Audio 2: Integrating diagrams

Prof: **German, male**
Student: **Chinese, male**
Topic: **How to integrate diagrams into a text**

	0	1	2
Prof	I think there/ there is a block diagram	or something like that, what/	what is
Student		Yes, yes, yeah.	

	3	4
Prof	using and then DESCRIBE what happens there.	You have here
Student	Hm̀.	

	5
Prof	only, you/ you tell here the user: "Look in the figure, perhaps you can

	6	7	8
Prof	see something!"		That/ that's not a good idea.
Student	((laughs silently))	((2s))	

	10	11
Prof	You have to ehm ((1s)) to explain your figure within this	and/ and
Student	Okay.	

	12	13	14	15	16
Prof	((stutters 4s)). Yeah,		bind the user		on/ on this figure and
Student		Hm̆.		Hm̀.	

	17	18
Prof	show him what happens inside the figure. And	WHY it is in this form,
Student	Hm̀.	

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Prof	not really WHY, but	what/ what/ what is the meaning? ((2s))	That that
Student	Hm̀.		

Prof	is divided in these three parts and the meaning of the three parts and

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Prof	what happens then inside this/ this figure. You don't NEED to describe

	23 24
Prof	ALL the things, but the main intentions. What/ what's going in this
	25 26
Prof	figure. So that one can UNDERSTAND why you want to explain
Student	Hḿ?
	27 28
Prof	this. ((1s)) And as well HERE, you described: "Okay, I've some files."
	29 30 31 32 33 34
Prof	Nice files. Why do I need them? That's the
Student	Hm̀. Hm̀. ((2s)) Hm̀.
	35 36 37
Prof	question! ((2s)) I can… That/ that is something as you do it in an/ a
Student	Hm̀.
	38
Prof	laboratory that you say: "Okay, I have written four classes: The first class
Prof	has that name, the second class has that name and the third class has
	39 40 41 42
Prof	that name." Okay, that's it. I don't know what that is.
Student	((2s)) Hm̀. ((1s))
	43 44 45 46 47
Prof	((laughs, 4s)) Okay? So you need then to describe WHY one
Student	Hm̀. ((laughs, 2s)) Hm̀. Okay.
	48 49 50 51 52
Prof	needs this file, in which contents ((2s)) and what's the
Student	Hm̀. ((1s)) Hm̀.
	53
Prof	INTENTION.