

MOTHER TONGUE TALK IN THREE LANGUAGES

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ABSTRACT

MOTHER TONGUE TALK IN THREE LANGUAGES

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Languages within one language family may be so closely related that their speakers often communicate, each using their own language. This phenomenon was investigated in African, Germanic and Romance languages and coined as semicomunication by Haugen (1966), and later became receptive multilingualism by Braunmüller (2002). This research attempts to find out if receptive multilingual communication is possible in Slavonic languages (Polish, Russian and Ukrainian). Besides, it was a great importance to define whether the success of communication is symmetric among the speakers of the mentioned languages. Finally, various cases of problematic understanding were analyzed with the main emphasis on the speakers' strategies when they try to overcome reception problems. Methodically, 4 Russian-Ukrainian, 4 Polish-Ukrainian and 4 Polish-Russian conversations were recorded with the use of digital camera. Cases of problematic understanding were defined and transcribed with Exmaralda program, Partitur editor. Number of problematic utterances in relation to total number of utterances in discourse was the measure of communication success in each language constellation. In order to see the overall picture of how receptive multilingualism works in the three languages and in each constellation separately, the statistic research was done with SPSS program. The findings of the research revealed that receptive multilingual communication among Polish,

Russian and Ukrainian speakers is generally successful, however, not symmetric with respect to understanding degree in different constellations.

Keywords: receptive multilingualism, understanding, problematic understanding, meta discourse, language constellation, Russian, Polish, Ukrainian.

ÖZET

ÜÇ DİLDE ANA DİL KONUŞMAK

Romaniuk Olena

Yüksek Lisans, İngiliz Dili Eğitimi

Tez Danışmanı: Doç. Dr. Jochen Rehbein

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Bir dil ailesi içindeki diller birbirleriyle o kadar yakından ilgililerdir ki, o dilleri konuşan kişilerin herbiri kendi ana dillerini konuştuğu halde birbirleriyle anlaşabilirler. Bu olgu Afrika, Alman ve Latin dilerinde incelendi ve Haugen (1966) tarafından “semicomunication” ve daha sonra Braunmüller (2002) tarafından “algılayıcı çok dillilik” olarak ifade edildi. Bu makale; araştırmanın konusu olarak ele alınan Lehçe, Rusça ve Ukraynaca ile algılayıcı çok dilli iletişimin Slav dillerinde mümkün olup olmayacağını ortaya çıkarmaya çalışıyor. Bunun yanısıra, iletişimdeki başarının sözü edilen dilleri konuşan kişilerle simetrik olup olmadığını belirlemek çok önemli. Son olarak da çeşitli sorunlu kavrayış durumları, konuşmacıların, algılama problemlerinin üstesinden gelmeye çalıştıklarında uyguladıkları stratejiler esas alınarak analiz edildi. Bu çalışma için 4 Rusça-Ukraynaca, 4 Lehçe-Ukraynaca ve 4 Lehçe-Rusça diyaloglar dijital kameraya kayıt edildi. Sorunlu kavrayış durumları belirlendi ve Exmaralda (Partitur editor) programı ile dökümü çıkarıldı. Diyalogtaki toplam ifade sayısına ait sorunlu ifadelerin sayısı herbir dil ikilisindeki iletişim başarısının ölçütüydü. Algılayıcı çok dilliliğin her üç dilde ve her dil ikilisinde nasıl çalıştığına dair genel bir fikir edinmek için istatistiksel araştırma SPSS programı ile yapıldı. Araştırmanın bulguları, Lehçe, Rusça ve Ukraynaca

konuřan bu kiřiler arasındaki algılayıcı çok dilli iltiřimin genel olarak bařarılı olduđunu fakat bu bařarının farklı dil ikililerindeki kavrayıř derecesi ile simetrik olmadığını gösterdi. Ayrıca bařarılı ve bařarısız konuřmacıların ifade edebilme stratejileri belirlendi.

Anahtar Kelimeler: algılayıcı çok dillilik, kavrayıř, sorunlu kavrayıř, ifade edebilme, dil ikilisi, Rusça, Lehçe, Ukraynaca.

To my dear supervisor,
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CHAPTER 1

INTRODUCTION

1.0 Presentation

This chapter introduces the object of the study, its background and purpose, the research questions, the significance, setting, and limitations of the study, and the definitions of terms.

1.1 Object

This study is aimed at discovering the possibility of receptive multilingualism among Slavonic languages, with Polish, Ukrainian and Russian taken as examples. The phenomenon of receptive multilingualism, i.e. the understanding between the speakers of different but genetically related languages talking in their respective native tongues, has been explored with regard to African, Germanic and Romance languages but never regarding Slavonic languages. Thus, it finds out if communication between speakers of the three languages in a receptive multilingual environment is possible and, if so, to what extent it is successful.

1.2 Background

Receptive multilingualism has been intensively investigated in the countries of the Scandinavian mainland. Danes, Swedes and Norwegians do not only realize that their languages are genetically closely related, but also actively communicate with each other using their respective mother tongues, expecting to be understood by each other. Haugen's (1966) research based on the questionnaire showed the degree of

understanding between speakers of the three languages. It varied from 54% to 94% depending on the language constellation. In fact, the easiest mutual understanding was claimed by Swedes and Norwegians, the intermediate one by Norwegians and Danes, and the most problematic understanding was stated by Danes and Swedes.

1.3 Purpose of the Study

Taking into consideration the successful experience of receptive multilingual communication among Scandinavian languages, it seems worthwhile to test how this phenomenon works with regard to Slavonic languages.

The primary purpose of the study is to investigate the possibility of mutual understanding between speakers of different Slavonic languages in a receptive multilingual environment, Polish, Russian, and Ukrainian taken as the subjects for examination.

Secondly, it is important to indicate the degree of mutual understanding between the three languages.

Finally, it is necessary to examine the ways the speakers overcome problematic points.

1.4 Research Questions

- (1) Is mutual comprehension between speakers of Polish, Russian and Ukrainian possible?
- (2) Is mutual comprehension between the three languages symmetrical?
- (3) In which part of the discourse does problematic understanding occur most often?
- (4) How are problematic points overcome by the speakers?

1.5 Research Hypotheses

(1) Understanding between Russian, Ukrainian and Polish speakers is possible.

(2) Understanding between speakers of these languages is not symmetrical.

- In Ukrainian-Polish constellations, Ukrainian speakers are expected to be more successful in understanding due to their bilingual background and due to the historical influence of Polish on Ukrainian, and not vice versa.
- In Ukrainian-Russian constellations, Ukrainian speakers are obviously more successful on account of the fact that Russian is their second native language.
- In Polish-Russian constellations, the Poles are hypothesized to have more chances to understand Russian, rather than the Russians - Polish. This can be explained by the Russian influence on Polish in the 19th century although not to a great extent. The more prevailing factor is assumed to be the self-confidence of the Russians as the speakers of the lingua franca, which prevents them from successful reception of other Slavonic languages.

(3) Problems of understanding most often occur at the beginning of the discourse.

(4) The problematic points are expected to be overcome by reformulation.

1.6 Significance of the Study

The current study is the first one to shed light on the receptive multilingual situation among Polish, Russian and Ukrainian speakers.

The findings of the research may prove that communication between the speakers of the respective languages is possible without the use of a lingua franca. As ten Thije and Zeevaert (2007) stated, it is quite difficult to learn English for speakers of other than Germanic languages. Russian, Ukrainian and Polish, although not the most genetically

distant languages from English as they all belong to the Indo-European family, evidently reveal considerable differences from it. Indeed, studied as the foreign language No 1 in Russia and Ukraine English is scarcely used even among well-educated people.

According to the Russian Census (2002), out of the whole population of 141,888,900 only 6,953,511 people claimed to be competent in English as the second language, which accounts to just 4.9%.

As noted above as yet, no study of this kind has been conducted with regard to Slavonic languages, and not to mention that the people in this area have never practiced receptive multilingualism as a way of communication, except for some extreme situations when circumstances demanded it (e.g., Polish travelers without knowledge of English having got lost in Russia had to make themselves understood in Polish).

People from Russia, Poland, and Ukraine are not aware of the fact that the lack of knowledge of a lingua franca is not an obstacle to communication among each other. According to ten Thije and Zeevaert (2007), people must be shown the practical use of receptive multilingualism so as to be motivated. Therefore, it is hoped that the result of the current empirical study will encourage them to embark on a more confident and joyful communication. Moreover, it can turn what used to seem impossible to many people into a possibility.

Aside from the idea of the possibility of communication among those who do not speak English there is the concept of convenience of communication in L1, as stated above (Prodromou, 2008). In fact, even when highly proficient in English, a non-native speaker may find it difficult to convey the concepts related to only his/her socio-cultural background such as lacunas or set expressions. Often, he/she chooses to avoid them, thereby, limiting the scope of ideas that could be expressed. Thus, native language communication appears to have a huge advantage over L2 communication.

Finally, since the findings of the study are expected to reveal the possibility of mutual understanding between the three Slavonic languages mentioned, while Russian and

Ukrainian belong to the East Slavic branch and Polish belongs to the West Slavic branch, the assumption can be drawn that understanding is possible between East and West branches, including other languages belonging to them.

1.7 Setting

The empirical study is laid on the testing of mutual understanding among 4 Poles, 4 Russians, and 4 Ukrainians, who know only one Slavic language – each their respective mother tongue.

Each participant was involved in a conversation with a member of another language group separately e.g., each Pole interacted with one Ukrainian and one Russian. Thus, all the participants had the experience of receptive multilingual communication when they listened and tried to understand two other Slavic languages. The exceptional case is Ukrainians' comprehension of Russian being already 100% provided by the fact that it is their second native language. This is going to be considered when the results are discussed.

All in all, there are twelve 40 to 45-minute long recordings of conversations between native speakers of Polish, Russian and Ukrainian.

1.8 Limitations of the Study

The participants of the study are 12 students of different backgrounds, which limits the scope of generalizing the results for all cases of receptive multilingual communication among Polish, Russian, and Ukrainian.

1.9 Definitions of Terms

Receptive multilingualism – “a language constellation in which interlocutors use their respective mother tongue while speaking to each other” (Jan D. ten Thije and Ludger Zeevaert, 2007, p. 1).

Language constellation - “the interaction of the languages involved, participants’ multilingual skills, and the mode in which language is being used” (J. House and J. Rehbein, 2004, p. 2).

CHAPTER 2

LITERATURE REVIEW

2.0 Presentation

This chapter presents the history of receptive multilingualism research, comparative analysis of Russian, Ukrainian and Polish, the theory of problematic talk in intercultural communication and theory of *Lingua Receptiva*.

2.1 HISTORY OF RECEPTIVE MULTILINGUAL RESEARCH

As reported by Casad (2005), the first discussion about possibility of mutual understanding between the speakers of closely related languages or dialects started in 1951 when Voegelin and Harris offered two methods of assessment of intelligibility. First is organized as an interview with the aim to learn the opinions of informants about language (dialect) relationships and degree of intelligibility between them. Second is related to testing informants' comprehension of a language (dialect) different from his/her native one. It is offered to be done with the use of aural materials in other than participant's native language after hearing which he/she is asked to translate it to his/her mother tongue.

Voegelin and Harris (1951) distinguished mutual intelligibility and neighbor intelligibility. The former refers to the ability of speakers of different languages to understand each other due to genetic closeness of their languages, while the latter is related to extralinguistic factors such as extensive contact between the speakers of different languages.

There were several studies performed by Hickerson, Turner and Hickerson (1952), Pierce (1952), Olmsted (1954), Biggs (1957) who adopted either of the methods suggested by Voegelin and Harris (1951) in order to estimate the degree of intelligibility between different languages or dialects. However, these researches were later criticized by Hans

Wolff (1964) for the method of translation which is not a fair measure for intelligibility assessment (Casad, 2005).

The investigation by observation of the communication based on the speaker's use of their mother tongues was held by Hans Wolff (1959). He described the "mutual intelligibility" between the different Nigeria's linguistic groups, and stated the representatives of different dialects not only realize and use the similarity of their languages for communication without learning the opponent's tongue, but also combine few closely related dialects into one language in order to solve the problem of linguistic diversity on a small territory.

Another finding of him was rather contradictory. Having preliminarily studied the investigated dialects and hypothesized the possible degree of "mutual intelligibility" between them, Hans Wolf found out that "linguistic (phonemic, morphemic, lexical) similarity between two dialects does not seem to guarantee the possibility of interlingual communication; similarly, the existence of interlingual communication is not necessarily an indication of linguistic similarity between two such dialects" (p. 441-442). The reason for this phenomenon is mostly related to the economic necessity to seek mutual understanding in some areas, whereas in others people do not need it, so, they do not practice close communication.

The next investigation of the communication between the speakers of genetically related languages was conducted in Scandinavian mainland by Einar Haugen (1966). He sent out questionnaires to 300 random persons in Denmark, Norway and Sweden asking them to estimate their level of understanding of the other two Scandinavian languages, extent of their contact with the languages (travelling to the two neighboring countries, listening to their radio and watching television, etc.), and report the cases of misunderstanding they experienced while communication.

The result of the questionnaire showed that the "mutual comprehension" between the inhabitants of the three countries is successful as only three respondents claimed

absence of understanding. Moreover, the understanding appeared to be not symmetric. Danes and Swedes considered one another's languages the most difficult to understand, and approximately to the same extent. Interestingly, Norwegians and Swedes claimed to have the highest level of understanding between each other almost symmetrically. The relation of Danish to Norwegian appeared to have an intermediate in difficulty, but not symmetrically: Danes stated that they understood Norwegian better than Norwegian stated to understand Danish.

The phenomenon of mutual understanding between Danish, Norwegian and Swedish people speaking in their respective native languages was coined "semicomunication" by Einar Haugen.

Further, there were many researches conducted in the countries of Scandinavian mainland. As stated by ten Thije and Zeevaert (2007), from 1973 to 2005 Nordiska radet, Maurud, Bo, Delsing and Ludin Akesson investigated the linguistic situation in the area. The methods varied from a questionnaire based on the participants' subjective estimation of their understanding their fellow Scandinavians to testing their understanding of the languages with the tasks such as answering questions, translating and summarizing a text.

However, as stated by Doetjes (2007), there is still a strong desire for the information how inter-Scandinavian communication happens "in special situations and under certain conditions" (p.227) for real communication among Danes, Swedes and Norwegians was not investigated empirically yet.

The possibility of mutual understanding between four Romance languages (Portuguese, Spanish, French and Italian) was used for learning through comprehension in the Galanet project (Degache, 2003). The aim of the project was for the speakers of the four languages to publish together a web page about an intercultural subject in a multilingual form with profiles and forums included. Each user was supposed to make a contribution in his native language and read what was written by others in the other three languages.

Thus, they were expected to learn each other's languages through communication and "cross-comprehension".

Ribbert and ten Thije (2007) investigated how the communication between Dutch and German members of a teaching team happened with the condition they spoke in their mother tongues. Their discussion of studying a curriculum was recorded and transcribed. As it was stated in the research, the languages are not closely related as Scandinavian ones, so the results showed more misunderstandings though the communication was successful generally. The important factor of understanding appeared to be the existence of the common words between German and Dutch. Particular attention was drawn to the "institutional keywords", i.e., the most frequently used terms related to the curriculum, e.g., 'course', 'exam'. According to Ribbert and ten Thije (2007) these words "actualize common institutional knowledge and, consequently, make it easier to establish mutual understanding" (p. 88).

Ribbert and ten Thije called this type of language interaction "receptive multilingualism".

Werlen (2007) conducted a research on the receptive multilingualism in some areas in Switzerland. The idea of the experiment was to record the answers of random people from Fribourg and Biel/Bienne who were asked the way or for a help in a shop, etc. The subjects spoke two languages, French and Swiss dialect of German – the most spoken ones in the area, whereas French has a bigger prevalence. The point of interest was in which language people replied. In most cases, even when the subjects started conversation in Swiss German, the answers came in French as a default choice in the area where it is the language of majority. However, many cases have proved the readiness of people to engage in receptive multilingual communication, wherein one of the interlocutors spoke French, and the other, Swiss German, while they understood each other.

Therefore, Werlen (2007) states that receptive multilingualism is not only possible in the Switzerland's multilingual environment; it may solve the problem of majority and minority languages.

Beerkens (2010) investigated the receptive multilingualism as one of the language modes in the Dutch-German border area. The study was based on the recording Dutch and German speakers' communication both in civil society organizations and in governmental organizations. The recordings were analyzed with the main emphasis on the speaker's role in the discourse and investigation of the repair structure. It was found that repair pattern consists of the four steps: utterance element, intervention, repair and confirmation. Also, the results of Beerkens' study supported Ribbert and ten Thije's (2006) finding that institutional keywords in Dutch-German receptive multilingualism help to achieve understanding. Besides, it was observed by Beerkens that cultural keywords foster mutual comprehension as well as institutional keywords.

As far as the results of the study proved the Dutch-German receptive multilingualism successful, it was recommended that Dutch and German individuals become conscious of the possibility of this communication mode and "gave it a try" for gaining a personal experience of receptive multilingual communication.

2.2 COMPARATIVE ANALYSIS OF POLISH, RUSSIAN AND UKRAINIAN LANGUAGES

In this section the historical development of Polish, Russian and Ukrainian languages will be presented. Also, it will be discussed how they, being the languages of the neighboring territories, influenced each other for different socio-political reasons. Besides, the comparative analysis of the three languages on the levels of phonology, morphology and syntax will be given.

2.2.1 Historical Background

Slavic languages group is traditionally divided into three branches according to their territorial location. Thus, there are West Slavic (Czech, Slovak, Upper Sorbian, Lower Sorbian, Polish, Pomeranian, Silesian, extinct Polabian), East Slavic (Ukrainian, Belorussian, Russian, Rusyn) and South Slavic (Serbian, Croatian, Slovene, Bosnian, Bulgarian, Macedonian, Church Slavonic) to be distinguished. The Slavic languages branches are presented in the figure 2.



Figure 1: Slavic Languages Branches (Sussex & Cubberley, 2006, p. 16)

According to Auty (1977), Polish, Russian and Ukrainian may be traced down to one common ancestor, a so-called Common Slavonic. It apparently had few dialectal differences which were so close to each other that could be easily understood among different language groups. However, in the ninth-tenth centuries, the territory of Common Slavonic language was divided into several national states – Moravia, Bulgaria, Rus', Poland, Croatia, and the Serbian principalities of the Balkans. It led to the different development of Common Slavonic within each state.

It is to be noted that Polish and Russian languages started their development in different ways already in ninth-tenth centuries, if not earlier. In fact, Russian, being the language of Rus', actually was, to put it correctly, 'East Slavonic'. From the very beginning till thirteenth-fourteenth centuries, East Slavonic embedded three languages known today as Russian, Ukrainian and Belorussian (Auty, 1977). Therefore, it is quite possible that Polish never belonging to East Slavonic historically, always developed in different way from Russian. Ukrainian, on the other hand, was integrated into East Slavonic for most part of its history, and this justifies the grounds to claim that Ukrainian has much in common with Russian.

However, in the fourteenth century, East Slavonic area ran political and subsequently linguistic changes. With the occupation of modern Russian and south-eastern Ukrainian territory by Tatars, northern and south-western Ukraine and Belorussia fell under the domination of Lithuania and not much later of Poland (after the Union of Lublin of 1569). As claimed by Comrie (1991), during this period, innovations that began in one part were unable to penetrate the other, and vice versa.

Polish language policy was intolerable to the languages of conquered territories, aiming to complete assimilation. Polish remained the literary language of respective Ukrainian territories and Belorussia up to the eighteenth century.

It is worth considering the way of Ukrainian language development occupying an intermediate position between Polish and Russian and as a result being affected by both of them.

After 1720, most of Ukraine became a Russian province what turned the vector of Ukrainian language development to eastern direction. This period was marked by active reduction of Polish borrowings in Ukrainian language. Shevelov (1993) noted that of almost innumerable Polonisms adopted in the Middle Ukrainian period a part (about 50 per cent) were lost subsequently, but modern Ukrainian is still closer in its word-stock to Polish than to any other Slavonic language.

Ukrainian has been influenced by Russian considerably, although to a lesser extent than by Polish. Even after the proclamation of Ukrainian State Independence in 1991 Russian continues to be the second (sometimes first) native language of many Ukrainians prevalently in the south-eastern part.

The historical development of the Ukrainian language can be traced down according to territorial distribution of its dialects. Western Polissian and Volhynian, for instance, are notably similar to the Polish language and are even spoken across the Polish border (Pavliuk, 1985). South-eastern dialects which remained only in the rural areas, being continuously crowded out by Russisms, are phonologically closer to Russian comparatively to western dialects.

The Polish language has also gained a fair number of borrowings from Ukrainian, especially on its eastern side. Besides, it was mentioned above that some bordering Polish-Ukrainian areas even share the same dialect. Since the nineteenth century, especially after the Second World War, Polish has undergone the influence of Russian although not to a significant extent.

Russian, on the contrary, has not borrowed much from its Slavonic fellows, apparently, due to political reasons, never being under domination of any Slavonic state. Even in

modern times Russian territories bordering with Ukraine and Belorussia had mostly preserved the genuine state of the Russian language.

2.2.2 Phonology

One of the most prominent phonological differences between Polish, Russian, and Ukrainian is the existence/absence of nasal vowels. According to Stone (1991), Polish is but one of all Slavic languages which has preserved nasal system from Common Slavonic. Modern Polish letters *ę* and *ą* are descendents of Common Slavonic nasal vowels *ę* and *ó*, although without straight correspondence. In Russian and Ukrainian Common Slavonic *ó* and *ę* became non-nasal *u* and *ja* respectively: *пóть* - *put'* 'way'; *пęть* – *pjat'* 'five' (Comrie, 1991, pp. 331-332 and Shevelov, 1993, p. 949).

Another noteworthy phenomenon is the abundant palatalisation of Russian consonants, however, it is not the case for Polish and Ukrainian languages. Both languages lost their palatalisation before reflexes of Common Slavonic *e* (Ukrainian and Polish *e*) and *i* (Ukrainian and Polish *y*). Polish language underwent depalatalisation of *t*, *d* to *ć*, *ź* (Stone, 1991). Besides, depalatalisation affected many final consonants in Ukrainian and Polish words, e.g. Russian *krov'* 'blood' – Ukrainian *krov* – Polish *krew*. (Comrie, 1991).

One of the main characteristics of Russian phonology is the neutralization of vowels in unstressed syllables which mostly expressed in neutralization of *o* to *a*, and gained the conventional name 'akan'e' (Comrie, 1991, p. 332). Ukrainian possesses the phenomenon 'okan'e' (Auty, 1977, p. 11) with preservation of *o* in unstressed syllables, e.g., Russian *golová*, *molokó* 'head', 'milk' [*galava*] [*malako*] to Ukrainian *golová*, *molokó* [*holova*], [*moloko*]. It is noteworthy that in respective Polish words the unstressed vowel *o* is reduced from the stem, e.g., *głowá*, *mléko*.

Russian as well as Ukrainian retained free dynamic stress which can fall on any syllable and can be predictable only if a morphological rule is involved (Auty, 1977, p. 13,

Shevelev, 1993, p. 950). Polish, in contrast, kept fix stress on the penultimate syllable (Rothstein, 1993, p. 692).

2.2.3 Morphology

2.2.3.1 Nominal Morphology

Polish, Russian, and Ukrainian nouns are inflected by gender, number and case. All these forms are made by suffixes and endings. Nouns of all three languages fall in almost the same declension types. But case formation, according to them, reveals notable differences among Polish, Russian, and Ukrainian. They can be traced down in table 1. Ukrainian and Russian nouns of the 1st, 2nd, 3rd and 4th declension show evident similarity with the exception of some endings in phonological difference, e.g., i-y, e-i. As far as Polish is regarded, it differs both from Russian and Ukrainian in formation of Accusative of 1st declension, singular and Instrumental, 1st, 3rd declension, singular.

Table 1: Polish, Russian and Ukrainian Declension Types

| | <i>a-stem</i> | <i>Masculine o-stem</i> | <i>Neuter o-stem</i> | <i>Feminine i-stem</i> | <i>Neuter ja-stem</i> |
|-------------------|------------------|-------------------------|----------------------|------------------------|-----------------------|
| Singular: | | | | | |
| Nominative | | | | | |
| Polish | głowa (head) | ptak (bird) | słowo (word) | noc (night) | |
| Russian | strana (country) | stol (table) | mesto (place) | brov' (eye-brow) | |
| Ukrainian | boroda (beard) | polon (captivity) | svitylo (luminary) | bil' (pain) | im'ja (name) |
| Accusative | | | | | |
| Polish | głowę | ptaka | słowo | noc | |
| Russian | stranu | stol | mesto | brov' | |
| Ukrainian | borodu | polon | svitylo | bil' | im'ja |
| Genitive | | | | | |
| Polish | głowy | ptaka | słowa | noy | |
| Russian | strany | stola | mesta | brovi | |
| Ukrainian | borody | polona | svityla | boli | imeni |
| Dative | | | | | |
| Polish | głowie | ptakowi | słowu | noy | |
| Russian | strane | stolu | mestu | brovi | |
| Ukrainian | borodi | polonu | svitylu | boli | imeni |

| | | | | | |
|---------------------|----------|----------|-----------|----------|---------|
| Instrumental | | | | | |
| Polish | głową | ptakiem | słowem | nocą | |
| Russian | stranoj | stolom | mestom | brov'ju | |
| Ukrainian | borodoju | polonom | svitylom | bil'ju | im'jam |
| Locative | | | | | |
| Polish | głowie | ptaku | słowie | nocy | |
| Russian | strane | stole | meste | brovi | |
| Ukrainian | borodi | poloni | svityli | boli | imeni |
| | | | | | |
| Plural: | | | | | |
| Nominative | | | | | |
| Polish | głowy | ptaki | słowa | noce | |
| Russian | strany | stoly | mesta | brovi | |
| Ukrainian | borody | polony | Svityla | boli | imena |
| Accusative | | | | | |
| Polish | głowy | ptaki | słowa | noce | |
| Russian | strany | stoly | mesta | brovi | |
| Ukrainian | borody | polony | svityla | boli | imena |
| Genitive | | | | | |
| Polish | głów | ptaków | słów | nocy | |
| Russian | stran | stolov | mest | brovey | |
| Ukrainian | borid | poloniv | svityl | boley | imen |
| Dative | | | | | |
| Polish | głowom | ptakom | słowom | nocom | |
| Russian | stranam | stolam | mestam | brovjam | |
| Ukrainian | borodam | polonam | svitylam | boljam | imenam |
| Instrumental | | | | | |
| Polish | głowami | ptakami | słowami | nocami | |
| Russian | stranami | stolami | mestami | brovjami | |
| Ukrainian | borodamy | polonamy | svitylamy | boljamy | imenamy |
| Locative | | | | | |
| Polish | głowach | ptakach | słowach | nocach | |
| Russian | stranax | stolax | mestax | brovjax | |
| Ukrainian | borodax | polonax | svitylax | boljax | imenax |

2.2.3.2 Pronominal Morphology

Personal pronouns declension of Polish, Russian, and Ukrainian languages are shown in table 2. Pronoun forms for Genitive and Accusative in Ukrainian and Russian appear to agree completely. Similar situation, with few exceptions, is seen in Polish case. Pronouns given with n in brackets are used only after prepositions. The second forms where there are more than one pronoun listed are used in possession constructions, e.g., to jest jego przyjaciółka ‘this is his friend’.

Generally, Russian and Ukrainian pronouns seem to be similar to a large extent and to have slight difference from Polish ones especially phonetically.

Table 2: Polish, Russian and Ukrainian Pronominal Declensions

| Cases and languages | I | you (SG) | we | you (PL) | he,it | it | she,it | she | they (M-PERS) | they (NON-M-PERS) | they |
|---------------------|----------------|----------------|-----|----------|--------------------|--------------------|--------------|-------|---------------|-------------------|-------|
| No | | | | | | | | | | | |
| P | ja | ty | my | wy | on | ono | ona | | oni | one | |
| R | ja | ty | my | wy | on/ ono | | ona | | | | oni |
| U | ja | ty | my | wy | vin/ vono | | vona | | | | vony |
| Ac | | | | | | | | | | | |
| P | (mię)/ mnie | cię/ ciebie | nas | was | go/ jego/ niego | je/ nie | ją/ nią | | ich/ nich | je/ nie | |
| R | menja | tebja | nas | vas | (n)ego | | | (n)eë | | | (n)ix |
| U | mene | tebe | nas | vas | joho | | | jiji | | | jix |
| Ge | | | | | | | | | | | |
| P | (mię)/ mnie | cię/ ciebie | nas | Was | go/ jego/ niego | go/ jego/ niego | jej/ niej | | ich/ nich | ich/ nich | |
| R | menja | tebja | nas | vas | (n)ego | | | (n)eë | | | (n)ix |
| U | mene | tebe | nas | vas | joho | | | jiji | | | jix |
| Da | | | | | | | | | | | |
| P | mi/m nie | ci/ tobie | nam | wam | mu/ jemu/ niemu | mu/ jemu/ niemu | jej/ niej | | im/ nim | im/ nim | |
| R | mne | tebe | nam | vam | (n)emu | | | (n)ej | | | (n)im |
| U | meni | tobi | nam | vam | jomu | | | jij | | | jim |
| In | | | | | | | | | | nimi | |

| | | | | | | | | | | | |
|----|-----------|------------|------|------|-----------|-----|------|-------|------|------|--------|
| P | mną | tobą | nami | wami | nim | nim | nią | | nimi | | |
| R | mnoj | toboj | nami | wami | (n)im | | | (n)ej | | | (n)imi |
| U | mnoj u | toboj u | namy | vamy | nym | | | neju | | | nymy |
| Lo | | | | | | | | | | | |
| P | mnie | tobie | nas | was | nim | nim | niej | | nich | nich | |
| R | mne | tebe | nas | vas | nëm | | | nej | | | nix |
| U | meni | tobi | nas | vas | n'omu/nim | | | nij | | | jix |

It should be mentioned that there is a special reflexive pronoun, or, in case of Ukrainian and Russian, only short accusative of it (Auty, 1977, p. 22) that denotes in most of its functions passive voice, e.g., książka **się** drukuje 'the book is being printed'. Apart from this, as stated by researcher Shevelov (1993, p. 986), there are other variations of its usage:

- reciprocity (Ukrainian: vony pociluv**ysja** 'they kissed each other')
- fulfillment of an action (Russian: najel**sja** 'he ate his fill')
- impersonalization (Ukrainian: xoćet'**sja** 'one feels like (doing something)')
- exclusion of the object (Polish: tu **się** pije wódkę 'One drinks vodka here' (Rothstein, 1993, p. 712).

Polish reflexivity is evidently expressed by reciprocal pronoun **się** being placed usually after the verb it modifies. However, Rast (1960) states the possibility of its appearance after the first stressed elements in the sentence, i.e., it needs an initial stressed element to follow.

In Russian and Ukrainian, on the other hand, this reciprocal element appears as a verbal postfix **-sja**, inseparable from the verb, e.g., umyv**ajusja** 'I wash myself' (Shevelov, 1993, p. 987).

2.2.3.3 Adjectival Morphology

Adjectives in Polish, Russian, and Ukrainian agree with the head noun in gender, case and number and may have comparative and superlative forms. Formation of adjectival forms according to these categories is similar among the three languages to a great extent.

The point to be paid attention to is the degree of comparison. Polish and Ukrainian are rather similar in this respect. The comparative degree in these languages is formed either synthetically with the suffixes -(ej)sz- and -(i)š- or analytically with *bardziej* and *bil'sh* respectively. For instance, in Polish: *piękny-piękniejszy/bardziej* piękny 'beautiful', in Ukrainian: *harnyj-harnišyj/bil'sh* harnyj 'beautiful'. Superlative form of Polish and Ukrainian adjectives is build with the prefix *naj-* added to an adjective in synthetic comparative form, e.g., Polish: *piękniejszy – najpiękniejszy*, Ukrainian: *harnišyj – najharnišyj*.

Russian synthetic comparative makes use of suffix *-e*, basically with the stem mutation, e.g. *dorogoj-dorože* 'dear'. The analytic comparative is formed with the help of the adverb *bólee* (Timberlake, 1993, pp. 845-846). Superlative degree of Russian adjectives is formed by the addition of adverb *samyj* in front of the adjective: *sil'nyj – samyj* sil'nyj 'strong'.

Thus, the way of formation of Russian comparative degrees contrasts with that of Ukrainian and Polish especially in case of superlative degree.

2.2.3.4 Verbal Morphology

Verbs in Polish, Russian, and Ukrainian inflect for person, number, tense and mood. In past tense, they do not inflect for person but do inflect for gender in singular. Besides they belong to either imperfective or perfective aspect. Moreover, as it is considered by many researches (Auty, 1977, Rothstein, 1993, Shevelov, 1993), the category of aspect

has become more important than that of tense. Verbs in these three languages are usually divided into conjugation types. There are two of them in Russian and Ukrainian and four in Polish. One can follow the change of the verbal forms according to conjugation in table 3. The infinitive form endings differ in all three languages, whereas the endings of 2 SG PRS coincide. The ending *v* signifies 3 SG PAST both in Ukrainian and Polish, just as *šy* does for Past Verbal Adverb. At the same time, there are certain forms common between Ukrainian and Russian, such as 1 SG PRS and 2 PL PRS. All in all, it can be definitely concluded that there are more differences between Polish and Russian rather than between those and Ukrainian.

Table 3: Polish, Russian and Ukrainian Conjugations

| | Polish(I) | Polish(II) | Polish(III) | Polish(IV) | Ukr(I) | Ukr(II) | Rus(I) | Rus(II) |
|--------------------------|---------------------|--------------|--------------|---------------|---------|----------------|------------------|--------------------|
| Infinitive | Prosić (request) | nieść(carry) | pisać(write) | coisać(hew) | ity(go) | Robyty (do) | čitat' (read) | govorit' (tell) |
| 3SG M PAST | prosił | niósł | писаł | ciosał | išov | robv | čitav | govoriv |
| Past verbal adverb | (po)prosiwszy | (za)niósłszy | (na)pisawszy | (ob)ciosawszy | išovšy | robvšy | (pro)čitav | (po)govoriv |
| 1SG PRS | prosze | niosę | piszę | ciosam | idu | roblju | čitaju | govorju |
| 2SG PRS | prosisz | niesiesz | piszesz | ciosasz | ideš | robjš | čitaješ | govoriš |
| 3SG PRS | prosi | niesie | piše | ciosa | ide | robyt' | čitajet | govorit |
| 1PL PRS | prosimy | niesiemy | piszemy | ciosamy | idemo | robymo | čitajem | govorim |
| 2 PL PRS | proście | niesiecie | piszecie | ciosacie | idete | robyste | čitajete | govorite |
| 3 PL PRS | proszą | niosą | piszą | ciosają | idut' | robljat' | čitajut | govorjat |
| Present verbal | | | | | | | | |
| adverb | prosząc | niosąc | pisząc | ciosając | idučy | robljačy | čitaja | govorja |
| adjective | proszący | niosący | piszący | ciosający | idučyj | robljačyj | čitajuščij | govorjaščij |
| Imperative | proś | nieś | pisz | ciosaj | idy | robj | čitaj | govori |

2.2.4 Syntax

Word order paradigm in Polish, Russian and Ukrainian is strikingly similar. Shevelov (1993) defined the following features of Ukrainian word order, which shares with Polish and Russian.

Prepositions precede noun phrase. Coordinating conjunctions are placed between the elements they link, subordinating conjunctions at the beginning of the subordinate clause. The subject precedes the verb. The verb precedes its object(s). The attributive adjective precedes its head noun. An adverb derived from an adjective precedes the word it modifies; an adverb of other origin follows the word it modifies. The adnominal genitive follows its head noun.

Ukrainian shares this feature only with Russian, while in the Polish language, especially in spoken variation, genitive expressions of possession are often preposed, mostly if the noun refers to a person (Rothstein, 1993).

Shevelov (1993) states that “elements within word order pattern can be often displaced in cases it has to do with emphasis, either to make the contextual ties more obvious (topicalization) or to make it prominent logically and/or emotionally (focus)” (p. 978). The shifting elements can be only phrases.

Special attention must be paid to the patterns of question formation. While WH-questions are constructed identically in all three languages by placing a question word at the initial position of the declarative sentence without changing word order, the general question formation is different between Polish/Ukrainian and Russian. The former languages make use of the interrogative particle *čy* placed at the beginning of the sentence. Russian, on the contrary, does not have such a particle, having interrogative sentences formed from the declarative ones only by intonation. It is noted by Timberlake (1993) that general question in Russian can also be constructed with the particle *li* after any constituent in sentence-initial position, e.g., *ne zdes' li soveršën*

povorot istorii? (p. 861) 'was it not here that the turning point in history occurred?' However it belongs to the high style and almost not used in spoken Russian.

The Polish language differs from Russian and Ukrainian in that the personal pronoun subject is often omitted in it. On account of the fact that person, number and gender are marked on verbs, in many contexts, an explicit subject would only create redundancy unless it was used for the purpose of emphasis or contrast Rast (1960). In Russian and Ukrainian, it is not usual to omit unstressed subject pronouns; otherwise, it creates the mood of reserve.

Comparatively to Ukrainian and Russian, Polish is abundant for use of the copula 'be'. In the copula constructions in all the tenses there is always verb być 'be' present. Its form is modified according to the tense, person and number. In Russian and Ukrainian copula byt' and buty respectively inflects for the same categories, except for its absence in present tense. Thus, the sentences 'I am a foreigner', 'I was a foreigner', 'I will be a foreigner' would sound in Polish, Russian and Ukrainian as follows:

(Ja) jestem cudzoziemiec. (Ja) byłem cudzoziemcem. (Ja) będę cudzoziemcem (Polish)

Ja inostranec. Ja byl inostrancem. Ja budu inostrancem (Russian)

Ja inozemec'. Ja byl inozemcem. Ja budu inozemcem (Ukrainian).

2.2.5 Deixis

According to Fillmore (1997), traditionally deixis refers to the three categories of contextual information: person (I - you), place (this – that, here - there), and time (now - then).

Personal deixis are common for Polish, Russian, and Ukrainian, e.g., ja 'I' and ty, vy (singular and plural forms of 'you'). They decline according to Case and it was described in the chapter "Pronominal morphology".

Place deixis ‘this’ – ten (Polish), etot (Russian), tsej (Ukrainian) and ‘that’ – tamten (Polish), tot (Russian), toj (Ukrainian) are declined in Case in the following way:

Table 4: Polish, Russian and Ukrainian Place Deixis

| | this | | | | that | | | |
|----|-------------|--------|---------|----------|--------------------|---------|--------|---------------|
| | Singular | | | Plural | Singular | | | Plural |
| | M | N | F | | | | | |
| No | | | | | | | | |
| P | ten | to | ta | ci/te | tamten | tamto | tamtą | tamci/tamte |
| R | etot | eto | eta | eti | tot | to | ta | te |
| U | tsej | tse | tsja | tsi | toj | te | ta | ti |
| Ac | | | | | | | | |
| P | ten/tego | to | tę | tych/te | tamten/ tamtego | tamto | tamtę | tamtych/tamte |
| R | etot/etogo | eto | etu | etix/eti | tot/togo | to | tu | tex/te |
| U | tsej/tsjoho | tse | tsju | tsyx | toj/toho | te | tu | tyx/ti |
| Ge | | | | | | | | |
| P | tego | tego | tej | tych | tamtego | tamtego | tamtej | tamtych |
| R | etogo | etogo | etoj | etix | togo | togo | toj | tex |
| U | tsjoho | tsjoho | tsijeji | tsyx | toho | toho | tijeji | tyx |
| Da | | | | | | | | |
| P | temu | temu | tej | tym | tamtem u | tamtemu | tamtej | tamtym |
| R | etomu | etomu | etoj | etim | tomu | tomu | toj | tem |
| U | tsjomu | tsjomu | tsij | tsym | tomy | tomy | tij | tym |
| In | | | | | | | | |
| P | tym | tym | tą | tymi | tamtym | tamtym | tamtą | tamtymi |
| R | etim | etim | etoj | etimi | tem | tem | toj | temi |
| U | tsym | tsym | tsijeju | tsymy | tym | tym | tijeju | tymy |
| Lo | | | | | | | | |
| P | tym | tym | tej | tych | tamtym | tamtym | tamtej | tamtych |
| R | etom | etom | etoj | etix | tom | tom | toj | tex |
| U | tsjomu | tsjomu | tsij | tsyx | tomu | tomu | tij | tyx |

Polish, Russian and Ukrainian place deixis ‘here’ and ‘there’ are represented in the following table:

Table 5: Polish, Russian and Ukrainian Place Deixis ‘here’ and ‘there’

| | | |
|--|------|-------|
| | here | there |
|--|------|-------|

| | | |
|-----------|-------|-----|
| Polish | tutaj | tam |
| Russian | zdes' | tam |
| Ukrainian | tut | tam |

Polish, Russian and Ukrainian time deixis 'now' and 'then' are represented in the following table:

Table 6 : Polish, Russian and Ukrainian Place Deixis 'now' and 'then'

| | now | then |
|-----------|--------|-------|
| Polish | teraz | wtedy |
| Russian | sejčas | togda |
| Ukrainian | zaraz | todi |

2.2.6 Language Constellation

"Language Constellation" is defined by House and Rehbein as "the interaction of the languages involved, participants' multilingual skills, and the mode in which language is being used" (2004, p. 2).

The current research focused on the multilingual communication requires the language constellation to be described.

"Language constellation" involves the following parameters:

1 The languages used

The languages used in the experiment are Polish, Russian and Ukrainian.

2 The speech situation (differentiated according to discourse and text)

The communication between the participants was organized in form of a discourse.

3 The roles of the participants (presence or absence of interpreters, translators)

Participants talked in their respective native languages and were not helped by any third person.

4 The socio-political status of the languages involved

All the three languages are the state languages in their respective countries. Poland and Russia are monolingual and their languages are the only languages spoken in their territories. Also, Russian enjoys the status of lingua franca in all the post-soviet countries. One of them is Ukraine, where Russian enjoys the status of second native language.

5 The skills of the participants (in a continuum from monolingual to multilingual etc.)

Poles generally are able to speak only one mother tongue - Polish. Similarly, Russians acquire knowledge only of Russian from birth. With respect to Ukrainians, two languages, both Ukrainian and Russian may be regarded as their mother tongues. Russian, if not used fluently in all parts of Ukraine, comprehended perfectly by 100% of Ukrainian population. In South-Eastern part of Ukraine Russian is used as a first language nearly by all people whereby Ukrainian is used scarcely and pushed back to the level of a passive knowledge.

6 The typological distance of the languages involved

The three languages belong to the same Slavonic group, but to different branches: Russian and Ukrainian – to East Slavonic and Polish – to West Slavonic.

7 The degree of language separation, language mixing, or switching

The border areas of Poland-Ukraine and Ukraine-Russia have certain dialects bearing the features of the language behind the border.

According to Sussex and Cubberley's (2006) research about Slavic languages, Poland has five main dialects on its territory: Kashubian in the north, Great Polish in the west,

Silesian in the south-west, Little Polish in the south-east and Mazovian in the east and north-east. The Little Polish and Mazovian dialects reveal a certain transition to East Slavonic languages, mostly, on the phonological level. For instance, the vowels *ą* and *ę*, being always nasal in standard Polish, may appear as denasalized *a* and *e* in the two dialects. Similarly, the velarization of *n* to *ŋ* before velars in standard Polish does not appear in Mazovian dialect; the word 'bank' sounds as [baŋk] in standard Polish, and [bank] in Mazovian dialect, in what it is close to East Slavonic languages.

The Ukrainian language is specific for the three major dialects: a northern dialect influenced much by Russian, the south-western dialect showing some features of Polish and a big similarity to the standard Ukrainian lexically, and south-eastern dialect being the closest one to the standard Ukrainian, mostly in terms of phonology and morphology (Sussex and Cubberley, 2006).

The south-western dialect reveals many features in common with the Polish language, such as existence of the clitic forms of the personal pronouns *m'a*, *t'a*, *s'a*, *my*, *ty*, *sy*, *ju*, *n'u*, parallel to the regular Ukrainian forms *mene*, *tebe*, *sebe*, *meni*, *tobi*, *sobi*, *jiji*. Moreover, the reflexive particle *-sja* is often used in the south-western region separately from the verb which makes it different from the standard Ukrainian and close to Polish, e.g., *vin b'jet'sja* 'he beats himself' in south-western dialect sounds as *vin b'je sja* (on *bije się* - Polish).

Sussex and Cubberley (2006) also found that south-western dialect reveals a "remnant of the former compound past tense, very much as in Polish, where the auxiliary has been reduced to a suffix" (p. 521). The standard Ukrainian *xodyv* 'I was going' is used as *xodivjem* in the south-western dialect, resembling Polish *chodziłem*.

Regarding the northern and south-eastern dialects of Ukrainian, the major influence of Russian may be traced down in phonology. Thus, in the northern dialect, unlike in standard Ukrainian, *i* may palatalize the preceding consonant: *odyn* 'one' (standard Ukrainian) – *odin* (northern dialect) – *odin* (Russian). Similarly, the standard Ukrainian

pysar ‘clerk’ with the depalatalized final consonant is modified to pysar’ in south-eastern dialect under the influence of Russian pisar’ (Sussex and Cubberley, 2006).

Apart from the three main dialects in the Ukrainian language, there are also certain transitions from Romanian and Hungarian at the border areas as visible on the map below. Also, in the Carpathian region, western Ukraine, the Rusyn language is spoken. Besides, there are several thousand people in the southern Ukraine speaking Urum, a variant of Crimean Tatar language, but often mistaken for a dialect of the Greek language (Podolsky, 1986).

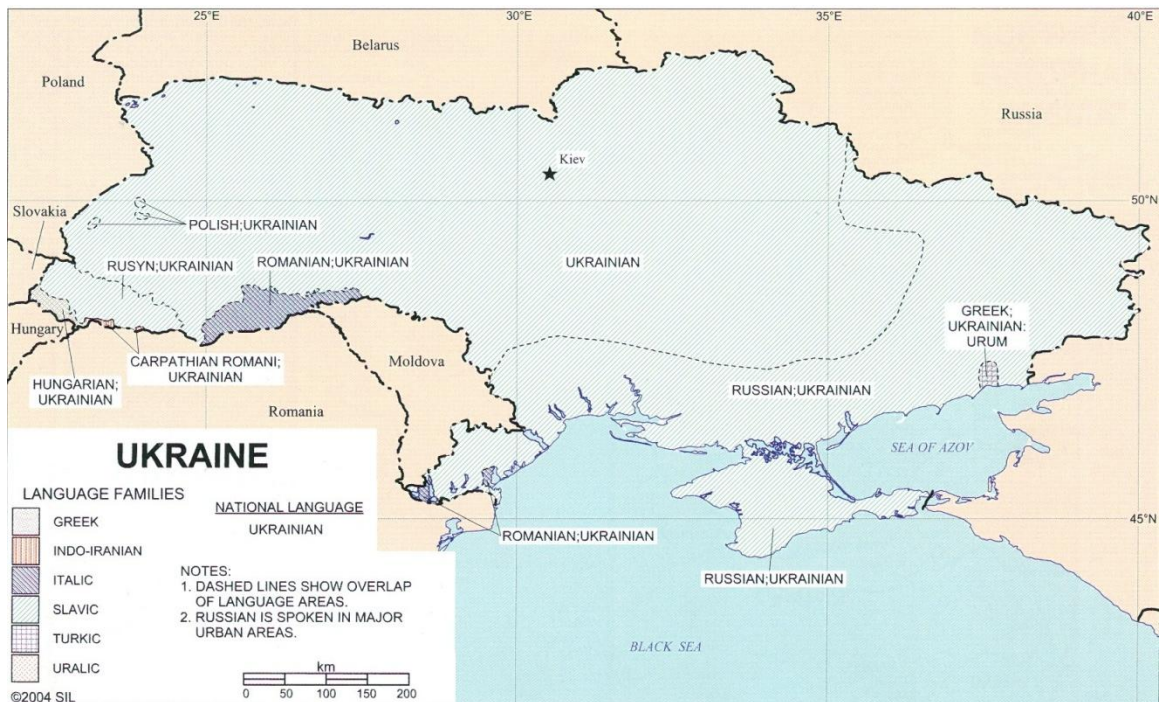


Figure 2: Multilingual Ukraine (Gordon & Grimes, 2005)

Russia’s dialects are concentrated mostly in its European side and are divided conventionally in three main dialects: northern, southern and central.

In the current study, the southern dialect is of the main concern as it reveals transitions to the Ukrainian language. The notable phonological feature of the dialect is the fricative pronunciation of g in the Ukrainian style – [h].

Adjectives in southern Russian dialect are influenced by the way they are formed in Ukrainian: standard Russian *staraya* 'old' is changed to *stara* in southern dialect (*stara* – in Ukrainian). Interestingly, the same process happens in the northern and south-northern dialects of Ukrainian – adjectives gain the Russian particle *ya*.

Finally, the southern dialect gained from Ukrainian the softening of final *t* to *t'* in the 3 Person plural non-past: *idut* 'they go' (standard Russian) – *idut'* (southern Russian) – *idut'* (Ukrainian).

Polish, Russian and Ukrainian languages have more or less a common history, not only belonging to the same language group, but also neighboring territorially. The biggest trace of historical interaction among the three languages can be discovered in Ukrainian which underwent centuries influencing both from Polish and Russian.

Originally not belonging to East Slavonic, Polish has more differences from both Russian and Ukrainian than they have between each other. At the same time Polish seems to differ from the other two languages unequally in view of its closer relation to Ukrainian historically and territorially.

Considering the position of the Russian language it appears to differ from Polish to a greater extent rather than from Ukrainian.

With respect to phonology, morphology and syntax, Polish seems to stay somewhat away from Russian and Ukrainian, showing more features in common with the latter. Generally, all three languages share the same grammatical categories nearly in all cases, revealing differences in the ways of their formation, in each language to a different extent.

2.3 PROBLEMATIC TALK IN INTERCULTURAL COMMUNICATION

2.3.1 The Nature of Miscommunication

According to Banks, Ge and Baker (1991), the phenomenon of “miscommunication” refers to situations when a problematic understanding occurs, one that is not intended, but recognized at least by one speaker.

Rehbein, J. & Kameyama, Sh. (2003) suggest that every speech action is considered as in three parts (pre-history, history and post-history) with misunderstanding being possible to occur in each of it. All the steps of understanding refer to the hearer’s mental processes performed in receiving speaker’s speech action.

Table 7: Stages of hearer’s reception of the speech action

| | | |
|--------------|-------|---|
| Pre-history | (I) | Assessment of the situation |
| | (II) | Formation of the hearer’s expectation |
| History | (III) | perception of <ul style="list-style-type: none"> • the utterance act or elements of it • identification of the illocutionary act • identification of the propositional act |
| | (IV) | reconstruction of speaker’s plan -> <ul style="list-style-type: none"> formation of the hearer’s plan with <ul style="list-style-type: none"> • focus of action • schema of speech action • whole speaker’s plan reconstructed |
| | (V) | hearer’s adoption of speaker’s plan |
| Post-history | (VI) | follow-up action (continuation of hearer’s role or adoption of speaker’s role) |

Since present research is concerned with the cases of problematic understanding, the table was referred when reconstruction (failure to reconstruct, partial reconstruction) and adoption (failure to adopt, partial adoption) of speaker’s plan was discussed.

Bazzanella and Damiano (1999, p. 821) differentiate three “triggers of misunderstanding”:

Triggers relating to the speaker:

- (1) ‘Local’ factors, such as speaker’s slips of the tongue, misconceptions, use of ambiguous forms.
- (2) ‘Global’ factors concerning the structuring of information both on the pragmatic and on the syntactic level.

Triggers related to the interlocutor:

- (1) Knowledge problems, such as false beliefs, lexical incompetence, gaps in encyclopedic knowledge.
- (2) Cognitive processes, such as wrong inferences, and the cognitive load and its effects on the interlocutor’s production.

Triggers related to the interaction between the participants:

- (1) Non-shared knowledge
- (2) Topic organization
- (3) Focusing problems

As far as sources of miscommunication are concerned, Bazzanella and Damiano (1999, p. 819) distinguish them according to their occurrence on certain linguistic level:

1. Phonetic
2. Syntactic
3. Lexical
4. Semantic
 - 4.1 Propositional content
 - 4.2 Reference expressions
 - 4.2.1 ‘external’
 - 4.2.2 Addressee

5. Pragmatics
6. Illocutionary force and indirect speech acts
7. Non-literal uses: implicatures, irony, metaphor, etc.
 - 7.1 Relevance
 - 7.2 Topic
 - 7.3 Plans

The triggers and the sources of miscommunication suggested by Bazzanella and Damiano (1999) were considered in the present study while analysis of speakers' actions in the situations of miscommunication. Indeed, speakers, recognizing lack of understanding on hearer's side, employ various devices to make themselves clearer. Therefore, they make inference of what could have been the reasons for hearers' problematic understanding, and, according to it, modify the non-understood utterances. So, in the qualitative research, an attempt was taken to follow speakers' mental processes of how they come to a certain way of meta discourse.

Discussing the problematic understanding, Graumann (1995) introduces such reasons of its occurrence as lack of cooperativeness and discrepancy of expectations. Concerning the lack of cooperativeness, Graumann (1995) suggests that in order to avoid it the interactants are supposed to make their contributions in relevance to the purpose and situation of the discourse. Regarding the discrepancy of expectations, it has to do with people's intuitive expectation that the interlocutor makes similar assumptions about them and their knowledge of the subject topic.

Of a particular interest for the present study appears to be the typification of understanding problems on the hearer's side. It is proposed in Dua's (1990, p. 119) classification of types of perception:

- 1 non-hearing / non-understanding
- 2 partial hearing / partial understanding
- 3 mishearing / misunderstanding

4 hearing / understanding

Dua's (1990, p. 119) classification was taken as the basic for present study's classification of hearer's reception problems.

2.3.2 Intercultural Miscommunication

Koole and ten Thije (1994) define culture as a human product which an individual learns from people around him/her and, therefore, gains certain knowledge of behavior style.

Rehbein (2010, p. 1) defines intercultural communication as "the mediation of cultural differences between social groups through verbal or non-verbal interaction" and adds that "this kind of bridgeover requires specific techniques necessary for creating the participants' mutual understanding".

In view of Knapp and Knapp Potthoff (1994), shared by one human group knowledge of the ways of thinking, acting and speaking may cause trouble in interaction with members of another cultural, ethnic or social group.

Gumperz (1995) speaks about "cultural knowledge" which is concerned with two types of knowledge. The first one is the internalized background knowledge of activity types, i.e. understanding by the hearer the speaker's norms of interpersonal conduct, values, communicative goals and purposes. The second one refers to understanding of the functions of the relevant "contextualization cues" in the discourse. Gumperz states that since the contextualization conventions are common to all speakers of a certain languages, the understanding cannot be guaranteed if the speakers belong to different language group.

Since receptive multilingual communication is the communication in at least two languages, the contextualization cues may be expressed in two or more styles. Thus, it may block or distort hearer's understanding of speaker's utterances.

According to Banks, Ge and Baker (1991), problematic understanding in intercultural communication may be caused by:

- Culture difference. Speakers who do not possess much shared background information are apt to face difficulties in understanding each other. Gumperz and Roberts (1991) note that intercultural encounters are more than simply presenting and evaluating the information. It also encompasses the rhetorical strategies through which the information is presented. As far as rhetorical strategies rely on indirectness and metaphorical allusions, the successful evaluation presupposes shared background assumptions, therefore, “when there are significant differences in background knowledge, the same message may be interpreted differently by different individuals” (p. 51).

- Linguistic failures. The interactants must share basic linguistic codes; otherwise, the understanding does not happen.

- Failed pragmatics. In any type of discourse the interactants exchange signals referring to the context, which Gumperz (1982) calls “contextualization cues”. He defines them as “the means by which speakers signal and the listeners interpret what the activity is, how semantic context is to be understood and how each sentence relates to what precedes or follows” (p. 131). Unlike words the meanings of contextualization cues are implicit and cannot be discussed out of context. They are only conveyed as part of the interactive process. Gumperz claims that if all the cues made by speaker are noticed and interpreted by the hearer in a way they are meant the understanding happens. Otherwise, the cooperation fails and it leads to the “miccommunication”.

- Problems of identity. Members of different human groups have different communication behavior, including their choices of linguistic codes and interactional strategies. Certain characteristics of a certain group lead speakers outside the group to develop expectations of the communication behavior of the in-group members. When expectations do not meet reality, the misunderstanding takes place. Rehbein (2006) notes that in case of prejudice it is difficult to separate the social experiential knowledge from evaluation, since “the evaluation apparatus tends to act as an integral part of the knowledge structures” (p. 70).

2.4 LINGUA RECEPTIVA (LaRa)

The concept of “Lingua Receptiva” (abbreviated as LaRa) was suggested by Rehbein, ten Thije and Verschik with the aim to signify the receptive component of communication in receptive multilingualism. According to the definition, LaRa is “the ensemble of those linguistic, mental, interactional as well as intercultural competences which are creatively activated when listeners are receiving linguistic actions in their “passive” language or variety” (Rehbein, ten Thije and Verschik, 2009, p.1).

As far as successfulness of receptive multilingual communication is based on the correct reception, and, therefore, understanding, the phenomenon of Lingua Receptiva has but the most essential role in providing it.

There are hearer’s and speaker’s components distinguished in LaRa. Regarding hearer’s Lingua Receptiva, such processes as nonverbal signals, prosodic elements expressing agreement or disagreement, echo questions, formulaic expressions as *I don’t understand* are defined by Rehbein, ten Thije and Verschik (2009). Similarly, they determine the speaker’s strategies of Lingua Receptiva: reformulations, repairs, recapitulations, rephrasings.

Lingua Receptiva of both hearers and speakers is activated as an additional assisting element of communication in the moments when it is necessary to overcome an understanding problem, i.e., the failure of hearer to find an equivalent in his/her mother tongue to what was uttered in speaker’s language. On the hearer’s side LaRa is expressed in the attempt to find the lost thread of understanding, to secure the sure understanding, to signal complete non-understanding with a request for clarification, or to show speaker the way in which the problematic element may be explained. Speaker’s component of LaRa consists of accommodation processes aimed at modifying the problematic message to an easier variant. Rehbein, ten Thije and Verschik (2009) describe the processes as “lexical and morphological adaptations to what the speaker imagines the hearer in his/her recipient language would better understand” (p. 2).

One of the most essential strategies of hearer's LaRa is inference making. As stated by Rehbein, ten Thije and Verschik (2009), it comprises "not only formal linguistic knowledge, but also common institutional knowledge, discourse type knowledge, pattern knowledge and, last but not least, linguistic knowledge of family type and language contact type in order to construct understanding" (9). However, Rehbein (2006) notes that in receptive multilingual communication hearer's inferencing may be blocked by prejudices or ethnic differences.

CHAPTER 3

METHOD

3.0 Presentation

This chapter presents the description of the participants involved, data collection procedures, data collection instruments and data interpretation.

3.1 Participants

The participants of the study are 12 Erasmus students at Middle East Technical University: 4 from Poland, 4 from Ukraine, 4 from Russia. Among them there are 4 guys and 8 girls. All of them are of the age 20-30 with their degrees varying from undergraduate to doctorate.

All of the participants do not have any knowledge of any other Slavonic language but their native one (in case of Ukrainians there are two native languages: Ukrainian and Russian). Yet, they all speak English fluently and most of them know one more foreign language (prevalently German).

Some of them know a few words from their counterparts' native language, due to travelling in the respective countries or interaction with people from those countries.

Three participants tried receptive multilingual communication out of curiosity (Polish girl-participant with Russian guy-non-participant, Russian guy while his trip to Poland and Russian girl while her trip to Poland).

However most of the participants have never had any contact with the counterparts' languages.

Noteworthy information about the participants is their places of origin in their respective countries considering the dialectal divergence within one state.

Polish participants

There are 2 participants from West of Poland - Olga and Dariusz (Wroclaw), 1 from South – Peter (Krakow) and 1 from East – Monika (Lublin).

In Olga and Dariusz’s place of origin Great Polish dialect makes the main form of language. It is the closest dialect to the standard Polish, though it shows some transitions to Czech and Slovak (Sussex and Cubberley, 2006).

The language of Peter’s and Monika’s home cities is marked by Little Polish and Mazovian dialects for which Ukrainian influenced features are typical.

Ukrainian participants

There are 2 participants from South-Eastern Ukraine - Anna (Dnipropetrovs’k) and Andrei (Yevpatoria), 1 from Northern Ukraine - Olya (Kharkov) and 1 from Western Ukraine – Vika (Vinnitsa).

Olya, Anna and Andrei’s places of origin belong to the area characterized by the prevalence of south-eastern and northern dialects of Ukrainian which are influenced by neighboring Russian. Moreover, in these regions more than half of population uses Russian as the everyday language. The participants themselves use Russian far more often than Ukrainian.

Vika’s home city is located in the eastern part of the conventionally defined Western Ukraine. The area is marked by the existence of the south-western dialect which bears features borrowed from the Polish language. In Vinnitsa, Polish marking is not as intensive as in more western regions but still quite visible comparatively to the standard Ukrainian. Vinnitsa population prefers speaking Ukrainian in everyday communication, so does Vika and her family.

Russian participants

3 Russian participants, Katya, Tanya and Yana are originally from Siberia (Izhevsk, Barnaul and Irkutsk). No linguistic peculiarities influenced by Ukrainian, what is interesting for the research, exist in the Siberian region.

1 participant, Rustam, comes from Kaliningrad. The region's population is not homogeneous; as stated in the Russian Census (2002), it comprises inhabitants of more than 14 nationalities. Yet, the main language of the region remains the standard Russian with 82% of Russians occupying the territory. However, the multilingual background certainly makes the linguistic situation different from that in Russian. Besides, closeness to Polish border predisposes a better understanding of Polish by Rustam than by the speakers from Siberia.

In order to estimate the participants' preknowledge of the other two languages, the table 8 was made according to the factors which could possibly affect the more successful perception of interlocutor's language. There are eight columns:

(1) The name of the participant.

(2) The name of the city of the participant's origin.

(3) If the participant has any knowledge of the languages of the other participants.

(4) If the participant has an access to radio or TV channels in the languages of the other participants in his/her home city.

(5) If the participant has any experience of communication with people who speak the languages of the other participants.

(6) If the participant travelled to the home countries of the other participants.

(7) If the participant has relatives originally from the home countries of the other participants.

(8) If the participant has ever had an experience of using the receptive multilingualism in the Polish-Russian-Ukrainian languages.

Table 8: Participants' preknowledge of research languages

| Name of the participant | City of origin | Any knowledge of the languages of the other participants | Access to radio or tv channels in the languages of the other participants | Experience of communication with the speakers of the languages of the other participants | Travelling experience to the homecountries of the other participants | Relatives from the homecountries of the other participants | Experience of using receptive multilingualism |
|-------------------------|--------------------------|--|---|--|--|--|---|
| Dariusz | Wroclaw (Poland) | no | no | no | no | Has Russian father | no |
| Monika | Lublin (Poland) | no | no | no | no | no | no |
| Olga | Wroclaw (Poland) | no | no | has Russian friends | no | no | yes, with a Russian speaker |
| Peter | Krakow (Poland) | no | no | has Russians friends | had one-week touristic trip to Ukraine | no | no |
| Vika | Vinnitsa (Ukraine) | Russian | Russian | has both Russian and Polish friends | no | no | no |
| Olya | Kharkov (Ukraine) | Russian | Russian | Has Russian friends | no | no | no |
| Anna | Dnepropetrovsk (Ukraine) | Russian | Russian | Has Russian friends | no | no | no |
| Andrei | Yevpatoria (Ukraine) | Russian | Russian | has both Russian and Polish friends | no | no | no |
| Rustam | Kaliningrad (Russia) | no | no | Communicated with Poles while his two-week trip to Poland | had two-week internship trip to Poland | no | Used receptive multilingualism while his trip in Poland |
| Katya | Izhevsk (Russia) | no | no | no | no | no | no |
| Tanya | Barnaul (Russia) | no | no | no | Had two-week touristic trip to Ukraine when she was 5 years old | no | no |
| Yana | Irkutsk | no | no | Communicate | had two- | Has | Used |

| | | | | | | | |
|--|----------|--|--|---|-------------------------------------|---------------------|---|
| | (Russia) | | | d with Poles while her two-week trip to Poland | week touristic trip to Poland | Ukrainian father | receptive multilinguali sm while her trip in Poland |
|--|----------|--|--|---|-------------------------------------|---------------------|---|

3.2 Data Collection

The experiment was organized in a way in which each participant was involved in the discourse with two representatives of the other 2 groups separately, e.g. one Russian conversed with one Ukrainian and one Pole. Thus, every participant had experience of receptive multilingual communication with the speakers of the other two Slavonic languages.

All the conversations lasted for 40-45 minutes, and were recorded with digital camera, including both sound and image. Students were informed that they were going to be recorded. The period of recording lasted about 2 months with all conversations recorded on different days.

Participants were offered 5 topics for conversations:

1. Equal rights: your opinion.
2. Injustice / unfairness: your own experiences at school.
3. Significance of religion in everyday life: general and / or personal view.
4. Travel abroad / to a country of your choice.
5. After your studies which profession do you want to practice?

Mostly participants chose the last two topics.

Before each conversation the students were instructed about the organization of the recording and about the strategies of the conversation, aimed at mutual understanding. To be more precise, they were asked to require a further explanation or reformulation in case they do not understand some utterance. Similarly, they were asked to try to

make themselves understood in case of their party's misunderstanding, to continue speaking in their native language and to switch into English only in cases when they get completely stuck. Also, they were asked to relax and feel like in a natural discourse environment.

The instruction was held for some while on the way to the recording place, mostly due to the curiosity of the participants, in a question-answer manner. Later, the same instruction in a shorter form with the function to remind the necessary points was given directly before the recording was started.

3.3 Data collection instruments

The data was collected by using a digital camera, while both video and audio were recorded.

CHAPTER 4

QUANTITATIVE ANALYSIS

4.0 Presentation

The present chapter presents the methodology of the quantitative analysis. The strategy of calculation of utterances as well as the data analysis are discussed. Besides, it is explained in this section how the most problematic for speakers' understanding discourse part was defined.

4.1 Hearer's receptive utterances

In order to see the entire picture of understanding degree in total and between different language constellations, the rate of problematic utterances to the number of utterances in each conversation was calculated.

First, the number of utterances in each of 12 conversations was counted. It was done by watching the recordings and counting both verbal and non-verbal utterances. The utterances were differentiated between the two speakers in each discourse. The utterances of each speaker were differentiated according to two categories: when he/she performed the role of speaker and when he/she performed the role of hearer.

Secondly, the problematic utterances were counted both as a total number in a discourse and as problematic to each speaker.

The problematic utterances were assumed to be the utterances of speakers that were non-understood, partially understood or misunderstood by hearers. That is, looking at the hearers' responds it was possible to define the speakers' utterances which brought about difficulty for understanding.

Hearers' receptive utterances, according to which the problematic utterances were counted, are ranged within the categories of problematic understanding:

Table 9: Hearers' reactions of problematic understanding

| Polish realization | Russian realization | Ukrainian realization | English paraphrasing |
|---|--|--|--|
| Non-understanding – absence of understanding of the whole utterance or of essential elements which understanding depends on. | | | |
| Nie rozumiem (rising tone); Jeszcze raz (rising tone) | Не понимаю/Не понимаю/ (falling tone); Ещё раз/Ješčë raz/ (rising tone) | Не розумію/Не розумію/ (falling tone); Ще раз/Šče raz/ (rising tone) | Explicit statement: "I don't understand", "Repeat one more time" |
| Hm? (rising tone) | Хм?/Hm?/ (rising tone) | Хм?/Hm?/ (rising tone) | Request for repetition: "Hm?" |
| Eh (progressive intonation, mid tone) | Ээ/Ее/ (progressive intonation, mid tone) | Ээ/Ее/ (progressive intonation, mid tone) | Eh (with a smile) |
| Mhm (falling-rising tone, progressive intonation) | Мрм/Мhm/ (falling-rising tone, progressive intonation) | Мрм/Мhm/ (falling-rising tone, progressive intonation) | "Hm" (with an uncertain countenance) |
| Non-verbal reactions (head shaking, frowning, laughter) | | | |
| Absence of reaction to the speaker's question | | | |
| Quid-pro-quo – the hearer's answer-attempt, relying more on the topic discussed rather than on the speaker's question | | | |
| Change of the topic by the hearer | | | |
| Echo-question in the speaker's language of an element or the whole utterance | | | |
| Echo-question of one element, not bearing the meaning of the utterance, meant to request the clarification of the rest of the utterance which is non-understood | | | |
| Partial understanding – hearer's understanding only of an aspect of speaker's utterance(s). | | | |
| Tak (progressive intonation); Mhm (progressive intonation, falling-rising tone) | Да/Да/ (progressive intonation); Мрм/Мhm/ (progressive intonation, falling-rising tone) | Так/Так/ (progressive intonation); Мрм/Мhm/ (progressive intonation, falling-rising tone) | "Yes", "Hm" with the progressive intonation – signal to the speaker to continue; the continuation is seen by the hearer as a chance to check and make sure that his understanding is correct |
| Hypothesis - guess-question related to the content of the speaker's utterance(s) in order to make sure that the understanding is correct. Functions as a request for elaboration. | | | |
| Rephrasing of the speaker's question/statement with interrogative intonation | | | |
| Echo-question of the speaker's utterance or element of the utterance in hearer's mother tongue | | | |
| Question-summarization of several utterances said by the speaker | | | |
| Believing to understand – giving an answer / continuing discourse without 100% confidence that understanding is correct. In most cases it works but the topic may slightly change. | | | |
| Misunderstanding – false belief that understanding is correct. Continuation of the discourse | | | |

| | | | |
|--|-----------------------------------|-----------------------------------|--|
| without awareness of it. | | | |
| Understanding – comprehension of the whole utterance or of essential elements which understanding depends on. | | | |
| Rozumiem (low tone) | Понимаю/Понимају/ (mid tone) | Розумію/Rozumiju/ (mid tone) | Explicit statement: “I understand” |
| No! (rising tone) | Ну!/Nu!/ (rising tone) | Ну!/Nu!/ (rising tone) | Agreement, support: “Yes, that is right!” |
| Mhm (falling-rising tone) | Мгм/Mhm/ (falling-rising tone) | Мгм/Mhm/ (falling-rising tone) | “Hm” (with head nodding) |
| Non-verbal reactions (head nodding, smiling) | | | |

To show how problematic utterances were practically defined one case of misunderstanding was taken and speaker’s utterances which created difficulty for hearer’s understanding were tracked down.

E1

((The conversation takes place between Polish speaker Dariusz and Ukrainian speaker Anna who discuss traveling abroad)).

[4]

| | | | | |
|---------|---|----------|----------|--------------------|
| | 6 [19.0] | 7 [21.1] | 8 [23.0] | 9 [47.0] |
| An[v] | | | | Ти був |
| An[lat] | | | | Ty був kolys' |
| An[TL] | | | | you COP.PST-3SG |
| An[eng] | | | | Have you ever been |
| All[v] | you get completely stuck. Ok? So, let's start. Your topic is 'Travel abroad'. | | | |
| [com] | | | | 0.6 min left out. |

[5]

| | | | | |
|---------|--------------------------------------|-----------------------------|---|-----------|
| | 10 [30.2] | 11 [31.4] | 12 [34.4] | 13 [35.7] |
| An[v] | колись у іншій країні? •• Ee | | •• Хм | |
| An[lat] | u inšij krajini? •• Ee | | •• Hm | |
| An[TL] | formerly in another country-LOC •• U | | •• U | |
| An[eng] | to a foreign country? •• Ee | | •• Hm | |
| An[c] | | | Uncertain | |
| Da[v] | | Co ja myślę o Ukrainie? | • Czy chciałbym, czy chciałbym | |
| Da[eng] | | What do I think of Ukraine? | • If I want, if I want to visit Ukraine, right? | |

[6]

| | | | |
|----------|--|---------------|--------------|
| | 14 [00:01] | 15 [01:00:0*] | 16 [01:04:7] |
| An[v] | Eē • так. Ти маєш на увазі, що моя країна - це Україна? | | |
| An [lat] | Eé tak Ty maješ na uvazi ščo moja krajina ce Ukrajina? | | |
| An [TL] | U <i>yes</i> <i>you-NOM</i> mean that I-PSS country-NOM it Ukraine | | |
| An [eng] | Eē, •yes. You mean that my country is Ukraine? | | |
| Da[v] | jechać do Ukrainy, tak? | | Nie |
| Da[eng] | | | I have not |

[7]

| | | | |
|----------|---|--------------------------|--------------|
| | | 17 [01:09:8] [01:10:1] | 19 [01:11:3] |
| An[v] | | • Хм | |
| An [lat] | | • Hm | |
| An [TL] | | U | |
| An [eng] | | • Hm | |
| Da[v] | myślałem, nie myślałem o tym, ale chętnie, ale fajnie by było. | Dobrze by było. A czy ty | |
| Da[eng] | considered, I have not considered it yet, but I would like, it would be fine. | It would be fine. | Have you |

[8]

| | | |
|----------|--|--------------|
| | 20 [01:15:9] | 21 [02:40:6] |
| An[v] | Але що ти можеш розказати про свою | |
| An [lat] | Ale ščo ty možeš rozkazaty pro svoju krajynu? | |
| An [TL] | but what <i>you</i> can-PRS-2SG tell-INF about <i>you</i> -PSS country-ACC | |
| An [eng] | But what can you tell about your country? | |
| Da[v] | może myślałaś o, ee, podróży do Polski? | |
| Da[eng] | considered visiting Poland? | |
| [com] | 1.6 mins left out. | |

In s 9 “Ty був колыс’ u іншij krajini?” (Have you ever been to a foreign country?) Anna asks Dariusz if he has an experience of travelling abroad. This utterance is considered problematic for Dariusz since he evidently understood it only partially and, therefore, put a question-hypothesis “Co ja myślę o Ukrainie?” (What do I think of Ukraine?). Seemingly, he caught the word “krajini” (country) and made inference that Anna was speaking about ‘Ukrajina’ (Ukraine). However his utterance (s 11) was not completely understood by Anna – she uttered “Hm” with progressive intonation and uncertain countenance in a very hesitating tone. Dariusz tried another question-hypothesis (13) “Czy chciałbym, czy chciałbym jechać do Ukrainy, tak?” (If I want, if I want to visit Ukraine, right?) which appeared to be again only partially understood by Anna. She first says “Ee tak” (Ee yes) and immediately repairs herself with a rephrasing question (s 15) meant for Dariusz’s evaluation: “Ty maješ na uvazi ščo moja krajina ce Ukrajina?” (You mean that my country is Ukraine?). She comprehended one word out of his utterance –

“Ukrainy” (Ukraine) and developed her inference to wrong direction. At this point both of the interlocutors experienced non-understanding; moreover, they were aware of it. Nevertheless, Dariusz ignored Anna’s question and answered his own guess-question from s 13: “Nie myślałem, nie myślałem o tym, ale chętnie, ale fajnie by było” (I have not considered, I have not considered it yet, but I would like, it would be fine) (s 16). Anna, apparently, lost the trace to the beginning of the conversation, and, being completely confused, replied “Hm”. Dariusz continued discourse on another topic.

Thus, in this excerpt three utterances were problematic for the Ukrainian speaker (s 11, 13, 16) and two utterances – for the Polish speaker (s 9, 15). Out the five problematic utterances three were partially understood (s 9, 11, 13) and two – non-understood (s 15, 16) by the participants.

After the problematic utterances were defined and counted the percentage of their number to the number of the utterances made by participants when they performed the role of speaker was calculated for each conversation in order to reveal the degree of successfulness of communication of each couple.

Afterwards the percentage of the number of problematic utterances for each participant in each conversation to the number of utterances made by his/her interlocutor was calculated in order that the asymmetry of understanding in each couple is determined.

The statistical presentation of the data was done with the help of SPSS program, non-parametric tests (Kruskal-Wallis test, Man-Whitney test, Friedman test).

In order to define if problematic understanding of participants is concentrated mostly at the beginning, in the middle or at the end of the discourse, each recording was split into three parts according to total number of utterances. Then the number of problematic cases in each of the three parts was counted and percentage of it to the number of utterances in total discourse was calculated.

CHAPTER 5

SPSS RESEARCH

5.0 Presentation

The present chapter comprises the quantitative analysis and its results. The calculation of utterances is presented and, therefore, the asymmetry of communication success between different pairs and language groups is discussed. Besides, it was defined if understanding rates are different in three parts of each discourse.

5.1 Calculation of utterances

According to Aronoff and Rees-Miller (2001), utterance is “a complete unit of talk, bounded by the speaker's silence” (p. 823). In the present study the utterances were distinguished according to this definition. Moreover, nonverbal utterances were counted as well as verbal, including interjections and ostensive signals. The calculation of utterances was done by watching recordings and counting utterances in each of 12 discourses. For each number of utterances required by research and manifested in table 10, the calculation was repeated at least 3 times in order to verify the exact figure. The method of defining problematic utterances was explained in the previous chapter, in the section “Hearer’s receptive utterances”.

The calculation of utterances for quantitative research is displayed in the table 10. There are 11 columns in the table; the description of each of them is given as follows:

- a. Number of language pair of the study. All pairs are numbered and placed in order according to language constellation. That is, first four numbers signify Russian-Ukrainian couples; 5-8 refer to Polish-Ukrainian couples, 9-12 – Polish – Russian couples.

- b. Name and language of participant. Names come together with the first letter of respective participant's language in brackets.
- c. Number of utterances per total discourse. The utterances in each conversation were counted. The number comprises both verbal and nonverbal utterances on the side of both speakers.
- d. Number of utterances per participant in total discourse. In this section the numbers of both verbal and nonverbal utterances on the side of each speaker separately are displayed. The numbers of utterances of each speaker in one pair make up the total number of utterances in the discourse (column c).
- e. Number of problematic utterances in total discourse. The number of utterances problematic for both speakers was counted.
- f. Number of speakers' utterances relevant to problematic understanding per participant. This section presents the numbers of utterances initiated by participants while their interlocutors occupied the roles of hearers. The numbers were counted for each participant in a pair separately. These utterances are the only ones on the side of each participant to be relevant to hearer's non-understanding.
- g. Number of hearers' utterances per participant in total discourse. The column displays the number of utterances made by each participant as a hearer. These utterances are not relevant for non-understanding of the other counterpart. Mostly they consist of interjections and nonverbal hearer's reactions.
- h. Number of utterances problematic to a participant as listener. This number shows how many utterances of a speaker were problematic to a hearer. It was counted for each participant in a constellation separately. For instance, out of Anna's (U) 290 utterances 3 were problematic for Katya's (R) understanding, and out of Katya's 210 utterances none were problematic for Anna's understanding. The numbers signifying the problematic understanding for each participant in a pair separately make up the number in column e.

- i. Percentage of total problematic utterances per number of speakers' utterances in total discourse. The percentage was calculated with the figures in the column e and the sum of the figures of each pair in the column f. For example, if the number of problematic utterances in the discourse between Anna and Katya is 3, and the sum of 290 and 210 is 600 (total number of speakers' utterances), the percentage of non-understanding in the pair is 0.6.
- j. Percentage of utterances problematic to a single participant calculated according to number of speakers' utterances. This section presents the result of the same calculation procedure as in the column i with the only deference that it was made for each participant separately (columns h and f). For instance, if out of 290 Anna's speaker's utterances 3 appeared to be problematic for Katya, the percentage of Katya's non-understood utterances is 1.034. Similarly, if out of 210 Katya's speaker's utterances 0 appeared to be problematic for Anna, the percentage of Anna's non-understood utterances is 0.
- k. Relation of percentage of non-problematic (comprehended) utterances for each participant with respect to the number of speakers' utterances in total discourse. Out of the percentage of non-understanding for each participant, the percentage of understanding for each participant was calculated. It was done by subtracting of each participant's non-understanding percentage (column j) from 100%. By designating 100% understanding as a perfect understanding, it is assumed that normal communication, i.e., the one with common language for speakers, is for 100% successful. To put it in another way, 100% understanding in receptive multilingual communication is considered as far successful as a normal communication.

Table 10: Problematic Utterances per Language Constellation and per Participant

| a | b | c | d | e | f | g | h | i | j | k |
|--------------------------------------|----------------------------------|--|---|---|--|--|---|--|---|--|
| number of language pair of the study | name and language of participant | number of utterances per total discourse | number of utterances per participant in total discourse | number of problematic utterances in total discourse | number of speakers' utterances relevant to problematic understanding per participant | number of hearers' utterances per participant in total discourse | number of utterances problematic to a participant as listener | percentage of total problematic utterances per number of speakers' utterances in total discourse | percentage of utterances problematic to a single participant calculated according to number of speakers' utterances | relation of percentage of non-problematic (comprehended) utterances for each participant with respect to the number of speakers' utterances in total discourse |
| R-U | | | | | | | | | | |
| 1 | Anna(U) | 920 | 510 | 3 | 290 | 220 | 3 | 0.6 | 1.034 | 100 : |
| | Katya(R) | | 410 | | 210 | 200 | | | 0 | 0 |
| 2 | Olya(U) | 850 | 490 | 4 | 340 | 150 | 4 | 0.851 | 1.176 | 100 : |
| | Tanya(R) | | 360 | | 130 | 230 | | | 0 | 0 |
| 3 | Vika(U) | 1420 | 730 | 47 | 420 | 310 | 47 | 6.266 | 11.190 | 100 : |
| | Rustam(R) | | 690 | | 330 | 360 | | | 0 | 0 |
| 4 | Andrei(U) | 1180 | 570 | 5 | 280 | 290 | 5 | 0.806 | 1.785 | 100 : |
| | Yana(R) | | 610 | | 340 | 270 | | | 0 | 0 |
| P-U | | | | | | | | | | |
| 5 | Anna(U) | 1200 | 560 | 24 | 260 | 300 | 17 | 3.692 | 5.666 | 98.21 : |
| | Dariusz(P) | | 640 | | 390 | 250 | | | 7 | 1.794 |
| 6 | Vika(U) | 1560 | 790 | 104 | 410 | 380 | 85 | 12.839 | 20.731 | 95.25 : |
| | Peter(P) | | 770 | | 400 | 370 | | | 19 | 4.75 |
| 7 | Olya(U) | 880 | 470 | 23 | 320 | 150 | 23 | 4.791 | 7.187 | 100 : |
| | Monika(P) | | 410 | | 160 | 250 | | | 0 | 0 |
| 8 | Andrei(U) | 1200 | 570 | 11 | 300 | 270 | 7 | 1.666 | 2.333 | 98.89 : |
| | Olga(P) | | 630 | | 360 | 290 | | | 4 | 1.111 |
| P-R | | | | | | | | | | |
| 9 | Katya(R) | 1130 | 560 | 131 | 250 | 310 | 61 | 22.203 | 24.4 | 79.42 : |
| | Olga(P) | | 570 | | 340 | 230 | | | 70 | 20.588 |
| 10 | Rustam(R) | 1300 | 690 | 269 | 460 | 230 | 158 | 38.428 | 34.347 | 53.75 : |
| | Monika(P) | | 610 | | 240 | 370 | | | 111 | 46.25 |
| 11 | Tanya(R) | 1250 | 590 | 112 | 280 | 310 | 55 | 16.969 | 19.642 | 75 : |
| | Peter(P) | | 660 | | 380 | 270 | | | 57 | 15 |
| 12 | Yana(R) | 1330 | 640 | 109 | 300 | 340 | 37 | 15.352 | 12.333 | 82.44 : |
| | Dariusz(P) | | 690 | | 410 | 280 | | | 72 | 17.560 |

The statistical analysis with SPSS program is based on the Table 10.

5.2 Non-parametric tests for the three language pairs

Language pairs were analyzed and compared in terms of degree of understanding.

First, the difference between the total numbers of utterances in each conversation was calculated (Kruskal-Wallis test). The mean number of utterances of each constellation appeared to be 1185 (SD= 216). The mean ranks of the Russian-Ukrainian, Polish-Ukrainian, and Polish-Russian dyads are 5, 6.75, and 7.75, respectively ($\chi^2= 1.196$, $df = 2$, $p = 0.550$), so the difference is insignificant: speakers in each constellation talked equally much.

Secondly, the mean rank of percentage of problematic utterances per number of speakers' utterances in total discourse for all conversations across all language pairs was calculated (column i) with the Kruskal-Wallis test, again. The mean ranks of the Russian-Ukrainian, Polish-Ukrainian, and Polish-Russian dyads are 3.25, 5.75, and 10.5, respectively ($\chi^2=8.346$, $df=2$, $p= .015$). This result signifies that the number of problematic utterances differs significantly among the three language pairs.

Following up on this overall analysis, the Mann-Whitney comparison test was used for each of the language pairs – Russian-Ukrainian vs. Polish-Ukrainian, Russian-Ukrainian vs. Polish-Russian, and Polish-Ukrainian vs. Polish-Russian. The difference between understanding in the Russian-Ukrainian constellation (mean rank = 2.5) and the Polish-Russian constellation (mean rank = 6.5) is significant ($Z = -2.309$, $p = 0.021$). Also the difference of understanding degree between the Polish-Ukrainian constellation (mean rank = 2.5) and the Polish-Russian constellation (mean rank = 6.5) was significant ($Z = -2.309$, $p = 0.021$). And, finally, for the case of the Russian-Ukrainian constellation (mean rank = 3.25) vs. the Polish-Ukrainian constellation (mean rank = 5.75), the difference is insignificant ($Z = -1.443$, $p = 0.149$).

Thus, understanding between the speakers of the three languages can be considered successful overall, with the mean rank of non-understanding only 10.371. As far as understanding of speakers in each constellation is concerned, the smoothest communication happened between Russians and Ukrainians; it was a little harder to understand each other for Poles and Ukrainians, and the most problematic understanding took place in the Polish-Russian constellation. If the gaps between degrees of understanding of each constellation are to be considered, the smallest difference occurs between Russian-Ukrainian and Polish-Ukrainian, i.e. the communication between speakers of these languages is equally successful. Significant gaps, however, have been found for Polish-Ukrainian vs. Polish-Russian and Russian-Ukrainian vs. Polish-Russian.

5.3 Nonparametric tests for subject specific analysis

First, the mean ranks of the total number of utterances per language group were calculated (Kruskal-Wallis test). For Russian, Ukrainian and Polish they are 11.63, 11.06, 14.81, respectively. The results show that speakers of each group talk for insignificantly different amounts ($\chi^2 = 1.316$, $df = 2$, $p = 0.518$).

The same calculation was made, only separately for the three language dyads: Russian-Ukrainian ($\chi^2 = 0.333$, $df = 1$, $p = 0.564$), Polish-Ukrainian ($\chi^2 = 0.083$, $df = 1$, $p = 0.773$), Polish-Russian ($\chi^2 = 0.190$, $df = 1$, $p = 0.663$). Similarly to the previous case, the speakers talked equally much, though considered now in different language constellations.

Secondly, the mean ranks of speaker and hearer related utterances (columns f and g) with respect to language of the participant and language dyad was calculated. The difference between the numbers of speaker's and hearer's utterances appeared to be insignificant for all the three constellations: Russian-Ukrainian (speaker: $\chi^2 = 1.033$, $df = 1$, $p = 0.309$, hearer: $\chi^2 = 0.083$, $df = 1$, $p = 0.773$), Polish-Ukrainian (speaker: $\chi^2 =$

0.083, $df = 1$, $p = 0.773$, hearer: ($\chi^2 = 0.084$, $df = 1$, $p = 0.772$), Polish-Russian (speaker: ($\chi^2 = 0.083$, $df = 1$, $p = 0.773$, hearer: ($\chi^2 = 0.192$, $df = 1$, $p = 0.661$)).

Finally, the degree of problematic understanding for each language group, both in different constellations and in general, was calculated.

In order to define the degree of asymmetry of understanding within each pair the Kruskal-Wallis test was conducted.

The mean ranks of problematic understanding for Russians and Ukrainians in the Russian-Ukrainian constellation are 6.50 and 2.50, respectively, what makes a significant difference ($\chi^2 = 6.054$, $df = 1$, $p = 0.014$ –). Similarly, Poles and Ukrainians in the Polish-Ukrainian constellation understand each other unequally, with their mean ranks of problematic understanding being 6.25 and 2.75, respectively ($\chi^2 = 4.083$, $df = 1$, $p = 0.043$). As for Polish-Russian pairs, the distribution of problematic understanding appeared to be equal on both sides, with mean ranks of 4.50 for both Poles and Russians ($\chi^2 = 0$, $df = 1$, $p = 1$).

Also, the mean ranks of problematic understanding per language group irrespective of constellations were calculated. In other words, it was analyzed how successful Poles, Russians and Ukrainians were in receptive multilingualism. The mean rank of Ukrainians' problematic understanding in the whole experiment was 5.50, of Russians 14.63, and of Poles 17.38. The understanding level of the speakers of the three languages differs significantly ($\chi^2 = 12.473$, $df = 1$, $p = 0.002$). Following up on this overall result, additional comparisons between speakers of different languages in the three language dyads were made with a Mann-Whitney test. First, the difference between successful understanding between Russians (mean rank = 11.63) and Ukrainians (mean rank = 5.38) was determined and was found significant in favour of Ukrainians ($Z = -2.665$, $p = 0.008$). The same result was found for Poles (mean rank = 12.38) and Ukrainians (mean rank = 4.63) ($Z = -3.305$, $p = 0.001$). Concerning Russians (mean rank = 7.5) and Poles (mean rank = 9.5), the two groups revealed a similar degree of success in receptive multilingualism ($Z = -0.840$, $p = 0.401$).

From these findings we can conclude that the distribution of problematic understanding between the speakers in the three language constellations appeared to be not always equal. While in the four conversations between Poles and Russians both language groups showed similar degree of non-understanding, the Russian-Ukrainian and Polish-Ukrainian constellations revealed obvious differences in the degree of understanding each other. In both of them Ukrainians appeared to understand their counterparts significantly better than vice versa.

Overall, it was found that Ukrainians showed the best success in Polish-Russian-Ukrainian receptive multilingualism. The understanding of Poles and Russians, however, was significantly lower. Regarding Poles and Russians, the difference between their degrees of success was insignificant, yet, with some better understanding on the Russian side.

The low rates of problematic understanding on the side of the Ukrainian speakers are caused mainly by their perfect understanding of Russian. Also, they understand Poles notably better than they are understood by Poles, for certain socio-historical reasons. (if you plan to discuss these reasons in the “discussion” part of your thesis, please indicate this here, e.g., by saying: “...that will be discussed below.” Otherwise the reader is left dissatisfied at this moment.)

5.4 Test for change of understanding degree in different parts of discourse

The test was organized in order to define if problematic understanding of participants is concentrated mostly at the beginning, in the middle or at the end of the discourse. For this each discourse was split into three parts according to total number of utterances. Then the number of problematic cases in each of the three parts was counted and percentage of it to the number of utterances in total discourse was calculated. All the numbers were reported in the Table 10.

The table was organized in the following way:

- (1) Names of the participants together with the first letter of respective participant's language in brackets.

- (2) Number of utterances in total discourse.
- (3) Number of utterances in each of the 3 parts of the discourse. The discourse was split into three parts according to the number of utterances in each. It was done by dividing number of utterances in total discourse into 3.
- (4) Number of problematic utterances in the 1st part of the discourse.
- (5) Number of problematic utterances in the 2nd part of the discourse.
- (6) Number of problematic utterances in the 3rd part of the discourse.
- (7) Percentage of problematic utterances in the 1st part to the total number of utterances in the 1st part.
- (8) Percentage of problematic utterances in the 2nd part to the total number of utterances in the 2nd part.
- (9) Percentage of problematic utterances in the 3rd part to the total number of utterances in the 3rd part.

Table 11: Problematic Understanding According to Three Parts of the Discourse

| | Number of utterances in total discourse | Number of utterances in each of the 3 parts of the discourse | Number of problematic utterances in the 1 st part | Number of problematic utterances in the 2 nd part | Number of problematic utterances in the 3 rd part | Percentage of problematic utterances in the 1 st part to the total number of utterances in the 1 st part | Percentage of problematic utterances in the 2 nd part to the total number of utterances in the 2 nd part | Percentage of problematic utterances in the 3 rd part to the total number of utterances in the 3 rd part |
|---------------------|---|--|--|--|--|--|--|--|
| Anna(U),Katya(R) | 920 | 306 | 0 | 0 | 3 | 0 | 0 | 0.980 |
| Vika(U),Rustam(R) | 1420 | 473 | 26 | 5 | 16 | 5.496 | 1.057 | 3.382 |
| Andrei(U),Yana(R) | 1180 | 393 | 2 | 3 | 0 | 0.508 | 0.763 | 0 |
| Olya(U),Tanya(R) | 850 | 283 | 4 | 0 | 0 | 1.413 | 0 | 0 |
| | | | | | | | | |
| Anna(U),Dariusz(P) | 1200 | 400 | 21 | 3 | 0 | 5.25 | 0.75 | 0 |
| Vika(U),Peter(P) | 1560 | 520 | 34 | 34 | 36 | 6.538 | 6.538 | 6.923 |
| Olya(U),Monika(P) | 880 | 293 | 11 | 12 | 0 | 3.754 | 4.095 | 0 |
| Angrei(U),Olga(P) | 1200 | 400 | 5 | 6 | 0 | 1.25 | 1.5 | 0 |
| | | | | | | | | |
| Katya(R),Olga(P) | 1130 | 376 | 42 | 40 | 49 | 11.170 | 10.638 | 13.031 |
| Rustam(R),Monika(P) | 1300 | 433 | 75 | 96 | 98 | 17.321 | 22.170 | 22.632 |
| Tanya(R),Peter(P) | 1250 | 416 | 45 | 20 | 47 | 10.817 | 4.807 | 11.298 |

| | | | | | | | | |
|--------------------|------|-----|----|----|----|--------|-------|-------|
| Yana(R),Dariusz(P) | 1330 | 443 | 59 | 34 | 16 | 13.318 | 7.674 | 3.611 |
|--------------------|------|-----|----|----|----|--------|-------|-------|

In addition to the language and dyad-related statistical analysis, a further statistical analysis was conducted in order to find out if problematic understanding differs in any of the three parts of the discourse. This analysis therefore investigates the dynamics of the conversations, whether the amount of mutual (mis-) understanding shows a temporal pattern over the discourse.

The mean ranks of problematic cases for all 12 conversations according to 3 parts of discourse were calculated in a Friedman's ANOVA. For the first part the mean rank was 2.17, for the second part 1.88, and for the third part 1.96. The difference between the ranks is not significant ($\chi^2 = 0.578$, $df = 2$, $p = 0.749$).

The same kind of calculation was made, only separately for each language constellation. However, again the results showed insignificant differences: Russian-Ukrainian ($\chi^2 = 1.000$, $df = 2$, $p = 0.607$), Polish-Ukrainian ($\chi^2 = 1.733$, $df = 2$, $p = 0.420$), Polish-Russian ($\chi^2 = 2.000$, $df = 2$, $p = 0.368$).

Thus, there was no specific part of discourse, neither in each particular constellation nor in all conversations in general, in which the number of problematic cases was significantly higher than in others. Understanding and non-understanding was distributed homogeneously throughout the discourses.

CHAPTER 6

QUALITATIVE ANALYSIS

6.0 Presentation

The chapter presents the methodology of the qualitative analysis. It is discussed how the transcription of problematic understanding cases was done and how the transcribed data was analyzed. Also, it is shown according to which criteria receptive multilingualism was considered successful and unsuccessful.

6.1 Transcription

The focus of the qualitative research was placed on the problematic points in the participants' conversations and the devices employed by the speaker to help the hearer overcome his/her lack of understanding. Cases of problematic understanding occurring in each conversation were transcribed using the Exmaralda program, Partitur editor. The transcription contains the verbal tier which presented the actual utterances of participants, its grammar transliteration, translation into English, tier presenting non-verbal actions of speakers and comments on them. Also, in the case of Russian and Ukrainian utterances the tier of transliteration from cyrillic alphabet to latin alphabet was made. The transcription was done by the author of the present study. The translation of Polish tiers into English was checked and corrected by a Polish native speaker.

Table 12: Transcription conventions

| Abbreviation | Explanation of an abbreviation |
|----------------------------------|--------------------------------|
| <i>Names of the participants</i> | |
| Mo | Monika, Polish participant |
| Da | Dariusz, Polish participant |
| Pe | Peter, Polish participant |
| Ol | Olga, Polish participant |
| Ka | Katya, Russian participant |
| Ta | Tanya, Russian participant |
| Ru | Rustam, Russian participant |

| | |
|--|---|
| Ya | Yana, Russian participant |
| An | Andrei, Ukrainian participant |
| Vi | Vika, Ukrainian participant |
| OI | Olya, Ukrainian participant |
| An | Anna, Ukrainian participant |
| <i>Names of the tiers</i> | |
| [v] | verbal tier, represents the speakers' utterances |
| [lat] | transliteration from cyrillic alphabet to latin alphabet (for Russian and Ukrainian); the correspondence of the symbols was taken from "Ukrainian" (Shevelov, 1993) and "Russian" (Comrie, 1991). |
| [TL] | grammar transliteration of the utterance |
| [eng] | translation into English |
| [nv] | explanation of non-verbal actions |
| [c] | comment on the actions of speakers if [c] comes together with speaker's abbreviated name, or on the situation as a whole if [c] comes alone. |
| P[lat], R[lat], U[lat] | translation of speaker's utterance to the language of hearer in order to emphasize the similarity or difference between the two variants. For example, if hearer is Russian and speaker – Ukrainian, an utterance of the Ukrainian may be translated into Russian and marked as U[lat]. The sign [lat] signifies that the translation is spelled in latin characters for the sake of easier perception. |
| <i>Morphological transliteration conventions [Rehbein, Schmidt, Meyer, Watzke & Herkenrath (2004)]</i> | |
| 1SG (PL) | 1 st person singular (plural) |
| 2SG (PL) | 2 nd person singular (plural) |
| 3SG (PL) | 3 rd person singular (plural) |
| ACC | Accusative |
| ADV | Adverb |
| COP | Copula |
| COM | Comparative degree of adjective |
| CP | Conditional particle |
| DAT | Dative |
| DEI | Deixis |
| DIM | Diminutive |
| FUT | Future |
| GEN | Genitive |
| IJ | Interjection |
| IMPER | Impersonal verb |
| INF | Infinitive |
| INT | Intensifying |
| INS | Instrumental |
| LOC | Locative |
| NEG | Negative |
| PAS | Passive |
| PL | Plural |
| PRS | Present tense |
| PSS | Possessive |
| PST | Past tense |
| Q | Interrogative marker |
| REF | Reflexive |

| | |
|-----|-----------------------|
| RUS | Word, used in Russian |
| VOC | Vocative |

6.2 Analysis of the Transcribed Data

As was mentioned by Yuan (2001), before choosing an analysis method, it is worthwhile to first consider what actually the gathered data shows. So, in the present study it was decided to have a close look at the transcribed material first, by following the speakers' conversations and describing the patterns of problematic cases.

After this, various ways of the speakers' managing the problematic moments became visible and were divided into categories related to certain types.

Also, the outcome of the problematic cases was noted and each case was categorized in order to define which kinds of speakers' devices appeared to be successful regarding the hearers' understanding and which did not.

Receptive multilingual communication is considered to be successful in so far as it results in mutual comprehension between the speakers. Either speakers achieve effortless flow of conversation, or they face difficulties of reception but manage to overcome them. The important fact is that they achieve understanding in the end. In this chapter the examples of successfully overcome problematic communication are discussed. They are classified according to the actions performed by the participants to get over the difficulties of understanding. The difficulties of understanding were defined according to the hearers' signals discussed above in section 4.1., i.e. non-understandings, partial understandings, hypotheses, believing to understand and misunderstandings.

Receptive multilingual communication is considered to be unsuccessful when the speakers' attempt to achieve understanding results in misunderstanding, non-understanding or partial understanding. The examples of unsuccessful repair structure

outcomes are divided into types according to the speakers' actions while they try to overcome problematic understanding.

Therefore, in chapters 7, 8, 9, 10, 11 cases of successful receptive multilingualism are represented and in chapter 12 cases of unsuccessful receptive multilingualism are shown.

CHAPTER 7

DECOMPOSITION

7.0 Presentation

This chapter presents such variations of the decomposition strategy as listing, polarization, decomposition + calculation, reformulation using numerals, splitting up the problematic construction.

7.1 Decomposition

While reformulating non-understood by hearer element speaker may use the device of decomposition: splitting a concept into its components and presenting them, or only some of them.

E2

((Polish speaker Dariusz and Ukrainian speaker Anna tell each other which countries they would like to visit)).

[17]

| | | | | |
|---------|-------------------------|---|--|--------------------------|
| | 44 [11.15.4*] | 45 [11.16.4] | 46 [13.39.9] | 47 [14.00.4]48 [14.03.3] |
| An[v] | І не хочу. | Я б хотіла дуже побувати у Франції. | Я планую поб/поїхати туди єе | |
| An[lat] | I ne choču. | Ja b хотіла дуже побувати u Franciji. | Ja planuju pob/pojixaty tudy ee na | |
| An[TL] | | | I plan-PRS-1SG go-INF there IJ on | |
| An[eng] | And I do not want. | I would like to visit France very much. | I am planning to go there this, this summer. | |
| Da[v] | | | • Hm̃ | |
| Da[eng] | | | • Hm̃ | |
| [com] | <i>3 mins left out.</i> | | | |

[18]

| | 49 [14:11.4] | 50 [14:13.0] | 51 [14:14.9] | 52 [14:15.9]*53 [14:15.9]54 [14:16.7] | 55 [20:37.9] |
|---------|--|----------------|---------------|---------------------------------------|-------------------------------|
| An[v] | на ц/на цьому/цим літом. •• Літо. •• Еє в іюні. Іюнь - іюль. | | | | А ти скільки |
| An[lat] | c/ na cjomu/ cym litom. | ••Lito. | •• Eє v ijuni | ljun' - ijul. | A ty skil'ky |
| An[TL] | on this-LOC this-INS summer-INS | summer-NOM | | | and you how-much COP.FUT- |
| An[eng] | | •• Summer. | •• Eє in June | June-July. | For how long are you going to |
| Da[v] | | | | Agă | Hm̃ |
| Da[eng] | | | | Ahă | Hm̃ |
| Da[mv] | | <i>Frowns.</i> | | <i>Nods his head.</i> | |
| [com] | | | | | <i>7 mins left out.</i> |

Anna tells to Dariusz “Ja b хотила дуже побувати u Франції” (I would like to visit France very much) (s 46), and gets Dariusz’s affirmative “Mhm”. So, she continues “Ja planuju pob/pojixaty tudy ee na c/ na cjomu/ cym litom” (I am planning to go there this, this summer). There is some short interval taking place, seemingly the reaction of Dariusz is expected by Anna, but it does not happen as Dariusz only frowns. So, she repeats the word ‘summer’, but already modified into the Nominal case: “Lito”. However, it does not make an effect and the Polish interlocutor is still confused. After taking a pause, Anna reformulates the word “Lito” (Summer) taking one component element of this concept: “Ee v ijuni” (Ee in June), and, therefore, making it more precise. Further, she again uses the device of decomposition, naming one more month: “Ijun’ – Ijul’” (June-July), yet, Dariusz already understands what she means and utters “Aga” nodding his head simultaneously with her utterance.

So, in this case, the chosen by the speaker way of reformulation worked out successfully for the hearer’s understanding.

7.2 Decomposition + Calculation

Another example of speakers’ use of decomposition device reveals the way they make use of calculation of components which a certain concept contains.

E3

((Polish speaker Dariusz and Russian speaker Yana discuss their experience of being students of Middle East Technical University)).

[39]

| | | | | | |
|---------|---|-------------|-------------|-------------|-------------|
| | 108 [05521] | 109 [06479] | 110 [06528] | 111 [06539] | 112 [06558] |
| Ya[v] | А ты здесь на / на постоянном обучении? Или ты Эрасмус? | | | | |
| Ya[lat] | A ty zdes' na/ na postojannom obučenii? Ili ty Erasmus? Amñ... | | | | |
| Ya[TL] | and you here on on permanent-LOC education-LOC or you Erasmus U | | | | |
| Ya[eng] | Are you here as a regular student? Or you are Erasmus? Amñ... | | | | |
| Da[v] | Na pastajannom? | | | | |
| Da[c] | Repeats after her. | | | | |
| (com) | 1 min left out. | | | | |

[40]

| | | | | | |
|---------|---|-------------|--------------|--------------------|-------------|
| | 113 [06564] | 114 [06569] | 115 [07019*] | 116 [07020*] | 117 [07021] |
| Ya[v] | Амñ... ((1.3s)) Ты в / в универ/ в этом университете четыре года? | | | | |
| Ya[lat] | ((1.3s)) Ty v/ v univer/ v etom universitete četyre goda? | | | | |
| Ya[TL] | you in in university-LOC in this university-LOC four four-PL | | | | |
| Ya[eng] | ((1.3s)) Are you/ in univer/ in this university for four years? | | | | |
| Ya[nv] | | | | | |
| Ya[c] | | | | | |
| Da[v] | Co to? | | Ahã | ((1.7s)) Četyre | |
| Da[eng] | What is it? | | Ahã | Repeats after her. | |
| Da[c] | | | | | |

[41]

| | | | | | | | | | |
|---------|-------------------|---------------------------|--------------|--------------------------|-------------|-------------|-------------|-------------|--------------|
| | 118 [07048] | 119 [07056] | 120 [07064] | 121 [07103*] | 122 [07108] | 123 [07114] | 124 [07122] | 125 [07123] | 126 [07149*] |
| Ya[v] | Года. Мñ... | Мñ год ээ это ээ месяц... | Месяц. | Двенадцать месяцев | | | | | |
| Ya[lat] | Goda. Mñ... | Mñ god ee eto ee mesjac. | Mesjac. | Dvenadcat' mesjacev | | | | | |
| Ya[TL] | U | U year U it U month | | | | | | | |
| Ya[eng] | Years. Mñ... | Mñ year ee is ee month.. | Month. | Twelve months is a year. | | | | | |
| Ya[nv] | | | | | | | | | |
| Ya[c] | | | | | | | | | |
| Da[v] | goda? | Godz... | Miesiąc? Agã | Agã | Agã | | | | |
| Da[eng] | | | Month? Ahã | Ahã | Ahã | | | | |
| Da[c] | Repeats after her | | | | | | | | |

[42]

| | | | | | | | |
|---------|------------------------|--------------------------------------|-------------|-------------------------|-------------|-------------|-------------|
| | 127 [07157] | 128 [07158] | 129 [07173] | 130 [07181] | 131 [07189] | 132 [07217] | 133 [07225] |
| Ya[v] | ((1s)) год. | Хñ | Год! | | | | |
| Ya[lat] | ((1s)) god. | Hñ | God! | | | | |
| Ya[TL] | | U | | | | | |
| Ya[eng] | | Hñ | Year! | Nods her head intently. | | | |
| Ya[nv] | | | | | | | |
| Ya[c] | | | | | | | |
| Da[v] | •• Miesiąc - god? | Ee rok? Dwanaście miesięcy - ee god? | Aá | | | | |
| Da[eng] | •• Month is a year? | Ee year? Twelve months is a year? | Aá | | | | |
| Da[c] | Says 'god' in Russian. | | | | | | |

[43]

| | | |
|---------|--|--------------------|
| | 134 [07231;135 [07233] | 136 [07273] |
| Ya[v] | Агă | Аá, шесть месяцев. |
| Ya[lat] | Ahá | Aá šest' mesjacev |
| Ya[eng] | Ahá | Aá, six months. |
| Ya[nv] | | |
| Ya[c] | | |
| Da[v] | Znaće, ja tu pszyjechałem na sześć miesiące do Ankary. | |
| Da[eng] | I mean, I have come to Ankara for six months. | |

[44]

| | | | | | | |
|---------|-------------------------------------|-------------------|--------------------|----------------|-------------|-------------|
| | 137 [07294] | 138 [07294] | 139 [07309] | 140 [07323] | 141 [10017] | 142 [10037] |
| Ya[v] | Ты - шесть? | Аá, один семестр. | Я учу китайский. | Ты | | |
| Ya[lat] | Ty šest'? | Aá odin semestr. | Ja uču kitajskij. | Ty | | |
| Ya[eng] | You - six? | Aá, one term. | I learn Chinese. | Do you | | |
| Ya[nv] | | | | | | |
| Ya[c] | | | | | | |
| Da[v] | Jeden semestr. Jeden semestr tylko. | | | Агă | | |
| Da[eng] | One term. | Only one term. | | Ahá | | |
| Da[nv] | | | | Node his head. | | |
| Da[c] | | | | | | |
| [com] | | | 2.5 mins left out. | | | |

In s 109 Yana asks Dariusz “A ty zdes' na / na postojannom obučenii? Ili ty Erasmus?” (Are you here as a regular student? Or you are Erasmus?). Dariusz puts an echo question “Na pastajannom?” (On permanent?) repeating it as it was said by Yana in Russian. Apparently, he understood the whole sentence as he required the clarification of the meaning of only one element. And, just as Yana took an attempt to explain it starting with “Amm...” he repeated his demand saying “Co to?” (What is it?) probably being sure that with the knowledge of the non-understood word he would be able to get the meaning of the whole utterance. Yana, taking a long pause, reformulates the concept of studying permanently: “Ty v / v univer/ v etom universitete četyre goda?” (Are you/ in univer/ in this university for four years?). Having heard the first part of the question “Ty v / v univer/ v etom universitete...” (Are you/ in univer/ in this university...) Dariusz reveals a signal of understanding “Aha”. However, after Yana finished the utterance he echoed its end “Četyre goda?” (Four years?) Yana slowly repeats “Goda” (Years) looking for a way to explain it. Dariusz again echoes this word. Yana continues with “Mm god ee eto ee mesjac” (Mm year eh is eh month...) with her idea still in progress, but Dariusz concludes that ‘god’ in Russian means ‘month’. So, he says with the affirmative intonation “Miesiąc? Aga” (Month? Aha). Yana, on the other hand, takes it as a signal of

his readiness to follow her idea and again says “Mesjac” (Month) to which receives the same affirmative reaction of his. At this point on each speaker’s side there are different ideas developed while the speakers themselves think that they speak about the same. Moreover, Dariusz believes that he understands Yana.

Yana continues her idea saying “Dvenadcat’ mesjacev god” (Twelve months is a year). Dariusz, still being misled, makes a confirmation request (Kasper and Ross, 2003) according to what he considers to be true “Miesiąc - god?” (Month is a year?), and gets a false default affirmation from Yana “Mhm”. Nevertheless, he repairs himself and puts forward a right inference “Ee rok? Dwanaście miesięcy - ee god?” (Ee year? Twelve months is a year?). It took Dariusz some time to activate his knowledge of Polish and to match Yana’s utterance “Dvenadcat’ mesjacev” (Twelve months) with the respective Polish utterance ‘Dwanaście miesięcy’. Probably, while producing the guess-utterance “Miesiąc - god?” (Month is a year?), his mind was busy with the search for the Polish equivalent to ‘Dvenadcat’ mesjacev’. So, after finding it, he is near to be sure that it is correct and only needs a confirmation on the speaker’s side. And she gives it to him saying “God!” (Year!) with exclamatory intonation. At this point the hearer achieved the reconstruction of the speaker’s plan.

It is notable, that Dariusz uses the Russian word ‘god’ (year) instead of the Polish one ‘rok’ in “Dwanaście miesięcy – ee god?” (Twelve months is a year?). Apparently he understood the meaning of the Russian ‘god’ used by Yana and, anticipating her misunderstanding in case he uses ‘rok’, he decides to make it easier for her.

Further, Dariusz’s “Aa” and Yana’s “Aha” follow which signify his complete understanding and her affirmation of it. Having made sure that both of them are synchronized with their knowledge of the discourse Dariusz gives the expected answer “Znać, ja tu pszyjechałem na sześć miesięcy do Ankary” (I mean I have come to Ankara for six months). Significantly, Dariusz answers Yana’s question meaningfully, however not to the initial one, but rather to her reformulation. After getting the meaning of the ‘year’ and coming back mentally to her initial utterances ‘Are you here...’ and ‘Or you

are Erasmus?’ he, probably, collects it altogether and assesses it as an inquiry about for how long his studying is planned there.

Yana, having, obviously, understood his “sześć miesięcy” (six months) correctly as it sounds very similar in Russian ‘šest’ mesjacev’, yet, makes an echo utterance “Aa šest’ mesjacev” (Aa, six months) and adds a fairly simplified confirmation request “Ty šest’?” (You – six?). Driusz, without waiting for the end of her question reformulates his utterance and speaks simultaneously with her: “Jeden semestr. Jeden semestr tylko” (One term. Only one term). Yana echoes his utterance in Russian revealing her complete understanding.

7.3 Listing

In case an element of speaker’s utterance is non-understood by recipient, speaker may use the device of listing. By doing this he/she represents possible options of symbols belonging to a certain concept. Thus, when hearer receives a list of symbols, he/she looks for a concept common for them.

E4

((Russian speaker Tanya tells to Ukrainian speaker Olya about her job as a teacher at the University)).

[4]

| | 6 [1:10] | 7 [1:19] | 8 [01:45.5] |
|---------|----------|--------------------------|---|
| Ta[v] | | | Ну, а вообще я ээ покольку лингвист ээ в практическом |
| Ta[lat] | | | Nu a voobše ja ee poskol’ku lingvist ee v praktičeskom plane |
| Ta[eng] | | | Well, actually I ee as a linguist ee practically • teach languages. |
| O[nav] | | | <i>Nods her head.</i> |
| Al[v] | | ••• Ok, let's start now. | |
| [com] | | | <i>1 min left out.</i> |

[5]

| | 9 [01:51.0] | 10 [01:56.1] |
|---------|---|--|
| Ta[v] | плане • преподаю языки. •• Ну, и плюс некоторые спецкурсы по •• сми, по тексту. | |
| Ta[lat] | prepodaju jazyki. | •• Nu i plus nekotorye speckursy po smi po tekstu. |
| Ta[eng] | •• Well, also some courses on •• mass media, on text. | |
| Ol[v] | | |
| | | •• А |
| Ol[lat] | •• A jaki | |
| Ol[TL] | •• and what | |
| Ol[eng] | •• Which | |
| R[lat] | •• A kakije | |
| Ol[nv] | | |

[6]

| | 11 [01:59.0] | 12 [01:59.2] | 13 [02:02.0] |
|---------|--|--|-----------------|
| Ta[v] | ••• Ээ у себя • дома? Ээ в Алтайском | | |
| Ta[lat] | ••• Ee u sebja doma? | Ee v Altajskom | Gosudarstvennom |
| Ta[eng] | ••• Ee at home? | Ee in Altai State University - I live in Barnaul | ••• there |
| Ta[c] | <i>Does not react.</i> | | |
| Ol[v] | які мови ти викладаєш? •• Яку мову? | | |
| Ol[lat] | movy ty vykladaješ? | •• Jaku movu? | |
| Ol[TL] | language-ACC-PL <i>fou</i> teach-PRS-2SG | •• what-SG language-SG | |
| Ol[eng] | languages do you teach? | •• Which language? | |
| R[lat] | jazyki predajoš? | | |

[7]

| | | | | | | | |
|---------|---|---------|----------|----------|---------|------|------------------------|
| Ta[v] | Государственном Университете - я живу в городе Барнауле - •• вот там есть | | | | | | |
| Ta[lat] | Universitete | ja žyvu | v gorode | Barnaule | vot tam | jest | fakultet žurnalistiki. |
| Ta[eng] | is a department of journalism. | | | | | | |

[8]

| | 14 [02:08.0] | 15 [02:10.6] |
|---------|--|---------------|
| Ta[v] | факультет журналистики. •• Ээ ну, вот, в основном, на этом факультете. | |
| Ta[lat] | •• Ee nu vot v osnovnom na etom fakultete. | |
| Ta[eng] | •• Ee well, in general at that department. | |
| Ol[v] | | |
| | | ••• Які мови? |
| Ol[lat] | ••• Jaki movy? | |
| Ol[TL] | ••• what-PL language-PL | |
| Ol[eng] | ••• Which languages? | |

[9]

| | 16 [02:12.1] | 17 [02:13.5*] | 18 [02:14.8] | 19 [02:15.3] | 20 [02:18.1] |
|---------|---|---------------|------------------|--------------|--------------|
| Ta[v] | Аа, язык! Ээ ((1s)) английский, немецкий. | | | | |
| Ta[lat] | Aá jazyk! | Ee ((1s)) | angliskij | nemeckij. | |
| Ta[eng] | Aá, language! | Ee ((1s)) | English, German. | | |
| Ta[nv] | <i>Moves her head towards her.</i> | | | | |
| Ol[v] | ((1.4s)) Які? Англійську... | | | | |
| Ol[lat] | ((1.4s)) Yaki? Anglisku... | | | | |
| Ol[TL] | ((1.4s)) what-ACC-PL English-ACC | | | | |
| Ol[eng] | ((1.4s)) Which? English... | | | | |

In s 8 “Nu a voobše ja ee poskol'ku lingvist ee v praktičeskom plane prepodaju jazyki” (Well, actually I ee as a linguist ee practically teach languages) the Russian speaker

Tanya in the conversation with the Ukrainian speaker Olya speaks about her language teaching job and adds: “Nu i pljus nekotorye speckursy po smi po tekstu” (Well, also some courses on mass media, on text). Olya asks her “A jaki movy ty vykladaješ?” (Which languages do you teach?) and, seeing the reaction of non-understanding on Tanya’s side, she reformulates “Jaku movu?” (Which language?), cutting out and leaving the basic element of her question and using ‘language’ in singular. Tanya, still revealing an obvious reaction of non-understanding, tries her chance putting an answer at haphazard: “Ee u sebja doma? Ee v Altajskom Gosudarstvennom Universitete - ja žyvu v gorode Barnaule - vot tam jest fakultet žurnalistiki. Ee nu vot v osnovnom na etom fakultete” (Ee at home? Ee in Altai State University - I live in Barnaul - there is a department of journalism. Ee well, in general at that department). The question at the beginning of her speech is rather rethorical, a guess influenced by her knowledge of the discourse topic. By uttering it she does not look at the speaker, therefore, she does not seek an evaluation. She develops her idea quite incoherently, speaking first about Altai State University, then informing her interlocutor that she lives in Barnaul and that there is a department of journalism where she has a job. She speaks slowly, in a detached manner and checks Olya’s reaction, as if expecting, that some part of the speech will match her question.

After a rather long pause Olya makes another reformulation “Jaki movy?” (Which languages?), actually, repeating the words she already used with no success. Probably she realizes it and, taking her time for a while, says with a listing intonation “Jaki? Anglijsku...” (Which? English...) However, her utterance is interrupted by Tanya’s “A, jazyk!” (A, language!) which signifies her immediate understanding after hearing “Anglijsku” (English) even though the list planned by Olya is not finished. Apparently, Tanya was looking for the Russian equivalent of the Ukrainian word “movy” (languages), supposing that it was the key element for understanding. And when finding it after Olya’s prompt by listing she revealed her reaction fairly impulsively “A, jazyk!” (A, language!), which can be considered an echo exclamation of the Russian equivalent of the word used in Ukrainian by the other party. So, the understanding worked out

perfectly and Tanya gives an answer expected by the speaker: “Ee, anglijskij nemeckij” (Ee, English, German).

7.4 Polarization

One of the devices employed by speakers in the cases of problematic understanding of hearer is presenting the idea by splitting it into positive and negative alternatives. Thus speaker offers two options for the hearer’s choice what makes it easier for comprehension. In the following example the speaker uses an alternative question as a reformulation after hearer’s non-understanding signal. In the question the same word which is considered by the speaker the key element for understanding is used two times: first as positive option and then as negative one with the negation particle. By repetition the speaker emphasizes the word which is assumed to bring the hearer to understanding.

E5

((Polish speaker Olga and the Russian speaker Katya discuss the possibility of Katya’s visit to Poland)).

[14]

| | 41 [05:06.9] | 42 [05:39.9] | 43 [05:42.5] |
|---------|------------------------|--------------------|--|
| Ka[v] | | | А как люди в Польше относятся к русским? |
| Ka[lat] | | | A kak ljudi v Polše odnosjatsja k russkim?p |
| Ka[TL] | | | and how people in Poland-LOC treat-PRS-3PL to russian-PL |
| Ka[eng] | | | And how people in Poland treat Russians? |
| Ol[v] | wszystkim moje miasto. | | Ee, czy mówią |
| Ol[eng] | | | Ee, do I speak Russian? |
| [com] | | 5.5 mins left out. | |

[15]

| | | |
|---------|--|--------------|
| | 44 [05:45.1] 45 [05:46.3*] | 46 [05:52.1] |
| Ka[v] | Нет. Ээ как относятся когда ээ / любите ли вы русских или не любите? | |
| Ka[lat] | Net Eē kak odnosjatsja kogda eē / ljubite li vy russkix ili ne ljubite? | |
| Ka[TL] | no U how treat-PRS-3PL when U like-PRS-2PL Q you-PL russians-ACC or like-NEG-PRS-2PL | |
| Ka[eng] | No. Eē how they treat when eē / Do you like Russians or you do not? | |
| O1[v] | po rusku? | |
| O1[eng] | | We like! |
| O1[nav] | | Laughs. |

[16]

| | | |
|---------|--|--|
| | 47 [05:53.5] 48 [06:18.0] | |
| Ka[v] | Я вот ищю куда хотела бы поехать; я думаю, что я бы поехала в | |
| Ka[lat] | Ja vot išču kuda xotela by poexat' ja dumaju čto ja by poexala v Ameriku. | |
| Ka[TL] | I here look-PRS-1SG where want-PST-1SG CP go-INF I think-PRS-1SG that I CP go-PST-1SG to America-ACC | |
| Ka[eng] | I am lookig for some place to go. I think i would like to go to America. | |
| O1[v] | Lubimy! | |
| O1[eng] | | |
| O1[nav] | | |
| [com] | 2 mins left out. | |

In s 42 Katya asks Olga “A kak ljudi v Pol'she odnosjatsja k russkim?” (And how people in Poland treat Russians?), to what Olga answers “Ee, czy mówią po rusku?” (Ee, do I speak Russian?), apparently, having comprehended the word “russkim” (Russians) and trying to guess the most probable idea concerned with ‘Russian’ which may interest Katya at that moment.

Katya sees the non-understanding on Olga’s side and says “Net” (No) as an evaluation of her question-hypothesis and makes a reformulation: “Ee kak odnosjatsja kogda ee / ljubite li vy russkix ili ne ljubite?” (Ee how they treat when ee / do you like Russians or you do not?). In this utterance Katya first develops her idea in the way she did in the original utterance, i.e. using the word “otnosjatsja” (treat), but then, probably, remembering, that it did not work out, modifies the utterance into an alternative question, where she presents two possible answers, one of which is supposed to be correct. Moreover, by giving the alternative, Katya repeats the word “ljubite” (like) two times, as a statement and as a negation: “ljubite li vy russkix ili ne ljubite?” (do you like Russians or you do not like?), what makes it easier for the hearer to parse the key element out of the whole utterance.

This device of reformulation appeared to give an immediate effect, as Olga exclaims: “Lubimy!” (We like!).

7.5 Reformulation using numerals

Trying to reformulate a problematic element to hearer speakers often make use of numerals, apparently, having an awareness that they are not much different from language to language within one family.

E6

((Polish speaker Dariusz tells to Russian speaker Yana about going to swimming pool in campus of Middle East Technical University. Swimming is his hobby)).

[90]

| | 339 [2604]** 340 [2604]** | 361 [26054] | 362 [26059] | 363 [26074] 364 [26077] | 365 [26087] |
|---------|---------------------------|-------------------------------|-------------|-------------------------|-------------------------------|
| Ya[v] | | ОДТУ. | | Да? | Ээ как часто ты ходишь |
| Ya[lat] | | ODTU. | | Da? | Eē kak často ty xodě tuda? |
| Ya[eng] | | ODTU. | | Really? | Eē how often do you go there? |
| Da[v] | ODTU. ODTU. | Tak, to tutaj tam jest jakoś. | | | Kawałek. |
| Da[eng] | ODTU. | Yes, there is some distance.. | | | A little bit far. |

[91]

| | 366 [26133] | 367 [26164] | 368 [26194] | 369 [26203] |
|---------|---|--------------------|--------------------|-------------|
| Ya[v] | туда? | | Аа, четыре месяца. | |
| Ya[lat] | tuda? | | Aā četyre mesjaca. | |
| Ya[eng] | | | Aā, four months. | |
| Da[v] | Aā, od początku, kilka miesięcy. Trzy, trzy miesiące, cztery? | | | Hm̃ |
| Da[eng] | Aā, since the beginning, a few months. | Three-four months. | | Hm̃ |

[92]

| | 370 [26210] | 371 [26230] 372 [26241] | 373 [26254] | 374 [26276] | 375 [26285] |
|---------|---------------------|-------------------------|-----------------------|--------------|--------------------------------|
| Ya[v] | Но, каждую неделю? | Два, три раза? | | Три раза? | |
| Ya[lat] | No každyju nedelju? | Dva tri raza? | | Tri raza? | |
| Ya[eng] | But every week? | Two, three months? | | Three times? | |
| Da[v] | | Eē | Trzy razy w tygodniu. | | Trzy, cztery razy |
| Da[eng] | | Eē | Three times a week. | | Three, even four times a week. |
| Da[c] | | Confused. | | | |

[93]

| | 373 [26276] | 374 [26283] | 375 [26303] | 376 [26309] |
|---------|------------------|-------------------------------------|-------------|---------------------------------|
| Ya[y] | | Три раза? | | |
| Ya[lat] | | Tri raza? | | |
| Ya[eng] | | Three times? | | |
| Da[y] | razy w tygodniu. | Trzy, cztery razy w tygodniu nawet. | | Ja nie wiem czy / czy |
| Da[TL] | | | | I know-NEG-PRS-1SG if if know- |
| Da[eng] | times a week. | Three, even four times a week. | | I do not know if you know ee... |
| [com] | | | | 6.6 mins left out. |

Yana asks Dariusz “Ee kak často ty xodiš tuda?” (Ee how often do you go there?) (s 265) and gets the answer “Aa, od początku, kilka miesięcy. Trzy, trzy miesiące, cztery?” (Aa, since the beginning, a few months. Three-four months). Dariusz at this point has only a partial understanding, although he believes to have understood correctly. He mistook “kak často” (how often) for ‘how long’ although in Polish ‘how often’ sounds almost identically: ‘jak często’.

Yana’s repeat “Aa četyre mesjaca” (Aa, four months) signifies her understanding of what he has said and preparation to put another utterance. After his affirmation “Hm” she makes a reformulation-question “No každyju nedelju?” (But every week?), and seeing his confusion, again reformulates her idea “Dva tri raza?” (Two, three times?). This time Dariusz has a perfect understanding, since all the words in Yana’s utterance are common with Polish. So, he answers “Trzy razy w tygodniu” (Three times a week) what is followed by Yana’s echo-request for confirmation “Tri raza?” (Three times?). Dariusz replies with “Trzy, cztery razy w tygodniu nawet” (Three, even four times a week).

7.6 Splitting up the problematic construction

When speaker’s utterance construction appears to be difficult for hearer’s complete comprehension he/she may split it up for the understood and non-understood parts and relying on the understood ones put a question-request for the meaning of the problematic parts.

E7

((Polish speaker Olga shares with Ukrainian speaker Andrei her experience of traveling to Israel)).

[8]

| | | | |
|---------|---|--------------|--|
| | 25 [08:54.2] | 26 [08:57.5] | 27 [08:40.1] |
| OI[v] | Amm, nie, my zostaliśmy tylko na jeden dzień. | | |
| OI[eng] | Amm, no, we stayed there only for one day. | | |
| An[v] | | | Ізраїль - це дорога країна, чи |
| An[lat] | | | Izrajił ce doroga krajina czy deševa |
| An[eng] | | | Is Israel expensive country, or cheap, or... |
| [com] | | | 15 mins left out. |

[9]

| | | | | |
|---------|---------------------------------|---------------|---|---------------|
| | 28 [20:45.6] | 29 [20:46.6*] | 30 [20:47.6] | 31 [20:48.8*] |
| OI[v] | Bardzo drogo. Bardzo drogo. | | | • |
| OI[eng] | Very expensive. Very expensive. | | | • Hm? |
| An[v] | дешева, чи... | | Скільки там стоє... У / в отелі ви ночували? | |
| An[lat] | čy... | | Skil'ky tam stoje U / v oteli vy nočuvaly? | |
| An[TL] | | | how-much there cost-IMPER in hotel-LOC you stay-the-night-PST-2PL | |
| An[eng] | | | How much does it cost there... Have you stayed in a hotel? | |

[10]

| | | | | | |
|---------|--------------|-----------------------------|--|--------------|--------------|
| | 33 [20:51.2] | 34 [20:55.4] | 35 [20:55.8] | 36 [20:56.4] | 37 [20:57.7] |
| OI[v] | Hm? | • Eē co kosztuje? | • Hotel. Mm̄, wiesz co, my | | |
| OI[eng] | | • Eē what costs? | • Hotel. Mm̄, you know, we paid about twenty-thirty dollars. | | |
| An[v] | | Отель скільки ст/коштує? | Отель. | | |
| An[lat] | | Otel skil'ky st/koštuje? | Otel. | | |
| An[TL] | | hotel how-much cost-PRS-3SG | | | |
| An[eng] | | How much does a hotel cost? | Hotel. | | |

[11]

| | | | |
|---------|--|--|------------------|
| | | 37 [21:05.3] | 38 [21:04.5] |
| OI[v] | zapłaciłiśmy tak około dwudzieściu-trzydzieściu dolarów. | To ty jesteś w Turcji już dwa | |
| OI[TL] | | so you COP-PRS-2SG in Turkey-LOC already two year-PL | |
| OI[eng] | | So, you have been in Turkey for already two years? | |
| [com] | | | 5 mins left out. |

In s 27 Andrei asks Olga: “Izrajił' ce doroga krajina czy deševa čy...” (Is Israel expensive country, or cheap, or...) and gets her answer “Bardzo drogo. Bardzo drogo” (Very expensive. Very expensive).

Then he puts another question “Skil'ky tam stoje / u / v oteli vy nočuvaly?” (How much does it cost / have you stayed in a hotel?); he probably first intends to ask about the payment for Israel hotels, but then changes his mind and, repairing himself, asks if she stayed in a hotel at all.

Olga replied with “Hm?” requesting for a repetition. Andrei, seeing that his repaired utterance did not work out, comes back mentally to his original idea and puts it forward: “Otel' skil'ky st/koštuje?” (How much does a hotel cost?).

Olga comprehends the entire utterance but one word and echoes Andrei’s question putting instead of the non-understood element the interrogative word: “Ee co kosztuje?” (Ee what costs?). At this moment the interlocutors reach a perfect collaboration as Andrei catches her request and repeats the problematic element: “Otel” (Hotel).

This leads Olga to understanding; she echoes the Russian word “Otel” in Polish “Hotel”, giving thus a signal that it is clear to her now, and continues with the answer expected by Andrei: “Mm, wiesz co, my zapłataliśmy tak około dwudzieściu-trzydzieściu dolarów” (Mm, you know, we paid about twenty-thirty dollars).

Therefore, the non-understanding situation was ruled out by the speaker’s repetition of the key word which, after having been cut out from the whole utterance and pronounced alone, appeared to be easily comprehended by the hearer.

CHAPTER 8

REFERENCE TO COMMON KNOWLEDGE

8.0 Presentation

This chapter presents such types of speakers' successful LaRa as decomposition with reference to common discourse knowledge, reconstruction of speaker's plan by reference to world knowledge, reference to the common knowledge of language family, reformulation referring to the common world knowledge, looking for words which fit common knowledge.

8.1 Decomposition with reference to common discourse knowledge

In the following excerpt speaker again chooses strategy of representing a concept by calculating its constituents. What is more, he chooses the elements of common discourse knowledge to function as constituents in his formula.

E8

((Polish speaker Dariusz and Russian speaker Yana speak about their siblings)).

[62]

| | | | | | |
|---------|--|---------------------------|---------------|--------------|----------------------------------|
| | 225 [1826.1] | 226 [1829.5]227 [1829.9*] | 228 [1830.9*] | 229 [1831.7] | 230 [1832.3] |
| Ya[v] | да. А у тебя есть братья или сестры? | | | | Старший? |
| Ya[lat] | da. A u tebjā est' brat'ja ili sēstry? | | | | Staršyj? |
| Ya[eng] | right. Do you have any siblings? | | | | Elder? |
| Ya[mv] | | | | | <i>Smiles and nods her head.</i> |
| Da[v] | Tak. Jeden brat. Starszy. | | | | Starszy |
| Da[eng] | Yes. One brother. Elder one. | | | | A little elder. |

[63]

| | 229 [18323] | 230 [18310] | 231 [18340] 232 [18369] 233 [18380] |
|---------|-----------------------|------------------|--|
| Ya[v] | Старший? | Сколько ему лет? | |
| Ya[lat] | | Skol'ko emy let? | |
| Ya[eng] | | How old is he? | |
| Ya[nv] | <i>nods her head.</i> | | <i>Laughs.</i> |
| Da[v] | Starszy trochę. | Ee. | Ee, dwadzieścia/dwadzieścia pięć |
| Da[eng] | A little elder. | Ee. | Ee, something like twenty/twenty-five. |
| Da[nv] | | | <i>Laughs.</i> |

[64]

| | 234 [18407] | 235 [18434] | 236 [18463] | 237 [18477] | 238 [18486] |
|---------|---------------------------|---|-------------|-----------------|----------------|
| Ya[v] | ••• Двадженца... | | | Двадцать пять? | |
| Ya[lat] | ••• Dvadženšča... | | | Dvadcat' pjat'? | |
| Ya[eng] | | | | Twenty-five? | |
| Ya[nv] | | | | | <i>Laughs.</i> |
| Ya[c] | <i>Repeats after him.</i> | | | | |
| Da[v] | chyba. ••• Ee... | Dwanaście, dwanaście, jeden. Dwadzieścia... | | No, | |
| Da[eng] | ••• Ee... | Twelve, twelve, one. | Twelve... | Yeah, | |
| Da[nv] | | | | <i>Laughs.</i> | |

[65]

| | 239 [18500] | 240 [19333] | 241 [19349] | 242 [19357] | 243 [19363*] |
|---------|-------------|--------------------------|--|-------------|--------------|
| Ya[v] | | Потом что случилось? | Потом? Ты был таким, играл в | | |
| Ya[lat] | | Potom čto slučilos'? | Potom Ty byl takim igral v kompjuter | | |
| Ya[eng] | | And what happened then? | Then? You were like that, played computer games. | | |
| Ya[nv] | | | | | |
| Da[v] | dokładnie. | | Hm? | | |
| Da[eng] | exactly. | | Hm? | | |
| Da[nv] | | | | | |
| Da[c] | | | <i>Asking to repeat.</i> | | |
| [com] | | <i>40 secs left out.</i> | | | |

Yana asks Dariusz “A u tebja est' brat'ja ili sęstry?” (Do you have any siblings?) (s 225). Dariusz answers “Tak. Jeden brat. Starszy” (Yes. One brother. Elder one). Yana puts an echo question “Staršyj?” (Elder?) but, note worthily, it functions not as a request for clarification or for confirmation, it is rather a signal of understanding. Dariusz, seemingly, regarded it as a confirmation request since he answered affirmatively “Starszy trochę” (A little elder).

Yana puts a question “Skol'ko emy let?” (How old is he?), which confuses him for a while because he does not remember for sure how old his brother is. Then he answers “Dwadzieścia, dwadzieścia pięć chyba” (Something like twenty/twenty-five). Yana echoes “Dvadženšča” (Twenty) as a request for clarification.

Dariusz chooses the arithmetical approach in order to explain a numeral. Probably, relying on her knowledge of ‘dwanaście’ (twelve) due to their discussions in s 109, he uses it in the following way: “Dwanaście, dwanaście, jeden” (Twelve, twelve, one). And it wonderfully worked for Yana’s comprehension as she said immediately “Dwadcat’ pjat’?” (Twenty five?) without even letting him finish the utterance “Dwadzieścia...” (Twenty...), which was, seemingly, meant to be ‘Dwadzieścia pięć’ (Twenty five). She gets a glad reaction on Dariusz’s side and his affirmation “No, dokładnie” (Yeah, exactly).

8.2 Reconstruction of speaker’s plan by reference to world knowledge

In receptive multilingualism hearer always refers to his/her knowledge of mother tongue with the aim to find an equivalent to what was uttered by speaker in his respective native language. In case an element of speaker’s language appears not familiar to hearer, he/she may try to guess its possible meaning relying either on the topic of conversation or on the world knowledge.

E9

((Ukrainian speaker Anna and Russian speaker Katya discuss the profession choice for school-leavers)).

[4]

| | | | |
|---------|---|----------|-------------------|
| | 6 [20:31] ↑ [21:3] | 8 [22:7] | 9 [29:41] |
| An[v] | | | |
| An[lat] | Аа, якщо ми говоримо по / про | | |
| An[TL] | Aa, jakščo my pohovorymo po / pro ci | | |
| An[eng] | IJ If we speak-PRS-1PL about | | |
| Al[v] | Well, if we are speaking about the professions... | | |
| [com] | in your native language. Ok? Thank you very much. | | |
| | | | 29 mins left out. |

[5]

| | | |
|----------|--|--------------|
| | 10 [29:37.1]11 [29:38.1] | 12 [29:44.3] |
| An [v] | ці професії... .. як/яка професія, ти вважаєш, для жінки найбільше / найкраща? | |
| An [lat] | profesiji... .. jak/jaka profesija ty vvažaješ, dlja žinky najbil'še / najkrašča? | |
| An [TL] | these profession-PL ... which profession you-NOM think-PRS-2SG for woman the most-ADV the best-ADJ | |
| An [eng] | ... what profession, you think, is the best for a woman? | |
| An [nv] | <i>Laughs.</i> | |
| Ka [v] | Да... | ••• |
| Ka [lat] | Da... | ••• |
| Ka [eng] | Well... | ••• For |
| Ka [nv] | <i>Laughs.</i> | |

[6]

| | | | | |
|----------|---------------------------|----------------------------|---|--------------|
| | 13 [29:45.9] 14 [29:46.5] | 15 [29:47.4] 16 [29:47.8*] | 17 [29:48.5] | 18 [29:50.2] |
| An [v] | Хм | Хм | Для же/ хм. | |
| An [lat] | hm | hm | dlja že/ hm. | |
| An [TL] | IJ | IJ | for | IJ |
| An [eng] | hm | hm | For a w/ hm. | |
| An [c] | <i>Affirmative.</i> | | | |
| Ka [v] | Для жєны? | Для жєныны! | •• Я не знаю. Мне кажетсѧ, сєйчас | |
| Ka [lat] | Dlja ženy? | Dlja ženšiny! | •• Ja ne znaju. Mne kažetsja, sejšas uže net kakogo-to | |
| Ka [eng] | a wife? | For a woman! | •• I do not know. I think nowadays there is no something like | |

[7]

| | |
|----------|---|
| Ka [v] | уже нет какого-то такого, что какие-то профессии конкретно принадлежат женщине. |
| Ka [lat] | takogo, čto kakije-to profesii konkretno pripadležat ženščine. |
| Ka [eng] | some professions belong only to women. |

Anna utters “Aa, jakščo my pohovorymo po/pro ci profesiji...” (Well, if we speak about the professions...) (s 9) and gets interrupted by Katya’s “Da...” (Yes...) which signifies the request to go on as she feels that she is at the same level of discourse knowledge as Anna. After getting the supportive reaction from the hearer Anna continues her interrupted utterance with “... jak/jaka profesija ty vvažaješ, dlja žinky najbil’še / najkrašča” (... what profession, you think, is the best for a woman?), which is followed by a quite long pause and echo question “Dlja ženy?” (For a wife?) on the hearer’s side. Apparently, the problematic situation for the hearer is caused here by the non-understanding of the Ukrainian word “žinka” (woman) which sounds as ‘ženščina’ in Russian. However, while activating the knowledge of her native language in order to make an inference to the meaning brought by the speaker, Katya connects the sound of the word ‘žinka’ with Russian word ‘žena’ (wife). So, the hearer’s unsuccessful guess “Dlja ženy?” (For a wife?) is answered by Anna with the affirmative interjection despite

her perfect understanding of Russian. Most probably Anna affirmed Katya's question automatically, having heard the beginning of it "Dlja že..." which would sound the same if Katya said 'Dlja ženščiny'. However, at that very moment Katya gets a certain kind of awareness that what she supposed was wrong and immediately after the speaker's affirmation she repairs herself, this time providing the right guess "Dlja ženščiny!" (For a woman!) without an interrogative intonation used in her first question. This confidence in her understanding may be traced back to the beginning of their conversation, where the topic was the choice of a profession in society, but not in the family. Thus, while making inference "Dlja ženy?" (For a wife?) Katya is not sure that it is relevant to the topic of the discourse and looks for a possible word in Russian to substitute it. And she finds it which perfectly suits its place in the conversation. Anna affirms the second guess with the same interjection as in the first case and starts repeating Katya's word "ženščina" to increase the affirmative force but does not finish it and makes one more interjection "Hm" instead. Further the meaningful answer from Katya follows which signifies that both of them reached the understanding.

8.3 Reference to common knowledge of language family

While using a meta discourse speaker projects his/her idea in the way that clarification works the best to help hearer find respective element in his/her mother tongue. It makes it much easier if speaker has some knowledge of hearer's language and is, thus, able to operate with the means of his/her native tongue in order to find the most similar sounding element to the one in the language of hearer. It may also happen that speaker code switches uttering the non-understood element directly in the language of his/her interlocutor. This phenomenon was described by Beerkens (2010) and was called "reformulation in the other language (in the native language of the speaker)". This phenomenon happened sometimes in the present study as well, in the constellation between Russians and Ukrainians, but had a different function as Russian, as well as English was used only in the cases of complete confusion, after several attempts of

clarification in the native language of speaker. So, in the following excerpt an example is represented of how speakers use their knowledge of hearer’s language without code switching, but by means of picking the words sounding similar to the ones in the language of the counterpart.

E10

((Russian speaker Yana tells to Ukrainian speaker Andrei about her trip to Polish ski resort Zakopanije and mentions that it is also beautiful in summer there)).

[4]

| | | | | |
|---------|--|-------------------------------|---------------------------------|--------------|
| | 6 [1:7.8] | 7 [1:35:7.6] | 8 [1:35:8.8] | 9 [1:4:00.1] |
| Ya[v] | | | • Влітку? | |
| Ya[lat] | | | • Vlitku? | |
| Ya[nv] | | | Smiles. | |
| Ya[c] | | | Repeats after him in low voice. | |
| An[v] | | Влітку теж була? | | |
| An[lat] | | Vlitku tež bula? | | Li/litom. |
| An[TL] | | in summer also be-PST-2SG | | in summer |
| An[eng] | | Were you there in summer too? | | |
| Al[v] | moments when you get completely stuck, ok? | | | |
| [com] | | 13 mins left out. | | |

[5]

| | | | | | | |
|---------|-------------------------|---|---------------------------|-----------------------------|--------------|--------------|
| | 10 [14:01.3] | 11 [14:02.1] | 12 [14:03.0] 13 [14:03.7] | 14 [23:54.0] | 15 [23:56.6] | 16 [23:59.2] |
| Ya[v] | Літом... Летом, да? Да. | | | | | |
| Ya[lat] | Litom. Letom, da? Da. | | | | | |
| Ya[eng] | In summer, right? Yes. | | | | | |
| Ya[nv] | Laughs. Smiles. Smiles. | | | | | |
| Ya[c] | Repeats after him. | | | Moves her head towards him. | | |
| An[v] | Лі/літом. Літом. | І, ну, там все дешево? •• Ну, як ціни? •• В | | | | |
| An[lat] | Litom. Litom. | I, nu, tam vse deševo? •• Nu, jak ciny? •• V | | | | |
| An[TL] | in summer | and well there everything cheap-ADV •• well how price-PL •• in | | | | |
| An[eng] | | So, is it cheap there? •• Well, what do the prices look like? •• In | | | | |
| An[nv] | | | | | | |
| [com] | | 11 mins left out. | | | | |

The question “Vlitku tež bula?” (Were you there in summer too?) (7) is put by Ukrainian speaker Andrei. Yana responds with an echo question “Vlitku?” which, being a meaningless repetition of a part of Andrei’s utterance reveals her non-understanding of this element, and, therefore, the whole utterance. Yana’s question can be considered a request for clarification. Andrei realizes that understanding on the hearer’s side did not

happen and uses the reformulation strategy to make the meaning of the problematic element clear by saying the word “Litom” which means the same as “Vlitku” - ‘In summer’. It happened so that in the Ukrainian language there are the two words signifying exactly the same meaning. Both of them are adverbs originating from the common stem ‘lito’ (summer), but if the word ‘vlitku’ was formed with the help of prefix ‘v’ and Locative case of ‘lito’, the word ‘litom’ was formed by using ‘lito’ (summer) in Instrumental case. In the Russian language ‘in summer’ sounds as ‘letom’ which, just like Ukrainian ‘litom’, is formed by putting ‘lito’ (summer) in Instrumental case. So, having heard Andrei’s reformulation “Litom” (In summer) Yana repeats it, nods her head and laughs probably already understanding the meaning of it. The next moment she puts a question-hypothesis “Letom, da?” (In summer, right?), using already Russian word for ‘summer’ and being relaxed and smiling as if being sure that she got the right meaning. So, although he confirms her hypothesis at the same time she puts the question without leaving her some time to think, she immediately gives a meaningful answer to the initial question of Andrei. Therefore her understanding happened already at the stage of Andrei’s reformulation. Also, her immediate answer to the initial question “Vlitku tež bula?” (Were you there in summer too?) can show that with ‘vlitku’ being the problematic element the other part of the utterance was completely clear for her. So, in this case the echo question is directed to one element to be clarified, not to the whole utterance.

8.4 Reformulating referring to the common world knowledge

In order to overcome problematic reception speakers often reformulate non-understood utterances using the concepts of world knowledge which are conventionally shared by all people. In many cases such reformulations contain international words used with appeal to hearer’s mother tongue knowledge domain.

E11

((Polish speaker Peter complains to Ukrainian speaker Vika about the fact that it is difficult and boring for him to write thesis and tells that he already wants to work instead of studying)).

[46]

| | 163 [21026] | 164 [21546] | 165 [21560] | 166 [21573*] |
|---------|--------------------------------|-------------|---|--------------|
| Vi[v] | англійська • і потім німецька. | | Головне вже закінчити. ((0.9s)) А потім... | |
| Vi[lat] | ka i potim nimec'ka. | | Holovne vže zakinchty. ((0.9s)) Apotim... | |
| Vi[TL] | | | main-NOM already finish-INF ((0.9s)) and then | |
| Vi[eng] | English and then German. | | The most important is to graduate. ((0.9s)) And then... | |
| Vi[mv] | | | Smiles | |
| Pe[v] | | | ((0.9s)) Nie rozumiem. Jak? | |
| Pe[eng] | | | ((0.9s)) I don't understand. What? | |
| Pe[mv] | | | Smiles. | |
| [com] | 1 min left out. | | | |

[47]

| | 167 [21576] | 168 [21589*] | 169 [21599] | 170 [28003*] | 171 [28005*] 172 [28012] |
|---------|--|--------------|--|--------------|--------------------------|
| Vi[v] | Диплома отримати. | | • • Маю на увазі, головне диплома отримати. А потім вже | | |
| Vi[lat] | Dyploma otrymaty. | | • • Maju na uvazi holovne dyploma otrymaty. A potim vže ((1s)) | | |
| Vi[TL] | diploms-ACC get-INF | | | | |
| Vi[eng] | To get diploma. | | • • I mean the most important is to get diploma. And then you are free | | |
| Vi[mv] | | | Nods her head. | | |
| Pe[v] | No! | | No! | | |
| Pe[eng] | Yeah! | | Yeah! | | |
| Pe[c] | Smiles and nods his head supportively. | | | | |

[48]

| | 169 [28037*] | 170 [28038] | 171 [29042] |
|---------|----------------------------|-------------|---|
| Vi[v] | ((1s)) в тебе вільні руки. | | Ні, ну якщо не лежить душа, то себе не треба змушувати. |
| Vi[lat] | v tebe vilni ruky. | | Ni nu jakščo ne ležit' duša to sebe ne treba zmušovaty. |
| Vi[TL] | | | no well if lie-NEG-PRS-3SG soul-NOM so you-REC-ACC should-NEG force-INF |
| Vi[eng] | free to choose. | | Yes, if you have a distaste for it you should not force yourself. |
| Pe[v] | No! | | |
| Pe[eng] | Yeah! | | |
| Pe[mv] | Smiles. | | Smiles. |
| [com] | 1 min left out. | | |

In s 164 Vika tells to Peter smilingly: “Holovne vže zakinchty” (The most important is to graduate) and continues after a pause: “A potim...” (And then...). Simultaneously with the later utterance Peter puts a request for clarification: “Nie rozumiem. Jak?” (I don’t understand. How?), which signifies his non-understanding of the former utterance. In fact, in “Holovne vže zakinchty” (The most important is to graduate) Vika uses the verb ‘finish’ in the meaning of ‘graduate’; this way of saying rather belongs to slang used by

students as a short form of official 'zakinčyty universytet' (to finish university). So, her utterance, lacking the object after the verb, might have sounded confusing to Peter.

Therefore, Vika makes a reformulation: "Dyploma otrymaty" (To get diploma), by what she presents the concept of 'graduation' in a more precise way since 'getting diploma' is the sense of graduation. Besides, 'diploma' as an international word is assumed by speaker to be easy for hearer's reception, and, moreover, the process of getting diploma is an aspect of world knowledge of which everyone is aware.

Peter understands her reformulation even before she finished it saying "No!" (Yeah!), smiling and nodding his head supportively. However, Vika seems to have perceived his "No!" (Yeah!) as the signal of non-understanding, so she continues with an explanation: "Maju na uvazi holovne dyploma otrymaty" (I mean the most important is to get diploma). Peter again shows her that it is clear to him saying "No!" (Yeah!) simultaneously with her utterance. Still, Vika believes that he needs extra clarification: "A potim vže v tebe vilni ruky" (And then you are free to choose). Peter utters "No!" (Yeah!) one more time and this time Vika realizes that it is clear to him.

The matter is that in Polish the interjection 'no' (yeah, really, well) is used for signaling the agreement with the interlocutor, or for expressing a slight astonishment (but still agreement), or for announcing that idea is being planned at the beginning of an utterance.

In the Ukrainian and Russian languages it is equal to 'nu'. In Russian 'no' means 'but'. Ukrainian speaker Vika being bilingual activates knowledge both of Russian and Of Ukrainian in order to understand Peter. So, most probably, hearing Peter's "No!" she makes inference using her knowledge of Russian 'no' (but) which gives her an idea that her utterances are denied or doubted, therefore, misunderstood. As a result, she reformulates again and again to make herself clear while it is already clear to Peter.

8.5 Looking for words which fit common knowledge

While trying to reformulate a problematic element speaker may choose to say many utterances in succession without giving time to hearer to perceive them. By doing this speaker hopes that some of the words of his speech may appear familiar to hearer and the more utterances he says the bigger probability there is for the hearer to understand the idea.

E12

((Russian speaker Yana informed Russian speaker Dariusz that she studies Business administration but later mentioned that she had experience of teaching English. Dariusz, probably being confused about her career plans, wants to learn for sure which option she is going to choose)).

[9]

| | 19 [01:52.0] | 20 [01:55.0] | 21 [01:48.0] |
|---------|------------------------|--|--------------|
| Ya[v] | Аā • я учу бизнес. | | |
| Ya[lat] | Aā ja uču biznes. | | |
| Ya[eng] | Aā • I study business. | | |
| Da[v] | Informatyka? | A to jest tylko jedna / jedna opcja, jedna | |
| Da[eng] | science? | And that is the only option, the only alternative? | |
| [com] | 1 min left out. | | |

[10]

| | 22 [01:48.0] | 23 [01:49.1] | 24 [01:50.4] |
|---------|--|---|--------------|
| Ya[v] | •• Да, у меня есть / есть ли у меня | | |
| Ya[lat] | •• Da u menja est' / est' li u menja al' | | |
| Ya[eng] | •• Yes, I have / do I have an alternative? | | |
| Ya[c] | <i>Tries to listen carefully.</i> | | |
| Da[v] | alternatywa? | Tylko nauczyciel? Czy coś jeszcze może? | |
| Da[eng] | Only teaching? | Or may be something else? | |

[11]

| | 25 [01:54.3]26 [01:54.8] | 27 [01:56.0] | 28 [01:57.7] | 29 [01:59.6]* |
|---------|--------------------------|---------------------------------------|--------------|----------------------------------|
| Ya[v] | альтернатива? | • Да, это как альтернатива. | | |
| Ya[lat] | alternativa? | • Da eto kak alternativa. | | |
| Ya[eng] | | • Yes, this is a kind of alternative. | | |
| Da[v] | Нñ | Jaka? Znaczy... Czy planujesz coś | | |
| Da[TL] | | mean-PRS-3SG | Q | plan-PRS-2SG something else |
| Da[eng] | Hñ | Which? | I mean... | Are you planning something else? |

[12]

| | | | |
|---------|---|---------------------------|---|
| | 30 [02:00:6] | 31 [02:01:9*] | 32 [02:03:3] |
| Ya[c] | <i>Tries to listen carefully.</i> | | <i>Tries to listen carefully.</i> |
| Da[v] | jeszcze? Czy tylko nauczyciel? Czy może coś jeszcze? No nie wiem, na przykład jak | | |
| Da[TL] | Q only teacher | Q may-be something else | well know-PRS-1SG for example as tell-PST-2SG |
| Da[eng] | Or only teaching? | Or may be something else? | Well, I do not know, for example, you were taking about business. |

[13]

| | |
|---------|---|
| Ya[c] | |
| Da[v] | powiedziałeś o tym biznesie, może planujesz jakąś firmę otworzyć, znaczy prowadzić jakąś |
| Da[TL] | about that business may-be plan-PRS-2SG some-ACC company-ACC open-INF mean-PRS-3SG found-INF some-ACC company-INF |
| Da[eng] | so may be are you planning to open some company. |

[14]

| | | | |
|---------|---|--|--------------|
| | 33 [02:11:2] | 34 [02:14:7] | 35 [02:18:5] |
| Ya[v] | | ((1s)) Аá ц/ вопрос - фирма? Буду | |
| Ya[lat] | | ((1s)) Аá c/ vopros firma? Буду | |
| Ya[eng] | | ((1s)) Аá the question is the company? If I will | |
| Ya[c] | <i>Tries to listen carefully.</i> | | |
| Da[v] | firmę. Czy nauczyciel, może firma, czy jakieś inne opcje? | | |
| Da[TL] | or teacher may-be company or some other option | | |
| Da[eng] | Either teaching, or company, or some other option? | | |

[15]

| | | | |
|---------|--------------------------|-----------------------------------|-----------------|
| | 36 [02:20:4]37 [02:21:0] | 38 [02:24:8] | 39 [02:29:9] |
| Ya[v] | ли я работать в фирме? | На будущее? | |
| Ya[lat] | li ja rabotat' v firme? | Na buduščee? | |
| Ya[eng] | work at a company? | For future? | |
| Da[v] | | Нñ Znaczy, plany na przyszłość. | Tak, dokładnie. |
| Da[TL] | | mean-PRS-3SG plan-PL for future | |
| Da[eng] | | Hñ I mean, your plans for future. | Yes, exactly. |

[16]

| | | |
|---------|--|------------------|
| | 40 [02:27:0] | 41 [02:32:7] |
| Ya[v] | | ((1.4s)) |
| Ya[lat] | | ((1.4s)) Tak |
| Ya[eng] | | ((1.4s)) Well, I |
| Da[v] | Czy ty chcesz tylko jako nauczyciel, czy jeszcze jakieś inne alternatywy co do tego. | |
| Da[TL] | or you want-PRS-2SG only as teacher or else some-ACC other-ACC alternative-ACC concerning that | |
| Da[eng] | Do you want to work only as a teacher, or some other alternative concerning that? | |

[17]

| | | |
|---------|--|--------------|
| | 42 [02:35:6] | 43 [02:39:3] |
| Ya[v] | Так, я не понимаю. ••• Это / ты у меня спрашиваешь, какие есть альтернативы? | |
| Ya[lat] | ja ne ponimaju. ••• Eto/ ty u menja sprášyvaeš kakije est' alternativy? | |
| Ya[eng] | do not understand. ••• You are asking me which alternatives I have? | |
| Da[v] | | Tak. |
| Da[eng] | | Yes. |

[18]

| | | |
|---------|---|---------------------------------------|
| | 44 [00:40.0] | 45 [00:44.8]46 [00:45.3] |
| Ya[v] | • • Аа после / после того, как я закончу четыре года? | • Какие / где / какие |
| Ya[lat] | •• Аа posle / posle togo kak ja zakonču četyre goda? | • Kakije / gde / kakije alternativy? |
| Ya[eng] | •• Аа after I finish the fourth year? | • Which / where / which alternatives? |
| Da[v] | | Нм̃ |
| Da[TL] | | U |
| Da[eng] | | Hm̃ |

[19]

| | | |
|---------|--|--------------------------|
| | 47 [00:46.8] | 48 [00:52.0]49 [00:53.8] |
| Ya[v] | альтернативы? | Агá |
| Ya[lat] | | Ahá |
| Ya[eng] | | Ahá |
| Ya[c] | | |
| Da[v] | To znaczy mówisz, że chcesz być nauczycielem, prawda? | Chcesz być |
| Da[TL] | that mean-PRS-3SG say-PRS-2SG that want-PRS-2SG be-INF teacher-INS right | want-PRS-2SG be-INF |
| Da[eng] | You are telling me that you want to be a teacher, right? | You want to be a |

[20]

| | | | |
|---------|--|--|---------------|
| | 50 [00:55.9*] | 51 [00:56.0]52 [00:57.0] | 53 [00:59.0*] |
| Ya[v] | | <i>Laughs. Laughs.</i> | |
| Ya[nv] | | | |
| Ya[c] | <i>Does not react to his question.</i> | | |
| Da[v] | nauczycielem? Ja tak zrozumiałem. | Chcesz być nauczycielem? Czy jest, czy coś | |
| Da[TL] | teacher-INS I so understand-PST-1SG | want-PRS-2SG be-INF teacher-INS or COP-PRS-3SG or something else | |
| Da[eng] | teacher? I understood it like that. | You want to be a teacher? Or there is something else, some other | |

[21]

| | | | |
|---------|--|-------------------------------|--------------|
| | 54 [05:05.6] | 55 [05:08.8] | 56 [05:08.0] |
| Ya[v] | | ((1.2s)) Не понимаю. | |
| Ya[lat] | | ((1.2s)) Ne ponimaju. | |
| Ya[eng] | | ((1.2s)) I do not understand. | |
| Ya[nv] | | | |
| Ya[c] | <i>Confused.</i> | | |
| Da[v] | jeszcze, jakaś inna opcja? Oprócz nauczyciela, o której myślisz. | Dobre. | |
| Da[TL] | some other option except teacher about which think-PRS-2SG | | |
| Da[eng] | option? Besides teaching - the one you are considering now. | Okay. | |

[22]

| | | | |
|---------|---|--|--------------|
| | 57 [05:08.6] | 58 [05:10.5] | 59 [05:12.9] |
| Ya[v] | ((Думаю)). | | |
| Ya[lat] | ((Dumaju)). | | |
| Ya[eng] | ((I think)). | | |
| Ya[nv] | | <i>Nods her head.</i> | |
| Da[v] | Ee, ja powiem, ja powiem tak. Ee, w moim przypadku. Ja, ja studiuję informatykę, uczę się | | |
| Da[eng] | Ee, I will explain in this way. | Ee, in my case. I study informatics, I learn computer science. | |

[23]

| | | |
|---------|---|--|
| | 60 [05:16.0] | 61 [05:19.9] |
| Ya[nv] | | <i>Nods her head.</i> |
| Ya[c] | | |
| Da[v] | informatyki.No i w przyszłości chciałbym być informatykiem, prawda. Programistą, czy jakimś | |
| Da[eng] | Well in future I would definitely like to a computer engineer. | A programmer, or some designer, well, I do |

[24]

| | | | |
|---------|---|---|--|
| | | 62 [03:24.7] | |
| Ya[c] | | | |
| Da[v] | dizajnerem, no nie wiem prawda. Ale, przykładowo, oczywiście żartuję, ale mógłbym pójść | | |
| Da[eng] | not know. | But, as an example, surely, I am joking now, I might join the army. | |

[25]

| | | | | |
|---------|------------------------------|----------------------------|-----------------------------|--------------------------|
| | | 63 [03:30.3] | 64 [03:31.4] | 65 [03:33.0]66 [03:33.9] |
| Ya[v] | | Армии? | | |
| Ya[lat] | | Armii? | | |
| Ya[eng] | | Army? | | |
| Ya[nv] | | Laughs. | | Laughs. |
| Da[v] | do wojska, prawda, do armii. | Znaczy to / nie, nie, nie. | Ale, ale, armia to jest | |
| Da[eng] | | I mean / no, no, no. | But army is an option here. | |
| Da[nv] | | Laughs. | | Laughs. |

[26]

| | | | |
|---------|--|------------------------------|--------------|
| | | 67 [03:37.0] | 68 [03:42.7] |
| Ya[c] | <i>Tries to listen carefully.</i> | | |
| Da[v] | opcja, prawda. Generalnie - informatyk, opcja - armia, jakaś firma czy coś. Czy ty masz taką | | |
| Da[eng] | Generally - computer engineer, option - army, or some company or something like this. | Do you have such option too? | |

[27]

| | | | | |
|---------|---|---|--------------|--------------|
| | | 69 [03:44.3] | 70 [03:47.3] | 71 [03:49.4] |
| Ya[v] | | Нет / то есть / подожди. Ты учишь | | |
| Ya[lat] | | Net / to est' / podozdi. Ty ucisz informatiku? | | |
| Ya[eng] | | No / I mean / wait. You study computer science? | | |
| Ya[c] | <i>Confused.</i> | | | |
| Da[v] | opcję też? •• Czy ty, ty, ty coś w tym stylu... | | | |
| Da[eng] | •• Something like that. | | | |

[29]

| | | | |
|---------|---|---|--|
| | | 77 [03:59.7]78 [04:00.3] | |
| Ya[nv] | | <i>Laughs.</i> | |
| Da[v] | opcję, myślę o tym, prawda, znaczy no nie myślę, ale... | Powiedzmy że to jest też opcja, | |
| Da[eng] | actually, I mean, I do not think of it, but... | Let us say it is also an option, right? | |
| Da[nv] | | | |

[30]

| | | | |
|---------|---|--|--------------|
| | | 79 [04:02.4] | 80 [04:04.5] |
| Ya[c] | <i>Tries to listen carefully.</i> | | |
| Da[v] | prawda? Generalnie ja chcę być informatykiem. Ale mam opcje, jeszcze, ale mogę mieć | | |
| Da[eng] | In fact, I would like to be a computer engineer. | But I have some more option, and I may have some other options, right? | |

[31]

| | | | |
|---------|---|---------------|--------------|
| | | 81 [04:08.4*] | 82 [04:11.8] |
| Ya[v] | | | Хм |
| Ya[lat] | | | Hm |
| Ya[eng] | | | Hm |
| Da[v] | jeszcze inne opcje, prawda? Wybrać jakieś inne specjalizacje, pójść do innej pracy. | | |
| Da[eng] | Choosing some other specialization, switching to another profession. | | |

[32]

| | | | |
|---------|---|---|---|
| | 83 [04:12.2] | 84 [04:14.3] | 85 [04:17.5] |
| Da[v] | Nie tylko jako informatyk. Jeszcze coś, jakaś inna firma może, wiesz. O to, o to, o to mi | | |
| Da[eng] | Not only being a computer engineer. | May be, you know, something else, some other company. | As for, as for, as for that, if you have your |

[33]

| | |
|---------|--|
| Da[v] | chodzi, czy ty masz takie, czy ty masz takie, jakieś właśnie w tym stylu opcje, jakieś |
| Da[eng] | own in that way option, some alternative. |

[34]

| | | | |
|---------|---------------------------|---|------------------------------|
| | 86 [04:25.5] | 87 [04:26.5] | 88 [04:29.9]-89 [04:30.0] |
| Ya[v] | Альтернативы. •• Подожди. | | Я сказала, что |
| Ya[lat] | Alternativy. | •• Podoždi. | Ja skazala čto |
| Ya[eng] | Alternatives. | •• Wait. | I said if I do not work at a |
| Da[v] | alternatywy. | •• Pracy, alternatywy pracy, może w ten sposób. | |
| Da[eng] | | •• Of job, alternatives of job, let us say in this way. | |
| Da[nv] | | | |
| Da[c] | | | |

[35]

| | | | |
|---------|-------------------------------------|----------------------------------|----------------|
| | 90 [04:34.7]-91 [04:35.3] | 92 [04:39.4]-93 [04:39.9] | |
| Ya[v] | если я не буду работать в фирме... | То • я могу работать • учителем. | Учитель: |
| Ya[lat] | esli ja ne budu rabotat' v firme... | To ja mogu rabotat' učitelem. | Učitel' |
| Ya[eng] | company... | I • may work • as a teacher. | Teacher: |
| Da[v] | | Нм̃ | Аг̃а |
| Da[eng] | | Hm̃ | Ag̃a |
| Da[nv] | | | Nods his head. |

[36]

| | | | |
|---------|---------------------------|---|------------|
| | 94 [04:43.5]-95 [04:43.7] | 96 [04:48.3] | |
| Ya[v] | студенты, учитель. | А может быть / ((1.3s)) я также люблю фотографировать. | |
| Ya[lat] | studenty učitel'. | A možet byt' / ((1.3s)) ja takže ljubiju fotografirovat'. | |
| Ya[eng] | studentes, teacher. | Well, may be / ((1.3s)) I also like taking pictures. | |
| Da[v] | | Нм̃ | Так. |
| Da[eng] | | Hm̃ | Yes. |
| Da[nv] | | Nods his head. | |
| Da[c] | | | Satisfied. |

Dariusz makes a question “A to jest tylko jedna / jedna opcja, jedna alternatywa?” (And that is the only option, the only alternative?) (s 21), where he uses two synonyms: ‘opcja’ (option) and ‘alternatywa’ (alternative) to make his idea clearer, probably, anticipating Yana’s misunderstanding. However, seeing her strained face expression he tries to reformulate the misunderstood utterance with two more questions: “Tylko nauczyciel?” (Only teacher?), “Czy coś jeszcze może?” (Or may be something else?). Yana starts her answer declaratively saying “Da u menja est'...” (Yes, I have...) but then makes her utterance interrogative “Est' li u menja al'ternativa?” (Do I have an

alternative?) as if believing to have caught the meaning of Dariusz's question but still wanting to make sure that what she is not mistaken. Her question is believed by her to be a rephrasing of Dariusz's idea put in his questions, and she is close to being right, but illocution in her question is different from that in Dariusz's questions. The set of Dariusz's questions can be considered a one alternative question. Yana's question, on the other hand is a yes/no one, which, if being answered does not give information requested by Dariusz. However, he affirms her request for confirmation with an interjection "Hm", giving her an idea that she was right in her guess. Probably he heard Yana say the word "alternativa" (alternative) and, coming to conclusion that she understood correctly, affirms her false guess. As a result, she answers to her question "Da eto kak al'ternativa" (Yes, this is a kind of alternative), what is, however, is not the answer Dariusz expected. So, he asks "Jaka?" (Which/What kind of?), and, as if anticipating her misunderstanding, immediately adds a clarification "Znaczy... Czy planujesz coś jeszcze?" (I mean... Are you planning something else?) Dariusz's attitude here makes an impression that while trying to make himself clearer he confuses his party even more. After asking the question "Jaka?" (Which?), which sounds as 'Kakaja' in Russian and has a chance to be understood by a Russian speaker, he adds more complicated utterances without giving Yana time to think over it. Indeed, from the score area № 11 till the score area № 14 he speaks nonstop. Yana takes a long pause and, probably, feeling obliged to put something as an answer, but seeming not to understand his idea completely, makes an inference with one word she could comprehend out of his speech. The Polish word 'firma' (company) sounds exactly like the Russian one 'firma' with the same meaning. So Yana makes a request for confirmation "Aa c/ vopros firma? Budu li ja rabotat' v firme?" (Aá the question is the company? If I will work at a company?) to which she gets an affirmative answer "Hm" on Dariusz's side. But then he immediately repairs himself putting his idea in a more general way: "Znaczy, plany na przyszłość" (I mean your plans for future). The matter is that Yana again changed the illocution of his question from alternative to general one, narrowing the idea of few concepts to one concept. So, Dariusz realizes that if he lets her answer her question

after his affirmative “Hm” it will not be the information he wants to learn. Therefore, he adds the mentioned utterance to lead her to the discussion of her future profession preferences. Yana puts an echo question “Na buduščee?” (For future?), repeating with hypothesis the part of his utterance which she is uncertain about. Most probably the problematic element for her was the word ‘przyszłość’ (future) which sounds in Russian as ‘buduščee’. At the same time, ‘plany na’ (plans for) have the exact equivalent in the Russian language, moreover as ‘plans for future’ is a set expression, it is not difficult to guess the last word of it.

Dariusz affirms Yana’s question saying “Tak, dokładnie” (Yes, exactly), but again underestimates her understanding and immediately adds one more utterance “Czy ty chcesz tylko jako nauczyciel, czy jeszcze jakieś inne alternatywy co do tego” (Do you want to work only as a teacher, or some other alternative concerning that?) By doing this he does not let her answer about her plans for future, but confuses her again with the long complicated structure. So, after a long pause her answer “Tak, ja ne ponimaju” (Well, I do not understand) comes about. And, apparently, being completely confused, Yana tries to rephrase his question three times seeking the sure understanding. After her first two questions she gets Dariusz’s affirmations “Yes” and “Hm”. Yet, her third question was, seemingly, perceived by Dariusz as a signal of very dim understanding on Yana’s side. So, he makes another reformulation “To znaczy mówisz, że chcesz być nauczycielem, prawda?” (You are telling me that you want to be a teacher, right?), and when receives her answer “Aha”, continues his idea: “Chcesz być nauczycielem? Ja tak zrozumiałem” (You want to be a teacher? I understood it like that). At this point he might have started doubting if he had led his idea in the right direction. However, Yana’s reaction was only laugh by which she signified that she was completely confused. Evidently, the essential element ‘nauczyciel’ (teacher) was not comprehended by her. Dariusz, being himself uncertain if his understanding is correct, is left with the only alternative – to go on with the idea he started with: “Chcesz być nauczycielem? Czy jest, czy coś jeszcze, jakaś inna opcja? Oprócz nauczyciela, o której myślisz” (You want to be a teacher? Or there is something else, some other option? Besides teaching - the one you

are considering now). Here he again uses the word 'nauczyciel' (teacher) and other structures which he has already used unsuccessfully, such as 'czy coś jeszcze' (or something else) and 'jakaś inna opcja' (some other option). Yana, naturally, does not understand it this time as well and tells it to Dariusz. Therefore, he starts clarification in a different way, taking himself as an example. From the score area № 21 till the score area № 25 he explains that he studies computer science and would like to work in future as a computer engineer but might join the army as well specifying that the army is an option in his case. Just as he finished his explanation with the words "... ale mógłbym pójść do wojska, prawda, do armii" (... I might join the army) she echoed the last word of it "armii?" (army?) which sounds in Russian the same way. Most probably she did not understand the rest of his speech and thus required to clarify it. On the other hand, hearing from a male speaker the word 'army' and having plans for future discussed pushes a hearer to the idea that the speaker is going to join the army. Anyway, obviously, it was the way Dariusz supposed Yana had understood him. His reaction was quite emotional as he was denying the possibility that he might join the army. They both laugh at his impulsiveness and, also, at the fact that Yana understands that he is not eager to go into the army. Further, in the score areas № 25-27 Dariusz tries to explain that army was just an example of an option of his activities in future. Yana's reply is 'Wait' as a signal that she is coming to a certain summarization and planning to say something. She continues with "Ty учиš informatiku? Potomu čto ty ne xočeš v armiju?" (You study computer science? Because you do not want to go into army?). This opinion of hers was formed, seemingly, by her knowledge that Dariusz does not want to join army and understanding few words out of his entire speech. Supposedly she comprehended basically two words: 'armia' (army) and 'informatyka' (computer science) which are common in Polish and Russian languages. Thus, putting these altogether she drives the stated above conclusion. Subsequently, it being false, Dariusz (in the score areas № 28-34) makes another attempt to reformulate his idea mostly repeating the words he already used and which proved not to work for Yana's understanding. So, throughout all these utterances Yana does not reveal any reaction of

understanding, except for one affirmative interjection “Hm” in the score area № 31 which is said rather automatically than meaningfully. However, in the last Dariusz’s sentence the last word “alternatywy” (alternatives) appeared to be a key word for Yana’s understanding. She immediately echoed it and, after taking a pause, said “Podoždi” (Wait) as if having the speaker’s plan being reconstructed in her mind. Having heard the word ‘alternatives’ she mentally returns to the beginning of the conversation, that is, to the topic about profession choices. Due to the word ‘alternatives’ she was close to understanding in the score areas № 11 and 17, but each time Dariusz, trying to give her more information, led her inference to a different direction.

Simultaneously with her “Podoždi” (Wait) Dariusz makes one more reformulation “Pracy, alternatywy pracy, może w ten sposób” (Alternatives of job, let us say in this way), which sounds more like a self-repairment for a better style, than giving a new information to the hearer. Nevertheless, Yana starts answering meaningfully: “Ja skazala čto esli ja ne budu rabotat' v firme... To ja mogu rabotat' učitelem” (I said if I do not work at a company... I may work as a teacher) and, although Dariusz gave affirmative signals “Hm” and “Aha” after each utterance, she adds a non-requested clarification “Učitel': studenty, učitel'” (Teacher: students, teacher). And, having been again shown the understanding on Dariusz’s side with his “Hm”, she continues “A možet byt' / ja takže ljublju fotografirovat'” (Well, may be... I also like taking pictures). At this point Dariusz has a glad face expression and says with a joyful voice “Tak” (Yes) as if signifying that he received the information he wanted.

CHAPTER 9

SPEAKER'S OPERATING ON HEARER'S PERCEPTION

9.0 Presentation

This chapter presents such speaker's strategies of meta discourse as clarification of parsing structure, appeal to the phonological knowledge of the recipient, referring to the object instead of process, repetition with a function of a request for repair.

9.1 Clarification of parsing structure

In a situation when hearer cannot comprehend the essential elements in speaker's utterance because of parsing problems, speaker may repeat the elements in isolation from the utterance, hence, presenting the main idea piece by piece.

E13

((Russian speaker Yana shares with Ukrainian speaker Andrei her plans about education in China. Andrei asks different questions about China)).

[5]

| | 10 [14:01.3] | 11 [14:02.1] | 12 [14:03.0] 13 [14:03.7] | 14 [23:54.0] | 15 [23:56.6] | 16 [23:58.2] |
|---------|---------------------------|----------------|---------------------------|---|--|--------------|
| Ya[v] | Літом... Летом, да? Да. | | | | | |
| Ya[lat] | Litom. | Letom, | da? | Da. | | |
| Ya[eng] | | In summer, | right? | Yes. | | |
| Ya[nv] | <i>Laughs.</i> | <i>Smiles.</i> | | <i>Smiles.</i> | | |
| Ya[c] | <i>Repeats after him.</i> | | | <i>Moves her head towards him.</i> | | |
| An[v] | Лі/літом. | Літом. | | І, ну, там все дешево? •• Ну, як ціни? •• В | | |
| An[lat] | | Litom. | | I, nu, tam vse deševo? | •• Nu, jak ciny? | •• V |
| An[TL] | | in summer | | and well there everything cheap-ADV | •• well how price-PL | •• in |
| An[eng] | | | | So, is it cheap there? | •• Well, what do the prices look like? •• In | |
| An[nv] | | | | | | |
| [com] | | | | <i>11 mins left out.</i> | | |

[6]

| | 17 [20.590] | 18 [24.003] | 19 [24.053] |
|---------|-------------|-------------|--|
| Ya[v] | | | • Ам, ну, не знаю насчет дешево - не дешево. |
| Ya[lat] | | | • Am, nu, ne znaju nasčët dëšëvo- ne dëšëvo. |
| Ya[eng] | | | • Am, well, I do not know if it is cheap or not. |
| Ya[inv] | | | <i>Smiles.</i> |
| An[v] | | | Китаї. Дешево? |
| An[lat] | Kytaji. | Dešëvo? | |
| An[TL] | China | cheap-ADV | |
| An[eng] | China. | Cheap? | |

Andrei asks Yana “I, nu, tam vse dešëvo?” (So, is it cheap there?), and does not receive any reply from her, only a movement of her head towards him. This makes him realize that his question was not understood. He tries to make a reformulation with another question “Nu jak ciny?” (Well how prices), changing the illocutionary force. If the first question had an illocution of a yes/no question what demands understanding of the whole sentence the second one having the illocution of a wh-question makes understanding easier as it contains the question word. However, the hearer again reveals the reaction of non-understanding and the speaker, mentally coming back to his first question, makes an attempt to divide it into two parts therefore dividing its complexity. So, in the following two utterances he first says “V Kytaji” (In China) referring it to the word “tam” (there) in the first part of the initial question and then “Dešëvo?” (Cheap?) inserting it from the second part. After this the meaningful answer of the hearer follows.

9.2 Appeal to the phonological knowledge of the recipient

In receptive multilingual communication the speakers are aware that their languages are close enough to be comprehensible for them. Moreover, one may intuitively guess that some words in his/her mother tongue sound similar to their equivalents in the language of interlocutor and utter them with a certain expectation of the understanding reaction. Sometimes speakers even know some words in the language of the other party and use them to help him/her to reach understanding.

E14

((Polish speaker Peter tells to Russian speaker Tanya that he went to Alaska every summer for three years.))

[16]

| | 62 [05:08.2] | 63 [05:09.3]*64 [05:10.7] | 65 [05:11.3] | 66 [05:13.2] | 67 [05:13.7] | 68 [05:14.3] |
|---------|--|---------------------------|--|--------------|--------------|--------------|
| Ta[v] | Arǎ | | ((1s)) Не по / не поняла. | | | • Еще раз. |
| Ta[lat] | Agǎ | | ((1s)) Ne po / ne ponjala. | | | • Ješćě raz. |
| Ta[TL] | U | | | | | |
| Ta[eng] | Ahǎ | | ((1s)) I didn't understand. | | | • Once more. |
| Ta[nv] | <i>Nods her head.</i> | | <i>Slightly turns her head and smiles.</i> | | | |
| Ta[c] | | <i>Does not react.</i> | | | | |
| Pe[v] | dokładnié. I tam pracuję przy rýbach. •• Rýby. | | | Rýby. | | • |
| Pe[TL] | And there work-PRS-1SG near fish-PL | •• fish-PL | | fish-PL | | • fish-PL |
| Pe[eng] | So I work there on fish. | •• Fish. | | Fish. | | • Fish. |
| R[lat] | I tam robotaju na rybe. | •• Ryba. | | | | |

[17]

| | 69 [05:14.9] | 70 [05:16.3] | 71 [05:18.2] | 72 [05:19.3] | 73 [05:20.6] |
|---------|--|--------------|-------------------------------|---|--------------|
| Ta[v] | | | Arǎ, arǎ, arǎ | | Arǎ, arǎ |
| Ta[lat] | | | Agǎ, agǎ, agǎ | | Agǎ, agǎ |
| Ta[TL] | | | U | | U |
| Ta[eng] | | | Ahǎ, ahǎ, ahǎ | | Ahǎ, ahǎ |
| Ta[nv] | <i>Smiles.</i> | | <i>Smiles, nods her head.</i> | <i>Smiles, nods her head.</i> | |
| Ta[c] | <i>Confused.</i> | | | | |
| Pe[v] | Rýby. ••• Rýba. ((1s)) Po rosýjsku 'ryba'. | | | • Pracuję przy rýbach • ee •• fabryce | |
| Pe[TL] | ••• fish-SG ((1s)) in Russian fish-SG | | | | |
| Pe[eng] | ••• Fish. ((1s)) In Russian 'ryba'. | | | • I work on fish • ee •• at fish plant. | |

[18]

| | 72 [05:20.6]*73 [05:21.7] | 74 [06:01.0] | 75 [06:02.2]* | 76 [06:02.3] | 77 [06:03.7] |
|---------|---|------------------------------------|---------------|----------------------------|--------------|
| Ta[v] | А какие языки́ ты знаешь еще? | Языкí. | | •• Говорить, говоришь. | |
| Ta[lat] | A kakije jazyki ty znaješ ješćě? | Jazykí | | •• Govorit', govoriš. | |
| Ta[TL] | and what-PL language-PL you know-PRS-2SG else | language-PL | | •• speak-INF speak-PRS-2SG | |
| Ta[eng] | Which else languages do you know? | Languages. | | •• To speak, you speak. | |
| Pe[v] | rybnéj. | •• Jak? Jeszcze raz? | | | •• |
| Pe[TL] | | •• What? One more time? | | | •• In which |
| Pe[eng] | | | | | |
| Pe[nv] | | <i>Moves his head towards her.</i> | | | |

In s 62 Peter's utterance "I tam pracuję przy rybach" (So I work there on fish) is represented which causes the non-understanding on Tanya's side. In the Russian language it sounds as 'I tam robotaju na rybe'. The different elements between the two utterances are verbs "pracuję" – 'robotaju' (work) and the prepositions "przy" – 'na' (on). Interestingly, the word 'fish' being common in both languages (ryba), differs in formation of plurality: in Polish it functions as a regular noun and takes a plural ending

'y' – 'ryby', while in Russian it is an exception and in plural keeps its singular form – 'ryba'. Therefore, the Local case formation is dependable on the plurality endings: in Polish 'rybach', in Russian 'rybe'. So, these differences might have influenced Tanya's perception of the word "rybach" as of an unfamiliar word.

Anyway, it was the very word which Peter considered a key element in the utterance. So, after receiving no reaction on Tanya's side, he repeats "Ryby" (Fish) putting it in the Nominative case. However, Tanya reveals a total confusion and informs Peter of it: "Ne po / ne ponjala" (I didn't understand). He repeats the same word "Ryby" (Fish) with the intonation of supportiveness, believing that it is easy to understand for her. Tanya again cannot comprehend the word and asks him to repeat it: "Ještě raz" (Once more).

Crucial factor of non-understanding might have been the way of Polish pronunciation of the word "ryby": unlike Russian the sound 'r' has less vibration and the first 'y' sounds much shorter and less emphasized than it would do in Russian word 'ryba'.

So, after repeating "Ryby" (Fish) again without a result, Peter modifies it into the Russian equivalent: "Ryba" (Fish) hoping that this will make it clear to Tanya. Yet, probably because of the Polish way of pronunciation, the word still seems foreign to Tanya.

Having waited for one second, Peter makes an elaboration: "Po rosyjsku 'ryba'" (In Russian 'ryba') what has an immediate effect on Tanya's understanding. She utters "Aha, aha, aha" nodding her head and smiling. After securing Tanya's understanding of the word "ryba", Peter uses it in the sentence drawing her attention back to what was discussed before: "Pracuję przy rybach ee fabryce rybnej" (I work on fish, ee, at fish plant), to what he also gets a reaction of understanding from Tanya as she says: "Aha, aha" and smiles.

9.3 Referring to object instead of process

In case the non-understood element signifies the process of an action the speaker's reformulation may function as manifestation of an object of the action.

E15

((Polish speaker Dariusz and Russian speaker Yana discuss Yana's plans about going to Germany for traveling)).

[52]

| | | | | |
|---------|--|-------------|-------------|-----------------------------|
| | 173 [12050] 174 [12055] | 175 [12076] | 176 [12109] | 177 [12437] |
| Ya[v] | Я много где была. Я думаю, что я бы поехала в Германию. | | | |
| Ya[lat] | Ja mnogo gde byla. Ja dumaju čto ja by poexala v Germaniju. | | | |
| Ya[eng] | I have been in many places. I think I would like to go to Germany. | | | |
| Da[v] | Agă. | | | W Niemczech |
| Da[TL] | | | | in Germany-LOC be-PR.S- |
| Da[eng] | Ahă. | | | In Germany there is much to |
| [com] | | | | 30 secs left out. |

[53]

| | | | | |
|---------|------------------------------------|------------------------------------|----------------|-------------------------|
| | 178 [12461] | 179 [12470] | 180 [12492*] | 181 [12501] 182 [12509] |
| Ya[v] | | Зобач... | | Мхм. |
| Ya[lat] | | Zobač... | | Mhm. |
| Ya[eng] | | | | Mhm. |
| Ya[nv] | | | Nods her head. | Nods her head. |
| Ya[c] | | Repeats after him. | | |
| Da[v] | jest dużo do zobaczenia, może tak. | Ee, dużo ładnych miejsc, prawda. | | Do |
| Da[TL] | 3SG much to watching maybe so | | | |
| Da[eng] | see, let us say so. | Ee, many beautiful places, really. | | To which one |
| Da[nv] | | | | |
| Da[c] | | | | |

Dariusz tells to Yana in s 177 “W Niemczech jest dużo do zobaczenia, może tak” (In Germany there is much to see, let us say so). Yana is confused; apparently, by the word ‘zobaczenia’ (watching) which she echoes requesting, thus, a clarification. Dariusz makes a reformulation “Ee, dużo ładnych miejsc, prawda” (Ee many beautiful places, really) to which Yana has a definite reaction of understanding as she nods her head and utters “Hm”. Yet, Dariusz, probably anticipating her misunderstanding, develops his idea “Do których można pojechać, które można zobaczyć. Dwa dni to jest za mało” (To which one may go and look around. Two days is not enough). Yana agrees “Da eto malo” (Yes, it is not enough).

9.4 Repetition with a function of a request for repair

In the situation when hearer faces difficulties to understand speaker's utterance completely, he/she may put a question-hypothesis to check if the way he/she understands agrees with what was meant by speaker. Speaker is expected to give an evaluation and if the guess is not correct he/she chooses the way to show it to hearer. One of such strategies is the repetition of the non-understood element with a cue to hearer to try his/her guess again.

E16

((Polish speaker Monika studies at the Manchester University. Russian speaker Rustam asks her few questions about the conditions of entrance to this University)).

[122]

| | | | | | |
|---------|-------------------------------------|-----------------------------|----------------|-----------------------|------------------------------|
| | 613 [27:10.7] 614 [27:11.4] | 615 [27:12.6] 616 [27:12.9] | 617 [27:13.4] | 618 [27:14.0] | 619 [28:01.1] 620 [28:01.5*] |
| Mo[v] | jak jesteś w szkole, tak? | Ostatni rok? | Uniwersytetu. | | |
| Mo[TL] | be-PRS-1SG in school-LOC <i>yes</i> | | | | |
| Mo[eng] | right? | Last year? | Of university. | | |
| Mo[nv] | | | | | <i>Laughs.</i> |
| Ru[v] | | Хм? | Хм | Да, да. | А такие |
| Ru[lat] | | Hm? | Hm | Da, da. | A takije specialnosti |
| Ru[eng] | | Hm? | Hm | Yes, yes. | Are there such departments |
| Ru[nv] | | | | <i>Nods his head.</i> | |
| Ru[c] | | | | | |
| [com] | | | | | <i>46 secs left out.</i> |

[123]

| | |
|---------|---|
| | 622 [28:01.7*] 623 [28:05.7] |
| Mo[v] | Нм |
| Mo[eng] | Hm |
| Mo[nv] | |
| Ru[v] | специальности, как там, международные отношения, политология, есть у вас? |
| Ru[lat] | specialnosti, kak tam mezdunarodnyje otnošenija politologija est' u vas? |
| Ru[eng] | as International Relations, Politology at your university? |
| Ru[nv] | |
| Ru[c] | |

[124]

| | | | | | | | |
|---------|---------------|------------------------|---------------|---------------------------------|---------------|---------------|------------------------------|
| | 624 [28.06.3] | 625 [28.07.3] | 626 [28.08.0] | 627 [28.08.5] 628 [28.09.0] | 629 [28.11.9] | 630 [28.12.8] | 631 [28.14.3] 632 [28.15.2*] |
| Mo[v] | | Jest. | Hm̃ | Ale ee drogi. | | | Drogi. |
| Mo[TL] | | | | but U expensive | | | |
| Mo[eng] | | Yes, there are. | Hm̃ | But ee expensive. | | | Expensive. |
| Mo[nv] | | | | | | | |
| Mo[c] | | | | | | | |
| Ru[v] | | В Манчестерском? Есть? | | •• Дроги. Другие университеты? | | | Аá, |
| Ru[lat] | | V Mančesterskom? | Est'? | •• Drogi. Drugije universitety? | | | Aá |
| Ru[eng] | | In Manchester one? | Are there? | Other universities? | | | Aá, |
| Ru[nv] | | | | | | | |
| Ru[c] | | | | Repeats after her. | | | |

[125]

| | | | | | | | | |
|---------|---------------|---------------|---------------------|--------------------|---------------|--------------------|------------------------------|---------------|
| | 633 [28.15.3] | 634 [28.15.9] | 635 [28.16.6] | 636 [28.28.9] | 637 [28.31.0] | 638 [28.32.2] | 639 [28.32.9] | 640 [28.33.5] |
| Mo[v] | | Drogi. | Rząd angielski. | | Rząd? | | ((3s)) U władzy kto | |
| Mo[eng] | | Expensive. | English government. | | Government? | | ((3s)) Who is the authority? | |
| Mo[c] | | Affirmative. | | | | | | |
| Ru[v] | | дорогие? | | Ангельский? | | Жонт? | | |
| Ru[lat] | | dorogije? | | Angielskij? | | Žont? | | |
| Ru[eng] | | expensive? | | | | | | |
| Ru[nv] | | | | | | | | |
| Ru[c] | | | | Repeats after her. | | Repeats after her. | | |
| [com] | | | 15 secs left out. | | | | | |

Rustam asks Monika: “A takije specyjal'nosti kak tam meždunarodnyje otnošenija politologija est' u vas?” (Are there such departments as International Relations, Politology at your university?) (s 619). Monika answers with affirmative “Hm”, but Rustam asks again to make sure that Monika answered meaningfully: “V Mančesterskom? Est'?” (In Manchester one? Are there?). However, Monika replies with “Jest” (Yes, there are) before he finished the first utterance and with “Hm. Ale ee drogi” (Hm. But ee expensive) revealing a perfect understanding. Rustam echoes the last word of her utterance “Drogi” the way Monika said it in Polish in attempt to find a Russian equivalent to it and puts forward his inference: “Drugije universitety?” (Other universities?) – Polish ‘drogi’ (expensive) reminds to Rustam of Russian ‘drugije’ (other). Monika, instead of evaluation, repeats “Drogi” (Expensive) again, giving Rustam the idea that the word “drogi” has a different meaning from the one hypothesized by him. It works out and he finds another Russian word sounding similar to Polish ‘drogi’ (expensive): “Aa, dorogije?” (Aa, expensive?).

Monika repeats “Drogi” (Expensive) with affirmative intonation showing Rustam that his inference is correct.

CHAPTER 10

EXPLANATION

10.0 Presentation

This chapter presents such types of speaker’s explanation as an ostensive explanation in acting non-verbally, explanation of an isolated element in speech formula, clarification of constellation.

10.1 Explanation

One of the ways in which speakers reformulate the non-understood element is expressing it in view of its social purpose, i.e. what it is good for; how people use it; how it functions.

E17

((Polish speaker Peter and Russian speaker Tanya ask each other which languages apart from their native ones they know)).

[18]

| | 72 [05:20.6]73 [05:59.7] | 74 [06:01.0] | 75 [06:02.2*] | 76 [06:02.3] | 77 [06:03.7] |
|---------|---|------------------------------------|---------------|----------------------------|--------------|
| Ta[v] | А какие языки́ ты знаешь еще? | | Языкí. | •• Говорить, говоришь. | |
| Ta[lat] | A kakije jazyki ty znajes' ješčë? | | Jazyki | •• Govorit', govoriš. | |
| Ta[TL] | and what-PL language-PL you know-PRS-2SG else | | language-PL | •• speak-INF speak-PRS-2SG | |
| Ta[eng] | Which else languages do you know? | | Languages. | •• To speak, you speak. | |
| Pe[v] | rybněj. | •• Jak? Jeszcze raz? | | •• | |
| Pe[TL] | | •• What? One more time? | | •• In which | |
| Pe[eng] | | •• What? One more time? | | •• In which | |
| Pe[nv] | | <i>Moves his head towards her.</i> | | | |

[19]

| | 80 [06.05.0] 81 [06.05.4] | 82 [06.05.9] |
|---------|---------------------------|---|
| Ta[v] | Хм | Нравится мне этот язык. |
| Ta[lat] | Hm̃ | Nrāvitsja mne etot jazyk. |
| Ta[TL] | U | appeal-PRS--SSG I-DAT this language-NOM |
| Ta[eng] | Hm̃ | I like this language. |
| Ta[c] | Affirmative. | |
| Pe[v] | Jakimi językami? | No, po polsku, po angelsku • i po niemecku. |
| Pe[eng] | languages? | Well, in Polish, English, and German. |

In s 73 Tanya puts a question to Peter: “A kakije jazyki ty znaješ ješčë?” (Which else languages do you know?). Peter makes a request for clarification: “Jak? Jaszczce raz?” (What? One more time?). Simultaneously with Peter’s “Jaszczce raz?” Tanya says “Jazyki” (Languages), thus, repeating the essential element of her utterance. However, after a pause, seeing no understanding on Peter’s side, she reformulates the concept ‘language’ in view of its social function: “Govorit’ / govoriš” (To speak / You speak). Therefore, she represents noun by a verb showing how it can be used by people. It works out and Peter puts a question-hypothesis in order to make sure he understood it correctly: “Jakimi językami?” (In which languages?). Tanya affirms it with “Hm” and Peter gives the meaningful answer: “No, po polsku, po angelsku i po niemecku” (Well, in Polish, English and German).

10.2 An ostensive explanation in acting non-verbally

The ostensive explanation as means of communication was described by Enlich and Rehbein (1982) as a non-parallel to speech action, though containing lexical meaning kind of non-verbal act. It is often used by speakers in receptive multilingual communication, especially in cases verbal explanation does not work out for hearer’s understanding.

E18

((Russian speaker Yana tells to Polish speaker Dariusz that she learns Chinese)).

[44]

| | | | | | | | |
|---------|-------------------------------------|---------------|-------------------|---------------|-------------------|---------------|--------------------|
| | 137 [07:29.4*] | 138 [07:29.4] | 139 [07:30.0] | 140 [07:30.3] | 141 [10:01.7] | 142 [10:03.7] | |
| Ya[v] | Ты - шесть? | | Аá, один семестр. | | Я учу китайский. | | Ты |
| Ya[lat] | Ty šest'? | | Aá odin semestr. | | Ja uču kitajskij. | | Ty |
| Ya[eng] | You - six? | | Aá, one term. | | I learn Chinese. | | Do you |
| Ya[nv] | | | | | | | |
| Ya[c] | | | | | | | |
| Da[v] | Jeden semestr. Jeden semestr tylko. | | | | | | Agã |
| Da[eng] | One term. Only one term. | | | | | | Ahá |
| Da[nv] | | | | | | | Nods his head. |
| Da[c] | | | | | | | |
| [com] | | | | | | | 2.6 mins left out. |

[45]

| | | | | |
|---------|--|---------------|---|---------------|
| | | 144 [10:03.9] | 145 [10:07.0] | 146 [10:11.9] |
| Ya[v] | знаешь слово китайский? Это язык. | | Аã ((1.7s)) | |
| Ya[lat] | znaješ slovo kitajskij? Eto jazyk. | | Aã ((1.7s)) Russia | |
| Ya[eng] | know the word 'kitajskij'? It is a language. | | Aã ((1.7s)) Russia - China. | |
| Ya[c] | | | Shows the geographical | |
| Da[v] | | | Так, то jest, jaka narod, jaki kraj kitajski? | |
| Da[eng] | | | Yes, that is such a nation, such a country - Chinese? | |
| Da[nv] | | | | |

[46]

| | | | | |
|---------|---|---|---------------|---------------|
| | 146 [10:11.9] | 147 [10:17.8] | 148 [10:20.3] | 149 [10:22.3] |
| Ya[v] | Аã ((1.7s)) Россия - Китай. ((1s)) Ээ это страна. | | Там | |
| Ya[lat] | Aã ((1.7s)) Russia Kitaj. ((1s)) Ee eto strana. | | Tam [judi] | |
| Ya[TL] | | | | |
| Ya[eng] | Aã ((1.7s)) Russia - China. ((1s)) Ee that is a country. | | There are | |
| Ya[nv] | | | | |
| Ya[c] | Shows the geographical location of China according to Russia assuming table as a map. | | Shows | |
| Da[v] | kitajski? | Okej, geografia to to, he, he. | | |
| Da[eng] | | Well, geography is, is... | | |
| Da[nv] | | Laughs. | | |
| Da[c] | | Shows that he is not good at geography. | | |

[47]

| | | | | | |
|---------|---------------------------|--|-------------------|------------------------------------|---------------|
| | 150 [10:23.8*] | 151 [10:24.3*] | 152 [10:24.3] | 153 [10:26.0] | 154 [10:26.7] |
| Ya[v] | люди вот такие живут. | | | | |
| Ya[lat] | vot takije žyvut. | | | | |
| Ya[TL] | | | | | |
| Ya[eng] | such people living there. | | | | |
| Ya[nv] | | Laughs. | | Smiles | |
| Ya[c] | Chinese' eyes. | | | | Shows |
| Da[v] | Аá, ок. | Ok, ok. A na jak długo? Tak turystycznie, czy na kilka miesięcy? | | | |
| Da[eng] | Aá, ok. | Ok, ok. | And for how long? | Like tourist, or for a few months? | ((1.3s)) |
| Da[nv] | Smiles. | Smiles. | | | |

Yana tells to Dariusz “Ja uču kitajskij” (I learn Chinese) (s 141). He nods his head and utters “Aha” with an affirmative intonation. However, Yana anticipates his misunderstanding and makes an unrequested reformulation: “Ty znaješ slovo kitajskij?”

(Do you know the word 'kitajskij?'), and, without waiting for his reply, gives the answer "Eto jazyk" (It is a language). Evidently, Dariusz did not comprehend the word 'jazýk' (language) ('jézyk' in Polish – with the different stress) as he lists only the concepts 'nation' and 'country' which belong to 'Chinese'. He utters his guess with an interrogative intonation, what, probably makes Yana think that he needs another clarification. She utters "Aa..." and takes a long pause planning her reformulation. Then she makes use of nonverbal communication and, assuming the table as a map, shows the geographical location of China according to Russia. It distracts Dariusz from the topic with his thoughts turned to the more complicated thing as it may seem after unrequested clarification. Besides, it appeared that he is not good at geography as he showed it, mostly nonverbally. So, it makes him even more unconfident in the idea that he has a correct understanding. It happened so that at this stage of conversation Yana with her strong conviction that Dariusz does not understand what she is telling him led him to believe it as well. To describe China Yana makes 'Chinese' eyes pulling her eyes with her forefingers and says "Tam ljudi vot takije žyvut" (There are such people living there). It makes the situation clear to Dariusz, so he says "Aa, ok" and immediately starts a new pattern of the discourse with the questions "A na jak długo? Tak turystycznie, czy na kilka miesięcy?" (And for how long? Like a tourist or for a few months?)

Looking at this case from the very beginning till the end it is hardly possible to conclude that the complete understanding happened. Rather, Dariusz understood Yana's initial idea in a modified way, or, to put it in a different way, he got the meaning of Yana's reformulations. On the other hand, Yana influenced it much leading his thoughts to the concept of China instead of that of the Chinese language and did not mind when the pattern was closed without Dariusz's understanding what she meant at the beginning. So, Dariusz's understanding is considered successful as it agreed with speaker's plan.

10.3 Explanation of an isolated element in speech formula

Curious case of problematic understanding is manifested in the following excerpt. The main difficulty for hearer is embedded in the speech formula structure, where the device of allusion is used. The element of allusion makes the meaning of the utterance opaque for perception. Hearer simply does not understand what refers to what. However, after speaker's reformulation the metaphorical structure is transformed to the normal one and the reference becomes clear to the hearer.

E19

((Russian speaker Rustam shares with Ukrainian speaker Vika his plans about holiday in Venice)).

[13]

| | 48 [08:51.3] | 49 [08:52.2] 50 [08:52.6] | 51 [08:53.7] | 52 [08:54.2*] | 53 [08:54.7] | 54 [09:00.0] |
|---------|--------------|---------------------------|--------------------|---------------|--|------------------|
| Vi[v] | негарно. | Мхм. •• Рыбою. | | | Дядьку, візьміть мене у | |
| Vi[lat] | | Mhm. •• Ryboju. | | | Djad'ku viz'mit' mene u | |
| Vi[TL] | ADV | ʃ •• fish-INS | | | uncle-VOC take-IMPR-PL I-ACC to Venice-ACC | |
| Vi[eng] | | Mhm. •• Of fish. | | | Uncle, take me with you to Venice. | |
| Ru[v] | | Негарно? | Почему? Аа, рыбой! | | | |
| Ru[lat] | | Neharno? | Pocemu? Aa, ryboj | | | |
| Ru[eng] | | | Why? Aa, of fish! | | | |
| Ru[c] | | <i>Repeats after her.</i> | | | | |
| [com] | | | | | | 30secs left out. |

[14]

| | 55 [09:30.3] | 56 [09:32.2] | 57 [09:33.2] | 58 [09:34.9] |
|---------|--------------|----------------------------------|----------------------------|-------------------------------------|
| Vi[v] | Венецію. | Мене візьми у Венецію! | | Тобі кажу: дядьку, |
| Vi[lat] | Veneciju. | Mene viz'my u Veneciju! | | Tobi kaz'u: djad'ku |
| Vi[TL] | | I-ACC take-IMPR-SG to Venice-ACC | | ʃou-DAT say-PRS-1SG uncle-VOC |
| Vi[eng] | | Take me to Venice! | | I am telling to you: uncle, take me |
| Ru[v] | | •• Кого кто? | А дядько, что за дядько? | |
| Ru[lat] | | •• Kogo kto? | A djad'ko, čto za djad'ko? | |
| Ru[eng] | | •• Whom who? | But uncle, who is uncle? | |

[15]

| | 59 [09:36.9*] | 60 [09:37.136] [09:37.8] | 62 [18:12.2] |
|---------|----------------------------------|--------------------------|---|
| Vi[v] | візьміть мене у Венецію. | | Скільки за рік опинилось в лікарні після отого |
| Vi[lat] | viz'mit' mene u Veneciju. | | Skil'ky za rik opynylos' v likarni pislja otoho projizdu? |
| Vi[TL] | take-IMPR-PL I-ACC to Venice-ACC | | now-many during year-NOM appear-PST-IMPER in hospital-LOC after that-GEN crossing-GEN |
| Vi[eng] | to Venice. | | How many people appeared in the hospital after that crossing? |
| Ru[v] | | Аа, дядько! | |
| Ru[lat] | | Aa, djad'ko! | |
| Ru[eng] | | Aa, uncle! | |
| Ru[nv] | | <i>Laughs.</i> | |
| [com] | | | 9 mins left out. |

In s 54 Vika jokes, using a Ukrainian idiomatic expression: “Djad'ku viz'mit' mene u Veneciju” (Uncle, take me with you to Venice). The humor of the saying is based on the idea of copying children’s language since they call all adult men uncles. Thus, Ukrainians use the set expression ‘Djad'ku viz'mit' mene u...’ (Uncle, take me with you to...) when they want to express in a funny way that they also want to go to the place where the interlocutor intends to go.

However, there is no such expression in the Russian language. So, Rustam’s reaction appears to be a fair confusion: “Kogo kto?” (Whom who?), as he fails to build logical connections between the words in Vika’s utterance. Vika makes an elaboration: “Mene viz'my u Veneciju!” (Take me to Venice!), with the strong emphasis on “mene” (me). Thus, she transforms the idiomatic expression to a normal utterance, which has the equal meaning. It leads Rustam to understanding but still it remains to him unclear why she used the word “djad'ku” (uncle) – ‘djad'ko’ in Russian - in the initial utterance. He makes another request for clarification: “A djad'ko, čto za djad'ko?” (But uncle, who is uncle?). Vika answers with “Tobi kažu: djad'ku viz'mit' mene u Veneciju” (I am telling to you: uncle, take me to Venice) clarifying that “djad'ku” (uncle) refers to Rustam. At this moment Rustam achieves a complete understanding and starts laughing repeating the word “djad'ko” (uncle) – the source of his confusion.

Notably, the Russian word “djad'ko” (uncle) is also used by Russian children to call adult men. Probably this fact helped Rustam to understand the meaning of Vika’s joke.

10.4 Clarification of constellation

While communication speakers may change deictic situation of a concept discussed without prior informing their interlocutors about it. It, naturally, complicates the reception processes and the non-understanding occurs. Therefore, speaker is to explain to hearer in which way the perspective was moved from the situation discussed before

and being the shared knowledge by both interactants to the situation just introduced and being unfamiliar to hearer.

E20

((Russian speaker Rustam shares with Polish speaker Monika his experience of travelling to Poland where he came across only a little number of people speaking English what forced him to listen carefully to Polish all the time in order to understand important information and to use Russian to explain himself. He emphasized that it appeared to be an unexpected difficulty for him)).

[80]

| | | | | |
|---------|----------------------------|------------|------------------------|--|
| | 373[15284] | 374[15295] | 375[15301;376[15308] | 377[16262] |
| Mo[v] | Raspisanije - czas? | | Hm̃ | |
| Mo[eng] | 'Raspisanije' is the time? | | Hm̃ | |
| Ru[v] | Расписание в Польше. | | Час. | В Польше вообще |
| Ru[lat] | Raspisanije | v Pol'se. | Čas. | V Pol'se voobšče problema |
| Ru[eng] | in Poland. | | Time. | In Poland it is a big problem about English. |
| Ru[c] | | | <i>Says in Polish.</i> | |
| [com] | <i>1 min left out.</i> | | | |

[81]

| | | |
|---------|---|---|
| | 378[16283] | 379[16311;380[16318] |
| Mo[v] | ((1s)) Tak samo wam w Rosji? | Ee, jak ja bym pojechała do |
| Mo[TL] | <i>so the-same you-PL-DAT in Russia</i> | |
| Mo[eng] | ((1s)) The same is in Russia? | Ee, if I went to Russia, could I speak English there? |
| Ru[v] | проблема с английским. | • А? |
| Ru[lat] | s anglijskim. | • A? |
| Ru[eng] | | • What? |

[82]

| | | |
|---------|---|--|
| | 381[16366;382[16373] | 383[16386] |
| Mo[v] | Rosji, mogłabym rozmawiać po angielsku? Eē. | |
| Mo[eng] | Eē. | |
| Ru[v] | Ну, я думаю, да. Если / так, в принципе, | |
| Ru[lat] | Nu ja dumaju da. Esli / | tak v princype bolee |
| Ru[eng] | Well, I think, yes. | Yes, in principle, they know more or less. |

Rustam tells to Monika “V Pol'she voobšče problema s anglijskim” (In Poland it is a big problem about English) (s 377). After taking 1 second pause Monika puts a question: “Tak samo wam w Rosji?” (The same is in Russia?), which appears to be non-understood by Rustam as he utters “A?” (What?).

Monika explains the idea meant in her question by giving an example: “Ee, jak ja bym pojechała do Rosji, mogłabym rozmawiać po angielsku?” (Ee, if I went to Russia could I speak English there?). Thus, she reminds Rustam the situation described by him just before – when he went to Poland and had difficulties in communication because of lack of English knowledge by Poles. So, she projects herself in the similar conditions - being in Russia and speaking English there. This makes it easier for Rustam to connect the knowledge of the speaker with his knowledge, and he gives his answer: “Nu ja dumaju da” (Well, I think, yes).

CHAPTER 11

REFORMULATION

11.0 Presentation

This chapter presents such types of reformulation as topic switch + reformulation, summarization, resumptive reformulation.

11.1 Topic switch + Reformulation

Sometimes, as a reaction to hearer's non-understanding, speakers make a reformulation slightly changing the topic. Therefore, there is no clarification of what was said in the original utterance, but continuation of the discourse with hearer left without understanding of the idea at the beginning of the pattern.

E21

((Polish speaker Dariusz tells to Yana that he would like to go to Egypt very much)).

[95]

| | 382 [3442.0] | 383 [3446.5] | 384 [3447.8] |
|---------|---|--------------|--------------------------|
| Ya[v] | То есть ты / в следующий з/ следующий будет Египет? | | Ты хочешь в |
| Ya[lat] | To est' ty / v sledujuščij z/ sledujuščij budet Egipet? | | Ty chočeš v Egipet |
| Ya[IL] | that is you in next next be-FUT-3SG Egypt | | |
| Ya[eng] | So the next is going to be Egypt? | | You want to go to Egypt? |
| Da[v] | | | Gdzie byłem? |
| Da[eng] | | | Where have I been? |
| [com] | /e# out. | | |

[96]

| | | | |
|---------|------------------------|--|--|
| | 385 [34.49.9] | 386 [34.51.1] | 387 [37.55.0] |
| Ya[v] | Египет поехать? | | |
| Ya[lat] | poexat'? | | |
| Ya[eng] | | | |
| Da[v] | Ee, tak, chciałem. | I tak generalnie jak jeździłaś do Francji, do | |
| Da[TL] | | and so generally | as go-PST-2SG to France to Germany so also |
| Da[eng] | Ee, yes, I would like. | And in both cases when you went to France and Germany, you used that site? | |
| [com] | | <i>3 mins left out.</i> | |

Yana asks Dariusz if the next country he is going to visit is Egypt, but fails to construct the utterance coherently: “To est' ty / v sledujuščij z/ sledujuščij budet Egipet?” (You mean / next / next will be Egypt?) (s 382). Supposedly, Dariusz might have understood “ty” (you) and “Egipet” (Egypt) which are common in the two languages. As for the word “sledujuščij” (next) it is completely different in Polish – ‘następny’.

Nevertheless, Dariusz puts a question-hypothesis relying more on the topic of their conversation than on Yana’s utterance: “Gdzie byłem?” (Where have I been?) Yana makes a reformulation “Ty chočeš v Egipet poexat'?” (You want to go to Egypt?), which is followed by Dariusz’s instant reply “Ee, tak, chciałem” (Ee, yes, I would like).

Despite Dariusz’s answer did not match Yana’s initial question, Yana did not mind it and chose the let it pass-strategy (Zeefaert, Ten Thije, 2007) and they went on speaking on another matter.

11.2 Summarization

Sometimes the clarification process is not successful at the first try and, therefore, takes quite a long time. In this case hearer may have partial understanding throughout speaker’s reformulation and, as a result, construct his understanding out of caught elements in the end. The summarization as a repair device was described by Bührig (1996) but taken into consideration as an action on speaker’s side. The following excerpt shows that hearers also may employ this strategy to secure understanding.

E22

((Russian speaker Katya and Polish speaker Olga talk about traveling abroad)).

[36]

| | | | | | |
|---------|---|--------------|---------------------------|---|-------------|
| | 133 [14202] | 134 [14218*] | 135 [14218]136 [14217] | 137 [14251] | 138 [15265] |
| Ka[v] | Аá а днём гулять? | | Да, надо подумать. | А вообще, самая | |
| Ka[lat] | Aá a dnĕm guljaj'? | | Da nado podumat'. | A voobŝe samaja ekzotičeskaja | |
| Ka[TL] | | | | and generally most exotic | |
| Ka[eng] | Aá, and in daytime one can look around? | | Yes I should think of it. | And, generally, what is the most exotic | |
| Ka[nv] | | | | | |
| Ka[c] | | | | | |
| Ol[v] | nocy i spać. | | Raczej zwiedzać. | | |
| Ol[eng] | | | You should try it. | | |
| Ol[nv] | | | | | |
| Ol[c] | | | | | |
| [com] | | | | 1 min left out. | |

[37]

| | | | |
|---------|---|-------------|-------------|
| | | 139 [15302] | 140 [15316] |
| Ka[v] | экзотическая страна, куда бы ты хотела поехать? | | |
| Ka[lat] | strana kuda by ty xotela poexat' Ekzotičeskaja | | |
| Ka[TL] | country where CP you want-PST-2SG go-INF exotic | | |
| Ka[eng] | country where you would like to go? Exotic, like, the | | |
| Ol[v] | Gdzie bym chciała pojechać? | | |
| Ol[eng] | Where would I like to go? | | |

[38]

| | | |
|---------|---|-------------|
| | | 141 [15370] |
| Ka[v] | Экзотическая, самая такая, ну, невероятная, что ли, страна. Ээ •• ну, прямо, я не знаю, | |
| Ka[lat] | samaja takaja nu neverojatnaja čto li strana. Eë nu prjamo ja ne znaju | |
| Ka[TL] | most such well fabulous like country U well just I know-NEG-PRS-1SG | |
| Ka[eng] | most fabulous country. Eë •• well, I do not know how to explain the | |
| Ol[nv] | Smiles. | |
| Ol[c] | Looks at her with an expression of uncertainty. | |

[39]

| | | | |
|---------|--|--|--|
| Ka[v] | <u>как сказать, что ((2s)) ээ меньше всего возможности куда поехать, но куда ты очень</u> | | |
| Ka[lat] | kak skazat' čto ((2s)) ee menŝe vsego vozmožnosti kuda poexat' no kuda ty očeň xotela by | | |
| Ka[TL] | how say-INF that U least of-all possibility where go-INF but where you very want-PST-2SG CP go-INF | | |
| Ka[eng] | country where it is the least possible for you to go but the most desirable. | | |
| Ol[nv] | | | |
| Ol[c] | | | |

[40]

| | | |
|---------|---|-------------------------|
| | 138 [15470] | 139 [15405]140 [15405*] |
| Ka[v] | <u>хотела бы поехать.</u> | |
| Ka[lat] | xotela by poexat'. | |
| Ka[TL] | | |
| Ka[eng] | | |
| Ol[v] | Да! <u>Куда бы ты хотела, но не/не, там,</u> | |
| Ol[eng] | Yes! Where would you like to go, but not, let us say, Europe. | |
| Ol[nv] | | |
| Ol[c] | Gdzie bym chciała pojechać? Where would I like to go? | |

[41]

| | 145[15530] | 146[15563] |
|---------|---|---|
| Ka[v] | не Европа. Вот, например, для меня такая страна - Аргентина. Но я знаю, что я в | |
| Ka[lat] | Evropa. Vot naprimer dija menja takaja strana - Argentina. | No ja znaju čto ja v bližajšeje |
| Ka[TL] | Here for-example for I-GEN such countr y Argentina | but I know-PRS-1SG that I in nearest |
| Ka[eng] | For example, for me such country is Argentine. | But I know that within nearest time I will not go |
| Ka[nv] | | |
| Ka[c] | | |
| Ol[v] | | Agã |
| Ol[eng] | | Agã |
| Ol[nv] | | <i>Nods her head.</i> |

[42]

| | 147[15599*] | 148[15599] |
|---------|--|--------------------------------------|
| Ka[v] | ближайшее там время я туда не поеду. Потому что это далеко, потому что там другой | |
| Ka[lat] | tam vremena ja tuda ne poedu. Potomu čto eto daleko potomu čto tam drugoj jazyk | |
| Ka[TL] | like time I there go-NEG-FUT-1SG because it far-ADV because there different language because | |
| Ka[eng] | there. Because it is far away, because there is different language, because it is a different part of | |
| Ka[nv] | | |
| Ka[c] | | |
| Ol[v] | | |
| Ol[eng] | | |
| Ol[nv] | | <i>Nods her head. Nods her head.</i> |

[43]

| | 149[16087] | |
|---------|--|-----------------------|
| Ka[v] | язык, потому что ((1s)) это другая часть света и там, я не знаю, там, • все такое. Но я | |
| Ka[lat] | potomu čto ((1s)) eto drugaja čast' sveta i tam ja ne znaju tam vsë takoe. No ja by | |
| Ka[TL] | it another part world-PSS and there I know-NEG-PRS-1SG there everything such | but I CP |
| Ka[eng] | the world etc. | But I would |
| Ol[nv] | | <i>Nods her head.</i> |

[44]

| | 146[16107] | 147[16124]148[16129] |
|---------|---|-----------------------|
| Ka[v] | бы очень хотела туда поехать. У тебя есть такая страна? | Можно сказать, |
| Ka[lat] | očen' xotela tuda poexat'. U tebjja est' takaja strana? Možno skazat' nevozmožnaja? | |
| Ka[TL] | ver y want-PST-1SG there go-INV at you COP such country maj-IMPER say-INF unreal | |
| Ka[eng] | like to go there very much. Do you have such a country? Let us say, unreal? | |
| Ol[v] | | Mhm̃. |
| Ol[eng] | | Mhm̃. |
| Ol[nv] | | <i>Nods her head.</i> |

[45]

| | 149[16144] | 150[16161*] | 151[16184] |
|---------|--|-------------|--------------------|
| Ka[v] | невозможная? | | Ну/ну да. В |
| Ka[lat] | | | Nu/nu da V |
| Ka[TL] | | | |
| Ka[eng] | | | Well, yes. In |
| Ka[nv] | | | |
| Ka[c] | | | |
| Ol[v] | | | |
| Ol[eng] | •• Ee gdzie nie można? Gdzie bym chciała, a nie można? | | |
| Ol[nv] | •• Where it is unreal? Where I would like to go but it is unreal? | | Mhm̃. |

[46]

| | | |
|---------|--------------------------------|--|
| | 1:53 [1:621.5*]:1:54 [1:621.6] | 1:55 [1:623.0] |
| Ka[v] | ПРИНЦИПЕ, В ПЛАНЕ ТАКОГО. | |
| Ka[lat] | principe v plane takogo. | |
| Ka[eng] | principle, like that. | |
| Ka[nv] | | |
| Ka[c] | | |
| OI[v] | Mhm̃. | No nie wiem, ja bym bardzo chciała pojechać do Tajlandii. |
| OI[eng] | | Well, I do not know, I would like to go to Thailand very much. |
| [com] | | 8.6 mins left |

In s 138 Katya puts a question “A voobšče samaja ekzotičeskaja strana kuda by ty xotela poexat'?” (And, generally, what is the most exotic country where you would like to go?).

Olga, having, probably, comprehended the utterance only partially, makes a question-hypothesis: “Gdzie bym chciała pojechać?” (Where would I like to go?). Katya does not fulfill Olga’s request for evaluation and makes a reformulation instead: “Ekzotičeskaja samaja takaja nu neverojatnaja čto li strana” (Exotic, like, the most fabulous country) using a synonym “neverojatnaja” (fabulous), what only causes to the reaction of uncertainty on Olga’s face.

So, Katya tries another reformulation: “Ee nu prjamo ja ne znaju kak skazat' čto ee men'she vsego vozmožnosti kuda poexat' no kuda ty očen' xotela by poexat'” (Ee well, I do not know how to explain, the country where it is the least possible for you to go but the most desirable). And again Olga puts forward her inference, apparently, believing that this is the very idea meant by Katya: “Gdzie bym chciała pojechać?” (Where would I like to go?). This time Katya makes her evaluation saying “Da” (Yes) and immediately continues with a reformulation: “Kuda by ty xotela no ne/ne tam ne Evropa. Vot naprimer dlja menja takaja strana - Argentina” (Where would you like to go, but not, let us say, Europe. For example, for me such country is Argentine), thus, giving Olga to understand that she thinks in the right direction but needs additional information to reach a complete understanding.

Saying “Vot naprimer dlja menja takaja strana - Argentina” (For example, for me such country is Argentine), Katya makes use of exemplification, turning hearer’s attention to

a real case of an exotic country. Olga immediately reacts with “Aha” nodding her head and giving a signal that she understands the speaker at this moment.

Katya goes on with a supportive argument why Argentine is exotic for her: “No ja znaju što ja v bližajšeje tam vremena tuda ne poedu” (But I know that within nearest time I will not go there) and provides a list of features of her exotic country: “Potomu što eto daleko potomu što tam drugoj jazyk potomu što eto drugaja čast' sveta i tam ja ne znaju tam vsë takoje. No ja by očen' xotela tuda poexat'” (Because it is far away, because there is different language, because it is a different part of the world etc. But I would like to go there very much).

In this way Katya shows the example of an exotic country with the clarification of its ‘exoticness’ according to her opinion. Then she puts a question: “U tebja est' takaja strana?” (Do you have such a country?) and after Olga’s “Hm” makes a summarization of her previously presented ideas: “Možno skazat' nevozmožnaja?” (Let us say, unreal?).

Most probably, Olga already understands the concept “exotic country”, as she utters “Hm” nodding her head, however, she decides to make sure that her understanding is correct: “Ee gdzie nie można? Gdzie bym chciała, a nie można?” (Ee, where it is unreal? Where I would like to go but it is unreal?). Katya gives an affirmative answer: “Nu/ nu da. V princype v plane takogo” (Well, yes. In principle, like that). Olga’s gives a meaningful reply about her exotic country: “No nie wiem, ja bym bardzo chciała pojechać do Tajlandii” (Well, I do not know, I would like to go to Thailand very much).

11.3 Resumptive reformulation

Sometimes speakers surmise that the cause of hearer’s difficulty to understand is too complicated utterance structure. In this case they often choose to take the key elements out of the utterance and present them in isolated way. Therefore, the message is simplified and emphasis on the essence is put. Though it does not sound natural if done

in normal conversation, it works out for hearer's understanding in receptive multilingualism.

E23

((Polish speaker Monika explains to Russian speaker Rustam that in England all the student scholarships are given by government. She reformulates the non-understood word 'government' by the word 'queen')).

[132]

| | | | | |
|---------|-------------|---|--------------------------------------|----------------------------------|
| | 676 [29377] | 677 [29478] | 678 [29497] 679 [29510] | 680 [29523] |
| Mo[v] | • • chyba. | | Hm? | |
| Mo[eng] | apparently. | | Hm? | |
| Mo[c] | | | | <i>Listens to him carefully.</i> |
| Ru[v] | | | | |
| | | Все стипендии от правительства? | От королевы? Королева • | |
| Ru[lat] | | Vse stipendii ot pravitel'stva? | Ot korolevy? Koroleva stipendija? | |
| Ru[TL] | | all scholarship-PL from government | from queen queen scholarship | |
| Ru[eng] | | All the scholarships are from the government? | From the queen? Queen • scholarship? | |
| [com] | | <i>10 secs left out.</i> | | |

[133]

| | | | | |
|---------|-------------------------|---|-----------------------------|---------------------------|
| | 681 [29540] 682 [29557] | 683 [29577] 684 [29593] 685 [29611] 686 [29627] 687 [29642] | 688 [30000] | 689 [30008] |
| Mo[v] | Królowa stypendium... | Pożyczka! | Wiesz co to znaczy | |
| Mo[eng] | Queen scholarship... | Loan! | Do you know what 'pożyczka' | |
| Mo[nv] | <i>Laughs.</i> | <i>Laughs.</i> | | |
| Mo[c] | | | | |
| Ru[v] | стипендия? | Все. | Что... | Пожичка? |
| Ru[lat] | | Vse. | Čto... | Pożyczka. |
| Ru[TL] | | | | |
| Ru[eng] | | All of them. | That... | |
| Ru[nv] | | <i>Laughs.</i> | <i>Laughs.</i> | |
| Ru[c] | | | | <i>Repeats after her.</i> |

Rustam puts a question: "Vse stipendii ot pravitel'stva?" (All the scholarships are from the government?) (s 677). With confused face, Monika makes a request for repetition: "Hm?" Apparently, Rustam sees the reason of her non-understanding in the element "pravitel'stva" (government), so, he substitutes it with 'koroleva' (queen): "Ot korolevy?" (From the queen?).

However, Monika does not respond. She might have understood "Ot korolevy" (From the queen) as it sounds as "Od królowy" in Polish, and "stipendii" (scholarships) - "stypendium" in Polish, but, probably, has lost the thread between the two utterances.

So, Rustam makes as simple as possible reformulation using the essential elements in singular, Nominative case: “Koroleva stipendija?” (Queen scholarship?). Monika starts laughing and repeats the funny word combination: “Królowa stypendium...” (Queen scholarship?) revealing understanding. They laugh together and then she answers: “Pożyczka!” (Loan!) and explains further that it is queen and government who give the scholarships as loans in England.

Table 13: Speakers’ successful strategies and devices (overview)

| Strategy or device No | Name of strategy or device | Means used by speaker to improve hearer’s understanding |
|-----------------------|--|--|
| 1 | Decomposition | |
| 1.1 | Decomposition | Speaker splits a concept into its components and presents them, or only some of them. |
| 1.2 | Decomposition + Calculation | Speaker calculates the components which a certain concept contains. |
| 1.3 | Listing | Speaker represents possible options of symbols belonging to a certain concept. |
| 1.4 | Polarization | Speaker presents the idea by splitting it into positive and negative alternatives. |
| 1.5 | Reformulation using numerals | Speaker makes use of numerals, apparently, having an awareness that they are not much different from language to language within one family. |
| 1.6 | Splitting up the problematic construction | Hearer splits up difficult construction for the understood and non-understood parts and relying on the understood ones puts a question-request for the meaning of the problematic parts. |
| 2 | Reference to common knowledge | |
| 2.1 | Decomposition with reference to common discourse knowledge | Speaker represents a concept by calculating its constituents choosing an elements of common discourse knowledge to function as constituents. |
| 2.2 | Reconstruction of speaker’s plan by reference to world knowledge | Hearer tries to guess possible meaning of non-understood element relying either on the topic of conversation or on the world knowledge. |
| 2.3 | Referring to common knowledge of language family | While using a meta discourse speaker projects his/her idea in the way that clarification works the best to help hearer find respective element in his/her mother tongue. |
| 2.4 | Reformulating referring to the common world knowledge | Speaker reformulates non-understood utterances using the concepts of world knowledge which are conventionally shared by all people. |
| 2.5 | Looking for words which fit common knowledge | Speaker produces many utterances in succession hoping that some of the words of his speech may appear familiar to hearer. |

| | | |
|-----|---|--|
| 3 | Speaker's operating on hearer's perception | |
| 3.1 | Clarification of parsing structure | Speaker repeats the essential elements in isolation from the utterance in case hearer faces parsing problems. |
| 3.2 | Appeal to the phonological knowledge of the recipient | Speaker intuitively guesses that some words in his/her mother tongue sound similar to their equivalents in the language of interlocutor and utters them with a certain expectation of the understanding reaction. |
| 3.3 | Referring to the object instead of process | In case the non-understood element signifies the process of an action the speaker's reformulation may function as manifestation of an object of the action. |
| 3.4 | Repetition with a function of a request for repair | In case hearer's question-hypothesis related to non-understood element is wrong, speaker may repeat the non-understood element with a cue to hearer to try his/her guess again. |
| 4 | Explanation | |
| 4.1 | Explanation | Speaker reformulates the non-understood element by expressing it in view of its social purpose. |
| 4.2 | An ostensive explanation in acting non-verbally | Speaker uses ostensive signs in cases verbal explanation does not work out for hearer's understanding. |
| 4.3 | Explanation of an isolated element in speech formula | Speaker explains the metaphorical meaning of an isolated element in speech formula. |
| 4.4 | Clarification of constellation | Speaker explains to hearer in which way the perspective was moved from the situation discussed before to the situation discussed by him/her at the moment. |
| 5 | Reformulation | |
| 5.1 | Topic switch + Reformulation | Speaker makes a reformulation slightly changing the topic. |
| 5.2 | Summarization | In case if speaker's clarification process is not successful at the first try and, therefore, takes quite a long time, hearer may have partial understanding throughout speaker's reformulation and, as a result, construct his understanding out of caught elements in the end. |
| 5.3 | Resumptive reformulation | In case the cause of hearer's difficulty to understand is too complicated utterance structure, speaker may take the key elements out of the utterance and present them in isolated way. |

CHAPTER 12

SPEAKERS' UNSUCCESSFUL STRATEGIES

12.0 Presentation

This chapter presents such types of speakers' unsuccessful LaRa as ignoring hearer's lack of understanding, movement on the spot, referring unsuccessfully to the common discourse knowledge, paraphrasing by means of synonyms.

12.1. Ignoring hearer's lack of understanding

Seeing hearer' difficulties to understand, speaker may simply ignore it, i.e. instead of taking attempt to clarify a problematic point he/she may continue with the discourse or even change the topic. In most of cases such speaker's attitude leads to hearer's non-understanding.

E24

((Polish speaker Monika and Ukrainian speaker Olya discuss equal rights between genders)).

[5]

| | | |
|------------------|--|--|
| | ↑ [264] | ↓ [03190] |
| O1[<i>v</i>] | | Ну, наприклад, ми можемо взяти |
| O1[<i>lat</i>] | | Nu napryklad my možemo vzjaty naši |
| O1[<i>eng</i>] | | Well, for example, we can consider our cultures. |
| A1[<i>v</i>] | please, start now speaking about equal rights. | |
| [<i>com</i>] | | 3 mins left out |

[6]

| | | | |
|---------|--|--------------------|--|
| | 9 [03:21:6] | 10 [03:25:9*] | 11 [03:26:0] |
| Mo[v] | Hň | | |
| Mo[eng] | Hň | | |
| Mo[nv] | Nods herhead. | | |
| O1[v] | наші культури. Не/не мусульманські - ми християн/ християнські. • Трохи різні, але | | |
| O1[lat] | kul'tury. | Ne/ne musulmans'ki | my xrystyan/ xrystjanski. |
| O1[eng] | Not Muslim - we are Christians. | | • Troxy r'zni ale vzagali • A little different, but generally, they are |

[7]

| | | |
|---------|--|---|
| | 12 [03:29:7] | 13 [03:34:4] |
| O1[v] | взагалі, схожі. Еє, у нас, наприклад, еє, чого не може робити чоловік? Яку професію не | |
| O1[lat] | sxoži. | Ee u nas napryklad ee čoho ne može robyty čolovik? |
| O1[TL] | U at we-LOC for-example | U what-ACC can-NEG-PRS-3SG do-INF man |
| O1[eng] | similar. | Ee, in our case, for example, ee, what the man cannot do? |
| | | Jaku profesiju ne which profession can-NEG- |
| | | Which job the man cannot |

[9]

| | | |
|---------|---------------------------------------|--|
| | 18 [03:43:0*]19 [03:43:2]20 [03:43:3] | 21 [03:47:3] |
| Mo[v] | I ne... | |
| Mo[eng] | And not... | |
| Mo[c] | <i>Does not react to the</i> | |
| O1[v] | виконувати чоловік. | Еє, виховувати дітей може чи не може, • наприклад. Еє, бо у |
| O1[lat] | čolovik. | Ee vyxovuvaty ditej može čy ne može napryklad. Ee bo u |
| O1[TL] | man | U bring-up-INF children can-PRS-3SG or can-NEG-PRS-3SG for-example |
| O1[eng] | | Ee, if he can bring children up or not, • for example. |
| | | Ee, because at |

[10]

| | |
|---------|--|
| | 22 [03:55:2] |
| Mo[c] | question |
| O1[v] | школах, у дитячих садках, в університетах, взагалі рабо/працюють жінки. • Еє, чоловіки |
| O1[lat] | školax u dutjačyx sadkax v universytetax vzahali rabo/pracjуют' žinky. |
| O1[TL] | school-PL at kindergarten-PL at university-PL generally work-PRS-3PL woman-PL |
| O1[eng] | schools, at kindergartens, at universities, generally women work. |
| | • Ee, čoloviky • U man-PL • Ee, men have jobs mostly |

[11]

| | | |
|---------|---|--|
| O1[v] | працюють якось більш або пов'язано з бізнесом, або з важкою роботою, як на шахтах | |
| O1[lat] | pracjуют' jakos' bilš' або pov'jazano z biznesom або z važkoju robotuju jak na šaxtax čy ee | |
| O1[TL] | work-PRS-3PL somehow more or connected with business or with hard work as at mine-PL or U connected | |
| O1[eng] | connected with business, or with hard work, as at mine or, ee, connected with physical load. | |

[12]

| | | |
|---------|---|---|
| | 23 [04:11:1] | |
| O1[v] | чи, еє, пов'язано з фізичною / фізичним навантаженням. Але взагалі-то, я вважаю, що | |
| O1[lat] | pov'jazano z fizyčnoju / fizyčnym navantaženjam. | Ale vazahali-to ja vvažaju ščo |
| O1[TL] | with physical load | but generally I think-PRS-1SG that possible |
| O1[eng] | | But, actually, I think it is possible. |

[13]

| | | |
|---------|--|--|
| | 24 [04:15:0] | |
| O1[v] | можна. • • • Але, з іншого боку, чому, еє, • • чому ми кажемо, що, якщо є якісь ролі, то | |
| O1[lat] | možna. • • • Ale z inšoho boku čomu ee čomu my kažemo ščo jakščo je jakis' roli to nemaje | |
| O1[TL] | • • • but from another side why U why we say-PRS-1PL that if are some-PL role-PL than no equal-rights | |
| O1[eng] | • • • But, on the other hand, why, ee, • • why we say that if there are some roles, there are no equal rights. | |

[14]

| | | |
|---------|---|---|
| | 25 [04:27.2] | |
| Mo[v] | немає рівноправ'я. •• Рівноправ'я є, але воно має бути не у самій професії, а у | |
| OI[lat] | rivnoprav'ja. | •• Rivnoprav'ja je ale vono maje buty ne u samij profesiji a u vidnošenni do |
| OI[TL] | | •• equal-rights is but it must be not in very-LOC job-LOC but in attitude-LOC to person-GEN |
| OI[eng] | | •• Equal rights exist, but it must be concerned not with the very job, but with the attitude to a person. |

[15]

| | | |
|---------|--|--|
| | 26 [04:33.6] | 27 [04:35.6] |
| Mo[v] | No czy / z tego wszystkiego zrozumiałam... Czy możliwe jest to, że | |
| Mo[eng] | But why / I understood out of all that... | Is it real that in those cultures women do not |
| OI[v] | відношенні до людини. | |
| OI[lat] | ljudyny. | |
| OI[TL] | | |
| OI[eng] | | |

[16]

| | | |
|---------|---|--|
| | 28 [04:39.0] | |
| Mo[v] | w tych kulturach kobiety nie mają wyboru, tak? Tak, że mogła siedzieć w domu i wychować | |
| Mo[eng] | have choice, right? | So that she stayed at home and brought children up, right? |

[17]

| | | |
|---------|---------------------------|---|
| | 29 [04:42.5] 30 [04:48.1] | 31 [04:46.4] |
| Mo[v] | dzieci, tak? | Aa, a mogła wykonywać jakiś zawód, tak? Mogła także wykonywać |
| Mo[eng] | | Aa, or she could perform some job, right? She could perform some physical work. |
| OI[v] | Хм | |
| OI[lat] | Hm | |
| OI[eng] | Hm | |

[18]

| | | | | |
|---------|------------------|--|--------------|--------------|
| | 32 [04:48.9] | 33 [04:49.7] | 34 [04:52.9] | 35 [04:49.9] |
| Mo[v] | fizyczną robotę. | No nie wiem, nie chcę, może w rodzinie, ale... | | |
| Mo[eng] | | Well, I do not know, I do not want, may be at home, but... | | |
| OI[v] | Можеш? | Якщо ми | | |
| OI[lat] | Možeš? | Jakščo my | | |
| OI[TL] | | if we say | | |
| OI[eng] | Can you? | When we say that, ee | | |
| [com] | | 16 mins left out. | | |

In s 8 “Nu napryklad my možemo vzjaty naši kul'tury” (Well, for example, we can consider our cultures) Olya offers to have a closer insight on the Christian cultures and goes on with “Ne/ne musul'mans'ki my xrystyjan/xrystyjans'ki” (Not Muslim – we are Christians) receiving Monika’s signal of understanding “Hm” as she nods her head.

Olya continues her idea “Troxy rizni ale vzagali sxoži. Ee u nas napryklad ee čoho ne može robyty čolovik? Jaku profesiju ne može vykonuvaty čolovik? Može...” (A little different, but generally, they are similar. Ee, in our case, for example, ee, what the man cannot do? Which job the man cannot perform? Perhaps...) At the word “Može”

(Perhaps) Olya gets interrupted by Monika's request for elaboration (Kasper and Ross, 2003): "Kobieta? Jako profesję może wybrać?" (The woman? Which profession she can choose?).

Olya, most probably, having understood Monika's question, but failing to interpret the request for elaboration, repeats the last part of her last utterance as a reformulation: "Ne može vykonuvaty čolovik" (The man cannot do), which gives a very unsecure chance for Monika's understanding. Anyway, Monika starts her attempt to reply "I ne..." (And not...), but gets interrupted by Olya's long narration about women/men job preferences: "Ee vyxovuvaty ditej može čy ne može napryklad. Ee bo u školax u dutjačyx sadkax v universytetax vazhali rabo/pracjujut' žinky. Ee čoloviky pracjujut' jakos' bil's abo pov"jazano z biznesom abo z važkoju robotuju jak na šaxtax čy ee pov"jazano z fizyčnoju / fizyčnym navantaženjam. Ale vazhali-to ja vvažaju ščo možna. Ale z inšoho boku čomu ee čomu my kažemo ščo jakščo je jakis' roli to nemaje rivnoprav"ja. Rivnoprav"ja je ale vono maje buty ne u samij profesiji a u vidnošenni do ljudyny" (Ee, if he can bring children up or not, for example. Ee, because at schools, at kindergartens, at universities, generally women work. Ee, men have jobs mostly connected with business, or with hard work, as at mine or, ee, connected with physical load. But, actually, I think it is possible. But, on the other hand, why, ee, why we say that if there are some roles, there are no equal rights. Equal rights exist, but it must be concerned not with the very job, but with the attitude to a person).

Monika seems to be fairly confused since being not able to follow the change of the speaker's topics. So, she tries to rephrase and summarize what she has just heard: "No czy / z tego wszystkiego zrozumiałam... Czy możliwe jest to, że w tych kulturach kobiety nie mają wyboru, tak? Tak, że mogła siedzieć w domu i wychować dzieci, tak? (But why / I understood out of all that... Is it real that in those cultures women do not have choice, right? So that she stayed at home and brought children up, right?) to what she gets Olya's affirmative "Mhm". Further, she goes on: "Aa, a mogła wykonywać jakiś

zawód, tak? Mogła także wykonywać fizyczną robotę” (Aa, or she could perform some job, right? She could perform some physical work).

Apparently, she adheres to her initial understanding way about women job rights having not comprehended Olya’s ideas of differentiation between men and women jobs. She concentrates on the idea about women to be able to perform a physical work, having caught only some elements from Olya’s speech.

By uttering her summarization with interrogative intonation and using “tak?” (right?) two times, Monika requests Olya’s evaluation of her understanding. Once she receives the confirmative signal from Olya “Mhm”, but, after developing her idea further, she gets replied with “Možeš?” (Can you?) which signifies that Olya continues the discourse as if Monika’s understanding is taken for granted.

Monika is uncertain about her understanding of the topic discussed since she gives a vague answer: “No nie wiem, nie chcę, może w rodzinie, ale...” (Well, I do not know, I do not want, may be at home, but...).

Evidently, Monika understood Olya’s “Možeš?” (Can you?) as it was related to Monika’s last utterance. However, because of Olya’s non-stop speech and lack of help to lead Monika to understanding when she required it, Monika did not understand all the aspects of the discussion.

Moreover, Olya ignores Monika’ uncertain countenance and leaves the problematic situation unsolved, giving her no chance but to resign herself to half-understanding.

12.2 Movement on the spot

In receptive multilingual communication a situation may take place when hearer’s request for clarification which signifies problematic comprehension is met by speaker’s signal of non-understanding. Thus both interactants demand further clarification but do not understand each other’s requests. Therefore they are at the initial position of the

pattern when the control of the understanding synchronization is not provided and there is no progression in the discourse. Hence, speakers merely move on the spot.

E25

((Polish speaker Dariusz and Ukrainian speaker Anna discuss traveling abroad)).

[4]

| | | | | |
|----------|---|----------|----------|----------|
| | 6 [1:40] | 7 [2:11] | 8 [2:30] | 9 [4:19] |
| An [v] | Ти був | | | |
| An [lat] | Ty buv kolys' | | | |
| An [TL] | you COP-PST-3SG | | | |
| An [eng] | Have you ever been | | | |
| AI [v] | you get completely stuck. Ok? So, let's start. Your topic is 'Travel abroad'. | | | |
| [com] | 0.6 min left out. | | | |

[5]

| | | | | |
|----------|--------------------------------------|-----------|---|-----------|
| | 10 [3:21] | 11 [3:41] | 12 [3:44] | 13 [3:57] |
| An [v] | колись у іншій країні? •• Ee | | •• Хм | |
| An [lat] | u inšij krajini? •• Ee | | •• Hm | |
| An [TL] | formerly in another country-LOC •• U | | •• U | |
| An [eng] | to a foreign country? •• Ee | | •• Hm | |
| An [c] | Uncertain. | | | |
| Da [v] | Co ja myślę o Ukrainie? | | • Czy chciałbym, czy chciałbym | |
| Da [eng] | What do I think of Ukraine? | | • If I want, if I want to visit Ukraine, right? | |

[6]

| | | | |
|----------|---|---------------|--------------|
| | 14 [3:51] | 15 [04:00:0*] | 16 [04:04:7] |
| An [v] | Eē • так. Ти маєш на увазі, що моя країна - це Україна? | | |
| An [lat] | Eē tak Ty maješ na uvazi ščo moja krajina ce Ukrajina? | | |
| An [TL] | U yes you-NOM mean that I-PST country-NOM it Ukraine | | |
| An [eng] | Eē, • yes. You mean that my country is Ukraine? | | |
| Da [v] | jechać do Ukrainy, tak? | | Nie |
| Da [eng] | | | I have not |

[7]

| | | |
|----------|---|----------------------------|
| | 17 [04:09:31:8 [04:10:8] | 19 [04:11:8] |
| An [v] | • Хм | |
| An [lat] | • Hm | |
| An [TL] | U | |
| An [eng] | • Hm | |
| Da [v] | myślałem, nie myślałem o tym, ale chętnie, ale fajnie by było. | Dobrze by było. A czy ty |
| Da [eng] | considered, I have not considered it yet, but I would like, it would be fine. | It would be fine. Have you |

[8]

| | | |
|----------|---|---|
| | 20 [01:15:9] | 21 [02:40:6] |
| An [v] | | Але що ти можеш розказати про свою |
| An [lat] | | Ale ščo ty možeš rozkazaty pro svoju krajinu? |
| An [TL] | | but what you can-PRS-2SG tell-INF about you-PRS country-ACC |
| An [eng] | | But what can you tell about your country? |
| Da [v] | može myślałaś o, ee, podróży do Polski? | |
| Da [eng] | considered visiting Poland? | |
| [com] | | 1.6 mins left out. |

In s 9 “Ty buv kolys’ u inšij krajini?” (Have you ever been to a foreign country?) Anna asks Dariusz if he has an experience of travelling abroad. Dariusz seems not to understand the whole utterance but catches the word “krajini” (country) and decides that Anna is speaking about ‘Ukrajina’ (Ukraine). So, he makes a questing-hypothesis relying on the pure guess of what Anna may ask about using the word ‘Ukraine’: “Co ja myślę o Ukrainie?” (What do I think of Ukraine?). Anna at this moment loses her confident position of a speaker and answers uncertainly “Hm” having heard the word ‘Ukraine’ and, probably, perceived it as “krajini” used by her in the initial utterance on the one hand, and being still unsure what he meant by the rest of the utterance, on the other. Dariusz sees Anna’s lack of confidence and tries another guess: “Czy chciałbym, czy chciałbym jechać do Ukrainy, tak?” (If I want, if I want to visit Ukraine, right?) which makes Anna completely confused with the word “Ukrainy” (Ukraine) as she comprehends it perfectly this time. She first says “Ee tak” (Ee yes) and immediately repairs herself with a rephrasing question meant for Dariusz’s evaluation: “Ty maješ na uvazi ščo moja krajina ce Ukrajina?” (You mean that my country is Ukraine?). At this point both of the interlocutors experience non-understanding; moreover, they are aware of it. Nevertheless, Dariusz ignores Anna’s question and answers his own guess-question from s 13: “Nie myślałem, nie myślałem o tym, ale chętnie, ale fajnie by było” (I have not considered, I have not considered it yet, but I would like, it would be fine).

This ‘hit or miss’ approach employed by Dariusz has to do, supposedly, with his growing irritation by constant non-understanding and desire to finish with the current topic as soon as possible.

Interestingly, Anna is not eager to return to the original topic either. Be it for her lack of wish to continue the mutual non-understanding, or for her having lost of the trace to the beginning of the conversation, she replies “Hm”, giving, thus, the way to the development of another topic as Darisz continues: “Dobrze by było. A czy ty może myślałaś o, ee, podróży do Polski?” (It would be fine. Have you considered visiting Poland?).

So, in the current example of the two-sided non-understanding the speakers choose the let it pass-strategy (Zeefaert, Ten Thije, 2007) shifting to another topic.

12.3 Referring unsuccessfully to the common discourse knowledge

Throughout the discourse participants may develop common conventional formulas of what means what. Moreover, they often use the formulas for further clarification of other problematic points. For instance, in the following excerpt Russian speaker Yana and Polish speaker Dariusz rely on the formula they already agreed about in the preceding part of the discourse in s 109. Then Yana explained to Dariusz that one year is twelve months. In s 197 Dariusz takes an attempt to employ the same strategy as Yana did hoping that their common knowledge about the definition of ‘year’ would help Yana to achieve understanding. However, the pattern ends up with misunderstanding, seemingly, because Yana did not understand Dariusz’s reference to the concept of common knowledge and directed herself merely by guess.

E26

((Polish speaker Dariusz tells to Russian speaker Yana that his father being originally Russian was brought to Poland when he was a child as his parents moved)).

[56]

| | | | | |
|---------|----------------------------------|----------------------|---|----------------------------------|
| | 192[16300*]193[16307]194[16310*] | 195[16312]196[16319] | 197[17253] | 198[17212] |
| Ya[v] | Да. Завод. | | | |
| Ya[lat] | Da. Zavod. | | | |
| Ya[eng] | Yes. Plant. | | | |
| Ya[nv] | | | | |
| Ya[c] | | | | |
| Da[v] | wiem, wiem. Agã | Fabryka. Agã | Się urodził w Rosji, wiesz. Jak miał, nie wiem, | |
| Da[eng] | know, I know, ahã | Ahã Plant. Ahã | He was born in Russia, you know. | When he was, I do not know, like |
| Da[nv] | | | | |
| Da[c] | | | | |
| [com] | 1 min left out. | | | |

[57]

| | | | |
|---------|--|---|------------|
| | 199[17293*] | 200[17295] | 201[17366] |
| Ya[c] | <i>Stays silent.</i> | <i>Moves her head towards him.</i> | |
| Da[v] | chyba dziesięć lat. Ee, dwana/dwanaście? Tysiąc dwieście miesięcy, he, he, może tak. | | |
| Da[eng] | ten years old. | Ee, twelve? One thousand two hundred months, let us say so. | Twelve |
| Da[c] | <i>Checks her reaction.</i> | | |

[58]

| | | | |
|---------|--|-----------------------------------|------------|
| | 201[17366] | 202[17319] | 203[17396] |
| Ya[v] | Дванасчи лат. | | |
| Ya[lat] | Dvanasči lat. | | |
| Ya[c] | <i>Repeats after him.</i> | | |
| Da[v] | miesiący, he, he, może tak. Dwanaście lat. | Ee, dwanaście miesięcy to jest... | |
| Da[eng] | Twelve years. | Ee, twelve months is... | |

[59]

| | | | | | |
|---------|---------------------------|---|----------------------------------|----------------------------|----------------------|
| | 206[17460] | 207[17471] | 208[17483] | 209[17495] | 210[17505]211[17510] |
| Ya[v] | Два года? | | Ok. | Ok. | |
| Ya[lat] | Dva goda? | | Ok. | Ok. | |
| Ya[eng] | Two years? | | Ok. | Ok. | |
| Ya[nv] | | | <i>Smiles and nods her head.</i> | <i>Smiles and nods her</i> | |
| Da[v] | miesiący to jest jeden... | Dwanaście goda. Ee dw... Miał dwanaście goda. | | | |
| Da[eng] | one... | Twelve years. | Ee tw... | He was twelve years old. | Let us say |

[60]

| | | | | |
|---------|----------------------|---|------------------------------------|-------------|
| | 212[17514]213[17519] | 214[17539] | 215[17550] | 216[17556*] |
| Ya[v] | Agã | | Подожди. Два года - он был | |
| Ya[lat] | Ahã | | Podoždi Dva goda on byl malen'kij? | |
| Ya[eng] | Ahã | | Wait. Two years - he was little? | |
| Ya[nv] | <i>head.</i> | | | |
| Da[v] | Powiedzmy. | I wtedy przyjechał do Polski. ((1s)) I... | | |
| Da[eng] | so. | And then he came to Poland. | ((1s)) And... | |

[61]

| | 214 [1'556'] | 217 [1'572] | 218 [1'582] | 219 [1'593] | 220 [18:19'] | 221 [18:26] |
|---------|------------------------------|-----------------------|-------------|--|-------------------|------------------------|
| Ya[v] | Два года - он был маленький? | Агă, агă. | | | | |
| Ya[lat] | Dva goda on byl malen'kij? | Ahă ahă | | | | Bogataja |
| Ya[eng] | Two years - he was little? | Ahă, ahă | | | | Rich |
| Ya[inv] | | <i>Nods her head.</i> | | | | <i>Laughs. Laughs.</i> |
| Da[v] | | •• Tak. | | Bo to taka bogata rodzina. | | |
| Da[eng] | | •• Yes. | | So it appeared to be such a rich family. | | |
| Da[inv] | | | | | | <i>Smiles.</i> |
| [com] | | | | | 20 secs left out. | |

In s 197 Dariusz tells to Yana “Się urodził w Rosji, wiesz” (He was born in Russia, you know). He represents his idea vaguely mostly concentrating on self-repairment: “Jak miał, nie wiem, chyba dziesięć lat. Ee, dwana/dwanaście?” (When he was, I do not know, like ten years old. Ee twelve?). Yana does not reveal any reaction of understanding and Dariusz, seemingly, does not expect it. So, he takes an attempt to reformulate the numeral “dwanaście” (twelve), probably, anticipating her misunderstanding. He says “Tysiąc dwieście miesięcy, he, he, może tak. Dwanaście lat” (One thousand two hundred months, let us say so. Twelve years). Here he uses calculation to express the idea of years by means of months. However, the complicated numeral ‘one thousand two hundred months’ and quite complicated approach to express the number of years do not work for Yana’s understanding. She echoes his last utterance “dwanasči lat” trying to find a Russian equivalent to it. Dariusz sees that there is a non-understanding on Yana’s side and makes one more reformulation “Ee, dwanaście miesięcy to jest...” (Ee twelve months is...) with progressing intonation at the last word trying to remind her of the already found way out of misunderstanding about ‘year’ in s 109. However, Yana does not take what the prompt was made for comprehending only “miesiący” (months) and the first part of the word “dwanaście” (twelve) – ‘dwa’ (two). So, she rephrases his idea with “Dwa mesjaca?” (Two months?). Dariusz, nevertheless, insists on providing his strategy to make her remember what one year means according to their earlier agreed definition and repeats his utterance “Dwanaście miesięcy to jest jeden...” (Twelve months is one...) adding “jeden” (one) in order to make it as close to the meant part of the discourse as possible. Yana, realizing that her first inference was wrong as it was followed by the reformulation, makes

another one “Dva goda?” (Two years?) Saying “goda” she gives Dariusz the very word he needed. So, he immediately constructs the idea he believes to be surely understood by Yana. And she shows a fairly explicit reaction of understanding as she nods her head, smiles and says “Ok”, probably still comprehending “dwanaście” (twelve) as ‘dwa’ (two). At this moment the misunderstanding between the speakers starts. They follow different lines of ideas while believing to speak about the same concept. Dariusz develops their conversation with “Miał dwanaście goda. Powiedzmy. I wtedy przyjechał do Polski. I...” (He was twelve years old. Let us say so. And then he came to Poland. And...) receiving her confident affirmations “Ok” and “Aha” while his speech until he got interrupted by her question “Podoždi. Dva goda on byl malen'kij?” ‘Wait. Two years – he was little?’ He fails to identify her misunderstanding on this stage as well and confirms her wrong belief: “Tak” (Yes).

Further, the discourse went on with the different topic without the speakers’ realization that the false information was accepted as the true one.

12.4 Paraphrasing by means of synonyms

One of the meta discourse strategies employed by the speakers is listing the synonyms of a non-understood by hearer element.

E27

((Polish speaker Olga tells to Russian speaker Katya about her participation in seasonal working programs in Norway and later in Ireland. After Katya’s comment that she is very hardworking Olga answers that she travelled more than worked there)).

[20]

| | | | | | |
|---------|----------------------------|---------------------------------------|---------------|-------------------------|--------------------|
| | 64 [08:44.4*]65 [08:44.5*] | 66 [08:46.9]67 [08:47.7*]68 [08:48.2] | 69 [08:49.0*] | 70 [08:52.5] | 71 [10:15.9] |
| Ka[v] | | Yes. Да. | | | |
| Ka[lat] | | Yes. Da. | | | |
| Ka[eng] | | Yes. Yes. | | | |
| OI[v] | Mm̄ 'Work and Travel'. | Yeah. Eē ja bym chciała pojechać... | | Bardziej | |
| OI[TL] | | | | more | sight-see- |
| OI[eng] | | Yeah. Eē I would like to go... | | We saw sights more than | |
| [com] | | | | | 1.6 mins left out. |

[21]

| | | | | | |
|---------|--------------------------------|-------------------------------------|---------------------|------------------|------------------|
| | | 72 [10:16.5] | 73 [10:17.5] | 74 [10:18.6] | 75 [10:19.6] |
| Ka[v] | | Что делали? | | | |
| Ka[lat] | | Čto delali? | | | |
| Ka[eng] | | What did you do? | | | |
| Ka[nv] | | | | Smiles. | Shakes her head. |
| OI[v] | zwiedzaliśmy niż pracowaliśmy. | Ee, zwiedzaliśmy? Oglóndaliśmy. Ee, | | | |
| OI[TL] | PST-1PL than work-PST-1PL | U sight-see-PST-1PL | look-PST-1PL-around | U travel-PST-1PL | |
| OI[eng] | worked. | Ee, saw sights? | Looked around. | Ee, travelled. | |

[22]

| | | | | | |
|---------|---------------------------------------|--------------|--|--|-------------------|
| | | 76 [10:29.4] | 77 [10:28.1] | | 78 [10:30.3] |
| Ka[v] | | | Ну, в общем, что-то ты/вы там делали. | | |
| Ka[lat] | | | Nu v obščem čto-to ty/vy tam delali. | | |
| Ka[TL] | | | well in general something you-SG/you-PL there do-PST-2PL | | |
| Ka[eng] | | | Well, in short, you did something there. | | |
| Ka[nv] | | Laughs. | Laughs. | | |
| OI[v] | podróżowaliśmy. Emm̄ ((Laughs)) Emm̄. | | | | |
| OI[TL] | | | | | |
| OI[eng] | | | | | |
| OI[nv] | | | Laughs. | | |
| [com] | | | | | 0.6 min left out. |

Olga tells to Katya “Bardziej zwiedzaliśmy niż pracowaliśmy” (We saw sights more than worked) (s 71).

Katya, seemingly, cannot get the meanings of the words “zwiedzaliśmy” (saw sights) and “pracowaliśmy” (worked), but understands that both of them are verbs in past tense of the first person in plural; therefore, she requests an elaboration: “Čto delali?” (What did you do?).

Olga repeats one of the verbs: “Ee, zwiedzaliśmy?” (Ee saw sights?), supposing that it is the one to be a problematic point for Katya’s understanding. The repetition does not work out and Katya just smiles showing that it is still not clear to her.

Olga makes a reformulation by listing the synonyms of the word “zwiedzaliśmy” (saw sights): “Oglóndaliśmy. Ee podróżowaliśmy” (Looked around. Ee, travelled), but neither of them has an effect. Katya shakes her head revealing a complete non-understanding. As Olga utters “Emm, emm” in an effort to find some more synonyms to the word zwiedzaliśmy” (saw sights) Katya says “Nu v obščem čto-to ty/vy tam delali” (Well, in short, you did something there), declaring, thus, that she is closing the topic and chooses the let it pass-strategy (Zeefaert, Ten Thije, 2007).

As can be seen from this case, giving synonyms of the non-understood word as a reformulation device is not effective. It narrows reformulation to one word which the hearer may simply not know.

Table 14: Speakers’ unsuccessful strategies and devices (overview)

| Behaviour style No | Name of style of speakers’ behavior | Actions performed by speakers when problematic understanding takes place |
|--------------------|--|--|
| 1 | Ignoring hearer’s lack of understanding | Seeing hearer’ difficulties to understand, speaker may simply ignore it, i.e. instead of taking attempt to clarify a problematic point he/she may continue with the discourse or even change the topic. |
| 2 | Movement on the spot | In receptive multilingual communication a situation may take place when the hearer’s request for clarification which signifies problematic comprehension is met by the speaker’s signal of non-understanding. Thus both interactants demand further clarification but do not understand each other’s requests. Therefore they remain at the initial position when the control of the understanding synchronization is not provided and there is no progression in the discourse. |
| 3 | Referring unsuccessfully to the common discourse knowledge | Speaker refers to a common discourse knowledge but it does not have effect on hearer’s understanding. |
| 4 | Paraphrasing by means of synonyms | Speaker lists the synonyms of a non-understood by hearer element. |

Therefore, it is obvious that the successfulness of understanding in receptive multilingualism to a great extent depends on the actions of the speakers. The right choice of metadiscourse as well as eagerness to help each other in the moments of problematic understanding plays crucial role in constructing mutual comprehension. As was argued above, the speakers’ strategies differ between the ones leading to

understanding, and the inefficient ones. It was also observed that speaker style of leading the discourse in receptive multilingualism affects the probability of understanding on hearer's side. It is going to be discussed in the following chapter.

CHAPTER 13

STYLES OF SPEAKERS' DISCOURSE

13.0 Presentation

In the present chapter the associative and the straightforward speaker's discourse styles are discussed.

13.1 Two Types of Speakers' Discourse Styles

Being in the environment of receptive multilingualism speakers are aware that this kind of communication demands more efforts than normal one to understand and to be understood. Therefore, some of the speakers try to adjust their communication style assuming that it makes the produced information easier for hearer's reception. There are two speaker's styles determined: associative and straightforward¹.

13.2 Associative

Speaker dissipates different topics with the hope that one of them will be understood by hearer. In this, speaker produces much information, not always coherently constructed. The crucial moment about it is that speaker, in order to present as much explanation as possible, talks fast and non-stop and, therefore, does not leave any space for hearer's reconstruction of speaker's plan or reaction of problematic understanding. Hence, it confuses hearer and leads to non-understanding.

¹The characteristics for discourse style 'associative' and 'straightforward' were suggested by Jochen Rehbein (personal communication).

13.3 Straightforward.

Speaker constructs his/her idea more purposefully, with a certain line of argumentation.

He/she utters fewer sentences and covers fewer topics, and also, speaks slower and more distinctly than in normal conversation. Besides, speaker checks hearer's understanding all the time and makes long pauses when it is necessary for hearer to take time and find equal elements in his/her mother tongue.

In terms of bringing hearer to understanding, straightforward style of speaker is more successful than associative one. In receptive multilingualism it is important that hearer has enough time for reconstruction and adoption of speaker's plan. Also, it is necessary that speaker checks hearer's understanding before each topic switch. Finally, it appears to be enormously helpful for hearer's successful comprehension if speaker speaks distinctly and not fast. It lets hearer avoid parsing problem and, therefore, faster find respective equal parts in his/her native language.

Thus, it is advisable for those who practice, or plan to practice receptive multilingualism, to employ the straightforward style of communication.

CHAPTER 14

CONCLUSION

14.0 Presentation

This chapter presents the summary of the study, findings of the study, recommendations on the use of them in Slavic languages receptive multilingualism, and the implication of the research in the field of English language teaching.

14.1 Summary of the Study

The study on receptive multilingualism in Slavic languages was carried out in an empirical way, by recording the conversations between native speakers of Polish, Russian and Ukrainian. The participants of the study were students of the age 22-27 - 4 from Poland, 4 from Russia and 4 from Ukraine. The basic precondition of their participation in experiment was the absence of knowledge of any other Slavic language but their native one (except for Ukrainians who know Russian as well as Ukrainian).

The study was organized in a way that each participant was involved in a conversation with a member of another language group separately (for example, each Pole interacted with one Ukrainian and one Russian). Thus all the participants had the experience of receptive multilingual communication when they tried to understand two other Slavic languages. All in all, there are twelve 40-45 minute long recordings of conversations between native speakers of Polish, Russian and Ukrainian.

The primary aim of the study was to find out if receptive multilingual communication is possible between the speakers of Polish, Russian and Ukrainian. The secondary aim was to define to which extent the communication is successful in general and in each language constellation separately. And, finally, it was planned to determine which

speakers' strategies in case of miscommunication were successful for hearer's understanding and which – not.

For these purposes the cases of problematic understanding throughout the whole material were transcribed with Exmaralda, Partitur editor. They were analyzed with the major emphasis put on the speakers' actions when they face lack of understanding. Therefore, it was defined which speakers' devices worked out for mutual understanding, and which did not help to improve the situation or even led to complete confusion between the speakers.

In order to measure the degree of success of communication per each couple, the relation of number of problematic utterances to total number of speakers' utterances was calculated. Also, it was checked if the problematic understanding is concentrated in a certain part of each discourse. Therefore, conversations were divided into three parts according to the total number of utterances. For these calculations SPSS program was used.

14.2 Findings of the Study

The study focused on the four research questions:

- (1) Is mutual comprehension between the speakers of Polish, Russian and Ukrainian possible?
- (2) Is mutual comprehension between the three languages symmetric?
- (3) In which part of the discourse the problematic understanding occurs most often?
- (4) How the problematic points are overcome by the speakers?

As has been hypothesized, receptive multilingualism between the speakers of Polish, Russian and Ukrainian is possible. Moreover, it proved successful, with the mean rank of non-understanding in all constellations only 10.37%. What is more, it was observed that

one of the factors preventing participants from a more successful communication is the lack of belief that understanding is possible. Most of them before experiment had a certain notion that it is very difficult to understand the two other languages. Also, this study was for nearly all of them the first in their lives experience of receptive multilingual communication.

However, it was found that the general success of mutual comprehensibility of Polish, Russian and Ukrainian is distributed asymmetrically between different language groups. This finding meets the aim of the second research question. As it was expected, in Russian-Ukrainian constellation Ukrainians were absolutely more successful in understanding Russians than vice versa due to the fact that Russian is understood in Ukraine as perfect as Ukrainian. In Polish-Ukrainian constellation the understanding was also distributed unequally, with a significant difference in favour of Ukrainians. As for Polish-Russian pairs, participants showed understanding to similar extents, with a slight difference in favour of Russians. This finding does not agree with the research hypothesis that Russians would understand Poles worse than Poles would understand Russians. It was assumed that Russians would be the most unsuccessful in understanding among the speakers of the three research languages because of their genetic conviction that Russian must be understood by speakers of other Slavic languages, so there is no need for an effort from Russians. Thus, the assumption proved wrong and a surprising result was found. Possibly, one of the reasons lies in West orientation of Poles. Another reason may be explained by socio-political factors, such as the control of Poland by the Russian Red Army since 1944 up to 1991. Maybe among Poles remained an aversion against Soviets and therefore against Russians in a nationalistic perspective, what might affect mutual linguistic understanding.

It was also found that communication in different language constellations is not equally successful. The most effortless understanding was achieved by Russians and Ukrainians. An important reason for this is that there was no reception problem on the Ukrainian side. At the same time, the understanding of Ukrainian by Russians occurred far better

than it was expected before experiment. A little worse, but generally successful, was the communication between Poles and Ukrainians. And the most problematic understanding was experienced by participants in Polish-Russian constellation. There is a considerable gap between the degree of mutual understanding in Polish-Russian pairs and the degree of mutual understanding in Russian-Ukrainian and Polish-Ukrainian pairs.

As far as communication success for each of the three language groups is concerned, the results revealed asymmetry again. Ukrainians showed much better understanding in constellations both with Russians and Poles. In case of Poles and Russians, their success in receptive multilingualism appeared to be to a similar extent, with Russians having showed better understanding than Poles. This finding does not agree with the expectation that Russians would be the ones to have the most problematic understanding. Possibly, the explanation lies in the fact that Polish belongs to a different from Russian and Ukrainian Slavic languages branch what creates certain distance between languages, and therefore, causes more problematic understanding than in within-branch communication. On the other hand, Poles' success differs between understanding Russians and understanding Ukrainians, although the two languages belong to the same branch. Concerning this issue it can be presupposed that Poles' better understanding of Ukrainian comparatively to Russian is caused by a bigger similarity in terms of word stock between Polish and Ukrainian languages. Besides, the territorial closeness of Ukraine and Poland gives rise to an interlingual exchange and cross-border communication.

Regarding the third research question, the results showed that there is no any specific part of the discourse where the problematic understanding were concentrated, although it was hypothesized that the most difficult time for the participants to understand each other would be the beginning of the conversation. It proved wrong both for all the 12 discourses and for each of the three language constellations separately.

To answer the fourth research question, the most typical cases of problematic understanding throughout the 12 discourses were analyzed. The major focus was put on the speakers' actions undertaken to overcome lack of understanding. And, according to outcome of each case it was defined which speakers' strategies were successful for achievement of understanding, and which – not. For instance, among successful speakers' strategies listing, polarization, decomposition, reference to common world knowledge, etc., were determined. Similarly, ignoring hearer's lack of understanding, paraphrasing by means of synonyms, etc., were considered unsuccessful speakers' strategies.

The possible effects of speakers' strategies of the two types were shown in an empirical way, by the real experience of Polish, Russian and Ukrainian speakers. Therefore, the ways of successful and unsuccessful meta discourse in case of miscommunication can be taken into consideration by those, who practice, or plans to practice receptive multilingualism.

Besides, the two styles of speakers' discourse were found: associative and straightforward. The former has the main feature that speaker dissipates different topics with the hope that one of them will be understood by hearer. In this, speaker produces much information, not always coherently constructed. The latter is the one when speaker constructs his/her idea more purposefully, with a certain line of argumentation. He/she utters fewer sentences and covers fewer topics, and also, speaks slower and more distinctly than in normal conversation. The straightforward style proved to be more helpful in receptive multilingual communication. This fact can also be taken into account by those who use receptive multilingualism.

14.3 Recommendations on the Use of Receptive Multilingualism in Slavic Languages

Findings of the present study may have a great significance in the development of multilingual communication between the speakers of Polish, Russian and Ukrainian.

First, the results of the experiment proved the possibility of a successful communication between real speakers of Polish, Russian and Ukrainian. This finding is expected to bring Poles, Russians, Ukrainians and, possibly, even other speakers of Slavic languages to recognize the workability of receptive multilingualism. Moreover, it is hoped that they try to use this way of communication with the idea on their mind that it worked out for people of the similar background.

As the results of the research showed, devices implemented by speakers in moments of problematic understanding may both have and have not effect for hearers' successful comprehension. Therefore, it is suggested for future users of Slavic languages receptive multilingualism that they employ such strategies as listing, decomposition, ostensive explanation and others leading to successful communication.

Besides, it is advisable to use the straightforward style of communication in receptive multilingualism, i.e. speak slower and more distinctly than in normal discourse. In fact, in receptive multilingualism it is important that hearer has enough time for reconstruction and adoption of speaker's plan. And the straightforward way of leading discourse proved to have a notably better effect on hearer's comprehension.

14.4 Implication in the English Language Teaching

Beerkens, in her research on receptive multilingualism in the Dutch-German border area (2010), refers to Braunmuller's (2006) concept of "learning by doing". The main idea of it is that the more people engage in receptive multilingual communication the more they get accustomed to the differences in their linguistic and cultural backgrounds.

It was found in the present research that speakers learn each other's languages step by step, and not only by recognizing genetic linguistic similarities, but also by memorizing the unfamiliar elements after having problems to understand them and being explained their meanings.

Therefore, the concept of 'learning by doing' can be applied in the English language teaching as well as in any foreign language teaching. It may be advisable to learners of foreign language while communication with native speakers to use the strategies of hearer's *Lingua Receptiva* (Rehbein, ten Thije and Verschik, 2008) instead of "let it pass-strategy" (Zeefaert, Ten Thije, 2007) in cases of problematic understanding. That is, it is suggested that whenever a learner faces an element causing non-understanding, he/she signals about it to the interlocutor for clarification. Thus, the active communicative style of learner enhances his learning processes, and results in faster and more effortless language acquisition.

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APPENDIX A

Discourse between Anna(U) and Katya(R), 1st couple

Conversation between Anna and Katya

Project Name: Receptive multilingualism in Slavic languages

Referenced file: C:\Documents and Settings\aliona\Desktop\recordings\Anna+Katya 17.12.AVI

Transcription Convention: AK

Comment: Anna and Katya did not know each other before. Katya does not have any knowledge of Ukrainian, have not had any experience of receptive multilingual communication and never visited Ukraine. Anna, unlike her, has a native knowledge of Russian, but never visited Russia and never practiced receptive multilingualism.

User defined attributes:

Date of recording: 17.12.09.

Place of recording: Ankara, METU

Date of transcription: 04.01.10.

Duration of transcription: 1 hour

Recording person: Aliona Romaniuk

Transcribing person: Aliona Romaniuk

Translating person: Aliona Romaniuk

Speakertable

An

Sex: f

Languages used: eng; rus; ukr

L1: rus; ukr

Comment: Does not have knowledge of any other Slavonic language but Russian and Ukrainian.

User defined attributes:

Full name: Anna

Nationality: Ukrainian

Native language: Russian, Ukrainian

Status: student

City: Dnepropetrovsk

Ka

Sex: f

Languages used: eng; rus

L1: rus

Comment: Does not have knowledge of any other Slavonic language but Russian.

User defined attributes:

Full name: Ekaterina

Nationality: Russian

Native language: Russian

Status: null

City: Izhevsk

AI

Sex: f

[1]

0 [00.0]

AI[v] Well, girls, you've chosen the topic 'Your futur profession',

[2]

1 [03.4] 2 [04.4]

An[v] • Right.
AI[v] right? Ok aa please, try to speak all the time in

[3]

3 [09.0]

AI[v] your respective native languages. For Anna - Ukrainian,

[4]

4 [12.1]

5 [14.3]

AI[v] for Katya - Russian. Try not to switch into English. When it

[5]

AI[v] is possible, please, try always to reformulate it in your

[6]

| | | | | | |
|---------|--|----------|----------|----------|--------------------------|
| .. | | 6 [20.8] | 7 [21.3] | 8 [22.7] | 9 [29:34.1] |
| An[v] | | | | | Aa, |
| An[lat] | | | | | Aa, |
| An[TL] | | | | | IJ If |
| An[eng] | | | | | Well, if we |
| AI[v] | | | | | |
| [com] | | | | | <i>29 mins left out.</i> |

native language. Ok? Thank you very much.

[7]

| | | | |
|---------|---|--------------|----------------------|
| .. | | 10 [29:37.1] | 11 [29:38.1] |
| An[v] | ЯКЩО МИ ГОВОРИМО ПО / ПРО ЦІ ПРОФЕСІЇ... | | ... ЯК/ЯКА |
| An[lat] | jakščo my pohovorymo po / pro ci profesiji... | | ... jak/jaka |
| An[TL] | we speak-PRS-1PL about these profession-PL | | ... which |
| An[eng] | are speaking about the professions... | | ... what profession, |
| An[nv] | | | <i>Laughs.</i> |
| Ka[v] | | | Да... |
| Ka[lat] | | | Da... |
| Ka[eng] | | | Well... |
| Ka[nv] | | | <i>Laughs.</i> |

[8]

| | |
|---------|--|
| .. | |
| An[v] | професія, ти вважаєш, для жінки найбільше / |
| An[lat] | profesija ty vvažaješ, dlja žinky najbil'se / najkrašča? |
| An[TL] | profession you-NOM think-PRS-2SG for woman the most-ADV the best-ADJ |
| An[eng] | you think, is the best for a woman? |

[9]

| | 12 [29:44.3] | 13 [29:45.9] | 14 [29:46.5] | 15 [29:47.4] |
|---------|--------------|---------------------|----------------|--------------|
| An[v] | найкраща? | X | | X |
| An[lat] | | Hm | | Hm |
| An[TL] | | IJ | | IJ |
| An[eng] | | Hm | | Hm |
| An[c] | | <i>Affirmative.</i> | | |
| Ka[v] | | ••• Для жены? | Для женщины! | |
| Ka[lat] | | ••• Dlja ženy? | Dlja ženščiny! | |
| Ka[eng] | | ••• For a wife? | For a woman! | |

[10]

| | 16 [29:47.8*] | 17 [29:48.5] | 18 [29:50.2] |
|---------|---------------|---------------------------------------|--|
| An[v] | Для же/ | . | |
| An[lat] | dlja že/ | mhm. | |
| An[TL] | for | IJ | |
| An[eng] | For a wo/ | mhm. | |
| Ka[v] | | •• Я не знаю. Мне кажется, сейчас уже | |
| Ka[lat] | | •• Ja ne znaju. | Mne kažetsja, seičas uže net kakogo-to takogo, čto |
| Ka[eng] | | •• I do not know. | I think nowadays there is no something like some |

[11]

| | .. |
|---------|--|
| Ka[v] | нет какого-то такого, что какие-то профессии конкретно |
| Ka[lat] | kakije-to profesii konkretno prinalležat ženščine. |
| Ka[eng] | professions belong only to women. |

[12]

| | .. |
|---------|----------------------|
| Ka[v] | принадлежат женщине. |
| Ka[lat] | |
| Ka[eng] | |

APPENDIX B

Discourse between Olya(U) and Tanya(R), 2nd couple

Conversation between Tanya and Olya

Project Name: Receptive multilingualism in Slavonic languages

Referenced file: C:\Documents and Settings\aliona\Desktop\recordings\Tanya-Olya-14-12.AVI

Transcription Convention: TO

Comment: Tanya and Olya did not know each other before. Tanya does not have any knowledge of Ukrainian, have not had any experience of receptive multilingual communication and visited Ukraine once when she was a child. Olga, in contrast, has native knowledge of Russian, visited Russia several times, but, like Tanya, never practiced receptive multilingualism.

User defined attributes:

Date of recording: 15.12.09.
Place of recording: Ankara, METU
Date of transcription: 16.12.09.
Duration of transcription: 1 hour
Recording person: Aliona
Transcribing person: Aliona
Translating person: Aliona

Speakertable

Ta

Sex: f
Languages used: eng; deu; rus
L1: rus
Comment: Does not have knowledge of any other Slavonic language but Russian.

User defined attributes:

Full name: Tatyana
Nationality: Russian
Native language: Russian
Status: student
City: Barnaul

OI

Sex: f
Languages used: eng; rus; ukr
L1: rus; ukr
Comment: Does not have knowledge of any other Slavonic language but Russian and Ukrainian.

User defined attributes:

Full name: Olga
Nationality: Ukrainian
Native language: Ukrainian, Russian
Status: student

City: Kharkiv

AI

Sex: f

[1]

0 [00.0]

1 [02.5]

AI[v]

Well, we are starting recording of your conversation. • • •

[2]

2 [04.9]

AI[v]

Ee please. Ee try to speak in your receptive/respective

[3]

3 [08.9]

4 [10.5]

AI[v]

native languages. Don't switch into English. • Ee switch

[4]

AI[v]

into English only in the moments when you get

[5]

5 [14.2]

AI[v]

completely stuck. • Your topic is your future profession,

[6]

6 [17.0]

7 [19.1]

8 [01:45.5]

Ta[v]

Ну, а вообще я ээ

Ta[lat]

Nu a voobše ja ee poskol'

Ta[eng]

Well, actually I ee as a linguist ee

OI[nv]

Nods her head.

AI[v]

right? • • • Ok, let's start now.

[com]

1 min left out.

[7]

| | |
|----------------|---|
| .. | |
| Ta[v] | покольку лингвист ээ в практическом плане • |
| Ta[lat] | ku lingvist ee v praktičeskom plane prepodaju jazyki. |
| Ta[eng] | practically • teach languages. |
| OI[nv] | |

[8]

| | |
|----------------|---|
| .. 9 [01:51.9] | |
| Ta[v] | преподаю языки. • • Ну, и плюс некоторые спецкурсы |
| Ta[lat] | • • Nu i pljus nekotorye speckursy po |
| Ta[eng] | • • Well, also some courses on • • mass media, on text. |
| OI[nv] | |

[9]

| | |
|------------------------------|--|
| .. 10 [01:56.1] 11 [01:58.0] | |
| Ta[v] | по • • сми, по тексту. |
| Ta[lat] | smi po tekstu. |
| Ta[eng] | |
| Ta[c] | <i>Does not</i> |
| OI[v] | • • А які мови ти викладаєш? • • |
| OI[lat] | • • A jaki movy ty vykladaješ? • • Jaku |
| OI[TL] | • • and what language-ACC-PL you teach-PRS-2SG • • what-SG |
| OI[eng] | • • Which languages do you teach? • • Which |
| R[lat] | • • A kakije jazyki prepodajoš? |

[10]

| .. | | 12 [01:59.2] | 13 [02:02.0] |
|----------------|---------------|--------------------------------------|--|
| Ta[v] | | ••• Ээ у себя • дома? Ээ в Алтайском | |
| Ta[lat] | | ••• Ee u sebja doma? | Ee v Altajskom |
| Ta[eng] | | ••• Ee at home? | Ee in Altai State University - I live in |
| Ta[c] | <i>react.</i> | | |
| OI[v] | | Яку мову? | |
| OI[lat] | | movu? | |
| OI[TL] | | language-SG | |
| OI[eng] | | language? | |

[11]

| .. | |
|----------------|--|
| Ta[v] | Государственном Университете - я живу в городе |
| Ta[lat] | Gosudarstvennom Universitete ja žyvu v gorode Barnaule |
| Ta[eng] | Barnaul - •• there is a department of journalism. |

[12]

| .. | |
|----------------|--|
| Ta[v] | Барнауле - •• вот там есть факультет журналистики. |
| Ta[lat] | vot tam jest fakultet žurnalistiki. |
| Ta[eng] | |

[13]

| 14 [02:08.0] | | 15 [02:10.6] |
|----------------|--|--------------|
| Ta[v] | •• Ээ ну, вот, в основном, на этом факультете. | |
| Ta[lat] | •• Ee nu vot v osnovnom na etom fakultete. | |
| Ta[eng] | •• Ee well, in general at that department. | |
| OI[v] | | ••• Які |
| OI[lat] | | ••• Jaki |
| OI[TL] | | ••• what-PL |
| OI[eng] | | ••• Which |

[14]

| | 16 [02:12.1] | 17 [02:13.5*] | 18 [02:14.8] | 19 [02:15.3] |
|----------------|---|---------------|----------------------------|-----------------------------|
| Ta[v] | | | Аа, язык! Ээ ((1s)) | |
| Ta[lat] | | | Aa | jazyk! Ee ((1s)) anglijskij |
| Ta[eng] | | | Aa, language! | Ee ((1s)) English, |
| Ta[nv] | <i>Moves her head towards her.</i> | | | |
| OI[v] | мови?((1.4s)) Які? Англійську... | | | |
| OI[lat] | movy? | ((1.4s)) | Yaki? | Anglijsku... |
| OI[TL] | language-PL | ((1.4s)) | what-ACC-PL | Enlish-ACC |
| OI[eng] | languages? | ((1.4s)) | Which? | English... |

[15]

| | 20 [02:18.1] |
|----------------|------------------------------|
| Ta[v] | английский, немецкий. |
| Ta[lat] | nemeckij. |
| Ta[eng] | German. |

APPENDIX C

Discourse between Vika(U) and Rustam(R), 3rd couple

Conversation between Vika and Rustam

Project Name: Receptive multilingualism in Slavonic languages

Referenced file: C:\Documents and Settings\aliona\Desktop\recordings\Vika+Rustam 24.12.AVI

Transcription Convention: VR

Comment: Vika and Rustam did not know each other before. Rustam does not have any knowledge of Ukrainian, have not had any experience of receptive multilingual communication and never visited Ukraine. Vika, unlike him, has a native knowledge of Russian, visited Russia several times, but never practiced receptive multilingualism.

User defined attributes:

Date of recording: 24.12.09.

Place of recording: Ankara, METU

Date of transcription: 29.12.09.

Duration of transcription: 6 hours

Recording person: Aliona Romaniuk

Transcribing person: Aliona Romaniuk

Translating person: Aliona Romaniuk

Speakertable

Vi

Sex: f

Languages used: rus; ukr; eng; deu

L1: rus; ukr

Comment: Does not have knowledge of any other Slavonic language but Russian and Ukrainian.

User defined attributes:

Full name: Viktoria

Nationality: Ukrainian

Native language: Russian, Ukrainian

Status: student

City: Vinnitsa

Ru

Sex: m

Languages used: rus; eng

L1: rus

Comment: Does not have knowledge of any other Slavonic language but Russian.

User defined attributes:

Full name: Rustam

Nationality: Russian

Native language: Russian

Status: student

City: Kaliningrad

AI

Sex: f

[1]

0 [00.0]

1 [02.8] 2 [03.4]

Ru[v]

Нм

AI[v]

Well, you have chosen 'Travel abroad', right? While

[2]

3 [07.9]

AI[v]

communicating , please, d/don't switch into English. Try

[3]

4 [10.8]

AI[v]

always to speak in your respective native languages.

[4]

AI[v]

Switch into English only in the moments when you get

[5]

5 [14.1]

6 [14.6]

7 [01:04.0]

Vi[v]

Потім на деякий час

Vi[lat]

Potim na dejakyj čas perejixaly

Vi[TL]

then for some time move-PST-1PL to

Vi[eng]

After that we moved to Germany for a while.

AI[v]

completely stuck. Ok?

[com]

1 min left out.

[6]

| | 8 [01:07.1] | 9 [01:08.4] | 10 [01:09.1] |
|----------------|-------------------------------------|----------------|-------------------|
| Vi[v] | переїхали у Німеччину. • • Потім... | | X |
| Vi[lat] | u Nimeččynu. | • • Potim... | Hm |
| Vi[TL] | Germany-GEN | • • then | IJ |
| Vi[eng] | | • • Then... | Hm |
| Ru[v] | | • • Німеччину? | • В / на |
| Ru[lat] | | • • Nimeččynu? | • V / na Ukraine? |
| Ru[eng] | | | • In Ukraine? |
| Ru[c] | <i>Repeats after her.</i> | | |

[7]

| | 11 [01:10.6] | 12 [01:11.6] | 13 [01:12.6*] | 14 [01:13.2] | 15 [01:13.6] |
|----------------|--------------|--------------|---------------|--------------|--------------|
| Vi[v] | Німеччина. | | | | |
| Vi[lat] | Nimeččyna. | | | Aha | |
| Vi[TL] | Germany-ACC | | | IJ | |
| Vi[eng] | Germany. | | | Aha | |
| Ru[v] | Україне? | Німеччи/ | ! Германія! | | |
| Ru[lat] | | Nimeččy/ | aa! | Germanija! | Jasno. |
| Ru[eng] | | Aa! Germany! | | | I |

[8]

| | 16 [01:14.5] | 17 [04:27.1] | 18 [04:30.4*] |
|----------------|---|--------------|---------------|
| Vi[v] | , чекай, а коли ти летиш • у Венецію? | | |
| Vi[lat] | čekaj a koly ty letyš u Veneciju? | | |
| Vi[TL] | IJ wait-IMPR-SG IJ when you-NOM fly-PRS-2SG to Venice-GEN | | |
| Vi[eng] | , wait, when are you going to Venice? | | |
| Ru[v] | Ясно. | | Что-что? |
| Ru[lat] | | | Čto-čto? |
| Ru[eng] | understood. | | What? |
| [com] | <i>3 mins left out.</i> | | |

[9]

| | 19 [04:30.4] | 20 [04:32.0] | 21 [04:32.8] | 22 [04:33.6] |
|----------------|----------------------------------|------------------|-----------------|---------------|
| Vi[v] | У Венецію коли летиш? З Кракова. | | | Коли |
| Vi[lat] | U Veneciju | koly letyš? | Z Krakova. | Koly letyš? |
| Vi[TL] | to Venice-GEN | when fly-PRS-2SG | from Cracow-ACC | when fly-PRS- |
| Vi[eng] | When are you going to Venice? | | From Cracow. | When are you |
| Ru[v] | | | | С Кракова? |
| Ru[lat] | | | | S Krakova? |
| Ru[eng] | | | | From Cracow? |

[10]

| | 23 [04:34.5] | 24 [04:35.5] | 25 [04:36.1] | 26 [04:36.4] | 27 [04:37.7] | 28 [04:38.6] |
|----------------|---------------------------|--------------|----------------|-------------------|--------------|--------------|
| Vi[v] | летиш? | | Х | У Венецію! | | |
| Vi[lat] | | | Hm | U Veneciju! | | |
| Vi[TL] | 2SG | | IJ | to Venice-GEN | | |
| Vi[eng] | going? | | Hm | To Venice! | | |
| Vi[nv] | | | | <i>Smiles.</i> | | |
| Vi[c] | | | | <i>Impatient.</i> | | |
| Ru[v] | Коли летиш? Когда? | | Куда? | ((1s)) | | |
| Ru[lat] | Koli letiš? | | Kogda? | Kuda? | ((1s)) | |
| Ru[eng] | When? | | Where? | ((1s)) , it | | |
| Ru[nv] | | | <i>Laughs.</i> | <i>Laughs.</i> | | |
| Ru[c] | <i>Repeats after her.</i> | | | | | |

[11]

| | 29 [04:43.8] | 30 [07:24.0] |
|----------------|---------------------------------|--------------|
| Vi[v] | В то місто | |
| Vi[lat] | V to misto treba | |
| Vi[TL] | to that-NOM city-NOM should- | |
| Vi[eng] | To that city one should go | |
| Ru[v] | , это будет девятое февраля. | |
| Ru[lat] | , eto budet devjatoje fevralja. | |
| Ru[eng] | will be the ninth of February. | |
| [com] | <i>3 mins left out.</i> | |

[12]

| | |
|----------------|--|
| .. | |
| Vi[v] | треба їхати не з друзями, в то місто треба їхати з |
| Vi[lat] | jixaty ne z druzjamy v to misto treba jixaty z koxanoju ljudynoju. |
| Vi[TL] | IMPER go-INF not with friend-PL to that-NOM city-NOM should-IMPER go-INF with beloved-INS person-INS |
| Vi[eng] | not with friends but with beloved person. |

[13]

| | |
|----------------|---|
| .. | 31 [07:27.8] |
| Vi[v] | коханою людиною. Тому що там, дійсно, атмосфера |
| Vi[lat] | Tomu ščo tam dijsno atmosfera taka |
| Vi[TL] | because there really atmosphere-NOM such-NOM |
| Vi[eng] | Because the atmosphere there is really like... well, one must be in |

[14]

| | |
|----------------|--|
| .. | 32 [07:32.3] |
| Vi[v] | така, що... ну, там треба бути закоханим. А якщо ти |
| Vi[lat] | ščo nu tam treba buty zakoxanym. A jakščo ty jideš |
| Vi[TL] | that well there should-IMPER be-INF in-love-ADJ-INS and if you-NOM go- |
| Vi[eng] | love. But if one goes there to |
| Ru[v] | |

[15]

| | | | |
|----------------|--|--------------|---------------------------|
| .. | 33 [07:34.6*] | 34 [07:34.6] | 35 [07:35.7] |
| Vi[v] | їдеш пиво пити, то діла... | | Закоханим. |
| Vi[lat] | pyvo pyty to dila... | | Zakoxanym. |
| Vi[TL] | PRS-2SG bear-ACC drink-INF then metter-GEN | | in-love-ADJ-INS |
| Vi[eng] | drink bear, then ((it does not make sense)). | | In love. |
| Ru[v] | | | |
| | Как ты говоришь? Закоханим? | | |
| Ru[lat] | Kak ty govoriš? | | Zakoxanim? |
| Ru[eng] | How do you say it? | | |
| Ru[nv] | <i>Smiles.</i> | | <i>Smiles.</i> |
| Ru[c] | | | <i>Repeats after her.</i> |

[16]

| | | |
|----------------|---|--------------|
| | 36 [07:36.7] | 37 [07:37.6] |
| Vi[v] | Можна йому пояснити, що воно таке | |
| Vi[lat] | Možna jomu pojasnyty, ščo vono take rosijs'koju movoyu? | |
| Vi[eng] | May I explain what it means in Russian? | |
| Ru[v] | Закоханим. | |
| Ru[lat] | Zakoxanim. | |
| Ru[nv] | <i>Smiles.</i> | |
| Ru[c] | <i>Repeats after her.</i> | |

[17]

| | | | | |
|----------------|--------------------------------------|--------------|--------------|--------------|
| | .. | 38 [07:40.1] | 39 [07:40.7] | 40 [07:41.6] |
| Vi[v] | російською мовою? Влюблённый. | | | |
| Vi[lat] | Vljublennyj. | | | |
| Vi[eng] | In love. | | | |
| Vi[c] | <i>Says in Russian.</i> | | | |
| Ru[v] | , влюблённый! | | | |
| Ru[lat] | vljublennyj! | | | |
| Ru[eng] | , in love! | | | |
| [com] | <i>1 min left</i> | | | |

[18]

| | | | |
|----------------|--|--------------------------|---------------------------------------|
| | .. | 41 [08:44.1] | 42 [08:45.8*] |
| Vi[v] | Знаєш, що/що кажуть про Венецію? Що там | | |
| Vi[lat] | Znaješ | ščo/ščo | kažut' pro Veneciju? Ščo tam smerdyt' |
| Vi[TL] | know-PRS-2SG what | say-PRS-3PL about Venice | that there stink-PRS-3SG |
| Vi[eng] | Do you know what they say about Venice? | | That it stinks terribly there. |
| [com] | <i>out.</i> | | |

[19]

| | 43 [08:47.2*] | 44 [08:47.6] |
|----------------|----------------------------|----------------------------|
| Vi[v] | смердить страшенно. Рыбою. | |
| Vi[lat] | strašenno. | Ryboju. |
| Vi[TL] | terribly-ADV | fish-INS |
| Vi[eng] | | Of fish. |
| Ru[v] | | Смердить страшенно? |
| Ru[lat] | | Smerdyt' strašenno? |
| Ru[c] | | <i>Repeats after her.</i> |

[20]

| | 45 [08:48.7] | 46 [08:49.5] | 47 [08:50.2] | 48 [08:51.3] | 49 [08:52.2] |
|----------------|---------------|---------------------------|----------------------------|---------------------------|--------------|
| Vi[v] | Смердить. | | Пахне негарно. | | X |
| Vi[lat] | Smerdyt'. | | Paxne neharno. | | Hm |
| Vi[TL] | stink-PRS-3SG | | smell-PRS-3SG not well-ADV | | J |
| Vi[eng] | Stinks. | | Smells not well. | | Hm |
| Ru[v] | | Смердить? | | Негарно? | |
| Ru[lat] | | Smerdyt'? | | Neharno? | |
| Ru[c] | | <i>Repeats after her.</i> | | <i>Repeats after her.</i> | |

[21]

| | 50 [08:52.6] | 51 [08:53.7] | 52 [08:54.2*] | 53 [08:54.7] | 54 [09:29.0] |
|----------------|--------------|----------------|-----------------|----------------------------|-------------------------|
| Vi[v] | •• Рыбою. | | | Дядьку, візьміть | |
| Vi[lat] | •• Ryboju. | | | Djad'ku viz'mit' | |
| Vi[TL] | •• fish-INS | | | uncle-VOC take-IMPR-PL I- | |
| Vi[eng] | •• Of fish. | | | Uncle, take me with you to | |
| Ru[v] | | Почему? | , рыбой! | | |
| Ru[lat] | | Počemu? | Aa, ryboj! | | |
| Ru[eng] | | Why? | Aa, of fish! | | |
| [com] | | | | | <i>30secs left out.</i> |

[22]

| | 55 [09:30.8] | 56 [09:32.2] |
|----------------|-------------------|----------------------------------|
| Vi[v] | мене у Венецію. | Мене візьми у Венецію! |
| Vi[lat] | mene u Veneciju. | Mene viz'my u Veneciju! |
| Vi[TL] | ACC to Venice-ACC | I-ACC take-IMPR-SG to Venice-ACC |
| Vi[eng] | Venice. | Take me to Venice! |
| Ru[v] | | |
| | | • • Кого хто? |
| Ru[lat] | | • • Kogo kto? |
| Ru[eng] | | • • Whom who? |

[23]

| | 57 [09:33.5] | 58 [09:34.9] |
|----------------|----------------------------|---|
| Vi[v] | | Тобі кажу: дядьку, візьміть |
| Vi[lat] | | Tobi kažu: djad'ku viz'mit' mene |
| Vi[TL] | | you-DAT say-PRS-1SG uncle-VOC take-IMPR-PL I-ACC to |
| Vi[eng] | | I am telling to you: uncle, take me to Venice. |
| Ru[v] | А дядько, что за дядько? | |
| Ru[lat] | A djad'ko, čto za djad'ko? | |
| Ru[eng] | But uncle, who is uncle? | |

[24]

| | 59 [09:36.8*] | 60 [09:37.1] | 61 [09:37.8] | 62 [18:12.2] |
|----------------|-----------------|--------------|--------------|--|
| Vi[v] | мене у Венецію. | | | Скільки за рік опинилось в |
| Vi[lat] | u Veneciju. | | | Skil'ky za rik opynylos' v |
| Vi[TL] | Venice-ACC | | | now-many during year-NOM appear-PST-IMPER in |
| Vi[eng] | | | | How many people appeared in the hospital after |
| Ru[v] | | | | |
| | | | | , дядько! |
| Ru[lat] | | | | Aa, djad'ko! |
| Ru[eng] | | | | Aa, uncle! |
| Ru[nv] | | | | <i>Laughs.</i> |
| [com] | | | | <i>9 mins left out.</i> |

[25]

| | 63 [18:16.2] | 64 [18:17.2] |
|----------------|--|----------------|
| Vi[v] | лікарні після отого проїзду? | Ну, скільки |
| Vi[lat] | likarni pislja otoho projizdu? | Nu skil'ky |
| Vi[TL] | hospital-LOC after that-GEN crossing-GEN | well how-many |
| Vi[eng] | that crossing? | Well, how many |
| Ru[v] | Что в лекарне? | |
| Ru[lat] | Čto v lekarne? | |
| Ru[eng] | What in the hospital? | |

[26]

| | | | | | | |
|----------------|---|----------|--------------|---------------|-----------------|------------------|
| Vi[v] | народу, скільки іноземців потрапило у лікарню після | | | | | |
| Vi[lat] | narodu | skil'ky | inozemciv | potrapylo | u likarnju | pislja takoho... |
| Vi[TL] | people-GEN | how-many | foreigner-PL | get-PST-IMPER | to hospital-ACC | after such-GEN |
| Vi[eng] | foreigners got to the hospital after such... | | | | | |
| Ru[v] | | | | | | |
| Ru[lat] | | | | | | |
| Ru[eng] | | | | | | |
| Ru[c] | <i>Repeats</i> | | | | | |

[27]

| | 66 [18:21.3] | 67 [18:21.6] | 68 [18:22.4] | 69 [18:23.0] | 70 [18:23.5] |
|----------------|-------------------|--------------|--------------|-------------------------|--------------|
| Vi[v] | такого... | Потрапили. | Потрапили. | Попали. | Попали. |
| Vi[lat] | | Potrapyly. | Potrapyly. | Popali. | Popali. |
| Vi[TL] | | get-PST-3PL | get-PST-3PL | get-PST-3PL | get-PST-3PL |
| Vi[eng] | | Got. | Got. | Got. | Got. |
| Vi[c] | | | | <i>Says in Russian.</i> | |
| Ru[v] | Па/патрапили? | Типа... | Типа... | • Куда | |
| Ru[lat] | Pa/patrapili? | Типа... | Типа... | • Kuda popali? | |
| Ru[eng] | | Like... | Like... | • Where did they get? | |
| Ru[c] | <i>after her.</i> | | | | |

[28]

| | | | |
|----------------|-------------------|---|--|
| | 71 [18:24.9] | 72 [18:25.9] | |
| Vi[v] | У лікарню! | | |
| Vi[lat] | U likarnju! | | |
| Vi[TL] | to hospital-ACC | | |
| Vi[eng] | To the hospital! | | |
| Vi[c] | <i>Impatient.</i> | | |
| Ru[v] | попали? | , в лик/ да никто не попал - там | |
| Ru[lat] | | Aa, v lik/ da nikto ne popal - tam kazdyj den' jezdjat poezda po | |
| Ru[eng] | | Aa, to the hos/ nobody got there - there are every day trains going | |
| Ru[nv] | | <i>Laughs.</i> | |

[29]

| | | | |
|----------------|---|---------------|--------------------------|
| | | 73 [18:30.4*] | 74 [18:30.6] |
| Vi[v] | | | Ой, |
| Vi[lat] | | | Oj |
| Vi[TL] | | | IJ |
| Vi[eng] | | | Oh, I |
| Ru[v] | каждый день ездят поезда по этому мосту. | | |
| Ru[lat] | etomu mostu. | | |
| Ru[eng] | on that bridge. | | |
| Ru[nv] | | | |
| [com] | | | <i>15 mins left out.</i> |

[30]

| | | | |
|----------------|--|--------------------|--------------|
| | 76 [33:09.4] | 77 [33:10.8] | 78 [33:11.3] |
| Vi[v] | я пам'ятаю це Токайське вино! | X | |
| Vi[lat] | ja pam"jataju ce Tokajs'ke vyno! | Hm | |
| Vi[TL] | I remember-PRS-1SG this-NOM Tokai-ADJ wine-ACC | IJ | |
| Vi[eng] | remember that Tokai wine! | Hm | |
| Ru[v] | | Венгерское? | B |
| Ru[lat] | | Vengerskoje? | V Ćexii gde- |
| Ru[eng] | | Hungarian? | Somewhere |

[31]

| | 79 [33:12.0] | 80 [33:13.0] | 81 [33:14.0] |
|----------------|--------------------|--------------|------------------|
| Vi[v] | Ні, в Угорщині. | | Угорщина. Ну, |
| Vi[lat] | Ni v Uhorščyni. | | Uhorščyna. Nu |
| Vi[TL] | no in Hungery-LOC | | Hungery-NOM well |
| Vi[eng] | No, in Hungary. | | Hungary. Well, |
| Vi[nv] | | | |
| Vi[c] | | | <i>Says in</i> |
| Ru[v] | Чехии где-нибудь? | • Где? | Что |
| Ru[lat] | nibud'? | • Gde? | Čto |
| Ru[eng] | in Czech Republic? | • Where? | What is |

[32]

| | 83 [33:15.1] | 84 [33:15.8*] | 85 [33:15.9] | 86 [33:16.5] | 87 [33:17.1] |
|----------------|-------------------|---------------|--|--------------|--------------|
| Vi[v] | Венгрия. | | Венгрия. Угорщина. | | |
| Vi[lat] | Vengrija. | | Vengrija. Uhorščyna. | | |
| Vi[TL] | Hungery-NOM | | Hungery-NOM Hungery-NOM Hungery-NOM | | |
| Vi[eng] | Hungary. | | Hungary. Hungary. Hungary. | | |
| Vi[nv] | | | | | |
| Vi[c] | <i>Russian.</i> | | | | |
| Ru[v] | такое Угорщина? | | Угорщина? | | |
| Ru[lat] | takoje Uhorščyna? | | Uhorščyna? | | |
| Ru[eng] | Uhorščyna? | | Hungary? | | |
| Ru[c] | | | <i>Understands the meaning but repeats</i> | | |

[33]

| | 88 [33:17.9] | 89 [33:18.6] |
|----------------|---------------------------------------|--|
| Vi[v] | Угорщина. | |
| Vi[lat] | | |
| Vi[TL] | | |
| Vi[eng] | | |
| Ru[v] | Угорщина? , это потому, что там угры? | |
| Ru[lat] | Uhorščyna? | Aa, eto potomu, čto tam ugry? |
| Ru[eng] | Hungary? | Aa, that is because there are ugres? |
| Ru[c] | <i>again.</i> | <i>Repeats after her. Makes a rethorical question.</i> |

[34]

| | 90 [33:19.9] | 91 [41:03.3] | 92 [41:05.2] | 93 [41:06.4] |
|----------------|---------------------------|--------------|--------------|---------------|
| Vi[v] | Італійські жінки... | | ••• Женщины. | |
| Vi[lat] | Italijs'ki | mm | žinky... | ••• Ženščiny. |
| Vi[TL] | Italian-NOM | IJ | woman-PL | ••• Woman-PL |
| Vi[eng] | Italian mm women... | | | ••• Women. |
| Vi[c] | <i>Says in Russian.</i> | | | |
| Ru[v] | •• Жинки? | | | |
| Ru[lat] | •• Žinki? | | | |
| Ru[c] | <i>Repeats after her.</i> | | | |
| [com] | <i>8 mins left out.</i> | | | |

[35]

| | 94 [41:07.9] | 95 [41:08.6] | 96 [41:10.0] | 97 [42:03.9] |
|----------------|------------------------|-----------------|--|--------------|
| Ru[v] | Мужики. •• Жинки, да. | | Не, я бы съездил в какую- | |
| Ru[lat] | Mužyki. | •• Žinki, da. | Ne, ja by c"ezdil v kakuju-nibud' stranu | |
| Ru[eng] | Men. | •• Women, well. | Well, I would like to go to some safe country. | |
| Ru[nv] | <i>Laughs.</i> | <i>Laughs.</i> | | |
| [com] | <i>1 min left out.</i> | | | |

[36]

| | .. | 98 [42:06.1] | 99 [42:07.1*] |
|----------------|---------------------------|-----------------------------|---------------|
| Vi[v] | Ти бачив, де там... Де? | | |
| Vi[lat] | | Ty bačyv de tam... | De? |
| Vi[TL] | | you see-PST-2SG where there | where |
| Vi[eng] | | Did you see there... | Where? |
| Vi[nv] | | | |
| Vi[c] | | | |
| Ru[v] | нибудь страну безопасную. | | |
| Ru[lat] | bezopasnuju. | | |
| Ru[eng] | | | |

[37]

| | 100 | 101 [42:08.1*] | 102 [42:08.2] | 103 [42:10.7*] |
|----------------|------------------------|----------------|--|----------------|
| Vi[v] | В яку? Яку? | | Десь / де там нормальна | |
| Vi[lat] | V jaku? Jaku? | | Des' / de tam normal'na | |
| Vi[TL] | to which-ACC which-ACC | | somewhere where there normal-NOM | |
| Vi[eng] | To which? Which? | | Somewhere / where is a normal country there? | |
| Vi[nv] | | | | |
| Vi[c] | | | | |
| Ru[v] | Посмотреть, что там... | | Что? | |
| Ru[lat] | Posmotret', što tam... | | Čto? | |
| Ru[eng] | To look around... | | What? | |

[38]

| | .. | 104 [42:10.7*] | 105 [42:10.8] | 106 [42:11.7] | 107 [42:13.8*] | 108 [42:13.9] |
|----------------|---------------------------|----------------|--|---------------|----------------|---------------|
| Vi[v] | страна? | | Яка страна там нормальна? | | | |
| Vi[lat] | strana? | | Jaka strana tam normal'na? | | | |
| Vi[TL] | country-NOM | | which-NOM country-NOM there normal-NOM | | | |
| Vi[eng] | | | Which country is normal there? | | | |
| Vi[nv] | | | | | | |
| Vi[c] | | | | | | |
| Ru[v] | Яку? | | Яка страна? ... Ну, | | | |
| Ru[lat] | Jaku? | | Jaka strana? ... Nu, esli ne | | | |
| Ru[eng] | | | ... Well, to see | | | |
| Ru[c] | <i>Repeats after her.</i> | | <i>Repeats after her.</i> | | | |

[39]

| | | |
|----------------|---|--|
| Ru[v] | если не считать вот эти северные страны, типа, | |
| Ru[lat] | sčitat' vot eti severnye strany, tipa, nastojaščaja Afrika, nu, čtob posmotret', što takoje tropiki, tam. | |
| Ru[eng] | the reall tropics there, not taking to account Nothern countries, that is real Africa. | |

[40]

| | |
|----------------|--|
| | .. |
| Ru[v] | настоящая Африка, ну, чтоб посмотреть, что такое |
| Ru[lat] | |
| Ru[eng] | |

[41]

| | |
|----------------|---------------|
| | 109 [42:20.1] |
| Ru[v] | тропики, там. |
| Ru[lat] | |
| Ru[eng] | |

APPENDIX D

Discourse between Andrei(U) and Yana(R), 4th couple

Conversation between Yana and Andrei

Project Name: Receptive multilingualism in Slavonic languages

Referenced file: C:\Documents and Settings\aliona\Desktop\recordings\Yana+Andrei.AVI

Transcription Convention: YA

Comment: Yana and Andrei knew each other before. Yana does not have any knowledge of Ukrainian despite her father is Ukrainian originally, have not had any experience of receptive multilingual communication and visited Ukraine few times. Andrei has a native knowledge of Russian, visited Russia once, but never practiced receptive multilingualism.

User defined attributes:

Date of recording: 13.01.10.

Place of recording: Ankara, METU

Date of transcription: 24.01.10.

Duration of transcription: 1 hour

Recording person: Aliona Romaniuk

Transcribing person: Aliona Romaniuk

Translating person: Aliona Romaniuk

Speakertable

Ya

Sex: f

Languages used: rus; eng; deu; cmn

L1: rus

Comment: Does not have knowledge of any other Slavonic language but Russian.

User defined attributes:

Full name: Yana

Nationality: Russian

Native language: Russian

Status: student

City: Irkutsk

An

Sex: m

Languages used: rus; ukr; eng

L1: rus; ukr

Comment: Does not have knowledge of any other Slavonic language but Russian and Ukrainian.

User defined attributes:

Full name: Andrei

Nationality: Ukrainian

Native language: Russian, Ukrainain

Status: student

City: Sevastopol

AI

Sex: f

[1]

0 [00.0]1 [00.0]

AI[v]

Well, guys, you've chosen the topic 'Travel abroad',

[2]

.. 2 [03.8]

AI[v]

right? Try to communicate in your respective native

[3]

.. 3 [07.0]

AI[v]

languages. Ee, try not to switch into English in

[4]

.. 4 [10.1]

AI[v]

problematic moments. Try to make yourself clear in your

[5]

.. 5 [13.5]

AI[v]

native language. And, ee, switch into English only in the

[6]

.. 6 [17.8]

AI[v]

moments when you get completely stuck, ok?

[com]

13 mins left out.

[7]

| | 7 [13:57.6] | 8 [13:58.8] | 9 [14:00.1] | 10 [14:01.3] | 11 [14:02.1] |
|----------------|-------------------------------|--|-------------|---------------------------|----------------|
| Ya[v] | | • Влітку? | | Літом... | |
| Ya[lat] | | • Vlitku? | | Litom. | Letom, |
| Ya[eng] | | | | | In summer, |
| Ya[nv] | | <i>Smiles.</i> | | <i>Laughs.</i> | <i>Smiles.</i> |
| Ya[c] | | <i>Repeats after him in low voice.</i> | | <i>Repeats after him.</i> | |
| An[v] | | Влітку теж була? | | Лі/літом. | |
| An[lat] | Vlitku | tež bula? | Li/litom. | | Litom. |
| An[TL] | in summer | also be-PST-2SG | in summer | | in summer |
| An[eng] | Were you there in summer too? | | | | |

[8]

| | .. | 12 [14:03.0] | 13 [14:03.7] | 14 [23:54.0] | 15 [23:56.6] |
|----------------|--------|--------------------------|----------------|-------------------------------------|-----------------------|
| Ya[v] | | Летом, да? Да. | | | |
| Ya[lat] | da? | | Da. | | |
| Ya[eng] | right? | | Yes. | | |
| Ya[nv] | | | <i>Smiles.</i> | | |
| Ya[c] | | | | | <i>Moves her head</i> |
| An[v] | | Літом. | | І, ну, там все дешево? • • Ну, як | |
| An[lat] | | | | I, nu, tam vse deševo? | •• Nu, jak |
| An[TL] | | | | and well there everything cheap-ADV | •• well how |
| An[eng] | | | | So, is it cheap there? | •• Well, what do |
| An[nv] | | | | | |
| [com] | | <i>11 mins left out.</i> | | | |

[9]

| .. | | 16 [23:58.2] | 17 [23:59.9] | 18 [24:00.8] |
|---------|-----------------------|--------------|--------------|--|
| Ya[v] | | | | • Ам, ну, не знаю насчет |
| Ya[lat] | | | | • Am, nu, ne znaju nasčēt |
| Ya[eng] | | | | • Am, well, I do not know if it is cheap or not. |
| Ya[nv] | | | | <i>Smiles.</i> |
| Ya[c] | towards him. | | | |
| An[v] | ціни? | •• В Китаї. | Дешево? | |
| An[lat] | ciny? | •• V Kytaji. | Deševo? | |
| An[TL] | price-PL | •• in China | cheap-ADV | |
| An[eng] | the prices look like? | •• In China. | Cheap? | |

[10]

| .. | | 19 [24:05.3] |
|---------|----------|---------------------|
| Ya[v] | | дешево - не дешево. |
| Ya[lat] | děševo - | ne děševo. |
| Ya[eng] | | |
| Ya[nv] | | |

APPENDIX E

Discourse between Anna(U) and Dariusz(P), 5th couple

Coversation between Anna and Dariusz

Project Name: Receptive multilingualism in Slavonic languages

Referenced file: C:\Documents and Settings\aliona\Desktop\recordings\Anya+Dariusz 19.11.AVI

Transcription Convention: AD

Comment: Anna and Dariusz did not know each other before. Anna does not have any knowledge of Polish, never heard Polish speech, never practiced receptive multilingualism, never been to Poland. Similarly, Dariusz does not have any knowledge of Ukrainian, never heard Ukrainian speech, never practiced receptive multilingualism, never visited Ukraine.

User defined attributes:

Date of recording: 19.11.09.

Place of recording: Ankara, METU

Date of transcription: 21.11.09.

Duration of transcription: 14 hours

Recording person: Aliona Romaniuk

Transcribing person: Aliona Romaniuk

Translating person: Aliona Romaniuk

Speakertable

An

Sex: f

Languages used: eng; rus; ukr

L1: rus; ukr

Comment: Does not have knowledge of any other Slavonic language but Russian and Ukrainian.

User defined attributes:

Full name: Anna

Nationality: Ukrainian

Native language: Russian, Ukrainian

Status: student

City: Dnepropetrovsk

Da

Sex: m

Languages used: eng; pol

L1: pol

Comment: Does not have knowledge of any other Slavonic language but Polish.

User defined attributes:

Full name: Dariusz

Nationality: Pole

Native language: Polish

Status: student

City: Wroclaw

AI

Sex: f

[1]

0 [00.0] 1 [00.0]

AI[v]

Ok, guys, we are starting our recording and I am

[2]

2 [05.9]

AI[v]

giving you a short introduction. • Ee just try to speak

[3]

3 [10.4]

AI[v]

always in your respective native languages. For Anna

[4]

4 [13.3]

AI[v]

Ukrainian and for Dariusz Polish. Try not to switch into

[5]

5 [15.0]

AI[v]

English. And you can switch into English only in the points

[6]

6 [19.0]

7 [21.1]

AI[v]

when you get completely stuck. Ok? So, let's start. Your

[7]

| | | |
|---------|---|----------|
| | 8 [23.0] | 9 [47.9] |
| An[v] | Ти був колись у іншій | |
| An[lat] | Ty buv kolys' u inšij krajini? | |
| An[TL] | you COP-PST-3SG formerly in another country-LOC | |
| An[eng] | Have you ever been to a foreign country? | |
| Al[v] | topic is 'Travel abroad'. | |
| [com] | 0.5 min left out. | |

[8]

| | | | | |
|---------|-----------------------------|-----------|---------------------------------|-----------|
| | 10 [50.2] | 11 [51.6] | 12 [54.4] | 13 [55.7] |
| An[v] | країні? • • Ee | | • • ХМ | |
| An[lat] | • • Ee | | • • Hm | |
| An[TL] | • • IJ | | • • IJ | |
| An[eng] | • • Ee | | • • Hm | |
| An[c] | | | <i>Uncertain.</i> | |
| Da[v] | Co ja myślę o Ukrainie? | | • Czy | |
| Da[eng] | What do I think of Ukraine? | | • If I want, if I want to visit | |

[9]

| | |
|---------|--|
| | 14 [58.8] |
| An[v] | • |
| An[lat] | Ee tak |
| An[TL] | IJ yes |
| An[eng] | Ee, • yes. |
| Da[v] | chciałbym, czy chciałbym jechać do Ukrainy, tak? |
| Da[eng] | Ukraine, right? |

[10]

| | |
|------------------|--|
| .. 15 [01:00.0*] | |
| An[v] | так. Ти маєш на увазі, що моя країна - це Україна? |
| An[lat] | Ty maješ na uvazi ščo moja krajina ce Ukrajina? |
| An[TL] | you-NOM mean that I-PSS country-NOM it Ukraine |
| An[eng] | You mean that my country is Ukraine? |
| Da[v] | Nie |
| Da[eng] | I have |

[11]

| | |
|---------|---|
| .. | |
| Da[v] | myślałem, nie myślałem o tym, ale chętnie, ale fajnie by |
| Da[eng] | not considered, I have not considered it yet, but I would like, it would be fine. |

[12]

| | |
|--|--|
| .. 17 [01:09.8]18 [01:10.8] 19 [01:11.8] | |
| An[v] | • X |
| An[lat] | • Hm |
| An[TL] | lj |
| An[eng] | • Hm |
| Da[v] | było. Dobrze by było. A czy ty może myślałaś o, ee, |
| Da[eng] | It would be fine. Have you considered visiting Poland? |

[13]

| | |
|------------------------------|---|
| .. 20 [01:15.9] 21 [02:40.6] | |
| An[v] | Але що ти можеш розказати |
| An[lat] | Ale ščo ty možeš rozkazaty pro |
| An[TL] | but what you can-PRS-2SG tell-INF about |
| An[eng] | But what can you tell about your country? |
| Da[v] | podróży do Polski? |
| Da[eng] | |
| [com] | 1.5 mins left out. |

[14]

22 [02:43.3]

| | | | |
|----------------|---|---|---------------------------------------|
| An[v] | про свою країну? • Наприклад, якщо в мене є вибір | | |
| An[lat] | svoju krajinu? | • Napryklad | jakščo v mene je vybir |
| An[TL] | you-PSS country-ACC | • for-example | if at I-ACC COP-PRS choice travel-INF |
| An[eng] | | • For example, if I had a choice to travel either to Poland or to | |
| Da[c] | | <i>Does not respond.</i> | |

[15]

23 [02:50.7]

| | | | |
|----------------|--|----------------|-------------------------|
| An[v] | подорожувати у Польщу чи Германію, наприклад. • Що | | |
| An[lat] | podorožuvaty | u Pol'sčču | čy Germaniju napryklad. |
| An[TL] | to Poland-ACC | or Germany-ACC | for-example. |
| An[eng] | Germany. | | • Ščo |
| Da[c] | | | • what |
| | | | • Can |
| | | | <i>Confused.</i> |

[16]

| | | | |
|----------------|---|----------------|---|
| An[v] | ти можеш розказати мені про свою країну | | |
| An[lat] | ty možeš | rozkazaty meni | pro svoju krajinu interesnogo? |
| An[TL] | you can-PRS-2SG tell-INF | I-DAT | about you-PSS country-ACC interesting-GEN |
| An[eng] | you tell me something interesting about your country? | | |
| Da[c] | | | |

[17]

24 [02:55.6]

25 [02:57.2]

26 [02:58.8]

| | | | |
|----------------|---|---------------------------|------------------|
| An[v] | інтересного? цікавого? Щоб зацікавити мене. | | |
| An[lat] | Ee cikavoho? | Ščob | zacikavyty mene. |
| An[TL] | IJ interesting-GEN | in-oreder-to interest-INF | I-ACC |
| An[eng] | Ee interesting? | To get me curious. | |
| Da[v] | | | Czy, |
| Da[eng] | | | If, if I can |
| Da[c] | | | |

[18]

| | |
|----------------|---|
| .. | |
| Da[v] | czy mogę ci coś polecić co jest w Polsce ciekawego do |
| Da[eng] | advise you some sights to see in Poland? |

[19]

| | |
|-----------------------------|--|
| .. 27 [03:03.1]28 [03:04.5] | |
| An[v] | • |
| An[lat] | • |
| An[TL] | • IJ |
| An[eng] | • |
| An[nv] | <i>Smiles and holds her chin with her hand.</i> |
| An[c] | |
| Da[v] | zobaczenia, tak? Nie do końca, nie do końca |
| Da[eng] | I understood you not completely, not completely. |

[20]

| | |
|-----------------------------|---|
| .. 29 [03:06.1]30 [03:06.9] | |
| An[v] | ! |
| An[lat] | Ah ! |
| An[TL] | IJ |
| An[eng] | Ah ! |
| An[nv] | <i>Nods her head.</i> |
| An[c] | |
| Da[v] | złapałem. Czy / czy przy / czy jeżeli ty przyjedziesz |
| Da[eng] | If, if, if you come to Poland, right? |

[21]

| .. | | 31 [03:11.7] | 32 [03:12.2] |
|---------|-----------------|--|--------------|
| An[v] | | X | |
| An[lat] | | Hm | |
| An[TL] | | U | |
| An[eng] | | Hm | |
| An[nv] | | <i>Nod her head.</i> | |
| Da[v] | do Polski, tak? | Czy mogę ci coś z/ ciekawego | |
| Da[eng] | | If I can offer you something interesting to see? | |

[22]

| .. | | 33 [03:17.7] | 34 [03:18.4] |
|---------|--------------------------------|-----------------------------|--------------|
| An[v] | | Так, так. | |
| An[lat] | | Tak, tak. | |
| An[eng] | | Yes, yes. | |
| An[nv] | | | |
| Da[v] | zaoferować do zwiedzenia, tak? | Więc na pewno | |
| Da[eng] | | You should definitely visit | |

[23]

| .. | | 35 [03:22.4] | 36 [10:59.7] |
|---------|----------------------------|-------------------------------------|--------------|
| Da[v] | powinnaś odwiedzić Kraków. | A lubisz jeździć do | |
| Da[TL] | | and like-PRS-2SG go-INF to country- | |
| Da[eng] | Cracow. | Do you like visiting neighbouring | |
| [com] | | <i>8 mins left out.</i> | |

[24]

| .. | | 37 [11:03.5] |
|---------|--|------------------------------------|
| An[c] | | <i>Does not show any reaction.</i> |
| Da[v] | krajów sąsiednich, do krajów sąsiednich? Syria, | |
| Da[TL] | PL neighbouring-PL to country-PL neighbouring-PL | Syria-NOM let-us say |
| Da[eng] | countries, neighbouring countries? | Let us say, Syria? |

[25]

| | | 38 [11:04.8] | 39 [11:06.1] |
|---------|------------|--|--------------|
| An[v] | | С/Си/Сирия? | |
| An[lat] | | Syria? | |
| An[eng] | | Syria? | |
| An[c] | | <i>Confused face.</i> | |
| Da[v] | powiedzmy? | Na południu Syria, powiedzmy | |
| Da[TL] | | | |
| Da[eng] | | Let us say Syria - on the South, or some other | |

[26]

| | | 40 [11:11.2] | 41 [11:12.2] |
|---------|-----------------------------------|----------------------------|--------------|
| An[v] | | • | |
| An[lat] | | • | |
| An[eng] | | • | |
| Da[v] | czy jakieś kraje dookoła Turcji? | Czy odwiedzałaś, czy | |
| Da[eng] | neighbouring with Turkey country? | Did you visit, did you go? | |

[27]

| | | 42 [11:14.3] | 43 [11:15.0*] | 44 [11:15.4*] | 45 [11:16.4] | 46 [13:59.9] |
|---------|------------|--------------|---------------|--------------------|--------------|-----------------------------------|
| An[v] | | Hi-ni. Hi. | | I не хочу. | | Я б хотіла дуже |
| An[lat] | | Ni-ni. | Ni. | I ne хоçu. | | Ja b хотіла дуже |
| An[eng] | | No-no. | No. | And I do not want. | | I would like to visit France very |
| Da[v] | jeździłaś? | | | | | |
| Da[eng] | | | | | | |
| [com] | | | | | | <i>3 mins left out.</i> |

[28]

| | | | |
|----------------|----------------------|--|------|
| | | 47 [14:02.4]48 [14:03.3] | |
| An[v] | побувати у Франції. | Я планую поб/поїхати туди еє | |
| An[lat] | pobuvaty u Franciji. | Ja planuju pob/pojixaty tudy ee na | |
| An[TL] | | I plan-PRS-1SG go-INF there IJ on | |
| An[eng] | much. | I am planning to go there this, this summer. | |
| Da[v] | | | • Hm |
| Da[eng] | | | • Hm |

[29]

| | | | | |
|----------------|--|--|--------------|-----------------------|
| | | 49 [14:11.4] | 50 [14:13.0] | 51 [14:14.9] |
| An[v] | на ц/на цьому/цим літом. • • Літо. • • | в іюні. Іюнь - | | |
| An[lat] | c/ na cjomu/ cym litom. | •• Lito. •• Ee v ijuni. Ijun' - ijul'. | | |
| An[TL] | on this-LOC this-INS summer-INS | summer-NOM | | |
| An[eng] | | •• Summer. •• Ee in June. June-July. | | |
| Da[v] | | | | Aga |
| Da[eng] | | | | Aha |
| Da[nv] | | <i>Frowns.</i> | | <i>Nods his head.</i> |

[30]

| | | | |
|----------------|-------|---|--------------|
| | | 52 [14:15.9*]53 [14:15.9]54 [14:16.7] | 55 [20:57.9] |
| An[v] | іюль. | А ти скільки буде/будеш знаходитися | |
| An[lat] | | A ty skil'ky bude/budeš znaxodytysja v | |
| An[TL] | | and you how-much COP-FUT-2SG stay-INF in Turkey | |
| An[eng] | | For how long are you going to stay in Turkey? | |
| Da[v] | | | Hm |
| Da[eng] | | | Hm |
| [com] | | <i>7 mins left out.</i> | |

[31]

| | 56 [21:02.0] | 57 [21:05.4*] | 58 [21:05.5] |
|----------------|------------------------|----------------|-------------------------------------|
| An[v] | в Туреччині? | . | У Туре/ |
| An[lat] | Tureččyni? | Aha. | U Ture/ skil'ky/ skil'ky |
| An[TL] | -LOC | IJ | in tur(key)-LOC/ how-long/ how-much |
| An[eng] | | Aha. | How much, how much time are you |
| Da[v] | Dlaczego? Turcja, tak? | | |
| Da[TL] | | | |
| Da[eng] | Why? | Turkey, right? | |

[32]

| | 59 [21:09.2] |
|----------------|--|
| An[v] | скільки/скільки часу будеш тут? |
| An[lat] | času budeš tut? |
| An[TL] | time-GEN COP-FUT-2SG here |
| An[eng] | going to be here, in Turkey? |
| Da[v] | Aa, od / trzy/trzy |
| Da[eng] | Aa, for three, three months, three months, |

[33]

| | 60 [21:16.7] | 61 [21:17.3] |
|----------------|--|--------------|
| An[v] | | |
| An[lat] | | Ah |
| An[TL] | | IJ |
| An[eng] | | Ah |
| Da[v] | miesiące / trzy miesiące / trzy - cztery miesiące. | |
| Da[eng] | three-four months. | |

APPENDIX F

Discourse between Vika(U) and Peter(P), 6th couple

Conversation between Vika and Peter

Project Name: Receptive multilingualism in Slavonic languages

Referenced file: C:\Documents and Settings\aliona\Desktop\recordings\Vika+Peter 12.11.AVI

Transcription Convention: VP

Comment: Vika and Peter did not know each other before. Vika does not have any knowledge of Polish, never heard Polish speech, never practiced receptive multilingualism, never been to Poland. Similarly, Peter does not have any knowledge of Ukrainian, never practiced receptive multilingualism, but used to visit Kyiv for few days.

User defined attributes:

Date of recording: 13.11.09.

Place of recording: Ankara, METU

Date of transcription: 07.12.09.

Duaration of transcription: 15 hours

Recording person: Aliona Romaniuk

Transcribing person: Aliona Romaniuk

Translating person: Aliona Romaniuk

Speakertable

Vi

Sex: f

Languages used: eng; deu; rus; ukr

L1: ukr; rus

Comment: Does not have knowledge of any other Slavonian language but Ukrainian and Russian.

User defined attributes:

Full name: Viktoria

Nationality: Ukrainian

Native language: Ukrainian, Russian

Status: student

City: Vinnitsa

Pe

Sex: m

Languages used: eng; deu; pol

L1: pol

Comment: Does not have knowledge of any other Slavonian language but Polish.

User defined attributes:

Full name: Peter

Nationality: Pole

Native language: Polish

Status: student

City: Krakow

AI

Sex: f

[1]

0 [00.0]

AI[v] ((0.7s)) So guys • your task is to talk on the topic • • your

[2]

1 [04.1]

AI[v] future profession. • • • Aa you/you have to speak all the

[3]

2 [08.3]

AI[v] time in your • respective native languages. • • That is for

[4]

3 [12.4]

AI[v] Peter it is Polish and for Vika • it is Ukrainian. ((1s)) And

[5]

AI[v] eem • I would ask you to switch into English only in the

[6]

4 [18.7]

AI[v] cases when you get completely stuck. • • • Okay? • •

[7]

| | | |
|----------------|---|-------------|
| | 5 [21.5] | 6 [01:49.3] |
| Vi[v] | Тобто ти хочеш | |
| Vi[lat] | Tobto ty хо́чеш prodovžuvaty | |
| Vi[TL] | in-other-words you-NOM want-PRS-2SG continue-INF | |
| Vi[eng] | You mean you want to continue education, • right? | |
| AI[v] | Okay, let us start now. | |
| [com] | <i>2 mins left out.</i> | |

[8]

| | | |
|----------------|---------------------------------------|-------------------------|
| | 7 [01:51.7] | 8 [01:52.6] |
| Vi[v] | продовжувати навчатись, • так? | • • |
| Vi[lat] | navčatys' tak? | • • Хо́чеш |
| Vi[TL] | study-INF yes | • • want-PRS- |
| Vi[eng] | | • • Do you |
| Pe[v] | | • • Nie rozumiem. |
| Pe[eng] | | • • I don't understand. |

[9]

| | | | | |
|----------------|--|---------------|--------------------|-------------------------------|
| | | | | |
| Vi[v] | Хочеш продовжувати навчатись • • після того, як • | | | |
| Vi[lat] | porodovžuvaty | navčatys' | pislja togo | jak zakinčyš |
| Vi[TL] | 2SG continue-INF | study-INF | after | finish-FUT-2SG studies-ACC-SG |
| Vi[eng] | want to continue | education • • | after • you finish | your studies. |

[10]

| .. | | 9 [01:56.6] | |
|---------|--|---|---|
| Vi[v] | закінчиш навчання? Я маю на увазі • як закінчиш п' | | |
| Vi[lat] | navčannja? | Ja maju na uvazi yak zakončyš p"jatyj | |
| Vi[TL] | | I mean | when finish-FUT-2SG fifth-ACC year- |
| Vi[eng] | | I mean • when you finish your fifth year • • you are going to enter | |
| P[lat] | | | |
| Vi[c] | | | |
| Pe[v] | | | |
| Pe[c] | | | <i>Looks at her with strained face and bites his lip.</i> |

[11]

| .. | | 10 [02:00.3]11 [02:00.4*] | | 12 [02:00.4*]13 [02:00.5] | |
|---------|--|---------------------------|--|---------------------------|----------------------|
| Vi[v] | ятий рік • • поступаєш на магістратуру, • так? | | | | |
| Vi[lat] | rik postupaješ na mahistraturu tak? | | | | |
| Vi[TL] | ACC enter-PRS-2SG on master-degree-ACC yes | | | | |
| Vi[eng] | master's program, • right? | | | | |
| P[lat] | | | | | |
| Vi[c] | | | | | |
| Pe[v] | | Hm | | Mm • • • | |
| Pe[TL] | | | | | |
| Pe[eng] | | Hm | | Mm • • • I will be a | |
| Pe[nv] | | | | | <i>Nods his head</i> |
| Pe[c] | | | | | |

[12]

| .. | | 14 [02:02.7*]15 [02:02.7] | | | |
|---------|----------------------|---------------------------|------------------------------------|--|--|
| Vi[v] | | X | • • тобто не працювати поки | | |
| Vi[lat] | | H | Mhm tobto ne pracjuvatu poky | | |
| Vi[TL] | | IJ | IJ in-other-words work-NEG-INF yet | | |
| Vi[eng] | | Hm | Mhm • • so not to work yet? | | |
| Vi[nv] | | | <i>Smiles.</i> | | |
| Pe[v] | bęдę магистрем. Так. | | | | |
| Pe[TL] | | | | | |
| Pe[eng] | master. | | Right. | | |
| Pe[nv] | <i>intensively.</i> | | | | |

[13]

| | 16 [02:05.5] | 17 [02:06.4] | 18 [02:07.2*] |
|---------|--------------------------|---------------|--|
| Vi[v] | що? | • | ? • Будеш одночасно |
| Vi[lat] | ščo? | • Pracjuvaty? | Budeš jednočasno i |
| Vi[TL] | | • work-INF | COP-FUT-2SG simultaneously and |
| Vi[eng] | | • To work? | Will you work and study at the same |
| Vi[nv] | | | <i>Makes the categorical gestures with her hands moving them being</i> |
| Pe[v] | • • Nie rozumiem. | | |
| Pe[eng] | • • I do not understand. | | |

[14]

| | 19 [02:11.1] |
|---------|---|
| Vi[v] | і працювати • і навчатися чи • навчатися? |
| Vi[lat] | pracjuvaty i navčatysja čy tilky navčatysja? |
| Vi[TL] | work-INF and study-INF or only study-INF |
| Vi[eng] | time or only study? |
| Vi[nv] | <i>parallel to each other from right to left.</i> |
| Pe[v] | • • • |
| Pe[eng] | • • • What's |

[15]

| | 20 [02:13.7] | 21 [02:14.1*] |
|---------|-------------------------------------|-----------------------------|
| Vi[v] | | Aga! • To study • • • |
| Vi[lat] | | Aga! To study |
| Vi[TL] | | IJ to study study-INF |
| Vi[eng] | | Aga! To study • • • means ' |
| Pe[v] | What's ee co znaczy navchatysya? | |
| Pe[eng] | ee what is that mean 'navchatisya'? | |

[16]

| | | | | |
|----------------|--|----------------|--|-----------------------|
| | .. | 22 [02:16.2] | 23 [02:17.1*] 24 [02:17.2] | 25 [02:18.3*] |
| Vi[v] | навчатися. • Студійовати. Студійовати, щось таке • | | | |
| Vi[lat] | navčatysja. | • Studijovaty. | Studijovaty | ščas' take mhm. |
| Vi[TL] | | • study-INF | study-INF | something such-NOM IJ |
| Vi[eng] | navchatisya'. | • To study. | To study, something like that • mhm. | |
| Vi[nv] | | | <i>Makes spherical movements with her hands.</i> | |
| Vi[c] | | | | |
| Pe[v] | | | Aga Studjować. | • Aga |
| Pe[eng] | | | Aga To study. | • Aha |
| Al[v] | | | | |

[17]

| | | |
|----------------|--|-------------------|
| | 26 [02:19.0] | 27 [02:23.1*] |
| Vi[v] | Тобто в тебе буде одночасно і навчання і • • • праця? | |
| Vi[lat] | Tobto v tebe bude jednočasno i navčannja i pracja? | |
| Vi[TL] | in-other-words at you-LOC COP-FUT-3SG simultaneously and studies-NOM-SG and work-NOM | |
| Vi[eng] | You mean you will have education and work at the same time? | |
| Pe[v] | Ее... | |
| Pe[eng] | Ee... | |
| Pe[c] | | <i>Uncertain.</i> |

[18]

| | | |
|----------------|--|---------------|
| | 28 [02:23.2] | 29 [02:26.1*] |
| Vi[v] | | Так, |
| Vi[lat] | | Tak, tak, |
| Vi[eng] | | Yes, yes, |
| Pe[v] | • • Mm masz na myśli czy będę studiował i pracował w | |
| Pe[TL] | | |
| Pe[eng] | • • Mm you mean if I will study and work next year? | |
| Al[v] | | |

[19]

| .. | | 30 [02:26.9] |
|---------|--|---|
| Vi[v] | | ТАК, ТАК, ТАК. |
| Vi[lat] | | tak, tak. |
| Vi[eng] | | yes, yes. |
| Pe[v] | | przyszłym roku? Nie, myślę już pracować, już nie chcę |
| Pe[TL] | | |
| Pe[eng] | | No, I am planning to work, I don't want to study anymore. |
| Pe[nv] | | <i>Smiles and shakes his head.</i> |
| Al[v] | | |

[20]

| .. | | 31 [02:28.9] | 32 [02:31.2] | 33 [03:32.4] |
|---------|--|----------------|--------------|---|
| Vi[v] | | Я зрозуміла. | | |
| Vi[lat] | | Ja zrozumila. | | |
| Vi[eng] | | I understood. | | |
| Vi[nv] | | | | |
| Vi[c] | | <i>Laughs.</i> | | |
| Pe[v] | | studiować. | | W ogóne tam pracuję na • |
| Pe[TL] | | | | in-geberal there work-PRS-1SG on caviar / |
| Pe[eng] | | | | I actually work there around caviar. |
| Pe[nv] | | | | |
| Pe[c] | | <i>Laughs.</i> | | |
| [com] | | | | <i>1 min left out.</i> |

[21]

| .. | | 34 [03:34.9*] | 35 [03:35.1] | 36 [03:36.5] | 37 [03:37.8] |
|---------|--|---|---------------------|------------------|----------------|
| Vi[v] | | | | | Ковер? |
| Vi[lat] | | | | | Kovjor? |
| Vi[eng] | | | | | Carpet? |
| Vi[nv] | | | | | <i>Smiles.</i> |
| Vi[c] | | <i>Shakes her head.</i> | | | |
| Pe[v] | | <i>Requests for clarification.</i> | | | |
| Pe[TL] | | | | | |
| Pe[eng] | | | | | |
| Pe[nv] | | | | | |
| Pe[c] | | | | | |
| [com] | | | | | |
| Pe[v] | | kawio/przy kawiorze. • • • Mm kavior. • • • Kavior. | | | |
| Pe[TL] | | near caviar-LOC | • • • IJ caviar-NOM | • • • caviar-NOM | |
| Pe[eng] | | | • • • Mm caviar. | • • • Kavior. | |

[22]

38 [03:38.2]

39 [03:40.3*]

40 [03:40.4]

41 [04:56.0]

| | | |
|----------------|---|-------------------------|
| Vi[v] | | Коли в тебе є |
| Vi[lat] | | Koly v tebe je |
| Vi[TL] | | when at you-LOC COP-PRS |
| Vi[eng] | | When you have job • and |
| Vi[nv] | <i>Nods her head.</i> | |
| Pe[v] | Mhm • • także pracuję przy kawiorze. | |
| Pe[eng] | Mhm • • so I work around caviar. | |
| Pe[nv] | <i>Nods his head.</i> | <i>Smiles.</i> |
| [com] | | <i>1 min left out.</i> |

[23]

..

| | |
|----------------|---|
| Vi[v] | праця • знаєш, ти/ти муσιш це робити • то ти це |
| Vi[lat] | pracja znaješ ty/ty musyš ce robyty to ty ce robysh. |
| Vi[TL] | -3SG job-NOM you know-PRS-2SG you must-PRS-2SG it-ACC do-INF so you it-ACC do-PRS-2SG |
| Vi[eng] | you know you must do it • so you do it. |
| Pe[nv] | |

[24]

..

42 [05:00.2]

| | |
|----------------|--|
| Vi[v] | робиш. Яка різниця ((0.7s)) є воно, вроджене, не |
| Vi[lat] | Jaka ryznycja ((0.7s)) je vono vrodzene ne vrodzene. |
| Vi[TL] | what-NOM difference-NOM ((0.7s)) COP-PRS it inherent-NOM inherent-NOM-NEG |
| Vi[eng] | There is no difference ((0.7s)) if you have it or not, if it is inherent or not. |
| Pe[nv] | <i>Smiles.</i> |

[25]

| .. | 43 [05:04.1] | 44 [05:05.0] | 45 [05:06.4] |
|----------------|-------------------------|--------------|----------------------|
| Vi[v] | вроджене. • Це работа. | | ••• Це |
| Vi[lat] | • Tse robota. | | ••• Tse robota |
| Vi[TL] | • it job-NOM | | ••• it job-NOM yes |
| Vi[eng] | • It is job. | | ••• It is job, rigt? |
| Pe[v] | Ее nie rozumiem. | | |
| Pe[eng] | Ee I do not understand. | | |
| Pe[nv] | | | |

[26]

| 46 [05:07.9*] | 47 [05:07.9] | | |
|----------------|--|--|----------------------------|
| Vi[v] | робота, так? Тобто ти вже •• наприклад •• ну, тобі | | |
| Vi[lat] | tak? | Tobto ty vže napryklad | nu tobi |
| Vi[TL] | | in-other-words you-NOM already for-example | well you-DAT offer-PST-3PL |
| Vi[eng] | | I mean you already •• for example •• well, they offer you to work at university. | |
| Pe[v] | No... | | |
| Pe[eng] | But... | | |

[27]

| .. | 48 [05:12.1] | | |
|----------------|--|----------------------------|---------------------------|
| Vi[v] | запропонували працювати в університеті. В тебе немає | | |
| Vi[lat] | zaproponuvaly | pracjuvaty v universyteti. | V tebe nemaje •• |
| Vi[TL] | work-INF | at university-LOC | at you-LOC no •• way-back |
| Vi[eng] | | | You don't have •• |
| Pe[v] | Hm | | |
| Pe[eng] | Hm | | |

[28]

| | 49 [05:13.7] | 50 [05:15.7] | 51 [05:16.6] |
|----------------|--|---------------------------------|----------------------------|
| Vi[v] | •• виходу. •• Ти мусиш спробувати, так? Чому ні? | | |
| Vi[lat] | vychodu. | •• Ty musyš sprobuvaty | tak? Čomu ni? |
| Vi[TL] | -GEN | •• you-NOM must-PRS-2SH try-INF | yes why not |
| Vi[eng] | choice. | •• You must try, right? | Why not? |
| P[lat] | | | |
| Vi[nv] | | | |
| Vi[c] | | | |
| Pe[v] | | | Mm •• no... |
| Pe[TL] | | | |
| Pe[eng] | | | Mm •• but... |
| U[lat] | | | |
| Pe[nv] | | | <i>Smiles.</i> |
| Pe[c] | | | <i>Does not agree with</i> |
| Al[v] | | | |
| [com] | | | |

[29]

| | 52 [05:17.7] | 53 [05:18.8] | 54 [05:20.9*] |
|----------------|--------------------------------|--------------|--|
| Vi[v] | Ти просто не пробував. | | Ну, в |
| Vi[lat] | Ty prosto ne probuvav. | | Nu v pryncypi |
| Vi[TL] | you-NOM simply try-NEG-PTS-2SG | | well in principle- |
| Vi[eng] | Just you haven't tried. | | Well, in principle, |
| Vi[nv] | | | <i>Nods her head.</i> |
| Pe[v] | | | |
| Pe[TL] | | | |
| Pe[eng] | | | |
| Pe[c] | <i>her statement.</i> | | |
| | | | Ale to nie jest właśnie to co |
| | | | However that is not exactly what I would like to do. |

[30]

| .. | | 55 [05:20.9] | 56 [12:02.3] |
|---------|------------------|------------------|--|
| Vi[v] | принципі, да. | | В Кракові є якісь міжнародні |
| Vi[lat] | da. | | V Krakovi je jakis' mižnarodni firmi |
| Vi[TL] | LOC yes | | In Krakov-LOC COP-PRS some-PL international-PL company-PL in |
| Vi[eng] | yes. | | Are there any international companies in Krakov, I mean |
| Vi[nv] | | | |
| Pe[v] | chciałbym robić. | | |
| Pe[TL] | | | |
| Pe[eng] | | | |
| [com] | | 7 mins left out. | |

[31]

| .. | | 57 [12:05.9] | |
|---------|--|--------------|--------------|
| Vi[v] | фірми, тобто є можливість знайти щось таке? | | |
| Vi[lat] | tobto je možlyvist' znajty ščos' take? | | |
| Vi[TL] | -other-words COP-PRS possibility find-INF something such | | |
| Vi[eng] | can you find something like that? | | |
| Pe[v] | | | • Mm nie |
| Pe[eng] | | | • Mm I don't |

[32]

| .. | | 58 [12:07.0] | 59 [12:08.1] |
|---------|-------------|--------------------------|-------------------------------|
| Vi[v] | | Міжнародні фірми. | |
| Vi[lat] | | Mižnarodni firmy. | |
| Vi[eng] | | International companies. | |
| Pe[v] | rozumiem. | | Mie/jakie miedzynarodowe |
| Pe[eng] | understand. | | What international companies? |
| Pe[nv] | | Bites his lip. | |

[33]

| .. | 60 [12:09.9] | 61 [12:10.9*]62 [12:11.2] | 63 [12:12.5*] |
|---------|--|--|------------------------------------|
| Vi[v] | Міжнародні like... • Ти це зрозумів, да? • • €/€/€ | | |
| Vi[lat] | Mižnarodni | like... | • Ty ce zrozumiv da? Je/je/je take |
| Vi[TL] | | | |
| Vi[eng] | International like... | • You understood that, didn't you? | Is there something |
| Pe[v] | firmy? | No, miedzynarodowe • w sumie to jakie | |
| Pe[TL] | | | |
| Pe[eng] | | Well what are actually international ones? | |
| Pe[nv] | | <i>Nods his head.</i> | |
| Pe[c] | | <i>Shows that he understood.</i> | |

[34]

| .. | 64 [12:13.7] |
|---------|---|
| Vi[v] | таке щось? |
| Vi[lat] | ščos'? |
| Vi[eng] | like that? |
| Pe[v] | są? No nie wiem są jakieś typu na przykład • |
| Pe[TL] | |
| Pe[eng] | Well, i don't know, there are some of that kind, for example, • Avijen. |
| Pe[nv] | |
| Pe[c] | |

[35]

| .. | 65 [12:16.4] | 66 [17:43.6] |
|---------|--|--------------|
| Vi[v] | Ти можеш заробити десь п' | |
| Vi[lat] | Ty maksimum možeš zarobytyi des' p"jatsot | |
| Vi[TL] | you-NOM maxumum can-PRS-2SG earn-INF approximately five-hundred euro | |
| Vi[eng] | You can earn at most around five hundred euros. | |
| Pe[v] | Avijen. | |
| Pe[eng] | | |
| [com] | <i>5 mins left out.</i> | |

[36]

| | 67 [17:46.4] | 68 [17:47.3] | 69 [17:49.2] |
|---------|--------------|---------------------------------------|---------------|
| Vi[v] | ятсот євро. | П'ятсот євро • максимум десь. | • • П' |
| Vi[lat] | jevro. | P"jatsot jevro maksimum des'. | • • P"jatsot. |
| Vi[TL] | | | |
| Vi[eng] | | Five hundred euros • at most I think. | • • Five |
| Pe[v] | | • Ile? | • • Ee |
| Pe[eng] | | • How much? | • • Ee |
| Pe[c] | | <i>Tries to listen carefully.</i> | |

[37]

| | 70 [17:50.2] | 71 [17:51.0] | 72 [17:52.6*] 73 [17:52.7] | 74 [17:53.7*] 75 [17:54.1] |
|---------|--------------|-------------------------------------|----------------------------|-----------------------------|
| Vi[v] | ятсот. | Так. | • Ні ні ні. | Євро. Я/я говорю |
| Vi[lat] | | Tak. | • Ni ni ni. | Jevro. Ja/ja hovorju |
| Vi[eng] | hundred. | Yes. | • No no no. | Euros. I am talking about • |
| Pe[v] | | Pięcet? Pięcet hryvien? | | |
| Pe[TL] | | | | |
| Pe[eng] | | Five hundred? Five hundred hryvnas? | | |

[38]

| | 76 [17:55.8] | 77 [17:56.9] 78 [17:57.3] | 79 [17:58.1] | 80 [18:53.7] |
|---------|--------------|---------------------------|------------------------|--------------|
| Vi[v] | про • євро. | Euro. | В Києві | |
| Vi[lat] | pro jevro. | | V Kyjevi | |
| Vi[TL] | | | In Kyiv-LOC | |
| Vi[eng] | euro. | | In Kyiv you | |
| Pe[v] | | What is yevro? | • A, euro! | |
| Pe[eng] | | What is 'yevro'? | | |
| Pe[nv] | | | | |
| Pe[c] | | | | |
| [com] | | | <i>1 min left out.</i> | |

[39]

| | | |
|----------------|---|-----------------|
| | .. | |
| Vi[v] | мінімум ти на квартиру витратиш десь ну • • шістьсот- | |
| Vi[lat] | minimum ty na kvartyru vytratyš des' nu šistsot-simsot | |
| Vi[TL] | minimum you on apartment-ACC spend-FUT-2SG approximately well six-hundred-ACC seven-hundred-ACC euro- | |
| Vi[eng] | would spend on apartment rent at least, well • • six-seven hundred euros. | |
| Pe[nv] | | <i>Slightly</i> |
| Pe[c] | | <i>Shows</i> |

[40]

| | | | |
|----------------|----------------------------------|-----------------------|-----------------|
| | 83 [18:58.3] | 84 [19:00.1] | 85 [19:01.5] |
| Vi[v] | сімсот євро. | Шістьсот-сімсот. | |
| Vi[lat] | jevro. | Šistsot-simsot. | |
| Vi[TL] | GEN | | |
| Vi[eng] | | Six-seven hundred. | |
| Vi[nv] | | <i>Nods her head.</i> | |
| Pe[v] | • • Trzy/trzysta? | | • Mm |
| Pe[eng] | • • Three hundred? | | • Mm three-four |
| Pe[nv] | <i>nods his head and smiles.</i> | | |
| Pe[c] | <i>that he understands.</i> | | |

[41]

| | | | | | |
|----------------|---------------------|---------------|---------------|--------------|-------------------|
| | 86 [19:03.7] | 87 [19:04.3*] | 88 [19:05.0*] | 89 [19:05.6] | 90 [19:06.1] |
| Vi[v] | | Hi ni ni. | Шістьсот. | Шістьсот. | Шість |
| Vi[lat] | | Ni ni ni. | Šistsot | Šistsot. | Šist sot. |
| Vi[eng] | | No no no. | Six hundred. | Six hundred. | Six |
| Vi[nv] | | | | | <i>Smiles.</i> |
| Vi[c] | | | | | <i>Says</i> |
| Pe[v] | trzysta-czteryista? | | | | • Ee |
| Pe[eng] | hundred? | | | | • Ee |
| Pe[c] | | | | | <i>Uncertain.</i> |

[42]

| | 91 [19:07.0] | 92 [19:07.8] | 93 [19:08.5] | 94 [22:20.0] | 95 [22:20.8] |
|----------------|------------------------|-----------------------|--------------|-------------------------|----------------|
| Vi[v] | СОТ. | | . | Ой, це так нудно! Ой, я | |
| Vi[lat] | | Šest'set. | | Oj ce tak nudno! | Oj ja |
| Vi[TL] | | | | IJ it so boring-ADV | IJ I you- |
| Vi[eng] | hundred. | Six hundred. | | Oh, that is so boring! | Oh, I |
| Vi[nv] | | <i>Nods her head.</i> | | | |
| Vi[c] | <i>distinctly.</i> | <i>Affirmative.</i> | | | |
| Pe[v] | Sześćset? • Aga | | | | |
| Pe[eng] | Six hundred? | • Aga | | | |
| Pe[nv] | | <i>Nods his head.</i> | | <i>Laughs.</i> | <i>Laughs.</i> |
| [com] | | | | <i>3 mins left out.</i> | |

[43]

| | 96 [22:22.3] | | | | |
|----------------|---|----------------------------|---------------------|-----------------|---|
| Vi[v] | тобі кажу! Це жах, я зараз пишу • боже я не знаю, в | | | | |
| Vi[lat] | tobi kažu! | Ce žax | ja zaraz | pyšu | bože ja ne znaju v mene |
| Vi[TL] | DAT say-PRS-1SG | it horror-NOM | I now | write-PRS-1SG | god-VOC I know-NEG-PRS-1SG at I-LOC already |
| Vi[eng] | swear! | It's awful, I write it now | • God, i don't know | I am exhausted. | |
| Pe[nv] | <i>Laughs.</i> | | | | |

[44]

| | 97 [22:25.9] | 98 [22:27.5] |
|----------------|-------------------------------------|--------------|
| Vi[v] | МЕНЕ ВЖЕ СИЛ НЕМА. | Я |
| Vi[lat] | vje syl nema. | Ja kažu |
| Vi[TL] | vitality-GEN-PL no | I say-PRS- |
| Vi[eng] | | I say |
| Pe[v] | Że nie rozumiem że co nudno? | |
| Pe[eng] | I don't understand what is boring? | |
| Pe[nv] | <i>Laughs.</i> | |
| Pe[c] | <i>Curious and impatient face.</i> | |

[45]

| | | |
|----------------|--|-----------------------------|
| | 99 [22:30.0*] | 100 [22:30.4*]101 [22:30.6] |
| Vi[v] | кажу • тезіс • магістерський це така нудотіна. | |
| Vi[lat] | tezis mahisters'kyj | ce taka nudotina. |
| Vi[TL] | 1SG thesis-NOM master-PSS | it such-NOM boredom-NOM |
| Vi[eng] | master's thesis is so boring. | |
| Vi[c] | | <i>Nods her head</i> |
| Pe[v] | No? | Že pisanie |
| Pe[eng] | Yeah! | You mean writing |
| Pe[nv] | | <i>Nods his head</i> |
| Al[v] | | |

[46]

| | | |
|----------------|--|------------------------------------|
| | 102 [22:32.0] | 103 [23:01.2] |
| Vi[v] | Якщо напишеш англійською мовою, | |
| Vi[lat] | Jakščo napyšeš | anhlijs'koju movoju to |
| Vi[TL] | If write-FUT-2SG | English-INS language-INS then big- |
| Vi[eng] | If you write it in English, there is bigger probability to be accepted | |
| Vi[c] | <i>smiling.</i> | |
| Pe[v] | jest nudne. | |
| Pe[eng] | is boring. | |
| Pe[nv] | <i>smiling</i> | <i>Smiles.</i> |
| [com] | <i>0.5 mins left out.</i> | |

[47]

| | | | | | | | |
|----------------|---|------------------|------------------------------|-------------|-----|--|--|
| Vi[v] | то більша вірогідність того, що попадеш в нормальну | | | | | | |
| Vi[lat] | bil'sha virohidnist' | toho ščo popadeš | v normal'nu | firmu | | | |
| Vi[TL] | COM probability-NOM | that-GEN | appear-FUT-2SG to normal-ACC | company-ACC | yes | | |
| Vi[eng] | to some good company • right, international. | | | | | | |
| Pe[nv] | | | | | | | |

[48]

| .. | | 104 [23:06.1] | 105 [23:06.8] |
|---------|-------------------------|---------------------|----------------------------------|
| Vi[v] | фірму • да, міжнародну. | | • Якщо писати |
| Vi[lat] | da mižnarodnu. | | • Jakščo pysaty anglijs' |
| Vi[TL] | international. | | • If write-INF English- |
| Vi[eng] | | | • If you write it in English you |
| Pe[v] | | Nie rozumiem. | |
| Pe[eng] | | I don't understand. | |
| Pe[nv] | | | |

[49]

| .. | | 106 [23:11.4] | 107 [23:13.8*] | 108 [23:16.2*] |
|---------|---|---------------|----------------|----------------|
| Vi[v] | англійською мовою, то в тебе більший вибір • фірми | | | |
| Vi[lat] | koju movoju to v tebe bil'syj vybir firmy potim. | | | |
| Vi[TL] | INS language-INS then at you-LOC big-COM choice-NOM company-GEN later | | | |
| Vi[eng] | have bigger choice • of companies later. | | | |

[50]

| .. | | 106 [23:11.4] | 107 [23:13.8*] | 108 [23:16.2*] |
|---------|---|---------------|----------------|----------------|
| Vi[v] | потім. • • • Якось • • • так. • X | | | |
| Vi[lat] | • • • Jakos' tak Hm | | | |
| Vi[TL] | | | | |
| Vi[eng] | • • • Something • • • like that. Hm | | | |
| Pe[v] | • • Że mam • napiszę magisterke • po angielsku • to | | | |
| Pe[TL] | | | | |
| Pe[eng] | • • If I have • if I write master's thesis • in English • than it is easier • mm. | | | |

[51]

109 [23:17.3]110 [23:17.6]

| | |
|---------|--|
| Vi[v] | Я маю на увазі, ти можеш |
| Vi[lat] | Ja maju na uvazi ty možeš vyvraty |
| Vi[TL] | I-NOM mean you can-PRS-2SG choose-INF company- |
| Vi[eng] | I mean you can chose among some companies later. |
| Pe[v] | že jest łatwiej • mm. |
| Pe[TL] | |
| Pe[eng] | |

[52]

111 [23:20.3]112 [23:20.8]113 [23:20.8]

| | | |
|---------|--------------------------------|--------------------------|
| Vi[v] | вибирати компанії якісь потім. | Міжнародні |
| Vi[lat] | kompaniji jakis' potim. | Mižnarodni jakis' |
| Vi[TL] | ACC-PL some-ACC-PL later | International-PL some-PL |
| Vi[eng] | | Some international big |
| P[lat] | | |
| Vi[nv] | | |
| Vi[c] | | |
| Pe[v] | | Aga |
| Pe[TL] | | |
| Pe[eng] | | Aga |
| U[lat] | | |
| Pe[nv] | | |
| Pe[c] | | Uncertain. |
| Al[v] | | |
| [com] | | |

[53]

| | | | |
|---------|------------------------|---|-----------------------------|
| .. | | 114 [23:22.3] | 115 [23:23.6*]116 [23:23.6] |
| Vi[v] | якісь великі компанії. | | Так. |
| Vi[lat] | velyki kompaniji. | | Tak. |
| Vi[TL] | big-PL company-PL | | |
| Vi[eng] | companies. | | Yes. |
| Pe[v] | | Że jak szukam pracy później? | |
| Pe[TL] | | | |
| Pe[eng] | | You mean later, when I will look for a job? | |
| [com] | | | 1 min left |

[54]

| | | | |
|---------|--|---------------|---------------|
| .. | | 117 [24:18.9] | 118 [24:20.9] |
| Vi[v] | А великий тезис має бути - скільки сторінок? | | |
| Vi[lat] | A velykyj tezis maje buty skilky storinok? | | |
| Vi[TL] | IJ big thesis must-PRS-3SG be-INF how-many page-GEN-PL | | |
| Vi[eng] | And must the thesis be large - how many pages? | | |
| Vi[nv] | Smiles. | | |
| Pe[v] | | | •• |
| Pe[eng] | | | •• Once more? |
| Pe[nv] | Smiles. | | |
| [com] | out. | | |

[55]

| | | | |
|---------|--|---------------|------------------------------|
| .. | | 119 [24:21.7] | 120 [24:23.1] |
| Vi[v] | Скільки сторінок має бути? Який/який тезис | | |
| Vi[lat] | Skilky storinok maje buty? Jakyj/jakyj tezis | | |
| Vi[TL] | how-many page-GEN-PL must-PRS-3SG be-INF what thesis must- | | |
| Vi[eng] | How many pages must there be? What thesis must look like? | | |
| Pe[v] | Jeszcze raz? | | |
| Pe[eng] | | | |
| Pe[c] | | | Looks at her with a strained |

[56]

| .. | 121 [24:24.7] | 122 [24:25.8] | 123 [24:27.1] | 124 [24:27.7] |
|----------------|-----------------------|---------------------|---------------------------------|--------------------------|
| Vi[v] | має бути? Об'єм який? | | Так. | Розмір • • не |
| Vi[lat] | maje buty? | Ob"jem jakyj? | Tak. | Rozmir ne |
| Vi[TL] | PRS-3SG be-INF | length-NOM what-NOM | | |
| Vi[eng] | | What length? | Yes. | Size • • you don't know. |
| Pe[v] | | | Ee rozmiar? Duże? • • Nie wiem. | |
| Pe[eng] | | Ee size? | Big? | • • I don't know. |
| Pe[c] | <i>face.</i> | | | |

[57]

| .. | 125 [24:28.5*] | 126 [24:30.0] | 127 [24:30.6*] |
|----------------|-----------------------------------|-------------------|----------------------------|
| Vi[v] | знаєш. • • Аа. | • А, сто. | Ну, |
| Vi[lat] | znajesh Aa. | • A sto. | Nu normal'no |
| Vi[eng] | Aa. | • A, one hundred. | Well, it's ok, you will do |
| Pe[v] | Osiemdziesiąt stron, sto. | | |
| Pe[eng] | From eighty to one hundred pages. | | |

[58]

| .. | 128 [24:32.0] | 129 [26:04.7] |
|----------------|---------------------------|--|
| Vi[v] | нормально, напишеш. | Магістратури й |
| Vi[lat] | napíšeš. | Magistratury j bakalavratu |
| Vi[TL] | | Master's-degree-GEN and bachelor-degree-GEN |
| Vi[eng] | it. | There were not master's and bachelor degrees |
| Pe[c] | | <i>Looks with strained face. No sign of understanding.</i> |
| [com] | <i>1.5 mins left out.</i> | |

[59]

| | |
|----------------|--------------------------------|
| 130 [26:07.0] | |
| Vi[v] | бакалаврату не було ще раніше. |
| Vi[lat] | ne bulo šče raniše. |
| Vi[TL] | COP-NEG-PST yet earlier. |
| Vi[eng] | before. |
| Pe[v] | |
| Pe[eng] | ((0.8s)) Nie rozumiem. |
| Pe[c] | ((0.8s)) I don't understand. |

[60]

| | |
|----------------|--|
| 131 [26:08.5] | |
| Vi[v] | • Ну • раніше в Польщі і в Україні у нас була одна |
| Vi[lat] | • Nu raniše v Pol'ši i v Ukrajinі u nas bula odna systema |
| Vi[TL] | • well earlier in Poland-LOC and in Ukraine-LOC at we-LOC COP-PST-3SG one system-NOM at we- |
| Vi[eng] | • Well, in past in Poland and Ukraine we had the same system we had five years of education. |
| Pe[c] | <i>Looks at her with strained face and bites his lip.</i> |

[61]

| | | |
|-----------------------------|--|-----------------------|
| 132 [26:13.1] 133 [26:13.7] | | |
| Vi[v] | система - у нас було п'ять років навчання. | Всі п' |
| Vi[lat] | u nas bulo p"jat' rokiv navčannija. | Vsi p"jat' |
| Vi[TL] | LOC COP-PST five-NOM year-GEN-PL study-GEN | everybody five |
| Vi[eng] | | Everybody |
| Vi[nv] | | <i>Nods her head.</i> |
| Pe[v] | | Hm |
| Pe[eng] | | Hm |
| Pe[c] | | |

[62]

| .. | | 134 [26:15.0] | 135 [26:15.2] |
|---------|-------------------------------|---|---------------|
| Vi[v] | ять років вчилися, так? | Тобто магістратури • ну | |
| Vi[lat] | rokiv vchyls' tak? | Tobto mahistratury nu jak | |
| Vi[TL] | year-GEN-PL study-PST-3PL yes | in-other-words master's-degree-GEN well as | |
| Vi[eng] | studied five years, right? | I mean there was no master's degree as it is. | |
| Vi[nv] | | <i>Turns her head left-right.</i> | |
| Pe[v] | | Hm | |
| Pe[eng] | | Hm | |
| Pe[c] | | <i>Nods his head. Nods his head.</i> | |

[63]

| .. | | 136 [26:17.7] | 137 [26:19.2] |
|---------|---|-----------------------|---------------|
| Vi[v] | як такової не було. •• І бакалаврату не було. Було | | |
| Vi[lat] | takovoji ne bulo. •• I bakalavratu ne bulo. Bulo prosto | | |
| Vi[TL] | such COP-NEG-PST •• also bachelor's-degree-GEN COP-NEG-PST COP-PST simply | | |
| Vi[eng] | •• And there was no bachelor's degree as well. There were simply | | |
| Vi[nv] | | <i>Nods her head.</i> | |
| Pe[c] | | | |

[64]

| .. | | 138 [26:20.9] | 139 [26:21.7] |
|---------|------------------------------|---------------------------------------|---------------|
| Vi[v] | просто п'ять років навчання. | Ну, як би, в мене | |
| Vi[lat] | p"jat' rokiv navčannja. | Nu jak by v mene bulo | |
| Vi[TL] | five year-GEN-PL study-GEN | well how-can-I-say at I-LOC COP- | |
| Vi[eng] | five years of education. | Well, how can I say, i had it so that | |
| Pe[v] | | •• Hm | |
| Pe[eng] | | •• Hm | |
| Pe[c] | | <i>Nods his head.</i> | |

[65]

| | | | |
|----------------|---|--|--------------|
| | | 140 [26:25.1] | |
| Vi[v] | було таке, що останній рік це була і магістратура. П' | | |
| Vi[lat] | take | ščo ostanniy rik ce bula i mahistratura. | P"jatyj rik. |
| Vi[TL] | PST such that last-NOM year-NOM it COM-PST also master's-degree-NOM | | |
| Vi[eng] | the last year was counted as master's degree. | | The fifth |

[66]

| | | | |
|----------------|--|--|----------------|
| | | 141 [26:25.9] | 142 [26:26.8*] |
| Vi[v] | ятый рік. ((0.9s)) Ось. А потім ще друга магістратура, а | | |
| Vi[lat] | ((0.9s)) | Os'. A potim šče druha mahistratura a | |
| Vi[TL] | ((0.9s)) like-this. | and later more another-NOM master's-degree-NOM and why | |
| Vi[eng] | year. ((0.9s)) Like this. | And later I got another master's degree, why not. | |
| Vi[nv] | | <i>Smiles.</i> | |

[67]

| | | | | | |
|----------------|----------|---------------------------------|-------------------|----------------|---------------|
| | | 143 [26:29.4] | 144 [26:30.2] | 145 [26:31.6*] | 146 [26:32.2] |
| Vi[v] | чому ні. | Чим більше тим краще. Цікавіше. | | | |
| Vi[lat] | čomu ni. | Čym bil'she tym krašče. | Cikaviše. | ((2s)) | |
| Vi[TL] | not. | | | | |
| Vi[eng] | | Te more the better. | More interesting. | ((2s)) | |
| Vi[nv] | | <i>Smiles.</i> | | <i>Smiles.</i> | |
| Pe[v] | | •• Aga | | • Aa | |
| Pe[eng] | | •• Aga | | • Aa | |
| Pe[nv] | | <i>Nods his head.</i> | | <i>Smiles.</i> | |

[68]

147 [26:33.2*]

148 [26:34.5*] 149 [26:36.0]

150 [26:37.8]

| | | | |
|----------------|---|--------|------------------------|
| Vi[v] | ((2s)) Чому/чому не пробувати? ((1.2s)) Ось. | | |
| Vi[lat] | Chomu/chomu ne probuvaty? | | ((1.2s)) Os'. |
| Vi[eng] | Why not to try?(~There is no harm in trying). | | ((1.2s)) Like this. |
| Vi[nv] | | | |
| Pe[v] | • Hm | • • Hm | • • • Czyli |
| Pe[TL] | | | • • • as-you-say IJ as |
| Pe[eng] | • Hm | • • Hm | • • • So you say you |
| Pe[nv] | | | |

[69]

..

151 [26:39.6]

| | | | |
|----------------|--|----------------------|--|
| Pe[v] | ee jakbym mm mówisz jakbyś skończyła trzy studia, tak? | | |
| Pe[TL] | -if | IJ say-PRS-2SG as-if | finish-PST-2SG three-ACC degree-ACC-PL yes |
| Pe[eng] | have three degrees, right? | | |

[70]

152 [26:43.5]

153 [26:49.3]

| | | |
|----------------|--|--------|
| Vi[v] | | • • |
| Vi[lat] | | • • Hm |
| Vi[eng] | | • • Hm |
| Vi[c] | <i>Moves her face towards him and tries to listen carefully.</i> | |
| Pe[v] | • • Ile masz mm ((1.5s)) studiowałaś jeden kierunek? | |
| Pe[TL] | • • how-many have-PRS-2SG IJ ((1.5s)) study-PST-2SG one-ACC area-ACC | |
| Pe[eng] | • • How many do you have mm ((1.5s)) did you study on one area? | |

[71]

| | | | | | |
|---------|----|----------------|---------------|--------------------------------------|---|
| | .. | 154 [26:50.0] | 155 [26:51.3] | 156 [26:51.6] | 157 [26:52.0*] |
| Vi[v] | | Хм | | Так. | |
| Vi[lat] | | | | Tak. | |
| Vi[eng] | | | | Yes. | |
| Pe[v] | | • • Angielski. | | Tak? I • tylko tyle czy jeszcze coś? | |
| Pe[TL] | | | | yes | and only that-ACC or else something-ACC |
| Pe[eng] | | • • English. | | Right? | Only that or something else? |

[72]

| | | |
|---------|---------------|---|
| | 158 [26:53.9] | 159 [26:54.7] |
| Vi[v] | | Не зрозуміла. |
| Vi[lat] | | Ne zrozumila. |
| Vi[eng] | | I didn't understand. |
| Vi[nv] | | <i>Shakes her head.</i> |
| Pe[v] | | • • Tylko angielski studjowałaś czy jeszcze |
| Pe[TL] | | • • Only English-ACC study-PST-2SG or else some-ACC |
| Pe[eng] | | • • Did you study only English or some other area? |
| U[lat] | | |

[73]

| | | | | |
|---------|----|-------------------------|-------------------------------|---------------------|
| | .. | 160 [26:57.5*] | 161 [26:57.9] | 162 [26:59.7] |
| Vi[v] | | Ні ні ні. | В мене | було два керівника. |
| Vi[lat] | | Ni ni ni. | V mene ee bulo dva kerivnyka. | Tobto |
| Vi[eng] | | No no no. | I had two advisors. | I mean in |
| Vi[nv] | | <i>Shakes her head.</i> | | |
| Pe[v] | | jakiś inny kierunek? | | |
| Pe[TL] | | other-ACC area-ACC | | |
| Pe[eng] | | | | |
| U[lat] | | | | |

[74]

| | | | |
|----------------|--|---------------|------------------------|
| | | 163 [27:02.6] | 164 [27:54.6] |
| Vi[v] | Тобто дома англійська • і потім німецька. | | |
| Vi[lat] | doma anhljjs'ka i potim nimec'ka. | | Holovne |
| Vi[TL] | | | main-NOM |
| Vi[eng] | my country, first English and then German. | | The most |
| Vi[nv] | | | <i>Smiles</i> |
| Pe[nv] | | | <i>Smiles.</i> |
| [com] | | | <i>1 min left out.</i> |

[75]

| | | | |
|----------------|---|------------------------------------|----------------|
| | | 165 [27:56.0] | 166 [27:57.3*] |
| Vi[v] | Головне вже закінчити. ((0.9s)) А потім... | | |
| Vi[lat] | vže zakinchty. | ((0.9s)) A potim... | |
| Vi[TL] | already finish-INF | ((0.9s)) and then | diploma- |
| Vi[eng] | important is to graduate. | ((0.9s)) And then... | To get |
| Vi[nv] | | | |
| Pe[v] | | ((0.9s)) Nie rozumiem. Jak? | |
| Pe[eng] | | ((0.9s)) I don't understand. | What? |
| Pe[nv] | | <i>Smiles.</i> | |

[76]

| | | | |
|----------------|--|--|----------------|
| | 168 [27:58.8*] | 169 [27:58.9] | 170 [28:00.5*] |
| Vi[v] | Диплома отримати. • • Маю на увазі, головне | | |
| Vi[lat] | Dyploma otrymaty. | • • Maju na uvazi holovne | dyploma |
| Vi[TL] | ACC get-INF | | |
| Vi[eng] | diploma. | • • I mean the most important is to get diploma. | |
| Vi[nv] | | <i>Nods her head.</i> | |
| Pe[v] | No! | No! | |
| Pe[eng] | Yeah! | Yeah! | |
| Pe[c] | <i>Smiles and nods his head supportively.</i> | | |

[77]

| .. | | 171 [28:00.5*]172 [28:01.2] | 173 [28:03.7*] |
|---------|-----------|--|-------------------------------------|
| Vi[v] | | диплома отримати. А потім вже ((1s)) в тебе вільні | |
| Vi[lat] | otrymaty. | A | potim vže ((1s)) v tebe vilni ruky. |
| Vi[TL] | | | |
| Vi[eng] | | And then ((1s)) | you are free to choose. |
| Vi[nv] | | | |
| Pe[v] | | | No! |
| Pe[eng] | | | Yeah! |
| Pe[nv] | | | <i>Smiles.</i> |

[78]

| .. | | 174 [28:03.8] | 175 [29:04.2] |
|---------|--|------------------------|---|
| Vi[v] | | руки. | Ні, ну якщо не лежить душа, то себе не |
| Vi[lat] | | | Ni nu jakščo ne ležit' duša to sebe ne treba |
| Vi[TL] | | | no well if lie-NEG-PRS-3SG soul-NOM so you-REC-ACC should-NEG |
| Vi[eng] | | | Yes, if you have a distaste for it you should not force yourself. |
| Pe[v] | | | |
| Pe[eng] | | | |
| Pe[nv] | | | <i>Smiles.</i> |
| [com] | | <i>1 min left out.</i> | |

[79]

| .. | | 176 [29:07.0] |
|---------|------------|--|
| Vi[v] | | треба змушувати. Тому що це, в принципі, це на все |
| Vi[lat] | zmušuvaty. | Tomu ščo ce v pryncypi ce na vse žyttja. |
| Vi[TL] | force-INF | because it in principle-LOC it for entire-NOM life-NOM |
| Vi[eng] | | Because it is, in principle, for your entire life. |
| Pe[nv] | | |

[80]

| .. | | 177 [29:08.7] | 178 [29:09.8] |
|---------|-------------------------|------------------------------------|--|
| Vi[v] | ЖИТТЯ. | | Я маю на увазі, якщо ти робиш |
| Vi[lat] | | | Ja maju na uvazi jakščo ty robyš |
| Vi[TL] | | I-NOM mean | if you-NOM do-PRS-2SG doctorate- |
| Vi[eng] | | | I mean if you gain a doctorate and stay at the university, |
| Pe[v] | | | |
| Pe[eng] | • • Nie rozumiem. | | |
| Pe[eng] | • • I don't understand. | | |
| Pe[nv] | | <i>Moves his face towards her.</i> | |

[81]

| .. | | 179 [29:14.4*] | |
|---------|--|----------------|-----------------|
| Vi[v] | докторантуру і залишаєшся в університеті, так, | | |
| Vi[lat] | doctoranturu i zalyšaješsja v universyteti tak vykladatelem. | | |
| Vi[TL] | ACC and stay-PRS-2SG at university-LOC yes teacher-INS | | |
| Vi[eng] | right, as an instructor. | | |
| Pe[v] | | | Hm, |
| Pe[eng] | | | Hm, hm |
| Pe[c] | | | <i>Nods his</i> |
| Al[v] | | | |

[82]

| .. | | 180 [29:14.5] | 181 [29:15.9] |
|---------|---|---|--------------------------------|
| Vi[v] | викладателем. То це вже на все життя. Ти вже не підеш | | |
| Vi[lat] | | To ce vje na vse žyttja. | Ty vže ne pideš |
| Vi[TL] | | then it already for entire-NOM life-NOM | you already go-NEG-FUT-2SG |
| Vi[eng] | | It is for your whole life. | You will not go into practice. |
| Pe[v] | hm | | |
| Pe[eng] | | | |
| Pe[c] | <i>head supportively.</i> | | |
| Al[v] | | | |

[83]

| | | 182 [29:17.2] | 183 [29:18.0] | 184 [29:48.5] |
|---------|--|-----------------------|---------------|--|
| Vi[v] | | в практику. | | Можна зразу поговорити про |
| Vi[lat] | | v praktyku. | | Možna zrazu pgovoryty pro |
| Vi[TL] | | into practice-GEN | | it's-possible-MOD immediately speak-INF about women- |
| Vi[eng] | | | | We can speak about women's and men's rights at the |
| Vi[c] | | | | <i>Laughs.</i> |
| Pe[v] | | • • No! | | |
| Pe[eng] | | • • Year! | | |
| Pe[c] | | <i>Nods his head.</i> | | |
| [com] | | | | <i>0.5 min left out.</i> |

[84]

| | | 185 [29:51.5] | 186 [29:52.3] | |
|---------|--|------------------------------|---------------|------------------------------------|
| Vi[v] | | жіночі й чоловічі права. | | • Я кажу, можна |
| Vi[lat] | | žinoči j čoloviči prava. | | • Ja kažu možna |
| Vi[TL] | | PSS and men-PSS right-NOM-PL | | • I-NOM say-PRS-1SG it's-possible- |
| Vi[eng] | | same time. | | • I say we can switch to the topic |
| Vi[c] | | | | |
| Pe[v] | | | | • Co možna? |
| Pe[eng] | | | | • What can we do? |
| Pe[nv] | | | | <i>Frowns.</i> |
| Pe[c] | | | | |

[85]

| | | 187 [29:54.9] | |
|---------|--|---|--|
| Vi[v] | | одразу перейти на тему про права. Жіночі й чоловічі, | |
| Vi[lat] | | odrazu perejty na temu pro prava. Žinoči j čoloviči | |
| Vi[TL] | | MOD immediatly switch-INF to topic-GEN about right-PL Women-PSS and men-PSS equality- | |
| Vi[eng] | | about rights. Women's and men's_equality of | |
| Pe[c] | | <i>Looks at her with strained face trying to</i> | |

[86]

188 [29:56.7]

| | | | |
|----------------|--|-----|---|
| Vi[v] | рівність прав. • • Ну то що в нас перша тема там була. | | |
| Vi[lat] | rivnist' prav. | • • | Nu to ščo v nas perša tema tam bula. |
| Vi[TL] | NOM right-GEN-PL | • • | well that at we-LOC first-NOM topic-NOM there COP-PST-3SG |
| Vi[eng] | rights. | • • | Well, the first topic we had there. |
| Pe[c] | <i>understand.</i> | | |

[87]

189 [29:58.7]

190 [30:02.6] 191 [30:03.5*]

192 [30:03.6]

193 [30:39.0]

| | | | |
|----------------|-------------------------|------|--------------------------|
| Vi[v] | Ara! Equal rights. | | Ну, |
| Vi[lat] | | | Nu prosto |
| Vi[TL] | | | well just |
| Vi[eng] | | | Well, actually, if |
| Pe[v] | Ee ((3s)) Equal rights. | Aga! | |
| Pe[eng] | Ee ((3s)) Equal rights. | Aga! | |
| [com] | | | <i>0.5 min left out.</i> |

[88]

| | | | |
|----------------|--|--|----------|
| Vi[v] | просто, в принципі, якщо починати свою якусь справу, | | |
| Vi[lat] | v pryncypi jakščo počynaty svoju jakus' spravu to treba | | |
| Vi[TL] | in principle-LOC if start-INF | own-ACC some-ACC business-ACC then it's-needed-MOD | have-INF |
| Vi[eng] | you start your own business you need to have some experience, • right? | | |

[89]

194 [30:43.4]

195 [30:45.0]

| | | |
|----------------|-----------------------------|------------------|
| Vi[v] | то треба мати досвід • так? | Досвід • |
| Vi[lat] | maty dosvid tak? | Dosvid |
| Vi[TL] | experience-ACC yes | |
| Vi[eng] | | 'Dosvid' • means |
| Pe[v] | • • Ee dosviad? | |
| Pe[eng] | • • Ee 'dosviad'? | |

[90]

| .. | | 196 [30:46.3] | 197 [30:46.8] | 198 [32:27.8] |
|----------------|-------------------------|---------------|-----------------------|--|
| Vi[v] | experience. | | | |
| Vi[lat] | experience. | | | |
| Vi[eng] | experience. | | | |
| Pe[v] | | | Hm | No nie wiem zostaniesz |
| Pe[TL] | | | | well know-NEG-PRS-1SG stay-FUT-2SG teacher-INS / |
| Pe[eng] | | | Hm | Well I don't know, you will stay as a teacher / if one |
| Pe[nv] | | | <i>Nods his head.</i> | <i>Smiles.</i> |
| [com] | <i>2 mins left out.</i> | | | |

[91]

| .. | |
|----------------|--|
| Pe[v] | nauczycielem / jak sie zostaje nauczycielem, to |
| Pe[TL] | when REF stay-FUT-3SG teacher-INS then professor-INS |
| Pe[eng] | stays as a teacher, then as professor. |
| Pe[nv] | |

[92]

| .. | | 199 [32:31.0] |
|----------------|--|---------------|
| Pe[v] | profesorem. • Dużą zaletą jest to że ma się dużo wolnego | |
| Pe[TL] | • big-NOM advantage-NOM COP-PRS-3SG it that have-PRS-3SG REF much free-GEN | |
| Pe[eng] | • There is a big advantage in terms of much free time for vacations. | |
| Pe[nv] | | |

[93]

| .. | | 200 [32:34.5] | 201 [32:34.9] |
|---------|---------------------------|---|---------------|
| Vi[v] | | Uh-hu | |
| Vi[lat] | | Uh-hu | |
| Vi[eng] | | Uh-hu | |
| Vi[nv] | | <i>Turns her head left-right.</i> | |
| Vi[c] | | <i>Shows that she did not understand.</i> | |
| Pe[v] | wakacje naprzykład. | Ma wakacje • ferie • święta. | |
| Pe[TL] | vacation-GEN for-example. | have-PRS-3SG vacation holiday holiday-PL | |
| Pe[eng] | | One has vacation • Christmas • holidays. | |

[94]

| 202 [32:36.9] | | 203 [32:38.3] | 204 [32:42.7] |
|---------------|-------------|--|-----------------------|
| Vi[v] | ••• ШВЕНТА? | | |
| Vi[lat] | ••• Šventa? | | |
| Pe[v] | | No, święta aa • mm jak Easter. Mm ((2.5s)) | |
| Pe[TL] | | | |
| Pe[eng] | | Well, 'shvyenta' aa • mm like Easter. | Mm ((2.5s)) Christmas |

[95]

| 205 [32:46.4*] | | 206 [32:46.5] |
|----------------|--------------------------|--|
| Vi[v] | A, ••• чекай • Па/Пасха. | |
| Vi[lat] | A čekaj Pa/Paskha. | |
| Vi[eng] | A, ••• wait • Easter. | |
| Vi[nv] | <i>Smiles.</i> | |
| Pe[v] | Christmas time. | ••• No, Paskha czy Christmas |
| Pe[TL] | | |
| Pe[eng] | time. | ••• Well, Easter or Christmas time ((I don't know)). |

[96]

| | | 207 [32:49.4] | 208 [32:49.7] |
|---------|------------------------|---------------|---|
| Vi[v] | | X | |
| Vi[lat] | | Hm | |
| Vi[eng] | | Hm | |
| Pe[v] | time ((I don't know)). | | Przerwa, święta, mm wolne od |
| Pe[TL] | | | |
| Pe[eng] | | | Break, holidays, free from work • holidays, vacation. |

[97]

| | | 209 [32:53.3*] | 210 [32:53.6] | 211 [32:54.4*] | 212 [32:54.9] |
|---------|---|--|---------------|----------------|------------------------|
| Vi[v] | | A, від/відпустка. Відпустка. Вака/вакація. | | | |
| Vi[lat] | A | vidpustka. | Vidpustka. | Vaka/vakacija. | |
| Vi[TL] | | | | | |
| Vi[eng] | | A, holidays. | Holidays. | Vacation. | |
| Vi[nv] | | <i>Nods her head.</i> | | | |
| Pe[v] | | pracy • święta, wakacje. | | Aga! | |
| Pe[TL] | | | | | |
| Pe[eng] | | | | Aga! | |
| [com] | | | | | <i>1 min left out.</i> |

[98]

| | | 213 [33:38.0] | 214 [33:39.6] | 215 [33:41.2*] | 216 [33:41.3] | 217 [33:42.8] |
|---------|--|--------------------------|-------------------|--------------------|-----------------------|---------------|
| Vi[v] | | Для жінки краще. | | Для • for a woman. | | |
| Vi[lat] | | Dlja žinky kraščje. | | Dlja for a woman. | | |
| Vi[TL] | | | | | | |
| Vi[eng] | | It's better for a woman. | | For • for a woman. | | |
| Pe[v] | | | ••• Co jinki? | | •• Hm | |
| Pe[TL] | | | | | | |
| Pe[eng] | | | ••• What 'jinki'? | | •• Hm | |
| Pe[nv] | | | <i>Frowns.</i> | | <i>Nods his head.</i> | |

[99]

218 [33:43.7]

219 [33:44.6]

220 [33:46.1]

221 [33:46.7]

222 [38:36.5]

| | | |
|----------------|--|--|
| Vi[v] | Краще, так? Краще • better • ліпше. | То ти |
| Vi[lat] | Krašče tak? Krašče • better • lipše. | To ty |
| Vi[TL] | | so you- |
| Vi[eng] | Better, right? 'Krashye' • means better • better. | So you are |
| Pe[v] | | |
| Pe[eng] | | Aga |
| Pe[nv] | | Aga |
| [com] | | <i>Nods his head.</i> <i>5 mins left out.</i> |

[100]

| | |
|----------------|---|
| Vi[v] | плануєш закінчити роботу • я маю на увазі магістерку • |
| Vi[lat] | planuješ zakinčyty robotu ja maju na uvazi mahisterku v |
| Vi[TL] | NOM plan-PRS-2SG finish-INF work-ACC I-NOM mean master's-thesis-ACC in this-LOC |
| Vi[eng] | planning to finish your work • I mean your thesis one • this year, to write? |

[101]

223 [38:41.6]

224 [38:43.0]

| | | |
|----------------|----------------------------|--|
| Vi[v] | в цьому році написати? | В цьому році |
| Vi[lat] | cjomu roci napysaty? | V cjomu rotsi |
| Vi[TL] | year-LOC write-INF | in this-LOC year-LOC write- |
| Vi[eng] | | This year you will write • thesis |
| Pe[v] | | |
| Pe[eng] | | • • Ee co robić? • • Ee what to do? |

[102]

| | | | |
|----------------|--|---------------|---------------------|
| | | 225 [38:45.4] | |
| Vi[v] | напишеш • роботу • магістерку? | | |
| Vi[lat] | napíšeš | robotu | mahisterku? |
| Vi[TL] | FUT-2SG | work-ACC | master'- thesis-ACC |
| Vi[eng] | • master's? | | |
| Pe[v] | Ile mm w ile zamierzam | | |
| Pe[TL] | | | |
| Pe[eng] | In how much time am I planning to write my | | |

[103]

| | | | |
|----------------|--|---|---------------|
| | | 226 [38:48.1*] | 227 [38:48.4] |
| Vi[v] | Так. | | |
| Vi[lat] | Tak. | | |
| Vi[eng] | Yes. | | |
| Vi[nv] | <i>Nods her head.</i> | | |
| Pe[v] | napisać magisterke? Nie wiem • •no ile ty pisałaś • dwa- | | |
| Pe[TL] | | | |
| Pe[eng] | master's thesis? | I don't know • • how long did it take for you • two-three months. | |
| Pe[c] | <i>Smiles.</i> | | |

[104]

| | | | |
|----------------|---|----------------|-----------------|
| | | 228 [38:51.2] | 229 [38:53.3] |
| Vi[v] | Аа • за два місяці хочеш написати? | | |
| Vi[lat] | Aa | za dva misjaci | hočeš napisaty? |
| Vi[eng] | Aa • you want to finish it in two months. | | |
| Pe[v] | trzy miesiące. | Duże? | |
| Pe[eng] | | Much? | |
| Pe[c] | | | |

[105]

| | ..230 [38:53.8*] 231 [38:54.1] | 232 [38:56.4*] | 233 [38:57.1] | 234 [39:41.1] |
|---------|---------------------------------|----------------|---------------------------|---------------|
| Vi[v] | ••• Не, ну ти молодец конечно! | | | |
| Vi[lat] | ••• Ne nu ty molodec konečno! | | | |
| Vi[TL] | | | | |
| Vi[eng] | ••• Well, good for you, indeed! | | | |
| Vi[c] | <i>Laughs.</i> | | | |
| Pe[v] | Mało? | Mało? | Ile / jak | |
| Pe[eng] | Little? | Little? | How long did it | |
| Pe[c] | | <i>Laughs.</i> | | |
| [com] | | | <i>0.5 mins left out.</i> | |

[106]

| | .. | 235 [39:42.4] | 236 [39:43.6] | 237 [39:44.8] |
|---------|-----------------------|-------------------------------|----------------|---------------|
| Vi[v] | Я щас пишу. | | | |
| Vi[lat] | Ya šjas pyshu. | | | |
| Vi[eng] | I am writing now. | | | |
| Pe[v] | długo pisałaś? | • Sześć miesięcy? • • • Nu... | | |
| Pe[eng] | take you to write it? | • Six months? | • • • Well... | |
| Pe[c] | | | <i>Smiles.</i> | |

[107]

| | 238 [39:46.0] |
|---------|--|
| Vi[v] | Дома я написала першу за місяць, другу за два місяці. |
| Vi[lat] | Doma ja napysala peršu za misjac' drugu za dva misjaci. |
| Vi[eng] | In Ukraine I finished one in one month, the other one in two months. |

APPENDIX G

Discourse between Olya(U) and Monika(P), 7th couple

Conversation between Monika and Olya

Project Name: Receptive multilingualism in Slavonic languages

Referenced file: C:\Documents and Settings\aliona\Desktop\recordings\Monika+Olya 9.11.MPG

Transcription Convention: MO

Comment: Monika and Olya did not know each other before. Monika does not have any knowledge of Ukrainian, never heard Ukrainian speech, never practiced receptive multilingualism, never been to Ukraine. Similarly, Olya does not have any knowledge of Polish, never heard Polish speech, never practiced receptive multilingualism, never been to Poland.

User defined attributes:

Date of recording: 09.11.09.

Place of recording: Ankara, Metu

Date of transcription: 15.11.09.

Duration of transcription: 6 hours

Recording person: Aliona Romaniuk

Transcribing person: Aliona Romaniuk

Translating person: Aliona Romaniuk

Speakertable

Mo

Sex: f

Languages used: pol; eng

L1: pol

Comment: Does not have knowledge of any other Slavonic language but Polish.

User defined attributes:

Full name: Monika

Nationality: Pole

Native language: Polish

Status: student

City: Lublin

OI

Sex: f

Languages used: ukr; rus; eng

L1: ukr; rus

Comment: Does not have knowledge of any other Slavonic language but Russian and Ukrainian.

User defined attributes:

Full name: Olga

Nationality: Ukrainian

Native language: Russian, Ukrainian

Status : student

City: Kharkiv

AI

Sex: f

[1]

0 [00.0]1 [00.0]

Mo[v]
AI[v]

Ok, your ta/ your task is to talk on the topik 'Equal

[2]

.. 2 [03.8]

Mo[v]
AI[v]

rights'. You can express your opinions, you can argue,

[3]

.. 3 [08.8]

AI[v]

you can agree with each other - whatever you want. Just

[4]

..

AI[v]

you should speak all the time in your respective native

[5]

.. 4 [12.5]

5 [16.6]

AI[v]

languages. That is, Monika - Polish, Olga - Ukrainian. And,

[6]

..

AI[v]

please, switch into English only in the cases when you

[7]

6 [22.0]

AI[v] get completely stuck. Ok? So, please, start now speaking

[8]

7 [26.4]

8 [03:19.0]

OI[v] Ну, наприклад, ми можемо
OI[lat] Nu napryklad my možemo vzjaty
OI[eng] Well, for example, we can consider our cultures.
AI[v] about equal rights.
[com] 3 mins left out.

[9]

9 [03:21.6]

Mo[v] взяти наші культури. Не/не мусульманські - ми
OI[v] naši kul'tury. Ne/ne musul'mans'ki my xrystyjan/
OI[lat] Not Muslim - we are Christians.
OI[eng]

[10]

10 [03:25.9*]

11 [03:26.0]

Mo[v] Hm
Mo[eng] Hm
Mo[nv] Nods her head.
OI[v] християн/ християнські. • Трохи різні, але взагалі,
OI[lat] xrystyjans'ki. • Troxy rizni ale vzagali sxoži.
OI[eng] • A little different, but generally, they are similar.

[11]

| | | | |
|----------------|---|-----------------------|--|
| .. | | 12 [03:29.7] | |
| OI[v] | схожі.Ее, у нас, наприклад, ее, чого не може робити | | |
| OI[lat] | Ee | u nas napryklad | ee čoho ne može robyty čolovik? |
| OI[TL] | IJ | at we-LOC for-example | IJ what-ACC can-NEG-PRS-3SG do-INF man |
| OI[eng] | Ee, in our case, for example, ee, what the man cannot do? | | |

[12]

| | | | |
|----------------|---|-----------------------------|----------|
| .. | | 13 [03:34.4] | |
| OI[v] | чоловік? Яку професію не може виконувати чоловік? | | |
| OI[lat] | Jaku profesiju | ne može vykonuvaty | čolovik? |
| OI[TL] | which profession | can-NEG-PRS-3SG perform-INF | man |
| OI[eng] | Which job the man cannot perform? | | |

[13]

| | | | | | | | |
|----------------|-------------------------------------|--------------|----------------------------------|-----------------|--|--------------|--|
| 14 [03:37.9] | | 15 [03:39.2] | | 16 [03:39.7*] | | 17 [03:41.4] | |
| Mo[v] | Kobieta? Jako profesję może wybrać? | | | | | | |
| Mo[eng] | The woman? | | Which profession she can choose? | | | | |
| OI[v] | Може... | | | Не може | | | |
| OI[lat] | Može... | | | Ne może | | | |
| OI[TL] | | | | can-NEG-PRS-3SG | | | |
| OI[eng] | Perhaps... | | | The man cannot | | | |

[14]

| | | | | | | | |
|----------------|---------------------|---------------|--|------------------------------|----------|---------------------|-------|
| .. | | 18 [03:43.0*] | | 19 [03:43.2] | | 20 [03:43.8] | |
| Mo[v] | I ne... | | | | | | |
| Mo[eng] | And not... | | | | | | |
| OI[v] | виконувати чоловік. | | | Ее, виховувати дітей може чи | | | |
| OI[lat] | vykonuvaty | čolovik. | Ee | vyhovuvaty | ditej | može | čy ne |
| OI[TL] | perform-INF | man | IJ | bring-up-INF | children | can-PRS-3SG or can- | |
| OI[eng] | perform. | | Ee, if he can bring children up or not, • for example. | | | | |

[15]

21 [03:47.8]

| | | | |
|---------|--|---|--|
| Mo[c] | <i>Does not react to the question.</i> | | |
| OI[v] | не може, • наприклад. Еє, бо у школах, у дитячих | | |
| OI[lat] | može napryklad. | Ee bo u školax u dutjačyx sadkax | |
| OI[TL] | NEG-PRS-3SG for-example | IJ because at school-PL at kindergarten-PL at | |
| OI[eng] | Ee, because at schools, at kindergartens, at universities, | | |

[16]

| | | | |
|---------|---|--|--|
| Mo[c] | | | |
| OI[v] | садках, в університетах, взагалі рабо/працюють жінки. | | |
| OI[lat] | v universytetax vazhali rabo/pracjujut' žinky. | | |
| OI[TL] | university-PL generally work-PRS-3PL woman-PL | | |
| OI[eng] | generally women work. | | |

[17]

22 [03:55.2]

| | | | |
|---------|---|--|--|
| OI[v] | • Еє, чоловіки працюють якось більш або пов'язано з | | |
| OI[lat] | • Ee čoloviky pracjujut' jakos' bilš abo pov"jazano z | | |
| OI[TL] | • IJ man-PL work-PRS-3PL somehow more or connected with business | | |
| OI[eng] | • Ee, men have jobs mostly connected with business, or with hard work, as at mine or, ee, connected | | |

[18]

| | | | |
|---------|--|--|--|
| OI[v] | бізнесом, або з важкою роботою, як на шахтах чи, еє, | | |
| OI[lat] | biznesom abo z važkoju robotoju jak na šaxtax čy ee | | |
| OI[TL] | or with hard work as at mine-PL or IJ connected with phisical | | |
| OI[eng] | with physical load. | | |

[19]

23 [04:11.1]

| | | | |
|----------------|--|---------------|-----------------------------|
| OI[v] | пов'язано з фізичною / фізичним навантаженням. Але | | |
| OI[lat] | pov"jazano | z fizyčnoju / | fizyčnym navantaženjam. Ale |
| OI[TL] | | load | but |
| OI[eng] | | | But, |

[20]

24 [04:15.0]

| | | | | |
|----------------|---|----------------------|------------|---|
| OI[v] | взагалі-то, я вважаю, що можна. ••• Але, з іншого | | | |
| OI[lat] | vzahali-to | ja vvažaju | ščo možna. | ••• Ale z inšoho boku |
| OI[TL] | generally | I think-PRS-1SG that | possible | ••• but from another side why |
| OI[eng] | actually, I think it is possible. | | | ••• But, on the other hand, why, ee, •• |

[21]

| | | | | |
|----------------|---|---------------------|--------------------------------------|--|
| OI[v] | боку, чому, ee, •• чому ми кажемо, що, якщо є якісь | | | |
| OI[lat] | čomu ee | čomu my kažemo | ščo jakščo je jakis' roli to | |
| OI[TL] | IJ why | we say-PRS-1PL that | if are some-PL role-PL than no equal | |
| OI[eng] | why we say that if there are some roles, there are no equal rights. | | | |

[22]

25 [04:27.2]

| | | | | |
|----------------|--|---------------|-----------------|-------------------|
| OI[v] | ролі, то немає рівноправ'я. •• Рівноправ'я є, але воно | | | |
| OI[lat] | nemaje | rivnoprav"ja. | •• Rivnoprav"ja | je ale vono |
| OI[TL] | rights | | •• equal-rights | is but it must be |
| OI[eng] | •• Equal rights exist, but it must be concerned not | | | |

[23]

| | | | | |
|----------------|---|----------------------|----------------------------|--|
| OI[v] | має бути не у самій професії, а у відношенні до | | | |
| OI[lat] | maje buty | ne u samij profesiji | a u vidnošenni do ljudyny. | |
| OI[TL] | not in very-LOC job-LOC | but in attitude-LOC | to person-GEN | |
| OI[eng] | with the very job, but with the attitude to a person. | | | |

[24]

| | | | |
|---------|---------|--|--------------|
| .. | | 26 [04:33.6] | 27 [04:35.6] |
| Mo[v] | | No czy / z tego wszystkiego zrozumiałam... Czy | |
| Mo[eng] | | But why / I understood out of all that... | Is it real |
| OI[v] | людини. | | |
| OI[lat] | | | |
| OI[TL] | | | |
| OI[eng] | | | |

[25]

| | |
|---------|---|
| .. | |
| Mo[v] | możliwe jest to, że w tych kulturach kobiety nie mają |
| Mo[eng] | that in those cultures women do not have choice, right? |

[26]

| | | |
|---------|--|--------------|
| .. | | 28 [04:39.0] |
| Mo[v] | wyboru, tak? Tak, że mogła siedzieć w domu i wychować | |
| Mo[eng] | So that she stayed at home and brought children up, right? | |

[27]

| | | |
|---------|--------------|---|
| .. | | 29 [04:42.5]30 [04:43.1] |
| Mo[v] | dzieci, tak? | Aa, a mogła wykonywać jakiś zawód, |
| Mo[eng] | | Aa, or she could perform some job, right? |
| OI[v] | X | |
| OI[lat] | Hm | |
| OI[eng] | Hm | |

[28]

| | | |
|---------|---|--------------|
| | 31 [04:46.4] | 32 [04:48.9] |
| Mo[v] | tak? Mogła także wykonywać fizyczną robotę. | |
| Mo[eng] | She could perform some physical work. | |
| OI[v] | | Можеш? |
| OI[lat] | | Možeš? |
| OI[eng] | | Can you? |

[29]

| | | |
|---------|--|-------------------|
| | 33 [04:49.7] | 34 [04:52.9] |
| Mo[v] | No nie wiem, nie chcę, może w rodzinie, ale... | |
| Mo[eng] | Well, I do not know, I do not want, may be at home, but... | |
| [com] | | 15 mins left out. |

[30]

| | | |
|---------|--|--|
| | 35 [19:40.9] | |
| OI[v] | Якщо ми кажемо, що, ee, ми хочемо рівноправ'я, то | |
| OI[lat] | Jakščo my kažemo ščo ee my hočemo rinvoprav"ja to my ne | |
| OI[TL] | if we say-PRS-1PL that IJ we want-PRS-1PL equal-rights-ACC than we understand- | |
| OI[eng] | When we say that, ee, we want equal rights, we do not understand what we want. | |

[31]

| | | |
|---------|---|--------------------------------------|
| | 36 [19:48.6] | |
| OI[v] | ми не розуміємо, чого ми хочемо. Бо, якщо ми хочемо | |
| OI[lat] | rozumijemo čoho my hočemo. | Bo jakščo my hočemo |
| OI[TL] | NEG-PRS-1PL what-ACC we want-PRS-2PL | because if we want-PRS-1PL |
| OI[eng] | | Because, if we want equal rights, it |

[32]

| | |
|---------|---|
| .. | |
| OI[v] | рівноправ'я, це значить, що ми можемо спокійно |
| OI[lat] | rivnoprav"ja ce značyt' ščo my možemo spokijno pojixaty do |
| OI[TL] | equal-rights-ACC it mean-PRS-3SG that we can-PRS-1PL easily-ADV go-INF to Africa- |
| OI[eng] | means that we can easily go to Africa and expect to be treated as all other people there. |

[33]

| | |
|---------|---|
| .. | |
| OI[v] | поїхати до Африки і до нас там повинні ставитися як |
| OI[lat] | Afryky i do nas tam povynni stavytysja jak do vsix ljudej |
| OI[TL] | ACC and to we-DAT there must-PRS-3PL treat-INF like to all other people in Africa-LOC |
| OI[eng] | |

[34]

| | |
|--------------|---|
| .. | |
| 37 [20:00.6] | |
| OI[v] | до всіх людей у Африці. • І/і не робити нам ніяких, еє, |
| OI[lat] | u Afryci. • I/i ne robyty nam nijakyx ee |
| OI[TL] | • and do-NEG-INF we-DAT no IJ indulgence |
| OI[eng] | • And that they would not indulge us or something of this |

[35]

| | |
|--------------|--|
| .. | |
| 38 [20:05.4] | |
| OI[v] | поблажок чи чогось ще. • • Еє, і • чому тоді, якщо люди |
| OI[lat] | poblažok čy čohos' šče. • • Ee i čomu todi jakščo ljudy |
| OI[TL] | -GEN or something else • • IJ and why then if people want- |
| OI[eng] | sort. • • Ee, and • why then, if people want equal rights, |

[36]

| | |
|---------|---|
| .. | |
| OI[v] | хочуть рівноправ'я, то всі хо/ із менш розвинутих |
| OI[lat] | xočut' rivnoprav"ja to vsi xo/ iz menš rozvynutyx krajyn jidut' |
| OI[TL] | PRS-3PL equal-rights than everybody from less developed country-PL do-PRS-3PL to |
| OI[eng] | everybody go from less developed countries to more developed countries, but not vice versa. |

[37]

| | |
|---------|---|
| | .. |
| OI[v] | країн йдуть до більш розвинутих країн, але не |
| OI[lat] | do bil'sh rozvynutyx krajin ale ne navpaky. |
| OI[TL] | more developed country-PL but not vice-versa |
| OI[eng] | |

[38]

| | | | |
|---------|------------------------------------|--------------|-----------------------|
| | .. | 39 [20:17.1] | 40 [20:18.9] |
| Mo[v] | | | Hm, ((clears throat)) |
| Mo[eng] | | | Hm, well, ok, wait. |
| OI[v] | навпаки. Це ж не рівно / не рівно? | | |
| OI[lat] | Ce ž ne rivno / ne rivno? | | |
| OI[TL] | it Q equal-NEG-ADV equal-NEG-ADV | | |
| OI[eng] | It is not equal, right? | | |

[39]

| | | |
|---------|---|--|
| | .. | 41 [20:22.2] |
| Mo[v] | no dobra, poczekaj. Ee, znaczy masz na myśli to, że jak | |
| Mo[eng] | | Ee, you mean, for examle, if we wanted to go to Africa there would |

[40]

| | |
|---------|---|
| | .. |
| Mo[v] | na przykład my chcielibyśmy pojechać do Afryki to tam |
| Mo[eng] | be equal rights for us? |

[41]

| | |
|---------|---|
| | 42 [20:33.3] |
| Mo[v] | takže byli bym / byľoby dla nas r3wnouprawnienie. |
| Mo[eng] | |
| OI[v] | ((1.6s)) |
| OI[lat] | ((1.6s)) |
| OI[TL] | ((1.6s)) |
| OI[eng] | ((1.6s)) Ee, I |

[42]

| | |
|---------|--|
| OI[v] | Ее, я не знаю, що було б якщо ми поїхали б до |
| OI[lat] | Ee ja ne znaju Ńčo bulo b jakŃŃo my pojixaly b do Afryky ale |
| OI[TL] | IJ I know-NEG-PRS-1SG what be-PST CP if we go-PST-1PL CP to Africa-GEN but I |
| OI[eng] | do not know what would be if we went to Africa, but I think that anyway we would be treated there in a |

[43]

| | |
|---------|--|
| OI[v] | Африки, але я вважаю, що до нас все одно б |
| OI[lat] | ja vvaŃzaju ŃŃo do nas vse odno b stavylsja po-inŃomu. |
| OI[TL] | think-PRS-1SG that to we-GEN all-the-same CP treat-PST-3PL differently-ADV |
| OI[eng] | different way. |

[44]

| | |
|---------|---|
| | 43 [20:43.5] 44 [27:10.0] |
| OI[v] | ставилися по-їншому. Що ми можемо зробити? |
| OI[lat] | ŃŃo my moŃemo zrobyty? |
| OI[TL] | what we can-PRS-1PL do-INF |
| OI[eng] | What can we do? |
| [com] | <i>7.5 mins left out.</i> |

[45]

45 [27:11.8]

| | |
|---------|--|
| OI[v] | Бо добре казати, що ось воно є нерівноправ'я, ось, |
| OI[lat] | Bo dobre kazaty ščo os' vono je nerivnoprav"ja os' treba |
| OI[TL] | because well say-INF that well it is equality-NEG well need-IMPER equality |
| OI[eng] | Because it is easy to say that there are no qual rights, and we need equal rights. |

[46]

46 [27:16.6]

| | |
|---------|---|
| OI[v] | треба рівноправ'я. Але як, як зробити, щоб права були |
| OI[lat] | rivnoprav"ja. Ale jak jak zrobyty ščob prava byly |
| OI[TL] | but how how do-INF so-that right-PL be-PST-3PL equal- |
| OI[eng] | But what to do to make the rights equal? |

[47]

47 [27:20.2]

48 [27:21.8]49 [27:25.5*]

| | |
|---------|---------------------------------------|
| Mo[v] | • • Chy možna / czy |
| Mo[eng] | • • You mean if we could provide some |
| OI[v] | рівними? Що можна зробити? |
| OI[lat] | rivnymy? Ščo možna zrobyty? Aha |
| OI[TL] | INS what can-IMPER do-INF IJ |
| OI[eng] | What can we do? Aha |

[48]

| | |
|---------|--|
| Mo[v] | można zrobić jakieś zasady, masz na myśli, żeby było |
| Mo[eng] | conditions for equal rights? |
| OI[v] | |
| OI[lat] | |
| OI[TL] | |
| OI[eng] | |

[49]

| .. | | 50 [27:27.3*]51 [27:27.4] | 52 [27:28.7*] |
|---------|--|---------------------------|--|
| Mo[v] | | równouprawienie? | Ale to i tak, nie wiem, ale w |
| Mo[eng] | | | That is right, I do not know, but if inequality is |
| OI[v] | | | Наприклад... |
| OI[lat] | | | Napryklad... |
| OI[TL] | | | |
| OI[eng] | | | For instance... |

[50]

| .. | |
|---------|---|
| Mo[v] | sensie nie równouprawienie to i tak się dzieje i tak na |
| Mo[eng] | concerned it has always existed in the world. |
| OI[v] | |
| OI[lat] | |
| OI[eng] | |

[51]

| .. | | 53 [27:28.8]54 [27:32.5] |
|---------|--|--------------------------|
| Mo[v] | | świecie. |
| Mo[eng] | | |
| OI[v] | | |
| OI[lat] | | |
| OI[eng] | | |

APPENDIX H

Discourse between Andrei(U) and Olga(P), 8th couple

Conversation between Olga and Andrei

Project Name: Receptive multilingualism in Slavonic languages

Referenced file: C:\Documents and Settings\aliona\Desktop\recordings\Olga+Andrey 4.12.AVI

Transcription Convention: OA

Comment: Olga and Andrei did not know each other before. Olga does not have any knowledge of Ukrainian, never heard Ukrainian speech, never practiced Polish-Ukrainian receptive multilingualism, never been to Ukraine. Andrei, on the other hand, has some experience of hearing Polish as he used to have Polish friends and learn Polish from them, but he never been to Poland and never practiced receptive multilingualism.

User defined attributes:

Date of recording : 04.12.09.

Place of recording: Ankara, METU

Date of transcription: 05.12.09.

Duration of transcription: 4 hours

Recording person: Aliona Romaniuk

Transcribing person: Aliona Romaniuk

Translating person: Aliona Romaniuk

Speakertable

OI

Sex: f

Languages used: pol; eng

L1: pol

Comment: Does not have knowledge of any other Slavonic language but Polish.

User defined attributes:

Full name: Olga

Nationality: Pole

Native language: Polish

Status: student

City: Wroclaw

An

Sex: m

Languages used: rus; ukr; eng

L1: rus; ukr

Comment: Does not have knowledge of any other Slavonic language but Russian and Ukrainian.

User defined attributes:

Full name: Andrei

Nationality: Ukrainian

Native language: Russian, Ukrainian

Status: student
City: Sevastopol

AI

Sex: f

[1]

0 [00.0] 1 [00.0]

2 [01.6]

AI[v]

Ok, guys, we are starting. You've chosen the topic '

[2]

3 [04.0]

OI[v]

AI[v]

Travel abroad'. So, please, speak in your respective

[3]

4 [06.8]

OI[v]

AI[v]

native languages. For Andrei Ukrainian, for Olga - Polish.

[4]

5 [09.4]

AI[v]

Please, try to make yourself clear in your native

[5]

6 [13.5]

AI[v]

language. Don't switch into English immediately when you

[6]

7 [17.0]

AI[v]

don't understand something. Try to explain yourself if / if it

[7]

| | |
|-------|---|
| | 8 [21.5] 9 [22.0] |
| AI[v] | is possible in your native language. Ok? But if you get |

[8]

| | |
|-------|---|
| | 10 [24.8] 11 [25.6] |
| An[v] | Ok. |
| AI[v] | completely stuck, switch into English. Ok, you can |

[9]

| | |
|---------|---|
| | 12 [26.9] 13 [02:05.4] |
| OI[v] | <p>Там гарне море, гарні риби</p> <p>Tam harne more harni ryby plavajut'</p> <p>there beautiful sea beautiful fish-PL swim-PRS-3PL but we</p> <p>There is a beautiful sea, beautiful fish are swimming there, but we did</p> |
| An[v] | |
| An[lat] | |
| An[TL] | |
| An[eng] | |
| AI[v] | start now. |
| [com] | <i>1.5 mins left out.</i> |

[10]

| | |
|---------|--|
| | 14 [02:09.8*] 15 [02:10.2] 16 [02:12.1] |
| OI[v] | , može? • |
| OI[eng] | , sea? • Sea? |
| An[v] | плавають, але ми не поїхали... ((1.2s)) На море. |
| An[lat] | ale my ne pojihaly... ((1.2s)) Na more. |
| An[TL] | go-NEG-PST-1PL |
| An[eng] | not go there... ((1.2s)) To the sea. |

[11]

| | 17 [02:13.0] | 18 [02:14.4] | 19 [02:15.1] | 20 [05:47.3] | 21 [05:47.9] | 22 [05:49.0] |
|---------|--------------|--|----------------|---------------|--------------|-------------------|
| Ol[v] | Može?••• | ... | Tak. Ok. | | •• Hm? | |
| Ol[eng] | | | Yes. Ok. | | •• Hm? | |
| Ol[nv] | | <i>Smiles.</i> | <i>Smiles.</i> | | | <i>Smiles and</i> |
| An[v] | ••• Ну... | | | А вночі? | | А |
| An[lat] | ••• Nu... | | | A vnoči? | | A vnoči? |
| An[eng] | ••• Well... | | | And at night? | | And at |
| An[c] | | <i>Immitates the sea waves with his hand.</i> | | | | |
| [com] | | <i>3.5 mins left out. The sound of a helicopter behind the window.</i> | | | | |

[12]

| | 23 [05:49.6] | 24 [05:50.2] | 25 [05:54.2] |
|---------|-------------------------|-------------------------|--------------------|
| Ol[v] | | | Amm, nie, |
| Ol[eng] | | | Amm, no, we stayed |
| Ol[nv] | <i>shakes her head.</i> | | |
| An[v] | вночі? Ночью. ((1s)) | ((1.5s)) | in the night. |
| An[lat] | Noč'ju. | | |
| An[eng] | night? | At night. | |
| An[c] | | <i>Says in Russian.</i> | |
| [com] | | | |

[13]

| | 26 [05:57.5] | 27 [20:42.1] |
|---------|-------------------------------------|--------------------------|
| Ol[v] | my zostališmy tylko na jeden dzień. | |
| Ol[eng] | there only for one day. | |
| An[v] | | Ізраїль - це |
| An[lat] | | Izrajil' ce |
| An[eng] | | Is Israel expensive |
| [com] | | <i>15 mins left out.</i> |

[14]

| | 28 [20:45.6] | 29 [20:46.6*] |
|----------------|----------------------------------|---------------------------------|
| OI[v] | | Bardzo drogo. Bardzo |
| OI[eng] | | Very expensive. Very expensive. |
| An[v] | дорога країна, чи дешева, чи... | |
| An[lat] | doroga krajina czy deševa czy... | |
| An[eng] | country, or cheap, or... | |

[15]

| | 30 [20:47.6] | 31 [20:48.8*] | 32 [20:50.5] |
|----------------|---|---------------|--------------|
| OI[v] | drogo. | | • |
| OI[eng] | | | • Hm? |
| An[v] | Скільки там стоє... У / в отелі ви ночували? | | |
| An[lat] | Skil'ky tam stoje U / v oteli vy nočuvaly? | | |
| An[TL] | how-much there cost-IMPER in hotel-LOC you stay-the-night-PST-2PL | | |
| An[eng] | How much does it cost there... Have you stayed in a hotel? | | |

[16]

| | 33 [20:51.2] | 34 [20:53.4] | 35 [20:55.8] |
|----------------|-----------------------------|-------------------|--------------|
| OI[v] | Hm? | • Ee co kosztuje? | |
| OI[eng] | | • Ee what costs? | |
| An[v] | Отель скільки ст/коштує? | | Отель. |
| An[lat] | Otel' skil'ky st/koštuje? | | Otel'. |
| An[TL] | hotel how-much cost-PRS-3SG | | |
| An[eng] | How much does a hotel cost? | | Hotel. |

[17]

| | 36 [20:56.4] | 37 [20:57.7] |
|----------------|---|--------------|
| OI[v] | • Hotel. Mm, wiesz co, my zapłaciłiśmy tak około | |
| OI[eng] | • Hotel. Mm, you know, we paid about twenty-thirty dollars. | |

[18]

| | | | |
|----------------|--|-------------------------------|--------------|
| | | 38 [21:05.3] | 39 [25:04.5] |
| OI[v] | dwudzieśc <trzydzieśc dolarów.<="" td=""> <td colspan="2">To ty jesteśc w</td> </trzydzieśc> | To ty jesteśc w | |
| OI[TL] | | so you COP-PRS-2SG in Turkey- | |
| OI[eng] | | So, you have been in Turkey | |
| [com] | | <i>5 mins left out.</i> | |

[19]

| | | | | |
|----------------|--|----------------|------------------|--------------|
| | | 40 [25:06.5] | 41 [25:08.1] | 42 [25:09.6] |
| OI[v] | Turcji juź dwa lata? • • Dwa lata? • • • W Turcji. W | | | |
| OI[TL] | LOC already two year-PL | | | |
| OI[eng] | for already two years? | • • Two years? | • • • In Turkey. | In Ankara. |
| An[c] | <i>Moves his head towards her.</i> | | | |
| [com] | | | | |

[20]

| | | | | |
|----------------|---------------------------------------|------------------------|-------------------|---------------|
| | | 43 [25:10.4] | 44 [25:12.0] | 45 [25:12.9*] |
| OI[v] | Ankarze. Studiujesz dwa lata? | | | |
| OI[TL] | study-PRS-2SG two year-PL | | | |
| OI[eng] | You have been studying for two years? | | | |
| An[v] | | • • • Так. Два го/ два | | |
| An[lat] | | • • • Tak | Dva go/ dva roky. | |
| An[eng] | | • • • Yes. | Two years. | |

[21]

| | | |
|----------------|-------|--------------|
| | | 46 [25:14.3] |
| An[v] | роки. | |
| An[lat] | | |
| An[eng] | | |

APPENDIX I

Discourse between Katya(R) and Olga(P), 9th couple

Conversation between Katya and Olga

Project Name: Receptive multilingualism in Slavonic languages

Referenced file: C:\Documents and Settings\aliona\Desktop\recordings\Katya+Olga 18.11.AVI

Transcription Convention: KO

Comment: Katya and Olga did not know each other before. Katya does not have any knowledge of Polish, never heard Polish speech, never practiced receptive multilingualism, never been to Poland. Olga, on the other hand, had some experience of listening to Russian as she has a plenty of Russian friends, and even tried to make use of receptive multilingualism communicating with them. However, she has never been to Russia and never studied the Russian language.

User defined attributes:

Date of recording: 18.11.09

Place of recording: Ankara, METU

Date of transcription: 23.11.09.

Duration of transcription: 18 hours

Recording person: Aliona Romaniuk

Tanscribing person: Aliona Romaniuk

Translating person: Aliona Romaniuk

Speakertable

Ka

Sex: f

Languages used: rus; eng

L1: rus

Comment: Does not have knowledge of any other Slavonic language but Russian.

User defined attributes:

Full name: Ekaterina

Nationality: Russian

Native language: Russian

Status: student

City: Izhevsk

OI

Sex: f

Languages used: pol; eng

L1: pol

Comment: Does not have knowledge of any other Slavonic language but Polish.

User defined attributes:

Full name: Olga
Nationality: Pole
Native language: Polish
Status: student
City: Wroclaw

AI

Sex: f

[1]

0 [00.0]

1 [02.4]

AI[v]

Ok, now we are starting our recording. Your task, girls, is

[2]

..

AI[v]

to talk on the topic 'Travel abroad', as you've chosen.

[3]

2 [07.4]

AI[v]

• Speak in your rela/ sorry, respective languages: for

[4]

..

3 [14.8]

AI[v]

Katya Russian and for Olga Polish. • • Ee try to speak all

[5]

..

AI[v]

the time in your native languages, don't switch into

[6]

..

4 [19.6]

AI[v]

English. And you can switch into English only in the

[7]

5 [23.9]

AI[v] moments when you get completely stuck. Ok? •• Ok then,

[8]

6 [27.3]

7 [03:52.0]

OI[v] A ty zamierzasz gdzieś pojechać?
OI[TL] and you plan-PRS-2SG somewhere go-INF
OI[eng] Are you planning to go somewhere?
AI[v] let's start now.
[com] *3 mins left out.*

[9]

8 [03:53.9]

9 [03:56.6]

10 [04:00.1]

Ka[v] я?
Ka[lat] Ee ja
Ka[eng] Ee me?
Ka[nv] *Laughs and shakes her head.*
Ka[c] *Shows that she did not understand.*
OI[v] Gdzieś jechać, za granicę, ty?
OI[TL] somewhere go-INF abroad you
OI[eng] To go somewhere, abroad, you?

[10]

| | 11 [04:03.6*] | 12 [04:03.6] | 13 [04:04.5] | 14 [04:05.2*] |
|----------------|-----------------------|--------------|-----------------|------------------|
| Ka[v] | Сейчас или вообще? | | Сейчас? Не/нет, | |
| Ka[lat] | Sejčas ili voobše? | | Sejčas | Ne/net sejčas |
| Ka[eng] | Now or generally? | | Now? | No, now I am not |
| Ka[nv] | | | | |
| Ka[c] | | | | |
| OI[v] | Aga | | Teraz. | |
| OI[TL] | IJ | | | |
| OI[eng] | Aha | | Now. | |
| OI[nv] | <i>Nods her head.</i> | | | |

[11]

| | | 15 [04:08.4] | 16 [04:21.0] |
|----------------|---|--------------|--------------------------|
| Ka[v] | сейчас я за границу никуда не планирую. | | Ты |
| Ka[lat] | ja zagranicu nikuda ne planiruju. | | Ty by |
| Ka[TL] | | | you CP |
| Ka[eng] | planning to go anywhere abroad. | | Where |
| OI[nv] | | | <i>Smiles.</i> |
| [com] | | | <i>13 secs left out.</i> |

[12]

| | | 17 [04:23.1] |
|----------------|---|----------------------------------|
| Ka[v] | бы куда мне посоветовала поехать? Посоветовала. | |
| Ka[lat] | kuda mne posovetovala poexat'? | Posovetovala. |
| Ka[TL] | where I-DAT advise-PST-2SG go-INF | advise-PST-2SG |
| Ka[eng] | would you advise me to go? | Advise. |
| OI[nv] | | <i>Smiles.</i> |
| OI[c] | | <i>Does not show a reaction.</i> |

[13]

18 [04:24.3]

| | | | |
|----------------|---|-----------------|--|
| Ka[v] | Ты бы посоветовала мне поехать в Польшу • | | |
| Ka[lat] | Ty | by posovetovala | mne poexat' v Pol'shu naprimer? |
| Ka[TL] | you CP | advise-PST-2SG | I-DAT go-INF to Poland-ACC for-example |
| Ka[eng] | Would you advise me to go to Poland, for example? | | |
| Ka[nv] | | | |
| Ka[c] | | | |
| OI[v] | | | |
| OI[nv] | <i>Moves her head towards her.</i> | | |

[14]

19 [04:27.0*]

20 [04:27.0] 21 [04:28.0]

22 [04:29.7] 23 [04:31.1]

| | | | |
|----------------|-----------------------|--------------------------|------------------|
| Ka[v] | напримеp? | Нет, ты бы посоветовала? | Какой |
| Ka[lat] | | Net ty by posovetovala? | Kakoj |
| Ka[TL] | | no you CP advise-PST-2SG | which city- |
| Ka[eng] | | No, would you advise? | Which city in |
| Ka[nv] | | | |
| Ka[c] | | | |
| OI[v] | Так! | Так! | • Ee |
| OI[eng] | Yes! | Yes! | • Ee |
| OI[nv] | <i>Nods her head.</i> | | • <i>Laughs.</i> |
| OI[c] | | | <i>Confused.</i> |

[15]

24 [04:33.4]

| | | | |
|----------------|--|---------|-------------------------|
| Ka[v] | город в Польше ты бы мне посоветовала? | | |
| Ka[lat] | gorod | v Polše | ty by mne posovetovala? |
| Ka[TL] | NOM in Poland-LOC | you CP | I-DAT advise-PST-2SG |
| Ka[eng] | the Poland would you advise me to visit? | | |
| OI[v] | | | |
| OI[eng] | Żebyś ty So that you would | | |

[16]

| | | | |
|----------------|----------------------|---------------------------|---|
| | | 25 [04:35.1]26 [04:35.4*] | 27 [04:36.3] 28 [04:36.7*]29 [04:37.2*] |
| Ka[v] | | Да. Какой город? | |
| Ka[lat] | | Da | Kakoj gorod? |
| Ka[TL] | | yes | which city-NOM |
| Ka[eng] | | Yes. | Which city? |
| OI[v] | pojechała do Polski? | | Tak! Tak! Tak! |
| OI[eng] | come to Poland? | | Yes! Yes! Yes! |
| OI[nv] | | | <i>Nods her head.</i> |

[17]

| | | | |
|----------------|------|---|----------------|
| | | 30 [04:37.6*]31 [04:37.9] | 32 [04:39.0] |
| Ka[v] | | Какой город? | |
| Ka[lat] | | Kakoj | gorod? |
| Ka[TL] | | which | city-NOM |
| Ka[eng] | | Which city? | |
| Ka[nv] | | <i>Laughs.</i> | <i>Laughs.</i> |
| OI[v] | Tak! | ((Laughs)) Ty chcesz pojechać do | |
| OI[eng] | Yes! | ((Laughs)) You want to go to Poland and you are asking me if it | |
| OI[nv] | | | |

[18]

| | | |
|----------------|--------------------------------------|--|
| | | 33 [04:46.1] |
| Ka[v] | | ((Laughs)) Я хочу, |
| Ka[lat] | | ((Laughs)) Ja choću čtob |
| Ka[TL] | | I want-PRS-1SG so- |
| Ka[eng] | | ((Laughs)) I want you to tell me which |
| Ka[nv] | | |
| OI[v] | Polski i pytasz się mnie, czy warto? | |
| OI[eng] | worth of it? | |
| OI[nv] | | <i>Laughs.</i> |
| OI[c] | | |

[19]

| | |
|----------------|--|
| | .. |
| Ka[v] | чтоб ты мне сказала, какой город самый хороший, |
| Ka[lat] | ty mne skazala kakoj gorod samyj xorošyj samyj lučšyj |
| Ka[TL] | that you I-DAT say-PST-2SG which city most good most best in |
| Ka[eng] | city is the finest, the best in Poland. |
| OI[nv] | |
| OI[c] | |

[20]

| | | | |
|----------------|---|--|----------------|
| | .. | 34 [04:51.9*] | 35 [04:52.0] |
| Ka[v] | самый лучший в Польше. Лучший город в Польше. | | |
| Ka[lat] | v Pol'se. | Lučšyj gorod v Pol'se. | |
| Ka[TL] | Poland-LOC | best city in Poland-LOC | |
| Ka[eng] | | The best city in Poland. | |
| Ka[nv] | | <i>Laughs.</i> | <i>Laughs.</i> |
| OI[v] | | | |
| OI[eng] | | | |
| OI[nv] | | <i>Laughs. Shakes her head.</i> | |
| OI[c] | | <i>Does not react to the question. Shows that she does not understand.</i> | |

[21]

| | | |
|----------------|--|------------------|
| | .. | 37 [04:58.3] |
| Ka[v] | | ((Laughs)) City. |
| Ka[nv] | | |
| OI[v] | ((Laughs)) Ja nie wiem co to govoriat. | Aa! |
| OI[eng] | ((Laughs)) I do not understand what has been said. | Aa! |
| OI[nv] | | <i>Laughs.</i> |

[22]

| | | |
|----------------|---|---------------------------|
| | ..39 [05:01.9*]40 [05:02.4*] | 41 [05:06.9] |
| OI[v] | Ok. Ee, no to przede wszystkim moje miasto. | |
| OI[eng] | Ok. Ee, well, first of all it is my city. | |
| [com] | | <i>5.5 mins left out.</i> |

[23]

42 [05:39.9]

43 [05:42.5]

| | |
|----------------|--|
| Ka[v] | А как люди в Польше относятся к русским? |
| Ka[lat] | A kak ljudi v Pol'she odnosjatsja k russkim? |
| Ka[TL] | and how people in Poland-LOC treat-PRS-3PL to russian-PL |
| Ka[eng] | And how people in Poland treat Russians? |
| OI[v] | |
| OI[eng] | Ee, czy Ee, do I speak |

[24]

..

44 [05:45.8] 45 [05:46.3*]

| | |
|----------------|--|
| Ka[v] | Нет. как относятся когда / |
| Ka[lat] | Net Ee kak odnosjatsja kogda ee / ljubite |
| Ka[TL] | no IJ how treat-PRS-3PL when IJ like-PRS-2PL Q you |
| Ka[eng] | No. Ee how they treat when ee / Do you like Russians or you do |
| OI[v] | mówią po rusku? |
| OI[eng] | Russain? |

[25]

..

46 [05:52.8]

47 [05:53.5]

| | |
|----------------|--------------------------------------|
| Ka[v] | любите ли вы русских или не любите? |
| Ka[lat] | li vy russkix ili ne ljubite? |
| Ka[TL] | -PL russians-ACC or like-NEG-PRS-2PL |
| Ka[eng] | not? |
| OI[v] | |
| OI[eng] | Lubimy! We like! |
| OI[nv] | Laughs. |
| [com] | 2 mins left out. |

[26]

48 [08:18.9]

| | |
|----------------|--|
| Ka[v] | Я вот ищю куда хотела бы поехать; я думаю, что я бы |
| Ka[lat] | Ja vot išču kuda xotela by poexat' ja dumaju čto ja by |
| Ka[TL] | I here look-PRS-1SG where want-PST-1SG CP go-INF I think-PRS-1SG that I CP go-PST-1SG to |
| Ka[eng] | I am lookig for some place to go. I think i would like to go to America. |

[27]

49 [08:23.5] 50 [08:24.6*] 51 [08:24.7]

| | |
|----------------|---|
| Ka[v] | поехала в Америку. Да. Ты никогда не думала |
| Ka[lat] | poexala v Ameriku. Da. Ty nikogda ne dumala |
| Ka[TL] | America-ACC you never think-NEG-PST-2SG go-INF |
| Ka[eng] | Yes. Have you ever considered going to America? |
| OI[v] | • Америка? |
| OI[eng] | • America? |
| OI[nv] | |
| OI[c] | |

[28]

52 [08:27.2]

53 [08:29.5*]

| | |
|----------------|---|
| Ka[v] | съездить в Америку? • Ты никогда не планировала? |
| Ka[lat] | s"jezdit' v Ameriku? • Ty nikogda ne planirovala? |
| Ka[TL] | to America-ACC you never plan-NEG-PST-2SG |
| Ka[eng] | • Have you ever planned? |
| OI[v] | Ee |
| OI[eng] | Ee |
| OI[nv] | <i>Smiles.</i> |
| OI[c] | <i>Uncertain.</i> |

[29]

| | | |
|----------------|--|--------------|
| | 54 [08:29.6] | 55 [08:32.1] |
| Ka[v] | Не было ли у тебя такой мысли поехать? | |
| Ka[lat] | Ne bylo li u tebja takoj mysli poexat'? | |
| Ka[TL] | not be-PST Q at you-ACC such-GEN idea-GEN go-INF | |
| Ka[eng] | Have you had such an idea to go there? | |
| OI[v] | | A/Ale gdzie? |
| OI[eng] | | But where? |

[30]

| | | | |
|----------------|-------------------------------|--------------|------------------------|
| | 56 [08:33.4] | 57 [08:36.9] | 58 [08:37.6] |
| Ka[v] | по какой-нибудь программе. | | Не хотела |
| Ka[lat] | Ee po kakoj-nibud' programme. | | Ne xotela nikogda? |
| Ka[TL] | I for some-DAT program-DAT | | |
| Ka[eng] | Ee by some program. | | Did not you ever want? |
| OI[v] | | Aga | |
| OI[eng] | | Aha | |

[31]

| | | | | |
|----------------|--------------|-----------------------|---------------|--------------|
| | 59 [08:39.2] | 60 [08:41.6] | 61 [08:42.4*] | 62 [08:43.3] |
| Ka[v] | никогда? | No, no. До Америки. | | |
| Ka[lat] | | No no Do Ameriki. | | |
| Ka[eng] | | No, no. To America. | | |
| OI[v] | | Cht/ • Ale do Rosji? | | Ee |
| OI[eng] | | Wan/ • But to Russia? | | |

[32]

63 [08:43.9*] 64 [08:44.4*] 65 [08:44.8*] 66 [08:46.9] 67 [08:47.7*] 68 [08:48.2] 69 [08:49.0*]

| | | |
|----------------|--------------------------|--------------------------|
| Ka[v] | | Yes. Да. |
| Ka[lat] | | Yes. Da. |
| Ka[eng] | | Yes. Yes. |
| OI[v] | Hm Mm 'Work and Travel'. | Yeah. Ee ja bym |
| OI[eng] | | Yeah. Ee I would like to |

[33]

.. 70 [08:52.5] 71 [10:13.9]

| | | |
|----------------|---------------------|--|
| OI[v] | chciała pojechać... | Bardziej zwiedzaliśmy niż |
| OI[TL] | | more sight-see-PST-1PL than work-PST-1PL |
| OI[eng] | go... | We saw sights more than worked. |
| [com] | | 1.5 mins left out. |

[34]

.. 72 [10:16.5] 73 [10:17.5] 74 [10:18.6]

| | | |
|----------------|---------------|--|
| Ka[v] | | Что делали? |
| Ka[lat] | | Čto delali? |
| Ka[eng] | | What did you do? |
| Ka[nv] | | <i>Smiles.</i> |
| OI[v] | pracowaliśmy. | Ee, zwiedzaliśmy? |
| OI[TL] | | IJ sight-see-PST-1PL look-PST-1PL-around |
| OI[eng] | | Ee, saw sights? Looked around. |

[35]

.. 75 [10:19.6] 76 [10:23.4]

| | | | |
|----------------|--|-------------------------|----------------|
| Ka[nv] | | <i>Shakes her head.</i> | <i>Laughs.</i> |
| OI[v] | Ogłóndaliśmy. Ee, podróżowaliśmy. Emm ((Laughs)) | | |
| OI[TL] | | IJ travel-PST-1PL | |
| OI[eng] | | Ee, travelled. | |

[36]

| .. | | 77 [10:28.1] | 78 [10:30.3] |
|----------------|-------------|--|--------------|
| Ka[v] | | Ну, в общем, что-то ты/вы там делали. | |
| Ka[lat] | | Nu v obščem čto-to ty/vy tam delali. | |
| Ka[TL] | | well in general something you-SG/you-PL there do-PST-2PL | |
| Ka[eng] | | Well, in short, you did something there. | |
| Ka[nv] | | <i>Laughs.</i> | |
| OI[v] | Emm. | | |
| OI[nv] | | <i>Laughs.</i> | |
| [com] | | <i>0.5 min left out.</i> | |

[37]

| 79 [10:58.1] | |
|----------------|---|
| Ka[v] | Ну, вот после того, как куда-то один раз съездишь, |
| Ka[lat] | Nu vot posle togo kak kuda-to odin raz s"ezdiš mne |
| Ka[TL] | well here after somewhere one time go-FUT-2SG I-DAT seem-PRS-3SG |
| Ka[eng] | Well, afte one goes somewhere once, i think, he will want to go somewhere else. |
| OI[c] | <i>Nods her head.</i> |

[38]

| .. | |
|----------------|---|
| Ka[v] | МНЕ КАЖЕТСЯ, ХОЧЕТСЯ СРАЗУ ПОЕХАТЬ ЕЩЕ В КАКИЕ-ТО |
| Ka[lat] | kažetsja hočetsja srazu poexat' eščë v kakije-to drugije mesta. |
| Ka[TL] | want-IMPER immediately go-INF more to some-PL other-PL place-PL |
| Ka[eng] | |
| OI[c] | |

[39]

| | | | | | | | | |
|---------|---------------|--------------|--------------|---------------------------|---|---------------|---------------|---------------|
| .. | | 80 [11:04.3] | 81 [11:04.8] | 82 [11:05.4] | 83 [11:05.9] | 84 [11:07.1*] | 85 [11:10.5*] | 86 [11:10.6*] |
| Ka[v] | другие места. | Да? | ((Laughs)) | To | есть, | если | | |
| Ka[lat] | | Da? | ((Laughs)) | To | jest' | esli | ty | |
| Ka[TL] | | | | that | is | if | you | one |
| Ka[eng] | | Right? | ((Laughs)) | I | mean, | once | one | will |
| Ka[nv] | | | | | | | | |
| Ka[c] | | | | | | | | |
| OI[v] | | Hm | Hm | Do... | | | | |
| OI[TL] | | | | | | | | |
| OI[eng] | | Hm | Hm | To... | | | | |
| OI[nv] | | | | | | | | |
| OI[c] | | | | <i>Uncertain. Laughs.</i> | <i>Looks at her with a strained face.</i> | | | |
| AI[v] | | | | | | | | |

[40]

| | | | | | | | | |
|---------|--|--|--|--|--|--|--|--|
| .. | | | | | | | | |
| Ka[v] | ты один раз побывал в какой-то/ заграницей, то тебе | | | | | | | |
| Ka[lat] | odin raz pobyval v kakoj-to/ zagranicej to tebe srazu že | | | | | | | |
| Ka[TL] | time be-PST-2SG in some abroad than you-DAT immediately want-IMPER | | | | | | | |
| Ka[eng] | immediately want to go somewhere else. | | | | | | | |
| Ka[nv] | | | | | | | | |
| Ka[c] | | | | | | | | |
| OI[v] | | | | | | | | |
| OI[TL] | | | | | | | | |
| OI[eng] | | | | | | | | |
| OI[nv] | | | | | | | | |
| OI[c] | | | | | | | | |
| AI[v] | | | | | | | | |

[41]

| .. | | 87 [11:10.6*]88 [11:16.7*] |
|----------------|----------------------------|---|
| Ka[v] | | сразу же хочется еще куда-нибудь. Еще в разные- |
| Ka[lat] | chočetsja eščë kuda-nibud' | Eščë v raznyje -raznyje |
| Ka[TL] | more somewhere | more to different-different |
| Ka[eng] | | To go to different countries. |
| Ka[nv] | | |
| Ka[c] | | |
| OI[v] | | |
| OI[TL] | | |
| OI[eng] | | |
| OI[nv] | | <i>Smiles.</i> |
| OI[c] | | <i>Uncertain.</i> |
| AI[v] | | |

[42]

| .. | | 89 [11:16.7*]90 [11:16.8]91 [11:17.1*] | 92 [11:18.3] |
|----------------|-------------------|--|------------------------|
| Ka[v] | | разные страны съездить. | |
| Ka[lat] | strany s"jezdit'. | | |
| Ka[TL] | country-PL go-INF | | |
| Ka[eng] | | | |
| Ka[nv] | | <i>Laughs.</i> | |
| Ka[c] | | | |
| OI[v] | | | |
| | | Hm W różne strony. | |
| OI[TL] | | | |
| OI[eng] | | Hm To different countries. | |
| OI[nv] | | <i>Laughs.</i> | |
| OI[c] | | <i>Nods her head.</i> | |
| AI[v] | | | |
| [com] | | | <i>1 min left out.</i> |

[43]

| 93 [12:11.8] | |
|----------------|--|
| Ka[nv] | <i>Nods her head slowly.</i> |
| OI[v] | To jeżeli ty chcesz jechać do Hiszpanii, to bardzo fajnie |
| OI[eng] | So if you want to go to Spain, it is better to take your friends with you. |

[44]

| | | |
|----------------|--|--------------|
| | | 94 [12:18.3] |
| Ka[nv] | | |
| OI[v] | jest wziąć znajomych ze sobą. I kupić bilet na pociąg... | |
| OI[eng] | And to buy ticket to the train. | |

[45]

| | | | | | | | | |
|----------------|--------------|---------------|---------------|--------------|--------------|--------------|---------------|-------------------------|
| | | 95 [12:20.8] | 96 [12:22.4*] | 97 [12:22.4] | 98 [12:23.0] | 99 [12:23.3] | 100 [12:23.9] | 101 [12:25.5] |
| Ka[v] | • • На что? | На... | | | | | | • На ж/ нет, |
| Ka[lat] | • • Na čto? | Na... | | | | | | • Na ž/ net samolëtom. |
| Ka[eng] | • • To what? | To... | | | | | | • To tra/ no, by plain. |
| Ka[nv] | | | | | | | | |
| Ka[c] | | | | | | | | <i>Confused.</i> |
| OI[v] | | Na pociąg. | | | | | | Kolej. • Na kolej. |
| OI[eng] | | To the train. | | | | | | Railway. • To railway. |
| OI[nv] | | | | | | | | |
| OI[c] | | | | | | | | |

[46]

| | | | |
|----------------|--|---------------|---------------|
| | | 102 [12:28.7] | 103 [12:29.8] |
| Ka[v] | САМОЛЕТОМ. | | |
| Ka[lat] | | | |
| Ka[eng] | | | |
| Ka[nv] | <i>Laughs.</i> | | |
| Ka[c] | | | |
| OI[v] | Tak, ale można zrobić to inaczej, | | |
| OI[eng] | Yes, but you can make it in another way, better. | | |

[47]

| | | 104 [12:33.9] | 105 [12:36.0*] | 106 [12:36.4] |
|----------------|--|---|----------------|----------------|
| Ka[v] | | | | Нет, не |
| Ka[lat] | | | | Net ne |
| Ka[eng] | | | | No, i do not |
| Ka[nv] | | | | <i>Laughs.</i> |
| Ka[c] | | <i>Looks at her with a strained face.</i> | | |
| OI[v] | bardziej... fajniej. ••• Kolej, ty rozumiesz? Kolej? | | | |
| OI[eng] | | ••• Railway, do you understand? | | Railway? |

[48]

| | | 107 [12:39.6] | 108 [12:39.6] | 109 [12:41.3] | 110 [12:43.2] |
|----------------|----------------------------------|--------------------------------------|---------------|----------------|---------------|
| Ka[v] | разумею, нет, не разумею. | | | | Нет, |
| Ka[lat] | razumeju net ne razumeju. | | | | Net |
| Ka[eng] | understand, I do not understand. | | | | No, I do |
| Ka[nv] | | <i>Laughs.</i> | | <i>Laughs.</i> | |
| Ka[c] | | | | | |
| OI[v] | | Pociąg? Ciuchcia? Lokomotywa? | | | |
| OI[eng] | | Train? | Train? | Locomotive? | |
| OI[nv] | | <i>Laughs.</i> | | <i>Laughs.</i> | |

[49]

| | | 111 [12:48.2*] | | |
|----------------|---|----------------|--|-----------------|
| Ka[v] | я не/не/не на локомот/ не на поезде, а на самолете. | | | |
| Ka[lat] | ja ne/ne/ne na lokomot/ ne na poezde a na samolëte. | | | |
| Ka[eng] | not by locomotive, not by train, but on the airplane. | | | |
| Ka[nv] | | | | |
| Ka[c] | | | | |
| OI[v] | | | | Samolot. |
| OI[eng] | | | | Airplane. |

[50]

| | 112 [12:48.2] | 113 [12:48.9*] | 114 [12:49.2] | 115 [12:50.4*] | 116 [12:51.1] |
|----------------|----------------|----------------|--|----------------|---|
| Ka[v] | | | Aa! | Aa! | Ты |
| Ka[lat] | | | Aa! | Aa! | Ty chceš |
| Ka[eng] | | | Aa! | Aa! | You want to tell |
| Ka[nv] | | | | | |
| Ka[c] | | | | | <i>Reveals the reaction of understanding.</i> |
| OI[v] | | | Tak, tak, tak. Ja wiem. Ale można zrobić inaczej. | | |
| OI[eng] | Yes, yes, yes. | I know. | But you can do it in another way. | | |

[51]

| | .. | 117 [12:53.3*] | 118 [12:53.4] | 119 [12:54.2] |
|----------------|----|---|-------------------------------|----------------|
| Ka[v] | | ХОЧЕШЬ СКАЗАТЬ, ЧТО МОЖНА ПО ЖЕЛЕЗНОЙ... | | |
| Ka[lat] | | skazat' | čto možna | po železnoj... |
| Ka[eng] | | me that I can do it by rail... | | |
| Ka[nv] | | | | |
| Ka[c] | | | | |
| OI[v] | | | Można pociągiem. Można | |
| OI[eng] | | | You can do it by train. | You can buy |
| OI[nv] | | | | |
| OI[c] | | | | |

[52]

| | .. | 120 [12:55.8] | 121 [12:58.4] |
|----------------|----|---|--|
| OI[v] | | kupić taki bilet. On kosztuje chyba dwieście euro. I to jest | |
| OI[eng] | | such a ticket. | It costs about two hundred euro. And that is a |

[53]

| .. | | 122 [13:01.2] | 123 [13:03.7*] |
|----------------|------------------------------|--|-------------------------------|
| Ka[v] | | • То есть можна покататься по | |
| Ka[lat] | | • To jest' možna pokatat'sja po vsej | |
| Ka[eng] | | • You mean I can travel all around Europe? | |
| Ka[nv] | | | |
| Ka[c] | | | |
| Ol[v] | bilet na całą Europę. | | I można po całej |
| Ol[eng] | ticket for the whole Europe. | | And you can travel all around |
| Ol[nv] | | | |
| Ol[c] | | | |

[54]

| .. | | 124 [13:03.8] | 125 [13:04.8] | 126 [14:06.1] |
|----------------|-----------------|------------------------|--|---------------|
| Ka[v] | | всей Европе? | | |
| Ka[lat] | | Evrope? | | |
| Ka[eng] | | | | |
| Ka[nv] | | | | |
| Ka[c] | | | | |
| Ol[v] | Europe jeździć. | | Ale z państwa do państwa | |
| Ol[eng] | Europe. | | But from one country to another one can get in few | |
| Ol[nv] | | | | |
| Ol[c] | | | | |
| [com] | | <i>1 min left out.</i> | | |

[55]

| .. | | 127 [14:09.6] | 128 [14:10.7] |
|----------------|----------------------------------|---------------------------|---------------|
| Ka[v] | | Килька годин? | |
| Ka[lat] | | Kil'ka godin? | |
| Ka[c] | | <i>Repeats after her.</i> | |
| Ol[v] | można przejechać w kilka godzin. | | Hm |
| Ol[eng] | hours. | | Hm |

[56]

| | | |
|----------------|--|---------------|
| | 129 [14:11.1] | 130 [14:12.1] |
| Ka[v] | Что это такое? | |
| Ka[lat] | Čto eto takoje? | |
| Ka[eng] | What is it? | |
| Ol[v] | Z Polski do Niemiec, ze stolicy Polski do | |
| Ol[eng] | From Poland to Germany, I mean, from Polish capital to German capital. | |

[57]

| | | | |
|----------------|------------------|--|---------------|
| | .. | 131 [14:16.3] | 132 [14:16.8] |
| Ka[v] | | | |
| Ka[lat] | | | |
| Ka[eng] | Aa | | |
| Ol[v] | stolicy Niemiec. | To jest osiem godzin, można jechać | |
| Ol[eng] | | It takes eight hours, one can go at night and sleep. | |

[58]

| | | | | |
|----------------|---|--------------------|---------------------------|---------------|
| | 133 [14:20.2] | 134 [14:21.8*] | 135 [14:21.8] | 136 [14:23.7] |
| Ka[v] | а днем гулять? | | Да, надо | |
| Ka[lat] | Aa a dnëm guljat'? | | Da nado podumat' | |
| Ka[eng] | Aa, and in daytime one can look around? | | Yes I should think of it. | |
| Ka[nv] | | | | |
| Ka[c] | | | | |
| Ol[v] | w nocy i spać. | Raczej zwiedzać. | | |
| Ol[eng] | | You should try it. | | |
| Ol[nv] | | | | |
| Ol[c] | | | | |

[59]

| | | | |
|----------------|------------------------|---|-------------------------------------|
| .. | | 137 [14:25.1] | 138 [15:26.5] |
| Ka[v] | подумать. | А вообще, самая экзотическая | |
| Ka[lat] | . | A | voobšče samaja ekzotičeskaja strana |
| Ka[TL] | | and generally | most exotic country where |
| Ka[eng] | | And, generally, what is the most exotic country where you would like to | |
| [com] | <i>1 min left out.</i> | | |

[60]

| | | |
|----------------|------------------------------------|---------------------------|
| .. | | 139 [15:30.2] |
| Ka[v] | страна, куда бы ты хотела поехать? | |
| Ka[lat] | kuda by ty xotela poexat'? | |
| Ka[TL] | CP you want-PST-2SG go-INF | |
| Ka[eng] | go? | |
| OI[v] | | Gdzie bym chciała |
| OI[eng] | | Where would I like to go? |

[61]

| | | |
|----------------|--|---------------|
| .. | | 140 [15:31.6] |
| Ka[v] | Экзотическая, самая такая, ну, невероятная, | |
| Ka[lat] | Ekzotičeskaja samaja takaja nu neverojatnaja što | |
| Ka[TL] | exotic most such well fabulous like | |
| Ka[eng] | Exotic, like, the most fabulous country. | |
| OI[v] | pojechać? | |
| OI[eng] | | |

[62]

| | | |
|----------------|-----------------|--|
| .. | | 141 [15:37.0] |
| Ka[v] | что ли, страна. | • • ну, прямо, я не знаю, как |
| Ka[lat] | li strana. | Ee nu prjamo ja ne znaju kak skizat' |
| Ka[TL] | country | IJ well just I know-NEG-PRS-1SG how say-INF that |
| Ka[eng] | | Ee • • well, I do not know how to explain, the country where it is the least |
| OI[nv] | | <i>Smiles.</i> |
| OI[c] | | <i>Looks at her with an expression of uncertainty.</i> |

[63]

| | |
|----------------|---|
| .. | |
| Ka[v] | сказать, что ((2s)) ээ меньше всего возможности куда |
| Ka[lat] | čto ((2s)) ee men'she vsego vozmožnosti kuda poexat' no |
| Ka[TL] | IJ least of-all possibility where go-INF but where you very |
| Ka[eng] | possible for you to go but the most desirable. |
| Ol[nv] | |
| Ol[c] | |

[64]

| | | |
|----------------|--|---------------|
| .. | | 142 [15:47.9] |
| Ka[v] | поехать, но куда ты очень хотела бы поехать. | |
| Ka[lat] | kuda ty očen' xotela by poexat'. | |
| Ka[TL] | want-PST-2SG CP go-INF | |
| Ka[eng] | | |
| Ol[v] | | Gdzie |
| Ol[eng] | | Where would I |
| Ol[nv] | | |
| Ol[c] | | |

[65]

| | | |
|----------------|---|------------------------------|
| .. | | 143 [15:49.5] 144 [15:49.8*] |
| Ka[v] | Да! Куда бы ты хотела, но | |
| Ka[lat] | Da Kuda by ty xotela no ne/ne | |
| Ka[TL] | yes where CP you want-PST-2SG but not like | |
| Ka[eng] | Yes! Where would you like to go, but not, let us say, | |
| Ol[v] | bym chciała pojechać? | |
| Ol[eng] | like to go? | |

[66]

| .. | | 145 [15:53.0] | |
|----------------|--|--|----------------------------|
| Ka[v] | не/не, там, не Европа. Вот, например, для меня такая | | |
| Ka[lat] | tam ne Evropa. | Vot naprimer | dlja menja takaja strana - |
| Ka[TL] | not Europe | Here for-example | for I-GEN such country |
| Ka[eng] | Europe. | For example, for me such country is Argentine. | |

[67]

| .. | | 146 [15:56.5] | |
|----------------|--|--|------------------------|
| Ka[v] | страна - Аргентина. Но я знаю, что я в ближайшее там | | |
| Ka[lat] | Argentina. | No ja znaju | čo ja v bližajšeje tam |
| Ka[TL] | Argentine | but I know-PRS-1SG that I in nearest | like time |
| Ka[eng] | | But I know that within nearest time I will not go there. | |
| Ka[nv] | | | |
| Ka[c] | | | |
| OI[v] | | Aga | |
| OI[eng] | | Aga | |
| OI[nv] | | <i>Nods her head.</i> | |

[68]

| .. | | 147 [15:59.8*] | 148 [15:59.9] |
|----------------|--|--|-------------------------|
| Ka[v] | время я туда не поеду. Потому что это далеко, потому | | |
| Ka[lat] | vremja ja tuda ne poedu. | Potomu | čo eto daleko potomu čo |
| Ka[TL] | I there go-NEG-FUT-1SG | because | it far-ADV because |
| Ka[eng] | | Because it is far away, because there is different language, | |
| Ka[nv] | | | |
| Ka[c] | | | |
| OI[v] | | | |
| OI[eng] | | | |
| OI[nv] | | <i>Nods her head. Nods her head.</i> | |

[69]

| | |
|----------------|--|
| | .. |
| Ka[v] | что там другой язык, потому что ((1s)) это другая |
| Ka[lat] | tam drugoj jazyk potomu čto ((1s)) eto drugaja čast' sveta |
| Ka[TL] | there different language because it another part world-PSS and there I |
| Ka[eng] | because it is a different part of the world etc. |
| OI[nv] | |

[70]

| | | |
|----------------|---|-----------------------|
| | .. | 149 [16:08.7] |
| Ka[v] | часть света и там, я не знаю, там, • все такое. Но я бы | |
| Ka[lat] | i tam ja ne znaju tam vsë takoje. | No ja by |
| Ka[TL] | know-NEG-PRS-1SG there everything such | but I CP |
| Ka[eng] | | But I would like |
| OI[nv] | | <i>Nods her head.</i> |

[71]

| | | |
|----------------|--|-----------------------------|
| | .. | 150 [16:10.7] |
| Ka[v] | очень хотела туда поехать. У тебя есть такая страна? | |
| Ka[lat] | očen' xotela tuda poexat'. U tebja est' takaja strana? | |
| Ka[TL] | very want-PST-1SG there go-INF at you COP such country | |
| Ka[eng] | to go there very much. | Do you have such a country? |
| OI[nv] | | |

[72]

| | | |
|----------------|-----------------------------|-------------------------|
| | 151 [16:12.4] 152 [16:12.9] | 153 [16:14.4] |
| Ka[v] | Можно сказать, невозможная? | |
| Ka[lat] | Možno skazat' nevozmožnaja? | |
| Ka[TL] | may-IMPER say-INF unreal | |
| Ka[eng] | Let us say, unreal? | |
| OI[v] | Hm | • • Ee gdzie nie |
| OI[eng] | Hm | • • Where it is unreal? |
| OI[nv] | <i>Nods her head.</i> | |

[73]

| .. | | 154 [16:16.1*] | 155 [16:18.4] |
|----------------|--|----------------|---------------|
| Ka[v] | | | Ну/ ну да. |
| Ka[lat] | | | Nu/ nu da |
| Ka[eng] | | | Well, yes. |
| Ka[nv] | | | |
| Ka[c] | | | |
| OI[v] | można? Gdzie bym chciała, a nie można? | | |
| OI[eng] | Where I would like to go but it is unreal? | | |

[74]

| 156 [16:21.1*] | | 157 [16:21.5*] | 158 [16:21.6] |
|----------------|--------------------------|---|---------------|
| Ka[v] | | В принципе, в плане такого. | |
| Ka[lat] | V princype | v plane | takogo. |
| Ka[eng] | In principle, like that. | | |
| Ka[nv] | | | |
| Ka[c] | | | |
| OI[v] | Hm | No nie wiem, ja bym bardzo | |
| OI[eng] | Hm | Well, I do not know, I would like to go to Thailand | |

[75]

| .. | | 159 [16:25.0] | 160 [22:03.6] |
|----------------|--------------------------------|--------------------|-----------------------------------|
| OI[v] | chciała pojechać do Tajlandii. | | Moje miasto jest w |
| OI[eng] | very much. | | My city is located at the warmest |
| [com] | | 5.5 mins left out. | |

[76]

| .. | | 161 [22:07.2] |
|----------------|--|--|
| Ka[nv] | | <i>Nods her head.</i> |
| OI[v] | najcieplejszym punkcie w Polsce. Czyli jest zawsze | |
| OI[eng] | place in Poland. | I mean, it is always the warmest at my |

[77]

| .. | | 162 [22:09.4] | 163 [22:11.5*] |
|----------------|--------|--|-----------------------|
| Ka[v] | | | |
| Ka[lat] | | | Aa |
| Ka[eng] | | | Aa |
| Ka[nv] | | | <i>Nods her head.</i> |
| OI[v] | | najcieplej u mnie. Nie wiem czemu, zawsze jest najcieplej. | |
| OI[eng] | place. | I do not know why, but it is always the warmest. | |
| OI[nv] | | | |
| OI[c] | | | |

[78]

| 164 [22:11.6] | | 165 [22:14.5] | |
|----------------|---|--|-------------------------|
| Ka[v] | | | То есть у тебя |
| Ka[lat] | | | To est' u tebja gorod |
| Ka[eng] | | | So your city is located |
| OI[v] | | I u nas zimą jest zazwyczaj zero stopni. | |
| OI[eng] | The temperature in our winters is usually around zero degree. | | |
| OI[c] | | | |

[79]

| .. | | 166 [22:18.0*] | 167 [22:18.1] |
|----------------|--------------------------------------|---|--|
| Ka[v] | | город на юге где-то в Польше находится? На юге? | |
| Ka[lat] | na jуге gde-to v Pol'she naxoditsja? | | Na jуге? |
| Ka[eng] | somewhere on the South of Poland? | | On the South? |
| OI[v] | | | |
| OI[eng] | | | Ee close |
| OI[c] | | | <i>Does not react to the question.</i> |

[80]

| | | | |
|----------------|--------------------------------|----------------------------------|-------------|
| | | 169 [22:21.4] | |
| Ka[v] | | ••• , рядом с Чехией? | |
| Ka[lat] | | ••• Aa rjadow s Ćexijej? | |
| Ka[eng] | | ••• Aa, close to Czech Republic? | |
| Ol[v] | koło Niemiec i koło Czech. | | Koło |
| Ol[eng] | to Germany and Czech Republic. | | Close to |

[81]

| | | | | |
|----------------|----------------------|-------------------|---------------------------------|---------------|
| | | 171 [22:25.2] | 172 [22:27.1] | 173 [24:58.8] |
| Ka[v] | | Мм, понятно. | | |
| Ka[lat] | | Mm ponjatno. | | |
| Ka[eng] | | Mm, I understood. | | |
| Ol[v] | Czech, mhm. | | Ja muszę wrócić i | |
| Ol[eng] | Czech Republic, mhm. | | I have to come back and take my | |
| [com] | | | <i>2.5 mins left out.</i> | |

[82]

| | | | | |
|----------------|--|-----------------|--------------------------------|---------------|
| | | 174 [25:01.3] | 175 [25:02.3] | 176 [25:02.8] |
| Ka[v] | | | X | |
| Ka[lat] | | | Hm | |
| Ka[eng] | | | Hm | |
| Ka[nv] | | | <i>Nods her head once.</i> | |
| Ka[c] | | | <i>Reveals the reaction of</i> | |
| Ol[v] | zdać egzaminy w Polsce. Teraz, w tym roku. | | Dlatego | |
| Ol[eng] | exams in Poland. | Now, this year. | Because of | |

[83]

| | | | |
|----------------|---|-----------------------|-----------------------------|
| | | 177 [25:04.7] | 178 [25:06.4] |
| Ka[v] | | | То есть только |
| Ka[lat] | | | To est' tol'ko |
| Ka[eng] | | | So only because of this you |
| Ka[nv] | | <i>Nods her head.</i> | |
| Ka[c] | <i>understanding.</i> | <i>Uncertain.</i> | |
| OI[v] | nie mogę tutaj zostać na rok. ((1.2s)) No. | | |
| OI[eng] | this I can not stay here for a year. | ((1.2s)) Like this. | |

[84]

| | | | |
|----------------|--|---------------------------------|--|
| | | 179 [25:09.4] | |
| Ka[v] | потому ты на один семестр? Потому что тебе надо | | |
| Ka[lat] | poetomu ty na odin semestr? | Potomu čto tebe nado sdavat | |
| Ka[eng] | are here for one semester? | Because you have to take exams? | |

[85]

| | | | | | |
|----------------|--------------------------|---------------|----------------|----------------|---------------------------|
| | | 180 [25:11.1] | 181 [25:11.1*] | 182 [25:11.8*] | 183 [25:13.0] |
| Ka[v] | сдавать экзамены? | | | | Ну, и когда, |
| Ka[lat] | ekzameny? | | | | Nu i kogda nu / |
| Ka[TL] | | | | | well and when well |
| Ka[eng] | | | | | Well, and then, after you |
| OI[v] | | • Hm | | • W Polsce. | |
| OI[eng] | | • Hm | | • In Poland. | |

[86]

| | | | | | |
|----------------|---|--|--|--|--|
| | | | | | |
| Ka[v] | ну / то есть ты сдашь экзамены и ты сюда не | | | | |
| Ka[lat] | to est' ty sdaěš ekzameny i ty sjuda ne verněšsja uže | | | | |
| Ka[TL] | that is you pass-FUT-2SG exam-PL and you here come-back-NEG-FUT-2SG already | | | | |
| Ka[eng] | take exams, you will not come back here? | | | | |

[87]

| .. | | 184 [25:18.1] | 185 [25:20.9] |
|----------------|--|---|--------------------|
| Ka[v] | вернешься уже? В Турцию ты не вернешься? То есть | | |
| Ka[lat] | | V Turcyju ty ne verněšsja? | To est' ty |
| Ka[TL] | | to Turkey you come-back-NEG-FUT-2SG | that is you |
| Ka[eng] | | You will not come back to Turkey? | So you will go and |
| OI[c] | | <i>Looks at her with a strained face.</i> | |

[88]

| .. | |
|----------------|--|
| Ka[v] | ты уедешь и все, и будешь там всегда ((1s)) в |
| Ka[lat] | uedeš i vsě i budeš tam vsegda ((1s)) v Pol'se? |
| Ka[TL] | go-FUT-2SG and all and be-FUT-2SG there always in Poland |
| Ka[eng] | stay in Poland all the time? |
| OI[c] | |

[89]

| .. | | 186 [25:24.7] |
|----------------|---|---------------|
| Ka[v] | Польше? | |
| Ka[lat] | | |
| Ka[TL] | | |
| Ka[eng] | | |
| OI[v] | Tutaj muszę zdać egzaminy, a potem wrócić do | |
| OI[TL] | | |
| OI[eng] | I have to take exams here and then go to Poland and take other exams there. | |
| OI[nv] | | |
| OI[c] | | |

[90]

| .. | | 187 [25:29.9*] | 188 [25:29.9] |
|----------------|---------------------------|--------------------------------|--------------------------------|
| Ka[v] | | Да, да. Но и ты обратно уже не | |
| Ka[lat] | | Da, da. | No i obratno uže ne verněšsja? |
| Ka[TL] | | but and you back | already come-back-NEG-FUT- |
| Ka[eng] | | Yes, yes. | And you will not come back? |
| OI[v] | Polski i zdać nowe, inne. | | |
| OI[TL] | | | |
| OI[eng] | | | |
| OI[nv] | | | |
| OI[c] | | | |

[91]

| .. | | 189 [25:32.5] | 190 [25:32.9] | 191 [25:34.3*] | 192 [25:34.4] |
|----------------|-----|---------------------|---------------|--------------------------|-----------------|
| Ka[v] | | вернешься? | Нет? | Там уже будешь? | • |
| Ka[lat] | | | Net | Tam uže budeš? | • Ponjatno. |
| Ka[TL] | 2SG | | no | there already be-FUT-2SG | |
| Ka[eng] | | | No? | You will stay there? | • I understood. |
| Ka[nv] | | | | | |
| Ka[c] | | | | | |
| OI[v] | | Uh-hu. | | Hm | |
| OI[eng] | | No. | | Hm | |
| OI[nv] | | | | <i>Nods her head.</i> | |
| OI[c] | | <i>Affirmation.</i> | | | |

[92]

| .. | | 193 [25:36.0] |
|----------------|--|--|
| Ka[v] | | Понятно. И что, ты там будешь заканчивать свою |
| Ka[lat] | | I što ty tam budeš zakančivat' svoju učebu? |
| Ka[eng] | | And you will finish your education there? |

[93]

| | 194 [25:38.6] 195 [25:39.1] | 196 [25:41.0] |
|----------------|-----------------------------|--|
| Ka[v] | учебу? | А сколько тебе осталось учиться? |
| Ka[lat] | | A skol'ko tebe ostalos' učit'sja? |
| Ka[TL] | | and how-much you-DAT leave-PST-IMPER study-INF |
| Ka[eng] | | How many more years do yo have to study? |
| OI[v] | Hm | • Mm |
| OI[eng] | Hm | • Mm |
| OI[nv] | | <i>Moves her</i> |
| OI[c] | | <i>Confused.</i> |

[94]

| | 197 [25:41.9] | 198 [25:45.7*] |
|----------------|--|--|
| Ka[v] | | Сколько еще / ты какой курс у себя в университете? |
| Ka[lat] | Skol'ko eščë / ty kakoj kurs u sebja v universitete? | |
| Ka[TL] | how-much more you which year at your-REF in university-LOC | |
| Ka[eng] | How many / What is your year of studying? | |
| Ka[nv] | | |
| Ka[c] | | |
| OI[v] | | Trzetij. |
| OI[eng] | | Third. |
| OI[nv] | <i>face towards her.</i> | |
| OI[c] | | |

[95]

199 [25:45.8] 200 [25:47.2*]201 [25:47.4] 202 [25:50.6]

| | | | |
|----------------|---|---|-------------------|
| Ka[v] | Третий курс? • то есть тебе еще один год? • Один. | | |
| Ka[lat] | Tretij kurs | • Ee to est' tebe eščë odin god? | • Odin. |
| Ka[TL] | third year | • IJ that is you-DAT more one year | |
| Ka[eng] | Third year? | • Ee that is you have one more year to study? | • One. |
| Ka[nv] | | | |
| Ka[c] | | | |
| Ol[v] | Hm | | |
| Ol[eng] | Hm | | |
| Ol[nv] | | | <i>Shakes her</i> |
| Ol[c] | | | <i>Shows that</i> |

[96]

203 [25:51.7] 204 [25:52.8] 205 [25:54.8] 206 [25:57.2]

| | | |
|----------------|---------------------------------|---|
| Ka[v] | Один год. | • • • Четыре года вы учитесь? |
| Ka[lat] | Odin god. | • • • Četyre goda vy učites'? |
| Ka[eng] | One year. | • • • You have four years of education? |
| Ol[v] | ((1s)) Em | U nas |
| Ol[eng] | ((1s)) Em | We have |
| Ol[nv] | <i>head.</i> | |
| Ol[c] | <i>she does not understand.</i> | |

[97]

.. 207 [26:01.0]208 [26:01.6]

| | | |
|----------------|---------------------------------|--------------------------------|
| Ka[v] | | |
| Ka[lat] | | |
| Ka[eng] | Aa | |
| Ol[v] | są trzy lata, a potem dwa lata. | Czyli razem pięć. Ale |
| Ol[eng] | three years and then two years. | Together it is five. But after |

[98]

| | |
|----------------|---|
| .. | |
| Ol[v] | po trzech latach musisz zdać egzaminy, żeby potem móc |
| Ol[eng] | the third year one has to take exams to be able to make two more years. |

[99]

| | |
|----------------|------------------------------------|
| .. | 210 [26:09.6] |
| Ka[v] | То есть это твой последний год |
| Ka[lat] | To est' eto tvoj poslednij god v |
| Ka[eng] | So it is your last year in Poland? |
| Ol[v] | te następane zrobić dwa. |
| Ol[eng] | |

[100]

| | |
|----------------|---|
| .. | 211 [26:12.1]212 [26:12.5*] |
| Ka[v] | в Польше? |
| Ka[lat] | Pol'she? |
| Ka[eng] | |
| Ol[v] | Hm Moje / ja teraz kończę moje trzy |
| Ol[eng] | Hm May be / I am going to finish my third year now. |

[101]

| | |
|----------------|---|
| .. | 213 [26:15.0] |
| Ka[v] | • • Ты закончишь свой третий курс и потом |
| Ka[lat] | • • Ty zakončiš svoj tretij kurs i potom budeš |
| Ka[TL] | |
| Ka[eng] | • • You will finish your third year and then you will try to enter the two years? |
| Ka[nv] | |
| Ka[c] | |
| Ol[v] | pierwsze. |
| Ol[eng] | |

[102]

| | | 214 [26:19.6*] | 215 [26:19.8] |
|----------------|--|-----------------------|--------------------------|
| Ka[v] | будешь поступать в два года учиться, да? | | |
| Ka[lat] | postupat' v dva goda učit'sja da? | | Prosto |
| Ka[TL] | | | |
| Ka[eng] | | | Just to |
| Ka[nv] | | | |
| Ka[c] | | | |
| Ol[v] | | Нм | |
| Ol[eng] | | Hm | |
| Ol[nv] | | <i>Nods her head.</i> | |
| [com] | | | <i>20 secs left out.</i> |

[103]

| | | 217 [26:41.1] | 218 [26:41.8] |
|----------------|---|---------------|---------------|
| Ka[v] | Просто попутешествовать по/ по Индии? Это | | |
| Ka[lat] | poputešestvovat' po/ po Indii? | | Eto letom |
| Ka[TL] | | | it summer- |
| Ka[eng] | travel around India? | | You mean in |
| Ol[v] | | Нм | |
| Ol[eng] | | Hm | |
| Ol[c] | | | |

[104]

| | | 219 [26:45.3*] | 220 [26:45.4] |
|----------------|--|---|---------------|
| Ka[v] | летом ты имеешь в виду или / или когда? • Летом? | | |
| Ka[lat] | ty imeeš v vidu ili / ili kogda? | | • Letom? |
| Ka[TL] | INS you mean-PRS-2SG or or when | | • summer-INS |
| Ka[eng] | summer or when? | | • In summer? |
| Ol[v] | | | |
| Ol[eng] | | | ((2s)) |
| Ol[nv] | | <i>Looks at her with strained face.</i> | |
| Ol[c] | | <i>Does not react to the question.</i> | |

[105]

| | 222 [26:48.8] | 223 [26:49.5] | 224 [26:50.5] | 225 [27:18.2] |
|----------------|---------------|--------------------|---------------|--------------------------------|
| Ka[v] | | Аа, летом. | | Ну, мне еще |
| Ka[lat] | | Aa letom. | | Nu mne eščë ostalos' |
| Ka[TL] | | | | well I-DAT more leave-PST- |
| Ka[eng] | | Aa, in summer. | | Well, I have to study one year |
| OI[v] | ((2s)) | tak. Latem. | | |
| OI[eng] | Ee yes. | In summer. | | |
| [com] | | | | <i>30 secs left out.</i> |

[106]

| | 226 [27:20.6] | | |
|----------------|---|--|-------------------------------------|
| Ka[v] | осталось полтора года учиться. • То есть мы учимся | | |
| Ka[lat] | poltora goda učit'sja. | | • To est' my učimsja pjat' |
| Ka[TL] | IMPER year-and-a-half-GEN study-INF | | • that is we study-PRS-1PL five |
| Ka[eng] | and a half. | | • That is, we study for five years. |
| OI[c] | | | <i>Does not show any reaction.</i> |

[107]

| | 227 [27:22.9] | 228 [27:23.7] | 229 [27:24.4] | 230 [27:25.8] |
|----------------|------------------------|--------------------------------------|---|---------------|
| Ka[v] | пять лет. Пять. | | Пять лет. • Ну, так же, как вы, то | |
| Ka[lat] | let. Pjat'. | | Pjat' let. • Nu, tak že, kak vy, to est' tri pljus dva. | |
| Ka[TL] | year-PL | | | |
| Ka[eng] | | Five. | Five years. • Well, just like you, I mean, three plus | |
| OI[v] | | | | |
| | | • Pat. | | |
| OI[nv] | | <i>Wispers.</i> | | |
| OI[c] | | <i>Uncertain. Repeats after her.</i> | | |

[108]

| .. | | 231 [27:29.0]232 [27:29.4] | |
|---------|--------------------|---|--|
| Ka[v] | есть три плюс два. | Тоже учимся пять лет, но все | |
| Ka[lat] | | Tože učimsja pjat' let, no vsë vmeste, srazu. | |
| Ka[eng] | two. | We also study for five years, but altogether. | |
| Ol[v] | | Aga | |
| Ol[eng] | | Aga | |
| Ol[nv] | | <i>Nods her head.</i> | |

[109]

| .. | | 233 [27:32.3]234 [27:32.9] | | 235 [30:19.8] | |
|---------|----------------|----------------------------|--|---------------|--|
| Ka[v] | вместе, сразу. | | | | |
| Ka[lat] | | | | | |
| Ka[eng] | | | | | |
| Ol[v] | | Hm | Z Wrocławia, z mojego | | |
| Ol[eng] | | Hm | From Wrocław, my city, it takes one hour to get to | | |
| Ol[nv] | | | | | |
| [com] | | | <i>3 mins left out.</i> | | |

[110]

| .. | | 236 [30:22.8] | |
|---------|---|-----------------|--|
| Ka[v] | | •• А, один час? | |
| Ka[lat] | | •• A odin čas? | |
| Ka[eng] | | •• A, one hour? | |
| Ol[v] | miasta, to jest jedna godzina do Czech. | | |
| Ol[eng] | Check Republic. | | |

[111]

| | | | |
|----------------|---------------------|-----------------------------|---------------------------|
| | 237 [30:24.9] | 238 [30:26.6*]239 [30:27.1] | 240 [30:29.3] |
| Ka[v] | | | • Один час или один день? |
| Ka[lat] | | | • Odin čas ili odin den'? |
| Ka[eng] | | | • One hour or one day? |
| Ol[v] | • Jedna godzina. Hm | | • • Ee |
| Ol[eng] | • One hour. Hm | | • • Ee |

[112]

| | | |
|----------------|----------------------------|-------------------------------|
| | 241 [30:31.2]242 [30:31.8] | 243 [30:33.2]244 [30:34.9] |
| Ka[v] | | Один год, что ли? |
| Ka[lat] | | Odin god što li? |
| Ka[eng] | | May be one year? |
| Ka[nv] | | <i>Laughs.</i> <i>Laughs.</i> |
| Ol[v] | godzina.Em | Em Sześćdziesiąt |
| Ol[eng] | hour. Em | Em Sixty seconds. |

[113]

| | | | |
|----------------|-----------------------------|-----------------------------|---|
| | 245 [30:36.3]246 [30:37.0*] | 247 [30:37.0*]248 [30:39.0] | 249 [30:56.5] |
| Ka[v] | | • A! Да, один час. | |
| Ka[lat] | | • A Da odin čas. | |
| Ka[eng] | | • A! Yes, one hour. | |
| Ol[v] | minut. | | W Czechach to my |
| Ol[eng] | | | We visit Check Republic like five times a |
| [com] | | | <i>20 secs left out.</i> |

[114]

| | | |
|----------------|------------------------------|---------------|
| | 250 [31:00.2] | 251 [31:01.9] |
| Ka[v] | Пять раз в месяц? | |
| Ka[lat] | Pjat' raz v mesjac? | |
| Ka[eng] | Five times a month? | |
| OI[v] | jesteśmy z pięć razy w roku. | Nie |
| OI[eng] | year. | Not month. |

[115]

| | | | | | |
|----------------|------------------------|---------------|---------------|---------------|---------------------|
| | 252 [31:03.3*] | 253 [31:03.7] | 254 [31:04.6] | 255 [31:05.3] | 256 [32:13.2] |
| Ka[v] | В го/ в год? | | | | |
| Ka[lat] | V go/ v god? | | | | |
| Ka[eng] | Per year? | | | | |
| OI[v] | miesiąc. Rok. | | Aga | | Mi się wydaje, że |
| OI[eng] | Year. | | Aga | | I also like Prague. |
| [com] | <i>1 min left out.</i> | | | | |

[116]

| | | |
|----------------|---|---------------|
| | 257 [32:14.7] | 258 [32:17.7] |
| Ka[v] | • • • | |
| Ka[lat] | • • • A | |
| Ka[eng] | • • • A, | |
| OI[v] | Praga. To jest najpiękniejsze miasto w całej Europie. | |
| OI[TL] | that is most-beautiful city in whole-LOC Europe-LOC | |
| OI[eng] | That is the most beautiful city in the whole Europe. | |

[117]

| | | |
|----------------|--|---------------------|
| | 259 [32:20.7] | |
| Ka[v] | А, то есть самое лучшее, что ли, в Европе? Самая | |
| Ka[lat] | to est' samoje lučšee čto li v Evrope? | Samaja lučšaja |
| Ka[eng] | the best in Europe? | The best capital or |
| Ka[nv] | | |
| Ka[c] | | |
| OI[v] | | |

[118]

| | | | |
|----------------|-----------------------------|---|---------------------|
| | 260 [32:24.3*] | 261 [32:24.3] | 262 [32:25.6] |
| Ka[v] | лучшая столица или самая... | | Aa |
| Ka[lat] | stolica ili samaja... | | Aa |
| Ka[eng] | the best... | | Aa |
| Ka[nv] | | | |
| Ka[c] | | | |
| OI[v] | | | |
| OI[eng] | | W całej Europe. Naj, najpiękniejsze. | |
| | | In the whole Europe. | The most beautiful. |

[119]

| | | | | | | |
|----------------|---------------------------|----------------|---------------|---------------|---------------------------------------|--------------------------|
| | 263 [32:26.7] | 264 [32:27.6*] | 265 [32:27.7] | 266 [32:28.6] | 267 [33:04.9] | 268 [33:07.9] |
| Ka[v] | Найпенкнейше. | | | | | |
| Ka[lat] | Najpenknejše. | | | | | |
| Ka[eng] | | | | | | |
| Ka[nv] | <i>Laughs.</i> | | | | | |
| Ka[c] | <i>Repeats after her.</i> | | | | | |
| OI[v] | Krasive. | | | | Ale ee w Kolonii. • • Kolonia. | |
| OI[eng] | | | | | But ee in Cologne. | • • Cologne. |
| OI[nv] | | | | | | <i>Shakes her head.</i> |
| OI[c] | | | | | | |
| [com] | | | | | | <i>30 secs left out.</i> |

[120]

269 [33:09.2] 270 [33:10.8] 271 [33:12.3]272 [33:12.7*]

| | |
|----------------|--|
| Ka[v] | ••• Кёльн? |
| Ka[lat] | ••• Köln? |
| Ka[eng] | ••• Cologne. |
| OI[v] | • Ee Koln. Hm To miasto jest bardzo ładne. |
| OI[eng] | • Ee Cologne. Hm That city is very nice. |

[121]

273 [33:14.8] 274 [33:16.7]

| | | | |
|----------------|---|-----------------|--------------------------------------|
| OI[v] | Tam jest taki wielki kościół. Taki olbrzymi, najpiękniejszy | | |
| OI[TL] | there is such big church | such huge | most-beautiful really |
| OI[eng] | There is a very big church there. | So huge, really | the most beautiful I have ever seen. |
| OI[nv] | | | |

[122]

275 [33:21.0]

| | | | |
|----------------|---|--------------------|-------------------|
| OI[v] | na prawdę jaki chyba widziałam. Naprawdę tam jest | | |
| OI[TL] | which probably see-PST-1SG | really | there is fine-ADV |
| OI[eng] | | Really, it is fine | there. |
| OI[nv] | | | |

[123]

276 [33:22.4]

277 [33:25.4*]278 [33:25.5*]

279 [33:25.9]

| | | | |
|----------------|------------------------------------|-------------------------|------------------------|
| Ka[v] | •• Что там правда? Что там видела? | | |
| Ka[lat] | •• Čto tam pravda | Čto tam videla? | |
| Ka[eng] | •• What is truth there? | What did you see there? | |
| Ka[nv] | | | |
| Ka[c] | | | <i>Does not react.</i> |
| OI[v] | ładnie. | Kościół. | Katedra? |
| OI[TL] | | | |
| OI[eng] | | Church. | Temple? |

[124]

280 [33:28.4]281 [33:29.9]282 [33:31.1]

| | | |
|----------------|----------------|--|
| Ka[v] | | Ну, ладно, в общем, что-то там не так, да? |
| Ka[lat] | | Nu ladno v obščem čto-to tam ne tak da? |
| Ka[eng] | | Well, ok, in short, something is unusual there, right? |
| Ka[nv] | <i>Laughs.</i> | |
| Ka[c] | | |
| OI[v] | | Emm |
| OI[eng] | | Emm |
| OI[c] | | <i>Planning.</i> |

APPENDIX J

Discourse between Rustam(R) and Monika(P), 10th couple

Conversation between Monika and Rustam

Project Name: Receptive multilingualism in Slavonic languages

Referenced file: C:\Documents and Settings\aliona\Desktop\recordings\Monika+Rustam 14.12..AVI

Transcription Convention: MR

Comment: Monika and Rustam did not know each other before. Monika does not have any knowledge of Russian, never heard Russian speech, never practiced receptive multilingualism, never been to Russia. Rustam, on the contrary, has some knowledge of Polish due to his two-weeks internship in Poland, therefore practiced receptive multilingualism there.

User defined attributes:

Date of recording: 14.12.09.

Place of recording: Ankara, METU

Date of transcription: 19.12.09.

Duration of transcription: 25 hours

Recording person: Aliona Romaniuk

Transcribing person: Aliona Romaniuk

Translating person: Aliona Romaniuk

Speakertable

Mo

Sex: f

Languages used: pol; eng

L1: pol

Comment: Does not have knowledge of any other Slavonic language but Polish.

User defined attributes:

Full name: Monika

Nationality: Pole

Native language: Polish

Status: student

City: Lublin

Ru

Sex: m

Languages used: rus; eng

L1: rus

Comment: Does not have knowledge of any other Slavonic language but Russian.

User defined attributes:

Full name: Rustam

Nationality: Russian

Native language: Russian

Status: student

City: Kaliningrad

AI

Sex: f

[1]

0 [00.0]

AI[v]

Well guys, we are starting our recording of your

[2]

1 [03.2]

AI[v]

conversation. Please, speak all the time in your respective

[3]

2 [07.5]

3 [09.6]

AI[v]

native languages. And don't use English. Use it as ee little

[4]

4 [13.2]

AI[v]

as possible. Switch into English only in the moments

[5]

5 [17.3]

6 [17.8]

AI[v]

when you get completely stuck. Ok? You've chosen the

[6]

7 [21.0]

8 [23.0]

AI[v]

topic 'Travel abroad', right? Ok, let's start now.

[com]

20 secs left out.

[7]

| | 9 [50.3] | 10 [51.1*] | 11 [52.0] | 12 [52.7] | 13 [54.3] |
|----------------|------------------------------------|----------------|-----------|----------------------------------|--------------|
| Mo[v] | | | | •• Ee | |
| Mo[eng] | | | | •• Ee | |
| Mo[c] | | | | <i>Uncertain.</i> | |
| Ru[v] | Понимаю. Про друзей. Друзей. | | | За границей ты | |
| Ru[lat] | Ponimaju | Pro druzej. | Druzej. | Zagranicej | ty možeš |
| Ru[TL] | understand-PRS-1SG about friend-PL | | | abroad | you can-PRS- |
| Ru[eng] | I understand. | About friends. | Friends. | One can make new friends abroad. | |

[8]

| | .. | 14 [57.4] | 15 [58.5*] |
|----------------|--|---------------|-------------------------------------|
| Mo[v] | | | Novy |
| Mo[eng] | | | New |
| Mo[nv] | | | <i>Smiles and</i> |
| Mo[c] | | | <i>Does not react.</i> |
| Ru[v] | можешь по/ узнать новых друзей. Новых людей, | | |
| Ru[lat] | po/ uznat' | novyx druzej. | Novyx ljudej druzej. |
| Ru[TL] | 2SG get-acquainted-INF new-ACC friend-ACC-PL | | new-ACC-PL people-ACC friend-ACC-PL |
| Ru[eng] | New people, new friends. | | |
| Ru[nv] | | | |
| Ru[c] | | | |

[9]

| | .. | 16 [58.6] | 17 [59.3] | 18 [01:06.8] | 19 [01:08.3] | 20 [01:08.8] |
|----------------|----|-------------------------|-----------|---------------------------|--------------|--------------|
| Mo[v] | | ludi. | | Można poznać dużo ludzi. | | Nowe |
| Mo[eng] | | people. | | One can meet many people. | | New |
| Mo[nv] | | <i>nods her head.</i> | | | | |
| Ru[v] | | друзей. | | | X | |
| Ru[lat] | | | | | Hm | |
| Ru[TL] | | | | | | |
| Ru[eng] | | | | | Hm | |
| Ru[nv] | | | | | | |
| Ru[c] | | | | | | |
| [com] | | <i>9 secs left out.</i> | | | | |

[10]

| | | | |
|----------------|-------------|---|----------------------|
| | .. | 21 [01:10.1] | 22 [01:13.2] |
| Mo[v] | | doświadczenia. • • • Ee, poznać nowe kultury. ((1.5s)) Ee | |
| Mo[TL] | | | IJ |
| Mo[eng] | experience. | • • • Ee, to get acquainted with new cultures. | ((1.5s)) Ee ((1.4s)) |

[11]

| | |
|----------------|---|
| | .. |
| Mo[v] | ((1.4s)) no i wzbogacić samego siebie ponad tym |
| Mo[TL] | well and enrich-INF self-REF-ACC yourself-REF-ACC over that all |
| Mo[eng] | well, and enrich oneself first of all. |

[12]

| | | | |
|----------------|------------|---|--------------|
| | .. | 23 [01:20.5] | 24 [01:21.3] |
| Mo[v] | wszystkim. | Wzbogacić means / wzbogacić | |
| Mo[TL] | | | |
| Mo[eng] | | 'Wzbogacić' means / 'wzbogacić' means, ee, be more... | |
| Ru[v] | | Збогатиться? | |
| Ru[lat] | | Zbogati'tsja? | |
| Ru[c] | | <i>Repeats after her.</i> | |

[13]

| | | | |
|----------------|------------------------|---------------------------|--------------|
| | .. | 25 [01:31.0] | 26 [01:32.3] |
| Mo[v] | znaczy, ee, be more... | Być bogatym, bo | |
| Mo[eng] | | Be rich because / inside. | |
| Ru[v] | | БЫТЬ БОГАТЫМ? | |
| Ru[lat] | | Byt' bogatym? | |
| Ru[eng] | | Be rich? | |

[14]

| | | | |
|---------|----|-----------------------------|-----------------------------------|
| | .. | 27 [01:36.4] | 28 [01:38.0] |
| Mo[v] | | / wewnątrz. | |
| Mo[eng] | | | |
| Mo[nv] | | <i>Nods her head.</i> | |
| Ru[v] | | , внутренне? Обогатить свою | |
| Ru[lat] | | Aa vnutrenne? | Obogatit' svoju vnutrennjuju |
| Ru[eng] | | Aa, inside? | To enrich your inner development. |

[15]

| | | |
|---------|----|---|
| | .. | 29 [01:40.9] |
| Mo[nv] | | |
| Ru[v] | | внутреннюю культуру. • • Ну, понимаю, понимаю чуть- |
| Ru[lat] | | kul'turu. • • Nu ponimaju ponimaju čut'-čut'. |
| Ru[eng] | | • • Well, I understand, I understand a little bit. |

[16]

| | | | | |
|---------|----|--------------------------|----------------------------------|----------------------------|
| | .. | 30 [01:44.0] | 31 [01:50.0] | 32 [01:51.5] |
| Mo[v] | | | | • • • Nie |
| Mo[eng] | | | | • • • I do not understand. |
| Ru[v] | | чуть. | Куда бы ты хотела поехать? | |
| Ru[lat] | | | Kuda by ty xotela poexat'? | |
| Ru[TL] | | | where CP you want-PST-2SG go-INF | |
| Ru[eng] | | | Where would you like to go? | |
| [com] | | <i>10 secs left out.</i> | | |

[17]

| | 33 [01:53.5] | 34 [01:54.0*] | 35 [01:55.4] | 36 [01:56.4] |
|----------------|---------------------------------------|-------------------|--------------|-------------------|
| Mo[v] | rozumiem. | | | W |
| Mo[eng] | | | | To which |
| Ru[v] | Куда? В какую страну? В какую страну? | | | |
| Ru[lat] | Kuda | V kakuju | stranu? | V kakuju stranu? |
| Ru[TL] | where | to which | country | to which country |
| Ru[eng] | Where? | To which country? | | To which country? |

[18]

| | 37 [01:57.5] | 38 [01:58.8*] | 39 [01:58.8] |
|----------------|-----------------------|---------------|---------------------|
| Mo[v] | którá stroneę? Ale... | | Ja bym chciała |
| Mo[eng] | country? | But... | I would like to go? |
| Ru[v] | Ты бы хотела поехать. | | |
| Ru[lat] | Ty | by | xotela poexat'. |
| Ru[TL] | | | |
| Ru[eng] | You would like to go. | | |
| Ru[nv] | | | |
| Ru[c] | | | |

[19]

| | 40 [02:00.1] | 41 [02:00.5] |
|----------------|--------------|---|
| Mo[v] | pojechać? | Ee, chciałam pojechać do Turcji i jestem |
| Mo[eng] | | Ee, I wanted to go to Turkey, and I am in Turkey. |
| Mo[nv] | | <i>Laughs.</i> |
| Ru[v] | X | |
| Ru[lat] | Hm | |
| Ru[eng] | Hm | |

[20]

| | 42 [02:04.4]43 [02:05.3] | 44 [02:06.1] |
|----------------|--------------------------|---|
| Mo[v] | w Turcji. Ee | Ja bym chciała pojechać, ee, nie |
| Mo[eng] | Ee | I would like to go to, ee, I do not know. |
| Mo[nv] | | |
| Ru[v] | А еще? | |
| Ru[lat] | A eščě? | |
| Ru[eng] | And where else? | |

[21]

| | 45 [02:10.0] | 46 [02:13.7] | 47 [02:14.8]48 [02:15.4] | 49 [02:16.6] |
|----------------|-------------------------|-------------------------|--------------------------|-----------------|
| Mo[v] | wiem. | Mieszkam w Anglii. | | Ja |
| Mo[TL] | | live-PRS-1SG in England | | |
| Mo[eng] | | I live in England. | | I live. |
| Mo[nv] | | | | |
| Ru[v] | | | X | • Немножко? |
| Ru[lat] | | | Hm | • Nemnožko? |
| Ru[eng] | | | Hm | • A little bit? |
| Ru[nv] | | | | <i>Nods his</i> |
| [com] | <i>5 secs left out.</i> | | | |

[22]

| | 50 [02:17.4] | 51 [02:18.3] | 52 [02:19.4] |
|----------------|---|----------------------------------|-----------------------|
| Mo[v] | mieszkam. Mieszkam w Anglii. Ale jestem z Polski. Moi | | |
| Mo[eng] | I live in England. | But originally I am from Poland. | My parents |
| Mo[nv] | | | |
| Ru[nv] | <i>head.</i> | | <i>Nods his head.</i> |

[23]

| Mo[v] | rodzice są w Polsce, ale ja jestem, ale mieszkam w |
|----------------|--|
| Mo[eng] | are in Poland, but I live in England. |
| Ru[nv] | |

[24]

| | | | | | |
|---------|----|--|--------------|--------------|-----------------------|
| | .. | 53 [02:22.9] | 54 [02:49.0] | 55 [02:50.2] | 56 [02:51.0] |
| Mo[v] | | Anglii. | | | |
| Mo[eng] | | | | | |
| Mo[c] | | <i>Confused.</i> | | | |
| Ru[v] | | Ты на сколько здесь? На сколько? Один | | | |
| Ru[lat] | | Ty | na skol'ko | zdes'? | Na skol'ko? Odin |
| Ru[TL] | | you | for how-long | here | for how-long one |
| Ru[eng] | | For how long are you going to stay here? For how long? | | | One term, |
| Ru[nv] | | | | | |
| [com] | | <i>25 secs left out.</i> | | | |

[25]

| | | | |
|---------|----|---------------------------------|--------------------------------|
| | .. | 57 [02:52.8] | 58 [02:54.4] |
| Mo[v] | | • Dwanaście... | |
| Mo[eng] | | • Twelve... | |
| Mo[nv] | | <i>Shakes her head.</i> | |
| Ru[v] | | семестр, два семестра? | раз семестр, |
| Ru[lat] | | semestr dva semestra? | Ee raz semestr |
| Ru[TL] | | term two term-PL | IJ one-time term two |
| Ru[eng] | | two terms? | Ee one term, two term. |

[26]

| | | | | | | | |
|---------|----|-------------------------------|--------------|--------------|--------------|--------------|--------------|
| | .. | 59 [02:58.2*] | 60 [02:58.2] | 61 [02:59.0] | 62 [03:00.3] | 63 [03:01.3] | 64 [03:01.6] |
| Mo[v] | | Аа, два semestry, tak? Еее... | | | | Ее | |
| Mo[eng] | | Аа, two terms, right? | | | | Ee... | Ee one |
| Mo[nv] | | <i>Laughs.</i> | | | | | |
| Ru[v] | | два семестр. | | | | Ты. | |
| Ru[lat] | | dva semestr. | | | | Ty. | |
| Ru[TL] | | term-PL | | | | | |
| Ru[eng] | | You. | | | | | |
| Ru[nv] | | <i>Laughs. Laughs.</i> | | | | | |

[27]

| | | 65 [03:03.4] | 66 [03:04.9] |
|---------|----------------------|----------------------------------|--------------|
| Mo[v] | one / jeden semestr. | | |
| Mo[eng] | term. | | |
| Mo[inv] | | | |
| Ru[v] | | В Россию бы хотела | |
| Ru[lat] | | V Rossiju by xotela pojexat'? | |
| Ru[TL] | | to Russia CP want-PST-2SG go-INF | |
| Ru[eng] | | Would you like to go to Russia? | |
| [com] | | <i>3 secs left out.</i> | |

[28]

| | | 67 [03:06.4] | 68 [03:07.6] | 69 [03:09.0] | 70 [03:09.8] |
|---------|-----------------------------|--------------|---------------------|--------------|------------------------|
| Mo[v] | | | W Ros... ee. | | Jeszcze raz |
| Mo[eng] | | | To Russ... ee. | | You have to say it one |
| Mo[c] | <i>Confused.</i> | | | | |
| Ru[v] | поехать? • В Россию. | | | | |
| Ru[lat] | • V Rossiju. | | | | Россия. |
| Ru[TL] | • to Russia | | | | |
| Ru[eng] | • To Russia. | | | | Russia. |

[29]

| | | 71 [03:12.3] |
|---------|----------------------------------|--------------------------|
| Mo[v] | musisz powiedzieć, nie rozumiem. | |
| Mo[eng] | more time, I did not understand. | |
| Ru[v] | | Поехать в Россию. |
| Ru[lat] | | Poexat' v Rossiju. |
| Ru[TL] | | go-INF to Russia |
| Ru[eng] | | To go to Russia. |

[30]

| | | | |
|----------------|---|---------------|----------------------------|
| | 72 [03:14.1] | 73 [03:16.5] | 74 [03:18.7] |
| Mo[nv] | <i>Smiles.</i> | | |
| Mo[c] | <i>Reveals the reaction of non-understanding.</i> | | |
| Ru[v] | ((1.8s)) Посмотреть на Россию. Посетить Россию. | | |
| Ru[lat] | ((1.8s)) Posmotret' | na Rossiju. | Posetit' Rossiju. Rossija, |
| Ru[TL] | ((1.8s)) look-INF | at Russia-ACC | visit-INF Russia-ACC |
| Ru[eng] | ((1.8s)) To see Russia. | | To visit Russia. Russia, |
| Ru[nv] | <i>Laughs.</i> | | |

[31]

| | |
|----------------|---|
| | 75 [03:19.9] |
| Mo[v] | • A, do Rosji czy bym chciała pojechać! |
| Mo[eng] | • A, if I would like to go to Russia! |
| Mo[nv] | <i>Laughs.</i> |
| Ru[v] | Россия, Москва. |
| Ru[lat] | Moskva. |
| Ru[eng] | Moscow. |
| Ru[nv] | <i>Laughs.</i> |

[32]

| | | | | |
|----------------|-------------------------------|----------------|----------------------------|--------------|
| | 76 [03:23.2] | 77 [03:24.7] | 78 [03:26.3*] 79 [03:26.7] | 80 [04:41.5] |
| Mo[v] | Chciałabym pojechać do Rosji! | | Sześć | |
| Mo[eng] | I would like to go to Russia! | | It takes six | |
| Mo[nv] | <i>Laughs.</i> | <i>Laughs.</i> | | |
| Ru[v] | Да, да, да. | | Да. | |
| Ru[lat] | Da, da, da. | | Da. | |
| Ru[eng] | Yes, yes, yes. | | Yes. | |
| Ru[nv] | <i>Laughs.</i> | <i>Laughs.</i> | | |
| [com] | <i>1 min left out.</i> | | | |

[33]

| | | | |
|----------------|---|----------------------------------|--------------|
| | .. | 81 [04:42.7] | 82 [04:44.0] |
| Mo[v] | godzin od Wrocławia. Sześć godzin od Wrocławia. | | |
| Mo[eng] | hours from Wrocław. | It takes six hours from Wrocław. | |
| Ru[v] | • | | |
| Ru[lat] | • Šest' | | |
| Ru[c] | <i>Repeats after</i> | | |

[34]

| | | | | | |
|----------------|--------------------------|--------------|---------------|---------------|---------------|
| | .. | 83 [04:45.2] | 84 [04:46.0] | 85 [04:47.6] | 86 [04:48.3*] |
| Mo[v] | Sześć godzin! | | | | |
| Mo[eng] | Six hours! | | | | |
| Ru[v] | Шесть годин? Километров? | | Часов! Часов, | | |
| Ru[lat] | godin? | Kilometrov? | Časov | Časov | |
| Ru[eng] | Kilometers? | | Hours! | Hours, right? | |
| Ru[c] | <i>her.</i> | | | | |

[35]

| | | | | | | |
|----------------|--------------------------------------|--------------|--------------------|--------------|--------------|--------------|
| | .. | 87 [04:49.3] | 88 [04:49.8] | 89 [05:08.7] | 90 [05:09.2] | 91 [05:09.7] |
| Mo[v] | Chasov, tak. | | | Latem, | | |
| Mo[eng] | Hours, yes. | | | Yeah, in | | |
| Mo[nv] | <i>Smiles.</i> | | | | | |
| Ru[v] | да? | | Летом была? Летом? | | | |
| Ru[lat] | da? | Letom | byla? | Letom? | | |
| Ru[eng] | You were there in summer? In summer? | | | | | |
| [com] | <i>20 secs left out.</i> | | | | | |

[36]

| | 92 [05:10.8] | 93 [05:12.7]94 [05:13.2] | 95 [05:14.6*]96 [05:14.7] |
|----------------|------------------------|--------------------------|----------------------------|
| Mo[v] | no. Na dwa tygodnie. | •• Ее... | Dwa |
| Mo[eng] | summer. For two weeks. | •• Ее... | Two |
| Ru[v] | | X | •• На два дня? Два дня? |
| Ru[lat] | | Hm | •• Na dva dnja? Dva dnja? |
| Ru[TL] | | | |
| Ru[eng] | | Hm | •• For two days? Two days? |
| Ru[nv] | | | |

[37]

| | 98 [05:15.9] | 99 [05:16.9] | 100 [05:18.2] | 101 [05:19.4] | 102 [05:28.3] |
|----------------|--------------|---------------------------|---------------|---------------|--------------------------|
| Mo[v] | tygodnie. | | •• Hm | | A to |
| Mo[TL] | | | | | well that |
| Mo[eng] | weeks. | | •• Hm | | It was only |
| Ru[v] | | Два тигодня. Две недели? | | | |
| Ru[lat] | | Dva tygodnja. Dve nedeli? | | | |
| Ru[eng] | | Two weeks? | | | |
| Ru[c] | | <i>Repeats after her.</i> | | | |
| [com] | | | | | <i>10 secs left out.</i> |

[38]

| | 103 [05:29.8] | 104 [05:31.0] | 105 [05:31.9] | 106 [05:32.9] |
|----------------|-----------------------------|---------------|---------------|---------------|
| Mo[v] | tylko było na wakacje. | W wakacje? | | |
| Mo[TL] | only be-PST on vacation-LOC | | | |
| Mo[eng] | on vacation. | On vacation? | | ((1.3s)) |
| Mo[nv] | | | | |
| Mo[c] | | | | |
| Ru[v] | | •• Что? | | Вакация? |
| Ru[lat] | | •• Čto? | | Vakacija? |
| Ru[eng] | | •• What? | | Vacancy? |

[39]

| .. | | 107 [05:34.9*] | 108 [05:35.1]109 [05:36.1] |
|---------|-------------------------------|----------------------------------|--------------------------------|
| Mo[v] | | ((1.3s)) Ee... | W wakacje, ee, w |
| Mo[TL] | | | in vacation-LOC IJ in |
| Mo[eng] | Ee... | | On vacation, ee, it means when |
| Mo[nv] | | | |
| Mo[c] | | | |
| Ru[v] | | По/польск/польское ругательство? | |
| Ru[lat] | Po/pol'sk/pol'skoje | rugatel'stvo? | |
| Ru[eng] | Is it some Polish swear-word? | | |
| Ru[nv] | | | |
| Ru[c] | | | |

[40]

| .. | | 110 [05:42.7] |
|---------|--|--------------------|
| Mo[v] | wakacje kiedy znaczy, kiedy nie pracujesz. | Możesz |
| Mo[TL] | vacation-LOC when means when work-PRS-2SG | can-PRS-2SG go-INF |
| Mo[eng] | one does not work. | And can go for |

[41]

| .. | | 111 [05:44.6] | 112 [05:46.6] |
|---------|--------------------|--------------------------------|----------------|
| Mo[v] | jechać na wakacje. | | Ee, jeszcze |
| Mo[TL] | on vacation | | |
| Mo[eng] | vacation. | | Ee, once more. |
| Ru[v] | | Ну, я тебя не понимаю. | |
| Ru[lat] | | Nu ja tebja ne ponimaju. | |
| Ru[eng] | | Well, I do not understand you. | |

[42]

| | | | | | |
|---------|--|---------------------------------|----------------|---------------|---------------|
| | 113 [05:48.6] | 114 [05:51.8] | 115 [05:52.5] | 116 [05:53.4] | 117 [05:54.2] |
| Mo[v] | raz. Jak... masz pracę. Wiesz co to jest praca? Praca. | | | | |
| Mo[TL] | | | | | |
| Mo[eng] | When... you have a job. | Do you know what 'praca' means? | Job. | | |
| Mo[nv] | | | | | |
| Mo[c] | | | | | |
| Ru[v] | Маш. | | | | |
| Ru[lat] | Maš. | | Praca. | | |
| Ru[c] | <i>Repeats after her.</i> | | <i>Repeats</i> | | |

[43]

| | | | | | |
|---------|--------------------------------|-------------------------|-------------------------|----------------|---------------|
| | 118 [05:55.2] | 119 [05:57.0] | 120 [05:57.9] | 121 [05:58.8] | 122 [06:01.3] |
| Mo[v] | • • • Hm | Bu ne! | | | |
| Mo[eng] | • • • Hm | What is that! | | | |
| Mo[nv] | <i>Laughs. Laughs. Laughs.</i> | | | | |
| Mo[c] | <i>Repeats after him.</i> | | | | |
| Ru[v] | Праца. | Bu / bu ne? | Что такое | | |
| Ru[lat] | | Bu / bu ne? | Čto takoe praca? | | |
| Ru[eng] | | What is that? | What does 'praca' mean? | | |
| Ru[nv] | | <i>Laughs.</i> | <i>Laughs.</i> | <i>Laughs.</i> | |
| Ru[c] | <i>after her.</i> | <i>Says in Turkish.</i> | | | |

[44]

| | | | | | |
|---------|--------------------------------|----------------------|----------------------|---------------|--|
| | 123 [06:02.9] | 124 [06:03.9] | 125 [06:05.3] | 126 [06:07.0] | |
| Mo[v] | ((Rustam bu ne?)) Ee... | | Chyba | | |
| Mo[eng] | ((Rustam what is that?)) Ee... | | Probably I will have | | |
| Mo[nv] | <i>Laughs.</i> | | | | |
| Ru[v] | праца? | ((1s)) Co take? | | | |
| Ru[lat] | | ((1s)) Co take? | | | |
| Ru[eng] | | ((1s)) What is that? | | | |
| Ru[nv] | | | | | |
| Ru[c] | <i>Says in Polish.</i> | | | | |

[45]

| | | | |
|----------------|---|--------------------------|--|
| | 127 [06:09.9] | | |
| Mo[v] | będę musiała się na angielski przerzucić. Emm, praca, | | |
| Mo[eng] | to switch into Polish. | Emm, job, job, job, job. | |

[46]

| | | | | |
|----------------|----------------------|---------------|---------------|---------------------------|
| | 128 [06:12.9] | 129 [06:14.0] | 130 [06:15.1] | 131 [06:16.1] |
| Mo[v] | praca, praca, praca. | Praca - no! | Ee... | I am |
| Mo[eng] | | Job - no! | Ee... | |
| Ru[v] | | Проценты? | Праца. | |
| Ru[lat] | | Procenty? | Praca. | |
| Ru[eng] | | Percentage? | | |
| Ru[c] | | | | <i>Repeats after her.</i> |

[47]

| | | | |
|--------------|---|--|--|
| | 132 [06:18.9] | | |
| Mo[v] | really sorry - I have to switch to English. Ee praca is work. | | |

[48]

| | | | | |
|----------------|--|----------------|---------------|-----------------------|
| | 133 [06:21.0] | 134 [06:21.9*] | 135 [06:22.7] | 136 [06:27.3] |
| Mo[v] | Więc praca / kiedy nie pracujesz. Kiedy... nie | | | |
| Mo[TL] | know-PRS-2SG | work | when | work-NEG-PRS-2SG |
| Mo[eng] | You know job / when you do not work. | | | when not work |
| Ru[v] | | Work. | | When... not work? You |
| Ru[lat] | Ah | Work. | | |
| Ru[eng] | Ah | | | |
| Ru[c] | | | | <i>Confused.</i> |

[49]

| .. | | 137 [06:33.4] | 138 [06:34.1] |
|---------|----------------------------|-------------------|---------------------|
| Mo[v] | praca? Idziesz na wakacje? | | |
| Mo[TL] | go-PRS-2SG on vacation | | |
| Mo[eng] | go for vacation? | | |
| Ru[v] | X | На вакац/ на | |
| Ru[lat] | H | Na | vakac/ na vakansiju |
| Ru[eng] | H | To vacancy, well? | |
| Ru[c] | | | |

[50]

| .. | | 139 [06:36.1] | 140 [06:38.2*] | 141 [06:38.2] |
|---------|-----------------------------------|---------------|----------------|---------------|
| Mo[v] | W waka/ do you know what I mean? | | | |
| Mo[eng] | To vaca/ do you know what I mean? | | | |
| Mo[nv] | | | | |
| Mo[c] | | | | |
| Ru[v] | вакансию, ну? | Вакансия. | | |
| Ru[lat] | nu? | Vakansija. | Vakacyja | |
| Ru[eng] | | Vacancy. | Vacation. | |

[51]

| .. | | 142 [06:40.2] | 143 [06:42.2] |
|---------|---------------------|--|---------------------------|
| Mo[v] | I think. | | |
| Mo[nv] | <i>Laughs.</i> | | |
| Ru[v] | Вакация - вакансия. | Это когда требуется | |
| Ru[lat] | vakansija. | Eto | kogda trebujetsja čelovek |
| Ru[eng] | | It is when a person is required for a job. | |

[52]

| | | | | |
|---------|--------------------|---------------|----------------|---------------|
| | 144 [06:44.2] | 145 [06:45.1] | 146 [06:46.6] | 147 [06:48.1] |
| Mo[v] | Aga Ro/ robota. | | | |
| Mo[eng] | Aha Job. | | | |
| Ru[v] | человек на работу. | | Работа. Тамат. | |
| Ru[lat] | na rabotu. | | Rabota. Okay. | |
| Ru[eng] | | | Job. | |
| Ru[nv] | | | <i>Laughs.</i> | |

[53]

| | | | | |
|---------|--|---------------|---------------|---------------|
| | 148 [06:49.1*] | 149 [06:49.8] | 150 [06:51.3] | 151 [06:52.2] |
| Mo[v] | Możesz też powiedzieć robota po polskiemu. | | | |
| Mo[TL] | can-PRS-2SG also say-INF work in Polish | | | |
| Mo[eng] | One can also say 'robota' in Polish. | | | |
| Mo[nv] | | | | |
| Ru[v] | Okay. | | | |
| Ru[lat] | | | Ah | Rabota? |
| Ru[eng] | | | Aha | Job? |

[54]

| | | | |
|---------|---------------|--------------------------------------|----------------|
| | 152 [06:52.9] | 153 [06:53.6] | 154 [06:56.5] |
| Mo[v] | Po polsku. | | |
| Mo[eng] | In Polish. | | |
| Ru[v] | Работа? | Это типа волонтерият, что ли? ((1s)) | |
| Ru[lat] | | Eto tipa volontariat | čto li? ((1s)) |
| Ru[eng] | | Is it a kind of volunteer job? | ((1s)) |

[55]

| | | | | |
|---------|---|---------------|---------------------------------------|-------------------------|
| | 155 [06:58.8*] | 156 [06:59.3] | 157 [06:59.9*] | 158 [07:01.0] |
| Ru[v] | Волонтеры? Нет? Ну ладно. А в каком городе? Какой | | | |
| Ru[lat] | Volontëry | Net? | Nu ladno | A v kakom gorode? Kakoy |
| Ru[eng] | Volunteers? | No? | Ok, let that pass. And in which city? | Which city? |

[56]

| | 159 [07:02.0*] | 160 [07:04.0] |
|----------------|-----------------------------------|--------------------------|
| Mo[v] | | Aa, gdzie |
| Mo[eng] | | Aa, where did I go? |
| Ru[v] | город? Барселона, Мадрид, Севиль? | |
| Ru[lat] | gorod | Barselona Madrid Sevil'? |
| Ru[eng] | Barcelona, Madrid, Seville? | |

[57]

| | 161 [07:05.9] | 162 [07:07.7] | 163 [07:15.9] |
|----------------|------------------------------------|---------------|---------------|
| Mo[v] | pojechałam? Ee, na Majorkę. | | |
| Mo[eng] | Ee, to Mallorca. | | |
| Ru[v] | И как там была | | |
| Ru[lat] | I kak tam byla | | |
| Ru[eng] | And what was the temprature there? | | |
| [com] | <i>10 secs left out.</i> | | |

[58]

| | 164 [07:17.7] | 165 [07:18.7] | 166 [07:22.0] |
|----------------|---------------------------|---------------|---------------|
| Mo[v] | Ee, trzydzieści pięć. | | |
| Mo[eng] | Ee, thirty-five. | | |
| Mo[nv] | | | |
| Ru[v] | температура? Под сколько? | | |
| Ru[lat] | temperatura? | Pod skol'ko? | Čidveste. |
| Ru[eng] | About what? | | |
| Ru[c] | <i>Repeats after</i> | | |

[59]

| | | | |
|---------|---------------|--------------------------------|----------|
| | 167 [07:23.2] | 168 [07:24.5] | |
| Mo[v] | • Hm | Trzydzieści, trzydzieści pięć. | |
| Mo[eng] | • Hm | Thirty - thirty-five. | |
| Ru[v] | Чидвесте. | • Тшидештя. | |
| Ru[lat] | • Tšydeštja. | | Tridcat' |
| Ru[eng] | | | Thirty - |
| Ru[c] | her. | Repeats after her. | |

[60]

| | | | |
|---------|---------------------------|---------------|-------------------------------|
| | 170 [07:27.9] | 171 [07:28.8] | 172 [07:41.3] |
| Mo[v] | | Hm | |
| Mo[eng] | | Hm | |
| Ru[v] | Тридцать - тридцать пять? | | Так у вас из |
| Ru[lat] | tridcat' pjat'? | | Tak u vas iz Anglii |
| Ru[TL] | | | but at you from England |
| Ru[eng] | thirty-five? | | It is really easy to fly from |
| [com] | | | 15 secs left out. |

[61]

| | | | |
|---------|------------------------------------|---------------|---------------|
| | 173 [07:43.5*] | 174 [07:43.8] | 175 [07:45.0] |
| Mo[v] | | | • Do Anglii? |
| Mo[eng] | | | • To England? |
| Ru[v] | Англии вообще легко лететь. Там... | | |
| Ru[lat] | voobšče legko letet' | Tam... | Udobno |
| Ru[TL] | at-all easy-ADV fly-INF | there | |
| Ru[eng] | England. | There... | Comfortable. |

[62]

| | 176 [07:45.7*] | 177 [07:46.7] | 178 [07:48.4] | 179 [07:50.1] | 180 [07:51.0] |
|---------|---------------------------------|------------------|---------------|-------------------------------|----------------|
| Mo[v] | | | | | Anglia. |
| Mo[eng] | | | | | England. |
| Mo[nv] | | | | ((1s)) <i>Laughs. Laughs.</i> | <i>Laughs.</i> |
| Mo[c] | | <i>Confused.</i> | | | |
| Ru[v] | Удобно. Из Англии. • Из Англии. | | | Англия. | |
| Ru[lat] | Iz Anglii. | • Iz Anglii. | | Anglija. | |
| Ru[eng] | From England. | • From England. | | England. | |
| Ru[nv] | | | | | <i>Laughs.</i> |

[63]

| | 181 [07:52.7] |
|---------|--|
| Mo[v] | Ale co masz na myśli Anglię, że co, że, czy tam Polacy |
| Mo[eng] | But what do you mean, England, if there are other Poles there? |

[64]

| | 182 [07:56.1] | 183 [07:56.9] | 184 [07:57.8] | 185 [07:59.1] | 186 [08:00.2] |
|---------|---------------|---------------|-----------------|-------------------|-----------------|
| Mo[v] | jeszcze? | Do Anglii? | | I z Anglii. | |
| Mo[eng] | | To England? | | And from England. | |
| Ru[v] | • X | | • Из Англии. | | Не до |
| Ru[lat] | • Hm | | • Iz Anglii. | | Ne do |
| Ru[TL] | • IJ | | | | |
| Ru[eng] | • Hm | | • From England. | | Not to England. |

[65]

| | 187 [08:01.2] | 188 [08:03.0] | 189 [08:04.1] |
|---------|------------------------------------|--------------------------------------|---------------|
| Mo[v] | I z Anglii gdzie polecę? | | |
| Mo[eng] | And where will I fly from England? | | |
| Mo[nv] | | <i>Laughs.</i> | |
| Ru[v] | Англии. | Что / у вас из | |
| Ru[lat] | Anglii. | Čto / u vas iz Anglii | |
| Ru[TL] | | that at you-PL from England | |
| Ru[eng] | | It is very easy to fly from England. | |

[66]

| | 190 [08:08.4] | 191 [08:10.5] | 192 [08:11.1*] |
|---------|----------------------------|-------------------------|----------------|
| Mo[v] | ((1.5s)) Аа... | | |
| Mo[eng] | ((1.5s)) Aa... | | |
| Mo[nv] | | <i>Shakes her head.</i> | |
| Ru[v] | Англии очень легко лететь. | Лететь. | |
| Ru[lat] | očen' legko letet'. | Letet' | Znaeš |
| Ru[TL] | very easy-ADV fly-INF | fly-INF | know-PRS- |
| Ru[eng] | | To fly. | You know, to |

[67]

| | 193 [08:12.4*] | 194 [08:13.3] |
|---------|--|------------------|
| Mo[v] | No wiem, że na | |
| Mo[eng] | Well, I understand that on the airplane, but | |
| Mo[nv] | | |
| Mo[c] | | |
| Ru[v] | Знаешь, лететь? На самолете. | |
| Ru[lat] | letet' | Na samolëte. |
| Ru[TL] | 2SG fly-INF | on airplane-LOC |
| Ru[eng] | fly? | On the airplane. |

[68]

| | 195 [08:16.2*] | 196 [08:16.2] | 197 [08:17.0] | 198 [08:18.0] |
|---------|--|---------------------------|----------------|-----------------|
| Mo[v] | samolocie, ale gdzie, ale gdzie? | | | |
| Mo[eng] | where, where? | | | |
| Mo[nv] | | <i>Laughs.</i> | <i>Laughs.</i> | <i>Laughs.</i> |
| Mo[c] | | | | |
| Ru[v] | На самолете. Але где. • Куда? • • Ну в | | | |
| Ru[lat] | Na samolëte. | Ale gde. | • Kuda? | •• Nu v |
| Ru[eng] | On the airplane. | | • Where? | •• Well, to any |
| Ru[nv] | | <i>Laughs.</i> | <i>Laughs.</i> | <i>Laughs.</i> |
| Ru[c] | | <i>Repeats after her.</i> | | |

[69]

| | 199 [08:20.2] | 200 [08:22.5] | 201 [08:23.0*] |
|---------|---------------------------|-------------------|----------------|
| Mo[v] | A, gdzie jeszcze polecę? | | |
| Mo[eng] | A, where else will I fly? | | |
| Mo[nv] | | | |
| Ru[v] | любую страну. | Нет. Ладно, не | |
| Ru[lat] | ljubuju stranu. | Net | Ladno ne |
| Ru[eng] | country. | No. | Ok, It is not |
| Ru[nv] | | <i>Laughs.</i> | |
| Ru[c] | | <i>Impatient.</i> | |

[70]

| | 202 [08:24.5] |
|---------|---|
| Mo[v] | Nie, nie, powiedz, bo ja chcę to zrozumieć, ja się |
| Mo[eng] | No, no, tell, for I want to understand, I am really trying to understand! |
| Ru[v] | ВАЖНО. |
| Ru[lat] | važno. |
| Ru[eng] | important. |
| Ru[nv] | |
| Ru[c] | |

[71]

| | | 203 [08:28.0] | 204 [08:30.6] |
|---------|--|-------------------------------------|---------------|
| Mo[v] | | naprawdę staram! | |
| Mo[eng] | | | |
| Mo[c] | | <i>Does not reveal a</i> | |
| Ru[v] | | ••• Я говорю, что из Англии. • Из | |
| Ru[lat] | | ••• Ja govoru čto iz Anglii. | • Iz Anglii. |
| Ru[TL] | | ••• I say-PRS-1SG that from England | |
| Ru[eng] | | ••• I am saying that from England. | • From |

[72]

| | | 205 [08:31.9] | 206 [08:32.6] | 207 [08:34.0] |
|---------|--|---|-------------------------------------|----------------|
| Mo[c] | | <i>reaction of understanding. Stays silent,</i> | | |
| Ru[v] | | Англии. Англия. И куда-нибудь в другое место. ••• | | |
| Ru[lat] | | Anglija. | I kuda-nibud' v drugoje mesto. | ••• Očen' |
| Ru[TL] | | | and somewhere to another place | ••• very |
| Ru[eng] | | England. England. | And to some other place. | ••• It is very |

[73]

| | | 208 [08:36.2] | 209 [08:37.2] |
|---------|--|--------------------------------------|---------------|
| Mo[v] | | Aga, gdzie mieszkam w | |
| Mo[eng] | | Aha, may be where I live in England? | |
| Mo[c] | | | |
| Ru[v] | | Очень легко лететь. • Легко. | |
| Ru[lat] | | legko letet'. | • Legko. |
| Ru[TL] | | easy-ADV fly-INF | |
| Ru[eng] | | easy to fly. | • Easy. |

[74]

| | 210 [08:40.8] | 211 [08:42.3] | 212 [08:44.5] |
|----------------|---------------|-------------------------------|----------------|
| Mo[v] | Anglii może? | | Ciężko |
| Mo[eng] | | | It is hard to |
| Mo[nv] | | | |
| Mo[c] | | | |
| Ru[v] | | Нет, нет, это не вопрос. | Ладно. |
| Ru[lat] | | Net, net, eto ne vopros. | Ladno. |
| Ru[eng] | | No, no, it is not a question. | Ok. |
| Ru[nv] | | | <i>Laughs.</i> |

[75]

| | 213 [08:46.0*] | 214 [08:46.0] | 215 [08:49.1] | 216 [08:50.5] |
|----------------|----------------|------------------------|-----------------------|-------------------------|
| Mo[v] | zrozumieć. | | Się skorzysta. | No, no, no, |
| Mo[eng] | understand. | | To catch the meaning. | No, no, no, no, ok, ok, |
| Mo[nv] | | | | |
| Mo[c] | | | | |
| Ru[v] | | , шибко просто. | | Из Англии. |
| Ru[lat] | | Aa, šybko prosto. | | Iz Anglii. |
| Ru[eng] | | Aa, very easy. | | From England. |
| Ru[nv] | | | | |
| Ru[c] | | <i>Says in Polish.</i> | | |

[76]

| | 217 [08:53.4*] | 218 [08:53.7*] |
|----------------|--|----------------------|
| Mo[v] | no, dobra, dobra, dobra, nie ważne, nie ważne. | |
| Mo[eng] | ok, it is not important, it is not important. | |
| Mo[nv] | | |
| Mo[c] | | |
| Ru[v] | | He |
| Ru[lat] | | Ne važno. |
| Ru[eng] | | It is not important. |
| Ru[nv] | | |

[77]

| | 219 [08:54.2] | 220 [08:55.4] | 221 [11:42.8] |
|---------|----------------------|---|---------------------------|
| Mo[v] | Gdzie ty byłeś? | | |
| Mo[eng] | Where have you been? | | |
| Ru[v] | важно. | Ездил на поезде, | |
| Ru[lat] | | Ezdil | na poezde predstavljajęš. |
| Ru[TL] | | go-PST-1SG on train | imagine-PRS-2SG |
| Ru[eng] | | You know what, I was travelling by train. | |
| Ru[nv] | | | |
| [com] | | <i>3 mins left out.</i> | |

[78]

| | 222 [11:44.9] |
|---------|--|
| Ru[v] | представляешь. • • Как у вас, в Польше же все по |
| Ru[lat] | • • Kak u vas v Pol'she že vsë po raspisaniju |
| Ru[TL] | • • how at you in Poland-LOC does everything on schedule |
| Ru[eng] | • • The trains in Poland run according to schedule, right? |

[79]

| | 223 [11:48.3] | 224 [11:49.1] |
|---------|-----------------------|------------------------|
| Mo[v] | • • Jeszcz... | |
| Mo[eng] | • • Once m... | |
| Ru[v] | расписанию ходит, да? | По расписанию. |
| Ru[lat] | xodit da? | Po raspisaniju |
| Ru[TL] | go-PRS-3SG yes | on schedule |
| Ru[eng] | | According to schedule. |

[80]

| | 225 [11:49.9*] | 226 [11:50.3] | 227 [11:51.5] | 228 [11:52.4] | 229 [11:53.4] | 230 [11:54.5] |
|---------|----------------|---------------|-----------------|---------------|---------------------------|----------------|
| Mo[v] | | | • • To jest... | | • Samochód. | Aa, |
| Mo[eng] | | | • • You mean... | | • Car. | Aa, auto? |
| Ru[v] | | | Поезда. | Поезда. | | Самохуд. |
| Ru[lat] | | | Poezda. | Poezda. | | Samoxud. |
| Ru[TL] | | | train-PL | | | |
| Ru[eng] | | | Trains. | Trains. | | |
| Ru[nv] | | | | | <i>Laughs.</i> | <i>Laughs.</i> |
| Ru[c] | | | | | <i>Repeats after her.</i> | |

[81]

| | .. | 231 [11:55.5] | 232 [11:57.0*] | 233 [11:57.0] | 234 [11:58.7] |
|---------|----|---------------|---|---------------|---------------|
| Mo[v] | | auto? | Co masz na myśli? | | • Samochód? |
| Mo[eng] | | | What do you mean? | | • Car? |
| Mo[nv] | | | | | |
| Mo[c] | | | | | |
| Ru[v] | | | САМОХОД - ЧТО ЭТО? САМОХОД. | | |
| Ru[lat] | | | Samoxod čto eto Samoxod. | | |
| Ru[eng] | | | What does 'samoxod' mean? Samoxod. | | |
| Ru[nv] | | | | | |
| Ru[c] | | | | | |

[82]

| | 235 [11:59.9] | 236 [12:00.4] | 237 [12:01.5] | 238 [12:03.8*] |
|---------|---------------|---------------|--|----------------|
| Mo[v] | | Auto. | | |
| Mo[eng] | | Auto. | | |
| Ru[v] | | Да. | • Нет, автомобиль, авто я знаю. А самоход - | |
| Ru[lat] | | Da. | • Net avtomobil' avto ja znaju A samoxod | |
| Ru[eng] | | Yes. | • No, I know what car and auto are. But what is 'samoxod' | |

[83]

| | | |
|----------------|--------------------------------|---------------|
| | 239 [12:05.5] | 240 [12:07.9] |
| Mo[v] | What does it mean? • Samochód? | |
| Ru[v] | что такое? | Что это? |
| Ru[lat] | čto takoje? | Čto eto? |
| Ru[eng] | ? | What is it? |

[84]

| | | | | |
|----------------|--|---------------|---------------|----------------|
| | 241 [12:08.5] | 242 [12:11.0] | 243 [12:12.1] | 244 [12:13.5*] |
| Mo[v] | Ee ((1s)) auto. | | | |
| Mo[eng] | | | | Train, |
| Mo[nv] | | | | |
| Mo[c] | | | | |
| Ru[v] | А, нет, тогда не это. Поезд - знаешь? | | | |
| Ru[lat] | A net togda ne eto. Poezd znaeš? | | | |
| Ru[eng] | A, no, then it is not what I mean. Train - do you know it? | | | |
| Ru[nv] | | | | |
| Ru[c] | | | | |

[85]

| | | | | | |
|----------------|---------------------------------------|---------------|---------------|------------------------|---------------|
| | 245 [12:13.6] | 246 [12:14.5] | 247 [12:15.2] | 248 [12:16.6] | 249 [12:17.5] |
| Mo[v] | Pojazd, yeah, pojazd, it is samochód. | | | Pojazd | |
| Mo[eng] | right, train is 'samoxod'. | | | Train means ' | |
| Mo[nv] | | | | | |
| Mo[c] | | | | | |
| Ru[v] | Поезд. | | | Поезд - самоход? | |
| Ru[lat] | Poezd. | | | Poezd samoxod? | |
| Ru[eng] | Train. | | | Train means 'samoxod'? | |
| Ru[nv] | <i>Laughs.</i> | | | <i>Laughs. Laughs.</i> | |

[86]

| .. | | 250 [12:17.6]251 [12:18.9] | 252 [12:20.2]253 [12:20.5] |
|----------------|------------------|------------------------------|----------------------------|
| Mo[v] | znaczy samochód. | | Hm Po ulicy. |
| Mo[eng] | samoxod'. | | Hm In the street. |
| Mo[nv] | | | |
| Mo[c] | | | |
| Ru[v] | | По рельсам ездит, да? | По |
| Ru[lat] | | Po rel'sam ezdit da? | Po špalam. |
| Ru[eng] | | It runs on the rails, right? | On the sleeper. |
| Ru[nv] | | <i>Laughs.</i> | <i>Laughs.</i> |

[87]

| .. | | 254 [12:22.0] | 255 [12:23.6] |
|----------------|----------------|-------------------------|---|
| Mo[v] | | По ulicy jeździ. | |
| Mo[eng] | | It runs in the street. | |
| Mo[nv] | | <i>Laughs.</i> | |
| Ru[v] | шпалам. | | Вот, я вот, как-то / там же все у |
| Ru[lat] | | | Vot ja vot kak-to / tam že vsë u vas |
| Ru[TL] | | | here I here once there does everything at you on |
| Ru[eng] | | | Well, I happend to / trains run according to the schedule |
| Ru[nv] | | <i>Laughs.</i> | |

[88]

| .. | | 256 [12:27.4] | 257 [12:28.0] |
|----------------|-----------------------|--|----------------|
| Ru[v] | | вас по расписанию ходит? По расписанию.Ровно. | |
| Ru[lat] | po raspisaniju xodit? | Po raspisaniju. | Rovno. Točno |
| Ru[TL] | schedule go-PRS-3SG | | exactly |
| Ru[eng] | there, don't they? | According to the schedule. | Exactly. Right |

[89]

| | | 259 [12:29.6] | 260 [12:30.8] |
|----------------|------------------------------------|---------------|---------------------------|
| Mo[v] | | | • Minuta w minuta. |
| Mo[nv] | | | |
| Mo[c] | | | <i>Repeats after him.</i> |
| Ru[v] | Точно по времени. Минута в минуту. | | |
| Ru[lat] | po vremeni. | Minuta | v minutu. |
| Ru[TL] | on time | minute | in minute |
| Ru[eng] | according the time. | To a minute. | |

[90]

| | | 261 [12:32.2] | 262 [12:33.8] | 263 [12:34.4*] | 264 [12:35.5] | 265 [12:37.2] |
|----------------|--|---------------|---------------|-----------------------|---------------|---------------|
| Mo[v] | | Aa, autobusy? | | Minuta w minuta. | | |
| Mo[eng] | | Aa, buses? | | | | |
| Ru[v] | | | | Нет. По/поезда. , как | | |
| Ru[lat] | | Net | Po/poezda. | Aa kak | | |
| Ru[eng] | | No. | Trains. | Aa, how is it | | |
| Ru[c] | | | | <i>Says čas in</i> | | |

[91]

| | | 266 [12:40.2] | 267 [12:43.4] |
|----------------|--|--|---------------|
| Mo[v] | | Czas, czas, ale co masz na myśli, bo... Bo | |
| Mo[eng] | | Time, time, but what do you mean, because... | Well, train, |
| Mo[nv] | | | |
| Ru[v] | | там... час! | |
| Ru[lat] | | tam | čas! |
| Ru[eng] | | called... time! | |
| Ru[c] | | <i>Polish.</i> | |

[92]

| | | |
|---------|-----------------------------|----------------------------|
| | 268 [12:47.4] | 269 [12:48.3*] |
| Mo[v] | pojazd, ten czas, and what? | |
| Mo[eng] | time, and what? | |
| Mo[nv] | | |
| Ru[v] | Поезд, час. По расписанию. | |
| Ru[lat] | Poezd | čas Po raspisaniju |
| Ru[eng] | Train, time. | According to the schedule. |

[93]

| | | | | |
|---------|-----------------------|---------------|---------------|---------------|
| | ..270 [12:49.3*] | 271 [12:50.8] | 272 [12:53.0] | 273 [12:53.5] |
| Mo[v] | Auto/autobusem | | | |
| Mo[eng] | You travelled by bus? | | | |
| Mo[nv] | | | | |
| Mo[c] | <i>Confused.</i> | | | |
| Ru[v] | Расписание - знаешь? | | Расписание. | |
| Ru[lat] | Raspisanije | znaeš? | Raspisanije. | |
| Ru[eng] | Schedule - you know? | | Schedule. | |
| Ru[nv] | <i>Laughs.</i> | | | |
| Ru[c] | | | | |

[94]

| | | | |
|---------|--------------------------------------|-----------------|-------------------------------|
| | 274 [12:54.0] | 275 [12:55.4] | 276 [12:57.2] |
| Mo[v] | jechałeś? | | |
| Mo[eng] | | | |
| Mo[nv] | <i>Laughs.</i> | | |
| Mo[c] | <i>Shows that she does not</i> | | |
| Ru[v] | Нет, не обязательно автобусы. Все по | | |
| Ru[lat] | Net | ne objazatel'no | avtobusy. Vsë po raspisaniju |
| Ru[TL] | no | not necessarily | bus-PL everything on schedule |
| Ru[eng] | No, not necessarily buses. | | Everything runs according |

[95]

| | | | |
|----------------|--|------------------------|-------------------------|
| | .. | 277 [12:58.8] | 278 [13:01.9] |
| Mo[nv] | | | |
| Mo[c] | <i>understand.</i> | | <i>Closes</i> |
| Ru[v] | расписанию ходит. И автобусы, и поезда ходят. | | |
| Ru[lat] | xodit. | I avtobusy | i poezda xodjat. |
| Ru[TL] | go-PRS-3SG | and bus-PL | and train-PL go-PRS-3PL |
| Ru[eng] | to the schedule. | Both buses and trains. | |
| Ru[nv] | | | <i>Laughs.</i> |

[96]

| | | | | |
|----------------|--------------------------------|----------------|---|-----------------------|
| | 279 [13:04.7] | 280 [13:07.5] | 281 [13:08.4] | 282 [13:09.2] |
| Mo[c] | <i>her face with her face.</i> | | | |
| Ru[v] | ((1s)) schedule. | | Расписание. ((1.7s)) Ну, короче, | |
| Ru[lat] | | Raspisanije. | ((1.7s)) | Nu koroče |
| Ru[eng] | | Schedule. | ((1.7s)) | Well, in short, look. |
| Ru[nv] | | <i>Laughs.</i> | | <i>Laughs.</i> |

[97]

| | | | |
|----------------|--------|---|---------------|
| | .. | 283 [13:12.0] | 284 [13:13.7] |
| Mo[v] | | No spróbuј, spróbuј, može cię zrozumiem! | |
| Mo[eng] | | Well, try, try, may be I will understand you! | |
| Ru[v] | | смотри. | |
| Ru[lat] | smotri | | |
| Ru[eng] | | | |
| Ru[nv] | | <i>Laughs.</i> | |

[98]

| | | | |
|----------------|------------------------|-----------------------|--|
| | 285 [13:16.0] | 286 [13:17.9] | 287 [13:18.8] |
| Ru[v] | Я был в этом... | | Когда ехал в Германию, все |
| Ru[lat] | Ja byl | v etom... | Kogda exal v Germaniju vsë xodilo |
| Ru[eng] | I was in... | | When I was going to Germany everything was running |
| Ru[nv] | | <i>Clears throat.</i> | |
| Ru[c] | | | |

[99]

| | |
|----------------|---|
| | .. |
| Ru[v] | ходило по расписнию, но вот как / как только |
| Ru[lat] | po raspisaniju no vot kak / kak tol'ko priexal... |
| Ru[eng] | according to the schedule, but when I arrived... |

[100]

| | | | | | | |
|----------------|------------|----------------|---------------|---------------|---------------|---------------------------|
| | .. | 288 [13:23.0] | 289 [13:26.2] | 290 [13:26.6] | 291 [13:27.3] | 292 [13:28.1] |
| Mo[v] | | Ok... wolniej. | | Wolniej. | | |
| Mo[eng] | | Ok... slower. | | Slower. | | |
| Ru[v] | приехал... | | Хм? | | Волния? | Не знаю, |
| Ru[lat] | | | Hm? | | Volnija? | Ne znaju |
| Ru[eng] | | | Hm? | | | I do not know what |
| Ru[c] | | | | | | <i>Repeats after her.</i> |

[101]

| | | | |
|----------------|------------------------------|---------------|-----------------------------------|
| | .. | 293 [13:30.3] | 294 [13:31.4] |
| Mo[v] | | | Ну, ну, ну. |
| Mo[eng] | | | Well, well, well. |
| Ru[v] | что / что это такое. Смотри. | | Был по расписанию. |
| Ru[lat] | čto / čto eto takoje. Smotri | | Byl po raspisaniju. |
| Ru[eng] | it means. Look. | | It was according to the schedule. |
| Ru[nv] | | | |
| Ru[c] | | | |

[102]

| | | |
|----------------|---|--|
| | 295 [13:32.1] | 296 [13:34.5] |
| Ru[v] | Потом приехал в город на границе. Как же он | |
| Ru[lat] | Potom priexal v gorod na granice. | Kak že on nazywaetsja |
| Ru[eng] | Then I arrived to the city on the border. | What was it's name ((1s)) do you |
| Ru[c] | | <i>Frowms trying to remember the name of</i> |

[103]

| | | | |
|----------------|---|-------------------------------------|--------|
| | | 297 [13:38.8*] | |
| Mo[c] | | <i>Does not reveal a</i> | |
| Ru[v] | называется ((1s)) город на границе Германии и | | |
| Ru[lat] | ((1s)) | gorod na granice Germanii i Pol'shy | znaeš? |
| Ru[eng] | know the city on the border between Germany and Poland? | | |
| Ru[c] | <i>the city.</i> | | |

[104]

| | | | |
|----------------|-----------------------------------|-------------------------------|---------------|
| | | 298 [13:38.9]299 [13:39.8] | 300 [13:41.1] |
| Mo[v] | | Hm | Ee... |
| Mo[eng] | | Hm | Ee... On the |
| Mo[nv] | | | |
| Mo[c] | <i>reaction of understanding.</i> | | |
| Ru[v] | Польша знаешь? | Город как называется? | |
| Ru[lat] | | Gorod kak nazyvaetsja? | Exat' |
| Ru[eng] | | What is the name of the city? | On the |
| Ru[c] | | | |

[105]

| | | | |
|----------------|-----------------------|----------------------------|----------------|
| | | 302 [13:45.2]303 [13:46.4] | 304 [13:48.8] |
| Mo[v] | Przejście graniczne? | Ee | Na |
| Mo[eng] | border? | Ee | On the border? |
| Mo[nv] | | | |
| Mo[c] | | | |
| Ru[v] | Ехать когда в Берлин. | ((1.4s)) Не, вроде. | |
| Ru[lat] | kogda v Berlin. | ((1.4s)) Ne vrode. | |
| Ru[eng] | way to Berlin. | ((1.4s)) No, it seems not. | |

[106]

| | 305 [13:49.6] | 306 [13:50.4*] | 307 [13:51.4] |
|----------------|-------------------------------|-------------------|-----------------|
| Mo[v] | granicy? | | Kosz/ ee nu, |
| Mo[eng] | | | Well, Koszalin. |
| Mo[nv] | | | |
| Mo[c] | | | |
| Ru[v] | На границе. Кошалин, или как? | | |
| Ru[lat] | Na granice | Košalin | ili kak? |
| Ru[eng] | On the border. | Koszalin, or how? | |

[107]

| | 308 [13:54.3] | 309 [13:54.7] | 310 [13:55.7] |
|----------------|--|------------------------|-------------------------------------|
| Mo[v] | Koszalin. | | |
| Mo[eng] | | | |
| Mo[nv] | | | |
| Mo[c] | | | |
| Ru[v] | Ну вот. Может быть, в Кошалине. Как приехал, и там | | |
| Ru[lat] | Nu vot | Možet byt' v Košaline. | Kak priexal i tam |
| Ru[TL] | well here | may be in Koszalin-LOC | as come-PST-1SG and there train |
| Ru[eng] | Like this. | May be, in Koszalin. | Well I arrived there, and the train |
| Ru[nv] | | | |
| Ru[c] | | | |

[108]

| | | | |
|----------------|---|--------------------------------------|-------|
| Ru[v] | поезд должен был идти по расписанию, но он, | | |
| Ru[lat] | poezd dolžen byl idti po raspisaniju | no on okazyvaetsja | |
| Ru[TL] | must-PST-3SG be-PST-3SG go-INF on schedule | but it appear-PRS-IMPER | come- |
| Ru[eng] | was supposed to come according to the schedule, but | It appeared to come two hours later. | |

[109]

| | | | |
|----------------|---|---------------------------|------------|
| | | 311 [14:02.5] | |
| Ru[v] | оказывается, пришел вообще на два часа позже. А я | | |
| Ru[lat] | prišel | voobše na dva časa pozže. | A ja sel |
| Ru[TL] | PST-3SG at-all | on two hour-PL later | and I sit- |
| Ru[eng] | | | And I |

[110]

| | | | | | |
|----------------|--|---------------------------|---------------|---------------|---------------|
| | | 312 [14:04.6] | 313 [14:05.7] | 314 [14:06.8] | 315 [14:07.5] |
| Mo[c] | <i>Looks at him with non-understanding eyes.</i> | | | | |
| Ru[v] | сел не на тот поезд. Который стоял. | | Стоял. | | |
| Ru[lat] | ne na tot poezd. | Kotoryj stojal. | Stojal. | Sejčas | |
| Ru[TL] | PST-3SG not on that train | which stand-PST-3SG | | now | |
| Ru[eng] | took another train. | Which was standing there. | Was standing. | Now I will | |
| Ru[nv] | <i>Laughs.</i> | | | | |

[111]

| | | | | |
|----------------|--|---------------|-----------------------------------|--|
| | | 316 [14:09.2] | | |
| Ru[v] | Сейчас я тебе по-тихоньку расскажу. Он стоял там же, | | | |
| Ru[lat] | ja tebe po-tixon'ku | rasskažu. | On stojal tam že | |
| Ru[TL] | I you-DAT bit-by-bit | tell | it stand-PST-3SG there | |
| Ru[eng] | tell it to you bit by bit. | | It was standing at the very place | |

[112]

| | | | | |
|----------------|---|-------------------------------|----------------|-----------------|
| Ru[v] | где должен был стоять мой поезд, отправлялся | | | |
| Ru[lat] | gde dolžen byl stojat' moj poezd | otpravljajsja | točno | po |
| Ru[TL] | where must | be-PST-3SG stand-INF my train | depart-PST-3SG | exactly on time |
| Ru[eng] | my train was supposed to stand, departed the same time as mine, but it was another train. | | | |

[113]

| | |
|----------------|--|
| | 317 [14:15.0] |
| Ru[v] | точно по времени, но это был другой поезд. И я уехал |
| Ru[lat] | vremeni no eto byl drugoj poezd. I ja uexal |
| Ru[TL] | but it be-PST-3SG different train |
| Ru[eng] | And I went to a |
| Ru[nv] | <i>Laughs.</i> |

[114]

| | | |
|----------------|-----------------------------|------------------|
| | 318 [14:17.4] 319 [14:18.7] | 320 [14:20.0] |
| Mo[v] | •• Аа | ... |
| Mo[eng] | •• | ... |
| Ru[v] | вообще в другое место. | Назад в Польшу. |
| Ru[lat] | voobče v drugoje mesto. | Nazad v Pol'shu. |
| Ru[eng] | completely different place. | Back to Poland. |
| Ru[nv] | | |

[115]

| | | | |
|----------------|-------------------------------------|---------------|----------------|
| | 321 [14:20.4*] | 322 [14:22.3] | 323 [14:23.3] |
| Mo[v] | Pojechałeś w przeciwnym kierunku? | | |
| Mo[eng] | You went in the opposite direction? | | |
| Ru[v] | | Да, да. | А тот |
| Ru[lat] | | Da da | A tot poezd |
| Ru[eng] | | Yes, yes. | And that train |
| Ru[nv] | | | |
| Ru[c] | | | |

[116]

| | |
|----------------|---|
| | .. |
| Mo[v] | |
| Ru[v] | поезд, он как-то не по расписанию, все у них |
| Ru[lat] | on kak-to ne po raspisaniju vsë u nix narušylos'. |
| Ru[eng] | departed not according the schedule, everything was broken in the schedule. |
| Ru[nv] | |
| Ru[c] | |

[117]

| | | | | |
|----------------|-----------------------|--|-------------------|---------------|
| | .. | 324 [14:26.6] | 325 [14:27.7] | 326 [14:30.6] |
| Mo[v] | | A dlaczego tak? Ty / ty się pomyliłeś? | | |
| Mo[eng] | | But why it happened? | You got mistaken? | |
| Ru[v] | нарушилось. В Польше. | | | Что? |
| Ru[lat] | | V Pol'se. | | Čto? |
| Ru[eng] | | In Poland. | | What? |
| Ru[nv] | | | <i>Laughs.</i> | |
| Ru[c] | | | | |

[118]

| | | | | |
|----------------|----------------|---------------------------|---------------------------------------|----------------|
| | 327 [14:31.3] | 328 [14:32.2] | 329 [14:33.2] | 330 [14:34.2] |
| Mo[v] | Pomyliłeś się. | | Pomyliłeś się. Ee мм, do | |
| Mo[eng] | Got mistaken. | | Got mistaken. Ee mm, you got into the | |
| Ru[v] | | Помирились? | | |
| Ru[lat] | | Pomirilis'? | | |
| Ru[eng] | | Reconciled? | | |
| Ru[c] | | <i>Repeats after her.</i> | | <i>Frowns.</i> |

[119]

| | | | | |
|----------------|---------------------------|---------------|--|---------------|
| | 331 [14:38.2] | 332 [14:39.4] | 333 [14:40.8] | 334 [14:41.6] |
| Mo[v] | złego wsiadłeś? Wjazdu. | | Do złego? • • • Do nie | |
| Mo[eng] | wrong one? | Carriage. | To the wrong one? • • • To the one you | |
| Ru[v] | Дозвыга? | | | |
| Ru[lat] | Dozvyga? | | | |
| Ru[c] | <i>Repeats after her.</i> | | | |

[120]

| | | |
|----------------|-----------------------------------|---------------|
| | 335 [14:43.6] | 336 [14:45.7] |
| Mo[v] | tego co trzeba? | |
| Mo[eng] | were not supposed to get? | |
| Ru[v] | Я должен был ехать в Германию. Из | |
| Ru[lat] | Ja dolžen byl exat' v Germaniju. | Iz |
| Ru[eng] | I had to go to Germany. | From |

[121]

| | | |
|----------------|---------------------------|---------------|
| | 337 [14:47.0] | 338 [14:49.0] |
| Mo[v] | Z Koszalina do Germanii. | |
| Mo[eng] | From Koszalin to Germany. | |
| Ru[v] | Кошалина в Германию. | Да. |
| Ru[lat] | Košalina v Germaniju. | Da |
| Ru[eng] | Koszalin to Germany. | Yes. |

[122]

| | |
|----------------|--|
| | 339 [14:49.2*] |
| Ru[v] | Поезд должен был отправляться ровно по времени. |
| Ru[lat] | Poezd dolžen byl otpravljat'sja rovno po vremeni. |
| Ru[eng] | The train was supposed to depart exactly according the schedule. |

[123]

| | 340 [14:51.9] | 341 [14:54.1] | 342 [14:55.8*] |
|---------|--------------------------------|--------------------|----------------|
| Mo[v] | Na granicy się zatrzymałam? | | W Koszalinie? |
| Mo[eng] | It was detained on the border? | | In Koszalin? |
| Ru[v] | | В Кошалине. Поезд. | |
| Ru[lat] | | V Košaline | Poezd. |
| Ru[eng] | | In Koszalin. | Train. |
| Ru[nv] | | | |
| Ru[c] | | | |

[124]

| | 343 [14:55.8] | 344 [14:58.1] | 345 [14:59.1] | 346 [15:01.9] |
|---------|---------------|--------------------------------------|----------------|-----------------|
| Mo[v] | | Ale nie wracał? | | |
| Mo[eng] | | But did not go back? | | |
| Mo[nv] | | | <i>Laughs.</i> | |
| Ru[v] | | Должен был отправляться ровно... | | Отправляться. |
| Ru[lat] | | Dolžen byl otpravljat'sja rovno... | | Otpravljat'sja. |
| Ru[eng] | | It was supposed to depart exactly... | | To depart. |
| Ru[nv] | | | <i>Laughs.</i> | |
| Ru[c] | | | | |

[125]

| | 347 [15:03.2] | 348 [15:04.4*] | 349 [15:04.5] | 350 [15:05.4] | 351 [15:06.4] |
|---------|---------------|--------------------|---|---------------|---------------|
| Mo[v] | | • • No to... | | | |
| Mo[eng] | | • • But that is... | | | |
| Mo[nv] | | | | | |
| Mo[c] | | | | | |
| Ru[v] | | | Отправляться. Отъезжать. Покидать. • Уезжать. | | |
| Ru[lat] | | | Otpravljat'sja. Ot"jezžat'. | Pokidat'. | • Uežžat'. |
| Ru[eng] | | | To depart. To go. | To leave. | To move away. |

[126]

| | | |
|---------|---|--|
| | 352 [15:07.5]353 [15:08.7]354 [15:08.7*]355 [15:09.8] | 356 [15:12.0*]357 [15:12.1] |
| Mo[v] | • • Mm | Nie rozumiem. |
| Mo[TL] | | |
| Mo[eng] | • • Mm | I do not understand. |
| Mo[nv] | <i>Sighs.</i> | |
| Mo[c] | | |
| Ru[v] | Aa | ... ((0.5s)) |
| Ru[lat] | Aa | Ee... |
| Ru[TL] | | |
| Ru[eng] | Aa | Departs. |
| Ru[nv] | | <i>Laughs.</i> |
| Ru[c] | | <i>Imitates the noise and movement of a train with his fingers on the table.</i> |
| Al[v] | | |
| [com] | | |

[127]

| | | | | |
|---------|-----------------------|---------------------------|---|---------------------------|
| | 358 [15:13.5*] | 359 [15:13.6] | 360 [15:14.6]361 [15:16.1] | 362 [15:17.4*] |
| Mo[v] | Пociяг! | | Is it... | |
| Mo[eng] | Train! | | | |
| Mo[nv] | | | <i>Laughs.</i> | |
| Mo[c] | | | <i>Imitates the train the same way as he did.</i> | |
| Ru[v] | отправляется. Потянг? | | Да, да, да. | |
| Ru[lat] | otpravljaetsja. | Potjang? | Da da da | Potjang |
| Ru[eng] | | | Yes, yes, yes. | Probably it is 'potjang'. |
| Ru[nv] | | | | |
| Ru[c] | | <i>Repeats after her.</i> | | |

[128]

| | | | |
|---------|---|------------------------------------|------------------------------|
| | 363 [15:17.5] | 364 [15:18.1] | 365 [15:19.3] |
| Mo[c] | | | <i>Does not react.</i> |
| Ru[v] | Потянг, наверное. Ровно по времени. • По времени. | | |
| Ru[lat] | navernoje. | Rovno po vremeni. | • Po vremeni. |
| Ru[eng] | | Exactly according to the schedule. | • According to the schedule. |
| Ru[nv] | | | |
| Ru[c] | | | |

[129]

| | | |
|----------------|---|---------------------------------|
| | 366 [15:20.5]367 [15:21.1] | 368 [15:22.8] |
| Mo[v] | Hm | Agaa, no i wsiadłeś |
| Mo[eng] | Hm | Ahaa, so you get into the wrong |
| Mo[nv] | | |
| Mo[c] | | |
| Ru[v] | Но там оказался другой поезд. | |
| Ru[lat] | No tam okazalsja drugoj poezd. | |
| Ru[eng] | But there appeared to be another train. | |

[130]

| | | | |
|----------------|--|----------------------------|---------------|
| | .. 369 [15:24.8*] | 370 [15:24.9]371 [15:25.5] | 372 [15:27.2] |
| Mo[v] | do innego! | | |
| Mo[eng] | one! | | |
| Mo[nv] | | | |
| Mo[c] | | | |
| Ru[v] | В другой поезд. То есть, расписание нарушилось. | | |
| Ru[lat] | V drugoj poezd. To est' raspisanije narušylos'. | | |
| Ru[eng] | To the wrong train. That is, the schedule was broken. | | Schedule |
| Ru[nv] | | | |
| Ru[c] | | | |

[131]

| | | | | |
|----------------|-----------------------------|----------------------------|------------------------|---------------|
| | .. | 373 [15:28.4] | 374 [15:29.5] | 375 [15:30.1] |
| Mo[v] | | Raspisanije - czas? | | Hm |
| Mo[eng] | | 'Raspisanije' is the time? | | Hm |
| Ru[v] | Расписание в Польше. | | Час. | |
| Ru[lat] | Raspisanije v Pol'she. | | Čas. | |
| Ru[eng] | in Poland. | | Time. | |
| Ru[c] | | | <i>Says in Polish.</i> | |

[132]

376 [15:30.8] 377 [16:26.2]

| | |
|----------------|---|
| Mo[v] | |
| Mo[TL] | |
| Mo[eng] | ((1s)) |
| Ru[v] | В Польше вообще проблема с английским. |
| Ru[lat] | V Pol'she voobšče problema s anglijskim. |
| Ru[eng] | In Poland it is a big problem about English. |
| [com] | 1 min left out. |

[133]

379 [16:31.1]380 [16:31.8]

| | | | |
|----------------|------------------------|-------------------------------|--|
| Mo[v] | ((1s)) | Tak samo wam w Rosji? | Ee, jak ja bym |
| Mo[TL] | so | the-same you-PL-DAT in Russia | |
| Mo[eng] | The same is in Russia? | | Ee, if I went to Russia, could I speak |
| Ru[v] | | | • A? |
| Ru[lat] | | | • A? |
| Ru[eng] | | | • What? |

[134]

| | |
|----------------|---|
| Mo[v] | pojechała do Rosji, mogłabym rozmawiać po angielsku? |
| Mo[eng] | English there? |

[135]

381 [16:36.6]382 [16:37.5]

383 [16:38.6]

| | |
|----------------|--|
| Mo[v] | |
| Mo[eng] | Ee |
| Ru[v] | Ну, я думаю, да. Если / так, в принципе, более- |
| Ru[lat] | Nu ja dumaju da. Esli / tak v princype bolee-menee |
| Ru[eng] | Well, I think, yes. Yes, in principle, they know more or less. |

[136]

| | 384 [16:42.3] | 385 [16:43.5] | 386 [16:45.2*] |
|---------|---|---------------|--|
| Mo[v] | | | W miastach |
| Mo[eng] | | | I guess only in the cities. |
| Mo[nv] | | | |
| Mo[c] | | | |
| Ru[v] | менее знают. Более-менее. ((Ну, если половину | | |
| Ru[lat] | znajut. | Bolee-menee. | ((Nu, esli polovinu vzjat')). |
| Ru[eng] | | More or less. | ((Well, if we consider half of them)). |
| Ru[nv] | | | |
| Ru[c] | | | |

[137]

| | 387 [16:45.3] | 388 [16:46.5] | 389 [16:48.0] | 390 [16:48.9] | 391 [16:49.9] |
|---------|----------------------------------|---------------|---------------------------|---------------|---------------|
| Mo[v] | pewnie tylko. Większe miasto? | | | Ee | |
| Mo[eng] | In the largest cities? | | | Ee | |
| Mo[nv] | | | | | |
| Mo[c] | | | | | |
| Ru[v] | взять)). | | Веньше място? | | В |
| Ru[lat] | | | Ven'she mjasto? | | V bol' |
| Ru[eng] | | | | | In large |
| Ru[nv] | | | | | |
| Ru[c] | <i>Does not show a reaction.</i> | | <i>Repeats after her.</i> | | |

[138]

| | 392 [16:51.0] | 393 [16:51.4] | 394 [16:52.4] | 395 [16:52.8] |
|---------|-----------------|---------------|--------------------|---------------|
| Mo[v] | | Hm | | Hm |
| Mo[eng] | | Hm | | Hm |
| Ru[v] | больших местах? | | В больших городах? | Ну да, |
| Ru[lat] | šyx mestax? | | V bol'syx gorodax? | Nu da |
| Ru[eng] | places? | | In large cities? | Yes, like in |

[139]

| | | | |
|----------------|---|--------------------|---|
| | 396 [16:54.6*] | | |
| Ru[v] | где-то в больших городах. В селах, конечно, с | | |
| Ru[lat] | gde-to | v bol'sykh gorodax | V sĕlax koneĉno s anglijskim |
| Ru[eng] | large cities. | | In villages, surely, there is a problem about |

[140]

| | | |
|----------------|----------------------------------|------------------------|
| | 397 [16:56.8] | 398 [17:17.0] |
| Mo[v] | Moskwa, że bardzo ładna | |
| Mo[TL] | Moscow | that-is very beautiful |
| Mo[eng] | Moscow is very beautiful, and... | |
| Ru[v] | английским проблема. | |
| Ru[lat] | problema. | |
| Ru[eng] | English. | |
| [com] | <i>30 secs left out.</i> | |

[141]

| | | | | | |
|----------------|---------------|---------------------------|---------------------------|---------------------------|---------------|
| | 399 [17:20.1] | 400 [17:20.8] | 401 [17:21.4] | 402 [17:22.1] | 403 [17:23.3] |
| Mo[v] | Moskwa, i... | Ładna. | | | ((2.2s)) |
| Mo[TL] | Moscow | and | | | |
| Mo[eng] | | | Beautiful. | | ((2.2s)) Old. |
| Ru[v] | | Бардза? | Вадна? | • Вадна. | |
| Ru[lat] | | Bardza? | Vadna? | • Vadna? | |
| Ru[c] | | <i>Repeats after her.</i> | <i>Repeats after her.</i> | <i>Repeats after her.</i> | |

[142]

| | 404 [17:26.0] | 405 [17:28.0*] | 406 [17:28.4] | 407 [17:30.5] | 408 [17:31.8*] | 409 [17:32.6] |
|---------|---------------|----------------|----------------|---------------|----------------|--|
| Mo[v] | Stara. | Ee | And / i ładna. | Ładna. | Mm | ((2.1s)) |
| Mo[eng] | | Ee | And beautiful. | Beautiful. | Mm | ((2.1s)) |
| Mo[c] | | | | | | <i>Tries to find substitution for the word 'ładna'</i> |
| Ru[v] | | , да. | Старая. | | | |
| Ru[lat] | Aa | da | Staraja. | | | |
| Ru[eng] | Aa, yes. | Old. | | | | |
| Ru[nv] | | | | | | |
| Ru[c] | | | | | | <i>Looks at her with curious face.</i> |

[143]

| | 410 [17:35.5] | 411 [17:38.5] | 412 [17:39.2] | 413 [17:39.8*] |
|---------|---------------|----------------|----------------|---|
| Mo[v] | Ładna. | ((2.4s)) | Nice. | |
| Mo[eng] | Beautiful. | | | |
| Mo[nv] | | <i>Smiles.</i> | <i>Laughs.</i> | |
| Mo[c] | | | | |
| Ru[v] | | | | Nice? Ну да, очень красивый |
| Ru[lat] | | | | Nice Nu da očen' krasivyj |
| Ru[eng] | | | | Nice? Yes, it is a very beautiful city. |
| Ru[c] | | | | |

[144]

| | 414 [17:42.2] | 415 [17:43.9] | 416 [17:45.6] | 417 [17:47.4] | 418 [17:47.9] |
|---------|---------------|---------------------|---------------|-------------------|--|
| Mo[v] | | I bardzo droga? | | Droga. | |
| Mo[eng] | | And very expensive? | | Expensive. | |
| Mo[c] | | | | | <i>Makes gesture with the thumb and forefinger meaning</i> |
| Ru[v] | город. | | | ((1s)) Дорога? Аа | |
| Ru[lat] | gorod. | | ((1s)) Droga? | Aa | Dorogoj? |
| Ru[eng] | | | | Aa | Expensive? |
| Ru[c] | | | | | <i>Repeats after her.</i> |
| [com] | | | | | <i>3 secs left out.</i> |

[145]

| | 419 [17:48.6] | 420 [17:50.0] | 421 [18:48.1] |
|---------|--------------------------|---------------|----------------------------|
| Mo[v] | | | Rosja, ee, |
| Mo[TL] | | | Russia IJ dangerous be-PRS |
| Mo[eng] | | | Is Russia dangerous? |
| Mo[c] | <i>money.</i> | | |
| Ru[v] | Дорогой? Да, может быть. | | |
| Ru[lat] | Da | možet | byť. |
| Ru[eng] | Yes, it may be. | | |
| [com] | | | <i>1 min left out.</i> |

[146]

| | 422 [18:50.7] | 423 [18:52.0] |
|---------|---------------------------|-------------------------|
| Mo[v] | niebezpieczna jest? | Ee nie miła, |
| Mo[TL] | -3SG | IJ nice-NEG dangerous |
| Mo[eng] | | Ee not nice, dangerous. |
| Mo[c] | | |
| Ru[v] | Небезпечная? | |
| Ru[lat] | Nebezpečnaja? | |
| Ru[eng] | Dangerous? | |
| Ru[c] | <i>Repeats after her.</i> | |

[147]

| | 424 [18:55.4] | 425 [18:56.2] | 426 [18:57.0] | 427 [18:57.8] |
|---------|----------------|---------------|---------------------------|---------------|
| Mo[v] | niebezpieczna. | | Nie miła. | Dangerous. |
| Mo[TL] | | | | |
| Mo[eng] | | | Not nice. | |
| Ru[v] | | | | • |
| Ru[lat] | | | Ne mila? | |
| Ru[c] | | | <i>Repeats after her.</i> | |

[148]

| | 428 [18:58.9] | 429 [19:00.3] | 430 [19:00.9] | 431 [19:02.0] |
|---------|---------------|---------------|---------------|----------------|
| Mo[v] | | • • Rosja? | | Niebezpieczna? |
| Mo[eng] | | • • Russia? | | Dangerous? |
| Ru[v] | Dangerous? | | Россия? | ((1.8s)) |
| Ru[lat] | | | Rossija? | ((1.8s)) Da |
| Ru[eng] | | | Russia? | ((1.8s)) Well, |
| Ru[nv] | | | | |

[149]

| | | 432 [19:05.1] | 433 [20:04.5] |
|---------|---------------------------------------|---------------|--------------------------------|
| Mo[v] | | | I na jeden |
| Mo[TL] | | | and for one term |
| Mo[eng] | | | And are you going to stay here |
| Ru[v] | Да, в общем, везде dangerous. | | |
| Ru[lat] | v obščem vezde dangerous. | | |
| Ru[eng] | actually, it is dangerous everywhere. | | |
| Ru[nv] | | | |
| [com] | | | 1 min left out. |

[150]

| | | 434 [20:06.3] | 435 [20:06.9] | 436 [20:08.2] |
|---------|--------------------------|---------------|---------------|-------------------------------|
| Mo[v] | semester, czy na dwa? | | | Jeden sem... |
| Mo[TL] | or for two | | | |
| Mo[eng] | for one term or for two? | | | One ter... |
| Ru[v] | | | | Что? , да. На два |
| Ru[lat] | | | | Čto? Aa da Na dva semestra. |
| Ru[eng] | | | | What? Aa, yes. For two terms. |
| Ru[nv] | | | | |
| Ru[c] | | | | |

[151]

| .. | | 437 [20:08.7] | 438 [20:15.9] |
|---------|-----------|-------------------|---|
| Mo[v] | | | No ja już jadę, piętnastego stycznia. |
| Mo[TL] | | | well already go-PRS-1SG fifteenth-GEN January-GEN |
| Mo[eng] | | | I am leaving on fifteenth of January. |
| Ru[v] | семестра. | | |
| Ru[lat] | | | |
| Ru[eng] | | | |
| Ru[nv] | | | |
| Ru[c] | | | |
| [com] | | 10 secs left out. | |

[152]

| 439 [20:19.9] | | 440 [20:20.5*] | 441 [20:21.3] | 442 [20:22.0] | 443 [20:23.5] |
|---------------|----|----------------|---------------|-------------------------|-------------------------|
| Mo[v] | | | • Hm? | | Janvarja. |
| Mo[eng] | | | • Hm? | | January. |
| Mo[nv] | | | | | <i>Nods her head.</i> |
| Mo[c] | | | | | <i>Says in Russian.</i> |
| Ru[v] | Х | Января? | | Пятнадцатого января? | |
| Ru[lat] | Hm | Janvarja? | | Pjātnadcatogo janvarja? | |
| Ru[eng] | Hm | January? | | Fifteenth of January? | |

[153]

444 [20:24.7*] 445 [20:25.2] 446 [20:26.8] 447 [20:28.0]

448 [20:29.0]

449 [20:30.5]

| | | | | |
|---------|-------------------------|-------------|---------------|---|
| Mo[v] | Tak. | | | |
| Mo[TL] | | | | |
| Mo[eng] | Yes. | | | |
| Mo[nv] | | | | |
| Mo[c] | | | | <i>Looks at him with confused face.</i> |
| Ru[v] | | | | |
| | | | | А ты как полетишь? ((1s)) Как? Через |
| Ru[lat] | A ty kak poletiš? | ((1s)) Kak? | Čerez | |
| Ru[TL] | and you how fly-FUT-2SG | | through which | |
| Ru[eng] | And how will you fly? | ((1s)) How? | Through which | |
| Ru[nv] | | | | |
| Ru[c] | | | | |
| Al[v] | | | | |
| [com] | | | | <i>5 secs left out,</i> |

[154]

450 [20:31.8]

451 [20:34.5]

| | | | | |
|---------|----------------|----------------|-----------|--|
| Mo[v] | | | | Aa, wyciecz... A, |
| Mo[eng] | | | | Aa, you know... I was in |
| Mo[c] | | | | |
| Ru[v] | | | | какие города? ((2s)) Через Стамбул? |
| Ru[lat] | kakije goroda? | ((2s)) Čerez | Stambul? | |
| Ru[TL] | city-PL | through | Istanbul | |
| Ru[eng] | cities? | ((2s)) Through | Istanbul? | |

[155]

453 [20:37.6]

454 [20:38.3*] 455 [20:38.6]

| | | | | |
|---------|---------------------------|-------------|--------|---------------------------|
| Mo[v] | byłam w Istanbule. | | | Aa, yeah, yeah, |
| Mo[eng] | Istanbul. | | | |
| Ru[v] | | | | He, не, не. К/как? |
| Ru[lat] | | Ne ne ne | K/kak? | |
| Ru[eng] | | No, no, no. | How? | |

[156]

| | | | |
|---------|------------------------------|--------------------------------|---------------|
| | .. | 456 [20:41.6] | 457 [21:06.0] |
| Mo[v] | Ankara, Ankara - Manchester. | Z Istambułu | |
| Mo[eng] | | From Istanbul to Manchester it | |
| [com] | | 30 secs left out. | |

[157]

| | | | |
|---------|------------------------------|------------------------------|--|
| | .. | 458 [21:08.5] | |
| Mo[v] | Manchester - cztery godziny. | | |
| Mo[eng] | takes four hours. | | |
| Ru[v] | | ((1s)) Четыре / четыре | |
| Ru[lat] | | ((1s)) Četyre / četyre dnja? | |
| Ru[eng] | | ((1s)) Four days? | |

[158]

| | | | | | |
|---------|-----------------|---------------------------------|---------------|---------------|----------------|
| | .. | 459 [21:11.3] | 460 [21:12.7] | 461 [21:13.5] | 462 [21:14.6] |
| Mo[v] | Cztery godziny. | Cztery czasu? | | | |
| Mo[eng] | Four hours. | Four hours? | | | |
| Mo[nv] | <i>Laughs.</i> | | | | |
| Mo[c] | | <i>Says 'czasu' in Russian.</i> | | | |
| Ru[v] | дня? | Четыре години. | | | |
| Ru[lat] | | Četyre godiny. | | | Aa |
| Ru[eng] | | Four hours. | | | Aa, four. |
| Ru[nv] | | | | | <i>Laughs.</i> |
| Ru[c] | | <i>Repeats after her.</i> | | | |

[159]

| | 463 [21:15.3] | 464 [21:16.1] | 465 [21:17.5] | 466 [21:41.3] |
|---------|---------------|-------------------------|-----------------------|----------------------------------|
| Mo[v] | | Czasu. | | Ja nie lubię latać |
| Mo[eng] | | Hours. | | I do not like going by airplane. |
| Mo[nv] | | <i>Laughs.</i> | <i>Laughs.</i> | |
| Mo[c] | | <i>Says in Russian.</i> | | |
| Ru[v] | | четыре. | • Четыре часа. | |
| Ru[lat] | | četyre. | • Četyre časa. | |
| Ru[eng] | | | • Four hours. | |
| Ru[nv] | | <i>Laughs.</i> | <i>Laughs.</i> | |
| [com] | | | | <i>30 secs left out.</i> |

[160]

| | 467 [21:42.7] | 468 [21:44.6] |
|---------|--------------------|---|
| Mo[v] | samolotami. | Denerwuje |
| Mo[TL] | | irritate-PRS-3SG I-DAT |
| Mo[eng] | | It irritates me. |
| Ru[v] | | Да, я / я тоже не люблю летать на |
| Ru[lat] | | Da ja / ja tože ne ljublju letat' na samolëtax. |
| Ru[eng] | | Yes, I also do not like doing by airplane. |
| Ru[nv] | | |
| Ru[c] | | |

[161]

| | 469 [21:45.6] | 470 [21:47.0] | 471 [21:47.5] | 472 [21:48.5] |
|---------|-------------------|------------------------|----------------------|---------------------------|
| Mo[v] | mnie. | I nudzi mi się. | Nudzi mi się. | |
| Mo[TL] | | makes-bored I-ACC REF | | |
| Mo[eng] | | And it is boring. | It is boring. | |
| Ru[v] | самолетах. | | Что? | Нудимися? |
| Ru[lat] | | | Čto? | Nudimisja? |
| Ru[eng] | | | What? | |
| Ru[nv] | | | | |
| Ru[c] | | | | <i>Repeats after her.</i> |

[162]

| | | | | |
|----------------|----------------------------|---------------------------------|---------------|------------------------|
| | 473 [21:49.4]474 [21:51.9] | 475 [21:54.0] | 476 [21:54.6] | 477 [23:02.5] |
| Mo[v] | | Nudne. | | A ty jedziesz |
| Mo[TL] | IJ | | | and you do-PRS-2SG on |
| Mo[eng] | Ee | Boring. | | Are you going home for |
| Mo[nv] | | <i>Nods her head.</i> | | |
| Ru[v] | | устаешь? Нудно? | | |
| Ru[lat] | Aa | ustaëš | Nudno? | |
| Ru[eng] | | Aa you get tired? It is boring? | | |
| [com] | | | | <i>1 min left out.</i> |

[163]

| | | | | |
|----------------|----------------------------|--|---------------------------------------|---------------------------|
| | .. | 478 [23:03.9*] | | |
| Mo[v] | | na święta do domu? Nie wiem, czy obchodzisz święta | | |
| Mo[TL] | Christmas-holidays to home | | know-NEG-PRS-1SG or celebrate-PRS-2SG | Christmas-holidays or not |
| Mo[eng] | Christmas holidays? | | I do not know if you celebrate the | holigays. |

[164]

| | | | | |
|----------------|----|----------------------------|---------------|---------------------------|
| | .. | 479 [23:05.7]480 [23:06.1] | 481 [23:07.0] | 482 [23:07.9] |
| Mo[v] | | czy nie. Na święta? | | Bożego |
| Mo[TL] | | | | God-PSS birth-GEN |
| Mo[eng] | | For holidays? | | Christmas? |
| Ru[v] | | Что? | | На швента? |
| Ru[lat] | | Čto? | | Na šventa? |
| Ru[eng] | | What? | | |
| Ru[c] | | | | <i>Repeats after her.</i> |

[165]

| | 483 [23:09.4] | 484 [23:11.3]485 [23:11.5] |
|---------|---------------------|----------------------------|
| Mo[v] | Narodzenia? | Нм • На |
| Mo[TL] | | IJ |
| Mo[eng] | | Hm • To |
| Ru[v] | •• , на выходные? | На Родину? |
| Ru[lat] | •• Aa na выходные? | Na Rodinu? |
| Ru[eng] | •• Aa, for weekend? | To my homeland? |

[166]

| | 487 [23:13.3*]488 [23:13.7] | 489 [23:14.5*]490 [23:14.8*] | 491 [23:15.3] |
|---------|-----------------------------|---------------------------------------|------------------------|
| Mo[v] | Rodinu. Нм | | |
| Mo[eng] | homeland. Нм | | |
| Ru[v] | | На Родину. Да. | Поеду. В конце января. |
| Ru[lat] | | Na Rodinu Da Poedu. V konce janvarja. | |
| Ru[eng] | | To homeland. Yes. I will go. | At the end of January. |
| Ru[nv] | | | |

[167]

| | 492 [23:16.3] | 493 [23:17.6] | 494 [23:18.8*]495 [23:19.0] | 496 [23:19.6] |
|---------|-------------------|------------------------------------|-----------------------------|---------------|
| Mo[v] | Jedziesz? | | Kiedy? | |
| Mo[eng] | So you are going? | | When? | |
| Ru[v] | | В конце / еду, еду. Да. | •• Кеды?•• | |
| Ru[lat] | | V konce / jedu edu Da. | •• Kedy? •• | |
| Ru[eng] | | At the end / yes, I go, I go. Yes. | •• | |
| Ru[c] | | | <i>Repeats after her.</i> | |

[168]

| | 498 [23:22.4] | 499 [23:23.5] | 500 [23:24.7] | 501 [23:25.1*] | 502 [23:25.4] | 503 [23:26.0] | 504 [23:26.3] |
|---------|---------------------------|---------------------|---------------|----------------------|---------------|----------------|---------------|
| Mo[v] | Kuda, ee? | | | Kak, kuda. Kak, kak, | | | |
| Mo[eng] | | | | How, where. | | How, how, | |
| Mo[nv] | | | | <i>Laughs.</i> | | <i>Laughs.</i> | |
| Mo[c] | <i>Repeats after him.</i> | | | | | | |
| Ru[v] | Куда? | • • Как? Куда? Как? | | | Куда. | | |
| Ru[lat] | Kuda? | • • Как? | Kuda | Kak | Kuda. | | |
| Ru[eng] | Where? | • • How? | Where? | How? | Where. | | |
| Ru[nv] | | | | <i>Laughs.</i> | | <i>Laughs.</i> | |

[169]

| | 505 [23:27.4] | 506 [23:29.2*] | 507 [23:29.3] | 508 [23:30.0] | 509 [23:31.1*] |
|---------|---------------------------|-----------------|----------------|---------------|----------------|
| Mo[v] | kuda. | Kiedy? Kiedy? | | Ee | |
| Mo[eng] | where. | When? | When? | Ee | |
| Mo[nv] | <i>Laughs.</i> | | | | |
| Ru[v] | Как, когда, куда, когда. | Кеды? | В Калининград. | | |
| Ru[lat] | Kak kogda kuda kogda. | Kedy? | V Kaliningrad. | | |
| Ru[eng] | How, when, where, when. | To Kaliningrad. | | | |
| Ru[nv] | <i>Laughs.</i> | | | | |
| Ru[c] | <i>Repeats after her.</i> | | | | |

[170]

| | 510 [23:31.2] | 511 [23:32.0] | 512 [23:32.9] | 513 [23:35.7] | 514 [23:36.3] |
|---------|--------------------------------------|---------------|---------------|---------------|---------------|
| Mo[v] | When? • • When? | | Raz. | A nie, | |
| Mo[TL] | | | | Ij no no | |
| Mo[eng] | | | | A, no, no, I | |
| Mo[c] | <i>Whispers / repeats after him.</i> | | | | |
| Ru[v] | • Чт/ один • • раз? | | | | |
| Ru[lat] | • Čt/ odin raz? | | | | |
| Ru[eng] | • Wha/ one • • time? | | | | |

[171]

| | | |
|----------------|--|-----------------------|
| | | 515 [23:39.4] |
| Mo[v] | nie, mam na myśli czy teraz jedziesz? Teraz na święta? | |
| Mo[TL] | have-PRS-1SG on thought if now go-PRS-2SG | |
| Mo[eng] | mean if you go now. | Now for the holidays? |
| Ru[c] | | <i>Confused.</i> |

[172]

| | | | |
|----------------|------------------------------|---------------|----------------|
| | 516 [23:40.7] | 517 [23:42.0] | 518 [23:45.0] |
| Mo[v] | ((1.6s)) Na Boże Narodzenie? | | |
| Mo[eng] | ((1.6s)) For the Christmas? | | |
| Ru[v] | Тераз на швента? | | X |
| Ru[lat] | Teraz na šventa? | | Hm |
| Ru[eng] | | | Hm |
| Ru[c] | <i>Repeats after her.</i> | | <i>Request</i> |

[173]

| | | | |
|----------------|---------------------------------------|---------------|-----------------------|
| | 519 [23:45.9] | 520 [23:48.1] | 521 [23:49.2] |
| Mo[v] | Ee, dwudziestego czwartego grudnia? | | Ee, w Boże |
| Mo[TL] | IJ twenty-GEN four-GEN December-GEN | | |
| Mo[eng] | Ee, on the twenty-fourth of December. | | Ee, on the Christmas? |
| Ru[v] | | • X | |
| Ru[lat] | | • Hm | |
| Ru[eng] | | • Hm | |
| Ru[c] | <i>to continue.</i> | | <i>Uncertain.</i> |

[174]

| | | | |
|----------------|---|---------------|----------------|
| | 522 [23:50.5] | 523 [23:51.4] | 524 [23:53.5] |
| Mo[v] | Narodzenie? W Wigilię? ((1.2s)) Nie rozumiesz. | | |
| Mo[eng] | On the Christmas eve? ((1.2s)) You do not understand. | | |
| Mo[nv] | | | <i>Laughs.</i> |
| Ru[nv] | | | <i>Laughs.</i> |
| Ru[c] | <i>Does not respond.</i> | | |

[175]

525 [23:55.3] 526 [23:56.0]

527 [24:01.0]

| | |
|---------|---|
| Mo[v] | Mm |
| Mo[eng] | Mm |
| Ru[v] | ((1.9s)) Еду на родину в конце января. Ну, числа |
| Ru[lat] | ((1.9s)) Edu na rodinu v konce janvarja. Nu čisla |
| Ru[eng] | ((1.9s)) I am going to my homeland at the end of January. Well, like on the |

[176]

528 [24:02.9]

529 [24:05.3] 530 [24:06.3*]

| | | |
|---------|------------------------------------|------------------|
| Mo[v] | Ale czy teraz jedziesz? W grudniu? | |
| Mo[TL] | but if now go-PRS-2SG | |
| Mo[eng] | But are you going now? | In December? |
| Mo[nv] | | |
| Mo[c] | | |
| Ru[v] | двадцать второго. | Что? |
| Ru[lat] | dvadcat' vtorogo. | Čto? |
| Ru[eng] | twenty-second. | What? |
| Ru[c] | | <i>Confused.</i> |

[177]

531 [24:06.4]

532 [24:07.1]

533 [24:09.3]

534 [24:10.9]

| | | | |
|---------|---|-----------|--|
| Mo[v] | W grudniu? | | |
| Mo[eng] | In December? | | |
| Ru[v] | ((1.5s)) Как еду? Через какие города? • • | | |
| Ru[lat] | ((1.5s)) Kak edu? Čerez kakije goroda? | • • Tam | |
| Ru[eng] | ((1.5s)) How do I go? Through which cities? | • • Like, | |

[178]

| | | |
|----------------|---|---------------------|
| | | 535 [24:14.1] |
| Mo[v] | | Nie, mam |
| Mo[eng] | | No, I mean / I |
| Ru[v] | Там, Стамбул-Москва, Москва-Калининград. | |
| Ru[lat] | Sambul-Moskva | Moskva-Kaliningrad. |
| Ru[eng] | Istanbul-Moscow, Moscow-Kaliningrad. | |

[179]

| | | |
|----------------|--|--|
| Mo[v] | na m/ ee, na myśli mam / I have to switch to English. Ee if | |
| Mo[eng] | have to switch to English. | |
| Mo[nv] | | |
| Mo[c] | | |
| Ru[v] | | |

[180]

| | | | |
|----------------|--|----------------|--|
| | | 537 [24:26.2*] | 538 [24:26.2*]539 [24:26.3]540 [24:26.7] |
| Mo[v] | you are going now . . . to your home. | | For |
| Mo[eng] | | | For Christmas. |
| Mo[nv] | | | |
| Mo[c] | | | |
| Ru[v] | | | X |
| Ru[lat] | Aha | | Hm |
| Ru[eng] | Aha | | Hm |

[181]

| | 541 [24:27.6*] | 542 [24:28.5] | 543 [24:29.8] |
|---------|-----------------------------|--------------------|-----------------------|
| Mo[v] | Christmas. Boże Narodzenie. | | • Na |
| Mo[eng] | Christmas. | | • Fro |
| Mo[nv] | | | <i>Nods her head.</i> |
| Ru[v] | | , на Рождество? | |
| Ru[lat] | | Aa na Roždestvo? | |
| Ru[eng] | | Aa, for Christmas? | |

[182]

| | 544 [24:31.4] | 545 [25:11.0] | 546 [25:12.2] |
|---------|---------------|---------------------------|---------------|
| Mo[v] | Rogestvo. | Kiedy jedziesz do domu? W | |
| Mo[TL] | | when go-PRS-2SG to home | in visit |
| Mo[eng] | Christmas. | When are you going home? | To visit? |
| Mo[nv] | | | |
| [com] | | <i>40 secs left out.</i> | |

[183]

| | 547 [25:13.3] | 548 [25:14.4] | 549 [25:15.5] |
|---------|---------------|---------------------------------|---------------|
| Mo[v] | odwiedziny? | Jak skończysz | |
| Mo[TL] | | as finish-PRS-2SG second-ACC | |
| Mo[eng] | | After you finish second term? | |
| Ru[v] | | В конце января. Январь. | |
| Ru[lat] | | V konce janvarja. Janvar'. | |
| Ru[eng] | | At the end of January. January. | |

[184]

| | 550 [25:17.0] | 551 [25:18.5*] | 552 [25:18.6] | 553 [25:19.1] |
|---------|----------------|----------------|----------------|---------------------------|
| Mo[v] | drugi semestr? | | Drugi semestr. | |
| Mo[TL] | term-ACC | | | |
| Mo[eng] | | | Second term. | |
| Mo[nv] | | | | |
| Mo[c] | | | | |
| Ru[v] | | ((1.1s)) Что? | | Другий семестр? |
| Ru[lat] | | ((1.1s)) Čto? | | Drugij semestr? |
| Ru[eng] | | ((1.1s)) What? | | Second term? |
| Ru[nv] | | | | |
| Ru[c] | | | | <i>Repeats after her.</i> |

[185]

| | 554 [25:20.0] | 555 [25:21.5] | 556 [25:24.5] |
|---------|---------------|-------------------------------------|---------------------------|
| Mo[v] | ((1.2s)) Hm | | Na |
| Mo[TL] | | IJ | |
| Mo[eng] | ((1.2s)) Hm | | |
| Mo[c] | | | <i>Repeats after him.</i> |
| Ru[v] | | Нет, я еду домой на выходных. | |
| Ru[lat] | | Net ja edu domoj na vyhodnyx. | |
| Ru[eng] | | No, I am going home on the weekend. | |

[186]

| | 557 [25:25.7] | 558 [25:26.3] | |
|---------|---------------|-----------------------------------|----|
| Mo[v] | vyhodnyh. | Ee, co znaczy na vyhodnyh. | |
| Mo[eng] | | Ee, what does 'na vyhodnyh' mean? | |
| Mo[c] | | | |
| Ru[v] | | На выходных. | |
| Ru[lat] | | Na vyhodnyx. | Aa |
| Ru[eng] | | On the weekend. | |
| Ru[nv] | | | |

[187]

| | | |
|----------------|--|------------------------------|
| | 560 [25:29.3] | 561 [25:32.7*] |
| Ru[v] | выходных. Выходные - это когда экзамены. Экзамены. | |
| Ru[lat] | vyhodnyx. Vychodnye | eto kogda ekzameny Ekzameny. |
| Ru[eng] | weekend. Weekend is when exams. | Exams. |

[188]

| | | |
|----------------|--------------------------------------|----------------------------|
| | 562 [25:33.7] 563 [25:35.5*] | 564 [25:36.0]565 [25:36.2] |
| Mo[v] | • Aha Jak ((skończysz)) egzaminy? Mm | |
| Mo[eng] | • Aha After you pass your exams? | |
| Mo[nv] | | |
| Mo[c] | | |
| Ru[v] | Заканчиваются. | Экзамены |
| Ru[lat] | Zakančivajutsja. | Ekzameny |
| Ru[eng] | Are over. | Exams are over. |

[189]

| | | | |
|----------------|-----------------------------|---------------|----------------------------|
| | 566 [25:37.6]567 [25:37.6*] | 568 [25:39.4] | 569 [25:40.4]570 [25:41.4] |
| Mo[v] | • Aga, teraz. | W janvare. | |
| Mo[eng] | • Aha, now. | In January. | |
| Mo[nv] | | | |
| Mo[c] | | | |
| Ru[v] | заканчиваются. | И выходные. | Да. |
| Ru[lat] | zakančivajutsja. | I vyhodnyje. | Da. |
| Ru[eng] | | And weekend. | Yes. |
| [com] | | | 10 secs left |

[190]

| | 571 [25:51.8] | 572 [25:52.7] 573 [25:53.4] | 574 [25:54.2] | 575 [25:54.9] |
|----------------|------------------|-----------------------------|---------------|---------------|
| Mo[v] | Na jak dugo? | | Na jak dugo? | Hm |
| Mo[TL] | for how long-ADV | | | IJ |
| Mo[eng] | For how long? | | For how long? | Hm |
| Ru[v] | | Что? | На сколько? | |
| Ru[lat] | | Čto? | Na skol'ko? | ((2s)) |
| Ru[eng] | | What? | For how long? | ((2s)) |
| [com] | <i>out.</i> | | | |

[191]

| | | 577 [26:01.1] |
|----------------|--|-------------------|
| Mo[v] | ((2s)) Ну, недели / ну, до середины февраля. • • | |
| Ru[v] | | |
| Ru[lat] | Nu nedeli / nu do serediny fevralja. | • • Posmotrim |
| Ru[eng] | Well, till the middle of February. | • • It depends on |
| Ru[nv] | | |
| Ru[c] | | |

[192]

| | 578 [26:03.3*] | 579 [26:03.4] |
|----------------|-------------------------------------|---------------|
| Mo[v] | Jedna niedziela? Dwie niedziele? | |
| Mo[TL] | | |
| Mo[eng] | For a one week? | Two weeks? |
| Mo[nv] | | |
| Mo[c] | | |
| Ru[v] | Посмотрим, как здесь учеба будет... | |
| Ru[lat] | kak zdes' učeba budet... | |
| Ru[eng] | the studies here. | |
| Ru[nv] | | |
| Ru[c] | | |

[193]

580 [26:04.5] 581 [26:06.0] 582 [26:08.4] 583 [26:10.0]

| | | | |
|---------|---------------------------|-----------------|-------------|
| Mo[v] | Na trzy niedziele? | | |
| Mo[eng] | For three weeks? | | |
| Mo[nv] | <i>Laughs.</i> | | |
| Ru[v] | На ••• недели три. | Да, где-то | |
| Ru[lat] | Na nedeli tri. | Da | gde-to tak. |
| Ru[eng] | For ••• like three weeks. | Yes, like that. | |

[194]

584 [26:10.8] 585 [26:10.7] 586 [26:11.9] 587 [26:12.4] 588 [26:13.0] 589 [26:14.6]

| | | | |
|---------|-------------------------|-------------------|---|
| Mo[v] | A to długo, nie? | Długo. ••• Długo. | |
| Mo[TL] | and that long-ADV not | | |
| Mo[eng] | That is long, isn't it? | Long. | ••• Long. |
| Ru[v] | так. | Хм? | Двуго. |
| Ru[lat] | | Hm? | Dvugo. |
| Ru[eng] | | Hm? | |
| Ru[c] | | | <i>Listens carefully. Repeats after</i> |
| [com] | <i>2 secs left out.</i> | | |

[195]

590 [26:15.5] 591 [26:16.6] 592 [26:17.6] 593 [26:18.6] 594 [26:19.6] 595 [26:19.7*]

| | | | | |
|---------|----------------------------------|---------------------------|------------------------------|------------|
| Mo[v] | Mm | A lot. | Mnoga. | |
| Mo[TL] | lj | | | |
| Mo[eng] | Mm | | | |
| Mo[nv] | <i>Laughs.</i> | | | |
| Mo[c] | <i>Repeats after him.</i> | | | |
| Ru[v] | Двуго. | , много? Ну ••• смотря от | | |
| Ru[lat] | Dvugo. | Aa mnogo? | Nu | smotrja ot |
| Ru[eng] | | Aa, much? | Well, it depends on studies. | |
| Ru[nv] | <i>Laughs.</i> | | | |
| Ru[c] | <i>her. Whispers and laughs.</i> | | | |

[196]

596 [26:21.4*] 597 [26:22.2] 598 [26:25.0]

| | |
|---------|---|
| Mo[v] | No i potem jak już skończysz tutaj szkołę... |
| Mo[TL] | well and then as already finish-FUT-2SG here school-ACC |
| Mo[eng] | Well, and after you finish your studies here... |
| Ru[v] | учебы. |
| Ru[lat] | učěby. |
| Ru[eng] | |
| Ru[nv] | |
| Ru[c] | |
| [com] | 5 secs left out. |

[197]

599 [26:28.0] 600 [26:28.9] 601 [26:30.0] 602 [26:31.0]

| | | |
|---------|---------------------------------------|---------------------------------------|
| Mo[v] | Drugi semester. Jak skończysz. | • |
| Mo[TL] | second-ACC term-ACC as finish-FUT-2SG | |
| Mo[eng] | Second term. After you finish. | |
| Ru[v] | • Что? | Другий сем... Як скончишь? |
| Ru[lat] | • Čto? | Drugyj sem... Jak skončiš? |
| Ru[eng] | What? | |
| Ru[c] | | Repeats after her. Repeats after her. |

[198]

.. 604 [26:33.1] 605 [26:34.0] 606 [26:35.8] 607 [26:36.8]

| | | |
|---------|---------|--|
| Mo[v] | Finish. | Ее... I co wtedy? ((1.2s)) I co wtedy? |
| Mo[TL] | | |
| Mo[eng] | | Ее... And what then? ((1.2s)) And what then? |
| Ru[v] | Finish? | , я понял. • , |
| Ru[lat] | | Aha ja ponjal. • Aa |
| Ru[eng] | | Aha, I understood. • Aa, |

[199]

| | 609 [26:41.0]610 [26:41.4] | 611 [26:42.6] | 612 [27:08.3] |
|----------------|----------------------------|-------------------|----------------------------------|
| Mo[v] | | Hm | A to juž ostatni rok |
| Mo[TL] | | IJ | and that already final year COP- |
| Mo[eng] | | Hm | This is the last year of your |
| Ru[v] | что тогда? | Еду домой. | |
| Ru[lat] | čto togda? | Edu domoj. | |
| Ru[eng] | what then? | I will go home. | |
| Ru[nv] | | <i>Laughs.</i> | |
| [com] | | | <i>30 secs left out.</i> |

[200]

| | 613 [27:10.7]614 [27:11.4] | 615 [27:12.6]616 [27:12.9] |
|----------------|---------------------------------------|----------------------------|
| Mo[v] | jest jak jesteś w szkole, tak? | Ostatni rok? |
| Mo[TL] | PRS as be-PRS-1SG in school-LOC yes | |
| Mo[eng] | education, right? | Last year? Of |
| Ru[v] | | ХМ? Х |
| Ru[lat] | | Hm? Hm |
| Ru[eng] | | Hm? Hm |
| Ru[nv] | | |

[201]

| | 617 [27:13.4] | 618 [27:14.0] | 619 [28:01.1]620 [28:01.5*]621 [28:01.6*] |
|----------------|---------------|-----------------------|---|
| Mo[v] | | Uniwersytetu. | |
| Mo[eng] | | university. | |
| Mo[nv] | | | <i>Laughs.</i> |
| Ru[v] | | Да, да. | А такие специальности, |
| Ru[lat] | | Da, da. | A takije specyjal'nosti kak |
| Ru[eng] | | Yes, yes. | Are there such departments as International |
| Ru[nv] | | <i>Nods his head.</i> | |
| Ru[c] | | | |
| [com] | | | <i>45 secs left out.</i> |

[202]

| | |
|---------|---|
| Mo[v] | |
| Mo[nv] | |
| Ru[v] | как там, международные отношения, политология, |
| Ru[lat] | tam meždunarodnyje otnošenija politologija est' u vas? |
| Ru[eng] | Relations, Politology at your university? |
| Ru[nv] | |
| Ru[c] | |

[203]

| | | | | | | | |
|---------|----------------|---------------|---------------|------------------------|---------------|---------------|---------------|
| | 622 [28:01.7*] | 623 [28:05.7] | 624 [28:06.3] | 625 [28:07.3] | 626 [28:08.0] | 627 [28:08.5] | 628 [28:09.0] |
| Mo[v] | | Hm | | Jest. | | Hm | Ale ee |
| Mo[TL] | | | | | | | but IJ |
| Mo[eng] | | Hm | | Yes, there are. | | Hm | But ee |
| Mo[nv] | | | | | | | |
| Ru[v] | | есть у вас? | | В Манчестерском? Есть? | | | |
| Ru[lat] | | | | V Mančesterskom? | | Est'? | |
| Ru[eng] | | | | In Manchester one? | | Are there? | |
| Ru[nv] | | | | | | | |
| Ru[c] | | | | | | | |

[204]

| | | | | |
|---------|---------------|----------------------------------|---------------|----------------|
| | 629 [28:11.9] | 630 [28:12.8] | 631 [28:14.3] | 632 [28:15.2*] |
| Mo[v] | | drogi. | | Drogi. |
| Mo[TL] | | expensive | | |
| Mo[eng] | | expensive. | | Expensive. |
| Mo[nv] | | | | |
| Mo[c] | | | | |
| Ru[v] | | • • Дроги. Другие университеты? | | , |
| Ru[lat] | | • • Drogi. Drugije universitety? | | Aa |
| Ru[eng] | | Other universities? | | Aa, |
| Ru[nv] | | | | |
| Ru[c] | | <i>Repeats after her.</i> | | |

[205]

| | 633 [28:15.3] | 634 [28:15.9] | 635 [28:16.6] | 636 [28:28.9] | 637 [28:31.0] |
|---------|---------------|---------------------|--------------------------|---------------------|---------------------------|
| Mo[v] | | Drogi. | | Rząd angielski. | |
| Mo[eng] | | Expensive. | | English government. | |
| Mo[c] | | <i>Affirmative.</i> | | | |
| Ru[v] | дорогие? | | | | Ангельский? |
| Ru[lat] | dorogije? | | | | Angel'skij? |
| Ru[eng] | expensive? | | | | |
| Ru[nv] | | | | | |
| Ru[c] | | | | | <i>Repeats after her.</i> |
| [com] | | | <i>15 secs left out.</i> | | |

[206]

| | .. | 639 [28:32.9] | 640 [28:33.5] | 641 [28:37.9] |
|---------|----|---------------------------|------------------------------|---------------------------|
| Mo[v] | | Rząd? | ((3s)) U władzy kto jest? | |
| Mo[eng] | | Government? | ((3s)) Who is the authority? | |
| Ru[v] | | ЖОНТ? | | ((1.8s)) У |
| Ru[lat] | | Žont? | | ((1.8s)) U vadzi? |
| Ru[c] | | <i>Repeats after her.</i> | | <i>Repeats after her.</i> |

[207]

| | .. | 642 [28:40.4] | 643 [28:42.8] | 644 [28:43.5] | 645 [28:44.9] |
|---------|--------|-------------------------------|---------------|------------------------|---------------|
| Mo[v] | | • • Rząd, queen. Królowa? | | | Królowa, |
| Mo[eng] | | • • Government, queen. Queen? | | | Queen, |
| Ru[v] | вадзи? | | | | , королева. |
| Ru[lat] | | | | Aa koroleva. | |
| Ru[eng] | | | | Aa, queen. | |
| Ru[c] | | | | <i>Does not react.</i> | |

[208]

| | | | | |
|---------|---------------------------|-----------------------------|-------------------|------------------------------|
| | 646 [28:46.2] | 647 [28:47.0] | 648 [28:48.0] | 649 [28:49.1] 650 [28:50.0*] |
| Mo[v] | rząd? | • Premier. | | Ty wiesz co to |
| Mo[eng] | government. | | | Do you understand what |
| Mo[nv] | | | | |
| Mo[c] | | | | |
| Ru[v] | Жонт? | • Премьер. Премьер-министр. | | |
| Ru[lat] | Žont? | • Prem'jer. | Prem'jer-ministr. | |
| Ru[eng] | | • Premier. | Prime-minister. | |
| Ru[nv] | | <i>Laughs.</i> | | |
| Ru[c] | <i>Repeats after her.</i> | | | |

[209]

| | | |
|---------|---|-----------------------------|
| | 651 [28:50.5] 652 [28:51.2] 653 [28:51.8] | 654 [28:55.1] 655 [28:55.6] |
| Mo[v] | takie? Mhm. Ee, they / ee oni płacą... | Za uniwersytet. |
| Mo[eng] | it means? Mhm. Ee, they pay. | For university. |
| Mo[nv] | | |
| Mo[c] | | |
| Ru[v] | | X |
| Ru[lat] | Aga | Hm |
| Ru[eng] | Aga | Hm |
| Ru[nv] | | <i>Nods his head.</i> |
| Ru[c] | | |

[210]

| | | | |
|---------|-----------------------------|--|---------------|
| | 656 [28:58.1] 657 [28:58.6] | 658 [29:12.7] | 659 [29:14.3] |
| Mo[v] | | | Much |
| Mo[eng] | | | |
| Ru[v] | X | Много получает человек стипендии? | |
| Ru[lat] | Hm | Mnogo polučaet čelovek stipendii? | |
| Ru[eng] | Hm | Are there amny people who get scholarship? | |
| [com] | <i>15 secs left out.</i> | | |

[211]

| | 660 [29:15.7] | 661 [29:17.0]662 [29:17.7] | 663 [29:18.3]664 [29:19.0] |
|---------|----------------------------|----------------------------|----------------------------|
| Mo[v] | Mnogo pieniędzy. Ee, dużo. | | No. |
| Mo[eng] | money. | Ee, very much. | Yeah. |
| Mo[inv] | | <i>Laughs.</i> | |
| Mo[c] | | | <i>Nods her head.</i> |
| Ru[v] | | Много? | По чуть- |
| Ru[lat] | | Mnogo? | Po čut'-čut' |
| Ru[TL] | | | on a-little |
| Ru[eng] | | Much? | A little of the |

[212]

| | 665 [29:20.5]666 [29:20.9] | |
|---------|----------------------------|--------------------------------------|
| Mo[v] | | No. |
| Mo[eng] | | Yeah. |
| Mo[c] | | <i>Uncertain.</i> |
| Ru[v] | чуть стипендии, да у... | Много человек, по чуть- |
| Ru[lat] | stipendii da u... | Mnogo čelovek po čut'-čut' |
| Ru[TL] | scholarship-GEN yes at | many people on a-little |
| Ru[eng] | scholarship, right... | Many people with little scholarship? |

[213]

| | 667 [29:22.9] | 668 [29:25.2] |
|---------|--------------------------|-----------------------------|
| Mo[v] | | ••• nie wiem. |
| Mo[eng] | | ••• Aa I do not understand. |
| Mo[c] | | |
| Ru[v] | чуть стипендии каждый. | ((1s)) Много / |
| Ru[lat] | stipendii každyj. | ((1s)) Mnogo / |
| Ru[TL] | scholarship-GEN everyone | |
| Ru[eng] | | ((1s)) Much / well... |

[214]

| | | | |
|----------------|-------------------------|------------------------------|-----------------------|
| | 669 [29:27.5] | 670 [29:29.3] 671 [29:29.7*] | 672 [29:30.9] |
| Mo[v] | Mnoga - dužo? | | Mnogo ludzi i |
| Mo[eng] | Does 'mnoga' mean much? | | Many people with much |
| Ru[v] | Ну... | Да. Много людей... | |
| Ru[lat] | nu... | Da Mnogo ljudej... | |
| Ru[eng] | | Yes. Many people. | |

[215]

| | | |
|----------------|------------------------------|--------------------------|
| | 673 [29:33.1] | 674 [29:34.6*] |
| Mo[v] | dužo pieniędzy. | |
| Mo[eng] | money. | |
| Ru[v] | Получают стипендию. Получают | |
| Ru[lat] | Polučajut stipendiju | Polučajut stipendiju? |
| Ru[eng] | They get scholarship. | Do they get scholarship? |

[216]

| | | | |
|----------------|---------------------|-----------------------------------|---------------|
| | 675 [29:35.9] | 676 [29:37.7] | 677 [29:47.8] |
| Mo[v] | Так ••• chyba. | | |
| Mo[eng] | Yes ••• apparently. | | |
| Ru[v] | СТИПЕНДИЮ? | Все стипендии от | |
| Ru[lat] | | Vse stipendii | ot |
| Ru[TL] | | all scholarship-PL | from |
| Ru[eng] | | All the scholarships are from the | |
| [com] | | <i>10 secs left out.</i> | |

[217]

| | | 678 [29:49.7] | 679 [29:51.0] | 680 [29:52.3] |
|---------|----------------|----------------------------------|----------------------|---------------|
| Mo[v] | | Hm? | | |
| Mo[eng] | | Hm? | | |
| Mo[c] | | <i>Listens to him carefully.</i> | | |
| Ru[v] | правительства? | От королевы? Королева • | | |
| Ru[lat] | pravitel'stva? | Ot korolevy? | Koroleva | stipendija? |
| Ru[TL] | government | from queen | queen | scholarship |
| Ru[eng] | government? | From the queen? | Queen • scholarship? | |

[218]

| | | 681 [29:54.0] | 682 [29:55.7*] | 683 [29:55.7*] | 684 [29:55.8] | 685 [29:58.1] | 686 [29:58.7] | 687 [29:59.2] |
|---------|------------|-----------------------|----------------|----------------|----------------|---------------|---------------|---------------|
| Mo[v] | | Królowa stypendium... | | | | | | |
| Mo[eng] | | Queen scholarship... | | | | | Loan! | |
| Mo[nv] | | <i>Laughs.</i> | | | <i>Laughs.</i> | | | |
| Mo[c] | | | | | | | | |
| Ru[v] | стипендия? | Все. | | Что... | | | | |
| Ru[lat] | | Vse. | | Čto... | | | | |
| Ru[TL] | | | | | | | | |
| Ru[eng] | | All of them. | | That... | | | | |
| Ru[nv] | | <i>Laughs.</i> | | | <i>Laughs.</i> | | | |

[219]

| | | 688 [30:00.0] | 689 [30:00.8] | 690 [30:02.4] |
|---------|-----------|------------------------------------|---------------|---------------|
| Mo[v] | Pożyczka! | Wiesz co to znaczy pożyczka? | | |
| Mo[eng] | | Do you know what 'pożyczka' means? | | |
| Ru[v] | Пожичка? | | | |
| Ru[lat] | Pożyczka. | Pravitel' | | |
| Ru[eng] | | Probably, | | |
| Ru[c] | | <i>Repeats after her.</i> | | |

[220]

| | | 691 [30:03.8] | 692 [30:05.6] |
|---------|-------------------------------------|--------------------|--------------------|
| Mo[v] | | ((1.3s)) Može. | |
| Mo[eng] | | ((1.3s)) Probably. | |
| Mo[nv] | | | <i>Laughs.</i> |
| Ru[v] | Правительство, наверное. | | Все стипендии |
| Ru[lat] | stvo navernoē. | | Vse stipendii / |
| Ru[eng] | government. | | Who gives all the |

[221]

| | | 693 [30:10.0] | |
|---------|--|---------------|--|
| Mo[v] | | Kto | |
| Mo[eng] | | Who gives | |
| Mo[nv] | | | |
| Ru[v] | / кто дает стипендии / все стипендии в Англии? | | |
| Ru[lat] | kto daēt stipendii / vse stipendii v Anglii? | | |
| Ru[eng] | scholarships in England? | | |

[222]

| | | 694 [30:11.1] 695 [30:11.3*] | 696 [30:12.3] |
|---------|-----------------|------------------------------|--------------------|
| Mo[v] | daje pieniądze? | | Minister, premier. |
| Mo[eng] | money? | | Prime-minister. |
| Ru[v] | | Да. Кто дает деньги? | |
| Ru[lat] | | Da Kto daēt den'gi? | |
| Ru[eng] | | Yes. Who gives money? | |

[223]

| | | | | | |
|----------------|-----------------------|----------------|----------------|---------------|---------------|
| | 697 [30:13.2] | 698 [30:13.9*] | 699 [30:14.9] | 700 [30:15.3] | 701 [30:16.2] |
| Mo[v] | | | Hm | | • • Mm nie |
| Mo[eng] | | | Hm | | • • Mm no. |
| Ru[v] | Министр. И только он? | | Кто-то другой? | | |
| Ru[lat] | Ministr | I tol'ko on? | Kto-to | drugoj? | |
| Ru[eng] | Minister. | Only he? | Somebody else? | | |

[224]

| | | | | | |
|----------------|--------------------|--|-----------------------|---------------|--------------------------|
| | 702 [30:17.8] | 703 [30:18.6] | 704 [30:19.5] | 705 [30:20.3] | |
| Mo[v] | ma. | Uh-hu. | | | |
| Mo[eng] | | No. | | | |
| Mo[nv] | | <i>Shakes her head. Shakes her head.</i> | | | |
| Ru[v] | Сам университет? | | Нет, не дает? | | |
| Ru[lat] | Sam | universitet? | Net | ne daët? | |
| Ru[eng] | University itself? | | No, it does not give? | | |
| [com] | | | | | <i>10 secs left out.</i> |

[225]

| | | | |
|----------------|----------------------------|--------------------------|--|
| | 706 [30:28.0] | 707 [30:30.2] | 708 [30:30.6] |
| Mo[v] | Możesz uczyć się w Anglii. | | Ale musisz tam mieszkać |
| Mo[TL] | can-PRS-2SG | study-INF REF in England | but must-PRS-2SG there reside-INF over |
| Mo[eng] | You can study in England. | | But you have to reside there more than three |
| Ru[v] | X | | |
| Ru[lat] | Hm | | |
| Ru[eng] | Hm | | |

[226]

| | 709 [30:33.7] | 710 [30:34.9] | 711 [30:35.6] | 712 [30:36.4] |
|----------------|------------------|-------------------------|---------------|---------------------------|
| Mo[v] | przez trzy lata. | Trzy lata. | • • | |
| Mo[TL] | three year-PL | | | |
| Mo[eng] | years. | Three years. | • • Do you | |
| Ru[v] | | • Что делать? | Тшилата? | |
| Ru[lat] | | • Ćto delat'? | Tšylata. | |
| Ru[eng] | | • What do I have to do? | | |
| Ru[c] | | | | <i>Repeats after her.</i> |

[227]

| | 713 [30:38.3] | 714 [30:41.3] | 715 [30:42.2] |
|----------------|---|-------------------------|-------------------------|
| Mo[v] | Wiesz co to znaczy lata? • • Lata - ee years. | | |
| Mo[eng] | know what 'lata' means? | • • 'Lata' means years. | |
| Ru[v] | | | • Years? |
| Ru[nv] | | | <i>Shakes his head.</i> |

[228]

| | 716 [30:43.2] | 717 [30:44.3] | 718 [30:46.7] | 719 [30:47.6] |
|----------------|---------------|----------------------------------|---------------|---------------|
| Mo[v] | Three years. | • Musisz mieszkać w Anglii. | ...i | |
| Mo[TL] | | | and then | |
| Mo[eng] | | • You have to reside in England. | ... and | |
| Ru[v] | | • • Aa | X | |
| Ru[lat] | | • • | Hm | |
| Ru[eng] | | • • | Hm | |

[229]

| | 720 [30:51.4] |
|----------------|--|
| Mo[v] | wtedy masz pożyczkę. • Minister, premier daje pożyczkę. |
| Mo[TL] | have-PRS-2SG loan-ACC • minister prime give-PRS-3SG loan-ACC |
| Mo[eng] | then you have a loan. • Prime-minister gives a loan. |

[230]

| | 721 [30:54.0] | 722 [30:55.7] | 723 [30:57.4] | 724 [30:58.1] |
|---------|------------------------|----------------|------------------------|-------------------------|
| Mo[v] | | Na prawdę. | | Troszkę |
| Mo[eng] | | Really. | | He gives a little loan. |
| Mo[nv] | | <i>Laughs.</i> | <i>Laughs.</i> | |
| Ru[v] | Даёт пожить немного? | | Трошке? | |
| Ru[lat] | Daët požyt' nemnogo? | | Troške? | |
| Ru[eng] | He lets live a little? | | A little? | |
| Ru[nv] | <i>Laughs.</i> | <i>Laughs.</i> | <i>Laughs.</i> | |
| Ru[c] | | | <i>Says in Polish.</i> | |

[231]

| | .. | 725 [30:59.5] | 726 [31:10.4] |
|---------|----|--------------------------|--|
| Mo[v] | | daje, pożyczkę. | Jak mieszkasz w Anglii trzy lata. |
| Mo[TL] | | | if reside-PRS-2SG in England three year-PL |
| Mo[eng] | | | If you reside in England for three years. |
| [com] | | <i>10 secs left out.</i> | |

[232]

| | 727 [31:12.3] | 728 [31:13.4] | 729 [31:17.7] |
|---------|---------------------------|--|---------------|
| Mo[v] | | To minister, premier dają ci pieniądze. | |
| Mo[TL] | | then minister prime give-PRS-3SG you-DAT money | |
| Mo[eng] | | Then prime-minister gives you money. | |
| Ru[v] | Тшилата? | | Что |
| Ru[lat] | Tšylata? | | Čto takoje |
| Ru[eng] | | | What does ' |
| Ru[c] | <i>Repeats after her.</i> | | |

[233]

| | 730 [31:19.7] | 731 [31:20.9] | 732 [31:22.7] |
|---------|---------------------------|---------------------------|---------------|
| Mo[v] | Dlaczego? | | |
| Mo[eng] | Why? | | |
| Mo[c] | <i>Does not</i> | | |
| Ru[v] | такое тшилата? | Что такое тшилата?... | |
| Ru[lat] | tšylata? | Čto takoje tšylata? | ... Tšylata. |
| Ru[eng] | tšylata' mean? | What does 'tšylata' mean? | |
| Ru[c] | <i>Repeats after her.</i> | | |

[234]

| | 733 [31:24.4] | 734 [31:25.0*] | 735 [31:25.8] | 736 [31:26.4] |
|---------|---------------------------------|----------------|------------------------|---------------|
| Mo[v] | Trzy lata. Co to znaczy? | | Ee three years. | |
| Mo[eng] | Three years. What does it mean? | | | |
| Mo[c] | <i>respond.</i> | | | |
| Ru[v] | Тшилата. | | Цо то? | |
| Ru[lat] | | | Co to? | |
| Ru[eng] | | | What is that? | |
| Ru[c] | | | <i>Says in Polish.</i> | |

[235]

| | 737 [31:27.7] | 738 [31:28.6] | 739 [31:31.2*] |
|---------|---------------------------------|---------------|-----------------------|
| Mo[v] | Three years you have to reside. | | |
| Mo[eng] | | | |
| Mo[nv] | | | |
| Mo[c] | | | |
| Ru[v] | Three years. | | , все, понял, понял. |
| Ru[lat] | | | Aa vsë ponjal ponjal. |
| Ru[eng] | | | Aa, ok, I understood. |

[236]

| | | | | | | | |
|---------|-------------------------------|---------------|---------------|------------------|---------------|---------------|----------------|
| | 740 [31:31.2] | 741 [31:32.6] | 742 [31:33.9] | 743 [31:35.2*] | 744 [31:35.3] | 745 [31:35.5] | 746 [31:37.2*] |
| Mo[v] | • Goda? Mm goda it's a... | | | Tri roka? Oh! | | | |
| Mo[eng] | | | | Three years? Oh! | | | |
| Mo[nv] | | | | <i>Smiles.</i> | | | |
| Mo[c] | <i>Repeats after him.</i> | | | | | | |
| Ru[v] | Три года. | | | Три рока. | | | |
| Ru[lat] | Tri goda. | | | Tri roka. | | | |
| Ru[eng] | Three years. | | | Three years. | | | |
| Ru[nv] | | | | <i>Laughs.</i> | | | |
| Ru[c] | <i>Says 'roka' in Polish.</i> | | | | | | |

[237]

| | | | | | | | |
|---------|---|---------------|----------------|----------------|----------------|----------------|-------------------------|
| | 747 [31:37.7] | 748 [31:39.2] | 749 [31:40.2*] | 750 [31:40.2*] | 751 [31:40.3*] | 752 [31:40.3*] | 753 [31:40.4*] |
| Mo[v] | Po polskiemu / po polsku/ po polsku ee to jest ee | | | | | | |
| Mo[TL] | on | Polish | on | Polish | on | Polish | IJ that COP IJ one year |
| Mo[eng] | In Polish it is one year •• three years. | | | | | | |
| Mo[nv] | <i>Laughs.</i> | | | | | | |
| Mo[c] | | | | | | | |
| Ru[v] | Первый? Второй? | | | X | | | |
| Ru[lat] | Pervyj | | Vtoroj? | | Hm | | |
| Ru[eng] | First? | | Second? | | Hm | | |
| Ru[nv] | <i>Laughs.</i> | | | | | | |
| Ru[c] | | | | | | | |
| Al[v] | | | | | | | |

[238]

| | 754 [31:47.5*]755 [31:47.5] | 756 [31:49.4] | 757 [31:50.1] |
|---------|------------------------------|------------------------|---------------|
| Mo[v] | jeden rok • • trzy lata. | | Jeden |
| Mo[TL] | three year-PL | | |
| Mo[eng] | | | One year... |
| Mo[nv] | | | |
| Mo[c] | | | |
| Ru[v] | ((1.3s)) Тшилата? Jeden rok? | | |
| Ru[lat] | ((1.3s)) Tšylata? | Jeden rok? | |
| Ru[eng] | | One year? | |
| Ru[nv] | | | |
| Ru[c] | <i>Repeats after her.</i> | <i>Says in Polish.</i> | |
| Al[v] | | | |

[239]

| | 758 [31:50.9] | 759 [31:51.3] | 760 [31:51.5]761 [31:52.5]762 [31:53.2] |
|---------|------------------------|-------------------------|---|
| Mo[v] | rok... | You can... | Możesz powiedzieć |
| Mo[TL] | | | may-PRS-2SG say-INF one |
| Mo[eng] | | | You can say one year. |
| Mo[nv] | | <i>Tsokaet. Laughs.</i> | |
| Ru[v] | Jeden? | | |
| Ru[lat] | Jeden? | | |
| Ru[eng] | One? | | |
| Ru[nv] | | <i>Laughs.</i> | |
| Ru[c] | <i>Says in Polish.</i> | | |

[240]

| | 763 [31:55.9]764 [31:56.7] | 765 [31:59.1]766 [31:59.8] | 767 [32:00.8] |
|---------|----------------------------|-----------------------------|---------------------------|
| Mo[v] | jeden rok. | • • Ale trzy lata. Lata. | |
| Mo[TL] | year | • • but three year-PL | |
| Mo[eng] | | • • But three years. Years. | |
| Ru[v] | X | | • Лата? • • Короче, |
| Ru[lat] | Hm | | • Lata? • • Koroče ty |
| Ru[TL] | | | • • in-short you |
| Ru[eng] | Hm | | • • In short, you can |
| Ru[c] | | | <i>Repeats after her.</i> |

[241]

| | | | |
|---------|---|--|--|
| Ru[v] | ТЫ МОЖЕШЬ / ОДИН ГОД, КОРОЧЕ, УЧИШЬСЯ ЗА ИХ СЧЕТ, А | | |
| Ru[lat] | možeš / odin god koroče učišsja za ix sčēt a potom | | |
| Ru[TL] | can-PRS-2SG one year in-short study-PRS-2SG for they-PSS expence and then two for | | |
| Ru[eng] | study one year at their expence, and then three years at your expence. | | |

[242]

| | 768 [32:06.4] | 769 [32:07.6] | 770 [32:08.8] |
|---------|---------------|----------------------------|----------------------------|
| Mo[v] | | Nie rozumiem. | |
| Mo[eng] | | I do not understand. | |
| Mo[nv] | | <i>Laughs.</i> | <i>Laughs.</i> |
| Ru[v] | | ПОТОМ ДВА ЗА СВОЙ. • • Да? | Ну, надо |
| Ru[lat] | dva za svoj. | • • Da? | Nu nado robotat' |
| Ru[TL] | you-PSS | | |
| Ru[eng] | | • • Right? | Well, one must have a job. |

[243]

| | | | |
|---------|---------------------------------------|-------------------|----------------------|
| | 771 [32:10.6*] | 772 [32:11.4] | 773 [32:13.3] |
| Mo[nv] | <i>Shakes her head and shoulders.</i> | | |
| Ru[v] | работать, да? Работаете? | | Когда вы |
| Ru[lat] | da | Rabotaete? | Kogda vy učites' |
| Ru[TL] | | work-PRS-2PL | when you-PL study- |
| Ru[eng] | | Do students work? | Do the students work |

[244]

| | | | | |
|---------|-----------------------------|-------------------------|-------------------|----------------|
| | | 774 [32:15.3] | 775 [32:16.3] | 776 [32:17.2*] |
| Mo[v] | | • Uh-hu. | | Czy... |
| Mo[eng] | | No. | | Or... |
| Mo[nv] | | <i>Shakes her head.</i> | | |
| Ru[v] | учитесь, студенты работают? | | Не работают? | |
| Ru[lat] | studenty | rabotajut? | Ne | rabotajut? |
| Ru[TL] | PRS-2PL student-PL | work-PRS-3PL | | |
| Ru[eng] | while studying? | | They do not work? | |
| Ru[nv] | | | | |
| Ru[c] | | | | |

[245]

| | | | | | |
|---------|---|---------------|----------------|---------------|---------------|
| | 777 [32:17.3] | 778 [32:18.3] | 779 [32:20.4*] | 780 [32:20.5] | 781 [32:20.8] |
| Mo[v] | Mm | | Rodzice. | | |
| Mo[eng] | Mm | | Parents. | | |
| Mo[nv] | | | | | |
| Mo[c] | | | | | |
| Ru[v] | А как же они живут без стипендии? | | | | |
| Ru[lat] | A kak že oni žyvut bez stipendii? | | | | |
| Ru[eng] | How then they live without scholarship? | | | | |
| Ru[nv] | | | | | |
| Ru[c] | | | | | |
| [com] | <i>3 secs left out.</i> | | | | |

[246]

| | 782 [32:23.8] | 783 [32:25.3] | 784 [32:25.9] |
|---------|---------------------------------------|---------------|--------------------|
| Mo[v] | A ja nie mam rodziców w Anglii. | | Ja mam ((2.2s)) ja |
| Mo[eng] | And I do not have parents in England. | | I have savigs. |
| Mo[nv] | <i>Laughs.</i> | | <i>Laughs.</i> |

[247]

| | 785 [32:30.2] | 786 [32:32.3] | |
|---------|-------------------|---------------|---------------------------|
| Mo[v] | mam oszczędności. | | ••• Emm ((1s)) |
| Mo[eng] | | | |
| Ru[v] | | | ((1.4s)) Ощадности? |
| Ru[lat] | | | ((1.4s)) Oščadnosti? |
| Ru[c] | | | <i>Repeats after her.</i> |

[248]

| | 787 [32:36.2] | 788 [32:37.3] | 789 [33:31.4] |
|---------|------------------------|--|---------------|
| Mo[v] | saved. | | |
| Ru[v] | •• Хм | Какой у вас там / куда вы все | |
| Ru[lat] | •• Hm | Kakoj u vas tam / kuda vy vse xotite | |
| Ru[TL] | | which at you-PL there where you-PL all want-PRS-2PL enter- | |
| Ru[eng] | •• Hm | Which one is the / where do you all want to enter? | |
| [com] | <i>1 min left out.</i> | | |

[249]

| | 790 [33:33.8] | 791 [33:36.2] |
|---------|-------------------------|--------------------------|
| Mo[v] | Hm ((1s)) co to takie? | |
| Mo[eng] | Hm ((1s)) what is that? | |
| Ru[v] | ХОТИТЕ ПОСТУПИТЬ? | Куда вы все |
| Ru[lat] | postupit'? | Kuda vy vse xotite |
| Ru[TL] | INF | where you-PL all want- |
| Ru[eng] | | Where do you all want to |

[250]

| .. | | 792 [33:37.8*] | 793 [33:38.8] |
|----------------|-------------------|--|--------------------|
| Mo[v] | | | ((1.7s)) Nie |
| Mo[eng] | | | ((1.7s)) I do not |
| Ru[v] | | хотите поступить? В какой университет? | |
| Ru[lat] | postupit' | V | kakoj universitet? |
| Ru[TL] | PRS-2PL enter-INF | in which | university |
| Ru[eng] | enter? | To which | university? |

[251]

| .. | | 794 [33:41.4] |
|----------------|-------------------------------------|--|
| Mo[v] | | rozumiem. |
| Mo[eng] | | understand. |
| Ru[v] | | Все хотят поступить в какой университет? |
| Ru[lat] | Vse | xotjat postupit' v kakoj universitet? |
| Ru[TL] | everybody-PL want-PRS-3PL enter-INF | in which university |
| Ru[eng] | Which university | verybody wants to enter? |

[252]

| 795 [33:44.4] | |
|----------------|--|
| Mo[nv] | <i>Smiles.</i> |
| Mo[c] | <i>Confused.</i> |
| Ru[v] | Ну, как в России: все хотят в один университет, там, в |
| Ru[lat] | Nu kak v Rossii vse xotjat v odin universitet tam v dva. |
| Ru[TL] | well like in Russia everybody-PL want-PRS-3PL in one university let's-say in two |
| Ru[eng] | Well, like in Russia: everybody wants to one or, let us say, two. |

[253]

| | |
|---------|--|
| | 796 [33:47.7] |
| Mo[nv] | <i>Smiles.</i> |
| Mo[c] | |
| Ru[v] | два. А в Англии • • там сейчас / что же в Англии там • |
| Ru[lat] | A v Anglii tam seĵčas / ĉto že v Anglii tam |
| Ru[TL] | and in England there now what in England there IJ England |
| Ru[eng] | And what about England: Oxford or Garward or what else is there? |

[254]

| | |
|---------|---|
| Mo[nv] | |
| Ru[v] | • • ээ Англия, Англия • • Оксфорд или Гарвард, что у |
| Ru[lat] | ee Anglija Anglija Oksford ili Garvard ĉto u vas? |
| Ru[TL] | England Oxford or Garward what at you |
| Ru[eng] | |

[255]

| | | |
|---------|--|------------------------------|
| | 797 [33:58.7] | 798 [34:00.9] 799 [34:01.2*] |
| Mo[v] | Jakie uniwersytety są w Anglii? | |
| Mo[eng] | Which universities are there in England? | |
| Mo[nv] | | |
| Ru[v] | вас? | Да. Да, да, да. |
| Ru[lat] | | Da Da da da Samyj / |
| Ru[TL] | | yes yes yes yes most |
| Ru[eng] | | Yes. Yes, yes, yes. The |

[256]

| | |
|---------|---|
| | 801 [34:04.2] |
| Mo[c] | <i>Confused.</i> |
| Ru[v] | Самый / ну, куда все хотят поступить. Там, |
| Ru[lat] | nu kuda vse xotjat postupit'. Tam Londonskaja |
| Ru[TL] | well where everybody-PL want-PRS-3PL enter-INF let's-say London-ADJ |
| Ru[eng] | most / well, the one everybody wants to enter. For instance, London School of |

[257]

| | | | |
|----------------|--|---------------|-----------------------|
| | 802 [34:06.4] | | |
| Mo[c] | | | |
| Ru[v] | Лондонская школа Экономики. ((2.5s)) Лондонская. | | |
| Ru[lat] | škola | Ekonomiki. | ((2.5s)) Londonskaja. |
| Ru[TL] | school | economics-PSS | |
| Ru[eng] | Economics. | | ((2.5s)) London. |

[258]

| | | | | | |
|----------------|------------------------|---------------|----------------|----------------|---------------|
| | 803 [34:09.8] | 804 [34:11.5] | 805 [34:12.1*] | 806 [34:12.4*] | 807 [34:13.2] |
| Mo[v] | • • Londyńskie szkoły? | | | • No są, | |
| Mo[eng] | • • London Schools? | | | • Well, there | |
| Ru[v] | Школы. Да. Экономики. | | | | |
| Ru[lat] | Školy | Da | Ekonomiki. | | |
| Ru[TL] | school-PL | yes | economics-PSS | | |
| Ru[eng] | Schools. | Yes. | Of economics. | | |

[259]

| | | |
|----------------|--|-----------------------|
| | 808 [34:16.2*] | |
| Mo[v] | nie wiem, uniwersytety, masz na myśli, tak? Są | |
| Mo[eng] | are some, I do not know, universities, right? | You mean if there are |

[260]

| | | | |
|----------------|-----------------------------------|---------------|---------------------------------------|
| | 809 [34:17.6] | 810 [34:18.5] | 811 [34:24.6*] |
| Mo[v] | uniwersytety w Anglii? | | Hm |
| Mo[eng] | universities in England? | | Hm |
| Mo[nv] | | | <i>Nods her head.</i> |
| Ru[v] | Нет, смотри. В России, в России • | | |
| Ru[lat] | Net | smotri. | V Rossii v Rossii |
| Ru[TL] | | | in Russia in Russia |
| Ru[eng] | No, look. | | In Russia everybody wantsto enter one |
| Ru[nv] | | | |
| Ru[c] | | | |

[261]

812 [34:24.7*]

| | |
|----------------|--|
| Mo[v] | |
| Mo[eng] | |
| Mo[nv] | |
| Ru[v] | • • ВСЕ ХОТЯТ ПОСТУПИТЬ В ОДИН - ДВА УНИВЕРСИТЕТА. |
| Ru[lat] | vse xotjat postupit' v odin dva universiteta. |
| Ru[TL] | everybody-PL want-PRS-3PL enter-INF in one two university-PL |
| Ru[eng] | or two universities. |
| Ru[nv] | |
| Ru[c] | |

[262]

813 [34:24.9]

814 [34:26.1]

815 [34:27.3*] 816 [34:27.3] 817 [34:28.3]

818 [34:29.2]

| | | | |
|----------------|-------------------------|----------------------------|------------------------|
| Mo[v] | | Na dzień - dwa? | Na dzień - dwa? |
| Mo[eng] | | For a day-two days? | For a day-two days? |
| Mo[nv] | | | |
| Mo[c] | | <i>Says unconfidently.</i> | |
| Ru[v] | Один - два. Все. | • • А? | Нет, |
| Ru[lat] | Odin dva. Vse. | • • А? | Net ne |
| Ru[eng] | One-two. Everybody. | • • А? | No, not for a |
| Ru[nv] | | | <i>Laughs.</i> |

[263]

819 [34:30.5]

820 [34:31.2]

| | | |
|----------------|--------------------------|----------------------------|
| Mo[v] | | Nie na dzień - dwa? |
| Mo[eng] | | Not for a day-two days? |
| Mo[nv] | | <i>Laughs.</i> |
| Ru[v] | не на день - два. | В один / один - |
| Ru[lat] | na den' dva. | V odin / odin dva. |
| Ru[TL] | | to one one two |
| Ru[eng] | day-two days. | To one-two. |
| Ru[nv] | | |

[264]

| | 821 [34:33.1]822 [34:34.0*] | 823 [34:34.0]824 [34:34.9] |
|---------|-----------------------------|---|
| Mo[v] | Odindwa... | |
| Mo[eng] | | |
| Mo[nv] | | |
| Mo[c] | <i>Repeats after him.</i> | <i>Confused.</i> |
| Ru[v] | два. | Один - два университета. В Москву, в Санкт- |
| Ru[lat] | Odin dva universiteta. | V Moskvu v Sankt- |
| Ru[TL] | one two university-PL | to Moscow to Sankt-Petersburg |
| Ru[eng] | One-two universities. | To Moscow, to Sankt-Petersburg. |
| Ru[nv] | | |
| Ru[c] | | |

[265]

| | 825 [34:37.3] | 826 [34:38.7*] | 827 [34:40.0]828 [34:41.2]829 [34:42.0] |
|---------|-------------------------|----------------------|---|
| Mo[v] | ((1s)) Hm Nie rozumiem. | | |
| Mo[eng] | ((1s)) Hm | I do not understand. | |
| Mo[nv] | | | <i>Laughs.</i> |
| Mo[c] | | | |
| Ru[v] | Петербург. | | Ты |
| Ru[lat] | Peterburg. | | Ty znaeš |
| Ru[TL] | | | you know-PRS- |
| Ru[eng] | | | Do you know any |
| Ru[nv] | | | <i>Sighs.</i> |

[266]

| | 830 [34:44.6] | | |
|---------|---------------------------------------|---------------|---------|
| Mo[v] | Rosyjskie. | | |
| Mo[c] | <i>Repeats after him.</i> | | |
| Ru[v] | знаешь Российские университеты какие? | | |
| Ru[lat] | Rossijskije | universitety | kakije? |
| Ru[TL] | 2SG Russain | university-PL | some |
| Ru[eng] | Russian university? | | |

[267]

831 [34:45.4]

832 [34:46.8]

833 [34:47.6] 834 [34:48.3]

| | | | |
|----------------|--------------------------|----------------|------------------------|
| Mo[v] | | Mm nie. | |
| Mo[eng] | | Mm no. | |
| Mo[nv] | | | <i>Laughs.</i> |
| Ru[v] | Да, университеты. | | Ну, ладно, |
| Ru[lat] | Da university. | | Nu ladno pro/proexali. |
| Ru[eng] | Yes, universities. | | Ok, let it pass. |

[268]

835 [34:49.6]

| | |
|----------------|----------------------|
| Ru[v] | про/проехали. |
| Ru[lat] | |
| Ru[eng] | |

APPENDIX K

Discourse between Tanya(R) and Peter(P), 11th couple

Conversation between Tanya and Peter

Project Name: Receptive multilingualism in Slavonic languages

Referenced file: C:\Documents and Settings\aliona\Desktop\recordings\Tanya+Peter.AVI

Transcription Convention: TP

Comment: Tanya and Peter did not know each other before. Tanya does not have any knowledge of Polish, never heard Polish speech, never practiced receptive multilingualism, never been to Poland. Similarly, Peter has never been to Russia, does not have any knowledge of Russian, never practiced receptive multilingualism, but has rich experience of communication with the Russians, having heard Russian much, living with Russian guys for 2 months and having had a Russian girlfriend.

User defined attributes:

Date of recording: 11.11.09.

Place of recording: Ankara, METU

Date of transcription: 03.12.09

Duration of transcription: 15 hours

Recording person: Aliona

Transcribing person: Aliona

Translating person: Aliona

Speakertable

Ta

Sex: f

Languages used: eng; rus; deu

L1: rus

Comment: Does not have knowledge of any other Slavonian language but Russian.

User defined attributes:

Full name: Tatyana

Nationality: Russian

Native language: Russian

Status: student

City: Barnaul

Pe

Sex: m

Languages used: eng; deu; pol

L1: pol

Comment: Does not have knowledge of any other Slavonian language but Polish.

User defined attributes:

Full name: Peter

Nationality: Pole

Native language: Polish

Status: student
City: Krakow

AI

Sex: f

[1]

0 [00.0]

1 [02.2]

AI[v]

• • • Ok, we are starting our recording. • • Your task is to

[2]

2 [05.4]

3 [06.3]

AI[v]

talk on the topic that you've chosen. • • Hm... • You've

[3]

4 [08.3]

5 [08.9]

6 [09.3]

Ta[v]

Travel.

Pe[v]

Aga

Pe[eng]

Aha

AI[v]

chosen "Study abroad", right?

• So, • • hm...

[4]

7 [11.2]

AI[v]

You have to speak all the time in your respective native

[5]

8 [14.1]

9 [15.5]

AI[v]

languages. • • And • hm... You have to switch • or you can

[6]

AI[v]

switch into English only in the cases when you get

[7]

| | | | |
|----------------|---|-----------|--------------|
| | 10 [19.6] | 11 [20.2] | 12 [02:03.7] |
| Ta[v] | Ну, я | | |
| Ta[lat] | Nu ja žyvu | | |
| Ta[eng] | Well, I live in | | |
| Pe[v] | Ага | | |
| Pe[eng] | Aha | | |
| Al[v] | completely stuck... Ok? ... So, let us start now. | | |

[8]

| | | | |
|----------------|--|--------------|----------------------------|
| | 13 [02:06.5] | 14 [02:07.4] | 15 [02:08.2] |
| Ta[v] | живу в Алтайском крае. Это... Аа В восточной части | | |
| Ta[lat] | v Altajskom krae. | Eto. Aa | V vostočnoj časti |
| Ta[eng] | Altai Krai. | It is. Aa | In eastern part of Russia. |
| Ta[c] | <i>Planning.</i> | | |

[9]

| | | | | |
|----------------|---|-------------------------|------------------|---------------------------|
| | 16 [02:10.5] | 17 [02:11.5] | 18 [02:13.8] | 19 [02:15.6] |
| Ta[v] | России. Аа И была в Казахстане... Аа В •• | | | |
| Ta[lat] | Rossii. Aa | I byla v Kazaxstane. | ••• Aa | V nemnožko |
| Ta[eng] | Aa | So I was in Kazakhstan. | ••• Aa | A little bit in Mongolia. |
| Ta[c] | <i>Planning.</i> | | <i>Planning.</i> | |

[10]

| | | |
|----------------|---------------------------|------------------------|
| | 20 [02:18.6] | 21 [02:19.3] |
| Ta[v] | немножко была в Монголии. | |
| Ta[lat] | byla v Mongolii. | |
| Ta[eng] | | |
| Pe[v] | Hm ••• А czemu Турцја? | |
| Pe[TL] | IJ | ••• and why Turkey-NOM |
| Pe[eng] | Hm | ••• Why Turkey? |

[11]

| | 22 [02:20.8] | 23 [02:21.7] | 24 [02:22.7] |
|----------------|-------------------------------|----------------------------------|--------------------|
| Ta[v] | | Ну, и в | , конечно. |
| Ta[lat] | | Nu i v Turcyi | konečno. |
| Ta[eng] | | And, surely, in Turkey. | |
| Ta[nv] | | <i>Smiles and nods her head.</i> | <i>Smiles.</i> |
| Pe[v] | Co robisz w Turcji? | | A co robisz |
| Pe[TL] | what do-PRS-2SG in Turkey-LOC | | IJ what do-PRS-2SG |
| Pe[eng] | What are you doing in Turkey? | | And what are you |

[12]

| | 25 [02:23.5] | 26 [02:24.9] | 27 [02:26.0] |
|----------------|---|-------------------|--------------|
| Ta[v] | | Ee | |
| Ta[lat] | | Ee | |
| Ta[eng] | | Ee | |
| Ta[nv] | | | |
| Ta[c] | | <i>Confused.</i> | |
| Pe[v] | w Turcji? Czy studiujesz tutaj na METU? | ••• | |
| Pe[TL] | inTurkey-LOC Q study-PRS-2SG here in METU? | ••• study-PRS-2SG | |
| Pe[eng] | doing in Turkey? Do you study here in METU? | ••• Do you study | |
| R[lat] | | ••• Uchishsya | |

[13]

| | 28 [02:27.7*] | 29 [02:28.0] | 30 [02:29.1*] | 31 [02:30.0] |
|----------------|---------------------|-----------------------|---------------------------|------------------|
| Ta[v] | - . | | , конечно. | ((1s)) |
| Ta[lat] | Da-da. | Učus', | konečno. | ((1s)) Aa |
| Ta[eng] | Yes-yes. | I study, | of course. | ((1s)) Aa |
| Ta[nv] | | <i>Nods her head.</i> | | |
| Ta[c] | | | | <i>Moves her</i> |
| Pe[v] | Studiujesz tutaj?Hm | | Dlaczego Turcja, akurat ? | |
| Pe[TL] | here | IJ | why Turkey-NOM only | |
| Pe[eng] | here? | Hm | Why exactly Turkey? | |
| R[lat] | zdyes? | | | |

[14]

| | | | | |
|----------------|---|---------------|----------------------------|---------------------------|
| | .. | 32 [02:32.1*] | 33 [02:32.6] | 34 [02:33.9] |
| Ta[v] | Aa | | | |
| Ta[lat] | | | | Turcyju |
| Ta[eng] | | | | I chose Turkey |
| Ta[c] | <i>head towards him as if asking to repeat.</i> | | | |
| Pe[v] | Dlaczego Turcja? Dlaczego wybrałaś Turcję? | | | |
| Pe[TL] | why | Turkey-NOM | why | choose-PST-2SG Turkey-ACC |
| Pe[eng] | Why Turkey? | | Why did you choose Turkey? | |
| R[lat] | | | Pochemu vibrala Turtsiyu? | |

[15]

| | |
|----------------|---|
| | .. |
| Ta[v] | выбрала потому что ••• мне очень нравится культура. |
| Ta[lat] | vybrala potomu cho mne očen' nravitsja kul'tura. |
| Ta[eng] | because ••• I like its culture very much. |

[16]

| | |
|----------------|---|
| | 35 [02:37.4]36 [02:38.0]37 [02:38.1] |
| Ta[v] | • Ну, и, кажется, страна • aa ((1s)) такая • |
| Ta[lat] | Aa • Nu i kačetsja strana aa takaja |
| Ta[eng] | Aa • Well, and it seems the country •• ((1s)) is so •• unusual, contrasting to |
| Ta[c] | <i>Planning.</i> |
| Pe[v] | Hm |
| Pe[TL] | U |
| Pe[eng] | Hm |

[17]

| | |
|----------------|--|
| | .. |
| Ta[v] | необ/необычная, отличающаяся от Европы, другая. |
| Ta[lat] | neobyčnaja otličjuščajasja ot Evropy drugaja. |
| Ta[eng] | Europe_different. |

[18]

| | | | | |
|----------------|-------------------------------|----------------|---------|---------------------------------------|
| | 38 [03:51.9] | 39 [03:54.2] | 40 | 41 [03:55.6*] |
| Ta[v] | Ну, тебе • • страна Турция? | | | В |
| Ta[lat] | Nu | nrvitsja | tebe | strana Turcyja? |
| Ta[TL] | Well | appeal-PRS-3SG | you-DAT | country-NOM Turkey-NOM |
| Ta[eng] | Well, do you like • • Turkey? | | | In Turkey-LOC |
| Pe[v] | | | | In Turkey... |
| Pe[TL] | | | | • Jak? • Jeszcze |
| Pe[eng] | | | | • What? • One more time? |
| Pe[nv] | | | | <i>Moves his head towards her and</i> |

[19]

| | | | | |
|----------------|-----------------------|------------------|--|-----------------------------------|
| | .. | 42 [03:56.2] | 43 [03:56.3] | 44 [03:58.3] |
| Ta[v] | Турции... | • | / Н | тебе Турция? |
| Ta[lat] | | Mm | • Ljubiš / | Nrvitsja tebe Turcyja? |
| Ta[TL] | | IJ | • Like-PRS-2SG | appeal-PRS-3SG you-DAT Turkey-NOM |
| Ta[eng] | | Mm | • Do you like / Does Turkey appeal to you? | |
| Ta[c] | | <i>Planning.</i> | | |
| Pe[v] | raz? | | | • • • |
| Pe[TL] | | | | • • • Why |
| Pe[eng] | | | | |
| Pe[nv] | <i>bites his lip.</i> | | | |

[20]

| | | | | | |
|----------------|-------------------|-------------------|----------------|--------------|--------------|
| | .. | 45 [03:59.1] | 46 [03:59.6] | 47 [04:00.6] | 48 [04:01.7] |
| Ta[v] | | • • ХМ | | | |
| Ta[lat] | | • • Hm | | | |
| Ta[TL] | | • • IJ | | | |
| Ta[eng] | | • • Hm | | | |
| Ta[c] | | <i>Approving.</i> | | | |
| Pe[v] | Czemu się podoba? | • • • Mm | • Podoba mi si | ... • • Ff | • |
| Pe[eng] | do I like it? | • • • Mm | • I like it... | • • Ff | • aa • |
| Pe[c] | | <i>Planning.</i> | | | |

[21]

| | 49 [04:03.8] | 50 [04:05.9*] | 51 [04:05.9]52 [04:06.3] |
|----------------|--------------|---|--------------------------------------|
| Ta[v] | | X | |
| Ta[lat] | | Hm | |
| Ta[TL] | | IJ | |
| Ta[eng] | | Hm | |
| Ta[nv] | | <i>Slightly nods her head once upwards.</i> | |
| Ta[c] | | | <i>Nods her head several times,</i> |
| Pe[v] | aa ••••• | Są duże różnice kulturowe. | Ee •• Że •• |
| Pe[TL] | | | IJ |
| Pe[eng] | •• | •• For the big cultural differences. | Ee •• For •• cultures differ a |
| Pe[nv] | | | <i>Makes spherical gestures with</i> |

[22]

| | 53 [04:08.1]54 [04:57.7] | |
|----------------|-------------------------------|--|
| Ta[v] | | |
| Ta[lat] | | Aga |
| Ta[TL] | | IJ |
| Ta[eng] | | Aha |
| Ta[c] | <i>showing understanding.</i> | |
| Pe[v] | kultury się bardzo różnią. | Co roku jeżdżę na •• taki |
| Pe[eng] | lot. | I go every year by •• such program 'Work and |
| Pe[nv] | <i>his hand.</i> | |

[23]

| | 55 [05:01.3*] | 56 [05:01.4] |
|----------------|--------------------------------------|---|
| Ta[v] | | , |
| Ta[lat] | | Aga, aga |
| Ta[eng] | | Aha, aha |
| Ta[nv] | | <i>Nods her head.</i> |
| Ta[c] | | <i>Nods her head showing understanding.</i> |
| Pe[v] | program 'Work and travel', • | nie wiem czy wiesz. Mm •• |
| Pe[TL] | | IJ every |
| Pe[eng] | travel', • I don't know if you know. | Mm •• |

[24]

| | | | |
|----------------|---|---------------------------|---|
| | | 58 [05:04.9]59 [05:06.3*] | |
| Ta[v] | | Ko/ | ? |
| Ta[lat] | | Ko/kogda? | |
| Ta[eng] | | When? | |
| Ta[nv] | | | |
| Pe[v] | Co roku jestem w Ameryce, w Stanach. • • Ee | | |
| Pe[TL] | year-GEN COP-PRS-1SG in America-LOC in States-LOC | IJ | |
| Pe[eng] | Every year I am in America, in States. | • • Ee | |
| Pe[c] | | <i>Planning.</i> | |

[25]

| | | | | |
|----------------|--|-------------------------------|-------------------------------------|---------------|
| | | 60 [05:06.3]61 [05:06.7*] | 62 [05:08.2] | 63 [05:09.3*] |
| Ta[v] | | | | |
| Ta[lat] | | Aga | | |
| Ta[TL] | | IJ | | |
| Ta[eng] | | Aha | | |
| Ta[nv] | | <i>Nods her head.</i> | | |
| Ta[c] | | | | <i>Does</i> |
| Pe[v] | • Ff • Na Alasce dokładnie. I tam pracuję przy rybach. • • | | | |
| Pe[TL] | IJ | on Alaska-LOC minutely | And there work-PRS-1SG near fish-PL | • • fish- |
| Pe[eng] | • Ff | At Alaska to be more precise. | So I work there on fish. | • • |
| R[lat] | | I tam robotaju na rybe. | | • • |

[26]

| | | | | | |
|----------------|-------------------|--|--------------|--------------|--------------|
| | | 65 [05:11.5] | 66 [05:13.2] | 67 [05:13.7] | 68 [05:14.3] |
| Ta[v] | | ((1s)) Не по / не поняла. | | • Еще раз. | |
| Ta[lat] | | ((1s)) Ne po / ne ponjala. | | • Ještě raz. | |
| Ta[eng] | | ((1s)) I didn't understand. | | • Once more. | |
| Ta[nv] | | <i>Slightly turns her head and smiles.</i> | | | |
| Ta[c] | <i>not react.</i> | | | | |
| Pe[v] | Ryby. | | Ryby. | • Ryby. | |
| Pe[TL] | PL | | fish-PL | • fish-PL | |
| Pe[eng] | Fish. | | Fish. | • Fish. | |
| R[lat] | Ryba. | | | | |

[27]

| | 69 [05:14.9] | 70 [05:16.3] | 71 [05:18.2] | 72 [05:19.3] |
|----------------|------------------|--|--------------|--|
| Ta[v] | | | | , , ага |
| Ta[lat] | | | | Aga, aga, aga |
| Ta[TL] | | | | IJ |
| Ta[eng] | | | | Aha, aha, aha |
| Ta[nv] | <i>Smiles.</i> | | | <i>Smiles, nods her head. Smiles, nods her</i> |
| Ta[c] | <i>Confused.</i> | | | |
| Pe[v] | | • • • Ryba. ((1s)) Po rosyjsku 'ryba'. | | • Pracuję |
| Pe[TL] | • • • fish-SG | ((1s)) in Russian | fish-SG | |
| Pe[eng] | • • • Fish. | ((1s)) In Russian 'ryba'. | | • I work on fish • |

[28]

| | 73 [05:20.6] | 74 [05:20.6] | 75 [05:59.7] |
|----------------|--------------------------------------|--------------|---------------------------------------|
| Ta[v] | | | А какие ты |
| Ta[lat] | Aga, aga | | A kakije jazyki ty znaješ |
| Ta[TL] | IJ | | and what-PL language-PL you know-PRS- |
| Ta[eng] | Aha, aha | | Which else languages do you know? |
| Ta[nv] | <i>head.</i> | | |
| Pe[v] | przy rybach • ee • • fabryce rybnej. | | |
| Pe[TL] | | | |
| Pe[eng] | ee • • at fish plant. | | |

[29]

| | 76 [06:01.0] | 77 [06:02.2*] | 78 [06:02.3] |
|----------------|--------------|------------------------------------|-----------------------------|
| Ta[v] | знаешь еще? | . | • • Говорить, |
| Ta[lat] | ješčě? | Jazyki. | • • Govorit', govoriš. |
| Ta[TL] | 2SG else | language-PL | • • speak-INF speak-PRS-2SG |
| Ta[eng] | | Languages. | • • To speak, you speak. |
| Pe[v] | | • • Jak? Jeszcze raz? | |
| Pe[eng] | • • What? | One more time? | |
| Pe[nv] | | <i>Moves his head towards her.</i> | |

[30]

| | 79 [06:03.7] | 80 [06:05.0] | 81 [06:05.4] |
|----------------|-------------------------|---------------------------------------|--------------|
| Ta[v] | ГОВОРИШЬ. | X | |
| Ta[lat] | | Hm | |
| Ta[TL] | | IJ | |
| Ta[eng] | | Hm | |
| Ta[c] | | <i>Affirmative.</i> | |
| Pe[v] | • • Jakimi językami? | No, po polsku, po | |
| Pe[eng] | • • In which languages? | Well, in Polish, English, and German. | |

[31]

| | 82 [06:53.9] | 83 [06:55.5*] |
|----------------|---------------------------|--|
| Ta[v] | | МНЕ ЭТОТ . • |
| Ta[lat] | | Nravitsja mne etot jazyk. • Drugoj |
| Ta[TL] | | appeal-PRS--3SG I-DAT this language-NOM • different- |
| Ta[eng] | | I like this language. • It's |
| Pe[v] | angelsku • i po niemecku. | |
| Pe[eng] | | |

[32]

| | 84 [06:56.3] | 85 [06:56.9] | 86 [06:57.6] | 87 [06:58.5] |
|----------------|----------------------|------------------------------------|------------------------------|--------------|
| Ta[v] | | (()) . • | ЯЗЫК. | |
| Ta[lat] | sovsem. | ((Sovsem)). | • Drugoj jazyk. | Neobyčnaja |
| Ta[TL] | NOM completely | | • different-NOM language-NOM | unusual-NOM |
| Ta[eng] | completely diferent. | ((Completely)). | • Different language. | Unusual |
| P[lat] | | | • Inni yezik. | |
| Pe[v] | | • • Ee • Jeszcze. | | |
| Pe[eng] | | • • Ee • Once more. | | |
| Pe[nv] | | <i>Moves his head towards her.</i> | | |

[33]

| | | 88 [07:01.0] |
|----------------|---|-------------------------|
| Ta[v] | | СИСТЕМА , ОЧЕНЬ . • • • |
| Ta[lat] | sistema jazyka očen' nravitsja mnje. | • • • |
| Ta[TL] | system-NOM language-PSS very appeal-PRS-3SG I-DAT | • • • Turkish- |
| Ta[eng] | system of the language, I like it very much. | • • • Turkish. |
| Pe[v] | | • • • |
| Pe[eng] | | • • • I don't |

[34]

| | | 89 [07:02.6] | 90 [07:05.9] |
|----------------|-----------------|---|--------------|
| Ta[v] | Турец/ | . ((0.7s)) • • o | . ((1.6s)) |
| Ta[lat] | Turec/tureckij. | ((0.7s)) Aa drugoj otličnyj. | ((1.6s)) |
| Ta[TL] | NOM | ((0.7s)) IJ different-NOM different-NOM | ((1.6s)) |
| Ta[eng] | | ((0.7s)) Aa • different • unlike. | ((1.6s)) Not |
| P[lat] | | | ((1.6s)) Nye |
| Ta[nv] | | <i>Makes spherical gesture with the left hand.</i> | |
| Pe[v] | Nie rozumiem. | | |
| Pe[eng] | understand. | | |
| Pe[c] | | <i>Looks at her with strained face and bites his lip.</i> | |

[35]

| | | 91 [07:08.5] | 92 [07:10.4] |
|----------------|------------------|---|-----------------------|
| Ta[v] | | . | |
| Ta[lat] | Ne jevropejskij. | | |
| Ta[TL] | not european-NOM | | |
| Ta[eng] | European. | | |
| P[lat] | euuropeyski. | | |
| Pe[v] | | • Że jest nie europejski język. Aga, aga | |
| Pe[TL] | | • that-is COP european-NEG-NOM language-NOM | IJ |
| Pe[eng] | | • It is not European language. | Aha, aha |
| Pe[nv] | | <i>Nods his head intensively.</i> | <i>Nods his head.</i> |
| Pe[c] | | | |

[36]

| | 93 [07:44.1] | 94 [07:45.8] | 95 [07:46.3] |
|----------------|---|--------------|----------------|
| Ta[v] | | | ••• Hm? |
| Ta[lat] | | | ••• Hm? |
| Ta[eng] | | | ••• Hm? |
| Pe[v] | Czy podobały ci się Niemcy bardzo? | | Czy lubiałaś |
| Pe[TL] | Q appeal-PST-3SG you-DAT REF Germany-NOM very | | Q like-PST-2SG |
| Pe[eng] | Did Germany appeal to you much? | | Did you like |

[37]

| | 96 [07:47.4] | 97 [07:49.1*] | 98 [07:49.2] | 99 [07:49.7] |
|----------------|--------------------|----------------|--------------------|--------------|
| Ta[v] | | В Герм... | В | , да? |
| Ta[lat] | | V Germ... | V Germanii | da? |
| Ta[eng] | | In Germ... | In Germany, right? | |
| Pe[v] | Niemcy?••• Ee | •• W Germanii? | | Hm |
| Pe[TL] | Germany-ACC ••• IJ | in Germany-LOC | | IJ |
| Pe[eng] | Germany? ••• Ee | •• In Germany? | | Hm |

[38]

| | 100 [07:50.1] | 101 [07:53.6] | 102 [07:58.0*] |
|----------------|----------------------------|-----------------------|----------------------------|
| Ta[v] | Очень ээ ••• культ/ | другая. Эм | • Культура |
| Ta[lat] | Očen' ee | kult/kultura drugaja. | Em kul'tura mne |
| Ta[eng] | Culture is very different. | | Em The culture is not very |

[39]

| | 103 [08:51.8] |
|----------------|--|
| Ta[v] | мне • не совсем •• близка. Но ээ • очень многие |
| Ta[lat] | ne sovsem blizka. No vse ee očen' mnogije jalejut |
| Ta[eng] | close to me. However everybody ee • very many people regret. |
| Ta[nv] | <i>Smiles.</i> |
| Pe[nv] | <i>Smiles and nods his head.</i> |

[40]

| | 104 [08:54.2*] | 105 [08:55.9] |
|----------------|------------------------|-------------------------------------|
| Ta[v] | жалеют. | , что • уехали. назад • в . |
| Ta[lat] | Jalejut | čo ujexali. Xotjat nazad v Rossiju. |
| Ta[eng] | Regret to • have left. | They want back • to Russia. |
| Ta[nv] | | |
| Pe[nv] | | <i>Smiles and nods his head.</i> |

[41]

| | 106 [08:57.3] | 107 [08:58.1] |
|----------------|-----------------------------------|--|
| Ta[v] | ((1s)) | ((0.8s)) привыкнуть, |
| Ta[lat] | ((1s)) Tjaželo | ((0.8s)) privyknut' adap/adaptirovat'sja |
| Ta[TL] | ((1s)) hard-ADV | ((0.8s)) get used-INF adapt-INF |
| Ta[eng] | ((1s)) Difficult | ((0.8s)) to get used, it is still hard to adapt. |
| Pe[v] | Нм | |
| Pe[eng] | Hm | |
| Pe[c] | <i>Nods his head confidently.</i> | |

[42]

| | | 108 [09:03.0] |
|----------------|-----------------|-----------------------|
| Ta[v] | адап/ | тяжело все-равно . |
| Ta[lat] | tjaželo | vsě-ravno ješčě. |
| Ta[TL] | hard-ADV anyway | still |
| Ta[eng] | | |
| Pe[v] | | ••• Ee |
| Pe[eng] | | ••• Ee |
| Pe[nv] | | <i>Moves his head</i> |

[43]

| | 109 [09:03.8*] | 110 [09:05.0] | 111 [09:05.5*] |
|----------------|---|--|---|
| Ta[v] | • • • Ам • • Хотят В | | |
| Ta[lat] | • • • | Am • • | xotjat vernut'sja nazad v Rossiju |
| Ta[TL] | • • • | IJ | want-PRS-3PL come back-INF to Russia-ACC some |
| Ta[eng] | Am | Some people want to come back to Russia. | |
| Ta[nv] | <i>Makes spherical movement with her hands.</i> | | |
| Pe[v] | • Jeszcze raz? | | |
| Pe[eng] | • One more time? | | |
| Pe[nv] | <i>towards her and bites his lips.</i> | | |
| Pe[c] | <i>Looks at her with strained face and bites his lip.</i> | | |

[44]

| | 112 [09:08.6] | | | | |
|----------------|---|--------|-------------------------|----------------|------------------------------------|
| Ta[v] | некоторые. ((1s)) Ру/ В ((1s)) | | | | |
| Ta[lat] | nekotoryje. | ((1s)) | Ru/russkije | v Germanii | ((1s)) aa |
| Ta[TL] | | ((1s)) | the Russians-NOM | in Germany-LOC | ((1s)) IJ |
| Ta[eng] | | ((1s)) | The Russians in Germany | | ((1s)) aa • • want back to Russia. |
| Ta[nv] | <i>Points out to the behind with the thumb with the fingers against the palm.</i> | | | | |
| Pe[c] | | | | | |

[45]

| | 113 [09:13.9] | | | | |
|----------------|---|--------------|---------------|-------|-----------------------------------|
| Ta[v] | aa • • хотят в Россию. • • • Уехать в хотят | | | | |
| Ta[lat] | • • | xotjat nazad | v Rossiju. | • • • | Ujexat' v Rossiju xotjat |
| Ta[TL] | want-PRS-3PL | back | to Russia-ACC | • • • | go-INF to Russia-ACC want-PRS-3PL |
| Ta[eng] | • • • They want to go back to Russia. | | | | |
| Ta[nv] | <i>Points out to the behind with the thumb with the fingers</i> | | | | |
| Pe[c] | <i>Looks at her with a strained face.</i> | | | | |

[46]

| | |
|----------------|---|
| 114 [09:16.3] | |
| Ta[v] | . Тя/тя/тяжело.. |
| Ta[lat] | nazad. Tja/tja/tjaželo... |
| Ta[TL] | back hard-ADV |
| Ta[eng] | It's hard. |
| Ta[nv] | <i>against the palm. Rubs her nose with the hand.</i> |
| Pe[v] | Za dużo osób z Rosji chce wyjeżdżać do |
| Pe[eng] | Too many people want to immigrate to Germany? |
| Pe[c] | |

[47]

| | |
|---|--|
| 115 [09:19.2] 116 [09:19.5] 117 [09:22.0] | |
| Ta[nv] | |
| Ta[c] | <i>Confused.</i> |
| Pe[v] | Niemiec? • • • Ee • nie wiem, pracować, tak? ((1.5s)) Dużo |
| Pe[eng] | • • • Ee • i don't know, to work, right? ((1.5s)) Are there many |

[48]

| | |
|-----------------------------|--|
| 118 [09:26.2] 119 [09:27.0] | |
| Ta[v] | • • Угу |
| Ta[lat] | • • Uhu |
| Ta[TL] | • • IJ |
| Ta[eng] | • • Uhu |
| Ta[c] | <i>Uncertain.</i> |
| Pe[v] | osób z Rosji, że wyjedzie na zachód? • Pracować, |
| Pe[eng] | people from Russia who immigrate to West? • To work, to live, right? |

[49]

| | | |
|---------|--|--|
| | 120 [09:28.5] | 121 [09:30.2] |
| Ta[v] | | ••• , да, ну, • |
| Ta[lat] | | ••• Nu da nu mnogie |
| Ta[TL] | | ••• well yes well many surely |
| Ta[eng] | | ••• Well, yes, well, many • surely, immigrate. |
| Ta[nv] | | <i>Nods her head and smiles.</i> |
| Ta[c] | <i>Does not react to the question.</i> | |
| Pe[v] | żyć, tak?••• Co masz na myśli? | |
| Pe[eng] | ••• What do you think? | |

[50]

| | | | | | |
|---------|---------------------|-----------------------------------|----------------------------------|--|---------------|
| | 122 [09:32.8] | 123 [09:33.5*] | 124 [09:33.9] | 125 [09:35.9*] | 126 [09:35.9] |
| Ta[v] | конечно, уезжают. | | Да, но и | | |
| Ta[lat] | konečno ujeżdżajut. | | Da no i nazad toże | | |
| Ta[TL] | leave-PRS-3PL | | yes but also back also | | |
| Ta[eng] | | | Yes, but many of them still come | | |
| P[lat] | | | | | |
| Ta[nv] | | | | | |
| Ta[c] | | | | | |
| Pe[v] | | Dużo-dużo. Aga | Aga, aga | | |
| Pe[TL] | | | | | |
| Pe[eng] | | Very many. | Aha | Aha, aha | |
| R[lat] | | | | | |
| Pe[nv] | | | | | |
| Pe[c] | | <i>Nods his head confidently.</i> | | <i>Nods his head several times but not</i> | |
| Al[v] | | | | | |

[51]

| .. | | 127 [09:36.4]128 [09:36.7] | 129 [09:37.6] |
|----------------|---------------------|---------------------------------------|---------------------------|
| Ta[v] | | тоже возвращаются. Сложно потому что. | |
| Ta[lat] | vozvraščajutsja. | Složno | potomu čo. |
| Ta[TL] | come back-PRS-3PL | hard | because |
| Ta[eng] | back home. | Because it is hard. | |
| P[lat] | | | |
| Ta[nv] | | | |
| Ta[c] | | | |
| Pe[v] | | | A w Anglii z/ z |
| Pe[TL] | | | |
| Pe[eng] | | | And in England / in Great |
| R[lat] | | | |
| Pe[nv] | | | |
| Pe[c] | <i>confidently.</i> | | |
| Al[v] | | | |

[52]

| .. | | 130 [09:44.3]131 [10:43.4] |
|----------------|---|----------------------------|
| Ta[v] | | |
| Ta[lat] | | |
| Ta[TL] | | |
| Ta[eng] | | |
| Pe[v] | mm Wielkoj Brytanii ••• dużo z osób z Rossji? | We |
| Pe[TL] | | in |
| Pe[eng] | Britain are there many people from Russia? | In France |
| R[lat] | | Vo |
| Pe[nv] | | |
| Pe[c] | | |

[53]

| | | 132 [10:45.0] | 133 [10:45.9] |
|---------|--|-------------------|----------------------------|
| Ta[v] | | ••• Ага | Да, |
| Ta[lat] | | ••• Aga | Da, da. |
| Ta[eng] | | ••• Aga | Yes, yes. |
| Ta[nv] | | | <i>Nods her</i> |
| Ta[c] | | <i>Uncertain.</i> | <i>Confident.</i> |
| Pe[v] | Francji gdzie byłaś, w Paryżu? | | W Paryżu we |
| Pe[TL] | France-LOC where be-PST-2SG in Paris-LOC | | in Paris-LOC in France-LOC |
| Pe[eng] | where have you been, in Paris? | | In Paris in France? |
| R[lat] | Frantsii gdye bila, v Parije? | | |

[54]

| | | 135 [10:47.1] | 136 [10:48.2] | 137 [10:48.9] |
|---------|--------------|-----------------|--------------------------------------|---------------|
| Ta[v] | да. | Была в Париже. | | |
| Ta[lat] | | Byla v Pariže. | | |
| Ta[eng] | | I was in Paris. | | |
| Ta[nv] | <i>head.</i> | | | |
| Ta[c] | | | | |
| Pe[v] | Francji? | | • Jak? Jeszcze w Paryżu nie | |
| Pe[TL] | | | | |
| Pe[eng] | | | • What? I haven't been to Paris yet. | |

[55]

| | | 138 [10:51.4] | 139 [10:54.9] |
|---------|--------|---|---------------|
| Ta[v] | | •• Ну, необычный город, конечно, • очень... | |
| Ta[lat] | | •• Nu neobyčnyj gorod konečno očen'... | |
| Ta[eng] | | •• Well, unusual city, of course, • very... | |
| Pe[v] | byłem. | | |
| Pe[TL] | | | tower |
| Pe[eng] | | | Is Eiffel |
| R[lat] | | | Eyfeleva |

[56]

| | | | | |
|----------------|--|---------------|--|-----------------|
| | | 140 [10:56.7] | 141 [10:57.6*] | 142 [10:58.6] |
| Ta[v] | | | | • • |
| Ta[lat] | | | | • • Ugu |
| Ta[eng] | | | | • • Ugu |
| Ta[nv] | | | | <i>Nods her</i> |
| Ta[c] | | | <i>Does not react to the question.</i> | |
| Pe[v] | Wieża Aifla naprawdę taka fajna? | | Wieża Aifla? | |
| Pe[TL] | Eiffel-PSS really such-NOM beautiful-NOM | | tower Eiffel-PSS | |
| Pe[eng] | tower really so beautiful? | | Eiffel tower? | |
| R[lat] | bashnya deystvitelno takaya krasivaya? | | | |
| Pe[nv] | | | <i>Laughs.</i> | |

[57]

| | | | | | | |
|----------------|----------------|----------------|----------------|---------------|-----------------------|----------------|
| | 143 [10:59.6*] | 144 [10:59.9] | 145 [11:00.1] | 146 [11:00.6] | 147 [11:01.1] | 148 [12:20.0*] |
| Ta[v] | Да. | Да, да. | Да, да. | • • | Очень впечатлила. | |
| Ta[lat] | Da. | Da, da. | Da, da. | • • | Očen' vpečatlila. | |
| Ta[eng] | Yes. | Yes, yes. | Yes, yes. | | It impressed me much. | |
| Ta[nv] | <i>head.</i> | <i>Smiles.</i> | <i>Smiles.</i> | | | |
| Pe[v] | | Fajna? | Tak? | | | |
| Pe[eng] | | Beautiful? | Right? | | | |
| Pe[nv] | | <i>Smiles.</i> | <i>Smiles.</i> | | | |

[58]

| | | | |
|----------------|---|---------------|--|
| | 149 [15:46.9] | 150 [15:48.6] | 151 [15:50.3] |
| Ta[v] | А что/что вас там | ? • • • | Удиви/удивило? |
| Ta[lat] | A čto/čto vas tam udivilo? | • • • | Udivi/udivilo? |
| Ta[TL] | and what you-GEN there surprise-PST-3SG | • • • | surprise-PST-3SG |
| Ta[eng] | What surprised you there? | • • • | Surprised? |
| P[lat] | | • • • | Zaskochiwo? |
| Pe[v] | | | Žeby |
| Pe[eng] | | | As to |
| Pe[c] | | | <i>Does not react to the question.</i> |

[59]

| | | | | | | |
|----------------|-------------------|---------------|---|----------------|---------------|---------------|
| | 152 [15:51.7] | 153 [15:52.1] | 154 [15:52.5] | 155 [15:52.5*] | 156 [15:54.2] | 157 [15:56.0] |
| Ta[v] | | | | | | |
| Ta[lat] | Aga | | Aga | | | |
| Ta[TL] | IJ | | IJ | | | |
| Ta[eng] | Aha | | Aha | | | |
| Ta[c] | <i>Uncertain.</i> | | | | | |
| Pe[v] | pamiętać? | | • Ee Do Syrii i do Izraela? • • • Ee Najpierw | | | |
| Pe[eng] | remember? | | • Ee To Syria and to Israel? • • • Ee First intention | | | |
| Pe[c] | <i>Uncertain.</i> | | | | | |

[60]

| | | |
|----------------|--|---------------|
| | 158 [15:58.4] | 159 [16:00.0] |
| Pe[v] | był pomysł, żeby jechać tylko do Syrii. • • • Ee Później | |
| Pe[eng] | was to go only to Syria. • • • Ee Later we decided to | |

[61]

| | |
|----------------|--|
| | 160 [16:44.6] |
| Pe[v] | stwierdziliśmy, że jedźmy jeszcze do Jordanii. A kiedy w |
| Pe[TL] | and when in general- |
| Pe[eng] | go to Jordania as well. So when are you |

[62]

| | | | |
|----------------|---|---------------|------------------------------|
| | 161 [16:46.2*] | 162 [16:46.4] | 163 [16:46.6] |
| Ta[v] | Hy... A? | | |
| Ta[lat] | Nu... A? | | |
| Ta[eng] | Well... What? | | |
| Pe[v] | ogóle się wybierasz do tej Syrii? | | Kiedy jedziesz do |
| Pe[TL] | LOC REF get out-PRS-2SG to that-GEN Syria-GEN | | when go-PRS-2SG to that-GEN |
| Pe[eng] | getting out to Syria? | | When are you going to Syria? |
| R[lat] | Kogda yedyesh v Siriyu? | | |

[63]

| | 164 [16:47.9] | 165 [16:48.7] | 166 [18:23.4] |
|----------------|------------------|---------------|--|
| Ta[v] | ••• АаНа Байрам. | | |
| Ta[lat] | ••• Aa | Na Bajram. | |
| Ta[eng] | ••• Aa | On Bayram. | |
| Ta[c] | | | |
| Pe[v] | tej Syrii? | | Od kiedy jesteś w Turcji? Jak |
| Pe[TL] | Syria-GEN | | Since when COP-PRS-2SG in Turkey-LOC how long- |
| Pe[eng] | | | Since when have you been in Turkey? How |
| R[lat] | | | |
| Pe[c] | | | |
| Al[v] | | | |

[64]

| | 168 [18:25.4] | 169 [18:27.4] | 170 [18:28.8] |
|----------------|---|---------------|-----------------------------------|
| Ta[v] | ((1s)) EeHe | | |
| Ta[lat] | | ((1s)) Ee | Ne ponjala. |
| Ta[eng] | | ((1s)) Ee | I didn't |
| Ta[c] | <i>Moves her head towards him as if with request for clarification.</i> | | |
| Pe[v] | długo? ((1s)) | Jak długo | jesteś w Turcji? |
| Pe[TL] | ADV ((1s)) | how long-ADV | COP-PRS-2SG in Turkey-LOC |
| Pe[eng] | long? | ((1s)) | How long have you been in Turkey? |
| Pe[c] | | | |
| Al[v] | | | |

[65]

| | 171 [18:29.6] | 172 [18:30.8] | 173 [18:32.5] |
|----------------|---------------|---------------|-------------------|
| Ta[v] | поняла. | ((1s)) Как? | |
| Ta[lat] | | ((1s)) Kak? | |
| Ta[eng] | understand. | ((1s)) How? | |
| Pe[v] | | | • • Aga |
| Pe[TL] | | | • • IJ |
| Pe[eng] | | | • • Aha |
| R[lat] | | | |
| Pe[nv] | | | |
| Pe[c] | | | <i>Uncertain.</i> |

[66]

| | 174 [18:33.1] | 175 [18:33.6] | 176 [18:34.1] | 177 [18:34.6] | 178 [18:35.3] | 179 [18:35.9] | 180 [18:36.6] |
|----------------|---------------|---------------|---------------|---------------|---------------|-------------------|---------------|
| Ta[v] | | Ee | Самолетом? | | | | |
| Ta[lat] | | Ee | Samolëtom? | | | Aga | |
| Ta[eng] | | Ee | By airplane? | | | Aha | |
| Ta[c] | | | | | | <i>Uncertain.</i> | |
| Pe[v] | | | | | | | |
| Pe[TL] | | | | | | | |
| Pe[eng] | | | | | | | |
| Pe[c] | | | | | | | |

[67]

| | 181 [18:37.3] | 182 [18:38.0] | 183 [18:39.1] | 184 [18:39.7] | 185 [18:41.0] | 186 [18:41.2] |
|----------------|---------------------------|---------------|-----------------------------|---------------|-------------------|---------------|
| Ta[v] | • • АаНу, летом... | | • Летом можно. | Ee | • • Из | |
| Ta[lat] | • • Aa Nu letom... | | • Letom možno. | Ee | • • Iz moego | |
| Ta[eng] | • • Aa Well, in summer... | | • In summer it is possible. | Ee | • • From my city. | |
| Pe[v] | | | | | | |
| Pe[eng] | | | | | | |

[68]

| | | | |
|----------------|--|-----------------------------------|--------------------------|
| | 187 [18:42.6] | 188 [18:43.7] | |
| Ta[v] | моего города. Из Барнаула. • Есть самолет • прямой • в | | |
| Ta[lat] | goroda. | Iz Barnaula. | • Yest samolët prjamoy v |
| Ta[eng] | From Barnaul. | There is direct plane to Antalia. | |

[69]

| | | | | |
|----------------|--|------------------------|------------------|---------------|
| | 189 [18:46.6] | 190 [18:47.2] | 191 [18:48.3] | 192 [18:50.7] |
| Ta[v] | Анталию. | | | |
| Ta[lat] | Antaliju. | | | |
| Ta[eng] | | | | |
| Pe[v] | Aga Ale kiedy przyjechałaś? Aa ((1s)) ee. Już. | | | |
| Pe[TL] | IJ | but when come-PST-2SG | IJ | |
| Pe[eng] | Aha | But when did you come? | Aa ((1s)) ee. | Already. |
| Pe[c] | <i>Impatient.</i> | | <i>Planning.</i> | |

[70]

| | | | |
|----------------|--|---------------------------------------|---------------------|
| | 193 [18:51.6] | 194 [18:52.4] | 195 [18:54.6] |
| Ta[c] | | | |
| Pe[v] | ((0.9s)) Mm Ile miesi cy temu / nazad / temu? Ile miesięcy | | |
| Pe[TL] | IJ | how-many month-GEN-PL ago ago-RUS ago | how-many month-GEN- |
| Pe[eng] | ((0.9s)) Mm | How many months ago? | How many months |
| Pe[c] | <i>Planning.</i> | | |

[71]

| | |
|----------------|--|
| | 196 [18:56.4] |
| Ta[c] | <i>Confused.</i> |
| Pe[v] | temu ty przyjechałaś do Turcji? • • • Jak długo jesteś w |
| Pe[TL] | PL ago you-NOM come-PST-2SG to Turkey-GEN • • • how long-ADV COP-PRS-2SG in Turkey-LOC |
| Pe[eng] | ago did you come to Turkey? • • • How long have you been in Turkey? |

[72]

| | 197 [18:58.8] | 198 [19:01.4] | 199 [19:02.4] |
|----------------|---------------------------------|-----------------------|----------------------------|
| Ta[v] | ((1s)) Ee | | ••• Не совсем поняла. |
| Ta[lat] | ((1s)) Ee | | ••• Ne sovsem ponjala. |
| Ta[eng] | ((1s)) Ee | | ••• I didn't quite get it. |
| Ta[c] | <i>Confused.</i> | | |
| Pe[v] | Turcji? ((1s)) Mm Ile miesięcy? | | |
| Pe[TL] | ((1s)) IJ | how-many month-GEN-PL | |
| Pe[eng] | ((1s)) Mm | How many months? | |
| R[lat] | | Skolko myesyatsev? | |
| Pe[c] | <i>Planning.</i> | | |

[73]

| | 200 [19:04.1] | 201 [19:05.7] | 202 [19:06.7] | 203 [19:07.6*] |
|----------------|---|-------------------|-----------------------|------------------|
| Ta[v] | | •• | ? | |
| Ta[lat] | | •• Gde? | | |
| Ta[eng] | | •• Where? | | |
| Ta[c] | | <i>Impatient.</i> | | |
| Pe[v] | Ile miesięcy w Turcji jesteś? | | • Ile miesięcy? | •• Ee |
| Pe[TL] | how-many month-GEN-PL in Turkey COP-2SG | | how-many month-GEN-PL | IJ |
| Pe[eng] | How many month have you been in Turkey? | | • How many months? | •• Ee |
| Pe[c] | | | | <i>Planning.</i> |

[74]

| | 204 [19:08.2] | 205 [19:09.0] | 206 [19:10.5] | 207 [19:10.9] |
|----------------|-----------------|-------------------|---------------|------------------------------|
| Ta[v] | В каком месте? | | | |
| Ta[lat] | V kakom meste? | | Aga | |
| Ta[eng] | In which place? | | Aha | |
| Pe[v] | | ••• W Turcji. | | Kiedy przyjechałaś do |
| Pe[TL] | | ••• in Turkey-LOC | | when come-PST-2SG to Turkey- |
| Pe[eng] | | ••• In Turkey. | | When did you come to Turkey? |

[75]

| | 208 [19:12.7] | 209 [19:14.6] | 210 [19:16.3] | 211 [19:21.0] |
|----------------|------------------------|--------------------------------------|---------------|----------------------|
| Ta[v] | ((1s)) Город? • | | | |
| Ta[lat] | ((1s)) Gorod? • Aa | | | |
| Ta[eng] | ((1s)) City? • Aa, | | | |
| Pe[v] | Турџи? | ••• Mm((2s)) Ee••• Jak dawno? | | |
| Pe[TL] | GEN | ••• IJ | ((2s)) IJ | ••• how long-ago-ADV |
| Pe[eng] | | ••• Mm | ((2s)) Ee | ••• How long ago? |
| R[lat] | | | | ••• Kak dawno? |
| Pe[c] | <i>Planning.</i> | | | |

[76]

| | 213 [19:23.3] | 214 [19:24.4*] | 215 [19:24.5*] | 216 [19:25.7] |
|----------------|---|-------------------------------|--|---------------------------|
| Ta[v] | Аа, как давно! • Поняла, поняла. • • Аа • Вот этим летом | | | |
| Ta[lat] | kak dawno! | • Ponjala | ponjala. | •• Aa • Vot etim letom |
| Ta[eng] | how long ago! | • I understood, I understood. | •• Aa | • I was here this summer. |
| Ta[c] | <i>Planning.</i> | | | |
| Pe[v] | • Aga | | | |
| Pe[TL] | • IJ | | | |
| Pe[eng] | • Aha | | | |
| Pe[c] | <i>Affirmative.</i> | | <i>Does not respond, looks at her with</i> | |

[77]

| | 217 [19:27.1] | 218 [19:27.9] | 219 [19:29.3] | 220 [19:30.5] | 221 [30:02.0] |
|----------------|--|----------------|---------------|---------------|---------------------|
| Ta[v] | была. • В этом году. ((1s)) Ee • • Этот год. • • Летом. А | | | | |
| Ta[lat] | byla. | • V etom godu. | ((1s)) Ee | •• Etot god. | •• Letom. A |
| Ta[eng] | | • This year. | ((1s)) Ee | •• This year. | •• In summer. Where |
| Pe[c] | <i>tensed face.</i> | | | | |

[78]

| | 222 [30:04.5] | | | | |
|----------------|---|--------|----------|------------|------------------------|
| Ta[v] | куда/где/куда хочешь поехать за границу? Какие | | | | |
| Ta[lat] | kuda/gde/kuda | хочеš' | pojexat' | zagranicu? | Kakije strany |
| Ta[eng] | do you want to go abroad? | | | | What countries to see? |

[79]

| | | |
|----------------|--|----------------|
| | 223 [30:05.4] | 224 [30:06.5*] |
| Ta[v] | страны посмотреть? | |
| Ta[lat] | posmotret'? | |
| Ta[eng] | | |
| Pe[v] | Jeszcze.Znaczy moimi takimi ((1s)) | |
| Pe[TL] | that-means my-INS-PL such-INS-PL ((1s)) aim- | |
| Pe[eng] | Also. Actually i have such a ((1s)) aim • dream. | |

[80]

| | | | |
|----------------|--|--------------------|------------------|
| | 225 [30:10.2*] | 226 [30:11.4*] | 227 [30:13.0] |
| Ta[v] | • • Mm | | |
| Ta[lat] | • • Mm | | |
| Ta[eng] | • • Mm | | |
| Ta[nv] | <i>Shakes her head.</i> | | |
| Pe[v] | celami • marzeniami. • • • Marzenia.Marzenia.((1s)) Mm | | |
| Pe[TL] | INS-PL • dream-INS-PL | • • • dream-NOM-PL | dream-NOM-PL IJ |
| Pe[eng] | | • • • Dream. | Dream. ((1s)) Mm |
| R[lat] | | • • • Mechta. | |
| Pe[c] | | | <i>Planning.</i> |

[81]

| | | |
|----------------|--|--|
| | 228 [30:15.0*] | 229 [30:16.8] |
| Pe[v] | ((1s)) ee• • Że bardzo chciałbym być na każdym | |
| Pe[TL] | IJ | • • that much would-like be-INF on every-LOC continent-LOC |
| Pe[eng] | ((1s)) ee | • • I would like to visit every continent so much. |
| R[lat] | | • • Ochen hotyel bi bit na kajdom kontinyentye. |
| Pe[c] | | |

[82]

| .. 230 [30:19.7]231 [30:20.2] | |
|-------------------------------|---|
| Ta[v] | Ага, ага, ага, ага, ага; поняла. |
| Ta[lat] | Aga, aga, aga, aga, aga; ponjala. |
| Ta[eng] | Aha, aha, aha, aha, aha; I understood. |
| Ta[nv] | <i>Nods her head.</i> |
| Pe[v] | kontynencie. W Europie, w Ameryce, w północnej, w |
| Pe[TL] | |
| Pe[eng] | In Europe, America, Northern and Southern one, Australia, Africa. |
| R[lat] | |

[83]

| .. 232 [30:24.2] | |
|------------------|---|
| Ta[v] | |
| Ta[lat] | |
| Ta[eng] | |
| Ta[nv] | <i>Laughs.</i> |
| Pe[v] | południowej, w Australii, Afryce. Także w Europie już |
| Pe[eng] | So I was in Europe, i am in Asia, i also was in |
| Pe[nv] | <i>Laughs.</i> |

[84]

| .. | |
|----------------|--|
| Ta[nv] | |
| Pe[v] | byłem, w Azji jestem, w Ameryce północnej też byłem. |
| Pe[eng] | Northern America. |
| Pe[nv] | |

[85]

| 233 [30:30.8] | | 234 [30:33.6] | |
|----------------|---|---------------|----------------|
| Pe[v] | Jeszcze Ameryka południowa, Afryka, Australia. ••• ee • | | |
| Pe[eng] | Southern America, Africa and Australia are left. | | ••• ee • well, |

[86]

| | | 235 [30:35.4] | 236 [30:37.3] | 237 [30:37.9] |
|---------|---|------------------|--------------------|-----------------------|
| Pe[v] | no, także myślę, że... Ee • • no... • • Nie wiem. Chciałbym w | | | |
| Pe[TL] | | IJ | | |
| Pe[eng] | also i think that... | Ee • • no... | • • I do not know. | I would like to go to |
| Pe[c] | | <i>Planning.</i> | | |

[87]

| | | 238 [30:42.1*] |
|---------|---|----------------------------|
| Ta[v] | | Ara |
| Ta[lat] | | Aha |
| Ta[eng] | | Aha |
| Ta[nv] | | <i>Nods her head once.</i> |
| Pe[v] | następnych paru latach pojechać do Australiji, i do | |
| Pe[eng] | Australia and to Africa in some of next years. | |

[88]

| | | 239 [30:42.2] | 240 [30:43.3] | 241 [30:44.0] | 242 [30:44.8] | 243 [30:45.7] |
|---------|--|---------------|------------------|---------------|---------------|---------------|
| Ta[v] | | | | | | |
| Ta[lat] | | | | | | |
| Ta[eng] | | | | | | |
| Ta[nv] | | | | | | |
| Pe[v] | Afryki... • • Gdzieś do Afryki. Do... • Nie wiem. • • MmRPA. | | | | | |
| Pe[TL] | | | | | • • IJ | |
| Pe[eng] | • • Somewhere to Africa. | To... | • I do not know. | • • Mm | SAR. | |

[89]

| | | 244 [30:46.5] | 245 [30:49.1] |
|---------|--|---------------|----------------------|
| Ta[c] | <i>Smiles and nods her head showing that she understood.</i> | | |
| Pe[v] | • • • Do Repu/Republika Południowej Afryki. • Jakiś taki | | |
| Pe[eng] | • • • To South African Republic. | | • Some very ((0.8s)) |

[90]

| | | | | |
|----------------|----|--|---------------|-----------------|
| | .. | 246 [30:52.6] | 247 [30:52.9] | 248 [30:53.2] |
| Ta[v] | | Конечно! Да. Очень | | |
| Ta[lat] | | Konečno! | Da. | Očen' neobyčno. |
| Ta[eng] | | Sure! | Yes. | Very unusual. |
| Pe[v] | | bardzo ((0.8s)) egzotyczny jakiś kraj. | | |
| Pe[eng] | | exotic country. | | |

[91]

| | | | | |
|----------------|----|------------------|--|---------------|
| | .. | 249 [30:54.3] | 250 [30:55.0] | 251 [30:56.4] |
| Ta[v] | | необычно. | Но ведь время еще есть впереди. Как | |
| Ta[lat] | | | No ved' vremja ješčë jest' vperedi. | Kak |
| Ta[TL] | | | but do-INT time-NOM still COP-PRS-3SG ahead. | just be- |
| Ta[eng] | | | But you do have time ahead of you. | You will |
| Pe[v] | | Ee | | |
| Pe[TL] | | IJ | | |
| Pe[eng] | | Ee | | |
| Pe[c] | | <i>Planning.</i> | | |

[92]

| | | | |
|----------------|----|---|-------------------------------------|
| | .. | 252 [30:57.5] | 253 [30:59.0] |
| Ta[v] | | раз успеешь. • • В Авст/австралию и Африку. | |
| Ta[lat] | | raz uspeješ'. | • • V Avst/avstraliju i Afriku. |
| Ta[TL] | | in-time-FUT-2SG | • • to Australia-ACC and Africa-ACC |
| Ta[eng] | | make it. | • • In Australia and Africa. |
| Pe[v] | | | • Jak? |
| Pe[eng] | | | • What? One |
| Pe[nv] | | | <i>Moves his head</i> |

[93]

| | |
|----------------|---|
| 255 [31:00.0] | |
| Ta[v] | •Ну, • как раз • успеешь, еще много |
| Ta[lat] | • Nu kak raz uspeješ ješče mnogo vremena |
| Ta[TL] | • well just • be-in-time-FUT-2SG yet much time-GEN at you- |
| Ta[eng] | • Well, • just • you will make it, you have much time ahead of you. |
| Pe[v] | Jeszcze raz? |
| Pe[eng] | more time? |
| Pe[nv] | towards her. |

[94]

| | | |
|----------------|---------------------------------------|----------------------------|
| 256 [31:03.2] | | 257 [31:04.0] |
| Ta[v] | времени у тебя впереди. • Время есть. | |
| Ta[lat] | u tebja vperedi. | • Vremja jest. |
| Ta[TL] | LOC ahead. | • time-NOM COP-PRS-3SG |
| Ta[eng] | | • You have time. |
| P[lat] | | • Mash chas. |
| Pe[v] | | • • • Nie |
| Pe[eng] | | • • • I do not understand. |

[95]

| | | | | |
|----------------|---|-----------------------|-----------------------------|----------------------------|
| 258 [31:05.7] | | 259 [31:07.4] | 260 [31:09.3] 261 [31:09.8] | |
| Ta[v] | • • • Ам((1s)) Ус/успевать. Аа ((1s)) Ну, ты | | | |
| Ta[lat] | • • • Am | ((1s)) Us/uspevat'. | Aa | ((1s)) Nu ty |
| Ta[TL] | • • • IJ | ((1s)) be-in-time-INF | IJ | ((1s)) well you-NOM |
| Ta[eng] | • • • Am | ((1s)) To make it. | Aa | ((1s)) Well, you are young |
| P[lat] | | ((1s)) Nadojach. | | |
| Pe[v] | rozumiem. | | | |
| Pe[eng] | | | | |
| Pe[c] | <i>Looks at her with strained face and bites his lip.</i> | | | |

[96]

| | 262 [31:12.1] | 263 [31:13.5] | 264 [31:14.3] |
|----------------|---|------------------|---------------------------|
| Ta[v] | еще молодой. ((1s)) Молодой. • Возраст. | | |
| Ta[lat] | ješčë molodoj. | ((1s)) Molodoj. | • Voзраст. |
| Ta[TL] | yet young-NOM | ((1s)) young-NOM | • age-NOM |
| Ta[eng] | yet. | ((1s)) Young. | • Age. |
| P[lat] | | ((1s)) Mwodi. | • Vyek. |
| Pe[v] | | | • • Molodoy. • • |
| Pe[TL] | | | • • young-NOM |
| Pe[eng] | | | Young. • • |
| Pe[c] | | | <i>Repeats after her.</i> |

[97]

| | 266 [31:15.8] | 267 [31:16.3] | 268 [31:17.3] | 269 [31:18.2] |
|----------------|--|----------------|-----------------|-----------------------------------|
| Ta[v] | Аа • • Много годов еще. • Годы. • Впереди. | | | |
| Ta[lat] | Aa | • • Много | godov ješčë. | • Gody. • Vpered. |
| Ta[TL] | IJ | • • many | year-GEN-PL yet | • year-NOM-PL • ahead |
| Ta[eng] | Aa | • • Many years | yet. | • Years. • Ahead of you. |
| P[lat] | | • • Dujo lyat | yeshche. | • Lyat. • Pshed. |
| Pe[v] | Nie wiem. | | | |
| Pe[eng] | don't know. | | | |
| Pe[c] | | | | <i>Tries to listen carefully.</i> |

[98]

| | 270 [31:18.9] | 271 [31:20.3] | 272 [31:20.5*] | 273 [31:21.3] | 274 [31:22.0] |
|----------------|--|---------------|------------------------------|---------------|-----------------|
| Ta[v] | • • У тебя. | | • • Го/годы. • • | | |
| Ta[lat] | • • U tebj. | | • • Go/gody. • • Vpered. | | |
| Ta[TL] | • • at you-LOC | | • • year-NOM-PL • • ahead | | |
| Ta[eng] | • • You have. | | • • Years. • • Ahead of you. | | |
| P[lat] | • • Mash. | | | | |
| Ta[nv] | <i>Makes fast movement with her hand toward him.</i> | | | | |
| Pe[v] | ((1s)) Hm | | Dužo. | | Aga |
| Pe[TL] | | | | | IJ |
| Pe[eng] | ((1s)) Hm | | Many. | | Aga |
| Pe[nv] | | | | | <i>Nods his</i> |

[99]

| | | 276 [31:22.7] | 277 [31:23.4] | 278 [31:23.9] | 279 [31:24.3] | 280 [31:25.4] |
|----------------|--|-------------------------|---------------|--------------------------|---------------|---------------|
| Ta[v] | | Впереди. | Да. | Думаю, что как раз... | | |
| Ta[lat] | | | Da. | Dumaju što kak raz... | | |
| Ta[TL] | | | | think-PRS-1SG that just | | |
| Ta[eng] | | | Yes. | I think you will just... | | |
| Pe[v] | | • Dužo lat. | Aga | Jeszcze, żeby | | |
| Pe[TL] | | | IJ | | | |
| Pe[eng] | | • Many years. | Aga | I still have time to go. | | |
| Pe[nv] | | <i>head and smiles.</i> | | | | |

[100]

| | | 282 [32:14.0] | 283 [32:15.6] | 284 [32:16.6] |
|----------------|--|---|---------------|---------------|
| Ta[v] | | Ну, думаю, что Москва, Петербург. •• Аа ••• | | |
| Ta[lat] | | Nu dumaju što Moskva Peterburg. | •• Aa | ••• Dlja te |
| Ta[TL] | | well think-PRS-1SG that Moscow-NOM Petersburg-NOM | •• IJ | ••• for |
| Ta[eng] | | Well, I think that Moscow and Petersburg. | •• Aa | ••• For you |
| Pe[v] | | jechać. | | |
| Pe[eng] | | | | |

[101]

| | | 285 [32:20.9] |
|----------------|---|--|
| Ta[v] | | Для те / Для тебя будут •• близкие • к Европе. ••• |
| Ta[lat] | / | Dlja tebja budut blizkije k Evrope. ••• Goroda. |
| Ta[TL] | | you-GEN COP-FUT-3PL close-NOM-PL to Europe-DAT ••• city-NOM-PL |
| Ta[eng] | | will be •• close •• to Europe. ••• Cities. |

[102]

| | | | |
|----------------|--------------------------------|---|-------------------------------|
| | .. 286 [32:22.2] 287 [32:23.4] | | |
| Ta[v] | Города. | Культура, • • архитектура • • в принципе. | |
| Ta[lat] | | Kultura | arxitektura v principe. |
| Ta[TL] | | culture-NOM | architecture-NOM in-principle |
| Ta[eng] | | Culture, • • architecture • • in principle. | |
| Pe[v] | • • Mm | | |
| Pe[TL] | • • IJ | | |
| Pe[eng] | • • Mm | | |
| Pe[nv] | <i>Frowns.</i> | | |
| Pe[c] | <i>Confused.</i> | | |

[103]

| | | |
|----------------|--|-------------------|
| | 288 [32:25.4] | 289 [32:27.6] |
| Ta[v] | • В • Европе. • • В | |
| Ta[lat] | • V | Evrope. • • V |
| Ta[TL] | • in | Europe-LOC • • in |
| Ta[eng] | • In • Europe. | • • In |
| Pe[v] | ((0.6s)) W Polsce, czy w Europie, czy... | |
| Pe[eng] | ((0.6s)) In Poland or in Europe, or... | |

[104]

| | | | | |
|----------------|--|---------------|--|---------------------------|
| | .. 291 [32:30.1] | | | |
| Ta[v] | столицах в Европе. И, • допустим, Петербург, Москва. | | | |
| Ta[lat] | stolicax | v Evrope. | I dopustim | Peterburg Moskva. |
| Ta[TL] | capital-LOC-PL | in Europe-LOC | and let-us-assume | Petersburg-NOM Moscow-NOM |
| Ta[eng] | capitals in Europe. | | And • let us assume, Petersburg, Moscow. | |

[105]

| | 292 [32:31.9] | 293 [32:33.0] | 294 [32:34.5] | 295 [32:34.9] |
|----------------|-------------------------------|---------------|-----------------------|----------------|
| Ta[v] | • Похожие. | | , ага | |
| Ta[lat] | • Pochożyje. | | Aga, aga | Podobnyje. |
| Ta[TL] | • similar-NOM-PL | | IJ | similar-NOM-PL |
| Ta[eng] | • Similar. | | Aha, aha | Similar. |
| P[lat] | • Podobnye. | | | |
| Ta[c] | | | <i>Affirmative.</i> | |
| Pe[v] | • Że •• bardzo jest podobnie? | | Aga | |
| Pe[eng] | • They •• are similar? | | Aha | |
| Pe[nv] | | | <i>Nods his head.</i> | |

[106]

| | 296 [33:01.6] | 297 [33:02.8] | 298 [33:03.8] |
|----------------|-------------------------------------|---------------|--------------------------|
| Ta[v] | Подобные. | | ••• Ага |
| Ta[lat] | | | ••• Aga |
| Ta[TL] | | | |
| Ta[eng] | | | ••• Aha |
| Ta[nv] | | | <i>Nods her head.</i> |
| Ta[c] | | | <i>Confident.</i> |
| Pe[v] | Co myślisz o Moskwie? | | •• Że jest |
| Pe[TL] | what think-PRS-2SG about Moscow-LOC | | •• that COP-PRS-3SG very |
| Pe[eng] | What do you think of Moscow? | | •• Is Moscow fine? |
| R[lat] | Shto dumayesh o Moskve? | | |
| Pe[nv] | | | |

[107]

| | 299 [33:05.8] |
|----------------|---|
| Ta[c] | <i>Does not react to the question.</i> |
| Pe[v] | bardzo fajna Moskwa, nie wiem? • Polecasz bardzo |
| Pe[TL] | fine-NOM Moscow-NOM know-NEG-PRS-1SG • advise-FUT-2SG much Moscow-ACC |
| Pe[eng] | • Would you advise me to visit Moscow? |

[108]

| | | |
|----------------|------------------------|-------------------------------------|
| | 300 [33:08.0] | 301 [33:09.1] |
| Ta[v] | ••• Aa | |
| Ta[lat] | ••• Aa | |
| Ta[eng] | ••• Aa | |
| Ta[c] | <i>Not confident.</i> | |
| Pe[v] | Moskwę, żeby zobaczyć? | Co myślisz o Moskwie? |
| Pe[TL] | in-order-to visit-INF | what think-PRS-2SG about Moscow-LOT |
| Pe[eng] | | What do you think of Moscow? |

[109]

| | | | | | |
|----------------|----------------------------|------------------|--------------------|------------------|---------------------|
| | 302 [33:10.1] | 303 [33:11.2] | 304 [33:12.6] | 305 [33:13.4] | 306 [33:14.6] |
| Pe[v] | • Że jest bardzo... ••• Mm | | Bardzo ładna? • Ee | | Podoba ci |
| Pe[TL] | • that COP-PRS-3SG very | ••• IJ | very beautiful-NOM | • IJ | appeal-PRS-3SG you- |
| Pe[eng] | • Is it very... | ••• Mm | Very beautiful? | • Ee | Does Moscow appeal |
| R[lat] | | | Ochen krasivaya? | | Nravitsa li tyebye |
| Pe[c] | | <i>Planning.</i> | | <i>Planning.</i> | |

[110]

| | | | | | |
|----------------|----------------------------|---------------|------------------|---------------|---------------|
| | 307 [33:15.8] | 308 [33:16.6] | 309 [33:17.4] | 310 [33:18.3] | 311 [33:19.2] |
| Ta[v] | •• Ee • Не очень. ••• | | | | |
| Ta[lat] | Aga | •• Ee | • Ne očen'. | ••• | |
| Ta[eng] | Ok. | •• Ee | • Not very much. | ••• I like | |
| Ta[nv] | <i>Smiles.</i> | | | | |
| Ta[c] | <i>Planning.</i> | | | | |
| Pe[v] | się Moskwa? Lubisz Moskwę? | | | | |
| Pe[TL] | DAT REF Moscow | like-PRS-2SG | Moscow-ACC | | |
| Pe[eng] | to you? | Do you like | Moscow? | | |
| R[lat] | Moskva? | Lyubish | Moskvu? | | |

[111]

| | | | |
|----------------|---|-------------------------------------|--|
| | | 312 [33:21.6] | |
| Ta[v] | Некоторые места люблю в Москве. • • Но вообще | | |
| Ta[lat] | Nekotoryje mesta ljublju v Moskve. | • • No voobshye Moskva | |
| Ta[eng] | some places in Moscow. | • • But generally Moscow is very... | |

[112]

| | | | | |
|----------------|---|------------------------|---------------|---------------|
| | | 313 [33:23.9] | 314 [33:25.2] | 315 [33:42.4] |
| Ta[v] | Москва очень... • Ха/хаоса много. • Хаос. | | | |
| Ta[lat] | ochen'... | • Ха/xaosa mnogo. | • Хаос. | |
| Ta[eng] | | • There is much chaos. | • Chaos. | |
| Pe[v] | A to • miasto | | | |
| Pe[TL] | and that city-NOM where | | | |
| Pe[eng] | Is the city where you live | | | |
| R[lat] | A tot gorog, gdye ti jivyosh, | | | |

[113]

| | | | |
|----------------|--|------------------|---------------|
| | | 316 [33:44.5] | 317 [33:46.5] |
| Ta[v] | ((1s)) Барнаул. | | |
| Ta[lat] | ((1s)) Barnaul. | | |
| Ta[eng] | ((1s)) Barnaul. | | |
| Pe[v] | gdzie ty mieszkasz jest duże? | Czy duże? | |
| Pe[TL] | you-NOM live-PRS-2SG COP-PRS-3SG big-NOM | Q big-NOM | |
| Pe[eng] | big? | Is it big? | |
| R[lat] | bolshoy? | Bolshoy? | |

[114]

| | 318 [33:46.9] | 319 [33:47.8] | 320 [33:48.8] | 321 [33:49.5] | 322 [33:50.3] |
|----------------|--|---------------|---------------|---------------|---------------|
| Ta[v] | •• АаЖиву?• Где живу? | | | | |
| Ta[lat] | •• Aa Žyvu? • Gde žyvu? | | | | |
| Ta[eng] | •• Aa I live? • Where do I live? | | | | |
| Ta[c] | <i>Uncertain.</i> | | | | |
| Pe[v] | Jak duże miasto? | | | • Hm | |
| Pe[TL] | how big-NOM city-NOM | | | • IJ | |
| Pe[eng] | How much big is the city? | | | • Hm | |
| R[lat] | Naskolko bolshoy gorod? | | | | |
| Pe[nv] | <i>Makes open gesture with his</i> | | | | |
| Pe[c] | <i>First thinking to deny but then</i> | | | | |

[115]

| | 323 [33:50.6*] | 324 [33:51.0] | 325 [33:52.9] |
|----------------|--|--------------------------------------|----------------------------------|
| Ta[c] | <i>Confused.</i> | | |
| Pe[v] | • Ugu ••• Tam, gdzie ty mieszkasz. Jak duże / ile ludzi | | |
| Pe[TL] | IJ | ••• there where you-NOM live-PRS-2SG | how big-NOM how-many people- |
| Pe[eng] | • Ugu | ••• There, where you live. | How big_ how many people live in |
| Pe[nv] | <i>hand.</i> | | |
| Pe[c] | <i>decides to affirm.</i> | | |

[116]

| | 326 [33:54.9] | 327 [33:57.4] |
|----------------|-------------------------------------|---------------------|
| Ta[v] | ((1s)) На/название? | |
| Ta[lat] | ((1s)) Na/nazvanije? | Nazyva/nazyvajetsja |
| Ta[eng] | ((1s)) The name? | How is it called? |
| Ta[nv] | <i>Shakes her head slightly.</i> | |
| Ta[c] | <i>Confused.</i> | |
| Pe[v] | mieszka w tym mieście? | |
| Pe[TL] | NOM-PL live-PRS-PL in that city-LOC | |
| Pe[eng] | this city? | |

[117]

| | | | | |
|----------------|--|---------------|-----------------------|---------------|
| | .. | 328 [33:58.4] | 329 [33:58.8] | 330 [33:59.6] |
| Ta[v] | Называет/называется как? | | | |
| Ta[lat] | kak? | | | |
| Ta[eng] | | | | |
| Ta[c] | <i>Looks at him with strained face trying to understand.</i> | | | |
| Pe[v] | • Nie. • Mm Jak duze jest to | | | |
| Pe[TL] | • IJ | how | big-NOM COP-PRS-3SG | that city |
| Pe[eng] | • No. | • Mm | How big is this city? | |

[118]

| | | | | | |
|----------------|---|-----------------------------|-------------------|---------------|---------------|
| | .. | 331 [34:01.1] | 332 [34:02.2] | 333 [34:03.4] | 334 [34:05.3] |
| Ta[c] | miasto? • • Ee Ile ludzi tam mieszka? ((0.7s)) Ee ((1s)) Jak... | | | | |
| Pe[v] | | | | | |
| Pe[TL] | • • IJ | how-many people-PL | there live-PRS-PL | ((0.7s)) IJ | |
| Pe[eng] | • • Ee | How many people live there? | ((0.7s)) Ee | ((1s)) How... | |
| R[lat] | Skolko lyudyey yam jivyot? | | | | |

[119]

| | | | | |
|----------------|---------------------------------------|---------------|---------------|---------------------|
| | 335 [34:07.0] | 336 [34:08.4] | 337 [34:09.1] | 338 [34:10.2] |
| Ta[v] | • • Аа, большое или маленькое? | | | |
| Ta[lat] | • • Aa | bol'shoje | ili | malen'koje? Razmer? |
| Ta[eng] | • • Aa, | big or small? | | The size? |
| P[lat] | Rozmyar. | | | |
| Pe[v] | Tak jak mm? Mm | | | |
| Pe[TL] | IJ | | | |
| Pe[eng] | Like mm? | Mm | | |
| Pe[c] | <i>Shows the size with his hands.</i> | | | |

[120]

| | | | | | | | | |
|----------------|---------|-----------------------|---------------|---------------|---------------|---------------|---------------|---------------|
| | | 339 [34:10.7] | 340 [34:10.9] | 341 [34:11.4] | 342 [34:12.1] | 343 [34:13.0] | 344 [34:14.0] | 345 [34:15.1] |
| Ta[v] | Размер? | Ага, ага, ага, ага | | ••• Аа | • Ну. | •• Ее | Как | тебе |
| Ta[lat] | | Aga, aga, aga, aga | | ••• Aa | • Nu. | •• Ee | Kak | tebe |
| Ta[eng] | | Aha, aha, aha, aha | | ••• Aa | • Well. | •• Ee | How can I | |
| P[lat] | | | | | | | | |
| Ta[nv] | | <i>Nods her head.</i> | | | | | | |
| Pe[v] | Ага | Rozmiar. | | | | | | |
| Pe[TL] | | IJ | | | | | | |
| Pe[eng] | Aha | The size. | | | | | | |

[121]

| | | | | |
|----------------|---------------|---------------------------------------|----------------|------------------|
| | | 346 [34:16.1] | 347 [34:17.6*] | 348 [34:17.9*] |
| Ta[v] | тебе сказать? | ••• Восемьсот тысяч. | • Ее | • Человек |
| Ta[lat] | skazat'? | ••• Vosem'sot tysjač'. | • Ee | • Čelovek |
| Ta[TL] | | ••• eight-hundred-NOM thousand-PSS-PL | • IJ | |
| Ta[eng] | say? | ••• Eight hundred thousands. | • Ee | • Of population. |

[122]

| | | | | | | |
|----------------|-------------|----------------|----------------|---------------|---------------------|----------------|
| | | 349 [34:19.3] | 350 [34:19.8*] | 351 [34:20.1] | 352 [34:20.9] | 353 [34:21.1] |
| Ta[v] | населения. | Ну | средний. | Не | больш/не большой. | Восем' |
| Ta[lat] | naselenija. | Nu | srednij. | Ne | bol'sh/nye bol'soj. | Vosem' |
| Ta[TL] | | | | | | eight-hundred- |
| Ta[eng] | | Well, average. | | Not big. | | Eight hundred |
| Pe[v] | | | Иле? | Иле? | | |
| Pe[eng] | | | How many? | How many? | | |

[123]

| | |
|----------------|--|
| | 354 [34:23.1] |
| Ta[v] | Восемь/восемьс/восемьсот тысяч. |
| Ta[lat] | /vosem'/vosem'sot tysjač'. |
| Ta[TL] | NOM thousand-PSS-PL |
| Ta[eng] | thousands. |
| Pe[v] | Osiemdziesiąt |
| Pe[TL] | eighty-NOM thousand-PSS-PL |
| Pe[eng] | Eighty thousands. |
| Pe[c] | <i>Whispers.</i> |

[124]

| | | | | |
|----------------|--|-----------------------|-----------------------|-----------------|
| | 355 [34:24.6] | 356 [34:25.9*] | 357 [34:26.0] | 358 [34:26.8] |
| Ta[v] | Восемьсот тысяч • человек. | | | Ни |
| Ta[lat] | Vosem'sot | tysjač' | čelovek. | Ni bol' |
| Ta[TL] | eight-hundred-NOM thousand-PSS-PL people-GEN | | | |
| Ta[eng] | Eight hundred thousands • of people. | | | Not big, |
| Pe[v] | tysięcy. | Aga | Osiemdziesiąt. | Aga |
| Pe[TL] | | | eighty-NOM | |
| Pe[eng] | | Aha | Eighty . | Aha |
| Pe[nv] | | <i>Nods his head.</i> | | |
| Pe[c] | | <i>Confident,</i> | <i>Whispers.</i> | <i>Nods his</i> |

[125]

| | | | |
|----------------|---|---------------|-------------------|
| | 359 [34:28.6*] | 360 [34:28.6] | 361 [41:25.1] |
| Ta[v] | большой, ни маленький такой, нормальный. | | |
| Ta[lat] | šoj | ni malen'kij | takoj normal'nyj. |
| Ta[eng] | not small, average. | | |
| Pe[v] | | | Aga |
| Pe[eng] | | | Aha |
| Pe[c] | <i>head confidently showing that he understood.</i> | | |

APPENDIX L

Discourse between Yana(R) and Dariusz(P), 12th couple

Conversation between Yana and Dariusz

Project Name: Receptive multilingualism in Slavonic languages

Referenced file: C:\Documents and Settings\aliona\Desktop\recordings\Yana+Dariusz 4.12.AVI

Transcription Convention: YD

Comment: Yana and Dariusz did not know each other before. Yana has some basic knowledge of Polish due to her one-week visit to Poland, where she made use of Russian-Polish receptive multilingualism. Dariusz does not have any knowledge of Russian, but used to hear this language from his grandmother who is originally Russian. He never visited Russia and never practiced receptive multilingualism.

User defined attributes:

Date of recording: 04.12.09.

Place of recording: Ankara, METU

Date of transcription: 18.12.09.

Duration of transcription: 15 hours

Recording person: Aliona Romaniuk

Transcribing person: Aliona Romaniuk

Translating person: Aliona Romaniuk

Speakertable

Ya

Sex: f

Languages used: rus; eng; deu; cmn

L1: rus

Comment: Does not have knowledge of any other Slavonic language but Russian.

User defined attributes:

Full name: Yana

Nationality: Russian

Native language: Russian

Status: student

City: Irkutsk

Da

Sex: m

Languages used: pol; eng

L1: pol

Comment: Does not have knowledge of any other Slavonic language but Polish.

User defined attributes:

Full name: Dariusz

Nationality: Pole

Native language: Polish

Status: student

City: Wroclaw

AI

Sex: f

[1]

0 [00.0] 1 [00.0]

2 [02.0]

AI[v]

Ok, guys, we are starting our recording. You've chosen

[2]

3 [04.7]

AI[v]

the topic 'Your future profession'. • So you know your

[3]

AI[v]

task: Yana speaks Russian and Dariusz speaks Polish.

[4]

4 [09.0]

AI[v]

Try to understand each other speaking these languages.

[5]

5 [11.9]

AI[v]

Ee and please, don't switch into English in the moments

[6]

AI[v]

when it is possible to get to understand each other in your

[7]

6 [20.3]

AI[v]

respective languages. And you can switch / switch into

[8]

| | |
|-------|---|
| .. | .. |
| AI[v] | English only in the moments when you get completely |

[9]

| | | |
|---------|--------------------------------|--|
| .. | 7 [24.7] | 8 [26.6] |
| Da[v] | | Cześć, jestem ciekawy na |
| Da[TL] | | hi COP-PRS-1SG curious for beginning |
| Da[eng] | | Hi, to begin with I am curious at which department |
| AI[v] | stuck.Ok? So, let's start now. | |

[10]

| | | |
|---------|---|--------------------|
| .. | 9 [31.4] | 10 [32.4] |
| Ya[v] | | • • • |
| Ya[lat] | | • • • |
| Ya[eng] | | • • • |
| Da[v] | początek na jakim wydziale studiujesz. Co studiujesz? | |
| Da[TL] | at which department-LOC study-PRS-2SG | what study-PRS-2SG |
| Da[eng] | you study. | What do you study? |

[11]

| | |
|---------|--|
| .. | 11 [35.9] |
| Ya[v] | Амм что я делаю, да? ты спросил про • чем я |
| Ya[lat] | Amm što ja delaju da? Aa ty sprosíl pro čem ja zanimajus'? |
| Ya[eng] | Amm what do I do, right? Aa you asked about what I do? |

[12]

| | 12 [41.2] | 13 [42.4] | 14 [44.2] |
|---------|-------------------|-----------------|------------------|
| Ya[v] | занимаюсь? | Ээ университет? | |
| Ya[lat] | | Ee universitet? | |
| Ya[eng] | | Ee university? | |
| Da[v] | • • ... | | • Jaki kierunek? |
| Da[eng] | • • ... | | • Which area? |
| Da[c] | <i>Uncertain.</i> | | |

[13]

| | 15 [45.7] | 16 [47.1*] | 17 [49.0*] | 18 [50.0*] | 19 [52.0] |
|---------|---------------|--------------|------------|-------------------|--------------|
| Ya[v] | | | | | • я учу |
| Ya[lat] | | | | | Aa ja uču |
| Ya[eng] | | | | | Aa • I study |
| Da[v] | Wydział... | Matematyka? | Fizyka? | Informatyka? | |
| Da[eng] | Department... | Mathematics? | Physics? | Computer science? | |

[14]

| | 20 [55.0] | 21 [01:45.0] |
|---------|------------------------|--|
| Ya[v] | БИЗНЕС. | |
| Ya[lat] | biznes. | |
| Ya[eng] | business. | |
| Da[v] | | A to jest tylko jedna / jedna opcja, jedna |
| Da[eng] | | And that is the only option, the only alternative? |
| [com] | <i>1 min left out.</i> | |

[15]

| | 22 [01:48.0] | 23 [01:49.1] |
|---------|-----------------------------------|---|
| Ya[c] | <i>Tries to listen carefully.</i> | |
| Da[v] | alternatywa? | Tylko nauczyciel? Czy coś jeszcze może? |
| Da[eng] | Only teaching? | Or may be something else? |

[16]

24 [01:50.4]

25 [01:54.3]

| | | |
|----------------|---|-----------|
| Ya[v] | • • Да, у меня есть / есть ли у меня альтернатива? | |
| Ya[lat] | • • Da u menja est' / est' li u menja al'ternativa? | |
| Ya[eng] | • • Yes, I have / do I have an alternative? | |
| Da[v] | | Hm |
| Da[eng] | | Hm |

[17]

26 [01:54.8]

27 [01:56.9]

28 [01:57.7]

29 [01:58.6*]

| | | |
|----------------|---------------------------------------|-----------------------------------|
| Ya[v] | • Да, это как альтернатива. | |
| Ya[lat] | • Da eto kak al'ternativa. | |
| Ya[eng] | • Yes, this is a kind of alternative. | |
| Da[v] | | Jaka?Znaczy... Czy |
| Da[TL] | | mean-PRS-3SG Q plan-PRS-2SG |
| Da[eng] | | Which? I mean... Are you planning |

[18]

30 [02:00.6]

31 [02:01.9*]

| | | | |
|----------------|---|-------------------|---------------------|
| Ya[c] | <i>Tries to listen carefully.</i> | | |
| Da[v] | planujesz coś jeszcze? Czy tylko nauczyciel? Czy może | | |
| Da[TL] | something else | Q only teacher | Q may-be |
| Da[eng] | something else? | Or only teaching? | Or may be something |

[19]

32 [02:03.3]

| | | | |
|----------------|--|--|------------|
| Ya[c] | <i>Tries to listen carefully.</i> | | |
| Da[v] | coś jeszcze? No nie wiem, na przykład jak powiedziałeś o | | |
| Da[TL] | something else | well know-PRS-1SG for example as tell-PST-2SG | about that |
| Da[eng] | else? | Well, I do not know, for example, you were talking about business, so may be | |

[20]

| | |
|----------------|---|
| | .. |
| Ya[c] | |
| Da[v] | tym biznesie, może planujesz jakąś firmę otworzyć, |
| Da[TL] | business may-be plan-PRS-2SG some_ACC company-ACC open-INF mean-PRS-3SG found-INF some- |
| Da[eng] | are you planning to open some company. |

[21]

| | | |
|----------------|--|--|
| | .. | 33 [02:11.2] |
| Ya[c] | | <i>Tries to listen carefully.</i> |
| Da[v] | znaczy prowadzić jakąś firmę. Czy nauczyciel, może | |
| Da[TL] | ACC company-INF | or teacher may-be company or |
| Da[eng] | | Either teaching, or company, or some other |

[22]

| | | |
|----------------|-------------------------------|--|
| | .. | 34 [02:14.7] |
| Ya[v] | | ((1s)) ц/ вопрос - |
| Ya[lat] | | ((1s)) c/ vopros firma? |
| Ya[eng] | | ((1s)) Aa the question is the company? |
| Ya[c] | | |
| Da[v] | firma, czy jakieś inne opcje? | |
| Da[TL] | some other option | |
| Da[eng] | option? | |

[23]

| | | | |
|----------------|------------------------------------|--------------|---------------------------|
| | .. | 35 [02:18.5] | 36 [02:20.4]37 [02:21.0] |
| Ya[v] | фирма? Буду ли я работать в фирме? | | |
| Ya[lat] | Budu li ja rabotat' v firme? | | |
| Ya[eng] | If I will work at a company? | | |
| Da[v] | | | Hm Znaczy, |
| Da[TL] | | | mean-PRS-3SG plan-PL |
| Da[eng] | | | Hm I mean, your plans for |

[24]

| .. | | 38 [02:24.8] | 39 [02:25.9] | 40 [02:27.0] |
|---------|----------------------|--------------|------------------------|--------------|
| Ya[v] | | На будущее? | | |
| Ya[lat] | | Na buduščee? | | |
| Ya[eng] | | For future? | | |
| Da[v] | plany na przyszłość. | | Так, dokładnie. Czy ty | |
| Da[TL] | for future | | or | you |
| Da[eng] | future. | | Yes, exactly. | Do you want |

[25]

| .. | |
|---------|---|
| Da[v] | chcesz tylko jako nauczyciel, czy jeszcze jakieś inne |
| Da[TL] | want-PRS-2SG only as teacher or else some-ACC other-ACC alternative-ACC |
| Da[eng] | to work only as a teacher, or some other alternative concerning that? |

[26]

| .. | | 41 [02:32.7] | 42 [02:35.6] |
|---------|-------------------------|---------------------------------|------------------------------------|
| Ya[v] | | ((1.4s)) Так, я не понимаю. ••• | |
| Ya[lat] | | ((1.4s)) | Tak ja ne ponimaju. ••• Eto |
| Ya[eng] | | ((1.4s)) | Well, I do not understand. ••• You |
| Da[v] | alternatywy co do tego. | | |
| Da[TL] | concerning that | | |
| Da[eng] | | | |

[27]

| .. | |
|---------|---|
| Ya[v] | Это / ты у меня спрашиваешь, какие есть |
| Ya[lat] | / ty u menja sprašyvaeš kakije est' al'ternativy? |
| Ya[eng] | are asking me which alternatives I have? |

[28]

| .. 43 [02:39.5]44 [02:40.0] | |
|-----------------------------|--|
| Ya[v] | альтернативы? • • Аа после / после того, как я |
| Ya[lat] | • • Aa posle / posle tego kak ja zakonču |
| Ya[eng] | • • Aa after I finish the fourth year? |
| Da[v] | Так. |
| Da[eng] | Yes. |

[29]

| .. 45 [02:44.8]46 [02:45.3] | |
|-----------------------------|--|
| Ya[v] | закончу четыре года? • Какие / где / какие |
| Ya[lat] | četyre goda? • Kakije / gde / kakije al'ternativy? |
| Ya[eng] | • Which / where / which alternatives? |
| Da[v] | Hm |
| Da[TL] | IJ |
| Da[eng] | Hm |

[30]

| .. 47 [02:48.8] | |
|-----------------|--|
| Ya[v] | альтернативы? |
| Ya[lat] | |
| Ya[eng] | |
| Da[v] | To znaczy mówisz, że chcesz być |
| Da[TL] | that mean-PRS-3SG say-PRS-2SG that want-PRS-2SG be-INF teacher-INS |
| Da[eng] | You are telling me that you want to be a teacher, right? |

[31]

| .. | | 48 [02:52.2]49 [02:52.8] | |
|----------------|-----------------------|---------------------------------|--|
| Ya[v] | | | |
| Ya[lat] | | Aha | |
| Ya[eng] | | Aha | |
| Ya[c] | | | |
| Da[v] | nauczycielem, prawda? | Chcesz być nauczycielem? | |
| Da[TL] | right | want-PRS-2SG be-INF teacher-INS | |
| Da[eng] | | You want to be a teacher? | |

[32]

| 50 [02:55.9*] | | 51 [02:56.0]52 [02:57.0] | |
|----------------|--|---------------------------------|----------|
| Ya[v] | | | |
| Ya[nv] | | <i>Laughs. Laughs.</i> | |
| Ya[c] | <i>Does not react to his question.</i> | | |
| Da[v] | Ja tak zrozumiałem. | Chcesz być nauczycielem? Czy | |
| Da[TL] | I so understand-PST-1SG | want-PRS-2SG be-INF teacher-INS | or |
| Da[eng] | I understood it like that. | You want to be a teacher? | Or there |

[33]

| .. | | 54 [03:02.6] | |
|----------------|---|--------------------------------|---------|
| Ya[nv] | | | |
| Ya[c] | | <i>Confused.</i> | |
| Da[v] | jest, czy coś jeszcze, jakaś inna opcja? Oprócz | | |
| Da[TL] | COP-PRS-3SG or something else some other option | except | teacher |
| Da[eng] | is something else, some other option? | Besides teaching - the one you | |

[34]

| | | 55 [03:05.8] | 56 [03:08.0] |
|----------------|--------------------------------|-------------------------------|--------------|
| Ya[v] | | ((1.2s)) Не понимаю. | |
| Ya[lat] | | ((1.2s)) Ne ponimaju. | |
| Ya[eng] | | ((1.2s)) I do not understand. | |
| Ya[c] | | | |
| Da[v] | nauczyciela, o której myślisz. | | Dobre. |
| Da[TL] | about which think-PRS-2SG | | |
| Da[eng] | are considering now. | | Okay. |

[35]

| | | 57 [03:08.6] | 58 [03:10.5] |
|----------------|---|-----------------|--------------|
| Ya[v] | ((Думаю)). | | |
| Ya[lat] | ((Dumaju)). | | |
| Ya[eng] | ((I think)). | | |
| Da[v] | Ее, ja powiem, ja powiem tak. Ее, w moim przypadku. | | |
| Da[eng] | Ee, I will explain in this way. | Ee, in my case. | |

[36]

| | | 59 [03:12.9] | 60 [03:16.0] |
|----------------|---|--------------|------------------|
| Ya[nv] | <i>Nods her head.</i> | | |
| Da[v] | Ja, ja studiuję informatykę, uczę się informatyki. No i w | | |
| Da[eng] | I study informatics, I learn computer science. | | Well in future I |

[37]

| | | 61 [03:19.9] |
|----------------|--|-----------------------|
| Ya[c] | | <i>Nods her head.</i> |
| Da[v] | przyszłości chciałbym być informatykiem, prawda. | |
| Da[eng] | would definitely like to a computer engineer. | A |

[38]

| | |
|----------------|---|
| .. | |
| Ya[c] | |
| Da[v] | Programistą, czy jakimś dizajnerem, no nie wiem prawda. |
| Da[eng] | programmer, or some designer, well, I do not know. |

[39]

| | |
|----------------|---|
| 62 [03:24.7] | |
| Da[v] | Ale, przykładowo, oczywiście żartuję, ale mógłbym pójść |
| Da[eng] | But, as an example, surely, I am joking now, I might join the army. |

[40]

| | | |
|----------------|------------------------------|-----------------------|
| .. | 63 [03:30.8] | 64 [03:31.4] |
| Ya[v] | | Армии? |
| Ya[lat] | | Armii? |
| Ya[eng] | | Army? |
| Ya[nv] | | <i>Laughs.</i> |
| Da[v] | do wojska, prawda, do armii. | Znaczy to / nie, nie, |
| Da[eng] | | I mean / no, no, no. |
| Da[nv] | | <i>Laughs.</i> |

[41]

| | | |
|----------------|--|-----------------------------------|
| .. | 65 [03:33.0]66 [03:33.9] | 67 [03:37.0] |
| Ya[nv] | <i>Laughs.</i> | |
| Ya[c] | | <i>Tries to listen carefully.</i> |
| Da[v] | nie. Ale, ale, armia to jest opcja, prawda. Generalnie - | |
| Da[eng] | But army is an option here. | Generally - computer |
| Da[nv] | <i>Laughs.</i> | |

[42]

| | |
|----------------|---|
| .. | 68 [03:42.7] |
| Ya[c] | |
| Da[v] | informatyk, opcja - armia, jakaś firma czy coś. Czy ty |
| Da[eng] | engineer, option - army, or some company or something like this. Do you have such |

[43]

| | | |
|---------|--|--------------------------|
| .. | | 69 [03:44.3] |
| Ya[c] | <i>Confused.</i> | |
| Da[v] | masz taką opcję też? • • Czy ty, ty, ty coś w tym stylu... | |
| Da[eng] | option too? | • • Something like that. |

[44]

| | | | |
|--------------|--|--------------|-----------------------------|
| 70 [03:47.5] | | 71 [03:49.4] | 72 [03:50.9] |
| Ya[v] | Нет / то есть / подожди. Ты учишь информатику? | | |
| Ya[lat] | Net / to est' / | podoždi. | Ty učiš informatiku? |
| Ya[eng] | No / I mean / wait. | | You study computer science? |
| Da[v] | | | Tak. |
| Da[eng] | | | Yes. |

[45]

| | | | |
|--------------|--|--------------|--------------------------|
| 73 [03:51.4] | | 74 [03:54.1] | 75 [03:55.0]76 [03:55.9] |
| Ya[v] | Потому что ты не хочешь в армию? | | |
| Ya[lat] | Potomu čto ty ne chočeš | v armiju? | |
| Ya[eng] | Because you do not want to go into army? | | |
| Ya[nv] | | | <i>Laughs. Laughs.</i> |
| Da[v] | | | Raczej... |
| Da[eng] | | | Rather... I consider |
| Da[nv] | | | <i>Laughs.</i> |

[46]

| | |
|---------|---|
| .. | |
| Ya[nv] | |
| Da[v] | Rozważam taką opcję, myślę o tym, prawda, znaczy no |
| Da[eng] | such an option, I think of it, actually, I mean, I do not think of it, but... |
| Da[nv] | |

[47]

| | | |
|---------|---|---------------------------------|
| .. | | 77 [03:59.7]78 [04:00.3] |
| Ya[nv] | <i>Laughs.</i> | |
| Da[v] | nie myślę, ale... | Powiedzmy że to jest też opcja, |
| Da[eng] | Let us say it is also an option, right? | |
| Da[nv] | | |

[48]

| | | | |
|---------|---|-----------------|--------------|
| .. | | 79 [04:02.4] | 80 [04:04.5] |
| Ya[c] | <i>Tries to listen carefully.</i> | | |
| Da[v] | prawda? Generalnie ja chcę być informatykiem. Ale mam | | |
| Da[eng] | In fact, I would like to be a computer engineer. | But I have some | |

[49]

| | | | |
|---------|--|--|--|
| .. | | | |
| Da[v] | opcje, jeszcze, ale mogę mieć jeszcze inne opcje, | | |
| Da[eng] | more option, and I may have some other options, right? | | |

[50]

| | | | |
|---------|--|---------------|--|
| .. | | 81 [04:08.4*] | |
| Da[v] | prawda? Wybrać jakieś inne specjalizacje, pójść do innej | | |
| Da[eng] | Choosing some other specialization, switching to another profession. | | |

[51]

| | | | |
|---------|--------|---|-----------------------------------|
| .. | | 82 [04:11.8]83 [04:12.9] | 84 [04:14.3] |
| Ya[v] | X | | |
| Ya[lat] | Hm | | |
| Ya[eng] | Hm | | |
| Da[v] | pracy. | Nie tylko jako informatyk. Jeszcze coś, jakaś | |
| Da[eng] | | Not only being a computer engineer. | May be, you know, something else, |

[52]

85 [04:17.5]

| | |
|----------------|---|
| Da[v] | inna firma może, wiesz. O to, o to, o to mi chodzi, czy ty |
| Da[eng] | some other company. As for, as for, as for that, if you have your own in that way |

[53]

| | |
|----------------|---|
| Da[v] | masz takie, czy ty masz takie, jakieś właśnie w tym stylu |
| Da[eng] | option, some alternative. |

[54]

86 [04:25.3]

87 [04:26.5]

| | |
|----------------|---------------------------------------|
| Ya[v] | Альтернативы. • • Подожди. |
| Ya[lat] | Al'ternativy. • • Podoždi. |
| Ya[eng] | Alternatives. • • Wait. |
| Da[v] | opcje, jakieś alternatywy. • • Pracy, |
| Da[eng] | • • Of job, alternatives of job, |
| Da[nv] | |
| Da[c] | |

[55]

88 [04:29.9*]89 [04:30.0]

| | |
|----------------|---------------------------------------|
| Ya[v] | Я сказала, что |
| Ya[lat] | Ja skazala čto esli |
| Ya[eng] | I said if I do not work at a |
| Da[v] | alternatywy pracy, może w ten sposób. |
| Da[eng] | let us say in this way. |
| Da[nv] | |
| Da[c] | |

[56]

| .. | | 90 [04:34.7]91 [04:35.3] |
|----------------|------------------------------------|------------------------------|
| Ya[v] | если я не буду работать в фирме... | То • я могу |
| Ya[lat] | ja ne budu rabotat' v firme... | To ja mogu rabotat |
| Ya[eng] | company... | I • may work • as a teacher. |
| Da[v] | | Hm |
| Da[eng] | | Hm |

[57]

| .. | | 92 [04:39.4]93 [04:39.9] |
|----------------|----------------------|------------------------------|
| Ya[v] | работать • учителем. | Учитель: студенты, учитель. |
| Ya[lat] | učitelem. | Učitel' studenty učitel'. |
| Ya[eng] | | Teacher: studentes, teacher. |
| Da[v] | | Aga |
| Da[eng] | | Aga |
| Da[nv] | | <i>Nods his head.</i> |

[58]

| 94 [04:42.5]95 [04:43.5] | |
|--------------------------|---|
| Ya[v] | А может быть / ((1.3s)) я также люблю |
| Ya[lat] | A možet byt' / ((1.3s)) ja takže ljublju fotografirovat'. |
| Ya[eng] | Well, may be / ((1.3s)) I also like taking pictures. |
| Da[v] | Hm |
| Da[eng] | Hm |
| Da[nv] | <i>Nods his head.</i> |

[59]

| | 96 [04:48.3] | 97 [04:49.0] | 98 [05:38.1] |
|---------|------------------------|--|--------------|
| Ya[v] | фотографировать. | | |
| Ya[lat] | | | |
| Ya[eng] | | | |
| Da[v] | Tak. | I co, masz talent do tego, | |
| Da[TL] | | so what have-PRS-2SG talent-ACC to that well | |
| Da[eng] | Yes. | So, do you have talent for teaching? | |
| Da[nv] | | | |
| Da[c] | <i>Satisfied.</i> | | |
| [com] | <i>1 min left out.</i> | | |

[60]

| | 99 [05:42.1] | 100 [05:43.2] | 101 [05:44.4] |
|---------|-----------------------|------------------------|--------------------|
| Ya[v] | Масштабный? , талант? | | |
| Ya[lat] | Masštabnyj? | Aa talant | |
| Ya[eng] | Of a large scale? | Aa, talent? | |
| Da[v] | no, uczenia? | Talent, talent. Znaczy | |
| Da[TL] | teaching | mean-PRS-3SG vocation | |
| Da[eng] | | Talent, talent. | It means something |
| Da[nv] | | | |
| Da[c] | | | |

[61]

| | 102 [05:45.7*] | 103 [05:46.4] | 104 [05:47.7] | 105 [05:49.9*] |
|---------|-----------------------------|---------------|-------------------------|----------------|
| Ya[v] | Талант? | | Есть ли у меня талант? | |
| Ya[lat] | Talant? | | Est' li u menja talant? | |
| Ya[eng] | Talent? | | Do I have talent? | |
| Ya[nv] | | | | |
| Ya[c] | | | | |
| Da[v] | powołanie, coś w tym stylu. | | Przy czym... | |
| Da[TL] | something in that style | | | |
| Da[eng] | like vocation. | | At the same time... | |
| Da[nv] | | | | |
| Da[c] | | | | |

[62]

| | 106 [05:49.9] 107 [05:50.2] | 108 [05:52.1] | 109 [06:47.9] |
|---------|----------------------------------|------------------------|---------------------------|
| Ya[v] | Да, студенты любили меня. | | А ты здесь на / |
| Ya[lat] | Da | studenty ljubili menja | A ty zdes' na / |
| Ya[TL] | | | and you here on on |
| Ya[eng] | Yes, students loved me. | | Are you here as a regular |
| Ya[nv] | <i>Smiles.</i> | | |
| Da[v] | Так. | | |
| Da[eng] | Yes. | | |
| [com] | <i>1 min left out.</i> | | |

[63]

| | 110 [06:52.8] | 111 [06:53.9] |
|---------|--|---------------------------|
| Ya[v] | на постоянном обучении? Или ты Эрасмус? | |
| Ya[lat] | na postojannom obučenii? | Ili ty Erasmus? |
| Ya[TL] | permanent-LOC education-LOC | or you Erasmus |
| Ya[eng] | student? | Or you are Erasmus? |
| Da[v] | | На |
| Da[c] | | <i>Repeats after her.</i> |

[64]

| | 112 [06:55.8] | 113 [06:56.4] | 114 [06:56.9] |
|---------|---------------------|---|---------------|
| Ya[v] | ... | ((1.3s)) Ты в / в универ/ в | |
| Ya[lat] | Amm... | ((1.3s)) Ty v / v univer/ v etom | |
| Ya[TL] | IJ | you in in university-LOC in this | |
| Ya[eng] | Amm... | ((1.3s)) Are you in this university for four years? | |
| Ya[nv] | | | |
| Ya[c] | | | |
| Da[v] | pastajannom? | Co to? | |
| Da[eng] | | What is it? | |
| Da[c] | | | |

[65]

| | 115 [07:01.9*] | 116 [07:02.0*] | 117 [07:02.1] |
|---------|--------------------------------|----------------|---------------------------|
| Ya[v] | этом университете четыре года? | | |
| Ya[lat] | universitete | četyre | goda? |
| Ya[TL] | univerity-LOC | four | year-PL |
| Ya[eng] | | | |
| Ya[nv] | | | |
| Ya[c] | | | |
| Da[v] | | Aha | ((1.7s)) Četyre goda? |
| Da[eng] | | Aha | |
| Da[c] | | | <i>Repeats after her.</i> |

[66]

| | 118 [07:04.8] | 119 [07:05.6] | 120 [07:06.4] | 121 [07:10.5*] | 122 [07:10.8] | 123 [07:11.4] |
|---------|--------------------------|---------------|---------------------------|----------------|---------------|---------------|
| Ya[v] | Года.М ... | | год ээ это ээ месяц... | | Месяц. | |
| Ya[lat] | Goda. M ... | | Mm god ee eto ee mesjac. | | Mesjac. | |
| Ya[TL] | IJ | | IJ year IJ it IJ month | | | |
| Ya[eng] | Years. M ... | | Mm year ee is ee month... | | Month. | |
| Ya[nv] | | | | | | |
| Ya[c] | | | | | | |
| Da[v] | Godz... | | Miesiaç?Aga | | | |
| Da[eng] | | | Month? | | Aha | |
| Da[c] | <i>Repeats after her</i> | | | | | |

[67]

| | 124 [07:12.2] | 125 [07:12.5] | 126 [07:14.9*] | 127 [07:15.7] | 128 [07:15.8] |
|---------|---------------------------------|---------------|----------------|---------------|----------------------|
| Ya[v] | Двенадцать месяцев ((1s)) год. | | | | |
| Ya[lat] | Dvenadcat' mesjacev ((1s)) god. | | | | |
| Ya[eng] | Twelve months is a year. | | | | |
| Ya[nv] | | | | | |
| Ya[c] | | | | | |
| Da[v] | Aga | | Aga | | • • Miesiaç - god? |
| Da[eng] | Aha | | Aha | | • • Month is a year? |

[68]

| | 129 [07:17.3]130 [07:18.1] | 131 [07:18.9] | 132 [07:21.7] |
|----------------|--------------------------------------|--------------------------|-----------------------------------|
| Ya[v] | X | | Год! |
| Ya[lat] | Hm | | God! |
| Ya[TL] | U | | |
| Ya[eng] | Hm | | Year! |
| Ya[nv] | | | <i>Nods her head intensively.</i> |
| Da[v] | Ee rok? Dwanaście miesięcy - ee god? | | |
| Da[eng] | Ee year? | Twelve months is a year? | |
| Da[c] | <i>Says 'god' in Russian.</i> | | |

[69]

| | 133 [07:22.5]134 [07:23.1]135 [07:23.8] | |
|----------------|---|---|
| Ya[v] | | |
| Ya[lat] | Aha | |
| Ya[eng] | Aha | |
| Da[v] | Aa | Znaće, ja tu pszyjechałem na sześć miesięcy |
| Da[eng] | Aa | I mean, I have come to Ankara for six months. |

[70]

| | 136 [07:27.5] | 137 [07:29.4*] |
|----------------|-------------------|----------------|
| Ya[v] | , шесть месяцев. | Ты - шесть? |
| Ya[lat] | Aa šest' mesjacev | Ty šest'? |
| Ya[eng] | Aa, six months. | You - six? |
| Ya[nv] | | |
| Ya[c] | | |
| Da[v] | do Ankary. | Jeden semestr. |
| Da[eng] | | One term. |
| Da[nv] | | |
| Da[c] | | |

[71]

| | 138 [07:29.4] | 139 [07:30.9] | 140 [07:32.3] | 141 [10:01.7] |
|---------|---------------------------|---------------|-----------------|------------------|
| Ya[v] | | | , один семестр. | Я учу |
| Ya[lat] | | Aa | odin semestr. | Ja uču |
| Ya[eng] | | Aa, | one term. | I learn Chinese. |
| Da[v] | Jeden semestr tylko. | | | |
| Da[eng] | Only one term. | | | |
| Da[nv] | | | | |
| Da[c] | | | | |
| [com] | <i>2.5 mins left out.</i> | | | |

[72]

| | .. | 142 [10:03.7] | 143 [10:04.2] | 144 [10:05.9] |
|---------|----|-----------------------|-----------------------------------|-------------------|
| Ya[v] | | китайский. | Ты знаешь слово китайский? | Это язык. |
| Ya[lat] | | kitajskij. | Ty znaješ slovo kitajskij? | Eto jazyk. |
| Ya[eng] | | | Do you know the word 'kitajskij'? | It is a language. |
| Da[v] | | Aga | | |
| Da[eng] | | Aha | | |
| Da[nv] | | <i>Nods his head.</i> | | |

[73]

| | 145 [10:07.0] | 146 [10:11.9] |
|---------|---|--|
| Ya[v] | | ((1.7s)) |
| Ya[lat] | | ((1.7s)) Rossia |
| Ya[eng] | | ((1.7s)) Russia - China. |
| Ya[c] | | <i>Shows the geographical location</i> |
| Da[v] | Tak, to jest, jaka narod, jaki kraj kitajski? | |
| Da[eng] | Yes, that is such a nation, such a country - Chinese? | |

[74]

| .. | | 147 [10:17.8] | 148 [10:20.3] |
|---------|--|--|--|
| Ya[v] | | Россия - Китай. ((1s)) Ээ это страна. | |
| Ya[lat] | | Kitaj. | ((1s)) Ee eto strana. |
| Ya[eng] | | ((1s)) Ee that is a country. | |
| Ya[nv] | | | |
| Ya[c] | | <i>of China according to Russia assuming table as a map.</i> | |
| Da[v] | | | Okej, geografia to |
| Da[eng] | | | Well, geography is, is... |
| Da[nv] | | | <i>Laughs.</i> |
| Da[c] | | | <i>Shows that he is not good at geography.</i> |

[75]

| .. | | 149 [10:22.3] | 150 [10:23.8*] | 151 [10:24.3*] | 152 [10:24.3] | 153 [10:26.0] |
|---------|--|-------------------------------------|----------------|----------------|----------------|----------------|
| Ya[v] | | Там люди вот такие живут. | | | | |
| Ya[lat] | | Tam | ljudi | vot | takije | žyvut. |
| Ya[TL] | | | | | | |
| Ya[eng] | | There are such people living there. | | | | |
| Ya[nv] | | | | | | <i>Laughs.</i> |
| Ya[c] | | <i>Shows 'Chinese' eyes.</i> | | | | |
| Da[v] | | to, he, he. | Aa, ok. | | Ok, ok. | A na jak |
| Da[eng] | | | Aa, ok. | | Ok, ok. | And for how |
| Da[nv] | | | <i>Smiles.</i> | | <i>Smiles.</i> | |
| Da[c] | | | | | | |

[76]

| .. | | 154 [10:26.7] | 155 [10:30.5] |
|---------|--|--|--|
| Ya[nv] | | | <i>Shakes her head</i> |
| Ya[c] | | | <i>Shows that she does</i> |
| Da[v] | | długo? Tak turystycznie, czy na kilka miesięcy? ((1.3s)) | |
| Da[eng] | | long? | Like tourist, or for a few months? ((1.3s)) Do you |

[77]

| .. | | 156 [10:33.1] | 157 [10:34.4] | 158 [10:34.7*] |
|---------|-------------------------|----------------|---------------|----------------|
| Ya[v] | | Чтобы выехать? | | |
| Ya[lat] | | Čtoby vyexat'? | | |
| Ya[eng] | | To emigrate? | | |
| Ya[nv] | <i>smiling.</i> | | | |
| Ya[c] | <i>not understand.</i> | | | |
| Da[v] | Chcesz tam wyjechać? | | Tak. Na jak | |
| Da[TL] | | yes | for | how long-ADV |
| Da[eng] | want to emigrate there? | Yes. | For | how long? |

[78]

| .. | | 159 [10:35.6] | 160 [10:37.1] | 161 [10:39.5] |
|---------|---------------------------|--------------------------------|-----------------------|---------------|
| Ya[v] | | ((1s)) НЕ ПОНИМАЮ. | | |
| Ya[lat] | | ((1s)) Mm ne ponimaju. | | |
| Ya[eng] | | ((1s)) Mm I do not understand. | | |
| Ya[c] | <i>Does not react.</i> | | | |
| Da[v] | długo? • • Ile miesięcy? | | • • Chcesz | |
| Da[TL] | • • how-many month-PL-GEN | | | |
| Da[eng] | • • How many months? | | • • Do you want to go | |

[79]

| .. | | 162 [10:42.2] | 163 [10:42.8] | 164 [10:43.4] |
|---------|----------------------------|---------------------|---------------|---------------------------|
| Ya[v] | | Нет. Я хочу поехать | | |
| Ya[lat] | | Aha | Net. | Ja хоću poexat' učit'sja. |
| Ya[eng] | | Aha | No. | I want to go to study. |
| Da[v] | tam pojechać jako turysta? | | Czy... | |
| Da[eng] | there as a turist? | | Or... | |

[80]

| | | | |
|---------|--|---------------------------------|------|
| | .. 165 [10:45.9] 166 [10:46.4] 167 [11:52.3] | | |
| Ya[v] | учИТЬСЯ. | | |
| Ya[lat] | | | |
| Ya[eng] | | | |
| Ya[nv] | <i>Moves</i> | | |
| Da[v] | Aga | Jeszcze jakieś inne kraje może? | |
| Da[eng] | Aha | Some other countries? | Some |
| [com] | <i>1 min left out.</i> | | |

[81]

| | | | |
|---------|---|--|--|
| | .. | | |
| Ya[nv] | <i>her head towards him.</i> | | |
| Da[v] | Jakieś inne terytoria, krainy, gdzie ty byś chciała | | |
| Da[eng] | other territories, countries, where you would like to go? | | |

[82]

| | | | |
|---------|--|-----|--|
| | .. 169 [11:58.7] 170 [12:00.7*] 171 [12:01.8*] 172 [12:01.8] | | |
| Ya[v] | Еще где бы / куда хотела бы поехать? ••• Аа | | |
| Ya[lat] | Eščë gde by/ kuda xotela by poexat'? ••• Аа | | |
| Ya[eng] | Where else I would like to go? ••• Аа I | | |
| Ya[nv] | | | |
| Ya[c] | | | |
| Da[v] | pojechać? | Aga | |
| Da[eng] | | Aha | |

[83]

| | | | |
|---------|--|-----------------------------|-----------|
| | .. 173 [12:05.0] 174 [12:05.5] 175 [12:07.6] | | |
| Ya[v] | я много путешествовала. | Я много где была. Я | |
| Ya[lat] | ja mnogo putešestvovala. | Ja mnogo gde byla. | Ja |
| Ya[eng] | travelled a lot. | I have been in many places. | I think I |
| Da[v] | | Aga | |
| Da[eng] | | Aha | |

[84]

| | | | |
|----------------|--|---------------|--------------------------|
| | | 176 [12:10.9] | 177 [12:43.7] |
| Ya[v] | думаю, что я бы поехала в Германию. | | |
| Ya[lat] | dumaju čto ja by poexala v Germaniju. | | |
| Ya[eng] | would like to go to Germany. | | |
| Da[v] | | | W |
| Da[TL] | | | in Germany-LOC |
| Da[eng] | | | In Germany |
| [com] | | | <i>30 secs left out.</i> |

[85]

| | | |
|----------------|---|---------------------------|
| | | 178 [12:46.1] |
| Ya[v] | | Зобач... |
| Ya[lat] | | Zobač... |
| Ya[c] | | <i>Repeats after him.</i> |
| Da[v] | Niemczech jest dużo do zobaczenia, może tak. | |
| Da[TL] | be-PRS-3SG much to watching may-be so | |
| Da[eng] | there is much to see, let us say so. | |

[86]

| | | | | |
|----------------|------------------------------------|-----------------------|-------------------------------|---------------|
| | 179 [12:47.0] | 180 [12:49.2*] | 181 [12:50.1] | 182 [12:50.9] |
| Ya[v] | | | X | |
| Ya[lat] | | | Hm | |
| Ya[eng] | | | Hm | |
| Ya[nv] | | <i>Nods her head.</i> | <i>Nods her head.</i> | |
| Da[v] | Ee, dużo ładnych miejsc, prawda. | | Do których można | |
| Da[eng] | Ee, many beautiful places, really. | | To which one may go, and look | |
| Da[nv] | | | | |
| Da[c] | | | | |

[87]

| | | |
|---------|--|-------------------------|
| | 183 [12:53.9] | |
| Ya[nv] | | |
| Da[v] | pojechać, które można zobaczyć. Dwa dni to jest za | |
| Da[eng] | around. | Two days is not enough. |

[88]

| | | | |
|---------|------------------------|---------------|---|
| | 184 [12:55.6] | 185 [12:56.5] | 186 [16:18.0] |
| Ya[v] | Да, это мало. | | Моего дедушку / ему |
| Ya[lat] | Da eto malo. | | Moego dedušku / emu skazali |
| Ya[eng] | Yes, it is not enough. | | My grandfather was told to build a plant. |
| Da[v] | mało. | | |
| Da[eng] | | | |
| [com] | | | 3.5 mins left out. |

[89]

| | | | |
|---------|----------------------------|--|-------------------------------|
| | 187 [16:21.9]188 [16:22.4] | | 189 [16:23.7] |
| Ya[v] | сказали построить завод. | | Знаешь завод? •• |
| Ya[lat] | postroit' zavod. | | Znaeš zavod? |
| Ya[TL] | | | |
| Ya[eng] | | | Do you know plant? where cars |
| Ya[nv] | | | |
| Ya[c] | | | |
| Da[v] | | | |
| | Aga | | |
| Da[TL] | | | |
| Da[eng] | Aha | | |
| Da[nv] | Nods his head. | | |
| Da[c] | | | Does not react to |
| Al[v] | | | |
| [com] | | | |

[90]

| | | 190 [16:29.6*]191 [16:29.6] | 192 [16:30.6*] |
|---------|------------------------------|-----------------------------|----------------|
| Ya[v] | где • строят, может, машины. | | Да. |
| Ya[lat] | gde strojat mozet mašyny. | | Da. |
| Ya[TL] | | | |
| Ya[eng] | are constructed. | | Yes. |
| Ya[nv] | | | |
| Ya[c] | | | |
| Da[v] | | A, no wiem, wiem. Aga | |
| Da[TL] | | | |
| Da[eng] | | A, I know, I know, aha. | Aha |
| Da[nv] | | | |
| Da[c] | <i>the question.</i> | | |
| Al[v] | | | |
| [com] | | | |

[91]

| | | 193 [16:30.7]194 [16:31.2*] | 195 [16:31.2]196 [16:31.9] | 197 [17:25.5] |
|---------|--------|-----------------------------|----------------------------|---------------------------------------|
| Ya[v] | Завод. | | | |
| Ya[lat] | Zavod. | | | |
| Ya[eng] | Plant. | | | |
| Ya[nv] | | | | |
| Ya[c] | | | | |
| Da[v] | | Fabryka. Aga | | Się urodził w Rosji, wiesz. Jak |
| Da[eng] | | Plant. Aha | | He was born in Russia, you know. When |
| Da[nv] | | | | |
| Da[c] | | | | |
| [com] | | | | <i>1 min left out.</i> |

[92]

| | | 199 [17:29.3*] | 200 [17:29.5] |
|---------|--|----------------------|--------------------------------------|
| Ya[c] | | <i>Stays silent.</i> | <i>Moves her head towards him.</i> |
| Da[v] | miał, nie wiem, chyba dziesięć lat. Ee, dwana/dwanaście? | | |
| Da[eng] | he was, I do not know, like ten years old. | | Ee, twelve? One thousand two hundred |
| Da[c] | | | <i>Checks her reaction.</i> |

[93]

| | | | |
|----------------|---|--|---------------|
| | | | 201 [17:36.6] |
| Ya[c] | | | |
| Da[v] | Tysiąc dwieście miesięcy, he, he, może tak. Dwanaście | | |
| Da[eng] | months, let us say so. | | Twelve years. |

[94]

| | | | |
|----------------|---------------------------|-----------------------------------|---------------|
| | 202 [17:37.9] | 203 [17:39.6] | 204 [17:41.8] |
| Ya[v] | Дванасчи лат. | | Дв/ |
| Ya[lat] | Dvanasči lat. | | Dv/ dva |
| Ya[eng] | | | Two |
| Ya[c] | <i>Repeats after him.</i> | | |
| Da[v] | lat. | Ee, dwanaście miesięcy to jest... | |
| Da[eng] | | Ee, twelve months is... | |

[95]

| | | | |
|----------------|-------------------------------------|---------------|------------|
| | 205 [17:43.7] | 206 [17:46.0] | |
| Ya[v] | два месеца? | | Два |
| Ya[lat] | mesjaca? | | Dva goda? |
| Ya[eng] | months? | | Two years? |
| Da[v] | Dwanaście miesięcy to jest jeden... | | |
| Da[eng] | Ee, twelve months is one... | | |

[96]

| | | | |
|----------------|--------------------------|----------------------------------|--------------------------|
| | 207 [17:47.1] | 208 [17:48.3] | 209 [17:49.5] |
| Ya[v] | года? | Ok. | Ok. |
| Ya[lat] | | Ok. | Ok. |
| Ya[eng] | | Ok. | Ok. |
| Ya[nv] | | <i>Smiles and nods her head.</i> | |
| Da[v] | | | <i>Smiles</i> |
| Da[eng] | Dwanaście goda. Ee dw... | Miał dwanaście goda. | |
| | Twelve years. | Ee tw... | He was twelve years old. |

[97]

| | ..211 [17:51.0] | 212 [17:51.4]213 [17:51.9] | 214 [17:53.9] |
|----------------|---------------------------|---|---------------|
| Ya[v] | | | |
| Ya[lat] | | Aha | |
| Ya[eng] | | Aha | |
| Ya[nv] | <i>and nods her head.</i> | | |
| Da[v] | Powiedzmy. | I wtedy przyjechał do Polski. ((1s)) I... | |
| Da[eng] | Let us say so. | And then he came to Poland. | ((1s)) And... |

[98]

| | 215 [17:55.0] | 216 [17:55.6*] | 217 [17:57.2] | 218 [17:58.2] |
|----------------|---------------------------------------|----------------------------|-------------------|-----------------|
| Ya[v] | Подожди. Два года - он был маленький? | | | |
| Ya[lat] | Podoždi | Dva goda | on byl malen'kij? | Aha |
| Ya[eng] | Wait. | Two years - he was little? | | Aha |
| Ya[nv] | | | | <i>Nods her</i> |
| Da[v] | | | | •• Так. |
| Da[eng] | | | | •• Yes. |

[99]

| | 219 [17:58.7*]220 [17:59.3] | 221 [18:19.7] | 222 [18:22.6]223 [18:23.4] |
|----------------|-----------------------------|--|----------------------------|
| Ya[v] | A | | Богатая |
| Ya[lat] | Aha | | Bogataja |
| Ya[eng] | Aha | | Rich homeland! |
| Ya[nv] | <i>head.</i> | | <i>Laughs. Laughs.</i> |
| Da[v] | | Bo to taka bogata rodzina. | |
| Da[eng] | | So it appeared to be such a rich family. | |
| Da[nv] | | | <i>Smiles.</i> |
| [com] | <i>20 secs left out.</i> | | |

[100]

| | | | |
|----------------|--|--|---------------|
| | 224 [18:24.7] | 225 [18:26.1] | 226 [18:29.5] |
| Ya[v] | родина! Это да. А у тебя есть братья или сестры? | | |
| Ya[lat] | rodina! | Eto da. A u tebjā est' brat'ja ili sēstry? | |
| Ya[eng] | | That is right. Do you have any siblings? | |
| Ya[nv] | | <i>Laughs.</i> | |
| Da[v] | | | Tak. |
| Da[eng] | | | Yes. |
| Da[nv] | | | |

[101]

| | | | | | |
|----------------|-----------------------------|----------------|----------------------------------|------------------------|---------------|
| | 227 [18:29.9*] | 228 [18:30.9*] | 229 [18:31.7] | 230 [18:32.3] | 231 [18:33.0] |
| Ya[v] | | | Старший? | | |
| Ya[lat] | | | Staršyj? | | Skol'ko |
| Ya[eng] | | | Elder? | | How old is |
| Ya[nv] | | | <i>Smiles and nods her head.</i> | | |
| Da[v] | Jeden brat. Starszy. | | | Starszy trochę. | |
| Da[eng] | One brother. | Elder one. | | A little elder. | |

[102]

| | | | |
|----------------|-------------------------|----------------|--|
| | 232 [18:34.6] | 233 [18:36.9] | 234 [18:38.0] |
| Ya[v] | Сколько ему лет? | | |
| Ya[lat] | emy let? | | |
| Ya[eng] | he? | | |
| Ya[nv] | | <i>Laughs.</i> | |
| Da[v] | | Ee | Ee, |
| Da[eng] | | Ee | Ee, something like twenty/twenty-five. |
| Da[nv] | | | <i>Laughs.</i> |

[103]

| | | 235 [18:40.7] |
|---------|-------------------------------------|---------------------------|
| Ya[v] | | ••• Двадженца... |
| Ya[lat] | | ••• Dvadženšča... |
| Ya[c] | | <i>Repeats after him.</i> |
| Da[v] | dwadzieścia/dwadzieścia pięć chyba. | ••• Ее... |
| Da[eng] | | ••• Ее... |

[104]

| | | 236 [18:43.4] | 237 [18:46.8] | 238 [18:47.7] |
|---------|---|---------------|---------------|----------------|
| Ya[v] | | | | Двадцать |
| Ya[lat] | | | | Dvadcat' pjat' |
| Ya[eng] | | | | Twenty-five? |
| Da[v] | Dwanaście, dwanaście, jeden. Dwadzieścia... | | | |
| Da[eng] | Twelve, twelve, one. | | Twelve... | |
| Da[nv] | | | | |

[105]

| | | 239 [18:48.6] | 240 [18:50.0] | 241 [19:33.5] | 242 [19:34.9] |
|---------|----------------|---------------|---------------|-------------------------|--------------------------|
| Ya[v] | пять? | | | ПОТОМ ЧТО СЛУЧИЛОСЬ? | |
| Ya[lat] | ? | | | Potom čo slučilos'? | |
| Ya[eng] | | | | And what happened then? | |
| Ya[nv] | <i>Laughs.</i> | | | | |
| Da[v] | No, dokładnie. | | | | Hm? |
| Da[eng] | Yeah, exactly. | | | | Hm? |
| Da[nv] | <i>Laughs.</i> | | | | |
| Da[c] | | | | | <i>Asking to</i> |
| [com] | | | | | <i>40 secs left out.</i> |

[106]

| | 243 [19:35.7] | 244 [19:36.3*] | 245 [19:39.2*] |
|----------------|---|--|----------------|
| Ya[v] | Потом? Ты был таким, играл в компьютер. А | | |
| Ya[lat] | Potom | Ty byl takim igral v komp'juter | A potom? |
| Ya[eng] | Then? | You were like that, played computer games. | And then? |
| Da[v] | | | |
| Da[eng] | | | |
| Da[c] | <i>repeat.</i> | | |

[107]

| | 246 [19:39.9] |
|----------------|---|
| Ya[v] | ПОТОМ? Агаа |
| Ya[lat] | Ah |
| Ya[TL] | IJ |
| Ya[eng] | Ah |
| Da[v] | Znaczy bardziej lubiałem matematykę, wiesz. |
| Da[eng] | Actually I liked math very much, you know. |

[108]

| | .248 [19:42.7] | 249 [21:37.0] | 250 [21:38.2] |
|----------------|--|---------------|---------------|
| Ya[v] | Lubisz grać? Znaczy się, czy grasz dalej czasami? | | |
| Ya[lat] | | | |
| Ya[TL] | | | |
| Ya[eng] | | | |
| Da[v] | | | |
| Da[TL] | Like-PRS-2SG play-INF mean-PRS-3SG REF if play-PRS-2SF still sometimes | | |
| Da[eng] | Do you like playing? I mean, do you still play sometimes? | | |
| [com] | <i>2 mins left out.</i> | | |

[109]

| | 251 [21:40.0] | 252 [21:41.7] | 253 [21:45.7] |
|---------|------------------------------------|-----------------------------------|---------------|
| Ya[v] | ••• Часами? | | , |
| Ya[lat] | ••• Časami? | | Aa čego |
| Ya[eng] | ••• For hours? | | Aa, what? |
| Ya[nv] | <i>Laughs.</i> | | |
| Da[v] | Ee ((2s)) Czy w ogóle grasz, może. | | |
| Da[TL] | IJ | if in general play-PRS-2SG may-be | |
| Da[eng] | Ee ((2s)) Do you usually play? | | |

[110]

| | 254 [21:46.4*] | 255 [21:47.1] 256 [21:47.9] | 257 [21:51.3] |
|---------|------------------|-----------------------------|---------------|
| Ya[v] | чего? Что играю? | я когда закончила... | Ээ |
| Ya[lat] | Čto igraju? | Ee ja kogda zakončila... | Ee |
| Ya[eng] | What do I play? | Ee when I finished... | Ee |
| Da[v] | | Hm | Hm |
| Da[TL] | | IJ | IJ |
| Da[eng] | | Hm | Hm |

[111]

| | 259 [21:56.3] | 260 [22:22.9] |
|---------|---------------------------|----------------------|
| Ya[v] | сн/ потом я играла джаз. | Когда ты маленький. |
| Ya[lat] | sn/ potom ja igrala džaz. | Kogda ty malen'kij. |
| Ya[eng] | then I played jazz. | When you are little. |
| Da[v] | | |
| [com] | <i>30 secs left out.</i> | |

[112]

261 [22:24.6] 262 [22:26.3] 263 [22:27.1]

| | | |
|----------------|---------------------------------|-------------------------------------|
| Ya[v] | Ну, когда ты не взрослый. | Когда ты в школе, |
| Ya[lat] | Nu kogda ty ne vzroslyj. | Kogda ty v škole kogda |
| Ya[eng] | I mean, when you are not adult. | When you at school, when you are at |
| Da[v] | | |
| Da[eng] | | Hm |

[113]

.. 264 [22:29.8] 265 [22:30.9] 266 [22:31.7*] 267 [22:32.1]

| | | | |
|----------------|-------------------|--------------|--------------------|
| Ya[v] | когда ты в лицее. | ((Подожди)). | В лицее. Лицей. |
| Ya[lat] | ty v licee. | ((Podoždi)). | V licee. Licej |
| Ya[eng] | lyceum. | ((Wiat)). | At lyceum. Liceum. |
| Da[v] | | • Nie... | Так. |
| Da[eng] | | • Not... | Yes. |

[114]

268 [22:32.9*] 269 [22:33.6] 270 [22:34.2*] 271 [22:34.6] 272 [22:36.6]

| | | | |
|----------------|--------------|------------------------|---------------------------|
| Ya[v] | Знаешь? | У тебя есть время. | |
| Ya[lat] | Znaješ? | U tebjā est' vremja. | Vremja. |
| Ya[TL] | | at you be-PRS-3SG time | |
| Ya[eng] | Do you know? | You have a spare time. | Time. |
| Da[v] | Hm | Liceum. Hm | • Vremja? |
| Da[eng] | Hm | Liceum. Hm | |
| Da[c] | | | <i>Repeats after her.</i> |

[115]

.. 274 [22:38.1] 275 [22:39.2] 276 [22:42.0]

| | | |
|----------------|---------------------------------|--|
| Ya[v] | Время. • Время. | • • У тебя есть время. Хм ((1.8s)) |
| Ya[lat] | • Vremja. | • • U tebjā est' vremja. Hm ((1.8s)) xorošo. |
| Ya[eng] | • Time. | • • You have a spare time. Hm ((1.8s)) ok. |
| Ya[c] | <i>Points out to her watch.</i> | |
| Da[c] | | <i>Confused.</i> |

[116]

| | | | |
|----------------|---------------------------|---------------|-------------------------|
| | 277 [22:44.8] | 278 [22:46.0] | 279 [22:47.7] |
| Ya[v] | хорошо. | | Это и/ это просто жест. |
| Ya[lat] | . . . | ... | Eto i/ eto prosto žest. |
| Ya[eng] | . . . | ... | This is just a gesture. |
| Da[v] | Vremja ee... | | |
| Da[c] | <i>Repaets after her.</i> | | |

[117]

| | | | |
|----------------|----------------------------|------------------------|---|
| | 280 [22:50.3] | 281 [22:54.1] | 282 [22:55.3*]283 [22:55.3] |
| Ya[v] | • . . . хорошо, в лицее... | | . . . Ты |
| Ya[lat] | • | xorošo v licee... | Aa . . . Ty |
| Ya[eng] | • | ... well, at lyceum... | Aa . . . You study, <i>Planning.</i> |
| Ya[c] | | | |
| Da[v] | Mhm, ja rozumiem. | | |
| Da[eng] | Mhm, I understand. | | |
| Da[nv] | | | |
| Da[c] | | | |

[118]

| | | | |
|----------------|--|--------------------|------------------------------|
| Ya[v] | учишься, но ((1s)) ты можешь гулять с друзьями и | | |
| Ya[lat] | učišsja | no ((1s)) ty možeš | guljat' s druž'jami i xodit' |
| Ya[eng] | but ((1s)) you can go out with your friends and visit parties. | | |

[119]

| | | 284 [23:03.7] | 285 [23:06.3] |
|---------|---|-------------------------------|------------------------|
| Ya[v] | ходить на вечеринки. ((1s)) Знаешь слово? | | |
| Ya[lat] | na večerinki. | ((1s)) Znaeš | slovo? |
| Ya[eng] | | ((1s)) Do you know this word? | |
| Da[v] | | | Gulać, |
| Da[eng] | | | It seems I understand |
| Da[nv] | | | I nderstand because... |
| Da[c] | | Remains silent. | |

[120]

| | | 286 [23:08.8] | 287 [23:09.4] |
|---------|--|--------------------|-------------------------|
| Ya[v] | | Розум... | |
| Ya[lat] | | Rozum... | |
| Ya[c] | | Repeats after him. | |
| Da[v] | znaczy, ja chyba rozumiem, bo... | | Tobie chodzi |
| Da[eng] | what is the meaning of 'gulać', because... | | So you went out at your |
| Da[nv] | | | |

[121]

| | | 288 [23:12.6] | 289 [23:13.9] | 290 [23:14.5] |
|---------|--|-------------------|---------------|---------------|
| Ya[v] | | | | |
| Ya[lat] | | | Aha | |
| Ya[eng] | | | Aha | |
| Da[v] | czy w trakcie liceum, prawda? Jest tam liceum? | | | I |
| Da[eng] | school time, right? | There was lyceum? | | And here |
| Da[nv] | | | | |
| Da[c] | | | | |

[122]

| | |
|---------|---|
| Ya[v] | |
| Da[v] | tutaj się zaczyna problem właśnie, czy jakieś, jakieś |
| Da[eng] | it is problematic to go out for trips, right? Or for parties? |
| Da[nv] | |
| Da[c] | |

[123]

| | | |
|---------|------------------------------|--------------------------------|
| | 291 [23:20.1*]292 [23:21.1] | 293 [23:23.3]294 [23:26.0*] |
| Ya[v] | | ••• Амм нет. Когда / |
| Ya[lat] | Ee | ••• Amm net. Kogda / kogda |
| Ya[eng] | Ee | ••• Amm no. When I was sixteen |
| Ya[nv] | | |
| Ya[c] | | |
| Da[v] | wyjazdy, tak? Czy wycieczki? | Aga |
| Da[eng] | | Aha |
| Da[nv] | | |
| Da[c] | | |

[124]

| | | |
|---------|--|-----------------------|
| | 295 [23:32.7*]296 [23:32.8*] | 297 [23:34.6*] |
| Ya[v] | когда мне было шестнадцать-семнадцать, аа я л/ у | |
| Ya[lat] | mne bylo šestnadcat'-semnadcat' | aa ja l/ u menja bylo |
| Ya[eng] | -seventeen, aa I had time for playing. | |
| Ya[nv] | | |
| Ya[c] | | |
| Da[v] | Nu-nu-nu. | |
| Da[eng] | Well-well-well. | |

[125]

| .. | | 298 [23:34.6*] | 299 [23:34.7] | 300 [23:35.1] |
|----------------|--|-------------------------|---------------|----------------------------|
| Ya[v] | | меня было время играть. | | То есть много времени |
| Ya[lat] | | vremja igrat'. | | To est' mnogo vremeni ja |
| Ya[eng] | | | | I mean I played much time. |
| Ya[nv] | | | | |
| Ya[c] | | | | |
| Da[v] | | | | |
| Da[eng] | | | Aga | Aha |

[126]

| .. | | 301 [23:38.0] | 302 [23:38.3] | 303 [23:40.0] | 304 [23:40.9] |
|----------------|--|---------------|---------------------------|---------------|---------------|
| Ya[v] | | я играла. | Играла, играла, играла. | | А потом |
| Ya[lat] | | igrala. | igrala igrala igrala. | | A potom |
| Ya[eng] | | | I played, played, played. | | And then - |
| Da[v] | | | | | |
| Da[eng] | | Aga | | • Aгаа | • Ahaa |

[127]

| .. | | 305 [23:45.1] | 306 [23:46.0] |
|----------------|--|-----------------------------|------------------------------------|
| Ya[v] | | - университет и на/ книжки. | И время играть нету. |
| Ya[lat] | | universitet i na/ knižki. | I vremja igrat' netu. |
| Ya[eng] | | university and books. | And I do not have time for playing |
| Da[v] | | | |
| Da[eng] | | | Aa |

[128]

| | | | | | |
|----------------|-----------------------------|--|---------------|----------------|---------------|
| | .. | 307 [23:48.6] | 308 [23:50.4] | 309 [23:51.6*] | 310 [23:51.7] |
| Ya[v] | | | | Да. | |
| Ya[lat] | | | | Da. | |
| Ya[eng] | anymore. | | | Yes. | |
| Da[v] | | To chodzi, ee, hobby, tak? Nie hobby? Hobby, czy... | | | |
| Da[eng] | It is like ee hobby, right? | | Not hobby? | | Hobby or... |
| Da[nv] | | | | | |
| Da[c] | | | | | |

[129]

| | | | |
|----------------|--------------------------------|------------------------------------|----------------|
| | 311 [23:53.1] | 312 [23:56.3] | 313 [23:57.7] |
| Ya[v] | • Не хобб/ хобби, но... | | Когда / |
| Ya[lat] | • Ne xobb/ xobbi no... | | Kogda / |
| Ya[eng] | • Not hobby, but... | | Yes, playing |
| Da[v] | | To to granie to jest hobby? | |
| Da[eng] | | Playing is hobby? | |

[130]

| | | |
|----------------|--|---------------|
| | .. | 314 [23:59.7] |
| Ya[v] | да, играние - это хобби. • Когда я была ше/ когда мне | |
| Ya[lat] | da igranije eto xobbi. • Kogda ja byla še/ kogda mne bylo | |
| Ya[eng] | is hobby. • When I was sixteen... | |

[131]

| | | | |
|----------------|----------------------------|-----------------------------------|---------------|
| | .. | 315 [24:02.5] | 316 [24:03.0] |
| Ya[v] | было шестнадцать... | Амм • • • я больше играла, | |
| Ya[lat] | šestnadcat'... | Amm ja bol'she igrala | |
| Ya[eng] | | Amm • • • I played more, much. | |
| Da[v] | | Нм | |
| Da[eng] | | Hm | |

[132]

| | | 317 [24:07.3]318 [24:07.8] | 319 [24:08.9] | 320 [24:09.3*]321 [24:09.5] |
|---------|--|----------------------------|-------------------------------|-----------------------------|
| Ya[v] | | МНОГО. | Знаешь слово много? | Много, |
| Ya[lat] | | mного. | Znaješ slovo mnogo? | Mnogo |
| Ya[eng] | | | Do you know the word 'mного'? | I played |
| Da[v] | | Нм | Так, так. Дуžo. | |
| Da[eng] | | Hm | Yes, yes. | Much. |

[133]

| | | 322 [24:11.0]323 [24:11.4] | 324 [24:14.6*] |
|---------|--|----------------------------|--|
| Ya[v] | | много играла. | Но потом ((1s)) книжки, |
| Ya[lat] | | mного igrala. | No potom ((1s)) knižki universitet. |
| Ya[eng] | | much, much. | But after that ((1s)) books, university. |
| Ya[nv] | | | |
| Ya[c] | | | |
| Da[v] | | Ага | Так, так. |
| Da[eng] | | Aha | Yes, yes. |

[134]

| | | 325 [24:15.0] | 326 [24:15.5] |
|---------|--|-------------------|---------------------------------|
| Ya[v] | | университет. | И чуть-чуть, мало играю |
| Ya[lat] | | | I čut'-čut' malo igraju teper'. |
| Ya[eng] | | | And now I play little. |
| Ya[nv] | | | |
| Ya[c] | | | |
| Da[v] | | Но, но, но. | Нм |
| Da[eng] | | Well, well, well. | Hm |

[135]

| | | | | |
|---------|-------------------------|---------------|------------------------|---------------|
| | 328 [24:18.0] | 329 [24:20.1] | 330 [24:23.8] | 331 [24:26.2] |
| Ya[v] | теперь. | | А у тебя есть хобби? | |
| Ya[lat] | | | A u tebja est' xobbi? | |
| Ya[eng] | | | And do you have hobby? | |
| Ya[nv] | | | | |
| Ya[c] | | | | |
| Da[v] | ((1s)) Trochę. | | • • • | |
| Da[eng] | ((1s)) Little. | | • • • | |
| [com] | <i>5 secs left out.</i> | | | |

[136]

| | | | | |
|---------|---------------------------|---------------|-------------------------------|--|
| | 332 [24:28.0] | 333 [24:29.7] | 334 [24:33.0] | |
| Ya[v] | • Пы/пывани? | | • • Вода? | |
| Ya[lat] | • Py/pyvani? | | • • Voda? | |
| Ya[eng] | | | • • Water? | |
| Ya[c] | <i>Repeats after him.</i> | | | |
| Da[v] | Pływanie. | | Ee basen • • • woda. | |
| Da[eng] | Swimming. | | Ee swimming pool • • • water. | |

[137]

| | | | |
|---------|--|---------------|-----------------------------------|
| | 335 [24:34.1] | 336 [24:36.4] | 337 [24:37.9] |
| Ya[nv] | <i>Laughs.</i> | | |
| Da[v] | Ee • • • swimming. | | Znaczy, ee, generalnie tutaj mają |
| Da[TL] | mean-PRS-3SG IJ generally here have-PRS-3PL fine | | |
| Da[eng] | Actually, there is a great swimming pool here. | | |
| Da[nv] | <i>Laughs.</i> | | |

[138]

| | 338 [24:42.2] | 339 [24:42.5] | 340 [24:43.0] | 341 [24:44.5] |
|---------|-----------------------|---------------------------|--------------------|-----------------------|
| Ya[v] | | Басен? | | Басен |
| Ya[lat] | | Basen? | | Basen |
| Ya[nv] | | | | <i>Laughs.</i> |
| Ya[c] | | <i>Repeats after him.</i> | | <i>Shows a square</i> |
| Da[v] | fajny basen też.Ee... | | Tak, ee, pływanie. | |
| Da[TL] | pool-ACC too | | | |
| Da[eng] | | Ee... | Yes, ee, swimming. | |

[139]

| | 342 [24:46.3] | 343 [24:49.0] | 344 [25:19.6] |
|---------|-----------------------|--|--------------------------|
| Ya[v] | ((ЭТОТ)) . | | |
| Ya[lat] | ((this)) ah . | | |
| Ya[nv] | | | |
| Ya[c] | <i>with her arms.</i> | | |
| Da[v] | | Takie, że wiesz, się... | Tutaj mam |
| Da[eng] | | Yeah, like this, you know. | Here I have more time to |
| Da[nv] | | | |
| Da[c] | | <i>Immitates swimming with his arms.</i> | |
| [com] | | | <i>30 secs left out.</i> |

[140]

| | |
|---------|---|
| Da[v] | więcej czasu, żeby się wiesz, ((3s)) żeby się cieszyć |
| Da[eng] | pay attention to my hobby, you know, swimming etc. |
| Da[nv] | |

[141]

| | |
|---------|--|
| Da[v] | swoim hobby, niż, znaczy niż, upawiam to swoje |
| Da[eng] | |
| Da[nv] | |

[142]

| | |
|---------|--|
| Da[v] | hobby, prawda pływanie i tak dalej, niż w Polsce, tutaj. |
| Da[eng] | |
| Da[nv] | |

[143]

| | | |
|---------|---------------------------|--------------------------|
| Ya[v] | , тут ты больше делаешь? | Тебе |
| Ya[lat] | Aa tut ty bol'she delaeš? | Tebe |
| Ya[TL] | | you-DAT |
| Ya[eng] | Aa, here you do more? | Do you |
| Da[v] | • • Tutaj. | Hm |
| Da[eng] | • • Here. | Hm |
| [com] | | <i>15 secs left out.</i> |

[144]

| | | |
|---------|------------------------------|-----------------------------|
| Ya[v] | нравится бассейн здесь? | В Анкаре. |
| Ya[lat] | nravitsja bassein zdes'? | V Ankare. |
| Ya[TL] | appeal-PRS-3SG pool-NOM here | in Ankara-LOC |
| Ya[eng] | like the swimming pool here? | In Ankara. |
| Da[v] | | Ee... ((1s)) Jeszcze |
| Da[eng] | | Ee... ((1s)) One more time? |
| Da[c] | | <i>Confused.</i> |

[145]

| .. | | 353 [25:56.7*] | 354 [25:57.6] | 355 [25:58.0*] | 356 [25:59.0] |
|---------|-------------------|------------------------------|----------------|--------------------------|---------------|
| Ya[v] | | Хм? Еще раз? • Тебе нравится | | | |
| Ya[lat] | | Hm | Eščë raz? | • Tebe nraivitsja | ((1.4s)) |
| Ya[TL] | | | | • you-DAT appeal-PRS-3SG | pool |
| Ya[eng] | | Hm? | One more time? | • Do you like ((1.4s)) | the pool? |
| Da[v] | raz? Jeszcze raz? | | | | |
| Da[eng] | One more time? | | | | |

[146]

| .. | | 357 [26:02.8] | 358 [26:03.9] | 359 [26:04.7*] | 360 [26:04.7*] | 361 [26:05.4] |
|---------|---------------------------|-----------------|---------------|----------------|----------------|---------------|
| Ya[v] | ((1.4s)) бассейн? В ОДТУ. | | | | | ОДТУ. |
| Ya[lat] | bassein? | V ODTU. | | | | ODTU. |
| Ya[TL] | -NOM | | | | | |
| Ya[eng] | | In ODTU. | | | | ODTU. |
| Da[v] | | Jak dužo? ODTU. | ODTU. | | | Tak, |
| Da[eng] | | How much? ODTU. | ODTU. | | | Yes, |

[147]

| .. | | 363 [26:07.4] | 364 [26:07.7] | 365 [26:08.7] |
|---------|--------------------------|---------------|-------------------|--------------------------------|
| Ya[v] | | Да? | | как часто ты |
| Ya[lat] | | Da? | | Ee kak často ty xodiš |
| Ya[eng] | | Really? | | Ee how often do you attend the |
| Da[v] | to tutaj tam jest jakoś. | | Kawałek. | |
| Da[eng] | there is some distance.. | | A little bit far. | |

[148]

| | | 366 [26:13.3] | 367 [26:16.4] |
|----------------|--------------|---|--------------------|
| Ya[v] | ходишь туда? | | |
| Ya[lat] | tuda? | | |
| Ya[eng] | pool? | | |
| Da[v] | | Аа, od początku, kilka miesięcy. Trzy, trzy | |
| Da[eng] | | Aa, since the beginning, a few months. | Three-four months. |

[149]

| | | 368 [26:19.4] | 369 [26:20.8] | 370 [26:21.0] |
|----------------|-------------------|--------------------|-----------------|---------------|
| Ya[v] | | , четыре месяца. | Но, каждую | |
| Ya[lat] | | Aa četyre mesjaca. | No každuju | |
| Ya[eng] | | Aa, four months. | But every week? | |
| Da[v] | miesiące, cztery? | | Hm | |
| Da[eng] | | | Hm | |

[150]

| | | 371 [26:23.0] | 372 [26:24.1] | 373 [26:25.4] | 374 [26:27.6] |
|----------------|------------------|--------------------|-----------------------|---------------|---------------|
| Ya[v] | неделю? | Два, три раза? | | Три | |
| Ya[lat] | nedelju? | Dva tri raza? | | Tri | |
| Ya[eng] | | Two, three months? | | Three | |
| Da[v] | | | Trzy razy w tygodniu. | | |
| Da[eng] | Ee | | Three times a week. | | |
| Da[c] | <i>Confused.</i> | | | | |

[151]

| | | | |
|----------------|-------------------------------------|--------------------|---------------|
| | 375 [26:28.5] | 376 [26:30.3] | 377 [32:05.9] |
| Ya[v] | раза? | | |
| Ya[lat] | raza? | | |
| Ya[eng] | times? | | |
| Da[v] | Trzy, cztery razy w tygodniu nawet. | Ja nie | |
| Da[TL] | | I know- | |
| Da[eng] | Three, even four times a week. | I do not know | |
| [com] | | 5.5 mins left out. | |

[152]

| | | | | |
|----------------|--|-------|-------------------------------|--|
| | 378 [32:07.6] | | | |
| Da[v] | wiem czy / czy znasz ee... Z kolegą z Polski byłem | | | |
| Da[TL] | NEG-PRS-1SG | if if | know-PRS-2SG IJ | with friend from Poland be-PST-1SG in-past go- |
| Da[eng] | if you know ee... | | In past, at the time of first | midterms my friend from |

[153]

| | | | |
|----------------|--|----|-----------------------------------|
| Da[v] | wcześniej, pojechałem jak były te pierwsze midtermy. | | |
| Da[TL] | PST-1SG | as | be-PST-3PL those first midterm-PL |
| Da[eng] | Poland and me went there. | | |

[154]

| | | | | |
|----------------|-------------------------------|--------------------|----------------------------|---------------|
| | 379 [32:13.0] | 380 [32:14.4] | 381 [32:15.2] | 382 [34:42.0] |
| Ya[v] | В Чечню ездили? | | То есть ты / в | |
| Ya[lat] | V Čečnju ezdili? | | To est' ty / v | |
| Ya[TL] | | | that is you in nest | |
| Ya[eng] | You went to Chechen Republic? | | So the next is going to be | |
| Da[v] | W trakcie. | Wcześniej, tak. | | |
| Da[TL] | in interval | in-past yes | | |
| Da[eng] | In that period. | Yes, in past. | | |
| [com] | | 2.5 mins left out. | | |

[155]

| | | | |
|----------------|--------------------------------------|----------------|------------------|
| | | 383 [34:46.5] | |
| Ya[v] | следующий з/ следующий будет Египет? | | |
| Ya[lat] | sledujuščij | z/ sledujuščij | budet Egipet? |
| Ya[TL] | | next | be-FUT-3SG Egypt |
| Ya[eng] | Egypt? | | |
| Da[v] | | | |
| Da[eng] | Gdzie byłem? Where have I been? | | |

[156]

| | | | | |
|----------------|---|---------------|---------------|---------------|
| | | 384 [34:47.8] | 385 [34:49.9] | 386 [34:51.1] |
| Ya[v] | Ты хочешь в Египет поехать? | | | |
| Ya[lat] | Ty | choćeš | v Egipet | poexat'? |
| Ya[eng] | You want to go to Egypt? | | | |
| Da[v] | | | | |
| Da[eng] | Ee, tak, chciałem. | | | |
| [com] | Ee, yes, I would like. <i>3 mins left out.</i> | | | |

[157]

| | | | | |
|----------------|--|---------------|-----------|-----------------------------------|
| | | 387 [37:55.0] | | |
| Da[v] | I tak generalnie jak jeździłaś do Francji, do Niemiec, to | | | |
| Da[TL] | and so generally | as go-PST-2SG | to France | to Germany so also from that use- |
| Da[eng] | And in both cases when you went to France and Germany, you used that site? | | | |

[158]

| | | | |
|----------------|---------------------------------------|----------------|--------------------|
| | | 388 [37:59.8] | |
| Ya[v] | | ((1s)) | ЧТО ТЫ |
| Ya[lat] | | ((1s)) | čto ty ime... |
| Ya[eng] | | ((1s)) | what do you mea... |
| Da[v] | też z tego korzystałaś, z tej strony? | | |
| Da[TL] | PST-2SG | from that page | |
| Da[eng] | | | |

[159]

| | |
|------------------|--|
| .. 389 [38:02.9] | |
| Ya[v] | ИМЕ... |
| Ya[lat] | |
| Ya[eng] | |
| Da[v] | Znaczy, jak pojechałaś do Anglii to korzystałaś z tej |
| Da[eng] | I mean, when you went to England, you used that site, right? |
| Da[nv] | |

[160]

| | |
|---|--|
| .. 390 [38:07.0]391 [38:07.4] 392 [38:09.6] | |
| Ya[v] | Да. |
| Ya[lat] | Da. |
| Ya[eng] | Yes. |
| Da[v] | strony, prawda? Tej o której mówiliśmy. Jak |
| Da[eng] | That one which we were talking about. And the same is in |
| Da[nv] | |

[161]

| | |
|-------------------------------|---|
| .. 393 [38:11.2]394 [38:11.7] | |
| Ya[v] | Нет. После Англии я |
| Ya[lat] | Net. Posle Anglii ja poexala v ((2s)) v |
| Ya[eng] | No. After England I went to ((2s)) |
| Da[v] | pojechałaś do Francji to też? |
| Da[eng] | case with France? |

[162]

| | |
|--------------------------------|---|
| .. 395 [38:17.0] 396 [38:26.0] | |
| Ya[v] | поехала в ((2s)) в Голландию. Она ехала с |
| Ya[lat] | Gollandiju. Ona exala s Rossii |
| Ya[TL] | she go-PST-3SG from Russia |
| Ya[eng] | Netherlands. She was travelling from Russia |
| [com] | 10 secs left out. |

[163]

397 [38:29.0]

| | | | |
|----------------|--|--|--------------------|
| Ya[v] | России и она поехала в Польшу. Потому что визу в | | |
| Ya[lat] | i ona poexala v Pol'shu. | Potomu | čto vizu v Pol'shu |
| Ya[TL] | and she go-PST-3SG to Poland | because | visa-ACC to Poland |
| Ya[eng] | to Poland. | Because it is very easy to get the visa to | |

[164]

398 [38:33.7]

| | | | |
|----------------|--|---|---------------------|
| Ya[v] | Польшу очень легко получить. Знаешь, тебе просто | | |
| Ya[lat] | očen' legko polučit'. | Znaeš | tebe prosto stavjat |
| Ya[TL] | very easy-ADV get-INF | know-PRS-2SG you-DAT just | put-PRS- |
| Ya[eng] | Poland. | You know, they only give a stamp, that is | |

[165]

399 [38:37.0] 400 [38:38.0] 401 [38:39.2]402 [38:39.9]

| | | | |
|----------------|--|----------------------|-----------------------------------|
| Ya[v] | ставят печать, поэтому... Понял? Виза... | | В России |
| Ya[lat] | pečat' poetomu... | Ponjal? Visa... | V Rossii |
| Ya[TL] | 3PL stamp-ACC that's-why | | |
| Ya[eng] | why... | Is it clear? Visa... | In Russia, when |
| Da[v] | | | Нм |
| Da[eng] | | | Hm |
| Da[c] | | | <i>Does not react. Uncertain.</i> |

[166]

403 [38:43.4]404 [38:44.0]

| | | | |
|----------------|-------------------------------|----------------------|----------------|
| Ya[v] | когда ты хочешь сделать визу. | | Если ты |
| Ya[lat] | kogda ty xočeš sdelat' vizu. | Esli ty v"ezžaeš | |
| Ya[eng] | you want to get visa. | If you enter Poland. | |
| Da[v] | | | Нм |
| Da[eng] | | | Hm |
| Da[c] | | | |

[167]

| | 405 [38:47.1] | 406 [38:47.7] | 407 [38:48.9] |
|----------------|---------------------|------------------|-----------------------------|
| Ya[v] | въезжаешь в Польшу. | | Очень легко. ((1s)) То есть |
| Ya[lat] | v Pol'shu. | Očen' legko. | ((1s)) To est' net |
| Ya[eng] | | It is very easy. | ((1s)) I mean there is no |
| Ya[nv] | | | <i>Smiles.</i> |
| Da[v] | | Hm | |
| Da[eng] | | Hm | |

[168]

| | 408 [38:51.6] | 409 [38:52.7] |
|----------------|---------------|--|
| Ya[v] | нет проблем. | |
| Ya[lat] | problem. | |
| Ya[eng] | problem. | |
| Ya[nv] | | |
| Da[nv] | | <i>Smiles and nods his head intensively.</i> |

