>BU smile</i>	<i>Nonverbal</i>			
26	2:10	P2	yes.	Verbal			
26		P2	<i>BU smile nod</i>	<i>Nonverbal</i>			
26		P4	<i>rub</i>	<i>Nonverbal</i>			

27	2:11	P4	Ah, tell me about that.	Verbal			
27		P4	<i>ES rub</i>	Nonverbal			
28	2:13	P2	uhm It's at an art gallery in uh: Amsterdam, actually.	Verbal			
28		P2	<i>EUS ee</i>	Nonverbal	CW	although P2 doesn't use much facial expression, she usually keeps her gaze centered onto the camera. Suggests attention	active listening
28		P4	<i>ES L</i>	Nonverbal			
29	2:18	P4	Oh!	Verbal	P2_T41-50, P4_T26-27	P2 did not perceive this reaction during conversation. P4: Intention: encourage P2 to keep talking.	active listening
30	2:19	P2	And # I: had the interview last week: uhm # It was super cool.	Verbal			
30		P2	<i>EUS</i>	Nonverbal			
30		P4	<i>nod :smile-</i>	Nonverbal			
30		P2	And then I had another interview yesterday. And when I: uhm	Verbal			
30		P4	<i>-smile- mv cl rest</i>	Nonverbal			
30		P2	<i>() () ()</i>	Nonverbal			
30		P2	got back # from there, the other # like, the- the guys from the gallery called me	Verbal			
30		P4	<i>-smile- fidg</i>	Nonverbal			
30		P2	<i>EUS</i>	Nonverbal			
30		P2	and said that I can take it- that I can [inaudible].	Verbal			
30		P4	<i>-smile: O smile rest</i>	Nonverbal			
30		P2	<i>BU smile</i>	Nonverbal			
31	2:36	P4	Awesome.	Verbal			
31		P4	<i>smile</i>	Nonverbal			
32	2:37	P2	yes!	Verbal			

32		P2	<i>smile</i>	<i>Nonverbal</i>	CW	P2 doesn't smile WHILE talking, but afterwards she does, means the same intensity to her probably	other
33	2:37	P4	So how long is that going to be for? And what does the job entail?	Verbal	P2_T52-56	P2 perceives P4's questions like an interview.	disruption
33		P4	<i>EU</i>	<i>Nonverbal</i>			
34	2:42	P2	Well, we'll be kind of in the area of production and communication? #	Verbal			
34		P2	<i>ES</i> <i>EUS</i>	<i>Nonverbal</i>			
34		P4	<i>:rest-</i> <i>nod</i>	<i>Nonverbal</i>			
34		P2	But I think I will also just be involved in- in like openings of expositions:	Verbal			
34		P2	<i>EUS</i> <i>ED</i>	<i>Nonverbal</i>			
34		P4	<i>-rest-</i>	<i>Nonverbal</i>			
34		P2	and # building up and building down in the end and stuff.	Verbal			
34		P4	<i>-rest-</i> <i>smile</i>	<i>Nonverbal</i>			
35	2:56	P4	Oh, that's awesome. Is it a big gallery?	Verbal	P2_T52-56		disruption
35		P4	<i>-rest-</i> <i>smile</i> <i>BD /</i>	<i>Nonverbal</i>			
35		P2	<i>EUS</i>	<i>Nonverbal</i>			
36	3:00	P2	No:, it's rather small. There's only two people working there,	Verbal			
36		P2	<i>()</i>	<i>Nonverbal</i>			
36		P4	<i>nod</i> <i>nod</i>	<i>Nonverbal</i>			
36		P2	like fixed uh: # employees and	Verbal			
36		P2	<i>/</i>	<i>Nonverbal</i>	CW	quick turn taking all over this conversation, fast paced talking	hesitation
36		P4	<i>nod</i>	<i>Nonverbal</i>			
37	3:06	P4	Okay	Verbal			
38	3:06	P2	another intern. And uhm # and I only have to go there two- twice a week.	Verbal			
38		P2	<i>narr / EUS</i> <i>/</i>	<i>Nonverbal</i>			
39	3:12	P4	Oh: # so that's # pretty chill.	Verbal			

39		P4	BU M shake	Nonverbal			
39		P2	M	Nonverbal			
40	3:15	P2	yeah, and the rest is research. yeah.	Verbal	CW	P4 is much calmer in this part of the conversation compared to Pair 2. Less stressful conversation as they know each other?	familiarity
40		P2	/ nod	Nonverbal			
41	3:17	P4	Okay, how- how long? uhm: # [clicks tongue] So # does it have anything to do	Verbal	P2_T52-56		disruption
41		P4	:BD- ° :pray-	Nonverbal			
41		P2	ES L	Nonverbal			
41		P4	with your thesis? Or is it just stand alone internship? And then	Verbal	P2_T52-56		disruption
41		P4	-BD- -pray-	Nonverbal			
41		P2	shake M pull	Nonverbal			
42	3:26	P2	No	Verbal			
42		P4	-BD- -pray-	Nonverbal			
43	3:26	P4	you have to write a- like, a report on your- # on your internship?	Verbal			
43		P4	-BD- -pray- shake shake mv cl	Nonverbal			
43		P2	nod nod	Nonverbal			
44	3:32	P2	yeah, we have to do research for the organization.	Verbal			
44		P4	-pray: -BD:	Nonverbal			
45	3:34	P4	#3 Okay, so you're basically not just doing it for yourself,	Verbal			
45		P4	EU fidg	Nonverbal			
45		P2	ES	Nonverbal			
45		P4	you're actually helping the organization with something they need.	Verbal			
46	3:43	P2	Mhm, yeah. They wanna we talked about stuff like	Verbal			
46		P2	nod EUS	Nonverbal			
46		P2	how they could maybe improve their communication to the outside like	Verbal			
46		P2	ES	Nonverbal			
46		P2	how they could uhm: [clicks tongue] attract more people.	Verbal			

46		P2	<i>ED</i> <i>()</i>	<i>Nonverbal</i>			
47	3:53	P4	Okay	Verbal			
47		P4	<i>nod</i>	<i>Nonverbal</i>			
48	3:54	P2	Because [inaudible] Amsterdam North so not everyone like easily # gets there.	Verbal			
48		P4	<i>nod</i>	<i>Nonverbal</i>			
48		P2	<i>/</i>	<i>Nonverbal</i>			
48		P2	Have you ever been in Amsterdam Noord?	Verbal	P2_T58-59	P2 now aware of codeswitching. No impact on understanding.	other
48		P2	<i>narr /</i>	<i>Nonverbal</i>			
49	3:59	P4	Actually yeah, I have a friend who has a house that Amsterdam North	Verbal			
49		P4	<i>/ EU EUS</i>	<i>Nonverbal</i>			
49		P4	and I remember: used to have to take a ferry to go there.	Verbal			
49		P4	<i>:smile- nod</i>	<i>Nonverbal</i>			
49		P2	<i>:smile-</i>	<i>Nonverbal</i>	CW	happy, cause that was the point she was going to go for?	active listening
50	4:05	P2	yes! yeah. I would also-	Verbal			
50		P2	<i>-smile- nod</i>	<i>Nonverbal</i>	P2_T61-62	Creation of rapport: shared happiness (taking the ferry).	shared laughter
50		P4	<i>-smile-</i>	<i>Nonverbal</i>	P2_T61-62		shared laughter
51	4:07	P4	Which is- Which is nice.	Verbal			
51		P4	<i>-smile- pt you</i>	<i>Nonverbal</i>			shared laughter
51		P2	<i>-smile-</i>	<i>Nonverbal</i>			shared laughter
51		P4	But it's not the most convenient means of # going places.	Verbal			shared laughter
51		P4	<i>-smile- wave shake wave</i>	<i>Nonverbal</i>			shared laughter
51		P2	<i>-smile-</i>	<i>Nonverbal</i>			shared laughter
52	4:14	P2	No:	Verbal	P2_T64-66	P2 doubting P4's utterance in T51, did not express it. CW: visible in NVEs: stretching, EUS, pulling.	non-communication

52		P2	-smile- EUS pull	Nonverbal	P2_T64-66		non-communication
52		P4	-smile-	Nonverbal			
53	4:14	P4	yeah, I mean, it's nice to live there. Because yeah: you can- it's just	Verbal			
53		P4	-smile: BU wave	Nonverbal			
53		P2	-smile:	Nonverbal			
53		P4	a part of your commute. You know: what time to be there.	Verbal			
53		P4	wave wave	Nonverbal			
53		P2	nod nod	Nonverbal			
53		P4	You take the ferry, takes you to the other side. It's pretty easy. But	Verbal			
53		P4	wave wave wave narr	Nonverbal			
53		P2	nod nod nod	Nonverbal			
54	4:24	P2	yeah, I- it's really door- it's door to door to door: like I stepped off the ferry.	Verbal			
54		P2	() () () wave wave	Nonverbal			
54		P4	EDS smile :cross-	Nonverbal			
54		P2	And on the right side, there's the gallery. So	Verbal			
54		P2	pull	Nonverbal			
54		P4	-cross-	Nonverbal			
55	4:30	P4	Oh, nice.	Verbal			
55		P4	-cross- nod	Nonverbal			
55		P2	nod	Nonverbal			
56	4:32	P2	yeah.	Verbal			
56		P4	-cross-	Nonverbal			
57	4:32	P4	# Oh, that's sweet.	Verbal	P2_T69-72	Perception of P4: suprised, excited, trying to remember. CW: NVEs: #, cross, O	other
57		P4	-cross-	Nonverbal	P2_T69-72		other
58	4:34	P2	yeah.	Verbal			
58		P2	nod	Nonverbal			
58		P4	-cross- O pt side	Nonverbal	P2_T69-72		other

59	4:36	P4	#1 I may actually have seen what you're talking about uhm:	Verbal			
59		P4	-cross- wave 's	Nonverbal	P4_T37-40	Unintentional NVE: scratching	other
60	4:41	P2	yeah It's like- it's a super cool uhm industrial- I don't know.	Verbal			
60		P2	nod EUS	Nonverbal			
60		P4	-cross- smile	Nonverbal			
60		P2	There's a lot of uh: # theater and art stuff. uhm # yeah.	Verbal			
60		P2	shake shake nod	Nonverbal			
60		P4	-cross- nod	Nonverbal			
61	4:48	P4	yeah yeah yeah and actually, what I've seen a lot of in uh	Verbal			
61		P4	-cross- pt you mv cl	Nonverbal			
61		P4	in Amsterdam North is those # huge # uhm uh walls with graffitis on them	Verbal			
61		P4	-cross- shake wave block	Nonverbal			
61		P2	L /	Nonverbal	P2_T75-79	No common ground (P2 does not know his reference). Strategy: pretended to understand. Outcome: conversation continues. Success? CW: confusion visible in head tilt /. Maybe no need to make sure to understand. Rapport already created, and this is a minor detail.	non-communication
61		P4	that are # so so nice. Like if you- If you walk	Verbal			
61		P2	smile nod	Nonverbal			
61		P2	-cross- shake wave shake wave	Nonverbal			
62	5:00	P2	yeah	Verbal			
62		P4	-cross-	Nonverbal			
63	5:00	P4	around in Amsterdam North, there's a ton of those because	Verbal			
63		P4	-cross- shake BD	Nonverbal			

63		P2	ES	Nonverbal		
63		P4	there's a lot of # like industrial looking buildings like warehouses	Verbal		
63		P4	-cross: mim ball mim ball BD shake	Nonverbal		
63		P2	ES nod M	Nonverbal		
64	5:06	P2	mhm	Verbal		
64		P2	nod	Nonverbal		
65	5:06	P4	and whatever # else that is, and they've just # beautified the walls	Verbal		
65		P4	shake BD arms up	Nonverbal		
65		P2	nod	Nonverbal		
65		P4	with # amazing: huge graffitis. And I love that.	Verbal		
65		P4	arms up hair	Nonverbal		
65		P2	smile mv cl	Nonverbal		
66	5:14	P2	# yeah. # yeah, it's very cool # area.	Verbal		
66		P2	smile EUS nod	Nonverbal		
66		P4	:cross- EUS	Nonverbal		
67	5:18	P4	yeah	Verbal		
67		P4	-cross- EUS	Nonverbal		
68	5:19	P2	yeah	Verbal		
68		P2	nod	Nonverbal		
68		P4	-cross- EUS	Nonverbal		
69	5:19	P4	I haven't been around much. And like from the one walk, I did	Verbal		
69		P4	-cross- EUS shake &1	Nonverbal		
69		P4	going from my friend's house to the: to the ferry. I thought	Verbal		
69		P4	EUS -cross: pt side rub	Nonverbal		
69		P2	nod	Nonverbal		
69		P4	it looked pretty industrial? And kind of # I don't know, a bit more:	Verbal		
69		P4	rub narr smile rub	Nonverbal		
69		P2	smile nod narr	Nonverbal		
69		P4	#1 yeah a bit more industrial than the rest of Amsterdam, I guess. uhm:	Verbal		
69		P4	ES pull bal shake	Nonverbal		

69		P2	<i>EUS</i>	<i>Nonverbal</i>			
70	5:21	P2	yeah. True.	Verbal			
70		P2	<i>ES nod</i>	<i>Nonverbal</i>			
70		P4	<i>rest narr</i>	<i>Nonverbal</i>			
71	5:22	P4	So-	Verbal			
71		P4	/	<i>Nonverbal</i>			
72	5:23	P2	yeah, I've- I've never. I've only seen Amsterdam city.	Verbal			
72		P2	<i>ES</i>	<i>Nonverbal</i>			
72		P4	's	<i>Nonverbal</i>			
72		P2	And uhm: # so it was cool to see like another side of it.	Verbal			
72		P2	<i>EUS</i>	<i>Nonverbal</i>			
73	5:49	P4	yeah, true. And I mean, I thi- I think it- it probably feels nice to li-	Verbal			
73		P4	<i>nod ES ES</i>	<i>Nonverbal</i>			
73		P2	<i>L nod</i>	<i>Nonverbal</i>			
73		P4	It's probably nice to live there. Because you're away	Verbal			
73		P4	<i>pt you wave</i>	<i>Nonverbal</i>			
73		P2	<i>M nod</i>	<i>Nonverbal</i>			
73		P4	from all the tourism of Amsterdam. Which is-	Verbal			
73		P4	<i>shake wave</i>	<i>Nonverbal</i>			
73		P2	<i>BU</i>	<i>Nonverbal</i>			
74	5:58	P2	yes!	Verbal			
74		P2	<i>nod</i>	<i>Nonverbal</i>			
75	5:58	P4	I mean, this is the one part that I: cannot stand about Amsterdam.	Verbal			
75		P4	<i>shake wave wave rub</i>	<i>Nonverbal</i>			
75		P4	Like uh: [laughter],	Verbal			
75		P4	<i>fidg smile</i>	<i>Nonverbal</i>			
76	6:04	P2	yeah	Verbal			
76		P2	<i>nod</i>	<i>Nonverbal</i>			
77	6:04	P4	especially being a foreigner. Every time I go to Amsterdam, I just feel like a-	Verbal			

77		P4	<i>block</i>	<i>pt you</i>	Nonverbal			
77		P4	a foreigner all over again. I feel like a tourist. Not not a foreigner-		Verbal	P2_T83-85, P2_T88-89	New experience/thought process for P2, interesting. Reflection visible in ES, EUS, pull CW: creation of rapport / learning? Success?	reflection, shared experience
77		P4	<i>shake wave</i>	<i>BD pt you</i>	Nonverbal			
77		P2	<i>smile</i>	<i>smile</i>	Nonverbal			
78	6:11	P2	yeah [laughter]		Verbal			
78		P2	<i>pull smile</i>		Nonverbal			
79	6:11	P4	but like a tourist. # uhm So:		Verbal	P2_T83-85, P2_T88-89		reflection, shared experience
79		P4	<i>smile</i>		Nonverbal			
79		P2	<i>EUS</i>		Nonverbal	P2_T83-85, P2_T88-89		reflection, shared experience
80	6:14	P2	Mh		Verbal			
80		P2	<i>ES</i>		Nonverbal	P2_T83-85, P2_T88-89		reflection, shared experience
81	6:14	P4	yeah, I would- yeah, I would probably much rather live in Amsterdam North		Verbal			
81		P4	<i>EUS</i>	<i>:cross- EUS</i>	Nonverbal	P2_T83-85, P2_T88-89		reflection, shared experience
81		P2	<i>L</i>		Nonverbal			
81		P4	if I had to live in Amsterdam, rather than live smack in the center. uhm:		Verbal			
81		P4	<i>-cross-</i>	<i>&5</i>	Nonverbal			
81		P2	<i>nod</i>		Nonverbal			
82	6:22	P2	yeah: But I definitely:- I think I wouldn't want to live in Amsterdam, either.		Verbal			

82		P2	EUS shake () () ()	Nonverbal		
82		P4	-cross-	Nonverbal		
82		P2	Like going there for a job # is- might be nice. # Like for also getting to know	Verbal		
82		P2	EUS ES pull	Nonverbal	CW	other
82		P4	-cross- M smile nod nod	Nonverbal		
82		P2	new people and # Amsterdam more:	Verbal		
82		P2	EUS	Nonverbal		
82		P4	-cross- nod	Nonverbal		
82		P2	but # I would definitely stay in Utrecht like # to live.	Verbal		
82		P2	EDS M	Nonverbal		
82		P4	-cross- nod	Nonverbal		
83	6:39	P4	yeah, of course. And how is it door to door?	Verbal		
83		P4	-cross- BD	Nonverbal		
83		P4	I mean, how:- how long is it door to door?	Verbal		
83		P4	-cross- BD pt side	Nonverbal		
84	6:44	P2	It's, uhm: I think 40 minutes door to door. Maybe 50?	Verbal		
84		P2	EUS BD /	Nonverbal		
84		P4	-cross- O :smile- BU	Nonverbal		
85	6:48	P4	Oh that's- that's actually amazing:	Verbal		
85		P4	-cross- -smile- BU	Nonverbal		
85		P2	M	Nonverbal		
86	6:50	P2	yeah: that's alright. And I only- # they start at 10.	Verbal		
86		P2	pull nod	Nonverbal		
86		P4	-cross- -smile:	Nonverbal		
86		P2	So I will probably like, [inaudible]	Verbal		
86		P2	M /	Nonverbal		
86		P4	-cross: 's	Nonverbal		
87	6:56	P4	only have to be there around 9. Right?	Verbal		
87		P4	's	Nonverbal		

88	6:59	P2	yeah. Around 9. yeah.	Verbal			
88		P2	<i>nod M nod</i>	<i>Nonverbal</i>			
89	7:00	P4	yeah, that's pretty nice.	Verbal			
89		P4	<i>:cross- EUS</i>	<i>Nonverbal</i>			
90	7:01	P2	Mhm	Verbal			
90		P2	<i>BU</i>	<i>Nonverbal</i>			
90		P4	<i>-cross-</i>	<i>Nonverbal</i>			
91	7:02	P4	I was working at Amsterdam #1 South for some time.	Verbal			
91		P4	<i>-cross- EUS mv cl EUS rock</i>	<i>Nonverbal</i>	CW	jogging memory	reflection
91		P4	And I also had like a: a 40 minute door to door experience. So it's pretty nice.	Verbal			
91		P4	<i>-cross- nod shake smile shake</i>	<i>Nonverbal</i>			
91		P2	<i>nod nod smile</i>	<i>Nonverbal</i>			
91		P4	I mean, I know a lot of people that uh live in Utrecht and work in Amsterdam.	Verbal			
91		P4	<i>-cross- 's nod</i>	<i>Nonverbal</i>			
92	7:15	P2	Mhm	Verbal			
92		P2	<i>nod</i>	<i>Nonverbal</i>			
92		P4	<i>-cross-</i>	<i>Nonverbal</i>			
93	7:16	P4	And yeah, I mean, with this public transportation, it just # really makes sense.	Verbal			
93		P4	<i>-cross- pt side wave smile</i>	<i>Nonverbal</i>			
93		P4	You live in a beautiful, small, # nicer city. That is not as busy as Amsterdam,	Verbal			
93		P4	<i>smile mim ball mim ball mv cl EUS :cross-</i>	<i>Nonverbal</i>			
93		P2	<i>nod</i>	<i>Nonverbal</i>			
93		P4	but just work in Amsterdam.	Verbal			
93		P4	<i>-cross- 's</i>	<i>Nonverbal</i>			
93		P2	<i>nod</i>	<i>Nonverbal</i>			
94	7:27	P2	yeah.	Verbal			
94		P2	<i>nod</i>	<i>Nonverbal</i>			
94		P4	<i>-cross-</i>	<i>Nonverbal</i>			
95	7:27	P4	yeah, really works out.	Verbal			

95		P4	-cross- smile	Nonverbal			
95		P2	EUS	Nonverbal			
96	7:28	P2	yeah definitely. yeah. And also: I don't know, I'm trying to get like an:	Verbal			
96		P2	EUS ES BU ED	Nonverbal			
96		P4	-cross- 's ES narr	Nonverbal			
96		P2	uhm # [clicks tongue] a train, like OV card?	Verbal			
96		P2	BD BD/	Nonverbal			
96		P4	-cross- 's	Nonverbal			
97	7:36	P4	yeah, yeah yeah.	Verbal			
97		P4	-cross- nod	Nonverbal			
98	7:37	P2	uhm: to:	Verbal			
98		P4	-cross-	Nonverbal			
99	7:37	P4	Are they gonna pay that?	Verbal			
99		P4	-cross- BD pt you	Nonverbal			
100	7:40	P2	They're gonna pay for the travel. yeah,	Verbal			
100		P2	M/ nod nod	Nonverbal			
100		P4	-cross- pt you M thb up nod	Nonverbal			
101	7:42	P4	Nice	Verbal			
101		P4	-cross- nod	Nonverbal			
102	7:43	P2	at least [laughter] not- not more than that.	Verbal			
102		P2	:smile- shake wave	Nonverbal	CW	embarrassed	other
102		P4	-cross- smile	Nonverbal			
103	7:46	P4	Oh, no:	Verbal			
103		P4	-cross- pull smile	Nonverbal			
103		P2	-smile-	Nonverbal			
104	7:48	P2	It's a bit sad: yeah. But	Verbal	P2_T93-96	Rapport: shared pity for P2.	shared experience
104		P2	-smile- EUS pull	Nonverbal	P2_T93-96		shared experience

104		P4	-cross- mv cl smile 's	Nonverbal	P2_T93-96		shared experience
105	7:50	P4	oh, that's sad.	Verbal	P2_T93-96		shared experience
105		P4	-cross- smile	Nonverbal	P2_T93-96		shared experience
105		P2	-smile-	Nonverbal	P2_T93-96		shared experience
106	7:51	P2	uhm:	Verbal			
106		P2	-smile:	Nonverbal			
106		P4	-cross- smile	Nonverbal			
107	7:52	P4	But I guess I mean only two	Verbal			
107		P4	-cross- pt you / wave	Nonverbal			
108	7:53	P2	But yeah	Verbal			
108		P4	-cross-	Nonverbal			
109	7:53	P4	Days a week. So you can kinda: #1 I don't know. yeah.	Verbal			
109		P4	-cross: circ smile rub smile	Nonverbal			
109		P2	nod pull EUS	Nonverbal			
110	7:57	P2	yeah it's- yeah it's only two days a week and I will try to do- to get like	Verbal			
110		P2	nod ED	Nonverbal			
110		P4	mv cl :rest-	Nonverbal			
110		P2	have- have, do you have a: uhm: OV card?	Verbal			
110		P2	BD /	Nonverbal			
110		P4	-rest: /	Nonverbal			
111	8:05	P4	yeah I do	Verbal			
111		P4	nod	Nonverbal			
112	8:06	P2	Okay, because I think there's a: abonnement? # uhm	Verbal			
112		P2	shake	Nonverbal			
113	8:10	P4	yeah?	Verbal			
113		P4	EUS nod	Nonverbal			

114	8:10	P2	Daaluren that you like, don't go in the rush hour,	Verbal	P4_T47-50	Despite P2's codeswitching, P4 understands (knows the word and out of context).	emphasis
114		P2	/ wave	Nonverbal			
114		P4	ES	Nonverbal			
114		P2	but outside the rush hour times,	Verbal			
114		P2	mim ball wave	Nonverbal	CW	P2 gestures!	emphasis
114		P4	O BU nod	Nonverbal			
115	8:15	P4	Oh I have that! That's like 50 euros # a: year or something? 55:? Or 60.	Verbal			
115		P4	Bu BD BD M ES shake BD	Nonverbal			
115		P2	narr O nod	Nonverbal			
116	8:21	P2	Okay, because they said something about # uh two euro 50 per month?	Verbal			
116		P2	rub narr ES narr () ()	Nonverbal			
116		P2	But yeah,	Verbal			
116		P4	EUS	Nonverbal			
117	8:25	P4	that's probably- that's probably it. yeah, they probably changed the price now.	Verbal			
117		P4	BD nod wave BD shake def shake	Nonverbal	CW	shaking off the topic, as price is irrelevant?	other
117		P2	ES	Nonverbal			
118	8:28	P2	yeah. Okay	Verbal			
118		P2	nod	Nonverbal			
119	8:30	P4	yeah that's pretty nice.	Verbal	P2_T98-101	Problem: connection issues. Result: interruptions / overlapping. Strategy: "sorry?". Emotion: annoyance. Reason: online setting.	Techn., disruption
119		P4	BU nod	Nonverbal	P2_T98-101	here they keep overlapping each other	Techn., disruption

120	8:31	P2	And then you-	Verbal	P2_T98-101		Techn., disruption
121	8:31	P4	But you just have to-	Verbal	P2_T98-101		Techn., disruption
122	8:32	P2	And then you- #2 Ah sorry. yeah?	Verbal	P2_T98-101		Techn., disruption
122		P2	<i>def</i>	Nonverbal			
122		P4	<i>BU</i>	Nonverbal			
123	8:35	P4	yeah you just cannot go on rush hour. So: if you really	Verbal			
123		P4	<i>shake BU</i>	Nonverbal			
123		P2	<i>mv aw nod</i>	Nonverbal			
124	8:38	P2	yeah	Verbal			
124		P2	<i>nod</i>	Nonverbal			
125	8:38	P4	have to be at work early in the morning, that's not good for you.	Verbal			
125		P4	<i>pt down shake block</i>	Nonverbal			
125		P2	<i>nod M nod</i>	Nonverbal			
126	8:41	P2	No: but they said like, we could arrange it that I # like,	Verbal			
126		P2	<i>shake EUS</i>	Nonverbal			
126		P2	come after the rush hour. And uhm	Verbal			
126		P4	<i>L</i>	Nonverbal			
127	8:47	P4	Okay! That's amazing.	Verbal			
127		P4	<i>smile def 's</i>	Nonverbal			
127		P2	<i>M / pull</i>	Nonverbal			
128	8:48	P2	So	Verbal			
129	8:50	P4	the the only bad part about that is that you also have to leave work	Verbal			
129		P4	<i>O smile pt up / smile pt down</i>	Nonverbal			
129		P2	<i>nod smile ES smile</i>	Nonverbal			
129		P4	after rush hour, which is	Verbal			
129		P4	<i>/ narr</i>	Nonverbal			
130	8:56	P2	yeah	Verbal			

130		P2	smile nod	Nonverbal			
130		P4	smile	Nonverbal			
131	8:56	P4	# 6:30?	Verbal			
131		P4	pt down	Nonverbal			
132	8:58	P2	yeah, true.	Verbal			
132		P2	smile nod	Nonverbal			
132		P4	ee	Nonverbal			
133	8:59	P4	#1 Oh:	Verbal			
133		P4	ee ° arms up smile	Nonverbal	CW	lots of pity	shared experience
133		P2	smile	Nonverbal			
134	9:01	P2	But it's only twice a week! [laughter]	Verbal			
134		P2	BU :smile-	Nonverbal			
135	9:03	P4	yeah, okay. yeah, that's not too bad. But I remember I had to do that	Verbal			
135		P4	nod rub mv cl ES	Nonverbal			
135		P2	-smile-	Nonverbal			
135		P4	for some time when I was working in Amsterdam uhm: # uh # South? yeah.	Verbal			
135		P4	° ES BD ES	Nonverbal			
135		P2	-smile: nod	Nonverbal			
135		P4	And uhm: # sometimes when I: when I- yeah when I couldn't,	Verbal			
135		P4	shake shake ED	Nonverbal			
135		P2	nod	Nonverbal			
135		P4	I had to wait for 6:30 Even though I was, you know, done with work, and	Verbal			
135		P4	pray smile ED EU shake	Nonverbal			
135		P2	nod :smile- nod	Nonverbal			
136	9:22	P2	yes	Verbal			
136		P2	-smile- nod	Nonverbal			
137	9:23	P4	I just had to wait and wait. Ah that was?	Verbal			
137		P4	def smile 's °	Nonverbal			
137		P2	-smile-	Nonverbal			

138	9:26	P2	yeah: yeah, true. That sucks maybe	Verbal			
138		P2	-smile: EUS	Nonverbal			
138		P4	smile rub rust	Nonverbal			
139	9:28	P4	I guess it- it was a good opportunity to go for drinks with my colleagues.	Verbal			
139		P4	smile pt up wave smile wave	Nonverbal			
140	9:33	P2	Ah yeah	Verbal			
140		P2	BU / nod	Nonverbal			
140		P4	smile	Nonverbal			
141	9:33	P4	Until- Until 6:30. So I guess that's, that's one thing you get out of it. uhm:	Verbal			
141		P4	smile rest EUS	Nonverbal			
142	9:37	P2	yes	Verbal			
142		P2	EUS /	Nonverbal			
143	9:38	P4	So tell me how does that internship uh connect to your: Masters?	Verbal	P2_T110-117	P2 perceives P4's questions like an interview. Does not want to talk about herself. Strategy: short answers.	disruption, non-communication
143		P4	BD / mv cl ES	Nonverbal			
143		P4	I- uh I understand it's like, different ways of communicating the galleries,	Verbal			
143		P4	nod bal mim ball nod block	Nonverbal			
143		P2	EUS 's nod	Nonverbal			
143		P4	events and whatever. But yeah, do want to tell me a bit about that.	Verbal			
143		P4	nod shake wave	Nonverbal			
143		P2	M nod	Nonverbal			
144	9:53	P2	yeah. That's the connection, the communication part.	Verbal	P2_T110-117, P4_T58-62	Short answer from P2: Perceived as cute and logical by P4, as he gave the answer already in the question. Not disrupting.	disruption, non-communication
144		P2	nod	Nonverbal			
145	9:56	P4	Okay. And is that going to be: primarily like	Verbal			
145		P4	EU	Nonverbal			

145		P4	a strategy of communicating online? Or also physically:?	Verbal			
145		<i>P4</i>	<i>"strategy of communicating" circ / circ shake</i>	<i>Nonverbal</i>			
145		<i>P2</i>	<i>EUS M</i>	<i>Nonverbal</i>			
146	10:04	P2	#1 I don't know yet.	Verbal	P2_T110-117		disruption, non-communication
146		<i>P2</i>	<i>ES M</i>	<i>Nonverbal</i>			
146		<i>P4</i>	<i>fidg</i>	<i>Nonverbal</i>			
147	10:07	P4	Okay	Verbal			
147		<i>P4</i>	<i>fidg</i>	<i>Nonverbal</i>			
148	10:08	P2	but #1 I don't know, just thinking about ways of# how to promote them better	Verbal			
148		<i>P2</i>	<i>/ ES</i>	<i>Nonverbal</i>			
148		P2	or: # I don't know, maybe even flyers or: # yeah, online?	Verbal			
148		<i>P2</i>	<i>BU M / ES</i>	<i>Nonverbal</i>			
148		<i>P4</i>	<i>nod</i>	<i>Nonverbal</i>			
149	10:16	P4	yeah okay	Verbal			
149		<i>P4</i>	<i>nod</i>	<i>Nonverbal</i>			
150	10:17	P2	Of course. # uhm: # I don't know.	Verbal			
150		<i>P2</i>	<i>ES /</i>	<i>Nonverbal</i>			
150		<i>P4</i>	<i>EUS fidg</i>	<i>Nonverbal</i>			
151	10:19	P4	Okay	Verbal			
152	10:20	P2	We'll see. We haven't talked about- like # they only told me yesterday,	Verbal			
152		<i>P2</i>	<i>pull /</i>	<i>Nonverbal</i>			
152		P2	so we haven't like,	Verbal			
152		<i>P2</i>	<i>M</i>	<i>Nonverbal</i>			
152		<i>P4</i>	<i>:smile- nod</i>	<i>Nonverbal</i>			

153	10:24	P4	okay,	Verbal			
153		P4	-smile-	Nonverbal			
154	10:24	P2	talked about the research in deep- in depth.	Verbal			
154		P2	smile BU	Nonverbal			
154		P4	-smile-	Nonverbal			
155	10:27	P4	Okay nice. Okay, so it- it's fresh like that. So that's nice. uh:	Verbal	P2_T119-120	P2 perceives P4's questions like an interview. Does not want to talk about herself. New strategy: interjecting with own questions. CW: uses his stretched hesitation to shoot in a question. Success. Visible also in NVEs BD /	disruption, change of topic
155		P4	-smile- EU fdg	Nonverbal			
156	10:31	P2	yeah# Where do- Where do you work again?	Verbal	P2_T119-120		disruption, change of topic
156		P4	-smile-	Nonverbal			
156		P2	BD /	Nonverbal	P2_T119-120		disruption, change of topic
157	10:33	P4	Rabobank	Verbal			
157		P4	-smile- nod	Nonverbal			
158	10:34	P2	Rabobank? Rabobank.	Verbal			
158		P2	BD ES	Nonverbal			
158		P4	-smile-	Nonverbal			
159	10:35	P4	yeah.	Verbal			
159		P4	nod -smile:	Nonverbal			

160	10:36	P2	Hm. And you- do you ever have to go back to the office?	Verbal			
160		P2	Or you gonna stay at home?	Verbal			
160		P4	:smile-	Nonverbal			
161	10:40	P4	Ah actually: I do- Now: we don't have to have to go back to the office.	Verbal			
161		P4	mv cl rest -smile: "have to have to"	Nonverbal			
161		P2	[drinks from cup] ED	Nonverbal			
161		P4	But # we are being # strongly: encouraged to the point where	Verbal			
161		P4	's /	Nonverbal			
161		P4	we're being told that. yeah, guys, now: it's time to go back once a week.	Verbal			
161		P4	nod nod / nod	Nonverbal			
161		P2	M nod smile	Nonverbal			
161		P4	uhm and uh because I'm going to be doing a # development program uhm: #	Verbal			
161		P4	pt back "development program"	Nonverbal			
161		P4	also, I am going to have to be in the office # physically.	Verbal			
161		P4	BU circ nod wave	Nonverbal			
161		P2	nod	Nonverbal			
162	11:06	P2	Mh	Verbal			
162		P2	BL nod	Nonverbal			
163	11:06	P4	uhm other days.	Verbal			
163		P4	shake wave	Nonverbal			
164	11:08	P2	Is that-	Verbal			
165	11:08	P4	Usually	Verbal			
165		P4	BD pt up	Nonverbal			
166	11:09	P2	is that in Amsterdam?	Verbal			

167	11:10	P4	No, no, no, that is in Utrecht.	Verbal			
167		P2	<i>nod</i>	<i>Nonverbal</i>			
168	11:12	P2	Utrecht	Verbal			
168		P2	<i>nod</i>	<i>Nonverbal</i>			
169	11:13	P4	Thankfully, it's in Utrecht. And it's actually	Verbal			
169		P4	<i>shake</i>	<i>Nonverbal</i>			
170	11:15	P2	yeah	Verbal			
171	11:15	P4	very close to the o- the main office and Centraal is like 10 minutes away.	Verbal			
171		P4	<i>pt side</i> <i>pt side shake</i> <i>&10</i>	<i>Nonverbal</i>			
171		P2	<i>ES</i>	<i>Nonverbal</i>			
171		P4	From my house.	Verbal			
171		P2	<i>EUS</i>	<i>Nonverbal</i>			
172	11:21	P2	Is it close to Centraal? To Utrecht?	Verbal			
172		P2	<i>narr</i>	<i>Nonverbal</i>			
172		P4	<i>L</i>	<i>Nonverbal</i>			
173	11:23	P4	yeah yeah yeah. If you see the towers, the two towers?	Verbal			
173		P4	<i>BU nod</i> <i>arms up</i> <i>mim ball</i>	<i>Nonverbal</i>			
173		P2	<i>EUS nod</i> <i>nod</i>	<i>Nonverbal</i>			
174	11:25	P2	yeah yeah	Verbal			
174		P2	<i>nod</i>	<i>Nonverbal</i>			
175	11:26	P4	[inaudible] Rabobank, that's the # central office?	Verbal			
175		P4	<i>nod</i>	<i>Nonverbal</i>			

175		P2	<i>nod</i>	Nonverbal			
176	11:28	P2	yeah, yeah true I've seen that. yeah.	Verbal			
176		P2	<i>ES nod</i>	Nonverbal			
176		P4	<i>EUS</i>	Nonverbal			
177	11:31	P4	yeah I- normally, I don't work there. But for the development program	Verbal			
177		P4	<i>nod pt down circ</i>	Nonverbal			
177		P2	<i>nod</i>	Nonverbal			
177		P4	I'm gonna be doing at Rabobank, I'm going to be going there. uhm: So yeah,	Verbal			
177		P4	<i>circ () pt side °</i>	Nonverbal			
177		P2	<i>nod O nod</i>	Nonverbal			
177		P4	already, I'm looking at two days a week in the office. So I'm not # very:	Verbal			
177		P4	<i>shake wave</i>	Nonverbal			
177		P2	<i>O nod</i>	Nonverbal			
177		P4	# I'm not super excited. And I- I know other people that don't want to be going	Verbal			
177		P4	<i>shake nod nod</i>	Nonverbal	CW	supporting his point	emphasis / active listening
177		P2	<i>smile</i>	Nonverbal			
177		P4	to the office every week that like ah I wanna go just once every two weeks.	Verbal			
178	11:53	P2	Mhm	Verbal			
178		P2	<i>nod</i>	Nonverbal			
179	11:53	P4	uhm: And yeah, I can understand that. Especially like considering	Verbal			
179		P4	<i>ES BU / narr</i>	Nonverbal			
179		P4	I: # started: working in the Netherlands during Corona. So it was # fully remote.	Verbal			
179		P4	<i>ES mv cl () () shake</i>	Nonverbal			

179		P2	<i>nod</i>	Nonverbal			
180	12:03	P2	yeah	Verbal			
180		P2	<i>/ nod</i>	Nonverbal			
181	12:03	P4	I can completely understand how people have reshaped their lives	Verbal			
181		P2	<i>BU M nod</i>	Nonverbal	P2_T135-136	NVE: nodding, mv cl. Reason: focused on conversation, unaware of experiment setting. Function: listening, relaxing, focusing	active listening, Focus & reflection
181		P4	around working at home, getting their packages, doing their chores,	Verbal			
181		P4	<i>() () () ()</i>	Nonverbal			
181		P2	<i>nod nod nod</i>	Nonverbal	P2_T135-136		active listening, Focus & reflection
181		P4	when they have- you know, with their lunchtime or making food	Verbal			
181		P4	<i>shake shake shake</i>	Nonverbal			
181		P4	# doing other stuff. # So our lives have completely changed. So at the	Verbal			
181		P4	<i>shake</i>	Nonverbal			
181		P2	<i>M nod M nod</i>	Nonverbal	P2_T135-136		active listening, Focus & reflection
182	12:18	P2	mhm	Verbal			
183	12:18	P4	same time, when your work is like mine, that I'm a developer,	Verbal			
183		P4	<i>wave wave pt me pt me</i>	Nonverbal			
183		P2	<i>L nod</i>	Nonverbal			
183		P4	my work is a lot of it # me doing it on my own, and then	Verbal			
183		P4	<i>circ ED circ</i>	Nonverbal			
183		P4	going to some meetings and whatever, which is done online.	Verbal			

183		P4	<i>circ</i>	<i>BD</i>	Nonverbal		
183		P2	<i>nod</i>	<i>ES</i>	Nonverbal	P2_T135-136	active listening
184	12:29	P2	yeah		Verbal		
184		P2	<i>nod</i>		Nonverbal	P2_T135-136	active listening
185	12:30	P4	If I have to be at the office, I'm really not gaining: anything from being there.		Verbal		
185		P4	<i>smile</i>	<i>circ</i>	Nonverbal		
185		P2	<i>mv cl</i>	<i>smile</i>	Nonverbal	P2_T135-136	active listening
185		P4	If anything, # to be honest, on my downtime, when I'm literally waiting		Verbal		
185		P4	<i>EUS</i>	<i>circ</i>	Nonverbal		
185		P2	<i>nod</i>		Nonverbal		
185		P4	for stuff to # run on a computer- # What am I doing?		Verbal		
185		P4	<i>bal</i>	<i>()</i>	Nonverbal		
185		P2	<i>nod</i>		Nonverbal		
185		P4	I'm just sitting like an idiot at the office # not doing something else.		Verbal		
185		P4	<i>_me</i>	<i>smile</i>	Nonverbal		
185		P2	<i>smile</i>	<i>EUS</i>	Nonverbal		
186	12:49	P2	[laughter] yeah		Verbal		
186		P2	<i>smile</i>		Nonverbal		
187	12:49	P4	Whereas at home, I could just be: productive in other ways		Verbal		
187		P4	<i>circ</i>	<i>smile</i>	Nonverbal		
187		P4	<i>pull</i>	<i>circ</i>	Nonverbal		
187		P4	<i>ES</i>	<i>smile</i>	Nonverbal		
187		P4	and just do other stuff.		Verbal		
187		P4	<i>smile</i>		Nonverbal		

188	12:54	P2	yeah,	Verbal			
188		P2	ER	Nonverbal			
188		P4	mv cl	Nonverbal			
189	12:55	P4	but yeah.	Verbal			
189		P4	rub	Nonverbal			
190	12:56	P2	So you- so you probably also don't know your colleagues # really?	Verbal			
190		P2	BU pull	Nonverbal			
190		P4	L	Nonverbal			
190		P2	Because you have been-?	Verbal			
191	13:00	P4	uhm: yeah, actually, the funny thing- uh # good you mentioned that. #	Verbal			
191		P4	rub BU pt you /	Nonverbal			
191		P4	The- I'm going to be going to the office tomorrow,	Verbal			
191		P4	rub	Nonverbal			
191		P2	BU	Nonverbal			
191		P4	uh for the first time since I joined my new team in January. So:	Verbal			
191		P4	() () ()	Nonverbal			
191		P2	O nod	Nonverbal			
192	13:10	P2	Mhm	Verbal			
192		P2	nod	Nonverbal			
193	13:10	P4	I will officially be meeting all of them.: Not all of them, because not all	Verbal			
193		P4	shake BD / nod BU	Nonverbal			
193		P2	/	Nonverbal			
193		P4	of them can be there. But # most of them officially tomorrow. uhm:	Verbal			
193		P4	nod	Nonverbal			

194	13:18	P2	uh nice, that's nice isn't it? That's gonna be nice.	Verbal			
194		P2	/ <i>mv aw</i> <i>smile</i>	Nonverbal			
194		P4	/ <i>smile</i>	Nonverbal			
195	13:20	P4	yeah, it's gonna be nice. At the same time, # I'm really not thrilled	Verbal			
195		P4	<i>smile</i> <i>BD shake</i> <i>wave</i> <i>BD shake</i>	Nonverbal			
195		P4	about going to the office. It's really-	Verbal			
195		P4	<i>BD shake</i> <i>wave</i>	Nonverbal			
196	13:27	P2	yeah. But if-	Verbal			
196		P2	<i>M</i>	Nonverbal			
197	13:27	P4	Like- you know how much I enjoy my, my three screens in the comfort	Verbal			
197		P4	<i>:smile-</i> <i>mim ball</i> <i>arms up</i> /	Nonverbal			
197		P2	<i>:smile-</i>	Nonverbal			
198	13:32	P2	[laughter]	Verbal			
198		P2	<i>-smile-</i>	Nonverbal			
198		P4	<i>-smile-</i>	Nonverbal			
199	13:32	P4	of my computer. And you know, it's just the difference.	Verbal			
199		P4	<i>-smile-</i> <i>mv cl</i> <i>wave</i>	Nonverbal			
199		P2	<i>-smile-</i>	Nonverbal			
200	13:35	P2	yeah. yeah	Verbal			
200		P2	<i>-smile-</i>	Nonverbal			
200		P4	<i>-smile-</i>	Nonverbal			
201	13:37	P4	yeah, but it's fine you know, I guess, going back to the office and socializing	Verbal	P4_T70-72	P4's opinion is more radical. Wants to include other options as well, to offer	social act, reformulation,

						rapport / social act to P2. Tones down opinion.	non-communication
201		P4	wave wave -smile: nod	Nonverbal			
201		P2	-smile: ES	Nonverbal			
201		P4	and meeting people and just uh creating a better connection is also important.	Verbal	P4_T70-72		social act, reformulation, non-communication
201		P4	nod ED	Nonverbal	P2_T143-146	NVE ED (P4): not perceived during conversation	other
201		P2	nod	Nonverbal			
201		P4	So # yeah, I'm taking the best out of it.	Verbal			
201		P4	wave ED smile	Nonverbal	P2_T143-146		other
201		P2	/ ES	Nonverbal			
202	13:48	P2	yeah, I mean, I think some- something like half- # like maybe two days,	Verbal	P4_T77-81	P4 does not agree with P2 at all (two days office). Reaction: disengages, pretends to silently agree (but doesn't). CW: visible in absence of NVEs, and ED	social act, non-communication
202		P2	nod ES pull	Nonverbal			
202		P4	smile	Nonverbal	P4_T77-81		social act, non-communication
202		P2	two days per week at the office, that # would be nice. Or something	Verbal			
202		P2	M /	Nonverbal			
202		P4	L :ED-	Nonverbal	P4_T77-81		social act, non-communication
203	13:56	P4	yeah	Verbal	CW	lying	disruption, non-communication
203		P4	-ED-	Nonverbal	P4_T77-81		social act, non-communication

204	13:56	P2	like, like, I'm also thinking what I want for the future. I think	Verbal			
204		P2	rock rock	Nonverbal			
204		P4	-ED-	Nonverbal	P4_T77-81		social act, non-communication
205	14:00	P4	yeah yeah yeah	Verbal			
205		P4	-ED-	Nonverbal			
206	14:00	P2	it's nice to- to not be there full time every day. # yeah, that's kind of	Verbal			
206		P2	BU () () () pull	Nonverbal			
206		P4	-ED-	Nonverbal			
207	14:06	P4	yeah, you know what, I think what I would like, and I'm starting-,	Verbal			Techn., disruption
207		P4	-ED: BD	Nonverbal			
207		P2	's	Nonverbal			
207		P4	did I- #1 I- did I stop you? You were talking I'm sorry.	Verbal			Techn., disruption
207		P4	shake mim flat mim flat _me	Nonverbal			
208	14:15	P2	No, no. It's fine.	Verbal			Techn., disruption
208		P2	M shake :smile-	Nonverbal			
208		P4	nod	Nonverbal			
209	14:17	P4	Okay. Sorry about that though. I- I do that a lot.	Verbal			Techn., disruption
209		P4	ED _me block smile BU def	Nonverbal			
209		P2	-smile-	Nonverbal			
209		P4	You can ask [name redacted]. uhm:	Verbal			
209		P4	ES ° ES	Nonverbal			
209		P2	-smile-	Nonverbal			

210	14:24	P2	yeah, interrupting is very difficult online.	Verbal			
210		<i>P2</i>	<i>-smile:</i>	<i>Nonverbal</i>			
211	14:26	P4	interrupting people is yeah # I've realized from [laughter]	Verbal			
211		<i>P4</i>	<i>wave nod wave pt up nod</i>	<i>Nonverbal</i>			
211		<i>P2</i>	<i>M nod smile</i>	<i>Nonverbal</i>			
212	14:30	P2	yeah [laughter]	Verbal			
212		<i>P4</i>	<i>smile</i>	<i>Nonverbal</i>			
213	14:31	P4	looking and thinking through different conversations, but yeah,	Verbal			
213		<i>P4</i>	<i>nod pt up ED BU BD</i>	<i>Nonverbal</i>			
213		<i>P2</i>	<i>smile</i>	<i>Nonverbal</i>			
213		P4	uhm # what I would like to keep alive is the hybrid mode in a way	Verbal			
213		<i>P4</i>	<i>mv cl BD circ circ</i>	<i>Nonverbal</i>			
213		<i>P2</i>	<i>L nod</i>	<i>Nonverbal</i>			
213		P4	that I can still actually go and work from another place # like remote.	Verbal			
213		<i>P4</i>	<i>ES circ pt side shake /</i>	<i>Nonverbal</i>			
214	14:44	P2	yes. yeah true	Verbal			
214		<i>P2</i>	<i>BU nod</i>	<i>Nonverbal</i>			
215	14:45	P4	I would love that. Because being able to go to Greece	Verbal			
215		<i>P4</i>	<i>BU circ smile</i>	<i>Nonverbal</i>			
215		<i>P2</i>	<i>nod</i>	<i>Nonverbal</i>			
215		P4	and still work and actually:	Verbal			
215		<i>P4</i>	<i>wave</i>	<i>Nonverbal</i>			
215		<i>P2</i>	<i>smile</i>	<i>Nonverbal</i>			
216	14:50	P2	yeah!	Verbal			

216		P2	<i>nod smile</i>	Nonverbal			
217	14:50	P4	do vacation in the evenings # or the weekend, that's amazing for me,	Verbal			
217		P4	<i>"do vacation" shake pt down wave smile_me</i>	Nonverbal			
217		P4	you know, and you can do that anywhere in the world. So if your job	Verbal			
217		P4	<i>shake wave EU ()</i>	Nonverbal			
218	14:57	P2	yeah that's:	Verbal			
218		P2	<i>/ mv aw</i>	Nonverbal			
219	14:57	P4	kind of allows it, # I would love to keep that alive.	Verbal			
219		P4	<i>EU () bal smile mim ball</i>	Nonverbal			
219		P2	<i>mv cl smile</i>	Nonverbal			
220	15:01	P2	# yeah, yeah, I can- I- I understand that. I'm also like, I'm going to Cologne now	Verbal			
220		P2	<i>ES nod ES</i>	Nonverbal			
220		P4	<i>mv cl smile L</i>	Nonverbal			
220		P2	to see a friend but she's also doing home office.	Verbal			
220		P2	<i>pull BU</i>	Nonverbal			
220		P2	So we're just going to work both of us on our stuff during the day	Verbal			
220		P2	<i>pull</i>	Nonverbal			
220		P4	<i>nod nod</i>	Nonverbal			
221	15:12	P4	yeah that's good.	Verbal			
221		P4	<i>nod smile</i>	Nonverbal			
222	15:12	P2	Which is super cool. yeah,	Verbal			
222		P2	<i>pull nod</i>	Nonverbal			
223	15:13	P4	That's nice. That's- I mean, that's awesome.	Verbal	P2_T151-152, P4_T85-86	Emotion: excitement. Perceived NVE: hand behavior (mim, wave, shake)	other

223		P4	<i>smile pull pt me</i>	Nonverbal	P2_T151-152		other
223		P2	<i>nod nod</i>	Nonverbal			
223		P4	That's like the best way: you can use this, this- this pandemic, because	Verbal			
223		P4	<i>wave shake ES circ ES</i>	Nonverbal	P2_T151-152		other
223		P2	<i>/ nod smile smile nod</i>	Nonverbal			
224	15:20	P2	yes	Verbal			
224		P2	<i>smile</i>	Nonverbal			
225	15:21	P4	like, we're closed at home might as well # have different homes every month,	Verbal			
225		P4	<i>mim ball BU smile mim ball smile</i>	Nonverbal	P2_T151-152		other
225		P4	you know, just do your thing.	Verbal			
225		P4	<i>:cross-</i>	Nonverbal			
226	15:27	P2	yeah	Verbal			
226		P2	<i>nod</i>	Nonverbal			
226		P4	<i>-cross-</i>	Nonverbal			
227	15:27	P4	And then, in the evenings and weekends, you just enjoy yourself	Verbal			
227		P4	<i>-cross- wave</i>	Nonverbal			
227		P4	and like uh get to know a new culture or a new place.	Verbal			
227		P4	<i>-cross- M wave ED</i>	Nonverbal			
228	15:34	P2	yeah # true.	Verbal			
228		P2	<i>/M nod</i>	Nonverbal			
228		P4	<i>-cross-</i>	Nonverbal			
229	15:35	P4	I think that's the goal. I- I really hope that even though things are going better	Verbal			

229		P4	-cross- EUS	Nonverbal		
229		P2	nod smile	Nonverbal		
229		C W	Camilla enters the conversation	Nonverbal		
229		P4	# we can still do that so that I can take lev- so that I can leverage this more	Verbal		
229		P4	-cross- pt down	Nonverbal		
229		P4	next year, or you know, this year.	Verbal		
229		P4	-cross- / pt back	Nonverbal		
229		P2	ES /	Nonverbal		
230	15:47	P2	But I think that it will stay like that for a- for a good # big part.	Verbal		
230		P4	-cross: win	Nonverbal		
230		P2	Like or that you at least can [inaudible].	Verbal		
230		P2	nod /	Nonverbal		
230		P2	[drinks from cup]	Nonverbal		

8.16. Transcriptions – individual interviews

All transcriptions of the individual IPR interviews conducted for the purpose of this research have been removed for all readers other than the supervisors of this M.A. thesis, to protect the participants' anonymity and integrity.

- 8.17. Transcription IPR 1-P1
- 8.18. Transcription IPR 1-P2
- 8.19. Transcription IPR 2-P3
- 8.20. Transcription IPR 2-P4
- 8.21. Transcription IPR 3-P1
- 8.22. Transcription IPR 3-P3
- 8.23. Transcription IPR 4-P5
- 8.24. Transcription IPR 4-P6
- 8.25. Transcription IPR 5-P5
- 8.26. Transcription IPR 5-P6
- 8.27. Transcription IPR 6-P2
- 8.28. Transcription IPR 6-P4

8.29. Consent forms & video recordings

All video recordings can be requested at the researcher: d.c.waibel@students.uu.nl. Access will be given to the supervisors of this M.A. thesis only, and all recordings will be permanently deleted once this dissertation has been graded. All consent forms have been removed for the purpose of anonymity.