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A Longitudinal Study of Language Adaptation at
Multiple Timescales in Native- and Non-Native
Speakers

May 2020

## LabPhysics_IS5_20150914_Seg54.pdf

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**Setting:** Students are participating in a physics lab. Loud.
**Participants:** S1 (male, green shirt), IS5 (female, flowered shirt), S2
(girl, plaid shirt)

```
xxx S1:    how do we draw the error bars
xxx        (is it) this?
xxx IS5:   yea
xxx        just like ((incomprehensible))
xxx        (a little more) cause
xxx S1:    they're like really sma:ll?
xxx IS5:   yea but still ((incomprehensible))
xxx S2:    really?
xxx IS5:   but some of them are ((incomprehensible)) like
xxx        this one this one, right?
xxx        so you can
xxx S1:    ((incomprehensible))
xxx IS5:   (if) you try to
xxx        tell me that you try
xxx S2:    oh ok
xxx IS5:   ((incomprehensible))
xxx S2:    should we write the values next to it?
xxx        or just draw the little
xxx IS5:   draw
xxx        but it should be reasonable cause I will check it
xxx        if it's just two lines it's not ok
xxx S1:    should we write that we can't see (arrow bar) for ones
xxx        that we (can)?
xxx        ((IS5 walks away))
00:44
```