

**PRAKTIKUM: Turkish/German (English) Language Development in Berlin:
Archiving Materials From Empirical Investigation in Real Time: 1978-2013**

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This Praktikum is devoted to hands-on experience in an ongoing project to prepare audio files and transcripts from of data from empirical studies of language variation and change in bilingual/trilingual childrens' production for inclusion in the data bank of the Hamburger Zentrum für Sprachkorpora (HZSK).

These materials are derived from sociolinguistic investigations of the Turkish L1, German L2 (and English L3) of pre-school, primary and secondary school pupils in Berlin, conducted in by Professor Carol W. Pfaff et al. in the years 1978-2013. Most of the participants have Turkish migration background and most of them were raised and schooled in Berlin but some have other backgrounds and language profiles, in particular L1 English, Polish, Farsi, Arabic, Greek, Serbian, Croatian and Bulgarian. The participating children and adolescents attended (pre)schools of several types were recorded outside their classrooms. The school types included Ausländerregelklassen for recently migrated children in 1978 and integrated primary and secondary schools serving predominantly migrant background children. Most schools were primarily German-language medium, but some had explicitly bilingual programs or offered Turkish as 2nd foreign language. Table 1 summarizes the pupils, the languages investigated and elicitation methods of 5 studies in Berlin, together with information about the funding agencies which supported these investigations.

Status

The materials on hand consist of digitized audio files for four of the five studies, transcriptions for oral production for subsamples for structured elicitation and relatively free conversation from each of the studies, and written essays (personal narratives and opinions) collected in the LLDM/MULTILIT study.

Currently our first priority is to complete the pilot corpus of children in the longitudinal KITA study of children who attended a bilingual preschool from 1987-1992, based on dyadic interactions in Turkish and German with adult interlocutors who were native speakers of Turkish and of German. Thereafter we will continue with more KITA children and with material from the other studies.

The work involves the following activities:

Work on existing transcripts (no linguistic expertise required)

- Conversion of existing transcriptions in CHAT format to EXMARaLDA format.
- Replacing any real names of children with pseudonyms in the files.
- Entering information on the participants and activities in the recordings from the headers of the CHAT files into the meta-data fields of the EXMARaLDA files, saving with unique filenames.

Work with existing digitized audio files

- Identification of existing digitized audio files related to each recording (mostly .mp3 files), cutting or merging those audio files to fit the transcripts using the AUDACITY software to produce .wav files and renaming the output to parallel the file names of the EXMARaLDA files.
- Inserting links to the audio files into the EXMARaLDA transcripts.
- Synchronizing audio files with transcripts (knowledge of language of transcript is helpful), correction if necessary.

Entry of Status information into Excel tables and EXMARaLDA Corpus Management (COMA)

Desired background qualifications (instruction will be provided)

- experience with CHAT, EXMARaLDA, AUDACITY and Excel software
- some knowledge (not necessarily native) of German, English, Turkish (for the synchronization only)

Research Projects on Turkish, German (and English) of multilingual children and adolescents in Berlin
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Languages Investigated	Name of study	Year(s)	Language Background (L1) of Participants	Number of participants	Method
German	AUS ¹	1978	9-13-year olds <ul style="list-style-type: none"> •Turkish, Arabic, Greek, Serbo-Croatian pupils in classes with no German pupils 	35	Directed conversation about pictures
German	SES ²	1978-1979	9-14 year olds <ul style="list-style-type: none"> •Turkish 7th graders in Turkish /German experimental integrated class •Greek afternoon school 	42	Directed conversation about pictures
Turkish German	EKMAUS ³	1983-1986	5-12-year olds <ul style="list-style-type: none"> •Turkish/German bilinguals: 3 groups with differing degrees of contact to German •Monolingual comparison groups 	80	Games with toys, books free conversation ...
Turkish German	KITA ⁴	1987-1992	2-8 year olds – longitudinal study Turkish / German bilingual preschool	34	Games with toys, books free conversation
Turkish German English other L1s	LLDM ⁵ / MULTILIT ⁶	2007-2013	11-20 year olds <ul style="list-style-type: none"> •Turkish children and adolescents in Germany &France •German/English adolescents •Monolingual comparison groups 	296	Video stimulus⁷ for Oral and written <ul style="list-style-type: none"> •personal narrative •expository texts – opinions •questionnaire on language use

¹ Ausländerregelklassen (foreigner classes) regular classes taught in German with only non-German pupils

² Wissenschaftliche Begleitung of experimental integrated class, Prof. Dr. Ulrich Steinmüller
 SES=Soziolinguistisches Erhebungsinstrument zur Sprachstandsmessung (Portz & Pfaff 1981)

³ 1983-86 Freie Universität Berlin Research Grant
 Linguistische und kognitive Entwicklung: Die Beziehung zwischen Erst- und Zweitspracherwerb
 Project leader: Prof. Carol W. Pfaff, Ph.D.

⁴ 1987-92 DFG Grant for Longitudinal Study of children in a bilingual Kita in Berlin
 Natürlicher bilingualer Spracherwerb von Kita-Kindern: Vom Krippenalter bis zu den ersten Grundschuljahren
 Project leader: Prof. Carol W. Pfaff, Ph.D.,

⁵ 2007-2009 DAAD-PROCOPE-PHC (German and French Academic Exchange Programs – research grant).
 LLDM (Later Language Development of Multilinguals).
 Die Sprachkompetenz bilingualer Schüler türkischer Herkunft in Frankreich und Deutschland
 (The language competence of bilingual pupils of Turkish background in France and Germany).
 A few participants with other L1 (Arabic, Kurdish, Greek, Bulgarian, Farsi, Polish, Serbian) were interviewed and wrote in their L1s
 Project leader in Germany: Prof. Carol W. Pfaff; Ph.D., Project leader in France: Prof. Mehmet-Ali Akinci

⁶ 2010-2013 DFG and ANR (German & French National Science Foundations).
 Project leader in Germany: Prof. Dr. Christoph Schroeder in association with Prof. Carol W. Pfaff, Ph.D.
 Project leader in France: Prof. Mehmet-Ali Akinci

⁷ Video stimulus for the LLDM and MULTILIT studies was the video file used by Berman/Verhoeven (2002...)
 For documentation, see Pfaff (2009) "Parallel assessment of oral and written text production of multilinguals: Methodological and analytical issues". In B. Ahrenholz (ed.) *DaZ-Forschung. Empirische Befunde zum Deutsch-als-Zweitsprache-Erwerb und zur Sprachförderung. Beiträge aus dem 3. Workshop Kinder mit Migrationshintergrund.* Freiburg in Breisgau: Fillibach Verlag. pp. 213-233.