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OfficeHours_IS19_20160307_Seg02.pdf

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Ethno Studies OfficeHours IS19 20160307 Seg02

Setting: IS19 and I1 discuss macroeconomics

Participants: IS19 (male, gray sweatshirt), I1 (female, blue shirt)

(0:00)

XXX IS19: um
XXX well I used to
XXX you know I had-
XXX I had got a master degree
XXX before I ca- came here
XXX so
XXX when I was in my master
XXX I used to um think about
XXX uh some issues like
XXX uh you know the- (.1)
XXX uh traditionally-
XXX uh traditionally when the uh
XXX economists think about
XXX uh the
XXX aggregate economy
XXX they'll- we uh concentrate on the-
XXX on something called the uh
XXX supply s-
XXX the supply side and the demand side
XXX so that we concern about the first
XXX household to consume the products
XXX but in reality we
XXX we also have some
XXX financial intermediates
XXX like the banks
XXX so um the c- the household can last
XXX into the- for- through that intermediate
XXX so through the banks
XXX so then because of the ((hand gesture))
XXX (of the banks)
XXX so it may make
XXX the investment
XXX make the investment less uh efficient
XXX than it should be
XXX I1: ((nodding)) oh
XXX IS19: so
XXX that is called a
XXX kind of financial friction
XXX ((hand gesture)) in the economy
XXX I1: ((nodding)) ok=
XXX IS19: =so: yeah I used to
XXX you know my interest is in
XXX this kind of model
XXX which uh also take i- into account
XXX the uh the banks or the financial intermediate
XXX in the economy

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XXX so that will make the-
XXX the model um (.) a little different
XXX I1: ((nodding))
XXX IS19: ((nodding))
XXX like the
XXX solution
XXX ((nodding))
XXX I mean more complicated
XXX I1: that's really really interesting actually
XXX IS19: yeah
XXX I1: I never really thought about that
XXX IS19: ((nodding))
XXX so yeah
XXX and then
XXX that is just a
XXX a kind of a (.) first step
XXX ((hand gesture)) uh
XXX of thought
XXX and then should learn more about um
XXX other people's research
XXX and to you know
XXX (set footage)
XXX I1: ((nodding)) yeah
XXX IS19: ((nodding))
XXX I1: (I don't know)
XXX so (.2)
XXX so if they consider the
XXX um
XXX how would you reduce financial friction,
XXX like how would a
XXX how would you go about
XXX doing that,
XXX IS19: ((nodding)) yeah basically
XXX um you should um
XXX increase the (.) I mean
XXX ((using hand gesture))
XXX let go of uh
XXX (the formation)
XXX because
XXX bad things happen because
XXX the- the household and the-
XXX and the banks
XXX have uh-
XXX have a so-called
XXX mm sy- uh (.) symmetric information
XXX because
XXX maybe the (.) household
XXX or the forms
XXX have their own private information

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XXX that the banks
XXX doesn't know about it
XXX and
XXX that's very common in reality
XXX so that will makes (um) the price
XXX (rich may) adjust the supply and demand
XXX not very efficient
XXX so
XXX I1: ((nodding)) [ok
XXX IS19: [one uh explanation
XXX is just (that the different)
XXX information
XXX so we need to
XXX try to
XXX make the (.)
(3:00)
XXX information more clear
XXX more specific to-
XXX to (.) all the sides
XXX ((hand gesture)) in the-
XXX in this- in this economy
XXX so that
XXX efficiency will be increased
XXX I1: ((nodding)) ok
XXX IS19: ((nodding))
XXX I1: that's cool
XXX IS19: mhm ((nodding))
XXX when do you start
XXX your research,
XXX [like in this project
XXX I1: [uh this is part of
XXX yeah
XXX um
XXX well last year
XXX IS19: last year
XXX I1: I-I was doing the psych side of it
XXX and next year I might
XXX I'm not sure
XXX but um
XXX I like this project because it combines
XXX psychology and linguistics- linguistics
XXX so
XXX I actually started on linguistics
XXX because I was studying with Dr. Brennan
XXX um
XXX she's the- the head researcher
XXX for the project,
XXX um
XXX so I was researching with her

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XXX and she was like
XXX you know I think you'd be good at linguistics
XXX so I just
XXX I signed up for linguistics 101
XXX and I loved it
XXX so
XXX yeah
XXX IS19: ((nodding))
XXX ((pause))
XXX I1: yeah right now I'm taking
XXX um
XXX ((thinking))
XXX well I'm taking a bunch of classes but
XXX one of them that's really interesting is health
XXX psychology
XXX it's about um (.2)
XXX a lot of it's about public health
XXX and like
XXX public policy and how to um=
XXX IS19: =mhm ((nodding))
XXX I1: get people to be healthier
XXX IS19: ((nodding)) oh
XXX that's interesting
XXX I1: yeah
XXX ((nodding))
XXX it's cool like
XXX um
XXX one of the things we learned last week
XXX was that for certain things um
XXX if you're making like a public service announcement,
XXX IS19: ((nodding)) mhm
XXX I1: some things-
XXX some people are more receptive <when it's>
XXX ((pause))
XXX some people are more receptive
XXX when it's like a threatening (.) thing,
XXX like don't smoke or you'll get cancer
XXX um and some people are more receptive
XXX when it's (.) more of a positive thing
XXX like
XXX if you don't smoke
XXX you'll (.) be able to run around more
XXX something like that
XXX IS19: ((nodding))
XXX I1: and how it-
XXX it depends both on like the type of person
XXX the message itself
XXX and what it's like preventing against,
XXX so

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XXX IS19: so how- how do you
XXX tell the
XXX wh- uh tell uh the-
XXX the individual
XXX and you could also reach kind of
XXX which type of person
XXX [so how do you (.) know
XXX I1: [well I don't know I mean
XXX it's really-
XXX it really is just [an individual thing
XXX IS19: [oh ok
XXX ((nodding))
XXX I1: but um
XXX it depends
XXX so ok
XXX this was really cool
XXX so um our professor had
XXX like half the class do one thing
XXX and half the class do another,
XXX and so both scenarios were
XXX um
XXX 600 people get infected by a virus
XXX uh then she (asked) one half of the class um
XXX if like there was
XXX like
XXX ((thinking))
XXX so if you chose this one thing
XXX then
XXX 400 people would definitely die
XXX and 200 people would definitely be saved
XXX would you do that
(6:00)
XXX rather than like risk the 600 dying
XXX but she asked one cl-
XXX like she asked one half of the class
XXX um
XXX she just said like a third of the people
XXX might be saved
XXX and the other half of the class
XXX she asked um
XXX two thirds of the people might die
XXX IS19: ((nodding)) oh ok
XXX I1: and so
XXX the half the class that got asked
XXX um to save them
XXX most people like went with that option
XXX and then
XXX the half of the class that got-
XXX that they were told that

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XXX like all these people might die
XXX went with the other option
XXX IS19: ((nodding))
XXX I1: so
XXX ((pause))
XXX ((nodding))
XXX IS19: ((nodding))
XXX I1: I didn't explain that very well
XXX but it was really interesting
XXX IS19: ((nodding)) yes
XXX I1: ((nodding)) so
XXX like they do this cool thing in Canada
XXX IS19: mhm
XXX I1: where um
XXX you know how (.)
XXX you've probably seen like
XXX anti smoking ads or whatever
XXX IS19: ((nodding)) mhm yeah
XXX I1: in=
XXX IS19: =anti smoking ads,
XXX I1: yeah
XXX IS19: ((nodding)) ok
XXX I1: like something on tv
XXX or even just something
XXX like-
XXX well in- in Canada
XXX they do these really clever ones
XXX that they make you put on the cigarette box,
XXX so
XXX on the cigarette box
XXX ((gesturing))
XXX it'll say like
XXX this can give you lung cancer
XXX and then show a set of like
XXX IS19: mhm
XXX I1: cancered lungs,
XXX IS19: ((nodding vigorously)) yeah
XXX I1: something really really gross,
XXX IS19: yeah there is a similar advertisement in China
XXX I1: ((nodding))
XXX IS19: like it is real
XXX I1: yeah
XXX IS19: it's scary but
XXX I don't feel it (.) works very well
XXX for that
XXX uh well uh I mean in China
XXX most people who want to quit smoking
XXX because they want to have a child
XXX I1: [oh yeah

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XXX IS19: [that's the
XXX that's the main reason
XXX but
XXX if you say that it will be
XXX it will do very bad to your health
XXX I1: ((nodding))
XXX IS19: like it will make you getting cancer
XXX I don't think they will-
XXX they are very concerned about this
XXX I1: well so that's interesting so
XXX there it would probably be more effective to say=
XXX =like
XXX if you quit smoking it'll be easier to conceive
XXX IS19: ((nodding)) yeah
XXX I1: that will probably
XXX like
XXX do better at dissuading people from it
XXX IS19: ((nodding)) yeah
XXX I1: so
XXX in Canada it just happens to be that
XXX the best way to dissuade people is to show them
XXX like
XXX body parts with cancer
XXX IS19: ((nodding))
XXX I1: there was a really individual-
XXX I mean a really interesting (.) campaign
XXX in I think it was like Thailand,
XXX IS19: ((nodding)) mhm
XXX I1: that um
XXX you know how diabetes can
XXX cause like your (.) body to rot kind of,
XXX I mean you could like
XXX lose a leg or something,
XXX IS19: ((nodding)) uh huh
XXX I1: um it's through a bunch of steps like
XXX IS19: ((nodding)) ok
XXX basically diabetes eventually
XXX makes you a lot less sensitive to pain,
XXX IS19: ((nodding))
XXX I1: so then if you get an injury you're-
XXX you don't (.) necessarily always realize it,
XXX so it's a lot easier for the injury to become
XXX infected,
XXX IS19: ((nodding))
XXX I1: because your immune system is also a little
XXX bit suppressed,
XXX IS19: ((nodding))
XXX I1: and you don't often like realize it
XXX until it's already kind of bad

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XXX and so it's (.) not unusual for people to lose
XXX like
XXX a foot
XXX to diabetes
XXX IS19: ((nodding)) mhm
XXX I1: and um
XXX so in Thailand they had this ad campaign
XXX that was like
XXX um
XXX it would look like candy or ice cream,
XXX but it would be like
XXX on the leg and you would-
XXX you would actually see that like
XXX the leg was rotting,
(9:00)
XXX IS19: ((nodding)) mhm
XXX I1: and it would say
XXX I think it said 'diabetes kills'
XXX it was really gruesome but-
XXX ((pause))
XXX IS19: ((nodding)) yeah
XXX I1: and I don't know how effective it was
XXX cause I think this was really really recent
XXX IS19: ((nodding))
XXX I1: so
XXX but um
XXX it'll be interesting to see how effective that is
XXX on public health
XXX IS19: ((nodding))
XXX ((pause))
XXX I1: yeah
XXX ((pause))
XXX IS19: so did you
XXX uh
XXX where did you uh attend-
XXX attend your university,
XXX I1: oh I'm still doing my undergrad
XXX IS19: oh
XXX I1: yeah
XXX IS19: you're an undergrad oh
XXX I1: mhm
XXX yeah
XXX so
XXX and then I wanna go and get my master's
XXX in speech language pathology
XXX ((nodding))
XXX IS19: mhm ((nodding))
XXX so now it's your third year
XXX as an undergrad

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XXX right,
XXX I1: yeah
XXX yeah
XXX so
XXX I was thinking for a while about getting my PhD
XXX but (.2)
XXX I just don't think I could do it
XXX personally
XXX IS19: ((nodding))
XXX I1: it's so difficult
XXX IS19: uh
XXX I1: I mean
XXX obviously it's worth it to do it
XXX IS19: yeah
XXX I1: but it's just really hard
XXX IS19: so
XXX I mean as a native
XXX if you want to apply to a PhD
XXX you only need to
XXX uh
XXX take the GRE test,
XXX I1: um
XXX well it really depends
XXX you can go into your PhD right after um your
XXX your undergraduate
XXX IS19: mhm
XXX I1: but it's really hard to get into
XXX IS19: mhm
XXX I1: so
XXX and they're mostly combined programs
XXX where you get your master's and your PhD,
XXX IS19: mhm
XXX I1: um
XXX you have a much better chance at getting into a
XXX program
XXX if you have your master's=
XXX IS19: ((nodding)) =oh=
XXX I1: =than
XXX just going from undergrad
XXX IS19: ((nodding)) mhm
XXX I1: so
XXX but I mean you can apply
XXX you just
XXX you know
XXX won't get in
XXX IS19: mhm
XXX ((long pause))
XXX so-so what do you do
XXX in your spare time,

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XXX I1: um
XXX well I used to play the oboe
EVA IS19: hm,
EVA the what, sorry,
EVA I1: I used to play the oboe
EVA IS19: oboe
EVA what is (.) that?
EVA I1: uh it's a woodwind instrument
EVA do you know (.) a clarinet,
EVA IS19: uh no
EVA I1: ok
EVA the clarinet is
EVA the black one
EVA IS19: a (.) clari((trails off)),
EVA I1: <clarinet>
EVA IS19: clarinet
EVA I never heard of that
EVA I1: it's about this ((hand gesture)) big
EVA and it's black
EVA IS19: oh it's a
EVA it's a musical instrument
EVA I1: oh yeah
EVA IS19: oh sorry ((laughing))
EVA I1: ((laughing))
EVA sorry I should've been more specific
EVA ((vocabulary))
XXX so I used to play the oboe
XXX but
XXX I don't really play it anymore
XXX IS19: ((nodding))
XXX I1: I was actually going to school for that
XXX IS19: ((nodding))
XXX I1: ((nodding)) yeah
XXX it was really (.) interesting
XXX there were a lot of people from-
XXX at-at my school actually from China
XXX IS19: ((nodding))
XXX I1: yeah
XXX which was cool
XXX IS19: ((nodding))
XXX I1: but I mean I guess you
XXX get that here too
XXX I just meant
XXX my old school was really small
XXX IS19: ((nodding)) mhm
XXX I1: so it felt like a really big proportion of people
XXX cause there were only like
XXX a hundred people in each class,
XXX IS19: ((nodding))

XXX I1: so
XXX you got to know everybody really well
XXX IS19: ((nodding))
XXX ((pause))
(12:00)
XXX I1: it was (.) cliquy though
XXX and sometimes it was just
XXX woodwinds versus strings, you know,
XXX like all the woodwind players were like
XXX kinda friends
XXX IS19: (yeah) ((nodding))
XXX I1: did you ever play an instrument,
XXX IS19: uh
XXX no
XXX I did not
XXX so
XXX I mean when I was young I w- used to play cello
XXX I1: oh really,=
XXX IS19: ((nodding)) =yeah
XXX when I was young
XXX in kindergarten and elementary school
XXX but after I (.) entered middle school
XXX I quit it because
XXX actually it is uh
XXX I do not like it very much
XXX and it is
XXX kind of forced by my parents
XXX so
XXX yeah
XXX I1: ((nodding))
XXX my little sister was kinda
XXX forced to play the cello throughout high school
XXX that's interesting
XXX so they have you start as a kindergartener,
XXX IS19: ((nodding)) m yeah it-
XXX yeah if you want to
XXX I1: [wow
XXX IS19: [I mean it's-
XXX it's-
XXX it's um
XXX I1: it seems like a much
XXX better way to do it
XXX IS19: yes um
XXX but
XXX I mean if you're going to
XXX be really good at it
XXX it is always better to
XXX begin as early as possible
XXX I1: yeah definitely

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XXX IS19: yeah
XXX I1: I think it's a little harder
XXX with woodwind instruments
XXX because a kindergartener doesn't have
XXX like
XXX the lung capacity,
XXX to really play that well
XXX IS19: yeah
XXX but you know uh=
XXX I1: =but with strings or piano
XXX it makes a lot of sense
XXX IS19: yeah s-=
XXX I1: =we don't start here until like
XXX fourth or fifth grade
XXX IS19: oh
XXX I1: yeah
XXX sorry
XXX I didn't mean to interrupt you
XXX IS19: no no it's alright
XXX so I just wanna say that ((undecipherable))
XXX a girl I played cello with
XXX with her
XXX you know we began to play
XXX in the- in the same year
XXX and so now she's
XXX actually in U.S.
XXX in Philadelphia
XXX and she uh enter a-
XXX a music college
XXX I1: Curtis,
XXX IS19: uh I don't know its name
XXX but
XXX actually she's now a
XXX musician
XXX I1: [oh wow
XXX IS19: [so yeah ((nodding))
XXX so I think you know
XXX begin- beginning early is
XXX [very yeah
XXX I1: [definitely
XXX IS19: very important
XXX I1: yeah I probably would've been better
XXX if I'd started a couple years earlier
XXX IS19: yeah she's I think
XXX (definite to-) to you know
XXX to go along this way
XXX when she was (early)
XXX I1: yeah
XXX IS19: yeah

XXX I1: some people that I went to music school with are
XXX really successful now
XXX IS19: hm
XXX I1: this guy that also played oboe
XXX in my graduating class
XXX is principal oboe in the Charleston Symphony
XXX IS19: (hm) ((nodding))
XXX I1: um
XXX which is like a
XXX you know
XXX like a good um
XXX orchestra
XXX um
XXX and this guy who was a senior
XXX when I was a freshman
XXX he now plays in the
XXX top military band in the U.S.,
XXX IS19: oh cool ((alt trans: mhm))
XXX I1: so it's awesome
XXX he gets to travel all over the world
XXX IS19: ((nodding)) yeah yeah
XXX I1: they play like-
XXX their rep is a little limited
XXX cause it's a-
XXX like a military band
XXX so a lot of what they play is just like
XXX marches
XXX IS19: ((nodding))
XXX I1: but
XXX they're really really good
XXX IS19: ((nodding))
XXX I1: so that's kinda cool
XXX IS19: yeah
XXX I1: yeah
XXX ((pause))
(15:02)
XXX it is weird
XXX when you think about it
XXX that the military has to have a band
XXX IS19: yeah
XXX I1: ((laughs))
XXX IS19: yeah but maybe they need a band to
XXX to enhance their morale to-
XXX I1: yeah so I mean
XXX um
XXX the band that he's in
XXX it's called 'the president's own'
XXX so basically like
XXX if the president's gonna travel

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XXX I1: and he
XXX IS19: mhm
XXX I1: feels like bringing a band with him
XXX he could get called at like
XXX two AM and just be like
XXX yeah so we're going to China now
XXX IS19: ((nods)) ok
XXX (i think) it's a-
XXX it's a very cool job
XXX I1: yeah
XXX yeah (.) [he's amazing
XXX IS19: [so interesting
XXX so do you -
XXX listen to a classic music,
XXX I1: [((nodding))
XXX IS19: [at all,
XXX I1: yeah
XXX I love classical music
XXX but I listen to all kinds-
XXX do you listen to classical?
XXX IS19: uh
XXX very-
XXX not very often
XXX I1: oh
EVA IS19: °only occasionally
EVA I1: hm?
EVA IS19: ((louder)) only occasionally
EVA ((unclear diction))
XXX I1: ah
XXX so what kind of music do you listen to?
XXX IS19: uh
XXX I-i mean I-i don't really