

Narration and Language Acquisition in Tandem Situation

Bai Yinchun

Albert-Ludwigs-Universität Freiburg

Linguistische Erzählforschung

Professor: Helga Kotthoff

Winter Semester 09/10

Contents

1	Introduction.....	1
1.1	Methodology.....	1
1.2	Organizational framework	1
2	What is Tandem?.....	2
2.1	Definition.....	2
2.2	Principles.....	4
2.3	Influential Factors	4
2.4	Goals and objectives	4
2.5	Forms.....	5
2.6	Advantageous features	6
3	Narration in Tandem Situation.....	6
3.1	General features of narration in foreign languages	6
3.2	Types of narration in Tandem situation	7
4	Roles of the participants in Tandem situation.....	7
5	Language acquisition in Tandem situation.....	9
5.1	Types of language learning activities in Tandem situation	9
5.1.1	Self-help	9
5.1.2	Outside-help.....	11
5.1.3	Mixed-help	12
5.2	Process of language acquisition in Tandem situation.....	12
6	Conclusion	14
6.1	Summary of the study	14
6.2	Suggestions for further research	15
	References:.....	16
	Appendix I	17
	Appendix II.....	22

1 Introduction

Tandem is a special and interesting case for discourse analysis, as it is the combination of natural dialogue and language learning. As a result, it embodies features both of a casual conversation and of narrations produced in conscious learning environment.

Due to the bi-layer nature of Tandem, the participants also play double roles in a Tandem situation. This distinctive characteristic has inevitably impact on the flow of the narration and the realization of language acquisition in the Tandem situation.

This paper is focused on two major subjects: features and types of narration in the Tandem situation and the realization of language acquisition through the narration in the Tandem situation. First, it is intriguing to find out what phonological, morphological syntactical and lexical features that may appear when the speaker tries to narrate in his/her non-native language, and to look into the types of narration being produced as well as possibly influential factors on the production; second, as is always fascinating and mysterious of how language acquisition works, it is also worthwhile to pay attention to the speaker-initiated and listener-initiated learning activities and to observe different stages of language acquisition in each of the activities.

1.1 Methodology

This paper is based on two recordings of Chinese-German Tandem and researches on previous studies concerning this matter. It follows the common procedures of conducting discourse analysis by first transcribing the recording, analyzing the text, then marking the transcription for relevant studies and using the actual incidents in the Tandem situation to back up the theories and findings presented in this paper.

In this paper, the two recordings of Chinese-German Tandem are transcribed with the transcription symbol system developed by Gail Jefferson, which is used in the majority of conversation analytic publications. Incidents where narrative features (both phonomorphologically and contentwise) or signs of language acquisition show up are picked out and presented selectively in this paper as evidential examples.

1.2 Organizational framework

This paper is divided into six chapters. The first chapter is a general introduction of the topic of the study and the methodology adopted in this paper; in the second chapter, the concept of Tandem is discussed from aspects of definition, principles, influential factors, objectives, forms and advantageous features; chapter three focuses on narrative features and types in the Tandem situation and points out factors that may influence the production of different narrative types; in chapter four, the focus of the study shifts to the double roles played by the speaker and the listener in the Tandem; chapter five brings forth the different types of learning activities in the Tandem

situation and discusses how language acquisition is realized through these activities by creating a process model and mapping the activities into the model; a natural conclusion is made in chapter six together with suggestions for further research. The recordings from which segments are quoted and used as examples in this paper are attached as appendix at the end.

2 What is Tandem?

2.1 Definition

Before going into the discourse analysis section, it is important to clarify what Tandem is. There are several definitions and explanations available.

“Mündliches Erzählen im Tandem ist ... eine besondere Form von exolingualer Kommunikation. Die beiden SprecherInnen verfügen über unterschiedliche Kompetenzen der jeweiligen Kommunikationssprache, und für die Erzählungen, die eine/r der beiden PartnerInnen in der Fremdsprache produziert, ist er/sie auf die Hilfe des/der MuttersprachlerIn angewiesen. Gleichzeitig haben sich die TandempartnerInnen für die Tandemsitzungen zum Ziel gesetzt, sich gegenseitig die eigene Muttersprache beibringen zu wollen, und produzieren folglich Texte, die als Spuren von Lehr- und Lernaktivitäten zu interpretieren sind.” (Apfelbaum 1993)

“Zwei Partner mit verschiedenen Sprachen unterrichten sich gegenseitig; auf diese Weise werden die zu lernenden Sprachen gleichzeitig zum Werkzeug des Lernens, und ihre Verwendung dient einem echten Zweck, nämlich der Verständigung mit einem Sprecher der Zielsprache.” (Herfurth 1993)

“Beim Sprachlernen im Tandem kommunizieren zwei Personen mit unterschiedlichen Muttersprachen miteinander, um gemeinsam und voneinander zu lernen.”(Brammerts 2001)

“Zwei Lerner unterschiedlicher Muttersprache kommen zusammen, um sich gegenseitig beim Erlernen der Sprache des anderen zu unterstützen, wobei die Muttersprache des einen die Zielsprache des anderen ist. Jeder übt sich dabei in seiner Fremdsprache und gegenseitig helfen sich die Tandempartner in der Sprache, die für sie Muttersprache ist.” (Bechtel 2003)

“Zwei Menschen mit unterschiedlichen Muttersprachen und mehr oder weniger unterschiedlichen individuellen Bezugs- und Bedeutungssystemen kommunizieren miteinander. Sie tun dies in der

gemeinsamen Absicht, von und miteinander zu lernen. Dabei sollen beide, als gleichberechtigte Partner, in gleichem Maße profitieren.”
(Schmelter 2004)

Although the quotations above vary in either choice of words or emphasis, they have certain points in common. Therefore, it can be concluded that the indispensable elements of a Tandem are as follows:

- (1) two parties speak different mother tongues from each other;
- (2) languages being exchanged are the mother tongues of the participants;
- (3) both parties are willing and engaging themselves to learn their target languages, which is the mother tongue of their partner;
- (4) both parties are willing to help each other learn their target languages.

Among the above-mentioned four elements, the first two are substantial and compositional to a Tandem situation. The lack of either (1) or (2) will change the nature of Tandem into another type of language learning.

If two parties in a discourse situation have the same language as their mother tongue, it is not by nature a Tandem situation even if they are communicating in a foreign language that they aim to learn. It is rather simply an exercise conducted by two foreign language learners with the purpose of mutually improving their foreign language skills. For example, the conversation between two Chinese learners of English can not be considered as a Tandem, although they are speaking to each other solely in English.

In a situation where two parties do have different mother tongues, if they do not take turns to communicate with each other in those mother tongues, it is still not a Tandem situation. There are two possibilities of this case:

First, the participants with different mother-tongue backgrounds are both learners of a third language and they are practicing that language through talking with each other. For example, a Swede and a Chinese talk with each other in German. Just like when two Chinese speak to each other in English, this is merely an exercise of foreign language skills and never a Tandem.

Second, the language exchange in a Tandem is supposed to be balanced, which means that the participants take turns to speak in the mother tongue of their partner in order to learn that language with the help of a native speaker. Therefore, cases where the language exchange is unbalanced are not considered as a complete Tandem. By unbalanced language exchange it means that only one mother tongue is being exchanged in the situation. Again, take the Swede and the Chinese for example. Assume that the Swede has a near-native competence of German and he wants to learn Chinese while the Chinese wants to learn German, then they create a semi-Tandem situation in which only half amount of exchange is of the nature of a Tandem, while the other half is mere communication between two learners of German.

To conclude, a Tandem only comes to existence when the two parties take turns to speak in the mother tongue of their partner. That is to say, the language exchange is

always between a native speaker and a learner of that language.

If the first two elements are considered as the “hardware” of a Tandem, the elements (3) and (4) are definitely the “software”. They are principles that the participants should follow in a Tandem situation to guarantee the effect and efficiency of languages learning activities.

2.2 Principles

As briefly mentioned in the previous paragraph, there are two indispensable principles in a Tandem situation: The Autonomy Principle and the Reciprocity Principle. (Brammerts 2001)

The Autonomy Principle refers to the fact that both parties in a Tandem are supposed to be self-responsible for their own learning activities: both parties must decide on their own what, how and when they want to learn and what help they are willing to get from the other party.

The Reciprocity Principle means that both parties in a Tandem situation must contribute to and benefit from the Tandem: both parties should first and for most offer skills that the other party aims to learn, support the learning process and activities and at the same time engage themselves as much as possible to achieve mutual benefits in the Tandem situation.

The violation of either principle in a Tandem situation will lead to an unsuccessful or inefficient Tandem experience. As soon as the mutually beneficial partnership in the Tandem breaks down, the whole Tandem system breaks down. Therefore, the two principles are just as essential as the “hardware” in the Tandem and should not be overlooked.

2.3 Influential Factors

In addition to the “rules” that are laid down in the Autonomy and the Reciprocity Principles, there are also numerous factors that influence the effect or efficiency of the Tandem. According to Brammerts and Calvert (2001), the participants would benefit more from the Tandem, if:

- (1) there are no technical or organizational problems that might hinder the communication between the participants;
- (2) the participants make full use of the distinctiveness of a Tandem situation;
- (3) the participants are well prepared;
- (4) the participants are capable of intercultural communication and cooperation; and
- (5) the participants are free to choose their topics according to their interests.

In a word, the two parties in a Tandem situation are a unit of common interest; the lack of efforts from either side would damage the effect or efficiency of the Tandem.

2.4 Goals and objectives

People choose the Tandem method in foreign languages learning with certain goals and objectives in mind. According to Brammerts and Calvert (2001), there is a hierarchy involved, which means that there are primary and secondary objectives.

Since the Tandem is above all a language learning method, the primary objectives for a language learner include:

- (1) communication skills in the foreign language which is the mother tongue of his/her partner; and
- (2) ability to interact in the culture from which his/her partner comes.

Other than the above-mentioned objectives, secondary objectives are sometimes oblivious to the participants and are achieved indirectly, including:

- (1) ability of self-directed foreign language learning;
- (2) intercultural communication skills; and
- (3) capability of multilingual cooperation.

However, the emphasis on which objectives is actually completely up to the participants themselves. As a result, the ranking of objectives in the hierarchy is free to change. The participants can set their objectives according to their own needs and priorities.

2.5 Forms

Tandem can be realized in different forms. Two major Tandem categories are Face-to-face Tandem (Present Tandem) and E-Tandem (Distant Tandem). (Brammerts and Calvert 2001)

Within the Face-to-face Tandem category, a further division can be made between a Single Tandem and a Tandem Course. (Bechtel 2003)

A Single Tandem refers to the type of Tandem that is carried out between two individuals, who have found each other with the help of an agency or a bulletin board and have agreed to meet in their free time with the purpose of foreign language learning which is mutually beneficial.

A Tandem Course refers to the language course that is organized in the Tandem way. Different from the Single Tandem, the participants in a Tandem Course are two groups of native speakers of two different languages and ideally of the same size (e.g. a group of ten German speakers and another group of ten English speakers). The Tandem course is usually supervised or led by a course leader within an institutional framework and organized according to a course plan, which means the conversations that are produced in a Tandem course is to some extent restricted. In this sense, a Single Tandem is also called a Free Tandem, since it is free from the supervision or orientation of the course leader.

Due to the development of new communication technology such as the internet and decreasing price on traditional communicational media such as the telephone and fax, it is possible to realize a Tandem situation between persons in countries far away from each other. This form of Tandem is called E-Tandem or Distant Tandem. There are also subtypes of a Distant Tandem such as Email Tandem, Instant Message Tandem, Telephone Tandem and Video-conference Tandem. The downsides of a

Distant Tandem are: on one hand, the participants lack the assistance of facial expressions and gestures from both themselves and their partner which are present in a Face-to-face Tandem; on the other hand, for asynchronous cases of a Distant Tandem such as Email, Fax and Voicemail, the speakers are missing of the most natural reaction from their partner and tend to “hide away” some mistakes that could have been shown in a real-time conversation.

2.6 Advantageous features

Compared to the traditional way of foreign language learning, the teacher-student based language course, Tandem has several advantages.

First, Tandem combines languages learning and authentic intercultural communication. (Brammerts 2001) Language learners obtain absolutely authentic linguistic input and feedback as well as cultural information from their partner, the native speaker.

Second, the Tandem situation is the most natural environment for language learning. (Ehnert qtd. in Herfurth 1993) In all Tandem situations, the participants have genuine interest in their partner and his/her culture and thus create a natural communication environment.

Third, language learners are more motivated in a Tandem situation than in a normal language course. (Fidelak 2001) Not only because the participants have the most authentic learning resources, but they are also free from the restrictions imposed by a language course as they decide on the time, place and topics of the Tandem by themselves.

Fourth, by communicating with native speakers, language learners get away from the interference of “learner’s tolerance” which is prominent in non-Tandem language practices. “Learner’s tolerance” refers to the cases when two speakers are both learners of a certain language and either they tend to place a high priority on the flow of the conversation that they tolerate some of their partner’s mistakes as long as they understand each other or they simply do not identify the mistakes. Either way, “learner’s tolerance” goes against the learner’s will of optimizing his/her gains, and the Tandem situation can effectively avoid this unwanted factor.

3 Narration in Tandem Situation

3.1 General features of narration in foreign languages

During the process of foreign language learning, the mother tongue of the learners will inevitably get in the way at a certain point or all along the way and results in special features in the speaker’s narration.

First, phonetic misproduction and Hyper-correction are two of the most obvious features of narrations in a foreign language. Misproduction simply refers to the mispronunciation of a certain vowel or consonant, and Hyper-correction refers to rectifying pronunciation that is overdone. These two cases are both resulted from the absence of certain sound in the speaker’s mother tongue which is present in the

foreign language. Take English and German for example. Since the consonant [w] does not exist in the German language, the Germans sometimes have trouble pronouncing the sound properly when they are speaking English and tend to resort to a similar consonant [v] which exists in German. When the consonant [w] is incorrectly pronounced as [v] in narration, it is a case of misproduction. However, there are also cases when the speaker is so overly conscious about his/her pronunciation that in places where [v] should actually be pronounced, he/she uses [w] instead. This over-rectifying behavior is called Hyper-correction.

Second, in terms of syntax, problems are mostly demonstrated when the speaker attempts to literally translate phrases or idioms from their mother tongue into the foreign language. For example, the German idiom “Ich verstehe nur Bahnhof.” does not make any sense when it is directly translated into English: “I understand only train station.” The real meaning behind that idiom is completely lost.

Another component of the narration in a foreign language that is influenced by the speaker’s mother tongue is lexicon. There are words in different languages that share morphological similarities but carry absolutely distinct meanings. They are so-called “fake friends”. For example, the German word “famos“ has nothing to do with the meaning of “famous” and the German word “eventuell” does not mean “eventually” in English, although in both cases the words are extremely alike.

These three aspects constitute the general features of narration in foreign languages.

3.2 Types of narration in Tandem situation

Due to the difference in language skills, personalities of the speaker and situational factors, narrations in Tandem are of different kinds. Apfelbaum (1993) categorized narrations in Tandem into three types: statement, minimal narration and scenic narration.

Statement features theming, which means the only incidents in the narration are setting the theme and talking around the topic. This type of narration usually corresponds to speakers with lower language skills who tend to produce direct and brief narrations without many descriptive details or their own comments on the topic.

Minimal narration features theming and elaboration. It is the most common type of narration in a Tandem situation and is produced mainly by speakers with intermediate language skills. Compared to statement, minimal narration has more detailed description and explanation on the topic.

Scenic narration involves theming, elaboration and dramatization. Dramatization features reproduction of speech and imitation of mimic or gesture during the narration. This type of narration is most likely to be produced by speakers with higher language skills and probably an outgoing personality.

4 Roles of the participants in Tandem situation

Due to the bilayer nature of Tandem, the participants also play double roles in a

Tandem situation. The listener travels back and forth between the role of a conversation partner who offers natural responses and pushes the conversation forward and the role of a language instructor who helps his/her partner with language learning; the speaker correspondingly takes on the roles of both an information provider who speaks with the purpose of conducting a real conversation and a language learner who is simultaneously practicing his/her language skills.

In the following excerpt, it is clear to see the shift between roles of the listener. At first, the listener is dedicated of being a language instructor and engaged in all kinds of learning activities (see line 1 to 21); then the speaker is carried away by the conversation and focused on the topic so much that he ignored some of the mistakes made by the speaker, as long as he still understands what the speaker means, and engages himself fully in the conversation by raising questions and eliciting narrations so as to push the conversation forward (see line 25 and 30); as soon as the speaker turns to him for help, he immediately takes on the role of the language instructor yet again (see line 31 to 42).

Excerpt 2/1-42:

1 CN hallo
2 DE ((clear throat)) hallo \$he\$
3 CN so vor drei woche während der pfingspause,
4 habe ich eine: kleine reise gemacht,
5 nach konstanz ah ne nach- nach dem b0densee.
6 DE ach so ah:: nach konstanz zum bodensee.
7 CN [nIcht nur-] zum bodensee
8 DE ah du bist nach, du bist eh (.) zum bodensee gereist (.) ok.
9 CN ok
10 DE in d-die stadt konstanz.
11 CN ok ich habe (0.5) eh::m zum bodensee gereist,
12 aber nich-nicht nUr nach konstanz- In die stadt konstanz.
13 eh:m wIr sind (.) dUrch konstanz gefAhren,
14 eh:m u:nd (in) reichenau (2.8) gefahren.
15 ehm die zwei grosse Inseln am bodensee.
16 DE ok wir haben (.) die inseln mainau und reichenau besucht.
17 CN [reichenau] besucht. ehn?
18 DE aber gefahren kann man auch sagen aber-
19 (.) wenn man zu oft gefahren sagt, (.) also vielleicht (0.8) eh
20 CN [ja ok (0.8) ja]
21 ok ja. (0.6) wir haben die zwei inseln besucht,
22 und die erste insel mainau (1.0) sind ziemlich teuer?
23 eh::m man bezahlt eine Eintritt >ticket< ehm um die einzukommen,
24 u:::nd
25 DE und ok (0.5) warum ist das teuer?
26 CN weil die eintritt kostet aja (hab) schon vergessen

27 ein paar (1.0) zig \$hehe\$ euro. u:nd
 28 DE oh es ist wirklich teuer. zwanzig euro eintritt.
 29 CN oder fünfzehn? (1.1) ° zwanzig° aja hab ich schon (0.9) vergessen.
 30 DE was- was gibt es ehm zu sehen? (.) auf der insel.
 31 CN auf der grosse insel gibt's (0.4) viele garten?
 32 und zum beispiel eine: kräuter garten
 33 eine rose (0.8) rosa? (0.5) oh rosenblumen-blumen garten?
 34 und (0.6) viele garten die er kuck-
 35 en nur für die spazierenge-gänger? das ausruhen?
 36 DE [viele gärten]
 37 CN ehn?
 38 DE viele- viele gärten (0.5) um (.) um zu
 39 CN [gärten] ausruhen?
 40 DE zu besichtigen oder zu wandern,
 41 CN zu wandern?
 42 DE ja

5 Language acquisition in Tandem situation

As the primary goal of Tandem, language learning activities are evident throughout the narrations in a Tandem situation. This chapter presents different types of language learning activities and explains how language acquisition takes place in each of the activities.

5.1 Types of language learning activities in Tandem situation

According to Apfelbaum (1993), language learning activities in a Tandem situation can be sorted into two major types: self-help and outside-help.

5.1.1 Self-help

As its name suggests, self-help refers to the activities that the speaker handles the problems that have occurred in his/her narration by him/herself. That is to say, the speaker is completely responsible for his/her utterance from the very beginning to the end, including spotting the problem, processing the problem and finally solving the problem.

There are two possibilities of self-help: auto-achievement and self-reparation.

Auto-achievement features a “gap” during the narration, which is actually the search process for the speaker to find the right linguistic element in his/her head and complete the utterance (see line 20).

Excerpt 1/17-24: *Auto-achievement of “sich unterhalten”*

17 B Ä::hm, jA. ich habe fast Alles gemacht.
 18 A aha?
 19 B am Anfang, also (.) hmm (.) das das erst nee am Anfang
 20 (.) ähm (0.3) unterhalten. (0.6) sich unterhalten miteinander=
 21 ja:
 22 und dann, äh das Essen.
 23 und dann, also den TANnenbaum schmücken.
 24 A den TANnenbaum schmücken habt ihr AUch gemacht. aha°

The following excerpt is a more complicated case of auto-achievement. It involves two attempts of the speaker to find the right element. At the first attempt, the speaker fails to find the appropriate element and turns to the listener for help by asking direct questions after that specific word (see line 96 to 97); when she realizes that the speaker does not know which word she is looking for, she starts her second attempt and succeeds (see line 98 to 99).

Excerpt 2/94-101: *Auto-achievement of "Hase"*

94 CN nicht kindergarten (0.4) also ja kinderland da heisst
 95 also gibt's viele tiere i::m land.
 96 (1.4) im- auf diese lage gibt's pferd, (1.3) ehn (0.8) und (0.6)
 97 wie heisst das ehm (2.4) für ostern (.) was tiere ist für ostern
 98 CN ehm (0.8) keinohr:
 99 DE [ehm] weisst du wie
 100 CN hAse! \$hehe\$ hAse hase
 101 DE \$ja\$

Instead of a pause in the flow of the narration, self reparation features replacement of previously-spoken linguistic elements. The learning activity starts when the speaker believes that he/she has made a mistake or could have done better on a certain linguistic element during the narration and ends when the speaker replaces the previous element with a new or better one after his/her speculation.

In the following excerpt, the speaker struggles with the past tense in German. After previously corrected by the speaker (see line 69 to 72), she notices her mistake immediately after uttering "können" in present tense and corrects it into past tense (see line 73).

Excerpt 2/69-80: *Self reparation of "kann-konnte"*

69 CN u:nd ich bin schon mal in schweden,
 70 DE (0.9) gewesen
 71 CN (0.9) gewesen
 72 DE ehm
 73 CN ehm (0.5) aber kann- konnte ich (0.4) kEIne ähnlichkeit

74 zwischen die schwedische- (0.4) schwedischen turm in (.) Mainau
 75 (0.4) u:nd die einige gebäude oder schlösser oder (0.8) türme
 76 in schweden finden.
 77 DE feststellen oder? ja.
 78 CN ° feststellen°
 79 DE ok.
 80 CN \$hehe\$

5.1.2 Outside-help

Opposite to what happens with self-help, outside-help refers to cases where the listener is also involved in the narration process of the speaker. The narration is not completed by the speaker himself, but with the help from the listener as well, namely “help from the outside”.

Analogical to self-help, there are also two types of outside-help: interactive achievement and outside reparation.

Interactive achievement takes place when the speaker is not capable of solving his/her narrative problems and completing the utterance. The narration is partly completed by the listener. It features firstly a pause which is the search process and then a failure in finding the right element, after which a signal must be given to the listener by the speaker indicating that he/she is asking for help from the native speaker of that language. The right element is finally achieved by the listener.

In the following excerpt, the speaker has trouble pronouncing “Feuchtigkeit”. She paused and came up with “föchtigkeit” which is wrong (see line 184); the rising tone at the end of her utterance indicates her uncertainty with this result (see line 184); after she finds that the listener has not noticed her quest for help, she enquires again more directly by attempting to achieve the correct form of the word for the second time (see line 186); the correct element “Feuchtigkeit” is finally achieved by the listener (see line 187).

Excerpt 2/183-187: *Interactive achievement of “Feuchtigkeit”*

183 CN aber damals (0.5) war es wInter, und das wetter war ziemlich schlecht,
 184 es rEgnete ein bisschen, und es gibt (0.5) föchtigkeit (0.4) im luft?
 185 DE es- es gab
 186 CN es gab eh föch- fö-
 187 DE feuchtig sehr hohe feuchtig Luftfeuchtigkeit

Outside reparation refers to the activities where the listener spots a problematic element in the speaker’s utterance which is not noticed by the speaker and replaces it/them with another one. There is no search process involved in this case and it is initiated by the listener.

In the following excerpt, the speaker makes a mistake on the adjective form of

“Sweden” and does not realize it (see line 63); the speaker corrects the mistake by saying the correct form out loud and repeats it slowly until the speaker achieves the correct form (see line 64 and 66).

Excerpt 2/63-68: *Outside reparation of “einen schweden-schwedischen Turm”*

63 CN deswegen gibt's (1.0) eh dA auch einen schweden turm? (0.8) u::nd
64 DE einen schwedischen turm.
65 CN ehm? schweidisch- schwedischer turm
66 DE ne <einen schwedischenen turm>
67 CN ah gibt's einen schwedischen turm.
68 DE ehm

5.1.3 Mixed-help

Another learning activity that is not covered in Apfelbaum's studies is the case with mixed-help, i.e. after the speaker exhibits a problematic element in the narration which is noticed by the listener, instead of directly offering help and replacing the element with a new one, the listener signals the speaker of that problem and guides the speaker to solve the problem by him/herself. This activity can be viewed as assisted self reparation.

In the following excerpt, the speaker makes a mistake in distinguishing “wieder” and “weiter” and does not notice (see line 141); instead of directly correcting the mistake, the listener orients the speaker to realize the mistake by herself (see line 142); with the guidance, the speaker then successfully sees the problem and corrects her mistake (see line 143).

Excerpt 2/138-147: *Assisted self reparation of “wieder-weiter”*

138 DE eh und du bist weiter auf- auf die insel eh (0.5) reichenau gegangen
139 CN [Ah reichenau]
140 ja (0.3) e:hn (0.4) ja nachdem wir (0.5) mainau besichtigt haben,
141 (0.6) <gIngen> wir wieder nach reichenau (0.9) ehm
142 DE gingen wir wIEder? warum- warum wIEder?
143 CN [wieder] Ah wEIter
144 DE ach so
145 CN wEIter nach reichenau
146 DE ok
147 CN \$hehe\$

5.2 Process of language acquisition in Tandem situation

In all language learning activities, language acquisition must experience the following three stages: (1) problem manifestation, (2) problem processing and (3)

problem resolution. Potentially there is also a fourth stage: reflection and ratification, but it is not always present in the Tandem situation.

Figure 1 is the model of how language acquisition takes place in the Tandem situation. Each of the above-discussed learning activities can be mapped into this model.

- Auto achievement: $1 \rightarrow 2 \rightarrow 3 (\rightarrow 4)$
- Self reparation: $1 \rightarrow 2 \rightarrow 3 (\rightarrow 4)$
- Interactive achievement: $1 \rightarrow 2 \rightarrow 2' \rightarrow 3' (\rightarrow 4)$
- Outside reparation: $1' \rightarrow 2' \rightarrow 3' (\rightarrow 4)$
- Assisted self reparation: $1' \rightarrow 2' \rightarrow 2 \rightarrow 3 (\rightarrow 4)$

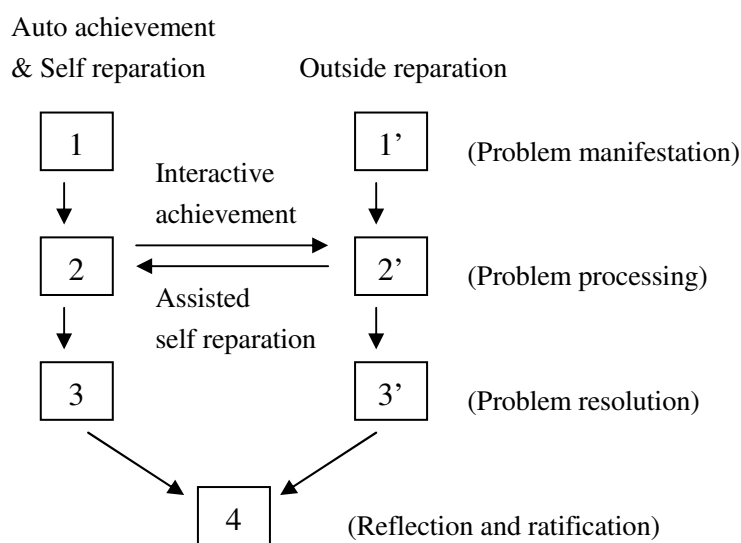


Figure 1 *Stages of language acquisition in Tandem situation*

In auto-achievement, the first and the second stages are almost impossible to tear apart. The pause contains both problem manifestation and processing (see line 20 in Excerpt 1/17-24).

In self reparation, the three stages are clearly separated: firstly the problem shows up, usually featuring a sudden stop in the flow of the narration possibly followed by a negation word to invalidate the previous word or phrase, then comes the search process which can either be short or long, depending on how quickly the speaker finds the replacement, and finally the replacement is found and uttered (see line 73 in Excerpt 2/69-80).

In interactive achievement, the learning sequence is also initiated by the speaker as in the previous two activities. It starts out just like auto-achievement, but to the stage of problem processing, however, the responsibility shifts from the speaker to the listener and ends with the listener finishing the stage of problem resolution (see line 184, 186 and 187 in Excerpt 2/183-187).

The learning activities that are initiated by the listener are outside reparation and assisted self reparation. Noteworthy is that, in these listener-initiated sequences, the stage of problem manifestation takes on the form of problem discovery, which means that the problem not only has to be exhibited by the speaker, but it also has to be discovered by the listener, otherwise the learning sequence would not take place.

In outside reparation, the three stages are so close together that they are almost completed simultaneously. The correction made the speaker is itself the embodiment of all three stages (see line 64 and 66 in Excerpt 2/63-68).

In assisted self reparation, the stage of problem processing also involves responsibility shift as in interactive achievement. The listener transfers the responsibility of processing the problem to the speaker after offering relevant guidance, and then the speaker goes on to finish the last stage of problem resolution (see line 142 to 143 in Excerpt 2/138-147).

Reflection and ratification, as the potential final stage of language acquisition, feature respectively the speaker's repetition and the listener's affirmation or approval on the achieved or corrected element.

The following excerpt is an example of reflection and ratification after an outside reparation sequence. After the listener corrects the speaker's mistake, the speaker immediately repeats the correct element, which is the manifestation of her reflection process (see line 156); and the listener confirms that her repetition is correct by giving her a short signal (see line 157).

Excerpt 2/151-157: *Reflection and ratification on "einen tollen Strand"*

151 CN ok. u:nd dA eigentlich gibt's keine (0.5) besOndere dinge zu sehen?
152 nur (0.5) eine sehr ruhige la- eh ruhige (1.1) insel?
153 DE ehn
154 CN aber gibt's tolle strand. wo man bAden (0.4) kann.
155 DE ah, es gibt einen tollen strand.
156 CN es gibt einen tollen strand.
157 DE ehm

6 Conclusion

6.1 Summary of the study

The Tandem situation is a special language learning environment. It features language exchanges between two mother tongues and combines authentic intercultural conversation with language learning activities. The Autonomy and the Reciprocity Principles are two of the indispensable parts of the Tandem. They require the participants to both contribute to and benefit from the Tandem situation, and therefore guarantee the effectiveness and efficiency of the Tandem. Tandem is categorized into two groups based on the media: Face-to-face Tandem and E-Tandem. Face-to-face Tandem is carried out in real contact situation and E-Tandem is realized

with the help of advanced communication technology. Compared to the traditional language learning approaches, Tandem is free from institutional restrictions and more appealing to active self-dependent language learners.

Narration is one of the major activities in a Tandem situation, through which a significant amount of language acquisition is realized. Because of the influence of the speaker's mother tongue, certain phonomorphological, syntactical and lexical features emerge during the narration, e.g. misproduction, Hyper-correction and literal translation etc. Contentwise, due to the disparity in language skills, personality and situational factors, narrations in the Tandem situation can be sorted into three types: statement, minimal narration and scenic narration. Each type involves more tasks and more complexity than the last.

In the Tandem situation, another evident feature is that the participants travel back and forth between two roles. Due to the particularity of Tandem, the listener is both a conversation partner and a language instructor; the speaker is both an information provider and a language learner.

The learning activities throughout the narration can be grouped according to the source of help that the speaker gets for handling problematic elements. If the speaker helps him/herself in the narration process, the learning activity falls into the category of self-help, including auto-achievement and self reparation; if the speaker gets help from the listener, the learning activity is considered one of outside-help, including interactive achievement and outside reparation; if the help comes from both sides, i.e. mixed-help, the learning activity is called assisted self reparation.

There are three stages in the language acquisition process: problem manifestation, processing and resolution. A fourth stage is also possible and helps enhance the learning effect: reflection and ratification. A model is created in this paper to illustrate the composition of different learning activities and the relationship between them.

6.2 Suggestions for further research

This paper has described and analyzed the Tandem situation from several aspects. However, there are certain issues that are not covered in this paper and are as well worth studying

Although pointing out which factors may influence the narration types in a Tandem situation, this paper does not elaborate on how they influence the speaker and what difference do they make on the production of narrations. Further studies can be done in this direction by setting "minimal pairs" comparison in order to find out the exact influence of each factor.

This paper proposes that in addition to the listener, the speaker also plays double roles in the Tandem situation. This paper only focuses on the listener about how he travels between roles. Further studies can be done on the speaker as well, in which case the shift between roles is not as obvious as in the case of the listener.

In a Tandem situation, the boundaries between language learning activities are not always clear-cut. Sometimes before a learning sequence is completed, a sub-sequence starts during the process, creating a much more complicated situation.

This paper only picks out those clear-cut examples to illustrate what the corresponding learning activities are and how they proceed. Those complicated cases are also of research value and worth discussing in detail in further researches.

Based on the model, it is clear that there are more possibilities of language learning activities than those discussed in this paper. Moreover, in an actual Tandem situation, the participants may repeat certain stages over and over again before they move forward and the learning activities may interchange with one another. This means that there are sub-categories of the language learning activities discussed in this paper which need to be mapped into the process model of language acquisition in further detail.

Above mentioned are only a few examples of how the Tandem situation can be further studied. There are surely other exciting aspects waiting to be discovered and explained.

References:

- Apfelbaum, Birgit. 1993. *Erzählen im Tandem*. Tübingen: Narr.
- Bechtel, Mark. 2003. *Interkulturelles lernen beim Sprachenlernen im Tandem*. Tübingen: Narr.
- Brammerts, Helmut. 2001. "Autonomes Sprachenlernen im Tandem: Definition und Prinzipien". in Baguette, Friedhelm et al. (eds.) *Sprachlernen im Tandem*. Bönen : Verl. für Schule und Weiterbildung. pp. 11-7.
- Brammerts, Helmut and Calvert, Mike. 2001. "Lernen durch Kommunizieren im Tandem". in Brammerts, Helmut and Kleppin, Karin. (eds.) *Selbstgesteuertes Sprachenlernen im Tandem*. Tübingen: Stauffenburg-Verl. pp. 27-38.
- Fidelak, Herta. 2001. "Lernen im Tandem - in vielfacher Hinsicht eine zeitgemäße Form des Lernens". in Baguette, Friedhelm et al. (eds.) *Sprachlernen im Tandem*. Bönen : Verl. für Schule und Weiterbildung. pp. 19-24.
- Herfurth, Hans-Erich. 1993. *Möglichkeiten und Grenzen des Fremdspracherwerbs in Begegnungssituationen*. München: Iudicium.
- Schmelter, Lars. 2004. *Selbstgesteuertes oder potenziell expansives Fremdsprachenlernen im Tandem*. Tübingen: Narr.

Appendix I

Recording 1

German-Chinese Tandem

Time duration: 6'51

A: male German, native speaker of German

B: female Chinese, native speaker of mandarin Chinese

- 1 A wie war denn WEIhnachten bei dIr?
2 B ähm (0.3) es war schön. also (.)
3 ich wurde bei einer deutschen famIlie in bad krOzingen eingeladen.
4 A A:hh in bad krOzingn
5 U:nd (.) du hast dann das gAnze weihnachtsfest bei denen mitgemAcht?
6 also am vierundzwanzigsten? oder (0.3) wArst du am fünfundzwanzigsn?
7 B nee, nur am (.) am Abend () vom VIERundzwanzichsTEN.
8 A Abend vom vierundzwanzigsten.
9 B ja.
10 A aha, bei der BeschErung (0.4) warst du
11 B was ist bescherung?
12 A bescherung ist wenn ähm (0.8) die leute geschenke austauschen, U:nd=
13 B ja.
14 A =gemeinsam den Abend verbringen und=
15 B ja.
16 A =FEIern und Essen zusammen, und dann (.) auch vielleicht sIngen?
17 B Ä::hm, jA. ich habe fast Alles gemAcht.
18 A aha?
19 B am Anfang, also (.) hmm (.) das das erst nee am Anfang
20 (.) ähm (0.3) unterhAlten. (0.6) sich unterhalten miteinander=
21 ja:
22 und dann, äh das Essen.
23 und dann, also den TANnenbaum schmücken.
24 A den TANnenbaum schmücken habt ihr AUch gemacht. aha°
25 B ja und dang hat der (1.0) GASTgeber MIr die KRIPpe erzählt.
26 A Ah er hat dir die KRIPpe erklärt.
27 B ja. und daNAch ähm (.)
28 A Und und was Ist in so 'ner krippe drin. (0.4) wer ist da? =
29 B .hh
30 A = (0.4) in der krippe°
31 B hmm drei KÖnige!
32 A die drei KÖnige, ja:
33 B Und ähm (0.6) ein pferd? (.) ein Stall ((lacht))
34 A ein pferd:d (.) mhm ((lacht))
35 B ähm (0.4) was gibt noch was gibt es noch ähm (0.9) äh

36 (1.8) 圣母° dann MALia oder?

37 A MALia?

38 B die MÜtter von Jesus°

39 A .h die MÜtter, ja, die Mutter gibt's noch

40 B Und was ist ihr name?

41 A (.) maRIa.

42 B ria, maRIa (1.3) U:nd (.) Ähm

43 (.) daNAch daNAch ähm (.) haben wir geschENke AUsgepackt?

44 A Aha? ja.

45 B (0.5)An- Und Ah ähm (0.3) die gastgeberin (0.3)haben mir

46 (0.3) äh wEIhnachtsplätzchen (0.3) gebAcken.

47 A ja?

48 B Und (0.3) sie hat auch (0.3) WeihnachtsLIEder gesungen.

49 A Oh schÖ:n

50 B tannenbaum.

51 A Ah ja, ihr habt Oh Tannenbaum gesungen.

52 B ((lacht))

53 A ErinNErst du dich an den TExt.

54 B ((lacht und singt)) Oh Tannenbaum oh Tannenbaum

55 A ((lacht))

56 B du hast mir seh gefallen

57 ich kann nur diesen sAtz.

58 A ((lacht)) ok

59 B Und, Ähm, dann danAch ähm (0.6) danach hat der gastgeber uns also

60 (.) ähm (.) BIbel vorgele- vorgelesen.

61 A Echt? Oh?

62 B ja, (0.3) auf Altdeutsch.

63 A Oh, wirklich

64 B äh er liest altdeutsch und Dang=

65 A aha:

66 B =ähm liest° (0.6) modERn deutsch VOR. >modernes deutsch vor.< =

67 A A:::h ok

68 B =wie sagst du das auf deutsch.°

69 A Ähm, er liest erst altdeutsch vor? (0.4) und danach (.)

70 liest er die Übersetzung auf (.) auf HOchdeutsch

71 B ja. (0.7) ja genau.

72 A aha?

73 B und and (0.4) DAnn Dann mm (0.4) dann wären wir gemEInsam in die KIrche,

74 in eine evanGELische kirche.

75 A Ah, ja:

76 B und DAng und danach am a:bend also (0.4) waren sie-

77 ha(.)ben sie mIch? (0.7) zuhAUse gefahren.

78 A NAch hAUse gefahren ha:

79 B >haben sie mich° <

80 A sie habn mIch nAch hAUse gebrAcht, oder nach Hause gefAhren.
81 B ja. und, das war alles. ((lacht))
82 A mhm?
83 aha? (0.6) ok? (0.4) dein WEIhnachten war dann ja AUch sehr religiös,
84 also (0.6) KIrche, BIbel lesen, (0.5) das ist sEhr religiös.
85 B jA.
86 A also (0.3) bei UNs weihnachten ist nIcht so religiös,
87 (0.5) WIr WIr machen das nIcht.
88 B weil (0.5) weil sie hat- also weil sie kEIne (0.4) frEUnde
89 also zuhause EIngeladen haben, zum
90 A aha:
91 B also wenn ähm wenn sie AUch ein chinEsisches mädchen zuhause EIngeladen
92 (0.2) hAben,=
93 A mhm?
94 B =würden sie vielleicht AUch SO machen bei ne so
95 religiös und traditionElles fest
96 A aha, (0.2) vielleicht haben sie deswegen sehr religIÖs gemacht ja?
97 B und wie war (.) die Weihnachten bei dIr?
98 A bei mIr? ähm (.) ich bin zu meiner familie, zu meinem (.) VAter und
99 zu meiner MÜtter nach hAUse, (0.6) U::nd die haben einn TAnnenbAUm auch
100 gehabt, (0.3) aber den TAnnenbAUm schmücken wir immer:: VOR weihnachten.
101 das machen wir nicht an weihnachten an heiligAbend,
102 sondern wir schmücken das VORher,
103 B mhm
104 A U::nd an heiligAbend gibt es dann Erst Essen,
105 (0.4) da wird zusammen gegessen,
106 B mhm
107 A (0.6) gibt es entweder Ente, so (0.4)
108 B Ente!
109 A 烤鸭?
110 B ↑ AH! ↓
111 A ((lacht))oder es gibt ähm (0.3) FIsch, aber normAlerweise gibt es ente.
112 (0.7) U::nd ähm (0.2) nAch dem Essen,
113 B mhm
114 A wird der christbaum ANgezündet also (0.3) die KERzen
115 B Ah
116 A die KERzen () nIcht der gANze ((lacht))
117 B ((lacht))
118 A U:nd dann
119 B mh
120 A ja wenn er brennt da:nn macht man gemeinsam beschErung
121 B aha:
122 A dA::nn kriegt jeder seine geschENke, man tauscht geschenke Aus,
123 (0.6) und dann dArf jeder AUspacken wenn er will.

124 (0.9) und ja, früher war's so wo ich klein war durft' ich dann auspacken
125 u:nd dann war (.) war halt ganz wichtig
126 dass ich schnell auspack' mittlerweile,
127 B mhm
128 A ist nicht mehr so wichtig ist immer wichtig mit Kindern
129 dass die dann geschenke kriegen°
130 und dann machen wir Musik an also dann
131 wir singen nicht selber weil wir können alle nicht singen,
132 B ((lacht))
133 A und das klingt dann schrecklich wenn wir singen,=
134 B ((lacht))
135 A =deswegen machen wir (0.5) CD oder (0.5) Radio oder sowas
136 und hören dann viel musik noch° ,
137 B oh
138 A ja, (0.4) dann (0.2) kann man sich unterhalten und so,
139 Aber wir machen nichts religiöses wir gehen nicht in die Kirche,
140 (0.8) U:nd wir machen auch keine (.) also,
141 wir lesen auch nicht aus der bibel oder so° .
142 B oh. (0.8) das klingt mir also (0.5) äh jedesmal wenn ich mein Weihnachten
143 der anderen erzähle, also=
144 A mhm
145 B (0.2) also sind sie überrascht über (.) mein erzählung dass wir
146 (0.2) also (0.3) ähm gemeinsam gesungen habe,
147 gemeinsam in die Kirche gegangen u::nd,
148 A ja, ja:
149 B das ist komisch für sie.
150 A (lacht) ja, das ist interessant, (0.5) mm früher,
151 (0.3) also, das ist jetzt Weihnachten heute bei uns,
152 (0.4) früher, als meine großeltern noch gelebt haben,
153 B mhm
154 A ä::hm da sind wir immer zu denen gefahren.
155 (0.5) und bei mein großeltern da kann dann die
156 (.) meine Onkel und Tanten (0.3) also
157 (.) brüder und schwester von meiner Mutter und von meinem Vater,
158 B ja
159 A kamen auch dahin, (0.4) und dann waren wir am ende so fünfzehn Leute,
160 B mh
161 A s'war viele Leute, (0.8) U::nd dann haben wir dort gefeiert.
162 das war auch schön, das waren dann viele Kinder?
163 B mhm
164 A waren cousins cousinen von mir, (0.6) u:nd,
165 ganz viele andere verwandte, und dann (.) hat man dort gefeiert.
166 B und ((lacht)) man kann- also (0.5) viele- äh man kann mehr geschenke von=
167 A

↑ mhm ↓

- 168 B =vielen LEute bekommen.
169 A jA rIchtich, es waren mEhr geschenke. und mein Opa hat auch immer
170 (.) GROße geschenke (0.4) für Alle (.) kinder hingelegt.
171 (1.0) und dAnn (.) war das sehr schön für mich als KInd.

Appendix II

Recording 2

German-Chinese Tandem

Time duration: 13'44

CN: female Chinese, native speaker of mandarin Chinese

DE: male German, native speaker of German

- 1 CN hallo
2 DE ((clear throat)) hallo \$he\$\n3 CN so vor drei woche während der pfingspause,
4 habe ich eine: kleine reise gemacht,
5 nach konstanz ah ne nach- nach dem b0densee.
6 DE ach so ah:: nach konstanz zum bodensee.
7 CN [nIcht nur-] zum bodensee
8 DE ah du bist nach, du bist eh (.) zum bodensee gereist (.) ok.
9 CN ok
10 DE in d-die stadt konstanz.
11 CN ok ich habe (0.5) eh::m zum bodensee gereist,
12 aber nich-nicht nUr nach konstanz- In die stadt konstanz.
13 eh:m wIr sind (.) dUrch konstanz gefAhren,
14 eh:m u:nd (in) reichenau (2.8) gefahren.
15 ehm die zwei grosse Inseln am bodensee.
16 DE ok wir haben (.) die inseln mainau und reichenau besucht.
17 CN [reichenau] besucht. ehn?
18 DE aber gefahren kann man auch sagen aber-
19 (.) wenn man zu oft gefahren sagt, (.) also vielleicht (0.8) eh
20 CN [ja ok (0.8) ja]
21 ok ja. (0.6) wir haben die zwei inseln besucht,
22 und die erste insel mainau (1.0) sind ziemlich teuer?
23 eh::m man bezahlt eine Eintritt >ticket< ehm um die einzukommen,
24 u:::nd
25 DE und ok (0.5) warum ist das teuer?
26 CN weil die eintritt kostet aja (hab) schon vergessen
27 ein paar (1.0) zig \$hehe\$ euro. u:nd
28 DE oh es ist wirklich teuer. zwanzig euro eintritt.
29 CN oder fünfzehn? (1.1) ° zwanzig° aja hab ich schon (0.9) vergessen.
30 DE was- was gibt es ehm zu sehen? (.) auf der insel.
31 CN auf der grosse insel gibt's (0.4) viele garten?
32 und zum beispiel eine: kräuter garten
33 eine rose (0.8) rosa? (0.5) oh rosenblomen-blumen garten?
34 und (0.6) viele garten die er kuck-

35 en nur für die spazierenge-gänger? das ausruhen?
36 DE [viele gärten]
37 CN ehn?
38 DE viele- viele gärten (0.5) um (.) um zu
39 CN [gärten] ausruhen?
40 DE zu besichtigen oder zu wandern,
41 CN zu wandern?
42 DE ja
43 CN gibt's eine schmetteringshaus, (0.9) wo man mit- wo man drin mit
44 (1.0) viele (0.7) schöne: schmetteringen spielen können?
45 CN kAnn? \$hehe\$
46 DE [kann? ok]
47 ah es gibt ein schmetteringhaus.
48 CN ehm?
49 DE ehm
50 CN und gibt's viele (0.8) nicht viele einige restaurant,
51 wo man schwedishes essen (0.4) essen kann,
52 und ja (0.3) eh:m (0.8) EIngentlich gehörte (0.5) die::se insel
53 zu schwedisch (1.2) e:hm (0.8) empire?
54 DE ach z-zu sch- zu schwedischer (0.8) krone.
55 CN [könig] oh krone
56 DE oder >oder zu den< schwedischen könig.
57 CN ehm, schwedischen könig.
58 DE aber nicht lange
59 CN das weiss ich nicht.
60 DE ok
61 CN ich weiss nur ja für ein (0.3) zeitraum.
62 DE ehm
63 CN deswegen gibt's (1.0) eh dA auch einen schweden turm? (0.8) u::nd
64 DE einen schwedischen turm.
65 CN ehm? schweidisch- schwedischer turm
66 DE ne <einen schwedischen turm>
67 CN ah gibt's einen schwedischen turm.
68 DE ehm
69 CN u:nd ich bin schon mal in schweden,
70 DE (0.9) gewesen
71 CN (0.9) gewesen
72 DE ehm
73 CN ehm (0.5) aber kann- konnte ich (0.4) kEIne ähnlichkeit
74 zwischen die schwedische- (0.4) schwedischen turm in (.) Mainau
75 (0.4) u:nd die einige gebäude oder schlösser oder (0.8) türme
76 in schweden finden.
77 DE feststellen oder? ja.
78 CN ° feststellen°

79 DE ok.
80 CN \$hehe\$
81 DE ja das war (.) vielleicht schon lange her
82 CN ja vielleicht \$hehe\$
83 und gibt's auch eine zoo? ein zoo?
84 DE ein zollhaus
85 CN m::hm nIcht ein haus (0.5) so ein lAge (0.4) die tiere sind darauf
86 (1.0) die kinder mit denen spielen können?
87 DE (1.0) ein zOlllage
88 CN zoo ehm?
89 DE also die kInder können da spielen
90 CN ehm
91 DE oh (0.5) eh?
92 CN [es gibt pferd?] e:hm
93 DE die kindergarten meinst du vielleicht
94 CN nicht kindergarten (0.4) also ja kinderland da heisst
95 also gibt's viele tiere i::m land.
96 (1.4) im- auf diese lage gibt's pferd, (1.3) ehn (0.8) und (0.6)
97 wie heisst das ehm (2.4) für ostern (.) was tiere ist für ostern
98 CN ehm (0.8) keinohr:
99 DE [ehm] weisst du wie
100 CN hAse! \$hehe\$ hAse hase
101 DE \$ja\$
102 CN also ja gibt's viele verschiedenen tiere (0.3) da
103 das ist ein zoo (.) oder?
104 DE ja das ist ein zoo.
105 CN ehm?
106 DE (1.4) ach so also kein zoll also (0.4) gab es einen kleinen zoo
107 CN einen kleinen zoo.
108 DE den es noch gab () auf der insel (.) mainau
109 CN ja.
110 DE ok.
111 CN u:nd (0.9) gibt's auch einen grosse schloss,
112 DE ehm
113 CN u:nd (1.3) eine tropische: (0.4) haus,
114 DE ehm
115 CN und nAtürlich (0.4) tolle (0.7) AUssicht, vom see.
116 DE ehm
117 CN ja
118 DE das hört sich ja ganz schön an
119 CN ehm? und das wetter war super schön,
120 lEIder wAren wir (0.3) dA schon ein bisschen spät (0.5)
121 ja für die jahreszeit, (0.8) sind die blumen schon ein bisschen
122 (1.2) vorbEI?

123 DE ah (0.9) ah: sind die blumen (1.5) ehm schon ein bisschen welg
124 also haben nicht mehr, haben nicht mehr die kraft
125 CN [ok]
126 DE ehm (0.4) sind die blumen (1.3) eh (1.0) sch- schon
127 hAben die blumen schon geblüht (0.5) kann man gleichfalls
128 CN [schon geblüht]
129 DE geblüht. also wenn (0.7) die blume aufgeht
130 CN ehm
131 DE sagt man blühen, wenn die Blume zugeht dann ist sie (.) welg. ok
132 CN [blühen] [ja] ok ja
133 aber trotzdem (0.6) wa:r (0.6) war sehr schön.
134 DE ok \$hehe\$
135 CN u:nd es war sehr heiss.
136 DE ehm
137 CN \$hehe\$
138 DE eh und du bist weiter auf- auf die insel eh (0.5) reichenau gegangen
139 CN [Ah reichenau]
140 ja (0.3) e:hn (0.4) ja nachdem wir (0.5) mainau besichtigt haben,
141 (0.6) <gIngen> wir wieder nach reichenau (0.9) ehm
142 DE gingen wir wIEder? warum- warum wIEder?
143 CN [wieder] Ah wEIter
144 DE ach so
145 CN wEIter nach reichenau
146 DE ok
147 CN \$hehe\$
148 DE zu- weiter zur insel reichenau
149 CN zur insel reichenau
150 DE ok
151 CN ok. u:nd dA eigentlich gibt's keine (0.5) besOndere dinge zu sehen?
152 nur (0.5) eine sehr ruhige la- eh ruhige (1.1) insel?
153 DE ehn
154 CN aber gibt's tolle strand. wo man bAden (0.4) kann.
155 DE ah, es gibt einen tollen strand.
156 CN es gibt einen tollen strand.
157 DE ehm
158 CN wo man baden oder sogar (0.3) sEgeln kann.
159 DE ehm, oder sogar schwimmen
160 CN baden heisst nicht schwimmen oder?
161 DE ah glEiche
162 CN ah
163 DE >also das ist das gleiche<
164 CN ok ja \$hehe\$
165 DE ehm
166 CN da:nn (1.1) ja aber hatten wir keine (0.3) badenanzug (1.0) dabEI?

167 DE badensachen
168 CN badensachen dabei, so (1.0) blieben wir nur am (0.6) am strand?
169 DE so sind wir (.) deshalb sind wir nur am strand geblieben,
170 CN ja
171 DE ehm
172 CN sind wir nur auf dem s- eh strand geblieben.
173 und die schönheit (0.5) geniessen \$hehe\$
174 DE [der natur]
175 CN ja
176 DE ok, sehr romantisch
177 CN \$hehe\$
178 DE und eh (1.0) wie lange (.) seid ihr in konstanz gewesen?
179 CN e::hm (1.9) ich glAUbe- (0.3) ah (0.8) seit letztes- letzten jahr.
180 (1.4) in my zwElte semester.
181 ehn ich habe diese reise mit dem studentenwerk gemacht
182 DE ok
183 CN aber damals (0.5) war es wInter, und das wetter war ziemlich schlecht,
184 es rEgnete ein bisschen, und es gibt (0.5) feuchtigkeit (0.4) im luft?
185 DE es- es gab
186 CN es gab eh feuch- feu-
187 DE feuchtig sehr hohe feuchtig Luftfeuchtigkeit
188 CN ehm, so kon- kon- konnnten wir (0.5) nIcht Über eh:n den see (0.4) sehen
189 DE ok
190 CN also eigentlich (1.0) eigentlich kann man schwEIz sehen, Über (.) den see
191 DE ach so (2.7) kann man in die schweiz sehen ja?
192 CN in die schweiz sehen
193 DE ehm, ja (2.9) OK! aber (0.6) wie ah ok
194 ich hab- ich habe auch- auch mal in konstanz gewohnt,
195 für (0.6) ein jahr weil
196 CN [aha] [wie schön] wegen Praktikum?
197 DE weil ich- weil ich dort ehm (0.5) es gibt- gibt in deutschland so (0.4)
198 ei:n jAhr, in dem man (0.6) ah militärdienst machen muss,
199 CN was ist militarium
200 DE mili- military
201 CN [ah mili] Ah! ok
202 DE und ich hab ich war habe dort eh diese zivildienst gemacht
203 CN [ach so]
204 DE also staatmilitär(.)dienst habe ich (0.7) zivildienst heißt das
205 CN für (.) Alle männer?
206 DE ja
207 CN ehm
208 DE dort bin ich deshalb ein jahr gewesen
209 CN ehm ↓
210 DE und hab- und habe im Altenheim gearbeitet

211 CN ok. gefällt die stadt dir?
212 DE ja im sommer ist sie schon - Natur schon sehr schön
213 also also aber es gibt zu (.) zu viele alte menschen
214 CN a- asien menschen
215 DE ehm
216 CN \$hehe\$ ich wEIss das nicht
217 DE ja ja das stimmt
218 CN eh warum? gibt's eh (.) mehrere job möglichkeit in konstanz?
219 DE ehm ↑ ehm ↑
220 CN warum sind ja gibt es so viele asien leuten
221 DE weil die alt- die ältere menschen haben normalerweise mehr geld,
222 CN ja
223 DE und die haben dort >weil es so schön ist< wohnungen gekauft und häuser
224 CN Ah Ah du mEInst A Alten leuten
225 DE alte=
226 CN =ich habe gehört Asien (0.3) leuten
227 DE ach so \$nein nein nein\$ \$nein nein\$
228 CN [\$hehehe\$]
229 DE al- alte ältere
230 CN [alte] ok.
231 aber in frEIburg schon gibt's hier AUch viele alte leu- leuten
232 DE aber nicht s0 viele
233 CN ja? ok \$hehe\$
234 DE außer- außerdem gibt's dort ganz- sehr viele (0.4) sehr viele altenheime
235 CN ah: ° ok°
236 DE und (1.3) ja
237 CN aber magst du (0.6) beim wasser (.) zu wohnen?
238 DE ja
239 CN ja? ja ich auch
240 DE [denke ich-] das ist bestimmt eh schöner
241 aber in dEIne stadt gibt es kein (0.5) kein (0.5) wasser in der nähe
242 CN ja: ↑ unsere stadt i-i-ist du meinst tianjin oder?
243 DE ja
244 CN ja die stadt lIEgt (0.8) im prinzip (0.3) am meer?
245 aber die ist ein sehr <grosse> stadt,
246 so kann man auch nicht so lEIcht ehn (0.9) das meer erreichen.
247 DE die liegt am meer
248 CN ja die stadt liegt am meer. aber weil die stadt sehr gross ist,
249 DE ja?
250 CN kann man also in- zum beispiel in de in der innenstadt,
251 die leute in der innenstadt (1.1) sind? nicht so lEIcht e:hm
252 (0.8) nAch dem meer zu gEhen
253 DE ach so. also von der innenstadt ist es schwierig aufs meer zu kommen
254 CN ah: ok

255 DE ok! (2.4) also lieg- also <tianjin> liegt direkt am meer dann
256 CN ehm,
257 DE ah ok
258 CN ja
259 DE schön
260 CN aber gibt's viele (0.4) sEEn In der stadt
261 DE ja schön
262 CN eh nicht viele und nicht gro- gro- grOsse
263 DE einige
264 CN aber einige ja
265 DE aber gibt es dort auch viele strande, so tolle strande wie auch der
266 reinau \$reichenau\$?
267 CN \$hehe\$ gIbt's schon (0.6) eh strande aber (0.3) keine tolle strande
268 DE ok
269 CN ja die (.) und die eh (0.5) das meer in china sogar
270 (0.9) ehm sind ein bisschen schmutzig
271 DE ah ok
272 CN [ja] leider
273 DE schade
274 CN ah schade
275 DE ja leider stimmt AUch
276 CN ja \$hehe\$\n277 DE \$hehe\$\n278 CN ok