UNIVERSITI PUTRA MALAYSIA

DISCOURSE ANALYSIS ON CONVERSATIONAL TURN-TAKING IN A GERMAN FILM BY JAN OLE GERSTER

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April 2021

Chair : **Roslina Binti Mamat, PhD**
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Turn-taking is an important mechanism in order to make a conversation flows efficiently. It occurs in dialogues and conversation where everyone uses it but not everyone aware of the strategies that available. Kato (2000) stated that turn-taking that occurs in conversation might differs between different cultures and languages which could be found as burdensome to the foreign language learners. Lacking of studies of turn-taking in German film conversation make the researchers, German language educators and graduate students whose in the discourse field barely have medium or sources to explore the language naturally. This study is based on the turn-taking analysis of conversation in a German film "A Coffee in Berlin" by Jan Ole Gerster which is also a good film to represent the typical German language and culture that is suitable for German language beginners and fans to watch (Blankenship & Twark, 2017). This film also uses German language as the main language for conversation and contains many scenes that involve daily life conversation of the Germans. Daily life conversation is chosen in this film as it can be understood by a bigger audience especially for language learners at beginner's level. By referring to this film, this study aims to detect the turn-taking rules and analyse the turn-taking strategies that occurs in the film according to Sacks, Schegloff and Jefferson (1974). The conversation data collected are transcribed by applying *Gesprächsanalytisches Transkriptionssystem 2* which means discourse and conversation- analytic transcription 2, or also known as GAT 2 by Selting (2009) as it is the most compatible transcription with German language. This study also is considered as qualitative descriptive study as it describes the data and analyse them parallel with what Nassaji (2015) has stated, descriptive qualitative study is fit to the study of foreign language learning. This study found that three rules of turn-taking; Current speaker selects next, Next speaker self-selects and Current speaker continues are involved in the conversation of the film. There are also several strategies being analysed in the study from the rules found, used by the characters in the film. In short, this study hope that the study will benefits the German

language educators and researchers in order to practice and explore the German turn taking and naturally.

Keywords: Conversation Analysis, Turn-taking, German language, turn- taking strategies, film conversation

Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk ijazah Master Sastera

ANALISIS WACANA PENGAMBILAN GILIRAN PERBUALAN DALAM FILEM BAHASA JERMAN OLEH JAN OLE GERSTER

Oleh

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April 2021

Pengerusi : **Roslina Binti Mamat, PhD**
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Pengambilan giliran adalah mekanisma penting dalam membentuk perbualan yang lancar. Ia berlaku dalam dialog dan perbualan di mana semua orang menggunakannya namun bukan semua mengetahui kewujudan strategi pengambilan giliran. Menurut Kato (2000) pengambilan giliran dalam perbualan boleh berbeza antara budaya dan bahasa, juga berkemungkinan menjadi beban kepada pelajar bahasa asing untuk mengambil giliran ketika bercakap. Kekurangan kajian pengambilan giliran dalam perbualan filem bahasa Jerman sedikit sebanyak memberi kesan kepada para penyelidik, pengajar bahasa Jerman, yang berada dalam bidang wacana serta pelajar siswazah untuk mempraktikkan pengambilan giliran bahasa Jerman secara semulajadi. Kajian ini adalah berdasarkan analisis pengambilan giliran perbualan dalam filem Jerman "A Coffee in Berlin" oleh Jan Ole Gerster yang menggambarkan kehidupan, budaya dan bahasa orang Jerman sekaligus menjadikan filem ini sesuai untuk ditonton oleh pelajar bahasa Jerman dan penggemar bahasa tersebut (Blankenship & Twark, 2017). Filem ini menggunakan bahasa Jerman sebagai bahasa utama dan memiliki banyak babak perbualan harian. Perbualan harian menjadi fokus utama kerana ianya mudah difahami dan didalami oleh ramai pihak. Tujuan kajian adalah untuk mengenal pasti peraturan pengambilan giliran dan menganalisis strategi pengambilan giliran yang terdapat dalam filem berdasarkan Sacks, Schegloff dam Jefferson (1974). Data perbualan pula diambil dan ditranskripsi dengan mengaplikasikan Gesprächsanalytisches Transkriptionssystem 2 yang bermaksud Transkripsi Analisis Wacana dan perbualan atau juga dikenali sebagai GAT 2 Selting (2009) yang dikira paling sesuai untuk digunakan dengan bahasa Jerman. Kajian ini menggunakan kaedah kualitatif kerana data kajian dijelaskan secara mendalam selain ia juga sesuai bagi kajian bahasa asing (Nassaji, 2015). Tiga peraturan pengambilan giliran telah dikesan dalam perbualan dalam kajian iaitu, penutur semasa memilih penutur seterusnya, penutur seterusnya memilih diri sendiri dan penutur semasa menyambung giliran. Beberapa strategi menurut peraturan pengambilan giliran yang digunakan oleh Watak-watak dalam filem juga telah dikaji. Diharap kajian yang dilakukan dapat memberi

faedah kepada pengkaji dan pengajar bahasa Jerman agar perbualan bahasa Jerman lebih semula jadi.strak merupakan ringkasan keseluruhan tesis dan wajib diberi perhatian rapi sepertimana bahagian tesis yang lain. Abstrak tidak mengandungi bahan rujukan. Nama singkatan atau akronim mesti didahului dengan terminology penuh pada penggunaan kali pertama.

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This thesis was submitted to the Senate of Universiti Putra Malaysia and has been accepted as fulfilment of the requirement for the Master of Arts. The members of the Supervisory Committee were as follows:

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CHAPTER 1

INTRODUCTION

1.1 Introduction

This chapter will explain the base information of the study which includes the research backgrounds of language and its importance, Discourse Analysis, Conversation Analysis (CA), turn-taking, German language in the world, German language in Malaysia, foreign language learning through films and brief introduction of "A Coffee in Berlin" film. Included as well in this chapter are the problem statement of the study, significance of the study, the objectives and the inquiries of the study.

1.2   Research Background

1.2.1   Language and its Importance

Language is one significant thing in life.   It is basic in everyone's life since language is used almost all the time by everyone in the world to fill their days. According to McWhorter (2004), language is actually more than words which when the grammar is put in together and produces utterances that reveals the impressions, experiences, environment and give some affection to the surroundings of lives. Qiu (2014) explained that people connect to the world and others' lives by communicating through language in order to express themselves. More added by Qiu, language study has begun since two thousand years back which shows how significant is language to the world. While as stated by Brown (2000), language does not come in nicely package units yet it has numbers of possible attributes of it for instance like, language is systematic, a set of arbitrary symbols, used for communication and is acquired by everyone. Aside from that, language is also described as fundamental for the communication among the society, the culture expression and works as a tool in passing the traditions and values of certain group identity (Sirbu, 2015). Thus, language could be very complex to understand especially for those people who do not happen to learn language in depth. Nevertheless, without realizing it, everyone actually still uses it regularly.

The existence of language then leads to the acquisition of new languages which are known as second language, third language or foreign language. As the time flies, people are being exposed with different surroundings and learn other cultures. As mentioned by Mantiri (2015), different world languages and different cultures are starting to be recognized in quite a fast pace which lead the people start to learn languages more. Language acquisition is also growing from time to time until these days, people do not only learn their mother tongue or first language (L1) but also acquire a second language (L2) and third language (L3) or usually known as foreign

language. It is a norm for people who lives in this new era of globalization who are bilingual since they learn two languages at the same time since they were small. Gottardo and Grant (2008) cited that, bilingualism is defined as 'knowing' two languages. They explained further that it is also complex and there are many factors of how it is influenced such as the learning age of acquiring a second language, L1 exposure continuously, relative skill in languages and the obstacles faced on languages that are learned. However, being bilingual still has its own language proficiency issues where some bilingual is high proficiency on their L2 and some are not. Apart from that, being multilingual or having the ability to speak more than two languages is also common nowadays because of some factors such as globalization, the spread of new technologies, social and education (Cenoz, 2013). Gogolin (2012) also stated that most of the population in the world is multilingual.

Besides, in the field of L2 and L3 acquisition, we can see that it has been taught since decades ago and it is not something strange to be learned. There are many parts of the world even encourage the people to be bilingual and multilingual. Interestingly, Mackey (2014) from theguardian.com cited that Swedish Scientist found out through conducting MRI scans, where specific parts of the brains of language students of L2 and FL developed more than the brain structures of the control group which stays the same. It is also explained by Merritt (2013) that language learning can enhance and strengthen mental 'muscle' for memorising rules and vocabularies which are involved. However, in this study it discusses more on the L3 which also adapt similar features as L2 but it is described differently in terms of how and when it is learned. L3 is defined chronologically as the third language being learned in adulthood after at least two languages are being acquired (Amaro, Bot and Rothman, 2013). Added by Amaro (2017), the study of L3 is also considered as could uniquely inform larger questions of language acquisition that could not be answered by L1 and L2.

To know a language better, one has to speak the language by having some conversation in the language acquired. Faerch and Kasper (1983) mentioned that, it is one of the abilities of speaking if learners take part in conversation which is also believed as learners' communicative competence. In line with Milova (2015) explanation which the grammar, writing and other skills are indeed important but the harder part in learners' minds is to converse a language. Even teaching conversational skills is considered harder than teaching grammar, writing, and other skills according to Milova. Sze (1995) also added that to have the ability to converse in other languages, it is the ultimate goal of any language learning. Furthermore, as expressed by Showkeir and Showkeir (2008), conversation is like a fluid that keeps on changing.

1.2.2   Discourse and Conversation Analysis

According to Ikenna Kamalu and Ayo Osisanwo (2015), discourse is something that is seen as language in use where it is not restricted on a study of language formally, but also how the language is use in social or cultural context. Thus, it studies the relationship between language and the context no matter if its written or spoken as long as the coherent and logical is understood (Ikenna Kamalu and Ayo Osisanwo, 2015). It is where one of the approaches of discourse analysis appear, which is Conversation

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Analysis (CA). The approach also were actively discussed and develop among ethnomethodologists whom work on discovering the methods that will be used to make sense in interaction (Wooffitt, 2005).

To have some guidelines would be sufficient in language learning. In parallel, many researches of Conversation Analysis (CA) are done in order to provide guidelines and outlines for language learners. Conversation Analysis was first developed by Harvey Sacks, Emanuel Schegloff and Gail Jefferson in the 1960s to 70s and it is known as an inductive qualitative method for language learning as it is used in social interaction (Hoey and Kendrick, 2017). According to Wu (2013), CA is initiated as a study from a describable smallest unit of conversation and examine the conversation's organization. CA is done mainly to uncover how speaker and listener understands and responds to each other with a central focus on how sequences of action are made (As cited by Nordquist, 2017; Hutchby and Wooffitt, 2008). Similarly, Mazeland (2006) defines CA as a study of participants' methods when they form social action through talk which explores the rules and practices from an interactional perspective and is studied by recordings or real- life interaction observation. While according to Jupp (2006), conversation in CA is a base for social interaction where speaker- change occurs, parties talk at a time, transitions with no gaps and no overlap are common. As stated by Jeon (2003), conversations can be described as it follows certain rules and procedures, hence there are several features of CA such as 'openings and closings', 'topic management', 'turn-taking' and 'repairs/ conversation strategies.

1.2.3 Turn-taking

According to Kato (2000), Coulthard described in the year 1985 that turn-taking brings the meaning of speakers and listeners exchange their roles in starting their speech whilst the mechanism of turn-taking may be different between other cultures and other languages (As cited by Kato, 2000; Cook, 1989). Richard and Seedhouse (2005) also pointed out that turn-taking also is considered as the heart of CA. Heinel (2017) mentioned that participants take turns when talking and the parties involved are the ones who control a conversation. Heinel elaborated more that for a successful conversation, speakers should know how and when to take, hold onto and surrender their turns in their conversation. In other word, turn-taking is basically about constructing a turn and allocating a turn.

Hoey and Kendrick (2017) specified that in turn-taking arrangement and system organization, there are approaches of turn constructions which are Turn- constructional unit (TCU) and Turn relevance place (TRP). According to Williamson (2014), TCU is a word, phrase, clause, or a sentence as a unit that completes a communicative act whereas each possible point in a flowing conversation that turns in talk could occur from one participant to another is recognized as TRP. At the end of every TCU is a TRP where the speaker and listener can change their turns. Hence, it can be stated that all conversations can be progressively analyzed in terms of TCU and TRP.

Below is a transcription of a conversation to understand TCU and TRP better.

01	A:	[TCU so would you like to learn to be able to write letters to him?] [TRP]
02	B:	[TCU I would] [TRP]
03	A:	[TCU right] [TRP]
04		[TCU well you've learnt such a lot of words reading them that all we have to practice now is putting them together into a letter isn't it?] [TRP]
05	B:	[TCU yeah]

<div align="right">(As adopted from Williamson, 2014)</div>

These turn constructions are essential in Turn-taking practices where it also will help the speakers and listeners to take turns in conversation in a more organized way as the 'turn-taking Rules' listed by Sacks, Schegloff and Jefferson in year 1974:

Turn-taking Rules:
1. Current speaker selects next
Current speaker selects next (CSSN) is a rule when the speaker wants to exchange the conversation floor with the next speaker by using strategies. Strategies involved for CSSN can be both verbal and non- verbal such as by appointing questions, nominate next speaker by calling names, eye- gaze, hand gesture and several more.

2. Next speaker self- selects
Next speaker self-selects (NSSS) is a turn-taking rule where the speaker self- selects him/herself to take the conversation floor. Self- selection usually occurs when speaker is starting with a new topic or when gaining clarification of a story told by the previous speaker. Other than that, self- selection happens when using verbal backchannel in response while the first speaker is speaking. During an argument or confusion, self- selection is also believed to happen.

3. Current speaker continues
Current speaker continues (CSC) is when the current speaker holds the conversation floor while others just listen. Several strategies are shown by the speaker when holding the floor for instance, the speaker will tend to use fillers, lengthens the sound of word said and repetition of word. As well as non- verbal strategies such as eye-gaze and hand gesture as possible strategies when current speaker continues.

This rule keeps this systematic organization and at once shows that turn-taking in conversation is a well-ordered, ruled-governed procedure (cited from Santander and Amaia, 2013). To comprehend with the rules, turn-taking strategies also exist to contribute a successful management of a conversation. With the strategies' involvement, a conversation between the speakers will be an instructive and interesting that could create a good ambiance. According to Bygate (1987), there are five ways in achieving successful turn-taking which are firstly, by knowing the strategy of a person

who wants to speak. Secondly, by recognizing the suitable time to take turn. Thirdly, be alert of appropriate structure to use when taking turn. Fourthly, recognize the strategy of people who have desire to say something and fifthly, to be able to let someone feels alerted that it is their turn to speak (Heinel, 2008). These five ways paraphrase the turn-taking strategies elaborate by Heinel (2017) where the strategy mentioned earlier could be in linguistic features (involves phrases, lexical, noises) and paralinguistic features (involves eye contact, facial expression, and gestures). turn-taking strategies can be divided into two groups which are the verbal and the non-verbal strategies.

Verbal strategies are the utterances said when speakers exchange turns during conversation. It is important for speakers to be able to communicate verbally with correct manners in the language use. Correct word choice with the right message, voice projection when speaking, and ability to use correct phrase when taking turns are the value of the verbal strategies (Wahyuni, 2018). Overlaps, backchannels, fillers, pauses, words and phrasal are the verbal strategies that can be used to maintain the smoothness of the conversation (Prihastuti and Yusuf, 2019).

Also listed by Wiemann (1975), verbal strategies could be the interrogative request (questions that are directly asked to the next speaker), completion (a declarative or statement), buffers (short words, phrases and discourse markers), interruption (when to speak before the speaker finishes speaking), simultaneous talking (also known as overlap where both speakers speak at one time), repetitions (stutter the words when speaking) and reinforcers (also known as backchannel, a feedback words to the speaker).

According to Ambady and Weisbuch (2010), non- verbal strategies fall under non-verbal communication where no spoken dialogue occurs but thoughts and feelings are portrayed and received through it. Non- verbal strategies are very significant especially when the speakers and listeners are exchanging floor of conversation face to face. Not acknowledging the non- verbal strategies could affect the communication competency as well as lacking of sensitivity when speakers are from two different cultures. As stated by Koutsombogera, Ammendrup, Vilhijalmsson and Papageorgiou (2011), non-verbal strategies are used by speakers to ensure the flow of a conversation as it could assist the listener to receive the message that is trying to be conveyed by speaker. Parallel with what Devito and Hecht (1990) enlightened where non- verbal communication works the same with words in order to communicate (Gregersen, 2007).

There are five functions of non- verbal behaviour as listed by Argyle (1998) which are to express emotions, express interpersonal attitudes, accompany speech in managing conversation cues, self- presentation and rituals. (As cited by Bujalkova & Zrnikova, 2016). In short, the use of non- verbal strategies is important in conversation, just like what Ren (2014) cited that language is not only about the grammar, spelling and pronunciation but about the culture and the customs, too.

1.2.4 Why German

More of this study, German language has been chosen to be analyzed as many are aware that one of the most famous foreign language (FL) learned and used to communicate in the world is German language. Besides, German language is not only the mother tongue in Germany but also in other European countries as well such as Austria, Switzerland, and Belgium. It is said that German is the most spoken language within European countries as an official language as well as a foreign language since it is believed that the language is beneficial in many ways (European Commission, 2012).

As cited by Dege (2015) from an interview with Ulrich Ammon, German language is learned by people all around the world because it is one of the countries which is known as world export leader. Besides, it offers good opportunities for business or for a career. Parallel with Grosseck (2010) statements where German language is considered as useful and bonus for career world since German was once has been the scientific language where the scientists found their achievements, as well as in the world of arts. This shows that German does not only symbolized the world of technology but other field as well such as culture and arts.

High possibility to study in a German spoken countries or even to migrate there is also offered and those are the things that motivate people all around the globe to learn and communicate in German language as a FL. Explained more from the interview, English is still the main language used in international business, especially in legally binding details. However, for better networking and approaching the clients, it would be easier and German language functions as an additional advantage. Because of these, the total of German language learners has constantly increased in developing countries like China, Indonesia and Brazil, with a growth between 24 and 75 percent since 2010 (Kolb, 2015). More from Kolb, there are about 15.4 million German language learners around the world. Besides, it is believed that graduates who learn FL would get the opportunities which they could acquire advance technology and information approaches as well as they would have more benefits of getting to work in multicultural and multifarious working environment as it is well known that German companies are also successfully operated in many parts of the globe (Ainol Madziah Zubairi & Isarji Sarudin, 2009).

The land of the *Dichter und Denker* (Poets and Thinker) as referred by Burchardt et. al (2012) is how German are perceived in the eyes of the world since there are huge contribution made from the German people themselves. Johann Wolfgang von Goethe is famous in the literature world which up until now is still being referred and learned by authors globally (Robertson, 2016). A hundred-year building or known as an art school named Bauhaus, in Weimar, Germany, has been famously inspired many international architects in shaping todays buildings (Chen, 2019). According to Burchardt et. al (2012), German language is also a well- supported in the technology world as many valuable researches of technology are contributed from Germany, Austria and Switzerland which are all German spoken countries and cooperated by active industrial players such as Daimler, SAP, DHL, Mercedes Benz and etc.

In Malaysia, German language is quite popular to be learned by Malaysian people. Selke (2013) mentioned that people in Malaysia were taught German language due to many reasons. For instance like firstly, it is taught to people who have a mother tongue in German Language; secondly, it is taught to the local people who wish to pursue their tertiary education in Germany; thirdly, it is taught to those learners who took German as their Bachelor degree programs; and finally, to the Malaysian husbands or wives learning German with purposes of family reunion. The very first courses were offered by Goethe- Institute in year 1958 which is the first year of the Goethe- Institute starts operating in Malaysia (Majtanova 2015: 88). Students who are pursuing in engineering and language field mostly are those who are motivated on learning German Language so they will get bigger opportunities in the future such as pursuing their studies or build a career in Germany.

Stated previously about there are a few institutions in Malaysia offering Bachelor Degree program for German Language in Malaysia. Ainol Madziah Zubairi, Isarji Hj Sarudin and Mohamad Sahari Nordin (2007) mentioned that German Language is being taught in higher institutions as elective subjects such as Universiti Malaya (UM), Universiti Putra Malaysia (UPM), Universiti Sains Malaysia (USM), Universiti Utara Malaysia (UUM), International Islamic University Malaysia (IIUM), Universiti Malaysia Sabah (UMS), Universiti Kebangsaan Malaysia (UKM), Universiti Teknologi Mara (UiTM) and Universiti Malaysia Sarawak (UNIMAS). In fact, German Language is taught in many Science stream boarding schools and institutions as foreign language whilst there are several institutions such as UM, UPM and University of Nottingham Malaysia Campus, offer a Bachelor Degree program in German Language.

1.2.5   Language and Culture in Film

Film plays an important role in becoming the medium for people to venture more than their normal life whilst cinema has been the place for the people to experience other cultures, education, technology, leisure and propaganda (Vikah, 2011).

Acquiring FL is not an easy task as it is something new and is not practiced every day like how people use L1 and L2 in their daily life. The complicatedness of learning the language then lead to abundance of efforts and suggestions from the FL educators for the learners to improve their FL proficiency. Nation (2014) elaborated some language learning activities such as playing word cards, watching FL film with the script, do lots of easy reading, read FL's short book and learn useful sentences or phrases as a whole unit. The convenient way to practice FL is by watching films. Cheon (2007) also dedicated that learning language through screens could also give a picture of not only how the language is used, but also consists of cultural and historical contents.

Jeon (2003) stated that films provide realistic models and instances for FL learners to imitate the conversation whilst films also let the learners to get broader access to oral communication visually and auditory (As cited by Jeon, 2003; Tschirner, 2001: 306). Jeon (2003) also added that the authenticity of a conversation comes from the 'qualities of natural speech' and not the originality of the language itself, which equally means

conversation in film can be authentic if it has quality in it. Although conversation in film is not a spontaneous ones, it has become the medium to present real or fictional stories and the integration of the film itself has its' own power in teaching a language (Suwartono, 2008) .Another one is a statement made by King (2002: 510) which tells that films expose the learners to a wide range of native speaker's way of speaking such as in terms of 'slang', 'reduced speech', 'stress', 'accent' and 'dialects'. Even in Malaysia itself, films like German films are screened in Malaysia for the students, expatriates, families and others to enjoy and get a broader experience of European cultures and wider world view without having to fly to the places (Star Online, 2016).

1.2.6   Film "A Coffee in Berlin"

As this study decided to use a German film to be analyzed, "A Coffee in Berlin" by Jan Ole Gerster is chosen for its' suitable criteria. Numbers of conversation held in the film are appropriate and easy to understand especially for non- native German language speakers. The type of German conversations in the film are mostly normal conversations that occur in daily life (conversation between family, friends and strangers). This film surprisingly has been nominated for 22 awards and won 25 awards since its' first debut in 2012 during the Munich International Film Festival, as stated in Internet Movie Database (IMDB). This film is unique in its' own way as it is portrayed in black and white with the background of Berlin.

As described by Kastelan (2012) from Goethe- Institut USA, the film tells about a young adult named Niko Fischer (acted by Tom Schilling) as the main character, who lives in the city of Berlin. He is unsure about his life and has been thinking about it for a while. Niko at the beginning of the film is just trying to get a cup of coffee which he could not get it for some reasons and many things happen unexpectedly until the very last scene of the movie which basically shows an example of normal people's daily life experience. The whole story tells about while he is trying to get a cup of coffee, Niko then had a day full of incidents, the good and the bad ones which make him view life in different perspectives.

As other normal films, this film also involves other characters as supporting roles. They are not considered as main characters since the film only focuses on Niko from the beginning until the end. These supporting roles or also known as the antagonist help to build the main characters personality and drama (Prawiradilaga, 2017). The supporting roles in the film are as listed:

Elli – Elli is Niko's girlfriend who has been living together with him. They are in love only for a short time where Niko then decided to separate with and began a new life. She is a young adult and a soft person yet strong in holding on her opinion. She was with Niko when Niko decided to stop pursuing his studies without his father's knowing.

Mr. Fischer (Vater) – Niko's father. A middle-aged man who is rich and has an only child which is his son, Niko. He has been living his life perfectly, golfing, and

financing Niko's life and studies until he finally found out that Niko has been lying to him. Mr. Fischer is also a very concern and strict father who wants his son to be like all men, where men are expected to be strong, has well- planned life and fearless. Although in the film he is angry at Niko, he still provides Niko some cash for Niko to improve himself and change. He does struggle a lot to grow his son as his wife wishes.

Matze – An adult friend that Niko have known for some time who lives nearby. He is a very straightforward person and always make Niko feels comfortable around him. He also like to drive Niko here and there and spend time together talking over random things. At the same time, he is jobless and selfless.

Julika – Julika is Niko's long-lost friend when he was in primary school. They were classmates when they were 9 years old. Niko and his friend used to make fun of Julika because she was a chubby girl before. She has grown up beautifully and became slender. She is also always being insecure and could not let go of her past. Because of that, she seems to be gaining the self-confident but too bad as she made it as revenge to others that she felt threatened by.

Phillip – He is an adult who is also Matze's actor friend and is always busy with shooting. He loves to share stories about life and amazed with Niko because of Niko's intelligence. Although Niko has just met him, but Phillip has already treated him like an old friend.

Karl - A middle aged lonely man who happens to be Niko's new neighbour. He has a sick wife who is suffering from breast cancer. The wife spends most of her time in the kitchen cooking dishes only Karl can bear with. Karl is also a football lover and like to isolate himself in a basement room in the apartment watching football games on television and playing *fußball* (an arcade game) alone.

Frau Baumann – A grandmother of a boy called Marcel, who has been supplying illegal stuffs to Matze. Frau Baumann is a friendly old vintage lady who is embracing her life with what she has. She seems grateful and has brought calmness to Niko when they both had conversation. Niko felt comfortable when he hangs out with Frau Baumann and they instantly become friends.

Two Detectives (Polizei 1 and 2) – The two detectives are the men officers who are in charge of the security at the train station. They both have caught Niko travelling on a train illegally. They are tolerable but Niko managed to escape from them after arguing over the broken ticket machine, which is an issue that Niko brought up.

The Psychiatric – Niko's appointment doctor who is in charge of dealing with Niko's addiction towards alcohol. The psychiatric is not favoured by Niko since he is so annoying and treat Niko unprofessionally.

Bartender – A barista lady who entertains Niko in the café when Niko was ordering a coffee. She is a young adult that is friendly and treat the customers fairly.

Play Director (Intendant) - Julika's theatre play director who is very particular with people's view on his art work. He is an adult who is sensitive yet at the same time appreciate people with knowledge. He had an issue with Matze after a play presented by Julika's team directed under the director because Matze was belittling his artwork.

Mr. Friedrich - A drunk old man who suddenly joins in while Niko is in a bar spending his time alone after a long day. Mr. Friedrich who has been living in the city since the historical times has been telling his previous experience during the post- war to Niko. His stories, which at first were ignored by Niko were later on paid attention as it is getting exciting and makes Niko start to contemplate about life. The old man suddenly collapsed after he was done talking to Niko and died on the same night in the hospital.

Schneider – A young adult who is working as Niko's father assistant. He has just finished his study in law and always being the comparison with Niko by the father. His life is well managed while Niko is a little bit all over the place. Schneider is just being a normal worker and always respects the employer.

Those are the important supporting roles in the film that have contributed in developing the main character, Niko. As all roles eventually crossed path in Niko's life simply to bring a different perspective for him. In the end, Niko is seen drinking a coffee in a café, contemplating about life. The ending is quite hanging and the future of Niko could be anything. The film also focuses on the value of the life we are living so we can cope up with realities.

1.3   Problem Statement

German Language is one of the foreign languages that has been widely known, learnt and used by many Malaysians. Almost 50 years, Malaysia has been exposed by the German language which then leads to high interest to learn it whereas at the same time the number of Malaysians who would like to pursue their studies in German Universities increases even more (Wolf, 2015). In the world, German language has been widely used in different industries such as, economy, education, science and technology, tourism, arts and more. It shows the relevancy of German language globally and not to be missed, in Malaysia, too. The significance of German Language in Malaysia is rather vibrant which has been said in a study by Bong Tze Ying, Ang Lay Hoon, Hazlina Abdul Halim and Majtanova (2018) which many higher education institutes in Malaysia both public and private have offered German Language course to Malaysian students as a major or elective programme. This means that the chance of Malaysians to acknowledge the language is high.

According to Farhana Muslim Mohd Jalis and Normaliza Abd Rahim (2014), German Language officially started to be taught and learned in Malaysia in year of 1958, parallel with the year of Goethe Institute in Penang is established. From that time, Malaysia and Germany began to build closer relationship with various purposes including involvement in businesses, science and technology, education, and exchange of the cultures (Farhana Muslim Mohd Jalis & Normaliza Abd Rahim, 2014). The expected group that will be using German language in Malaysia are those in professional sectors working or dealing with Multinational Companies (MNC) own by the Germans such as the interpreters, translators, global sales person and marketers, engineers, tourist guides and lecturers. Waltraud (2016) explained that employers at German MNC companies would be more comfortable if they could communicate with employees in German Language even if the level of proficiency of the employees are still the basic ones. It shows how the language is not just the language but also connection of the culture which brings people from two different lands together (Waltraud, 2016).

Acquiring FL would be something fun to do, unfortunately, having problems to do conversation in German Language fluently has always been faced by the users especially in Malaysia. Normally the users or learners always stay passive in class as they could not start their conversation due to lack of conversation competence. Hazlina Abdul Halim, Ang Lay Hoon, Roslina Mamat and Normaliza Ab Rahim (2014) stated in the journal of Perception of Malaysian Learners on The Use of Written Communications Strategies in Mandarin, French and Japanese, where Hismanoglu (2000) has mentioned about language learners have to face an uneasy task where they have to gain loads of language information whereas more strategies are needed to perform their task and to process new knowledge that they have achieved. Furthermore, Bong Tze Ying et al. (2018) stated that the German language students in a study said that they always faced difficulties whenever the lecturers speak in German language which makes them feel lack of confidence as they are not sure on how to respond since they are not that fluent in the language. This is because they are not exposed enough with the real daily language of the Germans to be applied in the classroom.

Although the materials and medium to practice real social interaction are sufficient, the conversation competency is still far from satisfactory, aligned with a statement by Heriansyah (2012) in a study of speaking problems faced by foreign language learners. On the other note, missing the guidance to have a proper conversation in German language also leads to complications of the students in speaking the language. As claimed by Tokoz- Goktepe (2014), most problems that experienced by language students are such as insufficient language and content knowledge, misdirected methods and materials used in the classroom and limited contact with the language learned outside of the classroom. These problems could be related to this study and strengthen the reasons on why this study should be done.

Conversation Analysis (CA) is one of the favourite topics discussed in the study of discourse whilst many CA studies are done in different languages such as Mandarin, German, Spanish, English and Vietnam. The type of the conversation usually is recorded or observed conversation from a real-life situation. However, as time changes, conversation in film has also started to steal the light and discussed by the researchers.

Despite of that, there is scarcely any literature on German film conversation analysis being done especially in turn-taking. In this study, highlighted are the linguistic features and the non-linguistic features of German language through the film conversation such as the word choice to nominate next speaker, to ask question, syllables length, pauses and gaps as well as eye gaze. These features which are also the strategies of turn-taking in conversation are needed to be analyzed as it is one of the gaps of this study wishes to fill

It is even harder for the users who learn the language for their own self- satisfaction. They would not be getting materials or activities to practice German language as those who manage to enrol their studies in the language. Hence, apart from just filling the gap in the study of CA, it is necessary for this study to analyse film conversations to enhance the German language as FL users' conversation competency. Conversation competency here can be described as the capability of engaging in a dynamic process of on-going, interactive and mentally satisfying communication, rather than only having linguistic competency (Jeon, 2003). Understanding the analysis of a conversation would bring the users to a clearer view and be more focused in acknowledging the language use; how to start and end the conversation, as they might already know the vocabulary but not competent on putting the word while conversing.

It would be very helpful too for people that are German language users, learners, lecturers and the future researchers to be exposed with turn-taking as it is one of the primary mechanisms in conversation and the nature itself is to encourage and sustain the talking (Kato, 2000). When users know how to take turns while conversing, they will keep themselves contented as well as manage to sustain their conversation towards a bigger conversation. They will also definitely feel more comfortable in using the language. In short, it is interesting to get to know what are the strategies of turn-taking and strategies used in a German film and how does it match with other languages and cultures as well.

1.4   Significance of the Study

The study of the language use or we call it as discourse analysis is really important especially to know the language use formally, as well as social and culturally as according to Ikenna Kamalu and Ayo Osisanwo (2015). One of the discourse approaches is the Conversational Analysis (CA) of turn-taking where the influential work are done by Sacks, Schegloff and Jefferson (1974). Turn-taking is a crucial part in human interaction. It is to manage the fluency of a conversation. By detecting the rules of turn-taking in conversation that occurs in the film "A Coffee in Berlin", this study hopes that it would be a viable alternative for the German language users to acknowledge the rules of turn-taking that can be applied in German language conversation to tolerate the flow of the conversation itself.   This study also hopes to provide the data as the guidelines and outlines for the users to use it as materials for copy writing, script writing or even for language practice in terms of taking turns during conversation on how to categorize the rules used, choice of words on using strategies during conversation and etc. Furthermore, this study believes that it could be beneficial in helping language users to converse in correct manner which suitable with

the German culture. It would be very helpful too for users and the future researchers to know more about turn-taking strategies in German language conversation in order to achieve a better and natural German Language conversation   to match the German social and cultural aspects especially in Malaysia.

Apart from that, this study also will expand the view of the users where watching dramas and films could be an interesting activity in acquiring foreign language as well as beneficial to everyone especially in differentiating the similarities and difference between two different languages and cultures (Yilmaz, 2020). It is to discover the fun of acquiring German language instead of using just books and learning materials such as books from bookstores which usually does not have many choices. They can enjoy watching clips of videos from dramas, films or even scenes from YouTube videos that will surely bring a different experience and exposure to them. On the other hand, it will also encourage the Malaysian researchers of German language to know better of the background, culture and language use of the Germans. This study focuses its' important to Malaysia and other non- native speaker because German film conversation might be normal and common to the German native speakers but uncommon for the non- natives.

1.5   Research Objectives

1.   To identify the rules of turn-taking that are applied in conversation that occurs in the film according to Sacks, Schegloff and Jefferson (1974) and the factors that influenced.
2.   To analyse the strategies used by the speakers in turn-taking rules involved in the conversation of the film.

1.6   Research Questions

1.   What are the types of turn-taking rules according to Sacks, Schegloff and Jefferson (1974) that are applied in conversation that occurs in the film and the factors that influenced?
2.   How are the strategies used by the speaker in the film when using turn-taking rules in the film conversation?

1.7   Definition of Terms

a.   **Rules of turn-taking**: According to Cambridge Dictionary from dictionary.cambridge.org, 'rule' is "an accepted principle or instruction that states the way things are or should be done, and tells you what is allowed and what is not allowed to do". Wheareas the rules of turn-taking of this study is based on the theory by Sacks, Schegloff and Jefferson (1974) as the theory is easy to comprehend, common to the CA studies and most importantly matches with the German language.

b. **Strategies of turn-taking**: Generally, strategy is defined as a detailed plan in order to achieve success in situations or the skill of planning in certain situations (Cambridge Dictionary, 2020). Hence, this study focuses on the strategies of turn-taking that can give impact to the conversation such as nomination, pause and gap, syllables length, fillers and etc.

1.8 Theoretical Framework

Below in figure 1.1 is the theoretical framework of this study to show to the readers on which theory of turn-taking is being applied. By providing the theoretical framework, this study hopes that readers understand better on the process of analysis is done. The theory that involved is as mentioned in the beginning of the study which is turn-taking rules developed by Sacks, Schegloff and Jefferson (1974).
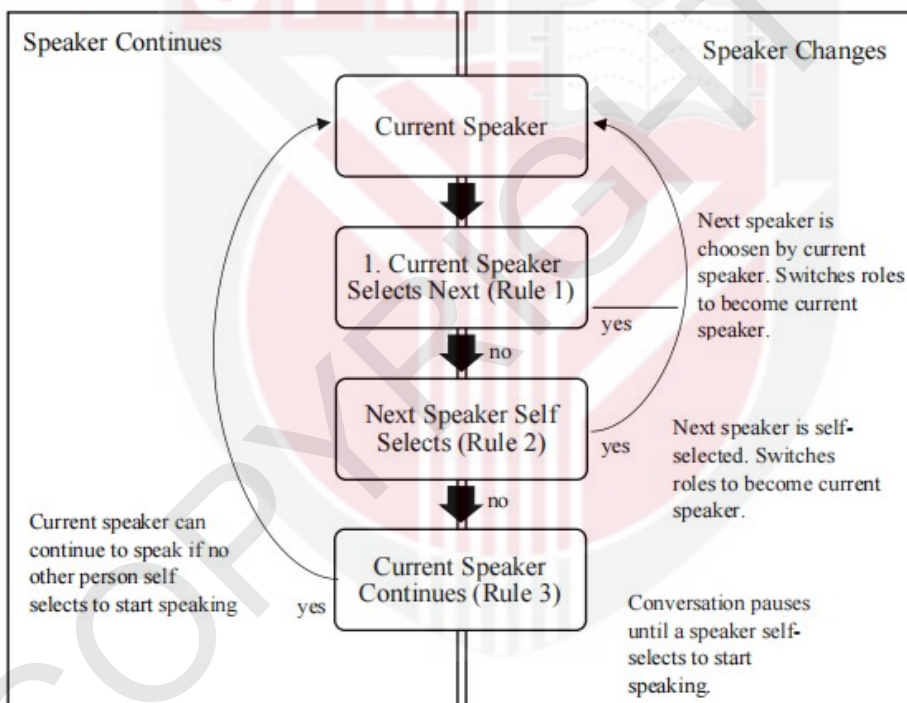
Figure 1.0: Turn-taking rules framework (Sacks,Schegloff and Jefferson, 1974)

1.9   Conclusion

In conclusion, this chapter covers the objectives and the questions of the study, the significance of the study and the problem statements of the study. Along with that, the introduction of the film "A Coffee in Berlin" also has been explained which might help a lot for readers in understanding the discussion of the study. The base information of the study like language, language learning, bilingual and multilingual learning, CA, turn-taking and German language also has been elaborated in this chapter. A theoretical framework is also included in this chapter as it shows the overview of the study in much more practical way.

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