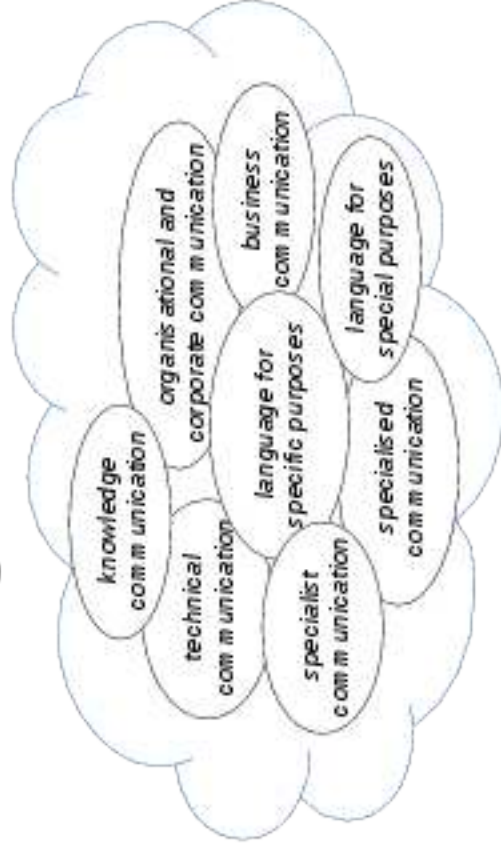


Multilingual Specialist Communication between Thought, Language and Culture

Peter Sandrini

Terminological issues



Communication in / for / between
disciplines / subject areas / professional contexts

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• Terminology and concepts

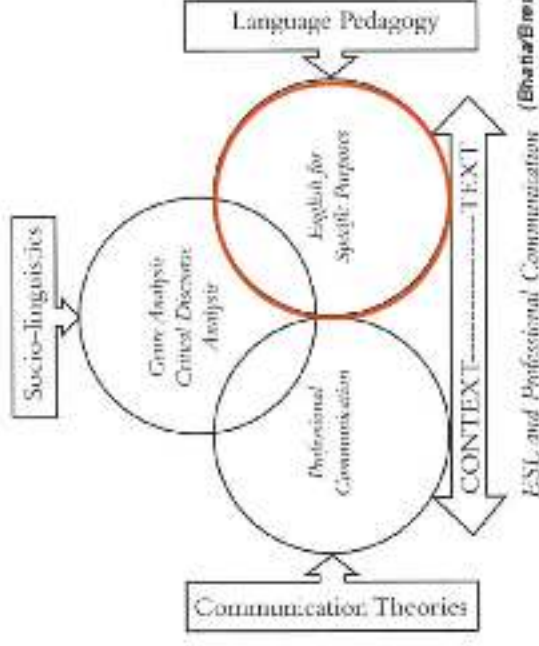
• Thought and culture

• Multilingual communication

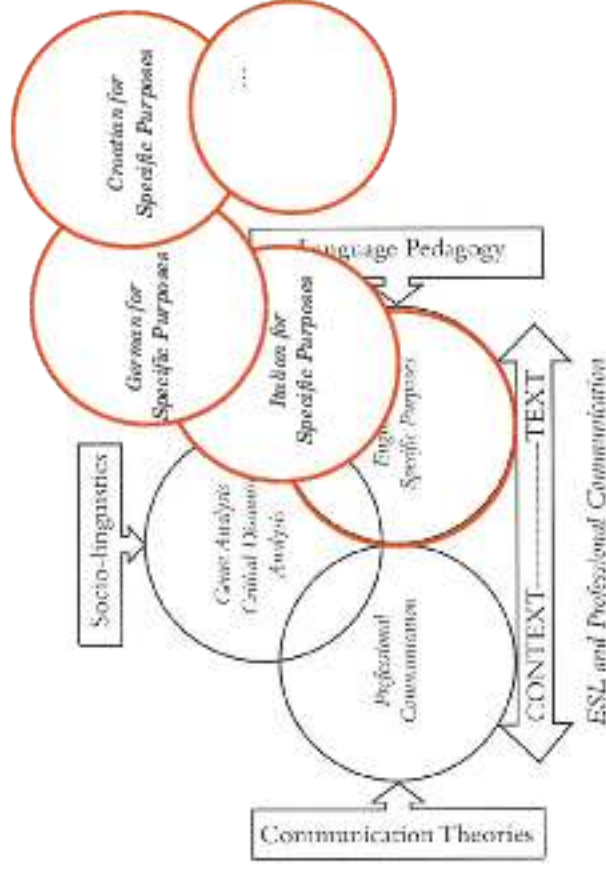
• Datafication of communication

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Integrated view of professional communication



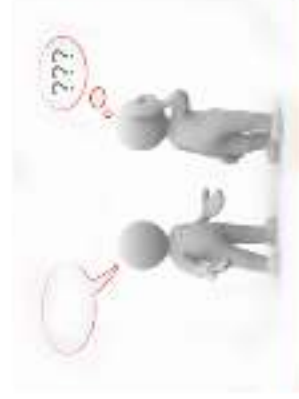
Languages for Special Purposes



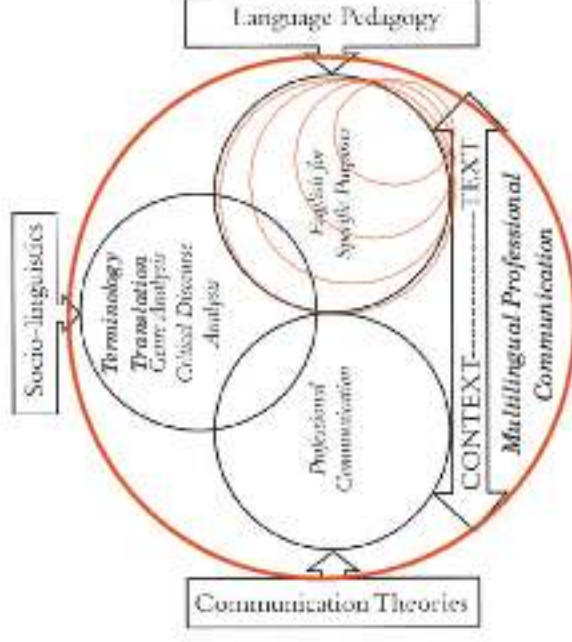
Object of study

Professional communication

“the use of all forms of semiotic resources (linguistic as well as multimodal) in and for academic as well as professional contexts, both spoken and written” (Bhatia/Bremner 2014: xv1)



Multilingual professional communication



Communication roles

- expert
- practitioner
- educator / lecturer
- advisor / counsellor
- student / aspirant
- consumer / layperson



Object of study

- 'Fachkommunikation' as defined by Hoffmann (1993: 614):
"die von außen oder von innen motivierte bzw. stimulierte, auf fachliche Ereignisse oder Ereignisabfolgen gerichtete Extenionsierung und Interionsierung von Kenntnissystemen und kognitiven Prozessen."
- externally or internally motivated or stimulated exteriorisation and interiorisation of specialised knowledge systems and cognitive processes concentrating on subject-matter events or series of events



Specialised communication

- construction of knowledge
e.g. cognitive and linguistic structures of individuals
- representation of knowledge
e.g. texts and genres, signs
- communication of knowledge
e.g. interaction, sociology, setting

(Engberg 2013: 16)



Specialised communication

- „knowledge communication is strategic communication. As 'strategic' it is deliberately goal-oriented, the goal being the mediation of understanding across knowledge asymmetries. As 'communication' it is participative (interactive) and the communicative 'positions' converge on the (co)construction of (specialized) knowledge”

(Kostera 2007 cited in Engberg 2013: 16)



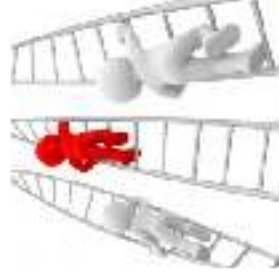
Attitudes towards language

- intrinsic value:
languages are valued in and of themselves, not as means for attaining any other end
- instrumentalist approach:
language as a tool, an instrument that is valuable to the extent that it helps us achieve goals and objectives that we value



Goals and objectives

- human knowledge
- economic success
- cultural diversity
- autonomy
- liberty
- dignity
- equality
- democracy
- national unity and solidarity
(Robichaud/DeSchutter 2012: 126-138)



LSP-based thought patterns determined by:

- the mental structuring of the scientifically specialised subject field,
- the nature of the mental objects (homogeneity or heterogeneity of objects that are subject to cognitive processing),
- the quality of the subject or object-specific status of investigation,
- the subjective stance on the object of investigation,
- the allocation of tasks and the inherent cognitive requirements,
- the proximity of the object of investigation to the researcher's quotidian scope of experience,
- the practice-orientedness of the knowledge process (fundamental vs. applied sciences),
- notions and schemata as cognitive models of organisation,
- the application of scientific principles of investigation (inductive or deductive reasoning),
- the historic, ideologically philosophical, cultural, social and economic foundations of the knowledge process,
- the mental quality of perception of specialised contents (affirmative/critical/rational/emotional orientation),
- the identification of the individual's specific thought patterns (schools of thought),
- the mentally anticipated goal of investigation (quest for rules, practical implementations),
- the researcher's/researcher's motivation determining the knowledge process,
- mental strategies/methods of analysis,
- the ethical neutrality of scientific investigations and
- the intra-, inter-, and transdisciplinary nature of scientific illustrations (Baumann 2001: 57-101).

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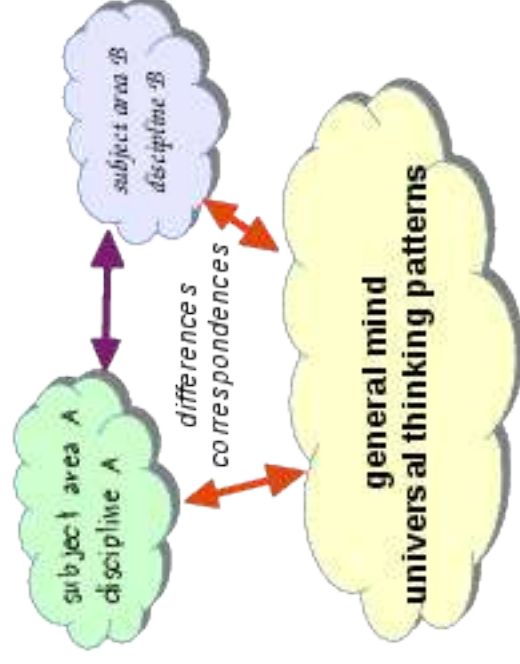
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Universes of thought and thinking patterns



Approaches to science

Nomothetic disciplines

*generalize, derive laws, produce verifiable knowledge
create concepts and principles, high level of abstraction
natural sciences*



Idiographic disciplines

*investigating individual events and phenomena,
describing and interpreting, applying principles and concepts
low level of abstraction
humanities, social sciences*



Disciplines as cultures

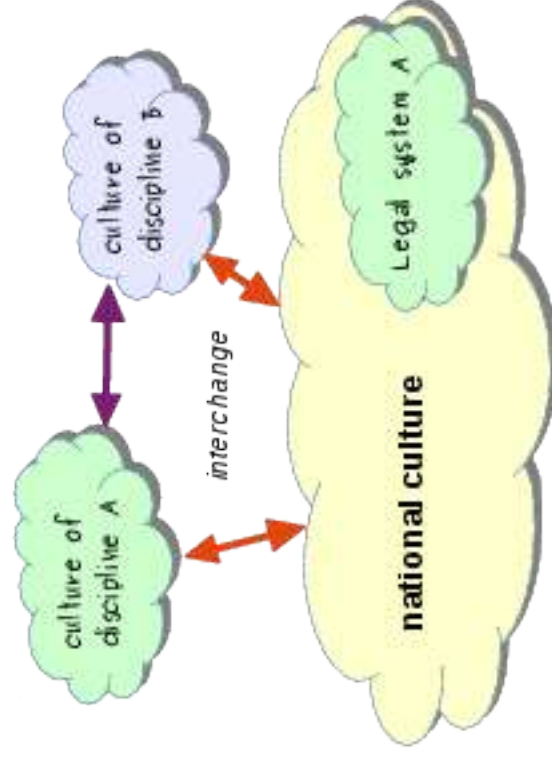
„disciplines [...] are primarily understood in terms of the specific knowledge, methodologies and shared practices of their community members, especially their ways of thinking, constructing and consuming knowledge, their specific norms and epistemologies and, above all, their typical goals and disciplinary practices to achieve those goals“ (Bhatia 2007:32)

„intimately linked to a discipline’s methodology, and they [the experts] package information in ways that conform to a discipline’s norms, values, and ideology“ (Berkenkotter/Hucklin 1993:1)

„LSP is therefore linked to the thought elements of the field that the technical terms exist in – the thought structures of the field and the customary communication structures of the discipline“ (Buhmann/Fearns 2000: 13)

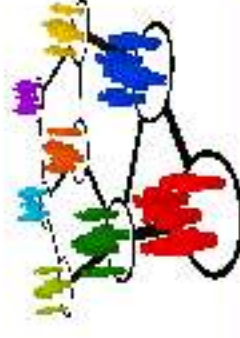


Cultural patterns



Culture and disciplines: typology

- 1) homogeneous disciplines**
one professional culture on the basis of consensual content, worldwide research networks, as well as a general agreement on application methods
- 2) disciplines that link consensual global content with locally differing beliefs**
regional research efforts differ significantly (schools of thought)
- 3) heterogeneous, culturally divergent disciplines**
national culture shapes the contents of the subject field



Cultural patterns (disciplines 1, 2)

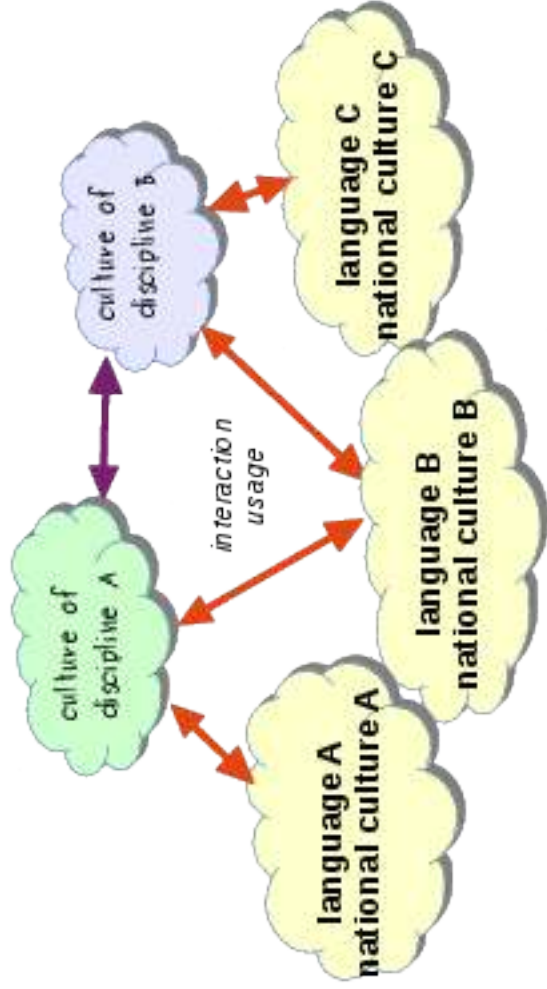


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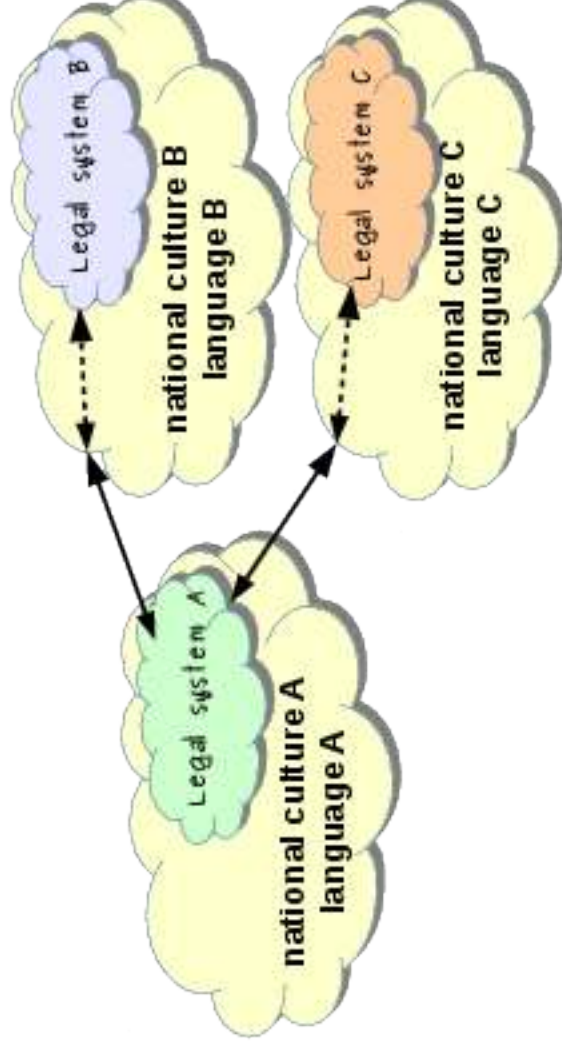
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• **Multilingual communication**

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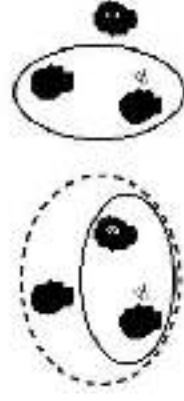
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Cultural patterns (disciplines 3, e.g. Law)



Language as a communication tool

- inclusive communication tool
- exclusive communication tool
language diversity imposing transaction costs, limiting the mobility of goods and people



Communicating across languages

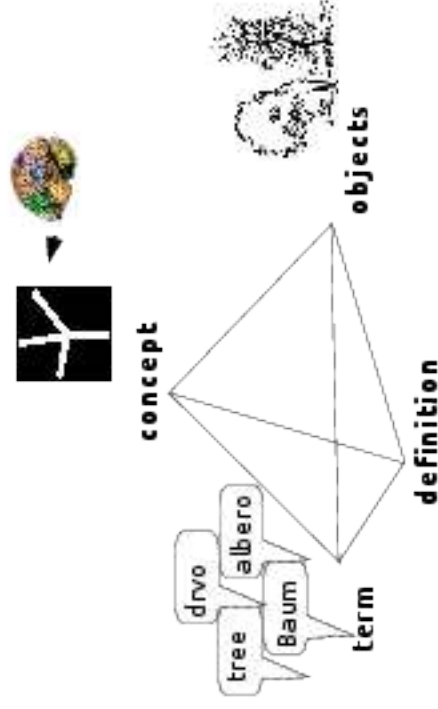
- Terminology
- Comparative text analysis
- Translation
- LSP teaching
- ...



Terminology

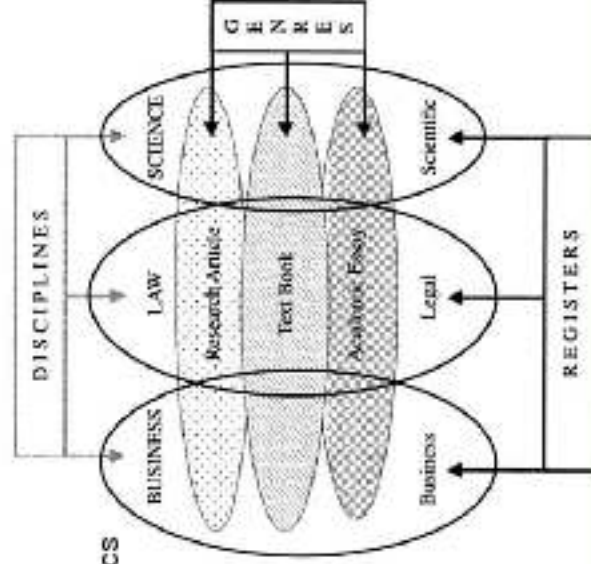
terms and concepts

(thinking, knowledge, perception, communication)



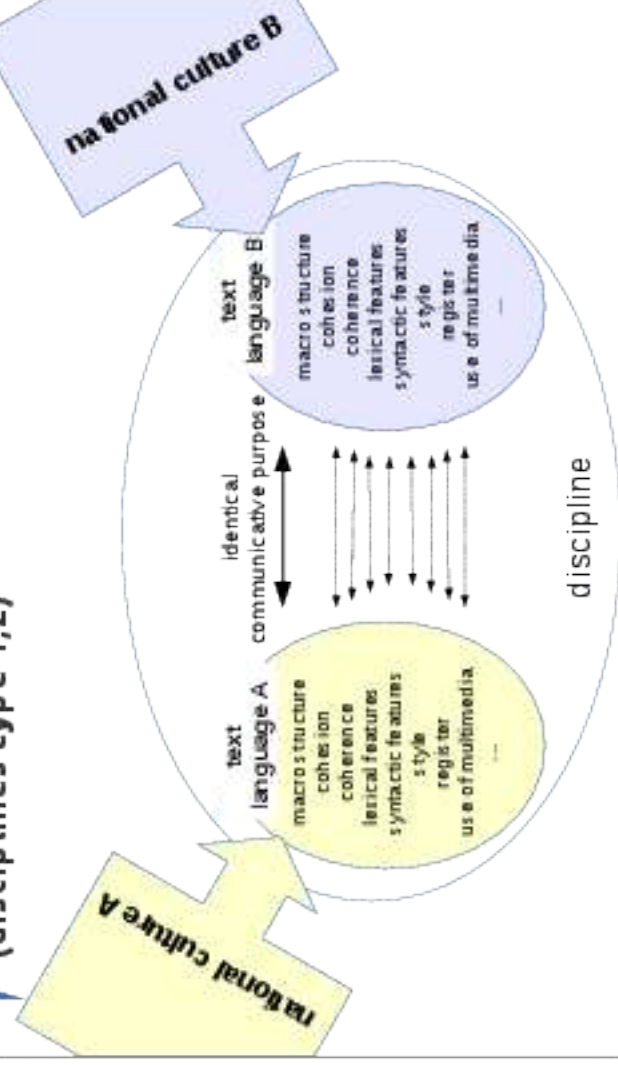
Comparative genre analysis

- genres:
- specific disciplinary characteristics
 - overlapping typical features

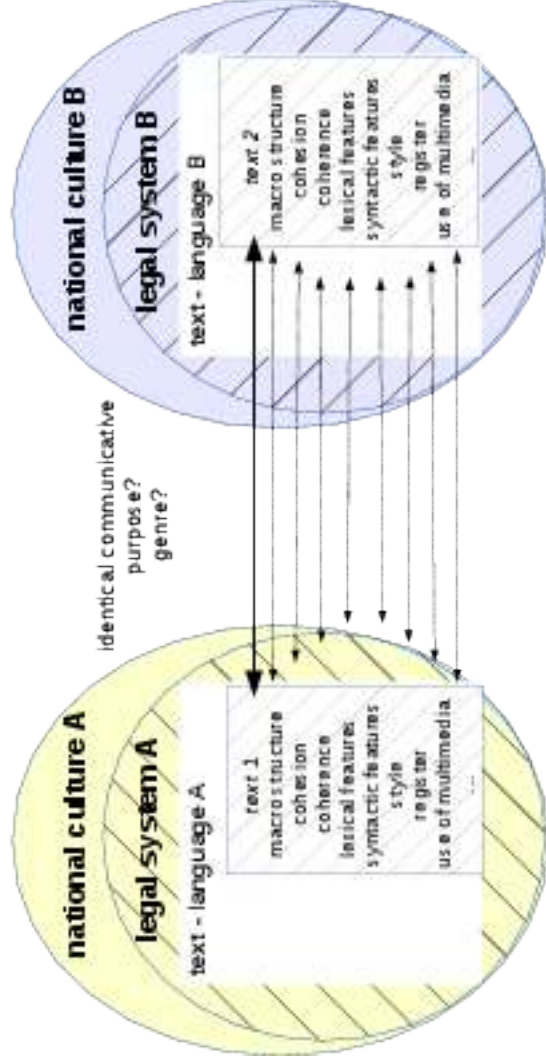


interrelationship between register, genres and disciplines in academic discourse (Bhatia 2007: 31)

Comparative text analysis (disciplines type 1,2)



Comparative text analysis (disciplines type 3)



LSP Teaching

Specialist communication aiming at:

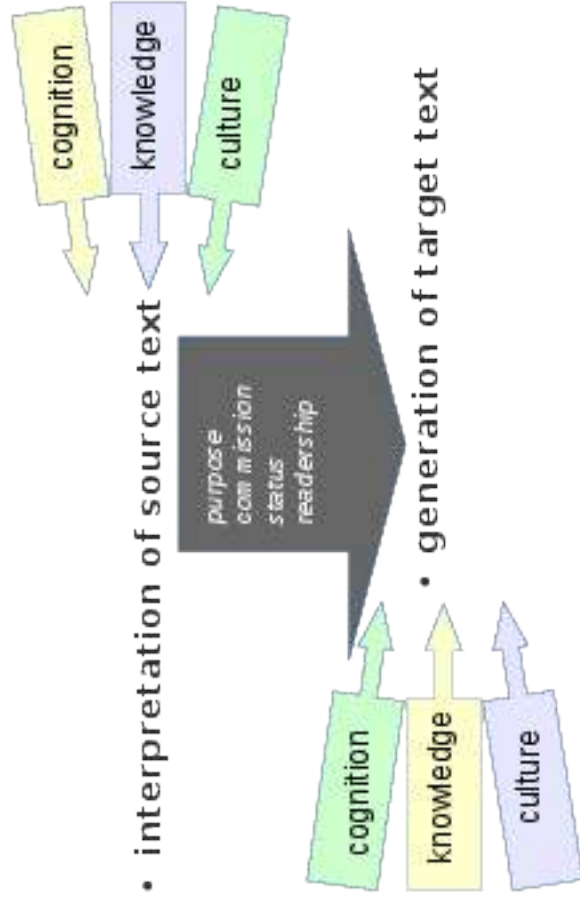
- in general: **transfer of information**
- in particular: **mastering specialist communicative situations**

by

- learning to think like specialists
- learning to speak like specialists
- learning to write like specialists
- (learning to act as specialists)



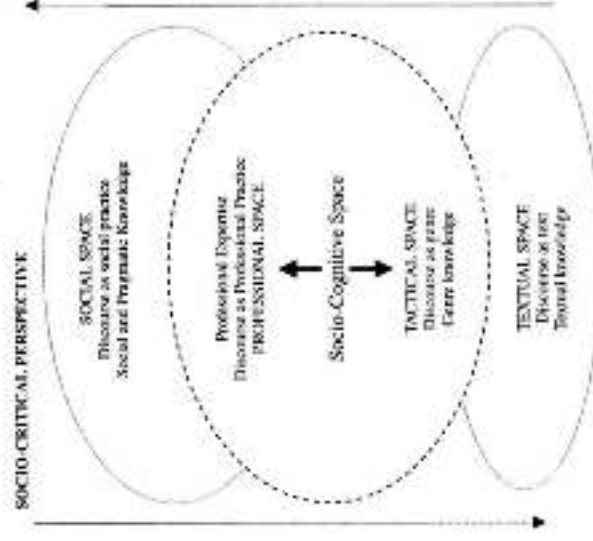
Translation



Specialist communicative competence

competences:

- sociocultural
- pragmatic
- discourse
- sociolinguistic
- linguistic



Multilingual specialist communicative competence

- ✓ learning to think like specialists
- ✓ learning to speak like specialists
- ✓ learning to write like specialists
- ✓ (learning to act as specialists)

In different languages

with the help of

- context-specific pedagogy
- problem-based learning
- case-based learning
- genre-based learning



Enabling competences

- expert knowledge
 - terminology
 - phraseology
 - text types
 - didactic competence
 - specific ICT skills
- master digital communication
use of support technologies



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• **Datafication of communication**

• Conclusions

Digital communication

- globalisation
- global cooperation
- digitalisation
- technology
- pressure for efficiency, quality, competitiveness



specialist communication

Datafication

„taking information about all things under the sun ... and transforming it into a data format to make it quantified“

"the idea that more and more businesses are dependent on their data for their business"

turning multilingual information into data

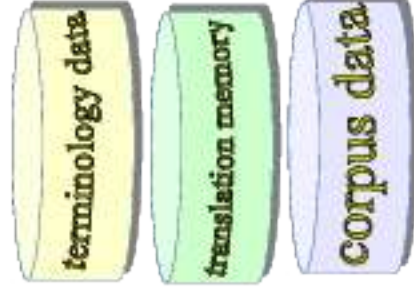


DIKW hierarchy



"Typically information is defined in terms of data, knowledge in terms of information, and wisdom in terms of knowledge" (Rowley 2007)

Multilingual data



structured, machine readable data
containing snippets of text
in two or more languages

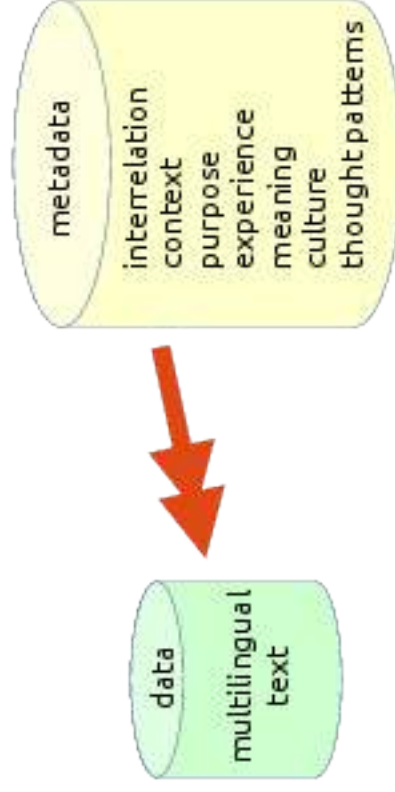
1. word level
2. sentence level
3. text level

Metadata

- **by definition:**
data about data
data which provides information about a resource
- **by example:**
title, author, subject classification, shelf mark
digital format, terms and conditions, location (URL)



From data to knowledge



Meta data: examples

Fuß	foot	anatomy
Fuß	base	technology
Fuß	root	tool

Eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015.

Das Geschlechtergefälle in der Grund- und Sekundarschulbildung beseitigen, vorzugsweise bis 2005 und auf allen Bildungsebenen bis spätestens 2015.

Source: UN Millennium Development Goals

Knowledge

knowing how to reuse, recontextualise multilingual data

- equivalence relation
- authorship
- purpose
- context of use
- date of use
- subject field, domain
- client
- product, project
- ...



Meta data in a multilingual context

standardised data formats allowing meta data:

- TBX and the TMF
- TMX Tag Set
- XLIFF
- PO comments
- ITS Internationalization Tag Set (W3 Multilingual Web Working Group)

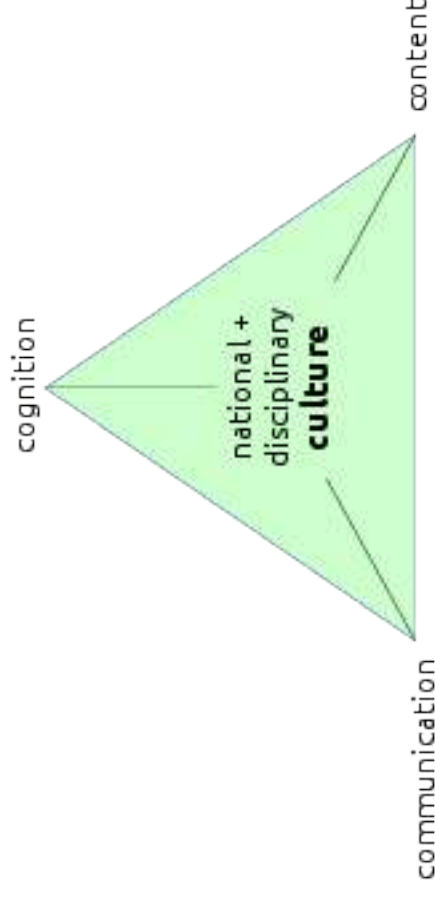


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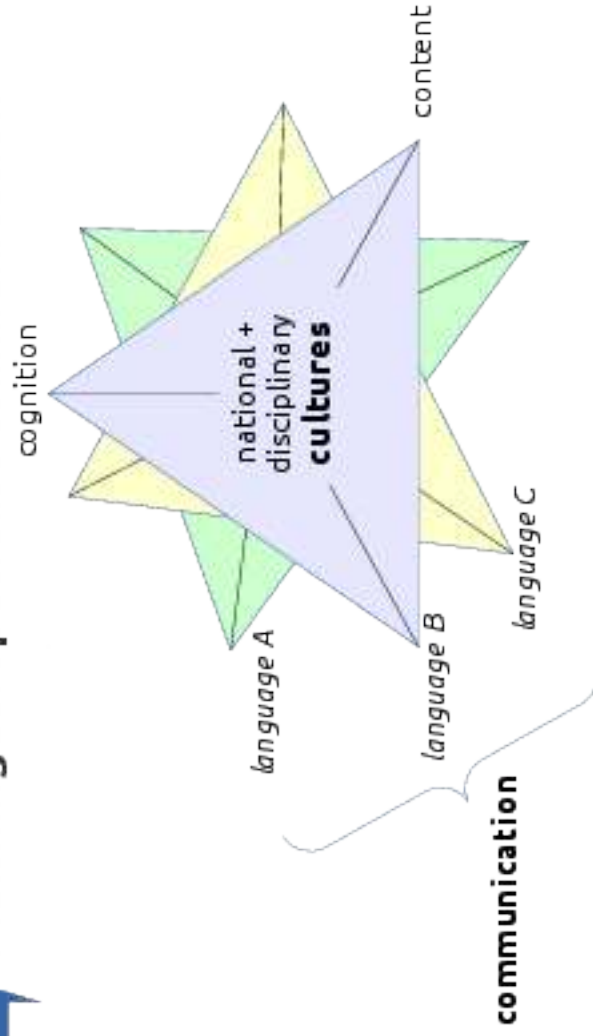
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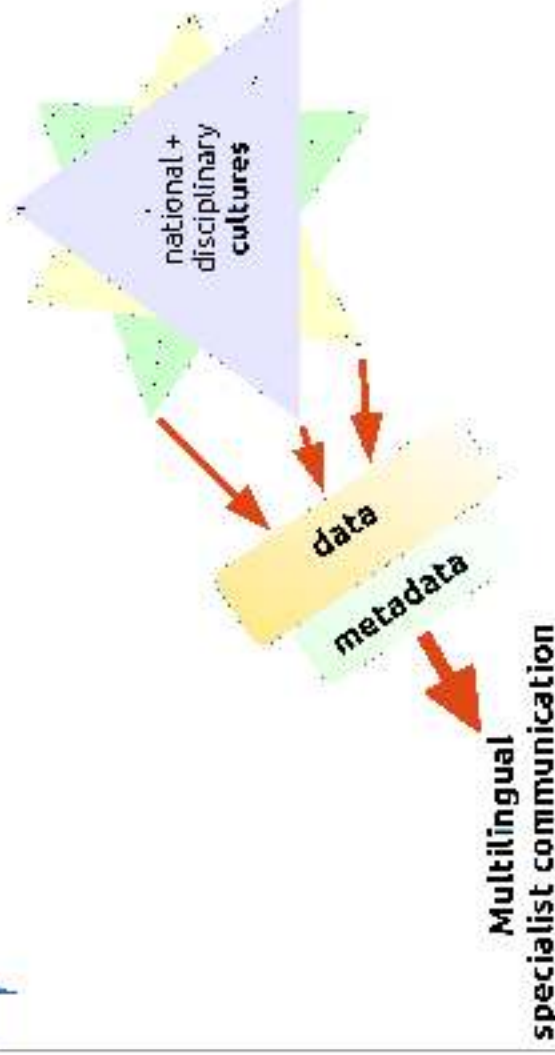
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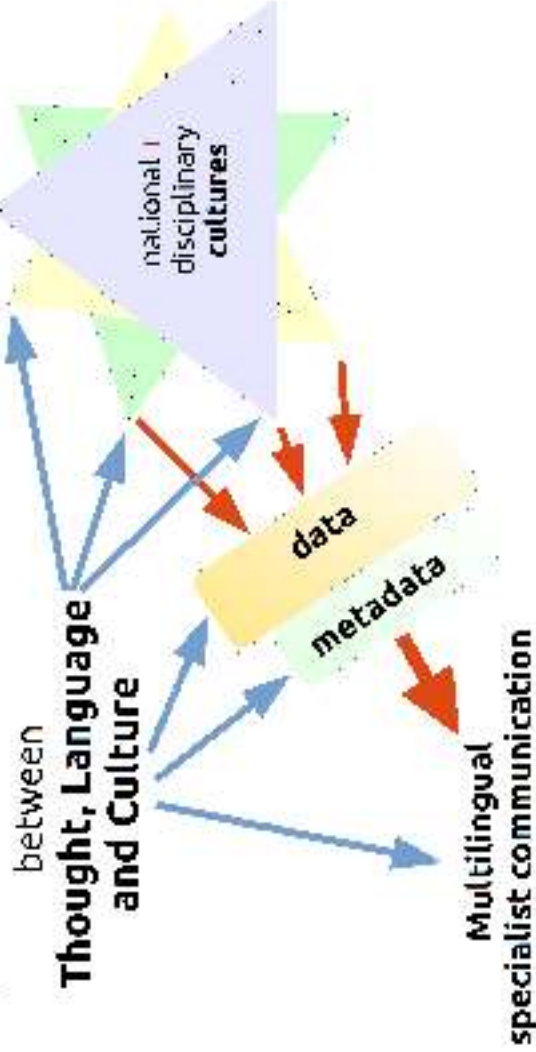
Multilingual specialist communication



Multilingual specialist communication



Multilingual specialist communication



Thanks for your attention ...



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Any questions?