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“Let me repeat this! The role of self-repetition in ELF discussions”

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Abstract

This thesis sets out to contribute to the research area of English as a lingua franca (ELF) and investigates the role of self-repetition in that context. Even though there is a wide range of literature on repetition in speech available, the opinions about the linguistic occurrence appear to vary greatly, especially with regard to ELF talk. Therefore, the aim is to elaborate on the role of self-repetition so that valuable insights concerning the forms and functions as well as practices of using them can be gained. For this purpose, some theoretical information concerning existing taxonomies and key concepts is provided first. A description of the data, being five working group discussions from the educational domain in the VOICE-corpus (2013 2.0 Online) follows. Finally, a qualitative analysis of the data is offered that concentrates on comprehension-oriented self-repetition and contributes to the view that repeating oneself can serve as a supportive device that can occur through applying various practices serving a variety of functions in discussions among international participants.

Preface

Growing up in a multilingual home I have always been in contact with various language systems, which developed an interest in the different patterns of languages. Like most language learners, I aimed at perfection and as a consequence thought that only by producing grammatically correct utterances and sounding native-like, especially when speaking English, that I would be able to communicate effectively. Only in the course of my English studies at university I learned about English as a lingua franca (ELF) and not only realized that it was the type of English I have spoken in the course of my travels and my various jobs (which were mainly in tourism, where I had a lot of contact with people with a variety of first languages) but also that it is ok not to sound like a native speaker. This is not to say that I do not care about how I speak English anymore but that it made me realize that sounding native-like does not have to be the final goal for communicating with people from all over the world in English.

There is a wide range of people who use and even need English for their occupations or their social life in order to communicate with others with whom they do not share a first language. Even though they do not have the time or opportunity to arrive at a native speaker level, they still want and need to speak English and this has not less value than having it as a first language. For these reasons, I regard English as a lingua franca as a significant phenomenon and field of research. With this in mind I wanted to conduct some further insights into this research area, which is why I have decided to investigate English as a lingua franca speech for my thesis. However, there are a variety of studies that are concerned with the description and understanding of ELF (e.g. Seidlhofer 2011) in general. Therefore, it is not my intention to describe ELF in this thesis. Instead, I aim to investigate occurrences within ELF discourse. It has not been easy to decide on a specific topic as there are a wide range of interesting areas worthy of investigation with regard to speech among ELF users. In the end, however, I chose to investigate self-repetitions. Among other reasons, because as English as a lingua franca, repetition, especially self-repetition is a topic on which opinions are two-fold (redundant vs. effective). Therefore, I wanted to provide a study that sheds some further light on the positive effects of using self-repetition in ELF communication.

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German Abstract (Zusammenfassung)

Speech events

Transcription (Mark-up) conventions

Curriculum Vitae

List of abbreviations

CA	Conversation Analysis
CAT	Communication Accommodation Theory
CS	Communication Strategy
ELF	English as a Lingua Franca
SLA	Second Language Acquisition
SAT	Speech Accommodation Theory
VOICE	Vienna-Oxford International Corpus of English

1. Introduction

Repetition is a phenomenon that is omnipresent (Johnstone 1987: 206-207), i.e. we repeat when trying to learn things, perform religious rituals, such as saying prayers at church, as well as repeating the habits of daily life (Lichtkoppler 2007: 39). Nevertheless, the opinions concerning the linguistic element appear to vary greatly. On the one hand, the phenomenon has rather negative connotations, as is exemplified by sayings such as: "History repeats itself. [...] [t]hat's one of the things wrong with history" or "You're repeating yourself" (Tannen 2007: 62). On the other hand, however, "[l]ife without repetition would be a life without tradition, memory, history and cultural practices" (Fischer 1994: 9). Therefore,

[t]he ubiquity of repetition in all aspects of human existence is obvious: daily life largely consist of routines in which we do things in the same way day after day, week after week, month after month, year after year, and time itself is measured by means of identical, repeated units (Fischer 1994: 9)

Based on these quotes, it seems reasonable to infer that repetition plays a vital part in human life which can be further supported by Johnstone's (1987: 206-207) view that repetition appears to be a necessary phenomenon due to its ubiquity.

According to Fischer (1994: 9) the same that "has just been sketched here for life in general is equally valid for language". He emphasizes this by stating that

language allows the production of an infinite number of different sentences by means of a finite repertoire of elements (sounds, words, sentence patterns). On the basic, structural level, language is thus a complex interaction of repetition and variation, of sameness and difference (Fischer 1994: 9).

As a consequence, conversationalists repeat rhythm and individual words as well as longer utterances of their interlocutors (allo-/other-repetition). Furthermore, the conversationalists' own words and phrases are regularly echoed "within moves, moves within turns, and whole turns within speech events [(same-speaker/self-repetition)]" (Norrick 1987: 245f.). For the purpose of this thesis, however, the latter form is of interest and will be elaborated in detail. Nevertheless, as the following quote illustrates it is not only repetition in general about which the views vary but also self-repetition in particular.

Self-repetition is commonly found in spoken discourse, and it could be argued that it is an interactional necessity. Self-repetition in spontaneous talk is pervasive and performs a variety of functions. **Some regard it as signaling redundancy, disfluency, or both, in spoken language, whereas others**

consider it to be facilitating the production of fluent speech (Fung 2007: 224, emphasis added).

In other words, even though self-repetition is omnipresent in communication, the view that self-repetition facilitates interaction is not accepted by everyone. Nevertheless, there are a wide range of studies (e.g. Lichtkoppler 2006, Norrick 1987, Tannen 2007) that prove them to be linguistic elements serving various functions “in ELF communication where understanding and being understood often require greater effort due to the diversity and variability present” (Kaur 2012: 597). Therefore, “self-repetition may have a significant role to play in pre-empting understanding problems from the outset” (Kaur 2012: 597).

The quote above from Fung (2007: 224) illustrates the efficiency of self-repetition in spoken discourse and the ubiquity of repetition in general. Another factor for choosing this specific topic is that even though self- as well as other-repetition used in discourse is dealt with in the literature, Norrick (1987: 246) emphasizes that “the latter case of echoing others’ talk has received greater attention”. This tendency is most likely still valid because 25 years later it is further pointed out by Kaur (2012: 596) that repetitions among ELF speakers that are ‘comprehension-oriented’ are mainly investigated with regard to “repetition by other in the next turn or by self in the third turn”. Same-/self-speaker repetition that aims at “facilitating recipient understanding has received far less attention” in general, not only in relation to ELF communication (Kaur 2012: 596).

With this in mind, I believe that investigating self-repetition might lead to significant insights into ELF speech. For this purpose, the major aim of this thesis is to elaborate on the question of what role self-repetitions play in ELF speech. More precisely, I want to offer insights into the ways ELF speakers use self-repetitions and which communicative functions are fulfilled as a result. I also want to see whether my findings support Kaur’s (2012: 593) conclusion that the “clarity of an utterance” can be improved through self-repetition (Kaur 2012: 610) which was found in the course of analyzing self-repetitions in group work discussions in an academic setting.

In order to investigate the research questions several speech events from the Vienna-Oxford international corpus of English (VOICE 2013 2.0 Online) were chosen. The speech events are, as in case of Kaur’s (2012: 609) data, working group discussions in an academic context. This enables me to compare my results to hers, but this does not mean that I am limiting my analysis to her findings. Instead, I am also

attempting to gain further insights into the role of self-repetition that are used in working group discussions. Therefore, the research area concerning self-repetition in this type of discussions might be further enlarged through this thesis.

Within the speech events self-repetitions that seem important for comprehension, in international interaction, were investigated. For the analysis, it was, on the one hand, Kaur's (2012) but also Lichtkoppler's (2006) study which served as a guideline. Lichtkoppler's (2006) analysis, in which she provides insights into the forms and functions of self-repetition, is not only concerned with self- but also other-repetition. Her investigation, however, serves as a supportive tool for analyzing English as a lingua franca speech, also with regard to self-repetition only. However, in contrast to Kaur's (2012) and my data Lichtkoppler (2006) analyzed speech in the course of service encounters, which means the data is not the same. Nevertheless, the service encounters take place in the ELF context as well. It will be seen, though, that both works (Lichtkoppler 2006, Kaur 2012) serve as supportive guidelines for my investigation. This is not to say that my analysis is a replication of their work. I do not intend to reproduce their work but to use them as frameworks which, on the one hand, help to first understand the distribution of the findings in my data but might also enable me to arrive at further insights (e.g. through combining them). In other words, this thesis is inspired and based on Lichtkoppler's (2006) as well as Kaur's (2012) studies and, they do play a significant role for my own analysis. In addition as they both cover the topic, that I am interested in (self-repetition in ELF), overlap in our works is unavoidable. This thesis is still different, however, especially in the way that I combined their works, which will be further elaborated in chapter 4.

Having established that, I want to summarize by saying that I am conducting a qualitative analysis that deals with the role of self-repetition in working group discussions among English as a lingua franca users. In the course of that I will elaborate on the forms, practices and functions of self-repetition in ELF and investigate whether my data offer support for Kaur's (2012: 593) conclusion that "speakers repeat their speech in ways that can enhance the clarity of expression, which may contribute to increased recipient understanding". While support for Kaur's (2012) findings is of interest, it is also aimed to arrive at additional perspectives concerning the role of self-repetition in ELF. In other words, an attempt will be made to offer some deeper insights into the field of self-repetitions in the international context that might lead to an extension of already existing theories and models.

It should be noted that the findings of my analysis and the resulting conclusion are limited to the speech events from VOICE (2013 2.0 Online) which will be elaborated on and can therefore not be generalized. However, the analysis still offers insights into the role of self-repetition in ELF and therefore still supports understanding self-repetition in ELF and further research.

Before the findings of the analysis are presented, an overview of theoretical information including some key concepts with regard to repetition, in general and self-repetition will be offered in the first part. On the one hand, this will be done in order to provide necessary background knowledge, but also to raise awareness of the significance and ubiquity of the chosen linguistic element, on the other hand. For this purpose, studies as well as already established taxonomies will be described, followed by an illustration of self-repetition as communication and accommodation strategies. As a following step, the data and the methodology used (i.e. Conversation Analysis) for this research will be presented. chapter 4, deals with the presentation of the findings and the resulting conclusions. Before finishing the thesis with a final conclusion a section will be presented that summarizes the major findings. This should provide some insights into the limitations but also implications for further research will be offered as well.

2. Theoretical framework and key concepts

This chapter aims to set a basis for the later outline of my analysis. As indicated in the introductory section, the phenomenon called repetition is not the most straightforward. It is important then to get a clear idea of what repetitions, in general and furthermore self-repetitions, are. In order to do that, the first step that I take is to offer a description of the various forms of repetition. A presentation of already existing studies with regard to repetition and moreover the functions of self-repetition in the context of ELF will then be outlined. Self-repetition as a communication and accommodation strategy will also be discussed. Through providing this information I intend to offer a theoretical framework that includes the presentation of key concepts important for the subsequent analysis.

2.1. Forms of repetition

According to Bolinger (1961: 381) “we have no way of telling the extent to which a sentence like *I went home* is a result of invention, and the extent to which it is a result of repetition” because it had already been said countless times before. In other words, “all language is a repetition of previous language” (Tannen 2007: 55).

In identifying repetitions in a discourse, some cases are clearcut, [...] but in others, one must make what is ultimately an arbitrary decision about how far away in the transcript two occurrences may be in order for the second to be counted as a repetition of the first. Always moreover, there is at least a theoretical possibility that both instances of the same string, or any instances of any string, are repetitions of a string which the speaker previously heard or uttered (Tannen 2007: 64)

What the quote shows is that the understanding of repetition can be rather broad and the boundaries can be fuzzy (Tannen 2007: 64). Therefore, it is crucial to outline the different forms of repetition as well as to define which of those forms are regarded as relevant to the analysis at hand. As a first step toward this, the table below contains an overview of the various forms repetitions can have.

Variable	Forms of appearance
speaker / participant	self-repetition (Johnstone et al. 1994: 15-16, Murata 1994: 198) / same-speaker (Norrick 1987: 246) other-repetition (Tannen 1989]: 198) / allo-repetition (Johnstone et al. 1994: 15) / “dialogic” (Barbaresi 1996: 105) / “diaphonic” (Perrin et al. 2003: 1844)
scale of fixity	“exact repetition” (Tannen 1989: 54) / “verbatim” (Barbaresi 1996: 105) / “full repetition” (Brody 1994: 5) “repetition with variation” (1989: 54) / “non-exact repetition” (Johnstone et al. 1994: 14) / “partial repetition” (Barbaresi 1996: 105) paraphrase (Tannen 1989: 54)
temporal scale	immediate repetition (Tannen 1989: 54)

	delayed repetition (Tannen 1989: 54)
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Table 1 Form variables of repetition (based on Lichtkoppler's (2007: 46) summary

As illustrated in table 1, the first difference can be made between **same-speaker/self-repetition** and **other-/allo-repetition**, depending on the person who repeats something (Kaur 2012: 595; Norrick 1987: 246; Tannen 2007: 59). Moreover, Norrick (1987: 246-247), points out that Jefferson (1972: 303) even differentiates between "repetition" and "repeats", "beyond the obvious distinction between same-speaker and second-speaker repetition". Norrick (1987: 257) uses the same differentiation and explains that according to Jefferson (1972: 303) repetitions are elements in conversation that are not meaningful (e.g. *holding the floor, bridging interruption*), while repeats "are heard as intentional and meaningful" (e.g. *creating cohesion*). Also Mauranen (2012: 207) uses the term repeats but does so in order to refer to single word repetitions because according to her "Biber et al. (1999) make a useful distinction between repetitions of single word in speech (*the, the, the*), which they refer to as 'repeats', and 'repetition' as a general term". Hence, repeats are regarded as a "type of repetition" (Biber et al. 1999, referred to in Mauranen 2012: 207). Based on the mentioned understandings and differentiations among repetition and repeats it does not appear that there is a unified opinion with regard to what repeats are either. In my opinion, however, Biber et al's (1999) classification of repeats and repetition are the most appropriate ones. The reason is that in contrast to Jefferson (1972: 303) the difference appears to be clearer as one can rather differentiate between single-word repeats than judging which repetitions are meaningful or not. Therefore, as Mauranen (2012: 207) I adopt the term "repeats" in order to refer to reiterations of single-words that (e.g. *the, the, the*) "that seem to indicate that the speaker is playing for time" (Mauranen 2012: 230).

On a **scale of fixity** repetitions can be "exact", "with variation" (change of tense or person, question turned into statement, one word/phrase changed in the repetition) or "paraphrase" (idea expressed through other words) (Tannen 2007: 63).

A third classification is concerned with the time that passes between the first saying and the repetition, which means that the element can be immediate or delayed (Kaur 2012: 595; Tannen 2007: 59). Hence, it can be positioned on a '**temporal scale**' (Tannen 2007: 64). Considering the temporal scale it should be noted, however, that a

delayed repetition does not necessarily have to be understood as occurring within the same discourse but could even refer to a “delay across days, weeks, months [...] [or] years” (Tannen 2007: 64) as ‘fixed expressions’ or ‘formulaic language’ are used repeatedly by different conversationalists in the course of time (Tannen 2007: 64).

Further variables exist with regard to the **size of unit**, **intentionality** and **optionality** (Aitchison 1994: 19-24). According to Aitchison (1994: 19) repetition “may be of almost any size, the main ones being the phoneme, the morpheme, the word, the phrase, [and] the sentence”. In addition, another “distinction is quite frequently made between intentional and unintentional repetition, the latter having been studied mainly by psycholinguists and neurolinguists” (Aitchison 1994: 21). Concerning optionality, a differentiation between “obligatory”, “optional” and “dispreferred” repetition might be made (Aitchison 1994: 24-25). According to Aitchison’s (1994: 24-25) this means:

[r]epetition is obligatory in cases where it has been grammaticalized, mainly in the process known as reduplication, which is particularly prevalent in Philippine languages (Spencer [1991]):
[...] Agta ulu “head,” ululu “heads.” [...]

Repetition is sometimes genuinely optional, as in the following examples of optional gapping, alteration of words in conversation, and haplology: [...]
Isn’t it a lovely day? Yes, isn’t it?

Isn’t it a lovely day? Yes, gorgeous.

[...] Repetition sounds clumsy in several situations. A strong preference for conjunction reduction is perhaps the most obvious case: [...] Peter bathed the dog and Mary bathed the dog.

Preferably: Peter and Mary bathed the dog

Or: Peter bathed the dog and so did Mary

After having illustrated the forms in which repetitions can be realized, I would like to provide a first overview concerning the type of repetition that is being investigated in the present study. First, the research is concerned with self-/same-speaker repetition and so has to be uttered by the same speaker as the first saying. Second, on the scale of fixity the repetition has to be either exact or with slight variation (one to two words/ one phrase changed) and occur within the same conversation. More precisely, the repetition should occur immediately or with a slight delay due to an interruption by the interlocutor(s). Nevertheless, it has to be noted that “[i]t would be out of scope to analyze and discuss all the forms of repetition” (Lichtkoppler 2006: 20). Therefore, the scales concerning intentionality and

optionality but also expressions that are rather fixed (e.g. *proverbs, greetings*) and “repetitions that are only formally the same (e.g. rhythmic patterns) are not analysed” (Lichtkoppler 2006: 20), in this thesis.

After having established what forms repetition can have and having described the forms that I am interested in for the purpose of this thesis, we can move on to the next section, which will cover the beginning of repetition research. This includes elaborating on the key concepts and functions with a focus on self-repetition.

2.2. Key concepts with regard to the functions of repetition

The first significant research that shows in literature with regard to repetition was conducted by Jefferson in 1972, followed by Halliday and Hasan in 1976. Until then repetition was mostly regarded as being “redundant, imitative, sloppy, or even evidence of a speaker’s lack of good speaking skills” (Shimanoff & Brunak, 1977, referred to in Wong 2000: 408). Therefore, in some cases repetition was ignored in the course of linguistic research (Wong 2000: 408).

Contributing to this lack of emphasis on repetition is the notion that in formal semantics, language is linked to logic such that when X and Y are the same, the investigator may concern herself or himself with only X or Y but not with both. And in the writing of linguistic rules, economy is a desired feature; thus, the repetition of rules, words, and so forth often is regarded as redundant and inefficient. For conversation, however, a different sort of economy system may be operative. Repetition is something to which participants engaged in conversation must display orientation; “analysts ought to be able to describe what repetition accomplishes in everyday talk-in-interaction (Norrick, 1987; Schegloff, 1987, 1996a, 1997; Tannen, 1987a, 1987b, 1989, referred to in Wong 2000: 408).

In other words, there might be areas in which it does not make a difference if repetition is ignored or not but with regard to conversation it is crucial to acknowledge the occurrence of repetition. Furthermore, the ability to describe the effects of repetition in daily conversations should then be part of researchers’ capabilities.

Based on Lichtkoppler’s (2006: 9) summary, the first linguists with the aim to describe the functions of repetitions in daily life conversations were, among others, “Norrick (1987)[.] Johnstone (1987), Schegloff (1987) and Tannen (1987a, 1987b)”.

Concerning the number of studies it appears that Tannen (1987a, 1987b, 2007 [1989]) “conducted the largest number of studies on repetition in native speaker talk” (Lichtkoppler 2007: 47) and argued that repetition is a resource “by which

conversationalists together create a discourse, relationship, and a world" (Tannen 2007: 101). Moreover, she (Tannen 2007: 101) perceives the phenomenon as being "the central linguistic meaning-making strategy, a limitless resource for individual creativity and interpersonal involvement". Therefore, Tannen (2007: 92) "intended to demonstrate [with her work called *Talking Voices*] that repetition is a fundamental, pervasive, and infinitely useful linguistic strategy". With regard to the pervasiveness, according to Tannen (1987a: 225-336, referred to in Lichtkoppler 2006: 9-10) this means that repetition

does not only occur frequently, but all the time, as soon as we start speaking. Everything we say and do is shaped by the things said and done in the past. During a conversation, speakers echo and rephrase other people's words in order to interact and participate in the conversation. With the use of words that have already been said, the speaker can create a world that the listener knows and that he or she can therefore imagine more clearly. In this sense, everybody's language is influenced by what was said in the past.

This quote suggests that language is not as "freely generated" but "more prepatterned, than most linguistic theory acknowledges" (Tannen 2007: 49). However, Tannen (2007: 49) emphasizes that this should not mean that "speakers are automatons". Instead, she regards "prepatternning" as "the play between fixity and novelty that makes possible the creation of meaning" and therefore, as a "resource for creativity" (Tannen 2007: 49). In the course of investigating "repetition in conversation" Tannen (2007: 58) found that repetition can be classified among four categories "production, comprehension, connection, and interaction".

The category of **production** refers to repetition that "enables a speaker to produce language in a more efficient" way that can also provide the speaker with an existing "frame for new information". Moreover, this type of repetition helps the speaker with the production of "fluent speech while formulating what to say next" (Tannen 2007: 59). Repetition classified in the **comprehension** category helps facilitate "comprehension by providing semantically less dense discourse" (Tannen 2007: 59). In other words, through repeating words the communicated information is not all new, and so easier to perceive as utterances in which all words carry "new information" as the listener gains more time to absorb the information (Tannen 2007: 59). As a result, it is not only the speaker but also the listener who benefits from the repetition. The speaker gains more time in order to plan the following utterance in the course of "some relatively dead space" while the hearer has more time to process the

message within that same redundant space (Tannen 2007: 59). Tannen's (2007: 60) third category, **connection**, stands in relation to Halliday and Hasan's (1976: 277-282) work in which they positioned repetition among cohesive devices. This type of repetition refers to words, phrases and sentences in which reiterations indicate the relation between "new utterances" and "earlier discourse" as well as "how ideas presented in the discourse are related to each other" (Tannen 2007: 60). In addition to these Tannen (2007: 61) adds a further category, called **interaction** which "functions on the interactional level of talk: accomplishing social goals, or simply managing the business of conversation". Therefore, repetition functions as a bond between interlocutors and discourse as well as the participants "to each other, linking individual speakers in a conversation and in relationships" (2007: 61).

As it can be seen there are various "macro-functions" (Lichtkoppler 2007: 47) of repetition. However, while Tannen's (2007: 58-61) categories are referring to both, same- and other-speaker, repetition forms, there are also researchers (e.g. Norrick) who use different "descriptors" (Lichtkoppler 2007: 47) for the two forms of repetition. Nevertheless, Norrick (1987: 262) mostly used the same categorization as Tannen (2007: 58-61) in order to categorize self-repetition. More precisely, the three descriptors "production, comprehension" and "interaction" (Tannen 2007: 60, Norrick 1987: 262), are part of his taxonomy as well. The major differences are that while Tannen's (2007: 60) classifications further include "connection", Norrick (1987: 262) did not use such a category. Instead, however, his taxonomy contains another group, called "[s]emantic" (Norrick 1987: 262). What they again have in common, though, is that both researchers found and listed several functions of repetition among each category. However, it would go far beyond the scope of this paper to outline all the sub-functions established by the aforementioned researchers. Furthermore, the two works are based on native-speaker talk only, therefore, "their findings might not even apply to ELF situations" (Lichtkoppler 2007: 48). This is not to say that their findings will not be "borne in mind while analyzing" (Lichtkoppler 2007: 48) the data, but for the purpose of creating a theoretical framework for my later analysis it appears to be more useful to concentrate on functions of repetition that were established in the course of ELF research as this is the context under investigation. Functions of self-repetition that were identified in ELF, will be presented in detail, but for now I would like to briefly come back to the macro-functions of repetition by Tannen (2007: 58-61): production, comprehension, connection and interaction, as well as Norrick (1987: 262): semantic,

production-, comprehension- and interaction-based. The reason for this is that, as Lichtkoppler (2007: 47) mentions, Bazzanella's (1993) taxonomy, for instance, is completely different from Norrick (1987) and Tannen's (1987, 1989, 2007), and thus there is no agreement concerning the definitions for the "sub- and macro-functions of repetition". As a consequence Lichtkoppler (2007: 47), who investigated repetition in the context of ELF, created her own terminology for macro-functions (see table 2) that she mainly based on Norrick's (1987: 62) parameters.

Macro-functions	REPETITION	Description
production-oriented		<i>facilitate the accomplishment of utterances</i>
comprehension-oriented		<i>help to achieve mutual understanding</i>
interaction-oriented		<i>assist with showing participation, solidarity, or attitude</i>

Table 2 Lichtkoppler's (2007: 48) macro-functions of repetition

Table 2 illustrates Lichtkoppler's (2007: 48) differentiation among production-, comprehension- and interaction-oriented repetition. Furthermore, she offers brief descriptions with regard to each macro-function. Production-oriented repetition supports the process of accomplishing utterances, while comprehension-oriented repetition helps achieve mutual understanding and interaction-oriented repetition facilitates showing participation, solidarity or attitude.

As already mentioned, Lichtkoppler (2007) based her macro-functions on ELF speakers instead of exclusively native speakers, as Norrick (1987) and Tannen (1987, 2007) did. Therefore, I am adopting the macro-functions, illustrated in table 2, for the purpose of my thesis as well. Nevertheless, it is to say that Lichtkoppler (2006: 67) does not regard the groups as fixed categories "in which every repetition must fit in, but as a starting point" that supports the arrangement of repetitions with the expectation that this procedure might further "lead to the change of already existing and to the establishment of new categories". This is exactly what I am intending to do because if I try to fit the occurrences of repetitions into certain categories it might change the final outcome. Besides, the aim in this paper is to describe the recent use of self-repetitions and not to classify them according to findings from the past only. Previous research is important and supports the arrangement of the data, but there

needs to be some space left so that new categories, or at least a rearrangement within them, might be established as well.

Speaking of previous research, their outline is the major concern of the next section as it informs about studies that were conducted in the context of ELF. They offer some background knowledge concerning the outcomes of various studies that had been conducted, especially with regard to functions and practices of (self-) repetition and as a result shall support the understanding of the findings from my own data.

2.3. Functions and practices of (self-)repetition in ELF

As outlined in the previous section various researchers (i.e. Norrick 1987, Tannen 1987a, 1987b, 2007) have dealt with investigating repetition in conversations in native speaker speech. Nevertheless, this is not the context I am interested in. Luckily, there were also linguists who “extended the enquiry to include different types of data sets such as NS-NNS discourse and ELF talk” (Kaur 2009: 72).

Murata (1994, 1995), among others, found “various functions of repetition in cross-cultural conversations in English between native speakers and non-native speakers”. More precisely, the study carried out by Sawir (2004: 3) for instance, showed that in contrast to first perceptions in which repetition was regarded as “an indication of lack of speaking skills, repetition is indeed a resource that” enables language learners to, in spite of “language constraints”, take part in conversation. While, Sawir’s (2004: 3) study was primarily concerned with allo-repetition, Murata (1995, referred to in Sawir 2004: 147) investigated other- as well as same-speaker repetition and, among others, found that speakers in her data used hesitation and reformulation repetitions when self-repeating utterances. What has to be kept in mind with regard to these two studies, though, is that they were investigating native-/non-native speaker conversation, which cannot be equalized with ELF as native-/non-native speakers might not communicate the same way as they would in a “real” ELF conversation (Lichtkoppler 2006: 35). Nevertheless, “it can be assumed that even studies on native/non-native speaker discourse provide valuable insights into the role of repetition” (Lichtkoppler 2006: 36) in ELF. Therefore, I wanted to briefly present the findings by Murata (1994, 1995) and Sawir (2004) as they still offer interesting insights into international talk and are often referred to in ELF research.

For the purpose of my study, however, it is Murat’s (1994, 1995) research that

is of major interest. This will be seen in the next section which is concerned with the functions of self-repetition. However, in order to highlight the efficiency as well as the effect of repetition in ELF, I would like to offer some insights into the conclusions that researchers have arrived at after having investigated repetition in the ELF context, before presenting the functions of self-repetition.

Neil (1996, referred to in Kaur 2009: 72), for instance, identified repetition as a collaborative strategy to “jointly construct meaningful intercultural discourse”. Additionally, Dewey and Cogo (2006: 70) investigated the efficiency in ELF communication and regard repetition as a strategy of accommodation that, among others, serves the purpose of effective communication. They state that one reason for a frequent use of repetition in ELF conversations as accommodation strategies is “to achieve efficiency” (Dewey & Cogo 2006: 70). This seems to be supported by Lichtkoppler’s (2007: 59) conclusion that, among others, repetition “faciliates the production of language” as well as “support[s] [...] the achievement of mutual understanding”. The negotiation and construction of mutual understanding through repetition in ELF talk in particular became the point of interest of Kaur’s (2009: 120) research. Her study revealed that

[r]egardless of their linguistic and cultural background, and their level of competency in English, all participants employ repetition at some point or other as a means of addressing understanding problems, both real and potential. Given that the practice of repeating is simple and straightforward in its application, it is commonly used by the participants to facilitate the process of arriving at mutual understanding in ELF.

Another study that seems to be worth mentioning was carried out by Björkman (2013: 37) and shows that “engineering students use repetition often to make themselves understood and to ensure that the message has been received”. This is also true for Mauranen’s (2006b: 146, referred to in Björkman 2013: 39) investigation in which it became clear that repetition is one of the linguistic devices used to resolve misunderstandings, showing that they “are linguistic signs of the effort ELF speakers put into the situation”.

All of these research outcomes show that overcoming “linguistic and cultural differences”, as well as arriving at successful communication can be achieved through the use of repetition (Lichtkoppler 2007: 59). Therefore, it is an intrinsic constituent of conversations in the ELF context (Lichtkoppler 2007: 59). What should be noted, though, is that the mentioned studies were investigating other- as well as self-

repetition. My own work, however, is dealing with self-repetition only. In order to provide the necessary insights it was important to offer a glimpse into repetition in general (i.e. in native-speaker, native-non-native speaker talk, self- and other repetition) but from this point on I will only discuss functions with regard to the form under investigation in the ELF context.

Fung's (2007: 234) corpus study for instance, presents the outcomes regarding "the frequencies of the occurrence of self-repetition functions and their related patterning, in different intercultural business communicative contexts". He based his study on Norrick's (1987: 262) taxonomy and therefore divided the findings of his data according to macro-functions that are suggested by the model (semantically-, production-, comprehension-, interaction-based self-repetition). What Fung's (2007: 234) results show is that self-repetition "can be speaker- or hearer-oriented, and [...] same-speaker repetition is a prevalent phenomenon in real-time spoken interaction and performs an array of organizational, interactional and interpersonal functions in talk". Fung (2007: 234) states that the final outcome supports Dörnyei and Thurrell's (1994: 44) view of repetition being a strategy to overcome communicative troubles. Moreover, he suggests raising awareness of language learners towards self-repetition being "an important organizational, interactional and interpersonal strategy in spoken language" (Fung 2007: 235) which has been illustrated by his corpus-based study.

A further analysis was conducted by Lichtkoppler (2006, 2007). Generally, her work elaborated on self- as well as other-speaker repetition in international talk. However, the design of her thesis enables me to clearly see what belongs to other- and what to self-repetition. Her findings concerning self-repetition also offer useful insights for analyzing repetitions in English as a lingua franca. As a consequence, Lichtkoppler's (2006, 2007) work became a guideline for my own analysis. More precisely, it is her summary of the functions of repetition that she observed in her data that appear to be supportive of analyzing speech events in ELF, even if the focus is on self-repetition only as it is the case of the research at hand.

With regard to English as a lingua franca in face-to-face conversations, Lichtkoppler (2007: 59) identifies the following functions of self-repetitions in her data: "time-gaining and utterance-developing repetition, repetition that gives prominence, ensures accuracy [of understanding], [...] establishes cohesion, as well as borrowing". According to Lichtkoppler (2007: 59) the listed functions, among others "facilitate the production of language" and "support in the achievement of mutual

understanding” that are regarded as the macro-functions of repetitions. Based on that, and in combination with the number of repetitions in her data Lichtkoppler (2007: 59) arrived at the conclusion that “repetition is a vital constituent of ELF talk that helps to overcome linguistic and cultural differences and to make conversations successful”.

Lichtkoppler (2006: 118) provides an overview of the occurring functions in her data that is based on her observations in combination with her summary that she created out of Norrick’s (1987) as well as Murata (1994), Sawir (2004) and Knox’s (1994) subfunctions of repetitions (Lichtkoppler 2006: 55-56). The table below presents the functions, including sub-functions, which are summarized by Lichtkoppler (2006: 118). However, as her overview contains not only an illustration of functions of self-repetition but also other-repetition the original table has been adapted for the purpose of this thesis, in that it only illustrates the functions and sub-functions of self-repetitions.

Production oriented	Comprehension-oriented	Interaction-oriented
-everything that facilitates the production of language	-everything that helps to achieve mutual understanding	-whenever the speaker shows participation, solidarity, or attitude
Reformulation • no temporal limitations • never exact • sometimes more production-oriented • other times more comprehension-oriented • interacts with borrowing and cohesion • used a) when trying to express a new idea b) when trying to make the other understand c) after the co-conversationalist has expressed non-understanding		Hesitation repetition • occurs close to original • high degree of fixity • used to make an utterance • less offensive • can be easily confused with time-gaining repetition
Time-gaining • occurs close to original • high degree of fixity • interacts with reformulation repetition and hesitation repetition • used a) when searching for difficult words b) when talking about a new	Exact repetition after confirmation or clarification requests • delayed • exact • interacts with borrowing	

topic c) to facilitate reformulation		
Interruption-oriented • occurs close to original • high degree of fixity • used to keep or gain the floor • not bound to the occurrence of overlaps	Cohesion =repeating words that were uttered earlier or giving an interpretative summary • delayed • high degree of fixity • interacts with reformulation repetition, borrowing, ensuring correctness	
Borrowing (= using words that have already been said) • to make a production and comprehension easier: delayed, high degree of fixity, interacts with reformulation repetition, cohesion • “habit”, mostly delayed but can also be immediate, high degree of fixity, interacts with solidarity		
Prominence • no temporal limit • no limit in fixity • used to give prominence to a word or phrase with little effort • to make the other think about these items and to emphasize their importance • interacts with reformulation, repetition, borrowing and cohesion		

Table 3 Lichtkoppler's (2006: 118) functions of self-repetition

Lichtkoppler's (2006: 118-119) table contains all observed functions in relation to their forms (self-repetition, scales of time and fixity) as well as their major goals. There were also cases in which sub-functions were observed and these are also mentioned and marked by a), b) and c) (Lichtkoppler 2006: 119).

What can be inferred concerning the given functions is that **production-oriented** self-repetition can be observed as *time-gaining* and *interruption-oriented self-repetition* as well as *borrowing*. **Comprehension-oriented** functions can be related to *exact self-repetition after confirmation or clarification requests and cohesion*, while **interaction-**

oriented self-repetitions occur in form of *hesitation repetitions*. However, not all identified functions appear to fit into only one macro-function. While *reformulation repetitions* are production- as well as comprehension-oriented, *prominence* belongs to all three macro-functions. Moreover, Lichtkoppler (2006: 119) points out that

almost every micro-function of repetition interacts with other ones, and that they therefore might rely on more than one orientation too.

Time-gaining repetition, for example is not always only a production-oriented function of repetition. Rather, it can also be used in combination with reformulation repetition [...] and might therefore in some instances serve to facilitate comprehension. Furthermore, it might be combined with hesitation repetition [...] which would give a taste of interaction-orientation to it (and hesitation repetition, on the other hand, some kind of production-orientation).

A further micro-function that is connected to another one is cohesion, as according to Lichtkoppler (2006: 119) it is “strongly connected to borrowing”. Based on these instances as well as her findings in general, Lichtkoppler (2006: 119) concludes that in contrast to Norrick’s (1987: 254-263) and Tannen’s (2007: 48-53) suggestion, there is no clear distinction among the macro-functions as well as between their various instances. Lichtkoppler (2006: 120) claims that “the functions of repetition constantly overlap and are interactive in nature”, and so representing them in a table that has the “macro-functions as headings” as well as “the sub-functions of them enumerated below”, is not possible. As a consequence she suggests another way of representing the macro- and sub-functions. Her goal is to illustrate them three-dimensionally in a graph (see figure 2) (Lichtkoppler 2006: 147).

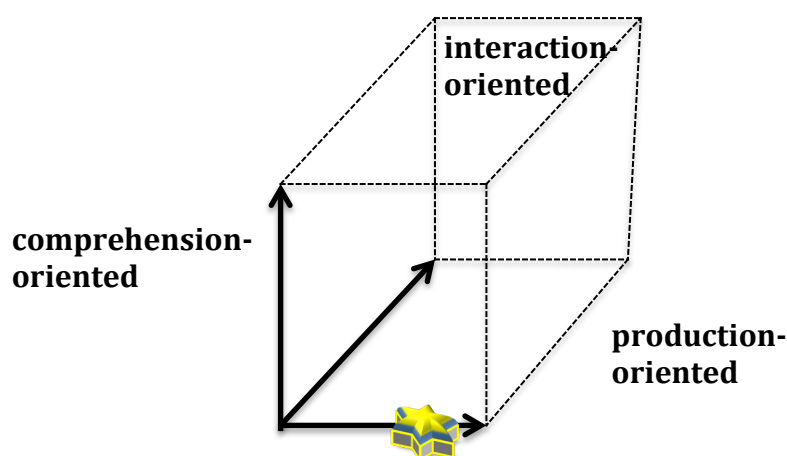


Figure 1 Lichtkoppler’s (2006: 121) three-dimensional illustration of the micro-function’s degrees among the macro-functions

The idea of this three-dimensional figure is an attempt to illustrate the degrees of the macro-functions and position the appropriate micro-functions of repetition in order to locate “rather clear-cut functions of repetition [...] at the end of one of the axis” (Lichtkoppler 2006: 121). Basically, the stars serve as markers of the macro-functions’ degrees. Therefore, the yellow star in figure 2, would then indicate a highly production-oriented nature of a certain micro-function. The three-dimensionality of the star is created intentionally in order to always partly stay “in the areas of the other axes” as “[t]his expresses that interaction with the production- and comprehension-oriented macro-functions is always possible” (Lichtkoppler 2006: 121).

The three-dimensional diagram appears to be a good alternative for dealing with macro- and micro-functions as it helps to position the functions of repetition in a more interrelated way than when using a table that often does not allow the representation of interrelations. Furthermore, I regard the appreciation and consideration of alternative ways of representation to be important in this instance. If I was dealing with all three macro-functions I would definitely make use of it. However, in my own analysis is more concerned with comprehension-oriented repetition. Due to this, representing them three-dimensionally will most likely not be necessary. Nevertheless, I will still keep the possibility of their use in mind.

With regard to the categorization in Lichtkoppler’s (2006: 118) table, I have a proposition that would result in a further micro-function of comprehension-oriented self-repetition. Lichtkoppler (2006: 118) states that the micro-function called *borrowings* is used in order “to make production and comprehension easier”. Nevertheless, *borrowings* are illustrated as being production-oriented only. However, if they are also useful for comprehension I would suggest regarding them as micro-functions of production- as well as comprehension-oriented macro-functions of self-repetition.

All in all, it seems that the taxonomy offered by Lichtkoppler (2006: 118) serves a rather understandable rendering of the functions of repetitions in the context of ELF, and also with regard to the form of interest, self-repetition. Therefore, it serves as a supportive framework for the further analysis of self-repetition in ELF..

In contrast to Lichtkoppler (2006: 118), who looked at the various functions repetitions can take in ELF talk, Kaur (2012: 593) concentrated on practices with the aim of negotiating meaning and arriving at a “shared understanding”. In other words, Kaur (2012: 593) investigated “how same-speaker repetition in an ongoing turn may

be used to manage the lingua-cultural diversity inherent in the ELF situation and promote effective communication". In this regard, Kaur (2012: 599) primarily analyzed comprehension-oriented repetition. Based on her findings she (Kaur 2012: 609) comments on Tannen's view (1987, 1989, 2007) of repetition being poetic rather than functional through explaining that there is a difference between the use of repetition by native-speakers, who might apply repetition to create rhythmic pattern, and non-native speakers, for whom self-repetition might offer "the most accessible means to make meaning clear" (Kaur 2012: 609). A further issue, raised by Kaur (2012: 609), is that although the role of self-repetition in ensuring understanding in native-speaker talk is acknowledged, such instances are regarded as "repairs" (Norrick 1987: 257). However, according to Kaur (2012: 609) repetition with the aim to ensure understanding appears "to have less to do with repairing than with clarifying". This view can further be supported by Schegloff (1997: 527) who claimed that with regard to "repeats" that many of them "are not used for repair, but to implement other actions, and particular [sic.], desirable ones". Such a desired action is enhancing clarity, for instance (Kaur 2012: 610). According to Kaur (2012: 610) the "clarity of an utterance" can be improved through self-repetition. Furthermore,

self-repeating makes available to the recipient the same formulation, foregrounded and highlighted as important in understanding the speaker's utterance. Although simple and straightforward in its application, the participants are able to make strategic use of the procedure to successfully communicate in an interactional situation marked by the absence of a shared code and culture (Kaur 2012: 610).

Therefore, self-repetition can be regarded as a successful means to make utterances more understandable in speech. How is this achieved though? The study, in which Kaur (2012: 593) analyzed ELF conversations in an academic context, showed that conversationalists used "*parallel phrasing, key word repetition, combined repetition and repaired repetition* that result not only in redundancy but more importantly added prominence or the foregrounding of segments of talk that are oriented to as crucial in the meaning-making process" (Kaur 2012: 593, emphasis added). According to Kaur (2012: 608-609) these practices (*parallel phrasing, key word(s) repetition, combined repetition and repaired repetition*) can result in explicitness "that may be motivated by a need to facilitate recipient understanding"

However, it has to be noted that while Lichtkoppler (2006: 118) elaborated on functions, Kaur (2012: 599) refers to her findings as "practices" constituting different

“types”. This is important as functions and practices/types are not the same, which can for instance be supported by their individual entries in the COD which is the Concise Oxford Dictionary of Linguistics (Online 2014). While functions are described as “the part that a unit plays in a larger structure”, types are referred to as “[a]ny set of languages seen as sharing, to a greater or lesser degree, some structural characteristic or set of characteristics” (COD Online 2014). In other words, while functions already serve a purpose, types are structures that can be used in order to fulfill certain functions, i.e. to enhance clarity.

Even if not both researchers dealt with functions of repetition directly, their (Lichtkoppler’s 2006 and Kaur’s 2012) findings do reflect the significant role of self-repetition in ELF talk. This is why I regard the outcomes of both studies as crucial for analyzing my own data. Therefore, it is not only Lichtkoppler’s (2006) but also Kaur’s (2012) study that became an important framework for my own analysis. This is why I shall continue with briefly outlining and commenting on the practices found in Kaur’s (2012) data.

With regard to *parallel phrasing* Kaur (2012: 599) refers to utterances that consist of enumerations of “a list of objects to explain a point” This type of self-repetition is taken from Norrick’s (1987: 254) semantically oriented self-repetition that is also regarded as an instance occurring in listings and semantically reflecting parallelism as the following examples (by Norrick 1987: 255 as well as Kaur 2012: 601-608) illustrate:

Example 1

P: ...**I have had from** Haldeman, **I have had from** Ehlichman, **I have had from** Colson cold, flat denials.

(Norrick 1987: 255, emphasis added)

Example 2

- 1 V: wherever their target groups are: located it is no longer
- 2 S: °uhhuh°
- 3 V: er **distance is no longer** a barrier,
- 4 S: yeah
- 5 V: **distance is no longer** an impedi[ment,
- 6 S: [yes
- 7 V: it **is no longer** an obstruction,
- 8 S: °uhhuh°=

9 V: =you understand? because no matter where you are you'll get the
10 information.

(Kaur 2012: 601, emphasis added)

Kaur (2012: 601) supports her view for regarding example 2 as *parallel phrasing* through explaining that “V’s use syntactic parallelism in lines 3, 5, and 7 above suggests a [...] move to enhance the clarity of the point he is trying to make”. When comparing the two examples, it appears that *parallel phrasing* might be also described as repeating the introductory part for listed elements (e.g. *I have had from, (distance) is no longer*).

Another practice that Kaur (2012: 602) identified in her data was *key word(s) repetition*. This type “involves the recycling of a lexical item(s) oriented to by the speaker”. Moreover, the speaker can give prominence and therefore foreground certain words that are regarded as important. This practice also appears to be identical to the function that Lichtkoppler (2006: 118) refers to as *borrowing*. As is also the case of *borrowing*, words can be reused in order “to make a production and comprehension easier”. I have already indicated in the course of outlining Lichtkoppler’s (2006: 118) functions of repetition that besides being production-oriented only, it might be appropriate to list them among comprehension-oriented self-repetition as well. This is due to the fact that, as Lichtkoppler (2006: 118) pointed out, *borrowings* do not only support production but also comprehension. Due to these reasons I would suggest regarding *borrowing* rather as a practice of repetition that serves to fulfill a function rather than as a function itself. In this regard, I am moreover under the impression that *borrowing* and *key word repetition* are identical practices as in both cases “words that have already been said” (Lichtkoppler 2006: 118) and are uttered by the speaker with the aim of foregrounding and giving prominence to the central message.

Other practices that were identified by Kaur (2012: 604-606) are *combined* and *repaired repetition*. With *combined repetition* Kaur (2012: 604) describes instances in which speakers combine *exact* with *reformulation repetition* or repeated segments with slight variation in order to give prominence and “maximize clarity”.

Example 3

1 V: okay okay let-let me comment. you know his world is: ...(0.5) is a
2 borderless world, [**borderless it doesn’t have borders, no boundary**
3 S: [mm mm
4 uhhuh no [border

- 5 V: [you understand?=
 6 S: =yeah.

(Kaur 2012: 604, emphasis added)

As example 3 illustrates the word *borderless* is first uttered by V in line 2, followed by “a definition of *borderless* (i.e., doesn’t have boarders)” as well as a “a synonym of the preceding segment where *border* is substituted with *boundary*” (Kaur 2012: 604). Therefore, Kaur (2012: 604) emphasizes that “[t]he move to combine exact repetition with a reformulation and a synonym thus points to increased efforts on the part of the speaker to improve the clarity of his utterance and secure shared understanding from the outset”.

Repaired repetition, in contrast, involves the recycling of repaired segments of talk with the aim of producing utterances that are clean as well as “to raise the explicitness” (Kaur 2012: 606-607) of utterances. The prior function (to make utterances clean) involves the repetition of a whole repaired segment (example 4), while the latter (to raise explicitness) is practiced through lexical insertion or expansion (example 5).

Example 4

- 1 D: **why you: not come °tomorrow° ah yester[day]**
 2 : [yesterday
 3 D: **why you not come yesterday?**
 4 S: =yesterday I was trying to do the: the: this thing.

(Kaur 2012: 607, emphasis added)

Example 5

- 1 M: because er:: government ... (0.6) er: government ere r er gove- private
 2 er school ...(0.7) their teacher were not paid well...(1.2) so their salary
 3 is about **ten dollars per month. ten US dollar per month, maximum ten**
 4 **US dollar per month** so it’s not enough for their living

(Kaur 2012: 608, emphasis added)

With regard to example 4 Kaur (2012: 607) points out that even though the speaker repairs the utterance “immediately after the slip of the tongue” he continues with uttering the phrase in its correct form once again. Another realization of self-repetition is illustrated in example 5. Here it is lexical insertion and expansion that can be observed. After varying the utterance through lexical insertion (*ten dollars per month* -

> *ten US dollar per month*) M further expands the phrase by adding “maximum” at the beginning. According to Kaur (2012: 608) this adds furthermore clarity to an utterance.

All of the practices, just presented, will be described and exemplified in more detail in chapter 4. For now, though, I only want to add that both studies just commented on serve as frameworks for my own analysis as they consist of valuable findings that I will refer back to in the course of outlining my own investigation of self-repetition in ELF. Before doing that, however, there are two additional important theoretical issues with regard to the role of self-repetition in ELF that I want to present: communication and accommodation strategies. More precisely, the presence of self-repetition among the communication as well as accommodation strategy theory will be presented.

2.4. Self-repetition as communication and accommodation strategy

It is not possible to discuss all available theories and taxonomies with regard to strategies of communication and accommodation in the course of this thesis. With this in mind, the intention is not to present the concepts of communication and accommodation strategy research in detail. Instead, the aim is to show that self-repetition has a significant place among both approaches. In order to do that, however, I regard it as important to at least roughly illustrate the idea behind those two theories. To this end I will begin with communication strategies and then continue by presenting the communication accommodation theory. In both cases I will comment first on their beginnings as well as on the main objectives and then continue by discussing the role of self-repetition among them.

2.4.1. Self-repetition as communication strategy (CS)

“Communication strategies were first discussed within the Second Language Acquisition (SLA) paradigm more than four decades ago, constituting a new area of research” (Björkman 2014: 123). Despite this, Dörnyei and Scott (1997: 175) state that even though the term “communication strategy” was introduced by Selinker in 1972, “the real ‘career’ of CSs started in the early 1980s” (Dörnyei & Scott 1997: 176) due to the works of Canale and Swain (1980) as well as Faerch and Kasper (1983a).

Where the definition of CS is concerned, there is no “universally accepted” version available as it is full of controversies (Dörnyei & Scott 1997: 174). However, it

seems appropriate to provide Faerch and Kasper's (1983b: 36) traditional definition that describes communication strategies as being "potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal". Another perspective that defines the study of communication strategies from an "interactional perspective" (Dörnyei & Schott 1997: 178) is offered by Tarone (1980: 420) who claims that communication strategy studies "relate to a mutual attempt of two interlocutors to agree on a meaning in situations where requisite meaning structures do not seem to be shared". According to Dörnyei and Scott (1997: 178) the definitions have been broadened in the course of time (Dörnyei & Scott 1997: 178-181). They moreover state that "[re]searchers have generally agreed with the statement" (Dörnyei & Scott 1997: 181) that "communication strategies are an undeniable event of language use, their existence is a reliably documented aspect of communication and their role in second language communication seems particularly salient" (Bialystok's 1990: 116, cited in Dörnyei & Scott 1997: 181). Nonetheless, the research area of communication strategies "is divided by various theoretical perspectives" (Dörnyei & Scott 1997: 181).

According to Björkman (2014: 124) "SLA frameworks are not necessarily appropriate to study CSs in ELF use, also because they were originally developed for language teaching". However, "the center of attention seems to shift from foreign language learning to foreign language use", and so the focus of CS studies is laid on describing "how it [language] is used and which features make the foreign language communication successful" (Lichtkoppler 2006: 35). This does not mean that 'communication strategies' are necessarily analyzed in the context of ELF only as there are also studies that investigate communication between native and non-native speakers (Lichtkoppler 2006: 35). As I already mentioned (ch. 2.3.) the communication of non-native speakers in those cases might not be equal to a situation of ELF talk. However, as I also mentioned, this type of talk can still provide important insights into international communication (Lichtkoppler 2006: 36). Furthermore, "it is not possible to discuss SLA [(second language acquisition)] CSs and ELF CSs as if they were separate categories" (Björkman 2014: 124).

In this regard, I would like to present the role of self-repetition within different studies investigating communication strategies in the settings of both SLA and ELF research.

Dörnyei and Scott's (1997: 1987) summary of "language devices" that are labeled as "communication strategy" in literature is probably the best source for an overview of communication strategies in SLA. As the list offered by Dörnyei and Scott (1997: 190) shows, other- and, more importantly for the paper at hand, self-repetition is indeed explicitly mentioned as a CS. Furthermore, the list mentions that self-repetition is part of a previous taxonomy created by Tarone and Yule in 1987. Even though Tarone and Yule (1987, referred to in Lichtkoppler 2006: 40) do not regard repetition uttered by non-native speakers with the aim to gain time as relevant, they "do count repetition as a communication strategy when it helps to achieve mutual understanding" (Lichtkoppler 2006: 40). Their data shows that "speakers frequently repeat or paraphrase an utterance when they feel that their interlocutors have not understood: they use it for clarification" (Lichtkoppler 2006: 40).

Lichtkoppler (2006: 39) even points out that "repetition is mentioned several times as a concrete communication strategy" in Celce-Murcia, Dörnyei & Thurrell (1995: 28) as well as in Dörnyei and Scott's (1997: 188-194) taxonomy. As a consequence she assumes that "repetition does play an important role" in their taxonomies, not only because it is listed more than once "as concrete communication strategies" but also because "there are many strategies for which repetition might be a valuable tool of realization as both of these "tasks" help to produce language and to facilitate mutual understanding" (Lichtkoppler 2006: 39). An example in which "it is not repetition that is the strategy, but it is an important medium for executing the strategy" (Celce-Murcia et al. 1995: 28; Dörnyei & Scott 1997: 188-194, referred to in Lichtkoppler 2006: 36-37) is for instance "Retrieval" e.g. *"It's brake er... it's broken broked broke"*. Furthermore, Lichtkoppler (2006: 37-38) perceives "Retrieval" as being similar to "reformulation repetition" by Murata (1994: 206-207) as in both cases "repetition is used to find a correct version of the utterance" Lichtkoppler (2006: 37).

With regard to the communication strategies in ELF, Björkman (2014: 124) points out that they are "most relevant" [...] since the primary aim in lingua franca communication is precisely communicating one's message effectively (which is prioritized over language complexity)". She conducted a study in which she investigated communication strategies in ELF. Based on her data she found several communication strategies that were used by ELF speakers and created a framework that she divided into self- as well as other-initiated strategies. In this framework Björkman (2014: 129) listed the communication strategies observed in her data. In

order to clearly see that repetition is listed among the first strategies, the table below outlines the whole framework.

Self-initiated CSs	Other-initiated CSs
Explicitness strategies (a) Repetition (b) Simplification (c) Signaling importance (d) Paraphrasing Comprehension check Word replacement	Confirmation checks (a) Paraphrasing (b) Repetition (c) Overt question Clarification requests Questions or question repeats (Dörnyei & Scott, 1997: 16) Co-creation of the message/anticipation (in Kirkpatrick, 2007) Word replacement

Table 4 Björkman's (2014: 129) framework based on the CS in her data, colored emphasis added

As can be seen, both columns, representing self- and also other-initiated communication strategies, contain repetition. Moreover, Björkman (2014: 130) emphasizes the predominance of repetition in her data. However, while “[o]ther-initiated CSs are those where the speaker employs a CS after another speaker expresses a communicative need and marks the discourse for this communicative need, such as asking about part(s) of the preceding utterance” (Björkman 2014:132), “self-initiated CSs are those where the speaker himself/herself initiates the use of a CS for a variety of communicative purposes, such as to enhance the explicitness of a statement they feel may be potentially risky, to check the comprehension of an utterance, or to replace a word that may not be transparent to the other speakers” (Björkman 2014: 129).

While this thesis concentrates on self-repetition, I also put emphasis on the group of self-initiated communication strategies. Among that group of CSs, repetition is listed as being part of strategies which provide explicitness. In this regard Björkman (2014: 130) provides the following example:

Example 6

- 1 <S1>he said er **higher surface area per volume** er er er lets **you increase the temperature** it
- 2 he said, er er er **higher surface area per volume** will er mean that you can **increase the**
- 3 **temperature**</S1>
- 4 <S3>yeah (but) it's er higher er surface area per volume is we have smaller droplets when
- 5 you have a better mixing you have higher</S3>
- 6 <S2>yeah</S2>
- 7 <S1>you can **increase the temperature**</S1>

(Björkman 2014: 130, emphasis in original)

According to Björkman (2014: 130) “lack of fluency” is a rather unlikely reason for S1 to repeat the phrase as

s/he is able to change the syntax from “lets you” to “will mean that you can” (lines 1 and 2). In fact, this small change in syntax can be regarded as an additional signal that the repetition of the key information here is done for explicitness purposes.[...] The 2--3 s pause in line 2 [...] may be regarded as further support. It is possible that S1 observes reactions from his/her peers to what s/he has said in line 1, and not receiving a clear response, s/he may have decided to make the key information extra explicit by repeating it. S1 repeats “increase the temperature” one more time in line 7.

Therefore, “the fact that higher volume will give one ‘the possibility to increase the temperature’ seems important for the problem the students are working on”. As a consequence “S1 is trying to enhance his/her peers’ understanding of this important piece of information” for which “the key segments” (Björkman 2014: 130) (in Example 6, in bold) are repeated .

In the course of this section various approaches were shown, not only concerning the definition but also the taxonomy of CS. It is clear that self-repetition is, at least among the mentioned taxonomies, regarded as a communication strategy which might be further accepted as support for its importance in ELF discourse. Further research is of course required, but Björkman’s (2014: 129-132) study especially showed that self-repetition as a communication strategy fulfills a vital role in the ELF setting.

Beside communication strategies, there is a further theory in which self-repetitions are discussed and present: communication accommodation theory. This is another approach that I would like to briefly present and by doing that provide some insights on the role of self-repetition in that field as well.

2.4.2. Self-repetition as part of communication accommodation theory (CAT)

According to Seidlhofer (2011: loc. 2648) “[t]he role of accommodation in ELF talk was first treated in detail and its special significance forcefully argued in Jenkins’ work on ELF phonology (Jenkins 2000: chapter 7)”. Its importance is discussed by Cogo and Dewey (2006), Cogo (2009) and Seidlhofer (2009a) who additionally provide “examples and analyses, complementing Jenkins’ work by looking at ELF speakers’ lexico-grammar in particular” (Seidlhofer 2011: loc. 2648-2657). Further, paraphrasing, repetition “or a combination of the two” are claimed to be obvious devices in order to make “what one says more accessible” (Seidlhofer 2011: loc. 2604). It has also been demonstrated “that ‘successful ELF communication relies on crucial adaptive accommodation skills along with appreciation and acceptance of diversity’ (Cogo 2009: 270, cited in Seidlhofer 2011: loc.2604). This view appears to be shared by Mauranen (2012: 219-220) who points out that

[m]aking one’s talk clear and explicit is in itself a way of adapting to interlocutors, a form of recipient design, and can be seen as accommodating to interlocutors in a wide sense of accommodation. [...] Speakers tend to adapt especially if they do not know each other well or cannot assume much in terms of shared knowledge or linguistic habits. ELF speakers seem to be well aware of this, and utilize repetition and rephrasing for explication.

As the previous quotes indicate accommodation skills are regarded as significant. Furthermore, (self-)repetition is claimed to be a strategy of accommodation and so it seems reasonable to present a brief insight into these strategies that are part of communication accommodation theory (CAT), developed by Giles in the 1970s (Giles 1973; Giles & Powesland 1975, referred to in Coupland 2007: 62).

Communication accommodation theory is based on speech accommodation theory (SAT) that was also developed by Giles in the 1970s (Giles 1973; Giles & Powesland 1975, referred to in Coupland 2007: 62). On the one hand, “accommodation is to be seen as a multiply organized and contextually complex set of alternatives, ubiquitously available to communicators in face-to-face-talk” (Giles et al. 1991: 2). Accommodation can be used with the aim of indexing as well as achieving solidarity either “with or dissociation from a conversational partner reciprocally and dynamically” (Giles et al. 1991: 2). On the other hand, Giles et al (1991: 2) state that the strategies of accommodation might “characterize wholesale realignments of patterns of code or language selection, although again related to constellations of underlying beliefs, attitudes, and sociostructural conditions”. Moreover, he claims that it is exactly

“this openness to micro and macro contextual communicative concerns with a single theoretical and interpretative frame” that is probably a “unique characteristic of accommodation” (Giles et al. 1991: 2). Communication accommodation can therefore be seen as a strategy of “adjusting speech to facilitate communication or changing one’s speech to make it more intelligible or sometimes converging one’s spoken habits to resemble those of one’s interlocutors” (Cogo 2009: 254).

According to Coupland (2007: 62) factors of motivation “what speakers might be seeking to gain through modifying their speech” were foregrounded by Giles et al. in 1991. Furthermore,

[a]ccommodation came to settle on two main clusters of motives, summarised as speakers ‘seeking social attractiveness’ and ‘seeking communication efficiency’ (although effectiveness is perhaps the more relevant term). In pursuit of being judged more likeable, for example, a speaker could be expected to *converge* her or his speech towards that of a listener in certain respects. *Divergence* could, alternatively, symbolise the desire to reduce intimacy, as could maintenance (implying no variation or no deviation from an existing way of communicating). (Coupland 2007: 62, emphasis in original).

In other words, when “two or more individuals alter or shift their speech to resemble that of those they are interacting with” is called ‘*convergence*’ (Thanasoulas 1999: n.pag/par. 6, emphasis in original), while “the way in which speakers accentuate speech and nonverbal differences between themselves and others” is referred to as ‘*divergence*’ (Giles et al 1991: 8, emphasis in original).

With regard to the concept of CAT and self-repetition as a communicative device, it seems possible to argue that enhancing clarity is the point of intersection among the two. To put it another way, as the focus of CAT is to accommodate each other’s speech in conversations in order to avoid misunderstandings and communicative breakdowns, self-repetition is most probably a significant strategy for achieving that goal, at least when self-repetition in ELF is regarded as a device for making utterances more understandable. When trying to position self-repetition among the established strategies of modifications (convergence vs. divergence), it seems most appropriate to regard the device as an act of convergence. The reason is that the goal of repeating an utterance for clarification is most probably driven by the intent of cooperating with the interlocutor. In this sense, the use of self-repetition in order to enhance clarity seems to be the result of accommodating towards each other. Nevertheless, there is still need

for further research with regard to self-repetition as an accommodation strategy in ELF.

2.5. Summary of the theoretical background

The goal of this first section was to offer some basic notions concerning the field of self-repetition in ELF. This was done in combination of insights into the forms of repetition in general and available information with regard to functions and practices of repetition in the context of ELF. In the course of that, support was provided for the impression that repetition is an important and useful linguistic device. The general approach concerning repetition also served as an introduction for a better understanding of the specific form under investigation. As a subsequent step, research that was conducted on the basis of native-speaker conversations (i.e. by Tannen 1987, 2007; Norrick 1987) was briefly referred to with an emphasis on their key concepts, more precisely the established macro-functions of repetition. Beside studies concerned with native-speaker talk, research with regard to native/non-native-speaker talk (i.e. Murata 1994; Sawir 2004) was briefly mentioned as they also play a role for researching (self-) repetition in the international setting. Through that, some knowledge about the forms and functions of repetitions in general could be gained.

In the course of looking at the forms of repetition it became clear that one can find same- and other-repetition that occurs immediately or is delayed in form of exact repetition, containing some variation or rephrasing. It was also emphasized that it is same-speaker repetition that occurs immediately or with a slight delay, and is either exact or with variation that this research focuses on.

With regard to the functions it was mentioned that there is no complete agreement concerning the names and differentiation of the macro-functions. Nevertheless, it appears that most of the researchers (Norrick 1987, Tannen 2007, Lichtkoppler 2006, Fung 2007, Kaur 2012) do regard the main macro-functions as being production-, comprehension- and interaction-oriented.

As the focus of this thesis is self-repetition in English as a lingua franca communication, several studies that dealt with repetition produced by ELF speakers were considered. Even though setting the focus on research that had dealt with self-repetition in particular had been attempted already, it seems that the most useful taxonomy that was created for repetitions in ELF developed in the course of a study

that had dealt with an illustration of forms and functions of self- and also other-repetition. To be precise the taxonomy created by Lichtkoppler (2006: 118). It is not limited to self-repetition, however, the taxonomy seems to be very clear in illustrating which functions can be associated with which forms of repetition. As a consequence those referring to self-repetition could be removed and presented in this paper (section 2.3.2.). What makes Lichtkoppler's taxonomy (2006: 118) so helpful is, on the one hand, that it is a summary of research outcomes that were carried out before her own. On the other hand, it also contains information based on the results of her study in the international context and therefore serves as a significant tool for the analysis at hand.

As was pointed out, though, there is also another study available that elaborates on self-repetition in the international setting. This study was carried out a few years later by Kaur (2012) and instead of functions, revealed several practices of comprehension-based self-repetition (*parallel phrasing, key word, combined and repaired self-repetition*). Those practices then seem to be significant outcomes as well, which is why Kaur's (2012) as well as Lichtkoppler's (2006) findings are useful guidelines for my own analysis.

With regard to Lichtkoppler (2006) and Kaur's (2012) established functions and practices, it was suggested to, on the one hand, extend Lichtkoppler's (2006: 118) micro-function, called *borrowings*, to being production- as well as comprehension oriented instead of production-oriented only. Furthermore, I proposed that Lichtkoppler's (2006: 118) *borrowings* and Kaur's (2012 602) *key word(s) repetition* are the same phenomena, just named differently. Therefore, I am under the impression that it might be appropriate to regard *borrowings* as practices instead of functions as well.

Alongside the presentation of already available research, their outcomes as well as some of the resulting taxonomies, it was shown that self-repetition can be regarded as a communication as well as an accommodation strategy. Even so, the literature indicates that (self-)repetition is mentioned only a few times as a concrete strategy of communication and accommodation. Though there is most probably a need for further research, available material already shows that self-repetition can be regarded as a significant strategy of accommodation and communication in English as a lingua franca conversations, in particular.

All in all, the theoretical overview, presented here, attempted to provide glimpse into the world of self-repetitions and illustrate “that repetition seems to be even more significant in conversations in which not everybody understands the language that is being spoken. For this reason, repetition can be seen as an important factor in English as a lingua franca talk” (Lichtkoppler 2006: 12). This view is also shared by Björkman (2013: 38), who claims that, based on her study findings, it can be assumed that “repetition is a strategy ELF users employ frequently to make successful conversation despite differences in culture and language backgrounds”. The outlined information and studies above then are good examples to support the hypothesis that self-repetition can be a useful device of language use and should not be underestimated or even degraded to being redundant or as an indication of the inability to use a certain language.

The theory, however, is only concerned with already existing material while the second part of this thesis will be an additional analysis that might reveal some further insights into the significance of self-repetition in ELF. In order to do this, however, it is important to contextualize the data used for the analysis as well as to provide some information with regard to the methodology which will be done in chapter 3.

3. Data, Research Design and Focus

This chapter aims to offer some background information concerning the data, research design and its focus. The corpus will be described, followed by an insight into the speech events investigated. I will also comment on the design of the research that includes a detailed description of the form of self-repetition analyzed as well as some further methodological considerations.

3.1. Corpus and data description

As mentioned the source for my data was the VOICE-corpus (2013 2.0 Online). Due to this I would like to offer a brief description of the corpus, followed by a close look at the data that I have chosen to analyze.

3.1.1. Corpus description

The data that was used to investigate the role of self-repetition in ELF, was taken from the Vienna Oxford International Corpus of English (VOICE 2013 2.0 Online), which is

the first “the first computer-readable corpus” specialized in English as a lingua franca “face-to-face interactions” (VOICE 2013 2.0 Online: What is VOICE?; Corpus Description). It was compiled by Barbara Seidlhofer and her team at the English Department of the University of Vienna and currently consists of “1,023,082 orthographically defined words” that are “110 hours 35 minutes and 56 seconds of recording” (VOICE 2013 2.0 Online: Statistics). The recorded data

cover a range of different speech events in terms of domain (professional, educational, leisure), function (exchanging information, enacting social relationships), and participant roles and relationships (acquainted vs. unacquainted, symmetrical vs. asymmetrical) (VOICE 2013 2.0 Online: Corpus Description).

Within the corpus there are a total of 151 speech events divided into the domains *Education, Leisure, Professional Business, Professional Organization* and *Professional Research*. The domains contain various speech event types that can be *conversations, interviews, press conferences, service encounters, seminar discussions, working group discussions, workshop discussions, meetings, panels* and *question-answer-sessions* (VOICE 2013 2.0 Online: Corpus information).

All recordings of the speech events are “naturally occurring, [interactive], non-scripted face-to-face interactions” in ELF, uttered by 1,260 speakers with 49 different first languages. The participation of the speakers was selected by themselves, hence, “they decided for themselves that they are capable of using ELF to accomplish specific participant roles in the speech events they are taking part in” (VOICE 2013 2.0 Online: Corpus information).

The goal of the project that led to the creation of the VOICE corpus (2013 2.0 Online: What is VOICE? emphasis in original) was “to open the way for a **large-scale** and **in-depth linguistic description** of this most common contemporary use of English by providing a corpus of spoken ELF interactions” that can be accessed by “linguistic researchers all over the world”.

This goal has certainly been reached and, in my opinion, the corpus presents a useful collection of spoken ELF face-to-face communication that can be drawn upon to investigate a wide range of topics and phenomena concerning English as a lingua franca. This is also the reason why I chose it as a source of appropriate data with which to analyze the role of self-repetition in ELF. In this regard, I have chosen 5 speech events from the Educational domain that are all working group discussions and will be presented in the next subsection.

3.1.2. Data description

After having offered an illustration of the corpus design that my data is coming from, it is time to gain some knowledge about the data itself.

As mentioned above, I analyzed 5 working group discussions from the domain called Education (*EDwgd5*, *EDwgd6*, *EDwgd305*, *EDwgd241* and *EDwgd497*). This choice was mainly based on Kaur's (2012: 593) study in which she elaborated on the question of whether the use of self-repetition enhances "the clarity of expression, which may contribute to increased recipient understanding" for which she also investigated discussions in the course of group work. I wanted then to have similar data in order to see if her outcome can be supported.

The working group discussions for my analysis comprise 3 hours 5 minutes and 65 seconds of naturally occurring ELF talk which is the result of discussions carried out by 35 speakers (10 male, 14 female, 1 unknown) having 16 different nationalities and 15 first languages. The L1s of the speakers are represented in the figure below:

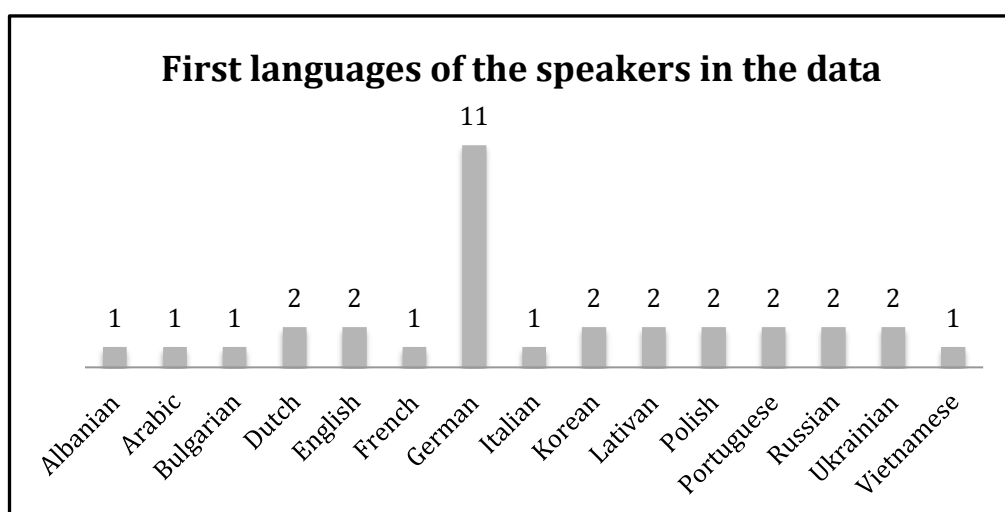


Figure 2 First language distribution in the working group discussions

As can be seen there is a wide variety of first languages within the data (15), most of which occur only once or twice, with the exception of German that is spoken by 11 participants of the working group discussions as their first language. This might not seem surprising, as the corpus was compiled in a German speaking country. Not all the speech events were recorded in Austria, though, and with regard to the working group

discussions that were chosen, only two were set in Austria. The remaining three were recorded in the Netherlands.

In total the speech events contain 38,017 words that were uttered between 5 to 9 interactants, per discussion, having fairly symmetrical power relations and being all acquainted. Within the speech events various topics were discussed. Their titles and event descriptions but also exact durations and amount of interactants are illustrated in the table below:

EDwgd5																																
Title	Working group discussion about organizing a presentation on a common foreign policy for the European Union																															
Duration	00:28:17																															
Words	5052																															
Interactants	<table><tr><th>ID</th><th>Sex</th><th>Age</th><th>L1/Nationality</th></tr><tr><td>S1</td><td>female</td><td>17-24</td><td>kor</td></tr><tr><td>S2</td><td>female</td><td>25-34</td><td>ger-AT</td></tr><tr><td>S3</td><td>female</td><td>17-24</td><td>eng-US</td></tr><tr><td>S4</td><td>female</td><td>17-24</td><td>kaz-KZ</td></tr><tr><td>S5</td><td>female</td><td>17-24</td><td>ukr</td></tr><tr><td>S6</td><td>male</td><td>17-24</td><td>ger-AT</td></tr></table>				ID	Sex	Age	L1/Nationality	S1	female	17-24	kor	S2	female	25-34	ger-AT	S3	female	17-24	eng-US	S4	female	17-24	kaz-KZ	S5	female	17-24	ukr	S6	male	17-24	ger-AT
	ID	Sex	Age	L1/Nationality																												
	S1	female	17-24	kor																												
	S2	female	25-34	ger-AT																												
	S3	female	17-24	eng-US																												
	S4	female	17-24	kaz-KZ																												
	S5	female	17-24	ukr																												
S6	male	17-24	ger-AT																													
Event description	In the course of participating in a “university summer school in Austria” the students have to make a group presentation that is concerned with “the planned foreign policy of the European Union” (VOICE 2013 2.0 Online: EDwgd5 Header). Therefore, the speech event contains their preparation for the task.																															
EDwgd6																																
Title	Working group discussion between students on measures for preventing acts of terrorism																															
Duration	31:49																															
Words	4421																															
Interactants	<table><tr><th>ID</th><th>Sex</th><th>Age</th><th>L1/Nationality</th></tr><tr><td>S1</td><td>female</td><td>17-24</td><td>kor</td></tr></table>				ID	Sex	Age	L1/Nationality	S1	female	17-24	kor																				
	ID	Sex	Age	L1/Nationality																												
S1	female	17-24	kor																													

	<table><tr><td>S2</td><td>male</td><td>17-24</td><td>bul-BG</td></tr><tr><td>S3</td><td>female</td><td>17-24</td><td>alb</td></tr><tr><td>S4</td><td>male</td><td>17-24</td><td>ger-LI</td></tr><tr><td>S5</td><td>male</td><td>17-24</td><td>ger-AT</td></tr><tr><td>S6</td><td>female</td><td>17-24</td><td>ukr-UA</td></tr><tr><td>S7</td><td>female</td><td>17-24</td><td>eng-US</td></tr><tr><td>S8</td><td>female</td><td>17-24</td><td>ger-AT</td></tr><tr><td>S9</td><td>male</td><td>unknown</td><td>ger-AT</td></tr></table>	S2	male	17-24	bul-BG	S3	female	17-24	alb	S4	male	17-24	ger-LI	S5	male	17-24	ger-AT	S6	female	17-24	ukr-UA	S7	female	17-24	eng-US	S8	female	17-24	ger-AT	S9	male	unknown	ger-AT
S2	male	17-24	bul-BG																														
S3	female	17-24	alb																														
S4	male	17-24	ger-LI																														
S5	male	17-24	ger-AT																														
S6	female	17-24	ukr-UA																														
S7	female	17-24	eng-US																														
S8	female	17-24	ger-AT																														
S9	male	unknown	ger-AT																														
Event description	The discussion takes place in the course of a seminar of a summer school, discussing measures against terrorism. The discussion aims at coming up with suggestions with regard to “measures for preventing acts of terrorism”. To that purpose the group starts the discussion with the attempt to find an appropriate definition for “acts of terrorism” (VOICE 2013 2.0 Online: EDwgd6 Header).																																
EDwgd241																																	
Title	<i>Working group discussion about the advantages and disadvantages of different scenarios concerning the future of English in Europe</i>																																
Duration	00:53:49																																
Words	10834																																
Interactants	<table><tr><td>ID</td><td>Sex</td><td>Age</td><td>L1/Nationality</td></tr><tr><td>S1</td><td>female</td><td>17-24</td><td>ger-AT</td></tr><tr><td>S2</td><td>female</td><td>17-24</td><td>ger-CH</td></tr><tr><td>S3</td><td>female</td><td>17-24</td><td>lav-LV</td></tr><tr><td>S4</td><td>female</td><td>17-24</td><td>ita-IT</td></tr><tr><td>S5</td><td>female</td><td>17-24</td><td>pol-PL</td></tr><tr><td>S6</td><td>female</td><td>17-24</td><td>por-PT</td></tr><tr><td>S19</td><td>male</td><td>17-24</td><td>rus-RU</td></tr></table>	ID	Sex	Age	L1/Nationality	S1	female	17-24	ger-AT	S2	female	17-24	ger-CH	S3	female	17-24	lav-LV	S4	female	17-24	ita-IT	S5	female	17-24	pol-PL	S6	female	17-24	por-PT	S19	male	17-24	rus-RU
ID	Sex	Age	L1/Nationality																														
S1	female	17-24	ger-AT																														
S2	female	17-24	ger-CH																														
S3	female	17-24	lav-LV																														
S4	female	17-24	ita-IT																														
S5	female	17-24	pol-PL																														
S6	female	17-24	por-PT																														
S19	male	17-24	rus-RU																														
Event description	This speech event “is part of a European student conference on the future of English in Europe”. In the discussion the students comment on the various “models concerning the future of English in Europe” that were presented in previous discussions.																																

	Moreover, the students are listing advantages and disadvantages of the presented language scenarios and discuss the teaching of ELF (VOICE 2013 2.0 Online: EDwgd241 Header).				
EDwgd305					
Title	Working group discussion about the presentation of a specific future scenario concerning the linguistic landscape of Europe				
Duration	01:00:23				
Words	11339				
Interactants		ID	Sex	Age	L1/Nationality
		S1	male	17-24	rus-RU
		S2	female	17-24	ger-AT
		S3	female	17-24	lav-LV
		S4	female	17-24	fre-CH, ger-CH
		S5	female	17-24	ger-CH
		S6	female	17-24	pol-PL
Event description	In this working group discussion the students are concerned with preparing a presentation to “a future linguistic scenario of Europe which reconciles the ideas of unity and multilingualism”. As with EDwgd241 the speech event is part of a “student conference on the future of English in Europe” (VOICE 2013 2.0 Online: EDwgd305 Header).				
EDwgd497					
Title	Working group discussion about organizing a joint consultancy project				
Duration	00:32:27				
Words	6371				
Interactants		ID	Sex	Age	L1/Nationality
		S1	female	17-24	vie-VN
		S2	male	17-24	ara-MA
		S3	male	17-24	dut-NL
		S4	female	17-24	dut-NL, eng
		S5	male	17-24	urd-PK

	S6 female 25-34 ger-AT
Event description	In this working group discussion the students are involved into preparations for a group university project in one of their courses. In the course of the discussion the students are mainly concerned with dividing their tasks but they also talk about other organizational matters, i.e. “how many warnings you get before you are kicked out of the group” (VOICE 2013 2.0 Online: EDwgd497 Header).

Table 5 Description of the analyzed speech events (VOICE 2013 2.0 Online)

As can be seen, the working group discussions are of different length and take place among groups that have different sizes (5 to 9 participants). Even though the discussions are all group work, there are various different aims that the groups have to fulfill (i.e. preparing projects/presentations, discussing previous presentations, allocating assignments). In this way, the speech events offered a diversity of unplanned ELF talk and served as efficient data for my analysis. Before moving on to the findings, however, it is important to also comment on methodological issues with regard to the analysis as well. This will be done in the following sub-section.

3.2. Research design and focus

This sub-chapter provides information concerning the design as well as the focus of the study at hand. Therefore, the forms of repetition that the analysis deals with will be presented alongside the methodology and focus.

3.2.1. Forms of self-repetition under investigation

Chapter 2 outlined the way in which self-repetitions can be realized in different forms. In other words, how we differentiate between same-/self- and other-/allo-speaker repetition. Further, on the “scale of fixity”, self-repetition can range from occurring in the exact same form, to being uttered with variation or being paraphrased and on the “temporal scale”, self-repetition can occur either immediately or with delay (Tannen 2007: 63f.).

With regard to my own analysis I investigated **same-speaker (self-) repetitions** that are **exact** or uttered **with a slight variation** (one to two words, phrase, tense or

person changed). In this regard, I used the same criterion as Kaur (2012: 599), namely:

i.e., no more than two reworded items within the repeated segment, were considered for analysis. Resayings that involved substantial rewording [...] [e.g. paraphrase], were excluded.

In other words, reformulations that were only slightly rephrased were considered while paraphrased utterances were not. The reason for this is that a paraphrased phrase/sentence often results in greatly different “uses for, and procedures of, constructing an utterance” (Schegloff 1996: 179). There were also further criteria that had to be fulfilled by the investigated self-repetitions:

[F]irst of all [...]the prior text has to occur within the **same conversation**. Although Johnstone et al. (1994) have convincingly argued that there are many repetitions that draw on prior texts outside the current situations, the identification of these ‘originals’ would in most cases be impossible. Luckily, the participants of my data do not share any significant background (except the use of ELF) so that originals from outside the conversations might not play an important role for them. (Lichtkoppler 2007: 43, emphasis added)

Second, “the **repeated element must have occurred before** and must be identifiable as the repetition’s ‘model’ ”(Lichtkoppler 2007: 43, emphasis added). Third, the repeated “occurrence of an earlier segment of talk had to show **some kind of a significant relation to the first occurrence** (Norrick 1987, emphasis added)” as the understanding of the recipient had to be facilitated in some way (Kaur 2012: 599). Fourth, only “**words, phrases, or whole sentences** which are identifiably repeated in a semantic or formal way within one conversation” were considered as ‘targets’ for the analysis (Lichtkoppler 2007: 43, emphasis added). Nevertheless, “there is no upper limit to the number of words” (Kjellmer 2008: 39). However, the repetitions within the speech events under investigation had to occur either **immediately or at most a delay of 15 utterances**. Most of the self-repetitions are not uttered with such a long delay. Nevertheless, there are a few in the data in which several turns passed between the first and second sayings due to backchannels or interruptions by the interlocutors. As those repetitions turned out to still apply to the other criteria and especially appeared to have a relation to the first saying, I decided to include self-repetitions up to a delay of 15 utterances.

Instances that were not considered were, as already mentioned, paraphrases and fixed expressions such as proverbs and greetings. The restrictions made to the analysis were necessary due to a variety of reasons. Most importantly, as it was outlined in the theoretical part that the understanding of repetition can be very broad and it would be

impossible to cover all aspects of the phenomena, even with regard to self-repetition only. It was therefore necessary to establish certain criteria for the purpose of the analysis. Furthermore, through narrowing down the definition, “tricky questions” with regard to understanding can be eliminated as well as the decision regarding the length of “an intervening part of the conversation [...] in order for the occurrence of two identical elements to be regarded as a case of repetition” (Kjellmer 2008: 39).

With regard to the terminology, it is to say that, as Lichtkoppler (2007: 42), I treat ‘repetition’, ‘reiteration’, ‘recurrence’ and ‘replication’ as synonymous words in the course of the analytical part.

3.2.2. Methodological considerations

So far, I have outlined which decisions concerning the forms of repetition have been made and which approach was considered best in order to conduct the analysis. However, there is another important aspect that appears to be relevant, namely the design of the research.

As the illustration of the theoretical background already suggests, the first step was to gain a deeper understanding of the topic at hand. Then, I began to investigate several speech events from the VOICE-corpus (2013 2.0 Online) during which the chosen working group discussions were read closely and occurrences of self-repetitions were marked. I then classified the observed self-repetitions according to the categories that were established by Lichtkoppler (2006: 118) as well as Kaur (2012: 599-608). As elaborated in the theoretical section Kaur’s (2012: 593) results yielded four types of self-repetition: *key word(s) repetition*, *parallel phrasing*, *repaired* as well as *combined repetition* while Lichtkoppler’s (2006: 118) work illustrates the functions of comprehension-oriented self-repetition that are: *reformulation*, *exact repetition after confirmation or clarification request*, *cohesion* and *prominence*.

With this in mind I began with a top-down analysis but without limiting myself to the categories that were already established. I also watched out for any new categories that could be developed out of the data. To put it another way, even though I watched out for existing categories first, I did not limit myself to them but also investigated the self-repetitions in the speech events for further possibilities for their use.

The role of self-repetitions in the chosen data was investigated through applying Conversation Analysis (CA) that I would like to briefly present as well:

Conversation Analysis is an approach used for the analysis of conversation and grew out of the sociological tradition of ethnomethodology (John 2014: section B1). According to Psathas (1995: vii) it “is one of the most important [...] innovations in modern social science”. Eventhough it “was developed mainly by Gail Jefferson, Harvey Sacks and Emanuel Schegloff” (Santner-Wolfartsberger 2012: 1) it stays in connection to Harold Garfinkel who was the creator of the ethnomethodological discipline in the 1950s (Santner-Wolfartsberger 2012: 2). The aim was to “describe the methods that people use for accounting for their own actions and those of others” (Hutchby & Wooffitt 1998: 31). Santner-Wolfartsberger (2012: 3) says that “[s]ocial interactions were thought to be ‘meaningful for interactants’ and to display a ‘natural organization which is both discoverable and describable’ (Gramkow 2001: 26)”. She (Santner-Wolfartsberger 2012: 3) additionally summarizes CA as being an approach through which these principles of ethnomethodology are applied “to spoken data”. The point of interest of the study is talking-in and not social interaction in general. In order to investigate this, “audio or video recordings of naturally occurring talk” (Santner-Wolfartsberger 2012: 3) serve as data. However, beside informal conversations Conversation Analysis “extends to the study of talk and other forms of conduct (including the disposition of the body in gesture, posture, facial expression, and ongoing activities in the setting) in all forms of talk in interaction” (Schegloff et al. 2002: 3). In this regard, Santner-Wolfartsberger (2012: 3) emphasizes that “non-conversational data” can also be investigated through Conversation Analysis. Therefore, CA “is an interdisciplinary analytical framework situated” (Santner-Wolfartsberger 2012: 3). “at a point where linguistics and sociology (and several other disciplines, anthropology and psychology among them) meet” (Schegloff 1991: 45).

Basically, the focus of Conversation Analysis is to investigate “how people create order in their social interactions through the structure and procedural rules of conversation” (John 2014: section B1), hence, “singular sequences of conversation” are torn apart so that “rules, techniques, procedures, methods, maxims” can be applied for the generation of “features we find in the conversation we examine” (Sacks 1984: 411). In light of this it can be said that CA is

constrained by and focused on the participants' actual communicative activities, the finesse with which those activities are produced, and the demonstrable significance of those activities for the participants themselves. (Wooffitt 2005: 210)

Therefore, Santner-Wolfartsberger (2012: 4) argues that

The key question conversation analysts should pose when studying a given stretch of talk can thus be summed up as why that now? [...] Because this is the central issue for the interactants, it should also be the central issue for the analyst(s).

With regard to the current research, however, “[i]t must be said that not the entire methodology of CA can be applied” in the current work, due to problems concerning “the categories of CA” (Lichtkoppler 2006: 64). It is important to note that ELF conversations have certain characteristics and therefore it is not then easy to analyze them in terms of the CA discourse categories because “it had originally been developed for interactions between native English and American speakers” (Meierkord 2000: 3). Wong (2000a: 261) also emphasizes that the main assumption of the researchers who worked with the CA approach was that “the participants in the data analyzed have adequate or native language competence”.

According to that, it can be said that even though CA was developed for native-speakers of English, and therefore not all categories are applicable for investigating ELF talk, the approach can be applied to analyze the data for this paper as it is the CA’s “insistence upon using, real, naturally occurring conversation” (Wong 2000a: 263) that contributes “to the analysis of non-native speaker discourse” (Lichtkoppler 2006: 65). However, the categories have to be dealt with carefully and therefore a change of definition is necessary in order to use them for the research of ELF data (Lichtkoppler 2006: 65). In this regard, instead of using the classifications from Conversation Analysis I will refer to “patterns of regularities of repetitions that” were described by Lichtkoppler (see table 3, chapter 2). The reason is that Lichtkoppler’s (2006: 65) “categories were the result of a long-term occupation with repetition in academic research and with various studies on non-native speakers of English, and they were also influenced by the first, “unmotivated analysis of [...] [her] data”.

As far as the interpretations illustrated in the next chapter are concerned, I would like to emphasize that, as is the case for all research, there are limitations. Therefore, I want to emphasize that the offered analysis consists of possible interpretations and cannot be regarded as absolute objective truth, as offering interpretations that are one hundred percent objective is not possible due to individual thought patterns. Nevertheless, I have tried to be as objective as possible. To achieve this I did not only analyzed the data once but twice, individually and with a time span of approximately

one month in between. I also revised the entire analysis once again before bringing the outcomes to paper. By doing this I could see which self-repetitions I had classified the same way in all cases and which instances could not be clearly categorized. This does not of course guarantee total objectivity, but as I said no qualitative research can be completely objective, especially as we cannot say for sure what was going on in a speakers mind at the time of the utterance. “No one can be right; or know, at least that he is so” (Hudson 1976 [1972]: 177). Due to English not being my first language either I am possibly “capable of understanding why specific repetitions are used for what reason” (Lichtkoppler 2006: 66), at least to a certain degree. Another aspect that should not be regarded as objective truth is the quantitative illustration, as the functions of self-repetitions tend to sometimes overlap; hence, the calculations are approximant occurrences. Nevertheless, they offer a representative overview of the different roles of self-repetition in the data. Furthermore, it is important to be aware, that the results presented in the next chapter are only applicable to the five speech events from the VOICE-corpus (2013 2.0 Online). Nevertheless, they still give an insight into the use of self-repetitions among ELF speakers and might be used for further research.

4. Findings and Analysis

After having established the theoretical background, presented the data and described the methodology it is time to illustrate the outcomes of the analysis. As already stated the major goal is to investigate the role of self-repetition in ELF discourse. It will moreover be shown whether the speech events that were investigated could be placed among Kaur`s (2012: 593) practices: *key word(s) repetition*, *parallel phrasing*, *repaired* as well as *combined repetition* and Lichtkoppler`s (2006: 118) functions of comprehension-oriented self-repetitions: *reformulation*, *exact repetition after confirmation or clarification request*, *cohesion* as well as *prominence*. In addition to this the analysis will reveal whether different practices/functions to those listed above could be observed as being comprehension-oriented self-repetitions. The following pages are then concerned with outlining the outcome of the research at hand. The first step towards this is to offer a preliminary overview into the major findings that are also quantitatively illustrated, followed by a detailed look at examples from the data.

4.1. Preliminary insights into the findings

While trying to categorize the observed self-repetitions in the data, I had to develop a model that described the results of my own data appropriately. This meant making several changes with regards to Lichtkoppler (2006) and Kaur (2012) findings, which I had used as a basis for my analysis. It had already been established that while Lichtkoppler (2006) was focusing on functions, Kaur (2012) identified different practices/types of self-repetitions. I realized in the course of my readings and more importantly my analysis, that repeating key word(s), uttering *parallel phrasings*, repaired segments of phrases/sentences or even the combination of these types might be best regarded as strategies that can be applied to fulfill the required purpose/function. My data also suggests that the *reformulation repetition*, which is listed among Lichtkoppler's (2006: 118) functions, might also be a strategy rather than a function of its own.

In other words, I restructured the listed types and functions of self-repetition as represented in table 6 in order to classify the occurrences in my data. The table consists of the strategies and their description, including examples that are primarily taken from the analyzed speech events but partly also from Kaur (2012). Moreover, the table also presents the associated function of the strategies. However, I want to mention that with regard to the examples, only one per strategy is provided for illustrative purposes. A detailed description of several examples, including those offered in table 6, will be given in section 4.2. The only example that is not part of the analytical section (the reason for which will be clear shortly) is the one offered for combined repetitions. This type of repetition has, however, already been discussed in chapter 2.3 (Example 3, p 22). Concerning the examples from the table, the bold and underlined words are the repeated ones.

Strategy	Description	Function
Key word(s) repetition	=> one or more words, that are regarded as significant are repeated E.g.: S1: but still you can: choose (.) er it's like (.) it's very easy to be bilingual (.) at least (.) <fast> you can </fast> you can speak like er english as lingua franca (1) to for international communication and	to establish cohesion to give prominence

	speak your native languages for(.) national identities <soft> so (it's) (1) it is (EDwgd305, VOICE 2013 2.0 Online, 37)	
Parallel phrasing	=> items in listings are enumerated through introducing them by the same phrase/word E.g.: S3: i would (.) erm (2) well it depends if a threat is a country? if a threat is a region? if a threat is (1) a GROUP er (EDwgd6, Voice 2013 2.0 Online, 572)	to give prominence
Repaired repetition	=> repeating a segment that has just been repaired or repeating a just uttered phrase/sentence E.g.: S5: [...] six o'clock e:r six at age of s:ix: (.) at the age of six (.) they started learning english in (EDwgd305, VOICE 2013 2.0 Online, 368) => additionally inserting a lexical item or expanding the phrase/sentence through an additional word E.g.: S4: <7> but at least </7> the language (.) the question of language should be: a common: (.) policy of all countries (EDwgd305, VOICE 2013 2.0 Online, 200)	to make utterances more correct/understandable -> to enhance clarity
Reformulation repetition	=> reformulating a previous utterance through i.e. restructuring the sentence/phrase, changing the time E.g. S3: as soon as i put everything together <6> proofread it </6> (.) [...] = when everything has been er put together? (.) <7> we all check	

	it </7> (EDwgd497, VOICE 2013 2.0 Online, 185-190)	
Combined repetition	=> Combining two strategies of self-repetition E.g. V: okay okay let-let me comment. you know this world is: ...(0.5) is a borderless world, [<u>borderless</u> it doesn't have borders , no boundary (Kaur 2012: 604)	
Exact repetition after confirmation or clarification request	=> repeating an utterance in its exact same form due to a request by an interlocutor E.g. 422 S5: <7> how we </7> can visualize it? (.) 423 S2: you can't or you can 424 S5: how we CAN visualize it? (2) (EDwgd305, VOICE 2013 2.0 Online, 422-424)	to confirm to clarify

**Table 6 Strategies and functions based on Lichtkoppler (2006) and Kaur (2012):
Basis for the analysis**

What the table illustrates is that *Key word(s) repetition*, *parallel phrasing*, *repaired repetition*, *reformulation repetition* and *combined repetition* are strategies which fulfill the functions of *cohesion creating*, *prominence giving*, *making utterances more correct/understandable* as well as *confirming/clarifying*.

After having the combination of Lichtkoppler's (2006) functions and Kaur's (2012) types combined and restructured, the self-repetitions that occur in the speech events could be classified. As it turned out, no instances of combined self-repetitions could be found in the data. A new strategy that I named *requested repetition* was instead established. This strategy refers to self-repetitions that are, on the one hand, requested by the listener(s) for clarification and, on the other hand, are uttered by the speaker in order to request an answer, clarification or confirmation. The prior case was already part of the Lichtkoppler's (2006: 118) model but called *exact self-repetition after confirmation/clarification request*. As the name suggests Lichtkoppler (2006: 104) did not include repetition with variation in this category. She mentions that responses are given in form of "reformulation repetition" as "it is hardly ever the case that a

person replies to understanding problems with a perfectly exact repetition". Nevertheless, she only considered those that were exact repetitions for this specific category. In the data at hand, however, there are some instances in which there are very slight variations (e.g. one word added), therefore it seemed more reasonable to include rather than exclude those examples after requests for clarification. This seemed an especially applicable method because they still seem to be important with regard to being comprehension-oriented. To reflect the change, the name is slightly altered as the word "exact" (Lichtkoppler (2006: 118) is not part of it anymore. The word "confirmation" was also deleted because the speakers in my data did not use self-repetition after requests for confirmation, but rather as clarification only. As a consequence I renamed the category to *self-repetition after request for clarification*. Instead of treating this kind of self-repetitions separately, it appeared reasonable to combine them with those that are uttered as requests themselves. For this purpose I created an individual name for the strategy that can be used to fulfill these functions of using self-repetition for requests as well as after requests by others. Furthermore, as both instances are connected to requests (one following a request, the other being one), I believe that *requested repetition* is an appropriate name to refer to this category.

Another important finding of the analysis was that the list of functions that were fulfilled by *key word(s) repetition* could be enlarged. The data showed that there are utterances in which the speakers repeat key word(s) in order to summarize main points. The same strategy is also used when interruption or overlap occurs but the speaker wants to make sure that the utterance was heard correctly.

The following table offers an overview of the aforementioned changes and contains an illustration of strategies and functions of self-repetition in the speech events under investigation. As already mentioned, examples concerning the strategies will be then provided in section 4.2. which offer a detailed look at each strategy including various examples from the data.

Strategy	Function
Key word(s) repetition	to establish cohesion to give prominence to summarize to repeat due to interruption/overlap

Parallel phrasing	to give prominence
Repaired repetition	to make utterances more correct/understandable
Reformulation repetition	
Requested repetition	to clarify on request
	to request an answer, clarification

Table 7 Overview of the strategies and functions of self-repetitions in the data

The table illustrates the findings with regard to the five speech events that were investigated. Among the strategies that could be observed in the data is *key word(s) repetition* with the functions of *establishing cohesion, giving prominence, summarizing* as well as *repeating after an interruption/overlap*. Other strategies are *parallel phrasing* and *repaired repetition*. The former has as its main purpose *giving prominence* and the latter *to make utterances more understandable/correct*. This production of more correct and understandable utterances is also fulfilled by the strategy called *reformulation repetition*. The last strategy that was found in the data is *requested repetition* which is used *to clarify utterances due to request*, on the one hand, and on the other can be used *as a request* itself in order to ask for an answer, confirmation or clarification.

Moreover, the data supports Kaur's (2012: 593) major finding that "speakers repeat their speech in ways that can enhance the clarity of expression, which may contribute to increased recipient understanding". The ways in which clarity can be enhanced are the strategies that are illustrated in table 7.

Before discussing these strategies and their functions in detail, the following figures provide a graphic overview of their distribution percentage. However, I would like to point out that as mentioned in the course of describing the process of the analysis (chapter 3.2.2.) the quantitative analysis offers approximate numbers rather than absolute ones. Not all cases of self-repetition appeared to be clearly definable, or at least connectable to just one strategy. Nevertheless, they still provide a representative illustration of the strategy distribution concerning self-repetition among the speech events.

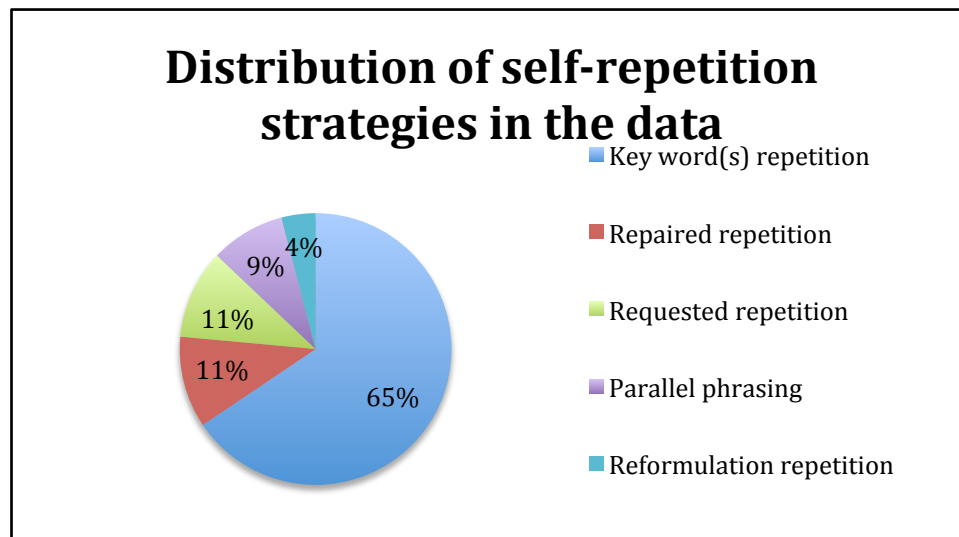


Figure 3 Distribution of the self-repetition strategies in the data

In total there are approximately 394 instances identified as self-repetition among the five working group discussions. As figure 4 illustrates, the majority is covered by *key word(s) repetitions* with 66 %. The next strategies on the ranking are *repaired* and *requested self-repetition*, with 11% each, followed by *parallel phrasing* covering 9% of the occurrences. The least frequent strategy used in the data is *reformulated self-repetition* and occurs in just 4% of the examples.

Based on these numbers it is clearly *key word(s) repetition* that occurs most often, and so can be judged the most common strategy of self-repetition in the data. The other strategies all begin from 11% downwards, which is clearly less than in the case of *key word(s) repetition* (66%). Nevertheless, they are still used and thus important strategies of self-repeating. I would also like to mention once again that these numbers are only referring to the data analyzed for the thesis at hand. Hence, they only serve as an illustration of the distribution of strategies within the five speech events and not for all self-repetitions occurring in ELF talk. However, I think that they might be useful as means of comparison when conducting further research, for instance. Furthermore, particularly for this thesis it appears to provide a good representation of the strategy occurrences under discussion that will be described in detail in the following section.

4.2. Strategies and functions of comprehension-oriented repetition in the data

The focus in this section is on a detailed description of the strategies under discussion, being the ones that are used in the speech events of the investigated working group discussions. In particular, each strategy will be defined and represented by several examples. In the course of this their functions will be outlined. The strategies are listed according to the number of occurrences described in the previous sub-section (4.1.1). The illustration begins with *key word(s) repetition*, followed by *repaired* and *requested self-repetition* as well as *parallel phrasing* and *reformulations*. The last strategy described will be *requested repetition*.

4.2.1. Key word(s) repetition

According to Kaur (2012: 602) *key word(s) repetition* is “the recycling of a lexical item(s) oriented to by the speaker as crucial for purposes of understanding the message or idea being put across”. Moreover, this type turned out to be a “common self-repetition practice” in the data she investigated as well as that analyzed for my own work. As already mentioned in the course of this paper

key word repetition allows the speaker to **foreground** and **give prominence** to those items considered central in understanding his or her message. When speakers do not share a linguistic variety, as is the case with ELF, recycling key words [...] can work effectively to narrow down the range of items to those considered crucial in attaining the communicative goal. The speaker thus not only simplifies the task of the recipient to comprehending his or her talk but provides for communication that is efficient and gets the job done. (Kaur 2012: 603, emphasis added)

It was this statement in particular that led to the realization that prominence might be best regarded as one of the purposes fulfilled by the use of key word(s).

Another purpose for which the repetition of key word(s) can be useful is *cohesion*. As Lichtkoppler (2006: 105) argues “[t]he cohesive function of repetition becomes apparent when words or phrases are repeated throughout the text in order to establish a connection with previous utterances” and she goes on to say that “many instances of ‘borrowing’ should also count as ‘cohesion’”. These statements add to the impression that Lichtkoppler’s (2006) *borrowing* appears to be identical to Kaur’s (2012) *key word(s) repetition*, and support the view that that *key word(s) repetition* can fulfill the purpose of creating cohesion.

Two further purposes were also able to be connected to the use of *key word(s) repetition* by the interlocutors in the data. More precisely, the speech events indicate that self-repeating key word(s) are used to summarize the main content/idea, but also as a reaction towards interruptions and overlaps.

In the course of the analysis it became apparent that *key word(s) repetition* plays a significant role among the strategies of using self-repetition, especially as there are various aims that can be expressed by using this type of self-reiteration. What is not possible, though, is to offer numbers concerning the occurrences of the functions. This is because in the majority of cases it does not appear that one can say for sure which purpose is fulfilled and that it is only one, especially with regard to the prominence and cohesion function. It appeared that sometimes both purposes could be fulfilled at the same time. In the examples below each possible aim is illustrated first, followed by additional examples that were not classified as serving one certain purpose. However, as I emphasized in the course of describing the methodology, it is not possible to say with certainty what the aim of a speaker was when the phrases and sentences were uttered. Nevertheless, explanations offered for the use of the key word(s) are aimed at being as comprehensible as possible.

In order to recognize the self-repetitions immediately first sayings are foregrounded in bold while the repeated utterances are especially emphasized by being bold and underlined.

4.2.1.1. Prominence giving key word(s)

According to Lichtkoppler (2006: 113) the prominence function “is probably the best-known function of repetition” because when something is repeated, it is emphasized and as a consequence prominence is added. In her study prominence is regarded as function being “three-fold”. In other words, prominence can be a micro-function of production-, comprehension, as well as interaction-oriented self-repetition. With regard to its comprehension-oriented function prominence “makes a listener think about the meaning of the repeated passage” (Lichtkoppler 2006: 113).

Indeed, prominence turned out to play a vital role among the speech events that I investigated as well. The reiteration of key word(s) in particular appeared to be a useful strategy in order to foreground certain words, phrases and sentences, as the following examples show.

In the first example S2 utters the word “FEAR” and repeats it twice immediately afterwards. In line 7 the speaker produces the word once again and remarks that it “is the keyword”. Through these immediate instances of repetition in line 4 as well as a further occurrence in line 7, it becomes clear that S2 wants to give prominence to the word. Furthermore, as he even states himself that “fear is the keyword” it can definitely be considered as an example of *key word(s) repetition*, in this case serving the purpose of prominence giving.

Example 6

4 **S2:** <fast> (i mean by) </fast> **FEAR** .<2> fear fear </2>
5 **S3:** <2><fast> okay then we have </fast></2> look
 at ONE <3> other </3> target (.)
6 **S1:** <3><soft> fear yeah </soft></3>
7 **S2:** fear is the keyword.

(EDwgd6, VOICE 2013 2.0 Online, 4-7)

Examples 7 and 8 are both extracts from speech events in which the students are discussing the advantages and disadvantages of English in Europe. In example 5 S2 repeats the word *pay* twice (“**pay** and pay and pay”). In my opinion this is a rather straight forward example of prominence giving *key word(s) repetition* as the speaker apparently wants to put emphasis on the word in order to support his point. The same purpose can be seen in example 6 in which S3 wants to make clear that she is a professional where computers are concerned, and so she gives prominence to the word “VERY” by uttering it twice.

Example 7

927 **S2:** but the thing is what i was thinking about the counter-arguments they
 can give us for THIS (.) module is (.) is that government **pay** and pay
 and pay <8> and </8> that's that's not realistic neither (.)

(EDwgd241, VOICE 2013 2.0 Online, 927)

Example 8

965 **S3:** <7> yeah </7> (.) example for example (1) i'm (.) a **VERY VERY** good
 er (.) professional in: (.) com<8>puters </8>

(EDwgd241, VOICE 2013 2.0 Online, 965)

The following example consists of a *key word repetition* in the last line (71). Here the interlocutors are discussing the aftermath of an act of terrorism and S6 tells the other

students about a terrorist attack in Russia. From this utterance it can be concluded that the main point he wants to bring across is the time it took to find the people who were responsible for the attack. To accomplish this he repeats “five years later” once again at the end of his story, which is clearly done to emphasize the time that had passed before the terrorists were found (“five years later”).

Example 9

- 63 S5: <4> what what's </4> that (er) aftermath
 64 S3: after<5>math?</5>
 65 S5: <5> because it says </5> that it's that's (.) catching the (.) the terrorist
 or =
 66 S7: = no
 67 S3: yeah aftermath attack happens
 68 S5: <L1ger> (also) {so} </L1ger><6> the the measures </6>
 69 S3: <6> wha- what do YOU do as </6> a country. (.)
 70 S5: <soft> mhm <7> mhm </7></soft>
 71 S6: <7> yeah </7> for example like in russia there was a terrorist attack in
 two thousand and while i was actuallyTHERE? (.) and in all (the
 now) {loud noise of something being dropped} **five years later** they
 found er (.) the chechnyans actually (did it) (1) (list) as based as fact
 (those two) <un> xxxx </un> (.) yeah i mean five years
 later<soft><un> xx </un></soft>

(EDwgd6, VOICE 2013 2.0 Online, 63-71)

Another situation in which prominence giving *key word(s) repetition* can be observed in example 10. In the course of this example the key word “two” is not repeated once but four times in total. Following S5’s reaction towards S6’s comment S6 repeats the word “two”. The speaker even repeats the word twice immediately after each other, showing that S6 clearly wants to emphasize the amount of speakers the students should choose. The word “two” is foregrounded even more in lines 448 and 449. The utterance occurs a few turns after the first-saying of “two”. Interestingly, S6 utters the word twice in succession again. All of these self-repetitions of “two” are foregrounding the word and it therefore serves as an example of prominence giving *key word repetition*, in my opinion.

Example 10

- 437 S5: = and then we:: select two (.) maximum three speakers?
 438 S6: **two**
 439 S5: <5> but i think two will be okay </5>
 440 S6: <5> two (1) two </5>
 441 S4: <5> maybe <un> x </un> (.) there will be three </5> because (.) for me

- it's easier to (.) tell myself than to pre- (.)prepare some speech for another person and explain <soft> him like </soft> it will take m- more time for me <soft>much more time </soft> (1) <fast> yah i don't know </fast> (.) <6> what do you think </6>
- 442 S8: <6> how how <un> xx </un></6> no
- 443 S4: like three speakers for these three topics
- 444 S5: no <7> but it's </7> not the topic i mean it it <8> will take </8> (.)
- 445 S4: <7><soft><un> xx </un></soft></7>
- 446 S8: <8> and that's the problem </8><1> because </1> the
- 447 S5: <1> five minutes </1>
- 448 S6: <1> **TWO** is better </1>
- 449 S6: **two** =

(EDwgd5, VOICE 2013 2.0 Online, 437-449)

As illustrated by examples 6 to 10 foregrounding key words is a function that can be effectively fulfilled by repeating one or more previously uttered key word(s), especially if done immediately after each other (e.g. examples 6, 7 and 8). However, if the reiteration takes place after a short delay it can still be effective in foregrounding the main point (e.g. example 7). Example 10 on the other hand, shows several turns between the first saying and the third as well as the fourth repetition. Nevertheless, as the speaker repeats “two” twice in succession in lines 440 and 448/449, prominence is added through those instances of *key word repetition*. In my opinion, the five examples illustrate different situations in which the purpose of the *key word(s) repetition* is to give prominence. Moreover, giving prominence to the utterances enhances their clarity.

4.2.1.2. Cohesion establishing key word(s) repetition

Through cohesion a connection between phrases as well as sentences can be established. In this way it is a crucial “linguistic device in ELF talk” (Lichtkoppler 2006: 107). Self-repetition with the aim to create cohesion is in most of the cases not uttered immediately after the first saying but is “rather similar to the original” (Lichtkoppler 2006: 107).

One situation in which cohesion is created can be seen in example 11. In this speech event extract the interlocutors are engaged in a discussion about the future of English in Europe. S3 starts talking about the importance of being able to communicate in a country in order to use one’s knowledge effectively. As can be seen the word “knowledges” appears twice in the extract, once as a first saying and a second time in order to create cohesion back to the main point that S3 wants express.

Example 11

955 S3: = yeah and communicate and to go work or something er (.) to do there (.) so maybe in spain it isn't (.) and e:r (.) then (.) er his <pvc> **knowledges** </pvc> would be LOST (.) if he couldn't erm (1) erm know the language er er it's (.) lingua franca or (.) er dutch (.) but if he knows (.) a- as he knows this language he can (1) his (.) <pvc> **knowledges** </pvc> put into the right space and (.) er

(EDwgd241, VOICE 2013 2.0 Online, 955)

The next example represents another instance of cohesive *key word(s) repetition*. Here S3 lists several possibilities of what a threat might be and mentions “country” first (“if a threat is a country”). The speaker then repeats the word in line 574. Apparently this is done because there were other elements in the listing as well but now S3 wants to come back to the idea that the threat is a country and discuss it further. To do this she repeats “country” so that it is clear for the listeners that her next comment is connected to that point.

Example 12

572 S3: i would (.) erm (2) well it depends if a threat is a **country**:? if a threat is a region? if a threat is (1) a GROUP er

573 SX-f: <soft> (montreal) </soft> (1) or (.)

574 S3: if of course if it is a **country**: i would take more (1) cautious (.) means (.)

(EDwgd6, VOICE 2013 2.0 Online, 572-574)

Longer speech extracts can be found in the following two examples (13, 14). The first utterance is concerned with discussing lingua franca. As S1's string of ideas is rather long it is not surprising that “lingua franca” is repeated within the text. It would be too complicated for the listener to follow without the cohesion that is created by the speaker.

Example 13

919 S1: <5> i somehow i </5> somehow do not completely agree with what YOU said because (.) of course there there is the **lingua franca** (.) english (.) but i think that it should be changed it should not be (.) there should be active changes in how it is dealt with (.) as (.) as we talked about yesterday for example (.) really dea- teach it as a **lingua franca** reduce the number of the years you teach it (.) give the years to other languages (.) but then in order to say that you can teach **lingua franca** english then you first of all have to find out (.) what is important (.) {loud background noise (2)} because these things haven't been found out so far (.) so that would be i- important to finance that at

first to find out what are the essentials (.) and then only stick to
essentials <6> but don't do nine</6> years of english teaching (.)
(EDwgd241, VOICE 2013 2.0 Online, 919)

In example 14 there are even two words repeated several times in the course of S2's utterance: "family" and "language". In contrast to the prior examples these instances are not completely exact repetitions but the singular and plural forms. Let us first look at the word "families". As S2 is talking about different scenarios with regard to families, S2 repeats the word but in its singular form "family". Through that she can, on the one hand, refer to two different situations concerning the families and, on the other, create cohesion to her idea. The other word ("language") that is repeated by S2 is apparently an important part of the message that S2 wants to bring across and belongs to the particular family situations that she is discussing. By repeating "language" twice (once exact and once with variation) in her utterance, S2 again creates cohesion so that the listeners can follow her string of ideas.

Example 14

1010 S2: <2> but is the </2> choice really free because that is the question when you (.) hh when you imagine **families** (.) (they) <un> x </un> have one **family** where (.) parents are (.) hh they were at university: they are teaching now or whatever hh so the openness toward other cultures toward other **language** is (.) existent. (1) is here? but if you have another **family** (.) there is maybe e:r two guy:s that (are) about (.) f- fifteen years old they have to choose NOW hh nobody has ever spoken another **language** in the **family** (.) nobody give their interest to go abroad t- to learn **languages** hh so how could there be an equality at all because <3> even </3> on the start <4> <un> xx </un> </4>
(EDwgd241, VOICE 2013 2.0 Online, 1010)

In the course of the provided examples, it was shown that cohesion is a function that can be created through self-repetition of key word(s). The reiteration of key word(s) not only draws the listeners' attention towards certain words/phrases but also makes it easier to follow the speaker's talk and as a result enhances the clarity of an utterance, especially, when there are several issues/points being mentioned.

4.2.1.3. Key word(s) to provide a summary

The next purpose that I found with regard to self-repetition of key word(s) is summarizing. As my analysis indicates there are instances in which speakers, either

immediately or in most of the cases after a few turns summarize the main content by reiterating the main words. This is illustrated by the examples below.

In example 15 the interlocutors are dividing their tasks with regard to a consultancy project. For this purpose S1 tells S5 that the points “one two four” are for him. By starting the sentence with “as i said” it suggests that he is taking something up from a previous discussion. However, the previous part is not included as there were more than 15 moves between those instances and it does not therefore count as self-repetition for this thesis. However, S1 repeats the points again in his following phrase, which in my opinion is done to summarize the points that S5 is assigned for.

Example 15

138 S1: then er: we share (1) THIS (.) as i said **one two four** is for you? (.) **one two and four** (.) and i do the rest the three and fives. (.)

139 S5: okay (.)

(EDwgd497, VOICE 2013 2.0 Online, 134-139)

The following extract is uttered by S6 in which he describes the perfect model of language. After his description, the speaker adds that it is a perfect model and then repeats “the perfect model” which is most probably done in order to provide a concluding remark that summarizes her idea.

Example 16

262 S6: <2> er the **the perfect </2> model** is erm (.) hh mother tongue and then er er two (1) er er foreign languages (.) this is **the the p:erfect mo<3>del** of (.) of languages </3> (.)

(EDwgd305, VOICE 2013 2.0 Online, 262)

What can be seen in Example 17 is that the speakers are discussing the time to start an action plan. After a few turns, S3 seemingly summarizes the discussion in line 165 and repeats the key word “action plan”.

Example 17

159 S3: so what **action plan** will be started on

160 S4: cos <2> when it's </2> the next meeting (.)

161 S5: <2> yeah because </2>

162 S4: maybe NEXT week tuesday (.) we can do it for

163 S3: yeah (.)

- 164 **S4:** that would give us enough time in the weekend to do some research. (.)
 165 **S3:** yeah (.) so we are going to start the with **action plan** next week. (.) after
 the (1) <3> when everything has been chosen when market product has
 been chosen </3>

(EDwgd497, VOICE 2013 2.0 Online, 159-165)

As indicated by the previous three examples, *key-word(s) repetition* can also be a useful strategy in order to summarize the main points of an argument.

4.2.1.4. Key word(s) repetition due to interruption/overlap

In the data there are situations in which self-repetitions occur after an interruption or due to overlaps in speech. The instances appear to be what Murata (1994: 199-200) would refer to as interruption-oriented repetition which serves the purpose of gaining/holding the floor. Interruption-oriented repetition is as Lichtkoppler (2006: 118) outlines, a production-oriented self-repetition. The situations in which these kinds of *key word(s) repetitions* occur in my data, though, do not seem to necessarily (only) occur in order to hold the floor. Instead, I am under the impression that they are reiterated to make sure that the message was heard. A comparable feature from the speech events to Murata's (1994: 199-200) interruption-oriented repetition is that this type of self-repetition can lead "to overlaps, which are repeated by the speaker who wins the floor" (Lichtkoppler 2006: 76). Therefore, it appears that self-repetitions due to interruption and overlaps are interrelated, which is why I decided to put them together in this category. Due to these reasons, I would argue that the macro-function of interruption-oriented-self-repetition could be also comprehension-oriented instead of only production-oriented, at least when key word(s) are repeated. In other words, *key word(s) repetition* can most probably be used in order to make sure that the interlocutor(s) heard the uttered phrase/sentence and therefore be perceived as being comprehension-oriented as the following examples shall illustrate. Before that, however, I would like to add that the coloring for overlaps was taken over from the original transcripts in VOICE (2013, 2.0 Online) for a better illustration and consequently overlaps are highlighted blue.

In example 18, S3 wants to talk about education but there are two instances of overlaps as soon as S3 regains the floor after three brief turns, by S19 and S20. S3 starts off by stating "education was so" once again. It appears that this is not only happening as a result of having regained the floor but also due to the fact that the

speaker wants the listeners to hear the whole sentence as it seems to be a vital part of her utterance.

Example 18

634 S3: <3> sorry but **edu**</3>cation was <4> so- [S20]- </4> [S20]
635 S19: <4> work </4>
636 S20: <4> uhu </4>
637 S19: education
638 S3: education was so that er we had one hh e:r subject but (.) (that) was
in ALL the schools =
(EDwgd241, VOICE 2013 2.0 Online, 634-638)

Example 19 is another situation in which an overlap occurs and afterwards, even if only briefly, someone else takes over the floor. However, when S1 speaks again she claims that “it’s about what is taught”. In this way the speaker repeats the whole overlapped phrase with only a slight variation, namely through adding “it’s”. It appears that through this additional word, she emphasizes the phrase which led me to the conclusion that it was important for her that the listeners heard the phrase that was overlapped as well as interrupted by someone else.

Example 19

1292 S1: <13> **about what is taught** </13>
1293 S4: yeah =
1294 S1: = it's about what is taught (.) <14><un> xxxxxxxx </un></14>
(EDwgd241, VOICE 2013 2.0 Online, 1292-1294)

In the course of the following example the self-repetition occurs immediately after the first-saying. In this case there is no interruption involved but S2’s utterance is overlapped by comments from other interlocutors (lines 389 and 301). Instead of continuing the sentence, however, S2 re-states “there could be a leading” which again is most probably done to make sure that the listeners hear the whole statement, instead of only the last part of it.

Example 20

387 S2: there is no more diversity in <3> ways of </3> thinking politically so
there <4> could be </4> (.)
388 S4: <3> yah </3>
389 S5: <4> YES </4> not <5> polarized </5>
390 S2: <5> **there could be a** </5><6> **leading** </6> there could
be <7> a </7> **leading** (.)
391 SX-f: <6> yeah </6>

392 S1: <7> wh- </7>
 393 S2: (which) push

(EDwgd241, VOICE 2013 2.0 Online, 387-393)

The previous three examples illustrate that Murata's (1994: 199-200) interruption-oriented self-repetition might be connected to the self-repetition of key word(s), not only with regard to gaining/holding the floor but also by making sure that the listener(s) hear the whole utterance. It has also been shown that overlap and interruption, at least in case of the analyzed data, are interrelated as in most of the situations, there is also overlap when a self-repetition that resulted from an interruption-oriented repetition is observable.

4.2.1.5. Multi-functional key word(s) repetition in the data

As already pointed out *key word(s) repetition* is the most frequently occurring strategy that can be found in the data. The previous subsections presented examples that illustrate the possible purposes of its use. However, I also mentioned that not all occurrences could be clearly classified according to the proposed functions. Even though there is a high number of *key word(s) repetition* used in the data and they can be identified as such, some difficulties arose when I tried to divide all of them among the mentioned functions. It appears that most of the key word(s) that are repeated serve several purposes. However, I found that even if there are multi-functions neither of them must be necessarily uttered intentionally and with the same significance. Instead, there might often be a primary purpose that the speaker has aimed at, while the second purpose most probably occurs as a side effect as will be shown by the examples below:

Example 21

141 S7: <soft> he didn't define it at all </soft> @@ (1) do you wanna stick to
 state? so as a NATional like (1)
 142 S3: but wha- what does (.) it mean **state** that it's AGAINST =
 143 S5: = no <3> (in policy policy) </3>
 144 S3: <3> the policies of one </3> **state**? =
 145 S7: = the entire **state** =
 146 S6: = <soft> yeah </soft>
 147 S5: no. **state** terrorism is BY the **state**. (.) the the- there was the example of
 the country or region (it started) so (.)where a **state** terro<5>rized
 the PEOple.</5>

(EDwgd6, VOICE 2013 2.0 Online, 141-147)

Example 21 offers several instances in which the key word “state” is repeated. Moreover, it is not only one but three speakers in total who reiterate the word. “State” in these utterances is the focus of discussion among the interlocutors who are talking about preventing acts of terrorism. They are trying to define their topic for which the role of “state” with regard to terrorism is apparently vital. Therefore, it does not seem surprising that it is repeated multiple times and the constant reiteration shows that “state” is the key word of their discussion. I am also under the impression that the key word is reproduced in order to avoid misunderstandings. Interestingly, it does not appear that the students repeat “state” to either create cohesion or foreground it. Instead, both purposes could be aimed at. On one hand, the repetition is necessary so that the listeners can more easily comprehend what is being said and on the other the constant repeating of the word gives it prominence. Both purposes could possibly be necessary, as it appears that the statements could easily be misunderstood without the repetitions.

In the following example S1 talks about being bilingual and repeats “speak” in the course of her utterance. The repetition is used to create cohesion but the statement would most probably not cause misunderstandings without the repeated word either. Therefore, the repetition of “speak” gives additional prominence to the word. However, it might also be possible that S1’s main intention was only one of the purposes e.g. to establish cohesion and the other function developed as a side effect. What is important to note, though, is that both purposes are most likely fulfilled by repeating the key word, in this example.

Example 22

37 **S1:** but still you can: choose (.) er it's like (.) it's very easy to be bilingual (.) at least (.) <fast> you can </fast> you can **speak** like er english as lingua franca (1) to for international communication and **speak** your native languages for(.) national identities <soft> so (it's) (1) it is

(EDwgd305, VOICE 2013 2.0 Online, 37)

In example 23 it can be seen that the key word “information” is repeated several times by S4. I would suggest that the second instance of “information” in line 84 is uttered to create cohesion, as S4 starts to present an example for which the repetition appears helpful. However, the other occurrences of “information” most probably serve the

Example 23

As illustrated by the previous examples, not all occurrences of *key word(s) repetition* are clearly identifiable as serving one certain purpose. Instead, it has been shown that prominence and cohesion are often collaborative functions of self-repetitions in the form of key word(s).

- prominence giving
- cohesion creating
- summarizing
- repeating utterances due to interruption/overlap

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also as collaborative purposes. With regard to the multiple functions it was said that it might be possible that the intention of the speaker is primarily focused on one of them and the other function is created as a successful side effect. Where the strategy of *key word(s) repetition* due to interruption/overlap is concerned, it was found that Murata's (1994: 199-200) interruption-oriented repetition could be regarded as being comprehension-oriented as well instead of only being production-oriented. This was due to the finding that self-repetitions that are caused by interruptions are most probably also occurring to make sure that the listener(s) heard the utterance. It also became clear that the same is true for overlaps, or more precisely as interruptions often result in overlaps, as they seem to be an interrelated category, at least where the repetitions of key word(s) in my data are concerned.

4.2.2. Repaired repetition

The next strategy concerning self-repetition is repair. As the general topic of repair in speech is a very broad one, I do not intend to go into it in detail. To briefly summarize, repair in speech was introduced by Harvey Sacks, Emanuel A. Schegloff as well as Gail Jefferson and is regarded as "the means to address" (Kaur 2012: 606) "recurrent problems in speaking, hearing and understanding" (Schegloff et al. 1990: 31).

As in the case of repetition, there are self- as well as other-initiated repairs. Due to the fact, though, that I am dealing with self-repetition in this thesis, it is only self-initiated repair that is briefly presented here. According to Schegloff (1997: 503-504).

[S]elf-initiated repairs ordinarily involve the speaker of the trouble-source initiating repair and prosecuting it to conclusion in the same turn. [...] The organization of repair [...] is an organization of *action*. The action, or actions, which compose one of its occurrences include (among possible others) initiation and solution or abandonment. Its actions can *supercede* other actions, in the sense that they can replace or defer whatever else was due next-a next sound in a turn-constructural unit, a next turn-constructural unit in a turn, a next turn in a sequence, a next element of a story-telling, and so forth.

In other words, "self-initiated repair" refers to instances in which the speaker "goes back and changes [...] something [he or] she just said" (Heeman & Allen 1999: 528).

With regard to repaired self-repetition, Kaur's data (2012: 606) describes utterances in which a speaker reiterates a whole segment that was previously repaired but also situations in which repair takes place through "lexical insertions or

expansions” (Kaur 2012: 607). In the speech events I investigated it is mainly the latter case that could be observed, the former only occurred once and is presented in example 24.

Example 24

- 368 S5: = <smacks lips> i think there is a lot of good points on it right because
there {mobile phone interferes with the recording (5)} (1) switzerland
again is erm: starting a system that will start a school at **six o'clock e:r**
six at age of s:ix: (.) at the age of six (.) they started learning english in
369 SX-f: <soft> hm </soft>
370 S5: in some cantons so it's ve- it's quite early fo- for education [...]
(EDwgd305, VOICE 2013 2.0 Online, 368-370)

S5 wants to explain at what age children in Switzerland start going to school. However, she accidentally says “six o'clock” instead of “at the age of six”. Even though she immediately corrects herself after uttering the wrong word (“o'clock”), the speaker appears to have a false start. She begins by repeating “six” but as it seems she wanted to say “at the age of six”, that is added immediately afterwards. Instead of continuing with the rest of the sentence S5 repeats the whole phrase “at the age of six” again, which is apparently done to provide a clear version of the correct utterance.

As already pointed out, lexical insertions are another realization of repaired self-repetitions. Through adding further details “inexplicitness” can be reduced, and the incorporation of “repetition [...] can further improve the clarity of [...] utterances” (Kaur 2012: 608). This can be seen in the four examples provided below. For the purpose of illustration, lexical insertions are highlighted in green.

It can be seen that in all examples one word (examples 24, 25 and 26) or phrase (example 23 to 25) is inserted between the first and second saying. This usually happens immediately after the first occurrence of the word. Even though it is only one word or phrase that has been added, the utterance becomes more explicit.

In example 25 for instance, the speaker makes clear through the insertion of “question of” that she is talking about the question of language and not language in general.

Example 25

- 200 S4: <7> but at least </7> **the language (.) the question of language** should
be: a common: (.) policy of all countries
(EDwgd305, VOICE 2013 2.0 Online, 200)

In the next example S7 clarifies within their discussion about terrorism that she believes attacks are not against just any systems but support systems in particular. A similar case can be found in example 27 where S7 asks her colleagues about their work on Friday and then clarifies that not just any Friday but the last one was meant so that no one can misunderstand it.

Example 26

- 172 S7: so not by the state but against the state? (.)
 173 S6: against (.) yeah i- it's
 174 S5: against a certain system. (1) <soft> that's what
 i <8><un> xxx </un></8></soft>
 175 S7: <8> so against </8> **a system** (.) **support systems**. rather <4> than
 states </4>

(EDwgd6, VOICE 2013 2.0 Online, 172-175)

Example 27

- 156 S5: <soft> so we speak about common foreign security policy?</soft>
 157 S3: are we going to touch though on the: (1) erm (1) constitution (2)
 158 S5: no er (2) does it show erm (.) {S7 joins the group and stops at their
 table}<1> being political power or </1>
 159 S7: <1> do you have an <un> xx </un> with what we
 did </1> **friday?** (.) **last friday?** (.)

(EDwgd5, VOICE 2013 2.0 Online, 156-159)

Also in the last example the speaker clarifies that it is “intercultural programs” that she is referring to and not just any programs.

Example 28

- 949 S2: = so there should be <2> **programs** </2> made
 <pvc> **intercultural** </pvc> **programs** (.)
 950 S1: <2> yeah </2>

(EDwgd241, VOICE 2013 2.0 Online, 949-50)

This section illustrated what is understood by the strategy called self-repetition and the forms in which it occurs in the data. In the course of the analysis it became clear that it is primarily the application of “lexical insertion” in which repaired self-repetition is realized in the data. An example that represents instances in which a repaired segment is repeated could also be observed. Furthermore, it could be shown

that by using both ways of *repaired self-repetition* utterances are made more explicit by the speakers, and that as a result clarity is enhanced.

4.2.3. Requested repetition

The third strategy that can be found in the data covers 11% of all self-repetitions and refers to instances that are requested. *Requested self-repetitions* are repetitions that occur after requests for clarification as well as those serve themselves as requests for an answer including confirmation and clarification.

4.2.3.1. Repetition after request for clarification

As the name suggests self-repetitions after request for clarification refers to situations in which a speaker repeats a word, phrase or sentence due to a request by a listener. Examples for such occurrences are represented by the following three speech extracts.

In the first example the self-repetition by S5 serves the purpose of clarification. The students are discussing a future scenario concerning the linguistic landscape in Europe and with regard to that they are thinking about describing a concrete situation. After S5 asks how they can visualize it in line 422, it appears that S3 does not understand her clearly and therefore she asks S5 “you can’t or you can”. As a consequence S5 repeats her previous utterance and puts emphasis on the word “CAN” so that her message now is clearly understandable.

Example 29

- 411 S5: so do we <4> pose a concrete situation about education </4> huh? (.)
 412 S6: <4> but we don't have so much time yeah yeah </4>
 413 S2: we could s- we could say our children (.) are going to learn (.) going to go to school and are going to have (.) subjects <un> x </un> (.)
 414 S6: on european
 415 S2: <un> x </un> aware<5>ness </5>
 416 S3: <5><un> x </un></5>
 417 S6: o<6>kay </6> (.)
 418 S3: <6> okay </6>
 419 S3: but education <un> xx </un> (.) i think two (.) main points are education (.) and european i- e:r (.) identity
 420 S6: yes
 421 S3: i think we should (.) focus (.) <7> (always) </7>
 422 S5: <7> **how we </7> can visualize it?** (.)
 423 S2: you can't or you can
 424 S5: **how we CAN visualize it?** (2)

(EDwgd305, VOICE 2013 2.0 Online, 411-424)

Examples 30 and 31 are further cases in which self-repetition is uttered due to uncertainty by the listener. In the prior example the lack of understanding is expressed by S1 through reacting with “haeh?”. As a consequence S5 repeats her question once again, not in the exact same way as the first saying but with variation. Instead of “we’ll using” S5 utters the phrase “are we going to take” and further changes the preposition, before “ibms”, from “in” (line 750) to “on” (line 752). This means the question is slightly reformulated and even becomes more correct which further enhances the clarity.

In example 31 S5 expresses his need for clarification through stating “sorry”. S7 then repeats her question. Interestingly, though, she begins her utterance with “where” (line 251) instead of “why” (line 249) and even though it is just one word that has been changed, the question becomes entirely different. This suggests that between the first and the second saying, which occurred due to a request for clarification, the speaker has decided to ask a different question that she possibly thought to be more important or appropriate. Nevertheless, it is an example of self-repetition that is uttered on request because incomprehension by the listener is expressed and the whole utterance, except the first word, is restated.

Example 30

750 S5: <7> are (we'll using) </7><1> database in
(<spel>i b m s</spel>) </1> or what (.)
751 S1: haeh?{S2 can be heard in the background}
752 S5: are we going to take database on i- (<spel>i b m s</spel>) or what
753 S3: <2> yeah </2>

(EDwgd497, VOICE 2.0 Online, 750-753)

Example 31

249 S7: wh<9>y could the (<spel>i r a</spel>) support </9> terrorism
250 S5: sorry?
251 S7: where could the (.) <un> xxx </un> support terrorism. (.) that's
the (.) <un> xxxxx </un> through <11><un> xxxx</un></11>

(EDwgd6, VOICE 2013 2.0 Online, 249-251)

The last example that occurs as a reaction towards a listener’s request for clarification is offered below. While the students are discussing their presentation S5 claims, with regard to a certain point, “we do not need to SHOW that”. The reaction of S3 is to repeat

the statement and transform it into a question that most likely serves to express the need for clarification, as S3 seems to be surprised by the comment. For this reason S5 repeats her previous statement but this time she reformulates it slightly, in that she utters “we don’t need to mix” instead of “we do not need to SHOW that” and additionally adds a more detailed explanation to clarify what she means.

Example 32

235 S5: = hh **we do not need to SHOW that** (2)
 236 S3: <soft> we don't need to show that?</soft>
 237 S5: <soft> yeah </soft> (.) **we don't need to mix** (.) if you wanna if you
 wanna sell <pvc> multiculturalism </pvc> and<pvc> multilingualism
 </pvc> we don't need (1) to confront (.) different culture (1) anyway
 because hh we could show wha- what you tol- what you told (.) different
 classrooms (1) everybody has the same consciousness the same identity
 learning something in the national language but there is a unity? (.) and
 that's enough for it (.)we don't have to confront them because
 there we would show the negative aspect
 of <pvc> multilingualism</pvc> that it's much more easy to
 communicate in one language

(EDwgd305, VOICE 2013 2.0 Online, 235-236)

As the previous examples illustrate self-repetition can occur due to request by the listener in cases when he or she either did not hear or understand the speaker. The request can be expressed by uttering a question word (e.g. sorry?), sound (haeh?) or a direct expression of the segment that has not been understood (“you can’t or you can”). The self-repetition itself occurs either in the form of exact repetition or variation.

4.2.3.2. Request for answer, confirmation or clarification

The second type of requested self-repetition refers to utterances that are repeated because the speaker expected an answer, confirmation or clarification but did not get one after the first saying. The speaker then repeats the utterance once again in order to make clear that an answer, confirmation or clarification is required or at least expected.

In the first example S4 asks S2 whether he is writing down what was just said, but S2 does not immediately answer. As a consequence S4 states the question once again, even starting the utterance with “i said” which is most probably done to get S4’s attention and to remind him that the question was already asked once. S4 also

addresses S2 now directly by adding “mister secretary” after she once again asked “are you writing down”. Therefore, S4 not only repeats her question but additionally puts further emphasis on her utterance and even addresses who she is speaking to directly so that it is not possible to ignore her question.

Example 33

- 28 **S4:** <soft><to S2><1> **are you </1> writing it <2> down </2>** i mean </to S2></soft>
 29 **S1:** <2> so </2>
 30 **S2:** mhm
 31 **S4:** <to S2> i said **are you writing down** (.) <3> mister secretary </3></to S2>
 32 **S2:** <3> e::r </3> no but it's in there i can copy it. (.) i'll make the minutes at the end of the meeting (1)

(EDwgd497, VOICE 2013 2.0 Online, 28-32)

In the next example it appears that S2 asks for a confirmation as she is very unsure with regard to a certain aspect in their scenario, which is concerned with the linguistic landscape in Europe. The self-repetition is also a request for an answer as it is not possible to confirm something without giving an answer. S2's uncertainty is already expressed in lines 758 and 760. In the prior line she states “we shouldn't take latin” while in the latter she changes her opinion and claims that they “should take latin”. This is a contradiction and indicates her insecurity with regard to the question already. Nevertheless, her need for confirmation is further emphasized by the question “SHOULD we”, which is uttered twice. Between the first and second saying the speaker even expresses her insecurity concerning the question by adding “i don't know”. From this we can assume that the speaker clearly requires a confirmation if they really should include Latin. For this reason the speaker expresses a request which requires an answer, as otherwise no confirmation would be possible. Due to this I argue that confirmation requests are interrelated with requests for an answer.

Example 34

- 758 **S2:** then we <1> shouldn't take latin <un> x </un> if we have a russian </1> and a (.)
 759 **S6:** <1> yes yes er we have (heard) some </1>
 760 **S2:** a swiss mum (1) then we should take latin then (.) or? **SHOULD we?** (.) i don't know (.) **SHOULD we?**

(EDwgd305, VOICE 2013 2.0 Online, 758-760)

Another example that illustrates self-repetitions serving as requests is provided below. In this example S6 asks “what is like the best policy” and adds “what does everybody thinks”, which is a call for an answer. However, instead of answering the question SX-7 only adds the question “did we already define”. As a consequence S6 restates “what is the best policy” in order to emphasize that she is waiting for an answer but as it seems also in order to clarify the question. This function of clarification becomes especially clear when reading the utterances below the repeated segment (lines 111ff.), as there is not just one clear answer to S6’s question. Instead, a discussion for clarification is needed. Therefore, it can be said that the self-repetition in line 110 by S6 serves as a request for clarification but, as in case of example 31, the function of requesting an answer is also connected because the listeners have to answer in order to discuss the topic is.

Example 35

- 108 S6: <5> er wha- **what is </5> like the best po:licy**
 what (.) does <6> everybody think </6>
 109 SX-7: <6> did we already </6> define it (2)
 110 S6: **what is the best poli<7>cy** <un> xxx </un></7>
 111 SX-3: <7> this is where we started </7> to define. (1)
 112 S6: maybe just to satisfy their needs like
 113 SX-5: <soft> yes </soft>
 114 S6: @@ (.)
 115 S2: to teach the (.) population (in) education (systems)
 116 S6: @@
 117 S3: i i always consider that <un> xxxxxx </un>
 118 SX-6: <un> xxxxx </un>
 119 S3: we can put it <8> (together) </8>
 120 SX-6: <8> to get (his troops) </8> (.) i mean
 121 SX-f: mhm
 122 SX-m: yes
 123 SX-f: that's not <9> a </9> (.)
 124 SX-2: <9> the </9>
 125S X-f: <loud><10> that's not a </10></loud>
 126 SX-2: <10> the policy you </10> ca- you can
 127 SX-m: (or you)
 128 SX-4: bigger demands. if we'll (even if them) if the terrorists has (.) <11> a
 demand to (.) to get <un> xx </un> (we don't get him
 on) </11><un> xx </un> (you know)
 129 S3: <11> did you wanna (.) work on the definition
 by <un> x </un> (reading) (.) what is </11>
 130 SS: yeah =
 131 S3: = <un><12> xx</12>xxx </un> what are the tar<13>gets where is
 the: (.) scope </13><un> xx </un>

- 132 **SX-2:** <12> (because) </12> (.) <13> well (.) you can't
understand <un> xxxx </un></13>
133 **S4:** o:h we can use this
information <1> for </1> the <2><un> xxx </un></2>
134 **SX-f:** <1><soft> yeah </soft></1>
135 **S3:** <2> okay so we </2> we're still working on the definition and you agree
that we (.) make a definition by (1)dividing it into stages (.)
136 **SX-f:** yeah (.) <8> why NOT </8>

(EDwgd6, VOICE 2013 2.0 Online, 108-136)

The last example that represents a self-repetition which functions as a request is the following:

Example 36

- 402 **S7:** = don't forget about that <un> x </un> we DID as chairs (.) we almost
forgot (.) we were so busy (.) discussing (.)our scenario that we (had)
like <imitating> hh we have five minutes left <7> to make </7> a
presenta<8>tion <un>xxx </un></8></imitating>
403 **SX-f:** <7><soft> @@ </soft></7>
404 **S2:** <8> would you give us </8> (.) s:ome (.) kind of hint (.) when it's
like (.) fifteen minutes to to <un> x <1> xx </1></un>
405 **S7:** <1> yes </1> (.) yeah i will i will (.) yeah? (.) okay (.) **no further
questions? (2) no questions on how? (2) {S7 leaves again}**
(EDwgd, VOICE 2013 2.0 Online, 402-405)

The self-repetition is uttered in line 405 but in contrast to the examples before the reiterated segment is following the first saying without any comments by the interlocutors in between. S7 asks the other students “no further questions?” and waits for two seconds. As nobody answers he restates his question and makes it more precise by asking “no questions on how?” which is most likely done to give the interlocutors a hint as to what kind of question is expected. In this way the clarity is enhanced.

Based on the outlined illustrations it can be said that self-repetitions with the function of requesting an answer, confirmation or clarification is a successful means by which to point the attention towards certain questions or demands with the aim of reminding the listener(s) that an answer, confirmation or clarification is expected. Two of these reactions can even be requested at the same time, especially the request for confirmation and clarification can be regarded as being interrelated with asking for an answer, as it is not possible to get a confirmation or clarification without

simultaneously getting an answer. It could then be said that the main function of requested self-repetitions, that are requests themselves, is to get an answer. However, the answer itself can further serve the function of clarifying or confirming a question or statement.

With regard to the form, requested self-repetitions can be either exact or with variation. One word is often added, changed or left out and as a result phrases and sentences can be reformulated.

In short, *requested repetitions* are on the one hand, instances that are repeated as a reaction towards requests due to the listener(s) non-understanding because an utterance was unclear or not heard. They are also reiterated utterances that are functioning as requests because the listener(s) did not react to a question or request after the first saying. This means the former function usually follows expressions of requests for repetition by the listener(s) (e.g. sorry?), while the latter is usually observed when the speaker did not get the expected reaction by the interlocutor(s) after the first saying. Furthermore, it has been established that self-repetitions that serve as requests are used to make the listener(s) aware that an answer is expected but the need for confirmation or clarification is also expressed by using self-repetition as a request.

4.2.4. Parallel phrasing

According to Norrick (1987: 254) the self-repetition that is referred to as “parallel phrasing [...] occurs more or less naturally in listings”. In Kaur’s study this micro-function of self-repetition can be found in relation to the enumeration of “a list of objects” (Kaur 2012: 600) with the aim of explaining a point. Even though *parallel phrasings* that are uttered by native-speakers are regarded as production-oriented (Norrick 1987: 256, referred to in Kaur 2012: 601) Kaur’s (2012: 601) analysis, for instance, suggests that speakers of ELF are provided by “the means to enhance the clarity of expression, which may facilitate comprehension for the recipient in contexts where prior talk suggests lack of knowledge or understanding of the topic in question”.

Judging from my own analysis, I am under the impression that the data analyzed contains *parallel phrasings* which were uttered in order to provide greater explicitness even when there is no indication that the listener lacks of understanding. I suggest then that *parallel phrasings* in ELF talk are comprehension-oriented in the majority of cases. This view seems to be supported by Kaur’s (2012: 600) further statement that “[t]he

repetition thus is not verbatim but displays slight variation and results in a numbered list of items. Taking into account the local context, [...] such repetitions may be motivated by a desire to provide for greater explicitness rather than for mere emphasis or rhetorical effect”.

Within the data there does not seem to be any *parallel phrasings* that were the result of communication problems. Despite this there are 9% of the instances which are cases of *parallel phrasings*. The listings that were counted as *parallel phrasings* in the data do not seem to provide lists only but furthermore offer the listener explicit utterances that are emphasized in order to make a point clear. This is illustrated by the following examples:

Example 37

232 S3: no it doe<4>sn't </4> have to be surprising (1)
 233 S5: <4> er </4>
 234 S3: just by an attack (2)
 235 SX-f: hh
 236 SX-f: <soft> (maybe panic i mean) </soft>
 237 SX-6: <soft> through this course there will be <un> xx </un></soft> =
 238 S7: = atmosphere o:f uncertainty? (2)
 239 SX-3: <soft> mhm.</soft> (5)
 240 S7: <soft> through </soft> (5) they use the terror though then
 it's **TERROR** i mean. (3) **the fear of** leaving your own home **the fear of**
 being <5> not (safe) </5>
 (EDwgd6: Voice 2013 2.0 Online 2013, 232-240)

Example 38

566 S7: <3> what </3> would you do if people suspected specific THREAT . (2)
 567 SX-2: <soft><8><un> xxx </un></8></soft>
 568 S3: <8> (violent acts) .</8>
 569 S7: any thoughts (1) s- (.) suspected a specific THREAT . (.)
 570 S3: i would i would GO for it. (.)
 571 S7: go for what? (.)
 572 S3: i would (.) erm (2) well it depends **if a threat is** a country?: **if a threat is**
 a region? **if a threat is** (1) a GROUP er
 (EDwgd6: Voice 2013 2.0 Online 2013, 566-572)

Examples 37 and 38 are both parts of the working group discussion in which the interlocutors are talking about measures to prevent terrorist acts. In both cases there are instances that I have counted as *parallel phrasings*, as even though there are no indications of any misunderstanding, the listings are uttered through the use of *parallel*

phrasings, most probably in order to make the point clear. In example 35 it is S7 who utters “the fear of” twice, while in example 36 a list is enumerated by S3 through introducing each point with “if a threat is”. It appears in each case that *parallel phrasings* are used not only to enhance the clarity of the point being made but also to foreground the content.

A further situation of applying *parallel phrasing* can be seen in example 39. The interlocutors are discussing the question of how unity can be seen (line 93). To this end S5 (line 99) provides an enumeration of possibilities that could refer to unity. The speaker starts by saying “unity can be” and then introduces each possibility through the phrase “it can be”, an instance of *parallel phrasing*. By doing that, S5 not only lists the possible realizations of unity but also gives prominence to his enumeration. Furthermore, through repeating the phrase “it can be” the speaker emphasizes that each point has a possibility of being referred to as unity.

Example 39

- 93 **S3:** so i: had just a question (1) how do we see the
unity (.) in <pvc> multi<7>lingua</7>lism? </pvc> (1)
- 94 **SX-5:** <7> mhm </7>
- 95 **S2:** <soft> mhm </soft> =
- 96 **S1:** = why not? (1)
- 97 **S2:** i think it is =
- 98 **S3:** = i d:didn't tell yes or no just (2) how we can TELL it? (1) how we see the
unity in <pvc> multilingualism </pvc> (1)
- 99 **S5:** it can be **unity can be** just a family with every member speaking
different language coming together (1) **it can be** europe **it can be**
(wealth) (1) **it can be** social factors which are different (1) i think we can
make <un> x </un> (.)several scenarios which are CONCRETE that's
what she asks us is to do <1> CONCRETE things in
the <un>xxx </un> she said </1> (.)
- 100 **S6:** <1> m:h:m: okay but (that) </1>
(EDwgd305, VOICE 2013 2.0 Online, 93-100)

What can be seen by reading the three offered examples is that *parallel phrasing* is a strategy for foregrounding content. Each element that is enumerated is referring to situations in which the speaker is providing a list of reasons, explanations, etc. and introduced by exact self-repetition. This results in *parallel phrasing*. Therefore, the strategy is an effective device to give prominence and enhance clarity.

4.2.5. Reformulation repetition

The last strategy that is presented is *reformulation repetition*, which was identified in 4% of the self-repetitions in the speech events. Reformulated utterances are considered production- as well as comprehension oriented (Lichtkoppler 2006: 118). According to Lichtkoppler (2006: 85) “reformulation repetition is always self-repetition” that “is required when the listener expresses non-understanding”. It is also “never exact” but occurs “with variation” in most cases, sometimes it is even “fully paraphrased” (Lichtkoppler 2006: 85). For the purpose of my analysis, though, paraphrased ideas were not counted (see chapter 3.2.). With regard to the use of *reformulation repetition* it can be further said that they are used “either immediately, somewhere in the same utterance, or even quite delayed somewhere in the text” (Lichtkoppler 2006: 85). For the purpose of this thesis, however, only utterances within 15 turns were counted (see chapter 3.2.). Examples that illustrate such reformulations are provided below.

The students in example 40 are discussing their next steps and S2 assigns S4 to make a schedule for their action plan (line 109-110). However, in line 113, S4 points out that they need to talk about the schedule first (“we need to discuss that”) and continues with “i can’t just make a schedule”, followed by her repetition of the need for discussion (“it needs to be discussed”). What is important to note here is that even though she uses the two key words “need” and “discuss”, it is not only these two words which are uttered with variation. Instead, the whole phrase is reformulated from an active to passive form. Furthermore, the speaker adds: “we need to see what has to be done”. The whole phrase that follows after the first saying of “we need to discuss that” is then an explanation in the form of a reformulation of the main content, with the aim to enhance the clarity of the argument.

Example 40

- 105 S4: yeah. (.) and then whatever's left (.) we can s:ee <9> maybe
tomorrow </9> or =
106 S1: <9> we do it together </9>
107 S5: = <soft> okay </soft> =
108 S4: = next meeting <10> we can </10>
109 S2: <10> i think </10><11> you then </11> just focus on the: (.)
110 S3: <11> yeah </11>
111 S2: the schedule from the action plan (1)
112 S3: <2> no no but we have to yeah in the group </2>
113 S4: <2> yeah but that **we need to discuss that** </2> we (.) we can't

just <fast> i can't just make a schedule <12> **it needs </12> to be discussed** we need to see what has to be done </fast> (.)
 (EDwgd497, VOICE 2013 2.0 Online, 105-113)

In the next example the interlocutors are discussing finishing a certain task. S1 states that “i try to do it tonight” and then reformulates the phrase through “i am gonna done it [...] by tonight”. Apparently the goal is, again, to make her message as clear as possible. The speaker also reformulates the phrase once more after S2 asked whether they should start working on the task already. As a consequence, S1 starts explaining her point and restates that the work will be finished in the evening, this time by uttering “we can done it tonight”. Even though now she refers to the group and not only to herself, the main message that “tonight” is the time when the work will be finished is emphasized through the two instances of reformulation.

Example 41

34 S4: <clears throat> and for what time (.) he's gonna finish that. (.)
 35 S1: e:r (.) **i try to do it tonight so i am gonna done it f- (.) by tonight (.)**
 36 S2: is it's better if we WORK on it now? (1)
 37 S1: er it doesn't matter because today is only wednesday so (.) **we can done it tonight** = (.)
 (EDwgd497, VOICE 2013 2.0 Online 2013, 34-37)

In example 42, S3 makes a suggestion that is partly uttered in line 185 (“as soon as I put everything together”) and partly in 187 (“check it [...] altogether”). The idea is then reformulated into one utterance in line 190 (“when everything has been [...] put together? we all check it”). This reformulated utterance provides the listeners with a clearer statement that summarizes the idea.

Example 42

185 S3: **as soon as i put everything together** <6> proofread it </6> (.)
 186 S4: <6> yeah if you give me a call </6>
 187 S3: why <10> don't we </10> ju- just **check it tomorrow altogether** (.)
 188 S4: <10> i think </10>
 189 S1: yah =
 190 S3: = **when everything has been er put together? (.) <7> we all check it </7>**
 (EDwgd497, VOICE 2013 2.0 Online, 185-190)

This subchapter showed that *reformulation repetition* can be regarded as a strategy rather than a function of self-repetition, as reformulating utterances serves a further purpose. It was illustrated that speakers reformulate utterances in order to make themselves clearly understandable or more precisely, to express their utterance in an alternative way that might be easier to understand for the listener(s). I could imagine, though, that in the course of reading this section the question of what the difference between repaired and reformulated repetition could be might arise. In a basic sense both strategies include the reiteration of words until the speaker arrives at a version that he or she regards as appropriate for being clear and understandable, but they are not the same strategy. Therefore, I would like to make the difference a bit clearer on the basis of example 42 that contains both strategies. For the purpose of illustration reformulations are foregrounded in purple and repaired self-repetitions in turquoise.

Example 43

- 366 S4: <11> and i also </11> think that plagiarism? (.) erm **if you plagiarize** (.) you get **two warnings straight away. straight away on your (.) your final warning. (.)**
- 367 S2: i think <5> plagiarism </5> you're out systematically (1)
- 368 S3: <5> okay </5>
- 369 S2: cos it's can just disqualify the whole group. (.) and for MORE than a period =
- 370 S3: = nah i think two warnings is <6> good not just e:r (out) </6>
- 371 S1: <6> no there should be some warning </6>
- 372 S4: <6> **yeah i think if you plagiarize you're straight </6> away (.) you you've got one last chance. (.)**
- 373 S3: yeah ex<12>actly </12>
- 374 S2: <12> yeah </12> (1) we can do that (.)
- 375 S1: so: still **the warning (.) the step one warning** for (.) which reason (.) and the second one if you do it again you're out(.)
- 376 S4: no plagiarism erm i- whether you have already got a warning or NOT ? **if you plagiarize it means that (.) you've only one last chance. so that you go straight to the second (.) <7> warning </7>**
- 377 S2: <7> it can </7> be an <13> absence </13> it can be anything and then you're out. (1)

(EDwgd497, VOICE 2013 2.0 Online, 366-377)

The students are discussing the terms, which appear to be organized through a warning system, for not being disqualified. For this “plagiarism” plays a vital role. S4 starts explaining by stating “and I also [...] think that plagiarism”. She then starts expressing her idea again and reformulates her statement to that “if you plagiarize”

and continues by explaining that plagiarism results in getting “two warnings straight away”. Afterwards, a self-repetition can again be observed as the speaker repeats “straight away” and goes on to add “on your final warning”. In my opinion this is a *repaired repetition* as lexical items are added and lead to a clearer utterance. This means, that in this first utterance there is already a reformulated as well as a *repaired repetition* observable. In addition line 372, which follows the turns by the other interlocutors, shows S4 reformulating her utterance from line 366 to “if you plagiarize [...] you’re straight away” which is done to clarify the discussion as well as her statement. She also adds “you’ve got one last chance” which is a paraphrase and therefore not regarded as a self-repetition in the frame of this work. However, I think that the utterance supports the view that S4 is trying to enhance the clarity of her statement. Furthermore, “you’ve got one last chance” is the first saying of the next reformulated self-repetition that S4 utters in line 376 (“if you plagiarize it means that you've only one last chance. so that you go straight to the second warning”). Here she again summarizes the whole message, that she wants to express, in one reformulated utterance. Therefore, it can be seen that *reformulation repetition* is the reorganization of words and phrases until a clear utterance develops. *Repaired repetition*, on the other hand, does not involve any restructuring but the insertion of lexical items with the aim to describe certain words more clearly. This also happens in line 375 in which S1 first says “the warning” but then repairs the phrase in form of self-repetition including an additional remark “the step one warning”.

As indicated by the examples comprehension-oriented *reformulation repetition* is mainly used in the data to enhance the clarity of ideas, or more precisely, the main message that the speaker wants to bring across. This does not necessarily have to happen because of non-understanding by the interlocutors as I could not find any instances of reformulation that occurred due to direct misunderstandings. Instead, I am under the impression that the self-repetition strategy that involves reformulation is a kind of preventative act. In other words, it appears that the speakers in the speech events reformulate their own statements in order to avoid the possibility of being misunderstood. Therefore, they seem to reiterate their idea/message until they arrive at the clearest formulation they can come up with. From this we can assume that reformulation can lead to a clearer utterance, sometimes with the help of adding explanation(s) to the reformulation.

4.3. Discussion of the findings, limitations and implications for further research

In the course of chapter 4 I presented the results of my analysis. This was done by giving an overview first, followed by a description of each strategy and their functions with the help of several examples from the data. What I would like to do now is to briefly summarize the findings once again and refer to limitations I faced in the course of the analysis as well as offer some implications for further research.

In this chapter it was shown that *key word(s)* and *repaired repetition* as well as the application of *parallel phrasings*, *requested repetitions* and *reformulations* are useful strategies that can fulfill various communicative purposes among ELF speakers.

By repeating key words, the speaker can give prominence to a word/phrase and/or create cohesion. This strategy can also be used after interruptions/overlaps or for providing a summary of the main idea that was uttered in the first saying. It was also shown that *key word(s) repetition* can be further regarded as being multi-functional. To be precise, the data indicates that there are several situations in which the purpose seems to be providing prominence and cohesion simultaneously. However, neither function has to be primarily intended by the speaker. I instead proposed that sometimes one of the functions that the speaker uses key repetition for is primary, and that the second function develops as a side effect. With regard to the form, key word repetition can be either exact or with slight variation (e.g. singular -> plural).

As far as *repaired repetitions* are concerned, there are two variations. This type refers, on the one hand, to instances in which the speaker repairs his or her speech and then repeats the whole utterance again in its correct version. On the other hand, phrases that are repaired by inserting an additional word that makes the utterance clearer are regarded as *repaired repetitions*. In my data, it was the second type that was mainly be found. What is important, though, is that the strategy turned out to serve the purpose of making utterances more understandable for the listener.

Another strategy discussed in this chapter was *requested repetition* which was introduced as a new strategy in the course of this thesis. It refers to two different types of self-repetition. The first type is self-repetition uttered due to requests by the listener in cases when non-comprehension was expressed. This type is based on Lichtkoppler's (2006: 118) exact repetition after request for confirmation or clarification. However, I

also included utterances that were not completely exact and it turned out that in my data this realization of self-repetition occurs only as a reaction towards requests for clarification. The strategy that I named requested self-repetition, though, refers to reiterated utterances that themselves are uttered in order to express the need for an answer, clarification and/or confirmation. With regard to this second type it was shown that even when the request is uttered to ask for a clarification or confirmation, the need for an answer is incorporated as well. The reason for this is that one cannot get any clarification or confirmation without getting an answer. As to form, the first type (self-repetition following requests) of this strategy is mainly uttered exactly or with slight variation, while the second type (self-repetition used as request) can range from exact repetition to reformulated utterances.

Regarding the use of *parallel phrasings* it was illustrated that they mainly occur when the speaker lists several ideas. In contrast to Kaur's (2012) data, however, I could not find any instances in which *parallel phrasing* was used due to misunderstanding. Nevertheless, the speakers in the speech events still used *parallel phrasing*, in form of exact repetition, whenever they wanted to give prominence to their enumerations

The last strategy that was found in the data is *reformulation repetition*. According to Lichtkoppler (2006: 118) as well as Murata (1995: 353) reformulations are production-oriented repetitions. Based on Murata's (1995: 353) understanding of *reformulation repetition* they refer to the process of finding "appropriate words or phrases" in discourse. With regard to my findings, however, I suggested that *reformulation repetition* should be regarded as a strategy instead of function. The reason for this is that it is used in order to make utterances more understandable; thus, to enhance clarity. *Reformulation repetition* then fulfills a function, instead of being one. Its purpose also suggests that *reformulation repetition* plays a role in comprehension. Due to this I proposed to additionally position this kind of self-repetition among comprehension-oriented repetitions instead of only production-oriented ones.

As with all research there were also limitations with regard to investigating the role of self-repetition in English as a lingua franca speech. The major limitation was to narrow down the definition of self-repetition for the purpose of this thesis. In other words, it was important to find an appropriate frame that was neither too narrow nor too broad, especially since the understanding of repetition can reach very far and does not even have to be limited to a certain conversation. Furthermore, the data is restricted to five speech events that are all working group discussions. This is another

aspect in which a line had to be drawn, as one can never look at all of the data that might be available when conducting an analysis. Therefore, I decided rather to choose less speech events and look at them in greater detail instead of cursorily investigating a huge amount of data only roughly. Moreover, by concentrating on a certain type of speech events it was also possible to elaborate on a certain type of discourse, which in my case was working group discussions. An additional limitation of the study is concerned with the theoretical approach. There are a wide range of literature available on the topic of repetitions. It was not possible, however, to cover all of them in the scope of a thesis. Instead I had to limit myself to the most relevant ones. As I already pointed out in the course of this paper it is not possible to provide a qualitative analysis that is to one hundred percent objective, but I attempted to remain as objective as possible. Nevertheless, by conducting the analysis more than once, separately from each other, it became easier to see which instances were clear and which not. The counting of self-repetitions also turned out to be more difficult than expected, especially as there were clear overlaps among strategies and functions recognizable. This is also why the strategies were outlined quantitatively but no numbers were given with regard to the occurrences of the functions given.

Even though there were limitations and difficulties to overcome, the thesis offers new insights into the use of self-repetitions in ELF. The work is inspired and based on Lichtkoppler (2006) and Kaur (2012) but is not identical to theirs. What I did is combine the findings of both of them into my thesis as even though they are both dealing with self-repetitions the works are different (Lichtkoppler describes functions and Kaur practices/types). Furthermore, the data I investigated cannot be completely compared to theirs either. While Lichtkoppler (2006) analyzed conversations occurring at service encounters, my data was recorded in the course of working group discussions. The idea of taking working group discussions was based on Kaur's (2012) investigation. The reason for that is that by taking the same type of data I hoped to be able to see if Kaur's (2012) would be similar to those found in the VOICE-corpus (2013 2.0 Online) and therefore supported, which turned out to be the case.

It became clear in the course of this paper that self-repetitions in ELF are definitely significant and that there are several strategies that can be applied. Furthermore, at least with regard to working group discussions, Kaur's (2012) view that self-repetitions are used to enhance the clarity of an utterance could be supported. However, there is still need for further research. It would be interesting to see whether

there are differences observable when comparing the findings to other types of speech events such as leisure, for instance. This comparison might be effective in that working group discussions are serving a certain goal, forcing the interlocutors have to work together. Leisure conversations, by contrast, usually have no major goal to be fulfilled. Of course, the comparison of self-repetitions in working group discussions to any other kind of speech events (e.g. business meetings) could yield interesting outcomes as well. Another implication for further research would be to investigate ways in which the strategies of using self-repetitions could be incorporated into teaching. To be precise, by making students of English aware that self-repetitions can be used to fulfill various purposes it might be useful to show them which strategies can be applied for which purpose. ELF speakers could then make use of the strategies more consciously.

To sum up I would like to note that a wide range of strategies were found in the data which all fulfill functions that help the speakers to make their utterances clear and understandable. Even though the scope of this thesis is limited, the significant role of self-repetitions could be supported and insights into their use in working group discussions in VOICE (2013 2.0 Online) offered, which moreover might be useful for further investigation of self-repetitions.

5. Conclusion

This thesis set out to investigate the role of self-repetition in the ELF context. To be precise, self-repetitions in working group discussions were investigated toward that purpose. Moreover, it was of interest to see whether Kaur's (2012) finding of comprehension-oriented repetition being used to facilitate understanding could be supported.

In order to provide answers to those questions, I structured the thesis into three main chapters: theoretical framework (ch. 2), data and methodology description (ch. 3) and analysis (ch. 4).

In chapter 2 the focus was set on providing necessary information with regard to the forms self-repetitions can have, previous studies as well as existing key concepts. In the course of doing that it became clear that repetition can be uttered by same- as well as other-speaker, immediately or with delay and also in the exact same form as the first saying with slight variation or even in form of reformulation or paraphrase. Before the functions of self-repetitions were discussed, it was pointed out that even though

there is no complete agreement concerning the main macro-functions they can be divided into being production-, comprehension and interaction-oriented, as those descriptors are used by several researchers (i.e. Norrick 1987, Tannen 2007). I also presented several studies with a special focus on research conducted on self-repetition in the ELF context, followed by a section in which self-repetitions were discussed as part of communication strategies (CS) as well as communication accommodation theory (CAT). Through doing this it was shown that the linguistic element of repeating oneself in discourse can also be regarded as a successful communication and accommodation strategy.

After having established the theoretical framework, the key concepts and positioned self-repetition among CS and CAT I provided necessary information with regard to the data, research design and focus, in chapter 3. In that chapter, I offered a detailed description of the data analyzed and the methodology applied to the elements considered for the analysis. For this, I started out by describing the VOICE-corpus (2013 2.0 Online), from which the data for the analysis had been taken. The data was then presented, through which it became clear that the five speech events under investigation were chosen from the educational section of the corpus and were all working group discussions. Besides an outline of their length, and amount of participants, the first languages of the speakers as well as a brief description for each speech event was provided. Through doing that it was shown that the discussions were not only concerned with various topics but that the participants had a wide range of first languages. For a better understanding of the analysis an outline of the methodological considerations was offered as a next step. In the course of that I explained that the analysis had been conducted in the light of Conversation Analysis (CA) of which I further provided some key facts. Moreover, I outlined the criteria that had been established with regard to the self-repetitions considered for the analysis. In the course of that it was made explicit that the instances of self-repetitions had to occur within the same conversation and that the second saying had to have some kind of relation to the first. Additionally, the utterances containing the reiteration had to be uttered either immediately or within a delay of 15 utterances and be uttered either exactly or with slight variation (i.e. singular -> plural)

Based on these criteria and in light of the established theoretical framework I presented the findings of my analysis. The analysis itself was conducted on the basis of two studies that were described in detail in the theoretical approach as they were

regarded as important to the topic of analyzing self-repetition in ELF speech. The studies were conducted by Lichtkoppler (2006) who provided information on the forms and functions (among all three macro-functions) of self-repetition in ELF, and Kaur (2012) whose study was concerned with comprehension-oriented self-repetition in order to prove that they can facilitate the understanding among ELF speakers. In the course of that I described the practices of self-repetition. However, even though I based my analysis on those two studies, with the consequence of unavoidable overlaps (especially as all our works contain information on same-speaker repetition in ELF), the thesis at hand is not a replication of one or both studies. I explained in the course of this thesis that I used the findings by Lichtkoppler (2006) and Kaur (2012) in order to classify my data. Nevertheless, I did not limit myself to their outcomes but also looked for additional ones. As illustrated in chapter 4, I then arrived at the conclusion that it might be best to combine the findings of Lichtkoppler's (2006) functions and Kaur's (2012) practices and refer to them as strategies that fulfill certain functions. Based on this, I created an overview of the strategies of self-repetitions, including their functions, which I observed in my data. Those strategies can be once again found in the table below. The quantitative distribution of the strategies is also offered in the table as a reminder. However, it should be noted that while it was possible to count the various strategies in the data, the number of functions could not be given as there are often overlaps that make it impossible to exactly count their occurrences.

Strategy	Function
Key word(s) repetition (65%)	to establish cohesion to give prominence to summarize to repeat due to interruption/overlap to fulfill multi-functions (esp. cohesion and prominence)
Repaired repetition (11%)	to make utterances more correct/understandable
Requested repetition (11%)	to clarify on request to request an answer, clarification
Parallel phrasing (9%)	to give prominence

Reformulation repetition (4%)	to make utterances more correct/understandable
--	--

Table 8 Strategies (including the quantitative distribution) and their functions of self-repetition in the data

As table 8 illustrates the strategies found in the data were primarily *key word(s) repetitions* with an occurrence of 65%. The functions of this strategy are establishing cohesion, giving prominence and summarizing as well as occurring due to interruption and/or overlaps. Moreover, it was shown that there are instances of *key word(s) repetition* which are multi-functional, and these often have a primary and a secondary purpose, especially with regard to cohesion establishing and prominence giving function. The next frequently occurring strategy of self-repetition was identified as *repaired* as well as *requested repetition*, with 11% each. While *repaired repetition* was shown to serve the main function of making utterances more understandable/correct there were two functions identified with regard to *requested repetitions* that were introduced as a new strategy. To be precise, this strategy was shown to refer both to self-repetitions occurring in order to clarify on request, and to request an answer/clarification, on the other hand. The data also contained self-repetitions that were classified as being *parallel phrasings* and *repaired repetitions*. The former strategy occurred in 9% of the cases and functions as prominence giving, while the latter was found in 4 % of the cases and serves to make utterances more correct/understandable.

All of these strategies and functions reflect the role of self-repetition in working group discussions in ELF and prove the linguistic element to be an effective mean to facilitate comprehension. This also supports Kaur's (2012) perception that comprehension-oriented self-repetition serves the purpose of making utterances more understandable/correct.

After outlining these outcomes, I further provided a summary of the findings as well as pointing out several limitations (e.g. scope, amount of speech events) and implications for further research. I suggested, for instance, that the findings could be compared to the analysis of different types of speech events (e.g. leisure). In this vein, I want to mention again that the findings of my analysis only refers to the data that I have analyzed, being the five working group discussions from the VOICE-corpus (2013 2.0 Online). It cannot therefore be regarded as absolute truth. However, they still successfully illustrate that comprehension-oriented self-repetitions can be applied

through various practices, i.e. strategies, which serve a wide range of functions. What they all have in common is facilitating comprehension and successful communication among ELF speakers.

In conclusion, my thesis offers information on the role of self-repetition in discussions between international participants. By providing a theoretical basis self-repetitions were shown to be significant parts of speech that support communication in the context of discussions among speakers with different linguistic backgrounds. It also provided relevant information with regard to the data and methodology as well as a detailed analysis of several examples for illustrating the findings. For this purpose speakers apply *key word(s)*, *repaired* and *requested repetition as well as parallel phrasing* and *reformulation repetition* in order to enhance the clarity of their utterances. I suggest that these be regarded as strategies since they are all fulfilling certain functions (i.e. to make utterances more understandable/correct, to give prominence and create cohesion) which facilitate understanding and therefore support communication.

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7. Appendix:

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Zusammenfassung

Die vorliegende Masterarbeit befasst sich mit der Erforschung der englischen Sprache als Lingua Franca. Um genau zu sein, mit Selbstwiederholungen im internationalen Kontext. Zum Thema Wiederholungen während des Sprechens findet sich eine große Zahl an Literatur aus dem hervorgeht, dass die Meinungen über das linguistische Element geteilt zu sein scheinen, besonders wenn es sich um das Vorkommen innerhalb des englischen als Lingua Franca handelt. In diesem Zusammenhang nimmt sich diese Arbeit als Ziel, die Rolle von Selbstwiederholungen zu erforschen, um so, Einblicke in die verschiedenen Formen, Funktionen als auch Anwendungsmethoden zu erhalten. Zuerst werden Taxonomien und Konzepte im Bezug auf Selbstwiederholungen vorgestellt. Darauf folgt die Analyse von fünf Gruppendiskussionen, die im Bildungsbereich des VOICE-Korpusses (2013 2.0 Online) zu finden sind. Abschließend wird die qualitative Analyse, die sich auf verständnisorientierte Selbstwiederholungen konzentriert vorgestellt. Die Analyse unterstützt die These, dass das Wiederholen von bereits erwähnten Wörtern, Phrasen und/oder Sätzen ein effektives linguistisches Hilfsmittel sein kann, dass in unterschiedlichen Variationen zur Erfüllung verschiedener Funktionen in Diskussionen unter internationalen Teilnehmern angewendet werden kann.

Speech events

EDwgd5

Working group discussion about organizing a presentation on a common foreign policy for the European Union

- ▼1S1:environment? e:r environmental <1> issues </1>
- ▼2S2:<L1ger><1><fast> soll ich es </fast></1> einfach hinstellen oder? {i'll just put it there right} </L1ger> (2)
- ▼3S1:and there are enlargement issues?
- ▼4S5:mhm (.)
- ▼5S1:well actually it is also er =
- ▼6S3:= for common (.) foreign (.) <2> security policy.</2>
- ▼7SX-f:<2><soft> yah it's okay </soft></2>
- ▼8S3:yeah =
- ▼9S5:= enlargement is (.) i don't know wh<3>o:</3>
- ▼10S2:<soft><3> just ig</3>nore it okay? @ </soft> (.)
- ▼11S5:i don't know who: (1) who was obliged to do that
- ▼12S3:<soft> i'm not sure <4> who was </4></soft>
- ▼13S5:<4> enlargement.</4> (1) okay and (.) a- any- anyway i can cover it too (.) because <un> x </un> (.) it's my major
- ▼14S3:<soft> @@ </soft> =
- ▼15S5:= so <5> no problem for me </5>
- ▼16SX-3:<5> a:h?</5>
- ▼17S6:but (.) we have to talk er (.) forty MINutes (1) <6> so er </6>
- ▼18S5:<6> forty </6> minutes yes <7> so I : a:m aware </7>
- ▼19S6:<7> so i have to talk ten minutes </7> or (2) about.
- ▼20S5:i think <8> that </8>
- ▼21S6:<8> common </8> foreign security policy <9> we have to talk </9> ten minutes
- ▼22S5:<9> i think that </9>
- ▼23S5:no (.) i think that is the major part. (.) in fact. hh (.) because if you want to show someone that it is a political player? (.) it (.) H:AS to do with (.) our foreign policy =
- ▼24S6:= so we can <1> do that i i talk about </1> histor- (.)
- ▼25S5:<1> first and foremost </1>
- ▼26S6:history briefly? (.)
- ▼27S5:hh yeah <2> you can spend like </2>
- ▼28S6:<2> and then i talk </2> about (.)
- ▼29S5:ten minutes for history and then hh ten minutes for practical cases. =
- ▼30S3:= hm
- ▼31SX:hm
- ▼32S1:that will be nice (.)
- ▼33S6:so i have to speak <@> twenty minutes?</@> (1)
- ▼34S5:yeah you DON'T have to <un> x </un> (.) if you don't want to <3> speak e:r someone else will speak </3>
- ▼35S6:<3> no (.) i just wanted to divide it </3> like i i <4> talk </4> about history and you talk (.)

▼36S5:<4><soft> yah </soft></4>
▼37S6:hh and i'll <5> talk about (.) IRAQ ?</5> and you talk about (.)
▼38S5:<5> yeah but (.) but reMEMber </5>
▼39S6:this road map <6> and (1) your major </6>
▼40S5:<6> yeah but remember that WE have </6> only (.) the main thi- the: bes- the best solution will be (we) have only
▼41SX-3:<soft> mhm </soft> =
▼42S5:= TWO speakers.
▼43SX-1:<soft> mhm </soft>
▼44SX-3:<soft> mhm </soft> =
▼45S5:= <7> not </7> more
▼46S6:= <7> so </7>
▼47S6:you <8> WANT </8> to have two speakers
▼48SX-1:<8><soft> yes </soft></8>
▼49SX-3:<soft> mhm </soft>
▼50S5:yah =
▼51S6:= so <9> i don't mind really </9>
▼52S5:<9> i think it would be more </9> practical. (1) like (1) so (.) and THEN we have this humanitarian aid (.) er health problems and mass migration and refugee movement? hh (under) (.) like er one (.) of the arguments i guess it will be the THIRD (.) argument.
▼53SX-f:<whispering> now </whispering> (.)
▼54S3:i just worry (with) doing <sighing> hh </sighing> (.) with focusing too much on that (.) i mean (.) that really doesn't show hh (1) the <spel> e u </spel> is being a global power? (.)
▼55S5:mhm
▼56S3:erm =
▼57S5:= so what <1> do </1> you offer? (.)
▼58S6:<1> what?</1>
▼59S6:the humani- <soft> -tarian thing </soft> (1)
▼60S3:i'm talking about immigration. (.) <2> and such </2> (1)
▼61S6:<2><soft> okay yah </soft></2>
▼62S3:because that's more of an internal (.) rather than an EXternal <3> so much </3> (1)
▼63SX-5:<3><soft> yah </soft></3>
▼64SX-5:<soft> mhm </soft>
▼65S3:i mean that's my viewpoint of it at least (1) i think (.) there is: (.) (some) erm clear implication within (.) the: (1)humanitarian aid?
▼66S5:hm: =
▼67S3:= and so much as they've (.) tried to use it for diplomacy (.) <un> xxx </un> (.) hh but (2) i think focusing too much on that (1) it kind of takes away from what we're actually trying to accomplish. (1)
▼68S5:<soft> hm </soft> (1) hh so we can (.) we can e:r not focus specifically on that we <4> have to </4> mention it like ten minutes for ALL three of them? (.) hh =
▼69S3:<4> hm </4>
▼70S3:= yah =

▼71S5:= like heal- (.) health problems humanitarian an:d (.) migration and refugee? hh like ten fifteen minutes not more?<5> hh so </5> our our major <un> x </un> (.)

▼72SX-1:<5><soft> mhm </soft></5>

▼73S5:major attention will <un> x </un> common foreign <6> security </6><7> policy?</7> (.)

▼74S3:<6> hm </6>

▼75SX-1:<7> hm:</7>

▼76S5:hh then goes: political dimension and enlargement? hh THEN environment? (.) and then: er all this humanitarian issues. (.)

▼77S3:mhm

▼78S5:hm?

▼79S3:<8> that </8> sounds good (.)

▼80S6:<8> but </8>

▼81S6:you have to help me in this because i <9> i read </9> like (.)

▼82S5:<9> yah </9>

▼83S6:what SHE (.) told me to read? (.)

▼84S1:mhm =

▼85S6:= that (.) that is (.) something about history and (2) and the major task they have now. (.) it's nothing about (.) whatYOU just told me about maybe er bosnia <10> is in there but IRAQ </10> is not (.)

▼86S5:<10> take take [last name1]'s class </10>

▼87S5:take take [last name1]'s class e:r you will find everything there

▼88S6:okay yah =

▼89S5:= all these missions are described and take your er note

▼90S6:yeah okay <1><soft> yeah </soft></1>

▼91S5:<1> if </1> you don't have (.) i have <2> so it's not a problem </2>

▼92S6:<2> no i have it (.) i have it </2> (1)

▼93S5:hh so: I would offer (.) everyone to write a kind of er not a speech but something like that? covering YOUR specific topic? hh and then s- we will get it all together? (.) and two persons or three persons will <3> work out </3>

▼94S3:<3> we ARE going </3> to do it on (.) a powerpoint presen<4>tation </4>

▼95S5:<4> yes </4> (.) exactly

▼96S6:yeah

▼97S3:so that'll be a LOT easier to organize it (.)

▼98S5:yeah =

▼99S6:= <fast> hm </fast>

▼100S5:so everyone writes a paper? (.) then we get it all er er get them all <5> toge</5>ther? (.)

▼101SX-1:<5><soft> mhm </soft></5>

▼102S6:yes =

▼103S5:= then someone (.) m- makes a powerpoint presentation?<6> a:nd </6> we: choose two persons (.)

▼104SX-1:<6><soft> mhm </soft></6>

▼105S5:hh who will speak. (.)

▼106S6:well i can help you now with the powerpoint presen<7>tation </7><un> x </un> i don't have a class any more (3)

▼107S5:<7><soft> hm </soft></7>

▼108S6:and yeah (2)

▼109S5:what do you think about that (.)

▼110S4:mhm (.) could you please remind me which erm major (.) topics we have like first one will be security? (.)

▼111S5:<8> mhm </8>

▼112S4:<8> and </8> the second one will be?

▼113S5:yeah <fast> no problem </fast> hh YOU have to be:: sure that you cover your issue <soft> that is the main fact</soft> so everyone writes on his her specific issue and then we bring it all together

▼114S4:yah hh <9> the thing is (.) that </9> erm:<10> probably it would be better </10> (3) {someone shuffles papers (6)}

▼115S5:<9> but so that (.) you know </9>

▼116S5:<10><soft> do you have a (.) paper?</soft></10>

▼117S5:<soft> a small piece?</soft><to S4> haeh </to S4>

▼118S6:<11><soft> mhm </soft></11>

▼119S4:<11> e:r </11> for example<12> for me it</12> would be better to tell myself about environmental issues because (.)

▼120S3:<12><un> xxx </un></12>

▼121S4:like (.) <fast> i don't know </fast> (2) it would be better for me to tell it mySELF than to tell another person (1) <13>and another person </13>

▼122S5:<13> no you don't have to TELL </13> another person you have to write it DOWN in your paper

▼123S4:hh yeah but <1> it's always easier </1> to describe it (1)

▼124S3:<1> but what she's saying is:</1>

▼125S4:like by my worn- (.) own words (.) <2> than </2> (.)

▼126S5:<2> hm </2>

▼127S4:i give just one short (.) piece of paper and per- another person will just read it (.) down hh because (1) i don't know we (.) i think it will be more efficient (1)

▼128S3:<3> cos we </3> each focused on our own area <4> (so) DONE the research </4>

▼129S4:<3> so </3>

▼130S5:<3><soft> yeah but </soft></3>

▼131S4:<4> yeah there are SO </4> many (.) things which hh you <5> cannot just (.) put into </5> one piece of paper yah.

▼132S6:<5> so everybody should speak or what </5>

▼133S5:it (.) i don't think it's the right (.) policy <6> i mean (.) we can </6> take two or three speakers but not more because the <soft> erm erm </soft> people will have to switch their attention every time

▼134S4:<6> hh i don't think that we </6>

▼135SX-3:<soft> mhm </soft>

▼136S5:<7> it </7> it will be quite difficult <1> to manage </1>

▼137S4:<7> no </7>

▼138S4:<1> yeah i agree </1> that not ALL of us should (.) talk (.)

▼139S6:yeah <2> i totally </2> agree if you speak about <@> common foreign security policy </@> (1)

▼140S4:<2> but </2>

▼141S5:<@> mhm </@>

▼142S6:<3><@> because </@></3>
 ▼143S5:<3><soft> @@@ </soft></3>
 ▼144S1:at first we have <4> foreign </4> (1)
 ▼145S6:<4> @ </4>
 ▼146S1:<5> foreign relations </5>
 ▼147S3:<5> i think limiting </5> it to just
 two (1) <6> speakers <un> x </un> is </6> is too few (.)
 ▼148S4:<6> yeah two is </6>
 ▼149S6:haeh? (1)
 ▼150S3:<7> i think limiting it to just two speakers </7> is too few though (1)
 ▼151S4:<7> i think three will be enough </7>
 ▼152S5:where is [S8] ? (1)
 ▼153S3:i'm not sure
 ▼154S6:i <8> don't know where she is </8> (.)
 ▼155SX-1:<8> hm::</8>
 ▼156S5:<soft> so we speak about common foreign security policy?</soft>
 ▼157S3:are we going to touch though on the: (1) erm (1) constitution (2)
 ▼158S5:no er (2) does it show erm (.) {S7 joins the group and stops at their
 table}<1> being political power or </1>
 ▼159S7:<1> do you have an <un> xx </un> with what we did </1> friday? (.) last
 friday? (.)
 ▼160S4:<2> n:ot with me </2>
 ▼161S5:<soft><2> enlargement </2></soft>
 ▼162S7:aha okay (.) <soft><un> x </un></soft>{S7 leaves again}
 ▼163S3:but the constitution actually has indications that would increase the global
 power of the <spel> e u </spel> (1)
 ▼164SX-1:<soft> hm </soft>
 ▼165S3:<3> especially </3><un> xx </un> the diplomatic wing (1)
 ▼166S5:<3><soft> relations </soft></3>
 ▼167S5:mhm <smacks lips> (.) he was talking about that <4> but he
 never (.) finish </4>
 ▼168S6:<4> do you write something about that?</4> (2)
 ▼169SX-4:@@@
 ▼170S3:i think it's something that we should mention at the end
 ▼171SX-5:<soft> mhm </soft> =
 ▼172S3:= just as a this <5> is what will happen </5>
 ▼173S6:<5><fast> yeah we can do that when we </fast></5> do our power- (.) when
 you (.) when i help you with the <6>power</6>point presentation so (.)
 ▼174S3:<6> yah </6>
 ▼175S6:we can fix it (1)
 ▼176S3:<7> yah </7> (.)
 ▼177S5:<7><soft> hm </soft></7>
 ▼178S3:<1> just kind of as a side note at the end you know </1> (.)
 ▼179S6:<1> and then just (1) yeah exactly </1>
 ▼180S3:these are some possible implications (.) hh for the future of the <spel> e
 u </spel> (1) and that (.) <2><un> xx</un></2>

▼181S6:<2> like i </2><fast> i don't know </fast> have you been there? (1) on this seminar when (1) doctor [last name2] was speaking?

▼182S3:<soft> mhm </soft>

▼183S6:yeah he mentioned <3> it </3> too (3)

▼184S3:<3><soft> yah </soft></3>

▼185S3:because I mean (1) from what (1) <fast> i've (studied here) at least </fast> (1) the <spel> e u </spel> really isn't a global power right now (1)

▼186S6:is not? (.)

▼187S3:is not (1) <4> it's </4> starting to come into (.)

▼188S6:<4><un> x </un></4>

▼189S6:it never <5> will be er in my opinion </5>

▼190S3:<5> power (1) but i don't </5> think it'll ever

▼191S5:mhm

▼192S6:no (.)

▼193S3:<6> be </6>

▼194S6:<6> like </6> with united kingdom and france and germany you can (.) never

▼195S3:there's too many forces <7> against it </7>

▼196S6:<7> there are </7> too national interests in <8> it </8> so (.)

▼197S3:<8> yeah </8>

▼198S6:that's my opinion =

▼199S3:= but i mean there are implications that would increase (1) its global power (3) i mean going from the very beginnings i mean (1) <1> when </1> they first started as JUST an economic unit (.)

▼200S6:<1><loud> yeah </loud></1>

▼201S3:hh i mean you really saw the functionalist viewpoint go through

▼202S6:but like (1) she told us in the iraq war you could see that (.) hh the european union is JUST an <2> economic </2>

▼203S3:<2> mhm </2>

▼204SX-5:<soft> hm </soft> (.)

▼205S6:power and not (.) not a military power <3> because </3> the interests were so (2)

▼206SX-3:<3><soft> mhm </soft></3>

▼207S6:DIVIDED like

▼208S3:and you can see that the: second pillar is the weakest (.) pillar of

▼209S6:yeah because <4> it's (.) it's </4> the (3)

▼210SX-5:<4><soft> mhm:</soft></4>

▼211S6:it's the most difficult to <5> get </5> (2)

▼212S3:<5> mhm </5>

▼213S6:<pvc> co-decision-making </pvc> and <6> co- </6>

▼214S3:<6> and </6> when they tried to <7> do a military </7> unit it (.)

▼215S6:<7><soft><un> xxx </un></soft></7>

▼216S3:basically failed (.) right from the outset

▼217SX-1:<soft> yah </soft> (.)

▼218S6:like (.) I have to talk about that (1) for instance if i don't know if you have heard this petersburg task? (.)

▼219SX-3:n-n

▼220S6:yeah they (.) european union decided to make (.) peacekeeping er peace-
(.) <8> -building </8> operations

▼221S3:<8> hm </8>

▼222S3:<soft><un> xxx </un><9> that </9></soft> (.)

▼223S6:<9> but </9>

▼224S6:not just with the help of the european union but WITH na- nato (.)

▼225S3:hm

▼226S6:so <10> they are </10> in a way they are (3)

▼227SX-5:<10><soft> mhm </soft></10>

▼228S6:they need the help of the united states to make peacekeeping operations

▼229SX-5:<soft> mhm </soft> (2)

▼230S6:but yeah (.)

▼231S3:i mean especially with humanitarian aid? (1) the <spel> e
u </spel> piggybacks a lot (1) <1> erm </1> (1)

▼232S6:<1> yah?</1>

▼233S3:like <un> x </un> (2) (donate) to <2> certain </2> specific areas

▼234S5:<2><soft> mhm </soft></2>

▼235S5:hm

▼236S3:and we use that (2)

▼237SX-1:<soft> mhm </soft>

▼238S6:so and whe- when do we met. (.) yeah (.) <soft> when do we
meet <un> xx </un></soft> (.)

▼239S5:when will everyone: be ready with their cases

▼240S6:yeah till <3> wednesday </3>

▼241S5:<3> and WHO </3> will be in charge of powerpoint presentation because
actually (.) i i: (1) <smacks lips> i don't feel like like DOing that because i have (.) exam
on german? (.) a german exam on (.) thursday? (1) and something el- and er (.) human
rights exam on thursday as well <soft> on thursday as well </soft> so <4> I won't be
able to do that on </4>

▼242S6:<4> do we have on FRIday our presentation?</4> (.)

▼243S5:wednesd- er er on <5> wednesday </5>

▼244S3:<5> when IS </5> our presentation?

▼245S6:<6> i think?</6> on friday.

▼246S5:<6> on friday.</6>

▼247S3:on friday?

▼248S5:<7> yeah.</7>

▼249SX-1:<7><soft> on friday?</soft></7>

▼250S4:our presentation is on thursday huh?

▼251S1:i guess thursday =

▼252S4:= because <8> we have two </8> groups on power. (.)

▼253S5:<8><un> xxxx </un></8>

▼254S4:like european power?

▼255S6:well <9> we can </9> talk to her and tell her that we have (1)

▼256SX-5:<9><soft> mhm </soft></9>

▼257S6:human rights?

▼258S4:no she said that she wanted er(.) both these groups be one day. and this should (be) thursday i guess (.)

▼259S6:so we have on thursday.

▼260S4:<10> yeah s- </10>

▼261S5:<10> so that mean that </10> TOMORROW we have to work on the powerpoint presentation already that mean that we have to write cases today. (2)

▼262S4:no i mean for example I can d- what i can do if i'm working on my (.) environmental part. i can make this short<11> paper and </11> I already can make powerpoint like <12> bullet points </12>

▼263S6:<11><soft> mhm </soft></11>

▼264S5:<12> aha you can </12> do it yourself =

▼265S4:= i mean (.) it's easier for everyone who is working on (.) h- h- his or her own part to make bullet points in adv<13>ance hh so (.) be</13>cause (.)

▼266S5:<13> yes so that we just (.) put it </13>

▼267S4:another person he will have to read it first and try to understand and then <1> (it will) <un> xxx </un></1>

▼268S5:<1> yes (.) yes </1> so (.) prob<2>ably we could do like that </2>

▼269S3:<2> if you wanna write </2><3> like (.) like i've </3> got the laptop and i've got powerpoint and everything on (.)

▼270S4:<3><soft> yeah (.) just </soft></3>

▼271S3:and i'm pretty (.) good with creating powerpoint presentations so (.)

▼272S5:so you you take this responsibility. (1)

▼273S3:i'll do (1) i'll set it up (.)

▼274S5:mhm =

▼275S3:= if everyone can like (.) erm just create an outline?

▼276S4:yeah =

▼277S5:= hm

▼278S3:for me to just (.) transcribe into the computer

▼279S4:we can <4> yeah put </4> together on wednesday everything hh and we can just add some pictures (.)

▼280S5:<4><slow> mhm </slow></4>

▼281S4:some (.) <fast> i don't know </fast> some <5> sophisticated </5>

▼282S6:<5> yeah d- let's do it </5> this on (.) on wednesday yeah?

▼283S4:yeah =

▼284S3:= <soft> wednesday </soft>

▼285S4:<6><fast> so i can just </fast></6>

▼286S5:<6> but then i am OUT </6> (1) because i will have to study a lot on wednesday (.)

▼287S4:i mean but you have (.) like <7> which part is yours?</7>

▼288S3:<7> i mean this is basically </7> (.) if: we get it all together i mean (.)

▼289S5:then you can do it <1> yourself </1>

▼290S4:<1><soft> yeah </soft></1> (1)

▼291S3:i can basically put the powerpoint together (.) and then on wednesday (1) at some time (.) erm (1) w- we can just get together to look it over (.)

▼292S1:<2> hm </2>

▼293S5:<slow><2> mh</2>m </slow> =

▼294S3:= and make sure that it's <3> how everyone wants it </3>

▼295S6:<3> because i i </3> i'm sure that i need your help in th<4>is be</4>cause (.)

▼296S5:<4> yes </4>

▼297S6:as you told (.) me that this should be the (1) MAIN part of the speech?

▼298S5:mhm (2)

▼299S6:erm yeah i need there help because er if you want to talk about this twenty minutes? (.)

▼300S5:yes

▼301S6:i can't write now (.)

▼302S5:sure =

▼303S6:= so twenty minutes?

▼304S5:<soft> sure no problem </soft> (.) <smacks lips> so then we will meet with you tomorrow

▼305S6:tomorrow yeah okay

▼306S5:tomorrow we will work on that? (.) because actually: er asylum:-seeking and all that stuff takes (.) not more than fi- five minutes

▼307SX-4:<soft> okay </soft> =

▼308S5:= i mean the last point <5> here hh if </5> you have something to add please er take a look at that (.)

▼309SX-1:<5><soft> mhm </soft></5>

▼310S5:<6> probably </6> i haven't covered everything here <7> so that (.) we KNOW what </7> else we need

▼311SX-4:<6><soft> mhm </soft></6>

▼312S4:<7><soft><un> xxxxxx </un></soft></7>

▼313S4:hh who will be: the two speakers huh?

▼314SX-1:<soft> mhm </soft>

▼315SX-5:<soft><un> xxx </un></soft> =

▼316S6:= i think she should speak

▼317S4:mhm

▼318S6:because she knows my <@> topic so </@><8> @ <@> i'm out </@></8><9> @@ </9>

▼319SS:<8><soft> @@@ </soft></8>

▼320S5:<9> i think [S8] </9> could also speak but where is she i wonder (2)

▼321SX-1:<soft><un> xxxx </un></soft>

▼322S3:<10> i don't know if </10> she knew about it because she's the one that told me that we're <un> xxxx </un>

▼323SX-1:<10><soft><un> xxx </un></soft></10>

▼324S5:but i told her to- this morning (.)

▼325SX-3:hh =

▼326S6:= yeah she told me too that she is <11> coming </11> er but i don't know why (.)

▼327S5:<11><soft> yah </soft></11>

▼328S6:<soft> she doesn't (1) come </soft> (.)

▼329S3:i don't know what happened

▼330SX-1:<soft> mhm </soft>

▼331S5:<soft> neither do i </soft> (2)

▼332S6:so

▼333S5:hh who: will be able to put some pictures? (.) to find er in the internet? (.) to make our presentation right. (1) <to S3> would you be able to do that?</to S3> (.)

▼334S3:yeah i should be able to (.) i mean (1) what kind of pictures are we looking?

▼335S6:just a flag (.)

▼336S3:<12> a flag </12> (instead) .

▼337S5:<12> no </12>

▼338S6:flag

▼339S5:no i think (.) probably (.) pictures. (.)

▼340S4:no <1> some </1> pictures yeah <2> to make it (.) more lively </2>

▼341S5:<1> (pictures) </1>

▼342S5:<2> yeah for example (.) if we </2> (.) yeah if we (.) speak about humanitarian issues or something like that (.) hh we could find something <un>xxx </un> er i (guess) there might be something (1) and in the newspapers (1) we should er: concentrate on some topics and then we'll understand what we actually want huh? =

▼343S3:= yeah let me just get (.) like (1) the outline of it done (1) and once i get the text on it (.) then <3> i'll (.) know </3><4> what pictures </4> (.)

▼344S5:<3> yes (.) exactly </3>

▼345SX-4:<4> hm::</4>

▼346S3:<5> to put where </5>

▼347S5:<5> that is why </5> we have to hurry up a bit (.) so that you have some time <6> to </6> put it all together <7> to</7> make it nice and (.)

▼348S3:<6> yeah </6>

▼349S3:<7> yeah </7>

▼350SX-4:<soft> hm </soft> =

▼351S5:= to put some pictures in (.)

▼352SX-4:<soft> mhm </soft> (.)

▼353S6:so (.) when do we meet <un> x </un> (1) again? (1) tomorrow at (1)

▼354S5:so (.) e:rm (1) will you be able to write you:r (1) all the stuff you need today? (.) or not? (2)

▼355S6:i don't know yet. (2) i didn't write anything today

▼356S5:i <1> understand </1>

▼357S6:<1> er i didn't </1> write (.) anything (.) still now (.)

▼358S5:<2> okay </2> so WE meet tomorrow? (1)

▼359SX:<2><clears throat></2>

▼360S5:you and me (.) and work on this case? (1)

▼361S3:can we meet (.) tomorrow like (1) in the evening? (.) <3> rather than </3>

▼362S6:<3> yeah </3><4> yah </4> me too yeah (.)

▼363SX-4:<4><soft> yah </soft></4>

▼364SX-4:<soft> yah </soft> (.)

▼365S3:rather than during this time? (2)

▼366SX-1:<5> yeah </5>

▼367S6:<5> like </5> five? (.) or? (.) <6> after </6>

▼368S5:<6> no:</6> we have (.) i have tutorial

▼369S3:i have tutorials <7> as well </7>

▼370S6:<7> so after </7> tutorial (1)

▼371S3:<8> after tutorials would that work prob- </8>

▼372S5:<8> yeah after (the) a:h </8> we have a: a: a:h er we have a class (.) dance class at eight thirty (.) so we have time from seven forty-five to <1> eight thirty </1> (.)

▼373SX-1:<1> hm </1>

▼374SX-3:hm (.)

▼375SX-1:okay (.)

▼376S5:<soft> hm? (.) mhm </soft> (1) and then we will have to sit (.) after the dance class and to work on the presentation(.) because i won't be able to help you on wednesday (.) most probably =

▼377S6:= <fast> yeah okay <2> yeah </2></fast>

▼378SX-4:<2><soft> hm </soft></2>

▼379S5:because of german and (.) human rights (.) okay?

▼380SX-1:<soft> ah there is [S8] coming </soft>{S8 joins the group}

▼381S8:i'm sorry i'm (2)

▼382S5:oh (.) we actually:: (.)

▼383S6:we <3> actually finished </3>

▼384S5:<3> are finishing </3>

▼385SX-1:finished =

▼386S5:= yeah we are finished (1) a bit (.)

▼387S6:and we decided (.) everybody (.) from ourselves to write {S6 shuffles paper} (2) a page (.) or two pages of (2) his or her topic (.)

▼388S8:okay (2) {parallel conversation between S1 and S3 (17)}<soft> environment </soft> this are all the topics?

▼389S5:<fast> mhm </fast>

▼390S8:or you want to write something else. (1)

▼391S5:if you have s- (.) any (.) ideas <4> (or) suggestions?</4>

▼392S8:<4> because i </4> (.) i saw what we: were talking about last time about the health policy but (.) it's not er: (.)

▼393S5:cross it out =

▼394S8:= so (.) so relevant because er:m (2) THEY have only er like social policy you know (.)

▼395S5:mhm (.)

▼396S8:and it's e:r (.) MOSTLY for the:: (.) for the european union and they just have some cooperation with the <5>international </5> (.)

▼397S5:<5><fast> cross it out </fast></5>

▼398S8:health organizations (1) <un> xx </un> (.) <loud> i i </loud> also look look what they are doing and it's (does) if it is e:r (.) okay (.) and we can put it and we shall see later. (.)

▼399S5:mhm (.)

▼400S8:okay? (.)

▼401S5:<fast> okay </fast> hh so what we were discussing NOW is that erm (.) as we have to speak (it) for (.) forty minutes. hh

▼402S8:yes

▼403S5:er (.) i offered to make (.) this (.) the following thing <6><soft> thing </soft></6> (.)

▼404S8:<6><soft> mhm </soft></6>

▼405S5:each or every (.) every person here writes either (.) BULLET points (.)

▼406S8:mhm =

▼407S5:= like (.) so that we (.) just transfer it into powerpoint <7> presentation?</7> (.)

▼408S8:<7> okay </7>

▼409S5:hh or a text (.)

▼410S8:mhm (1)

▼411S5:and then (.) two or three persons sit together and put it (.) everything in the presentation (.)

▼412S8:mhm (.)

▼413S5:and we have one volunteer here (.) <8> who:</8> is he going to do that? (.)

▼414S8:<8> mhm </8>

▼415S5:hh because: on wednesday i<un> xxx </un> i have (.) human rights exam <fast> on on </fast> on <9> thursday</9> and (.)

▼416S8:<9> mhm </9>

▼417S5:GERman exam on thursday? hh so i am OUT . (.) on wednesday (.)

▼418S8:okay

▼419S5:that is why i work with [S6] on er (.) common foreign security <10> policy </10>

▼420S8:<10> mhm </10>

▼421S6:you can help <1> me too </1>

▼422S5:<1> security policy?</1>

▼423S8:okay (.)

▼424S5:yeah we can do that <2> er so </2> we meet tomorrow. (.)

▼425S6:<2> but she </2>

▼426S6:yeah (.)

▼427S5:and we put it (.) all together so that then i can go and start and you continue like elaborating?<3> hh </3> and then e:r (.)

▼428S8:<3> okay?</3>

▼429S5:[S4] does er environmental issues and also <un> x </un> like bullet points? =

▼430S4:= hm

▼431S5:hh then (.) <to S1> YOU do humanitar<4>ian aid?</4></to S1>

▼432S1:<4> yeah aid </4> yeah

▼433S5:also? (.)

▼434S1:<soft> yeah </soft>

▼435S5:so that everyone is in charge of his: (.) her ISSUE and then (.) we put all together (.)

▼436S8:okay =

▼437S5:= and then we:: select two (.) maximum three speakers?

▼438S6:two

▼439S5:<5> but i think two will be okay </5>

▼440S6:<5> two (1) two </5>

▼441S4:<5> maybe <un> x </un> (.) there will be three </5> because (.) for me it's easier to (.) tell myself than to pre- (.)prepare some speech for another person and explain <soft> him like </soft> it will take m- more time for me <soft>much more time </soft> (1) <fast> yah i don't know </fast> (.) <6> what do you think </6>

▼442S8:<6> how how <un> xx </un></6> no

▼443S4:like three speakers for these three topics

▼444S5:no <7> but it's </7> not the topic i mean it it <8> will take </8> (.)

▼445S4:<7><soft><un> xx </un></soft></7>

▼446S8:<8> and that's the problem </8><1> because </1> the

▼447S5:<1> five minutes </1>

▼448S6:<1> TWO is better </1>

▼449S6:two =

▼450S8:= the <2> topics </2> are two you know one is (.)

▼451SX-4:<2><soft> mhm </soft></2>

▼452S8:erm security policy the other one is er <3> like external </3> relations in general (.)

▼453S1:<3> foreign policy </3>

▼454S5:mhm?

▼455S8:because security pos- er policy is er: separate pillar (.) and external relations are (1) er how to say all the (.) er (.)er:m (.) external (.) er policies that the commission as SUCH within all the policies establishes with with third country (.)

▼456S5:yeah =

▼457S8:= on <spel> e u </spel> level (.)

▼458S5:and environment is a <4> very </4> small issue in in the second part (.)

▼459SX-1:<4><soft> yeah </soft></4>

▼460S4:hh yeah but it's a: (1) successful example (.) actually because europe is <5> a (.) a leading </5>

▼461S8:<5> no i agree </5> with you but it's (.) er <6> i want to say that </6> (.)

▼462S4:<6><fast> is a leading position yah </fast></6>

▼463S8:we choose (.) for example environment and humanitarian issues as an EXAMPLE . (.) but there are also other things (.) that are happening (.) er in the hh in terms of external relations (.)

▼464S5:<soft> yeah (.) so that it </soft>

▼465S8:<7> er er </7> (.)

▼466S4:<7> yeah i mean </7>

▼467S4:it doesn't mean that they should equal (.) be equal in time for example if it takes twenty minutes it can (.) take like five minutes?

▼468SX-8:hm =

▼469S4:= and if this can take like (.) the rest ten or fifteen minutes (.)

▼470S8:no

▼471S4:is like =

▼472S8:= that erm that's not the problem (.) i think that hh what is important is to: you know to: emphasize this: fact that it's(.) the- <8> there is one (.) part </8> (.)

▼473SX-6:<8><whispering> i have to go </whispering></8>

▼474S8:of the foreign (.) relations that are (.) that is (.) that has (1) like er (2) little basis that has instruments to be: (1)implemented (.) more or less because it's e:r also not so: (.) consolidated? (.) and there is anOTHER part which is(.) like inFORMAL (2) which is implemented e:r around with <fast> the </fast> all the other <un> xx </un> er: internally and externally in the same time. (1)

▼475S4:yeah this is i know this is just an example <soft> of (.) like </soft>

▼476S6:so

▼477S4:two case studies (.) so (1)

▼478S8:okay (1) no i agree (.) for me it's okay (.) with whom should i work (1) you're working to erm: (.)

▼479SX-4:<soft> so </soft>
▼480S1:<soft> yah </soft><9> humanitarian aid </9>
▼481S8:<9> humanitarian aid </9>
▼482SX-4:<soft><un> xxxx </un></soft>
▼483S8:<soft> okay </soft> (1) so i can (.) help you (.) for the environment if you want (.)
▼484S5:okay (1)
▼485S8:if you need something
▼486S6:i need you (2)
▼487SX-1:@@@ <1> @@@ </1> @@
▼488S5:<1><soft> he needs everyone </soft></1>
▼489S8:<1> for you it's not a problem </1>
▼490S6:@ (2)
▼491S8:or if you want i can also work with you (.) i mean it's: (.) if you: think that you can er do it (.) by yourself. (1)
▼492S4:maybe i'll just need to (1) some FRESH (.) you know (.) <soft> look </soft> =
▼493S8:= okay (.)
▼494S4:<soft><un> xxx </un></soft>
▼495S5:i think it will be better HERE to speak (.) not about (.) bilateral relations but about transatlantic relations (.)
▼496S8:yes (2)
▼497S5:that's much more interesting and (.) i i already (.) made e:r i ro- (.) i read this articles by [last name1]
▼498S8:mhm (.)
▼499S5:on this issue (.) so
▼500S8:mhm
▼501S5:and i i i <2><un> xxx </un></2>
▼502S8:<2> yeah i know </2>
▼503S6:but i i can just talk about common foreign security policy? (2) yeah (1) <3> and then </3>
▼504S8:<3> so </3> (1) afterwards (.) who is going to make (.) <to S6> you are going to present?</to S6><to S5> or you?</to S5> (1)
▼505S6:she (1) because she knows (.) much more (.) than i do (1)
▼506S8:no (.) no (1) (and) for me it's fine (.) <4><un> xx </un></4>
▼507S6:<to S5><4> or do you </4> (1) you don't want to speak (.) don't tell me that </to S5> (.)
▼508SX-1:@@@ <5> @@@ </5>
▼509S6:<5><@> because i'm not going to speak </@></5>
▼510S5:okay no problem (1) i like (my) <un> xx </un>
▼511S8:because (.) i think that the (.) e:r (.) okay you (.) you can cover (.) the first part? (.) and then we can have one more speaker for the second part
▼512S6:yeah so two speakers <6> i er </6>
▼513S8:<6> who who </6> shall <7> cover </7> environmental and humanitarian issues as well.
▼514SX-1:<7><soft> okay </soft></7>
▼515SX-4:mhm (.)

▼516S5:and then we just pass you over (.) this mass migration and refugee (moment) because it will take like

▼517S8:yeah <8> that's (currently) the second </8>

▼518S5:<8> not more than three five minutes </8> (2)

▼519S6:but how long do you want to talk about that. (.)

▼520S5:i mean (.) for example we have (.) we can have er twenty (.) twenty-five (.) up to thirty minutes for the presentation?(.) hh and then ten fifteen <9> minutes for </9> discussion. (.)

▼521SX-4:<9><soft> discussion </soft></9>

▼522S8:yes

▼523S6:yeah (.)

▼524S8:<10> i think that's </10>

▼525S5:<10> we don't we </10> (.) it's not necessary that we cover (.) forty minutes (1) all forty minutes because then we<11> won't </11> have room for (2)

▼526S6:<11> yeah </11>

▼527S6:and it's erm (.) yeah exactly

▼528S4:he <1> says we're (already) TWO groups (.) on one day </1>

▼529S8:<1> but i think that the (.) the presentation </1> should be forty er i mean we have like forty minutes (.) er o- (.)overall? or we have one hour overall. (.)

▼530S5:yeah that's what (i mean) (.)

▼531S8:because (.) I understood that we have one HOUR overall (.)

▼532S5:hm (1)

▼533S8:so you can make the pres- (.) we can make the presentation forty minutes and then the rest for <2> discussion</2> (.)

▼534S5:<2> mhm </2>

▼535S8:unless (1) because i don't think that it's going to be so: (1) how to say (1) so important (.) to make a LONGpresentation

▼536S5:yeah =

▼537S8:= and er make er: (.) er talk about things which are not so important

▼538S5:yah actually we have to: (.) er show the most contradictory issues? hh =

▼539S8:= yes =

▼540S5:= so that we (.) have a (.) good (.) ground for debates. (.)

▼541S8:yes (2) <3> i think that's <un> xx </un></3>

▼542S5:<3> so (.) the MOST </3> striking points

▼543S8:and here (.) you want to (.) er:: have history? or no (.) or you want to just to:

▼544S6:where? (1)

▼545S8:er in general. (.) for everything.

▼546S6:well I talk about common foreign security policy

▼547S3:i <4> think </4> we gonna <5> get the </5> history kin- (.)

▼548S8:<4> hm </4>

▼549S6:<5> briefly </5>

▼550S3:point kind of in (.)

▼551S5:yeah small (.)

▼552S3:when <6> you </6> explain it

▼553S5:<6><soft> small </soft></6>

▼554S8:<6> mhm </6>

▼555S5:<soft> history </soft> (.)

▼556S6:<7> just how </7> how <1> how common foreign security policy </1><2> was established?</2> (.)

▼557S5:<7> so that </7>

▼558S5:<1> you understand HOW it developed </1>

▼559SX-4:<2> mhm mhm </2>

▼560S8:o<3>kay </3> (1)

▼561SX-4:<3> mhm </3>

▼562S8:all right (.)

▼563S5:and i can speak about (.) also the history of transatlantic <4> relations </4> like <un><5> xx </5> xxxx </un> just er

▼564S8:<4> mhm </4>

▼565S8:<5> mhm </5>

▼566S5:GENERAL <6> trends </6> on <7> balkans </7> and then to (.)

▼567S8:<6> mhm </6>

▼568S8:<7> mhm </7>

▼569S5:<8> OPEN </8> the issue. (.)

▼570S8:<8><soft> mhm </soft></8>

▼571S5:to put it on (.) table (.) yeah? =

▼572S6:= <soft><un> xxxxx </un></soft> (.)

▼573S8:so (.) WHEN are we going to meet er: (.)

▼574S5:er: there was an offer <9> to meet </9> tomorrow EVENING ? (.)

▼575S1:<9><soft> xx </soft></9>

▼576S8:yes (.)

▼577S1:after tutorial time (1)

▼578S5:<10> after tutorial </10><1> yeah </1> between tutorial and <2> dancing </2> class (2)

▼579S6:<10> after tutorial </10>

▼580S8:<10> after the </10>

▼581S1:<1> yeah </1>

▼582S1:<2> dancing </2>

▼583S8:okay (.)

▼584S5:hm? (.)

▼585S8:yes (.)

▼586S5:hh okay

▼587S8:so we <3> HAVE </3> to write something tomorrow (.)

▼588S6:<3> hm </3>

▼589SX-4:<soft> hm </soft>

▼590S5:yes (.) <4> exactly </4> (.)

▼591SX-4:<4><soft> mhm </soft></4>

▼592S5:either bullet or (1)

▼593S8:or (.) some text (.) <fast> okay </fast>

▼594S5:yeah

▼595SX-4:<soft> hm </soft>

▼596S5:<fast><soft> whatever you prefer </soft> (.) who wanted the plan?</fast> (.) probably you need it more (.)

▼597S1:<soft> hm </soft>
 ▼598S3:(then) take it? (.)
 ▼599S5:<5> yeah </5> (.)
 ▼600S6:<5> yeah </5>
 ▼601S5:actually we c- we can change it (.) so it's not a big problem
 ▼602S3:<6> yeah </6> (2)
 ▼603SX-8:<6> hm </6>
 ▼604S6:so do you erm (2) {parallel conversation between S3 and S8 (40)} what do you need (from me) er (.) is it (.) do you prefer the points? (1)
 ▼605S5:yeah (.)
 ▼606S6:because (1) i don't really have to write the text
 ▼607S5:yeah (.) <7> do that </7>
 ▼608S6:<7> or do i </7> HAVE to write
 ▼609S5:you don't you don't (1) ju:st think about the structure (.)
 ▼610S6:structure (1)
 ▼611S5:<8> yah how you would present </8> (4)
 ▼612S6:<8> thank you <applaude></8>
 ▼613S6:so (1) i have a present for you (1)
 ▼614S5:REALLY ? (.) thank you so much
 ▼615S6:<@> i'm sorry it's not really a present i know </@> (.)
 ▼616S5:@
 ▼617S6:but (1) erm (1) you have to PROMise me you give it BACK to me on friday (.) <9> on <fast> on on </fast> thursday</9> because (.)
 ▼618S5:<9> sure don't worry </9>
 ▼619S6:because I'm the one who is (.) <un> x </un> the <1> computer </1> (.)
 ▼620S5:<1> responsible </1>
 ▼621S4:<1> mhm </1>
 ▼622S5:yes sure don't worry =
 ▼623S6:= <soft> okay?</soft> but I (.) i trust you (.)
 ▼624S5:<@> thank you </@> = {parallel conversation between S3 and S8 ends; as the group separates, several parallel conversation emerge, only one thread is transcribed (17)}
 ▼625S3:= what time is it? (.)
 ▼626S1:e<2>r::</2> (.)
 ▼627S5:<2> okay </2>
 ▼628S1:seven o'clock? (1)
 ▼629SX-4:o:h <spel> a </spel> plus (.)
 ▼630S6:[last name3] (.)
 ▼631SX-4:o:h a:h (.)
 ▼632S3:<to S6><un> xx </un> YOU are in doctor [last name3]'s class <3><soft><un> xx </un></soft></3></to S6>
 ▼633S6:<3> yeah </3> i got an <spel> a </spel> too (.) but not an <spel> a </spel> plus (.)
 ▼634S1:wow (2)
 ▼635S5:o:h now i can <LNger> schlafen {sleep} </LNger>{parallel conversations end} (.)

▼636S3:@@@ (1) i've other stuff to do (.) <4> @ </4> (2)

▼637S1:<4> yah </4>

▼638S3:i wish i could go to sleep (1) sleep sounds good (.)

▼639S1:wow <LNger> wie geht's {how are you} </LNger> (.) wow (.) can i <5> see? the book </5> (.)

▼640S3:<5> yeah (.) go ahead </5>

▼641S1:wow it looks great (3) <reading_aloud> german course?</reading_aloud> (1) er is it grammar? (.) or: (.)

▼642S3:it's everything @ (.)

▼643S1:a:h everything?

▼644S3:yeah

▼645S1:WOW (.) in- (.) include a <spel> c d </spel> (2)

▼646S3:yeah: it actually it had like six other <spel> c ds </spel><6> as </6> well

▼647S5:<6> okay </6>

▼648S5:so <7> tomorrow </7> at seven thirty-five (.)

▼649S1:<7> wow </7>

▼650S8:okay (.)

▼651S5:<spel> p m </spel> (.)

▼652S8:<8> yes </8>

▼653SX-1:<8><soft> mhm </soft></8> (.)

▼654S5:see you <un> x </un>

▼655S8:see you (1) but (.) <9> a:h okay (.) <fast> yeah yeah yeah </fast></9> (.)

▼656S5:<9><soft> wow (that's good) </soft></9>

▼657S8:<soft> okay </soft> @ (7)

▼658S1:<un> xxx </un>

▼659S3:[S8] ? (.)

▼660S8:yes? (.)

▼661S3:when is your (country) presentation? (2)

▼662S8:today.<10> @ </10>

▼663S3:<10> today?</10>

▼664S1:@@ =

▼665S3:= what did you do for it? (1)

▼666S8:i got some pictures (.) from the internet (.)

▼667S3:@@

▼668S8:and i'm going to show (you) the pictures and sa:y a fe:w (.) words about every picture (.)

▼669SX-1:a::h

▼670S3:<11> okay </11>

▼671SX-4:<11> @@ </11>

▼672S8:because i really: (.) didn:t know what to do else (.)

▼673S3:i don't know what to do i <12> was just like </12>

▼674S8:<12> it's it's </12> going to be actually more about my (.) home town?

▼675SX-3:mhm

▼676S1:<1> e:r </1>

▼677S8:<1> and it's er </1> (.) i don't know i'll tell you what's er (.) most (.) famous

▼678S3:because i <2> just did </2> like very basic (.)

▼679S8:<2> about it </2>
 ▼680S3:<3> statistics </3>
 ▼681S8:<3> yeah </3> i mean it's =
 ▼682S3:= this is the size this is <4> the national </4> symbols and (.)
 ▼683S8:<4> yeah yeah yeah </4>
 ▼684S1:hh <5> oh:</5>
 ▼685S8:<5> yeah </5> i think er i did that as well (.) i just <6> got </6> some (.)
 ▼686S3:<6> yeah </6>
 ▼687S8:pictures that i found very interesting (.)
 ▼688S1:<7> a:h </7>
 ▼689S8:<7> (so i'll) </7> show you some pictures (1)
 ▼690S3:okay
 ▼691S8:and i'll say (.) er look at the pictures and then
 ▼692S3:<8> @@@ </8>
 ▼693S1:<8> @@@ </8>
 ▼694S8:<@> i don't need to talk </@> @@@ (.)
 ▼695S3:<9> ooph i've been </9> translating this stuff all morning
 ▼696S1:<9> a:h </9>
 ▼697S1:ya:h
 ▼698S3:<10> u:r </10>
 ▼699S3:<10> all that </10>
 ▼700S1:<10> all day </10> long (.) @@@ (.)
 ▼701S8:well (.) there is a strategy for that
 ▼702S3:@@
 ▼703S8:but i will tell it to you (1) later @@
 ▼704S3:@@@ (1)
 ▼705S1:so HOW long will we make our presentation in the class? (1) each person? (.) who long. (1)
 ▼706S3:(for) (.)
 ▼707S1:yeah
 ▼708S3:policy making?
 ▼709S1:<fast> no no no no no </fast>
 ▼710S3:oh for <1> this </1> (.)
 ▼711S1:<1> (german) </1>
 ▼712S3:like three minutes
 ▼713S1:hm (.) wow (.) anyWAY @@ a:h (.) wow perhaps the new teache:r try to: do: (.) new things? (.) <2> er </2> is it different to (.)
 ▼714S3:<2> hm </2>
 ▼715S1:[first name4] ? (.)
 ▼716S3:<coughs>
 ▼717S1:oow (5) oow (.)
 ▼718S3:i just want this cold to go away (.)
 ▼719S1:yah (2) <soft><un> xx </un></soft> you must take care (6)
 ▼720S3:<coughs>
 ▼721S1:<soft> bless you </soft> (14)
 ▼722S3:<soft><un> xxxxxx </un></soft> @

▼723S1:<soft> what's her name?</soft>
▼724S3:<soft> yah </soft> (9)
▼725S1: anyway i look for more (.) resource (.) <3> about </3> (.)
▼726S3:<3><soft> @@@ </soft></3>
▼727SX-1: so if (.) if we (.) if our case (1) <un> xxxxxx </un> (.) or about er (1) north korea? and (1) who else (.) focus on (4)
▼728S3: it's really not (.) it's not a big (1) thing we're gonna be presenting (on at) the least
▼729S1: yeah =
▼730S3: = so (2) i mean (.) so long as we've got the basics (.) <4> that's </4> fine (.)
▼731S1: <4> yeah </4>
▼732S1: yeah so (1) who has [first name5] to introduce the str- structure? (.) and the activity in principle? (.) a:nd (.) hh er as we have told you? so the (.) hh set- set- (.) to settle the (1) north korea sort of =
▼733S3: = hm =
▼734S1: = yah (.) yeah (1)
▼735S3: yeah (.) because er (2) from what i saw that's like one of the most poignant examples (.)
▼736S1: <soft> mhm <un> xx </un></soft>
▼737S3: that's er (.)
▼738S1: a:nd (so) that (.) that also is very useful because the (.) it is (.) er (published) by (.) the <spel> e u </spel> (.) commission (.) the <spel> e c </spel><spel> e c h o </spel> (1) so <5> the </5> (1)
▼739S3: <5> echo </5>
▼740S1: <fast> yeah yeah </fast> echo hh (.) <6> so the </6> (.)
▼741SX-4: <6> echo </6>
▼742S1: <7> echo </7> @ hh
▼743SX-4: <7> echo </7>
▼744S1: so they explain WHERE there are activities so: =
▼745S3: = mhm =
▼746S1: = it is good (1) so <8> it </8> is <un> xx </un>
▼747S3: <8> yah </8>
▼748S3: i'm <9> gonna (put) </9> up (.)
▼749S1: <9><un> xx </un></9>
▼750S1: yah =
▼751S3: = they have graphs and stuff on their website? (.) <1> of how </1> much funding goes to what? (.)
▼752S1: <1> mhm </1>
▼753S1: mhm =
▼754S3: = and i'm gonna (pull) that out and put that in
▼755S1: mhm (.)
▼756S3: because that's a nice (.) beautiful (wall) representation (.)
▼757S1: <soft> a:h yah (that's good) </soft> (1)
▼758S3: so i think that will go (very) well (.)
▼759S1: <soft> er so </soft>
▼760S3: <clears throat> =

▼761S1:= <un> xxxxx </un> (.) what is your room number? (.)
▼762S3:sixty (1) <2><LNger> wiesenhaus {name of the apartment building} </LNger></2>
▼763S1:<2> sixty </2> yah <LNger> wiesenhaus {name of the apartment building} </LNger> (2)
▼764S3:are you in <LNger> wiesenhaus? {name of the apartment building} </LNger><3> er </3>
▼765S1:<3> yeah </3> also (1) my <un> xxxxx </un> er (.) seventy-four (1)
▼766S3:hm (.) okay
▼767S1:<soft> okay </soft> (2) have a good presentatio:n
▼768S3:<soft> yah yah </soft> (8)
▼769S1:so if you want (.) any time (.) call me (.)
▼770SX-3:<4> okay </4>
▼771S4:<4> okay </4> okay
▼772S3:i will (.)
▼773S4:okay
▼774S3:thank you
▼775S1:have a good time {the group dissolves, speakers start to leave}

EDwgd6

Working group discussion between students on measures for preventing acts of terrorism

- ▼1S1:and they want to achieve their goal by: terrifying (.) innocent people? (1)
- ▼2S2:yeah <1> just </1> by spreading (terrorism) (.)
- ▼3S1:<1> like </1>
- ▼4S2:<fast> (i mean by) </fast> FEAR .<2> fear fear </2>
- ▼5S3:<2><fast> okay then we have </fast></2> look at ONE <3> other </3> target (.)
- ▼6S1:<3><soft> fear yeah </soft></3>
- ▼7S2:fear is the keyword.
- ▼8S4:<soft> target.</soft> (.)
- ▼9S3:targets can be (servant) ? (.)
- ▼10S1:<soft> yes mhm </soft> (1)
- ▼11S2:<un> x <ipa> kwel </ipa> </un>
- ▼12S3:political (.) figures? (2)
- ▼13SX-f:hh (.)
- ▼14S4:(mention the)
- ▼15SX-m:<un> xx<10>xxx </10></un>
- ▼16S5:<10> just cre</10>ating atmosphere <soft> of fear </soft>
- ▼17S4:<soft> yeah </soft>
- ▼18S3:yes =
- ▼19S4:= or even if you attack just one person one political that means =
- ▼20SX-1:= (i) mean
- ▼21S4:er (.) erm (2) as if <8> like </8>
- ▼22S3:<8> it's </8> (.) if i remember correc<4>tly we </4> have (1)
- ▼23S4:<4> (or even) </4>
- ▼24S3:the the the SCOPE ? (.) which is (.) it <5> has no </5> geogra- no boundaries no limits <6> there are </6> no battlefield?
- ▼25S4:<5><soft><un> xxx </un></soft></5>
- ▼26S4:<6><soft> mhm?</soft></6>
- ▼27S4:geographic entity.
- ▼28S3:targets? (.) means (.) and motives.
- ▼29S4:<fast><un> xxxxxxxxxxxx </un></fast> (.)
- ▼30S7:sources and findings? (.) <soft> and that's like </soft> (.)
- ▼31S4:er that's not <9> it's okay </9>
- ▼32S3:<9> no no no </9> (3) that was in our (.) our HEAD notes. (.)
- ▼33S6:<soft> er i haven't seen which notes </soft> (1)
- ▼34S3:erm (.) <soft> okay </soft> (3) i i think the definition (not) okay but let's build it up <un> xxxx </un> (1) let me see{S10 joins the group}
- ▼35S10:try and actually come up with your own definition. (.) i would strongly encourage you to do that. (.)
- ▼36SX-f:<un> x <7> xx </7></un>
- ▼37SX-1:<7> that's what </7> we're doing <8> @@@@ </8> (1)
- ▼38SX-10:<8><un> xxxxx </un></8>
- ▼39SX-6:yeah was <1> no let's (talk about her) </1>

▼40S10:<1> most of us (fight) about </1> it's national relation (natures) . i mean (.)

▼41SX-f:@ (.)

▼42S10:well <2> you you remem</2>ber that you're offering your JOB actually (.)

▼43SX-f:<2> we're like this is what we <un> xx </un></2>

▼44S10:it's (a) policy makers to be creative about it.

▼45SX-7:yeah <un> xxxx </un> (i mean as a student) (.) to finally make them (.) <soft><un> xxx </un></soft> (3)

▼46SX-f:hh (14)

▼47SX-6:and there's the FIRST to know <un> x </un> (as well) ? (1)

▼48S4:yeah. (.) <soft> but:</soft> (2)

▼49SX-6:i always <un> xxxx </un> (2)

▼50SX-4:did you? (2)

▼51S3:all right so (.) where do we begin. (1) as a as a (2) understate LLevel. (1) we have intelligent <3><un> xxxx </un></3>

▼52SX-10:<3> geography </3> ah yeah let's just (if it) <un> xx </un>

▼53SX-m:i mean (.) where should we (put) that?

▼54SX-m:it i didn't have any <un> xxx </un> =

▼55S3:= okay let's divide into preventive? (2)

▼56SX-f:<soft> and pre-emptive </soft> (.)

▼57S3:and pre-emptiv:e (.) and then: (3) what is the word i'm looking for for after (we're done) (.)

▼58S7:<un> xxx </un> (1) <@> re</@>covery (.)

▼59SX-f:<soft> @@ </soft>

▼60S3:okay so we have (2) two stages? (1) <soft> preventive </soft> (.) or two measure two types of measures.<soft>preventive </soft> (.) pre- (.) -emptive (1)

▼61SX-f:<soft> mhm </soft>

▼62S3:and er (10) {S3 is muttering to herself as she notes those ideas down (10)} so (in) pre<4>ventive </4>

▼63S5:<4> what what's </4> that (er) aftermath

▼64S3:after<5>math?</5>

▼65S5:<5> because it says </5> that it's that's (.) catching the (.) the terrorist or =

▼66S7:= no

▼67S3:yeah aftermath attack happens

▼68S5:<L1ger> (also) {so} </L1ger><6> the the measures </6>

▼69S3:<6> wha- what do YOU do as </6> a country. (.)

▼70S5:<soft> mhm <7> mhm </7></soft>

▼71S6:<7> yeah </7> for example like in russia there was a terrorist attack in two thousand and while i was actuallyTHERE ? (.) and in all (the now) {loud noise of something being dropped} five years later they found er (.) the chechnyans actually (did it) (1) (list) as based as fact (those two) <un> xxxx </un> (.) yeah i mean five years later<soft><un> xx </un></soft>

▼72SX-3:<soft> mhm?</soft>

▼73S6:it was a (big deal) {loud noise of something being dropped} (.) in russia

▼74SX-m:<un> xx<8>xxx </8></un>

▼75SX-6:<un><8> xxxx</8><9>xxxxxx </9></un>

▼76S3:<9> i i always tend </9> to think (1) what w- if i'm like a prime minister of this country WHAT would i DO (2) er what would i do to inSURE this. (.) <10><soft> insure like </soft></10>

▼77S1:<10> yeah actually </10> maybe <1> well (.) (watching upon) </1>

▼78S3:<1> to e- (.) to ensure that there's </1> a system in place that there is a MEchanism (1) to track this down. (.)

▼79S7:<soft> it's a problem (we don't know till it's) <un> xxxx </un> and <un> xxxxxx </un></soft> (3)

▼80S3:okay. so then we have the problem of (3) lack of: (.) <soft> intelligence?</soft> (2) okay and that means (.) if you have L:ACK of intelligence you INVEST into intelligence. (3) <soft> (so) </soft> (.) intelligence (2) and information gathering (.)

▼81S7:so (you wanna go) <un> xxx </un> the other (.)

▼82S4:i mean they have to use <2> the information </2> they GET (.)

▼83SX-7:<2><soft> (the other) <un> xxx </un></soft></2>

▼84S4:cos (1) normally they always get som:e information beFORE. (1) it's like from LONdon. (.) they had the the information that there will be a (.) one a terrorist attack beFORE. (.) two days three days before (1) from: theSAUDIS (.)

▼85S3:<soft> yeah </soft> =

▼86S4:= so they didn't use that (.) information. (.)

▼87S3:yeah that that's a good one yeah (.)

▼88S4:so (1)

▼89S3:and even if you have you have some information you DON'T know where you DON'T know how (1)

▼90S4:<soft> yeah <3> of course </3></soft>

▼91S3:<3> you don't </3> know when =

▼92S4:= and if you're (.) <8> use </8> the information you know just (.)

▼93S3:<8> s:o </8>

▼94S4:fear the population or (1) didn't have it then be<4>cause if then <loud> then </loud> there's </4> no ATTACK you(1)

▼95S3:<4><to S7> take one cos you're the speaker </to S7></4>

▼96S7:(i'm) the speaker

▼97S4:just spread fear (above) thinking of that (.)

▼98S3:<soft> so you <un> xxx </un></soft>

▼99S7:why am i the speaker you're always the speaker. (.)

▼100SX-f:@@ b- because i'm always the <@> speaker </@>

▼101SS:@@@ (.)

▼102SX-f:just because of that? (.) <soft> all right </soft>

▼103S4:w- we love (.) (you) =

▼104SX-7:= mhm (3)

▼105S3:o:h is that your pen

▼106SX-f:<soft> no </soft>

▼107SX-3:or <5> it's er [S7]'s </5>

▼108S6:<5> er wha- what is </5> like the best po:licy what (.) does <6> everybody think </6>

▼109SX-7:<6> did we already </6> define it (2)

▼110S6:what is the best poli<7>cy <un> xxx </un></7>

▼111SX-3:<7> this is where we started </7> to define. (1)
 ▼112S6:maybe just to satisfy their needs like
 ▼113SX-5:<soft> yes </soft>
 ▼114S6:@@ (.)
 ▼115S2:to teach the (.) population (in) education (systems)
 ▼116S6:@@
 ▼117S3:i i always consider that <un> xxxxxx </un>
 ▼118SX-6:<un> xxxxxx </un>
 ▼119S3:we can put it <8> (together) </8>
 ▼120SX-6:<8> to get (his troops) </8> (.) i mean
 ▼121SX-f:mhm
 ▼122SX-m:yes
 ▼123SX-f:that's not <9> a </9> (.)
 ▼124SX-2:<9> the </9>
 ▼125SX-f:<loud><10> that's not a </10></loud>
 ▼126SX-2:<10> the policy you </10> ca- you can
 ▼127SX-m:(or you)
 ▼128SX-4:bigger demands. if we'll (even if them) if the terrorists has (.) <11> a demand to (.) to get <un> xx </un> (we don't get him on) </11><un> xx </un> (you know)
 ▼129S3:<11> did you wanna (.) work on the definition by <un> x </un> (reading) (.) what is </11>
 ▼130SS:yeah =
 ▼131S3:= <un><12> xx</12>xxx </un> what are the tar<13>gets where is the: (.) scope </13><un> xx </un>
 ▼132SX-2:<12> (because) </12> (.) <13> well (.) you can't understand <un> xxxx </un></13>
 ▼133S4:o:h we can use this information <1> for </1> the <2><un> xxx </un></2>
 ▼134SX-f:<1><soft> yeah </soft></1>
 ▼135S3:<2> okay so we </2> we're still working on the definition and you agree that we (.) make a definition by (1)dividing it into stages (.)
 ▼136SX-f:yeah (.) <8> why NOT </8>
 ▼137SX-f:<8> but what about </8>
 ▼138S7:well this can be i i suggest like someone goes and (.) blows up an apartment? or an entire building. (1) what would (.) define as a terrorist act. (.)
 ▼139S1:well actually (1) <9> well </9> he told us like STATE terrorism not like (.)
 ▼140SX-m:<9><un> xx </un></9>
 ▼141S7:<soft> he didn't define it at all </soft> @@ (1) do you wanna stick to state? so as a NATional like (1)
 ▼142S3:but wha- what does (.) it mean state that it's AGAINST =
 ▼143S5:= no <3> (in policy policy) </3>
 ▼144S3:<3> the policies of one </3> state? =
 ▼145S7:= the entire state =
 ▼146S6:= <soft> yeah </soft>
 ▼147S5:no. state terrorism is BY the state. (.) the the- there was the example of the country or region (it started) so (.)where a state terro<5>rized the PEOple.</5>

▼148S7:<5> yeah but then he also used the </5> <pvc> non-state </pvc> (.) example so it's up to us we're gonna (.) wanna do against the state against the (.) <soft> states fo:r </soft> (3) <soft> so maybe (both) </soft> @@ (2)

▼149SX-f:<soft> yeah </soft> =

▼150S3:= but it- it's HARD to say it's BY the state because (1) no STATE would take responsibility <soft> (yeah) </soft>(1)

▼151S6:yeah it's it's <6> it's not BY the state </6>

▼152S3:<6> it's always (.) indirect </6> actors. a state <7> can </7> support (.)

▼153S6:<7> it's </7>

▼154S3:by terrorists =

▼155S5:= no no i mean

▼156SX-6:it's like

▼157SX-f:i don't get it

▼158S5:it is a good example of country <un> xxx </un> (were the) (.) people who have terrorized <un> x <1> xx </1> xx</un> the the (.)

▼159SX-6:<1><soft><@> okay </@></soft></1>

▼160S5:<soft> what's the acronym?</soft> =

▼161S3:= <soft> okay </soft>

▼162S3:when the state (causes) AGAINST its <2> own people </2>

▼163S5:<2> yeah but i- it's </2> not a terror act like it is n:- nowadays (.) because =

▼164SX-6:= <soft> yeah </soft>

▼165S5:it just (.) surprises me. (1) and that was that was the first (.) t- it was the first (1) erm: (2) the first time that e:r =

▼166S3:= yeah? =

▼167S5:= special terrorism.

▼168S3:terrori- yeah (2) i'm (a bit) <un> xx </un>

▼169S5:so

▼170SX-7:<3> so it's since that's terrorism </3>

▼171S5:<3> i i alwa- always (hear) against </3><soft> the state </soft> it's against the state or against (.) a certain (2)OPINION (.) and not (.) BY the state. (1)

▼172S7:so not by the state but against the state? (.)

▼173S6:against (.) yeah i- it's

▼174S5:against a certain system. (1) <soft> that's what i <8><un> xxx </un></8></soft>

▼175S7:<8> so against </8> a system (.) support systems. rather <4> than states </4>

▼176S6:<4> (a riot) </4> (to riot) yeah (1)

▼177S7:erm (1) <soft> against society </soft> (1) in order to =

▼178SX-3:= but (.) it's hard to (comprom-) (2) ambiguous <8><un> xxx </un></8>

▼179S6:<8> actually </8> it's against (1) a form of policy of one <soft> political estate </soft>

▼180S7:<soft> (it's sounds it's partly) </soft> positive is: oklahoma city ninety-six was defined as (.) a terrorist ACT it was done by an ameri<5>can against american organi</5>zation (1)

▼181S3:<5> okay here it says o:h </5>

▼182S3:to intimidate the population? or compel a government? (2) or an international organization. so if i'm DOING any act. (1) so it's against (.) civilians? against the

government? against an organization. (2) if they (.) ask you what you mean by system. (2)

▼183S7:all right (3) {S7 talks while she is writing}<reading> (works service and) </reading> (.)

▼184S3:govern<7>ment </7>

▼185S5:<soft><7> wha- </7><1> what do you mean against </1> civilians </soft>

▼186S3:<1> government and </1>

▼187S3:organization (1)

▼188S5:wha- what does it mean against civilian: (.)

▼189S7:civilian just popula<2>tion </2>

▼190SX-3:<2> okay </2>

▼191S5:yeah i know i know but but but (.) erm (1) nobody kills just (.) civilians for no reason we're we're talking about the reason not against (1) against who =

▼192S3:= no no er we're still <un> x </un> i thought we were still talking about WHO against WHOM . (1)

▼193S7:yeah (1)

▼194S5:ah so so it's it's not civilian (1)

▼195S7:<soft> no go on </soft> (.)

▼196S5:no no just <3> thought we were </3>

▼197S3:<3> no no cos we'll (we) write </3> them ON

▼198S5:no i just thought y- you were talking about the reason <4><soft> (we just) </soft></4>

▼199S7:<4> all right </4> so we had the who. (1) and we ha:d (.) <un> xx </un> of <un> xxx </un> so (1) in order to (.)change the status quo? (.) we were talking about =

▼200SX-f:= <soft> yeah. mhm mhm mhm </soft> (1)

▼201S3:OR it says (1) just politically motivated violence perpetrated against (.) non-combatant targets (.)

▼202S7:so (2) an argu<5>ment </5>

▼203S3:<5> (but) you </5> may wanna <un> xx </un><6> WHO just non-combatant targets </6>

▼204S7:<6> (who's like this word) </6> like who why and (1) wh- why <soft> and what </soft> (3)

▼205SX-7:which can(not be) civilians (2)

▼206S6:<slow> target </slow> (3)

▼207S3:<soft> okay </soft> hh

▼208SX-7:<soft> which CAN'T really (not have) civilians actually <7> (cos it's) </7> open </soft> (3)

▼209SX-f:<7><soft> ah mhm </soft></7>

▼210S7:okay so in our <un> xxx </un> (just let us quote) through what means. (1) how (.)

▼211S6:how yeah

▼212S3:mhm (2)

▼213SX-2:like

▼214S6:by spreading fear (.)

▼215SX-7:<soft> mhm </soft> (1)

▼216SX-f:<soft> and </soft>

▼217S3:to intimidate? (3) the population? (.) to influence (1) <soft> (the) audience </soft> (3) {SX enters the room (3)}
 ▼218SX-7:and HOW hh (2)
 ▼219S3:by spr- creating (.) f- fear? =
 ▼220S6:= and a <8> atmosphere </8> of fear (3)
 ▼221SX-f:<8> panic </8>
 ▼222S6:<soft> and (2) panic </soft> (3)
 ▼223S3:by creating fear of: (.) surprising (.)
 ▼224SX-6:no (.)
 ▼225S5:<1><un> xxx </un></1> (.)
 ▼226S3:<1> attack </1>
 ▼227SX-6:by creating panic actually (.)
 ▼228S5:does it has to <2> be </2> surprising? (.)
 ▼229S6:<2><soft> cos </soft></2>
 ▼230SX-f:<3> people i mean </3>
 ▼231S5:<3><soft> i mean people </soft></3> the (.) state know there will be a (.)
 ▼232S3:no it doe<4>sn't </4> have to be surprising (1)
 ▼233S5:<4> er </4>
 ▼234S3:just by an attack (2)
 ▼235SX-f:hh
 ▼236SX-f:<soft> (maybe panic i mean) </soft>
 ▼237SX-6:<soft> through this course there will be <un> xx </un></soft> =
 ▼238S7:= atmosphere o:f uncertainty? (2)
 ▼239SX-3:<soft> mhm.</soft> (5)
 ▼240S7:<soft> through </soft> (5) they use the terror though then it's TERROR i mean. (3) the fear of leaving your own home the fear of being <5> not (safe) </5>
 ▼241S3:<5> we- well let's </5> look is it always just violent? (2)
 ▼242S8:yeah (.) that's why attack. (.)
 ▼243S6:<soft> mhm </soft> (1)
 ▼244S8:through violent MEANS (i think) <10><soft> yeah </soft></10>
 ▼245S6:<10> through </10> violence (.) <soft> yeah </soft> (1)
 ▼246S8:<6> through sprea</6>ding violence <8> acts yeah (.) <soft> (as well) </soft></8>
 ▼247S6:<6> (by) acts </6>
 ▼248S5:<8> wha- what's so ridiculous </8> (.) what's even <soft> more ridiculous (i mean) er </soft> they just (.) <9> er the<loud> the subject is the </loud></9>
 ▼249S7:wh<9>y could the (<spel>i r a</spel>) support </9> terrorism
 ▼250S5:sorry?
 ▼251S7:where could the (.) <un> xxx </un> support terrorism. (.) that's the (.) <un> xxxxx </un> through <11><un> xxxxx</un></11>
 ▼252S5:<11> (or) maybe go to this as </11> well we need the subject (and er) the guy who doesn't <un> xx </un> the state(.) (is now state) . (.) it's war really (.) between states.
 ▼253SX-m:mhm
 ▼254S7:now people from america tell people we're on terrorism (.) terror<12>ism </12> isn't a state.

▼255S5:<12> erm </12>
▼256SX-f:<soft> yeah </soft> =
▼257S5:= so it's terrorizing the state?
▼258S7:the war on drugs the war on <7> crime </7>{S9 joins the group}
▼259S9:<7> so which group </7> are you (.)
▼260SS:two.
▼261S9:i join you. (.)
▼262SS:@@@@@@@
▼263S5:<un> xxx </un> isn't it?
▼264S9:no (1) (look) like i'm just tired and i don't want to (.) er discuss (2) with er
▼265S5:<L1ger> na komm hock dich her da {come and sit down next to me} </L1ger> (.)
▼266S7:all right {loud sound of chair being moved} (.) so (1)
▼267SX-m:@@@@@
▼268S7:an act against the system {parallel conversation in german between S6 and S9 starts} in organizations in governments is enough about the targets. (.) in order to change the status quo by spreading fear (.) intimidation (.)and hoping to (1) <un> x xxx </un> (.) <un> x </un> an atmosphere of uncertainty: (.) by attacks.
▼269S3:<soft> okay </soft> if you just wanna (.) {conversation between S6 and S9 ends} not say the status quo? because i'm sure everyone knows <8> from [last name4]'s class </8><loud> will say the same </loud> (.)
▼270S7:<8> yes <un> xxxx </un></8>
▼271S3:hh but if we just say for (.) ideological {parallel conversation between S6 and S9 in german}<soft> political or something </soft>
▼272S7:shall we just <un> xxx </un> (status) ? (1)
▼273S3:yeah. (2) yeah <un> xxxxx </un>
▼274S7:okay (.) so: =
▼275S2:= just have to (.) er have to have a motive (.) <9> (i mean) </9>
▼276S3:<9> yes.</9>
▼277S2:yeah there's a motive (to) terrorism.<un> xxx </un> (changes) <un> xx </un> (convincing) (.) their own acting (over the police) or population that (it) it's against. (.) or (pushing) or
▼278S3:and and what we learn in class that it's actually THIS motive that makes (.) the DIFFerence between (.) <fast>terrorism and all the rest of (violating) </fast> (.) because (.) organized crime is <10><loud> completely the same?</loud></10> (.)
▼279S7:<10><un> xxxxx </un></10>
▼280S3:but organized crime has (.) MATERIAL motivation. =
▼281S6:= yeah (.) <11><un> xxxxx </un></11> motivation
▼282S3:<11> that's the problem <un> xxxx </un></11>
▼283S7:so in order to: (1) <un> xxxxxxxxx </un>
▼284S3:that's s- step (gener-) er standard s- situation to
▼285S7:<soft> in order to: (1) change existing (5) (cos) it's not standard it's existing </soft>
▼286S3:ideology: t- (.) in order to challenge (2) <12> existing </12> (1)
▼287SX-6:<12><un> xx </un></12>
▼288S3:i love this word <soft> @@ </soft>

▼289S6:(what's) the WORD
 ▼290SX-7:challenge
 ▼291SX-f:challenge
 ▼292S6:yeah she loves <2> it like <un> xxxx </un> @@@ </2>
 ▼293S7:<2><soft> challenge existing (schedules) and ideologies </soft></2>
 ▼294SX-1:<@> what's challenge </@> @@@
 ▼295S8:and i never remember. it and i always ask (.) <soft> (the professor) for the same word?</soft> (.)
 ▼296S7:okay (4) so it's against everybody in order to screw them all up <@> and </@> (.)
 ▼297S8:okay i think <3> we're fine </3>
 ▼298S7:<3><un> xxx </un></3><8> and (now) </8><fast> now what do we do with it.</fast> (2)
 ▼299S6:<8> yeah (as well) </8>
 ▼300S3:<soft> okay </soft> =
 ▼301SX-f:= erm (1)
 ▼302S3:i am i am completely conservative (.) <un> x<9>x </9></un>
 ▼303S6:<9> should </9> we write then? (2)
 ▼304S7:yeah let's just come up <13> with a whole </13> bunch of stuff and then (1)
 ▼305S3:<13> (oh shit) </13>
 ▼306S7:<10> someone </10> will write it =
 ▼307SX-6:<10> (all right) </10>
 ▼308S3:= okay.
 ▼309S7:note it (2) (try) to speak
 ▼310S3:all right (2)
 ▼311S3:hh
 ▼312S7:all right so h- what do we do about it. (2)
 ▼313S6:we'll have to decide <11><un> xxxxx </un></11>
 ▼314S3:<11> well i think i would i would </11> split the strategy <8> in</8>to (.)
 ▼315S6:<8> yeah </8>
 ▼316S3:preventive pre-emptive measures? and (1) aftermath. (.) measures. (1)
 ▼317S7:so then do you wanna (1) you wanna (group) this toge<4>ther?</4> (3)
 ▼318SX-m:<4> neither </4><un> xxx </un>
 ▼319S7:<5> does everyone </5><un> xx </un> again
 ▼320SX-3:<5> (see) what it's </5>
 ▼321SS:pre-emptive
 ▼322S7:pre- erm (.) prevention is (1) you can use the war in iraq as an example it's (.) the war in iraq is an example er (.) a(.) pre-emptive (.) they (would) they (1) they (were) THOUGHT that is was (an illustration) to (1) POSE er poTENTIAL threat there is no existing <un> xxxxx </un> to <un> xxx </un> threat (.) so it's a pre-emptive threat is that (easy enough) ?<8><un> xx </un></8> (.)
 ▼323S3:<8> if you </8> if you DOUBT. (1) and preventive is you don't doubt on anything in particular but you just take general (.) pre<7>venting </7>
 ▼324S7:<7> precau</7>tions. =
 ▼325S3:= <soft> all right </soft>
 ▼326S7:just like the the: example (he gives) about the gas in new york city? (.) that's a pre-emptive measure. =

▼327S3:= <soft> okay </soft> (1) okay then you wanna have three (.)
 ▼328S7:yes =
 ▼329S3:= three categories okay.
 ▼330S7:so (.) let's start
 with (.) prevention (.) yeah (.) <soft> for </soft> (2) <un> xxxx </un> prevention pre-
 emptive (1)
 ▼331S3:prevention (3)
 ▼332SX-f:hh
 ▼333S3:all right prevention (.) we have (.) ten minutes.
 ▼334S6:@@ (.)
 ▼335S7:(what's up)
 ▼336S3:i hope you didn't (.) take it =
 ▼337S4:= no way <9> NO .</9>
 ▼338S3:<9> i just </9> wanted <1> cos everyone was </1>
 ▼339S2:<1> co- you you are </1> the sp- spokesperson of this group.
 ▼340S4:no way
 ▼341S2:@@@
 ▼342S4:no way
 ▼343S7:no i don't know (1) <10><un> xxxxx </un></10>
 ▼344SX-8:<10><L1ger> ja spaeter {yeah later} </L1ger></10>
 ▼345S3:<soft> (cos) </soft> everyone was so SERIOUS (in class) and i didn't
 like <@> that </@> @
 ▼346S4:no problem (.)
 ▼347S3:and i wanted <11> to make </11> everyone laugh (i'm afraid) (1)
 ▼348S2:<11> (no it's) </11>
 ▼349S4:<soft> no problem.</soft>
 ▼350S6:@@@
 ▼351S7:{S7 snaps her fingers in order to get attention from the others} prevention
 ▼352S4:<soft> you can do it </soft>
 ▼353S3:all right so <2> you wanna say pre</2>vention
 that <8> (mean) (.) GENERAL </8>
 ▼354S4:<2><soft> (all) <un> xx </un></soft></2>
 ▼355S7:<8><un> xxx </un> agree</8>ments
 ▼356S3:general (3)
 ▼357SX-m:hh (.)
 ▼358S3:<soft> general </soft> (.) and then pre-emptive? (.) you just said it's more
 specific (2) specific target (.) ori<3>ented</3> (2)
 ▼359S7:<3> right </3>
 ▼360S9:<L1ger> viel spass noch {have fun} </L1ger> (.)
 ▼361S5:<L1ger> jetzt haust du schon ab oder wie {are you already leaving
 again} </L1ger> (.)
 ▼362S9:<L1ger> na ja {yeah yeah} </L1ger> (1) {S9 leaves the group}
 ▼363S7:you were a great contribution to our group thank you
 ▼364SS:@@@ (.)
 ▼365S3:and then aftermath (.) er (.) <soft> you know (.) er how do you wanna (.) say
 that erm </soft> (1)

▼366S7:assessing damage and (.)

▼367S3:th- th- i i there i would have two i would have (1) er (.) rehabilitATIOn one? (.) and two: (2) er not revenge but (1)<4> counter-attack </4>

▼368S7:<4><soft> retaliation </soft></4>

▼369S3:retaliation retaliation. that's the word. (2) <soft> retaliation.</soft> (2) <soft><un> xx </un></soft> or (.) now what do we (.) (d-) need for all this three. (.) for all this three.<fast> all these three what do they have in common </fast>(that) intelligence (1)

▼370S7:<soft> general <un> xxxx </un></soft> =

▼371S3:= and information gathering. (.) a (.) institution. (.) specialization. (11) {only other groups are talking the background} which is of course a HUGE issue because how do you (1) get new specialization (2) if you do: (your)TRAINING . (2)

▼372S7:<8> you have to <un> xxxx </un></8> to (not) knew your target.

▼373SX-m:<8><un> xxxxx </un></8>

▼374S3:hh (honestly) i feel like i'm (over)

▼375S7:you don't know your TARGET so you don't know what to: (.) <9><un> xxx </un></9>

▼376S8:<9> shall we treat it's the problem of </9> how the <un> xxx </un> (liberty of) <un> xx xx </un> and of course (it is) this (.) danger? (.) (because of it) (1)

▼377S7:<soft><un> xxxxx </un></soft>

▼378S2:<un> xxx<1>xx </1></un>

▼379S3:<1> inf- </1> before (.) be- because of information (.) gathering? =

▼380S5:= yeah (2)

▼381S3:i i know how to <pvc> counter-argue </pvc> that. (.) because it's (.) true now that (1) it's a dilemma (.) are we abusing (.) people (.) fundamental right of privacy <10><soft> for </soft></10> example (.)

▼382S5:<10><soft> yeah </soft></10>

▼383S7:<soft> mhm </soft> =

▼384S3:= but (1) if i am a l- a leader of one country (.) i will say well in order to proTECT (1) your private (.) rights i need to(1)

▼385S2:yeah. well there it <11> has </11>

▼386S3:<11> in</11>terfere (.)

▼387S5:ho- <5> how m- ma</5>ny (4)

▼388S4:<5> (they they wanna) </5><soft><un> xxx </un> (.) (there's a surprise) </soft>

▼389S5:how many people touches a a (.) a terrorist attack.<soft> i mean (.) right now (in this world) </soft>

▼390S3:it <6> can be anyone </6>

▼391S5:<6> the fifth </6> (.) yeah it could be anyone but it's just a a (wrong number if you) <soft><un> xxxxx </un></soft>

▼392S3:yeah but <8> how do you </8> KNOW if it's gonna be a small number or a (.)

▼393S5:<8><un> xxx </un></8>

▼394S3:<soft> big high one </soft> (1)

▼395S5:y- you don't know. but it- it's just (.) an statistical <@><un> x<7>x </7></un></@>

▼396S3:<7> that's </7> why it's so hard to make POLicy because you need to (.) include everyone. hh like i said i'm i'm very conservative so. (1) i would do: ANYthing. (4)

▼397S7:<soft> you guys <un> xxxxxxxx </un> i just to (clean) </soft><1> this up </1> (4)

▼398SX-f:<1><soft> yeah </soft></1>

▼399S3:cos yes sometimes you: investigate (1) unnece<2>ssary </2>

▼400S5:<2> yeah </2> but maybe maybe it's (1) i think it'll better kind of (imagine this) (.) er you know find the ROOT of this (.) act of terrorism how (.) <soft> why does: people do something like this.</soft> (2) h- how can we <fast> can we get in the situation </fast><3><soft> (where this) </soft></3>

▼401S3:<3> yeah so </3> research? (.) on the motives? (2) <soft> (in that topic or) </soft> (1)

▼402S6:against heavy discussions. (.)

▼403S3:research on the motives?

▼404SX-7:<soft> terrorism issues </soft> (4) {S10 and S11 enter the room}

▼405S3:er (3) it didn't help though in in IREland they do. (2) because it's so hard to: (4) to come in the MIddle. (3) cos you can reSEARCH ? it and you can: say all right it's <4> because they're unhappy </4>

▼406S10:<4> don't forget you </4> have to present it as a poster.

▼407S7:we're trying

▼408S10:you have <8> (five minutes) </8>

▼409S3:<8><un> x </un> (a) little </8>

▼410SX-3:<un> xx <6> x </6></un>

▼411S7:<6> we </6> need more TIME . (1) professor [last name1] can we have f- till five more minutes like (.)

▼412S11:well (.)

▼413S7:until ten (off)

▼414S11:we'll be flexible but the point is that then if each group gets ten minutes then it's gonna go to past ten o'CLOCK.(.) that's <8> so we're just <loud> trying </loud> to b- be:</8> you know (.)

▼415S3:<8> o:h <un> xx </un> no no no no no </8>

▼416S11:<9> reasonable </9> (1)

▼417S7:<9> all right </9>

▼418S3:<soft> okay (all right) </soft> (1)

▼419S7:<soft> motive research a:nd (.) (the) gathering </soft> (1) {S10 and S11 leave again}

▼420S3:<soft> yeah what was i gonna SAY .</soft>

▼421S7:so (3) <whispering><un> xxx </un></whispering>

▼422S3:yeah the thing you can research you can find the motives and <fast> one of the the motives can be that </fast>okay (1) we are not happy with what this country is do<7>ing </7>

▼423S5:<7> yeah </7> but i don't (.) erm gets better now becaus:e the (.) the parties talk to each other. (1)

▼424S3:okay <1> yeah but </1>

▼425S5:<1> (yeah) that's </1> i think that's er it's actually a (.) a good example that it's (.) CAN work. (1) and becaus:e (.)

▼426S7:all right we're <8> gonna </8> start writing <soft> i mean </soft>
▼427S5:<8> mhm </8>
▼428S3:okay do you want me to start writing (.) we need (your) =
▼429S7:= are we gonna write our (.) our
▼430SX-f:([first name2]) <un><9> xxx</9>xx </un>
▼431S7:<9> (stagnation) </9>
▼432SX-f:([first name2])
▼433SS:discussions.
▼434SX-f:i've got a marker?
▼435SX-2:no <un> xxx </un>
▼436S7:are we ready (with the definition?) no {loud noise in background} (2)
▼437S5:and the same with the (.) er (6) {chairs being moved (2)}
▼438S7:(think) this is better right now. (.) with a specific right (1) generality
▼439S3:okay let's just brainstorm let's put things down. (2) <fast> (okay so) </fast> research (.)
▼440S7:yeah <2> kind of operating </2>
▼441S3:<2> which one are we using.</2> (1) okay coming to a gathering (1) to research erm (3) okay and then you have er
▼442SX-m:yeah. (2)
▼443S3:(in permission) you also have (.) bilateral and one multilateral (.) <10> er <un> xx </un></10>
▼444S7:<10><soft> agreements </soft></10> (.)
▼445S3:agreements (.) between countries {loud squeaky noise in the background, unclear if produced by a person or something being moved}
▼446SS:@@@ =
▼447S8:= i didn't (write it all o- on the) <un> xx </un>
▼448SX-m:a::h
▼449S7:all right so you can <11> start with prevention </11> pre-emption erm =
▼450SX-m:<11> we're innocent </11>{referring to the noise}
▼451S3:= okay you don't want (a) definition.<soft> on (.) on board </soft>
▼452S7:(do you) <un> xxx </un> (with) the definition (now) (.)
▼453S3:erm (.) <fast> i don't </fast> (3) well <3> try (use) </3>
▼454S6:<3> i would </3> suggest like (the) (.) to write like why <4> who and </4> how. (.)
▼455S3:o<4>kay so </4>
▼456S6:like what <11> we've </11> we came up with. (2)
▼457SX-f:<11><soft> yeah </soft></11>
▼458SX-f:<un> xxxxxxxx </un>
▼459S3:who (.) why and (1)
▼460S6:yeah <5> why (.) how </5> and (.)
▼461S3:<5><soft> (okay) let's go </soft></5>
▼462S6:who (.)
▼463S7:all right
▼464SX-8:okay can just (.) <LQger> titel {title} </LQger> (.) terrorism (.)
▼465S5:<L1ger> jawohl {yes} </L1ger> (.) terrorism
▼466SX-8:<LQger> und gruppe zwei {and group two} </LQger>

▼467SX-f:@@@

▼468SX-3:<soft><un> xxx </un></soft> (4)

▼469S3:do you wanna (.) give a name to our group? (1)

▼470SX-m:haeh?

▼471SX-7:<soft> mhm </soft> group number <8> two </8>

▼472SX-m:<8> @@@ </8>

▼473S6:yeah just (fine) (3)

▼474SX-f:<un> xxx </un> (5)

▼475S7:okay so

▼476SX-f:@ <6> @ </6> (2)

▼477S7:<6> who.</6>

▼478S3:no we start(ed) with er =

▼479S6:= <soft> why </soft>

▼480S3:why? (1) which w- you wanna start with who? (1) okay WHO (2)

▼481S7:well (you) <un> xx </un> threat why (.) like (.) (then er) in order to just {S7 snaps her fingers} (1) well let's order it.(.) (you're) gonna start with WHY ? (2)

▼482S8:i think it's better? (.)

▼483S7:okay (.)

▼484S8:the motive? (.)

▼485S7:so that's then this is gonna be: (.) {S7 speaks while she is writing}<reading> why (2) and (.) how (.) </reading>

▼486SX-8:<soft> okay </soft>

▼487S7:no then (.) i mean which is how <fast> these two go together </fast> (1) and the:n who. (.) <soft> so we can make this <un> xxx </un></soft>

▼488S3:<soft> okay </soft>

▼489SX-2:mhm.

▼490SX-f:@@ =

▼491S3:= all right so why? (.)

▼492S7:you really want (me to)

▼493S3:yes. (1)

▼494SX-7:@@ (1)

▼495S4:why (2)

▼496S5:yeah first why yeah? =

▼497S3:= okay why (3)

▼498SX-m:<un> xxxx </un>

▼499SX-4:<soft> first why.</soft> (5)

▼500S4:why not? (5)

▼501S7:all right so what else do you (guys) think about (.) prevention pre-emption (2)

▼502S3:<soft> okay why (then) </soft>

▼503S7:how am i alter it <7> what stage </7> (1)

▼504S3:<7> challenge </7>

▼505S7:resour<1>ces </1> (.)

▼506S3:<1> is it cha</1>llenge? =

▼507S7:= (fighting) maybe? (.)

▼508S5:yeah (2)

▼509S3:<L1ger> da ist nicht so viel (.) platz du solltest noch {there is not enough space you should} </L1ger> (.)

▼510S7:so <2> you guys can (give) </2> (me) <un> xxxx </un> as well. (.)

▼511S3:<2> (to) challenge </2>

▼512S7:sorry (.)

▼513S6:can we put (watch and respect) can you <pvc> (re-)expect </pvc> the (newer) attacks and why? (.)

▼514SX-3:<un> xxxxxx </un> @@

▼515S3:existing (.) <9> standards </9>

▼516S7:<9> like </9>

▼517S6:can we expect new attacks in the <spel> u s </spel> (2)

▼518S7:by who (.)

▼519S6:by <8> (all kinds) </8> (.) exactly

▼520S3:<8> (by all ages) </8>

▼521S6:can we expect more attacks like new york's {S11 joins the group briefly}

▼522S11:so five minutes

▼523S6:in five

▼524S11:<soft> (i don't know) </soft>

▼525SX-3:then i DON'T <9> know </9>

▼526S6:<9> (we're) </9> here

▼527S11:SHOULD be looks like you're getting there

▼528S7:we're TRYING (2) okay so our new threat's (.) by who (2)

▼529S1:so how can it it's happen.

▼530SX-m:<un> xx </un> (2)

▼531S7:that would be an (inferior) preven- erm pre-emption

▼532S3:<un> x </un> (<LNger>das heisst {this means} </LNger>) er <10> erm how?</10>

▼533S7:<10> a specific </10> threat <11> may be </11> suspected. (.)

▼534SX-5:<11> second </11>

▼535S7:erm but

▼536SX-m:@@

▼537S7:preVENTION (.)

▼538SX-3:no-

▼539S7:<8> it's just a general threat of </8>

▼540SX-3:<8><soft><un> xxxxxxxx </un></soft></8>

▼541S3:ah okay

▼542S7:<12> any</12>one attack me whatever (.)

▼543S3:<12><un> xx </un></12>

▼544S7:with <pvc> pre-emptions </pvc> (.) [org1] could hit (.) los angeles tomorrow. (.) <soft> something like that </soft>

▼545SX-6:right <un> xxx </un><9> in POlitic </9> they wanted (to hit the) the <15> new york </15> because they wanted er(.)

▼546S7:<9> so:</9>

▼547SX-7:<15> erm </15>

▼548SX-6:<13> (take) now the <un> xxx </un></13>

▼549S3:<13> (the troops) <un> xx </un> uncertainty provide </13> an attack

▼550S6:the troops said they canNOT (.) solve (.) can we expect <16> new </16> attacks (2)
 ▼551S3:<16> yeah.</16>
 ▼552S7:so like w- are their goals achieved.
 ▼553S6:YES . (2)
 ▼554S7:goals achieved through the means that were used. (4)
 ▼555SX-2:(i mean) <14> so </14>
 ▼556S3:<soft><14> well </14> you can take more </soft> (4)
 ▼557SX-f:s:- (1)
 ▼558S7:okay (1)
 ▼559S3:erm
 ▼560S7:erm =
 ▼561S2:= <un> xxx </un> (2)
 ▼562S3:peru? (2)
 ▼563S6:cameroon?
 ▼564S2:<soft><un> xxx </un></soft>
 ▼565S3:say it's <3> peru </3>
 ▼566S7:<3> what </3> would you do if people suspected a specific THREAT . (2)
 ▼567SX-2:<soft><8><un> xxx </un></8></soft>
 ▼568S3:<8> (violent acts) .</8>
 ▼569S7:any thoughts (1) s- (.) suspected a specific THREAT . (.)
 ▼570S3:i would i would GO for it. (.)
 ▼571S7:go for what? (.)
 ▼572S3:i would (.) erm (2) well it depends if a threat is a country:? if a threat is a region? if a threat is (1) a GROUP er
 ▼573SX-f:<soft> (montreal) </soft> (1) or (.)
 ▼574S3:if of course if it is a country: i would take more (1) cautious (.) means (.)
 ▼575S7:through bilateral (through your) multi<4>la</4>teral (.)
 ▼576S3:<4> yes </4>
 ▼577S7:or on <5> your own.</5>
 ▼578S4:<5> (why) </5> (why) (2)
 ▼579S6:can country <9> be a </9> terrorist {S3 talking at the same time to SX}
 ▼580S2:<9> who.</9>
 ▼581S7:haeh?
 ▼582S6:can a country be a terrorist.
 ▼583S2:second problem
 ▼584SX-3:like
 ▼585S7:no they can't <10><un> xx </un></10> (states) (2)
 ▼586SX-2:<10><un> xx </un></10>
 ▼587S3:safe safe space (is not)
 ▼588S3:if you want <un> xxxx </un>
 ▼589S7:a country yeah <11> you're right </11>
 ▼590S3:<11> spread </11> fear?
 ▼591S6:oh (.) actually i just (.) yeah. there is: (.) a GROUP . (1)
 ▼592SX-3:mhm?
 ▼593S7:a nation maybe?

▼594S3:(well <un> xx x x </un><12> threat</12>)
 ▼595S7:<12> a people?</12>
 ▼596S6:erm
 ▼597S7:the nation's <13><un> x </un></13>
 ▼598S3:<13> spread </13> fear
 ▼599S6:<14> no <un> xx </un></14> yeah. (.)
 ▼600SX-7:<14> (just derive) </14>
 ▼601S6:nation (spreads a fear)
 ▼602S7:so (we're almost) through =
 ▼603S6:= yeah.
 ▼604S7:so (we) just have to stick to group instead of country or regional act
 ▼605S3:anticipating <un> x </un> =
 ▼606S7:= so (2) {parallel conversation between S2 and SX-5}<un> xx </un>
 ▼607SX-f:mhm.
 ▼608S6:so what do i (.) where er we have decided on the POlicies. (1)
 ▼609S7:so threat would be a (through)
 ▼610SX-5:<un> xxxxxx </un>
 ▼611S2:england
 ▼612S7:group four i'm done whatever we
 can <fast><un> xxxxx </un></fast> that. (.) what do we do about
 the <un> xx</un> (5) {very soft talking in the background, not clear if members of this
 or another group talk (5)} but identified or suspected (4) {very soft talking in the
 background (4)}
 ▼613S3:no th- this one WHO we have to change it into target =
 ▼614S5:= yeah <6><soft> yeah </soft></6>
 ▼615S3:<6> be</6>cause <7> who doesn't mean </7> (.)
 ▼616S7:<7> target (.) (yeah) </7>
 ▼617S3:does it mean who (.) cause it
 ▼618S5:yeah (.)
 ▼619S3:<soft> who </soft>
 ▼620S7:i'll (bring) both. (.)
 ▼621S6:<soft> yeah </soft> (.)
 ▼622SX-3:and then the target (1)
 ▼623S4:target or who.
 ▼624S8:target
 ▼625SX-f:<soft> mhm </soft> (.)
 ▼626S7:o:h i love my american shorthand you wrote through (.)
 ▼627SX-6:yes =
 ▼628SX-f:= yeah =
 ▼629SX-6:= <soft> @@ </soft> (3)
 ▼630S7:okay (.) er (.) what =
 ▼631S3:= targets (.)
 ▼632SX-f:e:r =
 ▼633S7:= what to do if the (.) specific group is (.) <spel> i d'd </spel> or suspected. (.)
 ▼634S3:so again <8> just </8> (.)
 ▼635SX-f:<8> no </8>

▼636S3:a system?

▼637S6:arrest this <@> group <soft> i don't know </soft></@> (.)

▼638S7:preventative measures and pre-emptive measures would then go in

▼639S6:yeah but THIS way they're actually doing the (.) they (.) attack their suspects.<soft> and that is <un> xx </un></soft>

▼640S7:so: interrogation

▼641S6:no no no

▼642S7:search for (intolerance)

▼643S6:<soft> (erm could be) </soft> (2)

▼644S3:(complement) ?

▼645S7:<soft> interrogation </soft> =

▼646S3:= because government decision

▼647S7:erm (2) surve:y

▼648SX-f:<LQger> hast du wen von der gruppe <9><un> xx </un></9> {do you have a person from group xx} </LQger>

▼649S3:<9> yes </9>

▼650SX-10:e:r (3)

▼651SX-3:and then er (.) <pvc> non-(combative) </pvc> target <un> xxxxxx </un> (.)

▼652S7:a:h (2) {unintelligible talking in the background (2)}

▼653S3:organizations.

▼654SX-7:<10> hm:</10>

▼655S2:<10> organ- </10>

▼656S3:<un> xx </un> organizations

▼657SX-6:yeah <11> the fact.</11>

▼658S3:<11><un> xxx </un></11> prevention? (2) prevention (1) pre-emptive (.)

▼659S7:pre-emption (1)

▼660S3:<soft> okay.</soft> (3) <soft><LNger><un> xx </un> du hast drei kolumnen (1) so eins zwei drei {you have three columns so one two three} </LNger></soft> (1) so prevention (1)

▼661S7:and pre-emption not pre-emptive (.)

▼662S3:<soft> okay.</soft> (2)

▼663S5:pre-? (1) one? (1)

▼664S8:<soft> preventive?</soft> (2) {S11 claps with his hands in order to request silence from all participants in the room (2)}

▼665SX-f:<12> sh:it </12> (1)

▼666SX-f:<12> o:h </12>

▼667S4:<fast> doesn't matter </fast>

▼668S3:and then pre-emptive (.)

▼669S7:pre-emption (.)

▼670S3:pre-emption? (.) <soft> i keep <@> (do it) </@></soft> (1)

▼671S5:pre-

▼672S7:<spel> e </spel> (1) <spel><1> m </1></spel>

▼673S2:<spel><1> m </1></spel>

▼674S3:<soft> -tion (2) pre-emption?</soft> (1)

▼675S7:and then aftermath =

▼676S3:= aftermath. (1)

▼677S2:<2> after- </2>
 ▼678S7:<2> and then </2> just leave it there <8> i can </8> (.)
 ▼679S3:<8> (don't know) </8>
 ▼680S3:yeah =
 ▼681S7:= <un> xx </un> after that (3)
 ▼682S2:<spel> m </spel>
 ▼683S3:<soft> aftermath.</soft>
 ▼684S2:-math.
 ▼685S3:okay and then er <un> xxx </un> (4) okay er (1)
 ▼686S7:(let's hold it) <un> x </un> =
 ▼687S3:= do you have your notes?
 ▼688S7:yes. (4)
 ▼689S3:okay er shall i m- (.) er write down (1)
 ▼690S7:no don't worry about it <3> we don't (.) need </3>
 ▼691S3:<3> ju- just bullet </3> points?
 ▼692S7:we don't have <4> time.</4>
 ▼693S2:<soft><4> bullet </4> points </soft>
 ▼694S3:no i <5> can i can do </5> it fast all right. =
 ▼695S2:<5> all right all right </5>
 ▼696S2:= all right
 ▼697S3:it's a <soft><un> xx </un> mechanism </soft> (1)
 ▼698S2:right there? (.)
 ▼699S3:yeah (.) all right that's good that's good (.) a- and then (.) prevention is
 generality? (2) generality (.)
 ▼700S7:and then write specific and then (.) <6> what to do </6>
 ▼701S3:<6> a specific </6> threat? (.)
 ▼702S2:specific (.)
 ▼703S3:specific threat (4) and this is (.) <slow> reha- </slow> (.) and then HERE you
 have <un> x </un> (1)
 ▼704SX-f:<loud> faster faster </loud> (2)
 ▼705S3:so rehabilitation (.) rehab-? (1)
 ▼706S2:<slow> re- (1) ha- (1) bi- (1) li- (1) <7> -tation </7></slow>
 ▼707S3:<soft><7> -tation </7></soft> (1)
 ▼708S2:<soft> -ation </soft>
 ▼709S3:<L1ger> (und) {and} </L1ger> retaliation. (2)
 ▼710S2:<slow> re- (2) ta- (1) li- </slow> (1)
 ▼711S3:<spel> a </spel> -tion. (2) and then here? (2) <LNger> zwei punkte eins
 zwei {two bullet points one two} </LNger>is (1) gathering (.)
 ▼712SX-10:<LNger> leise <1><un> xxx </un></1> {quiet xxx} </LNger>
 ▼713S3:<1> no no erm </1>
 ▼714S7:<un> xx </un> =
 ▼715S3:= intelligent information
 gathering? (.) intelligent (.) information (1) <soft> gathering </soft> (.)
 ▼716S2:in- =
 ▼717S3:= <fast><L1ger> nur {only} </L1ger> intelligence information </fast> (2)
 ▼718S2:intelligent (1) information (all right) ?

▼719S3:(now) slash <soft> information.</soft> (.)

▼720S2:intelligent slash (.)

▼721S3:in- -gence.

▼722SX-f:(through) <un> xxx </un> (.)

▼723S2:what?

▼724SX-f:<8> intelligent </8>

▼725S3:<LNund><8> xx</8>xx </LNund> okay then inf- (.) information? (3) and then here (.) motive and research (2)

▼726S2:<soft> (motive research) </soft>

▼727SX-11:<LNger> hallo {hello} </LNger> haeh? =

▼728S3:= s- mo- motive research (.)

▼729S2:motive? = (1)

▼730SX-f:= okay (.)

▼731S3:yeah. (.) mo- motive research. (5)

▼732SX-11:okay (.) all right (17) {loud background noise, chair being moved and very soft talking in the background (17)}

EDwgd241

Working group discussion about the advantages and disadvantages of different scenarios concerning the future of English in Europe

- ▼1S5:@@@@@@
- ▼2S3:<@> sorry </@> i for<1>got to where is my mind </1>
- ▼3S5:<1><@> (it's) VERY funny </@></1> (.)
- ▼4S1:<2> (yeah yeah i just married you) </2> but where do you actually come from?
- ▼5S5:<2> @@@@ </2>
- ▼6SX-f:<soft> @@ </soft>
- ▼7SX-f:<3><un> x </un></3>
- ▼8S3:<3> that </3> doesn't matter
- ▼9S3:<4> @@ </4> @
- ▼10S5:<4> @@ </4>
- ▼11S1:<soft> @@ </soft> little journey
- ▼12S3:@@ (2)
- ▼13S5:<smacks lips> hh <slow> okay </slow> (1)
- ▼14S3:so <5> what should </5> (.)
- ▼15S5:<5> er ooph </5>
- ▼16S3:i i don't know what are you thinking but i think that the most er (.) coolest scenario is ours <slow> and the </slow><1> worst is </1> (.)
- ▼17S2:<1><soft> @@@ </soft></1>
- ▼18S3:the first (1) <8> uni- <soft> er er </soft></8> english-only and unity (.)
- ▼19SX-f:<8> so do i </8>
- ▼20S4:yeah <6> i e:r </6>
- ▼21S5:<6><loud> but WHY </loud></6><loud> @@ </loud><@><loud> (that) </loud> <@><loud> wh- hh why then is<@> this word </@></loud> here <7> as a title </7> i don't <8> understand </8> it
- ▼22S3:<7> <pvc> neuropa </pvc> </7>
- ▼23S3:<8> <pvc> neuropa <ipa> nju:'rɒpə </ipa> </pvc> </8>
- ▼24SX-2:<9> <pvc> neuropa <ipa> 'njuərəp </ipa> </pvc> </9>
- ▼25S1:<9> it's it's like </9>
- ▼26S4:er the phonetic <1> er yeah </1>
- ▼27S1:<1> it's the phonetic </1> transcription of <2> it </2> (.)
- ▼28S4:<2> yah </2>
- ▼29S1:<pvc> neuropa <ipa> n'juərəpə </ipa> </pvc> (.) <3> NO :</3> <pvc> neuropa <ipa> nju:'rɒpə </ipa> </pvc> (.)
- ▼30SX-f:<3> aha </3>
- ▼31S4:it's actually <4> wrong i think </4><5><un> xx </un></5> (.)
- ▼32S3:<4><soft> <pvc> neuropa <ipa> nju:'rɒpə </ipa> </pvc> </soft></4>
- ▼33S1:<5> -Rɒpə </5>
- ▼34S4:yeah it's wrong er <soft> because </soft> (.) it should be <6> the <spel> e e </spel></6> like the (.)
- ▼35S1:<6> yeah -ropa </6>
- ▼36S3:yeah
- ▼37SX-f:<7> yah </7>

▼38S4:<7> i think </7><1> er </1>
 ▼39S5:<1> yes </1> but then <2> they </2> should (.)
 ▼40SX-f:<2> yeah </2>
 ▼41S5:<3> put it </3> like this (.) {S5 writes down the word}
 ▼42S4:<3> yeah </3>
 ▼43S4:yeah <4> like </4> yeah <5> or </5><6> like er </6>
 ▼44S1:<4> yes </4>
 ▼45S3:<5> yeah </5>
 ▼46S5:<6> because i thou- </6><soft> you know </soft>
 ▼47S4:<1> yeah </1>
 ▼48S1:<1> of course </1> (.)
 ▼49S5:okay we are <2> great linguists </2><3> people we are </3> really good =
 ▼50S4:<2> yeah whatever </2>
 ▼51S2:<3><@> mhm mhm hm hm </@></3>
 ▼52S1:= <soft> @@ </soft>
 ▼53S4:yeah that's er (.) that's the worst like (.)
 ▼54S3:<5> yes </5>
 ▼55S1:<5> i think </5> so <6> as well </6>
 ▼56S4:<6> becaus:e </6> it's no point in having just one language and =
 ▼57S1:= and the uni<7>ty </7>
 ▼58S5:<7><soft> (and) </soft></7><1><soft> unity </soft></1>
 ▼59S4:<1> yeah </1> (.) because there CAN'T be any (.) <2> uni- we </2> (can all)
 come from different (.)
 ▼60S5:<2> one side </2>
 ▼61S4:history and <3> er </3> (1)
 ▼62S1:<3><soft> yeah </soft></3>
 ▼63S4:it's not <4> (going) </4>
 ▼64S5:<4> it's not </4> possible
 ▼65SX-f:and the men<5>tali</5>ty <6> is already (not heard) </6>
 ▼66S5:<5> (but) </5>
 ▼67S4:<6> and it's actually like you can't </6> cancel (.) century century
 of <7> history </7><1> like er </1> (.)
 ▼68S5:<7> m:hm m:hm </7>
 ▼69S1:<1><soft> yeah exactly </soft></1>
 ▼70S1:<2><soft> exactly </soft></2>
 ▼71S4:<2> because </2> (1) it's MY cul- i (.) never give up my culture (.) i can't
 (deny) <3> italian </3>
 ▼72S5:<3> NO you </3> have so <4> great one </4> @@ <5> you @@@ </5>
 ▼73S4:<4> like an </4>
 ▼74S4:<5> i'm italian i'm living </5> in [place1] but i still think like an italian
 ▼75S5:mhm <6> mhm </6>
 ▼76S4:<6> yeah </6> i can speak english no problem <7> because i need it yeah
 yeah </7>
 ▼77S1:<7> but you always think </7> in italian =
 ▼78S5:= yes because i need it it's a <1> good </1> point i think (.)
 ▼79S4:<1> yeah </1>

▼80S4:yeah i need (.) to think about <fast> (no really) </fast> (.) like my language i can give up my language for a while no problem but (.) my custom my way of living the way i <2> think the way i talk to </2> people and <3> everything</3> (.)

▼81SX-f:<2><soft> yeah yeah that's the way </soft></2>

▼82S5:<3> m:hm mhm </3>

▼83S4:that's gonna be italian forever and it's not gonna change

▼84S5:<4> mhm </4>

▼85S3:<4> and you </4> can't e:r for example if (.) if we are all together i thi- e:r i think it's er quite (.) hh er good to see how how is the mentality er <5> diff</5>erences <fast> because </fast> you can't make (.)

▼86SX-f:<5> yeah </5>

▼87S3:okay you can make the same subjects in school you can make one language and er hh er one (.) culture yeah but the people are still thinking other ways of erm because (.) <fast> yeah for example </fast> in in latvia there is russians and latvians we are (.) QUITE similar <6> not er </6> like for example (.)

▼88S5:<6> m:hm </6>

▼89S3:hh turks and er germans yes it's m- more differences <fast> between them </fast> hh but (.) still er er we have that(.) quite similar culture but still there is a (.) in (.) our land we see big difference between <7> us </7><1> and y- you can't </1> DO there any<2>thing </2> they are living he- the- they are (.)

▼90SX-f:<7> yeah </7>

▼91S5:<1> mhm mhm </1>

▼92S5:<2> mhm </2>

▼93S3:teaching our culture but they are still different

▼94SX-f:<soft> yeah </soft>

▼95SX-f:yah yah

▼96S4:and then also y- (.) we wouldn't learn anything like if there is only just one language one (.) erm culture it's so nice to meet people <3> they are </3> coming from a different country and see (.)

▼97S1:<3> (i mean) </3>

▼98S4:the different kind of <4> way </4>

▼99S1:<4> i always </4> think (.) i mean ideas would be lost (.)

▼100S4:yeah =

▼101S1:= what i (.) what i think is for example fascinating is when (.) people with different language backgrounds <fast> if they are </fast> told for example to paint or to draw (.) a FOREST (.) h<1>hh </1>

▼102SX-f:<1> mhm </1>

▼103S1:the forest will do- look differently depending on <2> which language </2> you speak and depending where you come from. (.)

▼104SX-f:<2> mhm </2>

▼105SX-f:<3> yeah </3>

▼106S1:<3> but </3> we do only have the word FOREST in english (1)

▼107SX-f:mhm

▼108S5:mhm <4> mhm </4><5> mhm </5>

▼109SX-f:<4> yeah </4>

▼110S1:<4> for example </4><5> if we just had </5> english-only and that would LIMIT us a lot (1)

▼111SX-f:<6><fast> yeah yeah </fast></6><7><fast> yeah </fast></7>

▼112SX-f:<6> mhm </6>

▼113S1:<7> because i'd probably </7> think of other trees than you would do or i don't know

▼114S5:<1> yeah </1>

▼115SX-f:<1> mhm </1> mhm (1)

▼116SX-f:<slow> a:nd </slow> (4)

▼117S1:but (.) i mean (.) if we agree on those we could (.) try to find arguments (.) but i mean it depends <fast> we have to</fast> (1) get (.) ALL (.) the opinions (.)

▼118S2:yah (.) and that we always kno- already know the negative opinions we gonna (.)

▼119S4:we just <2> had the worst one </2> (.)

▼120S2:<2> (to know the) scenario </2> (you adjust to)

▼121S1:<un> xx </un> (.) give arguments

▼122S4:yeah

▼123S2:(we gonna) <un> xx </un> (1)

▼124S5:mhm (1)

▼125S1:say again

▼126S2:yeah when you when you (.) when you choose one case (.)

▼127S1:yeah

▼128S2:that we already consider the negative (.) <3> possible </3> (1)

▼129S1:<3> yeah </3>

▼130S2:arguments that can come <fast> then we </fast> can already (1)

▼131S1:yeah (.) yeah (2) yeah (.)

▼132S5:<4> but we ha- <soft> mhm </soft></4>

▼133S1:<4> because we </4> (.) just sa-

▼134S5:<fast> no we </fast> (.) we should stay in our grou- er group is it right? (1)

▼135S2:we don't need to defend (our)

▼136S4:no <5> we don't what er </5><6> i think is the most likely that it's gonna </6><7> happen </7> something like <1>that </1>

▼137S19:<5> no it doesn't </5>

▼138S1:<6> we have to decide on the worst and then (that) </6>

▼139SX-f:<7> mhm </7>

▼140S19:<1> (and) </1> i think it's <2> the best one </2>

▼141S1:<2> on the best </2>

▼142S4:<2> yeah </2><3> like </3><4> er yeah </4>

▼143SX-f:<3> yeah </3>

▼144S5:<4> yeah yeah the best </4> one

▼145S1:<8> we just </8> in the group said was the WORST scenario (.) is number one i don't <6> know </6> do you agree<7> to </7> that? (1)

▼146S4:<8> (i think) </8>

▼147S4:<6> yah </6>

▼148S5:<7> mhm </7>

▼149S2:oh yeah i agree (.) <1> really </1>

▼150S1:<1> all right </1> and we thought that the best one <fast> would actually be </fast> ours

▼151S2:yeah me too =

▼152S5:= yeah

(gap 00:00:06) {un; not intelligible as there are multiple parallel conversations and a lot of laughter}

▼153S1:<8><un> xx </un> is the worst one and ours is the BEST </8>

▼154S4:<8> the one just <pvc> singlish </pvc> and that's it </8>

▼155S19:i i <2> i think that the </2> worst one is the second <3> one </3>

▼156SX-f:<2> why not that one?</2>

▼157S1:<3> that's the </3> best? (.)

▼158SX-f:then <4> why not?</4>

▼159SX-f:<4> second </4>

▼160S3:english-only in <5> diversity </5>

▼161S1:<5> what do you </5> mean <9> why we sh- </9>

▼162S2:<9> why </9> is not the best one that one? (.)

▼163S19:i don't know it's like {parallel conversation between S1 and S2 starts} i can't imagine the monolingual world (in the) =

▼164SX-f:= yeah

▼165S19:condition of diversity (1)

▼166S4:<10> y- you're talking about the same </10> one i think the first one is the one just english and nothing else =

▼167S3:<10> yeah but we are (in there) but the sa- </10>

▼168S3:= no because (.) here is (.) okay it's only english but there is still different cultures =

▼169S4:= yeah

▼170S3:but HERE <11> it's only english </11> and lost <12> everything </12>

▼171S5:<11> it's lost of everything </11>

▼172S4:<11> yeah </11>

▼173S4:<12> yeah </12>

▼174S19:so the (.) you think that (the fi-) the first scenario is like (.) <3> they are </3> losing the whole (.)

▼175S5:<3> (they lost) </3>

▼176S19:national iden<4>tities </4> of (.)

▼177S5:<4> yes </4>

▼178S19:<5> their </5> countries (.) <6><soft><un> xx </un></soft></6>

▼179SX-f:<5> mhm </5>

▼180S5:<6> because </6> unity is only ONE (.) <7> stage </7> (.)

▼181SX-f:<7> yeah </7>

▼182S5:one (.) <1> country </1>

▼183S19:<1> yeah yeah </1> probab<2>ly </2>

▼184S5:<2> and </2> only <3> ONE </3> language (.)

▼185S4:<3> yeah </3>

▼186S5:<4> so </4>

▼187S4:<4> yeah </4><loud> at least </loud> here you have the culture so like

▼188S5:yes

▼189S4:it's still bad but not (.) <5> as bad </5> as the other one (1) {parallel conversation between S1 and S2 ends}

▼190S19:<5> okay </5>

▼191S19:so the best one is ours hm? =

▼192S4:= yeah <6> definitely </6>

▼193S5:<6> @@@@ </6><7> @@@@ </7>

▼194S5:<7> and what should we do now </7> with it

▼195S1:i think we <1> should </1>

▼196S3:<1> why?</1> what <@> surprise </@><2> @@ </2>

▼197S1:<2> i mean </2> our group (has) three task(s) <reading_aloud> worst scenario best and most likely</reading_aloud> i think we should for the first two worst and be- er best (.) find arguments (.) <3> why </3> do we think <4> it's the worst why do we think it's the best </4>

▼198S19:<3> yah </3>

▼199S5:<4> okay <soft> okay </soft> mhm </4> mhm

▼200S3:<5> but er shouldn't we </5>

▼201S4:<5> but should we ana</5>lyze every case and kind of<6> say yeah yeah </6>

▼202S1:<6> we can do that </6> as well

▼203S4:and kind of say (.) okay the first one we think it's wrong because that that and <1> that </1><2> and then we go</2> to the <3> second </3>

▼204S1:<1> yeah </1>

▼205S5:<2> mhm </2>

▼206S1:<3> (actua-) yeah </3>

▼207S5:very <4> briefly </4><5> yeah </5>

▼208S1:<4> yeah </4><5> that's </5> probably a good idea =

▼209S4:<4> yeah </4><5> and </5>

▼210S3:= and er shouldn't we do that er that we fi::nd er (.) er th- (1) erm positive and negative (1) things about BOTH of them? (1) or do you think we (.) just worst (.) why it's worst and (.) <6> best why it's best </6>

▼211S1:<6> we can('t) go through all of </6> them and <7> say </7>

▼212S4:<7> yeah </7><1> and try to </1><2> see what is positive and </2>

▼213S19:<1> okay le- let's </1><2> talk about </2> the best one (1)

▼214S1:<1> plus minus </1>

▼215S19:like (.) is the argu<4>ment </4>

▼216S5:<4> or the </4> worst one

▼217S1:<5> or should we just go </5> one two three four <6> and </6> er (.)

▼218S19:<5> defending </5>

▼219S5:<6> ye:s </6>

▼220S1:<7><un> xx </un></7><1> down our arguments?</1>

▼221S4:<7> yeah </7>

▼222S5:<1> the first one </1> (.)

▼223S19:so (.) <2> the BEST one </2>

▼224SX-f:<2> but (they were) a <un> x </un> (groups) </2>

▼225SX-f:n- no (.) this <3> one </3> (.)

▼226SX-f:<3> mhm </3>

▼227SX-f:<4> the worst </4>

▼228S1:<4> because we have to </4> then <5> DEFEND (.) why </5> we don't think it's that one (.)

▼229S19:<5> the worst okay </5>

▼230SX-f:<fast> yeah yeah </fast> yes (1)

▼231S3:yes but w- i <6> think we s- we we </6> said (.)

▼232S19:<6><fast> so why the (worst) one </fast></6>

▼233S3:a- a- already <7><soft> we have said the best </soft></7>

▼234S4:<7> okay so just </7> (1) to summarize it like (.) <1> the </1> first one what we don't like (1)

▼235S1:<1> yeah </1>

▼236S4:why we don't like (1) what we <2> should </2>

▼237S5:<2> one lan</2>guage one (.) one (.) culture or one language one <3> state </3>

▼238S1:<3> loss of </3>

▼239SX-f:<4> yeah </4>

▼240S19:<4> right lo- </4> loss of <5> loss of lo- lost </5><6> of lost of </6> national identities =

▼241S5:<5> loss of culture </5>

▼242SX-f:<5> loss of </5>

▼243SX-f:<6> identity </6>

▼244SX-f:= yeah =

▼245S5:= yes (6) {participants note down something (6)}

▼246S2:<soft> and extinction of languages </soft>

▼247S3:yes <7> er </7> (.)

▼248S5:<7> mhm </7>

▼249S3:but there's the question WHO told that the national identity is good (.) hh

▼250S1:hm?

▼251S3:i <1> mean </1> (1) i <fast> just think </fast> (.) hh we are always defending the: er so (.)

▼252S1:<1> mhm </1>

▼253S3:our cultures and national identities but hh who told that it's good? er that maybe you can see from other sides ONLY one language and only one culture so we don't have a <LNger> streits {arguments} </LNger> because of e:r religion because of language because <2> of:</2><3> history </3><4> everybody </4>

▼254SX-f:<2> but </2>

▼255S19:<3> ye- yeah but </3>

▼256SX-f:<4> i think it's erm i mean </4><5> it's quite impossible </5>

▼257S19:<5> yeah but but still </5> all countries have (.) some countries just proud their history and proud their culture <6>it's like (when it) </6>

▼258S5:<6> yeah so no one </6>

▼259S1:<6> and as you said </6> before we can't (.) just CANCEL (.) <2> the last </2>

▼260S4:<2> yeah the </2><3> history </3>

▼261SX-f:<3> mhm </3>

▼262S1:the history <4> it's there and we all developed out of different </4>

▼263SX-f:<4><soft> the history </soft></4>

▼264SX-19:<4> yeah a lot of people just don- don't want to be euro</4>pean (.) <5> for example the </5> SPANISH the first he is spanish and then he is european (.)

▼265S1:<5> different roots </5>

▼266S5:m:hm

▼267SX-19:and (.) some people just think that =

▼268S4:= and then (.) we wouldn't learn anything else like apart from (.) our culture like what we learn when we travel when we see different people <6> and we meet er </6> (.)

▼269S3:<6> yeah i think that's true </6>

▼270S4:and we interact (.) <1> like we learn </1>

▼271S3:<1> when we have <LNger> streits {arguments} </LNger></1> how do you er er er (there) erm is born (.) some(.) new ideas when (.) everybody are thinking (.) the same (.) so (.) they don't have <LNger> streits {arguments}</LNger> and =

▼272S4:= yeah you <2> cannot </2>

▼273S3:<2> there's </2>

▼274S1:it's actually a bit dangerous i <3> think </3><4> if there <un> xxxx </un></4>

▼275S4:<3> yeah </3><4> it's a kind of </4> nationalism or something like <5> that </5> (if it is) <6> yeah (total) imperialism </6>

▼276S5:<4> very dangerous </4>

▼277S1:<5> yeah </5>

▼278SX-f:<6> (it's about) </6>

▼279S5:<6> yes imper- yah yah </6> imperia<7>lism </7>

▼280S4:<7> yeah </7>

▼281S5:mhm mhm (2)

▼282S19:so something beside (.) loss of national identities?

▼283S4:yeah <3> kind of er </3>

▼284S1:<3> loss of cul</3>ture ideas

▼285S19:(why) (did) <4> you think </4> (.)

▼286S1:<4> concepts </4>

▼287S19:everything is inside <5> of iden</5>tity culture (2)

▼288S4:<5> (like) </5>

▼289S1:not necessarily hh but (.) if you for (.) er er just to say that again a LANGUAGE always delivers a (.) way of thinking with it and if language is extinguished (.) concepts of thinking (.) extinguish. (.) <6> er </6> (not) er independent of of a nation you come (.) from (.)

▼290S19:<6> yeah </6>

▼291S3:maybe we can put er l- loss of national identities languages and cultures

▼292S1:mhm (1) and i think ideas and ways of thinking <7> er </7>

▼293S5:<7> m:hm </7>

▼294S2:<7> yeah the </7> richness <1> of it </1> it's not just

▼295SX-f:<1> hm </1>

▼296S1:<soft> yeah </soft>

▼297S2:degrees of it

▼298S1:<soft> yeah </soft> (3)

▼299S4:and then you can't be open-minded or anything like that if you (.) just think er
▼300S1:<@> no </@> cos you <2> just have one </2> language
▼301S4:<2> yeah </2>
▼302S4:yeah like (1) (that's gonna)
▼303S3:@ it's like (.) hh only (.) few people are thinking <3> and
er </3> every<4>body else </4> are just doing @ (.)
▼304SX:<3><coughs></3>
▼305SX-f:<4><soft> @@@ </soft></4>
▼306S19:yah
▼307SX-f:<5> following orders </5>
▼308S1:<5><soft> i think the same </soft></5>
▼309S3:yeah
▼310SX-f:hh (1)
▼311S3:and they told something about the laws too that e:r (.) the only language who
are allowed are english and so o:n so (.) hh it's erm (.) okay it's not so (1) erm:
aggressive but e:r still (.) when you have law (.) that you (.) can't do that or that (.) so
it's s:ome <6> kind of: er </6> erm (4)
▼312S4:<6> kind of loss of freedom </6>
▼313S3:p- er i mean (.) pressure <soft> (and so) </soft> hh <fast> maybe
then </fast> (.) i WANT speak other <fast>languages </fast> (but) i CAN'T i (.) i just
can't <7><un> xx </un> yah </7>
▼314S5:<7> the free ch- erm er </7> choice <1> mhm </1>
▼315SX-19:<1> hm </1>
▼316S1:<1> mhm </1> (1)
▼317S2:how's about the generation (.) i mean (.) the generation coming (1) later
would be (.) would be quite easy because they learn just one language (.) but er the
generation which is <3><un> xxxx </un></3>
▼318SX-f:<3><loud><un> xxx </un></loud></3> erm (.)
▼319S2:and people there are people they aren't able to learn more than one
language (.) because they are not (1) o- or the people they're TAUGHT in in another
language or (1) i think you can't say it like that but (2) we can't impose (.)people to
learn whatever (3) it's just the generation (.) actually when when (.) today it's decided
that there's just one language (.) (all) consequences on the people right living NOW
▼320S1:mhm mhm mhm (2)
▼321S2:<soft> so really <un> xxxxxx </un> (but) </soft> (4)
▼322SX-19:so <4> (i really) </4>
▼323S4:<4> and yester</4>day when we talked about the va<5>lues that
we </5><6> said knowledge as well </6>
▼324SX-19:<5> what is what is </5>
▼325SX-f:<6><soft> the positions </soft></6><soft> of er (english) </soft> =
▼326S4:= and how can you have knowledge if there is just one culture er just one way
of thinking (.)
▼327S1:mhm
▼328S4:as well (.) <7> and that was </7> one of the values yesterday (2)
▼329S5:<7> mhm </7>
▼330S5:and i think also that if we have one culture and one language so (.) w- we don't
need to (.) to TRAVEL any more(2)

▼331S3:yeah <1> because </1><2> of the </2>
 ▼332SX-f:<1> yeah </1>
 ▼333SX-f:<2> the <un> xxx </un></2>
 ▼334S5:<2> the mob- the </2><3> mob</3>ility is is not so <4> important any more </4> because everywhere is the <5>same </5>
 ▼335SX-f:<3> mhm </3>
 ▼336SX-19:<4> is it?<un> xxx </un></4>
 ▼337SX-19:<5> the same </5>
 ▼338SX-f:<5> the same </5> yah (.)
 ▼339S5:so (.) in the consequenc- -c- consequence you don't need to (.) to communicate with (1) different people because(.) EVERYone is speaking (.) the same language and b- and <7> hh everyone has the </7> same (.)
 ▼340SX-f:<7> so it's you cannot er </7>
 ▼341S5:basic er hh er thing n:- <1> not different </1> (.)
 ▼342S4:<1><un> xxxx </un></1>
 ▼343S5:histories traditions {a parallel conversation, which is hardly intelligible though, starts in the background between S4 and SX-f; this parallel conversation turns into the main conversational thread later}
 ▼344S1:and i <2> think that </2>
 ▼345S3:<2> so it's bad for </2> economics for:<3> e- especially for the coun</3>tries who are on th- BASED on (.)
 ▼346SX-f:<3> for economics it's very bad </3>
 ▼347S3:<4><un> xx </un></4> (3)
 ▼348S5:<4> YES </4>
 ▼349S1:<soft> no?</soft> (2) and i mean the (.) diversity is what makes europe so (1) <fast> it would be </fast> (.) i mean(.) one can't FORCE something (.) if <5> it's just </5> not right (.)
 ▼350SX-f:<5> mhm </5>
 ▼351SX-f:<un> xxxxxxxx </un>
 ▼352S1:exactly
 ▼353S4:{here, the parallel conversation becomes more audible}<to SX-f> hegemony </to SX-f>
 ▼354S1:<6> exactly </6>
 ▼355SX-f:<6><to S4> ye:s </to S4></6> hegemony <7><soft> it's a kind </soft></7> of (1)
 ▼356S4:<7> yeah </7>
 ▼357SX-f:hegemony
 ▼358S1:so <1> it's about the first </1>
 ▼359S4:<1><to SX-f> yes to some degree </to SX-f></1> (taken up) <un> xx </un> and (imported it)
 ▼360SX-f:<2> u:r </2>
 ▼361SX-f:<2> @@@@ </2> (7) {here, the parallel conversation turns into the main thread}<3> no no </3> not hegemony (1)
 ▼362S1:<3> the second?</3>
 ▼363SX-f:homogeneity
 ▼364S4:homogeneity
 ▼365SX-f:it's different

▼366S4:yeah
 ▼367SX-f:everything <4> turns </4> equal
 ▼368S4:<4> yeah </4>
 ▼369S4:(is flat) =
 ▼370S5:= mhm mhm mhm (1)
 ▼371S1:mhm <5><soft><un> xx </un></soft></5>
 ▼372S5:<5> so in the </5> school also in the education
 ▼373S1:mhm (.)
 ▼374S5:you don't have (.) you have only one history
 ▼375S4:yeah
 ▼376S5:and it's very straight (3) and erm (1) one language (2)
 ▼377S1:mhm should we go to (.) cosmo europe? (.)
 ▼378SX-f:yeah
 ▼379S2:but i i think <6> it's </6> it's important to look also from the (.)
 ▼380S5:<6> yes </6>
 ▼381S2:from the political quality <soft> (maybe this) </soft> (.) political point of views (1) actually {someone shuffles papers} if you go from (.) (either) situation NOW (.) taking english as one (.) hh as one language europe as one nation (2) the- (1) there could be (the) (.) the <fast> diversity which is </fast> LOST (.) would (erm) (.) lead to wh- to kind of (1) how to say (1)
 ▼382S4:kind of <pvc> totalitarianism {totalitarianism} </pvc> <7> -ism yeah </7><1><un> xx </un> yeah </1>
 ▼383S2:<7> yeah it's </7>
 ▼384S2:<1> (a bit) er </1> extreme but <2><un> xx </un></2> (.)
 ▼385SX-f:<1> mhm </1>
 ▼386S4:<2> yeah </2>
 ▼387S2:there is no more diversity in <3> ways of </3> thinking politically so there <4> could be </4> (.)
 ▼388S4:<3> yah </3>
 ▼389S5:<4> YES </4> not <5> polarized </5>
 ▼390S2:<5> there could be a </5><6> leading </6> there could be <7> a </7> leading (.)
 ▼391SX-f:<6> yeah </6>
 ▼392S1:<7> wh- </7>
 ▼393S2:(which) push
 ▼394S5:mhm mhm <1> so that's why </1><2> it's </2><3> very dan</3>gerous actu<4>ally </4>
 ▼395S1:<1><soft> mhm mhm </soft></1>
 ▼396S2:<2><soft> (push) </soft></2>
 ▼397S4:<3> yeah </3>
 ▼398S4:<4> yeah </4>
 ▼399S2:a- and it's (.) yeah <5> it's dangerous </5>
 ▼400S3:<5> yeah </5> that <6> is not </6> a democracy any more
 ▼401SX-f:<6> mhm </6>
 ▼402S5:YES =
 ▼403S1:= mhm

▼404S19:<clears throat>
▼405S5:hh yes lost of democracy
▼406S4:yeah
▼407SX-f:<soft> mhm </soft> (4)
▼408S1:<@> exactly </@> because democracy is (.) based on <7> different </7> opinions
▼409S5:<7> YES </7>
▼410SX-f:<soft> yah </soft> (9)
▼411S5:hh so i think (.) th- this is really the worst thing <1> and </1> we can't here find <2> any </2> positive (.)
▼412S4:<1> yeah </1>
▼413S1:<2> mhm </2>
▼414S5:er er points
▼415S4:yeah <fast> th- th- </fast> yeah <3> i can't see </3><4> any positive </4>
▼416S3:<3> if we want to </3>
▼417S5:<4> (y- y- y- er) </4> no. (2)
▼418S2:i think we have to explain WHY (.) somebody could choose that scenario (.) which could be the positive points (1)
▼419S3:i <5> CAN'T tell positive points </5> (1)
▼420S2:<5> that we can contrast </5>
▼421S3:a- about this i CAN'T tell (.) hh for example it's like in: the <spel> u s a </spel> (.) hh er that er (.) everybody er<fast> i think i- </fast> (.) <slow> IF it would be so </slow> (.) so everybody would be patriotic un- under one flag(.) hh e:r so we are europeans yes n- (.) like in america (.) everybody <6> (are) so </6>
▼422S5:<6> mhm </6> mhm =
▼423S3:= so e:r the second is (.) maybe that was like (.) kind of er imperial and e:r (.) if it er w- would be (.) as e:r (.)economical strength so (.) hh it would be (2) like a (.) policy of the world (.) (the) center of the world (1) erm: (.) tha- that's er hh that the good things for people (.) who are <un> xx </un> (.) erm: because (.) they could then (.) they get erm: (.) hh the biggest salary hh the (.) good jobs and so on and so on so (.) but (.)
▼424S4:but it depends how the politics is gonna work <7> because we don't </7> (.)
▼425S5:<7> of course </7>
▼426S4:<1> kind of </1> (.)
▼427S19:<1> yeah </1>
▼428S4:we can't really know what <2> (is) might happen </2> and i don't think er (.)
▼429S5:<2> i mhm </2>
▼430S4:this one is likely at all it's never gonna happen there or like (croatia) whatever hh they're gonna give up their (.)culture just to speak one language <3> which is which is </3><4> impossible </4> (.)
▼431S3:<3> but i </3><4> no i just </4>
▼432SX-f:<4> mhm </4>
▼433S3:<5> think of that </5> th- th- (.)
▼434SX-f:<5> mhm </5>
▼435S3:IF it would be so <6> so:</6><soft> (then) </soft> (.)
▼436SX-f:<6> yes </6>

▼437S3:perfect but then then (.) could be (.) er this (.) thing this things could be the: positive

▼438S5:yah i think the positive w- would be also hh er er through the (.) one language (1) erm (.) the STRONG feeling of community.

▼439S1:yeah. (.) mhm

▼440S5:in which way (.) <7> posi</7>tive or negatives (.)

▼441S4:<7> yah </7>

▼442S5:<soft> er </soft><1> no mat</1>ter but (.)

▼443S4:<1> yeah </1>

▼444S5:community (.) <2> and </2> this feeling i'm european it's: MY <3> language </3> (.)

▼445SX-f:<2> mhm </2>

▼446S1:<2> yeah </2>

▼447S1:<3> yah </3>

▼448S5:it's MY history and everyo- -one (.) will (.) have it.<4> hh </4> we have it also but we are <5> not </5> aware i think that (.)

▼449S4:<4> mhm </4>

▼450S4:<5> hm </5>

▼451S5:that <6> it's so </6> di<7>verse </7> and we're <imitating> oh god </imitating> i have (.)

▼452S1:<6> mhm </6>

▼453SX-f:<7> yeah </7>

▼454S5:<1> i- i- </1> it's so ma- <2> it's so </2> compli<3>cat</3>ed (.)

▼455S4:<1> yeah </1>

▼456S4:<2> yeah </2>

▼457SX-f:<3><soft> mhm </soft></3>

▼458S5:hh <4> and the </4> americans they have

▼459S4:<4><soft> yah </soft></4>

▼460S3:<un> xx </un><5><un> x </un></5>

▼461S5:<5> ONE </5> way

▼462S3:yeah

▼463S5:OUR state (.) our (.)

▼464S4:yeah but <6> think like the </6> way the what they are doing now er like er <7> because they are like that so </7>

▼465S5:<6> national er </6>

▼466S5:<7> of cou- i i'm not saying that it's </7> good or bad <1> but it's only </1> (.)

▼467S4:<1> yeah no they're like </1> er <2> that we have proba</2>bly a comparison even if we think er hh europe liked er <fast> look at </fast> america and the <3> states what they are </3> doing <4> now so is not a good </4>example to follow (.)

▼468S5:<2> i think the community </2>

▼469S3:<3> yah that's </3>

▼470S3:<4> it i- it IS a problem </4>

▼471SX-f:<4> yes </4>

▼472S3:w- <5> WE </5> see that it's n- not so good and and <fast> so on </fast> hh but the aMERicans they are thinking<imitating> we are cool </imitating> (.)

▼473SX-f:<5><soft> yeah </soft></5>

▼474S3:<imitating> we are living in <6> america </6> and everything that's cool </imitating> (.)

▼475S5:<6> YES </6>

▼476S1:<soft> @@@ </soft>

▼477S5:hh i think that the process of the community is in (.) this case (1) er er more erm <1> erm </1>

▼478S1:<1> en</1>forced (.)

▼479S5:<loud> yes </loud> and not so slowly like in europe

▼480S4:<soft> yeah </soft>

▼481S5:<fast> because it's </fast><2> not </2> so complicated it's <3> very </3> unit

▼482S1:<2><soft> yah </soft></2>

▼483S1:<3><soft> yah </soft></3>

▼484S1:<4><soft> yeah </soft></4>

▼485S4:<4> hm </4>

▼486S5:this is the only positive <5> that i s- </5>

▼487S2:<5> i think there </5> is another one if we take from (.) either economical point of view or (1) just (.) it's a simplification (1) we no more have (.) it's just simple. (.) <6> it's </6> not (.)

▼488SX-f:<6> yeah </6>

▼489S2:it's it's (.) it's <7> cheap </7>

▼490SX-f:<7> yah </7>

▼491S5:yeah yeah <1> it's very good </1><2> (word) </2>

▼492S2:<1> (like) <un> xxx </un></1>

▼493SX-f:<2> cheap </2> cheap

▼494S2:and depends where you put the (value) on we put it on diversity and <un> xxx </un> it's clear that we don't have same arguments but (.) if som:ebody (.) hh just (1) wants to get movement in europe hh wants to get (.) exchange whatever (and) wants to get business on it (.) if you put the point on there hh that's (.) an argument which is quite important <3> i mean </3> (.)

▼495S5:<3> YES </3>

▼496S5:<4> yes </4>

▼497S1:<4> yeah </4>

▼498S3:and economically <5> it could be good </5><6> too </6>

▼499S2:<5> and it's purely </5>

▼500S4:<6> yeah </6>

▼501S2:<7> yes purely economic </7> thinking

▼502S5:<7> mhm mhm mhm </7>

▼503S3:yeah (2)

▼504S1:simplification is a good <1> word </1> =

▼505S5:<1> yes </1> =

▼506S4:= yeah (1)

▼507SX-f:<soft> mhm </soft>

▼508S4:we have to move to the other one <2><un> xx </un> (half past) </2>

▼509S5:<2> and for globali</2>zation globalization <3> is for me </3> simplification too

▼510S4:<3> yes </3>

- ▼511S2:yeah and there can be <4> a rich </4><5><un> xx </un></5> depends from <6> who is </6> going on because (.)
- ▼512S1:<4><soft> yeah that's right </soft></4>
- ▼513S5:<5><soft> er::</soft></5>
- ▼514S5:<6> YES </6>
- ▼515S2:to teach english to other nations (.) <7> that's the (big product) </7> (that's the) <un> xx </un> (of britain)
- ▼516SX-f:<7><soft> it's globalization </soft></7>
- ▼517S5:yes and the (.) the (.) the discussion is going (.) on it th- it's actually for europe a chance hhh for everyone to speak english because then (.) we can (.) go further and and and e:rm not so slowly (.) <to S1><LNger> gott wie i- wie ist schnell auf auf english {god what does fast mean in english} </LNger></to S1>
- ▼518S1:<to S5> fast </to S5>
- ▼519S5:fast (.) <whispering><LNger> gott {god} </LNger></whispering>
- ▼520S1:@@ <1> @@@ </1>
- ▼521SX-f:<1> @@@ </1><2> @ </2>
- ▼522S5:<2> i'm </2> sorry hh <3><@> that's @ <un> x </un></@></3>
- ▼523S1:<3> @@@ </3> (4)
- ▼524S19:<4> so let's do </4> the next one
- ▼525S3:<4><un> xx </un></4>
- ▼526S3:<5> yeah </5>
- ▼527S4:<5> so this </5>
- ▼528S1:all right (.)
- ▼529S4:<6> this: (second one?)</6>
- ▼530SX-f:<6> cosmo europe </6>
- ▼531S19:<7> mono- </7>
- ▼532S5:<7> simplification </7> as <1> erm </1>
- ▼533S19:<1> monolingual </1> diversity (2)
- ▼534SX-f:what?
- ▼535S5:no (.) <2> erm </2>
- ▼536S4:<2> no </2> be<3>cause </3>
- ▼537S5:<3> simplification </3> is a a <4> good </4> er (3)
- ▼538S4:<4> yeah </4>
- ▼539S1:for the second one now <5> (or do you know which is positive) </5>
- ▼540S5:<5> no fo- </5><6> for the first (so) </6>
- ▼541SX-f:<6> do you want to SEE all the </6> <pvc> sceneries? </pvc> (.) maybe we don't have time to see (.) all the <pvc>sceneries </pvc>
- ▼542S4:yeah we have to hurry up a <7> bit like yeah </7>
- ▼543S1:<7><fast> (but then) we just </fast> do it </7> a bit <1> quicker </1> (1)
- ▼544S4:<1> yeah </1>
- ▼545S1:what's the difference between them (now) and why isn't it so good? (1) i think once again we can (.) mention the argument about the languages (1) as we said befo:re loss of (1) <2> ideas loss of culture </2>
- ▼546S4:<2> yeah it's not so bad </2> it's just that you can't reduce e- everything to just one language <3> it's nice </3> to have a language to communicate <4> but it </4><5> doesn't have to be yeah </5>
- ▼547S5:<3> m:hm </3>

▼548S1:<4> yeah </4>
▼549S5:<5> so simplification </5>
▼550S1:it doesn't have to be <6> identical</6> if i mean <7> identical</7> if-
▼551S4:<6> w- </6>
▼552S4:<7><soft> hm </soft></7>
▼553S5:<1> linguistic simplification
▼554SX-3:<1> i i mean the </1>
▼555SX-3:yeah
▼556S5:<2> with all the </2> (.) <3> bad and </3>
▼557S3:<2> (wi-) i think </2>
▼558S3:<3> the language is one of the tools or how you are showing your mentality (.) because i i mean there is: some words that are (.) you have (.) only in YOUR language and in other language you can only (.) TELL what it means but not (.) the <4> one word </4> (.)
▼559S1:<4><soft> of course </soft></4>
▼560S1:<soft> of course </soft> (4)
▼561S2:it's too a loss of <un> xxx </un> literature and (.) i mean it's quite <5><un> xxxxxx </un></5>
▼562S3:<5> yeah hh because of translation it isn't any more er:m:<6> the </6> (.)
▼563S4:<6> yeah </6>
▼564S3:thing
▼565S1:the <7> richness of </7>
▼566S3:<7> yah yah </7>
▼567S4:<1> like or of a language when </1> you read a text actually in the (.)
▼568S2:<1> (the different) <un> xx </un></1>
▼569S4:own language like <2><un> xx </un></2> of SPANISH and read a spanish it was completely different <3> very different in the translation yeah </3>{parallel conversation between S4 and S2 emerges}<4> yeah </4>
▼570SX-f:<2> yeah </2>
▼571S19:<3><un> xxxx </un></3>
▼572S19:<4><clears throat></4> that's good for the economical point of <8> view </8> because (.) <5> like </5> european parliament now they spent (.)
▼573S4:<8> yeah </8>
▼574SX-f:<5> yes </5>
▼575S19:(a) lot of money just for: translation </6>
▼576SX-f:<6> translation </6>
▼577S4:{the parallel conversation between S4 and S2 turns into the main thread}<10> and then you can't translate </10><9> everything like or <11> something </11> you (can't really) translate </9> it
▼578S5:<10> mhm mhm </10>
▼579S19:<9> translation into all the <un> xx </un> and <11> all the official </11> languages of europe </9>
▼580S5:<11> mhm </11>
▼581S3:are <fast> erm yes </fast> in this case i see more pluses too or than:<7> (in this) </7> (.)
▼582S5:<7> yes </7>

▼583S3:it's it's not <1> so </1> bad er when you er <fast> thinking </fast> from the econom- m- economical and political (i see) hh <2> here is not so bad yeah </2>

▼584S19:<1> yeah </1>

▼585S5:<2> this is very good yes </2><fast> yeah yeah yeah
yeah </fast> mhm (.) hh <reading_aloud> for economics and
politics </reading_aloud> (3)

▼586S1:what is about economics and poli<3>tics </3>

▼587S5:<3> hh </3> for politics and economics is this case i think <4> very good </4>

▼588S3:<4> (hm the best) </4>

▼589S1:yeah (.) <5> yeah </5>

▼590S5:<5> because </5> you can (.) er you have the international communication with ONE language

▼591S1:yeah

▼592S2:costs too (.)

▼593S1:ex<6>actly </6>

▼594S2:<6><soft> (the) </soft></6><soft> interpretations (and everything) </soft> (.)

▼595S5:m:hm (5) hh <soft> yes </soft> (2)

▼596S4:which is <7> kind of </7>

▼597S5:<7><loud> and i </loud></7> think the best one is the mix of this and this

▼598SX-1:mhm (2)

▼599S2:what about people who who haven't access to that kind of information that (.) education th- that can't get (.) their english on a level (.) to communicate

▼600S5:<1> this is the </1><2> negative side </2>

▼601SX-f:<1><un> xxx </un></1>

▼602SX-f:<2><un> xx </un></2> (okay) =

▼603S4:<2> yeah </2>

▼604S5:= yeah (.) mhm

▼605S20:sorry er? (.) {S20 joins the group}

▼606S2:i i think it would mean (.) either there people that can't speak enough english to make (1) to communicate (.) and(.) the other way round it is (.) that you have to small talk (.) because people <4> they aren't </4> (1)

▼607SX-f:<4><soft> mhm </soft></4>

▼608S2:able to speak <un> xxx </un> than than just what's on the surface

▼609S1:but that's of <5> course </5> a problem which occurs in all the scenarios there

▼610S5:<5><soft> mhm </soft></5>

▼611S20:s:<6>orry to interrupt but can i ask you one questions </6> we had with your scenario? (.)

▼612S1:<6> because it's the same <soft> (english) <un> xxx </un> language </soft></6>

▼613S19:mhm

▼614S20:e:r you had unity in: (.) <1> edu</1>cation? (.)

▼615S19:<1><soft> hm </soft></1>

▼616S5:eco<2>nomics </2>

▼617S20:<2> economics </2><3> and </3>

▼618S3:<3> and </3> (family) (.)

▼619S20:but what <4> do you mean </4> (.) <5> (family) </5> (.)

▼620S3:<4> politics </4>

▼621SX-f:<5><un> x </un></5>

▼622S2:consciousness

▼623S19:i- in your <6> mind </6>

▼624S2:<6> in in </6> the mind

▼625S20:uhu

▼626S2:and the media <7> too </7>

▼627S5:<7> me</7>dia

▼628S20:media? (.) <soft> mhm </soft> (1) e:r but e:r (.) and education

▼629S2:yeah

▼630S20:<1> but you have </1>

▼631S5:<1> and politics </1> too the <2> sup- er sup</2>porting of (.)

▼632S20:<2> politics </2>

▼633S5:a lot of programs <3> going on </3>

▼634S3:<3> sorry but edu</3>cation was <4> so- [S20]- </4> [S20]

▼635S19:<4> work </4>

▼636S20:<4> uhu </4>

▼637S19:education

▼638S3:education was so that er we had one hh e:r subject but (.) (that) was in ALL the schools =

▼639S20:= mhm =

▼640S3:= but not the (other) education systems hh o- <soft> e- e- </soft> each country ha:- has =

▼641S20:= their own =

▼642S3:= er her OWN (.) education s- only the subject was (.) one <5> of: o:r two </5> subjects was:<6> the same </6>

▼643S5:<5> european </5>

▼644S1:<6> european history </6><7> european culture </7> something like that?

▼645S20:<7> uhu </7>

▼646S20:but e:r (.) <fast> you have the </fast> countries. i mean it's: like (.) political units (.) <1> it's no </1> yah (.)

▼647S2:<1> yah </1>

▼648S20:okay

▼649S3:yah

▼650S1:m<2>hm </2>

▼651S20:<2> and </2> (.) all the countries i- er in europe? o:r (.) only <spel> e u </spel> (.)

▼652S1:no in euro<3>pe </3>

▼653S5:<3><un> x </un> (is) </3> (.)

▼654S19:<4> europe </4>

▼655S20:<4> yah </4>

▼656S5:yah

▼657S20:<fast> okay </fast>

▼658SX-f:<soft> @@@ </soft><@> russia </@>

▼659SS:@@@@

▼660S19:yah russia is the main <5> problem for (the) (.) europe (.) (or) european union </5><6><snorts></6>

▼661S5:<5> @@@ @@@ </5>

▼662S4:<6><@> i will </@></6><@> get you too </@> @@@@ <1> @@@ </1>

▼663S1:<1> you're part of it </1>

▼664S19:yeah in the european union we have to bother with japan <2> china </2> (.)

▼665SX-f:<2><whistles></2>

▼666S19:<3> alaska </3>

▼667S4:<3><un> xxx </un></3><un> xx </un><4> @@ </4>

▼668S19:<4> european union </4><5> will be quite near the united </5> states and canada (.)

▼669S3:<5> @@@@ </5>

▼670S19:<6><snorts></6>

▼671S1:<6> @ </6>

▼672SX-f:<6> @@ </6> @@ (8)

▼673S4:so we move to the third one (2)

▼674S1:yeah
(nrec 00:00:50) {change of minidisc}

▼675S3:because it's <1> realistic and the </1> best <3> is </3> ours @ <4> @ </4> (.)

▼676S4:<1> realistic </1>

▼677SX-f:<1><un> xxxx </un> (it's) </1>

▼678SX-f:<3> ours </3>

▼679S4:<4> yeah </4>

▼680S5:so this is the {loud background noise begins} (.) rea<5>lis</5>tic view (.)

▼681SX-f:<5><fast> yeah </fast></5>

▼682S5:pragmatic view {background noise ends}

▼683S3:<soft> yeah </soft>

▼684SX-4:<6><fast> no </fast></6>

▼685S2:<6> why </6><7> is it <un> xxx </un></7>

▼686S1:<7> but er do you think </7> that it's the b- <fast> er the </fast> best (.)

▼687S2:why it is <un> xx </un> (.) (you) <un> xx </un> (that one) (1)

▼688S1:because they talked about everyone knowing thirty languages (.)

▼689S5:<1> yes but </1> it <2> would </2><un> x </un>

▼690S3:<1> yeah wh- </1>

▼691S2:<1><un> xx </un></1>

▼692S2:<2> (show) </2>

▼693S1:(that is) <3> clear that </3>

▼694S2:<3> yeah </3><4> it's clear </4> but <5> (we won't) </5> (.)

▼695S5:<4> but it is </4>

▼696S5:<5> impossible </5>

▼697S4:<5> yeah </5>

▼698S2:learn anything scientific or whatever (.) we just learn languages <6> (to to) </6>

▼699S1:<6> ya</6><7>:h </7>

▼700S5:<7> but it </7> would be demo<1>cra</1>tic

▼701S1:<1><soft> (it) </soft></1>

▼702S4:y:<2>eah </2>
 ▼703S5:<2> in the </2> best way
 ▼704S4:IS <fast> gonna </fast> be (messy) as well from an economical and political point of view then.<3> because <un>x </un> li</3>ke hh it's nic:e from a cultural side <4> (yeah) </4><5> because er </5>
 ▼705S5:<3> YES </3>
 ▼706S5:<4> yes </4>
 ▼707S3:<5> yeah but actually </5> like <6> yes </6> mun- <pvc> multilingualism </pvc> and diversity hh there is no unity
 ▼708S4:<6> yeah </6>
 ▼709S4:<7> yah </7>
 ▼710S19:<7> yah </7> we can<1>no- we cannot talk about european </1> so<2>ciety </2>
 ▼711S3:<1> (er) it's quite bad </1>
 ▼712SX-f:<2><soft> yah </soft></2>
 ▼713S3:<3> when we </3><4> don't have </4> unity at <5> all </5>
 ▼714S1:<3> yes that's </3><4> true </4>
 ▼715S4:<3> yeah </3>
 ▼716SX-f:<4> mhm </4><5> o</5>kay
 ▼717S5:<6> we have chaos </6>
 ▼718SX-f:<6> we have somebody </6>
 ▼719S3:<6> it's:</6> yeah =
 ▼720S5:= chaos
 ▼721S3:then it's not (.) so good <soft> @ </soft>
 ▼722S1:ye<7>ah </7>
 ▼723S5:<7> m:h</7>m (16)
 ▼724S1:the good thing is that would <fast> be the mo- </fast> most democratic one
 ▼725S4:<soft> yeah </soft> (8)
 ▼726S2:<L1ger> was heisst vernachlaessigt {what does neglected mean} </L1ger> (1)
 ▼727S1:<soft> to:</soft> (2)
 ▼728S5:<soft><LNger> vernachlaessigt? {neglected} </LNger></soft> (3)
 ▼729SX-f:<soft> (t- t- t-) </soft>
 ▼730SX-f:<soft><@><un> xxx </un></@></soft>
 ▼731S3:ye<1>ah </1>
 ▼732SX-f:<1> what?</1> (1)
 ▼733S3:in english (1) <2> if if </2> ther:e some (.)
 ▼734SX-f:<2><soft> what?</soft></2>
 ▼735S3:thing hh wha- er (what) e:r we f- (.) what we have forgotten so erm (.) <3> (there is) but it's not </3>
 ▼736S1:<3> if the opposite of to spoil a </3> child is to (1)
 ▼737SX-f:to spoil a child (1)
 ▼738S1:<soft> for example </soft> (1)
 ▼739SX-f:i don't know what you're talking about <4> @@@ </4>
 ▼740S3:<4> one word </4>
 ▼741S5:<4> we </4><5> are looking </5> for a <6> word </6>
 ▼742SX-f:<4> @@ </4>

▼743SX-f:<5><un> xxx </un></5>
▼744S2:<6> i was </6> looking for a word but (that) doesn't matter (2) to (get) is okay (.) so (.) (what is it we've forgotten and) (.)
▼745SX-f:<1> and </1> put in disadvantage or (1)
▼746S4:<1> and </1>
▼747S2:but it's not that we have sort of like <pvc> denglish </pvc> <8> and <pvc> spanglish </pvc> </8> and (.)
▼748SX-f:<8> mhm: yeah </8>
▼749S2:<9><un> x</un>ish and </9>
▼750S1:<9> well what to write </9> down <soft> now what do you mean </soft>
▼751SX-f:there's (.) impossible to invest so much time teaching languages all the aspects of education that have been either forgotten or would have been put in disadvantage
▼752S1:yeah
▼753S5:<2> mhm </2>
▼754SX-f:<2> but i i </2> think (.) this is really an idealistic or <3> really e:r </3> (.)
▼755S5:<3><fast> yeah yeah yeah </fast></3>
▼756S1:<4> yah </4>
▼757SX-f:<4> be</4>cause they are they didn't even spoke (in) LEARNIN:G language they were speaking in i:n (.) in a (chip) you: would get when you were a child or something so this is (really) (.)
▼758S5:ye:s and not possible <5><soft> it's </soft></5> not <6><soft> possible </soft></6>
▼759S3:<5> maybe we </5>
▼760S3:<6> can put </6> to the minuses e:r that (.)
▼761SX-19:<6> yeah it's <un> xxxx </un></6>
▼762S3:there wasn't a solution how: er how do we get there hh <7> and </7><1> e:r </1> (we put) to the minuses and so: the er the costs too much (1)
▼763S1:<7><soft> yeah </soft></7>
▼764S5:<1> mhm </1>
▼765S3:becaus:e i i mean: (.) educational s- system: (2)
▼766S4:yeah how <2> can you (keep) </2> (.)
▼767S3:<2> do you have @ </2>
▼768S4:<3> how can you prov- -vide like so </3> so many <4> teachers an:d all the <un> x </un></4><5> education </5><6> system (it's not) er </6> =
▼769S3:<3> the ho- how many (.) costs it no </3>
▼770S19:<3> p- people <un> xx </un> do (that thing) </3>
▼771S19:<4> like you would never no- no one may (be) </4><5> to:</5><6> study for their languages </6> =
▼772S1:<5> yeah </5>
▼773S1:= yeah
▼774S5:yes (1)
▼775SX-f:what would be the (.) (others)
▼776S1:<3> neglect </3>
▼777S19:<3> there is (no) </3> necessary it's not efficient (1)
▼778SX-f:<4> what?</4>

▼779S1:<4><soft> mhm </soft></4>

▼780SX-f:<4><un> x </un></4><un> x </un>

▼781S1:@@@@ (1) (1)

▼782SX-f:would <5> (be) what?</5>

▼783S3:<5> yeah if you </5><9> don't go to s- (.) for example you are living i:n (.) er finland and er hh y- (.) y- you hate traveling then you know that you will never get into portugal </9> or <6> why shou- yeah why do i </6> have to learn er <7> (portuguese) </7>

▼784S2:<9><to SX-f> what would be the answer to question in case of equality between (.) that's (.) that (.) the language itself has not (.) (transport) <un> xxxx </un> situation </to SX-f></9>

▼785S5:<6> but you have to s- (.) to learn it </6>

▼786S5:<7><fast> yeah yeah yeah </fast></7>

▼787S1:yeah

▼788S2:yeah (2)

▼789S1:<soft> yeah </soft>

▼790S5:m:hm (.) so that's right er this is (.) actually (.) is it also very imperialistic (1) because (.) (wh-) the PRESSURE ofSO many languages is (.) on you hh i think this is the most democratic actually because (.) is your (.) your (.)choose <8><slow> to to </slow></8>

▼791S1:<8> it's your choice </8> ex<1>actly </1> exactly

▼792S5:<1> choice </1>

▼793S2:<1> yeah </1>

▼794S3:if you want and er (.) <2> what you want </2>

▼795S5:<2> if you go to </2> portugal (1) so you can learn the language

▼796S1:yeah

▼797S5:but NOT from child on <soft> that you have to learn </soft> portuguese

▼798S3:<soft> mhm </soft>

▼799S2:m<3>hm </3>

▼800S5:<3> yes </3> it's very good (26) {participants take notes, read and/or listen to the speakers of another group next to them}

▼801S1:should we du- turn to the (2)

▼802S19:our? (2)

▼803S1:BEST @

▼804S19:@ <4> @ </4>

▼805S5:<4> BEST </4>

▼806S1:<4><soft> @@ </soft></4>

▼807S19:when <un> x </un> (is a fewer) GO <5> @ </5>

▼808S1:<5> @ <loud> @@ </loud></5>

▼809S3:<5> and then </5> (.) <6> wha- </6> what was the pluses here (1)

▼810S1:<6><sniffs></6>

▼811S3:on the third <7> most de</7>mocratic (1)

▼812S19:<7> most </7>

▼813S5:no ac<1>tually also not </1>

▼814S1:<1> actually

not MOST but </1> it <2> IS de</2>mocratic <soft> and </soft> (.)

▼815S19:<2><soft> no </soft></2>

▼816S1:and of course diversity is always <soft> i mean it's </soft> richness

▼817S5:yes

▼818SX-f:<3> mhm </3>

▼819S1:<3> that's </3> (.) something

▼820S3:<3> yes </3>

▼821S2:if it is a choice it is not (.) based on a functional idea (1) it don't has to be based on a functional idea so it's <un>xxx </un> then (1) out of the econo- (.) i:<5> i mean </5> (.)

▼822S3:<5> yeah </5>

▼823S3:if you know so <6> many languages you are very </6> clever (1)

▼824S1:<6> but of course there is <un> xx </un></6>

▼825S3:<7><soft> @ </soft></7>

▼826S1:<7> IF </7> you know so ma<1>ny languages </1>

▼827S3:<1><@> yeah </@> @ </1>

▼828S2:<soft> @@@ </soft>

▼829S3:has a lot l- <2> l- </2><un> xxxx </un> system mhm in: your <4> mind </4>

▼830S19:<2><un> x </un></2>

▼831S19:<4><un> x </un></4><un> xx </un>

▼832SX-f:le <5> gal space </5>

▼833S1:<5> @@@@ </5>

▼834S5:<5> yes it WILL come </5> this <6> is </6>

▼835S1:<6> all </6> right

▼836S5:three

▼837S1:and we also e:r: we also think that's the most likely one (.)

▼838S4:yeah is (.) what is CAN happen (.) actually in an european union context like <fast> that maybe the education system is gonna change (and put) </fast> hh instead of just english and so that your language is in (.)

▼839S5:m<6>hm </6>

▼840S4:<6> pri</6>mary and secondary school <7> whate- </7>

▼841S5:<7> but it's </7> happening al<1>ready no?</1>

▼842S4:<1> YEAH it's </1> happening <2> like in </2><3> this </3> (it's: a small process) i:s (.)

▼843S5:<2><soft> yah </soft></2>

▼844SX-f:<3><soft> mhm </soft></3>

▼845S4:the most likely

▼846S3:just one minus. (.) it costs (1)

▼847SX-f:a lot <soft> @@ </soft>

▼848S5:ye:s

▼849S1:but we should write down the pluses as well <4> we should </4><5> write down whatever </5> (3)

▼850S5:<4> o:kay </4><5> (for) </5>

▼851SX-4:<5><soft> yah </soft></5>

▼852SX-1:what do you write down? (1)

▼853S2:we're free to choose not basically based on functional aspects (.)

▼854S1:all right

▼855S2:determined (4) and which is interesting too is that it can <pvc> valorize </pvc> in that way also the countries which usually (.) aren't considered really (1) in: in a way <7> of richness </7> (.)

▼856S3:<7><soft> you can:</soft></7>

▼857S2:<1> if you can </1> (.) if you can learn (.) countries e:r if you can learn a language which are less spoken

▼858SX-f:<1><soft> mhm </soft></1>

▼859S1:yeah

▼860S4:yeah minority <2> languages </2>

▼861S2:<2> this is a is a </2> way either to <pvc> valorize </pvc> the language (1) culture (.) <3> and and </3> to (.)

▼862S5:<3> m:hm </3>

▼863S2:to to mean t- it could lead to (richer) people (.) either because (1) you got easily (.) the:

▼864S5:in <4> contact wi- </4>

▼865S2:<4> the culture to </4><5> to live </5><6> (in there) </6>

▼866SX-f:<5> hm </5>

▼867S5:<6> with the yes </6>

▼868S1:mhm <7> mhm </7>

▼869S5:<7> yes </7> (1) so it's democratic it's very soli- (.) solidarity

▼870S4:<soft> yeah </soft>

▼871SX-f:<1> hm </1>

▼872S1:<1> mhm </1> (.)

▼873S5:respect because also (.) through language you learn it

▼874S1:yeah

▼875S19:o<2>kay </2> ALL values <3> (all right) </3>

▼876S5:<2> resp- </2>

▼877SX-f:<3> mhm </3>

▼878SX-f:<3> YEAH </3> i think so @

▼879SS:<4> @@@ </4>

▼880S2:<4><soft> yeah yeah </soft></4>

▼881S5:from yester<5>day </5><6> all values </6>

▼882S4:<5> (er) the yeah </5>

▼883SS:<6> yeah </6>

▼884S1:<6> there </6> is the list @ <7> @ </7>

▼885S4:<7> free</7>dom (1)

▼886SX-f:hh <1><soft> @@ </soft></1>

▼887S2:<1> freedom?</1>

▼888S1:<1><@> exactly </@></1><2><@> freedom </@> you choose </2> (.)

▼889S5:<2> @@@@ </2>

▼890S1:demo<3>cratic respect </3> what was the <4> other one?</4>

▼891S4:<3> a- and </3>

▼892SX-f:<4> knowle</4>dge (.) we have knowledge

▼893S4:<5> yeah </5>

▼894S19:<5> mhm </5>

▼895SX-f:<5> know</5><6>ledge </6>

▼896SX-f:<6> co</6>operation (.)

▼897S19:<7> know</7>ledge <1> coop</1><2>eration </2> ALL values (.)

▼898S4:<7> yeah </7>

▼899SX-f:<1> yeah </1>

▼900S1:<2><loud> of course </loud></2>

▼901S1:<3> yeah </3>

▼902S5:<3> a</3><4>mazing </4>

▼903S4:<4> yeah </4> =

▼904S19:= we can say about that

▼905S2:and <5> access </5> everybody has <6> access </6> because there (.)

▼906S1:<5> yeah </5>

▼907S4:<6> yeah </6>

▼908S2:(would be) subvention from (.) from government

▼909S1:yes yeah =

▼910S2:= what I would what i would propose is (2) is my ideal case of europe maybe <un> xx </un> yours but (2) in case of investment because people don't say <un> x </un> but it's like (2) {loud background noise (2)} government can't pay (.) to everybody their education (.) but why not because if you put the money there (.) either than to put it in a lingua franca which has to be whatever <un> xx </un><1><un> xx </un></1><un> xxxx </un> lingua franca there is in english (.)

▼911S5:<1> m:hm </1>

▼912S2:which is already <un> xxx </un> (put) the accent of (a) financial investment and (on) the richness of the other (.)that would mean that the other one is going (this) way (.) then there wouldn't be really financial problems (1)anyway =

▼913S5:= of cou- =

▼914S1:= but i also =

▼915S5:= and that's why the the the woman er woman (.) yesterday she said a very good point i think that if you erm but she she did it with english that if everyone is speaking english so from poland and from e<2>stonia </2>

▼916S4:<2> yes she </2> took it like a matter of fact and i didn't like there there has to be has to be english <3> and that's the </3>

▼917S5:<3> yes but i </3> think THERE is the point with the diversity if if we if we (.) erm erm (.) open ourselves to the (.)different countries (.) there is the potential and the (older) woman she said not go west but go east and and there to look for the because there is the the potential of for longer time and english is very (.) straight and and er (.) (thinking) er and but i can't <4> no </4> i can't <5> explain it so </5>

▼918S1:<4> (but) i </4>

▼919S1:<5> i somehow i </5> somehow do not completely agree with what YOU said because (.) of course there there is the lingua franca (.) english (.) but i think that it should be changed it should not be (.) there should be active changes in how it is dealt with (.) as (.) as we talked about yesterday for example (.) really dea- teach it as a lingua franca reduce the number of the years you teach it (.) give the years to other languages (.) but then in order to say that you can teach lingua franca english then you first of all have to find out (.) what is important (.) {loud background noise (2)} because these things haven't been found out so far (.) so that would be i- important to finance that at first to find out what are the essentials (.) and then only stick to essentials <6> but don't do nine</6> years of english teaching (.)

▼920S5:<6> mhm mhm </6>
▼921S1:<7> in school </7> but do four years =
▼922S5:<7> mhm mhm mhm </7>
▼923SX-f:= mhm =
▼924S1:= <1> but </1> then stick to the essen<2>tials </2>
▼925S5:<1> yes </1>
▼926S5:<2> yes </2> yes (.) yes
▼927S2:but the thing is what i was thinking about the counter-arguments they can give us for THIS (.) module is (.) is that government pay and pay and pay <8> and </8> that's that's not realistic neither (.)
▼928S4:<8> yeah </8>
▼929S2:so (.) you have to put an accent on the investment that you can explain years but (.) if it's ONLY lingua franca (1)and not a teaching like like you taught before another teaching up to the to the literature level of (whatever of) <3>english </3> you can (1)
▼930S1:<3> exactly </3>
▼931S2:you <9> can </9> you can (.)
▼932S5:<9> mhm </9>
▼933S2:sh- you can e:r <fast> how to say </fast> (.) <soft><un> xx </un> (in a museum) </soft>
▼934SX-f:<4> @@ </4>
▼935S1:<4> mhm </4>
▼936SX-f:@@ (2)
▼937S2:you don't spend so much money on it (.) and THAT money you can put in <un> xxx </un><5> things or </5> in other <6> cultures </6> to (.)
▼938S5:<5> mhm </5>
▼939S5:<6> mhm </6>
▼940S2:to get <un> x </un> (that) teaching too (.)
▼941S1:yeah
▼942S2:so (1) that we know that there is not (.) money just (1)
▼943S3:no in no way <7> it's just </7>
▼944S4:<7><un> xxxx </un></7><8> but it's just like worth it </8>
▼945S2:<8> you can't there is there is a limit </8> and we have to be conscious that there is a limit <1> and that </1> the teaching (1)
▼946S5:<1> M:hmm </1>
▼947S2:of all the diversity because <soft><un> xxxx </un></soft> =
▼948S3:= i i mean er =
▼949S2:= so there should be <2> programs </2> made <pvc> intercultural </pvc> programs (.)
▼950S1:<2> yeah </2>
▼951S2:which
▼952S5:mhm (2)
▼953S3:and about the potential i think it's (1) it's the plus (.) er (.) maybe that's the way that you were (.) telling about (1)erm (1) for example (.) <slow> there is living (1) some (.) people in spain (.) who maybe are the (2) the genius of something (.) that is only in er </slow> <pvc> netherland </pvc> yeah erm some

professional something li- like that and if he <slow> can er learn the dutch? so he can go er </slow> =

▼954S5:= communicate? =

▼955S3:= yeah and communicate and to go work or something er (.) to do there (.) so maybe in spain it isn't (.) and e:r (.) then (.) er his <pvc> knowledges </pvc> would be LOST (.) if he couldn't erm (1) erm know the language er er it's (.) lingua franca or (.) er dutch (.) but if he knows (.) a- as he knows this language he can (1) his (.) <pvc> knowledges </pvc> put into the right space and (.) er (develop with) that (1)

▼956S1: i didn't completely get that (1)

▼957S5: no the the <3> mobilit- mobility </3>

▼958S4: <3> you just c- </3> you can never access to different country likely if we had an education system like (.) if (.) i'm very good at something and i want to learn german

▼959S5: bi- bio<4>logy </4>

▼960S4: <4> my the the </4> edu- -cation system provide er (.) i would be able to move around th- all the c- different countries without any problem =

▼961S5:= okay <5> exa</5>mple

▼962S4: <5> (and) </5>

▼963S4: <6><un> xx </un></6><un> xx </un><7><un> x </un></7>

▼964S3: <6> for </6>

▼965S3: <7> yeah </7> (.) example for example (1) i'm (.) a VERY VERY good er (.) professional in: (.) com<8>puters </8>

▼966S2: <8> yeah but </8> that touches already only the elite =

▼967S3:= er =

▼968S2:= and that's <9> not </9> good (1)

▼969S4: <9> yeah </9>

▼970S2: in a sense. =

▼971S5:= mhm i (do-) =

▼972S2:= it can only touch the <10> (full) professional (way) </10> =

▼973S3: <10> no re- but but you </10> =

▼974S4:= yeah <1> we have to </1>

▼975S3: <1> okay </1> technical worker (abou-) (.) with erm cars yes i can make (.) <fast> i understand everything with cars </fast> (.) but in latvia there is no er a company who e:r produce er the cars (.) so if i'm staying there (.) and i i my knowledge (.) erm don't need everyone because there <2> isn't such a <un> x </un> work with it </2> (.)

▼976S5: <2> mhm mhm mhm mhm mhm </2>

▼977S3: so but if i can other language i can work with for example i know german and in germany there is er (1) something like this so i go to the germany with my knowledge and help them? (1) er a:nd my knowledge <3> don't get lost </3>

▼978S2: <3> yeah but (.) if you if you stay </3> realistic (.) all the people that touch (.) this kind of exchange (.) (these are) university people =

▼979S19:= hm =

▼980S2:= engineers (1) (these) are really g- (1) good for peo<4>ple </4>

▼981S4: <4> a </4> kind of e<5>lite </5>

▼982S2:<5> and no- </5> another er painter or whatever (.) who who paints houses
he has no <un> xxxx </un> =

▼983S1:= but that's a general problem i mean

▼984S2:uhu =

▼985S1:= i mean how do: (.) how do we touch MORE than the elite =

▼986S2:= yeah

▼987S5:mhm <6> mhm mhm </6>

▼988S1:<6> because </6> all we discussed (.) is ONLY for the elite (.) it's
for <7> peo</7>ple i guess who hav:e (.)

▼989S4:<7> yeah </7>

▼990S1:who h- have university degrees and (1) i mean but (3) i mean b- it's also for
people who do not need it i mean how do you (.) why should so- a- i do know who
mentioned that example today somebody did (.) how why should a (.)a painter living
somewhere (.) in the middle of: spain (1) it doesn't matter where (.) who will never
leave his village

▼991S2:mhm

▼992S1:cos he doesn't NEED to

▼993S2:<8> or doesn't want to yeah </8>

▼994S5:<8><un> xxxxx </un></8>

▼995S1:WHY should he learn german? =

▼996S5:= yeah =

▼997S1:= WHY should he learn swedish? (1)

▼998S2:but <1> should they choose </1>

▼999SX-f:<1> no but i think </1> i <2> think </2>

▼1000S3:<2> yeah but he </2> ca- e:r <3> but he can choose the: language from
neighbors (.) then </3> maybe: =

▼1001S4:<3> yeah but that's to go back to the choice like (they knew) we have the
choice to </3>

▼1002S4:= <4> yeah </4>

▼1003S1:= <4> all right </4> so (.) the <5> thing is that you </5> have the choice (.)

▼1004S4:<5> yeah that's yeah </5>

▼1005S1:to <6> take </6>

▼1006S4:<6> yeah we </6> have the choice and <7> we kind of </7> that's
we <1> can </1> if somebody say <2> that we can ch- </2>

▼1007S5:<7> YE:S </7>

▼1008S3:<7> yeah </7>

▼1009S1:<1> yeah </1>

▼1010S2:<2> but is the </2> choice really free because that is the question when
you (.) hh when you imagine families (.) (they) <un> x </un> have one family
where (.) parents are (.) hh they were at university: they are teaching now or whatever
hh so the openness toward other cultures toward other language is (.) existent. (1) is
here? but if you have another family (.) there is maybe e:r two guy:s that (are)
about (.) f- fifteen years old they have to chooseNOW hh nobody has ever spoken
another language in the family (.) nobody give their interest to go abroad t- to learn
languages hh so how could there be an equality at all because <3> even </3> on the
start <4><un> xx </un></4>

▼1011S1:<3> but </3>

- ▼1012S4:<4> okay i </4><5> come from </5> (.)
- ▼1013S1:<5> but is this </5>
- ▼1014S4:a working class like my mom (.) like er (.) just got (.) no (.) she didn't like finish secondary school my dad even<un> xx </un> (.) and they can't speak a word in english and any other language (.) but (a third) kind of er (1) for the way they are thinking and (.) the <un> xx </un> in the future since i was fourteen they're trying to send me away (.) and kind of say (.) okay we didn't do that (.) BUT (.) now that we have the possibility you can do that (.) so we have to try to do <6> hh (they obviously) yeah </6> yeah and that's (.)
- ▼1015S5:<6> and this is generation question </6>
- ▼1016S4:like what is happening in this generation i think er <7> that </7> (.)
- ▼1017S1:<7> but it's (all) </7> (.) <1> the equality is there </1> as you said <2> because </2> there is the option because hh (.)
- ▼1018S5:<1> and (she) </1>
- ▼1019S5:<2> (they're) going </2>
- ▼1020S1:th- the languages would be for free then they would learn them for free (.) so the working-class family who probably cannot afford it NOW (.) will have access to it (.) <3> they </3> can CHOOSE (.)
- ▼1021S4:<3> yeah </3>
- ▼1022S1:to take that step of course you can't force anybody (1)
- ▼1023S5:<4> mhm </4>
- ▼1024S4:<4> yeah </4>
- ▼1025S3:<4> and </4> soci<5>ety is </5> making tha- that too for example (.)
- ▼1026S1:<5> and it's (right) </5>
- ▼1027S3:internet (.) er (1) ooph news in <6><spel> b b c </spel></6> (.)
- ▼1028S2:<6> that's right er <fast> yeah yeah yeah </fast></6>
- ▼1029S3:er okay you (.) if you don't want er but i think (1) er the middle class want to use internet too (.)
- ▼1030S4:<1> yeah </1>
- ▼1031S1:<1> yeah </1> (.) <2> and that's </2> actually something <8> i mean </8> that's what wha- what we could somehow (.)
- ▼1032S3:<2> because i w- an- </2>
- ▼1033S4:<8> yeah </8>
- ▼1034S1:recommend that one provides more access (.) internationally or supports that to different languages because then interest is given. (.) if there <9> er </9> is an interesting page for me in i don't know swedish then i would probably get it (and) i WANT to learn swedish =
- ▼1035S3:<9> hm </9>
- ▼1036S5:= M:hm =
- ▼1037S1:= but if everything is in english then i will <3> only </3> want to learn english
- ▼1038S4:<3> yeah </3>
- ▼1039S5:of course =
- ▼1040S4:= <10> yeah </10>
- ▼1041S1:= <10> because </10> that's the er <4> only way i can </4> get the information anyway (1)
- ▼1042S5:<4> you don't need (that) </4>

▼1043S1:but if there is more access and also <pvc> MEDIAwise </pvc>
▼1044S5:mhm =
▼1045S1:= if you have MORE other <5> languages </5>
▼1046S5:<5><loud> that's why </loud></5> it's so terrible that er media are going really this <6> eng</6>lish way <7> and this </7>
▼1047S1:<6> only </6>
▼1048S1:<7> only </7> americani<1>zation </1>
▼1049S5:<1> that's why </1> yesterday <2> the discussion i found it good because </2>
▼1050S4:<2> and also about the information (let's) say </2> (.) the news (.) they don't have to come just from a (.) western europe <3> point of view </3> because <4> what we </4> get like we just get er the state's point of view when we(.)
▼1051S1:<3><clears throat></3>
▼1052S3:<4> yeah </4>
▼1053S4:just <5> watch </5> (.)
▼1054S2:<5> yeah </5>
▼1055S4:the telly <6> or anything </6> (.)
▼1056S2:<6> and their values </6>
▼1057S4:hh yes. so we should try to (.) globalize a bit also the hh west (.) whatever you say you're open like if you look at (.)israel or (everything) we just hear (.) from israel (.) we don't hear from the palestine =
▼1058S1:= yeah
▼1059S4:we (.) <7> we we don't say </7> (.)
▼1060S5:<7> yes no no </7><1> exactly </1> this <2> is the best example </2>
▼1061S4:<1> yeah yeah </1>
▼1062S4:<2> we don't see the other </2> side (.) <3> we </3> don't hear the other side <4> at all </4> (.)
▼1063S3:<3> yeah </3>
▼1064S1:<4> yeah </4>
▼1065S3:and that's why <5> it's horrible </5>
▼1066S4:<5> and i think like </5>
▼1067S5:it's hor<6>rible </6>
▼1068S3:<6> if </6> some<7>times </7> when you are hearing what er what they're telling about your country from: the other <8> side </8> (.)
▼1069S4:<7> yeah </7>
▼1070S4:<8> yeah </8>
▼1071S3:is <1> (that) </1> (.)
▼1072S5:<1> mhm </1>
▼1073S3:REALLY ? (.) <2> i </2> didn't know <3> that </3>
▼1074S1:<2> yeah </2>
▼1075S4:<3> and that's </3> why we need diversity (.)
▼1076S1:yeah
▼1077S4:<4> also </4>
▼1078S5:<4> yes </4>
▼1079S1:yeah (2)
▼1080SX-f:<soft> yeah </soft>

▼1081S2:so (.) we were stopping on what? (.) you you talked about exchange (1)

▼1082S3:yeah

▼1083S2:that <5> but </5> that should be <6> part of </6><7> (the cultural) </7>

▼1084S3:<5><un> x </un></5>

▼1085S3:<6><soft> potential </soft></6>

▼1086S1:<6> are we </6><7> already going </7><1> in</1>to recommendations or are we still (.)

▼1087S4:<1> yeah </1>

▼1088SX-f:<soft> hm </soft>

▼1089S1:<2> saying what's the minuses </2>

▼1090S19:<2> wha- what kind of </2> recommendation should it be if it's like (.) MOST likely (.) and <@> the best </@> (.)

▼1091S1:i don't maybe there may there are things which we: can suggest (.) which will definitely make it better (.) in that scenario (.)

▼1092S19:mhm <3> all right </3>

▼1093S1:<3> like </3> providing access to (.) languages

▼1094S4:<4> hm </4>

▼1095S5:<4> m</4>hm =

▼1096S1:= and the money for that

▼1097S5:<soft> mhm yeah </soft> (3)

▼1098S1:should we already do that? or do we have to find more because we don't have <soft> any minuses or (.) do we need minuses </soft>

▼1099S4:yeah <5> kind of sti</5>mulate <6> to learn languages </6>

▼1100S19:<5> we we need </5>

▼1101S19:<6> we need to find recommendation </6> because

▼1102S1:o<7>kay </7>

▼1103S19:<7> to </7> to:<1><un> xxxx </un></1>

▼1104S4:<1> to get more know</1>ledge (.) whatever (5)

▼1105SX-f:<soft><un> xxx </un> to the toilet </soft>

▼1106S4:<soft> i need to go as well </soft> (2)

▼1107S1:<2><soft> yeah yeah </soft></2>

▼1108S5:<2><to S4> the toilet?</to S4></2>

▼1109S3:to <3> make an in</3>terest to:<4> other cultures </4>

▼1110S4:<3><to S5> yeah @ </to S5></3>

▼1111S5:<4> and i think </4> for the <5> workers </5> (.)

▼1112S1:<5><soft> yeah </soft></5>

▼1113S5:i think there is actually (.) the potential (.) should lie (.) in the hands of the governments (2) but it's an: an different idea but wh- what should we do with the people who are not elite (.) i think (1) er the elite should f- er er er should form ways (.) for the =

▼1114S4:= yeah =

▼1115S5:= working classes <6> this </6> is our (.)

▼1116S3:<6> but </6>

▼1117S5:er <LNger> aufgabe {task} </LNger> (.)

▼1118S3:yeah <7> ec- </7> exer<1>cise </1>

▼1119S1:<7> to </7>

▼1120S4:<1> to have </1> access to something that hh (europe) in the last thirty years or something there has been just for an elite er but (.) now it shouldn't be like that <2> it </2> should be like that which you can have access <3> er since you are </3> in pri<4>mary school </4>

▼1121S1:<2> yeah </2>

▼1122S5:<3> yeah yeah yeah </3>

▼1123SS:<3><un> xxx </un></3>

▼1124S1:<4> if you (paid) free ac</4>cess to something there is for the working class as well (.) <5> i mean </5> that is for everybody

▼1125S5:<5> mhm </5>

▼1126S5:mhm <6> mhm </6>

▼1127SX-6:<6> of course </6><7> it has to be </7> (to) <1> everybody </1>

▼1128S5:<7> just just </7>

▼1129S5:<1> DON'T forget </1><2> about </2> it =

▼1130S4:<2><soft> hm </soft></2> =

▼1131S1:= yeah <3> yeah </3>

▼1132S5:<3> that </3>

▼1133SX-6:<3> it's </3> something that we (.) shouldn't even discuss here

▼1134S5:m:mhm =

▼1135SX-6:= i think when you're <4> speak</4>ing you are speaking to everybody <5> not </5> to elite not working class not(1)

▼1136S1:<4> no </4>

▼1137SX-f:<5><soft> yeah </soft></5>

▼1138SX-f:we are just (.) ONE <6> commu</6>nity (.)

▼1139S1:<6> but by now </6>

▼1140S1:yeah but by now it IS <7> like </7> elite =

▼1141S4:<7> yeah </7>

▼1142S4:= yeah

▼1143S3:<1> no <fast> no no </fast></1>

▼1144SX-6:<1> i know but so </1>

▼1145S1:<1> it IS those </1> who have the money who can <2> finance that </2>

▼1146S3:<2> DON'T forget it </2> from <3> from the s- s- <soft> s:ocial </soft></3>

▼1147S21:{S21 joins the group}<3> you have ten minutes le- or less even left </3> e:r you can also take your bags from the: room (.) to here (.)

▼1148S1:we <4> have already </4>

▼1149S21:<4> this place </4>

▼1150S3:<4> i think we </4> have every<5>thing </5>

▼1151S5:<5> no </5> no i <6><soft> i have everything </soft></6>

▼1152S4:<6> no i <soft> don't have anything </soft></6>

▼1153S1:are we the ones is when is lunch? at twelve?

▼1154S21:<7> you </7>

▼1155S1:<7> when </7> do we have lunch? =

▼1156S21:= yes it's here at <1> t- at twelve </1> e:r twelve yeah or <2><un> xx </un></2>

▼1157S1:<1> at twelve?</1>

▼1158S1:<2> then we'll just stay just stay </2>

▼1159S4:<2> okay so we </2> just stay here (1)

▼1160S21:yah

▼1161S4:and then (.) what time do we have to be back at (1)

(gap 00:00:04) {un; very soft multiple parallel conversations, discuss organizational matters with S21}

▼1162S21:it's in (.) it's close to the other room (.) the room we were yesterday

▼1163S4:<3> okay </3>

▼1164S1:<3> uhu </3> all right =

▼1165S3:= okay =

▼1166S4:= so we check it out so it's outside (.) o<4>kay </4>

▼1167S3:<4> good.</4> (.) i i just want to tell but i don't forget about it that erm elite is e:r like erm (.) middle (.) from all the society =

▼1168S5:= yes =

▼1169S3:= and it's ALways so what's happening in the elite it's from sociology and political it's ALways so what's happening in (.) elite it's (.) always <slow> will go outside </slow> to all the people it's NOT so that it's only there and NObody <5> else </5>

▼1170S4:<5> yes </5> so <6> now </6> we are at the stage <7> (so) that there </7> there is <8> just an </8> elite and therefore we have to go for the (.)

▼1171S3:<6> but </6>

▼1172S3:<7><soft> yeah yeah </soft></7>

▼1173S1:<8> because </8>

▼1174S4:and <1><un> x </un> and spread </1> it to the <un> xx </un><2><un> xx </un></2>

▼1175S3:<1> YES <soft> yes </soft></1>

▼1176S3:<2> because </2> (so) <3> the </3> people want to <4> get </4> that that they <5> haven't </5>

▼1177S1:<3> so </3>

▼1178S4:<4> yeah </4>

▼1179S4:<5> so that's why </5> it's the most likely as well because now we are at this stage and that's the second level (.) (this) <6> what </6> is gonna happen then?

▼1180S1:<6><soft> yeah </soft></6>

▼1181S5:mhm m<7>hm </7><1> mhm </1> (.)

▼1182S4:<7> yeah </7>

▼1183S1:<1> so we have </1> (.) free access to languages? (1) what <2> else </2> could we recommend? (.)

▼1184SX-6:<2> this is </2>

▼1185SX-6:<3> yah </3>

▼1186S1:<3> i think </3> i: think like e:r (.) like er {parallel conversation between SX-f and S4 starts} (1) <fast> what about</fast> european media or (.) er great equation (of) more like (.) national {parallel conversation ends} (.) a spread of national or er: a spread of different languages in european media? something like that <4> so the </4> =

▼1187S4:<4> yeah </4> =

▼1188S3:= and cultural cul<5>tural </5><6> er erm </6>

▼1189S4:<5> yah </5>

▼1190S3:<6> make a </6> <pvc> patriotic {patriotic} </pvc> e:r european

▼1191S4:like <7> different point </7> of <1> view when you hear </1>
 ▼1192S3:<7> people @@ </7>
 ▼1193S1:<1> no it doesn't i don't </1> th- <2> think </2> (.)
 ▼1194S3:<2> no </2>
 ▼1195S1:a bit <3> dan</3>gerous too again <4> i mean </4> (then) i don't wanna say
 i'm AUSTRIAN (1)
 ▼1196S3:<3><soft> yeah </soft></3>
 ▼1197S2:<4><soft> yes </soft></4>
 ▼1198S1:<5> that's </5>
 ▼1199SX-6:<5> no no </5> but =
 ▼1200S1:= but like spreading the: different languages and (.)
 ▼1201S2:the me<6>dia </6>
 ▼1202S1:<6> like </6> through media or (.)
 ▼1203S4:<soft> yeah </soft>
 ▼1204S1:<7> so that more </7>
 ▼1205S5:<7> european cul</7>ture <1> of broadcasting </1>
 ▼1206S4:<1> kind of get to the different point of view </1> through the different
 language when <2> you've actually </2>
 ▼1207S1:<2> not only </2> get <3> american soap operas </3> a:nd =
 ▼1208S4:<3> yeah yeah </3>
 ▼1209S3:= <@><soft> mhm mhm </soft></@>
 ▼1210S4:<4> yeah </4>
 ▼1211S1:<4> in </4> our national programs <5> but </5> also get the <6> other
 european </6>
 ▼1212S4:<5> yeah </5>
 ▼1213S4:<6> yah </6>
 ▼1214S5:<6> from </6> yes (.) yes
 ▼1215S1:so t- <7> to s- </7>
 ▼1216S5:<7> and and </7> through culture you can do it i think hh most (.) er
 interesting and and (.) and <LNger> neu- <1>neutral </1> {neutral} </LNger>
 ▼1217S1:<1><soft> yeah </soft></1>
 ▼1218S4:<1> free access to language </1> er <2> basically we said that </2>
 ▼1219S1:<2> yeah okay SUPPORT the </2> spread of of <3> how do we call that?</3>
 ▼1220S4:<3> generally everything starts </3><4> from (an elite) </4>
 ▼1221S5:<4> european culture </4> broad-
 ▼1222S1:erm european <5> cul</5>ture <6> and language </6>
 ▼1223S5:<5> -cast </5>
 ▼1224S4:<6> @@@@ </6> and <7> er </7> now we are gonna <8> spread for
 er </8> (we) <9> go to the working </9>class because if you have free access to
 languages (11)
 ▼1225S1:<7> in </7>
 ▼1226S1:<8> all over europe </8>
 ▼1227S5:<9> in in yes </9>
 ▼1228S3:bu:t what we are doing with a lingua franca? (2)
 ▼1229SX:<un> xx <10> x </10></un>
 ▼1230S3:<10> we should </10> i think we shouldn't forget it @ =

▼1231S4:= <1> yeah </1>

▼1232S1:= <1> yeah </1> that is our topic (1) i don't <2> know </2> i i know that i'm probably a bit radical in that point of view but i <3> think </3> that at first (.)

▼1233S5:<2> mhm:</2>

▼1234SX-f:<3><soft> mhm </soft></3>

▼1235S1:hh there should be (.) it erm it should be f- er er like a research should be (.) f.inancially supported (.) so that THEN we can really teach it (1) and we don't we actually have an (.) idea of what is essential (1) and THEN (.) support the reduction in the number of years (.) and to finance other (.) other languages instead (.)

▼1236S3:erm but you can make a lingua franca <11> other way </11> (.)

▼1237SX-f:<11><to S4><un> xx?</un></to S4></11>

▼1238S3:just (.) er (.) <12> s- s- so: they're doing now nowadays for example er (1) (all the) </12> er (.)

▼1239S4:<12><to SX-f> that's for (.) me:dia this should be in different languages so we can get (to) the different point of view (.) not just (that it's) </to SX-f></12>

▼1240S3:important papers comes out only in english or the important things are only in english and if you want to know that (.) you HAVE to learn english. (.) <13> (well) it's </13> like a <4> pressure but er </4>

▼1241S1:<13> yeah but </13>

▼1242S1:<4> but you know </4><un> xx </un> NO it's the <un> xxx </un> wrong way i think because where do these important papers come from (.) <5> am</5>erica and and <6> and </6> britain and then we get a <7>GAIN </7> the culture <1> which </1> we <2> DO </2> not wanna have =

▼1243S5:<5> yes </5>

▼1244S5:<6> yes </6>

▼1245S4:<6> yeah </6>

▼1246S5:<7> mhm </7>

▼1247S5:<1> th- the </1>

▼1248S5:<2> yes </2>

▼1249S5:= the simplifi<3>cation </3>

▼1250S3:<3> i agree </3> with that i agree with that that's a bad way to to make it (.) but you can make a lingua franca like this too. (.) so =

▼1251S1:= but then it's no- then it's again the british and ameri<4>can which we do not wanna have </4> but i don't know think of your school books you had (.)

▼1252S5:<4> mhm mhm mhm </4>

▼1253S1:i had i think we discussed it yesterday as well =

▼1254S3:= yeah mid<5>dle family </5>

▼1255S1:<5> this typical </5> (.) middle class things (.) i mean if one could widen that up to all european cultures and really teach english as a lingua franca that would be i think (.) <14> somehow </14>

▼1256S5:<14> this will </14> i think (.) that people are not aware that that english (.) as lingua franca is something AS the (.) british english (1)

▼1257S1:then awareness raising support awareness raising (.)

▼1258S5:yes and if we know it then we can maybe (.) erm erm (1) form a (.) a really TOOL for communi<6>cation </6>

▼1259S2:<6> that </6> people know that's that's a different thing (.)

▼1260S5:yes (1)

▼1261S1:could we say that<7> we should</7> on the one hand support awareness<1> raising when it comes to lingua franca?</1>

▼1262S3:<7> (i don::'t) </7>

▼1263S3:<1><un> x</un> people don't think about it they</1> just<@> don't</@>

▼1264S5:M:hm (2)

▼1265S1:do you agree<2> to that?</2>

▼1266S3:<2> (yeah because) of this so</2>

▼1267S4:<2> so we kind of</2> say (.) that we should<15> speak a kind of english</15> that is not a proper english as spoken in the great (.)

▼1268S19:<15><to SX-1><un> xxxxx</un></to SX-1></15>

▼1269S4:in great britain<16> but a kind of er (that) EVERY</16> (.)

▼1270SX-1:<16><soft> @@@@ @@</soft></16>

▼1271S4:well (.) the different cultures (.) learn english they should kind of bring with them something from their cultures<3>so therefore like er there is</3>

▼1272S5:<3> to lose of the britain</3> and<4> amer</4>ican (.)

▼1273S4:<4> yeah</4>

▼1274S5:view

▼1275S4:yeah (.)

▼1276S5:i don't know if it's pos<5>sible</5>

▼1277S4:<5> as a</5> kind of<6> richness</6>

▼1278S3:<6> but</6> do<17> you i i i erm</17> just one<18> question (1) do you mean it's so that we should have er one language as a lingua franca okay english</18> (.)

▼1279S19:<17><to SX-f> (what) (.) (european?)</to SX-f></17>

▼1280SX-f:<18><to S19> european culture (.) and languages of (europe a) different language to get the different points of view (.) and</to S19></18>

▼1281S3:er (.) <slow> not (1) connected with the culture where</slow> where it<7> comes from</7>

▼1282S5:<7> it's coming from</7><8> yes</8>

▼1283S4:<8> yeah</8> yeah =

▼1284S5:= yes: i think<9> it's very interesting</9><10> point</10> (1)

▼1285SX-f:<9><un> xxxxx</un></9>

▼1286S4:<10> yeah</10>

▼1287S5:i<11> think</11> it's very good.

▼1288S3:<11> yeah</11>

▼1289S1:if we say support awareness raising?

▼1290S3:but do you think it it isn't so? (.) okay i agree with you i had a book in school too with a middle f- er family (.) or so(.) but when i'm going outside for for example and when i (2) er speak english (.) to communicate with other (.) i don't think about it er (.) <imitating> hm: what was there in the case in england</imitating> i don't think it<12> i think in the (.) situation</12>

▼1291S5:<12> yes but in the books you have</12> britain<13> and <spel> u s</spel></13>

▼1292S1:<13> about what is taught</13>

▼1293S4:yeah =

▼1294S1:= it's about what is taught (.)<14><un> xxxxxxxx</un></14>

▼1295S5:<14> you have your big ben in</14><15> london</15> and =

▼1296S4:<15> yeah </15>
 ▼1297S1:= yeah <16> exactly </16>
 ▼1298S4:<16> there was </16><17><un> xxxx </un></17>
 ▼1299S5:<17> and NOT spanish er er </17>
 ▼1300S1:<17> sightseeing in london </17> and =
 ▼1301S5:= madrid for <18> example </18><1> (they) are NOT </1>
 ▼1302S4:<18> yeah </18>
 ▼1303S1:<1><un> xx </un></1><un> x </un> and (.) <2><soft> i don't know </soft></2>
 ▼1304S3:<2> then the </2> problem is only in the way how we er <3> teach it </3>
 ▼1305S5:<3> the symbols </3>
 ▼1306S1:yeah =
 ▼1307S5:= <4> the national </4><5> symbols </5>
 ▼1308S3:= <4> how we are teaching </4>
 ▼1309S1:<5> yeah </5>
 ▼1310S3:because other things is okay (.)
 ▼1311S1:<soft> yeah </soft>
 ▼1312S2:no i think that er it's also in <un> xxxx </un><10> that there is a DIFF</10>ERENCE (.)
 ▼1313S3:<10> to make it (1) (widely) </10>
 ▼1314S2:and MAY (.) that (.) awareness (.) difference make that you (.) don't (.) so easily adapt all the values coming from(.) british <un> xxxx </un> i don't know if it's true (.) (maybe) not at all but (.) it would be a possibility t- to mark that distinction <un> xxx </un>
 ▼1315S5:<fast> mhm mhm mhm mhm mhm mhm mhm mhm </fast> (1)
 ▼1316S3:yeah but it's (.) two sides of the story @ <@> because </@> (.) so (.) first for (.) you're learning language (1) erm (.)it would be stupid er (.) don't learn it er in the conte- er context with a culture (.) <11> be</11>cause you are learning language
 ▼1317S5:<11><loud> (is) </loud></11>
 ▼1318S4:yeah but <6> if you we are talking about lingua franca </6> is something on top <7> of that is something on top of the culture it's just to communicate </7>
 ▼1319S5:<6> but the english culture will STAY </6>
 ▼1320S3:<7> no no no i don't speak about the the cultural </7> (roots) or something <1> just (.) just </1> YOU if you (.)
 ▼1321S1:<1><soft> yeah exactly </soft></1>
 ▼1322S3:for example if i am learning italian (.) i will i (.) i WANT to know er (1) in which cases they're using this and wh- why (.) why they say er pasta not ma<@>caroni or </@> something like <2> that </2>
 ▼1323S4:<2> yeah but </2>
 ▼1324S1:<2> that's be</2>cause you are interested in italian culture as <3> well </3>
 ▼1325S3:<3> yeah </3>
 ▼1326S4:yeah
 ▼1327S1:if you're interested in british culture you would do that as well of course. (.) but if you just wanna communicate
 ▼1328S5:<4> mhm </4>
 ▼1329S4:<4> if we </4> were talking <5> about lingua franca </5> is a <un> xx </un> level and (a kind of) just to communicate so you can bring anything

you want to like from YOUR culture but if y- you talk like i wanna learn german hh so obviously (.)

▼1330S1:<5> then you don't need that </5>

▼1331S4:i can <un> xxx </un> to know the culture and all that <6> but er </6>

▼1332S3:<6> so maybe </6> we so so <1> the solution </1> would be (.)

▼1333S4:<1> lingua franca </1>

▼1334S3:we could er make in schools like an education system that two ways of a language learning er one <2> of them</2> could be er (.)

▼1335S5:<2> YES it's </2><3> i think it's SO interesting </3><12> i </12> don't know if somebody (.)

▼1336S4:<2> yeah yeah </2>

▼1337S1:<3><un> xxxx?</un></3>

▼1338S3:<3><un> xxxx </un></3>

▼1339S4:<12> yeah </12>

▼1340S5:er er

▼1341S4:yeah =

▼1342S5:= er er had the idea (.) at the european level i think it's a great idea to have two systems =

▼1343S1:= not the politi<4>cians but the </4> linguists had

▼1344S3:<4> and and one it's </4>

▼1345S5:<1> yeah </1>

▼1346S1:<1> you </1> can read about that <13> al</13>ready (.)

▼1347S2:<13> yeah </13>

▼1348S1:<14> it's very </14><un> xx </un> but it's there but not in politicians (.)

▼1349S3:<14> okay </14>

▼1350S1:and <2><un> xxx </un></2> =

▼1351S5:<2> m:hm </2>

▼1352S3:= because the politicians don't have always er (.) <3> the edu</3>cation <4> that they </4> SHOULD have (.)

▼1353S5:<3> economics </3>

▼1354S1:<4> but that's exactly that </4>

▼1355S1:er that's <15> exactly </15> that it's TWO ways (.)

▼1356S5:<15> of course </15>

▼1357S1:either <fast> you learn for communication </fast> if you are interested in america or (.) what- whatever australia (.)you learn it in the in the as a na- as a native language (.)

▼1358S3:<un> xxxx </un> er we should (learn) in schools? (.) erm (.) (way) to choose (.) maybe (.) as (.) do you want (to) know ONLY english (.) because of communit- communication or do you want to learn the culture of england (.)

▼1359S1:yeah

▼1360S3:with <5> with the </5>

▼1361S4:<5> yeah </5>

▼1362S1:<5> we </5> can start with <16> the </16> language of communication and those who a- who are interested =

▼1363S4:<16> yeah </16>

▼1364S3:= yeah choose <6> after that </6>

▼1365S1:<6> just go on </6>

▼1366S3:yeah (2)

▼1367S1:but that of course supports <7> that we have to do researches </7> =

▼1368SX-3:<7><un> xxxx </un><soft> @@@ </soft></7>

▼1369S2:= and and WHO is gonna pay for all that

▼1370S4:<soft> @@@ @@@@ </soft>

▼1371S2:just <un> xx </un> (.) <8><un> xx </un></8> lots of money to to finance <9> ALL </9> the different language courses (.)

▼1372S5:<8> YES </8>

▼1373S5:<9> but </9>

▼1374S2:<un> xx </un> lingua franca research =

▼1375S5:= but is it SO much work on it?

▼1376S2:well look at the school system now (.) <10><un> xxxxx </un> money </10>

▼1377S4:<10> it just <un> xx </un> i think er </10> to change the system like to change the way of thinking like (.) <11>because we have eng</11>lish in school it's just (.)

▼1378S5:<11> i think it's just thinking </11>

▼1379S4:that it should change the way of teaching english and we have german we have </12> french <1> i think</1> because =

▼1380S3:<12> but human sciences is not popular </12>

▼1381S5:<1> mhm </1>

▼1382S3:= erm <2> human science is not popular </2> =

▼1383S4:<2> now it's getting there there </2> =

▼1384S1:= it's not popular <3> exactly </3>

▼1385S4:<3> yeah </3> sure three <4> languages it's <un> x </un></4>

▼1386S1:<4> exact</4>ly =

▼1387S3:but it's (.) costs <5> much and </5> don't bring money back

▼1388S1:<5> but a- as you </5>

▼1389S1:yeah. but as you said before like (.) the lingua franca stuff one could justify that by saying that AFTER that (.) we'll save money. (1) because we'll only teach <1> it </1> for four years and then we'll <un> x </un> for five years (.)

▼1390S4:<1> yeah </1>

▼1391S1:and that's the money we then use for the other languages so we (.) have some (1) <6> win some </6>

▼1392S4:<6> think </6> about economical <soft> a- advantages that you can get actually after that </soft> =

▼1393S2:= just people gonna say but what ha- what what could be useful i mean people always say (.) it's not useful to have access to all this language <un> xx </un> which are less spoken. (1) and they are right that is not (.) <7>functionally </7> useful =

▼1394S1:<7> but for </7>

▼1395S1:= but for some people it is =

▼1396S2:= so

▼1397S1:i think (.) if <8> they </8> are <un> x </un> my neighboring region then i think it should be supported =

▼1398S2:<8> yeah but they </8>

▼1399S5:= in the regional er politics

▼1400S1:yeah =

▼1401S5:= it's VERY impor<9>tant </9>

▼1402S2:<9> but </9> but imagine you have to pay taxes for it (.) people there are people that (are not interested) in langu<10>ages </10> and they <11>it's not (just) <un> xxxx </un> then </11>

▼1403S5:<10> no </10>

▼1404S3:<11>i better pay tax fees for the language </11> learning as for prisoners (2) so

▼1405S1:@@ <12><@> what do you do with the prisoners then </@></12>

▼1406S4:<12> or to pay the dole to somebody that doesn't work er </12> because it's too lazy to find a job <un> xxxxx</un> yeah (3)

▼1407S2:yeah <13> (if) that's clear but it's </13>

▼1408S3:<13> if we but if we </13> make it er like er (.) you MUST do that (.) like the taxes for the prisoners you

▼1409S4:yeah but <14> if </14>

▼1410S3:<14> i </14> don't like it but i must pay (.) so the same with the languages <15> okay </15> you don't <16> like it</16> but you MUST =

▼1411S4:<15> (but) </15>

▼1412S2:<16> but if </16>

▼1413S2:= yeah but if if it's like this you can always say that (.) but if there is to be an election about that subject (.) the problem gonna (rise) (it) (does) (1) i'm sure i'm i'm just making a

▼1414S3:<fast> yeah yeah yeah </fast><17> yeah </17>

▼1415S4:<17> yeah </17> no you're right because <18> they're gonna </18>

▼1416S2:<18><LQund> xxxxxx </LQund></18> i don't know how to say that in (.) in english but (.) i don't think in that way at all (.) but it's just (.) i know lots of people in switzerland at least <19> they're thinking (rightly) </19> in that <20>(minute) </20> =

▼1417S5:<19> the most will </19>

▼1418S4:<20> yeah </20>

▼1419S5:= will ask about. of course =

▼1420S4:= <soft> yeah </soft><1> looking from a </1>

▼1421S2:<1> the rich</1>ness and the culture that's just (1) elite

▼1422SX-3:<soft> (bullshit) </soft> =

▼1423S1:= <soft> yeah </soft>

▼1424SX:<sniffs>

▼1425S3:<2><@> sorry </@></2>

▼1426S2:<2> but they </2> could (pay) (themselves) because they gonna earn SO much money <soft> of this <un> xx </un></soft> (.)

▼1427S3:<soft> yeah </soft>

▼1428S5:m:hm mhm =

▼1429S1:yeah but it's =

▼1430S3:= especially the people who <3> ar:e eco</3>nomists and e:r business<@>men </@> so: (3)

▼1431S5:<3> that's true yeah </3>

▼1432S19:<4> we need a revolution in mind @@ </4>

▼1433S1:<4> but i think (.) I have to say i </4> think that (.) <fast> it doesn't </fast> (.) i think we can be we are young and we are (.) the future generation we can be a bit idealistic

▼1434SX-f:<soft> i think </soft><5><soft> so </soft></5><8> and we really need that unity </8>

▼1435S4:<5> yeah </5>

▼1436S1:<8> because the idealism is going </8><6> to be taken </6> away from us anyway (.) and it's BETTER to put MORE to into it than (.) less (.)

▼1437S5:<6><un> xx </un> (glasses) </6>

▼1438SX-f:yes =

▼1439S3:= yeah the aim must be always m- m- <7> more big </7>

▼1440S1:<7> the aim must be </7> higher =

▼1441S3:= yeah

▼1442S1:<1> always </1>

▼1443S4:<1> yah </1>

▼1444S5:yeah (.) <2> but this </2>

▼1445S2:<2> the best </2> is if we could <pvc> presentate {present} </pvc> it (who) solution (money) because they need to so- there is a need for solution (innit?)

▼1446S6:so but govern<3>ments really have to adjust <pvc> theirselves </pvc> and </3>

▼1447S2:<3> and financially there is there is a big ques</3>tion mark <4> there (is) </4>

▼1448S6:<4> gov</4>ernments really NEED to adjust <pvc> theirselves </pvc> i fe-
er

▼1449S1:but what a- yeah er <5> ma- maybe we forgot com- (.) -
pletely </5> if <6> there (.) the cost you pay for (.) for the trans- </6>

▼1450S6:<5> in portugal the e- the education doesn't have </5>

▼1451S4:<6> instead of spending money on the military service or something </6> like <7> that </7> they <1> should </1>=

▼1452S1:<7> -LAtion </7>

▼1453S3:<7> yeah </7>

▼1454S3:<1> mhm </1> =

▼1455S19:= yeah =

▼1456S1:= <2> what </2> about the costs for the <3> translation?</3>

▼1457S4:= <2> yeah </2>

▼1458S19:<3> this is </3> what i <4> wanted </4> to (.)

▼1459S4:<4> yeah </4>

▼1460S19:<5> propose </5>

▼1461S1:<5> you would </5> SAVE (that) if the people learned the languages wouldn't you? =

▼1462S19:yes =

▼1463S3:= no

▼1464S4:<6> yeah </6>

▼1465S5:<6> mhm </6> =

▼1466S1:= no? why not? =

▼1467S3:= <fast> no no no i (am:)</fast> =

▼1468S1:ah <7> @@@@ </7>

▼1469S5:<7> @@@@ </7><1> @@ </1>{people start getting up and leave for lunch}

▼1470S4:<to S19><1> yeah the the <un> xx </un></1> (to) the <2> conver</2>sation @@@ @@ <3> @@ </3></to S19>

▼1471S19:<2> okay </2>

▼1472S3:<3> bu:t </3> erm <4> erm </4> but (that) i agree with you

▼1473S4:<4> yeah </4>

▼1474S1:isn't that somehow wh- <5> where we could get money from?</5>

▼1475S2:<5> because we have one lingua </5> franca =

▼1476S4:= the military service =

▼1477S2:= and all <un> xxxx </un> that translation which is un-political (.) <6> economic (and) <un> xxx </un></6>

▼1478S19:<6> (what about) the poor prisoners </6> @ <7> @@ </7>

▼1479S4:<7> ye:ah </7><1> er pri</1>soner and military service for (.)

▼1480S3:<1><@> mhm mhm </@></1>

▼1481S4:weapons (.) and all that =

▼1482S3:= yeah

▼1483S4:<2> (let's stay) </2> realistic <3> as well </3>

▼1484S3:<2> yeah </2>

▼1485S3:<3> all the </3> money (we are tired) <4> putting in:</4>

▼1486S4:<4> @@@ </4>

▼1487S1:<4> where do we </4> have to go? =

▼1488S3:= yes =

▼1489S1:= can't we stay here?

▼1490S5:<soft> to <5> eat something </5></soft>

▼1491S3:<5> i think YES </5>

EDwgd305

Working group discussion about the presentation of a specific future scenario concerning the linguistic landscape of Europe

- ▼1S1:so we have more than one hour?
- ▼2SX-m:@@@
- ▼3S2:<soft><un> xxxxx </un> i would say we do a play </soft>
- ▼4S1:<soft><un> xxxx </un></soft> (.)
- ▼5S3:@@@ =
- ▼6SX-2:= @@@@
- ▼7S3:i'm not (pretty thoroughly) a:{parallel conversation between S1 and SX-f starts (13)} a good actress?
- ▼8S2:@@ <1> @@@ </1>
- ▼9S3:<1> @@@ </1> so maybe i can be the <slow> <pvc> off-voice </pvc> </slow> you know? that you just he:ar@@@ or (.) or (there) (3) {parallel conversation between S1 and SX-f ends}
- ▼10S1:they would have to LOVE europe <un> x </un> to:
- ▼11SX-f:yah
- ▼12S1:to understand that it's great? =
- ▼13SX-f:= <un> xxx </un> (but) so
- ▼14S1:yeah (.) definitely
- ▼15S4:<soft> would you say there was like a <un> xxx </un> (.) first of all it was how it is now (.) and it was united states of europe (.) (then) (.) it was <2> <pvc> euro-english </pvc> and then they decided that </2></soft> (.)
- ▼16S3:<to S1><2> so <un> xxx </un> (up there) </2></to S1>
- ▼17S4:<soft> it shouldn't be </soft>
- ▼18S1:<to S3> yeah </to S3>
- ▼19S4:<soft> like s:tates (.) (or whatever) </soft> (.)
- ▼20S3:what? (.) unity and? =
- ▼21S1:= unity and <pvc> multilingualism </pvc> (2)
- ▼22S3:hm =
- ▼23S4:= <soft> we can have a new name cos there was so much like (1) immigration </soft> (1)
- ▼24S3:<to S1> i (think) it's quite difficult </to S1> (.)
- ▼25S4:<soft> let's make up a name </soft> =
- ▼26S1:= <to S3> why? (2) you think so?</to S3> (2) {there is distracting noise from another group (6)} like now (.)european union is like this (2) the european union NOW (.) is like (.) multilingual (.) and unity
- ▼27S2:exactly i think it's what it's <3> now </3>
- ▼28S1:<3> so </3> tha- tha- <fast> i think th- </fast> that's the easiest way you just see it (.) everywhere (3) (to the) much difficult like (.) english-only and diversity (.) @@
- ▼29S2:<un> xxxxx </un> to think about <un> xxx </un> (.)
- ▼30SS:<un> xxxxxxxxxxxx </un>
- ▼31SX-f:yeah (.)
- ▼32S2:what is the: (.) the medium then for (1) me talking to you? (1)

▼33S1:(other) thing what would be the: like (1) the perfect scenario (.) what should it be (.) i think this is the perfect one (2)

▼34S2:mhm =

▼35S1:= because (.) you can conserve the: (.) national cultures the national (.) languages (.)

▼36S2:yah

▼37S1:but still you can: choose (.) er it's like (.) it's very easy to be bilingual (.) at least (.) <fast> you can </fast> you can speak like er english as lingua franca (1) to for international communication and speak your native languages for(.) national identities <soft> so (it's) (1) it is (way) </soft> so (.) the name would be something like (.) what would the name (.) <un> xx </un> scenario?

▼38S2:<soft> it's actually a good thing </soft>

▼39SX-f:<4> the perfect </4> world

▼40S3:<4> but i think we </4>

▼41S3:<fast> we we </fast> shouldn't just (.) focus ourselves just (.) on english (1) <pvc> multilingualism </pvc> inSEveral language (.) i think it's important that (.) the persons got connected with (.) different languages (.)because if we are just talking about (.) english (it's) something we are just going to be focused more on the cult- english culture (.) when we are talking about (.) more language? (.) e:r hh when you have more LANGUAGE you (would) have to know (.) or you have the ability to know more cultures (.) it's something like (9) {at this point, the participants start talking as a group}{S5 returns to the group; as will turn out, she was picking up some tea}

▼42S5:<un> x </un> (.)

▼43SS:@@@ <5> @@@ </5> @@@

▼44SX-4:<5><@> how useful </@></5>

▼45S2:what do you think if <6> everybody </6> just e:r (.)

▼46S1:<6> @@@ </6>

▼47S2:mentioned (2) (so how) (1) scenario of that? (.) what? (.) one thinks of first having (.) unity (.) plus (.) <pvc>multilingualism </pvc>

▼48S5:(that) each thinks of himself and then we bring together or?

▼49S2:<soft> yeah </soft>

▼50S5:mhm

▼51S2:the idea is just to collect (.)

▼52S1:yeah <7> you just </7>

▼53S2:<7> like brain</7>storming everybody describes what

▼54S4:it's not bad =

▼55SX-5:= mhm

▼56S1:and then let's discuss just (.) <un> x </un> discuss and the: like best ideas just (.) w:rite down =

▼57SX-f:= mhm (4)

▼58S2:you just start to <un> x </un> (yourself) (.)

▼59SS:@@@@

▼60S1:<8> i have no idea how to start <un> x </un></8>

▼61S5:<8> we got a (.) moderator </8> @@@

▼62S4:<@><un> xxx </un></@> =

▼63SX-5:= @@@ (6)

▼64S1:let's try and to create the name first (.) and then (.) because of the name we c-
it's it's <9> easier </9> to f:- find (1)

▼65SX-f:<9> mhm </9>

▼66S1:some<1>thing </1> proper for a name <soft><un> xx </un></soft>

▼67SX-f:<1> haeh?</1>

▼68S2:i think it's the other way around

▼69SS:<2><@> yeah </@> @ </2>

▼70S6:<2> yeah it's it's </2> better =

▼71S1:= no i think it's better @@

▼72SS:@@@

▼73S1:you <3> see </3>

▼74S6:<3> because </3> the <4> we have </4>

▼75S1:<@><4> (we just) </4> (interrupt) you <un> xx </un></@> =

▼76S5:= okay

▼77S1:hh <5> @@ </5>

▼78S5:<5> we we </5> gonna put a name and we can change it afterwards.
so (.) <@> so </@> @@ =

▼79S2:= but this: er i mean what we just discussed while you were (.) getting the tea
was that (.) this scenario actually (2)(just said) the: (2) the: BEST

▼80S5:yeah for

▼81S2:<soft> yah </soft>

▼82S6:<6> yeah the </6>

▼83S5:<6> you put attach</6>ment on it ye:ah =

▼84S6:= mhm =

▼85S2:= and it is (.) actually: er very similar to the situation right now (2)

▼86S5:<soft> mhm </soft> (1)

▼87S2:what we just thought of was that erm (2) what you just (.) emphasized that
more than (1) erm: that many languages have to be emphasized (2) and
e:rm (1) <fast> of course </fast> erm the question I raised is <fast> of
course</fast> <pvc> multilingualism </pvc> that means international (.) and
regional (.) languages (1) are of great importance (.) but still (.) e:r (.) there has to be a
medium of e:r (.) <pvc> intereuropean </pvc> communication =

▼88S1:= lingua franca?

▼89S2:which (.) english =

▼90SX-f:= <soft> mhm </soft>

▼91S1:english? (1)

▼92S2:yeah (.) which i would say we'll stick to that (.)

▼93S3:so i: had just a question (1) how do we see the
unity (.) in <pvc> multi<7>lingua</7>lism? </pvc> (1)

▼94SX-5:<7> mhm </7>

▼95S2:<soft> mhm </soft> =

▼96S1:= why not? (1)

▼97S2:i think it is =

▼98S3:= i d:didn't tell yes or no just (2) how we can TELL it? (1) how we see the unity
in <pvc> multilingualism </pvc> (1)

▼99S5:it can be unity can be just a family with every member speaking different
language coming together (1) it can be europe it can be (wealth) (1) it can be social

factors which are different (1) i think we can make <un> x </un> (.) several scenarios which are CONCRETE that's what she asks us is to do <1> CONCRETE things in the <un>xxx </un> she said </1> (.)

▼100S6:<1> m:hm: okay but (that) </1>

▼101S6:<smacks lips> er when we are saying that this is the: the: situation nowadays so (.) hh the best e:r example for it is the european union i <2> mean </2> (.)

▼102SX-f:<2><soft> mhm </soft></2>

▼103S6:the people are coming together from: different countries and they are communicating hh with one language (.) or three languages in the best way german (.) english and (.) french hh erm so this is a very concrete example (.) i think (.)

▼104S2:er yeah i would say so as well (.)

▼105S6:<3> euro</3>pean parliament and european (.)

▼106S1:<3> right </3>

▼107S6:commission.

▼108S2:but what we have to =

▼109S1:= but it should be FUTURE (.) something like (.) future scenario

▼110S2:<soft> yeah </soft>

▼111S1:we <4> should (.) we </4> should move to the future?

▼112S6:<4> yeah yeah </4>

▼113S6:er <fast> yeah yeah </fast> and the- and THEN (1) er so this is th- the situation now and then we can think about the european union very shortly in ten years. (.) what will happen IF WE (.) will have so many languages? (.) and practical? (.) they are only communicating with the (.) three working languages (.)

▼114S2:but why why do you why would you reduce it to the three working languages if you have as our scenari- t- the scenario (of) <pvc> multilingualism </pvc> (1) there would still be (.) e:r e:r translation (1) from every: (.) language? (.)

▼115S6:yes but you know <5> that in </5> practice?

▼116S2:<5><soft><un> x </un></soft></5>

▼117S2:yeah i know <1> i know but it is <slow> like that </slow></1>

▼118S3:<1> but at least the th- all </1> the documents (.) or nowadays <2> (it) happens that </2> all the documents <3>are translated </3> into s- (.)

▼119S6:<2> ye:s </2>

▼120S6:<3> ye:s </3>

▼121S3:all the <4> language from </4> the (.)

▼122S6:<4> that's er </4>

▼123S3:the <5> countries </5>

▼124S6:<5> ye:s </5> for me it's the european parliament (.) multilingual (.) but erm (1) in in the e:r er the working languages in the commissions (.) in the commis<6>sion are only </6> three (.)

▼125S3:<6><soft> it's english </soft></6>

▼126S3:<soft><un><7> x </7> xx </un></soft>

▼127S6:<7> or </7>

▼128S6:two er french and english? (.) or (.) only english (.)

▼129S2:but shouldn't we if we have a scenario (1) do the most e:r somehow extreme out of it? (.)

▼130S5:no (no) <1><un> xx </un> we have (not) PART </1> of it (.)

▼131S6:<1> i don't know er </1>

▼132S5:we have ALL this (.)

▼133S6:so not <2><slow> extreme </slow> but </2>

▼134S5:<2> so we <un> xx </un> (half) of </2> english up to the extremes so we can (.) either do several? (.)

▼135S2:yeah

▼136S6:mhm (2)

▼137S3:i think shouldn't we (.) do that erm if we: are talking we SHOULD talk about the future? (1) maybe we should e:r i think that e:r topic is something like that that we: (.) would make the (.) pe:rfect future <1> plan how it </1>SHOULD be (.)

▼138S1:<1> yeah yeah </1>

▼139S3:not the (minuses) but e:r how it should be in <2> european </2><3> union so </3> in (.)

▼140SX-5:<2> o:h </2>

▼141S1:<3> yes yes </3>

▼142S2:<soft> because that's </soft> =

▼143S3:= ten years twenty years

▼144S6:okay =

▼145S2:= [S7] said that (.) we should somehow present <un> xx </un> positive

▼146S1:yah <4> yah </4>

▼147S3:<soft><4> mhm </4> yeah </soft> =

▼148S6:= aha:<5> okay </5>

▼149S1:<5> that's true </5>

▼150S2:make it (.)

▼151S6:okay (.) so then: we should (.) hh er erm: erm: hh refer to european parliament and to say (.)

▼152S4:mhm =

▼153S6:= so many languages and (.) it works (.) and <6> and the translation </6>

▼154S4:<6> makes the sense of </6> unity (.) the parliament itself it's e:r it represents the unity among all the <pvc>multilingual(istic) </pvc> =

▼155S6:= yes

▼156S2:but th- the: the the unity question which you raised before is of course hh <fast> i mean that </fast> is true that holds true that there's unity for the FORMAL (.) level then?

▼157S6:mhm =

▼158S2:= like (.) <spel> (e u) </spel> parliament (.) but <slow> for the:</slow> PERSONAL (.) level it doesn't hold true i think (.) because i mean (.) that is (.) somehow also the: question of the whol:e CONFERENCE (.) that (.) where is the unity? (.) i mean for example like (.) between y- you o:r <fast> i mean for us it's o- </fast> okay we do have unity as well because we're all students and we come <7> together in this </7>

▼159SX-6:<7> mhm </7>

▼160SX-3:hm

▼161S2:common ground but (.) i mean like fo:r (.) just your parents or (for) MY parents or something like that how do they?(.) how are they (1) how (where's) the unity in them? (2)

▼162SX-3:<soft> mhm </soft>

- ▼163S2:that's the personal level then how do we: (.) have (.) er the UNITY in our (.) scenario because it should be the unity and not the diversity <1> how do we GET </1> them together? (.)
- ▼164S3:<1> er do we need </1>
- ▼165S3:do we need the (.) unity only political or do we need it e:r in REALITY between each other? (1) not only in the parliament or so (.)
- ▼166S5:i think we should really be CONCRETE (1)
- ▼167S3:<soft> yeah </soft> (2)
- ▼168S6:<2> yes but </2>
- ▼169S3:<2><un> x </un></2> (that's) plausible (.)
- ▼170S5:(but) if you take really (1) a situation which you can: either play or explain or s- or tell a story about it (1) which can really HAPPEN (.) (not) really (.) it CAN be <pvc> utopic {utopian} <ipa> ju:'təʊpɪk </ipa> </pvc> but you have to make it real (1) that we can sell it that's what she wants <3> huh?</3>
- ▼171S6:<3> yeah yeah </3> yeah <4> yeah </4>
- ▼172S1:<4> we don't </4> have to <5> believe </5> in it we just have to <6> sell it </6>
- ▼173S5:<5> so </5>
- ▼174S5:<6> maybe we </6> have to take two level differently it should be diff- it should be very difficult to put under ONE situation (2) the the: (.) the institutional aspect of unity AND (.) the personal issue so (.) i think it should be very different (.) e:r difficult (.) so may(be) we have to do two scenarios (1) one of impersonal level e:r personal level and the other one of <7> institutional </7>
- ▼175S6:<7> like our </7>
- ▼176S2:yeah
- ▼177S6:discussion about lingua <@> franca definition </@> hh <1> now </1> personal and then (.)
- ▼178SX-f:<1> hm </1>
- ▼179S6:official (1) <2> level.</2>
- ▼180S5:<2> if it </2> should be concrete (.)
- ▼181S4:how do you think that (.) e:r it can be personal how?
- ▼182S5:it can be in the family
- ▼183S3:i have an <3> id- </3> idea (.)
- ▼184S4:<3> but </3>
- ▼185S5:in the family multilingual family (1) you have one unity an:d you have one family and you have the father and mother speaking both different languages the child is is learning another one at school hh coming home speaking to the parents in one language <4> and both </4> can understand it (1)
- ▼186S3:<4> mhm </4>
- ▼187S5:hm (1)
- ▼188S2:but how (how do you) er i mean what IS it that makes them a family what is it that makes you (.) you understand (me) (1)
- ▼189S5:no er (.) i i'm speaking of a concrete i'm not speaking of europe so (.) i speak just for a normal family which could(.) exist? (1) really on the lowest level you can imagine of of: of relation (1) which will be a personal relation where it is a (.) <pvc> multiculturalism </pvc> <pvc> multilingualism </pvc>

▼190S2:and do we say that then in our scenario that it's the normal (.) <un> x </un> (.) thing to have such a multicultural family (2)

▼191S5:it's not a normal thing but it's really it's really ca- it can: it can: =

▼192S6:= wish (.)

▼193S5:yeah it's er <5> it's </5> reality i (don't) know if you know but i know some families which are really like that (1)

▼194S6:<5> hm:</5>

▼195S3:e:r i have one idea (.) for example (1) for future how we (.) could get the unity (2) e:r (.) maybe it (.) could be (.) er (.) on the future <un> xx </un> idea (1) for example (.) <smacks lips> there is one (1) erm about education (.) there is some subjects that (.) all the: countries all the p- (.) pupil have learnt (.) for example i don't know (.) history er that's (.) only idea history <6> politics </6> (.)

▼196S6:<6> mhm </6>

▼197S3:maybe some language (1) and e:r (.) for example (.) ALL the countries make the (.) education system <un> x </un> how they WANT ? (.) bu:t e:r <un> xx </un> SUBJECTS e:r have to be in: ALL (.) countries (.)

▼198S2:that's a good idea?

▼199S3:so:<7> that's </7>

▼200S4:<7> but at least </7> the language (.) the question of language should be: a common: (.) policy of all countries

▼201S3:yes =

▼202S2:= there could be something like a subject european history? (.)

▼203S3:YES something like that <1> okay </1>

▼204S2:<1> or european </1> (.) politics? (1)

▼205S3:i i don't <2> spea- i don't </2> speak about that subjects i don't say that <3><un> xxx (.) xx </un></3> would be: (.)

▼206S5:<2> but you <un> xx </un></2>

▼207S6:<3> and in which language then?</3>

▼208S6:in english? (.) @@@ (.)

▼209S3:NO i think er for example english is a: other erm: way <4> for example it's </4> language to commu- er communicate but e:r i m- i mean the: u- (.)

▼210S6:<4> mhm mhm </4>

▼211S3:unity in: in the way that er so (.) in this subjects (.) you know that er you go to other country and er there is something that (.) you know (.) both it's er maybe portugal and latvia it's so: erm different countries but (.) there is er (.) one subject you know

▼212S4:it's common =

▼213S3:= ALL <5> and erm </5><6> you can </6>

▼214S4:<5><soft><un> xxxx </un></soft></5>

▼215S6:<6> mhm mhm </6> mhm

▼216S3:speak about it <un> x </un> e:r about the problems there and something like that (.)

▼217S6:okay so (.) this would be education then?

▼218S3:mhm =

▼219S5:= yes (5)

▼220S4:so but (.) it's something like (.) e:r <slow> european consciousness or </slow> (.)

▼221S6:yeah <7> yeah yeah </7> yeah yeah

▼222S4:<7> right?</7>

▼223S4:that's the (.) the unity

▼224S2:mhm

▼225S6:mhm <1> mhm ident- <2> european </2> identity </1>

▼226S3:<1> yeah and er at the same <2> time </2> erm:</1><3> e:r all the e:r </3> countries have (.)

▼227S4:<2> yes </2>

▼228S4:<3> european <soft> (identity) </soft></3>

▼229S3:their OWN (.) e:r education system (.)

▼230S2:but how does it work (then) <pvc> languagewise </pvc> (.) as you (3) is it taught then in: the national languages? or regional languages or?

▼231S4:i think it's n:ational languages =

▼232S6:= ye:s =

▼233S4:= but e:r if you are speaking with other people so you can use e:r (.) english? (2) <soft> yeah </soft>

▼234S6:mhm =

▼235S5:= hh we do not need to SHOW that (2)

▼236S3:<soft> we don't need to show that?</soft>

▼237S5:<soft> yeah </soft> (.) we don't need to mix (.) if you wanna if you wanna sell <pvc> multiculturalism </pvc> and<pvc> multilingualism </pvc> we don't need (1) to confront (.) different culture (1) anyway because hh we could show what you tol- what you told (.) different classrooms (1) everybody has the same consciousness the same identity learning something in the national language but there is a unity? (.) and that's e<3>nough for it (.)we don't have to con</3>front them because there we would show the negative aspect of <pvc> multilingualism</pvc> that it's much more easy to communicate in one language

▼238S6:<3> mhm mhm mhm <soft> mhm </soft></3>

▼239SX-3:<soft> mhm </soft> (.)

▼240S5:if you wanna sell it? (2)

▼241S6:mhm mhm (1) hh but what about (1) the second point OF the education that (.) everyone in the class will get (.) an english course (3)

▼242S2:everyone would get an english course? =

▼243S6:= ye:s

▼244S2:but i WOULD (.) propose e:r <un> xxx </un> that (1) in our scenario that we really in our educat- in our (.) suppose (.) suppose the educational systems that we hh say english is really taught as a lingua franca that means <4><un> xxx </un></4> (.)

▼245S6:<4> ye:s </4>

▼246S2:english is taught <un> xxxx </un>

▼247S6:ye:s

▼248S2:and then PLUS (.) more other <5> (languages) </5>

▼249S6:<fast><5> yeah yeah </5> yeah yeah yeah yeah </fast> =

▼250S3:= mhm =

▼251S2:= and not like <fast> for example in </fast> [place1] (.) it's nine years of c-compulsory english (.) e:r teaching (.)english learning (.) in school (.) so (what would) reduce that to: i don't know four years <6> five years </6>

▼252S6:<6> mhm m</6>hm =

- ▼253S2:= because that should be enough? (.)
- ▼254S6:and then you <7> can choose </7> for
- ▼255S2:<7> and then you </7>
- ▼256S3:for <1> example </1>
- ▼257S2:<1> exactly </1>
- ▼258S6:yes =
- ▼259S2:= then you('d) rather <un> xx </un> to another language
- ▼260S6:yes
- ▼261S2:REGIONAL languages <un> xx </un> languages (.) <2> international languages </2>
- ▼262S6:<2> er the the perfect </2> model is erm (.) hh mother tongue and then er er two (1) er er foreign languages (.) this is the the p:erfect mo<3>del of (.) of languages </3> (.)
- ▼263S5:<3> that's what we have now <soft> yah </soft></3>
- ▼264S6:yes but er er yeah (.) but it's not the reality?
- ▼265S9:but i think er er sorry (1) i THINK that what happens (.) nowadays is that e:rm (.) we have students? (.) that are learnin:g a language <fast> for example for </fast> three years? (1) but if you don't have (.) a da- e:r dai- e:r daily contact (.) or at least e:r in some degree with that language (.) those three years will be lost (.) <4> i i </4> (.)
- ▼266S6:<4> mhm </4>
- ▼267S9:s- speak for myself <un> x </un> many oth- at least in portugal it happens <fast> for example we have </fast>three years <fast> we can choose </fast> three years of (.) e:r german (1) and we learn three years of german (.)but if you don't (.) CONTinue (.) you lost (.) <5> it's like three </5> years for nothing because (.)
- ▼268S6:<5> of course yah </5>
- ▼269S9:o- okay you can understand (a word) <un> xx </un> but you cannot SPEAK it (.) so maybe it is (.) (really to be) (.)language that (.) e:r we can USE it an:d (.) maybe things have to reach us not only in english but (.) in other languages <6> so we can:</6>
- ▼270S4:<6> so we can (then copy) </6>
- ▼271S6:<6> so that's why ex</6>change programs
- ▼272SX-5:<7> mhm </7>
- ▼273S2:<7> exactly </7> that could be a f- (.) a further point (and) that (.) the: european broadcasting (.) system is: (1) is: is enlarged and then (.) i can get spanish <spel> t v </spel> as well and things like that
- ▼274S6:no <1> okay </1><2><un> xx </un> yeah </2> yah yah (.)
- ▼275SX-5:<1> mhm </1>
- ▼276S2:<2><un> xxx </un></2>
- ▼277S6:mhm:
- ▼278S5:i have just a <3> question be</3>cause (.)
- ▼279S6:<3> act- </3>
- ▼280S5:in switzerland (.) it IS like that we have two: we have three (.) mother language <4> and </4> two lan<5>guages</5> we: which we have very long time (.)
- ▼281S2:<4> mhm </4>
- ▼282S3:<5><soft> hm </soft></5>

▼283S5:<6> so </6>

▼284S2:<soft><6> but </6> switzerland is often taken as a model (.) for europe </soft>

▼285S5:okay (.) so <7> do you </7> you <1> haven't </1> (that) <un> xxx </un> (.)

▼286SX-f:<7><soft> @@ </soft></7>

▼287S6:<1> mhm </1>

▼288S5:okay (.)

▼289S3:but how do ho- how is the system sorry? (.)

▼290S5:so we have (.) actually it's like (it's it's) changing now too because it's to adapt to european (1) ways. (.) but actually we learn in the erm (1) at the age of ten (.) we learn french (1) for two year only french and then er (1) itCONTinues up to end of school (.) and (.) afterwards <loud> one year </loud> later you can choose if you wanna learn (.) english or italian generally it is english =

▼291SX-f:= <soft> mhm </soft>

▼292S5:so you have (.) three <un> x </un> you have the two language which are TAUGHT (1) which is also the same in [place1] ? huh? (1)

▼293S2:<soft> yeah but you what? (.) what is your mother tongue?</soft> (.)

▼294S5:german

▼295S2:german and then you start? what is the first <2> language </2> you learnt

▼296S5:<2> french </2>

▼297S5:french

▼298S2:at (.) the age of

▼299SX-4:ten =

▼300S5:= er ten =

▼301S2:= ten (.) and then?

▼302S5:and <3> then about two </3> twelve you learn english (.)

▼303SX-4:<3><soft> italian or english </soft></3>

▼304S5:(it's all) english

▼305S2:<soft> and that's the three languages that you have to learn </soft> (.)

▼306S5:<soft> yah </soft> (.)

▼307S6:yes so <4> this is the perfect model </4>

▼308SX-4:<4> so (but) we also er </4>

▼309S5:<4><soft> and you can </soft> you can take </4><un> xxx </un> you can take er one more if you want but (.) it's:(.) just maybe one or three year and (.) pf (.) that's un:neces<5>sary you can't speak </5> anything

▼310S9:<5> we also have that </5>

▼311S9:we can choose (.) between e:r french? (.) but we are in different levels <fast> for example </fast> when we reach the age o:f twelve (.) we have the chance to begin e:r english? (.) e:r english okay hh then when we have (.) sixteen we: can choose between e:r (.) french and another (.) thing another language a different e:rm =

▼312S5:= okay

▼313S9:<un> x </un> hh and then when we r:each the secondary school (.) the high school (.) we have the chance (.) at least in when we are studying e:rm (1) e:r literature and language we have the chance to: hh choose (.) <slow>latin or e:r german </slow> (2) so: (.) but i don't think that this (.) because (.) <fast> i don't know </fast> i see m:any people (.) in portuguese we y- e:r you reach portugal (.) and

you see (1) all the young men (.) they don't th- e:r the:(.) the youth (.) he doesn't know language he doesn't know how to communicate with these <6> people </6>

▼314S6:<6> hh </6> ye:s but i hh that's why i think that the structure is there in <slow> all our coun<7>tries </7></slow> (.)

▼315S5:<7> mhm </7>

▼316S6:but the question is of the fluency of the efficiENcy and hh i think that (.) your country (.) hh you can fluently er i m- mean english and french

▼317S5:yeah but i'm a special case because i'm living since about six year in: in the french part so hh <1> usually the </1>people <2> can speak </2> (.)

▼318S6:<1> mhm </1>

▼319SX-3:<2> so but y- </2>

▼320S5:few phrases of french (.) EITHER better english or french hh but usually you don't speak fluently (.) no language of (both) (1) that's that's an illusion in switzerland (.) doesn't believe it it's not right (1) people they speak their german they are people they can't speak HIGH german either (.) they <3> just speak </3> swiss german they can't speak french english or anything people who'd (.)

▼321S6:<3> mhm </3>

▼322S5:which are (at the) age of forty years er (.) a generation before us they can't speak so much languages (.) it's just when they have been to <4> university </4>

▼323S4:<4> yes it's very </4> difficult

▼324S2:<un> xxx </un> (i mean) that's a general problem (.) nowadays =

▼325SX-4:= <soft> mhm </soft>

▼326S2:especially (the) european union as well that these (.) <un> x </un> the programs for languages that only (.) that only concerns a special elite

▼327S6:m<5>hm </5>

▼328SX-4:<5> yah </5>

▼329S3:yes

▼330SX-4:<6> mhm </6>

▼331S2:<6> of the </6> population

▼332S3:and <7> young generation </7>

▼333S6:<7> ye:ah <un> x </un></7>

▼334S2:<7><un> xxxx </un></7><1> that's educated </1> young people

▼335S5:<1> yah that's it </1>

▼336S5:yah

▼337S6:yah (.) yah =

▼338S4:= that's right r- remember in the forum (.) one of the first questions was about the education system?

▼339SX-f:<soft> mhm </soft> =

▼340S4:= w:hen should people start to LEARN (.) an:d (.) then after (.) i wrote (.) something (.) but then i was investiGATing an a e:rm (and you were all) i think (you were all) so <un> xxxx </un> with it (.) it was saying that hh language should s:tart to be <pvc> teached {taught} </pvc> in e:r very when we are <2> very young </2>

▼341S5:<2> young age </2>

▼342SX-f:becau- =

▼343S2:= yeah =

▼344S6:= m<3>hm </3>

- ▼345S4:<3> because </3> that's the (.) the best (time) (.) to:
- ▼346S6:<4> mhm </4>
- ▼347S3:<4> it's much </4> easier to <5> learn it than:</5>
- ▼348S4:<5><un> xx x </un></5>
- ▼349SX-5:mhm
- ▼350S3:when: you are thinkin:g the language
- ▼351S2:what i (.) i'm: i'm: (.) i study my (thing is) to become a teacher and what i have erm (.) recently (.) also read about is(.) the concept that you use english as a lingua franca as the first language which you teach you teach very early(.) and (you reduce the) numbers (.) and <un> xx </un> from that it is not ONLY (.) learning e:rm (.) a language (1)but it gives a general concept of learning (.) other languages (.) so it's an intro- introDUCTION
- ▼352S6:<6> mhm </6>
- ▼353SX-5:<6> mhm </6>
- ▼354S2:to =
- ▼355S6:= mhm =
- ▼356S2:= <un> x </un> an awareness of other languages (.) and <7> that i </7> think (.)
- ▼357S6:<7> mhm </7>
- ▼358S2:that is a good idea as well so that is somehow (.) i mean it erm: gives you certain concepts of (.) of the differences of languages and how you:
- ▼359S5:also <1> of the </1> of thinking which is not always <2> the good </2> thing =
- ▼360S2:<1><un> xx </un></1>
- ▼361S6:<2> yah </2>
- ▼362S2:= ex<3>actly </3>
- ▼363S6:<3> moti</3>va<4>tion </4>
- ▼364S5:<4> in that </4> age =
- ▼365S2:= yeah (.) exactly
- ▼366S6:mhm (1)
- ▼367S2:but i think that would be somehow a good s:tarting point (2) i mean =
- ▼368S5:= <smacks lips> i think there is a lot of good points on it right because there {mobile phone interferes with the recording (5)} (1) switzerland again is erm: starting a system that will start a school at six o'clock e:r six at age of s:ix: (.) at the age of six (.) they started learning english in
- ▼369SX-f:<soft> hm </soft>
- ▼370S5:in some cantons so it's ve- it's quite early fo- for education system (.) COULD be earlier even hh but (.) that's what we <un> x </un> discussed on the forum (1) but <loud> i think </loud> we have to be VERY careful because (.)that's what i wrote (the leas- last they) (.) they (.) these are children (1) it isn't a product we're gonna produce (.) for any (.) any case whatever? hh so the <loud> child </loud> has has (.) he can't choose anyway which language he wanna learn
- ▼371SX-f:<soft> mhm </soft>
- ▼372S5:but (.) there should be an openness towards cultures which is not only english
- ▼373S6:mhm

▼374S5:and (.) when you learn english the way you learn english (.) look at the books YOU learned english (.) i i (.) i can remember very good and it doesn't transport ONLY a language (.) there is much more behind

▼375S2:exactly (.) exactly (.) that's what i mean (.) because what we learned i mean that were (.) the usual mister and missis brown stories and their (.) middle class family home (.)

▼376SX-5:mhm =

▼377S2:= that's what was about (.) but that's what i'm saying this concept of getting a general view of (.) i mean including many language <un> x </un> (.) in it and when i say <fast> teaching it as lingua franca </fast> then i mean then you get (1) i don't know (.) SPANISH english and span- you hear you get (.) <pvc> listen<5>ings </5> </pvc>

▼378SX-5:<5> m</5>hm

▼379S2:with <6> spanish speakers talking to: french </6><7> spea</7>kers in english (.)

▼380S6:<6> mhm mhm mhm </6>

▼381S5:<7> yah </7>

▼382S2:like a general awareness of the: (1) on the one hand concept of learning (.) e:r <1> lang</1>uage (.)

▼383SX-5:<1> mhm </1>

▼384S2:as a foreign language or a lingua franca hh and then also that (1) not (1) not only getting the (1) NOT getting the(1) <un> xx </un> culture of of (.) america britain with it <2> and th- </2>

▼385SX-5:<2> mhm </2>

▼386S4:would you <un> xxx </un> (.) introducing (.) parts of (1) er er our culture (.) into <3> like (.) english </3>

▼387S5:<3> yeah that would be </3> (.) or or OTHER =

▼388S2:= <pvc> european<4>ness </4> </pvc>

▼389S5:<4> diff</4>erent <5> <pvc> europeanness </pvc> yeah that's a </5>

▼390S4:<5> or: <pvc> europeanness </pvc> </5>

▼391S6:mhm (.)

▼392S7:{S7 joins the group} is it going okay? (.)

▼393SX-f:<soft> yah </soft>

▼394SX-f:mhm

▼395S7:are you coming to: somethin:g? (.)

▼396S2:at least one point @@ <6> @@ </6> @

▼397S7:<6> okay </6>

▼398S7:also try to visualize it (.) try to give concrete examples like (2) if my grandmother were still living in twenty years (.) or or my PARENTS (.) when they're old in twenty years (1) how would THEY (.) live? in your world or your children how would THEY you know try to: think about really HOW people live? or what the government DOES or DOESN'T do (1) and in the end try to take ten fifteen minutes hh on HOW you will present it tomorrow (.) that you (.) you know you (.)

▼399S6:mhm =

▼400S7:= have kind of: (.) an agreement on how and who (.) yeah?

▼401S2:mhm =

▼402S7:= don't forget about that <un> x </un> we DID as chairs (.) we almost forgot (.) we were so busy (.) discussing (.) our scenario that we (had) like <imitating> hh we have five minutes left <7> to make </7> a presenta<8>tion <un>xxx </un></8></imitating>

▼403SX-f:<7><soft> @@ </soft></7>

▼404S2:<8> would you give us </8> (.) some (.) kind of hint (.) when it's like (.) fifteen minutes to to <un> x <1> xx </1></un>

▼405S7:<1> yes </1> (.) yeah i will i will (.) yeah? (.) okay (.) no further questions? (2) no questions on how? (2) {S7 leaves again}

▼406S2:i think <un> x x </un> just as a general idea do like different (.) educational (.) o:r political: (.) <un> xx </un>

▼407S6:economics

▼408S5:<2> mhm </2>

▼409S2:<2><un> x </un></2> exactly and then we (.) can mention different <3> things </3>

▼410S6:<3> m</3>hm

▼411S5:so do we <4> pose a concrete situation about education </4> huh? (.)

▼412S6:<4> but we don't have so much time yeah yeah </4>

▼413S2:we could s- we could say our children (.) are going to learn (.) going to go to school and are going to have (.) subjects <un> x </un> (.)

▼414S6:on european

▼415S2:<un> x </un> aware<5>ness </5>

▼416S3:<5><un> x </un></5>

▼417S6:o<6>kay </6> (.)

▼418S3:<6> okay </6>

▼419S3:but education <un> xx </un> (.) i think two (.) main points are education (.) and european i- e:r (.) identity

▼420S6:yes

▼421S3:i think we should (.) focus (.) <7> (always) </7>

▼422S5:<7> how we </7> can visualize it? (.)

▼423S2:you can't or you can

▼424S5:how we CAN visualize it? (2)

▼425S6:yes with the childr- yah (2)

▼426S5:so two mothers talking together (1) two mothers talking together =

▼427S2:= yeah

▼428S5:about what's happening <1> with their children </1> (.)

▼429S2:<1> exactly </1>

▼430S2:and (.) exactly that's a good idea (.) and then one tells the other YES and hh he starts learning now en- english as a lingua franca at the age of six (.) and he:<2> starts learning </2> another language at (.)

▼431S6:<2> mhm </2>

▼432S5:uhu (.)

▼433S2:eight? (.) ten?

▼434S6:okay (.)

▼435S2:and he is taught in european awareness

▼436S4:@@@

▼437S6:hm:

▼438S5:yeah that w- would be (.) <3> that that </3> would be excellent? because you could make that hh like (.)

▼439S4:<3> so we </3>

▼440S5:we have erm: (.) i've seen that once but now in switzerland that you have a <un> x x </un> just one hour (.) CULTURE (.) so you can <4> make </4> of it (1)

▼441SX-f:<4><soft> hm </soft></4>

▼442S5:european culture and you can (.) teach it in english if you want <pvc> euro-english </pvc> (1) and (.) you speak about (.) ALL the cultures being in in europe and NOT only about yours or not (.) it shouldn't be history neither but just (.) cultural parts of it?

▼443S2:<5> mhm </5> (.)

▼444S4:<5> mhm </5>

▼445S5:tha- <6> that would be </6> nice

▼446S4:<6><soft> it's interesting </soft></6>

▼447S6:<soft> yeah yeah yeah yeah </soft>

▼448S2:that could even be two hours (.)

▼449S6:yeah yeah (.) <un> xx </un> (.) <7> (just) <@> whole day </@></7>

▼450SS:<7> @@@ </7> @@@@

▼451S2:i think that's a good thing

▼452SX-f:<1> yeah </1>

▼453S3:<1><un> xxx </un></1> good subject

▼454S6:mhm =

▼455S3:= i would like to learn it

▼456S6:yeah

▼457S4:mhm

▼458S5:mhm =

▼459S3:= in english about other (.) countries in europe (about) other (.) <2> culture @@ </2> (.)

▼460S2:<2> should we fix like?</2>

▼461S2:<3> points?</3>

▼462S6:<3> yeah yeah </3> yeah =

▼463S4:= mhm =

▼464S6:= mhm

▼465S2:so one point is what do we teach? (3) in our education (point) (1) two hours of? (1)

▼466S4:two hours of e:r (2)

▼467S5:<4> <pvc> europeanism </pvc> </4> (.)

▼468S4:<4> european cul- </4>

▼469S4:er er

▼470S6:<un> xx xx </un>

▼471S5:<5><un> x xxx </un></5> mhm

▼472S3:<5><soft> no </soft> european cultures </5>

▼473S2:yeah (.)

▼474S3:so what? @

▼475SS:@@@ <6> @@@ </6> @@

▼476S6:<6> <pvc> europeism </pvc> </6>

▼477S2:<6> what now </6>
▼478S3:europa is-
▼479S6:<soft> it's a good er <7> er </7></soft>
▼480S5:<7> but </7> that's <@> strange like </@><un> xxx </un> @
▼481S6:what? =
▼482S4:= european culture <soft><un> xx </un> what </soft> =
▼483S2:= <soft> mhm </soft>
▼484S4:<soft> we were talking </soft> (7)
▼485S2:so that's the one thing? (2) and then they <1> start </1> (.)
▼486S5:<1> which is </1>
▼487S5:which is the second language (.) they can choose? (1) they can choose whatever they want?
▼488S2:er
▼489SX-f:@ <2> @@ </2>
▼490S2:<2> i would </2> say neighboring languages are very (.) e:r (supported) (1) like (.) so: (.) not only the big languages <un> xx </un><3> (they learn) german and french (.) <un> xxx </un></3> and spain (.)
▼491S6:<3> m:hm mhm mhm </3>
▼492S2:spanish in: in: (.) europe (.) <un> x </un> (.) you can learn (.) slovenian and you can learn (.)
▼493S5:yeah we <4> can <un> x </un></4><5> choose an exciting </5>
▼494S2:<4><soft> hungarian </soft></4>
▼495S6:<slow><5> but supported </5> through (.) i think exchange programs </slow> because i <6> know </6> that i learnt my dutch because i KNEW (.)
▼496SX-5:<6> mhm </6>
▼497S6:i will (.) get (1) wonderful scholarships <7> in the nether<@>lands </@></7>
▼498SX-3:<7> so <un> xxx x </un></7>
▼499SS:@@@@ <1> @@ </1> @@ =
▼500S6:<1> also here </1>
▼501S6:= YES (.) i knew it from the beginning on (.) and it was SO (.) attractive for me that <fast> i said </fast><imitating>yes i'd like to do this language <2> why not </2></imitating>
▼502S4:<un><2> xx </2><3> xx </3></un>
▼503S2:<3><un> xx </un></3>
▼504S3:but the:re is already some (.) f:or example it's for a teacher there is e:r such a (.) <smacks lips> comenius program now do you know the (campus)
▼505S5:mhm
▼506S3:<un> xx </un> (.) <4> (campus) </4>
▼507S6:<4> mhm </4>
▼508S3:that that's based on it (1) so you learn the (.) the language one year then you go to the: (.) country? (.) <5> and then </5>
▼509S6:<5> yeah yeah </5> yeah yeah (.)
▼510S5:but that's for for some weeks only (.)
▼511S3:<6> no no (.) <un> x </un></6> er no you can go for a semester <7> or </7>
▼512S5:<6> it's like (.) no?</6>
▼513S5:<7><un> xx </un></7> for a child which has six years all this <fast> (is a bit) </fast> difficult (1)

▼514S3:yeah er it's not for a chi- er children it's a <1> m:ore
for </1> stu<2>dents </2> (.)

▼515S6:<1> for students </1>

▼516S6:<2> yah </2>

▼517S5:<2> but </2>

▼518S5:but that <3> could <un> xx </un></3>

▼519S2:<3> but it could be in </3> school

▼520S5:just two week camp (.) they put all together from one country children =

▼521S6:= mhm

▼522S5:which <4> go for </4> two weeks in that country they are l- they are learning
the (2)

▼523SX-4:<4> mhm </4>

▼524S5:the language?

▼525S6:mhm (.)

▼526S2:so we say exchange programs <un> xx xx </un>

▼527S6:foreign =

▼528S5:= mhm =

▼529S6:= languages (.) and (.) suppor- (.) supporting of erm (.) of the smaller
languages of how how do <5> we call them?</5>

▼530S5:<5> which yeah </5>

▼531S2:do (.) could we (4) is there (.) exchange program can be something different
from the foreign language teaching (.)it's just an <6> addition</6>al thing (.)

▼532SX-3:<6> mhm </6>

▼533S2:or? is it?

▼534S6:no i <7> thought it's </7>

▼535S3:<7> (can be) toge</7>ther

▼536S6:together (.)

▼537S2:all right

▼538S6:<soft> with (the foreign) languages </soft>

▼539S4:yeah er (.) in reality what's the main point to: to get
erm (1) <un> xxx </un> e:r i i mean it's the language and e:r (.)knowledge about
the:<1> culture </1> (.)

▼540S6:<1> the country </1>

▼541S6:<2> y- yeah yeah </2>

▼542S4:<2> yeah about </2> the country yes hh e:r if if you (.) <slow> are
all </slow> (.) for example five (.) people from different countries in one place an:d
everybody knows e:r what's happening <un> xx </un> in: other country how is the
culture there (.) so (.) they are all (.) e:r (1) united in some

▼543S6:m<3>hm </3> mhm =

▼544S4:<3> like </3>

▼545S4:= they KNOW the differences but e:r so they respect the differences
in <un> xxxx </un> (.) it's not a problem to (.)communicate (good) (2)

▼546S5:but the problem is (that) their language for a child (.) could be diff- difficult if
that they really can COMMunicate in that age (1)

▼547S2:<soft> but (.) kids (.) <4> they can
communicate <un> xxx (.) xx </un></4> everything </soft>

▼548S4:<4> e:r (.) in other ways </4>

▼549S5:with <5> friends </5> (.)

▼550S4:<5> yeah </5>

▼551S5:yeah (.)

▼552S2:when i've realized that teaching in in austria in (a) primary school (.) turkish croatian (.) <6> whatever </6> kids? (.)

▼553S6:<6> mhm </6>

▼554S2:<soft> they didn't understand each other but they still could communicate <un> x<7>xx </7></un></soft> (.)

▼555S4:<7> yeah it's </7>

▼556S2:<soft> and (that's) a good (.) idea (2) <un> x xx xxx </un></soft>

▼557S5:mhm (3) so (i guess) the mother tells about exchange and? (2)

▼558S6:and camps and <1> and yeah </1>

▼559S5:<1><soft> camps </soft> coming </1> together yah =

▼560S6:= so we have (1) education we have this (.) european culture (.) class

▼561S2:mhm (.)

▼562S6:and then we have foreign languages (.) with (1) knowledge about the country (.)

▼563S5:mhm

▼564S6:and then =

▼565S2:= and =

▼566S6:= the p- (.) exchange programs and the camps for children

▼567S2:but <2> c- could </2> we (.)

▼568SX-3:<2> mhm </2>

▼569S2:include as well that we (.) (will) teach english only as a lingua franca

▼570S6:yes that (.) yeah yeah we have <3> to </3> mhm <4> mhm </4> (.)

▼571SX-5:<3> hm </3>

▼572S2:<4> and if </4>

▼573S2:if one (.) if:<fast> somebody wants to </fast> learn it as a foreign language li-like one learns french then hh one can take a class <5><un> x </un></5>

▼574S6:<5> y:es </5> yes (1)

▼575S2:and when does where do we start with (our) education? (.) language classes (.)

▼576S3:i think from: beginning (.) from =

▼577S2:= from six? (.)

▼578S3:yah (.) <6><un> x </un> yah </6>

▼579S5:<6> from six?</6> hh and what what would be the other language you're gonna learn because (.) i think it's a good idea to take a: (.) a language (which) is less spoken

▼580S2:mhm (.)

▼581S5:which one shall we shall we choose polish? @ <7> @@@ </7>

▼582S2:<7> yes (.) exactly </7>

▼583S6:@ okay

▼584S2:no but

▼585S6:@ <1> @@@@ </1>

▼586S2:<1> we need to have many native </1> speakers but it is not <un> xxxxx </un> for the language?

▼587S5:mhm (1)

▼588S2:<un> xx </un> i mean we can:<2> choose a small one </2> (.)

▼589S5:<2> could be another one </2>

▼590S2:but i =

▼591S3:= <soft> latvian for example (1) @@ </soft>

▼592S2:we can say: like (.) it depends on where (they) live (.) we'd have to d- (.) we'd have to decide where the mum comes from (.) where the mums come from

▼593S6:yes and also neighborhood <3> i think (.) it would be very good </3> connected <4> with </4><5><un> xx (.) xx</un></5>

▼594S4:<3> e:r i think that neighborhoods </3>

▼595S4:<4> yeah </4>

▼596S5:<5> so you learn swiss german </5> that's clear @ (.)

▼597S4:so

▼598S5:<@> nobody wanna learn that </@>

▼599S5:@@@@@

▼600S2:but <un> xx </un> (.) don't know <un> x </un> (.)

▼601S5:@ no i was joking hh <un> x </un> (4)

▼602S4:which one did we say? (1)

▼603S3:la- latvian (1)

▼604S2:what? (.)

▼605S3:latvian

▼606S2:latin? (.)

▼607S6:<6><soft> @@ </soft></6>

▼608S3:<6> no lat</6>vian (1) from latvia (.)

▼609S2:latvian? (.) <7> all right i understood </7> latin (5)

▼610SX-f:<7><soft> @@@@ </soft></7>

▼611S2:but at which (.) age (.) is that then? (1)

▼612S4:<soft> the second?</soft>

▼613S2:second?

▼614S6:i don't know (.) twelve? (.) i <1> i don't (.) i </1> don't know (1)

▼615S4:<1> ten maybe </1>

▼616S2:and that is latvian <un> x </un>

▼617S5:the age of TEN ? (.) <2> i would </2> be earlier

▼618SX-4:<2><soft> mhm </soft></2>

▼619S4:i think so (.)

▼620S5:i would <3> be about </3> seven yeah

▼621S4:<3> earlier </3>

▼622S4:yeah y- =

▼623S2:= SIX and seven?

▼624S4:<4> yeah </4> =

▼625S5:<4> yes </4> =

▼626S2:= all right =

▼627S9:= <un> x xx </un> next together?

▼628SX-5:mhm (.)

▼629S6:but we wh- <5> w:h- </5>

▼630S5:<5> i would </5> try (.) i don't know if <6> it works </6>

▼631S9:<6> e:r </6> (i heard) some s- there are some (.) private college (.) in: portugal (.) that already do that (.) do that (.)<fast> for example </fast> my MUM (.) went (.) on one of those (.) an:d when she started e:r (.) with six years (.)she: would have songs in german she would <7> have learned </7> songs in french (.)

▼632SX-f:<7><soft> mhm (.) yah </soft></7>

▼633S9:it's a <1> diff</1>erent kind of (.)

▼634SX-f:<1> hm </1>

▼635S9:education (.) <2> but it's </2> (.)

▼636S6:<2> mhm </2>

▼637S9:always (started) to integrate (.) those language <soft> you know </soft> (4)

▼638S2:so seven? (1)

▼639SX-6:<soft> yeah </soft>

▼640S4:<soft> mhm six seven i think </soft>

▼641S6:yeah (2) but (.) for the presentation we want <slow> just two mothers?</slow>

▼642S5:mhm

▼643S4:@@@@

▼644S6:so NOW (.) maybe we should concentrate (.) on the mothers? so we (.) <3> we will say NOW </3> (.)

▼645S2:<3> where do the mothers come from?</3>

▼646S6:haeh?

▼647S2:where do these mothers come from =

▼648S6:= yes and then we can choose the s- f- second language

▼649S5:okay (.)

▼650S2:<1> two mothers <un> xxx </un></1> (.) or the DADS (.)

▼651S6:<1> depending on the neighbor </1>

▼652SS:<soft> @ <2> @@ </2> @@ <3> @@ </3> @@ </soft> =

▼653S6:<2><@> ye:s </@></2>

▼654S5:<3><un> xxx x </un></3>

▼655S6:= YES it would be not bad (.) because the dad can hh speak about (.) economics or f- <4> er er politics er er </4>

▼656S4:<4> for example how th- the </4> government will: pay all those ex- <5> expenses </5>

▼657SS:<5> yeah </5> @@ (.)

▼658S4:because lear- to teach a language <slow> requires </slow> (1) <6> a lot of money </6>

▼659S5:<6> yeah it costs </6><7><un> xx xxx </un></7>

▼660S6:<7> and i would put </7> really very (.) er REAL and very COMMON (.) subjects

▼661S2:yeah

▼662S5:mhm

▼663S6:<1> between the p- </1><2> people </2>

▼664S4:<1> (receptive) </1>

▼665S2:<2> work</2>place

▼666S6:y<3>e:s </3>

▼667S2:<3> things like </3> that

▼668S6:the problems of our days

▼669S5:<un> x </un><to S1><4> do you wanna be </4> (the) dad?</to S1> (2)

▼670S6:<4> and then </4>

▼671S1:why not

▼672S6:o<5>kay </5>

▼673SS:<5> @@ </5> @@ <6> @@ </6>

▼674SX-f:<6> okay </6>

▼675S2:who's is going <7> to be the </7> mum? (2)

▼676S6:<7> mother?</7>

▼677SS:@@

▼678S5:@@@@ you (were) a good <1> mother </1>

▼679S6:<1> i'm so </1> (.) @@@ (2) {something hits the microphone}

▼680SS:@@@ <2> @@ </2><3> @@ </3>

▼681S1:<2><un> xx </un></2>

▼682S5:<3> sorry </3>

▼683S1:<3><un> xx </un></3> e:r (registr)ation of our e:r (.) of our own states?

▼684S2:<4> @@@ </4>

▼685S5:<4><un> xx </un></4> sorry (3)

▼686S6:somebody who speaks a lot (1)

▼687SS:@@@ <5> @@@@ </5> @@@@ <6> @@ </6>

▼688SX-2:<5> don't look at me </5>

▼689SX-f:<6> no </6>

▼690S6:no but your <7> english is very </7> well

▼691SX-f:<7> (you're) my mum </7>

▼692S4:<soft> yes </soft>

▼693S2:i think we should have a swiss one

▼694S5:a swiss <1> one </1>

▼695S6:<1> yeah </1> like <2> swiss are like this </2>

▼696S5:<2><un> xxx </un></2>

▼697S2:<2> a swiss (one) is </2> so ni<3>ce </3>

▼698S6:<3><@> like </@></3> this =

▼699SS:= <soft> @@@ </soft>

▼700S6:@@@ <4> @ </4>

▼701S2:<4> let's </4> have a swiss mum

▼702S5:@@ <5> @ hh </5> okay you gonna playing the <6> other one?</6>

▼703S6:<5> okay </5>

▼704S6:<6> swiss is </6><7> very interesting </7>

▼705S3:<7><un> xx x </un></7>

▼706SS:<7> @@@ </7><8> @@@@ </8>

▼707S3:<8><un> xx </un> switzerland </8> (.)

▼708SS:@@ =

▼709S5:= er er should(n't) <1> we stay at r- </1> er <2> russian?</2>

▼710S3:<1><un> xxx </un></1>

▼711S2:<2><un> xx </un></2>

▼712S3:russia

▼713S1:rus<3>sia is not in </3> european union at all (.)

▼714S5:<3> shouldn't we s- </3>
 ▼715S2:but <4> we (don't) (.) (european union) </4>
 ▼716S3:<4> but we're not speaking euro</4>pean yeah
 ▼717S2:<un> x <5> xx </5></un>
 ▼718S5:<5><un> xx </un></5> we we speak for unity (.) so <6> where is
 the <@> unity when he is not from europe because </@></6><@> you
 have <7> hh <8> european </8> culture </7></@>
 ▼719S1:<6> but unity where does it (.) global unity?</6>
 ▼720S4:<7> euro- (.) <8> -pean </8> unity </7>
 ▼721SX-6:<8> europe </8>
 ▼722S1:okay =
 ▼723S4:= maybe
 ▼724S1:<1> com</1>munity? (.) <un> xxx </un> s- sounds better
 ▼725S3:<1> but </1>
 ▼726S3:not =
 ▼727S5:= be<2>cause we are </2> in the unity not in the diversity that's the
 problem =
 ▼728S4:<2><soft><un> xxx </un></soft></2>
 ▼729S3:= and it's not a problem russians are everywhere
 ▼730S5:@@@ <3> @@ </3><4> @@@ </4>
 ▼731S3:<3> and we </3>
 ▼732S2:<3> what <un> xx </un></3><4> er wha- </4> why is that <5> a
 problem?</5>
 ▼733S3:<5> to communi</5>cate <un> xx </un> (just that one)
 ▼734S1:yah
 ▼735S2:why is that a problem =
 ▼736S1:= that's true
 ▼737S5:but we NEITHER not in the (.) european commu(nity) (.) switzerland (1)
 ▼738S2:but it's NOT only about the european union <6> it's </6> EUROPE
 ▼739S4:<6> mhm </6>
 ▼740S4:yeah =
 ▼741S6:= yah =
 ▼742S1:= okay
 ▼743S5:<7> okay </7>
 ▼744S4:<7> i never </7> thought it as european (.) european union (.) <slow> or as
 europe </slow>
 ▼745S6:yes <1> but the uni- </1> (.)
 ▼746S2:<1> we are europe </1>
 ▼747S2:we're <2> not </2><3> european </3><4> union </4>
 ▼748S3:<2><soft> yah </soft></2>
 ▼749S6:<3> mhm </3>
 ▼750S4:<4> i </4> no i mean just (.) they are thinking that (1) maybe some day in
 future (.) the european union will be the same as a europe @
 ▼751S5:okay =
 ▼752S2:= yah (1)

▼753S5:so do you speak about the financial aspect that government this pay<5>ing all </5>

▼754S6:<5> but we </5> will come =

▼755S2:= but (.) do we <6> have </6><fast> don't we have to <7> agree on </7> th- </fast> on the language then (.)

▼756S5:<6> okay </6>

▼757S1:<7> yah </7>

▼758S2:then we <1> shouldn't take latin <un> x </un> if we have a russian </1> and a (.)

▼759S6:<1> yes yes er we have (heard) some </1>

▼760S2:a swiss mum (1) then we should take latin then (.) or? SHOULD we? (.) i don't know (.) SHOULD we?

▼761S6:maybe (.) f::<2>or you </2>

▼762S3:<2> maybe it's </2> better then it's e:rm (.) <3> for example </3><un> xx </un><4> er <un> x </un> (.) one's neigh</4>borhood and e:r <5> the other </5> way so <6> er we it could be </6> a family with er where's (.)

▼763S6:<3> neighborhood </3>

▼764S2:<4><to S1> then you (.) you have to say it </to S1></4>

▼765S1:<5><to S2> say what?</to S2></5>

▼766S2:<6><to S1> that your son learns latin </to S1></6>

▼767S3:two: e:r (.) mum and dad is from: different cultures and they are living in e:r different

▼768S6:ye<7>:s ye:s and and h- </7>

▼769S3:<7> maybe german english are living in fra- </7> france

▼770S6:her mum er her husband is <1> erm: turkish </1><2> @@@ </2>

▼771S2:<1> but they could be married </1>

▼772S3:<2> yeah and you are </2><3> living </3> in: (.)

▼773SX-4:<3> turkish </3>

▼774S3:s- s- erm {parallel conversation between S1 and S2 starts (7)} okay not switzer<@>land </@> (.) <4><un> xxx</un></4>

▼775S6:<4> but it's it's </4> yes i i (.) i am thinking about this unity

▼776S3:unity (.)

▼777S5:and my children they learn <5> swedish </5>{parallel conversation between S1 and S2 ends}

▼778SX-4:<un><5> xx </5> xx </un>

▼779S3:yeah

▼780S5:is that okay? =

▼781S6:= okay (.)

▼782S2:all right

▼783S3:<un> xx </un>

▼784S2:<un> xxx </un> =

▼785S6:= so you are (.) you are (.) writing (.) <6> down @ </6>

▼786S1:<6> yeah so what </6> about me? (1)

▼787S5:so i'm from switzerland or do (we) have

▼788S6:ye<7>:s switzer- yes </7><soft><un> xx </un></soft>

▼789S5:<7> change country okay </7>

▼790S2:hh and <1><un> xx </un> should (.) also refer to a </1> third language they <2> start learning then you can say</2><3> (i mean) at the age of ten you will start </3> learning (.)

▼791S6:<1><to S1> you're a russian f- father </to S1></1>

▼792S1:<2><to S6> yeah who's m- my wife </to S6></2>

▼793S6:<3> and (.) and w:ife?</3>

▼794S2:whatever

▼795S3:right

▼796S5:mhm

▼797S6:also russian? =

▼798S2:= so there were three languages (1)

▼799S6:so then we have the: unity? (1)

▼800S5:<loud> french </loud> =

▼801S6:= i i don't know (2)

▼802S5:<4><un> xx </un></4> (.)

▼803S2:<4> (let's) actually </4>

▼804S2:why not (.) <5> switzerland?</5>

▼805S3:<5> maybe we sh:</5>ould make other country {parallel conversation between S4 and S1 starts (49)}<6> e:r so</6> show that (1)

▼806S5:<6><un> xx xx </un> yah </6>

▼807S3:the unity is erm (.) in diversity @@ <7> so (.) they they are different </7> but the:y are learning in one country so they have each (.)

▼808S6:<7> yeah yeah how how can we get it?</7>

▼809S3:other (.) language (.) <1> but they are </1> learnin:g the

▼810S6:<1> ye:s </1>

▼811S6:russian =

▼812S3:= first they are learning the language in which country they are living an:d second (.) e:r (.) <2> er the child </2>can choose e:r the language <3> from (the) </3> father and mother (1)

▼813S6:<2> (they're still) <fast> yeah yeah yeah </fast></2>

▼814S6:<3> m:hm </3>

▼815S3:<4><un> xx </un> three languages together </4>

▼816S6:<4> so maybe mhm:</4> mhm: hh so maybe he is (a) russian father living in: e:r (2) germany

▼817SX-2:@@ <5> @ </5> @ (.)

▼818SX-3:<5><soft> mhm </soft></5>

▼819S6:<un> x xx </un>

▼820SX-f:you have to <6> listen </6> to what you are

▼821S6:<6> @@ </6>

▼822S5:<7> @@@@ </7>

▼823S5:<7> it can be switzerland too </7> because e:r there <un> xxx xx xx </un>{S2 joins the parallel conversation}different languages too again so

▼824S6:o:h you are a hus- o:h you are (.) <un> x </un>

▼825S5:we are married {parallel conversation between S1, S4, and S2 stops}

▼826S6:YE:S of course =

▼827S5:= yah

▼828S6:it's better
 ▼829S2:yeah i think we should
 ▼830S5:<1> okay </1>
 ▼831S6:<1> yeah </1>
 ▼832S2:you should <2> kiss at the beginning <un> x </un></2>
 ▼833S5:<2> i thought it <un> xxx </un></2><3> @@@ </3>
 ▼834S6:<3> ye:s </3> it's better
 ▼835S5:@@@@@
 ▼836S1:<4> that's un</4><5>fair </5>
 ▼837SX-f:<4> so <un> xx </un></4>
 ▼838S2:<5> they </5> will like that
 ▼839S5:@@ =
 ▼840SX-5:= do you agree?
 ▼841S5:<6> @@@@ </6> @@
 ▼842S1:<6><@> what @@@ what?</@></6>
 ▼843S6:okay and <7> where (.) where do you </7> live? (1)
 ▼844S5:<7> married for ten minutes </7>
 ▼845S4:in germany? (.)
 ▼846S6:<1> maybe in germany </1>
 ▼847S3:<1><un> xxx xx </un></1>
 ▼848S1:<1> and you are from where </1><2> from </2> (.)
 ▼849S3:<2> maybe </2>
 ▼850S3:spain (2)
 ▼851S4:would you like to <3> travel to portugal @@@@ </3>
 ▼852S1:<3> and you are from what country? origi</3><4>nally?</4>
 ▼853S6:<4> yah </4>
 ▼854S4:s-
 ▼855S5:switzer<5>land </5>
 ▼856S4:<5> switzer</5>land <6> yah </6>
 ▼857S1:<un><6> xx </6> xx xxx </un> (1) all right (1) {parallel conversation between S5 and S2 starts (7)}
 ▼858S6:in a different country er where where do <7> they live?</7> (.)
 ▼859S4:<7> it would be </7>
 ▼860S4:(better the) different countries <1><soft><un> xx </un></soft></1> to show <2><un> x </un> better </2> (.)
 ▼861S6:<1> ye:s </1>
 ▼862S6:<2> germany </2>
 ▼863S4:erm {parallel conversation between S5 and S2 ends} (.)
 ▼864S6:or or spain? i don't know
 ▼865S4:maybe spain is better (.) <3> if er </3> if (.)
 ▼866S6:<3> okay </3>
 ▼867S4:you are a russian you are s- (.) from switzerland yeah? (1) so spain is more (.) <smacks lips> e:r <un> xx </un> (1)they have (.) more differences: than switzerland with er germany
 ▼868S6:yes <4> of </4>
 ▼869S2:<4> but what </4> is (.) your kids' mother tongue then? (2)

▼870S3:<un> xx <5> xxx </5></un> who <6> he is </6> (born) =
 ▼871S6:<5><loud> spanish </loud></5>
 ▼872S2:<6> spanish?</6>
 ▼873S2:= if the <7> parents </7> don't speak
 ▼874S1:<7> @ </7>
 ▼875S6:a:h no no no no <@> no no <8> no no no no no </8> no no </@>
 ▼876SX-3:<8> spanish no </8>
 ▼877SX-3:no =
 ▼878S5:= that looks very implau- implau- implausib- implausible (1) i think we shouldn't (1) put too <1> much in it </1><@><2> because it doesn't </2> seems real </@> =
 ▼879S4:<1> too much </1>
 ▼880S6:<2> ye:s </2>
 ▼881SX-f:= yeah
 ▼882S5:@
 ▼883S4:yeah but it: IS <3> e:r e:r </3>
 ▼884S3:<3> at least one </3> of the {parallel conversation between S2 and S6 starts (8)}<4><un> xxx </un></4> (1)
 ▼885S4:<4> actually (for real) </4>
 ▼886S4:it's in reality <un> xxx </un> =
 ▼887S3:= ye:s <un> xx </un> (2) switzer<5>land </5>{parallel conversation between S2 and S6 ends}
 ▼888S4:<5> yah </5>
 ▼889S6:but the other factors (.) we maybe (.) make (.) so (.) unit as possible (1) you know what i mean? that <6> with </6>languages we can do the var- variety <7> but erm </7> hh here we should also (.)
 ▼890SX-4:<6> yeah </6>
 ▼891SX-4:<7> mhm </7>
 ▼892S6:e:r e:r show that this: unit in some
 ▼893S5:o:h yeah <1> how we can </1> show the unit? (2)
 ▼894S6:<1> er erm </1>
 ▼895S5:that we forgot a bit? (1)
 ▼896S6:it will be english (3) and spanish for the (.) <2> official communication </2>
 ▼897S5:<2> a:h the culture </2> that that what the: the eng-european <3> culture </3>
 ▼898S6:<3> ye:s </3><4> these are the </4> =
 ▼899SX-4:<4><soft><un> xx </un> yes <un> x </un></soft></4> =
 ▼900S5:= course =
 ▼901S6:= unit (1) elements (1)
 ▼902S2:<5> but </5> (.)
 ▼903SX-4:<5> yah </5>
 ▼904S5:<6> so </6>
 ▼905S2:<6> sorry </6> to come back to that (.) where do you live? (.) and what (.) are the
 ▼906SX-4:<1> switzerland </1> (.)
 ▼907S6:<1> spain </1>

▼908S6:no <2> spain </2><3> NO </3>
▼909S1:<2> @ </2>
▼910S4:<3> no be</3>cause i (had) we: (.) someone has to have someone in c- something in common (.) in a country like e:r like (.) you were saying hh at least one of the parents should live e:r (.) because
▼911S2:in the country he <4> or she comes </4> from
▼912S4:<4> in a count- </4>
▼913S4:ye:s =
▼914S2:= yeah but she comes from switzerland? (1)
▼915S4:<soft> okay and </soft> =
▼916S2:= <soft><un> xxx xxx </un></soft>
▼917S3:<5> okay </5>
▼918S6:<5> er i ju- </5><6> i just thinkin:g about that (.) see </6>
▼919S4:<5> no she </5><6> must she should living in switzerland </6>
▼920S2:yah =
▼921S4:= if we have =
▼922S5:= okay =
▼923S3:= t- e:r if we take one country e:r where the one parent comes (.) so: that can be a question hh so but what we are doing if er both parents don't come from that country and
(nrec 00:01:00) {change of minidisc}
▼924S6:<un> x </un> (.) <loud> now it's.</loud> (4) some sentences (.) it's okay.
▼925S3:okay (.)
▼926S5:okay?
▼927S6:but we <7> should (.) okay but we need s- we need subjects that </7> you are (.)
▼928S5:<7> so you gonna (.) put the frame and afterwards we start discussing yah </7>
▼929S5:<1> okay that's </1>{parallel conversation between S1 and S2 starts (45)} okay (.)
▼930S6:<1> discussing </1>
▼931S5:we're gonna improvise on it
▼932S6:okay. and economics <slow> and li- </slow> something <2> like this?</2>
▼933S5:<2> (that) yeah </2> that we have to put in (1) in the same {S3 joins the parallel conversation} situation you wanna put it in (.)
▼934S6:i thought that that he is saying something about money =
▼935S5:= okay. (1) nothing =
▼936S6:= ten minutes (3) but then we have only about <fast> kids about </fast> education? (1) and what about politics?(1) that he is saying hh <imitating> o:h i sent a letter to the european parliament hh because erm (.) i'm not e:r happy with the situation <soft> e:r </soft> hh in: my country </imitating><fast> or something like this </fast> and i put it in in: in erm in russian or: or: in (.) in <3> spanish and </3> then i get (.)
▼937S3:<3> but maybe it would </3>
▼938S6:answer in spanish (.) something like this <4> er er </4>{parallel conversation between S1, S2, and S3 ends} (.)
▼939S3:<4> i'm sorry </4>

▼940S3:maybe we should <5> e:r </5>
▼941SX-4:<5> mhm </5>
▼942S6:you know <6> what i mean </6>
▼943S3:<6> talk about </6> n- n- NOW <slow> what will tell </slow> (.) [S1]
and <7> what will </7> tell <1> [S5] </1>
▼944S6:<7> ye:s </7>
▼945S1:<1> yeah </1><2> definitely </2>
▼946S5:<2> yeah </2>
▼947S2:<2> but couldn't </2> we find another aspect?
▼948S6:<3> we have only education?</3>
▼949S5:<3> i think we should yeah what we're </3> talking on? hh we can talk (1) i
gonna (.) i could talk about the children hh very happy mother <imitating> o:h my child
is doing that and that </imitating> and you gonna talk about the economic aspect of
it (1)
▼950S3:yeah (.) so e:r y- <4> you can tell the </4>
▼951S5:<4> like he said </4><5> that we </5> have an exchange on the same (1)
▼952S6:<5> ye:s </5>
▼953S5:basis but (.) now you bring in the economic aspect <6> which
could </6><7> be </7>
▼954S1:<6> but we </6>
▼955S6:<7> but </7>
▼956S1:<7> didn't </7> decide what the eco<1>nomi</1>c </1><2> aspect is </2>
▼957S6:<1> ye:s </1><2> we have to </2>
▼958S5:<2> no we haven't </2> done <3> that </3><4> no:</4> so (.)
▼959S1:<3> @@ </3>
▼960S6:<4> no </4>
▼961S5:that's (what) we gonna do
▼962S6:yes. (.) hh and NOW we have to (.) put (1) the two things (2)
▼963S3:the economical (.) economical <5> aspect sh:</5>ould be:<6> more
positive </6>
▼964S6:<5> or politics </5>
▼965S5:<6> or we say </6>
▼966S6:<6> with european union </6><7> maybe </7>
▼967S5:<7> we can just </7> link first (.) on the on the same debate (.) we can just
say <imitating> o:h that's so great the government is is e:r is financing hh <8> all
these </8> COURSES of language </imitating>
▼968SX-f:<8><soft> yah </soft></8>
▼969S2:yeah
▼970S3:<soft> mhm </soft>
▼971S6:yes
▼972SX-3:<un> xx </un>
▼973S2:yes
▼974S5:and then we <9> go </9> further on? (.)
▼975S2:<9> you </9>
▼976S2:yes that's <1> another point </1>
▼977S5:<1> that's what </1> that's <2> your point </2><3> is that okay?</3>

▼978S3:<2> that's why the </2>
 ▼979S6:<2> ye:s hh </2>
 ▼980S6:<3> and i would </3>
 ▼981S3:<3><un> x </un> is so </3> good be<4>cause </4> the people come here and they don't have <5> problems <un>x </un> @@@ </5>
 ▼982S6:<4> ye:s </4>
 ▼983S6:<5><fast> yeah yeah yeah yeah </fast> and i would </5> e:r also e:r er say <6> something about european union</6>
 ▼984S5:<6> how do you say <LNfre> subvention {subvention, subsidy} </LNfre><L1ger> subventionen {subventions, subsidies} </L1ger></6><to S2><L1ger> wie sagst du das {how do you say that} </L1ger></to S2> =
 ▼985S2:= subventions? =
 ▼986S6:= <un> x xx </un> =
 ▼987S5:= <loud> subvention?</loud>
 ▼988S2:no (.)
 ▼989S5:how you say that in english?
 ▼990S2:support financial support
 ▼991S5:financial <7> support </7> (2)
 ▼992S6:<7> mhm </7>
 ▼993S3:so maybe that in european union (1) er about children <slow> that they are </slow> (.) th- they know so many (.)languages so they can {parallel conversation between S1 and S4 starts (8)} study in other country e:r to get <8>oth- other other </8> other opinion? and to come back in o- e:r our country and to make better
 ▼994S6:<8><un> x xx </un> ye:s </8>
 ▼995S2:that's a good idea {parallel conversation between S1 and S4 ends} i know that from the s- e:r scandinavian countries that they (.) do like in: in a in a e:r a company they're doing exchanges there as well (.) that's <9> what</9> we could say (.)
 ▼996SX-3:<9> yah </9>
 ▼997S2:that <1> for example he works (.) in a spanish company </1>
 ▼998S6:<imitating><1> ye:s (.) yeah i'm going in </1> two weeks </imitating>
 ▼999S2:<imitating> i'm going to be work for a month in: germany <2> because </2> i'm going to get their opinions</imitating> =
 ▼1000S5:<2> o:h yeah </2>
 ▼1001S3:= opinions =
 ▼1002S6:= yes =
 ▼1003S2:= <imitating> and next year do you know WHAT ? i was: i was t- i was told i could go to: (.) ITALY (.) and it's so good that we can share our <3> opinions <un> x xx </un></3></imitating>
 ▼1004S6:<imitating><3> and now i ha- i i take </3> courses of of italian </imitating>
 ▼1005S2:exactly =
 ▼1006S6:= <imitating><slow> with the supporting of (.) european (.) commission or </slow></imitating> =
 ▼1007S3:= and it isn't {parallel conversation between S2 and S1 starts (7)} problem <4> for </4> children because they already know the languages (1)
 ▼1008S5:<4> okay </4>
 ▼1009S6:mhm (2) {parallel conversation between S2 and S1 ends}
 ▼1010S1:italy (.)

▼1011S2:italy?

▼1012S6:<5> italy </5> (.)

▼1013S2:<5> (because you get) </5>

▼1014S2:you work there in another firm (.) to get to exchange ideas and you are so HAPPY for that because you get THEIRpoint of view <6> on your work as well </6>

▼1015S5:<6> and where is the unity </6> point of it?

▼1016S2:hh that you all share your opinions and that's what =

▼1017S5:= but that we have to (.) <1><un> xx </un> express </1> (a bit more) =

▼1018S1:<1> should it be like </1>

▼1019S1:= dialogue o:r? (.)

▼1020S2:between <2><un> xxx </un></2>

▼1021S5:<2> we can <un> x </un> do </2><3> a play </3>

▼1022S6:<fast><3> yeah yeah </3> yeah yeah yeah yeah </fast>

▼1023S1:dialogue

▼1024S6:<4> dialogue </4>

▼1025S3:<4> and the unity </4> is e:r i mean e:r that (.) the family <5> are from different nations but (.) they are together</5> (.)

▼1026S1:<5> and you're going to and you're going to talk to me that you know our?</5>

▼1027S5:that's on your =

▼1028S6:= this is <6> a good </6>

▼1029S5:<6> that's your </6> turn <7> to tell </7> about (.)

▼1030S6:<7> yes </7>

▼1031S2:do you wanna write something down or do you (3)

▼1032S3:no (.) i'll write (2)

▼1033S6:<1> hm:</1>

▼1034S2:<1> you could do </1> that with the: EXchange (.) exchange abroad (.) you say <2> that </2>

▼1035S6:<2> er </2> yes (2)

▼1036S5:that's GREAT <3> (e:r) </3>

▼1037S6:<3> maybe our </3> group of of (.) five er er erm (.) people of (.) our (.) firm <4> are going to italy then we </4>have the unity th- they w- (.)

▼1038S1:<4> what about rehearsal?<soft> @@ </soft></4>

▼1039S6:won't be split (1) <5> (of the) <un> x </un></5>

▼1040S2:<5> but i don't think that </5> should be <un> x </un> (.) do you think there should be <un> x </un>

▼1041S1:<un> x </un> i'm the old @@

▼1042S2:i thought like a one-to-one exchange sort of <1><un> xxxx </un></1>

▼1043S6:<loud><1> aha o:kay </1><2> okay okay </2> that's:</loud> very good yeah

▼1044S5:<2> o:h yeah that's a good idea </2>

▼1045S2:yeah?<3><to S1><un> xx x </un></to S1></3>

▼1046S3:<3> and i think </3> e:r (.)

▼1047S1:<4><to S2> yeah </to S2></4>

▼1048SX-f:<4> i should </4> talk (1) first of all? e:rm (.) to <pvc> introduct {introduce} </pvc> (.) <5> about the </5><6> family</6> and er:m that about the un-unity

▼1049S6:<5> yes </5>
▼1050S5:<6><un> x </un></6>
▼1051S6:hh <7> ye:s you should </7>
▼1052S3:<7> (that's er) after </7> after <1> the dia</1>logue
▼1053S6:<1> yeah </1>
▼1054S6:but I would SAY it also (.) loudly? (.) then afterwards.
▼1055S5:<un> xx <2> xx </2></un>
▼1056S6:<2> that </2><3> PEOPLE </3> really get an idea what we mean with with unity (.)
▼1057S3:<3> yah </3>
▼1058S6:and and and this
▼1059S5:but you have the unit of FAmily (1) that's <4> what we said </4>
▼1060S6:<4> unity in </4> the work er e:r <5> er life </5>
▼1061S5:<5> unity (in) work </5> yeah
▼1062S2:(we have the) unity in the european history (.) <un> xx </un> european culture <6> classes?</6>
▼1063SX-f:<6><soft> mhm </soft></6>
▼1064S5:yah? (2) that these things are pointed out because otherwise may you don't perceive them when you're just playing (1)
▼1065S2:<un> x </un> [first name1] does a summary he could point them out
▼1066SX-3:<soft> yes?</soft>
▼1067S6:hh and maybe erm (1) {parallel conversation between S2 and S3 starts (46)} you can you (1) maybe HE could say also (.) some (.) english words (1) about economics (.) that it's SO great that the (.) <LNger> fachwortschatz?{terminology} </LNger> (1)
▼1068S5:mhm
▼1069S6:is in english? (.) so then (.) i c- that HE can communicate in german (.) with (.) e:r italians (.) but the the: specific words (.) are in english (.) they can understand it
▼1070S5:<un> xx </un> that's a good idea so you have to (pull) it in as lingua franca
▼1071S6:YES : so then we have the unity (.)
▼1072S5:and and important <1> to say is that </1> you can do COURSES on lingua franca too it's not only for children <2>but for adults </2> too (.)
▼1073S6:<1> so you you </1>
▼1074S6:<2> economics </2>
▼1075S4:yeah yeah =
▼1076S5:= on the (1) specific branch where you <3> are </3>
▼1077S6:<3> ye:s </3> co- computer ling- er <4> computer </4>
▼1078S1:<4> but don't </4> don't you think that (.) we should (.) w- write down the: (.) whole dialogue because <fast> it should </fast> fit to each other {parallel conversation between S2 and S3 ends} (2)
▼1079S5:i don't care about? because i i
▼1080S6:you can you can <5> improv- mhm </5>
▼1081S5:<5> we can react on each </5> (other) (.) if you know the points about (what) talk about (1) that would be (.) so long so?
▼1082S6:you have to say <imitating> o:h it's so great that i can e:r e:r hh with (.) italian people that i know don't know i can speak in english <un> x </un> or or

i can use english s- terms (1) of (.) economics and they (.) will understand me(2) hh and that the italian can take (.) courses in economics in english </imitating> (1) so then we have the unity point (.)

▼1083S1:mhm

▼1084S5:so (.) the first thing you you need to place is when we talk about the child<6>ren that </6><un> xxxx </un> (.)

▼1085S6:<6> children?</6>

▼1086S5:<un> xx </un> that we're quite happy that they learn so much: language <un> xx </un> they can: we can: <pvc>improvisate {improvise} </pvc> (.) and then =

▼1087S6:= and then you have to <7> (put) in for the children </7> for the financial aspect first (1)

▼1088S5:<7> working life </7>

▼1089S5:that that <1> it's great that the government said </1> (.)

▼1090S6:<1> or you can say(ing) that (.) yah </1>

▼1091S5:<un> x </un> it doesn't matter er it's er =

▼1092S6:= yah (2)

▼1093S3:er <un><2> xx </2> xx </un> i i think (.)

▼1094SX-f:<2> but </2>

▼1095S3:i: WILL tell in e:r in (the) beginning that it's a (.) <slow> perfect future </slow> (1) plan e:r of (.) how it (.) would be(.) <3><un> x </un></3>

▼1096S6:<3> how a </3> family <pvc> functionize {functions} </pvc> <4> in in europe </4>

▼1097S5:<4> we really feel </4> european so @ <5> @@ </5>

▼1098S2:<5> but you shouldn't say that </5> it's like (.) made up because that is the reality (.)

▼1099S5:(yah well) =

▼1100S2:= (and) we want to (1)

▼1101S6:we <6> want to sell it </6> =

▼1102S2:<6> present it as such </6> =

▼1103S3:= er it's it's a <slow> NAME that everybody should </slow>

▼1104S6:o:h we have <7> to to: e:r </7> think about a name (.)

▼1105S3:<7><un> x </un> @ </7>

▼1106S6:<1> about the </1> (.)

▼1107S5:<1> o:h yeah </1>

▼1108S2:o:h yah {parallel conversation between S2 and S5 starts (11)}

▼1109S6:hh and you have to say then (.) <imitating> o:h in two weeks (.) i'm going to <2> italy </2></imitating> yes (.)

▼1110S1:<2> to italy </2>

▼1111S6:and then (.) erm (.) hh i i wrote an email to italian guy (.) i don't know italian but {parallel conversation between S2 and S5 ends} (.) i used (.) the english terms of economics and he understood me (1)

▼1112S1:what about i took a course of (1) like

▼1113S6:of

▼1114S1:economics as (.) like in lingua franca (1)

▼1115S5:<3> mhm </3>

▼1116S6:<3> in eng</3>lish yes =

▼1117S5:= that's good

▼1118S1:in lingua <4> franca it's better </4>

▼1119S5:<4> and financed by </4> whom? =

▼1120S6:= <fast> yeah yeah yeah yeah yeah </fast> (.) yes (.) economics in lingua franca <5> yes </5>

▼1121S5:<5> and it's </5> very ACcessible it's not really expensive you have to pay for it

▼1122SX-f:<soft> mhm </soft> =

▼1123S5:= but aGAIN (.) government subventions (.) <6> if it's in your profession </6>

▼1124S6:<6> yes (.) from the euro</6>pean union {parallel conversation between S3 and SX-f starts, S3 talks most of the time (33)} (.)

▼1125S5:okay? (.)

▼1126S1:<soft> mhm </soft>

▼1127S5:that would be good because so you <7> have to pay a </7> bit but it's much easier to get access for people <1>who don't have much money </1>

▼1128S6:<7> very good </7>

▼1129S1:<1> so it's like the government support </1> fi- f- f-financial <2> support </2> for th- for the: job exchange or

▼1130S5:<2> (again) </2>

▼1131S5:yeah =

▼1132S6:= job exch- and and for the courses in in er e:r <3> lingua franca in the economics </3>

▼1133S5:<3> or even (.) even the COMPANY </3> helps you financially so we have the level of company again <un> x</un> (.) <4> so we have </4> personal (1)

▼1134S6:<4><soft> mhm </soft></4>

▼1135S5:work (.) company so er (1) and (.) institutional <5> level </5>

▼1136S2:<5><soft> that's </soft></5><6><soft> that's that's a good idea </soft></6>

▼1137S6:<5> ye:s </5><6> yes yes </6> mhm (4) {parallel conversation between S3 and SX-f ends}

▼1138S2:(so) er e:r like (.) that e:r (there are) tickets er vouchers from workplace that they distribute that is the state pays for that vouchers for language classes (1) but it gives them to: people (1) do you understand? (.) <7> you get vouchers </7> so that you have only to pay (1)

▼1139SS:<7><un> xxx </un></7>

▼1140S2:<1> a third of the lang</1>uage classes =

▼1141S5:<1> that's a good idea </1>

▼1142S5:= uhu (.) <2> that's the company </2> (1)

▼1143S2:<2> or you get them </2>

▼1144S2:yeah =

▼1145S5:= mhm (.) why not yah (1)

▼1146S1:vouchers <3><un> x </un></3> from what from =

▼1147SX-f:<3> but </3>

▼1148S3:= so lifelong education: only: about language? (1)

▼1149S2:<un> xx xx x </un> (in a) language learning (.) from in that company they give you vouchers?

▼1150SX-3:mhm =

▼1151S2:= for reductions like you <fast> only have to pay </fast> a THIRD of what that language course <4> costs so that</4>

▼1152S3:<4> or reduction in </4> the taxes

▼1153S2:or reduction in the taxes

▼1154S3:better in the <5> taxes </5>

▼1155S6:<5> you write </5><6> down </6>

▼1156S2:<6> yeah </6><7> you can </7> (.) you can: how do you call that if you (.) don't have to pay taxes because you (2)you have <un> xx </un> =

▼1157S1:<7> just </7>

▼1158S6:= <fast> yeah yeah yeah </fast> but it's complic- i don't erm

▼1159S1:<8> deduction </8> (.)

▼1160S5:<8><un> xx </un></8>

▼1161S1:deduction?

▼1162S2:<soft><un> xx </un> reduction?</soft>

▼1163S1:DEduction deduction

▼1164S4:<1> deduction that's it (.) deduction from taxes </1>

▼1165S2:<1> DE- deduction from taxes (.) <to S1> do you wanna say that?</to S1></1>

▼1166S1:<soft> yah </soft>

▼1167S2:<soft> it's a good idea </soft>{S8 joins the group}

▼1168S6:<2> okay </2>

▼1169S8:<2> e:r <un> xx </un></2> time out (.) ten more minutes (.) and then {parallel conversation between S6 and S5 starts; they ignore S8's interruption (11)} e:r we'll close off fin- er finish today's session here (.) so we don't have to go back (.) o- only for those who have e:r (.)

▼1170S2:yah (.)

▼1171S8:things there (.) an:d e:r (.) yeah that would be it for today (1)

▼1172S2:okay (.) {parallel conversation between S6 and S5 ends}

▼1173S8:i'm just e:r (hear) from (the) other group <3> how it's </3> going <slow> and (.) that's </slow> = {S8 leaves}

▼1174S6:<3> ye:s </3>

▼1175S6:= we have to think about the name (.) and the name would be (1) should be e:r (.)

▼1176S1:deduction of taxes of what like (.) that i'm going to <un> x </un> (.) to <4> work <soft><un> xx </un></soft></4>

▼1177S4:<4> it's an INcentive </4> imagine (.) <5> your: country </5> your country s- e:r your: company says <imitating>okay </imitating> (.)

▼1178S3:<5> the name would be family?</5>

▼1179S4:<imitating><un> xx </un></imitating> or: the government says (.) e:r <imitating> the person or the people who want to learn language (.) it's an INcentive so people start (.) learn more language (.) if you want to learn a language (.) e:r you (will) get (.) deduction from taxes of e:r (.) <6> e:r </6></imitating>

▼1180S5:<6> it's </6> like credits (.) <un> xxx </un> @ =

▼1181S6:= mhm

▼1182S1:<7><soft> okay </soft></7>

▼1183S3:<7> diff</7>erent culture or (family)

▼1184SX-f:<soft> mhm (2) very well </soft>
▼1185S5:what name? (3)
▼1186S6:so we have family? (1) w- we have working life?
▼1187S3:<soft> uhu (.) education </soft> =
▼1188S6:= education (.) and a L:OT of languages
▼1189S5:how do you can how do you call in (.) german or in english
the (.) <L1ger> das chamaeleon? {the chameleon}</L1ger> (.)
▼1190S6:erm (.)
▼1191S5:(because) there's loads and loads of color in this one <1> animal </1> (1)
▼1192SX-f:<1><soft> chameleon?</soft></1>
▼1193S5:<L1ger> das chamaeleon? {the chameleon} </L1ger> (.)
▼1194SX-f:<2> chamel- </2>
▼1195S6:<2> but then </2> the critics can:<3> come </3> (.)
▼1196SX-f:<3><soft> yeah </soft></3>
▼1197S6:okay (1) chameleon (1) er your own identity is gone (.) and you
are <4> like </4>
▼1198S3:<4> m</4>hm
▼1199S6:only =
▼1200S2:= no (.) but your identity is that you can <soft> change (colors) </soft> (2)
▼1201S6:is it? =
▼1202S2:= <soft> that IS your identity </soft> (6)
▼1203S5:<5> i don't know </5>
▼1204S1:<5> @ </5>
▼1205S4:<5><un> xx </un></5> (think as) (.) a same a- the same animal? (.) just
one (.) animal and then you have several (.) language (.) so the colors? (.) will be the
language? (.)
▼1206S6:but the chameleon is for me er (.) a little bit
negative (.) like <6> erm </6><7> yes </7>
▼1207SS:<6> haeh?</6>
▼1208S4:<7> @@ </7>
▼1209S5:funny?
▼1210S6:<fast> yeah yeah yeah </fast> that (.) that (.) if it's not comfortable (.) you
can change <1> your (.) skin </1>
▼1211S3:<1> change yeah </1>
▼1212SX-f:o<2>::</2>kay =
▼1213SX-f:<2> right </2>
▼1214S6:= and so you are very always <LNger> schlau {clever} </LNger> and (1)
▼1215S5:ri:ght (1) so another name (1) <un> x xxx </un> name (7)
▼1216S6:my goodness (2) but it could be ironic it c- it it's not (.) it's not a bad name
▼1217S5:no but (the critic can come) on it (.) that's <8> right </8> because (.)
▼1218S6:<8> yah </8>
▼1219S5:at least in german we have a <un> x </un> connotation (7)
▼1220S4:yeah it's quite difficult (15)
▼1221S6:and it's funny (3)
▼1222S2:and it's <3> @@ </3>
▼1223S5:<3> that's </3> (really) a lot to put in one word

▼1224S6: @@@ <4> @@ </4>
▼1225S4:<4> no no </4><5> no but i just </5> meant i (.) that we should (.) <@> think of something <un> x </un></@> (.)that has (.) is colorful and has a lot of <un> xx </un> (.) and is <un> x </un>
▼1226S5:<5><soft> @ @ </soft></5>
▼1227S6:<@> yes </@>
▼1228S4:not (.) <@><un> xxx </un></@>
▼1229S5: @@@ (11)
▼1230S3:o:h we can make (.) one word (.) from the (.) first two: letters (.) from all words (.) <6> languages </6><7>education: fam</7>ily an:d e:r work (.)
▼1231SX-f:<6><soft> mhm </soft></6>
▼1232S6:<7> i thought er mhm </7>
▼1233SX-f:so (1) edlafawo (.)
▼1234SX-f: @@@ (.)
▼1235SX-f:or somethin:g that sounds <1> better </1>
▼1236S3:<1> or OF </1> the languages (.) that we have <2> here </2> (.)
▼1237S5:<2><soft><un> xx </un></soft></2>
▼1238S3:on this <3> examples </3>
▼1239S5:<3> do you all know </3> er lego? (1) you know that's the little (.)
▼1240SX-f:<4> lego </4>
▼1241S3:<4> we know </4><5> @@ </5>
▼1242S2:<5><L1ger> lego {lego} </L1ger></5>{parallel conversation between S4 and S3 and S7 starts (11)}
▼1243S5:you can put (on it) (1)
▼1244S6:ye:s with children <6> it's (great) </6>
▼1245S5:<6> yeah </6> there are a lot of colors you can build <7> up on it </7>
▼1246S6:<7> colors for </7> children =
▼1247S5:= it's like education? (2)
▼1248SX-2:<soft> yeah </soft>{parallel conversation between S4 and S3 and S7 ends}
▼1249S3:what? (.) what er i'm <1> sorry <un> xx </un></1>
▼1250S5:<1> l- l- lego </1>
▼1251S6:lego
▼1252S5:lego
▼1253S1:yeah <2> it's a:</2>
▼1254S5:<2> you know the little </2> one which (.) lot of <3> colors you </3> can:<4> create whatever you want </4>
▼1255S1:<3> yeah yeah </3>
▼1256S3:<4> yeah it's e:r </4> different <5> but you can </5> make it like erm (.)
▼1257S6:<5> lego land </5>
▼1258S3:<un> x </un> (1)
▼1259S4:the lego land i <6> think it's a very </6><7><un> xxxx </un></7> (.)
▼1260SX-5:<6> i don't know </6>
▼1261S6:<7> once in lego land </7>
▼1262S6: @@@ @@ @ (.)
▼1263S4:it's a very: nice idea
▼1264S2:living in <L1ger> legoland {lego land} </L1ger> (1)

▼1265S4:because (.) and it's <8> somethin:g related with
 children </8><9> children </9> (we) can =
 ▼1266S1:<8> living <LNspa> la vida loca {the crazy life} </LNspa></8>
 ▼1267SX-f:<9><@> mhm </@></9>
 ▼1268S6:= but it's <1> very positive </1> word i think
 ▼1269S4:<1><soft> build (something) </soft></1>
 ▼1270S3:yeah it's a: =
 ▼1271S2:= it's a (nice word) <2><un> xx </un></2>
 ▼1272S6:<2> playing </2> and and
 ▼1273S1:(it's) it's symbolic (2)
 ▼1274S4:a:h okay (.)
 ▼1275S2:you build together on something
 ▼1276S4:(puzzle) (2)
 ▼1277S2:@@@
 ▼1278S6:puzzle @@@ =
 ▼1279S2:= @@ <@> no that's not so good i think </@> (1)
 ▼1280S9:but le- lego? (.) we say in portuguese we
 say (.) <L1por> lego {lego} </L1por>
 ▼1281S6:okay
 ▼1282SS:lego
 ▼1283S9:@@@
 ▼1284S5:how do you say in english somebody knows? (.) <soft> (how
 you) </soft> pronounce it?
 ▼1285S3:lego @@ =
 ▼1286S6:= lego (.)
 ▼1287S9:<3> lego </3> (.)
 ▼1288S5:<3> okay </3>
 ▼1289S2:how do you say? (.)
 ▼1290S9:<L1por> lego {lego} </L1por>
 ▼1291S6:<L1pol> lego {lego} </L1pol>
 ▼1292S1:<L1rus> xxx {lego} </L1rus> (.)
 ▼1293S6:<4><@><LNrus> xxx {lego} </LNrus></@></4> @
 ▼1294SX-f:<4><@><un> xx </un></@></4>
 ▼1295SX-f:@@
 ▼1296S6:<LNrus> xx {lego} </LNrus><5> @@@@ </5>
 ▼1297S1:<5><L1rus> xx {lego} </L1rus></5>
 ▼1298S2:<LNrus> xx {lego} </LNrus>
 ▼1299SX-f:le-
 ▼1300S1:<L1rus> xx {lego} </L1rus> (.)
 ▼1301S2:<LNrus> xx {lego} </LNrus> (.) <6><LNrus> xx {lego} </LNrus></6> (.)
 ▼1302SX-f:<6> @@ </6>
 ▼1303S2:yeah you can <@> do it </@>
 ▼1304S6:once in lego land? =
 ▼1305S2:= we can ALL say we can also sta- st- <7> stand up
 and <un> xxx </un></7> e- everyone says <un> xx </un>
 ▼1306S5:<7> o:h we say <imitating><un> xxxxx </un></imitating></7>

▼1307S6:<loud> YE::S </loud><1> that's good </1>
 ▼1308SX-f:<1><@><un> xxxxxx </un></@></1>
 ▼1309SS:@@@ (.)
 ▼1310S3:<2> okay </2>
 ▼1311S2:<2> only le- </2> lego o:r lego (1) land? = {parallel conversation between S5 and S3 starts (8)}
 ▼1312S6:= or everyone will say in our pronunciation
 ▼1313S4:that's it
 ▼1314S6:ye:s? everyone will say (.) in our pronunciation
 ▼1315S2:yeah {parallel conversation between S5 and S3 ends}
 ▼1316S5:o:h yeah
 ▼1317S6:<L1pol> lego {lego} </L1pol> (1)
 ▼1318S1:<3><L1rus> xxx {lego} </L1rus></3> (.)
 ▼1319S6:<3> lego </3>
 ▼1320S4:@@@ =
 ▼1321S6:= and everyone would stand up <slow> and say </slow>
 ▼1322SX-f:<4><un> xx </un></4>
 ▼1323S2:<4> but should </4><5> we say </5> (.)
 ▼1324S6:<5><loud> lego </loud></5>
 ▼1325S2:lego? (.) <6> or lego or whatever </6>
 ▼1326S5:<6> no erm and we can </6><7><un> xx </un></7>
 ▼1327S6:<7> like you </7><1> in <un> x </un></1>
 ▼1328S2:<1> or or </1> or lego (.) land land
 ▼1329S6:aha aha <un> xxx </un>
 ▼1330S2:<2> because it's the (.) idea that </2> (.)
 ▼1331S5:<2> cos (.) we can </2>
 ▼1332S5:we can (.) <un> xxx </un> (.) <3> be</3>cause my people do not <4> understand it's just </4> our (.)
 ▼1333SX-f:<3> or </3>
 ▼1334S4:<4><un> x </un> understand it </4>
 ▼1335S5:our: (1) how you say (1) brand <5> it's like </5>
 ▼1336S4:<5> no we </5> could make it (while) <6><un> xxx </un></6>
 ▼1337S5:<6> we gonna sell it </6><7> like that </7>
 ▼1338S6:<7> or land </7> in our languages =
 ▼1339S4:= or (.) lego is something
 ▼1340S6:<slow> lego <L1pol> kraj {land} </L1pol> lego </slow>
 ▼1341S2:hh <1> or </1> (.)
 ▼1342S6:<1> lego </1>
 ▼1343S6:land (.)
 ▼1344S2:or couldn't we <2> somehow (.) say </2> (1)
 ▼1345S1:<2> lego land </2>
 ▼1346S2:say the word in a (.) <fast> yeah we could </fast> (.) all right
 ▼1347S3:but <3> it is </3> so that (.)
 ▼1348SX-f:<3> (right) </3>
 ▼1349S3:for example e:r in latvian er e:r land is:<L1lav> zeme {land} </L1lav> but e:r everybody says lego <4> land </4>

▼1350S1:<4> lego </4> land (.) lego <5> land yah </5> =
 ▼1351S6:<5> aha okay </5> =
 ▼1352S3:= th- they didn't put (.) the: words <6> together </6>
 ▼1353S1:<6> but anyway </6> we can translate it direct<7>ly into our </7>
 ▼1354S5:<7> yah (we can) </7>
 ▼1355S6:<7> but translate </7> is cool (.) also {parallel conversation between S1 and S2 starts (7)} because (.) we are not under pressure of of <1> english lego land </1>
 ▼1356S3:<1><LNrus> zemlya {land} </LNrus> lego </1> @@ =
 ▼1357S6:= but we (.) put it in our (.) {parallel conversation between S1 and S2 ends}
 ▼1358S2:we hold our hands together or put ourselves next to each other so that we (build) <2> some</2>thing together
 ▼1359S6:<2><un> x </un></2>
 ▼1360S6:@@@@ =
 ▼1361S3:= or something <3> like </3>
 ▼1362S6:<3> ye:s </3>
 ▼1363S4:<3> yeah </3> something like that (.)
 ▼1364S3:we could be with er sh- like
 ▼1365S5:we're gonna dis<4>guise in lego just </4> (.) {parallel conversation between SX-5 and S2 starts (9)}
 ▼1366S3:<4><un> xx </un> and one is </4>
 ▼1367S3:lego is something like this =
 ▼1368S6:= o:h <fast> no no no </fast> =
 ▼1369S3:= right? =
 ▼1370S6:= ye:s that (.) <5> that we </5> (.)
 ▼1371S3:<5><soft> little </soft></5>
 ▼1372S6:that we write (.) lego <6> and it's the one </6> (2)
 ▼1373S3:<6> and we will <un> xx </un></6>
 ▼1374S6:lego {parallel conversation between SX-5 and S2 ends} (.) and this is the one sheet of paper (.) <7> and then (.)we have </7><1> only <L1pol> kraj {land} </L1pol></1> land huh? (.)
 ▼1375S3:<7> and then we have </7>
 ▼1376S1:<1> (another) color </1>
 ▼1377S6:and then we (.) (gave us) (.) on- only with <2> that </2>
 ▼1378S3:<soft><2> and the </2> other <3> like </3><4> that </4></soft> (.)
 ▼1379SX-f:<3><un> x </un></3>
 ▼1380S2:<4> that?</4>
 ▼1381S6:lego (1) land (1) l:- <5><L1pol> kra- l- kraj {land} </L1pol></5> lego (.)
 ▼1382S1:<5><L1rus> zemlya {land} </L1rus> lego @@ </5>
 ▼1383S6:you know what i mean?<6> we </6><7> translate only the </7> second part (.)
 ▼1384SX-f:<6> no </6>
 ▼1385S5:<7><un> xx xx </un></7>
 ▼1386S6:land in our lan<1>guages </1> (.)
 ▼1387SX-f:<1><soft> mhm </soft></1>
 ▼1388S6:but LEGO
 ▼1389SX-3:it's <2> e:r </2> (.)

▼1390S6:<2> stays </2>
 ▼1391SX-4:<2> stays </2>
 ▼1392S6:like <3> international word </3> (.)
 ▼1393SX-4:<3><un> xxx xx </un></3>
 ▼1394S6:for all
 ▼1395S5:<4> okay </4>
 ▼1396S2:<4> so we </4> write that <5> on one piece of paper </5> and that =
 ▼1397S5:<5> so er i don't mhm </5>
 ▼1398S6:= <6> and we gave </6> (.) lego (.) to all?
 ▼1399SX-3:= <6><un> xxxx </un></6>
 ▼1400S2:yeah
 ▼1401S6:but we stay with OUR (.) <7> l- </7> land (.)
 ▼1402S3:<7> i think </7>
 ▼1403S6:in our language
 ▼1404S2:and do we have a (.) a piece of paper saying (.) land (.) <1> (for me there) </1> (.)
 ▼1405S6:<1> land?</1>
 ▼1406S6:yes <L1pol> kraj {land} </L1pol> (.) and lego is going around (.)
 ▼1407S4:<2> a:h all right </2>
 ▼1408S3:<2> but i think it would be funny </2> e:r <3> it would be </3> (.)
 ▼1409S6:<3> and then we have </3>
 ▼1410S6:erm (.) unity hh and here we have diversity
 ▼1411S2:exactly
 ▼1412S5:so (.) <4> that would be nice </4>
 ▼1413S4:<4> we have unity </4> and <5> diversity </5>
 ▼1414S6:<5> do you </5> under <6> stand </6>{parallel conversation between S2, S1, and S3 starts (11)}
 ▼1415S5:<6> mhm </6><fast> yeah yeah </fast> that's great
 ▼1416S6:i think it's great <7> and we have soli</7>darity and it's (.)
 ▼1417S5:<7><un> xxx xx </un></7>
 ▼1418S6:going (4) <fast> yeah yeah yeah yeah yeah yeah </fast>{parallel conversation ends}
 ▼1419S2:should we (.) try that @@
 ▼1420S1:but it's <1> it's but it's unity </1> and (.)
 ▼1421S6:<1> i think it's great </1>
 ▼1422S2:<1> but it's @@ </1>
 ▼1423S1:<pvc> multilingualism </pvc> because it's (.) the:(ir) land would be (.) different languages =
 ▼1424S5:= yeah <2> that's it it's </2> great
 ▼1425S3:<2> yeah yeah </2>
 ▼1426S2:but do you say <3><un> x xx x </un></3> as well or what do you say?
 ▼1427S6:<3> ye:s </3>
 ▼1428S5:<L1ger> land {land} </L1ger> (.)
 ▼1429S6:<LNger> land {land} </LNger> (.) you have also land (.) {parallel conversation between S5 and S4 starts; they talk in french (4)} er <loud> french </loud> french please (.) <4> please take french </4> (.)

▼1430S1:<4> but how how do </4>
 ▼1431S1:how to spell it is it the: same thing {parallel conversation ends}
 ▼1432SX-f:(what)
 ▼1433S1:a:h okay you have the: common language right
 ▼1434S6:no no french <slow> she can </slow> =
 ▼1435S5:= i don't speak in french =
 ▼1436S2:= and you are going <5> to say </5> then =
 ▼1437S1:<5> but </5>
 ▼1438S1:= you can =
 ▼1439S6:= polish (1) <L1pol> kraj {land} </L1pol> (.)
 ▼1440S1:<L1rus> zemlya {land} </L1rus> (.)
 ▼1441S4:<L1fre> terre {land} </L1fre>
 ▼1442S2:<6><soft><L1ger> (land) {land} </L1ger></soft></6>
 ▼1443S6:<6> NO ?</6> great and you?
 ▼1444S3:<L1lav> zeme {land} </L1lav>
 ▼1445S5:yah =
 ▼1446S6:= <applauds> great <7><un> xxx </un> o:h very nice (.) and lego </7> stays
 ▼1447S2:<7> @@@ @@@ </7>
 ▼1448S5:okay =
 ▼1449S2:= but what is our name which <un> x </un> i mean (1) is that we don't write anything down if <1> they ask </1> us for a name we are going to say <imitating> (we will) realize tomorrow </imitating>
 ▼1450SX-f:<1><un> xx </un></1>
 ▼1451S6:ye:s <un> x xx </un> (.)
 ▼1452S5:<2> yeah </2>
 ▼1453S3:<2> yeah </2>
 ▼1454S6:lego and three points? (.)
 ▼1455S4:s- yes (.)
 ▼1456S3:<3> should we write <un> x </un></3> =
 ▼1457S6:<3> like a title </3> =
 ▼1458S4:= <fast> i think </fast> we should make like (.) er:m =
 ▼1459S3:= should we write already? (.)
 ▼1460S5:(and) <4> we just </4>
 ▼1461S1:<4> and the </4> motto will be
 ▼1462S5:a:h yah =
 ▼1463S1:= let's build our common european <5> future </5>
 ▼1464S3:<5><un> xx </un></5>
 ▼1465S5:<5> yeah that's </5> great
 ▼1466SX-6:<6> mhm </6> (1)
 ▼1467S1:<6><soft> @@@ </soft></6>
 ▼1468S6:i don't know (2) <7> or or </7>
 ▼1469S2:<7> i just thought </7> because hh <spel> l </spel> is like languages (.) <spel> e e (.) e </spel><1> is like </1><2>is like eu</2>rope (.)
 ▼1470S3:<1> education </1>
 ▼1471S5:<2> education </2>
 ▼1472S2:<3> or edu</3>cation (.)

▼1473S3:<3> europe </3>
 ▼1474S2:<4> language </4> europe (.)
 ▼1475S5:<4> a europe </4>
 ▼1476S2:<5> GO </5>
 ▼1477S1:<5> GO </5>
 ▼1478S5:<6> a:h yeah </6>
 ▼1479SX-4:<6><soft> @@ </soft></6>
 ▼1480S6:@@@ <7> @@@@ </7> @@@@ @@@@ @@@@ =
 ▼1481S3:<7><@> that's it </@></7>
 ▼1482S4:= i think it's a
 ▼1483S5:that's <1> good </1>
 ▼1484S4:<1> i think </1> it's good
 ▼1485SX-f:@@
 ▼1486S6:<2> well but </2>
 ▼1487S5:<2> the name </2> is great
 ▼1488S6:ye:s
 ▼1489S5:some<3>body write it down </3> (.)
 ▼1490S6:<3> but (we) stays </3>
 ▼1491S6:at with <4> the: introduction o:h ye:s very good </4>
 ▼1492S4:<4> ye:s <un> xxx </un> but like (he) says the m- the </4><5> model
 or </5>
 ▼1493S5:<5> and at (the last) </5> when it's fi<6>nished we </6> say =
 ▼1494S6:<6> and then </6>
 ▼1495S6:= <un> xx </un> =
 ▼1496S2:= together we say (.) <7><slow> language (.) europe (.) GO </slow></7>
 ▼1497S5:<7><slow> language (.) europe (.) GO </slow></7>
 ▼1498S6:yes =
 ▼1499S2:= and <1> then it </1> starts then the <2> scene </2> starts you give the
 introduction
 ▼1500S5:<1><soft> @@ </soft></1>
 ▼1501S5:<2> (there will) </2>
 ▼1502SX-f:@@
 ▼1503S6:YE:S
 ▼1504SS:<un> xxxxxxxx </un>
 ▼1505S6:<3> @@@@ </3> (.)
 ▼1506S1:<3> we should comment all of this because </3>
 ▼1507S1:it's like (.) people
 ▼1508S4:no <4> but er </4> in the end (.)
 ▼1509S1:<4><un> x </un></4>
 ▼1510S4:someone could make the: (1) <5> the resume </5>
 ▼1511S3:<5> so do you </5> mean that er er at at the beginning (.) e:r <6> language
 and europe </6> go <7> hh </7> so: after that i: <1> will tell s- </1> (.)
 ▼1512S6:<6> yes the first step </6>
 ▼1513SX-f:<7><soft> hm </soft></7>
 ▼1514S5:<1> better at the end </1>
 ▼1515S5:first it's like lego s- each s:ide <2> (of) land and then </2> you start

▼1516S6:<2> yes yeah mhm </2>
 ▼1517S2:or should we do it at the end?
 ▼1518S1:yeah it is <3> the end (.) af- after the dialo</3>gue
 ▼1519S2:<3> and and after you finish your the play </3>
 ▼1520S2:<4> we'll get up again and we say </4> (.)
 ▼1521S3:<4> ya:h then they will </4>
 ▼1522S1:it should be <5> after the dialogue as con- </5> con- conclusion of (.)
 ▼1523S2:<5> language (.) europe </5>
 ▼1524S2:<1> that scenario?</1>
 ▼1525S5:<1> (o:h) it doesn't
 matter?</1><un> x <2> xxx </2></un><3> yeah </3> (.)
 ▼1526S2:<2> i don't mind </2>
 ▼1527S6:<3> ye:s </3>
 ▼1528S5:what do you like to do first? (2)
 ▼1529S1:it's better first to do <4> dialo- </4> dialogue (.)
 ▼1530S5:<4><un> x </un></4>
 ▼1531S1:and it <5> will be like the </5> conclusion of
 ▼1532S5:<5><un> xx xx </un></5>
 ▼1533S6:yes but <6> what </6>
 ▼1534S1:<6> (this) </6> our scenario (way) =
 ▼1535S6:= mhm =
 ▼1536S1:= <7> it's like </7> (they're) doing the same <1> thing together </1>
 ▼1537S5:= <7> uhu </7>
 ▼1538S6:<1> and this?</1>
 ▼1539S5:<1> because we are </1> speaking about education (.) so (it) would be good
 if you put that AFTER having having had the dialogue (.) between us two
 ▼1540S2:now i don't get it (.) what is the idea <2> now </2> (.)
 ▼1541S5:<2> because </2>
 ▼1542S5:when we when you first speak e:r (1) about (.) only about (.) <3> er:m
 language (europe) </3> (.)
 ▼1543S3:<3> language education </3> go
 ▼1544S5:education go
 ▼1545S2:do (we need) language education? =
 ▼1546S5:= e:r european =
 ▼1547S1:= europe
 ▼1548S2:europe
 ▼1549S3:a:h so <4> o:kay </4>
 ▼1550S1:<4> language of europe </4><5> go </5>
 ▼1551S5:<5><fast> yeah yeah </fast></5><un> xxx </un>
 ▼1552S2:lan<6>guage europe go </6>
 ▼1553S5:<6> doesn't matter finally </6> mhm
 ▼1554S2:but when do we say it then? (.)
 ▼1555S6:ye:s (2)
 ▼1556S5:we can de- <7> decide that tomorrow </7>
 ▼1557S6:<7> no e:r like in a </7> FILM =
 ▼1558S5:= just like we FEEL like

▼1559S6:like <1> in a </1> FILM (.)
 ▼1560SX-f:<1><un> x </un></1>
 ▼1561S6:language europe (.) <8> GO </8> and then
 ▼1562S6:<8><applaude></8>
 ▼1563S2:<2> exactly </2>
 ▼1564S5:<2> a:</2>:h =
 ▼1565S2:= <3> exactly?</3><4> exactly lang- everybody starts like language europe
 go and then the </4> scene starts {S8 joins the group}
 ▼1566SX-f:= <3><soft><un> x x </un></soft></3>
 ▼1567S6:<4> and and this one and then we (.) we are doing this like in a </4>
 ▼1568S6:and er like in a old <5> film that we are </5> (.)
 ▼1569S8:<5> are you ready?</5>
 ▼1570S6:s- <6> and then </6> it's <7> dialogue </7> =
 ▼1571S8:<6> more or less </6>
 ▼1572S1:<7><to S8> almost </to S8></7> =
 ▼1573S2:= yeah (.)
 ▼1574S5:some<1>body </1><2> writing </2> lego?
 ▼1575S6:<1> yes?</1>
 ▼1576S8:<2> okay </2>
 ▼1577S8:have you e:r? (.)
 ▼1578S1:i have a bad (.) writing {parallel conversation between S1, S5 and S6 starts
 (5)}
 ▼1579S8:just tell them a few words what your scenario is and er:m (.)
 ▼1580S2:but we don't want to say {parallel conversation between S1, S5, and S6
 ends} what our scenario is
 ▼1581S8:you don't want to say it? =
 ▼1582SX-3:= no =
 ▼1583S5:= no =
 ▼1584SX-3:= <3> we do it tomorrow </3>
 ▼1585S8:= <3> but would you have some</3>thing? it's okay?
 ▼1586SX-3:<4> yeah </4> (.)
 ▼1587SX-4:<4> yes </4>
 ▼1588S2:<5> yeah </5> (leave) it as surprise
 ▼1589S8:<5><un> xx </un></5>
 ▼1590S8:okay (.) well <6><un> x </un> if you </6> if you are if there are really no
 problems and everything is (.)
 ▼1591S2:<6><soft> that's fine </soft></6>
 ▼1592S8:going fine (.) <7> then </7> e:r
 ▼1593S2:<7> yah </7>
 ▼1594SX-f:<soft><un> x </un></soft>
 ▼1595S8:<1><soft><un> xxx </un></soft></1> (.) {S8 leaves}
 ▼1596S1:<1><soft><un> xxx </un></soft></1>
 ▼1597S1:and should we (.) should we write? (.) in our (.) native language
 like (.) land? (.) the word? =
 ▼1598S2:= no we're just saying that
 ▼1599S5:we <2> just pronounce it yeah </2> (1)

▼1600S1:<2> o:h we will saying that okay </2>
▼1601S3:i think it would <slow> it would be good </slow> if more <3><un> xxxxxxxx </un></3>
▼1602S6:<3> it will be very it would be very f- </3>
▼1603S2:do you think <4> so?</4> (.)
▼1604S6:<4><un> xx </un></4>
▼1605S2:pro- yeah probably she she is right probably we should write it (.) the the
▼1606S3:i need more
▼1607S5:what? (.)
▼1608S2:probably we should write it (.) i don't know
▼1609S3:no
▼1610S4:the words
▼1611S6:the the
▼1612S4:i i: mean in: =
▼1613S1:= probably =
▼1614S4:= that (.) in our language? i think <5> yeah </5>
▼1615S5:<5> yes </5>
▼1616S6:yes <6> yeah we </6><7> should do </7>
▼1617S1:<6> probably </6><7> everyone </7>
▼1618S2:<7> everyone </7><1> yeah </1>
▼1619S5:<un><1> xx </1> x x </un> (.) because i think it's it's (.) that it's diversity when you SAY it (.) everybody can hear it(.)
▼1620S1:but w- <2> we can </2><3> pronounce that </3>
▼1621S2:<2> but you </2><3> can put someone put the </3> sheets together
▼1622S5:<2> but no </2>
▼1623S6:<2><fast> no no no </fast></2><3> but we need </3>
▼1624S6:but <4> we need </4> the visuals
▼1625S2:<4><un> xx </un></4>
▼1626S3:an:d yes not everybody hears {parallel conversation between S1 and S4 starts (8)}
▼1627S5:but <8> here the unity </8> is clear it's visual (.)
▼1628S1:<8> what about </8>
▼1629S5:and diversity is: er is: you can hear it? (.)
▼1630S6:aha
▼1631S5:i think it's better because other<5>wise the one unity </5>{parallel conversation between S1 and S4 ends}
▼1632S6:<5> aha hh lego </5><L1pol> kraj {land} </L1pol><6> okay?</6>
▼1633S5:<6> hm </6><7> but </7>
▼1634S2:<7> (right) </7>
▼1635S6:okay (.)
▼1636S1:what what about to make (.) this thing (.) <1> by scissors here (.) like you know </1> in (legal) (.)
▼1637S3:<1> but if somebody don't hear it </1>
▼1638S1:con<2>structions </2>
▼1639S3:<2> i mean it </2> (would) <3> be:</3><4> better </4> than it's <5> e:rm </5><soft><un> x x<6>xx </6></un></soft> (.)

- ▼1640S2:<3> then they can </3>
- ▼1641S5:<4> okay </4>
- ▼1642S1:<5> the </5>
- ▼1643S1:<6> (holes) here </6>
- ▼1644S1:like you know the (.) the block of lego (.) they have kind of <ono> t t t </ono>
- ▼1645S6:<fast><7> yeah yeah </7> yeah yeah </fast>
- ▼1646S5:<7> mhm </7>
- ▼1647S5:<1> can you <un> x </un> (one) that would be great </1> (they) make <2> (one) of </2>
- ▼1648S1:<1> what about what about to make it </1>
- ▼1649S1:<2> here like </2>{interaction continues for a couple of minutes}

EDwgd497

Working group discussion about organizing a joint consultancy project

- ▼1S4:does anybody have the erm: (3) like the handbook what things we need to do? (.)
- ▼2S2:nope (1) <1> i <un> x xx xx </un></1><8> from blackboard </8> (2)
- ▼3S3:<1> yeah </1><8> blackboard </8>
- ▼4S1:<1> e:rm </1>
- ▼5S4:<8> yeah </8>
- ▼6S1:i er: (1) just wrote down what we have to do for start (document) (1)
- ▼7S4:okay. (.)
- ▼8S1:er this er (.) project group he tells (.) assignment analysis? (1) and project group organization (.) is include: our project roles and proCESS (1) <9> and mee</9>ting schedule? (.)
- ▼9S3:<9> mhm </9>
- ▼10S1:and project (.) archive?<sniffs> (.) and i think we don't need five people to do this (1) so:
- ▼11S3:we have do together the (.) project details? (1)
- ▼12S1:<10> er </10>
- ▼13S2:<10> project </10> details i can do that (.)
- ▼14S1:proJECT details just collect information from others (.)
- ▼15S3:mhm =
- ▼16S1:= so i think (.) me and er (.) [S2] ? (.)
- ▼17S2:mhm
- ▼18S1:{S5 asks the researcher a question (3)} you and me are gonna do the start-up group (2) and the REST (.) action planned is also some point (.) for that
- ▼19S4:<whispering><to S3> can you give me my (paper) </to S3></whispering>
- ▼20S3:<11><to S4> (thanks [S4]) hhh </to S4></11>
- ▼21S1:<11> the other three </11> (2) the other three can <4> share </4>
- ▼22S2:<4><coughs></4><coughs> (.)
- ▼23S1:those t- those points? (.) just do as much you can (.) <12> for it </12>
- ▼24S4:<12><smacks lips> okay </12> yeah. (.)
- ▼25S1:so (.) e:rm (1) this is the point? so point one two four (.) you gonna do that? (.) and i do two (.) er three and five. (1)would you mind? (.)
- ▼26SX-2:it's okay.
- ▼27S1:<1> yeah </1>
- ▼28S4:<soft><to S2><1> are you </1> writing it <2> down </2> i mean </to S2></soft>
- ▼29S1:<2> so </2>
- ▼30S2:mhm
- ▼31S4:<to S2> i said are you writing down (.) <3> mister secretary </3></to S2>
- ▼32S2:<3> e:r </3> no but it's in there i can copy it. (.) i'll make the minutes at the end of the meeting (1)
- ▼33S1:yeah if you can: remember? (.)
- ▼34S4:<clears throat> and for what time (.) he's gonna finish that. (.)
- ▼35S1:e:r (.) i try to do it tonight so i am gonna done it f- (.) by tonight (.)
- ▼36S2:is it's better if we WORK on it now? (1)

▼37S1:er it doesn't matter because today is only wednesday so (.) we can done it tonight = (.)

▼38S3:= <fast> you can't work <5> because you have to stay here </5> till FIVE right </fast>

▼39S1:<5> write it tomorrow?</5>

▼40S2:yeah that's the thing (.)

▼41S4:are you also gonna do the layout? (1)

▼42S2:@ <@> yeah if you don't mind </@> (.)

▼43S4:yah. (.)

▼44S3:@

▼45S1:<4> yeah </4>

▼46S4:<4> so:</4> just all separate parts er (.) you send it to [S2] ? [S2] will (.) do the whole layout <6> of the </6> report and then send it to me then i can proofread it. (.)

▼47S1:<6> okay </6>

▼48S3:hh e:r yeah are we going to use a group email? o:r (.)

▼49S1:group email =

▼50S3:= just send every er: (.) <8> every(thing is to) </8> (.)

▼51S4:<8><soft> you just </soft></8>

▼52S3:<7> (personal yeah) </7>

▼53S4:<7> send it to who </7>

▼54S2:<7> you just send it to account </7>

▼55S5:<7> to their personal emails maybe </7>

▼56S1:what now

▼57S2:yeah? (.) okay (2)

▼58S4:okay? (1)

▼59S1:and er the (full) action <10> plan </10> (.)

▼60S5:<10> could you </10>

▼61S1:the other three will share (.) er maybe the first (1) three point something? (.)

▼62S4:yeah.

▼63S1:of <11> action </11> plan?

▼64S5:<11><soft> mhm </soft></11>

▼65S3:mhm =

▼66S4:= i'll do the first three points (1)

▼67S1:you're gonna do the first three point?

▼68S4:yeah (.)

▼69S1:okay. be- because we have twelve points (2) <1> THIRteen </1>

▼70S3:<1> yes </1> aha? (1)

▼71S1:so just go as far as you can (1) the first (.) point group deTAIL ? (.)

▼72S5:<soft> mhm </soft>

▼73S1:and the secon:d one <un> x </un> background? (1) third one project objectives? (1) maybe you can it write down(.)

▼74S4:oh =

▼75S1:= ([S2]) =

▼76S2:= yeah i

▼77S4:<smacks lips> i need (you to) make the schedule cos i'm the planner (.)

▼78S1:er (.) okay because this is a kind of thing you sh- need to discuss or not because <2> it is </2> quite a lot of things<un> x x x <8> xx </8></un>

▼79S4:<2> yeah </2>

▼80S4:<8> but but </8> you can maybe discuss it next meeting or something

▼81S1:that's why i leave <3> it </3><13> for the </13> next one? (1)

▼82S3:<3> yeah </3>

▼83S4:<13> yeah </13>

▼84S1:so erm we had three? maybe each you can share (.) two for EACH (.) so the first six points (1)

▼85S5:okay =

▼86S3:= and you've like you wanna do the first three you said right? (.)

▼87S1:<14> yeah.</14>

▼88S3:<14> the </14> first three points? then i can do next three <15> points </15> four five six

▼89S1:<15> take </15>

▼90S1:next three point? (.) <4> and the next </4> three (.)

▼91S3:<4> (and then i do) </4>

▼92S5:yeah the preconditions and <5> critical success factors </5> maybe =

▼93S4:<5> six seven eight </5>

▼94S1:= critical f- successful? (.) <6> factors </6>

▼95S5:<6> yeah </6> how many points do we have? (.) <soft> right </soft>

▼96S1:we have thirteen.

▼97S5:<soft> thirteen points okay (1) erm </soft> (.) <7> that's two points each </7>

▼98S4:<7> yeah cos if we if we </7> just take ten points then then that's nine po- <1> erm </1>

▼99S1:<1> nine </1> point

▼100S4:nine =

▼101S1:= (you're) the last <8> three?</8> (.)

▼102S3:<8> yeah </8>

▼103S5:<soft> okay </soft> =

▼104S1:= you're las- (.) but first three (.)

▼105S4:yeah. (.) and then whatever's left (.) we can see <9> maybe tomorrow </9> or =

▼106S1:<9> we do it together </9>

▼107S5:= <soft> okay </soft> =

▼108S4:= next meeting <10> we can </10>

▼109S2:<10> i think </10><11> you then </11> just focus on the: (.)

▼110S3:<11> yeah </11>

▼111S2:the schedule from the action plan (1)

▼112S3:<2> no no but we have to yeah in the group </2>

▼113S4:<2> yeah but that we need to discuss that </2> we (.) we can't just <fast> i can't just make a schedule <12> it needs </12> to be discussed we need to see what has to be done </fast> (.)

▼114S3:<12> no </12>

▼115S4:probably before we make the schedule we need to know erm the market (.)

▼116S3:yeah exact<13>ly </13>

▼117S4:<13> and </13> product. (.)

▼118S1:because <3> this is this is a things </3>

▼119S2:<3> even (they) as well for action plan </3> maybe. i don't know if we can <fast> because what's the deadline because i don't think we can start like </fast> today

▼120S1:hh <14> no i i don't </14><4> say start today </4> like (.)

▼121S3:<14><soft><un> xx x xx </un></soft></14>

▼122S5:<4> (who spoke with the agent line [S4]?) </4>

▼123S1:er as i say we <5> can go </5> (.)

▼124S3:<5> just e:r </5>

▼125S1:as far that we (.) <6> as we can </6>

▼126S3:<6> okay </6> yeah (.)

▼127S1:because there is something we need (.) the RESEARCH before we do this for (.) like the background? (.)

▼128S3:because <8> like she said </8> we need to know the market and the product and =

▼129S1:<8> or something </8>

▼130S1:= yah

▼131S4:yeah

▼132S1:so JUST ju:st erm: do (.) within your (.) <un> xx </un> (.)

▼133S4:yeah =

▼134S1:= as your knowledge as you know (.) this for [S4] ? (1) the four (.) five six (.) for [S2] (3) and er (.) seven eight nine for [S5]

▼135S5:okay (3)

▼136S2:so what do you <7> have there </7>

▼137S5:<7> let me just </7> find the <un> xx </un> (.)

▼138S1:then er: we share (1) THIS (.) as i said one two four is for you? (.) one two and four (.) and i do the rest the three and fives. (.)

▼139S5:okay (.)

▼140S1:so we're gonna try to get it done tonight (1) before the meeting tomorrow. (.)

▼141S4:<fast> yeah and then i can proofread it and we can hand it in </fast> (.)

▼142S2:mhm

▼143S1:tomorrow =

▼144S2:= right =

▼145S3:= yeah (.)

▼146S1:yeah? (.)

▼147S4:we should probably also before the next meeting? (.) we should all come up with (.) a product (1) and possible markets. (.)

▼148S1:yeah

▼149S3:yeah <9> i know </9>

▼150S1:<9> we can </9> discuss this tomorrow

▼151S4:yeah so if <10> we've </10> all got ideas we can see (.)

▼152S1:<10> yeah </10>

▼153S4:what ideas everybody <11> has got </11><13> and </13><12> then we </12> can maybe make a decision. (.)

▼154S2:<11> of course </11>

▼155S3:<13> and </13><12> then also </12>
▼156S5:<13> okay </13>
▼157S3:you think it's good to m:ake a decision tomorrow? (.) or at least when er when (it's our document) <1> gets finished on </1> FRIDAY (.)
▼158S4:<1> i think maybe </1>
▼159S3:so what action plan will be started on
▼160S4:cos <2> when it's </2> the next meeting (.)
▼161S5:<2> yeah because </2>
▼162S4:maybe NEXT week tuesday (.) we can do it for
▼163S3:yeah (.)
▼164S4:that would give us enough time in the weekend to do some research. (.)
▼165S3:yeah (.) so we are going to start the with action plan next week. (.) after the (1) <3> when everything has been chosen when market product has been chosen </3>
▼166S5:<3> er but we are going to finish (.) (start) document tomorrow </3>
▼167S4:hh well we try and do what you can already <8> like </8> in during the weekend (.)
▼168S3:<8> yeah </8>
▼169S3:okay =
▼170S1:= yeah (.)
▼171S3:okay (1)
▼172S2:so this must be done for
▼173S1:tonight
▼174S2:tom:-
▼175S1:TOMORROW (.)
▼176S5:<soft> is for tomor<9>row </9></soft>
▼177S3:<9> to</9>morrow
▼178S1:<4> (or) you (can) probably do it </4>
▼179S5:<4> is this for the start document </4> or what (.)
▼180S3:yeah but <5> you send it </5> you send me all the tasks tonight.
▼181S4:<5> before five </5>
▼182S1:tonight (2)
▼183S3:and then i send it to you back
▼184S4:yeah
▼185S3:as soon as i put everything together <6> proofread it </6> (.)
▼186S4:<6> yeah if you give me a call </6>
▼187S3:why <10> don't we </10> ju- just check it tomorrow altogether (.)
▼188S4:<10> i think </10>
▼189S1:yah =
▼190S3:= when everything has been er put together? (.) <7> we all check it </7>
▼191S4:<7> yeah but if it's </7> proofread (.) before we've checked it <11> (always) </11> easier.
▼192S2:<11> yeah </11>
▼193S3:o<12>kay yeah </12>
▼194S4:<12> then if i have </12> to proofread it afterwards. (.)
▼195S3:okay yeah (.)

▼196S4:so if it is finished (tonight) i mean could you send it to me i could proofread it (.)

▼197S3:yeah =

▼198S4:= and then (.) we can still check it together erm make any changes (.)

▼199S3:okay yeah (.) okay =

▼200S4:= but then at least the whole document has been proofread

▼201S2:so <13> at what time can you all </13> send it to me? (1)

▼202S3:<13> yah.<fast> yah yah yah </fast></13>

▼203S5:<1> this (place) you mean?</1>

▼204S1:<1> only you and </1><14> me actually </14>

▼205S4:<1> it's only </1><14> only you </14> two (.)

▼206S1:i have to work <15> till </15> nine o'clock tonight? (.)

▼207S5:<15><@> yes </@></15>

▼208S1:so probably like twelve o'clock (.) <2> because can't <un> x xx </un></2>

▼209S2:<2> it will be too late </2> for her to proofread it. (1)

▼210S1:because i can't finish it earlier (1)

▼211S2:except if you work on it NOW (.) i mean you won't have to work till (1)

▼212S1:because i have to start working at five o'clock (1) so i try to do as much as i can NOW (1) <3> that probably i </3>can't finish by now (.)

▼213S2:<3> okay then just send it </3>

▼214S2:<coughs>

▼215S4:and EVEN if it is incomplete <fast> just send me your part so i can already <4> read read </4> them parts if there's only one part i still need to read at the end </fast><soft> it's </soft> pretty easy =

▼216S2:<4> i will </4>

▼217S2:= right (1)

▼218S1:as long as we done it tonight? (.) even if we can make <5> the proofread </5> tomorrow

▼219S5:<5> can i just see this </5>

▼220S4:ye:ah

▼221S1:it doesn't matter (2)

▼222S5:this <6> will be my part. yeah yeah </6> er i'm going to write it but (1)

▼223S1:<6> yeah? she write down your part </6>

▼224S5:what is the deadline for this (pass) i mean

▼225S1:er we just (.) you just (.) take a look what you can do with those things

▼226S5:okay

▼227S1:<7> before wednesday </7>

▼228S4:<7> before (our) next meeting </7>

▼229S5:before next meeting

▼230S1:<8> yeah </8>

▼231S4:<8> yeah </8>

▼232S5:okay =

▼233S1:= to next TUESDAY .

▼234S5:okay =

▼235S4:= yeah (.)

▼236S3:then we('re) knowing <1> maybe it's er </1>

▼237S5:<1> is it okay if i </1> will er just send them tomorrow? or something

▼238S4:oh yeah.

▼239S5:okay. (.) <2> okay then i will </2> do it today =

▼240S1:<2> (also that) </2>

▼241S1:= yah?

▼242S5:@@ <9><@> yeah </@></9> i thought that you are going to:

▼243S4:<9> yeah </9>

▼244S3:if he can huh?<3> because </3> it's for some parts the market and product is necessary to <10> know so </10>

▼245S5:<3> include </3>

▼246S5:<10> this it for </10> the action <11> plan right?</11>

▼247S4:<11> ye:ah </11> but this <4> is er cos it's e:rm like critical </4> success factors <12> and </12><5> e:rm </5>organization =

▼248S5:<4> okay. then it is okay. i thought this is for the </4>

▼249S3:<12> mhm </12>

▼250S5:<5> yes </5>

▼251S2:= ah okay yeah

▼252S4:<13> process (management) importance yeah </13>

▼253S5:<13> but you could (make it even) so </13><14> it's like normal </14> so (.)

▼254S3:<14> okay </14>

▼255S1:<14> because </14>

▼256S4:<15> sometimes yeah </15>

▼257S5:<15> maybe <un> xx xx </un></15>

▼258S1:<15> you can see it </15> from the: er handbook (.)

▼259S5:yeah yeah that's right =

▼260S4:= and even <6> some of the other </6> parts even if you do <17> legal ma:rket </17> you can still (.)

▼261S5:<6> actually i was </6>

▼262S5:<17> i was a bit conf- </17>

▼263S4:you <8> know </8>

▼264S5:<8> actually </8> i was <7> bit confused </7> i thought this is for the start document so (.)

▼265S3:<7> to (confirm) them easily </7>

▼266S5:that's why i said (.)

▼267S4:no =

▼268SX-5:= <soft> @@@ </soft>

▼269S1:no the do just er <1> see what you can </1> do to er tuesday.

▼270S5:<1> yeah i didn't saw that </1>

▼271S5:<smacks lips> yeah exactly. (.) but i i i hope i will finish them (.) by tomorrow. (.)

▼272S1:okay

▼273S5:yeah (.) because i i (.) <19> (do it) </19> later =

▼274S1:<19><clears throat></19>

▼275S1:= but (.) don't we have group email? (.) that would be easier. (2)

▼276S5:<soft> no but </soft> =

▼277S3:= do you u:se group emails? (.) <2> do we use this?</2>

▼278S5:<2> what can </2>
▼279S2:<2> who wanna </2> do that (.)
▼280S5:what can we do is?
▼281S4:i just <8> say </8> send to our <pvc> webmail </pvc> our <2> school email </2>
▼282S5:<8> like </8>
▼283S3:<2> that's what i </2><9> meant yeah </9>
▼284S5:<9> yes </9>
▼285S3:cos <10> we also have </10> a blackboard which is almost the same thing than a group email. (.)
▼286S5:<10> but but </10>
▼287S5:no but would no what (.) what can we do is? like (.) we can just type all of (.) er of our er (.) <fast> email addresses and then we can just </fast> REPLY (.) and then (.) all the times we do it like this.
▼288S2:yeah (.)
▼289S5:<soft> you understand what i'm </soft> =
▼290S2:= it go syste<3>matically to everybody </3>
▼291S5:<3> then er it will be </3> easier. (.) your private emails i mean (.)
▼292S3:<4> but then when </4><11> then </11>
▼293SX-4:<4> yeah </4>
▼294S5:<11> or maybe </11> the school <pvc> webmail </pvc> or (.) something
▼295S3:cos when er notifying somebody er (.) about your absence (saying you) will not be present in a meeting then weALL have to send to (the) leader in a message then (1)
▼296S2:yeah that's the part <12> of the organi</12>zation this is a goal to discuss that as well. (2)
▼297S3:<12> (that's all right) </12>
▼298S1:yeah. (.) becaus:e it is and so something about (project archive) (1) yeah and so an:d have to state that how did you control those (.) <13> documents </13>
▼299S2:<13> yeah </13> (.) it's <5> already </5>
▼300S1:<5> so we need </5> to decide (2)
▼301S2:ooph wha:t we did last period? (.) and all the previous periods as well i:s for minutes and agenDA every time we have meeting (.) you try to send the agenDA that twenty-four hours before the meeting? (.)
▼302S4:at least twenty-four hours =
▼303S2:= at least twenty-four hours? (.) you send it to everybody? (1) and for the minutes it must be done (.) within twenty-four hours after the meeting. (1)
▼304S4:and then just email it to every<14>body </14>
▼305S2:<14> and </14> email it to everybody?
▼306S5:okay <15> and </15>
▼307S2:<15> and </15> the archivist is <6> resp</6>onsible for putting the agenda <16> in minutes </16> every time ONtime (.)
▼308S5:<6> yes </6>
▼309S5:<16> okay </16>
▼310S2:<7> on the blackboard </7>
▼311S5:<7> on the blackboard </7> yeah exactly. (1) as soon as i receive the: (.) the things i will just put them on

▼312S2:and <8> we keep </8> doing it like we did last period. (.)

▼313S5:<8> so </8>

▼314S2:you put a <9> folder </9> for agendas?

▼315S5:<9> yes </9>

▼316S5:okay (.)

▼317S2:another one for minutes

▼318S5:okay yeah exactly (1)

▼319S1:okay <10> then </10>

▼320S5:<10> i mean </10> apart from the: blackboard right? (1)

▼321S2:that is for blackboard. (1) <1> a:nd </1> you keep a hard copy as well. (2)

▼322S1:<1> s- </1>

▼323S5:<1> yeah </1>

▼324S5:yes apart from er (1) putting them on the blackboard? (.) i keep them on (.) i mean (2) <soft> how do we say </soft>(.)

▼325S1:hh

▼326S5:<2> i can er keep them </2> separately as well i mean (.)

▼327S2:<2> on hard copy?</2>

▼328S5:no er not the h(old) copy maybe (.) in my computer as well. =

▼329S2:= it's up to you as long a:s (.) there are on blackboard

▼330S5:okay (.)

▼331S2:it's fine. (.)

▼332S5:okay. (.) yeah then it's okay (.) maybe (1) <soft> yeah </soft>

▼333S1:<slow> so: we communicate through our blackboard? everything.</slow> (1)

▼334S4:blackboard <8> and </8> er web- <3> <pvc> webmail </pvc> </3>

▼335S2:<8> to:</8>

▼336S3:<3> yeah <pvc> webmail </pvc> </3> yeah (.)

▼337S1:and <pvc> webmail </pvc> (1)

▼338S2:exchange of files we can do it (.) through blackboard (1) if you have something to tell to somebody then you do it

▼339S1:communi<4>cate via blackboard </4> (.)

▼340S2:<4> through emails.</4>

▼341S1:email hh and AGENDA before twenty-four hours before meeting? (.) and er MEETING (1) <5> at least </5> (.)

▼342S2:<5> minutes </5>

▼343S1:yeah minutes after twenty-four hours?

▼344S2:twenty-four hours =

▼345S4:= yeah (10) is there anything else? (2)

▼346S3:yeah about the WARNINGS (2)

▼347SX-4:ooph (4)

▼348S1:the warning? (1)

▼349S4:i think we should do:<6> similar to what we've </6> done before (1)

▼350S2:<6> two warnings </6>

▼351S2:three <7> war</7>nings <1> the person is out </1>

▼352S3:<7> yeah </7>

▼353S4:<1> no two war</1>nings (.) <2> the third war</2>ning is erm (.)

▼354S2:<2> the third one </2>

▼355S2:disqualifi<9>cation </9>
▼356S4:<9> disqual</9>ification of the team (.)
▼357S5:<soft> hm mhm </soft> (2)
▼358S1:okay <10> then </10>
▼359S3:<10> so when </10> you're absent o:r when you can can't finish a task we really just er notify (1) <3> er the leader</3> or er (.)
▼360S4:<3><un> xx x x </un></3>
▼361S3:<4> group members </4> er (.) on time you know?
▼362S5:<4> yeah yeah </4>
▼363S5:yeah (1)
▼364S2:yeah i think that's must be discuss as well. (.) <11> er </11>
▼365S1:<11> yeah </11>
▼366S4:<11> and i also </11> think that plagiarism? (.) erm if you plagiarize (.) you get two warnings straight away. straight away on your (.) your final warning. (.)
▼367S2:i think <5> plagiarism </5> you're out systematically (1)
▼368S3:<5> okay </5>
▼369S2:cos it's can just disqualify the whole group. (.) and for MORE than a period =
▼370S3:= nah i think two warnings is <6> good not just e:r (out) </6>
▼371S1:<6> no there should be some warning </6>
▼372S4:<6> yeah i think if you plagiarize you're straight </6> away (.) you you've got one last chance. (.)
▼373S3:yeah ex<12>actly </12>
▼374S2:<12> yeah </12> (1) we can do that (.)
▼375S1:so: still the warning (.) the step one warning for (.) which reason (.) and the second one if you do it again you're out(.)
▼376S4:no plagiarism erm i- whether you have already got a warning or NOT ? if you plagiarize it means that (.) you've only one last chance. so that you go straight to the second (.) <7> warning </7>
▼377S2:<7> it can </7> be an <13> absence </13> it can be anything and then you're out. (1)
▼378S1:<13> warning </13>
▼379S1:so (.) <clears throat> two warning we fly out (1)
▼380S4:yeah (.)
▼381S1:yeah?
▼382S4:yeah.<soft> two warnings </soft> (12)
▼383S2:<1> plagiarism </1> it's two warnings <soft> it's not one </soft> (.)
▼384S1:<1> what else </1>
▼385S1:the <2> (all you has) one warning </2>
▼386S5:<2> no plagiarism is one warning </2> but
▼387S4:yeah <3> but you go straight to the </3><8> second </8> (.)
▼388S5:<3> but the others we have </3>
▼389S2:<8> yeah </8>
▼390S1:<9> you don't </9> have the second chance
▼391S4:<9> and so </9>
▼392S5:you already <4> s- loose your one chance </4> yeah (1)
▼393S1:<4> you have only one chance </4>

▼394S4:yeah so it's not said that you've already got a warning because you was late and then you plagiarized that you get two warnings so you are out. (4)

▼395S2:and what about absences (2)

▼396S1:er WHAT do we consider as (.) one warning (2) <9> absent?</9>

▼397S4:<9> someone </9> i:s absent without notice? (.)

▼398S2:too <5> late </5> (.)

▼399S3:<5> yeah </5>

▼400S4:someone is <6> more tha:n </6> fifteen minutes late without notice? (2)

▼401S3:<6> but without notice </6>

▼402S2:incomplete work (.)

▼403S4:incomplete work or late work? (1)

▼404S2:a bad quality work (1)

▼405S4:yeah incomplete that follows as well? (3) <10> erm </10>

▼406S1:<10> but </10> the late work (1) but er: (2) before they get late maybe they has discussion that they don't they're not able to do the TASK (.) then would be acceptable (.)

▼407S4:<11> yeah </11> (.)

▼408S2:<11> yeah </11>

▼409S1:yah?

▼410S4:yah. (.)

▼411S1:it depends

▼412S2:but if you get a <12> task </12> and you just show up to the meeting the day after (.)

▼413S4:<12> yeah </12>

▼414S1:without <7> discussion before </7> (.)

▼415S2:<7> with no task </7>

▼416S4:yeah

▼417S3:DONE <13> then you </13>

▼418S4:<13> if you </13> have a problem you should (1) <1> let people </1> know that there is a problem (.)

▼419S1:<1> discuss </1>

▼420S1:before the deadline

▼421S4:yeah (.) not after the deadline say well i couldn't do it because i didn't have (1) the information or i didn't know what to do (.)

▼422S1:all right

▼423S3:hh no when i am (.) unable to come i will really try to er notify you on time (.)

▼424S1:yeah (.)

▼425S4:<2> as long </2> as people notify us it's <3> fine </3>

▼426S3:<2> right </2>

▼427S1:<3> it is </3><4> emer</4>gency it has to be fifteen minute before a meeting (.)

▼428S3:<4> yeah </4>

▼429S1:otherwise it have to be like during four hours before the meeting. (.) the notice (.)

▼430S2:i mean if it's an emergency or you have a good excuse for not being present then it's something different.

▼431S1:<5> yeah </5>

▼432S3:<5> yeah </5> like a disease sort of hh that's WHY i said you know so (.) i it's er it's it can: it differs erm (1) one day one day i feel good one day i just feel (1) i can't do anything and so (.) maybe on last minute e:r i w- i will i will telephone one of you? (1) and say that i am unable to come (.)

▼433S1:<6> okay </6>

▼434S4:<6> it's okay </6> cos we know about your situation <7> so </7>

▼435S3:<7> yeah </7> (4)

▼436SX-2:hh e:rm =

▼437S4:= is there anything else (1)

▼438S1:AND e:r there is one thing that i have to announce (.) er i also have the kidney disease (.)

▼439S4:<soft> okay </soft> =

▼440S1:= so: (.) it could happen any times? (1) so sometime i can't even go to school (.) but er isn't (.) it doesn't happen that often (.) but just (1) <8> just </8> make a news of <3> before </3> the things happen

▼441S4:<8> yeah </8>

▼442S2:<3> yeah of course </3>

▼443S4:yeah =

▼444S1:= yeah?

▼445S2:(man) if it's a justified absence (.) it's okay. (2)

▼446S1:okay. (1) anything else =

▼447S5:= and from <4> me you have to </4>

▼448S2:<4> do we get to the an- </4> other feedback from er the tutor last period? (.) cos he didn't REALLY like the organization he said it was boring. (1) you remember <9> that? </9>

▼449S4:<9> yeah but </9> that was him. (there are other) (.) er <5> (no) other times other tutors </5> thought it was fine so(3)

▼450S3:<5> no difference (.) yeah </5>

▼451S2:yeah what if the LEADER is absent (2) who gonna (.) lead the meeting (1)

▼452S5:the secretary <6> obviously </6>

▼453S1:<6> the secretary </6> maybe

▼454S5:yeah (.) obviously yeah (.)

▼455S2:@@@

▼456S5:@ <10> @@@@ </10>

▼457S5:<10> (hey technique) </10><7> because that's that's what they told us last time yeah </7>

▼458S4:<7> we will lead the meetings if if if </7> er (.) if the leader is absent

▼459S2:okay (3)

▼460S5:and er for me i want to: say something like normally (1)? er (1) i'm er (1) trying my BEST (.) to do the (.) to: do the things? but er (.) i would like (it) if somebody is (.) going to check the work? (.) and er i will (.) OFTEN need your help (.) to: see if (.) i'm working er =

▼461S2:= just do it on time

▼462S5:YEAH. exactly (.) yeah <11> tha- tha- </11><12> that's what i said? </12><13> that's what i said </13>

▼463S4:<11> yeah and if you </11>

▼464S2:<12> don't wa:it </12><13> don't wait </13>

▼465S4:<13> if you do have </13> questions <14> just </14> email us <15> call us </15> anything =

▼466S5:<14> yes </14>

▼467S5:<15> okay </15>

▼468S3:= yeah <1> exa(ctlly) </1><16> (yeah) </16>

▼469S5:<1> okay </1><16> yeah then it's good </16>

▼470S4:<16> you know if if </16> if you do have problems don't try and to do it yourself and =

▼471S5:= okay =

▼472S4:= and erm =

▼473S5:= okay (.)

▼474S4:you <17> know?</17>

▼475S5:<17> then </17> it should not be like er (.) on the deadline er i'm not going to say okay i could have done this

▼476S4:no <2> yeah exactly </2>

▼477S2:<2> yeah the thing is </2><18> exactly </18>

▼478S5:<2> @@ <@> yeah </@></2><18> exactly that's </18> why <fast> i said that i am going to complete it today? and then </fast> (.) <3> we </3> will have er (.)

▼479S4:<3> yeah </3>

▼480S5:better time to see.

▼481S4:<8> yeah </8>

▼482S2:<8> as </8> soon as you <4> feel </4> you have a problem with a <9> task </9>

▼483S5:<4> okay </4>

▼484S5:<9> okay </9> okay

▼485S2:let us know. (.) that we know what to expect =

▼486S5:= yeah normally <10> it's okay but </10> i'm just (.)

▼487S2:<10> at the deadline </10>

▼488S5:saying sometimes maybe (.) <5> it can happen but NORMALLY i can yeah </5><11> exactly </11> (.)

▼489S1:<5> er nobody can be sure is perfect </5><11> work </11>

▼490S4:<11> yeah </11>

▼491S1:so:<12> just as </12> long as you do <6> your best </6>

▼492S5:<12> exactly </12>

▼493S5:<6> otherwise </6> (.) it's no problem yeah (4)

▼494S1:<7> erm </7>

▼495S2:<7> is </7> THAT all (1)

▼496S5:yeah i hope so

▼497S4:i think so =

▼498S5:= @@

▼499S1:oh (it) because (2) it was just (1) is on the: email that you sent to everyone? (.) there is a full name of everybody? =

▼500S3:= yeah.

▼501S2:<8> yeah </8>

▼502S1:<8> uhu </8> okay (.) because i have to put the: full names =

▼503S5:= uhu shou- <1> should we write </1> (.)

▼504S1:<1> and the roles </1>
▼505S2:i think <2> it's </2>
▼506S1:<2><un> x </un> (because of) </2><9> (roles) </9>
▼507S5:<9> should we </9> write our emails <3> for you? if you like that </3>
▼508S2:<3> it's also good if you put </3> phone numbers
▼509S1:<10> yeah </10> the full number for a group detail (.)
▼510S5:<10> yeah </10>
▼511S5:yeah (.)
▼512S1:so (.)
▼513S5:<4> and it's <un> xxx </un> i- it would be right </4> like here (1) for you. (.)
▼514S2:<4> that's the way the group details make </4>
▼515S1:have you: er (.) have you copy everything here?
▼516S2:no. (1)
▼517S1:erm (1) <5> so everybody know what you </5><11> have to do </11> (.)
▼518S2:<5> i think i will keep your </5><11> paper for </11>
▼519S3:<11> yeah of course </11>
▼520S5:<12> yes i know that </12>
▼521S2:<12> for like ten minutes </12>
▼522S1:you <13> remember?</13>
▼523S5:<13> le- </13> (.) le- let them write their er email address? and telephone numbers here and then you can just add the details in the: (.)
▼524S1:okay =
▼525S5:= start document or maybe (.)
▼526S1:(i know) =
▼527S5:= <un> xx </un> (not the) <14> action plan </14>
▼528S4:<14> are you (gonna be) </14> organization? (2)
▼529S1:no.
▼530S5:because once you've sent the email then we <1> get all: all of </1><2> our </2> (.)
▼531S4:<1> now you are doing one two four </1>
▼532S1:<2> yeah </2>
▼533S5:email addresses and numbers as well (3) do you need the email address as well? or
▼534S1:yeah (.)
▼535S5:okay
▼536S1:email address (8) {SS write down their personal details}
▼537S2:for the group organization i'll send you the organizational <un> xxx </un> (.) it will help you. (.)
▼538S1:this one? (.)
▼539S2:yeah.
▼540S1:ah is fine if you have it? (.) i have it TOO but (1) maybe i can have a com<6>parison (.) okay </6>
▼541S2:<6> cos i think ours </6> is the closest to what we just <3> said </3>
▼542S4:<3> no </3> but we don't know what she's (.) what she's got. she might have a even <7> better </7>
▼543S1:<7><fast> i have a sheet </fast></7>

▼544S2:yeah i know but er <1> she can use both </1>
▼545S4:<1> just send it just send </1> it and <8> then yeah </8>
▼546S2:<8> exactly </8>
▼547S1:<8> i can </8> use both =
▼548S4:= yeah then you can just <2> see take the best out of both </2>
▼549S5:<to S1><2> this is hard (.) [S5] </2><9><un> xxxx </un></9></to S1>{S5 shows S1 the spelling of his name}
▼550S1:<9> okay </9> (5)
▼551S2:can you put my number as well cos i don't have it (with me) (1)
▼552S3:you know okay (5)
▼553S2:erm mine <un> xxx </un> (2) nine two (1) five six (2) eight four three (1)
▼554S3:yeah this one is (too) complicated i never can (.) remember it (7) this o- is this for you. this paper right? (.)
▼555S1:<3> this is him </3>
▼556S5:<3> no but she's the </3>
▼557S3:oh for you it's for <10> you all right </10>
▼558S4:<10> no for y- </10><11> isn't it?</11>
▼559S1:<11> i will </11> need the name only (.) cos i have the full name from your <4> email </4> already (.)
▼560S4:<4> oh yeah </4>
▼561S1:so <12> he need </12><5> this for a group detail </5>
▼562S3:<12> okay </12>
▼563S2:<5> i have your phone </5> number <6> i have yours </6> i need <13> only [S5]'s one </13><14> and yours</14>
▼564S4:<6> you have mine </6>
▼565S3:<13> and you have mine </13>
▼566S5:<14> erm yes i have it </14><15> here </15> (.)
▼567S3:<15> okay </15>
▼568S2:okay that's okay then (.)
▼569S1:i'll <un> xx </un> this (.) or just contact me with the group <16> email </16> it's fine
▼570S5:<16> yes </16>
▼571S5:but =
▼572S2:= okay
▼573S5:don't call me like at eight o'clock in the morning (.) @@ <17> @@ <@> yeah </@> @@ </17>
▼574S3:<17> @@@@ </17><1> don't wake me no:</1><8> never </8>
▼575S4:<1> i'm (already) on my way at eight o'clock </1><8> in the morning @@@ </8>
▼576S5:<8><@> yeah </@> @@@ </8> hh yeah (.)
▼577S1:yeah what else (.) we need to put this on (3)
▼578S4:<3> do we need to think of a name </3> or are we not gonna have a name. (.)
▼579S3:<3> in here is all our information </3>
▼580S2:<3> yeah <un> xxxxx </un></3>
▼581S3:<smacks lips><4> oh yeah </4>
▼582S2:<4> oh a name </4> for the <9> team </9>

▼583S1:<9> yeah </9> we need (.) <10> name </10> for the group (1)

▼584S5:<10> okay </10>

▼585S3:what was your name? (remember) last last (.)

▼586S2:so let's here is

▼587S4:we didn't have a name <11> then </11>

▼588S3:<11> you </11> didn't have? we we we were solutions <spel> s b u </spel> or something

▼589S5:<12> yes </12>

▼590S4:<12> yes </12>

▼591S2:let's (have) the (writing) brainstorming (2)

▼592S4:what? (.)

▼593S2:that thing [first name1] <5> said.</5> (.)

▼594S5:<5> [S3] </5>

▼595S2:the writing (.) <13> what was it </13><6> written brainstorming?</6>

▼596S3:<13> uhu </13>

▼597S5:<13> do you </13><6> do you do you have er </6> the: (.) the these er =

▼598S4:= er or we can just ha- come up <14> with </14>

▼599S5:<14> did we </14> do it for the <7> project </7>

▼600S4:<7> with </7> a name =

▼601S5:= like this?

▼602S3:i can find it on blackboard (.)

▼603S5:okay

▼604S3:yeah and then just

▼605S5:(yeah) and then this one i mean (.) the other one (2) {S5 turns pages (2)} this one i mean

▼606S1:but this is one is from: handbook. (1)

▼607S5:from the hand<8>book </8>

▼608S3:<8> yeah </8> it's also: you can <1> find it </1> on blackboard

▼609S5:<1> okay </1>

▼610S5:okay (.) i will see (.) because i: (.) er i want to (.) read this first and then (2) <2> cos </2> i haven't yet read (1)

▼611S3:<2> yeah </2>

▼612S3:(but er) it's easy to find this

▼613S5:mhm (.) okay (2)

▼614S3:well like <un> xxx </un> e:r (.) writing like in ea- each box (.) <un> x<3>xx </3></un> (.)

▼615S2:<3> yeah </3>

▼616S2:and the passing on to the next person (.)

▼617S2:exactly. that's <9> what i was thinking </9> about but yeah (.)

▼618S3:<9> @@ </9>

▼619S2:we can just keep it simple as well =

▼620S3:= yea:h <10><@> yeah </@></10>

▼621S2:<10><un> xx x x x xx </un></10>

▼622S1:<10> @@@ </10><@> create (just) </@>

▼623SX-4:an american (truck)

▼624S3:<4> we like this no we're a special </4>

▼625S2:<4> we try (with this period) exactly </4> consultant?

▼626S3:we're sp- (.) yeah we're consultants indeed (.) just (1) special task force we are

▼627S1:something <11> with creative?</11> (3)

▼628S3:<11> it's in the paper </11>

▼629S2:it's not really about creativity. (1) it's more about consultancy (1)

▼630S1:something <5> a bit professional?</5>

▼631S4:<5> yeah but (we are) <un> x </un></5> consultants (.) often have to be creative (.)

▼632S1:yeah

▼633S2:so creative (1) consultants (.) professional (2)

▼634S1:strategy (.)

▼635S2:strategy =

▼636S3:= mhm (3)

▼637S4:ethics (.)

▼638S2:ethics (5)

▼639S1:yeah ethic is very important for

▼640S2:yeah (1) <6> human resources management </6> (4)

▼641S1:<6> pharmaceutical </6>

▼642S3:<singing> er er er <12> er:</12></singing>

▼643S2:<12> so it has to </12> be something linking to linked to at least one of this. (.)

▼644S4:(well) with with <7> all </7> we (start) with these words what if we all think about it and then tomorrow when we meet (1)

▼645S2:<7> subjects </7>

▼646S4:we might all have some (.) ideas (2)

▼647S5:yeah exactly because (.) <1><un> xx </un> time </1>

▼648S2:<1> added to the </1> minutes. (.) come up with a name (.) <13> for the </13> team

▼649S4:<13> yeah </13>

▼650S5:okay (7)

▼651S2:i have one extra thing (to have) (.) this is (.) what i've prepared for you some reading (.) eighty <14> pages </14>you don't need to read all of it (.)

▼652S5:<14> uhu </14>

▼653S5:mhm

▼654S3:what that's your e:r

▼655S2:yeah. (.)

▼656S3:@@ ah yeah <@> of last year </@>

▼657S4:<15> what it is </15>

▼658S2:<15> this is </15> (1) to:ols to be creative? (1)

▼659S5:okay (1)

▼660S3:oh yeah indeed that was the assignment <2> of [first name2] in first (.) period first (period) last year </2>

▼661S2:<2> it's not yeah it's not it's not useful </2> for the product but it's useful for the other courses? (.) i thought you can(2) you can use it? problem solving we will need that (3) we've saw w- we'll need a risk analysis? we work (toward er with the) <un> x x </un> (forces) and the best analysis we now (this too is) what analysis as well (1)we

didn't work with (.) all of these (.) <3> and it can be interesting <8> it's
it's </8> only </3> fourteen pages (.)

▼662S5:<3> yes (add) <un> xxxx <8> xxx </8></un> yeah </3>

▼663S4:<8> mhm </8>

▼664S4:okay. (.) so if you email that to everybody

▼665SX-1:<4> yes please </4><14> i </14>

▼666S2:<4> i will do it now </4>

▼667S5:<14> yeah </14>

▼668S2:and this is what you REALLY need to read [S4] (.) again charts (.)

▼669S4:hm

▼670S2:it illustrates how to use it everything (.) it's short i could read it in twenty
minutes yesterday (.)

▼671S4:okay (.)

▼672S2:and er critical path analysis. (3) this too

▼673S4:yeah (4)

▼674S2:i will send it (.) to all of you now (1)

▼675S4:all right what will i need it for (1)

▼676S2:for planning.

▼677S4:okay.

▼678S2:cos <5> you're the planner </5> (.)

▼679S4:<5> to make the schedule </5>

▼680S2:to make the schedule I can go (.) and show you (.) now (.)

▼681S4:er just email it i'll i'll <6> (look) (at it) myself </6>

▼682S2:<6> yeah </6><16> just to have an idea </16>

▼683S5:<6> [S3] </6><16> i need your help i i want to take </16> laptop or er
like (.) one hour or so (.) {parallel conversation between S5 and S3 continues (45)}

▼684S1:hey about the <7> stage management </7> do we have to hand in (.) on e:r (1)

▼685S2:<7> (what a plan) </7>

▼686S2:this or <8> that </8>

▼687S1:<8> thurs</8>day or f- saturday cos have to be two day before
the <9> (replace) </9>

▼688S4:<9> yeah </9> erm =

▼689S1:= i don't know if he c- he count the weekend or not (.)

▼690S4:i'm not sure (1)

▼691S2:this is how it looks (1) {S2 shows S4 the program on the computer} you can
use the same table. (.)

▼692S4:o<1>kay </1>

▼693S2:<1> possible </1> (star or cloud)

▼694S4:yeah =

▼695S2:=(tab) depends on is this a member of p- this is the TASKS (1) that that
refers <2> to it </2>

▼696S4:<2> a:h okay </2> yeah

▼697S2:sequential like you can't finish the task (.) TWO (.) before the ONE is
over <3> and this </3> is one.

▼698S4:<3> cos then </3>

▼699S4:yeah. (.)

▼700S2:and then it's explains how to use (1)

▼701S4:okay =

▼702S2:= the chart =

▼703S4:= the chart (.)

▼704S2:and there was a program <un> xxx </un> that's make the chart. (1)

▼705S4:<4> okay </4> (2) {parallel conversation between S5 and S3 ends}

▼706S1:<4> yeah </4>

▼707S4:yeah do you know for strategic management when we need to finish it? (.)

▼708S1:the dead<5>line </5>

▼709S5:<5> well </5> it should <6> be before </6>

▼710S4:<6> when is the </6> deadline (.)

▼711S2:i think <7> it's saturday </7>

▼712S5:<7> quarter to two </7> or something

▼713S4:oh so it's <8> weekend </8> she can't <9><un> x x </un></9>

▼714S1:<8> should be saturday </8>

▼715S3:<9> saturday yeah </9>

▼716S2:<9> yeah </9> saturday before twelve.

▼717S1:if it's all (.) ah then it's <10> fine </10> (1)

▼718S4:<10> okay </10>

▼719S1:and we also <11> have to </11> make this one for assignment. (1)

▼720S2:<11> midnight </11>

▼721S1:the (green) chart (2) this is <1> for </1> questions two right?

▼722S2:<1> well </1>

▼723S2:then you ca:n you can see here how it works.<12> cos </12> i tried to use the program it wasn't r:eally helpful? (.)

▼724S1:<12> yeah </12>

▼725S2:but here at least you can just use word and make it yourself (.)

▼726S4:yeah but it's on blackboard [first name2] had a- has added a link or something

▼727S2:i saw i: tried i did download the program. (.) but it's not really simple to use

▼728S4:okay (1)

▼729S1:i DID download as well but (.) i haven:t (.) figure out what @ <2> how i can USE it </2>

▼730S2:<2> i tri:ed i tried </2> to figure out? (1) i think it's better if you just do it yourself (.) cos once you know how it works all you have to do is to add a line to the table like this and link the tasks and here it's explains how to use it (.) and there was an example (.) on how to use it. (1)

▼731S1:all right. (.) it's good. (.)

▼732S2:and for the path analysis (i think) (1)

▼733S1:and this is fo- also for er <spel> i t </spel> er (.) <spel> i t </spel> er subjects for the next semester. (.)

▼734S3:<3> really?</3>

▼735S1:<3> if you know </3> this yah. (1) this is also for an exam of this (.)

▼736S3:yeah?

▼737S1:yeah

▼738S3:okay: (.)

▼739S1:is really useful for the next semester. (1) <8> database </8>

▼740S3:<8><soft> ah yeah </soft></8> (.) ah database yeah of course <4> we are going to learn that </4>

▼741S1:<4> mhm last year </4> we have database

▼742S5:<15> are we going to (be) </15><5> take (on) a </5> database

▼743S3:<15> database </15>

▼744S1:<5><spel> i t </spel> and </5>

▼745S1:archiving:<6> er project it's: so ANNOYING </6> (.)

▼746S3:<6> it's annoying they introduced it it's annoying huh?</6>{S2 mumbles something in the background while working at the computer}

▼747S3:yeah. (1)

▼748S2:<to S4> if i want to <7> send it to somebody else </7></to S4>

▼749S1:<7> HOPEFULLY </7><1> yeah i don't have this </1>

▼750S5:<7> are (we'll using) </7><1> database in (<spel>i b m s</spel>) </1> or what (.)

▼751S1:haeh?{S2 can be heard in the background}

▼752S5:are we going to take database on i- (<spel>i b m s</spel>) or what

▼753S3:<2> yeah </2>

▼754S2:<2> just </2> put your address

▼755S5:sure? (.) @@@ (all right) (3)

▼756S3:yeah yeah yeah yeah (5)

▼757S1:still the number? (.)

▼758SX-3:<un> xx <3> xx </3></un>

▼759S2:<3> er what </3> do you put in between two addresses a comma? (.)

▼760S3:oh as of as <4> well </4> yeah (.)

▼761S5:<4> no </4>

▼762S5:<5> a colon </5>

▼763SX-4:<5> a comma </5><8> yeah </8>

▼764S3:<8> comma </8> or c- er

▼765S5:a colon {SS are taking turns typing on the computer} (9)

▼766SX-4:this is my personal (.) <6> email address </6> (6)

▼767S2:<6> yeah just </6>

▼768S4:is there anything else we need to discuss? (3) <9> that it?</9> can i go home?

▼769S2:<9> e:r </9>

▼770S2:that's it you can go home <7> i'll stay </7><10> here work on the minutes </10> like you guys (.)

▼771S4:<7> whoohoo </7>

▼772S3:<7> @@ </7><10> @@@ </10>

▼773S4:<soft> @@@ </soft> (1) i've <2> done them two </2> period. (.)

▼774S2:<2> (it's a) <un> x xx </un></2>

▼775S2:i know.

▼776S4:AND (.) erm last year at the last period.

▼777S2:i <3> know </3>

▼778S4:<3> i had </3> to do it for both (.)

▼779S3:<4> HM ::?</4>

▼780S2:<4> what did i </4> tell you yesterday (.)

▼781S3:yah yah.

▼782S2:[S4] <5> cannot (stay) </5><8><un> xxxx x </un></8> (.)
 ▼783S3:<5> e:r she can't be </5><8> a secretary you know </8>
 ▼784S4:<5> so really i've done it for </5>
 ▼785S4:for three (.)
 ▼786S5:[S3] =
 ▼787S4:= three projects =
 ▼788S5:= <un> xx </un>
 ▼789S2:i know <6> it's </6>
 ▼790S3:<6> haeh?</6>
 ▼791S5:<to S3> (do you service) <10><un> x x x x </un></10></to S3>
 ▼792S2:<10> painful </10>
 ▼793S3:e:r yeah yeah <11> yeah </11>
 ▼794S2:<11> we are </11> recorded (.)
 ▼795S4:<11><un> xx x </un></11>
 ▼796S4:<un> xx xx </un><7> one or two makes </7> good minutes (.)
 ▼797S2:<7> must said something bad.</7>
 ▼798S3:er s- so if it was the NAME of the group and the: (.) market product as well
 right?
 ▼799S2:i <1> will send you the minutes </1>
 ▼800S3:<1> and then tuesday </1><12> we are </12> going to s- really
 erm <2><un> xx xx </un></2>
 ▼801S5:<12> yeah </12>
 ▼802S2:<2> i will send you </2><13> the minutes </13>
 ▼803S1:<2> all right.</2><13> it </13> it is good if someone ca:n make the research
 of the product and the market as well.(.) so that we can discuss tomorrow (.)
 ▼804S3:hh yeah that we: yeah we have to do. (.) <3> and then </3>
 ▼805S4:<3> i'll probably </3> look at it <14> anyway.</14>
 ▼806S2:<14> oh </14>
 ▼807S1:it is not that hard it's just go to the home page of (1) (<spel>g s k</spel>) =
 ▼808S2:= i think you <4> should not put in s- </4> spaces {S2 is referring to the
 computer screen}
 ▼809S1:<4> and see the market </4>
 ▼810S3:yeah =
 ▼811S1:= the contribution (1)
 ▼812S2:yeah what's wrong with that {S2 is still referring to the screen}
 ▼813S4:well =
 ▼814S3:= ah yeah <soft> (wait) </soft> (.)
 ▼815S2:no spaces?
 ▼816S3:<fast> no no no it it it's the: the </fast> (3)
 ▼817S5:know the things you can't use er comma. (.) <14> you you should use
 a </14> semicolon (9) {participants are working together on a laptop}
 ▼818S3:<14> (yeah) it's a difference yeah </14>
 ▼819S3:er it's <5> through the mouse click on the click on the thing </5> here (.)
 ▼820S1:<5> maybe we can use the commas </5>
 ▼821S3:<fast> no no no no </fast>
 ▼822S1:no the <15> first </15> to be <6><un> x </un></6>

▼823S5:<15> no </15>
▼824S3:<6> click on the </6> (.) no no.<fast> it it it </fast> the middle. the the =
▼825S1:= yeah <16> little one </16> the comma (.)
▼826S3:<16> yeah </16>
▼827S4:no it won't work =
▼828S3:= weird <7> i also delete all the thing then </7>
▼829S5:<7><un> xx xxx </un></7><un> xxx x x </un>
▼830S4:just l- search names (send it to the) <1> (whole) </1>
▼831S3:<1> it's <un> xx </un></1><un> x x xx </un> yeah (.)
▼832S4:<pvc> webmail </pvc> (2)
▼833S1:just leave <8> it all here and </8> we (tide) up <@> later on </@>
▼834S3:<to S2><8> right right </8></to S2>
▼835S3:<to S2> yeah <9> the details </9></to S2> (1)
▼836S5:<9> yes </9>
▼837S3:yeah (1) and then
▼838S5:@@@ =
▼839S2:= and then do it yourself again
▼840S3:yah (.) indeed (.)
▼841S5:<10> maybe we could do is (.) you can just copy it and THEN you
put </10><smacks lips> the <un> x </un> there(1)
▼842S2:<10> a:nd (.) [S3] (.) (just) send it to your student's account </10>
▼843S4:i'm going
▼844S3:okay =
▼845S1:= all right
▼846S3:<11> see you tomorrow </11>
▼847S4:<11> see you </11> tomorrow =
▼848S5:= see you
▼849S3:bye
▼850S2:<12> hey </12><13> hello </13> this is all yours now (1) <un> x xx </un>
▼851S1:<12> bye-bye </12>
▼852S4:<13> bye </13>
▼853S3:ah (4) {S4 leaves}
▼854S1:student number?
▼855S3:oh wait (i'm not) (6)
▼856S2:[S5] ? (.)
▼857S5:yeah what e:r i will prefer to: (.) have it no my: (.) normal email i mean (.) the
private email not at school (1) cos normally i can't open it (.) at my home
▼858S2:er: (.) okay (.) <1> wait er </1>
▼859S5:<1> my yahoo </1> email
▼860S2:what's the f:ull =
▼861S1:= this one (.)
▼862S5:<soft> yeah </soft>
▼863S1:oh god. (.) you better type it @@@@
▼864SX-5:<@> who me?</@>
▼865S1:<to S5><2> you better type it on the </2></to S5>
▼866S2:<2> oh yeah and it's not </2><8> even (a) <un> xxx </un></8>

▼867S3:<8><un> xx </un></8> huh? =
 ▼868S1:= [S5] (.)
 ▼869S2:[S3] it's not with <spel> w </spel>
 ▼870S3:say again?
 ▼871S5:him (.)
 ▼872S1:haeh? =
 ▼873S2:= cos this morning i wrote with (1)
 ▼874S3:<fast> ah <un> x xx x?</un></fast> (.)
 ▼875S1:haeh? =
 ▼876S3:= it's <spel> i </spel>
 ▼877S2:sh- she <3> wrote that (down) </3>
 ▼878S1:<3><spel> i:</spel></3>
 ▼879S3:<3> [S1] oh </3><9> okay </9> =
 ▼880S1:= <9> [S1] </9> (1)
 ▼881S2:he heard <4> it's <spel> y </spel> [S1] </4>
 ▼882S2:<4> ah it's her l- wait yeah </4> it's her LAST name is was that's what i yeah
 yeah last name yeah
 ▼883S1:that's my first name [S1]
 ▼884S2:<8> just the <un> xxx </un> (.) (yeah) but </8> (.)
 ▼885S5:<8><un> x xx </un> (take this one) </8>
 ▼886S5:okay (.)
 ▼887S2:[S3] (3) {S2 is typing}
 ▼888S1:yeah the first one. (.) er they're both (.) ah no. the first one (.)
 ▼889S5:<soft> second one </soft> =
 ▼890S2:= no second <9> one </9>
 ▼891S3:<9> no no </9> it's <10> the first one </10> the first one first one =
 ▼892S5:<10> the second one </10>
 ▼893S1:= the first one
 ▼894S3:yeah (.)
 ▼895S1:HOW (.) <11> could </11><12> it be someone ELSE ?</12>
 ▼896S5:<11> yeah?</11>
 ▼897S3:<12> yeah bec- i SAW </12> it i a- <13> i al-
 </13><14> i ALMOST made </14> the same mistake
 ▼898S5:<13> hm </13>
 ▼899S1:<14> @ :</14>
 ▼900S5:@@ =
 ▼901S3:= there's somebody <15> with there's some</15>one with
 the SAME name.<5> the same last name </5>
 ▼902S1:<15> because there's </15>
 ▼903S5:<5> yeah </5>
 ▼904S1:<5> ye:s this is </5> first time the last <16> i have the long </16>
 ▼905S5:<16> well i don't know </16><17> about you but </17><18> i have two two
 students numbers </18> right? (2)
 ▼906S2:<17> er:</17>
 ▼907S1:<18> middle name <un> x xx x </un></18>
 ▼908S1:yeah. it is =

▼909S2:= and here down (.) i'll just (.) put <1> email </1><soft> there </soft> (8)

▼910S1:<1> @ </1>

▼911SX-m:<un> xx x x </un>

▼912S2:yeah done (1)

▼913S5:okay (3) (that's cool) (2)

▼914S2:er can i <2> keep that paper </2> hh fo:r the minutes? (.)

▼915S3:<2><un> xx x:</un></2>

▼916S1:e:rm yeah (.)

▼917S2:you're still around anyway. (1)

▼918S1:<soft> right </soft> (1) okay <6> just make sure </6> what i have to do (.)

▼919S2:<6> i will just </6>

▼920S2:oh i will just type the minutes now and give you the paper back give me like <3> fifteen </3> minutes (1)

▼921S1:<3> okay </3>

▼922S2:or half an hour. (4)

▼923S5:that's for you (.) <4><un> x </un></4>

▼924S3:<4> do you </4> (.) you're in a hurry? (.) <clears throat> you in a hurry? you wanna have it now? (.)

▼925S5:yeah (.) <5> i <un> xx </un> because </5>

▼926S2:<5> you don't wanna wait </5> for (me or) (.)

▼927S3:yeah till when till FIVE ? (.)

▼928S5:just for <7> fifteen minutes </7>

▼929S2:<7> no till:</7> (2) <@><1> close as possible </1><8> to five </8></@>

▼930S5:<1> i just need you for five minutes </1>

▼931S3:<8> @@ </8>

▼932S5:@@@@@

▼933S5:no i just <2> need you for five minutes </2>

▼934S2:<2> because it's not </2>

▼935S3:a:h ya:h? (.)

▼936S5:i just need you:r er services for five minutes @@@ <3> @@@ <@> yes </@></3><9> @@ <@> your services</@></9> yeah @@ =

▼937S3:<3> yeah you need my service right </3>

▼938S1:<9> she didn't leave </9>

▼939S2:<9> providing services now?</9>

▼940S3:= haeh?

▼941S2:you're providing services now?

▼942S3:<4> yea:h just er </4> love talk <10> love (he once did) </10>

▼943S5:<4> yeah he's providing services </4>

▼944S5:<10> he w- washing </10> cars and li- stuff like that <11> so @@@ </11> @@ <12> @@@ </12> @@ (.)

▼945S3:<11> he once did love hey did you </11>

▼946S3:<12> er </12>

▼947S3:h hh <sighing> ah yeah </sighing> yeah <13> okay the </13> you know we'll come back (.)

▼948S2:<13> well </13>

▼949S2:okay but <14><un> x x </un> until </14>
 ▼950S3:<14> but i am not going to </14> stay until five =
 ▼951S2:= till three. (2) an hour an a half (2) can have a beer in the (car) (1)
 ▼952S3:have a beer (1)
 ▼953S2:sure (.)
 ▼954S3:@@ (2) yah <fast> yah yah yah yah yah yah yah <1> yah yah yah okay
 we'll be </1> going </fast> (.)
 ▼955S5:<1> you want to join us or what </1>
 ▼956S3:we'll be right back. (1)
 ▼957S5:okay (2) okay and =
 ▼958S3:= you'll be here? =
 ▼959S5:= erm bye-bye =
 ▼960S1:= NO (1) i'll be gone. (.) <2> thank you </2>
 ▼961S3:<2> you'll be GONE </2> (.)
 ▼962S1:yeah =
 ▼963S3:= okay =
 ▼964S1:= i <3> know </3>
 ▼965S3:<3> er c- </3> can you give me my jacket? (.)
 ▼966S2:no (.)
 ▼967S3:<4> why not </4>
 ▼968S1:<4> @@ </4>
 ▼969S5:@@@@@ <5> @@@@@@@ </5> @@@ <6> @@@ </6> @@ (.)
 ▼970S2:<5> i was just kidding </5>
 ▼971S3:<6> yeah funny </6>
 ▼972S3:okay so hey er =
 ▼973S6:= thank you
 ▼974S5:<7> okay everybody </7>
 ▼975S3:<7> good luck er </7><8> take care okay </8>
 ▼976S6:<8> thank you </8> (.) <9> bye-bye bye-bye </9> (2)
 ▼977S5:<9> keep your <un> x xxx </un></9>
 ▼978S5:okay [S1] (.)
 ▼979S1:okay <1> see you </1> (1)
 ▼980S5:<1> coming bye-bye </1>
 ▼981S2:see you



TRANSCRIPTION CONVENTIONS [2.1]

Mark-up conventions

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Mark-up conventions

Version 2.1 June 2007

1. SPEAKER IDS	
S1: S2: ... SS:	Speakers are generally numbered in the order they first speak. The speaker ID is given at the beginning of each turn. Utterances assigned to more than one speaker (e.g. an audience), spoken either in unison or staggered, are marked with a collective speaker ID SS .
SX:	Utterances that cannot be assigned to a particular speaker are marked SX .
SX-f: SX-m:	Utterances that cannot be assigned to a particular speaker, but where the gender can be identified, are marked SX-f or SX-m .
SX-1: SX-2: ...	If it is likely but not certain that a particular speaker produced the utterance in question, this is marked SX-1 , SX-2 , etc.
2. INTONATION	
<u>Example:</u> S1: that's what my next er slide? does	Words spoken with rising intonation are followed by a question mark “?” .
<u>Example:</u> S7: that's point two. absolutely yes.	Words spoken with falling intonation are followed by a full stop “.” .
3. EMPHASIS	
<u>Example:</u> S7: er internationalization is a very IMPORTANT issue	If a speaker gives a syllable, word or phrase particular prominence, this is written in capital letters.
<u>Example:</u> S3: toMORrow we have to work on the presentation already	
4. PAUSES	
<u>Example:</u> SX-f: because they all give me different (.) different (.) points of view	Every brief pause in speech (up to a good half second) is marked with a full stop in parentheses.
<u>Example:</u> S1: aha (2) so finally arrival on monday evening is still valid	Longer pauses are timed to the nearest second and marked with the number of seconds in parentheses, e.g. (1) = 1 second, (3) = 3 seconds.

5. OVERLAPS	
<u>Example:</u> S1: it is your best <1> case </1> scenario (.) S2: <1> yeah </1> S1: okay	Whenever two or more utterances happen at the same time, the overlaps are marked with numbered tags: <1> </1>, <2> </2>,... Everything that is simultaneous gets the same number. All overlaps are marked in blue.
<u>Example:</u> S9: it it is (.) to identify some<1>thing </1> where (.) S3: <1> mhm </1>	All overlaps are approximate and words may be split up if appropriate. In this case, the tag is placed within the split-up word.
6. OTHER-CONTINUATION	
<u>Example:</u> S1: what up till (.) till twelve? S2: yes= S1: =really. so it's it's quite a lot of time.	Whenever a speaker continues, completes or supports another speaker's turn immediately (i.e. without a pause), this is marked by "=".
7. LENGTHENING	
<u>Example:</u> S1: you can run faster but they have much mo:re technique with the ball	Lengthened sounds are marked with a colon ":".
<u>Example:</u> S5: personally that's my opinion the: er::m	Exceptionally long sounds (i.e. approximating 2 seconds or more) are marked with a double colon "::".
8. REPETITION	
<u>Example:</u> S11: e:r i'd like to go t- t- to to this type of course	All repetitions of words and phrases (including self-interruptions and false starts) are transcribed.
9. WORD FRAGMENTS	
<u>Example:</u> S6: with a minimum of (.) of participa- S1: mhm S6: -pation from french universities to say we have er (.) a joint doctorate or a joi- joint master	With word fragments, a hyphen marks where a part of the word is missing.
10. LAUGHTER	
<u>Example:</u> S1: in denmark well who knows. @@ S2: <@> yeah </@> @@ that's right	All laughter and laughter-like sounds are transcribed with the @ symbol, approximating syllable number (e.g. ha ha ha = @@@). Utterances spoken laughingly are put between <@> </@> tags.

11. UNCERTAIN TRANSCRIPTION	
<u>Example:</u> S3: i've a lot of very (generous) friends <u>Example:</u> SX-4: they will do whatever they want because they are a compan(ies)	Word fragments, words or phrases which cannot be reliably identified are put in parentheses ().
12. PRONUNCIATION VARIATIONS & COINAGES	
<u>Example:</u> S4: i also: (.) e:r played (.) tennis e:r <pvc> bices </pvc> e:r we rent? went?	Striking variations on the levels of phonology, morphology and lexis as well as 'invented' words are marked <pvc> </pvc>.
<u>Example:</u> S9: how you were controlling such a thing and how you <pvc> (avrivate) </pvc> (it)	What you hear is represented in spelling according to general principles of English orthography. Uncertain transcription is put in parentheses ().
<u>Example:</u> S6: what we try to explain here is the foreign direct investment growth (2) in a certain industry (.) and a certain <pvc> compy {company} </pvc>	If a corresponding existing word can be identified, this existing word is added between curly brackets { }.
<u>Example:</u> S2: anyway i make you an a total (.) <pvc> summamary {summary} <ipa> samə'mæri </ipa> </pvc> of destinations	Particularly when it comes to salient variations on the level of phonology, e.g. sound substitution or addition, a phonetic representation should be added between <ipa> </ipa> tags.
13. ONOMATOPOEIC NOISES	
<u>Example:</u> S1: it may be quite HARMLESS and at the end of the day you (.) <ono> dəʃ dəʃ dəʃ </ono> (.) somebody	When speakers produce noises in order to imitate something instead of using words, these onomatopoeic noises are rendered in IPA symbols between <ono> </ono> tags.
14. NON-ENGLISH SPEECH	
<u>Example:</u> S5: <L1de> bei firmen </L1de> or wherever	Utterances in a participant's first language (L1) are put between tags indicating the speaker's L1.
<u>Example:</u> S7: er this is <LNde> die seite? (welche) </LNde> is	Utterances in languages which are neither English nor the speaker's first language are marked LN with the language indicated.
<u>Example:</u> S4: it depends in in in <LQit> roma </LQit>	Non-English utterances where it cannot be ascertained whether the language is the speaker's first language or a foreign language are marked LQ with the language indicated.
<u>Example:</u> S2: erm we want to go t- to <LNvi> xx xxx </LNvi> island first of all	Unintelligible utterances in a participant's L1, LN or in an LQ are represented by x's approximating syllable number.
<u>Example:</u> S4: and now we do the boat trip (1) <L1xx> xxxxx </L1xx> S3: mhm	Utterances in a language one cannot recognize are marked L1xx, LNxx or LQxx.

<u>Example:</u> S3: <L1fr> oui un grand carre {yes like a big square} </L1fr> (.) i <fast> think it would </fast> be better if we put the tables a <soft> different way </soft>	If possible, translations into English are provided between curly brackets { } immediately after the non-English speech.
15. SPELLING OUT	
<u>Example:</u> S1: and they (3) created some (1) some er (2) JARGON. do you know? the word JARGON? (.) <spel> j a r- </spel> <spel> j a r g o n? </spel> jargon	The <spel> </spel> tag is used to mark words or abbreviations which are spelled out by the speaker, i.e. words whose constituents are pronounced as individual letters.
16. SPEAKING MODES	
<u>Example:</u> S2: because as i explained before is that we have in the <fast> universities of cyprus we have </fast> a specific e:rm procedure <fast> </fast> <slow> </slow> <loud> </loud> <soft> </soft> <whispering> </whispering> <sighing> </sighing> <reading> </reading> <reading aloud> </reading aloud> <on phone> </on phone> <imitating> </imitating> <singing> </singing> <yawning> </yawning>	Utterances which are spoken in a particular mode (fast, soft, whispered, read, etc.) and are notably different from the speaker's normal speaking style are marked accordingly. The list of speaking modes is an open one.
17. BREATH	
<u>Example:</u> S1: so it's always hh (.) going around (2) yeah	Noticeable breathing in or out is represented by two or three h's (hh = relatively short; hhh= relatively long).
18. SPEAKER NOISES	
<coughs> <clears throat> <sniffs> <sneezes> <snorts> <applauds> <smacks lips> <yawns> <whistles> <swallows>	Noises produced by the current speaker are always transcribed. Noises produced by other speakers are only transcribed if they seem relevant (e.g. because they make speech unintelligible or influence the interaction). The list of speaker noises is an open one.
<u>Example:</u> S1: yeah <1> what </1> i think in in doctor levels	These noises are transcribed as part of the running text and put between pointed brackets < >.

S7: <1> <clears throat> </1>	
<u>Example:</u> SX-m: but you NEVER KNOW when it's popping up you never know S3: <coughs (6)>	If it is deemed important to indicate the length of the noise (e.g. if a coughing fit disrupts the interaction), this is done by adding the number of seconds in parentheses after the descriptor.
19. NON-VERBAL FEEDBACK	
<nods> <shakes head>	Whenever information about it is available, non-verbal feedback is transcribed as part of the running text and put between pointed brackets < >.
<u>Example:</u> S3: but i think if you structure corporate governance appropriately you can have everything (1) S7: <soft> mhm </soft> <nods (2)>	If it is deemed important to indicate the length of the non-verbal feedback, this is done by adding the number of seconds in parentheses.
20. ANONYMIZATION	
	A guiding principle of VOICE is sensitivity to the appropriate extent of anonymization. As a general rule, names of people, companies, organizations, institutions, locations, etc. are replaced by aliases and these aliases are put into square brackets []. The aliases are numbered consecutively, starting with 1.
<u>Example:</u> S9: that's one of the things (.) that i (1) just wanted to clear out. (2) [S13]?	Whenever speakers who are involved in the interaction are addressed or referred to, their names are replaced by their respective speaker IDs.
<u>Example:</u> S6: so: (1) ei:ther MYself or mister [S2/last] or even boss (.) should be there every year	A speaker's first name is represented by the plain speaker ID in square brackets [S1], etc.
<u>Example:</u> S8: so my name is [S8] [S8/last] from vienna	A speaker's last name is marked [S1/last], etc.
<u>Example:</u> S2: that division is headed by (1) [first name3] [last name3] (1)	If a speaker's full name is pronounced, the two tags are combined to [S1] [S1/last], etc.
<u>Example:</u> S5: erm she is currently head of marketing (and) with the [org2] (1)	Names of people who are not part of the ongoing interaction are substituted by [first name1], etc. or [last name1], etc. or a combination of both.
<u>Example:</u> S1: i: i really don't wanna have a: a joint degree e:r with the university of [place12] (.)	Companies and other organizations need to be anonymized as well. Their names are replaced by [org1], etc.
	Names of places, cities, countries, etc. are anonymized when this is deemed relevant in order to protect the speakers' identities and their environment. They are replaced by [place1], etc.

<u>Example:</u> S8: he get the <L1cs> diplom {diploma}</L1cs> of [name1] university (.) and french university can give him also the <L1cs> diplom {diploma}</L1cs>	Other names or descriptors may be anonymized by [name1] , etc., as in e.g. Charles University.
<u>Example:</u> S3: erm i- in the [thing1] is very well explained. so <2> i can </2> pa- <3> er pass you this </3> th- the definitions. S4: <2> aha </2> S4: <3> okay <@> okay </@> </3>	Products or other objects may be anonymized by [thing1] , etc.
21. CONTEXTUAL EVENTS	
{mobile rings} {S7 enters room} {S2 points at S5} {S4 starts writing on blackboard} {S4 stops writing on blackboard} {S2 gets up and walks to blackboard (7)} {S3 pours coffee (3)} {SS reading quietly (30)} ... <u>Example:</u> S3: one dollar you get (.) (at) one euro you get one dollar twenty-seven. (.) S4: right. {S5 gets up to pour some drinks} S3: right now at this time (3) S1: er page five is the er (4) {S5 places some cups and glasses on the desk (4)} S1: i think is the descriptip- e:r part of what i have just explained (.)	Contextual information is added between curly brackets { } only if it is relevant to the understanding of the interaction or to the interaction as such. If it is deemed important to indicate the length of the event, this can be done by adding the number of seconds in parentheses. Explanation: The pause in the conversation occurs because of the contextual event.
22. PARALLEL CONVERSATIONS	
<u>Example:</u> S1: four billion <spel> u s </spel> dollars. (.) S4: quite impressive (.) S1: er <to S2> not quite isn't it </to S2> (.) i understand some other countries we handle	To indicate that a speaker is addressing not the whole group but one speaker in particular, the stretch of speech is marked with (e.g.) <to S1> </to S1>, choosing the speaker ID of the addressee.
<u>Example:</u> S7: i've i've found the people very stressed SS: @@@ S7: that's (.) i don't know how many of you study here but it's VERY important to push the close the door button in that elevator. this is something i've never <3> seen in sweden </3> {parallel conversation between S1 and S3 starts} or anywhere else <4> but it's very	Wherever two or more conversational threads emerge which are too difficult to transcribe, as a general rule only the main thread of conversation is transcribed. The threads which are not transcribed are treated like a contextual event and indicated between curly brackets { }.

Lebenslauf

Name: Mirela Pop, BA
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seit Oktober 2012

MA English Language and Linguistics

Oktober 2008 – Juni 2012

BA English and American Studies

Oktober 2010 – Juni 2011

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Amstetten

Ende Mai 2006: Reife- und Diplomprüfung
<http://www.zeugnisinfo.at/xml/3145/3145.pdf>

Deutsch, Englisch, Französisch
Kulturtouristik, Reisebüro
Rechnungswesen, Wirtschaftsinformatik

Berufserfahrung

März 2014

Saalbetreuung beim European Congress of Radiology (ECR)

- Empfang, Einweisung und Betreuung der Moderatoren und Sprecher
- Aufsicht während der Vorträge

Angestellt über IMPACTS Cateringsolutions

seit Juni 2012 jährlich (3-6 Wochen)

Delegation Manager bei PDM Touristik

- Betreuung von „People to People Student Ambassador Programs“ Gruppen (ca. 40 Jugendliche / Gruppe)
- Zusammenarbeit mit Restaurants, Hotels, etc. dem PDM Büro und dem People to People Büro in Spokane (USA)

- Problemmanagement
- Administrative Tätigkeiten
- Repräsentation Europas
- Informationsvermittlung über europäische Kulturen, Sprachen und Werte

PDM Touristik

August 2009

Ferialpraktikum in der Büroabteilung der Firma Hörmann Interstall GmbH & Co KG

- Telefonvermittlung und -auskunft
- Erstellung div. Listen
- Unterstützung der Mitarbeiter bei div. Arbeiten
- Aktenverwaltung, ...

Firma Hörmann Interstall GmbH & Co KG

Juni 2007 – November 2008

Rezeptionistin

- Check In und Check Out
- Gästebetreuung
- Wartung der Internetsysteme
- Telefonbetreuung
- Reservierung
- Assistenz des Managements

Hotel Resonanz Vienna

Oktober 2005 – September 2006

Event-Catering bei Do & Co

VIP Betreuung und Catering bei verschiedenen internationalen Großveranstaltungen (F1-Grand-Prix, Schirennen...)

Do & Co

Sprachkenntnisse

Deutsch
Ungarisch
Englisch
Französisch
Rumänisch

Muttersprache
Muttersprache
Verhandlungssicher in Wort und Schrift
Grundkenntnisse
Grundkenntnisse