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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; s. 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)) (s. 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* (intensifying particle + subordinator), *-miş* (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 -> repetition of the full discourse is possible.
- (11) -> 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 (s. 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 (s. 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 that 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), e.g. Catalán/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-Catalán, 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;
- studying communicative practices in multilingual communication, as culture-specific turn-taking and repair devices, negotiations etc.

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