



Research Report

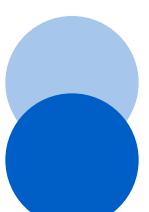
Language Learning in Multilingual Romantic Relationships



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Executive Summary



■ Introduction

In this research, we investigated how multilingual romantic relationships affect language learning experiences, focusing on factors related to the romantic relationship that contribute to language learning experiences and outcomes.

■ Methods

We conducted a semi-structured dyadic interview with 16 participants (8 dyads). Each dyad consisted of a learner and their partner.

Each interview session was 60-90 minutes long. The goal of the interview was to collect data on participants' language learning, their multilingual relationships, and how the two interplay.

■ Top Findings

- 01.** The partners complement the learners' primary learning material by providing social, cultural, and situational contexts for language usage.
- 02.** Learning partners' language deepens the connection of couples by facilitating moments of delight and memorable interactions in their relationship.
- 03.** Learners learn the language to communicate with their partners' parents and to build a deeper connection with them through learning about their culture.
- 04.** Learners highly value immersion for effective language learning, and their partners are favorably and uniquely positioned to provide an organic immersive environment.
- 05.** The partners support the learners by creating an emotionally safe and judgment-free space.

■ Design Implications

We proposed a How-Might-We question to guide our design in the next stage:

How might we facilitate language learning for individuals learning their partners' native languages so that the couples feel more connected through the learning experience?

We also proposed three design principles as guardrails for our ideation and design stage. They are Safe and Comfort, Delightful Moment, and Connection.

■ Next Steps

In the next step, we will formulate our desired outcomes for the project, achieve team alignment on design opportunities by setting our north star, and ideate with our HMW question and design principles.

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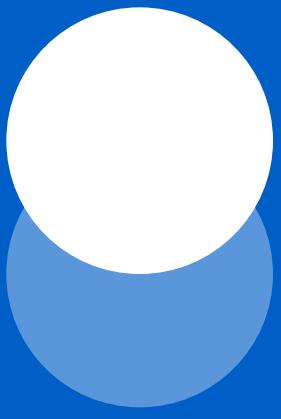
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Introduction

01. Topic Space
02. Literature Review

Topic Space



This study aimed to explore language learning in the context of multilingual romantic relationships (MRR). Specifically, we focused on how romantic relationships influence language learning experiences and outcomes.

Language learning has been an important research and design topic for decades. With the popularization of digital technology, using digital tools to assist one's self-directed language learning has become more and more common. Duolingo, the biggest self-directed learning platform in the world, is reported to have 88 million monthly active users with a projected annual revenue of more than 700 million USD (Assis, 2024). This showed the massive need and market for language learning services. However, there are voices from language learning communities questioning the effectiveness of using Duolingo or other similar apps to learn languages (Moseman, 2023; Ravenscraft, 2019), implying gaps between language learning needs and the effectiveness of current tools that address those needs.

The research team, consisting of four ESL speakers, drew from our own language-learning experience and identified a curiosity zone of what language learning looks like in the context of one person trying to learn the native language of their loved ones. We believe this specificity of the situation affords unique opportunities and challenges for language learners, and we decided to investigate this area.

Literature Review



Language learning is a multifaceted process shaped by personal and sociocultural factors (Lightbown & Spada, 2013; Demir, 2014). The dynamic and intricate process of second language acquisition involves a complex interplay between individual physiological and psychological traits, significantly influencing language learning outcomes (Qiao, 2024). Our research specifically focuses on how this process unfolds within the context of MRR. These relationships offer a uniquely intimate context for language acquisition, where relational, and communicational dynamics intersect (Kennett & Jackson, 2014).

Multilingual couples usually have unique ways to communicate and face unique challenges related to language. For example, they might give up speaking their native language when communicating with their partner (Hyttinen, 2022)r. As a result, they face a lack of genuineness at the start of the relationship and their emotional communication may be more difficult (Dewaele & Salomidou, 2017). The change of language in MRR has an impact on the couple's sense of "self", thereby causing problems in their relationship (Stępkowska, 2022). These emotional dynamics can significantly impact a learner's confidence and willingness to engage in language practice.

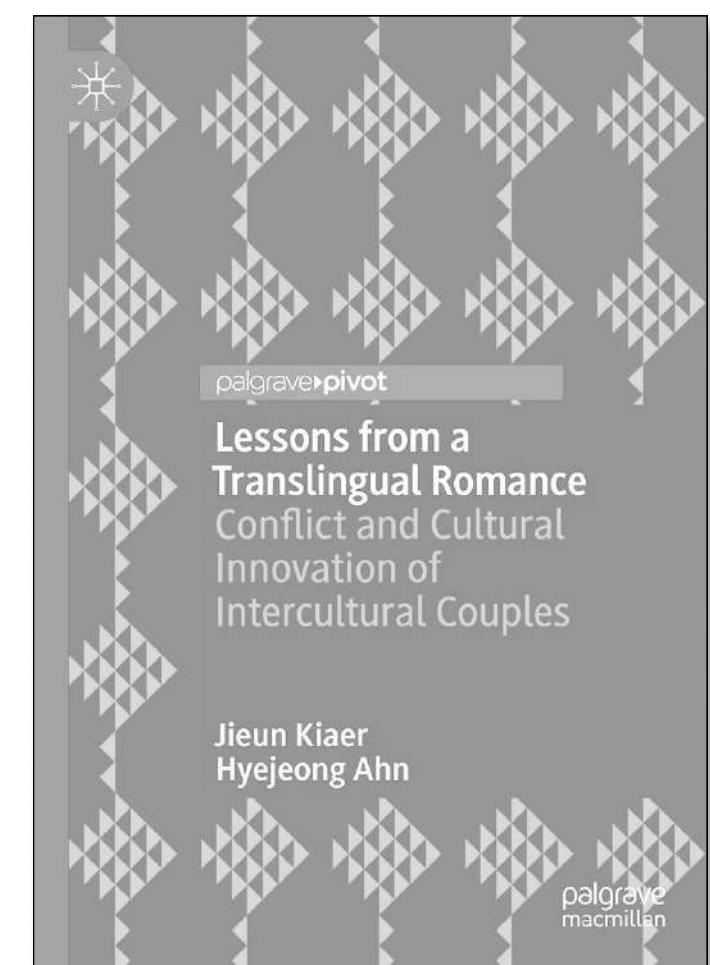
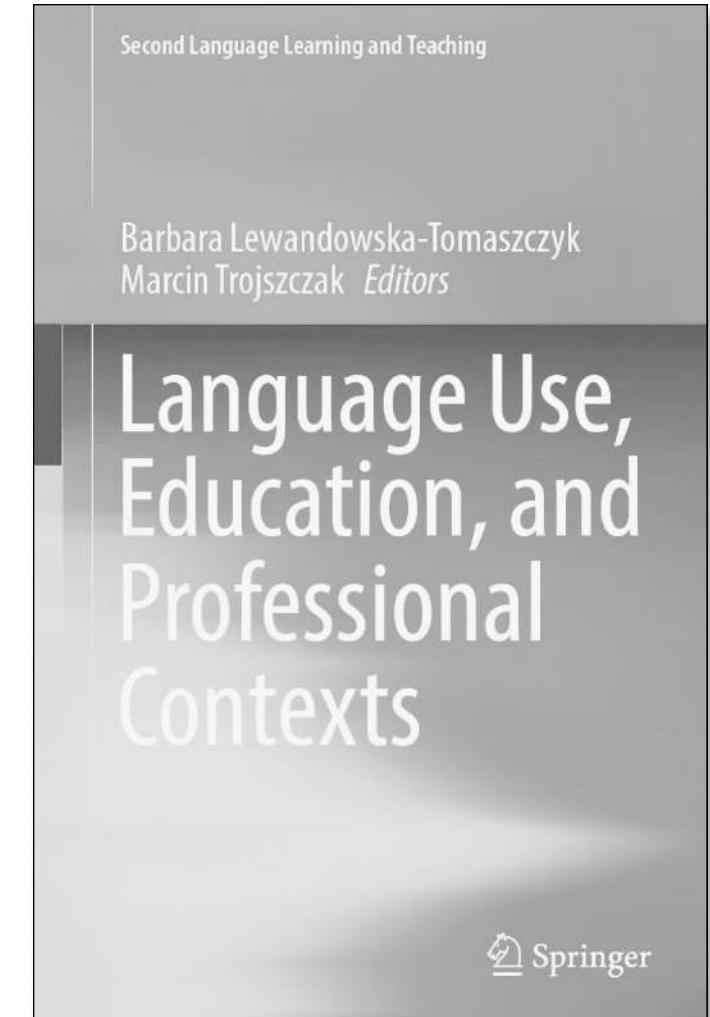
MRR establishes a distinctive setting for language learning, characterized by high levels of intrinsic motivation and emotional engagement. According to Jon Dujmovich (2017), these settings can potentially accelerate language acquisition due to the necessity and frequency of communication. For example, the learner might learn the language to more effectively communicate with in-laws or to better understand their partners' culture (Nai, 2013).

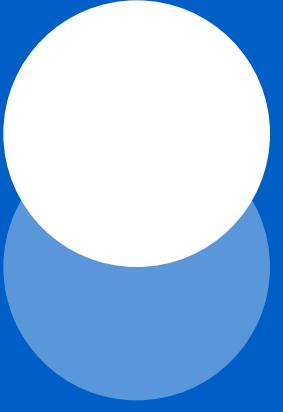
Literature Review (continued)



Kennett & Jackson (2014) examines intercultural communication between romantic partners. Their work revealed that the differences in native languages between two people in MMR have an impact on both their relationship language learning. They discovered that couples will pick one language as the main form of communication, but the language used is usually dynamic and evolves over time. One partner's lack of investment in learning the other's native tongue could be a source of tension or disappointment on both sides. Moreover, the burden of communication often falls disproportionately on the partner who is less proficient in the chosen common language, potentially leading to feelings of loneliness and isolation. Finally, the impact of MRR extends beyond the couple. It encompasses a wider social circle, including family, friends, and potentially children. In a New York Times article, Eric V. Copage interviewed five multilingual couples with a focus on their communication in the relationship (Copage, 2023). The dynamic use of language mentioned in Kennett & Jackson (2014) can be observed in this interview.

In conclusion, existing research uncovered that language plays an important role in the interaction of multilingual couples. In this research, we investigated the unique motivations and goals of language learners in MMR, how they approach language learning, and the interaction between the couples related to language learning.





Research Overview

- 01. Research Objective**
- 02. Research Questions**
- 03. Methods**
- 04. Participants**

Research Objective



The objective of this study is to investigate how multilingual romantic relationships affect language learning experiences, focusing on factors related to the romantic relationship that contribute to language learning experiences and outcomes.

Research Questions



■ Research Question 1

How does the participation of a multilingual romantic relationship influence the experience of language learning?

■ Research Question 1.1

What are the positive and negative factors associated with MRR that influence LLE?

■ Research Question 1.2

How does the language learner learn the partner's language in an MRR?

■ Research Question 1.3

What role does the native speaker in the relationship play in LLE of the learner?

■ Research Question 1.4

How does the MRR influence how the learner sets goals and defines success in their LLE?

■ Glossary

Language Learning Experience (LLE): the experience of acquiring, developing, and refining proficiency in a new language, including navigating through different feelings and emotions while acquiring linguistic skills and cultural insights

Multilingual romantic relationship (MRR): a romantic relationship in which the individuals involved speak different first languages

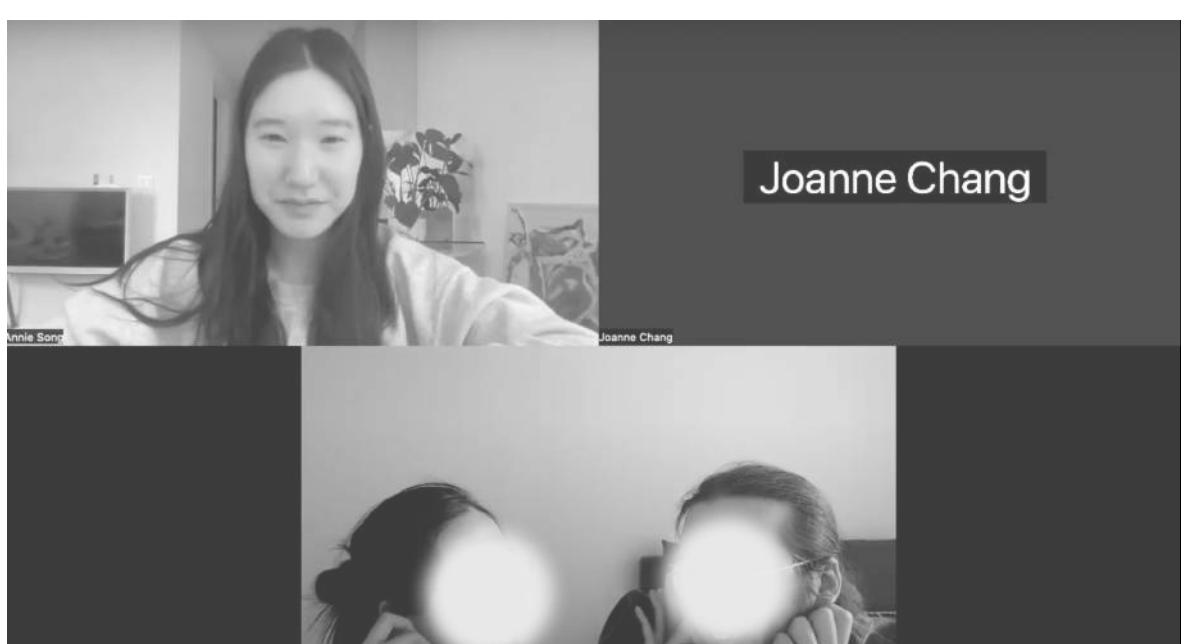
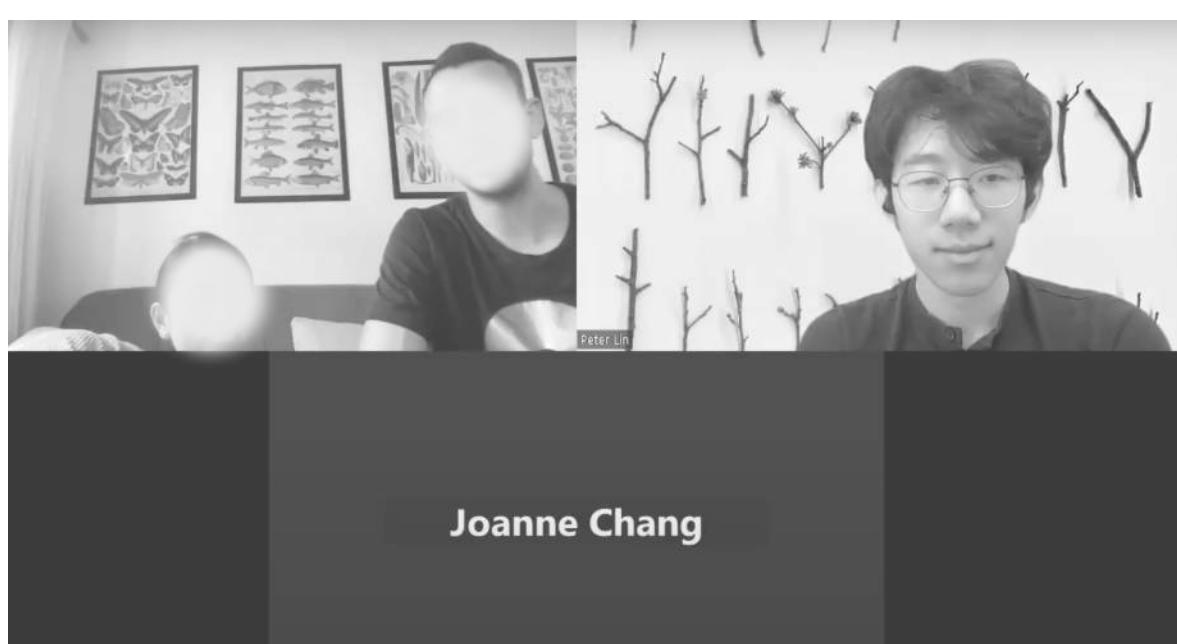
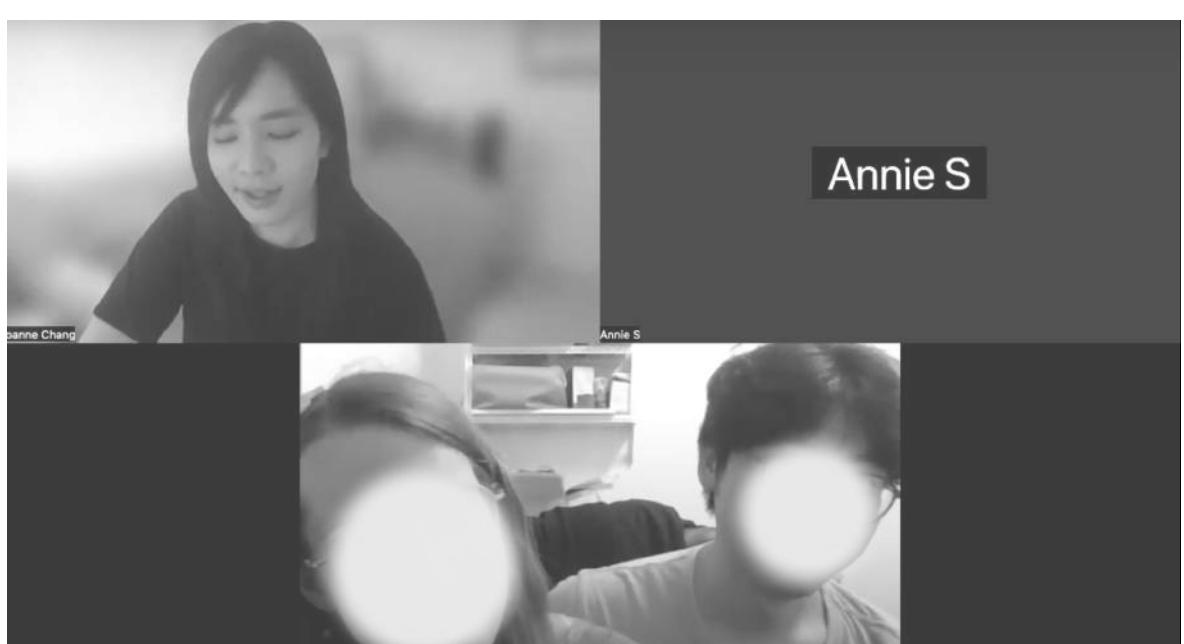
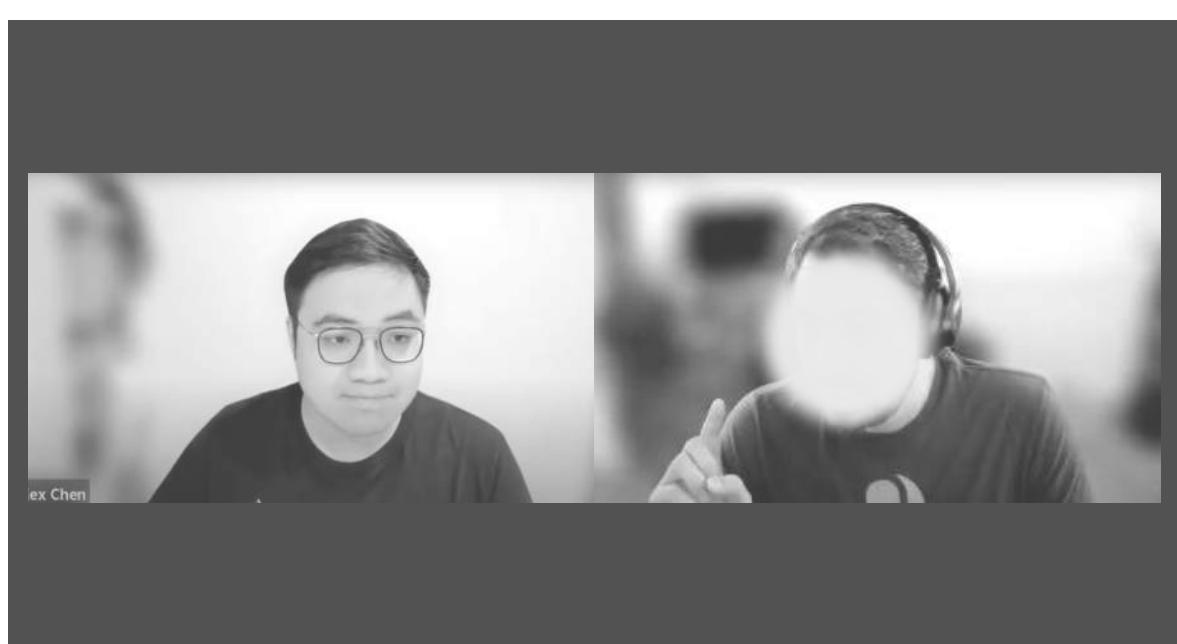
Methods



In this research, we conducted semi-structured dyadic interviews with 16 participants (8 dyads). Each dyad consisted of one language learner (denoted by L in the data) and the partner of the learner (denoted by P in the data).

The interviews were conducted either in person or online via Zoom. Each session took 60-90 minutes. For the first half of the sessions, we interviewed both language learners and their partners together; for the second half of the sessions, we focused on interviewing the learners. One moderator and one note-taker were required for each session.

The interview sessions were recorded, transcribed, and cleaned. The research team then used affinity diagramming to analyze data, observe patterns, and synthesize findings.



Participants



We recruited participants who fit the following criteria:

1. The participant is currently in a multilingual romantic relationship
2. The participant is currently learning/have experience learning their partner's native language
3. The language learned is not the same as the primary language spoken in the area where the participant currently lives/lived.
4. The partner of the participant is willing to participate in the dyadic interview with the participant.

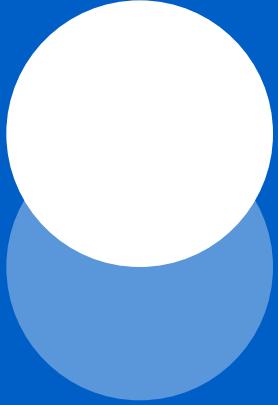
We also collected the following data from the screener to ensure a diverse range of participants:

1. The participant's native language
2. The participant's partner's native language
3. The participant's current level of fluency in their partner's native language
4. The length of the participant's relationship.

The recruitment messages were posted in the following channels:

1. Social media and personal network
2. The University of Washington community
3. Language learning community
4. Online discussion boards

Ultimately, we recruited 16 participants (8 dyads) from across the U.S., East Asia, South Asia and North Europe. Please refer to the appendix B.1 for detailed participant profiles.



Findings

01. Cultural contexts
02. Delightful moments
03. Family connection
04. Organic immersion
05. Safe space
06. Additional Findings

Finding 01



The partners complement the learners' primary learning material by providing social, cultural, and situational contexts for language usage.

Finding 01 Sub-findings



1.1: Partners recognize their lack of expertise in teaching while engaging in language learning with the learners.

"I felt more frustrated at those points when he was trying to teach me then because I didn't really have a foundation. And I guess he also didn't really have like a teaching background." - L7

"The hardest part is that I'm not a good teacher. I don't know how to teach." - P6

"I wish maybe you (L2) would have more opportunity to practice besides myself. I think that would help with the fluency." - P2

1.2: Partners often do not offer structured lessons as the main source of language learning but they offer corrective feedback on pronunciation and grammar.

"if I were to write like a story or a description about certain things, I would write them out. I would do my homework, and then I would read it out to him. and then he would correct me on both pronunciation as well as grammar." - L7

"I know L5 doesn't want me to teach her Italian full-time. It's like taking a lesson from her husband. (L5: I just don't want you to be judgmental) I'm not judgmental. She will ask me to correct something to see if she understood things properly. Or maybe she will say something in Italian occasionally. And I can either correct how it sounds to help her." - P5

1.3: Learners indicate the value of partners in providing a more nuanced, practical understanding of language beyond other language learning materials.

"Word 'go away' you can tell it in a different way , like, rudely in my language (in Tamil), go away doesn't mean like, it needs to be in a rude way of telling that rude way of getting, you know, asking you to get out. It's just that the tone is different." - P1

"I don't feel like it's necessarily cultural context of like, when you see certain things rather than like, you know, like the meaning of the words. " - P8

1.4: Learners depend on their partners to fact-check and validate the accuracy and regional appropriateness of the word usage and slang they come across.

"I watched something on TV, I saw somebody say something in Italian, maybe a very short phrase. And of course, there was English or Chinese subtitles. However, I also kind of wonder if it's translated correctly so I asked you, or they didn't translate at all. So I might ask you: Oh, what did he say?" - L5

"When we text each other,...I did tell him something more about not just culture, but some word usage that about how we say something in Taiwan. And sometimes he's like, Okay, this is not what our teachers told us a class. I say, Yeah, well, that's how we say it in daily life." - P5

Finding 02



Learning partners' language deepens the connection of couples by facilitating moments of delight and memorable interactions in their relationship.

Finding 02 Sub-findings



2.1: Learning the language brings positive emotions, memorable moments, and the partners' trust selves in the relationship. Couples feel more connected via language learning..

"We didn't have a barrier, because we knew this common language, English. But at the same time, going back to my previous responses, you know, like understanding certain feelings, you won't be able to convey in English the way you want to" -L1

2.2: Receiving appreciation from the partners or seeing partners feeling happy gives learners more motivation to learn.

"Some things will be slightly more touching like when L7 gave a speech at our second wedding reception. There was that sentiment of like, all of my family understands it. My grandmother understands it, but it also speaks to a deeper part of me." -P7

"It is important to me to learn what my partner speaks. Definitely. Because it's something that he is like, brought up into. So it's, it's a part of him that, you know, that would never that he would never forget." -L1

2.3: For everyday and important conversations, couples choose to speak in their common language.

"When I am able to communicate properly with her, it's a great feeling. I can see that she's very happy about it. (The motivation is) I know it makes my wife happy. " -L3

"The other main thing that I really got enjoyment out of this... whenever I would pronounce something and P2 would compliment my pronunciation. That's always a really good feeling" -L2

"I didn't realize English was a second language because she speaks English so well. So at that point, it never crossed my mind, I think because we were communicating just fine. " -L3

"I can't really express complex thoughts in Portuguese and with my white I like to express complex thoughts. We usually have conversations, you know, a little bit deeper than the bird is red. So yeah, that's why we rely on English." -L2

Finding 03



Learners learn the language to make their partners' parents more accepting and to build a deeper connection with them through learning about their culture.

Finding 03 Sub-findings



3.1: Language learning helps make the partners' families **feel comfortable and accepting**, which in turn makes the partners happy.

"Well, I want him to learn Spanish so he can be able to communicate with my family, not just my parents, but my family in general, my grandma, so it makes me happy that when he actually decided to go forward and be more active." -P3

"It doesn't feel like I have a parent standing behind me making sure that I have good grades. I wanted to do this because I feel like I am getting more connected with his family." -L7

3.2: Learning partners' language is regarded as a **gesture of showing respect** to them and their culture.

"My parents would easily accept him if he starts talking and in Tamil...I think Asians like to keep up with the culture and have their own identity. So, in that way, our parents might expect that." -L4

"It can help you communicate on a different level, and also learning culture. Say you're learning the language. You're hoping to get a little bit of insight into their culture, and what shaped them into the person they are today" -L2

3.3: Not speaking the partners' native languages **creates communication barriers** between learners and their partners' parents.

"When I go to the grocery store... I don't ask her parents, because I don't know how to ask. Even if I do ask, I don't know what they would be saying back to me. But I would love to be able to ask them finally." -L3

"I would be in Brazil meet her family, some of whom don't really know English. So yeah, it was that summer before we left that I started practicing Portuguese." -L2

Finding 04



The partners' close relationship with the learners position them favorably to create natural learning opportunities, but they face challenges in balancing effective communication and learning quality.

Finding 04 Sub-findings



4.1: The couple's daily interactions provide natural opportunities for practicing the language, utilizing environmental cues and situational contexts. These interactions immerse the learner in a linguistic environment tied to the couple's routines and interactions with other natives.

"If we go to some place to eat, for example, she just sees a food item that sounds similar (to English). She'll just point out: here's how you say that in Spanish." - L3

"We do the shopping list in Danish." - L8

"When I meet his friends, I kind of listen to the way they talk, the way they pronounce certain words." - L1

4.2: The fluidity of the shared lingo between the couple allows for organic application of the target language as the level of the learner progresses.

"When we met in 2021 back then, it was entirely English. But right now, after three years, it's probably like 60% English and 30 to 40% we talk our own language." - L4

"We use the language for certain words, instead of English, we'll plug in either Tamil or Malayalam words for that particular thing." - L1

4.3: During both daily interactions and focused practice sessions, the couple struggles with balancing the effectiveness of communication and the quality of learning, ending up not knowing when to use the target language.

"Sometimes it's like the sort of barrier of wanting to connect deeply with your partner, while also wanting to get her learning curve (going)... It sometimes feels like a little bit of a trade off." - P4

"When something's important, I'm like, okay, I can't do this in Spanish, it's got to be decided, like within 10 minutes. And so I'm like, we gotta do English for this.." - L3

Finding 05



The partners support the learners by creating an emotionally safe and judgment-free space, creating a positive feedback loop for more language practice and emotional bond.

Finding 05 Sub-findings



5.1: The learners' willingness to practice the language is significantly influenced by their confidence and comfort levels, impeding them from engaging with the target language in situations of uncertainty or pressure.

"When I speak to myself, I'm more confident. I don't care if I make mistakes... But when I start speaking with them (native speakers), it's just that consciousness kind of also pulls me back." - L1

"Admittedly, it's not bad at all. I just am not as good as I would like to be, which I think is like an unfair limitation I placed on myself... The things that I am very comfortable with saying in Spanish, like I feel solid about, I'll say it in Spanish, but otherwise, I pretty much always default back to my English." - L3

5.2: The learners exhibit a higher level of comfort when engaging the language in front of their partners, feeling comfortable with making mistakes.

"I'm really comfortable (with P4). So I don't, I don't have that fear of embarrassing myself before him because he has seen everything about me." - L4

"I'm kind of concerned when I'm talking to someone who really knows the language like his friends... But to him, I tried to because I can make mistakes." - L1

5.3: The partners don't impose high expectations and appreciate the learners for any effort and small signs of progress.

"I really appreciate his efforts to pursue learning the language and practicing and he asked questions about grammar too." - P2

"(P7) doesn't push me, he doesn't force me, he doesn't have exacting expectations and it's not like school at all. It doesn't feel like you know, I have a parent standing behind me making sure that I have good grades." - L7

Additional Findings



Learners value structured learning and challenging materials to progress in language learning. However, due to limited time and energy, they often resort to more flexible learning methods.

When both parties in the relationship are learning each other's language, it promotes mutual understanding, appreciation, and empathy.

Some partners find it burdensome to be caught in the middle of two languages in situations like translating conversations for the learners.

Language learning creates inside jokes for the couples, which is part of the language learning experience some learners enjoy.

Learners have different definitions of success. While most of them consider conversational fluency as the criteria for success, some learners want to achieve reading literacy.

"I'm thinking very heavily about going to actual classes, to be honest, I feel like that was the best way for me to learn. But the problem is, I don't have that much time." -L3

"Like the book can't jump off the shelf smacking around the face and say, Hey, do another one. But the app can do so." -L8

"In a way, we both share the same shoes with different languages. So we know we can't be judgy because other way around, we know how difficult it is for the other person to kind of tap in." -L4

"I appreciate the fact that she's learning Italian. However, since I was also learning Chinese, I know it's going to take a while - I have been learning Chinese on and off for many years with very slow results." -P5

"Because they(P3's partner and P3's parent) don't understand each other. They're literally talking to me at the same time. So I get very frustrated." -P3

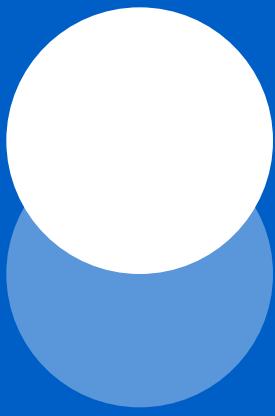
"Sometimes it could be a burden (to translate). So that's also another reason why I hope that he could speak a little bit more Chinese with my mom." -L5

"Sometimes I'll ask her, how do you say that in Spanish? You know, I'll start to joke with her in Spanish as a joke using Google Translate to aid me." -L3

"It's like a fun entertainment for us as we're learning...sometimes when the words are the same, but it means extremely opposite things." -L1

"The longer term goal is...it'd be nice to be able to read like novels back and forth." -L8

"I haven't tried it with the actual Tamil speakers. So If I can communicate without making silly mistakes, then maybe yes, I would say I'm successful" -L1



Discussions

01. How-Might-We Statement
02. Design Principles
03. Next Steps
04. Design Timeline

How-Might-We Statement



HMW facilitate language learning for individuals learning their partners' native languages so that the couples feel more connected through the learning experience?

Design Principles



Based on insights from our secondary and primary research, we have developed design principles to guide our final design. By adhering to these principles, we aim to create a holistic and enriching learning experience that strengthens multilingual couples' relationships.

■ Safe and Comfort

Foster an atmosphere where learners feel comfortable and mistakes are seen as natural parts of the learning process.

■ Delightful Moment

Create a positive associations with language learning, introducing joy and meaning in memorable moments and everyday life.

■ Connection

Deepen the emotional and cultural connection between learners, partners, and partners families.



Our research study has explored how participation in a multilingual romantic relationship influences the experience of language learning. Over the next 10 weeks, we plan to apply the insights accumulated over the past 20 weeks to further processes, helping us move forward in delivering a valuable solution for multilingual romantic couples.

■ Desired Outcomes

Craft a list of desired outcomes with priority rating, evaluated against the design principles.

■ Team North Star

Achieve team alignment on design opportunities, focusing on individual growth and collective learning.

■ Ideation

Use HMW and design principles to guide our ideation of potential solutions.

Design Timeline



Through our research, we found that couples in multilingual romantic relationships are not primarily focused on enhancing their language skills. Instead, what they truly desire is to deepen their connection and understand each other's cultures. Therefore, our direction would be to use language learning as a medium to deepen couples' relationships.

During the summer quarter, using the following design process as our guide, we would like to deliver a solution that deepens the relationship for multilingual couples by using language learning as the medium.

■ Phase 1: Investigate

From our research, we have gathered rich data and valuable findings about the language learning experiences of multilingual couples. However, before we move on to the Ideation Phase, we need to address the following in the Investigate Phase:

1. Identify the core pain points we want to address with our solution
2. Define what it means to 'feel more connected.'

■ Phase 2: Ideate

We plan to use multiple methods for ideation. Two things we'd like to keep in mind are to allow time for individual ideation before coming together to ideate further, and to focus on ideating quantity rather than quality. Possible references we could utilize for ideation include:

1. IDEO's Seven Rules for Structured Brainstorming
2. SCAMPER
3. Six Thinking Hats
4. Worst Possible Idea

■ Phase 3: Prototype

In this phase, we plan to create something tangible to identify challenges and uncover the subtleties of our chosen solution. Possible methods for prototyping could include:

1. Wireframing
2. Storyboarding
3. Paper prototyping

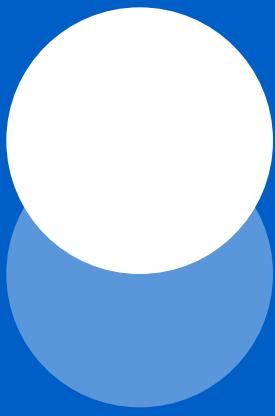
■ Phase 4: Evaluate

In this phase, we plan to uncover issues and assess progress of our prototype. Moreover, we could utilize Doblin's 10 Types of Innovation as a reference to evaluate our solution. Possible methods for prototyping could include:

1. Usability testing
2. Interviews

■ Phase 5: Deliver

In this phase, we will work on building our high-fidelity prototype and share our deliverables with our stakeholders for feedback.



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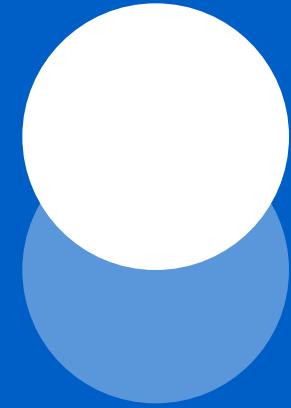
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Appendix

A - Research Materials

A.1 - Research Kit

B - Processed Data

B.1 - Participant Profiles

B.2 - Participant Interview Notes

A.1 - Research Kit



■ Session Guide

Order	Session Content	Session Time
1	Introduction & Setup	5 minutes
2	Session 1 (Interview with learner and partner) <ul style="list-style-type: none">• Pre-session interview questions• Understanding the relationship dynamics	30 minutes
3	Session 2 (In-depth interview with learner only) <ul style="list-style-type: none">• Understanding the tools and methods used during language learning• Understanding the emotions and motivations behind language learning	30 minutes
4	Post-session interview questions (wrap up questions)	5 minutes
5	Close Out Administration (Closing statement & payment)	5 minutes

A.1 - Research Kit



■ Session Guide Script 1

Script

Introduction & Setup (5 minutes)

- Thank you both so much for taking the time to participate in our interview today.
- My name is ____ and this is ____ who is helping me to take notes. We are all graduate students from the University of Washington's Masters of Human-Computer Interaction and Design program.
- Our research is about exploring the language learning experience in the context of romantic relationships.
- During our interview, we would love to just hear your experience about learning your partner's language.
- This interview will take about 60-90 minutes. We will do our best to end on time but please let me know if you have a hard stop or need to leave at any time.
- Before we begin, let's go over the consent form. Let me know if you have any questions/comments regarding the consent form.
- (The participant reviews & completes the consent form)
- Before we get started, I have some additional information I'd like to cover:
 - There are no right or wrong answers to the questions. We are just here to learn about your experience. Feel free to discuss whatever you like.
 - During the interview, please let us know if any of the questions make you uncomfortable. You don't have to answer any uncomfortable questions. If you want to leave the interview at any time, please just let us know and there will be no negative consequences.
 - Next, I would like to record the events so that we can review them later. None of this footage will be used outside the scope of this research. All information shared with people outside this research team will be anonymized. Is this ok with you?
 - (Start Recording)
- Do you have any questions before we get started?

A.1 - Research Kit



■ Session Guide Script 2

Session 1: Interview with learner + partner (30 minutes)

Section 1: Pre-session interview questions (15 minutes)

1. [Ask learner] Could you tell me a bit about how you met your partner?
 - a. [Ask partner] Is there anything you'd like to add?
2. [Ask learner] Could you tell me which language is primarily used when you communicate with each other?
 - a. How/Why did you decide on this primary language?
 - b. [Ask partner] Is there anything you'd like to add?
3. [Ask learner] Could you tell me a little about why you initially started to learn the language?
 - a. What motivated you to start learning the language?
 - b. [Ask partner] How did you feel when your partner first decided to learn your language?
4. [Ask partner] How did your partner learning the language change the way you communicate with each other?
 - a. [Ask learner] Could you also share your view on how learning the language changed the way you communicate with each other?
 - b. Did language learning change anything else in addition to communication?
 - c. Do you have any specific story?
 - d. What stands out from this experience?
 - e. What are the emotions that you went through?

Section 2: Understanding the relationship dynamics (15-30 minutes)

Answers the research question: "What role does the native speaker in the relationship play in LLE of the learner?"

5. [Ask partner] Could you share a little about how you feel about your partner learning the language?
 - a. What are the challenges you've faced while supporting your partner's learning journey?
 - b. [Ask learner] Do you have anything to add here?
6. [Ask partner] Can you share a time when you helped your partner learn the language?

A.1 - Research Kit



■ Session Guide Script 3

- a. Do you also use the language in everyday life?
- b. Any specific story?
- c. [Ask learner] Do you have anything to add here?

7. OPTIONAL [Ask learner] This is a fun question. If you had a magic wand, what would you use it to enhance your relationship?

- a. [Ask partner] I'm curious to hear what your version of the magic wand would be.
What would your magic wand do?

8. OPTIONAL [Ask learner] I saw that you mentioned you also speak (another second language) in your survey response, can you share with me what that experience was like?

- a. What are the differences you noticed learning that language versus your partner's language?

Session 2 (30 minutes)

[Ask the partner to leave. Only interview the learner for this part.]

Section 1: Understanding the tools and methods used during language learning (15 minutes)

Answers the research question: "How does the language learner learn the partner's language in a Multilingual Romantic Relationship?"

9. Can you think of any encounter you had with (the language) today?

- a. How about yesterday?
- b. (Ask about a specific encounter)?
 - i. When did that happen?
 - ii. What were you doing?
 - iii. Who were you with?
 - iv. Did you learn anything new?
 - v. How did you feel?

10. Could you please tell me about the last study session you had?

- a. What's the reason why you chose to learn the language this way?
- b. What are the tools/methods used?
- c. How often do you engage in this tool/method?
- d. Did your partner play any part?

A.1 - Research Kit



■ Session Guide Script 4

- a. Do you also use the language in everyday life?
 - b. Any specific story?
 - c. [Ask learner] Do you have anything to add here?
7. OPTIONAL [Ask learner] This is a fun question. If you had a magic wand, what would you use it to enhance your relationship?
- a. [Ask partner] I'm curious to hear what your version of the magic wand would be. What would your magic wand do?
8. OPTIONAL [Ask learner] I saw that you mentioned you also speak (another second language) in your survey response, can you share with me what that experience was like?
- a. What are the differences you noticed learning that language versus your partner's language?

Session 2 (30 minutes)

[Ask the partner to leave. Only interview the learner for this part.]

Section 1: Understanding the tools and methods used during language learning (15 minutes)

Answers the research question: "How does the language learner learn the partner's language in a Multilingual Romantic Relationship?"

- 9. Can you think of any encounter you had with (the language) today?
 - a. How about yesterday?
 - b. (Ask about a specific encounter)?
 - i. When did that happen?
 - ii. What were you doing?
 - iii. Who were you with?
 - iv. Did you learn anything new?
 - v. How did you feel?
- 10. Could you please tell me about the last study session you had?
 - a. What's the reason why you chose to learn the language this way?
 - b. What are the tools/methods used?
 - c. How often do you engage in this tool/method?
 - d. Did your partner play any part?

A.1 - Research Kit



■ Note-taking Guide

Notes will be taken by the notetaker of the session on shared Google Docs files with the interview outline. Notetaker should be aware of:

- Direct quotes from the participant
- Behavioral data (tone, long pauses, surprise, etc.)
- Body language
- Interaction between the two participants
- Something that surprises you
- Moments of tension between the learner & partner

When possible, please use a **different color** to write down notes.

- For direct quotes, please use quotation marks " ".
- Indicate if the note is referring to the participant or the partner by writing down L_(Learner) and P_(Partner) .
 - For example, for the pilot session, the participant(language learner) will be L0, and the partner will be P1 .

A.1 - Research Kit



■ Analysis Guide

The session recording will be transcribed after each session and the notes should be cleaned up and organized into sticky notes on a FigJam board for analysis.

We will synthesize the data from the session notes and transcription to gain a comprehensive understanding of addressing our research questions.

Given the complexity of information and types of data, we will use affinity diagramming to organize data on a FigJam board.

Finally, we will summarize, evaluate, and interpret our findings, synthesizing them into insights to inform the next stage.

A.1 - Research Kit



■ Logistic Checklist

Diary Study Briefing

- Set up Zoom meeting(with recording, chat and participant screen sharing enabled)
- Schedule time and send out calendar invite (to the participant)
- Generate a prefilled Link to the diary(enable non-UW access)
- Prepare consent Form(A copy should be sent prior to the briefing session)

Interview Session

- Equipment Check
- Set up Zoom meeting(with recording, chat and participant screen sharing enabled)
- Schedule time and send out calendar invite (to the participant and the partner)
- Prepare data from the diary
- Set up notetaking Document
- Equipment Check (Webcam, Microphone, Earphone, Zoom, Screen-sharing)

Post Interview Session

- Send thank you letter
- Send incentive

A.1 - Research Kit



■ Consent Form

Consent Form

What This Study is About

This study is part of the capstone project of the Master of Human-Computer Interaction and Design Program at the University of Washington. We want to investigate your experience of learning a language in the context of a multilingual relationship. Your participation in this study will help us generate insights that will inform better design in the field of language learning.

We are grateful for your participation in this study to help students in an educational endeavor. For this research, no compensation is provided. However, we will provide a US\$50 gift card as a token of appreciation.

Your Involvement in the Study

The study consists of a 60 to 90-minute interview session with you and your romantic partner. During the study, you may be asked to:

- Answer interview questions in the presence of your partner

With your permission, we will observe and record you and your partner on audio and video, take notes to document your comments, and transcribe the interview into text.

Your Participation Is Voluntary

You may choose to exit the study at any point with no negative consequences. During the interview session, you may take a break, refuse to answer questions, or leave the interview without giving a reason. You may also withdraw from the study and ask us to delete your data after the study by contacting the research team.

How Will We Use Testing Data

We may publish research reports, present research reports to other stakeholders, and submit course assignments that include your anonymous comments with sensitive information blurred out. If information from the interview is used for any reason, we will not provide any details (including text, image, video ,and audio) that would allow any third party to identify you, nor will we use this information in any way that can be damaging to you.

Storage of Personal Information and Session Data

A.1 - Research Kit



■ Consent Form (continued)

We will store and process your personal information and raw session data during the course of the research. This data can include your name, email address, phone number, and session data. If you want to withdraw your consent after the testing session, contact the researcher listed below and we will delete your data.

Name	Email
Peter Lin	ylin2017@uw.edu

Within 30 days after the end of the research, we will delete the raw data. Processed and anonymized data may still be stored by the research team.

By signing this form, you give us permission to observe you and to use your interview data for the purposes of the study, and to share the results of the study to the extent outlined in this consent form.

By signing this form, you agree to the following items:

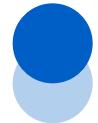
- Participation in the session
- Data recording, storing and processing
- The research team's use of session data in research reports and course assignments
(Participants will not be identified in the reporting of this research.)

Name of Participant (1) Signature Date

Name of Participant (2) Signature Date

Thank you!

A.1 - Research Kit



■ Recruitment Page

Call for Participants:
(\$50 Gift Card provided)

**Romantic Relationship & Language Learning Research
Recruitment**

We are investigating the effect of multilingual romantic relationships on language learning. **If you are currently engaged in a relationship where you and your partner speak different languages**, we would love your help!

A \$50 Gift Card is provided to participants as a token of appreciation.

What to Expect

This study is two-phase:

In a 7-day diary study, you will fill out a 5-min daily survey regarding your language learning.
In a 60 to 90-minute interview, we will interview you and your romantic partner regarding the language learning. (you and your partner will be interviewed in the same session together)

We Are Looking For

We are looking for participants who are:

Currently in a relationship with a partner who speaks different native language(s).
Currently learning or learned/tried to learn their partner's native language

Who We Are

We are Master of HCI + Design students from the University of Washington. This research is part of our capstone project.

Location

Online over Zoom. We can arrange an in-person interview if you prefer.

How to Participate

Please click the button below to fill out our survey:

[Sign-up Survey](#)

The research team will reach out to you shortly after you fill out this survey.

Contact

For additional questions, please contact Peter Lin at ylin2017@uw.edu:

[Send Email](#)

A.1 - Research Kit



■ Screener Survey

Romantic Relationship & Language Learning Research Recruitment

Hello! We are student researchers from the Master of Human-Computer Interaction + Design program at the University of Washington. We are currently investigating the effect of multilingual romantic relationships on language learning.

If you are currently engaged in a relationship where you and your partner speak different languages, we would love

your help! Please fill out the form below if you are interested in participating in our research.

We will reach out to schedule a time with you. As a token of our appreciation, we will be providing a \$50 Gift Card after completion of the study session.

Basic Information

1. Are you currently in a romantic multilingual relationship?

Multilingual relationship: both people in the relationship speak different native language.

[] Yes

[] No

1. Are you currently in a romantic multilingual relationship?

Multilingual relationship: both people in the relationship speak different native language.

[] Yes

[] No

2. Are you currently learning your partner's native language?

[] Yes

[] No, but I learned or tried to learn my partner's native language in the past

[] No, I never learned my partner's native language

3. How often do you engage with the language you are learning/learned?

Reading, writing, listening and speaking of that language all qualified as engagement

[] I engage with them at least once every day

[] I engage with them at least once every week

[] I engage with them at least once every month

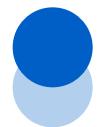
[] I engage with them less than once every month

4. Is the native language spoken by your partner the primary language of the area where you currently live?

[] Yes

[] No

A.1 - Research Kit



■ Screener Survey

5. Research Participation

This research consists of two parts: a diary study and an interview session.

The diary study is one week. During the week, we will send you a digital survey every day regarding your language learning in the day. The survey should take up to 5 minutes to finish. A \$25 gift card is given for this stage.

After the diary study is finished, we will schedule a 60 to 90-minute interview with you and your partner. The interview will be conducted online via Zoom. An in-person interview can be scheduled if you prefer. Another \$25 gift card is given for this stage.

If you agree to participate in this research, a member of our team will reach out to you and schedule a 20-minute online orientation with you.

I am interested to participate in this research with my partner

I do not want to participate in this research

6. Name

[Enter your answer]

7. Pronoun

[Enter your answer]

8. E-mail

[Enter your answer]

9. Phone Number

[Enter your answer]

We would love to hear more about your relationship and language learning journey!

10. What is your native language(s)?

[Enter your answer]

11. What is your partner's native language(s)?

If your partner has multiple native languages, please specify the one you are learning.

[Enter your answer]

12. What is the primary language you use to communicate with your partner?

[Enter your answer]

A.1 - Research Kit



■ Screener Survey

13. How long have you been learning your partner's native language?

- Less than 6 months
- 2 - 6 months
- 7 - 12 months
- 1 - 2 years
- More than 3 years

14. When did you start learning your partner's native language?

- Before we started a romantic relationship
- After we started a romantic relationship

15. How would you rate your current fluency of your partner's native language?

- Beginner - Limited proficiency, basic vocabulary and grammar
- Intermediate - Moderate proficiency, can handle everyday conversations and tasks
- Advanced - High proficiency, comfortable with complex topics and discussions
- Fluent - Near-native proficiency, can communicate effectively in various contexts
- Native - Native-like proficiency, complete fluency and understanding of the language

16. How would you characterize your relationship?

- Long-distance relationship (living in different cities, states, or countries)
- Short-distance relationship (living in the same city or nearby)
- Local relationship (living together or very close by)

17. How long have you been in the relationship?

- Less than 1 year
- 1-3 years
- 3-5 years
- More than 5 years

18. Where did you learn about our research?

[Enter your answer]

B.1 - Participant Profiles



Learner	Learner's Native Language	Partner's Language	Learner's Fluency Level	Length of the relationship
L1	Malayalam	Tamil	Intermediate	1-3 years
L2	English	Brazilian Portuguese	Intermediate	More than 5 years
L3	English	Spanish	Beginner	More than 5 years
L4	Hindi/Bhojpuri	Tamil & Hindi	Beginner	3-5 years
L5	Italian	Mandarin Chinese	Beginner	More than 5 years
L6	French	Mandarin Chinese	Intermediate	1-3 years
L7	English	Danish	Intermediate	More than 5 years
L8	English	Mandarin Chinese	Beginner	1-3 years

*Beginner Level: Limited proficiency, basic vocabulary and grammar

*Intermediate Level: Moderate proficiency, can handle everyday conversations and tasks

B.2 - Participant Interview Notes



■ Participant L1 & P1 (1)

Participant L1& P1

Session 1: Interview with learner + partner (30 minutes)

Section 1: Pre-session interview questions (15 minutes)

1. [Ask learner] Could you tell me a bit about how you met your partner?
 - a. [Ask partner] Is there anything you'd like to add?
- L1:Cricketing - friend - bf/gf - L1 as exchange student - group of friends who play cricket
- P1 work at Nordstrom
- P1: casually dating -> Long-distance -> P1 amazon offer + L1 uw offer -> together at Seattle
2. [Ask learner] Could you tell me which language is primarily used when you communicate with each other?
 - Comm in English, certain words in native language, then try to translate
 - English is something both of us know pretty well.
 - Tamil is a parent language to L1's native tongue, so still understand to a degree. Still have to put in some effort to learn each.
 - Sing/Music/Movie -> Subtitle
 - Inconvenience -> not much difficulty, learn English as kid
 - Each other's parent -> comfortable with native language
 - Importance: L1 family know Tamil, but it will feel more comfortable if the other person speaks the language. Elder who don't even understand Tamil. Respect
 - - a. How/Why did you decide on this primary language?
 - b. [Ask partner] Is there anything you'd like to add?
 - 3. [Ask learner] Could you tell me a little about why you initially started to learn the language?
 - Active learning? (both laugh awkwardly a little)
 - L1 used to learn for a PhD program she did at the location
 - Whatever song I listen I try to learn
 - Put in effort than gradually decrease
 - Watch YouTube video and I do remember particular things
 - Long distance - impress her (P1 look at L1m L1 giggles)
 - Repeat a word a lot of time, but P1 don't get it
 - Entertainment - make fun of each other
 - - a. What motivated you to start learning the language?
 - b. [Ask partner] How did you feel when your partner first decided to learn your language?
 - L1: Feel loved and respected. P1 Understand what I am trying to say.
 - WOW - he's learning it!
 - P1 - I should make more effort - (touch nose)
 - L1's language - one of the hardest languages to learn (2nd)
 - Try to converse speaking each other's language - did not go well

B.2 - Participant Interview Notes

■ Participant L1 & P1 (2)

4. [Ask partner] How did your partner learning the language change the way you communicate with each other?
 - P1: When she starts speaking in her language - if we are talking about serious stuff, it's better to talk in our own language.
 - L1: when around P1's friend, I can understand but I can't engage. I don't want to speak something stupid
 - P1: I can't even understand
 - L1: Spoken language is very different - 14 district , different dialects
 - P1 related - yeah for example there's...
 - Methods:
 - Music - But I don't understand learning - when I learn the meaning I feel more...
 - Entertainment related
 - Start Tamil from class - has a few video from the class and refer from time to time
 - P1: Effective: YouTube is more effective
 - L1: Prefer official class that start with letter, etc
 - Then -> prefer communication, for me language is for communication, depends on the angle, my angle is to talk with people
 - Listening: where song and movie help me -> know how they form the sentence
 - P1: Duolingo has some free lessons, I was using it initially, it was helpful(look at each other and laugh) - most Indian language are on Duolingo
 - Make fun: P1: I don't make fun of you but you do - laugh tgt
 - Use certain Tamil word instead of English in a sentence - we should work more on it - be more serious
 - a. [Ask learner] Could you also share your view on how learning the language changed the way you communicate with each other?
 - b. Did language learning change anything else in addition to communication?
 - c. Do you have any specific story?
 - d. What stands out from this experience?
 - e. What are the emotions that you went through?

B.2 - Participant Interview Notes

■ Participant L1 & P1 (3)

Section 2: Understanding the relationship dynamics (15- 30 minutes)

Answers the research question: "What role does the native speaker in the relationship play in LLE of the learner?"

5. [Ask partner] Could you share a little about how you feel about your partner learning the language?
 - a. What are the challenges you've faced while supporting your partner's learning journey?
 - b. [Ask learner] Do you have anything to add here?
6. [Ask partner] Can you share a time when you helped your partner learn the language?
 - a. Do you also use the language in everyday life?
 - b. Any specific story?
 - c. [Ask learner] Do you have anything to add here?
7. OPTIONAL [Ask learner] This is a fun question. If you had a magic wand, what would you use it to enhance your relationship?
 - a. [Ask partner] I'm curious to hear what your version of the magic wand would be. What would your magic wand do?
 - Make our language fluent
 - P1: Be close - be fluent when speaking her language
 - What is fluent: You ask me a question and answer - I am able to do it in her language,
 - Elder - respectful
 - Add certain word - to show respect
 - For example : you and respected you
 - Tamil - just add a single language
 - How long ? Basic things probably one or two month - make myself more comfortable to speak to her
 - L1: Magically know how to speak from the letter
 - Speak english then convert to another language
 - P1: Google translate - L1: too formal, not human-centered
 - Ex: Go away: means something else, lose the context of the language in tone, the way you say it, etc
 - Emotion is different - even now!
 - Ask to leave - but not "just to leave"
8. OPTIONAL [Ask learner] I saw that you mentioned you also speak (another second language) in your survey response, can you share with me what that experience was like?
 - a. What are the differences you noticed learning that language versus your partner's language?

B.2 - Participant Interview Notes



■ Participant L1 & P1 (4)

Session 2 (30 minutes)

[Ask the partner to leave. Only interview the learner for this part.]

Section 1: Understanding the tools and methods used during language learning (15 minutes)

Answers the research question: "How does the language learner learn the partner's language in a Multilingual Romantic Relationship?"

9. Can you think of any encounter you had with (the language) today?
 - a. How about yesterday?
 - b. (Ask about a specific encounter)
 - i. When did that happen?
 - ii. What were you doing?
 - iii. Who were you with?
 - iv. Did you learn anything new?
 - v. How did you feel?
-
10. Could you please tell me about the last study session you had?
 - a. What's the reason why you chose to learn the language this way?
 - b. What are the tools/methods used?
 - c. How often do you engage in this tool/method?
 - d. Did your partner play any part?
 - e. Can you think of anybody else who has helped you along your language-learning journey?
 - f. What's your favorite/least favorite part of learning?
 - g. What's the most challenging part?
 - h. What additional things (it could be anything!) have helped you learn the language?
- A week ago, watch some video from my past classes
- Listen to certain scene/comment on YouTube and try to understand
- "What did he mean" ask P0
- Help me learn: My sister, she's a local and used to each me in a casual way - some word I have to know - basic stuff
- Didn't start learning just because my partner
- Got serious - impress him
- Talk with his relatives and circle
- First meet:
 - Nice to have a connection from different part of the world
 - Hang out and play cricket - connect

B.2 - Participant Interview Notes

■ Participant L1 & P1 (5)

Section 2: Understanding the intangible factors and impacts behind language learning (15 minutes)

Answers the research question: "What are the positive and negative factors that influence the language learning experience?" & "How does the MRR influence how the learner sets goals and defines success in their LLE?"

11. Could you tell me a time when you enjoyed learning your partner's language?
 - a. What made it good?
 - b. What motivated you to learn?
 - More motivated - at first, a mean to communicate with the local. When met him - talk to his relatives and family. concentrate more than reading and writing. - but for him, I focus on more than just reading and writing, improving speaking skill, that come with him.
 - I spoke with P0's parent, in english, I pull up few words now and then, but not in Tamil
 - Friend speak in Tamil, I respond in English. Conscious -> english, because I am not required to speak in tamil because it's more casual
 - P1 Understand a little bit about L1's convo w/ parent
 - Feeling great
 - More accepting -> your brain is working, it's not dead, difficult for grown up - for brain to be active
 - c. Can you share with us some satisfying moments in the journey?
12. Could you tell me a time that you found frustrating while learning your partner's language?
 - Challenge: to use the right verb. Two letters may look the same to me.
 - Speak myself and to see if I learn - more confident
 - Speak to him - consciousness -
 - Putting too much effort make things harder
 - Affect the way I talk with him
 - Just talk - I get it right!
 - Conscious - this person knows more about the language and I need to be careful
 - Same with english
 - Easiest part: Similar to M, just have to add and drop somethings
 - a. What made it frustrating?
 - b. Even though it's hard, what keeps you going?
 - c. What doesn't motivate you to learn?
 - Enjoy: When I learn, enjoy , beautiful language, - emotional arousal
13. At what stage would you consider that you have successfully learned the language?
14.
 - If I can communicate without making silly mistakes. I am not there yet. I am not communicating properly in Tamil. Should do it more often and take it more serious,
 - - a. Short term - what would that look like 3 months from now?

B.2 - Participant Interview Notes

■ Participant L1 & P1 (6)

- Sometimes forget about the language, Short term reminding myself what are the letters and what are the common words
 - b. Long term - what would that look like 1 year from now?
- Speaking and reading
 - c. Why are these things important to you?
- Would be more comfortable to have different language in the house - nice to convey what I want to in my or his language, without using english
- Watching movie w/o subtitles
 - d. Do you make concrete plans to achieve the goal?
 - e. What's the timeline to achieve the goal?
 - f. Once fluent, what would you like to do with your newly learned language? Why?
- My life would be easier - smooth , don't have to say a thing twice, fun and nice
- Respecting local by konwling their language
- Notebook:
 - grab it for 5-10mins when reading other books.
- Tamil - importance 5 - it's a part of him that he will never forget. I don't want it to be a barrier
 - We don't have a barrier, but it will make life more smooth
- Raise a kid:
 - Depends on where they grow up

Post-Session Interview Questions (5 minutes)

15. Was there anything that I didn't touch on that you'd like to bring up?

Close Out Administration (5 minutes)

- Thank you again for taking the time to participate in our interview today.
 - I will now turn off the recording.
 - (Stop the screen recorder and save the file.)
- Do you have any questions for me, now that we're done?
 - (Give them their incentive, or remind them it will be sent to them.)
 - (Thank them and say goodbye.)



B.2 - Participant Interview Notes

■ Participant L2 & P2 (1)

Participant L2 & P2

Session 1: Interview with learner + partner (30 minutes)

Section 1: Pre-session interview questions (15 minutes)

1. [Ask learner] Could you tell me a bit about how you met your partner?

Met at work-share place → one of us asked to go out

L2 & P2 → Doing PhDs at Penn State University and met through two different Christian Bible studies

Because of L2's research and background and personal interests, he wanted to connect with international students to support them. P2 just wanted to connect with people to make friends. So P2 would go to different events to see if she would connect with people and that's how they met through those interactions.

2. [Ask learner] Could you tell me which language is primarily used when you communicate with each other?

Eng

L2- Eng is native language

P2- Portuguese is native language

L2: Even now, even though he knows a few words in Portuguese, he can't really express complex thoughts in Portuguese. They rely on English because they want to have deeper conversations, than the bird is red.

3. [Ask learner] Could you tell me a little about why you initially started to learn the language?

L2: P2's brother was getting married in Brazil. He was going to meet L2's family who didn't really know English. Also, needed to learn a third language because of his PhD program and decided to learn Portuguese because he wanted to have enough preparation when they go to Brazil and help communicate better.

4. [Ask partner] How did your partner learning the language change the way you communicate with each other?

P2: Did not really change. Tried to give L2 opportunity to respond by himself when they went to Brazil but ended up translating for L2 anyways.

L2: Started saying things like I love you or you're beautiful in Portuguese more often.

P2: Means a lot to her when L2 verbalizes his sentiments or uses Portuguese to say those words because Portuguese is the first language she is breathing.

P2: Thinks it would be good to expose Portuguese to their children as soon as they could because she learned through her husband that it is hard to become fluent in the language. Tries to speak Portuguese at home, have family visit them, and go to Brazilian restaurants.



B.2 - Participant Interview Notes

■ Participant L2 & P2 (2)

Section 2: Understanding the relationship dynamics (15-30 minutes)

Answers the research question: "What role does the native speaker in the relationship play in LLE of the learner?"

5. [Ask partner] Could you share a little about how you feel about your partner learning the language?

P2: Feels really good about it. It would be nice if he could communicate with her family to develop connections without the need for her to translate all the time because it gets really overwhelming. So, was excited when he decided to learn the language.

P2: Appreciate his efforts he put in for 3 years. Just wishes he has more opportunity to practice besides herself.

P2: The most difficult thing for her is to continue not switch to English. She knows that using Portuguese to him would be the better way for him to learn Portuguese but since English is the easy way to communicate, usually defaults to English.

L2: It's also hard for him when he is with her family. One time, P2 got frustrated having to translate for her mom and L2. It was a lot of mental load on P2 to translate.

6. [Ask partner] Can you share a time when you helped your partner learn the language?

P2: Helps L2 when he asks questions about what the word mean, correct verb tense to use, explain background.

L2: Usually asks P2 for language questions. Might use the translation app but would usually double check with P2 to see if the translation is right cause he doesn't always trust what the translation says.

Proposal story when L2 surprised P2 with coming up with script all by himself to speak to P2's parents.

7. OPTIONAL [Ask learner] This is a fun question. If you had a magic wand, what would you use it to enhance your relationship?

L2: Want a magic wand to learn Portuguese effortlessly and for them to engage with her family.

P2: Magic wand to help with communication and overcome language barriers.



B.2 - Participant Interview Notes

■ Participant L2 & P2 (3)

Session 2 (30 minutes)

[Ask the partner to leave. Only interview the learner for this part.]

Section 1: Understanding the tools and methods used during language learning (15 minutes)

Answers the research question: "How does the language learner learn the partner's language in a Multilingual Romantic Relationship?"

8. Can you think of any encounter you had with (the language) today?

L2: Have thought about re-downloading Duolingo but currently it is learning by talking with P2's mom as she stays with them in their house currently.

L2: In the past, got a textbook for a Portuguese class, used CDs, used several apps like Duolingo.

L2: Thinks Duolingo is good for building vocabulary but not so good at teaching the sentences. Duolingo could be a good use for times like in the bus or for day to day interactions or trying to spontaneously come up with something to say.

L2: With P2's mom, practice simple things like "Dinner is ready," "Where is the baby?" Also like to speak set phrases to his kids like "Good morning, Good night" or "I love you."

L2: Thinks learning language is about repetition. When come across something new, will try to intentionally use it next time.

9. Could you please tell me about the last study session you had?

L2: Have used textbooks, CDs, apps (Duolingo), books in Portuguese (Harry Potter), movies in Portuguese.

L2: Likes how Duolingo now has added different levels of difficulty because it's frustrating to go over content he already knows. It would be good to tailor it a little bit more. But likes apps because they are convenient. For example can do it when he is on the bus.

L2: Had textbook for Portuguese class. Liked that it had good explanations and lots of exercises to reinforce concepts.

L2: One time, during a car trip and had Portuguese CD playing, P2 corrected what was on the CD saying that's not the best way to say that phrase.

L2: One time, his Brazilian friend taught him how to sing Happy Birthday in Portuguese but that's pretty much the only interaction he has other than P2/her family.

L2: Wants to learn Portuguese but a lot of it depend on how he is in the moment. "A lot of it has to do kind of with my how tired I am in the moment. I'm feeling that I'm more likely to be like let's use the Portuguese subtitles and I'll really focus and pay attention. But if it's kind of later in the evening, and we're just kind of relaxing and it's



B.2 - Participant Interview Notes

■ Participant L2 & P2 (4)

like, let's just use the English subtitles. I'll try to listen as much as I can. But I can't guarantee that my mind is going to be totally focused."

Section 2: Understanding the intangible factors and impacts behind language learning (15 minutes)

Answers the research question: "What are the positive and negative factors that influence the language learning experience?" & "How does the MRR influence how the learner sets goals and defines success in their LLE?"

10. Could you tell me a time when you enjoyed learning your partner's language?

L2: It's always rewarding when he learns a phrase or sentence to use to surprise P2. For example, one time an app sent him a list of "here's some nice romantic things you can say to your partner in this language" and he thought "woohoo, I'm going to use this." That was nice.

L2: Also likes it when he gets compliments on his pronunciation.

11. Could you tell me a time that you found frustrating while learning your partner's language?

L2: Mostly frustrated when the content is too easy or too difficult. The most frustrating part is learning about the easy part. The idea of not matching his level.

L2: Also don't like it when it's giving him sentence or phrase that he would never use or that doesn't make sense.

One time, Duolingo gave him a phrase that didn't make sense like "putting butter on your feet"

12. At what stage would you consider that you have successfully learned the language?

L2: Would think he would have successfully learned the language when he would be able to have a conversation about ideas, thoughts, principles.

L2: The motivation that drives him forward in the past was part because he was going to Brazil.

L2: When was dedicated at learning Portuguese, have done 2 hours a day. As time went by, it was more of using the app for 30 minutes.

L2: On a scale of 1-5 with 5 being very important to learn the language, L2 gave the score of 3 or 4 and thinks it's important to learn the language. Learning the language is important because he can learn about the culture and shows interest in who they are as a person.

L2: Got to understand his wife P2 more as he gets to see how she expresses herself in Portuguese and how she expresses with other Brazilian people.



B.2 - Participant Interview Notes



■ Participant L2 & P2 (5)

Post-Session Interview Questions (5 minutes)

13. Was there anything that I didn't touch on that you'd like to bring up?

L2: "one final thought when it comes to learning a language especially when it comes to speaking is that it's good to have a kind of a safe space for you to be practicing and making mistakes and trying different things out. And those can be challenging to do with your partner, not because it's not a safe space with your partner but because with your partner, you're used to having actual conversations, not practice conversations. So spaces where you can have practice conversations, trying things out and making mistakes and getting support is really useful for doing"

L2: P2 provides a safe space for him. He doesn't like having practice conversations with his wife but wants to have real conversations with his wife so that's why having a dedicated space outside of his wife would be great.

Close-Out Administration (5 minutes)

B.2 - Participant Interview Notes

■ Participant L3 & P3 (1)

Participant L3 & P3

Session 1: Interview with learner + partner (30 minutes)

Section 1: Pre-session interview questions (15 minutes)

1. [Ask learner] Could you tell me a bit about how you met your partner?
 - a. L: Met through friends, best friend married her cousin, we walked down the aisle during the wedding
 - b. P: basically checks
 - c. [Ask partner] Is there anything you'd like to add?
2. [Ask learner] Could you tell me which language is primarily used when you communicate with each other?
 - a. How/Why did you decide on this primary language?
 - b. English, there was no option. L didn't know any Spanish
 - c. [Ask partner] Is there anything you'd like to add?
3. [Ask learner] Could you tell me a little about why you initially started to learn the language?
 - a. L: wanted to be able to communicate with her and her parents who speak no English, most of her family in the US speak English, albeit not their native language. I just wanna communicate using her native language, ESPECIALLY her family
 - i. Major event that put the idea in my head: when I wanted to ask their permission to date her, they don't speak english
 - ii. We were both very straight-forward people, and we had discussed.
There is a cultural difference → I needed to ask her parents. My game plan was to invite them to breakfast. But she overslept, so I went to her hotel. I tried to call her through the front desk. Her parents picked up and couldn't understand me. They came down to hang out with me before she joined, and L asked if he could date her. They talked to each other in Spanish, and said yes
 1. P interrupted: you said courtship. My parents are used to hanging up on calls when it's English on the other side. [the whole story L smiles]
 - iii. I asked them if I could date you, they said yes but you should double-check with them
 - iv. I spoke slowly in English
 - v. I didn't take any solid steps to learn at that point
 - b. P: he decided to start learning during the pandemic
 - i. He was comfortable talking to my parents in English, and used a few Spanish words, there was immersion
 - c. L: It would make life easier if I learned, but there is also the factor of time.
Pandemic created the condition for me to take classes
 - d. P: You were learning Arabic and sign language before that (banter)

B.2 - Participant Interview Notes

■ Participant L3 & P3 (2)

- i. L: it never crossed my mind before then because I didn't know Spanish was her native language
- ii. P: more on Arabic, I try to approach learning like kindergarteners, so instead of learning words, I would start by saying simple things. I can read Spanish fluently now, but when it comes to saying words, even if I know the words, I struggle with searching for words. I think it's simply because of a lack of practice. I can feel it, as we're speaking now, that my brain can come up with Spanish words but they come slowly. [long spiel about lack of practice]
 - 1. Spanish is a lot simpler, and shares the same alphabets and a lot of words.
- e. What motivated you to start learning the language?
- f. [Ask partner] How did you feel when your partner first decided to learn your language?
 - i. P: It was nice that he was taking the time to learn. I still would like him to learn more. I felt proud. I was recording every little thing (L nods and smiles)
 - ii. P: I was excited about the efforts he put in to learn and to talk to my parents. Culture is important. (S nods and looks attentive) learning the little words helped him say hi to my family
- 4. [Ask partner] How did your partner learning the language change the way you communicate with each other?
 - a. P: smiling profusely
 - b. L: She became more cognizant of the fact that I'm learning so she'd be teaching me at different times
 - c. P: It wasn't teaching teaching, it was more just words, not fully communicating. Like word puppy, I'm hungry
 - d. L: She'll use Spanish more deliberately when I'm around. I experienced her speaking more Spanish to me or in everyday life.
 - e. [Ask learner] Could you also share your view on how learning the language changed the way you communicate with each other?
 - f. Did language learning change anything else in addition to communication?
 - i. L: I start using Spanish more often. Previously I might have said "I'm hungry", but now I'd say it in Spanish. I would ask questions, joke with her using Spanish with the help of Google translate. She puts on stickers around the house with Spanish. She'll encourage me to talk to her parents; I'm introverted.
 - 1. More about the stickers: they're all over in our bedroom, definitely helped me a lot because I see them everyday.
 - ii. L: I still don't talk to the parents in full Spanish. I'm introverted and also uncomfortable with my level. I am not as good as I'd like myself to be, which is an unfair standard I place on myself.
 - iii. P: My mom and him would go back and forth, she would use the English she knows, and S would use the Spanish he knows. My dad

B.2 - Participant Interview Notes

■ Participant L3 & P3 (3)

understands a lot more, so they tend to communicate in English with sprinkles of Spanish.

- g. Do you have any specific story?
 - i. (P laughs, L rubs his eyes) he doesn't speak full convo. There are times when he's more actively trying to learn, and he'd prepare something and read it. That felt really nice to me. Now when I'm talking to my family, L would be able to understand and go "no that's not right"?
 - ii. P: he doesn't want to answer back, but he understands well. He knows how to speak but he's too shy.
- h. What stands out from this experience?
- i. What are the emotions that you went through?

Section 2: Understanding the relationship dynamics (15-30 minutes)

Answers the research question: "What role does the native speaker in the relationship play in LLE of the learner?"

- 5. [Ask partner] Could you share a little about how you feel about your partner learning the language?
 - a. P: It made me happy when he decided to commit to learning. I like that he makes an effort to talk to my family, not only my parents.
 - b. What are the challenges you've faced while supporting your partner's learning journey?
 - i. P: I get frustrated when people are talking at the same time
 - ii. L: We all rent the same house, us and her parents. It'll happen all the time when the family is speaking to her in Spanish, and I don't key into it and would talk to her in English. That creates a challenge for her.
 - iii. L: He's introverted. When we're gathering, and my cousins speak English, he just goes "I don't wanna try". I would say English and Spanish words to teach him, and my family does that too.
 - c. [Ask learner] Do you have anything to add here?
- 6. [Ask partner] Can you share a time when you helped your partner learn the language?
 - a. I decided to say more words in Spanish so he can pick up those words.
Sometimes I try to talk to him in Spanish but he doesn't like it (L smirks).
Sometimes I see a word in English or very close to English, I would tell him "this is how you say it".
 - i. L: It kinda happens organically. When we go out to eat and she sees a food item, she'll say it in Spanish and I'll repeat.
 - b. Do you also use the language in everyday life?
 - c. Any specific story?
 - d. [Ask learner] Do you have anything to add here?
- 7. OPTIONAL [Ask learner] This is a fun question. If you had a magic wand, what would you use it to enhance your relationship?
 - a. [Ask partner] I'm curious to hear what your version of the magic wand would be. What would your magic wand do?

B.2 - Participant Interview Notes

■ Participant L3 & P3 (4)

8. OPTIONAL [Ask learner] I saw that you mentioned you also speak (another second language) in your survey response, can you share with me what that experience was like?
 - a. What are the differences you noticed learning that language versus your partner's language?

Session 2 (30 minutes)

[Ask the partner to leave. Only interview the learner for this part.]

Section 1: Understanding the tools and methods used during language learning (15 minutes)

Answers the research question: "How does the language learner learn the partner's language in a Multilingual Romantic Relationship?"

L: I started with Duolingo. I mastered it and felt like I wasn't going anywhere. She had a friend in El Salvador, since it was Pandemic, we hired her to teach me Spanish over Zoom.

- When I was using it, my primary problem was just rote memorization. It just makes me say "apple is red" repetitively. It doesn't sink in my brain.
- At the end it just became a task to complete. There wasn't much depth to it. I was just doing it to do it. They started doing a thing where you pronounce it into the mic, it's good but it's still not sticking, like I'm not in a conversation. I'm not thinking on my own.

Current method: spending time with my wife, asking her questions, trying to do it organically. I have ADHD, I only have a quota of energy to spare.

- We're in the same office, and I'd ask her how to say certain things

I'll watch the same documentary over and over until I remember it word for word: Spanish with english subtitles

I decided every sunday we use only Spanish, but we stopped after two weeks because it wasn't efficient. So now it's not structured. I'm looking at other digital options. I'm thinking heavily about having classes, which may be the best way for me to learn, but I don't have time to do it.

- Class is more helpful because you're forced to practice
- When her friend was teaching me, I was learning very quickly, but once the class ended I forgot everything.
- If I were to take class again, I'd be learning a lot better

9. Can you think of any encounter you had with (the language) today?

- a. How about yesterday?
- b. (Ask about a specific encounter)?
 - i. When did that happen?
 - ii. What were you doing?
 - iii. Who were you with?
 - iv. Did you learn anything new?
 - v. How did you feel?

B.2 - Participant Interview Notes



■ Participant L3 & P3 (5)

10. Could you please tell me about the last study session you had?
 - a. What's the reason why you chose to learn the language this way?
 - b. What are the tools/methods used?
 - c. How often do you engage in this tool/method?
 - d. Did your partner play any part?
 - e. Can you think of anybody else who has helped you along your language-learning journey?
 - i. L: Her family is more than willing to tutor me, but I am very introverted.
So I only talk to my wife in Spanish
 - f. What's your favorite/least favorite part of learning?
 - g. What's the most challenging part?
 - h. What additional things (it could be anything!) have helped you learn the language?

Section 2: Understanding the intangible factors and impacts behind language learning (15 minutes)

Answers the research question: "What are the positive and negative factors that influence the language learning experience?" & "How does the MRR influence how the learner sets goals and defines success in their LLE?"

11. Fav: seeing her being happy about it. She's not native in English but she tries her hardest, so I'm very proud of her. It shows a lot of discipline and interest. I am also proud of myself
 - a. Specific learning experience: back when her friend was teaching, and I was able to use it with my wife. I think I had to use a little bit of Google Translate but was able to say it without too much struggle.
 - b. Emotions: proud, happy, motivated, felt like I leaped over a mountain
 - c. What motivates me? To make my wife happy. There are other things I'm interested in, I have a long list of hobbies from which I could get more results, but being able to speak to her and her family in Spanish is the primary motivation - it's the language of her heart.
12. Least fav: I wish the stuff would just stay in my brain haha. I know a lot of words, but the grammar and syntax are challenging.
 - a. Moment: I had to read something in Spanish, but it took me twice as long as I could in English, which was upsetting. I had to read it in front of people, and everyone was supportive, but for me I expected better from myself. I kept getting caught on certain words.
13. Could you tell me a time when you enjoyed learning your partner's language?
 - a. What made it good?
 - b. What motivated you to learn?
 - c. Can you share with us some satisfying moments in the journey?
14. Could you tell me a time that you found frustrating while learning your partner's language?

B.2 - Participant Interview Notes



■ Participant L3 & P3 (6)

- a. What made it frustrating?
 - b. Even though it's hard, what keeps you going?
 - c. What doesn't motivate you to learn?
15. At what stage would you consider that you have successfully learned the language?
- a. When I'm able to carry on a conversation all day with my wife and her parents. This is my definition of fluent. I don't have to know everything, but the idea state is:
 - i. How do you say that → ok gotcha → continue talking
 - ii. I still see myself making mistakes, but I can quickly adapt.
 - iii. I'm no longer memorizing stuff, and new words would just stick with me, I'm self-sufficient.
 - b. At this ideal state, I would be able to speak to my in-laws, I'd be less introverted and I look forward to that. Miscommunications can be frustrating and it'd be great to have less of it. I can ask the parents who to get for groceries.
 - c. Short term - what would that look like 3 months from now?
 - i. Understand different sentence structures, and be comfortable talking more and trying more
 - ii. Plan: I've been unloading a lot of other commitments, so the plan is to spend more time with my wife, and in combination use resources like Duolingo, or perhaps an in-person class if time permits.
 - d. Long term - what would that look like 1 year from now?
 - e. Why are these things important to you?
 - f. Do you make concrete plans to achieve the goal?
 - g. What's the timeline to achieve the goal?
 - h. Once fluent, what would you like to do with your newly learned language?
Why?
16. On a scale of 1 to 5, with 1 being not important at all and 5 being very important, how would you rate how important it is to learn your partner's language?
- a. Probably a 4: in my brain, for what I want desire wise, it's a 5, but my brain doesn't feel like learning it at all times.
 - b. Magic wand: what would help me immensely is easy access to in-person class anytime I want, or a tutor I can practice with anytime I want
 - i. "In-person practice just hits different"
 - ii. For online classes, like Duolingo, you're not absorbed outside of class time, you carry the illusion of "I'm done for today nice"

B.2 - Participant Interview Notes

■ Participant L4 & P4 (1)

Participant L4 & P4

Session 1: Interview with learner + partner (30 minutes)

Section 1: Pre-session interview questions (15 minutes)

1. [Ask learner] Could you tell me a bit about how you met your partner?
 - a. [Ask partner] Is there anything you'd like to add?
2. [Ask learner] Could you tell me which language is primarily used when you communicate with each other?
 - a. How/Why did you decide on this primary language?
 - b. [Ask partner] Is there anything you'd like to add?
3. [Ask learner] Could you tell me a little about why you initially started to learn the language?
 - a. What motivated you to start learning the language?
 - b. [Ask partner] How did you feel when your partner first decided to learn your language?
 - c. [P4] She might already knew Hindi since it's wildly spoken. Everyone is familiar with Hindi even not fluent.
4. [Ask partner] How did your partner learning the language change the way you communicate with each other?
 - [P4] Make things easier
 - I should also be fluent of her language - so we can converse in her native tongue.
 - [L4] Some saying in the mother tongue - can't translate to other language
 - Make it easier and make more sense
 - [P4] in english - some part is lose
 - Current
 - [L4] 60% english and 40% our own language(both speak each other's mother tongue)
 - When frustrated, mother tongue kinda fly out.
 - a. [Ask learner] Could you also share your view on how learning the language changed the way you communicate with each other?
 - b. Did language learning change anything else in addition to communication?
 - c. Do you have any specific story?
 - d. What stands out from this experience?
 - e. What are the emotions that you went through?



B.2 - Participant Interview Notes

■ Participant L4 & P4 (2)

Section 2: Understanding the relationship dynamics (15-30 minutes)

Answers the research question: "What role does the native speaker in the relationship play in LLE of the learner?"

5. [Ask partner] Could you share a little about how you feel about your partner learning the language?
 - a. What are the challenges you've faced while supporting your partner's learning journey?
 - b. [Ask learner] Do you have anything to add here?
6. [Ask partner] Can you share a time when you helped your partner learn the language?
7. I don't think she need my support because she is already motivated
 - a. Do you also use the language in everyday life?
 - b. Any specific story?
 - c. [Ask learner] Do you have anything to add here?
8. OPTIONAL [Ask learner] This is a fun question. If you had a magic wand, what would you use it to enhance your relationship?
 - a. [L4] Duolingo - robotics, not how locals say it
 - b. [P4] Language learning app don't give you key takeaways
 - c. [Ask partner] I'm curious to hear what your version of the magic wand would be. What would your magic wand do?
 - d. [P4] Pronunciation I am so embarrassed about. People judge you. We stop people from stepping out from their comfort zone.
 - i. People say mean things - but I think it just show people how much effort you put into it
 - (The way you interact with each other)
 - Correct pronunciation in my head
 - [L4] Grammar , gender of object
9. OPTIONAL [Ask learner] I saw that you mentioned you also speak (another second language) in your survey response, can you share with me what that experience was like?
 - a. What are the differences you noticed learning that language versus your partner's language?
 - Going out(everyday) exposure: 55%
 - Partner: 45%
 - [L4]Partner: you can ask them to learn your language. Co worker you cannot
 - [L4]I don't mind getting embarrassed in front of him.
 - Partner correct me
 - Outside: don't want to be embarrassed. Don't want be labeled
 - [p4] What she says is perfectly fine. I also tried to sound like a local
 - Pronunciation - embarrassment
 - [L4] Similar pronunciation has two different meanings
 - Laugh and correct each other
 - Each other's family:
 - Has not happened yet
 - [L4] Maybe english



B.2 - Participant Interview Notes

■ Participant L4 & P4 (3)

- [P4] My parents are not fluent in English, but she speaks Hindi.
But I don't speak her language, more pressure

Session 2 (30 minutes)

[Ask the partner to leave. Only interview the learner for this part.]

Section 1: Understanding the tools and methods used during language learning (15 minutes)

Answers the research question: "How does the language learner learn the partner's language in a Multilingual Romantic Relationship?"

10. Can you think of any encounter you had with (the language) today?
 - a. How about yesterday?
 - b. (Ask about a specific encounter)
 - i. When did that happen?
 - ii. What were you doing?
 - iii. Who were you with?
 - iv. Did you learn anything new?
 - v. How did you feel?
11. Could you please tell me about the last study session you had?
 - [L4] Like this language more than my mother tongue. I have more interest in it. I learned hindi for 6 years in school.
 - Travel all over india, Hindi works the best
 - (After start dating) [L4] Did not do anything specific. I had problem with grammar gender, duolingo no help, watch movie, etc
 - (conversation between them) [L4] Movie - ask him
 - Don't like abt learning from him:
 - Nothing, Don't feel like I need to protect myself from him
 - - a. What's the reason why you chose to learn the language this way?
 - b. What are the tools/methods used?
 - c. How often do you engage in this tool/method?
 - d. Did your partner play any part?
 - e. Can you think of anybody else who has helped you along your language-learning journey?
 - f. What's your favorite/least favorite part of learning?
 - g. What's the most challenging part?
 - [L4] (from him) I face challenge from the outside people not with him.
 - Start thinking your partner may judge you - but that phase has long gone.
 - h. What additional things (it could be anything!) have helped you learn the language?

B.2 - Participant Interview Notes

■ Participant L4 & P4 (4)

Section 2: Understanding the intangible factors and impacts behind language learning (15 minutes)

Answers the research question: "What are the positive and negative factors that influence the language learning experience?" & "How does the MRR influence how the learner sets goals and defines success in their LLE?"

12. Could you tell me a time when you enjoyed learning your partner's language?
 - a. What made it good?
 - b. What motivated you to learn
 - [L4] Travel around india - Hindi works the best
 - [L4] Meeting each other's parent. Start polishing language now, able to connect
 - [L4] Nothing demotivate in the relationship. It's not a task for me.
 - c. Can you share with us some satisfying moments in the journey?
13. Could you tell me a time that you found frustrating while learning your partner's language?
 - a. What made it frustrating?
 - b. Even though it's hard, what keeps you going?
 - c. What doesn't motivate you to learn?
14. At what stage would you consider that you have successfully learned the language?
 - [L4] When I am able to communicate with the local
 - I don't sound weird
 - Able to identify grammar gender
 - After long distance - challenges
 - a. Short term - what would that look like 3 months from now?
 - b. Long term - what would that look like 1 year from now?
 - c. Why are these things important to you?
 - d. Do you make concrete plans to achieve the goal?
 - e. [L4] (Language -> relationship) humor
 - f. What's the timeline to achieve the goal?
 - [L4] 2-3 years
 - [L4] (What will you do differently) We still converse in English majorly. More converse->more practice
 - I do know the word, I just need some tweaking
 - (If he learn tamil)[L4] Neutral. Think my parent will be easy to accept him. Parent expect him to keep up with the culture and identity
 - I don't mind him learning or not. Only for my parent
 - g. Once fluent, what would you like to do with your newly learned language? Why?
 - [L4] Be more confident, bargain better,
 - (Bias) our screener...
 - (Importance)[L4] 5/5, in india it's very important. Although some people don't think Hindi is the national language, pride, not just with my relationship, but as a Indian it's generally pretty important

B.2 - Participant Interview Notes



■ Participant L4 & P4 (5)

- (Anything we did not touch) Some languages we did not know and learn tgt. Tgt we learn one more language would be fun.
 - Try to converse better in Kanade
- Barely converse in Hindi initially. We appreciate good movie. -> only role.
 - Work ->
- Specific thing he did
 - We are all human. We all made error. You are better.-> Make me feel good
 - Know what to do make each other learn.
 - We share the same shoe-> we know we can't be judgy(empathy simulator)

B.2 - Participant Interview Notes



■ Participant L5 & P5 (1)

Participant L5 & P5

Session 1: Interview with learner + partner (30 minutes)

Section 1: Pre-session interview questions (15 minutes)

1. [Ask learner] Could you tell me a bit about how you met your partner?
 - a. [Ask partner] Is there anything you'd like to add?
 - b. L: We met in Barcelona Spain, I went there to study Spanish and we met on a plaza in front of the museum
 - i. Do you wanna add anything
 - ii. P: [smirks] all correct
 - c. L: more about the story [both asked at the same time]? P you can start
 - d. P: kept in touch after meeting
2. [Ask learner] Could you tell me which language is primarily used when you communicate with each other?
 - a. In spain, both english, P spoke spanish but L didn't
 - b. L: I asked you some questions and you were in Shanghai, I asked you some questions in Chinese
 - c. P: back then my Chinese wasn't good
 - d. P: now we speak mostly English for 90% of convo
 - i. L: 99%
 - ii. P: we may say something in Chinese or Italian but mostly English
 - e. P: It's cute when she speaks Italian but we can't communicate very well, I also cannot say anything complicated in Chinese
 - i. L: cute?!
 - f. L: we should talk a bit in Chinese, jk we don't wanna torture you
 - g. A time when italian or chinese was in the convo
 - i. L: personally I hate the Italian rizz, even in English it gives me goosebumps
 1. P: I don't know what you mean LOL [explains words in dessert in the context of Italian]
 2. P: I associate food with something nice
 - ii. L: I really need to hear those again to know why I don't like them - I don't like pastry
 1. P: [explains pasticcino he used to call L] is it the meaning or the sound?
 2. L: the meaning. I think it's just me. Culture difference: italian people kiss a lot but I refuse
 - iii. L: I use non toccare (don't touch) a lot
 1. Not sure why I use it LOL
 - h. Still learning Italian on and off, currently A1
 - i. How/Why did you decide on this primary language?
 - j. [Ask partner] Is there anything you'd like to add?

B.2 - Participant Interview Notes

■ Participant L5 & P5 (2)

3. [Ask learner] Could you tell me a little about why you initially started to learn the language?
 - a. What motivated you to start learning the language?
 - b. L: started because of him. After we left Barcelona, we kept in touch for a while (long distance)
 - c. P: after keeping touch for sometime, you wondered why I wanted to keep in touch, I told L and we got together after sometime
 - i. P: Not sure why L decided to learn Italian
 - ii. L: I wanted you to say something LOL I wanted to learn something a bit more about his culture, I knew very little except for maybe food, just like a lot of other people in Taiwan. He is able to speak some basic Chinese but I didn't speak any of his language except Ciao
 1. The main reason is not that he knows Chinese. I mean he's my bf what can I do? Maybe one day I go to his country and talk to his fam and friends
 - d. [Ask partner] How did you feel when your partner first decided to learn your language?
 - i. P: I appreciated the fact that she's learning. Since I'm also learning Chinese, I know it's gonna take a while
 1. L: yeah [sigh]
 2. P: I don't think she has to, but it's nice that she wants to. I also want to talk to her fam and friends and everybody else in taiwan. It's more urgent for me to learn Chinese than for her to learn Italian
 3. L: he is improving bc he's here. I picked up Spanish fast in Barcelona
 - ii. P: I have talked to her parents in Chinese but not very complicated topics, even when it's simpler things I'd say it in more convoluted ways
 - iii. P: speaking to L's friends mostly in English
 - iv. L: he can do basic intro in Chinese, but not me in Italian
 4. [Ask partner] How did your partner learning the language change the way you communicate with each other?
 - a. [Ask learner] Could you also share your view on how learning the language changed the way you communicate with each other?
 - b. P: I wouldn't say so
 - c. L: when I learn about his culture not specifically the culture, sometimes I jokes about how people eat pasta and pizza
 - d. P: I don't think we use Italian often enough to see any change in the way we interact.
 - i. P: On rare occasions, I'd use Italian or Spanish in public so that only you would be able to understand it
 - ii. L: it's just the color of the pants LOL
 - e. P: Chinese speaking plays a bigger role than English.

B.2 - Participant Interview Notes

■ Participant L5 & P5 (3)

- i. L: if he could speak a bit more Chinese he'd communicate better with my mom. I don't force him to learn Taiwanese. Most the time I just wanna relax and say whatever
- f. L: when he talks to my mom (sorry Roberto LOL) I translate for him. I wish he could speak a bit more, a few more words with my mom
- g. P: it's troublesome for her to keep translating for me, so it'd be nice for me to learn more
- h. L: characters are the hardest for chinese learners
- i. L: (ways to help?) I could force him to speak with me more, I'm just not sure if I want to do it. Tbh, when we text each other, I'd explain how to say things in Taiwan, he'd go this wasn't how I learned it.
 - i. P: not sure if this is helpful, but I know L doesn't want me to teach her Italian all the time
 - 1. L: not true LOL
 - ii. P: I can help her with questions she has when she's taking lessons. Sometimes she'd ask me to go over the notes or ask for feedback for some speaking parts
 - 1. Many times when speaking Italian she ends up speaking Spanish
 - 2. Comparing the difficulty of Chinese and Italian grammars
- j. Did language learning change anything else in addition to communication?
- k. Do you have any specific story?
- l. P: if we watch something in Italian, L is able to pick up things.
- m. L: usually the scenario is like I encounter some Italian on TV, I wonder if they translated correctly for the subtitle, I would ask P
- n. What stands out from this experience?
- o. What are the emotions that you went through?



B.2 - Participant Interview Notes

■ Participant L5 & P5 (4)

Section 2: Understanding the relationship dynamics (15-30 minutes)

Answers the research question: "What role does the native speaker in the relationship play in LLE of the learner?"

5. [Ask partner] Could you share a little about how you feel about your partner learning the language?
 - a. What are the challenges you've faced while supporting your partner's learning journey?
 - b. [Ask learner] Do you have anything to add here?
6. [Ask partner] Can you share a time when you helped your partner learn the language?
 - a. Do you also use the language in everyday life?
 - b. Any specific story?
 - c. [Ask learner] Do you have anything to add here?
7. OPTIONAL [Ask learner] This is a fun question. If you had a magic wand, what would you use it to enhance your relationship?
 - a. L: for language learning, I think it's ok - I just want to experience all the struggle. Part of it is just learning the culture. I don't take classes from him, but from elsewhere. My teachers are from different cities/regions, so I learn more from the culture.
 - b. P: I do wish I could upload all the characters in my head. But maybe it'll be possible.
 - c. [Ask partner] I'm curious to hear what your version of the magic wand would be. What would your magic wand do?
8. OPTIONAL [Ask learner] I saw that you mentioned you also speak (another second language) in your survey response, can you share with me what that experience was like?
 - a. What are the differences you noticed learning that language versus your partner's language?

Session 2 (30 minutes)

[Ask the partner to leave. Only interview the learner for this part.]

P: L, do you want me to stay or leave

L: maybe you can help me remember things

P: if you don't want me to hear, you can speak Chinese

L: and afterwards you'd interrogating me LOL

Section 1: Understanding the tools and methods used during language learning (15 minutes)

9. Can you think of any encounter you had with (the language) today?
 - a. Method: going to classes, P bought me a book. When people reach a specific point, they still need to study the grammar
 - i. P: your textbook in class is really hard to low-level learners using expressions I wouldn't expect beginners to know; that's why she asks me a lot of questions



B.2 - Participant Interview Notes



■ Participant L5 & P5 (5)

1. L: no true LOL
- ii. P: I went around and compared different books in a bookstore and got her the book that had a better approach for the beginners [explains why]
- b. Class dismissed because not enough people after reaching a certain level
- c. How about yesterday?
- d. (Ask about a specific encounter)?
 - i. When did that happen?
 - ii. What were you doing?
 - iii. Who were you with?
 - iv. Did you learn anything new?
 - v. How did you feel?
10. Could you please tell me about the last study session you had?
 - a. L: I request the recorded video from the language center. I needed to pause many times to finish the video. The video was 2 hrs, but I need to spend 6 hrs to study it.
 - i. I use chat gpt - it's good at translating, but it requires the correct input. I'd have to be specific. It doesn't take in any cues or filler words.
 1. To GPT: what is this word? What does it mean? Translate this to English (NOT chinese, too different). Explain this grammatical rule. Give me some examples (sometimes it misses the hint).
 - a. The other day I wanted to show P a poem on a statue. Poetry is especially bad.
 2. To P: I ask him weird questions, foul words, slang, how he'd say it in dialect.
 - a. P: I don't really speak the dialect so I'd look up words myself. GPT is good at translating things between English and Italian. It does make mistakes and doesn't lend itself to correction.
 - ii. In the end, I'd wait til P gets back from work and ask him
 - b. L: I google a lot, I ask Robert questions a lot. I focus a lot on my book.
 - c. L: The most challenging part is listening and speaking. Everything about it is challenging. I have difficulty memorizing whole words.
 - d. What's the reason why you chose to learn the language this way?
 - e. What are the tools/methods used?
 - f. How often do you engage in this tool/method?
 - g. Did your partner play any part?
 - h. Can you think of anybody else who has helped you along your language-learning journey?
 - i. What's your favorite/least favorite part of learning?
 - j. What's the most challenging part?
 - k. What additional things (it could be anything!) have helped you learn the language?

B.2 - Participant Interview Notes



■ Participant L5 & P5 (6)

Section 2: Understanding the intangible factors and impacts behind language learning (15 minutes)

Answers the research question: "What are the positive and negative factors that influence the language learning experience?" & "How does the MRR influence how the learner sets goals and defines success in their LLE?"

11. Could you tell me a time when you enjoyed learning your partner's language?
 - a. On Instagram I follow this guy who compares different European languages, it's fun when I get the joke. If I don't I'd just ask P.
 - i. P: Sometimes I feel uncomfortable telling you Italian foul words.
 - ii. L: I can always figure them out myself, using GhatGPT.
 - b. L: I tell P to not say something intimate in Chinese in public. I just want to be everybody else. Please don't feel bad.
 - i. P: Italian has different standards of showing intimacy
 - ii. L: It could be a cultural difference or just me.
 - iii. P: I think it's 30% cultural difference and 70% you (both LOL).
 - c. What made it good?
 - d. What motivated you to learn?
 - e. Can you share with us some satisfying moments in the journey?
12. Could you tell me a time that you found frustrating while learning your partner's language?
 - a. What made it frustrating?
 - b. Even though it's hard, what keeps you going?
 - c. What doesn't motivate you to learn?
13. At what stage would you consider that you have successfully learned the language?
 - a. When I'm able to talk to him in Italian
 - i. Having grades in tests doesn't make it meaningful
 - b. Short term - what would that look like 3 months from now?
 - i. Hopefully be able to understand everything on my A2 test
 - ii. [P nods affirmatively]
 - iii. Watch things without subtitles
 - c. Long term - what would that look like 1 year from now?
 - d. Why are these things important to you?
 - e. L: I believe P also wants this to be a long-term relationship [P thumbs up], so it's better for me to be kinda fluent in this language, same for him as well
 - f. P: we're most likely gonna be in Taiwan, so there's more incentive for me. She also sounds more chatty in Chinese
 - g. Do you make concrete plans to achieve the goal?
 - h. What's the timeline to achieve the goal?
 - i. Once fluent, what would you like to do with your newly learned language?
Why?
 - j. For traveling, I can go without being able to say a single word in the local language. Maybe learn Latin
 - k. Scale 1-5: probably 3 - 3.5, I don't say it because he's here. If we lived in Italy, it'd be 4.5 - 5. I still want to talk to him in Italian.

B.2 - Participant Interview Notes



■ Participant L6 & P6 (1)

Participant L6 & P6

Session 1: Interview with learner + partner (30 minutes)

Section 1: Pre-session interview questions (15 minutes)

1. [Ask learner] Could you tell me a bit about how you met your partner?

Met at work-share place → one of us asked to go out

L6 & P6 → Met at school

In the beginning, because of cultural differences, L6 would get confused when P6 would send her songs about girlfriends, love, etc.

2. [Ask learner] Could you tell me which language is primarily used when you communicate with each other?

Eng

L6- Eng & French is native language

P6- Mandarin is native language

They use English as the primary language when they communicate with each other.

3. [Ask learner] Could you tell me a little about why you initially started to learn the language?

L6: Started learning Chinese from the interest of Japanese. She started learning Chinese in her Bachelor's degree.

4. [Ask partner] How did your partner learning the language change the way you communicate with each other?

L6: It's pretty similar to before. From the beginning, it's always been a mix of English and Chinese when they speak with each other. English would be used 80-90% of the time.

L6: "Depending on the context, depending on the time, what I've been doing during the day also, just like either trying to get myself to speak to him in Chinese or asking him to speak to me Chinese. Most of the times I can make some like suddenly you put some random words from another language in what you're talking about."

P6: Thinks it did not change at all the way they communicate with each other.

L6: "You know, it's like basically coupled talking, you know, like you make a language of your own basically for him that's like, you don't even need words sometimes you just like make up some sounds."

L6: "I wish I could talk with him more. It's not the main goal, but it's kind of like a side quest, I guess."

Section 2: Understanding the relationship dynamics (15-30 minutes)

B.2 - Participant Interview Notes

■ Participant L6 & P6 (2)

Answers the research question: "What role does the native speaker in the relationship play in LLE of the learner?"

5. [Ask partner] Could you share a little about how you feel about your partner learning the language?

P6: Thinks the way L6 talks is very cute. And don't want her to get pressured to learn Chinese.

L6: It's motivated by the fact that they can communicate using another language (English).

6. [Ask partner] Can you share a time when you helped your partner learn the language?

P6: Used to have Chinese courses but once he got busy, they could not dedicate a good time for learning.

L6: P6 is busy studying and L6 is also busy with other things so even if it's a moment supposed to be dedicated to learning the language, they tend to put it aside.

L6: Don't want to push P6 to teach her Chinese because she understands how busy he is and she can always default to other friends or school to strengthen her Chinese skills.

P6: "The hardest part is that I'm not a good teacher. I don't know how to teach. So for us, the best way might be within our language. In our daily life little by little."

P6: Tried initially downloading a textbook used in the elementary school in Taiwan. Got the materials online and tried to act like a teacher.

L6: "I'm still pretty fluent compared to all my other foreigner friends. But the thing is he started to teach me the same way you would teach a kid of like three years old. That's the song you pronounce it. Repeat again. I'm pretty patient, but like, at some point, you just get like, I mean, I know my basics. That hasn't changed, but like you could have you know, like, gone a bit higher."

L6 & P6 share about a language activity they have invested to practice Chinese -

P6: "It's more like you see a picture you want to tell a story and then eventually use probably one word so I'm gonna ask this specific word and she's gonna give it to me and I'm gonna try to use it in the context."

L6: "It's very funny...At some point, we got pictures and tried to describe as much as I can. First you describe what you see. And then eventually you try to create a context."

L6: Thinks it's a matter of forming habits to keep her motivated and get better at Chinese. She still see her asking questions about Chinese to P6 is a way of learning & teaching but this is not a regular thing. It's randomly done at times.



B.2 - Participant Interview Notes



■ Participant L6 & P6 (3)

7. OPTIONAL [Ask learner] This is a fun question. If you had a magic wand, what would you use it to enhance your relationship?

L6: Wants the magic wand to help her with communication. They don't have difficulties in talking but maybe want the magic wand to enhance relationship with her partner.

L6: Expressed the incident when due to cultural differences, the way they raised their pet together is different. P6 wants to punish & reward the pet while L6 does not understand this. P6 was grown with rewards & punishment from parents.

P6: Thinks L6 is cute and their relationship is unique as they do things that not a typical Asian couple would do.

- a. Is culture a unique element in your relationship?

P6 appreciates that they have different cultures.

L6: Finds it frustrating that her dad wants her to meet French person because of cultural similarities. However, L6 thinks that since they (L6 & P6) have different cultures and languages, they tend to not fight about stupid things.

L6: "For the international couples, most of the time, the dispute comes from a problem of understanding from each other's countries at the same time knowing that and, you know, knowing that communication is important, basically, we try to navigate alongside those. And since now, like it's been around three years, we have moments where we discussed and like had problems with communication, but like most of the time it's fixed in like 10-15 minutes maximum. And most of those problems that arise from like, stuff that I wouldn't consider dumb, because there's a reason for the problem to occur in the first place. So I think it's, you know, it makes stuff less silly in a way, I guess. I think it's more meaningful. And it's more interesting for the both of us when it helps with your process."

- b. When there's a word that you guys don't know, how do you deal with it?

L6 shared about Cinnamon story where because P6 did not know Cinnamon in French, ended up using Nutmeg instead of Cinnamon while cooking.

B.2 - Participant Interview Notes

■ Participant L6 & P6 (4)

Session 2 (30 minutes)

[Ask the partner to leave. Only interview the learner for this part.]

Section 1: Understanding the tools and methods used during language learning (15 minutes)

Answers the research question: "How does the language learner learn the partner's language in a Multilingual Romantic Relationship?"

8. Can you think of any encounter you had with (the language) today?

L6: Try to play video games in Chinese, conversation with a friend,

L6 shares about a time when she met a Chinese host for Airbnb when visiting Korea and how she was able to communicate with the Chinese host in Chinese.

L6 uses the phone memo to take grocery notes in Chinese, use the Internet for words she doesn't know

a. Does P6 help you?

L6: Asks words and phrases she doesn't know to P6. Takes advantage of the fact that he is native and local

9. Could you please tell me about the last study session you had?

L6: Working with people, watching YouTube, playing RPG games with people who speak Chinese, watching movies.

a. Anyone other than P6 help you learn?

L6: "Students I was teaching and friends, I guess like the people I meet at clubs or not, I know by the places I live. Even if they're not like close friend, just the people are interacting in a friendly context, I guess. Because when you discuss at some point, you want to explain something you can't remember the words and then eventually they're going to teach you the words if you've never encountered it Yeah, aside aside from you know, like strangers that you meet in like, context, for example, like you go at the museum, and the guide explaining stuff and you're like asking questions, so that would be like a wrong person. People that I see often so friends and let's I guess"

Section 2: Understanding the intangible factors and impacts behind language learning (15 minutes)

Answers the research question: "What are the positive and negative factors that influence the language learning experience?" & "How does the MRR influence how the learner sets goals and defines success in their LLE?"



B.2 - Participant Interview Notes



■ Participant L6 & P6 (5)

10. Could you tell me a time when you enjoyed learning your partner's language?

L6: There are two things. 1) Being able to understand stuff that she wasn't able to understand before 2) Making mistakes, "if you're making mistakes, like it's dumb, but like when you try to explain something, and like, you notice that you made a mistake, and you're like, oh, sorry, I didn't mean that."

L6 shares the struggle of being a multilingual person. One time, she went to the convenience store and found herself speaking to the store person in Spanish without realizing she spoke Spanish. (At that time, she was studying Spanish cause of an exam)

11. Could you tell me a time that you found frustrating while learning your partner's language?

L6 finds tones are hard to remember. And also shares a moment where she found frustrating when she felt this man didn't intentionally catch what she was saying, picking on her tones.

a. Any tools you like or dislike?

L6 prefers to talk to someone as a method because she lacks the discipline if she works by herself.

"I think I prefer to have someone to talk with because I lack discipline. Like if I'm working by myself at some point I just, I will probably drop it at some point... I still like my books but I just tell myself that I don't have anyone to correct...I like when no matter who the teacher is, you can interact, like they're gonna ask questions and you're gonna try to answer as many details as you can...I like to use videos also but that wouldn't be so much a thing...I think that one of my courses in Chinese before was about articles in newspapers. Basically, just pick a subject and make us work with it...although it would cause a lot of stress to me, because that's a level of Chinese that is much too advanced for me...but at the same time, I kind of liked it because like, I have opportunity to learn about stuff that was useful."

L6 doesn't have any tools that she doesn't like but shares a time when she had a frustrating teacher and when she had to learn about something that is not an interest to her.

"We have a teacher that is at a terrible level of the language she teaches, which is weird, because she's a teacher... she tends to forget she's teaching to "A" level. So she comes with exercises that do not make sense. Even for us as native, we don't understand what you mean. She teaches words and structures that the students will never use. So once again, what's the point and it's probably made them hate the language and probably going to drop in a couple of years... She could have cultivated the likes of their students, like learning stuff that you have no interest in, I guess, if that makes sense."

"I can't say words that are not useful because I mean, if it's a nerdy interest of mine, I would be okay to use like, plants name, rock name, whatever. It's okay. I'm okay to

B.2 - Participant Interview Notes



■ Participant L6 & P6 (6)

learn this kind of stuff, but I need to have a specific context of usage for them. And it needs to be something I like. If you start tomorrow telling me okay, I'll teach you how to say the Pythagoras theorem in Chinese. I'm gonna be like, Okay, I like the name of it. But if you tried to explain everything in Chinese to me and asked me to remember how to explain it in Chinese, I'm probably gonna have a hard time because it's not an interest of mine. That's all"

b. How do you know which level is right for you?

L6: Refers to the Chinese language levels.

"I refuse to use a translator to read through it because I don't think it's I don't see the point to be here. Like it's going to be about translation and even if it was good, what's the point of taking the course and Chinese having to write stuff in Chinese but not being able to read the materials and I will I did try to audit horses in Chinese though. But I don't really pay attention to the level because most of those are like designed for people who have at least a level between Chinese and I know my level is not that high. So I'm just whatever I go, I grab whatever I can and what I don't get some Okay, at some point I'll get you know the knowledge of it"

12. At what stage would you consider that you have successfully learned the language?

L6: Successfully have learned Chinese when she gets to the level she has for English. Her English is not perfect but she can still understand what people are saying, watch movies without subtitles, she can speak about any subject.

Post-Session Interview Questions (5 minutes)

13. Was there anything that I didn't touch on that you'd like to bring up?

L6 wants to learn Chinese because of personal satisfaction and for connections.

"One of the reason probably is personal satisfaction. When you know, you're reassured about the fact that you can you can have a conversation about anything if someone comes to you and be like, Oh yeah, you're French cuz I need you to translate this for the next week and you're like, okay, whatever, you know, just like for a job for example, you you have a person coming to you and be like, Oh, yes, this people coming and they speak English, Spanish, French, whatever. And I need you to translate whatever they say to me. And I'm like, because some people would ask me that and I'm like, you know that I'm not fluent in Chinese though. And I'm probably not good enough to explain to you in a way you would understand. I will still try but I feel bad about the fact that some people would paying for this. And I'm like, doing a bunch of that's what I have in my brain. Like if I was to accept this stuff, I'd be like, you'll pay me for doing a shitty job. You know? I feel bad about it. And they're like, it's okay to worry. And I'm like I don't know."

"And then, again, you have like the connection to people take for example, boyfriend and like not just boyfriend like people in general. It's also easier if you want to talk

B.2 - Participant Interview Notes

■ Participant L6 & P6 (7)

with people to like being able to have like, death in the conversation. And sometimes people don't have this civility with the language that I know. Aside from Chinese I mean, so it's easier also as a language student, to have this depth with people for example, to study medicine or like, whatever like for example, my friend, she's studying Pharmacy. And I think that because she's part of the what if she was part of the Chinese medicine club. And I think it's really cool. And I enjoy learning stuff about Pharmacopoeia. So basically, I don't plan on being like, you know, a proficient whatever, teacher or like the shaman or whatever, using plants and everything but just I like to learn about too just for the sake of knowledge, you know, cultural things. And in a way, it's also related to the fact that if you understand this, you also understand part of the culture of the people, even if it's not everything is a bit"

Close-Out Administration (5 minutes)



B.2 - Participant Interview Notes

■ Participant L7 & P7 (1)

Participant L7 & P7

Session 1: Interview with learner + partner (30 minutes)

Section 1: Pre-session interview questions (15 minutes)

1. [Ask learner] Could you tell me a bit about how you met your partner?

(L7- Okay, you want to go? P7: You go first.)

L7- We met when I was doing a semester in London/ six months/ back in 2016. He had been living in London for a while at that time→Met on Tinder

I was going back to Singapore after the six months→I had gone back again when I graduated from my undergrad to do a master's in London

P7- third country to where either one of us is based usually our families based.

2. [Ask learner] Could you tell me which language is primarily used when you communicate with each other?

P7- Eng, bits of like, dialect or like bits of terms from either Danish or Mandarin, or other sort of languages,

L7 Singlish-like markers at the end of the sentences. tag words like small expressions- ex: la

- a. How/Why did you decide on this primary language?
- b. [Ask partner] Is there anything you'd like to add?

Followup-Was that the case when you first started dating

L7- P7 has a bit of a connection to Singapore, even before he met me. He has a god family→so he knows

3. [Ask learner] Could you tell me a little about why you initially started to learn the language?

L7- Learning Danish→Interested in language→read like postcards on his fridge

"When I got to know P7, they would try to read like, postcards on his fridge, for example, and always been like, quite curious. "

Meet Family-grandma- "I think the motivation really started when I first met his family. P7's grandmother doesn't speak any English at all."

"But obviously, in a home setting, it was very, very much Danish very much like the language of the family and so I wanted to basically wanted to fit in, whether to understand the conversation that didn't know what was going on."→Curious

- a. What motivated you to start learning the language?

Started from Duolingo→ nice in theory but it's not the most applicable to real life→so I started to take proper lessons.



B.2 - Participant Interview Notes

■ Participant L7 & P7 (2)

- b. [Ask partner] How did you feel when your partner first decided to learn your language?

P7- fun and endeavor

4. [Ask partner] How did your partner learning the language change the way you communicate with each other?

P7- I think it has impacted how we communicate

"There was that sentiment of like, all of my family understands it. my grandmother understands it, but it also speaks to a deeper part of me website. Oh, shit. That really hits home, even if I'm like native language level for like feeling very close to emerge as well."

- a. [Ask learner] Could you also share your view on how learning the language changed the way you communicate with each other?

L7- I think it adds quite a bit of color to it because I would understand references now

P7- close with my boarding school friends, for example. and we have internal jargon→in the translation you just lose a lot of the color of like the internal joke.

she understands what the conversation is about or she feels like that. Input output sort of improvement.

- b. Did language learning change anything else in addition to communication?

L7-insider thing, that feeling-restroom story "when I came back (from restroom), I could hear like they were speaking in Danish and then when I sit down, they switched back to English. "

P7-my friends are like homogeneous monocultural, monolingual. there is like no one in that whole sort of ecosystem was doesn't speak Danish. And so they're really good at English

- c. Do you have any specific story?

- d. What stands out from this experience?

- e. What are the emotions that you went through?

Followup Q-Have you hung out with P7's friends since then?

Yes, understand maybe 70%. Output wise is limited.

"I wouldn't say it's changed drastically. Yeah, you're all very welcoming and very warm and yeah we still mostly speak in English because yeah I'm not at the level where I can communicate, deeply, and Danish, I can understand."

People are encouraging- ex: you're doing quite well. Your accent is not so strong



B.2 - Participant Interview Notes

■ Participant L7 & P7 (3)

Section 2: Understanding the relationship dynamics (15-30 minutes)

Answers the research question: "What role does the native speaker in the relationship play in LLE of the learner?"

5. [Ask partner] Could you share a little about how you feel about your partner learning the language?

P7-nephews→Wow, she's so like stupid speaking Danish

It would be a bit jarring (P7 said in calm)

- a. What are the challenges you've faced while supporting your partner's learning journey?

heart to heart with my wife

- b. [Ask learner] Do you have anything to add here?

I think he's been really patient

Pick children's books and ask P7 to read (pronounce-I can listen to it and hear what it sounds)

6. [Ask partner] Can you share a time when you helped your partner learn the language?

Repetition- one of the key phrases is asking for someone to pass the bread. "we really did it like 20 times more than 20 times.

And then we would rehearse it afterward. And I think it's, it's that sort of joy of a bit like trading like a machine learning model for like an AI"

Trying to think of things you already know that then translate into this space and help the pronunciation, because that's the hard part around the Danish.

- a. Do you also use the language in everyday life?

Daily conversations or do you try to have more dedicated study sessions? We tried, it's not very regular→it was pretty casual→both get tired

Watch TV- either they're speaking Danish and there's English subtitles or watch something in English have Danish subtitles→we wouldn't pause but would ask did you notice phrase

-informal expressions of how people actually talk rather than the textbook versions

-different sounds

- b. Any specific story?

- c. [Ask learner] Do you have anything to add here?

-Followup Q: You mentioned the method of blocking out 10 minutes and just speaking clearly Danish Can you kind of want to hear more about it, can you walk me through the process of how that goes.



B.2 - Participant Interview Notes



■ Participant L7 & P7 (4)

-P7 if we're driving to the countryside countryside, and we'd be like, okay, but the rest of the car right like will speak Danish. And then it would be trying to talk about anything things around those things that might come up

→P7 she would ask it and I would use the same phrase to answer it so that you right order of the words

→L7: share about my day

7. OPTIONAL [Ask learner] This is a fun question. If you had a magic wand, what would you use it to enhance your relationship?

I would like a bit more immersion→a friend who is not a native Danish speaker but he is really good→immersive element.

I'm trying to do an intensive summer course. → So, we're an adult class, lots of them are British→teacher is not very disciplined and sticking to only Danish

Have one to one conversation→tutor→"he's not as I guess, dedicated to the learning experience as a tutor would be in terms of, you know, having a methodology or having like, a way of helping me remember stuff or build on stuff or whatever. so, you know, the conversational aspect which I have with you, as well as the pedagogical. I guess effectiveness that could come with a professional tutor."

a. [Ask partner] I'm curious to hear what your version of the magic wand would be. What would your magic wand do?

facilitator-now you need 60% of personal tutoring and 30% of immersion. And then the last bit should be reading off this change, you know, like difficulty level. Yeah, two out of five. From this type of book for kids. And then they monitor progress→what kind of books to read, and also what kind of tutors, would be helpful.

L7- one person dedicated to training plan according to my strengths and weaknesses so if I need more training on listening

8. OPTIONAL [Ask learner] I saw that you mentioned you also speak (another second language) in your survey response, can you share with me what that experience was like?

P7- I used to live in China→ once weekly classes for language→It's very immersive (90% of the school, like Chinese students)→ I tried to pick up as much as I could, with a focus on conversational aspects (speaks in a joyful expression)

godfather→Mandarin as one of his main languages

learning books for Mandarin

do classes

Follow-up Q: have you interacted with land have you used any Mandarin or Singlish

B.2 - Participant Interview Notes

■ Participant L7 & P7 (5)

→ Singlish definitely have. → I would also use the Mandarin was just like okay, small things. it's like Okay, time to go, like, kind of, like, do you want, do you not want.

P7's grandparents speak dialect. P7's parents speak Eng

- a. What are the differences you noticed learning that language versus your partner's language?

Session 2 (30 minutes)

[Ask the partner to leave. Only interview the learner for this part.]

Section 1: Understanding the tools and methods used during language learning (15 minutes)

Answers the research question: "How does the language learner learn the partner's language in a Multilingual Romantic Relationship?"

9. Can you think of any encounter you had with (the language) today?
10. Could you please tell me about the last study session you had?

In addition to Duolingo I watched a Danish sitcom on Netflix. → That was very linguistically helpful it was culturally helpful

In Singapore: I also after being on Duolingo for like two years and like watching stuff here and it also had a private tutor in Singapore → I tried to look for a language school in Singapore but couldn't find one.

In Lindon: weekly classes for adults, every Tuesday evening for two hours. → doing that for the last one year

- a. What's the reason why you chose to learn the language this way?
- b. What are the tools/methods used?

Tutor: I would have homework. → I always try to be prepared also because the classes were not cheap. → he (P7) would sometimes helped me with homework → "if I were to write like a story or a description about certain things, I would write them out. I would do my homework, and then I would read it out to him. and then he would correct me on both pronunciation as well as grammar. not so much in terms of spelling because that one I could do quite easily on Google Translate" → it will be very verbal it wouldn't be very written. → I would request homework because I guess for me, it's like a very easy measurable way of seeing progress → I guess there was also an element of wanting to practice throughout the week (immersion)

- c. How often do you engage in this tool/method?
- d. Did your partner play any part?

He (P7) told me about the Danish church → was most affordable and nearest so I went with it.



B.2 - Participant Interview Notes

■ Participant L7 & P7 (6)

"We tried to there was definitely some element of like, he would explain Christmas songs to me, we would try to like break down sentences. It was not easy and I think I felt more frustrated at those points when he was trying to teach me then because I didn't really have a foundation, and I guess he also didn't really have like a teaching background "

"He's very good at like, repetition and, and you know, making sure that things sound right but in terms of you know, breaking things down into the grammar into like, how sentences are formed. We didn't have much of that."

- e. Can you think of anybody else who has helped you along your language-learning journey?
- f. What's your favorite/least favorite part of learning?

I haven't been like super inspired in the last few months of Danish

Result: a Danish fair here in London. → hot dog stand → customers are 85% Danish → It felt nice to be able to understand what was going on. and enjoy it also be able to talk with some of the people

Process: reading books

Q: Have you been able to get any sense of visible signs of progression from interacting with

No, actually, maybe more in terms of interacting with his → he is encouraging but not so measurable

- g. What's the most challenging part?

Class I attended is not well structured.

visit the family in Denmark: really tiring → I don't have enough energy to pay enough attention to try to understand what is going on → this doesn't come naturally at all → this is making wonder how I would feel about this really immersion.

Q: What brings you back to the track?

Love is part of the reason but is more about myself: There is part of me → I'm quite a motivated person → "I know myself that I need this a bit of rest and then I can come back to it." → need a break

And definitely P7's patience helps in it. He doesn't push me He doesn't force me

- h. What additional things (it could be anything!) have helped you learn the language?

Q: if there's any similarities or differences between Bernie Danish these other languages.



B.2 - Participant Interview Notes

■ Participant L7 & P7 (7)

-specific part of the brain→learning Danish it felt more, a lot more like I could draw on English. There are a lot of similar words, a lot of similar sentence structures.

-for Tammo: when I tried to use it in real life, it was really there's a community in Singapore and I always have been kind of curious →try something new but not useful (people switched English to communicate)

Follow up Q: After the period of being tutored, do you have any other metrics to kind of measure your progress.

Maybe one metric would be how, how much I understand the dinner table when we cope visit his family, Denmark, which is quite frequent→every time we go over how much I would understand. Conversations how well I could speak with his nephew who is about six years old. →I wouldn't say I have like a lot of consistency in like measuring these measuring the progress →I did take a self tests but that's not a consistent thing

When I moved to London, I started the classes. And, yeah, I guess that's my main way of learning right now.

go for a summer course→ three hours every day (9-12)→ order lunch and Danish Speak with like actual people living there

I talked about how reached a plateau and Duolingo, I feel like I'm reaching a plateau with my once-a-week.

Teacher is not strick→I haven't felt like I've improved very much in the last few months.→express myself - "in terms of expressing myself sometimes I feel a bit stuck, and frustrations."

Section 2: Understanding the intangible factors and impacts behind language learning (15 minutes)

Answers the research question: "What are the positive and negative factors that influence the language learning experience?" & "How does the MRR influence how the learner sets goals and defines success in their LLE?"

11. Could you tell me a time when you enjoyed learning your partner's language?

- a. What made it good?
- b. What motivated you to learn?

B.2 - Participant Interview Notes

■ Participant L7 & P7 (8)

- c. Can you share with us some satisfying moments in the journey?
12. Could you tell me a time that you found frustrating while learning your partner's language?
- a. What made it frustrating?
 - b. Even though it's hard, what keeps you going?
 - c. What doesn't motivate you to learn?
13. At what stage would you consider that you have successfully learned the language?
- It would look like me being able to have a decent conversation, both with a one to one setting, and in a data table setting where there are multiple conversations going on→- having that confidence→beat two years old nephew
- a. Short term - what would that look like 3 months from now?
Six months time, that would be November→ I would have taken the summer language course→self expression→the conversational aspect is the most importantly
 - b. Long term - what would that look like 1 year from now?
 - c. Why are these things important to you?
"it goes back to my motivation, right? Like why I wanted to learn it was because I wanted to be able to connect with P7's family and friends. And so if I can't read well and write well, that's like fine, but if I'm able to hold a conversation with them, if they can speak Danish without switching for me, I mean, the younger people switch happily, but the older people either can't or switch like with a bit of difficulty."
 - d. Do you make concrete plans to achieve the goal?
don't know if we'll have a very structured plan right now→rather enjoyable things→ choose books- >watch video on ig (Danish news channel or like a Danish influencer.)
 - e. What's the timeline to achieve the goal?
 - f. Once fluent, what would you like to do with your newly learned language?
Why?
It would just make the option of moving to Denmark, in the future more attractive, more feasible, more coherent

Post-Session Interview Questions (5 minutes)

14. Was there anything that I didn't touch on that you'd like to bring up?

Close-Out Administration (5 minutes)

B.2 - Participant Interview Notes



■ Participant L8 & P8 (1)

Participant L8 & P8

Session 1: Interview with learner + partner (30 minutes)

Section 1: Pre-session interview questions (15 minutes)

1. [Ask learner] Could you tell me a bit about how you met your partner?

Met at work-share place→one of us asked to go out

P8- I was in Singapore→We met when I moved back to the UK and then she came to England for a similar type of exchange program

L8- in Singapore was like literally walking distance from my house→we had the same hairdresser(both of them look very excited)→we were both PHD students (they)

L8- we are basically the same we basically have the same job→(P8 shout) but no. Biologist we have very different jobs.

2. [Ask learner] Could you tell me which language is primarily used when you communicate with each other?

Eng

L8- Eng is native→yes both trying to learn Danish

P8- I learned categories first, then Mandarin then English

3. [Ask learner] Could you tell me a little about why you initially started to learn the language?

I t'd be nice to be able to be the same. Like often in general like read novels in Mandarin. →web novels are like serialized novels published online.→sci fi stuff→L8-mean, yes, I enjoy fantasy a lot. I play a lot. of d&d→fantasy, I don't just read fantasy. It's a part of understanding the culture→ 武俠

I read the translation →"there's a lot of times where you stop halfway through reading the translation, you look a certain set of words and you're like, number what does that really mean? because like, that's such a, it's such a strange, No, there's more to this. he and he would tell me what the hell they're trying to say here."

Supermarket→ It will be useful to know a lot of things

when I spent in Singapore. everyone before I went, told me not to not to learn Mandarin because they were like don't, don't do it because everybody speaks English. →"And like after being there for two years, I kind of felt like, maybe I should have learned Mandarin because I think like just from a social perspective, Like, like my lab was mostly Chinese. So it would have been nice to be able to speak at least some in the same way that like I'm in Denmark now and I basically follow certain conversations in Danish like because I just know the odd word, it'd be nice if they'd be able to like vaguely following things."

B.2 - Participant Interview Notes

■ Participant L8 & P8 (2)

4. [Ask partner] How did your partner learning the language change the way you communicate with each other?

I don't think so→we have some things in our house labeled in Mandarin→so that you know it is an effort to kind of like recognize characters and stuff.

P8's parents are coming→ P8- when I asked them I speak to them in very mixed up, English, Mandarin, Cantonese→they are coming to visit→L8 can understand couple of words

Talking to P8's grandma →not being able to talk to her?

"yeah, it's one of these things that makes me feel like I should be putting more of an effort in than I do

" I remember more so than not being like having needing an interpreter or whatever was accidentally telling telling her that my sister had children but that she wasn't married"

P8-it was a very short interaction, because it was hard to sustain.

L8-Feel shameful→"it's more shameful than anything to be like, Oh, we've been together how long and like, I can only speak. like, honestly, my pronunciation is so bad. " (arguing with each other)

Danish is really hard to extinguish is so hard to pronounce as much as it's a basically a different language

P8-accent→"English is so much more accepting to people having different accents because people are used to hearing second language speakers, and again my, my opinion of this is that Danish but it's not that used to having second language speakers"

Section 2: Understanding the relationship dynamics (15-30 minutes)

Answers the research question: "What role does the native speaker in the relationship play in LLE of the learner?"

5. [Ask partner] Could you share a little about how you feel about your partner learning the language?

Positive about it→ I appreciate the effort→ could get along with my family → it makes me feel very bonded.

" I think if if an effort to learn any manager that just like, not even basic, like, basic things, if you're kind of like, yeah, if I said if I kept telling, you know, don't speak to me, manager and all I understand and I don't want to make an effort to understand I think that was your like a rejection of like myself, I think I will feel colonized." (their sounds mixed)

P8-I like that but I have my whole life to learn it.

6. [Ask partner] Can you share a time when you helped your partner learn the language?

P8-helped with pronunciation→Sometimes when he's like, reset, he was asking me

B.2 - Participant Interview Notes

■ Participant L8 & P8 (3)

like, why is this thing happening? → And so there's this low nuances in the fact that handwriting does not look like type writing. → "So, a kind of native speaker you end up just like not knowing way more about it because then you can provide the context in which, like yeah I think that's that's what I do mostly is that I can provide a lot more context"

L8- buy me books → asking a why is this this way? it's not necessarily for my understanding that because we're linguistics nerds- "I need to understand the underlying building blocks of how does how does you how do you make an English word? " → "it's not just the kind of ease of communication. It's a large part of its just like academic interest."

→ 米 / 飯 rice → 牛油 butter? → when I told L8 I have an accent L8 was surprised

I think it's mostly just each of us remind like the closest thing we have to that is the way that we both remind each other to Duolingo "both in foreign language context, so there's competing things for attention." → P8-I'm also being motivated to learn Danish right now. → we do the shopping list this shopping list in Danish.

→ government sponsor language learning → Brexit-EU citizens → busy with moving have no time to learn

We have like, was it like, must have been like a 20 minute conversation on what the correct character for NewsLink

Followup Q-put food labels in Mandarin → beautiful → can use every day

7. OPTIONAL [Ask learner] This is a fun question. If you had a magic wand, what would you use it to enhance your relationship?

a. [Ask partner] I'm curious to hear what your version of the magic wand would be. What would your magic wand do?

P8-if I could wake up tomorrow and be able to read → it's so much effort → not in the Mandarin environment compared with learning Danish

L8-it's way more normal in Singapore to speak about science in English and maybe you speak about like food or family and that type of stuff in Mandarin
P8-has done revision for her Mandarin

8. OPTIONAL [Ask learner] I saw that you mentioned you also speak (another second language) in your survey response, can you share with me what that experience was like?

a. What are the differences you noticed learning that language versus your partner's language?

B.2 - Participant Interview Notes

■ Participant L8 & P8 (4)

Session 2 (30 minutes)

[Ask the partner to leave. Only interview the learner for this part.]

Section 1: Understanding the tools and methods used during language learning (15 minutes)

Answers the research question: "How does the language learner learn the partner's language in a Multilingual Romantic Relationship?"

9. Can you think of any encounter you had with (the language) today?
10. Could you please tell me about the last study session you had?

Duolingo:

Today, I was I did the hands of for the the word hot this morning-Duolingo.→ 热 →I was doing by myself- more often than I do and like in the morning or the evening→we live together now

I was much more like I was putting a lot more effort into trying to learn Danish.→but the hands the lessons in Duolingo, you can do in like 60 seconds. →habbit → I will tell you exactly it's 377 days.→ It's terrible (Duolingo)→there's so much nuance lost→it's AI generated. It's not really human curated. →P8 has to correct it→"I noticed there are same structure between the courses across different languages now because I've tried Danish and Mandarin it's amazing the amount of like they're showing you the same words and it makes you think, hey, there is a completely different like cultural context here"→If you actually want to learn the language you do need to invest more time to invest money, actual money, and to premium, like actually buy a thing that is like a human curated well thought out lesson."

Learning number-Wikipedia Google search:

I actually learned the numbers as a kid because I was a weird nerd.→look cover, write check→Wikipedia Google search: the character as it is written versus as, as it is typed

Note-good thing about Duolingo:they do break down to a character into its component parts.→ it reminds me constantly to do it.→ send me notifications reminders badger me.→"if if it didn't if this app didn't exist, so I might have had the idle thought, Oh, wouldn't it be nice to know Mandarin? oh, yeah. I remember those numbers then it's like grab a book and like lemon numbers within the book of might like to sit on a shelf and I never think about it ever again, like the book called jump off the shelf, smacking around the face and say hey do another one. "

My main criticism of it is that it is not human curated.→ "I'm not a teacher, I don't know enough about language learning and language teaching to have a good idea of how to arrange the thing."

B.2 - Participant Interview Notes



■ Participant L8 & P8 (5)

Section 2: Understanding the intangible factors and impacts behind language learning (15 minutes)

Answers the research question: "What are the positive and negative factors that influence the language learning experience?" & "How does the MRR influence how the learner sets goals and defines success in their LLE?"

11. Could you tell me a time when you enjoyed learning your partner's language?

"satisfying isn't the right word for it, because I'm not good." → when you achieve some days when it feels satisfying → compared with my friend-her social activity was learning → (struggle, forget the question) "the answer is no. but I'm a big nerd. so I have like a kind of like this an interest in there's a following a certain kind of trail. but it doesn't necessarily feel exciting or satisfying or something but it's more like an itch that must be scratched."

I didn't read a lot of fantasy growing up. → what I said was, it doesn't seem very realistic. (P8 laughs so loud) → I basically read nonfiction my entire life, like university age. And then like, I started reading other stuff, and I was just absolutely amazed by how much fun I was having.

Q: this general interest in like, and other and other different cultures as well → L8- yes

12. Could you tell me a time that you found frustrating while learning your partner's language?

a. What made it frustrating?

" Every time I bumped into a was like, you know, the character for zero being the most complicated thing imaginable I'm just like, why, why would you do this to me like why would you design this language specifically to hurt me." -(P8 laughs loud again)

b. Even though it's hard, what keeps you going?

c. What doesn't motivate you to learn?

13. At what stage would you consider that you have successfully learned the language?

a. Short term - what would that look like 3 months from now?

Be able to read and understand the menu "if you met anybody from Singapore, you will know how much they care about food. " → refers to P8 → they might tell you what the noodle shape is or something → being able to talk in depth with knowledge about the food that we're about to enjoy together

b. Long term - what would that look like 1 year from now?
medium goal

B.2 - Participant Interview Notes



■ Participant L8 & P8 (6)

-I was saying it'd be nice to be able to read novels back and forth
-it'd be nice to be able to have that same restaurant in spoken
-it'd be nice to be able to understand like conversations

I think fluency is kind of, I don't think I'll be able to achieve fluency for like years and years and years and years and years

c. Why are these things important to you?

d. Do you make concrete plans to achieve the goal?

e. What's the timeline to achieve the goal?

f. Once fluent, what would you like to do with your newly learned language?
Why?

Have a conversation with anyone else other than P8?

- P8's parents
- I say more about the people around me than I do about potential stranger.

Food , useful → can apply to life → for the context is not just that the other person speaks, not just that you love them very much and care about the food.

Awkward to use the phone (translation)

it's a gateway to our shared obsession. so it's, it's given me so much more reasons to care about this than I cared about, like the cultural angle before, like now I care about the cultural angle and the food!

Post-Session Interview Questions (5 minutes)

14. Was there anything that I didn't touch on that you'd like to bring up?

Close-Out Administration (5 minutes)