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A B S T R A C T S

Linnar Viik (IT Kolledž on kaasaegne infotehnoloogia kõrgkool / Estonian Information Technology College, Tallinn, EE)

"Intercultural communication and ICT in the management of multicultural organizations"

Abstract

> Ah millal see oli ah millal
> mis keeles me teineteist viimati kuulsime?

> When was it and in which language
> we recently heard each other?

These final lines in famous Estonian pop ballade "Tunnete keel" (Language of feelings) from 1980s, performed by Kare Kauks always remind me when is see people who are working towards the same goal but act in complete disharmony. You can well speak in same language but not understand each other at all.

In my presentation I will focus on intercultural communication aspects and issues related to management of multicultural organizations. For last 20 years I have worked actively in research and adoption of information and communications technologies to the daily processes of different organizations, governments and societies.

We have been working with the same technology around the globe, addressing similar goals and in most cases speaking the same language but the outcome of

these activities differ a lot. It's not language that matters in these cases but understanding the culture of practices – social, cultural, political and regulatory aspects. "I'll be late" is different length of time in different latitudes and we accept that as part of intercultural contextual communication.

We carry different meaning to the similar phenomena also depending on our professional domain. The word "information" has different meaning in international diplomacy, military operations, educational environments or data communication. When adopting ICT in education we should invest more time in understanding the common goals – otherwise we will wonder one day as the pop ballad asked:

> "When was it and in which language
>
> We recently heard each other?"

CV

Mr. Viik obtained an M.Sc. (Information Technology and Informatics) at the Tallinn Technical University and an M.Sc./Postgraduate diploma (International Economy) at the Helsinki University of Technology. Having worked as a management consultant at KPMG (Estonia and London) between 1993-1995 he became Chairman of the Board of the IT company Meediamaa Ltd. (1995-1998) and Chairman of the Supervisory Board of Netexpress Ltd. (1998-1999) before becoming Member of the Board of Directors and Head of the Multimedia Department of Levicom Ltd. He was also an advisor to the Prime Minister of Estonia (1999-2001). In 2001 he co-founded Mobi Solutions Ltd. and was Member of the Board there until 2007. In 2004 he founded Keelevara Ltd., of which he is still Chairman of the Supervisory Board. Linnar Viik is Chairman of the Board of Open Estonia Foundation and member of the Governing Boards of European Institute of Innovation and Technology and Nordic Investment Bank.

Mr. Viik was Director of Skype Access at Skype Technologies Ltd. (2007-2009) and since 2000 has been lecturing at the Estonian IT College, where he was made Member of the Board in 2003. In 2010-2012 he was the Rector of the Estonian IT College.

Return to top

Taija Swanström and Heidi Rontu (Teknillinen korkeakoulu / Aalto University School of Science & Technology, FI)

Using Virtual Worlds in Language Learning

Abstract

The aim of this paper is to discuss new ways of language learning in higher education by exploring what potential social media tools may have in teaching. For students the social media can encourage to take more responsibility for their own learning. Students are empowered to participate in learning activities, thus engaging them in the learning process. This can also mean a positive detachment from possible motivation and attitude hinders as the student is able to create his/her own learning space and reality.

We focus on the use of three-dimensional (3D) virtual worlds (VWs) in language teaching and in particular the use of Second Life in teaching Swedish for university students in Finland. The teaching of Swedish as the second national language in Finland is included as mandatory studies in every undergraduate degree in higher education. Due to historical reasons – the many disputes between the Finnish speaking majority and Swedish speaking minority- and changing political climate towards hierarchically and by the state imposed individual multilingualism, the teaching of the second national language can be a challenging task. The attitudinal and motivational con-text in a teaching situation can be anything from promoting learning to directly preventing it.

Second Life has been used in teaching Swedish for the students of chemical technology at Aalto University. It has been used in a role play which consisted of a small talk situation of introducing a new worker into his new workplace. Another communication situation where Second Life has been used is a laboratory exercise. Second Life as a teaching method is evaluated both from the teacher's and the student's perspective. Finally we address the challenges in the use of Second Life in language teaching.

CV

Taija Swanström (1973), MA, Lecturer and coordinator in Swedish at the Aalto University School of Science (Language centre), Associate member of the Finnish Matriculation Examination Board.

CV

Heidi Rontu (1968) is Director of the Language Centre of the School of Science of the Aalto University in Helsinki (Finland). She was co-chair/secretary (with Tuija Nikko) of the workgroup for designing Aalto University's language strategy.

Orsolya Hegedus & Íldiko Psenaková (Univerzita Konštantína Filozofa v Nitre / Constantine the Philosopher University, Nitra, SK)

Using ICT in foreign language training for future teachers in linguistically mixed areas / Využitie IKT vo vyučovaní cudzích jazykov pre budúcich učiteľov na jazykovo zmiešanom území / Az IKT lehetőségeinek felhasználása a leendő tanárok idegen nyelvi képzésében a nyelvileg vegyes területeken

Abstract

At the Faculty of Central European Studies of Constantine the Philosopher University in Nitra (Slovakia) the lectures and seminars for future teachers have been delivered in Hungarian, Slovak or both languages for more than 50 years. 90% of our students come from linguistically mixed areas, so this system of education suits their needs. Although this method has proved good, recently it has also proved to be insufficient. Due to globalising processes, the English language is being introduced to education even in junior sections of primary schools continuing up to the end of the secondary education. Therefore, it is necessary for future teachers (who have not experienced this remodelling of the system of education) to be sufficiently prepared for the new conditions and besides two languages used in linguistically mixed areas they should have a command of at least one foreign (worldwide spoken) language.

As the range of our study programmes and the number of lessons are limited, it is essential to introduce new forms and methods to education as well as utilize possibilities of modern ICT. The paper deals with the possibilities of using mobile devices in education. Authors focus also on utilizing e-learning and m-learning in teaching English language, to help teachers in their future practice.

Abstrakt (SK)

Využitie IKT vo vyučovaní jazykov pre budúcich učiteľov na jazykovo zmiešanom území

Na Fakulte stredoeurópskych štúdií Univerzity Konštantína Filozofa v Nitre (Slovensko) sa predmety pre budúcich učiteľov vyučujú maďarsky, slovensky alebo dvojjazyčne už vyše 50 rokov. Študenti, ktorí prichádzajú k nám študovať, pochádzajú skoro z 90% z jazykovo zmiešaného územia, preto im takýto spôsob vyučovania vyhovuje. Aj keď sa tento spôsob osvedčil, v poslednom čase sa ukázalo, že je nedostatočný. Vďaka globalizačným procesom vo svete sa zavádza

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do vyučovania anglický jazyk už aj na prvom stupni základných škôl a pokračuje až do ukončenia strednej školy. Je preto nevyhnutné, aby budúci učitelia (ktorí ešte túto prestavbu školstva nezažili) boli dostatočne pripravení na nové podmienky, a okrem dvoch jazykov používaných na jazykovo zmiešanom území ovládali aspoň jeden svetový jazyk.

Nakoľko sme obmedzení rozsahom študijných programov a počtom vyučovacích hodín je nevyhnutné zavádzať do vyučovania nové formy a metódy, a využiť možnosti moderných IKT. Predkladaný článok sa zaoberá možnosťami využitia mobilných technológií vo vyučovacom procese, resp. ako je možné využiť e-learning a m-learning vo vyučovaní anglického jazyka pre budúcich učiteľov.

Absztrakt (HU)

Az IKT lehetőségeinek felhasználása a leendő tanárok nyelvi képzésében a nyelvileg vegyes területeken

A Nyitrai Konstantin Filozófus Egyetem Közép-európai Tanulmányok Karán (Szlovákia) a tanárjelöltek számára az előadások és szemináriumok már több mint 50 éve magyar, szlovák vagy mindkét nyelven zajlanak. Diákjaink 90%-a nyelvileg vegyes területekről származik, így ez az oktatási környezet megfelel igényeiknek. Bár ez a módszer bevált, az utóbbi időben mégis kevésnek bizonyult. A globalizációnak köszönhetően már az általános iskolák alsó tagozatán is bevezették az angol nyelv oktatását, amely a középfokú oktatás végével zárul. Ezért szükséges, hogy a leendő tanárok (akikre még nem volt érvényes ez az oktatási rendszer) kellően felkészüljenek az új feltételekre. Tehát a nyelvileg vegyes területeken használt nyelvek mellett legalább egy idegen nyelvet (ill. világnyelvet) is beszéljenek.

Mivel az általunk kínált szakok és órák száma korlátozott, fontos, hogy kihasználjuk a modern IKT lehetőségeit, és ezek segítségével új formákat és módszereket vezessünk be az oktatásba. A szerzők az e-learning és m-learning lehetőségeit mutatják be az angol nyelv oktatásában, ill. a tanulmány a mobil eszközök oktatásban történő felhasználásával is foglalkozik.

CV

Ildikó Pšenáková (Ing., PhD.) was born in 1957. In 1982 she graduated (MSc.) with distinction at the Department of Computer Science and Engineering of the Faculty of Computing Technologies and Informatics at Saint Petersburg Electrotechnical University. She defended her PhD. degree of Technology of Education in 2001 on the Pedagogical Faculty of Constantine the Philosopher University in Nitra. Since 1982 to 1992 she was working as an associated professor at the Department of Computers and Informatics at Technical

University in Košice. From 1995 she works at Constantine the Philosopher University. Her research interests include the usage of websites in education and the preparation of E-Learning/M-Learning materials.

CV

Orsolya Hegedűs (MA.) was born in 1974. She graduated at the Faculty of Arts at Constantine the Philosopher University in Nitra. Since 2007, she has been an Assistant Lecturer at the Faculty of Central European Studies teaching English. She is also a PhD student at the faculty. Her main research interests are English language teaching and fantasy literature.

Return to top

Norbert Pachler (Institute of Education, University of London, England, UK)

Mobile-assisted language learning

Abstract

This keynote will explore the potential of mobile devices and technologies, in particular smartphones, for language learning and teaching. It will do so by exploring key technological affordances and relate them to findings from second and foreign language acquisition research. The conceptual and theoretical work of the London Mobile Learning Group (www.londonmobilelearning.net) will be outlined as a basis for analysing and planning mobile-assisted language learning activities and projects. Findings from applied research will be presented as exemplification and some relevant resources will be introduced.

CV

Norbert Pachler is Professor of Education and Director: International Teacher Education at the Institute of Education, University of London. During 2011-12 he is the President of the European Baccalaureate. Norbert´s research interests include the application of new technologies in teaching and learning, teacher education and development and all aspects of foreign language teaching and learning. He has published widely and supervises numerous research students in these fields. He is joint editor of the Language Learning Journal (Routledge). In 2007 he founded the international, interdisciplinary London Mobile Learning Group (www.londonmobilelearning.net), which he convenes. The group comprises researchers in the fields of cultural and media studies, sociology, (social) semiotics, pedagogy, educational technology, work-based learning and learning design.

Return to top

Tenesoya Pawlowsky (president, fundació digi<tal>ent (Clúster d'Indústries de la Llengua), Catalonia, ES)

Clústerlingua

Resum

El 20 de gener es va constituir a la seu de la Fundació Digitalent, ubicada al districte 22@, l'Associació Catalana Clúster de les Indústries de la Llengua, formada per nou de les empreses més representatives d'aquesta indústria a Catalunya.

Aquesta associació neix a partir d'un procés de reflexió estratègica de les indústries de la llengua a Catalunya iniciat el 2010 i promogut per Linguamón i el 22@ de Barcelona, i que conclou amb un Pla Estratègic del Clúster. A finals de 2011 s'inicia el procés d'activació i constitució formal d'una associació que executi el pla d'acció plantejat. Encara que l'associació es posa en marxa amb un nucli empresarial de nou empreses, durant aquest any 2012 es pretén aglutinar a unes 25 empreses associades.

L'objectiu principal de l'associació és potenciar la indústria de la llengua desenvolupant accions que millorin la competitivitat de les seves empreses, afavorint el desenvolupament de productes i serveis innovadors i la seva internacionalització a través de projectes nacionals i internacionals.

Abstract

On January 20 2012 the "Language Industries Cluster" Catalan Association was established at the Digitalent Foundation headquarters, located in Barcelona's 22@ district. Its members are the leading companies in this industry in Catalonia.

The Association was created following a process of strategic reflection by the language industries of Catalonia. It was launched in 2010 and promoted by Linguamón and Barcelona's 22@, and concluded with the Cluster's Strategic Plan. At the end of 2011 the activation process and formal establishment of a partnership started up, in order to implement the proposed action plan. Though the association has started up with a business core of nine companies, it aims, during 2012, to bring together about 25 member companies.

The main aim of the association is to promote the language industry by undertaking actions to improve the competitiveness of its members firms, by supporting the development of innovative products and services, and by internationalization through national and international projects.

Resumen

El 20 de enero se constituyó en la sede de la Fundación Digitalent, ubicada en el distrito 22@, la Asociación Catalana Clúster de las Industrias de la Lengua, formada por nueve de las empresas más representativas de esta industria en Cataluña.

Esta asociación nace a partir de un proceso de reflexión estratégica de las industrias de la lengua en Cataluña iniciado en 2010 y promovido por Linguamón y el 22@ de Barcelona, y que concluye con un Plan Estratégico del Clúster. A finales de 2011 se inicia el proceso de activación y constitución formal de una asociación que ejecute el plan de acción planteado. Aunque la asociación se pone en marcha con un núcleo empresarial de nueve empresas, durante este año 2012 se pretende aglutinar a unas 25 empresas asociadas.

El objetivo principal de la asociación es potenciar la industria de la lengua desarrollando acciones que mejoren la competitividad de sus empresas, favoreciendo el desarrollo de productos y servicios innovadores y su internacionalización a través de proyectos nacionales e internacionales.

CV

Tenesoya PAWLOWSKY-SANTANA (Barcelona 1968) is the Chairwoman of Associació Catalana Clúster de les Indústries de la Llengua (Catalan Cluster Association of Language Industries). Her first degree (Autonomous University of Barcelona), and early professional work was in Veterinary Science. Ion 2002 she began to work as a Freelance translator in the life sciences area and has been Managing Director and Quality Manager of CPSL since 2007.

Anouk Gelan (Universiteit Hasselt / Hasselt University, BE)

Intercultural communication in the Meuse-Rhine Euregio

Abstract

INTERcCOM (Intercultural communication in the Euregio Meuse-Rhine) is an Interreg project co-ordinated by the Centre of Applied Linguistics – Hasselt University. The project's aims are to improve mutual communication and to simplify studying and working in the EMR, composed of 3 different languages and 5 different cultures.

To achieve this goal, a scientific research consisting of a language and a culture part was undertaken, in which we sought an answer to the following main questions:

A) Which interference errors and other recurrent errors do native youngsters and young Polish and Turkish immigrants keep on making in the other region's languages?

B) Which are the cultural characteristics of each of the regions and of their native youngsters and young Polish and Turkish immigrants, in particular? Are there many resemblances or differences?

Based on the research results, e-learning modules are being developed. The design for a web-based remedial course for improving HE Students' skills in French, Dutch and German was the common basis for different teams of teaching professionals in the different regions to start creating tailor-made exercise material based on the inventories of interference and other recurrent language errors and the contrastive cultural profiles assembled for each couple of regions.

The learning modules, characterized by a communicative approach and created with dedicated language & culture authoring software, will be suited for fully independent learning as well as for semi-autonomous blended learning (guided by a teacher). Thanks to multi-labeling, students can assemble their sets of exercises on the basis of different selection parameters.

For further information: www.uhasselt.be/ctl > research > INTERcCOM or www.interccom.eu

CV

Anouk Gelan is senior researcher at the Centre of Applied Linguistics of Hasselt University. After obtaining her master's degree in Romance Philology at Ghent University, she joined CTL in 1998 and worked on several European research and development projects. She co-ordinated the European language project TST-ID (language and speech technologies for Intercultural Dialogue) and is co-author of several e-learning methods for Intercultural Communication. Her research interests lie in the field of CALL (Computer-Assisted Language Learning), professional communication needs and contrastive language didactics.

Return to top

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10 of 22

Montserrat Vall-Llovera and **Maite Puigdevall** (Universitat Oberta de Catalunya, Barcelona, Catalonia, ES)

El multilingüisme en l'ensenyament a distància: el cas de la UOC. Algunes experiències de multilingüisme a l'aula virtual / Multilingualism in distance learning: the case of the U.O.C. Some multilingual experiences in the virtual classroom

Abstract (forthcoming)

CV

Montse Vall-llovera holds a degree in Psychology from the Universitat de Barcelona and a PhD in Psychology from the Universitat Autònoma de Barcelona. She has specialized in Methodology of Health Sciences and Social Psychology. He doctoral thesis was on "The triangulation methodology as an alternative analysis of the reality on the use of ICT by young people". She is currently Assistant to the Vice President for Graduate and Continuing Education at the Universitat Oberta de Catalunya (UOC), and Academic Director of the Graduate Institute of the International University of Catalonia, as well as a lecturer in the Bachelor of Psychology and the Master of Education and ICT at the Faculty of Psychology and Education of this university in the field of Methodology of Behavioural Sciences. She has been Director of the Psychology degree Program at the UOC, and professor at the Universitat Autònoma de Barcelona in the area of Methodology of Health Sciences.

CV

Maite Puigdevall Serralvo (Banyoles, Catalonia, 1972) graduated in Philosophy and Letters (section of Catalan Philology) at the University of Girona (UdG) in 1995. Master in Welsh Ethnological Studies at Cardiff University (Wales) in 1997 and Doctor of Philosophy, also at Cardiff University (2006). Since January 2008, is an associate professor of Catalan Philology, in the Department of Arts and Humanities at the Open University of Catalonia. She is the academic director of a postgraduate course on Language and cultural diversity management. Her main work focuses on comparative studies of language planning and policy in Catalonia and Wales, chiefly in the socioeconomic sphere.

Return to top

Jochen Rehbein (Orta Doğu Teknik Üniversitesi / Middle East Technical University, Ankara, TR)

How to integrate computer assisted linguistic analysis of authentic discourse into multilingual teaching [Summary, extended version]

Questions

The new digital media, extending the range of technologies, offer the chance to focus on the learner's activities rather than on traditional teaching practises. But how exactly do they contribute to the quality of learning foreign and/or second languages? How best to apply new technologies to multilingual language acquisition and multilingual teaching? The answer envisaged in this paper is that they may help to open up a participatory access to different types of multilingual communication as it takes place in a diversity of real interactions (House and Rehbein 2004; see also Rehbein 2010).

Types of multilingual constellations

The realities of speaking and acting in multilingual communication are specified according to types of language constellations which reflect the multilinguality of the social interactants. By means of the concept of 'constellation', I would like to distinguish four types of multilingual communication which could be improved by integrating computer technologies in a specific sense as follows:

- Multilingual communication with immigrant languages

- Multilingual communication with minority languages

- International communication in a lingua franca communication

- Communication through closely related languages (receptive multilingualism)

For each of these types of communication, I will give a real-life example, which may provide insights into what we can understand as "authentic discourse".

Authentic discourse

Authentic discourse can be defined as the language which is embedded in social practices and which is per se not represented in artificial illustrations of grammatical constructions of standardised languages as (mostly) given in grammar book texts. Rather, it is the actually employed everyday variety and registered speech. But what is more: It is the language of communication in socially prefabricated situations, in institutions and is used with a common knowledge and a mass of presuppositions common to the interactants.

What is "authentic multilingual discourse", then, in more detail? Four examples illustrate the observations mentioned:

(E 1) ((Turkish-German Communication))

(E 2) ((Turkish-Kurdish telephone conversation))

(E 3) ((Intercultural negotiation in English as a Lingua Franca))

(E 4) ((Receptive Multilingualism in Scandinavian and/or Turkic languages)) (see Rehbein, ten Thije, Verschik 2012).

Understanding

The common perspective under which the examples could be considered is the perspective of the language learner, i.e. of a person who wants to bridge the gap from monolingualism to bilingualism. In this respect, UNDERSTANDING is the common problem learners have to cope with when they find themselves confronted with authentic discourse. Mostly, they are able to verbalize their needs in the "other language"; "interlanguage" up to perfect usage are qualities of foreign language usage which can be taught through grammatical and lexical training of the other language. But very often it is not speaking but understanding which is the crucial point within the interaction in the "other language". This is the situation for which the IC technologies can prepare the learner [as a user].

Bilingual teaching material

The method of how to base bilingual teaching (as a special case of multilingual teaching) on authentic discourse was first introduced in constructing the "Textbook of German for Turks" (Lehrbuch Deutsch für Türken) (Griesshaber, Aksoy, Kolcu-Zengin & Rehbein 1992) in order to make more effective bilingual teaching of German as a second language to students with an immigrant language, esp. Turkish.

Integrating Pragmatic Corpus Analysis (PCA) into an ICT based learning (PCA-ICT)

Thanks to the development of multilingual corpora of authentic discourse (s. e.g. Rehbein; Herkenrath & Karakoç 2007, Rehbein 2009) it is possible for students to actively participating in real multilingual communication. In this sense, I will suggest the application of a corpus-based learning/language acquisition which works through a corpus of multilingual transcripts of spoken language and oral communication. It makes use of the EXMARALDA programme modules (s. Schmidt 2005, 2010, Schmidt et al. 2009, 2011). The procedure itself is called 'pragmatic corpus analysis' (PCA) discussed by Herkenrath & Rehbein (2012). In incorporating PCA into the multilingual learning process, the learner in using the modules of EXMARALDA runs through the following steps:

(1) The learner is introduced to unfamiliar expressions (words, morphemes, speech formulae, other kinds of expressions, etc.) in the other language, within discourse or text.

(2) Let us take as examples the following Turkish expressions in Immigrant Turkish: *ki (intensifiying particle + subordinator), -mlş (evidential morpheme), Deixis o,* and/or *emotional expressions* (as interjections).

(3) The learner applies the ENDFAS-SKOBI corpora of Turkish and of Immigrant Turkish.

(4) The learner applies search procedures for every expression in the corpora.

(5) The learner gets a list of tokens (of the expression) in various contexts.

(6) The learner opens by clicking on the item (in the list) the respective related transcript of real life discourse in which the item is employed.

(7) The learner makes efforts to understand the oral interaction as it is transcribed.

(8) To support her/his understanding process, the learner activates the respective audio file of the transcript by double click -> the learner follows the full interaction by listening to the piece of communication in the audio file -> the listening comprehension is backed by written representation of the audio file in the transcript.

(9) If understanding is not achieved, the learner can have a look on the translation tiers in the transcript.

(10) A full CONTEXT-BOUND COMPREHENSION of the expression in interaction is available for the learner $\rightarrow$ repetition of the full discourse is possible.

(11) $\rightarrow$ Understanding of expressions in interaction and, in general, of talk-in-interaction is rehearsable within authentic discourse.

(12) The learner compares the respective item in Immigrant Turkish contexts with their occurrences in Standard Turkish contexts within the same subcorpus.

Memorizing

This method is good for memorizing expressions in learning to actively communicate in second languages. Learning another language is, strictly speaking, most effective, i.e. memorizable, when items are understood in concrete situations of oral talk-in-interaction. I call this method "functional learning".

Application of PCA-ICT to multilingual teaching and (self)learning

The PCA-ICT procedure can be applied to teaching and learning of the above-mentioned types of multilingual communications, i.e. with immigrant languages, with minority languages, in lingua franca-communication as well as in receptive

multilingualism, especially for the development of comprehension skills in linguistically diverse situations of oral language. The procedure combines 'eye' learning and 'ear' learning (Reid 2005), meets various learning needs and allows for an individual and specified learning-by-doing practice of multilingualism as follows:

1. In multilingual classrooms in immigrant societies (see Martín Rojo 2010 for transcribed examples of multilingual classrooms in Madrid), by means of PCA-ICT procedure, contextualised expressions within spoken multilingual communication can be searched for, according to individual immigrant languages (see Extra and Gorter 2001), as far as corpora exist. This can be done in order to

    a) Furnish immigrant students with skills of understanding (incl. reading) linguistic complexities of their mother-tongues;

    b) Teach members of the linguistic majorities to understand various immigrant and minority languages via individual digital access to oral communication in that language;

    c) Familiarise with the usage of code-switching in multilingual learning groups (s. Rehbein 2011a);

    d) Learn academic registers (Cummins 2008) of immigrant languages within the majority society, esp. to develop passive working vocabularies in context.

Thus, the inequality of the immigrant languages compared to the majority language(s) of the nation-state (Williams 2010) might be reduced.

2. Within Higher Education, PCA-ITC can be used in teacher-training programmes, to deploy communication skills of teachers in various immigrant languages for purposes of intercultural communication when teaching their students.

3. The procedure can also be applied to the teaching and learning of minority languages. In this type of multilingual communication, materials should be made available to members of the linguistic majority in order to amplify their ability to understand the minority language in concrete communication situations (mainly in code switching situations), such as Catalan/Basque for Spanish speakers, Kurdish and Arabic for Turkish speakers, etc.

4. The procedure can be used for the acquisition of the varieties of international communication in a lingua franca, as e.g. for the varieties and registers of Englishes used by diverse partners in real-life negotiations in a globalised world. (Here, discourse and situation-specific material can be found in using COMA, a module of Exmaralda).

5. The procedure can be used to prepare for encounters in which interactors mutually understand but do not speak their partners' linguistic variety (the languages used are closely related or at least well known by them). Here, the component of 'reception'

(understanding) within communication through closely related languages / languages well-known by the speakers can be made accessible via PCA-ICT in constellations of receptive multilingualism, as there are the constellations of...

a) Spanish-Catalan, Turkish-Azeri, Dutch-German, Scandinavian languages, where communication is carried out in languages of different status;

b) Intergenerational receptive multilingualism, esp. in communication with immigrant languages (Turkish-German in Germany, Kurdish-Turkish in Turkey), in mostly not closely related languages.

6. Theoretical applications:

- Linguistic analysis of discourse connectors in various languages (in diverse available corpora);

- Teaching and analysing linguistic diversity in oral communication;

- Contrastive analyses of varieties of a language as well as cross-linguistic comparisons; and

- Studying communicative practices in multilingual communication, as culture-specific turn-taking and repair devices, negations, etc.

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CV

Professor Dr. Jochen Rehbein, Middle East Technical University, Department of Foreign Language Education, Ankara, since 2006. In 1971, he started teaching general linguistics, sociology of language, German as a foreign language at German universities. He co-founded the Graduate College on Multilingualism and Language Contact (1991-1994) and the Hamburg Research Centre on Multingualism (1999-2011). Publications, projects: Functional Pragmatics, discourse analysis; grammar and mental processes, various aspects of multilingualism; intercultural communication; Turkish linguistics; politeness.

Cor Van der Meer (Mercator Research Centre / Fryske Akademy, Ljouwert, Fryslān, NL)

New Media for Multilingualism: Practice and Research Questions

Abstract (forthcoming)

In the last decade numerous developments in technology have been introduced in the community. Some of the latest have been in the area of 'New media'. The way people communicate with each other has changed fundamentally. The latest developments offer many opportunities for communication all over the world without practical issues like travelling or crossing borders: opportunities not only for social contacts, but also for the way we retrieve and use information, and the way we learn.

Increasingly, new media are used for language learning, which will have its influence on the vitality of languages. Especially lesser used or minority languages can benefit from these developments. The extent to which these languages can benefit still needs to be researched in more detail.

In this presentation I will focus on language vitality, new media and minority languages and formulate some central research questions in this area. I will do so, first, by looking at language vitality indexes, such as Unesco's vitality index. Second, by looking at recent

practical examples of social media use that encouraged the use of the Frisian language in Fryslân.

In the future I would like to address these research questions in an international project. I very much welcome any suggestions for partnerships and expressions of interest.

CV

Cor van der Meer is researcher at the Fryske Akademy and one of the leading persons in charge of the Mercator European Research Centre. Main fields of interest and research are; multilingualism, minority languages, language learning, language vitality, education systems and new developments in language learning in a European context.CV (forthcoming)

Return to top

Melinda-Ann Dooly (Universitat Autònoma de Barcelona, Catalonia, ES)

I can even kite-surf!: Student-Teachers Engaged in 'Network Learning' / Puc fins i tot fer kite-surf: Professorat en Formació Participen en 'Aprenentatge a la Xarxa'

Abstract

As the use of computer-mediated communication (CMC) becomes more and more commonplace in language learning classrooms, there is a patent need for more research not only into the language learning process that takes place in these environments, but also into the pedagogical implications that emerge, and subsequent teacher education that arise from these innovations. Using a micro-analytical, cross-sectional examination of a teacher-education CMC-based collaborative exchange, this presentation will consider the effect this exchange had on the participants' language competence as well as their professional development as language educators. The students engaged in task-focused interaction, using a variety of CMC tools: wiki, skype, text chats and Second Life. An emergent area of interest, stemming from a preliminary analysis of the data, is the mediation and re-mediation of 'teacher' repertoire (participant's focus on language use) that enable deeper understanding of subject content. Multimodal data is examined, including transcripts of online interaction and online output (wiki, podcasts).

Resum

Com l'ús de la comunicació a través de l'ordinador (Computer-Mediated Communication: CMC) es fa cada vegada més comú en les aules d'aprenentatge

d'idiomes, hi ha una necessitat patent de realitzar més investigació, no només en el procés d'aprenentatge d'idiomes que té lloc en aquests entorns, sinó també en les implicacions pedagògiques i la formació de docents que sorgeixen d'aquestes innovacions. Aquesta presentació ofereix un micro-anàlisi de diverses perspectives i situacions d'un intercanvi a través de l'ús d'Internet entre dos grups d'alumnes d'educació, amb especialitat en llengües estrangeres. La presentació se centra als canvis que van tenir lloc en la competència lingüística dels participants, així com el seu desenvolupament professional com a professors d'idiomes. Els estudiants van participar en interacció basada en tasques, utilitzant una varietat d'eines de CMC: wiki, skype, xat de text i Second Life. Una àrea emergent d'interès, derivat d'una anàlisi preliminar de les dades, és la mediació i la 're-mediació' del repertori de 'mestre' (enfocament del participant en l'ús de la llengua) que permeten una comprensió més profunda dels continguts de les assignatures. S'examina dades multimodals, incloent les transcripcions de la interacció en línia i el productes virtuals (wiki, podcast).

CV

Melinda Dooly is a teacher educator at the Science of Education Faculty of the Universitat Autònoma de Barcelona (Spain). She teaches English as a Foreign Language Methodology (TEFL) and research methods courses, focusing on telecollaboration in education. Her research addresses teacher preparation and the use of CALL and CMC. She has published widely in the areas of teacher education and the use of technology in journals and is co-editor of the book series Telecollaboration in Education (Peter Lang). Dr. Dooly's current research interest is in project-based telecollaborative language learning and socially-distributed cognition.

Tünde Dókus (Bölcsészettudományi Kar, Pázmány Péter Katolikus Egyetem / Faculty of Humanities and Social Science, Pázmány Péter Catholic University, Piliscsaba, HU)

Information and Communication Technologies in Language Teaching

Abstract

E-learning (electronic learning) has become a buzzword in recent years and it has been interpreted in many ways. To some people, e-learning means any application of ICT in learning and teaching, from producing a word-processed handout to a full-blown course on the Web.

I am convinced that nowadays using ICT in teaching is inevitable; however we have to find the right proportion between traditional teaching and using ICT.

In my presentation I am going to show through practical examples, how we try to create the right balance between the two and how using ICT fits in with established practice in language learning and teaching.

CV

Tünde Dókus Ocskó is Associate professor at the Pázmány Péter Catholic University and holds a PhD in International Relations.

Sònia Prats & Enric Serra (Servei de Llengües, Universitat Autònoma de Barcelona, Catalonia, ES)

Adapting to e-learning: The experience of the Language Service at the Universitat Autònoma de Barcelona / L'adaptació a eLearning: L'experiència del Servei Lingüístic de la Universitat Autònoma de Barcelona

Abstract

Online teaching and learning has gone through several different phases, in which emphasis has been placed on the creation of materials, the use of platforms for online education and on the need to respond to the true learning dynamics of individuals on internet. The more they use it, the more autonomous, better placed, more aware of their informal learning and more competent in computer skills. The Language Service's online courses have gone through several generations of e-learning: educational multimedia materials have been created (Argumenta project); the service's own online platform for online learning has been used (Linguassist) and currently work is being carried out in ways to respond to a new and constantly changing circumstance: the deliberate inclusion of social networking tools in educational activities, the use of free content and the creation of personal learning environments.

CV

Sònia Prats holds a BA in English Language and Literature, an MA in Teaching EFL and an MA in Language-Teaching Methodology, all awarded by the UAB. She has worked with the university language service since 1992, where she is currently Director of Studies. She also lectures in English language at the UAB Faculty of Education.

CV

Enric Serra és responsable de formació al Servei de Llengües de la UAB i imparteix formació al Màster d'ensenyament de català per a l'acolliment lingüístic d'aquesta mateixa universitat. És autor, a més, del bloc Aprendre llengües.

Enric Serra is responsible for training in the Language Service of the UAB and is a lecturer in the Master's on Teaching Catalan for New Arrivals at the same University. He is also the author of the blog "Aprendre llengües" (*Learning Languages*).

Return to top