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Katrin Märzinger

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To my parents

PREFACE

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ABSTRACT

This thesis is concerned with the use of phrasal verbs in English as a Lingua Franca (ELF). Phrasal verbs are generally claimed to have a very important function in the English language. The aim of this paper is to give insights into how ELF speakers use specific phrasal verbs. The use of phrasal verbs has not yet been the specific focus of a paper on ELF, which is where this thesis seeks to make a contribution.

The paper first provides an overview on what are generally considered the most important characteristics of ELF conversations. Furthermore, the grammatical category 'phrasal verbs' and its main features are described and discussed with a special focus on different attempts of classification of phrasal verbs. The findings of this paper rest upon an empirical study based on VOICE, the Vienna-Oxford International Corpus of English. The search results are analyzed both quantitatively and qualitatively. This analysis forms the core of this paper.

Generally, the results of the corpus search reveal that most of the phrasal verbs analyzed seem to be used in a 'conventional' way. However, there are several instances of phrasal verb use in VOICE that seem to be different to an ENL use for a variety of reasons. The analysis of these utterances seems to show that although ELF speakers sometimes seem to use phrasal verbs differently than ENL speakers, and that some instances of phrasal verb use may even be considered 'incorrect' in terms of ENL standards, a 'non-conventional' phrasal verb use does not seem to affect the conversations in a negative way. Moreover, the interactions analyzed suggest that the phrasal verb use in VOICE sometimes seems to be based on the 'open-choice principle' rather than the 'idiom principle'.

The paper concludes that with regard to the use of the phrasal verbs that were analyzed for this study, it seems that in many cases ELF speakers creatively vary and adapt the English language in a way that helps them communicate with each other.

LIST OF ABBREVIATIONS

BNC	British National Corpus
COCA	Corpus of Contemporary American English
EFL	English as a foreign language
EIL	English as an international language
ELF	English as a Lingua Franca
ELT	English language teaching
ENL	English as a native language
ESL	English as a second language
L1	First language
L1s	First languages
S	Speaker (in VOICE)
VOICE	Vienna-Oxford-International Corpus of English

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1. INTRODUCTION

English has always been my favorite language, mostly because I have always regarded it as the gateway to the big, wide world – which for me was nothing else than the United States of America. I considered English as the language of traveling, of internationality, of freedom. I knew that I had to be proficient in this language – which for me was the same as being as native-like and flawless as possible – in order to be able to communicate with my role models: the native speakers of English. It was not until I started working for an international language travel company and met people from all around the world with numerous different first languages that I realized that I actually use the English language to communicate with other non-native speakers much more often than with native speakers. In all those conversations it never seemed to matter whether I used English in ways a native speaker would or not. And this was when my perception of the English language started to change.

When the English department of my university offered a seminar on English as a Lingua Franca (ELF), I knew that I wanted to participate. I wanted to learn more about this special use of the English language, which was obviously so much more relevant for me than the communication with native speakers. In the course of this seminar, I conducted a small-scale study on tag questions in ELF, which was based on VOICE, the Vienna-Oxford International Corpus of English. I have been fascinated by ELF ever since, mostly because I can relate it to my private life and my personal experience. This is why it was clear to me that I wanted to write my thesis in the field of ELF as well. My supervisor, Prof. Seidlhofer, made me aware of the fact that hardly any extensive and systematic studies on phrasal verbs in ELF had been conducted yet. After reading up on this subject, I decided to do my own study on the use of phrasal verbs in ELF.

This study is concerned with the use of phrasal verbs in English as a Lingua Franca. The findings of the study are based on naturally occurring ELF data from the VOICE corpus.

Chapter 2 is concerned with a brief and general overview on ELF. My motivation for writing this paper is described and some terms are explained. A special focus is on the difference between EIL (English as an international language) and ELF on the one hand, and EFL (English as a foreign language) and ELF on the other.

In chapter 3, a rather detailed and extensive description of various characteristics of phrasal verbs is given. Central issues like syntactic, lexical and semantic features of phrasal verbs, as well as the role of the particle are dealt with. Furthermore, already existing research about phrasal verbs in ELF, especially Kecskes (2007), is briefly addressed and the working definition of phrasal verbs that underlies this study is given.

In chapter 4, the method and research design of this study are presented and its aim and research focus described. A substantial part of this chapter deals with the frequency of phrasal verbs in the English language, with a specific focus on a frequency analysis of phrasal verbs by Gardner & Davies (2007), which is used as a point of reference for this study. Moreover, the search process in VOICE is described and some 'questionable cases' are addressed. Furthermore, possible limitations of the study are described. The last section of this chapter is devoted to the description of VOICE, the corpus that was used as the source of empirical data for this study.

The core of this paper is chapter 5, which is concerned with the discussion of the outcomes of the corpus search. First, the quantitative search results are described and examples for the most prominent outcomes are given. This is followed by a qualitative discussion and analysis of the search results. First, some examples of a 'conventional' phrasal verb use in VOICE are given and described. Interestingly, the great majority of the instances of phrasal verb use that were observed for this study may be considered 'conventional'. Nevertheless, there also seem to be various instances of phrasal verb use in VOICE that may be regarded as 'non-conventional' according to an ENL perspective. These findings are also corroborated by means of corpus extracts

from VOICE. Concluding remarks at the end of the chapter sum up the central findings.

The paper is rounded off by chapter 6, in which the most important and relevant findings are summarized. It should be mentioned at this point that due to the rather limited scope of the study, the findings are based on the search results of a rather small number of phrasal verbs only. Nevertheless, I hope that the findings give some indication of the use of these particular phrasal verbs in VOICE. Moreover, they may be used as a starting point for other studies and further research in this field, particularly because the POS tagging of VOICE is currently in its final stages. A POS tagged corpus will make the search processes easier and will hopefully give more insight into the language use of ELF speakers.

Finally, the appendix contains the corpus extracts that resulted from the corpus search in VOICE in order to provide some more co-text of the expressions in which the phrasal verbs are used in for the readers.

2. ENGLISH AS A LINGUA FRANCA

Over the past decades, English has become the most widely used language in our world. The use of English as a Lingua Franca by so many people all around the globe is often described as an “unprecedented global linguistic phenomenon” (Pitzl 2001: 17). The reasons for this development are manifold, and especially the phenomenon of globalization, which “has changed the world and the way we use language” (Kecskes 2007:191) is claimed to have had an effect on the “global spread of English” (Leonardi 2010: 341).

In this chapter, I will briefly explain my motivation for choosing ELF as the topic of this thesis. Furthermore, I will define the basic concept of both, English as an international language (EIL) and English as a Lingua Franca (ELF). Moreover, I will elaborate on the differences between ELF and EFL (English as a foreign language).

2.1. Why a paper on ELF?

Being a student at the English Department at the University of Vienna, there is no way around English as a Lingua Franca. It is one of the main topics at the linguistic department of this university and is also being discussed intensively in English didactics seminars. In general, the great number of articles, books, theses and dissertations on ELF that have already been published and the fact that there are corpora that specifically contain ELF language material (c.f. section 4.6. *VOICE*, in which ELF corpora are presented and described) show that especially for the last few years, ELF has become one of the main topics of interest in linguistics. Much has been said and written about ELF, the discussions about ELF have been heated and controversial, and ELF has even been discussed on BBC Radio 4 (Word of Mouth 2012). Although ELF might

have been one of the ‘hot topics’ in linguistics for the past few years, “[t]here is much about ELF still to discover and describe” (Seidlhofer 2010: 158).

It has been claimed by many linguists before that a systematic description of this “new kind of English” (Hülmbauer 2010: 27) is necessary, and even more importantly, this description should be done by the actual ELF users themselves, i.e. ‘endonormatively’ (Hülmbauer 2010: 27). It is convenient and considered good practice for a linguistic description to be based on an empirical foundation, e.g. a corpus. VOICE, the Vienna-Oxford International Corpus of English, which is the empirical basis for this study, makes an important contribution in response to this need, especially because it was created “with the purpose of furthering empirical research on and the linguistic description of (spoken) ELF” (Breiteneder et al. 2009: 25). VOICE, which “comprises transcripts of naturally occurring, non-scripted face-to-face interactions in English as a lingua franca (ELF)” (VOICE-Homepage 2012e), is a one million-word corpus of spoken conversations in ELF. The corpus was compiled by a team of ELF researchers at the English Department of the University of Vienna and is currently in the final stages of being annotated with part-of-speech tags.¹

In terms of ELF research, there still is a “need for significantly more qualitative studies to be conducted” (Seidlhofer et al. 2006: 21), which is where it is hoped that this study can make a contribution.

2.2. English as an international language

“Never before has a language been used as a lingua franca by so many people in so many parts of the world. English [...] [has] more non-native than native speakers [...]” (Trudgill 2002: 150)

Native speakers of English really are the minority of all users of the English language. Generally, the importance of the English language as a global means of communication seems evident; one could say that English is the “default

¹ For a more detailed description of the corpus consider section 4.6. *VOICE*, which provides a more comprehensive summary of the most important characteristics of the corpus.

language of international communication” (Seargeant 2012: 88). It is the language of the media, of international business, of technology and sciences, of tourism, of international politics and of practically every other area of life that involves international communication. What is important to note at this stage is the fact that not only do “those at the top” use English as a means of international communication, but especially also “ordinary people” in their daily lives (Mauranen 2005: 270).

The terms *English as an international language* (EIL) and *English as a Lingua Franca* (ELF) are sometimes used interchangeably. As far as this paper is concerned, for both terms I will follow the definition that is used in Seidlhofer (2011: 3ff).

Simply put, EIL is defined as all “uses of English within and across Kachru’s ‘Circles’, for intranational as well as international communication” (Seidlhofer 2011: 3). This means that with relation to Kachru’s ‘Circles’ (1992: 356f) by EIL we understand the use of English in the ‘Inner Circle’, i.e. in countries in which English is the L1 for most people, as well as the use of English in the ‘Outer Circle’, i.e. in countries in which English is not the native language but the second language and it is used as an ‘additional’ language in order for the people to communicate with each other, and also the use of English in the ‘Expanding Circle’, i.e. the use of the English language in countries in which it is usually a foreign language for most people. According to this definition, EIL involves native speakers of English as well as non-native speakers of English in a variety of communicative situations as well as in various countries.

2.3. English as a Lingua Franca

As opposed to EIL, English as a Lingua Franca in this paper is referred to interactions the participants of which are usually not to be found in Kachru’s ‘Inner Circle’. Or, as Hülmbauer (2010: 20) puts it,

[t]he purpose of ELF is communication around the globe which is neither aimed at ENL proficiency nor dependent on inner circle norms.

The interlocutors of ELF interactions usually do not share the same L1, which is why they use English as their 'lingua franca' (Seidlhofer 2011: 7). Of course, some ELF interactions may also include native speakers, i.e. ELF does not "preclude the participation of English native speakers" (Seidlhofer 2005a: 339), but it is mainly seen as a contact language between people who do not share the same L1. The fact that native speakers of English might also take part in ELF interactions is taken into account in VOICE, which also includes interactions in which ENL speakers take part, however, their number is relatively small.

2.1.1. English as a Lingua Franca vs. English as a foreign language

Generally, one might assume that due to the fact that both, ELF and EFL speakers are no native speakers of English, their way of communicating might be similar. However, there seems to be an essential difference between the use of ELF and EFL (Hülmbauer 2007: 6, emphases in the original):

What differentiates ELF from EFL [...] so substantially is that its users neither aim at communicating *with* or *like* [native speakers] of the language, or only to a very limited extent.

In other words, one can say that unlike EFL speakers, the interlocutors in lingua franca conversations usually are other ELF speakers (and English is the 'contact language' of the interlocutors), whereas EFL speakers usually communicate with native speakers of English. Moreover, as mentioned before, the overall aim of ELF speakers usually is to use the language in a way that is appropriate in the very communicative (ELF) situation they are in, which may in some cases be different to what might be considered 'correct' in terms of ENL standards (c.f. section 5.2.2.1. *Phrasal verbs and grammatical 'correctness'*). EFL speakers, however, usually tend to strive for using English according to

ENL standards and for achieving native-like proficiency in their conversations, their language use is based on “native-speaker models” (Seargeant 2012: 167).

Furthermore, what distinguishes ELF speakers from EFL speakers is the fact that ELF *users* are generally seen as “EFL *learners* putting into practice what they have learnt” (Seidlhofer 2012: 81, my emphasis). Thus, ELF speakers are generally seen as users of a language that employ the language in a way that is suitable for their needs.

To sum up, one can say that the importance of the global use of English as a Lingua Franca seems evident, regarding the large number of interactions in which English is used as the lingua franca of the interlocutors. In terms of a description of the way ELF speakers use the language, empirical research plays a crucial role. This is where this thesis seeks to make a modest contribution.

3. PHRASAL VERBS

In this chapter I will describe the most important characteristics of phrasal verbs by focusing on their syntactic, lexical and semantic features. I will also discuss the idiomaticity of phrasal verbs. Moreover, I will focus on their frequency in English by referring to a frequency analysis carried out by Dee Gardner and Mark Davies in 2007. One of the main references for the discussion of phrasal verbs is *A comprehensive grammar of the English language* by Quirk et al. (1985: 1152ff), which is a very well known and widely used grammar book for the English language. I chose Quirk et al. as one of the main references because it was used as a basis for other papers on phrasal verbs (e.g. Darwin & Gray 1999) as well, and is claimed to be “the most clearly delineated” (Darwin & Gray 1999: 68) source of a definition of the phrasal verb, which further supports the relevance of this grammar.

3.1. Defining the indefinable

“Is there a more enigmatic lexical item in the English language than the multiword (phrasal) verb?”
(Wyss 2003: 27)

Linguists have defined, described and classified phrasal verbs differently in the course of time: “[d]ifferent people have different definitions of ‘phrasal verb’” (Sinclair 1989: v), or, as Gardner & Davies (2007: 341) put it: “[i]t is rare to read an article about phrasal verbs without some discussion of definitions”. It seems that there is no common agreement about what to include in the category of phrasal verbs and what to exclude from the category, or in other words: how to define them.

Comprehensive grammar books that are often used by different language users, for instance language learners, teachers, students, etc., like *A comprehensive grammar of the English language* by Quirk et al. (1985) or *Collins Cobuild English Grammar*, edited by John Sinclair (2006) usually give a relatively detailed and comprehensive description of phrasal verbs. The main focus is usually on how phrasal verbs are formed, how they behave syntactically and semantically, etc. Also other 'guides to the English language', like Michael Swan's foreign language learner-centered *Practical English Usage* (2005) deal with phrasal verbs and explain how to use them. There are countless articles in linguistic journals, some of which are used as sources for this paper, that deal with different aspects of phrasal verb use. This seems to show the significance phrasal verbs have in the English language, although (or rather: because?) it is not commonly agreed upon what phrasal verbs actually are.

3.2. General characteristics of phrasal verbs

3.2.1. Importance and Productivity

Generally, what linguists usually agree upon is the fact that phrasal verbs are very important in the English language: "no one can speak or understand English [...] without a knowledge of phrasal verbs" (Celce-Murcia & Larsen-Freeman 1999: 425). They are "crucial to English, and they add a definite richness to the language" (Gardner & Davies 2007: 339). The importance of phrasal verbs is underpinned by the fact that they are so productive and used very frequently, as e.g. Celce-Murcia & Larsen-Freeman (1999: 431) state: "Phrasal verbs are a highly productive lexical category in English". In general, phrasal verbs are said to be used more often in spoken than in written language and to be more frequent in informal than in formal registers. However, they are also found in more formal registers (Darwin & Gray 1999: 66).

3.2.2. Semantics

With regard to the semantics of phrasal verbs, the meaning of the verb + particle combination is often very different from the meanings of its two (or three) individual components. Or, as Darwin & Gray (1999: 65) put it:

The phrasal verb is generally defined as a verb + particle combination that functions as a single verb, both parts giving up meaning in order to form a new lexical item.

The meaning of the phrasal verb can therefore not always be guessed from the meaning of the lexical verb or the meaning of the particle. In other words, when the verb and the particle are put together, “a unique meaning is derived” (Celce-Murcia & Larsen-Freeman 1999: 425). Consider for instance the phrasal verb *to turn up*: if somebody *turns up* at a party, they *appear* at the party. However, unlike the meaning of the individual components of the phrasal verb might suggest, they do not *reverse (turn)*, and there is no *upward (up)* movement indicated. Thus, one can clearly see that the meaning of the individual components is different from the meaning of the combination of the verb and the particle. The meaning of the individual components is changed, or one could argue it is extended. Another example would be the phrasal verb *to put up with*. People *who put up with somebody or something* usually *tolerate* a situation or a person. Similar to the previous example, the meaning of the phrasal verb cannot be deduced from the meaning of its individual components. As can be seen from the examples just mentioned, the semantic aspect of phrasal verbs seems notable and important. Thus, it will be dealt with in a more detailed way later in this chapter.

3.2.3. The difficulty of phrasal verbs for language learners

From a language learning / language teaching point of view, it is often argued that, for various different reasons, phrasal verbs are very difficult for language learners. Nevertheless, being able to actively use phrasal verbs is generally seen as an important step towards a more fluent use of the English language

(Gardner & Davies 2007; Wyss 2003 or Side 1990). The importance of phrasal verbs in language learning seems to be emphasized by the large number of articles on phrasal verbs in journals related to language learning / language teaching and the fact that there are even specific dictionaries dedicated to phrasal verbs only (e.g. Sinclair 1989: *Collins Cobuild Dictionary of Phrasal Verbs*; Courtney 1991: *Longman Dictionary of Phrasal Verbs*; Cowie & Mackin 1995: *Oxford Dictionary of Phrasal Verbs*; etc.)

3.3. Syntactic criteria of phrasal verbs

In grammar books, large parts of the sections about phrasal verbs are usually devoted to the syntactic characteristics and syntactic behavior of phrasal verbs. In most cases there are lists of phrasal verbs and various examples of their use.

Generally speaking, phrasal verbs belong to the group of multi-word verbs. They consist of two or three units: a verb followed by one particle or a verb followed by two particles. These particles can be adverbial (*sit down*), prepositional (*put off*), or, in the case of phrasal verbs that consist of three units, a combination of both (*look forward to*). What is important is the fact that it is a characteristic of phrasal verbs to syntactically and lexically behave as a single unit, although they are never written as a single word or with a hyphen (Sinclair 2006: 162).

3.3.1. Transitive and intransitive phrasal verbs

Phrasal verbs can be grouped into intransitive and transitive phrasal verbs. Intransitive phrasal verbs consist of a verb and a particle. Examples of this group of phrasal verbs are e.g. *play around*, *take off*, *give in*, *turn up*. The particle is either a preposition or an adverb that usually cannot be separated from the lexical verb.

Examples of transitive phrasal verbs are e.g. *set something up*, *hand something in*, *turn something on*. Transitive phrasal verbs are followed by a direct object. It is worth mentioning that some phrasal verbs (e.g. *turn on*, *give in*) can either be used transitively or intransitively (Quirk et al. 1985: 1152ff).

3.4. Lexical criteria

It is an important feature of phrasal verbs to function as a single lexical unit. This is manifested by the fact that, as already mentioned earlier in this chapter, the meanings of the individual components are usually different from the meaning of the combination of the lexical verb and the particle or particles, in the case of phrasal verbs that consist of more than two units. The combination of verb proper + particle constitutes a new lexical entity that carries new meaning. This shows the lexical unity of the individual components of the phrasal verb. The example Darwin & Gray (1999: 68) give in this respect is the phrasal verb *touch down*: *a plane touches down after a flight* does not carry the same meaning as *a plane touches* or *a plane touches downward* (although one could argue that *down* and *downward* can be used synonymously). This shows that *touch* + *down* constitute a new lexical item with new meaning.

3.5. The semantics of phrasal verbs

In the case of many phrasal verbs, as Celce-Murcia & Larsen-Freeman (1999: 431) suggest,

[The] meanings are different from what combining the meaning of the verb with the meaning of the particle would lead you to expect.

Researchers in the field of phrasal verbs generally agree upon the fact that on the one hand, the meaning of some phrasal verbs can be deduced from the

meaning of its individual components rather easily (consider for example *go out*, or *come back*), and on the other hand, the meaning of some phrasal verbs is quite radically different from the meanings of its individual components (consider for example the phrasal verb *let somebody down*, whose meaning is different from what one might assume regarding the individual meanings of the verb and the particle).

3.5.1. Semantic classification of phrasal verbs

This section describes the attempts by different researchers to classify phrasal verbs according to their semantics. The main focus is on the classifications by Quirk et al. (1985: 1162ff), Dagut & Laufer (1985: 74) and Celce-Murcia & Larsen-Freeman (1999: 432ff). Interestingly, it can be observed that there does not seem to be an agreement on which terms the researchers use for the classifications. Although different terms and categories are used, all classifications range from phrasal verbs with a rather 'transparent' (or 'literal', if one uses Dagut & Laufer's (1985: 74) term) meaning to phrasal verbs with a rather 'opaque' (or, as Dagut & Laufer (1985: 74) would say 'figurative') meaning.

In his extensive description of the phrasal verb in English, which is still used as a reference in recent articles, Bolinger (1971: 16ff) only distinguishes between two categories: phrasal verbs with 'literal' meaning (i.e. phrasal verbs whose meaning can be deduced from their individual parts) and phrasal verbs with 'figurative' meaning (i.e. phrasal verbs whose meaning cannot be deduced from their individual parts). It can be observed, however, that in more recent studies and descriptions, researchers usually use three different categories (the titles of which differ according to the studies), ranging from 'very transparent in meaning' to 'very idiomatic'.

3.5.1.1. Semantic classification by Quirk et al.

Quirk et al. (1985: 1162:ff) define three main idiomatic categories of multi-words:

- 1) 'Free, nonidiomatic constructions': In these constructions, the meanings of the individual components are apparent from their consistency in possible substitutions. Examples are *bring in / bring out, take out / take in*, etc. In the case of these phrasal verbs, the meanings of the lexical verbs remain relatively the same even if the particles are changed. One could therefore argue that to a certain extent, the meaning of the individual parts of the phrasal verbs remains the same, and thus these phrasal verbs are less idiomatic than other phrasal verbs.
- 2) 'Semi-idiomatic constructions': Quirk et al. argue that in the case of 'semi-idiomatic constructions', the lexical verb usually keeps its individual, original meaning, whereas the meaning of the particle is rather idiomatic. Examples are *find out*, or *cut up*. One could argue that the meaning of the verb + particle combination can be deduced from the meaning of the lexical verb rather than the meaning of the particle.
- 3) 'Highly idiomatic constructions': Quirk et al. argue that there are phrasal verbs that are highly idiomatic. The examples that are given are *turn up, turn down, bring up*, etc.

What is interesting about this classification is that Quirk et al. base their idiomatic categories mainly on possible substitutions of one of the parts of the multi-words. It is remarkable that other researchers do not refer to this classification. A possible reason might be the fact that not only phrasal verbs, but also multi-word verbs in general are listed in this categorization. Moreover, the classification does not include phrasal verbs with more than two constituents.

3.5.1.2. Semantic classification by Dagut & Laufer

In their study about the avoidance of phrasal verbs by Hebrew-speaking learners of English, Dagut & Laufer (1985: 74) group phrasal verbs according to their semantic characteristics. Dagut & Laufer's study is still referred to in more recent studies about phrasal verbs (Siyanova & Schmitt 2007). Moreover, in a rather recent study about phrasal verbs, Liao & Fukuya (2004) use Dagut & Laufer's semantic classification of phrasal verbs. The following categories are defined:

- 1) Phrasal verbs with 'literal meaning': Phrasal verbs of this kind have a straightforward meaning that can be inferred from the meanings of their individual components (e.g. *go out, come in*).
- 2) Phrasal verbs with 'figurative meaning': The meaning of these phrasal verbs is not straightforward but rather metaphorical, and it is based on the semantic fusion of the individual components of the phrasal verb (e.g. *let down, turn up*).
- 3) Phrasal verbs with 'completive meaning': In the case of these phrasal verbs, the particle describes the result of the action (e.g. *cut off, burn down*).

In their study, Dagut & Laufer only deal with phrasal verbs, and this is also why they only include phrasal verbs in this classification and do not focus on other kinds of multi-words (as e.g. Quirk et al.). One can see that on the one hand the categories used in this classification are different from the categories suggested by Quirk et al. Dagut & Laufer do not base their classification on a possible substitution of the individual components of phrasal verbs. On the other hand, like Quirk et al., they define three categories. However, the third category ('phrasal verbs with completive meaning') is different from the first two categories, inasmuch as the focus is not on the degree of idiomaticity or 'semantic transparency' of the phrasal verb, but on what the phrasal verb expresses.

In general, the findings of the study show that Hebrew-speaking students of English generally have a tendency to avoid phrasal verbs when they speak English, although the phrasal verbs are not unknown to them. What is worth mentioning is that the testees particularly avoid 'figurative' phrasal verbs, i.e. phrasal verbs whose meaning cannot be deduced from the meanings of their individual components (Dagut & Laufer 1985: 75ff).

3.5.1.3. Semantic classification by Celce-Murcia & Larsen-Freeman

Celce-Murcia & Larsen-Freeman (1999: 432ff) use the following three semantic categories of phrasal verbs: 'literal', 'aspectual' and 'idiomatic' phrasal verbs. Moreover, they acknowledge that phrasal verbs can be 'polysemous', which means that they can have various different meanings, depending on the context they are used in. According to Celce-Murcia & Larsen-Freeman, 'polysemous' phrasal verbs can have literal, aspectual or idiomatic meaning. "Just as one form can have many meanings, we know that it is also possible to have more than one form with the same or similar meanings" (Celce-Murcia & Larsen-Freeman 1999: 434).

- 1) 'Literal' phrasal verbs: The meaning of these phrasal verbs is fully compositional, i.e. the particle retains its meaning, and the meaning of the verb is the same in the combination as when used on its own (examples: *sit down*, *climb up*).
- 2) 'Aspectual' phrasal verbs: Phrasal verbs that consist of lexical verbs to which certain particles add aspectual meaning. In the case of this group of phrasal verbs, the particle indicates e.g. continuity (*carry on*, *hang on*) completion (*turn off*, *blow out*), iteration or inception. One could say that this is an 'in-between category'. The meanings of 'aspectual' phrasal verbs cannot easily be deduced from the individual meanings of the components, but their meaning is not fully idiomatic either.

- 3) 'Idiomatic' phrasal verbs: It is usually “difficult, if not impossible, to figure out the meaning[s] of [these phrasal verbs] by combining the separate meanings of [their] parts” (Celce-Murcia & Larsen-Freeman 1999: 433), i.e. the meaning of the composition is essentially different from the meanings of the individual components and cannot be deduced from them. Examples of this category are *put off* or *catch up*. Celce-Murcia & Larsen-Freeman (1999: 433) claim that many phrasal verbs are idiomatic.

Interestingly, Celce-Murcia & Larsen-Freeman's category of 'aspectual' phrasal verbs seems to be similar to the 'phrasal verbs with completive meaning' in Dagut & Laufer's classification. Both categories are based on the meaning of the particle rather than the lexical verb. This seems to add to the claim that the importance of the meaning of the particle should not be underestimated, as already mentioned earlier.

As can be seen from the above-mentioned attempts to classify phrasal verbs according to their semantics, researchers do not generally use the same classifications. Moreover, it can be noted that the classifications differ according to which semantic characteristic the researchers focus on. In general, however, it can be said that there are phrasal verbs that are more 'figurative' in meaning (i.e. the meaning of this kind of phrasal verbs cannot be inferred from the meanings of the individual components); and that there are phrasal verbs that are more 'literal' in meaning (i.e. their meaning can be guessed relatively easily from the meanings of the individual components). Furthermore, there is usually a third category that defines 'in-between' or 'special' cases. Nevertheless, it can be argued that due to the fact that phrasal verbs consist of two or more lexical items and are therefore generally more ambiguous than single word expressions, the meaning of phrasal verbs is always, at least to a certain extent, different from the individual meanings of its components. Additionally, many phrasal verbs can have different meanings, sometimes depending on whether they are used in transitive or in intransitive structures, and some phrasal verbs (e.g. *pick up*) have a different meaning depending on the context in which they are used (Sinclair 2006: 162ff).

On the one hand, there are researchers, as for instance Side (1990: 146f), who argue that highly idiomatic phrasal verbs only represent a small minority of all phrasal verbs. According to this viewpoint, the meaning of most of the phrasal verbs can be guessed from one of its components. Side's assumption, however, does not seem to be backed up by any empirical data, as for example a frequency analysis. On the other hand, Celce-Murcia & Larsen-Freeman (1999: 431ff) claim that many phrasal verbs are idiomatic. However, they base this assumption on a rather outdated statistical analysis of the English language used in American plays from the 18th century to 1976 (Pelli 1976). In their rather recent frequency analysis of phrasal verbs, Gardner & Davies (2007) do not take semantic classifications into account. In terms of phrasal verb avoidance by EFL learners, studies (e.g. Liao & Fukuya 2004) have shown that EFL speakers tend to particularly avoid those phrasal verbs that were labeled as rather 'figurative' in meaning in the study. One can see that although the semantic classification of phrasal verbs seems to play an important role amongst researchers, empirical data on which kind of phrasal verbs are the most frequent ones seems to be rare. One could argue that this may be due to the fact that researchers do not agree on a single way of classification or labeling themselves.

Regardless of which classifications and labels one applies to phrasal verbs, however, it will be interesting to find out whether ELF speakers use phrasal verbs, the meaning of which can easily be deduced from the meanings of the individual components differently than phrasal verbs, the meaning of which cannot so easily be deduced from the meaning of its constituents.

3.5.2. The role of the particle

Although phrasal verbs are a special kind of verbs and in grammar books they are usually found under the heading 'verb', some researchers (e.g. Side 1990: 146ff) claim that in some cases, it is not the lexical verb, but the particle that constitutes most of the meaning of the phrasal verb construction: "in all phrasal verbs the particle carries some meaning. In many, it carries most of the

meaning” (Side 1990: 146). This is emphasized by Celce-Murcia & Larsen-Freeman (1999: 433), who claim that “the vast majority [of phrasal verbs] rely at least in part on the literal spatial or aspectual meaning of the particle”. Side suggests to group phrasal verbs according to the particle (he gives examples of phrasal verbs with *off*, *out* and *up*). However, in some cases, the particle does not have a strong individual meaning, which is especially true of phrasal verbs the meaning of which is rather different from the meanings of the individual parts (e.g. *make out with somebody*). Thus, although the particle probably plays a more important role in the whole phrasal verb discussion than is possibly acknowledged by some researchers, it seems that, at least in some cases, its meaning is not as important as e.g. Side suggests. For this study, the significance of the particle is acknowledged, inasmuch as the use of the particle will be investigated as well.

3.6. Phrasal verbs and ELF

Phrasal verbs have not yet been the main topic of a paper concerned with ELF. This is why this paper will investigate this topic and thus add to the description of ELF in this field.

What has been said about phrasal verbs in ELF, however, is the observation that phrasal verbs play a role with regard to the idiomaticity of the language production of lingua franca speakers: “The knowledge of [formulaic] expressions gives a certain kind of idiomaticity to language use” (Kecskes 2007: 195). Furthermore, Kecskes (2007: 199f), who groups phrasal verbs, speech formulas, situation-bound utterances and idioms under the heading ‘formulaic language’, argues that in general, lingua franca speakers seem to use these ‘formulaic expressions’ to a much smaller extent than native speakers. It is worth mentioning at this stage, however, that Kecskes (2007: 197) just carried out a very small-scale study, with only 13 participants. Moreover, the study was carried out in the USA, the country of residence of the participants of the study.

The database that was used as a basis for Kecskes' conclusions about ELF consists of roughly 14,000 words only, which arguably is a very small number. These factors must therefore be taken into account when discussing and analyzing the findings of Kecskes' study, and, more importantly, if one wants to draw conclusions about the use of 'formulaic language' by ELF speakers that are based on Kecskes' findings.

Moreover, it is assumed (e.g. Seidlhofer 2005b: R92) that if ELF speakers use phrasal verbs, they make utterances that can be problematic, inasmuch as they might not be known to the other interlocutors, and thus may constitute instances of 'unilateral idiomaticity' (Seidlhofer 2004: 220; 2005b: R92; 2011: 134ff). Unilateral idiomaticity means that in some cases, native-like language use may turn out to be obstructive rather than conducive for successful ELF communication (Seidlhofer 2004: 220).

Furthermore, Kecskes (2007: 200) claims that "formulas that occur in higher frequency than any other expressions are fixed semantic units and phrasal verbs". He states that

[...] the most frequently used formulaic expressions [in ELF] are the fixed semantic units and phrasal verbs in which there is semantic transparency to a much greater extent than in idioms, situation-bound utterances or speech formulas (Kecskes 2007: 200).

According to these statements, one can assume that phrasal verbs play a very important role with regard to the use of 'formulaic language' in ELF. Furthermore, the second statement suggests a higher frequency of rather 'literal' phrasal verbs when English is used as a lingua franca.

Moreover, due to the fact that many phrasal verbs consist of what is sometimes called a 'general' verb and a particle, one could assume that the use of these phrasal verbs might be similar to what is said about the use of general verbs in ELF: Seidlhofer (2005b: R92) mentions that in ELF, "certain 'general' verbs [...] cover more meanings than in Standard English". In other words, one could say that in ELF, the meanings of these 'general' verbs are 'extended' to a certain degree. It is an aim of this paper to provide more detailed and specific findings

about the use of phrasal verbs that consist of a 'general' verb and a particle in ELF, based on empirical evidence from VOICE.

3.7. Working definition: phrasal verbs

To sum up, bearing in mind the discussion about the different definitions and categorizations of phrasal verbs, the following definition of phrasal verbs is used:

The most important definition of phrasal verbs for this study is the fact that phrasal verbs are multiword expressions that behave as a *single unit* both lexically and syntactically (consider e.g. Liao & Fukuya 2004: 196). In general, this is usually the underlying and central statement of articles on and definitions of phrasal verbs, as one can see from the following quotes:

“The phrasal verb is generally defined as a verb + particle combination that functions as a single verb [...]” (Darwin & Gray 1999: 65). Or, as Quirk et al. (1985: 1150) put it, the phrasal verb is a “unit which behaves to some extent either lexically or syntactically as a single verb”.

More precisely, Liao & Fukuya (2004: 196) claim that a

phrasal verb is usually defined as a structure that consists of a verb proper and a morphologically invariable particle that function as a single unit both lexically and syntactically.

Thus, phrasal verbs can usually be substituted by a single word. This substitution with a single verb is the “most common test to determine whether a verb + particle combination is a phrasal verb” (Darwin & Gray 1999: 71). Applying this substitution test to the results of verb + particle combinations in VOICE makes it possible to decide whether individual cases are to be considered phrasal verbs or other syntactic constructions. There are cases in

which it depends on my individual estimation as a researcher whether to classify a search result as phrasal verbs or not. The search results are considered phrasal verbs whenever their function as a single unit is obvious, particularly because this underlies all definitions, however extensive and detailed they may be.

3.8. Conclusion

In this chapter, I gave an overview of phrasal verbs in the English language, focusing on the difficulty of describing them by drawing on different research viewpoints and studies. Phrasal verbs play a significant role in English, particularly because they are so frequently used. As has been said, the underlying characteristic of phrasal verbs seems to be the fact that they are multi-word verbs that behave as a single unit.

Furthermore, a large part of this chapter was devoted to the semantics of phrasal verbs. Different classifications and categorizations exist. As has been shown by means of three examples, researchers do not use the same terms and labels, and they group phrasal verbs differently. What they seem to agree on, however, is the fact that in terms of deducing the meaning of a phrasal verb from the individual meanings of its parts, they range from phrasal verbs the meaning of which can rather easily be deduced from the meanings of its components (sometimes also called 'literal' phrasal verbs) to phrasal verbs the meaning of which cannot so easily be deduced from the meanings of its components (sometimes also called 'figurative' phrasal verbs). Moreover, phrasal verbs can be 'polysemous', i.e. they can have different meanings depending on which context they are used in.

Furthermore, a part of this chapter was devoted to the role of the particle of the phrasal verb. Some researchers claim that the significance of the particle is sometimes underestimated and that grouping phrasal verbs according to the

particle instead of the lexical verb would be preferable. Moreover, I briefly touched on the field of phrasal verbs in English as a lingua franca. This part of the chapter is relatively short, mainly due to the fact that this will be the main focus of the following chapters.

At the end of the chapter, I provided the working definition of phrasal verbs that was used as a basis for this study. I explained why I used this definition of phrasal verbs and which effect it had on the analysis of the search results in VOICE.

4. METHOD AND RESEARCH DESIGN

In this chapter, I will make some methodological remarks with regard to the corpus study that was carried out for this paper. The aim of the study and the research focus will be outlined. Moreover, the analysis of the frequency of phrasal verbs in the BNC by Gardner & Davies (2007) will be described and its relevance for this study will be outlined. Additionally, I will elaborate on the search process of the study and I will mention some possible limitations of the study. Furthermore, I will describe some of the so-called ‘questionable cases’ of the study and search results that had to be analyzed carefully in order to determine which extracts were to be classified as phrasal verbs and which extracts were to be classified as various other constructions and thus not included in the set of data. In the final part of this chapter, I will introduce VOICE, the corpus that constitutes the empirical basis for this study.

4.1. Study aim and research focus

The main aim of this study is to describe and analyze how ELF speakers use phrasal verbs. As already mentioned, VOICE, a corpus of spoken ELF interactions, is used as an empirical basis. Therefore, the findings of the study will give some information about how ELF speakers use phrasal verbs in spoken interactions. In their corpus analysis, Gardner & Davies (2007) analyzed the most frequent phrasal verbs in the BNC, the British National Corpus, which consists of a “hundred million word collection of samples of written and spoken language” (BNC-Homepage 2012a). This study is used as a source of which phrasal verbs to search for in VOICE. Unlike Gardner & Davies’ study, however, my study does not have a quantitative focus, but rather tries to qualitatively analyze how phrasal verbs are used in ELF. Moreover, with the help of the search results of the corpus, I will attempt to describe which effect the speakers’ phrasal verb use has on the interactions observed for this paper.

The main hypothesis that underlies this study is the assumption that ELF speakers use phrasal verbs differently than ENL speakers. Nevertheless, I hypothesize that this does not necessarily have to have an influence on the outcome and the communicative success of the interactions, i.e. it is assumed that certain differences to ENL language use occur in VOICE, without causing problems in terms of understanding.

This study does not provide a frequency list of all phrasal verb occurrences in VOICE. The main reasons for this, as explained in more detail in section 4.5. *Limitations of the study*, is the fact that the POS tagged version of VOICE was not yet available when this thesis was written. Searching for all phrasal verbs that occur in VOICE was therefore far beyond the scope of this paper and not possible. Nevertheless, I state the numbers of occurrences of the 15 specific phrasal verbs that I search for in the corpus. As already mentioned earlier in this chapter, the search results are then qualitatively analyzed in detail, which is the central part of my study.

4.2. The frequency of phrasal verbs

As already mentioned on several occasions in this paper, phrasal verbs are very frequent in the English language. Furthermore, from a non-native speaker point of view, they are said to play an important role in terms of acquiring native-like fluency. For this paper, one of the starting points was to figure out *which* phrasal verbs are frequent and thus generally important in English. The way of proceeding in this respect will be outlined in the sections below.

4.2.1. Gardner & Davies' study

In 2007, the linguists Dee Gardner and Mark Davies published a frequency list of phrasal verbs, based on the BNC (Gardner & Davies 2007). A general claim of the study is that phrasal verbs are “notoriously difficult for nonnative learners to acquire” even though they are “crucial to English, and they add a definite richness to the language” (Gardner & Davies 2007: 339f). The study was published in the *TESOL Quarterly*, a journal for teachers who teach English to speakers of other languages. Gardner and Davies therefore argue from a language teaching perspective. Thus, one of the main aims of their study was to determine the most frequent phrasal verbs in the English language in order to improve English “language teaching, material development, and assessment” (Gardner & Davies 2007: 343). Native speaker norms are used as a point of reference, and it can be argued that a prescriptive, rather than a descriptive viewpoint is taken in the article.

Generally, Gardner & Davies' study was used as a source of reference for this study for various reasons. To begin with, it is based on the British National Corpus (BNC, BNC-Homepage 2012a), which is a

100 million word collection of samples of written and spoken language [...], designed to represent a wide cross-section of current British English, [...] both spoken and written.

The fact that the study is based on such a comprehensive and well-developed corpus of the English language, i.e. ‘authentic’ language material, arguably adds to its usefulness. Moreover, the findings of the study can therefore be considered ‘representative’ and ‘valid’. There are several other books and studies on frequent phrasal verbs in the English language, some of them (especially not so recent ones), however, provide a list of phrasal verbs that is based on the intuition of the authors rather than on ‘reliable’ language material. Consider for example Jones & Scherff (1970), who list the most important phrasal verbs; however, their list is not based on e.g. search results of a corpus study, but on the choice of the authors. Of course, one must not forget that it was not until the 1980s that “the number and size of corpora and corpus-based studies [...] increased dramatically” (Mc Enery et al. 2006: 4) and before that,

doing corpus linguistics was difficult, especially due to limited technology. This might be one of the reasons for e.g. Jones & Scherff to base their list of phrasal verbs on their own estimation. My decision to use a corpus-based frequency analysis as a source of reference for my study is based on my opinion that corpora can provide valuable insights into 'authentic' language use and should therefore be used as a basis for language descriptions whenever useful and possible.

Additionally, the BNC does not only contain written, but also spoken language samples. This seems to be important especially with regard to phrasal verbs, which are generally considered language structures that occur "more often in spoken than in written English" (Liao & Fukuya 2004: 214). However, the balance between the written and the spoken part of the BNC is very unequal: 90% of the corpus are written language samples, and only 10% of the corpus contain spoken language samples (BNC-Homepage 2012a). It is thus regrettable that Gardner & Davies do not distinguish between spoken and written language data in their frequency analysis. Furthermore, this must be taken into account when comparing a study based on the BNC (Gardner & Davies 2007) with language material that can be found in VOICE, a corpus that consists of spoken language material only. In general, the spoken language material VOICE is based on is fairly interactive, which is another difference between the two corpora: the spoken language material in the BNC consists of lectures, news broadcasts, political speeches, etc., which are all text types that are generally not very interactive.

The BNC is a general corpus and intended to be representative of British ENL. It is said to include "many different styles and varieties, and is not limited to any particular subject field, genre or register" (BNC-Homepage 2012a). ELF is not mentioned in this context and it can be assumed that the use of English as a lingua franca did not play a (significant) role when the BNC was compiled. Thus, it will be interesting to compare the phrasal verb use in the BNC with VOICE, an ELF corpus. Furthermore, Gardner & Davies' study was carried out in 2007 and is therefore a fairly recent one, which is a further advantage, considering the fact that language changes constantly.

As opposed to VOICE, the BNC is POS tagged, which means that a “part-of-speech mnemonic, also known as POS tag, [is assigned] to each word in [the] corpus”. POS tagging was “one of the first widely used types of corpus annotation” and has become “one of the most common types of corpus annotation” (McEnery et al. 2006: 34). The BNC is tagged according to the *BNC Basic (C5) Tagset*, which can be found online (BNC-Homepage 2012b). The BNC tags Gardner & Davies analyzed in their study were all VV-tags (lexical verbs) followed by an AVP (adverb particle) (Gardner & Davies 2007: 341).

Gardner & Davies’ study acknowledges the fact that there is not a single definition of phrasal verbs (c.f. the above sections), and therefore relies on their own short and precise definition (Gardner & Davies 2007: 341):

[Phrasal verbs are] all two-part verbs in the BNC consisting of a lexical verb (LV) proper [...] followed by an adverbial particle [...] that is either contiguous (adjacent) to that verb or non-contiguous (i.e., separated by one or more intervening words).²

There is no specific tag for phrasal verbs in the BNC, which means that simply making a search query for the tag ‘phrasal verb’ is not possible. Thus, each search result would have had to be analyzed individually. Considering the size of the BNC, which is a 100 million word collection of language samples (BNC-Homepage 2012a), this can be considered a barely feasible undertaking. It can be assumed that this is also the reason for Gardner & Davies to work with a rather broad definition of phrasal verbs in their study.

In other words, it cannot be guaranteed that only phrasal verbs are contained in the results of the study, especially because the researchers rely heavily on the results of the automatic BNC tagging process and its correct identification of adverb particles. Considering the fact that the only criteria for their corpus search was the combination of lexical verb and adverbial particle, it can be assumed that the search results do not only contain phrasal verbs, but other verb + particle constructions as well. The fact that in the BNC the tag AVP

² As one can see from this definition, Gardner & Davies only searched for two-part phrasal verbs, although there are phrasal verbs that consist of a lexical verb and more than one particle as well.

(adverb particle) is used for prepositional adverbs as well as for phrasal verbs is even acknowledged in the BNC tagset (BNC-Homepage 2012b):

AVP is used for such 'prepositional' adverbs, whether or not they are used idiomatically in a phrasal verb: e.g. in 'Come *out* here' and 'I can't hold *out* any longer', the same AVP tag is used for *out*.

Therefore, the fact that the data used as the basis of Gardner & Davies' frequency analysis of phrasal verbs is very likely to not only contain phrasal verbs, can be considered a drawback of the study.

The fact that there is no separate tag for phrasal verbs in the BNC, and thus phrasal verbs cannot be identified by simply making a query for the category 'phrasal verb', can be interpreted as another indication of the lack of consensus amongst linguists on what phrasal verbs actually are. This is further emphasized by the fact that there is no 'phrasal verb tag' either in other important corpora of the English language, for example the British component of the International Corpus of English (ICE-GB-Homepage 2012), or the Corpus of Contemporary American English (COCA-Homepage 2012). As already mentioned, this seems to show that it is difficult to classify and consequently to tag phrasal verbs; if it were easy and straightforward, one could assume that a separate tag for phrasal verbs would be used in the various corpora.

I acknowledge the fact that Gardner & Davies' definition of phrasal verbs does not completely match the definition of phrasal verbs that was used for this paper (c.f. section 3.7. *Working definition: phrasal verbs*) However, this does not present a conflict, due to the simple fact that the main aim of this paper is not to carry out a quantitative study of phrasal verbs in VOICE. Moreover, the study of Gardner & Davies is used as a starting point only.

The main findings of the study by Gardner and Davies are the following (Gardner & Davies 2007: 346ff): 20 lexical verbs (*go, come, take, get, set, carry, turn, bring, look, put, pick, make, point, sit, find, give, work, break, hold, move*) combined with one of eight adverbial particles (*out, up, on, back, down, in, over, off*) account for half of all phrasal verb occurrences that were identified in the BNC. This shows that English native speakers use only a very small number of

different phrasal verbs, even though phrasal verbs “constitute a major grammatical class” (Gardner & Davies 2007: 347) and are “highly productive in the English language” (Gardner & Davies 2007: 340). Roughly one in every 150 words of English is a phrasal verb (this figure will of course vary according to register, style, etc.). In the BNC (Gardner & Davies 2007: 347, emphases in the original), phrasal verbs

have a higher overall frequency than the verb *are*, the determiners *this* or *his*, the negative *not*, the conjunction *but*, or the pronoun *they*”.

These findings exemplify and underline the very important role phrasal verbs play in the English language.

4.2.2. The 10 most frequent phrasal verbs in the BNC

In their study, Gardner & Davies present the top 100 phrasal verbs in the BNC. Due to the fact that the POS tagging of VOICE, now in its final stages, was not yet available when this thesis was written, a search for all top 100 phrasal verbs according to the BNC in VOICE definitely would have exceeded the scope of this paper, because I would have had to manually search for all of these phrasal verbs in VOICE. This would have exceeded the time frame allowed for this study by far. For this reason, Gardner & Davies’ study was used to give some indication of which phrasal verbs seem to be the most frequent ones in the English language.

On the basis of the findings of this study, a search in VOICE for the top 10 phrasal verbs in the BNC was carried out. The underlying assumption of this search was that the most frequent phrasal verbs in the BNC would also be relatively frequent in VOICE, and that the corpus search would therefore yield a satisfying number of instances of phrasal verb use that would allow for drawing conclusions about ELF speakers’ phrasal verbs in VOICE. As opposed to Gardner & Davies’ study, however, my study has a qualitative focus rather than a quantitative one.

Table 1 shows the frequency of the top 10 phrasal verb lemmas in BNC, based on the frequency study of Gardner and Davies:

Rank	Phrasal verb	Frequency in the BNC (Number of occurrences)
1	go on	14,903
2	carry out	10,798
3	set up	10,360
4	pick up	9,037
5	go back	8,065
6	come back	8,029
7	go out	7,688
8	point out	6,984
9	find out	6,619
10	come up	5,523

Table 1: The frequency of the top 10 phrasal verbs in the BNC (based on Gardner & Davies 2007: 358)

As already mentioned, phrasal verbs can be classified according to their semantic transparency, i.e. in how far the meaning of the combination of the lexical verb and the particle can be guessed from the meanings of its individual components. It can be seen that, according to Gardner & Davies' search results, most of the top 10 phrasal verbs in the BNC can be classified as phrasal verbs with a rather 'literal' meaning. In order to have a comparison, not only the phrasal verbs mentioned above, but also phrasal verbs that are said to have a less 'literal' meaning were searched for in VOICE. These rather 'figurative' phrasal verbs are those used as examples in the classification of phrasal verbs according to their idiomaticity by Celce-Murcia & Larsen-Freeman (1999: 433) and Quirk et al. (1985: 1162f). I found it important to search for both phrasal verbs with a relatively 'literal' meaning as well as for phrasal verbs with meanings that cannot be deduced easily from the meanings of their individual components, because by doing so, the use of phrasal verbs with different kinds of semantic transparency can be analyzed and described.

4.3. The search process

The basis for this study is VOICE, the Vienna-Oxford International corpus of English. While this thesis was being written, the VOICE team was still looking into the possibility of annotating the corpus with POS (part-of-speech) tags. The POS tagging, now in its final stages, was not yet available at the time of writing. This means that a search for (phrasal) verbs as a word class was not possible. Thus, particular tokens of phrasal verbs were searched for in the infinitives, in the progressive, the past form and the past participle, as well as with third person-s. Furthermore, a wildcard search was carried out for all the different forms of the phrasal verbs, by means of placing the wildcard '+' between the verb and the particle. This helped to find all the forms with hesitation markers or other items in between the verb and the particle.

The whole corpus (i.e. all domains and speech events in VOICE) was used for the search. Based on the findings of Gardner & Davies' frequency study, I searched for the 10 most frequent phrasal verbs of this study in VOICE:

- *go on*
- *carry out*
- *set up*
- *pick up*
- *go back*
- *come back*
- *go out*
- *point out*
- *find out*
- *come up*

During the intensive search process in VOICE, the following two phrasal verbs caught my attention, because they appeared to be either rather common in VOICE or yield interesting phrasal verb uses:

- *give up*
- *look forward to*

As can be seen in the analysis of the search results in chapter 5, both phrasal verbs seem to play an important role in ELF communication and they are used

more frequently in VOICE than some of the 10 most frequently used phrasal verbs in the BNC. Therefore, these phrasal verbs were also searched for in all different forms. Basically, due to the fact that this study has a clear qualitative focus, other phrasal verbs than the most frequent ones in the BNC were also searched for, if they seemed to give interesting examples of phrasal verb use.

Furthermore, as already mentioned, the most frequent phrasal verbs in the BNC can be classified as phrasal verbs with a rather 'literal' meaning. Therefore, a VOICE search for phrasal verbs with a figurative meaning was also carried out; in order to also be able to analyze the use of phrasal verbs the meaning of which is different from the meanings of the parts taken separately. The examples for these phrasal verbs are based on Celce-Murcia & Larsen-Freeman (1999: 433) and Quirk et al. (1985: 1163):

- *bring up*
- *turn up*
- *catch up*

As opposed to 'literal' phrasal verbs, in their category 'idiomatic' phrasal verbs, Celce-Murcia & Larsen-Freeman also mention *chew out*, *tune out* and *put off*. These phrasal verbs did not yield any search results in VOICE, which is why they are not discussed in this paper. Quirk et al. label their third category 'highly idiomatic' phrasal verbs. They also mention the phrasal verb *come by* as an example. Like the examples mentioned above, this phrasal verb did not yield a search result in VOICE, which is why it is not discussed here. It is definitely an interesting observation that these phrasal verbs do not occur in VOICE, especially also because *bring up*, *turn up* and *catch up* do not occur very frequently in the corpus either. Consider section 5.2.2.6 '*Literal*' vs. '*figurative*' meaning for a more detailed discussion of this phenomenon.

VOICE allows its users to look at the phrasal verbs 'in context', i.e. words and phrases that are used before or after the phrasal verb are also contained in the search output. Thus, it was possible to also observe the 'surroundings' of the phrasal verbs in the corpus. This is especially interesting in terms of words and expressions phrasal verbs occur with in the corpus.

4.3.1. The advantages of a corpus that is not POS tagged

As mentioned before, due to the fact that VOICE was not yet POS tagged when this thesis was written, the phrasal verbs had to be searched for individually. This may seem very difficult and complicated at first, but it has many advantages:

Analyzing language material from a corpus that is not POS tagged requires the researcher to classify and evaluate the output him-/herself without having to rely on a tag that was assigned to the language material before. Corpora that are based on automatic annotation programs may produce results that do not completely match with what a human researcher would produce (Mc Enery et al. 2006: 32). Furthermore, VOICE only consists of approximately 1 million words, which is a relatively small and easily manageable size. Therefore, a manual analysis of the language material is possible. Additionally, having to go through all of the search results in order to individually decide for each output whether the word class 'phrasal verb' should be assigned ensures that the researcher sees and evaluates each search result separately, and interesting / questionable cases can thus be identified more easily.

4.4. 'Questionable' cases

To begin with, as mentioned before, in order to identify the phrasal verbs in the corpus, I had to go through all search results individually. Especially the results of the wildcard search had to be analyzed carefully, because a fairly high percentage of these search results were various forms other than phrasal verbs. Obviously, also the outcome of the other search processes did not only contain phrasal verbs, but also prepositional verbs, forms that looked like phrasal verbs, but were a completely different construction and also a small number of search results that could either be classified as phrasal verbs or as another syntactic construction. These cases will be described in the following passages.

4.4.1. Phrasal verb vs. verb followed by adverb

Extracts (1) and (2) are examples of cases that can be classified either as phrasal verbs (i.e. lexical verb + particle) or as verbs followed by an adverb, depending on which function is ascribed to the lexical item that follows the verb:

227 S1: [...] the interesting thing was i had something that i would NOW call a culture shock (.) when i **came back**. hh to austria. erm at that time i didn't know it was a culture shock at that time i just felt that hh something was strange i didn't like the environment any more i didn't like the people <slow> i spent about a semester thinking </slow> hh how could i escape <@> from <1> Austria </1> again <2> where</2> could i go </@> hh er (.)

(Extract 1: VOICE EDsed31: 227)

177 S10: and then i got the bus back into town and it was (.) it was about half past three or so then. so i **went back** to the (.) hotel because i wanted to be back around four four thirty so i could change and freshen up (but) it was lovely i really liked <LNpor> belem {ancient church in lisbon} </LNpor> actually it was a very NICE area. [...]

(Extract 2: VOICE POcon591: 177)

These examples could be regarded in two different ways. The combinations *came* + *back* / *went* + *back* can either be seen as single units (i.e. phrasal verbs) or the adverb *back* can be identified as the head of the following adverbial phrase. Arguably, it is controversial how examples like these should be classified, as one can argue for both viewpoints, and it thus depends on the researcher's point of view how to classify such cases. Quirk et al. (1985: 1152ff) for instance would probably characterize these two examples as 'free combinations' rather than phrasal verbs, because in these constructions, the adverb arguably keeps its own meaning to some extent, which, for Quirk et al. is a characteristic of free combinations as opposed to phrasal verbs. As mentioned before, however, for this study, such examples were regarded as single units and thus phrasal verbs, in cases in which they can be substituted by a single word (c.f. Table 2: Single-word substitution of the phrasal verbs that were searched for in VOICE). Due to the fact that in cases like extracts (1) and (2), the combination of *go* and *back* could be substituted by a single word, these examples were considered phrasal verbs and thus included in the results.

The possibility to substitute a phrasal verb can successfully be used for the phrasal verbs that were searched for in VOICE. Table 2 shows the single-word substitutes that were used for this study:

Phrasal verb	Single word-substitution
go on	continue
carry out	execute
set up	arrange
pick up	collect
go back	return
come back	return
go out	leave
point out	indicate
find out	learn
come up	arise / to devise
give up	surrender
look forward to	anticipate
bring up	raise / mention
turn up	appear
catch up	talk / reach

(Table 2: Single-word substitution of the phrasal verbs that were searched for in VOICE)

As said before, one must not forget that it is acknowledged in this paper that “being or not being a phrasal verb is a matter of degree” (Bolinger 1971: 6), and some cases probably leave room for discussion and debate. However, in order to be able to carry out a study at all, one must draw a line and this is why the substitution test was considered useful for this study.

4.4.2. Non-phrasal verbs

The substitution test made it possible to identify non-phrasal verbs that were also found in the results yielded from the corpus search. Consider for instance example (3) that contains a verb followed by a preposition and is clearly no phrasal verb, because *goes on* cannot be substituted by *continues*.

1928 S1: yeah but like every person who **goes on** erasmus comes back and he's like (.) <imitating><fast> you know</fast> (.) what is the polish version or is (the) whatever national version (.) you need <4> (the) facebook</4></imitating>
(Extract 3: VOICE LEcon560: 1928)

In this case, the preposition *on* is the head of the following prepositional phrase *on erasmus*. Occurrences like these were removed from the search results.

Consider in contrast extract (4), which is an utterance containing a phrasal verb. In this case, the phrasal verb *goes on* can be substituted with *continues*, with the meaning of the sentence remaining relatively similar:

602 S6: teacher says something then he er makes a pause? (.) erm: stop and when the translator {a cell phone starts vibrating} says er is supposed to translate. (.) but er when he's yawning half of the time (.) er the teacher just **goes on** he doesn't stop and
(Extract 4: VOICE EDcon250: 602)

Utterances like example (4) were considered phrasal verbs, as opposed to utterances like extract (3), which are examples of verbs followed by prepositions that are the heads of the following prepositional phrase. Such examples were not included in the set of data used for this study.

4.4.3. Features of spoken language

VOICE is a corpus of spoken interactions and the language material in the corpus therefore has typical features of “spoken ELF interactions as they happen naturally in various contexts” (VOICE-Homepage 2012a). It is an important characteristic of spoken language to be “produced in real time with no opportunity for editing [...]” (Ranta 2009: 91). Slips of the tongue, repetitions, instances of unintelligible speech and other natural characteristics of spoken language can thus be found in the language material provided in VOICE.

As mentioned in the transcription conventions (VOICE Project 2007), in VOICE, instances of unintelligible speech are placed between the tags <un> </un>. The

approximate syllable number of the unintelligible part of the interaction is marked by x. Instances of uncertain transcription are put in parentheses. The corpus search that was carried out also contained examples of such phenomena. Consider for instance example (5):

- 106 S16: so i want to **find out (to forgot)** <un> xxxxx </un> provide an answer to you your last er last <un> xx </un> you you suggested. (.) er it seems to me that er in the end we're not only questioning questioning canons but concepts as WELL er a little bit in the light of (we) suggested here that we are (allowed) <un> xxx </un> in contexts and we are using on the one hand and concepts on the other (.)
(Extract 5: VOICE PRpan225: 106)

In the case of this example, the transcribers heard *to find out to forgot*, but *to forgot* could not reliably be identified, which is why it is put into parentheses. Moreover, this instance of language use that could not be reliably identified by the transcribers is followed by an instance of approximately five syllables of unintelligible speech (<un> xxxxx </un>).

Extract (6) shows an utterance that contains a repetition of the verb *go*. Instances like this are also common in VOICE and thus part of the results of the corpus search:

- 192 S1: e:r well yeah y- you don't have to stay here you can also **go (1) go out** (.) not too far of course because we'd like to have you back at <slow> half past fi:ve </slow>{parallel conversation between S3 and S7 stops} (1) e:r (.) with (1) some (2) well you don't have to give the presentation but we'd like to hear (.) how it is.
(Extract 6: VOICE EDwsd9: 192)

Instances like these were counted as one instance, because one can assume that the repetition happened naturally and unintentionally during the speech production. Moreover, as mentioned before, in this study it is acknowledged that slips of the tongue, unintelligible speech and other features are characteristic of spoken language, and thus to be found in VOICE. This also means that instances like this are included in the set of data used for this study.

To sum up, one can say that in most cases that were considered 'questionable' in terms of the search output of VOICE, the *modus operandi* was rather pragmatic: whenever the substitution rule could be applied successfully, the search result was considered a phrasal verb. Verbs followed by a preposition that is the head of the prepositional phrase were not classified as phrasal verbs. Moreover, instances that had typical features of spoken language use like repetitions, unintelligible speech, etc. were acknowledged and accepted, due to the fact that VOICE is a corpus containing spoken language use and thus, features like these are common.

4.5. Limitations of the study

Due to the fact that VOICE was, unlike many other corpora, not yet POS tagged when this thesis was written, it was impossible to search for all phrasal verbs in the corpus. The search results can therefore only give account of how ELF speakers in VOICE use the specific phrasal verbs that were searched for; conclusions about how phrasal verbs are used in general cannot be drawn. Although I provide the numbers of occurrences of the phrasal verbs that were searched for in VOICE, the study is therefore clearly not a quantitative study that provides quantitative figures and numbers about all phrasal verbs in VOICE, but has a qualitative focus. It tries to give an insight into some aspects of phrasal verb use in ELF. It would have been interesting to analyze whether an avoidance of phrasal verbs can be observed amongst ELF users, because this phenomenon is claimed to be common amongst various non-native speakers, as several studies suggest (e.g. Liao & Fukuya 2004; Dagut & Laufer 1985; Laufer & Eliasson 1993). With the help of the now available POS tagged VOICE it will be easier to carry out such an avoidance study.

In general, the phrasal verb use of ELF speakers has not yet been analyzed and, regardless of the restrictions of the study, its findings should therefore be of some interest for the study of ELF.

4.6. VOICE

In this section I will describe VOICE, the corpus that was used as an empirical basis for this study. The corpus will be described with regard to its content, as well as its structure and the classification of the interactions that form its basis.

VOICE (Vienna-Oxford International Corpus of English) is a corpus of transcripts of spoken ELF interactions. It is “the first general corpus capturing spoken ELF interactions as they happen naturally in various contexts” (VOICE-Homepage 2012a). Other ELF corpora are the ELFA corpus (English as a Lingua Franca in Academic Settings), which was compiled at the University of Helsinki, and TELF, a corpus that contains both a “collection of video-recorded and transcribed discussions” by ELF speakers and “introspective interviews addressing the participants’ learning history, English requirement profile, and performance in the discussion” (TELF-Homepage 2012). In this respect, TELF is different from VOICE and ELFA, because the recorded and transcribed discussions are also available on video, which means that the interactions can be analyzed and described from various additional viewpoints on the one hand, and because it provides the participants’ own comments about their performance in the interaction and interestingly their own history of learning English on the other. TELF is thus another important source of empirical data for the research of ELF. Furthermore, with the support of the VOICE team, another new ELF corpus (‘ACE’) is currently being compiled at the Hong Kong Institute of Education. The focus of this corpus will be on Asian ELF, i.e. the role of English as a Lingua Franca in Asia. The ‘VoiceScribe’ transcription system, developed by the VOICE team at the University of Vienna, will be used for ACE. This will help to make a comparison between ‘Asian ELF’ in ACE and ‘European ELF’ in VOICE possible (ACE-Homepage 2012).

Generally speaking, it can be seen that the number of existing ELF corpora, or corpora that explicitly contain interactions in which English is used as a lingua franca, is rather small. It will thus be interesting to observe whether, together with an even more comprehensive description of ELF, the number of corpora of this kind will increase.

VOICE consists of just over one million words of spoken interactions by ELF speakers with more than 50 different first languages. VOICE is based on spoken interactions only, produced by ELF speakers in various different domains and speech events. The data in the corpus is highly interactive; monologues exceeding ten minutes were left untranscribed and were not included in the corpus. Obviously, this helps to make observations about how meaning is negotiated in ELF, and how mutual intelligibility is achieved in ELF interactions (VOICE-Homepage 2012a).

Generally, ELF is used as a means of communication globally by “speakers from all levels of society in practically all walks of life” (Seidlhofer et al. 2006: 5). With regard to VOICE, there are various different kinds of interactions that are organized into domains and speech events. Domains are “socially defined situations or areas of activity”, which means that they are based on non-linguistic criteria and classified according to the context of the interactions. The domains in VOICE are

- educational (ED)
- leisure (LE)
- professional (P), subdivided further into
 - professional business (PB)
 - professional organizational (PO)
 - professional research and science (PR).

Additionally to the classification of interactions in specific domains, every interaction in VOICE is classified as a specific speech event. Speech events are defined on the basis of their “purpose, type, and number of participants” (VOICE-Homepage 2012a). The speech events in VOICE are

- conversation (con)
- interview (int)
- meeting (mtg)
- panel (pan)
- press conference (prc)

- question-answer session (qas)
- seminar discussion (sed)
- service encounter (sve)
- working group discussion (wgd)
- workshop discussion (wsd).

As table 3 shows, the largest domain is the educational domain, followed by the professional domain and the leisure domain. The professional domain is divided into three subdomains, professional business, professional organizational, and professional research and science. The leisure domain is the smallest domain, with around 10% of all conversations (VOICE-Homepage 2012d):

Domain	Number of speech events	Wordcount	Percent of words
ED (educational)	35	260,981	25.51
LE (leisure)	26	101,214	9.89
P (professional)	90	660,932	64.60
<i>PB (professional business)</i>	<i>(23)</i>	<i>(203,413)</i>	<i>(19.88)</i>
<i>PO (professional organizational)</i>	<i>(41)</i>	<i>(354,581)</i>	<i>(34.66)</i>
<i>PR (professional research and science)</i>	<i>(26)</i>	<i>(102,938)</i>	<i>10.06)</i>

Table 3: Distribution of speech events in VOICE

VOICE mainly, but not exclusively, contains interactions by European ELF speakers. Arguably, this may be due to the fact that the corpus was compiled at the University of Vienna, and a focus on Europe is acknowledged in the Corpus Information. However, people use English everywhere as an international lingua franca in order to make communication around the globe possible. This is something to keep in mind when describing and analyzing ELF data based on VOICE.

5. PHRASAL VERBS IN VOICE

This chapter is concerned with both the description of the search results in VOICE and their analysis. First, I will present the results of the search queries in the corpus. Furthermore, I will analyze and describe the numbers of occurrences in the corpus. As a next step, in the larger part of this chapter, I will discuss and describe the results of the various search queries and illustrate them by examples of the empirical data of the corpus. I will elaborate on instances of a rather ‘conventional’ phrasal verb use in VOICE as well as various instances of rather ‘non-conventional’ phrasal verb use. In this section, I will focus on grammatical ‘correctness’ and communicative effectiveness in terms of phrasal verb use, describe the influence of the speakers L1s on the way they use phrasal verbs and elaborate on phrasal verbs and the ‘idiom principle’ in ELF. Furthermore, I comment on the use of (prepositional/adverbial) particles and prepositions with regard to phrasal verbs, analyze the use of the phrasal verb ‘look forward to’ and describe the use of ‘literal’ and ‘figurative’ phrasal verbs in the corpus. Moreover, I expand on the use of multi-word expressions vs. single-word expressions. At the end, the findings of this chapter will be summarized.

5.1. Search results

In the following sections, I will state and discuss the results of the search queries in VOICE. The following table contains the numbers of occurrences of the phrasal verbs that were searched for in VOICE. Search results that were not considered phrasal verbs (c.f. chapter 4. *Method and research design*) are not included in this table.

Domain \ Phrasal verb	Educational	Leisure	Professional	Total
bring up	6	1	13	20
carry out	1	-	6	7
catch up	1	-	5	6
come back	29	12	12	124
come up	51	-	83	134
find out	20	4	55	79
give up	5	4	13	22
go back	20	11	88	119
go on	53	6	110	169
go out	39	16	24	79
look forward to	2	6	18	26
pick up	4	4	28	36
point out	16	-	16	32
set up	5	7	102	114
turn up	1	-	1	2

Table 4: Number of occurrences of the phrasal verbs that were searched for in VOICE

This table provides the total number of occurrences of the phrasal verbs that were searched for in VOICE. The numbers of occurrences include the results of all forms that were searched for, i.e. the phrasal verbs in the infinitive, progressive, and past forms, the past participles of the phrasal verbs, the phrasal verbs with third person-s and the results of the wildcard search. The phrasal verbs are arranged in alphabetical order.

Figure 1 displays the phrasal verbs that were searched for in VOICE according to the domains:

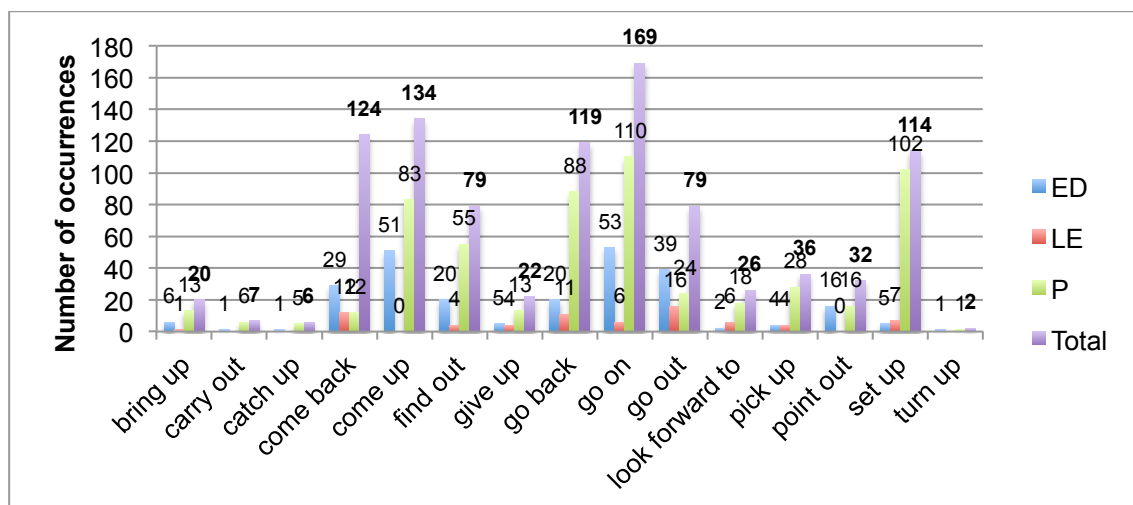


Figure 1: Distribution of phrasal verbs that were searched for in VOICE

In general, *go on* (169 occurrences), *come up* (134 occurrences), *come back* (124 occurrences), *go back* (119 occurrences) and *set up* (114 occurrences) are the five most common phrasal verbs out of the ones that were searched for in VOICE. All of those phrasal verbs occur more than a hundred times in the corpus. As one can see, the ranking of the most frequent phrasal verbs in the BNC does not completely correspond with the number of occurrences of these phrasal verbs in VOICE, as in the BNC, *go on*, *carry out*, *set up*, *pick up* and *go back* are the five most frequent phrasal verbs.

As can be seen from the number of occurrences, out of the phrasal verbs searched for in VOICE, *go on* is the most frequent one, with 169 occurrences in total. The number of occurrences for this phrasal verb is considerably higher than the number of occurrences of any other phrasal verb that was searched for in VOICE. There are 53 occurrences of *go on* in the educational domain, 6 occurrences in the leisure domain and 110 occurrences in the professional domain. In other words, about 60 % of all occurrences of this phrasal verb in VOICE can be found in the professional domain. Interestingly, *go on* is also the most frequently used phrasal verb in the BNC (Gardner & Davies 2007: 358). One can therefore say that there seems to be a correlation between the two corpora in this respect.

Extracts (7) and (8) are examples of the use of the phrasal verb *go on* in VOICE:

49 S2: o:h <5> i see i see </5>
 50 S1: <5> okay? so </5> er: this has been **going on** for the past
 er: (.) two years (.)
 51 S2: yes <6> i see </6> (.)
 (Extract 7: VOICE EDint331: 49-51)

208 S2: = and (.) i only (1) i only did the translations and they
 said (.) som::e specialist (1) and (1) i paid some hundred try
 to (1) do you? (.) help me? (.) do you succeed? and it was a
 shame that they was ashamed and then (.) time **went**
on (1) because he didn't succeed in doing it like that =
 (Extract 8: VOICE POWgd442: 208)

Both extracts are examples of the observation that phrasal verbs in VOICE occur in all different forms. This can be observed in the case of the other phrasal verbs that were searched for in the corpus as well.

Furthermore, with 134 occurrences, the phrasal verb *come up* is the second most frequent one out of the phrasal verbs that were searched for in VOICE. In the BNC, this phrasal verb is only the tenth most frequently used phrasal verb. As mentioned before, Gardner & Davies (2007: 341) only searched for two-part phrasal verbs in the BNC. The phrasal verb *come up* is mentioned as the sixth most frequent phrasal verb in the corpus. One must not forget that the three-part phrasal verb *come up with* may play an important role in the English language as well. However, we do not have information about this phrasal verb from Gardner & Davies' study. I did not restrict my corpus search to two-part phrasal verbs and I analyzed the words that precede and follow the phrasal verbs that were searched for in VOICE as well. This is why both the phrasal verb *come up with* and the phrasal verb *come up* are in my set of data. Extract (9) is an example of the use of the phrasal verb *come up with*:

164 S3: [...] there will be: e:r that agency will **come up with** one regional concept about centrally: develop <pvc> executorial </pvc> manual for elements which can be done on the level of countries [...]

(Extract 9: VOICE PBmtg269: 164)

Extract (10) is an example of the use of the phrasal verb *come up*:

66 S4: <soft> er </soft> not only the: selection of students and their interests but in general that we have a CALL in (1) spring that there IS a conference **coming up** and students can: (.) apply and (.) then we have (.) some sort of contest to: select them

(Extract 10: VOICE EDwsd464: 66)

As one can see from the above-mentioned examples, the phrasal verb occurs as the two-part phrasal verb *come up* and the three-part phrasal verb *come up with* in VOICE.

The phrasal verb *carry out* is only used seven times in total in VOICE, whereas it is the second most frequently used phrasal verb in the BNC. One could argue that *carry out* is a phrasal verb in the case of which deducing the meaning from the meanings of its components is rather difficult, i.e. *carry out* may be considered a rather ‘figurative’ phrasal verb. Extract (11) is an example of the use of this phrasal verb in VOICE.

- 4 S3: [...] that's important to note er (1) that we should keep the pig pi- big picture in mind as well er (.) that is er bulgaria and romania have **carried out** er (.) very thorough reforms er (.) in the recent years er (1) peaking in the recent er months er. (1) our assessment er [...]
(Extract 11: VOICE POprc558: 4)

Furthermore, the other phrasal verbs that were searched for as examples of ‘figurative’ phrasal verbs (*bring up*, *turn up*, *catch up*) are not very frequently used in VOICE either (they each occur less than 10 times in the corpus). The phrasal verb *turn up* is only used twice, *catch up* is used six times and there are twenty occurrences of *bring up* in the corpus. Extract (12) is an example of the use of the phrasal verb *turn up* in VOICE. Interestingly, the speaker seems to not add either the plural –s to *question* or the third person –s to *turn up* in this utterance³:

- 212 S7: in our experience at least it's turned out to be our crucial question
213 S1: mhm
214 S7: or it was taking (1) care of the the question that sort of (.) **turn up** (.)
(Extract 12: VOICE POWgd12: 212-214)

Compared with the other phrasal verbs that were searched for in VOICE, the frequencies of the above-mentioned phrasal verbs can be considered rather low. Generally, the phrasal verb *turn up* is the least frequently used out of the phrasal verbs that were searched for in VOICE. There are only two occurrences of this phrasal verb in the corpus, one in the educational domain and one in the professional domain. Interestingly, the phrasal verbs *chew out*, *tune out*, and

³ For a very detailed analysis of the use of third person –s in ELF consider for instance Breiteneder (2005).

put off, which were also mentioned as examples of ‘figurative phrasal verbs’ in Celce-Murcia & Larsen-Freeman (1999: 433) and the phrasal verb *come by*, which was also mentioned as an example of a ‘highly idiomatic’ phrasal verb in Quirk et al. (1985: 1163) did not occur at all in VOICE.

5.1.1. Distribution of the phrasal verbs according to domains

It can be observed that apart from *come back* and *go out* (more occurrences in the educational domain), *point out* and *turn up* (same number of occurrences in the professional and in the educational domain), the phrasal verbs that were searched for in VOICE seem to occur most frequently in the professional domain. Out of the 898 phrasal verb occurrences, 574 phrasal verbs occur in the professional domain, 253 phrasal verbs occur in the educational domain and 71 phrasal verbs occur in the leisure domain. It must be noted, however, that the domain sizes differ and the professional domain is the largest domain in VOICE, just as the leisure domain is the smallest domain. Thus, figure 2 provides the number of phrasal verb occurrences in relation to the sizes of the individual domains. As one can see, the distribution of the phrasal verbs is relatively equal when the numbers are put in relation to the domain sizes.

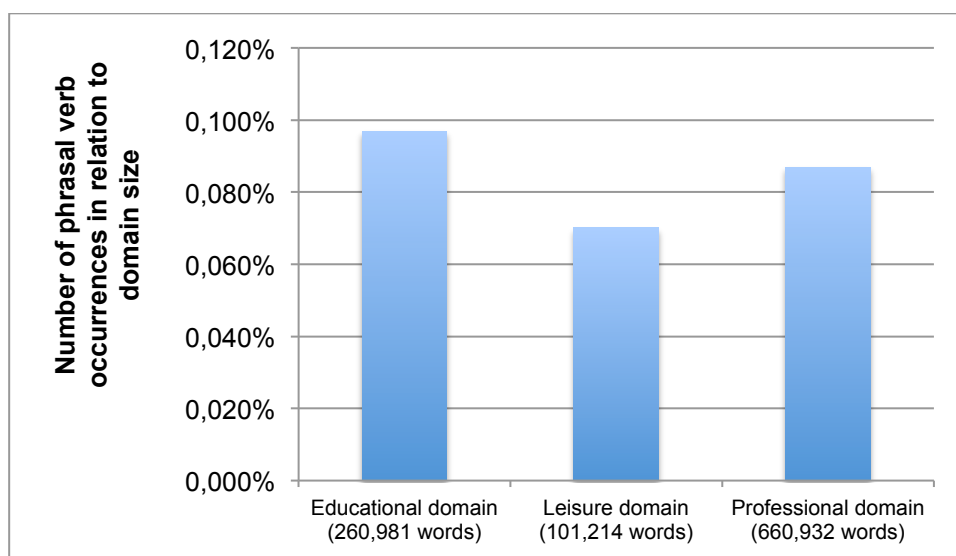


Figure 2: Number of phrasal verb occurrences in relation to domains (normalized according to domain sizes)

5.1.2. Distribution of the phrasal verbs according to speech events

As mentioned before, the interactions in VOICE are not only classified into domains, but also into speech event types. There are 10 different speech event types in VOICE and it can be observed that compared to the individual sizes of the speech events, the numbers of phrasal verb occurrences vary. Figure 3 provides the number of phrasal verbs according to the speech events in which they occur in VOICE in relation to the speech event sizes.

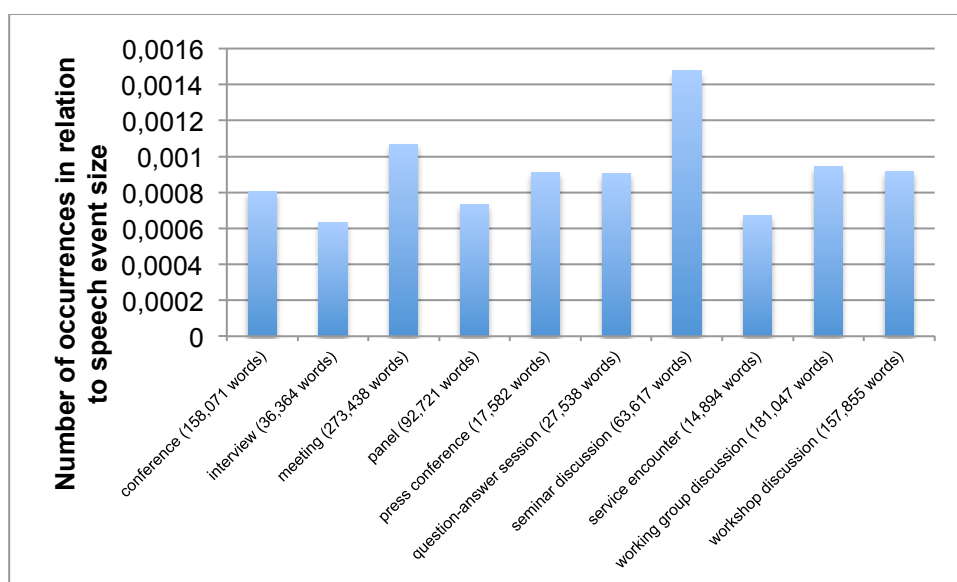


Figure 3: Number of phrasal verb occurrences in relation to speech events (normalized according to speech event sizes)

One can see that in relation to the sizes of the speech events, most phrasal verbs seem to occur in the speech event labeled 'seminar discussion'. One could argue that this speech event is rather 'informal', as opposed to e.g. the speech event categories 'press conference' or 'interview'. This seems to tie in with the fact that there are researchers who claim that phrasal verbs used very frequently in 'informal settings' (Celce-Murcia & Larsen-Freeman 1999: 425).

Interestingly, however, the phrasal verbs that were searched for in the course of this study do not seem to occur very frequently in other arguably relatively 'informal' speech event categories, as e.g. 'working group discussion' or

‘workshop discussion’. Moreover, the speech event category ‘meeting’ does contain a high number of the phrasal verbs that were searched for in VOICE, although one could argue that this speech event category is a rather ‘formal’ one. Thus, in general, one might say that with regard to the specific phrasal verbs that were searched for in the course of this study, there does not seem to be a strong correlation between the ‘formality’ of a speech event and the number of phrasal verbs that occur in the category. One can therefore say that this seems to add to an observation by Darwin & Gray (1999: 66), who claim that “phrasal verbs are found in all registers”.

5.2. Discussion of the search results: the use of phrasal verbs in VOICE

The following sections are concerned with a more in-depth analysis and discussion of the search results. The findings are illustrated by the relevant corpus extracts. Important parts of the corpus extracts are highlighted in bold print. In all cases, this was done by the author of this paper.

5.2.1. ‘Conventional’ phrasal verb use in VOICE

To begin with, one can see from the search results that the great majority of the phrasal verbs in VOICE that were analyzed for this study seem to be used ‘conventionally’, i.e. they seem to be used according to ENL standards. Extract (13) is an example of a phrasal verb in VOICE that is used in a ‘conventional’ way.

204 S2: <3> shall we </3> do it. =
 205 S1: = MAYBE they MANage to **set up** the landline. (.) without
 having to call <spel> [org6] </spel>
 206 S2: <soft> i'm calling them now </soft> (2)
 (Extract 13: VOICE LEcon575: 204-206)

In this extract, the speaker uses the phrasal verb *set up*, which yielded 114 search results in total in VOICE. The great majority of the occurrences (102 occurrences out of 114) of this phrasal verb can be found in the professional domain. In the above-mentioned extract, no differences to a ‘conventional’ phrasal verb use can be noticed.

Extract (14) is another example of a ‘conventionally’ used phrasal verb in VOICE. Out of the phrasal verbs that were searched for in the corpus, *point out* is one of the not very frequent ones: there are only 32 occurrences in total, 16 in the educational domain and 16 in the professional domain. The phrasal verb does not occur in the leisure domain.

- 203 S13: <clears throat> (1) erm yeah i'm ([S13]) [name1] university in
 (.) <un>xxx</un> (.) erm i have a question to mister e:r (.)
 [S5/last] ? (.) er about austrian banks er it was er very nice to see
 that er you **pointed out** <2> how dependent </2> (.)
- 204 S3: <2> could you speak up a little bit </2>
- 205 S13: h:ow (1) er (1) how big market for austrian banks the central
 Europe IS how dependent austrian banks ARE (.) on central
 Europe (.) er maybe if if you had e:r if you: er have shown for
 (profit)ability numbers (.)
- (Extract 14: VOICE PRpan294: 203-205)

In general, one can say that most of the phrasal verbs in VOICE that were searched for and analyzed are used in a ‘conventional’ way by the speakers in the corpus, i.e. in most cases no differences to a standard ENL usage can be noticed. It could be argued that this might be due to the fact that the great majority of the phrasal verbs that were analyzed might be classified as phrasal verbs with a rather ‘literal’ meaning. One might say that the use of these phrasal verbs is less difficult than the use of rather ‘figurative’ phrasal verbs, which is why they are mainly used in a ‘conventional’ way. This seems to tie in with the observation that the number of occurrences of the ‘figurative’ phrasal verbs that were searched for in VOICE is rather low compared to the number of occurrences of rather ‘literal’ phrasal verbs, i.e. the small number of ‘figurative’ phrasal verbs might be due to the fact that they are generally said to be rather difficult to use.

5.2.2. 'Non-conventional' phrasal verb use in VOICE

Various instances of 'non-conventional' phrasal verb use in VOICE seemed to be interesting for different reasons. These extracts will be used as the basis for the following discussion and analysis.

5.2.2.1. *Phrasal verbs and grammatical 'correctness'*

To begin with, it is generally said that communication can be regarded as successful or effective if "the speaker can assume that the listener has understood an utterance and with it its illocutionary force" (Hülmbauer 2007: 10). Unlike 'misunderstandings'⁴, which can usually be identified more easily, the 'understanding' by the listener of what the speaker has just said can in many cases not be identified in such a straightforward way. Arguably, this is due to the fact that "the process of understanding [...] is largely an invisible one" (Roberts 1996: 18).

What should not be left undiscussed at this point, because it is said to be a special characteristic of ELF interactions is the so-called 'let it pass principle'. According to this concept, the interlocutors, when faced with problems in understanding, may often "[let] the unknown or unclear action, word or utterance 'pass' on the (common-sense) assumption that it will either become clear or redundant as talk progresses" (Firth 1996: 243). Thus, participants of an interaction may sometimes "act as *if* they understand one another – when they in fact do not" (Firth 1996: 244, emphasis in the original). This is important to keep in mind when trying to observe and analyze ELF interactions in terms of 'understanding', 'communicative effectiveness' and so forth. Moreover, understanding is often seen as a "continuum from, at one end, sufficient understanding for both parties to continue to, at the other end, total lack of understanding" (Roberts 1996: 12). Thus, understanding has different forms and variations and is achieved by the speakers in the process of the interaction. Furthermore, due to the fact that as analysts of corpus data we do generally not know about the speakers' intentions during an interaction, it is usually difficult to

⁴ For a very detailed analysis of 'miscommunication' in ELF consider for instance Pitzl 2004.

determine whether the speakers ‘understand’ an utterance or whether they act according to the ‘let it pass principle’ and hope for the meaning of the utterance to either become redundant or to be revealed in the course of the interaction. Thus, for this paper, a rather pragmatic viewpoint is taken on: it is assumed that ‘understanding’ is achieved whenever there are no indicators of ‘misunderstanding’ noticeable in the interaction.

Basically, with regard to ELF interactions it is claimed that there is “no one-to-one correlation of *lexicogrammatical correctness* and *communicative effectiveness*” (Hülmbauer 2007: 5, emphases in the original). ELF speakers seem to “achieve successful communication in the majority of cases” (Hülmbauer 2007: 11) nevertheless. In the following passages, I will try to investigate whether grammatical ‘non-correctness’ in terms of phrasal verb use in VOICE on the one hand can be noticed. Furthermore, I will investigate if this seems to have an effect on whether the interlocutors ‘understand’ an utterance on the other.

To begin with, in terms of grammatical ‘correctness’ it can be observed that there are various instances of phrasal verb use in VOICE that may seem ‘unusual’ when analyzing them from a native-speaker perspective. With regard to ENL standards, one could even say that some instances of phrasal verb use may be considered ‘incorrect’. One might assume that due to the fact that the forms used are often unconventional, difficulties in understanding or even confusion amongst the interlocutors might arise. This assumption might arguably be supported by the fact that in the English language, verbs, of which phrasal verbs form a subcategory, are often regarded as “the ‘core’ of an utterance [...], and thus important carriers of meaning and syntactic relations in an utterance” (Ranta 2009: 92). If this important ‘core’, which carries so much meaning in an utterance, is not used grammatically ‘correct’, can the utterance be communicatively successful after all? Let us analyze the following extract (15) from VOICE:

- 176 S3: <soft> mhm yeah i have a meeting <3> in italy </3></soft>
 177 S2: <3> u:h </3> (1) well that's a problem if two (.) out of the group
goes out <soft> on the: twenty-first (1) (surely)</soft> (2) the
 NEXT week (2) e:r (3) it COULD be the twenty-fourth of may (2) if
 that's feasible (1)
 178 S3: i am in in prague the twenty-fourth because is a a a
 mee<4>ting <soft> as well </soft></4>
 (Extract 15: VOICE POMtg541 176-178)

This extract is interesting in various respects. I will concentrate on the use of the phrasal verb in the third-person singular and on the meaning of the phrasal verb in this utterance. To begin with, the speaker uses the phrasal verb in the third-person singular, although a plural use would probably be more 'conventional' (arguably, one could say that the utterance is not grammatically 'correct'). Moreover, the speakers of this utterance are talking about finding a date on which they can meet again, which seems to be rather difficult. One of the speakers then suggests a meeting on the twenty-first, which is not possible for all of them. S2 comments on this by saying '*that's a problem if two out of the group goes out on the twenty-first*'. The speaker seems to use the phrasal verb *go out* in order to express that two of the team members will not be able to join the meeting if it will take place on the twenty-first, which is not a very 'conventional' meaning of this phrasal verb. One could assume that due to both the unconventional, or even grammatically 'incorrect' use of the phrasal verb in this utterance and the use of the phrasal verb in order to express something that is not the 'conventional' meaning of the phrasal verb, a problem in understanding might occur. However, this does not seem to be the case in this utterance. Due to the fact that there is no indication of a 'misunderstanding' in this utterance, it seems as if the interlocutors understand what S2 is trying to say, although the speaker uses the phrasal verb in an 'unconventional' way (i.e. differently to the way native speakers would probably use it).

In some utterances observed, it seems that grammatical 'accuracy' or 'correctness' (for instance the correct use of tenses) is less important, as long as the meaning of the message seems to be successfully conveyed, and the interlocutors appear to understand what the speaker wants to express. Consider for instance extract (16):

- 881 S4: there **i've point out** e:rm e:rm the <pvc> in-market </pvc>
sales per customer so:
882 S3: m<2>hm </2>
883 S4: <2> then </2> (.) i think (1) was interested (in that in) (1) we
can through it but (.) maybe yeah it's more for you er(.) e:rm (.) for
your information (you) <3> (want it) </3>
(Extract 16: VOICE PBmtg414 881-883)

The grammatically 'correct' form would be '*I've pointed out [...] the in-market sales per customer*', i.e. the use of the past participle instead of the infinitive. It seems as if the utterance is understandable (at least there is no 'misunderstanding' noticeable), S3 even seems to support the utterance by the use of '*mhm*'. As Pitzl (2011: 22) puts it, the success of ELF interactions "might [...] be conceived of in terms of achieving one's communicative goals [...]" rather than in terms of the 'grammatical accuracy' of the utterances. This adds to Hülmbauer's (2010: 43) claim that "[u]p to a certain degree, grammatical infelicities in an utterance might not even be noticed by the interlocutor". Generally, as research has shown, the focus in ELF interactions seems to be on delivering the message effectively, rather than producing grammatically correct utterances. This seems to be the case especially in spoken interactions, where there usually is little time and possibility to change or correct an utterance.

To sum up, one can say that although the phrasal verb use of ELF speakers may in some cases be considered grammatically 'incorrect' in terms of ENL norms, some of the utterances in VOICE that were analyzed for this study showed that the differences to standard English conventions often do not seem to create a difficulty in understanding. This finding does not correspond with what Leonardi (2010: 347) claims about the use of phrasal verbs by non-native speakers:

The use of phrasal verbs is undoubtedly an indication of proficiency in English. However, if they are not used correctly, they could cause misunderstanding and confusion [...].

This statement does not seem to be confirmed in terms of the examples mentioned above. In no case of what Leonardi would probably call 'incorrect'

phrasal verb use could I observe any form of ‘misunderstanding’ or ‘confusion’ amongst the interlocutors.

5.2.2.2. *Phrasal verbs and L1 influence*

Generally, the speakers’ first languages are claimed to have an influence on how phrasal verbs are used by non-native speakers of English. Consider for instance Side (1990: 145), who suggests that

[t]he students’ ability to understand and use phrasal verbs is, of course, heavily influenced by their knowledge of their own language. The implications of L1 interference with regard to prepositions and particles are far reaching.

What Side claims for the phrasal verb production of EFL/ESL students may arguably also be true in the case of other non-native users of the English language, and therefore also for ELF speakers.

There are cases in VOICE in which ELF speakers use multi-word expressions / phrasal verbs from their own L1s and translate them literally into English. Although they cannot be sure that the other interlocutors understand these expressions, since they generally do not share the same L1, in most cases, these ELF interactions seem to be successful, with mutual intelligibility being given nevertheless. This seems to support an observation by Pitzl (2009: 307), who claims that expressions in ELF are sometimes non-idiomatic in terms of ENL standards; however, the communicative functions are often successfully reached nonetheless.

The following utterance (example 17) seems to be an instance of a literal translation of an expression from the speaker’s L1 into English:

163 S9: i think it must be quite DIFFicult to do (.) real se- specific
 because this is teaching with total beginners.(.) as such.
 164 S1: <soft> m<9>hm </9></soft>
 165 S9: <9> cos </9> usually you do it with people <fast> that have
 got </fast> (.) SOME kind of LANGUage knowledge
 166 S1: = mhm =
 167 S9: = and **you: pick them up where they ARE** and you are going
 to <3> test beCAUSE of it </3>
 168 S8: <3> erm:</3> yeah well er i <4> just </4> (an insider) it's a
 common fact in primary <5> school.</5> for instance you know (.)
 169 S9: <4> (that) </4>
 170 S1:<5> mhm </5>
 171 S8: teaching the STORIES fairy tales. so they are young learners?
 er you make use of THAT .(.) e:r you know(.) stories they
 probably know in german or their mother tongue. (.) and teaching
 them in english? (1) gives the children an enO:Rmous language
 input.<soft> and they can really PROfit like
 that.</10> so</10></soft>
 (Extract 17: VOICE PRpan252: 163-171)

‘Die SchülerInnen dort abholen, wo sie sind’ (to base your teaching on the actual knowledge and skills of the students) is a German expression often used in the field of pedagogy, which refers to the fact that teaching and testing should be based on the needs and especially on the already existing knowledge and skills of the students. The L1 of S9 is German, and she translates this German expression literally into English. By doing so, she uses the phrasal verb *pick somebody up* as a translation for the German verb *‘jemanden abholen’*. Some of the other interlocutors of this interaction have other L1s than German; one can therefore assume that they are not familiar with the meaning of *‘you pick them up where they are’*. From an ENL perspective, one could conclude that by literally translating a German expression into English, the speaker produces an utterance that the other interlocutors might not understand. However, there is no sign of ‘misunderstanding’ noticeable in this interaction. Of course, we do not know whether the interlocutors did not understand the utterance, but acted according to the ‘let it pass principle’ (i.e. did not ask for clarification, hoping for the meaning of the expression to become clear in the course of the interaction), or whether they actually understood the meaning of the expression (the expression is arguably a relatively ‘picturesque’ one, and the meaning may be thus be deducible from the context and the imagery of the expression). As previous research has shown, idiomatic expressions in ELF do not necessarily

“need to correspond to conventional native-speaker idiomatic usage” (Seidlhofer 2009: 195). The above-mentioned example seems to further corroborate this statement.

Interestingly, although none of the other participants of the interaction asked for explanation or clarification of the expression, S8, whose native language is German as well, steps in and explains the expression in other words / paraphrases the expression to the interlocutors. Thus, in a certain way, one could say that S8 and S9 ‘work together’ in order to successfully get the meaning of the expression across and to make sure that it is understood by the other interlocutors.

The following extract (18) may be considered another example of an L1 influence on the use of a phrasal verb in ELF:

- 398 S4: = m- i think a- most of the items er on your agenda will be (.) in
here and o<6>therwise </6><7> we can discuss </7>
399 S3: <6> mhm </6>
400 S5: <7> okay then we </7><1> can:</1><2> we </2> can
401 S3: <1> mhm </1>
402 S4: <2> yeah?</2>
403 S4: shall i? =
404 S5: = **go it on** it yeah (2)
405 S4: or you you want to discuss the file first (1)
406 S5: we can e:r also discuss (.)
407 S4: yeah <3> okay </3>
408 S5: <3> your files </3> and =
409 S4: = yeah =
410 S5: = and come back to this one no problem (2) thank
you (20) {S4 distributes files (20)}
411 S3: thank you very much (4)
(Extract 18: VOICE PBmtg414: 398-411)

The word combination ‘*go it on*’ is no codified or common expression in the English language. A possible reason for the speaker to use this expression might be based on the (rather informal) German expression ‘*etwas angehen*’, (*start something / approach something*). ‘*Go it on*’ then seems to be the literal translation of this German expression. With regard to this example, the speaker seems to ‘create’ a ‘new’ phrasal verb by combining words that do not normally

form a phrasal verb in the English language, but seem to fulfill their purpose in this interaction. The meaning of the expression seems to be clear from the context of the utterance.

To sum up, it can be said that the speakers' first languages seem to have an influence on their phrasal verb use, which is emphasized by the examples mentioned above. For this paper, only two corpus extracts that seem to show the influence of German, the L1 of the speakers in the above-mentioned utterances, on the phrasal verb use in ELF were analyzed. This is due to the fact that German is the L1 of this paper's author as well. With regard to future research, it would definitely be interesting to observe and analyze the influence of other L1s on phrasal verbs in ELF as well.

5.2.2.3. *Phrasal verbs and the 'idiom principle' in ELF*

The search queries in VOICE yield a number of results that may be considered unusual collocations in terms of ENL norms, i.e. there are instances in VOICE in which phrasal verbs are used in combination with words or phrases that may sound 'unidiomatic' in reference to native speaker conventions. In her paper about idiom and metaphor in ELF, Pitzl (2009: 298) claims that "although idiomatic expressions occur in ELF, these expressions often display considerable non-conformity" with regard to ENL norms. In the following sections, I will analyze in which way the use of phrasal verbs in ELF relates to this statement. Extracts from VOICE that contain 'non-conventional' phrasal verb use / phrasal verb use that is not considered 'idiomatic' from an ENL perspective will be used to illustrate the findings.

With regard to the field of idiomaticity and idiomatic constructions, there is no way around dealing with the claims and findings by the English linguist John Sinclair, who was a leading figure in the field of corpus linguistics and the research of collocations. In his famous work *Corpus, Concordance, Collocation* (1991), Sinclair claims that a user of a language "has available to him or her a large number of semi-preconstructed phrases" (Sinclair 1991: 110). These

'semi-preconstructed phrases' can usually be accessed and recalled easily and fast by the language user in the course of language production. In Sinclair's terms, this is called the 'idiom principle', which is supposed to generally help in order to use a language both effectively and economically. The economic language use is accomplished by the fact that these 'semi-preconstructed phrases' are familiar to all interlocutors, and thus the meanings of the utterances do not have to be constructed in the course of the interaction. Hereby, communication is facilitated, and the language user's "online processing load" is reduced because they "accommodate to each other by conforming to shared conventions of established phraseology" (Seidlhofer 2009: 197). The above-mentioned 'semi-preconstructed phrases' are available to all users of a particular language. In the case of ELF interactions, however, this is different, because most ELF speakers are no native speakers of the English language. It is acknowledged that in some ELF interactions, native speakers of English may take part. In general, however, ELF interactions take place amongst people whose native language is not English (Seidlhofer 2005: 339). Being no native speakers of the English language, the ELF speakers' availability to such 'semi-preconstructed phrases' is usually limited (Seidlhofer 2009: 202). This is where the other model suggested by Sinclair comes in.

5.2.2.3.1. The 'open-choice principle'

As opposed to the 'idiom principle', Sinclair (1991: 109) mentions the 'open-choice principle', according to which "a large range of choice opens up" for the language user at certain points in an utterance, the only restraint being grammaticalness. Regarding the fact that the range of choices of which words / expressions to use at certain stages of an utterance is rather wide and complex, the 'open-choice principle' is generally considered less economical than the 'idiom principle' and thus, according to Sinclair, not the preferred principle by language users.

It can be argued, however, that not all language users act according to the 'idiom principle'. As mentioned before, only native speakers of a language usually tend to have intuitive and unlimited access to a great number of fixed

phrases in their language; non-native speakers often only have the most common fixed phrases of the language available to them. This seems to be the case for ELF speakers as well (Seidlhofer 2009: 202f). Unlike native speakers of a language, according to Seidlhofer (2009: 202), they will

[...] tend to construct what they have to say more analytically, in a bottom-up fashion, drawing on what is semantically encoded in the grammar and lexis of the language – in other words, by recourse to what Sinclair calls the “open-choice” principle.

Seidlhofer (2009: 203) claims that due to the fact that the ‘open-choice’ principle seems to be the preferred principle in the case of ELF speakers, their language production will often result in “creative expressions which do not conform to what native speakers would recognize as the established idiomatic wording”.

Moreover, as claimed by Seidlhofer (2009: 205), the question of ‘nativeness’ does not seem to play an important role in terms of the use of collocations and idiomatic expressions, as long as the communicative purpose of the expression is fulfilled. On the contrary, it is assumed that “the more distinctively native-like the idiom they strive for, the greater the risk if they fail to ‘get it right’ in native-speaker contexts” (Seidlhofer 2011: 132). This might especially play a role in the case of phrasal verbs, which are generally considered a very typical feature of the English language, and which are said to be important in terms of a fluent command of English (e.g. Wyss 2003: 37).

I will now try to analyze how ELF speakers seem to make use of the ‘open-choice’ principle in relation to words that co-occur with phrasal verbs in VOICE. To begin with, extract (19) seems to be a good example of the use of a phrasal verb in a non-native like idiomatic construction, which, however, appears to fulfill the communicative purpose of the utterance. The extract is interesting from various viewpoints; nevertheless, I will mainly concentrate on the expression S2 uses when she talks about another interlocutor and the preposition that is used in this utterance. S2 is talking about another interlocutor, telling her how she perceived her when they first met. The atmosphere of the interaction seems to be rather cheerful, the interlocutors laugh and there are many overlaps of the individual utterances:

12 S2: when i saw you first time you look so strict that i that i got
 afraid o:w what a (.)
 13 S4: <loud> at the VERY first time </loud><1> or what </1>
 14 S2: <1> at the </1> very <2> first time </2> yes because you you
 are so er sophisticated you know an:d serious <fast> not in in er
 behavior </fast><3> but in er </3> energy that you that you (1)
 15 S4: <2> really?</2>
 16 S4: <3> yeah yeah </3>
 17 S4: @@@
 18 S2: <@> **goes** <4> **out** of you </4></@>
 19 S4: <4><soft> @@@ </soft></4> @ @ @
 20 S2: like a deman- demanding lady you know <5> like </5> yes
 (Extract 19: VOICE PBcon594: 12-20)

S2 describes S4 as a woman from whom a lot of ‘*energy goes out*’. This is not a conventional idiomatic expression in English. Moreover, the speaker uses a rather ‘non-canonical’ preposition after this expression. She says that ‘*the energy goes out of*’ the other interlocutor, instead of using the probably more canonical preposition ‘*the energy goes out from*’ the other person. In other words, one could say that the speaker does not make use of one of the ‘semi-preconstructed phrases’ available to language users, but utters an expression that is rather based on the ‘open-choice’ principle. The utterance is grammatical, and the phrasal verb seems to be the ‘choice’ the speaker decided on in the case of this utterance.

Another case in which a phrasal verb occurs in an unusual combination is extract (20):

390 S5: that's one of the <2> things </2> i put in
 the <3><@> recommenDATIONS </@></3>
 391 SX-4: <2> yeah </2>
 392 S9: <3> yeah it's very difficult it's </3> not **to come up**
with <10> no </10> mist<4>akes but we should TRY i think </4>
 393 SX-f: <10> (one) </10>
 394 S4: <to SX><4> i have something (we) should write
 something </4></to SX> it's really better (now) {multiple parallel
 conversations continue}
 (Extract 20: VOICE POrtg444: 390-394)

To some extent, the phrasal verb *come up with* and the single-word expression *make* may be considered synonyms. In this interaction, the speaker uses the expression *come up with no mistakes*, whereas the conventional idiomatic wording of this expression would probably be *make no mistakes*. Thus, one could say that the phrasal verb is combined with the noun in an unusual, non-conventional way.

To sum up, there are instances in VOICE in which the speakers use phrasal verbs in expressions that seem to be based on the ‘open-choice principle’ rather than the ‘idiom principle’. As can be seen by means of the examples mentioned above, the speakers sometimes make utterances in which phrasal verbs are used differently to what is usually considered the conventionalized idiomatic wording, however, they seem to help the speakers to “meet an immediate communicative need” (Seidlhofer 2009: 198) and thus tend to fulfill their purpose in the interaction. This can be regarded as an online ‘idiomatizing process’ rather than the use of ‘idiomatic prefabs’ that are available in the language. In this way, ELF users seem to successfully “accommodate to each other” by means of “developing pro-tem idiomatic expressions” (Seidlhofer 2009: 205) that appear to fulfill their purposes in the interactions.

Generally, I therefore argue for considering the use of phrasal verbs with regard to their idiomatic wordings as instances of creative language use, or as choices the speakers made according to the ‘open-choice principle’. In the case of the interactions observed for this study, the phrasal verbs seem to fulfill their communicative purpose, although their idiomatic wording may be different from what would be considered idiomatic in terms of ENL norms.

Thus, my standpoint differs considerably from what Prodromou (2008: 43ff) suggests, when writing about a so-called ‘idiomatic deficit’ for which he claims to have found empirical evidence in his research. He argues that the reason for this ‘deficit’ amongst non-native speakers is a lack of exposure to native-speaker language use. Unlike this point of view, I would argue for the above-mentioned corpus extracts being examples of a creative language use by ELF speakers. Moreover, the extracts discussed in this section seem to exemplify

how cleverly the speakers make use of the language and adapt it to the specific purposes of the interactions. Additionally, they can be seen as instances of creative language use by ELF speakers, which may not fully correspond to ENL language use.

5.2.2.3.2. The general verbs ‘go’ and ‘get’ in relation to phrasal verbs in VOICE

There are several instances in VOICE in which the speakers use phrasal verbs with the lexical verb *go* in expressions that are, according to ESL norms, formed with different verbs. In extract (21), the speaker uses the phrasal verb *go out* in an expression that is formed with the verb *get* according to ENL standards:

- 37 S6: [...] in the beginning till nineteen ninety-four they couldn't really (.)dis(prove) dictatorship from the two: countries (.) where they get together they couldn't (ru:le) er the thing in a democratic way so they had to make a war. (.) and then **one of them went out?** (.) and then from er nineteen ninety-four until now? (.) we er have been as er when i say WE (.) cos i <fast> i don't think i represent everybody </fast> er <fast><5> to have the right to say WE but </5></fast>

(Extract 21: VOICE PRpan1: 37)

One could argue that the speaker was probably not sure about the use of this phrasal verb, because the expression is immediately followed by a ‘?’, the symbol for the transcription of rising intonation in VOICE (VOICE Project 2007). The rising intonation might be considered a sign of uncertainty or doubt. However, this intonation symbol is used several times in the utterances of this speaker, which shows that this may be a general characteristic of the speech of this speaker.

In example (22), the speaker uses ‘*go back to you*’. The more idiomatic or canonical wording according to native-speaker standards would be the expression *get back to somebody*.

227 S3: yeah okay. i think it is there is (.) there is much left much we can do right now. er so. (.) maybe an announcement as already mentioned we are planning to make a (collection) er (a quotations) of the proceedings of this conference. (.) er (.) i think (.) we just have to discuss this during the next week how we'll do this and above all how we'll get the funding for it and i'm very optimistic that finally we will get it. (.) so (.) er (.) we will (.) er (.) we will be allowed **to go back to you (.) er via email** and (.) er (.) in order to make er (2) (lose round book) i don't know how the term in english er er may use suggestions about alternations or or <un> xxx </un> so that anyway how it's done we will hope that we will continue to (.) work together to keep up the work and <pvc> workal </pvc> contact. yeah. (.) and i really want to thank you for coming here for sharing your ideas with us to each other for those very interesting and inspiring discussions [...]
(Extract 22: VOICE PRpan13: 227)

Similar to extract (22), in extract (23), the speaker also uses '*go back to you*' in an expression in which the more idiomatic wording according to ENL norms would be *get back to somebody*:

671 S7: so that's that's just my point that you know (.) you can't (like) categorize (.) e:rm (1) <soft> er </soft> english
a:s (.) understanding shakespeare. (.) i know it's er
(that's) <soft><un> xx </un><5> (clarify) </5></soft>
672 S1 :<5> okay.</5> first <6> i want </6>
673 SX-23: <6> can i </6> react
674 S1: yeah. first **i want to go back to you** and <7> er WAS your was </7> your question
675 S12: <7> no i i pu- put </7>
676 S12: i'll put it after i answer it.
677 S1: okay. (.) okay that's <1> (f- f-) </1>
(Extract 23: VOICE EDwsd303: 671-677)

Extracts (21), (22), and (23) are examples of the use of the lexical verb *go* in expressions with phrasal verbs that are usually formed with the lexical verb *get* according to native speaker conventions. In general, the phrasal verbs *go out* and *get out*, as well as the phrasal verbs *go back* and *get back* have different meanings. However, as can be observed by means of the above-mentioned examples, they seem to be used interchangeably in several instances in VOICE. One could therefore argue that this semantic difference does not seem to play an important role in these ELF interactions.

Interestingly, in these examples, the particles that are used by the speakers conform to what would be conventional in terms of native speaker norms. As far as one can tell from the interactions analyzed, the utterances are intelligible to all interlocutors: none of the other participants of the interactions ask for clarification and the conversations are continuing without apparent difficulties. This observation might therefore add to a finding by Side (1990: 146), who claims that in phrasal verb constructions “the particle is integral to the meaning [...] and in some cases carries more weight of meaning than the verb”. The meaning of the above-mentioned examples might therefore be expressed by the particles *out* and *back* rather than by the lexical verbs (c.f. section 3.5.2. *The role of the particle*). Furthermore, it is worth mentioning that there are no cases in VOICE in which the phrasal verbs *get back* / *get out* is used in cases that would require *go back* / *go out* according to native-speaker norms.

Both *go* and *get* can be classified as ‘general verbs’ in English, or in other terms verbs of high semantic generality. In the examples mentioned above, it seems as if one ‘general verb’ (*go*) is used instead of another ‘general verb’ (*get*). In ELF, these verbs seem to be likely to be used extensively and given more meanings than in Standard English (Seidlhofer 2004: 220 and 2005b: R92). ELF speakers seem to use these ‘general verbs’ on more occasions than native speakers, one could also say that by doing so, they add meaning to the verb and the verb becomes ‘semantically bleached’ to some extent.

What these observations all seem to amount to is that the above-mentioned examples tend to present further examples of how creatively phrasal verbs in particular and language in general are used in ELF interactions. Moreover, for the speakers of the interactions observed, more choices than for native speakers seem to open up, which might be the reason for the fact that in some instances, they use a different lexical verb; in these particular cases the lexical verb *go* instead of *get*.

5.2.2.3.3. ‘Unilateral idiomaticity’

In her numerous papers about ELF, Seidlhofer (e.g. 2004: 220; 2005b: R92; 2011: 134ff) repeatedly mentions a term that seems to play an important role in the field of idiomatic language use in ELF. The term is ‘unilateral idiomaticity’, which means that in ELF interactions, “particularly idiomatic language use by one speaker can be problematic when the expressions used are not known to the other speaker(s)” (Seidlhofer 2005b: R92). Thus, “idiomatic native-speaker language use can be a disadvantage in certain ELF interactions” (Seidlhofer 2005b: R92). In other words, one can say that in certain ELF interactions, being close to native-like fluency does not necessarily have to be an advantage in terms a successful conversation. On the contrary, it may even have a negative impact on the interaction, if the other interlocutors of the interaction do not happen to know the ‘native-like, idiomatic’ expression used.

Interestingly, no instances of ‘unilateral idiomaticity’ can be observed with regard to the phrasal verbs that were searched for in VOICE. More importantly, this seems to hold true not only in the case of ‘literal’ phrasal verbs, but also with regard to ‘figurative’ phrasal verbs. The fact that there are no signs of ‘misunderstandings’ noticeable in the observed interactions might be based on what was called ‘let it pass’-principle by Firth (1996: 243ff), which is described in another section of this chapter (5.2.2.1. *Phrasal verbs and grammatical ‘correctness’*). Then again, as mentioned at an earlier stage, the fact that no instances of ‘unilateral idiomaticity’ can be observed considering the instances that are searched for in VOICE may be also due to the fact that not all phrasal verbs were searched for in the corpus. Nevertheless, it is undoubtedly an interesting observation, which may be a starting point for further research in this field.

5.2.2.3.4. Summary

To sum up, one can say that the search queries in VOICE yield results that seem to add to the statement by Seidlhofer, who claims that “[i]n using English **on** their own terms, ELF users will quite naturally use English **in** their own terms” (Seidlhofer 2009: 211, emphases in the original).

With regard to the use of phrasal verbs and the expressions they are used in, there seems to be a certain tendency of ELF speakers to conform to what Sinclair calls the ‘open-choice principle’ rather than to the ‘idiomatic principle’, which would be the preferred principle by ENL speakers. In some cases, this may result in language use that may be considered ‘unidiomatic’ in terms of ENL standards, however, as the examples of this section suggest, the purposes of the utterances usually tend to be fulfilled nevertheless. Furthermore, the corpus data shows that in ELF interactions, there seems to be a tendency for the use of the lexical verb *go* in phrasal verbs that would be formed with the lexical verb *get* according to ENL standards. One could therefore argue that in these interactions, more meaning than in Standard English is given to the lexical verb *go*. Finally, in terms of phrasal verb use, no instances of ‘unilateral idiomaticity’ seem to be noticeable from the search results in VOICE.

5.2.2.4. (Prepositional/adverbial) particles and prepositions

The following section is concerned with the description and analysis of the use of prepositions and prepositional particles with regard to phrasal verbs. Due to the fact that the following two aspects seem to be of special importance when analyzing the search results in VOICE, I will mainly discuss prepositions following the phrasal verbs, and an extra focus will be on prepositions that are additionally used after phrasal verbs. Generally, it can be observed that prepositions seem to be a certain ‘difficulty’ or ‘challenge’ for ELF speakers, of which the following sections will give examples.

As stated by Seidlhofer (2004: 220 and 2005b: R92), ELF speakers sometimes add prepositions to expressions that do not require a preposition according to native-speaker standards. In some instances, this phenomenon can be observed with regard to the phrasal verb use of ELF speakers in VOICE. In extract (24), the speaker adds the preposition *on* to the verb *going*, although the probably more common and more conventional expression according to native-

speaker norms would be *get them going* without a preposition afterwards⁵. The preposition that is additionally used does not seem to fulfill a specific purpose, the utterance does therefore not seem to be an example of what is a general characteristic of ELF talk, namely the fact that ELF speakers sometimes add extra prepositions in order to increase the clarity of an expression (Seidlhofer 2005b: R92).

- 299 S13: and er one of the one of the FActors behind motivating the students is that they understand (.) for example the METHodology in in th- in the conference that they understand WHAT they're supposed to do and how it's going to how it's going to go about how it's going to be carried out (.) and i felt that in this er in this case that it was quite unclear for them until (.) quite late in the game (1) a:nd er (.) of course there's (.) that's a factor in **getting them going on** among other things the ONline discussion which also was (.) was difficult to get going for them and difficult to motivate them to participate in (1) e:rm <smacks lips> (.) so: that's something that's very important and THEN of course as you mentioned that i think that even <un> xx </un>tutors (.) er are are well aware of quite a er a bit of what is going on. the REAL the really im- important information is how the students perceive the conference
- 300 S1: mhm (.)
- (Extract 24: VOICE EDwsd464: 299-300)

In terms of intelligibility, adding a preposition does not seem to present a problem for the other participants of this interaction (extract 24). It should probably be stressed at this point that both expressions, *get somebody/something going* and *go on* are relatively common in English. This may be the reason for the additional preposition to simply 'pop up' in the statement.

Furthermore, there are several other utterances in the corpus in which prepositions that would be considered 'incorrect' according to ENL norms are

⁵ This can be said after a search in various dictionaries and the COCA (COCA-Homepage 2012). There were no dictionary entries for the expression '*to get going on*'. The COCA only contained one utterance in which *on* seemed to be used as a particle ('*let's get it going on*'). In the other utterances, *on* seemed to be used as a preposition (and thus the head of the following prepositional phrase). Furthermore, I would say that it is likely that the expression the speaker actually wanted to use is '*getting them going*', because at an earlier stage of his utterance he is talking about '*motivating the students*', an expression with similar meaning to the meaning of the phrasal verb.

used after phrasal verbs. Basically, prepositions often “have strong collocational relations with other elements of language” (Koosha & Jafarpour 2006: 193) which non-native speakers might not be aware of and thus use other than the conventional prepositions. In extracts (25) and (26), the preposition *in* is used in expressions that are usually followed by the preposition *to*:

- 44 S1: you you live in the same house like erm [first name2]
? (.) don't you?
45 S2: like e:r <14> who?</14> (.)
46 S1: <14> [first name2] ?</14>
47 S2: [first name2] .
48 S1: [first name2] the german boy from <5> hamburg </5>
49 S2: <5> no no n</5>o =
50 S1: = no?
51 S2: [first name2] **has come back in: germany?** (.) <smacks
lips> (.) he <9> was living </9> in er (charge) ? (.)
52 S1:<9> e:- </9>
53 S2:<10> i don't know </10> WHY but er everyone has er your
own <6> (corner) </6>
(Extract 25: VOICE LEcon229: 44-53)

- 993 S3: so maybe that in european union er about children that they
are [...] they know so many languages so they can study in other
country to get oth- other oth other opinion? and **to come back in**
o- e:r our country and to make better
(Extract 26: VOICE EDwgd305: 993)

Interestingly, in both extracts, although they are taken from different interactions, different domains and they are produced by different speakers with two different first languages (the L1 of S2 in extract (25) is Spanish, the L1 of S3 in extract (26) is Latvian), the speakers use the preposition *in* in combination with the phrasal verb *come back* when referring to a country. Basically, *in* seems to be a preposition that is closely associated with countries. It can thus be argued that in instances like the extracts mentioned above, using the preposition *in* instead of *to* might be ‘clearer’ when trying to express the ‘state of being in a country’. In general, one could also argue that the speakers of the mentioned interactions are rather challenged when using phrasal verbs. It is assumed that, for various reasons, phrasal verbs tend to be difficult for non-native speakers of English, as e.g. Side (1990: 144) remarks with regard to students of English: “Students, I

need hardly point out, do not like phrasal verbs.” Or, in other words: “verb constructions are traditionally seen as providing some of the most ‘troublesome problems’” for non-native speakers (Ranta 2009: 92). One might argue that this seems to hold true for ELF speakers as well. When using those arguably to some extent ‘challenging’ phrasal verbs, they might have little ‘processing space’ left for the following prepositions, which might be the reason for non-conventional prepositions to be used after a phrasal verb in some instances. This might be plausible, especially in the case of spoken language production, where there is little time and possibility to prepare an utterance on the one hand and to change it on the other.

Extract (27) seems to be another example of an unconventional use of prepositions after a phrasal verb. Using the preposition *for* instead of the preposition *to* after the phrasal verb *look forward* seems to be rather common in non-native language use. There are even internet forums that deal with the question which preposition to use in this case (e.g. Wordreference.com-Homepage 2012). Therefore it may not be surprising that this can be observed in VOICE as well:

- 177 S2: so er i visited my son in greece and erm i spent a week with him so he said <slow> it's the time you go home</slow><7><@> i want to feel free </@> @@ and </7><1> **he's looking forward for his father** </1> to come because he knows <2> they </2> will go to have <3> fun </3> be <4> there </4> and i come to give him ideas how to (.)
- 178 S4: <7> @@@@ </7><1> @@@@ </1>
- 179 S3: <1> just like every <un> xxx </un></1>
- 180 S4: <2> yeah </2>
- 181 S4: <3> yeah yeah </3>
- 182 S4: <4> (yeah) </4>
- 183 S2: run <5> the the the the </5> flat and <6> all the domestic things and what to do with money what to do </6>with school <7> and </7> how to do (it) wi- with books and hh so he's fed up with me of course <9> @@ </9>
- (Extract 27: VOICE PBcon594: 177-183)

However, the phrasal verb itself is not very frequently used in VOICE and there is only one occurrence of the phrasal verb in combination with the preposition

for, which leaves room for doubt about the importance of this phenomenon as such in ELF.

It is worth mentioning that there are instances in VOICE in which the speakers immediately correct themselves after having used a particle that would probably be different in the case of ENL. Consider for example extract (28):

- 96 S1: but THEN (.) having been to: brussels recently and having listened er HEARD how many problems there are under hh national legisLATIONS (1) e:r (.) referring to (.) creation and **setting on er e:r (.) er setting up with** er (1) joint degree programs. i have er (.) thought that it's better to limit ourselves and think about joint(1) e:r <un> x </un> joint problems. (.) towards whatever (1) one degree (.) double degree (.) multiple <1>degree </1> (.)

(Extract 28: VOICE POMtg314: 96)

In this example, the speaker uses the particle *on* first. However, she adds the more conventional prepositional particle *up* immediately after that. Interestingly, the preposition *with* is used after the phrasal verb, in a construction that would probably rather be formed with the preposition *of* in a native-speaker context. Thus, the speaker seems to be unsure about both, the prepositional particle that forms part of the phrasal verb and the preposition that follows the phrasal verb. The insecurity seems to be emphasized by the hesitation marker 'er' that appears several times in this utterance. One could also argue that *with* may be linked to *problems* (i.e. '*problems [...] with joint degree programs*'). In this case, the speaker uses the 'conventional' preposition.

Another instance of an 'unusual' use of a preposition after a phrasal verb can be observed in example (29), in which the speaker uses *got back on something else*, in an expression in which *get back to something else* would probably be the more conventional idiomatic wording. Apart from the non-conventional use of the preposition that follows the phrasal verb, the speaker also uses the past form of the verb, in a construction that would actually require the present form:

563 S3: [...] considering the youth pact i tried to mention all the organizations interested like political parties and trade unions (1) but i have just s- started so er (1) they sa- they have said they are interested? but these are also again the hh international people you never know (4) europe yeah a lot of people are so busy with the the work as you say they DO that they (.) sometimes think like well (.) it might be interesting but (.) i where do i get the time and (.) hh i think it's also that you have to make them clear sometimes that (1) e:r it might be i- of an interest for THEM (1) **to got back on something else** they're doing and start (.) er using the tools that the eu- the european union is GIVING them actually and they don't (.) hh always want (.) or have the: yeah <soft> (yeah. see you later) </soft> (2)
 (Extract 29: VOICE POWsd258: 563)

Moreover, *go back on something* (*not do something that was promised*) is an expression with a meaning that is very different to '*get back to something*'. One might assume that this might cause a difficulty in this interaction, which interestingly it does not.

All in all, one can say that based on the VOICE extracts mentioned above, it seems that although the prepositions / prepositional particles in phrasal verb constructions are in some cases rather unconventional, this tends not to be a problem in terms of understanding. One could therefore argue that in the case of the above-mentioned extracts, the lexical verb seems to carry enough meaning / content for the utterance to be understandable for the interlocutors. This seems to be true even in instances like extract (29), in the case of which the preposition that is used after the phrasal verb changes the meaning of the expression. Nevertheless, a problem in terms of understanding in this utterance does not seem to be noticeable.

In general, it seems that to a certain extent, the speakers of the instances observed sometimes seem to be challenged by both, the (prepositional) particles that form part of the phrasal verb and in some instances also by the preposition that follows the phrasal verb. In general, however, it can be said that although there are some instances in which the speakers use other than the conventionalized (prepositional) particles in phrasal verbs on the one hand and

non-conventional prepositions after the phrasal verbs on the other, in a great majority of the cases the conventionalized particles and prepositions are used.

In EFL and ELT research, a great focus is on the importance of ‘getting the prepositions right’ in order to be able to produce ‘appropriate’ utterances (consider e.g. the findings of Koosha & Jafarpour (2006), who focus on the use of prepositions with regard to Iranian EFL learners). However, as the above-mentioned examples show, in ELF interactions, one might well move away from attaching such great significance to them, because in the ELF interactions observed, they seem to not carry as much meaning as one might assume, at least this is what the corpus extracts tend to suggest.

5.2.2.5. ‘Look forward to’ and a ‘deadly grammatical sin’

It has been suggested by Seidlhofer & Jenkins (2001) that ELF speakers sometimes even commit what some teachers would call ‘deadly grammatical sins’ with regard to their language use. One of these ‘deadly grammatical sins’ is the use of using the verb stem instead of the *-ing* form in expressions that contain the phrasal verb *look forward to* – without “any major disruptions in communication”. *Look forward to* is one of the phrasal verbs searched for in VOICE for this study. It may not be surprising that one can observe instances of ELF speakers who commit the ‘deadly sin’ concerning this phrasal verb. Consider for instance extracts (30) and (31):

- 274 S7: but i **look forward to see** the details because (2) the balance
between the government and the universities in the in the
slovenian system (3) {parallel conversations in the background (3)}
- 275 S8: it's it's all been on the boa- er on the
government (.) beFORE . (.)
- 276 S7: yah
- (Extract 30: VOICE POcon549: 274-276)

- 14 S6: hi er my name is [S6] e:r i am a (policy) office:r at the [org1]-
[org1] responsible for employment social inclusion (.) and er also
equality and human rights and e:r (1) actually i am: very happy to
to er to see that er we have such a good seminar and er and **i'm
looking forward to er (.) listen** to all your (.) discussions and also
to the contributions you've been making.<1> THANKS </1> for
being here. (1)
(Extract 31: VOICE POWsd257: 14)

Both extracts are examples of the use of the phrasal verb *look forward to* followed by just the verb stem instead of the progressive of the verb. As claimed by Seidlhofer & Jenkins (2001), in many cases no major interruptions can be noticed if the phrasal verb is used in this way. One might therefore say that there seems to be a focus on function rather than on form of the utterance in these cases.

5.2.2.6. 'Literal' vs. 'figurative' meaning

As already mentioned in section 3.5.1. Semantic classification of phrasal verbs, phrasal verbs can be classified according to their semantic characteristics, i.e. their meaning. There are different attempts of classification, in which various different categories are introduced. Regardless of the different terms used, one can say that all classifications range from phrasal verbs that have a rather 'literal' meaning to phrasal verbs that have a rather 'figurative' meaning. As mentioned in chapter 4. *Method and research design*, the corpus search for this paper did not only contain 'literal' phrasal verbs, but also rather 'figurative' ones.

Generally, regarding the use of the phrasal verbs that were searched for as examples of 'literal' phrasal verbs and the use of phrasal verbs that were searched for as examples of 'figurative' phrasal verbs, no significant difference seems to be observable in VOICE. Despite the suggested 'difficulty' of 'figurative' phrasal verbs (e.g. Siyanova & Schmitt 2007: 120), the analysis of the corpus extracts does not suggest a different use compared to 'literal' phrasal verbs. Extract (32) is an example of the use of a rather 'figurative' phrasal verb in VOICE:

747 S1: but people er from <LNmlt> sliema {city in
malta} </LNmlt> particularly (.) they <2> tend to </2> (.)
748 S4: <2> mhm </2>
749 S1: mix most. @ (.)
750 S4: yes
751 S1: <3> malt</3>ese and english (.)
752 S3: <3> y:es </3>
753 S3: yes (.) they mix enough
754 S1: yes.
755 S4: cos that's the way they <4> were **brought UP** </4>
(Extract 32: VOICE EDint330 747-755)

The speakers of this interaction are talking about the language situation in Malta. S1 explains that people from Sliema, which is a city in Malta, tend to mix both official languages in Malta (Maltese and English) most frequently, because '*that's the way they were brought up*', or in other terms, '*that's the way they were educated*'. The phrasal verb *brought up* was searched for in VOICE as an example of a phrasal verb with a rather 'figurative' meaning.

Extract (33) is an example of the use of a rather 'literal' phrasal verb in VOICE:

568 S2: = in in our case the: erm the committee of er postgraduate
studies hh e:r (.) goes through the academic part of the
agreement?
569 S5: mhm
570 S2: and the international relations committee goes through
their ADMINISTRA<8>TIVE </8> international part of the
agreement.
571 S5: <8> mhm </8>
572 S4: <9> mhm </9> we don't have such <3> permission in </3>
<fast> for instance </fast> we: er if i i'll **go back** to my er what we
have is joint bachelor degree erm (.)
(Extract 33: VOICE POWgd317 568-572)

In this interaction, the speakers are talking about administrative questions in terms of introducing a joint European degree. The phrasal verb *go back* was searched for in VOICE as an example of a phrasal verb with a rather 'literal' meaning.

What can be observed in terms of 'literal' and 'figurative' phrasal verbs, however, is the fact that the number of occurrences of the 'figurative' phrasal verbs that

were searched for is smaller than the number of occurrences of the 'literal' phrasal verbs that were searched for in the corpus (c.f. section 5.1. *Search results*). One must not forget, however, that only a very small number of these phrasal verbs were searched for in the course of this study. For a further study on phrasal verbs in ELF, it might be interesting to focus particularly on 'literal' vs. 'figurative' phrasal verbs in order to be able to compare the use of these phrasal verbs.

Seidlhofer (2012: 82) states that some 'particularly English aspects' in the English language, which she claims 'non-transparent phrasal verbs' to be a part of (i.e. phrasal verbs the meanings of which is not 'transparent'; these phrasal verbs are generally labeled as 'figurative' phrasal verbs in this paper), seem to be used differently in ELF compared to ENL:

For it is precisely those 'particularly English' aspects of the language that mark NS identity – certain sounds, morphemes, and phraseological units – that learners often intuitively recognize as surplus to communicative requirement and so not the best investment. Descriptive ELF studies abound in observations of ELF speakers communicating very well without these special 'Anglo' features – for example, the th-sounds, present tense 3rd person sg.-s, certain patterns of verb contemplation, and relatively non-transparent phrasal verbs and prefabricated idiomatic phrases.

In general, those 'non-transparent' phrasal verbs seem to be used less often by ELF speakers, because they are arguably fairly difficult (for both; for the speaker to produce and for the other interlocutors to understand) and they therefore may not be effective enough in terms of ELF communication. As mentioned before, the scope of this study is rather limited, and a general conclusion about the frequency of 'literal' vs. 'figurative' phrasal verbs in VOICE can therefore not be drawn.

5.2.3. Multi-word expressions vs. single-word expressions

As already mentioned on several occasions in this paper, due to the fact that phrasal verbs are multi-word items consisting of a lexical verb and at least one particle, one can generally say that they are more ambiguous in meaning than single-word expressions. Phrasal verbs usually have semantic single-word equivalents. In many cases, these single-word items are Latinate expressions (consider for example *find out* – *detect*, *come back* – *return*, etc.). It is worth mentioning that the single-word / Latinate expressions are many times not complete synonyms, or more precisely, they often do not cover the same variety of meaning a phrasal verb does.

One could assume that the general ‘ambiguity in meaning’ with regard to phrasal verbs may present a difficulty for non-native speakers. Let us now check whether there are examples that confirm these assumptions in VOICE.

Basically, as Dewey (2007: 342, quoted in Seidlhofer 2011: 99) puts it, repetition, synonymy and rephrasing seem to be “important for effectiveness and reliability of communication” in the case of ELF conversations. Relating to this, it can be observed in VOICE that there are several instances in which the speakers use a phrasal verb, which is rephrased by means of a single-word expression immediately afterwards. In many cases, the single-word expression may be regarded as a synonym of the phrasal verb. Consider the following examples (34), (35) and (36):

- 106 S16: so i want **to find out (to forgot)** <un> xxxxx </un> **provide**
an answer to you your last er last <un> xx </un> you you
suggested. (.) er it seems to me that er in the end we're not only
questioning questioning canons but concepts as WELL er a little
bit in the light of (we) suggested here that we are
(allowed) <un> xxx</un> in contexts and we are using on the one
hand and concepts on the other (.) [...]
(Extract 34: VOICE PRpan225: 106)

In example (34), the phrasal verb is followed by two different single-word expressions and a further instance of unintelligible speech. In the case of the phrasal verb, the preposition *about* that according to ENL standards usually follows this expression is missing. As already mentioned, according to the VOICE mark-up conventions (VOICE Project 2007), instances of ‘uncertain transcription’ are put in parentheses. The transcribers of the following interaction apparently were not sure about the transcription of (*forgot*), which is why it is put in parentheses. The second word after the instance of unintelligible speech is *provide*. One may say that in this utterance, *provide* can be regarded as the reformulation of the phrasal verb *find out* which is used before. Thus, this utterance may be considered as an example of the use of a single-word expression, the meaning of which is similar to the phrasal verb that is used before it, immediately after the phrasal verb.

In example (35) the phrasal verb is followed by a synonymous single-word expression as well:

- 156 S1: but WHY did he want to do that (1)
 157 S3: he wanted <8> to sho- </8>
 158 S1: <8> n-n </8> [S3] no (.) someone else (.) [S8]
 159 S8: erm to: (.) er **to find out the elements of (.) to explore the elements of** fire and water (.)
 160 S1: n-n n-n
 161 S4: he he wanted to show us er that we can erm <smacks lips> t- that we can er live from the oxygen from the water
 (Extract 35: VOICE EDsed363: 156-161)

This extract can be regarded as another example of a reformulation of an utterance in which the speaker uses a single-word expression to rephrase the phrasal verb that is used before. Moreover, one may say that in this utterance, the meaning of the single-word Latinate expression (*explore*) is relatively similar to the meaning of the phrasal verb (*find out*).

In extract (36), the speaker uses a phrasal verb, however, the preposition (*with*) after the particle is missing. The partial phrasal verb is then followed by two other expressions, the second of which may be considered a synonym of the phrasal verb:

1105 S2: so (.) what we (.) need to do after (.) lunch then is really to
 be <un> xx </un> or to **come up to be precise or (.) kind of e:r
 develop** a precise list of: of matters of number two
 may<1>be </1>
 1106 S1: <1> mhm </1> (1)
 1107 S1: yes
 1108 S5: it is number three it's THAT'S <2> a tricky i don't know </2> (.)
 1109 S2: <2> that's a tricky one </2>
 1110 S1: <soft> hm </soft> (.)
 1111 S5: there's a challenge for us
 (Extract 36: VOICE POMtg314: 1105-1111)

One might consider this extract an example of an uncertainty of the speaker in terms of the phrasal verb use (due to the fact that the preposition is missing), due to which the phrasal verb may be paraphrased by a different single-word expression.

One could argue that on the one hand, the single-word expressions that are used in the examples mentioned above might fulfill the purpose of being less semantically ambiguous than the phrasal verbs. Thus, the utterances are made 'clearer'. On the other hand, the interactions mentioned above take place in rather formal settings (panel / seminar discussion / meeting), and the single-word / Latinate expression might therefore fulfill the purpose of being more formal in register than the multi-word expressions / phrasal verbs.

In the case of all examples of language use that result from corpus data, we generally do not know why speakers use the language the way they do. However, the reason for the above-mentioned paraphrases of phrasal verbs, might be that the speakers "are worried that their interlocutors will not understand them properly" (Kecskes 2007: 200). Kecskes is talking about formulaic language / formulaic expressions here, of which phrasal verbs are a part. The speakers might reformulate their utterances, and paraphrase the phrasal verbs by means of a single-word expression in order to be understood better by the other interlocutors and thus to guarantee a smooth running of the interaction. This observation ties in with what Seidlhofer (2002: 211) calls 'unilateral idiomaticity' (c.f. section 5.2.2.3.3. *'Unilateral idiomaticity'*), in the case of which "particularly idiomatic language use by one speaker can be problematic when the expressions used are not known to the other speaker(s)"

(Seidlhofer 2005b: R92). In other words, this ‘unilateral idiomaticity’ may lead to misunderstandings amongst the interlocutors of an interaction, if the expressions used are ‘idiomatic’ in terms of native-speaker conventions, but not known to the ELF speakers who take part in the conversation.

As mentioned before, phrasal verbs may be difficult to understand, especially in non-native speaker contexts, because they generally tend to be more semantically ambiguous than single-word expressions, and, moreover, they may not be known to all interlocutors, especially if they are not very frequently used. Thus, it might happen that if speakers use idiomatic language, including phrasal verbs, they “indulge in native-speaker idiomaticity, [and] thus uncooperatively and inappropriately [position] themselves in ENL rather than ELF territory” (Seidlhofer 2009: 201). This may lead to difficulties in understanding, and therefore lack of ‘cooperation’ in terms of ELF communication. If the interlocutors do not understand them, the meanings of incomprehensible expressions might have to be negotiated anew, or the speakers might have to rephrase their utterances (Seidlhofer 2009: 201f). These phenomena seem to be observable in the examples (34), (35) and (36) mentioned above: there are no requests for clarification, or rephrasing of the expressions in the examples, however, by using single-word expressions, the speakers might have taken ‘precautionary steps’ in order to prevent misunderstandings in advance.

5.3. Summary of the findings

In this chapter, the results of the search queries in VOICE are described and discussed. One can see from the number of occurrences of the phrasal verbs that were searched for in the corpus that there seems to be a difference between the BNC and VOICE.

Out of the phrasal verbs that were searched for in VOICE, *go on* is the one with the highest number of occurrences in the corpus. The phrasal verb *turn up* yielded the smallest number of occurrences. The phrasal verbs that were searched for occur most frequently in the professional and least frequently in the leisure domain. However, the domain sizes in VOICE differ, which may be the reason for this inequality.

The analysis of the search results has shown that most of the phrasal verbs that were observed seem to be used in a 'conventional' way, i.e. no difference to a standard ENL usage can be noticed. Some instances of phrasal verb use in VOICE, however, may be considered 'non-conventional', when regarded from an ENL perspective. The largest part of this chapter is dedicated to the description of these corpus extracts. The results of the corpus search suggested that there is no direct correlation between a grammatically 'correct' use of phrasal verb and the communicative effectiveness of an utterance. These findings seem to add to what e.g. Hülmbauer (2007) generally claims about the relation between lexicogrammatical correctness and communicative effectiveness in ELF.

Furthermore, it is claimed that the first languages of non-native speakers of English tend to have a certain influence on the way they use phrasal verbs (e.g. Side 1990: 145). Interestingly, there are instances of phrasal verb use in VOICE that seem to suggest that this may be true for certain instances of phrasal verb use in ELF as well. Due to the rather limited scope of this thesis, only two utterances, in terms of which the L1 of the speakers (German in both cases) seems to have influenced the use of phrasal verbs, were analyzed.

A rather large part of this chapter is dedicated to the description of what Sinclair (1991: 110) called the 'idiom principle'. According to this principle, language users usually choose from a range of 'semi-preconstructed phrases' that are available to them. By using these 'semi-preconstructed phrases', language users are claimed to be able to use language in an effective way. In terms of ELF speakers, however, it can be said that these phrases are only available to them in a limited way, which is why some researchers (e.g. Seidlhofer 2009)

argue that ELF speakers may rather act according to what Sinclair (1991: 109) calls the 'open-choice principle'. As stated by Seidlhofer (2009: 202), this may be considered the principle according to which ELF speakers tend to construct their utterances. Several instances of phrasal verb use in VOICE tend to show that the use of the 'open-choice principle' seems to have an effect on the way some phrasal verbs are used in expressions by ELF speakers in VOICE. Moreover, in terms of the instances of phrasal verb use that were observed, the speakers seem to show a certain flexibility with regard to the use of the verbs *go* and *get* in phrasal verb constructions, i.e. they tend to sometimes use *go* in a phrasal verb construction that would actually require the verb *get*.

Furthermore, the corpus extracts that were discussed seem to show that in terms of the interactions analyzed, an 'unconventional' use of both particles in phrasal verbs and prepositions that follow phrasal verbs can sometimes be observed. As suggested by e.g. Koosha & Jafarpour (2006: 193), prepositions play a very important role in terms of producing phrases with the 'conventional' collocations in English. As the above-mentioned corpus extracts suggest, the speakers of the interactions analyzed seem to be rather flexible in this respect.

With regard to phrasal verbs that have a rather 'literal' meaning as opposed to phrasal verbs that have a rather 'figurative' meaning, no difference in terms of use of these phrasal verbs was observable by means of the phrasal verbs that were searched for in VOICE. As already mentioned, however, this may also be due to the fact that only a very small number of phrasal verbs were analyzed. The final part of this chapter is dedicated to the description of three corpus extracts in which the speakers seem to use a phrasal verb that is immediately followed by a relatively synonymous single-word expression.

6. SUMMARY AND CONCLUSION

Both, phrasal verbs and English as a Lingua Franca in general have been much discussed in linguistic research over the past years and decades. However, little specific research has been conducted about the use of phrasal verbs in ELF. By means of this study I hope to have contributed to bringing these two linguistic fields together by analyzing how ELF speakers in VOICE use specific phrasal verbs in their conversations.

Chapter 2 provides some information about English as a Lingua Franca. It defines some central terms used in this study and provided my main motivation to conduct this study. Furthermore, the differences between ELF and EFL are explained.

In chapter 3, the most important characteristics of phrasal verbs are explained and presented. A summary of the syntactic, lexical and semantic features of phrasal verbs is given. Different models of semantic classifications are provided and the role of the particle is described. Furthermore, some previous research about phrasal verbs in ELF (e.g. Kecskes 2007) is briefly touched upon and the working definition for phrasal verbs that was used as a basis of his study is given.

Chapter 4 is concerned with the method and research design of my study. The study (Gardner & Davies 2007) that was used as a point of reference is presented and critically commented on. After the description of the search process in VOICE, some of the so-called 'questionable cases' that emerged in the course of the analysis of the search results are explained. Furthermore, some possible 'limitations' of the study are discussed. The description of VOICE, the corpus that was used as the source of empirical language data for this study, forms the last part of this chapter.

In chapter 5 the results of the corpus search in VOICE are both presented and analyzed. In general, the phrasal verbs that were searched for occurred most frequently in the professional domain. The phrasal verb *go on* yielded the most occurrences in the corpus. The phrasal verb *turn up* was the least frequent one out of the ones that were searched for. In general, compared to which phrasal verbs Gardner & Davies (2007) claim to be the most frequent ones in the BNC, some differences are noticeable in VOICE.

Generally, it is interesting to observe that most of the instances of phrasal verb use that were analyzed for this study may be considered 'conventional'. Or, in other words, in the case of most of the phrasal verbs that were observed, no differences to a conventional ENL use are noticeable. Nevertheless, some phrasal verbs in VOICE that were observed are used in a 'non-conventional' way. The analysis of these instances of phrasal verb use form the main part of chapter 5.

It is important to mention that although the ELF speakers in the interactions observed sometimes move away from how ENL speakers would probably use phrasal verbs in their utterances, in all the interactions observed, the interlocutors seem to 'understand' the utterances nevertheless. This seems to add to what Mauranten (2005: 275) suggests, namely that "[d]ifferences from L1 speakers are not important for judging the success, let alone correctness of ELF performance [...]". Or, in other words, one might say that some of the interactions observed tend to add to Hülmbauer's (2010: 21) claim that although ENL is still often regarded "as the 'real thing' does not necessarily mean that it is also the right thing".

What seems to be the 'real thing' with regard to phrasal verb use in ELF tends to not always be in line with what would be the 'correct thing' in ENL language use, at least this is what the observed interactions suggest. Differences to a 'native-like' phrasal verb use did generally not seem to present a problem in terms of understanding in the interactions analyzed. However non-conventional the phrasal verb use of the speakers in the conversations analyzed was, the interlocutors usually seemed to understand what the others wanted to express.

This is emphasized by the fact that there were hardly any instances of backchanneling or requests for clarification noticeable. In the case of the utterances analyzed, the speakers seem to be very tolerant of non-conventional phrasal verb use of different kinds. No instances of misunderstanding are noticeable. It may thus be assumed that the utterances were still intelligible for the interlocutors, even if the phrasal verbs were used in a non-conventional way. There are various utterances in the corpus that may not only be considered 'non-conventional', but even 'grammatically incorrect' from an ENL perspective. Interestingly, difficulties in understanding were not noticeable in any of these utterances, although researchers like Leonardi (2010: 347) claim that the 'incorrect' use of phrasal verbs may lead to misunderstanding amongst the interlocutors. This statement does not seem to be verifiable by means of the analysis of the findings in VOICE.

Moreover, a certain influence of the speakers' L1s on their phrasal verb use is observable in terms of the utterances analyzed. With regard to the idiomaticity of phrasal verbs, it is noticeable that the speakers of the interactions observed tend to be tolerant in terms of different wordings of phrasal verbs. In Sinclair's terms, one could also say that unlike ENL speakers, they act according to the 'open-choice principle' rather than the 'idiom principle'. The speakers of the utterances that were analyzed for this study sometimes use unusual particles with lexical verbs, prepositions in combinations with phrasal verbs that may seem 'non-conventional' when regarded from a native speaker perspective, and in some cases they use lexical verbs in phrasal verb constructions that would also be considered unusual in terms of ENL standards. Furthermore, there are examples of 'unusual' collocations with certain phrasal verbs. Arguably, this seems to add to a finding by Pitzl (2011: 15), who claims that "formal variation of idioms does not seem to be a disrupting factor in ELF conversations". The interactions that were observed suggest that the speakers tend to be more creative in terms of phrasal verb use than ENL speakers would probably be, i.e. phrasal verbs in ELF seem to be not as 'fixed' as they are in ENL.

It is a commonly acknowledged fact that languages are shaped and formed by their users, and is said to be particularly true in the case of ELF. This seems to

be corroborated by the examples that are analyzed for this paper, as they suggest that ELF speakers 'adapt' the English language in a way that is suitable for them, and, more importantly, in a way that seems to help them communicate.

To sum up, one can say that despite its limited scale, this study provides some interesting insights into the use of phrasal verbs by the ELF speakers of the interactions that are analyzed. Due to the fact that the findings emerge from VOICE, which will shortly be available in the POS tagged version, it would be interesting to carry out further studies with the help of this version of the corpus. I was allowed to sneak a peek of the POS tagged version of VOICE and I must say that it looks promising and definitely very interesting. As soon as the version will be available online, e.g. frequency analyses may be carried out more easily by means of the POS tagged corpus. Furthermore, in terms of further research, it would be another interesting area of research to analyze whether rather 'literal' phrasal verbs are used in a different way than rather 'figurative' phrasal verbs by ELF speakers.

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8. APPENDIX

Abstract in German (Deutsche Zusammenfassung)

Diese Diplomarbeit handelt von der Verwendung von 'phrasal verbs', einer bestimmten Form einer Verb-Partikel-Kombination, in Englisch als Lingua Franca (ELF). Generell sagt man, dass 'phrasal verbs' eine sehr wichtige Funktion in der englischen Sprache haben. Das Ziel dieser Arbeit ist es nun, Einblicke in die Verwendung von bestimmten 'phrasal verbs' durch ELF Sprecher zu geben. 'Phrasal verbs' waren bis jetzt noch nicht der spezifische Fokus einer Studie über ELF, weshalb diese Arbeit in diesem Bereich einen Beitrag leisten soll.

Die Arbeit gibt zuerst einen Überblick über die Eigenschaften von ELF Konversationen, die im Allgemeinen als am wichtigsten angesehen werden. Weiters wird die grammatikalische Kategorie der 'phrasal verbs' beschrieben, wobei ein spezieller Fokus auf den unterschiedlichen Klassifizierungsversuchen dieser Verb-Partikel-Kombination liegt. Die Ergebnisse dieser Arbeit basieren auf einer empirischen Studie in VOICE, dem Vienna-Oxford International Corpus of English. Die Suchergebnisse werden sowohl quantitativ also auch qualitativ analysiert. Diese Analyse stellt den Kern dieser Arbeit dar.

Grundsätzlich kann man sagen, dass die Ergebnisse der Korpusuche zeigen, dass die meisten der untersuchten 'phrasal verbs' in VOICE ‚konventionell‘ verwendet werden. Es gibt jedoch auch einige Beispiele der 'phrasal verb'-Verwendung, die aus verschiedenen Gründen anders als ihr Gebrauch in ENL, Englisch als Muttersprache, zu sein scheinen. Die Analyse dieser Äußerungen scheint zu zeigen, dass, obwohl ELF Sprecher 'phrasal verbs' manchmal scheinbar anders verwenden als ENL Sprecher, und obwohl manche Fälle ihrer 'phrasal verb'-Verwendung sogar als ‚inkorrekt‘ in Bezug auf ENL Standards bezeichnet werden könnten, eine ‚unkonventionelle‘ 'phrasal verb'-Verwendung scheinbar keine Auswirkung auf die Konversationen hat. Weiters zeigen die analysierten Interaktionen, dass in Hinsicht auf die Ausdrücke, in denen 'phrasal verbs' verwendet werden, die 'phrasal verb'-Verwendung in VOICE in

manchen Fällen eher darauf beruht, was Sinclair als 'open-choice principle' bezeichnet, als auf dem 'idiom principle'.

Allgemein kann man sagen, dass die Konversationen, die für diese Arbeit untersucht wurden, zeigen, dass einige Behauptungen über die 'phrasal verb'-Verwendung von Native Speakers für die 'phrasal verb'-Verwendung von ELF SprecherInnen nicht zu gelten scheinen.

Corpus extracts

Phrasal verb: go on

974 S5: and then we <9> **go** </9> further **on**? (.)
VOICE EDwgd305: 974

533 S2: usefulness of the presentation (1) if we CAN **go** further **on** in the discussion
VOICE EDwsd306: 533

404 S5: = **go** it **on** it yeah (2)
VOICE PBmtg414: 404

184 S2: you say good morning this is er the case is about outlook hh the erm(.) about [org1] ? (.) erm the article is outlook ideas that create (.) the future. and then you **go on** explaining tha:t <11> erm </11>
VOICE EDcon496: 184

812 S2: between e:r (.) between (.) e:r (3) <reading_aloud>uni<7>versi</7>ties </reading_aloud> but **go on** (.)
VOICE EDcon521: 812

790 S4: **go on**
VOICE EDint330: 790

66 S7: okay i'll **go on**. (.) erm (.) my name is [S7] [S7/last] (.) <un> x- </un>and i: study at the same university as [S3] (.) in sweden (.) so swedish is my mother tongue (.) hh <slow> a:nd i came to austria mainly because of </slow> the university. (1) here. (1) a:nd because i met (.) a lot of austria:ns in sweden that were exchange students there. (1) a:nd erm: (.) i'm in this class because i find it sometimes difficult (1) knowing how to behave. (1) towards austria:ns beCAUse you have the (.) the <LNger> sie {you/dis} </LNger> and the <LNger>du {you/clis} </LNger> (.)
VOICE EDsed31: 66

74 S6: **go** <8> **on** </8> (1)
VOICE EDsed31: 74

284 S4: what? (.) ah you want it to **go on**? (3) {S5 tries to turn on the air conditioning} please <un> xxx </un> want us to <un> xx </un> this is all i <5> want i just <un> x </un></5>
VOICE EDint330: 284

38 S1: <1><@> that's basically it?</@></1> (.) a:nd e:r (.) i worked as a research fellow at the university of [place2] for legal history? (.) then i did this this legal theory program at the european academy of [thing1] (2) then i came back to [place7] and (.) i changed for the [place7] (.) exCHANGE service and i'm working there in the hh [org3] national agency where i'm (1) next to the (.) to the deputy director of of the national agency responsible fo- for the implementation of the [org3] program in [place7] . (1) so it's hh on the interface of the european commission the (.) [place7] ministry of of education (.) and (.) and the [place7] universities and universities of (.) applied sciences and and <fast> all kind of institutions of the </fast> tertiary sector (.) participating in the: [org2] [org3] program (1) <fast>YEAH </fast> (.) and i i was er (.) one of the founding memb- members of the [org4] hh and because of my (.) professional background i (.) this year i tried to relaunch this initiative a bit and yeah also (.) as you can see the topic is is quite near to what i'm doing. (1) er professionally. (2) and maybe we **go on** (.) like this?<to S3> [S3] ?</to S3>
VOICE EDsed251: 38

488 S14: yeah i think the tw- two aspects of how you ca- erm (.) how you see what erm: (.) hh what goal you have for study. hh you can see a study only as a (.) economic point as only to: hh to get eduCated for your job? (1) <fast> this is the </fast> one aspect. i think this is hh more and more the: (.) important aspects for <soft> for for: states and so on</soft> hh and the OTHER aspect is (.) to get basic knowledge? (.)but more important to get to know (.) how (.) how get to this knowledge how work with this knowledge hh i think so that's the (.)<fast> er it's only (just) </fast> two aspects erm you can see er erm going abroad (.) do i only want to go abroad for (.) for (.) my job? (.)for some (.) (basic) competence? for economic competence? hh o:r to get to SEE how other works? how they (.) how they **go** (.) **on** with (.) things? and (.) and so that's also <un> xx </un> some(one) can say it's not important for me to go abroad? and (.) <fast> i would</fast> say it's <fast> necessarily </fast> important. so that's just two hh two (.) e:r yah lines of (.)
VOICE EDsed251: 488

514 S15: but i think e:r (.) it's e:r (.) e:r (.) some i- (.) it's normal? because (.) in the world some- er - body's (.) advanced and somebody is NOTadvanced. we (.) e:r: should accept that. (.) e:r y- yeah i- it's true maybe (.) some- (.) some:one who has (.) enough money to go abroad (.) CAN **go on** but (.) it's (.) everywhere in the world? e:r (.) for example (.) i don't know in europe (.) there is e:r (.) university ex- exam in turkey and hh somebody can (.) e:r (1) f- somebody can (.) pass some- (.) - b:ody can: (.) fail from this. (.) and someo- e:r someone who d- didn't (.) ca:- came to university? (.) canNOT go to (.) abroad e:r through erasmus program. (.) and e:r in turkey (1)(bearing) a visa to oth- to europe is a very (.) difficult thing (.) and (.) it's: (.) true but (.) e:r i think we cannot criticize it? (.) cos it's the (.) nature of the world i think

VOICE EDsed251: 514

528 S3: i wanted to make another remark <fast> but it's </fast> on: what you said before with labelling the bachelor system? (.) the bachelor degrees? hh and erm:<smacks lips> it's a question of what? (.) what(.) you want to: erm: provide with a bachelor for example erm: in the united states (.) you you mainly erm a liberal art- er arts education (.)and you have to (.) take subjects like math and physics and a language and hh erm a certain (.) <fast> like a </fast> third of your: curriculum? is erm: (.) is determined? hh and a third you do you can choose freely? (.) and then you specialize on one (.) erm topic and major in it. (.) so you get (.) you HAVE like (.) a s- (.) specific focus that you major in but you also have (.) hh a broad education that you get with your bachelor. (.) and in: (.) germany probably in austria too i don't know about the (.) other european countries? but (.) with your first erm: university degree? (.) which was (.) at least five years hh you specialized in: (.) erm one topic in one subject. (.) law or economics or (.) political science (2) and then erm:<fast> the idea behind it was that </fast> at school (.) you already learned (.) ALLthat you have to know for maths and chemistry and (.) all the other subjects? and then you could (.) decide which subject <fast> you were going </fast> to specialize in? (1) so if NOW (.) if you con- (.) if you want to condense it and make (.) a bachelor from it? (1) at the moment we're thinking of erm: (.) staying within a subject. (.) <fast>and so it's a </fast> question of (1) do we want to stick with that? (.) or do we want to integrate (1) more other components (.) so that it (.) becomes a bit more broad and so afterwards yo- you are NOTlabelled to: (1) go into a certain (.) job but (.) you have this idea of (1)being open for different possibilities and (.) then being able to (.) **go on** <soft> with lifelong learning. (.) <un> x </un></soft> (.)

VOICE EDsed251: 528

545 S1: and to make it more flexible the whole euro:pean higher education hh er system. (2) maybe (.) we have to explain it to our colleagues? e:r (.) in austria we're (.) on the way to change the whole thing according to the bologna process hh all all our studies er in a two: cycle system meaning bachelor and master degree? hh e:r it basically means (.) <slow> that it </slow> doesn't mean (.) a change of contents? (.) but we just <fast> you know </fast> cut somewhere after six semester say okay this is hh HISTORY (.) er so (.) first six semesters then you have (.) write a bachelor (.) paper and er <fast>you have the </fast> bachelor degree hh and then you **go on**. but they don't really change. (.)

VOICE EDsed251: 545

551 S1: is to make the: (.) make it possible to change (1) i- IN (1) withIN (.) degree programs and (.) after degree programs. (1) and i i don't see the link between (1) even in law a two-cycle system and labor market. because it's up to the labor market (.) hh if the if the l- if the lawyers' chamber decided we only take e:r master students <8> as lawyers? (.) you have to **go on** with your master yah?</8> (.)

VOICE EDsed251: 551

579 S1: a set of e:r (.) <9> paradigms where they can decide okay hh </9>this is comparable what what a bachelor student in OUR system would have achieved and and <1> therefore </1> y- you can **go on**(1)

VOICE EDsed251: 579

653 S1: all together so that everybody can FIND it (1) {soft parallel conversation between to male speaker starts} e:rm (.) yah (.) we haveQUITE (1) we have only two presentations between two and and quarter to four? hh so ALL (1) what (.) has NOT been {another soft parallel conversation between two female speakers starts} (1)presented this morning because i didn't want to stop the: the: good discussion we had? (.) hh e:r (1) we can easily (.) easily move that to the afternoon? (1) {parallel conversation between female speakers ends} er and i hope it will **go on** like this it was was very good as regards disCUSSION . (.) e:r {parallel conversation between male speakers ends}

VOICE EDsed251: 653

386 S14: yah but still i think {soft background murmurs (1)} that he limited himself like not to (.) s- er **go on** with the experimenting of (his self)

VOICE EDsed364: 386

126 S4: twenty MINutes if i (**go on**) walking? @

VOICE EDsve423: 126

195 S7: <soft> no **go on** </soft> (.)

VOICE EDwgd6: 195

1365 S1: <6> just **go on** </6>

VOICE EDwgd241: 1365

413 S2: those two okay? (1) because (erm) i'm really sorry i would LIKE to **go ON** <9> it's not </9> (.)

VOICE EDwsd242: 413

2151 S4: (but) i i think <1> maybe we can </1> **go on** discussing (1)

VOICE EDwsd302: 2151

2292 SX-6: = because we have our OWN <un> x </un> (.) the opinions we decided for (the) five <3> and </3> just **go on**.

VOICE EDwsd302: 2292

1625 S6: ask you kindly to be back (.) in five to ten minutes. so we can **go on** just (.) take a coffee go outside for two minutes then come back

VOICE EDwsd306: 1625

424 S11: = e:rm <5> to </5> **go on** with this question?<clears throat> there's an (ancient) er <pvc> (anthropologic) </pvc> group who says er (.)
VOICE EDwsd499: 424

458 S13: <6> this problem </6> (come on) <7> (**go on**) </7>
VOICE EDwsd499: 458

613 S5: my <3> eyes are o</3><4>pen but (i **go on**) sleeping </4>
VOICE EDwsd499: 613

935 S11: you you have to get it. it's not (1) <soft> okay.</soft> and second thing i have another LITTLE very little example? WITHout money. university did NOT support the students but the students got some er e:rm (.) er advantage there. (.) as linguists? we went like e:r type person (.) e:r on:e er it was e:rm engineers er <pvc> urbanists </pvc>e:r and they said okay we are on the project but our communication is not good. (.) come on listen to us and tell us what could we do. what we can do. and we went we went like e:r two days er we register exactly like this {S11 points at person recording} we listened we analyzed and we said okay your communication is not absolutely perfect? (.) and maybe you could do this or try this or (1) become aware that (.) communication is not exactly what you thought? and language is not always so. we gave some <pvc> advices. </pvc>and it was for free (.) and for free now two person have found the possibility to **GO on** acting like this doing e:rm repres- e:r <@>linguistic genre </@> and get some money. (1) they did it for FREE(.) TWO . days (.) it took three days with the analysis that's all.
VOICE EDwsd499: 935

517 S3: **go on**
VOICE LEcon420: 517

3300 S2: yeah (.) some some adjustments here and there and <3> e:r </3>and **go <4> on </4>**
VOICE PBmtg414: 3300

1056 S3: commercial break (.) with with a the a [org5] commercial. hh and this go- this will **go on** from (.) it's it's already go <10> it's </10> already airing (.)
VOICE PBmtg462: 1056

8 S1: <5> s- so:</5> we have live (.) we have to live up to what we proclaim <@> (right nice) </@> (.) okay and i think it would be would make er MORE sense e:r that er maybe <to S2> you </to S2>presented what you have achieved and how you wish to **go on** (.)and what you (will be wanting) to FEED into the meeting (.) (-morrow) if it is already (.)
VOICE POMtg315: 8

370 S1: and er yes let's **go on**
VOICE POMtg315: 370

181 S4: <2> initially </2> it was letter of intent simply (.) half a page perhaps(.) all the rest (.) which is <fast> the paramount </fast> part of this (.) was actually the written agreement. (1) the one that actually says(.) <fast> all right </fast> after we've signed this we can **go on** (.) we can actually start (1)
VOICE POMtg316: 181

249 S1: should we (.) leave it <slow> at that then </slow> and **go on** to (2){participants shuffle their papers (2)}
VOICE POMtg403: 249

293 S7: but we started as a very SMALL group (2) er we are going to evaluate our groups' progress twice? (.) the first is the end of THISyear in december two thousand and four (1) if we FIND out that we are not er th- that there's not a GEneral feeling that we are on the right track (.) or that we DON'T make suf- er sufficient progress then we will immediately stop [org3] . (1) if howEVER (.) there is the feeling that we are in the right track (.) then we will **go on**. erANYWAY till er two thousand and SEVEN and then the second evaluation will take place (2) we will STOP then (.) by THAT time if mutual recognition betWEEN some of the participating countriesHAS not been reached or will not be reached in near future. (2) [org3] consists of a MANagement group and FIVE working groups. (2) the working groups are the following (.) the group one is on mutual recognition (1) the SECOND one is on the european qualification framework which ALL of us in some way are busy with. (.) the third group is on the accreditation report supplement (1) the fourth is preparing a statement for [name2] two thousand and five it's called on the way to [name2] (.) {participants are looking through their papers} and our FIFTH group is looking (on) for aLTERNative goals(.) and medals MODELS for accreditation. (2) we have a general meeting twice a year. and the next ones will be in [place16] in june and in [place17] in december. (2) the MOST important activities e:r have been and will be focused on the creation of mutual trust between these agencies. (1) and our THREE projects now (.) er in progress. (1) the FIRST one is a development of a (call) of good practice for [org3] participants (.) and that will be endorsed (as we) believe in [place16] in june (2) the SECOND one is a development of a PROgram (.) erm in which the MEMBERS of the organizations (.)will Actively participate (.) in the work of the other er of the other member organizations. (.) so we are going to see (.) how (.) people are actually doing their accreditation jobs (.)and the third one the third er project hh is the <pvc> operationalization </pvc> of the: rather vague [name5] descriptors (.) by december two thousand and four and we hope (they) endorse erm (.) the <pvc> operationalization</pvc> in december two thousand and four (2) we WILL present a aPolicy and progress statement in the to the ministers' conference in [name2] . (1) but it's er we are very much willing to contribute to the er [org1] report to the bologna follow-up

group (1) erm we HOPE therefore that er accreditation <soft> w- w- </soft> (.) WILL be seen (.) as ONE of the leGitimate possiBilities for quality assurance it's not the only one of course (.) but it's not the: MINOR one it's ONE of the ways to reach (.) quality assurance. (1) erm so THAT's what we're mainly are doing at the moment erm (1) <smacks lips> erm you've seen the agreement of cooperation. you've seen the minutes of e:r and the decisions taken in er [place15] last year (.) <fast> and I have the feeling that we're on e:r m a- at the moment that we're progressing</fast> quite well that we're doing (a) good job (.) e:r m there's ONLY one thing that i want to say i- it's of course it's mutual recognition between the participants in [org3] (.) but we are very much aware of the fact that not ALL countries and not ALL organizations are doing accreditation so we have to be open to ALL other kinds of quality assurance (.) and quality assurance methods. (.) but (.) er in order to (.) get a good start (.) we had the feeling that it was good to start with a small (.) and rather er effe- efficient er (.) er consortium for accreditation (4)

VOICE POMtg404: 293

156 S3: <2> (what) would you go on </2>

VOICE POMtg439: 156

474 S1: and she WANTED to do it <3> from </3><4> the </4> from the beginning they all (go on just) you know

VOICE POMtg447: 474

1222 S2: so we go on to four four (.) which is er MY attempt to: e:r set up e:r e:r some very sch- = {participants rearrange their papers}

VOICE POMtg541: 1222

695 S1: why we can go on to the: [org11] network while (.) you concentrate [S11] so (1) couldn't we er (1) [S10] ? you you <6> jump in here </6>

VOICE POMtg546: 695

45 S9: {parallel conversation of translator who finishes translation to English} hh thank you. [S9] [S9/last] german press {parallel conversation of translator ends} agency: [org4] hh er if i understood (.) er well what miste:r er [S1/last]- e:r [S1/last] (has) (.) said then hh e:r now the: m- the: negotiations on the: stability and asso- association agreement can (.) go on (.) hh but on the other hand mister [S3/last] said <slow> well e:r the: there hav:e er still (.) some some </slow> e:r conditions to be fulfilled hh so did you (.) envisage a certain date (.) hh for taking e:r t- e:r taking up er the: the negotiations? thank you. (1)

VOICE POPrc465: 45

2 S2: thank you (.) er i know you have been following discussion earlier (.) in the plenary (.) of the european parliament therefore you are well informed about today's news (1) but i'm glad to be able to inform you PERSONALLY about our decision and together with er (.) commissioner [S3/last] to answer your questions. (1) during the last few months bulgaria and romania demonstrated their readiness for european union accession. (1) the european commission consequently (.) today recommended THEIR accession on the first january two thousand seven. (1) i: congratulate the people (.) and the leaders of bulgaria (.) and romania (.) for this HISTORIC achievement. (1) they have a good reason today (.) to commemorate. (1) our OBJECTIVE assessment (.) deMONstrates that the accession of these two countries (.) as scheduled (1) with accompanying measures (.) that we propose (.) can now complete (.) this (.) FIFTH enlargement of the european union. (1) this enlargement? (.) which started in two thousand four with the accession of TEN new member states (1) has (consolidated) peace (.) and brought (.) more PROSPERITY in europe. (1) its conclusion now on the first january two thousand seven (.) IS the right decision for bulgaria and romania (.) it is also the right decision (.) for europe (.) as a whole. (1) as you know last may? we identified a number of shortcomings (.) in bulgaria's and romania's preparation for european membership (.) i'm glad to see (.) that in the last months (.) MOST of those shortcomings HAVE been addressed. (1) our report is very clear about the progress that has been achieved? (.) at the same time we are also very OPEN (.) about (.) what still (.) has to be done. (.) we are WELL AWARE (.) of our responsibility to safeguard the european union's legal order? (.) and we HAVE sufficient remedies at our disposal to ensure the protection of the interests of the european union (.) and its citizens. (1) we have defined a number of measures to accompany the accession of (.) those two countries (.) commissioner [S3/last] will (.) explain those more in deTAIL. (1) we ARE at the same time (.) well aware that (.) enlargement raises certain concerns among (.) european union citizens (.) and we take the- those concerns very seriously. (.) but it is PRECISELY because we do so? that we can say in very good faith (.) bulgaria's (.) AND romania's accession to the european union (1) IS an historic achievement it makes our union (.) safer (.) and stronger. (1) i still remember well (1) the doomsday scenarios (.) that preceded the two thousand four enlargement. (.) today we know that the casandras (.) were proven wrong (.) on the contrary (.) this enlargement has been VERY positive for the european union. (.) it has confirmed (1) that enlarging the union IF (.) well managed (.) produces a win-win situation. (.) for both the existing (.) AND the acceding member states. (1) enlargement stimulates economic growth? social cohesion (.) enlargement REINFORCES the role and influence of the european union (.) in the world. (1) i welcome the ratification of the accession treaty (.) of romania and bulgaria (.) in already twenty-ONE member states. (1) i am confident that today's fair (.) and rigorous approach provides a solid basis for ratification in the remaining countries AS soon as possible. (.) once again (.) this is (.) a historic achievement (1) and we must from here on (.) look forward (.) to make it WORK. (2) so i think this er is the introduction i'd like to make now (1) e:r (.) telling you (.) as well (.) that (.) this evening? (.) myself and commissioner [S3/last] will (1) go on to e:r sofia? (.) tomorrow we'll be in sofia and la- and afterwards in bucharest (.) and we have the opportunity directly (.) with the leaders and the people of those two countries (.) to communicate this decision? of the european commission (.) and how important it IS (.) from our point of view (.) for europe (.) this decision to have bulgaria (.) and romania as full members from the first january two thousand seven (.) <soft><un> xx </un></soft>

VOICE POPrc558: 2

- 13 S1: a:h sorry er i think that commissioner [S3/last] first will add a a a remark to what the president just said and then (.) we'll **go on** to the next question
VOICE POWrc558: 13
- 574 S12: in general it does also not very much affect (.) the (1) type of supplementary funding that you need to **go on**
VOICE POWgd12: 574
- 787 S6: yes because (.) <2> you can't er **go on** with things like exams =</2>
VOICE POWgd12: 787
- 1192 S1: er:m (1) so were we've got er:m (1) i think (1) about nine more minutes erm (2) we're doing okay at the moment w- we let's let's **go on** then to the next erm issues that they've mentioned here (.) i think the whole question for example they've picked out <spel> e c t s</spel> as a separate element
VOICE POWgd12: 1192
- 327 S1: [org1] emblem has (.) some assets (1) that are common for all the programs. is that what you you aBOUT quality control? about er hh quality of housing? about hh perHAPS a certain sort of mix of theoretical and (.) hh erm er (.) field studies (1) i- if that is so hh what i'm erm (.) er erm er pointing at i- i- (.) er (.) is that <fast> a sort of a measure </fast> that would be too (.) er too mandatory or too er you understand? er wou- would that be hh too (.) narrowing things down and do- and (.) not letting (1) things (.) **go on** freely to (1) hh er impose <fast> a certain number of conditions.</fast> (1) erm (.) i i think it's very interesting topic (this) some discussion (1) erm (1) quality of course but if in other aspects (.) a [org1] joint program would (1) possess some specific (2) qualities or assets or or er (.) like a formula (2) well (.) [S4] you you <4> you wanted er to to </4>
VOICE POWgd14: 327
- 437 S1: <7> of </7> course. and from from the the the big shots (.) no? i- i- in the (.) [org1] (1) network. (.) i think that could be er interesting hh erm er er [S7] ? er t- to put down to er on (.) hh to to report back to the: (1) to the big group. (.) hh shall we **go on** (.) and (.) er linger a little bit on the (.) hh format er problem er (.) hh a- and the (1) the kinds no? o- of joint pro- programs. (1) er (1) er er [S11] (.) you you (.) brought up that er er topic the second (.) <pvc> subtopic </pvc> of this (.) question.<soft> no? so </soft> (.)
VOICE POWgd14: 437
- 574 S1: hh very good l- <fast> let's **go on** to the second question </fast> and <fast> we'll make that and then </fast> (.) we have the coffee break afterwards
VOICE POWgd14: 574
- 910 S1: rectors' conferences. hh (.) er conference. er. (.) shall we **go on** f- move on to {parallel conversation between S14 and S5 begins} the fourth (.) er: (2) er er perhaps it's er er er mo- er more or less it's er it's er (.) er we we have er:m (1) been talking about (.) new or existing ones er:m hh (.) curricula (.) programs.{parallel conversation between S14 and S5 ends} (6) {S14 leaves the room (6)} link existing ones or create (.) new curricula. (2) is that a (.) dichotomy that is (.) okay? or or wha- what do you think about this? (2) question? (4) @@@@ (4)
VOICE POWgd14: 910
- 943 S9: = subjects and then you combine (.) and you **go on**
VOICE POWgd14: 943
- 1144 S1: yeah sh- e:r er w:e had other (.) opinions huh?{unintelligible parallel conversation in the background starts} hhh but i i feel that the the wh- what you are saying er [S9] and [S4] i think it's very (.) hh very important that er (.) er i- if you join hh you can offer all these s- small(.) s- specializations (.) hh of course (.) that could not be possible you can't offer the whole program (.) hh the pup- the students {parallel conversation ends} will HAVE a a more (.) hh er a more wider (.) er program if they want to (.) specialize in THAT they go to THATuniversity no? and (.) so on (.) so er o- of course the the the joint forces are important in that sense hhh <fast> shall we **go on** </fast> talking about FIVE huh? no? an- and er hh (.) we we continue till (.) twelve is that so? (1) twelve o'clock? =
VOICE POWgd14: 1144
- 1106 S4: a right if you are <fast> clever enough </fast> (.) to go on to a <fast> doctoral </fast> (.) degree? (.) and (.) we have had some problems lately with <pvc> interdisclparania {interdisciplinary} <ipa> 'intədisɪplər ɛɪnɪə </ipa> </pvc> (.) -ry masters:<1> saying </1> well ALL the faculty's saying (.)
VOICE POWgd26: 1106
- 456 S13: go yes <3> **go on** </3> and after then start election then there was another idea (.)
VOICE POWgd37: 456
- 119 S3: and then you go into detail saying okay we do these lumps of courses or whatever (.) but i think this this is sort of i don't know [S1] you know in in european projects this is what usually is also required. first the objective then who is going to do this sort of expertise part and then you **go on** to the actual actions (1)
VOICE POWgd243: 119
- 347 S1: i mean a program (.) once is it set up it doesn't just (.) **go on** for itself it has to be (.) helped (.) and (.) sort of (.) followed all the time. (.)<reading_aloud> ensure that an sustainable funding (.) strategy for the (.) program is in place.</reading_aloud> (.) that's of course (.) very

important. (.) <reading_aloud> take care that the information about the problem is easily accessible to students.</reading_aloud> (.) that's another question you you just (1) er i mean in too many cases (.) just s:ome people happen to know about it but it's not a general knowledge not s:omething (.) y- you don't find it (1) hh<reading_aloud> organize and plan sufficient meetings in advance (.) develop language policy and encourage local language tu- learning (1) and decide who is responsible for what.</reading_aloud> (.) and er of course all these er golden rules are (1) important but (.) but you have to sort of (.) have a i think a more concrete plan

VOICE POWgd325: 347

349 S1: = to to to work from. (.) and what i asked e:r (.) j- just at a conference s:ome months ago (.) could we have just (1) a more (1) definite (.) set of questions that had to be (1) met and answered in an appropriate way (.) to to to make sure that (1) WHEN colleagues in (.) academic fields (.) just (.) well find out oh (1) they meet and say well we could make a joint program (.) how do they **go on** (.) could they e:r (.) could we sort of implement in our departments that (.) WHEN i have an idea about that (.) i go to the dean and the dean will know (.) how to (.) to follow this

VOICE POWgd325: 349

1236 S1: = but but if you have a: one-year (1) master's program with a thesis hh and you want to <3> **go on** </3> could you then (.)

VOICE POWgd325: 1236

1238 S1: build on the same thesis and **go on** with the thesis as well?<4> to</4> (.)

VOICE POWgd325: 1238

1540 S1: hhh then e:r we **go on** to (.) to three <reading_aloud> is there agreement as regards institutional development strategies a- and criteria for <fast> quality </fast> assurance and CONTROL among the [org1] member institutions.</reading_aloud> (1) well i (.) i think that's a tricky one <2> but er @@@ hh </2> (.)

VOICE POWgd325: 1540

2495 S1: till we **go on** (.) to proceed about making (.) doctoral programs.

VOICE POWgd325: 2495

338 S1: <soft> er you can **go on** (through) <un> x x x x x </un> er second to er point two (.) which is the concrete TOOLS (.) that can be used (.) by<spel> n g os.</spel></soft>

VOICE POWgd510: 338

872 S7: **go on** and and collect more <8> cases </8>

VOICE POWsd257: 872

905 S12: no no **go on**

VOICE POWsd257: 905

204 S11: in front of the table to see or sometimes to (.) evaluate what they're saying i- and to compare what is happening (.) in real i- in the countries (.) but er so i see this er plenary as a good exercise to er to(1) er to make them follow the issue? and as well to include them in (.) in the discussion on the european youth pact (.) in the way that it's important not only to us? (1) we could have seminar just ourselves to discuss and to make er (.) hh some ways out (.) er after this er seminar but hh including them as well gives us er some er (1) er (2) i will say some er some (ways) (.) to to **go on** er with the issue further? (.)

VOICE POWsd258: 204

207 S1: a:nd what have been your organizations doing in order to tackle (.) this type (.) of e:r of situations <fast> and i think those who are coming from international organizations can maybe mention </fast> er <soft> er er </soft> several examples and how they were tackled in the <soft> the question (.) er let's say more europe-wide whereas the ones coming from national youth council can focus a little bit more on the situation at the national level (1) erm </soft> and see what what the youth organizat- what your organizations HAVE been doing. (.) if there are any any poSltions if there are any specific POLicy demands if there are any (.) any specific oPlnions that you have (1) and also if there are any other best practices in terms of projects campaigns (.) er things that would be useful to share with the others so that er (1) <soft> so that when we go BACK we: we go a bit more enriched in in terms of: of ideas </soft> (2) so: (1) either we we **go on** with the with the discussion around this table in this group or if you prefer can also split into two smaller groups (.) if you think that would facilitate the discussion (3)

VOICE POWsd266: 207

627 S1: <3> and we **go on** </3>

VOICE POWsd266: 627

1137 S1: and tomorrow we will <un> x </un> **go on** no? (.)

VOICE POWsd372: 1137

218 S10: or even to get it to begin with you know it's just it it it it's a huge problem (1) erm and er yeah as well we talk about BOOKS schoolBOOKS things tha:t you know (.) we (were) talking about equal opportunities before the (the) people AREN'T on the same the same level because you know the their parents some people's parents can't afford them to (.) can't afford to buy things that HELP them with their education though you just don't get that when you're er (.) er<un> x </un> from a poor background you (also s-) have to live with a life full of stress like i can **go on** and on and ON but it's just in terms (of like) we're talking

about MONEY (.) certain things need to to be addressed at the VERY <@> VERY </@> basic level as well (.)
VOICE POWsd374: 218

156 S4: = er now i am an experienced er lecturer at the university and er in one of my classes er (.) er there were a couple of girls who wore er the headscarf in er (.) er the late eighties. (.) and i wanted er to have er discussion with them and i invited them in my room? (.) and er i ASKED their reasons for covering their heads. and they said (.) we believe in a (.) ISLAMIC state and in islamic state this the way of dressing up. (.) and er they also said (.) we RESPECT your ideas because now the secular state is in power? (.) but when (.) the THINGS changed? you won't be able <slow> to give lectures here? (.) with er OPEN head </slow> with open HAIR. they said. (.) and er after a while e:r the government changed er the (.) er rule of dress er for some time and (.) er the girls were coming in the classes with headscarves? (.) e:r THEN suddenly? er SOME students appeared in the classrooms with e:rm how can i EXPLAIN you. with er DARKdresses all over (.) we just er could see their eyes. they even had gloves. they didn't er touch anybody? (.) and er it was it was very difficult for us to iden- er to identify them in the EXAMINATION period for example. (.) {mumbling in the audience starts} and when we ASKED them to go at the back {mumbling in the audience stops} of the class open their faces? (.) and show us the identification? (.) some of the male students stood up and said (.) y- it is NOT your right to tell our sisters to open their hair. now er they e:r THINK that (.) er the (.) GIRL students er think that they are (.) protecting themselves (.) er from the er (.) strange GAZES (.) by COVERING themselves? but they are REALLY protecting the honour of the male persons. either hh their fathers? their husbands? or their <loud>FIANCÉS.</loud> (.) and they are making themselves a kind of OBJECT (.) the er kind of PROPERTY. (.) er and as secular women? (.) we don't feel ours- ourselves as e:r er (.) property i think and er there was a question (.) from THAT side and (.) er the young lady was asking about the situation now in turkey? (.) er the great majority of women in turkey now? (.) er are on the side of secularism. because secularism had eighty years of background in turkey and when they when you go to the people with the right question (.) if you ask them (.) do you want a state with sharia rules? they will e:r say NO we don't. (.) they are on the f- side of deMOcratic state? (.) e:r and er they don't want (.) to be er secondary in the family? (.) they don't want to be secondary person <slow> in the society? </slow> (.) they want to have FULL er citizen rights (.) in political affairs? (.) in the family (.) and er they still work to change (.) er some er NEGATIVE sides of the civil code? (.) a:nd i think they will go on defending secularism. (.) er (1) yes this is <@> a long </@> issue to discuss? (.) maybe later on. (.)

VOICE PRpan1: 156

13 S1: thank you [S3] . no:w er:m we will have the first round of discussion (.) and er (.) then <un> xx </un> we will discuss (false) of the papers and i think <un> x </un> instead of (sort of) having an extra discussion later on probably it's really better to sort of come out now with all the questions and all the remarks erm and then we we will er go on so please (9) <un><soft> xxxxxx </soft></un> (1) after two (.) very (2) cognate papers er (.) papers (2) who will be the first one? (2)<un> xxx </un> first one <un> x. xxx </un> you? <un> xx </un> to each other @@@ (2)

VOICE PRpan13: 13

218 S17: and er er (.) we must (.) go on thinking about race (.) to help them to realize those er (.) those er prospects and any <pvc> importancy {importance} </pvc> is HOW to put (men) on this? (.) and i think we are able what's (.) to raise this and HOW to (.) erm (2) to turn men into fathers in sense and erm: brothers (.) erm (.) to tell them in family courses.

VOICE PRpan13: 218

20 S1: so (.) thank you very much (5) {applause (5)} i think it has been such a challenge i couldn't have DONE it like this because there have so many (i mean) when i LISTENED to you i (.) i figured out HOWMANY (1) DIFFERENT topics how many different (.) er er DETAILS (.) arose (.) during this (first) (.) during this two days so (.) i really f:ind it (.) very very well done so thank you again (.) erm (2) i (1) i don't know @ (.) <@> if we can GO on </@> wi- with a discussion now but i i'd LIKE to do so (.) because (.) otherwise we'll (2) spread over

VOICE PRpan225: 20

14 S1: <slow> okay </slow> er:m <fast> i suggest </fast> that e:r (1) you just er (.) pick up on that line and just er (.) go on with your er presentation? (.) you're gonna be talking about er mister [S2/last] about er retail banking in central and eastern europe (.) er: what kind of role do banks in <spel> c e </spel> play in the provision for life risks? (1) and how important is retail banking for the national (.) <soft> (companies) (1) please </soft> (.)

VOICE PRpan294: 14

54 S2: <6> so </6> we go on with this (.) not only a man but also a woman (1) and erm (.) e:r then after two months a student wrote in his essay and i think he wanted to tease me. (.)

VOICE PRqas18: 54

185 S1: all of <un> x </un> e:r (.) NEW words. (.) i THINK we have to go on with the discussion and e:r invite our next speaker? (.) e:r thank you very much for this er (.) LIVELY presentation and this er open er discussion. (.) er

VOICE PRqas18: 185

119 S1: thank you very much (.) thank you for all the infos an:d (.) your patience and i e:r would shu- (.) suggest that (.) er further discussions (.) may go on in (.) in e:r coffee break we'll have now for about ten minutes?

VOICE PRqas224: 119

- 2 S2: yeah. (.) i i want to er ask all the <pvc> gentlemens {gentlemen}</pvc> er (.) if you expect that the boom we have had er at er from the beginning of the year on the stock markets. (.) in the (.) central european country (.) CAN **go on** in (the) future in the future (months)<un> x?</un> (.) and er er (.) if er i may add? (.) a- -nother question (.) what? (.) do you expect are (.) the main REASONS for that er (.) er really interesting er development we have had.<soft><un> xx</un></soft> (.) go back to you. (1)
VOICE PRqas407: 2
- 118 S5: and went go- **went on**. so
VOICE EDwsd499: 118
- 641 S1: but the music got better last night as the <3> night </3> **went on** <4> it was a bit </4><5> right at the beginning</5>
VOICE LEcon545: 641
- 208 S2: = and (.) i only (1) i only did the translations and they said (.) som::e specialist (1) and (1) i paid some hundred try to (1) do you? (.) help me? (.) do you succeed? and it was a shame that they was ashamed and then (.) time **went on** (1) because he didn't succeed in doing it like that =
VOICE POWgd442: 208
- 602 S6: teacher says something then he er makes a pause? (.) erm: stop and when the translator {a cell phone starts vibrating} says er is supposed to translate. (.) but er when he's yawning half of the time (.) er the teacher just **goes on** he doesn't stop and
VOICE EDcon250: 602
- 542 S1: you understand? er this is something that goes on and ON
VOICE EDint331: 542
- 691 S3: = but saying (.) this is what **goes on** in this university <1> or </1> in this country (.)
VOICE POMtg404: 691
- 55 S3: then there are working parties hh (.) which represent a very (1) substantial (.) e:rm (1) view of communicating (.) coping with new challenges and developing strategies (1) annual meetings (1) which are done (2) <slow> by the two </slow> (.) networks together (.) this year (.) seventh and the eighth of june in [place1] (2) then there is cooperation with other networks (.) which is contributing to the common goal which are defining (1) which we are defining also (1) on this meeting and there are (1) e:rm various study visits (.) very much like the cooperation that [S1] mentioned before (.) on the: (1) nordic countries which which (.) **goes on** between the (.) member countries of the two networks (.) and the: (.) concrete (.) study visits of (.) the staff (2) hh e:r the two networks played an important role (.) in preparing (1) the [org4] and council of europe (1) code of good practice in the provision of transnational education (1) which clearly points to (1) the: to the direction that the: (.) e:r networks are (1) very (1) closely connected to: the new (1) phenomena (.) in the higher education (1) hh the <pvc> recommendational</pvc> criteria and procedures for the assessment of foreign qualifications both of which were adopted (1) by the<fast> [name1] recognition convention committee </fast> in two thousand and ONE (2) <smacks lips> at their two:<fast> thousand and three </fast> meeting the network considered a draft recommendation on the recognition of joint degrees? (2) to be submitted to the convention committee for adoption in two thousand and four (2) so the burning issues being the transnational education the joint degrees (2) e:rm (.) and the: (.) e:r criteria (.) hh and procedures for the recognition (1) hh it was also last year that the continuation to contribute (1) to the bologna process and full support (2) to the: (.) ultimate goal of the european higher education area was decidedly confirmed (1) at [place2] annual meeting of the networks (1) this decision was put into the [place2] statement (1) the document (1) put on the ([place4]) table (1) thus (.) committing the networks as well as committing the national (.) centers (1) e:r to their mission (1) e:r to contribute to the same goal by particularly (1) seeking (.) to facilitate recognition (1) of qualifications (1) to developing cooperations (.) between the recognition and QUALITY assurance (2) by improving information on the recognition of foreign qualifications (2) by improving recognition of joint degrees (1) developing procedures aiming at (.) recognition of learning outcomes (1) hh by contributing to the development of transparent qualification frameworks (3) <smacks lips> by improving recognition of qualifications from other parts of the world (2) hh (.) underlining the need for international cooperation to be based on clear and transparent quality standards (1) and developing model terms (1) of reference (1) for the national individual national information centers. (2) these goals are ambitious and e:r (1) will (2) if not already done so (.) hh no doubt evoke some (.) <pvc> self-evaluation </pvc> of the NATIONAL centers (1) e:rm (1) however on the other hand these goals encourage further and wider cooperation between the actors of creating the european higher education area (2) and (.) while recognition (1) represents the cornerstone of a m- mobility (1) the quality in education represents the cornerstone (.) hh of recognition (.) which has been put (1) on the table today for (.) quite (.) a number of times (.) so the: (.) strategies in the future (1) e:r (2) <un> xx x </un> (1) e:r will be further on presented by (.) <to S5> by you?</to S5> (.)
VOICE POMtg546: 55
- 686 S6: = been **going on** in germany (1) {parallel conversation starts}
VOICE EDcon250: 686
- 50 S1: <5> okay? so </5> er: this has been **going on** for the past er: (.) two years (.)
VOICE EDint331: 50
- 1651 S1: the (.) the interesting thing about culture shock is it IS a concept of of you getting confused and you don't really now what's what's **going on** hh but the interesting thing is it usually does not happen (.) at the very beginning. it's not like you go to a culture hh like (.) go to japan and then you see A:H they all <4> look

differently </4>they all live in different kind of buildings and they: dress differently and it's very different i am really shocked. this is not culture shock. culture shock is a little more (.)
VOICE EDsed31: 1651

1657 S1: and your own personal concept of HOW (.) you're dealing with information from the environment is fine.<L1ger> or- orientierungsklarheit {clarity of orientation} </L1ger> is very high. hh after a while (1) those little stories happen to you and your <L1ger> orientierungsklarheit {clarity of orientation} </L1ger> goes down meaning that you're getting more and more confused. about what's **going on**. why do they hh talk to each other so easily or why do they not talk to each other at all wha- what's the strange kind of behavior with waiters what's all these different kinds of situations. hh and the more (you) confused you get the lower
VOICE EDsed31: 1657

1663 S1: the personal (.) chaos level. (.) and chaos level meaning how much chaos (.) can you (.) can you take how much (.) with how much chaos you can live hh and (.) the higher this level is the less chaos you can take. the MORE you need (.) <slow> structures and knowing what's **going on** and have some kind of hh security and so on.</slow> so for people and this is a very personal (.) topic. this is not about cultural differences this is just personal. some people need a lot of structure and other people are very flexible and don't really care. hh (.) for people who need THIS {S1 points at picture} much structure (.) and have THIS much {S1 points at picture} orientation clarity (1) here {S1 points at picture} (.) this is the re:d (.) line indicates the biggest (.) e:r extent of culture shock that you can feel. because hh in order to feel HAPPY you would need THIS {S1 points at picture} (.) much security (1) and you're at THIS {S1 points at picture} level this is how (1) CLEAR the environment is for you. and that means there's a REALLY big difference <soft> between the two </soft> hh and this is your (.) your worst period of culture shock. and as you can see (.) this doesn't happen in the beginning but it happens somewhere DURING your stay abroad and this will USUALLY if it's if it's a seMESTER that you stay abroad it depends on the length of your stay hh but if it's a semester it will usually be during maybe hh (.) after on:e one and a half months something like that. so you're all (.) <@> ready </@><7>@&@<@> for it by now.</@></7> because (.)
VOICE EDsed31: 1663

190 S1: so they try to start this (.) <fast> i mean i'm </fast> i'm not saying it's good or bad but (.) this is hh <fast> THIS is</fast> what's **going ON** . (1)
VOICE EDsed251: 190

314 S1: audience (.) {someone is ripping paper} were the ART was the ART world (.) and (1) also (.) the institutions which invited him were ART institutions (.) so no MATTER whether you APPRECIATE what he did noMATTER whether y- you think this is QUALITY (.) it's JUST the framework (.) it's VERY easy (.) it's i- in THIScase it's EASY (.) and then erm (.) with erm (.) with erm er GUINNESS book of re- er r:e<@>cords </@> (1) er these persons do that mainly for themselves huh (.) and with HIM he ALWAYS like a classical artist er (.) would do (.) he tries to (.) create this INTENSITY (.) and existential (.) ATMOSPHERE which might affect others huh (.) understand he's VERY much interested in others (1) it's not about HIMself and HIS e:rm his super achievements (.) he stayed (.) in on this PLATFORM in the gallery for TWENTY-TWO days without talking without eating and said (.) i stay there and HOPEfully someone comes into this gallery and says (.) energy. (.) there's SOME kind of energy. (.) and there is something **going on** which is er which is disturbing huh? (.) because he BELIEVES if when you (1) when you (.) GO to extremes (.) it's felt (.) and i don't know i mean THIS is my personal experience when i invest a LOT of energy in preparing a cou- er in preparing a lecture or something or in (.) in in writing a text (.) i (.) i put in a LOT a LOT of energy (.) it's felt (.) i don't know it it FEELS (.) and if i (.) take it VERY easy (1) it (.) it may be oKAY but it does not it does not (1) i think (.) WHENEVER you you you REALLY (.) INVEST or you really (.) put energy in SOMETHING (.) erm (.) it radiates or it it (.) people may FEEL it and he's intere- she he's he does not just want to (.) test his OWNlimits (.) he wants to (.) give humans the feeling that this is not all they can DO huh? (.) and take your dream seriously and tr- and take your (.) DESIRE to expand frontiers seriously (.) and e:rm and (.) CHALLENGE yourBODY and (.) and (.) TRAIN your mind in a way that he can do things which are <pvc> UNPERCEIVABLE</pvc> (.) and i think this is MUCH MORE than a guinness books of er records huh? (1)
VOICE EDsed363: 314

395 S1: and <6> what was **going o**</6>n at that time?
VOICE EDsed363: 395

416 S1: i mean (1) vietnam was (.) was **going on** at that time and it was violence was in the air you could say (.) but at the same time he's not a single (.) a single representative of this type of art huh a LOT of people (.) er stopped doing paintings (.) in the (.) sixties seventies and started to do actions started to do social projects started to do (.) a type of art which is not er (.) you can't take it home mhm you can't there was this face of conceptual art and conceptual artist refused to provide a PRODUCT to the (.) art market huh you can't (.) seal it and pack it and take it home but in this case the (.) art event (.) has to take er place (.) HERE and you have to collaborate mentally otherwise n- nothing will happen mhm (.) erm (1) your question (.) about pushing pushing these pins (.)
VOICE EDsed363: 416

511 S2: yeah and there can be <4> a rich </4><5><un> xx </un></5> depends from <6> who is </6> **going on** because (.)
VOICE EDwg241: 511

517 S5: 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>
 VOICE EDwgd241: 517

633 S5: a lot of programs <3> **going on** </3>
 VOICE EDwgd241: 633

1976 S7: is is not academic knowledge is is (just) knowledge. about what's going on. i think e:r these days (.) we all know how important it is to (1) <4> to HAVE knowledge </4> about what's **going on** to understand what's er (.)
 VOICE EDwsd302: 1976

1976 S7: is is not academic knowledge is is (just) knowledge. about what's going on. i think e:r these days (.) we all know how important it is to (1) <4> to HAVE knowledge </4> about what's **going on** to understand what's er (.)
 VOICE EDwsd302: 1976

237 S11: and er at the same time the united states was struggling even more with terrorism (1) be<2>cause </2> er they were **going on** with their war with in: iraq (.)
 VOICE EDwsd304: 237

347 S4: <4> unit</4>ed kingdom and the states and be<5>cause </5> that's what's **going on** NOW (.)
 VOICE EDwsd306: 347

299 S13: and er one of the one of the FActors behind motivating the students is that they understand (.) for example theMEthodology in in th- in the conference that they understand WHAT they're supposed to do and how it's going to how it's going to go about how it's going to be carried out (.) and i felt that in this er in this case that it was quite unclear for them until (.) quite late in the game (1) a:nd er (.) of course there's (.) that's a factor in getting them **going on** among other things the ONline discussion which also was (.) was difficult to get going for them and difficult to motivate them to participate in (1) e:rm <smacks lips> (.) so: that's something that's very important and THEN of course as you mentioned that i think that even <un> xx </un> tutors (.) er are are well aware of quite a er a bit of what is going on. the REAL the really im- important information is how the students perceive the conference
 VOICE EDwsd464: 299

299 S13: and er one of the one of the FActors behind motivating the students is that they understand (.) for example theMEthodology in in th- in the conference that they understand WHAT they're supposed to do and how it's going to how it's going to go about how it's going to be carried out (.) and i felt that in this er in this case that it was quite unclear for them until (.) quite late in the game (1) a:nd er (.) of course there's (.) that's a factor in getting them going on among other things the ONline discussion which also was (.) was difficult to get going for them and difficult to motivate them to participate in (1) e:rm <smacks lips> (.) so: that's something that's very important and THEN of course as you mentioned that i think that even <un> xx </un> tutors (.) er are are well aware of quite a er a bit of what is **going on**. the REAL the really im- important information is how the students perceive the conference
 VOICE EDwsd464: 299

467 S23: erm i'm (enlisted) with the: i'm <pvc> (sologist) {sociologist} <ipa> 'solə,dʒɪst </ipa> </pvc> i'm (enlisted) with the: department of social and political science (.) erm we (studied) HARD to <un> xxx </un> everybody else erm (.) and it seems we we we couldn't clarify e:r what the hell was **going on** with the er with the themes <1>er people er er deClided to </1> (.)
 VOICE EDwsd464: 467

878 S13: er just a couple of more comments concerning this esPEcially because [place2] IS present today (.) what i would like to encourage you to DO is that (.) erm to take advantage of the tutors many of us have had experience in the previous (.) conferences but also even for ones that are (.) that are brand new that have never done it before the tutor is many times IS ALways the link to the students. WE're the ones that are getting the feedback many times from the students and getting a feel for how are they experiencing what's **going on** at this conferen<6>ce now </6> in in th- in the weeks before it's actually taking place
 VOICE EDwsd464: 878

6 S2: <soft> (i think so) </soft> (.) er yeah this morning we: especially talk about involvement as being a <pvc>rePRESentant </pvc> of a student. we spoke (up) you know wh- where it should (be at) in different council? it was really about (.) the ONE who wants to be (.) concretely involved. but citizenship is not only being concretely involved it's (also just) (.) at the definition you GAVE us it's about knowledge. know what's **going on** in your UNiversity. THIS is citizenship. VOTING (.) is (and i got) citizenship and we saw that in most university people do not va- (.) {snaps his finger} vote enough. (.) so now we as [S6] said
 VOICE EDwsd499: 6

253 S12: oh <clears throat> (.) i feel that this is important. that's that's why this year (.) i (.) decided to work on this. (.)and me and my friend we put together a f- movie seminar (.) where i'll be playing movies and after that it's in the informal setting (.) it's in the pub of our other friend which is social networking <fast> (case study of) </fast>from this. he offered us (.) a place in his pub (.) to do these meetings. and after these meetings (.) in very informal way we INform each other (.) what what is **going on** on the faculty. it's highly effective. (.) we talk about the tenders (.) we are going to apply and er trying to build some things er trying to link the people to have the same interest. (.) and <clears throat> it's been going for two months (.) and some results (.) are now. and i hope that after one year it's gonna be MUCH better and it will continue. (.) so this is

one (.) during this these things information and identity. but (.) well. I personally do not expect that someone will read the charter.(.) if you put the charter (.) to all the text that he has (.) he has been given at the beginning. you'll put a charter right next to the charter of (.) human rights and to the charter of blah blah blah and to the charter of <fast> (his own city) </fast> AND so on. and he will not really (.) so that's why <clears throat> we decided to do it like this only by as i said oral or mouth by mouth (1) information. (2) because you need to you need to (share the) place to make community. (.) and (.) they sh- (i really doubt) (.) that for example a virtual place like a (server) (.)can use (.) ca- can be useful (.) for this. (.) virtual server as far as i know is as far as my experience reaches (.)is very good (.) to: foster (.) the normal community that works. if the community works THEN it's a good extension. but don't expect <7> that it will go </7> (1)

VOICE EDwsd499: 253

350 S3: but this has been **going on** like fo:r i don't know (.) @@
VOICE LEcon329: 350

452 S2: <7> party **going on** </7> mhm @@ <8> @@@@ </8> @@@ <9> @@@ </9>
VOICE LEcon420: 452

892 S1: yeah (.) okay. what's **going on** then. (.) and (.) <9> okay </9>
VOICE LEcon420: 892

1363 S3: and then i was sitting e:r later i was sitting at this schizophrenic e:r woman's apartment (.) listening to her talking about the war (.) that was **going on** outside and all the people that were e:r con-
<2> <pvc>conspiring {conspiring} </pvc> </2>
VOICE LEcon560: 1363

31 S1: exactly so there is something **going on** (.)
VOICE PBmtg27: 31

514 S3: enough (.) pupil to train and to trea- and to TELL what's really **going on** (.)
VOICE PBmtg27: 514

783 S1: <slow> as LAST chance.</slow> then we have will some time to see what is **going on** there =
VOICE PBmtg27: 783

1139 S3: = the problem is that that it starts of the management level (.) cos they don't tell their people what's **going on**?(1)
VOICE PBmtg27: 1139

249 S3: = the the <pvc> headquarter. </pvc> when i talk in national association i'm talking about the association in the country just to (.) <soft> ma:ke you (.) hh understand because we also er always have such a problem.</soft>(.) hh so [org4] (.) done (.) a GREAT job an- <fast> i mean and the and the </fast> members of [org4] (.) did a a erm a huge job already (.) thinking about all this scientific aspects of the project thinking about the: hh e:r life cycle analysis thinking about the <spel> q </spel> and <spel> as </spel> messages about the legal opinion on the project so all erm (.) potential risk which are (.) HOW to deal with this risk. (.) everything was done (.) at the level of er [org4] (.) without really incorporating [org5] in the process of thinking. (1) okay? (1) e:r i think that this was somehow right. becaus:e (.) because this project er was to be accepted on the [place13] level with the european committee was (.) briefed also on this project and <fast> so on so forth.</fast> it was really really a political thing. (.) hhh e:r (.) so THOSE documents are (2) some of them are completely ready some of them are in the drafts (1) n- nevertheless you will get (.) all of them here in this <spel> c ds.</spel> (.) so you will get (.) everything what is about this project. the project descriptio:n (.) scientific dossier so from the (.) scientific perspective (.) what's **going on** about this <pvc> compaction </pvc> (1) e:r this <un> xx </un> er memorandum which is (.) very legal (.) f- fifteen pages of legal (.) deliberation (1) behind the project? what is legally accepted what (.) can be legal risky (.) and how to: deal with this potential issues hh so (1) e:r i think that also [org5]- we we: (.) i have to (.) make sure but i think that we also at the end of the day we share this information with [org5] . (.) so [org5] (.) from some perspective and from (.) at c:ertain point (.) should be really (.) able to talk about (.)those problems (.) but <fast> only at the country level.</fast> (.) we decided that (.) IF [org5] is going to (.)manage issue management (.) they should use all those documents and communication pattern which wasDEveloped within the [org4] (.) and they have to adopt it on the country level only. (.) so they were not workingYET upon the: central <spel> q </spel> and <spel> as </spel> and probably they will not (.) work (1) n- n- no one is acce- er expecting them to work upon this regional <spel> q </spel> and <spel> as?</spel> (1) BUT in the other hand er (there are needs) to ADAPT this those <spel> q </spel> and <spel> as </spel> for the: (.) er country (.) purposes every single country purposes (1) because of different kind of stakeholders to be engaged in the campaign and so on so forth (.) this is already [org5] responsibility. (.) okay? (.) <6> so they will warn</6>

VOICE PBmtg269: 249

73 S2: the only thing which wasn't already (this) <spel> q p l c </spel> thing (2) and (most) that's it. i <2> don't feel</2> the integration **going on**. (.)
VOICE PBmtg280: 73

82 S1: hhh yeah it depends erm (.) obviously in (.) er in such integration phases many: companies see the integration more taking place in the area of er administration and finance and so on hh so erm you know there are plans fo:r introducing <spel> s a p </spel> and things like that yeah erm so maybe: (.) maybe we are not aware that there is not much integration **going on** YET in the engineering (.) <clears throat>
VOICE PBmtg280: 82

103 S1: hh erm yeah i don't know(.) erm:(.) if you are aware about what's **going on** in the <spel> i t </spel> currently (.)so on the weekend obviously they have changed all the <spel> i p </spel> addresses of all computers in the(.) in the company hh so this does not apply only to here this also applies to [place1] and (.) and [place2] (1)and erm: yeah people are wondering why this is so difficult you just change the address and that's it. but it's actually not that (.) easy (.) yeah we have erm (.) we have many servers running we have many serVICESrunning (.) and all that has to be updated at the same time so i think it's (.) although it's painful it's normal that some things do not work at the moment. (.)
VOICE PBmtg280: 103

1178 S1: <1> something </1> **going on** =
VOICE PBmtg300: 1178

1253 S1: so the PROJECT is still **going on** and and and so on (.)
VOICE PBmtg300: 1253

1327 S2: = that you say well (.) if you have six flights amsterdam (1) and the:n say another three in munich which is actually well (.) if you LOOK to the map it's it's quite close to each other. hhh but (1) ESPECIALLY they er (.)were also talking about a FRANKFURT (.) operation. (1) and this discussion is ALSO still **going on**. (.)anyway hh e:r WE believe that er munich is still the best opportunity why? because (.) <pvc> servicewise</pvc> we could cover e:r (.) the east bloc (.) coun<1>tries </1>
VOICE PBmtg300: 1327

2309 S2: and this er this is **going on** now very (.) RAPIDLY . (.) this is <soft> well erm </soft> (2)
VOICE PBmtg300: 2309

2612 S1: let's say realistic and er (.) for some markets (.) we HAVE <pvc> realistics </pvc> for sure. (.) in italy. (.) er and also with the colleagues in netherlands i: mean with [first name22] [last name22] (.) you know (other erm) [first name23] [last name23] . (.) we know exactly what's **going on**.<3> we have </3> their own rate sheets and everything else but er some other markets? yeah? (.)
VOICE PBmtg300: 2612

969 S2: a lot of changes are now in the: in the landscape of er holland er (1) <soft> **going on** with the stores (.) yeah that's e:r </soft> (1)
VOICE PBmtg414: 969

182 S1: <7> we al</7>ways (.) know what is **going** <1> **on** </1>
VOICE PBmtg462: 182

10 S3: erm let me tell something about er before we (approach) the economic er prospect er the general things e:r or strategic things (.) what's **going on** in the world and e:r or HOW we (.) can describe (.) local power (.)because <fast> you know </fast> er <soft> europe's supposed to be </soft> er want to be a global power (1)and er then look at in the history (.) e:r we can describe global power with e:r military and e:r political e:r power(.) e:r with (.) technological er <3><un> xxxxx </un></3> and with economic? (.)
VOICE PBpan10: 10

45 S1: <5> (well) i i i do </5> think that that (.) that that issue is taken into account in the proJECTION . cos i mean you're looking at (1) and you can SEE (.) sort of how many <slow> children are (.) women NOW </slow> at the age of let's say forty to forty-five having NOW or thirty-five to forty-five having NOW . (.) so that i mean that information is AVAILABLE there is always uncertainty about (1) the future and what will happen in the future but you DO have (.) and you DO know what is **going ON** with fertility rates at THAT AGE group. (.) CURRENTly.(1)
VOICE PBpan581: 45

120 S1: yeah (3) {parallel conversation between S5 and S3 stops} we have three lunches **going on** we are really expanding in the catering business <8> e:r </8>{parallel conversation between S5 and S3 starts (8)} this this this institute (2)
VOICE POcon543: 120

214 S7: it's somebody else who's looking he's <1> just there taking (.) care of everything (.) **going on** </1>
VOICE POcon543: 214

966 S1: <6><un> x xx x </un></6> [S4] those (.) ministers of education they haven't got the faintest idea of what's **going on** (.) <un> x </un> i mean (.) e- (.)
VOICE POcon543: 966

152 S7: and i never realized how (.) representative it was (.) but it- (.) i spent a nice e- (.) er night in er [place2] and er (.)and the university (1) but (1) i only got a (.) sort of VAGUE idea of what was **going on** in slovenia except that they have (.) one of these discussions as to how set up <1> the sys</1>tem and er (.)
VOICE POcon549: 152

353 S9: <9> but it's </9> er it's it's (.) (very) insi<un>xx </un> i- if you see what's **going on** internationally. (1) even (.) though we speak almost the same language as <5> the </5> flemish it's it's so difficult. (.)
VOICE POcon549: 353

456 S5: i would agree that that's exactly what constitutes (.) [org2] label. hh and i think THIS is actually (.) a very crucial point. because. we might have let's say ten (1) e:r ten developments **going on** (.)
VOICE POMtg314: 456

298 S1: = and this is what i call the division of labor(.) we can i think we can easily do it if we work together (.) and we end up with a wealth of information (.) er of <fast> of of </fast> the situations in thirty european countries for example (1) EXACTLY for our purposes (1) not in general terms {soft parallel conversation between S4 and S9 starts} but for the purpose of devising joint er er joint degrees (1) and i think these if i if i may say {parallel conversation ends} so the work as it has been **going on** is {sound of rustling paper starts} EXACTLY in this direction (.) and i'm very happy that (.) er the <8><un> xxx </un> seems to be thinking </8> (.) {sound of rustling paper ends}
VOICE POMtg315: 298

459 S2: what's **going** <6> **on** </6>
VOICE POMtg447: 459

70 S5: = so <4> THAT </4> what be has been **going on** between (.)
VOICE POMtg539: 70

388 S2: = and (1) as i was joking at the table (.) hungarian it's not (1) a language which is close to er even the most er professional international experts RATHER (1) on the contrary (.) so we said they are reviewing a complex operation (work) at that time be **going on** for almost ten years hh and we couldn't access ANY <pvc> documentations </pvc> (1) A <1> NY of </1> the documents that <9> weren't related </9> to the process hh that was sort of hh (.)
VOICE POMtg541: 388

522 S9: = <un> xxx </un> cos if you do THAT (.) then you distance yourself from the mainstream activities (.) <7>**going on** </7> in europe (.)
VOICE POMtg546: 522

2 S2: first of all (.) thank you (.) for your (.) patience and coming tonigh- er today it's it's friday afternoon i understand that it is not (.) the: (1) most interesting time to come to the press conference (.) but we have today very important e:r dialogue e:r with norway? (1) e:r we all of us usual assume (.) that norway is a (.) very reliable supplier? and that our interests s:ometimes <un> x </un> (.) and it's wrong. (1) we SHOULD (.) really develop (an) base dialogue much more broader with norway. (.) and for se- for for er and we debated and looked upon the issues of very critical important for the union. (.) first of all security of supply? and getting MORE gas (.) oil (.) and also NEW (.) infrastructure in place (.) in this respect i think it is very important news (.) that NORway (.) will increase its production er exports of natural gas (.) er by f- to the one hundred thirty (.) billion cubic meters (.) er two thousand ten (.) er from eighty-five TODAY (.) and there is potential to increase even further so it MEANS that european market will be well supplied with natural gas and it is very important news. the second (.) it's about new infrastructure i think it's very good ne- er er news about (.) new infrastructure being in place and bringing NEW gas supply to euro- eur- united kingdom (.) e:r and i'm very GLAD about it and i know that there is new some projects in the pipeline that also could be explored and developed. (.) so for security of supply for PLANNING our security of supply to assuring also that there's norwegian gas supply and also OIL supply that we usually somehow not take such a interest er in it's er crucial and this is one part of the dialogue how to (.) f- keep this supply **going on**. (.) hh another point that we (also have) is the debate (.) is the issues related climate change. norway and the european union share the same ambition about climate change. (.) definitely natural use of natural gas also HELPS (.) er to find the (.) ways how to emit LESS <spel> c o </spel> two (.) but important <pvc> legislative {legislative} </pvc> inf- in- initiatives that the <spel> e u </spel> are trying (.) to achieve like (proposal) for heating and (cooling) from <pvc> renewables. </pvc> (.) e:r renewable (road map) AND also issues related to use of the bio- <un> x </un> are exTREMely important to how in er (.) adopt it in e:r (.) in a (.) accordance with the consultation with our (.) most closest er (.) e:r (.) ally in this respect er norway hh and certainly it is a market issue after the publication of energy strategy WE are preparing FINAL report er for er the situation internal market that will take into account (.) FINDINGS of <pvc> sectoral </pvc> enquiry (.) and norway is part of the european economic area (.) so it's very important to HAVE norway's u- issues on the development of internal market and norwegian companies are also PARTICIPATING in the nor- internal market that is also important (.) input from this side from norwegian companies. hh FOURTHLY (.) it is also important to (how) very important (.) interNAtional vision because security of supply climate change involve not just TWO players norway and the european union (.) it involves also g- the global er partnership and we reflected on the result of <spel> g </spel> eight summit how follow the conclusions from this hh issues related (.) also to the participation (.) er eventual <pvc> parstivision {participation} </pvc> e:r of norway en- er energy community? and some other issues that are (.) from mutual interest. (.) hh and (.) to strengthen the dialogue (.) not to make only political (.) e:r we have decided with minister <un> xx </un> on er in e:r (.) er (.) it was (.) end of AUGUST (.) to establish energy cooperation group (.)
VOICE POPrc559: 2

587 S9: <6> and the </6> structure (.) in the sense (.) again we should (.) keep the freedom depending on the different hh situations but in the sense that er (.) the boards or the rectors finally (.) can have the opportunity to (1) to reconsider to see how it's **going on** (2)
VOICE POWgd14: 587

373 S11: <7> small dis</7>cussions that are <1> go</1>ing on but WE might have questions some<2>times </2> (.)
VOICE POWgd37: 373

591 S13: there <1> are </1> examples in the (europe) with the other network (who were **going on** the place) of the rectors (.)

VOICE POWgd37: 591

129 S1: you will have to address your university directorates your <pvc> rectorates </pvc> and so on and so forth they will want to know what's **going on** (.) and at the same time it should be (.) a clear message sent to (.) to departments who will soon be asked to design their master courses (.) and what i said earlier this morning was that they should be reminded of the european option (.) at a fairly early stage they may decide against it?(.) but they should then at least not have the (.) opportunity to say at a later stage we didn't know (.) okay so in other words that that (.) if only for that reason it is important of course to talk about added value in in <un> xxx</un> terms and say look you know it's added value for the students because they will get new experience which they would otherwise not have (.) and all this with a view to the european labor market cooperation in academic (.) in academia et cetera et cetera? (.) but at the same time i think (.) i also feel that even in mainstream subject areas it would be useful for people to sit down together and to reflect on the objectives (.) of a of a program (.) i give you a very very concrete example there is (spay) work has been done in tuning you know this for example in (.) physics and chemistry two subject areas which in my country (.) are very much opposed to the [name2] structure because they say okay we've always had our <L1ger> diplom {diploma}</L1ger> courses (.) and a german <L1ger> diplomphysiker {physicist graduate} </L1ger> is something that you wouldn't find anywhere else under the sky so in other words why do we want this to change? (1) so thereFORE people (.) would have to sit down together and think about WHAT would they have to have at the end of the first ca- cycle and what would they have at the end of the second cycle and in what way would that be (.) beneficial (.) to students and maybe also to the labor market? so it's things like that and they can build on experience which is already there they don't have to start from scratch (1)

VOICE POWgd243: 129

440 S2: do this with the departments and see what's <5> **going** </5> **on** and then we will find the funding.

VOICE POWgd317: 440

651 S1: and i think that one of the (.) one of the (.) hm main fields that the [org1] i- institution (.) really COULD contribute (.) is (.) in (.) different sorts of comparative studies. because we have a (2) <smacks lips> (.) you have to sort of (.) of arising the the common knowledge of (.) what (.) what is **going on** (.) in europe. and and to make comparative studies within (.) for instant (.) education (.) immigration (.) be- e:r (1) language (.) problems because you have e:r fields of (.) <pvc> immigrations {immigration} </pvc> (.) and how to teach (1) languages (.) and so on. and and urban studies of course (.) is part of that. so (.) if you could (.) y- you could just (2) m:ake (.) e:r masters (.) comparative masters (.) vari- rising the (.) the knowledge (1) i- in the different institution (.) in in europe (.) about (.) how they proceed in these different fields (.) that would be (.) and and higher (.) education education anything. so so that's one (.) one thing (.) and and (.) another thing is of course (1) to find out (.) e:r in in for instance in science (.) which (.) is a problem all over the place. (1) er (1) some institutions have (.) well they have spe- specialized in that direction and (.) others in THAT direction (.) and we they could could connect (.) they could (.) just find out where at which university can my <2> students </2> (.)

VOICE POWgd325: 651

231 S3: and (.) we start the whole story again (.) and i:n order to be: yeah to to be aware of (.) what is **going on** you have to be <un> x </un> most professional and be in your office every day and for ten years

VOICE POWgd375: 231

263 S6: yeah? (.) it's worth it (1) and a lot of people <un> x x x </un> let me give you an example (1) right now the asian games are **going on** in qatar (2) from fir<2>st to fifteenth </2>

VOICE POWgd524: 263

980 S1: but knowing MORE what's **going on** (1) very deep in the roots (.)

VOICE POWsd257: 980

124 S9: in armenia we are not a <spel> e u </spel> country? (.) er it was a- it was very interesting for me to listen to (.) different european countries' point of views and of course (.) it was kind of (.) erm (1) difficult to concentrate (.) ALL the time during all the session it is it is er (.) i can tell yes hh but <pvc> anyways </pvc> we all here (.) we came here everybody came here to work? to understand? and to realize what is **going on**? and to find solutions of the problems? so then is nobody's problems even whether was sitting here hh that you can concentrate hh they wanted to (.) speak and speak it out express their whatever they have (.) hh and not to lose anything (1) they were just making us (1) being informed of everything (.) <9> as </9> much as they can (.)

VOICE POWsd258: 124

188 S3: yeah well er most has (.) has been said already so erm (.) but it's just that erm (1) for me (1) in the netherlands is not e:r (.) was actually (.) one of the countries or maybe the only one that pushed the the youth pact? (1) so in that sense it's interesting to hear some countries that er you know that kind of that PROposed it (.) and e:r when we erm (1) go er talk with our government er hh then it's er very er useful er for us hh er to compare with er what's **going on** in er the other countries so in that sense it was very er (.) hh very useful cos erm (.) er these are of course things that i also ask people here? but it's well are you hearing that from the from them directly? you know especially the hh the mainstreaming things those are quite technical and yeah that was very interesting (1) hm: even a (art) from the youth pact wasn't interesting (1) and er well the fact that er [first name3] from the commission well was also very interesting

- because hh (.) yeah as you said you read er some of the documents but then there is some things (.) yeah you like ah how was that exactly? and now you could just ask her so
VOICE POWsd258: 188
- 202 S11: from what i heard in the second part (1) i think that er (.) in general this exercise is a good practice? (1) because er in a way it gives them as well a kind of responsibility to follow the issue (1) or (1) even if it was not done so much before then they have to prepare for it and (1) they have to give evaluation of THEY work (.) er on on the european youth pact (1) in THEY country so these gives as well er (2) er responsibility to them to to really see how how the issue (2) is **going on** in they countries? and i believe from participants they would like to see (.) the representative from THEY government as well (1) see <7> and </7> er (1)
VOICE POWsd258: 202
- 38 S1: well if <4> if if commu</4>tator types all kinds of commutator types er work in two dimensions <fast> why don't you work in HIGHer dimensions because you have too many dirEctions **going on**.</fast> (.)
VOICE PRcon534: 38
- 10 S2: <1> thank you.</1> (.) thank you so much erm (.) [S3] [S3/last] erm (1) you ended up raising er:m the: (.) two movements which (.) seem er to arise in the various (.) er countries e:r regardless of whether they are the arabic world or (.) er what er people say the ISLAMIC world erm (.) the ONE is the islamist er movement **going on** and er the other (.) is the movement of er WOMEN er who are engaged (.) and ACTIVE in er changing (.) er their situation and (.) their ROLE . (.) er turkey is a country er that has gone through the process of (.) er a long history of a secular state (.) er that is moving more and more:re (.) er into a country in which religion er is having er a bigger role to play. (.) er and in which women a:re one of the target GROUP to be instrumentalized (.) er in<pvc> overbridging </pvc> e:r the gap between secularism and erm (.) er religious erm erm ground. (.) erm (.) [S4] [S4/last] said the radicals' case is very hard in turkey. (1) there is large potential for secular women. (1) the welfare party can only influence a specific group of women. (1) (.) rural a:nd <pvc> non-educated. </pvc> (.) who come from small towns and villages. (.) HOWEVER the daughters of these women (.) will have a different attitude. (.) the o:ld will fa:il (.) against the changes. (.) could you share with us your hope (.) [S4] [S4/last] (.) on the daughters (.) in this (.) rise of the two movements. (.)
VOICE PRpan1: 10
- 62 S10: i think (of the) speech (of the) people are talking about islamic law. (.) i didn't think <un> xx x </un> talking about tradition. (.) the women in the islamic country they are not fighting again in the islamic law. (.) they are agai- er they are fighting really about the tradition. (.) because if you are gone back to the islamic law? (.) what are (going) in the islamic country is not related (.) to the islamic law. (.) so i didn't hear anyone t- talking really about tradition <un> xx.</un> (.) that is first. (.) second? er so many people are (.) talking about democracy i:n (.) <LQund> turkia </LQund> or (.) tunisia? (.) okay? (.) and that's (.) fighting for women right. (.) but i think it was in definition of DEMocracy (.) because in tunisia or (.) in <LQund> turkia </LQund> women they are not allowed to (.) get education if they have a SCARF . (.) they are not allowed to go to work? they are not (.) allowed to go to <soft> the university.</soft> (.) and in europe ALSO (1) it i- women it muslim women they don't have right. (.) because IF you are muslim women in any s- er a:ny european society? it's very difficult (.) to find any suitable (.) job? any suitable communication with the people. (.) so (.) i think what is **going on** is not (.) definition of islamic law (.) it's (really tradition) . (2)
VOICE PRpan1: 62
- 134 S3: erm <clears throat> (.) let me erm address two issues. one has to do with er the question of (.) erm (.) of ofVEILING in a secular erm society. (.) look there have been different models (.) of secularism and different paths to secularism. (.) AND the model and the path that (.) er was chosen by erm (.) turkey? erm (.) follows the french model. (.) <soft> you see </soft> the <LNfref> jacobin {jacobean} </LNfref> french enlightenment french revolution (.) <pvc> anticlerical </pvc> model? and it's not only turkey but mexico. (.) has a similar (.) verySTRICT model of erm (.) er of secularism? erm and THIS in a country where (.) ninety-five per cent of the population are very strict believing catholics. (.) there is complete separation (.) of e:rm religion and the state? and the law in mexico? (.) and actually until the early nineteen eighties IN mexico? (.) erm a nun and a priest could NOT walk in the streets in their habits. in their religious habits. you see hh so THIS (1) whatever we think of this THIS was a historical erm process and erm a pa:th that was chosen (.) BY the elites and by the people OF turkey and mexico following from the french model.<fast> but there are different models of secularism </fast> (.) there is india: there is e:rm some parts of contentita- <fast> the united STATES has a very different model of secularism (.) the former soviet union had a very different model of secularism </fast> (.) and in fact the NORDIC countries.<fast> scandinavia finland et cetera where people were actually paying a</fast> a tax to the lutheran CHURCH <loud> that's another </loud> (.) e:r <fast> model of secular so there are different models and paths of secularism?</fast> (.) and er each society will have to find its own? (.) erm and IRAN (.) is currently finding its own path erm (.) and er a model of secularism erm (.) er as well <fast> so there this is a DEBATE that turks are having? regarding er VEILING and the symbol that er er veiling and what veiling </fast> (.) or unveiling er means? (.) erm now in iran we have a different problem because in iran (.) <loud> veiling is compulsory.</loud> (.) you see? (.) erm and it has been compulsory since nineteen eighty-one. (.) erm ALL women have to VEIL . (.) whether you are muslim or <pvc> n:non-muslim? </pvc> (.) whether you are a BELIEVING muslim or a <pvc> NON-believing </pvc> muslim?<loud> you have to VEIL .</loud> (.) you see. they call it hijab whether it's <@> correct or not? hh but er </@> but the minimal requirement i:s (.) e:rm well actually that's not correct. @ <@> from er </@> from the islamic republic's perspective? you have to cover your hair you have to wear a long coat. (.) you see (.) and of course the very er strict religious women will wear the er black er

chador. (.) NOW for er those of us who think that this is a problem? (.) and oh by the way the religious minorities also have to veil.<fast> in the islamic republic of iran.</fast> (.) our religious minorities are christians and jews and zoroastrians? (.) we have baha'is also? but baha'is are not even recognized? (.) {some soft mumbling in the audience} e:r because they are considered to be heretical? (.) you see they have no civil status hh but in PUBLIC EVERY woman has to VEIL . (.) you see. now if you watch iranian (.) cinema you see that in the cinema TOO (.) the characters have to veil even at HOME (.) although<fast> of course in real life women do not veil at home.</fast> (.) but they DO have to veil when they are in public. ANYwhere. on the streets? (.) universities? school <fast> it doesn't matter they have to veil.</fast> (.) NOW for US this is a problem and we would like to have choice in veiling. (.) er for my PERSON now speaking personally (.) i believe that erm (.) er women have a right to veil? or not to veil. (.) you see to COVER their heads hh or not to cover hh and but to determine for themselves what modest (.) dress IS . (.) those of us who were in iran at e:r at the time of the revolution we took STRONG objection (.) to being called (.) NAKED . (.) this is called er this is NAKED ? this is a real INSULT . (.) you see. (.) so er WE feel that it is very important for women to have choice (.) in dress? and also a choice to determine for themselves WHAT is appropriate and what is modest dress. however i believe that there should be some kind of a dress code. (.) you see er IN institutions. (.) so that we cannot have excessive undress? @@ (.) and we should also not have excessive (.) veiling. i personally am very much opposed to erm (.) the heavy dark veiling with the covered face and the gloves and so on. i think that this is (.) er problematical from a number of perspectives but we can i think all agree (.) that erm (.) er a dress code which would (.) er RANGE from the way (.) we are dressed here? (.) er to er the scarf and the long coat? is perfectly erm acceptable (.) erm from the perspective of both islam and also er human rights. (1) finally i just want to say that er the isla- (.) there is an islamic reformation **going on**. (.) in the world today? (.) a:nd we see a number of intellectuals religi- (.) in fact in IRAN we call them<un> xxx xxxx </un> you know the erm (.) the religious intellectuals (.) and THEY are erm er making extre:mely important (.) contributions to the rethinking of what it means (.) to e:rm er to be muslim? what islam really means what islam (.) is or should be like IN this modern era? (.) and their contributions. the men and the women and right now i will only mention a few names from iran (.) [last name2] [last name3] [last name4] who poor man is in prison? (.) erm and [last name5] [first name5] [last name5] and then women like [first name6] [last name6] [first name7] [last name7] to a certain extent [first name8] [last name8] (.) THESE are our religious intellectuals? the women are what we call islamic feminists? (.) they are doing a <pvc> rereading </pvc> of in particular the <LNara> qur'an {koran} </LNara> and THEY are the ones who are saying that (.) in fact islam is NOT incompatible with democracy and women's rights and human rights? (.) <slow> but the way islam</slow> is currently interpreted. (.) in our countries. (.) the way islamic LAW (.) has been interpreted and implemented since (.) the middle ages? (.) is problematical and we HAVE to go back and <pvc> reread </pvc> the <LNara> qur'an {koran} </LNara> and come up with a TRUE interpretation a true understanding of <LNara> qur'an. {koran} </LNara> (.) [last name2] er <fast> [last name4] is in prison because he says that to be a true islamic state you have to have separation </fast> of religion and erm and politics. (.) so this is part of the islamic reformation? (.) it's VERY interesting it's also rather turbulent and it will take a WHILE (.) for er for this process to unfold. (.)

VOICE PRpan1: 134

- 28 S6: i i would like to challenge (.) the assumption (.) that what's **going on** is a thorough-going (.) attack on care led by <spel> i m f </spel> and forces of evil erm i think they are added (.) i don't wanna (.) deny that they are there (.) but i think that what's going on with welfare states is more complicated than simply cutbacks (.) that we also have <un> x </un> structuring and some of that is necessary (.) to respond to different social conditions. (.) so i don't think that everything to do with (.) <fast> women moving into paid employment (.) the ideas of <pvc> flexicurity </pvc> </fast> i mean there are some other (.) elements in some restructuring packages that look to me like progressive reforms as opposed to (.) erm (.) something which is simply taking away from people (.) and so (3) hh i i think that will peace of of our current (.) set of changes is missing from the comments you are making (1) erm (1) there is the the i think there is the attack on care and the attack on people's living standards hh (.) but there perhaps is also i think there IS (.) some sort of (.) coming to terms with (.) er our declining fertility rates in the sense that we are not spending our entire lives in care and more women (.) er were in employment we need to find new ways (.) to arrange families and employments and i DO think (1) you may not see it in (.) erm (.) in every single CASE but i do think there are some places where (2) the cutbacks have been accompanied by: (.) restructuring at the more progressive nature unless they'd be misunderstood i'm not referring to the scheme of one system of the <un> x </un> tax credit which is a pretty minor sort of thing but more along the lines of (.) erm (.) the kind of <pvc> flexicurity </pvc> (.) proposals in europe which i think have some promise for (.) erm (.) helping us to deal with economic changes (3)

VOICE PRpan13: 28

- 28 S6: i i would like to challenge (.) the assumption (.) that what's going on is a thorough-going (.) attack on care led by <spel> i m f </spel> and forces of evil erm i think they are added (.) i don't wanna (.) deny that they are there (.) but i think that what's **going on** with welfare states is more complicated than simply cutbacks (.) that we also have <un> x </un> structuring and some of that is necessary (.) to respond to different social conditions. (.) so i don't think that everything to do with (.) <fast> women moving into paid employment (.) the ideas of <pvc> flexicurity </pvc> </fast> i mean there are some other (.) elements in some restructuring packages that look to me like progressive reforms as opposed to (.) erm (.) something which is simply taking away from people (.) and so (3) hh i i think that will peace of of our current (.) set of changes is missing from the comments you are making (1) erm (1) there is the the i think there is the attack on care and the attack on people's living standards hh (.) but there perhaps is also i think there IS (.) some sort of (.) coming to terms with (.) er our declining fertility rates in the sense that we are not spending our entire lives in care and more women (.) er were in employment we need to find new ways (.) to arrange families and employments and i DO think (1) you may not see it in (.) erm (.) in every single CASE but i do think there are some places where (2) the cutbacks have been accompanied by: (.) restructuring at the

more progressive nature unless they'd be misunderstood i'm not referring to the scheme of one system of the <un> x </un> tax credit which is a pretty minor sort of thing but more along the lines of (.) erm (.) the kind of <pvc>flexibility </pvc> (.) proposals in europe which i think have some promise for (.) erm (.) helping us to deal with economic changes (3)

VOICE PRpan13: 28

- 40 S8: (i wish my colleague [S2] [S2/last] would know) i just would like to know if there is any kind of er of new theory combining all kind of <un> xx </un> ethical approaches re- reproductive me- medicine (2) the (.) <pvc>forbiddenness </pvc> or the allowance of cloning and cloning research for austria is the first country to deny it? (.) and the <un> xxx </un> research in the <un> xxx </un> affairs (what the consequence are?) (.) so we only have a (who made) medical research program? (.) in: agreeing that the disadvantages of not discovering diseases which are already located in the cells is <un> xx </un> for the catholic belief (.) that's something i would like to stress (.) this was very clearly the austrian research made the contradiction available to say that we are catholics in austria and we disagree with the <pvc> bioethical </pvc> approach of the european union to allow cloning we research only human level. is my first question to you so is there any kind of reformulating feminist theory on (.) battling disease no thank you when it's done in cloning (in cellular) we we search on behalf for women (2) first question. second to you miss [S3/last] (.) the political and personal identification of women's theories was never dropped (2) was was never dropped (.) so (that's) no abstraction at all (.) we've got all kind of family politics in austria **going on** we've got children's payment we have got the debate on the loss of jobs due to the er er er fewer kindergarten places so just the fertility policy going on under this conservative government is very stick together and every woman is <un> xx </un> till she is fertile that means till she is about fifty <un> xxxxxxxx </un> so. the the personal and political identification of women's politics and all this theory is always given <un> xxx </un> conservative pressure. (2) second. is it true that the social <un> xx </un> movement against <un> xx </un> you see your horizon in the next five years of the social democratic party is in opposition. a kind of oppositional woman's movement to break through this very sticky very strong very successful women's <un> xxxxx </un> (3)

VOICE PRpan13: 40

- 40 S8: (i wish my colleague [S2] [S2/last] would know) i just would like to know if there is any kind of er of new theory combining all kind of <un> xx </un> ethical approaches re- reproductive me- medicine (2) the (.) <pvc>forbiddenness </pvc> or the allowance of cloning and cloning research for austria is the first country to deny it? (.) and the <un> xxx </un> research in the <un> xxx </un> affairs (what the consequence are?) (.) so we only have a (who made) medical research program? (.) in: agreeing that the disadvantages of not discovering diseases which are already located in the cells is <un> xx </un> for the catholic belief (.) that's something i would like to stress (.) this was very clearly the austrian research made the contradiction available to say that we are catholics in austria and we disagree with the <pvc> bioethical </pvc> approach of the european union to allow cloning we research only human level. is my first question to you so is there any kind of reformulating feminist theory on (.) battling disease no thank you when it's done in cloning (in cellular) we we search on behalf for women (2) first question. second to you miss [S3/last] (.) the political and personal identification of women's theories was never dropped (2) was was never dropped (.) so (that's) no abstraction at all (.) we've got all kind of family politics in Austria going on we've got children's payment we have got the debate on the loss of jobs due to the er er er fewer kindergarten places so just the fertility policy **going on** under this conservative government is very stick together and every woman is <un> xx </un> till she is fertile that means till she is about fifty <un> xxxxxxxx </un> so. the the personal and political identification of women's politics and all this theory is always given <un> xxx </un> conservative pressure. (2) second. is it true that the social <un> xx </un> movement against <un> xx </un> you see your horizon in the next five years of the social democratic party is in opposition. a kind of oppositional woman's movement to break through this very sticky very strong very successful women's <un> xxxxx </un> (3)

VOICE PRpan13: 40

- 24 S1: e:r n:o (.) no because there's a performance **going on** and <6> and that wouldn't </6> fit to <7> gether </7>

VOICE PRpan225: 24

- 1 S1: i still haven't found those ninety thousand pounds er in MY pyjamas (.) and i DOUBT that my (.) er the experts here on the panels (.) keep THEIR pounds and euros in their pyjamas hh (.) i think they have erm (.) quite er (.) DIFFERENT views on how to (1) invest THEIR assets (1) and e:rm as we have DEALT with er financial markets in general in the first session (.) we will now tu:rn (.) er to er:m first of all the question of <pvc>cooperations </pvc> between (.) er:m (.) stock markets? (.) stock exchanges? (.) that is e:r what [S3] [S3/last] is going to talk about? (1) erm she is currently head of marketing and acquisition with the [org1] ? (1) [org1] ? (.) er:m we're all quite well aware that there e:r HAS been some erm (1) <pvc> cooperations </pvc> and <pvc>re(imposed) </pvc> cooperation **going on** between vienna and the <LNhun> budapest </LNhun> er stock exchange recently? (.) erm before joining [org1] she's been working er:m (.) she's been HEAD of marketing with er [org2] (1) er (.) and since two thousand she's (.) with er (.) the [org1] (.) welcome? (1) er:m (1) FOLLOWING HER will be er (.) [S2] [S2/last] ? (.) er from [org3] (.) he's er <spel> c e o </spel> of this e:r MACROeconomic er research er (.) company? (1) that is er if i'm WELL (.) er informed erm (1) focussing on doing macroeconomic surveys (.) erm (.) about s- the the er economic situation in slovakia (.) for example for the economist (.) er:m (.) intelligence units =

VOICE PRpan294: 1

- 5 S1: <to S2><soft> we swap? (.) okay </soft></to S2> e:r it is what we are talking about is a temporal lobe epilepsy (.) which CONSists of seizures (.) <pvc> ordinating </pvc> from (medial) temporal structures (.) associated with <pvc> hippocampasic </pvc> sclerosis so (.) we are NOT dealing

with <pvc> hippocampasic </pvc> sclerosis itself (per se) because i mean we know that there are patients with a (.) <un> xxxx </un><spel> m r i </spel> scan but NOT seizures or there are (.) patients who are (.) minimal controlled ALthough they have the same station. so we are talking about the refractory patients with <pvc> hippocampasic </pvc> sclerosis (.) ANDwith temporal lobe epilepsy (4) and THIS just a definition you a:ll i know you all know it but <pvc> epileptogenesis </pvc> refer to the DYnamic process (.) underlying the natural history (.) of an epileptic disorders (.) disorder (3) and in the reproduction (.) is the process (.) of <pvc> epileptogenesis </pvc> prevented. (2) now i will (.) er show you some animation @@ e:r just to (.) explain the station (.) what WE need usually we need an initial <un> xxxx <ipa> presuə'tertɪŋ </ipa> </un> injury to trigger the er <pvc> epileptogenesis </pvc> of <pvc> hippocampasic </pvc> sclerosis <clears throat> (.) so it is usually a prolonged <un> xx </un> seizure hypoxia and <un> xxx </un> (.) it can be infections which is very important because we have now (.) a:n distinguished neuroscientist we will discuss about this issue (.) it can be again trauma AND there are some patients which we cannot find any er significant risk factor. (1) there is identical backgrou:nd question mark (.) there are studies showing some er familiar forms (2) and the pre-existing abnormality (.) again there are a lot of studies showing that there is <pvc> heterotopia </pvc> quite good dysphasia b- as a duAL pathology within the hippocampus itself (3) so: (.) there is a latent period (.) sometimes people say it is a SILENT period which is not really very SILENT (.) because it is the (.) period which hippocampu- er which of <pvc> epileptogenesis </pvc> e:r take part (1) and then we have the temporal lobe seizures. (1) so just to show another (.) one (.) <to SX><soft><un> xxxx </un></soft></to SX> initial <un> xxxx <ipa> presuə'tertɪŋ </ipa> </un> injury (.) THEN cer:tain (.) lot of things er **going on** with normal laws (.) it is the reorganization of <pvc> (neurostructures) </pvc> INCLUDING <pvc> (neurolaws) </pvc> and lot of other things (1) and the <pvc> epileptogenesis </pvc> and the epilepsy (.) and we have the er er <un> xxxx </un> proteins (.) there are maybe some treatments SOON after injury or (.) during the injury (.) there is the treatment during latent phase which we usually miss that phase (2) and there is the refractory period which we we which we try ALL kinds of <pvc> untypic </pvc> drugs with unsecs- uncess- <slow> unsuccessful </slow> results (.) and we send usually patients to the surgery. (.) so: (.) maybe we need to identify the patients at risk at the very very (.) e:r early period when THEY have the first initial <un> xxxx <ipa> presuə'tertɪŋ </ipa> </un> injury (1) maybe a vaccine i don't know or maybe a gym therapy? (.) or <pvc> neuroprotective </pvc> strategies? (.) or a disease modification? (1) or maybe some kind of surgical restoration e:r (.) techniques (.) or some new tactics or TEchniques for the surgery (.) so during this discussion e:r session (.) we will have er four distinguished neurosciences (.) covering (.) DIFFERENT issues different ASPECTS interpret of <pvc> epileptogenesis </pvc> and (.) <soft> and </soft> we will hear maybe we can find some clues (.) er from their studies to prevent this (.) serious disabling disease. (2) so a:h i want to invite first doctor [S3] [S3/last] ? we have a slight diff- er change in the program? she will be speaking first and then you can ask the questions after her speech (2)

VOICE PRpan585: 5

- 62 S8: in <pvc> epileptogenesis </pvc> hh and (.) what we see HERE is we have some decreasing the rates of glucose utilization and some <pvc> neuronal </pvc> loss but there is nothing striking in this animals (1) if we look at (.) <spel> p </spel> twenty rat one rats that HAVE become epileptic (.) what is very striking is what occurs here in the high loss (.) we have (1) a lot (.) we have fifty per cent cell loss (.) but (.) this structures (.) has still a normal metabolism (.) so obviously something is **going on** HERE at the moment we don't know (.) if the neurons are <pvc> hypermetabolic </pvc> or if it's due to <un> xx </un> cells (.) but at least (.) this structure (.) is (1) <pvc> overactivated </pvc> in some way. (1) if we look at epileptic adult rats (.) then we see the SAME phenomenon in the high loss (.) which is paralleled (.) by the same phenomenon (.) in the (peripheral) cortex while the other areas (.) don't show (.) <pvc> subtype </pvc> of discrepancy (1) so here is just the summary (.) of the data the data which i showed (1) <smacks lips> so (1) what what we can see is that (.) at the end of the latent phase (.) which are data i didn't show? and during the chronic phase which you just SAW (.) we have a relative <pvc> hypermetabolism </pvc> which is only present in the high loss in <spel> p </spel> twenty-one rats (.) and which is present in the high loss and (peripheral) cortex in adult rats (.) which POINTS to a key role of the high loss in the genesis and MAINTENANCE of spontaneous recurrent seizures (1) so i am going now to my conclusions (.) so what we (.) what we have seen (.) is that during the acute phase (.) the early lesion of the <pvc> entorhinal </pvc> and <un> xxx </un> <pvc> cortexes </pvc> (.) seems to be critical for the development of the (.) epilepsy (1) since in <spel> p </spel> twenty-one rats (.) if we don't see these early <spel> m r i </spel> signal we will not have any epilepsy (.) later on (.) during the latent and chronic phase the relative hyperactivity of the high loss of the <un> xx </un> (virus) (.) could be a f- key factor (.) for the initiation and maintenance of spontaneous seizures and some other structures may participate too like the (peripheral) cortex (.) in adult rats (.) and what are the strategies i would (.) suggest to try to (.) better (.) understand and follow (.) on (.) er this topic? (1) er we have now er try we are trying to extend our search (.) of surrogate markers (1) er (.) we: we have started a collaboration with [first name2] [last name2] at [name1] in the [place3] (.) er er trying to identify (.) other markers (.) er in this pet <spel> p </spel> twenty-one rats (.) er using <spel> m r i </spel> non-invasive (.) er non-invasive imaging techniques (.) because (.) as you may have seen or may remember (.) i have shown that we have an early signal in (.) <spel> p </spel> twenty-one rats but this signal is only lasting for twenty-four hours (.) which is a kind of short if you (.) want to try to apply this techniques to (.) er children (.) that have for example com- -plex febrile seizures (.) and they need some time to be brought to the clinic and some time to be (.) er examined (.) so we would like to (.) be able to (.) identify (.) other surrogate markers (.) that will last maybe a little bit longer (.) to allow to be applied (.) to the (.) er human population and (.) maybe (.) allow us to identify groups at risk for temporal lobe epilepsy (.) hh an alternative way (.) of er (.) trying to (.) modify <pvc> epileptogenesis </pvc> (.) would be (.) to er be able to identify drugs (.) that (.) can (.) er: have a disease-modifying effect (.) as we saw for <un> xxxx </un> for example (.) which means drugs that (.) would be able <slow> to change </slow> (.) the process (.) early

enough (.) to prevent <pvc> epileptogenesis </pvc> and maybe (.) er try to be (.) try to (1) then in that case (.) we wouldn't (.) we wouldn't need (.) to select the population (.) but in (.) for example in the population (.) of (.) er: (1) infants with complex febrile seizure we could decide to apply it could be decided to apply (.) this (.) type of strategy for i don't know it would (.) be a duration that would have been to be discussed but for some (.) period (.) to (.) prevent and stop (.) the process. (1) and (.) to finish (.) i (.) would like to thank (.) er the part of my team who has been participating in that work? (.) as well as my collaborators (.) at the (.) er biological physic institute fo:r the <spel> m r i </spel> collaboration and i thank you for your attention

VOICE PRpan585: 62

- 69 S11: what er- [S5] was saying (.) erm (.) it had a very productive outcome. FIRST of all MANY people started (.) er they improved their ENGLISH because it was OBvious that the text was TERRible and that you need to understand english (.) to really (1) get the iDEAS (.) and on the OTHER hand we started discussing. and you came up with new MEANings. (.) i mean (.) making up (.) your own th- kind of (.) MORE or less o-own (.) your own ideas. (.) about certain topics. so (.) it's (.) a bit (.) i mean i CAN (.) understand as a translator it's hard to read such a text and to see (.) what's **going on** in the translation (.) but it's also saying <2> so </2> (.)

VOICE PRqas224: 69

- 86 S3: <@> yeah </@> thank you for (a) very good questions (1) when you look at european stock exchange map you know (.) it looks er (.) it it's very interesting and er you know one looking at this map can you can see some (.) er historical backgrounds you know. (.) er it's quite interesting to me to er to watch this. if you look for example (.) i just give you some examples really (.) er (1) so if you look let's say at <spel> u k </spel> (.) they are still in the (abandon) (.) not intervening with any (.) er they don't have any really strategy to do some (.) er alliances or mergers in europe you know (.) they're still quite active with their (.) <pvc> ex-commonwealth</pvc> er or still commonwealth countries? (.) and that's their typical strategy. so the german strategy er for example is that (.) er (.) they want (.) as much as possible or as many as possible (.) different countries (of) exchanges to use their (.) their system [name1] (.) so it's kind of technological- (.) -ly oriented you know er er strategy really. (.) then er you have (.) er on the other h- er hand (you have) the scandinavians which have this [name2] thing **going on**? (.) which is actually already the MERGER of (.) quite few exchanges there? (.) we just read that copenhagen er you know (.) finally completely joined [name2] (.) so you have it iceland (.) norway (.) er finland er denmark (.) and of course er sweden. (.) which are ALL in this package PLUS (.) three baltic countries (.) so the t- we have one i would say (.) getting VERY important regional market there (1) er then of course you have french w- er which are always er kind of <pvc> pan-european </pvc> you know (.) trying to lead this <pvc> pan-european </pvc> (.) thing going on? so they are actually i would say leading partners in this euro-next (.) connection? (.) together with the belgians? er and er (1) er er dutch and and er portuguese? (.) and then you have italians of course waiting what will happen in europe like in always in history and then they will be the first who will join the leading combination? (1) er then you also have spaniards waiting er what will happen in europe and they have also a lot of er activities in the (.) er latin countries? you know (.) especially south africa and so on and so forth (.) and some <pvc> ex-colonies </pvc> also? (.) <loud> and then of course </loud> you have all this er this now ten new members of european union they have all the problem of the size they're relatively small? (.) and maybe in this package i could maybe also er include er austria? (1) in a way because austria is giving some INCENTIVES how to (.) er let's have place in regional role? (.) regarding this countries and how to maybe (.) try to (.) er find some SYNERGIES here. (.) er:m (1) i think er (.) this projects er regarding this small er er er markets (.) can be interesting? (.) but just maybe to have this point what i (early) to read in my MY presentation (.) even if you put all this ten (1) er countries together (.) er and compare THEIR volume of trading their (.) let's say (.) listing volume and everything to get one per cent of european union so even if all this ten countries will be would be together? (1) er you have very small market. (.) so then is the question whether it's for small market better to join as ANOTHER small market? (.) and you there is still then small market even the (.) you know (.) er MERGEDONE ? (.) or to join maybe (.) any of this (.) er activities (.) happening already. (2) but i think that er regionally could be done something. (.) that's my opinion. (1) but not getting rid completely of the problem of the size (1)

VOICE PRqas407: 86

Phrasal verb: carry out

- 86 S3: <@> yeah </@> thank you for (a) very good questions (1) when you look at european stock exchange map you know (.) it looks er (.) it it's very interesting and er you know one looking at this map can you can see some (.) er historical backgrounds you know. (.) er it's quite interesting to me to er to watch this. if you look for example (.) i just give you some examples really (.) er (1) so if you look let's say at <spel> u k </spel> (.) they are still in the (abandon) (.) not intervening with any (.) er they don't have any really strategy to do some (.) er alliances or mergers in europe you know (.) they're still quite active with their (.) <pvc> ex-commonwealth</pvc> er or still commonwealth countries? (.) and that's their typical strategy. so the german strategy er for example is that (.) er (.) they want (.) as much as possible or as many as possible (.) different countries (of) exchanges to use their (.) their system [name1] (.) so it's kind of technological- (.) -ly oriented you know er er strategy really. (.) then er you have (.) er on the other h- er hand (you have) the scandinavians which have this [name2] thing going on? (.) which is actually already the MERGER of (.) quite few exchanges there? (.) we just read that copenhagen er you know (.) finally completely joined [name2] (.) so you have it iceland (.) norway (.) er finland er denmark (.) and of course er sweden. (.) which are ALL in this package PLUS (.) three baltic countries (.) so the t- we have one i would say (.) getting VERY important regional market there (1) er then of course you have french w- er which are always er kind of <pvc> pan-european </pvc> you know (.) trying to lead this <pvc> pan-european </pvc> (.) thing **going on**? so they are actually i would say leading partners in this euro-

next (.) connection? (.) together with the belgians? er and er (1) er er dutch and and er portuguese? (.) and then you have italians of course waiting what will happen in europe like in always in history and then they will be the first who will join the leading combination? (1) e:r then you also have spaniards waiting er what will happen in europe and they have also a lot of er activities in the (.) er latin countries? you know (.) especially south africa and so on and so forth (.) and some <pvc> ex-colonies </pvc> also? (.) <loud> and then of course </loud> you have all this er this now ten new members of european union they have all the problem of the size they're relatively small? (.) and maybe in this package I could maybe also er include er austria? (1) in a way because austria is giving some INCENTIVES how to (.) er let's have place in regional role? (.) regarding this countries and how to maybe (.) try to (.) er find some SYNERGIES here. (.) er:m (1) i think er (.) this projects er regarding this small er er er markets (.) can be interesting? (.) but just maybe to have this point what i (early) to read in my MY presentation (.) even if you put all this ten (1) er countries together (.) er and compare THEIR volume of trading their (.) let's say (.) listing volume and everything to get one per cent of european union so even if all this ten countries will be would be together? (1) er you have very small market. (.) so then is the question whether it's for small market better to join as ANOTHER small market? (.) and you there is still then small market even the (.) you know (.) er MERGEDONE ? (.) or to join maybe (.) any of this (.) er activities (.) happening already. (2) but I think that er regionally could be done something. (.) that's my opinion. (1) but not getting rid completely of the problem of the size (1)

VOICE PRqas407: 86

268 S8: for the experts and where should be the PINpoint <5> for </5> the staff to (.) **carry out** (.)

VOICE POcon549: 268

1380 S1: <8> but but </8> perhaps there should be a question o:n on the questionnaire how do you **carry out** quality assurance <9> TODAY </9>

VOICE POWgd317: 1380

1389 S5: okay? (.) so i've put down (.) <reading_aloud> how do you **carry out** quality assurance? </reading_aloud> (2) <soft> sounds a bit st- (.) strange but still </soft> <reading_aloud> do you have quality assurance for international (.) relations? </reading_aloud> (1)

VOICE POWgd317: 1389

33 S5: again two subgroups <pvc> responders </pvc> (.) this is <pvc> pre-drug </pvc> seizure frequency (.) so these animals had about twelve seizures over a period of two weeks? (.) this was (.) suppressed to almost zero (.) growing two weeks of treatment <un> xxx? </un> (.) and then after the treatment (.) er seizure frequency was again INcreased (.) so we turned these animals <pvc> responders </pvc> and the second group four animals of these eleven (.) that turned <pvc> non-responders </pvc> because there was no drug effect at all (.) again the plasma concentrations were the same in these two subgroups (.) and then we looked on <un> xxxx </un> protein expression in these two (.) extreme groups (1) and found this data (.) which is a VERY marked <pvc> overexpression </pvc> of <un> xxx </un> protein and the <pvc> non-responders </pvc> compared to the <pvc> responders </pvc> in several brain regions such as the <pvc> prefront </pvc> cortex (.) the <un> xxxx </un> (.) and the <un> xx </un> one layer of the hippocampus (1) so (1) of course the next question then and this goes back to the title of my talk (1) is (1) taken (.) all this data (.) or (.) in view of all this data indicating (.) that <pvc> overexpression </pvc> of <pvc> multi-drug </pvc> transporters might be responsible at least on part for <pvc> pharmacoresistance </pvc> (.) in intractable epilepsy that might be possible (.) to reverse or prevent <pvc> pharmacoresistant </pvc> epilepsy by (.) inhibition (.) of these TRANsporters (1) and i alr- ready mentioned that in the morning session that (.) various of these (.) er inhibitors of <un> xxxx </un> protein and more recently also inhibitors of <spel> m r ps </spel> (.) are currently in the clinic? (.) and are evaluated for reversal or prevention of (.) <pvc> multi-drug </pvc> <pvc> resistance </pvc> in human CANCER (1) erm so they are not toxic so are tolerated by: by patients and (.) so they could be used (.) erm for trials and <pvc> pharmacoresistant </pvc> epilepsy (.) and (.) we started to (.) er **carry out** <un> xx </un> studies (.) er showing that (.) <spel> p g p </spel> or <spel> m r p </spel> inhibition indeed results in enhanced <un> xxxxx </un> efficacy of <pvc> anti-epileptic </pvc> drugs so (.) this could form a novel strategy for overcoming <pvc> pharmacoresistance </pvc> (.) and (.) once again the ADVANTAGE here (.) is that various of these inhibitors of <spel> p g p </spel> and (.) er <spel> m r ps </spel> ARE clinically available we now speak of three generations (.) of <spel> p g p </spel> inhibitors (.) and the third generation is the most interesting one because these compounds are very selective (.) they are not toxic in humans and they show no effects (.) on drug metabolism and several of these compounds (.) erm (.) shown here (.) are in clinical phase two or three (.) in cancer patients. (.) and just to give you ONE example at the end of my talk (.) erm (.) here we (.) combined <pvc> phenitamine </pvc> at a VERY low <pvc> subeffective </pvc> dose (.) is an inhibitor of <spel> m r p </spel> one and <spel> m r p </spel> two <pvc> probenecid </pvc> which is clinically available (.) and <pvc> phenitamine </pvc> alone at this low dose on ra:ts? was doing nothing on the focused seizure so i show this is (per cent above) control (.) control is set to zero (.) and <pvc> probenecid </pvc> ALONE was doing nothing (.) but when we combined the two there was this marked (.) anti- <un> xxx </un> Effect and this was associated (.) with a marked increase of <pvc> phenytoin </pvc> (.) <pvc> phenytoin's </pvc> concentration in the brain (.) now what are we CURRENTLY doing (.) we currently use gene expression analysis by genome raise (.) in (.) <pvc> responders </pvc> and <pvc> non-responders </pvc> from the <un> xx </un> model to identify genes that are involved in drug <pvc> resistance </pvc> and this study has just been completed (.) and we found some sixty (.) genes (.) we screened for more than twenty THOUSAND genes (.) some SIXTY of these twenty thousand (.) erm which were differently (.) red-reg- regulated being <pvc> non-responders </pvc> and <pvc> responders </pvc> and we are on the way (.) to identify this genes (.) furthermore we currently study with

a <pvc> polymorphisms </pvc> and <pvc> multi-drug</pvc> transporter genes are involved (.) and drug <pvc> resistancy </pvc> in this <un> xx </un> model of <pvc> phenytoin </pvc> resistant er temporal lobe epilepsy and this was initiated (.) by a publication of some [first name6] [last name6]'s group last year in the new- in the journal of medicine (.) in which they (.) reported an association of <pvc> multi-drug </pvc> <pvc> resistancy </pvc> in epilepsy with A <pvc> polymorphism</pvc> (.) in the drug transporter gene and coding for <un> xxx </un> protein. (1) now to conclude (.) <pvc> overexpression </pvc> of <pvc> multi-drug </pvc> transporters and their genes (.) is a novel and reasonable hypothesis to explain <pvc> multi-drug </pvc> (.) resistance in epilepsy (.) but of course further studies are needed (.) to establish this concept (.) and there is still a lack of A REAL true proof of principle (.) there are certainly other mechanisms of drug resistance that NEED to be identified or substantiated such as (.) disease related changes in drug TARGETS (.) and finally (.) I hope and we all (.) all of those hopes who who are working on this (.) hope that finally we will be able (.) to er:m (.) develop new strategies based on such er theories (.) for reversal or prevention of (.) er <pvc> multi-drug </pvc> <pvc> resistancy </pvc> in human epilepsy thank you

VOICE PRpan585: 33

299 S13: and er one of the one of the FActors behind motivating the students is that they understand (.) for example theMEthodology in in th- in the conference that they understand WHAT they're supposed to do and how it's going to how it's going to go about how it's going to be **carried out** (.) and i felt that in this er in this case that it was quite unclear for them until (.) quite late in the game (1) a:nd er (.) of course there's (.) that's a factor in getting them going on among other things the ONline discussion which also was (.) was difficult to get going for them and difficult to motivate them to participate in (1) e:rm <smacks lips> (.) so: that's something that's very important andTHEN of course as you mentioned that i think that even <un> xx </un> tutors (.) er are are well aware of quite a er a bit of what is going on. the REAL the really im- important information is how the students perceive the conference

VOICE EDwsd464: 299

4 S3: thank you president er thank you (.) [S1] er (1) i would er first of all like to join er president er [S2/last] and er congratulate er (.) the leaders and er (.) the peoples of bulgaria and er romania (.) for the hard work er they have er done in order to join the european (.) union. (1) our approach has been er both er fair and er (.) rigorous er (.) it's been fair (.) because we recognized er the progress that has been achieved er (.) and er we gave credit er (.) where a credit was due. (1) it's been rigorous er (.) because er we established the the necessary mechanism er (.) to accompany bulgaria and er romania on their reform pa-reform path er (.) until and er beyond er (.) the accession. (1) today our report examines er the achievements of the past few months er only. (1) that's important to note er (1) that we should keep the pig pi- big picture in mind as well er (.) that is er bulgaria and romania have **carried out** er (.) very thorough reforms er (.) in the recent years er (1) peaking in the recent er months er. (1) our assessment er (1) our recommendation is that er (.) bulgaria and er romania (.) are SUFFiciently prepared er (.) to carry obligations of er <spel> e u </spel> membership er on the first of er january two thousand seven (1) since MAY this year (1) both countries er have er <pvc> satisfully </pvc> ADDressed er (1) most of the shortcomings er (1) based on the current momentum (.) most of the remaining issues er should be resolved er in the (.) coming months er. (1) at the same time er (.) we know that er everything is er not yet er perfect er. (1) to avoid any potential risks er (.) we have defined a number of er measures er (.) to accompany the accession of er bulgaria and er romania. (1) there are (.) three kinds of er (.) measures er (.) first of all er (1) the commission will set up er a mechanism for (.) cooperation and er verification of er progress in the (.) judiciary reform (1) fight against corruption and er organized er crime. (2) we will also define er clear benchmarks er and er we have a (.) system of er reporting. (1) as to the protection of er the <spel> e u </spel> tax payers' money (.) <spel> e u's </spel> financial interests er (2) the new structural funds er regulation er (.) provides er enough er protection (1) and er for the agricultural funds er (.) a special regulation has been adopted er today to this effect er. (2) this means that er we can er (.) for instance er suspend er payments er if there are endemic er irregularities er in the payment systems er in the field of er (.) agriculture and er structural funds. (2) in the THIRD area third accompanying measure is er relative to full safety where we (1) partly CONTinue and er partly are likely adopt er (.) measures er (1) to protect the consumers er in the internal market er of the <spel> e u. </spel> (2) thus er today's results er (.) show that er our approach over (.) gradual and carefully managed accession pol- policy (.) based on <pvc> conDITionality </pvc> (.) works er (1) bulgaria and er romania were not ready in two thousand and four to join the union (.) with the other central and ea- eastern european countries er but in the past two years er both countries have gone er through a: (.) remarkable transformation. (1) this has happened er (.) thanks to (.) a: gradually increasing domestic reform drive in the countries er (.) and er thanks to a: strong encouragement er and rigorous er monitoring (.) by the european union. (1) finally (1) after all the hard work and er (1) before CONTinuing to clear the remaining hurdles er (1) we must er take a moment er to celebrate er (1) with bulgaria's and romania's accession (1) thirty people thirty million people are joining the european union (.) completing our historic er fifth round of enlargement er (.) and er creating a union of almost er half a billion citizens er. (1) two new countries er have aligned er themselves er with our values and er rules er (1) that is er no (mean) achievement er for (.) europe er nor for the two countries concerned (2)

VOICE POprc558: 4

340 S4: in the sort of minimal minimal quality (.) control? s- somebody from from ou- o- outside (.) checking on your rules (.) checking on your regulations on your objectives (.) so that you can say okay and (1) our (.) work procedures are going to be er (.) evaluated or accepted or something by someone er able to do that. (1) this er sort of of minimum of governance (.) shou- should then in this case be be introduced because otherwise (.) er you're saying okay we are [org1] we are <fast> defining this rules </fast> hh and you receive the [org1] level (.) so what? (1) the SECOND er the second point i would like to (.) so. this is s- some sort of of er (1) er input for for discussion that maybe should (1) be **carried out** or (.) or not erm i'm not i'm just (stepping) in this in this er (.) group. hh the second point i would like to

er (.) to make (.) is concerning (.) is related with the added value and the <pvc> competitiveness {competitiveness} </pvc> of this joint masters and then degrees within [org1] (.) and has to do of course with erm (.) the financing (2) so (.) joint degrees will cost (.) all universities participating in them (.) <slow> additional (.) money </slow> (2) in in some way even if they are able to adopt er existing curricula and er er locate existing er (.) professors <un> xxx </un> and so on. (1) there will always have to be a sort of of (.) COMMON platform (.) that has to be financed by everybody (.) participating in the in the common activity

VOICE POWgd14: 340

Phrasal verb: set up

273 S3: i'll do (1) i'll **set it up** (.)
VOICE EDwgd5: 273

217 S1: works. so that's where we will have to make our stand (.) so (1) <smacks lips> i think (.) in s:- TECHNICAL terms(1) this is perhaps (.) if we wish to keep something open for as long as possible it's probably that part of it so that's the reason why i haven't (1) done more to le- to this meeting to **set it up** because: e i think we should go THROUGH the tenth may meeting and see er whether whether anything new has er come up there (1) <1> so that's </1>

VOICE POMtg542: 217

228 S1: okay (1) i see so it's the practical elements once a consortium decides to (.) **set itself up** to develop a program this should basically (.) the practical elements as to who who takes full responsibility for which issues (.)

VOICE POWgd12: 228

999 S1: that's where the organization sending and hosting come in because THEY can have THIS experience they can they should guide also volunteer and the the (concrete) host project (1) in the way to **set it up** and not just (.) you know if you if you have sometimes you have a potential project you have volunteers (.) sometimes in countries like in africa or asia you have volunteer er somebody who's traveling (1) and passes by i don't know an orphanage and says oh anyway i'm already in india (.) can i help you out for some TIME and it CAN turn into quite a catastrophe it doesn't HAVE to (1) but because there is the whole infrastructure (lacking around) <9> they</9> don't know what to expect from each other there's <1> no </1> ki- kind of MORAL contract also between the two (.)

VOICE POWgd524: 999

328 S2: erm of course there was now er a spe- special system **set up** er for farmers in (1) somehow problematic areas (.) so there was er (.) mountain farmers (.) fund <1> er or </1> part of the fund er there was a particular fund er for (1)

VOICE EDsed301: 328

41 S5: <soft> okay </soft> and the OTHER one will be to: er **set up** a high level (panel) (.) to then <un> xxx </un> HOW to reduce the:n (1) ATTRACTIVENESS of organized crime. (.) organized crime is one of the major funding sources of <2> terrorist </2> organization (.)

VOICE EDsed362: 41

59 S5: the member <4> states. i mean </4> the <spel> u n </spel> can we can **set up** er recommendation (.)
VOICE EDsed362: 59

202 S2: <soft> okay </soft> should we call those? and say okay you will **set up** (.) the landline then we do it?
VOICE LEcon575: 202

205 S1: = MAYBE they MANage to **set up** the landline. (.) without having to call <spel> [org6] </spel>
VOICE LEcon575: 205

233 S1: tell them f- ask them first if they can **set up** the LINE .
VOICE LEcon575: 233

244 S2: <on phone> er good evening. i got a leaflet erm (.) of your er organization hh erm (.) to (.) get (.) [org2] <spel> t v </spel> plus [org2] talk and [org2] broadband for twenty-six pounds a month? (2) yah (1) no i don't have ANYthing. (.) and that's actually my first question? hh er (.) whether you can insta:ll the landline and everyth:ing (.) or how does it WORK (.) does it kind of like (3) well they're not GIVING it to me (1) it's er yeah<soft> what </soft> do you think you can install it FOR me. (.) i've TRIED with <spel> [org6] </spel> for half a year (9) {other person on the phone is speaking (9)}<soft> okay </soft> so i can't use you i:f i don't have a landline **set UP** . (6) {other person on the phone is speaking (6)}<soft> hh </soft> (4) yeah. that'd be great. (.) all right (.) then yeah thank you. thank you. (3) </on phone>

VOICE LEcon575: 244

249 S1: yeah but the sales team YOU'RE not gonna **set up** ANYthing (2) don't set up anything until we wait for <spel> [org6] </spel>
VOICE LEcon575: 249

249 S1: yeah but the sales team YOU'RE not gonna set up ANYthing (2) don't **set up** anything until we wait for <spel> [org6] </spel>

VOICE LEcon575: 249

1724 S1: the action (.) o- er DONE is a key account management program we asked er [first name2] (.) to **set up** e:r some program (.) with imp- (.) the the important er (.) key ACCOUNT (.) to develop some ANNUAL program (.)for ou-

VOICE PBmtg3: 1724

1010 S2: yeah and and a new buyin:g or<6>gani</6>zation will will be **set up** i <7> think </7>

VOICE PBmtg414: 1010

18 S7: (well) that was one of the question whether that's (the) case of too much and too soon (.) and whether there are a- any alternatives. (.) i think there has been many er numerous studies done (.) whether the (.) countries especially small <un> x </un> econom(ies) (.) the TRADING with the (.) erm (.) european union (.) and not having (.) common currency (.) er whether that is (.) advisable (.) whether that's sustainable in the LONG run (.) and i think all of these studies have proven (.) if you're trading with the (.) er the european union (and er) the trade is approximately eighty seventy-five per cent (.) erm (.) the benefit is definitely <pvc> (outrating) </pvc> the cost(s) (.) of of joining (.) and especially especially in er case of the baltic countries (.) wher:e it's (really seen) that (.) we are (.) already (by pegging) the currency to the euro (.) have given up all the instruments (that) the (.) normal central banks (.) (will) have (.) and erm (1) i think we are aiming for the benefits (.) associated with er lower costs of transactions with er lower interest rates with er bigger markets and er (.) deeper markets(1) <smacks lips> and er it was interesting to s- to hear (.) from mister [S6/last] that (.) er the the countries will not be penali(zed) <fast> but i think </fast> many many e:r entrepreneurs investors (.) already expecting that er these countries sooner or later WILL be in the eurozone (.) and er if something goes WRONG (.) it's i think it's (.) will be difficult for me to IMAGINE that (.) er that i think (already the ratings are collected the) the joining to the <spel> m u </spel> is already (prized) into that (.) and if there's some of these countries (would) would for some REASON would not be ABLE to join in er (.) the european union the monetary union in the dates which have they have er erm (1) **SET UP** i think there (.) WILL be some reflection (in a way in) in one way or another and i think (comparison with) er denmark which is (.) fifty year democracy fifty year market economy and then<spel> (e r) </spel> er <spel> e r m </spel> two country (.) er i think er difficult to compare with some of the OTHER (.) country which are now erm (.) striving to be (.) er <spel> m u </spel> members. (.) so therefore i think (.) there is no other alternative (.) BUT to join (.) er <spel> m u </spel> <spel> m u </spel> sooner than later (.) as coming back to the: real versus nominal convergence (.) i i think that for some of the countries (.)er:m (.) if we DO know what is the (.) real convergence and what it (.) does LOOK like (.) then to achieve that this probably takes twenty thirty years (.) erm (.) this means that we have to (1) erm (.) wait for twenty thirty years to join (.) er <spel> m u </spel> i think i- it is not feasible (.) but the the real conver- er the NOMINAL convergence definitely helps us to go (.) to the direction of e:r real convergence. (.) so (.) and the last point er speaking about the (.) loss of the (1) real influence of the central bank which have (.) pegged their currency now to the euro (.) i think the last thing what we saw in [place10] (.) erm after the me- january first when we (.) pegged to the euro (.) the interest rates IMMEDIATELY erm i wouldn't say collapsed but (.) emerged towards the euro (.) and erm it is it is i think (for the) (.) currently (.) (for the) [place10] economy which is: (the) fastest growing economy in central and eastern europe (1) erm (1) approximately point three eight point five per cent (.) i think it's it is erm (1) very very difficult to conduct er (.) erm independent monetary policy (.) by NOT having the basic the central bank's instruments to (.) er:m influence that so (.) everything depends on <spel> e c b's </spel> rates and therefore (.) i think it's makes sense to (.) quicker move there in (.) and at least to be behind the table and trying to influence (if they) make DECISIONS rather than just er be a (.) er decision TAKER (1)

VOICE PBpan25: 18

650 S1: the- they they are finished in the sense that they have **set up** <5> (standards) </5>

VOICE POcon543: 650

152 S7: and i never realized how (.) representative it was (.) but it- (.) i spent a nice e- (.) er night in er [place2] and er (.) and the university (1) but (1) i only got a (.) sort of VAGUE idea of what was going on in slovenia except that they have (.) one of these discussions as to how **set up** <1> the sys</1>tem and er (.)

VOICE POcon549: 152

249 S7: = that's one that's GOING to be the one of the strong you know hhh at least in my (1) concept (2) that there MUST be (.) what we call (.) proportionALITY between the TASKS of the agency and the STAFF . (1) some of the (simple) and eastern european countries have **set up** the agencies with a big VERY big councils with (.) a<4> lot </4> of male professors of my age (1) hh

VOICE POcon549: 249

536 S4: so it's er (1) it it's er er so it must be <fast> to **set up** </fast> STANdards for for what the (.) what the agreements should (9) {S1 writes on blackboard (9)}

VOICE POMtg314: 536

827 S1: arrange e:r such a structure {S8 starts whispering to S2} of of this manual. manual. so (.) things to be decided before you **set up** the {SX-8 stops whispering} consortium. (1) things you have to FIND before you set up the consortium? and then the things that we have to deal wi- with (.) HAVING set up the consortium. and those will be academic and administrative <soft> things. </soft> or academic and organizational things

VOICE POMtg314: 827

827 S1: arrange e:r such a structure {S8 starts whispering to S2} of of this manual. manual. so (.) things to be decided before you set up the {SX-8 stops whispering} consortium. (1) things you have to FIND before

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VOICE POMtg314: 827

103 S1: this this is one of the (.) i mean i'm i'm working with a group of (.) er <slow> people who </slow> ACADEMICS (.) as it were who <slow> want to </slow> **set up** joint degrees (.) ALSO within [org1] (.) and we are trying to LOOK at (.) three different types of problems LEGAL problems (.) erm administrative organizational problems because IF you want to run these joint degrees (.) it means you (.) have to REBUILD (.) to rebuild your administration (.) in some areas (.) otherwise it would be very difficult

VOICE POMtg315: 103

318 S4: a- p- p- (.) acco- er in addition to the (.) param- er parameters that we are going to (.) to **set up** no<2>w <soft>may</soft></2><soft>be </soft>

VOICE POMtg315: 318

1010 S2: yes <3><un> xxxx </un> criteria <un> xx </un> **set up** for [org1] </3>

VOICE POMtg315: 1010

1012 S2: well if we look at the: criteria (.) {some background noise} that have been e:r **set up** by the criteria group of the (1) <soft><un> xxxx </un></soft> (.) (then) perhaps this could give us some inspiration on how to develop our (.) er (.) proceedings er (.) that we (.) mentioned (.) (in) projects (1) do you do you all have <6> the this is this is the </6> cri<7>teri</7>a (.)

VOICE POMtg315: 1012

1072 S2: the @@ (.) the proposals here (.) let's split and let's work on the questions under each heading the questions that (.) need to be answered (.) all right? just let's: **set up** and THEN we shall find out how far we shall go.

VOICE POMtg315: 1072

421 S1: and <loud> then </loud> (.) er (.) didn't i (.) didn't i tell you that er they've **set up** this b- (1) brain s- <soft> er</soft> trust of [first name5] [last name5] and e:r (1) [last name6] (.) from [place14] (.) <soft> and <1> er</1></soft>

VOICE POMtg403: 421

1211 S1: things we **set <7> up </7>** so (.) the nordic countries clearly (1)

VOICE POMtg403: 1211

5 S1: join us e:r (.) eventually (.) <smacks lips> BUT e:r (1) <smacks lips> it's:<soft> a pleasure </soft> (.) to to welcome you (.) here for this e:r this meeting (1) e:r it's a (1) i think an- anyhow (.) a good idea (.) to: to meet and e:r share points e:r on our various (.) missions and e:r (.) processes and the specifically in er in these er [name1] (1) e:r [name2] (.) process times (.) it's a (1) <smacks lips> evidently a major (3) reason for for this meeting (.) being called now (.) is that ministers (.) in [name1] (1) e:r (.) in the communiqué asked [org1] to (3) **set up** this process of identif- fying (.) e:r standards of the for the quality of (.) higher education and e:r (1){participants pour coffee and look through documents in the background} peer-review agencies and er taking in their process er due account of the expertise (.) of other quality assurance networks and organizations. (.)so that's (.) what we are going to do (.) from the [org1] perspective er during this meeting e:r get get your feedBAck in terms of the (3) position or the place we have arrived (at) (.) at in the in the [org1] PROcess and er (.) as we conclude (.) our meetings and get to item five on er <reading_aloud> future contact and cooperation between the organization </reading_aloud> we can discuss how to proceed (.) further in in that direction?<smacks lips><loud> so </loud> er (.) we we have an agenda which is e:r (1) partly the fir- the second item where we: er present aims and means of of the networks by (.) by (.) way of a general introduction and then what's probably going to be the (1) sort of focal point e:r the various positions towards the [name1] mandate of on quality assurance (1) leading to to a general discussion er amongst us (1) <loud> so </loud>erm i'm sure we'll have a a fruitful day e:r in terms of practical er comments (.) for (one) i (.) introduced to you in my (1) mail last week er er [S2] (.) from from austria who is doing this: interesting project

VOICE POMtg404: 5

45 S1: YES that's (1) an impressive get-together as we can all hear and er we only miss er [first name1] [last name1] from er from the commission e:r (.) but (.) evidently a lot of experience in er (1) european higher education and the quality of (same) er is er gathered around this table which is only good. (1) so e:r let's proceed to to the second item e:r general presentations of er the aims and er and means of er of the networks and er (1) i would like to (ha-) to start off with er (.) with [org1] <smacks lips> (.) it's er (2) <sniffs> (.) for [org1] (.) er (2) the last (.) the last year has be- been er sort of a very intensive one in in terms of er of the (1) the PROCESS and er (1) actually the workload er involved (.) i mean several OF you are of course familiar with the: (.) with the: (.)<smacks lips> (.) with what we're doing in er in the [org1] context but (3) the put it in this way it's TWOprocesses that more or less have have merged e:r during the

the the proceeding ones and and and ONEprocess has been a (.) sort of (.) [ORG1] internal or whatever you would call the process where (.) [org1] (.) has er (2) taken up the challenge to (.) reform itself into a: (.) another kind of organization more fit to er (.) fulfil the need for [org1] to (.) take up the political mandate (.) which er (1) ministers and others e:r threw upon us actually already in er the ministerial meeting in er in [place9] in er in two thousand and one.<smacks lips> (.)which (1) we had to adapt to for the very simple reason that we WERE basically (.) a network **set up** to share best practices <soft> amongst agencies and organize seminars and (.) workshops and (er) issue interesting publications and methodologies.</soft> (.) so so this (.) this OTHER task of actually being a political organization we were not born into it and and er by (1) MANNER of the way in which we had (.) e:r organized ourselves we weren't (.) completely fit fit either <3> just to </3> mention ONE thing i mean (.)

VOICE POMtg404: 45

- 63 S1: <soft> composition including government representatives to be very strong any more so we're proposing that governments </soft> (1) they ar- will be welcome to attend general assemblies bu- but not as not as members and and e:r with a voting e:r voting right <smacks lips> (.) a- and we (have) we are further decide we have had this that in in the steering group {parallel conversation between S3 and S8 starts} e:r that's also part of the political (.) ORIGINAL political set-up {parallel conversation between S3 and S8 stops} there was a representation or there IS a representation of the [org14] and er (.) the student organization [org15] (1) but in as much as we have **set up** (.) a a well functioning (1) platform for <pvc> cooperations </pvc> between [org1](.) [org14] [org15] and [org16] in the so-called <pvc> quadripartite </pvc> (.) er (.) platform er the need er for for for this formalized er placement in the in the in the board <soft> e:r i- i- is not THAT significant er any more</soft> (.) <loud> so </loud> e:r (.) hopefully (.) when we: leave stockholm (.) at the end of next week we will have the mandate er from the members for for a much strengthened er organization which will make (2)somewhat more credible e:r the task er of er fulfilling the the expectations of er of ministers and er (.) and others (1) e:r (.) we (1) i could add that the: i- i- it's part (.) part of this e:r operation is er of course that er we we will indeed erm (.) <smacks lips> (.) as i said earlier e:r (.) get get an increased budget and increased budget should (.) of course also make it possible at one or the same time to KEEP up and perhaps even inCREASE our traditional (1) network er activities into the association and then have the (1) man- or <pvc> womanpower</pvc> whatever necessary to to to keep up the momentum of the of the political process. (1) so er in in a sort of a brief er format the: that's er oh i forgot one thing (is) very important we are strengthening UP the membership criteria. (.) that's been an ongoing process now <soft> (all over) </soft> f- four five years but (.)<slow> we (.) are tightening </slow> s- so to speak and is coupled is going to be coupled with a proposition to the general assembly <slow> that it's obligatory </slow> for all members to <slow> undergo an external review at least at five-year intervals </slow> (.) and this review i guess (.) in most cases will be a NATIONAL review where the national owners whether it be governments or universities (.) organizes <soft> in cooperation with agency </soft> (1) (while) in the (.) CASE where (.) there is no local initiative then [org1] (.) will write a nice letter and say <soft> well then [org1] proposes that WE take over the initiative </soft> (.) so (.) tha- that's been part of it i'll (.) give you some more details er as we come to to the third item on er on e:r on our our work towards the (.) <smacks lips> on our work towards the [name1] platform but i- it's a very essential part of what we propose next week in stockholm i- is the membership criter<2>ia in in </2> i'm sure that's (.)

VOICE POMtg404: 63

- 281 S1: where they were going to **set up** one the next year. (.) so we saw the: (.) a ROLLING procedure and the basic id- i'm not VERY familiar but basically there seemed to be a disagreement as to who should own the operation (1) {short parallel conversation between S3 and S8} n- no- not an unusual @ situation (.)

VOICE POMtg404: 281

- 434 S1: and as i saw now wi- i i saw the the PARALLELS of what happened in the early (1) NINETies when the dutch and the danes and the british and the french got together (1) and actually **set up** the pilot project =

VOICE POMtg404: 434

- 877 S4: because as [S7] was saying e:r [org3] is perhaps the youngest i think then (.) that the [org10] must be the oldest because we were actually er we had our first meeting in december nineteen ninety-two (.) er at at er the danish initiative because we'd just been **set up** and we felt this NEED to meet with colleagues and and discuss our experiences of setting up quality assurance and er (.) er developing methods i mean there was: not a lot of people to to talk to at that stage but actually all the nordic countries (.) had STARTED doing either setting up national systems of quality assurance of higher education or doing pilot projects at that stage so THAT was very (.) convenient for all of us to meet but we were a VERY (.) hetero- -geneous group at that stage as well because er (.) some of us (.) were agencies and some were researchers and there were also ministry representatives so we were a (.) a very varied bunch you could say hh e:r and we er er (.) we set up a very informal network i i don't (.) even think we used the term network e:r THEN we just decided that it would be worthwhile to to meet an- and talk about what we were doing and keep each other informed about the progress in in (.) in our countries (1) <smacks lips> so for many years we just met once a year and we had this: rotating e:r or this i- e:r principle of (.) of meeting in the different countries e:r every year but then in the mid- e:r <pvc> mid-nineties </pvc> we started doing a: a project together trying to explain (.) what we (1) what the outcomes of what we had been doing for the last couple of years e:r what the outcomes WERE (.) and we we wrote our first project together (.) and THEREfore it was necessary to meet on a reg- more regular basis (.) but when setting up a network that was i think a good way of getting to know each other better because it's not until that you actually dig under the surface (.) and TALK ABOUT what you do EXplicitly that you understand (.) your differences and your simiLARITIES so i think that was an a very (.) IMPORTANT part of the development of the network

VOICE POMtg404: 877

877 S4: because as [S7] was saying e:r [org3] is perhaps the youngest i think then (.) that the [org10] must be the oldest because we were actually er we had our first meeting in december nineteen ninety-two (.) er at at er the danish initiative because we'd just been set up and we felt this NEED to meet with colleagues and and discuss our experiences of setting up quality assurance and er (.) er developing methods i mean there was: not a lot of people to to talk to at that stage but actually all the nordic countries (.) had STARTED doing either setting up national systems of quality assurance of higher education or doing pilot projects at that stage so THAT was very (.) convenient for all of us to meet but we were a VERY (.) hetero- geneous group at that stage as well because er (.) some of us (.) were agencies and some were researchers and there were also ministry representatives so we were a (.) a very varied bunch you could say hh e:r and we er er (.) we **set up** a very informal network i i don't (.) even think we used the term network e:r THEN we just decided that it would be worthwhile to to meet an- and talk about what we were doing and keep each other informed about the progress in in (.) in our countries (1) <smacks lips> so for many years we just met once a year and we had this: rotating e:r or this i- e:r principle of (.) of meeting in the different countries e:r every year but then in the mid- e:r <pvc> mid-nineties </pvc> we started doing a: a project together trying to explain (.) what we (1) what the outcomes of what we had been doing for the last couple of years e:r what the outcomes WERE (.) and we wrote our first project together (.) and THEREfore it was necessary to meet on a reg- more regular basis (.) but when setting up a network that was i think a good way of getting to know each other better because it's not until that you actually dig under the surface (.) and TALK ABOUT what you do EXplicitly that you understand (.) your differences and your similARITIES so i think that was an a very (.) IMPORTANT part of the development of the network

VOICE POMtg404: 877

887 S4: so we can use each other's experts and we all do that so we've actually (at) THIS year at the meeting in may we **set up** a more (.) FORMALIZED <6> sys</6>tem of of contacts persons <soft> er who to get in in touch with when we need to identify </soft> (.)

VOICE POMtg404: 887

897 S4: = will have the chairmanship. (1) e:r so that's the reason why (.) i'm chairing er the network at the moment<soft> because we're meeting in denmark in may two thousand and five (.) and e:r the the fins had e:r the chairmanship e:r until (.) until er may this year.</soft> (.) AND e:r when we de- made this decision we also **set up** a web page er and that's a page on the finnish website (.)

VOICE POMtg404: 897

1069 S6: if <7> it is possible then er you have to </7><slow> **s:et up** <1> price </1> or <2> some</2><3>thing</3></slow>

VOICE POMtg444: 1069

234 S1: but (1) as (.) i've already said to some of you when (.) i suddenly (1) decided to gi- give it a look over i (1) i was struck by the extent to which this: (1) in MY opinion at least meets a lot of (.) OUR needs in terms of (undeveloped) specification i mean we do NOT need to aDapt this: sort of (1) head and tails but i think there's there's a lot of good thinking in the way in which it is **set up** (.) there's a (1) and thank god (1) the mutual recognition project already at that time was (1) forward enough to recognize the value of (.) <1> integrating</1> the: THEN [org2] criteria =

POMtg539: 234

1222 S2: so we go on to four four (.) which is er MY attempt to: e:r **set up** e:r e:r some very sch- = {participants rearrange their papers}

VOICE POMtg541: 1222

1231 S2: er (meant) to inst- towards agencies who can PERFECTLY handle this (.) on the basis of their own a- i- a- er initiative (.) so what i'm TRYING to do in the national model is to say that (1) what the NATIONAL initiatives need is the CREDIBILITY that it's not (.) sort of @ (.) national agencies reviewing themselves ha ha <un> x</un> but that there is a (.) proper procedure that make sure that (.) that the essential (2) er dimensions of the process there is an external participation and an external (.) credibility that's what i'm <2> try</2>ing to **set up** SO (.)

VOICE POMtg541: 1231

14 S1: nomination of experts i think (.) a national agency could co- come up with their own nominations governments (.) and [org1] and this (.) european quality platform could come up <un> xxx </un> but APPOINTMENT of the experts must (.) it c- cannot be the agency itself (.) that wouldn't be (created but) so either government or [org1] (.) that is (1) my advice (.) would probably in most cases be [org1] (on) you know (.) receiver of the report (.) government and [org1] AND (.) the [org4] in this new construction (.) comments on the report from the same three (.) and then a- as court of appeal this (.) specif- no responsible for follow-up of course would be government and [org1] (1) and then court of appeal would be e:r the [org4] (.) so (1) it's my best attempt to **set up** something which (1) as i said (.) <soft> could </soft> (.) fulfil the need for both being workable and (.) and (credible) (2)

VOICE POMtg542: 14

132 S2: <4> yes </4> yes but it was (.) it was controlled and completely e:r managed by the world bank (.) but still we had to follow the world bank procedures but w:e had to (.) er asks for for (.) er what was it called (1) proposals for the evaluation a:nd there were two er proposals (.) and er we **set up** a COMMittee (.) and there was of course v- very deTAILed criteria how to (.) to decide on the proposals but th- the WORK er basically was done by by our committee? (.) and then ALL the documentation had to be sent to the world bank and they checked everything (.) but er (1) <un> xxxxx </un> (1)

VOICE POMtg542: 132

341 S1: doing what we should on e:r hh item two e:r and the third (.) item is the positions towards the [place4] mandate of quality assurance which could (.) in the light <@> of the </@> (1) last half hour also have been a [place4] mandate of e:r recognition hh e:r but i'm sure the (.) [org1] [org2] colleagues would be able to take that into consideration? (.) hh but (.) once again starting off e:r with [org3] (1) <smacks lips> e:r as you (2) i guess all know we we got e:r the mandate from the ministers to erm to **set up** e:r (.) to pro- to provide the report f:or [place6] in terms of er (.) hh (.) standards e:r (.) of e:r (.) quality assurance of e:r (1) <smacks lips> higher education (.) and e:r peer review of er (1) <smacks lips> of agencies.<smacks lips> hh and e:r (.) we were asked to do this e:r through our [org3] members? and in er (.) cooperation with er (1) the universities e:r (.) [org7] and er (.) [org8] (.) and of course as i said in my welcome with hh due account taken of the expertise in (.) other networks and organizations (.) hh <loud> so?</loud> e:r we have been on that (.) since e:r (.) early october (.) it's e:r (.) <smacks lips> hh been a fairly intensive (.) er process (1) we did actually start (.) er by having discussions in this [org9] or <pvc> quadripartite </pvc> (.) forum on: a way of organizing this work and the suggestion WE came up with was that we **set up** two working groups (.) surprise surprise (.) one for each of these two <3> ele</3>ments o- o- of the [place4] mandate (.)

VOICE POMtg546: 341

341 S1: doing what we should on e:r hh item two e:r and the third (.) item is the positions towards the [place4] mandate of quality assurance which could (.) in the light <@> of the </@> (1) last half hour also have been a [place4] mandate of e:r recognition hh e:r but i'm sure the (.) [org1] [org2] colleagues would be able to take that into consideration? (.) hh but (.) once again starting off e:r with [org3] (1) <smacks lips> e:r as you (2) i guess all know we we got e:r the mandate from the ministers to erm to set up e:r (.) to pro- to provide the report f:or [place6] in terms of er (.) hh (.) standards e:r (.) of e:r (.) quality assurance of e:r (1) <smacks lips> higher education (.) and e:r peer review of er (1) <smacks lips> of agencies.<smacks lips> hh and e:r (.) we were asked to do this e:r through our [org3] members? and in er (.) cooperation with er (1) the universities e:r (.) [org7] and er (.) [org8] (.) and of course as i said in my welcome with hh due account taken of the expertise in (.) other networks and organizations (.) hh <loud> so?</loud> e:r we have been on that (.) since e:r (.) early october (.) it's e:r (.) <smacks lips> hh been a fairly intensive (.) er process (1) we did actually start (.) er by having discussions in this [org9] or <pvc> quadripartite </pvc> (.) forum on: a way of organizing this work and the suggestion WE came up with was that we **set up** two working groups (.) surprise surprise (.) one for each of these two <3> ele</3>ments o- o- of the [place4] mandate (.)

VOICE POMtg546: 341

343 S1: hh and then (.) we had OUR members and er in (.) could the: e:r also have (.) representatives of er [org10] (.) [org7] and er [org8] (1) <smacks lips> but (.) that didn't work out (.) e:r (.) at the end of the day or at the end of the month it was (.) very clear that hh the three other organizations e:r (1) didn't wish to hh to sit in in er in in: working groups e:r (.) which they felt would be dominated by (.) by [org3] members and preferred to **set up** (.) their own systems of er of working groups hh this in my (.) mind was (1) not perhaps the most fortunate er development on the other hand we had to stick to the point that we had been invited to (.) have our members in on the process AND (1) concerning the specifications of the mandate e:r hh we we we did argue that s- (.) several of our member agencies did have a lot of professional expertise <soft> @ </soft> exactly i- in in this field (.)

VOICE POMtg546: 343

345 S1: but e:r it <un> xx </un> and e:r so (.) e:r [org3] (1) concentrated on er on on two working groups and then we have had these (.) what four five meetings e:r in in the [org9] (.) e:r context e:r where we have discussed hh e:rm (.) the process as e:r as it developed (1) but what i'll do here is basically to concentrate on (1) the preliminary results of the (.) of the working groups i'll (.) talk about (.) the first working group which is the peer review of agencies (1) which (.) i'm chairing (.) and [S9] (.) will follow up with er (.) the second working group on er quality standards which HE is chairing (.) hh but (1) we (.) in the terms of references we **set up** (.) e:r we(2) asked er this working group (1) for one thing to (.) go through the membership criteria (1) and er (1) hh look into (.) the possibility of making them tighter? and (2) transferring them into (.) something more (.) alike a code of practice (.) and not least (.) to be (.) the necessary background or (.) criteria for (1) reviews of of agencies (1) <smacks lips> hh er secondly we we were asked in the working group to set up (1) hh some er mechanisms for internal quality assurance of agencies a process which actually started earlier in [org3] (1) and (.) thirdly to (.) make (.) more detailed (.) the process of external reviews of agencies (.) and finally (1) to (.) argue some kind of road for [org3] and other s-stakeholders in (.) establishing a so-ca- what we call sort of a (.) european<pvc> metacapacity </pvc> (.) and if this so- sounds vague to you i'll explain in a moment what what the idea was (1) <smacks lips> hh so the membership criteria (.) e:r (.) have become (.) tighter (.) e:r not that more (.) detailed but (.) definitely tighter we ask (.) members to have a clear mission statement (1) <smacks lips> er (.) hh to specify the external quality assurance er focus and and <un> xx </un> (.) (of) the official status hh e:r(1) there's (.) a considerable focus on the independence of the agency (.) and how that's going to be (.) set up in operational terms (.) e:r for for the members (1) <smacks lips> a good old eternal question for agencies are you really independent hh =

VOICE POMtg546: 345

345 S1: but e:r it <un> xx </un> and e:r so (.) e:r [org3] (1) concentrated on er on on two working groups and then we have had these (.) what four five meetings e:r in in the [org9] (.) e:r context e:r where we have discussed hh e:rm (.) the process as e:r as it developed (1) but what i'll do here is basically to concentrate on (1) the preliminary results of the (.) of the working groups i'll (.) talk about (.) the first working group which is the peer review of agencies (1) which (.) i'm chairing (.) and [S9] (.) will follow up with er (.) the second working group on er quality standards which HE is chairing (.) hh but (1) we (.) in the terms of references we set up (.) e:r we(2) asked er this working group (1) for one thing to (.) go through the membership criteria (1) and er (1) hh look into (.) the possibility of making them tighter? and (2) transferring them into (.) something more (.) alike a code of practice (.) and not least (.) to be (.) the necessary background

or (.) criteria for (1) reviews of of agencies (1)<smacks lips> hh er secondly we we were asked in the working group to **set up** (1) hh some er mechanisms for internal quality assurance of agencies a process which actually started earlier in [org3] (1) and (.) thirdly to(.) make (.) more detailed (.) the process of external reviews of agencies (.) and finally (1) to (.) argue some kind of road for [org3] and other s-stakeholders in (.) establishing a so-ca- what we call sort of a (.) european<pvc> metacapacity </pvc> (.) and if this so- sounds vague to you i'll explain in a moment what what the idea was (1) <smacks lips> hh so the membership criteria (.) e:r (.) have become (.) tighter (.) e:r not that more (.) detailed but (.) definitely tighter we ask (.) members to have a clear mission statement (1) <smacks lips> er (.) hh to specify the external quality assurance er focus and an-and <un> xx </un> (.) (of) the official status hh e:r (1) there's (.) a considerable focus on the independence of the agency (.) and how that's going to be (.) set up in operational terms (.) e:r for for the members (1) <smacks lips> a good old eternal question for agencies are you really independent hh =

VOICE POMtg546: 345

345 S1: but e:r it <un> xx </un> and e:r so (.) e:r [org3] (1) concentrated on er on on two working groups and then we have had these (.) what four five meetings e:r in in the [org9] (.) e:r context e:r where we have discussed hh e:rm (.) the process as e:r as it developed (1) but what i'll do here is basically to concentrate on (1) the preliminary results of the (.) of the working groups i'll (.) talk about (.) the first working group which is the peer review of agencies (1) which (.) i'm chairing (.) and [S9] (.) will follow up with er (.) the second working group on er quality standards which HE is chairing (.) hh but (1) we (.) in the terms of references we set up (.) e:r we(2) asked er this working group (1) for one thing to (.) go through the membership criteria (1) and er (1) hh look into (.) the possibility of making them tighter? and (2) transferring them into (.) something more (.) alike a code of practice (.) and not least (.) to be (.) the necessary background or (.) criteria for (1) reviews of of agencies (1)<smacks lips> hh er secondly we we were asked in the working group to set up (1) hh some er mechanisms for internal quality assurance of agencies a process which actually started earlier in [org3] (1) and (.) thirdly to(.) make (.) more detailed (.) the process of external reviews of agencies (.) and finally (1) to (.) argue some kind of road for [org3] and other s-stakeholders in (.) establishing a so-ca- what we call sort of a (.) european<pvc> metacapacity </pvc> (.) and if this so- sounds vague to you i'll explain in a moment what what the idea was (1) <smacks lips> hh so the membership criteria (.) e:r (.) have become (.) tighter (.) e:r not that more (.) detailed but (.) definitely tighter we ask (.) members to have a clear mission statement (1) <smacks lips> er (.) hh to specify the external quality assurance er focus and an-and <un> xx </un> (.) (of) the official status hh e:r (1) there's (.) a considerable focus on the independence of the agency (.) and how that's going to be (.) **set up** in operational terms (.) e:r for for the members (1) <smacks lips> a good old eternal question for agencies are you really independent hh =

VOICE POMtg546: 345

360 S1: = fairly interesting se- several OF you would be able to share my (.) my: er (.) my feelings at the moment of hh introducing this hh (1) th- the next point is (.) slightly more difficult because (.) i mean there there's no (2) we we (1) and or i should add (.) in the case when a mem- (.) an agency does not after review (1) or after have been <un> xx </un> by the board's admission (1) <smacks lips> e:r (1) a group (.) <smacks lips> (.) does not meet the membership criteria there'll be a one two three year (.) probation period (.) for whatever (.) e:r the (.)<pvc> non-meeting </pvc> of criteria e:r (.) i- is concerned (1) and after that hh that period there'll be (.) a a a new (.) a new (.) hh look at e:r at the agency (.) hh but the final thing i'll mention to (that) (.) i- is the sort of<pvc> metaeuropean </pvc> capacity (1) <smacks lips> and you can well ask (.) as [S9] [S9/last] repeatedly asked me what should we do with a <pvc> metaeuropean </pvc> capacity (.) but (.) it's (.) it is out there (.) it's a very strong (1) part of the platform of (.) the other (.) four three <spel> es </spel> that (2) there must be in some way (.) a construction where university students e:r: (1) other stakeholders (1) are (2) have a representative<clears throat> dimension in in relation to what we are doing in in the quality (.) er assurance network hh and(1) as i understand it and my own meetings in in the bologna follow-up group this (.) is a widely shared sentiment among (.) several of of the of the government representatives that (1) <smacks lips> part of the idea of this peer review is (1) a broader stakeholder involvement hh so what what we are coming up with and er (.) wi-will in some form or other (.) e:r (.) finally (to be) decided in in a meeting in the work group tomorrow hh is a construction where we have (.) a group (.) wi- with members: (.) er with representatives from [org10] (.) [org7] and [org8] (.) possibly other stakeholders possibly the commission hh e:r (.) and this (.) group will (.) have the c- occasion (.) t- to give one example to comment on the reviews (.) so hh if (.) the danish agency has been reviewed and there is the (1) necessary public report (1) it will be possible for this group to comment on the report (.) and <un> xxx </un> (1) this group's suggestions in terms of follow-up on the report hh this personally i think is is a fair way of er (1) moving them in (1) on our hh way of (.) thinking and doing things WITHOUT (.) transferring some kind of (.) <pvc> sanctionary </pvc> power to to <un> x </un> the construction which i think would be difficult to handle in er (.) the practicalities we (.) we'll find ourselves in hh but it it's er probably the most complicated part is (.) of it is to **set up** some kind of hh as i tried to use the term <pvc> metaeuropean</pvc> (1) construction (2) give it some <pvc> operability </pvc> (.) but at the same t- (.) time (1) hh not (.) run the risk of (.) providing it with a very low credibility because MOST of the (.) essential decisions (.) in (.) issues concerning agencies and their future or <pvc> non-future </pvc> will be taken at a national level (.) i mean that's a fact (.) i'm sure (.) we cannot es<2>cape </2> (.)

VOICE POMtg546: 360

407 S9: <6> but </6> but the other thing you can't avoid is (1) er (.) i mean <fast> at the moment </fast> (.) [org10] (has **set up** its) quality committee (1) which (1) proposes i think still proposes (.) to undertake some kind of evaluation

VOICE POMtg546: 407

795 S1: we have **set up** something (.) <1> in </1><2> terms of </2> when do they receive
various <3> things </3>
VOICE POMtg546: 795

869 S4: = so we'll have to **set up** a <un> xxxxxx </un> @ <3> @@@@ </3>
VOICE POMtg546: 869

871 S1: <4> but we may </4> i mean this discussion actually leads us to try and **set up** something in (.) in
early january (1) e:r and that would be (.) in a sense (.) fair enough huh? and then we'll be
sure <5> that </5> (.)
VOICE POMtg546: 871

4 S3: thank you president er thank you (.) [S1] er (1) i would er first of all like to join er president er [S2/last]
and er congratulate er (.) the leaders and er (.) the peoples of bulgaria and er romania (.) for the hard work
er they have er done in order to join the european (.) union. (1) our approach has been er both er fair and
er (.) rigorous er (.) it's been fair (.) because we recognized er the progress that has been achieved
er (.) and er we gave credit er (.) where a credit was due. (1) it's been rigorous er (.) because er we
established the the necessary mechanism er (.) to accompany bulgaria and er romania on their reform pa-
reform path er (.) until and er beyond er (.) the accession. (1) today our report examines er the
achievements of the past few months er only. (1) that's important to note er (1) that we should keep the pi-
big picture in mind as well er (.) that is er bulgaria and romania have carried out er (.) very thorough
reforms er (.) in the recent years er (1) peaking in the recent er months er. (1) our assessment er (1) our
recommendation is that er (.) bulgaria and er romania (.) are SUFFICIENTLY prepared er (.) to carry obligations
of er <spel> e u </spel> membership er on the first of er january two thousand seven (1) since MAY this
year (1) both countries er have er <pvc> satisfisly </pvc> ADDressed er (1) most of the shortcomings
er (1) based on the current momentum (.) most of the remaining issues er should be resolved er in
the (.) coming months er. (1) at the same time er (.) we know that er everything is er not yet er perfect
er. (1) to avoid any potential risks er (.) we have defined a number of er measures er (.) to accompany the
accession of er bulgaria and er romania. (1) there are (.) three kinds of er (.) measures er (.) first of all
er (1) the commission will **set up** er a mechanism for (.) cooperation and er verification of er progress in
the (.) judiciary reform (1) fight against corruption and er organized er crime. (2) we will also define er clear
benchmarks er and er we have a (.) system of er reporting. (1) as to the protection of er the <spel> e u
</spel> tax payers' money (.) <spel> e u's </spel> financial interests er (2) the new structural funds er
regulation er (.) provides er enough er protection (1) and er for the agricultural funds er (.) a special
regulation has been adopted er today to this effect er. (2) this means that er we can er (.) for instance er
suspend er payments er if there are endemic er irregularities er in the payment systems er in the field of
er (.) agriculture and er structural funds. (2) in the THIRD area third accompanying measure is er relative to
full safety where we (1) partly CONTinue and er partly are likely adopt er (.) measures er (1) to protect the
consumers er in the internal market er of the <spel> e u. </spel> (2) thus er today's results er (.) show that er
our approach over (.) gradual and carefully managed accession pol- policy (.) based
on <pvc> conDITionality </pvc> (.) works er (1) bulgaria and er romania were not ready in two thousand
and four to join the union (.) with the other central and ea- eastern european countries er but in the past two
years er both countries have gone er through a: (.) remarkable transformation. (1) this has happened
er (.) thanks to (.) a: gradually increasing domestic reform drive in the countries er (.) and er thanks to a:
strong encouragement er and rigorous er monitoring (.) by the european union. (1) finally (1) after all the
hard work and er (1) before CONTinuing to clear the remaining hurdles er (1) we must er take a moment er to
celebrate er (1) with bulgaria's and romania's accession (1) thirty people thirty million people are joining the
european union (.) completing our historic er fifth round of enlargement er (.) and er creating a union of
almost er half a billion citizens er. (1) two new countries er have aligned er themselves er with our values
and er rules er (1) that is er no (mean) achievement er for (.) europe er nor for the two countries
concerned (2)

VOICE POprc558: 4

55 S1: well well sometimes i- it seems (.) it seems to me <fast> not speaking as an administrative person here
and i don't want to **set up** a conflict and [S6] you you can see things from both sides but perhaps
sometimes </fast> (.) erm academics will decide to do things and with- without erm (.) er a a kind of a more
pragmatic approach as as to whether things are (.) are feasible or whether there are issues that need to be
teased out (.) before (.) erm an academic is er decision is taken to proceed with (.) organizing
something (.) would would you agree or not (2)

VOICE POWgd12: 55

267 S8: and then we could **set up** a few questions (.)
VOICE POWgd12: 267

290 S8: = sometimes it's very difficult to er (.) **set up** an agreement (1) you know
VOICE POWgd12: 290

964 S6: <7> <soft> <un> x </un> some some of our </soft> </7> (.) FAILED attempts to **set up** joint degrees
have FAILED (.) because of issues of starting
VOICE POWgd12: 964

174 S6: -pation from [org1] universities to say we have er (.) er la- er [org1] doctorate or a un- [org1] master. if
we have <spel> x </spel> (.) [org1] universities and we a- and if we **set up** (.) all together mechanism (.) of
er quality assurance. (4) but we need a task force (.) with expert not for doing that and it's not that people
like me er <4> <@> it's </@> </4> people who are <un> x </un> (each other) in some fields w-
we <5> can </5> have a (.)

VOICE POWgd14: 174

831 S14: to give part of their sovereignty (1) to some extent to the network that is they (.) have to say for example (.) we agree on certain (.) quality criteria on certain quality standards (.) and they give the (1) POWER to decide or to check whether these quality criteria are MET for individual programs? to: the network which will then have to **set up** (.) some sort of instrument (.) hh to do that.

VOICE POWgd14: 831

74 S5: hh joint master on: (.) er:m: this type of philosophy <soft> i don't know (whatever you) </soft> then <6> you can</6><loud> **set up** </loud> (.)

VOICE POWgd26: 74

76 S5: you know er er (.) learning outcomes (1) but y- you can always **set up** (.) competenCes (.) before that. (2) i don't know if you <7> see it </7> you know because for me <1> we are still </1> you know at a point? (1)

VOICE POWgd26: 76

125 S2: <L1ger> ja {yes} </L1ger> so this er excuse me that i interrupt you but this is er we have to raise the question (.) to whom should this manual be addressed? to those who already have er the the project at the end of the day or people who should be (.) er stimulated to take up er (.) **set up** such er er er a unit (.) so who is the addressee? (3) it <4> has to be </4> clarified

VOICE POWgd243: 125

407 S5: the regulation of a bologna process and so on because it seems a little bit strange to say but we er i am doing this way in different way and so on this european master (.) basically i:s founded on euroPEAN rules bologna project and so on (.) not taking in account the NATIONAL situation because someone is (.) in advance someone is waiting someone is looking and so on because it is clear each of us has his OWN problems so but this is something of new (.) this european master and basically must be founded established and **set up** as you want to say? on european rules (.) so basically admission criteria must be based on our bologna process rules (.) if there will be some exceptional case (.) er because we also we have to think that european master (.) hh should be attractive not only for <7> european </7> students (.)

VOICE POWgd243: 407

413 S5: [S1] that we have not to forget to **set up** rules that are congruent (.) in conformity with european rules (.) we are providing for bachelor for master this is the main rules (.) all the other cases that are different that are not entering in this typology will be decided case by case by the council or the committee the board <3> or of the of the european master </3>

VOICE POWgd243: 413

347 S1: i mean a program (.) once is it **set up** it doesn't just (.) go on for itself it has to be (.) helped (.) and (.) sort of (.) followed all the time. (.) <reading_aloud> ensure that an sustainable funding (.) strategy for the (.) program is in place. </reading_aloud> (.) that's of course (.) very important. (.) <reading_aloud> take care that the information about the problem is easily accessible to students. </reading_aloud> (.) that's another question you you just (1) er i mean in too many cases (.) just s:ome people happen to know about it but it's not a general knowledge not s:omething (.) y- you don't find it (1) hh <reading_aloud> organize and plan sufficient meetings in advance (.) develop language policy and encourage local language tu- learning (1) and decide who is responsible for what. </reading_aloud> (.) and er of course all these er golden rules are (1) important but (.) but you have to sort of (.) have a i think a more concrete plan

VOICE POWgd325: 347

2763 S13: so e:r (5) e:r <fast><5> i mean </5> i think </fast> ONE additional hh one additional recommendation that came up by [S14] was hh that <slow> e:r a specialized </slow><fast> because that doesn't really </fast> fit into ANY of the: these questions hh erm <slow> is: er </slow> that we should **set up** a task force hh that develops (.)

VOICE POWgd325: 2763

2773 S14: <slow> that </slow> will be then **set up** <4> for different disciplines </4>

VOICE POWgd325: 2773

2869 S13: hh the question is also: (.) e:r <fast> a very practical question is </fast> HOW hh do we go about setting up these task forces hh are they going to be addressed in our <slow> forum do we </slow> hh e:r <slow> want to </slow> **set up** concrete working groups or how <4> do we hh </4> go about managing (.)

VOICE POWgd325: 2869

2873 S13: from the organizational point of view (1) o:r do you want US (.) to basically erm characterize <fast> and **set up** a definition </fast> hh erm of this and then (.) send out er an email askin:g hh asking the individual representatives (.) hh er if they wanted to join <5><fast> or if they are </fast></5> interes<6>ted </6> in that =

VOICE POWgd325: 2873

204 S9: <2> so </2> if you **set up** a funding i- if you set up a project one year (.) and (planned) the money for three (.) when you come to get (.) new funding the <3> proje- </3> the <pvc> criterias </pvc> change you have to change the whole project to get <4> more </4> funding to <5> carry </5> on <6><un> xx </un></6>

VOICE POWgd375: 204

- 204 S9: <2> so </2> if you set up a funding i- if you **set up** a project one year (.) and (planned) the money for three (.) when you come to get (.) new funding the <3> proje- </3> the <pvc> criterias </pvc> change you have to change the whole project to get <4> more </4> funding to <5> carry </5> on <6><un> xx </un></6>
VOICE POWgd375: 204
- 251 S1: <5> provide </5> (.) provide material and financial support (2) for the for the: running or to **SET up** (.) voluntary projects (.) because i think another different step we need to make and then we have to jump to our second<pvc> subquestion </pvc> (.) is the difference between volunteering as a (1) a spontaneous occasional action? (.) that you do next to something else? like you are a student and once a week you go the red cross or you're a student and once (1) twice a week you help children to do the(ir) homework? (.) and then there is volunteering or voluntary service where you actually dedicate a part of your life only to a project (.) you go abroad for four weeks or for five months (.) to work as a volunteer in a social cultural or whatever project and there's a big difference because when you go abroad as a volunteer (.) you give up everything else so there's also an issue of not losing (2) your benefits of you know it of of it goes with recognition but maintaining (.) insurance cos when you go abroad like that you're not a student you're not a worker (.) there's no VISA status for you (1) so recognition goes very much also with you know creating (.) an appropriate visa status? (.) <6>and </6> creating (1)
VOICE POWgd524: 251
- 57 S6: erm (.) coming back on the first and (the) (.) it's not just erm teaching young people and (.) and how to be employees but how to (.) be <un> xxx </un> (.) how to **set up** their own businesses (.) <3> erm </3> and how to get ahead because what we've seen in england is the decrease of small businesses
VOICE POWsd256: 57
- 64 S1: so how to encourage young people to **set up** their own business? (.) or is it <5> not?</5>
VOICE POWsd256: 64
- 606 S5: <1> and </1> THEN you have to be at a local level THEN you have to KNOW what are the the specific challenges of all the populations hh and at the european level you DON'T want to address these issues (1)because it's not the PLACE to er to th- think of it and to DIScuss that (.) actually the the IDea is perhaps more to **set up** priorities at the european level and then to find the answers at the local level (.) which not intend to to to to (.) to find the the exact policies to be implemented (.) that's why that's where actually the the bottom-up approach could be working? to make the you- the local level understand hh that through (.) you know their commitment? and their engagement THEY can have some answers which can be coordinated at the european level. (1) but actually it's something which has to be spread (.) and they have to understand (.) that it's not coming from up? actually the issues pre-exists (.)
VOICE POWsd258: 606
- 547 S1: so can we put <9> it genera</9>lly er **set up** er support mechanism for shared responsibility between {soft parallel conversations starts} (.)
VOICE POWsd372: 547
- 561 S10: **set up**
VOICE POWsd372: 561
- 52 S4: <9> to a certain ex</9>tent so (.) compara(ability) (.) i think er er still is an issue (.) huh? (1) but er (.) nevertheless it is of of immense importance to have at LEAST a common standard? (.) and even if it is in the beginning maybe not a perfect standard it will (.) become better every year because we will have (.) er:m<soft> (i don't know) </soft> (.) discussions on it every year but it is (.) is important to have (.) a common standard (.) erm but it's not also the question how you how you **set up** your (.) your <spel> p n r </spel> how you set up you- your balance sheet it's also a question how performance reporting (.) will be made (.) yeah? (.) how (.) performance of companies is measured. (.) yeah? (.) this is also a project undergoing on a european level so this is very very important for all <soft> (european countries) </soft> (5)
VOICE PRqas407: 52
- 52 S4: <9> to a certain ex</9>tent so (.) compara(ability) (.) i think er er still is an issue (.) huh? (1) but er (.) nevertheless it is of of immense importance to have at LEAST a common standard? (.) and even if it is in the beginning maybe not a perfect standard it will (.) become better every year because we will have (.) er:m<soft> (i don't know) </soft> (.) discussions on it every year but it is (.) is important to have (.) a common standard (.) erm but it's not also the question how you how you set up your (.) your <spel> p n r </spel> how you **set up** you- your balance sheet it's also a question how performance reporting (.) will be made (.) yeah? (.) how (.) performance of companies is measured. (.) yeah? (.) this is also a project undergoing on a european level so this is very very important for all <soft> (european countries) </soft> (5)
VOICE PRqas407: 52
- 78 S4: er (.) my point of view for the answer is definitely YES of course because i'm sure i am and and on of <un> xx</un> but er (.) i think (.) <fast> one has to bear in mind </fast> that the: (.) the situation? (.) in (.) in the various countries can be very different. (.) yeah? if you look for instance at poland yeah? (.) in poland pension system (.) is (.) in a much (1) less difficult situation than austria (1) they have (.) <soft> completely different levels of taxes (schemes) different levels of pensions a complete different scheme </soft> (.) i remember very well (.) when we acquired an insurance company in poland? (.) this was ni- is now seven or six years ago (.) i was in [place2] in the pedestrian zone. (.) and (there were) the people sitting of [org1] and [org2] er the <spel> u k</spel> insurance companies? (.) selling pension funds (.) on on camping tables (.) yeah? in the pedestrian zone. (.) this is in austria in austria (.) UNIMAGINABLE (.) yeah? SO (.) the may- (1) ma- maybe it's EASIER (.) and and it was easier at

that stage to make a radical (.) change. in the pension system (.) it was very very painful for the people in poland yah? (.) cos now the <un> xxx </un> for (.) what i want to say is (.) the situation in the countries (.) can be very diff- different (.) yeah? (.) the demographic situation in central europe is NOT very good. (1) huh? (.) but er (.) i i strongly believe that (.) er in in the (cities in) ALL countries where we have this (.) pension discussions that er (.) one tries to **set up** a second pillar a third pillar for the pension systems. yeah? (.) and there will be (a) pension (.) pension schemes by the by the companies where the people are employed at the end of the day and we have developed a third pillar (.) which will be the private pension scheme. (.) yeah? where everybody has the opportunity to to (.) take care for his own pension (who are) PART of his own pension. (.) yeah? (.) (and) that is the role of the insurance company. (3)

VOICE PRqas407: 78

- 6 S3: well you know in china actually (you) knows e:r this kinds of youth center you know in the past usually w- we only has er (very) field only have a field you know (.) for example? er in the city in a big city like <un> xxx </un> a big city or beijing is a big ci- ty they have a (.) a a municipal you know youth center. (.) (they're s- they're) simple and then? in in the DISTRICTS usually they have a (.) er also have another center (.) you know in every district (.) for the district it usually is not that many you know usually they have er eight or (.) seven districts and then (.) they have this (.) er (.) so e:r so actually the centers the number of centers is very (.) is very rare i can say you know (.) but since the last few years china's also find that you know (.) er maybe they need more community ba- community centers (.) or youth centers for young people to gather together and then (.) er so they they conduct a pilot study and then they come up with a report that's er f- er we need to **set up** more? (.) this typ- this kind of centers in different cities so NOW in SOME (.) in some cities not all cities er in some (.) er developed cities like hangzhou (.) like er you know shanghai beijing (.) this er <un> xx </un> THIS cities they (.) have more and more (.) er centers but STILL developing still developing (.) erm an:d so this is er the <2> situa</2>tion (5)

PRqas495: 6

- 533 S1: so (.) we HAVE to find a common denominator in terms of the quality of agencies which (1) is not too (1) e:r discriminatory towards new agencies (.) <loud> that's why i'm slightly </loud> (.) i may have (.) misunderstood you [S11] but that's why (.) the idea that the [org6] **sets up** its own (.) review system <un> xx </un> t- to its own code of practices to me would give the hh (1) not too (.) pleasing a: a: prospect of sort of several layers within [org3] we're all [org3] members but some OF us have (.) more refined (.) e:r e:r e:r (.) qualification structures than others that would not be a happy day for fo- for the network in that sense (.) hh because (.) as a network with forty-one (.) plus and growing members as i said (.) the common denominator must not hh be put at the level of the agencies that's been (.) in place <2> for ten </2> years or more. i mean that's (.)

VOICE POMtg546: 533

- 43 S5: and mos- most of that comes from (.) er drug trafficking (.) and i am not talking i mean just look (1) at the: i think it's four hundred billion dollars (.) in the last year (.) (actually) should be (.) er used to finance terrorist organization so (.) er it's really hard to find one SPECIFIC solution to fi:nd to fight organized crime (.) but maybe **setting up** a high level panel of e- of experts maybe can (1) FIND some ways that we can reduce at least the attractIVENess (.) for people not to join these organized crime organizations (.) and i think that's all (.) <to S6><soft> er do you think so? </soft></to S6> (.)

VOICE EDsed362: 43

- 267 S2: <soft> well (then) yeah of course but </soft> you know if they get a lots of enquiries like THIS . maybe they think ooph (.) **setting up** a service? (sends) to all the <spel> [org6] </spel> landline? (.)

VOICE LEcon575: 267

- 297 S7: <to S9> have you finished **setting up** the staff of the (1) the dutch organization now </to S9> (.)

VOICE POcon549: 297

- 96 S1: but THEN (.) having been to: brussels recently and having listened er HEARD how many problems there are under hh national legisLATIONS (1) e:r (.) referring to (.) creation and setting on er e:r (.) er **setting up** with er(1) joint degree programs. i have er (.) thought that it's better to limit ourselves and think about joint (1) e:r <un> x </un> joint problems. (.) towards whatever (1) one degree (.) double degree (.) multiple <1> degree </1> (.)

VOICE POMtg314: 96

- 168 S1: good practice book (.) and THEN we'll look at (.) individual universities and what they offer as far as opportunities <soft> of **setting up** </soft> (.) programs (.) er er is concerned? (1) and then we shall find out (.) <slow> how we </slow> split into (.) groups (.) towards completing er a concrete thing.

VOICE POMtg314: 168

- 933 S1: the process of <11> **set</11>ting up** and running joint degree programs.

VOICE POMtg314: 933

- 1047 S7: <1> **set</1>ting up** a joint (.) <2> program </2>

VOICE POMtg314: 1047

- 53 S2: what are the benefits <fast> what are the </fast> cri<3>teria </3><fast> what are the </fast> advantages of setting up such projects (.)

VOICE POMtg315: 53

- 955 S2: and erm (.) well (.) on the questions that are (.) to be (.) ASKED and to be ANSWERED (1) when **setting up** a project (.) and er as i have suggested (earlier) {loud background

noises} (the) academic group (.) and the (.) administrative issues group (.) will be dealing with (er) (.) issues that are listed there but (.) IN the aspect <2>(of) </2> (.)
VOICE PMtg315: 955

979 S6: <un> xxx </un> (but actually know how you are) **setting up** (.) program (1) (and) that this is er (er er) very much connected with (all) other <un> xxx </un> (groups) (.) <un><3> xx </3> xxx </un> (2)
VOICE PMtg315: 979

135 S9: in terms of: the new (.) m:ember countries of the bologna process (.) er will there be: (.) any activities to encourage the establishment of (1) e:r (.) <fast> quality assurance centers.</fast> i mean i could imagine that(1) **setting up** something in russia might not be (.) as easy as setting up in in: (.) some other (er) more established <8> e:r </8> mem<3>bers.</3> (.)
VOICE PMtg404: 135

135 S9: in terms of: the new (.) m:ember countries of the bologna process (.) er will there be: (.) any activities to encourage the establishment of (1) e:r (.) <fast> quality assurance centers.</fast> i mean i could imagine that(1) setting up something in russia might not be (.) as easy as **setting up** in in: (.) some other (er) more established <8> e:r </8> mem<3>bers.</3> (.)
VOICE PMtg404: 135

705 S5: = so we're going to a (.) er wh- what we're doing is we're **setting up** (.) systems of ma- mutual recognition for that ten per cent essentially. (1) a:nd er but the important thing about that ten per cent is they're likely to be very influential
VOICE PMtg404: 705

877 S4: because as [S7] was saying e:r [org3] is perhaps the youngest i think then (.) that the [org10] must be the oldest because we were actually er we had our first meeting in december nineteen ninety-two (.) er at at er the danish initiative because we'd just been set up and we felt this NEED to meet with colleagues and and discuss our experiences of **setting up** quality assurance and er (.) er developing methods i mean there was: not a lot of people to to talk to at that stage but actually all the nordic countries (.) had STARTED doing either setting up national systems of quality assurance of higher education or doing pilot projects at that stage soTHAT was very (.) convenient for all of us to meet but we were a VERY (.) hetero- -geneous group at that stage as well because er (.) some of us (.) were agencies and some were researchers and there were also ministry representatives so we were a (.) a very varied bunch you could say hh e:r and we er er (.) we set up a very informal network i i don't (.) even think we used the term network e:r THEN we just decided that it would be worthwhile to to meet an- and talk about what we were doing and keep each other informed about the progress in in (.) in our countries (1) <smacks lips> so for many years we just met once a year and we had this: rotating e:r or this i- e:r principle of (.) of meeting in the different countries e:r every year but then in the mid- e:r <pvc> mid-nineties </pvc> we started doing a: a project together trying to explain (.) what we (1) what the outcomes of what we had been doing for the last couple of years e:r what the outcomes WERE (.) and we wrote our first project together (.) and THEREfore it was necessary to meet on a reg- more regular basis (.) but when setting up network that was i think a good way of getting to know each other better because it's not until that you actually dig under the surface (.) and TALK ABOUT what you do EXplicitly that you understand(.) your differences and your simiLARITIES so i think that was an a very (.) IMPORTANT part of the development of the network
VOICE PMtg404: 877

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VOICE POMtg404: 877

164 S1: but basically i mean wha- as as [S9] says it is (3) w- we could have s- s- hh (2) incredible (.) national quality assurance systems (.) where the agencies make sure that universities are credible (1) quality <pvc> assurers</pvc> of their programs (.) i mean we (.) we may in a sort of (.) <pvc> metalevel </pvc> (1) s- (.) have the universities do (.) the job which (1) quality assurance agencies do in other (.) countries. <soft> i mean we</soft> hh the (.) it all depends on the quality of the institution reviews or the audits e:r we are **setting up** so so in that sense i <4> do not </4> necessarily <5> see </5> a conflict between the two perspectives but it's (.)

VOICE POMtg546: 164

152 S8: yeah but it should be discussed before the: (.) before **setting up** the contract (.)

VOICE POWgd12: 152

301 S8: = for instance you would have to define mobility before (.) you know having the the (.) before **setting up** er (.) the agreement but if we depends if you do a letter of intent (.) <2> the </2> same we gonna do this

VOICE POWgd12: 301

326 S1: s- stage where you're **setting up** <7> a </7> consortium to run this =

VOICE POWgd12: 326

380 S1: er:m because (1) the way i would see something like this erm {S2 gets up and walks across the room to where the drinks are} working in MY university is where (.) the academics so the head of a particular department or a faculty (.) would indicate their agreement to move forward (.) in a very general way erm (.) to e- exploring this {S2 returns on tiptoes and sets down her glass} and that could be the initial stage {the door opens and S12 enters} er **setting up** er a group (1) {S12 walks across the room} erm (.) you know to define a a program but there would not be (.) it could not be the case that i could go up to the president of the university and say can you give your erm (.) er you know er e- express your approval NOW for this (.) and your support for any funding tha- that just would not happen so i i think a more general (.) er:m letter of intent from er th- the responsible academic (.) erm either department or faculty would be (.) would be the way we would erm make this progress because i i don't think you're going to have [first name1] coming on to everything you signed free and deliberate and the- you know they would sure (.) it is going to (run) (1) {S12 moves her chair (1)}

VOICE POWgd12: 380

390 S1: yes. and going back to trying to define the the time frame are we saying (.) really we should be putting the general letter of intent a- at the beginning. (.) before the (2) the **setting up** of the (.) <soft> you know </soft> before the organization of the consortium if you like once the letter of intent comes then you can define in the consortium what's (.) <5> what's to be done </5>

VOICE POWgd12: 390

503 S1: okay a- at the moment we have {S2 starts to whisper with S12} what we have written down is erm the very first stage based on some work before (.) er letter of a general letter of intent (.) next stage organization of a consortium we've mentioned the funding as the next er element and then contracts and agreements (.) where in all of this (.) do we put in the definition of the degree {whispering of S2 and S12 stops} because we mentioned at the beginning of the meeting about twenty minutes ago (.) that (.) that's that's a critical erm question that needs to be addressed right at the beginning (.) of **setting up** (.) a consortium (3) so where in in in terms of this time frame (.) do we include that crucial thing erm (.) where people have are clear about (1) the the type of degree (.) that needs to be awarded i are we all assuming that this needs to be: (.) clarified before people move on

VOICE POWgd12: 503

897 S1: okay so so what we have i'm i'm just going to repeat this (.) er probably er ad nauseam but just so that we are all clear (1) erm we've got our letter of intent we've got the organization of the consortium and the **setting up** of that consortium as as an entity (.) we we've got the FUNDING issue coming into play then so as need in clarification (.) we've then got the definition of the type of degree (.) and then we're talking about how people need to sit down and clarify (.) the academic content and the structure and that would include issues as to (.) er:m the the movement the mobility of students erm (1) i- in =

VOICE POWgd12: 897

971 S1: = yes and that goes back to (.) the fact that we were saying that so much of this is based on a lot of discussion (.) prior to **setting up** the consortium. (1) i mean the- there there's one thing i'm (.) er: a bit concerned about (.) er:m and and it's not really (1) critical to this discussion which is that (.) many of our

postgraduate courses are(.) are master's courses are (taught) masters which are intensive one year programs (.)
VOICE POWgd12: 971

1052 S1: but that (.) part of that will be clarified erm with **setting up** of the consortium =
VOICE POWgd12: 1052

1272 S1: what i'm coming back to which is (.) erm we've now reached we we have seven points and we're now talking about <spel> q a </spel> i would have thought that <spel> q a </spel> was central (1) to the question of **setting up** the consortium in the first place you know so that it it should be back at the beginning somewhere (1)
VOICE POWgd12: 1272

335 S1: <9> just </9> to give you an idea hh no WHY you're **setting up** the program (.) i mean (.)
VOICE POWgd325: 335

2798 S14: = ex<2>actly this <fast> sort of </fast></2> the whole heart <3> this <fast> this sort of </fast></3><fast> you know </fast> **setting up** teams of academics and <4> students and </4> blah blah blah hh <5> what </5> kinds of meetings should be held <6> hh </6> (.)
VOICE POWgd325: 2798

2869 S13: hh the question is also: (.) e:r <fast> a very practical question is </fast> HOW hh do we go about **setting up** these task forces hh are they going to be addressed in our <slow> forum do we </slow> hh e:r <slow> want to</slow> set up concrete working groups or how <4> do we hh </4> go about managing (.)
VOICE POWgd325: 2869

Phrasal verb: pick up

69 S1: okay (21) {S1 looks at S3 and S4, S3 and S4 hand S1 the payment form, S1 copies their names to the list (21)}okay (2) so (.) that's then thursday from ten to twelve (1) so don't forget it @@ (1) a:h (.) yeah and i you will receive then your student's card and the <L1ger> inskriptionsbestaetigung {registration confirmation} </L1ger> in(.) in about one WEEK ? (1) e:r and you ca:n **pick it up** here in our office. (.) so there we will just prepare it (.) so you should take the photo with you (.) and in about one week you can come to our office again (2) <soft> okay (mhm? mhm?)</soft> (2) erm (2) did i (4) do you already have the <L1ger> meldezettel? {registration form}</L1ger>
VOICE EDsve422: 69

1544 S20: <11> in front of you and just </11> **pick it up**
VOICE EDwsd306: 1544

256 S3: he's so lovely. he brings the newspaper and all the things when he (.) can **pick it <2> up </2>**
VOICE LEcon353: 256

872 S1: = i was i just (.) go straight to the <6> university </6> and **pick them up** and <7> go </7> together?
VOICE LEcon420: 872

864 S4: i think (when) we are to go to <L1mlt> fontanella {maltese town} </L1mlt> but i was worried because i had to **pick you up** at quarter past eight
VOICE LEcon548: 864

3238 S1: yeah [first name30] will <8> **pick you </8> up** at [first name21]'s office. (.)
VOICE PBmtg300: 3238

55 S3: last question please (6) so if there is no last question? (.) i'd like to make an announcement? (.) hh the departure for the buses are actually after our session just outside? hh for picking up to the hotel? (.) hh and from the hotel basically the buses will **pick you up** at eighteen thirty. hh that means six thirty (.) e:r which actually bring you to our evening EVent. (.) an:d e:r i really would like to underline (.) don't miss this evening EVent (.) hh you will be very impressed. (.) and actually also (1) at the end now i would like to thank all the speakers? (1) i'd like to thank to the auditorium (.) which actually have been (.) for this evening (.) the best auditorium hh e:r what my feeling is? and i think (.) {SX whispers (3)} my colleague (.) also (.) can underline (.) the same. (1) thank you very much (1)
VOICE PBqas411: 55

167 S9: = and you: **pick them up** where they ARE and you are going to <3> test beCAUSE of it </3>
VOICE PRpan252: 167

- 44 S1: cos when you **pick up** the student's card we just need erm (1) <smacks lips> a document (.) hh er (.) the (.) <L1ger> elise richter saal {name of hall} </L1ger> (.) er we will sign it out (.) so in fact it's if you <2> come in the main entran- </2> (.)
VOICE EDsve451: 44
- 372 S1: yeah but i don't want to to have to **pick up** a DEAD mouse from the TRAP
VOICE LEcon565: 372
- 497 S2: no but it's wei:rd you know they say (1) they only need to: have a chat you know?<fast> y- you could **pick up** the phone i i can <4> pick up the </4> phone </fast> with ITALY and say hey (.)
VOICE PBmtg300: 497
- 497 S2: no but it's wei:rd you know they say (1) they only need to: have a chat you know?<fast> y- you could pick up the phone i i can <4> **pick up** the </4> phone </fast> with ITALY and say hey (.)
VOICE PBmtg300: 497
- 1077 S1: = and THEN it starts really this this this GAMES (.) and we all know in europe the worst case we have at [org21] airlines hh er you **pick up** the phone you call frankfu:rt e:r you have a rate <spel> a?</spel><fast> you call brussels you have a rate <spel> b </spel> you call amsterdam you have a rate <spel> c </spel> and then you start to call the round again? and you tell everybody and at the end of the day you decrease <2> the margin </2></fast>
VOICE PBmtg300: 1077
- 1443 S2: let's e:r **pick up** the rates for ten cents <9> whatever </9> (.)
VOICE PBmtg300: 1443
- 2307 S2: and that's the total difference. you see now a lot of people from hongkong (1) try to move over. and now also er (.) a lot of danger is that you see that (.) a lot of FOREIGN (.) companies (.) coming to china (.) and they try to (.) **pick up** (.) people from [org2] from [org23] (.) and buy them IN <9> in </9> there (1)
VOICE PBmtg300: 2307
- 3 S1: er since the allocated time is relative limited (.) i (.) would like to jump in the middle of this er panel first of all let me allow to introduce the members of the panels (.) of the panel er: in: the: sitting order (.) let me start on the right er mister [S2] [S2/last] (.) who is the deputy governor of the [org1] of [place1] (.) he studied er in [place2] at the (.) [name7] university (.) then he took up different position in the banking system (.) of hungary in different er state and private(ly owned) banks (.) whereas in nineteen ninety- er -NINE (.) he joined the administration as deputy minister of finance (.) and finally (.) since nineteen er since two <spel> o </spel> one (.) two er) two <spel> o </spel> one (.) he is er fulfilling his current position (as) deputy governor of the [org1] of [place1] . (1) e:r [S3] [S3/last] who is the vice governor of er [place4] er (.) he studied er in [place3] (.) where he got his e:r degrees er in nineteen eighty (.) he joined er first to the minister of finance of [place4] (.) then er he moved to the [org1] of [place4] in er nineteen eighty-five (.) er: over there (.) he managed to fulfil different er high-ranking positions managerial position (.) er THEN e:r he became the vice governor of the [org1] of [place4] (.) (some) seven years ago. (1) er [S4] [S4/last] er he is er vice governor of the [org1] of e:r the [place6] (.) he got the degrees from the: the university of economics in [place5] he fulfilled different economic positions (.) <un> xxx </un> (lecturer the:) university of the [name6] university and bo- and <un> xx </un> member of the (.) scientific and administrative board of (this) [name6] university as well (.) he used to be an adviser (to) the [org1] governor to the depu- to the (mini-) to the (.) prime minister of the [place6] and (.) HE IS er (1) vice governor of the [org1] (.) er since nineteen ninety-nine. (.) er [S5] [S5/last] who is deputy governor of the er [place7] [org1] [org1] of [place7] (.) [S5] er has studied extensively (.) e:r outside er and inside [place7] he got his degree from er from the <spel> u s </spel> (.) er and er he fulfilled different senior positions (.) er (.) WITHthe government (.) and er in the [org1] of [place7] as well (.) er he is also er a well known er (.) er academic as well (.) er he delivered several er courses lectures (.) he's still teaching as well. (.) er [S6] [S6/last] who is the managing director (.) er and head of the <un> xxxx </un> er er for (.) europe (.) er in [org6] (.) he is er based in [place9] (.) er and e:r perhaps er he is (dealing with the) er one of the most touchy issue would be the: assessment of the different er (.) COUNTRY ratings (.) e:r he: before joining [org6] <un> x </un> he was working for the PRIVATE sector for many years <un> xxx </un><LNger> ([org7]) </LNger> (.) so he gained e:r (.) experience (.) er (.) over there as WELL (1) [S7] [S7/last] who is governor of the (.) [place10] [org1] one of the longest serving er [org1] governor (.) er he has gained a reputation over there (.) he studied at the (regional technical) university <un> x </un> (.) but he also studied in the <spel> u s </spel> (.) e:r he: fulfilled different positions er (.) e:r before (.) become became the governor of the [org1] (er) since nineteen ninety-two (.) he is e:r serving as governor of (the) [org1] (1) last but not least [S8]- [S8] [S8/last] who is er studied and gained his er (.) er degree from the university of <un> xx </un> (.) he also studied extensively abroad (.) and also lectured extensively abroad. (.) both in the <spel> u s </spel> and france (.) er and er in german he was also a visiting lecturer in germany as well. (.) er he was er collaborator assist(ant) adviser of the: <spel> i (r) o </spel> and the european comm- er commission as well. (.) er he joined the [org1] of e:r (.) [place14] in nineteen ninety-SEVEN (.) as head of the reSEARCH and since then er in nineteen in er he's been er (.) promoted to become the vice governor of the [org1] of [place14] (.) he's also a professor <un> xx </un> academic (.) so as you could er recognize we have a (really) very distinguished panel (1) <loud> for this morning we have er </loud> (.) er (.) we have er several issues several topics to be discussed (.) er (1) obviously er since the time limit er creates the framework (.) we have to **pick up** a few and i'd like to address a few issues today (with the) participants (.) and then we would like to provide the opportunity for (you and me) as well (.) er in order to be e:r er really interactive. (1) er THERE ARE a series of questions er to be discussed which might be of interest (.) for the audience (.) <soft> and er (of course for the) for the participants of the panel as well </soft> (.) er there are er(1) really er heated debate

on MANY areas er related to the monetary policy (.) to the role (and the possibility) of the central bank (.) er to the er REAL er opportunities of the (.) monetary policy MADE for us (.) in advancing sometimes or setting (the periods) or weaknesses of the of the other side of the <un> xx </un> (policy) <un> xx</un> the the fiscal (enhanced) policy (.) er LET me start er (.) the (.) the panel by asking er mister [S2/last] the: deputy governor of the [org1] of [place1] (.) er on the optimal adaptation of the euro (.) er before the end of this decade (.) whether (.) what are <soft> the pros and cons of moving er fast (.) or as fast as it is possible (t-) towards adopting the euro </soft> (1)

VOICE PBpan25: 3

- 1 S1: i've i've been with the [org1] for the last couple of years but (.) before that i was ten years with the [org2] so (.) our host and i share some (.) er common experience from from our past THERE (.) and going back even further i i started my career a bit similar to <un> xx </un> e:r in the [org3] in my case of denmark. (2) er but with that let's let's get started on the: on the substance of the discussion i i will just say a few words as as background (1) and then starts with the panel er to **pick up** SOME of the QUESTions tha- that have been identified (.) e:r a:nd after that i guess open up for a general discussion. (2) no:w (1) what are the demographic prospects (.) er in central europe. (2) er well there are a number of of different phenomena at (.) at play here. one is (1) is very low fertility rates erm er currently (.) lower than what would be needed to replace er the people who DIE (1) and as a result er we have a (.) a PROcess of a deCLINING population. (.) i believe in all the countries er in the region. (1) e:rm in <loud> fact </loud> (.) if we look at the e:r (.) the new member states<fast> from central europe and the baltic countries. fertility rates </fast> are as far as i know LESS than one and a half child (.) per MOTHER (.) which compares to a a world average of: somewhere between <fast> two and a half and </fast> THREE . (.) so really only about HALF the fertility rate er that prevails at the global level.(.) NOW in order to REPLACE those who DIE you would need er i think fertility rates a bit over TWO . (.) so we're well short of THAT . (.) and in fact in SOME of the countries in the region such as latvia slovenia (.) and the czech republic er as far as i know are actually among the (.) the lowest TEN in the WORLD . (.) in terms of<soft> fertility rates </soft> (1) (now) as mention this e:r is and will be associated with a steady decline of of populations. (.) e:r by two thousand and FIFTY potentially the neighborhood of one THIRD of the existing (.) population. er (1) the decline will be around one third of the existing population.<loud> there is some variation</loud> (.) e:r i think in the case of slovenia it may be relatively MOdest <fast> perhaps around ten per cent but in other countr<7>(ies) </7></fast> (.)

VOICE PBpan581: 1

- 14 S2: government an incentives for for looking at at at the public finances with a kind of a short-term short-term persPECTIVE . erm (.) <loud> not many governments </loud> are actually DOING this in a in a in a consistent way. (.) erm bEYOND the pensions there is a need to also consider the possible impact over the longer term of what we call other contingent liabilities. (.) this means er you know things like government guarantees on on state enterprise debt that means er the positive insurance? hh it means THINKING about certain other p- pre- trends in in the world (.) which COULD potentially have <fast> implications on the public finances down the line.</fast> er climate changes are very very important er factor which people are not FACToring they're not looking at erm the scientific the scientific e:r consensus is that climate change WILL have a very (.) important fiscal implications it they're they're uncertain it is not CLEAR but we already see it. we've seen it in the last fewWEEKS ? in in in asia hh erm we will see in other places where where in- increasingly you will see extreme weather conditions and so on and of course the the the the er the budget will have to **pick up** the implications of this. hh erm one er final point is that governments should seriously reconsidering consider introducing some kind of fiscal rules. to to constrain (.) er political pressures better.<fast> you (know) </fast> to provide incentives political incentives for governments to essentially behave hh in a more fiscally responsible way. (.) IF your political i- if the political establishment does not have a maturity of a country like FINLAND (.) which does this WILLINGLY and out of political consensus THEN <fast> you need to tie your hands and need to come up with some kind of fiscal rule </fast> er a very good example of a fiscal rule that has been working exTREMELY well is is that one used in chile (.) erm incidentally i'm not chilean so as i as i'm about to praise this <5> (fiscal rule just) </5> bear that in MIND

VOICE PBpan581: 14

- 1152 S9: <7> it it would be worth looking for </7> because a- as we're talking about food companies and so on it it'sPOSSible that (1) somebody might (1) {tapping noise} **pick up** on that

VOICE POMtg444: 1152

- 580 S2: and look through this one (.) to **pick up** (.)

VOICE POMtg539: 580

- 229 S2: [S1] couldn't you go and call did you **pick up** er [first name2]'s er phone number

VOICE POMtg541: 229

- 35 S1: so we were m- (1) because er i'm sure that from this er very first exchange of er of thoughts (.) we can also **pick up** some more things (.) <4> and include </4> them in this list of er (.)

VOICE POWsd372: 35

- 252 S1: okay but in the meantime go go ahead with your discussions (1) (i can just put everything) {S1 rustles with paper} (.) <3> (we **pick**) </3> (**up** from one) (1) {sound of people sighing}

VOICE POWsd372: 252

- 14 S1: <slow> okay </slow> er:m <fast> i suggest </fast> that e:r (1) you just er (.) **pick up** on that line and just er (.) go on with your er presentation? (.) you're gonna be talking about er mister [S2/last] about er retail banking in central and eastern europe (.) er: what kind of role do banks in <spel> c e </spel> play in the

provision for life risks? (1) and how important is retail banking for the national (.) <soft> (companies) (1) please </soft> (.)
VOICE PRpan294: 14

92 S1: <soft> mhm </soft> (1) okay gentlemen (.) i thank YOU ? (.) for your erm (.) very insightful presentations? (.) er i thank you also for your tolerance of any technical erm er (.) er problems we had (.) and for your discipline in in time er (.) matters? (.) we'll now enter into the: er break? (.) which i think most of you have been waiting for some time already erm (.) the break is twenty minutes i REALLY REALLY erm (.) ask you VERY VERY erm (1) very er actually <@> on my knees </@> er to be back at <7> ten forty (.) because if we </7> **pick up** five or ten minutes of delay (at) each er presentation there's gonna be no lunch break and @@ (.)
VOICE PRgas407: 92

20 S1: make yourself feel at home? (.) [S3] yesterday when i **picked her up** from the airport? she told me that hh er she attended a seminar <fast> which was an open </fast><loud> space seminar?</loud> (.) <5> meaning </5> that you JUST walk around and <fast> there's a workshop there and a workshop THERE </fast> and and when you're interested hh er you STAY and and you:: start to to discuss and then you can change?
VOICE EDsed251: 20

78 S2: the TRUCK (.) he promised to er well LEAVE luxembourg around EIGHT (.) and i believe we left (.) at nine thirty? (.) so i stayed there (.) in er the airport? (.) WAITING for him? (.) and then he came to the airport and **picked me up**? (.) okay then we left for luxembourg and then we went (.) to the QUEUE of the tank station? (1) oh shit. we t- @@ it took something <@> like </@> (.) ONE half hour to: to fuel the truck?
VOICE PBmtg300: 78

47 S10: i got that i **picked it up** at the airport actually
VOICE POcon591: 47

1220 S4: all we all m- (.) we already know what we (.) we won't be we already started with a lot we did a lot of working without the agency because if we (.) waited on the a- the agency then (.) we would have the progra- the (.) the whole project sometime in the summer (1) or something because we (.) e:r it is it was not OUR fault that (.) all the agency e:r erm (.) thing was so (.) so late (1) so we already did a lot of work we already er (.) **picked up** some<spel> n g os </spel> which are r- relevant and so on (.) and we also had to do it because of the phosphates issue <7> because </7> (.)
VOICE PBmtg269: 1220

499 S2: you want to: have a contract together with with us and we make a (.) a HANDLING contract whatever it's it's so quite easy. no? THEY say (.) you need to be (.) LIVE (.) ACTIVE (1) in this (.) er particular destination. (.) and beLIEVE me we had something i: i don't know we had (.) thirty-eight destinations or something? (.) which we **picked up** i:n this who:le route? (1) and THEN we heard this policy? it's oh i'll (call) you er <5><ono> w:ff w:ff</ono></5>
VOICE PBmtg300: 499

65 S3: because here everything is included er the orders <slow> which e:r were delivered yesterday and </slow><5>to:day we **PICKed up** yesterday and today </5>
VOICE PBmtg463: 65

46 S2: well (.) no but i (.) i guess they could be (.) erm (2) tha- thank you very much for this question of what i got out of (.) being involved with daily life i mean i think that that's actually a pretty (1) no that's not a short answer (1) erm (1) because it has lots of really sort of (1) discussions about (.) w- what type of information you gain from (.) interviews versus (.) observation (.) also versus ex- (.) -periencing to some extent (1) the: (.) (tacit) (1) sort of exi- existence i mean it's one thing to ask somebody what they do: it's another thing to observe something that they do: it's another thing to (1) erm (1) involve yourself somehow (1) and none of these things i'm arguing he- i mean i'm not talking about objectivity but i'm talking about perspectives you know and like (.) each of those (.) things give you (1) a different angle to look at (1) the questions and so i guess that (1) i could talk about later but (1)<soft> cos i wanna (.) t- i wanna touch on the second one </soft> (.) but erm (1) in terms of transnational (.) i liked this point i thought that this was really good because i struggle with erm <clears throat> (.) terminologies. you know you've got international (.) we've got transnational <pvc> supernational </pvc> (1) A:ND (.) for me it's always been (1) erm (.) and (.) you know a lot people use the word global right? it's just another one (.) because (.) got it's all it's issues (.) and i feel like each of these TERMS (.) has its own kind of problems i mean i do- (.) i don't wanna say international cos i'm saying that that that in the process of m- m- of travel and MOving (.) erm something gets changed in its hybrid space so you y- y- (.) international to me sounds like you've got bou-SOLID boundaries you know one (.) one country and another country they have these boundaries and somehow these two people can't communicate right (.) and then (.) and <fast> so that's (enough of it) </fast> (.) <pvc>supernational </pvc> implies maybe perhaps and i mean i think that they're all probleMatic but (.) it implies some kind of er (3) you know (.) moving up (.) moving beyond of sort of somehow creating something that (1) subsumes national boundaries and doesn't (.) necessarily isn't but isn't er (.) changed (.) and then there's TRANsnational and i (.) i used think about tra- when i (.) USED to think about transnationals and i thought about it like (2) more like a <pvc> supernational </pvc> sort of thing because somehow you're transcending (.) national boundaries (1) erm (1) but then i was thinking about it more in terms of (.) you got the MOVEmet (.) and you're MOving and IN the movement you're (.) CHALLenging boundaries. and this is sort of what i was trying to get out of the issue (.) of transnational (.) that it's not (1) it's not (.) because it's not a simple (1) a person is located (.) in (.) country <spel> x </spel> (.) moves to country <spel> y </spel> **picks up** something and

moves back (1) with no:(1) affect (.) i mean i'm saying that there's a there's an AFFECT in what i'm talking about (.) things are that people are changed i mean that things are changed so i (1) i guess i would say that that's (.) sort of the (.) rationale behind using transnational but (.) <soft> i'm certainly happy to keep thinking about the (1) implications of the terms </soft>

VOICE PRqas224: 46

213 S4: there is NOT so much for time being so **picking up** a little bit but (.) saw the request yesterday from Italy but er pf sea freight or air freight who knows? (1)

VOICE PBmtg27: 213

54 S7: erm (.) i think (.) this is the question of questions er i myself have er sometimes thought about it (.) and i think it's (.) a little bit too early to make er conclusions and and to judge (.) er i believe there will be (.) a lot of <spel>p h d </spel> studies er done (.) whether that was worthwhile to join at a reasonable time after the: becoming er (1) er <spel> e u </spel> members and not waiting (.) in this waiting room and (.) expecting the dentist so which is also something to think about (.) ha- whether we all like dentists so (.) but erm i think the (.) QUESTION is (.) erm (.) whether the situation now becoming (.) better and improving in er in the countries which are striving to become er <spel> m u </spel> members (.) er it seems to ME that erm (.) we have to go to the worsening stage and if we (could) see in a country which are really in the <spel> e r m </spel> two now (.) with inflation is **picking up** er (.) the current account is e:r INcreasing (.) and erm (.) er basically there is no possibility for central banks to act (.) political situation is changing new politicians are coming into the place and feel responsible for (.) previous promises (.) they would like to make a d- different agenda (.) so and this will be very very bumpy road and therefore (.) e:r i think that HAS to be er kept kept on everybody's mind whether that is really that (.) worthwhile torturing these countries (.) er i i of COURSE (.) have to make erm (.) erm <un> xx </un> (portion there) has to be reasonable level of adjustment a reasonable level of er monetary policy or maastricht criteria (.) er or the erm (.) nominal convergence REACHED (.) but i think in er (1) ten countries which have er joined the <spel> e u </spel> (.) i think most of that was(n't case) but what we see now the situation deteriorating (.) er and er every day (.) you you becoming closer to (.) <spel> e r m </spel> two (.) erm you have higher rating but you have also bigger inflows of the capital flows currencies appreciat(ing) (.) er <spel> g d p </spel> (.) er probably will go down (.) erm so ALL these problems are are on your table so i i i don't think you will be <un> xxxx </un> say that (these are cos in) next five years that you will remove so because next problem will appear (.) and you're basically er chasing your own tail (3)

VOICE PBpan25: 54

55 S3: last question please (6) so if there is no last question? (.) i'd like to make an announcement? (.) hh the departure for the buses are actually after our session just outside? hh for **picking up** to the hotel? (.) hh and from the hotel basically the buses will pick you up at eighteen thirty. hh that means six thirty (.) e:r which actually bring you to our evening EEvent. (.) and d e:r i really would like to underline (.) don't miss this eveningEEvent (.) hh you will be very impressed. (.) and actually also (1) at the end now i would like to thank all the speakers? (1) i'd like to thank to the auditorium (.) which actually have been (.) for this evening (.) the best auditorium hh e:r what my feeling is? and i think (.) {SX whispers (3)} my colleague (.) also (.) can underline (.) the same. (1) thank you very much (1)

VOICE PBqas411: 55

80 S2: **picking up** bits and <pvc> (bitses) </pvc> from <2> dif</2>ferent (.)

VOICE POMtg315: 80

Phrasal verb: go back

959 S3: exactly so (.) i mean (1) the: (1) the approa- [first name6] approach is that <spel> q </spel> and <spel> as </spel> (1) this is like a background. (.) that <spel> q </spel> and <spel> as </spel> should not even be translated into local languages. (.) i mean do whatever you want this is approach of [org2] approach. okay? that <spel> q </spel> and <spel> as </spel> i took <spel> q </spel> and <spel> as </spel> as we usually treat <spel> q </spel> and <spel> as </spel> ready-to-go answers. okay you never learn by heart this answers (.) because it's impossible but at least to give you (1) e:rm (.) <smacks lips> (.) give you (.) <fast> the the the </fast> feeling how to escape <5> from </5> the very tough questions to the to g- **go** (be) **back** to the message truck okay? (.)

VOICE PBmtg269: 959

654 S1: <imitating> **go back** to your fucking island </imitating> (.) i'm like dude you're from an island <@> too <fast> what the fuck you talking about </fast> <imitating> you're a PUssy hole </imitating> </@> (.) @ <2> @@ </2>

VOICE EDcon496: 654

371 S3: and WE know (.) because you see (.) here in Malta (.) if you **go back** in history Malta have been (.) erm er (.) a colony (.) right? (.) for a quite a long period you know over one hundred and fifty years under the British rule (.) now (1) erm (1) apart from THAT a lot of Maltese we had (.) we had (.) a BIG problem (1) with (1) work (.) so a lot of Maltese (.) hh if they are not working (.) because our major employers were the British erm e:r (.) y- you know British service the army navy or air force

VOICE EDint328: 371

911 S3: he <3> might </3> prefer to g- to **go back** to to to his original i'd say

VOICE EDint330: 911

914 S3: = THAT is that (.) that is I would say that that that is (.) the intention of each and every individual? (.) if you have if your basic families are (.) in your in your own COUNTRY (.) THEN you'll tend (.) to **go back** to them. (.) if he's out and all the family is OUT (.) then they stay.

VOICE EDint330: 914

947 S3: but then the last two days you want to **go back**.

VOICE EDint330: 947

1665 S1: it doesn't happen in the beginning <un> x </un> because in the beginning you don't have that many experiences with the: the locals hh and also in the beginning the first (1) this first period is what is called the honeymoon phase or the tourist phase. because this is when you go abroad and you see oh i'm really excited to be abroad this is great this is my new semester i'll make many friends and i'll speak a foreign language and it will be great and i'll have a lot of hh of really good experiences. so you're (1) Basically excited and even if something negative happens to you you'll forget about and say but no but this is really great and i'm it's s- feels good to be here. hh after a while (.) the enthusiasm (.) calms down a little bit and then you tend to see more the negative sides than the positive sides. and you think oow austrians are really cold and very distant and not really friendly they're drunk all the time and (they) hh so you'll find all those (.) the things that we put on this side of the: of the flip chart and THEN (.) you do- you tend to be a little <slow> disoriented </slow> and <soft> this is when the culture shock starts.</soft> culture shock (1) is does not take a very long time and usually it's it's a week or two weeks or something like that (.) when you feel REALLY frustrated and after a while you also sort of (.) get out of it again hh WHY do you get out (1) because (.) you get additional information (.) or you have austrian friends and you talk to them and they explain <fast> no this is not because we're cold but this is because we don't want to disturb other people so we try to be hh polite and respectful</fast> hh and (.) er (.) you get a an explanation hh (.) <loud> you get out of it because maybe your (.) language (.) knowledge </loud> gets a little better and you're more able to sort of read between the lines and you can better understand what people say this might also help. hh and all different kinds of things will help you to get out of this. hh erm but the MOST important thing for dealing with a culture shock is what I have just told you is (.) there IS such a thing as culture shock and as soon as you know this it can't be that bad any more. because as soon as <@> you know that there is something like this </@> hh your your EXPECTATIONS are already lower. you KNOW this is no- not something hh very unusual but it's something that happens to basically everybody (.) <slow> in a more or or less:</slow> extensive way. so hh you would<swallows> some people would not feel it a- at all or maybe would have (.) one or two bad days and then they will feel fine hh some people hh would have like two really terrible weeks and after that they will feel fine some people will never really <@> like the culture and will **go back** home again <8> because </8> they can't really deal with it </@> hh so you find all different kinds of ways of dealing with the situation but the thing ISo- like ninety per cent of the people who spend a longer period of time in a foreign country have SOME kind of culture shock at some point. hh a:nd (1)

VOICE EDsed31: 1665

1716 S1: can be a very helpful experience.<soft> when you **go back** home.</soft> (1) okay. (.) if there're any questions feel free to ask them otherwise (.) have a (.) have a nice REST of the day and a nice weekend. (1)

VOICE EDsed31: 1716

213 S1: it's it's an illusion you can't **go back** in time and you can't (.) i think it it's the typical illusion all our museums work with and and (.) in this case i just ask myself which insight does it crea:te (.) to tell the viewer that that spots are identifiable today (.) you can go there and can say okay (.) one two three four poplars oh <L1ger>mein gott {my god} </L1ger> how great the trees are still there (.) <10> but what </10> does that say about KLIMT (2)

VOICE EDsed364: 213

217 S1: so this was basically that CONcept just (.) **go back** to the sources pin it down and we are all desperately longing to pin things down (.)

VOICE EDsed364: 217

1001 S4: <3> yeah but that's to **go back** to the choice like (they knew) we have the choice to </3>

VOICE EDwgd241: 1001

1169 S8: <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 (.)

VOICE EDwgd305: 1169

195 S1: i get the point but i first want to **go ba:ck** (.) to: what those two have said (.) can anybody (.) explain the differences (.) or IS there a difference between what HE said and what HE said.

VOICE EDwsd303: 195

674 S1: yeah. first i want to **go back** to you and <7> er WAS your was </7> your question

VOICE EDwsd303: 674

237 S1: <3> sure thank you </3> very much. i think that would be something that erm we would ALL appreciate very much (.) that e:r <slow> when: you: er **go back** with your students </slow> that that er i don't know <4> have</4> you: er foreseen any hh student evaluation of the conference (.)

VOICE EDwsd464: 237

1147 S1: (you) have to **go back** to your (problems and why) (.) and erm (.) i think we: (.) we would REALLY like to have your feedback
VOICE EDwsd464: 1147

985 S4: <on phone> <loud> hey listen </loud> [S3] was on <un> x </un> piazza (1) <L1mlt> xx </L1mlt> (8) <L1mlt>mela </L1mlt> wait a second cos i just went left </on phone> <8> now i'll **go back** </8> (.)
VOICE LEcon548: 985

987 S4: cos she just told me don't go left all right so <9> i **go back** out </9> (.)
VOICE LEcon548: 987

1039 S3: **go back**
VOICE LEcon548: 1039

2223 S2: so bad that i said okay (.) **go** <5> **back** </5> to <1> ski</1>ing (2)
VOICE LEcon560: 2223

2325 S2: <5> i'll **go** </5><6> **back** to [place11] </6> on the (twentieth) <7><un> xxx </un></7>
VOICE LEcon560: 2325

2404 S7: = did you (.) did you **go back** like in between or <4> did </4>
VOICE LEcon562: 2404

89 S2: really interesting. to **go: back** <soft> THEN .</soft> hh cos nowadays erm you know. (.) LIVERpool has been the capital of a (.) of er<4>m:</4>
VOICE LEcon573: 89

592 S1: a- anyway i'll (.) send you by email a most updated er company presentation (.) when we **go back** <5>okay?</5>
VOICE PBmtg3: 592

843 S1: <1> er </1> right after we **go back** (.) via email (.)
VOICE PBmtg3: 843

1995 S1: er when we **go BACK** (.) we will immediately (1)
VOICE PBmtg3: 1995

4297 S4: i really appreciate your time if you (.) came back i'm sorry that you **go back** with a blue tongue (.)
VOICE PBmtg3: 4297

745 S4: lost account maNAgers? (.) so i don't know what they're playing there they're wanna **go back** to all the (.) the (plane) (.) they lost er last years? (.)
VOICE PBmtg27: 745

1233 S2: i want EVERYTHING in cargo to be successful whatever. (.) and this <spel> c e o </spel> (.) of [org2] (.) is so pro (.) cargo (.) that gives US the motivation to be so very strong and powerful to (.) to help him (.) you know to get europe (.) er as one of the: well (.) <@> WE want </@> to be <soft> @ </soft> (.) e:r a CARGO airline (.)out of europe. (.) and this is this is e:r something (.) good to give US the motivation you know that that (.) want to make ourselves big in THAT way. (.) and this HELPS us a lot because (.) i've been working? (.) i: i **go back** to my <un> xx </un> for [org3] airlines hh (.) and if you look (.) in the beginning of [org3] airl- when i start working there (.) it (.) it (.) there was a total sixty-five thousand people who work out there (.) but all more focused to this PASSENGER side. (.) you know and we as CARGO we're always (.) er (.) <4> YOU'RE </4>in cargo er @ (.)
VOICE PBmtg300: 1233

1352 S1: <1> yeah </1> er other carriers just **go back** to a SINGLE er gateway concept? (.)
VOICE PBmtg300: 1352

797 S2: = these these figures so t- to **go back** to <1> your </1>{S2 looks at S4}
VOICE PBmtg414: 797

1401 S4: e:rm to **go back** to the stores and erm =
VOICE PBmtg414: 1401

2158 S4: <3> and </3> the displays i think we (.) yeah have <4> to **go:**</4> **back** to them again and erm (1)
VOICE PBmtg414: 2158

342 S9: yah (3) we can('t) **go back** (1)
VOICE POcon549: 342

349 S9: but i WILL **go back** to university
VOICE POcon549: 349

424 S8: on the LEFT hand side the menu on the RIGHT hand side hh (.) the short menu the long menu th- the where you ARE to show you where you ARE and every MOMent <10> you </10> need to CLICK <5> and </5> (you will) not needing to **go BACK** and (.)

VOICE POcon549: 424

736 S4: <3> you have **go back** </3> to sixteen hundred and <4> (three) </4>
VOICE POcon549: 736

554 S10: yeah and a few er couple of things about e:r the: the dinner now (.) er (1) <fast> the basic </fast> question is do you wanna **go back** to the hotel <4> and </4> should we meet e:r <fast><5> should we go </5></fast> and (d- d-) and get you at your hotel?

VOICE POMtg316: 554

415 S1: <sighing> no </sighing> (2) they <fast> it's it's a </fast> council de- <fast> i mean </fast> the the [org3] [S4] the [org3] now works on the (1) basis that (.) they have a firm mandate from [place13] . (2) so (.) they don't have to **go back** to <fast> a sort of </fast> a ([place13]) equivalent (.) grant meeting of six hundred universities they have the MANDate (.) and they work within that <5> mandate </5> (1)

VOICE POMtg403: 415

413 S10: <smacks lips><soft> yes </soft> thank you.<clears throat> i would like to (1) to: er **go back** to the: (.) moment when the [name4] convention was aDOPTed (.) well it's (.) i- it IS about recognition of individual qualifications and i think the core bologna process is about (.) a possibility for each individual to be recognized in in any of the (.) bologna COUNtries in an ideal case (1) so at that time of course we KNEW that it would be nice to base er (.) the recognition on quality aSSurance but there were very few (.) countries that had ANY quality assurance system hh system at least <soft> er er </soft> (.) countrywide there was s:ome in the uniVERsities but you cannot accept it (.) <slow> so we had to e:r </slow> (.) yes it is BASED on the er on <slow> the mutual trust between the SYSTEMS </slow> but how do you build that mutual trust (.) and the ONLY instrument er forTHAT moment WAS (.) er that er the (.) qualification in question must be er officially belonging to a er educational system (.) which in practice means that if you call the ministry or the [org5] [org4] center in that country the answer is yes we know that is a NORMAL quality but we don't know why they SAY so we just trust them. hh so er (.) such check of each other's quality procedures now seven years later that is a MAJORstep FORWARD so i i i think that is where we should go? (.) in the sake of the individuals moving from one country (of it) to aNOTHER (.) <soft> er </soft> one MORE point in the: recommendation (.) to the [name4] conventions <fast> and re- recommendation and criteria and procedures adopted in two thousand one </fast> (.) we talk about substantial differences bet- be- because any <pvc> NON-recognition </pvc> is based upon substantial differences well in CONTENT in learning OUTCOMES but also in QUALITY (.) <1> but </1> up toNOW (.)

VOICE POMtg404: 413

778 S2: <7> [S4] [S4] </7> can publicize it @@ <8> so we have the belgians </8><1> it does </1><2> **go back** into belgium @@@ </2>

VOICE POMtg439: 778

347 S6: = yeah there's a problem. (<7>**go back** to the beginning </7> again) (.)
VOICE POMtg447: 347

279 S1: <1> of course we </1> we may need to **go back** (1)
VOICE POMtg539: 279

452 S1: <2> and it doesn't really matter </2> as far as i can see (1) because (.) as you say the logic of this has been approved already by the steering group (1) so it could be a little awkward to **go back** (.) and say well the necessity of the manual here

VOICE POMtg539: 452

601 S2: then (2) back to (.) another (.) (four) if you don't put away the manual but **go back** to item two four (.) one i think it is (1) on the (2) {participants look through their papers (2)}<un> x </un> (3) {participants look at the manual (3)}<reading_aloud> internal quality assurance mechan<4>isms </4></reading_aloud> yes (2)

VOICE POMtg541: 601

1135 S4: <8> and then </8> we say <fast> they're unchangeable </fast> and then we <@> we </@> (.) **go back** to the original because i i i take your point that (.) hh i mean it is actually a strength (.) that we have (.) in fact a recommendation <1> by </1> the council of min<2>isters </2> that we <un> x </un> (.)

VOICE POMtg541: 1135

279 S1: okay if we try and do this first as a very rough (2) time frame and then we we can **go back** to it erm and and shift it around if we we decide otherwise (.) if we take that that's the organization of the consortium (.) er:m (3) we've got the (1) the funding (1) there (2) {S1 shuffles through her papers and looks for a specific one} should we have contracts and agreements i mean where where is that fitting into the (.)

VOICE POWgd12: 279

1407 S12: <7> er to of the same year (.) so </7> (1) and then you can **go back** i i think you need at least two years

VOICE POWgd12: 1407

572 S4: <9> mhm </9> we don't have such <3> permission in </3><fast> for instance </fast> we: er if i i'll **go back** to my er what we have is joint bachelor degree erm (.)

VOICE POWgd317: 572

470 S1: <4> yah </4> okay good. (.) so then er all agree that we **go back** to question one.
VOICE POWgd325: 470

790 S3: to **go back** to what [S15] have said and what you completed (.) we really have to have both (.) <9> er </9> top-down and bottom-<1>up </1>
VOICE POWgd325: 790

973 S12: <6> yeah </6> nevertheless i think it's it's it's important that e:r all this e:r (.) e:r this findings e:r in the: (.)bottom-up er pro<7>cess </7> **go back** to the rectors.<8> so </8> what i would like a task force to do <9> is</9> (.)
POWgd325: 973

928 S3: <7><to S5> will we **go back**?</to S5></7>
VOICE POWgd442: 928

938 S3: <to S5><4> shall we **go** </4> **back** </to S5>
VOICE POWgd442: 938

121 S3: <8><un> x x </un> democraCIES but it's not <un> x x </un></8> well it's (.) i GUESS i would **go back** to: to the sam:e point i was trying to re- (reiterate) <un> x x x </un> maybe we just have to throw in ideas (.) based on how we perceive (.) erm erm aSSURing e:r (.) youth participation (1) cos it's:<9> so </9> hard to level off at<1> this time </1>
VOICE POWgd510: 121

258 S3: <5> erm i i try </5> to avoid er i'm i'm sorry but i really try to avoid erm civil society talk? (.) erm maybe we can discuss layman's LANguage <un> xx </un> s- because in the sense (.) if i'm going BACK i will HAVE to useORDinary (.) LANguage still when i **go BACK** (.) could we: yeah i that's that's my only erm (.) request in the group @ (.) cos i'm NOT er @
VOICE POWgd510: 258

261 S6: so for first point you you say that er the <spel> n g os </spel> should **go back** to the members and (1) tell them<soft> (is that it) <un> x x x </un> (right) ?</soft> (.)
VOICE POWgd510: 261

263 S6: (what you wh- what you mentioned now) (.) i mean you say that when you when you have a public consultations (.) then you also **go back** (.) (to) the members (1) (you said that) (2)
VOICE POWgd510: 263

994 S6: no i <un> x x </un> (erm) (.) {loud background noises}<un> x x x x x x </un> like french part of <un> x x </un>(1) <un> x x x x x xx </un> er (one year) (1) but i'm free to go **go back** home @
VOICE POWgd510: 994

151 S1: <7> those </7> are the four questions {sound of rustling paper starts} erm again four as yesterday. (.) e:rm(1) {sound of rustling paper ends} when it comes to time we hav- we have th- the: we have to end at six o'clock because we have to **go back** into er (.) working groups then (and i w-) i <8> would like </8> to have (.)
VOICE POWsd256: 151

77 S1: = before before we e:r (.) <soft> er </soft> we go now e:r (.) into the into the next points (1) i just wanted to: to come back a little bit to this seminar also because some of you arrived a little bit later and today and had missed the session yesterday where where some of the objectives and and the process to get here were were explained by [first name1] . e:rm (.) as you know european youth forum is this big platform of er of youth organizations comprising national youth councils on one side and international governmental youth organizations on the other side (.) very diverse <soft> (yeah) e:r and there are </soft> many different interests that are are federated within the european youth forum e:rm and the TOPics on which the european youth forum works also VAry a lot (.) because of course they are the result of the INterest that are put forward BY the member organizations in order to be <un> xx </un> together. (.) <smacks lips> e:r and the- THEREfore the member organizations of the european youth forum decided that social inclusion and employment and social affairs (.) should be one of the main er working areas for the european youth forum (.) and er that was very clearly reflected in the work plan of the european youth forum (.) thereFORE (.) we have proceeded to establishing a working group on social inclusion (.) which drafted e:rm a first version of a policy paper on social inclusion which you i think have all received yeah? (1) e:rm there was also then an information and networking day with the member organizations where the different topics on social inclusion and EMployment were tackled (1) e:rm this was also followed by a by a discussion a:mong the member organizations as they are represented in the council of members <fast><soft> this is the statutory body of the european youth forum</soft></fast> (.) they all discussed their policy paper a:nd put forward some amendments modified it a little bit and adopted it AS a policy paper (.) WHICH should be the policy framework in terms of SOcial inclusion for the european youth forum (.) and now that we HAVE this policy framework so we know wha- what the member organizations (.) er WAnted from the european youth forum (.) we can actually move ON and therefore we have er organized this SEMINAR which is about tackling er the problems of the precarious work conditions and the way to move forward from this in order to ensure better (.) better jobs (1) yeah? (.) so: the: as you as you've SEEN the the seminar is: (.) is made of of a er <fast> of of of </fast> a program which is <pvc> splitted</pvc> into TWO kinds of a of a SEssions yeah there are the morning sessions where we: when we receiveGUESTS (.) and er they give some input f- from THEIR perspective the yeah so er we have

seen other <spel>n g os </spel> representatives hh e:r we have seen a commission representative we're going to have government representatives so this is already e:r an excellent space for you to CHAllenge (.) this guests yeah with with questions and to address YOUR points of view YOUR perspectives (.) regarding the the topics they are they are addressing hh but then we also have the space in the afternoons when: we can also actually: go more in depth (.) hh (.) discuss: what <slow> we really want </slow> so this is not when we poSiTion ourselves towards the other partners that we have yeah in er (.) in er (.) er in our WORK but this is to see what actually WE want. what we can do inTERnally (erm) i say internally hh it means not only in the european youth forum but also things that you can: bring back to your organizations things that you can: can do more either <fast> in the national youth councils at the national LEVEL </fast> or either in the: in the: in your international organizations how you can federate cer- c- certain interests and address certain issues (.) <pvc> crosscutting</pvc> europe (.) e:rm but then also to see what kind of policy demands (.) we have. altogether. what are (.) (so) (.) basically when we will discuss now (.) more in depth how YOU feel (.) about this about this topics yah? what are the main problems in your countries or in <un> x </un> that your organizations which can be: <pvc>europeanwise </pvc> yeah? have identified. (1) we'll we'll try to see what we have all in common (.) and based on that (.) see what kind of policy recommendations (.) we can er we can make. (1) erm at the end of this er working group we will **go back** in plenary so there will be a need for ONE person (.) to actually report back. (.) to the plenary (.) the: the content of the discussions and that person won't be me because i'm jus:t i'm i'm just trying to faCilitate but you are the ones who are coming with the content yah? so it should be one of you that (.) that will speak on behalf of the group. (.) what is also important to know is that at the end of the seminar there will be a political declaration. a declaration of the activity. and (1) e:r this declaration should complement let's say the: the REport <soft><fast> there'll be a general report <un> xx </un> you know (and)</fast> will appear everything that has been done in the seminar </soft> but this political declaration will take the MAIN points the main messages (.) that that were thrown around the table yeah? by by the different participants? (.) a:nd in order to elaborate on this on this political declaration (.) there will be a drafting committee working HARD tomorrow night. so the person who is going to be the rapporteur from this group (.) {parallel conversation between 2 participants starts} should also go <slow> tomorrow night </slow> (.) to this drafting committee (.) a:nd (.) should try to bring (.) in the: in the final declaration the POINTS that were discussed. in this group. {parallel conversation stops} (1) so this is the: this is the good part about being er being the rapporteur because you: you get to speak in plenary: a:nd e:r

VOICE POWsd266: 77

- 149 S1: {discussion with the whole group starts again} so what i wanted to: to propose you as a: as some sort of structure (.) for for the discussion but then of course i mean: er let's look at this as a very flexible structure and we'll see according to: your <soft> interests in discussing the different topics (.) we can: make it longer or shorter (okay) ?</soft> (1) e:rm (.) i was thinking that maybe it could be interesting to have a: (.) a very e:r short round of impressions from this morning maybe there are things that you would have liked to say this morning (.) er but you didn't have the chance to o:r (.) or maybe you thought it was too DARing to say certain things (.) e:r <soft> or you thought you would be too critical for example yeah?</soft> so (.) or to simply there are certain points that you found very USEful and you would just like to **go back** to them (1) e:r and just to remind you that we had e:r we had two sessions the first one was on er on the sources of discrimination (1) and the second one (.) was on er precarious work conditions (4)

VOICE POWsd266: 149

- 205 S1: which is very good as well yeah. (.) and e:r and which tackles the same question yeah the question of diVErsity (.) er becaus:e in the [org1] we prefer to look at this or we all of us huh? (.) prefer to look at this from the point of view diVErsity and not discrimination (.) diversity means accepting the differences being aWARE (.) of the differences but also being aware of the <soft> equality between all these differences and equality in terms of rights (.) and er (.) and equality in the sense that er i think one of the speakers was addressing <un>xx </un> earlier in the morning er equality in terms of access equ- equality in terms of opportunities and equality in terms of conditions. (.) so er (.) er (.) our our policy paper goes into: into the same (depth) (.) more or less the same direction </soft> (1) so these are just just SOME points yeah for: for reflection from from the policy paper but we can we can now **go back** (.) to the: to the two themes or to: the question of discriminations on one side and the the question of precarious work on the other side hh and we could maybe start with <soft>i don't know </soft> the first one just to follow chronologically the the morning (.) and erm (.) <fast> i was thinking that it could be interesting to see </fast> what are the: (.) the situations that you have experienced at the a- in the different countries

VOICE POWsd266: 205

- 207 S1: a:nd what have been your organizations doing in order to tackle (.) this type (.) of e:r of situations <fast> and i think those who are coming from international organizations can maybe mention </fast> er <soft> er er </soft> several examples and how they were tackled in the <soft> the question (.) er let's say more europe-wide whereas the ones coming from national youth council can can focus a little bit more on the situation at the national level (1) erm </soft> and see what what the youth organizat- what your organizations HAVE been doing. (.) if there are any any poSitions if there are any specific POLicy demands if there are any (.) any specific oPinions that you have (1) and also if there are any other best practices in terms of projects campaigns (.) er things that would be useful to share with the others so that er (1) <soft> so that when we **go BACK** we: we go a bit more enriched in in terms of: of ideas </soft> (2) so: (1) either we we go on with the with the discussion around this table in this group or if you prefer can also split into two smaller groups (.) if you think that would facilitate the discussion (3)

VOICE POWsd266: 207

- 378 S1: but now i wanted to **go back** to something that (.) you wer:e you were saying earlier yah? (.) that (.) certain groups: certain minorities are not being repreSEnted at (.) the policy making level yah? and that therefore certain policy makers have not exPErienced (.) certain forms of discrimination so that they are able to (.) actually: (.) talk about it in an informed way yah? and we: kept <un> xx </un> on on

- talking about (.) minority groups: and then we come to the question of GEnde r a:nd can you consider gend-
 (1) you know the (1) er
 VOICE POWsd266: 378
- 539 S3: in belgium we we've got a: (now and and) <un> x </un> (1) an organization yeah er from the
 government e:r who has for <pvc> unemployed {unemployed} </pvc> yeah and (.) people who
 are <soft> unemployed </soft> (.) erm so they: got the chance to follow a course erm yeah ther- they have
 different courses and so you get the chance to follow a course er for a a certain erm yeah a certain a certain
 job or profile or e:r yeah a language cour- o- course or something erm a:nd then you get some money from
 the government and you can also have the chance to follow the course OR maybe you can erm: **go back** to
 university and study something <soft> and (.) yeah </soft> (1) so that i- if you are at a certain (.) age and er
 you did a job you don't like you get a chance =
 VOICE POWsd266: 539
- 634 S1: <fast><6> but then </6> we could also maybe go <soft> erm </soft> **go back** and look also at this at
 this first</fast> (.) <7> comments </7> that we find yeah and we had [S2] saying for example about (.)
 VOICE POWsd266: 634
- 163 S1: <7> yeah?</7> (7) {writes on the board} okay (6) and w- in er maybe here is also the moment we
 can **go back** to: that idea that [S5] put forward in terms of and then and [S8] also (.) er: i- in terms of
 er (.) being aware of what kind of rights (.) a worker has (.)
 VOICE POWsd372: 163
- 246 S1: can er can we maybe start ma- from from all this which doesn't mean that we close this lists yeah but
 er <fast> mean we'll </fast> we'll **go back** to them when we have other ideas (.) to maybe list already erm
 policy demands (.) or demands towards er (.) er PUBliC authorities because i see already some things
 coming (.) er recognition of <spel> n g os </spel> recognition of er (.) <2> of <pvc> non-formal </pvc>
 edu</2>cation (.)
 VOICE POWsd372: 246
- 72 S1: well maybe one should **go back** to <spel> c </spel> TWO then. (2) <8> i('d) </8>
 VOICE PRcon534: 72
- 170 S6: there's only the book.<2> so </2> i'll i'll i'll when i **go back** to [place1] in january the the book should be
 there.(.)
 VOICE PRcon535: 170
- 683 S8: <5> because i have to **go back** to my country (.) and enter the country actually so </5>
 VOICE PRint597: 683
- 69 S4: but er you mentioned the celebration of the (.) er republican (.) anniversary? er (.) in e:r
 the (.) president's place is a public place. (.) and since turkey is a secular state hh er secular state
 er (.) demands from the people (.) to be e:r (.) in the (.) in the RULE of secular principles. (.) that is why i
 think the president didn't invite (.) the people who really showed their e:r (.) identity or THOUGHT they are
 er showing their identity with their clothes. because i don't believe that hh e:r the veil (.) is er an er
 islamic (.) er kind of clothing. (.) when you **go back** to the history anthropological history (.) er it goes back
 to the sumerians and then to (.) GREEK er (.) societies? and then to byzantium and er the er (.) e:r in
 the (.) in the (.) e- eastern mediterranean countries also (.) er some people with different religions (.) used
 this kind of (.) headscarf. so it is not islamic AT ALL ? (.) er we have to discuss the matter a lot. (.) thank
 you. (2)
 VOICE PRpan1: 69
- 134 S3: erm <clears throat> (.) let me erm address two issues. one has to do with er the question of (.) erm (.) of
 ofVEILING in a secular erm society. (.) look there have been different models (.) of secularism and different
 paths to secularism. (.) AND the model and the path that (.) er was chosen by erm (.) turkey? erm (.) follows
 the french model. (.) <soft> you see </soft> the <LNfref> jacobin {jacobean} </LNfref> french enlightenment
 french revolution (.) <pvc> anticlerical </pvc> model? and it's not only turkey but mexico. (.) has a
 similar (.) verySTRICT model of erm (.) er of secularism? erm and THIS in a country where (.) ninety-five
 per cent of the population are very strict believing catholics. (.) there is complete separation (.) of e:rm
 religion and the state? and the law in mexico? (.) and actually until the early nineteen
 eighties IN mexico? (.) erm a nun and a priest could NOT walk in the streets in their habits. in their religious
 habits. you see hh so THIS (1) whatever we think of this THIS was a historical erm process and erm a pa:th
 that was chosen (.) BY the elites and by the people OF turkey and mexico following from the french
 model.<fast> but there are different models of secularism </fast> (.) there is india: there is e:rm some parts
 of continenta- <fast> the united STATES has a very different model of secularism (.) the former soviet
 union had a very different model of secularism </fast> (.) and in fact
 the NORDIC countries.<fast> scandinavia finland et cetera where people were actually paying a</fast> a
 tax to the lutheran CHURCH <loud> that's another </loud> (.) e:r <fast> model of secular so there are
 different models and paths of secularism?</fast> (.) and er each society will have to find its own? (.) erm
 andIRAN (.) is currently finding its own path erm (.) and er a model of secularism erm (.) er as well <fast> so
 there this is a DEBATE that turks are having? regarding er VEILING and the symbol that er er veiling and
 what veiling </fast> (.) or unveiling er means? (.) erm now in iran we have a different problem because in
 iran (.)<loud> veiling is compulsory.</loud> (.) you see? (.) erm and it has been compulsory since nineteen
 eighty-one. (.) erm ALL women have to VEIL (.) whether you are muslim or <pvc> n:on-
 muslim? </pvc> (.) whether you are a BELIEVING muslim or a <pvc> NON-
 believing </pvc> muslim?<loud> you have to VEIL.</loud> (.)you see. they call it hijab whether

it's <@> correct or not? hh but er </@> but the minimal requirement i:s (.):erm well actually that's not correct. @ <@> from er </@> from the islamic republic's perspective? you have to cover your hair you have to wear a long coat. (.) you see (.) and of course the very er strict religious women will wear the er black er chador. (.) NOW for er those of us who think that this is a problem? (.) and oh by the way the religious minorities also have to veil.<fast> in the islamic republic of iran.</fast> (.) our religious minorities are christians and jews and zoroastrians? (.) we have baha'is also? but baha'is are not even recognized? (.) {some soft mumbling in the audience} e:r because they are considered to be heretical? (.) you see they have no civil status hh but in PUBLIC EVERY woman has to VEIL . (.) you see. now if you watch iranian (.) cinema you see that in the cinema TOO (.) the characters have to veil even at HOME (.) although<fast> of course in real life women do not veil at home.</fast> (.) but they DO have to veil when they are in public. ANYwhere. on the streets? (.) universities? school <fast> it doesn't matter they have to veil.</fast> (.) NOW for US this is a problem and we would like to have choice in veiling. (.) er for my PERSON now speaking personally (.) i believe that erm (.) er women have a right to veil? or not to veil. (.) you see to COVER their heads hh or not to cover hh and but to determine for themselves what modest (.) dress IS . (.) those of us who were in iran at e:r at e:rm at the time of the revolution we took STRONG objection (.) to being called (.) NAKED . (.) this is called er this is NAKED ? this is a real INSULT . (.) you see. (.) so er WE feel that it is very important for women to have choice (.) in dress? and also a choice to determine for themselves WHAT is appropriate and what is modest dress. however i believe that there should be some kind of a dress code. (.) you see er IN institutions. (.) so that we cannot have excessive undress? @@ (.) and we should also not have excessive (.) veiling. i personally am very much opposed to erm (.) the heavy dark veiling with the covered face and the gloves and so on. i think that this is (.) er problematical from a number of perspectives but we can i think all agree (.) that erm (.) er a dress code which would (.) er RANGE from the way (.) we are dressed here? (.) er to er the scarf and the long coat? is perfectly erm acceptable (.) erm from the perspective of both islam and also er human rights. (1) finally i just want to say that er the isla- (.) there is an islamic reformation going on. (.) in the world today? (.) a:nd we see a number of intellectuals religi- (.) in fact in IRAN we call them<un> xxx xxx</un> you know the erm (.) the religious intellectuals (.) and THEY are erm er making extre:mely important (.) contributions to the rethinking of what it means (.) to e:rm er to be muslim? what islam really means what islam (.) is or should be like IN this modern era? (.) and their contributions. the men and the women and right now i will only mention a few names from iran (.) [last name2] [last name3] [last name4] who poor man is in prison? (.) erm and [last name5] [first name5] [last name5] and then women like [first name6] [last name6] [first name7] [last name7] to a certain extent [first name8] [last name8] (.) THESE are our religious intellectuals? the women are what we call islamic feminists? (.) they are doing a <pvc> rereading </pvc> of in particular the <LNara> qur'an {koran} </LNara> and THEY are the ones who are saying that (.) in fact islam is NOT incompatible with democracy and women's rights and human rights? (.) <slow> but the way islam</slow> is currently interpreted. (.) in our countries. (.) the way islamic LAW (.) has been interpreted and implemented since (.) the middle ages? (.) is problematical and we HAVE to go back and <pvc> reread </pvc> the <LNara> qur'an {koran} </LNara> and come up with a TRUE interpretation a true understanding of<LNara> qur'an. {koran} </LNara> (.) [last name2] er <fast> [last name4] is in prison because he says that to be a true islamic state you have to have separation </fast> of religion and erm and politics. (.) so this is part of the islamic reformation? (.) it's VERY interesting it's also rather turbulent and it will take a WHILE (.) for er for this process to unfold. (.)

VOICE PRpan1: 134

- 227 S3: yeah okay. i think it is there is (.) there is much left much we can do right now. er so. (.) maybe an announcement as already mentioned we are planning to make a (collection) er (a quotations) of the proceedings of this conference. (.) er (.) i think (.) we just have to discuss this during the next week how we'll do this and above all how we'll get the funding for it and i'm very optimistic that finally we will get it. (.) so (.) er (.) we will (.) er (.) we will be allowed to go back to you (.) er via email and (.) er (.) in order to make er (2) (lose round book) i don't know how the term in english er er may use suggestions about alternations or or <un> xxx</un> so that anyway how it's done we will hope that we will continue to (.) work together to keep up the work and <pvc> workal </pvc> contact. yeah. (.) and i really want to thank you for coming here for sharing your ideas with us to each other for those very interesting and inspiring discussions (.) erm and yeah er and there is nothing left than to really extend a very warm and erm <un> xxx </un> for those of everybody of you especially to those who have a really long trip before them. er thank you very much and enjoy your stay here in vienna.(2)

VOICE PRpan13: 227

- 64 S8: i think (what you said is) very smart and i don't know what (use the two) of the words in english but i prefer that (.) er this er remark was very accurate. that we were talking about (.) canon all the time and don't say what we MEAN with it (i think) we are using a a metaphor of metaphor or something like (.) of COURSE . if you go back to the to the encyclopaedia and look up what canon means er (.) by the book er there's a (.) greek etymology which (.) draws on some (semitic) languages (don't know) and (.) a canon there means (but i) doesn't know (it's pronounced) erm (.) some sort of plan i think it's (greek) er

VOICE PRpan225: 64

- 174 S1: erm (.) i i THINK (.) i mean (.) we certainly didn't (.) solve ANY of these problems? (.) so that why that's why we can (.) <loud> go back </loud> to work tomorrow (.) and think about it @

VOICE PRpan225: 174

- 2 S2: yeah. (.) i i want to er ask all the <pvc> gentlemens {gentlemen} </pvc> er (.) if you expect that the boom we have had er at er from the beginning of the year on the stock markets. (.) in the (.) central european country (.) CAN go on in (the) future in the future (months) <un> x?</un> (.) and er er (.) if er i may add? (.) a- -nother question (.) what? (.) do you expect are (.) the main REASONS for that er (.) er really interesting er development we have had.<soft><un> xx </un></soft> (.) go back to you. (1)

- 121 S3: i can say majority of the migrant workers they still want to make you know a very close contact tie with thei- thei- their family (.) yes so you s- can see during every every year during the: chinese new year (.) you can see(.) it's REALLY very difficult (.) er to get a train ticket back to their homeTOWN (.) and it's very v- a very very busy time when when there is (convenience) f- the you- young migrants they want **go back** home (.) and and many young migrants actually you know after they were a number of years they w- they they they when they (.) got enough money and then they (.) they will go home so <un> x </un><fast> the chinese government </fast>also want to do er al- also want to encourage er this kinds of er (.) just (.) re- re- going back you know home er to the- to their regions er (.) <un> xxxx </un> er you know techni- tech- er techniques or knowledge and eq- er and so (.) on forth back to the <pvc> countrysides </pvc> (.) <loud> but </loud> you know there's another another er phenomena that NOWaDAYs more and more migrant workers wants to stay (.) in the cities you know (.) they want to the- be there because the child was born there you know even (some of the) <un> xxxxx</un> become middl- sch- in go to middle in to middle schools (.) and they have already? you know all (.) they have already established their connection in the cities the- so they want to be there. (1) so yo- ha- tha- that's the issue (.) coming up very serious- (.)-ly the government has to handle the issue otherwise it'll be it'll become (.) you know (.) er an unstable er (.)

VOICE PRqas495: 121

- 113 S1: among the oldest in europe then two famous law faculties in europe the hh university of bologna? (.) e:r (.) still today (.) being a leading institution for law studies for international? (.) law studies er maybe (.) not by chance it's a nice (.) historical bridge (.) <fast> already in the </fast> eleventh century a leading (.) euroPEAN institution of higher education hh (.) is the john hopkins (.) center for for european law and is i guess (.) still toDAY (.) e:r (.) bologna (1) <smacks lips> the second one in padua (1) <smacks lips> still university towns toDAY hh (.) e:r coimbra in: portugal (.) <soft> and and </soft> all those (.) those early universities. (.) e:r and because (1) there have only been a FEW of them? (1) er students from all over EUROPE (.) came to those places to study (.) in the case of padua and bologna. law. (1) e:r (.) which in return meant when they (.) **went back** home (1) they tried to practise what they learned (.) in ITALY for example. <fast> what did they </fast> learn in italy they learned roman law. (.) ANCIENT roman law because this was the only codified hh corpus of of law aVAIlable at those times? hh e:r so when they (.) went back to for example i don't KNOW germany hh scandinavia (.) erm (.) slovakia which <un> x </un> has not been slovakia then or or: whatever: region in europe er: (1) we HAVE hh e:r they practised the law they learned (.) in ITALY (.) er:m

VOICE EDsed251: 113

- 113 S1: among the oldest in europe then two famous law faculties in europe the hh university of bologna? (.) e:r (.) still today (.) being a leading institution for law studies for international? (.) law studies er maybe (.) not by chance it's a nice (.) historical bridge (.) <fast> already in the </fast> eleventh century a leading (.) euroPEAN institution of higher education hh (.) is the john hopkins (.) center for for european law and is i guess (.) still toDAY (.) e:r (.) bologna (1) <smacks lips> the second one in padua (1) <smacks lips> still university towns toDAY hh (.) e:r coimbra in: portugal (.) <soft> and and </soft> all those (.) those early universities. (.) e:r and because (1) there have only been a FEW of them? (1) er students from all over EUROPE (.) came to those places to study (.) in the case of padua and bologna. law. (1) e:r (.) which in return meant when they (.) went back home (1) they tried to practise what they learned (.) in ITALY for example. <fast> what did they </fast> learn in italy they learned roman law. (.) ANCIENT roman law because this was the only codified hh corpus of of law aVAIlable at those times? hh e:r so when they (.) **went back** to for example i don't KNOW germany hh scandinavia (.) erm (.) slovakia which <un> x </un> has not been slovakia then or or: whatever: region in europe er: (1) we HAVE hh e:r they practised the law they learned (.) in ITALY (.) er:m

VOICE EDsed251: 113

- 32 S1: okay. then we **went** (.) **back** UP (.) we went there for a bit. <fast> it was funny. so we went </fast> back up? (.) and asked where there is something nice to see in liverpool.

VOICE LEcon573: 32

- 32 S1: okay. then we went (.) back UP (.) we went there for a bit. <fast> it was funny. so we **went** </fast> **back** up? (.) and asked where there is something nice to see in liverpool.

VOICE LEcon573: 32

- 177 S10: and then i got the bus back into town and it was (.) it was about half past three or so then. so i **went back** to the (.) hotel because i wanted to be back around four four thirty so i could change and freshen up (but) it was lovely i really liked <LNpor> belem {ancient church in lisbon} </LNpor> actually it was a very NICE area. (.) lots of space or some- there's a park oh yeah i walked through the PARK there. this was really nice =

VOICE POcon591: 177

- 16 S6: <soft><un> x </un></soft> very much <un> xxxx </un> (.) er good morning to all of you it's er quite an honour for me to be on this distinguished panel today (.) on the question of er of pace of implementation (.) er pace getting to er <spel> e r m </spel> two and <spel> e m u </spel> and (professional) real NOMINAL convergence (.) i can only speak to you as as er as a practitioner (.) and erm (.) and actually as practitioner what i see is er (.) is aRUSH (.) almost a race now er among the new member countries really to get into <spel> e r m </spel> two (.) toGET to <spel> e </spel> (.) <spel> e m u </spel> (.) in in a and in a way it makes <spel> e r m </spel> two er degrades it to just something like for me really to a waiting room. (.) er it reminds me of like going to the dentist you all know you have to go once in a while (.) it might be painful at the end of the day (.) and that's why you want to go through the

waiting room quickly (.) erm and i think this is one of the problems I see and this gets me to the whole issue of nominal (.) er real convergence (.) i think because there is this (.) rush this race of of getting (.) getting to the end target (.) that there is too there WILL be too much focus (.) on the whole issue of nominal convergence again (.) but that's also a message i think to the <spel> e u </spel> and to <spel> e c b </spel> er the european central bank one would have to redefine the role of of <spel> (e r m) </spel> (two) (.) and the the time span between now and getting to <spel> e m u </spel> (.) and er (.) as LONG as there will be this er focus on nominal convergence (.) at the expense of er of REAL convergence i think (.) er i have i s- a worry i have fears this regards to (the) long term implications (.) how LONG it will take the countries to get to the end target <spel> e m u </spel> (.) from a RATING perspective and (we) this is always the way I look at it (.) from rating perspective (.) it DOESN'T make such a difference (.) as long as the policies are sustainable (1) we are not penalizing if you take t- to- er today's <spel> e m u </spel> countries we are not penalizing denmark or sweden (.) for not being er part of the er the monetary union (.) er you (could not) penalize any of the NEW member states for taking time (.) working on the real convergence and THEN <un> x </un> (to the) end target of <spel> e m u </spel> as LONG as the policies are sustainable (.) and er i think that's really the issue for me (.) IF there is too much focus on nominal convergence (.) i think LONG term there will be real implications there will be implications of competitiveness (.) and that then in the LONG term i would say (we) also have to come (full) certain of (.) THAT would have (really) rating implications NEGATIVE rating implications (.) i think for the new member countries it is worthwhile really (.) to look at the experience of a number of er today's monetary union countries (.) i think in particular of of portugal (.) i think of greece of of italy (.) ALL these countries had (.) to a certain degree (.) er different strategies and i i guess also it **goes back** to the question what is the appropriate (.) er er level of central er parity for instance er (.) a topic we haven't raised really today (.) er that's one (of the) issues i mean if you look at er comparable countries (.) er among the first group of countries to to form er the monetary union (.) er a decade ago we take er portugal (.) er and italy they took a different strategy that was more a tra- a strategy of nominal appreciation (.) then you take the group of say spain (.) and greece HERE we had pre-emptive evaluations (.) and when you look at where these countries are today i think it does give you a a certain message (.) NOMINAL convergence for me is not (.) very meaningful in the long run (.) IF it (.) brings you to what we are seeing today say with italy with greece (.) er er and with portugal (.) NOMINAL convergence was fine for the moment but in the long run as we see now (.) it is rather meaningless. (.) and er for THAT reason I think the focus should be more on on real convergence. (2)

VOICE PBpan25: 16

799 S2: yeah (.) er it **goes back** about what you were saying about things are very different in different places
VOICE POMtg439: 799

833 S5: <6> (material) and then it **goes back** </6><7> to you </7><1> and then it goes back to you and THEN you get</1> it back as a <2> new </2> design. (.)
VOICE POMtg444: 833

833 S5: <6> (material) and then it goes back </6><7> to you </7><1> and then it **goes back** to you and THEN you get</1> it back as a <2> new </2> design. (.)
VOICE POMtg444: 833

344 S2: i think <4> this **goes back** </4><5> to deCIDING </5><6> what the purpose </6> is. =
VOICE POMtg447: 344

971 S1: = yes and that **goes back** to (.) the fact that we were saying that so much of this is based on a lot of discussion (.) prior to setting up the consortium. (1) i mean the- there there's one thing i'm (.) er: a bit concerned about (.) er:m and and it's not really (1) critical to this discussion which is that (.) many of our postgraduate courses are (.) are master's courses are (taught) masters which are intensive one year programs (.)
VOICE POWgd12: 971

784 S3: actually it **goes back** to: (.) the responsibility of the government to insure that (.) each and every: individual or constituent is actually wealthy is FED (.) erm sheltered clothed and EVERYthing else. eduCATED (.) becaus:e (.) erm i was TALKING to (.) to my colleagues in <un> xx </un> (.) from from EUROPE and they were saying they had this democratic process <un> xx xx xx </un> and ALL this things (.) and they can actually go to other countries et CETERA i was telling them (.) that is not the case in asia pacific (.) we don't HAVE (.)
VOICE POWgd510: 784

1065 S8: that **goes back** to my parents
VOICE POWgd510: 1065

69 S4: but er you mentioned the celebration of the (.) er republican (.) anniversary? er (.) in e:r the (.) president's place is a public place. (.) and since turkey is a secular state hh er secular state er (.) demands from the people (.) to be e:r (.) in the (.) in the RULE of secular principles. (.) that is why i think the president didn't invite (.) the people who really showed their e:r (.) identity or THOUGHT they are er showing their identity with their clothes. because i don't believe that hh e:r the veil (.) is er an er islamic (.) er kind of clothing. (.) when you go back to the history anthropological history (.) er it **goes back** to the sumerians and then to (.) GREEK er (.) societies? and then to byzantium and er the er (.) e:r in the (.) in the (.) e- eastern mediterranean countries also (.) er some people with different religions (.) used this kind of (.) headscarf. so it is not islamic AT ALL ? (.) er we have to discuss the matter a lot. (.) thank you. (2)
VOICE PRpan1: 69

33

S5: again two subgroups <pvc> responders </pvc> (.) this is <pvc> pre-drug </pvc> seizure frequency (.) so these animals had about twelve seizures over a period of two weeks? (.) this was (.) suppressed to almost zero (.) growing two weeks of treatment <un> xxx </un> (.) and then after the treatment (.) er seizure frequency was again INcreased (.) so we turned these animals <pvc> responders </pvc> and the second group four animals of these eleven (.) that turned <pvc> non-responders </pvc> because there was no drug effect at all (.) again the plasma concentrations were the same in these two subgroups (.) and then we looked on <un> xxxx </un> protein expression in these two (.) extreme groups (1) and found this data (.) which is a VERY marked <pvc> overexpression </pvc> of <un> xxx </un> protein and the <pvc> non-responders </pvc> compared to the <pvc> responders </pvc> in several brain regions such as the <pvc> prefront </pvc> cortex (.) the <un> xxxx </un> (.) and the <un> xx </un> one layer of the hippocampus (1) so (1) of course the next question then and this **goes back** to the title of my talk (1) is (1) taken (.) all this data (.) or (.) in view of all this data indicating (.) that <pvc> overexpression </pvc> of <pvc> multi-drug </pvc> transporters might be responsible at least on part for <pvc> pharmacoresistance </pvc> (.) in intractable epilepsy that might be possible (.) to reverse or prevent <pvc> pharmacoresistant </pvc> epilepsy by (.) inhibition (.) of these TRANsporters (1) and i alr- ready mentioned that in the morning session that (.) various of these (.) er inhibitors of <un> xxxx </un> protein and more recently also inhibitors of <spel> m r ps </spel> (.) are currently in the clinic? (.) and are evaluated for reversal or prevention of (.) <pvc> multi-drug </pvc> <pvc> resistance </pvc> in human CANCER (1) erm so they are not toxic so are tolerated by: by patients and (.) so they could be used (.) erm for trials and <pvc> pharmacoresistant </pvc> epilepsy (.) and (.) we started to (.) er carry out <un> xx </un> studies (.) er showing that (.) <spel> p g p </spel> or <spel> m r p </spel> inhibition indeed results in enhanced <un> xxxxx </un> efficacy of <pvc> anti-epileptic </pvc> drugs so (.) this could form a novel strategy for overcoming <pvc> pharmacoresistance </pvc> (.) and (.) once again the ADVANTAGE here (.) is that various of these inhibitors of <spel> p g p </spel> and (.) er <spel> m r ps </spel> ARE clinically available we now speak of three generations (.) of <spel> p g p </spel> inhibitors (.) and the third generation is the most interesting one because these compounds are very selective (.) they are not toxic in humans and they show no effects (.) on drug metabolism and several of these compounds (.) erm (.) shown here (.) are in clinical phase two or three (.) in cancer patients (.) and just to give you ONE example at the end of my talk (.) erm (.) here we (.) combined <pvc> phenitamine </pvc> at a VERY low <pvc> subeffective </pvc> dose (.) is an inhibitor of <spel> m r p </spel> one and <spel> m r p </spel> two <pvc> probenecid </pvc> which is clinically available (.) and <pvc> phenitamine </pvc> alone at this low dose on ra:ts? was doing nothing on the focused seizure so i show this is (per cent above) control (.) control is set to zero (.) and <pvc> probenecid </pvc> ALONE was doing nothing (.) but when we combined the two there was this marked (.) anti- <un> xxx </un> Effect and this was associated (.) with a marked increase of <pvc> phenytoin </pvc> (.) <pvc> phenytoin's </pvc> concentration in the brain (.) now what are we CURRENTLY doing (.) we currently use gene expression analysis by genome raise (.) in (.) <pvc> responders </pvc> and <pvc> non-responders </pvc> from the <un> xx </un> model to identify genes that are involved in drug <pvc> resistance </pvc> and this study has just been completed (.) and we found some sixty (.) genes (.) we screened for more than twenty THOUSAND genes (.) some SIXTY of these twenty thousand (.) erm which were differently (.) red-reg- regulated being <pvc> non-responders </pvc> and <pvc> responders </pvc> and we are on the way (.) to identify this genes (.) furthermore we currently study with a <pvc> polymorphisms </pvc> and <pvc> multi-drug </pvc> transporter genes are involved (.) and drug <pvc> resistance </pvc> in this <un> xx </un> model of <pvc> phenytoin </pvc> resistant er temporal lobe epilepsy and this was initiated (.) by a publication of some [first name6] [last name6]'s group last year in the new- in the journal of medicine (.) in which they (.) reported an association of <pvc> multi-drug </pvc> <pvc> resistance </pvc> in epilepsy with A <pvc> polymorphism </pvc> (.) in the drug transporter gene and coding for <un> xxx </un> protein. (1) now to conclude (.) <pvc> overexpression </pvc> of <pvc> multi-drug </pvc> transporters and their genes (.) is a novel and reasonable hypothesis to explain <pvc> multi-drug </pvc> (.) resistance in epilepsy (.) but of course further studies are needed (.) to establish this concept (.) and there is still a LACK of A REAL true proof of principle (.) there are certainly other mechanisms of drug resistance that NEED to be identified or substantiated such as (.) disease related changes in drug TARGETS (.) and finally (.) I hope and we all (.) all of those hopes who who are working on this (.) hope that finally we will be able (.) to er:m (.) develop new strategies based on such er theories (.) for reversal or prevention of (.) er <pvc> multi-drug </pvc> <pvc> resistance </pvc> in human epilepsy thank you

VOICE PRpan585: 33

260 S1: understand? (1) that is really **going back** two almost two: (.) not almost <7> MOre </7> than two thousand years ago? (1)

VOICE EDint331: 260

536 S1: that you're able to <fast> i don't know </fast> go (.) to the <loud> [org8] </loud> (.) and have your master there. hh and <3> then </3> **going back** (.)

VOICE EDsed251: 536

171 S2: other countries er either in eastern europe or in the third world (.) erm the budgetary question er that was absolutely crucial right? because (you have) some- somebody had to afford this kind of policy hh erm (.) **going back** to what we discussed earlier environmental destruction was another problem because e:r (.) if everybody was sort of er (2) SEEing incentives to produce a lot er you would have er very intensive production. er and if you have very intensive proDUction you sometimes (.) have environmental destruction because er in order to er (.) produce as much as you can (.) you may use all kinds of harmful (.) SUBstances whatever pesticides et cetera. hh er to (1) er (1) PROduce. =

VOICE EDsed301: 171

2168 S5: no you don't (1) we had a great time but i'm: definitely not <8> **going back** </8>
VOICE LEcon560: 2168

2639 S8: the three of you are **going back** to canada
VOICE LEcon562: 2639

344 S4: are we **going back** to: er (1) what are the next er the next parts of the presentation because i i may have some(.) questions but i'm not (.) hh sure maybe you will talk about it later on so (1)
VOICE PBmtg269: 344

1314 S4: which is behind this project (.) is in question because e:r [org2] (and [org1]) either are g- **going back** to phosphates. (.) <7> because </7> it is cheaper for them it is (.)
VOICE PBmtg269: 1314

544 S1: <8> which </8> far east carriers all are based there and have empty flights **going BACK** and they <4> (rather)</4> (this will) take one day out o:f of the operations (.)
VOICE PBmtg300: 544

23 S2: let let let me just give (.) er a SOFT indicator (.) when i started teaching twenty-five years ago (.) the turkish students i had were dreaming of becoming <fast> i don't know </fast> maybe BANKERS or important people in frankfurt in london (.) maybe in the <spel> u s </spel> (.) over the LAST FIVE years (.) i have not seen a single turkish student (.) e:r erm COMING from turkey studying abroad (.) er who has not er had the idea of **going BACK** to turkey because their idea was (.) <@> t- they could </@> make a lot more money when going back to turkey and and start something there? than when starting at a lower level er somewhere else in the west (.) <fast> i think that's a </fast> an interesting soft indicator now this brings me to a QUESTION (.) you have a turkish diaspora of maybe three million people er in europe hh er of somehow turkish origin or (.)ancestry or whatever (.) erm couldn't THESE people also be a kind of a resource (.) engaging both financial and investment but also serve as a kind of (.) economic BRIDGE (.) between turkey and the rest of the european union (.) <fast> i mean </fast> erm d- do you have policies just ADDRESSING these people in this(.) <fast> i mean </fast> no- (.) not in the sense of th- about their <pvc> turkishhood </pvc> but er er in <@> the instruMENTAL sense </@> of er being potential investors and bridges
VOICE PBpan10: 23

23 S2: let let let me just give (.) er a SOFT indicator (.) when i started teaching twenty-five years ago (.) the turkish students i had were dreaming of becoming <fast> i don't know </fast> maybe BANKERS or important people in frankfurt in london (.) maybe in the <spel> u s </spel> (.) over the LAST FIVE years (.) i have not seen a single turkish student (.) e:r erm COMING from turkey studying abroad (.) er who has not er had the idea of going BACK to turkey because their idea was (.) <@> t- they could </@> make a lot more money when **going back** to turkey and and start something there? than when starting at a lower level er somewhere else in the west (.) <fast> i think that's a </fast> an interesting soft indicator now this brings me to a QUESTION (.) you have a turkish diaspora of maybe three million people er in europe hh er of somehow turkish origin or (.)ancestry or whatever (.) erm couldn't THESE people also be a kind of a resource (.) engaging both financial and investment but also serve as a kind of (.) economic BRIDGE (.) between turkey and the rest of the european union (.) <fast> i mean </fast> erm d- do you have policies just ADDRESSING these people in this(.) <fast> i mean </fast> no- (.) not in the sense of th- about their <pvc> turkishhood </pvc> but er er in <@> the instruMENTAL sense </@> of er being potential investors and bridges
VOICE PBpan10: 23

42 S7: okay i (.) thank you [S1] and (.) good morning everyone hh erm yeah we we've seen a lot of progress in the er the banking systems of er central and eastern europe er over the last five years erm (.) i think a lot of it has to come (1) down to sort of a (lowering) in reforms that we made (.) erm er (.) improvements in the economies of(.) the coun- the countries (1) and what the the foreign direct investors (.) brought to er (.) to these countries and to the (.) to the banks (.) erm they provided a lot of er expertise (.) particularly in (.) (mis)management (.) er products. (1) services (.) technology (.) et cetera. (2) and it is it's really helping to er (.) t- to to push (1) MOREer to develop (it) within the er the banking systems. (.) and <fast> okay </fast> (.) er let's see and er where i talked a little bit about the re-tail (.) sector (.) er we're seeing a lot of er progress there in particular. (.) erm it's is (.) BANKS move away very much fr- from the large corporates where (.) the margins are very thin now (.) and looking MORE at the sort of retail (.) markets (.) the <spel> s u vs </spel> et cetera. (2) and you if you (move) even further you look at sort of erm what we are doing (into) the massive management and things like that as well and er again er trying to er (.) to sort of PROMOTE to the (.) DIFFERENT types of savings within the er countries. (.) and a- again in poland we've we've SEEN this. (.) erm that's er there're there y- y- (.) a lot of sort of investment funds that are (.) are are being (.) grown there and the (locals) there are beingIMPROVED hh (2) erm i mean i i could (draw) on all day talking about the banking systems in in in the countries it's of (.) in the region but i think that's (.) you were **going back** to the subject of of of LIQUIDITY of the the financ(ial) (.) er markets (here being) the region. (.) erm i think it is great to see sort of the improvement in liquidity in (.) in in poland and i think that's (.) somewhat (.) you know kno- in in fact that it's not a (.) so much of a (.) SUPPLY problem (2) and that's and er i i would say this what you see recently parti- particularly with the er (.) the privatization of [org19] (1) you know into the market and and NOT through a er foreign directed investor (1) it's not in developed (.) markets as well (.) hh i think erm (1) OVERALL there has been erm (.) a a real LACK of <pvc> investible </pvc> assets (.) er for for local investors. (.) in PARTICULAR (.) erm in in the recent years <soft> and i think </soft> think

that's (2) the (1) the WAY that (.) a lot of (.) companies make blue-chips (.) the the large banks get privatized? (.) has (.) sort of taken (.) some assets away from the MARKET. (.) er and we see sort of <un> xx xx </un> as well as (1) a number of (.) er companies coming BACK on the market (.) but i think that was also a a a major issue in the past. and also sort of crowding up (.) of the: the public finances for the erm (.) the capital markets (1) but i think going forward what we REALLY need to see in a lot of these coun- these countries (1) IS improvements in in erm (.) in in pension fund legislation (1) in erm<soft> sort of </soft> the the corporate governance issues (.) er accounting issues (.) et cetera. (.) and i think that's (1) you know (1) i- INVESTORS m- (.) particularly private investors really need to feel protected (.) er (2) when they buy into in different assets (.) and i think that's erm hh (.) you know a a a lot of progress still has to be made in in in in those areas? (.)

VOICE PBpan28: 42

- 1 S1: i've i've been with the [org1] for the last couple of years but (.) before that i was ten years with the [org2] so (.) our host and i share some (.) er common experience from from our past THERE (.) and **going back** even further i i started my career a bit similar to <un> xx </un> e:r in the [org3] in my case of denmark. (2) er but with that let's let's get started on the: on the substance of the discussion i i will just say a few words as as background (1) and then starts with the panel er to pick up SOME of the QUEstions tha- that have been identified (.) e:r a:nd after that i guess open up for a general discussion. (2) no:w (1) what are the demographic prospects (.) er in central europe. (2) er well there are a number of of different phenomena at (.) at play here. one is (1) is very low fertility rates erm er currently (.) lower than what would be needed to replace er the people who DIE (1) and as a result er we have a (.) a PROcess of a deCLINING population. (.) i believe in all the countries er in the region. (1) e:rm in <loud> fact </loud> (.) if we look at the e:r (.) the new member states<fast> from central europe and the baltic countries. fertility rates </fast> are as far as i know LESS than one and a half child (.) per MOTHER (.) which compares to a a world average of: somewhere between <fast> two and a half and </fast> THREE. (.) so really only about HALF the fertility rate er that prevails at the global level. (.) NOW in order to REPLACE those who DIE you would need er i think fertility rates a bit over TWO. (.) so we're well short of THAT. (.) and in fact in SOME of the countries in the region such as latvia slovenia (.) and the czech republic er as far as i know are actually among the (.) the lowest TEN in the WORLD. (.) in terms of<soft> fertility rates </soft> (1) (now) as mention this e:r is and will be associated with a steady decline of of populations. (.) e:r by two thousand and FIFTY potentially the neighborhood of one THIRD of the existing (.) population. er (1) the decline will be around one third of the existing population.<loud> there is some variation</loud> (.) e:r i think in the case of slovenia it may be relatively MODEst <fast> perhaps around ten per cent but in other countr<7>(ies) </7></fast> (.)

VOICE PBpan581: 1

- 1 S1: <smacks lips> i was interested that you (.) selected a cast of a hundred and eighty millimetres thickness o:r hh up two hundred m- and more. hh and yet <un> xxxx </un> in [place1] of course? (.) those put in one of their (.) earliest medium thick cast er as an eighty millimetre thick cast er (1) was there some (.) fundamental reason for **going back** to a thicker cast or (.) was it to get a higher throughput? hh or is it that the <un> xx xx xx </un> is able to cope with a thicker slab? (2)

VOICE PBqas411: 1

443 S2: **going back** to an earlier
VOICE POMtg541: 443

- 103 S1: = mhm (1) erm **going back** to the initial question i i was asking that [first name1] suggested we asked (.) each other (.) or ask ourselves are there any elements here that are missing and we'd come up with (1) ONE erm (.) very clear thing which is the the promotional aspect the the marketing advertising and i i presume you mean in terms of equipment of of students (1) to th- to a program

VOICE POWgd12: 103

- 390 S1: yes. and **going back** to trying to define the the time frame are we saying (.) really we should be putting the general letter of intent a- at the beginning. (.) before the (2) the setting up of the (.) <soft> you know </soft> before the organization of the consortium if you like once the letter of intent comes then you can define in the consortium what's (.) <5> what's to be done </5>

VOICE POWgd12: 390

- 768 S1: so we have (.) you could mention that that is something that that we could be doing (.) and **going back** to (.) our our time frame here and we were at the stage of defining the type of degree what would be <un> xx </un> pull out the next as the the next before we're trying to put this into er er a sense of order (.) what would people suggest could be the next er:m element we should pull out erm (1) at being th- the next stage erm of this process (4)

VOICE POWgd12: 768

- 1012 S1: so (1) so **going back** to where we're at at the moment we've erm defined the type of degree we've talked to we we've mentioned that the academic content and structure needs to be clarified (.) we've then er (.) er and we pulled in the fact that complimentary with this and side by side (.) is the (.) erm the need for the academic terms of a semester whatever er:m (.) er (1) procedures used to be erm to be clear and clarified (.) erm (.) where do we go then from that (.) we have about (.) er: fifteen minutes left (.) for a discussion (1) and we just don't <@> want </@> @@@

VOICE POWgd12: 1012

- 1370 S1: erm (.) yeah well yes er **going back** to [S5]'s suggestion at the beginning which is that erm (.) there'll be (.) she suggested that we have erm this particular list of issues did not include the question of marketing and advertising (.)

VOICE POWgd12: 1370

258 S3: <5> erm i i try </5> to avoid er i'm i'm sorry but i really try to avoid erm civil society talk? (.) erm maybe we can discuss layman's LAnguage <un> xx </un> s- because in the sense (.) if i'm **going BACK** i will HAVE to useORDinary (.) LAnguage still when i go BACK (.) could we: yeah i that's that's my only erm (.) request in the group @ (.) cos i'm NOT er @

VOICE POWgd510: 258

563 S1: i think vienna is a beautiful city (1) but i have to admit that i very much enjoy **going back** as well (.)
VOICE PRint597: 563

617 S1: yeah (.) <2> after that @@@ </2><@> i'm **going back** </@> (.)
VOICE PRint597: 617

112 S5: what i was saying is that (.) reality is much more RICHER than (.) er ideological e:r debate(d) . ideological debate as i said before (.) e:r takes us ALL (.) into er the defensive position. we won't be able to engage in aFRUITFUL (.) rich (.) e:r discussion if we sta:nd <fast> by our ideological position. and that's why i found</fast> (.) that (.) when i went to the court (.) i spent ONE year (.) **going back** and forth into the (.) e:r:RELIGIOUS court where islamic family law (.) is implemented. and BY the way (.) i had to wear the <L1ara>hijab {headscarf} </L1ara> because that is considered to be a sacred place.(.) and i had a PROBLEM (.) i didn't want my colleagues my friends to see me wearing the <L1ara> hijab {headscarf} </L1ara> because they wea- they will (.) ACCUSE me how come (.) a secular person like YOU wear the <L1ara> hijab. {headscarf}</L1ara> so i was (.) ALWAYS trying to make (.) choices in order not to be in in a problem. (1) when i WENTto: or when i spent that year i:n the (.) e:r religious er court (.) <loud> I found </loud> that (2) the codification (.) of family law (.) is very much (.) er (.) much MORE limited (.) than the WIDE perspective of the judge (.) himself.(1) the JUDGE himself he has this notion OF fairness. of justice WITHIN the context of (.) very small tiny city (.) which is called gaza city. and that was (.) an EYE opening (.) for me. (.) reflecting on er your question whether (.) women's rights are stated in a very CLEAR way in in koran or in islam? hh i don't? (1) i i'm not a: religious er EXPERT (.) but from MY readings there is no: DIRECT way of reading the <L1ara> qur'an {koran}</L1ara> and saying that this is YOUR right. (.) <L1ara> qur'an {koran} </L1ara> is (1) something from god? (.) but it IS upon us. as human being. (.) to read it? (.) to understand it (.) to INterpret it. hh and MOSTLY and most of the time people who INterpret <L1ara> qur'an {koran} </L1ara> have power? have INTEREST ? (.) in interpreting <L1ara> qur'an {koran} </L1ara> in certain ways? we should NOT (.) MISTAKEN (.) the LETTER (.) of religion as a (.) a GREAT letter for humanity for human beings hh and the way people interpret er<L1ara> qur'an. {koran} </L1ara> hh and that's why you see this DIVERSITY of of er kork- koranic interpretation? there are people who says that it is at ALL not (.) excepted (.) by islam to have four wives? (1) while there are some people (.) erm erm BOTH of them are religious huh? (.) both of them they CLAl:M that they represent islam. and that's why i DON'T agree (.) with this question of islam. (.) we can say that we have (.) S:O many <pvc> islams. </pvc> (.) and i can (.) be very courageous and say (.) EVERYBODY has his own islam. so there is one billion islam (.) in the world. (.) if we take the letter of of of islam as (.) SENT to ALL of us.(1) with OUR capacity to understand (.) what is written by er by <L1ara> qur'an. {koran} </L1ara> (.) <soft>thank you </soft> (1)

VOICE PRpan1: 112

121 S3: i can say majority of the migrant workers they still want to make you know a very close contact tie with thei- thei- their family (.) yes so you s- can see during every every year during the: chinese new year (.) you can see (.) it's REALLY very difficult (.) er to get a train ticket back to their homeTOWN (.) and it's very v- a very very busy time when when there is (convenience) f- the you- young migrants they want go back home (.) and and many young migrants actually you know after they were a number of years they w- they they they when they (.) got enough money and then they (.) they will go home so <un> x </un><fast> the chinese government </fast>also want to do er al- also want to encourage er this kinds of er (.) just (.) re- re- **going back** you know home er to the- to their regions er (.) <un> xxxx </un> er you know techni- tech- er techniques or knowledge and eq- er and so (.) on forth back to the <pvc> countrysides </pvc> (.) <loud> but </loud> you know there's another another er phenomena that NOWaDAYs more and more migrant workers wants to stay (.) in the cities you know (.) they want to the- be there because the child was born there you know even (some of the) <un> xxxxx</un> become middl- sch- in go to middle in to middle schools (.) and they have already? you know all (.) they have already established their connection in the cities the- so they want to be there. (1) so yo- ha- tha- that's the issue (.) coming up very serious- (.) -ly the government has to handle the issue otherwise it'll be it'll become (.) you know (.) er an unstable er (.)

VOICE PRqas495: 121

62 S10: i think (of the) speech (of the) people are talking about islamic law. (.) i didn't think <un> xx x </un> talking about tradition. (.) the women in the islamic country they are not fighting again in the islamic law. (.) they are agai- er they are fighting really about the tradition. (.) because if you are **gone back** to the islamic law? (.) what are (going) in the islamic country is not related (.) to the islamic law. (.) so i didn't hear anyone t- talking really about tradition <un> xx.</un> (.) that is first. (.) second? er so many people are (.) talking about democracy i:n (.)<LQund> turkia </LQund> or (.) tunisia? (.) okay? (.) and that's (.) fighting for women right. (.) but i think it was in definition of DEMocracy (.) because in tunisia or (.) in <LQund> turkia </LQund> women they are not allowed to (.) get education if they have a SCARF. (.) they are not allowed to go to work? they are not (.) allowed to go to<soft> the university.</soft> (.) and in europe ALSO (1) it i- women it muslim women they don't have right. (.) because IF you are muslim women in any s- er a:n any european society? it's very difficult (.) to find

any suitable (.).job? any suitable communication with the people. (.) so (.) i think what is going on is not (.) definition of islamic law (.) it's (really tradition) . (2)
VOICE PRpan1: 62

Phrasal verb: come back

719S1:<7> yeah yeah yeah </7> er as soon as i'm done i'll **come back** up (1) all right?
VOICE EDcon496: 719

842 S4: and then you **come back** and you can do a really good presentation (.) because =
VOICE EDcon521: 842

1562 S9: er <7> the time </7> to go <un> xxxx </un> to **come** <8> **back** </8> {parallel conversation between SX-f and SX-f starts (5)}
VOICE EDcon521: 1562

50 S3: a:nd e:rm (1) yeah i liked it so much so (.) i wanted to **come back** <@> here. </@> (.)
VOICE EDsed31: 50

403 S1: mhm (.) very important point maybe we can hh (.) DEEPEN this kind of discussion in: the afternoon <fast>when we are talking </fast> about (.) globalization and and the impacts of globalization on hh education and reform processes like the bologna process <soft> and and </soft> this kind of thing huh (1) so (1) <loud> please **come back** </loud> to that point in the afternoon =
VOICE EDsed251: 403

252 S1: n:o you don't have to **come back**. (1) you just pay it and that's fine.
VOICE EDsve452: 252

410 S4: <L1spa> no (.) manana manana {no tomorrow} </L1spa> (.) hh erm **come back** er tomorrow (.) <8> here?</8>
VOICE EDsve452: 410

905 S2: <6> sorry </6> to **come back** to that (.) where do you live? (.) and what (.) are the
VOICE EDwgd305: 905

993 S3: 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
VOICE EDwgd305: 993

947 S3: hhh <sighing> ah yeah </sighing> yeah <13> okay the </13> you know we'll **come back** (.)
VOICE EDwgd497: 947

301 S18: all right. (3) er to **come back** to the friendship i think that friendship is a nice idea. i like that. (1) cos i think especially (.) nowadays that's really an important value. i think if somebody's ABLE to (.) have friendships to be (.) OPEN for others to be close to each other (1)
VOICE EDwsd302: 301

618 S1: i will **come back** <4> to you </4>
VOICE EDwsd303: 618

1146 S1:<6> we we **come back** to it </6> when we do the (.) vertical ones (2) {parallel conversation between SX-f and SX-f ends} does anybody else think there is a really BIG external trend that we might use for the horizontal axis? (1)
VOICE EDwsd304: 1146

1309 S2: <9> i'd like to **come** </9> **back** to that (i-) former two language. (.) i think i think there's (a) reason beHIND (.)why we choose (.) plus two other languages. (.) cos when WE were discussing (we had) (1) discussion of diversity and equality of the language as of great imPORtance if you choose one language as a lingua franca like english? (.) and then you have only one other language (.) the problem is that ALL languages you're gonna choose would be in a function in way. if you <5> have </5> TWO languages to choose you have ALLthe diversity you want because you CAN('t) take another functional language it could be GERman (.)
VOICE EDwsd306: 1309

1625 S6: ask you kindly to be back (.) in five to ten minutes. so we can go on just (.) take a coffee go outside for two minutes then **come back**
VOICE EDwsd306: 1625

234 S11: <swallows> a:nd er if i can **come back** on this meeting (.) at the end (of) perhaps i can add some (.) more remarks once i heard my stu<2>dents </2> (.)
VOICE EDwsd464: 234

294 S1: hh erm all right we will **come back** e:r then to your suggestion <to S13> yes er please </to S13>
VOICE EDwsd464: 294

450 S1: er yeah i i would like you (.) <smacks lips> to to **come back** to to to something e:r you say i i don't remember exactly who did but i think [S8] you you you said something interesting THAT (.) er according to the government the policy changed. so er when the election comes and when a party is elected (.) he he changed the policy what was (led) e:r years ago by the other: government. (.) SO er i think this i- this is not just er something that happens in spain and i think this is coming to all our european countries? and (.) so do you think that e:r (.) THIS policy this students' policy towards the: the students? should be (led) by the: local governments? in all our countries? OR by e:r e:r <smacks lips> a:: higher level (.) e:r maybe by the european e:r (.) (committee) or something like that (.) do you think that er we should e:r have a common (.) e:r (.) to work er in that way have a common: (.) project for e:r students' er involvement? (.)
VOICE EDwsd499: 450

526 S1: <3><un> xx </un></3> erm <4> here i wanna want </4><5> [S7] (to **come back**) </5>
VOICE EDwsd499: 526

991 S2: so get in fresh air JUST (.) after when **come back** this was a good transition because we can (.) i think we should talk about (.) er student citizen- well (.) what he said. the relationship between student and the city (.) student and the nat- the nation <un> x </un> and we get involved (.) IN the nation as student.
VOICE EDwsd499: 991

14 S4: hasn't **come back** yet =
VOICE EDwsd590: 14

15 S1: = [S20] (1) she hasn't <8> **come back** yet </8> (.)
VOICE EDwsd590: 15

51 S2: [first name2] has **come back** in: germany? (.) <smacks lips> (.) he <9> was living </9> in er (charge) ? (.)
VOICE LEcon229: 51

501 S1: <6> when we **come back** </6> we'll show (.) we show the statue to her
VOICE LEcon329: 501

81 S3: and i don't exactly when (.) because er erm (1) my mother (.) wants (.) i return (.) to **come back** to italy (.) because er (.) my <@> uncle (.) from australia </@> @@ (1)
VOICE LEcon417: 81

173 S3: = <imitating> o:h no: i want i i don't want to return e:r to **come back** (.) </imitating> er okay (.) y- you must @@
VOICE LEcon417: 173

72 S2: i'll **come back** (.) <@> and </@> it was good =
VOICE LEcon418: 72

621 S3: left for (.) twenty minutes and <3> then **come** </3> (.) **back** <4> and </4>
VOICE LEcon420: 621

2330 S1: what i will do is i will (.) <un> x </un> with me (.) my big suitcase (.) and (jeans) (.) and it will **come back** (.)
VOICE LEcon560: 2330

2613 S2: <1> okay so when you </1> **come** <un> x </un> **come back** <2> i will try this <un> xx (.) xx </un></2>
VOICE LEcon560: 2613

1151 S1: e:r (.) that was (also e:r) er convenience store is (1) is part of this result (.) because we pushed a LOT (.) and actually it it (.) the convenience store didn't (.) e:r sell off to the consumers then it really (1) **come back** to us as a a: return goods (.) and also there's some (.) e:r postpone- (1) postponement of er delivery from YOUR side so we had some (.) little little bit of out of stock situation e:r
VOICE PBmtg3: 1151

1279 S1: whenever you have er questions at any time feel free to **come back** to us
VOICE PBmtg27: 1279

1297 S1: no i told her yeah (.) so (1) hh whenever you need something. feel free to **come back**? =
VOICE PBmtg27: 1297

616 S3: today the guy who is supposed to make the contract will **come back** from (1) i addressed this my: (2) my concern. (.) that it will not happen. that agency will not give up ANY part of the agency fee FOR the sake of<un> xxx </un> of execution (.) i addressed to [first name3] [last name3] and he said don't worry we will try to e:r make it MORE clear in the contract (.) to make it more understandable for [org5] (1) that (.) more important is (.) NOT the split (.) which you have HERE {S3 points at projection} (1) but the split (1) e:r which was in the (.) erm agency presentation (.) what is obliGATORY (.) mandatory for <spel> t </spel> one country. (.) from the agency (.) is supposed to deliver (.) ALL <spel> t </spel> one country elements of the program? (1) NOT thinking about the money. (.)
VOICE PBmtg269: 616

703 S3: and what was agreed? (1) that agency will **come BACK** and what they <1> will come back (and have kind of in their) </1> presentation within two weeks (.)
VOICE PBmtg269: 703

703 S3: and what was agreed? (1) that agency will come BACK and what they <1> will **come back** (and have kind of in their) </1> presentation within two weeks (.)
VOICE PBmtg269: 703

846 S3: but this is (.) okay. (.) so with m:essage truck coming back (1) so (.) this is really key message (portfolio) you will see. (.) when you will go: (.) individual. because <fast> we cannot do it one by one </fast> by you: through<spel> q </spel> and <spel> as </spel> you will see (.) that we are trying to **come back** to this messages (.) erm having in mind different questions which might happen. not probably not everything of them but (.) basically somewhere we are trying to end up OR (.) with the consumer benefit OR (.) with the environmental benefit OR with the supporters (.) OR with the: additional: erm <fast> washing habits which consumers have to adopt?</fast> (1) somewhere end up (.) answering any questions which might happen to <un> xx </un> i mean (.) nasty question we trying to end up with the positive key message which we (.) which we have. (1) okay. so <fast> delivering (on our) importance </fast> suggested se- sequence so (.) up (.) then left (1) right and bottom (.) <soft> so this is the sequence </soft> hh <fast> with relevance to who is the message originator and who who is the message addressee (man of) communication whatever. </fast> (.) okay. (.) hh <sighing> e:r </sighing> (.) this message (actua-) (.) er took us through by basically (.) to summarize (.) who is going to talk a- about this project with the general public. i would say that (1) one hand there is an association. (.) okay? (1) association industry is talking about the project (.) is launching the project. (1) it's good to have someone (.) next to us like a stakeholders (.) who will say (.) this is right thing to do. (.) okay? (1) e:r (.) this might be (.) role model starting any stakeholders (.) talking from (.) role model who maybe we don't like THATMUCH (.) but ending up with any environmental: ministry: which happen ministry of health (1) consumer organization whoever. (1) who will be: appropriate person to: (.) to support us. (1) we can talk just only if asked by media. i cannot expe- i cannot imagine that media will not ask (.) companies one by one. (1) that's why it's SO important to have a common message truck (.) by all companies shared (.) common <spel> q </spel> and <spel> as </spel> (.) at least as a base (.) for further deliberation (.) that's why we exchange (each) within the companies all documents which exist. (.) so whatever i have (.) delivered i mean i have developed i share with [first name6] wha- <fast> whatever [first name6] did is shared with me and [first name8] whatever it was [first name8] thinking she shared with us. </fast> (.) just to make sure that at least within this key players of the market <fast> and the majority markets are [org1] and [org2] </fast> (.) we are able to: to say in the one voice. (.) okay? i think that to- (.) today or this week [first name6] (.) is doing with his organization the same what we are doing here so he is briefing [org2] guys (.) on all thos:e er all those er <soft> project elements which we are trying to cover now. </soft> (.) with the same open questions no: no- not resolved which erm erm erm we HAVE <soft> because </soft> (.) <soft> okay? </soft> (1) {S3 looks at her notes}<soft> e:r anything else here? (.) not yet (anything else) i don't know </soft> =

VOICE PBmtg269: 846

1046 S3: <@> really shitty </@> job @ so he is here and (.) he is er (.) coordina- i mean (.) development of the concept of the <pvc> executorial </pvc> manual deveLOPment of the (.) er of some elements of those so-called blueprints like press releases like survey (.) because if it has to be across the countries it has to be (.) coordinated or decided ONCE (.) at the (.) the very beginning (.) MAYbe maybe a partnership but this is something which (.) er he said maybe yes maybe no. but for sure coordination (.) er for su- for sure program <pvc> budgetings </pvc> all questions on program bu- budgets w- WILL **come back** somehow to him? (1) hh e:r and cooperation with (.) association and marketing task force are <un> xx xxx </un> or whatever (.) yeah? (.) local [org5] (.) program (applications) execution recognizing stakeholders corporation (1) er budget management (.) e:r corporation with national associations (.) and results assessments. (.) <soft> of course (2) (clippings should be clippings all this) yeah? </soft> (.) but this is results assessment. (1) this is kind of results assessment <5> yeah this </5> (.)

VOICE PBmtg269: 1046

1056 S3: <imitating> till now (.) has to be: </imitating> (1) THEN (.) i think that this week and ne- next week should be this kick-off meetings for the agency. (.) er i think that this objective which was set for the [place3] meaning that agency will come and will try to brief all (.) national associations' member about the project is right. because (.) i know about the project now YOU know about the project (.) maybe someone else from [org2] will know about the project but in the association there are many others members (.) which have NO clue about er what <spel> p r </spel> is er (1) about at ALL (.) not kn- kn- thinking about (.) they have no idea what's really <spel> p r </spel> program for for this project means. (.) so i think that this first meeting should be like kick-off meeting to: brief all members of national association (.) with the general concept? (.) giving feedbe- <pvc> feedbacking </pvc> agency on what we think MAYbe (.) talking about stakeholders is appropriate for sure (.) in some countries? (.) er where [org2] is maybe not that active with the regulations (.) and (.) er asking them to **come back** (.) with the: m- proposals of (.) country-tailored e:r plan (.) <spel> p r </spel> program (2) something like (1) january (.) erm erm for i- i- (.) another two or three weeks we should give them probably yeah and (.) that's it. (.) this is what (.) should happen. (.) e:r in timings e:r just for the: next month. (.) yeah? (.) then of course the corporation will depends on who should (1) be the direct reporting line for the agency. because this is again so- <to S5> how you how are decided in (.) was? no </to S5>

VOICE PBmtg269: 1056

1144 S3: i mean er they (started this) on your side i think <fast> i mean </fast> i will go with er presentation to the whole group (.) done by [org5] on the regional concept and kick off (1) let's **come back** in two weeks time. (.) with the <8> proposal </8> but then i would (1)

VOICE PBmtg269: 1144

469 S3: and then i: i can **come back** to YOU to see okay er er (.) where we are in need and e:r what (.)
VOICE PBmtg300: 469

767 S1: now we're also thinking about some things and e:r if we know (.) we will **come back** to you for sure (.) yeah? and surely whenever somebody is interested and there's time to come (.) DEFINITELY . (.)
VOICE PBmtg300: 767

1047 S2: <1> and </1> if you say from hey (.) er i like you better? (.) o:r or this lady is er (.) is more beautiful than that lady whatever? (.) you give her a better price? (.) it doesn't work out because they (.) around (.) they will **come back** to you say hey [S2] (.) e:r i don't believe it you gave her (.) or you gave him (.) a better PRICE because of this. =
VOICE PBmtg300: 1047

1197 S2: <6> er and er </6> you know (.) we we had our MANAGEMENT meeting in hongkong (.) and we want to ANNOUNCE it in europe (.) hey look [org2] we: we: we have another freighter again. hh (.) but THEN they say<imitating> no:</imitating> (.) <soft> @@ </soft> hh this is the reason why BEHIND it (.) because (.) we cannot OPEN it here (.) but what we gonna do in europe we gonna have a big NEWS flash (.) insert to particular (.) NEWS MEDIA so whatever to ha:ve this IN into the world. because WE believe (.) this is a good expansion exposure (.) for the company then okay (.) AGAIN we have a new (flyer) hhh but to **come back** to australia? (.) this this is a (.) a good thing (.) and er (1) maybe even EARLIER then what i: explained to you
VOICE PBmtg300: 1197

1276 S2: = yeah? (.) and (.) we KNOW already (.) just to let you know (1) but we're still (.) FIGHTING i **come back** to that but er (.) e:r they gave us already a schedule? which is on day one (.) four (.) and six. (1)
VOICE PBmtg300: 1276

1894 S2: recap? i will update you (.) you know er especially with this schedule? (.) and er er again you know the offer for hongkong (.) i will **come back** and er try to FINISH it (.) before friday. (1) so: of course a copy to you i make a copy to you (.) and you will get it in e:r before friday.
VOICE PBmtg300: 1894

2290 S2: no but now **come back** er like [org23] (.) and [org2] . (1) if you look to tho:- to those (1) well different (.) EVENcultures (1) even er mentalities. (.) well it's a world of difference. (.)
VOICE PBmtg300: 2290

2830 S8: <1> e:r </1> i come <8> i **come back** </8>
VOICE PBmtg300: 2830

2843 S2:<2> especially you know </2> japan is is within [org2] (1) they a:re (1) so focusing on on that area. (1) and er i believe even for in the future that's gonna be (.) anyway to the year to that's also a point sorry i **come back** (.) i didn't discuss in the MASTER plan the two thousand seven (.) when we have ten freighters in place (.) ALLour freighter (.) routes will be daily. (.) so also the: japan is the case. the scenario they gonna operate a daily flight. (2) i hope amsterdam <8> also </8> but (.)
VOICE PBmtg300: 2843

410 S5: = and **come back** to this one no problem (2) thank you (20) {S4 distributes files (20)}
VOICE PBmtg414: 410

2967 S4: okay (.) and i will **come back** to visit you because i've to e:r (.)
VOICE PBmtg414: 2967

362 S6: <9> they'll **come back** </9> and say okay (.)
VOICE PBmtg462: 362

363 S3: <9> they'll **come back** </9>
VOICE PBmtg462: 363

1581 S3: <1> and you you </1> (.) **come back** to: (.) to the old [org1] lady actually (.) what do you think it's it's this (.) BECAUSE next (.) year this african style is is quite popular everywhere {plastic rustling}
VOICE PBmtg463: 1581

65 S2: yes everything is okay (.) right now. i just will e:rm (.) will phone [place1] if they have a deposit of you (.) then you don't have to **come back** with the confirmation of [place1] . (1) that's the last one. (96) {S2 works on the computer, talks to a colleague in german and briefly talks on the phone} so as soon as i (.) receive (.) this amount on our account (.) i'm sending you a confirmation to your email address. (1) for the prolongation until the end of september two thousand and six. (1)
VOICE PBsve426: 65

17 S2: <6> okay.</6> and e:r then another question <7> because </7> i don't know if i will **come back** (in) September
VOICE PBsve436: 17

37 S2: <3> ye:s (.) ye:s because i'm not </3> sure if i will:<4> **come back** and if i will come <@> (here) </@></4>

VOICE PBsve436: 37

1188 S2: = of of doing this <3> and </3><4> deciding on it. hh so </4> hh when we **come back** e:r after our lunch we may mi- might e:r make a list? (.)

VOICE POMtg314: 1188

164 S5: = <soft> @@ </soft> that's <7> (not to) </7> (place) you you just go and **come <8> back </8>**

VOICE POMtg541: 164

214 S3: y- y- yah (.) i i'm in prague but i can (.) **come back** to anywhere an- anyplace <soft> or </soft>

VOICE POMtg541: 214

172 S5: = <clears throat> erm: (.) i would like to (.) <soft> in a way </soft> e:rm (.) **come back** to to your concern but also to YOUR concern <un> xx </un> in your first remark (.) about your mentioning tuning and er quality and everything hh the problem is that it's very difficult to e:r discuss quality assurance from a perspective of recognition in a very er isolated e:r fashion i mean it's not only (.) we are not looking for a: (.) quality assurance system or THE system hh that should answer all other questions. i mean if if that's the impression then (.) then it's wrong. hh credential evaluation at this <7> MOMENT </7> is focusing on (.)

VOICE POMtg546: 172

178 S5: in hh e:r <pvc> non-formal </pvc> education then we also need partly (.) quality assurance (and) accreditation systems hh er but also INFORMAL (.) systems (.) even work-based an- and work experience hh and THEN we are looking for alternatives of course (1) <smacks lips> but e:rm m- m- more or less they all should (.) **come back** in a <2> sort </2> of qualifications framework based on competences and this qualifications framework would hh should in one (.)

VOICE POMtg546: 178

18 S8: [S8] [S8/last] [org3] (.) i wanna **come back** to the colleague's question about the difference between the cessation of hostilities and a ceasefire and (.) and i'm sorry to do that i know it's probably really embarrassing (.) hh e:r not being able to (.) call for a ceasefire when what you want is someone to (.) to cease firing hh but (.) given the events in ROME last week where israel er hh <smacks lips> took it as a green light (.) e:r the failure (.) to come up with a ceasefire an- a- (.) aren't you afraid that the same thing might happen again today? (.)

VOICE POPrc522: 18

85 S3: <4> well @@@ </4> @ well he has er (.) he has er (1) er (.) gi- h- he has given a good answer when it comes to (.) er (.) what the energy it costs in norway we have been used to (.) very low energy prices for many many years (.) that comes from the fact that we we in in late eighties and before that (.) built er or invested more in (.) in <pvc> hydropower </pvc> production than what we needed at that time. (.) and until a few years ago ago we had (.) er more (.) or we exported er (.) er po- electric power to er (.) to our neighbors' country countries almost every year that is not the situation any more and this has lead to an increased er price. (.) i'm i- one of the main problems is that er last year the price was er (1) er twenty er twenty-two twenty-four twenty-two to twenty-four euro (.) er today it's three times a- as as high (.) and that's the main problems for for a house er for a households that the prices varies as much as this (.) hh the only thing we can do is to er to get the balance between er production and er consume er (.) er which can be done in many ways we can increase production? we ARE going to do so er especially on (the er) <pvc> renewables </pvc> but we do also have to use the en- energy more efficient than what we u- d- do today as the commissioner (.) already has (.) has answered. so er the government's target is not to have as high prices at- as we have today definitely NOT they shall they shall be affordable but (.) i think i have to say that we will (.) i i cannot see that we will (1) ever **come back** to the low prices we have been used to have in norway (1)

VOICE POPrc559: 85

734 S1: = of of defining th- er this you know and and agreeing establishing a consortium (.) a lot of this will have been talked about erm at length i'm sure (.) and people will have a good understanding as to what's what's what's possible (.) and it will only be those people who see (.) a possibility for (.) er:m serious collaboration that will go ahead anyway (.) so perhaps we can assume that some of this has already been (1) er:m er debated already and (.) while it hasn't been fully clarified it's been clarified sufficiently for people to agree that they're working towards this (.) so that if we **come back** to our time frame (.) and we got the organization of the consortium and i would imagine we actually need to pull out (.) erm that the consortium needs to have (.) a clear erm (.) er organization and legal structure at that stage for itSELF (.) you know so you need that that element of contracts and agreements can actually be (.) i would imagine subdivided up in terms of the procedures but you would need at the beginning of the organization i would suggest (.) that you need to have some kind of formal agreement as to how the organization is going to be structured (.) and and managed (.) and then (.) we have funding and then we have erm w- we were talking about contracts and agreements in general but it maybe that at THAT stage we should be (.) saying that the main element here to be er defined straight away is th- the basic objective as to what type of degree (.) people are are trying to (.) are aiming to to provide (.)

VOICE POWgd12: 734

835 S3: <7> may i </7> **come back**?

VOICE POWgd12: 835

1186 S1: er yes we i m- i mean that all <6> comes back too that that accommodation is you **come back** as</6>{whispered parallel conversation starts} we said yesterday it's much easier if (.)

VOICE POWgd12: 1186

169 S1: er w- wha- what i i gather from what you're saying is that we we have a a a top-down and a a bottom-up problem. that bottom-up would be (.) the normal way of of handling things (.) huh? er but the the question is put er from TOP-down no? what could [org1] do for for stimulating (.) hh things that (.) ought to to rise from from the context between (.) in the first place researchers or or academics. er what would be the incentives? (.) we can **come back** to the [org1] FIELDS now er: later. but w- what (.) what could [org1] do? you [S6] you said something about that. (2) er to stimulate that er: the the laboratory are in in in in [place4] er makes contacts with copenhagen (.) for example er (.) er (.) because this goes for everything. no? the context is is is the: (.)starting point for (.) f- for joint th- things er (.) er what could er [org1] do (.) er [S6] @@ er as you see it huh? from (.) from this sort of er (.) network point of view? (3)

VOICE POWgd14: 169

414 S6: i would like to **come back** <4> to the </4> question

VOICE POWgd14: 414

785 S7: yah yah so e:r i have <4> decide(d) when i **come back** i will talk to them.</4>

VOICE POWgd37: 785

427 S2: e:r to formulate joint degrees? hh in ORDER then **come back** to us

VOICE POWgd317: 427

465 S5: <8> erm is it part </8> i mean just to **come back** to the er er as i'm a bit er (1) you know i'm trying to <@> stick to the </@> time <4> as </4><5> well erm </5> do we then formulate two questions what kind of NATIONAL funding or do does your university (.)

VOICE POWgd317: 465

998 S3: <3> we er **come back** </3> immediately =

VOICE POWgd317: 998

259 S14: hh a lot of us (.) have noticed already. (1) when academics (.) <slow> start to discuss (.) er curriculum convergence </slow> (.) they (.) they get swallowed up in in discussions that not rea:lly (.) that are necessary (.) but are not very structured in the way that they don't realize that okay (.) e:rm and if they're not structured they they er they sort of loop (.) <1> they </1> **come back** to (get) again and again and again to the same hh (.)

VOICE POWgd325: 259

264 S8: <to SS> okay can <7> we invite the public authorities </7> as <1> well to </1> **come back** </to SS>

VOICE POWgd378: 264

421 S9: actually (.) to **come back** to the (.) the question i know that we ha(d) already been discussing a lot before (.) (but) (.) one of the things and maybe i: just wanna say if you (.) if you find that good that (.) i find that ONE of the big challenges for youth participation is the fact that (1) the m- masses of youth are not equipped with the skills to <1> arti</1>culate their thoughts on <2> social </2> issues (.)

VOICE POWgd510: 421

243 S1: <1> the </1> necessary material and financial support (1) to make such projects (1) possible (.) and that i (would) just would like to **come back** to what <to S3> you </to S3> said because i sort of er (.) dismiss this idea of voluntary work (1) IN a company but there IS something that is called cooperate volunteering (1) and cooperate volunteering is something that is mainly er in korea it takes place a lot in japan it takes place a lot in the united states it's the idea (.) of big companies (.) offering the possibility to their employees to do voluntary work <2> during </2> their holidays or to actually (.)

VOICE POWgd524: 243

257 S1: but if you go abroad as a volunteer there's a risk that when you **come back** they say oh you have been out of employment too long you won't get any employment unemployment benefits for example (1) so this is also something where the legislation of SOME countries is now changing {someone clears throat} and <9> others</9> (.)

VOICE POWgd524: 257

288 S1: then doing a voluntary service in itself becomes attractive because you know that when you **come back** the experi<7>ence </7> will (1)

VOICE POWgd524: 288

1018 S1: er an additional NURSE (you) THEN you should EMPLOY one (1) cos also the project should not be CONCEIVED from the HOSTING side (1) as a cheap employment (.) there we **come back** to our (.) cooperate companies it should NOT (1) be something that normally should be advertised as a normal job because <8>also in </8> social sector(s) you have (2)

VOICE POWgd524: 1018

572 S5: = e:r (.) no i just wanted to **come back** on the added value of er the european youth pact and i think that the difficulty of the exercise is that (.) the (answer question) of the added value of the youth pact is a question of the added value of europe (.) and actually the people are not convinced about that from the very beginning (.) er and and i therefore think that you know like (1) if you want to explain why is it legitimate and why is it important to work on the european level (.) just explain WHY you want to be (buttoned) away of <un> x?</un> (.) WHY you know your organizations are working together and the european youth forum exists (.)

VOICE POWsd258: 572

77

S1: = before before we e:r (.) <soft> er </soft> we go now e:r (.) into the into the next points (1) i just wanted to: to **come back** a little bit to this seminar also because some of you arrived a little bit later and today and had missed the session yesterday where where some of the objectives and and the process to get here were were explained by [first name1] . e:r (.) as you know european youth forum is this big platform of er of youth organizations comprising national youth councils on one side and international governmental youth organizations on the other side (.) very diverse <soft> (yeah) e:r and there are </soft> many different interests that are are federated within the european youth forum e:r (.) and the TOPics on which the european youth forum works also VArY a lot (.) because of course they are the result of the INterest that are put forward BY the member organizations in order to be <un> xx </un> together. (.) <smacks lips> e:r and the- THEREfore the member organizations of the european youth forum decided that social inclusion and employment and social affairs (.) should be one of the main er working areas for the european youth forum (.) and er that was very clearly reflected in the work plan of the european youth forum (.) thereFORE (.) we have proceeded to establishing a working group on social inclusion (.) which drafted e:r a first version of a policy paper on social inclusion which you i think have all received yeah? (1) e:r (.) there was also then an information and networking day with the member organizations where the different topics on social inclusion and EMPloyment were tackled (1) e:r (.) this was also followed by a by a discussion a:mong the member organizations as they are represented in the council of members <fast><soft> this is the statutory body of the european youth forum</soft></fast> (.) they all discussed their policy paper a:nd put forward some amendments modified it a little bit and adopted it AS a policy paper (.) WHICH should be the policy framework in terms of SOcial inclusion for the european youth forum (.) and now that we HAVE this policy framework so we know wha- what the member organizations (.) er WAnted from the european youth forum (.) we can actually move ON and therefore we have er organized this SEMINAR which is about tackling er the problems of the precarious work conditions and the way to move forward from this in order to ensure better (.) better jobs (1) yeah? (.) so: the: as you as you've SEEN the the seminar is: (.) is made of of a er <fast> of of of </fast> a program which is <pvc> splitted</pvc> into TWO kinds of a of a SEssions yeah there are the morning sessions where we: when we receive GUESTS (.) and er they give some input f- from THEIR perspective the yeah so er we have seen other <spel>n g os </spel> representatives hh e:r we have seen a commission representative we're going to have government representatives so this is already e:r an excellent space for you to CHAllenge (.) this guests yeah with with questions and to address YOUR points of view YOUR perspectives (.) regarding the the topics they are they are addressing hh but then we also have the space in the afternoons when: we can also actually: go more in depth (.) hh (.) discuss: what <slow> we really want </slow> so this is not when we poSiTion ourselves towards the other partners that we have yeah in er (.) in er (.) er in our WORK but this is to see what actually WE want. what we can do inTERnally (erm) i say internally hh it means not only in the european youth forum but also things that you can: bring back to your organizations things that you can: can do more either <fast> in the national youth councils at the national LEVEL </fast> or either in the: in the: in your international organizations how you can federate cer- c- certain interests and address certain issues (.) <pvc> crosscutting</pvc> europe (.) e:r (.) but then also to see what kind of policy demands (.) we have. altogether. what are (.) (so) (.) basically when we will discuss now (.) more in depth how YOU feel (.) about this about this topics yah? what are the main problems in your countries or in <un> x </un> that your organizations which can be: <pvc> europeanwise </pvc> yeah? have identified. (1) we'll we'll try to see what we have all in common (.) and based on that (.) see what kind of policy recommendations (.) we can er we can make. (1) erm at the end of this er working group we will go back in plenary so there will be a need for ONE person (.) to actually report back. (.) to the plenary (.) the: the content of the discussions and that person won't be me because i'm jus:t i'm i'm just trying to faCilitate but you are the ones who are coming with the content yah? so it should be one of you that (.) that will speak on behalf of the group. (.) what is also important to know is that at the end of the seminar there will be a political declaration. a declaration of the activity. and (1) e:r this declaration should complement let's say the: the REport <soft><fast> there'll be a general report <un> xx </un> you know (and)</fast> will appear everything that has been done in the seminar </soft> but this political declaration will take the MAIN points the main messages (.) that that were thrown around the table yeah? by by the different participants? (.) a:nd in order to elaborate on this on this political declaration (.) there will be a drafting committee working HARD tomorrow night. so the person who is going to be the rapporteur from this group (.) {parallel conversation between 2 participants starts} should also go <slow> tomorrow night </slow> (.) to this drafting committee (.) a:nd (.) should try to bring (.) in the: in the final declaration the POINTS that were discussed. in this group. {parallel conversation stops} (1) so this is the: this is the good part about being er being the rapporteur because you: you get to speak in plenary: a:nd e:r

VOICE POWsd266: 77

625 S1: = er (.) <fast><un> xx </un></fast> cut the the discussions but e:r maybe we: (.) we go have coffee and then e:r<2> and then we </2> **come back** and we (.)

VOICE POWsd266: 625

403 S10: <7> can you just **come back** and </7> comment on on your state- (er) statement about the internship (.) you said something like STOP the internship generation because it's (1) {S1 stops writing} erm e:r not paid enough or the: living conditions and <fast> (blah blah blah) </fast> (1) but (.) maybe i'm wrong e:r please correct me because i'm not i'm living in europe for one year @@ (1) er as far as i FOUND out till now that internship are actually MORE appreciated {somebody coughs} than voluntary work (1) they are more BETTER re<8>cognized </8> (2)

VOICE POWsd372: 403

104 S1: thank you [S10] . i think we'll make the break now. for fifteen minutes. in fifteen minutes we **come back** and (.) continue commentaries and discussion. thank you.

VOICE PRpan13: 104

227 S1: okay. e:rm (.) thanks (.) for the: (.) for the short introduction hh i'd say s- som:e words about myself my name is [S1] (.) i'm austrian (.) i've always LIVED here in austria but i've traveled quite a lot hh and i have (.) well i t- (.) the reason why i do a course on <pvc> intercultural </pvc> management or <pvc> intercultural </pvc> communication or hh DEALing with austrians or whatever you might call it is hh erm it all started probably when i(.) when i went to the: to the united states for: an exchange for a REsearch exchange program to do: some research for my: MAster thesis hh i spent some time there hh erm (.) and liked the cultural differences i that i experienced (and) i (.) could TELL that there were some significant cultural differences between austria and the united states and i liked those hh erm (.) the interesting thing was i had something that i would NOW call a culture shock (.) when i **came back**. hh to austria. erm at that time i didn't know it was a culture shock at that time i just felt that hh something was strange i didn't like the environment any more i didn't like the people <slow> i spent about a semester thinking </slow> hh how could i escape <@> from <1> austria </1> again <2> where</2> could i go </@> hh er (.)

VOICE EDsed31: 227

1178 S2: within weeks i didn't have ANY contacts with italians when i **came back** to austria even if i lived in a flat with (.)four italians. hh they moved they changed phone numbers they didn't call me once. they never told me that they would change something and so on. and now i did an exchange semester in croatia and i have like five people writing emails calling and (so) <un> xxx </un> really HUGE difference. hh and (1) it's really like (.) YOU you think that er in italy everybody is so warm and <7> people <un> xx </un></7> it's true that everybody talks to you but as soon as you ask them to go with for a beer with you (1)

VOICE EDsed31: 1178

6 S1: [S6] and [S4] who are the hh er PREsidents of the association? (1) <smacks lips> e:r for giving us the opportunity to hh <soft> to be hosted in a hopefully (.) nice atmosphere? </soft> (.) e:r (.) it's very interesting this is:<soft> e:r this this e:r </soft> (.) gathering hall is done by a famous austrian architect? (1) e:r (.) one of the most important (.) ones of the twentieth century? (.) clemens holzmeister (1) erm (2) {short parallel conversation emerges (4)} he has quite an interesting? e:r personal story (.) e:r (.) for example he constructed (1) most of the official buildings in ankara in turkey (1) in the forties because e:r when (.) the nazi regime took over power in austria in nineteen thirty-eight? (.) he had to (.) flee <fast> because of political reasons </fast> and (.) e:r (.) after forty-five he of course **came back** to (.) to austria? (1) <smacks lips> e:r (.) one of his scholars e:r (.) <slow> Rudolf </slow> (1) holzbauer for example also a famous austrian architect

VOICE EDsed251: 6

38 S1: <1><@> that's basically it?</@></1> (.) a:nd e:r (.) i worked as a research fellow at the university of [place2] for legal history? (.) then i did this this legal theory program at the european academy of [thing1] (2) then i **came back** to [place7] and (.) i changed for the [place7] (.) exCHANGE service and i'm working there in the hh [org3] national agency where i'm (1) next to the (.) to the deputy director of of the national agency responsible fo- for the implementation of the [org3] program in [place7] . (1) so it's hh on the interface of the european commission the(.) [place7] ministry of education (.) and (.) and the [place7] universities and universities of (.) applied sciences and and <fast> all kind of institutions of the </fast> ter- tertiary sector (.) participating in the: [org2] [org3] program(1) <fast> YEAH </fast> (.) and i i was er (.) one of the founding memb- members of the [org4] hh and because of my (.) professional background i (.) this year i tried to relaunch this initiative a bit and yeah also (.) as you can see the topic is quite near to what i'm doing. (1) er professionally. (2) and maybe we go on (.) like this?<to S3>[S3] ?</to S3>

VOICE EDsed251: 38

39 S3: okay. (.) my name is [S3] [S3/last] ? (.) erm i studied political science? (.) and american cultural studies and <pvc> intercultural </pvc> communication in [place9] ? (.) <smacks lips> and i did an erasmus year in [place10](.) <smacks lips> and when i **came back** i wrote my master's thesis on the comparison between higher education in germany and in france? (.) <fast> (so that) was a </fast> direct influence? hh erm (.) i then: decided to: erm do my <spel> p h d </spel> in political science? (.) on higher education also? (.) <fast> so that was a </fast>comparison of the reforms in germany and how they're oriented towards the american system? (.) and i'll be telling you some (.) about this (.) at the end of the day? (.) <smacks lips> and er:m (.) while i was writing my<spel> p h d?</spel> i spent erm half a year in [place5] at the [org5] ? (.) and did an internship (.) in e:r directorate general education an:d culture? (.) and was in the [org3] <soft> student <un> xx </un></soft> (.)<smacks lips> and now <loud> i finished? my <spel> p h d </spel> last year?</loud> and now i'm working (.) at the international university in [place11] (.) so in northern germany? (.) and erm i'm the assistant to a dean of the [org6] (.) (it's a bit) difficult? hh it's a center erm a small center within the university that erm (1) <smacks lips>deals with questions of lifelong learning and i'm (.) i've now switched to the administration side of (.) higher education. (2)

VOICE EDsed251: 39

197 S8: <5> and (.) what time we **came back** here?</5>

VOICE EDwsd9: 197

696 S1: e:r it was (.) REALLY really cold (1) and when i **came back** to norway it was colder temp- <pvc> temperaturewise</pvc>

VOICE LEcon562: 696

4297 S4: i really appreciate your time if you (.) **came back** i'm sorry that you go back with a blue tongue (.)

VOICE PBmtg3: 4297

368 S7: whenever i had students who (.) who studied f- in a french universities or they **came back** more or less (.) shaken because (.) this TEACHing college (there) was so completely different (.) whereas the dutch (.) hh teaching college was (.) quite like the scandi<8>navian </8> or practically <9> (speak) </9>

VOICE POcon549: 368

242 S8: thank you. (.) i wanted to reflect on what (.) [S4] suggested a l- a little bit hh well i'm er a little bit sceptical when looking at the other parts of the world we should remember that eur- europe is unique (.) europe has declared that (.) hh diversity should (.) continue existing that europe WANTS mobility that the: members er er citizens have rights and so on hh and THIS is why we we have actually developed v:ery far hh e:r the: the: recognition procedures and they are (.) they TEND to be positive (.) hh e:r (.) i'm afraid we will not find that much mo- (.) from this e:r [org4] global framework er er hh er (.) <smacks lips> er glo- global forum for recognition an- and quality assurance hh what we hear from some other parts of the world hh there ARE formerly conventions they have been forgotten and (.) nobody uses them hh and i also well (.) i JUST e:r l- last week **came back** from canada and we discussed (.) among others er other institutions with some of the quality hh er some of the: recognition e:r hh er bodies (.) er it sounds that well m- m- my understanding <slow> is that when </slow> (.) in the case of brain drain when they can get the the best minds (.) then there is no recognition <2> problem but if just an individual<@> comes with a normal diploma </@> hh o:h well that's a nightmare and if you don't stand that well </2> too bad (.)

VOICE POMtg546: 242

6 S2: my name is [S2] (1) i'm representing the [org3] (.) i am not a board member i am a staff member (.) and e:rmWHY i AM here (.) er being an alumna of the: (.) i don't know you've heard of not all er (.) undergraduate program i've studied in er (.) in the <spel> u s a </spel> e:r when i **came back** (.) i had some difficulties to find a job (.) THAT'S why i created a SITE ? (.) er where er i was: presenting both the job seekers and em- employee (.) seekers (.) e:rm (.) and er find a (.) reasonable way (1) to help the others (.) to find a job that's why i am here? (1) i'm twenty-seven (.) i have a son (1) who is six years old (1) that's it (.)

VOICE POWsd257: 6

1928 S1: yeah but like every person who goes on erasmus **comes back** and he's like (.) <imitating><fast> you know</fast> (.) what is the polish version or is (the) whatever national version (.) you need <4> (the) facebook</4></imitating>

VOICE LEcon560: 1928

1281 S4: it's er (.) high politics. (.) and e:rm (1) e:r at the end of the day we found out e:r (.) last week (.) that er there is NOe:r (1) that minister of agriculture will not stop them now? (.) probably (.) they w- they don't have the er the reasons now because e:r the minister has changed hh (.) a:nd e:r (.) now we wait till: minister of en- environment **comes back** from the holiday and say if (.) they REALLY signed it (.) or they not si- signed it or (1) because already there are e:r (.) erm articles in in the newspapers that minister of er environment is e:r not er doing anything to hh e:rm (.) to provide (a bit) of phosphate (ban) and so on and that er phosphates are damaging er are causing this this er water plants and water plants are (.) damaging er people's health. (.) that is EQUAL (.) like phosphates e:r e- equal [thing1] equals er e:rm er water plants (.) equals <6> e:r the </6>

VOICE PBmtg269: 1281

679 S6: er some REgional university (.) and <pvc> habilitates </pvc> and then (.) he becomes (1) associate professor (1) and **comes back**. (1) so (.) it's ONE problem <loud> then </loud> (.) certainly mobility of students because otherwise HOW to (.) accept credits <6> only </6> on the basis that er study programs (.)

VOICE POMtg404: 679

764 S10: so <soft> er </soft> recognition should NOT be seen any more as an acknowledgement of a (.) for an diploma and labelling it that it's GOOD (.) er it should be seen as as positioning (.) that (1) credential (.) into the: education OR employment system of the host country hh or OTHERWISE a very very primitive e-example demonstrates that it doesn't work hh if one **comes back** home and says oh yes they FULLY recognized my diploma but they could NOT find a place for it in the labor market OR

VOICE POMtg404: 764

554 S2: o:h well there you go you see it **comes** <@> **back** to <1> this idea </1></@>

VOICE POMtg439: 554

1186 S1: er yes we i m- i mean that all <6> **comes back** too that that accommodation is you come back as </6>{whispered parallel conversation starts} we said yesterday it's much easier if (.)

VOICE POWgd12: 1186

939 S1: yeah there is <3> no (it's it's it's) it </3> **comes back** to (1)

VOICE POWgd524: 939

916 S3: i mean this i take it for example there're a lot of maltese but but they're in er canada (.) in australia (.) in england in america (.) hh if the family there is all there (.) they stay there without **com**<4>ing </4><5>**back**. </5> (.)

VOICE EDint330: 916

141 S2: <10> you gotta do </10> it when <1> we're when whe- when </1> we're **coming back** yes

VOICE LEcon547: 141

26 S1: is **coming BACK** and writing this book (3) <soft> so yeah </soft>

VOICE LEcon566: 26

2971 S5: <6> **coming back** </6> spider-man (have to) <7> <un> xxx </un> </7>

VOICE PBmtg3: 2971

- 734 S1: also (i) have now to wait for [org16] and what's **coming back** after this NICE action from their <un> xx </un> (.)
VOICE PBmtg27: 734
- 607 S3: okay. (3) **coming back**. (.) agency what should happen now. (.) agency should come (.) with the proposal (.) how to make this project. (.) er on a <un> xx </un> level. (1) on the country levels. (1) what (.) they propose to make for the country. (.) <4> country. </4>
VOICE PBmtg269: 607
- 790 S3: <1> **coming** </1> **back** for <2> super</2>market. (.)
VOICE PBmtg269: 790
- 846 S3: but this is (.) okay. (.) so with message truck **coming back** (1) so (.) this is really key message (portfolio) you will see. (.) when you will go: (.) individual. because <fast> we cannot do it one by one </fast> by you: through<spel> q </spel> and <spel> as </spel> you will see (.) that we are trying to come back to this messages (.) erm having in mind different questions which might happen. not probably not everything of them but (.) basically somewhere we are trying to end up OR (.) with the consumer benefit OR (.) with the environmental benefit OR with the supporters (.) OR with the: additional: erm <fast> washing habits which consumers have to adopt? </fast> (1) somewhere end up (.) answering any questions which might happen to <un> xx </un> i mean (.) nasty question we trying to end up with the positive key message which we (.) which we have. (1) okay. so <fast> delivering (on our) importance </fast> suggested sequence so (.) up (.) then left (1) right and bottom (.) <soft> so this is the sequence </soft> hh <fast> with relevance to who is the message originator and who who is the message addressee (man of) communication whatever. </fast> (.) okay. (.) hh <sighing> e:r </sighing> (.) this message (actua-) (.) er took us through by basically (.) to summarize (.) who is going to talk a- about this project with the general public. i would say that (1) one hand there is an association. (.) okay? (1) association industry is talking about the project (.) is launching the project. (1) it's good to have someone (.) next to us like a stakeholders (.) who will say (.) this is right thing to do. (.) okay? (1) e:r (.) this might be (.) role model starting any stakeholders (.) talking from (.) role model who maybe we don't like THATMUCH (.) but ending up with any environmental: ministry: which happen ministry of health (1) consumer organization whoever. (1) who will be: appropriate person to: (.) to support us. (1) we can talk just only if asked by media. i cannot expect i cannot imagine that media will not ask (.) companies one by one. (1) that's why it's SO important to have a common message truck (.) by all companies shared (.) common <spel> q </spel> and <spel> as </spel> (.) at least as a base (.) for further deliberation (.) that's why we exchange (each) within the companies all documents which exist. (.) so whatever i have (.) delivered i mean i have developed i share with [first name6] wha- <fast> whatever [first name6] did is shared with me and [first name8] whatever it was [first name8] thinking she shared with us. </fast> (.) just to make sure that at least within this key players of the market <fast> and the majority markets are [org1] and [org2] </fast> (.) we are able to: to say in the one voice. (.) okay? i think that to- (.) today or this week [first name6] (.) is doing with his organization the same what we are doing here so he is briefing [org2] guys (.) on all those er all those er <soft> project elements which we are trying to cover now. </soft> (.) with the same open questions no: no- not resolved which erm erm erm we HAVE <soft> because </soft> (.) <soft> okay? </soft> (1) {S3 looks at her notes}<soft> e:r anything else here? (.) not yet (anything else) i don't know </soft> =
VOICE PBmtg269: 846
- 1224 S4: or big producers like [org2] and and [org10] are **coming back** to to phosphates. (.) so they will tell us if we are crazy @@ =
VOICE PBmtg269: 1224
- 472 S1: **coming back** to dubai. (.) er:m (.) another question's you're interested is also to make CHARTER flights. (.)
VOICE PBmtg300: 472
- 3126 S1: yeah? who wants to fly somewhere is **coming back**. (.) but the cargo is <2> is very tricky but </2>
VOICE PBmtg300: 3126
- 852 S3: and erm **coming** {someone knocks on the door} **back** to monte- {the door opens and someone with a tray of food appears} (1)
VOICE PBmtg463: 852
- 18 S7: (well) that was one of the question whether that's (the) case of too much and too soon (.) and whether there are a- any alternatives. (.) i think there has been many er numerous studies done (.) whether the (.) countries especially small <un> x </un> econom(ies) (.) the TRADING with the (.) erm (.) european union (.) and not having (.) common currency (.) er whether that is (.) advisable (.) whether that's sustainable in the LONG run (.) and i think all of these studies have proven (.) if you're trading with the (.) er the european union (and er) the trade is approximately eighty seventy-five per cent (.) erm (.) the benefit is definitely <pvc> (outrating) </pvc> the cost(s) (.) of of joining (.) and especially especially in er case of the baltic countries (.) where it's (really seen) that (.) we are (.) already (by pegging) the currency to the euro (.) have given up all the instruments (that) the (.) normal central banks (.) (will) have (.) and erm (1) i think we are aiming for the benefits (.) associated with er lower costs of transactions with er lower interest rates with er bigger markets and er (.) deeper markets (1) <smacks lips> and er it was interesting to s- to hear (.) from mister [S6/last] that (.) er the the countries will not be penalized <fast> but i think </fast> many many e:r entrepreneurs investors (.) already expecting that er these countries sooner or later WILL be in the eurozone (.) and er if something goes WRONG (.) it's i think it's (.) will be difficult for me

to IMAGINE that (.) er that i think (already the ratings are collected the) the joining to the <spel> m u </spel> is already (prized) into that (.) and if there's some of these countries (would) would for some REASON would not be ABLE to join in er (.) the european union the monetary union in the dates which have they have er erm (1) SET UP i think there (.) WILL be some reflection (in a way in) in one way or another and i think (comparison with) er denmark which is (.) fifty year democracy fifty year market economy and then <spel> (e r) </spel> er <spel> e r m </spel> two country (.) er i think er difficult to compare with some of the OTHER (.) country which are now erm (.) striving to be (.) er <spel> m u </spel> members. (.) so therefore i think (.) there is no other alternative (.) BUT to join (.) er <spel> m u </spel> <spel> m u </spel> sooner than later (.) as **coming back** to the: real versus nominal convergence (.) i i think that for some of the countries (.) er: m (.) if we DO know what is the (.) real convergence and what it (.) does LOOK like (.) then to achieve that this probably takes twenty thirty years (.) erm (.) this means that we have to (1) erm (.) wait for twenty thirty years to join (.) er <spel> m u </spel> i think i- it is not feasible (.) but the the real conver- er the NOMINAL convergence definitely helps us to go (.) to the direction of e:r real convergence. (.) so (.) and the last point er speaking about the (.) loss of the (1) real influence of the central bank which have (.) pegged their currency now to the euro (.) i think the last thing what we saw in [place10] (.) erm after the me- january first when we (.) pegged to the euro (.) the interest rates IMMEDIATELY erm i wouldn't say collapsed but (.) emerged towards the euro (.) and erm it is it is i think (for the) (.) currently (.) (for the) [place10] economy which is: (the) fastest growing economy in central and eastern Europe (1) erm (1) approximately point three eight point five per cent (.) i think it's it is erm (1) very very difficult to conduct er (.) erm independent monetary policy (.) by NOT having the basic the central bank's instruments to (.) er: m influence that so (.) everything depends on <spel> e c b's </spel> rates and therefore (.) i think it's makes sense to (.) quicker move there in (.) and at least to be behind the table and trying to influence (if they) make DECISIONS rather than just er be a (.) er decision TAKER (1)

VOICE PBpan25: 18

- 42 S7: okay i (.) thank you [S1] and (.) good morning everyone hh erm yeah we we've seen a lot of progress in the er the banking systems of er central and eastern europe er over the last five years erm (.) i think a lot of it has to come (1) down to sort of a (lowering) in reforms that we made (.) erm er (.) improvements in the economies off (.) the coun- the countries (1) and what the the foreign direct investors (.) brought to er (.) to these countries and to the (.) to the banks (.) erm they provided a lot of er expertise (.) particularly in (.) (mis)management (.) er products. (1) services (.) technology (.) et cetera. (2) and it is it's really helping to er (.) t- to to push (1) MORE er to develop (it) within the er the banking systems. (.) and <fast> okay </fast> (.) er let's see and er where i talked a little bit about the re-retail (.) sector (.) er we're seeing a lot of er progress there in particular. (.) erm it's is (.) BANKS move away very much fr- from the large corporates where (.) the margins are very thin now (.) and looking MORE at the sort of retail (.) markets (.) the <spel> s u vs </spel> et cetera. (2) and you if you (move) even further you look at sort of erm what we are doing (into) the massive management and things like that as well and er again er trying to er (.) to sort of PROMOTE to the (.) DIFFERENT types of savings within the er countries. (.) and a- again in poland we've we've SEEN this. (.) erm that's er there're there y- y- (.) a lot of sort of investment funds that are (.) are are being (.) grown there and the (locals) there are being IMPROVED hh (2) erm i mean i i could (draw) on all day talking about the banking systems in in the countries it's of (.) in the region but i think that's (.) you were going back to the subject of of LIQUIDITY of the the financ(ial) (.) er markets (here being) the region. (.) erm i think it is great to see sort of the improvement in liquidity in (.) in in poland and i think that's (.) somewhat (.) you know kno- in in fact that it's not a (.) so much of a (.) SUPPLY problem (2) and that's and er i i would say this what you see recently parti- particularly with the er (.) the privatization of [org19] (1) you know into the market and and NOT through a er foreign directed investor (1) it's not in developed (.) markets as well (.) hh i think erm (1) OVERALL there has been erm (.) a a real LACK of <pvc> investible </pvc> assets (.) er for for local investors. (.) in PARTICULAR (.) erm in in the recent years <soft> and i think </soft> think that's (2) the (1) the WAY that (.) a lot of (.) companies make blue-chips (.) the the large banks get privatized? (.) has (.) sort of taken (.) some assets away from the MARKET (.) er and we see sort of <un> xx xx </un> as well as (1) a number of (.) er companies **coming BACK** on the market (.) but i think that was also a a a major issue in the past. and also sort of crowding up (.) of the: the public finances for the erm (.) the capital markets (1) but i think going forward what we REALLY need to see in a lot of these coun- these countries (1) IS improvements in in erm (.) in in pension fund legislation (1) in erm <soft> sort of </soft> the the corporate governance issues (.) er accounting issues (.) et cetera. (.) and i think that's (1) you know (1) i- INVESTORS m- (.) particularly private investors really need to feel protected (.) er (2) when they buy into in different assets (.) and i think that's erm hh (.) you know a a a lot of progress still has to be made in in in those areas? (.)

VOICE PBpan28: 42

- 191 S8: = really i hh appreciATE VERY much what you are doing. but erm hh i: (2) i think that we to clarify <un> x </un> today (1) e:r what REALLY we wish to do. er what WE (.) have you say when we are **coming back** to our (.) rector and so on. (1) <smacks lips> looking hh e:r deeply (.) to your (1) slides. (2) it is really clear [S5]<L1ita> che {that} </L1ita> hh developing long-time cooperation (1) takes time. (.) absolutely. (.) <9> i ag</9>ree. (.)

VOICE POMtg314: 191

- 275 S1: and it was published in fer- in the [org2] <un> xx </un> news the number two? hh (.) e:r this list is divided er as we can see to four hh (1) e:r m (.) larger groups. (.) so first of all basic course INformation so we're **coming back** to information? hh <reading_aloud> coordinator number of participating institutions </reading_aloud> sorry for the mistakes because er i were (.) well printing them er typing them <soft> last last <2> last <un> xx </un> </2> </soft> hh <reading_aloud> duration of program and structure the number of teaching staff <soft> the program of <un> xx </un> </soft> </reading_aloud> et cetera et cetera <reading_aloud> QUALity assurance </reading_aloud> this is (.)

VOICE POMtg314: 275

74 S5: = or (.) degree this is is: is: is is the regular form(at) <un> xxxx </un> (.) hh so there's a second e:r (.) aspect and third aspect is that (.) erm (.) we need (.) quality assurance systems (.) <slow> of which the </slow> outcomes are made PUBLIC of course (1) public and AGAIN (.) **coming back** to my remark on (.) fitness for purpose (.) hh e:rm (.) made public (.) in a way <slow> that is also </slow> <pvc> comprehensible </pvc> for (.) FOREIGN (.) users (2) e:rm (.) so that's more or less (1) in a nutshell (.) e:r our perspective (.) of the: e:r quality (.) ISSUE or accreditation issue. (1) how we perceive it (.) and: what are (.) our needs (.) for the future?(2) in a way we are (.) USERS of quality assurance agencies (.) end users (.) like the students like the employers (.) and we try to provide the bridges (.) to OUR own clients and to (.) up- target groups across borders (4) <4><fast> that's it </fast></4>

VOICE POMtg546: 74

1272 S1: what i'm **coming back** to which is (.) erm we've now reached we we have seven points and we're now talking about <spel> q a </spel> i would have thought that <spel> q a </spel> was central (1) to the question of setting up the consortium in the first place you know so that it it should be back at the beginning somewhere (1)

VOICE POWgd12: 1272

392 S9: erm or the these structures can themselves implement (.) like for example (.) sorry to keep <@> **coming back** </@> at this but the kosovo youth action (.) councils will be implementing the kosovo youth action PLAN (.) as a governmental strategy (.) erm (.) that goes together with the youth policy as the implementing mechanism.{sound of somebody writing} (.) so this means that (.) these kosovo youth action councils will (.) will be (.) partly IMPLEMENTING the governmental PLAN (.) and they are representative (of the) civil socie<1>ty </1>

VOICE POWgd510: 392

587 S7: here we're **coming back** to what we discussed before i- is is like a company? (1) having a volunteer working for them (1) is it is is are those like actors involved (2)

VOICE POWgd524: 587

57 S6: erm (.) **coming back** on the first and (the) (.) it's not just erm teaching young people and (.) and how to be employees but how to (.) be <un> xxx </un> (.) how to set up their own businesses (.) <3> erm </3> and how to get ahead because what we've seen in england is the decrease of small businesses

VOICE POWsd256: 57

Phrasal verb: go out

722 S19: <9> er during </9> the: the erm er during the evening (1) <smacks lips> they: they **go out** at e:r EIGHT or nine and for us is still er (1)

VOICE EDsed31: 722

1037 S1: <8> they think </8> (.) in the beginning oh that's really friendly that's very easy that's nice that's (.) relaxing that's that's fun (1) but after a while they get a little con- con- n- no a little frustrated thinking oh (.) they they have been so friendly but the friendliness doesn't mean anything that's really superficial (.) so that's what austria sometimes say about about spanish or about about even north american they're all superficial because hh they are very friendly but the friendliness doesn't mean anything hh for US hh the kind of FRIENDLINESS we experience in these situations would (.) would INDICATE that we already have established (.) something like a closer friendship (.) but the friendliness that americans or italians or spanish show us IS not a sign of a closer friendship it's just a sign hh of (.) friendliness on a on a kind of superficial level hh (.) the austria or the germans in the same situation wouldn't SHOW this kind of friendliness because for them it's unnatural to be so friendly with somebody you don't know (.) but then (.) after a- longer period of time they would also be very friendly but THAT kind of friendliness would then mean you have al- already established a friendship. hh so (.) what also i have austria and also german exchange students who go to these countries and they sometimes complain about (.) people there have no real friendships like the REAL REAL friendships that WE like to have the- (.) take a very long time to build (.) but they also last a very long time and they are (.) about very (.) sort of personal details you you('d) exchange very very personal information with a real friend. hh but you would make a s- strict distinction between the people you consider a real friend and the people you don't consider <soft> a real friend.</soft> (.) in many other cultures it's (a) lot easier to get to know people (.) but then on the other hand (1) the friendship doesn't mean you exchange <fast> very personal kind of information because you know so many different people and you exchange with all the kinds of different people all kinds of information </fast> hh BUT (.) not on a very very personal level. (.) so (.) in countries in other countries it is easier to get to know people (1) but only with SOME of them you have a very personal relationship hh whereas in austria would you would know (1) fewer people (.) and you would TEND to have a MORE personal relationship <soft> with the people you know </soft> hh erm (1) once you know the concept then you know that austria are (1) cold for people who come from cultures where this is easier hh but you also know that YOU have to be the ones that address the austria because that's what they expect (.) they would expect you to (.) talk to them to ASK for something if you need something to ask them to go out or to ask them to join: you at a party or do something and they'll be very friendly and they'll be open and outgoing (also) BUT (1) you have to so- sort of cross the bridge <soft> and make the first step </soft>

VOICE EDsed31: 1037

1047 S1: so for THEM it's like (1) the austria being in a foreign environment if they're around ALL erasmus students because you have a different kind of being in a in a in an international group of people you develop

your own kind of culture hh and the austrians are then outsiders and this is about how (.) outsiders interact with each other (.) and (.) for them it's probably easier to meet you on a personal (.) level than <loud> as a group </loud> because then then it's even more impossible to get in touch with you hh and again they wouldn't make the first step (.) so if YOU (.) have them into your group if you invite them (.) they'll be fine. but as a GROUP you have this very strong impression <fast> (on) the austrian <un> xxx </un></fast> hh also you have to see austrians tend to have (.) their group of friends that they **go out** with hh and so initially there is really no NEED for them to get in touch with any other people EXCEPT if they are very internationally oriented and so on hh but many of the austrians who you will meet may be not maybe they have never had any kind of international experience hh so they wouldn't know that it is really fun to be among erasmus students and hh and enjoy life and so on hh so you would and this is not something that's true for austria only but this is something that's true for everywhere else in the world wherever you go hh you have a group of erasmus students and they stick together and have fun and do all different kinds of things hh and then you have the local students hh and the local students those who are internationally oriented would maybe mix with the erasmus students hh and those who have never had any international experience (will) just stick with their group of friends hh because (.) they don't know you and because THEY have a difficult time making the first step (.) so if YOU (.) make the step and say okay why don't you join us i'm sure they'll be happy to join you hh or some of them will be happy (.) BUT (1) <soft> it's a it's a differe- it's a different kind of perception </soft> (.)

VOICE EDsed31: 1047

1092 S11: <3> yeah they </3> say for example okay we hh e:r for example i phoned my friend and say e:r come on take e:r let's go to take e:r something together and (.) for example in italy (.) when other people call you er e:r m excu- er are you free er erm YEAH come on er join us we go <LNger> alle (.) aber hier {all but here} </LNger>no. e:r <imitating> no: excuse me er i have to **go out** with er this people </imitating>

VOICE EDsed31: 1092

1097 S11: situation e:r (.) a if i have to **go out** with someone? why not you you can go with me
VOICE EDsed31: 1097

1135 S1: <3> yeah it is just </3> (.) if if you see it with the austrian eyes we see (.) lots and lots and lots of <slow> of friends hav- </slow> the the spanish people and the italians have lots of friends (.) which is first of all surprising for us because we don't probably don't have that many hh friends people you co- consider friends hh er but with many of those friends the this the relationship stays on a rather for us superficial basis which also we don't understand because if yo- if it's a friend then he should be hh he should be something very deep. of course that you have also r:really close friends and so on that's that's not hh not really the question the question is what do the austrians see and the austrians see hh (this aspect) and you see it the other way you see they don't have that many friends and they are not really open hh and also you don't mix friends (do) you have hh one group of friends and you would **go out** with THIS and then maybe you have another group of friends and you will go out with this <5> but </5> then you don't MIX the university friends with the hh <slow>the hometown friends </slow> and vice versa so it's always hh (.)

VOICE EDsed31: 1135

1135 S1: <3> yeah it is just </3> (.) if if you see it with the austrian eyes we see (.) lots and lots and lots of <slow> of friends hav- </slow> the the spanish people and the italians have lots of friends (.) which is first of all surprising for us because we don't probably don't have that many hh friends people you co- consider friends hh er but with many of those friends the this the relationship stays on a rather for us superficial basis which also we don't understand because if yo- if it's a friend then he should be hh he should be something very deep. of course that you have also r:really close friends and so on that's that's not hh not really the question the question is what do the austrians see and the austrians see hh (this aspect) and you see it the other way you see they don't have that many friends and they are not really open hh and also you don't mix friends (do) you have hh one group of friends and you would go out with THIS and then maybe you have another group of friends and you will **go out** with this <5> but </5> then you don't MIX the university friends with the hh <slow>the hometown friends </slow> and vice versa so it's always hh (.)

VOICE EDsed31: 1135

1201 S1: erm a colleague of mine he she's german and sh- she studied a semester in seville in spain in the southern part of spain and she said people there hh they wouldn't call you and make an appointment and say okay let's meet tomorrow afternoon at seven o'clock in this or that bar and then we can be sure that we're all there they wouldn't do this and she was always very stressed because she said (.) how can i know <4> when </4><@>when and where to go </@> and how (i) how do i meet people hh and HER <slow> spanish friends they</slow> just had this concept of we just **go out** on the street somewhere there's a <5> place in the middle of town </5> and i'll meet SOMEBODY there i don't have to make an appointment (i) i don't have to fix a time i don't have to do whatever hh i'll just GO and MEET whoever is there is there is fine whoever is not there i'll meet next week or meet next month doesn't <6> matter.</6> so it's more this hh kind of very flexible concept you're friendly with the people you meet but it doesn't really matter whether you have an appointment for us and for germans this is (.)

VOICE EDsed31: 1201

1225 S7: <4> you no no but i mean no </4> but i mean if you call your friend let's **go out** (1) will he understand that you want to **go out** and just talk to HIM <5> hh <loud> or do you </loud></5><8> have </8> to make let's go out the TWO of us <6> like </6><9> (do) </9><10> no </10>

VOICE EDsed31: 1225

1225 S7: <4> you no no but i mean no </4> but i mean if you call your friend let's go out (1) will he understand that you want to **go out** and just talk to HIM <5> hh <loud> or do you </loud></5><8> have </8> to make let's go out the TWO of us <6> like </6><9> (do) </9><10> no </10>

VOICE EDsed31: 1225

1225 S7: <4> you no no but i mean no </4> but i mean if you call your friend let's go out (1) will he understand that you want to go out and just talk to HIM <5> hh <loud> or do you </loud></5><8> have </8> to make let's **go out** the TWO of us <6> like </6><9> (do) </9><10> no </10>

VOICE EDsed31: 1225

1235 S11: we: still keep in touch every day <1> and </1> so yo- you KNOW if i have a problem <5><un> xx </un> hh</5> probably YOU will ask me er would you like to **go out** e:r

VOICE EDsed31: 1235

1322 S9: everybody thinks you're strange because (.) i mean why do you bring someone you don't even know yourself(.) so for us i think you need a whole bunch of reasons (.) why you bring someone somewhere and why you **go out** with someone. and for you guys you just you just you may be just (.) able to think it's FUNNY to meet people (1) no matter how how good you know them or how close you are <1> it's </1> just (.)

VOICE EDsed31: 1322

1649 S7: erm (1) (alre-) in the beginning i didn't spend much time with israelis but when i started spending much time with israelis (1) i- (.) it's <soft> er </soft> more or less in the beginning that they're very friendly when you **go out** <3> to a </3> place to a pub or something but then there's nothing afterwards. (1)

VOICE EDsed31: 1649

1688 S1: <4> austrians </4> would **go out** and <@> drink </@> @@

VOICE EDsed31: 1688

1697 S1: are recipes for getting out of culture shock. as soon as you know the the tricky thing about a culture shock is you don't know it's culture shock. you just know you don't feel well in the <un> x- </un> you don't know where it comes from. hh so i- it could also be you have the flue or something something like a PHYSICAL sickness(.) but in the end it's culture shock and your body feels stressed and EXPRESSES the stress in some kind of way. hh so it could be all different kinds of symptoms that you have (.) and in the end the reason is culture shock but in many cases you don't know. but what always helps is (.) just (.) tell yourself (.) as you said it's not that bad it's nothing unusual it will go away you just have to WAIT basically and (.) and do whatever you like to do. sleep drink **go out** with friends chat hh complain about the Austrians

VOICE EDsed31: 1697

52 S2: and would no longer **go out** and buy polish butter. er they may not have done so in the first place er but er (.) in in a way the market was restricted er to foreign (.) foreign butter.<2> er </2>

VOICE EDsed301: 52

210 S2: which is which may surprise because er the: the SEctor is not that big. right? so the the economic er significance of this sector is not that LARge (.) er the farming population (.) compared to other (.) er (.) employment sectors (.) is not that large and yet (.) er the: the lobby the the interest group formation in this sector is very very (.) er strong. (.) a:nd er that really impacts on on the POWer of farming ministers. er (.) AGAIN they would argue with se- food security on the one hand e:r and and the social needs (.) er of the farming population on the other (.) AND of course with the beauty of the countryside (.) erm you don't wanna lose that. er and say well everybody's enjoying it er when you **go out** er on: a weekend (.) trip. or something. erm and walk around and say well this is all nice and green.<sniffs> er somebody has to sort of take care of it. er so a combination of arguments is is is er (.) i guess emPOWering really. agricultural ministers. therefore reforms (.) tend to be very very difficult. er in (.) agricultural policy. (.) erm in the <spel> e u </spel> CAsE we had a situation where for the reasons already mentioned there was not a LOT of pressure to reform. (.) and it was the commissioner mcSHerry er in the early nineties. who (.) sort of: er i guess FIRST lived up to that challenge. (.) er mcsh- mcsherry was an irish er commissioner. (1) ireland being certainly an agricultural country er mcsherry i think coming from the agricultural (.) community er so HE was as typical as anybody else er to represent farming. erm (.) NEVerTHEless er he was: i- in a way responsible for for now thinking about a reform er because the <spel> e u </spel> didn't have any more money (1) to do what they always did (.) er and the international community was really pushing. (1) er and threatening with er all kinds of sort of international (.) SANctions boycotts er of of european products. (1) AND now we come to the comment that that that [S5] made earlier er that it's not only production that's been subsidized it's also <pvc> NON-production </pvc> that's been subsidized. (.) and that came after the mcsherry re- reform. er (.) what this reform implied (.) is er that there were price cuts so the the PRice support er was cut. (.) erm (.) in certain sectors. (.) <smacks lips> and er then there was a ne- new system er put in place er a new system which er considered consisted of DIrect payments for farmers. (.)

VOICE EDsed301: 210

24 S1: erm (.) here is the university that's the main building (1) a:nd when you go out you turn left (.) and you go along <L1ger> universitaetsstrasse {street name} </L1ger> and then turn right (.) into <L1ger> garnisonasse. {street name} </L1ger> (.) you can also go with the tram (.) number forty-three or forty-four (.) one station.

VOICE EDsve421: 24

192 S1: e:r well yeah y- you don't have to stay here you can also go (1) **go out** (.) not too far of course because we'd like to have you back at <slow> half past five </slow>{parallel conversation between S3 and S7 stops} (1) e:r(.) with (1) some (2) well you don't have to give the presentation but we'd like to hear (.) how it is.
VOICE EDwsd9: 192

199 S12: at what <6> time </6> just if we **go out** <7><un> x x xx </un></7>
VOICE EDwsd9: 199

497 S18: and (.) no i think (these) is (.) this is very important because i mean for ME at least it's like i wanna be secure. in: (.) personal things? (.) and also i mean i- if i **go out** of- on er out on: the street i don't i wanna (.) somehowKNOW that i'm not going to be shot er shut DOWN er shot down (.) or something like that. it's things like <3>THAT </3>
VOICE EDwsd302: 497

68 S8: yeah i think that er (.) that is a really good idea to make some websites in which you can put your comments or you can make some questions? thinking that er everybody has the opportunity to access to the internet i guess in my country i believe it's not so easy but (.) yeah. whatever. and but also i would like to highLIGHTthat is IMportant to: (.) to **go out** of the bureau and trying to speak to the people in the faculty. (.) i don't know (.)trying to do some meetings to put some s- some (time) so i don't know but trying to you know not being just there an:d waiting for the people to come and ask for you but you go out (.) and inform the people. even if they don't wanna maybe they're just walking around and they find that the thing is IMportant and interesting that could be (.) a good (.) <7> solution huh?</7>
VOICE EDwsd499: 68

68 S8: yeah i think that er (.) that is a really good idea to make some websites in which you can put your comments or you can make some questions? thinking that er everybody has the opportunity to access to the internet i guess in my country i believe it's not so easy but (.) yeah. whatever. and but also i would like to highLIGHTthat is IMportant to: (.) to go out of the bureau and trying to speak to the people in the faculty. (.) i don't know (.)trying to do some meetings to put some s- some (time) so i don't know but trying to you know not being just there an:d waiting for the people to come and ask for you but you **go out** (.) and inform the people. even if they don't wanna maybe they're just walking around and they find that the thing is IMportant and interesting that could be (.) a good (.) <7> solution huh?</7>
VOICE EDwsd499: 68

430 S11: and maybe that could be a point for the university. at least (.) IN switzerland? (.) the government asked the universities?<clears throat> (.) to **go out** of their tower. (.) e:r they said e:r PLEASE go out and try to: (.)communicate and act and search (.) in order to: m- make the society better. and THIS could be also (.) MAYBE(.) a: way to: (.) give a sense of community in our universities? that get we could be useful? (.) OUTSIDE of our walls. (.) and this outside would would s- would mean we are together <1> inside?</1> (.)
VOICE EDwsd499: 430

430 S11: and maybe that could be a point for the university. at least (.) IN switzerland? (.) the government asked the universities?<clears throat> (.) to go out of their tower. (.) e:r they said e:r PLEASE **go out** and try to: (.)communicate and act and search (.) in order to: m- make the society better. and THIS could be also (.) MAYBE(.) a: way to: (.) give a sense of community in our universities? that get we could be useful? (.) OUTSIDE of our walls. (.) and this outside would would s- would mean we are together <1> inside?</1> (.)
VOICE EDwsd499: 430

807 S8: <2> er </2> yeah linked with that and e:r (.) making a power with the thing that you say before about the uniforms (.) er do you think that that long-term time is er (.) positive? (.) to try to: <pvc> identificate </pvc>yourself with some values that are different from her and from him? (.) do you think that is positive because i think that THAT will be (.) will became a problem when you go out to the society. (.) because you are not just you and the people from your university. (.) you are YOU (.) the people <@> from university </@> and the rest of the people. so i think that <3> may</3>be we (.)
VOICE EDwsd499: 807

52 S2: but then i just figured well i gotta **go out** SOMETimes
VOICE LEcon228: 52

742 S3: <6> you can take it </6> from the car really (.) you don't have to **go out**
LEcon329: 742

33 S4: = like did you **go out** or <7> anything?</7>
VOICE LEcon545: 33

1097 S4: it's okay (.) when we **go out** you can't <un> xx xx xx </un> with us
VOICE LEcon548: 1097

227 S1: no let's **go out** and buy everything right? (5) @ <@> look at these </@> @@@@ (.) so funny (.) leek and potato soup recipe:?<smacks lips> hh (.) then you ha:ve a jamie oliver home cooking five tips you looseBELLY FAT @ <@> your belly is fat because @@ stop </@> making this one major mistake and you finally loose your <@> belly fat </@>

LEcon565: 227

266 S2: <smacks lips> very (1) well i think it's RE:Ally a bomb (.) @@@ (4) {speakers are eating (4)} this is the so- the sort of dessert that you give to KIDS when (.) before they **go out** to play all afterNOON .
VOICE LEcon566: 266

312 S2: like the african sta:lls a:nd the jamaican ones and (.) the FUNNY (.) f- ones where you don't understand what they had they're SELLing (5) (and) you just get <pvc> claustrophobicity </pvc> get in a BAD MOO:D and you don't like the people and you just <5> wanna **go out**. </5>
VOICE LEcon566: 312

388 S2: i even had like a friend from italy staying over? and he is S:UCH a traditional person. hh (.) and he almost did n:ot wanna eat at home? (.) he was <un> xx </un><imitating> oh why don't we just **go out** to eat </imitating> (.) and i said <imitating> NO . (.) [first name4] is (.) cooking? </imitating>
VOICE LEcon566: 388

225 S4: <soft> yeah (1) we can try that (1) yeah (2) erm but it seems to work okay </soft> (.) (but) (.) it just (need) to be like a: chip card (1) used to be. (.) but you can (2) e:r automatically lock in (.) when you **go out** so (2)
VOICE PBmtg280: 225

20 S1: as your new best friends in holland @@@@ <4> @@@@ </4> we germans **go out** huh? <5> @@@ </5> (.)
VOICE PBmtg300: 20

1903 S2: <2> okay </2> today i treat myself and <3> to</3> tomorrow i will **go** <4> **out** and </4> sport.
VOICE PBmtg414: 1903

2477 S3: no i mean outside of the BUILDING i'll **go out**. (2)
VOICE PBmtg462: 2477

71 S2: <4> er </4> well you see er i think er our main er target market is still russia. (.) er yesterday there was also discussions with er of of our colleagues from kazakhstan and that's er we have only (.) thirty-five banks or thirty-six banks if i'm not mistaken and er (.) there's no major consolidation. er well in RUSSIA (.) this year we expect that er instead of thirty (.) hundred banks (.) push beh- probably HAVE in russia. some of them are REALLY not banks (1) small companies (1) e:r all well quite SUBSTANTIAL majority will er **go out** of the market because they will not be (1) er LICENSED by the central bank to continue operations with the e:r private customers. (1) but MAINLY that will be small banks and regional banks and we feel that (1) er some of them are really quite interesting because e:r they have er a good regional franchise? (.) and e:r they could be quite er interesting partners. e:r but e:r still russia remains our main main markets. (1)
VOICE PBpan28: 71

380 S1: n:- NO i mean it's (1) it's not nec- i mean i- it's just that the (1) the PROcess is turning out to be different from what i would have expected. I would have expected the (.) the FOUR organizations to sit down and tried to reach an agreement. (.) and THEN (.) **go out** <1> with that </1> agreement and get a confirmation from the members (.)
VOICE POMtg403: 380

241 S1: hh so that we get (.) and that's the important part OF it we get from the general assembly a MANDATE (1) and with that mandate then we jus:t **go out** and (1) share with the world (.) <4> our great </4> thoughts on on this (.)
VOICE POMtg542: 241

814 S2: <4> whether the </4> degree is going to be recognized by the country? (1) or which countries it's going to be recognized from? (.) because i get this degree in order to be able (.) to **go out** in the labor market and find a job. (.) if <@> if the: </@> <8> the </8> degree is not going to be recognized <9> tha- </9> that's (.)
VOICE POWgd317: 814

100 S4: yeah i know (.) no i'm not (.) but THEY are acting you know like er (.) it's such a big deal (.) yesterday i had toPHONE someone and tell her take care of this people because (.) they need to **go out** (.) and have lunch and the the door will be open here (.) yeah?
VOICE POWgd449: 100

489 S1: and e:rm (1) you know (.) in the evening you have time to **go out** and and (1) see (.) a bit of the city <2> or </2>
VOICE PRcon29: 489

158 S2: thank you er [S4] (.) e:rm i'm sorry i cannot allow for more questions our time was er to end at eight thirty. (.) er i would just like er to e:rm say three things er very shortly? (.) e:r first of all (.) erm there is no contradictions in the two programs? (.) the one program is a general brochure for the festival of salam islam? (.) that has aSUMMARY (.) er of er the (.) workshops coming on of the symposium today (.) and saturday? (.) while the second brochure is a (.) brochure dedicated ONLY (.) to the issue of women (.) the go:al is the same it is stated in one. (.) it is not stated in the other because it's a full description (.) of what is happening in these three days. (.) SECONDLY ? (.) erm i erm i'm SORRY if you didn't er get the (.) er impression? (.) tha:t er this panel is contributing er to a better understanding of isla:m. (.) e:rm erm i believe er that er there ARE some in these roo- in this room? (.) er which will **go out** with a better understanding er

of er islam and the islamic world? (.) er that is at LEAST er a picture that is not reduced of its complexity? (.) and that allows a variety of voices? (.) of experiences? (.) er of ideologies and er POSITIONS ? (.) to stand next to each other without having to pose the question (.) er of who is GENUINE or authentic. (.) and i don't think that there is anybody neither in this room or anywhere else (.) that has the right nor the capacity (.) to say and to state who is the authentic VOICE (.) because that is the start of a (.) VERY actually racist approach to (the other) .

VOICE PRpan1: 158

1173 S2: <@><7> yeah and </7> i know like the <8> [place2] </8> people will say <9> okay they're </9> so very different naples and the hh <1> okay @@ </1></@> no <2> but like from the </2> austrian point of view you are quite the same i think. hh e:rm and i tried to er get in touch with italians and i had lots of contacts but it were not this was not really satisfying so after three months i changed and i **went m- out** more with the exchange students which was much happ- e:r funnier in the end hh a:nd after within (.)

VOICE EDsed31: 1173

115 S3: <6> and we </6> won and everyone **went out** in the street with <7> cars </7> with <8> sirens </8> out celebrating it was (.)

VOICE LEcon329: 115

823 S4: yesterday? no. first we **went out** in the afternoon first (.) erm aha yes went out in the afternoon (2)

VOICE LEcon329: 823

823 S4: yesterday? no. first we went out in the afternoon first (.) erm aha yes **went out** in the afternoon (2)

VOICE LEcon329: 823

34 S5: <7> yeah </7> (1) we **went out** (3) {S5 chews pancake (3)} mm: @@

VOICE LEcon545: 34

384 S2: hh yeah (.) i had THIS brazilian friend (.) who came over for dinner once? (.) and he went (1) <imitating> i cook a brazilian dish. </imitating> and he **went out** and he bought baNANAS and cod (.) or some white fish <fast> i don't know if it was COD ? </fast> hh and he cooked (.) this white fish with bananas <4> (fried) </4>

VOICE LEcon566: 384

37 S6: w- went in coalition with the er conservative (.) er that were in control? and they had to make a deal. (.) in their fight against the islamist which is a third party? hh er the the only er one that they should er or they could hh was an exchange of the law for the education? (.) that the socialist wanted (.) they have to give up the family law (.) that nobody really defend? (.) and so that (.) the conservative family law that exist in the north was the one to take in er to take control in the er united (.) country. so both dreams (.) are goodbye? (.) and then (.) for the first time (.) the yemeni women disci- er discovered? hh that they have to fight (.) fo:r their rights? all together because now they are (.) in a country that is united (.) uniting? (.) problems. (.) uniting (.) difficulties. uniting (.) challenges. (.) HOW can they unite (.) solutions. (.) that was the thing that they are still working in it. in the beginning till nineteen ninety-four they couldn't really (.) dis(prove) dictatorship from the two: countries (.) where they get together they couldn't (ru:le) er the thing in a democratic way so they had to make a war. (.) and then one of them **went out**? (.) and then from er nineteen ninety-four until now? (.) we er have been as er when i say WE (.) cos i <fast> i don't think i represent everybody </fast> er <fast><5> to have the right to say WE but</5></fast>

VOICE PRpan1: 37

18 S2: <@> **goes** <4> **out** of you </4></@>

VOICE PBcon594: 18

1185 S2: and er well (.) the the the thoughts the PROMISE (.) which **goes out** we're probably gonna ha:ve not THIS year (.) but probably starting from THAT year (.) e:r this er new route say to australia. (1) e:r <9> which </9> i didn't tell you yet is that well e:r we bought our fifth freighter also? (.)

VOICE PBmtg300: 1185

1528 S2: then you have a big problem. (.) the whole ROTATION **goes out**. and now we can (.) fit in (.) very (.) FLEXIBLEvery FAST . (.) in <3> that way. </3>

VOICE PBmtg300: 1528

2682 S2: so you can imagine this DRAGON **goes out** (.) this lounge (.) (which) we had the opening (.) goes downstairs with the stairs and ALL those people (.) <9> walking going </9> to those seats (.)

VOICE PBmtg300: 2682

976 S4: = **goes out** =

VOICE PBmtg462: 976

177 S2: <3> u:h </3> (1) well that's a problem if two (.) out of the group **goes out** <soft> on the: twenty-first (1) (surely) </soft> (2) the NEXT week (2) e:r (3) it COULD be the twenty-fourth of may (2) if that's feasible (1)

VOICE POMtg541: 177

1197 S14: you're <4> not </4><5> afraid when you are **going out**? </5> (.)

VOICE EDcon521: 1197

1201 S14: (you feel) not afraid <slow> when you're </slow> **going out** and you see all these people during the weekends and
VOICE EDcon521: 1201

1476 S1: and sometimes what th- they also: a funny situation is hh when you're abroad i i've been to eastern europe a lot so hh in eastern europe(an) people tend to be <slow> very friendly </slow> and very (hospitable) <un> x </un> it's it's a lot about hh **going out** and enjoying life and so on so you hh (.) er <1> you go with a with somebody on a business trip that always means you have a lot of <loud> dinners together </loud> and you drink also a lot of alcohol it's a lot <loud> it's a very <6> SOCIAL </6> situation </loud> hh (.)
VOICE EDsed31: 1476

1687 S19: <8> **going** </8> **out** <4> o:r </4>
VOICE EDsed31: 1687

1691 S19: **going out**
VOICE EDsed31: 1691

1692 S1: **going out** (.) and all of these are recipes for culture shock. (1) sleep
VOICE EDsed31: 1692

124 S1: <4> but isn't it the same isn't it </4> the case also today? (.) because you have those (.) like us who have the chance to go abroad or: to GO abroad or or to be international or whatever? (2) and other people i don't know?(2) still (.) stick (.) <fast> i don't know </fast> to their village <fast> and and </fast> being <fast> i don't know</fast> (1) postman of their village they are never never **going OUT** they're <soft> never seeing different things</soft>
VOICE EDsed251: 124

522 S5: no <L1ger> ab- </L1ger> e:r (.) when we (.) **going out** fro- from [place1] (.) <7> we are </7> leaving [place1]
VOICE EDsve421: 522

444 S21: er hello i'm [S21] [S21/last] and i'm: in the: internatiol- -nal office of the university we are a team of about fifteen persons divided in four er areas international european affairs which i'm in charge of hh mobility of students er **going out** and (.) welcoming of students coming in hh so we had prepared some <9><un> xxx </un></9> for you(.) {S21 gets up and walks around to distribute folders of her university}
VOICE EDwsd464: 444

280 S4: <2> erm i think we </2> we are <3> **going out** </3> (.)
VOICE EDwsd499: 280

2860 S7: = may- (.) maybe she's not that big of like erm (1) **going out** person because (2) because erm: she skipped the<un> xx </un> yesterday as well (2) [first name4] is my swedish: buddy (2) <soft> e:rm </soft> (4)
VOICE LEcon560: 2860

146 S1: bu- i was out i was **going** <7> **out** </7> for DINNER . (.)
VOICE LEcon565: 146

136 S5: our pivots is (**going out** two two) you know so i mean you just have the calculation with a (.) french or with the: swiss or with the i<3>talians </3>
VOICE PBmtg27: 136

184 S3: yeah shanghai (2) (i) expect the first freight **going out** on the twenty-eight twenty-nine but we have flight cancellations of [org23] during the complete week (1) cargo is operating twenty-ninth the first flight again so (1)
VOICE PBmtg27: 184

726 S5: = i have here this problem. because when i'm **going out** to this organization i i have to present it (.) in [place3] language. (.)
VOICE PBmtg269: 726

1749 S2: <3> instead </3> of **going out** and e:r <4> an- and </4> play soccer <5> and e:r you know and and </5> that's that's the m- they don't <6> burn the </6> calories any <7> more </7>
VOICE PBmtg414: 1749

565 S1: i mean we we ARE we are (2) by deciding never to take an open confrontation on the definition of standards<soft> we have <un> x xx </un> the problem in front of us we have to face it <un> x </un> and sooner or later it will <@> explode </@> por- hopefully not in our faces but it will explode. i mean </soft> (1) there are so much sort of positioning around this. (.) by the way [S3] <un> x </un> are **going out** (1) on (their) line but (1) [org8] (.)what's happening? (.)
VOICE POMtg403: 565

2206 S3: <slow> can get </slow> er language training before **going out** o- o:r when they arrive hh and it is paid <slow> by my </slow> international relations <1> department </1> hh (.) BUT we also have summer courses and those are independent and then if <2> the </2> students want to come to the summer hh then they have to pay
VOICE POWgd325: 2206

560 S2: and you know with [S4] studying we wouldn't have **gone out** more because we would <4> have taken </4> you to more places
VOICE LEcon329: 560

Phrasal verb: point out

425 S1: but erm i think he it's just he ALWAYS wants to talk about er (.) human conditions see how far we can go (.) and if i INVITE someone to a particular EVENT and this person AGREES to volunteer (.) and then i give him the imperative (.) PUSH he pushes (.) and i- we know that in a lot of scientific erm (.) projects also people are supposed to do crazy things to others (.) and they do it (.) and he just (.) wants to **point that out** he doesn't want to be he doesn't say it OH MY GOD terrible or something (.) he just says this is what (.) humans are capable of (.) in a positive and in a neg<5>ative </5> sense (2)
VOICE EDsed363: 425

1065 S2: <un> x </un> [first name1] does a summary he could **point them out**
VOICE EDwgd305: 1065

171 S1: = you know it's never that strict (.) but this is an easy way because now you have the concepts clear in your head and now you can try to merge them and be critical and EVEN in the best case there will be some negative aspects (.) you can **point them out** but you can also say okay (.) we will weaken them or we will try to prevent them in this and this and this way. (1)
VOICE EDwsd590: 171

343 S2: <6><un> xx </un></6> what i was thinking <un> xx </un> (.) when i was down on coffee break (.) <fast>maybe we should </fast> kind of also **point out** (.) e:rm (.) hh e:r kind of (.) <un> x </un> a reference to (.) er how important this is i mean (.) erm hh (.) we we do this not only kind of: for ourselves but it's (.) in order to kind of er s:urvive in the future world <7> it's kind of to:</7>
VOICE EDcon521: 343

1038 S1: can somebody else **point out** the difference between <fast> the two and then </fast> afterwards you can react to it.<to S12> yes </to S12>
VOICE EDwsd303: 1038

530 S6: exactly (1) erm so i would like to er suggest NOW that erm (.) every group (1) erm (1) picks again two (1) delegates (1) and then we have to merge the recommendations: (.) but i think if we do it in the whole group of course we cannot use all the recommendations and we cannot (.) argue (.) about every detail of every recommendation although it would be NICE but we have to also make the presentation. (.) and of course we don't want to be (1) the bad ones tomorrow (.) so we have to start (.) now with merging those recommendations (1) so can every group every subgroup (.) **point out** two people (.) that we can negotiate (.) with eight people about (.) which recommendations we will pick (1) yeah could you do that yeah
VOICE EDwsd306: 530

119 S1: to turn up in your best case scenario and not in the worst case or in the most likely case. (1) if you have the most likely and the best case scenario as the same scenario which IS possible then you have an easy task. (.) but if it's not the case (1) please try to make recommendations that er prevent you from the worst case as well. (.) so that's your job for the next (1) er little bit over an hour you have (.) for this. with your subgroups (.) and then erm AFTER lunch you will only have to erm **point out** a delegate or something (.) and erm he or she has to point out very shortly to the group (1) what your worst case best case (.) and most likely scenario is? (1)<smacks lips> and what you're gonna do (.) to come (.) where you want to go (.) so what are your recommendations very shortly only ha- has to be three minutes (.) so everybody knows of the other subgroups (.) what their recommendations are. (.) so that's what you gonna do in the next hour (.) is it CLEAR (.) for everybody? (.) or are there any questions (.) left? (2)
VOICE EDwsd590: 119

119 S1: to turn up in your best case scenario and not in the worst case or in the most likely case. (1) if you have the most likely and the best case scenario as the same scenario which IS possible then you have an easy task. (.) but if it's not the case (1) please try to make recommendations that er prevent you from the worst case as well. (.) so that's your job for the next (1) er little bit over an hour you have (.) for this. with your subgroups (.) and then erm AFTER lunch you will only have to erm point out a delegate or something (.) and erm he or she has to **point out** very shortly to the group (1) what your worst case best case (.) and most likely scenario is? (1)<smacks lips> and what you're gonna do (.) to come (.) where you want to go (.) so what are your recommendations very shortly only ha- has to be three minutes (.) so everybody knows of the other subgroups (.) what their recommendations are. (.) so that's what you gonna do in the next hour (.) is it CLEAR (.) for everybody? (.) or are there any questions (.) left? (2)
VOICE EDwsd590: 119

881 S4: there i've **point out** e:rm e:rm the <pvc> in-market </pvc> sales per customer so:
VOICE PBmtg414: 881

26 S2: (er) the document is er (.) three pages long hh it is the length of {whispered parallel conversation starts} the: same e:r (.) croatian document {whispered parallel conversation stops} hh and it has to been followed by er er a very deTAILED operational plan. but something that i will hh **point out** is that e:r before that (.) operational plan is made hh we are going hard on THIS we are going to work hard on THIS document and we are (.)going to ACTion (.) hh e:r even before operational further operational plan (.) in co- in cooperation with e:r (.) icty is prepared. hh so that is the: hh e:r speaking about the lack (.) of the documents about the documents that are going to follow it er this document er hh e:r (.) er m- in deTAIL (.) is concerned with the media campaign that is necessary in the cases like this with er (.) hh involvement of security sector hh with coordination of legal and operational proce- procedures coordination with icty (.) hh and e:r (.) some legal (.) provisions er hh when i'm say legal provisions i have on (on) mind the: necessity to: aMEND certain specific laws (.) that is also: hh something that er need some time so (.) basically this is the structure of the document.

VOICE POPrc465: 26

17 S4: and this we have to **point out** (be)fore we (get know) each possibilities each (.) <5> partner </5> have. (1)

VOICE POWgd317: 17

57 S1: uhu (1) so basically e:r what [S7] is saying is that {soft background murmuring} (.) er there is a lack of ins- infrastructure provided by by the different employers (.) which could actually facilitate (.) the: the engagement in the in the: in the labor market (.) er and he gave er: examples for for two different kinds of groups so for example (.) er the lack of nurseries (.) er that would actually help women to: (.) and e:r (you) say young mothers no to to actually (.) er access a job (.) because they could not leave their their (kid) er yeah in a in in such an infrastructure (.) but also other types of infrastructures like for example (.) erm: elevators instead of stairs when it comes to (.) er PHYsically disabled people (.) er and and i'm sure we can come up with a (.) a number of er (.) examples but this was just to (.) to **point out** the

VOICE POWsd372: 57

1036 S1: <2> yah </2> (1) cos i mean there er there have been er campaigns mentioned for example in terms (.) you know run by youth organizations and i'm sure that (2) from the same er (.) from the same list of things we er there's much more that we can **point out**

VOICE POWsd372: 1036

30 S5: so er:m (1) i guess that er:m (.) the first slide that i (.) wanted to SHOW you (.) er: this really a motivational slide. er POINTING OUT that (.) er (.) you know obviously i guess after the (.) the LAST talk er: (.) this is n- not news any more (.) er there is a lot of growth potential in er <spel> c e e </spel> banking. (.) so what you see here (.) er i:s (.) you see (.) er SALES as percentage of <spel> g d p </spel> or a TOTAL ASSETS as percentage of <spel> g d p </spel> hh er:m of of BANKS in various countries (.) er so (.) what i'd like to say is TOTAL ASSETS is a good measure of sales for banks. (.) okay? (.) so (.) you could look at this as a (.) sales (.) figure (.) really. (.) erm what you see here is that in the eurozone average (.) you have a ratio of two hundred (.) er per cent? (.) er of you know BANKING sales (.) er relative to <spel> g d p </spel> (.) whereas (.) er: here you see er the CZECH republic slovak republic croatia hungary and poland? hh er (.) the (2) RATIO is of course very different. (.) but as that <un> xx </un> well you know (.) er it's actually pretty PLAUSIBLE to think? (.) that (.) also in THESE countries we will in the future (.) see er: you know (.) a lot of growth in the banking sectors hh er (.) and (.) and er i guess THAT is the motivation (.) for (.) er looking at <soft> er </soft> what (.) COULD be er the role of austrian banks hh and making use (.) of these growth opportunities. hh and and (.) n- (.) so erm (.) you know with this (.) motivational question (.) in mind? (.) i'd like to **point out** what are the (.) er three questions that (.) that i'd like to talk about today. (.) so (.) first of all (.) i'd like to document (.) how austrian banks RESPONDED to (.) this growth opportunity in the PAST and (.) CONTINUE to respond to this growth <@> opportunity </@> (.) in the future? (.) erm (1) then i'd like to er:m you know (.) briefly (.) mention how that could impact vienna (.) as a financial CAPITAL of (.) the entire region (.) and (.) and (.) i guess the CORE question (.) er of this talk is (.) what are the EFFECTS er on foreign direct investment (.) in OTHER sectors of the economy. (.) okay? (.) er:m and that question i'll be concerned with during most of this talk. (.) so concerning the (.) the first TWO questions hh i'd like to show you this graph. (.) hh so this graph (.) actually measures the MARKET share and the international diversification. (.) of austrian banks. hh MARKET SHARE is actually pretty straight forward to define so (.) that is essentially the (.) a fraction of the total assets of the banking sector hh that would be (.) held (.) by (.) SUBSIDIARIES (.) of austrian banks. hh and er: what we DID here is essentially we <pvc> com(putered) </pvc> this fraction for five countries the five countries i showed you before? (.) hh erm and then we (.) erm essentially (.) aggregated these market shares (.) erm (.) in a proper way? (.) ACROSS the countries in order to produce an overall market share FIGURE. (.) erm (.) so THAT would be the first (.) er:m row of columns. okay? so the smaller columns would generally be the market share (.) er columns. (.) and and you see the austrian banks are in this er:m you know yellowish (.) er:m (1) outfit and and er (.) other (.) european banks (.) e:r are in blue. okay?

VOICE PRpan294: 30

39 S5: then what THIS slide shows you is (.) WHAT would be (.) er the (1) the ABSOLUTE increase in the growth (.) rate of foreign direct investment in real sectors of the austrian economy (.) er (.) COMING from that: investment (.) and that you know it's shown for all sorts of industries so this would be metal (.) industry that's the chemical industry here you've got the (.) er: you know food industry: and <fast> you know <fast> so on. (2) upshot? (.) you know the growth rates would increa:se by two point five to (.) four point five per cent. (.) so that's actually quite a sizable increase hh er: when it comes to growth rates. (.) right? (1) so the the the er there's actually two rows of column the first column actually measures (.) how the number of employees that ARE employed by austrian (.) er companies would

increase (.) the second (.) row of column measures (.) how the (.) er:m you know VOLUME of foreign direct investment would increase.<fast> and (actually) focus on the volume of foreign direct investment.</fast> (.) so what's the UPSHOT (.) erm (1) what OUR analysis shows is that as<LNfref> financiers {financiers} </LNfref> of foreign direct investment austrian banks DO really contribute to regional development (.) hh it's actually VERY (1) erm there are many stories that you could tell for how this happens (.) one very PLAUSIBLE story would be the following (.) if (.) [org8] (.) buys e:r whatever (.) [org9] (.) they obtain (.) access (.) to DEPOSIT in a foreign currency. (.) of course they can use this (.) deposits in order to finance (.) hh er (.) INVESTMENT in that foreign currency. what they obtain this way is a natural hedge right? they've got to PAY interest on the deposits (1) in the foreign currency? (.) and the investments that they fina:nce (.) generate (.) revenues in the SAME currency. so (.) you know obviously with this strategy you're hedged against currency hh movements (.) right? hh (.) there're many other stories that would give you similar (.) predictions but in any case hh er (.) there is a role for the banks in regional development (.) due to these stories. (.) erm then (1) i'd like to **point out** that of course through their own er <spel> f d i </spel> the banks also INTEGRATE the capital markets of the countries that has not been a major topic of my presentation so far but hhh it's an important topic so i wanted to just (.) stress it at the end (.) of course also INVESTORS obtain access to new investment opportunities <1><un> xxx </un> (the) </1> banks' investments? (.)

VOICE PRpan294: 39

- 161 S4: yes. thank you very much for very interesting er comments. (.) er there are many things i would like to say but i'm gonna s- er make this very brief and to <un> xxxx </un> absolutely migration needs to be added to the whole discussion of social reproduction and biological reproduction as helping or being implicated in the reconstruction of nations and as <spel> e u </spel> the <spel> e u </spel> enlarges and expands and now our passports aren't necessarily even checked across these borders who is coming in and who is (.) let in to be part of the community is really a big question that i think all of us need to ASK (.) both focusing on europe and russia on the one hand and the <spel> u s </spel> on the other as all of these (.) er as borders and immigration controls are becoming stricter since after two thousand er nine eleven. erm (.) i also wanna add as er make a little bit of a cl- complication even to the notion of race because this is this is and [S5] **pointed it out** this is been an absent hasn't been discussed as (.) as much as it should be (.) and er (2) i wanna add something that is very <un> xxx</un> intuitive but there has been some recent studies on (.) erm women from eastern europe like russians moldavians (1) erm ukrainian women and even east german women who come over as erm migrant labors some of them are trafficked some of them are going er by their free will to do work in other countries even erm (.) not only in the rich countries of the western europe and even in turkey and (.) from ethnographic research we are seeing that local populations are constructing eastern european women as another race. (2) as fundamentally different. so in turkey among the elite erm (2) (welfare) <un> xx </un> it's very common to have a a what they are calling a moldavian girl (.) to clean their houses. and these moldavian girls are seen as to- as having these totally erm (.) different values and traditions and <pvc> racialized </pvc> understandings of the differences are being used. so @ it's very interesting for people who come maybe with a black white idea and of course we need to include (.) erm perspectives that are more (2) obviously associated with race perhaps but also these new (.) new things and of course the <un> xx </un> and in russia (2) as i pointed out in my larger version (2) nation is so much about creating the people (.) as exclusive and based on biology and based on genetics and that's again where <un> xx </un> with <pvc> medicalization </pvc> can come in and the new reproductive technologies because (.) when we focus more on on a <pvc> biogenetic </pvc> definition of people then we are using our technologies to reproduce a certain version of the nation. so i really see them all

VOICE PRpan13: 161

- 389 S13: hh yeah (.) er:m (2) you **pointed (.) out** somethin:g very interesting? (.) you talked about the knowledge base (1) and a: broad (.) range of education? where you (.) can hh e:r build up on <fast> your car- </fast> career? (.) did i get you right? (.) that you hh that (.) we are learnin:g a: (.) broad range? (1) of common knowledge? (.) in a hh le- let's say economics. (.) we have the same base in europe? (.) and so on. hh erm (1) but hh (.) what what's interesting in here we are all e:r we are talking all the time about. hh integration. (.) <smacks lips> but (.) is it r- really integration? (.) like we think about? hh isn't it? (.) so that? (.) a:- also with the bologna process when e:r when we have two steps in the higher education level? hh e:r:m (1) e:r with the bachelor? (.) hh er <fast> which is </fast> (.) e:r which is shortened? (.) and (.) really focused on: on functions? (.) hh er hh (.) don't we just (.) er cut this broad base (.) to something hh e:r pretty narrow? (.) ju- which just fee- e:r er fits into (.) th- (.) er the common job e:r schemes? (1) like (.) you know (.) let's talk about (.) er let's stick to the: example of lawyers?

VOICE EDsed251: 389

- 1064 S5: yah? (2) that these things are **pointed out** because otherwise may you don't perceive them when you're just playing (1)

VOICE EDwgd305: 1064

- 523 S13: <6> thank you? in- in- </6><fast> instead of e- </fast> extinguishing (.) hh er all the other languages (.) e:r:m (1)<fast> the other </fast> th- so (1) hh and (.) i especially i (.) i **pointed out** (1) or i i pointed towards (.) erm REGIONAL languages as well (.) {S3 stops writing on blackboard} cos =

VOICE EDwsd304: 523

- 1540 S20: <6> because somebody </6> else **pointed out** before it's not so easy to decide it yourself.<10> you should </10> have it already (.)

VOICE EDwsd306: 1540

- 283 S1: also very much erm (.) e:r (.) matching or or compatible which with whatever has been already said and **poin<5>ted out?</5>**

VOICE POMtg314: 283

399 S2: <soft> mhm </soft> there is one (1) e:r er e:r and i think this er (.) <soft> i i don't know whether this has already been official announcement?</soft> hh but er there is a plan that has already been **pointed out** by [first name1] [last name1] that [org2] at the last general assembly it was <5> hh </5> that e:r e:r er joint er the- programs or the development of joint programs (.) are funded with something like two thousand <6> euro </6> or so hh but only TEN . i mean there is basi<7>cally </7> (there's a) (.)

VOICE POMtg314: 399

80 S4: = yes {S1 starts writing} (.) but what i think he's **pointed out** is that (.) there (is)n't enough (1) infrastructur(al) support er for people who want to start their own (1) (maybe new) enterprise

VOICE POWsd372: 80

64 S3: erm <clears throat> (.) i'll address the first one and i'll dress a couple of others too. erm (1) <soft> especially this last one </soft> (.) erm the question of er modernity and modernization which was posed erm earlier erm (.) in fact in in my COMMENTS i er said that SOME people hold this view? (.) that modernization is the same as westernization. (.) erm and this is a view that is held by both erm (.) er orientalist? e:rm people like bernard lewis samuel huntington hh a:nd also er certain ISLAMISTS . (.) e:rm who say that <soft> you know </soft> e:rm these types of er modern values are WESTERN values and they are alien to our culture and religion (.) and they are dangerous. (.) this is NOT a view that i hold and i don't think that this is a view that anyone on the panel h- er holds (.) whatsoever. (.) sociologically we have to DISTINGUISH between modernization and er westernization. (.) modernization COULD be (.) e:rm very western-oriented but it doesn't HAVE to be. (.) erm we have different models of modernization and as you yourself **pointed out** (.) china er india (.) er japan er i would say japan i would also say the former soviet union. these are different <pvc> non-european </pvc> <pvc> non-christian</pvc> hh models of e:rm modernization which are (.) ABSOLUTELY not the same as westernization so i think it's very (.) important to make this distinction? and also to say that modernization is something inevitable. (.) you see we are all living in this sort of GLOBAL <fast> you know </fast> capitalistic system? our world has BEEN<fast> the world system has been capitalist since at least </fast> (.) the fifteen HUNDREDS e:r hh er some people would e:r (.) <fast> <pvc> periodize </pvc> it with the fifteen hundreds and er others in the seventeen hundreds but in any event </fast> (.) this brings pressures to bear on on societies (.) erm and modernization includes things like urbanization industrialization <pvc> proletarianization. </pvc> (.) this has nothing to do with western values. BUT the process of modernization can INCLUDE (.) western values? or it doesn't have to. (1)erm i just want to say something about erm <clears throat> e:rm (.) er also a couple of the other er issues the question of RAPE in egypt. (.) erm in fact ONE of the er ACHIEVEMENTS of woman's movement in egypt (.) was to criminalize rape. (.) erm in the pa:st erm a rapist (.) e:r was exonerated (.) of er his crime IF he agreed to marry (.) e:r the er his victim. (.) in fact the woman's movement erm e:r er FORCED the government to pass a law hh that criminalizes rape. NOW in all societies rape has been a VERY er erm contentious and very sensitive issue. (.) and it also took a very long time in the united states? for example (.) for rape to be recognized a:s a VIOLATION of a woman's PERSONAL rights and HUMAN rights of her CIVIL rights and of her bodily integrity (.) and also it took a long time for the POLICE to be sensitized about this issue. and er various er er you know er local authorities as well. (.) SO erm i think that erm there's a great deal of sensitization about the issue of rape (.) honour killings and other forms of er violence against women domestic violence also and as i said erm in my erm in my talk hh that ONE of the main er DEMANDS of er the woman's movements throughOUT (.) er the middle east? is precisely the criminalization of all forms of of violence against women. (.) er FINALLY on the question of islamic law and tradition (.) in quite a fact erm women in erm th- er middle east in ira:n erm

VOICE PRpan1: 64

161 S4: yes. thank you very much for very interesting er comments. (.) er there are many things i would like to say but i'm gonna s- er make this very brief and to <un> xxxx </un> absolutely migration needs to be added to the whole discussion of social reproduction and biological reproduction as helping or being implicated in the reconstruction of nations and as <spel> e u </spel> the <spel> e u </spel> enlarges and expands and now our passports aren't necessarily even checked across these borders who is coming in and who is (.) let in to be part of the community is really a big question that i think all of us need to ASK . (.) both focusing on europe and russia on the one hand and the <spel> u s </spel> on the other as all of these (.) er as borders and immigration controls are becoming stricter since after two thousand er nine eleven. erm (.) i also wanna add as er make a little bit of a cl- complication even to the notion of race because this is this is and [S5] pointed it out this is been an absent hasn't been discussed as (.) as much as it should be (.) and er (2) i wanna add something that is very <un> xxx</un> intuitive but there has been some recent studies on (.) erm women from eastern europe like russians moldavians (1) erm ukrainian women and even east german women who come over as erm migrant labors some of them are trafficked some of them are going er by their free will to do work in other countries even erm (.) not only in the rich countries of the western europe and even in turkey and (.) from ethnographic research we are seeing that local populations are constructing eastern european women as another race. (2) as fundamentally different. so in turkey among the elite erm (2) (welfare) <un> xx </un> it's very common to have a a what they are calling a moldavian girl (.) to clean their houses. and these moldavian girls are seen as to- as having these totally erm (.) different values and traditions and <pvc> racialized </pvc> understandings of the differences are being used. so @ it's very interesting for people who come maybe with a black white idea and of course we need to include (.) erm perspectives that are more (2) obviously associated with race perhaps but also these new (.) new things and of course the <un> xx </un> and in russia (2) as i **pointed out** in my larger version (2) nation is so much about creating the people (.) as exclusive and based on biology and based on genetics and that's again where <un> xx </un> with <pvc> medicalization </pvc> can come in and the new reproductive technologies because (.) when we focus more on on a <pvc> biogenetic </pvc> definition of

people then we are using our technologies to reproduce a certain version of the nation. so i really see them all

VOICE PRpan13: 161

203 S13: <clears throat> (1) erm yeah i'm ([S13]) [name1] university in (.) <un> xxx </un> (.) erm i have a question to mister e:r (.) [S5/last] ? (.) er about austrian banks er it was er very nice to see that er you **pointed out** <2> how dependent </2> (.)

VOICE PRpan294: 203

21 S2: (i mean) s- [S4] was **pointing out** if if you: ensure prices

VOICE EDsed301: 21

198 S11: OKAY what what i (.) what i wanted to say was that ERM ? (.) i think erm i got your POINT (.) that you think that the states that are not being heard enough (.) are supposed to be heard more (.) that is VERY correct? but i think you could NOT (.) make (.) a sort of (.) an er the SHIELD (.) po- **pointing out** to (.) CERTAIN states (.) erm which are sort of taking place (.) er ta- for YOU like (.) {S4 turns over the page of the flip chart so what has been written down can no longer be seen, but instead there is a blank chart}<1><un> x x x </un></1>

VOICE EDsed362: 198

546 S1: i mean with that <@> we're not going to </@> WIN anything (1) that is ALL whatever the groups ALL the groups do whatever they think of they we all WIN by that together but <8> not </8> by **pointing out** ONE group(.)

VOICE EDwsd306: 546

189 S1: well er er er just er: (2) let's er (2) brood a little bit more about er: the the the: (.) question (.) the starting question here now of the of the fields of study. hh er:m (3) er we we refrain then from (.) **pointing out** er besides what could be (.) of relevance for capital universities (.) as we have said no?<clears throat> and we point us to some more (.) general points of view in our i- i- in this er (.) respect. er:<clears throat> d- do er i- i- are is there(.) anybody er:<@> here </@> who w:ant to make some other comments on this (.) topic about the fields (1) (.)er:m (.) and what could be (.) er o- of RELEVANCE now o- of of interest er:m (.) to report and to try to (1)<smacks lips> (.) try to: (1) er s- support i- i- in the: (.) [org1] (.) er (.) context erm (3) or to give it to the directory from from er this (.) working group. (2) yeah?

VOICE POWgd14: 189

651 S3: <4> like </4> **pointing out** and (1) er (.) page this (.) <5> line </5> this =

VOICE POWgd442: 651

30 S5: so er:m (1) i guess that er:m (.) the first slide that i (.) wanted to SHOW you (.) er: this really a motivational slide. er **POINTING OUT** that (.) er (.) you know obviously i guess after the (.) the LAST talk er: (.) this is n- not news any more (.) er there is a lot of growth potential in er<spel> c e e </spel> banking. (.) so what you see here (.) er i:s (.) you see (.) er SALES as percentage of <spel> g d p.</spel> or a TOTAL ASSETS as percentage of <spel> g d p </spel> hh er:m of of BANKS in various countries (.) er so (.) what i'd like to say is TOTAL ASSETS is a good measure of sales for banks. (.) okay? (.) so (.) you could look at this as a (.) sales (.) figure (.) really. (.) erm what you see here is that in the eurozone average (.) you have a ratio of two hundred (.) er per cent? (.) er of you know BANKING sales (.) er relative to <spel> g d p?</spel> (.) whereas (.) er: here you see er the CZECH republic slovak republic croatia hungary and poland? hh er (.) the (2) RATIO is of course very different. (.) but as that <un> xx </un> well you know (.) er it's actually pretty PLAUSIBLE to think? (.) that (.) also in THESE countries we will in the future (.) see er: you know (.) a lot of growth in the banking sectors hh er (.) and (.) and er i guess THAT is the motivation (.) for (.) er looking at <soft> er </soft> what (.) COULD be er the role of austrian banks hh and making use (.) of these growth opportunities. hh and and (.) n- (.) so erm (.) you know with this (.) motivational question (.) in mind? (.) i'd like to point out what are the (.) er three questions that (.) that i'd like to talk about today. (.) so (.) first of all (.) i'd like to document (.) how austrian banks RESPONDED to (.) this growth opportunity in the PAST and (.) CONTINUE to respond to this growth<@> opportunity </@> (.) in the future? (.) erm (1) then i'd like to er:m you know (.) briefly (.) mention how that could impact vienna (.) as a financial CAPITAL of (.) the entire region (.) and (.) and (.) i guess the CORE question (.) er of this talk is (.) what are the EFFECTS er on foreign direct investment (.) in OTHER sectors of the economy. (.) okay? (.) er:m and that question i'll be concerned with during most of this talk. (.) so concerning the (.) the first TWO questions hh i'd like to show you this graph. (.) hh so this graph (.) actually measures the MARKET share and the international diversification. (.) of austrian banks. hh MARKET SHARE is actually pretty straight forward to define so (.) that is essentially the (.) a fraction of the total assets of the banking sector hh that would be (.) held (.) by (.) SUBSIDIARIES (.) of austrian banks. hh and er: what we DID here is essentially we <pvc> com(putered) </pvc> this fraction for five countries the five countries i showed you before? (.) hh erm and then we (.) erm essentially (.) aggregated these market shares (.) erm (.) in a proper way? (.) ACROSS the countries in order to produce an overall market share FIGURE. (.) erm (.) so THAT would be the first (.) er:m row of columns. okay? so the smaller columns would generally be the market share (.) er columns. (.) and and you see the austrian banks are in this er:m you know yellowish (.) er:m (1) outfit and and er (.) other (.) european banks (.) e:r are in blue. okay?

VOICE PRpan294: 30

Phrasal verb: find out

1331 S2: <5> not even </5> I know it. but i'll (.) do a short phone call to **find it out** <6> @@ </6>

VOICE EDsed31: 1331

598 S7: maybe we can s- (.) hopefully **find it out** who:m we should address because it would be <6> more easy to work</6>
VOICE PBmtg269: 598

159 S1: = yuck (1) to **find out** what (.) lousy ass group i've been put in (2) <clears throat>
VOICE EDcon496: 159

247 S1: okay (4) i think we've got enough (1) this is just (1) to have an impression (2) on how YOU feel about austria's hh <loud> erm </loud> (1) now what i'd like you to do is (1) come up with your (.) little cards (.) we we'll put them (.) on the posters hh <loud> and </loud> (.) and we'll try to GROUP them (.) if there're subjects than that come up more than one time we'll try to group them. hh so that we then have clusters of things hh erm (.) and we'll THEN (.) try to **f- find out** what austria's think about themselves and whether this correlates in ANY way to what YOU found out about austria's. hh (.) <loud> okay </loud> (1) whoever wants to start (.) just (3) and bring the (.) {S3 gets up to put her notes on the blackboard and explain what she, after her all the other students do the same; every now and then there are short whispered parallel conversations between different students sitting next to each other}<soft> yeah just bring the pen </soft>

VOICE EDsed31: 247

73 S9: <3><loud> yeah </loud></3> er i come from ukraine and er i was studying e:r economics and law? hh and in the moment i (.) e:r e:rm: (.) use the possibility to to hh e:r **find out** what i (.) learned in the university for the praxis. (.) in e:r: in in the (.) german (firm) thank you. (1)

VOICE EDsed251: 73

356 S9: <loud> could some- some- someone </loud> say (.) i can remember (.) n:ot remember er (that) hh <un> xx</un> but hh ALL all of US could do it in the SCHOOL (.) hh i mean (.) all what we nee- doe- doesn't need (.) what what we er e:r don't need hh we forget it. (.) BUT (.) if i (.) i n- er i need it today i can er i (.) i know whe- where i can it **find out** and i will i will i- lose this problem. hh and (.) <smacks lips> with the (.) with the law? (1)<smacks lips> hh is e:r it is e:rm: (.) from (.) my my experience i was three months for a (.) hh <LNger> praxis{internship} </LNger> in e:r <smacks lips> hh e:rm: a la- lawyer firm it was a consulting firm in in germany? hh and (.) er the idea from this firm was hh e:r to GIVE the information for the euro- european investors? hh who want (.) to invest hh in the e:r (.) <LNger> ost {eastern} </LNger> euro- europe. (.) hh <LNger> ost {eastern} </LNger> europe is is ukraine russia bulgaria czechoslovak e:r romania (.) ALL ALL this land er er hh e:rm: er COUNTRIES (.) hh and ONE ? (.) e:rm: lawyer (.) could (.) could (.) make all for (.) er (.) croatia (.) bulgaria (.) ukraine (.) russian? (.) and (.) i think no- e:r once more it was five (.) countries i (said) erm (.) <loud> h- how (.) how cou- could you DO it?</loud> (.) hh and he (would) say (.) ts (.) it is ALL (.) law. (.) hh and my i was assistant to him. (.) hh and he said hh <loud> so [S9] please (.) check it out (.) is it the same </loud> (.) e:r in ukraine as it is in bulgaria? (.) hh because hh it is it is it is it is the LAW and this is e:r (.) er <LNger> zoll {customs}</LNger> e:rm: =

VOICE EDsed251: 356

373 S9: you can **FIND (.) out** (.) e:r the the way (.) of hh e:r of e:rm: (.) success (1) in (.) absolute (.) all (.) e:r <fast> er er </fast> or ALL countries (1) hh so this is (.) the: the: the: idea. the (1) e:r (1) YOU (.) you must hh er (.) you must<LNger> ke- e:r kennen {know} </LNger> (.) <soft> you must <LNger> kennen {know} </LNger></soft> (.) <9>you: should? </9> (.)

VOICE EDsed251: 373

159 S8: erm to: (.) er to **find out** the elements of (.) to explore the elements of fire and water (.)
VOICE EDsed363: 159

178 S1: let's go to the spots where he painted let's (.) identify these er (.) e- locations and spots (1) and then we found out (.) but did we really **find out** (3)

VOICE EDsed364: 178

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 (.)

VOICE EDwgd241: 919

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 (.)

VOICE EDwgd241: 919

2331 S4: <7> i'll </7> (**find out**) <2><un> x </un></2>
VOICE EDwsd302: 2331

92 S2: <2> **find out** </2>
VOICE LEcon405: 92

413 S3: and (.) they were (.) trying to **find out** for or (1) there were signs for (.) where the sun (.) erm appears or when. (.)so it was a bit <2> like this but </2>
VOICE LEcon420: 413

42 S1: yah yah also with food we were trying to **find out** each other (.) traditions
VOICE LEint555: 42

2115 S1: we'll <6> **find out** </6> what <7> we can </7>
VOICE PBmtg3: 2115

2247 S4: also a RISK (.) to **find out** what will be popular next year
VOICE PBmtg3: 2247

693 S1: <5> o</5>kay we have to <6> **find out** </6>
VOICE PBmtg27: 693

175 S4: and er so they should **find out** the stakeholders? but NOT <4> going </4> to meet them. (1)
VOICE PBmtg269: 175

661 S2 :it me:ans that (.) we can make the request? (1) but it's not in this list we can OF COURSE make the request?(.) but we need to ask first to ou:r (.) person in dubai who's in charge of that? (.) and try to **find out** (.) from oka:y er possibilities er could it be done er whatever (.)
VOICE PBmtg300: 661

1014 S2: o:h. (.) you know at THAT time i t- i t- i traveled also a lot. (.) and er i was not really in the office at THAT time and i heard something betwee:n (.) er concerning this er from portugal whatever but (.) what i understood there was a (.) a (mixture) (.) of a MIX-UP o:f (.) of rates which they give to you? i belie:ve and say to: somebody else. but i don't KNOW (.) who the other (.) WAS . i really don't know. (.) but i can **FIND OUT** more details if you prefer to hear it. (.) still (1) in that kind of particular case (1)
VOICE PBmtg300: 1014

1774 S2: take public transportation or whatever <5> they they will **FIND out** some</5>thing (.)
VOICE PBmtg414: 1774

2567 S4: = (**find**) <4> **out** </4>
VOICE PBmtg414: 2567

34 S2: non-native speakers exactly. (.) and we're (.) our approach is to: (.) **find out** what (.) there is specific r:ules or specific features that happen only when (.) erm you get people together who actually DON'T speak it a- <5>as a </5> first language
VOICE PBmtg462: 34

43 S2: <1> so it's </1> a different situat<2>ion we're trying to **find out** </2><3> what all the PEOple </3> (.)
VOICE PBmtg462: 43

38 S5: er yes i was just trying to **find out** whether (.) the slabs {parallel conversation ends} if are they're overheated?(1) or h- exposed to high temperature in the heating furnace (1) it leads to oxidation of the <un> xx xxx xxx</un> slivers (.)
VOICE PBqas411: 38

57 S3: <6> i've </6> already done that once (1) {parallel conversation between S7, S2, and SX-m stops} t-transcribing <soft><un> xx </un> that takes so long especially if there's group discussion hh then you have to<7> **find out** </7></soft> that's why i'm writing so much because i write down who actually <1> speaks </1>
VOICE POcon543: 57

54 S1: mhm okay. so i think er (.) well w- we will (.) **find out** how we can contribute to our discussion and whether
VOICE POMtg314: 54

168 S1: good practice book (.) and THEN we'll look at (.) individual universities and what they offer as far as opportunities <soft> of setting up </soft> (.) programs (.) er er is concerned? (1) and then we shall **find out** (.)<slow> how we </slow> split into (.) groups (.) towards completing er a concrete thing.
VOICE POMtg314: 168

260 S1: and in the consortium (we we) also have to to:<7> **find** </7> **out** (.)
VOICE POMtg315: 260

1072 S2: the @@ (.) the proposals here (.) let's split and let's work on the questions under each heading the questions that (.) need to be answered (.) all right? just let's: set up and THEN we shall **find out** how far we shall go.
 POmtg315: 1072

259 S10: {parallel conversation between SX-7 and SX-9 starts} this is what we have to (1) **find out** and learn from the projects anyway and from (.) but <loud> i think </loud> what WE meant also {parallel conversation ends} with letter of e:r (.)
 VOICE POmtg316: 259

293 S7: but we started as a very SMALL group (2) er we are going to evaluate our groups' progress twice? (.) the first is the end of THIS year in december two thousand and four (1) if we **FIND out** that we are not er th- that there's not a GEneral feeling that we are on the right track (.) or that we DON'T make suf- er sufficient progress then we will immediately stop [org3] . (1) if howEVER (.) there is the feeling that we are in the right track (.) then we will go on. er ANYWAY till er two thousand and SEVEN and then the second evaluation will take place (2) we will STOP then (.) by THAT time if mutual recognition betWEEN some of the participating countries HAS not been reached or will not be reached in near future. (2) [org3] consists of a MAnagement group and FIVEworking groups. (2) the working groups are the following (.) the group one is on mutual recognition (1) theSECOND one is on the european qualification framework which ALL of us in some way are busy with. (.) the third group is on the accreditation report supplement (1) the fourth is preparing a statement for [name2] two thousand and five it's called on the way to [name2] (.) {participants are looking through their papers} and ourFIFTH group is looking (on) for alTERNative goals (.) and medals MODELS for accreditation. (2) we have a general meeting twice a year. and the next ones will be in [place16] in june and in [place17] in december. (2)the MOST important activities e:r have been and will be focused on the creation of mutual trust between these agencies. (1) and our THREE projects now (.) er in progress. (1) the FIRST one is a development of a (call) of good practice for [org3] participants (.) and that will be endorsed (as we) believe in [place16] in june (2)theSECOND one is a development of a PROgram (.) erm in which the MEMBERS of the organizations (.) willActively participate (.) in the work of the other er of the other member organizations. (.) so we are going to see(.) how (.) people are actually doing their accreditation jobs (.) and the third one the third er project hh is the<pvc> operationalization </pvc> of the: rather vague [name5] descriptors (.) by december two thousand and four and we hope (they) endorse erm (.) the <pvc> operationalization </pvc> in december two thousand and four (2) we WILL present a a POLicy and progress statement in the to the ministers' conference in [name2] . (1)but it's er we are very much willing to contribute to the er [org1] report to the bologna follow-up group (1) erm we HOPE therefore that er accreditation <soft> w- w- </soft> (.) WILL be seen (.) as ONE of the leGitimate possiBilities for quality assurance it's not the only one of course (.) but it's not the: MINOR one it's ONE of the ways to reach (.) quality assurance. (1) erm so THAT's what we're actually are doing at the moment erm (1)<smacks lips> erm you've seen the agreement of cooperation. you've seen the minutes of e:r and the decisions taken in er [place15] last year (.) <fast> and I have the feeling that we're on e:rm a- at the moment that we're progressing </fast> quite well that we're doing (a) good job (.) e:rm there's ONLY one thing that i want to say i- it's of course it's mutual recognition betWEEN the participants in [org3] (.) but we are very much aware of the fact that not ALL countries and not ALL organizations are doing accreditation so we have to be open to ALL other kinds of quality assurance (.) and quality assurance methods. (.) but (.) er in order to (.) get a good start (.) we had the feeling that it was good to start with a small (.) and rather er effe- efficient er (.) er consortium for accreditation (4)
 VOICE POmtg404: 293

344 S7: oh that will be quite a difficult ti- time that's why we gave ourselves a few years <6> to **FIND** </6> **out** whether er if <7> (it) really </7> CAN be solved <1> er </1> er can solve the problem hh of course it will be a problem for a- as e:r er for instance [org12] (.)
 VOICE POmtg404: 344

359 S7: er (there) we'll have **find out** about <4> the </4> different si- situations in different <5> coun</5>tries
 VOICE POmtg404: 359

411 S7: we are going to adVISE our ministry (.) to adopt a treaty with the countries that WE are saying tha- that we could EASILY get to mutual recognition of these er degrees (1) and these procedures or standards. (.) but of course that's er er it must be the basis will <un> xx </un> be a legal treaty yes (1) so that's e:r what we e:rm (.)disCUssed with the ministry. the ministry GAVE us EXplicitly this role this legitimate role to **FIND out** about INVESTIGATE about hh what the others are doing. and if WE feel that it's e:r (.) it's UP to our standards or WEare up to the standards of the others (.) then advise our governments to have a treaty and to accept each others procedures or roles. (2)
 VOICE POmtg404: 411

538 S11: but don't <un> xx </un> if the ministers are asking us (.) to **find out** a a system of quality assurance (.) which is(.) compatible. (1) <3> a lit</3>tle bit compatible (.)
 VOICE POmtg546: 538

263 S8: time frame we may- maybe we we could add some questions when we **find out** that that the: er more questions (about the second) <un> xx </un> like (.)
 VOICE POWgd12: 263

237 S9: other systems er other countries and so on. so we're really (.) provoking hard to find out how to organize
 a
 VOICE POWgd14: 237

358 S5: to **find out** (2) what they expect (2) from such a program. (2) and then perhaps we can make out the **FIELDS**(2) where we can start (1) to develop (1) joint degree (.) program (3) within the [org1] network. (.)
VOICE POWgd14: 358

621 S5: mhm (1) hh s- but again (.) this is a: this VARIES again <8> so </8> we <4> also ha- </4><9> we'd also </9>have to **find out** (.)
VOICE POWgd317: 621

349 S1: = to to to work from. (.) and what i asked e:r (.) j- just at a conference s:ome months ago (.) could we have just(1) a more (1) definite (.) set of questions that had to be (1) met and answered in an appropriate way (.) to to to make sure that (1) WHEN colleagues in (.) academic fields (.) just (.) well **find out** oh (1) they meet and say well we could make a joint program (.) how do they go on (.) could they e:r (.) could we sort of implement in our departments that (.) WHEN i have an idea about that (.) i go to the dean and the dean will know (.) how to (.) to follow this
VOICE POWgd325: 349

651 S1: and i think that one of the (.) one of the (.) hm main fields that the [org1] i- institution (.) really COULD contribute (.) is (.) in (.) different sorts of comparative studies. because we have a (2) <smacks lips> (.) you have to sort of (.) of arising the the common knowledge of (.) what (.) what is going on (.) in europe. and and to make comparative studies within (.) for instant (.) education (.) immigration (.) be- e:r (1) language (.) problems because you have e:r fields of (.) <pvc> immigrations {immigration} </pvc> (.) and how to teach (1) languages (.) and so on. and and urban studies of course (.) is part of that. so (.) if you could (.) y- you could just (2) m:ake (.) e:r masters (.) comparative masters (.) vari- rising the (.) the knowledge (1) i- in the different institution (.) in in europe (.) about (.) how they proceed in these different fields (.) that would be (.) and and higher (.) education education anything. so so that's one (.) one thing (.) and and (.) another thing is of course (1) to **find out** (.) e:r in in for instance in science (.) which (.) is a problem all over the place. (1) er (1) some institutions have (.) well they have spe- specialized in that direction and (.) others in THAT direction (.) and we they could could connect (.) they could (.) just find out where at which university can my <2> students </2> (.)
VOICE POWgd325: 651

651 S1: and i think that one of the (.) one of the (.) hm main fields that the [org1] i- institution (.) really COULD contribute (.) is (.) in (.) different sorts of comparative studies. because we have a (2) <smacks lips> (.) you have to sort of (.) of arising the the common knowledge of (.) what (.) what is going on (.) in europe. and and to make comparative studies within (.) for instant (.) education (.) immigration (.) be- e:r (1) language (.) problems because you have e:r fields of (.) <pvc> immigrations {immigration} </pvc> (.) and how to teach (1) languages (.) and so on. and and urban studies of course (.) is part of that. so (.) if you could (.) y- you could just (2) m:ake (.) e:r masters (.) comparative masters (.) vari- rising the (.) the knowledge (1) i- in the different institution (.) in in europe (.) about (.) how they proceed in these different fields (.) that would be (.) and and higher (.) education education anything. so so that's one (.) one thing (.) and and (.) another thing is of course (1) to find out (.) e:r in in for instance in science (.) which (.) is a problem all over the place. (1) er (1) some institutions have (.) well they have spe- specialized in that direction and (.) others in THAT direction (.) and we they could could connect (.) they could (.) just **find out** where at which university can my <2> students </2> (.)
VOICE POWgd325: 651

758 S2: well (.) i just wanted to support er [S13]'s point because actually what i wanted to say (.) hh that you know when building this bottom-up approach (.) i think that really this this website is a good (.) er tool good instrument because when I (.) do some kind of reSEARCh (.) among the faculties among the institutions of our university now and **find out** that hh ooph a team of people from: department of ethnology (.) is interested in some kind of cooperation (.) on a certain topic (.) i can put it up on the web =
VOICE POWgd325: 758

397 S7: i think one thing that we hav:e to do better on the european AND on the national level is (.) to er **find out** and to explain WHY (.) the european youth pact? (.) is im<1>por</1>tant to the local level yeah?<2> hh to </2> to break it down (.) in in like <3> small </3> steps (1)
VOICE POWsd258: 397

187 S1: <2> then </2> hh (.) you will **find out** that er most people who use english (.) <3> use it </3> as (.)
VOICE PRcon599: 187

198 S6: entered germany and tried to <6> **find out** </6> (.)
VOICE PRcon599: 198

325 S6: cos when i'd been in (.) er <un> xx xx </un> erm (.) you did look around and erm (.) then we did **find out** that there're only two native <7> americans @@@ </7> @ <1> @ </1>
VOICE PRcon599: 325

106 S16: so i want to **find out** (to forgot) <un> xxxxx </un> provide an answer to you your last er last <un> xx </un> you you suggested. (.) er it seems to me that er in the end we're not only questioning questioning canons but concepts as WELL er a little bit in the light of (we) suggested here that we are (allowed) <un> xxx </un> in contexts and we are using on the one hand and concepts on the other (.) and my my reflection is (.) are we not really questioning the whole of SCIENCE ? as something (.) as a main production. (.) isn't in an (.) i am not<un> xxx </un> that before the end we have to move in in the in the scientific world (if) er as such as <un> xxxxx </un> (thus we better) (.) but then we have to comply with scientific (world) and it concept et cetera (.) are we not implicitly quest- questioning THAT ? (.) and sa- isn't

that the er (.) the internal horizon (.) feminism is er trying to trying to RATE . hh er (.) i- in a way. made (of different little) concepts on the one hand and the the other hand (.) constantly questioning (.) concepts and allowing this dialogue (.) to accomplish something (either this or there) (.) always on the move. (3)

VOICE PRpan225: 106

1192 S3: <6> he spilled out </6> a a SOUP yeah a big pot of soup and then together with remy (.) er they cooked it (1) again more or less nobody **found it out** and er emile is the brother of remy and he's a er REAL rat. so he =

VOICE PBmtg463: 192

247 S1: okay (4) i think we've got enough (1) this is just (1) to have an impression (2) on how YOU feel about austrians hh <loud> erm </loud> (1) now what i'd like you to do is (1) come up with your (.) little cards (.) we we'll put them (.) on the posters hh <loud> and </loud> (.) and we'll try to GROUP them (.) if there're subjects than that come up more than one time we'll try to group them. hh so that we then have clusters of things hh erm (.) and we'll THEN (.) try to f- find out what austrians think about themselves and whether this correlates in ANY way to what YOU **found out** about austrians. hh (.) <loud> okay </loud> (1) whoever wants to start (.) just (3) and bring the (.) {S3 gets up to put her notes on the blackboard and explain what she, after her all the other students do the same; every now and then there are short whispered parallel conversations between different students sitting next to each other}<soft> yeah just bring the pen </soft>

VOICE EDsed31: 247

843 S6: but there are many different factors that (.) lead us to this (.) curve (.) erm because (.) erm what i **found out** is that (.) the (.) erm (.) it's very important where the people COME from (1) i mean i don't wanna go into details <10> but </10> (.)

VOICE EDsed31: 843

178 S1: let's go to the spots where he painted let's (.) identify these er (.) e- locations and spots (1) and then we **found out** (.) but did we really find out (3)

VOICE EDsed364: 178

373 S14: yeah (.) <7> i really felt </7> sorry for him like he **found out** this new way of painting (.)

VOICE EDsed364: 373

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 (.)

VOICE EDwgd241: 919

954 S12: <3> we **found out** </3> yesterday @ =

VOICE EDwsd302: 954

477 S1: e:rm he (.) the first part of his essay was e:r about somebody traveling to the czech (.) republic? (.) and when he (.) was there he (.) the person **found out** that the czech (.) culture was (1) lo:st everything was in english hh american culture has fully taken over there was nothing left (.) hh he really had a sad feeling (1) because he went there years before and then (.) he was so happy to be in another country and now he didn't see (.) anything that (.) he didn't know? <4> right? </4> (.)

VOICE EDwsd304: 477

1664 S4: <5> and you i **found out** </5> when i changed the sim card that most of my numbers are ON the sim card (.) so i lost mos- most of my numbers but <un> xxx </un> (.) <6> <un> xx </un> </6> an- and write them <7> down </7> and <1> <un> x </un> </1>

VOICE LEcon560: 1664

1281 S4: it's er (.) high politics. (.) and e:rm (1) e:r at the end of the day we **found out** e:r (.) last week (.) that er there is NOe:r (1) that minister of agriculture will not stop them now? (.) probably (.) they w- they don't have the er the reasons now because e:r the minister has changed hh (.) a:nd e:r (.) now we wait till: minister of en- environment comes back from the holiday and say if (.) they REALLY signed it (.) or they not si- signed it or (1) because already there are e:r (.) erm articles in in the newspapers that minister of er environment is e:r not er doing anything to hh e:rm (.) to provide (a bit) of phosphate (ban) and so on and that er phosphates are damaging er are causing this this er water plants and water plants are (.) damaging er people's health. (.) that is EQUAL . (.) like phosphates e:r e- equal [thing1] equals er e:rm er water plants (.) equals <6> e:r the </6>

VOICE PBmtg269: 1281

440 S2: the: the thing is what i found out (.) looking at figures

VOICE PBmtg414: 440

442 S2: what i **found out** our <pvc> in-market </pvc> sales is thirty-five per cent above last year (1)

VOICE PBmtg414: 442

- 52 S6: <clears throat> (1) erm (2) i think you mentioned the corporate governance issue and and er we hadn't spent enough time but i think this is a truly important (1) that er everybody is AWARE of that. (.) er that as as as far as poland is concerned (.) erm i think there's a tremendous improvement MADE (.) er er as far as (corporate) governance? (.) the the erm (.) this erm has been accepted (.) er by: the (.) erm er REGULATORS (.) this is now being ENFORCED (.) (and) as far as the banking system is concerned (.) as far as the warsaw stock exchange? (.) and i think that that gives TREMENDOUS transparency (.) to the investors and i (.) was spending a lot of time? (.) er outside of poland working with investors i (already) **found out** (.) that they really appreciated because that (.) gives them the this COMFORT (.) that they DO know what's really happening (.) and again i like to have to say that in POLAND we were er i think erm er very (like) and they are very (.) very STRONG (.) er monitoring system implemented on the very beginning? (.) and to a great (.) er PLEASURE while we (.) <un> xxxxx </un> as the market becomes more (.) MATURE ? (.) actually also the REGULATORS have changed their approach and they became (.) more mature in that sense as WELL . more FLEXIBLE . <fast><un> xx xxx xx <9> xxx</9></un></fast>
- VOICE PBpan28: 52
- 335 S3: = but it is true that's what i **found out** as well (.) for i mean people who do not speak english <un> xx </un> as their mother tongue <2> it's usu</2>ally (.)
- VOICE POcon543: 335
- 277 S7: well now we **found out** that erm (2) hh erm (.) (as) (.) that it is TRUE what [first name1] said that erm (.) about seventy per cent of: (.) of <spel> i r os </spel> or <fast> seventy per cent of contact persons are <spel> i r <4> os</4></spel></fast>
- VOICE POWgd37: 277
- 71 S2: no (.) i just want to tell you (.) something i **found out** from such a: (.) person (1) not <6> on</6>ly from one (1)
- VOICE POWgd442: 71
- 193 S2: <6> YE</6>S : (.) i **found out** that <7> you didn't have </7>
- VOICE POWgd442: 193
- 211 S8: and they feel that like recently there we just (.) have finished the youth forum in november (.) erm (.) and that was a suc- er success (.) in the sense that (.) people **found out** more about what the work we were doing
- VOICE POWgd510: 211
- 1050 S7: yeah (.) i: think we: erm (.) <slow> have to think er </slow> about OUR role as a youth organizations (.) erm AS(.) sorry i cannot speak English any <@> more </@> @ (.) erm (.) <soft> e:r </soft> WE <soft> er </soft> **found out** at the beginning that we are a very very lucky group. (1)
- VOICE POWsd257: 1050
- 228 S5: we collected data of ALL the members we had er how many had a (.) er background that was <pvc> non-western. </pvc> (.) e:r and er participated in our organization and we **found out** that (.) er (of all) members it was actually really high ten per cent (.) er but out of employees thirty employees zero. er with a <pvc> NON- (.) -western </pvc> background er and the same with er high positions er (.) er all of the (.) people (are) RUNning the organization (.) er were NOT er a part of any minority themselves er and (.) that's a PROblem (.) e:r which WEconsidered because we are supposed to make (.) POLicies e:r to (.) e:r HELP minorities er get work and you know (.) be included and they are not being included in our OWN organization so it's kind of difficult. (1) and (.) er i think that's something er a lot of (.) er youth organizations and political parties er should take into consideration (.) and we have we are TRYing to make (.) er some sort of paper on how WE can if: if we demand that all the companies reflect the society then we at least should do so ourSElves. and we do NOT and we found that (.) actually the the group most interested in (.) er WORking with these questions (are) (our) girls from pakistan(1) actually THEY the <4> mos- </4> when you ASK them they are of ALL the people in norway they are the ones most interested in working with these questions but NONE of them do. (.)
- VOICE POWsd266: 228
- 403 S10: <7> can you just come back and </7> comment on on your state- (er) statement about the internship (.) you said something like STOP the internship generation because it's (1) {S1 stops writing} erm e:r not paid enough or the: living conditions and <fast> (blah blah blah) </fast> (1) but (.) maybe i'm wrong e:r please correct me because i'm not i'm living in europe for one year @@ (1) er as far as i **FOUND out** till now that internship are actually MORE appreciated {somebody coughs} than voluntary work (1) they are more BETTER re<8>cognized </8> (2)
- VOICE POWsd372: 403
- 11 S3: <to S1> mhm </to S1> we have also explored the er: effect of <un> xx </un> (five) that is another <pvc> cytokine</pvc> it is produce a significant amount during epileptic activity. (.) and this produced <un> xxx </un> (1) and er we did this as a functional experiment in MICE ? where a <un> xxx </un> was <pvc> hippocampally </pvc> applied (.) and again also in this model there is? (.) in both strains of mice we have used a production of er<pvc> neo-synthesis </pvc> of the <un> xxx </un> in the hippocampus. (1) when we applied <un> xx </un> (five) (.) to the mouse brain before application of <un> xxx </un> we quite unexpectedly found a (protect) <pvc> (evactions) </pvc> (.) so the: (.) number of seizures and the <un> xx </un> activity were significantly reduced in a dose that final manner by the application of <un> xx </un> (five) . (1) if we used mice that <pvc> overexpressed</pvc> <un> xx </un> (five) in <pvc> astrocytes </pvc> they are less susceptible

to seizure activity (.) as you can see HERE they are for SUPPORTING (.) an <pvc> inhibitory </pvc> role of <un> xx </un> (five) produced (.) in the brain (.) on seizure activity. (.) and it is known that the effect of <un> xx </un> (five) cannot (cause two) two different receptor <pvc> subtypes </pvc> and one receptor <pvc> subtype </pvc> is called <spel> b </spel> seventy-five (.) appears to be involved in <pvc> neuroprotective </pvc> effects of this <pvc> cytokine </pvc> (1) and using knock out mice lacking the <spel> b </spel> seventy-five receptors we **found out** that they have more seizures (.) therefore supporting that THIS receptor (.) may be responsible for the er anti- <un> xxx </un> effects of the <pvc> cytokine </pvc> hh when we test animals lacking the <spel> b </spel> fifty-five receptors we find the less seizures (.) and this may mean that there is an (extra) <un> xxx </un> component of the <pvc> cytokine </pvc> going through the <spel> b </spel> fifty-five receptors hh so again <un> xx </un> (five) er MIGHT have (.) a double effect although we know that when we apply (.) or when we <pvc> overexpressed </pvc> the predominant effect is <pvc> inhibitory. </pvc> (3) so (.) what about the possible (.) therapeutic implications of this later of course this are (.) still very preliminary (.) er although sound er er (product) (.) a classical <pvc> neurotransmission </pvc> (.) this are novel molecules compared to classical anti- <un> xxx </un> drugs with er er (.) very different mechanism of actions? (.) so there there MIGHT be the hope of er er evading those mechanism be of <pvc> pharmacoresistance </pvc> of tolerance hh that er we know are part of the er problems linked to the current medical therapy. (.) there are drugs already available (.) particularly from er for inflammatory (.) er diseases er or autoimmune diseases that are (.) very well tolerated in humans and of course there is the problem of making this drug passing the <un> xxxxx </un> since they are not very permeable? hh and i didn't have time HERE but there is also erm (.) evidence that (1) er for inflammatory in molecules and this <pvc> cytokines </pvc> have a role in seizure associated <pvc> neuron </pvc> cell loss (.) and therefore they may also be responsible for damage associated seizures and play role (.) in the progression of the disease (.) thank you very much

VOICE PRpan585: 11

2 S2: thanks so much? (1) er lady gentlemen (.) and dear colleagues? (.) (i'm) here of korea university and president <un> x x x </un> (.) and let thank for <un> xx x </un> for <un> xx </un> of this (.) this respective (conference) (.) for inviting? me (.) here today? and <fast> giving me the chance. </fast> for the rest (.) all participants. (.) this is such an honour and pleasure to be here? (1) i would like talk about (.) the recent trends in korea? korean higher education (.) particularly? (.) along with korean university models. (2) the initiative that korean university adapt (you) (.) **found out** to be very successful in (destiny) ? (.) and i've let (.) share our experience with you. (.) we'd let (.) also (present) asia for spe- for association for international education. as an alternative association for the regional international educators. (2) globalization or internet- internationalization has been the boost- (birds work) of the late (.) last decades in many fields of society. (.) you're the best one in transportation? and telecommunication? (.) made all smaller than ever? (.) an (explanations) to other country and culture became indeed (.) a necessity and (bigness) . (.) understanding of (.) and exposed to other cultures (.) is one of the most critical characteristics. or persons (.) with global scope. (1) high higher education had to walk along <fast> with a (bit of) <un> xx </un> </fast> this path. (1) while university is (.) (role) ? as on academic (.) power remains the same? (.) the society improves. on that role of producing competent workers. (.) <fast> who can perform </fast> well in its challenging international environment. (.) as the korean society (.) repeat changes along with the world? (.) the universities indonesia had to adapt. (1) korean universities considered (.) to be the leader? and (.) <pvc> (epidemy) </pvc> in this (train) ? (1) while this university <un> xx </un> is one of the most pres- (.) -stigious universities in korea? (.) the univ- (.) university's determination (.) and drive (.) for globalization is very strong. (2) as meaning its (.) one hundredth <pvc> anniversary? </pvc> (.) korean university has prepared to take off (3) as then a <pvc> foreform </pvc> of the globalization. the university is (.) write a new chapter in the history of korea (.) higher education. of the (motor) ? the reverse of the university. (.) internally the (.) desire was materialized at the global <spel> k u </spel> project.

VOICE PRqas19: 2

3467 S2: <16> @@ </16> the moment he **finds out** he will <@> he will </@> (.) ask all the all the time <17> for </17> it

VOICE PBmtg414: 3467

1294 S3: barry <spel> b </spel> benson he lives in a in a BEEhive and he <pvc> founds {finds} </pvc> out **FINDS out** that er (.) er the: the the HUMans they steal more or less the honey? (.) er which is produced by the bees and he would like to change this and (.) he is successful in changing this {papers rustling} so

VOICE PBmtg463: 1294

957 S18: but that's why i think it would be (.) HIGHLY er er i mean it's high time for actually having a LOOK at english as a lingua franca linguistically (.) **finding out** rules (.) finding out how people communicate in

VOICE EDwsd303: 957

957 S18: but that's why i think it would be (.) HIGHLY er er i mean it's high time for actually having a LOOK at english as a lingua franca linguistically (.) finding out rules (.) **finding out** how people communicate in

VOICE EDwsd303: 957

668 S1: finding out what the sys<10>tem </10> is. =

VOICE POMtg314: 668

979 S12: <11> of </11> **finding out**

VOICE POWgd325: 979

Phrasal verb: come up

718 S2: so once you finish just **come up** <7> cos i'll be right here </7>
VOICE EDcon496: 718

221 S1: <fast> i agree </fast> (.) and maybe we can **come up** with a short sentence to explain er why our answer to the problem is a model of university? (.) because people (.) may (.) ask themselves <un> xxxxx </un><1> the </1>question was just LINKS between business and university <un> xxx </un> (.)
VOICE EDcon521: 221

247 S1: okay (4) i think we've got enough (1) this is just (1) to have an impression (2) on how YOU feel about austria's hh <loud> erm </loud> (1) now what i'd like you to do is (1) **come up** with your (.) little cards (.) we we'll put them (.) on the posters hh <loud> and </loud> (.) and we'll try to GROUP them (.) if there're subjects than that **come up** more than one time we'll try to group them. hh so that we then have clusters of things hh erm (.) and we'll THEN (.) try to f- find out what austria's think about themselves and whether this correlates in ANY way to what YOU found out about austria's. hh (.) <loud> okay </loud> (1) whoever wants to start (.) just (3) and bring the (.) {S3 gets up to put her notes on the blackboard and explain what she, after her all the other students do the same; every now and then there are short whispered parallel conversations between different students sitting next to each other}<soft> yeah just bring the pen </soft>
VOICE EDsed31: 247

247 S1: okay (4) i think we've got enough (1) this is just (1) to have an impression (2) on how YOU feel about austria's hh <loud> erm </loud> (1) now what i'd like you to do is (1) come up with your (.) little cards (.) we we'll put them (.) on the posters hh <loud> and </loud> (.) and we'll try to GROUP them (.) if there're subjects than that **come up** more than one time we'll try to group them. hh so that we then have clusters of things hh erm (.) and we'll THEN (.) try to f- find out what austria's think about themselves and whether this correlates in ANY way to what YOU found out about austria's. hh (.) <loud> okay </loud> (1) whoever wants to start (.) just (3) and bring the (.) {S3 gets up to put her notes on the blackboard and explain what she, after her all the other students do the same; every now and then there are short whispered parallel conversations between different students sitting next to each other}<soft> yeah just bring the pen </soft>
VOICE EDsed31: 247

842 S1: a:nd and so THIS you have to keep in mind (.) some of the: of the the concepts in cultural differences only **come up** if if the if the cultures are REALLY different in this respect (.) in terms of we had the example of <slow>emotional hh way </slow> of d- of dealing with each other if that is VERY different hh if the: the two <un> x </un> distributions are VERY VERY distant (.) then you will h- have some (you'll) have peop- a lot of people notice it if they're NOT (2) then the- there seems to be no problem at all. so you have to (.) always keep in mind whenever you're dealing with a person (.) it's not THE austria's (.) it's just ONE (.) PERSON hh and (1) this -s -s brings me to another point (1) you would not only have to consider (.) the person that you're dealing with and and the culture (.) that the person comes from but you will also have to deal with the: the situation <soft> that you're in.</soft> whether this situation is a situation where you sit in a bar and you're very relaxed and you have free time and there is no stress at all hh or whether the situation is a situation where you're hh in a business meeting and you have to be done by one o'clock and you have to have the contract signed or you have hh you're in an exam situation and you have to give the right kind of answers and you're very stressed hh people will behave differently whether they are very relaxed or very stressed whether they are formal or they're in an informal setting hh whether they are among a FAMILY group or they are among hh erm (.) <slow> people </slow> at the university hh all of this you will also have to take into consideration. so austria's are not always austria's in the same way because it depends on the situation. hh (.)
VOICE EDsed31: 842

10 S2: all right (1) er we: (.) spoke about (1) the cap.<fast> the common agriculture policy yesterday </fast> (.) and (.) we: started off by: first of all getting a- an idea a- about the: the original structure of this policy (2) {students are still settling down in the background (2)} and about the budgetary situation. (1) so what's the money available for this kind of policy that seem to cost quite a bit of (them) (1) er (.) if i would now turn the question to you of where you see the problems with this policy (1) what are some of some of the (.) ideas: that (.) you **come up** with (.) <1> (when) </1><un> x </un> where there's really <slow> some need </slow> for (.) <fast> [S3] </fast>
VOICE EDsed301: 10

91 S11: okay and erm (the) third thing with of ou:r <fast> of our presentation will be.</fast> (.) we have talked about global problems (.) why global po- problems (.) why do they **COME UP** (.) they come up because of the globalization in the world (.) globalization means (.) there is gonna be a clash of cultures clash of cultures its PROBLEMS a:nd erm OUR solution (to) <un> x </un> these problems would be that (.) WE erm (.) because because we said there are GLOBAL problems that is why we erm (.) talked to the united nations (.) that there should be a sort of (.) COMMISSION <fast> like already exists another </fast> international erm (1) erm federations that: there should be a like a COMMISSION ? (.) where (.) like a security council but we think that the se- -curity council doesn't have enough stability (.) that erm (.) we think there should be a commission from (.) which each member states sends out (.) their erm representatives? (.) and these representatives VOTE in this commission. (.) and in this commission ALL these global problems are being discussed? (.) and after having DISCUSSED them they VOTE on them (.) and after having voted on them we think that (.) countries which NOW (.) are not (.) having the feeling that they're HEARD enough (.) that can can: sort of get bring their ideas in that that er there will be more equal (.) erm equal attention to (.) the countries of the WORLD to have their cultural (.) ideas sort of brought into an international (.) an international organization that sort of (.) tries to resolve these problems (.) NOT only militarily (.) but: with (.) political (.) erm (.) VOTING over them (.) and

then deciding (.) erm maybe to: (.) and under (.) a working group that works for this council (.) to erm sort of erm (1) talk to each country and (.) <soft> get a solution (word) <1> @@ </1> that wasn't so good in eng- </soft> @@ (1)

VOICE EDsed362: 91

91 S11: okay and erm (the) third thing with of our: <fast> of our presentation will be.</fast> (.) we have talked about global problems (.) why global po- problems (.) why do they COME UP (.) they **come up** because of the globalization in the world (.) globalization means (.) there is gonna be a clash of cultures clash of cultures itsPROBLEMS a:nd erm OUR solution (to) <un> x </un> these problems would be that (.) WE erm (.) because because we said there are GLOBAL problems that is why we erm (.) talked to the united nations (.) that there should be a sort of (.) COMMISSION <fast> like already exists another </fast> international erm (1) erm federations that there should be a like a COMMISSION ? (.) where (.) like a security council but we think that the se- -curity council doesn't have enough stability (.) that erm (.) we think there should be a commission from (.) which each member states sends out (.) their erm representatives? (.) and these representatives VOTE in this commission. (.) and in this commission ALL these global problems are being discussed? (.) and after having DISCUSSED them they VOTE on them (.) and after having voted on them we think that (.) countries which NOW (.) are not (.) having the feeling that they're HEARD enough (.) that can can can: sort of get bring their ideas in that that er there will be more equal (.) erm equal attention to (.) the countries of the WORLD to have their cultural (.) ideas sort of brought into an international (.) an international organization that sort of (.) tries to resolve these problems (.) NOT only militarily (.) bu:t with (.) political (.) erm (.) VOTING over them (.) and then deciding (.) erm maybe to: (.) and under (.) a working group that works for this council (.) to erm sort of erm (1) talk to each country and (.) <soft> get a solution (word) <1> @@ </1> that wasn't so good in eng- </soft> @@ (1)

VOICE EDsed362: 91

66 S3: i don't know (if i'll) **come up** with a (.) better explanATION but (.)

VOICE EDsed363: 66

56 S7: <8> in </8> a view- -iewfinder (.) i would think o:h he is so talented he probably could just (.) **come up** with it but i guess even even the best needs <2> er aid </2> sometimes

VOICE EDsed364: 56

35 S10: try and actually **come up** with your own definition. (.) i would strongly encourage you to do that. (.)

VOICE EDwgd6: 35

304 S7: yeah let's just **come up** <13> with a whole </13> bunch of stuff and then (1)

VOICE EDwgd6: 304

147 S4: we should probably also before the next meeting? (.) we should all **come up** with (.) a product (1) and possible markets. (.)

VOICE EDwgd497: 147

598 S4: = er or we can just ha- **come up** <14> with </14>

VOICE EDwgd497: 598

648 S2: <1> added to the </1> minutes. (.) **come up** with a name (.) <13> for the </13> team

VOICE EDwgd497: 648

9 S8: and er then we have to **come up** with the recommendations and (1) that's something we will do on basis of THISlist. (.) the list we made in the last one and a half hours (1) and er (1) we should remember that motivation. to your (.) languages and that is (.) our (.) aim for the (future) (1) erm (3) well we don't do this er not as i- in (.) as a (.) er (.) erm as a whole in the whole group (1) er but we're going to divide the group into SUBgroups (1) er there will <slow> be a er group of </slow> (1) approximately six people (1) working out the (.) best case scenario (1) or presenting the best (.) case scenario (.)

VOICE EDwsd242: 9

257 S2: you're MAKing the powerpoint. but the argument- er the argumentation group is proVIDING maybe s- for the rePORT and for the (.) final recommendation some extra (.) backup (.) information. (1) some (.) maybe some practical exAmPles you can **come up** with. maybe something from the INTERNET which <2> backs up </2> theTRENDS .<3> where did the trends COME from. from which scenario </3> (1)

VOICE EDwsd242: 257

308 S2: = but then the problem is that nobody is gonna write the REPORT . for example. (.) <9> and </9> that nobody will **come up** with some backup information. (.)

VOICE EDwsd242: 308

486 S2: so for the report you just have to state. (1) what did we **come up** with what are our recommendations actually it's kind of a summary of your presentation? adding a little bit more background information about the process like the trends et <3> cetera </3> et cetera (1)

VOICE EDwsd242: 486

490 S2: <smacks lips> and you can maybe if you **come up** with some background information like statistics or research or anything (.) you can (.) give it to the (.) presentation people so they can maybe add or use some of your information <4> that </4> you found (1)

VOICE EDwsd242: 490

317 S1: but i think at this moment (.) erm we have to try to only do it on an abstract level (.) just for NOW for the next five ten minutes. THEN we can move on (.) to english or (.) any other language. (.) which might **come up**. but for now only the concept. does anybody disagree =
VOICE EDwsd303: 317

150 S3: e:r anybody else? who: really (.) needs his essay to **come up** with a trend? (4) yeah?
VOICE EDwsd304: 150

263 S3: = or some- yeah (.) somebody who would (.) like to **come up** with his or her <8> essay </8>
VOICE EDwsd304: 263

803 S3: okay we we already have a lot of trends so (.) i suggest that's that people who **come up** with something really (.) something <1> new </1><un> xx </un>
VOICE EDwsd304: 803

555 S6: disCUSSING because it's nice to have a big fighting discussion (.) but if it doesn't LEAD (.) to ANYthing at ALL(.) i think it's also in some way a waste of time because it would be NICE that by SHARING the VIEWS (.) we can **come up** with SOMething (.) which (.) can happen in the future and how we can GET there: (.) because weHAVE the most likely scenario and the worst case scenario everybody AGREES upon that
VOICE EDwsd306: 555

606 S6: = like {parallel conversation ends} the one [S1] told us that was quite CONCRETE . she said like we have to finance this and this research somebody said we have to get the same educational system (.) and we have to teach everybody three languages? it's compulsory (.) erm those are very concrete THINGS that the <spel> e u</spel> can provide (.) so we have to focus on those (.) aspects and try to **come up** with more <pvc> concreteness </pvc> (1) yes
VOICE EDwsd306: 606

68 S4: = and we start with a seminar (.) which: meets: (.) at least once a month and (.) we m:ake them prepare papers and discuss (.) their findings and in the END it seemed at least in this conference that our students seemed to be so well prepared that when the FORum started the input from the <9> berliner </9> seemed to be very: concise and straightforward one which helped hopefully hh to get everything started cos the subjects were relatively broad and if you <1> **come up** </1> with a position: and a clean message and a (.)
VOICE EDwsd464: 68

629 S5: it would it would **COME up** at this forum without someone being personally there <4> to </4> to address it (.)
VOICE EDwsd464: 629

164 S3: <2> yeah </2><soft> yeah.</soft> hh THAT there will be: e:r that agency will **come up** with one regional concept about centrally: develop <pvc> executional </pvc> manual for elements which can be done on the level of countries? (1) and as this regional concept is to be (.) accepted regionally by the: [org4] ? (.) er THEN there will be an: adaptation of the project on the country level (.) er with the <pvc> (inter)agreement </pvc> with local national associations. (1) e:r that the project will be (1) tailored to the needs of three e:rm (2) three different sizes countries let's say. the most important countries like <spel> t </spel> one will be [place5] (1) e:r [place8] [place1] (.) the growing number in fourth one? (.) then there will be <spel> t u </spel> two countries and <spel> t u </spel> three countries? and depending on THAT (.) will be the the project will be bigger or smaller. (.) AND then there will be one central budget which (.) has to be enough for the whole (.) er program. (.) okay. (.) now we have this <spel> t (u) </spel> countries (.) i have listed just only those who: participate in this spring in april? (.) starting the project in april so <fast> [place5] [place2] [place8] and [place1] </fast> is <spel> t </spel> one countries (.) and <spel> t </spel> two is [place3] [place7] (.) [place4] and [place9] . (1) yeah? (1) <soft> okay </soft> (2) {SX hands S3 a cup of coffee} <to SX> thank you </to SX> (.) <soft> so i have to switch to [org5] presentation actually </soft> (23) {S3 searches for adequate presentation on her laptop, other speakers drink coffee (23)} so. (2) so this is the concept which agency finally came with (.) and we have accepted (.) e:r (1) the concept is (.) clean up your laundry habits. (2) hh e:r okay. from the principle of feng shui i will leave it because i think that you have read it before so e:r (1) WHY (.) we have agreed on this concept. because (.) i think that the next slide gives you all the rationale behind. (1) because we are really e:r the problem was (1) the one <fast> which i have mentioned at the beginning </fast> HOW to find (1) the balance good balance (.) er (1) between two key messages which we have. (.) one message which is HOW to educate (.) consumers that they have just dose differently and use different washing habits. accept different washing habits (.) on the other hand how to (.) e:r how to (1) provide general public with some environmental messages is ap- (.) WHEN appropriate IF appropriate (1) and how to mix it up (.) everything under one common umbrella. (1) so the (.) concept which agency came finally with <fast> clean up your laundry habits </fast> we thought that it's (.) wide enough (.) broad enough (.) which will (.) allow us to talk about trivial things like (1) er dose thirty-three per cent LESS and at the other hand (.) also (.) including from the perspective and FROM the (.) er stakeholders' messages like (.) <slow> this will give us some environmental benefits </slow> (.) as well. (1) so clean up the laundry habits it's (.) it's the concept which gives us the both opportunities we can have a press conferences for (1) er (.) l- light-hearted er (.) woman's: media (.) as well as for the (.) general media (.) with the participation of stakeholders (.) <slow> having the same umbrella concept and </slow> (.) can living with this concept. so this was the reason why we have (.) accepted it because we thought that this (.) gives us the (.) flexibility (1) to (.) tailor the message depending on who is talking to whom. (.) <soft> yeah? </soft> (3) hh so as it was in a brief (.) agency was thinking about the concept from two perspective one is consumer focus so (.) this communication w- will be

more light-hearted (1) e:r focus more key messages like for consumers like convenience like modern trend? (1) AND (.) er on the other hand (1) un- under this umbrella will (.) we will incorporate (.) stakeholders' communications (.) which will: probably be more focused about er potential environment benefits behind. (.) the: [thing1] <pvc> compaction. </pvc> (5) okay (4) <reading_aloud> core messages </reading_aloud> us again ag- a- a- (.) again accordingly? (.) for the consumers (.) talking about convenience (.) <fast> compact [thing1] are convenient less [thing1] (are) needed for washing </fast> (1) er compact [thing1] are the latest step in the evolution of household lan- er household laundry (.) supporting (.) we will switch to more (1) er <smacks lips> (2) i don't know how to say to more environmental things. (.) like compact [thing1] can help you help the environment (1) less packaging less (.) chemi- (.) chemicals less energy in the process (2) and (1) <soft> more like this. </soft> (2) okay (1) so this is a concept (.) of the <spel> p r </spel> communication now the question is now we are coming to the point when the question is (.) HOW many tools we have (1) and (.) what we can do on the country level what are the activities which agency has proposed (.) to be part of the communication or to (.) cons- (.) or to create the communication at the end of the day. (.) okay? (.) hh first the stakeholder research and dialogue. (.) e:r (1) it was said also in the creative brief which we (.) er you will notice when you will: look it through carefully (.) THAT we have agreed that (.) before we start <spel> p r </spel> communication WE will do on the country level stakeholder campaign. (1) WE as a national association. so we will as a national association approach (.) potential stakeholders (.) who can be our allies (1) er potentially? hopefully? and also those who: can be: kind of our enemies or our OPponents in this initiatives. (.) to understand better (.) who is like to play which role (.) in the: when the product is launch (.) to understand the problems to address the potential issues may have? hh (.) and also during this proce- process to recognize those who will become our: stakeholders' supporters (.) agency called that in the presentation champions. so (.) who will be those stakeholders who we will invite (.) to (.) stay (.) er to stand up (.) next to us during the press conference for example saying that this is right thing to do it's has (.) many (1) side benefits for environment for society so let's do this let's help the: (.) industry to do this. (2) e:r (.) agency e:rm basically (.) it was said that agency will NOT be responsible (.) for this stakeholder campaign. so national associations and members of national association (.) should approach the key stakeholders personally. (1) and once the: (.) champions (.) is recognized the champion is given to the (.) corporate (.) to the agency and (.) to [org5] and [org5] (.) works with the stakeholders (.) THEN (.) how to in:volve the stakeholders into the (.) communication. (.) er of the <spel> p r </spel> program. (2) hh however it may happen in some countries (.) that e:r you might need an [org5] support I think (.) in the stakeholders' dialogue and e:r (4) {S1 opens a bottle of mineral water for S3 (4)} <soft> <LNger> dankeschoen {thank you} </LNger> </soft> (2) er (.) in the stakeholder dialogue (2) so: er (1) especially is important because [org5] (.) has done er initialed research (.) on the markets. (1) trying to understand (.) the potential stakeholders we have (.) in the countries and what they think about the project. (1) hh so (.) I think (.) did agency deliver the stakeholder research (.) at the meeting?

VOICE PBmtg269: 164

283 S7: how did you (.) specifically **come up** with this split of the countries (.) <2> because </2> for [place6] it's like that<3> one country </3> is

VOICE PBmtg269: 283

470 S3: and (.) **come up** with the first proposals which consume ALL the budget that's for the agency fee (.) so whatever is negotiated it's okay. (.) so we end up with the agency fee at the level of two thousand twenty? (1) er two th- er two hundred twenty thousand? =

VOICE PBmtg269: 470

696 S5: actually there were some topics er we discussed about who will e:rm (1) **come (.) up** with a press conference who is going to (1) to be the (.) <pvc> hostman {host} </pvc> of the press conference so there were some topics on (.) where is the (red) link er with (.) <spel> p r </spel> and advertising together (.) with this label (.) will it be also in <spel> p r </spel> market concept (.) we w- we were having some (.) some discussion on this er (.) special topics yeah (.)

VOICE PBmtg269: 696

324 S3: <7> i've </7> one quick question (it's got) absolutely nothing to do with anything erm (.) what with the company ski day (1) there should be one towards the end of march for the french guys (.) are gonna **come up?** (1) during the last two weekends (1) and

VOICE PBmtg280: 324

985 S1: the results of the pair work? (.) <soft> at the moment </soft> concerning the restructuring or structuring (.) that the the text that will eventually (1) e:rm (.) **come up** with <8> <un> xxxxx </un> </8> (and so on) (.)

VOICE POMtg314: 985

1093 S2: and do we then think [S5] before going to the working groups that it would be necessary (.) to maybe hh e:r stick to the: er to several (.) matters in number two? hh maybe really **come up** with a list hh e:r that <9> er </9> n- don't need to be further discussed here because we know them anyway <10> and then </10> in the working groups hh maybe we can split up e:r the group in two grou- er wor<11>king </11> groups (.)

VOICE POMtg314: 1093

1105 S2: so (.) what we (.) need to do after (.) lunch then is really to be <un> xx </un> or to **come up** to be precise or (.) kind of e:r develop a precise list of: of matters of number two may<1>be </1>

VOICE POMtg314: 1105

157 S4: hh hh i think as I view it now if er <fast> because if we </fast> compare (.) this structure with what has just been mentioned i think there is basically (.) erm two: er different er aspects one is (.) that we c-

- (.) CAN **come up** with something like a guideline that issues that have to be thought of that have to be considered (.) and the process of actually then (.) er IMPLEMENTING them <fast> as we said </fast> (.) and on the other hand (.) i e:r would e:r think that it makes would make sense if we (.) if er this er <fast> task force </fast> really came up with (.) er <fast>so to speak </fast> TASKS that are then (.) kind of communicated to the <fast> individual institutions </fast> (.) erm AS for example (.) er a er short paper describing the legal situation at the university (.) er which THEN would then take consideration of the individual er institutions and in the in:dividual situations <fast> as we </fast> =
- VOICE POMtg315: 157
- 393 S2: (yeah er) (.) since there are {S2 stops writing} two two pens i think that everybody could **come up** to the board and write these er headings er by themselves (.) by your<4>self </4> or do you need a (.)
- VOICE POMtg315: 393
- 829 S4: with i mean is that so- isn't that (.) shouldn't we now really focus on the process and on (.) e:r on on <fast> on on:</fast> questions that **come up** er (.) when we deal with these issues? (.)
- VOICE POMtg315: 829
- 914 S4: and er secondly what information (.) er er (.) can: we not provide or are we <fast> we are not </fast> able to provide SO far (.) er which have to be (.) er (.) <soft> er </soft> (.) provided by the individual institutions as legal situations at (.) er what [S8] mentioned about the terms when (do) they start and <soft> so on and so forth </soft> (.) so we can also really **come up** with a catalogue of questions (.) e:r that will then be (.) <fast> should then</fast> be ans- answered within <fast> let's say </fast> the next couple of months (.) BY the individual [org1] institutions (3)
- VOICE POMtg315: 914
- 965 S4: to provide information (1) i've a manual should provide information {S4 stops writing} and people should (.) er take this manual and they should find answers to questions (.) and WE can **come up** with the information they need (.) however in this er group ca- we are not able to answer all the questions but we NEED (.) to develop and and er kind of er (.) formulate questions that will within the next couple of months be answered (1) within the initial [org1] institutions (2) <7> so </7> e:r (1)
- VOICE POMtg315: 965
- 16 S1: or what what should be the: (.) contribution (.) of each participating in:stitution as far as their expertise is concerned. (2) the second er batch (.) of questions to be asked (.) er refer to curriculum structure and content (2) a:nd er (.) (the) questions that we have arrived er at n- n- NOT in the chronological order but as they (.) have e:r (.) **come up** in the (1) discussion (.) er (.) what does the: (.) curriculum look like or what is <fast> what is it going</fast> to look like what is the proportion of obliGAtory optional and elective er courses (.) <soft> or modules</soft> (1) the LENGTH of the pro- <fast> what is the </fast> length of the program. (1) er what is the (1) length extent and weight(s) of the (.) thesis (4) e:rm what is the proportion of the: existing modules er towards er theNEW modules <slow> which have been created </slow> e- (.) - specially for the purpose of THIS particular joint (.) program (2) er i:n the context of the thesis also
- VOICE POMtg316: 16
- 404 S10: yeah exactly that's <3> that's </3><4> i think </4> that's questions that we should address i'm i think that we should **come up** with the (.)
- VOICE POMtg316: 404
- 427 S10: that should provide the basis for (.) for: for a matrix then or for (.) a summary of the (exhib-) (.) of the <soft>e:r:</soft> (of several) (.) institutions (1) erm (2) maybe we should really **come up** maybe that that's e:r one aspect that that certain (2) we need other (1) [org1] institutions to to <4> join </4>
- VOICE POMtg316: 427
- 465 S1: sort of ONE group of countries which have <2> **come** </2> **up** with (.)
- VOICE POMtg404: 465
- 176 S2: i think i think it's <3> i think it's quite </3> important to give <4> everybody </4> plenty of space to talk about what they've been doing because and if things **come up** i think we <5> should </5> (2)
- VOICE POMtg439: 176
- 189 S2: publicity and <2> maybe </2> **come up** with sets of of (.)
- VOICE POMtg439: 189
- 282 S5: WELL (.) i mean it's already **come UP** . (.) in YOUR case. (.) it's some of these. it's not a taste of ENGLand it's a taste of ENGLISH.
- VOICE POMtg444: 282
- 392 S9: <3> yeah it's very difficult it's </3> not to **come up** with <10> no </10> mist<4>akes but we should TRY i think</4>
- VOICE POMtg444: 392
- 375 S2: = and see if we can **come up** (.) with some (.) sugGESTions fo:r hh
- VOICE POMtg447: 375
- 408 S2: maybe (.) {parallel conversation ends} so THINK about THOSE things (.) and er and then you **come up** with some suggestions. (1)

VOICE P0mtg447: 408

412 S2: what everybody else says erm you know see what we can **come UP** with. and then at the END of the whole project i guess whoever's doing the <1> reci</1>pe (.)

VOICE P0mtg447: 412

552 S4: <9> oh </9> well (.) we are talking about (.) well <1> **come up** with </1> some POINTS (.) {S1 gets up to get post-its}

VOICE P0mtg447: 552

574 S2: <5> you can (.) you can **come up** with your </5> with your post-its and (.) and then we'll have a look and see what we've <6> got </6>

VOICE: P0mtg447: 574

628 S4: and language learning the way you learned it so (.) erm: (.) you can have a discussion and then **come up** with with FIVE (.) points that you would (.) recommend in the booklets. about er any of these three (.) well EACH of these three er subjects.

VOICE P0mtg447: 628

904 S2: proposal here we have to:<2> **come up** with </2> some<4>thing </4>

VOICE P0mtg541: 904

12 S1: and (1) terms of reference (.) then i think perhaps in a national that should (.) at least be cleared by the government but the the the government will often have an expectation as to what (.) sort of value for money er implication there is so that's why i put er adopt with the government there (.) protocol for <pvc> self-evaluation</pvc> (.) it could be a national (.) we would advise of course that they take this [org1] ? (.) protocol which we **come up** and <@> which </@> (.) is linked to our mem<4>bership </4> criteria (1)

VOICE P0mtg542: 12

14 S1: nomination of experts i think (.) a national agency could co- **come up** with their own nominations governments (.)and [org1] and this (.) european quality platform could come up <un> xxx </un> but APPOINTMENT of the experts must (.) it c- cannot be the agency itself (.) that wouldn't be (created but) so either government or [org1] (.)that is (1) my advice (.) would probably in most cases be [org1] (on) you know (.) receiver of the report (.)government and [org1] AND (.) the [org4] in this new construction (.) comments on the report from the same three (.) and then a- as court of appeal this (.) specif- no responsible for follow-up of course would be government and [org1] (1) and then court of appeal would be e:r the [org4] (.) so (1) it's my best attempt to set up something which(1) as i said (.) <soft> could </soft> (.) fulfil the need for both being workable and (.) and (credible) (2)

VOICE P0mtg542: 14

14 S1: nomination of experts i think (.) a national agency could co- come up with their own nominations governments (.)and [org1] and this (.) european quality platform could **come up** <un> xxx </un> but APPOINTMENT of the experts must (.) it c- cannot be the agency itself (.) that wouldn't be (created but) so either government or [org1] (.)that is (1) my advice (.) would probably in most cases be [org1] (on) you know (.) receiver of the report (.)government and [org1] AND (.) the [org4] in this new construction (.) comments on the report from the same three (.) and then a- as court of appeal this (.) specif- no responsible for follow-up of course would be government and [org1] (1) and then court of appeal would be e:r the [org4] (.) so (1) it's my best attempt to set up something which(1) as i said (.) <soft> could </soft> (.) fulfil the need for both being workable and (.) and (credible) (2)

VOICE P0mtg542: 14

203 S3: er (.) yes and er it er (.) i think what we have **come up** with so fa:r i don't think there's (.) really can't do much else before the meetin- (.) meeting actually (1)

VOICE P0mtg542: 203

204 S1: but we have to **come up** with something i mean

VOICE P0mtg542: 204

217 S1: works. so that's where we will have to make our stand (.) so (1) <smacks lips> i think (.) in s:- TECHNICAL terms(1) this is perhaps (.) if we wish to keep something open for as long as possible it's probably that part of it so that's the reason why i haven't (1) done more to le- to this meeting to set it up because i think we should goTHROUGH the tenth may meeting and see er whether whether anything new has er **come up** there (1) <1> so that's </1>

VOICE P0mtg542: 217

13 S3: the task of e:r general presentation of the aims and means? (1) of the networks as well as the: (.) burning issues and the issues (.) to **come up** (1) and e:r (.) be concluded by the: (.) <un> xx </un> (1) next year? (.) and to continue (.) later on (.) with the (.) implementation and with the: (1) follow-ups (2) <smacks lips> i have e:r it in written form so (1) hh i can read it really slowly and monotonously so you can (.) <snorts> <4> doze <@> off</@> </4> (.)

VOICE P0mtg546: 13

68 S5: hh and then also and that's the problem for recognition people hh across borders (.) i mean everyone (.) e:r has an idea about the quality (1) more or less of the educational system in his own country (.) hh but how do you explain it e:r to to to to <un> xxx </un> how do you explain it to other

european countries (.) let alone (.) south east asia or e:r (.) or or australia whatever (.) hh so that's the main problem (.) hh and we are also in use of a: (.) platform or forum (.) <fast> in which we can </fast> discuss these things and **come up** with NEW (.) e:r problems issues (.) hh <loud> such as </loud> transnational education that was something we tried to tackle in the e:r cooperation with [org3] (.) hh but now of course (.) we e:rm (.) want to follow the developments e:r <fast> on the level of </fast> (the) <spel> o e c d </spel> an:d [org4] (.)

VOICE POMtg546: 68

- 92 S7: e:r and to DO that we really need to know something about the quality of the provider (2) e:rm: an:d we know that(.) many of these (.) providers (.) ARE of substandard quality (.) they're degree mills (1) but they are less than serious institutions but we also know that (1) some of them MAY be of good quality (1) e:rm: and (.) we need (.) a way (.) to cope with that (1) i mean the the emergence of (.) <pvc> for-profit </pvc> providers linked or not linked (1) to a national system (.) er internet providers et cetera is a rapidly growing phenomenon (1) e:rm and there is: seems to be: a tendency at least in some parts of the labor market to say that (1) higher educati- traditional higher education institutions are too (set) in the ways (.) we like the <pvc> (analyt) {analytical} </pvc> approach and they don't look very much at (.) what is behind the <pvc> (analyt) {analytical} </pvc> approach (1) so we have to find (.) some way to assess that and th- the difficulty that we came we have **come up** with (1) is in fact that we don't know <fast> anything about the </fast> quality of those institutions (.) hh and but on the other hand if we say that to: (.) be able to assess (1) a qualification (.) we HAVE to know (.) something about the quality (.) we (.) would preferably (.) like to deal with institutions that have been quality-assessed (.) i mean i-if (.) if that becomes (.) government policy? (.) but on the other hand (.) those governments (.) have to give the new providers an opportunity actually to undergo quality assessment <un> xx </un> y- you cannot

VOICE POMtg546: 92

- 391 S1: the simple way of putting it is (.) i- if we do not (.) **come up** with a proposal (.) others will (.) huh? (.) and <6> then</6>

VOICE POMtg546: 391

- 394 S1: basically i prefer (.) us to **come up** (.) with OUR propo<7>sal </7> (.)

VOICE POMtg546: 394

- 460 S1: i mean the commission (.) by the way has its own (.) agenda in this e:r these matters (.) hh but the [org10] and the students (2) at THAT level (.) wish very much for this to have a european dimension obviously because that would give the organizations as such (.) a (1) a stronger hand so (1) WHEN we as we do **come up** with a @ very good argument (.) that (1) stakeholder involvement would be (.) <7><un> xx </un></7> cases (.)

VOICE POMtg546: 460

- 18 S8: [S8] [S8/last] [org3] (.) i wanna come back to the colleague's question about the difference between the cessation of hostilities and a ceasefire and (.) and i'm sorry to do that i know it's probably really embarrassing (.) hh e:r not being able to (.) call for a ceasefire when what you want is someone to (.) to cease firing hh but (.) given the events in ROME last week where israel er hh <smacks lips> took it as a green light (.) e:r the failure (.) to **come up** with a ceasefire an- a- (.) aren't you afraid that the same thing might happen again today? (.)

VOICE POPrc522: 18

- 40 S3: no (.) erm (.) that's that's not e:r decided the new pipelines that will come on stream are these to to er to gr- to great britain (.) we (.) we think that within (.) e:r the capacity the pipeline capacity we have today we will be able to INcrease to er (.) an- and the new er pipeline capacity <un> xxx </un> and <un> xxx </un> to get (at) <un> xxx</un> we will be able to **come up** to one hundred and thirty (.) er billion cubic meters without any any new infrastructure so we do not have any (.) concrete plans at the moment (2)

VOICE POPrc559: 40

- 103 S1: = mhm (1) erm going back to the initial question i i was asking that [first name1] suggested we asked (.) each other (.) or ask ourselves are there any elements here that are missing and we'd **come up** with (1) ONE erm (.) very clear thing which is the the promotional aspect the the marketing advertising and i i presume you mean in terms of equipment of of students (1) to th- to a program

VOICE POWgd12: 103

- 185 S1: er different two or three different things but i mean under added value we have to list things that will convince both our leaders and colleagues in the departments okay we tried to list those earlier on we said added value for the students definitely (.) because they will take in (.) a much wider (.) er er range of (.) er specializations et cetera et cetera they will have an added european value (.) but also added value for colleagues (.) erm (1) i- i- (.) being able to link up (.) with other er people in a more structured manner (.) reflecting on these issues (.) er (1) there you know if if you sit have to sit down with those people who you've known for the past twenty years there is a limit as to what you can achieve by innovation (.) my whole experience is that if you sit down when you sit down with people from other (.) parts of europe <fast> you suddenly **come up** with ideas that you yourself would never had on your own </fast> (.) and of course it needs a bit of persuasion i know that but but i think i think that simple so in other words even from a professional point of view (.) i think it's important people should (.) m- move along this road they should not travel along that road gone other days when you could discuss these things at a purely departmental level i think (.) so there's the added value also for the rectors okay? (1) erm learning outcomes yes when do we address these things i think at different stages (1) you have to first of all address this issue in your own (2) departments (1) the the whole notion (.) that you should focus on learning outcomes rather than on what my

VOICE POWgd243: 185

468 S1: the commission is providing incentive measures that would enable and encourage universities (.) to move in a particular direction what we are trying to do here is to say okay we think we can **come up** with a framework (.) and enabling instrument as it were that will encourage participating institutions to link up and to move in that direction i think we can't do more than that

VOICE POWgd243: 468

230 S5: <8> so </8> simply LIST these <1> i mean <9> i think </9> we don't have to **come up** with all but er </1><2> list</2><3> the organization </3>

VOICE POWgd317: 230

536 S5: <2> exactly </2> but I think this is also what [first name1] [last name1] has referred to as so- something very crucial that HE wants to e:r kind of see: er s- to it that we: **come up** with e:r WHEN does WHICH consortium <3> and WHICH </3> GROUP have to <4> agree.</4> when do rectors for example write <5> something </5> like a letter of a <6> com</6>mitment <7> or so. yah?</7> (.)

VOICE POWgd317: 536

1046 S13: collect this lists and then there will be reported back to the rectors or channelled back to the rectors (.) who then (.) deci- decide on (.) e:r what the: institutions really (.) want to <7> **come up** with and </7> what other <pvc> (cooperations) </pvc> there are (.)

POWgd325: 1046

804 S9: e:r i came up (.) er **come up** with this idea yesterday some kind of conclusion deciding it whether you agree to it or not? (.) hh that is er to create some kind of (.) volunteer working group (.) that will have er EDUCATED i mean having university degree? hh er working group er that will work with er (1) PEOPLE (.) PUPILS let's then say e:r helping them doing their wor- homework hh er (.) or whoever has erm (1) er (2) some difficulties to enter the university to hh help them to (1) er create some (2) POSSIBILITIES erm (1) to get into the univ- university help them (.) er (2) or- o- orient them or making them orientation which fill their (.) good add and staff like this a working group at every national (.) maybe not a national youth council (.) but at least a youth organization? hm create a volunteer working group (3)

VOICE POWsd258: 804

57 S1: uhu (1) so basically e:r what [S7] is saying is that {soft background murmuring} (.) er there is a lack of ins- infrastructure provided by by the different employers (.) which could actually facilitate (.) the: the engagement in the in the: in the labor market (.) er and he gave er: examples for for two different kinds of groups so for example (.) er the lack of nurseries (.) er that would actually help women to: (.) and e:r (you) say young mothers no to to actually (.) er access a job (.) because they could not leave their their (kid) er yeah in a in in in such an infrastructure (.) but also other types of infrastructures like for example (.) erm: elevators instead of stairs when it comes to (.) er PHYsically disabled people (.) er and and i'm sure we can **come up** with a (.) a number of er (.) examples but this was just to (.) to point out the

VOICE POWsd372: 57

30 S1: = lack of (.) representation for those who are UNemployed (1) so (.) if at a certain point in a certain country there is a need for a (.) FOCUS (.) on youth (1) a trade union who represents (1) basically DIFFerent (.) age categories (.) could not necessarily **come up** (.) with (.) with THAT specific interest on youth (1)

VOICE POWsd379: 30

134 S3: erm <clears throat> (.) let me erm address two issues. one has to do with er the question of (.) erm (.) of of VEILING in a secular erm society. (.) look there have been different models (.) of secularism and different paths to secularism. (.) AND the model and the path that (.) er was chosen by erm (.) turkey? erm (.) follows the french model. (.) <soft> you see </soft> the <LNfrc> jacobin {jacobean} </LNfrc> french enlightenment french revolution (.) <pvc> anticlerical </pvc> model? and it's not only turkey but mexico. (.) has a similar (.) very STRICT model of erm (.) er of secularism? erm and THIS in a country where (.) ninety-five per cent of the population are very strict believing catholics. (.) there is complete separation (.) of e:rm religion and the state? and the law in mexico? (.) and actually until the early nineteen eighties IN mexico? (.) erm a nun and a priest could NOT walk in the streets in their habits. in their religious habits. you see hh so THIS (1) whatever we think of this THIS was a historical erm process and erm a pa:th that was chosen (.) BY the elites and by the people OF turkey and mexico following from the french model.<fast> but there are different models of secularism </fast> (.) there is india: there is e:rm some parts of continenta- <fast> the united STATES has a very different model of secularism (.) the former soviet union had a very different model of secularism </fast> (.) and in fact the NORDIC countries.<fast> scandinavia finland et cetera where people were actually paying a </fast> a tax to the lutheran CHURCH <loud> that's another </loud> (.) e:r <fast> model of secular so there are different models and paths of secularism?</fast> (.) and er each society will have to find its own? (.) erm and IRAN (.) is currently finding its own path erm (.) and er a model of secularism erm (.) er as well <fast> so there this is a DEBATE that turks are having? regarding er VEILING and the symbol that er er veiling and what veiling </fast> (.) or unveiling er means? (.) erm now in iran we have a different problem because in iran (.) <loud> veiling is compulsory.</loud> (.) you see? (.) erm and it has been compulsory since nineteen eighty-one. (.) erm ALL women have to VEIL (.) whether you are muslim or <pvc> n:non-muslim? </pvc> (.) whether you are a BELIEVING muslim or a <pvc> NON-believing </pvc> muslim?<loud> you have to VEIL.</loud> (.) you see. they call it hijab whether it's <@> correct or not? hh but er </@> but the minimal requirement i:s (.) e:rm well actually that's not correct. @ <@> from er </@> from the islamic republic's perspective? you have to cover your hair you have

to wear a long coat. (.) you see (.) and of course the very er strict religious women will wear the er black er chador. (.) NOW for er those of us who think that this is a problem? (.) and oh by the way the religious minorities also have to veil. <fast> in the islamic republic of iran. </fast> (.) our religious minorities are christians and jews and zoroastrians? (.) we have baha'is also? but baha'is are not even recognized? (.) {some soft mumbling in the audience} e:r because they are considered to be heretical? (.) you see they have no civil status hh but in PUBLIC EVERY woman has to VEIL. (.) you see. now if you watch iranian (.) cinema you see that in the cinema TOO (.) the characters have to veil even at HOME (.) although <fast> of course in real life women do not veil at home. </fast> (.) but they DO have to veil when they are in public. ANYwhere. on the streets? (.) universities? school <fast> it doesn't matter they have to veil. </fast> (.) NOW for US this is a problem and we would like to have choice in veiling. (.) er for my PERSON now speaking personally (.) i believe that erm (.) er women have a right to veil? or not to veil. (.) you see to COVER their heads hh or not to cover hh and but to determine for themselves what modest (.) dress IS (.) those of us who were in iran at e:r at e:rm at the time of the revolution we took STRONG objection (.) to being called (.) NAKED. (.) this is called er this is NAKED? this is a real INSULT. (.) you see. (.) so er WE feel that it is very important for women to have choice (.) in dress? and also a choice to determine for themselves WHAT is appropriate and what is modest dress. however i believe that there should be some kind of a dress code. (.) you see er IN institutions. (.) so that we cannot have excessive undress? @@ (.) and we should also not have excessive (.) veiling. i personally am very much opposed to erm (.) the heavy dark veiling with the covered face and the gloves and so on. i think that this is (.) er problematical from a number of perspectives but we can i think all agree (.) that erm (.) er a dress code which would (.) er RANGE from the way (.) we are dressed here? (.) er to er the scarf and the long coat? is perfectly erm acceptable (.) erm from the perspective of both islam and also er human rights. (1) finally i just want to say that er the isla- (.) there is an islamic reformation going on. (.) in the world today? (.) a:nd we see a number of intellectuals religi- (.) in fact in IRAN we call them <un> xxx xxxx </un> you know the erm (.) the religious intellectuals (.) and THEY are erm er making extremely important (.) contributions to the rethinking of what it means (.) to e:rm er to be muslim? what islam really means what islam (.) is or should be like IN this modern era? (.) and their contributions. the men and the women and right now i will only mention a few names from iran (.) [last name2] [last name3] [last name4] who poor man is in prison? (.) erm and [last name5] [first name5] [last name5] and then women like [first name6] [last name6] [first name7] [last name7] to a certain extent [first name8] [last name8] (.) THESE are our religious intellectuals? the women are what we call islamic feminists? (.) they are doing a <pvc> rereading </pvc> of in particular the <LNara> qur'an {koran} </LNara> and THEY are the ones who are saying that (.) in fact islam is NOT incompatible with democracy and women's rights and human rights? (.) <slow> but the way islam </slow> is currently interpreted (.) in our countries. (.) the way islamic LAW (.) has been interpreted and implemented since (.) the middle ages? (.) is problematical and we HAVE to go back and <pvc> reread </pvc> the <LNara> qur'an {koran} </LNara> and **come up** with a TRUE interpretation a true understanding of <LNara> qur'an. {koran} </LNara> (.) [last name2] er <fast> [last name4] is in prison because he says that to be a true islamic state you have to have separation </fast> of religion and erm and politics. (.) so this is part of the islamic reformation? (.) it's VERY interesting it's also rather turbulent and it will take a WHILE (.) for er for this process to unfold. (.)

VOICE PRpan1: 134

186 S5: yeah. well. i said property rights i think (.) infrastructure you asked for three <11> now i </11> ca- have to (get up) and **come up** with er <un> xxxx xx </un>

VOICE PRpan294: 186

16 S2: e:rm an ex:ample would be a:n (.) student from a country far away? he WANTED to be rude and impolite because he was so angry. (.) he was about to take his driving Licence? (.) and then he didn't succeed? (.) and erm (1) the norwegian officer that had decided so (.) came and (**come**) up to him and said you didn't succeed. (.) and THIS foreign student was SO ANGRY (.) and HE said (.) what he would have said (.) to a man in his own culture. the most BAD thing he could think of. (.) i have had sex with your sister?

VOICE PRqas18: 16

6 S3: well you know in china actually (you) knows e:r this kinds of youth center you know in the past usually w- we only has er (very) field only have a field you know (.) for example? er in the city in a big city like <un> xxx </un> a big city or beijing is a big ci- ty they have a (.) a a municipal you know youth center. (.) (they're s- they're) simple and then? in in the DISTRICTS usually they have a (.) er also have another center (.) you know in every district (.) for the district it usually is not that many you know usually they have er eight or (.) seven districts and then (.) they have this (.) er (.) so e:r so actually the centers the number of centers is very (.) is very rare i can say you know (.) but since the last few years china's also find that you know (.) er maybe they need more community ba- community centers (.) or youth centers for young people to gather together and then (.) er er so they they conduct a pilot study and then they **come up** with a report that's er f- er we need to set up more? (.) this typ- this kind of centers in different cities so NOW in SOME (.) in some cities not all cities er in some (.) er developed cities like hangzhou (.) like er you know shanghai beijing (.) this er <un> xx </un> THIS cities they (.) have more and more (.) er centers but STILL developing still developing (.) erm an:d so this is er the <2> situa</2>tion (5)

VOICE PRqas495: 6

91 S1: = i think (.) i think it's fine in just (.) we had to make a link between the two and explain WHY (.) (from) our topic which is e:r how to do integration with the professional world hh e:r we **came up** with a model er of university

VOICE EDcon521: 91

874 S1: and how YOU perceive the austrians? hh <loud> it depends on the PERSON </loud> (.) whether you meet somebody hh erm (.) from austria from the east or the west or whatever so you'd have to take

- this <soft> into consideration </soft> hh AND the situation? and in effect (.) it is <slow> all very difficult </slow> hh (.) <loud>STILL </loud> (.) hh i would still like to: like to MENTion (.) some of the austrian (.) cultural differences with other countries and HOW (.) some of these PICTures {S1 looks at all the students' notes put up on the blackboard} **came up** (1) and and and what they actually mean how comes (.) the austrian hh the austrian are perceived as cold or how come the austrian are perceived as hh as being drunk all the time all that i don't know <@> i must say </@><8> @@ </8> HH but (.)
- VOICE EDsed31: 874
- 169 S2: erm i i have this one slide here that summarizes some of the reasons that i **came up** with e:r that (1) e:r (.) indicate problems of the old (.) cap. right and and many of these points were were already mentioned er overproduction er dumping of products on on e:r <1> other </1> (.)
- VOICE EDsed301: 169
- 372 S1: he started out as a <pvc> historicist </pvc> as a man of the establishment (.) then he got involved with the secession (.) **came up** with his most daring statements namely the university paintings (.) faced a scandal (.) er entered a deep crisis and basically gave IN as an artist (.) not as an ARTIST but gave in as SOMEone who er (.) wants to challenge the public AND with DREW (.) to portraits and landscape paintings
- VOICE EDsed364: 372
- 456 S6: like what <11> we've </11> we **came up** with. (2)
- VOICE EDwgd6: 456
- 680 S1: did you have other options or did you came (.) **came up** with this right away (.)
- VOICE EDwsd15: 680
- 184 S2: <6> a </6> a clear (1) statement. it doesn't have to be very very LONG . you can put it in one (.) PAGE or TWO that would be (.) PERFect. (1) so just (.) shortly (.) how did we come (.) to this? (.) what are the recommendations (1) <fast> et cetera a little bit </fast> ab- (.) -bout the process and about where we: (.) **came up** what we came up with.
- VOICE EDwsd242: 184
- 184 S2: <6> a </6> a clear (1) statement. it doesn't have to be very very LONG . you can put it in one (.) PAGE or TWO that would be (.) PERFect. (1) so just (.) shortly (.) how did we come (.) to this? (.) what are the recommendations (1) <fast> et cetera a little bit </fast> ab- (.) -bout the process and about where we: (.) came up what we **came up** with.
- VOICE EDwsd242: 184
- 2131 S8: = i think that the: word cooperation somehow: **came up** in OUR group (.) in our group of eight people (.) and what we meant was not only on a formal level (.) but also on an interpersonal level. {parallel conversations stop} we included FRIENDship AND love in that as well. (.) because we thought that cooperation is also on an intimate lev- level {parallel conversation start} is also (.) to be FRIENDS . (.) and also on a formal level so in THAT sense i CAN be (.) {parallel conversation stops} a- and it i- it IS to my mind a value. <6> it's just </6> a broader term for something. to include MORE <8> because </8> we had to
- VOICE EDwsd302: 2131
- 2170 S4: **came up** with TWO lists in er (.) ONE and a half hour(s) so it's
- EDwsd302: 2170
- 364 S18: what i would like to add is that we have to (.) distinguish? because that **came up** before between a lingua franca and a language as a native language AND as a foreign language. these are three concepts (.) which to my mind are Different. and we (.) we should be careful not to mix them up. (.) a NATIVE language (.) IS (.) the mother tongue.
- EDwsd303: 364
- 473 S23: er successful mobility and left-wing students they participate in the political role of the university in society (.) e:r the university as (agent) to diversity et cetera (.) erm (.) <smacks lips> university and <pvc> urbanism </pvc> erm(1) <smacks lips> (1) er we did not really understand i mean it it was so RAtional to us you know WHY there could be no: further er details erm: that could SPEcify the panels (.) also another issue that <soft> you know </soft> **came UP** was er er how the selection (process) of the panellist you know took place. er yo- many of the students for instance <un> xxx </un> to participate they ask you know why shouldn't they have a say in this you know why shouldn't they be a:- addressed you know and er have an opinion erm (.) <smacks lips> (.) er the bureaucrats at our university were very pleased with (obstructions) you know because <4> (this) </4> it only reflects the kind of state of the european union (.)
- VOICE EDwsd464: 473
- 881 S13: and so i would encourage [place2] to (.) when you when you're (.) organizing this to have a certain amount of flexibility just a little flexibility in there that when you get feedback from (.) from a tutor that HAS a suggestion or recommendation for for example (.) some of the things that **came up** at this meeting they could have been adjusted (.) during the course of the preparation for the conference but there were no adjustments MADE . that you have that flexibility so that you can TAKE the input (.) and make th- this SMALL changes that they will make it smoother and easier
- VOICE EDwsd464: 881
- 2388 S2: those destinations? (.) a:nd in TURNOVER er which we could generate was (.) <fast> pretty good? </fast> (.) especially WHY because [org12] e:r at that time? had a good solution and well some others

which could do via via whatever hh (.) a:nd with the MARKET situation er i believe rates **came up** (.) around one te:n to even one sixty. (.) in that average? (1) rating (.)
VOICE PBmtg300: 2388

2591 S2: <1> it </1> ha- had with we we already did a lot of [org26] (.) products we [org26]- [org26] is one of our seasonal brands. (.) a:nd e:r and we are always constantly looking for for a new creative added value concepts (.) <2>a:nd </2> so we **came up** now with e:r with <L1dut> dicht piet </L1dut> and we also had another one (.)
VOICE PBmtg414: 2591

2595 S2: <4> a:nd we we </4> **came up** with FOUR new (.)
VOICE PBmtg414: 2595

180 S5: and i HAVE here (.) to support my (.) it i won't take too long i think there might be a lot of (.) questions and and ideas that sort of (.) at least i've noticed that this is this e:r (.) actually giving a lot of ideas (1) to MY work when i'm (.) dealing with (.) er our departments. (.) and i have to say that this actually **came up** first when er we started (.) cooperation under the umbrella of er finnish-russian cross-border university. (.) which is an initiative by (.) those finnish (.) several finnish universities it's five finnish universities (.) the ministry of education. and the ministry of foreign affairs. actually the ministry of foreign affairs (.) e:r funds (.) this project (.) and we have FIVE finnish universities (.) four russian universities (.) and believe it or not (.) our aim is to have (.) e:r (.) by two thousand and seven fall two thousand and seven e:r finnish-russian (.) er mast- joint masters programs. (1) so THAT is (.) you can imagine all the: (.) implications that THAT HAS because russia is not within the <spel> e u </spel> e:r their educational system as (.) the whole society is still under reform (.) hh erm all sorts of in- interesting issues but we're VERY much striving for that. i can tell you (.) <fast> a little bit </fast> about that later but (.) but FIRST of all (.) some ideas about education cooperation. developing long-term cooperation (.) between SEVERAL institutions and across borders takes time. (.) THIS i've noticed is VERY difficult (.) to s- to REALLY (.) e:r tell the departments (.) that are very eager to start (.) cooperation immediately. (.) you probably noticed those of you who have worked with departments hh e:r (.) where in in joint degrees. (.) that they want to start next fall. (.) they want to start next semester. (.) and what i'm trying to say is (1) look we need at least (.) e:r let's say one two maybe three years? (.) to plan this? (.) there are SO many issues. hh and the next thing is (.) they say well <imitating>but we HAVE these courses in english or we HAVE these courses that we prepared (.) <fast> my </fast> our partners have their courses <fast> we just </fast> put them together </imitating> (.) and and i'm (.) i feel that many times i am pulling the brakes (.) and i'm really and i'm consciously doing it because i know that time is needed. (.) we know from several other projects (.) be it erasmus intensive programs o:r curriculum developing projects or [org4] projects (.) that TIME is needed for proper e:r educational operational work. (.) curriculum convergence as er <8> goes deep into </8> the structures (.)
VOICE POMtg314: 180

454 S5: that a [org2] joint master program should e:r hh e:r e:r should erm (1) <smacks lips> (1) come up to basically the six criteria is the the task force worked on the criteria hh and now we've reduced them (.) reduced there was (.) a kind of hh er **came up** with a summary (.) e:r of six criteria that er WERE er also agreed on by the: general (.) <fast> first of all by the steering committee and then </fast> by the general assembly. hh if that is something that we are talking about here i'm not sure <3> whether this is (.) what er </3>
VOICE POMtg314: 454

157 S4: hh hh i think as i view it now if er <fast> because if we </fast> compare (.) this structure with what has just been mentioned i think there is basically (.) erm two: er different er aspects one is (.) that we c- (.) CAN come up with something like a guideline that issues that have to be thought of that have to be considered (.) and the process of actually then (.) er IMPLEMENTING them <fast> as we said </fast> (.) and on the other hand (.) i e:r would e:r think that it makes would make sense if we (.) if er this er <fast> task force </fast> really **came up** with (.) er <fast> so to speak </fast> TASKS that are then (.) kind of communicated to the <fast> individual institutions </fast> (.) erm AS for example (.) er a er short paper describing the legal situation at the university (.) er which THEN would then take consideration of the individual er institutions and in the in:dividual situations <fast> as we </fast> =
VOICE POMtg315: 157

341 S1: doing what we should on e:r hh item two e:r and the third (.) item is the positions towards the [place4] mandate of quality assurance which could (.) in the light <@> of the </@> (1) last half hour also have been a [place4] mandate of e:r recognition hh e:r but i'm sure the (.) [org1] [org2] colleagues would be able to take that into consideration? (.) hh but (.) once again starting off e:r with [org3] (1) <smacks lips> e:r as you (2) i guess all know we we got e:r the mandate from the ministers to erm to set up e:r (.) to pro- to provide the report f:or [place6] in terms of er (.) hh (.) standards e:r (.) of e:r (.) quality assurance of e:r (1) <smacks lips> higher education (.) and e:r peer review of er (1) <smacks lips> of agencies. <smacks lips> hh and e:r (.) we were asked to do this e:r through our [org3] members? and in er (.) cooperation with er (1) the universities e:r (.) [org7] and er (.) [org8] (.) and of course as i said in my welcome with hh due account taken of the expertise in (.) other networks and organizations (.) hh <loud> so? </loud> e:r we have been on that (.) since e:r (.) early october (.) it's e:r (.) <smacks lips> hh been a fairly intensive (.) er process (1) we did actually start (.) er by having discussions in this [org9] or <pvc> quadripartite </pvc> (.) forum on: a way of organizing this work and the suggestion WE **came up** with was that we set up two working groups (.) surprise surprise (.) one for each of these two <3> ele</3>ments o- o- of the [place4] mandate (.)
VOICE POMtg546: 341

- 34 S7: so this (.) question e:rm i was told **came up** yesterday (.) in the steering committee erm {paper rusting} (2) (w-) who: should be: in the: <spel> i r o </spel> meeting should it (.) be <spel> i r o </spel> meetings in the future (.) should it be (.) a CONTACT person: 's meetings (.) so what exactly (.) is a contact person er as opposed to an <spel> i r o </spel> (.) erm maybe we could start with this: discussion. (3) what <4> do you think about it. </4>
- VOICE POWgd37: 34
- 1250 S1: <fast> two months ago </fast> hh and and then the (.) question **came up** (1) well ALL they say that all er (.) <fast> or [first name5] [last name5] said </fast> hh that all <fast> master's programs </fast> should (.) be allowed as entrance exams for erm er er a <spel> p h d </spel> (1) and e:r (.) is it that a problem e:r that er <3> that </3> some masters are not recognized as er the (.)
- VOICE POWgd325: 1250
- 2763 S13: so e:r (5) e:r <fast> <5> i mean </5> i think </fast> ONE additional hh one additional recommendation that **came up** by [S14] was hh that <slow> e:r a specialized </slow> <fast> because that doesn't really </fast> fit into ANY of the: these questions hh erm <slow> is: er </slow> that we should set up a task force hh that develops (.)
- VOICE POWgd325: 2763
- 5 S1: erm (.) i give you a few seconds to think about it and then (1) this (2) somebody already (1) **came up** with er (.) a few ideas? (11)
- VOICE POWsd256: 5
- 804 S9: e:r i **came up** (.) er come up with this idea yesterday some kind of conclusion deciding it whether you agree to it or not? (.) hh that is er to create some kind of (.) volunteer working group (.) that will have er EDUCATED i mean having university degree? hh er working group er that will work with er (1) PEOPLE (.) PUPILS let's then say e:r helping them doing their wor- homework hh er (.) or whoever has erm (1) er (2) some difficulties to enter the university to hh help them to (1) er create some (2) POSSIBILITIES erm (1) to get into the univ- university help them (.) er (2) or- o- orient them or making them orientation which fill their (.) good add and staff like this a working group at every national (.) maybe not a national youth council (.) but at least a youth organization? hm create a volunteer working group (3)
- VOICE POWsd258: 804
- 860 S9: = <reading_aloud> it is very important that the hh youth <spel> n g os </spel> work in national regional and international level? hh having young people to get to know relevant information hh to employment policies (2) during our discussion we **came up** with the opinion that the main problem of youth hh unemployment it's first of all the lack of communication between ministries and hh youth <spel> n g os </spel> and the second is the lack of info- information be- betwe- between hh the <un> x </un> and member organizations? </reading_aloud>
- VOICE POWsd258: 860
- 951 S1: <soft> mhm </soft> (10) {S1 stops writing} so to see a little bit what we have now (.) as kind of er (1) outcomes of the discussions (.) we have the list of demands we have er (1) some TOOLS that have been er (.) have been er identified until now (.) and we have a list of what youth organizations ARE doing or can do (.) er more in this er in this area yeah (.) so i just quickly erm go through and you tell <6> me </6> if there's anything missing ah you **came up** with a text
- VOICE POWsd372: 951
- 335 S2: well i'm rea- er <reading_aloud> the european youth forum participants men- MET in four separate workshops (.) to address the pri- priority CONCERNS based on the morning round table discussions (.) a rapporteur was nominated. the working group consisting of thirteen participants (.) starts to make discussions {someone coughs} on what they erm what are the positive and negative difficulties and similarities in their countries (.) here they decided to make debates (.) why they are lucky or why they are unlucky EVERY participant came to the board and wrote his or (.) her version (.) ([S1]) summarized the written answers (.) afterwards the participants started to make discussions focusing on age discrimination (.) er multiple discrimination borne by young people (.) in accessing and within the labor market social inclusion disabled young people (.) YOUTH employment policies (.) precarious work and discrimination after the first plenary (.) the working group focused on the three main questions that THAT appeared during the discussions (.) WHAT'S working what DOESN'T work and WHAT we want. (1) on the question what IS WORKING the participants **came up** with the following answers </reading_aloud> and i've written should i read it? (1)
- VOICE POWsd374: 335
- 351 S2: er <reading_aloud> autonomy employment social inclusion and <pvc> (perpetuum) </pvc> (.) use of <pvc> non-formal </pvc> education formal education Resources (.) integration other communities n- not (1) catalogued </reading_aloud> right? (2) <reading_aloud> empowering (4) empowering er emigrants (.) the question what does NOT work at all (.) **came up** with the following answers (2) <8> mismatch </8> of <un> x </un> (and) government when developing policies </reading_aloud> (.)
- VOICE POWsd374: 351
- 178 S9: <5> so </5> i i don't know i've got so confused and forgive me if i'm repeating (.) {soft background laughter} something erm but like (.) i think it **came up** about funding (.) erm erm don't know (.) and how erm and how that's an essential part but a- also not just that is the way that we evaluate how the youth pact (.) erm erm applies to young people (.) because if we get four years down the line (.) and in the youth pact and go well (.) five hundred young people (.) erm have been erm h- er the youth the y- (er try and) put it

in english {background laughter starts} the youth pact (.) erm the youth pact has {background laughter ends} erm (.) has benefitted five hundred young people in this country. (.) what we don't want is well statistically we have (.) three hundred per cent more young people involved (.) because statistics don't change lives (.) <un> x </un> well five hundred young people (.) have more self-esteem five hundred young people (.) have more self-awareness five hundred young people (.) feel that THEY (.) (the) skills and the OWNership of their skills to do it (.) <6> and </6> as well as all this we need to be (concentrate) on the really small things LIKE evaluation (.)

VOICE POWsd376: 178

69 S11: what er- [S5] was saying (.) erm (.) it had a very productive outcome. FIRST of all MANY people started (.) er they improved their ENGLISH because it was OBvious that the text was TERRible and that you need to understand english (.) to really (1) get the iDEAS (.) and on the OTHER hand we started discussing. and you **came up** with new MEANings. (.) i mean (.) making up (.) your own th- kind of (.) MORE or less o-own (.) your own ideas. (.) about certain topics. so (.) it's (.) a bit (.) i mean i CAN (.) understand as a translator it's hard to read such a text and to see (.) what's going on in the translation (.) but it's also saying <2> so </2> (.)

VOICE PRqas224: 69

819 S1: NEW (.) then it might happen that there is no BOX for this impression because it's a new impression hh so that would mean you then could NOT perceive it (or) you wouldn't know how to do with it and that would make you feel VERY uncomfortable hh so in order hh for you to deal with such a stressful situation? you just put it in a box where you think this would be the closest one where it belongs. hh and this is how stereotyping **comes up** because hh you THEN have little boxes (.) and those boxes make it easier for you to judge other not only PEOPLE but also situations and so on hh so as long as we KNOW (.) that these are just boxes =

VOICE EDsed31: 819

609 S9: i've got (a) an an example for THAT so maybe if we can agree on the media thing for instance we (.) just <2> so that </2> we have so (maybe) have it (in mind) <3><fast> (as soon as it) </fast></3> **comes up** (.)

VOICE EDwsd306: 609

560 S11: <2> in norway </2> this er sometimes **comes up** every once in a while <11><clears throat></11> (2)
VOICE POcon549: 560

92 S3: hh you're <6> (**coming up**) </6> later (.)
VOICE EDcon521: 92

95 S3: = you're <7> **coming up** later </7><8> but i'm you </8> have to <9> i have to finish hh e:rm @@@ hh </9>because (.)
VOICE EDcon521: 95

177 S4: **coming<7>up** com</7>ing up
VOICE EDcon521: 177

177 S4: coming <7>up **com</7>ing up**
VOICE EDcon521: 177

178 S2: <7> **coming up** </7>
VOICE EDcon521: 178

179 S2: **coming up** (.)
VOICE EDcon521: 179

428 S12: = or english as language at all and (.) hh what i DEveloped deVELOped was erm that in (.) that the choice was made especially on economic reasons and that everything was following so the trend of america **coming up** to europe? hh the (.) <spel> u s </spel> politically? (.) there is one unity? (.) so you have no more diversity at all (.) there is one way of thinking one language hh and (.) in {S3 starts writing on blackboard (7)} science and technology the same so all all countries having (.) productions (1) which which are dominating {S3 stops writing on blackboard} in english countries or in american countries are dominating hh other (.) countries could be from the east from the south <1> and wher</1>ever? hh (.)

VOICE EDwsd304: 428

66 S4: <soft> er </soft> not only the: selection of students and their interests but in general that we have a CALL in (1)spring that there IS a conference **coming up** and students can: (.) apply and (.) then we have (.) some sort of contest to: select them
VOICE EDwsd464: 66

1218 S3: and then the simpsons? (.) as already mentioned (1) because there is e:r a new er (1) <3> movie </3> as well **coming up** in in july? in the cinemas but actually (.)
VOICE PBmtg463: 1218

492 S10: <2> ah hm ah </2> okay (2) i think we are **coming up** pretty earlier as well i have decided to (1) <@> go on the same plane as [S7] </@> (.)
VOICE POcon549: 492

- 694 S8: <soft> and then we have </soft> erm a practical question <soft> erm (.) (**coming up**) </soft> but who is responsible (help-) helping the students that need visa (.) to go to the (.) <un> xxx </un> (so) {background noise}
VOICE POMtg315: 694
- 1373 S2: <smacks lips> (.) no i think the IDEA was that that what's (.) <slow> that was </slow> pretty much the e:r (1) the e:r (1) the entire report. (.) with revisions comim- u- **coming up** LATER (.) because i e:r (.) i DID emphasize in that group (.) <slow> that the: er that (.) that (.) that </slow> part was only indeed a PART (.) of the full (.) <6>[org1] </6> final re<7>port </7>
VOICE POMtg403: 1373
- 1382 S2: er <smacks lips> (.) e:r much more pages **coming up** (.) after th- er <soft> now that they have done this. (.) basic stuff </soft> (1)
VOICE POMtg403: 1382
- 17 S3: wh- whatever you choose (1) erm i'm not (.) very fluent on (.) such presentations so i will (.) help myself with this (.) what i've written? (.) and i apologize if (.) some things (.) shall repeat themselves but (1) things keep (.) **coming up** and rec- repeat themselves in different hh (.) contexts so (1) erm =
VOICE POMtg546: 17
- 360 S1: = fairly interesting se- several OF you would be able to share my (.) my: er (.) my feelings at the moment of hh introducing this hh (1) th- the next point is (.) slightly more difficult because (.) i mean there there's no (2) we we (1) and or i should add (.) in the case when a mem- (.) an agency does not after review (1) or after have been <un> xx </un> by the board's admission (1) <smacks lips> e:r (1) a group (.) <smacks lips> (.) does not meet the membership criteria there'll be a one two three year (.) probation period (.) for whatever (.) e:r the (.) <pvc> non-meeting </pvc> of criteria e:r (.) i- is concerned (1) and after that hh that period there'll be (.) a a a new (.) a new (.) hh look at e:r at the agency (.) hh but the final thing i'll mention to (that) (.) i- is the sort of <pvc> metaeuropean </pvc> capacity (1) <smacks lips> and you can well ask (.) as [S9] [S9/last] repeatedly asked me what should we do with a <pvc> metaeuropean </pvc> capacity (.) but (.) it's (.) it is out there (.) it's a very strong (1) part of the platform of (.) the other (.) four three <spel> es </spel> that (2) there must be in some way (.) a construction where university students e:r: (1) other stakeholders (1) are (2) have a representative<clears throat> dimension in in relation to what we are doing in in the quality (.) er assurance network hh and (1) as i understand it and my own meetings in in the bologna follow-up group this (.) is a widely shared sentiment among (.) several of of the of the government representatives that (1) <smacks lips> part of the idea of this peer review is (1) a broader stakeholder involvement hh so what what we are **coming up** with and er (.) wi- will in some form or other (.) e:r (.) finally (to be) decided in in a meeting in the work group tomorrow hh is a construction where we have (.) a group (.) wi- with members: (.) er with representatives from [org10] (.) [org7] and [org8] (.) possibly other stakeholders possibly the commission hh e:r (.) and this (.) group will (.) have the c- occasion (.) t- to give one example to comment on the reviews (.) so hh if (.) the danish agency has been reviewed and there is the (1) necessary public report (1) it will be possible for this group to comment on the report (.) and <un> xxx </un> (1) this group's suggestions in terms of follow-up on the report hh this personally i think is is a fair way of er (1) moving them in (1) on our hh way of (.) thinking and doing things WITHOUT (.) transferring some kind of (.) <pvc> sanctionary </pvc> power to to <un> x </un> the construction which i think would be difficult to handle in er (.) the practicalities we (.) we'll find ourselves in hh but it it's er probably the most complicated part is (.) of it is to set up some kind of hh as i tried to use the term <pvc> metaeuropean </pvc> (1) construction (2) give it some <pvc> operationality </pvc> (.) but at the same t- (.) time (1) hh not (.) run the risk of (.) providing it with a very low credibility because MOST of the (.) essential decisions (.) in (.) issues concerning agencies and their future or <pvc> non-future </pvc> will be taken at a national level (.) i mean that's a fact (.) i'm sure (.) we cannot es<2>cape </2> (.)
VOICE POMtg546: 360
- 614 S1: hh (3) {S1 takes notes (3)} now (.) how do you look at a- at it from er <sniffs> e:r fo- for the time being er ISthere any problem really to (.) er develop because a a joint program can be very many things really (.) it can be er er very loose erm er you can take a course (1) at another university o- or you can make it very mixed up and you can have some very hh intense development of curricula er joint works huh? (.) hh so (.) er (1) e:r er are there's a- a- any any (.) a- any problems that ARISE no? in (.) this sense fo- for [place5] i can't see any (.) really (.) but what is important for for my country is that a joint program (.) must be (.) also a national program hh erm er w- we have wh- what is joint is one thing but it must be considered hh a national program at our university in order to the students to enroll in the program hh to erm er make (.) their credits and to be registered and all that stuff huh? hh BUT (.) i- in a program we have one thing **coming up** in my area hh if we say that (.) er term three studi- stu- st- studies abroad (.)
VOICE POWgd14: 614
- 121 S3: i can say majority of the migrant workers they still want to make you know a very close contact tie with thei- thei- their family (.) yes so you s- can see during every every year during the: chinese new year (.) you can see (.) it's REALLY very difficult (.) er to get a train ticket back to their homeTOWN (.) and it's very v- a very very busy time when when there is (convenience) f- the you- young migrants they want go back home (.) and and many young migrants actually you know after they were a number of years they w- they they they when they (.) got enough money and then they (.) they will go home so <un> x </un> <fast> the chinese government </fast> also want to do er al- also want to encourage er this kinds of er (.) just (.) re- re- going back you know home er to the- to their regions er (.) <un> xxxx </un> er you know techni- tech- er techniques or knowledge and eq- er and so (.) on forth back to the <pvc> countrysides </pvc> (.) <loud> but </loud> you know there's another another er phenomena that NOWaDAYs more and more migrant workers wants to stay (.) in the cities you know (.) they want to the- be there because the child

was born there you know even (some of the) <un> xxxxx</un> become middl- sch- in go to middle in to middle schools (.) and they have already? you know all (.) they have already established their connection in the cities the- so they want to be there. (1) so yo- ha- tha- that's the issue (.) **coming up** very serious- (.) -ly the government has to handle the issue otherwise it'll be it'll become (.) you know (.) er an unstable er (.)

VOICE PRqas495: 121

Phrasal verb: give up

693 S19: i **give up** and i say <@> yes <1> but i <un> xxx </un></1></@> (.)

VOICE EDsed31: 693

71 S4: <2> because </2> (1) it's MY cul- i (.) never **give up** my culture (.) i can't (deny) <3> italian </3>

VOICE EDwgd241: 71

80 S4: 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> (.)

VOICE EDwgd241: 80

430 S4: 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> (.)

VOICE EDwgd241: 430

95 S4: @@@ <@> no don't **give up** </@> (.) so e:rm

VOICE LEcon547: 95

253 S1: i('ll) (.) **give up** . WHY are you going to the sales team now? (1)

VOICE LEcon575: 253

255 S1: you know what the answer is. they don't know ANYthing about it. (.) just **give up** ? what are you (.) waiting for. (1)

VOICE LEcon575: 255

443 S3: to: (.) **give up** the agency (.) so we had (.) <soft> at the end of the day we had to accept it. </soft> (1) i mean i would shoot the agency for that. (1) because i think that <smacks lips> (1) we are on the lost position. (2) we cannot negotiate ANY penny from the agency. (3)

VOICE PBmtg269: 443

616 S3: today the guy who is supposed to make the contract will come back from (1) i addressed this my: (2) my concern. (.) that it will not happen. that agency will not **give up** ANY part of the agency fee FOR the sake of <un> xxx</un> of execution (.) I addressed to [first name3] [last name3] and he said don't worry we will try to e:r make it MORE clear in the contract (.) to make it more understandable for [org5] (1) that (.) more important is (.) NOT the split (.) which you have HERE {S3 points at projection} (1) but the split (1) e:rm which was in the (.) erm agency presentation (.) what is obliGAtory (.) mandatory for <spel> t </spel> one country. (.) from the agency (.) is supposed to deliver (.) ALL <spel> t </spel> one country elements of the program? (1) NOT thinking about the money. (.)

VOICE PBmtg269: 616

718 S12: to to to **give up** this idea

VOICE POWgd12: 718

791 S14: in the institutional developments (.) erm (1) we should not develop joint masters er in areas (.) er: where we are er WEAK in research for example or where we do not WANT to develop research so if we say (1) {disturbing noise (1)} we WANT to ke- (.) for example if we say in at the university of [place9] we wanted to **give up** media studies. (1) for whichever <3> reason. </3> (1)

VOICE POWgd14: 791

251 S1: <5> provide </5> (.) provide material and financial support (2) for the for the: running or to SET up (.) voluntary projects (.) because i think another different step we need to make and then we have to jump to our second <pvc> subquestion </pvc> (.) is the difference between volunteering as a (1) a spontaneous occasional action? (.) that you do next to something else? like you are a student and once a week you go the red cross or you're a student and once (1) twice a week you help children to do the(ir) homework? (.) and then there is volunteering or voluntary service where you actually dedicate a part of your life only to a project (.) you go abroad for four weeks or for five months (.) to work as a volunteer in a social cultural or whatever project and there's a big difference because when you go abroad as a volunteer (.) you **give up** everything else so there's also an issue of not losing (2) your benefits of you know it of of it goes with recognition but maintaining (.) insurance cos when you go abroad like that you're not a student you're not a worker (.) there's no VISA status for you (1) so recognition goes very much also with you know creating (.) an appropriate visa status? (.) <6> and </6> creating (1)

VOICE POWgd524: 251

476 S5: e:r that e:r discrimination against MEN was you know (also) like (.) er I agree that the only way WOMen e:r can have er more er {shows inverted commas with his fingers} freedom er is by the men having LESS . (.) e:r but i believe that er discriminating men er is not the right way we should instead of e:r pulling someone DOWN to the same level we should pull the others UP er and so i think that discrimination

against men is although you know we need to (.) MEN need to **give up** something for women <7> to come <7> in but i don't think discrimination against men is the (.)

VOICE POWsd266: 476

485 S2: **give up** some space
VOICE POWsd266: 485

13 S4: and in those days in some european countries? hh women did not have the rights? (.) the turkish (.) women (.) er had. (.) er the LIBERATION of turkish women? er (.) is er closely associated with their participation? (.) in the national liberation movement against the ALLIED forces that occupied turkey after the hh first world war. (.) women such as the feminist and nationalist author halide edib adivar? (.) helped mobilized people for the independence struggles she was a feminist in fact? hh er with her writing and speeches (.) e:r this kind of women carried ammunition (.) and joined mustafa kamal forces in anatolia? (.) as MILITIA as militant women. (.) as women soldiers and (.) they worked as nurses during the war of (.) independence. (.) this was not the first attempt of turkish woman to take a more prominent role (.) in a political movement? before the INDEPENDENCE war also? (.) woman were (.) actively involved in the young turk revolution of nineteen <spel> o </spel> eight? (.) which restored constitutional government? (.) during the ottoman period. (1) hh as you probably know (.) modern turkey has inherited a rich history of multinational and <pvc> multi-traditional </pvc> (.) er multicultural traditions? (.) and er it is also Unique among the islamic countries (.) because er as i said before it is a SECULAR state. (.) the reforms and measures of secularism? (.) radically changed the status of turkish women. (.) turkish women were the first islamic women (.) to be granted (.) LEGAL and social rights. (.) kemalists the founding fathers of the republic? (.) believed that granting equal rights to woman in the political and social arenas (.) was an important part of their modernization efforts. (.) THEREFORE they prepared (.) probably the most radical revolution for women. (.) an important element of mustafa kamal's vision of the modern turkey (.) was the emancipation of women (.) from the rigid shackles of orthodoxy. (1) that is why? (.) women were encouraged (.) to **give up** wearing the veil? (.) a symbol of religious and patriar<3>chal oppress</3>ion. (.)

VOICE PRpan1: 13

37 S6: w- went in coalition with the er conservative (.) er that were in control? and they had to make a deal. (.) in their fight against the islamist which is a third party? hh er the the only er one that they should er or they could hh was an exchange of the law for the education? (.) that the socialist wanted (.) they have to **give up** the family law (.) that nobody really defend? (.) and so that (.) the conservative family law that exist in the north was the one to take in er to take control in the er united (.) country. so both dreams (.) are goodbye? (.) and then (.) for the first time (.) the yemeni women discri- er discovered? hh that they have to fight (.) for: their rights? all together because now they are (.) in a country that is united (.) uniting? (.) problems. (.) uniting (.) difficulties. uniting (.) challenges. (.) HOW can they unite (.) solutions. (.) that was the thing that they are still working in it. in the beginning till nineteen ninety-four they couldn't really (.) dis(prove) dictatorship from the two: countries (.) where they get together they couldn't (ru:le) er the thing in a democratic way so they had to make a war. (.) and then one of them went out? (.) and then from er nineteen ninety-four until now? (.) we er have been as er when i say WE (.) cos i <fast> i don't think i represent everybody </fast> er <fast><5> to have the right to say WE but</5></fast>

VOICE PRpan1: 37

8 S3: <soft> thanks a lot </soft> i'm very glad and welcome er: to (.) be here with you and to have the possibility of presenting you the [org1] and also our strategy (.) and i appreciate VERY much that [S4] also (.) joins er these these events er (.) he's an erm very (.) er long-experienced expert er in everything (dealing) with stock exchanges and <un> x </un> (last) <un> xx </un> to (.) express (upon) <un> xx </un> thing (.) i DO not mention here. (.) well to START i w- i: (.) i would like to <un> x </un> the agenda i'm: will NOT just tell you something about the [place1] stock exchange because hh i think what's really (.) extremely interesting for us is (.) to see more or less a broader erm a PERSPECTIVE of what the [org1] in alliance with other (.) countries CAN achieve in the future. (1) er to start with? er: i'm CONVINCED that er the (.) er REGION <soft> that the </soft> (.) <L1ger>region europa mitte {region europa middle} </L1ger> as we DO say in austria (.) has enormous er growth potential for us all. (.) it's extremely important to develop this coun- er countries (.) hh and to have strong local exchanges there. (.) our idea is NOT (.) to **give up** the exchanges our idea is er (.) having all these exchanges linked and using synergies (.) to make the most out of it. hh (.) so erm local exchanges for us (.) erm NEED to attract foreign investors? (.) so that er the economy is more or less stimulated (.) and that there er: is more potential then of an investments (.) within the country. (1) what is also very important is (.) the substantial income (.) quotes and sources from financial services within (.) these countries. (1) hh WHENEVER you (.) go international (.) WE tell our companies that are list that you NEED to be very strong in your home market so? hh (.) coming to the austrian (.) capital market? hh what WE stand for is that we want to benefit er (.) within our (.) country to strengthen (.) the economy and to (.) create MORE jobs within our country? (.) and so of course to (boot) (.) er this er potential hh and to attract new business. (.) within austria. (5) {S3 waits for the next slide of the presentation to appear and then turns to the person operating the powerpoint presentation} ple- (.) please go to the next slide? (2) erm (.) the TOPIC today is er what would have (.) er what would you have achieved er with er investing in the austrian market for example. (.) here you can see that in the LAST few years er the: ca- erm (.) MARKET capitalization (.) in austria (.) had really a steady growth. hh we er:m (.) ESTIMATE that until two thousand and seven we want to achieve seventy-five billion er euros? (.) er with our market's capitalization. and achieving this we REALLY can say hh that we DO have a strong position (.) in the stock exchange e:r environment. of course hh we can't compare (.) compare with er [org5] or [org6] but hh you always have to compare THOSE things that are really comparable. and not (.) things that are NOT comparable because hh we: er in austria have er (.) small and <pvc> midcap-sized </pvc> companies (.) that ARE not comparable for example (.) to companies listed at e:r [org5] . (.) for example so hh we rea- really have to hh er stick to the figures we DO have and that are realistic (.) for our

future. (2) you can see er on the next slide the top performer <spel> a t x </spel> (.) we really outperformed er (.) the most important indices? hh we DON'T want to stick just er to comparing er this figure of (.) how erm the <spel> a t x </spel> for example performed? hh for us the <spel> a t x </spel> prime is extremely important. (.) why? because THERE we do have er (.) the: most er:m er: (.) yes COMMITTED companies listed there hh they commit themselves er to sign erm (.) private contracts hh to have e:r specific (.) quality and transparency hh (.) transparency <pvc> criterias {criteria} </pvc> fulfilled and (.) THIS was also due to the fact (.) that er <spel> a t x </spel> in er (.) in in sum more or less er had this (.) development. (1) the next slide imitates er what is possible (.) in the markets er in regard to the capitalization hh we estimate that in AVERAGE in the next few years we will have (.) about two to three (.) billion (.) new capital (.) in the market. hh and THIS er is more or less divided in proportion (.) of privatization of course there will be some activities that are (.) still not done? hh then of course er secondary public offerings? (.) and (er) capital increases is an instrument (.) our companies really love to use. (.) whenever they expand o:r they: make an acquisition (.) they e:r FINANCE er their activities (.) through capital increases. and that's very important for us so (.) their market capitalization will not (.) because of just PRICE (.) increases (.) it grew also because of having NEW (.) capital (put) in the market and that is very important (.) for the whole economy. (2) another interesting aspect is the turnover a:nd (.) please come all to the next slide? the turnover (.) could (.) have been achieved er because of the fact that we got MORE international members in the market and that (.) is (still) a factor that is also extremely important for all the other er countries we are talking er with to make an alliance? (.) because you NEED a international investor (.) in your market <2> that </2> you can be successful. it's not good to have a closed market (.)

VOICE PRpan294: 8

- 20 S8: oh i think that er (.) unilateral <pvc> euroization </pvc> is something that er (.) should be sort of (.) in (a) context of er of (a high) currency substitution (.) in the first place. (.) e:r (.) for the countries that HAVE a high currency substitution (.) e:r it might be (.) wise to try to adopt the euro (.) EARLY maybe even unilaterally even we in [place14] (.) er had that option on the table some three or four years ago (.) er we **gave it UP** (.) not least because of (.) the lack of enthusiasm on the (.) part of the european partners (.) e:r but ALSO because our (.) current policy served us so well that we didn't feel (.) URGED to change (them) er necessarily. (.) e:r at the moment e:r i can really really see er (.) two: two possibilities or or two drivers of the (.) unilateral <pvc> euroization </pvc> (.) er ONE is to look at er the countries which are er still far away from the accession process? (.) and can think about that because (.) as close as you GET to the european (.) er union er e:r least chances you'll have of (.) of adopting such a strategy because (.) er it still takes (two to ten) <un> x </un> when you get (.) close to the to the er european institutions (.) e:r and in that sense i can only think of the south-east europe(an) <soft> countries </soft> (.) e:r which have not STARTED the accession process (yet) and which all HAVE very high currency substitutions (1) e:r but (.) in the end i think they would still have to consult with er (.) commission and the (.) <spel> e c b </spel> (.) er the OTHER countries are obviously <spel> (c i s) </spel> countries (1) <spel> (c i s) </spel> are also countries which (.) very hi- MANY of them have have (.) VERY high prices <un> xx </un> (higher) inflation for example (.) e:r <spel> e c b </spel> and commission adopted a: negative stance for such an id- IDEA (.) er (it has been) clearly said er also in vienna by <un> xxx </un> er er er (.) er two months ago er <un> xxx x x x </un> but er if that idea comes from a country which is NOT (.) a potential member of (.) of the <spel> e u </spel> (.) it will be interesting to see what the reaction of the (.) european institutions in THAT case would be (.) er i can TELL it but er obviously that will look more like er er er a <un> x </un> approach (.) when er latin american countries proposed something like THAT (.) you can (.) have a more benign (.) er view of it because it's not er country that will accede to your (.) er institutions. (.) so we'll SEE if something like that happens in the (.) er in the future. (.) er <loud> the other way </loud> of er thinking about <pvc> (ulateral) </pvc> <pvc> euroization </pvc> which is not er er something that i think er will practically happen is (.) that you might think that er actually in the <un> xx </un> waiting room it might hurt MORE (.) than getting (.) to the dentist (your)self and that the <spel> e r m </spel> TWO carries so many risks (.) er which we did not discuss here but we can (.) later on i (know) <un> xx </un> (dwell) into the risk that the <spel> e r m </spel> two can (.) carry a:nd that it er it is er to to skip the (.) waiting room (.) er altogether er of course that's er something that will not happen because (.) (then we're there) too CLOSE (.) to the dentist room so they can't (.) they HAVE to wait in the waiting room (.) and the way it's gonna look (.) like in the waiting room (.) is something that we have to see (.) obviously [place14] has the luxury of er (.) being in er (.) second wave (.) e:r s- third wave er so we'll see what happens to the OTHERS (.) er <4> in the <spel> e r m </spel> two </4> (.)

VOICE PBpan25: 20

- 1025 S4: and by the end of it i just said i **gave up**. i i
VOICE EDint330: 1025

- 90 S3: = i i'm **giving up**
VOICE LEcon547: 90

- 18 S7: (well) that was one of the question whether that's (the) case of too much and too soon (.) and whether there are a- any alternatives. (.) i think there has been many er numerous studies done (.) whether the (.) countries especially small <un> x </un> econom(ies) (.) the TRADING with the (.) erm (.) european union (.) and not having (.) common currency (.) er whether that is (.) advisable (.) whether that's sustainable in the LONG run (.) and i think all of these studies have proven (.) if you're trading with the (.) er the european union (and er) the trade is approximately eighty seventy-five per cent (.) erm (.) the benefit is definitely <pvc> (outrating) </pvc> the cost(s) (.) of of joining (.) and especially especially in er case of the baltic countries (.) wher:e it's (really seen) that (.) we are (.) already (by pegging) the currency to the euro (.) have **given up** all the instruments (that) the (.) normal central banks (.) (will) have (.) and erm (1) i think we are aiming for the benefits (.) associated with er lower costs of transactions with er lower interest rates with er bigger markets and er (.) deeper markets (1) <smacks lips> and er it was interesting to s- to

hear (.) from mister [S6/last] that (.) er the the countries will not be penali(zed) <fast> but i think </fast> many many e:r entrepreneurs investors (.) already expecting that er these countries sooner or later WILL be in the eurozone (.) and er if something goes WRONG (.) it's i think it's (.) will be difficult for me to IMAGINE that (.) er that i think (already the ratings are collected the) the joining to the <spel> m u </spel> is already (prized) into that (.) and if there's some of these countries (would) would for some REASON would not be ABLE to join in er (.) the european union the monetary union in the dates which have they have er erm (1) SET UP i think there (.) WILL be some reflection (in a way in) in one way or another and i think (comparison with) er denmark which is (.) fifty year democracy fifty year market economy and then <spel> (e r) </spel> er <spel> e r m </spel> two country (.) er i think er difficult to compare with some of the OTHER (.) country which are now erm (.) striving to be (.) er <spel> m u </spel> members. (.) so therefore i think (.) there is no other alternative (.) BUT to join (.) er <spel> m u </spel> <spel> m u </spel> sooner than later (.) as coming back to the: real versus nominal convergence (.) i i think that for some of the countries (.) er:m (.) if we DO know what is the (.) real convergence and what it (.) does LOOK like (.) then to achieve that this probably takes twenty thirty years (.) erm (.) this means that we have to (1) erm (.) wait for twenty thirty years to join (.) er <spel> m u </spel> i think i- it is not feasible (.) but the the real conver- er the NOMINAL convergence definitely helps us to go (.) to the direction of e:r real convergence. (.) so (.) and the last point er speaking about the (.) loss of the (1) real influence of the central bank which have (.) pegged their currency now to the euro (.) i think the last thing what we saw in [place10] (.) erm after the me- january first when we (.) pegged to the euro (.) the interest rates IMMEDIATELY erm i wouldn't say collapsed but (.) emerged towards the euro (.) and erm it is i think (for the) (.) currently (.) (for the) [place10] economy which is: (the) fastest growing economy in central and eastern europe (1) erm (1) approximately point three eight point five per cent (.) i think it's it is erm (1) very very difficult to conduct er (.) erm independent monetary policy (.) by NOT having the basic the central bank's instruments to (.) er:m influence that so (.) everything depends on <spel> e c b's </spel> rates and therefore (.) i think it's makes sense to (.) quicker move there in (.) and at least to be behind the table and trying to influence (if they) make DECISIONS rather than just er be a (.) er decision TAKER (1)

VOICE PBpan25: 18

273 S5: (a:nd) (1) @ they probably **given up** @@ <@> t- (.) to improve the accent </@>
VOICE PRcon599: 273

Phrasal verb: look forward to

87 S9: i have a very quick question er to to the turkish gentleman <un> xx </un> we **look forward to** the power of turkey being (.) helping <un> xx </un> the <spel> e u </spel> but no one seems to mention any more (.) anything about the military within turkey? (.) could you just make a couple of comments on that?

VOICE PBpan10: 87

158 S1: but erm (1) i **look forward to** the <5> meeting in </5> [place4] (2)
VOICE POcon543: 158

274 S7: but i **look forward to** see the details because (2) the balance between the government and the universities in the in the slovenian system (3) {parallel conversations in the background (3)}
VOICE POcon549: 274

78 S2: well i **look forward to** that then so i just come (.) and (2) improvise on the occasion good (.)
VOICE POMtg541: 78

3 S1: <1> e:r wel</1> come to this e:r (.) press conference we (1) have er er <clears throat> just concluded the <spel> e u </spel> troika meeting with er serbian prime minister (.) hh (1) e:r mister [S2/last] (.) e:r and er which is part of our (.) er <spel> e u </spel> stepped-up t- er engagement with er (.) serbia. hh i: (.) think we had a very good (.) and fruitful discussion (.) on serbia's cooperation with the international criminal tribunal for the former (.) yugoslavia (.) hh er and the <spel> e u's </spel> relations e:r (1) more broadly with serbia. hh er (.) serbia presented its action plan on cooperation with er icty e:r for us today hh e:r <clears throat> (.) and er the plan contains a clear commitment e:r to full cooperation (.) with the hague war crimes tribunal (.) including the arrest and transfer (.) of ratko mladic. hhh (.) er we also (.) welcome er the (.) serbians' (.) government's decision to appoint an overall (.) coordinator (.) for the action plan (.) and a head of <pvc>operatizations {operations} </pvc> for conducting the search arrest and transfer of the fugitives to (.) the hague. hh and of course serbia will need to work out detailed operational plans in close cooperation with the icty. hh from our part er we could er er (1) note that the action plan (.) provides a very good basis fo:r (.) er our further work (.) and cooperation. obviously (.) the plan is still to be de- (.) developed further hh (.) e:r and (a but) effective implementation of the action plan (.) e:r can (.) and must begin (.) immediately. we will certainly follow closely (.) the implementation of the plan in coordination with the (.) icty. (.) hh this is now opening the way (.) for er er (1) the full cooperation with icty (.) that the (.) negotiations for (.) and a stabilization and association agreement er (.) e:r that we started with serbia can be resumed (.) and er thus e:r er (.) facilitates (.) serbia's er hh er way towards the (.) european (.) union. (.) hh the discussion on <spel> e u </spel> serbia relations er (.) underlined from all er of our side er from the european union hh are commitment (1) to: keeping open (.) the european perspective (.) fo:r serbia. (1) we stress the importance of serbia (.) for us (.) as a partner (.) <slow> and our </slow> (.) willingness er to cooperate with serbia (.) in facilitating its er (.) way towards erm a europe. (.) this includes e:r items which we will (.) negotiate on er such as visa facilitation (.) establishment of regional free trade area (.) financial support (er) serbia (.) such as instruments for <pvc> pre-accession </pvc> (.) e:r and other items. (.) and (.) we **look forward to** continuing the (.) enhanced dialogue that e:r we have today started with serbia (.) to support it on its er european course hh and e:r er the (.) as a

concrete measure(.) we as the presidency are ready to proceed quickly with visa facilitation(.) and readmission(.) e:r negotiations. (.) hh (1) thank you. (5)

VOICE POPrc465: 3

- 2 S2: thank you(.) er i know you have been following discussion earlier(.) in the plenary(.) of the european parliament therefore you are well informed about today's news (1) but i'm glad to be able to inform you PERSONALLY about our decision and together with er(.) commissioner [S3/last] to answer your questions. (1) during the last few months bulgaria and romania demonstrated their readiness for european union accession. (1) the european commission consequently(.) today recommended THEIR accession on the first january two thousand seven. (1) i: congratulate the people(.) and the leaders of bulgaria(.) and romania(.) for this HISTORIC achievement. (1) they have a good reason today(.) to commemorate. (1) our OBJECTIVE assessment(.) deMONstrates that the accession of these two countries(.) as scheduled (1) with accompanying measures(.) that we propose(.) can now complete(.) this(.) FIFTH enlargement of the european union. (1) this enlargement? (.) which started in two thousand four with the accession of TEN new member states (1) has (consolidated) peace(.) and brought(.) more PROSPERITY in europe. (1) its conclusion now on the first january two thousand seven(.) IS the right decision for bulgaria and romania(.) it is also the right decision(.) for europe(.) as a whole. (1) as you know last may? we identified a number of shortcomings(.) in bulgaria's and romania's preparation for european membership(.) i'm glad to see(.) that in the last months(.) MOST of those shortcomings HAVE been addressed. (1) our report is very clear about the progress that has been achieved? (.) at the same time we are also very OPEN(.) about(.) what still(.) has to be done. (.) we are WELL AWARE(.) of our responsibility to safeguard the european union's legal order? (.) and we HAVE sufficient remedies at our disposal to ensure the protection of the interests of the european union(.) and its citizens. (1) we have defined a number of measures to accompany the accession of(.) those two countries(.) commissioner [S3/last] will(.) explain those more in deTAIL. (1) we ARE at the same time(.) well aware that(.) enlargement raises certain concerns among(.) european union citizens(.) and we take the- those concerns very seriously. (.) but it is PRECISELY because we do so? that we can say in very good faith(.) bulgaria's(.) AND romania's accession to the european union (1) IS an historic achievement it makes our union(.) safer(.) and stronger. (1) i still remember well (1) the doomsday scenarios(.) that preceded the two thousand four enlargement. (.) today we know that the casandras(.) were proven wrong(.) on the contrary(.) this enlargement has been VERY positive for the european union. (.) it has confirmed (1) that enlarging the union IF(.) well managed(.) produces a win-win situation. (.) well what i will do in the few moments that er have been allotted to me is to BEGIN the discussion(.) to launch the discussion by talking a little GENERALLY(.) about the question of islam and modernity. and then i shall try to situate(.) the question of women's rights WITHIN that encounter between islam and modernity hh erm and this i THINK will erm provide a framework and an overview within which some of the other er discussions will erm will find their place as well. (1) now <fast> the question of islam and modernity </fast> is of course a er very COMPLEX one erm and it has also been a very contentious one. erm especially in recent decades especially during the last er twenty twenty-five years. (.) hh and people who APPROACH this question of islam and modernity(.) have come from very different perspectives and they hold(.) er SHARPLY divergent views. (.) SOME argue that islam is absolutely incompATible with mo- modernity. (.) e:rm and er absolutely incompatible with human rights with women's rights and with democracy. (.) now this is a view by the way that er happens to be shared by both orientalist in edward said's sense(.) AND by islamists. (.) er in this view er modernity and modernization are regarded as(.) the same as westernization(.) a:nd of course the world of islam neither needs nor WANTS(.) to be modern- er to be westernized. (1) and ESPECIALLY according to this view if secularism and secularization is regarded a:s (.) er an essential component of er modernization then this is impossible in islam. so this is ONE. a very erm strong position(.) on the relationship between islam and modernity that the two are incompatible. (1) erm others argue that there is in fact NO contradiction whatsoever. (.) between islam and erm modernity? and that IF the islamic world has had SOME difficulties in its ENCOUNTER with modernity(.) well this is because of certain IDENTIFIABLE erm factors and forces. both internal and external. (.) that have made this erm transition to and through modernity and this relationship with modernity and modernization hh a very tense and (vexed) one. (.) <soft> right? </soft> (1) hh now ANOTHER perspective which is a more sociological one is that ALL societies(.) are part of a global system? a global capitalist system we might call it(.) that exerts its own pressures and influences(.) among which a:re(.) those processes broadly known as(.) modernization(.) or development(.) or these days we use the term GLOBALIZATION. (2) erm(.) the idea HERE of course with this more historical sociological perspective(.) is that the transition to and through modernity(.) is NOT an easy one and has never BEEN an easy one. (.) it was for

VOICE POPrc558: 2

- 8 S3: thank you very much er [S2] and erm(.) er my thanks also to the bruno kreisky er forum(.) [S1/last] a:nd to all of YOU for erm(.) coming here tonight. erm i really er(.) e:r am very HAPPY to be back in vienna back at this forum and i **look forward to** your(.) er comments and questions and discussion afterwards. (.) well what i will do in the few moments that er have been allotted to me is to erm to BEGIN the discussion(.) to launch the discussion by talking a little GENERALLY(.) about the question of islam and modernity. and then i shall try to situate(.) the question of women's rights WITHIN that encounter between islam and modernity hh erm and this i THINK will erm provide a framework and an overview within which some of the other er discussions will erm will find their place as well. (1) now <fast> the question of islam and modernity </fast> is of course a er very COMPLEX one erm and it has also been a very contentious one. erm especially in recent decades especially during the last er twenty twenty-five years. (.) hh and people who APPROACH this question of islam and modernity(.) have come from very different perspectives and they hold(.) er SHARPLY divergent views. (.) SOME argue that islam is absolutely incompATible with mo- modernity. (.) e:rm and er absolutely incompatible with human rights with women's rights and with democracy. (.) now this is a view by the way that er happens to be shared by both orientalist in edward said's sense(.) AND by islamists. (.) er in this view er modernity and modernization are regarded as(.) the same as westernization(.) a:nd of course the world of islam neither needs nor WANTS(.) to be modern- er to be westernized. (1) and ESPECIALLY according to this view if secularism and secularization is regarded a:s (.) er an essential component of er modernization then this is impossible in islam. so this is ONE. a very erm strong position(.) on the relationship between islam and modernity that the two are incompatible. (1) erm others argue that there is in fact NO contradiction whatsoever. (.) between islam and erm modernity? and that IF the islamic world has had SOME difficulties in its ENCOUNTER with modernity(.) well this is because of certain IDENTIFIABLE erm factors and forces. both internal and external. (.) that have made this erm transition to and through modernity and this relationship with modernity and modernization hh a very tense and (vexed) one. (.) <soft> right? </soft> (1) hh now ANOTHER perspective which is a more sociological one is that ALL societies(.) are part of a global system? a global capitalist system we might call it(.) that exerts its own pressures and influences(.) among which a:re(.) those processes broadly known as(.) modernization(.) or development(.) or these days we use the term GLOBALIZATION. (2) erm(.) the idea HERE of course with this more historical sociological perspective(.) is that the transition to and through modernity(.) is NOT an easy one and has never BEEN an easy one. (.) it was for

example VERY complicated in the christian world and in fact rather VIOLENT . (.) erm in the er the christian world IN europe and north america. (.) when we bear THIS in mind (.) islam's DIFFICULT encounter with modernity (.) in what we call the long twentieth century and into the twenty-first century hh erm is in fact NOT UNIQUE . (.) it is an inevitable process of social change and is in fact not sui generis. (1) now the at heart of this difficult relationship between islam and modernity (.) lies the question of women's rights. (.) and er here again (.) we find sharply divergent views. (.) erm and these divergent views are held by (.) people WITHIN the islamic world within er muslim societies. (1) now in ONE view (.) islam is (.) incompatible with women's rights. (.) it is UTTERLY oppressive (.) and it subjugates women. (.) so this is ONE view that actually IS held BY some people living within the (.) muslim world. (.) er (starched) secularists and people who have had very DIFFICULT (.) experiences with islamist rule would have (.) and hold this position. (1) erm ANOTHER position erm in terms of the relationship between islam and erm and women's rights hh is that islam is incompatible with (.) WESTERN feminism? (.) because western feminism is secular (.) and erm (.) er inappropriate in an islamic context?

VOICE PRpan1: 8

317 S9: also **look forward**
VOICE POcon549: 317

189 S4: then then holidays (.) <7> that's that's what we're **looking forward to** </7>
VOICE EDint604: 189

199 S3: still far away (.) just **looking forward to** <3> summer </3> not <4> to </4> holiday
VOICE EDint604: 199

15 S3: i didn't even tell him like e:r she's e:r (.) **looking forward to** it <4> or anything </4>
VOICE LEcon548: 15

31 S4: she was **looking FORWARD to** it <soft> you know </soft>
VOICE LEcon548: 31

1493 S4: (i'm) really **looking forward to** saturday i'm just going to sleep till <fast> eleven o'clock </fast> or something(2)
VOICE LEcon560: 1493

1499 S5: i'm already **looking forward to** that as <6> well @@ </6> @@
VOICE LEcon560: 1499

2777 S5: <3> e:r </3> i'm really **looking forward to**
VOICE LEcon560: 2777

493 S1: yeah jus:t say you're **looking forwa:rd** and tell me whe:n and all the rest.
VOICE LEcon566: 493

151 S2: yes th- i think <3> they </3> they they are {someone starts pouring water into a glass} **looking forward to** (.)
VOICE PBcon594: 151

177 S2: so er i visited my son in greece and erm i spent a week with him so he said <slow> it's the time you go home </slow><7><@> i want to feel free </@> @@ and </7><1> he's **looking forward** for his father </1> to come because he knows <2> they </2> will go to have <3> fun </3> be <4> there </4> and i come to give him ideas how to (.)
VOICE PBcon594: 177

106 S8: municipal bond market which is something that never existed in poland hh is JUST coming to be- (.) to beCOME a factor (.) er the legislation for bonds is very erm (1) er SUPPORTIVE (.) but has never been used because there is an access liquidity in some other places (.) LARGE banks are liquid (.) corporations are liquid (.) and so far it has been CHEAPER (.) for corporations to fund themselves by equity and byDEBT (.) so there is a question of you know where where the banks go with their ASSETS (.) er so two things. municipalities will HAVE to fund themselves there is a number of large projects (.) the current c- e:r legal structure and political structure hh of polish municipalities er is GEARED towards support and yourself support? (.) and therefore they will have to fund themselves in those projects? (.) er secondly they also will be receiving (1) additional funding in the form of subsidies (.) or refund subsidies from the <spel>e u </spel> (.) so there is a great motivation (.) for the initial funding to start for the project to be funded and then later with the <spel>e u </spel> money to cover them. (.) so there is going to be a lot of er i think er (.) INNOVATION in the way that the municipalities are going to fund themself. (.) and LAST but not LEAST (.) so far also one area that wasn't mentioned here is mortgage er (.) market. the polish mortgage market is fairly large (.) and very ROBUST . (.) er we have about what eight billion dollars (.) right now of outstanding (.) RESIDENTIAL mortgages. (2) NOT withstanding some sort of legal problems (.) or regulatory problems with er asset transfers et cetera (.) er we do see a tremendous possibility (.) for asset <pvc> liquification </pvc> over the next few years (.) as far as mortgages are concerned (.) er temporarily there is a HOPE because er the banks who have largest mortgage portfolio are the (four) largest banks (.) hold about eighty per cent of the market (.) are themselves still too liquid (.) to actually look at it as an out- er you know er outcome for er (.) for the liquid- LIQUIDITY problems (.) but they are going to have (.) ma- er asset asset liability management problems which need to be addressed (.) and that will be the driving force for asset (.) er asset <un> x </un>ation and mortgage-backed <pvc> securitization </pvc> over the next two years? (.) and thanks to the effort of er [S3] [S3/last]

and er (.) some of pioneers in the market? we have passed a<pvc> (securitization) </pvc> law in poland last year (.) and that law is yet to be (.) bearing fruits in form of (.) actual securities so (.) that's what we're **looking forward to**. (.)

VOICE PBpan28: 106

720 S1: = but i'm **looking forward to** the meeting with the <6> full </6> (.)

VOICE POcon543: 720

344 S1: no i'm i'm (pretty) **looking forward to** your reports tomorrow (.) er because i'm sure you will give tremendous input (.) er to those present and i'm very happy this was a feeling i had after the first <un> x xx </un> (that) what makes me think (.) that we are really gett- we are really getting SOMEwhere

VOICE POMtg315: 344

44 S2: icty and e:r hh <spel> e u </spel> it is e:r it would be: (1) that e:r {parallel conversation starts} <pvc>completion {completion} </pvc> of the cooperation would be more efficient hh but {parallel conversation ends} (.) i will add to this that up till now er serbia has demonstrated political will. hh to complete this cooperation with the icty and that er the very fact that e:r hh in less than one year there were er sixteen<pvc> inDICtees </pvc> that were transferred to the hague is something that PROVES (.) hh that serbia hh e:r is er (.) willing and **looking forward to**: full cooperation that is er (.) beyond any doubt hh {parallel conversation starts} er the remaining cases including the: case of mladic er (.) hh should not (.) by any case {parallel conversation ends} e:r hh er (.) CHANGE (.) that picture and that there would be no reason for serbia to hh e:r <clears throat> act e:r differently in: mladic's case and the case of the: remaining (.)<pvc> inDICtees </pvc> than it had done hh in these previous cases and that's something that really hh is the best prove i THINK that er (.) our (.) hh cooperation with (.) THIS plan hh and with e:r further operational plans er will be hh er more efficient and will lead us FIRST of all to the (.) hh full cooperation with the icty and then e:rm e:r of course e:r sooner or later hh e:r <clears throat> continuation of e:r negotiation for <spel> s a a.</spel> (2)

VOICE POprc465: 44

14 S6: hi er my name is [S6] e:r i am a (policy) office:r at the [org1]- [org1] responsible for employment social inclusion (.) and er also equality and human rights and e:r (1) actually i am: very happy to to er to see that er we have such a good seminar and er and i'm **looking forward to** er (.) listen to all your (.) discussions and also to the contributions you've been making.<1> THANKS </1> for being here. (1)

VOICE POWsd257: 14

314 S1: of course (.) <1> and you're </1> **looking forward to** the conference (3)

VOICE PRint30: 314

630 S1: <1> because </1> then they are **looking forward** again <2> when </2> you come again yeah

VOICE PRint597: 630

1 S1: it is a PLEASURE to welcome you on behalf of the bruno kreisky forum for international dialogue (1) i'm very grateful to the vienna institute for development cooperation? (.) the initiator of the program (.) women in islam? (.) which is part of the festival (.) salam islam? (1) approached they approached us to participate as in (.) as a co- <pvc> co-organizer. </pvc> (.) and i appreciate very much (.) that we have such an outstanding panel here tonight. (.) i am thankful to [S2] [S2/last] (1) that she serves as a moderator (.) of the discussion. she's palestinian? (.) educationalist? (.) and book author? (.) and will introduce to you the panellists afterwards. (.) allow me to mention that [S3] [S3/last] is a member of our core group (.) who prepared the vienna conference (.) peace and change in the <pvc> euro-mediterranean </pvc> (.) women taking action. (1) which took place in in this room (.) in october two thousand? (.) the aim of the conference was to provide a platform (.) from which gender and feminist perspectives on conflicts (.) and conflicts resolution (.) can be channelled into the <pvc> euro-mediterranean </pvc> partnership. (.) in particular and peace building in general. (1) in april this year the kreisky forum cooperated hh with the house of world culture in berlin (.) in a program women's movement and civil society (.) in the arab world. (1) i'm glad to see (.) [S6] [S6/last] (.) here from yemen? she she participated in this conference? (.) which was part of the project DISorientation. (.) and one of the panels was on secular and islamic feminism (.) challenging forms of female activism. (1) if you are interested we have summaries of both (.) the vienna and the berlin conference? (.) and can provide you with this. (.) of course i do not want to discriminate (.) the others (.) [S4] [S4/last] and [S5] [S5/last] (.) and extend a warm welcome to them as well (.) and to [first name1] [last name1] . (.) our topic tonight is women in the islamic world (.) on the path to modernity. (.) of course we can only give a limited (.) insight in a very complex issue (.) our aim in this meetings is to give women from the (.) islamic world a floor (.) and to build bridges to a european public (.) for a better understanding to a-overcome stereotyped (.) images. (.) to correct wrong <un> xx </un> {background noise} images. (1) at the berlin conference we had a very interesting debate (.) about the struggle for an active public role (.) and public access. (.) the increasing use and implementation of new (.) technologies (.) especially the satellite<spel> t v </spel> (.) and internet technologies (.) give women access to information and COMMUNICATION (.) which they didn't have before (.) and which according to some of the speakers (.) changed their lives tremendously. (.) there are already many women working in media organizations promoting (.) different images of women? (.) which has an impact on their societies. (.) the struggle for the public sphere (.) is CENTRAL to the emancipation process for women? (.) and opens (.) new freedom spaces. (.) the NEW information technology (.) is one of the main creators of spaces of freedom. (.) on the one hand women as users of high-tech (.) have the chance to learn more through a network of information (.) on the OTHER hand (.) they have the chance to communicate (.) with the other sex without society's observant eye and control. (1) so we are here tonight to learn from YOU (.) again a warm welcome? (.) i: wish you a fruitful discussion and we are **looking forward to** an interesting debate. thank you. (1)

VOICE PRpan1: 1

Phrasal verb: bring up

2332 S2: in e:r(.) well bringing it(.) **bring it up** to your customers in in a good decent way or <8> whatever </8> all those things (.)

VOICE PBmtg300: 2332

991 S6: <3> because you </3> know in in in the(.) we have in in in austria or germany we have the campaign (.) {parallel conversation between S4 and S5 ends} that you should not look aWAY . you know the slogan is don't look away. so if see <4> something </4> **bring it up** <5> and </5> (.)

VOICE PBmtg462: 991

632 S2: now obviously when you've done your post-it (2) people won't be able to READ it. so if you **bring it up** and just say (.) you <2> know </2> (.)

VOICE POMtg447: 632

836 S1: (but) we have to look a- look at it as <slow> if: a culture </slow> (and) (1) the BEHAVIOR of people in a culture (.) would be something like a normal distribution hh and you'd HAVE (.) i don't know (1) he- here{S1 points at the middle of the normal distribution curve} you'd have ONE (.) one ASPECT of a culture hh and (.) you would HAVE (.) i don't know a ma- a maJORITY of people (.) behaving (.) in a certain way? but you'd have other people who DON'T behave in this way so if this is (1) austria and we take (.) i don't know(.) let's take TIME (.) orientation towards TIME and we say we have i don't know a meeting at twelve o'clock (1) then a majority of austria would be there at twelve o'clock (.) hh (.) <soft><@> more or less</@></soft> hh (.) but (.) it also means there'll be SOME austria who would arrive at at quarter to twelve and there'll be some austria who'd arrive at maybe half past twelve hh (.) er and you'd have ALLdifferent kinds of individuals (.) so (.) the s:TANDARD distribution is made up of of individual people hh who have individual hh WAYS of doing things BUT the tendency (.) IS the people would arrive ON TIMEmeaning (.) at twelve o'clock sharp hh erm (.) and so whenever you talk about cultural differences you have to k- keep in mind that (.) you deal with <slow> one person (.) not THE austria </slow> hh and this one person might behave in a very different way from from the rest of the austria(s) so this is important hh and ALSO (3) the aspect of TIME will only be m- (.) mentioned or will only be experienced (.) DIFFerently by people who come from cultures hh who have a very different concept of time. hh if austria and germany are compared in terms of TIME hh (.) there won't be m- VERY very big DIFFerences because both cultures are known to be relatively punctual may- maybe germany even more so than austria but in hh i- in reality you wouldn't find BIG differences so hh <7> f- </7> austria and germany would not **bring up** the concept of TIME as something that's very different between the two cultures hh if you talk to people from hh (.)

VOICE EDsed31: 836

2396 S2: but i i tell you on purpose it was an er (.) well a GUIDELINE average which i just explained to you now. (.) and er (1) if you look and concern this to the rates which are nowadays say in the EXISTING routes to the let's say the far east (1) it's a: well a good (.) <8> opportunity </8> to **bring up** your average of yields

VOICE PBmtg300: 2396

2443 S2: last er (.) december. and this this was (.) one of our point of discussion also and more pressurize (.) from out of europe. because we want to ADD this on our <LNfre> portefeuille {portfolio} </LNfre> from er hey look (.) this is an additional (value) which (going) add. (.) especially if you look to the average we can **bring up** (.) our average yields. (.) if you come to this port. (.) we we can (.) TRY to succeed {background noise from airplane starts} in that sce- scenario to lift up our average yields again. (1) and that's already TOUGH in nowadays to bring those in. (.)

VOICE PBmtg300: 2443

393 S7: = well that's a great that's a great thing to **bring up** him because (.) he moved on from university e:r in his late thirties to e:r the danish associations of insuran- insurance companies. (.) and from then he moved to what something called [org5] this is (.) THE great (1) company of you know er (.) the handle most of the: (1) fire station ambulances er protections of the: property <9> (and so) </9> it's a VAST cooperation (.)

VOICE POcon549: 393

86 S3: my daughter we **brought her up** e:r bilingual. (.)

VOICE EDint330: 86

600 S5: <7><un> xxx </un></7> (about that) ? (.) i think that actually it's not very (.) it's not (.) SO true to say that it's only coming from a top-down because in a way (.) the problem itself exists everywhere and that's where it went up (.) because the problem exists (.) and actually it's perhaps not the the civil society who **brought that up**? and who asked f- who asked for the youth pact but for instance at the european youth forum level we were asking for things (.) on <8> youth </8> employment and youth social inclusion on youth autonomy and actually (.)

VOICE POWsd258: 600

755 S4: cos that's the way they <4> were **brought UP** </4>

VOICE EDint330: 755

9 S4: since we're i mean we are **brought up** (.) from first first year you know (.) till till now (.) we're taught english every year so (.) it's different to other countries =

VOICE EDint604: 9

- 401 S1: <8> and the point </8> is okay (.) you the state (.) you have the right to send me to war and (.) you don't care whether i am killed or not (.) but you don't ALLOW me to: mutilate myself huh (.) this is the same thing that the viennese <pvc> actionist </pvc> **brought up** huh they said okay (.) you (.) have the MONOPOLY of violence you can (.) ANY time send me to war (.) and ask this sacrifice from me (1) but i'm NOT free to er(1) to (.) i mean if you in austria for instance if you MUTILATE yourself or (.) then you are just er imprisoned huh because it's NOT allowed to (.) kill yourself to mutilate your body (.) erm this is this goes against e:rm(.) yeah (.) it's not possible huh? (.) and he said okay {whispered parallel conversation starts} what about how does this feel i do this in public and you do it everyda:y (.) {whispered parallel conversation ends} thousands and thousand of people die (.) and how does it FEEL (.) if if er someone shoots me (.) and if you are directly confronted with something like that that was a STATEment was just an anti-vietnam statement(1) <soft> at that time mhm </soft> (1) erm (.) what do you think how did it <pvc> feeled </pvc> er how did er the pushin:g er pins into someone else's body how did that f- that feel for the person who had to do it (2)
VOICE EDsed363: 401
- 961 S4: two more (.) okay (.) but remember (that) (.) maybe s- if you (.) decide to: (.) eliminate a value it could be: **brought up** by another group. so it's:
VOICE EDwsd302: 961
- 920 S5: but that's cos i was **brought up** in English
VOICE LEcon548: 920
- 197 S1: who could be responsible for it. erm i think the (.) im- (.) the most important input from your side was (1)erm the: the safety (.) in the lab (.) ye:ah i mean this made us e:rm (2) y- yeah (.) think about it (1) erm be<@>cause </@> (.) this should be: (1) i mean this should be clear if you go into the lab that somebody gives you an introduction and (.) and so on. hh <loud> and there is also </loud> this discussion with (.)with the <spel> i t </spel> in the lab yeah (.) i mean you **brought up** a good point that it might be (1) might be good to lock the lab (.) and then only certain people have access (.) and then er we put the <spel> p cs</spel> in our normal network and not in this (.) separated network.
VOICE PBmtg280: 197
- 455 S7: <5> and then using </5> the the cultural bias that you're of course **brought up** <6> with </6> and you use even though you're hh you're using your your other language or speaking another language i mean tha-hh then sometimes that makes communication even more difficult you have the language barrier and then you have the cultural barrier
VOICE POcon543: 455
- 69 S1: <1> but it's it's </1> i- it's a point er to remember (1) and i'm sure it will be **brought up** (.) because er (.) i mean @ i mean (1) there's more consequence (1) in this process for agencies that then there are for many universi<2>tie</2>s an- <@> and </@><3> what WE're doing (in) </3>
VOICE POMtg542: 69
- 437 S1: <7> of </7> course. and from from the the the big shots (.) no? i- i- in the (.) [org1] (1) network. (.) i think that could be er interesting hh erm er er [S7] ? er t- to put down to er on (.) hh to to report back to the: (1) to the big group. (.) hh shall we go on (.) and (.) er linger a little bit on the (.) hh format er problem er (.) hh a- and the (1) the kinds no? o- of joint pro- programs. (1) er (1) er er [S11] (.) you you (.) **brought up** that er er topic the second (.) <pvc> subtopic </pvc> of this (.) question.<soft> no? so </soft> (.)
VOICE POWgd14: 437
- 661 S2: erm (1) actually i think that the good point (1) **brought up** by the labor union guy (1) was that er we really need to have some (1) education in schools (1) concerning {S1 starts writing} er (.) young people (but) rights on on the labor market {S1 stops writing} and er (1) like ALL all the things considered (er) like the the tools that are needed (.) to get a job {someone coughs} and and (.) how to behave on an interviews and and ALL (over tha-) that stuff like (.) <6> yeah </6>
VOICE POWsd372: 661
- 116 S2: and then i need to say really i think i'll try to (.) [S12] (.) one thing i wanna say (.) before they cut me off (1)okay. so this is (.) it is a good POINT right? this location issue and of the relationship <fast> of the european union. i mean it's something (i should say that) [S3] (.) bro- **brought up** and it's something (.) that i wanna deal with </fast> (1) if it's NOT east any more (.) and it's not west (.) what is it?
VOICE PRqas224: 116

Phrasal verb: turn up

- 119 S1: to **turn up** in your best case scenario and not in the worst case or in the most likely case. (1) if you have the most likely and the best case scenario as the same scenario which IS possible then you have an easy task. (.) but if it's not the case (1) please try to make recommendations that er prevent you from the worst case as well. (.) so that's your job for the next (1) er little bit over an hour you have (.) for this. with your subgroups (.) and then erm AFTER lunch you will only have to erm point out a delegate or something (.)and erm he or she has to point out very shortly to the group (1) what your worst case best case (.) and most likely scenario is? (1) <smacks lips> and what you're gonna do (.) to come (.) where you want to go (.) so what are your recommendations very shortly only ha- has to be three minutes (.) so everybody knows of the other subgroups (.) what their recommendations are. (.) so that's what you gonna do in the next hour (.)is it CLEAR (.) for everybody? (.) or are there any questions (.) left? (2)

VOICE EDwsd590: 119

214 S7: or it was taking (1) care of the the question that sort of (.) **turn up** (.)
VOICE POWgd12: 214

Phrasal verb: catch up

1369 S1: = sure not. hh (.) yeah er better than to go to frankfurt. i mean frankfurt amsterdam is really tricky. okay
we can **catch up** a little bit hh =
VOICE PBmtg300: 1369

634 S1: and er (.) i'll **catch up** <7> with you as soon as (.) as soon as possible </7>
VOICE POMtg316: 634

13 S2: hh er the first question (1) (.) erm (.) the figures you saw (.) and probably i hope you heard what they said and er maybe what i didn't er between the lines (.) hh that the largest beneficiaries (.) of all <spel> e u </spel> financing (.) including in both main (.) policies agriculture AND structural are (1) the largest (1) member states. (.) hh that ALTOGETHER (.) ten new member states from ALL funding for ALL (.) goals (.) receive only nine point five per cent of european budget (.) less than ten per cent. hh in BOTH (.) policies in the main policies (.) new member states (.) are (.) still in the phasing in (.) situation we (1) new member states still are not in FULL (.) recipient on FULL scale (.) both policies yet this will come (.) more and more (.) from two thousand seven (.) practically fully in two thousand seven for cohesion policy but relatively slower in agricultural. (1) there's a status quo hh er concrete on <spel> u k </spel> it was as we said it it was a surprising figure we didn't expect it they also didn't plan but they managed better and er (.) i- if <spel> e u </spel> er and also we di- we cannot forget that it is the (.) practically pre- last er er year of er this financial perspective FOR (.) the <spel> e u </spel> fifteen hh so (.) they need to **catch up** whatever they can in two thousand five two thousand six the six er is the last year for THEM (.) in this financial perspective hh now about er new member states' possibilities to lose hh <spel> n </spel> plus two rule will start to work only in two thousand seven january (1) for the moneys which suppose to be spent in two thousand four hh but because in two thousand four (.) er i:n (.) membership was only eight months and the amounts have been not significant and mo- mostly these amounts have been fron- <pvc> frontloaded</pvc> (.) so we do not expect er large problems here in two thousand seven but two thousand eight will be more serious year. (1) more risky year (.) for possibilities of loss (2)

VOICE POPrc557: 13

15 S2: so thank you for this opportunity to (.) share my ideas er with you (.) erm (1) (i will) maybe er direct er my: er (.) my: brief presentation will focus on two topics the first will hh (.) er briefly describe er how retail banking sectors in er the central and eastern (of) europe developed hh and the second one will focus on that er: on that IMPACT of er retail banking on living standards (.) er: specifically er in SLOVAKIA (.) where is the e:rm (1) the most of information i have about. (.) er (.) so the FIRST slide erm (.) <clears throat> (is) about the (.) the general (.) er development of BANKING sector so it is not RETAIL banking er: but banking in general (1) erm (.) we can see that er (.) if we measure development of banking secto:R (.) as a percentage of er total assets (over) <spel> g d p </spel> hh erm (1) all the countries of er central and eastern (of) europe have some way to go? (1) the share is er more than double (.) and er (.) as an AVERAGE er in er eurozone as the (.) as the most developed er country in the region which i- which is the czech republic (.) hh obviously the growth rates in er: (.) in those er (.) central eastern euro countries are much HIGHER hh (.) er so er they tend to **catch up** (.) obviously the process will <un> x <ipa> ðeɪn</ipa> </un> (.) w- w- will (.) will take (.) at least de- decade er maybe several decades (.) <clears throat> (1) and er (.) we can see that er the (.) er the main growth potential lies er inside of loans? erm (.) er there is still (.) erm large space to be filled er BOTH on the side of corporate loans hh and er on the side of er: retail loans (.) i will not go (.) too much i- into DETAIL (.) basically you know that er:m er: banking sectors in er these countries have been restructured hh and er as a result er (.) or USUALLY the restructuring was accompanied by (a foreign) branch (.) of those er: LOAN volumes simply (when done) (.) and now er the the volume o- o- against are still to add up (.) er (.) when it comes to DEPOSITS er (.) slovak or (.) er central europ- europeans in general hh tend to (.) erm take er more currency in their <un> x </un> erm compared to (.) er austrians or e:r (.) the (western) european so r- (.) THEREFORE obviously also deposits (.) as a share of er <spel> g d p </spel> are (.) a: bit LOWER compared to eurozone but er <fast> you can see that </fast> (1) those differences (1) aren't er: (.) that high as er as when it comes to (.) to loans. (2) <soft> erm </soft> (.) next slide erm (.) talk about er deposits er (1) when we compare just (.) those er four countries er we see that er (1) er HUNGARY is er (.) m- maybe a bit er surprisingly BEHIND (.) er the rest of the: of the countries (.) and er (1) what is important to know that er even though the: (.) the: (.) relative level of deposits is relatively LOW (.) it is still on decline. (.) and this is mainly er because of er developments of er new ALTERNATIVE for- (.) forms of investments? hh erm (.) these countries er:m (1) <soft> we'll </soft> (1) went through a period of relatively HIGH inflation (.) which also meant a relatively high interest rates (.) er now citizens that were used to relatively HIGH interest rates hh er face er ZERO interest rates on their CURRENT account which is a totally new situation (.) and obviously this is a big boost to asset management (or) life <pvc> (insurings) {insurances} </pvc> and (.) other alternative forms of investment so (.) er therefore (1) we can see that the: level of er deposits hh ALTHOUGH for instance er stable in nominal terms (.) is on DECLINE when it comes to er relative terms. (.) when it comes to share of er <spel> g d p </spel> (2)

VOICE PRpan294: 15

22 S2: and er (.) when you look overseas in the united states it's er (.) between er eighty (.) ninety per cent so much HIGHER shares erm (.) obviously: given the relatively LOW purchasing power of slovak or central europeans hhh and also given the er relative <pvc> non-confidence </pvc> into future hh (.) erm (1) er this

easily (.) er explains that er (.) that the share (.) that the share is still (.) so low er in slovakia (.) again it will take er decades to: to **catch up** to: to eurozone o:r er to the united states. (1) but obviously erm nobody can(1) er nobody nobody (.) can DOUBT that hh er there is great hh growth potential ESPECIALLY er in the (provision) of er credit. (3) well er (.) THEN it comes to (.) to the other part of that er presentation er: HOWdoes (.) er retail banking er impact e:r (.) impact er overall (.) er LIVING standards? (.) erm (.) in SLOVAKIAwe experience a relatively (.) strange situation when (1) er growth in er real wages er WASN'T all that high in the past four years (.) er given the government's <un> xxx </un> (packages) er (.) increases in (.) er administrat(ive) praxis and so forth? (.) er (.) but IN spite of e:r (.) of this e:r not er superb performance of er real wages (.) er we have INCREASES er both in final consumption of HOUSEHOLDS (.) which is oneCOMPONENT of <spel> g d p </spel> hh erm (.) also we had increases in er: in retail sales (.) er we had also increases i:n er (.) INVESTMENTS into asset management into: er life INsurance (.) erm (.) which is relatively (.) ha- hard to explain er (.) where this source (.) hh er came from (2) er (1) {S2 turns to the side of the room where someone is operating the slides}<soft> can we go (.) backwards?</soft>

VOICE PRpan294: 22

67 S3: <2> he's **catching up** </2> all right?<3> @@@@ </3>

VOICE EDint328: 67

CURRICULUM VITAE

Persönliche Daten

Name:	Katrin Märzinger
Geburtsdatum:	21. September 1987
Geburtsort:	Linz
Staatsangehörigkeit:	Österreich
E-Mail:	katrin.maerzinger@gmail.com

Ausbildung

September 1994 – Juli 1998	Volksschule Untergeng
September 1996 – Juli 2002	Hauptschule Gramastetten
September 2002 – Juni 2007	Bundeshandelsakademie Linz-Auhof, Ausbildungsschwerpunkt 'auhof business course' (Fremdsprachenzweig, Fokus auf Marketing)
18. Juni 2007	Matura mit Auszeichnung
seit Oktober 2007	Studium UF Deutsch / UF Englisch an der Universität Wien
22. März 2010	1. Diplomprüfung abgeschlossen
Jänner 2011 – Juni 2011	Erasmusaufenthalt am King's College, London, Schwerpunkte: DaF/DaZ und deutsche Sprachwissenschaft
Jänner 2012 – Juni 2012	Mithilfe POS Tagging von VOICE, Tagging von 'look', 'I see', 'you know', 'at all', 'more or less' und 'that'

Schwerpunkte im Studium

Österreichisches Deutsch
Fachdidaktik Deutsch und English
Deutsch als Fremd-/Zweitsprache
English as a Lingua Franca

Praxiserfahrung

seit 2007	Nachhilfelehrerin für Deutsch und Englisch
2010-2012	Kursleiterin von Sommersprachreisen inkl. Unterrichtstätigkeit für 14-18 Jährige (Malta, Großbritannien und Kalifornien, USA)