

# The Leap corpus



A phonetically annotated corpus of non-native  
speech

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# The LeaP project

The LeaP corpus was collected in the LeaP (Learning Prosody in a Foreign Language) project, which was led by Ulrike Gut at the University of Bielefeld, Germany, from May 2001 to July 2003 with funding from the Northrhine Westphalian Ministry of Science, Education and Research. Project members were Morten Hunke, Annette Nick, Sarah Johanning, Katrin Johannsen, Birte Schaller, Oliver Schonefeld and Alexandra Thies.

The LeaP project was concerned with the acquisition of prosody by non-native speakers of German and English. The aims of the project included both the phonetic and phonological description of non-native prosody and the exploration of learner variables that influence the acquisition process. During the collection of the corpus data it was aimed to cover a wide range of speakers in terms of age, sex, native languages, level of competence, length of exposure to the target language, age at first exposure to the target language and non-linguistic factors such as motivation to learn the language, musicality and so forth. The age of the non-native speakers at the time of the recording ranges from 21 to 60.

Data was collected from different groups of speakers: learners before and after a period abroad, before and after a four-month prosody training course, especially advanced learners who are hardly distinguishable from native speakers, and learners with different levels of competence. A quasi-experimental study was carried out which compared a treatment group of students taking part in a theoretical and practical training course in prosody with a control group.

Four types of speech styles were recorded:

- nonsense word lists
- readings of a short story (about 2 minutes)
- retellings of the story (between 2 and 10 minutes)
- free speech in an interview situation (between 10 and 30 minutes)

The recordings were annotated manually and automatically on 8 different tiers including pitch, tones, segments, syllables, words, phrasing, parts-of speech and lemmata. The entire corpus consists of 359 annotated files and includes a total of 131 different speakers with 32 different native languages as well as 18 recordings with native speakers. The total amount of recording time is more than 12 hours.

The corpus is available in the XML-based format TASX, together with a set of automatic analysis tools. Searching the corpus is possible with the 'TASX corpus browser' and the NITE tool 'NXT Search'.

# Data

## ***Number of recordings***

The LeaP corpus of non-native speech consists of a total of 359 annotated files and includes 131 different speakers with 32 different native languages as well as 18 recordings with native speakers. The total amount of recording time is more than 12 hours. The corpus is divided into two sub-corpora since two target languages of second language learners were analysed: German and English. The German subcorpus consists of 183 annotated files, 62 different speakers (76 including the word lists) with 21 (24) different native languages. The English subcorpus consists of 176 annotated files with 50 different speakers (61 including the word lists) with 16 (17) different native languages.

## ***Learner groups***

Different learner groups were recorded for different purposes:

- native speakers of English and German in order to serve as controls
- especially advanced learners (“superlearners”), which are nearly indistinguishable from native speakers, in order to test whether perfect acquisition is possible
- learners before and after a training course in prosody in order to measure the effect of guided learning and some teaching methods
- learners before and after going abroad in order to measure the effect of unguided learning
- others in order to achieve a balance of native languages

## ***Types of speech and recording***

The LeaP corpus covers four different types of speech:

- read speech,
- prepared speech,
- free speech
- nonsense word lists

The read speech comprises three different stories. In the English subcorpus all read speech consists of a reading of a 268-word fable-like story (see appendix, story A). The German subcorpus comprises two different stories. Story B consists of words (see appendix). Story C consists of words and is a loose translation of the English story A (see appendix).

All participants were given the story prior to the recording and were to take as much time as they wanted for familiarizing themselves with it. Participants were encouraged to ask for the meaning or the pronunciation of unknown words, but only very few availed themselves of this option.

The prepared speech consists of a re-telling of those stories. In the English subcorpus, all speakers were asked to retell the story they had just read. In the German subcorpus, speakers retold either story A or story B, depending on which they had been asked to read. Retellings were made immediately after the readings.

The third type of speech obtained is free speech collected in an interview setting. Several different kinds of interviews were carried out in both subcorpora, including pre-treatment interviews and post-treatment interviews, conducted before and after the training courses and stays abroad described above. The pre-treatment interview consists of 8 questions

and questions about the participant's name, age, native language and foreign languages spoken (see Questionnaire I in the appendix). The questions were asked by an interviewer, who was also free to add further questions for clarification or other comments or remarks he or she deemed appropriate. English interviews were conducted by either a native speaker of English or a native speaker of German with an excellent command of English; interviews in German were conducted by a native speaker of German. The post-treatment interview for course participants consists of 4 questions and that for learners returning from abroad consists of 4 questions (see appendix, Questionnaires II and III), but again additional questions or comments by the interviewer were allowed should he or she deem them appropriate or necessary.

The fourth type of speech which contributes to the LeaP corpus are readings of lists of nonsense words. The English word lists consists of 30 words and the German word list of 32 words (see appendix).

About half of the recordings were made in a sound-treated room in the University of Bielefeld, the other half was made in a quiet room, using a dat recorder and a Sennheiser microphone. All recordings were digitised on a computer with 48kHz and 16 bit.

Table 1 summarizes the data in the LeaP corpus.

	English corpus	German corpus
total number of annotated recordings	176	183
number of word lists	45	57
recordings with read speech	66	69
retellings	63	72
free speech	47	42
number of different native languages*	16	21
number of different speakers*	50	62
recordings with native speakers	8	10
recordings with "superlearners"	19	33
recordings with course participants	87	100
recordings with learners going abroad	38	37
other learners	24	3

Table 1: Number of recordings in different speech styles and for different speaker groups. (\* = without word lists)

## **Meta data**

In the interviews, a large number of meta data was collected for each recording, including meta data

- about the recording: (date, place, interviewer and language of the interview)
- about the non-native speaker (age, sex, native language/s, second language/s, age at first contact with target language, type of contact, (formal vs. natural), duration and type of stays abroad, duration and type of formal lessons in prosody (if at all), prosodic knowledge)
- about motivation and attitudes (reasons for acquiring the language, motivation to integrate in the target country, attributed importance to competence in pronunciation compared to other aspects of language, interest, experience and ability in music and in acting).

# Annotation

Annotation of the LeaP corpus (except for the word lists) was carried out on eight tiers, six of which were annotated manually and two of which were added automatically. The manual annotation was carried out using ESPS/waves+ and Praat. Figure 1 illustrates the annotation process with the spectrogram (top) and wave form (middle) and the six manually annotated tiers (bottom). Not all files were annotated with all eight tiers (see appendix).

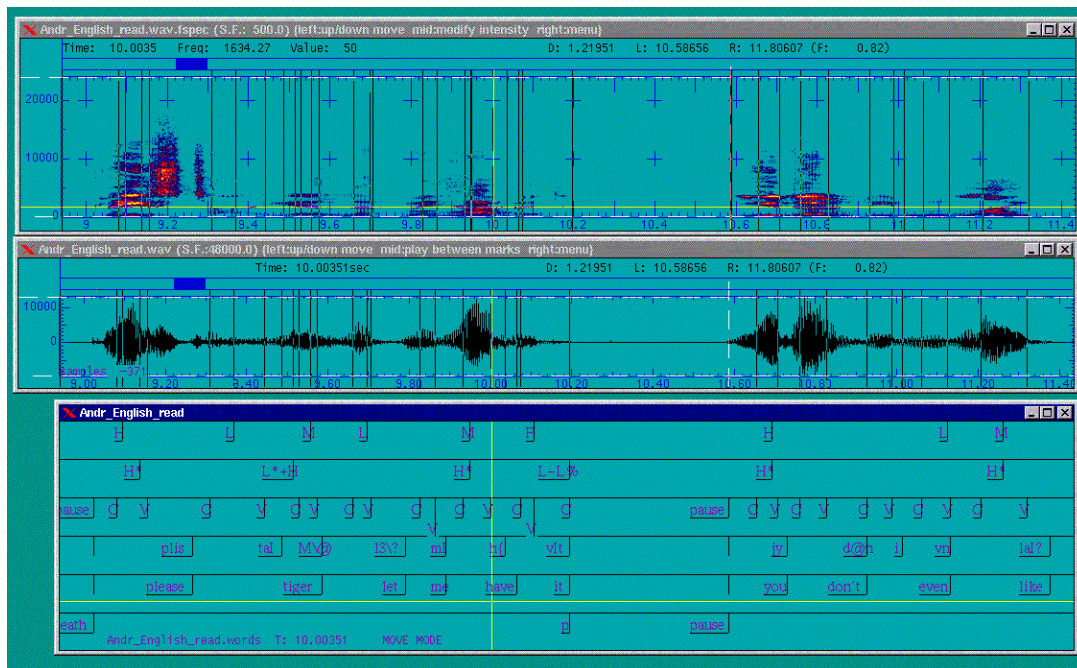


Figure 1. Manual annotation in the LeaP corpus.

From bottom to top the tiers are called phrase tier, words tier, syllable tier, segments tier, tone tier and pitch tier. On the phrase tier, a total of nine categories can be annotated:

p	intonational phrases (of the speaker)
up	interrupted phrases
pause	unfilled pause
noise	noise
breath	breath
laughter	laughter
hp	hesitation phenomena
e	elongated phoneme
int	speech by the interviewer

On the words tier, speech is transcribed orthographically, allowing no capital letters in either German or English. Transcriptions of cliticizations such as "aren't" are possible.

On the syllable tier, syllables are transcribed in SAMPA. The determination of syllable boundaries is based on auditory criteria which allow for resyllabification processes in spoken language

On the segments tier, vocalic and consonantal speech intervals and intervening pauses are transcribed with

V	vocalic interval
C	consonantal interval
Pause	pause

All vowels and postvocalic semi-vowels are considered vowels; all plosives, fricatives, nasals, approximants, affricates, prevocalic semivowels, laterals, trills and retroflexes are considered to be consonants.

For the tone tier, a modified version of EToBI and GToBI was developed in the project. In total, 14 different types of pitch accents (including downstep and upstep and all possible compound pitch accents) and 14 different types of boundary tones can be transcribed:

pitch accents	boundary tones
L*	L%
H*	H%
!H*	H-L%
^H*	L-H%
L*+H	H-^H%
L+H*	L-
H+L*	H-
H*+L	!H-
H*+!H	
H+!H*	
^H+H*	
^H*+H	

On the pitch tier, four categories of pitch height can be annotated

H	first peak of an intonational phrase
F	final low of an intonational phrase
M	intervening peak
L	intervening valley

On the POS tier, the parts-of-speech are annotated automatically. For German, the IMS decision tree tagger (Schiller, Teufel, Stöckert & Thielen 1999) and for English the Penn Treebank is used (Marcus, Santorini & Marcinkiewicz 1993). Lemmatization on the lemma tier is carried out automatically during the tagging process.

The quality of the annotation of the LeaP corpus was evaluated in Gut & Bayerl (2004).

# Data format

## **Conversion into XML**

The annotated data was converted into the XML-based data format TASX (Time Aligned Signal data eXchange format; Milde & Gut 2002a, 2002b, Pitsch, Gut & Milde 2003). Using XML as a data format, language data is stored in the form of tree-structured text files. A separate, formally defined document grammar can be used in order to test the structural correctness of a document in a validating XML-parser. The LeaP corpus consists of 359 sets sessions, each one holding the eight annotation tiers, called layers. Each recording is encoded as a session with one layer for each of the eight annotation tiers. Each layer consists of a set of separate events. Each event stores some textual information (e.g. a syllable) and is linked to the primary audio data by two time stamps. The beginning and end of each event (e.g. a word) is referred to in the respective time stamps. Events that occur only at a point of time instead of an interval (e.g. a pitch accent or the final low of the pitch curve), are referred to by only one time stamp. The meta data is encoded in an extended IMDI/ISLE format and integrated into the TASX file.

## **File names**

The file names all have the following format:

- a two-letter speaker ID
- a three-letter code for the native language (conforms to the ISO code) of the speaker
- a three-letter code for the target language, the language of the recording

ger	German
eng	English

- a one-letter code for the sex of the speaker

f	female
m	male

- a four-letter code for the type of speech recorded

read	read speech
tell	story retelling
free	interview
list	word list

- a two-letter code for the experimental groups

na	native speaker
sl	"superlearner" = very advanced learner
e1	recording before going abroad
e2	recording after having been abroad
c1	recording before the prosody training course
c2	recording after the prosody training course
c3	recording after a second prosody training course
ot	other



For example:

file *Cl\_ger\_eng\_f\_free\_e2*

Is a recording with speaker Cl, who has German as a native language (*ger*) and is being recorded in English (*eng*) and who is female (*f*). The recording is in the speech style 'free speech' in an interview (*free*) and took place after the speaker returned from a stay abroad (*e2*).

Corresponding XML files and wav files have the same file name. The speech file for this recording has the file name *Cl\_ger\_eng\_f\_free\_e2.wav* and the XML file containing the annotation and the meta data has the file name *Cl\_ger\_eng\_f\_free\_e2.xml*.

# Corpus analysis tools

## **Analysis tools**

Storing the data in an XML format facilitated the setup of the corpus, the transformation of the data formats, the corpus query and its web-based distribution. In the TASX environment a large set of tools is available for a semi-automatic phonetic analysis of the corpus.

esps2tasx.pl	Conversion of ESPS/waves+ xlabel files into TASX files
Praat-label2tasx.pl	Conversion of Praat label files into TASX files
Tasx2Praat-label.xsl	Conversion of TASX files into Praat label files
Tasx2Esps.xsl	Conversion of TASX files into ESPS/waves+ xlabel files
Tasx2Nite.xsl	Conversion of TASX files into NITE files
find-zero-length-events.xsl	Checks for empty elements
extractTier.xsl	Extracts a tier
deltaCpercV.xsl	Calculates speech rhythm according to Ramus et al. (1999)
count-events-in-tier.xsl	Counts specific events in one tier
superscript.xsl	Calculates the number of words, syllables, phrases, mean length of words, syllables, pauses, number of syllables per word/words per phrase, total amount of speech/ of pauses, number of multisyllabic words
pitchrange.pl	Calculates the pitch range
buildcorpus	creates a corpus out of individual XML files and meta data files

## **TASX corpus browser**

The TASX corpus browser, which is freely available at <<http://tasxforce.lili.uni-bielefeld.de>>, provides a user-friendly interface with which the corpus or part of the corpus can be loaded and some of the statistical analysis programmes described above can be run.

## **NXT Search**

In order to search the LeaP corpus, the TASX files can be converted into the XML-annotated NITE file format (Gut, Milde, Voormann & Heid 2004). The NXT search tool (NXT Search) is a component of the NITE XML Toolkit (NXT) and was developed in the NITE (Natural Interactivity Tools Engineering) project (cf. <<http://nite.nis.sdu.dk/>>). NXT includes Java libraries and the specification of the underlying XML-based data model for annotating, editing, visualising and searching multi-level, cross-level and cross-modality data. The data model supports intersecting hierarchies; for example, a hierarchical semantic structure can be bound to elements of a syntax tree in such a way that an element may have both a semantic and a syntax element as parents. This acyclic graph is serialized into a couple of mutually linked XML files. Like in TASX, in NXT elements may carry time stamps. Furthermore, elements can inherit time information from their children.

The query language of NXT Search provides attribute tests (including regular expressions), structural, and temporal relations. For example, one can search for words  $\$w$  containing a syllable  $\$s$  (elements of the word tier dominating  $\wedge$  an element on the syllable tier), which contains a schwa (annotated as '@' character in the value attribute):

```
($w word)(exists $s syll):  
$w^$s and $s@value ~ /.*\@.*/
```

For example, the LeaP corpus can be searched for pitch accents on non-content words (conjunctions, determiners, prepositions or the word *to*) in non phrase-final position:

```
($w word)(exists $wNext word)(exists $t tones):  
  ( $w@ pos="CC" or $w@ pos="DT" or  
    $w@ pos="IN" or $w@ pos="TO" ) and      (2)  
  $t@ value ~ /\.*\*/ and  
  end($t) <= end($w) and end($t) >= start($w) and  
  $w ][ $wNext and not $wNext@ value=""
```

Those cases are extremely rare in native speech but more frequent in non-native speech.

## ***LeaP database***

The LeaP corpus can further be searched with the LeaP database (Slavianova 2007), a PostgreSQL relational database which maps each of the linguistic categories to an entity in its own right. In addition, the meta data are contained in a separate table, thus allowing easy generation of subcorpora with the help of views or temporary tables. At this stage, queries have to be formulated in the form of SQL scripts. The development of a web interface for corpus access via a browser is under construction.

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# Appendix

## English corpus annotation

English natives	Korpusname	hertz	phrase	syll	tones	vowel	words	lemma	pos
	ai_eng_eng_m_list_na								
	ai_eng_eng_m_read_na	x	x	x	x	x	x		
	ai_eng_eng_m_tell_na	x	x	x	x	x	x	x	x
	ca_eng_eng_f_read_na	x	x	x	x	x	x		
	ca_eng_eng_f_tell_na	x	x	x	x	x	x	x	x
	cb_eng_eng_m_read_na	x	x	x	x	x	x		
	cb_eng_eng_m_tell_na	x	x	x	x	x	x	x	x
	cc_eng_eng_m_read_na	x	x	x	x	x	x		
	cc_eng_eng_m_tell_na	x	x	x	x	x	x	x	x
Superlearners Englisch									
	bt_ger_eng_f_read_s1	x	x	x	x	x	x		
	bu_ger_eng_m_free_s1	x	x	x	x	x	x	x	x
	bu_ger_eng_m_read_s1	x	x	x	x	x	x		
	bu_ger_eng_m_tell_s1	x	x	x	x	x	x	x	x
	bv_ger_eng_f_free_s1	x	x	x	x	x	x	x	x
	bv_ger_eng_f_read_s1	x	x	x	x	x	x		
	bv_ger_eng_f_tell_s1	x	x	x	x	x	x	x	x
	bw_ger_eng_m_free_s1	x	x	x	x	x	x	x	x
	bw_ger_eng_m_read_s1	x	x	x	x	x	x		
	bw_ger_eng_m_tell_s1	x	x	x	x	x	x	x	x
	bx_ger_eng_f_free_s1	x	x	x	x	x	x	x	x
	bx_ger_eng_f_read_s1	x	x	x	x	x	x		
	bx_ger_eng_f_tell_s1	x	x	x	x	x	x	x	x
	by_ger_eng_f_free_s1	x	x	x	x	x	x	x	x
	by_ger_eng_f_read_s1	x	x	x	x	x	x		
	by_ger_eng_f_tell_s1	x	x	x	x	x	x	x	x
	bz_ger_eng_m_free_s1	x	x	x	x	x	x	x	x
	bz_ger_eng_m_read_s1	x	x	x	x	x	x		
	bz_ger_eng_m_tell_s1	x	x	x	x	x	x	x	x
Training course									
	ab_pol_eng_f_free_c1	x	x	x	x	x	x	x	x
*no wav file	ab_pol_eng_f_free_c2*		x	x		x	x	x	x
	ab_pol_eng_f_list_c1								
	ab_pol_eng_f_list_c2								
	ab_pol_eng_f_read_c1	x	x	x	x	x	x		
	ab_pol_eng_f_read_c2	x	x	x		x	x		
	ab_pol_eng_f_tell_c1	x	x	x	x	x	x	x	x
	ab_pol_eng_f_tell_c2	x	x	x		x	x	x	x
	aw_ger_eng_f_free_c1		x	x		x	x	x	x
	aw_ger_eng_f_list_c1								

	aw_ger_eng_f_list_c2								
	aw_ger_eng_f_read_c1	x	x	x		x	x		
	aw_ger_eng_f_tell_c1		x	x		x	x	x	x
	ax_ara_eng_f_free_c1		x	x		x	x	x	x
	ax_ara_eng_f_list_c1								
	ax_ara_eng_f_read_c1	x	x	x	x	x	x		
	ax_ara_eng_f_tell_c1	x	x	x	x	x	x	x	x
	ay_hun_eng_f_free_c1		x	x	x	x	x		
	ay_hun_eng_f_free_c2	x	x	x	x	x	x	x	x
	ay_hun_eng_f_read_c1		x	x		x	x		
	ay_hun_eng_f_read_c2	x	x	x	x	x	x		
	ay_hun_eng_f_tell_c1		x	x	x	x	x		
	ay_hun_eng_f_tell_c2		x	x	x	x	x	x	x
	az_hun_eng_m_free_c1		x	x		x	x	x	x
	az_hun_eng_m_free_c2		x	x		x	x	x	x
	az_hun_eng_m_list_c1								
	az_hun_eng_m_list_c2								
	az_hun_eng_m_read_c1	x	x	x	x	x	x		
	az_hun_eng_m_read_c2		x	x		x	x		
	az_hun_eng_m_tell_c1	x	x	x	x	x	x	x	x
	az_hun_eng_m_tell_c2		x	x		x	x	x	x
	ba_rus_eng_m_free_c1		x	x		x	x	x	x
	ba_rus_eng_m_list_c1								
	ba_rus_eng_m_list_c2								
	ba_rus_eng_m_read_c1		x	x		x	x		
	ba_rus_eng_m_tell_c1		x	x		x	x	x	x
	bb_chi_eng_f_free_c1		x	x		x	x	x	x
	bb_chi_eng_f_list_c1								
	bb_chi_eng_f_list_c2								
	bb_chi_eng_f_read_c1	x	x	x	x	x	x		
	bb_chi_eng_f_tell_c1	x	x	x	x	x	x	x	x
	bc_ger_eng_f_free_c1		x	x		x	x	x	x
	bc_ger_eng_f_free_c2	x	x	x		x	x	x	x
	bc_ger_eng_f_list_c1								
	bc_ger_eng_f_list_c2								
	bc_ger_eng_f_read_c1	x	x	x		x	x		
	bc_ger_eng_f_read_c2	x	x	x		x	x		
	bc_ger_eng_f_tell_c1		x	x		x	x	x	x
	bc_ger_eng_f_tell_c2	x	x	x		x	x	x	x
	bd_rus_eng_f_free_c1		x	x		x	x	x	x
	bd_rus_eng_f_free_c2	x	x	x		x	x	x	x
	bd_rus_eng_f_free_c3	x	x	x	x	x	x	x	x
	bd_rus_eng_f_list_c1								
	bd_rus_eng_f_list_c2								
	bd_rus_eng_f_list_c3								
	bd_rus_eng_f_read_c1		x	x		x	x		
	bd_rus_eng_f_read_c2	x	x	x		x	x		
	bd_rus_eng_f_read_c3	x	x	x	x	x	x		
	bd_rus_eng_f_tell_c1		x	x		x	x		

	bd_rus_eng_f_tell_c2	x	x	x		x	x	x	x
	bd_rus_eng_f_tell_c3	x	x	x	x	x	x	x	x
	be_ger_eng_m_free_c1	x	x	x	x	x	x	x	x
	be_ger_eng_m_free_c2	x	x	x		x	x	x	x
	be_ger_eng_m_free_c3	x	x	x	x	x	x		
	be_ger_eng_m_list_c1								
	be_ger_eng_m_list_c2								
	be_ger_eng_m_read_c1	x	x	x	x	x	x		
	be_ger_eng_m_read_c2	x	x	x		x			
	be_ger_eng_m_read_c3	x	x	x	x	x	x		
	be_ger_eng_m_tell_c1	x	x	x	x	x	x	x	x
	be_ger_eng_m_tell_c2	x	x	x		x	x		
	be_ger_eng_m_tell_c3	x	x	x	x	x	x		
	bf_tha_eng_f_free_c1		x	x		x	x	x	x
	bf_tha_eng_f_list_c1								
	bf_tha_eng_f_list_c2								
	bf_tha_eng_f_read_c1		x	x		x	x		
	bf_tha_eng_f_tell_c1		x	x		x	x	x	x
	bg_kor_eng_f_free_c1		x	x		x	x	x	x
	bg_kor_eng_f_read_c1	x	x	x	x	x	x		
	bg_kor_eng_f_tell_c1		x	x		x	x	x	x
	bh_rus_eng_m_free_c1		x	x		x	x	x	x
	bh_rus_eng_m_list_c1								
	bh_rus_eng_m_read_c1	x	x	x	x	x	x		
	bh_rus_eng_m_tell_c1		x	x		x	x	x	x
	bi_kor_eng_f_free_c1		x	x		x	x	x	x
	bi_kor_eng_f_list_c1								
	bi_kor_eng_f_read_c1	x	x	x	x	x	x		
	bi_kor_eng_f_tell_c1		x	x		x	x	x	x
	bj_fre_eng_m_free_c1		x	x		x	x	x	x
	bj_fre_eng_m_list_c1								
	bj_fre_eng_m_list_c2								
	bj_fre_eng_m_read_c1		x	x		x	x		
	bj_fre_eng_m_tell_c1		x	x		x	x	x	x
	bk_per_eng_m_free_c1		x	x		x	x	x	x
	bk_per_eng_m_list_c1								
	bk_per_eng_m_list_c2								
	bk_per_eng_m_read_c1	x	x	x	x	x	x		
	bk_per_eng_m_tell_c1		x	x		x	x	x	x
	bl_ger_eng_f_free_c1		x	x		x	x	x	x
	bl_ger_eng_f_free_c2		x	x		x	x	x	x
	bl_ger_eng_f_list_c1								
	bl_ger_eng_f_list_c2								
	bl_ger_eng_f_read_c1		x	x		x	x		
	bl_ger_eng_f_read_c2		x	x		x	x		
	bl_ger_eng_f_tell_c1		x	x		x	x	x	x
	bl_ger_eng_f_tell_c2		x	x		x	x	x	x
	cd_spa_eng_f_free_c2	x	x	x	x	x	x	x	x
	cd_spa_eng_f_list_c2								

	cd_spa_eng_f_read_c1	x	x	x		x	x		
	cd_spa_eng_f_read_c2	x	x	x	x	x	x		
	cd_spa_eng_f_tell_c1	x	x	x		x	x	x	x
	cd_spa_eng_f_tell_c2	x	x	x	x	x	x	x	x
	ce_kor_eng_f_list_c1								
	ce_kor_eng_f_read_c1	x	x	x		x	x		
	ce_kor_eng_f_tell_c1		x	x		x	x	x	x
	dv_rus_eng_f_read_c1		x	x		x	x		
	dv_rus_eng_f_tell_c1		x	x		x	x	x	x
Others									
	aj_ibo_eng_f_read_ot			x	x	x	x		
	aj_ibo_eng_f_tell_ot			x	x	x	x		
	cf_spa_eng_m_list_ot								
	cf_spa_eng_m_read_ot	x	x	x		x	x		
	cf_spa_eng_m_tell_ot		x	x		x	x		
	cg_spa_eng_f_free_ot		x	x		x	x	x	x
	cg_spa_eng_f_read_ot		x	x		x	x		
	cg_spa_eng_f_tell_ot		x	x		x	x	x	x
	ch_spa_eng_f_free_ot		x	x		x	x	x	x
	ch_spa_eng_f_read_ot		x	x		x	x		
	ch_spa_eng_f_tell_ot		x	x		x	x	x	x
	ci_kor_eng_f_read_ot		x	x		x	x		
	ci_kor_eng_f_tell_ot		x	x		x	x	x	x
	cm_ibt_eng_m_free_ot		x	x		x	x		
	cm_ibt_eng_m_read_ot		x	x		x	x		
	cm_ibt_eng_m_tell_ot		x	x		x	x		
	cn_efi_eng_f_read_ot			x			x		
	cn_efi_eng_f_tell_ot			x	x	x	x		
	cp_ibt_eng_f_read_ot					x	x		
	cp_ibt_eng_f_tell_ot			x	x		x		
	cq_yor_eng_m_read_ot			x	x	x	x		
	cq_yor_eng_m_tell_ot			x	x	x	x		
	cr_edo_eng_f_read_ot				x	x	x		
	ev_ger_eng_m_read_ot	x	x	x	x	x	x		
	ev_ger_eng_m_tell_ot	x	x	x	x	x	x	x	x
Exposure Englisch									
	bm_ger_eng_f_free_e1		x	x		x	x	x	x
	bm_ger_eng_f_read_e1		x	x		x	x		
	bm_ger_eng_f_tell_e1		x	x		x	x	x	x
	bn_ger_eng_f_free_e1		x	x		x	x	x	x
	bn_ger_eng_f_read_e1	x	x	x	x	x	x		
	bn_ger_eng_f_tell_e1		x	x	x	x	x	x	x
	bo_ger_eng_f_free_e1		x	x		x	x	x	x
	bo_ger_eng_f_list_e2								
	bo_ger_eng_f_read_e1	x	x	x		x	x		
	bo_ger_eng_f_tell_e1		x	x		x	x	x	x
	bp_ger_eng_f_free_e1		x	x		x	x	x	x



	bp_ger_eng_f_free_e2	x	x	x	x	x	x			
	bp_ger_eng_f_list_e2									
	bp_ger_eng_f_read_e1	x	x	x		x	x			
	bp_ger_eng_f_read_e2	x	x	x	x	x	x			
	bp_ger_eng_f_tell_e1		x	x		x	x	x	x	
	bp_ger_eng_f_tell_e2	x	x	x	x	x	x	x	x	
	bq_ger_eng_m_free_e1		x	x		x	x	x	x	
	bq_ger_eng_m_free_e2	x	x	x	x	x	x	x	x	
	bq_ger_eng_m_read_e1	x	x	x	x	x	x			
	bq_ger_eng_m_read_e2	x	x	x	x	x	x			
	bq_ger_eng_m_tell_e1	x	x	x	x	x	x	x	x	
	bq_ger_eng_m_tell_e2	x	x	x	x	x	x	x	x	
	br_ger_eng_f_free_e1	x	x	x	x	x	x	x	x	
	br_ger_eng_f_free_e2	x	x	x	x	x	x	x	x	
	br_ger_eng_f_read_e1	x	x	x	x	x	x			
	br_ger_eng_f_read_e2	x	x	x	x	x	x			
	br_ger_eng_f_tell_e1	x	x	x	x	x	x	x	x	
	br_ger_eng_f_tell_e2	x	x	x	x	x	x	x	x	
	bs_ger_eng_f_free_e1	x	x	x	x	x	x	x	x	
	bs_ger_eng_f_free_e2	x	x	x	x	x	x	x	x	
	bs_ger_eng_f_read_e1	x	x	x	x	x	x			
	bs_ger_eng_f_read_e2	x	x	x	x	x	x			
	bs_ger_eng_f_tell_e1	x	x	x	x	x	x	x	x	
	bs_ger_eng_f_tell_e2	x	x	x	x	x	x	x	x	
	cl_ger_eng_f_free_e2	x	x	x	x	x	x	x	x	
	cl_ger_eng_f_read_e1	x	x	x	x	x	x			
	cl_ger_eng_f_read_e2	x	x	x	x	x	x			
	cl_ger_eng_f_tell_e1	x	x	x	x	x	x	x	x	
	cl_ger_eng_f_tell_e2	x	x	x	x	x	x	x	x	
Wordlist										
	Natives	ai_eng_eng_m_list_na								
		ed_eng_eng_f_list_na								
		ee_eng_eng_f_list_na								
ef_eng_eng_m_list_na										
Others	eg_urd_eng_m_list_ot									
	eh_chi_eng_m_list_ot									
	ei_chi_eng_m_list_ot									
	ej_ger_eng_f_list_ot									
	el_ger_eng_f_list_ot									
	em_eng_eng_m_list_na									

	ID	hertz	phrase	syll	tones	vowel	words
natives							
	co_ger_ger_m_read_na		x	x		x	x
	cs_ger_ger_f_list_na						
	cs_ger_ger_f_read_na		x	x	x	x	x
	cs_ger_ger_f_tell_na		x	x	x	x	x
	dx_ger_ger_m_read_na		x	x		x	x
	dy_ger_ger_f_read_na		x	x		x	x
	ea_ger_ger_m_read_na		x	x		x	x
	eb_ger_ger_f_read_na	x	x	x		x	x
	eb_ger_ger_f_tell_na		x	x	x	x	x
	ec_ger_ger_m_read_na		x	x		x	x
	ec_ger_ger_m_tell_na	x	x	x	x	x	x
Superlearners							
	aa_eng_ger_f_free_s1		x	x		x	x
	aa_eng_ger_f_read_s1		x	x		x	x
	aa_eng_ger_f_tell_s1		x	x		x	x
	ab_pol_ger_f_free_s1		x	x		x	x
	ab_pol_ger_f_read_s1		x	x		x	x
	ab_pol_ger_f_tell_s1		x	x		x	x
	ac_rum_ger_f_tell_s1	x	x	x		x	x
	ad_bos_ger_f_free_s1		x	x		x	x
	ad_bos_ger_f_read_s1		x	x		x	x
	ad_bos_ger_f_tell_s1		x	x		x	x
	ae_bos_ger_f_free_s1		x	x		x	x
	ae_bos_ger_f_read_s1		x	x		x	x
	ae_bos_ger_f_tell_s1		x	x		x	x
	af_eng_ger_m_free_s1		x	x		x	x
	af_eng_ger_m_read_s1		x	x		x	x
	af_eng_ger_m_tell_s1		x	x		x	x
	ag_rus_ger_m_free_s1		x	x		x	x
	ag_rus_ger_m_read_s1		x	x		x	x
	ag_rus_ger_m_tell_s1		x	x		x	x
	ai_eng_ger_m_free_s1		x	x		x	x
	ai_eng_ger_m_read_s1		x	x		x	x
	ai_eng_ger_m_tell_s1		x	x		x	x
	aj_ibo_ger_f_free_s1		x	x		x	x
	aj_ibo_ger_f_read_s1		x	x		x	x
	aj_ibo_ger_f_tell_s1		x	x		x	x
	ak_pol_ger_f_free_s1		x	x		x	x
	ak_pol_ger_f_read_s1		x	x		x	x
	ak_pol_ger_f_tell_s1		x	x		x	x
	cc_eng_ger_m_free_s1		x	x		x	x
	cc_eng_ger_m_read_s1	x	x	x	x	x	x
	cc_eng_ger_m_tell_s1	x	x	x	x	x	x
	ct_eng_ger_f_read_s1		x	x		x	x
	ct_eng_ger_f_tell_s1		x	x		x	x
	cu_eng_ger_m_free_ot		x	x		x	x

	cu_eng_ger_m_read_ot		x	x		x	x
	cu_eng_ger_m_tell_ot		x	x		x	x
Exposure							
	ah_rus_ger_f_free_e1		x	x		x	x
	ah_rus_ger_f_read_e1		x	x		x	x
	ah_rus_ger_f_tell_e1		x	x		x	x
	al_ita_ger_f_free_e1		x	x		x	x
	al_ita_ger_f_free_e2	x	x	x	x	x	x
	al_ita_ger_f_list_e2						
	al_ita_ger_f_read_e1		x	x		x	x
	al_ita_ger_f_read_e2		x	x		x	x
	al_ita_ger_f_tell_e1		x	x		x	x
	al_ita_ger_f_tell_e2		x	x		x	x
	am_ita_ger_f_free_e1		x	x		x	x
	am_ita_ger_f_free_e2	x	x	x	x	x	x
	am_ita_ger_f_list_e2						
	am_ita_ger_f_read_e1		x	x		x	x
	am_ita_ger_f_read_e2		x	x		x	x
	am_ita_ger_f_tell_e1		x	x		x	x
	am_ita_ger_f_tell_e2		x	x		x	x
	an_fre_ger_f_free_e1		x	x		x	x
	an_fre_ger_f_free_e2		x	x		x	x
	an_fre_ger_f_list_e2						
	an_fre_ger_f_read_e1		x	x		x	x
	an_fre_ger_f_read_e2		x	x		x	x
	an_fre_ger_f_tell_e1		x	x		x	x
	an_fre_ger_f_tell_e2		x	x		x	x
	ap_pol_ger_f_read_e1		x	x		x	x
	ap_pol_ger_f_read_e2		x	x		x	x
	ap_pol_ger_f_tell_e2		x	x		x	x
	az_hun_ger_m_free_e1		x	x		x	x
	az_hun_ger_m_read_e1		x	x		x	x
	az_hun_ger_m_tell_e1		x	x		x	x
	ca_eng_ger_f_tell_e1		x	x		x	x
	cj_pol_ger_f_free_e1		x	x		x	x
	cj_pol_ger_f_free_e2	x	x	x	x	x	x
	cj_pol_ger_f_list_e1						
	cj_pol_ger_f_read_e1		x	x		x	x
	cj_pol_ger_f_read_e2		x	x		x	x
	cj_pol_ger_f_tell_e1		x	x		x	x
	cj_pol_ger_f_tell_e2	x	x	x	x	x	x
	cv_any_ger_f_tell_e1		x	x		x	x
	cw_any_ger_m_tell_e1		x	x		x	x
	cx_koy_ger_m_tell_e1		x	x		x	x
Training course							
	aq_tur_ger_m_free_c1		x	x		x	x
	aq_tur_ger_m_list_c1						
	aq_tur_ger_m_read_c1		x	x		x	x

	aq_tur_ger_m_tell_c1		x	x		x	x
	ar_ita_ger_m_free_c1		x	x		x	x
	ar_ita_ger_m_free_c2		x	x		x	x
	ar_ita_ger_m_list_c1						
	ar_ita_ger_m_list_c2		x	x		x	x
	ar_ita_ger_m_read_c1		x	x		x	x
	ar_ita_ger_m_read_c2		x	x		x	x
	ar_ita_ger_m_tell_c1		x	x		x	x
	ar_ita_ger_m_tell_c2		x	x		x	x
	as_rum_ger_f_free_c1		x	x		x	x
	as_rum_ger_f_list_c1						
	as_rum_ger_f_list_c2						
	as_rum_ger_f_read_c1		x	x		x	x
	as_rum_ger_f_read_c2		x	x		x	x
	as_rum_ger_f_tell_c1		x	x		x	x
	at_chi_ger_f_free_c1		x	x		x	x
	at_chi_ger_f_list_c1						
	at_chi_ger_f_read_c1		x	x		x	x
	at_chi_ger_f_tell_c1		x	x		x	x
	au_rum_ger_f_free_c1		x	x		x	x
	au_rum_ger_f_free_c2		x	x		x	x
	au_rum_ger_f_list_c1						
	au_rum_ger_f_list_c2						
	au_rum_ger_f_read_c1		x	x		x	x
	au_rum_ger_f_read_c2		x	x		x	x
	au_rum_ger_f_tell_c1		x	x		x	x
	au_rum_ger_f_tell_c2		x	x		x	x
	av_spa_ger_m_free_c1		x	x		x	x
	av_spa_ger_m_read_c1		x	x		x	x
	av_spa_ger_m_tell_c1		x	x		x	x
	bd_rus_ger_f_free_c2		x	x		x	x
	bd_rus_ger_f_list_c1						
	bd_rus_ger_f_list_c2						
	bd_rus_ger_f_read_c1		x	x		x	x
	bd_rus_ger_f_read_c2		x	x		x	x
	bd_rus_ger_f_tell_c1	x	x	x		x	x
	bd_rus_ger_f_tell_c2		x	x		x	x
	cd_spa_ger_f_free_c1		x	x		x	x
	cd_spa_ger_f_free_c2		x	x		x	x
	cd_spa_ger_f_list_c1						
	cd_spa_ger_f_list_c2						
	cd_spa_ger_f_read_c1		x	x		x	x
	cd_spa_ger_f_read_c2		x	x		x	x
	cd_spa_ger_f_tell_c1		x	x		x	x
	cd_spa_ger_f_tell_c2		x	x		x	x
	cy_pol_ger_m_list_c1						
	cy_pol_ger_m_list_c2						
	cy_pol_ger_m_tell_c1		x	x		x	x
	cy_pol_ger_m_tell_c2		x	x		x	x

	cz_chi_ger_m_read_c1		x	x		x	x
	cz_chi_ger_m_tell_c1		x	x		x	x
	da_kur_ger_m_free_c1		x	x		x	x
	da_kur_ger_m_list_c1						
	da_kur_ger_m_read_c1		x	x		x	x
	da_kur_ger_m_tell_c1		x	x		x	x
	db_pol_ger_f_list_c1						
	db_pol_ger_f_list_c2						
	db_pol_ger_f_read_c1		x	x		x	x
	db_pol_ger_f_tell_c1		x	x		x	x
	dc_chi_ger_f_list_c1						
	dc_chi_ger_f_read_c1	x	x	x	x	x	x
	dc_chi_ger_f_tell_c1		x	x		x	x
	dd_chi_ger_f_read_c1		x	x		x	x
	dd_chi_ger_f_tell_c1		x	x		x	x
	de_ita_ger_m_list_c1						
	de_ita_ger_m_read_ot		x	x		x	x
	de_ita_ger_m_tell_ot		x	x		x	x
	df_chi_ger_f_free_c1		x	x		x	x
	df_chi_ger_f_free_c2		x	x		x	x
	df_chi_ger_f_list_c1						
	df_chi_ger_f_list_c2						
	df_chi_ger_f_read_c1		x	x		x	x
	df_chi_ger_f_read_c2		x	x		x	x
	df_chi_ger_f_tell_c1	x	x	x		x	x
	df_chi_ger_f_tell_c2	x	x	x	x	x	x
	dg_ita_ger_m_free_c1		x	x		x	x
	dg_ita_ger_m_free_c2		x	x		x	x
	dg_ita_ger_m_list_c1						
	dg_ita_ger_m_list_c2						
	dg_ita_ger_m_read_c1		x	x		x	x
	dg_ita_ger_m_read_c2		x	x		x	x
	dg_ita_ger_m_tell_c1		x	x		x	x
	dh_rus_ger_f_list_c1						
	dh_rus_ger_f_read_c1		x	x		x	x
	dh_rus_ger_f_tell_c1	x	x	x		x	x
	di_ita_ger_f_list_c1						
	di_ita_ger_f_read_c1		x	x		x	x
	di_ita_ger_f_tell_c1		x	x		x	x
	dj_kor_ger_f_free_c2		x	x		x	x
	dj_kor_ger_f_list_c1						
	dj_kor_ger_f_read_c1		x	x		x	x
	dj_kor_ger_f_read_c2		x	x		x	x
	dj_kor_ger_f_tell_c1	x	x	x		x	x
	dj_kor_ger_f_tell_c2		x	x		x	x
	dk_ara_ger_m_list_c1						
	dk_ara_ger_m_read_c1		x	x		x	x
	dk_ara_ger_m_tell_c1		x	x		x	x
	dl_chi_ger_m_list_c1						

	dl_chi_ger_m_read_c1		x	x		x	x
	dl_chi_ger_m_tell_c1		x	x		x	x
	dm_bul_ger_f_free_c2		x	x		x	x
	dm_bul_ger_f_list_c1						
	dm_bul_ger_f_list_c2						
	dm_bul_ger_f_read_c1		x	x		x	x
	dm_bul_ger_f_read_c2		x	x		x	x
	dm_bul_ger_f_tell_c1		x	x		x	x
	dm_bul_ger_f_tell_c2		x	x		x	x
	dn_rus_ger_m_list_c1						
	dn_rus_ger_m_tell_c1		x	x		x	x
	do_slo_ger_f_list_c1						
	do_slo_ger_f_read_c1		x	x		x	x
	do_slo_ger_f_tell_c1		x	x		x	x
	dp_pol_ger_f_free_c1		x	x		x	x
	dp_pol_ger_f_list_c1						
	dp_pol_ger_f_read_c1		x	x		x	x
	dp_pol_ger_f_tell_c1		x	x		x	x
	dq_pol_ger_m_read_c1		x	x		x	x
	dq_pol_ger_m_tell_c1		x	x		x	x
	dr_chi_ger_f_tell_c1	x	x	x		x	x
	ds_ukr_ger_f_free_c2		x	x		x	x
	ds_ukr_ger_f_list_c1						
	ds_ukr_ger_f_read_c1		x	x		x	x
	ds_ukr_ger_f_read_c2		x	x		x	x
	ds_ukr_ger_f_tell_c1	x	x	x		x	x
	dt_cze_ger_f_tell_c1	x	x	x		x	x
	du_rus_ger_f_free_c2		x	x		x	x
	du_rus_ger_f_read_c1		x	x		x	x
	du_rus_ger_f_read_c2		x	x		x	x
	du_rus_ger_f_tell_c1		x	x		x	x
	du_rus_ger_f_tell_c2		x	x		x	x
Wordlist	bc_ger_ger_f_list_na						
	en_eng_ger_m_list_c1						
	eo_ara_ger_m_list_c1						
	ep_pol_ger_f_list_c1						
	eq_rus_ger_f_list_c1						
	er_tur_ger_m_list_c1						
	es_rus_ger_f_list_c1						
	et_jpn_ger_m_list_c1						
	eu_ger_ger_m_list_na						
	ew_dut_ger_f_list_ot						
	ex_kor_ger_m_list_ot						
	ey_spa_ger_f_list_c1						
	ey_spa_ger_f_list_c2						
	ez_rus_ger_m_list_c1						
	ez_rus_ger_m_list_c2						
	fa_pol_ger_f_list_c1						

## Story A

### The tiger and the mouse

A tiger and a mouse were walking in a field when they saw a big lump of cheese lying on the ground. The mouse said: "Please, tiger, let me have it. You don't even like cheese. Be kind and find something else to eat." But the tiger put his paw on the cheese and said: "It's mine! And if you don't go I'll eat you too." The mouse was very sad and went away.

The tiger tried to swallow all of the cheese at once but it got stuck in his throat and whatever he tried to do he could not move it.

After a while, a dog came along and the tiger asked it for help. "There is nothing I can do." said the dog and continued on his way. Then, a frog hopped along and the tiger asked it for help. "There is nothing I can do." said the frog and hopped away.

Finally, the tiger went to where the mouse lived. She lay in her bed in a hole which she had dug in the ground. "Please help me," said the tiger. "The cheese is stuck in my throat and I cannot remove it." "You are a very bad animal," said the mouse. "You wouldn't let me have the cheese, but I'll help you nonetheless. Open your mouth and let me jump in. I'll nibble at the cheese until it is small enough to fall down your throat."

The tiger opened his mouth, the mouse jumped in and began nibbling at the cheese. The tiger thought: "I really am very hungry.."

## Story B

Das Telefon klingelte.

Ich geh dran, rief Linda. „Hallo?“

„Hi Linda, hier ist Nick!“

Lindas Herz schlug schneller. Nick war der letzte Mensch auf der Welt, mit dem sie im Moment sprechen wollte. Aber sie schaffte es, mit einer freundlichen Stimme zu sagen: „Oh, hallo Nick. Nett von Dir, mich anzurufen!“

„Hör zu Linda. Ich möchte, dass du sofort rüberkommst!“

„Was?“ schrie Linda auf. Sie riss sich schnell zusammen. Ich fürchte, ich kann jetzt grade nicht.“ sagte sie bestimmt.

„Ich denke, Du wirst etwas Zeit finden, wenn ich dir sage, dass es um Tom geht, oder?“ sagte Nick, und als Linda nicht antwortete, fügte er hinzu: „Nun?“

Linda überlegte sich, ob sie sagen sollte: „Ich weiß gar nicht, wovon du redest, aber sie wusste, dass sie Nick nichts vormachen konnte. „Ich komme in fünf Minuten.“ sagte sie und legte auf.

Sie rannte nach oben, zog schnell ihre Schuhe an, nahm ihren Mantel und die Schlüssel, als es klingelte. Panik befiel sie. „Was kann ich nur tun? Was kann ich nur tun?“ sagte sie zu sich selbst.

Als sie die Türe öffnete, saß ein Kind auf den Stufen. Linda konnte ihren Augen nicht trauen.

„Du?“ staunte sie.

Es war Tom.



## Story C

### Der Löwe und die Maus

Ein Löwe und eine Maus gingen spazieren, als sie am Wegrand ein großes Stück Käse liegen sahen. „Bitte Löwe, laß es mich haben!“ sagte die Maus, „Du magst doch gar keinen Käse. Sei lieb und such Dir etwas anderes zu fressen.“

Aber der Löwe legte seine Pfote auf den Käse und sagte: „Er gehört mir! Und wenn Du nicht sofort verschwindest, fresse ich Dich auch!“

Die Maus war sehr traurig und ging fort.

Der Löwe versuchte, den ganzen Käse auf einmal zu verschlingen, aber er blieb ihm im Hals stecken, und was er auch versuchte, er konnte ihn nicht herunterschlucken.

Nach einer Weile kam ein Hund vorbei und der Löwe bat ihn um Hilfe. „Da kann ich nichts machen.“ sagte der Hund und ging weiter. Dann kam ein Frosch vorbei und der Löwe bat ihn um Hilfe. „Da kann ich nichts machen.“ sagte der Frosch und hüpfte davon.

Schließlich ging der Löwe zur Wohnung der Maus. Sie lag in ihrem Bett in einem Loch, das sie sich gegraben hatte. „Bitte, liebe Maus, hilf mir!“ sagte der Löwe. „Der Käse steckt in meinem Hals und ich kann ihn nicht herunterschlucken.“

„Du bist ein böser Löwe.“ sagte die Maus. „Du hast mir den Käse nicht gelassen. Aber ich werde Dir trotzdem helfen. Sperr Dein Maul auf und lass mich hinein springen. Ich knabbere an dem Käsestück, bis es klein genug ist, Dir den Hals hinunter zu fallen.“

Der Löwe öffnete sein Maul. Die Maus sprang herein und begann am Käse zu knabbern.

Da dachte der Löwe: „Ich habe wirklich großen Hunger.“

## Word list English

milunty  
koligarion  
spalliness  
lavingot  
tenary  
potanser  
meleno  
flouterity  
boter  
hilaboring  
compleral  
jeckodent  
coroon  
clausity  
molitersal  
gintay  
lavingoted  
goron  
botoyn  
stally  
viluntority  
botaser  
dumaloft  
siluty  
comperal  
floutery  
hilabore

## Word list German

1. Dannerisierung
2. Verbekantet
3. Ergimpen
4. Lehung
5. Rintelemperei
6. Lamativ
7. Verabmeisern
8. Schotzig
9. Amonitarun
10. Monlich
11. Versergen
12. Finkerei
13. Redumaguhen
14. Verloftigosiltend
15. Anamateran
16. Fluntiger
17. Vergesindheit
18. Gefornig
19. Danner
20. Entbafferisierung
21. Belatifung
22. Piffan
23. Ontrinatoren
24. Bolatigung
25. Gesproich
26. Verluchtbarkeit
27. Stumanisatten
28. Vergeheiltotigt
29. Untentrunksam
30. Sprinematierlich
31. Timagene
32. Erkulifunamen

## Questionnaire I (German)

Muttersprache/n: \_\_\_\_\_

Andere Fremdsprachen: \_\_\_\_\_

1) Wann hast Du begonnen, Deutsch zu lernen? \_\_\_\_\_

2) Wie Hast Du Deutsch gelernt? In der Schule? \_\_\_\_\_  
"Natürlich"? \_\_\_\_\_

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3) Warst Du vorher schon einmal im deutschsprachigen Ausland?

Wo?

Wie oft?

Wie lang?

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4) Ist es wichtig für Dich wie ein Muttersprachler zu klingen? [Skala von 1 to 5; 5=sehr wichtig]

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5) Was weißt Du theoretisch über deutsche Intonation,

Rhythmus,

Betonung?

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6) Wurdest Du jemals in deutscher Prosodie unterrichtet?

d.h. deutsche Intonation,

Rhythmus,

Betonung?

Wenn ja, wie viel?

Wurdest Du in deutscher Aussprache unterrichtet?

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7) Warum lernst Du Deutsch? Wie wichtig ist es für Dich, Dich in Deutschland zu integrieren? Welchen Aspekt der Sprache (Grammatik, Vokabeln, Aussprache) findest Du am wichtigsten zu lernen?

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8) Hobbies:

Interessierst Du Dich für Musik?	Skala 1 (gar nicht) bis 5 (sehr viel)
Einschätzung deiner musikalischen Erfahrung?	Skala 1 (gar nicht) bis 5 (sehr viel)
Einschätzung Deiner Fähigkeiten:	Skala 1 (gar nicht) bis 5 (sehr viel)
- Interessierst Du Dich für Schauspielen?	Skala 1 (gar nicht) bis 5 (sehr viel)
Schauspiel - Erfahrung?	Skala 1 (gar nicht) bis 5 (sehr viel)
Einschätzung Deiner Fähigkeiten:	Skala 1 (gar nicht) bis 5 (sehr viel)

## Questionnaire I (English)

Native language/s: \_\_\_\_\_

Other foreign languages: \_\_\_\_\_

1) When did you begin to learn English? \_\_\_\_\_

2) How did you learn English? At school? \_\_  
“Naturally”?\_\_

\_\_\_\_\_  
\_\_\_\_\_

3) Have you ever been to an English-speaking country?  
Where?  
How often?  
For how long?

\_\_\_\_\_

4) Is it important for you to sound native? [give a scale from 1 to 5; 5=very important]

\_\_\_\_\_

5) What do you know about English intonation,  
rhythm,  
stress?

\_\_\_\_\_  
\_\_\_\_\_

6) Have you had any instruction in English prosody,  
i.e. the intonation,  
rhythm,  
stress system of English?  
If yes, how much?  
Have you had instruction in English pronunciation?

\_\_\_\_\_

7) Why are you learning English? Is it important for you to integrate into English society?  
What is for you the most important aspect to acquire (e.g. grammar, vocabulary,  
pronunciation...)

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8) Hobbies:

Are you interested in music? scale 1 (none) to 5 (very much)

What is your experience? scale 1 (none) to 5 (very much)

Your musical ability: scale 1 (none) to 5 (very much)

- Are you interested in acting? scale 1 (none) to 5 (very much)

What is your acting experience? scale 1 (none) to 5 (very much)

Your acting ability: scale 1 (none) to 5 (very much)

### **Questionnaire III**

1. How did you like your stay abroad?
2. Do you think you have profited from the stay language-wise?
3. What about your knowledge of English prosody? Have you been able to develop an idea about English
  - (a) intonation,
  - (b) rhythm,
  - (c) stress?
4. What are your plans for the near future?